

CAMBRIDGE

# interchange

THIRD EDITION



WITH SELF-STUDY AUDIO

***Jack C. Richards***  
*with Jonathan Hull and Susan Proctor*



***STUDENT'S BOOK***

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# Plan of Book 1

Titles/Topics	Speaking	Grammar
<b>UNIT 1</b> PAGES 2-7 <b>Please call me Beth.</b> Introductions and greetings; names; countries and nationalities	Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye	Wh-questions and statements with <i>be</i> ; questions: <i>what, where, who, and how</i> ; yes/no questions and short answers with <i>be</i> ; subject pronouns; possessive adjectives
<b>UNIT 2</b> PAGES 8-13 <b>How do you spend your day?</b> Jobs, workplaces, and school; daily schedules; clock time	Describing work and school; asking for and giving opinions; describing daily schedules	Simple present Wh-questions and statements; question: <i>when</i> ; time expressions: <i>at, in, on, around, early, late, until, before, and after</i>
<b>PROGRESS CHECK</b> PAGES 14-15		
<b>UNIT 3</b> PAGES 16-21 <b>How much is it?</b> Shopping and prices; clothing and personal items; colors and materials	Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things	Demonstratives: <i>this, that, these, those, one and ones</i> ; questions: <i>how much and which</i> ; comparisons with adjectives
<b>UNIT 4</b> PAGES 22-27 <b>Do you like rap?</b> Music, movies, and TV programs; entertainers; invitations and excuses; dates and times	Talking about likes and dislikes; giving opinions; making invitations and excuses	Yes/no and Wh-questions with <i>do</i> ; question: <i>what kind</i> ; object pronouns; modal verb <i>would</i> ; verb + <i>to</i> + verb
<b>PROGRESS CHECK</b> PAGES 28-29		
<b>UNIT 5</b> PAGES 30-35 <b>Tell me about your family.</b> Families; typical families	Talking about families and family members; exchanging information about the present; describing family life	Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: <i>all, nearly all, most, many, a lot of, some, not many, a few, and few</i> ; pronoun: <i>no one</i>
<b>UNIT 6</b> PAGES 36-41 <b>How often do you exercise?</b> Sports, fitness activities, and exercise; routines	Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities	Adverbs of frequency: <i>always, almost always, usually, often, sometimes, hardly ever, almost never, and never</i> ; questions: <i>how often, how long, how well, and how good</i> ; short answers
<b>PROGRESS CHECK</b> PAGES 42-43		
<b>UNIT 7</b> PAGES 44-49 <b>We had a great time!</b> Free-time and weekend activities; chores; vacations	Talking about past events; giving opinions about past experiences; talking about vacations	Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i>
<b>UNIT 8</b> PAGES 50-55 <b>What's your neighborhood like?</b> Stores and places in a city; neighborhoods; houses and apartments	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	<i>There is/there are; one, any, and some</i> ; prepositions of place; quantifiers; questions: <i>how many and how much</i> ; count and noncount nouns
<b>PROGRESS CHECK</b> PAGES 56-57		

## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

Linked sounds  
Listening for names and countries  
*Self-study*: Listening for personal information

Writing questions requesting personal information  
“What’s in a Name?”: Reading about popular names

“Getting to know you”: Collecting personal information about classmates

Syllable stress  
Listening to descriptions of jobs and daily schedules  
*Self-study*: Listening to a description of a weekly schedule

Writing a biography of a classmate  
“Why Do You Need a Job?”: Reading about people who need jobs

“Common ground”: Finding similarities in classmates’ daily schedules

Sentence stress  
Listening to people shopping; listening for items, prices, and opinions  
*Self-study*: Listening to people discussing clothing options

Writing a comparison of prices in different countries  
“The World’s Online Marketplace™-eBay!”: Reading about online shopping

“Flea market”: Buying and selling things

Intonation in questions  
Identifying musical styles; listening for likes and dislikes  
*Self-study*: Listening to people making invitations

Writing a text message  
“Christina Aguilera”: Reading about a famous entertainer

“What’s the question?”: Writing and asking questions

Intonation in statements  
Listening for family relationships  
*Self-study*: Listening to an interview with a new student

Writing an e-mail about family  
“The Changing Family”: Reading about an American family

“Family facts”: Finding out information about classmates’ families

Intonation with direct address  
Listening to people talking about free-time activities; listening to descriptions of sports participation  
*Self-study*: Listening to a quiz about health and fitness

Writing about favorite activities  
“Health and Fitness Quiz”:  
Reading about and taking a quiz

“Do you dance?”: Finding out about classmates’ abilities

Reduction of *did you*  
Listening to descriptions and opinions of past events and vacations  
*Self-study*: Listening to a police officer interviewing a possible thief

Writing a postcard  
“Vacation Postcards”: Reading about different kinds of vacations

“Vacation disasters”: Describing a terrible vacation

Reduction of *there is/there are*  
Listening for locations and descriptions of places  
*Self-study*: Listening for locations in a neighborhood

Writing a roommate wanted ad  
“The World in One Neighborhood”:  
Reading about a New York City neighborhood

“Neighborhood committee”: Making a neighborhood a better place

## Titles/Topics

## Speaking

## Grammar

<b>UNIT 9</b> PAGES 58-63		
<b>What does she look like?</b> Appearance and dress; clothing and clothing styles; people	Asking about and describing people's appearance; identifying people	Questions for describing people: <i>What . . . look like, how old, how tall, how long, and what color</i> ; modifiers with participles and prepositions
<b>UNIT 10</b> PAGES 64-69		
<b>Have you ever ridden a camel?</b> Past experiences; unusual activities	Describing past experiences; exchanging information about past experiences and events	Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; <i>already</i> and <i>yet</i> ; present perfect vs. simple past; <i>for</i> and <i>since</i>
<b>PROGRESS CHECK</b> PAGES 70-71		
<b>UNIT 11</b> PAGES 72-77		
<b>It's a very exciting place!</b> Cities; hometowns; countries	Asking about and describing cities; asking for and giving suggestions; talking about travel and tourism	Adverbs before adjectives; conjunctions: <i>and, but, though</i> , and <i>however</i> ; modal verbs <i>can</i> and <i>should</i>
<b>UNIT 12</b> PAGES 78-83		
<b>It really works!</b> Health problems; medication and remedies; products in a pharmacy	Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions	Infinitive complements; modal verb <i>should</i> for suggestions; modal verbs <i>can, could, and may</i> for requests
<b>PROGRESS CHECK</b> PAGES 84-85		
<b>UNIT 13</b> PAGES 86-91		
<b>May I take your order?</b> Food and restaurants	Expressing likes and dislikes; agreeing and disagreeing; ordering a meal	<i>So, too, neither, and either</i> ; modal verbs <i>would</i> and <i>will</i> for requests
<b>UNIT 14</b> PAGES 92-97		
<b>The biggest and the best!</b> World geography and facts; countries	Describing countries; making comparisons; expressing opinions; talking about distances and measurements	Comparative and superlative forms of adjectives; questions: <i>how far, how big, how high, how deep, how long, how hot, and how cold</i>
<b>PROGRESS CHECK</b> PAGES 98-99		
<b>UNIT 15</b> PAGES 100-105		
<b>I'm going to a soccer match.</b> Invitations and excuses; leisure-time activities; telephone messages	Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages	Future with present continuous and <i>be going to</i> ; messages with <i>tell</i> and <i>ask</i>
<b>UNIT 16</b> PAGES 106-111		
<b>A change for the better!</b> Life changes; plans and hopes for the future	Exchanging personal information; describing changes; talking about plans for the future	Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive
<b>PROGRESS CHECK</b> PAGES 112-113		
<b>SELF-STUDY</b>		

## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

### Contrastive stress

Listening to descriptions of people; identifying people

*Self-study:* Listening to descriptions of people; identifying styles

Writing an e-mail describing people

“Hip-Hop Style”: Reading about clothing styles

“Find the differences”: Comparing two pictures of a party

### Linked sounds

Listening to descriptions of events

*Self-study:* Listening to a job interview; listening to descriptions of experiences

Writing a letter to an old friend

“Taking the Risk”: Reading about unusual or dangerous sports

“Lifestyle survey”: Finding out about a classmate’s lifestyle

### Can’t and shouldn’t

Listening to descriptions of cities and hometowns; listening for incorrect information

*Self-study:* Listening to descriptions of vacation destinations

Writing a magazine article

“Greetings from . . .”: Reading about famous cities

“City guide”: Creating a guide to fun places in a city

### Reduction of to

Listening to health problems and advice

*Self-study:* Listening to advice for a camping trip

Writing a letter to an advice columnist

“Rain Forest Remedies?”: Reading about natural products as medicine

“Help!”: Playing a board game

### Stress in responses

Listening to restaurant orders

*Self-study:* Listening to people talking about restaurant orders

Writing a restaurant review

“To Tip or Not to Tip”: Reading about tipping customs

“Plan a menu”: Creating a menu of dishes

### Questions of choice

Listening to a TV game show

*Self-study:* Listening to people discussing Chiang Mai

Writing an article about a country

“Things You Can Do to Help the Environment”: Reading about the environment

“How much do you know?”: Taking a general knowledge quiz

### Reduction of *could you* and *would you*

Listening to telephone messages

*Self-study:* Listening to telephone messages; identifying errors

Writing unusual favors

“Cell Phone Etiquette”: Reading about cell phone manners

“Weekend plans”: Finding out about classmates’ weekend plans

### Vowel sounds /ou/ and /ʌ/

Listening to descriptions of changes

*Self-study:* Listening to people at a class reunion

Writing a proposal for a class party

“Setting Personal Goals”: Reading about goals and priorities

“My possible future”: Planning a possible future

# 1 Please call me Beth.

## 1 CONVERSATION *Where are you from?*

▶ Listen and practice.

David: Hello, I'm David Garza. I'm a new club member.

Beth: Hi. My name is Elizabeth Silva, but please call me Beth.

David: OK. Where are you from, Beth?

Beth: Brazil. How about you?

David: I'm from Mexico.

Beth: Oh, I love Mexico! It's really beautiful.

David: Thanks. So is Brazil!

Beth: Oh, good. Sun Hee is here.

David: Who's Sun Hee?

Beth: She's my classmate. We're in the same math class.

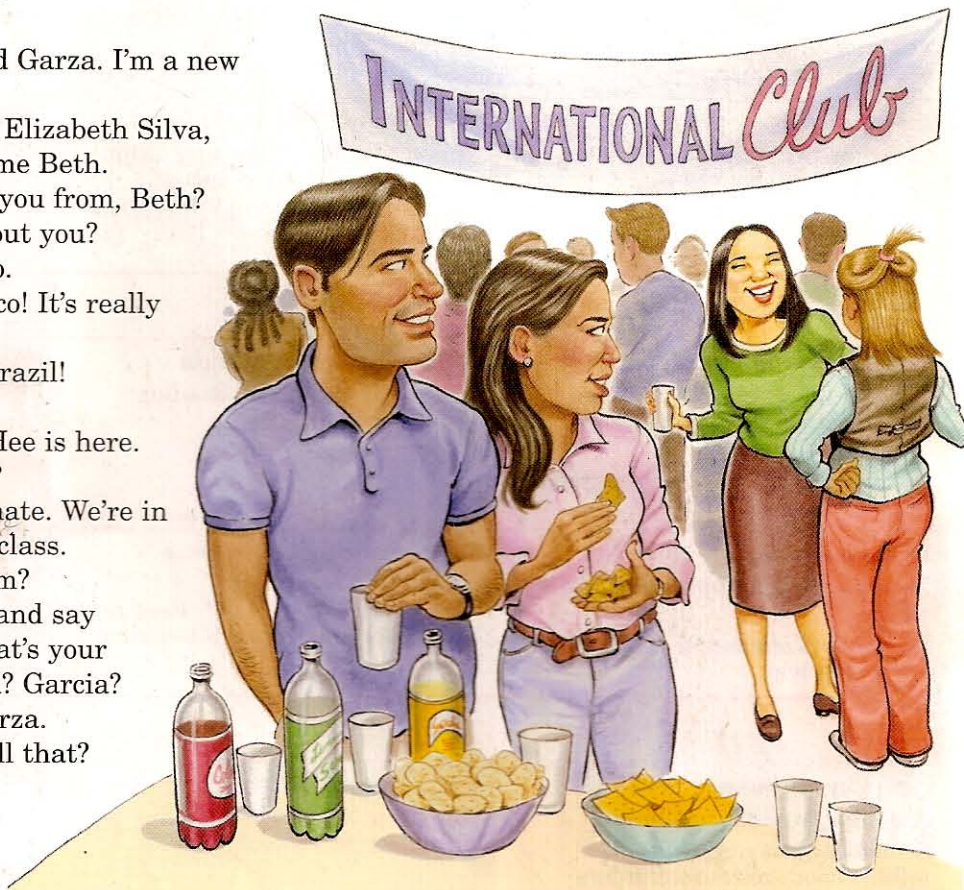
David: Where's she from?

Beth: Korea. Let's go and say hello. Sorry, what's your last name again? Garcia?

David: Actually, it's Garza.

Beth: How do you spell that?

David: G-A-R-Z-A.



## 2 SPEAKING *Checking information*

**A** ▶ Match the questions with the responses. Listen and check. Then practice with a partner. Give your own information.

- |   |                            |
|---|----------------------------|
| 1. I'm sorry. What's your name again? ..... | a. S-I-L-V-A.              |
| 2. What do people call you? .....           | b. It's Elizabeth Silva.   |
| 3. How do you spell your last name? .....   | c. Everyone calls me Beth. |

**B Group work** Introduce yourself with your full name. Use the expressions above. Make a list of names for your group.

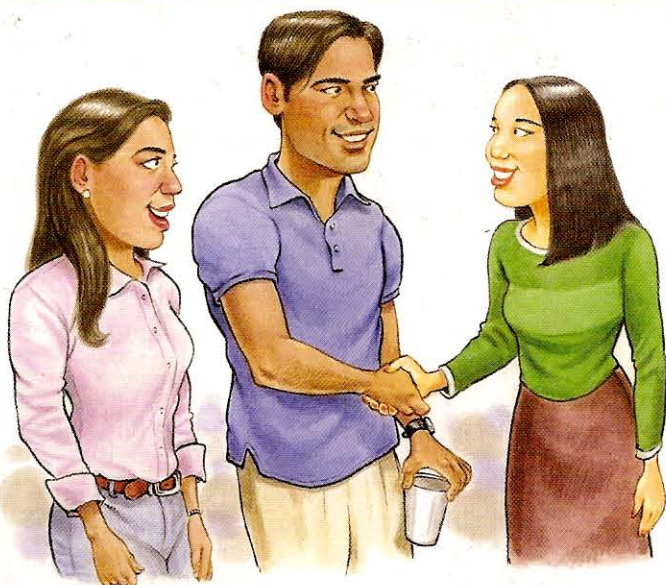
A: Hi! I'm Yuriko Noguchi.

B: I'm sorry. What's your last name again? . . .

### 3 CONVERSATION What's Seoul like?

**A** Listen and practice.

Beth: Sun Hee, this is David Garza. He's a new club member from Mexico.  
 Sun Hee: Nice to meet you, David. I'm Sun Hee Park.  
 David: Hi. So, you're from Korea?  
 Sun Hee: That's right. I'm from Seoul.  
 David: That's cool. What's Seoul like?  
 Sun Hee: It's really nice. It's big and very exciting.



**B** Listen to the rest of the conversation. What city is David from? What's it like?

### 4 PRONUNCIATION Linked sounds

Listen and practice. Final consonant sounds are often linked to the vowels that follow them.

I'm a new club member.      Sun Hee is over there.      My name is Elizabeth Silva.

### 5 GRAMMAR FOCUS

#### Statements with be; possessive adjectives

##### Statements with be

I'm from Mexico.  
 You're from Brazil.  
 He's from Japan.  
 She's a new club member.  
 It's an exciting city.  
 We're in the same class.  
 They're my classmates.

##### Contractions of be

I'm = I am  
 you're = you are  
 he's = he is  
 she's = she is  
 it's = it is  
 we're = we are  
 they're = they are

##### Possessive adjectives

my  
 your  
 his  
 her  
 its  
 our  
 their

**A** Complete these sentences. Then tell a partner about yourself.

- My name is David Garza. I'm from Mexico. My family is in Mexico City. My brother is a university student. His name is Carlos.
- My name is Sun Hee Park. I'm 20 years old. My sister is a student here, too. My parents are in Korea right now.
- I'm Elizabeth, but everyone calls me Beth. My last name is Silva. I'm a student at City College. My parents are on vacation this week. They're in Los Angeles.



## Wh-questions with be

What's your name?

My name's Beth.

Where's your friend?

He's in class.

Who's Sun Hee?

She's my classmate.

What are your classmates like?

They're very nice.

Where are you and Luisa from?

We're from Brazil.

How are your classes?

They're really interesting.

**B** Complete these questions. Then practice with a partner.

1. A: ..... *Who's* ..... that?

B: Oh, that's Miss West.

4. A: ..... the two students over there?

B: Their names are Jeremy and Karen.

2. A: ..... she from?

B: She's from Miami.

5. A: ..... they from?

B: They're from Vancouver, Canada.

3. A: ..... her first name?

B: It's Celia.

6. A: ..... they like?

B: They're shy, but very friendly.

**C Group work** Write five questions about your classmates. Then ask and answer the questions.

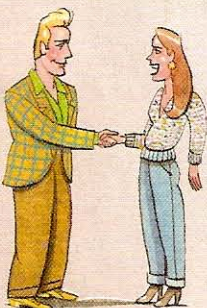
What's your last name?

Where's Ming from?

6

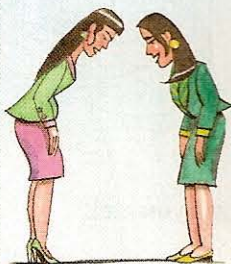
## SNAPSHOT

# Greetings from Around the World



a handshake

the United States



a bow



a kiss on the cheek



a hug



a pat on the back

Sources: A World of Difference Institute; [www.brazilbrazil.com](http://www.brazilbrazil.com)

Which greetings are typical in your county?

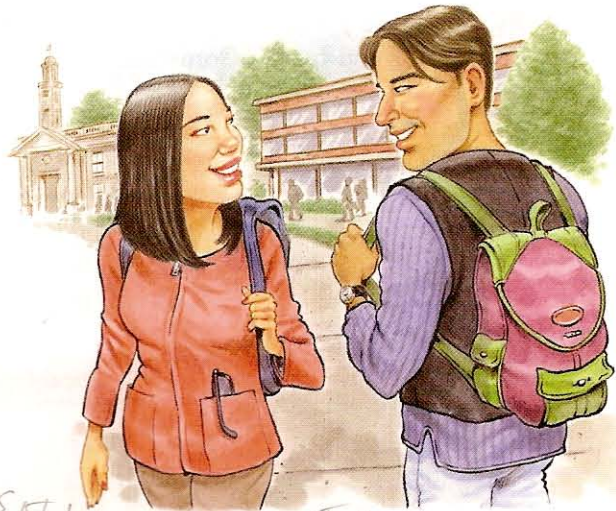
Can you write the name of a country for each greeting?

What are other ways to greet people?

## 7 CONVERSATION How's it going?

▶ Listen and practice.

- Sun Hee: Hey, David. How's it going?  
 David: Fine, thanks. How are you?  
 Sun Hee: Pretty good. So, are your classes interesting this semester?  
 David: Yes, they are. I really love chemistry.  
 Sun Hee: Chemistry? Are you and Beth in the same class?  
 David: No, we aren't. My class is in the morning. Her class is in the afternoon.  
 Sun Hee: Listen, I'm on my way to the cafeteria now. Are you free?  
 David: Sure. Let's go.



## 8 GRAMMAR FOCUS

### Yes/No questions and short answers with be

Are you free?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
Is David from Mexico?	Yes, he <b>is</b> .	No, he's <b>not</b> . / No, he <b>isn't</b> .
Is Beth's class in the morning?	Yes, it <b>is</b> .	No, it's <b>not</b> . / No, it <b>isn't</b> .
Are you and Beth in the same class?	Yes, we <b>are</b> .	No, we're <b>not</b> . / No, we <b>aren't</b> .
Are your classes interesting?	Yes, they <b>are</b> .	No, they're <b>not</b> . / No, they <b>aren't</b> .

**A** Complete these conversations. Then practice with a partner.

- A: ..... /s..... Ms. Gray from the United States?  
 B: Yes, she ..... from Chicago.
- A: ..... English class at 10:00?  
 B: No, it ..... at 11:00.
- A: ..... you and Monique from France?  
 B: Yes, we ..... from Paris.
- A: ..... Mr. and Mrs. Tavares American?  
 B: No, they ..... Brazilian.

**B** Answer these questions about yourself. If you answer "no," give the correct information. Then ask your partner the questions.

- Are you from the United States? .....
- Is your teacher from Canada? .....
- Is your English class in the morning? .....
- Are you and your best friend the same age? .....

**C Group work** Write five questions about your classmates. Then take turns asking and answering your questions.

Are Cindy and Brian from Los Angeles?

## WORD POWER Hello and good-bye

**A** Do you know these expressions? Which ones are “hellos” and which ones are “good-byes”? Complete the chart. Add expressions of your own.

- |                  |                   |
|------------------|-------------------|
| ✓ Bye.           | ✓ Hey.            |
| Good morning.    | Hi.               |
| Good night.      | How are you?      |
| Good-bye.        | How's it going?   |
| Have a good day. | See you later.    |
| Hello.           | See you tomorrow. |



Hello	Good-bye
Hey.....	Bye.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**B** Match the greetings with the best response.

- |                      |                         |
|----------------------|-------------------------|
| 1. Have a good day.  | a. Good morning.        |
| 2. Hi. How are you?  | b. Thank you. You too.  |
| 3. See you tomorrow. | c. OK. See you.         |
| 4. Good morning.     | d. Pretty good, thanks. |

**C Pair work** Practice saying hello. Then practice saying good-bye.

A: Hi, Aki. How's it going?

B: Pretty good, thanks. How are you?

## 10 LISTENING What's your last name again?

▶ Listen to the conversations. Complete the information about each person.

First name	Last name	Where from?
1. Joe.....	.....	the United States.
2. ....	Vera.....	.....
3. Min Ho.....	.....	.....

## 11 INTERCHANGE 1 Getting to know you

Find out about your classmates. Go to Interchange 1 at the back of the book.

# What's in a Name?

Look at the names in the article. Do you know any people with these names? What are they like?



Your name is very important. When you think of yourself, you probably think of your name first. It is an important part of your identity.

Right now, the two most popular names for babies in the United States are “Jacob” for boys and “Emily” for girls. Why are these names popular? And why are some names unpopular?

Names can become popular because of famous actors, TV or book characters, or athletes. Popular names suggest very positive things. Unpopular names suggest negative things. Surprisingly, people generally agree on the way they feel about names. Here are some common opinions about names from a recent survey.

Boys' names	Girls' names
<b>George:</b> average, boring	<b>Betty:</b> old-fashioned, average
<b>Jacob:</b> creative, friendly	<b>Emily:</b> independent, adventurous
<b>Michael:</b> good-looking, athletic	<b>Jane:</b> plain, ordinary
<b>Stanley:</b> nerdy, serious	<b>Nicole:</b> beautiful, intelligent

So why do parents give their children unpopular names? The biggest reason is tradition. Many people are named after a family member. Of course, opinions can change over time. A name that is unpopular now might become popular in the future. That's good news for all the Georges and Bettys out there!

**A** Read the article. Then check (✓) the statements that are true.

- 1. Your name is part of your identity.
- 2. People often feel the same way about a particular name.
- 3. Boys' names are more popular than girls' names.
- 4. People are often named after family members.
- 5. Opinions about names can change.

**B** According to the article, which names suggest positive things? Which suggest negative things? Complete the chart.

Positive names	Negative names
.....	.....
.....	.....

**C Pair work** What names are popular in your country? Why are they popular?

# 2 How do you spend your day?

## 1 SNAPSHOT

### The Six **WORST** Jobs In The United States

Based on salary, stress, number of hours, working conditions, and security

fisherman      taxi driver      cowboy      construction worker      dancer      lumberjack

**BAD**      **WORSE**      **THE WORST**

Source: *The Definitive Guide to the Best and Worst of Everything*

Which jobs are dangerous? Why?

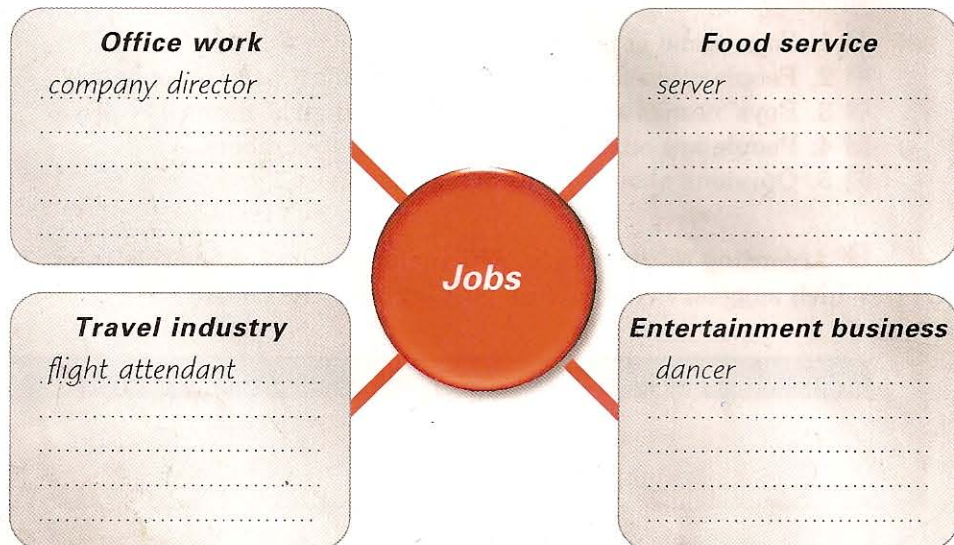
What's your opinion? Which job do you think is the worst?

List three other difficult jobs.

## 2 WORD POWER

**A** Complete the word map with jobs from the list.

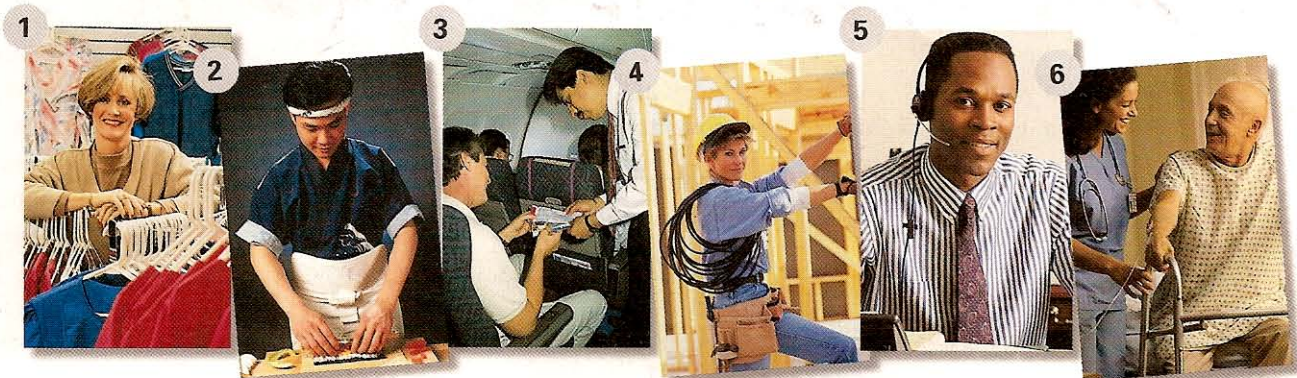
- cashier
- chef
- ✓ company director
- ✓ dancer
- ✓ flight attendant
- musician
- pilot
- receptionist
- ✓ server
- singer
- tour guide
- Web-site designer



**B** Add two more jobs to each category. Then compare with a partner.

### 3 SPEAKING Work and workplaces

**A** Look at the pictures. Match the information in columns A, B, and C.



- |   |  |   |
|---|--|---|
| <p><b>A</b></p> <ul style="list-style-type: none"> <li>a salesperson</li> <li>a chef</li> <li>a flight attendant</li> <li>a carpenter</li> <li>a receptionist</li> <li>a nurse</li> </ul> | <p><b>B</b></p> <ul style="list-style-type: none"> <li>builds houses</li> <li>cares for patients</li> <li>answers the phone</li> <li>cooks food</li> <li>serves passengers</li> <li>sells clothes</li> </ul> | <p><b>C</b></p> <ul style="list-style-type: none"> <li>for an airline</li> <li>in a restaurant</li> <li>for a construction company</li> <li>in a hospital</li> <li>in a department store</li> <li>in an office</li> </ul> |
|---|--|---|

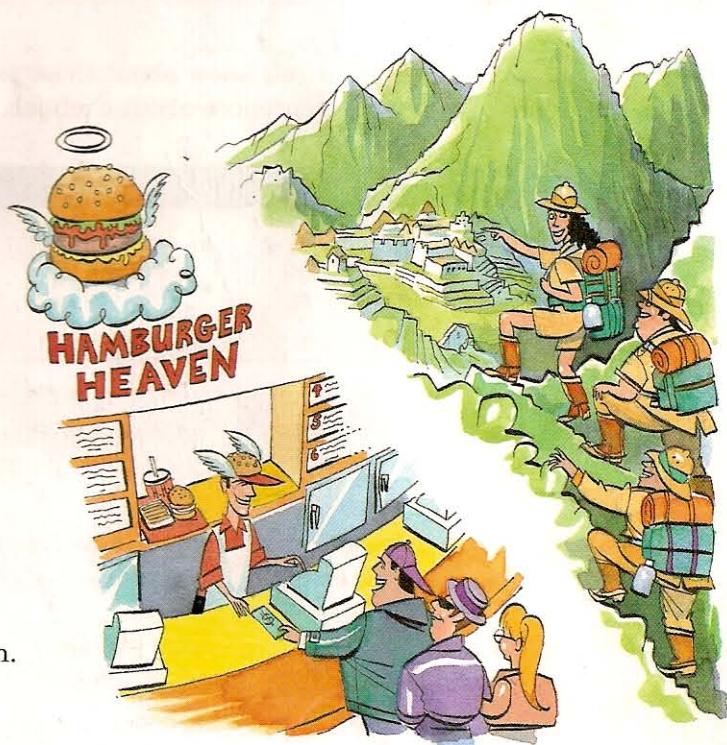
**B Pair work** Take turns describing each person's job.

A: She's a salesperson. She sells clothes. She works in a department store.  
 B: And he's a chef. He . . .

### 4 CONVERSATION Where do you work?

**A** Listen and practice.

Jason: Where do you work, Andrea?  
 Andrea: I work at Thomas Cook Travel.  
 Jason: Oh, really? What do you do there?  
 Andrea: I'm a guide. I take people on tours to countries in South America, like Peru.  
 Jason: How interesting!  
 Andrea: Yes, it's a great job. I love it. And what do you do?  
 Jason: I'm a student, and I have a part-time job, too.  
 Andrea: Oh? Where do you work?  
 Jason: In a fast-food restaurant.  
 Andrea: Which restaurant?  
 Jason: Hamburger Heaven.



**B** Listen to the rest of the conversation. What does Jason do, exactly? How does he like his job?

## Simple present Wh-questions and statements

What do you do?

Where do you work?

Where do you go to school?

Where does Andrea work?

What does she do?

How does she like it?

I'm a student, and I **have** a part-time job.

I **work** at/in a restaurant.

I **go** to the University of Texas.

She **works** at Thomas Cook Travel.

She's a guide. She **takes** people on tours.

She **loves** it.

**I/You** **He/She**

work works

take takes

study studies

teach teaches

do does

go goes

have has

**A** Complete these conversations. Then practice with a partner.

1. A: What *do* you *do* ?

B: I'm a full-time student. I study the violin.

A: And *where* do you *go* to school?

B: I *go* to the New York School of Music.

A: Wow! *How* do you like your classes?

B: I *love* them a lot.



2. A: What *does* Tanya *do*?

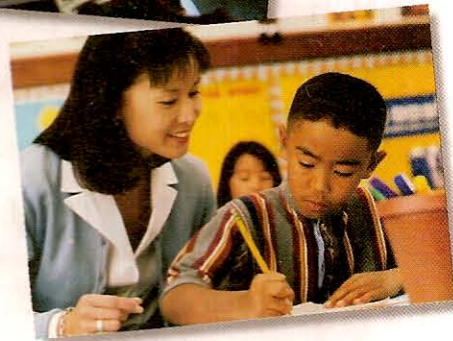
B: She's a teacher. She *teaches* an art class at a school in Denver.

A: And what about Ryan? Where *does* he *work*?

B: He *works* for a big computer company in San Francisco.

A: *What* does he do, exactly?

B: He's a Web-site designer. He *designs* fantastic Web sites.



**B Pair work** What do you know about these jobs? Complete the chart. Then write sentences about each job.

A flight attendant	A doctor	A teacher
■ <i>works for an airline</i> .....	■ .....	■ .....
■ <i>assists passengers</i> .....	■ .....	■ .....
■ <i>serves drinks</i> .....	■ .....	■ .....

*A flight attendant works for an airline, assists passengers, and serves drinks.*

**C Pair work** Ask your partner questions like these about work and school. Take notes to use in Exercise 6.

What do you do?

Do you study? Where?

How do you like ... ?

Where do you live?

Do you work? Where?

What's your favorite ... ?

## 6 WRITING A biography

**A** Use your notes from Exercise 5 to write a biography of your partner. Don't use your partner's name on the paper; use *he* or *she* instead.

*My classmate is a student. She lives near the university.  
She studies fashion design. She has a part-time job in a . . .*



**B Class activity** Pass your biographies around the class. Can you guess who each biography is about?

## 7 CONVERSATION I start work at five.

**A** Listen and practice.

Daniel: So, do you usually come to the gym in the morning?

Helen: Yeah, I do.

Daniel: Really? What time do you go to work?

Helen: I work in the afternoon. I start work at five.

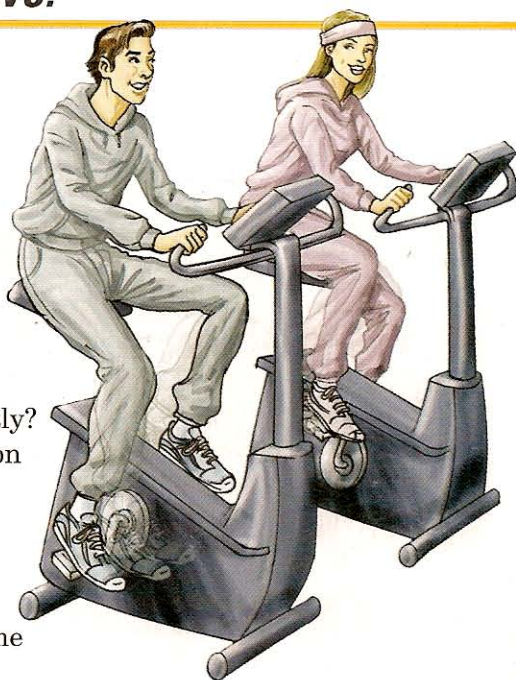
Daniel: Wow, that's late. When do you get home at night?

Helen: I usually get home at midnight.

Daniel: Midnight? That *is* late. What do you do, exactly?

Helen: I'm a TV announcer. I do the weather report on KNTV. Don't you recognize me?

Daniel: Oh! You're Helen Black. I love your show! By the way, I'm Daniel. . . .



**B** Listen to the rest of the conversation. What time does Daniel get up? start work?

## 8 PRONUNCIATION Syllable stress

**A** Listen and practice. Notice which syllable has the main stress in these words.

dancer

company

director

.....  
.....

.....  
.....

.....  
.....

**B** Which stress pattern do these words have? Add them to the columns in part A. Then listen and check.

pilot lumberjack musician designer fisherman cowboy



## Time expressions

I get up	at 7:00	in the morning	on weekdays.
I go to bed	around ten	in the evening	on weeknights.
I leave work	early	in the afternoon	on weekends.
I get home	late	at night	on Fridays.
I stay up	until midnight	on Saturdays.	
I wake up	before/after noon	on Sundays.	

## Expressing clock time

7:00
seven
seven o'clock
7:00 A.M. = 7:00 in the morning
7:00 P.M. = 7:00 in the evening

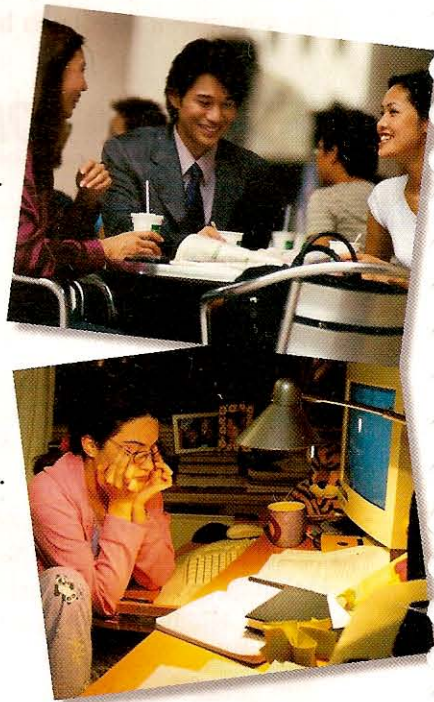
**A** Complete these sentences with time expressions.

- I get up ..... six ..... the morning ..... weekdays.
- I go to bed ..... midnight ..... weeknights.
- I start work ..... 11:30 ..... night.
- I have lunch ..... three ..... the afternoon ..... Fridays.
- I stay up ..... 1:00 A.M. .... weekends.
- I have a little snack ..... 9:00 ..... the evening.
- I sleep ..... noon ..... Sundays.

**B** Rewrite the sentences in part A so that they are true for you. Then compare with a partner.

**C Pair work** Take turns asking and answering these questions.

- What days do you get up early? late?
- What are two things you do before 8:00 in the morning?
- What are three things you do on Saturday mornings?
- What do you do only on Sundays?



## 10 LISTENING Daily schedules

**A** Listen to Rodney, Tina, and Ellen talk about their daily schedules. Complete the chart.

Job	Gets up at ...	Gets home at ...	Goes to bed at ...
Rodney <i>chef</i> .....	.....	.....	.....
Tina .....	7:00 A.M.	.....	.....
Ellen .....	.....	9:00 P.M.	.....

**B Class activity** Who do you think has the best daily schedule? Why?

## 11 INTERCHANGE 2 Common ground

Find out about your classmates' schedules. Go to Interchange 2 at the back of the book.

# Why do you need a job?

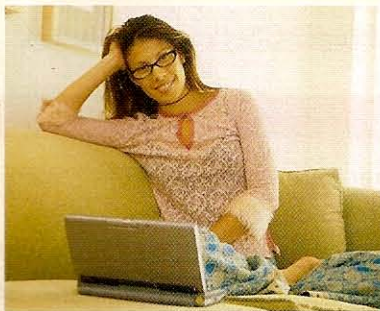
Scan the profiles. Who is in high school? Who is in college? Who is a new parent?

These people need jobs. Read about their schedules, experience, and why they need a job.



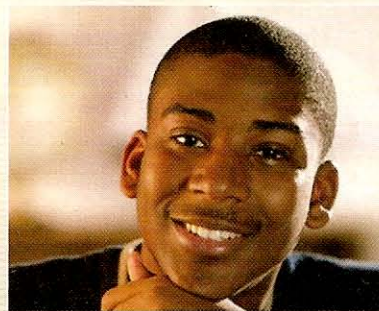
**Theresa Glass**

I don't have time to work, but I need a job because college is very expensive. I study art. I have class all day on Monday, Wednesday, and Friday, and on Tuesday and Thursday mornings. I usually study on weekends. I don't have any experience, but I can learn quickly.



**Kerin Thomas**

My husband and I have a new baby. He makes a good salary, but we don't save very much money. We want to save some money to buy a house. I take care of the baby, so I need a job I can do at home. I know how to type, and I have a computer.



**Lamar Andrews**

I'm 16 now, and I don't get an allowance from my parents anymore. I need to earn some money because I like to go out on the weekend with my friends. I go to school every day from 9:00 A.M. to 3:30 P.M. My father owns a restaurant, so I know a little about restaurant work.

**A** Read the article. Why do these people need jobs? Check (✓) the correct boxes.

	Theresa	Kerin	Lamar
1. To save money	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To earn money for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To go out on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. To buy a house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B Pair work** Choose the best job for each person. Explain why.

<p><b>Art Store Clerk</b> 9:00 A.M. to 5:00 P.M. \$10 an hour</p>	<p><b>Grocery Store Cashier</b> Flexible work hours \$5.50 an hour</p>	<p><b>Day-care Assistant</b> Work with children Earn great money</p>
<p><b>Waiter/Waitress</b> Evenings only Experience a plus</p>	<p><b>Office Worker</b> Nights and evenings No experience necessary</p>	<p><b>Word Processor</b> Work at home Earn up to \$20 an hour</p>

# Units 1-2 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Introduce myself and another person using statements with <i>be</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to check information (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange information using <i>Wh-</i> and <i>yes/no</i> questions with <i>be</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about jobs using the simple present (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand descriptions of work and school (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about daily schedules using time expressions (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 ROLE PLAY Introductions

**A Pair work** You are talking to someone at school. Have a conversation.

- A: Hi. How are you?  
 B: . . .  
 A: By the way, my name is . . .  
 B: I'm sorry. What's your name again?  
 A: . . .  
 B: I'm . . . . Are you a student here?  
 A: . . . And how about you?  
 B: . . .  
 A: Oh, really? And where are you from?



**B Group work** Join another pair. Introduce your partner.

## 2 SPEAKING Interview

Write questions for these answers. Then use the questions to interview a classmate.

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. <i>What's</i> . . . . . ? | My name is Keiko Kawakami.            |
| 2. . . . . ?                 | I'm from Osaka, Japan.                |
| 3. . . . . ?                 | Yes, my classes are very interesting. |
| 4. . . . . ?                 | My favorite class is English.         |
| 5. . . . . ?                 | No, my teacher isn't American.        |
| 6. . . . . ?                 | My classmates are very nice.          |
| 7. . . . . ?                 | My best friend is Maria.              |

### 3 SPEAKING What a job!

**A** What do you know about these jobs? List three things each person does.



receptionist

*answers the phone*  
.....  
.....



tour guide

.....  
.....  
.....



carpenter

.....  
.....  
.....



nurse

.....  
.....  
.....

**B Group work** Compare your lists. Take turns asking about the jobs.

### 4 LISTENING Work and school

**A** Listen to James and Lindsey talk at a party. Complete the chart.

	James	Lindsey
What do you do?	.....	.....
Where do you work/study?	.....	.....
How do you like your job/classes?	.....	.....
What do you do after work/school?	.....	.....

**B Pair work** Practice the questions in part A. Ask additional questions.

### 5 SURVEY My perfect day

**A** Imagine your perfect day. Complete the chart with your own answers.

1. What time do you get up? .....
2. What do you do after you get up? .....
3. Where do you go? .....
4. What do you do in the evening? .....
5. When do you go to bed? .....



**B Pair work** Talk about your perfect day. Answer any questions.

## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

# 3 How much is it?

## 1 SNAPSHOT



Sources: Based on information from Think Quest; Hewlett-Packard, *The Meaning of Color*

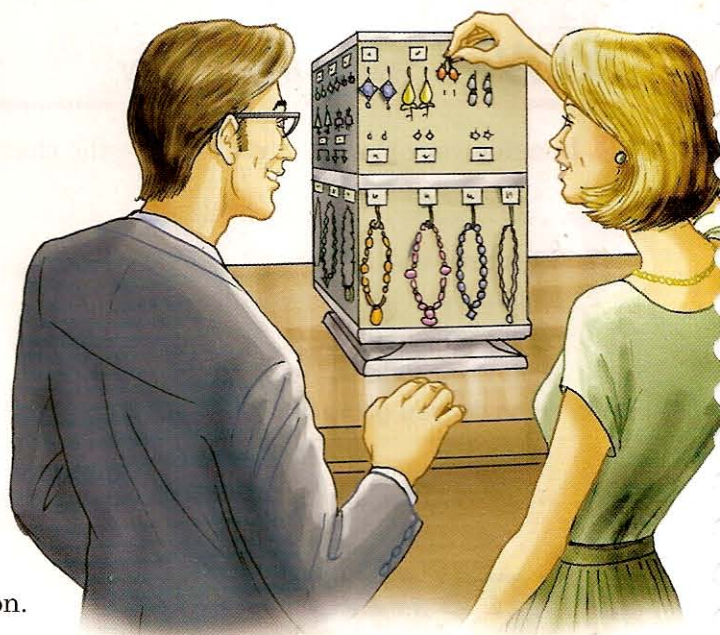
Which words have a positive meaning? Which words have a negative meaning?  
What meanings do these colors have for you?  
What does your favorite color make you think of?

## 2 CONVERSATION They're perfect for you.

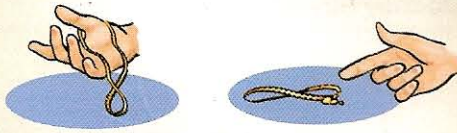
**A** Listen and practice.

Steve: Oh, look at those earrings, Maria.  
They're perfect for you.  
Maria: These red ones? I'm not sure.  
Steve: No, the yellow ones.  
Maria: Oh, these? Hmm. Yellow isn't  
really a good color for me.  
Steve: Well, that necklace isn't bad.  
Maria: Which one?  
Steve: That blue one right there.  
How much is it?  
Maria: It's \$42! That's expensive!  
Steve: Hey, let me get it for you.  
It's your birthday present.  
Happy birthday!

**B** Listen to the rest of the conversation.  
What else do they buy? Who pays for it?



## Demonstratives; one, ones



## prices

\$42 = forty-two dollars  
 \$59.95 = fifty-nine ninety-five  
 OR  
 fifty-nine dollars  
 and ninety-five cents

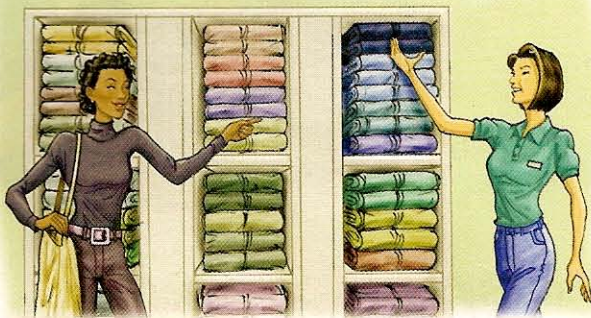
How much is **this** necklace? **that** necklace? Which **one**? It's \$42.  
**this one?** **that one?** The blue **one**.

How much are **these** earrings? **those** earrings? Which **ones**? They're \$18.  
**these?** **those?** The yellow **ones**.

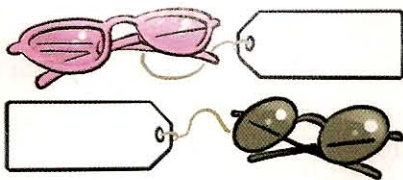
### A Complete these conversations. Then practice with a partner.

- A: Excuse me. How much *are those* jeans?  
 B: Which *ones*? Do you mean *these*?  
 A: No, the light blue *ones*.  
 B: Oh, *those* are \$59.95.  
 A: Almost \$60! Are you kidding?

- A: I like *that* backpack over there.  
 How much *is it*?  
 B: Which *one*?  
 A: The red *one*.  
 B: It's \$27.49. But *that* green *one* is only \$22.25.  
 A: OK. Let me see it, please.



### B Pair work Add prices to the items. Then ask and answer questions.



- A: How much are these sunglasses?  
 B: Which ones?  
 A: The pink ones.  
 B: They're \$86.99.  
 A: That's expensive!

### useful expressions

That's cheap.  
 That's reasonable.  
 That's OK/not bad.  
 That's expensive.

## 4 LISTENING *Look at these!*

▶ Listen to Tim and Sandra shopping. Complete the chart.

Item	Price	Do they buy it?		Reason
		Yes	No	
1. in-line skates	.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	.....
2. cap	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....
3. sunglasses	.....	<input type="checkbox"/>	<input type="checkbox"/>	.....
4. watch	.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	.....

## 5 ROLE PLAY *Can I help you?*

**A Pair work** Put items “for sale” on your desk or a table – notebooks, watches, or bags. Use items of different colors.

*Student A:* You are a clerk. Answer the customer’s questions.

*Student B:* You are a customer. Ask about the price of each item. Say if you want to buy it.

A: Can I help you?

B: Yes. I like these sunglasses.  
How much are they?

A: Which ones?



**B** Change roles and try the role play again.

## 6 PRONUNCIATION *Sentence stress*

**A** ▶ Listen and practice. Notice that the important words in a sentence have more stress.

Excuse me.      They're perfect.      I like the blue one.      They're not very attractive.

**B** Practice the conversations in part A of Exercise 3 again. Pay attention to the sentence stress.

## 7 INTERCHANGE 3 *Flea market*

See what kinds of deals you can make as a buyer and a seller. Go to Interchange 3.

## 8 WORD POWER Materials

**A** What are these things made of? Identify each one. Use the words from the list.

cotton      gold      leather      plastic  
rubber      silk      silver      wool



1. a *plastic* bracelet



2. a ..... ring



3. a ..... tie



4. .... socks



5. a ..... jacket



6. a ..... shirt



7. .... earrings



8. .... boots

**B Pair work** What other materials are the things in part A sometimes made of? Make a list.

**C Class activity** Which materials can you find in your classroom?

A: Juan has a leather bag and Ellen has leather shoes.

B: I think Maria has a silk . . .

## 9 CONVERSATION Which one do you prefer?

**A** Listen and practice.

Anne: Look! These jackets are really nice.  
Which one do you prefer?

Sue: I like the wool one better.

Anne: The wool one? Why?

Sue: It looks warmer.

Anne: Well, I like the leather one better.  
It's more stylish than the wool one.

Sue: Hmm. There's no price tag.

Anne: Excuse me. How much is this jacket?

Clerk: It's \$499. Would you like to try it on?

Anne: Uh, no. That's OK! But thanks  
anyway.

Clerk: You're welcome.



**B** Listen to the rest of the conversation.  
What does Anne buy? What does Sue think of it?



# 10 GRAMMAR FOCUS

## Preferences; comparisons with adjectives

Which one do you **prefer**?

I **prefer** the leather one.

Which one do you **like better/more**?

I **like** the leather one **better/more**.

That one is **cheaper than** the wool one.

This one is **nicer than** . . .

The leather jacket is **prettier than** . . .

It looks **bigger than** . . .

It's more **stylish than** . . .

### Spelling

cheap → cheaper

nice → nicer

pretty → prettier

big → bigger

For more information on comparatives, see the appendix at the back of the book.

**A** Complete these conversations. Then practice with a partner.



silk



polyester



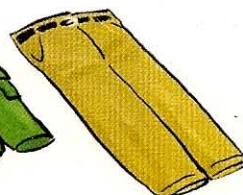
small



medium



cotton



wool

1. A: Which dress is ..... (pretty), the yellow one or the green one?

B: Well, the green one is silk. And silk is ..... (expensive) polyester.

2. A: Is this blue T-shirt ..... (large) the red and white one?

B: No, the red and white one is ..... (big). It's a medium. The blue one is a small.

3. A: Look at these pants! Which ones do you like ..... (good)?

B: I prefer the green cotton ones. They're ..... (stylish) the wool ones.

**B Pair work** Compare the things in part A. Give your own opinions.

A: Which dress do you like more?

B: I like the yellow one better. The design is nicer.

### useful expressions

The color is prettier.

The design is nicer.

The style is more attractive.

The material is better.

# 11 WRITING Comparing prices

How much do these things cost in your country? Complete the chart. Then compare the prices in your country with the prices in the U.S.

	Price in my country	Price in the U.S.
a newspaper	.....	\$ .75
a cup of coffee	.....	\$ 1.00
a CD	.....	\$17.99
a paperback book	.....	\$ 7.95

Many things are more expensive in my country than in the United States. For example, a newspaper costs one dollar at home. In the U.S., it's cheaper. It's only 75 cents. A cup of coffee costs . . .

# The World's Online Marketplace™ — eBay!

Check (✓) the statements you think are true. Then scan the article to check your answers.  
 eBay is a place to buy and sell things.  You can make friends on eBay.  Everyone likes eBay.

- 1 Do you like shopping online? Do you like finding a bargain or a good buy? Then eBay is for you. eBay is The World's Online Marketplace.™ It's a place to buy and sell almost anything. With over 18 million members, eBay is more popular than any other shopping site on the Internet.
- 2 People trade millions of different things on eBay's Web site: from cars to electronics to musical instruments. Here's how it works: A member puts an advertisement for an item on the Web site. Other members bid, or offer money, for the item. The person who bids the most money gets to buy the item. Then the seller sends the item to the buyer.
- 3 "Selling on eBay is easy," says Mike Stacks. He's the owner of a company that sells used computers. And he adds, "I make friends on eBay. I think it's a very friendly place." But some people don't like it. "I think the traditional way to shop is better," says Jenny Feng, a student. "I want to touch things – not see a picture of them."
- 4 But whether you like it or not, eBay is here to stay. There are now eBay users in the United States, Europe, Latin America, China, and many other countries. Soon, people may be able to shop on eBay anywhere in the world.



**A** Read the article. Answer these questions. Then write the number of the paragraph where you find each answer.

- |   |   |
|---|---|
| ..... a. How many people use eBay?        | ..... d. What is eBay?                      |
| ..... b. What do people think about eBay? | ..... e. Where can you shop on eBay?        |
| ..... c. How do you sell items on eBay?   | ..... f. What can you buy and sell on eBay? |

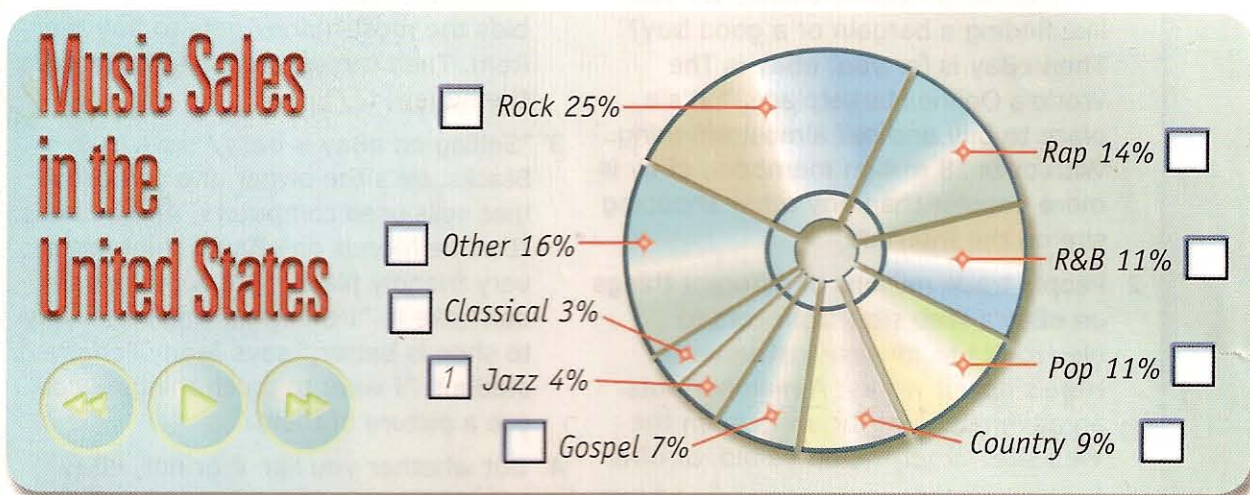
**B** Find these statements in the article. Which are facts? Which are opinions? Check (✓) Fact or Opinion.

	Fact	Opinion
1. It's a place to buy and sell almost anything.	<input type="checkbox"/>	<input type="checkbox"/>
2. eBay is more popular than any other shopping site.	<input type="checkbox"/>	<input type="checkbox"/>
3. The person who bids the most money gets to buy the item.	<input type="checkbox"/>	<input type="checkbox"/>
4. Selling on eBay is easy.	<input type="checkbox"/>	<input type="checkbox"/>
5. The traditional way to shop is better.	<input type="checkbox"/>	<input type="checkbox"/>

**C Pair work** Have you ever shopped online? If so, how was your experience?

# 4 Do you like rap?

## 1 SNAPSHOT



Listen and number the musical styles from 1 to 8. Which of these kinds of music are popular in your country? What other kinds of music are popular in your country?

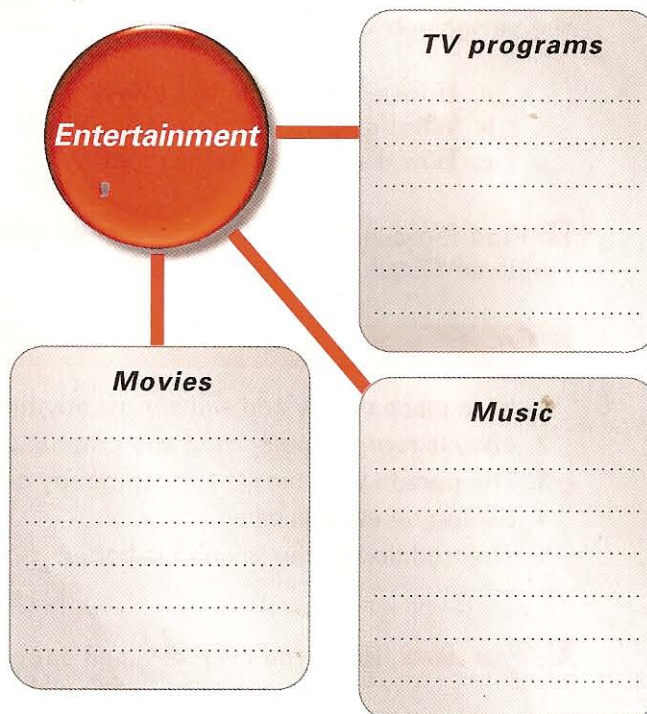
## 2 WORD POWER

**A** Complete the word map with words from the list.

- |              |                 |
|--------------|-----------------|
| classical    | salsa           |
| game shows   | science fiction |
| horror films | soap operas     |
| jazz         | talk shows      |
| news         | thrillers       |
| pop          | westerns        |

**B** Add two more words to each category. Then compare with a partner.

**C Group work** Number the items in each list from 1 (you like it the most) to 6 (you like it the least). Then compare your ideas.



### 3 CONVERSATION I really like pop music.

**A** Listen and practice.

Tom: Do you like rap, Liz?  
 Liz: No, I don't like it very much. Do you?  
 Tom: Yeah, I do. I'm a big fan of Eminem.  
 Liz: I think I know him. Does he play the piano?  
 Tom: The piano? No, he doesn't. He's a singer!  
 Liz: Oh, I guess I don't know much about rap.  
 Tom: So, what kind of music do you like?  
 Liz: I really like pop music.  
 Tom: Who's your favorite singer?  
 Liz: Celine Dion. I love her voice. Do you like her?  
 Tom: No, I don't. I don't like pop music very much.



**B** Listen to the rest of the conversation.  
 Who is Liz's favorite group? Does Tom like that group? Why or why not?

### 4 GRAMMAR FOCUS

#### Yes/No and Wh-questions with do

**Do you like** rap?

Yes, I **do**. I like it a lot.

No, I **don't** like it very much.

**Does he play** the piano?

Yes, he **does**.

No, he **doesn't**.

**Do they like** the Beatles?

Yes, they **do**. They love them.

No, they **don't** like them very much.

**What kind of music do you like?**

I like rock a lot.

**What does he play?**

He plays the guitar.

**Who do they like?**

They like U2.

#### Object pronouns

me

you

him

her

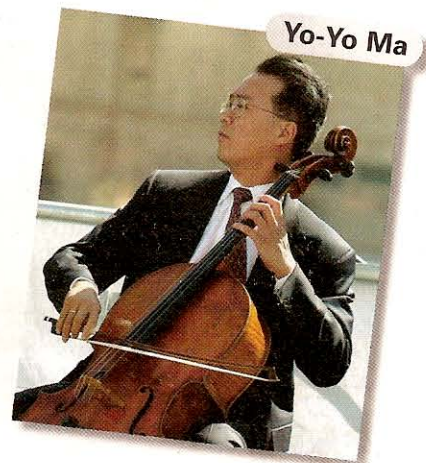
it

us

them

Complete these conversations. Then practice with a partner.

- A: ..... you like science fiction movies?  
 B: No, I ..... . I don't like ..... very much.
- A: ..... Jake and Lisa like soap operas?  
 B: I think Jake ..... , but I don't know about Lisa.  
 Why don't you ask ..... ?
- A: What ..... of music ..... Noriko and Ethan like?  
 B: They love classical music. Noriko really likes Yo-Yo Ma.  
 A: ..... he play?  
 B: The cello. I have his new CD. Let's listen to .....



## 5

**PRONUNCIATION** *Intonation in questions*

**A** Listen and practice. Yes/No questions usually have rising intonation. Wh-questions usually have falling intonation.

Do you like pop music?

What kind of music do you like?

**B Pair work** Practice these questions.

Do you like TV?

Do you like music videos?

Do you play a musical instrument?

What programs do you like?

What videos do you like?

What musical instrument do you play?

6 **SPEAKING** *Entertainment survey*

**A Group work** Write five questions about entertainment and entertainers. Then ask and answer your questions in groups.

Do you like . . . ?

(pop music, TV, movies, plays)

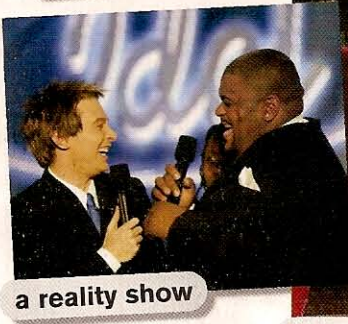
What kinds of . . . do you like?

(music, movies, TV programs)

What do you think of . . . ?

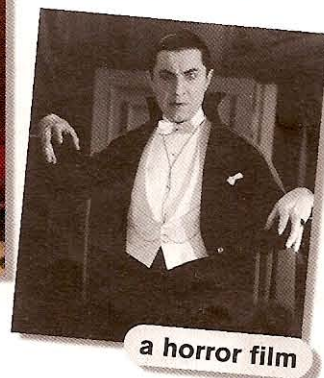
(*The Simpsons*, horror films, gospel music)

**B Group work** Complete this information about your group.



Britney Spears

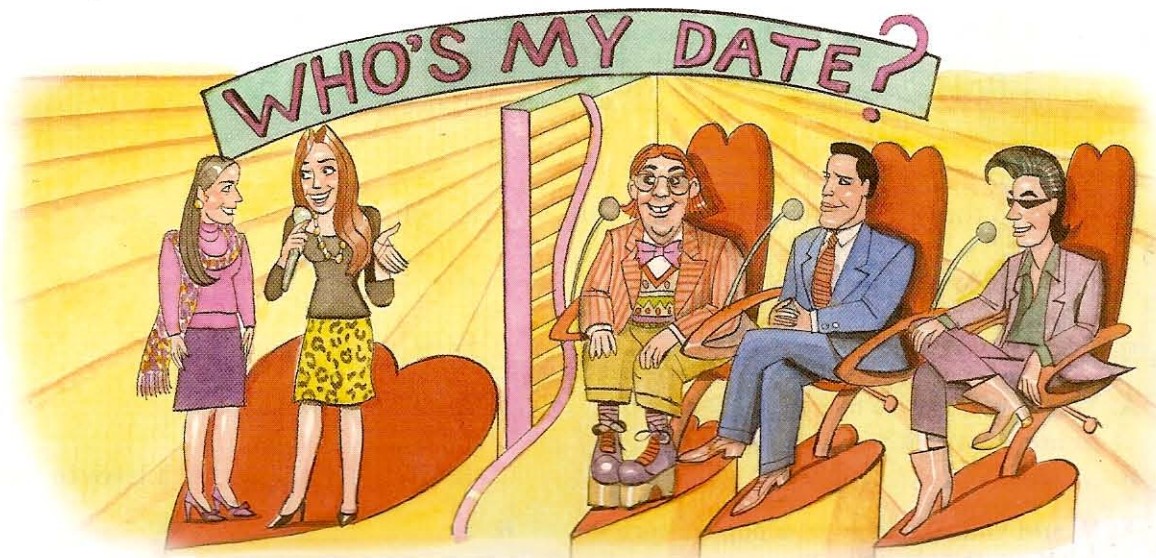
Our Group Favorites	
<b>What's your favorite kind of . . . ?</b>	
music	.....
movie	.....
TV program	.....
<b>Who's your favorite . . . ?</b>	
singer	.....
actor	.....
actress	.....



**C Class activity** Read your group's list to the class. Then find out the class favorites.

## 7 LISTENING *Who's my date?*

**A** Listen to four people on a TV game show. Three men want to invite Linda on a date. What kinds of things do they like? What kinds of things does Linda like?



	Music	Movies	TV programs
Bill	<i>classical</i>		
John			
Tony			
Linda			

**B Class activity** Who do you think is the best date for Linda? Why?

## 8 CONVERSATION *An invitation*

**A** Listen and practice.

Dave: I have tickets to the soccer match on Friday night. Would you like to go?

Susan: Thanks. I'd love to. What time does it start?

Dave: At 8:00.

Susan: That sounds great. So, do you want to have dinner at 6:00?

Dave: Uh, I'd like to, but I have to work late.

Susan: Oh, that's OK. Let's just meet at the stadium before the match, around 7:30.

Dave: OK. Let's meet at the gate.

Susan: That sounds fine. See you there.

**B** Listen to Dave and Susan at the soccer match. Which team does each person like?



## Would; verb + to + verb

Would you like to go out on Friday?

Yes, I would.

Yes, I'd love to. Thanks.

Yes, I'd really like to go.

Would you like to go to a soccer match?

I'd like to, but I have to work late.

I'd like to, but I need to save money.

I'd like to, but I want to visit my parents.

## Contraction

I'd = I would

**A** Respond to three invitations. Then write three invitations for the given responses.

1. A: I have tickets to the baseball game on Saturday. Would you like to go?

B: .....

2. A: Would you like to come over for dinner tomorrow night?

B: .....

3. A: Would you like to go to a pop concert with me this weekend?

B: .....

4. A: .....

.....

B: Yes, I'd love to. Thank you!

5. A: .....

.....

B: Well, I'd like to, but I have to study.

6. A: .....

.....

B: Yes, thank you. I'd really like to see it.

**B Pair work** Ask and answer the questions in part A. Give your own responses.

**C Pair work** Think of three things you would like to do. Then invite a partner to do them with you. Your partner asks follow-up questions like these:

When is it?      What time does it start?      When does it end?

Where is it?      Where should we meet?      How should we get there?

## 10 WRITING A text message

**A** Text messages are electronic notes. People send them on cell phones. What does this message say?

LIKE 2 C A MOVIE 2NITE?

## text message abbreviations

M = am	L8 = late
U = you	W8 = wait
R = are	GR8 = great
C = see	THX = thanks
4 = for	LUV = love
2 = to	NITE = night

**B Group work** Write a text message to each person in your group. Then exchange messages. Write a response to each message.

## 11 INTERCHANGE 4 What's the question?

Practice writing and asking questions. Go to Interchange 4.

# Christina Aguilera

Scan the article and look at the pictures. In what year did each event take place?

So far, she has multiple hit singles. She has fans of all ages around the world. And many people say she is the best singer of her generation. She is . . . **Christina Aguilera**.

Here are some highlights of Christina's life and career.

## TIME LINE

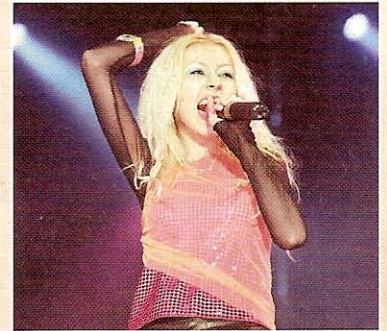
- ▶ 1980 Christina is born on December 18 in New York.
- ▶ 1988 Christina first appears on television in *Star Search* – a television talent show.
- ▶ 1992 Christina is on TV in Disney's *New Mickey Mouse Club*, with Britney Spears and Justin Timberlake.
- ▶ 1994 Christina records "All I Wanna Do" with Keizo Nakanishi, a Japanese pop star. She tours Japan.
- ▶ 1998 Christina sings a song for the Disney movie *Mulan*.
- ▶ 1999 Christina has her first big hit – "Genie in a Bottle."
- ▶ 2001 Along with other singers, Christina records "Lady Marmalade" for the movie *Moulin Rouge*.
- ▶ 2002 Christina performs at the closing ceremonies for the Winter Olympic Games in Salt Lake City, Utah.
- ▶ 2004 Christina wins the best female pop vocal Grammy award for "Beautiful."

Overall, Christina Aguilera is thrilled by her success. "It's been quite a roller-coaster ride," she laughs. "I simply love [my] job."

So do all Christina's fans.



Christina at the Olympics



Christina's first hit – "Genie in a Bottle"



Christina (second from right) on the *New Mickey Mouse Club*

**A** Read the article. Then number these sentences from 1 (first event) to 8 (last event).

- ..... a. She sings at the Winter Olympic Games.
- ..... b. She is born in New York.
- ..... c. She wins a Grammy for "Beautiful."
- ..... d. She records a song for a Disney movie.
- ..... e. She travels around Japan.
- ..... f. She works with Britney Spears.
- ..... g. She is on television for the first time.
- ..... h. She has her first very successful song.

**B Pair work** Who is your favorite musician? What do you know about his or her life?



# Units 3-4 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Listen to and understand prices and questions with <i>how much</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about prices (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give opinions using adjectives (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about preferences and make comparisons with adjectives (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about entertainment using the simple present (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make invitations and excuses with <i>would like to + verb</i> (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 LISTENING Weekend sale

**A** Listen to a commercial for Dave's Discount Store. Circle the correct prices.

### Dave's Discount Store

leather pants	wool pants	silk shirt	cotton shirt	laptop computer	desktop computer
<input type="checkbox"/> \$19 <input type="checkbox"/> \$90	<input type="checkbox"/> \$15 <input type="checkbox"/> \$50	<input type="checkbox"/> \$14 <input type="checkbox"/> \$40	<input type="checkbox"/> \$18 <input type="checkbox"/> \$80	<input type="checkbox"/> \$2,015 <input type="checkbox"/> \$2,050	<input type="checkbox"/> \$1,013 <input type="checkbox"/> \$1,030

**B Pair work** Compare answers. Give your own opinions.

## 2 ROLE PLAY Shopping trip

*Student A:* Choose things from Exercise 1 for your family. Ask for Student B's opinion.

*Student B:* Help Student A choose presents for his or her family.

A: I want to buy a computer for my parents. Which one do you like better?

B: Well. I like the laptop better. It's nicer, and . . .

Change roles and try the role play again.

### 3 SURVEY Likes and dislikes

**A** Write answers to these questions about entertainment.

	Me	My classmate
When do you usually watch TV?	.....	.....
What kinds of programs do you like?	.....	.....
Do you like reality shows?	.....	.....
Do you listen to the radio?	.....	.....
Who is your favorite singer?	.....	.....
What do you think of salsa?	.....	.....
What is your favorite movie?	.....	.....
What kinds of movies do you dislike?	.....	.....
Do you like science fiction?	.....	.....

**B Class activity** Find someone who has the same answers. Go around the class. Write a classmate's name only once!

### 4 SPEAKING What an excuse!

**A** Make up three invitations to interesting activities. Write them on cards.

*I want to see the frog races tomorrow. They're at the park at 2:00. Would you like to go?*



**B** Write three response cards. One is an acceptance card and two are refusals. Think of silly or unusual excuses.

*That sounds great! What time do you want to meet?*

*I'd like to, but I have to wash my cat tomorrow.*

*I'd love to, but I want to take my bird to a singing contest.*

**C Group work** Shuffle the invitation cards together and the response cards together. Take three cards from each pile. Then invite people to do the things on your invitation cards. Use the response cards to accept or refuse.

## WHAT'S NEXT?

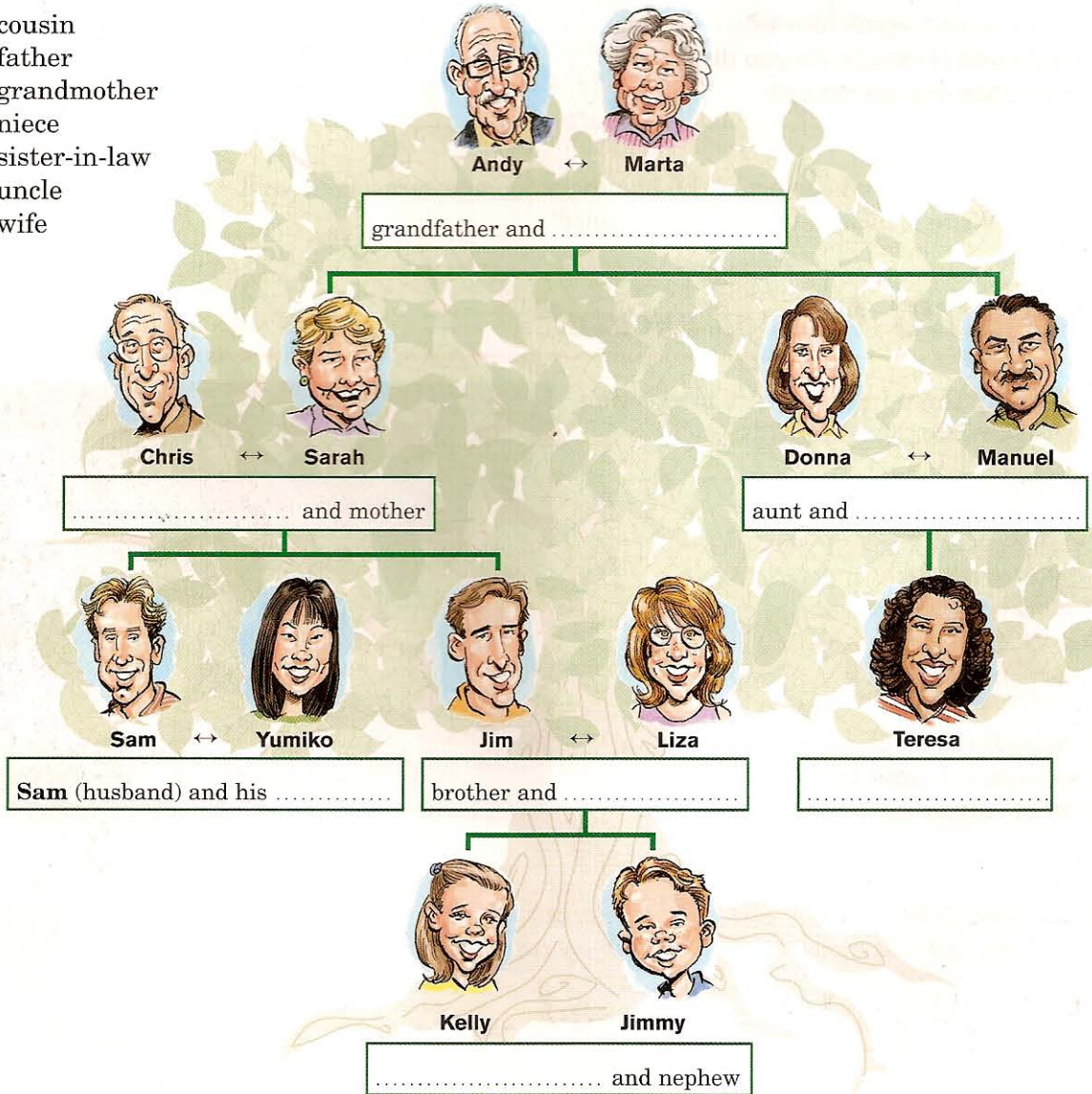
Look at your Self-assessment again. Do you need to review anything?

# 5 Tell me about your family.

## 1 WORD POWER Family

**A** Look at Sam's family tree. How are these people related to him? Add these words to the family tree.

- cousin
- father
- grandmother
- niece
- sister-in-law
- uncle
- wife



**B** Draw your family tree (or a friend's family tree). Then take turns talking about your families. Ask follow-up questions to get more information.

*For a single person:*

There are six people in my family.  
I have two brothers and a sister.

*For a married person:*

There are four people in my family.  
We have a son and a daughter.

## 2 LISTENING *How are they related?*

▶ Listen to four conversations about famous people. How are the people related?

1.  Michael Douglas  
Catherine Zeta-Jones

2.  Enrique Iglesias  
Julio Iglesias

3.  Francis Ford Coppola  
Nicholas Cage

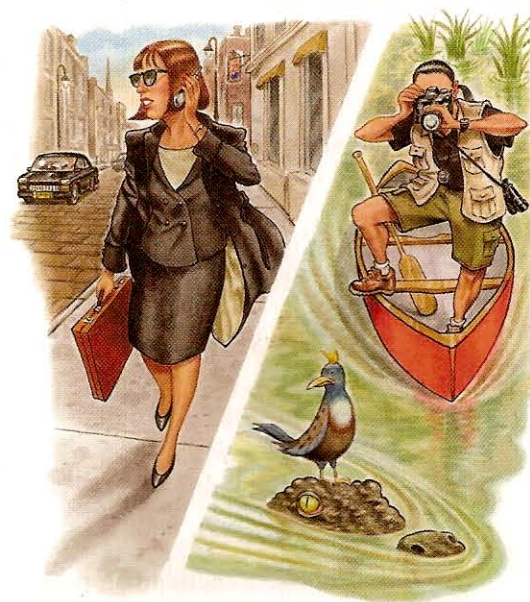
4.  Annette Bening  
Shirley MacLaine

## 3 CONVERSATION *Asking about families*

**A** ▶ Listen and practice.

Rita: Tell me about your brother and sister, Sue.  
Sue: Well, my sister works for the government.  
Rita: Oh, what does she do?  
Sue: I'm not sure. She's working on a very secret project right now.  
Rita: Wow! And what about your brother?  
Sue: He's a wildlife photographer.  
Rita: What an interesting family! Can I meet them?  
Sue: Uh, no. My sister's away. She's not working in the United States this month.  
Rita: And your brother?  
Sue: He's traveling in the Amazon.

**B** ▶ Listen to the rest of the conversation.  
Where do Rita's parents live? What do they do?



## 4 PRONUNCIATION *Intonation in statements*

**A** ▶ Listen and practice. Notice that statements usually have falling intonation.

I'm working in Singapore.

She's waiting at the bus stop.

They're living at home.

**B Pair work** Practice the conversation in Exercise 3 again. Pay attention to the intonation in the statements.

# 5 GRAMMAR FOCUS

## Present continuous

Are you **living** at home now?  
 Is your sister **working** for the government?  
 Are Ed and Jill **going** to college this year?  
 Where **are** you **working** now?  
 What **is** your brother **doing** these days?  
 Who **are** your parents **visiting** this week?

Yes, I **am**. No, I'm **not**.  
 Yes, she **is**. No, she's **not**. / No, she **isn't**.  
 Yes, they **are**. No, they're **not**. / No, they **aren't**.  
 I'm **not working**. I need a job.  
 He's **traveling** in the Amazon.  
 They're **visiting** my grandmother.

**A** Complete these phone conversations using the present continuous.

1



A: Hi, Stephanie. What ..... you ..... (do)?  
 B: Hey, Mark. I ..... (stand) in an elevator, and it's stuck!  
 A: Oh, no! Are you OK?  
 B: Yeah. I – wait! It ..... (move) now. Thank goodness!

2



A: Marci, how ..... you and Justin ..... (enjoy) your shopping trip?  
 B: We ..... (have) a lot of fun.  
 A: ..... your brother ..... (spend) a lot of money?  
 B: No, Mom. He ..... (buy) only one or two things. That's all!

**B Pair work** Practice the phone conversations with a partner.

## 6 DISCUSSION Is anyone ... ?

**Group work** Ask your classmates about people in their family. What are they doing now? Ask follow-up questions to get more information.

A: Is anyone in your family traveling right now?  
 B: Yes, my dad is. He's in Korea.  
 C: What's he doing there?

### topics to ask about




traveling	going to high school or college
living abroad	moving to a new home
taking a class	studying a foreign language

## 7 INTERCHANGE 5 Family facts

Find out about your classmates' families. Go to Interchange 5.

## 8 SNAPSHOT

### Typical Families

	Facts about the United States	Facts about Your Country
 <p>In the home</p>	<ul style="list-style-type: none"> <li>• 41% of homes have three or more televisions.</li> <li>• 63% of families almost always eat dinner together.</li> </ul>	<ul style="list-style-type: none"> <li>• _____ % of homes have three or more televisions.</li> <li>• _____ % of families almost always eat dinner together.</li> </ul>
 <p>The working family</p>	<ul style="list-style-type: none"> <li>• 55% of mothers with young children work.</li> <li>• 78% of high school students have jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• _____ % of mothers with young children work.</li> <li>• _____ % of high school students have jobs.</li> </ul>
 <p>Marriage</p>	<ul style="list-style-type: none"> <li>• 74% of adults between the ages of 18–35 marry.</li> <li>• 27% of adults between the ages of 18–34 live with their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• _____ % of adults between the ages of 18–35 marry.</li> <li>• _____ % of adults between the ages of 18–34 live with their parents.</li> </ul>

Sources: Nielsen Media Research; *Christian Science Monitor*; Families and Work Institute; the U.S. Census Bureau

Which facts seem like positive things? Which seem negative?

What are families like in your country? Write your guesses.

Tell the class your guesses. Do they agree?

## 9 CONVERSATION I come from a big family.

**A** Listen and practice.

Marcos: How many brothers and sisters do you have, Mei-li?

Mei-li: Actually, I'm an only child.

Marcos: Really?

Mei-li: Yeah, most families in China have only one child nowadays.

Marcos: I didn't know that.

Mei-li: What about you, Marcos?

Marcos: I come from a big family. I have three brothers and two sisters.

Mei-li: Wow! Is that typical in Peru?

Marcos: Not really. A lot of families are smaller these days. But big families are great because you get lots of birthday presents!

**B** Listen to the rest of the conversation. What does Mei-li like about being an only child?



# 10 GRAMMAR FOCUS

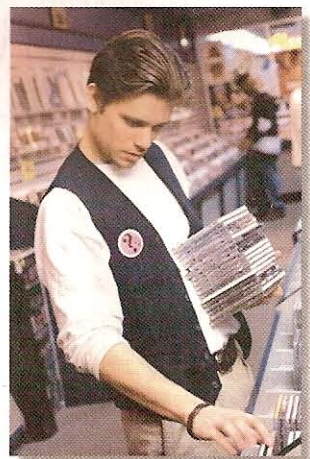
## Quantifiers

100%	<b>All</b>	
	<b>Nearly all</b>	families have only one child.
	<b>Most</b>	
	<b>Many</b>	
	<b>A lot of</b>	families are smaller these days.
	<b>Some</b>	
	<b>Not many</b>	
	<b>A few</b>	couples have more than one child.
	<b>Few</b>	
0%	<b>No one</b>	gets married before the age of 18.



**A** Rewrite these sentences using quantifiers. Then compare with a partner.

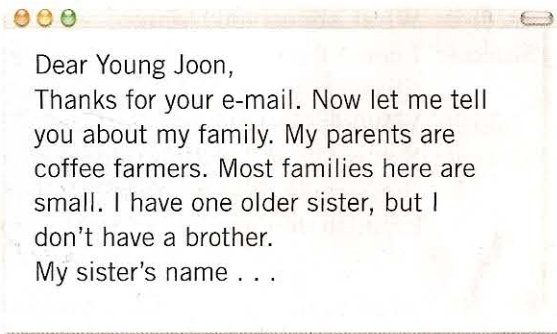
1. In China, 50% of women get married by the age of 22.  
.....
2. In Australia, 87% of married couples have children.  
.....
3. In the United States, 0% of the people vote before the age of 18.  
.....
4. Thirty-five percent of the people in Germany live alone.  
.....
5. Seventy-eight percent of American high school students have jobs.  
.....



**B Pair work** Rewrite the sentences in part A so that they are true about your country.

# 11 WRITING An e-mail about your family

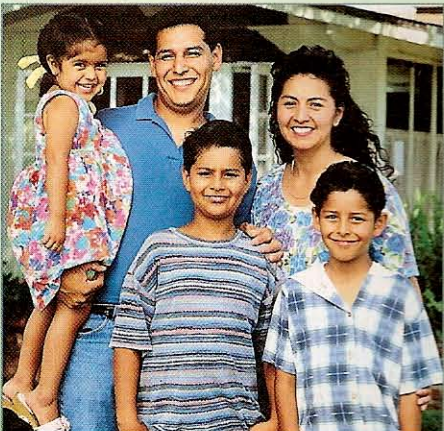
**A** Write an e-mail to your e-pal about your family.



**B Group work** Take turns reading your e-mails. Ask questions to get more information.

# The Changing Family

Read the title of the article. Then check (✓) the question you think the article will answer.  
 Why do women work outside the home?  What happens when both parents work?



**A**merican families are changing. One important change is that most married women now work outside the home. What happens when both parents work? Read about the Morales family.

Judy and Steve Morales have three children: Josh, 12; Ben, 9; and Emily, 6. Steve is a computer programmer. This year, Judy is working again as a hospital administrator. The family needs the money, and Judy likes her job. Everything is going well, but there are also some problems.



Now that Judy is working, Steve has to help her more with the housework. He doesn't enjoy it.

Judy loves her work, but she feels too tired and busy. She also worries about the children. Judy has to work on Saturdays, so Steve and Judy don't have a lot of free time together.



Emily is having a great time in her after-school program. When Judy comes to pick her up, she doesn't want to leave.

Unfortunately, Ben's school doesn't have an after-school program. Right now, he's spending most afternoons in front of the TV.



Josh is enjoying his new freedom after school. He's playing his music louder and spending more time on the phone. He's also doing a few household chores.

**A** Read the article. Then answer these questions. Write the names of the family members.


1. Which children are benefiting from Judy working? .....
2. Which child is not benefiting from Judy working? .....
3. Which family member is enjoying more freedom? .....
4. Which family members are doing more housework? .....
5. Which family member feels too busy? .....

**B Pair work** What problems are Steve and Judy having? Which do you think is the most serious? Offer some solutions for that problem.



# 6 How often do you exercise?

## 1 SNAPSHOT



**THE TOP FIVE *SPORTS* AND *FITNESS ACTIVITIES* in the UNITED STATES**

<p><b>SPORTS</b></p> <p><input type="checkbox"/> Basketball</p> <p><input checked="" type="checkbox"/> Volleyball</p> <p><input type="checkbox"/> Softball</p> <p><input type="checkbox"/> Football</p> <p><input checked="" type="checkbox"/> Soccer</p>	<p><b>FITNESS ACTIVITIES</b></p> <p><input type="checkbox"/> Weight training</p> <p><input type="checkbox"/> Treadmill</p> <p><input type="checkbox"/> Stretching</p> <p><input type="checkbox"/> Walking</p> <p><input type="checkbox"/> Jogging</p>
---	---



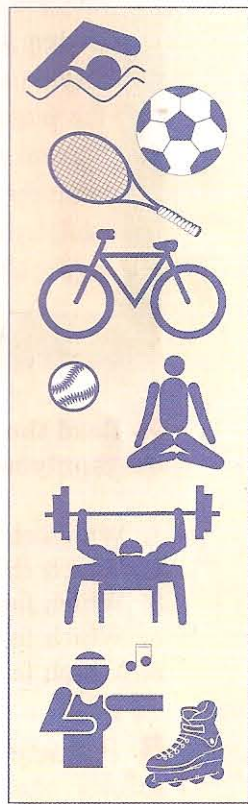
Source: SGMA International, *Sports Participation in America: 2002 Edition*

Do people in your country enjoy any of these sports or activities?  
 Check (✓) the sports or fitness activities you enjoy.  
 Make a list of other sports or activities you do. Then compare with the class.

## 2 WORD POWER Sports and exercise

**A** Which of these activities are popular with the following age groups?  
 Check (✓) the activities. Then compare with a partner.

	Children	Teens	Young adults	Middle-aged people	Older people
aerobics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bicycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in-line skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
weight training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
yoga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B Pair work** Which of the activities above are used with *do*, *go*, or *play*?

*do* aerobics ..... *go* bicycling ..... *play* baseball .....

.....

.....

### 3 CONVERSATION *I hardly ever exercise.*

**A** Listen and practice.

Marie: You're really fit, Paul. Do you exercise a lot?

Paul: Well, I almost always get up early, and I lift weights for an hour.

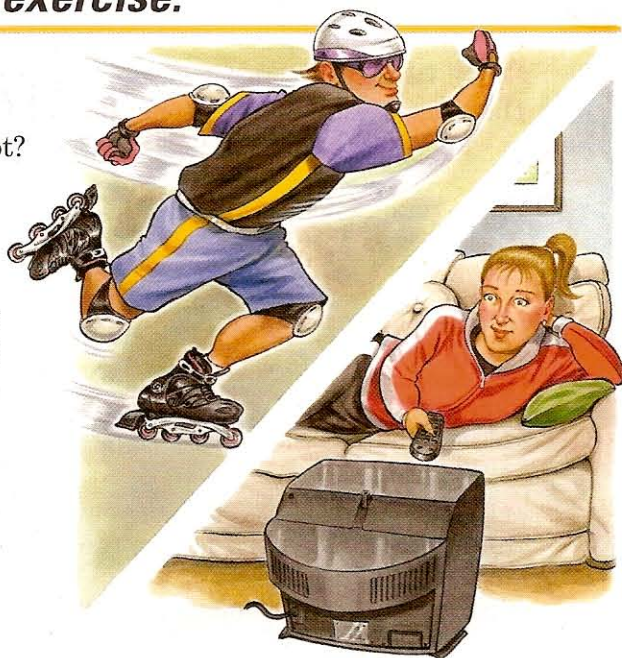
Marie: Seriously?

Paul: Sure. And then I often go in-line skating.

Marie: Wow! How often do you exercise like that?

Paul: About five times a week. What about you?

Marie: Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I'm a real couch potato!



**B** Listen to the rest of the conversation.

What else does Paul do in his free time?

### 4 GRAMMAR FOCUS

#### Adverbs of frequency

**How often** do you exercise?

I lift weights **every day**.

I go jogging **once a week**.

I play soccer **twice a month**.

I swim about **three times a year**.

I don't exercise very **often/much**.

Do you **ever** watch TV in the evening?

Yes, I **often** watch TV after dinner.

I **sometimes** watch TV before bed.

**Sometimes** I watch TV before bed.\*

I **hardly ever** watch TV.

No, I **never** watch TV.

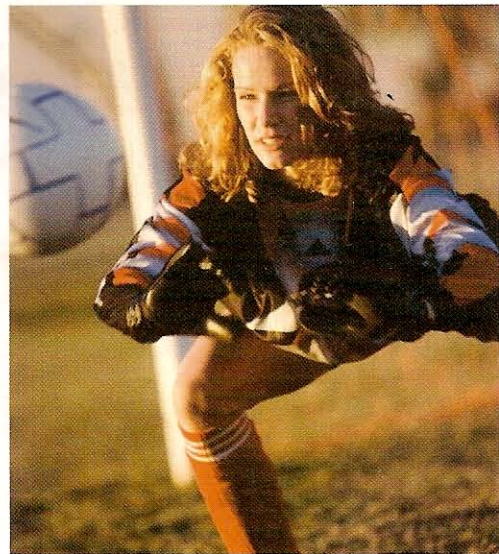


\*Sometimes can begin a sentence.

**A** Put the adverbs in the correct place. Then practice with a partner.

- A: Do you play sports? (ever)  
B: Sure. I play soccer. (twice a week)
- A: What do you do on Saturday mornings? (usually)  
B: Nothing much. I sleep until noon. (almost always)
- A: Do you do aerobics at the gym? (often)  
B: No, I do aerobics. (hardly ever)
- A: Do you exercise on Sundays? (always)  
B: No, I exercise on Sundays. (never)
- A: What do you do after class? (usually)  
B: I go out with my classmates. (about three times a week)

**B Pair work** Take turns asking the questions in part A. Give your own information when answering.



5

## PRONUNCIATION Intonation with direct address

**A** Listen and practice. Notice these statements with direct address. There is usually falling intonation and a pause before the name.

You're really fit, Paul.

She looks tired, James.

I feel great, Dr. Lee.

**B Pair work** Write four statements using direct address. Then practice them.

6

## SPEAKING Fitness poll

**A Group work** Take a poll in your group. One person takes notes. Take turns asking each person these questions.



1. Do you have a regular fitness program?  
How often do you exercise?



2. Do you ever go to a gym?  
How often do you go?  
What do you do there?



3. Do you play any sports?  
Which ones?  
How often do you play them?



4. Do you ever take long walks?  
How often? Where do you go?



5. What else do you do to keep fit?

**B Group work** Study the results of the poll. Who in your group has a good fitness program?

7

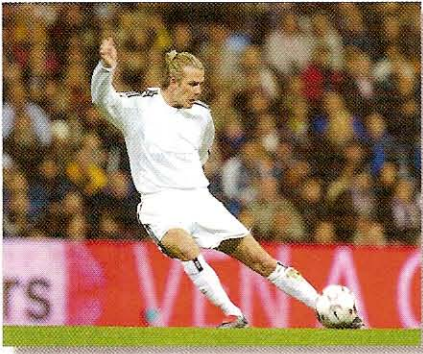
## LISTENING In the evening

**A** Listen to what Ted, Wanda, and Kim like to do in the evening. Complete the chart.

Favorite activity	How often?
Ted .....	.....
Wanda .....	.....
Kim .....	.....

**B** Listen again. Who is most similar to you – Ted, Wanda, or Kim?

## 8 DISCUSSION Sports and athletes



**Group work** Take turns asking and answering these questions.

- Who's your favorite athlete? Why?
- Who are three famous athletes in your country?
- Do you ever watch sports on TV? Which ones?
- Do you ever watch sports live? Which ones?
- What are two sports you don't like?
- What sport or activity do you want to try?

## 9 WRITING About favorite activities

**A** Write about your favorite activities. Include one activity that is false.

*I love to exercise! I usually work out every day. I get up early in the morning and go running for about an hour. Then I often go to the gym and do aerobics with some friends. Sometimes I play tennis in the afternoon. I play . . .*

**B Group work** Take turns reading your descriptions. Can you guess which information is false?

"You don't play tennis in the afternoon. Right?"

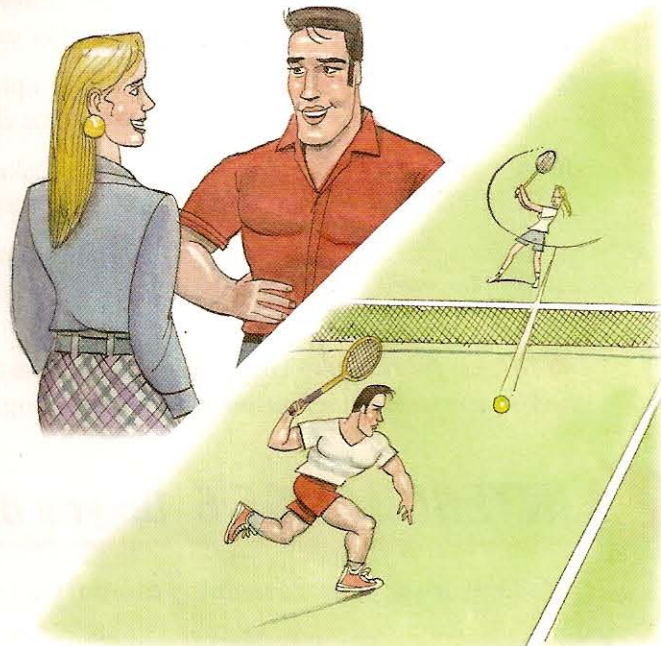


## 10 CONVERSATION I'm a real fitness freak.

**A** Listen and practice.

- Ruth: You're in great shape, Keith.  
Keith: Thanks. I guess I'm a real fitness freak.  
Ruth: How often do you work out?  
Keith: Well, I do aerobics twice a week. And I play tennis every week.  
Ruth: Tennis? That sounds like a lot of fun.  
Keith: Oh, do you want to play sometime?  
Ruth: Uh, . . . how well do you play?  
Keith: Pretty well, I guess.  
Ruth: Well, all right. But I'm not very good.  
Keith: No problem. I'll give you a few tips.

**B** Listen to Keith and Ruth after their tennis match. Who's the winner?



# 11 LISTENING I'm terrible at sports.

Listen to Dan, Jean, and Phil discuss sports and exercise. Who is a couch potato? a fitness freak? a sports fan?



a couch potato



a fitness freak



a sports fan

# 12 GRAMMAR FOCUS

## Questions with how; short answers

How often do you work out?

- Every day.
- Twice a week.
- Not very often.

How well do you play tennis?

- Pretty well.
- About average.
- Not very well.

How long do you spend at the gym?

- Thirty minutes a day.
- Two hours a week.
- About an hour on weekends.

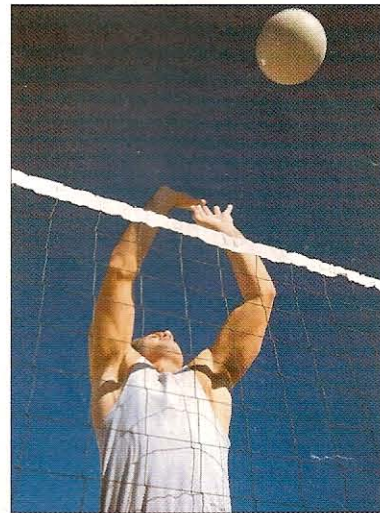
How good are you at sports?

- Pretty good.
- OK.
- Not so good.

**A** Complete these questions. Then practice with a partner.

- A: ..... at volleyball?  
B: I guess I'm pretty good. I often play on weekends.
- A: ..... spend online?  
B: About an hour after dinner. I like to chat with my friends.
- A: ..... play cards?  
B: Once or twice a month. It's a good way to relax.
- A: ..... type?  
B: Not very well, actually. I need to take a typing class.

**B Group work** Take turns asking the questions in part A. Give your own information when answering.



# 13 INTERCHANGE 6 Do you dance?

Find out what your classmates can do. Go to Interchange 6.



# Health and Fitness Quiz

How healthy and fit do you think you are? Skim the questions below.

Then guess your health and fitness score from 0 (very unhealthy) to 55 (very healthy).

## Your Food and Nutrition Points

### 1. How many meals do you eat each day?

- Four or five small meals 5  
 Three meals 3  
 One or two meals 0

### 2. How often do you eat at regular times during the day?

- Almost always 5  
 Usually 3  
 Hardly ever 0

### 3. How many servings of fruits or vegetables do you eat each day?

- Five or more 5  
 One to four 3  
 None 0

### 4. How much junk food do you eat?

- Very little 5  
 About average 3  
 A lot 0

### 5. Do you take vitamins?

- Yes, every day 5  
 Sometimes 3  
 No 0

## Your Fitness Points

### 6. How often do you exercise or play a sport?

- Three or more days a week 5  
 One or two days a week 3  
 Never 0

### 7. Which best describes your exercise program?

- Both weight training and aerobic exercise 5  
 Either weight training or aerobic exercise 3  
 None 0

### 8. How important is your fitness program to you?

- Very important 5  
 Fairly important 3  
 Not very important 0

## Your Health Points

### 9. Which best describes your weight?

- Within 6 pounds (3 kg) of my ideal weight 5  
 Within 10 pounds (4.5 kg) of my ideal weight 3  
 More than 12 pounds (5.5 kg) over or under my ideal weight 0

### 10. How often do you get a physical exam?

- Once a year 5  
 Every two or three years 3  
 Rarely 0

### 11. How often do you sleep well?

- Always 5  
 Usually or sometimes 3  
 Hardly ever or never 0

## Rate yourself Total Points

**46 to 55:** Excellent job! Keep up the good work!

**31 to 45:** Good! Your health and fitness are above average.

**16 to 30:** Your health and fitness are a little below average.

**15 or below:** You can improve your health and fitness.

**A** Take the quiz and add up your score. Does your quiz score match your original guess? Do you agree with your quiz score? Why or why not?

**B Group work** Compare your scores. Who is the healthiest and fittest? What can you do to improve your health and fitness?


# Units 5-6 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Listen to, understand, and describe people's actions (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the present continuous (Ex. 2, 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe family life using determiners (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe routines using adverbs of frequency (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about abilities using <i>how</i> questions (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 LISTENING What are they doing?

**A**  Listen to people do different things. What are they doing? Complete the chart.

**B** *Pair work* Compare your answers.

A: In number one, someone is shaving.

B: I don't think so. I think someone is . . .

What are they doing?	
1.	.....
2.	.....
3.	.....
4.	.....

## 2 GAME Memory test

**Group work** Choose a person in the room, but don't say who! Other students take turns asking yes/no questions to guess the person.

A: I'm thinking of someone in the classroom.

B: Is it a woman?

A: Yes, it is.

C: Is she sitting in the front of the room?

A: No, she isn't.

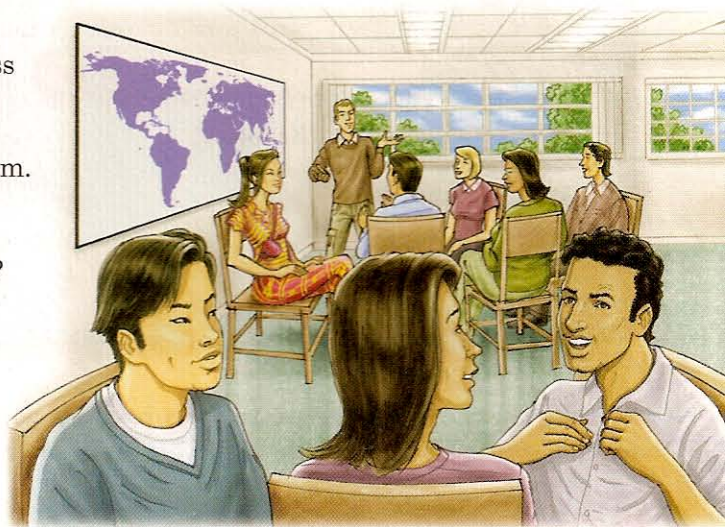
D: Is she sitting in the back?

A: Yes, she is.

E: Is she wearing jeans?

A: No, she isn't.

B: Is it . . . ?



The student with the correct guess has the next turn.

### 3 SURVEY Family life

**A Group work** Add two more yes/no questions about family life to the chart. Then ask and answer the questions in groups. Write down the number of “yes” and “no” answers. (Remember to include yourself.)

	Number of yes answers	Number of no answers
1. Are you living with your family?	.....	.....
2. Do your parents both work?	.....	.....
3. Do you eat dinner with your family?	.....	.....
4. Are you working these days?	.....	.....
5. Are you married?	.....	.....
6. Do you have any children?	.....	.....
7. ....	.....	.....
8. ....	.....	.....

**B Group work** Write up the results of the survey. Then tell the class.

1. In my group, most people are living with their family.
2. A few of their parents both work.

### 4 DISCUSSION Routines and abilities

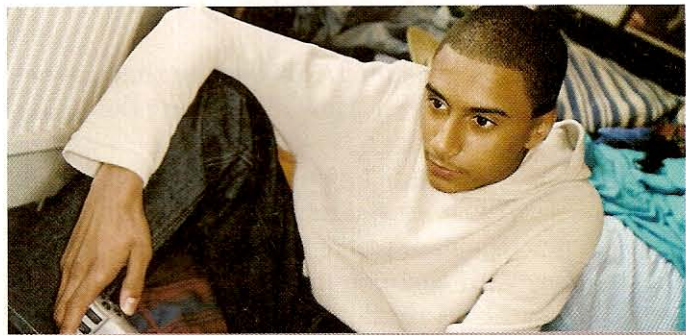
**Group work** Choose three questions. Then ask your questions in groups.

Do you ever . . . ?

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> play computer games     | <input type="checkbox"/> do weight training        | <input type="checkbox"/> cook for friends |
| <input type="checkbox"/> listen to English songs | <input type="checkbox"/> travel to other countries | <input type="checkbox"/> go swimming      |
| <input type="checkbox"/> chat online             | <input type="checkbox"/> sing karaoke              | <input type="checkbox"/> watch old movies |

When someone answers “yes,” think of other questions you can ask.

- A: **Do you ever** play computer games?  
 B: Yes, I sometimes play them.  
 C: **What’s your favorite** game?  
 B: I like Star Blaster.  
 D: **How well** do you play it?  
 B: Not very well. But I’m getting better.  
 A: **When** do you play it?  
 B: I usually play it before bed.  
 C: **How often** do you play it?  
 B: Almost every night.



### WHAT’S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# 7 We had a great time!

## 1 SNAPSHOT

### In Their Free Time

The Top Eight Leisure-Time Activities in the United States

 <input type="checkbox"/> read	 <input type="checkbox"/> watch TV	 <input type="checkbox"/> spend time with family	 <input type="checkbox"/> fish
 <input type="checkbox"/> do gardening	 <input type="checkbox"/> play sports	 <input type="checkbox"/> go to the movies	 <input type="checkbox"/> spend time with friends

Source: The Harris Poll

Check (✓) the activities you do in your free time.  
 List three other activities you do in your free time.  
 Put the activities you do in order from your favorite to your least favorite.

## 2 CONVERSATION Did you do anything special?

**A** Listen and practice.

Rick: So, what did you do last weekend, Meg?  
 Meg: Oh, I had a great time. I went to a karaoke bar and sang with some friends on Saturday.  
 Rick: That sounds like fun. Did you go to Lucky's?  
 Meg: No, we didn't. We went to that new place downtown. How about you? Did you go anywhere?  
 Rick: No, I didn't go anywhere all weekend. I just stayed home and studied for today's Spanish test.  
 Meg: Our Spanish test is today? I forgot all about that!  
 Rick: Don't worry. You always get an A.



**B** Listen to the rest of the conversation. What did Meg do on Sunday?



## Simple past ▶

Did you **work** on Saturday?

Yes, I **did**. I **worked** all day.

No, I **didn't**. I **didn't work** at all.

Did you **go** anywhere last weekend?

Yes, I **did**. I **went** to the movies.

No, I **didn't**. I **didn't go** anywhere.

What **did** Rick **do** on Saturday?

He **stayed** home and **studied** for a test.

How **did** Meg **spend** her weekend?

She **went** to a karaoke bar and **sang** with some friends.

For a list of irregular past forms, see the appendix at the back of the book.

**A** Complete these conversations. Then practice with a partner.

- A: ..... you ..... (stay) home on Saturday?  
B: No, I ..... (call) my friend. We ..... (drive) to a café for lunch.
- A: How ..... you ..... (spend) your last birthday?  
B: I ..... (have) a party. Everyone ..... (enjoy) it, but the neighbors ..... (not, like) the noise.
- A: What ..... you ..... (do) last night?  
B: I ..... (go) to the new Jim Carrey film.  
I ..... (love) it!
- A: ..... you ..... (do) anything special over the weekend?  
B: Yes, I ..... I ..... (go) shopping. Unfortunately, I ..... (spend) all my money. Now I'm broke!
- A: ..... you ..... (go) out on Friday night?  
B: No, I ..... I ..... (invite) friends over, and I ..... (cook) dinner for them.

## regular verbs

work → worked

invite → invited

study → studied

stop → stopped

## irregular verbs

do → did

forget → forgot

have → had

go → went

sing → sang

spend → spent

**B Pair work** Take turns asking the questions in part A.

Give your own information when answering.

A: Did you stay home on Saturday?

B: No, I didn't. I went out with some friends. We saw the new Brad Pitt movie.

## PRONUNCIATION Reduction of did you

**A** ▶ Listen and practice. Notice how **did you** is reduced in the following questions.

[dɪdʒə]

Did you have a good time?

[wədɪdʒə]

What did you do last night?

**B Pair work** Practice the questions in part A of Exercise 3 again. Pay attention to the pronunciation of **did you**.

## 5 WORD POWER Chores and activities

**A** Find two other words or phrases from the list that usually go with each verb.

the bed      a vacation      a good time      a trip      shopping  
a lot of fun      the dishes      dancing      the laundry      some photocopies

do	<i>my homework</i>	.....	.....
go	<i>bowling</i>	.....	.....
have	<i>a party</i>	.....	.....
make	<i>a phone call</i>	.....	.....
take	<i>a day off</i>	.....	.....

**B** Circle the things you did last weekend. Then compare with a partner.

A: I went bowling with my friends and had a good time.

B: I didn't have a very good time. I did the laundry and . . .

## 6 DISCUSSION Any questions?

**Group work** Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least four questions.

A: I went dancing on Saturday night.

B: **Where** did you go?

A: To the Rock-it Club.

C: **Who** did you go with?

A: I went with my brother.

D: **What time** did you go?

A: We went around 10:00.

E: **How** did you like it?

A: I . . .



## 7 LISTENING What did you do last night?

**A** Listen to John and Laura describe what they did last night. Check (✓) the correct information about each person.

**B** Listen again. What did each person do? Take notes. Then take turns telling their stories to a partner.

	John	Laura
had a boring time	<input type="checkbox"/>	<input type="checkbox"/>
had a good time	<input type="checkbox"/>	<input type="checkbox"/>
met an old friend	<input type="checkbox"/>	<input type="checkbox"/>
got home late	<input type="checkbox"/>	<input type="checkbox"/>

## CONVERSATION How was your vacation?

**A** Listen and practice.

Celia: Hi, Don. How was your vacation?

Don: It was excellent! I went to Hawaii with my cousin. We had a great time.

Celia: Lucky you. How long were you there?

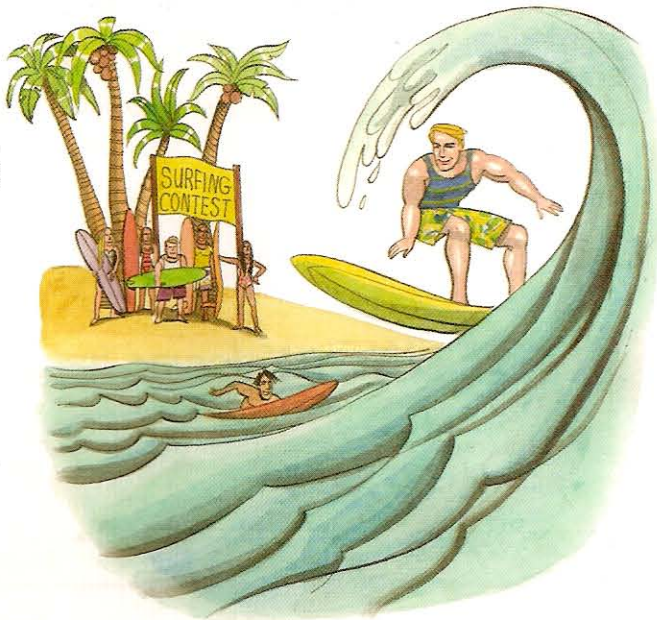
Don: About a week.

Celia: Fantastic! Was the weather OK?

Don: Not really. It was cloudy most of the time. But we went surfing every day. The waves were amazing.

Celia: So, what was the best thing about the trip?

Don: Well, something incredible happened. You won't believe it.



**B** Listen to the rest of the conversation. What happened?

## GRAMMAR FOCUS

### Past of be

**Were** you in Hawaii?

**Was** the weather OK?

**Were** you and your cousin on vacation?

**Were** your parents there?

How long **were** you away?

How **was** your vacation?

Yes, I **was**.

No, it **wasn't**.

Yes, we **were**.

No, they **weren't**.

I **was** away for a week.

It **was** excellent!

### Contractions

**wasn't** = was not  
**weren't** = were not

Complete these conversations. Then practice with a partner.

- A: How long ..... your parents in Europe?  
B: They ..... there for two weeks.  
A: ..... they in London the whole time?  
B: No, they ..... They also went to Paris.
- A: ..... you in Los Angeles last weekend?  
B: No, I ..... I ..... in San Francisco.  
A: How ..... it?  
B: It ..... great! But it ..... foggy and cool as usual.
- A: ..... you away last week?  
B: Yes, I ..... in Istanbul.  
A: Really? How long ..... you there?  
B: For almost a week. I ..... there on business.



## 10 DISCUSSION *On vacation*

**A Group work** Ask your classmates about their last vacations. Ask these questions or your own ideas.

Where did you spend your last vacation?  
How long were you away?  
Who were you with?

What did you do there?  
How was the weather? the food?  
Do you want to go there again?

**B Class activity** Who had an interesting vacation? Tell the class who and why.

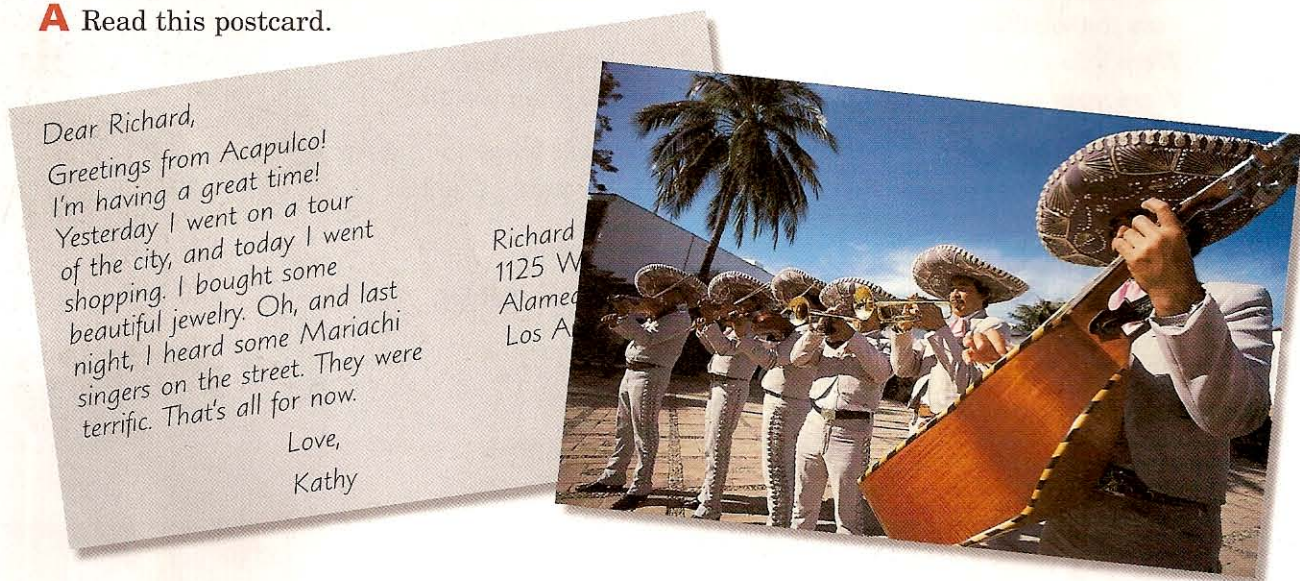
## 11 LISTENING *Welcome back.*

Listen to Jason and Barbara talk about their vacations. Complete the chart.

Vacation place	Enjoyed it?		Reason(s)
	Yes	No	
Jason .....	<input type="checkbox"/>	<input type="checkbox"/>	.....
Barbara .....	<input type="checkbox"/>	<input type="checkbox"/>	.....

## 12 WRITING *A postcard*

**A** Read this postcard.



**B** Write a postcard to a partner about your last vacation. Then exchange postcards. Do you have any questions about the vacation?

## 13 INTERCHANGE 7 *Vacation disasters*

Imagine you took a vacation but everything went wrong. Go to Interchange 7.

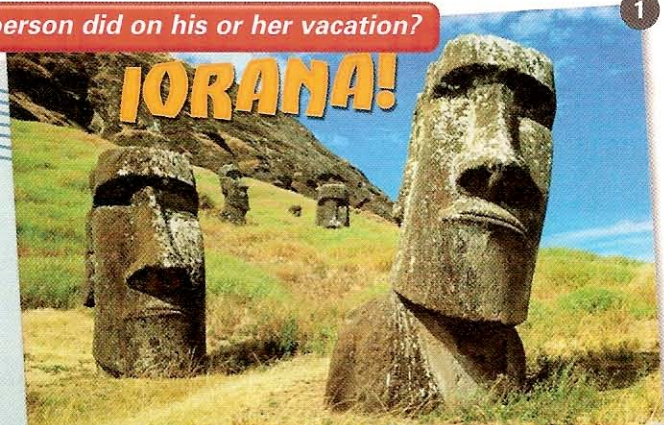
Look at the pictures. What do you think each person did on his or her vacation?

Anita,

I can't believe my trip is almost over. I came to Easter Island just two weeks ago. I was with a group from the university. We stayed with families that live on the island. We studied the stone statues, called moai, and the cave paintings. I really learned a lot. I'm tired, but I loved every minute of my trip.

Take care, Margaret

PS: On Easter Island, Iorana means "Hello."

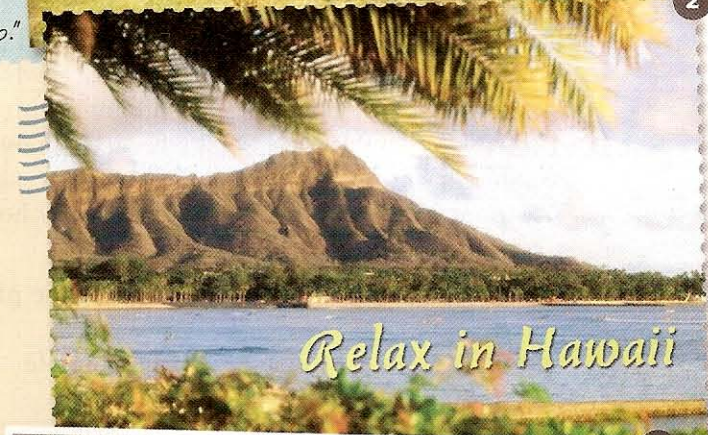


1

Hi, Luis!

My Hawaiian vacation just ended, and I am very well rested! I spent my whole vacation at a spa. Every day for a week, I exercised, did yoga, meditated, and ate vegetarian food. I also went swimming and snorkeling. I feel fantastic! I'm looking forward to seeing you soon.

Love, Debbie

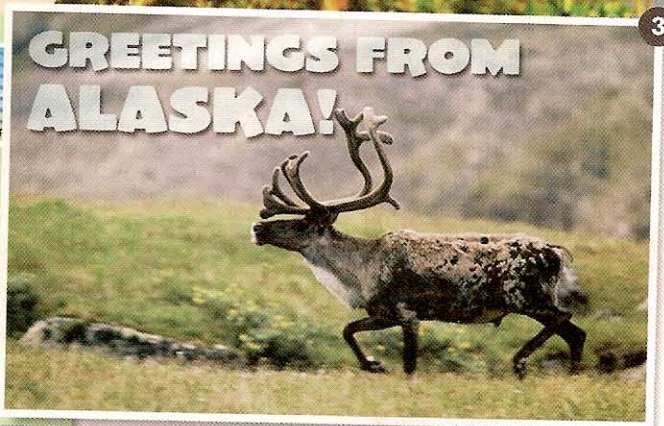


2

Dear Michelle,

Alaska is terrific! I just returned from a trip to the Arctic National Wildlife Refuge. There were six people on the trip. We camped outside for ten days. Then we took rafts to the Arctic Ocean. I saw a lot of wildlife, including some caribou. Now, I'm going to Anchorage. See you soon!

Kevin



3

**A** Read the postcards. Then write the number of the postcard where each sentence could go.

- ..... I lost five pounds and feel terrific!
- ..... This was kind of dangerous, but we got there safely!
- ..... It's a tiny island about 2,300 miles west of Santiago, Chile.

**B Pair work** Talk about these questions. Explain your answers.

1. Which person learned a lot on vacation?
2. Who had a vacation that was full of adventure?
3. Who had a very relaxing vacation?
4. Which vacation sounds the most interesting to you?

# 8 What's your neighborhood like?

## 1 WORD POWER Places

**A** Match the words and the definitions. Then practice asking the questions with a partner.

What's a . . . ?

- |                     |                                 |
|---------------------|---------------------------------|
| 1. barber shop      | a. wash and dry clothes         |
| 2. laundromat       | b. buy food                     |
| 3. library          | c. buy cards and paper          |
| 4. stationery store | d. get a haircut                |
| 5. travel agency    | e. see a movie or play          |
| 6. grocery store    | f. make reservations for a trip |
| 7. theater          | g. borrow books                 |

It's a place where you . . . .

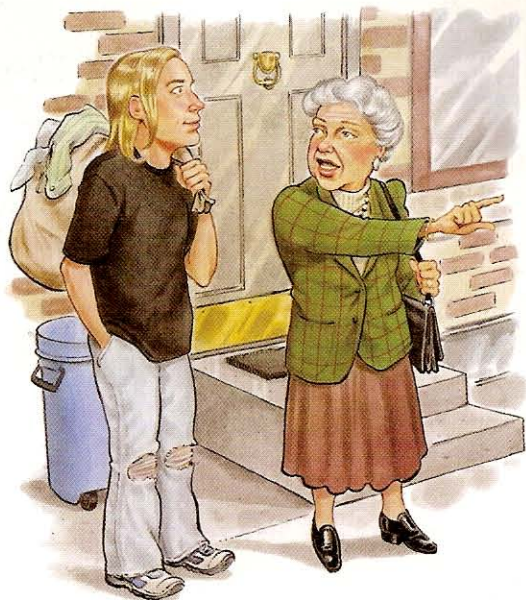
**B Pair work** Write definitions for these places.

clothing store   drugstore   Internet café   music store   post office

*It's a place where you find new fashions. (clothing store)*

**C Group work** Read your definitions. Can others guess each place?

## 2 CONVERSATION I'm your new neighbor.



Listen and practice.

Jack: Excuse me. I'm your new neighbor, Jack.  
I just moved in.

Mrs. Day: Oh. Yes?

Jack: I'm looking for a grocery store. Are there any around here?

Mrs. Day: Yes, there are some on Pine Street.

Jack: Oh, good. And is there a laundromat near here?

Mrs. Day: Well, I think there's one across from the shopping center.

Jack: Thank you.

Mrs. Day: By the way, there's a barber shop in the shopping center, too.

Jack: A barber shop?



# 3 GRAMMAR FOCUS

## There is, there are; one, any, some

Is there a laundromat near here?

Yes, **there is**. There's **one** across from the shopping center.

No, **there isn't**, but there's **one** next to the library.

Are there any grocery stores around here?

Yes, **there are**. There are **some** nice stores on Pine Street.

No, **there aren't**, but there are **some** on Third Avenue.

No, **there aren't any** around here.

### Prepositions

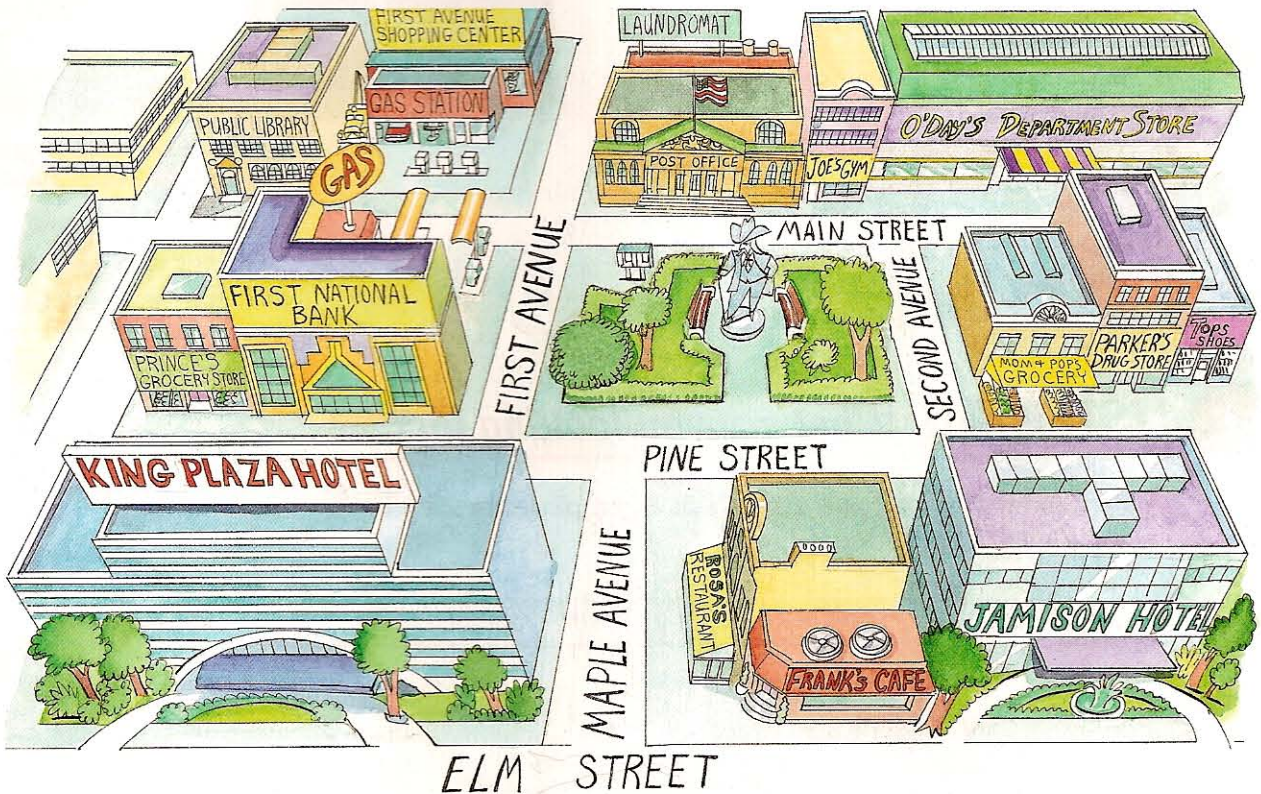
- on
- next to
- near/close to
- across from/opposite
- in front of
- in back of/behind
- between
- on the corner of

**A** Write questions about these places in the neighborhood map below.

- |                    |                |        |              |               |
|--------------------|----------------|--------|--------------|---------------|
| a bank             | gas stations   | a gym  | a laundromat | a post office |
| a department store | grocery stores | hotels | a pay phone  | restaurants   |

*Is there a bank around here?*

*Are there any gas stations on Main Street?*



**B Pair work** Ask and answer the questions you wrote in part A.

A: Is there a pay phone around here?

B: Yes, there is. There's one across from the post office.



## 4

**PRONUNCIATION** *Reduction of there is/there are*

**A** Listen and practice. Notice how **there is** and **there are** are reduced in conversation, except for short answers.

**Is there** a laundromat near here?

Yes, **there is**. **There's** one across from the shopping center.

**Are there** any grocery stores around here?

Yes, **there are**. **There are** some on Pine Street.

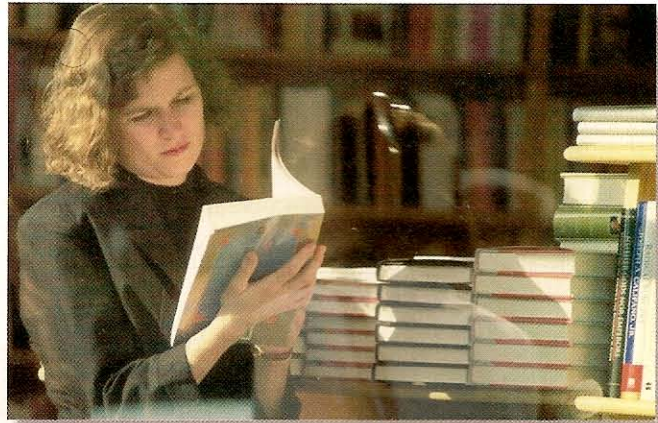
**B** Practice the questions and answers in part B of Exercise 3 again.

## 5

**SPEAKING** *My neighborhood*

**Group work** Take turns asking and answering questions about places like these in your neighborhood.

a bookstore	a karaoke bar
coffee shops	a library
dance clubs	movie theaters
drugstores	a music store
a gym	a park
an Internet café	restaurants



A: Is there a good bookstore in your neighborhood?

B: Yes, there's an excellent one across from the park.

C: Are there any coffee shops?

B: Sorry, I don't know.

D: Are there any cool dance clubs?

B: I'm not sure, but I think there's one . . .

**useful expressions**

Sorry, I don't know.  
I'm not sure, but I think . . .  
Of course. There's one . . .

## 6

**LISTENING** *What are you looking for?*

**A** Listen to some hotel guests ask about places to visit in the neighborhood. Complete the chart.

Place	Location	Interesting?	
		Yes	No
Hard Rock Cafe	.....	<input type="checkbox"/>	<input type="checkbox"/>
Science Museum	.....	<input type="checkbox"/>	<input type="checkbox"/>
Aquarium	.....	<input type="checkbox"/>	<input type="checkbox"/>

**B Pair work** Which place sounds the most interesting to you? Why?

## COMMON COMPLAINTS about neighbors



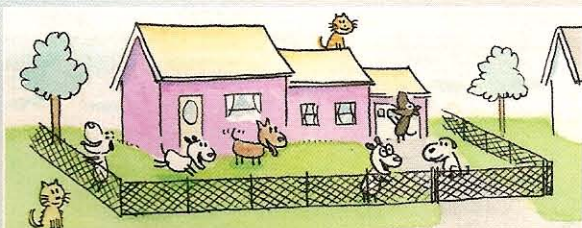
### NOISE

"My neighbor's dog barks all night."  
"My neighbor always has loud parties."



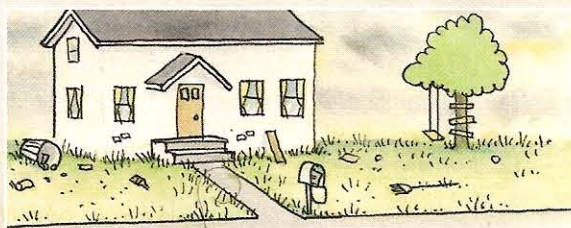
### PRIVACY

"The kids next door always play in my yard."  
"My neighbor visits every day. It's too much!"



### ANIMAL PROBLEMS

"My neighbor's cats go everywhere."  
"My neighbor has six dogs. It's a zoo!"



### CLEANLINESS

"My neighbor has garbage in his front yard."  
"My neighbor never cuts the grass."

Source: Based on information from *Neighbor Law: Fences, Trees, Boundaries, & Noise*

Do you ever have any of these complaints? Which ones?  
What other complaints do you have about neighbors?  
What do you do when you have complaints?

## 8 CONVERSATION It's pretty safe.

▶ Listen and practice.

Nick: How do you like your new apartment?

Pam: I love it. It's downtown, so it's very convenient.

Nick: Downtown? Is there much noise?

Pam: Oh, no. There isn't any. I live on the fifth floor.

Nick: How many restaurants are there near your place?

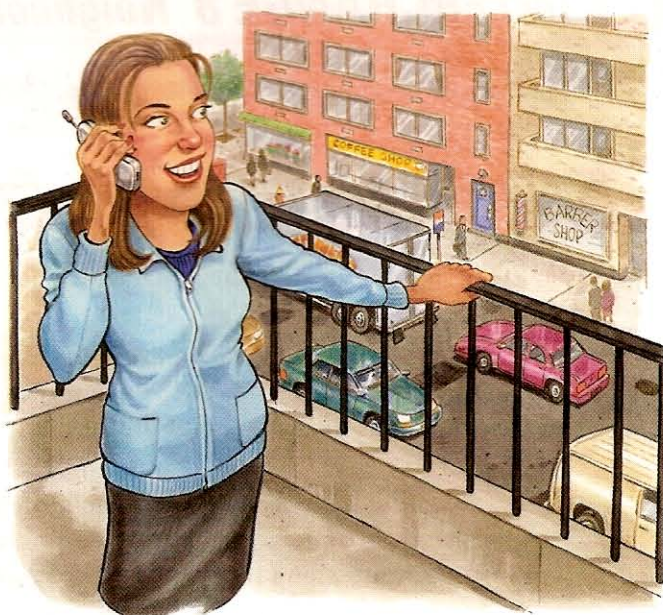
Pam: A lot. In fact, there's an excellent Korean place just around the corner.

Nick: What about parking?

Pam: Well, there aren't many parking garages. But I usually find a place on the street.

Nick: Is there much crime?

Pam: No, it's pretty safe. Hold on. That's my car alarm! I'll call you back later.



Quantifiers; how many *and* how much**Count nouns**

Are there **many** restaurants?

Yes, there are **a lot**.

Yes, there are **a few**.

No, there aren't **many**.

No, there aren't **any**.

No, there are **none**.

**How many** restaurants are there?

There are ten or twelve.

**Noncount nouns**

Is there **much** crime?

Yes, there's **a lot**.

Yes, there's **a little**.

No, there isn't **much**.

No, there isn't **any**.

No, there's **none**.

**How much** crime is there?

There's a lot of street crime.

**A** Write answers to these questions about your neighborhood. Then practice with a partner.

1. Are there many apartment buildings? .....
2. How much traffic is there? .....
3. How many dance clubs are there? .....
4. Is there much noise? .....
5. Are there many pay phones? .....
6. Is there much pollution? .....
7. How many swimming pools are there? .....
8. Is there much parking? .....

**B Group work** Write questions like those in part A about these topics. Then ask and answer the questions.

cafés crime parks pollution public transportation schools traffic lights



## 10 INTERCHANGE 8 Neighborhood committee

Make your neighborhood a better place. Go to Interchange 8.

## 11 WRITING A roommate wanted ad

**A** Read these bulletin board ads asking for roommates.

**B** Now write a "roommate wanted" ad. Use your real name at the end, but you can use a false phone number or e-mail address.

**C Class activity** Put your ads on the bulletin board or wall. Read all the ads and choose one. Then find the person who wrote it. Ask questions to get more information.

**Roommates Wanted**

Roommate needed to share large 3-bedroom apt. in nice neighborhood. Great park across the street. Only \$440 a month! Parking available. Call Sheri or Jen at (352) 555-8381.

Quiet student looking for roommate to share 2-bedroom house near campus. Pets OK. \$550 a month plus utilities. E-mail Greg at g.adams@cup.org.

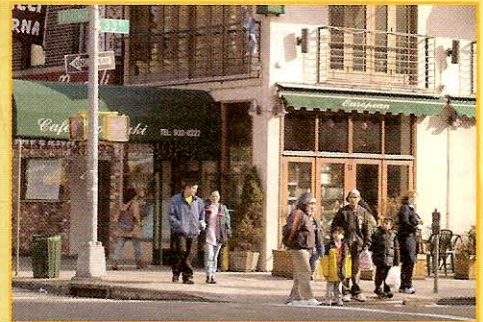
# The World in One Neighborhood

Scan the article. Then check (✓) the countries that are not mentioned.

- Brazil     China     India     Japan     Pakistan     Romania     Thailand

1 The sidewalks are crowded with Indian women in colorful traditional dress. A woman on the corner is selling Chinese cakes. A new song from a Romanian band is playing in a restaurant. Is it

India? China? Romania? No, it's Astoria, a neighborhood in Queens, New York City. Astoria was once a mostly Greek neighborhood, but the area is changing fast. New residents from India, Pakistan, Thailand, China, and all over the United States are moving in.



Astoria is a neighborhood in Queens in New York City.

2 The new residents bring many traditions. These traditions blend together to make Astoria truly multicultural. "When people are surrounded by different cultures, they adopt the things that they like," says one resident. "Here in Astoria, it isn't surprising that an Indian woman buys Mexican tortillas from a Korean grocery store. It's one of the things that makes the neighborhood special."

3 It isn't surprising that Astoria is becoming a very popular place to live. The rents are reasonable, the neighborhood is safe, and it has very good public transportation. There are inexpensive stores, many nice restaurants, and good fresh fruit and vegetable markets. And Astoria is a comfortable place to live. Apartments are usually big and roomy. As one long-time resident says, "Why live anywhere else? Astoria has it all."

**A** Read the article. Then write the number of each paragraph next to its main idea.

- ..... The new residents make Astoria a multicultural neighborhood.
- ..... People from all over the world are moving to Astoria.
- ..... The neighborhood has many good characteristics.

**B** Check (✓) the things you can find in Astoria.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> inexpensive stores | <input type="checkbox"/> beautiful beaches | <input type="checkbox"/> many different cultures    |
| <input type="checkbox"/> big apartments     | <input type="checkbox"/> great markets     | <input type="checkbox"/> interesting old buildings  |
| <input type="checkbox"/> good schools       | <input type="checkbox"/> nice restaurants  | <input type="checkbox"/> good public transportation |

**C Pair work** Do you know of a neighborhood that is similar to Astoria? Describe it.


# Units 7-8 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Listen to and understand the simple past and past of <i>be</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe events using the past tense (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the simple past (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the past of <i>be</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the locations of places with <i>there is/are; one, any, some</i> (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about neighborhoods with <i>how many/much</i> and quantifiers (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 LISTENING *Frankie's weekend*

**A**  A thief robbed a house on Saturday. A detective is questioning Frankie. The pictures show what Frankie really did on Saturday. Listen to their conversation. Are Frankie's answers true (T) or false (F)?



1:00 P.M. T F    3:00 P.M. T F    5:00 P.M. T F    6:00 P.M. T F    8:00 P.M. T F    10:30 P.M. T F

**B Pair work** What did Frankie really do? Use the pictures to retell the story.

## 2 DISCUSSION *What can you remember?*

**A** Can you remember what you did yesterday? Check (✓) the things you did. Then add two other things you did.

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> got up early     | <input type="checkbox"/> went shopping       | <input type="checkbox"/> did the dishes | <input type="checkbox"/> went to bed late |
| <input type="checkbox"/> went to class    | <input type="checkbox"/> ate at a restaurant | <input type="checkbox"/> watched TV     | <input type="checkbox"/> .....            |
| <input type="checkbox"/> made phone calls | <input type="checkbox"/> did the laundry     | <input type="checkbox"/> exercised      | <input type="checkbox"/> .....            |

**B Group work** Ask questions about each thing in part A.

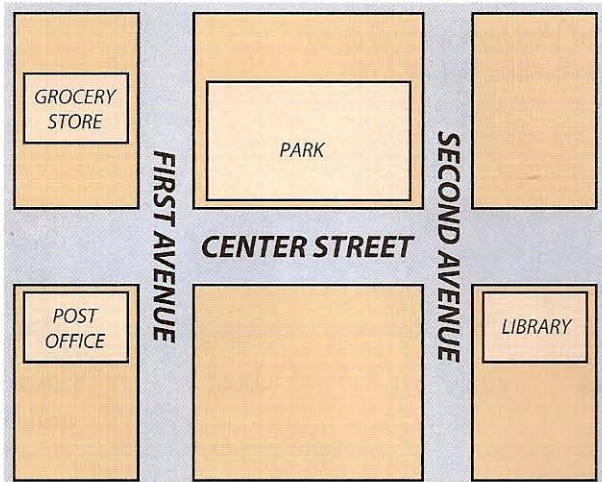
A: Did you get up early yesterday?  
 B: No, I didn't. I got up at 10:00. I was very tired.

### 3 **SPEAKING** *The neighborhood*

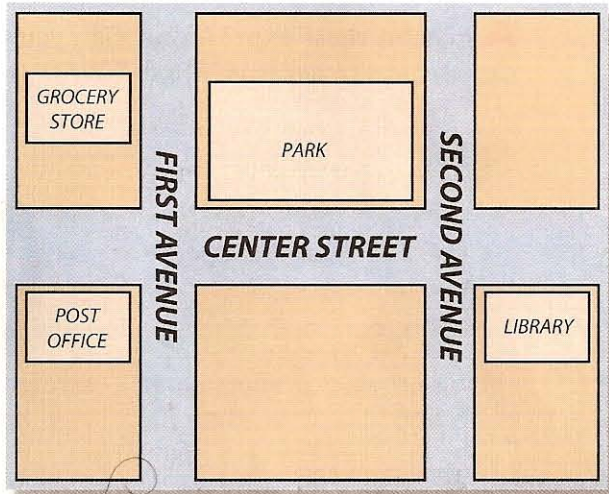
**A** Create a neighborhood. Add five more places to the map labeled “My map.” Choose from this list.

a bank   cafés   a dance club   a drugstore   gas stations   a gym   a movie theater

**My map**



**My partner's map**



**B Pair work** Ask questions about your partner's map. (But don't look!) Draw the places on the map labeled “My partner's map.” When you both finish, compare your maps.

A: Are there any cafés in the neighborhood?

B: Yes, there's one on the corner of Center Street and First Avenue.

### 4 **ROLE PLAY** *What's it like?*

*Student A:* Imagine you are a visitor in Student B's neighborhood. Ask questions about it.

*Student B:* Imagine a visitor wants to find out about your neighborhood. Answer the visitor's questions.

A: How much crime is there?

B: There isn't much. It's a very safe neighborhood.

A: Is there much noise?

B: Well, yes, there's a lot. . . .

Change roles and try the role play again.

#### topics to ask about

crime  
noise  
parks  
places to shop  
pollution  
public transportation  
schools  
traffic

## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

# 9 What does she look like?

## 1 WORD POWER Appearance

**A** Look at these expressions. Can you think of three more words or expressions to describe people? Write them in the box below.

**Hair**



long brown hair    short blond hair    straight black hair    curly red hair    bald    a mustache and beard

**Age**



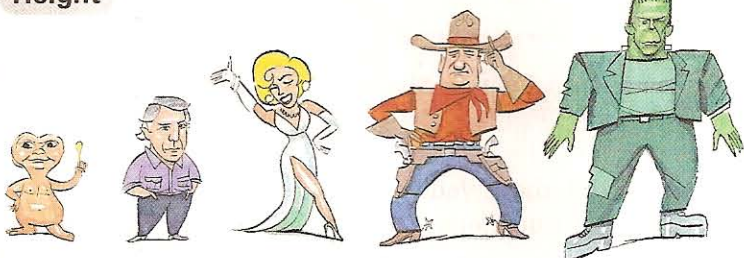
young    middle aged    elderly

**Looks**



handsome    good-looking    pretty

**Height**



short    fairly short    medium height    pretty tall    very tall

Other words or expressions

.....

.....

.....

**B Pair work** Choose at least four expressions to describe yourself and your partner. Then compare. Do you agree?

- A: You have curly blond hair and a beard. You're young and good-looking.
- B: I don't agree. My hair isn't very curly.

Me	My partner
.....	.....
.....	.....
.....	.....
.....	.....

## 2 CONVERSATION *She's very tall.*

**A** Listen and practice.

Emily: I hear you have a new girlfriend, Randy.

Randy: Yes. Her name's Ashley, and she's gorgeous!

Emily: Really? What does she look like?

Randy: Well, she's very tall.

Emily: How tall?

Randy: About 6 feet 2, I suppose.

Emily: Wow, that *is* tall. What color is her hair?

Randy: She has beautiful red hair.

Emily: And how old is she?

Randy: I don't know. She won't tell me.



**B** Listen to the rest of the conversation. What else do you learn about Ashley?

## 3 GRAMMAR FOCUS

### Describing people

#### General appearance

What does she look like?

She's tall, with red hair.

She's gorgeous.

Does he wear glasses?

Yes, and he has a beard.

#### Age

How old is she?

She's about 32.

She's in her thirties.

How old is he?

He's in his twenties.

#### Height

How tall is she?

She's 1 meter 88.

She's 6 feet 2.

How tall is he?

He's quite short.

#### Hair

How long is her hair?

It's medium length.

What color is his hair?

It's dark/light brown.

He has brown hair.

**A** Write questions to match these statements. Then compare with a partner.

1. .... ? My brother is 26.
2. .... ? I'm 173 cm (5 feet 8).
3. .... ? Sharon has brown hair.
4. .... ? No, she wears contact lenses.
5. .... ? He's tall and very good-looking.
6. .... ? My sister's hair is medium length.
7. .... ? I have dark brown eyes.

**B Pair work** Choose a person in your class. Don't tell your partner who it is. Your partner will ask questions to guess the person's name.

A: Is it a man or a woman?

B: It's a man.

A: How tall is he?

B: ...



## LISTENING Who is it?

**A** Listen to descriptions of five people. Number them from 1 to 5.



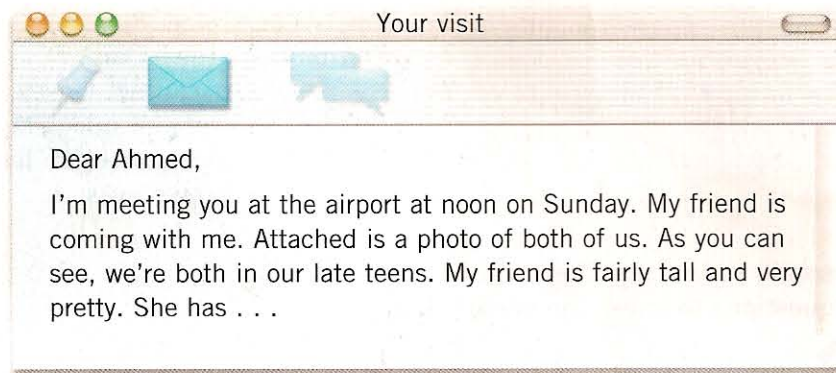
**B** Listen again. How old is each person?

## INTERCHANGE 9 Find the differences

Compare two pictures of a party. Go to the back of the book. Student A find Interchange 9A; Student B find Interchange 9B.

## WRITING An e-mail describing people

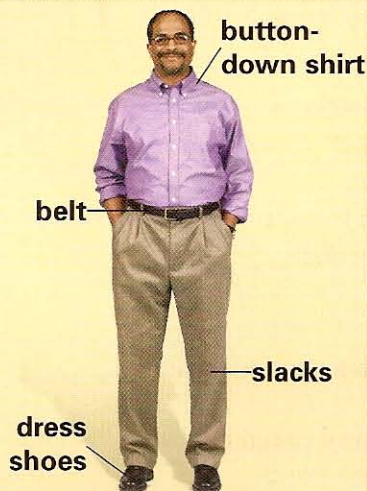
**A** Imagine your e-pal is coming to visit you for the first time. You and a classmate are meeting him or her at the airport. Write an e-mail describing yourself and your classmate. (Don't give the classmate's name.)



**B Group work** Read your e-mail to the group. Can they guess the classmate you are describing?

## In the Public eye

## Fashion on the street



DESCRIBE YOUR STYLE:

classic



DESCRIBE YOUR STYLE:

cool and casual



DESCRIBE YOUR STYLE:

funky

Source: Based on an idea from *Time Out New York*

Which clothing items do you wear almost every day? Circle the items.

What are three more things you like to wear?

What's your style? Is it classic? cool and casual? funky? something else?

## CONVERSATION Which one is she?

**A** Listen and practice.

Liz: Hi, Raoul! Good to see you!  
Where's Maggie?

Raoul: Oh, she couldn't make it.  
She went to a concert  
with Alex.

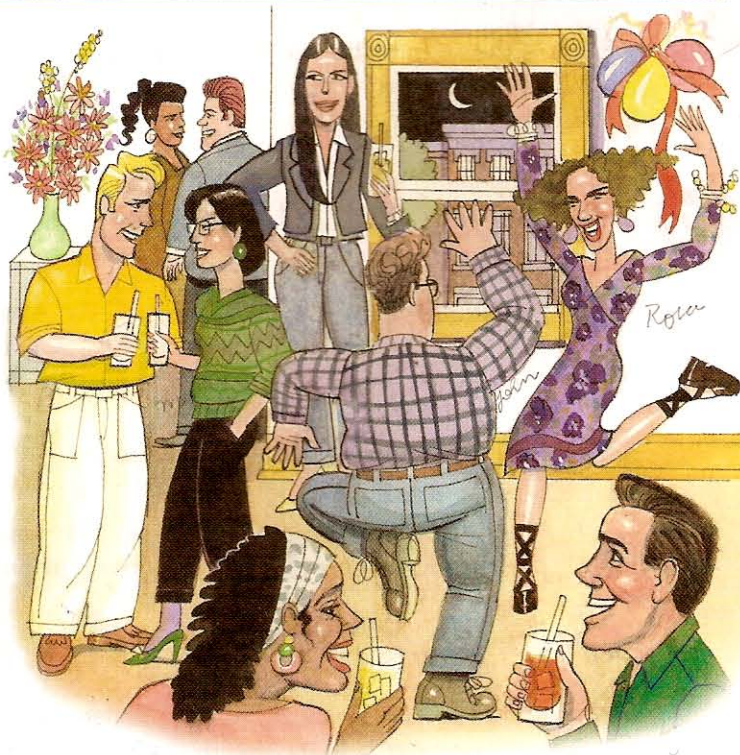
Liz: Oh! Well, why don't you go  
and talk to Julia? She doesn't  
know anyone here.

Raoul: Julia? Which one is she?  
Is she the woman wearing  
glasses over there?

Liz: No, she's the tall one in jeans.  
She's standing near the window.

Raoul: Oh, I'd like to meet her.

**B** Listen to the rest of the  
conversation. Can you label Joe,  
Michiko, Rosa, and John in the picture?



### Modifiers with participles and prepositions

Who's Raoul?  
Which one is Raoul?

He's **the man**  
He's **the one**

**Participles**  
**wearing** a green shirt.  
**talking** to Liz.

Who's Liz?  
Which one is Julia?  
Who are the Smiths?  
Which ones are the Smiths?

She's **the woman**  
She's **the tall one**  
They're **the people**  
They're **the ones**

**Prepositions**  
**with** short black hair.  
**in** jeans.  
**next to** the window.  
**on** the couch.

**A** Rewrite these statements using modifiers with participles or prepositions.

1. Clark is the tall guy. He's wearing a button-down shirt and cargo pants.

*Clark is the tall guy wearing a button-down shirt and cargo pants.*

2. Adam and Louise are the good-looking couple. They're talking to Tom.

3. Lynne is the young girl. She's in a striped T-shirt and blue jeans.

4. Jessica is the attractive woman. She's sitting to the left of Antonio.

5. A.J. is the serious-looking boy. He's listening to his new salsa CD.

**B Pair work** Complete these questions using the names of people in your class. Then take turns asking and answering the questions.

1. Who's the man sitting next to .....?

4. Which one is .....?

2. Who's the woman wearing .....?

5. Who are the people .....?

3. Who is .....?

6. Who are the ones .....?

## 10 PRONUNCIATION Contrastive stress in responses

**A** Listen and practice. Notice how the stress changes to emphasize a contrast.

A: Is Anthony the one wearing the red shirt?

A: Is Judy the woman on the couch?

B: No, he's the one wearing the black shirt.

B: No, Diana is the woman on the couch.

**B** Mark the stress changes in these conversations.

Listen and check. Then practice the conversations.

A: Is Britney the one sitting next to Katy?

A: Is Donald the one on the couch?

B: No, she's the one standing next to Katy.

B: No, he's the one behind the couch.

What hip-hop fashions do you know?  
Scan the article to find three fashions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**T**eenagers who listen to the same music often have a common look. One hot style in music and fashion is hip-hop. Simply put, hip-hop is a type of urban music with a heavy beat. Typical hip-hop fashions are loose-fitting street clothes. The style includes baggy pants, sweatshirts, hiking boots, baseball caps (usually worn backward), jackets with sports logos, and expensive athletic shoes. In the hip-hop style, boys and girls often dress the same way.

African-American kids in Detroit and Chicago first made hip-hop fashions trendy more than 20 years ago. They wore baggy street clothes to dance clubs. Then North American and European bands also began wearing this style. Thanks to the popularity of music videos and movies, hip-hop soon became an international fashion sensation.

Teens around the world, from Britain to South Africa to Japan, now wear hip-hop clothing. Seventeen-year-old Melanie Borrow, of Manchester, England, says, "My pride and joy in life are my Levi's jeans." In the United States, teens spend a lot of money on hip-hop fashions. David Bowen, 17, of Evanston, Illinois, has five pairs of hiking boots, each costing around \$100. David says, "They're popular because a lot of hip-hop performers wear them."

**A** Read the article. Find the words in *italics* in the article. Then match each word with its meaning.

- |                               |                             |
|-------------------------------|-----------------------------|
| ..... 1. <i>look</i>          | a. appearance               |
| ..... 2. <i>urban</i>         | b. popular trend; hit       |
| ..... 3. <i>beat</i>          | c. from big cities          |
| ..... 4. <i>loose-fitting</i> | d. musical rhythm           |
| ..... 5. <i>sensation</i>     | e. something to be proud of |
| ..... 6. <i>pride and joy</i> | f. very large; baggy        |

**B** Answer these questions.

1. What is hip-hop music? .....
2. What are hip-hop fashions? .....
3. Where did hip-hop fashions begin? .....
4. When did hip-hop fashions become popular? .....
5. Why did hip-hop become a fashion sensation? .....
6. Why are hiking boots popular? .....

**C** *Pair work* Which hip-hop fashions do you like? Which do you dislike?

# 10 Have you ever ridden a camel?

## 1 SNAPSHOT

### A Guide to Entertainment

### Fun things to do



sing in a karaoke bar



go to an Internet café



try mountain biking



go ice-skating



see a live concert

Source: Time Out Magazine: The Obsessive Guide to Impulsive Entertainment

Which activities have you tried?

Which activities would you like to try? Why?

Make a list of other activities you would like to try. Then compare with the class.

## 2 CONVERSATION A visit to New Orleans

**A** Listen and practice.

Jan: It's great to see you, Todd. Have you been in New Orleans long?

Todd: Just a few days. I'm really excited to be here.

Jan: I can't wait to show you the city. Have you been to a jazz club yet?

Todd: Yeah, I've already been to one.

Jan: Oh. Well, how about a riverboat tour?

Todd: Uh, I've already done that, too.

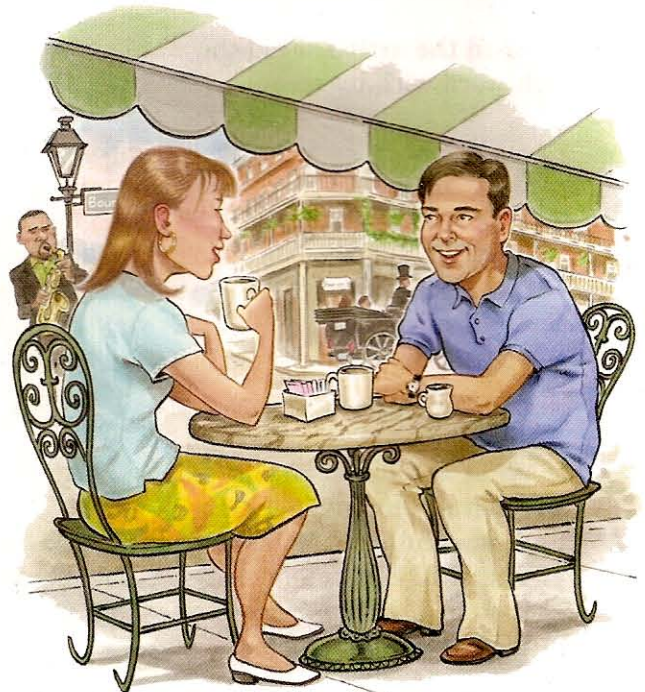
Jan: Have you ridden in a streetcar? They're a lot of fun.

Todd: Actually, that's how I got here today.

Jan: Well, is there anything you want to do?

Todd: You know, I really just want to take it easy. My feet are killing me!

**B** Listen to the rest of the conversation. What do they plan to do tomorrow?



## Present perfect; already, yet

**The present perfect is formed with the verb have + the past participle.**

Have you <b>been</b> to a jazz club?	Yes, I've <b>been</b> to several.	No, I <b>haven't been</b> to one.
Has she <b>ridden</b> in a streetcar?	Yes, she's <b>ridden</b> in one.	No, she <b>hasn't ridden</b> in one.
Has he <b>called</b> home lately?	Yes, he's <b>called</b> twice this week.	No, he <b>hasn't called</b> in months.
Have they <b>eaten</b> dinner yet?	Yes, they've <b>already eaten</b> .	No they <b>haven't eaten</b> yet.

## Contractions

I've = I have	he's = he has	we've = we have	haven't = have not
you've = you have	she's = she has	they've = they have	hasn't = has not
	it's = it has		

For a complete list of irregular past participles, see the appendix at the back of the book.

**A** How many times have you done these things in the past week? Write your answers. Then compare with a partner.

- clean the house
- make your bed
- cook dinner
- do laundry
- wash the dishes
- go grocery shopping

*I've cleaned the house once this week.*

OR

*I haven't cleaned the house this week.*

## regular past participles

call	→	called
hike	→	hiked
jog	→	jogged
try	→	tried

## irregular past participles

be	→	been
do	→	done
eat	→	eaten
go	→	gone
have	→	had
make	→	made
ride	→	ridden
see	→	seen

**B** Complete these conversations using the present perfect. Then practice with a partner.

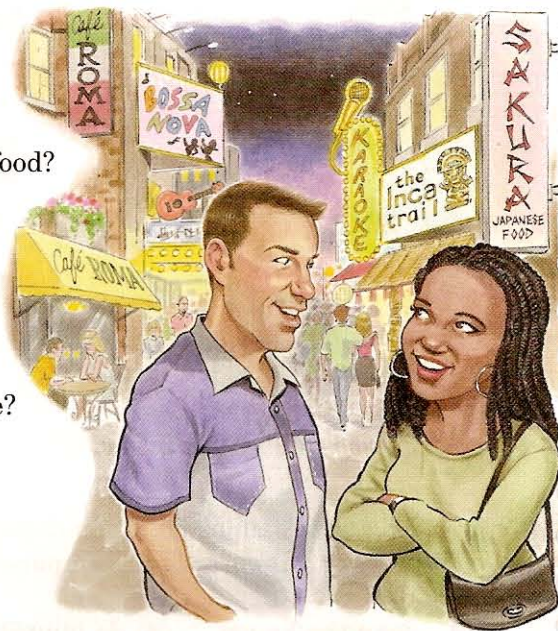
- A: *Have* you *done* much exercise this week? (do)  
B: Yes, I *already* *to* aerobics class four times. (be)
- A: *any* sports this month? (play)  
B: No, I *the* time. (have)
- A: How many movies *you* *to* this month? (be)  
B: Actually, I *any* yet. (see)
- A: *you* *to* any interesting parties recently? (be)  
B: No, I *to* any parties for quite a while. (go)
- A: *you* *any* friends today? (call)  
B: Yes, I *already* *three* calls. (make)
- A: How many times *you* *out* to eat this week? (go)  
B: I *at* fast-food restaurants a couple of times. (eat)

**C Pair work** Take turns asking the questions in part B. Give your own information when answering.

## 4 CONVERSATION *Actually, I have.*

**A** Listen and practice.

- Peter: I'm sorry I'm late. Have you been here long?  
Mandy: No, only for a few minutes.  
Peter: Have you chosen a restaurant yet?  
Mandy: I can't decide. Have you ever eaten Moroccan food?  
Peter: No, I haven't. Is it good?  
Mandy: It's delicious. I've had it several times.  
Peter: Or how about Thai food? Have you ever had green curry?  
Mandy: Actually, I have. I lived in Thailand as a teenager. I ate it a lot there.  
Peter: I didn't know that. How long did you live there?  
Mandy: I lived there for two years.



**B** Listen to the rest of the conversation.  
Where do they decide to have dinner?

## 5 GRAMMAR FOCUS

### Present perfect vs. simple past

**Use the present perfect for an indefinite time in the past.**

**Use the simple past for a specific event in the past.**

- Have** you ever **eaten** Moroccan food? Yes, I **have**. I **ate** it once in Paris.  
No, I **haven't**. I've never **eaten** it.
- Have** you ever **had** green curry? Yes, I **have**. I **tried** it several years ago.  
No, I **haven't**. I've never **had** it.

**A** Complete these conversations. Use the present perfect and simple past of the verbs given and short answers. Then practice with a partner.

- A: ..... you ever ..... in a karaoke bar? (sing)  
B: Yes, I ..... . I ..... in one on my birthday.
- A: ..... you ever ..... something valuable? (lose)  
B: No, I ..... . But my brother ..... his camera on a trip once.
- A: ..... you ever ..... a traffic ticket? (get)  
B: Yes, I ..... . Once I ..... a ticket and had to pay \$50.
- A: ..... you ever ..... a live concert? (see)  
B: Yes, I ..... . I ..... U2 at the stadium last year.
- A: ..... you ever ..... late for an important appointment? (be)  
B: No, I ..... . But my sister ..... 30 minutes late for her wedding!

**B Pair work** Take turns asking the questions in part A. Give your own information when answering.

## For and since

- How long **did** you **live** in Thailand? I **lived** there **for** two years. It was wonderful.  
 How long **have** you **lived** in Miami? I **'ve lived** here **for** six months. I love it here.  
 I **'ve lived** here **since** last year. I'm really happy here.

**C** Complete these sentences with *for* or *since*.

- Pam was in Central America ..... a month last year.
- I've been a college student ..... almost four years.
- Hiroshi has been at work ..... 6:00 A.M.
- I haven't gone to a party ..... a long time.
- Josh lived in Venezuela ..... two years as a kid.
- My parents have been on vacation ..... Monday.
- Natalie was engaged to Danny ..... six months.
- Pat and Valeria have been best friends ..... high school.

**D Pair work** Ask and answer these questions.

- How long have you had your current hairstyle? How long have you known your best friend?  
 How long have you studied at this school? How long have you been awake today?

### expressions with *for*

two weeks  
 a few months  
 several years  
 a long time

### expressions with *since*

6:45  
 last weekend  
 1997  
 elementary school

## 6 PRONUNCIATION *Linked sounds*

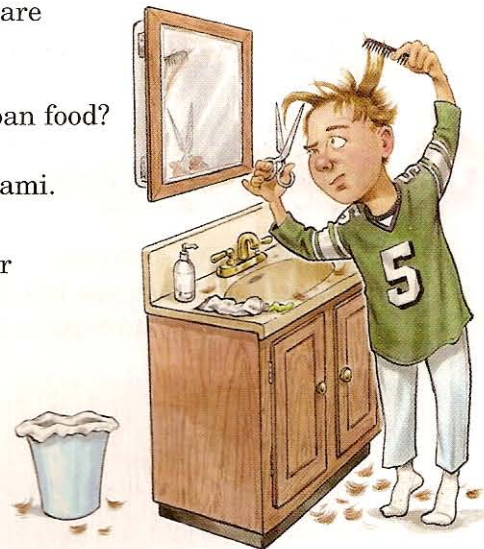
**A** Listen and practice. Final /t/ and /d/ sounds in verbs are linked to the vowels that follow them.

A: Have you cooked lunch yet? A: Have you ever tried Cuban food?

B: Yes, I've already cooked it. B: Yes, I tried it once in Miami.

**B Pair work** Ask and answer these questions. Use *it* in your responses. Pay attention to the linked sounds.

- Have you ever cut your hair?  
 Have you ever tasted goat cheese?  
 Have you ever tried Korean food?  
 Have you brought your dictionary today?  
 Have you read the latest Harry Potter book yet?



## 7 LISTENING *I'm impressed!*

Listen to Clarice and Karl talk about interesting things they've done recently. Complete the chart.

Where they went	Why they liked it
Clarice .....	.....
Karl .....	.....



## 8 WORD POWER Activities

Find two phrases in the list to go with each verb. Add another phrase for each verb. Then write the past participle forms of the verbs.

an appointment    a camel    herbal tea    iced coffee    a sports car    your cell phone  
a bicycle    a class    a hill    a mountain    a truck    your keys

climb	.....	.....	.....
drink	.....	.....	.....
drive	.....	.....	.....
lose	.....	.....	.....
miss	.....	.....	.....
ride	.....	.....	.....

## 9 SPEAKING Have you ever . . . ?

**A Group work** Ask your classmates questions about some of the things in Exercise 8 or your own ideas.

A: Have you ever ridden a camel?  
B: Yes, I have.  
C: Really? Where were you?

**B Class activity** Tell the class one interesting thing you learned about a classmate.



## 10 WRITING A letter to an old friend

Write a letter to someone you haven't seen for a long time. Include three things you have done since you last saw that person. Then exchange letters with a partner and write a response to it.

Dear Hector,

How have you been? We last saw each other at our high school graduation, right? What have you done since then? I started college three years ago. I really like my classes, so far. I've been on a girls' soccer team for . . .

## 11 INTERCHANGE 10 Lifestyle survey

Is your lifestyle easygoing and relaxed, or busy and fast-paced?  
Go to Interchange 10 at the back of the book.

# Taking the Risk

Look at the pictures and skim the interviews. Then write the name of the sport next to each picture.

**Sports World** magazine recently spoke with Jenny Adams, Tom Barker, and Ray Lee about risky sports.

**SW:** Hang gliding is a dangerous sport, Jenny. What do you enjoy about it, and have you ever had an accident?

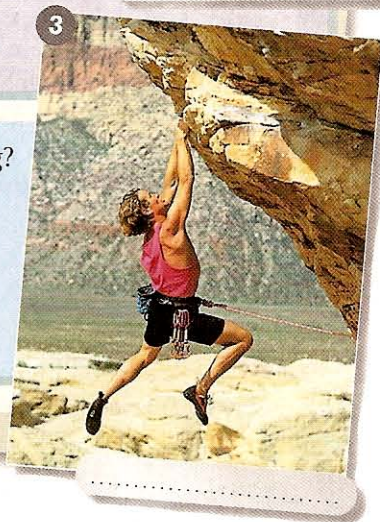
**Jenny:** No, I've never been hurt. Maybe I've been lucky. Sometimes the wind can be too strong. Once, my glider turned upside down and I almost crashed, but I parachuted away just in time. Actually, I've always felt that hang gliding is very safe. And it's amazing to be able to fly like a bird.

**SW:** Tom, you've been mountain climbing for years now. What are some of the dangers you've experienced?

**Tom:** When you're high up on a mountain, the conditions are hard on the human body. The air is thin, and you get tired. I've lived through storms and bad weather. But I like the challenge and I like overcoming danger. That's why I do it.

**SW:** Ray, have you ever experienced any dangers while scuba diving?

**Ray:** Luckily, I haven't. But people can get the bends if they come up too quickly from deep under water. Bubbles form in the blood. The bends can be serious, and can even cause death. But the condition is rare. Diving isn't really that dangerous. And the great thing is that it lets you explore another world.



**A** Read the interviews. Then complete the chart.

	Sport	What they enjoy	The danger(s)
1.	Jenny	.....	.....
2.	Tom	.....	.....
3.	Ray	.....	.....

**B Pair work** Would you like to try any of these sports? Why or why not?

# Units 9–10 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Ask about and describe people's appearance (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify people using modifiers with participles and prepositions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions using the present perfect with <i>already</i> and <i>yet</i> (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand descriptions of past experiences and events (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions using the present perfect and simple past (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use <i>how long</i> , <i>for</i> , and <i>since</i> with the present perfect (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 ROLE PLAY Missing person

*Student A:* One of your classmates is lost. You are talking to a police officer. Answer the officer's questions and describe your classmate.

*Student B:* You are a police officer. Someone is describing a lost classmate. Ask questions to complete the form. Can you identify the classmate?

Change roles and try the role play again.

MISSING PERSON'S REPORT			
NAME: _____	# 78439122475		
HEIGHT: _____	WEIGHT: _____	AGE: _____	
EYE COLOR		HAIR COLOR	
<input type="checkbox"/> BLUE	<input type="checkbox"/> BROWN	<input type="checkbox"/> BLONDE	<input type="checkbox"/> BROWN
<input type="checkbox"/> GREEN	<input type="checkbox"/> HAZEL	<input type="checkbox"/> RED	<input type="checkbox"/> BLACK
		<input type="checkbox"/> GRAY	<input type="checkbox"/> BALD
CLOTHING: _____			
GLASSES, ETC.: _____			

## 2 SPEAKING Which one is . . . ?

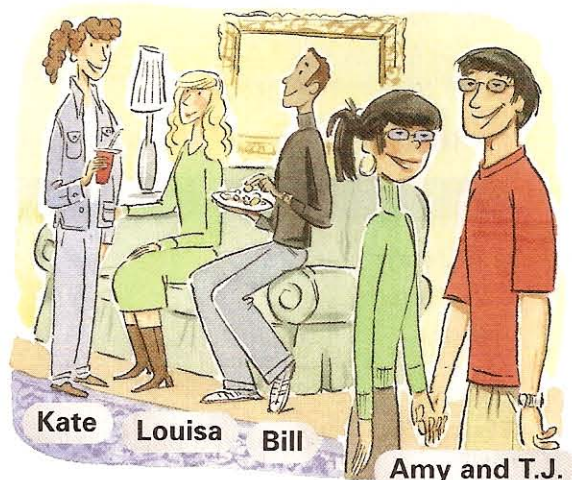
**A** Look at this picture. How many sentences can you write to identify the people?

*Amy and T.J. are the people in sunglasses.*  
*They're the ones holding hands.*

**B Pair work** Close your books. Who do you remember? Take turns asking about the people.

A: Which one is Bill?

B: I think Bill is the guy sitting . . .



### 3 SPEAKING Reminders

**A** Imagine you are preparing for these situations. Make a list of four things you need to do for each situation.

Your first day of school is in a week.  
 You are moving to a new apartment.  
 You are going to the beach.

*To do list: first day of school*  
 1. buy school supplies

**B Pair work** Exchange lists. Take turns asking about what has been done. When answering, decide what you have or haven't done.

A: Have you bought school supplies yet?  
 B: Yes, I've already gotten them.

### 4 LISTENING What have you done?

**A** Jamie is on a cruise. Listen to her talk about things she has done. Check (✓) the correct things.

- |   |   |
|---|---|
| <input type="checkbox"/> won a contest                | <input type="checkbox"/> gone windsurfing |
| <input type="checkbox"/> flown in a plane             | <input type="checkbox"/> lost her wallet  |
| <input type="checkbox"/> stayed in an expensive hotel | <input type="checkbox"/> been seasick     |
| <input type="checkbox"/> met a famous person          | <input type="checkbox"/> kept a diary     |



**B Group work** Have you ever done the things in part A? Take turns asking about each thing.

### 5 SURVEY How long ... ?

**A** Write answers to these questions using *for* and *since*.

How long have you ... ?	My answers	Classmate's name
owned this book	.....	.....
studied English	.....	.....
known your best friend	.....	.....
lived in this town or city	.....	.....
been a student	.....	.....

**B Class activity** Go around the class. Find someone who has the same answers.

## WHAT'S NEXT?

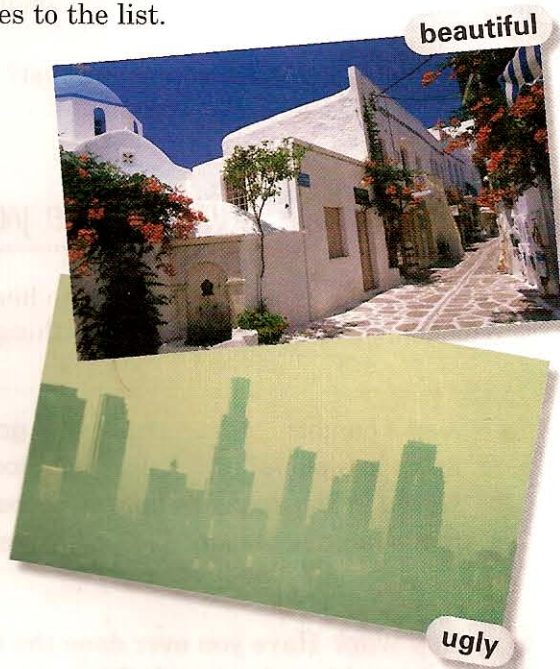
Look at your Self-assessment again. Do you need to review anything?

# It's a very exciting place!

## 1 WORD POWER Adjectives

**A Pair work** Match each word in column A with its opposite in column B. Then add two more pairs of adjectives to the list.

- | A                    | B            |
|----------------------|--------------|
| 1. beautiful .....   | a. boring    |
| 2. cheap .....       | b. crowded   |
| 3. clean .....       | c. dangerous |
| 4. interesting ..... | d. expensive |
| 5. quiet .....       | e. noisy     |
| 6. relaxing .....    | f. polluted  |
| 7. safe .....        | g. stressful |
| 8. spacious .....    | h. ugly      |
| 9. ....              | i. ....      |
| 10. ....             | j. ....      |



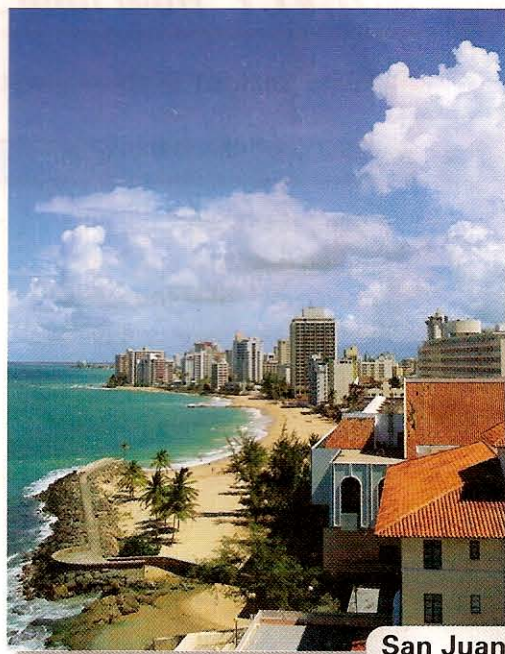
**B Pair work** Choose two places you know. Describe them to your partner using the words in part A.

## 2 CONVERSATION It's a fairly big city.

**A** Listen and practice.

- Eric: So where are you from, Carmen?  
 Carmen: I'm from San Juan, Puerto Rico.  
 Eric: Wow, I've heard that's a really nice city.  
 Carmen: Yeah, it is. The weather is great, and there are some fantastic beaches just outside the city.  
 Eric: Is it expensive there?  
 Carmen: No, it's not very expensive. Prices are pretty reasonable.  
 Eric: How big is the city?  
 Carmen: It's a fairly big city, but it's not *too* big.  
 Eric: It sounds perfect to me. Maybe I should plan a trip there sometime.

**B** Listen to the rest of the conversation. What does Carmen say about entertainment in San Juan?



# 3 GRAMMAR FOCUS

## Adverbs before adjectives

San Juan is **really** nice.                      It's a **really** nice city.  
 It's **fairly** big.                                      It's a **fairly** big city.  
 It's not **very** expensive.                      It's not a **very** expensive place.  
 It's **too** noisy and it's **too** crowded for me.

### adverbs

extremely  
 very  
 really  
 pretty  
 fairly  
 somewhat

**A** Match the questions with the answers. Then practice the conversations.

- |  |   |
|--|---|
| 1. What's Seoul like?<br>Is it an interesting place? ..... | a. Oh, really? It's beautiful and very clean.<br>It has a great harbor and beautiful beaches.           |
| 2. Do you like your hometown?<br>Why or why not? .....     | b. Yes, I have. It's an extremely large and crowded place, but I love it. It has excellent restaurants. |
| 3. What's Sydney like?<br>I've never been there. ....      | c. Yes. It has amazing shopping, and the people are pretty friendly.                                    |
| 4. Have you ever been to São Paulo? .....                  | d. Not really. It's too small, and it's really boring. That's why I moved away.                         |

## Conjunctions

It's an exciting city, **and** the weather is nice.      It's a big city. It's not too big, **though**.  
 It's a big city, **but** it's not too big.                      It's a big city. It's not too big, **however**.

**B** Choose the correct conjunctions and rewrite the sentences.

- Taipei is very nice. Everyone is extremely friendly. (and / but)  
 .....
- The streets are crowded. It's easy to get around. (and / though)  
 .....
- The weather is nice. Summers get pretty hot. (and / however)  
 .....
- Shopping is great. You have to bargain in the markets. (and / but)  
 .....
- The food is delicious. It's not too expensive. (and / though)  
 .....
- It's an amazing city. I love to go there. (and / however)  
 .....



**C Group work** Describe three cities or towns in your country. State two positive and one negative feature for each.

- A: Lima is very exciting and there are a lot of things to do, but it's too cold.  
 B: The weather in Shanghai is . . .

## 4 LISTENING *My hometown*

Listen to Joyce and Nicholas talk about their hometowns. What do they say? Check (✓) the correct boxes.

	Big?		Interesting?		Expensive?		Beautiful?	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Joyce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Nicholas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5 WRITING *A magazine article*

**A** Imagine you work for an airline magazine. Think of an interesting place for tourists to visit in your country and write a short article.

### East meets West

Istanbul is a very interesting city in western Turkey. It's special for several reasons. First, it has some wonderful mosques. The Blue Mosque is extremely beautiful, and no visitor should miss it. Allow plenty of time to visit this very amazing place. Second, the city has a lot of . . .



**B Pair work** Exchange papers and read each others' articles. Which place sounds the most interesting?

## 6 SNAPSHOT

### Vacation Spots Five popular cities and some sights and events there



**Carnaval**

Rio de Janeiro, Brazil



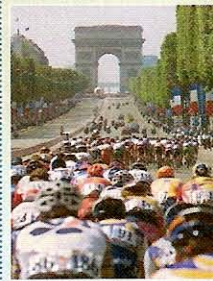
**Ginza Shopping District**

Tokyo, Japan



**Hollywood Walk of Fame**

Los Angeles, California



**The Tour de France**

Paris, France



**Kyongbuk Palace**

Seoul, Korea

Source: [www.fodors.com](http://www.fodors.com)

Check (✓) the places you would like to visit.

What three other places in the world would you like to visit? Why?

Put the places you would like to visit in order from most interesting to least interesting.

**A** Listen and practice.

Thomas: Can you tell me a little about Mexico City?

Elena: Sure I can. What would you like to know?

Thomas: Well, what's a good time to visit?

Elena: I think you can go anytime. The weather is always nice.

Thomas: Oh, good! And what should I see there?

Elena: Well, you should definitely visit the National Museum and go to the Palace of Fine Arts.

Thomas: And what else?

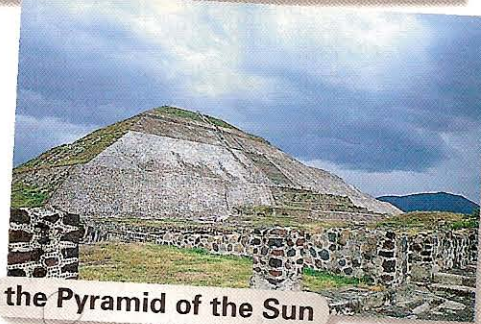
Elena: Oh, you shouldn't miss the Pyramid of the Sun. It's very interesting.

Thomas: It all sounds really exciting!

**B** Listen to the rest of the conversation. Where is Thomas from? What should you do there?



the Palace of Fine Arts



the Pyramid of the Sun

**GRAMMAR FOCUS****Modal verbs can and should**

What **can** I do in Mexico City?

You **can** see the Palace of Fine Arts.

You **can't** visit some museums on Mondays.

What **should** I see there?

You **should** visit the National Museum.

You **shouldn't** miss the Pyramid of the Sun.

**A** Complete these conversations using *can*, *can't*, *should*, or *shouldn't*. Then practice with a partner.

- A: I ..... decide where to go on my vacation.  
B: You ..... go to India. It's my favorite place to visit.
- A: I'm planning to go to Bogotá next year. When do you think I ..... go?  
B: You ..... go anytime. The weather is nice all year.
- A: ..... I rent a car when I arrive in Cairo? What do you recommend?  
B: No, you ..... definitely use the subway. It's fast and efficient.
- A: Where ..... I get some nice jewelry in Bangkok?  
B: You ..... miss the weekend market. It's the best place for bargains.
- A: What ..... I see from the Eiffel Tower?  
B: You ..... see all of Paris, but in bad weather you ..... see anything.

**B Pair work** Write answers to these questions about your country. Then compare with a partner.

What time of year should you go there?  
What are three things you can do there?

Can you buy anything special?  
What shouldn't a visitor miss?

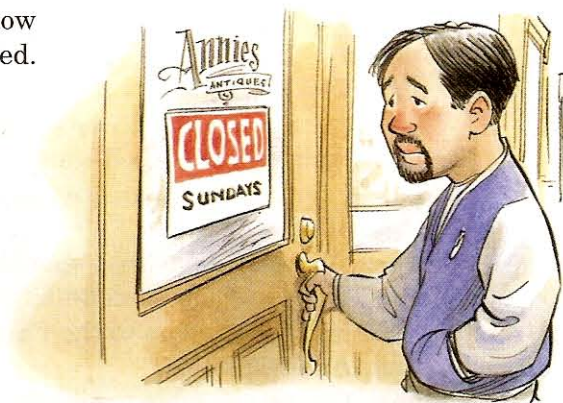


## 9 PRONUNCIATION Can't and shouldn't

**A** Listen and practice these statements. Notice how the *t* in **can't** and **shouldn't** is not strongly pronounced.

- You can't go shopping on Sundays.
- You shouldn't swim at the beaches.
- You can't get a taxi easily at night.
- You shouldn't miss the night markets.

**B Class activity** Are any of the above statements true about your city or town?



## 10 LISTENING Three countries

**A** Listen to speakers talk about Japan, Argentina, and Italy. Complete the chart.

	Capital city	What visitors should see or do
1. Japan	.....	.....
2. Argentina	.....	.....
3. Italy	.....	.....

**B** Listen again. One thing about each country is incorrect. What is it?

## 11 SPEAKING Interesting places

**Group work** Has anyone visited an interesting country or place in your country? Find out more about it. Start like this and ask questions like the ones below.

- A: I visited Chile once.
- B: Really? What's the best time of year to visit?
- A: You can go anytime. I went in March.
- C: What's the weather like then?

- What's the best time of year to visit?
- What's the weather like then?
- What should tourists see and do there?
- What special foods can you eat?
- What's the shopping like?
- What things should people buy?
- What else can visitors do there?



Santiago, Chile

## 12 INTERCHANGE 11 City guide

Make a guide to fun places in your city. Go to Interchange 11.

# 13 READING Greetings from . . .

Look at the pictures from three e-mail messages. What place do you think each person is visiting?

Holly: \_\_\_\_\_ Stan: \_\_\_\_\_ Melinda: \_\_\_\_\_



Prague is so cool! My sister was right. It really is one of Europe's most popular tourist destinations.

The city has amazing old buildings. So far, my favorite thing is Prague Castle. It's 1,100 years old! I think it's the largest ancient castle in the world.

Prague also has a lot of cultural events, like the World Dance Festival. I went to a ballet just last night.

Holly



I've definitely come to Shanghai at the right time. Summer has begun, but it's not too hot yet. The Dragon Boat Festival was yesterday. It was fantastic! If you come to Shanghai, you should see the Bund – a street with terrific shopping, nightclubs, and hotels. It's crowded with locals and tourists. It has some wonderful buildings from the 1930s.

I went on a night cruise of the Huangpu River last night. I met some great people on the boat, mostly foreigners, like me. :)

Stan



Buenos Aires is a fun city, but six days is not enough time for a visit! I'm staying near the mile-long shopping street called Calle Florida. It's a great place to meet people and watch dancers perform the tango. Buenos Aires is the birthplace of the tango.

I also spent a day in the suburb of Tigre. It's about 30 km from the capital, but you can get there quickly by train. We sailed on the canals of the Paraná River delta.

Melinda

**A** Read the e-mails. Check (✓) the cities where you can do these things. Then complete the chart with examples from the e-mails.

Activity	Prague	Shanghai	Buenos Aires	Specific examples
1. go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
2. see old buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
3. see dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
4. attend a festival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
5. take a boat trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....

**B Pair work** Which city would you most like to visit? Why?

# 12 It really works!

## 1 **SNAPSHOT**

### Common Health Complaints



a headache



a backache



sore muscles



a stomachache



a cold



a cough



the flu



insomnia

Source: National Center for Health Statistics

Check (✓) the health problems you have had recently.  
What do you do for the health problems you checked?  
How many times have you been sick in the past year?

## 2 **CONVERSATION** Health problems

**A** Listen and practice.

Joan: Hi, Craig! How are you?

Craig: Not so good. I have a terrible cold.

Joan: Really? That's too bad! You should be at home in bed. It's really important to get a lot of rest.

Craig: Yeah, you're right.

Joan: And have you taken anything for it?

Craig: No, I haven't.

Joan: Well, it's sometimes helpful to eat garlic soup. Just chop up a whole head of garlic and cook it in chicken stock. Try it! It really works!

Craig: Yuck! That sounds awful!

**B** Listen to advice from two more of Craig's co-workers. What do they suggest?



# 3 GRAMMAR FOCUS

## Infinitive complements

What should you do for a cold? **It's important** to get a lot of rest.  
**It's sometimes helpful** to eat garlic soup.  
**It's a good idea** to take some vitamin C.

**A** Look at these health problems. Choose several pieces of good advice for each problem.

### Problems

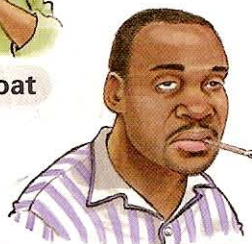
- a sore throat
- a cough
- a backache
- a fever
- a toothache
- a bad headache
- a burn
- the flu

### Advice

- take some vitamin C
- put some ointment on it
- drink lots of liquids
- go to bed and rest
- put a heating pad on it
- put it under cold water
- take some aspirin
- see a dentist
- see a doctor
- get some medicine



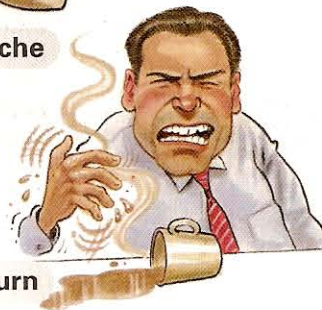
a sore throat



a fever



a toothache



a burn

**B Group work** Talk about the problems in part A and give advice. What other advice do you have?

A: What should you do for a sore throat?

B: It's a good idea to get some medicine from the drugstore.

C: Yes. And it's important to drink lots of liquids and . . .

**C** Write advice for these problems. (You will use this advice in Exercise 4.)

a cold    sore eyes    a sunburn    sore muscles

For a cold, it's a good idea to . . .

# 4 PRONUNCIATION Reduction of to

**A** Listen and practice. In conversation, **to** is often reduced to /tə/.

A: What should you do for a fever?

B: It's important **to** take some aspirin. And it's a good idea **to** see a doctor.

**B Pair work** Look back at part C of Exercise 3. Ask for and give advice about each health problem. Pay attention to the pronunciation of **to**.

## 5 DISCUSSION *Difficult situations*

**A Group work** What do you do in these situations? Think of three suggestions for each situation.

What do you do when . . . ?

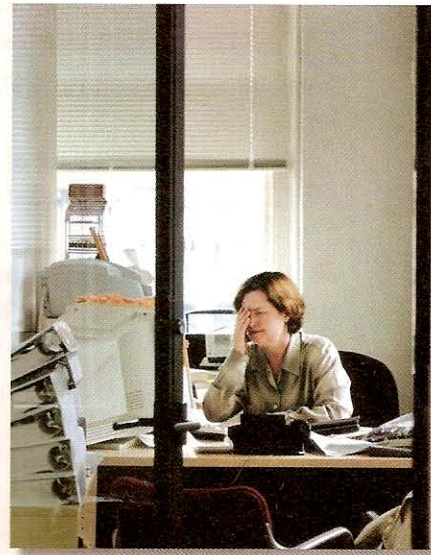
- you feel very stressed
- you have an argument with a friend
- it's 2:00 A.M. and you can't sleep
- someone standing near you faints
- you need to study but you can't concentrate

A: What do you do when you feel very stressed?

B: I think it's important to breathe deeply.

C: Yes, and it's sometimes helpful to . . .

**B Class activity** Have any of the above situations happened to you recently? Share what you did with the class.



## 6 INTERCHANGE 12 *Help!*

Play a board game. Go to Interchange 12.

## 7 WORD POWER *Containers*

**A** Use the words in the list to complete these expressions. Then compare with a partner.

- |        |       |
|--------|-------|
| bag    | jar   |
| bottle | pack  |
| box    | stick |
| can    | tube  |

1. a ..... of toothpaste
2. a ..... of aspirin
3. a ..... of bandages
4. a ..... of shaving cream
5. a ..... of tissues
6. a ..... of face cream
7. a ..... of cough drops
8. a ..... of deodorant

**B Pair work** What is one more thing you can buy in each of the containers above?

“You can buy a bag of breath mints.”

**C Pair work** What are the five most useful items in your medicine cabinet?



**A** Listen and practice.

Pharmacist: Hi. May I help you?

Mrs. Webb: Yes, please. Could I have something for a cough?  
I think I'm getting a cold.

Pharmacist: Well, I suggest a box of these cough drops.

Mrs. Webb: Thank you. And what do you suggest for dry skin?

Pharmacist: Try some of this new lotion. It's very good.

Mrs. Webb: OK. And one more thing. My husband has no energy these days. Can you suggest anything?

Pharmacist: He should try some of these multivitamins. They're excellent.

Mrs. Webb: Great! May I have three large bottles, please?



**B** Listen to the pharmacist talk to the next customer. What does the customer want?

**GRAMMAR FOCUS****Modal verbs can, could, may for requests; suggestions**

**Can/May** I help you?

**Can** I have a box of cough drops?

**Could** I have something for a cough?

**May** I have a bottle of aspirin?

What do you suggest/have for dry skin?

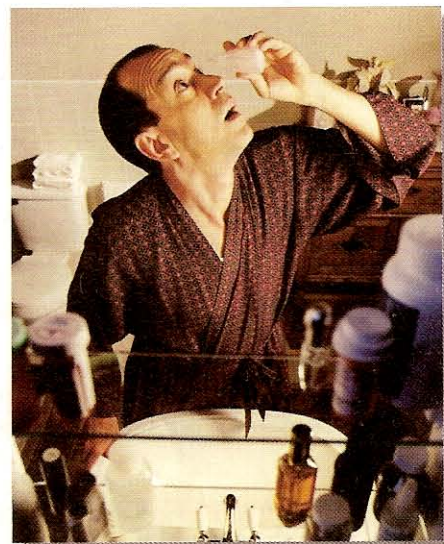
Try some of this lotion.

I suggest some ointment.

You should get some skin cream.

Complete these conversations with the verbs *can, could, may, have, try, suggest, or should*. Then compare and practice with a partner.

- A: ..... I help you?  
B: Yes. .... I have something for itchy eyes?  
A: Sure. I ..... a bottle of eye drops.
- A: What do you ..... for sore muscles?  
B: You ..... try this ointment. It's excellent.  
A: OK. I'll take it.
- A: ..... I have a box of bandages, please?  
B: Here you are.  
A: And what do you ..... for insomnia?  
B: ..... some of this herbal tea. It's very relaxing.  
A: OK. Thanks.



## 10 LISTENING Try this!

**A** Listen to four people talk to a pharmacist. Check (✓) each person's problem.

- |  |  |
|--|--|
| 1. <input type="checkbox"/> The man's feet are sore.     | 3. <input type="checkbox"/> The man has difficulty sleeping. |
| <input type="checkbox"/> The man's feet are itchy.       | <input type="checkbox"/> The man is sleeping too much.       |
| 2. <input type="checkbox"/> The woman can't eat.         | 4. <input type="checkbox"/> The woman burned her hand.       |
| <input type="checkbox"/> The woman has an upset stomach. | <input type="checkbox"/> The woman has a bad sunburn.        |

**B** Listen again. What does the pharmacist suggest for each person?

## 11 ROLE PLAY Can I help you?

*Student A:* You are a customer in a drugstore. You need:

- something for low energy
- something for the flu
- something for a backache
- something for dry skin
- something for an upset stomach

Ask for some suggestions.

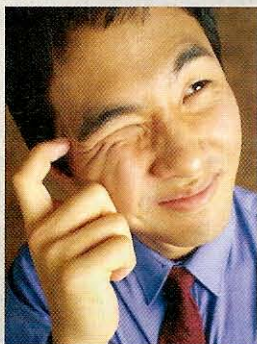
*Student B:* You are a pharmacist in a drugstore. A customer needs some things. Make some suggestions.

Change roles and try the role play again.



## 12 WRITING A letter to an advice columnist

**A** Read these letters to an advice columnist.



Dear Fix-it Fred,

I have a problem and need your advice. What do you suggest for losing weight? My friends say I look fine, but I don't think so. I've tried several diets, but they just don't work for me. I'm desperate! Can you please help?

*Not Slim Jim*

Dear Fix-it Fred,

Several months ago, I moved to another town to start college. I call my boyfriend back home every weekend. Now he says the distance is too great and we should break up. I want to stay together. What do you suggest?

*Heartbroken*

**B** Now imagine you want some advice about a problem. Write a short letter to an advice columnist. Think of an interesting way to sign it.

**C Group work** Exchange letters. Read and write down some advice at the bottom of each letter. Then share the most interesting letter and advice with the class.

# Rain Forest Remedies?

Look at the title, pictures, and captions. What do you think the article is about?



Carol Maxwell writes a column on health. Recently, she took a trip to Tortuguero National Park in Costa Rica.

- 1 Rodrigo Bonilla turns off the motor of the boat. We get off the boat and follow him along the path into the rain forest. Above us, a monkey with a baby hangs from a tree.
- 2 On this hot January day, Rodrigo is not looking for wild animals, but for medicinal plants – plants that can cure or treat illnesses. Medicinal plants grow in rain forests around the world.

- 3 Rodrigo is Costa Rican. He learned about jungle medicine from his grandmother. He shows us many different plants, such as the broom tree. He tells us that parts of the broom tree can help stop bleeding.
- 4 People have always used natural products as medicine. In fact, about 50 percent of Western medicines, such as aspirin, come from natural sources. And some animals eat certain kinds of plants when they are sick.
- 5 This is why medical researchers are so interested in plants. Many companies are now working with local governments and searching the rain forests for medicinal plants.
- 6 So far, the search has not produced any new medicines. But it's a good idea to keep looking. That's why we are now here in the Costa Rican rain forest.



A broom tree

**A** Read the article. Then check (✓) the best description of the article.

- 1. The article starts with a description and then gives facts.
- 2. The article gives the writer's opinion.
- 3. The article starts with facts and then gives advice.

**B** Answer these questions. Then write the number of the paragraph where you find each answer.

- ..... Where did Rodrigo learn about jungle medicine?
- ..... Who is interested in studying medicinal plants?
- ..... What is Rodrigo looking for in the rain forest?
- ..... How many new medicines have come from Rodrigo's search?
- ..... How many Western medicines come from natural sources?

**C Group work** Can you think of other reasons why rain forests are important?



# Units 11–12 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Listen to and understand descriptions of cities (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe places using adjectives, adverbs, and conjunctions (Ex. 1, 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions about cities and hometowns (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for and give suggestions with <i>can</i> and <i>should</i> (Ex. 2, 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for and give advice using infinitive complements (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give suggestions on a variety of problems (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 LISTENING *I'm from Honolulu.*

**A** Listen to Jenny talk about Honolulu. What does she say about these things? Complete the chart.

- |                       |                            |
|-----------------------|----------------------------|
| 1. size of city ..... | 3. prices of things .....  |
| 2. weather .....      | 4. most famous place ..... |

**B** Write sentences comparing Honolulu with your hometown. Then discuss with a partner.

*Honolulu isn't too big, but Seoul is really big.*

## 2 ROLE PLAY *My hometown*

**Student A:** Imagine you are planning to visit Student B's hometown. Ask questions using the ones in the box or your own questions.

**Student B:** Answer Student A's questions about your hometown.

- A: What's your hometown like?  
 B: It's quiet but fairly interesting. . . .

### some questions

- What's your hometown like?
- How big is it?
- What's the weather like?
- Is it expensive?
- What should you see there?
- What can you do there?

Change roles and try the role play again.

## DISCUSSION Medicines and remedies

**A Group work** Write advice and remedies for these problems. Then discuss your ideas in groups.



a stomachache



an insect bite



a nosebleed



the hiccups

For a stomachache, it's a good idea to . . .

- A: What can you do for a stomachache?  
 B: I think it's a good idea to buy a bottle of antacid.  
 C: Yes. And it's helpful to drink herbal tea.

**B Group work** What health problems do you visit a doctor for? go to a drugstore for? use a home remedy for? Ask for advice and remedies.

## SPEAKING Advice column

**A Group work** Look at these problems from an advice column. Suggest advice for each problem. Then choose the best advice.



I'm visiting the United States. I'm staying with a family while I'm here. What small gifts can I get for them?



My doctor says that I'm not in good shape. I need to lose about four and a half kilos (10 pounds). What can I do?



Our school wants to buy some new gym equipment. Can you suggest some good ways to raise money?

- A: I think she should give them some flowers.  
 B: That's a good idea. Or she can bring chocolates.  
 C: I suggest . . .

**B Class activity** Share your group's advice for each problem with the class.

## WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

# 13 May I take your order?

## 1 SNAPSHOT

### FOOD FIRSTS



#### noodles

first made in China  
circa 1000 B.C.



#### coffee

first farmed in the  
Middle East in 850



#### chocolate

brought to Spain from  
Mexico in 1520



#### french fries

first made in Belgium  
circa 1680



#### sushi

modern-style sushi first made  
in Japan in the 1700s



#### the sandwich

named for the English Earl  
of Sandwich in 1760



#### pizza

first pizzeria in New York  
City opens in 1895



#### the hamburger

invented in Connecticut,  
USA, in 1900

Sources: *New York Public Library Book of Chronologies*; [www.digitalsushi.net](http://www.digitalsushi.net); [www.belgianfries.com](http://www.belgianfries.com)

What are these foods made of?

Put the foods in order from your favorite to your least favorite.

What are three other foods you enjoy?

## 2 CONVERSATION Going out for dinner

**A** Listen and practice.

Jeff: Say, would you like to go out to dinner tonight?

Bob: Sure. Where do you want to go?

Jeff: Well, what do you think of Indian food?

Bob: I love it, but I'm not really in the mood for it today.

Jeff: Yeah. I'm not either, I guess. It's a bit spicy.

Bob: Hmm. How do you like Japanese food?

Jeff: Oh, I like it a lot.

Bob: I do, too. And I know a nice Japanese restaurant near here – it's called Iroha.

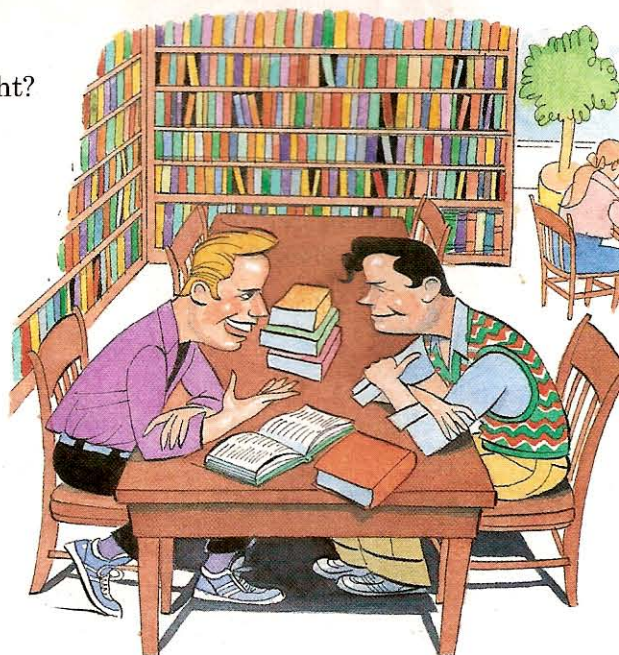
Jeff: Oh, I've always wanted to go there.

Bob: Terrific! Let's go!

**B** Listen to the rest of the conversation.

What time do they decide to have dinner?

Where do they decide to meet?



## So, too, neither, either

I like Japanese food a lot.

**So** do I./I do, **too**.

Really? I don't like it very much.

I'm crazy about dessert.

**So** am I./I am, **too**.

Oh, I'm not.

I can eat really spicy food.

**So** can I./I can, **too**.

Really? I can't.

I don't like greasy food.

**Neither** do I./I don't **either**.

Oh, I like it a lot.

I'm not in the mood for Indian food.

**Neither** am I./I'm not **either**.

Really? I am.

I can't stand fast food.

**Neither** can I./I can't **either**.

Oh, I love it!



healthy



greasy



salty



rich



spicy



delicious



bland

**A** Write responses to show agreement with these statements. Then compare with a partner.

1. I'm not crazy about French food. ....
2. I can eat any kind of food. ....
3. I think Mexican food is delicious. ....
4. I can't stand greasy food. ....
5. I don't like salty food. ....
6. I'm in the mood for something spicy. ....
7. I'm crazy about Korean food. ....
8. I don't enjoy rich food very much. ....
9. I always eat healthy food. ....
10. I can't eat bland food. ....

**B Pair work** Take turns responding to the statements in part A again. Give your own opinion when responding.

**C** Write statements about these things. (You will use the statements in Exercise 4.)

1. two kinds of food you like
2. two kinds of food you can't stand
3. two kinds of food you are in the mood for

## 4 PRONUNCIATION *Stress in responses*

**A** Listen and practice. Notice how the last word of each response is stressed.

I do, too.	So do I.	I don't either.	Neither do I.
I am, too.	So am I.	I'm not either.	Neither am I.
I can, too.	So can I.	I can't either.	Neither can I.

**B Pair work** Take turns reading the statements you wrote in part C of Exercise 3. Pay attention to the stress in your responses.

## 5 WORD POWER *International dishes*

**A** Complete the chart. Then add one more word to each category.

beef curry	sweet and sour shrimp	mushroom omelet
tuna sushi	grilled salmon	stir-fried tofu
fried bananas	lamb kebabs	chicken burrito

Meat	Seafood	Vegetarian
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

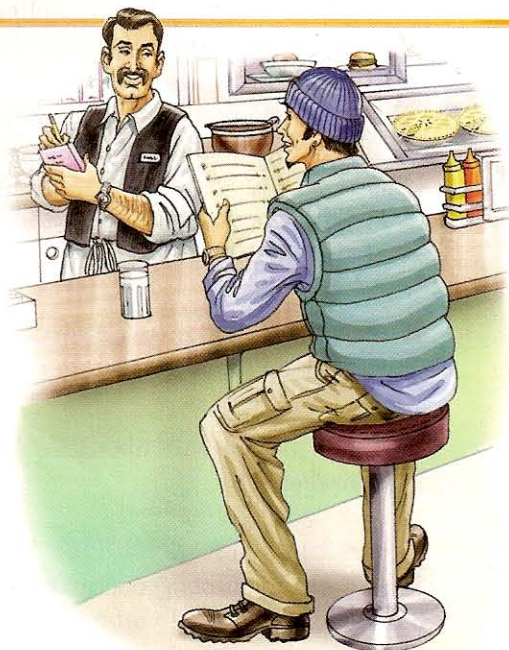
**B Group work** Which dishes have you tried? Which would you like to try?

## 6 CONVERSATION *Ordering a meal*

**A** Listen and practice.

Waiter: May I take your order?  
 Customer: Yes. I'd like the lamb kebabs.  
 Waiter: All right. And would you like a salad?  
 Customer: Yes, I'll have a mixed green salad.  
 Waiter: OK. What kind of dressing would you like?  
 We have blue cheese and vinaigrette.  
 Customer: Blue cheese, please.  
 Waiter: And would you like anything to drink?  
 Customer: Yes, I'd like a large iced tea, please.

**B** Listen to the waiter talk to the next customer. What does the customer order?



## 7 GRAMMAR FOCUS

### Modal verbs would and will for requests

What **would** you like?

What kind of dressing **would** you like?

What **would** you like to drink?

**Would** you like anything else?

I'd like the lamb kebabs.

I'll have a small salad.

I'd like blue cheese, please.

I'll have vinaigrette.

I'd like an iced tea.

I'll have coffee.

Yes, please. I'd like some water.

No, thank you. That'll be all.

#### Contractions

I'll = I will

I'd = I would

Complete this conversation. Then practice with a partner.

Waitress: What ..... you like to order?

Customer: I ..... have the fried chicken.

Waitress: ..... you like rice or potatoes?

Customer: Potatoes, please.

Waitress: What kind of potatoes would you ..... ?  
Mashed, baked, or french fries?

Customer: I ..... like mashed potatoes.

Waitress: OK. And ..... you like anything to drink?

Customer: I guess I ..... have a cup of coffee.

Waitress: Would you ..... anything else?

Customer: No, that ..... be all for now, thanks.

Later

Waitress: Would you ..... dessert?

Customer: Yes, I ..... like ice cream.

Waitress: What flavor ..... you like?

Customer: Hmm. I ..... have chocolate, please.

Waitress: OK. I'll bring it right away.



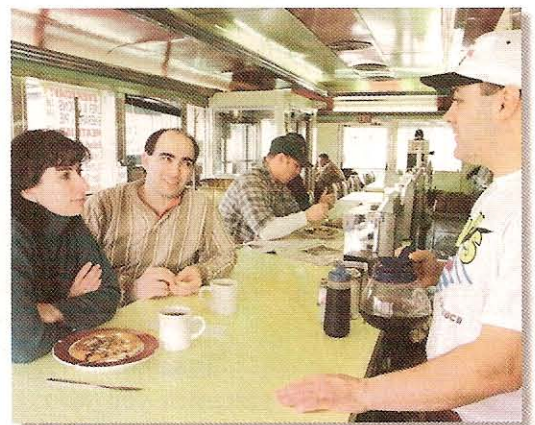
## 8 ROLE PLAY In a coffee shop

*Student A:* You are a customer in a coffee shop.  
This is what you want to order for lunch:

spaghetti and meatballs  
a tomato and cucumber salad  
an iced tea with lemon  
a slice of cheesecake

*Student B:* You are the waiter or waitress.  
Take your customer's order.

Change roles and try the role play again.  
Use your own ideas.





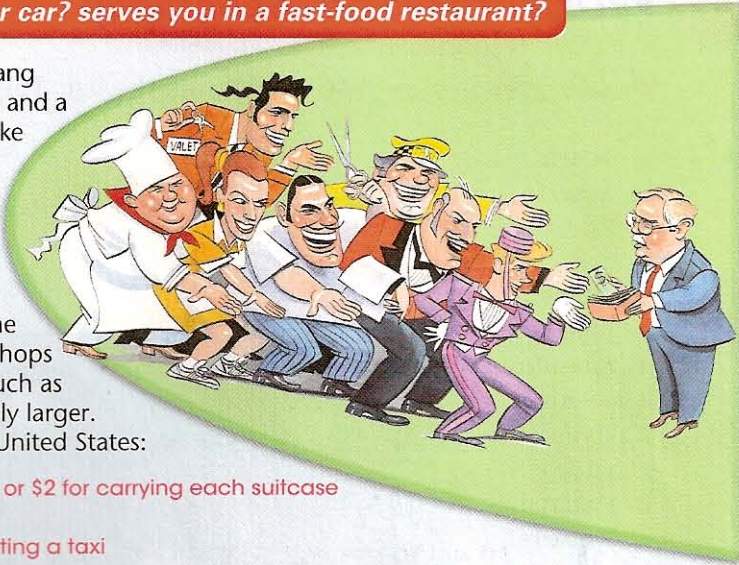
# To Tip **or** Not to Tip?

Scan the article. How much should you tip someone in the United States who: carries your suitcase at a hotel? parks your car? serves you in a fast-food restaurant?

The word *tip* comes from an old English slang word that means *to give*. It's both a noun and a verb. Americans usually tip people in places like restaurants, airports, hotels, and hair salons.

People who work in these places often get paid low wages. A tip shows that the customer is pleased with the service.

Sometimes it's hard to know how much to tip. The size of the tip usually depends on the service. People such as parking valets or bellhops usually get smaller tips. The tip for people such as taxi drivers and waiters or waitresses is usually larger. Here are a few guidelines for tipping in the United States:



**Airport porters or hotel bellhops:** \$1 or \$2 for carrying each suitcase

**Parking valets:** \$1 for parking a car

**Hotel door attendants:** \$1 or \$2 for getting a taxi

**Hotel maids:** \$1 to \$5 per night

**Taxi drivers:** 15 percent of the bill; more if they help you with bags

**Waiters and waitresses:** 15 to 20 percent of the bill (There is no tipping in fast-food restaurants.)

**Barbers or hairstylists:** 15 percent of the bill

When you're not sure about how much to tip, do what feels right. You don't have to tip for bad service. And you can give a bigger tip for very good service. Remember, though, your behavior is more important than your money. Always treat service providers with respect.

**A** Read the article. Find the words in *italics* in the article. Then check (✓) the meaning of each word.

- |                     |  |                    |   |
|---------------------|--|--------------------|---|
| 1. <i>wages</i>     | <input type="checkbox"/> regular pay for a job   | 4. <i>behavior</i> | <input type="checkbox"/> a way of acting  |
|                     | <input type="checkbox"/> tips received for a job |                    | <input type="checkbox"/> a way of feeling |
| 2. <i>pleased</i>   | <input type="checkbox"/> happy or satisfied      | 5. <i>treat</i>    | <input type="checkbox"/> ignore           |
|                     | <input type="checkbox"/> annoyed or bothered     |                    | <input type="checkbox"/> act toward       |
| 3. <i>depend on</i> | <input type="checkbox"/> be the same as          | 6. <i>respect</i>  | <input type="checkbox"/> courtesy         |
|                     | <input type="checkbox"/> change according to     |                    | <input type="checkbox"/> rudeness         |

**B** Check (✓) the statements that describe appropriate tipping behavior. For the other items, what is acceptable?

- 1. Your haircut costs \$30. You love it. You tip the stylist \$2.
- 2. A porter at the airport helps you with three suitcases. You tip him \$6.
- 3. Your fast-food meal costs \$8. You don't leave a tip.
- 4. You stay in a hotel for a week. You leave a \$5 tip for the hotel maid.
- 5. Your taxi ride costs \$14. The driver carries your bag. You tip him \$3.

**C Group work** Is tipping customary in your country? Do you like the idea of tipping? Why or why not?

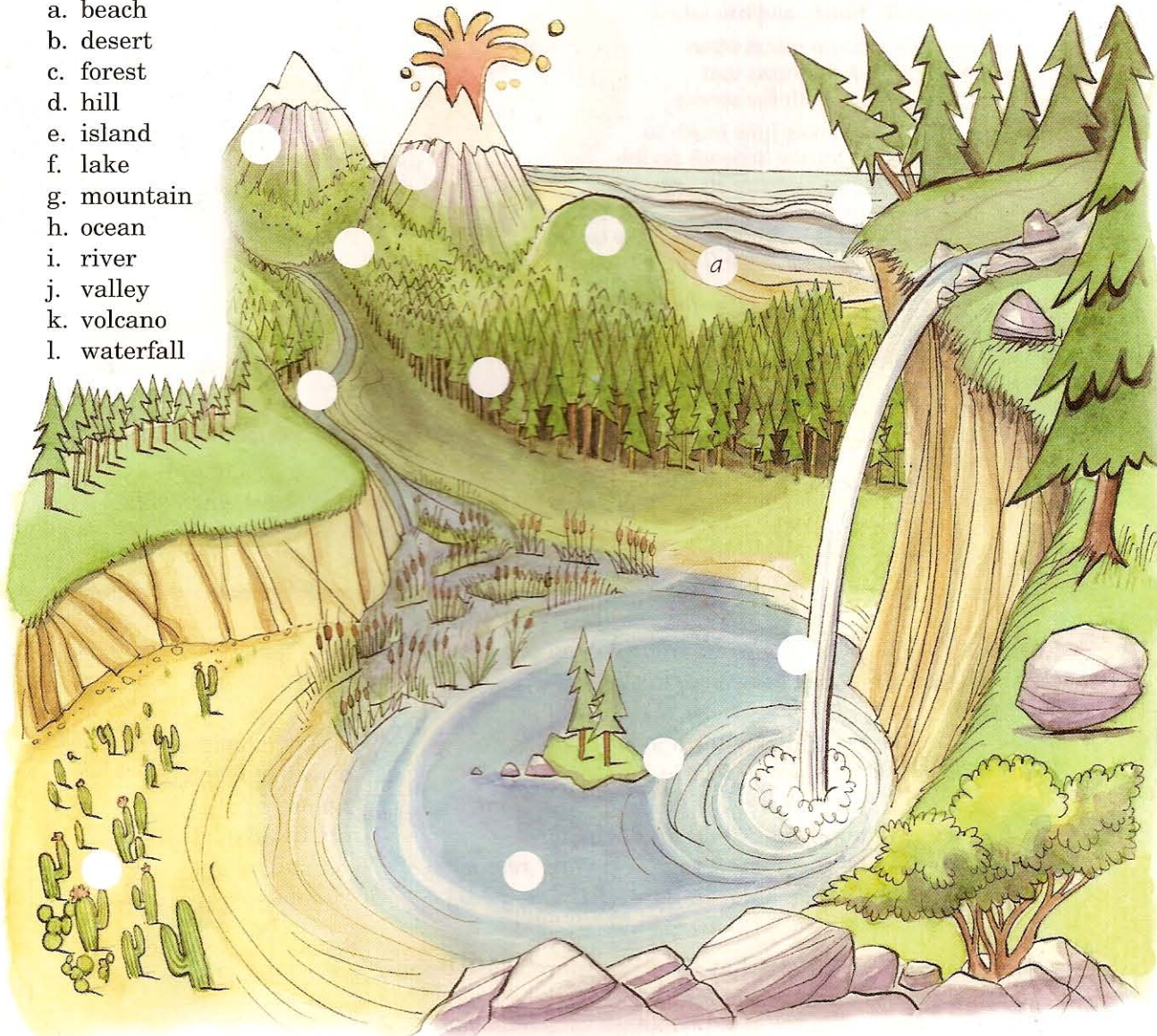


# 14 The biggest and the best!

## 1 WORD POWER Geography

**A** Label the picture with words from the list. Then compare with a partner.

- a. beach
- b. desert
- c. forest
- d. hill
- e. island
- f. lake
- g. mountain
- h. ocean
- i. river
- j. valley
- k. volcano
- l. waterfall



**B Pair work** What other geography words can you think of? Do you see any of them in the picture above?

**C Group work** Try to think of famous examples for each item in part A.

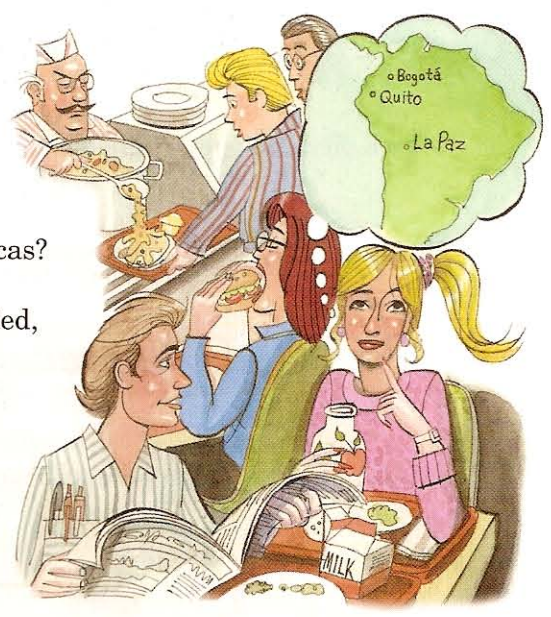
A: A famous beach is Waikiki in Hawaii.

B: And the Sahara is a famous . . .

## 2 CONVERSATION Which is larger?

**A** Listen and practice.

Mike: Here's a geography quiz in the paper.  
 Wendy: Oh, I love geography. Ask me the questions.  
 Mike: Sure, first question. Which country is larger, China or Canada?  
 Wendy: I know. Canada is larger than China.  
 Mike: OK, next. What's the longest river in the Americas?  
 Wendy: Hmm, I think it's the Mississippi.  
 Mike: Here's a hard one. Which country is more crowded, Monaco or Singapore?  
 Wendy: I'm not sure. I think Monaco is more crowded.  
 Mike: OK, one more. Which South American capital city is the highest: La Paz, Quito, or Bogotá?  
 Wendy: Oh, that's easy. Bogotá is the highest.



**B** Listen to the rest of the conversation.  
 How many questions did Wendy get right?

## 3 GRAMMAR FOCUS

### Comparisons with adjectives

Which country is **larger**, Canada or China?  
 Canada is **larger than** China.

Which city has **the largest** population:  
 Tokyo, Mexico City, or São Paulo?  
 Tokyo has **the largest** population of the three.

What is **the most beautiful** mountain in the world?  
 I think Mount Fuji is **the most beautiful**.

Adjective	Comparative	Superlative
long	longer	the longest
dry	drier	the driest
big	bigger	the biggest
famous	more famous	the most famous
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

For more information on comparatives and superlatives, see the appendix at the back of the book.

**A** Complete questions 1 to 4 with comparatives and questions 5 to 8 with superlatives. Then ask and answer the questions.

- Which country is ..... , Monaco or Vatican City? (small)
- Which waterfall is ..... , Niagara Falls or Angel Falls? (high)
- Which city is ..... , Hong Kong or Cairo? (crowded)
- Which lake is ..... , the Caspian Sea or Lake Superior? (large)
- Which is ..... : Mount Aconcagua, Mount Everest, or Mount Fuji? (high)
- What is ..... river in the world, the Nile or the Amazon? (long)
- Which city is ..... : Tokyo, Moscow, or Hong Kong? (expensive)
- What is ..... ocean in the world, the Pacific or the Atlantic? (deep)

**B Class activity** Write four questions like those in part A about your country or other countries. Then ask your questions around the class.

## 4 PRONUNCIATION Questions of choice

▶ Listen to the intonation in questions of choice. Then practice the questions in part A of Exercise 3 again.

Which city is bigger, Bangkok or Beirut?

Which country is the most interesting: Korea, Brazil, or Greece?

## 5 SPEAKING Our recommendations

**Group work** Imagine these people are planning to visit your country. What would they enjoy doing? Agree on a recommendation for each person.

Molly



"I really like quiet places where I can relax, hike, and enjoy the views. I can't stand big crowds."

Rod



"I love to eat in nice restaurants, go dancing, and stay out late at night. I don't like small towns."

Teresa



"My favorite activity is shopping. I love to buy gifts to take home. I don't like modern shopping malls."

A: Molly should go to . . . because it has the best views in the country, and it's very quiet.

B: Or what about . . . ? I think the views there are more beautiful.

C: She also likes to hike, so . . .

## 6 LISTENING Game show

▶ Three people are on a TV game show. Listen and check (✓) the correct answers.

1.  the Statue of Liberty  
 the Eiffel Tower  
 the Panama Canal

3.  gold  
 butter  
 feathers

5.  India  
 Russia  
 China

2.  Taipei 101  
 the Jin Mao Building  
 the Petronas Towers

4.  the U.S.  
 China  
 Canada

6.  Australia  
 Argentina  
 Brazil

7

## INTERCHANGE 14 How much do you know?

You probably know more than you think you do! Take a quiz.  
Go to Interchange 14.

8

## SNAPSHOT

### TEST YOUR WORLD KNOWLEDGE

- |  |   |
|--|---|
| <input type="checkbox"/> France is the most popular country to visit. It has about 76 million visitors a year.                       | <input type="checkbox"/> The longest nonstop flight is from <b>New York to Singapore</b> . It's 18 hours long.  |
| <input type="checkbox"/> China has the greatest number of stores in the world. There are over 19 million stores.                     | <input type="checkbox"/> The busiest airport in the world is <b>London Heathrow</b> , with over 55 million passengers a year.                                   |
| <input type="checkbox"/> <b>Lake Baikal</b> in Russia is the deepest lake on earth. It's 1,637 meters (5,371 feet) deep.             | <input type="checkbox"/> <b>Canada</b> has the longest coastline of any country on earth. It's 243,792 kilometers (151,485 miles) long.                         |
| <input type="checkbox"/> <b>Tokyo Disneyland</b> is the world's most popular amusement park. It has over 25 million visitors a year. | <input type="checkbox"/> <b>Easter Island</b> is the world's most isolated island. It's about 3,700 kilometers (2,300 miles) from the South American continent. |

All the facts are true.


Source: *The Top 10 of Everything*

Check (✓) the facts that you think are true. Then check your answers at the bottom of the Snapshot.

What is the largest city in your country? the most popular city to visit? the busiest airport?

9

## CONVERSATION Distances and measurements

**A**  Listen and practice.

Scott: I'm going to Australia next year. Aren't you from Australia, Beth?

Beth: Actually, I'm from New Zealand.

Scott: Oh, I didn't know that. So what's it like there?

Beth: Oh, it's beautiful. It has lots of farms, and it's very mountainous.


Scott: Really? How high are the mountains?

Beth: Well, the highest one is Mount Cook. It's about 3,800 meters high.

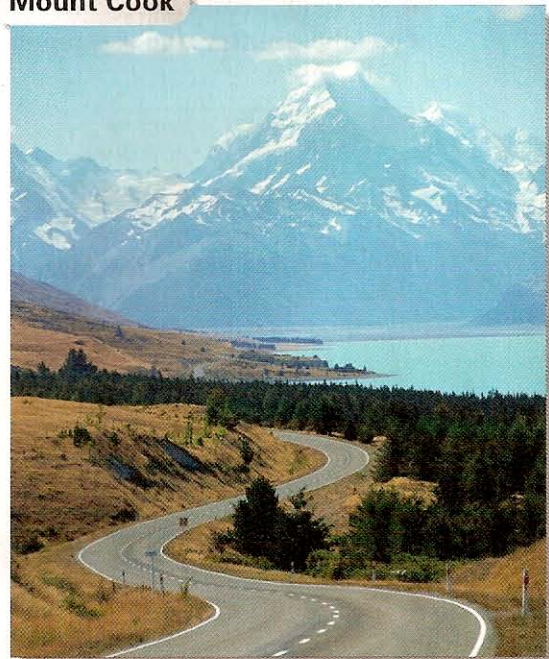
Scott: Hmm. How far is New Zealand from Australia?

Beth: Well, I live in Auckland, and Auckland is about 2,000 kilometers from Sydney.

Scott: Well maybe I should visit you next year, too!

**B**  Listen to the rest of the conversation. What else is New Zealand famous for?

Mount Cook



## 10 GRAMMAR FOCUS

### Questions with how

How far is New Zealand from Australia?	It's about 2,000 kilometers.	(1,200 miles)
How big is Singapore?	It's 648 square kilometers.	(250 square miles)
How high is Mount Cook?	It's 3,740 meters <b>high</b> .	(12,250 feet)
How deep is the Grand Canyon?	It's about 1,900 meters <b>deep</b> .	(6,250 feet)
How long is the Mississippi River?	It's about 5,970 kilometers <b>long</b> .	(3,710 miles)
How hot is Auckland in the summer?	It gets up to about 23° Celsius.	(74° Fahrenheit)
How cold is it in the winter?	It goes down to about 10° Celsius.	(50° Fahrenheit)

**A** Write the questions to these answers. Then practice with a partner.

- A: .....?  
B: Angel Falls is 979 meters (3,212 feet) high.
- A: .....?  
B: California is about 403,970 square kilometers (155,973 square miles).
- A: .....?  
B: The Nile is 6,670 kilometers (4,145 miles) long.
- A: .....?  
B: Washington, D.C., gets up to about 32° Celsius (90° Fahrenheit) in the summer.

**B Group work** Think of five questions with *how* about places in your country or other countries you know. Ask and answer your questions in groups.

## 11 WRITING An article

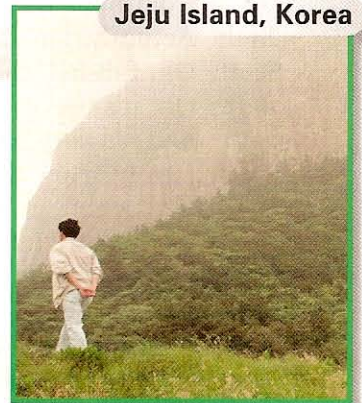
**A** Write an article for a country's Web site. Include general information about the country and recommend the best places to visit.



### Korea's Best Kept Secret

Korea is one of the most interesting countries in the world. There is a fascinating mix of both ancient and modern in this small northeast Asian country. It's famous for its beautiful landscape, rich culture, and delicious food. One of the most popular places to visit is Jeju Island, located off the southern coast. This unique island is . . .

Jeju Island, Korea



**B Pair work** Read your partner's article. Ask questions to get more information. Does the article make you want to visit that country?

# Things You Can Do to Help the Environment

Look at the pictures. Which show environmental problems? Which show solutions?



**1**  
**CARS**

Cars are getting bigger. SUVs – large, truck-like vehicles – are now the most popular new cars in the United States. Bigger vehicles burn more gas and increase problems with acid rain and air pollution. So try to walk, bicycle, or use public transportation. And if you drive a car, keep it tuned up. This can save gas and reduce pollution.



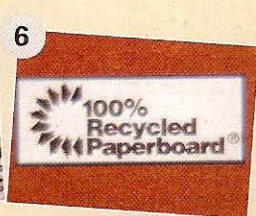
**3**  
**ENERGY**

The biggest use of home energy is for heating and cooling. So turn up your air conditioner and turn down the heat, especially at night. Replace regular light bulbs with fluorescent bulbs, which use less energy. And remember to turn lights off.



**5**  
**PRODUCTS**

Each American throws away an average of 10 kilograms (4.5 pounds) of trash every day. Most of that trash goes into landfills. Reduce waste before you buy by asking yourself: Do I need the item? Is it something I can only use once? Buy products that you can use over and over again. If you use disposable products, choose those made from recycled materials.



**7**  
**WATER**

Showers use a lot of water. In one week, a typical American family uses as much water as a person drinks in three years! Buy a special "low-flow" showerhead or take shorter showers. This can cut water use in half. Also, fix any leaky faucets.



**A** Read the article. Where do you think it is from? Check (✓) the correct answer.

- a textbook     an encyclopedia     a magazine     an advertisement

**B** Read these statements. Then write the advice from the article that each person should follow.

1. Stephanie always takes long showers in the morning. ....
2. In the winter, Ralph keeps the heat turned up all day. ....
3. Matt buys a newspaper every day, but never reads it. ....
4. Stuart drives to work, but his office is near his home. ....
5. Sheila leaves the lights on at home all the time. ....

**C Group work** What other ways do you know about to help the environment?

# Units 13–14 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Express likes and dislikes (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agree and disagree using <i>so</i> , <i>too</i> , <i>either</i> , and <i>neither</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand requests with <i>would</i> and <i>will</i> (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make requests using <i>would</i> and <i>will</i> (Ex. 2, 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make comparisons with adjectives (Ex. 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions with <i>how</i> about distances and measurements (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 SURVEY Food facts

**A** Answer these questions. Write your responses under the column “My answers.”

	My answers	Classmate's name
What food are you crazy about?	.....	.....
What food can't you stand?	.....	.....
Do you like vegetarian food?	.....	.....
Can you eat very rich food?	.....	.....
What restaurant do you like a lot?	.....	.....
How often do you go out to eat?	.....	.....

**B Class activity** Go around the class. Find someone who has the same opinions or habits.

A: I'm crazy about Korean food.

B: I am, too./So am I. OR Oh, I'm not. I'm crazy about . . .

## 2 LISTENING In a restaurant

▶ Listen to six requests in a restaurant. Check (✓) the best response.

- |  |   |   |
|--|---|---|
| 1. <input type="checkbox"/> Yes. This way, please.<br><input type="checkbox"/> Yes, please.      | 3. <input type="checkbox"/> I'd like a steak, please.<br><input type="checkbox"/> Yes, I would.     | 5. <input type="checkbox"/> Carrots, please.<br><input type="checkbox"/> Yes, I will.                   |
| 2. <input type="checkbox"/> No, I don't.<br><input type="checkbox"/> Yes, I'll have tea, please. | 4. <input type="checkbox"/> I'll have a cup of coffee.<br><input type="checkbox"/> Italian, please. | 6. <input type="checkbox"/> Yes, I'd like some water.<br><input type="checkbox"/> No, I don't think so. |

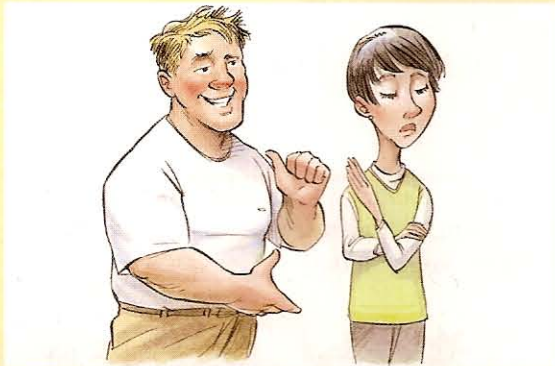




# 15 I'm going to a soccer match.

## 1 SNAPSHOT

### Making EXCUSES



I'm sorry. I have to wash my hair that night.

#### Some common excuses for not accepting an invitation

- I can't. My parents are visiting from out of town.
- I'm busy that night.
- I'm sorry. I can't find a babysitter.
- I'm not feeling well.
- I have to work.
- I just got a new puppy. I have to stay home with it.
- I have class that night.
- My favorite TV show is on that night.
- I have to get up early the next morning.

Sources: [www.excuses.co.uk](http://www.excuses.co.uk); interviews with people aged 18–45

Have you ever used any of these excuses? Have you ever heard any of them?  
Which are good excuses and which are bad excuses? Check (✓) the good ones.  
What other excuses can you make for not accepting an invitation?

## 2 CONVERSATION Making plans

**A** Listen and practice.

Lynn: Say, Miguel, what are you doing tonight?  
Do you want to go bowling?

Miguel: I'd love to, but I can't. I'm going to a soccer match with my brother.

Lynn: Oh, well maybe some other time.

Miguel: Are you doing anything tomorrow?  
We could go then.

Lynn: Tomorrow sounds fine. I'm going to work until five.

Miguel: So let's go around six.

Lynn: OK. Afterward, maybe we can get some dinner.

Miguel: Sounds great.

**B** Listen to the rest of the conversation.  
When are they going to have dinner? Who are they going to meet after dinner?



### Future with present continuous and be going to

#### With present continuous

What **are you doing** tonight?  
I'm **going** to a soccer match.

**Are you doing** anything tomorrow?  
No, I'm not.

#### With be going to + verb

What **is she going to do** tomorrow?  
She's **going to work** until five.

**Are they going to go** bowling?  
Yes, they are.

#### Time expressions

tonight  
tomorrow  
on Friday  
this weekend  
next week

**A** Complete the invitations in column A with the present continuous used as future. Complete the responses in column B with *be going to*.

- |   |   |
|---|---|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>What ..... you ..... (do) tonight? Would you like to go out?</li> <li>..... you ..... (do) anything on Friday night? Do you want to see a movie?</li> <li>We ..... (have) friends over for a barbecue on Sunday. Would you and your parents like to come?</li> <li>..... you ..... (stay) in town next weekend? Do you want to go for a hike?</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>I ..... (be) here on Saturday, but not Sunday. Let's try and go on Saturday.</li> <li>Well, my father ..... (visit) my brother at college. But my mother and I ..... (be) home. We'd love to come!</li> <li>Sorry, I can't. I ..... (work) overtime tonight. How about tomorrow night?</li> <li>Can we go to a late show? I ..... (stay) at the office till 7:00.</li> </ol> |
|---|---|

**B** Match the invitations in column A with the responses in column B. Then practice with a partner.

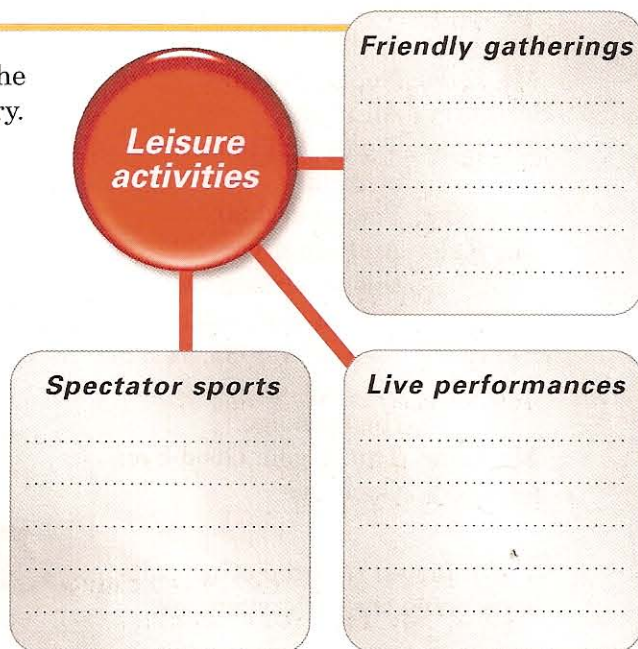
## 4 WORD POWER

**A** Complete the word map with phrases from the list. Then add one more example to each category.

barbecue	dance performance
baseball game	golf tournament
basketball game	picnic
beach party	play
birthday party	rock concert
comedy act	tennis match

**B Pair work** Are you going to do any of the activities on the chart? When are you doing them? Talk with a partner.

A: I'm going to see a tennis match.  
B: Really? Who's playing?



## 5 **ROLE PLAY** *Accept or refuse?*

*Student A:* Choose an activity from Exercise 4 and invite a partner to go with you. Be ready to say where and when the activity is.

*A:* Say, are you doing anything on . . . ?  
Would you like to . . . ?

*Student B:* Your partner invites you out. Either accept the invitation and ask for more information, or say you can't go and give an excuse.

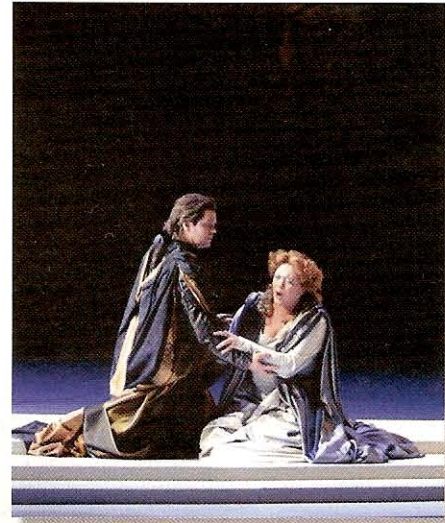
*Accept*

*B:* OK. That sounds fun.  
Where is it?

*Refuse*

*B:* Oh, I'm sorry,  
I can't. I'm . . .

Change roles and try the role play again.



## 6 **INTERCHANGE 15** *Weekend plans*

Find out what your classmates are going to do this weekend. Go to Interchange 15.

## 7 **CONVERSATION** *Can I take a message?*

**A** Listen and practice.

Secretary: Good morning, Parker Industries.

Mr. Kale: Hello. May I speak to Ms. Graham, please?

Secretary: I'm sorry. She's not in. Can I take a message?

Mr. Kale: Yes, please. This is Mr. Kale.

Secretary: Is that G-A-L-E?

Mr. Kale: No, it's K-A-L-E.

Secretary: All right.

Mr. Kale: Please tell her our meeting is on Friday at 2:30.

Secretary: Friday at 2:30.

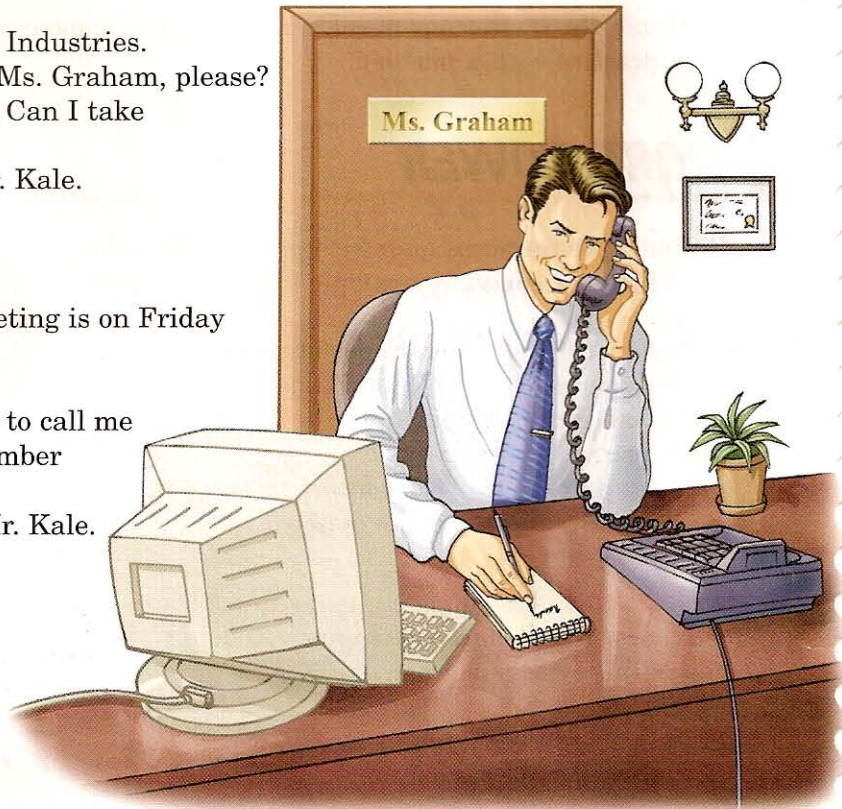
Mr. Kale: And could you ask her to call me this afternoon? My number is (646) 555-4031.

Secretary: (646) 555-4031. Yes, Mr. Kale. I'll give Ms. Graham the message.

Mr. Kale: Thank you. Good-bye.

Secretary: Good-bye.

**B** Listen to three other calls. Write down the callers' names.



### Messages with tell and ask

#### Statement

The meeting is on Friday.

#### Request

Call me this afternoon.

#### Messages with a statement

**Please tell Ann (that)** the meeting is on Friday.

**Could you tell her (that)** the meeting is on Friday?

**Would you tell her (that)** the meeting is on Friday?

#### Messages with a request

**Please ask him to** call me this afternoon.

**Could you ask him to** call me this afternoon?

**Would you ask him to** call me this afternoon?

Look at the message slips. Ask someone to pass on these messages. Use the words in parentheses. Then compare with a partner.

1.

Joel -  
The movie  
is at 7:00.

(could) *Could you tell Joel  
the movie is at 7:00?*

2.

Mitch -  
Pick me up  
at home  
around 4:00.

(would)

3.

Eva -  
The concert  
on Saturday  
is canceled.

(please)

4.

Jim -  
Bring the tickets  
for the hockey  
game tonight.

(would)

5.

Ann -  
The museum  
opens at 10:00  
tomorrow morning.

(would)

6.

Jerry -  
Meet us in front  
of the cafeteria  
at 12:15.

(please)

## 9 WRITING Unusual favors

**Pair work** Think of unusual messages for three people in your class. Write a note to your partner asking him or her to pass on the messages.

Dear Su Hee,

It's my birthday tomorrow. Could you please tell Ms. King that I want to have a party during class? Also, could you ask Steve to buy a birthday cake?  
Thanks.

Juan

## 10 PRONUNCIATION Reduction of could you and would you

**A** Listen and practice. Notice how **could you** and **would you** are reduced in conversation.

[cʊdʒə] **Could you** tell Matt the meeting is at 5:00?      [wʊdʒə] **Would you** ask him to pick me up at 4:30?

**B** Practice these questions with reduced forms.

Could you tell them I'll be late?      Could you ask her to return my dictionary?  
 Would you ask her to be on time?      Would you tell him there's a picnic tomorrow?

## 11 LISTENING Taking a message

Listen to telephone calls to Mr. Lin and Ms. Carson. Write down the messages.

1

To: Mr. \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_

**WHILE YOU WERE OUT**

From: \_\_\_\_\_  
 of: City \_\_\_\_\_  
 Phone: \_\_\_\_\_ ext: \_\_\_\_\_

Message:  
Call Mrs. \_\_\_\_\_  
 \_\_\_\_\_

Taken by: \_\_\_\_\_

2

To: Wendy \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_

**WHILE YOU WERE OUT**

From: \_\_\_\_\_  
 of: National \_\_\_\_\_  
 Phone: \_\_\_\_\_ ext: \_\_\_\_\_

Message:  
 \_\_\_\_\_  
 \_\_\_\_\_

Taken by: \_\_\_\_\_

## 12 ROLE PLAY Who's calling?

*Student A:* Call your friend Andrew to tell him this:

There's a party at Ray's house on Saturday night.  
 Ray's address is 414 Maple St., Apt. 202.  
 Pick me up at 8:00 P.M.

*Student B:* Someone calls for your brother Andrew. He isn't in.  
 Take a message for him.

Change roles and try another role play.

*Student A:* Someone calls for your sister Janet. She isn't in.  
 Take a message for her.

*Student B:* Call your friend Janet to tell her this:

There's no class next Friday afternoon.  
 The class is going to a movie at Westwood Theater.  
 Meet us in front of the theater at 4:30.

### useful expressions

May I speak to . . . ?  
 Sorry, but . . . isn't here.  
 Can I leave a message?  
 Can I take a message?  
 I'll give . . . the message.

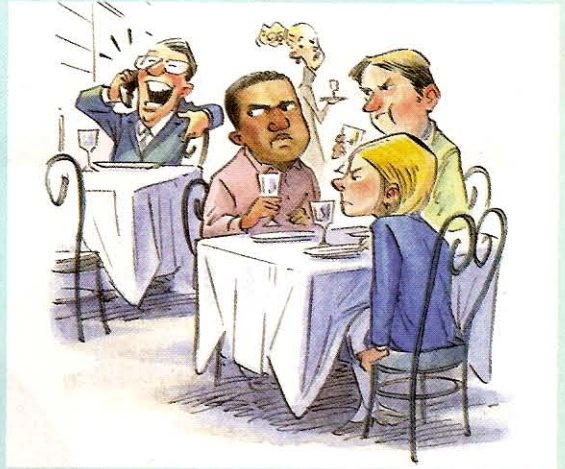
# Cell Phone Etiquette

Scan the article. Is it OK to use a cell phone in a movie theater? in a restaurant? on the street?

What do you do in a situation like this? You're eating dinner with friends at a nice restaurant. You're having a great time when a phone rings at the table next to you. A man takes out his phone and starts talking loudly about problems he's having with his girlfriend. He talks for almost ten minutes! This happens all the time – on buses, in restaurants, everywhere!

Many people find cell phones useful in their day-to-day lives. But we've all sat next to someone talking too loudly on a cell phone. You may want to tell the loudmouth to end the conversation, but let the management take care of noisy customers. You can only control your own behavior. Here are a few rules:

- **Off means off!** Respect the rules of restaurants and other public places. If a sign says "turn off cell phones," don't use your phone.
- **Keep private conversations private!** Speak softly and for a short time. Try to move away from other people.



- **Lights off, phone off!** Never take calls in a theater or at the movies.
- **Pay attention!** Talking on a cell phone while driving is dangerous. And watch where you're going when you're walking down the street and talking on the phone.

As more people use cell phones, things are only going to get worse. So, the next time you're getting ready to make a call, stop and consider the people around you.

**A** Read the article. Then complete the summary with information from the article.

Many people talk too ..... on cell phones. While you ..... control their behavior, you can follow a few simple rules. For example: turn ..... your phone in public places, speak ..... on phone calls, and ..... take a phone call in a movie theater.

**B** Check (✓) the statements the writer would probably agree with.

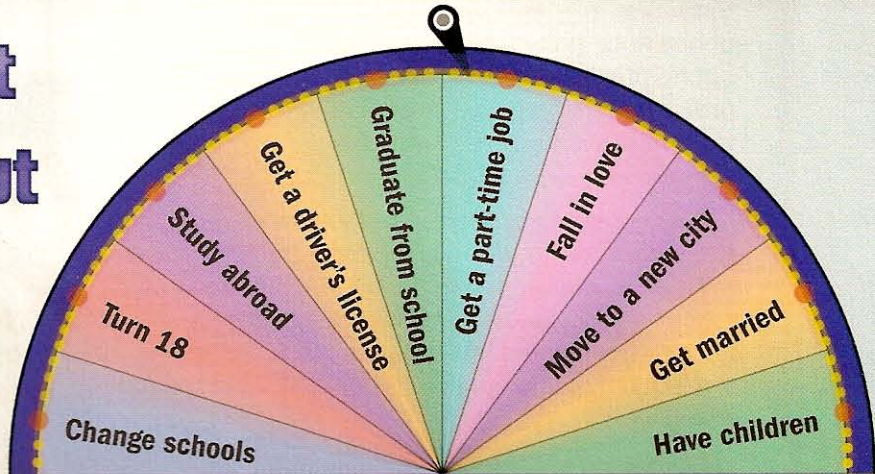
- 1. You should never use a cell phone in public.
- 2. Cell phone users are very rude people.
- 3. Turn off your cell phone if someone asks you to.
- 4. You should challenge people who talk too loudly on cell phones.
- 5. It's OK to talk on the phone while driving a car.
- 6. You can use a cell phone in public if you speak quietly.
- 7. Don't shout into the phone.
- 8. Don't stand close to other people when you are using a cell phone.

**C Pair work** Do you agree with the writer's opinions? Why or why not?

# 16 A change for the better!

## 1 SNAPSHOT

### Things That Bring About Change in Our Lives



Source: Based on interviews with people between the ages of 16 and 50

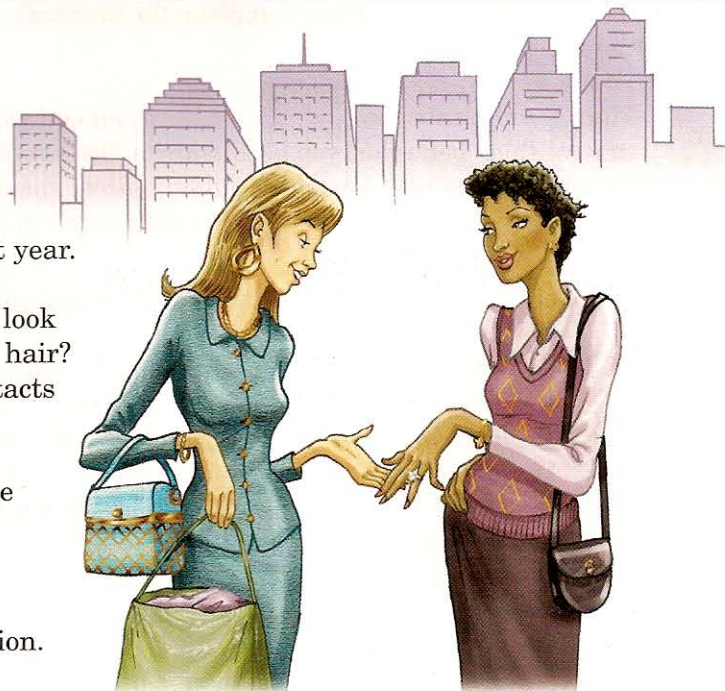
Which of these events are important changes? Which are small changes?  
Have any of these things happened to you recently?  
What other things bring about change in our lives?

## 2 CONVERSATION Catching up

**A** Listen and practice.

Diane: Hi, Kerry. I haven't seen you in ages. How have you been?  
Kerry: Pretty good, thanks.  
Diane: Are you still in school?  
Kerry: No, not anymore. I graduated last year. And I got a job at Midstate Bank.  
Diane: That's great news. You know, you look different. Have you changed your hair?  
Kerry: Yeah, it's shorter. And I wear contacts now. Oh, and I've lost weight.  
Diane: Well, you look fantastic!  
Kerry: Thanks, so do you. And there's one more thing. Look! I got engaged.  
Diane: Congratulations!

**B** Listen to the rest of the conversation. How has Diane changed?



# 3 GRAMMAR FOCUS

## Describing changes

### With the present tense

I'm **not** in school anymore.  
I **wear** contacts now.

### With the past tense

I **got** engaged.  
I **moved** to a new place.

### With the present perfect

I've **lost** weight.  
I've **changed** jobs.

### With the comparative

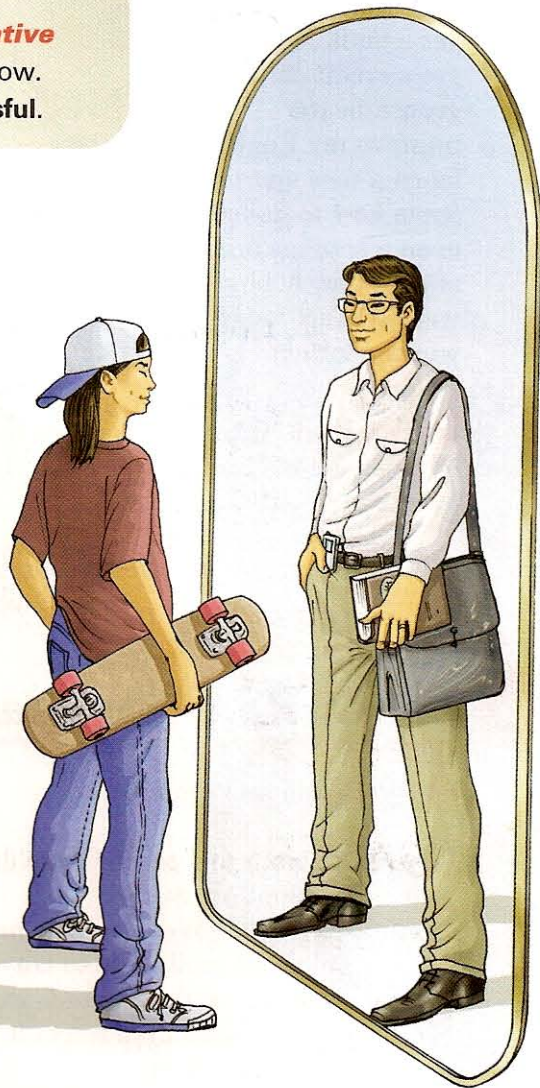
My hair is **shorter** now.  
My job is **less stressful**.

**A** How have you changed in the last five years?  
Check (✓) the statements that are true for you.  
If a statement isn't true, give the correct information.

- 1. I've changed my hairstyle.
- 2. I dress differently now.
- 3. I've lost weight.
- 4. I moved into my own apartment.
- 5. I got married.
- 6. I'm more outgoing than before.
- 7. I don't go to many parties anymore.
- 8. My life is easier now.

**B Pair work** Compare your responses in part A. Have you changed in similar ways?

**C Group work** Write five sentences describing other changes in your life. Then compare in groups. Who in the group has changed the most?



# 4 LISTENING Memory lane

Linda and Scott are looking through a photo album.  
Listen to their conversation. How have they changed?  
Write down three changes.

Changes

.....  
.....  
.....



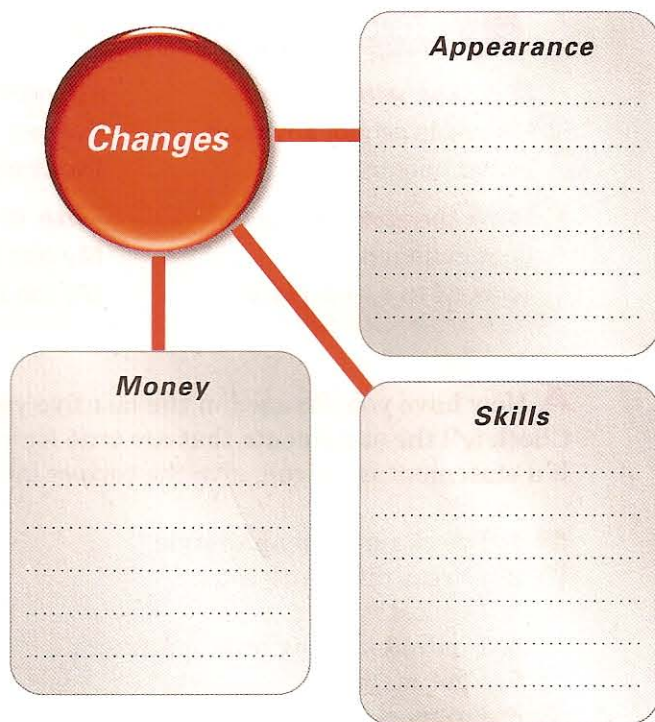
**A** Complete the word map with phrases from the list. Then add two more examples to each category.

dye my hair  
 gain weight  
 get a bank loan  
 get a credit card  
 grow a beard  
 improve my English vocabulary  
 learn a new sport  
 learn how to dance  
 open a savings account  
 start a new hobby  
 wear contact lenses  
 win the lottery

**B Pair work** Have you changed in any of these areas? Tell your partner about a change in each category.

A: I opened a savings account last year. I've already saved \$500.

B: I got my first credit card last month. Can I borrow . . . ?



## CONVERSATION Planning your future

**A** Listen and practice.

Alex: So what are you going to do after graduation, Susan?

Susan: Well, I've saved some money, and I think I'd really like to travel.

Alex: Lucky you. That sounds exciting!

Susan: Yeah. Then I plan to get a job and my own apartment.

Alex: Oh, you're not going to live at home?

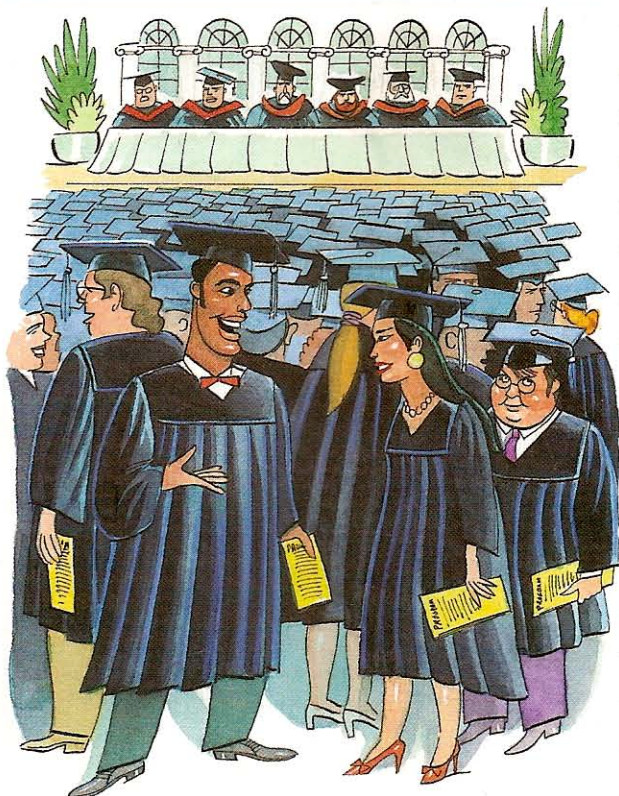
Susan: No, I don't want to live with my parents – not after I start to work.

Alex: I know what you mean.

Susan: What about you, Alex? Any plans yet?

Alex: I'm going to get a job *and* live at home. I'm broke, and I want to pay off my student loan!

**B** Listen to the rest of the conversation. What kind of job does Alex want? Where would Susan like to travel?



# 7 GRAMMAR FOCUS

## Verb + infinitive

What are you **going to do** after graduation?

I'm (not) **going to get** a job right away.

I (don't) **plan to get** my own apartment.

I (don't) **want to live** with my parents.

I **hope to get** a new car.

I'd **like to travel** this summer.

I'd **love to move** to a new city.

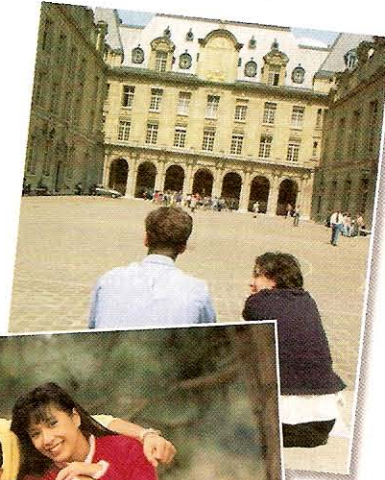
**A** Complete these statements so that they are true for you. Use information from the grammar box. Then add two more statements of your own.

- I ..... study abroad.
- I ..... live with my parents.
- I ..... get married.
- I ..... have a lot of kids.
- I ..... make a lot of money!
- I ..... become very successful.
- .....
- .....

**B Pair work** Compare your responses with a partner. How are you the same? How are you different?

**C Group work** What are your plans for the future? Take turns asking and answering these questions.

- What are you going to do after this English course is over?
- Do you plan to study here again next year?
- What other languages would you like to learn?
- What countries would you like to visit? Why?
- Do you want to get a (new) job in a few years?
- What kind of future do you hope to have?



# 8 PRONUNCIATION Vowel sounds /ou/ and /ʌ/

**A** Many words spelled with *o* are pronounced /ou/ or /ʌ/. Listen to the difference and practice.

- |              |       |      |      |       |       |
|--------------|-------|------|------|-------|-------|
| /ou/ = don't | smoke | go   | loan | own   | hope  |
| /ʌ/ = month  | love  | some | does | young | touch |

**B** Listen to these words. Check (✓) the correct pronunciation.

	both	cold	come	home	honey	money	mother	over
/ou/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
/ʌ/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9

## INTERCHANGE 16 My possible future

Imagine you could do anything, go anywhere, and meet anybody.  
Go to Interchange 16.

10

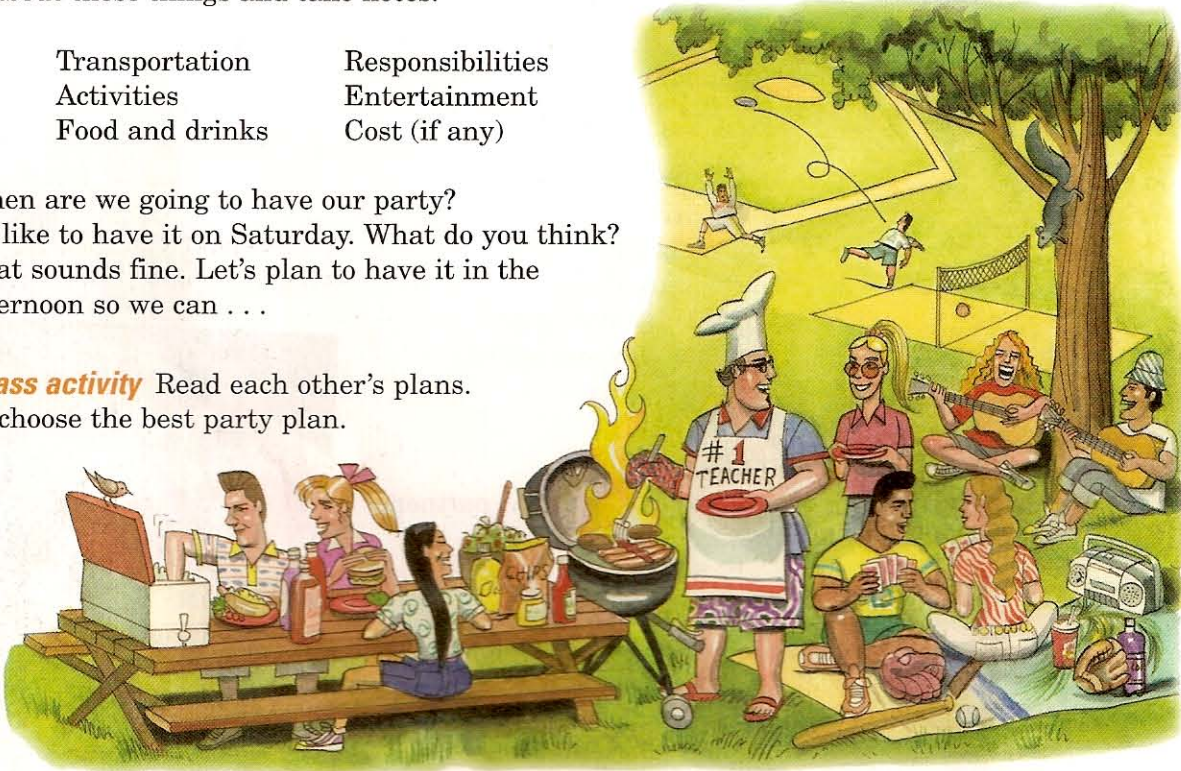
### SPEAKING A class party

**A Group work** Make plans for a class party.  
Talk about these things and take notes.

Date	Transportation	Responsibilities
Time	Activities	Entertainment
Place	Food and drinks	Cost (if any)

- A: When are we going to have our party?  
 B: I'd like to have it on Saturday. What do you think?  
 C: That sounds fine. Let's plan to have it in the afternoon so we can . . .

**B Class activity** Read each other's plans.  
Then choose the best party plan.



11

### WRITING A proposal

**A Group work** Work with your same group from Exercise 10.  
As a group, write a proposal for the class party.

#### Baseball Fun in the Sun!

- Date and Time:* We'd like to have our end-of-the-class party next Saturday, on June 18th, from 12:00 – 4:00 P.M.
- Place:* We plan to meet at City Park near the baseball field.  
If it rains, meet on Sunday at the same time and place.
- Transportation:* We can take the bus to the park. Go to . . .

**B Class activity** Present your proposal to the class. Each person in your group should present a different part.

# Setting Personal Goals

Look at the headings in the article. Which of these areas of your life would you like to change or improve?

We often hear people say, "I need more direction in my life." Setting personal goals can give your life a sense of direction. It's a technique used by top athletes and successful business people in all fields. Before you set personal goals, think about what you want to achieve with your life.

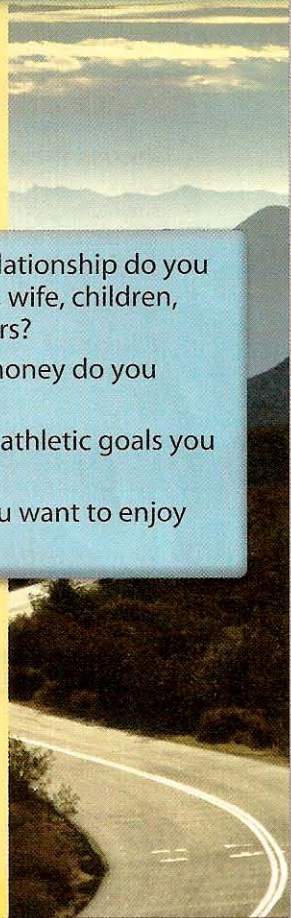
Try to set goals in some of the following categories:

- **Career** – What level do you want to reach in your career?
- **Community service** – Do you want to help make the world a better place?
- **Creative** – Do you want to achieve any artistic goals?
- **Education** – Is there any knowledge you want to acquire? What information will you need to achieve it?
- **Family** – What kind of relationship do you want with your husband, wife, children, and other family members?
- **Financial** – How much money do you want to earn?
- **Physical** – Are there any athletic goals you want to achieve?
- **Recreation** – How do you want to enjoy yourself?

Write down your goals and think about them carefully. Are they realistic? When will you be able to achieve them?

To help make the process more manageable, divide your goals into smaller tasks. For example, if you want to reach a major goal in ten years, set a five-year goal, a one-year goal, a three-month goal, and a one-month goal.

Remember, your goals can change with time. Adjust them regularly to reflect this growth in your personality. Be sure your goals are things you hope to achieve, not what your parents, spouse, family, or employers want.



**A** Read the article. Who do you think the article was written for? Check (✓) the correct answer.

People who . . .

- have very clear goals       are looking for direction       don't care about their future

**B** Answer these questions.

1. Why do people set personal goals? .....
2. What kinds of people set personal goals? .....
3. Why should you divide your goals into steps? .....
4. Why is it important to adjust your goals? .....

**C Pair work** What are your personal goals? What steps will you take to achieve them?

# Units 15–16 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . . .	Very well	OK	A little
Discuss future plans using the present continuous and <i>be going to</i> (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invite another person to do something (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept invitations, refuse invitations, and make excuses (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand messages with <i>tell</i> and <i>ask</i> (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask about and describe changes using a variety of tenses and forms (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about hopes and wishes using verb + infinitive (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 DISCUSSION *The weekend*

**A Group work** Find out what your classmates are doing this weekend. Ask for two details about each person's plans.

Name	Plans	Details
.....	.....	.....
.....	.....	.....
.....	.....	.....

A: What are you going to do this weekend?  
 B: I'm seeing a rock concert on Saturday.  
 C: Which band are you going to see?

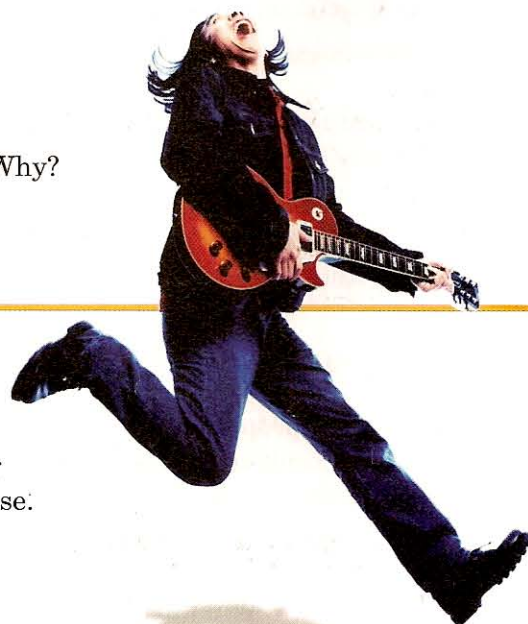
**B Group work** Whose weekend plans sound the best? Why?

## 2 ROLE PLAY *Inviting a friend*

*Student A:* Invite Student B to one of the events from Exercise 1. Say where and when it is.

*Student B:* Student A invites you out. Accept and ask for more information, or refuse and give an excuse.

Change roles and try the role play again.



### 3 LISTENING Telephone messages

▶ Listen to the telephone conversations. Write down the messages.

1

Message for: \_\_\_\_\_

Caller: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Message for: \_\_\_\_\_

Caller: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4 SURVEY Changes

**A Class activity** Go around the class and find this information. Write a classmate's name only once! Ask follow-up questions.

Find someone who . . . .	Name
1. got his or her hair cut last week	.....
2. doesn't wear glasses anymore	.....
3. has changed schools recently	.....
4. is thinner than he or she was before	.....
5. got married last year	.....
6. has started a new hobby	.....
7. is happier these days	.....
8. goes out more often these days	.....



**B Class activity** Compare your information. Who in the class has changed the most?

### 5 SPEAKING Setting goals

Check (✓) the goals you have and add two more. Then choose one goal. Plan how to accomplish it with a partner.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> own my own computer | <input type="checkbox"/> have more friends      | <input type="checkbox"/> live a long time |
| <input type="checkbox"/> move to a new city  | <input type="checkbox"/> get into a good school | <input type="checkbox"/> .....            |
| <input type="checkbox"/> have more free time | <input type="checkbox"/> travel a lot more      | <input type="checkbox"/> .....            |

A: I'd like to travel a lot more.

B: How are you going to do that?

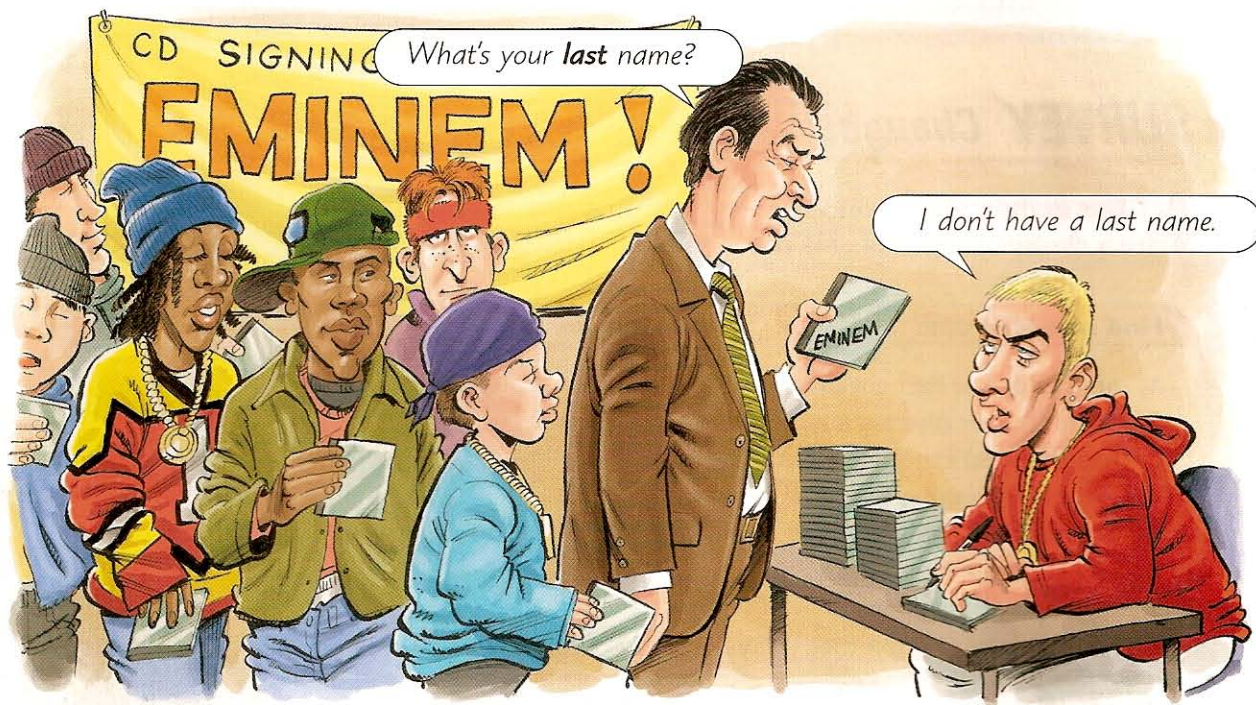
### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

# Interchange activities

## interchange 1 GETTING TO KNOW YOU

**A Class activity** Go around the class and interview three classmates. Complete the chart.



	Classmate 1	Classmate 2	Classmate 3
What's your first name?	.....	.....	.....
What's your last name?	.....	.....	.....
Where are you from?	.....	.....	.....
When's your birthday?	.....	.....	.....
What are your hobbies?	.....	.....	.....

**B Group work** Compare your information in groups. Then discuss these questions.

Who . . . ?

has an interesting first name  
 has a common last name  
 has the same name as a famous person

is not from a big city  
 has the next birthday  
 has an unusual hobby

**A Class activity** Answer these questions about yourself. Then interview four classmates.

<b>Names:</b>	Me.....
<b>What time do you ... ?</b>	<b>Times</b>
get up during the week	.....
get up on weekends	.....
have breakfast	.....
leave for work or school	.....
get home from work or school	.....
have dinner	.....
go to bed during the week	.....
go to bed on weekends	.....

**B Pair work** Whose schedule is the most like yours? Tell your partner.

- A: Keiko and I have similar schedules. We both get up at 6:00 and have breakfast at 7:00.
- B: I leave for work at 7:30, but Jeff leaves for school at ...

**useful expressions**

We both ... at ...

We ... at different times.

My schedule is different from my classmates' schedules.





Student A

A You want to sell these things. Write your "asking price" for each item.



TV

asking price: .....  
sold for: .....



CD player

asking price: .....  
sold for: .....



lamp

asking price: .....  
sold for: .....



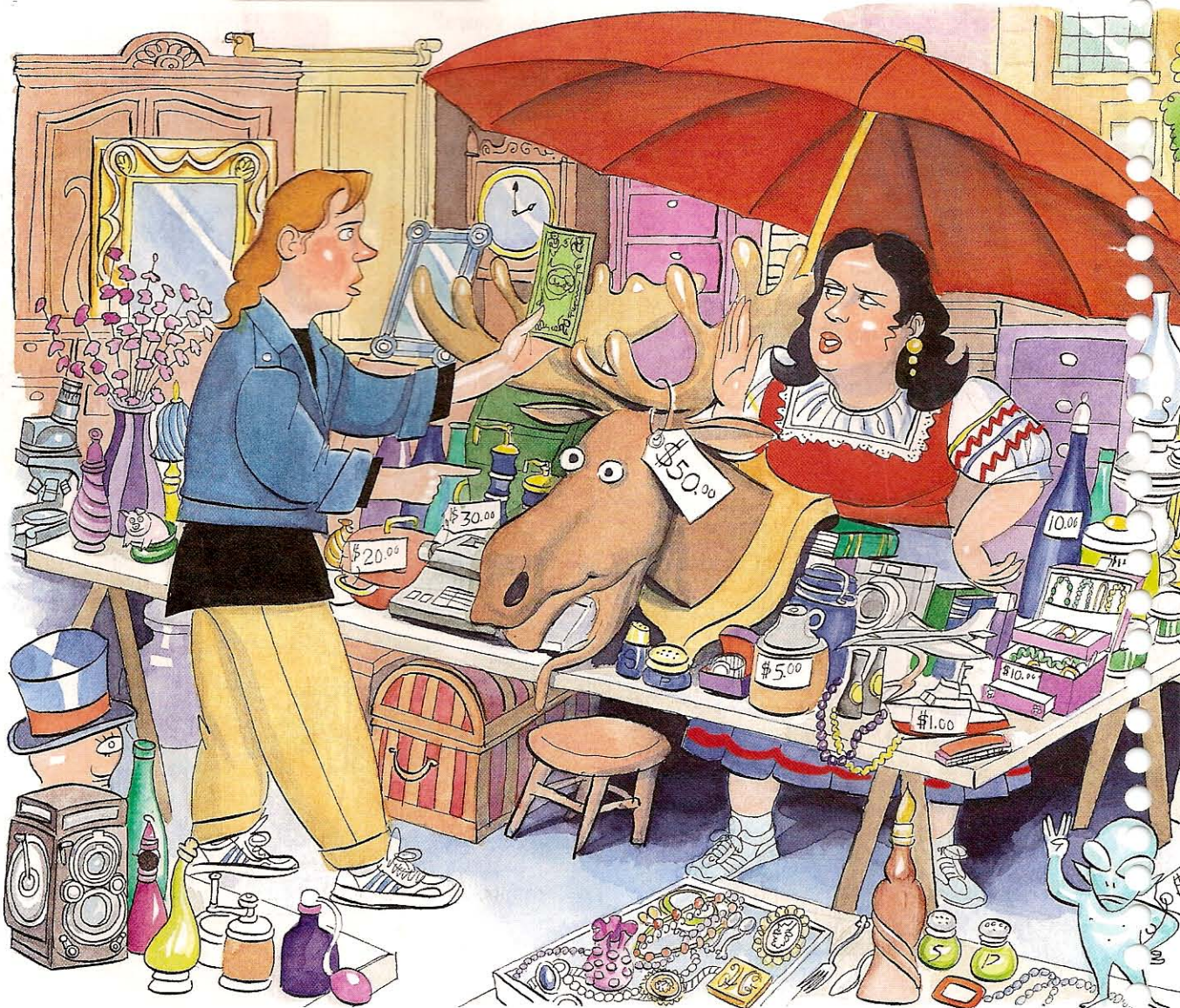
in-line skates

asking price: .....  
sold for: .....



watch

asking price: .....  
sold for: .....



## Student B

**A** You want to sell these things. Write your “asking price” for each item.



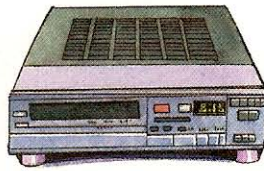
painting

asking price: .....  
sold for: .....



radio

asking price: .....  
sold for: .....



VCR

asking price: .....  
sold for: .....



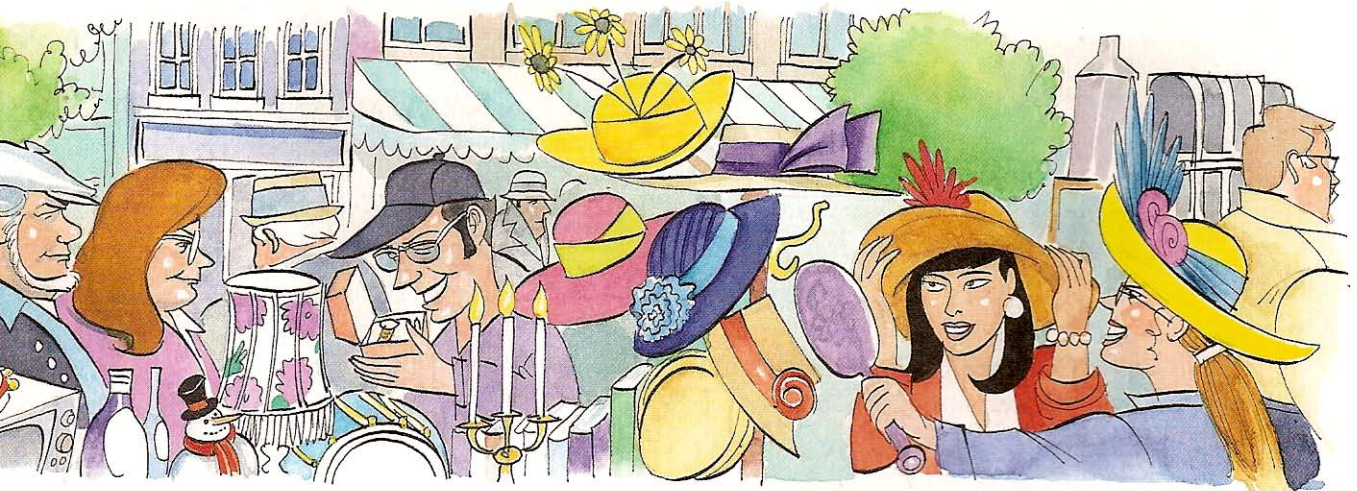
tennis racket

asking price: .....  
sold for: .....



necklace

asking price: .....  
sold for: .....



## Students A and B

**B Pair work** Now choose three things you want to buy. Get the best price for each one. Then write what each item “sold for” on the price tag.

A: How much is the radio?

B: It's only \$30.

A: Wow! That's expensive!

B: Well, how about \$25?

A: No. That's still too much. I'll give you \$20 for it.

B: Sold! It's yours.

**C Group work** Compare your earnings in groups. Who made the most money at the flea market?

**A** Look at these answers. Then complete the questions.

When .....

*I listen to the radio on my way to work in the morning.*

When .....

*I usually watch TV in the evening, from 8:00 until about 11:00.*

What .....

*It's definitely K100.3. The DJs play the best music at night.*

Do .....

*No, I don't have a favorite. There are a lot of interesting Web sites.*

What .....

*It's a game show called Win More Money. I never miss it!*

What kind .....

*I like to watch soccer, especially live matches!*

**B Pair work** Compare your completed questions with a partner. Then ask and answer the questions. Answer with your own information.

A: When do you listen to the radio?

B: I listen to the radio in the evening.

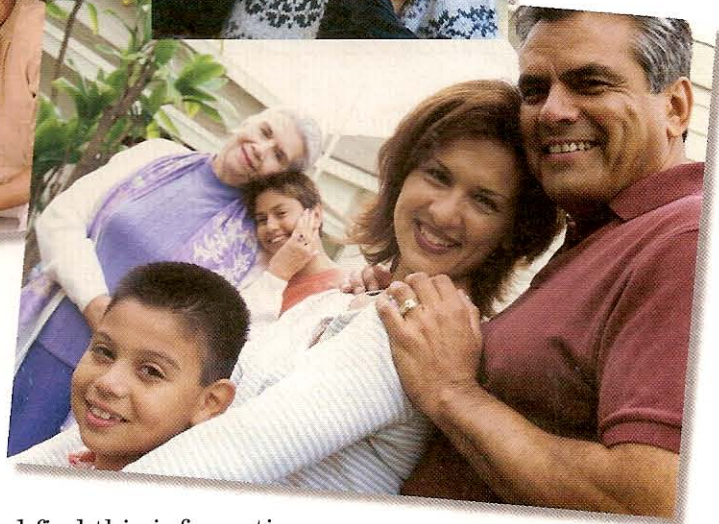
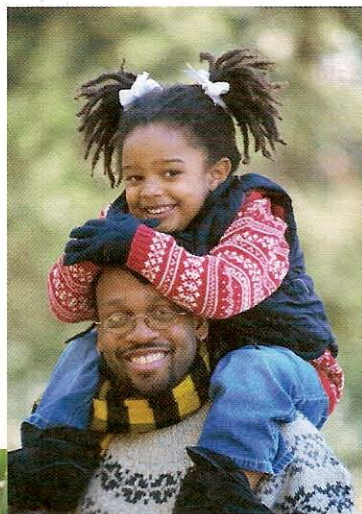
A: What do you listen to?



game show



soccer match



**A Class activity** Go around the class and find this information. Write a classmate's name only once. Ask follow-up questions of your own.

Find someone . . . .	Name
1. who is an only child "Do you have any brothers or sisters?"	.....
2. who has more than two brothers "How many brothers do you have?"	.....
3. who has more than two sisters "How many sisters do you have?"	.....
4. whose brother or sister is living abroad "Are any of your brothers or sisters living abroad? Where?"	.....
5. who lives with his or her grandparents "Do you live with your grandparents?"	.....
6. who has a great-grandparent still living "Is your great-grandmother or great-grandfather still living?"	.....
7. who has a family member with an unusual job "Does anyone in your family have an unusual job?"	.....
8. whose mother or father is studying English "Is either of your parents studying English? Where?"	.....

**B Group work** Compare your information in groups.

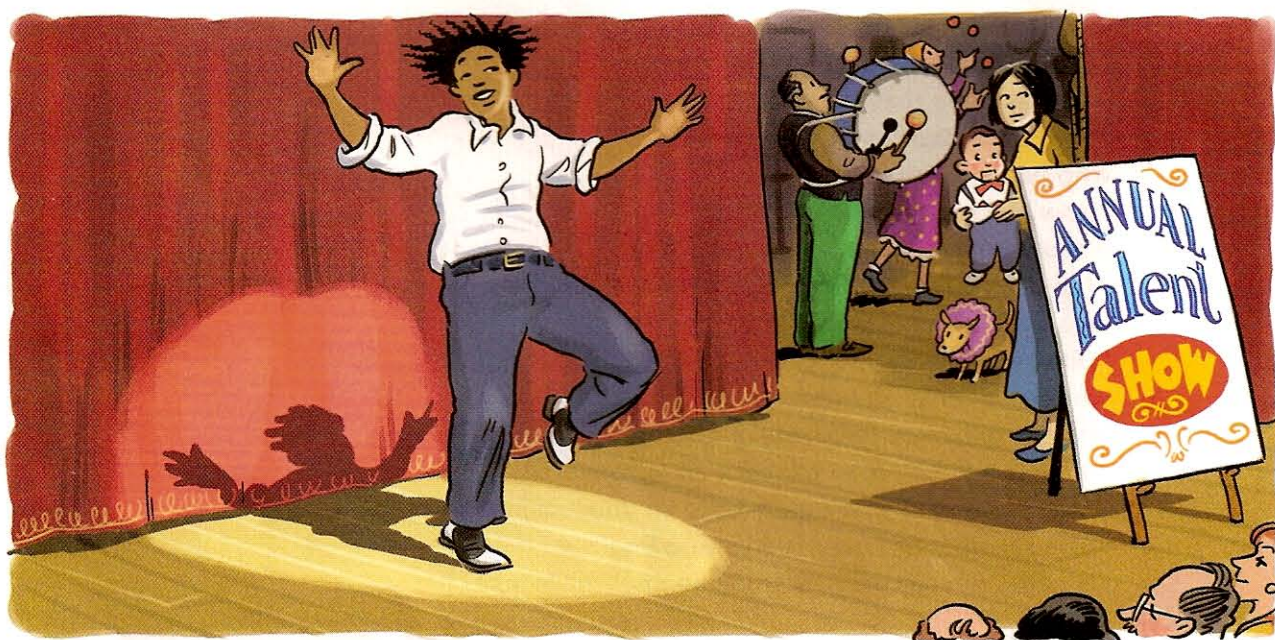
**A Class activity** Does anyone in your class do these things? How often and how well do they do them? Go around the class and find one person for each activity.

Activity	Name	How often?	How well?
dance	.....	.....	.....
play the guitar	.....	.....	.....
sing	.....	.....	.....
draw	.....	.....	.....
paint	.....	.....	.....
do karate	.....	.....	.....

A: Do you dance?  
 B: Yes, I do.  
 A: How often do you go dancing?  
 B: Every weekend.  
 A: And how well do you dance?  
 B: Actually, not very well. But I enjoy it!

**B Group work** Imagine your class is participating in a talent show. Who would you enter in the contest? Choose three people from your class. Explain your choices.

A: Let's enter Adam in the talent show.  
 B: Why Adam?  
 A: Because he dances very well.  
 C: Yes, he does. And Yvette is very good at playing the guitar.  
 Let's enter her, too!





**A** How important are these recreational facilities for your community? Check (✓) your opinions.

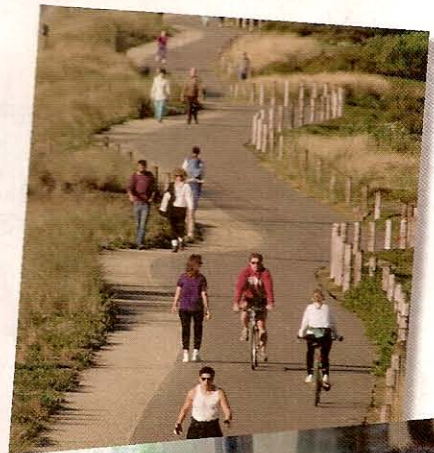
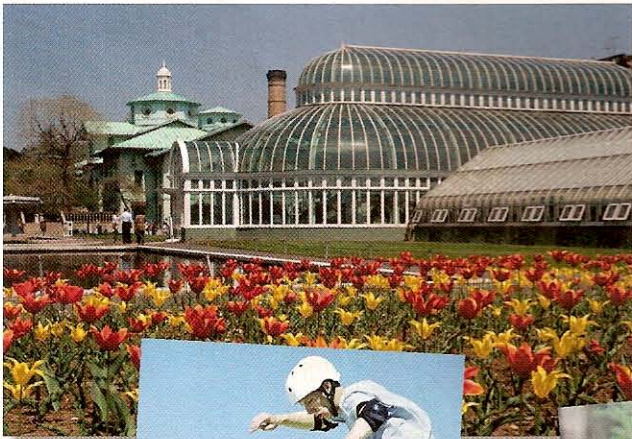
Recreational facility	Very important	Somewhat important	Not important
a public library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a youth center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a botanical garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a video arcade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an amusement park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an ice-skating rink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an in-line skating path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a zoo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a skateboard park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an Internet café	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B Group work** Imagine you are on a neighborhood planning committee. Your community currently has no recreational facilities. Agree on the three most important facilities.

A: A youth center is very important because young people need a place to go.

B: I don't agree. I think that . . . is more important because . . .

C: I agree with Marta. A youth center should be one of our choices.



### Student A

**A Pair work** How many differences can you find between your picture here and your partner's picture? Ask questions like these to find the differences.

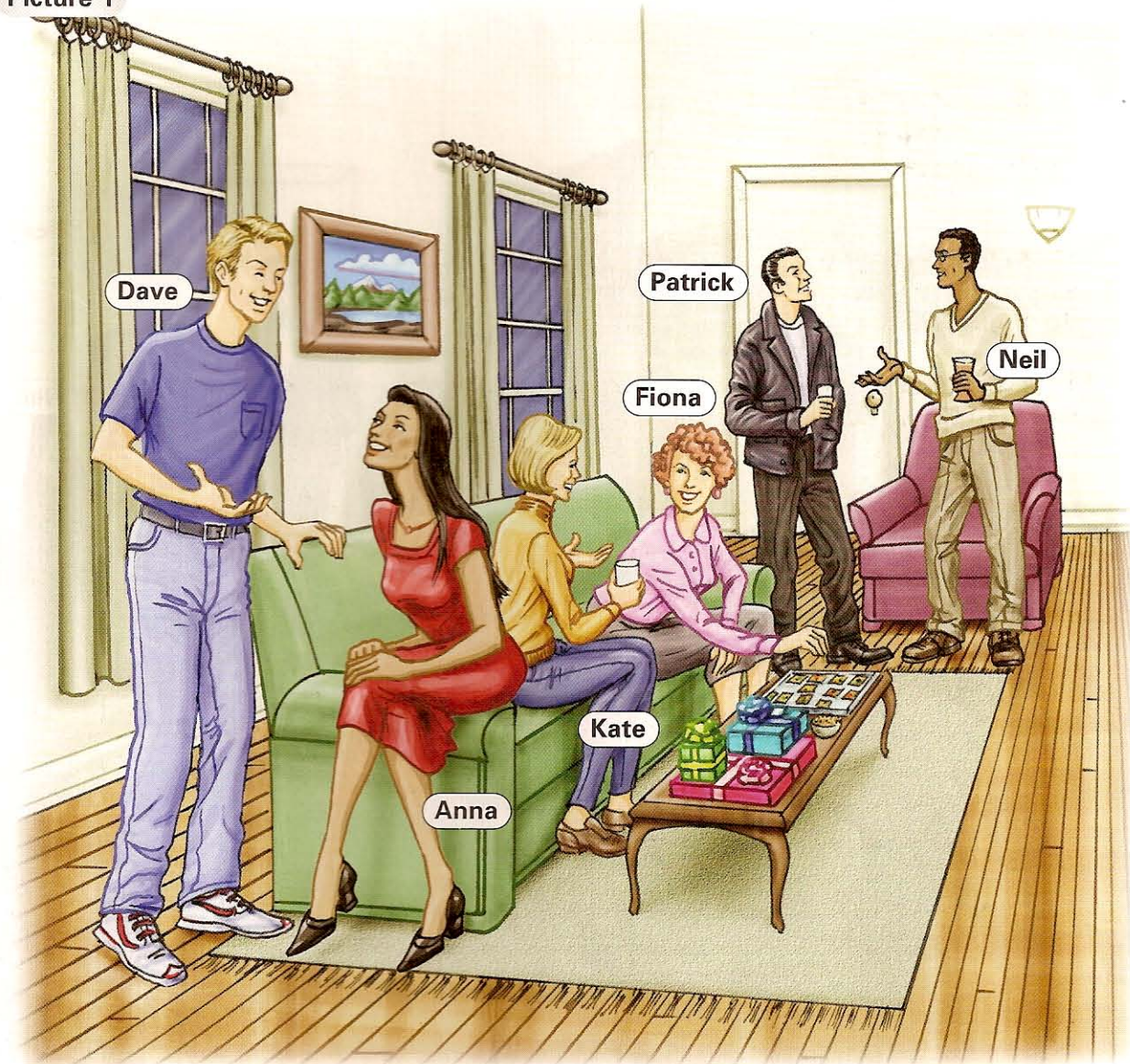
How many people are standing / sitting / wearing . . . / holding a drink? Who?

What color is . . . 's T-shirt / sweater / hair?

Does . . . wear glasses / have a beard / have long hair?

What does . . . look like?

**Picture 1**



**B Class activity** How many differences are there in the pictures?

“In picture 1, Dave’s T-shirt is . . . . In picture 2, it’s . . . .”



## Student B

**A Pair work** How many differences can you find between your picture here and your partner's picture? Ask questions like these to find the differences.

How many people are standing / sitting / wearing . . . / holding a drink? Who?

What color is . . . 's T-shirt / sweater / hair?

Does . . . wear glasses / have a beard / have long hair?

What does . . . look like?

Picture 2

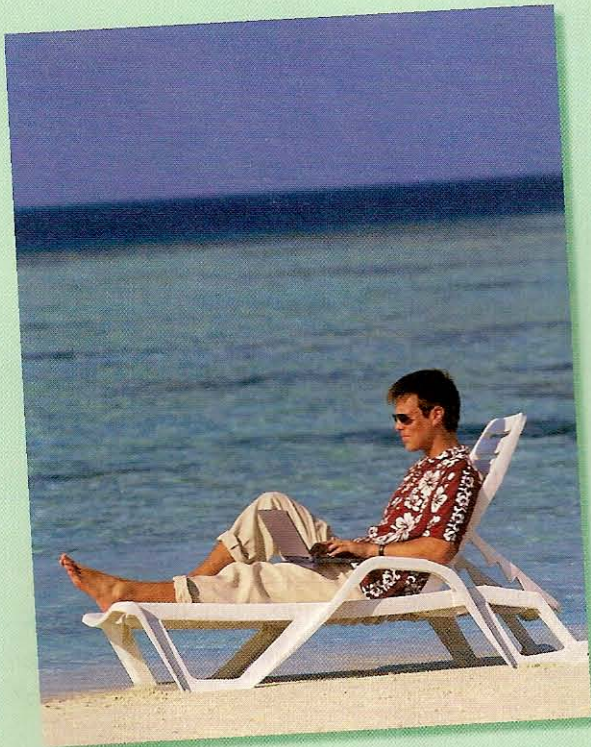


**B Class activity** How many differences are there in the pictures?

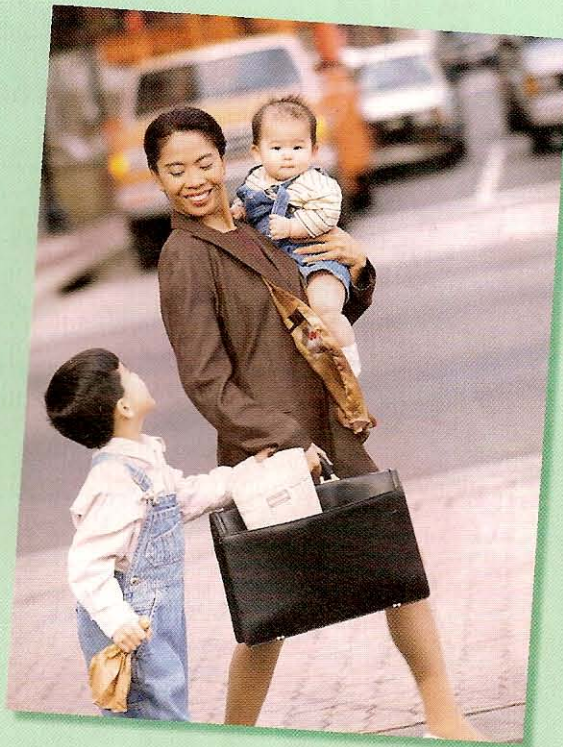
"In picture 1, Dave's T-shirt is . . . . In picture 2, it's . . . ."

# interchange 10 LIFESTYLE SURVEY

**A Pair work** What kind of lifestyle does your partner have: easygoing and relaxed or busy and fast-paced? Interview your partner using this survey.



Easygoing and relaxed?



Busy and fast-paced?

How many times have you . . . ?

Number of times

1. watched TV or played a video game in the last week .....
2. slept past 10:00 in the last several weeks .....
3. read a book or magazine in the last month .....
4. been to a movie in the last two months .....
5. surfed the Internet in the last six months .....

How many times have you . . . ?


Number of times

6. eaten a take-out meal in the last week .....
7. gotten home late at night in the last two weeks .....
8. played sports or exercised in the last month .....
9. worked late or studied past midnight in the last month .....
10. been to a party in the last six months .....

**B Group work** Tell the group what you think your partner's lifestyle is like and why.




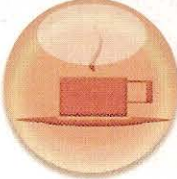
"Mario's lifestyle is busy and fast-paced. He hardly ever has time to watch TV, read a book, or go to the movies. He studies a lot, and he often eats take-out meals. He also . . ."

**A** Where can you get information about a city? buy souvenirs? see historical sights? Complete the city guide with information about a city of your choice.



### City Guide

**Guide to the city of:**

 <p><u>City Information</u></p> <input style="width: 200px; height: 50px;" type="text"/>	 <p><u>Live Music Clubs</u></p> <input style="width: 200px; height: 50px;" type="text"/>
 <p><u>Souvenir Stores</u></p> <input style="width: 200px; height: 50px;" type="text"/>	 <p><u>Bargain Clothing Stores</u></p> <input style="width: 200px; height: 50px;" type="text"/>
 <p><u>Inexpensive Restaurants</u></p> <input style="width: 200px; height: 50px;" type="text"/>	 <p><u>Free Fun Attractions</u></p> <input style="width: 200px; height: 50px;" type="text"/>
 <p><u>Historical Sights</u></p> <input style="width: 200px; height: 50px;" type="text"/>	 <p><u>Local Meeting Places</u></p> <input style="width: 200px; height: 50px;" type="text"/>

**B Group work** Compare your city guide in groups. Ask these questions and your own questions. Add any additional or interesting information to your guide.

- Where can you get information about your city?
- Where's a good place to buy souvenirs?
- Where's an inexpensive place to eat?
- What historical sights should you visit?
- Where's the best place to hear music?
- Where's a cheap place to shop for clothes?
- What fun things can you do for free?
- Where's a popular place to meet?



**A Group work** Play the board game. Follow these instructions.

1. Use small pieces of paper with your initials on them as markers.
2. Take turns by tossing a coin:  
If the coin lands face up, move two spaces.  
If the coin lands face down, move one space.
3. When you land on a space, ask two others in your group for advice.

A: I have a terrible headache. Akira, what's your advice?  
 B: Well, it's important to get a lot of rest.  
 A: Thanks. What about you, Jason? What do you think?  
 C: You should take two aspirin. That always works for me.

**B Class activity** Who gave the best advice in your group? Tell the class.

**useful expressions**

I think it would be useful to ...  
 One thing you could do is ...  
 It's a good idea to ...  
 It's important to ...  
 You should ...

# interchange 13 PLAN A MENU

**A Group work** Imagine you are opening a new restaurant. Create a menu of dishes you'd like to offer. Then write the prices.

The menu template is on a cream-colored background with a decorative gold border. At the top left, there is a rectangular box with a dotted line for writing a restaurant name. In the top right corner, a yellow sticky note with the text "Today's Special" is pinned with a silver paperclip. The menu is divided into six sections, each with a title and several rows of dotted lines for writing:

- Soups**: 4 rows of dotted lines.
- Main Dishes**: 6 rows of dotted lines.
- Desserts**: 4 rows of dotted lines.
- Salads**: 4 rows of dotted lines.
- Kids' Menu**: 4 rows of dotted lines.
- Beverages**: 4 rows of dotted lines.

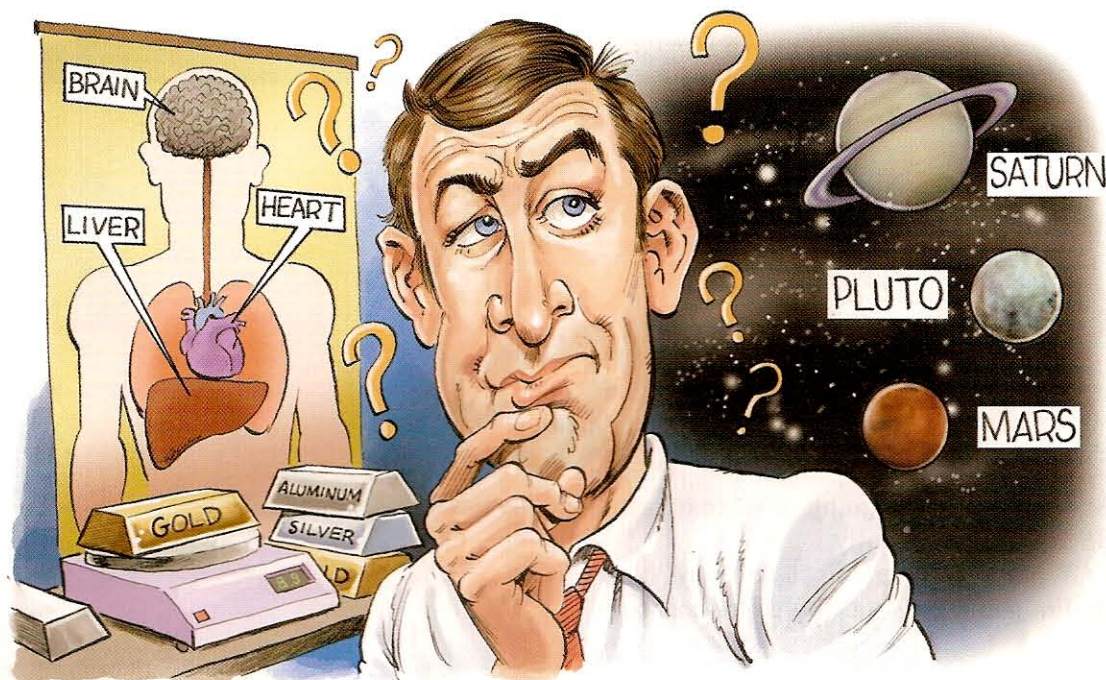
**B Group work** Choose a name for your restaurant. Write it at the top of the menu.

**C Class activity** Compare your menus. Which group has . . . ?

- the most interesting menu
- the most typical menu
- the healthiest menu
- the cheapest prices
- the best name for a restaurant

# interchange 14 HOW MUCH DO YOU KNOW?

**A Pair work** Take turns asking and answering these questions. Check (✓) the answer you think is correct for each question.



## WORLD KNOWLEDGE QUIZ

- |   |  |   |   |
|---|--|---|---|
| 1. Which animal lives the longest?      | <input type="checkbox"/> a whale             | <input type="checkbox"/> an elephant            | <input type="checkbox"/> a tortoise               |
| 2. Which one is the tallest?            | <input type="checkbox"/> an elephant         | <input type="checkbox"/> a giraffe              | <input type="checkbox"/> a camel                  |
| 3. Which of these is the heaviest?      | <input type="checkbox"/> the brain           | <input type="checkbox"/> the heart              | <input type="checkbox"/> the liver                |
| 4. Which planet is the coldest?         | <input type="checkbox"/> Neptune             | <input type="checkbox"/> Saturn                 | <input type="checkbox"/> Pluto                    |
| 5. Which one is the biggest?            | <input type="checkbox"/> Jupiter             | <input type="checkbox"/> Earth                  | <input type="checkbox"/> Mars                     |
| 6. Which metal is the heaviest?         | <input type="checkbox"/> gold                | <input type="checkbox"/> silver                 | <input type="checkbox"/> aluminum                 |
| 7. Which country is the driest?         | <input type="checkbox"/> Egypt               | <input type="checkbox"/> Peru                   | <input type="checkbox"/> Chile                    |
| 8. Which one is closest to the equator? | <input type="checkbox"/> Malaysia            | <input type="checkbox"/> Colombia               | <input type="checkbox"/> India                    |
| 9. Which place is the wettest?          | <input type="checkbox"/> Kauai, Hawaii       | <input type="checkbox"/> Bogor, Indonesia       | <input type="checkbox"/> Manaus, Brazil           |
| 10. Which place is the hottest?         | <input type="checkbox"/> Al 'Aziziyah, Libya | <input type="checkbox"/> Death Valley, the U.S. | <input type="checkbox"/> Alice Springs, Australia |

### Correct answers

- |               |              |              |          |            |         |          |             |                  |                         |
|---------------|--------------|--------------|----------|------------|---------|----------|-------------|------------------|-------------------------|
| 1. a tortoise | 2. a giraffe | 3. the liver | 4. Pluto | 5. Jupiter | 6. gold | 7. Egypt | 8. Colombia | 9. Kauai, Hawaii | 10. Al 'Aziziyah, Libya |
|---------------|--------------|--------------|----------|------------|---------|----------|-------------|------------------|-------------------------|

### How many did you get correct?

- |   |  |
|---|--|
| <b>10</b> Perfect! Brilliant! You should be a teacher.    | <b>2-5</b> Just OK. How often do you go to the library?  |
| <b>6-9</b> Very good! Do you watch lots of TV game shows? | <b>0-1</b> Oh, dear. You should never be on a quiz show. |

**B Pair work** Write your own quiz. Then ask the questions to another pair.

**A Class activity** What are your classmates' plans for the weekend?  
Go around the class and find people who are going to do these things.  
For each question, ask for further information.

Find someone who is going to . . . .	Name	Notes
go to an amusement park	.....	.....
stay out late	.....	.....
visit relatives	.....	.....
practice English	.....	.....
rent a video or DVD	.....	.....
study for a test	.....	.....
exercise	.....	.....
go shopping	.....	.....

A: Linda, are you going to go to an amusement park this weekend?  
B: Yes, I am, actually.  
A: What are you going to do there?  
B: I'm going to go on the roller-coaster.



**B Pair work** Compare your information with a partner.  
Who is going to do something fun? physical? serious?

**A** Complete this chart with information about yourself.

My possible future	
What are two things you plan to do next year?	.....
	.....
What are two things you aren't going to do next year?	.....
	.....
What is something you hope to buy in the next year?	.....
What would you like to change about your appearance?	.....
What is a place you want to visit someday?	.....
What is a city you would like to live in someday?	.....
What kind of job would you like to have?	.....
What career goals do you hope to achieve?	.....
What famous person would you like to meet?	.....

**B Group work** Compare your information in groups. Be prepared to explain the future you have planned.

A: What are two things you plan to do next year?

B: Well, I'm going to take a cooking class and I'm also going to go to Italy.

C: Oh, really? What part of Italy are you going to visit?

B: I'm not sure yet! What about you? What are two things you plan to do next year?





# Units 1-16 Self-study

## 1 WHERE ARE YOU FROM?

**A** Listen to two conversations. Check (✓) the countries the people talk about.

- Argentina  
  Australia  
  Brazil  
  France  
  Italy  
  Turkey  
  Uruguay

**B** Listen again. Answer the questions.

1. What is Robert's nickname? .....      3. What is Sandra's last name? .....  
 2. Where is Robert from? .....      4. Where is Sandra from? .....

## 2 I'M REALLY BUSY!

**A** Listen to Steve and Eun Ha talk after class. When does Steve do each thing? Check (✓) the days.

DAILY PLANNER	Monday	Tuesday	Wednesday	Thursday	Friday	Times
go to work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3:30
take a computer class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
work as a tour guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
go to English class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**B** Listen again. Write the start times for each activity.

## 3 I WANT TO LOOK NICER.

**A** Listen to Josh and Anne get ready for a party. Check (✓) the clothes they mention.

- black pants       silk shirt  
 cotton shirt       silk sweater  
 jeans       wool jacket  
 leather jacket       wool sweater

**B** Listen again. What does Josh wear? Circle the correct picture.



# 4 WOULD YOU LIKE TO GO?

**A** Listen to three people invite friends to events and activities. Complete the chart with the events, days, and times.

	Event/Activity	Day	Time	Do they accept?	
1.	Cam and Marla	.....	.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.	Lucy and Chris	.....	.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3.	Ed and Joanna	.....	.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**B** Listen again. Do the friends accept? Check (✓) Yes or No.

# 5 A NEW STUDENT

**A** Listen to an interview for an article in a student newspaper. Does Akemi have a large family?  Yes  No

**B** Listen again. Correct the nine mistakes in the article.



Akemi Takayama is a new student. She is from Japan. Her parents are living in ~~Tokyo~~ <sup>Kobe</sup>. Her brother lives in Osaka. Her sister is studying the violin in Miami. Akemi has seven aunts and uncles. They are living in Japan. One niece and nephew are traveling in the U.S. They are visiting Akemi this week. Akemi has a lot of cousins in Australia. A few of her cousins are in Mexico. Akemi is studying French. Please welcome Akemi to our school!

# 6 TAKE A QUIZ!

**A** Listen to the questions. Write the activities you hear.

**ARE YOU A COUCH POTATO? FIND OUT NOW!**

Activities			
1. <i>exercise</i> .....	a. two hours	b. an hour	c. twenty minutes
2. <i>play tennis</i> .....	a. yes, often	b. yes, sometimes	c. no, never
3. ....	a. once a week	b. once a month	c. four times a year
4. ....	a. five days a week	b. twice a week	c. hardly ever
5. ....	a. yes, often	b. yes, sometimes	c. no, never
6. ....	a. very well	b. pretty well	c. not very well
7. ....	a. three times a week	b. once a week	c. hardly ever
8. ....	a. pretty good	b. OK	c. terrible

**If you answered:** *Mostly As:* Slow down . . . you could be a fitness and sports fanatic!  
*Mostly Bs:* You exercise often, but not enough. *Mostly Cs:* Be careful! You may be a couch potato!

**B** Now take the quiz! Listen again. Circle your responses.

# 7 COMPUTER THIEF!

**A** Listen to a police officer interview Mike Doe. Number the events of each day from 1 to 5 in the order they happened.

Date: March 3

Name: Mike Doe

## Saturday

- \_\_\_ He went shopping.
- \_\_\_ He watched TV.
- 1 He worked.
- \_\_\_ He walked home.
- \_\_\_ He cooked dinner at home.

## Sunday

- \_\_\_ He stopped at the office.
- \_\_\_ He went to bed.
- \_\_\_ He did laundry.
- \_\_\_ He spent time at the park.
- \_\_\_ He walked home and watched DVDs.



**B** Listen again. Do you think Mike took the computer? Why or why not?

# 8 I'M LOST.

**A** Listen to people ask for the location of the places below. Where do you think they are?  the city center  a small town  the suburbs

**B** Listen again. Draw the places on the map.



post office



grocery store



bookstore



café (2)



travel agency



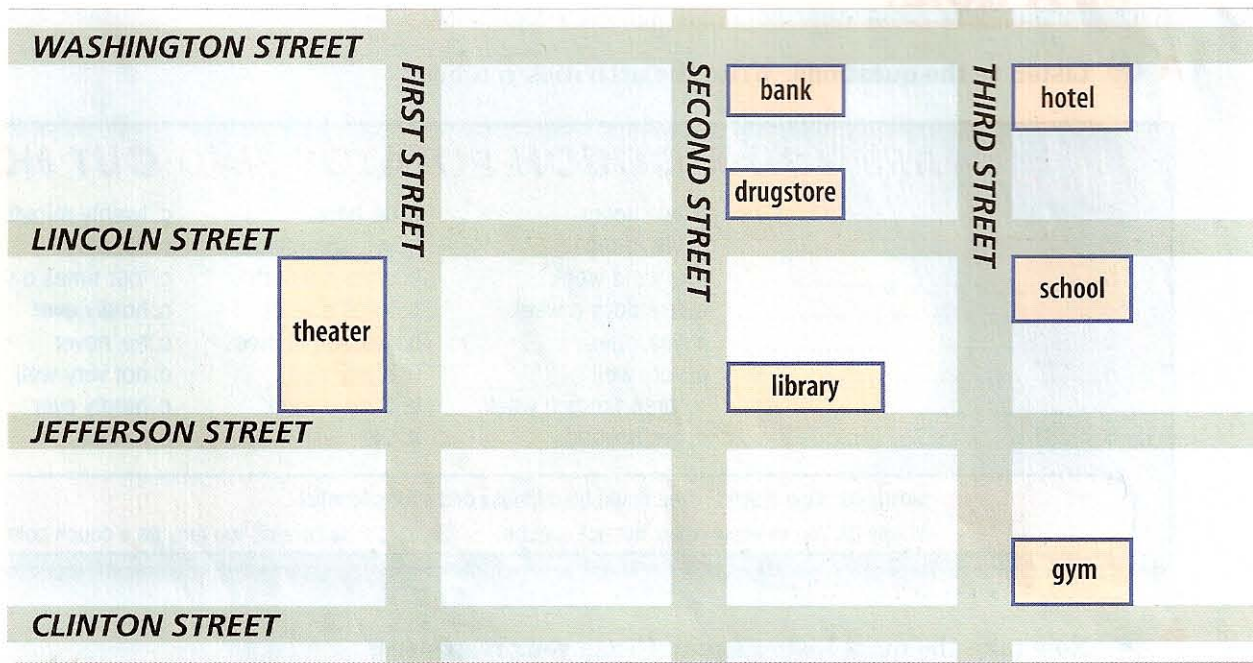
music store



laundromat



pay phone (3)



# 9 I CAN'T FIND HER.

**A** Listen to the descriptions. Match the names with the pictures.

1. Walter

2. Mariela

3. Marcus

4. Simone



**B** Listen again. What is each person's style? Write the correct word.

Walter: *casual*

Mariela: .....

Marcus: .....

Simone: .....

# 10 HAVE YOU EVER...?

**A** Listen to Katie and Phil interview for a job on a new adventure TV show. What countries have they visited? Write **K** for Katie and **P** for Phil.

..... Brazil ..... China ..... Korea ..... Singapore  
 ..... Chile ..... Japan ..... Peru ..... Thailand

**B** Listen again. Check (✓) the answers. Who do you think will get the job?

	Katie		Phil	
	Yes	No	Yes	No
1. Have they ever driven a sports car?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have they ever sung karaoke?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have they eaten different kinds of foods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have they been camping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have they ridden an elephant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# 11 PLAN MY VACATION!

**A** Listen to Charles help Maya plan her vacation. What cities has Charles visited?  London  Cairo  New Orleans

**B** Listen again. What is each city like? Complete the chart.

	Cost	Size	Weather
London	.....	.....	.....
Cairo	.....	.....	.....
New Orleans	.....	.....	.....

# 12 WHAT SHOULD WE TAKE?

**A** Listen to Dana and Hilary plan for a camping trip. What problems do they talk about?

1. ...headache... 2. .... 3. .... 4. .... 5. .... 6. ....

**B** Listen again. Match the problems to these items. Write the number in the box.



# 13 I CAN'T EAT SPICY FOOD.

**A** Listen to two people in a restaurant talk about their orders. Cross out the things they did *not* order.

**B** Listen again. Why didn't they order certain foods? For each thing you crossed out, write the reason next to it.

Eastern Palace	
sweet and sour chicken	
tofu curry	
grilled tuna	
fried rice with vegetables	
lamb kebabs	
green salad	
	Total

# 14 CHIANG MAI IT IS!

**A** Listen to Kai and Nina talk about where to teach in Thailand. Check (✓) True or False for each statement.

What's Chiang Mai like?	True	False
1. Chiang Mai is larger than Bangkok.	<input type="checkbox"/>	<input type="checkbox"/>
2. Chiang Mai is near the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
3. The region around Chiang Mai is famous for hiking.	<input type="checkbox"/>	<input type="checkbox"/>
4. The highest mountain near Chiang Mai is 5,000 feet high.	<input type="checkbox"/>	<input type="checkbox"/>
5. Chiang Mai is wettest in the winter.	<input type="checkbox"/>	<input type="checkbox"/>
6. Bangkok is 400 miles from Chiang Mai.	<input type="checkbox"/>	<input type="checkbox"/>

**B** Listen again. For the statements you marked false, write the correct information.

# 15 I CAN'T, BECAUSE...

Listen to these telephone messages. There are two errors in each message. Correct the errors.


Ann - school  
 Kelly from ~~yoga class~~ called. They are playing baseball at 7 P.M. tomorrow. Please call before 5:00 if you are going to play.

Robin,  
 Martin called. Would you please tell Dave to be at the picnic on Thursday? Afterward, they are going to discuss the beach party.

# 16 PAST, PRESENT, OR FUTURE


**A** Listen to Ricki and Will talk at a class reunion. Write *past*, *present*, or *future* below each picture.

1




.....  
past

2




.....

3




.....

4




.....

5



.....

6



.....

**B** Listen again. What does Ricki hope to do in the future? Correct these false statements.

1. She'd like to start working soon.
2. She'd like to open a restaurant.
3. She hopes to work in an office.
4. She plans to get a loan from her parents.

# Self-study audio scripts

## 1 Where are you from?

**A** Listen to two conversations. Check the countries the people talk about.

CARMEN: Hello. I'm Carmen da Silva.

BOBBY: Nice to meet you, Carmen, I'm Robert Kincaid. Everyone calls me Bobby.

CARMEN: Where are you from, Bobby?

BOBBY: I'm from Sydney, Australia.

CARMEN: Cool. I hear that's a great place.

BOBBY: Yeah, it's fun. How about you, Carmen? Where are you from?

CARMEN: I'm from Brazil.

BOBBY: Where in Brazil?

CARMEN: I'm from Porto Alegre.

BOBBY: Oh, yeah, near Uruguay. How interesting!

DAVE: Hey, Mario, who's that over there?

MARIO: That's Sandra Lagna. She's in my English class.

DAVE: Lagna?

MARIO: L-A-G-N-A. She's from Italy, like me.

DAVE: Wow! Is she from Milan?

MARIO: No, she's not. She's from Florence.

DAVE: Oh. What's she like?

MARIO: She's really interesting. Why don't you go talk to her?

**B** Listen again. Answer the questions.

## 2 I'm really busy!

**A** Listen to Steve and Eun Ha talk after class. When does Steve do each thing? Check the days.

EUN HA: Hi, Steve! How's it going?

STEVE: OK, I guess. I'm just so busy in the evenings!

EUN HA: What do you do after class?

STEVE: Well, I go to work on Mondays and Tuesdays at 3:30.

EUN HA: You have a job, too? Where do you work?

STEVE: I'm a receptionist at the Kings Hotel. I work late and get home around 11:00.

EUN HA: Wow! That's a long day!

STEVE: Yeah. Then on Wednesdays and Fridays I take a computer class at 7:00 P.M.

EUN HA: Another class?

STEVE: Yeah, but that's not all. On Thursdays I work as a tour guide for the university. I start at 9:00 A.M. and work until 5:00.

EUN HA: And you have English class with me at noon on Tuesdays, Wednesdays, and Fridays! You really are busy!

**B** Listen again. Write the start times for each activity.

## 3 I want to look nicer.

**A** Listen to Josh and Anne get ready for a party. Check the clothes they mention.

JOSH: I don't know what to wear to the party.

ANNE: Well, how about jeans and a cotton shirt?

JOSH: No, I want to look nicer.

ANNE: OK, what about your black pants and a silk shirt?

JOSH: That sounds better. But it's cold tonight.

ANNE: So, wear your wool sweater.

JOSH: Which one?

ANNE: The red one.

JOSH: I like the blue one better. Do you think it looks OK?

ANNE: Yes, the blue one is nice.

JOSH: OK, and I'll bring my leather jacket, too.

ANNE: Good idea. Now hurry! We're late!

**B** Listen again. What does Josh wear? Circle the correct picture.

## 4 Would you like to go?

**A** Listen to three people invite friends to events and activities. Complete the chart with the events, days, and times.

1. CAM: Hey, Marla, would you like to see a kung fu movie with me on Wednesday?

MARLA: Um . . .

CAM: There's a 6:00 show.

MARLA: Sorry, Cam. I don't like kung fu movies very much.

CAM: Oh, what kind of movies do you like?

MARLA: I prefer science fiction.

2. LUCY: Chris, there's a really good jazz group playing downtown. Do you like jazz?

CHRIS: Yes, I do. I love jazz!

LUCY: Would you like to go?

CHRIS: Sure! When is the show?

LUCY: It's Thursday at 8:30.

CHRIS: Great. Thanks a lot!

3. ED: Hey, Joanna, do you like R&B?

JOANNA: Sure. I like it a lot.

ED: I have tickets to a concert this weekend. Would you like to go?

JOANNA: Yes, I would. But . . . when is the concert?

ED: It's on Saturday at 3:00.

JOANNA: Oh no, I have to work Saturday afternoon.

ED: Well, maybe some other time.

**B** Listen again. Do the friends accept? Check Yes or No.

## 5 A new student

**A** Listen to an interview for an article in a student newspaper. Does Akemi have a large family?

MAX: Welcome to our school, Akemi!

AKEMI: Thank you.

MAX: Akemi, are your parents living in Japan now?

AKEMI: Yes, they are. They live in Kobe.

MAX: What about the rest of your family?

AKEMI: Well, my brother and I are living here in Los Angeles. My sister is going to school in Tokyo. She is studying the piano.

MAX: Do you have any aunts and uncles?

AKEMI: Yes, I have five. They are living in Japan. But one aunt and uncle are traveling in the U.S. They are visiting me this week.

MAX: What about your cousins?

AKEMI: I have a lot of cousins in Japan. A few of my cousins are going to school in the U.S.

MAX: What are they studying?

AKEMI: They are studying English, like me!

**B** Listen again. Correct the nine mistakes in the article.

## 6 Take a quiz!

**A** Listen to the questions. Write the activities you hear.

WOMAN: Are you a couch potato? Find out now!

1. How long do you usually exercise every day?
2. Do you ever play tennis?
3. How often do you swim?
4. How often do you go to the gym?
5. Do you ever go jogging?
6. How well do you ride a bicycle?
7. How often do you do aerobics?
8. How good are you at yoga?

**B** Now take the quiz! Listen again. Circle your responses.

## 7 Computer thief!

**A** Listen to a police officer interview Mike Doe. Number the events of each day from 1 to 5 in the order they happened.

OFFICER: OK, Mr. Doe. Did you take a desktop computer from your office over the weekend?

MIKE: A desktop computer? Of course not!

OFFICER: Tell me then, how did you spend your weekend?

MIKE: Let's see. I worked at the office Saturday morning.

OFFICER: Were there other people at your office on Saturday?

MIKE: No, there weren't. I was alone. I left at 2:00.

OFFICER: What did you do after that?

MIKE: I went shopping with a friend, and then I walked home alone.

OFFICER: Was anyone at home with you?

MIKE: No. I live alone.

OFFICER: What did you do Saturday night?

MIKE: I cooked dinner at home. And then I watched TV.

OFFICER: Did you go anywhere on Sunday?

MIKE: Well, I did laundry in the morning. Then around 1:00 I spent some time with friends at the park.

OFFICER: How long were you there?

MIKE: About an hour. Then I stopped at the office for a minute.

OFFICER: You were at the office again on Sunday? Did anyone see you there?

MIKE: Yes. My boss was there.

OFFICER: Then what did you do?

MIKE: I walked home and watched some DVDs. Then I went to bed.

OFFICER: I see, Mr. Doe. You can go now. Thank you for your time.

**B** Listen again. Do you think Mike took the computer? Why or why not?

## 8 I'm lost.

**A** Listen to people ask for the location of the places below. Where do you think they are?

1. MAN: Excuse me. I'm looking for the post office.  
WOMAN: There's one on the corner of Lincoln and Third Street. It's next to the hotel.
2. WOMAN: Is there a travel agency near here?  
MAN: Yeah, there's one on Second Street. It's between Washington and Lincoln, across from the bank.
3. MAN: Where can I find a grocery store?  
WOMAN: There's one between Lincoln and Jefferson, on First Street. It's opposite the theater.
4. WOMAN: Are there any music stores around here?  
MAN: Yeah, there's one on Jefferson, between Second and Third, next to the library.
5. MAN: Where can I find a good bookstore?  
WOMAN: There's one on the corner of Clinton and Third, across from a gym.
6. WOMAN: I'm looking for a laundromat. Is there one nearby?  
MAN: There's one on Second Street, between the bank and a drugstore.
7. WOMAN: Is there a café in the neighborhood?  
MAN: Sure, there are a couple. There's one on Third Street, across from the post office. There's another one on Lincoln, behind the theater.
8. MAN: Where can I find a pay phone?  
WOMAN: There are a lot nearby. There's one on Jefferson, across from the library. There's another next to the gym on Third Street. And there's another one on Third Street next to the school.

**B** Listen again. Draw the places on the map.



## 9 I can't find her.

**A** Listen to the descriptions. Match the names with the pictures.

1. WOMAN: Hey, where's Walter?  
MAN: Who's Walter?  
WOMAN: He's a friend from yoga class.  
MAN: What does he look like?  
WOMAN: He's short, with curly brown hair. He's usually casually dressed.  
MAN: Is he the one in jeans, talking to Sarah?  
WOMAN: Oh, yes. That's Walter. Come on. I'll introduce you.
2. MAN: Hey, Joe, which woman is your girlfriend?  
JOE: Hmm. I don't see Mariela. She's wearing black pants and a white shirt. She's very classic.  
MAN: How tall is she?  
JOE: She's about medium height, with straight blond hair.  
MAN: How long is her hair?  
JOE: It's pretty long.  
MAN: Oh, there she is, on the couch. Let's go and say hello.
3. MAN: I think Marcus is here. Do you see him?  
WOMAN: Who's Marcus?  
MAN: He's my brother.  
WOMAN: What does he look like?  
MAN: He's pretty tall, with red hair. He's a little bald.  
WOMAN: What is he wearing?  
MAN: He always wears a red shirt. He's very casual.  
WOMAN: I think I see him, over there.  
MAN: Yeah, that's him!
4. WOMAN 1: I can't find Simone.  
WOMAN 2: Simone, hmm. Which one is Simone?  
WOMAN 1: She's the woman with short black hair. You talked to her before, remember?  
WOMAN 2: How tall is she?  
WOMAN 1: She's really tall and wears funky clothes.  
WOMAN 2: Oh, right! I remember. I saw her in the kitchen, talking to Joe.

**B** Listen again. What is each person's style? Write the correct word.

## 10 Have you ever . . . ?

**A** Listen to Katie and Phil interview for a job on a new adventure TV show. What countries have they visited? Write **K** for Katie and **P** for Phil.

- MAN: Katie, Phil, you're both interviewing for the position of host for our new reality TV show, right?  
KATIE/PHIL: That's right/Yes.  
MAN: OK, well this job requires a lot of travel and knowledge of the world. Have you traveled to many places?  
KATIE: Yes, I have. I've been all over Asia.  
PHIL: I've been to Asia and South America.  
MAN: Katie, where have you been in Asia?  
KATIE: Well, I've been a few times: once to China, once to Thailand, and twice to Japan.  
MAN: You've never been to Korea?

KATIE: No, I haven't.

PHIL: I have. And I've been to China, Japan, and Singapore.

MAN: What about South America? Have you been to Peru?

PHIL: I've never been to Peru, but I lived in Chile for a summer when I was in high school. From there I traveled to Brazil.

MAN: Now, our show is a little crazy, so it's important for you to know how to do different kinds of things. Have you ever driven a sports car?

KATIE: A sports car? Um, no, I haven't.

PHIL: I have.

MAN: Have you ever sung karaoke?

KATIE: Yes, I went to a lot of karaoke bars in Japan.

PHIL: Uh . . . no. I don't like karaoke.

MAN: Have you eaten many different kinds of food?

PHIL: No, not really.

KATIE: Yes, I've tried many exotic foods, mostly in Thailand. I love Japanese food, too.

MAN: Have you ever been on a camping trip in the mountains?

KATIE: Yes, I hiked in China for three days, and I've been camping here in the U.S.

PHIL: Uh, no, I've never been camping.

MAN: And have you ever ridden an elephant?

KATIE: Yes, in Thailand!

PHIL: Well, no. I'm, uh, afraid of elephants.

MAN: OK, that's all, Katie and Phil. Thank you for your time. We'll be in touch with you soon.

**B** Listen again. Check the answers. Who do you think will get the job?

## 11 Plan my vacation!

**A** Listen to Charles help Maya plan her vacation. What cities has Charles visited?

- MAYA: Charles, you travel a lot, right? Do you want to help me plan my vacation? I have one week.  
CHARLES: Sure. But you don't have a lot of time, so I suggest you stay in one place. Then you can visit all the museums and sights.  
MAYA: I see. Well, what about London?  
CHARLES: London is great, but it's very expensive. It's also very big.  
MAYA: Do you think it will be too hot?  
CHARLES: No, the weather is OK there. It's pretty cool.  
MAYA: OK, so how about Cairo? I've heard it's really cheap.  
CHARLES: Yeah, it is, but it's so crowded! It's extremely big and it's very hot.  
MAYA: Oh. Well, what about New Orleans then?  
CHARLES: New Orleans is somewhat expensive, but not too much.  
MAYA: Is it a big city?  
CHARLES: It's fairly small, so it's pretty easy to walk around. But it's hot and humid there.  
MAYA: Hmm. I can't decide. I need to think about this some more.

**B** Listen again. What is each city like? Complete the chart.

## 12 What should we take?

- A** Listen to Dana and Hilary plan for a camping trip. What problems do they talk about?
- DANA: Hey, Hilary, what else should we pack for our camping trip?
- HILARY: Well, I think it's important to have a first-aid kit.
- DANA: A first-aid kit? Really?
- HILARY: Sure. It's important to be prepared for anything. We should take a bottle of aspirin. We could get a headache.
- DANA: OK. Should we take anything for cuts? I always get cut when I camp.
- HILARY: Let's take a tube of ointment.
- DANA: Good idea.
- HILARY: What else? Oh, it's good to bring cough drops in case someone gets a cold.
- DANA: OK. And what about sore muscles? We'll be hiking a lot.
- HILARY: We should take this lotion. I've used it before and it really works.
- DANA: Should we take sunscreen? I don't want to get a sunburn.
- HILARY: Definitely.
- DANA: And what about insomnia?
- HILARY: Insomnia? I think we'll sleep very well. But I suggest a book to read, just in case.
- DANA: OK, that's it then. Wait a minute! There isn't any space for our clothes!
- B** Listen again. Match the problems to these items. Write the number in the box.

## 13 I can't eat spicy food.

- A** Listen to two people in a restaurant talk about their orders. Cross out the things they did *not* order.
- NANCY: Hmm, what would you like to eat, Warren?  
Look, there's sweet and sour chicken, your favorite.
- WARREN: I'm not in the mood for chicken tonight. I think I'll have the tofu curry.
- NANCY: Oh, I don't know what to order.
- WARREN: You could try the grilled tuna.
- NANCY: I'm not crazy about seafood.
- WARREN: Well, there's fried rice with vegetables.
- NANCY: That's too greasy.
- WARREN: What about the lamb kebabs? I love lamb.
- NANCY: So do I. Hmm. That sounds good. I'll think I'll have the kebabs, then, and a green salad.
- WARREN: Great, Nancy. Let's order. I'm starving!
- B** Listen again. Why didn't they order certain foods? For each thing you crossed out, write the reason next to it.

## 14 Chiang Mai it is!

- A** Listen to Kai and Nina talk about where to teach in Thailand. Check True or False for each statement.
- NINA: Hey, Kai, you're from Thailand, right?
- KAI: Yeah.
- NINA: You know, I've applied to teach English there and I want to ask your opinion.
- KAI: Sure, go ahead.
- NINA: What are the largest cities in Thailand?
- KAI: Well, Bangkok is the biggest, of course. There's also Chiang Mai. It's a lot smaller.
- NINA: I've heard that the area around Chiang Mai is interesting. It's near the ocean, right?

- KAI: No, it's in the mountains. It's the most famous place in Thailand for hiking.
- NINA: I love to hike! How high are the mountains?
- KAI: I think the highest is around 2,600 meters.
- NINA: Wow. That's about 8,500 feet. And how hot is it in the summer?
- KAI: Well, up in the mountains, it's not so bad, maybe 24 degrees Celsius during the day.
- NINA: What about rain?
- KAI: Summer is the rainy season, and it's wettest from June through October. Then it's drier for the rest of the year.
- NINA: And how far is Chiang Mai from Bangkok?
- KAI: Oh, about 400 miles. It takes a whole day on the train, but the countryside is beautiful.
- NINA: It sounds perfect. I think I've decided, then. Chiang Mai it is!

- B** Listen again. For the statements you marked false, write the correct information.

## 15 I can't, because . . .

- Listen to these telephone messages. There are two errors in each message. Correct the errors.
- ANNE: [recording] Hi, this is Anne. Leave me a message! [beep]
- KELLY: Hi, Anne, this is Kelly from school. We're playing baseball at 7:00 P.M. tonight. Can you find a babysitter? Please call me before 5:00 to tell me if you are going to play. Thanks! [beep]
- ROBIN: [recording] Hello, this is Robin Hall. Please leave a message after the beep. [beep]
- MARTIN: Robin, this is Martin. Would you please tell Dave to be sure he's at the company picnic on Tuesday? Afterward, we're going to discuss the company business plan. Thank you. [beep]

## 16 Past, present, or future

- A** Listen to Ricki and Will talk at a class reunion. Write past, present, or future below each picture.
- WILL: Ricki! It's good to see you! You look great!
- RICKI: Thanks, Will. I've changed a lot, haven't I?
- WILL: You sure have. Your hair is much shorter now. And you don't wear glasses anymore.
- RICKI: Yeah, I wear contact lenses now.
- WILL: And I heard you have a new baby.
- RICKI: Yeah, I got married five years ago, and I had my daughter six months ago. Her name is Ellen. My life is much busier now.
- WILL: I can imagine. And are you still living in Miami?
- RICKI: No, my husband changed jobs about a year ago, and we moved to New York last summer.
- WILL: That's great. Are you working?
- RICKI: No, not yet. But I'd love to start again in a few years. You know, when Ellen is older. We'd like to move to the country when she's ready for school.
- WILL: Yeah. Well, what do you plan to do?
- RICKI: You know, I'd like to open a travel agency. And I hope to work from home.
- WILL: How are you going to do it?
- RICKI: To start, I plan to get a bank loan. And right now, my husband is helping me find information on the Internet.
- B** Listen again. What does Ricki hope to do in the future? Correct these false statements.

# Self-study answer key

1

- A** Australia, Brazil, Italy, Uruguay  
**B** 1. Bobby 2. Sydney, Australia 3. Lagna 4. Florence, Italy

2

A/B	M	Tu	W	Th	F	Times
go to work	✓	✓				3:30
take a computer class			✓		✓	7:00
work as a tour guide				✓		9:00
go to English class		✓	✓		✓	12:00

3

- A** black pants                      jeans                      silk shirt  
 cotton shirt                      leather jacket                      wool sweater
- B** the first picture

4

A/B	Event/ Activity	Day	Time	Accept?
Cam and Marla	movie	W	6:00	No
Lucy and Chris	jazz group	Th	8:30	Yes
Ed and Joanna	R&B concert	Sa	3:00	No

5

- A** Yes
- B** 1. Tokyo                      Kobe                      6. niece and                      aunt and  
 2. Osaka                      Los Angeles                      nephew                      uncle  
 3. the violin                      the piano                      7. Australia                      Japan  
 4. Tokyo                      Miami                      8. Mexico                      the U.S.  
 5. seven                      five                      9. French                      English

6

- A** 1. exercise                      5. go jogging  
 2. play tennis                      6. ride a bicycle  
 3. swim                      7. do aerobics  
 4. go to the gym                      8. yoga
- B** Answers will vary.

7

- A** **Saturday**                      **Sunday**
- 2 He went shopping.                      3 He stopped at the office.  
 5 He watched TV.                      5 He went to bed.  
 1 He worked.                      1 He did laundry.  
 3 He walked home.                      2 He spent time at the park.  
 4 He cooked dinner                      4 He walked home  
     at home.                      and watched DVDs.
- B** (Possible answer) Mike didn't take the computer. He was at the office twice but walked home both times. A desktop computer is too heavy to carry home.

8

- A** (Possible answer) the city center  
**B** (See script to check answers.)

9

- A/B** Walter: third person (casual)  
 Mariela: fourth person (classic)  
 Marcus: first person (casual)  
 Simone: second person (funky)

10

- A** Katie: China, Japan, Thailand  
 Phil: Brazil, Chile, China, Japan, Korea, Singapore
- B**
- |  | Katie |    | Phil |    |
|--|-------|----|------|----|
|  | Yes   | No | Yes  | No |
| 1. Have they ever driven a sports car?       |       | ✓  | ✓    |    |
| 2. Have they ever sung karaoke?              | ✓     |    |      | ✓  |
| 3. Have they eaten different kinds of foods? | ✓     |    |      | ✓  |
| 4. Have they been camping?                   | ✓     |    |      | ✓  |
| 5. Have they ridden an elephant?             | ✓     |    |      | ✓  |

11

**A** London, Cairo, and New Orleans

**B**

	Cost	Size	Weather
London	very expensive	very big	OK, pretty cool
Cairo	really cheap	extremely big	very hot
New Orleans	somewhat expensive	fairly small	quite hot and humid

12

- A/B** 1. a headache (aspirin)                      4. sore muscles (lotion)  
 2. cuts (ointment)                      5. a sunburn (sunscreen)  
 3. a cold (cough drops)                      6. insomnia (a book)

13

- A/B** sweet and sour chicken (He's not in the mood for chicken.)  
 grilled tuna (She's not crazy about seafood.)  
 fried rice with vegetables (It's too greasy.)

14

- A/B** 1. False (Bangkok is larger than Chiang Mai.)  
 2. False (Chiang Mai is in the mountains.)  
 3. True  
 4. False (The highest mountain is 8,500 feet.)  
 5. False (It's wettest from June through October.)  
 6. True

15

Message for Anne		Message for Robin	
yoga class	school	Thursday	Tuesday
tomorrow	tonight	beach party	business plan

16

- A** 1. past                      2. present                      3. past  
 4. present                      5. future                      6. future
- B** 1. She'd like to start working in a few years.  
 2. She wants to open a travel agency.  
 3. She hopes to work from home.  
 4. She plans to get a bank loan.

# Appendix

## Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

Argentina	Argentine	Germany	German	the Philippines	Filipino
Australia	Australian	Greece	Greek	Poland	Polish
Austria	Austrian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi Arabian
Bolivia	Bolivian	Indonesia	Indonesian	Singapore	Singaporean
Canada	Canadian	Ireland	Irish	Spain	Spanish
Chile	Chilean	Italy	Italian	Switzerland	Swiss
China	Chinese	Japan	Japanese	Thailand	Thai
Colombia	Colombian	Korea	Korean	Turkey	Turkish
Costa Rica	Costa Rican	Lebanon	Lebanese	Peru	Peruvian
Ecuador	Ecuadorian	Malaysia	Malaysian	the United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	the United States	American
England	English	Morocco	Moroccan	Uruguay	Uruguayan
France	French	New Zealand	New Zealander	Vietnam	Vietnamese

## Irregular verbs

Present	Past	Participle	Present	Past	Participle
(be) am/is, are	was, were	been	make	made	made
bring	brought	brought	meet	met	met
buy	bought	bought	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
do	did	done	ride	rode	ridden
drink	drank	drunk	run	ran	run
drive	drove	driven	see	saw	seen
eat	ate	eaten	sell	sold	sold
fly	flew	flown	set	set	set
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
get	got	gotten	speak	spoke	spoken
give	gave	given	spend	spent	spent
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
keep	kept	kept	wear	wore	worn
lose	lost	lost	write	wrote	written

## Comparative and superlative adjectives

### Adjectives with -er and -est

big	deep	heavy	nice	small
busy	dirty	high	old	tall
cheap	dry	hot	pretty	thin
clean	easy	large	quiet	ugly
cold	fast	light	safe	warm
cool	friendly	long	short	wet
dark	funny	new	slow	young

### Adjectives with more and most

attractive	dangerous	expensive	outgoing
beautiful	delicious	famous	popular
boring	difficult	important	relaxing
crowded	exciting	interesting	stressful

### Irregular adjectives

good	→ better	→ best
bad	→ worse	→ the worst

# Acknowledgments

## Illustrations

**Rob De Bank** 11, 16, 17, 19, 32, 33, 42, 59, 81, 88, 100 (*bottom*), 102, 106, 107, IA9, SS3, SS9  
**James Elston** IA12  
**Tim Foley** 17, 20, 44 (*top*), IA6, SS12, SS16  
**Travis Foster** 14, 68, 70, 71, 90, SS7  
**Jeff Grunewald** 80  
**Adam Hurwitz** SS8  
**Randy Jones** *v.* 4, 9, 25, 39, 40, 44 (*bottom*), 47, 50 (*top*), 51, 56, 58, 60, 61, 85, 86, 91, 92, 93, 99, 108, 110, IA3, IA15

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ISBN 0-521-60171-1



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