



ENGLISH HANDBOOK

Intermediate English - Level 5

Learning English opens
the doors to the world
and your future.



Dear Teacher and Student,

It is a great pleasure for me to provide you with this valuable English handbook, which was created to organize your work in order to be more efficient and successful in the classroom. Language is our primary source of communication. It is the system through which we share our ideas and thoughts with others. There are thousands of languages in the world.

Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. However, English is undoubtedly one of the most spoken ones. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a German) use English as a common language to communicate.

That is why everyone needs to learn English in order to get in touch on an international level. Speaking English will help you communicate with people from countries all over the world, not just English-speaking ones. English is also essential to the field of education.

In fact, in many countries students are taught and encouraged to learn English as a second language as most of the research and studies are written in English. In the same way, at a University level, students study almost all their subjects in English in order to make the material more accessible to international students. What is more, with good understanding and communication in English, you can travel around the world.

As a result, UDS must motivate and encourage students to learn English. Our success lies in the quality and expertise of our teachers. Teachers need to be passionate about their work and to have excellent subject knowledge. It is teaching quality together with student's effort that will determine the future adult's success in life.

I do really hope you will enjoy this handbook and thanks for being part of this successful team!

Sincerely,

A handwritten signature in black ink, appearing to read 'Victor Manuel Albores Alcázar', with a stylized flourish at the end.

Víctor Manuel Albores Alcázar
UDS Owner

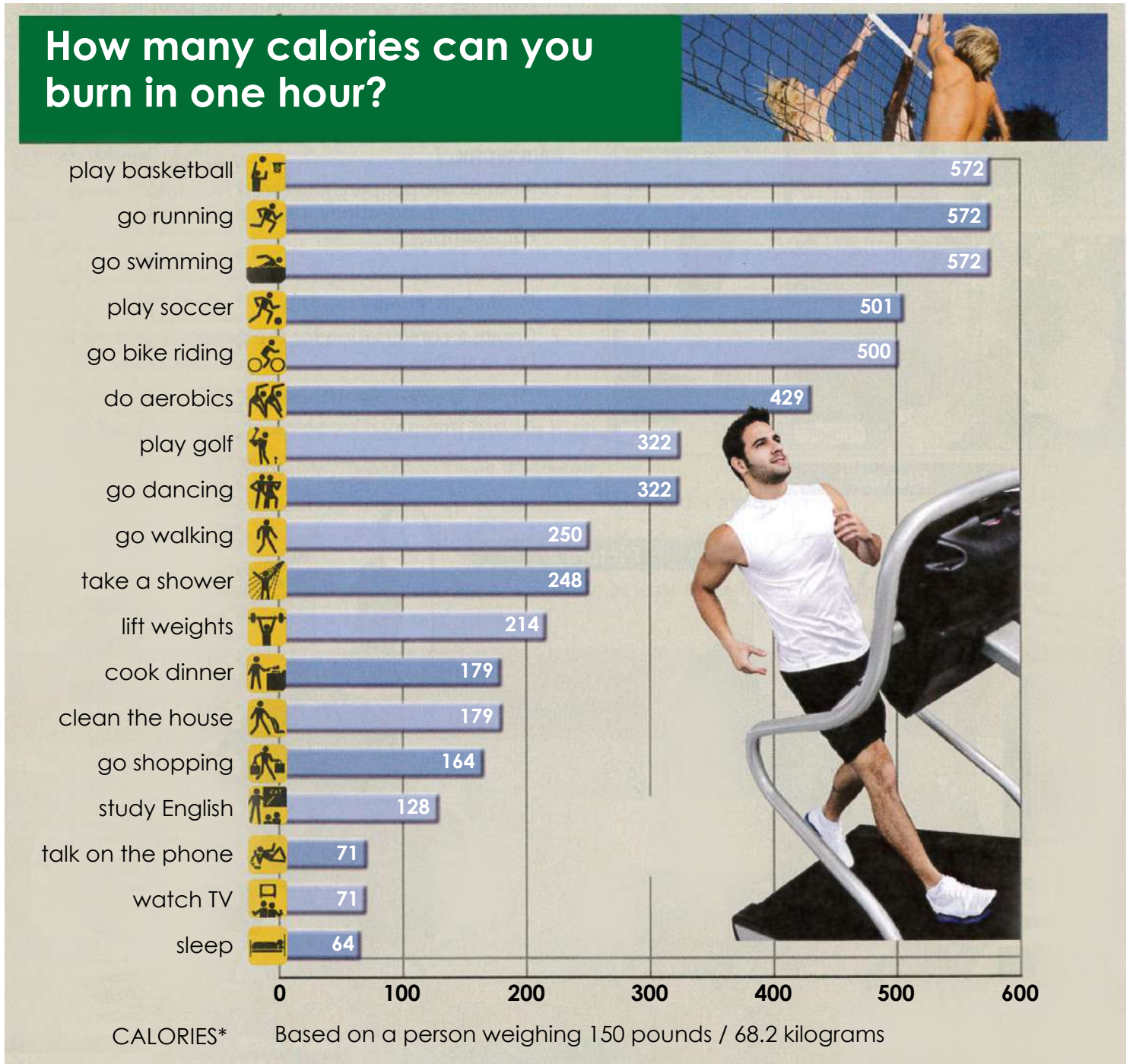
TABLE OF CONTENTS

TOPIC 1: Staying in shape	p. 1
TOPIC 2: Taking transportation	p. 11
TOPIC 3: Future plans	p. 15
TOPIC 4: Eating well	p. 22
TOPIC 5: Getting acquainted.....	p. 33
TOPIC 6: Going to the movies	p. 46
Grammar Booster	p. 57
Irregular Verbs	p. 65

STAYING IN SHAPE

LISTENING

a)  Look at the graph. Then listen and repeat.



SPEAKING

b) Work in pairs. According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1,500 calories a day.

LISTENING

c)  5.2 Read and listen to people talk about playing tennis.



Lynn: Hi, Joy! What are you up to?

Joy: Lynn! How are you? I'm playing tennis, actually. In the park.

Lynn: You play tennis? I didn't know that.

Joy: I do. About three times a week. Do you play?

Lynn: Not as much as I'd like to.

Joy: Well, why don't we meet at the park on Saturday?

Lynn: This coming Saturday? Sorry, I can't. I have to work. What about Sunday?

Joy: Perfect. Hey, how about your husband? Can he come, too?

Lynn: Ken? No way. He's a total couch potato. He just watches TV and eats junk food. He's so out of shape.

Joy: Too bad. My husband's crazy about tennis.

Lynn: Listen. I'm on my way home right now. Let's talk tomorrow. Ok?

Joy: Terrific.

d) Look at the underlined expressions in the photo story. Use the context to help you choose the correct meaning of the following sentences.

1. What are you up to?
 - a. What are you doing?
 - b. Where are you going?
2. Why don't we play tennis sometime?
 - a. Can you explain why we don't play tennis?
 - b. Would you like to play tennis sometime?
3. My husband is really out of shape.
 - a. My husband doesn't exercise.
 - b. My husband exercised a lot.
4. I'm crazy about tennis.
 - a. I hate tennis.
 - b. I love tennis.
5. I'm on my way to the park.
 - a. I'm going to the park right now.
 - b. I'm going to go to the park this afternoon.

WRITING

e) Look at the activities in a). List the activities you do...

every day	every weekend	once a week	almost never	never

SPEAKING

f) Compare activities with a partner.

"What do you do every weekend?"

"Me? I go shopping".

GRAMMAR

"Can" / "can't" and "have to" / "don't have to"

Can

- We use "can" + the base form of a verb for possibility.

Example: We can stay out late tonight. There are no classes tomorrow morning.

- Questions

Can you go running tomorrow at 3:00? (Yes, I can / No, I can't).

- "Can" is invariable.

Example: Can she play tennis? Yes, she can.

Can't

- We use "can't" + the base form of a verb for impossibility.

Example: I can't stay out late tonight. I have class tomorrow morning.

Have to

- We use "have to" or "has to" + the base form of a verb for obligation.

I have to work / don't have to

You have to work / don't have to

He }
She } has to work / doesn't have to work late tonight
It }

We } have to work / don't have to

You } have to work / don't have to

They } have to work / don't have to

"Don't" / "doesn't have to"

- We use "don't" / "doesn't have to" + the base form of a verb when it's not necessary to do something.

Example: We don't have to go to school tomorrow because it's Sunday.

g) Read the sentences carefully. Then complete each sentence with "can" or a form of "have to".

1. I'd like to go out tonight, but we have a test tomorrow. I _____.
study

2. Audrey _____ us for lunch today. She _____ her boss write a report.
not / meet help

3. Good news! I _____ late tonight. We _____ together at 6:00.
not / work go running

4. My sister _____ at the mall today. She _____ to the doctor.
not / go shopping go

5. Henry _____ to Toronto next week, so he _____ golf with us.
go not / play

6. Sorry, I _____ to aerobics class tonight. I _____ with my boss.
not / go meet


WRITING

h) Write three questions using "can" and three questions using a form of "have to". Then practice asking and answering questions with a partner.

CAN

HAVE TO

LISTENING

i)  5.3 Read and listen to two people plan an activity together.

A: Hey, Gary. Why don't we go running sometime?

B: Great idea. When's good for you?

A: Friday morning at 9:00?

B: Sorry, I can't. I have to work on Friday.

A: Well, how about Sunday afternoon at 2:00?

B: That's good for me. See you then.



SPEAKING

j) Practice the conversation in i) with a partner.

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

WRITING

k) Write your schedule for this weekend in the daily planner.

SPEAKING

l) Practice the conversation again. Plan other activities. Use your daily planner to respond.

Daily Planner			
	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			



LISTENING

Places for sport and exercise

m)  5.4 Read and listen. Then listen again and repeat.



a pool



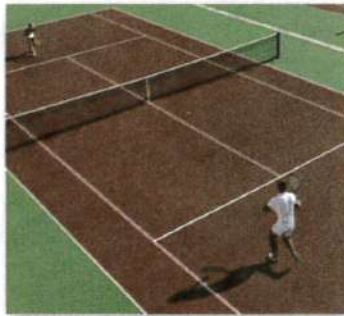
an athletic field



a golf course



a track



a tennis court



a park



a gym

SPEAKING

n) Tell your partner what you can do in these places.

GRAMMAR

The Present Simple and the Present Continuous tense: review

The Present Simple

(for habits and routines)

Example: I make dinner at least twice a week.

Example: He hardly ever meets his friends for dinner.

Questions

Do you always play golf on Saturdays?

How often do you lift weights?

The Present Continuous

(for actions in progress and future plans)

Example: I'm making dinner right now.

Example: They're swimming at the pool in the park tomorrow.

Frequency adverbs

100%	always
↑	almost always
↕	usually / often / generally
↓	sometimes / occasionally
0%	hardly ever
	never

Questions

Are you going running tomorrow?

What time are you playing tennis today?

o) Complete the sentences. Use the Present Simple or the Present Continuous tense.


1. Brian can't answer the phone right now. _____
he / study
2. How often _____ walking?
she / go
3. _____ tennis this weekend?
we / play
4. _____ weights three times a week.
he / lift
5. _____ lunch. Can they call you back?
they / make
6. How often _____ the house?
you / clean
7. _____ aerobics every day.
I / do
8. _____ shopping tonight.
she / go

LISTENING

p)  5.5 Listen to the conversations. Circle the frequency adverb that best completes each statement.

1. She (often/ hardly ever/ never) plays golf.
2. He (often/ sometimes/ always) goes to the gym four times a week.
3. She (often/ sometimes/ never) plays tennis in the park.
4. He (always/ often/never) goes swimming.
5. She (always/ sometimes/ never) rides her bike on weekends.

LISTENING

q)  5.6 Read and listen to two people talk about habitual activities and future plans.

A: Hey, Nancy. Where are you off to?

B: Hi, Trish. I'm going to the gym.

A: Really? Don't you usually go there on weekends?

B: Yes. But not this weekend.

A: How come?


B: Because this weekend I'm going to the beach.

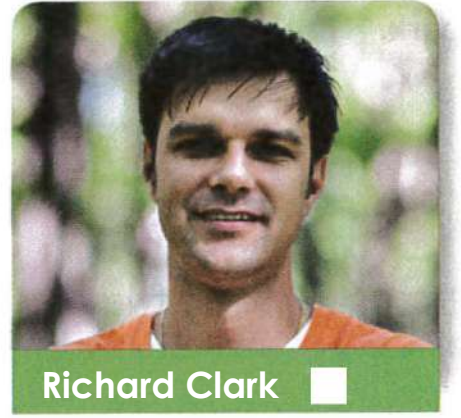


SPEAKING

r) With a partner, change the conversation in q) using a different vocabulary. Then change roles.

LISTENING

- s)  5.7 Listen to people talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.



LISTENING

- t)  5.7 Now listen again and check each person's habits.

	Mark	Kika	Richard
1. goes to a gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. takes exercise classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. exercises outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. avoids grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. avoids desserts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. avoids fatty foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. eats smaller portions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. eats a lot of seafood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. eats slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPEAKING

- u) Work in pairs. In your opinion, which of the three people have good fitness and eating habits? Whose habits are like your own? Discuss with your partner.

v) Take the health survey.

Do you stay in shape?

Check the statements that are true for you. Then add up your score.

1 a. I exercise regularly.
 b. I hardly ever exercise.
 c. I never exercise.

2 a. I usually sleep seven hours or more.
 b. I generally sleep less than seven hours.
 c. I rarely sleep more than four hours.

3 a. I avoid junk food.
 b. I sometimes eat junk food.
 c. I eat a lot of junk food.


4 a. I hardly ever eat sweets.
 b. I sometimes eat sweets.
 c. I eat too many sweets.

5 a. I hardly ever watch TV.
 b. I sometimes watch TV.
 c. I watch a lot of TV.

Score

Each a answer = 10 points
 Each b answer = 5 points
 Each c answer = 0 points
 Your total points =

Points	
40-50	You stay in great shape!
30-35	You're getting in shape!
20-25	You can do more!
0-15	You're a couch potato!




w) Walk around the classroom and ask questions. Write names and take notes on the chart.

Find someone who...	Name	Other information
stays in great shape	Toni	goes running everyday
stays in great shape.		
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

SPEAKING

x) Work in pairs. Now discuss fitness and eating habits. Tell your classmate about the people on your chart.

READING

y)  5.8 Read and listen to the text.

When You Think You Can't...

Mark Zupan

When he was eighteen years old, a terrible accident made Mark Zupan a quadriplegic and changed his life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move his wheelchair, and he could even stand for a short time and take a few slow steps. Zupan- or Zup to his friends- became a quad rugby champion, helping his team win a gold medal in the Paralympic Games. "I dream about running all the time", he says, "but you can't live in the past."

Today, Zupan frequently gives talks and raises money for his sport and appears in movies and TV shows. Anyone who spends time with him forgets that he's in a wheelchair. He lifts weights at the gym every day, drives a car, and goes to rock concerts. "A lot of people think quadriplegics can't do anything", he says. To stay in shape, Zupan is careful about his diet and avoids unhealthy and fatty foods. "Just think of me as a human being and an athlete. Because that's who I am".



Zupan became a quad rugby champion.

Bethany Hamilton

At the age of thirteen, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But she lost her left arm when she was attacked by a shark. A month later, she was surfing again.

Today, she's a professional competitive surfer. Because she can only use one arm, she has to use her legs more to help her go in the right direction. Hamilton practices every day at the beach. She has a prosthetic arm, but she rarely uses it, and never when she's surfing.

Hamilton often appears on TV. She wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up".

In 2011, Hollywood made a movie about her experience. Bethany has a happy life and got married in 2013.



Hamilton was attacked by a tiger shark when she was thirteen.

z) Complete the paragraph about Marc Zupan. Use "can", "can't" or "has to".

Zupan 1 spend most of his time in a wheelchair, but he 2 stand up and take a few steps for a short time. He 3 go walking or running, but he 4 play quad rugby. He 5 be careful about his diet so he doesn't get out of shape. He doesn't have complete use of his hands, but he 6 lift weights. He 7 drive a car using his feet, but he 8 use his hands. A lot of people think quadriplegics 9 do anything, but Zupan proves that they 10.

a) Complete the paragraph about Bethany Hamilton using the Present Simple or the Present Continuous.

When she surfs, Hamilton 1 use her legs to help her go in the right direction.

She 2 have a prosthetic arm, but she hardly ever 3 wear it.

She 4 compete regularly with the world's top professional women surfers.

In the photo, she is competing against other surfers with two arms.

She 5 wear a t-shirt and 6 stand on her surfboard. Hamilton

7 want to help other people with difficult experiences follow their dreams.

TAKING TRANSPORTATION

BUSES FROM LIMA TO NAZCA

DESTINATION	FREQUENCY	DEPARTURE	ARRIVAL	STOPS	BUS TERMINAL
Nazca	Daily	04:30	10:45	Paracas	Terminal Nazca
Nazca	Daily	07:00	13:30	Paracas-Ica	Terminal Nazca
Nazca	Daily	13:30	20:00	Paracas-Ica	Terminal Nazca
Nazca	Daily	14:00	20:00	Non-stop	Terminal Nazca
Nazca	Daily	17:30	23:30	Non-stop	Terminal Nazca

BEIJING to SHANGAI

Train No.	Depart	Arrive	Travel Time	Air Conditioning
D31	11:05	20:49	0d 09h 44m	✓
1461	14:42	12:49	0d 22h 07m	x
Z21	19:32	07:00	0d 11h 28m	✓
Z13	19:38	07:06	0d 11h 28m	✓
Z7	19:44	07:12	0d 11h 28m	✓

OSAKA (Itami) to TOKYO (Haneda)

Flight No.	Departure	Arrival	Frequency	Aircraft Type
22	07:10	08:15	DAILY	ER10
4	07:30	08:35	DAILY	ER10
26	08:30	09:35	DAILY	ER10
30	10:30	11:35	DAILY	ER10
34	11:30	12:35	DAILY	ER10

a) Read the schedules. Use them to find the answers to the questions.

1. It's now 10:00 A.M. When is the next bus to Nazca? _____

2. When is the next non-stop bus to Nazca? _____

3. How much time does it take to get from Beijing to Shanghai on train 1461? _____

4. Which train is faster, train 1461 or train D31? _____

5. What time does flight 26 depart for Tokyo? When does it arrive? _____

Now ask your partner more questions about each schedule

LISTENING

b)  5.9 Read and listen to a conversation between two people trying to catch a flight.



Marcos: Excuse me. Do you speak English?
Roger: Actually I'm French. But, yes.
Marcos: Thank goodness! I'm looking for Terminal 2.
Roger: No problem. I'm on my way there now. Just follow me.

Roger: So where are you flying today?
Marcos: Manila. Then I'm connecting to a flight home.
Roger: Well, that's a coincidence. I'm catching a flight to Manila, too. Flight 56?
Marcos: Yes, but we should hurry. The plane's boarding in fifteen minutes.

Roger: And where is home?
Marcos: Brazil. São Paulo.
Roger: No kidding! I'm going to go to São Paulo next week!
Marcos: Really? What a small world!

c) Find and write an underlined word or expression from the photo story with the same meaning.

1. I'm taking a plane to...

2. Let's walk faster.

3. I'm taking another flight to...

d) Circle T (true), F (false) or NI (no information). Then explain each answer.

T F NI 1. Flight 56 leaves from Terminal 2.

T F NI 2. Roger lives in France.

T F NI 3. Roger and Marcos are both flying to Manila

T F NI 4. Marcos is staying in Manila.

T F NI 5. Roger is staying in Manila

T F NI 6. The two men get to the flight on time.

LISTENING

e)  5.10 Read and listen. Then listen again and repeat.



a one-way ticket



a round-trip ticket

JAPAN RAIL	Kodama (local)	Kodama (local)
Tokyo	10:13	10:20
Odawara	10:30	-
Atami	11:00	-
Maibara	13:39	-
Kyoto	14:04	12:38

the local

the express



a direct flight



a non-stop flight



an aisle seat

a window seat

f) Complete the conversations with phrases from the vocabulary.

1. A: Would you like a window or an aisle?

B: _____. I like to walk around.

2. A: Is Flight 3 a _____ flight?

B: No. It's a _____ flight. It makes a stop, but you don't have to change planes.

3. A: Do you want a _____ ticket to Rome?

B: Actually, I need a _____
I'm not coming back!

4. A: I'm sorry. It's too late to make the _____

B: Well, I'll take the _____ I'm not in a hurry.

GRAMMAR

Modals: "should" and "could"

Should

We use "should" + the base form of a verb to give advice or to make a strong suggestion.

Example: You shouldn't take that flight. You should take the non-stop.

Example: Should they take the bus? (Yes, they should. / No, they shouldn't).

Could

We use "could" + the base form of a verb to offer alternatives or to make a weak suggestion.

Example: The express bus is full, but you could take the local.

Example: Could I take the 2:20? (Yes, you could / No, you couldn't).

g) Complete each statement or question with a form of "should" or "could".

1. _____ the express. The local arrives too late.
he / take
2. They said _____ two aisles seats or an aisle and a window seat.
we / have
3. _____ a one-way ticket. It's much more expensive each way.
you / not get
4. Which train _____? We absolutely have to be there on time.
we / take
5. _____ a ticket at the station or on the train. It's doesn't matter.
they / buy

SPEAKING

h) Two co-workers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use "could" and "should". Explain your choices.

Blue numbers = express trains			
Penn Station	Northway	Oak Plains	Carmel
7:15	7:50	8:30	9:00
7:25	-----	8:25	8:55
7:30	-----	-----	8:55
7:30	8:05	8:45	9:15
7:50	8:25	9:05	9:35

"They could take the 7:30 express".

"No. That train doesn't stop in Oak Plains".

FUTURE PLANS

GRAMMAR

"Be going to" + base form to express the future.

- We use "be going to" to talk about future plans and intentions.

Example: She's going to be a professional dancer when she grows up.

- We use "be going to" to predict something that we think is certain to happen because we have evidence.

Example: It's going to rain (the speaker can see dark clouds in the sky).

Affirmative

I'm
You're
He's
She's
It's
You're
We're
They're

} going to relax this weekend.

Negative

I'm not going to relax this weekend.
You aren't going to relax this weekend.
He's
She's
It's
You're
We're
They're

} isn't going to relax this weekend.
} aren't going to relax this weekend.

Question

Are you going to sleep late tomorrow?

Is she going to travel to Europe?

Are we going to be on time?

Yes/ No answers

Yes, I am / No, I'm not.

Yes, she is / No, she isn't.

Yes, we are. / No, we aren't

a) Complete each statement or question with "be going to" and the base form of the verb.

1. _____ tickets for the express.
the / not buy

2. When _____ for the airport?
she / leave

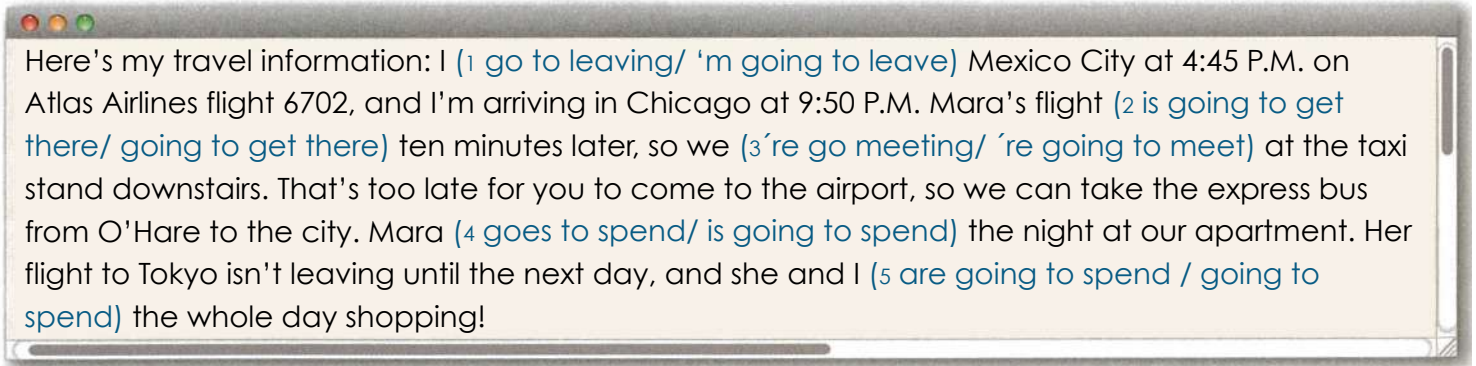
3. _____ an aisle seat?
you / ask for

4. Who _____ him to the train station?
take

5. Who _____ in Chicago?
he / call

6. Where _____ when I arrive?
Dad / be

b) Complete the e-mail. Circle the correct verb forms.



SPEAKING

c) Work in pairs. Ask your partner three questions about his or her future plans. Use "be going to".

LISTENING

d) 5.11 Read and listen. Then listen again and repeat.



a rental car



a taxi



a limousine/ a limo



a hotel reservation

LISTENING

e) 5.12 Listen to the conversations and complete each sentence with "be going to" and infer the name of a travel service.

1. He _____ (reserve) _____ for her.
2. The tourist _____ (need) _____ in Seoul.
3. She _____ (get) _____ at John F. Kennedy Airport.
4. The agent _____ (check) to see if he can reserve _____ for the tourist.

LISTENING

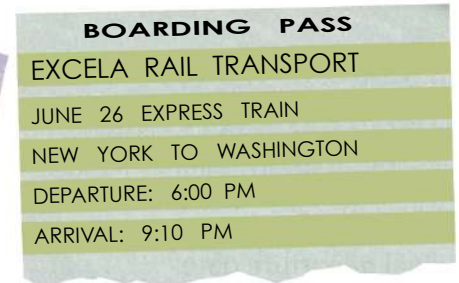
f) 5.13 Read and listen to a conversation between a travel agent and a business travel.

- A: Hello. Baker Travel. Can I help you?
 B: I hope so. I'm going to need a car in Dubai.
 A: Certainly. What date are you arriving?
 B: April 6th.
 A: And what time?
 B: Let me check... 5:45 P.M.



SPEAKING

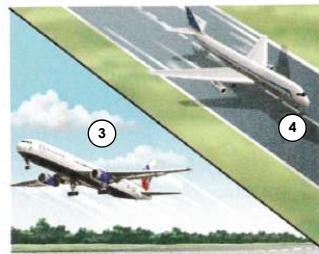
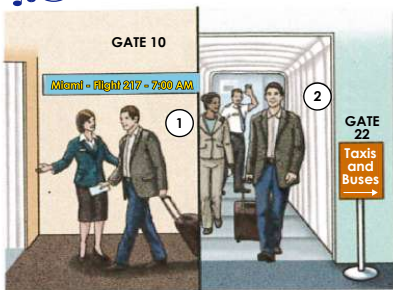
g) With a partner, change the conversation in f). Book a rental car, a taxi, or a limousine. Use the tickets for arrival information. Then change roles.



LISTENING

Airline passenger information

h) 5.14 Read and listen. Then listen again and repeat.



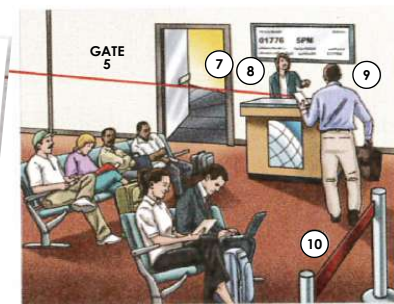
① depart

② arrive

③ take off

④ land

⑤ go through security



⑦ the gate

⑧ an agent

⑨ a passenger

⑩ the departure lounge

Some flight problems

i) 5.15 Read and listen.

- The flight is overbooked. = the airline sold too many tickets, so some passengers can't board.
- The flight is delayed. = the flight is going to depart late.
- The flight is canceled. = The flight isn't going to take off. The passengers have to find another flight.

⑥ a boarding pass

j) Use the vocabulary to complete the pre-flight announcement.

Rapid Air pre-flight instructions

When you _____¹ at the airport, you should take your luggage to the check-in counter and get your _____². Then you can _____³, where _____⁴ have to put all their hand luggage on the belt. From there you should go to the _____⁵ your plane is departing from. If you are early and your plane isn't at the gate, just have a seat in the _____⁶. When they call your flight, you can show your boarding pass to the _____⁷ and get on the plane. Be sure to turn off your phone before your plane _____⁸ from the gate. Enjoy the take off, and have a good flight.

LISTENING

k)  5.16 Listen to the announcements. Write the flight information.

1. flight number: _____
2. original departure gate: _____
3. final departure gate: _____
4. final departure time: _____



LISTENING

l)  5.16 Listen again and check the travel problems.

- | | |
|---|---|
| <input type="checkbox"/> a delay | <input type="checkbox"/> a gate change |
| <input type="checkbox"/> a cancellation | <input type="checkbox"/> a security problem |
| <input type="checkbox"/> an overbooked flight | <input type="checkbox"/> a mechanical problem |

LISTENING

m)  5.17 Read and listen to the announcement by the gate agent. Make sure you understand the details.

"Good afternoon, ladies and gentlemen. Rapid Air Flight 58 from Brasilia to São Paulo is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year."



SPEAKING

n) Work in pairs. Imagine that you and your partner are business travelers.

You have tickets on flight 58. Here is the situation:

- The time is now 16:35.
- You're on your way to an important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Look at the departure schedule and discuss your alternatives.

DEPARTURES			
São Paulo	56	16:20	departed
Rio de Janeiro	89	16:40	boarding
São Paulo	58	16:50	now 17:25
São Paulo	60	17:50	on time

We could volunteer. Flight 60 is going to arrive before the dinner. What do you think?



I don't know. I think we should stay on flight 58. There's always a lot of traffic in São Paulo. We can't be late for the dinner.

VOCABULARY

Transportation problems

o)  5.18 Read and listen. Then listen again and repeat.



We had an accident



We had mechanical problems



We missed our train



We got bumped from the flight



We got seasick

LISTENING

p)  5.19 Listen and complete each statement with the vocabulary.

1. They _____.
2. They _____.
3. They _____.
4. They _____.
5. They _____.

Also:

carsick 

airsick 

READING

q)  5.20 Read and listen to the texts.



GOT BUMPED FROM A FLIGHT?

Maybe it's not so bad after all...

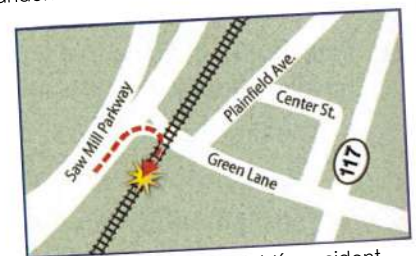
As most travelers know, airlines commonly overbook flights because of the large and predictable number of "no-shows"- people who have reservations but don't show up for the flight. Overbooking helps airlines limit the number of empty seats on their flights. However, if a flight is overbooked, some passengers with confirmed reservations have to get off the plane. Getting bumped isn't always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with cash, free flights, hotels, and /or meals to compensate them for their inconvenience. In fact, airlines usually ask for volunteers to get off an overbooked flight in exchange for those perks, and many passengers say "Sure!" and happily deplane. Some people even make a habit of choosing flights that are likely to be overbooked, just so they can volunteer!

Driver blames GPS for train crash

BEDFORD HILLS- Last night, Edward Carter, 43, of White Plains told police that his car's global positioning system (GPS) instructed him to make a wrong turn directly onto the train tracks in Bedford Hills. When he turned, his car became stuck on the track, and he had to abandon the car.

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 P.M. They planned to go to a restaurant on Route 117.

Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly afterward, a Metro-North commuter train hit Mr. Carter's car. Luckily, there were no deaths or injuries. Police say that drivers need to pay attention to the road, not the GPS unit.




The location of last night's accident

SPEAKING

r) Work in pairs. Based on the reading and your own ideas, discuss the following topics.

1. Why do you think airlines overbook flights?
2. Are there some advantages of getting bumped from a flight? What are they?
3. What are some advantages of GPS systems? What are some disadvantages?
4. Do you prefer GPS systems, online maps with instructions, or paper maps? Explain.

LISTENING

s)  It's 7:26 A.M. now. Listen as you look at the departure board. Then listen again and use reasoning to determine if each statement is true or false. Circle T (true) or F (false).

- T F 1. They could take the 8:31.
T F 2. They should take the 8:25.
T F 3. They're going to Boston.
T F 4. They're both going to take the train to Washington.
T F 5. He usually takes the 7:25.
T F 6. They should hurry.

DEPARTURES			7:26 A.M.
TO	DEPARTS	TRACK	
WASHINGTON	7:10	6	
BOSTON	7:22	9	
PHILADELPHIA	7:25	19	
WASHINGTON	8:25	8	
BOSTON	8:26	24	
PHILADELPHIA	8:31	18	

t) Complete each statement with a correct word or phrase.

1. It's important to make a _____ early because it can be difficult to find a room after you arrive.
2. When your whole family is going to the airport together, you can reserve a _____. It's usually very comfortable and has space for all of your luggage.
3. It can be convenient to book a _____ if you want to drive but can't bring your own car.
4. Do you think I could take the _____ train? I know it's much faster, but I'm not sure it stops at my station on weekends.
5. My husband always gets an _____ seat. He likes to get up and walk around on long flights.

6. I hope it's a _____ flight. I get really scared every time the plane takes off or land.
7. It's not a non-stop, but it's a _____ flight. You don't have to change planes, but the plane stops twice.
8. Are you kidding? The flight was _____? That was the last flight! Just ten minutes ago they said it was here and ready to board!
9. The airline _____ the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!

u) Complete the conversation with "be going to" and the indicated verbs.

A: On Saturday, _____ for Cancún.
1. we / leave

B: Really? _____ a rental car there? There are some great places to explore.
2. you / book

A: No. I think _____ on the beach and rest. By the way, where _____ for your vacation.
3. we / stay
4. you and Margo / go

B: I'm not sure. But _____ to Bangkok on business next month, and _____ a few days off to go sightseeing. I hear it's great.
5. I / travel
6. I / take

WRITING

v) Write two paragraphs- one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about your future holiday and the transportation you plan to take. Use "be going to".

EATING WELL

A HEALTHY DIET

The right balance of foods will keep you healthy.

FATS, OILS, SWEETS

eat rarely

FRUIT

2-4 servings per day for vitamins and fiber

VEGETABLES

3-5 servings per day for vitamins and fiber

DAIRY

2-3 servings per day for calcium

BREAD, GRAINS, PASTA

6-11 servings per day for carbohydrates

MEAT, FISH, BEANS

2-3 servings per day for protein and vitamins

5-22 Read and listen.

Calcium: Dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

Carbohydrates: Grains, pasta, and bread are sources of healthy carbohydrates.

Protein: Meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

Vitamins: Vitamins A, B, C, and D come from a variety of foods, and they are important for good health.

SPEAKING

- a) Work in pairs. Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not? Discuss with a partner.
- b) Complete the chart about the foods you eat each day. Compare charts with a partner.

2 -3 servings a day
3 - 5 servings a day
More than 5 servings a day

LISTENING

c)  5.23 Read and listen to people talking about food choices.



Rita: Didn't you tell me you were avoiding sweets?

Joy: I couldn't resist! I had a craving for chocolate.

Rita: Well, I have to admit it looks pretty good. How many calories are in that thing anyway?



Joy: I have no idea. Want to try some?

Rita: Thanks. But I think I'd better pass. I'm avoiding carbs*.

Joy: You? I don't believe it. You never used to turn down chocolate!

Rita: I know. But I 'm watching my weight now.



Joy: Come on! It's really good.

Rita: Ok. Maybe just a bite.

Joy: Hey, you only live once!

*carbs (informal)= carbohydrates

d) Find an underlined sentence or phrase in the photo story with the same meaning as each of the following.

1. I don't know. _____

2. I should say no. _____

3. I couldn't stop myself. _____

4. I'm trying not to get havier. _____

5. I really wanted . . . _____

6. I agree . . . _____

7. Say no to . _____

8. I'll try a little. _____

SPEAKING

- e) Read the descriptions of diets. Would you ever try any of them? Why or why not?

"I don't believe in the Atkins Diet. A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health."

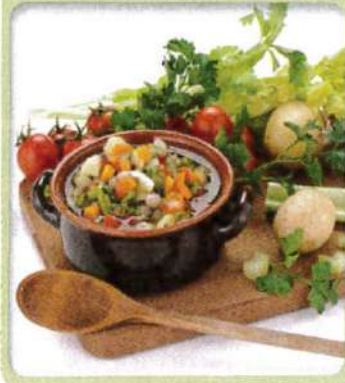


The Mushroom Diet. For weight loss.

Replace lunch or dinner every day- for two weeks- with a mushroom dish.

The Vegan Diet. For better health and prevention of disease.

Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.



The Atkins Diet. For weight loss.

Eat high- protein foods such as meat, eggs, and cheese. Avoid foods that are high in carbohydrates, such as potatoes, bread, grains, and sugar.

The Juice Fats. For better health and prevention of disease.

Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.



VOCABULARY

Food passions

- f)  5.24 Read and listen. Then listen again and repeat.



LISTENING

g)  5.25 Circle the correct words to complete each statement about the speaker's food passions.

1. She (is crazy about / doesn't care for) sushi.
2. He (loves / can't stand) asparagus.
3. She (is a mango lover / doesn't care for mangoes).
4. He (is a big pasta eater / isn't crazy about pasta).
5. She (is an ice-cream addict / can't stand ice-cream).



sushi



mangoes



pasta



ice cream



asparagus

SPEAKING

h) Tell your partner about some of your food passions, three at least. Use the sentence below as an example.

"I'm really a seafood lover,
but I'm not crazy about clams".

GRAMMAR

Used to


- We use "used to" + the base form of a verb to describe things that were true in the past but are no longer true in the present.
Example: I used to be crazy about candy, but now I no longer care for it.
- The negative form of "used to" is "didn't use to".
Example: She didn't use to eat a lot of chocolate but now she has it all the time.
- The interrogative form of "used to" is "did you use to + the base form".
Example: Did you use to eat a lot of fatty foods? Yes, I did. No, I didn't or Yes, I used to. No, I didn't use to.
- WH- questions.
Example: What did you use to have for breakfast? Eggs and sausage. But not anymore.
Example: Why did you use to eat so much? Because I didn't use to worry about my health.

i) Use the context to help you complete each sentence with "used to" or "didn't use to". Then, write two sentences about yourself.

1. Gary _____ go out to eat a lot, but now he eats at home more often.
2. Nina _____ eat a lot of pasta, but now she does.
3. Vinnie _____ drink a lot of coffee, but now he's a coffee addict.
4. Anton _____ eat a lot of vegetables, but now he doesn't.
5. Cate _____ hate seafood, but now she's crazy about fish.
6. Ted _____ eat a lot of fatty foods, but now he avoids them.
7. Burt _____ drink a lot of water, but now he has several glasses a day.
8. May _____ like salad, but now she has salads several times a week.
9. (used to) I _____
10. (didn't use to) I _____



LISTENING

j)  Read and listen to a dinner guest make an excuse to decline food.

A: Please, help yourself.

B: Everything looks great! But I'll pass on the chicken.


A: Don't you eat chicken?

B: Actually, no. I'm a vegetarian.

A: I'm sorry. I didn't know that.

B: It's not a problem*. I'll have something else.



 **Variations**
Read and listen.
It's not a problem.
Don't worry.
I'm fine.

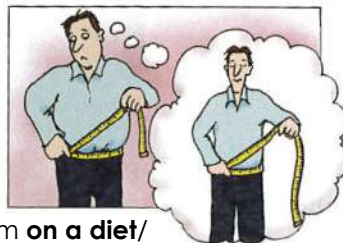
VOCABULARY

Excuses for not eating something

k)  Read and listen. Then listen again and repeat.



Coffee **doesn't agree with me**.



I'm **on a diet**/
I'm **trying to lose weight**.



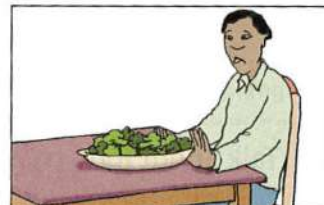
I don't eat beef. It's **against my religion**.



I'm **allergic to chocolate**.




I'm **avoiding sugar**.



I **don't care for** broccoli.

LISTENING

l)  5.29 Listen to each conversation. Write the letter to complete each statement.
Then listen again to check your work.

- | | |
|------------------------|------------------------------------|
| _____ 1. Cindy . . . | a. is a vegetarian |
| _____ 2. Frankie . . . | b. is avoiding fatty, salty foods. |
| _____ 3. Marie . . . | c. is trying to lose weight. |
| _____ 4. Susan . . . | d. is allergic to something. |
| _____ 5. George . . . | e. doesn't care for seafood. |

SPEAKING

m) With a partner change the conversation in k) to role play a dinner conversation. Use the photos to offer foods and make excuses to decline that food. Option: role play a dinner conversation with more than one classmate.



octopus



tofu



steak



broccoli



beets



shellfish

RECYCLE THIS LANGUAGE

be crazy about _____
be a big _____ eater / drinker
be a(n) _____ addict / lover
can't stand _____
be not crazy about _____
not care for _____

GRAMMAR

Negative yes / no questions

- We use "negative yes / no questions" to confirm information you think is true.

Example: Isn't Jane a vegetarian? Yes, she is.

Example: Didn't he go on a diet last week? Yes, he's trying the Atkins Diet.

- We use "negative yes / no questions" when you want someone to agree with you.

Example: Don't you love Italian food? Yes, it's delicious.

Example: Wasn't that a terrible dinner? Actually, no. I thought it was good.

- We use "negative yes / no questions" to express surprise.

Example: Aren't you going to have cake? I'm sorry but I'm on a diet.

Example: Hasn't he tried the chicken? No, he's a vegetarian.

Remember:
put a negative
verb in the
question.

n) Complete each negative yes / no question.

1. A: _____ you allergic to tomatoes?
B: Me? No. You're thinking of my brother.

4. A: _____ your husband been on a diet?
B: Yes. But it's driving him crazy.

2. A: _____ that lunch delicious yesterday ?
B: It was fantastic!

5. A: _____ asparagus disgusting?
B: Actually, I like it.

3. A: _____ we already have steak this week?
B: Yes, we did.

6. A: _____ you like your pasta?
B: Actually, it was a little too spicy for me.

READING

o)  5.30 Read and listen to the text.

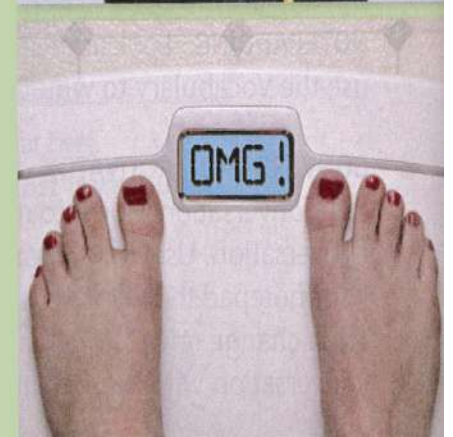
How Can It Be?

Americans gain weight... while the French stay thin.

Have you ever wondered why Americans struggle with watching their weight, while French, who consume all that rich food- the bread, the cheese, the wine, and the heavy sauces- continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty, or they have reached the end of their favorite TV show.

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he argues that, by tradition, the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today, the rate of obesity- or extreme overweight- among adults is only 6%. However, as American fast-food restaurants gain acceptance, and the young turn their backs on older traditions, the obesity rate among French children has reached 17%- and is growing.



p) Use the context of the article to help you choose the same meaning as each underlined word or phrase.

1. Have you ever wondered why Americans struggle with watching their weight...

- a. have an easy time b. have a difficult time c. don't care about

2. ... while the French, who consume all that rich food, ...

- a. fatty, high-calorie food b. low-fat, low-calorie food c. expensive food

3. ... continue to stay thin?

- a. worry about their weight b. not become overweight c. gain weight

4. Researchers concluded that the French tend to stop eating when they feel full.

- a. like they can't eat any more b. worried about their weight c. hungry

5. ... the French see eating as an important part of their lifestyle.

- a. personal care and appearance b. culture or daily routine c. meals

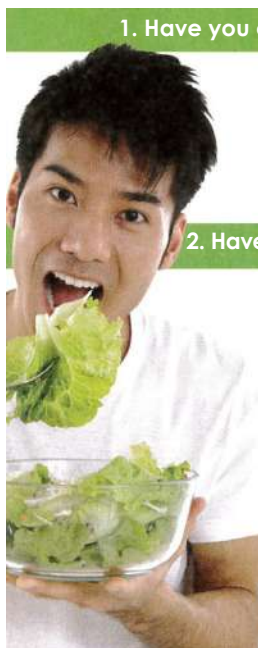
SPEAKING

q) Work in pairs. According to the article, why do the French stay thin while Americans gain weight? Discuss it with your partner.

WRITING

r) In your country, do people generally stay thin or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?

s) Complete the lifestyle self-assessment. Then, compare your self-assessment with your classmates.



1. Have you ever changed the way you eat in order to lose weight? ● yes ● no

If so, what have you done?

ate less food Were you successful? yes no

cut back on desserts Why or why not? Explain. _____

avoided fatty foods _____

other (explain) _____

2. Have you ever changed the way you eat in order to avoid illness? ● yes ● no

If so, what changes have you made?

stopped eating fast foods Were you successful? yes no

started eating whole grains Why or why not? Explain. _____

started eating more vegetables _____

other (explain) _____

3. Have you ever tried to lead a more active lifestyle? ● yes ● no

If so, what have you done?

started working out in a gym Were you successful?

started running or walking Why or why not? Explain. _____

started playing sports _____

other (explain) _____

WRITING

t) How do you think your classmates compare to most people in your country? Are they generally healthier or less healthier? What do you think people need to do to have a healthy lifestyle?

"I think my classmates are healthier than most people in this country. Too many people eat fast food. They need to eat healthier food and exercise".

LISTENING

Food descriptions

u)  5.31 Read and listen. Then listen again and repeat.



It looks terrific



It smells terrible



It tastes

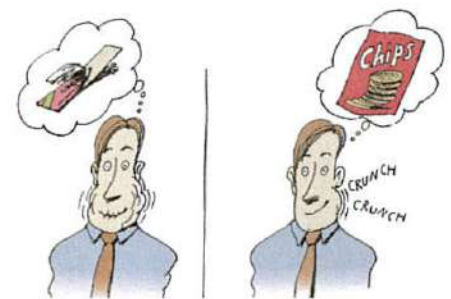
sweet.
spicy.
salty.
sour.



It smells like
It tastes like
It looks like } chicken.



It's } soft
hard




it's } chewy
crunchy

SPEAKING

v) Use the vocabulary to describe foods you know

"Apples are crunchy."

LISTENING

w)  5.32 First, listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and choose the vocabulary that completes each description.

- c 1. It's (crunchy / chewy / hard), and it tastes (salty / sweet / sour).
 ____ 2. It tastes (salty / sweet / spicy), and it's (soft / hard / crunchy).
 ____ 3. It's (soft / chewy / crunchy), and it's (salty / sweet / spicy).
 ____ 4. It tastes (salty / sweet / spicy). Some think it (tastes / smells / looks) awful.
 ____ 5. It (smells / tastes / looks) great, and it (smells, tastes, looks) awful.
 ____ 6. They're (crunchy / chewy / hard), and they taste (salty / sweet / spicy).



x) Choose three local dishes that you would recommend to a visitor to your country. Write notes about each.

Example

Name of dish:
rain doughnuts

Description:
soft and sweet

What's in it?
flour, eggs, milk

Name of dish:

Description:

What's in it?

1

Name of dish:

Description:

What's in it?

2

Name of dish:

Description:

What's in it?

3

SPEAKING

y) Role play a conversation in which one of you is a visitor to your country. Introduce and describe your dishes to the "visitor". Use the vocabulary. For example:

"Have you tried rain doughnuts?"

"No, I haven't. What are they like?"

"Well, they're soft. And they taste sweet... "



RECYCLE THIS LANGUAGE

Ask about the dish

What's in it/ them?

Is it / are they spicy / sweet?

How do you make it?

Is it / are they popular?

Does it / do they taste salty?

Comment on the dish

It sounds / they sound [great].

I'm crazy about _____.

I'm a big _____ eater.

I'm a(n) _____ [addict / lover].

I [used to / didn't use to] eat _____.

I don't care for _____.

I'm allergic to _____.

I'm avoiding _____.

_____ [don't / doesn't] agree with me.

_____ [is / are] against my religion.

I'm not much of a _____ [eater].

I'm [on a diet / trying to lose weight].

LISTENING

z)  5.33 Listen to the conversation in a restaurant. Cross out the foods that the speakers don't mention.

Beef and broccoli	chicken	clams	noodles	pasta
Pizza	salmon	scallops	shrimp	steak

LISTENING

a)  5.33 Now listen again and complete the statements.

The man doesn't care for _____

He would rather eat _____

GETTING ACQUAINTED

READING

a) Look and read.

CUSTOMS AROUND THE WORLD

Greetings

People greet each other differently around the world.



Some people bow.



Some people kiss once.
Some kiss twice.



Some shake hands.



and some hug.

Exchanging Business Cards

People have different customs for exchanging business cards around the world.



Some customs are very formal. People always use two hands and look at the card carefully.



Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

Getting Acquainted

What about small talk- the topics people talk about when they don't know each other well?




In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

SPEAKING

b) Now work in pairs. In your country, are there any topics people should avoid during small talk? What about the topics below? Discuss them with a partner.

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- (other) _____

LISTENING

c)  5.34 Read and listen to two people meeting in a hotel lobby.



León: You look familiar. Haven't we met somewhere before?

Taka: I don't think so. I'm not from around here.

León: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

Taka: Of course! You're from Mexico, right?



León: That's right. I'm sorry. I've forgotten your name.

Taka: Kamura Takashi. But you can call me Taka.

León: Hi, Taka. León Prieto. Please call me León. So what have you been up to since the conference?

Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.



León: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.

Taka: That would be great. I hear Acapulco's beautiful.

León: It was nice to see you again, Taka.

Taka: You, too.

d) Find the underlined expression in the photo story that matches each explanation.

1. You say this when you want to offer to introduce someone to a new place.
2. You say this to suggest that someone call or e-mail you in the future.
3. You say this when you're not sure if you know someone, but you think you might.
4. You say this when you want to ask about someone's recent activities.

SPEAKING

e) With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

"Questions like " How old are you?" and " How much money do you make?" aren't polite. You shouldn't ask them."

GRAMMAR

The Present perfect

- We use the Present Perfect to talk about something that happened in the past, but the exact time it happened is not important. It has relationship with the present.

Example: I have done my homework = I finished my homework in the past. It is not important at what exact time, only that it is now done (result in the present).

Example: I have forgotten my bag = It is not important when exactly I forgot it. The important thing is that I don't have it right now.

Affirmative

Negative

I	}	have met them / haven't met them
You		
He	}	has met them / hasn't met them
She		
It		
We	}	have met them / haven't met them
You		
They	}	have met them / haven't met them

For regular verbs, the past participle form is the same as the Past Simple form.

open → opened
study → studied

Contractions

've met= have met
haven't met= have not met

's met= has met
hasn't met= has not met

Yes/ no questions

A: Have you met them?

A: Has she called him?

B: Yes, we have. / No, we haven't.

B: Yes, she has. / No, she hasn't.

- Remember: we use the Past Simple Tense to talk about a definite or specific time in the past.

Compare:

Present Perfect: indefinite time

Past Simple tense: definite time

Example: I've met Bill twice

Example: I met Bill in 1999 and again in 2004

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

h) Complete the message with the Present Perfect or the Past Simple.

New message October 6 6:00 P.M.

Hello, Mr. Kemper:
 Remember me? I'm Kuai, your former student! I still think about your wonderful English classes in Shanghai. This morning, I (1 decide) _____ to send you a message to say hello. We (2 not see) _____ each other in a long time- not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I've been up to. In 2013, I (3 come) _____ to Canada for my studies, and I'm living in Vancouver right now. I (4 fall) _____ in love with this city- it's really beautiful! I (5 visit) _____ a lot of places in the U.S. I (6 be) _____ to Seattle, Portland, San Francisco, and Los Angeles. Last September I (7 go) _____ back home to Shanghai to visit my parents. Do you think my English is better now? I think (8 learn) _____ how to use the present perfect, finally! Let's keep in touch. If you come to Vancouver, I'd love to show you around.
 Your student, Kuai.

Kuai You
 Status: single
 Hometown: Shanghai
 Current City: Vancouver

LISTENING

i) 5.35 Read and listen to people getting reacquainted.

- A: Audrey, have you met Hanah?
 B: No, I haven't.
 A: Hanah, I'd like you to meet Audrey.
 C: Hi, Audrey. You look familiar. Have we met before?
 B: I don't think so.
 C: I know! Last month. You were at my sister Nicole's party.
 B: Oh, that's right. How have you been?



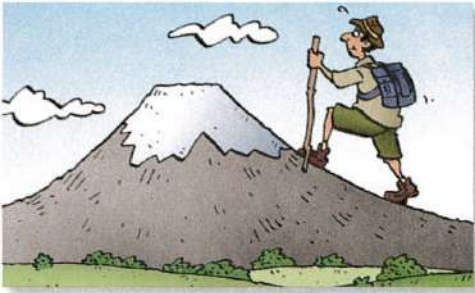
SPEAKING

j) With two other students, practice making introductions and getting reacquainted. Use your own names and the Present Perfect. Then change roles.

VOCABULARY

Tourist activities around the world

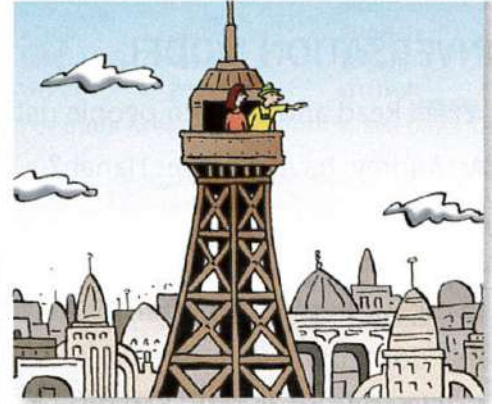
k)  5.36 Read and listen. Then listen again and repeat.



Climb Mt. Fuji



go sightseeing in New York



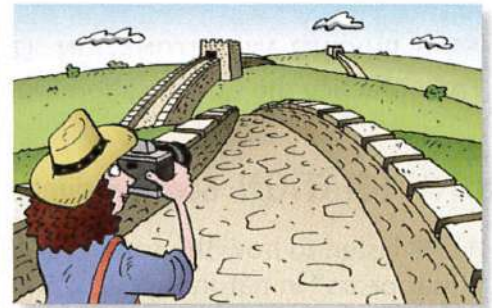
go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

GRAMMAR

The Present Perfect with "already", "yet", "ever", "before" and "never".

Ever

- The adverb "ever" expresses the idea of an unidentified time before now. It is always placed before the main verb (past participle).
- We use "ever" in questions.
Example: Have you ever been to England?
Example: Has she ever met the Prime Minister?
- We use "ever" in negative questions.
Example: Haven't they ever been to Europe?
Example: Haven't you ever eaten Chinese food?
- We use "ever" in negative statements using the pattern "nothing + ever" or "nobody + ever".
Example: Nobody has ever said that to me before.
Example: Nothing like this has ever happened to us.

- We use "ever" with "the first time".

Example: It's the first time that I've ever eaten snails.

Example: It's the first time that I've ever been to England.

Never

- Like "ever", the adverb "never" expresses the idea of an unidentified time before now. It is always placed before the main verb (past participle). "Never" means "at no time before now".

Be careful! You can't use "never" with a negative verb.

Example: ~~I haven't never been to Italy.~~ I have never been to Italy.

Example: I have never eaten snails.

Already

- We use "already" to refer to an action that has happened at an unspecified time before now.

"Already" can be placed either before the main verb (past participle) or at the end of the sentence.

Example: I've already drunk three coffees this morning.

Example: Don't write to John, I've already done it!

- We use "already" in questions.

Example: Have you already written to John?

Example: Has she finished her homework already?

Yet

- We use "yet" to say that something has not happened or been done up to the present time. It is usually placed at the end of the sentence.

Example:

- We use "yet" in negative statements.

Example: Kevin hasn't registered for class yet.

Example: I haven't finished my breakfast yet.

- We use "yet" in questions.

Example: Have the guests arrived yet?

Example: Have you toured Quito yet?

Before

- We use "before" to talk about a time from the past until now. We can use it with affirmative, negative and questions.

Example: I've seen that woman before but I can't remember where (affirmative).

Example: I haven't cooked this recipe before. I don't know how to do it! (negative).

Example: Have you done this before? (question).

l) Use the words to write statements and questions in the Present Perfect.


1. you/ go sightseeing / in London / before.

2. she / already / try / Guatemalan food.

3. they / ever / be / to Buenos Aires.

4. we / not take a tour of Prague.

LISTENING

m)  5.37 Listen and complete the questions, using the vocabulary. Then listen again and complete the short answers.

Questions

1. Has he _____ of the Taj Mahal yet?
2. Has he _____ in Kyoto yet?
3. Has she ever _____ ceviche?
4. Has he already _____ the Pyramid of the Sun?
5. Has she ever _____ to Rio de Janeiro before?
6. Has she _____ of Sugarloaf yet?

Short Answers.

1. _____, she _____.
2. _____, he _____.
3. _____, she _____.
4. _____, he _____.
5. _____, she _____.
6. _____, she _____.



The Taj Mahal, India



A temple, Kyoto, Japan



Ceviche, Perú



The Pyramid of the Sun,
Mexico City



Sugarloaf, Rio de Janeiro, Brazil

WRITING

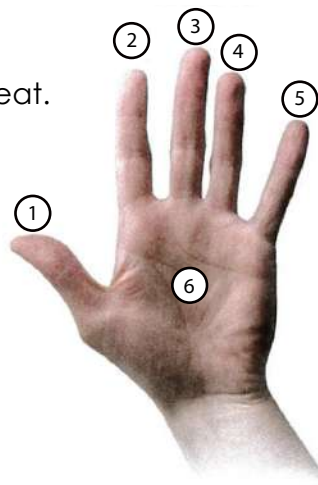
n) Write five questions about tourist activities in your city or country. Use "yet", "already", "ever" and "before".

1. _____
2. _____
3. _____
4. _____
5. _____

VOCABULARY

o)  5.38 Read and listen. Then listen again and repeat.

1. thumb
2. index finger
3. middle finger
4. ring finger
5. pinkie
6. palm
7. fist



**We talked to June Galloway about her book,
Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.**



READING

p)  5.39 Read and listen to the article.

English is the world's international language.

But in your book, you've focused on non-verbal communication. Why is that so important?

Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

Can greeting someone in the wrong way really lead to misunderstanding?

In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake- which is normal in some countries- may seem unfriendly to a North American.

In what ways can hand gestures lead to misunderstanding?

Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for

"one" most Europeans use a thumb. North Americans extend all ten fingers for "ten". However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "six" and a fist means "ten". Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!

What other gestures can cause confusion?

Take the gesture for "come here", for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye"! And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

I've heard that, in Japan, pointing with the index finger is not polite. Is that right?

Yes, Japanese prefer to point with the palm open and facing up. **Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?**

Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

q) Check the statements that are true, according to the article. Write x next to the statements that are not true. Explain your answers.

- 1. In most of Europe, a thumb and an index finger mean "two".
- 2. In North America, a thumb and a pinkie mean "two".
- 3. Japanese point at pictures with an open palm facing up.
- 4. To be friendly, North Americans greet others with a light handshake.
- 5. Everyone uses the thumbs-up sign for "that's good".

SPEAKING

r) Work in pairs. Read the travel tips about gestures and customs around the world. Compare your own gestures and customs with those described. Do any of them seem strange or rude?

Travel Tips ✈

If someone gives you a gift, thank the person and open it right away. (Ecuador)	When a visitor is leaving your home, you should walk with that person out the door. (Korea)	If you are going to be more than 15 minutes late for a party, lunch, or dinner, you should call to explain. (Unites States)	To gesture that something is good, hold your hand up, palm facing out, and slowly bring all your fingers to the thumb. (Turkey)
If you want to get a server's attention, it's more polite to use eye contact rather than hand gestures. (Kenya)	When greeting people, older people should always be greeted first. (Mongolia)	Before you enter someone's home, You should take off your shoes. (Ukraine)	

VOCABULARY

Participial Adjectives

s)  5.40 Read and listen. Then listen again and repeat.



The safari was **fascinating**.
(They were **fascinated**).



The ski trip was **thrilling**.
(They were **thrilled**).



The sky dive was **frightening**.
(They were **frightened**).



The food was **disgusting**.
(They were **disgusted**).

WRITING

t) Write lists of things that are fascinating, thrilling, frightening, or disgusting.

SPEAKING


u) Use exercise s) to discuss with your partner. Use the vocabulary.

"I've never eaten snails. I think they're disgusting!"

"Really? I've tried them. And I wasn't disgusted at all. They're good!"



LISTENING

v)  5.41 Listen to three interviews. Then listen again and write the number of the speaker described by each statement.

- 3 a. travels to have thrilling experiences.
- b. describes differences in body language.
- c. was disgusted by something
- d. is fascinated by other cultures.
- e. tries to be polite.
- f. does things that other people think are frightening.



Nancy Sullivan




Andrew Barlow



Mieko Nakamura

LISTENING

w)  5.41 Listen again and answer the questions in complete sentences.

1. Nancy Sullivan

- a. How many countries has she visited? _____
- b. What did she notice about gestures in India? _____

2. Andrew Barlow

- c. What did the people in the village do to thank him? _____
- d. Why did he eat something he didn't want to? _____

3. Mieko Nakamura

- e. What has she done twice? _____
- f. How did she get to "the top of the world"? _____

WRITING

x) Answer the questions. Explain what happened. Write as many details as you can.
Have you ever been someplace that was really fascinating?

Have you ever eaten something that was really strange or disgusting?

Have you ever done something that was really thrilling or frightening?

RECYCLE THIS LANGUAGE.

climb [a mountain]

go sightseeing in [Italy]

go to the top of [the Eiffel Tower]


try [snails]

take a tour of [New York]

take pictures of [the Taj Mahal]



LISTENING

y)  ^{5.42} Listen to the conversation with a tourist in Vancouver and check "yes" or "no". Then listen again and write the answers to the questions, using "yet" and "already".

Has she ...

yes no

1. been to Vancouver Aquarium?

Yes. She's already been to the aquarium.

2. visited Gastown?

3. been to the top of Grouse Mountain?

4. seen the Capilano Suspension Bridge?

5. tried dim sum?

6. gone to the top of the Harbour Centre Tower?

WRITING

z) Use the photos to write questions using the Present Perfect with "ever" or "before". Don't use the same verb more than once.





1. _____
2. _____

3. _____
4. _____

SPEAKING

a) Work in pairs. Look at the brochure and imagine that you are on one of these tours. Ask and answer questions, using the Present Perfect.

Tour Europe

SPAIN	FRANCE	ITALY	THE U.K.	RUSSIA
<p>Madrid, Spain</p>  <p>The Prado Museum</p>  <p>Tapas</p>	<p>London, the U.K.</p>  <p>The Millennium Wheel</p>  <p>Carnaby Street</p>			
<p>Paris, France</p>  <p>The Eiffel Tower</p>  <p>Tour Boat on the Seine River</p>	<p>Moscow, Russia</p>  <p>Ballet at the Bolshoi Theatre</p>  <p>Borscht</p>			
<p>Rome, Italy</p>  <p>The Colosseum</p>  <p>Gelato</p>				

GOING TO THE MOVIES

READING


a) Read the article.

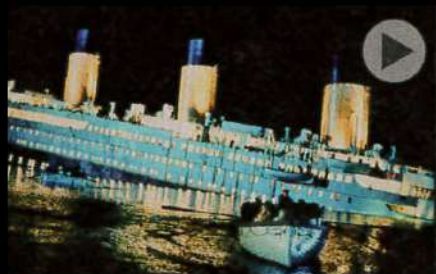
Log In | Your account | Help

WebFlicks

Stream to watch instantly or add disc to your wish list

Leonardo Di Caprio

Click on  to preview movies.



Titanic 3D 1997 (3D 2012)

194 minutes

This 1997 blockbuster disaster movie (11 Oscars) is the true story of the ill-fated ocean liner Titanic. But it's also a 194-minute love story. Rose (Kate Winslet), an unhappy young woman, falls in love with Jack (Di Caprio), a poor artist who gives her life meaning. The scenes of the sinking of the magnificent Titanic are truly frightening. An epic classic romance!

Genre: Romantic drama, disaster



Stream

Add disc to your wish list



Blood diamond 2006

143 minutes

Di Caprio stars as an ex-criminal involved in the violent diamond trade during the 1999 civil war in Sierra Leone. He joins up with a fisherman (Djimon Hounsou) to try to find a pink diamond that they think can change both of their lives. This thrilling action movie will keep you sitting on the edge of your seat.

Genre: Action, drama



Stream

Add disc to your wish list



The Great Gatsby 2013

143 minutes

This beautiful adaptation of F. Scott Fitzgerald's fascinating 1925 novel of the same name tells the story of neighbors from the fictional town of West Egg on New York's Long Island in the summer of 1922. The main character, a mysterious millionaire, Jay Gatsby (Di Caprio), falls in love with the beautiful Daisy Buchanan (Carey Mulligan), but the story ends in tragedy.

Genre: romantic drama



Stream

Add disc to your wish list

More Di Caprio movies

BY GENRE

comedy crime
drama romance
action disaster

BY TITLE

The Man in the Iron Mask (1998)
The Beach (2000)
Gangs of New York (2002)
Catch Me if you Can (2002)

The Aviator (2004)
The Departed (2006)
Body of Lies (2008)

Shutter Island (2010)
Inception (2010)
The Wolf of Wall Street (2013)

SPEAKING

b) Did you see any of these Di Caprio movies when they were in the theatre? If so, tell your partner about them. If not, is there one you would like to see now? Explain why.

GRAMMAR

The Present Perfect with “for” and “since” and other uses.

Use “for” and “since” to describe periods of time that began in the past .

For

We use “for” to describe a length of time.

Example: How long have you been there? I've been here for ten minutes.

Example: How long have you been there? I've been here for many years.

Since

We use “since” with a specific time or date in the past.

Example: How long have you been here? I've been here since eight o'clock.

Example: How long have you been here? I've been here since August.

Other uses

- With “always”.

Example: I've always wanted to see Car Planet.

- With ordinals and superlatives.

Example: This is the third time I've seen Ping Pong. It's the best movie I've ever seen.

- With “lately”, “recently” or “just”.

Example: Have you seen a good movie recently/ lately? I've just seen The Beach- what a great movie!

- With “still” or “so far”.

Example: You still haven't seen Tomato Babies? I've seen it three times so far!

f) Choose the correct words to complete the paragraph.

I've been a big fan of Penélope Cruz (1 for/ since) more than twenty years. I've followed her career (2 since / so far) I was in high school. That means I've watched every movie she's made (3 for / since) 1993, except for Vicky Cristina Barcelona. I (4 yet/ still) haven't seen that one, but I plan to see it soon. I've (5 still / always) loved Penélope's work. I've (6 since / always) been the first person in line at the theatre when her movies open. Of the movies Penélope has made (7 lately / always), the most interesting ones to me are *To Rome with Love* and *I'm so excited*. I think they're the (8 best / just) movies she's made (9 so far / still). I've (10 always / already) seen them twice.



SPEAKING

g) Take turns asking and answering the questions. Use the Present Perfect in all your answers.

1. Is there a movie you've always wanted to see?
2. Have you seen any good movies recently?
3. What's the best movie you've ever seen?
4. What's the worst movie you've ever seen?
5. How many movies have you seen so far this month?
6. Is there a classic movie that you still haven't seen?

GRAMMAR

The Present Perfect Continuous

- The Present Perfect Continuous shows that an action started in the past and is continuing at the present time or has finished recently.

- It is formed using the construction has/have been + the present participle (base form + -ing).

Example: I have been reading *War and Peace* for a month now.

In this sentence, using the Present Perfect Continuous conveys that reading *War and Peace* is an activity that began sometime in the past and is not yet finished in the present.

- "Recently" and "lately" are words that we often find with verbs in the Present Perfect Continuous.

Example: Mia has been competing in flute competitions recently. (And she will continue to do so.)

Example: I haven't been feeling well lately. (And I am still sick now.)

- The Present Perfect Continuous can be used with "for" and "since".

Example: "I've lived here for five years" (emphasis is on the five year period. I still live here, so the action continues).

Example: "I've been living here since 2001".

"I've lived here since 2001" (is also correct but the Present Perfect Continuous emphasises the continuing time.)

- Not all verbs are compatible with a continuous action. Some examples of such verbs are to "be", to "arrive", and to "own".

Example: ~~I have been owning my Mazda since 2007.~~

I have owned my Mazda since 2007. (Present Perfect Simple)

Example: ~~Gus has been being late for work recently.~~

Gus has been late for work recently. (Present Perfect Simple)

h) Complete each statement with the Present Perfect Continuous.

1. Rio _____ (play) at the Children's Classic Cinema every Saturday since 2010.


2. Robert _____ (wait) in the ticket holders' line for a pretty long time.

3. People _____ (worry about) violence in movies since the sixties.

4. I' _____ (talk about) that movie for weeks.

5. We' _____ (come) to this classic movie theatre for two years.

VOCABULARY

i)  5.44 Read and listen. Then listen again and repeat.



an action film



a horror film



a science-fiction film



an animated film



a comedy



a drama



a documentary



a musical

SPEAKING

j) Compare your favorite movies for each genre.

"My favorite animated film is Frozen."

LISTENING

k)  5.45 Listen and write the genre for each movie in the chart. Then circle the movie if the people decided to see it.

Movie	Genre
1. The Bottom of the Sea	
2. Tango in Tap Shoes	
3. The Ant Who Wouldn't Die	
4. Chickens Never Wear Shoes	
5. Goldilocks Grows up	
6. The Equalizer	
7. Twelve Angry Women	
8. City Under the Sea	

GRAMMAR

"Would like", "would rather", "would rather not".

Would like

- We use "would like" + an infinitive to politely express or ask about wants.

Example: Would you like to go the movies? Yes, I would.

Example: Would she like to see The Dancer? No, she wouldn't.

Would rather

- We use "would rather" + a base form to express or ask about a preference between two or more activities.

Example: Would your children rather see an animated film or an action film?

Example: What would you rather do: go to a movie or a play? I'd rather go to the movie.

Example: She'd rather see a less violent film than Gangs of New York.

Contraction

Would rather= I'd rather

Would rather not

- We use "would rather not" + a base form to express a negative preference.

Example: We'd rather not watch TV tonight.

Yes/ no questions

Example: Would you like to see a documentary?

Would they rather stay at home?

Short answers

Yes, I would. / No, I wouldn't.

Yes, they would. / No, they wouldn't OR

No, they'd rather not.

l) Complete the conversations about wants and preferences.

1. A: (I like/ I'd like) to see Star Wars X again. Would you? It's at the CineMax.

B: Actually, (I'd rather / I'd rather not). Let's stay at home.

2. A: (Do you like/ Would you like) to stream something on TV.

B: Yes, (I'd like / I would).

3. A: What would you rather (see / to see): a science fiction film or a comedy?

B: Me? (I'd rather / I rather) see a science fiction movie.

4. A: There's a musical and a horror movie on TV. (Would / Does) your husband rather see the horror movie?

B: Yes, (he would rather / he would).

5. My sister (would like to/ would like) go to the movies on Friday.

B: Great. (I would / I would like), too.

LISTENING

Discuss movie preferences

m)  5.46 Read and listen to people discussing their movie preferences.

A: What would you rather do: stay home and stream a movie or go to the theatre?

B: I'd rather go out. Is that ok?


A: Sure! ... Would you rather see *Horror City* or *Love in Paris*?

B: Are you kidding? I can't stand horror movies, and to tell you the truth, I'm not that big on love stories.

A: Well, how about a documentary? The Great Wall of China is playing too. I've heard it's great.

B: That works for me!



 5.47 **Ways to agree on a plan**
Read and listen.
That works for me
It's a deal!
Great idea!

SPEAKING

n) With a partner, change the conversation in k) using your own movies. Then change roles.

RECYCLE THIS LANGUAGE

I don't like / hate/ love ...

Have you ever seen ...

I missed it.

Frankly,

I'm not that big on

I've heard / They say it's (fascinating,
thrilling, frightening, disgusting)

VOCABULARY

Adjectives to describe movies

o)  5.48 Read and listen. Then listen again and repeat.

Funny= something that makes you laugh

Hilarious= very, very funny

Silly = not serious, almost stupid

Boring= not interesting

Weird= very strange or unusual, in a negative way

Unforgettable= something you are going to remember

Romantic= about love

Thought- provoking= something that makes you think

Violent= bloody, with a lot of fighting and killing

p) Write the title of a movie for each adjective. Then, tell your partner about your choices.

A funny movie	
A hilarious movie	
A silly movie	
A boring movie	
A weird movie	
An unforgettable movie	
A thought- provoking movie	
A violent movie	

LISTENING

q)  5.49 Listen carefully to each movie review. Based on the reviewer's opinion, circle one or more adjectives to describe each movie.


1. Popcorn (weird / funny / boring).

2. The vacation (romantic / violent / unforgettable).

3. Aquamundo (boring / violent / thought- provoking).

4. Wolf Babies (violent / boring / hilarious).

LISTENING

r)  Listen to the following excerpts from the reviews. Complete each statement based on what you hear.

POPCORN ★

① First up is *Popcorn*, a new _____ starring David Bodine and Judy Crabbe. ② Unfortunately, *Popcorn* is a complete waste of _____.

THE VACATION ★★★★★

③ Our next film, *The Vacation*, is a well-acted and _____ ④ I highly _____ wonderful _____.

AQUAMUNDO ★★★

⑤ *Aquamundo* is no _____ film; it's based on real scientific research. ⑥ A _____ film. Don't _____.

WOLF BABIES ★★★

⑦ Adults will find the story _____ but children won't forget these _____ scary scenes for a long time.

READING

s) Read the short movie reviews and choose the movie you think sounds the most interesting. Then compare movie choices. Explain your reasons.

WHAT'S YOUR ALL-TIME FAVORITE MOVIE?

Phil Ito Toronto, Canada



I've just seen *Tootsie*. What a great movie- perhaps one of the most hilarious romantic comedies of all time. Before I saw the movie, I thought the plot sounded both

weird and silly, but it wasn't. Dustin Hoffman stars as out-of-work actor Michael Dorsey, who dresses as a woman to get a part on a TV drama. But problems begin when he falls in love with his co-star, Jessica Lange, who doesn't know Michael is a man. If you want a good laugh, be sure to see this funny, funny film.

Angela Teixeira Fortaleza, BRAZIL



When someone says that documentaries are boring, I say, "You have to see *Grizzly Man*" one of the most thought-provoking documentaries of all time. This 2005 movie by German director Werner Herzog tells the true story of the life and death of Timothy

Treadwell, who lived for 13 years among bears in the Alaska wilderness. Treadwell believed that he could live near bears without danger. Even if you would rather avoid violence, go to see *Grizzly Man* because there is no actual violence on screen.

Rebecca Lane Miami, USA



I've just seen *Casablanca* for the hundredth time. It's the most romantic movie in the world, and there's no movie I would rather see. Humphrey Bogart and Ingrid Bergman star as former lovers who meet after many years. They're still in love and have to make some difficult choices. The ending is unforgettable and always makes me cry. This movie was made in 1942, but it's always "new". I guess that's what makes it a classic.



WRITING

t) Write notes about a movie you've seen recently.

Title of the film: _____

Genre: _____

Stars: _____

Director or producer: _____

Adjectives that describe the movie: _____

What the movie is about: _____

SPEAKING

u) Describe and recommend the movie on your notepad. Use adjectives from the vocabulary and other adjective you know.

RECYCLE THIS LANGUAGE

Questions

Was it funny / silly / scary?

Who was in it?

What kind of movie was it?

Do you recommend it?

What was it about?

More adjectives

Thrilling

Fascinating

Frightening

Disgusting

Scary

Popular

Awful

Exciting

Great

Interesting

Bloody

Unusual

Terrific

Pretty good

READING

v)  Read and listen to the article.

Can Violent Movies or TV Programs Harm Children?

Many people say that children have become more aggressive in recent years- that is, they are more likely to fight with their friends, sisters, and brothers. A number of scientific studies have reported that watching violence can, in fact, cause a growth in aggression.

According to the research, two kinds of programs and movies encourage aggressive behavior in young children more than others: (1) realistic violent action programs and movies, and (2) violent cartoons.

One disturbing conclusion is that the effects of violent viewing last for many years.

One study showed that children who watched violent TV programs when they were 8 years old were more likely to behave aggressively at

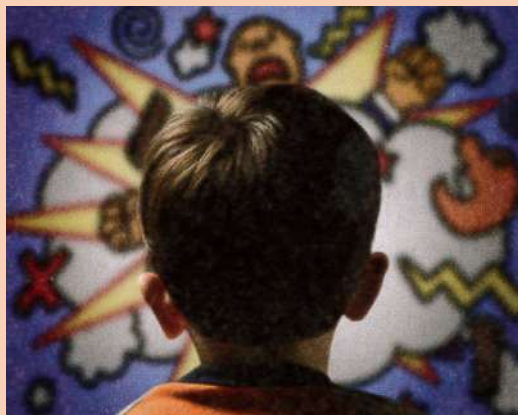
age 18. Furthermore, as adults they were more likely to be convicted of violent crimes, such as child abuse and murder.

Studies have also demonstrated that watching violent movies and TV shows can affect children's attitudes towards violence in the world around them. Children

who watch a lot of fighting and bloodshed tend to find it "normal" and may accept more violence in society. They may even begin to commit violent acts themselves.

Very often, characters in movies and on television who commit violent crimes are not sorry for their actions

and don't face consequences or punishment. When children see fictional characters who are criminals like these, they learn that doing bad things is ok. For children, who are growing and developing, this is a bad message. It's important for them to see that our society doesn't tolerate crime. So what can we do? With young children, we have the power to control the TV programs and movies they watch, so we can protect them from seeing any violence



at all. However, with older children it's impossible to completely prevent their exposure to violence. But we can try to limit the number of hours they spend watching it. And when children have seen a violent film or TV show, it's important to discuss it with them, to help them understand that violence is not a normal part of life.

w) Circle the correct word or phrase to complete each statement, according to the information in the article.


1. (A realistic / an aggressive) person is someone who is likely to fight with others.
2. Scientific studies have reported that some kinds of movies and TV programs can (limit / encourage) aggressive behavior.
3. One kind of violent crime is (murder / bad behavior).
4. A word that means almost the same thing as hurt is (help / harm).
5. It's difficult to (permit / prevent) older children from seeing any violence on TV and in movies.
6. Research has suggested that (a consequence / an advantage) of watching violent films is aggressive behavior.

SPEAKING

x) Work in pairs. Discuss the questions, using the information in the article.

1. According to the article, what are some ways that viewing violence can affect children?
2. What kinds of programs and movies are most harmful?
3. According to the article, some studies show that viewing violence can have effects that last for many years. What are some of these long-term effects?
4. What bad "message" can come from violent programs and movies?
5. What suggestions does the article make to help parents prevent the bad effects of violent TV programs and movies in very young children? In older children?
6. In your opinion, are there some people who should not see violent movies? If so, who?
7. Is the effect of viewing violence the same in children and adults?
8. Does violence encourage adults to behave aggressively?

LISTENING

y)  5.52 Listen to the conversations about movies. Check the correct description of each movie.

1



- a romantic film
- a documentary about Brazil
- a horror movie

2



- an animated police story
- a weird love story
- an unforgettable comedy

3



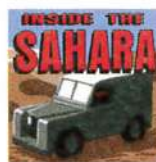
- an unforgettable movie
- a weird police story
- an animated children's film

4



- a documentary about cooking ham
- a musical tragedy
- a silly comedy

5



- a documentary
- a movie only for adults
- an animated musical

6



- a comedy
- an animated film
- a drama

z) Complete the conversations. Choose the correct verbs and adverbial expressions, and write the movie genre.

1. A: (have you seen / did you see)
a good _____
(just / lately)?

B: To tell you the truth, no. But last night
(we've seen / we saw)
a great _____.



2. A: How many times (have they seen / did they see) War of the Worlds?

B: That remake of the old
_____ movie? I think
(they saw it / they've seen it)
twice (still / so far).



3. A: Sally is such a _____ fan.
How long (has she waited / did she wait) for this film to
come out on DVD?

B: She's waited (for / since)
at least six months.



4. A: I (didn't see / haven't seen)
a _____ as good
as Twelve Angry Men.

B: Really? I (lately / still)
(didn't see / haven't seen) it.



GRAMMAR BOOSTER

a) Complete the questions, using the cues and "can".

1. A: _____ basketball? (where / I / play)

B: Try the school. It isn't far.

2. A: _____ dinner? (when / we / have)

B: How about tomorrow night?

3. A: _____ walking? (where / I / go)

B: You can go to the park. It's very nice.

4. A: _____? (how often / you / exercise)

B: Not as much as I'd like to. I'm too busy.

5. A: _____ breakfast? (who / make)

B: What about Bill? He wakes up early.

6. A: _____ with about class? (who / I / speak)

B: The receptionist can help you.

b) Complete the questions and answers using a form of "have to".

1. A: _____ he _____ (do) tomorrow?

B: He _____ (go) to class.

2. A: _____ she _____ (call) the office?

B: She _____ (call) every morning.

3. A: _____ he _____ (go) to the airport?

B: He _____ (leave) here at 3:00.

4. A: _____ they _____ (send) the form to?

B: They can't send it. They _____ (take) it to the office.

5. A: _____ you _____ (meet) after class?

B: I _____ (meet) my sister. We're going to the movies.

6. A: _____ (help) the teacher after class?

B: Chris and Tania. They _____ (clean) the board.

c) Complete with "can", "can't" or "have to", "don't have to".

1. In British schools, pupils _____ wear a uniform.
2. They _____ wear jeans to school.
3. They _____ take their own lunch to school.
4. They _____ go to school on Saturdays.
5. I _____ travel a lot in my job.
6. I _____ be late for work.
7. I _____ wear a uniform to work.
8. I _____ take a holiday whenever I want.
9. I _____ eat lunch when I want.
10. I _____ bring a note from the doctor if I am ill.

d) Choose the correct combination in the following sentences.

1. "___ you swim?" "Yes, I ___"
a. can/can b. can/can't
2. I'm sorry I ___ help you today, I'm really busy.
a. can b. can't
3. Please ___ you buy some milk on your way home? I ___ leave the house because I'm looking after the baby.
a. can't/can't b. can/can't
4. I ___ ride a bike but I ___ drive a car.
a. can/can b. can/can't
5. I just ___ manage to wake up on time, I'm always late.
a. can b. can't
6. "Hello, ___ I help you?" "Actually, no you ___. This restaurant is awful and we've been waiting here for half an hour. We're leaving".
a. can't/can b. can/can't

7. I have a special talent, I ___ touch my nose with my tongue ___ you?

- a. can't/can b. can/can

8. "___ I go to the bathroom please?" "Yes, of course you ___."

- a. can/can't b. can/can

9. Look! It's right there!___ you see it? It's so obvious!

- a. can't b. can

10. I've never been able to eat breakfast in the mornings. I ___ talk to anyone either!

- a. can b. can't

e) Complete the message. Use the Present Simple or the Present Continuous.

Hi Keith,

It's 2:00, and I _____ (1 think) of you. The kids _____
(2 play) outside. I _____ (3 see) them through the window right now.
They _____ (4 have) a small table and chairs, and they
_____ (5 have) a late lunch. I _____ (6 want) to
send this before I go to work. I _____ (7 know) you're working hard, and
we all _____ (8 miss) you.

Maggie

f) Circle the correct phrases to complete the sentences.

1. Who (should buy / should to buy) the tickets?

2. Where (I can find / can I find a hotel)?

3. You (could to walk / could walk) or (take / taking) the bus.

4. (I should to call / Should I call) you when I arrive?

5. We (can to not take / can't take) the bus; it left.

6. When (should you giving / should you give) the agent your boarding pass?

7. Which trains (can get / can getting) me there soon?

g) Complete with "can" or "have to".

1. In New York, there's a lot to do. For instance, you _____ visit Ellis Island or the Statue of Liberty or a number of other places.
2. Okay, but what do you think I _____ do while I'm in New York?
3. It's somewhat dangerous to walk at night, you _____ get a cab home.
4. _____ you tell me some fun things to do in your city?
5. In your opinion, _____ I visit the National Museum?
6. The city tour bus is great! You _____ ride it sometime!
7. New York is always beautiful; you _____ go any time of the year!
8. Even though New York is always beautiful, you _____ go in spring. It's my favourite season.
9. Your mom would love that! You _____ buy tickets for her, too!
10. I bought a new cellphone, it's great. I don't have any cool ringtones, though. I _____ download some.

h) Answer the following questions with true information. Use "be going to".

1. Are you going to study tonight? _____
2. Are you going to relax this weekend? _____
3. Are you going to exercise today? _____
4. Are you going to make dinner tonight? _____
5. Are you going to move in the next two years? _____
6. Are you going to check your e-mail today? _____
7. Are you going to hang out with your friends or family this weekend? _____

i) Write a question with "be going to" for each answer. Don't use the verb "do".

1. Are you going to go to the movies tonight?
Yes. I'm going to go to the movies tonight.
2. _____
Yes. They're going to eat in a restaurant after the concert.
3. _____
Yes. Carla's brother is going to go fishing with her.
4. _____
Yes. I'm going to go to work tomorrow.
5. _____
No. He's not going to graduate this year.
6. _____
Yes. They're going to take the bus to school.

j) Use the prompts to write logical sentences with negative or affirmative forms of "used to".

1. Jason and Trish / get lots of exercise / but now they go swimming every day.

2. There / be a movie theater on Smith Street / but now there isn't.

3. No one / worry about fatty foods / but now most people do.

4. English / be an international language / but now everyone uses English to communicate around the world.

5. Women in North America / wear pants, but now it's very common for them to wear them.

k) Complete the sentences with the affirmative, negative or interrogative form of "used to" choosing from the words below.

used to didn't use to didn't use to Did they use to used to did you use to didn't use to used to

1. David Beckham _____ play for Manchester United.

2. We _____ have a computer, but we do now.

3. _____ work together?

4. That restaurant _____ be a clothes shop.

5. She _____ like him, but now they're married.

6. Where _____ go to school?

l) Change each statement into a "yes/ no" question.

Example: I used to go running every day. _____ Did you use to go running every day? _____

1. There used to be a large tree in front of the house. _____

2. Mr. And Mrs. Palmer used to go dancing every weekend. _____

3. Their grandmother used to put sugar in their orange juice. _____

4. Luke used to be very overweight. _____

m) Write the questions using the Present Perfect.

1. what dishes / she / try / in Mérida?

2. who / you / invite / to the party?

3. where / he / work / before?

4. how / your children / be?

5. who / climb / Grouse Mountain?

6. what / they / hear / about the new school?

n) Write the present participle of these base forms.

- | | |
|-----------------|------------------|
| 1. find _____ | 16. leave _____ |
| 2. be _____ | 17. drive _____ |
| 3. lose _____ | 18. meet _____ |
| 4. put _____ | 19. blow _____ |
| 5. get _____ | 20. give _____ |
| 6. say _____ | 21. run _____ |
| 7. write _____ | 22. forget _____ |
| 8. go _____ | 23. eat _____ |
| 9. make _____ | 24. pay _____ |
| 10. fix _____ | 25. stand _____ |
| 11. know _____ | 26. think _____ |
| 12. speak _____ | 27. buy _____ |
| 13. hear _____ | 28. see _____ |
| 14. let _____ | 29. begin _____ |
| 15. come _____ | 30. tell _____ |

o) Put the verbs into the correct form of the Present Perfect Simple.

1. I (not / work) _____ today.
2. We (buy) _____ a new lamp.
3. We (not / plan) _____ our holiday yet.
4. Where (be / you) _____ ?
5. He (write) _____ five letters.
6. She (not / see) _____ him for a long time.
7. (be / you) _____ at school?
8. School (not / start) _____ yet.
9. (speak / he) _____ to his boss?
10. No, he (have / not) _____ the time yet.

p) Put the verbs into the correct tense: Past Simple or Present Perfect Simple.

1. Mother: I want to prepare dinner. (you / wash) _____ the dishes yet?
2. Daughter: I (wash) _____ the dishes yesterday, but I (have / not) _____ the time yet to do it today.
3. Mother: (you / do / already) _____ your homework?
4. Daughter: No, I (come / just) _____ home from school.
5. Mother: You (come) _____ home from school two hours ago!
6. Daughter: Well, but my friend Lucy (call) _____ when I (arrive) _____ and I (finish / just) _____ the phone call.
7. Mother: (you / see / not) _____ Lucy at school in the morning?
8. Daughter: Yes, but we (have / not) _____ time to talk then.

q) Rewrite each statement or question using "already" or "yet".

1. (yet) Has she finished her homework? _____
2. (yet) They haven't seen the movie _____
3. (already) We've tried fried clams several times. _____
4. (already) Has your father left? _____

r) Complete with "for" or "since".

1. I have been waiting _____ 4 o'clock.
2. Sue has only been waiting _____ 20 minutes.
3. Tim and Tina have been learning English _____ six years.
4. Fred and Frida have been learning French _____ 1998.
5. Joe and Josephine have been going out together _____ Valentine's Day.
6. I haven't been on holiday _____ last July.
7. Mary has been saving her money _____ many years.
8. I haven't eaten anything _____ breakfast.
9. You have been watching TV _____ hours.
10. We have been living here _____ 2 months.

s) Put the verbs into the correct form of the Present Perfect Continuous.

1. He (work) _____ in this company since 1985.
2. I (wait) _____ for you since two o'clock.
3. Mary (live) _____ in Germany since 1992.
4. Why is he so tired? He (play) _____ tennis for five hours.
5. How long (learn / you) _____ English?
6. We (look for) _____ the motorway for more than an hour.
7. I (live) _____ without electricity for two weeks.
8. The film (run / not) _____ for ten minutes yet, but there's a commercial break already.
9. How long (work / she) _____ in the garden?
10. She (not / be) _____ in the garden for more than an hour.

t) Complete with the Present Perfect Simple or Continuous.

1. How long _____ (know) Gerry?
2. You look dirty. What _____ (do) all day?
3. How many times _____ Charles _____ (visit) New York?
4. She _____ (learn) French words for hours, but she still doesn't remember all of them.
5. The children _____ (watch) videos for two hours.
6. _____ (study) hard today?
7. My father _____ (smoke).
8. Sorry, I'm late. _____ (wait) for long?
9. We _____ (see) Lisa recently.
10. He _____ (write) his essay all day, but he _____ (finish) yet.

u) Write sentences and questions using these words and phrases.

1. They / would like / see / the Woody Allen film.

2. What time / you / would rather / meet?

3. Who / would like / order / eggs for breakfast?

4. they / rather / Would / watch TV or go out?

5. Jason / would like / have / a large container of popcorn.

6. I'd rather / rent / a sci-fi film tonight.

7. Her parents / rather / not / watch /anything too violent.

8. Who'd rather / not / see / that silly animated film?

v) Correct the errors in these sentences.

1. I would rather to stay home than go out.

2. She would like buy a ticket to tonight's show.

3. My friends would like download movies from the internet.

4. Would they rather to see an animated film than an action film?

5. Do they rather see movies at home?

6. Who would like go to the late show tonight?

7. My husbands likes two tickets to the concert.

IRREGULAR VERBS

base form	Simple past	past participle	base form	simple past	past participle
be	was/were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
bite	bit	bit/ bitten	make	made	made
bleed	bled	bled	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned/burnt	burned / burnt	quit	quit	quit
buy	bought	bought	read / rid/	read / rɛd/	read / rɛd/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed/dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drunk	sew	sewed	sewn
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spread	spread	spread
fit	fit	fit	stand	stood	stood
flee	fled	fled	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forbid	forbade	forbidden	sting	stung	stung
forget	forgot	forgotten	strike	struck	struck
get	got	got / gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
leave	left	left			

BIBLIOGRAPHY

- O' Neill, R., Rowley, S. (2018). *Interact 3*. Compass Publishing
- O' Neill, R., Rowley, S. (2018). *Interact 4*. Compass Publishing
- Penner, E., Wyman, E. (2017). *Blueprint 2*. Compass Publishing
- Saslow, J., Ascher, A. (2015). *Top Notch 1*. Pearson
- Saslow, J., Ascher, A. (2015). *Top Notch 2*. Pearson

No part of this handbook may be reproduced,
distributed, or transmitted in any form or by any
means, including photocopying, recording,
or other electronic or mechanical methods.