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SECOND EDITION

# TOUCHSTONE

مرجع زبان ایرانیان

STUDENT'S BOOK

3

MICHAEL McCARTHY  
JEANNE McCARTEN  
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این مجموعه با لوگوی مرجع زبان ایرانیان  
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# Touchstone Level 3 Contents and learning outcomes

|   | Learning outcomes   | Language  |  |  |
|---|---|---|--|--|
|   |   | Grammar   | Vocabulary   | Pronunciation  |
| <b>Unit 1</b><br><b>The way we are</b><br>pages 1–10        | <ul style="list-style-type: none"> <li>Talk about people's behavior using adverbs</li> <li>Describe people's personalities using adverbs before adjectives</li> <li>Use <i>always</i> with a continuous verb to describe habits</li> <li>Use <i>at least</i> to point out the positive side of a situation</li> <li>Read online student profiles</li> <li>Write a personal profile</li> </ul> | <ul style="list-style-type: none"> <li>Adjectives vs. manner adverbs</li> <li>Adverbs before adjectives and adverbs</li> <li>Adjective prefixes</li> </ul> <p><b>Extra practice</b></p> | <ul style="list-style-type: none"> <li>Behavior and personality</li> <li>Personal qualities</li> </ul> | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Rising and falling intonation in questions giving alternatives</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Word stress</li> </ul>                 |
| <b>Unit 2</b><br><b>Experiences</b><br>pages 11–20          | <ul style="list-style-type: none"> <li>Talk about experiences and secret dreams using the present perfect</li> <li>Ask about unusual experiences using present perfect questions</li> <li>Keep a conversation going</li> <li>Show interest with <i>Do you?, Have you?, etc.</i></li> <li>Read a travel blog</li> <li>Write a post for a travel blog</li> </ul>                                | <ul style="list-style-type: none"> <li>Present perfect statements</li> <li>Present perfect and simple past questions and answers</li> </ul> <p><b>Extra practice</b></p>                | <ul style="list-style-type: none"> <li>Past participles of irregular verbs</li> </ul>                  | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Reduced and unreduced forms of <i>have</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Different ways to pronounce the letter <i>o</i></li> </ul> |
| <b>Unit 3</b><br><b>Wonders of the world</b><br>pages 21–30 | <ul style="list-style-type: none"> <li>Talk about the best, worst, and most beautiful things in your city and country</li> <li>Describe natural features</li> <li>Use short responses to be a supportive listener</li> <li>Use superlatives for emphasis</li> <li>Read an article about world records</li> <li>Write a factual article about your country</li> </ul>                          | <ul style="list-style-type: none"> <li>Superlatives</li> <li>Questions with <i>How + adjective . . . ?</i></li> </ul> <p><b>Extra practice</b></p>                                      | <ul style="list-style-type: none"> <li>Buildings and structures</li> <li>Natural features</li> </ul>   | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Linking and deletion with superlatives</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Which sound in each group is different?</li> </ul>             |

## Checkpoint Units 1–3 pages 31–32

|  |  |  |   |  |
|--|--|--|---|--|
| <b>Unit 4</b><br><b>Family life</b><br>pages 33–42   | <ul style="list-style-type: none"> <li>Talk about family life using <i>let, make, help, have, get, want, ask, and tell</i></li> <li>Talk about your immediate and extended family</li> <li>Describe memories using <i>used to</i> and <i>would</i></li> <li>Give opinions with expressions like <i>If you ask me</i></li> <li>Agree with opinions using expressions like <i>Absolutely</i></li> <li>Read a blog about family meals</li> <li>Write a blog entry about a family memory</li> </ul>                                    | <ul style="list-style-type: none"> <li>Verbs <i>let, make, help, have, get, want, ask, and tell</i></li> <li><i>Used to</i> and <i>would</i></li> </ul> <p><b>Extra practice</b></p>   | <ul style="list-style-type: none"> <li>Types of families</li> <li>Relatives and extended family members</li> </ul>  | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Reduction of <i>used to</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Matching vowel sounds</li> </ul>  |
| <b>Unit 5</b><br><b>Food choices</b><br>pages 43–52  | <ul style="list-style-type: none"> <li>Talk about eating habits using containers and quantities</li> <li>Talk about different ways to cook food</li> <li>Talk about food using <i>too, too much, many, and enough</i></li> <li>Respond to suggestions by letting the other person decide</li> <li>Use expressions like <i>I'm fine</i> to politely refuse offers</li> <li>Read about snacks around the world</li> <li>Write about a dish from your country</li> </ul>  | <ul style="list-style-type: none"> <li>Review of countable and uncountable nouns</li> <li>Quantifiers <i>a little, a few, very little, and very few</i></li> <li><i>Too, too much, too many, and enough</i></li> </ul> <p><b>Extra practice</b></p>  | <ul style="list-style-type: none"> <li>Containers and quantities</li> <li>Different ways of cooking food</li> </ul> | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Stressing new information</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Are the sounds the same or different?</li> </ul>  |
| <b>Unit 6</b><br><b>Managing life</b><br>pages 53–62 | <ul style="list-style-type: none"> <li>Talk about future plans and schedules using <i>will, be going to, present continuous, and simple present</i></li> <li>Ask for and give advice about personal situations using modal verbs and expressions</li> <li>Use expressions with <i>make</i> and <i>do</i></li> <li>End phone calls with expressions like <i>I'd better go</i></li> <li>Say good-bye in a friendly, informal way</li> <li>Read a blog about multitasking</li> <li>Write some advice about time management</li> </ul> | <ul style="list-style-type: none"> <li>The future with <i>will, be going to, the present continuous, and the simple present</i></li> <li>Use <i>had better, ought to, and might want to</i> to say what's advisable</li> <li>Use <i>have to and going to have to</i> to say what's necessary</li> <li>Use <i>would rather</i> to say what's preferable</li> </ul> <p><b>Extra practice</b></p> | <ul style="list-style-type: none"> <li>Expressions with <i>make</i> and <i>do</i></li> </ul>                        | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Reduction of verbs <i>want to, you'd better, going to have to, ought to, and have got to</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Matching vowel sounds</li> </ul> |

## Checkpoint Units 4–6 pages 63–64

| Interaction  | Skills   |   |   |  | Self study  |
|--|--|---|---|--|---|
| Conversation strategies  | Listening  | Reading   | Writing   | Free talk  | Vocabulary notebook   |
| <ul style="list-style-type: none"> <li>Use <i>always</i> and a continuous verb to talk about things people do more than is usual</li> <li>Use <i>at least</i> to point out the positive side of a situation</li> </ul>   | <p><b>People I admire most</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about people they admire and fill in a chart</li> </ul> <p><b>Things you don't know about me</b></p> <ul style="list-style-type: none"> <li>Predict what people will say next</li> </ul>   | <p><b>Student profiles</b></p> <ul style="list-style-type: none"> <li>Online student profiles</li> </ul>  | <p><b>Your personal profile</b></p> <ul style="list-style-type: none"> <li>Write a personal profile</li> <li>Useful expressions for biographical writing</li> </ul>   | <p><b>What are we like?</b></p> <ul style="list-style-type: none"> <li>Class activity: Ask questions to find out new things about your classmates</li> </ul>                         | <p><b>Happy or sad?</b></p> <ul style="list-style-type: none"> <li>When you learn a new word, find out if it has an opposite</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Keep the conversation going</li> <li>Use response questions like <i>Do you?</i> and <i>Have you?</i> to show interest</li> </ul>  | <p><b>What have they done?</b></p> <ul style="list-style-type: none"> <li>Listen to conversations about things people have done and choose the best responses</li> </ul> <p><b>A traveler's adventures</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation about travel and identify information; then answer questions about details</li> </ul> | <p><b>Travel blogs</b></p> <ul style="list-style-type: none"> <li>Read travel blogs</li> </ul>  | <p><b>Blog about it</b></p> <ul style="list-style-type: none"> <li>Write a blog entry about an exciting experience</li> <li>Use adverbs like <i>fortunately</i>, <i>unfortunately</i>, and <i>amazingly</i> to show your attitude or feeling</li> </ul> | <p><b>I've never done that!</b></p> <ul style="list-style-type: none"> <li>Group game: Play a game to find out things that your classmates have never done</li> </ul>                | <p><b>Have you ever...?</b></p> <ul style="list-style-type: none"> <li>When you learn a new verb, write the three main forms in a chart</li> </ul>          |
| <ul style="list-style-type: none"> <li>Use short responses with <i>really</i> and <i>sure</i> to agree and be a supportive listener</li> <li>Use superlatives to emphasize your opinions and feelings</li> </ul>   | <p><b>What do you know?</b></p> <ul style="list-style-type: none"> <li>Listen to a quiz and answer questions</li> </ul> <p><b>Travel talk</b></p> <ul style="list-style-type: none"> <li>Listen to an interview about travel experiences and answer questions</li> </ul>   | <p><b>World records</b></p> <ul style="list-style-type: none"> <li>Read an article about world records</li> </ul>   | <p><b>Interesting facts</b></p> <ul style="list-style-type: none"> <li>Write a paragraph about an interesting place in your country</li> <li>Adding information</li> </ul>  | <p><b>Where's the best place to...?</b></p> <ul style="list-style-type: none"> <li>Pair work: Think of advice to give to someone visiting your country for the first time</li> </ul> | <p><b>From the mountains to the sea</b></p> <ul style="list-style-type: none"> <li>Draw a map of your country and label it</li> </ul>                       |
| <b>Checkpoint Units 1–3 pages 31–32</b>  |  |   |   |  |   |
| <ul style="list-style-type: none"> <li>Give opinions with expressions like <i>It seems like...</i> and <i>If you ask me, ...</i></li> <li>Use expressions like <i>exactly</i>, <i>definitely</i>, and <i>absolutely</i> to agree with people's opinions</li> </ul> | <p><b>Reasonable demands?</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about demands their parents make on them</li> </ul> <p><b>Family memories</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about things they used to do</li> </ul>  | <p><b>Barbara's Blog</b></p> <ul style="list-style-type: none"> <li>Read a blog about family meals</li> </ul>   | <p><b>Family memories</b></p> <ul style="list-style-type: none"> <li>Write a blog about a family memory</li> <li>Time markers to show the past and present</li> </ul>   | <p><b>Family histories</b></p> <ul style="list-style-type: none"> <li>Group work: Prepare a short history of your family and share it with your group</li> </ul>                     | <p><b>Remember that?</b></p> <ul style="list-style-type: none"> <li>Use word webs to log new vocabulary about your family members</li> </ul>                |
| <ul style="list-style-type: none"> <li>Respond to suggestions by letting the other person decide</li> <li>Refuse offers politely with expressions like <i>No, thanks. I'm fine.</i></li> </ul>   | <p><b>That sounds good.</b></p> <ul style="list-style-type: none"> <li>Listen to conversations and number pictures in order; then match each picture with the best response</li> </ul> <p><b>Snack habits</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about snacks and fill in a chart</li> </ul>   | <p><b>Snacks around the world</b></p> <ul style="list-style-type: none"> <li>Read an article about popular snacks from around the world</li> </ul>        | <p><b>You should definitely try it!</b></p> <ul style="list-style-type: none"> <li>Write an article about a popular snack from your country</li> <li>Give examples with <i>like</i>, <i>for example</i>, and <i>such as</i></li> </ul>                  | <p><b>Whichever is easier</b></p> <ul style="list-style-type: none"> <li>Group work: Plan a "pot luck" dinner with your group</li> </ul>   | <p><b>Fried bananas</b></p> <ul style="list-style-type: none"> <li>Learn new words in combination with other words</li> </ul>                               |
| <ul style="list-style-type: none"> <li>End phone conversations with expressions like <i>I'd better go, I've got to go, and I'll call you later</i></li> <li>Use informal expressions like <i>See you later</i> to end friendly phone conversations</li> </ul>      | <p><b>Fun invitations</b></p> <ul style="list-style-type: none"> <li>Listen to three people respond to different invitations and fill in a chart</li> </ul> <p><b>When should I do that?</b></p> <ul style="list-style-type: none"> <li>Listen to four people talk about their time management problems and identify how they solved them</li> </ul>                 | <p><b>The art (and science) of doing less and achieving more</b></p> <ul style="list-style-type: none"> <li>Read an article about multitasking</li> </ul> | <p><b>When should I do that?</b></p> <ul style="list-style-type: none"> <li>Write advice about time management</li> <li>Link ideas using <i>as long as</i>, <i>provided that</i>, and <i>unless</i></li> </ul>  | <p><b>Who's going to do what?</b></p> <ul style="list-style-type: none"> <li>Group work: Plan a community event and tell the class about your event</li> </ul>                       | <p><b>Do your best!</b></p> <ul style="list-style-type: none"> <li>When you learn a new expression, use it in a sentence to help you remember it</li> </ul> |
| <b>Checkpoint Units 4–6 pages 63–64</b>  |  |   |   |  |   |

|  | Learning outcomes   | Language  |  |   |
|--|---|---|--|---|
|  |   | Grammar   | Vocabulary   | Pronunciation   |
| <b>Unit 7</b><br><b>Relationships</b><br>pages 65–74 | <ul style="list-style-type: none"> <li>Talk about your circle of friends using relative clauses</li> <li>Talk about dating using phrasal verbs</li> <li>Soften comments with expressions like <i>sort of</i></li> <li>Use <i>though</i> to give a contrasting idea</li> <li>Read an article about online dating</li> <li>Write an article about your circle of friends</li> </ul> | <ul style="list-style-type: none"> <li>Subject relative clauses</li> <li>Object relative clauses</li> <li>Phrasal verbs</li> </ul> <p><b>Extra practice</b></p> | <ul style="list-style-type: none"> <li>Phrasal verbs, including expressions to talk about relationships</li> </ul> | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Stress in phrasal verbs</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Which sound in each group is different?</li> </ul> |

|  |  |   |  |  |
|--|--|---|--|--|
| <b>Unit 8</b><br><b>What if?</b><br>pages 75–84    | <ul style="list-style-type: none"> <li>Talk about wishes and imaginary situations using <i>I wish</i> and <i>If</i> clauses</li> <li>Discuss how to deal with everyday dilemmas</li> <li>Give advice using expressions like <i>If I were you</i>, ...</li> <li>Use <i>That would be</i> ... to comment on a suggestion or a possibility</li> <li>Read a blog about regrets</li> <li>Write an article about how you would change your life</li> </ul>   | <ul style="list-style-type: none"> <li>Use <i>wish</i> + past form of verb to talk about wishes for the present or future</li> <li>Conditional sentences with <i>if</i> clauses about imaginary situations</li> <li>Asking about imaginary situations or events</li> </ul> <p><b>Extra practice</b></p> | <ul style="list-style-type: none"> <li>Expressions with verbs and prepositions</li> </ul>  | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Intonation in long questions</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Are these sounds the same or different?</li> </ul> |
| <b>Unit 9</b><br><b>Tech savvy?</b><br>pages 85–94 | <ul style="list-style-type: none"> <li>Talk about problems with technology using questions within sentences</li> <li>Ask for help and describe how things work using <i>how to</i>, <i>where to</i>, <i>what to</i>, and separable phrasal verbs</li> <li>Give different opinions with expressions like <i>On the other hand</i>, ...</li> <li>Ask someone to agree with you using expressions like <i>You know what I mean?</i></li> <li>Read an article about email scams</li> <li>Write an article about protecting personal information</li> </ul> | <ul style="list-style-type: none"> <li>Questions within sentences</li> <li>Separable phrasal verbs with objects</li> <li><i>how to</i> + verb, <i>where to</i> + verb, and <i>what to</i> + verb</li> </ul> <p><b>Extra practice</b></p>  | <ul style="list-style-type: none"> <li>Phrasal verbs, including expressions to talk about operating electronic machines and gadgets</li> </ul> | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Linking consonants and vowels</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Identifying unstressed syllables</li> </ul>       |

### Checkpoint Units 7–9 pages 95–96

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Unit 10</b><br><b>What's up?</b><br>pages 97–106   | <ul style="list-style-type: none"> <li>Talk about news with the present perfect continuous, present perfect, <i>since</i>, <i>for</i>, and <i>in</i></li> <li>Use the present perfect with <i>already</i>, <i>still</i>, and <i>yet</i></li> <li>Describe different kinds of movies</li> <li>Ask someone for a favor politely</li> <li>Use <i>All right</i>, <i>OK</i>, and <i>Sure</i> to agree to requests</li> <li>Use <i>All right</i>, <i>OK</i>, and <i>So to</i> to change topic</li> <li>Read a movie review</li> <li>Write a review</li> </ul> | <ul style="list-style-type: none"> <li>Present perfect continuous vs. present perfect</li> <li><i>Since</i>, <i>for</i>, and <i>in</i> for duration</li> <li><i>Already</i>, <i>still</i>, and <i>yet</i> with present perfect</li> </ul> <p><b>Extra practice</b></p> | <ul style="list-style-type: none"> <li>Kinds of movies</li> <li>Expressions to describe types of movies</li> </ul> | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Reduction of <i>have</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Matching vowel sounds</li> </ul>                         |
| <b>Unit 11</b><br><b>Impressions</b><br>pages 107–116 | <ul style="list-style-type: none"> <li>Speculate about people and things using <i>must</i>, <i>might</i>, <i>can't</i>, and <i>could</i></li> <li>Describe situations and people's feelings using adjectives that end in <i>-ed</i> and <i>-ing</i></li> <li>Show you understand situations or feelings</li> <li>Use <i>you see</i> to explain a situation and <i>I see</i> to show you understand</li> <li>Read an article about a music education program</li> <li>Write an email to the founder of a charity</li> </ul>                              | <ul style="list-style-type: none"> <li>Modal verbs <i>must</i>, <i>may</i>, <i>might</i>, <i>can't</i>, or <i>could</i> for speculating</li> <li>Adjectives ending in <i>-ed</i> vs. adjectives ending in <i>-ing</i></li> </ul> <p><b>Extra practice</b></p>          | <ul style="list-style-type: none"> <li>Feelings and reactions</li> </ul>   | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Linking and deletion with <i>must</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li><i>-ed</i> adjective endings</li> </ul>     |
| <b>Unit 12</b><br><b>In the news</b><br>pages 117–126 | <ul style="list-style-type: none"> <li>Talk about news events using the simple past passive</li> <li>Talk about natural disasters using the simple past passive + <i>by</i></li> <li>Use expressions like <i>Guess what?</i> to tell news</li> <li>Introduce ideas with expressions like <i>The thing is</i> ...</li> <li>Read an interview with a foreign correspondent</li> <li>Write a report using statistics</li> </ul>  | <ul style="list-style-type: none"> <li>The simple past passive</li> <li>The simple past passive with <i>by</i> + agent</li> <li>Adverbs with the passive</li> </ul> <p><b>Extra practice</b></p>   | <ul style="list-style-type: none"> <li>Extreme weather conditions</li> <li>Natural disasters</li> </ul>            | <p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Breaking sentences into parts</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Matching words that have the same sounds</li> </ul> |

### Checkpoint Units 10–12 pages 127–128

| Interaction  | Skills   |  |   |   | Self study  |
|--|--|--|---|---|---|
| Conversation strategies  | Listening  | Reading  | Writing   | Free talk   | Vocabulary notebook   |
| <ul style="list-style-type: none"> <li>Soften comments with expressions like <i>I think, probably, kind of, and in a way</i></li> <li>Use <i>though</i> to give a contrasting idea</li> </ul>  | <p><b>People I look forward to seeing</b></p> <ul style="list-style-type: none"> <li>Listen to someone describe three people; listen for the reasons he likes to see them</li> </ul> <p><b>Getting back in touch</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation about losing touch and fill in a chart</li> </ul>   | <p><b>Looking for love? Online is the way to go!</b></p> <ul style="list-style-type: none"> <li>Read an article about online dating</li> </ul> | <p><b>Your circle of friends</b></p> <ul style="list-style-type: none"> <li>Write an article describing your circle of friends</li> <li>Use <i>both</i> and <i>neither</i> to show what you have in common</li> </ul>                               | <p><b>Your ideal partner</b></p> <ul style="list-style-type: none"> <li>Group work: Discuss your ideal partner and questions you should ask before you decide to get married</li> </ul> | <p><b>Matching up</b></p> <ul style="list-style-type: none"> <li>When you learn a phrasal verb, it's a good idea to write down some other verbs you can use with the particle and some other particles you can use with the verb</li> </ul> |
| <ul style="list-style-type: none"> <li>Give advice using expressions like <i>If I were you, ... and You might want to ...</i></li> <li>Use <i>That would be ...</i> to comment on a suggestion or possibility</li> </ul>   | <p><b>Just one wish</b></p> <ul style="list-style-type: none"> <li>Identify four people's wishes; then write the reasons they can't have their wishes</li> </ul> <p><b>Here's my advice</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation about problems and advice</li> </ul>   | <p><b>If I could live my life over ...</b></p> <ul style="list-style-type: none"> <li>Read a blog about regrets</li> </ul>                     | <p><b>What would you change?</b></p> <ul style="list-style-type: none"> <li>Write an article about how you would change your life</li> <li>Use adverbs like <i>probably</i> and <i>definitely</i> in affirmative and negative statements</li> </ul> | <p><b>What would you do?</b></p> <ul style="list-style-type: none"> <li>Group work: Discuss what you would do in imaginary situations</li> </ul>  | <p><b>Imagine that!</b></p> <ul style="list-style-type: none"> <li>When you learn a new verb, find out what prepositions (if any) can come after it</li> </ul>  |
| <ul style="list-style-type: none"> <li>Give different opinions using expressions like <i>On the other hand ... and I know what you mean, but ...</i></li> <li>Use expressions like <i>You know what I mean?</i> when you want someone to agree with you</li> </ul> | <p><b>What do you know about the Internet?</b></p> <ul style="list-style-type: none"> <li>Answer questions about the Internet; then listen to a conversation and check your answers</li> </ul> <p><b>Technology matters</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation about the pros and cons of technology; then agree or disagree with three opinions</li> </ul> | <p><b>Savvy and safe</b></p> <ul style="list-style-type: none"> <li>Read an article about email scams</li> </ul>                               | <p><b>Keeping it safe</b></p> <ul style="list-style-type: none"> <li>Write an article about protecting personal information</li> <li>Planning your article</li> </ul>   | <p><b>Technology etiquette</b></p> <ul style="list-style-type: none"> <li>Pair work: Debate different opinions about technology etiquette</li> </ul>                                    | <p><b>On and off</b></p> <ul style="list-style-type: none"> <li>When you learn expressions with a new or complex structure, think of everyday situations where you might use them</li> </ul>  |

### Checkpoint Units 7–9 pages 95–96

|  |  |   |   |  |  |
|--|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>Ask for a favor politely using expressions like <i>I was wondering ... and Would it be OK with you ...</i></li> <li>Use <i>All right, OK, and Sure</i> to agree to requests and <i>All right, OK, and So</i> to move a conversation to a new topic</li> </ul> | <p><b>Favors at work</b></p> <ul style="list-style-type: none"> <li>Match people with the favors they ask; then listen again for more information</li> </ul> <p><b>I'd really recommend it</b></p> <ul style="list-style-type: none"> <li>Listen for details of a conversation about going to see a show</li> </ul>  | <p><b>Avatar is stunning, memorable, and mesmerizing!</b></p> <ul style="list-style-type: none"> <li>Read a movie review</li> </ul>             | <p><b>A Review</b></p> <ul style="list-style-type: none"> <li>Write a review of a concert, show, movie, or book</li> <li>Contrast ideas with <i>although, even though, and even if</i></li> </ul> | <p><b>Who's been doing what?</b></p> <ul style="list-style-type: none"> <li>Class activity: Ask questions to find out interesting things your classmates have been doing lately</li> </ul>             | <p><b>Great movies</b></p> <ul style="list-style-type: none"> <li>When you learn a new word or expression, link it to something you have recently seen or done</li> </ul>                        |
| <ul style="list-style-type: none"> <li>Show you understand another person's feelings or situation</li> <li>Use <i>you see</i> to explain a situation</li> <li>Use <i>I see</i> to show you understand</li> </ul>   | <p><b>People and situations</b></p> <ul style="list-style-type: none"> <li>Match four people and their situations; then write a response with <i>must</i> to each</li> </ul> <p><b>People making a difference</b></p> <ul style="list-style-type: none"> <li>Listen for details of conversations about people and organizations; discuss which organization you would choose to get involved with</li> </ul> | <p><b>El Sistema</b></p> <ul style="list-style-type: none"> <li>Read an article about a music education program</li> </ul>                      | <p><b>My impression is ...</b></p> <ul style="list-style-type: none"> <li>Write an email to the founder of a charity</li> <li>Expressions to show impressions, reactions, and opinions</li> </ul> | <p><b>That must be fun!</b></p> <ul style="list-style-type: none"> <li>Pair work: Make sentences to share with a partner. Then continue the conversation and speculate about what they say.</li> </ul> | <p><b>How would you feel?</b></p> <ul style="list-style-type: none"> <li>When you learn new words for feelings, link them to different situations where you might experience each one</li> </ul> |
| <ul style="list-style-type: none"> <li>Introduce news with expressions like <i>Did you hear (about) ... ? and Guess what?</i></li> <li>Use <i>The thing is / was ...</i> to introduce issues</li> </ul>  | <p><b>News update</b></p> <ul style="list-style-type: none"> <li>Listen to news stories and answer questions</li> </ul> <p><b>What do they say next?</b></p> <ul style="list-style-type: none"> <li>Listen to people telling personal news and make predictions</li> </ul>   | <p><b>Life's work: Christiane Amanpour</b></p> <ul style="list-style-type: none"> <li>Read an interview with a foreign correspondent</li> </ul> | <p><b>Are you up on the news?</b></p> <ul style="list-style-type: none"> <li>Write a report using statistics</li> <li>Writing about statistics</li> </ul>   | <p><b>Here's the news!</b></p> <ul style="list-style-type: none"> <li>Pair work: Make up short TV news reports about pictures and take turns telling news stories to another pair.</li> </ul>          | <p><b>Forces of nature</b></p> <ul style="list-style-type: none"> <li>When you learn a new word, use a dictionary to find out what other words are typically used with it</li> </ul>             |

### Checkpoint Units 10–12 pages 127–128

# Useful language for . . .

## Working in groups

Does anyone else have anything to add?

What do you think, \_\_\_\_\_?

Let's take turns asking the questions.  
OK, who wants to go first?

Do you want me to make the list?

Should I write down the information this time?

Do you have any ideas?

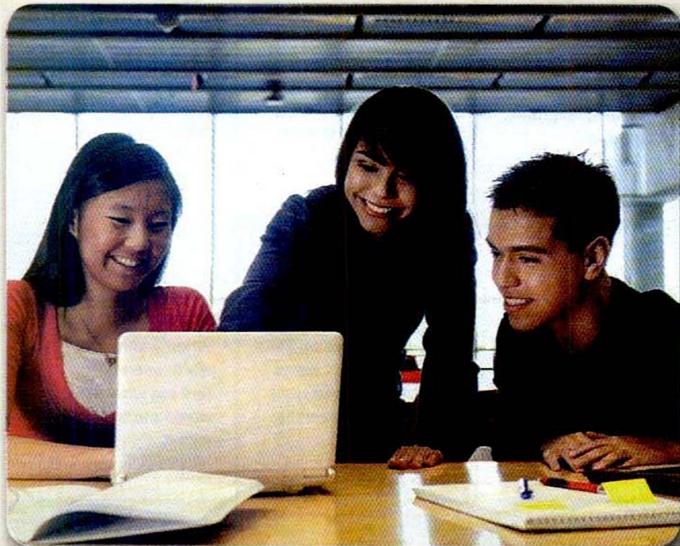
Do you know what the answer is?

We're going to do a role play about . . .

In our survey, we found out that . . .

We agreed on these things. First, . . .

We're finished. What should we do next?



## Checking your partner's work

Can you help me with this question? I'm stuck.

I can't figure out this answer. Can you help me?

Would you mind checking my work?

Let's compare answers.

Let's exchange papers.

I can't read your writing. What does this say?

I'm not sure what you mean.

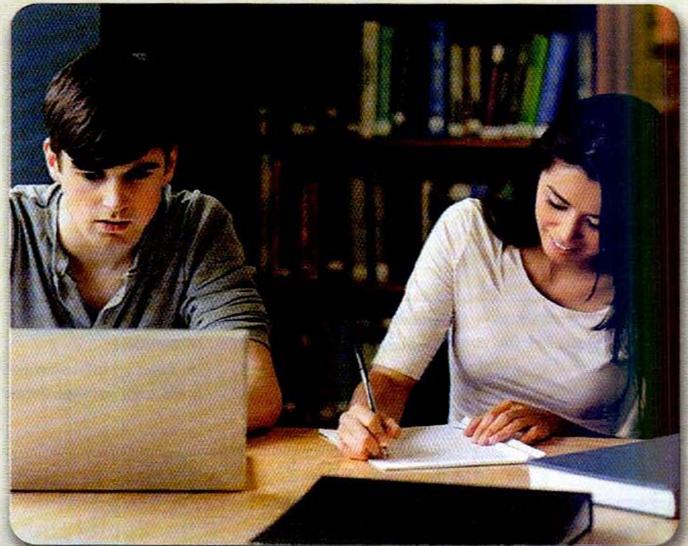
Do you mean \_\_\_\_\_?

I don't understand what this means.

Are you trying to say \_\_\_\_\_?

Your blog was really interesting. I just wanted to ask you a question about \_\_\_\_\_.

I was wondering about \_\_\_\_\_.



# The way we are



Can!

In this unit, you learn how to . . .

## Lesson A

- Talk about people's behavior using manner adverbs and adjectives

## Lesson B

- Describe people's personalities using adverbs like *extremely* before adjectives

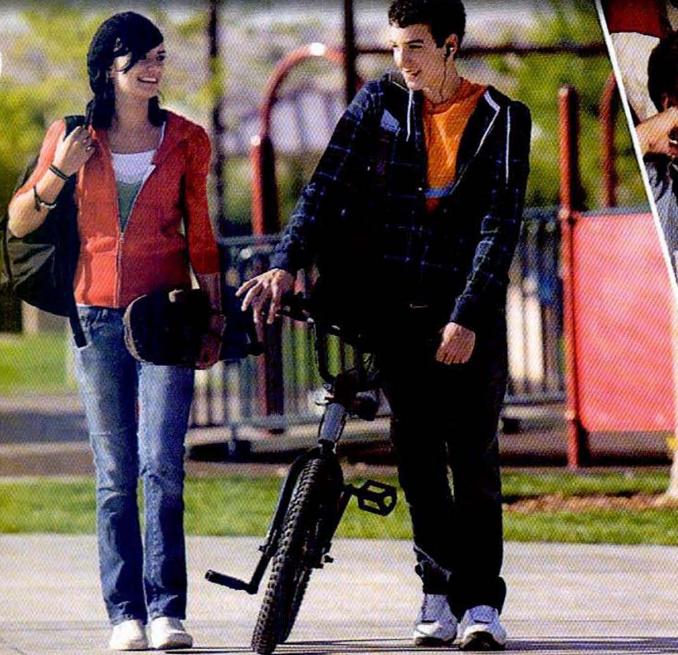
## Lesson C

- Use *always* with a continuous verb to describe habits
- Use *at least* to point out the positive side of a situation

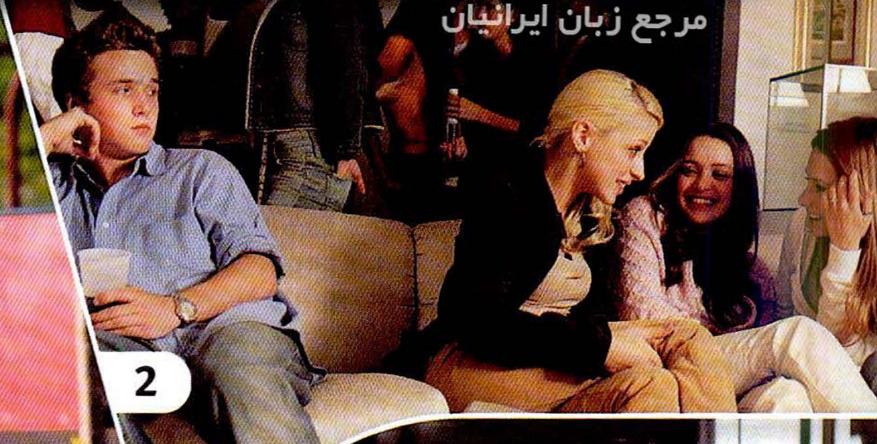
## Lesson D

- Read online student profiles
- Write a personal profile

1



2



3



4



**Before you begin . . .**

Who looks outgoing? shy? stylish? conservative?  
Which people would you like to meet? Why?



## Do you need to slow down?

Take this quiz to find out.

**1**

**When I walk down the street, . . .**

- a** I walk very fast and use the time to make phone calls.
- b** I enjoy the walk and look at the things and people around me.

**2**

**When I go out to lunch with friends, . . .**

- a** I eat quickly so that I can get back to my work.
- b** I eat slowly, and I enjoy the food and conversation.

**3**

**When there's a family event, . . .**

- a** I often have to miss it because I have too much to do.
- b** I try to plan my time well so that I can attend the event.

**4**

**If traffic is heavy and some people are driving a bit recklessly, . . .**

- a** I honk my horn a lot. I get mad easily in bad traffic.
- b** I automatically slow down and try to drive carefully.

**5**

**If I'm waiting at the airport and find out that my flight is delayed, . . .**

- a** I get impatient and complain to the people behind the counter.
- b** I wait patiently. I read something or make a few phone calls.

**6**

**If I'm in a hurry and think people are talking too slowly, . . .**

- a** I sometimes interrupt them to finish their sentences.
- b** I listen quietly and wait for them to finish before I talk.

**7**

**If I play a game or sport with friends, . . .**

- a** I take the game seriously, and I feel very bad if I lose.
- b** I think it's better to win than lose, but I don't feel strongly about it.

**8**

**If I get an assignment with a very tight deadline, . . .**

- a** I get very stressed – I hate it when I don't have time to do a job properly. I work hard to do the best I can in the time I have.

### Mostly A answers?

It's time to slow down and enjoy life more. Try to plan your time differently. Make more time for family, friends, and fun.

### Mostly B answers?

You're balancing work and play nicely. Just keep the balance right.

## 1 Getting started

**A** Are you ever in a hurry? When? Tell the class.

*"I'm usually in a hurry in the mornings when I have to get ready for class."*

About  
you

**B** 1.02 Listen and take the quiz above. For each item, circle **a** or **b**.

**C** Pair work Compare your quiz responses with a partner. How are you alike? different?

Figure  
it out

**D** Circle the correct words. Use the quiz to help you. Then tell a partner which sentences are true for you.

1. I have a lot of **tight** / **tightly** deadlines.
2. I plan my time **good** / **well**.
3. I often eat lunch **quick** / **quickly**.
4. I feel **strong** / **strongly** about my opinions.
5. I get **impatient** / **impatiently** in long lines.
6. I work **hard** / **hardly** to get good grades.

**2****Grammar** Adjectives vs. manner adverbs **1.03**

Extra practice p. 140

**Adjective + noun**

I'm a **patient** person.  
He's not a **good** singer.  
He's a **fast** driver.  
She's a **careful** driver.

**Verb + manner adverb**

I wait **patiently** in lines.  
He doesn't sing very **well**.  
He drives very **fast**.  
She drives **carefully**.

**Regular -ly adverbs**

|           |   |               |
|-----------|---|---------------|
| patient   | ► | patiently     |
| careful   | ► | carefully     |
| easy      | ► | easily        |
| automatic | ► | automatically |

**Irregular adverbs**

|      |   |      |
|------|---|------|
| good | ► | well |
| late | ► | late |
| fast | ► | fast |
| hard | ► | hard |

**be, feel, get, etc., + adjective**

I'm **patient**.  
His voice **sounds terrible**.  
He **gets reckless** sometimes.  
I **feel safe\*** with her.  
**\*But:** I **feel strongly** about it.

**In conversation**

The most common -ly manner adverbs are **quickly, easily, differently, automatically, slowly, properly, badly, strongly, and carefully**.

**Common errors**

Don't use an adjective to describe how someone does an action.

*Children learn languages **easily**.*  
(NOT Children learn languages **easy**.)

**A Complete these opinions with the correct forms of the words given.**

- Young people talk really fast (fast) and don't speak \_\_\_\_\_ (clear). And they use a lot of slang. It sounds \_\_\_\_\_ (terrible). They don't always communicate \_\_\_\_\_ (good).
- People aren't very \_\_\_\_\_ (patient) when they have to wait in long lines. They don't speak to the clerks very \_\_\_\_\_ (polite), either.
- Sometimes families argue because parents and children see things \_\_\_\_\_ (different).
- A lot of people \_\_\_\_\_ (automatic) answer their cell phones when they ring, even at dinner. I think that's just \_\_\_\_\_ (rude).
- People don't feel \_\_\_\_\_ (safe) on the roads because so many people are driving \_\_\_\_\_ (reckless). Driving can be \_\_\_\_\_ (dangerous).
- A lot of people try \_\_\_\_\_ (hard) to do their job \_\_\_\_\_ (careful) and \_\_\_\_\_ (thorough) and they get stressed.

About you

**B Pair work** Discuss the opinions. Are they true in your culture?

*"People here talk very fast so you have to listen carefully."*

**3****Speaking naturally** Questions giving alternatives

Are you usually on time for **class**? Or do you often arrive **late**?

**A** **1.04** Listen and repeat the questions above. Notice how the intonation rises in the first question and falls in the second question.

About you

**B** **1.05** Now listen and repeat these questions. Then ask and answer the questions with a partner.

- Do you do homework assignments carefully? Or do you just do them quickly?
- Do you learn new English words easily? Or do you have to work hard at it?
- Do you usually do well on tests? Or do you just get passing grades?
- Do you practice English regularly outside of class? Or do you just use it in class?
- Do you see things differently from your classmates? Or do you share their opinions?
- Do you listen to class announcements carefully? Or do you ignore them?

## 1 Building vocabulary and grammar

A 1.06 Listen and read. Who do these people admire? Why?

### Who is someone you really admire?

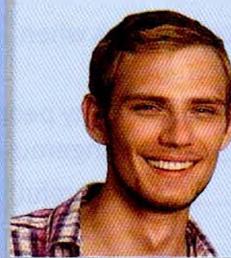
"My English teacher. She's incredibly **talented** and **creative**. And she **has a great sense of humor**. She's pretty **disorganized**, though. She forgets something almost every class, but her classes are absolutely wonderful!"

— Jessica Davis



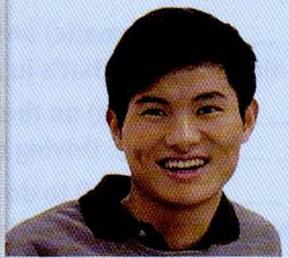
"I really admire a guy in my karate class. He's extremely **competitive**, but when he wins, he's not **arrogant** like some of the other guys. He's not very **outgoing**, so some people think he's **unfriendly**, but I think he's basically just **shy**."

— Mike Kowalski



"I think my dad's a pretty cool guy. We get along really well. He's fairly **easygoing** and **laid-back**. And he's very **practical** and **down-to-earth**, so he always gives me good advice. Also, he's completely **honest** with me. I can trust what he says."

— Bryan Yuen



"My friend Luisa. She's so **helpful** and **generous**. I mean, she's always doing things for other people. She's not **selfish** at all. And she's totally **reliable**. If she says she'll help you with something, she does. You can always count on her."

— Emilia Perez



Word sort

B Which of the personality words or expressions above describe these qualities?

Do you know any people with these qualities? Compare with a partner.

|  |                    |                                  |  |
|--|--------------------|----------------------------------|--|
| <u>Winning is very important to you.</u> | <i>competitive</i> | You're relaxed about life.       |  |
| <u>You handle small problems well.</u>   |                    | You never cheat or steal.        |  |
| <u>People can always count on you.</u>   |                    | You're not well organized.       |  |
| <u>You don't get along with people.</u>  |                    | You can do lots of things well.  |  |
| <u>You like to have fun with people.</u> |                    | You think you're the best.       |  |
| <u>You're not relaxed around people.</u> |                    | You give a lot of time or money. |  |

Figure it out

C Find words in the article that make these adjectives stronger.

Vocabulary notebook p. 10

1. incredibly talented
3. \_\_\_\_\_ disorganized
5. \_\_\_\_\_ competitive
2. \_\_\_\_\_ practical
4. \_\_\_\_\_ honest
6. \_\_\_\_\_ reliable

Figure it out

D Find words in the article that have the opposite meaning.

1. friendly \_\_\_\_\_
2. organized \_\_\_\_\_
3. unreliable \_\_\_\_\_

## 2

Grammar Adverbs before adjectives and adverbs  1.07

Extra practice p. 140

**Use *incredibly*, *extremely*, *very*, *really*, and so to make some adjectives and adverbs stronger.**

She's **incredibly** talented.  
She's **extremely** generous.  
He's a **really** cool guy.  
We get along **very** well.

**Use *pretty* and *fairly* to mean "more than a little."**

He's **pretty** easygoing.  
He's **fairly** laid-back.

**Use *absolutely* or *really* (but not *very*) with adjectives that are already very strong.**

She's **absolutely** wonderful.  
He's **really** fantastic.

**The expression *at all* makes negatives stronger.**

She's **not** selfish **at all**.

**Completely and totally mean 100%.**

He's **completely** honest.  
She's **totally** reliable.

**Adjective prefixes**

|             |                         |
|-------------|-------------------------|
| patient     | ► <b>im</b> patient     |
| considerate | ► <b>in</b> considerate |
| friendly    | ► <b>un</b> friendly    |
| reliable    | ► <b>un</b> reliable    |
| honest      | ► <b>dish</b> onest     |
| organized   | ► <b>dis</b> organized  |

**In conversation**

People use *really* and *pretty* much more often in conversation than in writing.

*really*  : 

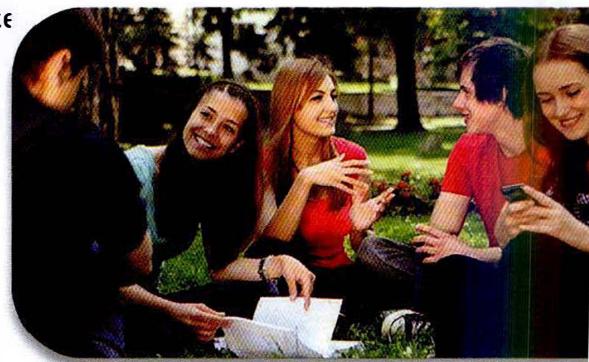
*pretty*  : 

conversation  :  writing

About you

**A** Do you know people with these qualities? Write a sentence for each expression. Add an example.

- |                           |                          |
|---------------------------|--------------------------|
| 1. totally laid-back      | 6. incredibly impatient  |
| 2. pretty generous        | 7. fairly disorganized   |
| 3. very honest            | 8. completely reliable   |
| 4. absolutely wonderful   | 9. extremely talented    |
| 5. not competitive at all | 10. really inconsiderate |



**B** Pair work Compare sentences with a partner.

A My boyfriend is **totally laid-back**. He always goes along with my plans and everything.

B Really? He sounds **incredibly easygoing**.

## 3

## Listening and speaking People I admire most



**A**  1.08 Listen. Who do these people admire? Write the people in the chart.

|                                | John | Marina | Hiroyuki |
|--------------------------------|------|--------|----------|
| 1. Who do you admire?          |      |        |          |
| 2. Why?                        |      |        |          |
| 3. What do you have in common? |      |        |          |
| 4. How are you different?      |      |        |          |

**B**  1.08 Listen again. What do they say about the people they admire?

About you

**C** Pair work Ask and answer the questions. Then join another pair. Tell them about the person your partner admires.

A Who do you admire?

B I admire my sister. She's **extremely friendly** and **totally reliable**. She . . .

 Sounds right p. 137

**1****Conversation strategy** Describing individual habits

**A** Which two habits do you think are **most** annoying in a co-worker or classmate? Tell the class.

Someone who ...

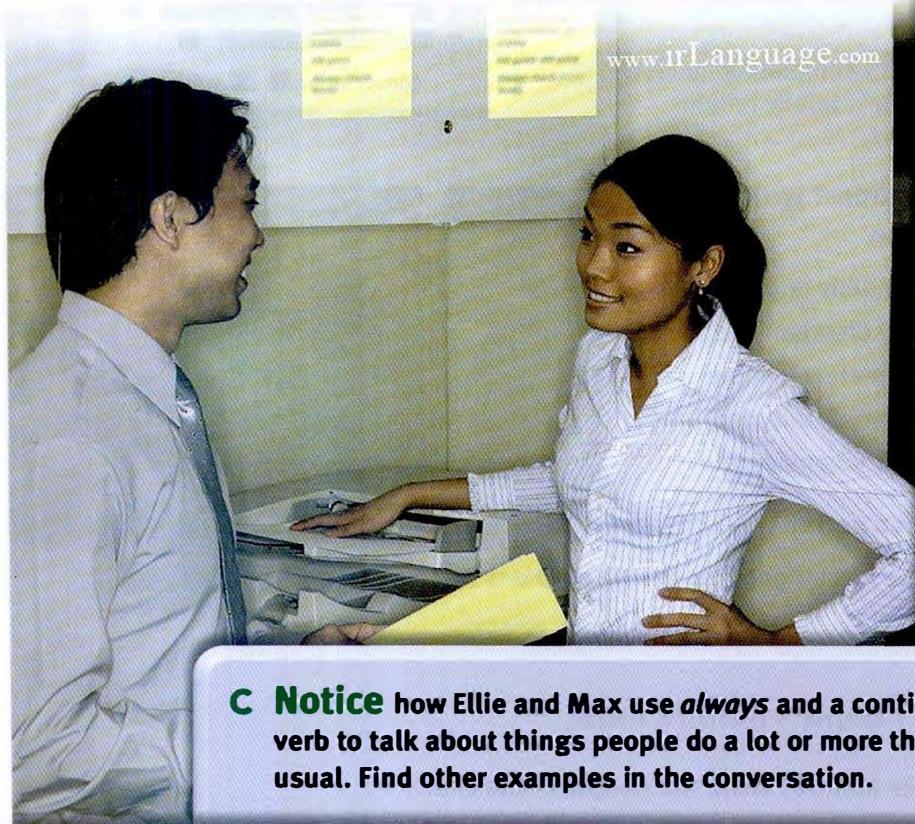
- smiles all the time
- disturbs people

- criticizes others
- wastes time

- stands around and talks
- talks about people behind their backs

**B**  1.09 Listen. What's Ellie's new co-worker like?

How is he different from her last co-worker?



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**C Notice** how Ellie and Max use **always** and a continuous verb to talk about things people do a lot or more than is usual. Find other examples in the conversation.

**"He's always wasting time."**

**D** Change the underlined parts of these sentences to describe habits. Use **always** and a continuous verb. Compare with a partner.

1. I'm pretty disorganized. I lose things. I'm **always losing** things.
2. Everyone in my family loves music. We sing together. We **are always singing**.
3. My brother is really generous with his time. He fixes my computer. He **is always fixing**.
4. My father is a workaholic. He comes home late. And he brings work home with him, too. He **is always coming** home late. He **is always bringing** work home.
5. My college roommate was really funny. She made us laugh. You know, she told jokes. She **was always making** us laugh. She **was always telling** jokes.
6. A friend of mine complains she's broke, but she buys herself expensive clothes. She **is always complaining**. She **is always buying**.
7. One of my friends is totally unreliable. He cancels plans at the last minute. He **is always canceling**.

About  
you

**E** **Pair work** Do you know people like the ones above? Tell a partner.

**"My sister is pretty disorganized. She's always losing her keys."**

## 2 Strategy plus At least

You can use the expression **at least** to point out the positive side of a situation.

### In conversation

*At least* is one of the top 500 words and expressions.

He's always standing around and talking.

Well, at least he's pleasant.

1.10 Add *at least* to each comment. Listen and check. Do you know anyone like these people? Tell a partner.

1. My girlfriend's always running behind, but she calls to say she'll be late.
2. My best friend is always borrowing my clothes. She returns them in good condition.
3. One of my classmates talks about himself a lot. His stories are always interesting.
4. My roommate sleeps all the time, but she doesn't snore. Thank goodness!
5. My parents and I see things differently. We don't have big fights or anything.

A *My dad's always running behind, but at least he says he's sorry when he's late.*

B *Well, my friend is always telling me I'm late, so . . .*

## 3 Strategies Funny little habits

A 1.11 Complete each conversation with *always* and a continuous verb. Add *at least* to each response. Then listen and check.

1. A My boyfriend \_\_\_\_\_ (check) his messages, even at the movies!  
B Oh, that's annoying. But he doesn't answer his phone during a movie, right?
2. A My girlfriend \_\_\_\_\_ (tell) jokes. She never takes anything seriously.  
B Well, she has a good sense of humor.
3. A Sometimes I'm so disorganized. I \_\_\_\_\_ (lose) things, like pens and stuff.  
B Yeah, but you don't lose anything really valuable, right?
4. A My sister \_\_\_\_\_ (ask) me for money. She asks nicely, so it's hard to say no.  
B Well, she asks politely.

B Pair work Practice the conversations above with a partner.



C Pair work Talk about people with habits like these. Think of something positive to say.

- texting
- chewing gum
- falling asleep in class
- singing or whistling
- forgetting things
- telling jokes
- losing things
- looking in mirrors
- daydreaming

*"My friend is always texting, but at least she doesn't do it while she's crossing the street."*



## Reading

- A** Think of two questions you would ask a new classmate. Tell the class.
- B** Read the profiles. Who would you like to meet? Why?

## Reading tip

As you read, think about your own answers to the questions. Can you find expressions you can use?

**STUDENT PROFILES** Meet your classmates in our online English class.

**1. MARIANA BARELLI MATOS**

**What's your major?** Fashion design. My dream is to create incredibly beautiful clothes for women all over the world.

**Where are you based?** In Milan. I was born and raised in São Paulo, Brazil, but my mother's Italian. She felt very strongly that I should experience her culture.

**Why did you choose your major?** I inherited my mother's love of fashion. She's very style-conscious and has impeccable taste in clothes.

**What skills do you have?** I speak Portuguese and Italian fluently and have some knowledge of Mandarin.

**What do you do in your free time?** I love the outdoors, and I'm fairly adventurous. During the summers I volunteer at a camp for disadvantaged children. It's extremely rewarding.



**3. KATYA AKIROVA**

**Where are you based?** In Moscow, Russia, though I'm from St. Petersburg, originally.

**What do your friends say about you?** That I'm very down-to-earth, hard-working, and incredibly organized, and that I'm always setting goals for myself.

**What's your worst habit?** I'm always doing something. I find it hard to relax.

**What are your future plans?** As a science major, I'm considering a career as an environmentalist because I feel strongly about protecting the environment.

**What skills do you have?** I'm an accomplished accordion player. I started playing at the age of eight. I'd love to play professionally with an orchestra.



**2. MATEO REYES**

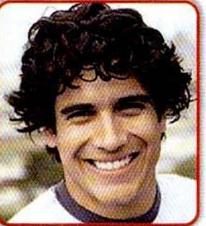
**Where are you from?** I was born and raised in Veracruz, Mexico.

**What do your friends say about you?** They say that I'm extremely laid-back and even-tempered. And that I'm too humble about my talents.

**What are your future plans?** I have so many. Right now I'm working for a small production company called Film Fast. My major was film studies, and my goal is to tell real-life stories creatively through television and film.

**What do you do in your free time?** I like to cook, and I'm always trying out new recipes, especially for desserts.

**What's something people don't know about you?** When I was 12, I was on a reality TV show for young chefs. I didn't win, but at least I tried.



**4. AHMED ABD EL-SALAM**

**What's your job?** I'm an engineer. I work for a big company called Syntix.

**Why did you choose to study online?** You get to "meet" an incredibly diverse range of students, and the teachers are extremely supportive. I can be pretty shy and introverted and studying online feels safe somehow.

**Do you have a secret talent?** I play guitar in a band called All Kinds. We play all kinds of music. I feel like a totally different person in the band – outgoing and not shy at all.

**What are your tips for new students?** Take your studies seriously. Make the most of your opportunities to practice English with other students.



- C** Answer the questions about the students in the profiles. Which student (or students) . . .

- enjoys playing music?
- already has a job?
- is very serious?
- seems like fun?
- is very hard-working?
- is an outdoor type?
- wants a creative career?

- D** Find the adjectives on the left in the student profiles, and guess their meaning. Then circle the best options to explain them.

- |                  |   |
|------------------|---|
| 1. experience    | I should <b>have contact with / ignore</b> my mother's culture. |
| 2. disadvantaged | The children are <b>poor / rich</b> .                           |
| 3. humble        | I <b>think / don't think</b> I am really good at things.        |
| 4. considering   | This is something I <b>am / am not</b> thinking about.          |
| 5. diverse       | The students are all <b>the same / different</b> .              |
| 6. introverted   | I'm <b>very outgoing / not outgoing at all</b> .                |

**About you**

- E** **Pair work** Ask and answer the questions in the profiles. Give your own answers.

**2**

## Listening Things you don't know about me

- A** 1.12 Listen to five people talk about themselves. Match the people and the things they will probably say next.

| Name       | Something you don't know about me               |
|------------|---|
| 1. Ana     | I can play two instruments <b>really well</b> . |
| 2. Kevin   | I'm a pretty good cook.                         |
| 3. Jen     | Ana I'm a fairly good singer.                   |
| 4. Patrick | I'm extremely allergic to nuts.                 |
| 5. Tom     | I speak two languages <b>fluently</b> .         |

- B** 1.12 Listen again. Write three pieces of information about each person above. Compare with a partner. Did you write the same facts?

1. Ana started lessons in elementary school.

**3**

## Writing and speaking Your personal profile

**About you**

- A** Write a profile about yourself. Choose five questions from the student profiles, and include information that other people don't know about you. Don't write your name.

**Five things you don't know about me**

1. Where are you from?  
I was born and raised in Istanbul, Turkey, but I moved here at the age of 14.

2. Do you have a secret talent?

**Help note**

**Useful expressions**

*I was born and raised in ...*  
*At the age of 17, I ...*  
*I can be ...*  
*I work for a company called ...*  
*I'm an accomplished ...*  
*I started playing the flute ...*

- B** **Class activity** Mix up all the profiles. Select one and guess who wrote it. Tell the class. Were you right?

Free talk p. 129



### Learning tip Learning opposite meanings

When you learn a new word, find out if it has an “opposite.” Be careful – sometimes a word has different meanings and different opposites.

*This exercise is hard. ≠ This exercise is easy.*

*He's a hard worker. ≠ He's lazy. He doesn't work hard.*

*This chair feels hard. ≠ This chair feels soft.*

#### In conversation

Adjectives without prefixes are much more frequent in conversation.

|           |
|-----------|
| happy     |
| unhappy   |
| honest    |
| dishonest |

### 1 Rewrite the sentences so that they have an opposite meaning. Use the words in the box.

happy polite mean well

1. My father drives really badly.
3. My boss is an extremely rude person.
2. My best friend can be very kind.
4. I was pretty unhappy in school.

### 2 For each of the underlined words, think of a word with an opposite meaning.

1. I have a pretty loud voice.
4. My brother eats very slowly.
2. My classmate is extremely outgoing.
5. I think English is difficult.
3. I'm usually late for appointments.
6. My sister and I have different tastes.

### 3 Word builder Use the prefixes *im-*, *in-*, *un-*, and *dis-* to create opposite meanings for these words.

- |   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
| 1. He's <b>patient</b> . <u>impatient</u> | 4. He's <b>competent</b> . _____    | 7. She's <b>reliable</b> . _____    |
| 2. She's <b>honest</b> . _____            | 5. They're <b>organized</b> . _____ | 8. She's <b>considerate</b> . _____ |
| 3. He's <b>friendly</b> . _____           | 6. He looks <b>healthy</b> . _____  |                                     |



### On your own

Make an online photo book. Write five things about each person's personality and a sentence about any funny little habits they have.

She's extremely funny.  
She's always telling jokes and laughing.



Can  
Do!

Now I can . . .

I can ...

I need to review how to ...

- talk about how people do things.
- describe people's personalities.
- make descriptions stronger.
- use *always* + continuous verb to say what people do a lot.

- use *at least* to point out positive things.
- understand people talking about people they admire.
- predict what people will say next.
- read online student profiles.
- write a personal profile.

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# Experiences



Can Do!

In this unit, you learn how to . . .

## Lesson A

- Talk about experiences and secret dreams using the present perfect

## Lesson B

- Ask about unusual experiences using present perfect questions

## Lesson C

- Keep a conversation going
- Use *Do you?, Have you?, etc.* to show interest

## Lesson D

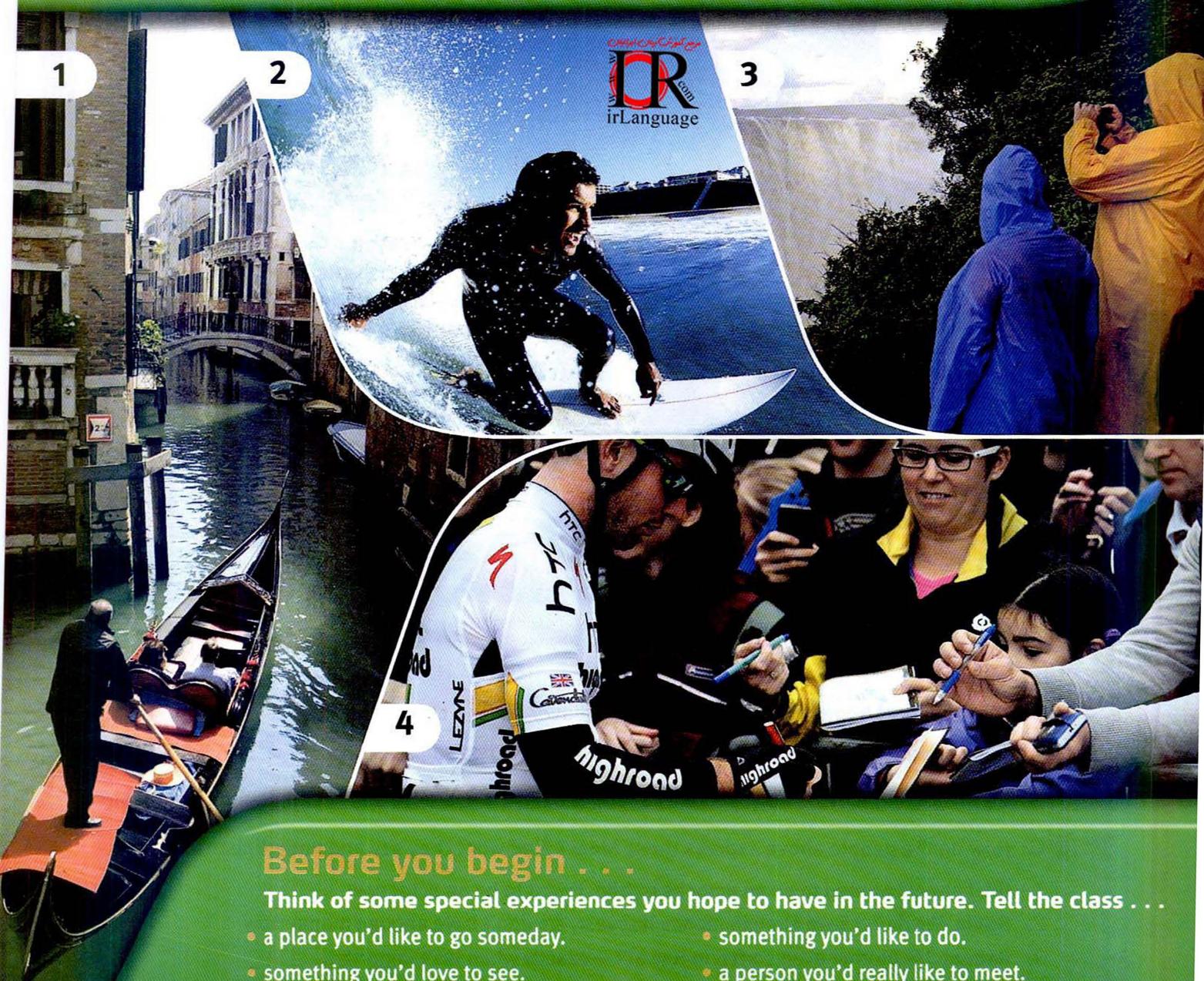
- Read a travel blog
- Write a post for a travel blog

1

2

3

4



## Before you begin . . .

Think of some special experiences you hope to have in the future. Tell the class . . .

- a place you'd like to go someday.
- something you'd like to do.
- something you'd love to see.
- a person you'd really like to meet.

WE ASKED FIVE PEOPLE.

## "What's your secret dream?"

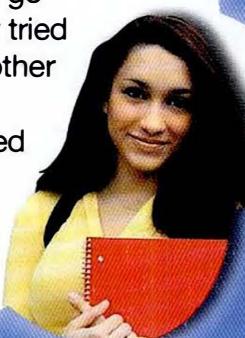
"Actually, I've always wanted to be an actor. I haven't had any formal training, but I've been in a couple of college plays. So my dream is to study acting."

– Jill Richardson  
Vancouver,  
Canada



"My dream? To go surfing. I've never tried it before, but my brother goes surfing all the time! He's even surfed in Hawai'i."

– Raquel Garza  
Monterrey,  
Mexico



"Well, Carlos and I have gone sailing a few times with friends, and we've had a lot of fun. So our dream is to buy our own sailboat."

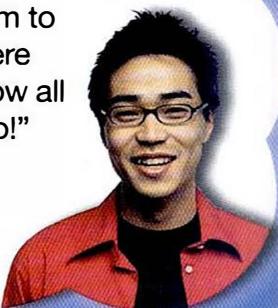
But we haven't saved enough money!"

– Sonia and Carlos Silva  
Brasília, Brazil



"Well, my parents have never traveled outside of Japan, so I want to take them to Europe. I've been there many times, so I know all the best places to go!"

– Hiro Tanaka  
Osaka, Japan



### 1

## Getting started

**A** What kinds of hopes and dreams do people have? Make a class list.

*"Some people want to go traveling or meet their favorite pop star...."*

**B** 1.13 Listen. What is each person's secret dream? Do you have any secret dreams like these?

Figure it out

**C** How do the people above express these ideas? Find what they say and underline the verbs.

- Jill** I always wanted to be an actor as a child. I want to be an actor now.
- Sonia** We didn't save enough money last year. We don't have enough money now.
- Raquel** My brother even surfed in Hawai'i — exactly when isn't important.
- Hiro** In the past, I went to Europe many times.

**2****Grammar** Present perfect statements  1.14

Extra practice p. 141

**Use the present perfect for events at an indefinite time before now.**

I've been to Europe.

You've done a lot of things.

We've had a lot of fun.

They've traveled in Asia.

He's surfed in Hawai'i.

I haven't been to Paris.

You haven't gone sailing.

We haven't saved enough money.

They haven't been to Europe.

She hasn't tried surfing before.

**The present perfect is often used with these frequency expressions.**

I've always wanted to study acting.

We've gone sailing once / twice / many times.

She's never tried it before.

**Notice how people use *been* and *gone* to talk about travel destinations.**

I've been to Paris. (I went and came back.)

She's gone to Paris. (She's still in Paris.)

**Regular past participles**

travel traveled traveled

want wanted wanted

save saved saved

try tried tried

**Irregular past participles**

be was / were been

do did done

go went gone

have had had

see saw seen

 **Common errors**

Use the past participle, not the base form.

I've traveled a lot.  
(NOT I've travel a lot.)**A Complete the conversations with the present perfect.**

Then practice with a partner.

1. A I've always wanted (always / want) to try rock climbing.  
B Really? Not me. I \_\_\_\_\_ (never / want) to do it. I \_\_\_\_\_ (always / be) afraid of heights.
2. A I \_\_\_\_\_ (not see) the Grand Canyon. I really want to go there someday.  
B Me too. My friend \_\_\_\_\_ (be) there. She had an amazing time.
3. A I \_\_\_\_\_ (go) surfing three or four times. It's exciting.  
B Yeah? I \_\_\_\_\_ (not try) it before. I \_\_\_\_\_ (never do) any water sports.
4. A My dream is to be a tennis player. I \_\_\_\_\_ (have) a lot of training, and I \_\_\_\_\_ (play) with some professional tennis players.  
B No way! I love tennis. I \_\_\_\_\_ (always / want) to meet Andy Murray.
5. A We \_\_\_\_\_ (not travel) much, but we want to go to Bogotá.  
B Me too. My cousin lives there. He \_\_\_\_\_ (invite) me to visit several times, but I \_\_\_\_\_ (not save) enough money to go.

**About you****B Pair work** Start conversations like the ones above using your own ideas.

"I've always wanted to try hang gliding."      "Really? My friend's been hang gliding."

**3****Talk about it** What are your secret dreams?**Group work** Talk about these things. Why haven't you done them? What has stopped you?

- ▶ something you've always wanted to buy
- ▶ a place that you've never been to but would like to visit
- ▶ something you've always wanted to learn how to do
- ▶ something else you've always wanted to do

## 1 Building language

A 1.15 Listen. Which experience do you think was scarier?

### HAVE YOU EVER DONE ANYTHING SCARY?



"Yes, I have. I went white-water rafting in Ecuador last year, and I fell off the raft. Luckily, my friends pulled me out of the river. But I've never been so scared in my life."

– Mei-ling Chen,  
Taipei, Taiwan

"No, I haven't. Well, maybe once. I entered a talent contest a couple of years ago and sang in front of a hundred people. That was scary. But I won third place!"

– Martín Suárez,  
Caracas, Venezuela



Figure it out

B Unscramble the questions and complete the answers. Then practice with a partner.

- |  |   |
|--|---|
| 1. A to Ecuador / you / been / Have / ever / ? | 2. A entered / you / Have / a / talent contest / ever / ? |
| B Yes, I _____. I _____ there                  | B No, I _____. But I _____ in a concert in May.           |
| last year.                                     |   |

## 2 Grammar

Present perfect vs. simple past 1.16

**Extra practice p. 141**

Use the **present perfect** for indefinite times before now.

**Have you ever gone** white-water rafting?

No, I **haven't**. I **'ve** never **gone** rafting.

Yes, I **have**. I **went** rafting **last May**.

In conversation

The most common questions with the present perfect are **Have you (ever) seen / been / heard / had...?**

Use the **simple past** for specific events or times in the past.

**Did you have** a good time?

Yes, I **did**. But I **fell** off the raft.

A Complete the conversations with the present perfect or simple past. Then practice.

1. A \_\_\_\_\_ you ever \_\_\_\_\_ (hear) of kitesurfing?  
B Yes, I \_\_\_\_\_. But I \_\_\_\_\_ (never / do) anything like that.
2. A \_\_\_\_\_ you and your friends ever \_\_\_\_\_ (go) on a big roller coaster?  
B No, we \_\_\_\_\_. I \_\_\_\_\_ always \_\_\_\_\_ (hate) roller coasters.
3. A \_\_\_\_\_ you ever \_\_\_\_\_ (stay) up all night?  
B Yes, I \_\_\_\_\_. My family \_\_\_\_\_ (go) camping two years ago, and none of us \_\_\_\_\_ (sleep) all night.
4. A \_\_\_\_\_ you \_\_\_\_\_ (do) anything different last summer?  
B Yes, I \_\_\_\_\_. I \_\_\_\_\_ (learn) to play African drums. I \_\_\_\_\_ always \_\_\_\_\_ (want) to play them. I \_\_\_\_\_ (never / go) to Africa, though.



About you

B Pair work Ask the questions above. Give your own answers.

### 3 Building vocabulary

**About you**

- A** Ask your classmates about these good and bad experiences. For each question, find someone who answers yes. Write the student's name in the chart.

| Good experiences           |      | Bad experiences               |      |
|----------------------------|------|-------------------------------|------|
| Have you ever ...          | Name | Have you ever ...             | Name |
| won a prize?               |      | broken something valuable?    |      |
| gotten 100% on a test?     |      | lost something important?     |      |
| spoken to a famous person? |      | had the flu?                  |      |
| taken an exciting trip?    |      | forgotten someone's birthday? |      |
| found a wallet?            |      | fallen and hurt yourself?     |      |

"Have you ever won a prize?"

"Yes, I have. I won a prize in a science fair in fifth grade."

**Word sort**

- B** Complete the verb chart. Make another chart with more verbs that you know.

|                 |     |     |        |      |      |      |  |        |
|-----------------|-----|-----|--------|------|------|------|--|--------|
| Base form       | win |     |        |      | find |      |  | fall   |
| Simple past     | won | got |        | took |      | lost |  | forgot |
| Past participle | won |     | spoken |      |      | had  |  | hurt   |

Vocabulary notebook p. 20

### 4 Speaking naturally

Reduced and unreduced forms of *have*

**A** *Have* you ever been to Mexico?

**B** No, I *haven't*. But my parents *have* been there several times. (parents' *ve*)

- A** 1.17 Listen and repeat the question and answer above. Notice how *have* is reduced in questions and full statements but not in short answers.

**About you**

- B** 1.18 Listen and complete the questions below. Then ask and answer the questions with a partner. If you answer yes, give a specific example.

1. Have you ever gone bungee jumping?
2. Have you ever been to a \_\_\_\_\_?
3. Have you ever seen a \_\_\_\_\_?
4. Have you ever taken a \_\_\_\_\_ class?
5. Have you ever had \_\_\_\_\_ food?
6. Have you ever won a \_\_\_\_\_?
7. Have you ever forgotten an \_\_\_\_\_?
8. Have you ever broken \_\_\_\_\_?

**About you**

- C** **Pair work** Ask the questions above again, this time using your own ideas.

**A** *Have* you ever gone bungee jumping?

**B** Actually, I *have*. I was terrified. I never did it again!

Sounds right p. 137



## 1 Conversation strategy Keeping the conversation going

**A** What kinds of fun things do people do on the weekends?

Make a list.

**B** 1.19 Listen. What fun things has Jason done lately?



**Lea** Have you done anything fun lately?

**Jason** Yeah, we went to a new club called Fizz last week. Have you been there?

**Lea** No, but I've heard good things about it. How was it?

**Jason** Yeah, it's neat. The DJ was really good. Do you like techno music?

**Lea** Yeah, it's OK, um, not my favorite. I prefer hip-hop.

**Jason** Do you? Have you seen that new movie about hip-hop artists?

**Lea** No. Is it good?

**Jason** Yeah. I've seen it a couple of times.

**Lea** Have you? Well, I'm kind of in the mood for a movie. Do you want to see it again?

**Jason** Well, I enjoyed it, but . . . I've never seen a movie *three* times!

**C** Notice how Lea and Jason keep the conversation going.

They say things like *I've heard good things about it* to show interest and then ask a question. Find other examples in the conversation.

**"Have you been there?"**

**"No, but I've heard good things about it. How was it?"**

**D** Match each statement with a response. Then practice with a partner.

1. I just saw Hereafter. It was a good movie.  
Have you ever seen it? \_\_\_\_\_
2. Have you ever eaten a lychee? \_\_\_\_\_
3. I heard a really good band called Sunset recently.  
Do you know them? \_\_\_\_\_
4. One of my favorite restaurants is Spice House.  
Have you ever eaten there? \_\_\_\_\_

- a. It's a fruit, right? I've never tried one. What do they taste like?
- b. No, but I've walked by it. What kind of food do they serve?
- c. No, but I've heard good things about them. What kind of music do they play?
- d. No, but I've heard of it. What's it about?

## 2 Strategy plus Response questions

You can show interest by responding with short questions like ***Do you?*** and ***Have you?*** Use the same tense as the other person.

### In conversation

To show surprise, you can respond with questions like ***You do?*** and ***You have?*** This is more informal.

I've seen it a couple of times.

Have you?



Complete the conversations with response questions like ***Do you?*** ***Are you?*** ***Did you?*** or ***Have you?*** Then practice with a partner.

1. A I've never been up in a hot air balloon. I'm afraid of heights.  
B \_\_\_\_\_? Me too. I hate flying.  
A \_\_\_\_\_? I'm the same way. I get sick on airplanes, too.
  
2. A Have you ever performed in front of an audience?  
B Yes, I have. Actually, I do it all the time.  
A \_\_\_\_\_? Wow.  
B Yeah. I'm a drummer in a rock band.  
A \_\_\_\_\_? I'm impressed!
  
3. A Have you seen any good movies lately?  
B Actually, I went to see that new action movie that's out right now.  
A \_\_\_\_\_? The one with Liam Neeson? I've seen all his movies.  
B \_\_\_\_\_? So is he your favorite actor?



## 3 Listening and strategies What have they done?

- A** 1.20 Listen to three people talk about things they have done. Match the people and the main topic they talk about. There are three extra.

- |                  |              |                  |
|------------------|--------------|------------------|
| 1. Albert _____  | a. a job     | d. a hobby       |
| 2. Reny _____    | b. vacations | e. a movie on TV |
| 3. Melissa _____ | c. a sport   | f. an accident   |

- B** 1.20 Listen again. What did each person just do? Write a sentence.

- C** 1.20 Listen again. Respond to the last thing each person says. Check (✓) the correct response. Then write a question to keep each conversation going.

- |            |                                    |                                    |                                    |       |
|------------|------------------------------------|------------------------------------|------------------------------------|-------|
| 1. Albert  | <input type="checkbox"/> You have? | <input type="checkbox"/> Did you?  | <input type="checkbox"/> Were you? | _____ |
| 2. Reny    | <input type="checkbox"/> Did you?  | <input type="checkbox"/> You were? | <input type="checkbox"/> You have? | _____ |
| 3. Melissa | <input type="checkbox"/> You did?  | <input type="checkbox"/> Are you?  | <input type="checkbox"/> Do you?   | _____ |

Free talk p. 129



## Reading

**A** Look at the photographs. Which trip would you like to take? Tell the class. Then read the two blogs. Which blogger had the worst problems?



## Reading tip

After you read, think of a comment you could post to show you understood the blog.

**JAKE'S JOURNEY**

**MARCH 2 GUATEMALA**



When we arrived in Guatemala two weeks ago, we didn't know what to expect. But I have to say, we've had a great time. I've done a lot of traveling, and I think it's one of the most amazing places I've ever been to. We've done a lot in the last two weeks. We've gone hiking, explored some of the ancient Mayan ruins, and camped next to a volcano. We've also seen some beautiful birds. The quetzals are so colorful, and there are hummingbirds everywhere. There are lots of things we haven't had time to do. I've always wanted to go to the rain forest. I hope we get there.



Camping was really fun. We drove up some rough dirt roads to Ipala Volcano and got a flat tire on the way. It was worth the trip, though. There's a really pretty lake up there that we hiked around. It rained really hard one night, and everything outside the tent got soaked, but at least the tent didn't leak. Fortunately, the weather's gotten better. Another place we found had these beautiful hot springs and a hot waterfall. Standing underneath it was just like taking a hot shower! I miss you all!

**Comments**

Linh: You do? That's hard to believe, Jake. It sounds like you're having a blast! I've never been to Central America, but I've always wanted to go there. Have you gone on one of the zip lines? I've heard you can do them there. Have fun!

**CHLOE'S TRAVELS**

**MARCH 2 BRAZIL**



After 36 hours of travel, we arrived in Brazil last Sunday. I can't believe it – we got stuck on our way here, and unfortunately, we missed Carnival in Rio! I've always wanted to see it – with all the costumes and dancing and music, but we just couldn't get here in time. And I lost my camera! Fortunately, I've been good about uploading all my photos to the blog, so I haven't lost many. At least it wasn't an expensive camera. Anyway, we've been to the beach every day. We've gone surfing, and I went parasailing yesterday. The views were amazing!

We've done a lot of sightseeing – though we haven't taken the cable car up Sugar Loaf Mountain. We'll probably do that tomorrow. We've met some really nice people. They're so incredibly friendly and helpful. Amazingly, we managed to visit the family of one of our classmates from college. They were extremely generous. They made us some traditional feijoada – a bean and meat dish. It was delicious! I could happily spend another month here. We'll have to come back and visit again.

**Comments**

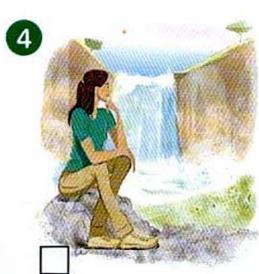
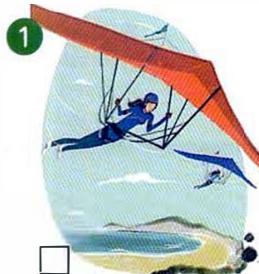
Steve: Hey Chloe. I miss you! It's cold and wet here, and I'm working, unfortunately. Have you been able to see any capoeira?

**B** Pair work Read the blogs again. Are the sentences true or false? Write T or F.

1. Guatemala is exactly what Jake expected. \_\_\_\_\_
2. The weather has been bad for his entire trip. \_\_\_\_\_
3. He had problems with his tent one night. \_\_\_\_\_
4. Chloe enjoyed Carnival. \_\_\_\_\_
5. She and her friends have finished sightseeing. \_\_\_\_\_
6. She would like to spend more time in Brazil. \_\_\_\_\_

## 2 Listening A traveler's adventures

- A** 1.21 Listen to Suzanne's friends talk about her trip to New Zealand. Check (✓) the things Suzanne has done.



- B** 1.21 Listen again. Answer the questions.

- How does Suzanne's friend know about her trip?
- Does Suzanne like to try new things?
- What family does Suzanne have in New Zealand? Did she meet them on her trip?
- What are Suzanne's photos like? Why are her friends surprised?
- Have Suzanne's friends traveled a lot?

## 3 Writing and speaking Blog about it

- A** Read the excerpt from a blog below and the Help note. Underline the adverbs of attitude in the blog.

**FLYING ABOVE THE RAIN FOREST**

Last summer, I went on the Sky Trek in the rain forest in Monteverde, Costa Rica. I'm afraid of heights, so I almost didn't go. Fortunately, there were some great guides, and they really helped me. Amazingly, it wasn't really scary. It was the most exciting experience I've ever had! I didn't see a quetzal bird, unfortunately, so I'll just have to go back.



### Help note

#### Adverbs of attitude

Use adverbs like **fortunately**, **unfortunately**, **amazingly**, etc., to show your attitude or feeling about something.

**Fortunately**, there were some great guides.

I didn't see a quetzal bird, **unfortunately**.

**Amazingly**, it wasn't really scary.

- About you** **B** Write a blog entry about an exciting experience you've had. Use **fortunately**, **unfortunately**, and **amazingly**. Do you have a photo to add to the blog?

- C** Class activity Take turns reading your classmates' blogs. Discuss who has . . .

- had the most exciting experience.
- done something you'd love to do.
- been somewhere you'd love to go.

# Vocabulary notebook

Have you ever . . . ?

## Learning tip Verb charts

When you learn a new verb, write the three main forms in a chart.

| base form | simple past | past participle |
|-----------|-------------|-----------------|
| go        | went        | gone            |

### In conversation

The top 10 past participles after *I've never . . .* are:

1. been 6. done
2. heard 7. gone
3. had 8. read
4. seen 9. used
5. tried 10. watched

### 1 Word builder Complete the charts.

These verbs have three different forms.

|       |            |       |       |       |         |        |        |        |
|-------|------------|-------|-------|-------|---------|--------|--------|--------|
| be    | was / were | been  | drive | drove |         | break  |        | broken |
| do    | did        |       | write |       | written | choose | chose  |        |
| go    |            | gone  | eat   | ate   |         | speak  |        | spoken |
| see   | saw        |       | give  |       | given   | wake   | woke   |        |
| drink |            | drunk | fall  | fell  |         | get    |        | gotten |
| sing  | sang       |       | take  |       | taken   | forget | forgot |        |

### 2 Make a chart like the one above for the verbs below. Note the simple past form is the same as the past participle.

bring catch have keep make read sell teach think  
buy find hear leave meet say sit tell win

### 3 Now complete these charts.

The base forms and past participles are the same.

|        |        |        |
|--------|--------|--------|
| become | became | become |
| come   |        |        |
| run    |        |        |

All forms are the same.

|      |     |     |
|------|-----|-----|
| cut  | cut | cut |
| hurt |     |     |
| put  |     |     |



### On your own

Make a "sentence string." Complete the sentence *I've never . . .* How many different ideas can you think of?



### Can Do! Now I can . . .

I can . . .

I need to review how to . . .

- talk about my dreams.
- describe experiences I've had or haven't had.
- keep a conversation going.
- show interest with *Have you?, Do you?, etc.*

- understand people talking about experiences.
- understand a conversation about travel.
- read a travel blog.
- write a blog about my travel experiences.

# Wonders of the world



In this unit, you learn how to . . .

## Lesson A

- Talk about your country or city using superlative adjectives and superlatives with nouns

## Lesson B

- Ask and answer questions about your country's natural features with *How + adjective*

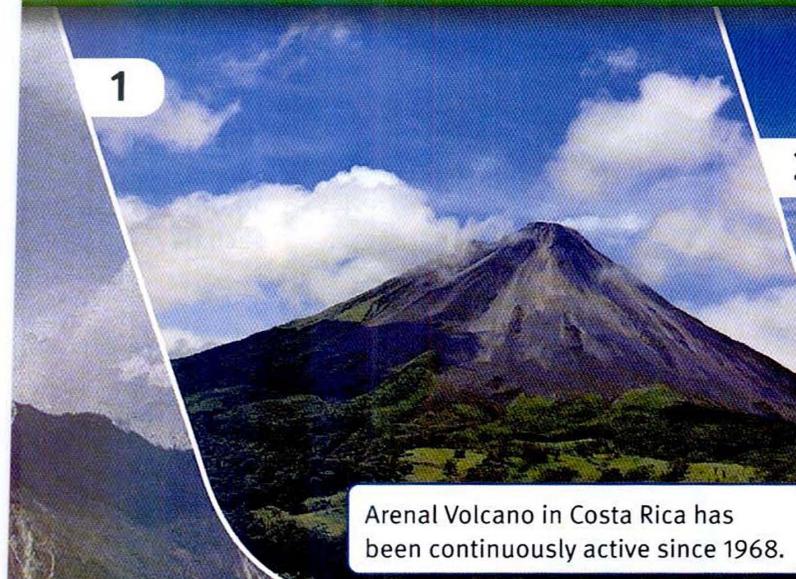
## Lesson C

- Use short responses with *really* and *sure* to be a supportive listener
- Use superlatives for emphasis

## Lesson D

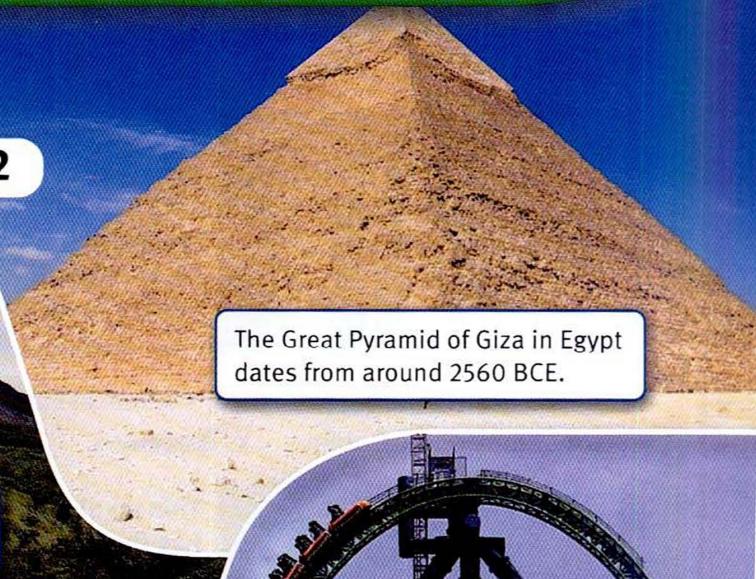
- Read an article about world records
- Write a factual article about your country

1



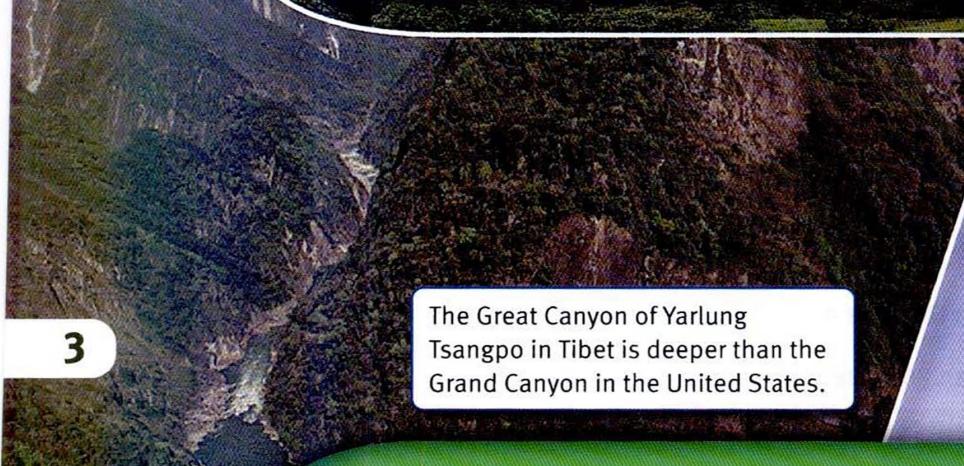
Arenal Volcano in Costa Rica has been continuously active since 1968.

2



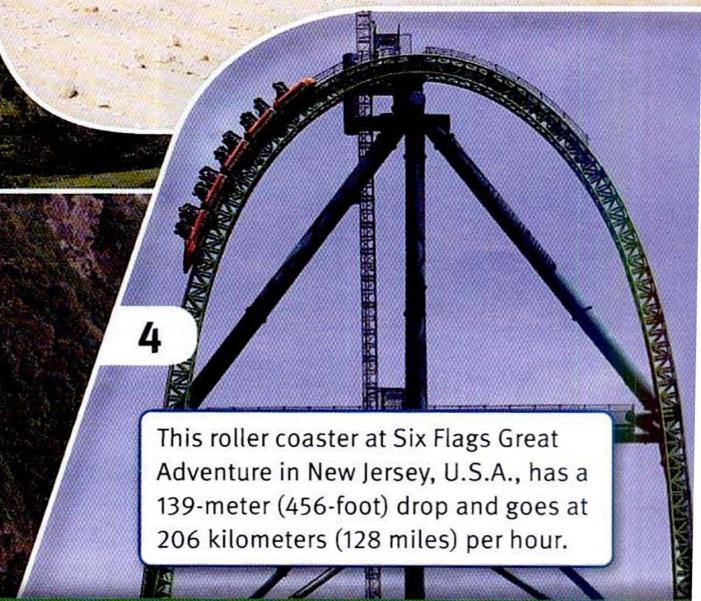
The Great Pyramid of Giza in Egypt dates from around 2560 BCE.

3



The Great Canyon of Yarlung Tsangpo in Tibet is deeper than the Grand Canyon in the United States.

4



This roller coaster at Six Flags Great Adventure in New Jersey, U.S.A., has a 139-meter (456-foot) drop and goes at 206 kilometers (128 miles) per hour.

## Before you begin . . .

Have you ever done any of these things? Which would you really like to do?

- See an active volcano.
- Visit an ancient city or monument.
- Go hiking in a beautiful canyon.
- Ride a scary roller coaster.

Test your knowledge. Can you guess the answers to these questions?

1. Which city has the tallest office building in the world?  
 a. Kuala Lumpur    b. Taipei    c. Chicago



This building is 509 meters (1,670 feet) tall.

2. Where is the longest suspension bridge?  
 a. Japan    b. Denmark    c. China



This is the longest suspension bridge in the world. It's 1,990 meters (6,529 feet) long.

3. Where is the largest shopping mall?  
 a. Canada    b. China    c. The United States



This mall covers about 1.97 million square meters (6.46 million square feet).

4. Where is the busiest fast-food restaurant in the world?  
 a. Seoul    b. Moscow    c. Hong Kong



This restaurant serves over 40,000 people each day.

5. Which city has the biggest soccer stadium in Europe?  
 a. London    b. Dublin    c. Barcelona



This stadium has the most seats. It can hold nearly 100,000 people.

6. Which country has the most tourism?  
 a. The United States    b. Spain    c. France



This is the most popular country with tourists. Eighty million people visit every year.

## 1

## Getting started

**A** Look at the pictures. What is the quiz about? Are you good at these kinds of quizzes?

**B** 1.22 Listen to the quiz. Can you guess the correct answers? Circle *a*, *b*, or *c*. Then compare with a partner. Check your answers on the last page of your book.

Figure it out

**C** **Pair work** Complete the questions. Then ask and answer them with a partner. Can you guess the correct answers? Check your answers on the last page of your book.

- What's the \_\_\_\_\_ (big) train station in the world?
- What's the \_\_\_\_\_ (busy) airport in the world?
- Where is the \_\_\_\_\_ (large) building in the world?
- What's the \_\_\_\_\_ (expensive) city in the world?

## 2 Grammar Superlatives 1.23

Extra practice p. 142

**For short adjectives****the + adjective + -est****For long adjectives****the + most / least + adjective****Irregular superlatives****good ▶ the best; bad ▶ the worst****Superlatives with nouns****the most + noun**What's **the tallest** building in the world?What's **the busiest** restaurant?What's **the most interesting** city in your country?What's **the least expensive** store?What's **the best** country to visit?What's **the worst** problem in your country?Which country has **the most tourism**?Which stadium has **the most seats**? In conversation**The most + adjective** is about 20 times more common than **the least + adjective**.

- A** Complete these questions about your country. Use the superlative form of the adjectives or the superlative with nouns.

1. What's the largest (large) city?
2. Which airport has \_\_\_\_\_ (flights) every day?
3. What's \_\_\_\_\_ (fast) way to travel?
4. What's \_\_\_\_\_ (beautiful) region?
5. Which city has \_\_\_\_\_ (tourism)?
6. Where's \_\_\_\_\_ (famous) monument?
7. What's \_\_\_\_\_ (good) university?
8. What's \_\_\_\_\_ (bad) problem for people?
9. Which city has \_\_\_\_\_ (big) population?

 Common errorsUse **-est** with short adjectives.*What's the tallest building in your city?  
(NOT What's the most tall building in your city?)*

About you

- B** **Pair work** Ask and answer the questions. Do you and your partner agree on the answers?

**3****Speaking naturally** Linking and deletion with superlatives**Link the final *s* to vowel sounds and the sounds /h, l, r, w, y/.***What's the most interesting neighborhood?**What's the tallest office building?**What's the biggest hotel?**What's the largest library?**What's the nicest restaurant?**What's the fastest way to travel around?**What's the oldest university?***Delete the final *t* and link the *s* to most consonant sounds.***What area has the mos(t) traffic?**What's the busies(t) mall or shopping area?**Where's the bigges(t) stadium?**What's the bes(t) sports team?**What neighborhood has the mos(t) clubs?**What's the mos(t) popular dance club?**What's the bes(t) movie theater?*

- A**  1.24 Listen and repeat the questions above. Notice how the final *s* is linked to vowel sounds and the sounds /h, l, r, w, y/. However, the final *t* is deleted before – and the *s* is linked to – most consonant sounds.

About you

- B** **Pair work** Ask and answer the questions above about your city. Agree on an answer for each question. Then compare with your classmates.

## 1

## Building vocabulary and grammar

**A** Complete the facts below with seven of the natural features in the box. Which facts did you know?

archipelago  
coastdesert  
glacierisland  
lakemountain  
oceanrain forest  
reef✓ river  
volcano

**Did you know . . . ?**

|  |  |
|--|--|
| The Nile is the longest <u>river</u> in Africa. It's 6,695 kilometers (4,160 miles) long.  | The highest <u>mountain</u> in the world is Mount Everest in Asia. How high is it? It's 8,850 meters (29,035 feet) high.                           |
| The largest <u>ocean</u> is the Pacific. It covers one-third of the earth! The deepest part is about 11,000 meters (36,000 feet) deep.       | How big is the largest <u>rain forest</u> ? The Amazon in South America covers about 4 million square kilometers (1.5 million square miles).       |
| The largest hot <u>desert</u> is the Sahara in Africa. How large is it? It's about 9.1 million square kilometers (3.5 million square miles). | The most active <u>volcano</u> is probably Kilauea on the <u>volcano</u> of Hawai'i. It has been active since 1983, and it still erupts every day! |

Word sort

**B** What natural features are in your country? Complete the chart. Then compare with a partner.

| Features we have | Features we don't have |
|------------------|------------------------|
| beaches          | desert                 |

vocabulary notebook p. 30

*"We have a lot of great beaches. They're some of the best in the world."*

Figure it out

**C** Can you complete the questions and answers?

1. How \_\_\_\_\_ is the Nile River?
2. \_\_\_\_\_ high is Mount Everest?
3. It's 6,695 kilometers \_\_\_\_\_.
4. It's 8,850 meters \_\_\_\_\_.

## 2

Grammar Questions with *How + adjective . . . ?*

Extra practice p. 142

- |   |  |
|---|--|
| <b>How high</b> is Mount Everest?           | It's 8,850 meters (29,035 feet) <b>high</b> .                  |
| <b>How long</b> is the Nile River?          | It's 6,695 kilometers (4,160 miles) <b>long</b> .              |
| <b>How wide</b> is the Grand Canyon?        | It's about 29 kilometers (18 miles) <b>wide</b> .              |
| <b>How deep</b> is the Pacific Ocean?       | It's about 11,000 meters (36,000 feet) <b>deep</b> .           |
| <b>How large</b> is the Sahara Desert?      | It's 9.1 million square kilometers (3.5 million square miles). |
| <b>How hot</b> does it get in Death Valley? | It can reach 48 degrees Celsius (120 degrees Fahrenheit).      |

Some measurements can be followed by an adjective: *high, tall, long, wide, deep*

**A** Write two questions about each of the natural features below.

**Questions**

1. the longest river in Canada
2. the highest mountain in South America
3. the smallest continent
4. the widest canyon in the world
5. the deepest lake in the world
6. the coldest place in the world

**Answers**

1. The Mackenzie River / 4,241 kilometers
2. Mount Aconcagua / 6,962 meters
3. Australia / almost 7.7 million square kilometers
4. The Grand Canyon / 29 kilometers
5. Lake Baikal / 1,741 meters
6. Antarctica / -89.6 degrees Celsius

What's the longest river in Canada? How long is it?

**B** Pair work Ask and answer your questions.  
Use the information given above.

- A What's the longest river in Canada?      A How long is it?  
B The Mackenzie River.                              B It's 4,241 kilometers long.



مراجع زبان ایرانیان

**3** Listening What do you know?

**A** Pair work Take the quiz below. Circle *a*, *b*, or *c*, and guess the answers to the questions.

1. The world's tallest trees grow in \_\_\_\_\_.  
a. Japan                  c. the United States  
b. Brazil  
How tall are they? They're \_\_\_\_\_.
2. \_\_\_\_ is the highest lake in the world.  
a. Lake Victoria        c. Lake Superior  
b. Lake Titicaca  
How high is it? It's \_\_\_\_\_.
3. The longest mountain range is \_\_\_\_\_.  
a. the Andes            c. the Rocky Mountains  
b. the Himalayas  
How long is it? It's \_\_\_\_\_.
4. The world's largest archipelago is \_\_\_\_\_.  
a. the Philippines        c. Indonesia  
b. Greece  
How many islands does it have? It has \_\_\_\_\_.
5. The world's deepest canyon is in \_\_\_\_\_.  
a. the United States        c. Australia  
b. Tibet  
How deep is it? It's \_\_\_\_\_.
6. The world's smallest volcano is in \_\_\_\_\_.  
a. the Philippines        c. Mexico  
b. Italy  
How high is it? It's \_\_\_\_\_.

**B** 1.26 Pair work Listen to the quiz show. Were your guesses correct?  
Write the correct answers above.

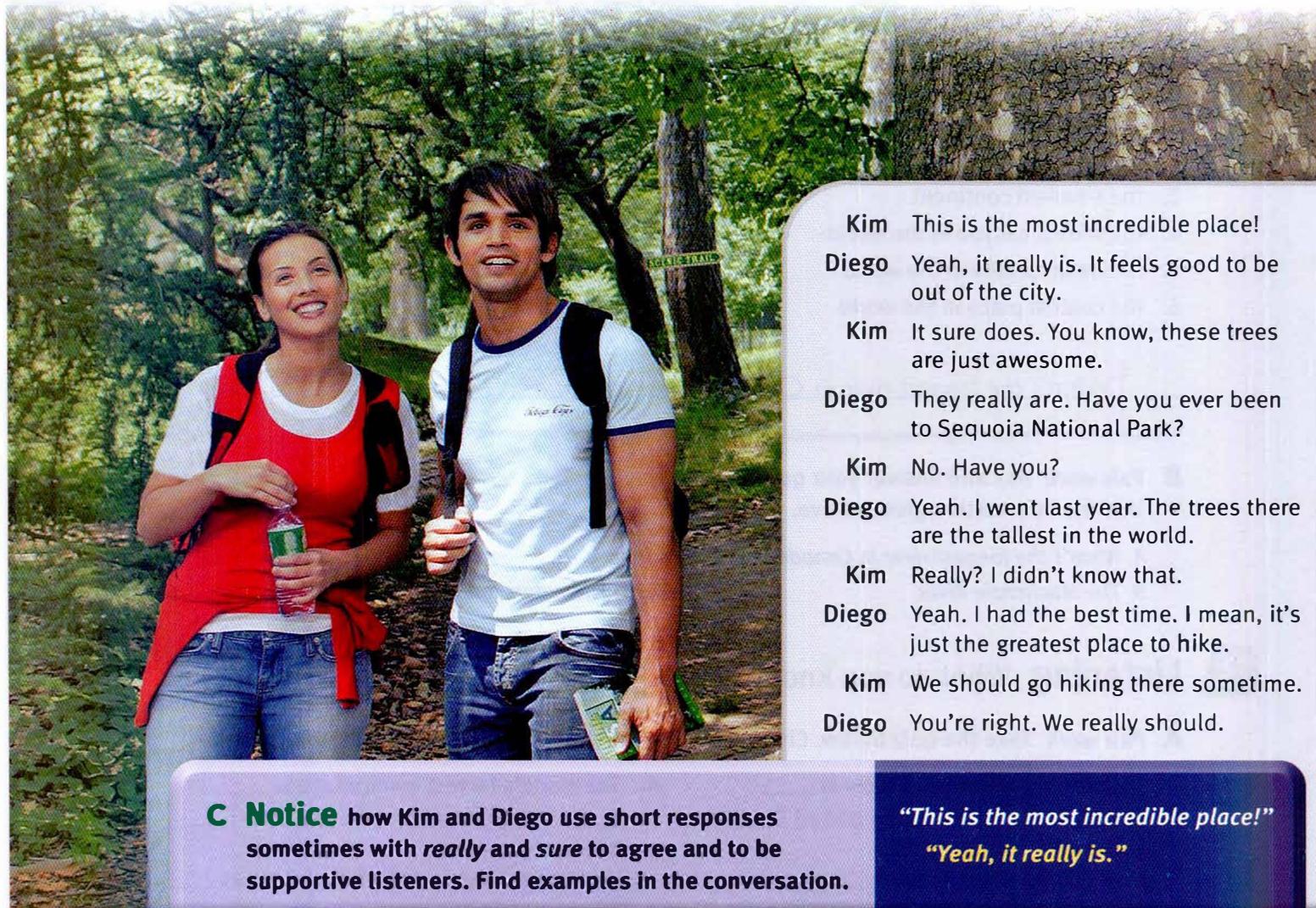
Sounds right p. 137

## 1

## Conversation strategy Being a supportive listener

**A** Are there any national parks in your country? Which one is the most beautiful? Which one is the largest?

**B**  1.27 Listen to Kim and Diego. What do they say about Sequoia National Park?



- Kim This is the most incredible place!
- Diego Yeah, it really is. It feels good to be out of the city.
- Kim It sure does. You know, these trees are just awesome.
- Diego They really are. Have you ever been to Sequoia National Park?
- Kim No. Have you?
- Diego Yeah. I went last year. The trees there are the tallest in the world.
- Kim Really? I didn't know that.
- Diego Yeah. I had the best time. I mean, it's just the greatest place to hike.
- Kim We should go hiking there sometime.
- Diego You're right. We really should.

**C Notice** how Kim and Diego use short responses sometimes with **really** and **sure** to agree and to be supportive listeners. Find examples in the conversation.

**"This is the most incredible place!"**  
**"Yeah, it really is."**

**D** Match the comments on the left with the responses on the right. Then practice with a partner.

1. The weather was great last Saturday. \_\_\_\_\_
2. This city doesn't have many parks. \_\_\_\_\_
3. We should go hiking sometime. \_\_\_\_\_
4. The lake here is a great place to go swimming. \_\_\_\_\_
5. I like being out of the city. You can hear the birds. \_\_\_\_\_

- a. You're right. We really should.
- b. Yeah, you sure can.
- c. Yeah. It sure is.
- d. It really was. I spent the whole day outdoors.
- e. No, it really doesn't. That's too bad.

## 2 Strategy plus Using superlatives for emphasis

You can use superlatives to emphasize your opinions or feelings.

**About you**

**Pair work** Complete the answers with the superlative form of the adjectives. Then practice with a partner. Practice again with your own information.

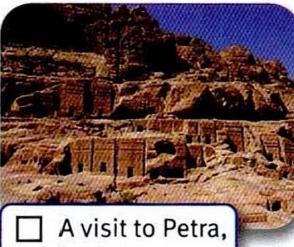
1. A Where's your favorite place to hang out?  
B Well, I really like going to cafés. You see \_\_\_\_\_ (interesting) people.
2. A Where's a good place to go to get out of the city?  
B I like going into the mountains. It's so quiet, and you can see \_\_\_\_\_ (amazing) wildlife.
3. A I heard that you can take a boat trip down the river.  
B You sure can. You can get \_\_\_\_\_ (good) views of the city. You really should do it.
4. A How was your vacation? Was it fun?  
B Yeah. We went sailing around some islands. I had \_\_\_\_\_ (good) time.

## 3 Listening and strategies Travel talk

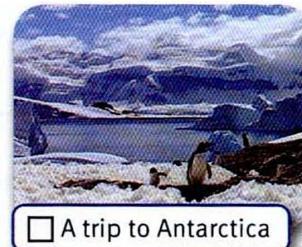
**A** 1.28 Listen to a radio interview. Number the experiences 1 to 4 in the order you hear them.



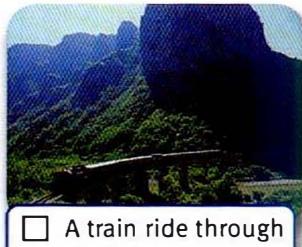
A Caribbean cruise



A visit to Petra, Jordan



A trip to Antarctica



A train ride through Copper Canyon in Mexico

**B** 1.28 Listen again. How does Jill answer these questions? Complete the sentences.

1. What's the most interesting place you've ever been to? Petra. It's \_\_\_\_\_.
2. What's the most beautiful place you've seen? Antarctica has \_\_\_\_\_.
3. What's the best trip you've taken? Copper Canyon. The colors \_\_\_\_\_.
4. What's the most exciting thing you've done on a trip? I rode \_\_\_\_\_.
5. What was your worst trip? A Caribbean cruise. The cruise was great, but I \_\_\_\_\_.

**About you**

**C** **Group work** Discuss the questions. What experiences have people in your group had?

**A** Well, I went to Rome one time. I had the best time. It's fun to explore new places.

**B** Yeah, it sure is. I bet Rome was amazing.

Free talk p. 130

## 1 Reading

**A** Read the questions in the article. Can you guess the correct answers? Then read the article. Were your guesses correct?

### Reading tip

Before you read, try and answer the questions. Then read to check your guesses.

**What was more popular?**

A family video uploaded online showing a baby biting his older brother's finger  
 A popular video war game

"Charlie bit my finger" made the record books as the most liked video in one year with 908,668 "likes." The video war game, however, sold 6.5 million copies in the first 24 hours of its launch in the United States and UK alone.

**What's the longest?**

The longest snake in the world     The shortest street     The world record for the long jump

The world's longest snake, a python, is 7.67 meters (25 feet 2 inches) long. It's the scariest inhabitant at a haunted house attraction in Kansas City, Missouri.

Meanwhile, the shortest street in the world, in Caithness, Scotland, is only 2 meters (6 feet 9 inches) long. It consists of one house with the address 1, Ebenezer Place.

The world record for the long jump was set in 1991. Mike Powell from the United States jumped 8.95 meters (29 feet 4.36 inches) in Tokyo, Japan. More than two decades later, it was still the world record.

**Which is more dangerous?**

The most dangerous road in world     The most dangerous animal

The most dangerous road in the world runs 69 kilometers (43 miles) from La Paz to Coroico in Bolivia. On average there are 300 deaths annually. The road is most dangerous in the rainy season when it is muddy and wet.

The deadliest animal is the mosquito. This tiny insect can carry a deadly disease, malaria. Malaria kills more than two million people a year.

**Which is older?**

The oldest skyscraper city     The oldest living tree

The oldest skyscraper city in the world is in Yemen. Shibam, with approximately 7,000 citizens, has buildings up to 12 stories high. While they are not the tallest skyscrapers in the world (the tallest is currently in Dubai, UAE), they are the oldest. Most of the 500 skyscrapers were built in the sixteenth century. However, Hong Kong, the place with the *most* skyscrapers, has 2,354 towering buildings, which together would almost reach a space station orbiting Earth.

Some of the oldest forests in the world are in the Andes, a mountain range in southern Chile and Argentina. The average age of these forests is 2,500 years old. However, the oldest living tree, a pine tree in the White Mountains of California, is 4,800 years old.

**B** Read the article again. Circle the correct words to make the sentences true according to the article.

1. The most popular video war game sold 6.5 million copies in one **day / month**.
2. The longest snake is **shorter / longer** than the world's longest long jump.
3. The people at 1, Ebenezer Place have **no / a few** next-door neighbors.
4. The worst time for accidents on the road is during the **wet / cold** season.
5. **Shibam / Dubai / Hong Kong** has the most skyscrapers.
6. The oldest living tree **is / is not** in one of the oldest forests.

**C** Find the bold words in the article. Then choose *a* or *b* to complete the sentences.

- |   |                              |
|---|------------------------------|
| 1. After a <b>launch</b> , a company starts to _____ a product.           | a. sell      b. design       |
| 2. An <b>inhabitant</b> is a thing or person that _____ a place.          | a. visits      b. lives in   |
| 3. If a street <b>consists of</b> one house, it means it _____ one house. | a. has      b. is famous for |
| 4. When something happens <b>annually</b> , it happens every _____.       | a. month      b. year        |
| 5. A city that has 7,000 <b>citizens</b> has 7,000 _____.                 | a. people      b. buildings  |
| 6. A <b>towering</b> building is very _____.                              | a. short      b. tall        |

## 2 Speaking and writing Interesting facts

**A** Group work Discuss these questions about your country. Find out as many facts as you can about each thing. Take notes.

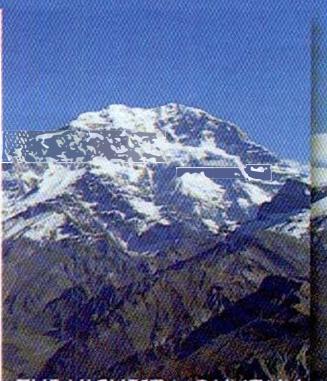
What is ...

- the highest mountain? the longest river?
- the longest bridge? the tallest building?
- the best-known natural feature?
- the best time of year to visit?
- the city with the most historic sites?

**B** Read the article and the Help note. Then write an article about an interesting place in your country. Add information as shown in the Help note. Include a photo if you can.

**MOUNT ACONCAGUA**

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina. At 6,962 meters (22,841 feet), it is the highest mountain in North and South America. Many people come to Argentina every year to climb Mount Aconcagua and to see the Andes, the longest mountain range in the world.



THE HIGHEST MOUNTAIN IN ARGENTINA

**Help note**

**Adding information**

Mount Aconcagua is the highest mountain in Argentina. + It is a peak in the Andes range. =

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina. ,

Many people come to Argentina to see the Andes. + They are the longest mountain range in the world. =

Many people come to Argentina to see the Andes, the longest mountain range in the world.

**C** Group work Take turns reading your articles aloud. What new information did you learn?



# Vocabulary notebook

From the mountains to the sea

## Learning tip Drawing maps

Draw a map of your country. Include natural features.  
Label your map.

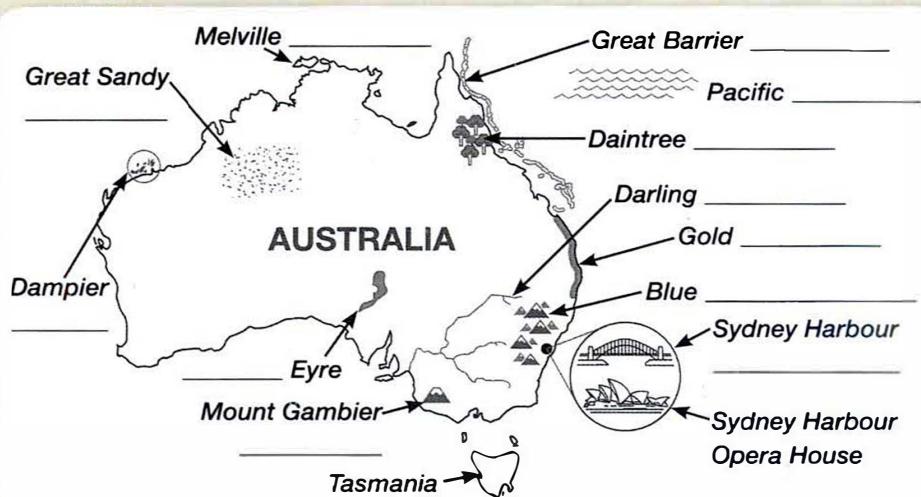
### In conversation

The six natural features people talk about most are:

1. lakes
2. beaches
3. mountains
4. rivers
5. oceans
6. valleys

### 1 Fill in the missing labels on this map of Australia.

- |             |             |
|-------------|-------------|
| archipelago | mountains   |
| bridge      | ocean       |
| coast       | rain forest |
| desert      | reef        |
| island      | river       |
| lake        | volcano     |



### 2 Word builder Sketch a map of your country. Draw and label natural features. Are any of these features in your country?

- bay    cliffs    geysers    hot springs    peninsula    sand dunes    waterfall



### On your own

Find out the highest, longest, biggest, deepest, and largest natural features in your country. Make a fact chart showing how long, high, big, and deep the features are.



### Can Do! Now I can . . .

I can . . .

I need to review how to . . .

- talk about the best, worst, and most beautiful things in my city and country.
- describe natural features.
- use short responses to be a supportive listener.
- emphasize my opinions and feelings using superlatives.

- understand a quiz about natural features.
- understand an interview about someone's travel experiences.
- read an article about world records.
- write a factual article about my country.

## 1

## How much do you know about your partner?

**A** Complete the sentences with an adverb or adjective. Then make guesses about your partner by circling the affirmative or negative form of the verb.

| Your guesses<br>My partner ...   | Are your guesses . . .<br>right? <input type="checkbox"/> | Are your guesses . . .<br>wrong? <input type="checkbox"/> |
|--|---|---|
| 1. eats / doesn't eat <u>slowly</u> (slow).  | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  |
| 2. listens / doesn't listen <u>carefully</u> (careful) to the weather forecast.                    | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  |
| 3. can draw / can't draw really <u>well</u> (good).  | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  |
| 4. gets / doesn't get upset <u>easily</u> (easy).  | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  |
| 5. feels / doesn't feel <u>badly</u> (bad) if he / she can't do a job<br><u>properly</u> (proper). | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  |
| 6. tries / doesn't try <u>hard</u> (hard) to be on time for appointments.                          | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  |

**B** **Pair work** Ask and answer questions to check your guesses. Show interest in what your partner says.

*A I guessed that you eat slowly. Do you?*

*B Actually, I do. I'm always the last person to finish a meal.*

*A You are? Well, it's probably a good idea to eat slowly.*

## 2

## Have you ever?

**Pair work** Find out if your partner has ever done any of these things. Ask and answer questions. Give more information in your "yes" answers.

|                           |                       |                              |                                |               |
|---------------------------|-----------------------|------------------------------|--------------------------------|---------------|
| see someone famous        | eat something unusual | win a prize or a competition | be late for an important event | break a bone  |
| get sick and miss a class | have an argument      | lose something important     | buy yourself something special | throw a party |

*A Have you ever seen someone famous?*

*B Yes, I have. I saw Taylor Swift in concert last July.*

## 3

## What natural and human wonders would you like to see?

Complete the chart with four natural and four human wonders. Then discuss with a partner.

| Natural wonders    | Human wonders |
|--------------------|---------------|
| volcano - Mt. Fuji |               |

*"I'd really like to see Mt. Fuji. I've never seen it before. Have you seen it?"*

## 4

## Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary. Then practice with a partner.

|                |                  |          |          |             |
|----------------|------------------|----------|----------|-------------|
| I've ever seen | We really should | Have you | at least | incredibly  |
| ✓ I've heard   | We sure did      | I saw    | always   | the coolest |

**Milton** Have you been to the new sports complex?

**Peter** No, but I've heard it's fabulous. How about you?

**Milton** Actually, I've been there every weekend this summer.

**Peter** \_\_\_\_\_? What's it like?

**Milton** Great. You see \_\_\_\_\_ people there. \_\_\_\_\_

Jillian and Maggie there Saturday. They're \_\_\_\_\_ hanging out at the skating rink.

**Peter** Maybe we should go skating there sometime.

**Milton** Yeah. \_\_\_\_\_.

**Peter** So, what's the pool there like?

**Milton** Gigantic. I think it's the biggest pool \_\_\_\_\_.

**Peter** Do you remember that little pool in Lincoln Park?

**Milton** Yeah. We always had a lot of fun there.

**Peter** \_\_\_\_\_. But it was \_\_\_\_\_ small.

**Milton** Yeah, but \_\_\_\_\_ it was free. It costs \$20 to swim in this new pool!



## 5

## What do you think?

Complete the questions with superlatives. Then ask and answer the questions with a partner.

1. What's the tallest (tall) building in this city?
2. What's \_\_\_\_\_ (nice) park around here?
3. Where's \_\_\_\_\_ (good) place to sit and enjoy the view?
4. Where's \_\_\_\_\_ (expensive) restaurant in this city?
5. What's \_\_\_\_\_ (delicious) thing you've ever eaten?
6. What's \_\_\_\_\_ (bad) movie you've ever seen?
7. Who's \_\_\_\_\_ (busy) person you know?

## 6

## What are they like?

- A** Add an appropriate adverb before each adjective below. Use a different adverb each time.

|                           |                 |                |                     |
|---------------------------|-----------------|----------------|---------------------|
| <u>extremely</u> generous | _____ impatient | _____ reliable | _____ inconsiderate |
| _____ disorganized        | _____ talented  | _____ arrogant | _____ dishonest     |

- B** **Pair work** Think of a person for each quality above. Think of one thing this person is always doing. Tell a partner.

**"My friend Cecilia is extremely generous. She's always helping people."**

UNIT

## 4

## Family life

**Can Do!** In this unit, you learn how to . . .**Lesson A**

- Talk about family life using *let, make, help, have, get, want, ask, and tell*

**Lesson B**

- Talk about your immediate and extended family
- Describe memories of growing up with *used to* and *would*

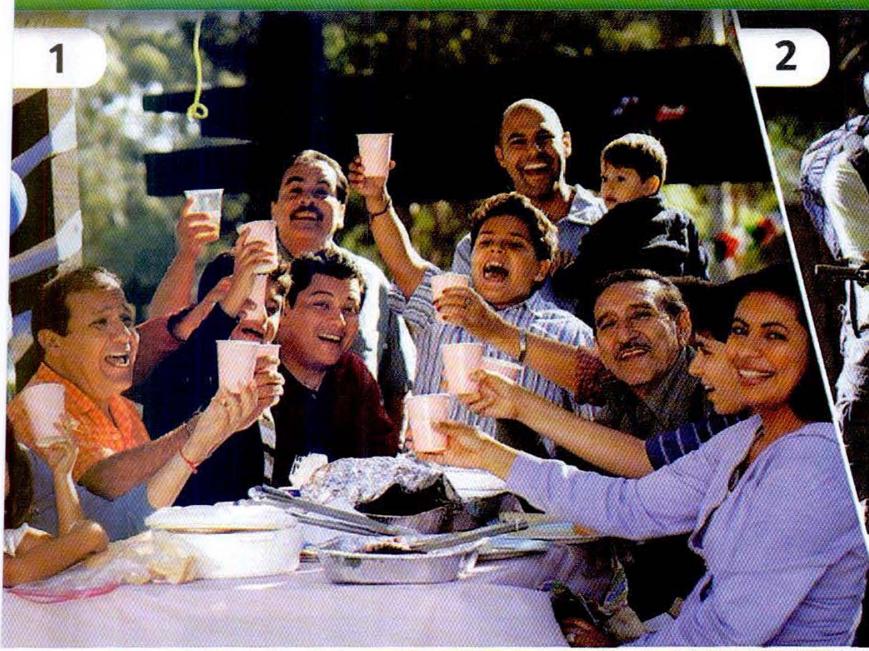
**Lesson C**

- Give opinions with expressions like *If you ask me*
- Agree with opinions using expressions like *Absolutely* and *That's true*

**Lesson D**

- Read a blog about family meals
- Write a blog entry about a family memory

1



2



3



4

**Before you begin . . .**

What activities do you and your family do together?  
Tell the class three things.

**GRYPE.CUP.ORG**

**Kids gripe about their parents. . . .**

"I want to go to drama school, but my parents want me to study law. They're always pressuring me about it."  
– Tom

"My parents won't let me use the car. I have to ask them to drive me everywhere."  
– Marina

"My parents won't let me stay out late. I keep telling them not to worry, but they always make me come home before 10:00. It's so embarrassing."  
– Pedro

**Parents gripe about their kids. . . .**

"My kids play computer games all the time. I always try to have them do their homework before dinner, but they play games instead."  
– Mae

"My kids never help me clean the house. I can't even get them to clean up their own rooms."  
– Eduardo

**Spouses gripe about each other. . . .**

"My husband never lets me have the remote when we're watching TV. It's so irritating. We're always fighting over it."  
– Sue

"My wife is a backseat driver. She's always telling me to slow down, even though I never go over the speed limit."  
– Mehmet

**MY GRIPE:** Here's your chance to send in your own gripe about your family. Enter your gripe(s) here:

## 1 Getting started

**A** What are some things family members argue about? Add your own ideas. Tell the class.

chores    school    sharing things    staying out late

**B** 2.01 Listen and read the messages on the website above. What problems do the people have?

Figure it out

**C** Complete sentences about the people above. Add verbs.

1. Marina's parents won't let her \_\_\_\_\_ the car.
2. Pedro's parents make him \_\_\_\_\_ home before 10:00.
3. Mae tries to have her kids \_\_\_\_\_ their homework before dinner.
4. Eduardo can't get his kids \_\_\_\_\_ their rooms.
5. Mehmet's wife always tells him \_\_\_\_\_ even when he's not driving fast.

About you

**D** Pair work Do you have the same gripes as the ones on the website? Tell a partner.

## 2

**Grammar** let, make, help, have, get, want, ask, tell 2.02

Extra practice p. 143

**let / make / help / have + object + verb**

My parents won't **let me stay out** late.  
 They **make me come** home before 10:00.  
 My kids never **help me clean** the house.  
**I have them do** their homework before dinner.

**get / want / ask / tell + object + to + verb**

I can't **get them to clean up** their rooms.  
 My parents **want me to study** law.  
 I have to **ask them to drive** me everywhere.  
 My wife is always **telling me to slow down**.

**A Choose the correct verbs to complete the sentences.**

- When I was a kid, my parents never let me walk to school by myself. (got / let)
- My parents made me go to bed at 8:00. (go / to go)
- My mother couldn't make me to eat fish. I was a picky eater! (make / get)
- My brother never lets me use his computer. (use / to use)
- My parents want me to spend more time with them. I should, but I'm too busy. (want / have)
- My dad's always telling me get more exercise. (get / to get)
- I always have my husband make breakfast on weekends so I can sleep late. (have / get)
- I think kids should help their parents clean the house. (get / help)
- My parents always say they want me to be happy, not rich. (to be / be)
- I usually let my parents know when I'm going to be home late. (let / have)

About you

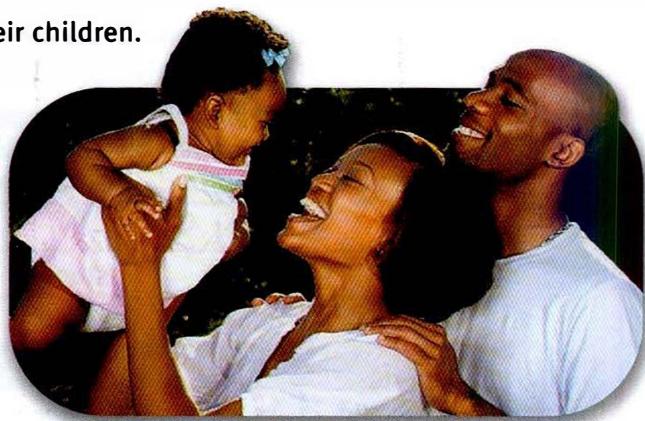
**B Pair work** Make five of the sentences above true for you. Tell a partner.**A When I was a kid, my parents never let me eat junk food.****B Really? My parents let me have soda and stuff, but they made me eat vegetables, too.**

## 3

**Listening and speaking** Reasonable demands?**A Read the list of demands that parents make on their children.**  
What other demands do parents make?

My parents want me to . . .

- get married and start a family.
- study a subject I'm not interested in.
- work in the family business.
- change my appearance.
- call them every week.
- move nearer to them.

**B** 2.03 Listen to five people talk about their parents' demands. Number the demands they talk about above 1 to 5. There is one extra.

About you

**C Pair work** What demands do your parents or your friends' parents make? Why?  
Which demands are reasonable? Which are not? Tell a partner.*"My parents don't want me to get married too soon. They want me to finish college first."*

## Lesson B

## Family memories

## 1 Building vocabulary and grammar

A 2.04 Listen and read the article. What memories do these people have?

## Happiest Memories

We asked people to send us a photo and write about their happiest childhood memory.



My happiest memory is of my **great-grandmother**. She always used to keep candy in her pockets, and she'd always give us some when we came to visit. My dad used to tease us and say, "Grandma, don't give them any candy!" But she did anyway.

– Rosa, Guadalajara, Mexico



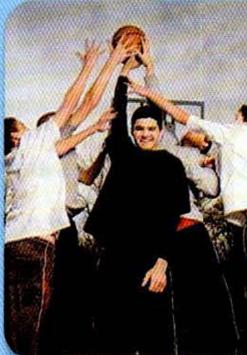
All my **aunts** and **uncles** used to come over for Sunday dinner, and there were always about 12 of us around a gigantic table. My **cousins** and I would crawl under it during dinner and play. I'm an **only child**, so it was nice to be part of a big **extended family**.

– Vasily, Saint Petersburg, Russia



My sister and **brother-in-law** used to live next door. I'm only a little older than my sister's kids, so I kind of grew up with my **niece** and **nephew**. I used to go over there a lot, and we'd play together. I was their favorite **aunt**!

– Haruka, Sendai, Japan



I used to love playing basketball with my four brothers. I grew up in a **blended family**, with two **stepbrothers** and two **half brothers**. After my parents **got divorced**, my father **married** a woman with two sons, and they had two more kids together. Anyway, the five of us used to play on a team, and we would always win.

– Justin, Vancouver, Canada

Word sort

B Complete the chart with male or female family members and with other expressions. Add more ideas. Then tell a partner about your family.

| Immediate family  |          | Blended family |             | Extended family         |                   |
|-------------------|----------|----------------|-------------|-------------------------|-------------------|
| father            | mother   | stepfather     |             |                         | great-grandmother |
|                   | sister   |                | stepsister  | grandfather             |                   |
| husband           |          | stepson        |             |                         | aunt              |
|                   | daughter |                | half sister | (first / second) cousin |                   |
| Other expressions |          |                |             |                         | niece             |
| only child        |          | fiancé         |             | brother-in-law          |                   |

*"I'm an only child, but I have six first cousins."*

Figure it out

C Underline all the examples of *used to* and *would / 'd* in the article. Are these activities and situations in the past or present? Are they finished, or do they still continue?



## 2

Grammar *used to* and *would* 2.05

Extra practice p. 143

**Use *used to* for regular activities or situations in the past that don't happen now or are no longer true.**

I **used to go** over to my sister's house a lot.  
My grandmother **used to keep** candy in her pockets.  
The five of us **used to play** on a team.

**Negatives and questions with *use to* are less common.**

I **didn't use to like** jazz.  
What kind of music **did you use to like?**

About  
you

**What family memories do you have? Complete each sentence and add a sentence with *would*. Then compare your memories with a partner.**

1. My family used to go to the beach in the summer. We'd go almost every weekend.
2. My mother used to make \_\_\_\_\_ for us.
3. My brother / sister and I used to play \_\_\_\_\_ together.
4. My family used to watch \_\_\_\_\_ on TV.
5. I used to see my aunts, uncles, and cousins \_\_\_\_\_.
6. My grandparents used to take me to \_\_\_\_\_.
7. My family always used to \_\_\_\_\_ on Sundays.
8. My parents didn't use to \_\_\_\_\_ on weekends.

A *My family used to go to the beach in the summer. We'd go almost every weekend.*

B *Really? I bet that was fun. My family used to visit my grandmother . . .*

**Use *would* or '*d for regular activities in the past.***

- I'd **play** with my niece and nephew.
- She'd always **give** us some.
- We **would** always **win**.

**Don't use *would* for situations in the past.**

My sister **used to live** next door.  
(NOT My sister **would live** next door.)

## In conversation

People often begin a story with *used to* and then continue with *would*.

## Common errors

Don't use *used to* to talk about your routines in the present.

*I used to skip lunch, but now I usually have a sandwich.*  
(NOT . . . ~~now + used to~~ have a sandwich.)

## 3

Speaking naturally *used to*

We **used to** visit my great-grandmother. I **used to** play with my cousins.

A 2.06 Listen and repeat the sentences above.

Notice the reduction of *used to*.

B 2.07 Now listen and repeat these sentences.

1. I used to love jumping rope.
2. I used to hate spinach.
3. I used to be afraid of spiders.
4. We used to have a cat.
5. My sister used to tease me a lot.

About  
you

C **Pair work** Use the ideas above to talk about your childhood.

A *When I was a child, I used to love playing hopscotch.*

B *Me too. And I also used to like . . .*



Sounds right p. 137

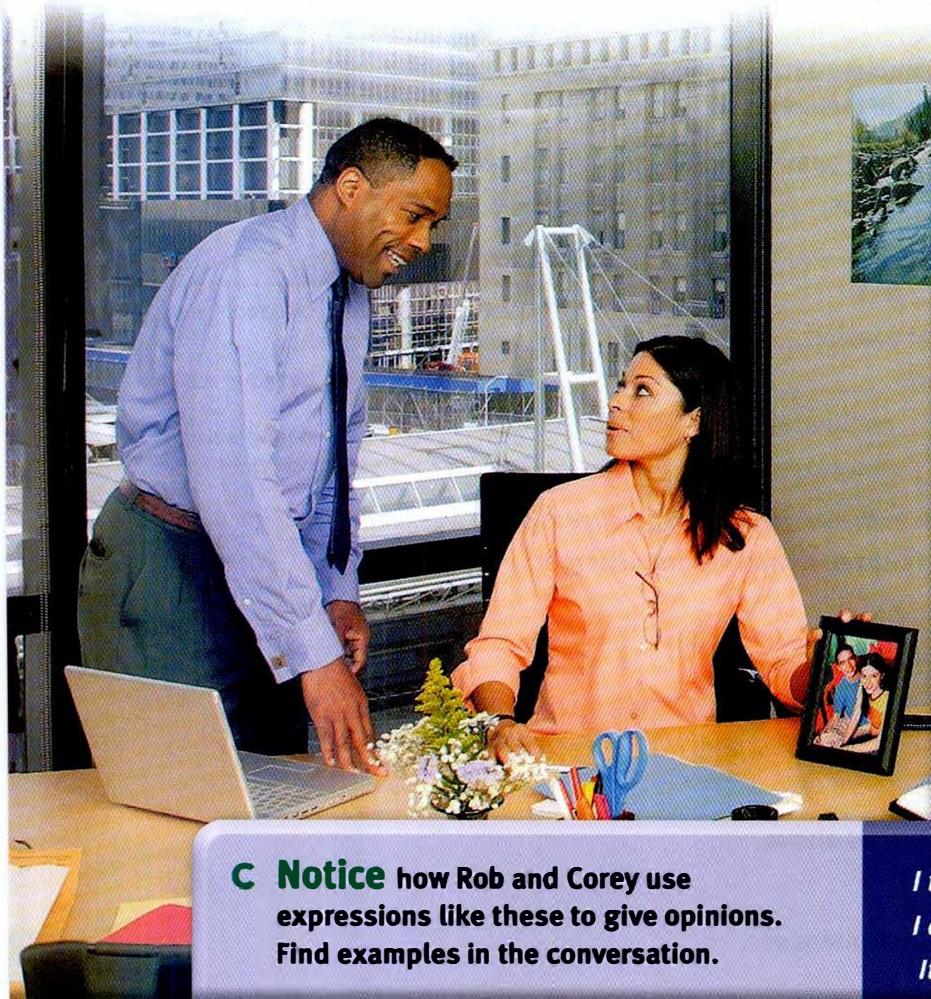
## 1

## Conversation strategy Giving opinions

**A** Check the statements you agree with. Tell the class.

- |  |   |
|--|---|
| <input type="checkbox"/> People spend too much time at work. | <input type="checkbox"/> Life is much simpler now than it used to be. |
| <input type="checkbox"/> Everybody's getting burned out.     | <input type="checkbox"/> People don't have enough time to relax.      |

**B**  2.08 Listen. Which of the statements above do Corey and Rob agree with?



**C** Notice how Rob and Corey use expressions like these to give opinions. Find examples in the conversation.

- Rob So, how are you and Charles doing? And the kids?
- Corey Good, thanks. Just way too busy. I don't think we get enough time together. I guess it's the same for everybody.
- Rob Oh, definitely. If you ask me, we all work too much these days.
- Corey Absolutely. With all the long hours and running the kids around . . .
- Rob Oh, I know. And my wife often brings work home on the weekends, too. Whatever happened to time off?
- Corey Yeah. It seems like we don't get enough time to relax.
- Rob Oh, that's for sure. And it seems to me that's why people often get burned out.
- Corey Exactly.

*I think . . .*

*I don't think . . .*

*It seems to me (that) . . .*

*It seems like . . .*

*If you ask me, . . .*

About  
you

**D** Complete these sentences with expressions from above to give your opinions. Then compare with a partner.

1. \_\_\_\_\_ people work longer hours than they used to.
2. \_\_\_\_\_ people don't spend enough time with their families.
3. \_\_\_\_\_ it's not a good idea to take work home on the weekends.
4. \_\_\_\_\_ people should get more time off.
5. \_\_\_\_\_ there's a lot of pressure to work long hours.
6. \_\_\_\_\_ everyone is way too busy these days.

*A* *It seems to me that people don't spend enough time with their families.*

*B* *Oh, I know. A lot of parents work long hours and have no time for their kids.*

## 2 Strategy plus Agreeing

You can use these expressions to agree with people's opinions.

*Absolutely. You're right. I agree (with you).*

*Definitely. That's true. (Oh,) yeah.*

*Exactly. That's for sure. (Oh,) I know.*

www.english-test.net



If you ask me, we all work too much these days.

Absolutely.

In conversation

Exactly, definitely, and absolutely are in the top 600 words.

**A** 2.09 Listen to the start of five conversations. Number the responses 1 to 5.

- Definitely. My kids love to spend time with my mother. They say she's more fun than me.
- Exactly. Some kids never want to sit down and eat with their families.
- Oh, I agree. I mean, a lot of kids stay up all night studying for exams.
- Oh, I know. But working a few hours a week can be a good experience for teenagers.
- That's true. But a lot of families need two incomes these days.

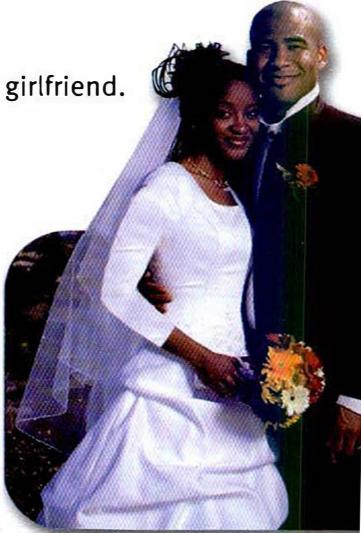
**B** 2.10 Now listen and check. Do you agree with the opinions? Tell your partner.

## 3 Strategies In my opinion

**A** Choose the best responses to complete the conversations. Then practice.

- I've heard that one in three marriages ends in divorce. I think it's terrible for the kids.
- If you ask me, it's better to have lots of different friends at that age.
- I mean, it takes a long time to plan a wedding.
- It seems to me that it's better to wait until you're a little older.

- A It seems like people are getting married much later these days.  
B Yeah, that's true. \_\_\_\_\_  
A Definitely. That way you have time to grow up and find a rewarding job.
- A I don't think it's good for high school kids to have a serious boyfriend or girlfriend.  
B I agree. \_\_\_\_\_  
A Exactly. But it seems like teens want to grow up faster nowadays.
- A It seems to me that long engagements are a good idea.  
B You're right. \_\_\_\_\_  
A Absolutely. And couples need time to decide where to live and everything.
- A I think it's sad that so many people get divorced these days.  
B Oh, I know. \_\_\_\_\_  
A That's for sure. A lot of kids have a hard time when parents get divorced.



About you

**B** Group work Give your opinions about the topics below. Which do you agree on?

- divorce and children
- studying all night for tests
- teens having jobs
- spending time with family
- taking work home
- the best age to get married

## 1

## Reading

About you

- A** When you were a child, did you and your family use to eat together every day? What were family meals like? Tell the class.

- B** Read Barbara's blog. Why does Barbara think families should eat together more often?



## Reading tip

Sometimes writers state similar ideas in the first and last paragraph. This helps tie the reading together.

## Barbara's Blog

It seems to me that families used to eat more meals together. And nowadays, there's often a TV nearby, or someone's talking on a cell phone or texting during dinner.

My family always used to eat dinner together, no matter what. We'd wait for everyone to get home, and then we'd all sit down together. My parents never let us take food into another room to watch TV, and if the phone rang, my mom would have us tell the caller to call back later. During dinnertime conversation, everyone had a chance to talk. Back then, I was a bit quieter than my siblings, so my dad would often ask me to talk about my day. That's how we learned to share and take turns, so everyone got to join in.

Speaking of taking turns, all of us kids used to take part in either preparing the meal or cleaning up. Sometimes my mom would let me help her in the kitchen – I'd wash and chop vegetables, or things like that. We'd always have fresh food, or at least leftovers from the night before . . . no fast food or take out.

Now, I won't pretend our mealtimes were absolutely perfect. There was plenty of sibling rivalry, especially between my little brother and me. We used to fight all the time and sometimes kick each other under the table. Then our parents would intervene, telling us to "get along or else!" Nobody knew exactly what "or else" meant, but we didn't want to risk finding out.

These days, it seems like families have little time together, especially at mealtimes. I was reading an article that said children who have regular meals with their families feel less stressed, have a healthier weight, get better grades, and are less likely to get into trouble than children from families that don't eat together. I wonder if those families know what they're missing.

- C** Find the expressions on the left in the blog. Match each one with a similar expression.

1. no matter what f
2. leftovers \_\_\_\_\_
3. pretend \_\_\_\_\_
4. sibling rivalry \_\_\_\_\_
5. intervene \_\_\_\_\_
6. or else \_\_\_\_\_

- a. food remaining after a meal
- b. competition between brothers or sisters
- c. become involved in a difficult situation
- d. act like something is true that is not
- e. or something bad will happen (used as a threat)
- f. in any situation

- D** Read the blog again. Are these sentences true or false? For each statement below, check (✓) T or F. Correct the false statements. Then compare with a partner.

|   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Barbara's mother used to let her watch TV while she ate dinner.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. As a child, Barbara was less talkative than others in the family.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The kids in Barbara's family helped make dinner and clean up.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Barbara got along well with all her siblings at dinnertime.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Barbara thinks kids are healthier when they eat with their families. | <input type="checkbox"/> | <input type="checkbox"/> |

## 2 Listening and writing Family memories

- A** 2.11 Listen to three people talk about their memories of family life. What did they use to do? Number the pictures.



- B** 2.11 Listen again. Why don't the people do these things now? Write a reason for each one on the line. Compare with a partner.

- C** **Pair work** Think of three things you used to do with your family. Tell a partner.

A *We used to go skiing every winter, but my dad hurt his knee, so we stopped.*

B *Really? My parents didn't let us go skiing because they thought it was too dangerous.*

- D** Read the blog below and the Help note. Underline the time markers. Then write a blog about a family memory from your childhood.

**Our roller-skating days**

When we were kids, my sister and I used to roller-skate a lot. We would skate on the sidewalk or on the school playground. In those days, we didn't have all the safety equipment kids use today. These days, kids wear helmets, knee pads, and wrist guards. Back then, we just had to skate carefully and try not to fall.

**Help note**

**Using time markers**

Use these time markers to show the past:  
**When we were kids, ... / When I was ...,  
In those days, ... / Back then, ...**

Use these time markers to show the present:  
**today, now, nowadays, these days**



- E** **Group work** Read your classmates' blogs. Then ask questions to find out more information.

*"Did you use to skate to school?" "Did your parents let you play outside by yourself?"*



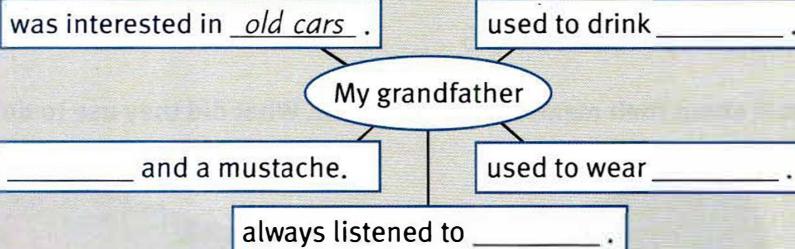
# Vocabulary notebook

Remember that?

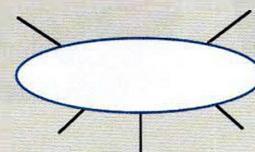
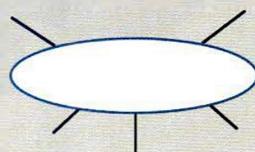
## Learning tip Word webs

Use word webs to log new vocabulary about your family members.  
What memories do you associate with each person?

**1** Look at the picture. Complete the word web with memories of the grandfather in the picture.



**2** Make word webs like the one above about two people in your family. How many memories can you think of?



**3** **Word builder** Do you know this vocabulary? Find out the meanings of any words you don't know. Try to add some of the words to your word webs.

adopted    ex-husband    great-aunt    separated    single parent



### On your own

Make a photo album of your family. Find photos of each of your relatives. Write their names and a short memory about each picture.



### Can Do! Now I can ...

I can ...

? I need to review how to ...

[www.irLanguage.com](http://www.irLanguage.com)

- talk about my family life and habits.
- share my memories of growing up.
- describe things that happened in the past that don't happen now.
- give my opinions.
- use expressions like *Absolutely*, *Definitely*, etc.

- understand people talking about demands their parents make on them.
- understand people discussing things they used to do.
- read a blog about family meals.
- write a blog entry about a family memory.

# Food choices

# 5


**Can Do!**

In this unit, you learn how to . . .

## Lesson A

- Talk about eating habits using expressions like *a bottle of*, *a little*, *a few*, *very little*, and *very few*

## Lesson B

- Talk about different ways to cook food
- Talk about food using *too*, *too much*, *too many*, and *enough*

## Lesson C

- Respond to suggestions by letting the other person decide
- Refuse offers politely with expressions like *No, thanks.* *I'm fine.*

## Lesson D

- Read about snacks around the world
- Write about a dish from your country



## Before you begin . . .

Can you find these things in the picture? What other food items can you find?  
Have you bought any of these things recently?

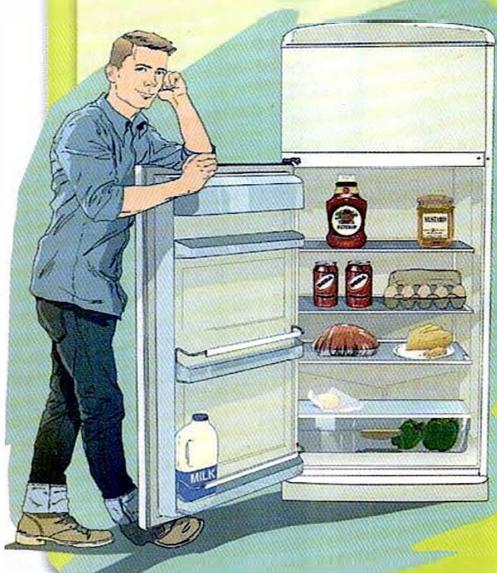
- a bag of potato chips
- some cartons of juice
- a bottle of ketchup
- a box of cereal
- a package of cookies
- a loaf of bread
- a jar of mustard
- a can of soup
- a tub of margarine

## What do you have in your refrigerator?

We visited three people to see what they keep in the fridge.

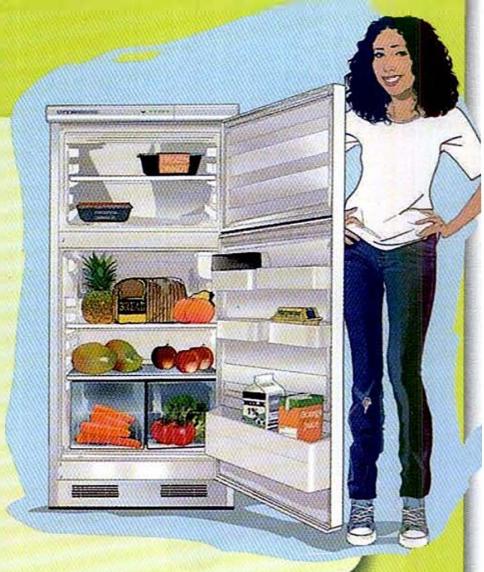
"Let's see, um, a carton of eggs, some milk, a pound of hamburger meat, a few slices of cheese, a jar of mustard, and a little butter. Um, there aren't many vegetables. There are just a few green peppers going bad in the vegetable drawer. I guess I should eat more vegetables."

— David Freeman



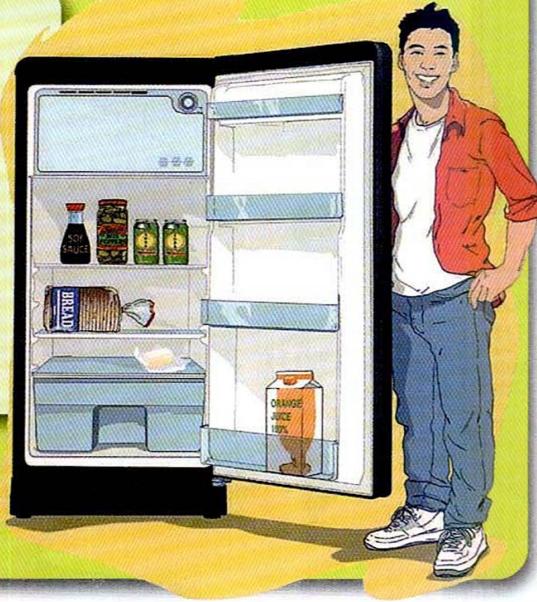
"Oh, there's lots of stuff. There's fruit – oranges, mangoes, a pineapple. And I always have plenty of fresh vegetables – broccoli, tomatoes, and carrots. And there's a carton of orange juice and a tub of margarine. I usually buy 1 percent milk because it has fewer calories. And then in the freezer there are one or two frozen dinners, but not many. We eat very few frozen meals."

— Marta Delgado



"Well, there's very little food in there because I eat out most nights. So there's just a loaf of bread, a bottle of soy sauce, a few cans of soda, and a jar of hot peppers. Yeah, there's not much food in the house."

— Chris Kim



### 1

## Getting started

**A** How often does your family buy food? Do you buy groceries online? at a supermarket?

**B** 2.12 Listen to the people above. Who has the healthiest food in their refrigerator?

Figure it out

**C** Each person above forgot to mention two things in their refrigerator.  
Circle the correct words in the sentences below.

1. Chris also has **a little / a few** butter and a **bottle / carton of** orange juice.
2. Marta also has **a few / not much** apples and a **loaf / jar** of bread.
3. David also has **a bottle of / bottle of** ketchup and some soda. He doesn't have **much / many** food.

## 2

## Grammar Talking about quantities of food 2.13

Extra practice p. 144

**Uncountable nouns**

We have **a little** butter in the fridge. = *some*  
 There's **very little** food. = *not a lot*  
 I'm trying to eat **less** fat.  
 There's **not much** food in the house.

**Food containers / items**

a carton of juice ► two cartons of juice  
 a loaf of bread ► two loaves of bread

**Countable nouns**

We have **a few** slices of cheese. = *some*  
 We eat **very few** frozen meals. = *not a lot*  
 1 percent milk has **fewer** calories.  
 There aren't **many** vegetables.

**Weights and measures**

a liter of / a quart of      1 liter = 1.1 quarts  
 a kilo of / a pound of      1 kilo = 2.2 pounds  
*kilo* = *kilogram*

✗ Common errors

Don't use *a little*, *much* or *many* + of + noun.

*There isn't much cheese.*  
 (NOT *There isn't much of cheese.*)

- A** Choose the correct words to complete the sentences.  
 Then compare with a partner.

- In my refrigerator, there's always **a jar** / **a jar of** spaghetti sauce and **a quart of** / **a few** milk.
- In my kitchen cabinet, there's **package of** / **a package of** rice and **a little** / **a bag of** chips.
- I try to eat healthily, so I eat **a few** / **not much** vegetables and **a little** / **very little** fruit every day.
- I've bought **very few** / **very little** meat and **very few** / **very little** cookies recently.
- I should eat **less** / **fewer** junk food. I know it doesn't have **much** / **many** vitamins.
- I eat **less** / **little** fast food than I used to, though I still enjoy **a little** / **a few** fries when I can!
- Yesterday, I had **a little** / **a few** chocolate as a treat.
- We always keep a few basics in the house: a couple of **loaves of** / **loaf of** bread, some **cartons of** / **carton of** milk, **a few slices of** / **a few** cheese, and **a few** / **a little** eggs.

About you

- B** Pair work Make the sentences true for you. Compare ideas.

A *In my refrigerator, there's always a jar of mayonnaise, but there's not much else!*

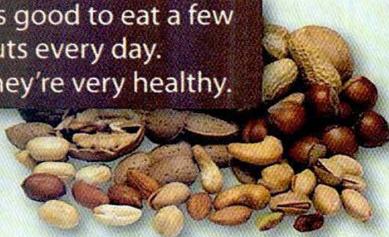
B *Yeah? We don't eat much mayonnaise, but we have a few jars of salsa.*

## 3

## Talk about it Is it good for you?

**Group work** Discuss these beliefs about food. Do you agree? What other beliefs are there?

It's good to eat a few nuts every day.  
 They're very healthy.



Eating less food can help you live longer.

A little chocolate can be good for you.  
 It can improve your mood.



You should try to eat nine servings of fresh fruits and vegetables every day.

If you eat fewer carbohydrates and a little more fat and protein, you will lose weight more quickly.

A cup of green tea every day is good for your general health.



A Do you believe it's good to eat a few nuts every day?

B Well, I don't eat many nuts, actually. They have a lot of fat in them.

## 1 Building vocabulary

**A** Have you eaten any of these things recently? Which do you like best?



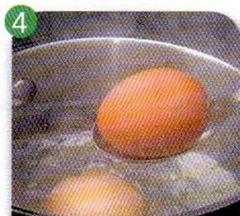
(stir-)fried noodles



grilled shrimp



steamed vegetables



boiled eggs



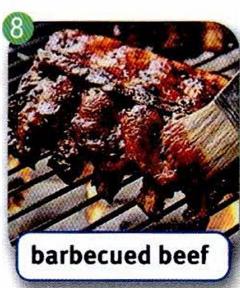
baked potatoes



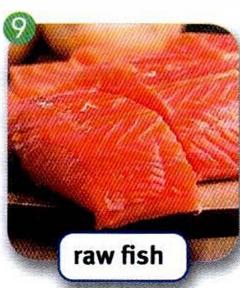
pickled cabbage



roast lamb



barbecued beef



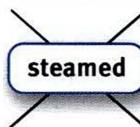
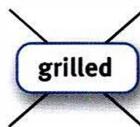
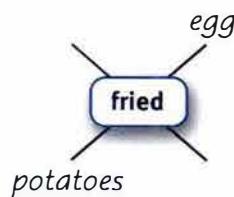
raw fish



smoked fish

Word sort

**B** How do you like to eat different kinds of food? Make word webs like these using the words above. Then compare with a partner.



Adjectives fried, grilled, ...

Verbs fry, grill, ...



Vocabulary notebook p. 52

## 2 Speaking naturally Stressing new information

A Do you like fried **rice**? B Yes, I **love** fried rice. OR B Actually, I prefer **steamed** rice.

A Do you like raw **fish**? B Yes, I **love** raw fish. OR B I've never **tried** raw fish.

A Have you ever eaten raw **eggs**? B Yes, I eat raw eggs for **breakfast**. OR B No, I only eat **cooked** eggs.

**A** 2.14 Listen and repeat the sentences above. Notice how the stress and intonation move to the new information in the answers. Then ask and answer the questions with a partner.

About you

**B** Pair work Ask questions like the ones above. Give your own answers.

A Do you like fried eggs?

B Actually, I prefer boiled eggs. OR No, I hate fried eggs.

**3** Building language

**A** 2.15 Listen. What do Carla and Leo want to order? Practice the conversation.

- Carla Are you going to have dessert?  
 Leo No, I'm too full. I ate too many fries.  
 Carla Do you mind if I have something? My salad wasn't filling enough. I mean, is there enough time? I know I eat too slowly – probably because I talk too much!  
 Leo That's not true! Anyway, I want another iced tea. I'm really thirsty. I guess I put too much salt on my fries.  
 Carla OK. So I'm going to order some apple pie.  
 Leo Mmm. Sounds good. Maybe I'll have some, too.  
 Carla Well, as they say, there's always room for dessert!



Figure it out

**B** Can you complete these sentences with *enough*, *too*, *too much*, or *too many*?

1. Leo ate \_\_\_\_\_ fries, and he put \_\_\_\_\_ salt on them.
2. Carla's still hungry because she didn't eat \_\_\_\_\_ food.
3. Leo is \_\_\_\_\_ full, but Carla isn't. Her salad wasn't filling \_\_\_\_\_.
4. Carla eats \_\_\_\_\_ slowly. She doesn't eat fast \_\_\_\_\_. She talks \_\_\_\_\_.

**4****Grammar** *too, too much, too many, and enough* 2.16

Extra practice p. 144

**too / too much / too many**

- With nouns** I ate **too much food / too many fries**.  
**As pronouns** I ate **too much / too many**.  
**With adjectives** He's **too full**.  
**With adverbs** She eats **too slowly**.  
**With verbs** She **talks too much**.

**enough**

- I didn't eat **enough food / fries**.  
 I didn't eat **enough**.  
 Her salad wasn't **filling enough**.  
 She doesn't eat **fast enough**.  
 Maybe she **doesn't listen enough**.

**A** Complete these sentences with *too, too much, too many, or enough*.

More than one answer may be possible.

1. I eat \_\_\_\_\_ fast food and not \_\_\_\_\_ fruits and vegetables.
2. There's never \_\_\_\_\_ time to shop or cook during the week, so I eat out a lot.
3. During my exams, I study \_\_\_\_\_ and I don't sleep \_\_\_\_\_.
4. I don't like fried foods – there's \_\_\_\_\_ fat in them. It's better to grill or steam food.
5. If I don't eat \_\_\_\_\_ for breakfast, or if breakfast isn't filling \_\_\_\_\_, I'm usually \_\_\_\_\_ hungry to wait for lunch.
6. Sometimes, I eat \_\_\_\_\_ fast and I get a stomachache. Or I eat \_\_\_\_\_.
7. I don't like ice cream. I find most desserts are \_\_\_\_\_ sweet for me.
8. I'm probably \_\_\_\_\_ careful about what I eat, but I get sick if I eat \_\_\_\_\_ fatty things.

About you

**B** Pair work Are the sentences above true for you? Discuss with a partner.

*A Actually, I don't eat too much fast food. I don't eat too many fries or anything.*

*B That's good. I eat too much fast food. I don't eat properly.*

Sounds right p. 138

## 1

## Conversation strategy Letting another person decide

**A** What drinks or snacks do you offer visitors to your home?

**B** 2.17 Listen. What snack does Laura offer Kayla? What drinks does she offer?



**C** Notice how Kayla uses expressions like these because she wants Laura to decide. Find examples in the conversation.

- Laura Can I get you something to eat?  
 Kayla Oh, I'm OK for now. But thanks.  
 Laura Are you sure? I have some cheese in the fridge and a box of crackers.  
 Kayla No, thanks. I'm fine. Really. Maybe later.  
 Laura Well, how about some tea or coffee?  
 Kayla Um . . . are you having some?  
 Laura Yeah. I need to wake up a bit. So tea or coffee?  
 Kayla Either one is fine. Whatever you're having.  
 Laura OK. I think I'll make some tea. Do you want it with milk or lemon?  
 Kayla Oh. Either way. Whichever is easier. Are you sure it's not too much trouble?  
 Laura No, no. It's no trouble at all.

*Either one (is fine).    Whatever you're having.  
 Either way (is fine).    Whichever is easier (for you).  
 Whatever you prefer.*

**D** Pair work Write responses to these questions, letting the other person decide. Then start a conversation with a partner, and plan an evening out using the ideas below.

1. So what do you feel like doing this evening? Do you want to eat out or go to a movie?
2. OK. Let's go to a movie. What do you want to see? A thriller or a comedy or . . . ?
3. I guess we could eat out first. Do you want to eat Italian or Chinese or . . . ?
4. So, do you want to walk, or should we catch the bus? The buses run every 20 minutes.
5. Should we buy the tickets there, or should we get them online before we go?
6. Do you want a drink first? Would you like some lemonade or some iced tea?

*A So what do you feel like doing this evening? Do you want to eat out or go to a movie?*

*B Um, well, whatever you prefer.*

## 2 Strategy plus Polite refusals

You can use expressions like these to refuse offers of food and drink politely.

No, thanks. Maybe later.

No, thanks. I'm fine. Really.  
I'm OK for now. But thanks.



Can I get you something to eat?

I'm OK for now. But thanks.

Imagine you are the guest at a party. How can you refuse your host's offers politely? Complete the conversation. Then practice with a partner.

Host Would you like something to eat?

Guest \_\_\_\_\_

Host Really? Are you sure? There are a few sandwiches or some vegetables and dip.

Guest \_\_\_\_\_

Host Well, can I get you something to drink? I have juice, soda, ... or would you prefer some water?

Guest \_\_\_\_\_

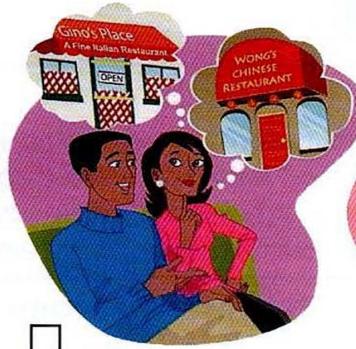
Host Well, if you change your mind, just let me know.

## 3 Listening and strategies That sounds good.

A 2.18 Listen to four conversations about food and drink. Number the pictures 1 to 4.










B 2.18 Listen again. Choose an appropriate response to the last thing you hear. Write the number of the conversation, 1 to 4.

- Actually, they all look really good. Whatever you prefer. \_\_\_\_\_
- Either one is fine. Whatever you're having. \_\_\_\_\_
- I could go either way. You choose. \_\_\_\_\_
- Oh, no, thanks. I'm fine. Maybe later. \_\_\_\_\_

C Choose one of the pictures and role-play a conversation.

A So would you like some dessert? How about chocolate cake or a little ice cream or ... ?

B No, thanks. Maybe later. I'm too full.

Free talk p. 131



## Reading

- A** Brainstorm! How many different snacks can you think of? Which ones are popular in your country? Make a class list.
- B** Read the article. Which snacks have you heard of? Have you tried any of them?

## Reading tip

Writers sometimes start a sentence with a short description of something before they name it. **Originally from Spain, empanadas are baked or deep-fried pastries. . . .**

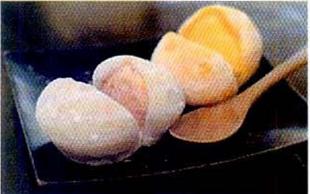
**SNACKS AROUND THE WORLD**

### BAOS



Baos are delicious steamed or baked buns with a variety of fillings such as spicy meat, sweet bean, pickles, or custard. A favorite in many Asian countries, they are delicious at any meal – even breakfast. Although they have been popular for over 2,000 years, people are still coming up with new ideas for fillings – like scrambled eggs or coconut!

### MOCHI ICE CREAM



In the 1980s, a Japanese company showed the world a great new way to eat ice cream. They wrapped little ice cream balls in colorful sheets of sticky rice called *mochi*. You can hold these little treats in your hand as you eat them, and the ice cream won't melt on your fingers! Now popular in many countries, frozen mochi ice cream comes in flavors like green tea, chocolate, and mango.

### DOLMA



Popular throughout Mediterranean countries, *dolma* are particularly popular as a snack food in Turkey. The best-known dolma are grape leaves stuffed with tasty ground-meat fillings or rice with herbs and spices and a few nuts. (In Turkish, *dolmak* means "stuffed.") Freshly steamed, dolma are delicious with yogurt.

### FLAVORED POPCORN



People never get tired of popcorn. Native Americans first ate popcorn over 2,000 years ago, and people around the world still love it today! Buy it ready-made or cook it in a little oil until it "pops." Or make your own microwaved popcorn, and add your own flavors. How about a little cheese, chocolate, or caramel on yours? Some even more creative flavors are baked potato, curry, and taco. What new popcorn flavor can you think of?

### EMPANADAS



If you're in Latin America, and you're looking for a quick snack, chances are you're not far from an *empanada* stand. Originally from Spain, *empanadas* are baked or deep-fried pastries that have a variety of different fillings depending on the region. Traditional fillings often have meat and potatoes or meat with spices, chopped onion, egg, olives, and raisins. In southern Europe, they often have a fish filling. They make a great snack at any time of the day.

**C** Read the article again. Complete the chart for each snack.

| Name of snack | Popular where? | Cooked? How?    | Ingredients / flavors       |
|---------------|----------------|-----------------|-----------------------------|
| baos          | Asia           | steamed / baked | spicy meat, sweet bean, ... |
|               |                |                 |                             |
|               |                |                 |                             |
|               |                |                 |                             |
|               |                |                 |                             |

## 2 Listening and speaking Snack habits

**A** Have you tried any of the snacks below? Which countries do you think they come from originally?



hummus



nachos



edamame



chocolate chip cookies

**B** 2.19 Listen. How would the three people answer the questions? Complete the chart.

|                                | Zoe | Josh | Kate |
|--------------------------------|-----|------|------|
| 1. What's your favorite snack? |     |      |      |
| 2. When do you eat it?         |     |      |      |
| 3. Do you think it's healthy?  |     |      |      |
| 4. Do you know how to make it? |     |      |      |

About you

**C** **Group work** Discuss the questions above. Complete a chart like the one above with your classmates' information. Which snacks are healthy? Which do you like?

## 3 Writing You should definitely try it!

**A** Read the Help note and the article below. What do *like*, *for example*, and *such as* give examples of?

### A THAI TREAT

If you visit Thailand, you should try some of the delicious desserts, like sweet sticky rice. People often eat it as an afternoon snack with tea or for dessert. You can order it in a restaurant or buy it on the street at a food stand.

There are many types of sweet sticky rice. For example, people make black sticky rice with a special type of wild rice, and they also make sticky rice with corn. You can put different toppings on sweet sticky rice, such as coconut custard, fresh coconut cream, and fresh mangoes.

**Help note**

**Giving examples**

You can introduce examples with:

- like*
- for example*
- such as*

**B** Choose a popular snack food or traditional dish in your country. Write an article about it for a food website. Include a photo if you can.

**C** **Class activity** Read your classmates' articles. Choose three to add to your website.

51

### Learning tip Collocations – words that go together

Learn new words in combination with other words. For example, learn adjectives that often go before a noun.

boiled eggs, fried eggs, raw eggs

#### In conversation

The most common collocations in conversation with these six cooking words are:

1. **fried** chicken
2. **boiled** eggs
3. **baked** potatoes
4. **grilled** cheese
5. **smoked** salmon
6. **raw** fish

#### 1 Cross out the adjective that doesn't go well with each noun.

- |   |  |   |                                       |
|---|--|---|---------------------------------------|
| a. fried<br>pickled<br><del>smoked</del><br>raw | b. barbecued<br>steamed<br>fried<br>boiled | c. stir-fried<br>spicy<br>boiled<br>pickled | d. smoked<br>fresh<br>canned<br>dried |
| onions  | rice                                       | noodles                                     | fruit                                 |

#### 2 How many cooking or taste words can you put before these foods? List them from your least favorite to your favorite ways of eating them in a chart like the one below.

carrots    chicken    eggs    fish    pineapple    red peppers

least favorite ----- → favorite

boiled    steamed    stir-fried    raw    carrots

#### 3 Word builder Which adjective goes best with each noun? Complete the expressions.

- |            |              |                 |             |           |                |        |             |
|------------|--------------|-----------------|-------------|-----------|----------------|--------|-------------|
| ✓creamed   | dark         | grated          | mashed      | scrambled | sweet and sour | whole  | whole wheat |
| _____ eggs | _____ shrimp | _____ chocolate | _____ bread |           |                |        |             |
| _____ milk | creamed      | spinach         | potatoes    | _____     | _____          | cheese | _____       |



#### On your own

Find a restaurant menu online and translate five of the dishes into English.



### Can Do! Now I can . . .

I can . . .

I need to review how to . . .

- talk about quantities of food and eating habits.
- discuss different ways to cook food.
- respond to suggestions by letting the other person decide.
- use expressions like *I'm fine* to refuse offers.

- understand people offering and accepting or refusing food.
- understand conversations about snacks.
- read about snacks around the world.
- write about a dish from my country.

# Managing life

 **Can Do!** In this unit, you learn how to . . .

## Lesson A

- Talk about future plans and schedules using *will*, *be going to*, the present continuous, and the simple present

## Lesson B

- Discuss problems and solutions using *ought to*, *have got to*, *would rather*, *had better*, etc.
- Use expressions with *make* and *do*

## Lesson C

- Use expressions like *I'd better go* to end phone conversations
- Use expressions like *Catch you later* to say good-bye

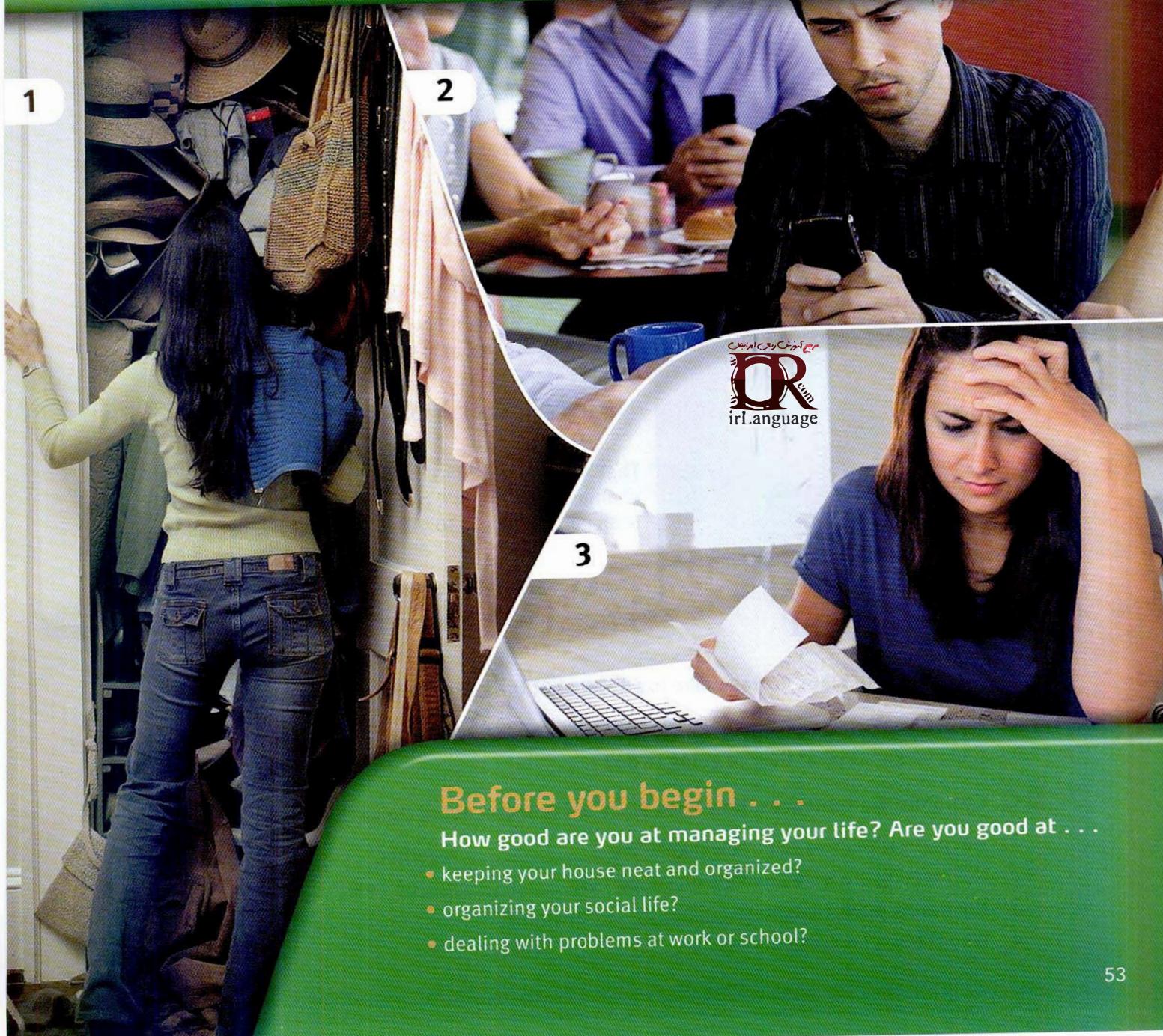
## Lesson D

- Read a blog about multitasking
- Write some advice about time management

1

2

3



## Before you begin . . .

How good are you at managing your life? Are you good at . . .

- keeping your house neat and organized?
- organizing your social life?
- dealing with problems at work or school?



Hello?

• • • • •

Oh, hi, Brandon. How are you?

• • • • •

Good, really good. . . . No, it's OK. I'm on my way home.

• • • • •

What am I doing tomorrow night? Actually, I don't think I'm doing anything. . . .

• • • • •

Oh, wait. Tomorrow's Tuesday. I have my kickboxing class. That starts at 7:00, and then I'm meeting Anna afterwards. We're going to have dinner together. But, yeah, I'd love to catch up with you. How about Wednesday night?

• • • • •

Huh. So you're going to be out of town for a couple of days, . . . but you'll be back Friday, right? So what about Friday?

• • • • •

Uh-oh. I just remembered. My boss is going to have us all work late Friday. She mentioned it last week. We have this big deadline.

• • • • •

Yeah, yeah. We won't be finished on time. It's a long story. Uh, I'll tell you about it sometime.

• • • • •

Tonight? Actually, I'm not doing anything!

• • • • •

That's a fabulous idea. I'll just stop by my apartment to get changed, and then I'll come right over to meet you. I can get there by 7:30. And I'll call for a reservation.

• • • • •

Great. So, see you in about an hour. Bye.

## 1

## Getting started

**A** What kinds of plans do you make in advance? at the last minute? Tell the class.

**B** 2.20 Listen. Stacy is talking on the phone to her friend Brandon. When do they decide to meet? Can you guess what they're going to do?

Figure it out

**C** Complete the sentences. How does Stacy tell Brandon about these things?

1. Her plans with Anna tomorrow night: "We \_\_\_\_\_ together."
2. Not meeting the work deadline on Friday: "We \_\_\_\_\_ on time."
3. Not having plans tonight: "I \_\_\_\_\_ anything."
4. Why she can't meet tomorrow: "I \_\_\_\_\_ class."

## 2

## Grammar Talking about the future 2.21

Extra practice p. 145

**Use *will* when you decide to do something as you are speaking.**

I'll just stop by my apartment to get changed and then I'll come right over to meet you. (NOT I come right over...)

**Use *will* or *be going to* for factual information or predictions based on what you know.**

You're going to be out of town, but you'll be back Friday? My boss is going to make us work late Friday. Our project won't be finished on time.

**Use the present continuous or *be going to* (not *will*) for decisions you've made and fixed plans.**

I'm meeting Anna after my kickboxing class. We're going to have dinner together. I'm not doing anything tonight.

**Use the simple present for schedules.**

I have my kickboxing class tomorrow. It starts at 7:00.

**A** Complete the conversations with appropriate ways to talk about the future, using the words given. There may be more than one possible answer. Then practice with a partner.

1. A So, what \_\_\_\_\_ you \_\_\_\_\_ (do) after class tomorrow?  
 B Well, actually, I \_\_\_\_\_ (take) the afternoon off tomorrow. I \_\_\_\_\_ (have) lunch with my sister. So yeah, I \_\_\_\_\_ (not / work) in the afternoon.  
 A That sounds nice. Where \_\_\_\_\_ you \_\_\_\_\_ (have) lunch?  
 B I'm not sure. Do you want to meet us? I'm sure my sister \_\_\_\_\_ (not / mind).  
 A OK. Sure. I \_\_\_\_\_ (text) you tomorrow when I get out of class.
2. A I \_\_\_\_\_ (have) a party at my place Friday night. Can you come?  
 B Actually, I \_\_\_\_\_ (have) basketball practice at 7:00 on Friday. It \_\_\_\_\_ (not finish) until 9:00. Is that too late?  
 A No, not at all. My guess is that most people \_\_\_\_\_ (not arrive) until after 9:00 anyway.  
 B OK, great. So I \_\_\_\_\_ (come) over right after practice. It \_\_\_\_\_ (be) around 9:30.
3. A So \_\_\_\_\_ you \_\_\_\_\_ (go away) this weekend?  
 B Actually, we \_\_\_\_\_ (go) on a boat trip on the lake on Saturday. The weather report says it \_\_\_\_\_ (not / be) too windy. So yeah, it \_\_\_\_\_ (be) fun, I think.  
 A That sounds great. I've never done that.  
 B You're kidding. Why don't you come with us? The boat \_\_\_\_\_ (leave) at 9:00. I \_\_\_\_\_ (call) my brother and ask him to get you a ticket.

About you

**B** Pair work Ask and answer the questions above. Give your own answers.

## 3

## Listening and speaking Fun invitations

**A** 2.22 Listen. Complete the chart. Which invitation sounds the most interesting to you?

|                                  | Anton     | Clareta | Callie |
|----------------------------------|-----------|---------|--------|
| What's the invitation for?       | a concert |         |        |
| What day? What time?             |           |         |        |
| What are his / her plans then?   |           |         |        |
| What does he / she decide to do? |           |         |        |

**B** Pair work Student A: Invite your partner to do something with you on a specific day. Student B: Tell your partner your plans for that day, and make a decision about what to do.

## 1

## Building vocabulary and grammar

**A** 2.23 Read the posts and replies on the website. Complete the expressions with the correct form of *do* or *make*. Then listen and check.

Ask the  
**LIFE COACH**

Do you have a personal problem that you'd rather not discuss with friends or family? Get some confidential advice from our online life coach.

**Q1** Sometimes I think I ought to do **some volunteer work** in a school or a hospital, but I'm too busy just trying to M **a living**. I have very little free time, so I think I'd better not add anything to my schedule right now. Am I right?

**Coach** Don't M **excuses**. You don't have to spend all your free time doing volunteer work – three hours a week is enough. D **some research**, and find an organization where you feel you can M **a difference** and M **some good** for other people.

**Q2** My boss is a bully. He yells at me if I M **a mistake**, and he M **fun of** me in front of my co-workers. I've tried talking to him, but it doesn't M **any good**. He won't listen. I guess I'm going to have to do **something** about this problem, but what?

**Coach** It doesn't M **any sense** to ignore this problem, and you'd better do something quickly before it gets worse. M **an appointment** with your Human Resources representative. You might want to take a colleague with you, too.

**Q3** I'm meeting my girlfriend's parents for the first time next weekend. They've invited me for dinner. I'm going to do **my best** to M **a good impression** on them, but I'm really nervous. Any advice?

**Coach** M **an effort** to dress nicely, and M **sure** you take them a small gift, such as flowers or chocolates. M **some nice comments** about their home, the food, etc., but don't overdo it. You ought to let them d **the talking** at first. The most important thing, however, is just to be yourself.

**Q4** My boss recently offered me a promotion. I've M **a lot of thinking** about it, but I can't M **up my mind** if I should take it. Sometimes I think I'd rather stay in my current job. I've got to decide by next week. What should I do?

**Coach** M **a list** of the pros and cons of each job, and give each one a score from 1 to 5 (5 = the best). Then d **the math** – add up the points for each list, and subtract the con totals from the pro totals. Which job has the highest score? Does that help you M **a decision**?

Word sort

**B** Make word webs like these for *do* and *make*. Add other expressions you know. Then discuss the life coach's advice with a partner. Do you agree? What advice can you add?

some volunteer work



Figure it out

**C** Find expressions on the website with the same meanings as the underlined words below.

1. I should do some volunteer work.
2. You really should do something quickly.
3. I have to make a decision soon.
4. I'd prefer to stay in the same job.



Vocabulary notebook p. 62

## 2

**Grammar** What's advisable, necessary, preferable 2.24**What's advisable**

You'd better do something quickly. ('d = had)  
 I'd better not add anything to my schedule.  
 I ought to do some volunteer work.  
 You ought to let them do the talking.  
 You might want to take a colleague with you.

**What's necessary**

I'm going to have to do something about it.  
 I've got to decide by next week. ('ve = have)  
 You don't have to spend time on this.

**What's preferable**

I'd rather (not) stay in my current job. ('d = would)

**Extra practice p.145****In conversation**

**Should** is more common than **ought to** or **had better**.

■ **should**

■ **ought to**

■ **had better**

**Common errors**

Don't use **had better** for general advice.

You **shouldn't** ignore problems.  
 (NOT You **had better not** ignore

**Pair work** Complete the conversations with problems and solutions. Then compare with a partner. Did you have any of the same ideas?

1. A We have a test tomorrow, so I ought to \_\_\_\_\_ tonight, but I'd rather \_\_\_\_\_.  
 B You know, I think you'd better \_\_\_\_\_ because \_\_\_\_\_.
2. A I don't know what to do. I received an offer for a job. It looks really interesting, but it doesn't pay very well. I'm going to have to make up my mind if I want to \_\_\_\_\_.  
 B That's a hard decision to make. You might want to \_\_\_\_\_.
3. A I need more exercise. I ought to make an effort to \_\_\_\_\_ every day, but it takes so much time.  
 B Well, you don't have to \_\_\_\_\_, but you ought to \_\_\_\_\_.
4. A I have a friend who makes fun of me all the time, but I'd rather not \_\_\_\_\_.  
 B That's not good. I think you're going to have to \_\_\_\_\_.
5. A My sister hasn't applied to college. She's got to \_\_\_\_\_ if she wants to \_\_\_\_\_.  
 B She'd better decide soon because \_\_\_\_\_ she's got to \_\_\_\_\_.

## 3

**Speaking naturally** Reduction of verbs

You **might want to** try a new instructor. (**wanna**)

You'd better study the driver's manual. (**you better**)

You're going to have to practice more. (**gonna hafta**)

You **ought to** take more lessons. (**oughta**)

You've got to pay attention! (**gotta**)

- A** 2.25 Listen and repeat the sentences above. Notice the reduction of the verbs. In what situation might a person give this advice? Can you think of other advice?

About you

- B** **Group work** Think of six pieces of advice for a student who's not doing well in class.

## 4

**Talk about it** What's your advice?

**Group work** Imagine a friend is in each situation. Give as much advice as you can.

1. You're tired and don't feel like going to a friend's party, but you know you ought to go.
2. You have time to do some regular volunteer work on the weekend or take a part-time job.
3. You had an interview for a job you really want, but it didn't go well.

"Well, you **ought to** just tell your friend, you know. And say you're not in the mood for a party."

Sounds right p.138

## 1

## Conversation strategy Ending phone conversations

**A** When was the last time you were running late? Why? Tell the class.

**B** 2.26 Listen. Why can't Ling talk longer on the phone?



**C** Notice how Ling tries to end the phone conversation with expressions like these. Find examples in the conversation.

Ramon Hi, Ling. It's Ramon. Is this a good time to talk?

Ling Um, not really. I'm late for a seminar. I'm going to have to run.

Ramon Oh, OK. I just wanted to ask about this weekend.

Ling Well, can I call you back tonight? I got to get going.

Ramon OK. I'll be home after 8:00. I'm going to the gym after work.

Ling Oh, good. I'll call you later. I'd better go now.

Ramon Yeah. So think about what you want to do on Saturday.

Ling Yeah, I will. Listen, Ramon, I've really got to go. I'm already late.

Ramon All right. I'll let you go. By the way, what's your seminar about?

Ling Being assertive. Bye now!

Ramon Oh, OK! Talk to you later.

I'd better go.

Can I call you back?

I've got to get going.

I'll call you later.

I'm going to have to run.

I've really got to go.

**D** Pair work Practice the phone conversation below six times. Think of a new excuse, and use a different expression to end the conversation each time.

Hi, \_\_\_\_\_ (name). Is this a good time to talk?

Not really. I'm just cooking dinner. (Give an excuse) Can I call you back? (Use an expression)

## 2 Strategy plus Friendly good-byes

In friendly or informal phone conversations, you can use short expressions like these to say *good-bye*. The words in parentheses are usually dropped.

- (I'll) Talk to you later.
- (I'll) Catch you later.
- (I'll) See you later.
- I('ve) got to go. / (I've) Got to go.
- I('d) better go.
- (It was) Nice talking to you.



Talk to you later.

### In conversation

The shorter forms of these expressions are more common.

See you later.

I'll / We'll see you later.

Talk to you later.

I'll / We'll talk to you later.

Write the shorter forms of the underlined expressions to make these conversations more informal. Then practice the conversations with a partner.

1. A Hi, it's me. Are you on your way?  
B Yeah. I'll be there in about half an hour.  
A All right. I'll see you soon.
2. A Well, my appointment is at 2:00, so I'd better go.  
B OK. I'll talk to you later.  
A Yeah. I've got to go. I'll see you later.
3. A OK, well, I'd better let you go.  
B Yeah. It was nice talking to you.  
A Yeah. Take care. Bye.
4. A Listen, my train's coming. I'll catch you later.  
B Yeah. I'll see you tomorrow. Bye.



## 3 Strategies Role-play phone conversations

**Pair work** Student A: Choose a topic below. Call your partner. Try to keep the conversation going.

Student B: Try to end the conversation. Then change roles.

- plans for the weekend
- how your week is going
- something you're looking forward to
- something you want to borrow
- some exciting news
- something you're busy with

A Hey, Rick. How are things going?

B Not bad. Busy. Actually, I have an appointment at the dentist at 2:00. Can I call you back?

A Well, I was just calling about my band. We need someone to make a flyer for us.

## 1

## Reading

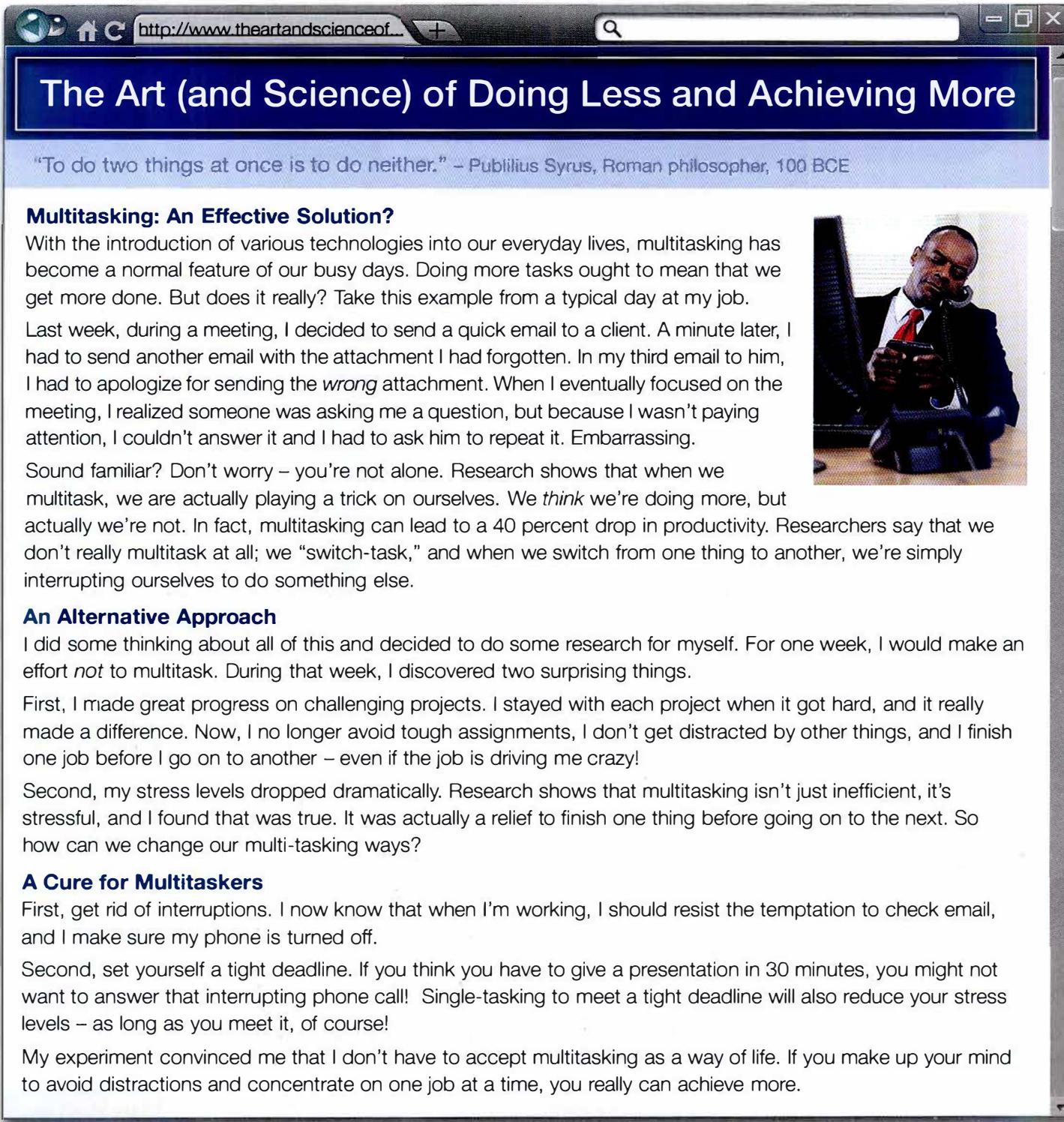
**A** Do you ever multitask? What kinds of things do you do at the same time? Is multitasking a good thing to do?

**B** Read the blog. What does it say about multitasking?



## Reading tip

Writers often ask the reader questions to raise topics and organize their ideas.

A screenshot of a web browser window. The title bar shows the URL <http://www.theartandscienceof...>. The main content area features a large blue header with the text "The Art (and Science) of Doing Less and Achieving More". Below the header is a quote: "To do two things at once is to do neither." – Publilius Syrus, Roman philosopher, 100 BCE. The main article starts with a section titled "Multitasking: An Effective Solution?". It discusses how multitasking has become a normal part of daily life but can lead to inefficiency. A sidebar image shows a man in a suit multitasking by talking on a phone and looking at a smartphone. The article continues with an "An Alternative Approach" section, which describes how the author tried not to multitask for a week and found it was more effective. It then lists two benefits of this approach: reduced stress and improved productivity. Finally, there is a "A Cure for Multitaskers" section with tips for avoiding distractions like email and setting deadlines.

**Multitasking: An Effective Solution?**

With the introduction of various technologies into our everyday lives, multitasking has become a normal feature of our busy days. Doing more tasks ought to mean that we get more done. But does it really? Take this example from a typical day at my job.

Last week, during a meeting, I decided to send a quick email to a client. A minute later, I had to send another email with the attachment I had forgotten. In my third email to him, I had to apologize for sending the *wrong* attachment. When I eventually focused on the meeting, I realized someone was asking me a question, but because I wasn't paying attention, I couldn't answer it and I had to ask him to repeat it. Embarrassing.

Sound familiar? Don't worry – you're not alone. Research shows that when we multitask, we are actually playing a trick on ourselves. We *think* we're doing more, but actually we're not. In fact, multitasking can lead to a 40 percent drop in productivity. Researchers say that we don't really multitask at all; we "switch-task," and when we switch from one thing to another, we're simply interrupting ourselves to do something else.

**An Alternative Approach**

I did some thinking about all of this and decided to do some research for myself. For one week, I would make an effort *not* to multitask. During that week, I discovered two surprising things.

First, I made great progress on challenging projects. I stayed with each project when it got hard, and it really made a difference. Now, I no longer avoid tough assignments, I don't get distracted by other things, and I finish one job before I go on to another – even if the job is driving me crazy!

Second, my stress levels dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful, and I found that was true. It was actually a relief to finish one thing before going on to the next. So how can we change our multi-tasking ways?

**A Cure for Multitaskers**

First, get rid of interruptions. I now know that when I'm working, I should resist the temptation to check email, and I make sure my phone is turned off.

Second, set yourself a tight deadline. If you think you have to give a presentation in 30 minutes, you might not want to answer that interrupting phone call! Single-tasking to meet a tight deadline will also reduce your stress levels – as long as you meet it, of course!

My experiment convinced me that I don't have to accept multitasking as a way of life. If you make up your mind to avoid distractions and concentrate on one job at a time, you really can achieve more.

About you

- C** Replace the underlined words in each question with the correct form of an expression from the blog. Then ask and answer the questions with a partner.

1. Have you ever done something to fool someone? How did it turn out?
2. What do you do if you're not moving forward on an assignment?
3. Do you often have your attention interrupted by email or phone calls?
4. What kinds of personality traits annoy you a lot?
5. Do you ever decide on a time to finish something that's hard to achieve?
6. Do you find it easy to make decisions about things?

- D** Read the blog again. Answer the questions. Then compare your answers with a partner.

1. What happened when the writer tried to multitask?
2. What was the research the writer did?
3. What were the two things the writer learned?
4. What two things does the writer recommend we do to stop multitasking?
5. What is the writer's opinion of multitasking? Do you agree?

## 2

## Listening and writing When should I do that?

About you

- A** What do you do when you have a lot to do? How do you balance work, friends, and family time?

- B** 2.27 Listen to four people talk about their time management problems. Which problems did they have? Write the number of the speaker. There are two extra problems.

- |   |                                     |
|---|-------------------------------------|
| a. I left things until the last minute. _____ | d. I couldn't meet deadlines. _____ |
| b. I couldn't set priorities. _____           | e. I took on too many jobs. _____   |
| c. I felt I had too much to do. _____         | f. I delayed difficult jobs. _____  |

- C** 2.27 Listen again and write the advice each speaker received.

- D** Read the Help note. Then read the question and answer and circle any sentences that link ideas with *as long as*, *provided that*, or *unless*.

I'm trying to be more organized, so I decided to record my lectures, but I never have time to watch them. Any ideas?

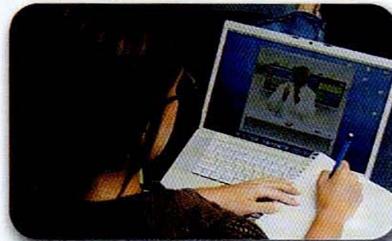
Unless you find time to watch the recordings, there is really no point in having them. So make time to review them - provided that they are worth watching again, of course!

Most people waste time when they are traveling to and from work or school, so use that time to watch your classes on your laptop - as long as you're not driving, of course!

### Help note

Linking ideas with *as long as*, *provided that*, and *unless*

- *As long as* and *provided that* mean "if" or "only if."
- *Unless* means "except if" or "if . . . not."



About you

- E** Pair work Write a question about a time management problem. Then exchange papers and answer your classmate's question. Give advice.



# Vocabulary notebook

Do your best!

## Learning tip Writing sentences to show meaning

When you learn a new expression, use it in a sentence to help you remember it. Add another sentence to clarify or paraphrase the meaning.

*My brother can't make a living as a musician.  
He doesn't earn enough money.*

### In conversation

The most common collocations with the verb *make* are:

- |                      |                    |
|----------------------|--------------------|
| 1. make sure         | 4. make a decision |
| 2. make sense        | 5. make a mistake  |
| 3. make a difference | 6. make money      |

### 1 Complete the sentences with these expressions.

do my best    make a difference    make a good impression    make up my mind

1. I'm going to try to \_\_\_\_\_ on my new boss. I want her to have a good opinion of me.
2. I'd like to do something useful in life. I want to \_\_\_\_\_ in people's lives.
3. I can't \_\_\_\_\_ if I want to buy a new cell phone. I can't decide if I need one.
4. I find exams very stressful, but I always \_\_\_\_\_. I try very hard to do well.

### 2 Write sentences to help you remember these expressions.

do some thinking    do volunteer work    make an effort  
do something fun    make a decision    make fun of someone

### 3 Word builder Which expressions below can you complete with *make*? Find appropriate verbs to complete the other expressions. Write the words on the lines.

1. \_\_\_\_\_ changes    3. \_\_\_\_\_ a dream    5. \_\_\_\_\_ a suggestion    7. \_\_\_\_\_ a walk
2. \_\_\_\_\_ a mess    4. \_\_\_\_\_ progress    6. \_\_\_\_\_ plans    8. \_\_\_\_\_ a favor



### On your own

Choose five expressions and make a "to do" list using them.



### Can Do! Now I can ...

I can ...

I need to review how to ...

- talk about the future.
- ask for and give advice about personal situations.
- end phone calls with expressions like *I'd better go*.
- say good-bye in a friendly, informal way.

- understand people discussing invitations.
- understand people discussing time management.
- read a blog about multitasking.
- write some advice about time management.



## 1 What do you think?

**A** Complete these opinions with a verb or *to + verb*. Compare with a partner.

1. Parents shouldn't let teenagers watch violent shows on TV.
2. Parents ought to make their kids \_\_\_\_\_ books every night.
3. Teachers ask students \_\_\_\_\_ too much homework.
4. Parents shouldn't help their children \_\_\_\_\_ their homework.
5. Parents shouldn't let their children \_\_\_\_\_ too much junk food.
6. Parents should get their kids \_\_\_\_\_ more vegetables and fewer sweets.
7. We shouldn't let young people \_\_\_\_\_ cars until they're 21.
8. We ought to make all teenagers \_\_\_\_\_ some volunteer work.

**B** Group work Discuss three or four opinions above. Use the expressions in the boxes to give your opinions and to show when you agree.

*A If you ask me, parents shouldn't let teenagers watch violent shows on TV.*

*B Absolutely. It seems to me that teenagers are becoming more violent because of TV.*

*C I don't know. I don't think people learn violent behavior from TV.*

Give an opinion

If you ask me, ...  
It seems to me that ...  
I don't think ...

Agree

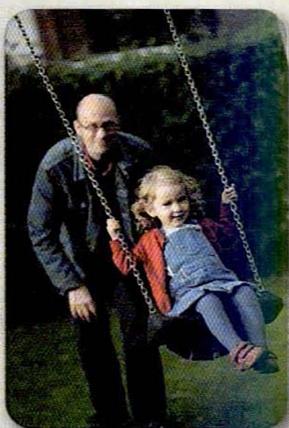
Definitely.  
Absolutely.  
You're right.  
That's for sure.

## 2 The way it used to be

Complete the story with the correct form of the verbs below.

be bring buy complain get hate live play push ✓ visit

When I was a kid, we used to visit my grandparents every month. They lived two hours from our home, so we always brought some books to read in the car. I used to hate the drive, and I'd always complained, so my dad would buy us ice cream. That was fun. When we were to my grandparents' house, my grandma would always let us play in her yard. They had a swing set, and my grandpa would push us on the swings.



## 3 How many words can you remember?

Write expressions with *do* or *make* about six family members or friends. Then tell a partner about each person, using the expressions.

- |  |
|--|
| 1. my uncle George > makes his living as a teacher / doesn't make a lot of money |
| 2. my friend Yoko > does medical research  |

*"My uncle George makes his living as a teacher. He doesn't make a lot of money, but he loves his work."*

## 4

## What's going to happen?

Complete the conversation with appropriate ways to talk about the future, using the verbs given. More than one correct answer is possible in some cases. Then practice with a partner.

- Cindy What time does your train leave (leave) today?  
 Dana I \_\_\_\_\_ (take) the 3:30 train. Oh, no, it's almost 3:00!  
 Cindy Don't worry. I \_\_\_\_\_ (drive) you to the station.  
 Dana Oh, you don't have to do that. I \_\_\_\_\_ (call) a taxi.  
 Cindy No way! I can take you. I \_\_\_\_\_ (go) to the mall this afternoon. It's not far from the train station.  
 Dana Are you sure it \_\_\_\_\_ (not be) a problem?  
 Cindy No problem at all. I \_\_\_\_\_ (meet) a friend there at 4:00.  
 Dana Well, OK. Thanks. I \_\_\_\_\_ (get) my suitcase.  
 Cindy Yeah. We \_\_\_\_\_ (have to) leave right away.  
 Dana OK. I \_\_\_\_\_ (be) ready in five minutes.



## 5

## A healthy diet?

**A** Complete the sentences with different foods. Use your own ideas. Then discuss with a partner. Do you agree?

1. It's not healthy to eat too many hamburgers.
2. If you want to lose weight, eat very few \_\_\_\_\_.
3. If you eat too much \_\_\_\_\_, you'll gain weight.
4. You should drink very little \_\_\_\_\_.
5. A little \_\_\_\_\_ every day is good for you.
6. People should eat less \_\_\_\_\_ and more \_\_\_\_\_.

**B** Pair work Replace the underlined words in these sentences. How many true sentences can you make? Compare with a partner.

1. I like boiled eggs better than fried eggs.
2. I drink about three cans of soda a day.
3. I'm trying to eat less ice cream and fewer doughnuts.
4. I always keep a jar of mayonnaise in my refrigerator.
5. I ate too much candy and not enough fruit yesterday.

**A** I like roast chicken better than fried chicken. How about you?

**B** Actually, I prefer barbecued chicken.

## 6

## Get off the phone!

**Role play** Student A: You are planning a special dinner for an English-speaking visitor to your country. Call your partner to ask for advice about what kind of food to prepare.

Student B: Your partner calls to ask for advice just as you are leaving to meet a friend. Try to end the conversation politely.

# Relationships

# 7


**Can Do!**

In this unit, you learn how to . . .

### Lesson A

- Talk about your circle of friends using relative clauses

### Lesson B

- Talk about dating using phrasal verbs like *get along* and *break up*

### Lesson C

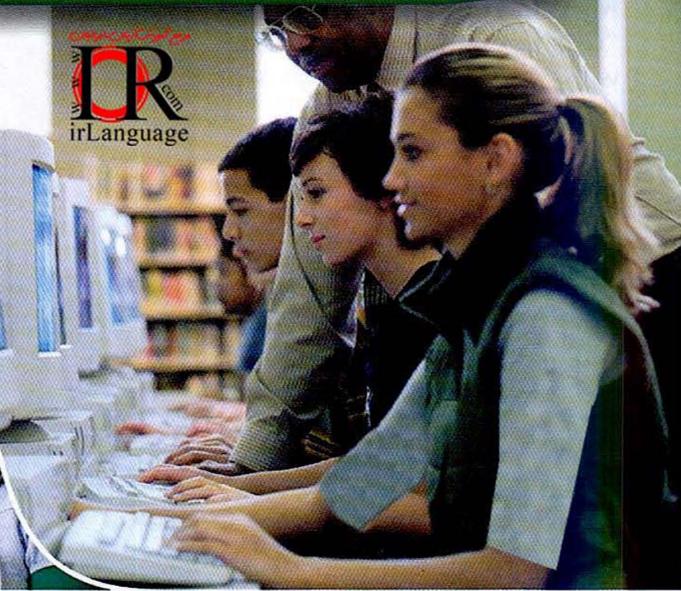
- Use expressions like *probably* and *sort of* to soften comments
- Use *though* to give a contrasting idea

### Lesson D

- Read an article about online dating
- Write an article describing your circle of friends



1



2



3



4

### Before you begin . . .

What relationships do you have with other people?

Are you a friend to someone? a family member? a co-worker?

Which relationships do you enjoy most?

**CHRISTOPHER OWEN**

talks about his circle of friends.

**6****My oldest friend . . .**

"Charlie is someone I grew up with. We've been through a lot together. I can tell him just about anything. He's just someone I can totally trust."

**5****A new friend . . .**

"Then there's Angela. She's a new friend I met through Mike. She's cool. She's the kind of person you can just call and say, 'You want to go see a movie tonight?' That kind of thing."

**1****My running buddy . . .**

"Well, Mike is the guy I run with in the morning. He's the one who got me started running when I was in college. It's convenient because he lives right down the street."

**2****My most exciting friend . . .**

"Jennifer is another friend from college. Jen plays in a rock band that's really hot right now, so her life is very different from mine. She still calls a lot to talk about all the things she's doing. That's kind of fun."

**3****My roommate . . .**

"Yuya is a guy that Jen introduced me to. He was looking for an apartment to share. It's great because he's a 'clean freak.' I've never lived in a place that's so clean."

**4****A friend from work . . .**

"Nina is an interesting woman who sits across from me at work. She used to have a company that planned weddings for people. She has some funny stories to tell."

**1****Getting started**

**A** Where do people make friends? How many places can you think of? Make a list.

**B** 3.01 Listen and read the article above. How did Christopher meet his friends?

Figure it out

**C** How does Christopher express these ideas? Underline the sentences in the article.

1. Nina is an interesting woman. She sits across from me at work.
2. Jen plays in a rock band. It's really hot right now.
3. Angela is a new friend. I met her through Mike.
4. Jen calls me a lot to talk about things. She's doing a lot of things.

## 2 Grammar Relative clauses 3.02

Relative clauses begin with **who**, **that**, and **which**. They give information about people or things. Use **who** and **that** to refer to people and **that** and **which** to refer to things.

### Subject relative clauses

**Who, that, which** are the subject of the verb.

Nina is an interesting woman **who / that** sits across from me.

Nina used to have a company **that / which** planned weddings.

### Object relative clauses

**Who, that, which** are the object of the verb.

Charlie is someone (**who / that**) I can trust. (I can trust Charlie.)

Jen talks about the things (**that**) she's doing. (Jen's doing things.)

### In conversation

In subject relative clauses:

- **Who** is more common than **that** for people.
- **That** is more common than **which** for things.

In object relative clauses:

- People often leave out **who** and **that**, especially before pronouns.
- **Which** is not frequent.

### A Combine each pair of sentences using relative clauses.

More than one answer may be possible.

1. I have a really good friend. She works at a local radio station.

2. There was a really funny guy in my high school. He was always telling jokes.

3. One of my friends from class has a football. His favorite team signed it.

4. My best friend has a really pretty gold ring. Her grandfather gave it to her.

5. I have a new friend. I met him in my kickboxing class.

6. My friend and I saw a movie last night. It made us both cry.

### Common errors

Don't use pronouns that repeat ideas in relative clauses.

*Janet has a company that makes toys. (NOT ... company that it makes toys.)*

*She's a friend that I met through Mike. (NOT ... friend that I met her through Mike.)*



### B Pair work Make five true sentences about people you know. Take turns telling a partner. Ask questions to find out more information.

A I have a really good friend who works for an airline.

B Really? Which airline?

## 3 Talk about it Who's in your circle of friends?

Group work Discuss the questions. Give as much information as you can.

- ▶ Who's your closest friend? How did you meet?
- ▶ How many friends do you have on your social networking site?
- ▶ Do you have any friends that you only contact occasionally?
- ▶ Who were your friends when you were growing up?
- ▶ Are you still in touch with the friends that you grew up with?
- ▶ Do you have any friends that have exciting lives? Explain why.
- ▶ Do you have any friends who are very different from you? How are they different?



## 1

## Building vocabulary and grammar

A 3.03 Put the story in the correct order. Number the parts from 1 to 6.  
Then listen and check your answers.

## HIGH SCHOOL SWEETHEARTS

He discovered that Anna was a member. He wrote her an email, and she **wrote back** right away. It **turned out** that Anna was still single and was looking for him, too! They made plans to meet at a restaurant in her city.

Steve and Anna **grew up** in a small town called Greenville. In high school, they **hung out** with the same crowd. They **got along** very well, and they started **going out** together. Anna was Steve's first love, and he was her first love, too.

When Steve was 35, he was ready to **settle down** with someone, but no one seemed right. He still thought about Anna. Then he heard about a website that helps find old classmates. He signed up immediately.

But the long-distance relationship didn't **work out**, and they decided to **break up**. A year later, Anna's family **moved away** from Greenville, and Steve lost touch with her.

When they saw each other, all the old memories **came back**, and they started **going out** again. Within a few months they were married, and they are now living "happily ever after." Sometimes your first love **turns out** to be the best.

After they graduated, Anna **went away** to college, while Steve attended a college nearby. They would get together about once a month, when Anna **flew back** home to visit her parents.



Anna and Steve  
at their high school  
prom

A recent photo  
of the happy  
couple

Figure it out

B Which verbs in the story mean the same as the underlined expressions below?

1. Steve and Anna spent their childhood in the same town.
2. Steve and Anna started dating.
3. Anna went somewhere else to college.
4. Steve and Anna decided to stop dating.

Word sort

C Complete the chart with phrasal verbs from the story. Then take turns retelling the story with a partner. How many verbs can you use?

| along | away | back       | down | up | out |
|-------|------|------------|------|----|-----|
|       |      | write back |      |    |     |
|       |      |            |      |    |     |
|       |      |            |      |    |     |
|       |      |            |      |    |     |



Vocabulary notebook p. 74

## 2

Grammar Phrasal verbs  3.04

Extra practice p. 146

A phrasal verb is a verb plus a particle like *along*, *away*, *back*, *out*, *up*, etc.

Steve and Anna **grew up** in the same town.  
 They **got along** well and started **going out** together.  
 Anna **went away** to college.  
 She **flew back** home once a month.  
 Things didn't **work out**, so they decided to **break up**.

## Notice

Steve and Anna **got along** well.  
 Steve **got along with** Anna.  
 Anna **got along with** Steve.  
 Steve and Anna **went out** together.  
 Steve **went out with** Anna.  
 Anna **went out with** Steve.

## A Complete the opinions with the phrasal verbs in the box.

break up      go back      move away      sign up      work out  
 get along      ✓ go out      settle down      turn out      write back

1. It's more fun to go out with someone you know than to go on a "blind date."
2. If you don't get along well with your boyfriend's or girlfriend's family, your relationship won't work out.
3. It's good to date a lot of different people before you settle down with one person.
4. After you break up with someone, you should try and stay friends.
5. You should never turn out to someone you've broken up with.
6. If you want to meet someone, it's a good idea to sign up for a class.
7. First dates usually turn out to be a disaster!
8. Relationships never work out when one person has to move away.
9. When a close friend sends you an email, you should check it out immediately.

About you

## B Pair work Discuss the opinions above. Do you agree?

## 3

## Speaking naturally Stress in phrasal verbs

Are you going **out** with anyone?How are you getting **along**?

A  3.05 Listen and repeat the questions above. Notice that in phrasal verbs the particle is stressed more than the verb.

B  3.06 Listen and repeat the questions below. Underline the stressed particles.

1. Do you think it's OK to go out with more than one person at the same time?
2. What should you do if you're not getting along with your boyfriend or girlfriend?
3. Do you think relationships can work out if you work in the same place?
4. Is it OK to go out with someone who is a lot older or younger than you?
5. What's a good age to settle down?
6. What's the best way to break up with someone?

About you

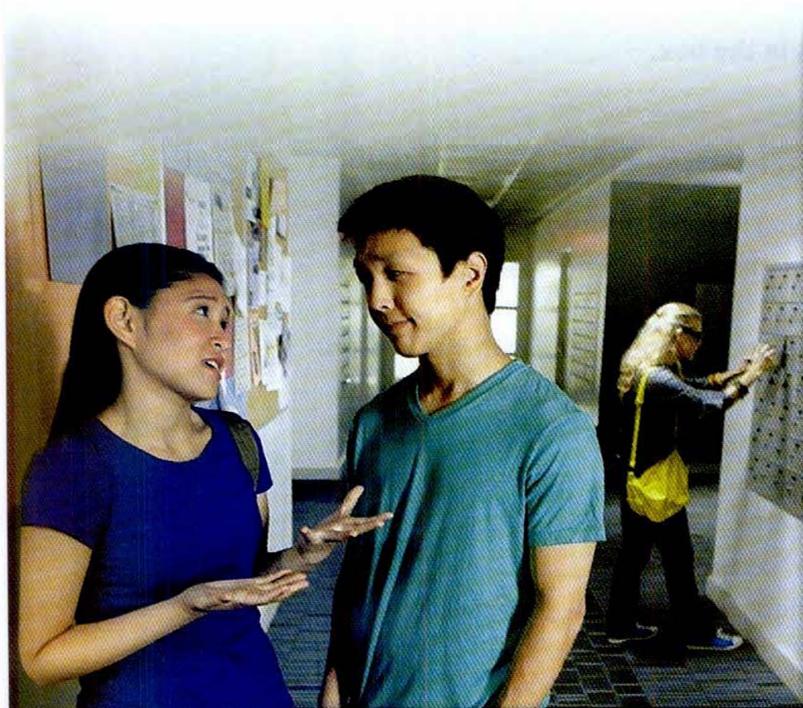
## C Group work Ask and answer the questions. How many different opinions do you have?

## 1

## Conversation strategy Softening comments

**A** What are your neighbors like? Do you get along with them? Tell the class.

**B** 3.07 Listen. What does Olivia think about her new neighbor?  
What are Adam's neighbors like?



**C** Notice how Olivia and Adam use these expressions to "soften" their comments. Find examples in the conversation.

Olivia That woman by the mailboxes – she just moved in next door.  
Adam Yeah? She seems pretty friendly.  
Olivia She's OK. She's a little bit strange, though.  
Adam Yeah? How do you mean?  
Olivia Well, it's kind of weird. She's always coming over and borrowing things from me.  
Adam She's probably just a little lonely or something.  
Olivia Yeah. Maybe she is. But then other times she sort of ignores me. She's just a bit odd, I guess.  
Adam Yeah, in my building nobody ever speaks. I mean, we all smile but we don't really know each other.  
Olivia I guess that's OK in a way, though. I don't like to get too friendly with the neighbors.  
Adam Me either.

|                          |                                  |
|--------------------------|----------------------------------|
| <i>I guess / I think</i> | <i>a little / a (little) bit</i> |
| <i>probably / maybe</i>  | <i>just</i>                      |
| <i>kind of / sort of</i> | <i>in a way</i>                  |

**D** Make the comments below softer. Add the expressions given.

1. The people in my neighborhood are unfriendly. (a little)  
They're just busy with their own lives. (maybe)
2. The people next door keep to themselves. (kind of)  
They don't like to go out. (I guess)
3. The people across the street are always looking out of their window. They seem nosy. (a little)  
They don't have anything better to do. (I guess)
4. The guy above me plays his music too loud. (a bit) It gets noisy. (kind of)  
It can be difficult to sleep. (a little bit)
5. One of my neighbors is always coming over. It's irritating. (in a way)  
She's lonely. (I think / probably / just)

About  
you

**E** **Pair work** Do you know anyone like the people above? Take turns telling a partner. Can you "soften" your comments?

*"Actually, the woman in our local store is a little unfriendly. She's not very helpful."*

## 2 Strategy plus *though*

You can use ***though*** to give a contrasting idea.

In conversation

***Though*** is one of the top 200 words.



She seems pretty friendly.

She's OK. She's a little bit strange, though.

- A** 3.08 Decide which responses can include ***though***. Write ***though*** on the line. Then listen and check.

1. A I think it's nice to get to know your co-workers.  
B • It's easier to work together when you socialize, \_\_\_\_\_.  
• It's not good to date a co-worker, \_\_\_\_\_.
2. A I hate going to parties when I don't know anyone.  
B • It's kind of fun to meet new people, \_\_\_\_\_.  
• It's hard to start conversations with strangers, \_\_\_\_\_.
3. A I love it when old friends find me online.  
B • There are some people you don't want to hear from, \_\_\_\_\_.  
• It's great to catch up, \_\_\_\_\_.
4. A I spend most of my free time at home by myself. I enjoy being alone.  
B • It's not good to spend too much time alone, \_\_\_\_\_.  
• It's good to spend time at home, \_\_\_\_\_.

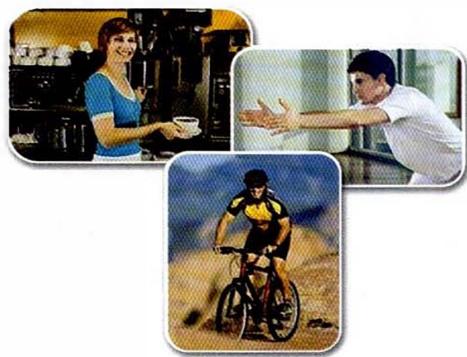
About you

- B Pair work** Practice the conversations above. Then practice again giving your own responses.

## 3 Listening and strategies People I look forward to seeing

- A** 3.09 Listen to Matthew talk about three people he looks forward to seeing. Complete the sentences.

1. The woman in the coffee shop gets a little \_\_\_\_\_. She's really \_\_\_\_\_ and positive, though.
2. My yoga teacher is really good. He's kind of \_\_\_\_\_, though. The other students are nice. One guy is always \_\_\_\_\_, though. It gets sort of \_\_\_\_\_.
3. One of the guys that I go biking with is the worst biker. He's incredibly \_\_\_\_\_, though. I guess the other guys are kind of \_\_\_\_\_ about biking.



- B** 3.09 Listen again. Why does Matthew look forward to seeing each person?

About you

- C Pair work** Who do you look forward to seeing? Tell a partner about three people. Ask and answer questions to find out more information.

Sounds right p. 138

## 1 Reading

- A** What are some good ways to make new friends? Make a list.
- B** Read the article. What have studies found about online dating? What are the reasons for its popularity?



### Reading tip

Writers often use different ways to present statistics, like 20 percent, one in five, or one out of (every) five.

**LOOKING FOR LOVE? Online is the way to go!** <http://www.looking...> [www.irLanguage.com](http://www.irLanguage.com)

According to new research, people looking for romance need look no further than their laptops. Recent studies reveal that 17 percent of marriages are the result of an initial online encounter – making this the second most common way of meeting a potential partner, after meeting through friends.

Surveys show that more than one-third of singles looking for a partner have used an online dating site. Furthermore, one out of every five new relationships starts online. Although the results of online dating surveys may vary, the evidence points to the increasingly important role the Internet is playing in helping single people find romance.

The social stigma<sup>1</sup> that was attached to online dating in the past is fast disappearing as dating goes increasingly digital. These days, most people know someone who has tried online dating, so people are less afraid to talk about it or to try it. Online dating, it appears, has entered the mainstream.

But why is this? Experts say there are several factors that contribute to the popularity of online dating. Changes in lifestyle, geographic mobility, and the rise in social networking are largely responsible for changing how people meet potential partners. These days, people typically delay marriage as they concentrate on their careers, work longer and longer hours, and live farther away from family and childhood friends who might otherwise provide contacts with eligible<sup>2</sup> partners. Instead they turn to their tablets.

So has the Internet fundamentally changed *how* people date? According to Greg Blatt, former CEO of a popular dating website, the answer is no. "This is just meeting," Blatt says. "It's no different meeting on a dating website than it is meeting at a party, or at a restaurant, or on a subway. . . . Once you've met, it's real life; you either fall for each other, or you don't. You either have a great romance, or you don't."

"Computers are not taking the place of romance," he says. "They're just another way to put yourself in a position to meet somebody with a chance for romance."

1. (a) *stigma*: a bad opinion of someone or something  
 2. *eligible*: ideal as a marriage partner



**C** Read the article again. Circle the correct words to make the sentences true according to the article.

1. Seventeen percent of people who get married now meet **on the Internet / through friends**.
2. Meeting people through friends is **more / less** common than meeting online.
3. A third of people looking for romance **don't use / use** dating websites.
4. Online dating is now considered more **acceptable / dangerous**.
5. One reason why people try online dating is because they live farther away from their **place of work / original community**.
6. Blatt says that meeting online is **like / not like** meeting at an actual place, such as a party.

## 2 Speaking and listening Getting back in touch

About you

- A Pair work** How do friends lose touch with each other? Add ideas to the list. Have you ever lost touch with a friend? Tell your partner how it happened.

Friends lose touch when one of them . . .

- moves away. • gets interested in different things.
- gets married. • gets too busy with school or work.
- \_\_\_\_\_.
- \_\_\_\_\_.

- B** 3.10 Listen to Javier talk about his old friends. Does he want to get back in touch with them? Check (✓) the correct boxes in the chart below.

|                        | Yes                      | No                       | Don't know               | Why did he lose touch? |
|------------------------|--------------------------|--------------------------|--------------------------|------------------------|
| 1. His college friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 2. His running buddy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |
| 3. His old girlfriend  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____                  |

- C** 3.10 Listen again. Why did Javier lose touch with his friends? Complete the rest of the chart.

## 3 Writing Your circle of friends

About you

- A Pair work** Think about three of your friends. Tell a partner about them. Discuss the questions below.

- What is your friend like?
- How did you meet?
- Why did you become friends?
- What do you have in common?
- What do you do together?

About you

- B** Read the article below and the Help note. Then write an article like the one on page 66 about your circle of friends. Use *both* and *neither* to show what you have in common. Include photos if you can.

**My circle of friends**

**My best friend from high school**

Ronaldo is a friend I met on my first day of high school. We sat next to each other in art class. Neither of us was very good at art, but we had a good time together in class. He's very easygoing. He's the kind of guy who gets along with everyone. We're both science-fiction fans, so we spend a lot of time at the movies.



**Help note**

**Both and neither**

We're **both** science-fiction fans. **Both of us** are science-fiction fans. We **both** like going to the movies. **Both of us** like going to the movies. **Neither of us** was very good at art.

- C Pair work** Read your partner's article. Ask questions about your partner's friends.

Free talk p. 132



# Vocabulary notebook

## Matching up

### Learning tip Phrasal verbs

When you learn a phrasal verb, it's a good idea to write down

- some other verbs you can use with the particle.

*back: get back / call back / fly back*

- some other particles you can use with the verb.

*go: go back / go out / go away*

### In conversation

The most common verbs with the particles **away** and **back** are:

|       |      |      |      |
|-------|------|------|------|
| get   | away | go   | back |
| go    |      | get  |      |
| throw |      | come |      |
| put   |      | call |      |

### 1 Circle the two verbs in each list that go with the particle on the right.

- |                                 |                                   |                                    |
|---------------------------------|-----------------------------------|------------------------------------|
| 1. go / move / hang <b>away</b> | 3. come / break / get <b>back</b> | 5. sign / grow / sleep <b>up</b>   |
| 2. wake / eat / work <b>out</b> | 4. wake / go / come <b>over</b>   | 6. fall / eat / settle <b>down</b> |

### 2 Complete each expression with a different verb.

|      |  |                                  |  |     |                      |
|------|--|----------------------------------|--|-----|----------------------|
| wake |  | in the morning                   |  |     | with your friends    |
|      |  | for a class                      |  |     | late                 |
| up   |  | without an alarm clock           |  | out | to a club            |
|      |  | in a small town                  |  |     | at a nice restaurant |
|      |  | with your boyfriend / girlfriend |  |     | at the gym           |

### 3 Word builder How many new phrasal verbs can you make from these particles?

away back down out up



#### On your own

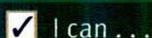
Make lists with headings for different topics such as "Relationships" or "Going out." Write phrasal verbs for each topic, and learn the words whenever you have a minute.



**Relationships:**  
 • work out  
 • get along  
 • break up



#### Can Do! Now I can . . .



I can . . . I need to review how to . . .

- describe people and things using relative clauses.
- talk about friends and romantic relationships.
- soften comments with expressions like *sort of*.
- use *though* to give contrasting ideas.
- understand descriptions of people.

- understand a conversation about old friends.
- understand someone talking about losing touch with people.
- read an article about online dating.
- write about my circle of friends.

# What if?



Can!

In this unit, you learn how to . . .

## Lesson A

- Talk about wishes using *I wish* + past form
- Talk about imaginary situations or events in the present and the future with *If*-clauses

## Lesson B

- Discuss how to deal with everyday dilemmas
- Ask about imaginary situations or events

## Lesson C

- Give advice using expressions like *If I were you, . . .* or *I'd . . .*
- Use *That would be . . .* to comment on a suggestion or a possibility

## Lesson D

- Read a blog about regrets
- Write an article about how you would change your life

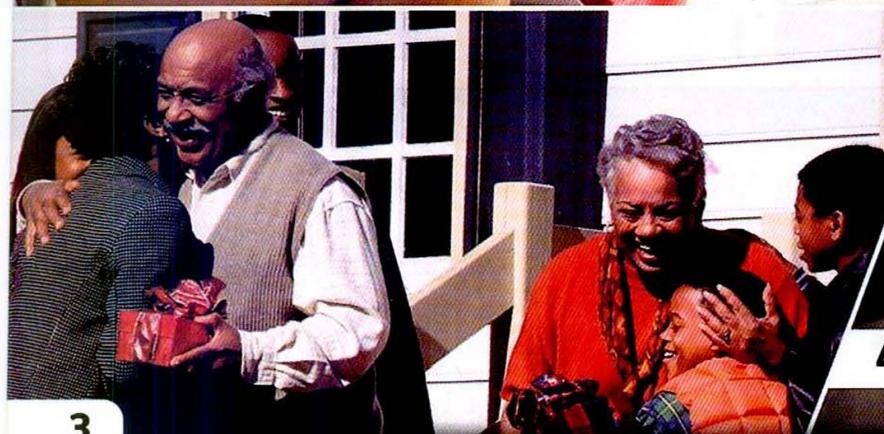
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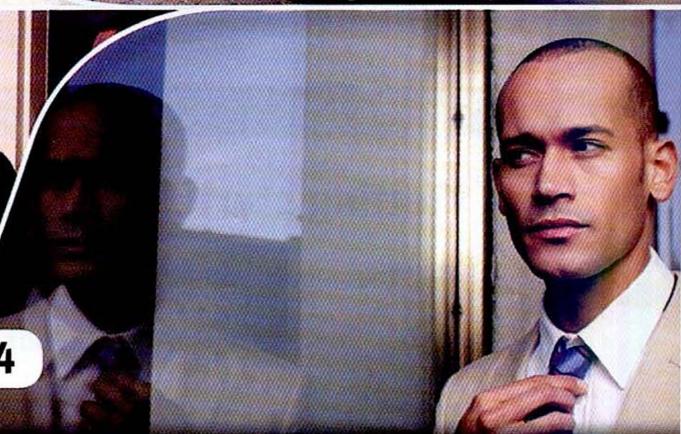
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3



4



## Before you begin . . .

What are your priorities in life? Rank these things in order from 1 (most important) to 6 (least important).

 your health
 
 your career
 
 wealth
 
 your family
 
 relationships
 
 looking good
 

What other things matter to you?

## How do you wish your life were different

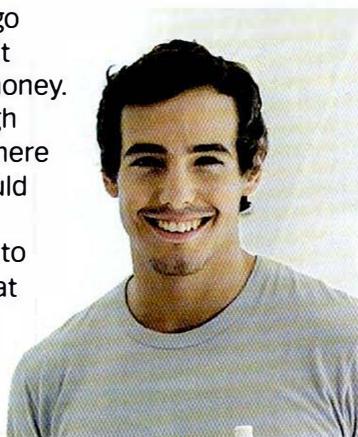
"I just wish I weren't so busy with my work. I have to work most weekends, so I never have enough time to do anything fun. If I had more free time, I'd go kayaking every weekend."

– Berta Palmas,  
Monterrey



"Well, I never get to go away on holiday. I just don't have enough money. So I wish I had enough money to go somewhere exciting. Yeah, if I could choose anywhere, I'd probably go to Egypt to see the pyramids. That would be great!"

– Bryan Gibson,  
Melbourne



"We just got married, and we're renting a tiny little apartment. It would be great if we could afford a bigger place to live. We don't have enough room for all our stuff."

– Min Sup and Jin Eun Cho, Seoul



"I wish I didn't live so far away from my family. My sister just had a baby – a little boy – and I never get to see him. I really miss everyone. If I lived closer, I'd be able to help out."

– Irene Chang,  
Taipei



### 1

### Getting started

**A** What would you like more of in your life? Tell the class.

fun    money    time    vacations    work

**B** 3.11 Listen to the people above talk about their wishes. What do they want?

Figure it out

**C** Circle the correct verbs in the sentences below. Use the article above to help you. Then answer the questions. What do you notice about the verbs you circled?

1. Bryan wishes he **has** / **had** enough money to go away. Does he have enough money?
2. Berta says, "I just wish I'm **not** / **weren't** so busy." Is she busy now?
3. Irene says if she **lives** / **lived** closer, she would help her sister. Does she live close?
4. Min Sup and Jin Eun say it **would** / **will** be great if they could rent a big apartment. What's their place like?

## 2

Grammar Wishes and imaginary situations or events  3.12

Extra practice p. 147

## Wishes for the present or future

## wish + past form of verb

I wish I **had** more free time.  
(I **don't have** enough free time,

She wishes she **didn't live** so far away.  
(She **lives** very far away)

I wish I **weren't** so busy with my work.  
(I'm very busy with my work,

We wish we **could afford** to move.  
(We **can't afford** to move,

## Imaginary situations or events in the present or future

## If + past form of verb ... would (could) + verb

If I **had** more free time, I'd / I **would go** kayaking.  
so I **don't go** kayaking.)

If she **lived** closer, she'd / she **would be able to** help out.  
so she **isn't able to** help out.)

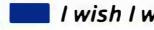
If I **were** less busy, I **could go away** on the weekends.  
so I **can't go away** on the weekends.)

If we **could afford** to move, we **wouldn't live** in this tiny place.  
so we **live in this tiny place**.)

## In conversation

People say *I wish I was ...* and *If I was ...* more frequently than *I wish I were ...* and *If I were ...*, but this is not considered correct in written English.

 *I wish I was ...*

 *I wish I were ...*

## Common errors

Use the simple past form after *if*.

**If we had** more money, we **could go on vacation more often**.  
(NOT **If we would have** more ...)

## A Complete the sentences with the appropriate form of the verbs given.

- I wish I could do (can do) something more exciting with my life. If I had (have) the chance, I would travel (travel) around South America.
- I wish I \_\_\_\_\_ (not be) so shy. If I \_\_\_\_\_ (have) more confidence, I \_\_\_\_\_ probably \_\_\_\_\_ (enjoy) going out more.
- I wish I \_\_\_\_\_ (not have to) study so hard. If I \_\_\_\_\_ (not get) so much homework, I \_\_\_\_\_ (be able to) play on the soccer team.
- I wish \_\_\_\_\_ (can finish) my degree this year. If I \_\_\_\_\_ (graduate) this year, I \_\_\_\_\_ (can get) a job, and I \_\_\_\_\_ (can start) to pay off my student loans.
- I wish I \_\_\_\_\_ (can find) a job nearer to home. If I \_\_\_\_\_ (get) a new job, maybe I \_\_\_\_\_ (not have to) commute two hours a day.
- I wish I \_\_\_\_\_ (be) famous. If I \_\_\_\_\_ (be) famous, I \_\_\_\_\_ (be able to) go to shows and get the best seats! And I \_\_\_\_\_ (not eat) in the cheapest restaurants anymore.

About you

## B Pair work Discuss the sentences above. Do you have any wishes like these?

"I wish I could do something more exciting. If I had the chance, I would live in another country."

## 3

## Listening and speaking Just one wish

A  3.13 Listen to four people talk about their wishes. Complete the sentences.

## What do they wish for?

- Daniel wishes \_\_\_\_\_.
- Martine wishes \_\_\_\_\_.
- Miguel wishes \_\_\_\_\_.
- Mi Yun wishes \_\_\_\_\_.

## Why can't they have their wish?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

B  3.13 Listen again. Why can't they have their wishes? Write the reason(s) above.

About you

## C Class activity Ask your classmates about their wishes. What are the most popular wishes?

## 1

## Building vocabulary and grammar

About you

A 3.14 Listen and take the quiz. Circle your answers. Then compare with a partner.

## WHAT WOULD YOU DO?

www.irLanguage.com

1. What would you do if a friend accidentally spilled coffee all over your phone, and it stopped working?  
Would you ...



- a. let your friend buy a new one?
- b. tell your friend not to **worry about** it and **buy** a new phone **for** yourself?

2. What would you do if you **borrowed** a camera **from** a friend and broke it?  
Would you ...



- a. simply **apologize for** breaking it?
- b. take it to a store and **pay for** the repairs?

3. How would you react if a friend started dating someone you used to go out with?  
Would you ...



- a. **talk to** your friend **about** your feelings?
- b. feel hurt but **say** nothing **to** either of them?

4. What would you do if a friend came for dinner and brought an expensive box of chocolates?  
Would you ...



- a. **thank** your friend **for** the gift and not open it?
- b. **share** the chocolates **with** your friend after dinner?

5. What would you say if a friend **asked** you **for** a loan to buy a new laptop?  
Would you say ... ?



- a. "Sorry, I never **lend** money **to** anyone."
- b. "I'll **think about** it and let you know."

6. What would you do if a friend borrowed \$10 and forgot to pay you back?  
Would you ...



- a. **remind** your friend **about** it several times?
- b. **forget about** it?

Word sort

B Pair work Write the prepositions that are used in the quiz in the expressions below. Then ask and answer the questions with a partner.

1. What do you worry about ?
2. Who do you talk to about problems?
3. Do you ever think about your diet?
4. How do you remind yourself of things?
5. Can you forget about your problems?
6. Do you buy gifts for your friends?
7. Do you use cash to pay for things?
8. Do you apologize for being late?
9. How do you thank people for gifts?
10. Did you ask a friend for a favor today?
11. Do you borrow clothes from friends?
12. Do you lend books to friends?
13. What can't you say no to ?
14. Do you ever share secrets with friends?

Figure it out

C Complete these questions about imaginary situations.

Use the quiz to help you. Then ask and answer the questions in pairs.



Vocabulary notebook p. 84

1. What \_\_\_\_\_ you \_\_\_\_\_ (do) if your friend \_\_\_\_\_ (forget) your birthday?
2. How \_\_\_\_\_ you \_\_\_\_\_ (react) if a friend \_\_\_\_\_ (tell) everyone a secret about you?

## 2 Speaking naturally Intonation in long questions

*How would you react if a friend started dating someone you used to go out with?*

*What would you do if a friend came for dinner and brought an expensive box of chocolates?*

- A 3.15 Listen and repeat the questions above. Notice how the intonation falls and then rises to show the question is not finished and then falls at the end.

- B Pair work Find a partner. Take turns asking the questions in the quiz on page 78 and giving your own answers. Pay attention to the intonation of the long questions.

## 3 Grammar Asking about imaginary situations or events 3.16

Extra practice p. 147

What **would** you **do** if you **broke** a friend's camera?

I'd **apologize** for breaking it.

I'd **pay** for the repairs.

I **wouldn't say** anything about it.

**Would** you **pay** for a new one?

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

- A Make questions with **would** using the ideas below. Compare with a partner.

1. a friend is 15 minutes late / call and remind him about it

What would you do if a friend was 15 minutes late? Would you call and remind him about it?

2. you hear a strange noise in the middle of the night / go and see what it was

3. a salesperson charges you the wrong price for something / say something to her

4. you scratch a car with a shopping cart in a parking lot / leave a note with your name and number

5. you find a nice pair of gloves on the sidewalk / think about keeping them

6. you have an extra ticket for a show / offer it to a friend but ask him to pay for it

7. you get a gift that you hate from a friend / thank her for it and then get rid of it

8. your friend asks for help moving into an apartment / find an excuse to get out of helping him

9. your friend is in a bad mood / take him out for a fun night

- B Pair work Take turns asking the questions above. Discuss your answers. Do you agree?

A *What would you do if a friend was 15 minutes late for a date?*

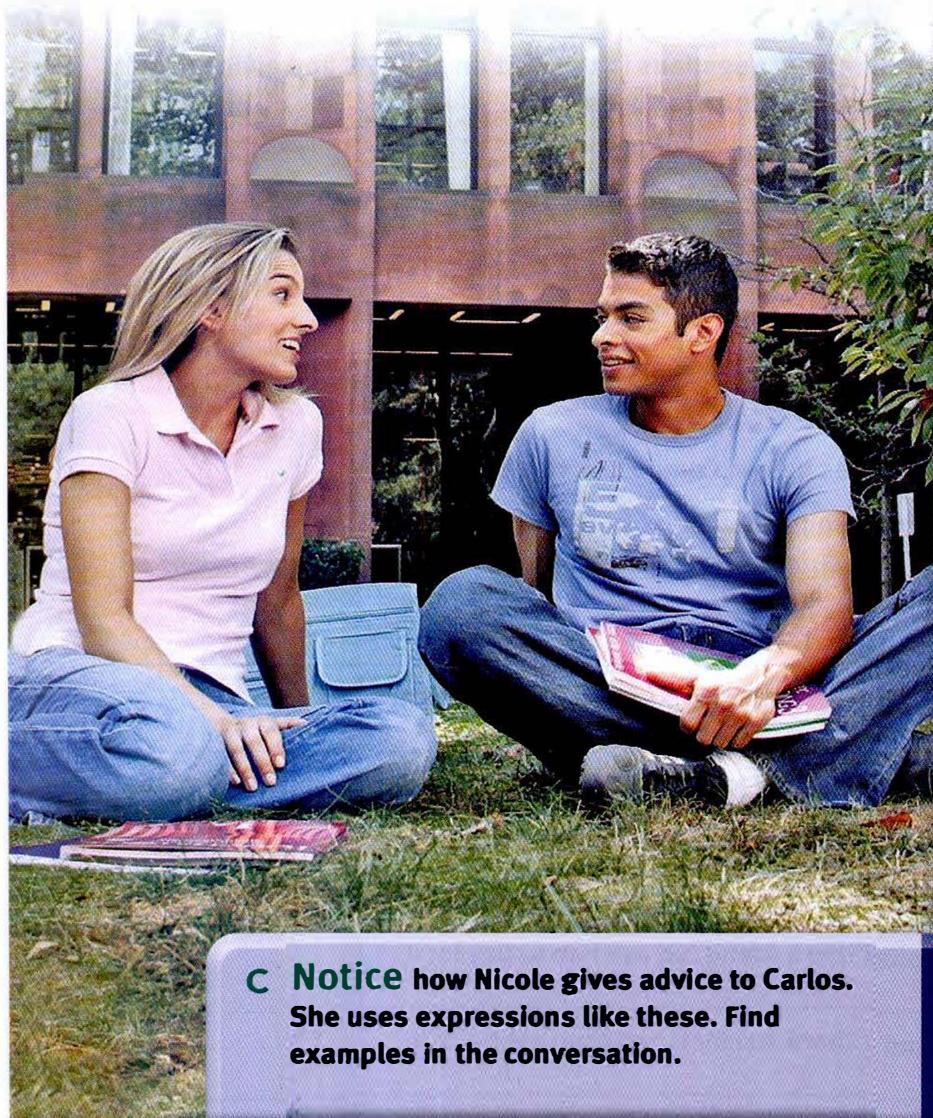
B *I'd probably just wait a little longer. Would you call and remind him about it?*



## Conversation strategy Giving advice

A What tough decisions have you made? Did you ask for advice? Tell the class.

B 3.17 Listen. What advice does Nicole give Carlos about grad school?



C Notice how Nicole gives advice to Carlos. She uses expressions like these. Find examples in the conversation.

About you

D Pair work Think of three pieces of advice for each problem below. Then take turns role-playing the problems and giving advice.

- I wish I weren't majoring in economics. I just don't find it very interesting.
- One of my co-workers just got a promotion, but I didn't get one.
- I wish I knew what to do after college.
- My boyfriend / girlfriend wants to get married, but I'm just not ready.
- My parents want me to study law or accounting or something, but I don't want to.

*"Well, if I were you, I'd try and switch to a different major. . . ."*

Nicole Hey, I hear you got accepted to grad school.

Carlos Yeah. I got into MSU and Bracken Tech.

Nicole Congratulations! So where are you going to go?

Carlos I don't know. I got a full scholarship to Bracken Tech, but I think MSU has a better engineering department.

Nicole Well, if I were you, I'd take the scholarship. Then you wouldn't have to borrow any money.

Carlos Yeah, that would be great. But it's a tough decision.

Nicole Well, Bracken Tech's a good school. I mean, you might want to go there and meet some of the professors.

Carlos That'd be good. But then, everybody I know is going to MSU.

Nicole Oh, I wouldn't worry about that. You can make new friends. And anyway, I might go to Bracken next year, you know, if I get accepted.

Carlos Really? That would be awesome!

*If I were you, I'd . . .*

*I would / I'd . . .*

*I wouldn't . . .*

*You might want to . . .*

*You could . . .*

## 2 Strategy plus That would be ...

You can use ***That would be*** ... to comment on a suggestion or a possibility.

You might want to go there and meet some of the professors.

I might go to Bracken next year.

That'd be good.

Really? That would be awesome!

[www.irLanguage.com](http://www.irLanguage.com)

Complete the responses. Practice with a partner. Then take turns asking and answering the questions.

1. A If you could do something really different, what would you do?  
B I'd really like to go skydiving.  
A Really? Wow! That would be \_\_\_\_\_ !
2. A If you could have any job, what would you do?  
B Something creative. I'd like to work in a design company or something.  
A Yeah. That'd be \_\_\_\_\_ .
3. A Would you ever like to get a Ph.D. in something?  
B Yeah, maybe one day. But it's impossible right now. I'm just too busy. I'd have to study at midnight!  
A Oh, yeah. That would be \_\_\_\_\_ .

### In conversation

The most frequent adjectives after ***That would be*** ... are *nice, good, great, fun, cool, interesting, fine, wonderful, neat, hard, and awesome*.



## 3 Listening and strategies Here's my advice.

- A 3.18 Listen to Tom and Amy talk about their problems. What problems do they have? Complete the sentences on the left.

### What's the problem?

1. Tom wishes he \_\_\_\_\_ .
2. Tom wishes his boss \_\_\_\_\_ .
3. One of Tom's co-workers got \_\_\_\_\_ .
4. Amy can't decide which school to go to because \_\_\_\_\_ .

### What's the advice?

1. "I wouldn't \_\_\_\_\_. You could \_\_\_\_\_."
2. "I would \_\_\_\_\_."
3. "If I were you, I'd \_\_\_\_\_."
4. "I wouldn't \_\_\_\_\_."

- B 3.18 Listen again. What advice do Tom and Amy give each other? Complete the sentences above.

- C **Pair work** Choose one of Tom or Amy's problems, or one of your own. Take turns describing the problem and offering advice.

- A *I have a similar problem to Tom. I have a part-time job that I really like, but it doesn't pay very well.*  
B *Well, maybe you could ask for a raise.*  
A *Yeah, that would be good.*

Sounds right p. 138

## 1

## Reading

**A** What kinds of things do people regret in life? Make a class list.

**B** Read the blog. What impression do you have of the writer (age, gender, personality)? Compare ideas with a partner.

## Reading tip

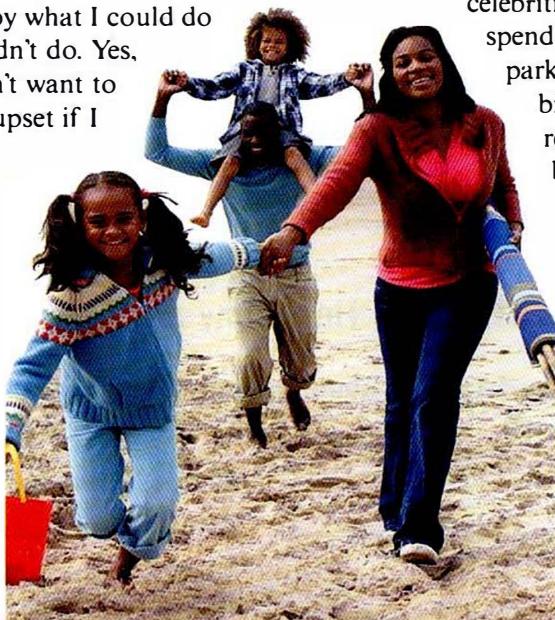
As you read, try to imagine the situations, places, or people that the writer describes.

**IF I COULD LIVE MY LIFE OVER . . .**

If I could change the past and live my life over, I'd do a lot of things differently. I'd be more laid-back – I'd worry less about small or imaginary problems and maybe a little more about things that really matter. I'd complain less about unimportant things. I'd slow down and take each day as it comes. I'd be more patient with people.

I'd stop being afraid of making mistakes and make an effort to try new things. I'd learn to scuba dive and speak a new language. I'd do things I enjoyed, even if I wasn't good at them, like playing the piano. I'd continue with my lessons and wouldn't give up because I wasn't all that good. I would enjoy what I could do and not worry about what I couldn't do. Yes, I'd still be competitive – I wouldn't want to change that – but I wouldn't get upset if I didn't win.

I'd try to make a difference in people's lives. I'd be more generous – with my money and especially my time. Maybe do more volunteer work. I'd spend more time listening to the stories that older people have to tell without looking at my watch and thinking about the other things I could be doing. I'd get to know my neighbors and offer to help those I knew



needed help or who had problems. I would ask people on the bus, "What's wrong?" if they seemed upset.

If I could change the last few years, I'd find more time to share long and laughter-filled meals with friends or family and spend less time shut away with my computer, working. I'd be more considerate. I'd send more handwritten thank-you notes and tell people what they mean to me. I would be completely reliable, someone that everyone can count on.

If I had another chance, I wouldn't read so much about celebrities' lives. I mean, who cares? I'd spend less time in malls and more time in parks, flying a kite, or watching the birds. I'd clean the house less and read more. I'd walk barefoot on beaches and feel the sand between my toes and the sun on my face. I'd spend a summer on a Greek island, see the Pyramids in Egypt, climb a mountain in Africa, watch more sunrises and sunsets.

Life is an incredibly enjoyable trip, but it's also incredibly short. Next time around, I'd focus more on the journey and less on the destination. You'll arrive sooner than you think.

**C** Find these words and expressions in the blog. Choose the best meaning and circle *a*, *b*, or *c*.

- |                              |                          |                         |                               |
|------------------------------|--------------------------|-------------------------|-------------------------------|
| 1. take each day as it comes | a. worry life is short   | b. live for the present | c. do nothing                 |
| 2. give up                   | a. start                 | b. stop                 | c. give something to a friend |
| 3. upset                     | a. happy                 | b. disorganized         | c. unhappy                    |
| 4. considerate               | a. intelligent           | b. selfish              | c. kind                       |
| 5. barefoot                  | a. wearing leather shoes | b. wearing no shoes     | c. quickly                    |

About  
you**D Group work** Discuss these questions.

1. What have been the most important things in the writer's life?
2. What aspects of his or her life would he or she change?
3. Do you think the writer would be a better person "next time around"? How?
4. Does the writer remind you of anyone you know? Who?
5. Do you have anything in common with the writer? If so, what?

2

**Speaking and writing** What would you change?About  
you**A** If you had last year to live over again, what would you change? Think of answers to the questions, and make notes below.

Is there ...

- a person you'd spend more time with? \_\_\_\_\_
- something you'd spend more time doing? \_\_\_\_\_
- something you'd spend less time doing? \_\_\_\_\_
- a place you'd go more often? \_\_\_\_\_
- something you'd take more seriously? \_\_\_\_\_
- something you'd worry about less? \_\_\_\_\_
- a sport or activity you'd try? \_\_\_\_\_
- a subject you'd study? \_\_\_\_\_

**B Pair work** Take turns. Tell your partner about some things you'd change.*"I'd spend more time with my grandpa and less time on my social network."*About  
you**C** Read the Help note, and underline the examples of *definitely* and *probably* in the article below. Then write an article about changes you would make if you could live your year over again.**THINGS I'D CHANGE**

If I had last year to live over again, I would definitely get more exercise. I definitely wouldn't watch so much TV, and I'd probably work out more at the gym. I'd try to stop eating so many snacks, but I probably would not give up ice cream because it's my favorite snack! If I got more exercise and ate less junk food, I'd lose some weight. I'd probably feel much healthier, too.

**Help note****Adverbs of certainty in affirmative and negative statements**

Notice the position of the adverbs.

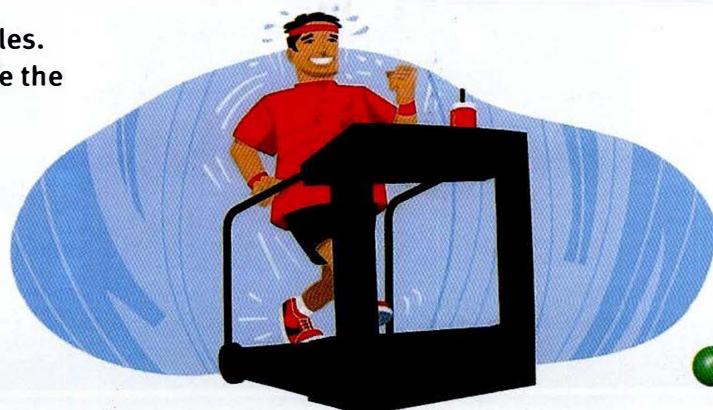
*I would definitely get more exercise.  
I'd probably work out more at the gym.*

But:

*I definitely wouldn't watch so much TV.  
I probably would not give up ice cream.*

**D** Read your classmates' articles.

Does anyone want to change the same things as you?



Free talk p. 133

### Learning tip Verbs + prepositions

When you learn a new verb, find out what prepositions (if any) can come after it. Remember that a verb coming after a verb + preposition has the form verb + -ing.

*They apologized for making so much noise.*

#### 1 Read the problem below. Complete the possible solutions with the prepositions *about*, *for*, and *to*.

You forgot you have a dinner date with a friend, and you don't show up.

Your friend calls you, and she is very upset. What would you do?

1. I wouldn't worry \_\_\_\_\_ it. People usually forget \_\_\_\_\_ things like that.
2. I'd apologize immediately \_\_\_\_\_ forgetting the date.
3. I'd offer to pay \_\_\_\_\_ dinner another time.
4. I'd tell her I was thinking \_\_\_\_\_ other things.
5. I wouldn't speak \_\_\_\_\_ her until she was less upset.
6. I'd blame my boss \_\_\_\_\_ keeping me in a meeting at work.
7. I'd wait \_\_\_\_\_ her to finish, and then I'd remind her \_\_\_\_\_ the time she didn't meet me.

#### 2 Word builder Find the prepositions that go with the verbs. Then complete the sentences.

1. I agreed \_\_\_\_\_ my boss \_\_\_\_\_ the best solution.
2. He applied \_\_\_\_\_ a job with a software company.
3. I explained the problem \_\_\_\_\_ my boss.
4. I forgave my friend \_\_\_\_\_ losing my favorite sweater.
5. My neighbor invited me \_\_\_\_\_ a party last week.
6. We complained \_\_\_\_\_ the neighbors \_\_\_\_\_ the noise.
7. My parents blamed me \_\_\_\_\_ damaging their car.



#### On your own

Write six rules for living, using verbs that take prepositions.



**Can  
Do!**

**Now I can . . .**

I can . . .

I need to review how to . . .

- talk about wishes and imaginary situations.
- say how I would deal with everyday dilemmas.
- give advice with expressions like *If I were you*, . . .
- use *That would be* to comment on a suggestion or possibility.

- understand people talking about their wishes.
- understand people giving advice.
- read a blog about regrets.
- write an article about how I would change my life.

# Tech savvy?



In this unit, you learn how to . . .

## Lesson A

- Talk about problems with technology using questions within sentences

## Lesson B

- Describe how things work using separable phrasal verbs like *turn on* and *plug in*
- Ask for help with technology using *how to + verb*, *where to + verb*, etc.

## Lesson C

- Give different opinions with expressions like *On the other hand*
- Use *You know what I mean?* to ask someone to agree with you

## Lesson D

- Read an article about email scams
- Plan and write an article about protecting personal information

1

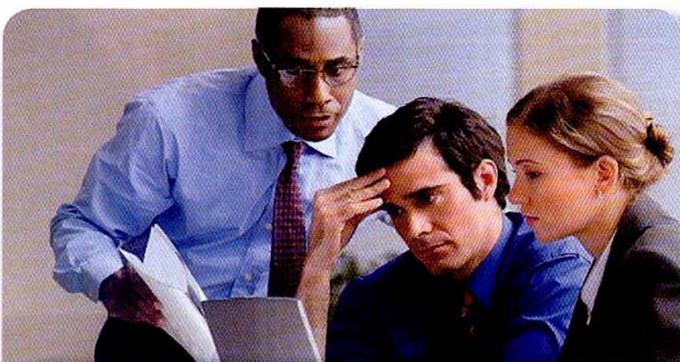
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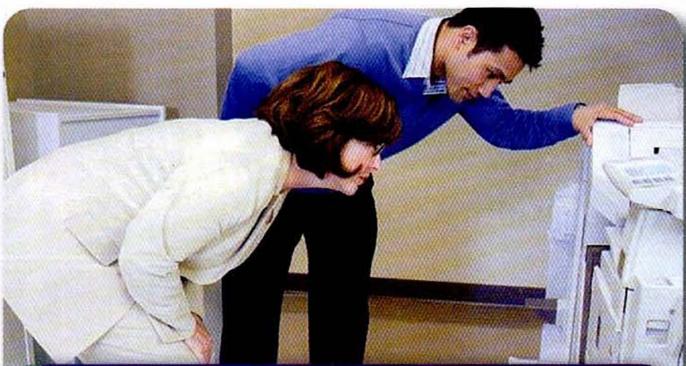
## Before you begin . . .

How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic devices or gadgets soon?



- 1 Sean My computer won't turn on. Do you know what the problem is?  
 Mark I wonder if there's something wrong with your power cord.  
 Sue Mine did that, and I called tech support. But I can't remember what they said.

- 2 Pam There's something wrong with my tablet. It keeps freezing up. I have no idea why it's doing that.  
 Sally Do you know if the battery's charged?  
 Peter I wonder if you have a virus. Try running your antivirus software.



- 3 Olivia I don't know what the problem is, but I can't print anything.  
 Tom The last time that happened to me, I got the answer on a website. But I have no idea which site I used.

- 4 Cara I can't get on the Internet. Do you know what I should do?  
 Anita I wonder if you accidentally turned off the wireless connection. Let me see.

## 1 Getting started

**A** What kinds of problems do people have with their computers? Make a class list.

**B**  3.19 Listen. What problems are the people above having? What do their friends suggest?

Figure it out

**C** How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. **Sean** What's the problem? Do you know? \_\_\_\_\_
2. **Sally** Is the battery charged? Do you know? \_\_\_\_\_
3. **Tom** Which site did I use? I have no idea. \_\_\_\_\_
4. **Anita** Did you accidentally turn the wireless connection off? I wonder. \_\_\_\_\_

## 2

## Grammar Questions within sentences 3.20

Extra practice p. 148

## Direct questions

- What's the problem?  
Which site did you use?  
What should we do?  
Why is it doing that?  
Is the battery charged?

## Questions within questions

- Do you know **what the problem is?**  
Can you remember **which site you used?**  
Do you know **what we should do?**  
Do you have any idea **why it's doing that?**  
Do you know **if\* the battery is charged?**

## Questions within statements

- I don't know **what the problem is.**  
I have no idea **which site I used.**  
I know **what we should do.**  
I have no idea **why it's doing that.**  
I wonder **if\* the battery is charged.**

*\*Use if for yes-no questions.***Notice the word order:** What is **the problem?**Do you know **what the problem is?**

## Common errors

Don't use question word order for a question within a question or statement.

*I know what you can do.**Do you know what you need to do?**(NOT I know what can you do.)**Do you know what do you need to do?)*

## A Rewrite these sentences. Start with the expressions given.

- Are there any useful new apps for students? *Do you know ...*  
*Do you know if there are any useful new apps for students?*
- What are the most popular sites for streaming movies? *I wonder ...*
- Which song did you last download? *Can you remember ...*
- Where can I get some cool accessories for a tablet? *Do you know ...*
- What's the most popular smartphone? *Do you know ...*
- How do you design your own website? *Do you have any idea ...*
- Will the price of tablets come down? *I wonder ...*
- What new technology is coming out? *Do you have any idea ...*

About you

## B Pair work Start conversations using the sentences above. How tech savvy are you?

*A Do you know if there are any useful new apps for students?**B Well, I don't know if they're new, but you can get some good grammar apps.*

## 3

## Speaking and listening What do you know about the Internet?

## A 3.21 Pair work Discuss the questions. Can you guess the answers?

Then listen to a conversation about the Internet. Write the answers you hear.

- Do you know when the public first used the World Wide Web? \_\_\_\_\_
- Can you find out what the first webcam filmed? \_\_\_\_\_
- Do you know what the most popular online activities are? \_\_\_\_\_
- Can you guess how many new blogs people add to the Internet each day? \_\_\_\_\_
- Do you know what the first email spam advertised? \_\_\_\_\_
- Do you know what the three most common languages on the Internet are? \_\_\_\_\_

## B 3.21 Listen again. Write one more piece of information about the answer to each question. Then compare your answers with a partner.

## C Pair work Student A: Read one of the answers to the questions above.

Student B: Can you remember what the question is without looking at your book? Take turns.

Sounds right p. 139

## 1

## Building language

## A 3.22 Listen. What problem is Ken having? Practice the conversation.

Pedro, do you know how to get this game controller to work?  
I read the instructions, but I can't figure out how to do it.  
Let's see. You have to turn it on first. Did you put the batteries in?  
Yeah. I turned the controller on — see? But the box won't work.  
Oh, OK. Well, did you plug it in? Oh, yeah, you did. Oh wait, I think  
you need to hook up another cable. Do you know where the blue cable is?  
Yeah, it's here. Do you know where to plug it in?  
Yes. It goes here.  
Thanks. Now, can you show me how to set this game up?  
OK, hand me the controller. Let me show you what to do.

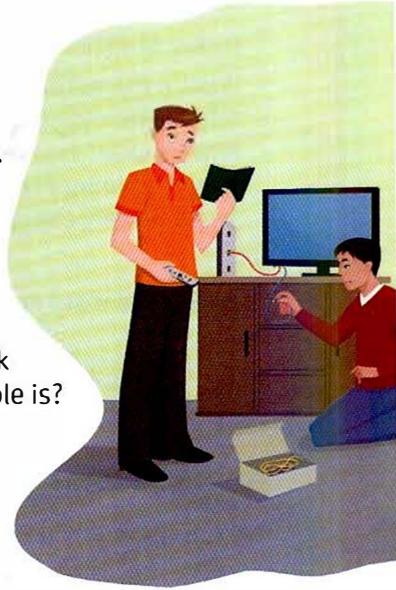


Figure it out

## B Circle the two correct choices in each question. Then ask and answer the questions with a partner.

1. Can you **set up a game / set a game up / a game set up?**
2. If you have a game controller, can you **hook it up / hook up it / hook the box up?**
3. If there's a problem, do you know **what you do / what to do / to do?**
4. Can you show someone **how to use / how you use / to use a game controller?**

## 2

Grammar Separable phrasal verbs; *how to*, etc. 3.23

Extra practice p. 148

**Separable phrasal verbs with objects**

How do you turn on the game controller?  
turn the game controller on?  
turn it on? (NOT ~~turn on it~~)

**Question word + to + verb**

Let me show you **what to do**.  
Can you show me **how to turn it on**?  
Do you know **where to plug it in**?

## A Write A's sentences in two ways using the words given. Complete B's responses.

1. A Do you know how to turn on the TV / to turn the TV on? (the TV / turn on)  
B Yeah. You need to turn it on with this remote – not that one.
2. A Do you know how \_\_\_\_\_? (this computer / turn off)  
B Oh, you can \_\_\_\_\_ here.
3. A I can't see where \_\_\_\_\_. (these headphones / plug in)  
B Huh. I'm not sure where \_\_\_\_\_, either. I think they go here.
4. A I don't know how \_\_\_\_\_ on my tablet. (the volume / turn down)  
B Here. I can show you how \_\_\_\_\_. It's easy. Look.
5. A I can't figure out how \_\_\_\_\_. (the air conditioning / turn up)  
B I have no idea how \_\_\_\_\_. either. Oh, you need to use the remote. Here – see?

## B Pair work Practice the conversations above. Practice again using different gadgets.

**"Do you know how to turn on the air conditioning?"**

### 3 Speaking naturally Linking consonants and vowels

*I'm not sure how to turn it on. I don't know where to plug it in.*

**A** 3.24 Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice Exercise 2 on page 88 again with a new partner.

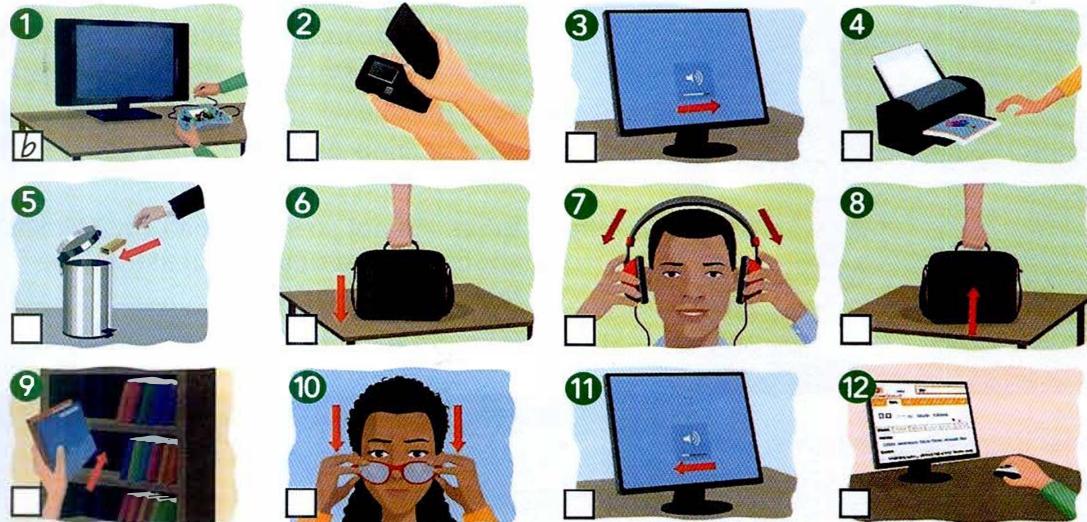
**B** 3.25 Listen and complete the sentences you hear. Then imagine you have a new tablet. Take turns asking and answering the questions with a partner.

1. Can you show me how to \_\_\_\_\_ ?
3. Can you \_\_\_\_\_ to speakers?
2. Now tell me how to \_\_\_\_\_ .
4. Can you show me how to \_\_\_\_\_ ?

### 4 Building vocabulary

**A** Match the pictures with the sentences. Then compare with a partner. Say what's happening in each picture.

*"He's hooking up his game system to the TV."*



- a. Put them away.
- ✓ b. Hook it up.
- c. Look it up.
- d. Pick it up.
- e. Put it down.
- f. Print it out.
- g. Put them on.
- h. Take them off.
- i. Take it apart.
- j. Throw it away.
- k. Turn it down.
- l. Turn it up.

Word sort

**B** What can you do with the things below? Write at least two expressions from above for each item. Add ideas. Then compare with a partner.

|                    |                   |                       |  |
|--------------------|-------------------|-----------------------|--|
| A computer         | <i>hook it up</i> | A ringtone            |  |
| A photo            |                   | <i>A phone number</i> |  |
| A cell phone       |                   | Batteries             |  |
| A pair of ear buds |                   | A printer             |  |

About you

**C** Pair work Discuss the things below. Think of three ...

- different things you turn on every day.
- situations when you have to turn something off.
- different things you have to plug in before using.

- things you can turn up and down.
- useful pieces of information you can look up.
- things you have thrown away recently.

*A Well, I turn my computer on every morning.*

*B Really? I leave it on all night.*



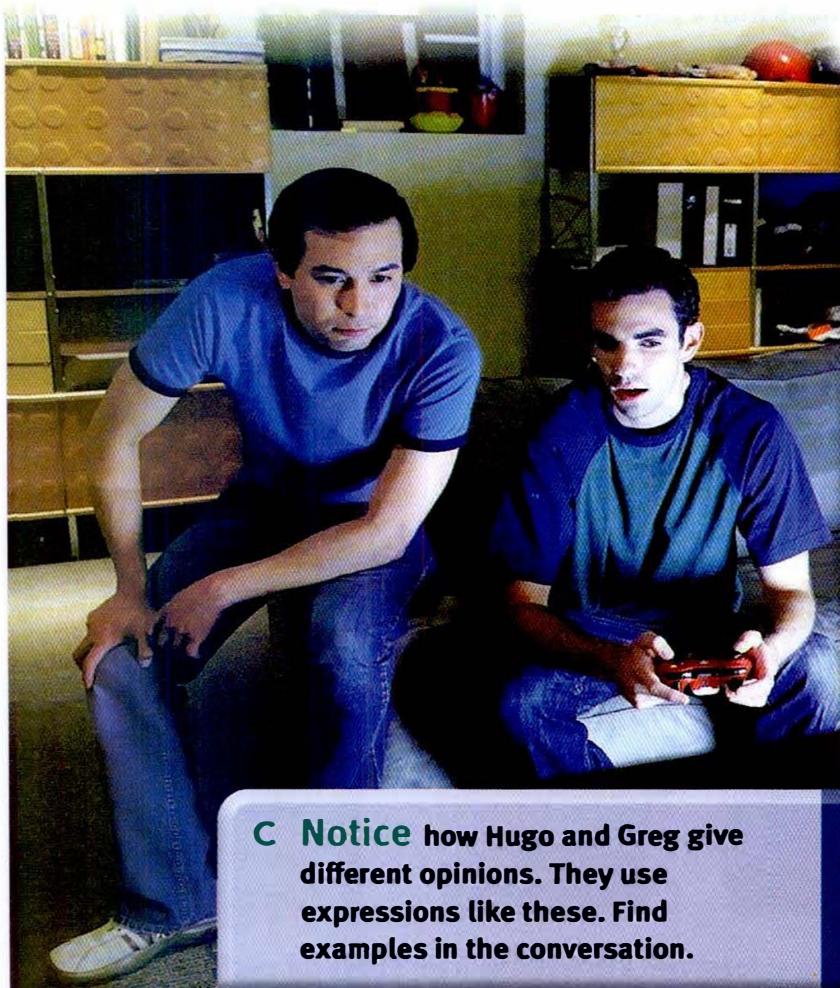
Vocabulary notebook p. 94

## 1

## Conversation strategy Giving different opinions

A What kinds of online games do people play? Do you or your friends play them?

B 3.26 Listen. What does Hugo think about playing games online? What about Greg?



C Notice how Hugo and Greg give different opinions. They use expressions like these. Find examples in the conversation.

- Hugo I'd get tired of playing that game by myself.  
 Greg Actually, I'm playing with two other guys. So Starship and Bronco. We play together all the time. They're kind of like friends.  
 Hugo I don't know. You don't even know their real names. You know?  
 Greg That's true. It's still fun, though. We're like a team. You know what I mean?  
 Hugo Maybe. On the other hand, they're not *real* friends. I mean, you don't know anything about them. You know what I'm saying?  
 Greg Yeah. I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.  
 Hugo Hmm. I'm not so sure. Don't you think it's good to spend time with real friends, face-to-face?  
 Greg Sure. So why don't you come and play?

*I know what you mean, but . . .*  
*That's true. (You) . . . , though.*  
*Maybe. On the other hand, . . .*  
*I don't know. / I'm not (so) sure. Don't you think . . . ?*

D Pair work Respond to each comment by giving a different opinion. Then practice with a partner. Can you continue the conversations?

1. A Playing all those online games is a waste of time.  
 B Maybe. On the other hand, \_\_\_\_\_.
2. A I spend hours on my social networking site. It's a great way to keep in touch with people.  
 B I don't know. Don't you think \_\_\_\_\_?
3. A I never call anyone anymore; I just text. Then you don't have to make all that small talk!  
 B That's true. \_\_\_\_\_, though.
4. A I hardly ever turn my cell phone off — even at night. I hate missing calls.  
 B I know what you mean, but \_\_\_\_\_.

## 2

**Strategy plus** You know what I mean?

**When you want someone to agree with you, you can use expressions like these.**

You know what I mean?

You know?

You know what I'm saying?



It's still fun, though. We're like a team. You know what I mean?

In conversation

**Pair work** Circle the best sentences to complete the comments.

Then take turns saying each comment. Respond to your partner with a different opinion.

1. It seems to me that every student should have a laptop in school.  
**Kids need to know how to use them. / They can be distracting.** You know what I'm saying?

2. I don't think you can listen to music and study at the same time.

**Music helps you concentrate. / You can't concentrate with music on.** You know?

3. They should ban cell phones from restaurants. People take business calls and everything.  
**It's important to be able to take business calls. / It's really annoying.** You know what I mean?

4. I guess we won't need books much in the future. Everything is online now.

**We use the Internet for most things. / Books will always be more popular.** You know?

A *It seems to me that every student should have a laptop in school. Kids need to know how to use them.*

*You know what I'm saying?*

B *But on the other hand, they can be distracting. You know what I mean?*

**You know what I mean?** is the most common five-word expression. It is five times more frequent than **You know what I'm saying?**

**You know what I mean?**

**You know what I'm saying?**

## 3

**Listening and strategies** Technology matters

**A** 3.27 Listen to Karin and Sam. How would Karin answer these questions?

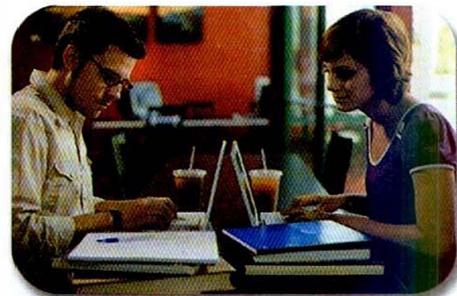
1. Do you know what to do when a computer freezes up?
2. What's one of the nice things about using technology?
3. How can technology help you be flexible?
4. Does it bother you if a friend you're with is always texting someone else?
5. What's one thing that annoys you about technology?

About  
you

**B** 3.28 Listen again to three of Sam's opinions.

Do you agree or disagree? Write responses.

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



About  
you

**C** **Pair work** Discuss the questions in Exercise A above. Do you and your partner agree?

A *Well, if my computer freezes up, I just turn it off and on again. It's easy, you know?*

B *That's true. Most people don't know how to fix computer problems, though.*

## 1

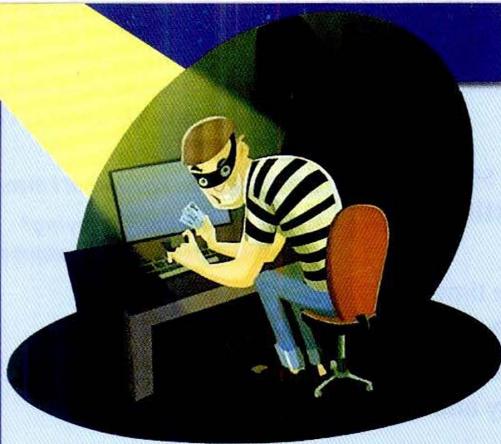
## Reading

- A** What is identity theft? What can happen when someone steals your identity?
- B** Read the magazine article. What scams does it describe? How do they work?



## Reading tip

If you don't understand words in the title of an article, read the first paragraph. It often explains the title.



## SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

## DON'T BE THE VICTIM OF A SCAM

**The friend in need scam** Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her \$2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

**DON'T** send money to anyone if you get an email like this.

**DO** contact your friend to ask if there is a problem.

**Information-request scam** Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN<sup>1</sup>. At least the email looks as if it's from your bank. It has their logo and looks official.

**DON'T** reply! Banks and credit card companies never ask for your full password or PIN in this way.

**DO** check the spelling and grammar. If there are mistakes, the email is probably a scam.

**The "make money fast" chain email scam** Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

**DON'T** forward the email. Sending this type of chain email is not only expensive, but it's also illegal.

**DO** block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

1. PIN: Personal Identification Number

**C** Are these sentences true or false according to the article? Write *T* or *F*.

1. Most people know how to recognize scams on the Internet. \_\_\_\_\_
2. Identity theft is increasing. \_\_\_\_\_
3. Emma lost \$2,000 of her own money. \_\_\_\_\_
4. Emma sent money to a friend who was traveling overseas. \_\_\_\_\_
5. Your bank may ask you for your password if they lose it. \_\_\_\_\_
6. Your name will never get to the top of the list in the chain email. \_\_\_\_\_

About  
you

**D** Pair work Discuss the questions.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

## 2 Speaking and writing Keeping it safe

About  
you

**A** Group work Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.

1. Which documents should you shred? Do you shred them?
2. Do you memorize your PINs? Would you ever tell anyone your PIN?
3. Where do you keep important documents? Do you have copies of them?
4. What do you have passwords for? How can you choose a good password?
5. How can you shop safely online or on the phone?
6. What can you do to protect your credit or debit card information?
7. What precautions do you take when you use an ATM?
8. How else can people keep their personal information safe?

*"Well, you should shred your bank statements. I don't usually do it, though. I forget. You know?"*



**B** Read the Help note. Then write a short article like the one below.

**Keeping your personal information safe!**

**Credit cards**

It's important to keep your credit card number safe. Thieves may use it to buy goods without your knowledge. You might then find you can't use the card when you really need it.

**Do** shred credit card bills. If you don't, a thief may find your credit card number in the trash.

**Don't** give your credit card number to someone who calls you. Only give your number if *you* have made the call, and you trust the person you are talking to.

**Help note**

**Planning your article**

- Write all your ideas down in any order. Don't worry about spelling and grammar.
- Choose the best ideas you want to use.
- Number your ideas to help you plan your article.
- Write the article.
- Check your spelling and grammar.

**C** Read your classmates' articles. What tips did you learn?

Free talk p.134



# Vocabulary notebook

## On and off

### Learning tip Writing short conversations

When you learn expressions with a new or complex structure, think of everyday situations where you might use them. Write short conversations using the expressions.

#### In conversation

The top six things people talk about *turning on* and *turning off* are their:

- |             |               |
|-------------|---------------|
| 1. radio    | 4. phone      |
| 2. light(s) | 5. computer   |
| 3. music    | 6. television |

#### 1 Complete the conversations. Use the sentences in the box.

I'll look it up.      ✓ I'll turn it down.      Then I'd take them off.  
 I'll print it out.      I'll turn it up.      You can put them away in the closet.

1. A The music's too loud.
2. A I don't know what to do with these boxes.
3. A What does this word mean?
4. A I need a copy of that document.
5. A I can't hear the radio.
6. A I think I'm allergic to these earrings.

- B \_\_\_\_\_ *I'll turn it down.*
- B \_\_\_\_\_

#### 2 Word builder Find the meaning of the phrasal verbs in the sentences below. Think of a situation for each one, and write conversations.

1. A \_\_\_\_\_  
B Sure. What time should I **pick you up**?
2. A \_\_\_\_\_  
B It's a nice color. Why don't you **try it on**?
3. A \_\_\_\_\_  
B **Take it back** to the store.

4. A \_\_\_\_\_  
B Can I **call you back** tonight? I'm late.
5. A \_\_\_\_\_  
B OK. I'd better **take it out** right now.
6. A \_\_\_\_\_  
B I'll show you how to **put it together**.



#### On your own

Make labels with different expressions to put around the house. When you have learned the expression, you can throw the label away.



#### Can Do! Now I can . . .

I can . . .

? I need to review how to . . .

- talk about problems with technology.
- ask and describe how things work.
- give different opinions using expressions like *On the other hand* . . .
- ask someone to agree with me using expressions like *You know what I mean?*

#### مراجع زبان ایرانیان

- understand a conversation about the Internet.
- understand people talking about the pros and cons of technology.
- read an article about email scams.
- plan and write an article about protecting my personal information.

## 1 How many words can you remember?

A How many different phrasal verbs can you use to complete the sentences below?

| What can you say about relationships? | What can you do to a television? |
|---------------------------------------|----------------------------------|
| get along with someone.<br>You can    | turn it on.<br>You can           |
|                                       |                                  |

B Pair work Compare with a partner. Score 1 point for each correct sentence. Score 2 points for a correct sentence your partner doesn't have.

## 2 Can you use these expressions?

Complete the conversation with the expressions in the box. Use capital letters where necessary. Then practice with a partner. There is one extra.

you might want to    ✓ I know what you mean    don't you think    sort of  
on the other hand    you know what I mean    I'm not so sure    though

- Jan My boyfriend never picks up his phone. It drives me crazy.
- Rob Oh, I know what you mean. My girlfriend never answers hers either.
- Jan That's annoying. If you have a phone, you should answer it. It's rude to ignore it, \_\_\_\_\_? Well, I think so.
- Rob \_\_\_\_\_. Sometimes it *is* rude to answer it, like if you're having dinner or something. \_\_\_\_\_?
- Jan Yeah, but you can always pick it up and say, "Can I call you back? I'm having dinner."
- Rob Maybe. \_\_\_\_\_, sometimes people start talking anyway, and you can't get them off the phone.
- Jan Oh, no. I can't believe it. He's *still* not picking up.
- Rob \_\_\_\_\_ leave him a message. Then you can eat.
- Jan Yeah, I could I guess. He never checks his voice mail, \_\_\_\_\_.



## 3 Here's my problem. Any thoughts?

Write a piece of advice for each person below. Then role-play conversations in groups.

1. My best friend doesn't study enough because he spends too much time on the Internet.
2. I wish I could email my parents, but they don't know how to use their computer!
3. My boyfriend / girlfriend wants to settle down and start a family, but I don't want children.
4. I wish I had more money for travel. If I did, I could go to some pretty exciting places.

A *My best friend doesn't study enough because he spends too much time on the Internet.*

B *Well, you might want to talk to him about it.*

C *I don't know. If I were you, I wouldn't say anything to him. But you could ...*

## 4

## I wish, I wish . . .

**A** What do these people wish for and why? Complete the sentences. Compare with a partner.

1. I wish I had (have) a car. If I had (have) a car, I could go (can go) places.
2. I wish I know (know) how to swim. If I can swim, I be able to (be able to) go snorkeling with my friends.
3. I wish I can speak (can speak) Portuguese fluently. If I be (be) fluent, it be (be) easier to travel around Brazil.
4. I wish I have (have) more money. If I find (find) a job, I earn (earn) more money. On the other hand, I not have (not have) enough time to study.
5. I wish I not have to (not have to) work tonight. If I be (be) free, I go out (go out) with my friends.
6. I wish I know (know) how to use more software programs so I can get (can get) a better job.

**B** Pair work Use the ideas above to tell a partner two things you wish. Explain why.

*"I wish I had a motorcycle. If I had a motorcycle, I could ride it to work."*

## 5

## I wonder . . .

**A** Rewrite these questions about the picture. Compare with a partner.

- |                           |   |
|---------------------------|---|
| 1. What is it?            | Do you know <u>what it is</u> ?             |
| 2. How do you turn it on? | Can you tell me <u>                  </u> ? |
| 3. Does it still work?    | I wonder <u>                  </u> ?        |
| 4. How much did it cost?  | Do you know <u>                  </u> ?     |
| 5. How do you use it?     | Can you tell me <u>                  </u> ? |



**B** Pair work Look at the picture and ask and answer your questions.

*A Do you know what it is?*

*B Yes, it's an old record player. OR I have no idea what it is.*

## 6

## It's all relative.

**A** How many ways can you complete these questions? Use *who*, *that*, or *which*. Write them (in parentheses) if you can leave them out.

1. What do you do with electronic gadgets        don't work anymore?
2. What would you do if you got a gift        you didn't like?
3. What do you do when you see a word        you don't know?
4. What do you do with clothes        are out of style?
5. What would you do if you had neighbors        played their music too loud?

**B** Pair work Ask and answer the questions. Can you use phrasal verbs in your answers?

# What's up?

# 10



Can Do!

In this unit, you learn how to . . .

### Lesson A

- Talk about your news using the present perfect, present perfect continuous, *since*, *for*, and *in*

### Lesson B

- Describe movies
- Talk about your social life using the present perfect with *already*, *still*, and *yet*

### Lesson C

- Ask for a favor politely
- Use *All right*, *OK*, and *Sure* to agree to requests and *All right*, *OK*, and *So to* to change topic

### Lesson D

- Read a movie review
- Write a review

مرجع زبان ایرانیان

1

2

3

4

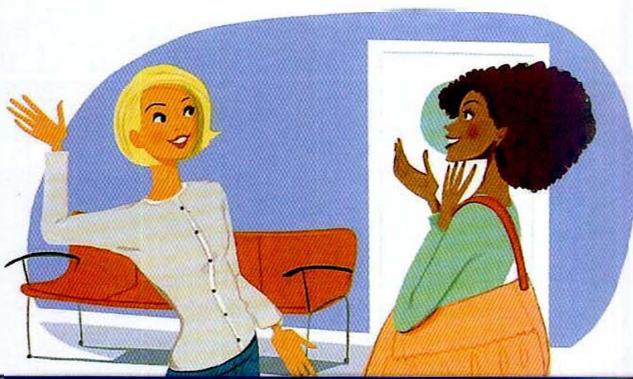
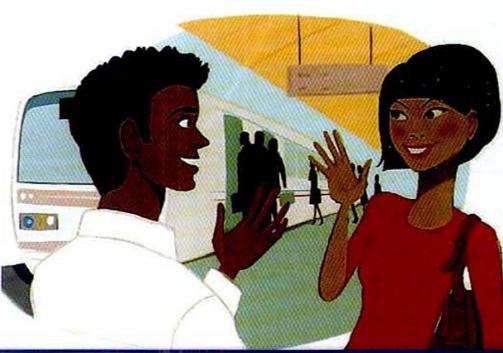


### Before you begin . . .

Have you done these things lately? What else is happening in your life these days?

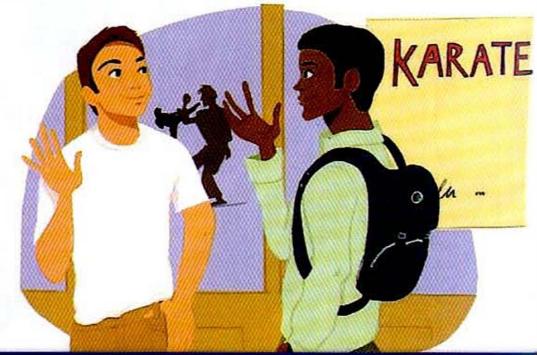
Have you . . .

- been out with your friends?
- done anything special?
- had a party?
- gone dancing anywhere?
- eaten anywhere nice?
- joined any clubs?
- been to any concerts?
- seen any good movies?



- 1 Bob So, what have you been doing since I saw you last?  
Lois Working. That's pretty much it. I haven't been out in months. What about you?  
Bob Same here. I've been working late every night. Uh . . . do you have time to grab a bite to eat?

- 2 Maya I haven't seen you in ages! What have you been up to?  
Gail Well, you won't believe it, but I've been seeing a guy from work. We've gone out three or four times now, so I guess it's getting serious.



- 3 Will What have you been up to recently? I haven't seen you at the gym.  
Diane Well, I've been going to a pottery class since September.  
Will Pottery . . . really! So, what kind of things do you make?  
Diane So far I've made eight vases and two bowls. Here's something I just made.

- 4 Luis Hey, good to see you. I see you're still doing karate.  
Ahmad Oh, yeah.  
Luis How long have you been doing that? About three years?  
Ahmad Actually, for nine years now.  
Luis Wow! That's impressive.

## 1 Getting started

A What kinds of things do people talk about when they are catching up with friends? Make a list.

B 4.01 Listen. What topics do the people above talk about? Were the topics on your list?

Figure it out

C Circle the correct words to complete the sentences.

1. Bob has been **working** / **worked** late every night recently.
2. Ahmad has been doing karate **since** / **for** nine years.
3. Diane's been going to a pottery class **since** / **for** September.
4. Maya hasn't seen Gail **in** / **since** ages.

## 2

Grammar Present perfect continuous vs. present perfect  4.02

Extra practice p. 149

Use the present perfect continuous for an ongoing or repeated activity that started before now and continues into the present.

What have you **been doing** lately?

I've **been going** to a pottery class.

Who has she **been seeing**?

She's **been seeing** a guy from work.

Use the present perfect to show the results of an activity or how many times it has happened.

What things **have you made** so far?

I've **made** eight vases and two bowls.

How many times **have they gone out** together?

They've **been** out three or four times.

**Since, for, and in** for duration

I've been going to a pottery class **since** September.

Use **since** with points in time.

What have you been doing **since** I saw you last?

Use **for** and **in** with periods of time,

He's been doing karate **for** nine years. (NOT ... **since nine years**.)

but use **in** only in negative statements.

I haven't been out to eat **in** months.

## In conversation

The present perfect is about 10 times more frequent than the present perfect continuous.

present perfect

present perfect continuous

A Complete the conversations with the present perfect or the present perfect continuous of the verbs given. Sometimes both forms are correct. Add **for**, **since**, or **in**.

1. A Have you been working (work) a lot recently?  
I haven't seen you in ages.
2. A Actually, yeah. I haven't taken (not take) one day off in weeks. So yeah, I haven't gone out in ages. How about you? What do you do? (do)
- A Well, I take (take) a weight training class at the gym in May.
2. A Do you do anything interesting lately?  
B Not really. I filled (fill) out college applications in the last month.  
A Yeah? How many colleges did you apply to? (apply)  
B Well, I sent (send) three applications, but I haven't heard (not hear) anything.
3. A Do you and your friends go out a lot recently?  
B Actually, yeah. We went (go) to a few clubs lately. We had fun.
4. A How long have you learned (learn) English?  
B When I was in elementary school. I guess for 12 years now.  
A Wow. That's a long time. So, how long have you come to this class?  
B Since April.

About you

B Pair work Practice the conversations above. Practice again and give your own answers.

## 3

Speaking naturally Reduction of **have**

**What have** you **been doing** for fun lately?

(**What've**)

**How many times have** you **gone out** this month?

(**times've**)

**Where have** you **been hanging out**?

(**Where've**)

A  4.03 Listen and repeat the questions above. Practice the reduction of **have** to '**'ve**. Then ask and answer the questions. Continue your conversations.

About you

B  4.04 Listen. Write the four questions you hear. Then ask and answer with a partner.

## 1 Building vocabulary

**A** What kinds of movies are these? Label the pictures with the words in the box.  
Add other kinds of movies to the list. Which ones do you like? Which do you never watch?



- an action movie
- an animated film
- a horror movie
- a musical
- a (romantic) comedy
- a science-fiction movie
- a thriller
- a war movie

**B** What kind of movie is each person talking about? Complete the descriptions with a type of movie. Then listen and check your answers.

1 It's a \_\_\_\_\_. It's **about** these two people who **fall in love** over the Internet. It's a great **love story**, and it's **funny**, too.

2 It's a new \_\_\_\_\_ **set in** ancient China. Michelle Yeoh is in it. The **stunts** and the kung-fu **fight scenes** are amazing. It's kind of **violent**, though.

3 I just saw this \_\_\_\_\_. A family moves into an old house, and they find a **monster** living in the attic. It was so **scary** that I couldn't watch most of it.

4 It's a \_\_\_\_\_ that **takes place** in Delhi. So, it's in Hindi, but it's **subtitled**. The **costumes**, the dancing, and the music are just wonderful.

5 It's a \_\_\_\_\_. Matt Damon **plays** a spy who can't remember who he is. It was so exciting. I couldn't stand the **suspense**.

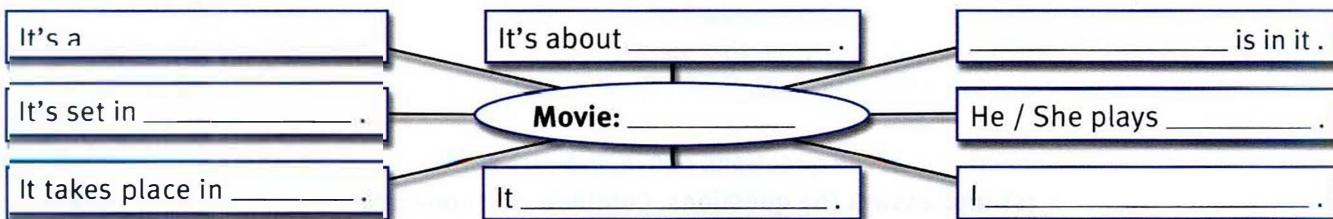
6 It's about **aliens** who come to take over the earth. It's a classic \_\_\_\_\_. The **special effects** are incredible.

7 I saw this \_\_\_\_\_ about two soldiers who are brothers. It's a **true story** with a really **sad ending**. I cried a lot. It's a real **tearjerker**.

8 We saw this **hilarious** movie. It's one of those \_\_\_\_\_ for both kids and adults. Eddie Murphy is the voice of one of the **cartoon characters**.

Word sort

**C** Make a word web about a movie. Use the words in bold. Then describe it to a partner.



## 2 Building language

### A 4.06 Listen. What do Carl and Jolene decide to do? Why? Practice the conversation.

- Carl Sorry I'm late. Have you been waiting long?
- Jolene No, just a few minutes.
- Carl So, which movie do you want to see? I've heard good things about *Starship*. Have you seen it yet?
- Jolene Yeah. I've already seen it. It was OK.
- Carl Oh. Well, there's *Funny Guy*. It's been playing for ages, and I still haven't seen it.
- Jolene Actually, I saw it when it first came out.
- Carl OK, well, how about *Joker*? I haven't seen that yet, either.
- Jolene I've seen it, but I'll go again. It was hilarious. At the end, the guy falls into a . . .
- Carl Hey, don't spoil it for me. Let's just go see it.



**Figure it out** **B** Write the name of a movie you've seen in A's question, and circle the correct word in each response. Then work with a partner. Take turns asking your questions and giving true answers.

- A I recently saw \_\_\_\_\_. Have you seen it?
- B You know, I **already / still / yet** haven't seen that movie.
- C Actually, I haven't seen that movie **already / still / yet** either.
- D Yeah. I've **already / still / yet** seen it.

## 3 Grammar

### already, still, and yet with present perfect 4.07

Extra practice p. 149

Have you seen *Funny Guy* **yet**?

= I imagine you're planning to see it.

Yes, I've **already** seen it. / Yes, I've seen it **already**. = I saw it earlier.

No, I haven't seen it **yet**. / No, not **yet**. = I haven't seen it, but I plan to.

No, I **still** haven't seen it. = I've wanted to see it for weeks, but I haven't yet.

#### A Complete the conversations. Add *already*, *still*, or *yet*.

Then practice with a partner.

1. A There's a new comedy out. Have you seen it \_\_\_\_\_?
- B Oh, the Ben Stiller movie? Yeah, I've \_\_\_\_\_ seen it.  
It was hilarious. Have you seen it \_\_\_\_\_?
- A No, I haven't, not \_\_\_\_\_. I'd like to, though.
  
2. A Have you seen the latest James Bond movie \_\_\_\_\_?
- B No. I haven't had a chance \_\_\_\_\_. Actually, I \_\_\_\_\_ haven't seen the last one.
  
3. A So, do you want to go see a movie later?
- B I don't know. I've \_\_\_\_\_ seen most of the movies that are out now.
- A Really? I \_\_\_\_\_ haven't seen any of them.

#### In conversation

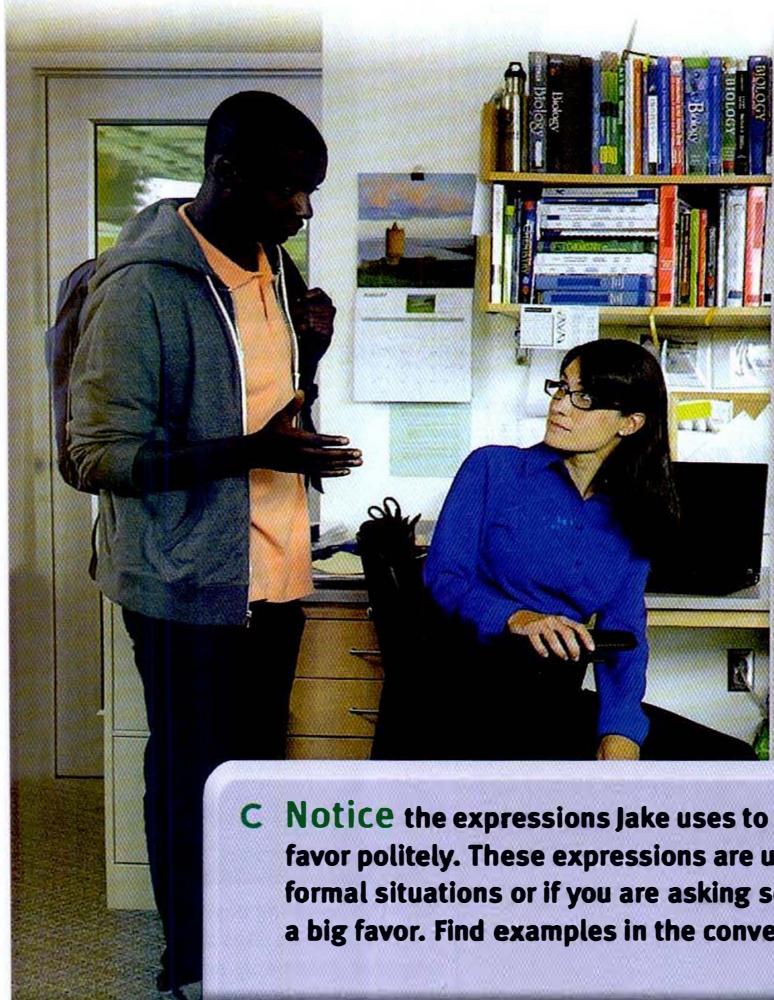
With this meaning of *yet*, about 83 percent of its uses are in negative statements and about 17 percent are in questions.

## 1

## Conversation strategy Asking for a favor politely

A What kinds of favors might you ask a teacher for? Make a class list.

B 4.08 Listen. What favor does Jake ask his professor? Does his professor agree?



Jake Excuse me, Professor Carlton. I was wondering if I could ask you something.

Professor Sure. Let me just finish up here. All right. So, what can I do for you?

Jake Well, I wanted to ask a favor, actually.

Professor OK.

Jake I was wondering if you could write a reference for me. I've been applying for jobs and . . .

Professor Sure. Do you have the information I need?

Jake Um, yes. But not with me. Um, would it be all right if I brought it tomorrow?

Professor All right. As long as you come late afternoon. I have classes all morning. When do you need it by?

Jake Well, I know it's short notice, but would it be OK if I picked it up next Monday?

Professor OK. Sure. So, was that all? All right, well, see you tomorrow!

C Notice the expressions Jake uses to ask for a favor politely. These expressions are useful in formal situations or if you are asking someone for a big favor. Find examples in the conversation.

*I was wondering . . .  
I was wondering if I / you could . . .  
I wanted to . . .  
Would it be all right / OK with you if I (picked it up / came back, etc.) . . . ?*

D Complete the favors below with expressions from the box above. Then match each favor with an explanation. Write the letters *a* to *f*.

1. I was wondering if I could miss the next class. d
2.        get help with my homework.
3.        write me a letter of recommendation.
4.        get an extension on my paper.
5.        took some more practice tests?
6.        stayed after class to talk about my college applications?

- a. I'm applying for a job in a hospital.
- b. I need some advice about the application essays.
- c. I need a little more time to complete it.
- d. I have to retake a math test that day.
- e. I don't understand the calculus problems.
- f. I want to improve my test-taking skills.

E Pair work Take turns playing the roles of a student and a professor. Ask and respond to the favors above.

## 2 Strategy plus All right, OK, So, Sure

You can use **All right**, **OK**, and **Sure** to agree to requests.

I was wondering if I could ask you something?

Sure.

You can use **All right**, **OK**, and **So** to move a conversation to a new phase or topic.

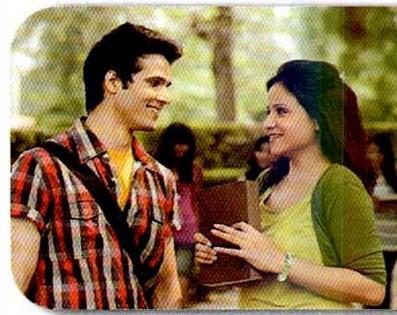
All right. So, what can I do for you?

- 4.09** Listen. Write the missing words. Is the speaker agreeing to a request (A), showing understanding (U), or moving the conversation along (M)? Then practice.

- A I was wondering if you had a few minutes to talk.  
 B Sure (A). Actually, I have time now before my next class. Do you want to grab a cup of coffee?  
 A \_\_\_\_\_ . Let's go to that place across the street.  
 B \_\_\_\_\_ . Let's walk over there. . . . \_\_\_\_\_ , what's up?  
 A Well, I wanted to ask you for a favor actually.  
 B Oh, \_\_\_\_\_ . \_\_\_\_\_ , what do you need?  
 A Well, you know I'm going away on an exchange program for two weeks.  
 B \_\_\_\_\_ . I heard you're going to Brazil.  
 A Yeah. \_\_\_\_\_ , I was wondering if you could feed my snake.  
 B Um, \_\_\_\_\_ . Sure.  
 A Thank you so much. That's great. \_\_\_\_\_ , well, can I get you a coffee?

### In conversation

People also respond with just **Right** to show they understand or agree.



## 3 Listening and strategies Favors at work

- A** **4.10** Listen to four people ask their bosses for favors. Check (✓) the favors each person asks for. There is one extra favor.

|                                   | 1. Peter                 | 2. Sandra                | 3. Joel                  | 4. Julia                 |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. a day off work                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. to leave work early on Friday  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. more time to write a report    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. a signature on an expense form | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. to do a presentation           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- B** **4.10** Listen again. Why do the people need to ask the favors? Write the reason. Do their bosses agree to the requests? Circle Y (Yes) or N (No).

1. \_\_\_\_\_ Y / N      3. \_\_\_\_\_ Y / N  
 2. \_\_\_\_\_ Y / N      4. \_\_\_\_\_ Y / N

About you

- C** **Pair work** Take turns asking your partner for favors. Give reasons. Either agree to or decline the favor, and say why. How many favors can you think of?

"Arturo, I was wondering if you could give me a ride home after class tomorrow?"

## 1

## Reading

**A** Do you ever read reviews before deciding to see a movie?  
Are the reviews usually accurate? Tell the class.

**B** Read the movie review and the comments. What kind of movie is it?  
Does the review encourage you to see the movie? Why or why not?



## Reading tip

Scan reviews for adjectives.  
They will tell you if the review  
is positive or negative.

**AVATAR is magnificent, mesmerizing, and memorable!**

It's an action movie, science fiction, and fantasy all in one – with, of course, some romance. *Avatar*, directed by James Cameron, is 162 minutes of thrilling entertainment. Millions of people saw the movie worldwide on its opening weekend. It went on to win a string of awards and break box office records, including the record for the highest-grossing film of all time with more than \$2 billion in sales, finally ending the 12-year reign of *Titanic*.

The story takes place in 2154 on the moon Pandora, where 10-foot tall, blue-skinned, human-like creatures – the Na'vi – live in complete harmony with their environment. Pandora is rich in minerals, and humans, who have an energy crisis on Earth, have traveled to Pandora to conquer it and to mine its minerals. Since humans cannot breathe in Pandora's atmosphere, they use Na'vi-like "avatars," which they control. Sam Worthington gives an excellent performance as Jake Sully, who becomes sympathetic to the Na'vi and their desire to protect their homeland. There is inevitably conflict that ends in a violent war.

The computer-generated special effects are stunning. The music is memorable, and the invented Na'vi language is mesmerizing. All in all, it's a movie that keeps you firmly glued to your seat.

I have already seen *Avatar* several times now – more recently in 3D. It's one of those movies that you could watch again and again. Sad, scary, exciting – I'm sure every viewer will find his or her own way to describe the movie. If you haven't seen it yet, I recommend it. At least then you'll be ready for the sequels. And I, for one, can't wait.

**READERS' COMMENTS:**

*MIKI: I haven't seen this movie yet, and I can't comment on the acting or anything, but my friends say it's the best movie they've ever seen.*

*JON: Although it sounds good, I'm not going to see this movie. I heard it's violent in parts, and I don't like violent movies.*

*SUE-ANN: Even if you don't like sci-fi movies, you'll enjoy this one. I did!*

*MARIBETH: I loved this movie, even though I cried all the way through.*

**C** Find the underlined expressions in the review or in the readers' comments.  
Match them with the definitions. Write *a* to *f*.

1. a string of awards \_\_\_\_\_
2. break box office records \_\_\_\_\_
3. highest-grossing film of all time \_\_\_\_\_
4. conflict that ends in violent war \_\_\_\_\_
5. keeps you firmly glued to your seat \_\_\_\_\_
6. you'll be ready for the sequels \_\_\_\_\_

- a. you won't get up, so you don't miss anything
- b. a fight
- c. several, one after another
- d. movies that continue a story begun in a previous movie
- e. do better than ever before
- f. earned more than any other has ever earned

D Read the review and comments again. Answer the questions below, and then compare your answers with a partner.

1. What movie was previously the highest-grossing film of all time?
2. Why do humans need Pandora's minerals?
3. How does Jake Sully feel about the Na'vi?
4. What are two things the reviewer really likes about the movie?
5. What is one thing that might keep some people from seeing *Avatar*?
6. Will someone who doesn't like science fiction or tearjerkers enjoy *Avatar*?

## 2

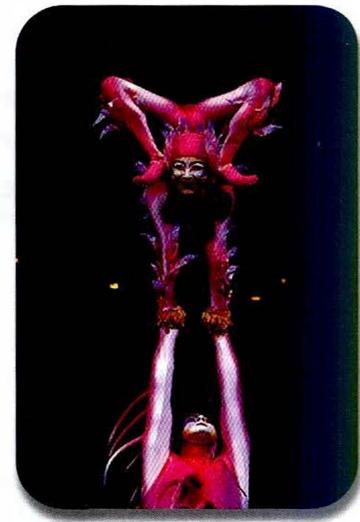
## Listening and writing I'd really recommend it.

A 4.11 Listen to Jim and Marissa talk about a Cirque du Soleil show. Does Marissa want to see the show? Would you like to see it? Tell a partner.

B 4.11 Listen again. Are the sentences true or false?

Check (✓) T or F. Correct the false sentences.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Cirque du Soleil performers are all Canadian.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The group started in Quebec more than 20 years ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They now perform all over the world.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The acrobats perform with animals.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Jim has already seen a Cirque du Soleil show.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Jim is going to call to find out about tickets.     | <input type="checkbox"/> | <input type="checkbox"/> |



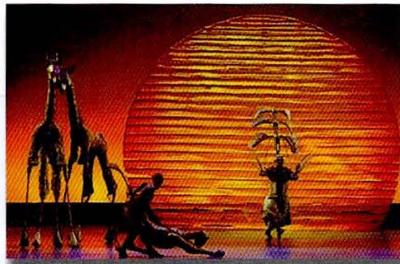
## 3

## Writing A Review

A Read the review and the Help note. Circle the expressions in the review that show contrasting ideas.

**The Lion King**

Even though I don't usually like musicals, I really enjoyed *The Lion King*. The music from a live orchestra is memorable, and the costumes are simply amazing. Although the story may seem like it's for children, adults can really enjoy it, too. Even if you find theater tickets a little expensive these days, it's really worth going to this show. If you haven't had a chance to see it yet, I highly recommend it.



**Help note**

**Contrasting ideas**

**Although** the story may seem like it's for children, adults can really enjoy it, too.

**Even though** I don't usually like musicals, I loved this one.

**Even if** you don't like musicals, you might enjoy this one.

### About you

B Think of a concert, a show, a movie, or a book you have seen or read. Write a review about it. Then read your classmates' reviews. Can you find ...

- a concert or show you'd like to go to?
- a play you've already seen?
- a book you've been wanting to read?
- a movie you haven't seen yet?

Free talk p. 135



# Vocabulary notebook

## Great movies

### Learning tip *Linking new words to your experiences*

When you learn a new word or expression, link it to something you have recently seen or done.

#### In conversation

People say *movie* 15 times more frequently than *film*.

movie  
 film

#### 1 Think of a movie title for each of these kinds of movies.

- |                            |       |                                       |       |
|----------------------------|-------|---------------------------------------|-------|
| 1. an animated film        | _____ | 6. a movie with great stunt scenes    | _____ |
| 2. a thriller              | _____ | 7. a movie that's a true story        | _____ |
| 3. a musical               | _____ | 8. a movie with great special effects | _____ |
| 4. a romantic comedy       | _____ | 9. a movie that's subtitled           | _____ |
| 5. a science-fiction movie | _____ | 10. a movie with a sad ending         | _____ |

#### 2 Make a list of different types of movies. Link each one to a specific movie you have seen. Then write a sentence saying what the movie is about.

| Type of movie | Name of movie | What is it about? |
|---------------|---------------|-------------------|
| 1.            |               |                   |
| 2.            |               |                   |
| 3.            |               |                   |
| 4.            |               |                   |

#### 3 Word builder Find out what kinds of movies these are. Put them in a chart like the one above. Can you think of the name of a movie for each one and say what it's about?

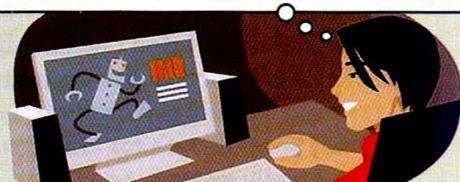
detective movie      fantasy film      historical drama      teen movie  
documentary      gangster movie      martial arts movie      western



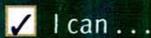
#### On your own

Read a review in English of a new movie. Then write a paragraph about the movie.

It's an animated film about robots. It takes place in the future. It's pretty funny.



#### Can Do! Now I can . . .



I can . . .



I need to review how to . . .

- catch up with friends and tell them my news.
- say how long things have been happening.
- describe different kinds of movies.
- ask someone for a favor politely.
- use *All right*, *OK*, *Sure* to agree to requests.

- say *All right*, *OK*, and *So* to change topic.
- understand people asking for favors.
- understand people talking about going to see a show.
- read a movie review.
- write a review.

# Impressions

# 11



In this unit, you learn how to . . .

### Lesson A

- Speculate using *must*, *may*, *might*, *can't*, and *could*

### Lesson B

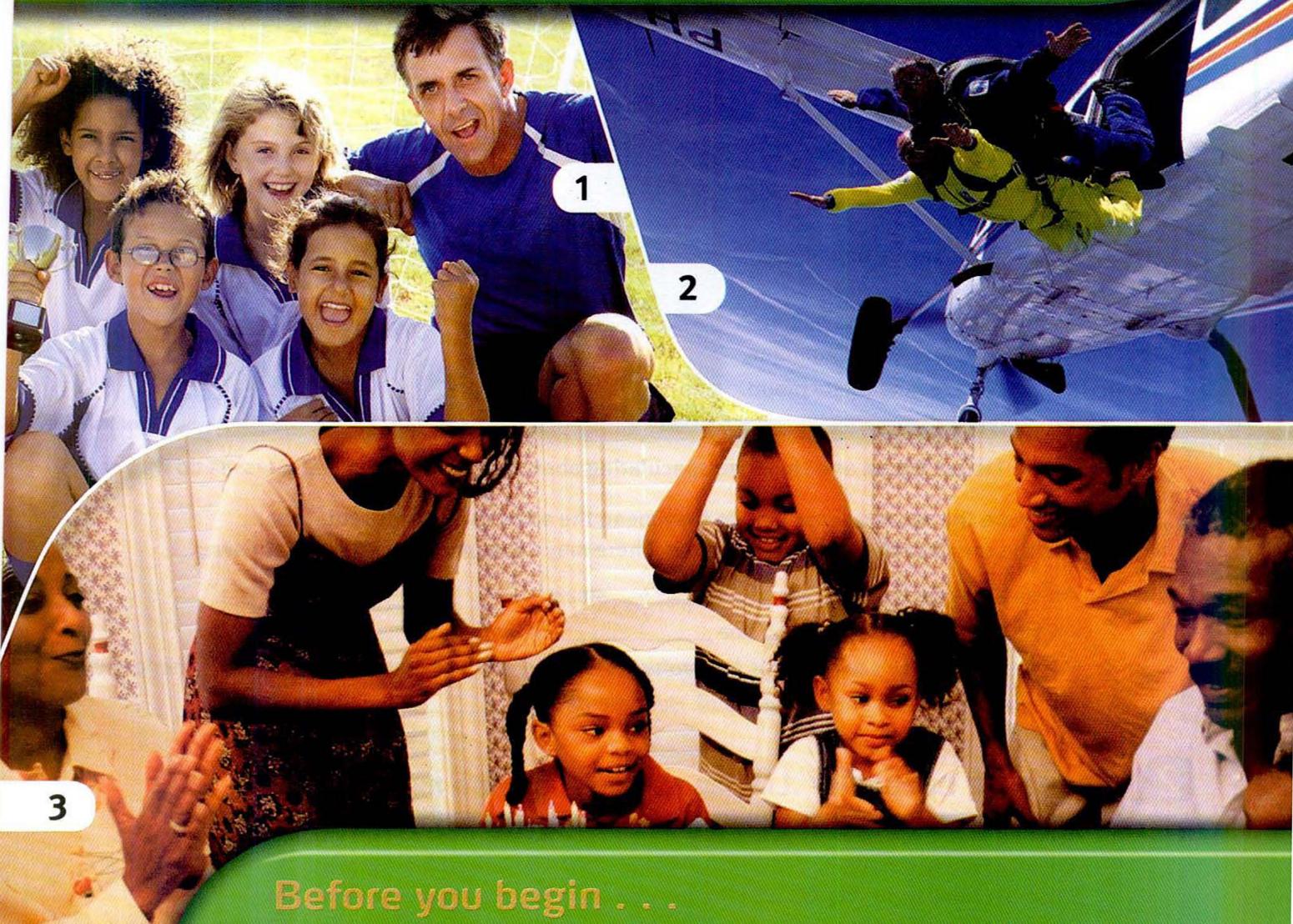
- Describe situations and feelings with adjectives ending in -ing and -ed

### Lesson C

- Show you understand another person's feelings or situation
- Use *you see* to explain a situation and *I see* to show you understand

### Lesson D

- Read an article about *El Sistema*, a music education program
- Write an email to the founder of a charity



### Before you begin . . .

What impressions do you get from each of these pictures? Make some guesses.

- What do you think is the relationship between the people in each picture?
- What do you think is happening?
- How do you think each person feels?

## 1

## Getting started

A Make three guesses about the picture. Who do you think the people are? How old are they? Where are they?

- Emma Hey, look. That girl over there must be graduating.
- Lloyd From college? Are you kidding? She can't be more than 12. She can't be graduating, surely?
- Emma Well, she's wearing a cap and gown.
- Lloyd Huh. She must be a genius.
- Emma Sure, but she must study a lot, too.
- Lloyd Yeah, probably all the time. She can't have too many close friends here. I mean, she's so much younger than everyone.
- Emma Well, the guy she's talking to might be one of her friends.
- Lloyd He could be. Or he may be one of her professors.
- Emma True. . . . Oh, look. Those must be her parents – the people with the cameras.
- Lloyd Yeah. They must be feeling pretty proud.



B 4.12 Listen. Emma and Lloyd are speculating about the young girl. What guesses do they make?

Figure it out

C Complete the second sentences so they mean the same as the first sentences. Use the conversation above to help you. There may be more than one correct answer.

- I'm sure that girl is smart. She \_\_\_\_\_ smart.
- I'm sure she isn't older than 12. She \_\_\_\_\_ older than 12.
- Maybe the guy she's talking to is her professor. The guy she's talking to \_\_\_\_\_ her professor.
- I'm sure her parents are feeling proud. Her parents \_\_\_\_\_ proud.

## 2

Speaking naturally Linking and deletion with *must*

**Before a vowel sound and /h, l, r, w, y/**

*She must enjoy school.*

*She must have some friends who are her age.*

*She must live with her parents.*

**Before most consonant sounds**

*She mus(t) be a genius.*

*She mus(t) study all the time.*

*She mus(t) feel lonely sometimes.*

A 4.13 Listen and repeat the sentences above. Practice linking the words as shown.

B Which of the speculations about the girl do you agree with? Can you add any more? Tell the class.

## 3

## Grammar Modal verbs for speculating 4.14

|  |  |
|--|--|
| She <b>must be</b> a genius.           | = I bet she's a genius.                  |
| She <b>must work</b> pretty hard.      | = I bet she <b>works</b> pretty hard.    |
| She <b>must not go out</b> much.       | = I bet she <b>doesn't go out</b> much.  |
| She <b>must be graduating</b> today.   | = I bet she's <b>graduating</b> today.   |
| She <b>can't be</b> more than 12.      | = It's not possible she's more than 12.  |
| He <b>could be</b> one of her friends. | = It's possible he's one of her friends. |
| He <b>may be</b> her professor.        | = Maybe he's her professor.              |
| They <b>might be</b> feeling sad.      | = Maybe they're feeling sad.             |

Extra practice p. 150

## In conversation

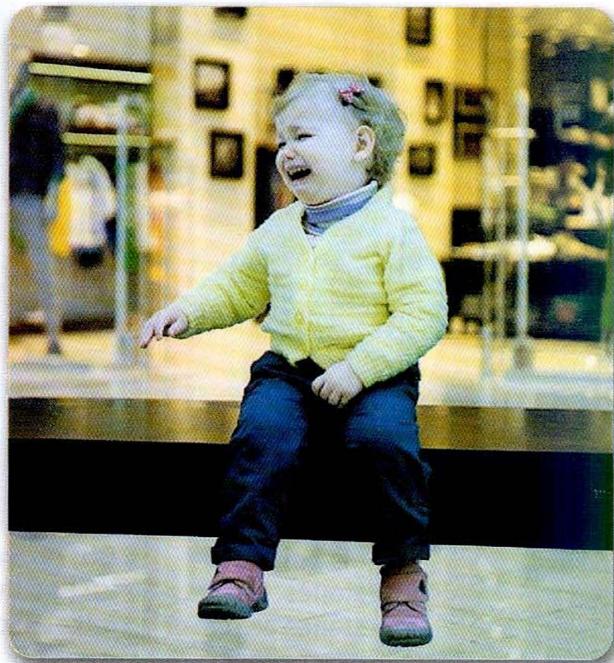
Most uses of **must** and **might** – over 90 percent – are in affirmative statements. In negative statements, people usually say **must not** and **might not** with no contractions

A Look at the pictures below. Rewrite the sentences with modal verbs.

There may be more than one possible answer.



1. I'm 100 percent sure she's feeling cold.  
*She must be feeling cold.*
2. It's possible that she's training for a marathon.  
\_\_\_\_\_
3. I'm sure she's taking a break.  
\_\_\_\_\_
4. I'm sure she's exercising. She's not doing anything else.  
\_\_\_\_\_
5. I think she's definitely crazy to run in the snow.  
\_\_\_\_\_
6. Maybe she's trying to get in shape.  
\_\_\_\_\_



1. Maybe she's lost.  
\_\_\_\_\_
2. I bet her parents are looking for her.  
\_\_\_\_\_
3. It's possible she's in trouble.  
\_\_\_\_\_
4. I bet she's scared. It's not possible she's on her own.  
\_\_\_\_\_
5. It's possible her mother is standing nearby.  
\_\_\_\_\_
6. Maybe she's throwing a tantrum.  
\_\_\_\_\_

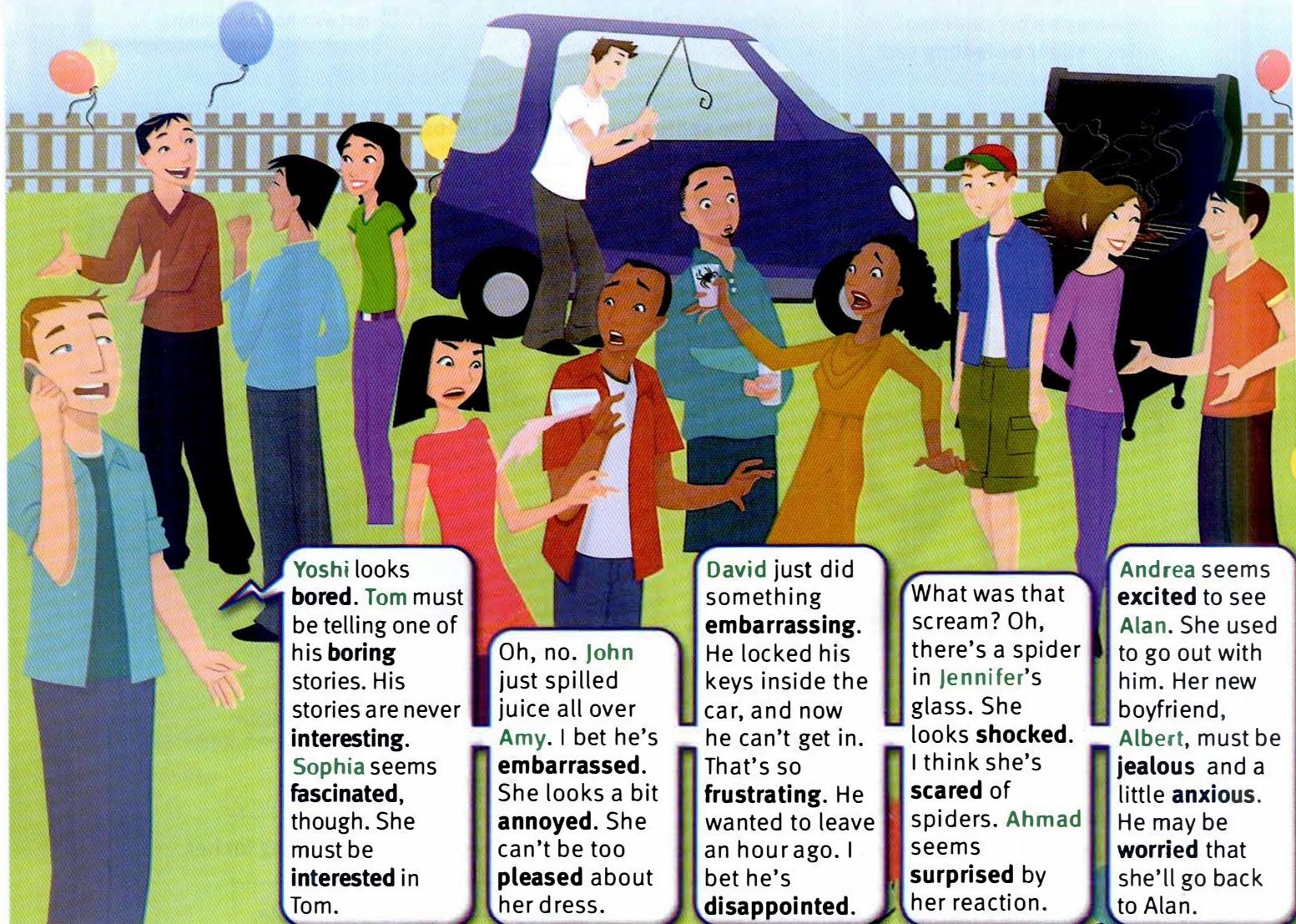
B Pair work What other guesses can you make about each picture? Discuss with a partner. Explain your guesses.

*"She must be pretty tough. It looks really cold."*

## 1

## Building vocabulary and grammar

A 4.15 Look at the picture. What guesses can you make about the party? Then listen. Can you identify each guest Fred describes?



## Word sort

B Look at the things people say below. How are they feeling? Make guesses. Use the adjectives in bold above. Then compare with a partner.

1. "This movie's too long."  
*He must be bored.*
2. "I lost my house keys."
3. "Oh no! He has a girlfriend!"
4. "My vacation starts on Friday."
5. "This show is interesting."
6. "I fell and broke my glasses!"
7. "I failed the test? No!"



Vocabulary notebook p. 116

## Figure it out

C Can you complete the sentences with the adjectives given? Compare with a partner.

1. Yoshi isn't \_\_\_\_\_ in Tom's story. It's not an \_\_\_\_\_ story. (interesting, interested)
2. Sophia isn't \_\_\_\_\_. She doesn't think Tom's story is \_\_\_\_\_. (boring, bored)

## 2

Grammar Adjectives ending in *-ed* and *-ing* 4.16

Extra practice p. 150

**Adjectives ending in *-ed* can describe how you feel about someone or something.**

I'm **bored** with my job.  
I'm **interested** in astronomy.  
I get **annoyed** with my sister.  
I'm **excited** about my vacation.  
I'm **scared** of spiders.

**Adjectives ending in *-ing* can describe someone or something.**

My job is very **boring**.  
I think astronomy is **interesting**.  
She does a lot of **annoying** things.  
My vacation is going to be **exciting**.  
**But:** I think spiders are **scary**.

 In conversation  
*Interesting, interested, amazing, scary, surprised, worried, scared, excited, exciting, and boring* are all in the top 2,000 words.

 Common errors

Don't confuse **boring** and **bored**.  
*I often feel bored at work.*  
(NOT *I often feel boring at work.*)

## A Choose the correct words to complete the sentences.

1. I get really **frustrated** / **frustrating** when I call somewhere and they put me on hold. It's very **annoyed** / **annoying**.
2. We watched a really **bored** / **boring** TV show last night. I actually fell asleep.
3. I'm really **excited** / **exciting** about my trip. I'm going to Hong Kong.
4. It's really **embarrassed** / **embarrassing** when you forget someone's name.
5. I get really **confused** / **confusing** when movie plots jump around.
6. I wasn't able to get tickets to see my favorite band. I was so **disappointed** / **disappointing**.
7. I heard something **surprised** / **surprising**. Coffee might actually be good for you.
8. We went whitewater rafting recently. It was **amazed** / **amazing**.
9. My sister forgot my birthday. I was **shocked** / **shocking**.
10. We went on a huge roller coaster last weekend. It was really **scared** / **scary**.
11. I think documentaries about space are really **fascinated** / **fascinating**.
12. All of my friends think golf is **interested** / **interesting** to watch. I have no idea why.

About you

## B Pair work Make the sentences above true for you. Tell your partner.

A *I get really frustrated when I don't understand something.*

B *Like with your homework or something? I find that frustrating, too.*

## 3

## Talk about it Feelings

**Group work** Discuss the questions. Write down any interesting or unusual responses, and then tell the class.

- Do you know anyone who is annoying? Do you get annoyed with people often?
- What kinds of things do you find boring? Do you get bored easily?
- Are you scared of things like spiders? heights? flying? What's most scary?
- What things make you feel anxious or worried? Do you worry a lot?
- Have you ever felt really disappointed? What happened?
- Are you excited about anything right now?
- What's the most exciting thing you've ever done?
- What subjects do you find fascinating? What are you most interested in?

**"One of our neighbors is really annoying.**

**He's always borrowing things."**

Sounds right p. 139

## 1

## Conversation strategy Showing you understand

A What impressions do you get about Hal and Debra from the picture?

B 4.17 Listen. Why hasn't Hal made much progress with his saxophone?



C Notice how Debra uses *must* to show she understands Hal's situation or feelings. Find examples in the conversation.

*"That must be fun."*

D Think of two responses to each sentence. Use *That must be* and *You must be* and adjectives from the box. Then practice with a partner.

1. My computer keeps crashing.  
*That must be annoying. You must be frustrated.*
2. I've been taking archery lessons for two years now.
3. I just got a scholarship to a master's program in business.
4. I got up at 5:00 this morning to finish some work.
5. I'm taking an ethics class. It's tough, but I'm going to finish it.
6. I'm going skydiving next week.
7. I've finished all my work, so I'm leaving early today.
8. I'm reading a long report about data security.

|             |             |
|-------------|-------------|
| annoying    | hard        |
| bored       | interesting |
| boring      | irritating  |
| difficult   | motivated   |
| excited     | nervous     |
| exciting    | nice        |
| fascinating | pleased     |
| frustrated  | scary       |
| fun         | thrilled    |
| good        | tired       |
| happy       |             |

About  
you

E Pair work Write five true sentences like the ones above. Take turns saying your sentences and reacting to them.

## 2 Strategy plus You see and I see

You can use ***you see*** to explain something that the other person might not know.

You see, I used to practice every morning.

You can use ***I see*** to show you understand something that you didn't know earlier.

### In conversation

*I see* and *you see* are in the top 900 words and expressions.

It keeps me motivated.  
In fact, that's why I joined.

I see.

About  
you

Complete the conversations with ***you see*** or ***I see***. Then practice with a partner.

Practice again, this time giving your own answers.

1. A Is there a country you'd really like to go to?  
B Yeah, China. \_\_\_\_\_, my dad goes there a lot with his work, and it sounds fascinating.  
A \_\_\_\_\_ . He must have a really interesting job.
2. A Would you like to have more free time?  
B I actually have a lot of free time at the moment. I've finished my final exams, \_\_\_\_\_.  
A \_\_\_\_\_ . You must be pleased about that.
3. A What class would you like to take if you had the chance?  
B Actually, I'd really like to learn how to blow glass. My aunt does it, \_\_\_\_\_.  
A \_\_\_\_\_ . That must be hard to do.

## 3 Listening and strategies People and situations

A 4.18 Listen to four conversations. Match each person with the situation he or she explains.

- |                 |  |
|-----------------|--|
| 1. Mark _____   | a. has always dreamed of going abroad to study art.      |
| 2. Angela _____ | b. has been studying a lot recently.                     |
| 3. Linda _____  | c. doesn't have enough time to practice.                 |
| 4. Dave _____   | d. wants to be able to talk to people while on vacation. |

B 4.18 Listen again. Show you understand. Write a response to each person using ***must***.

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

About  
you

C Pair work Discuss the questions below.

1. What have you always dreamed of doing?
2. What have you not been doing a lot this year?
3. What don't you have enough time to do?
4. What do you want to be able to do on vacation?

A Well, I've always wanted to drive a race car. You see, I follow all the Formula One races.

B That must be fun. Do you actually go to any of the races?

Free talk p. 135

## 1 Reading

**A** What kinds of cultural activities are available in your area? Have you ever participated in any of them? Tell the class.

**B** Read the article. How does *El Sistema* benefit young people?



### Reading tip

Before you read a factual piece, ask yourself questions like *What is it?* *Where is it?* *Who does it?* Then scan the text to see if you can find answers.

## EL SISTEMA

Venezuela has a revolutionary and inspiring music education program, which aims to improve the lives of disadvantaged children and their families. *El Sistema* – meaning “the system” – is a total-immersion<sup>1</sup> program that brings children together to play music every day. Preschool children sit on their mothers’ knees to sing, play rhythm games, or play with paper instruments that they make themselves. At age five, children start to play a real instrument, which is a thrilling experience for them. As soon as the children are good enough, they teach the younger ones. The program is highly successful. By high school, students are tackling some of the most difficult pieces of classical music. However, the program is demanding, and participants need to be committed; they practice after school every day and on weekends.

There are now some 500 or so orchestras throughout the country, some of which perform internationally. Many of the young musicians have even become professionals. *El Sistema* graduates include conductors of the Venice Opera and Los Angeles Philharmonic and the Berlin Philharmonic’s youngest player ever. According to British conductor Sir Simon Rattle, “There is nothing more important in the world of music than what is happening in Venezuela.” These young musicians must surely be motivating role models<sup>2</sup> for other young people in their home country.



However, music wasn’t the primary goal when the program began in 1975 with just 11 students in a garage. *El Sistema*’s founder, José Antonio Abreu, was interested in “human development,” or social action through music. Abreu’s slogan, “*Tocar y Luchar*,” (Play and Struggle) describes his hope that learning and playing music together helps children overcome academic, social, and economic obstacles. “If you put a violin in a child’s hands, that child will never hold a gun,” he is quoted as saying. Interestingly, 90 percent of the program’s funding comes from social service agencies rather than cultural organizations. Since 1975, *El Sistema* has made an amazing difference in many lives. Two million graduates have become skilled musicians, and according to Abreu, they are resilient, flourishing citizens, as well. More than 25 countries, including the United States, Austria, and India, have since copied *El Sistema*’s groundbreaking<sup>3</sup> model<sup>4</sup>.

1 *total-immersion*: constant involvement in an activity

2 *role model*: someone that other people respect and copy

3 *groundbreaking*: completely new

4 *model*: type of program

**C** Read six people’s comments about *El Sistema*. Are their impressions correct? Write Yes or No. Find evidence in the article to support your answer.

1. A program like that can’t really work. I mean, they can’t teach them to play advanced pieces. \_\_\_\_\_
2. The children must spend hours practicing. \_\_\_\_\_
3. Sir Simon Rattle must be really impressed with the program. \_\_\_\_\_
4. Some of the students may come from wealthy families. \_\_\_\_\_
5. They must get a lot of their money from arts and music organizations. \_\_\_\_\_
6. Programs like that can’t work in other countries, though. \_\_\_\_\_

## 2 Listening and speaking People making a difference

- A Look at the people and the organizations they are involved with. Can you guess what the organizations do?



Janine Licare



Arn Chorn-Pond



Ardena Gojani

1. Kids Saving the Rainforest      2. Cambodian Living Arts      3. The International Book Project

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- B 4.19 Listen to three conversations about the people and organizations above. Write three things each organization does. Were your guesses correct?

- C 4.19 Listen again. How does each student plan to get involved with the organization? Take notes. Tell the class which program you would choose to get involved in.

About  
you

- D **Group work** Think of a volunteer project you could start. Who would it help? What would it do? Present your program to the class. Choose two programs to support.

## 3 Writing My impression is . . .

- A Read the two emails and the Help note. Circle the expressions in the emails that show impressions, reactions, and opinions.

**To:** cambodianlivingarts@cup.org  
**From:** Stella792@cup.org

Dear Arn Chorn-Pond,  
I recently heard about your Cambodian Living Arts program. You must be very proud of the program. It seems to me that you have helped many young people appreciate Cambodian music. I believe that it is important to save the cultural traditions of a country.

**Help note**

**Impressions, reactions, and opinions**

*My impression is that . . .*  
*It seems to me that . . .*  
*I think / believe / feel that . . .*  
*In my opinion / view, . . .*

**To:** kidssavingtherainforest@cup.org  
**From:** Evan3830@cup.org

Dear Janine,  
I was interested to read about Kids Saving the Rainforest and the work you do. My impression is that you are passionate about the project and that it has been successful. In my opinion, the rain forest is very valuable and I feel that we need to do everything we can to save it.

About  
you

- B Which person in this lesson would you like to contact? Why? Tell a partner. Then choose one, and write an email.

- C **Group work** Read your classmates' emails. Who did most people write to?



# Vocabulary notebook

How would you feel?

## Learning tip *Linking situations and feelings*

When you learn words for feelings, link them to different situations where you might experience each one.

### 1 Complete the sentences. Use the adjectives in the box or other words you know.

annoyed    bored    disappointed    scared

1. In class, you've finished your work. There's nothing else to do. *I'd probably feel \_\_\_\_\_.*
2. You are waiting for a friend, and she calls to say she can't meet you. *I think I'd be \_\_\_\_\_.*
3. A friend borrowed one of your sweaters and returned it stained. *I'd feel \_\_\_\_\_.*
4. You're on a dark street. Someone is following you. *I'd feel \_\_\_\_\_.*

### 2 Think of situations for these different emotions. Complete the sentences.

1. I feel very motivated to practice my English when \_\_\_\_\_.
2. I think it's annoying when \_\_\_\_\_.
3. I was really shocked once when \_\_\_\_\_.
4. Sometimes I get frustrated when \_\_\_\_\_.
5. I think it's embarrassing when \_\_\_\_\_.
6. Sometimes I get confused when \_\_\_\_\_.

### 3 Word builder Can you make sentences with each pair of adjectives?

astonished / astonishing    terrified / terrifying    thrilled / thrilling    upset / upsetting



#### On your own

Observe the people around you during the week. Notice what they are doing, and guess how they feel. Write sentences in your notebook.

The baby's screaming.  
She must be hungry.



#### Can Do! Now I can ...

I can ...

? I need to review how to ...

- speculate about people and things.
- describe situations and people's feelings.
- use *must* to show that I understand.
- use *you see* to explain something and *I see* to show that I understand.

- understand people talking about their situations.
- understand conversations about charities.
- read an article about *El Sistema*.
- write an email to the founder of a charity.

# In the news



In this unit, you learn how to . . .

## Lesson A

- Talk about news events using the simple past passive

## Lesson B

- Talk about natural disasters using the simple past passive + *by*

## Lesson C

- Use expressions like *Guess what?* to tell news
- Use expressions like *The thing is . . .* to introduce ideas

## Lesson D

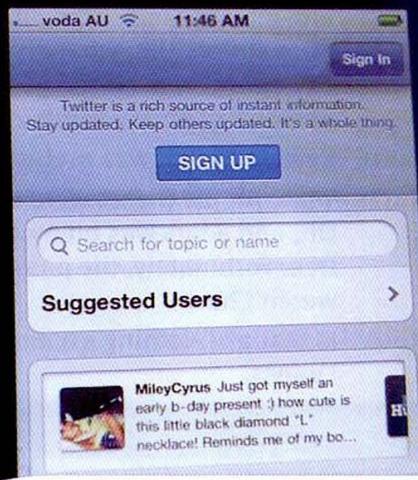
- Read an interview with a foreign correspondent, Christiane Amanpour
- Write a survey and report statistics

[www.irLanguage.com](http://www.irLanguage.com)

1



2



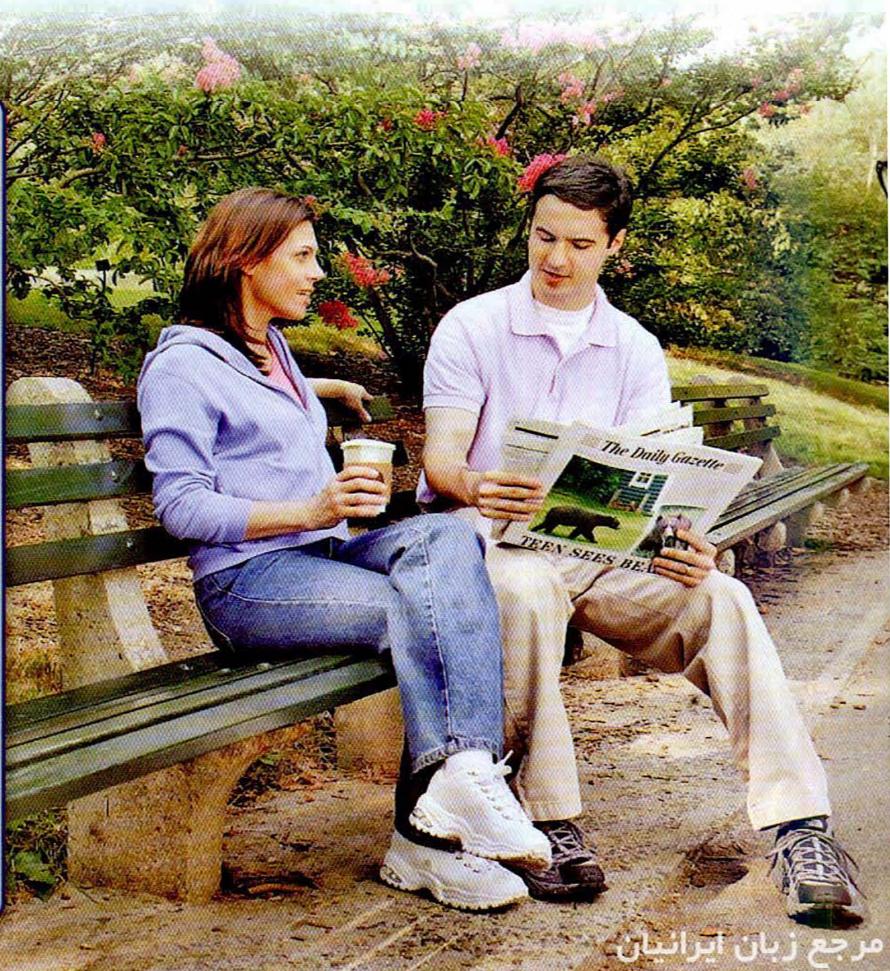
3



## Before you begin . . .

- How do you find out about what's going on in the world?
- Which aspects of the news are you most interested in?
- What major events are in the news right now?

- Ruth Anything interesting in the paper?
- Jack Oh, not much. Let's see. Uh, \$10,000 was found in a bag on a city bus.
- Ruth \$10,000? I should ride the bus more often!
- Jack Yeah, and listen to this. Two large bears were seen last night in someone's yard.
- Ruth Huh. That's kind of scary.
- Jack Oh, and a jewelry store was broken into, and some diamonds were stolen. Um, what else? The city airport was closed yesterday because of strong winds.
- Ruth Really? Well, it was pretty windy.
- Jack Yeah. All the flights were delayed. Oh, and a bus was hit by a falling tree. Fortunately, the passengers weren't hurt.
- Ruth Is that all? Nothing exciting, I guess.



مرجع زبان ایرانیان

## 1

## Getting started

**A** How often do you read local news? What local news have you read recently?

**B** 4.20 Listen. Jack is telling Ruth some local news. Complete the sentences.

1. Someone found \_\_\_\_\_ on a city bus.
2. There were two bears in a \_\_\_\_\_.
3. A thief broke into a \_\_\_\_\_.
4. The airport had to close because of \_\_\_\_\_.
5. A falling tree hit a \_\_\_\_\_.

Figure it out

**C** Complete the second sentence so it means the same as the first. Use the conversation above to help you. What do you notice about the verbs?

1. Someone broke into a jewelry store.
2. A falling tree hit a bus.
3. Someone saw two bears last night.
4. Someone stole some diamonds.
5. The accident didn't hurt the passengers.

- A jewelry store \_\_\_\_\_.
- A bus \_\_\_\_\_ by a falling tree.
- Two bears \_\_\_\_\_ last night.
- Some diamonds \_\_\_\_\_.
- The passengers \_\_\_\_\_ in the accident.

## 2 Grammar Simple past passive 4.21

Extra practice p. 151

In sentences with active verbs, the subject is the “doer” and the object is the “receiver” of an action. Use active verbs to focus on the “doer” or cause.

A student **found** a bag on a bus.  
 The authorities **closed** the airport.  
 A teenager **saw** two bears in a yard.  
 The accident **didn't injure** the passengers.

In sentences with passive verbs, the subject is the “receiver” of the action. Use passive verbs to focus on the “receiver” or when the “doer” or cause is not known or not important.

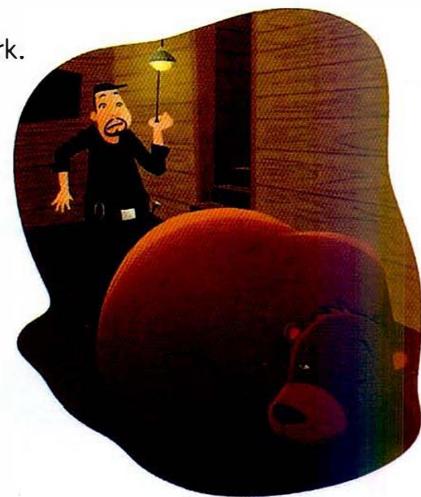
A bag **was found** on a bus.  
 The airport **was closed**.  
 Two bears **were seen** in a yard.  
 The passengers **weren't injured**.

### A Complete the sentences. Use the simple past passive.

1. A 500-pound bear \_\_\_\_\_ (find) asleep in a basement on Tuesday morning. The bear \_\_\_\_\_ (wake up) by a workman, who said he “freaked” when he realized it was a bear. Wildlife officers \_\_\_\_\_ (call), and the bear \_\_\_\_\_ (take) to a state park.
2. A sporting goods store \_\_\_\_\_ (break into) yesterday, and 50 bicycles \_\_\_\_\_ (steal). A white truck \_\_\_\_\_ (see) outside the store around 5:00 a.m. However, security cameras \_\_\_\_\_ (damage) during the break-in, so the thieves \_\_\_\_\_ (not catch) on camera.
3. Millions of stolen banknotes \_\_\_\_\_ (find) in a police raid this morning. Police believe the money \_\_\_\_\_ (steal) from a city bank two years ago.
4. The highway \_\_\_\_\_ (close) for several hours last night after a car \_\_\_\_\_ (hit) by an oil truck. Hundreds of gallons of oil \_\_\_\_\_ (spill) onto the highway. Two passengers in the car \_\_\_\_\_ (take) to the hospital. The driver of the truck \_\_\_\_\_ (not injure).

### In conversation

The passive is approximately 5 times more common in written news than in conversation.



### B Pair work Take turns retelling the stories above without looking at your books. Then prepare a story about a recent news event to tell your partner.

*A A bear was discovered in a basement last week.*

*B Right. I guess it was found after a workman went in there.*

## 3 Speaking naturally Breaking sentences into parts

Ten thousand dollars / was found in a bag / on a city bus.

Two large bears / were seen last night / in someone's yard.

A jewelry store / was broken into, / and some diamonds were stolen.

The city airport / was closed yesterday / because of strong winds.

- A** 4.22 Listen and repeat the sentences above. Notice how long sentences are broken into shorter parts. The word with the new information in each part is stressed.

- B** **Pair work** Take turns saying the sentences above. How many times can you change the information?  
*“A suspicious suitcase was found in the airport terminal.”*

## 1 Building vocabulary and grammar

A 4.23 Listen. Which picture goes with each news item? Number the pictures.

1 The island of Puerto Rico was hit by Hurricane Calvin late this morning. Electric power was temporarily disrupted throughout the island, and many homes were damaged by heavy rains and strong winds.



2 Quebec was hit by severe thunderstorms yesterday. Flights at several airports were delayed by heavy rains, thunder, and lightning. Last night, three families were rescued by emergency workers after their homes were damaged by flash floods resulting from the rains.



3 Firefighters in Australia say over 10,000 acres of forest were completely destroyed by catastrophic wildfires this year. Investigators suspect some fires were caused by careless campers. They believe other fires started when trees were struck by lightning.



4 A shopping mall in Kansas was badly damaged by a tornado last night. A nearby town was later hit by a freak hailstorm. Cars were struck by hailstones the size of golf balls. Amazingly, no one was seriously injured by the tornado or the storm.



5 A small town in Italy was struck by a minor earthquake this morning. The quake measured 4.9 on the Richter scale. Aftershocks were felt in several towns. Some homes were partially destroyed, but no serious injuries were reported.



Word sort

B Write words and expressions from the news stories in the chart below. Add your own ideas. Then compare with a partner.

| Weather problems     | Other natural disasters  | Verbs for damage and help |
|----------------------|--------------------------|---------------------------|
| hurricane<br>typhoon | (catastrophic) wildfires | hit                       |

Figure it out

C Can you put these statements in the correct order?

1. firefighters / rescued / two families / by / were
2. was / hailstones / struck / a car / by
3. injured / was / seriously / no one
4. completely / a mall / destroyed / was / by / a fire

Vocabulary notebook p. 126

## 2

**Grammar** Simple past passive + by + agent  4.24

Extra practice p. 151

**When the “doer” of the action – the agent – is important, you can use **by** to introduce it.**

Three families were rescued **by** emergency workers.  
 The fires were caused **by** careless campers.  
 A shopping mall was damaged **by** a tornado.

**Adverbs with the passive**

A mall was **badly** damaged.  
 No one was **seriously** injured.  
 The forest was **completely** destroyed.  
 Power was **temporarily** disrupted.  
 Homes were **partially** destroyed.

**A** Rewrite the extracts from news stories. Use the simple past passive with **by** + agent. Add the adverb where given in parentheses.

1. A fire destroyed an old warehouse. (partially)

---

2. A minor earthquake disrupted power supplies. (temporarily)

---

3. A hurricane damaged a high school. (badly)

---

4. A tornado destroyed a police station. (completely)

---

5. Lightning injured two golfers. (seriously)

---

6. Catastrophic wildfires destroyed three homes. (totally)

---

7. Emergency workers rescued two injured hikers in a state park. (finally)

---

8. High winds blew down a 500-year-old tree yesterday.

---

**B** **Pair work** Choose one of the news extracts above. Add details to make it into a short news report. Then read your report to the class. Which story is the most interesting?

## 3

**Listening and speaking** News update

**A**  4.25 Listen to two news stories. Answer the questions.

- What kinds of weather does the reporter talk about? \_\_\_\_\_
- What problems did the weather cause? \_\_\_\_\_
- Who were the people rescued by? \_\_\_\_\_
- Why was the wedding canceled? \_\_\_\_\_
- What happened to the groom? \_\_\_\_\_
- What update on the story does the reporter give? \_\_\_\_\_

**B** **Pair work** Create your own news story. Role-play a TV news anchor and a reporter. Practice your story, and then act it out for the class.

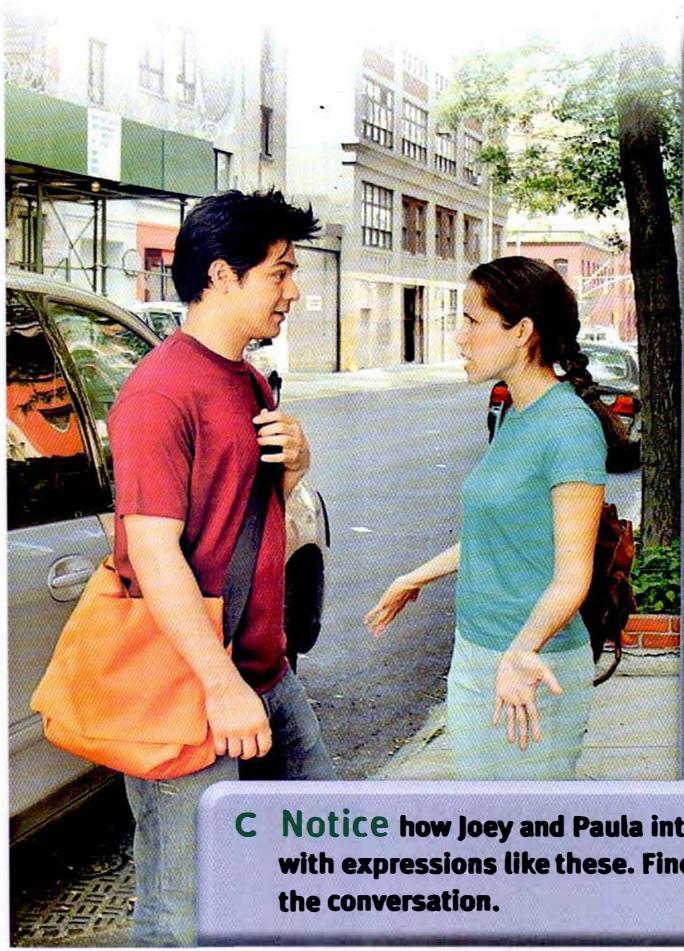
Sounds right p. 139

## 1

## Conversation strategy Telling news

A What kinds of car-related crime is there in your city? Are cars broken into or stolen?  
How often do you hear car alarms?

B 4.26 Listen. What happened in Joey and Paula's neighborhood last night?



C Notice how Joey and Paula introduce news with expressions like these. Find examples in the conversation.

Joey Did you hear about all the trouble here last night?  
Paula No, but I heard some police sirens.  
Joey Well, you know that older guy on the first floor of my building?  
Paula Yeah....  
Joey Guess what? His car was stolen.  
Paula That's terrible.  
Joey And you know what? He heard his car alarm and called the police, but they came way too late.  
Paula I'm not surprised. The thing is, they just don't have enough police on duty at night.  
Joey Exactly.  
Paula Oh, and did I tell you? My car was broken into last Thursday night.  
Joey No. Really? Was anything stolen?  
Paula No. The only thing was, they damaged the ignition trying to start the car . . . but the funny thing was, they couldn't start it because the battery was dead!

|                                       |                         |
|---------------------------------------|-------------------------|
| <i>Did you hear (about) . . . ?</i>   | <i>Guess what?</i>      |
| <i>Have you heard (about) . . . ?</i> | <i>You know what?</i>   |
| <i>Did I tell you?</i>                | <i>You know . . . ?</i> |

D 4.27 Listen. Write the expressions you hear. Then practice with a partner.

1. You know what? I got caught in a storm last night. My new shoes are completely ruined.
2. \_\_\_\_\_? The traffic is getting bad around here. We were stuck in traffic for an hour last night.
3. \_\_\_\_\_? They're going to open a new organic food store near here.
4. \_\_\_\_\_? My cousin is coming to stay with us this summer. I'm really excited about it.
5. \_\_\_\_\_ the guy I used to sit next to in class? The one with dark hair? He bought a new car.
6. \_\_\_\_\_? I'm getting married next spring!
7. \_\_\_\_\_ that high school principal? He crashed his car into the front of the school.
8. \_\_\_\_\_ the plans for a new skate park in the city? It's opening next spring.

About  
you

E Pair work Are any of the stories above similar to stories you know? Take turns telling a partner. Can you continue the conversations?

## 2 Strategy plus *The . . . thing is / was*

**Use *The . . . thing is / was* to introduce ideas.**

*The thing is / was . . . (to identify a key issue)*

*The other thing is / was . . . (to add another issue)*

*The only thing is / was . . . (to raise a problem)*

**Add adjectives to introduce other ideas.**

*The best thing is / was . . .*

*The funny thing is / was . . .*

*The scary thing is / was . . .*



The thing is, they just don't have enough police on duty at night.

### In conversation

Here are the most common expressions with *The . . . thing is / was*:

*The thing is . . .*

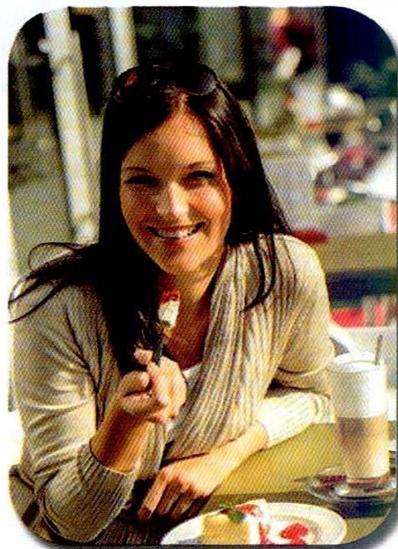
*The other thing is . . .*

*The only thing is . . .*

*The (adjective) thing is . . .*

**A Circle the most appropriate expressions to complete the sentences. Then compare with a partner.**

- I loved everything about my vacation, but **the best thing was / the thing is** the food.
- I like my college but **the other thing was / the only thing is**, it's too far away from everything.
- My car was broken into once. **The funny thing was / The worst thing was**, they didn't take anything.
- I was in an earthquake one time. **The worst thing was / The nice thing was**, I was on the twentieth floor of a building. I guess **the other thing was / the good thing was**, I wasn't alone.
- My friends want me to go skiing with them this winter. **The only thing is / The exciting thing is**, I can't ski.
- I get along with my brother. **The only thing is / The scary thing is**, he gossips too much. And I guess **the great thing is / the other thing is**, he's always borrowing my stuff without asking.



About you

**B Pair work** Change the sentences above to make them true for you.

"I loved everything about my trip to Boston. **The only thing was**, it was very cold."

## 3 Listening and strategies What do they say next?

**A** 4.28 Listen to four people tell some news. How do you think they started their stories? Number the sentences 1 to 4. There is one extra.

- You know what? There's a big hurricane coming.
- Did you hear the news about my sister?
- Have you heard about the picnic by the river next week?

- Guess what? The strangest thing happened last night.
- Did I tell you? My purse was stolen.

**B** 4.28 Listen again. What comments do the speakers make? Complete the sentences.

- The thing was, I wasn't \_\_\_\_\_.
- The weird thing is, \_\_\_\_\_.
- The thing is, \_\_\_\_\_.
- The funny thing was, \_\_\_\_\_.

**C** 4.29 Now listen to the complete conversations, and check your answers.

Free talk p. 136

## 1

## Reading

A What qualities do you need to be a foreign correspondent for a news organization? Make a list. Then read the interview. How many of your ideas are mentioned?



## Reading tip

After you read, ask yourself questions, for example, *What did I learn? Do I agree? What can I take away from this article?*



LIFE'S WORK:

## Christiane Amanpour

Christiane Amanpour gained global fame in the 1990s as a war correspondent for CNN. After a short time in the studio, she returned to foreign news reporting because "there simply aren't enough people doing it."

### How did you get started in journalism?

My first job was at a local television station in Providence [Rhode Island]. They took a leap of faith with me, I think because they saw a young woman who was very serious about her career path and knew exactly what she wanted to do with her life. I was committed to journalism; I wanted to be a foreign correspondent. Today I think that's quite unusual. So I think it was the ambition I showed, the sense of mission, the desire to improve myself, and also the willingness to do anything, go anywhere.

### You've said covering the war in Bosnia for CNN was a turning point in your career. Why?

That's where I really started my professional journey. I was questioned early on about my objectivity. And I was very upset about it because objectivity is our golden rule, and I take it very seriously. But I was forced to examine what objectivity actually means, and I realized it means giving all sides a fair hearing.

An Interview with Christiane Amanpour,  
by Alison Beard

### Has being a woman been an advantage or a disadvantage for you?

It's been nothing but an advantage. It's allowed me to get my foot into places where men have not been able to.

### Your father is Persian, your mother is British, and you grew up in Iran and the UK. How did that cross-cultural experience help you in your career?

It simply made me aware, from the moment I was born, of different cultures. I've lived in a completely multicultural, multiethnic, multireligious environment, in some of the most difficult places in the world. I've seen firsthand that you can bridge differences; you can have tolerance between groups. The trick is to minimize the extremes and to stick to the sensible center.

### Would you ever want to take on more of a leadership role in a news organization?

I don't know. I hope I'm fulfilling my responsibility to lead when it's necessary and to follow when it's necessary, and to encourage young people who come to me.

### What advice do you give them?

Have a dream. Have a passion. Know that there's no such thing as overnight success, that success comes only with enormous hard work. And know that the only way to be good at something is to love what you do.

Source: *Harvard Business Review Magazine*

**B** Find these expressions in the interview. What do you think they mean? Compare with a partner.

- |                                   |                                  |                       |
|-----------------------------------|----------------------------------|-----------------------|
| 1. take a leap of faith           | 3. give all sides a fair hearing | 5. bridge differences |
| 2. objectivity is our golden rule | 4. see firsthand                 | 6. overnight success  |

**C** Read the interview again. Are these sentences about Christiane Amanpour true or false?Check **T** or **F**. Correct the false sentences.

|  | <b>T</b>                 | <b>F</b>                 |
|--|--------------------------|--------------------------|
| 1. She was unsure about what job she wanted to do.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She started her career in Bosnia.                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She wants people to believe she is objective.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. She believes that being a woman makes her job more difficult.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Her family background has helped her understand different cultures. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She believes you have to love your work to be successful.           | <input type="checkbox"/> | <input type="checkbox"/> |

## 2 Speaking and writing Are you up on the news?

**A** Class activity Survey your classmates, and find out their news habits. Keep a record of their answers, and then tally (计数) the results.

**News Survey**

**1 How often do you keep up with the news?**  
 every day      once or twice a week      less than once a week      never

**2 Where do you usually get the news?**  
 TV      newspapers      Internet  
 radio      magazines      smartphone      other \_\_\_\_\_

**3 What news are you most interested in?**  
 local / regional      national      international

**4 What three topics are you most interested in?**  
 politics / current events      sports      business      science / technology  
 celebrities      arts / culture      the weather      other \_\_\_\_\_

**B** Use the information from your survey to write a report about the class's interest in the news.  
Use the Help note to make sure you use the correct forms of verbs.

**News Survey**

Almost 80 percent of the students in this class keep up with the news every day. About 20 percent of us keep up with the news only once or twice a week. Approximately two out of three students watch the news on TV. . . .

**Help note****Writing about statistics****80% of the students are interested in the news.****80% of the class is interested in the news.****Approximately 20% of us get the news from TV.****The majority of students have access to the Internet.****About half of the class is interested in current events.****Four out of ten students read a newspaper.****About you****C** Pair work Read a partner's report. Do you agree on your findings? What information from the survey is most surprising? Why?

### Learning tip Collocations

When you learn a new word, use a dictionary to find out what other words are typically used with it. For example, you can say *flash floods*, but not usually *quick floods*. Or you can say *seriously injured*, but not usually *completely injured*.

#### In conversation

In the United States and Canada, the 6 most frequent adjectives people say before the word **weather** are:

- |         |         |
|---------|---------|
| 1. cold | 4. good |
| 2. nice | 5. warm |
| 3. bad  | 6. hot  |

#### 1 Look at the adjectives on the left. Circle the word that is typically used with each one.

- |                        |            |            |            |
|------------------------|------------|------------|------------|
| 1. <b>freak</b>        | rain       | hailstorm  | earthquake |
| 2. <b>heavy</b>        | wildfire   | tornado    | rain       |
| 3. <b>minor</b>        | earthquake | rain       | wind       |
| 4. <b>flash</b>        | tornado    | earthquake | flood      |
| 5. <b>catastrophic</b> | thunder    | wildfire   | hailstones |

#### 2 Word builder For each sentence below, cross out the one word that *cannot* be used to complete it.

1. A building was \_\_\_\_ by lightning.  
a. damaged      b. destroyed      c. injured      d. struck      e. hit
2. \_\_\_\_ was disrupted by an ice storm yesterday.  
a. Electrical power    b. A shopping mall    c. Traffic    d. Telephone service    e. Train service
3. Two people were \_\_\_\_ injured.  
a. seriously      b. critically      c. severely      d. partially      e. slightly
4. The village was struck by \_\_\_\_ .  
a. an earthquake    b. lightning    c. a hurricane    d. hailstones    e. rain

#### 3 Word builder Look at the expressions below. Can you figure out their meanings?

freak accident    heavy traffic    major earthquake    minor injuries



#### On your own

Think of three places in different parts of the world. Go online and find out what the weather is like today.



#### Can Do! Now I can . . .

I can . . .

I need to review how to . . .

- talk about news events.
- talk about natural disasters.
- use expressions like *Guess what?* to tell news.
- introduce ideas with expressions like *The thing is . . .*

- understand news stories.
- listen to people telling personal news.
- read an interview with a journalist.
- write a report including statistics.

## 1 What can you guess about Suki?

- A Look at the pictures of Suki's apartment. What has she been doing? What has she finished? Complete each sentence with the present perfect or present perfect continuous.



There are two pots on the stove, so she 's been cooking (cook). She \_\_\_\_\_ already \_\_\_\_\_ (bake) some cookies. She \_\_\_\_\_ (write) a letter, but she \_\_\_\_\_ (not finish) it yet. There's a whole pizza, so I bet she \_\_\_\_\_ (not eat) lunch. Her headphones are on the table, so she \_\_\_\_\_ probably \_\_\_\_\_ (listen) to music. Her paints and brushes are out, so it looks like she \_\_\_\_\_ (paint). She \_\_\_\_\_ already \_\_\_\_\_ (paint) a vase of flowers.

- B Pair work Make more guesses about Suki and the pictures. Use **must, may, might, can't, or could**.

"She must like pizza." "She might be an art teacher."

## 2 That must be interesting!

Complete A's statements with **since, for, or in**, and add an adjective to B's responses.

Practice with a partner. Then practice again, making the sentences true for you.

- |  |                       |
|--|-----------------------|
| 1. A I've been taking dance lessons _____ I was a kid.           | B You must be _____.  |
| 2. A I haven't heard from my boyfriend _____ ages.               | B You must be _____.  |
| 3. A I've been going out with someone _____ several months now.  | B That must be _____. |
| 4. A I've been working hard _____ May. I haven't had a vacation. | B That must be _____. |

"I've been taking piano lessons since I was five." "You must be really good."

## 3 Have you seen any good movies lately?

Complete the chart with three movies you've seen. Discuss with a partner.

| Name of movie    | Type of movie           | What was it like?            |
|------------------|-------------------------|------------------------------|
| The Hunger Games | science fiction / drama | The suspense was unbearable. |
| 1.               |                         |                              |
| 2.               |                         |                              |
| 3.               |                         |                              |

A Have you seen any good movies lately?

B Yeah. I saw The Hunger Games. It was so good!

A I read the book, but I haven't seen the movie yet.

## 4

## Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary.

all right ✓guess what I was wondering the only thing is yet  
already I see that must be the thing is you know what

Ana Guess what? We have a new boss – Abigail Freeman.

And \_\_\_\_\_? Things are going to change around here!

Nat Really? So, have you met her \_\_\_\_\_?

Ana No, but I've \_\_\_\_\_ heard lots of stories about her. \_\_\_\_\_, she's a "clean freak." She hates clutter. So everyone is busy cleaning and putting things away.

Nat \_\_\_\_\_. So I guess we're going to have to clean up this mailroom.

Ana Actually, \_\_\_\_\_ if we could start now because she might come by later.

Nat Yeah. We need to make a good first impression. \_\_\_\_\_, every time I clean up, I lose something!

Ana Really? \_\_\_\_\_ frustrating! So let's be careful when we throw things away!

Nat Good idea. \_\_\_\_\_, let's get started!



## 5

## I was wondering ...

**Pair work** Think of two more favors to add to the list below. Then think of a way to ask politely for each favor. Role-play conversations.

1. Ask a teacher for more time to finish an assignment.
2. Ask a friend to give you a ride to the airport.
3. \_\_\_\_\_
4. \_\_\_\_\_

A *Excuse me. I was wondering if I could have more time to finish my assignment.*

B *Well, can you tell me why you need more time?*

## 6

## Here's the news.

**A** Complete the news report. Use the simple past passive.

Four cars \_\_\_\_\_ (involve) in an accident on the highway this morning. The accident \_\_\_\_\_ (cause) by a truck that spilled hundreds of tomatoes onto the road. Fortunately, the drivers \_\_\_\_\_ seriously \_\_\_\_\_ (not injure). Two people \_\_\_\_\_ (take) to the hospital with minor injuries. The truck driver \_\_\_\_\_ (interview) by police. The highway \_\_\_\_\_ (open) again two hours later.

**B** **Pair work** Brainstorm words and expressions describing extreme weather and natural disasters. Then write five sentences to create a news report. Read your report to the class.

severe thunderstorm

heavy rains

UNIT

**1** What are we like?

- 1 Class activity** What new things can you find out about your classmates?  
Ask questions and take notes.

| Find someone who . . .                                  | Name  | Notes                    |
|---|-------|--------------------------|
| eats extremely slowly.                                  | Kenji | Friends say, "Hurry up." |
| reads very fast.  |       |                          |
| gets impatient easily.                                  |       |                          |
| is incredibly organized.                                |       |                          |
| can do math in his or her head quickly.                 |       |                          |
| thinks it's important to dress properly.                |       |                          |
| automatically turns on the TV when he or she gets home. |       |                          |
| plays several sports really well.                       |       |                          |
| remembers dates and numbers very easily.                |       |                          |
| likes to do things absolutely perfectly.                |       |                          |

"So do you eat extremely slowly?" "Yes, I do. My friends are always saying 'Hurry up.'"

- 2 Class work** Tell the class something new and interesting that you learned about two classmates.

UNIT

**2** I've never done that!

- 1** Are there things you've *never* done that you think people in your group *have* done? Complete the chart with things that you have *never* done. Try to think of surprising things.

| Think of . . .  | I've never . . .              | Points |
|---|-------------------------------|--------|
| a sport you've never done.                                      | I've never been snowboarding. | 2      |
| a tourist attraction in your town or city you've never visited. |                               |        |
| something you've never understood.                              |                               |        |
| a food you've never eaten.                                      |                               |        |
| a well-known movie you've never seen.                           |                               |        |
| a TV show you've never watched.                                 |                               |        |
| something you've never drunk.                                   |                               |        |
| something else you've never done.                               |                               |        |
| <b>Total points</b>   |                               |        |

- 2 Group game** Now ask your classmates questions. Score a point for every person who *has* done the thing you haven't done. The person with the most points wins.

A I've never been snowboarding. Have you?

B Yeah. I've been snowboarding a lot. I love it.

C Me too!

A OK. So, that gives me two points

## Where's the best place to ... ?

- 1 Pair work What advice would you give to someone visiting your country for the first time? Discuss the categories below, and agree on one idea for each category.

# MY COUNTRY



**The most famous attraction**

**ADVICE FOR FIRST-TIME VISITORS**

**The most unusual food to try**

**The most beautiful natural feature**

**The worst thing to do**

**The cheapest way to travel around the country**

**The city with the most things to see**

**The most comfortable place to stay**

**The most interesting thing to do in the evening**

**The best souvenir**

**The least interesting place to visit**

**The nicest shopping area**

A Well, everyone should go see Tokyo Sky Tree. It's probably the most famous attraction.  
It's definitely popular.

B It sure is. But what about Osaka Castle?

## 2 Group work

UNIT

4

## Family histories

- 1 Prepare a short history of your family. Use these ideas to help you.**

Think about ...

- where your grandparents are from.
- interesting facts about your aunts and uncles.
- how your parents met.
- where your parents used to live when they were younger.
- how your family life has changed.
- any special memories you have.



- 2 Group work Present your family history to the group. Listen to your classmates' histories. Take notes, and ask them questions for more information.**

*"My father's parents are from Guadalajara. They moved to Mexico City in 1965. My father grew up there. . . . My mother's parents . . . "*

UNIT

5

## Whichever is easier

- 1 Group work Imagine you and your classmates are going to have a "potluck" dinner tonight. Everyone must bring food – but only what you already have at home. Decide on the following:**

1. Are you going to go to someone's home? Whose?
2. What time do you want to arrive?
3. Do you have enough plates?
4. Do you need to bring silverware (knives, forks, spoons, etc.)? Do you have enough?
5. What drinks are you going to have?
6. What dishes do you want to cook?
7. What food does each person need to bring?
8. Is someone going to bring music?
9. Are you going to play any games?



A *Well, there are five of us. The table in my apartment isn't big enough, but we could sit on the floor.*

B *Why don't we eat at the park?*

A *Either way for me. How about you, Melly?*

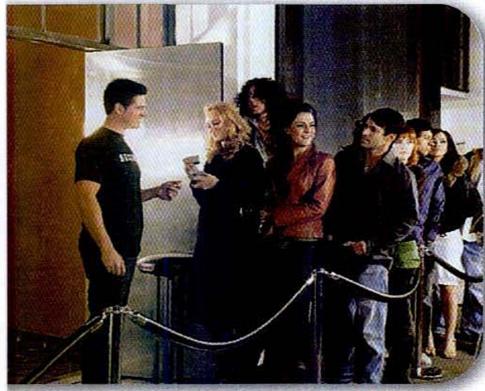
- 2 Class activity Tell the class about your potluck dinner. Decide which dinner you would like to go to. Which is the most popular?**

UNIT

6

## Who's going to do what?

- 1 Group work** Imagine you are going to hold a community event in your school or neighborhood. The event should have a theme, food, and entertainment.



Discuss the following:

- When is the event going to be? Where? What time?
- What theme will the event have? (for example, a holiday theme, a “green” theme?)
- What kinds of attractions or entertainment will you have at the event?
- How much will it cost to run the event?
- What are you going to do to get ready for the event?  
Who's going to do what?

### Useful language

- I'd rather (not) ...
- I'd prefer to ...
- It seems to me that ...
- Should we ... ?
- We might want to ...
- We're going to have to take ...
- We'd better (not) ... because ...
- We ought to ...
- Where / When are we going to ... ?
- Who's going to ... ?

- A Well, we ought to hold the event right away because the weather's good.  
B I agree, though we might want to wait a month – there's a lot to prepare.

- 2 Class activity** Take turns telling the class about your event. After you have heard about all the events, vote on the one that you'd like to go to. Which event do most people want to go to?

UNIT

7

## Your ideal partner

- 1** What do you think people look for in an ideal life partner? Discuss the ideas below and add your own. Which of these things matter most to you?

The screenshot shows a web browser window with the title "Finding your ideal partner" and the URL "http://www.findingyour...". The page content lists several qualities in a grid format:

|                         |                                  |
|-------------------------|----------------------------------|
| has a good job.         | comes from a similar background. |
| gets along with family. | enjoys your company.             |
| has similar interests.  | you can trust.                   |

- A I guess it's good to choose someone who has a good job.  
B Well, you probably don't want a partner who's only interested in work, though.

- 2 Group work** What ten questions should people always ask their partner before they decide to get married? Discuss your ideas and give reasons. Decide on the ten most important questions.

*“You should ask, ‘How many times have you broken up with someone?’”*

## What would you do?

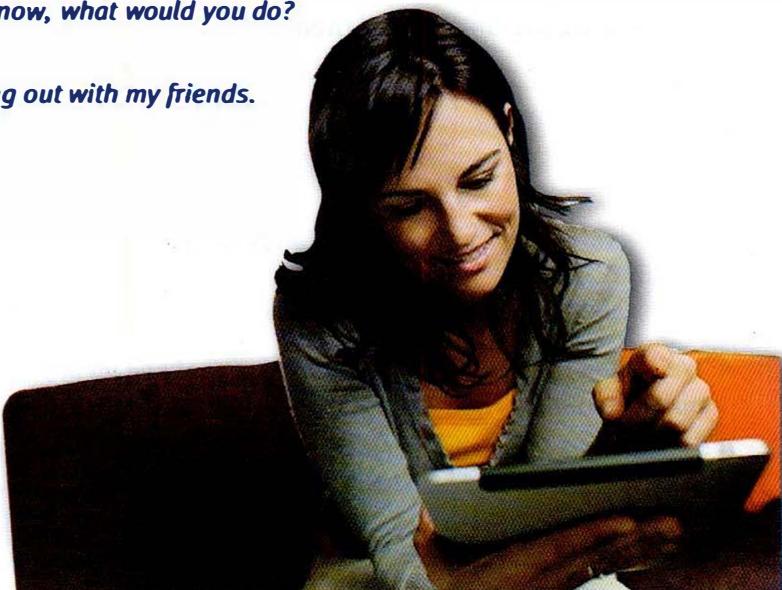
**Group work** Discuss the questions. How are you alike? How are you different?

1. If you had an hour to spare right now, what would you do?
2. If you had one month of free time, what would you do?
3. If you had to choose one thing to keep throughout your life, what would it be?
4. If you had to choose one electronic gadget to live without, what would it be?
5. If you could invite a famous person to a party, who would you invite?
6. If you could be like one person, who would you want to be like?
7. If you could have any job, what kind of work would you do?
8. If you could have one special talent, what would it be?
9. If you had to give up one habit, what would it be?
10. If you could do one thing over, what would you do?

A *If you had an hour to spare right now, what would you do?*

B *I'd play computer games!*

C *Really? I wouldn't. I'd go and hang out with my friends.*



## Technology etiquette

**Pair work** Read the opposite opinions in the chart below. Debate each pair of arguments. Do you agree?

1.

It's perfectly fine to have a long conversation on your phone when you're out with a friend.

OR

You should turn your phone to vibrate when you're out with friends and only take urgent calls.

2.

It's OK to play loud music on a beach or in a public place.

OR

You should always listen to your music with your headphones on.

3.

You don't need to return voice-mail or text messages right away.

OR

It's important to return a message immediately.

4.

Microblogging is fun. It's a great way to keep up with what's going on with your friends.

OR

Microblogging is a complete waste of time. Who wants to know all those silly details about people's lives?

5.

It's OK to "unfriend" people on your social networking site and not tell them.

OR

You shouldn't unfriend people – it can hurt their feelings.

6.

It's OK to post photos of your friends online.

OR

You shouldn't do that. You should always ask permission first.

A Well, I don't see why you should turn your phone off or put it onto vibrate when you're out with friends. I don't really see what the problem is with taking calls. You know?

B I know what you mean. But it can be annoying when you're trying to have a conversation with someone and their phone keeps ringing.

UNIT

**10 Who's been doing what?**

**Class activity** Find classmates who answer yes to the questions. Write their names in the chart. Write notes about each person. Tell the class two interesting things you learned.

| Find someone who's been . . .                 | Name | Notes                                     |
|---|------|---|
| planning something special.                   | Ana  | <i>has been planning a birthday party</i> |
| helping a friend with something.              |      |   |
| working or studying too much lately.          |      |   |
| taking a fun class or learning something new. |      |   |
| going to the movies a lot.                    |      |   |
| hanging out with their friends a lot.         |      |   |
| watching a series on TV.                      |      |   |
| thinking about taking a trip.                 |      |   |
| trying to give up a bad habit.                |      |   |
| eating out a lot.                             |      |   |

A Ana, have you been planning anything special?

B Actually, yeah, I have. I've been planning a birthday party for my sister.

No, I haven't. I haven't planned anything special for ages.

UNIT

**11 That must be fun!**

**1** Write true sentences for each conversation below. Make sure your sentences make sense with the responses given.

1.

You \_\_\_\_\_

B That must be fun.

4.

You \_\_\_\_\_

B That must be annoying.

2.

You \_\_\_\_\_

B You must be excited.

5.

You \_\_\_\_\_

B You must be nervous.

3.

You \_\_\_\_\_

B That must be interesting.

6.

You \_\_\_\_\_

B That must be scary.

**2** **Pair work** Take turns sharing your sentences. Continue conversations with your classmates. Ask questions and speculate about the things they say.

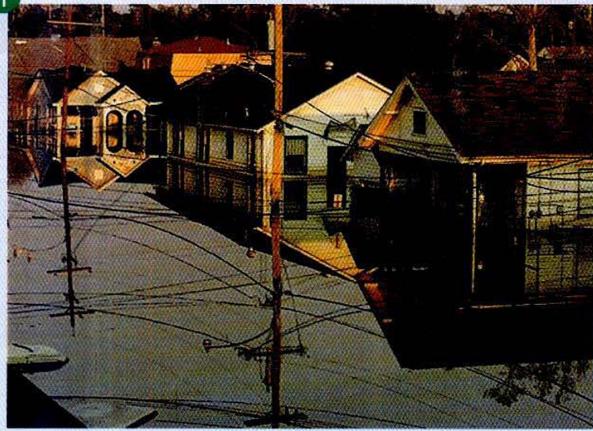
A I just started working at a museum. I'm helping them set up some displays.

B Wow, that must be fun. You must like your job.

## 12 Here's the news!

1 **Pair work** Make up a short TV news report about each picture. Think of three facts for each story.

1



3



2



4



2 **Group work** Join another pair. Take turns telling your news stories.

UNIT

**1**

4.30 Listen and repeat the words. Is the stress in each word like the stress in *fairly*, *admire*, *arrogant*, or *correctly*? Write the words from the list in the correct columns below.

- |              |              |              |               |
|--------------|--------------|--------------|---------------|
| 1. complain  | 4. generous  | 7. reckless  | 10. politely  |
| 2. dishonest | 5. helpful   | 8. wonderful | 11. relaxed   |
| 3. forget    | 6. impatient | 9. borrow    | 12. patiently |

| <b>fairly</b> | <b>admire</b>   | <b>arrogant</b> | <b>correctly</b> |
|---------------|-----------------|-----------------|------------------|
|               | <i>complain</i> |                 |                  |
|               |                 |                 |                  |
|               |                 |                 |                  |

UNIT

**2**

4.31 Listen and repeat the words. Notice the different ways the letter *o* is pronounced.

Match the words with the same underlined sounds.

- |                 |                 |
|-----------------|-----------------|
| 1. do _____     | a. forgot _____ |
| 2. done _____   | b. lose _____   |
| 3. go _____     | c. spoken _____ |
| 4. gotten _____ | d. won _____    |

UNIT

**3**

4.32 Listen and repeat the words. Notice the underlined sounds.

Which sound in each group is different? Circle the odd one out.

- |                     |                |                 |                |
|---------------------|----------------|-----------------|----------------|
| 1. <u>high</u>      | <u>island</u>  | <u>river</u>    | <u>wide</u>    |
| 2. <u>continent</u> | <u>most</u>    | <u>ocean</u>    | <u>volcano</u> |
| 3. <u>airport</u>   | <u>sports</u>  | <u>store</u>    | <u>worst</u>   |
| 4. <u>about</u>     | <u>country</u> | <u>mountain</u> | <u>south</u>   |
| 5. <u>beach</u>     | <u>deep</u>    | <u>meter</u>    | <u>ocean</u>   |

UNIT

**4**

4.33 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *clean*, *great*, *law*, *uncle*, or *wife*? Write the words from the list in the correct columns below.

There is one extra word.

- |                  |                    |                 |                 |                  |                |
|------------------|--------------------|-----------------|-----------------|------------------|----------------|
| 1. <u>cousin</u> | 2. <u>daughter</u> | 3. <u>fight</u> | 4. <u>niece</u> | 5. <u>nephew</u> | 6. <u>stay</u> |
|------------------|--------------------|-----------------|-----------------|------------------|----------------|

| <b>clean</b> | <b>great</b> | <b>law</b> | <b>uncle</b>  | <b>wife</b> |
|--------------|--------------|------------|---------------|-------------|
|              |              |            | <i>cousin</i> |             |

# Sounds right

UNIT

15

4.34 Listen and repeat the pairs of words. Notice the underlined sounds.

Are the sounds the same (S) or different (D)? Write S or D.

- |   |                                       |                                      |
|---|---------------------------------------|--------------------------------------|
| 1. <u>thirsty</u> / <u>dessert</u> <u>S</u> | 4. <u>fries</u> / <u>pie</u> _____    | 7. <u>good</u> / <u>food</u> _____   |
| 2. <u>raw</u> / <u>sauce</u> _____          | 5. <u>should</u> / <u>pound</u> _____ | 8. <u>much</u> / <u>love</u> _____   |
| 3. <u>broccoli</u> / <u>boiled</u> _____    | 6. <u>too</u> / <u>soup</u> _____     | 9. <u>full</u> / <u>hungry</u> _____ |

UNIT

16

4.35 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the

sounds in home, good, math, worse, or ought? Write the words from the list in the correct columns below.

- |                  |                    |                      |                    |                   |
|------------------|--------------------|----------------------|--------------------|-------------------|
| 1. <u>bought</u> | 3. <u>total</u>    | 5. <u>girlfriend</u> | 7. <u>research</u> | 9. <u>thought</u> |
| 2. <u>bully</u>  | 4. <u>fabulous</u> | 6. <u>rather</u>     | 8. <u>should</u>   | 10. <u>coach</u>  |

| <u>home</u> | <u>good</u> | <u>math</u> | <u>worse</u> | <u>ought</u>  |
|-------------|-------------|-------------|--------------|---------------|
|             |             |             |              | <u>bought</u> |

UNIT

17

4.36 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the odd one out.

- |                   |               |                |                |
|-------------------|---------------|----------------|----------------|
| 1. <u>hot</u>     | <u>hung</u>   | <u>which</u>   | <u>who</u>     |
| 2. <u>another</u> | <u>that</u>   | <u>there</u>   | <u>through</u> |
| 3. <u>one</u>     | <u>went</u>   | <u>work</u>    | <u>wrote</u>   |
| 4. <u>along</u>   | <u>going</u>  | <u>sign</u>    | <u>wedding</u> |
| 5. <u>plays</u>   | <u>sits</u>   | <u>there's</u> | <u>turns</u>   |
| 6. <u>across</u>  | <u>circle</u> | <u>college</u> | <u>rock</u>    |

UNIT

18

4.37 Listen and repeat the pairs of words. Notice the underlined sounds.

Are the sounds the same (S) or different (D)? Write S or D.

- |   |  |  |
|---|--|--|
| 1. <u>place</u> / <u>exciting</u> <u>S</u>  | 4. <u>Egypt</u> / <u>apologize</u> _____ | 7. <u>enough</u> / <u>afford</u> _____ |
| 2. <u>borrow</u> / <u>work</u> _____        | 5. <u>could</u> / <u>would</u> _____     | 8. <u>busy</u> / <u>choose</u> _____   |
| 3. <u>engineering</u> / <u>forget</u> _____ | 6. <u>share</u> / <u>anywhere</u> _____  | 9. <u>if</u> / <u>of</u> _____         |

UNIT **9** 4.38 Listen and repeat the words. Notice that one or more syllables in each word are unstressed. They have a weak vowel sound like the /ə/ sound in *around* or the /ər/ sound in *battery*. Circle the unstressed syllables.

1. @round
3. computer
5. remember
7. problem
9. support
2. batt@ry
4. idea
6. controller
8. tablet
10. virus

UNIT **10** 4.39 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *again*, *bought*, *eat*, *made*, *there*, or *true*? Write the words from the list in the correct columns below.

1. alien
5. hilarious
9. scene
2. cartoon
6. place
10. seen
3. costume
7. saw
11. serious
4. fall
8. scary
12. suspense

| <u>again</u> | <u>bought</u> | <u>eat</u> | <u>made</u> | <u>there</u> | <u>true</u> |
|--------------|---------------|------------|-------------|--------------|-------------|
|              |               |            | alien       |              |             |

UNIT **11** 4.40 Listen and repeat the adjectives. Do the -ed endings sound like /t/, /d/, or /ɪd/? Write *t*, *d*, or *ɪd*.

1. annoyed d
5. excited \_\_\_\_\_
9. scared \_\_\_\_\_
2. bored \_\_\_\_\_
6. fascinated \_\_\_\_\_
10. shocked \_\_\_\_\_
3. disappointed \_\_\_\_\_
7. interested \_\_\_\_\_
11. surprised \_\_\_\_\_
4. embarrassed \_\_\_\_\_
8. pleased \_\_\_\_\_
12. worried \_\_\_\_\_

UNIT **12** 4.41 Listen and repeat the words. Match the words with the same underlined sounds.

- |                       |                       |
|-----------------------|-----------------------|
| 1. bus <u>c</u> _____ | a. amazingly _____    |
| 2. closed _____       | b. catastrophic _____ |
| 3. flash _____        | c. city _____         |
| 4. fortunately _____  | d. damage _____       |
| 5. injure _____       | e. much _____         |
| 6. shock _____        | f. partially _____    |

# Extra practice

UNIT

1

## Lesson A Adjectives vs. manner adverbs

### A Choose the correct words to complete the sentences.

- I know this sounds **bad / badly**, but I love to drive really **quick / fast**. I think I drive really **good / well**, though. I don't get **reckless / recklessly** when I get behind the wheel or anything.
- I try **hard / hardly** to be neat and tidy. Like, I always put my keys on the shelf **automatic / automatically** when I get home. You can lose your keys so **easy / easily**.
- I think it's **important / importantly** to take work **serious / seriously**. I mean, it only seems right. If you do a job **good / well** you feel **good / well** about yourself, too.
- I guess I can get **impatient / impatiently** sometimes. Like, I want **instant / instantly** replies to my texts and emails. I just don't like to wait when I need an answer **quick / quickly**.
- I love sports, but I don't really play for fun. I feel pretty **strong / strongly** that you should play to win. I feel **terrible / terribly** if I lose. My friends see things **different / differently** and say that I'm too **serious / seriously** about sports and that I should relax.
- I hate it when people don't write texts **proper / properly** and don't use **correct / correctly** grammar and punctuation. It's not because they're writing **quick / quickly** – they just don't care about it. I always check over my texts very **careful / carefully** before I send them.

About  
you

### B Pair work Are any of the sentences above true for you or someone you know? Tell your partner.

UNIT

1

## Lesson B Adverbs before adjectives and adverbs

### A Complete the statements about people's personalities with words from the box.

absolutely crazy  
arrogant at all

extremely talented  
incredibly generous

pretty laid-back  
really reliable

- My sister's \_\_\_\_\_. She's just good at everything she does.
- My brother's \_\_\_\_\_. He does that extreme biking thing, jumping upside down on his bike and everything.
- My parents are \_\_\_\_\_. They bought me a new car when my old one broke down.
- My best friend is \_\_\_\_\_. I can count on her for absolutely anything.
- I'm \_\_\_\_\_. I don't get stressed very often.
- My brother isn't \_\_\_\_\_. He doesn't think he's better than everyone else.

#### Common errors

Don't use **very** with extreme adjectives like **wonderful**.

**She's absolutely wonderful.**  
(NOT **She's very wonderful.**)

About  
you

### B Pair work Make sentences like the ones above about people you know. Tell your partner.

UNIT

**2****Lesson A** Present perfect statements**A** Use the underlined words to write sentences about travel experiences. Use the present perfect.

1. I / always / do a lot of traveling. I guess it / always / be my main interest in life.

*I've always done a lot of traveling. I guess it's always been my main interest in life.*

2. I travel with an old school friend and she / be to lots of places.

3. She and I / travel around Asia three or four times. We / always / enjoy traveling together.

4. We / walk on the Great Wall of China twice. It's so amazing.

5. We / be so lucky. We / visit some amazing places and I / try all kinds of food.

6. We're always talking about places we would like to go. We / think about going to Australia or India.

7. My friend / not be to India because she / not have the chance, and I / never be to Australia.

8. We / not make a decision about where to go next, but I'd really like to go to Sydney.

About you

**B** Pair work Tell a partner five true things about travel. Use the sentences above to help you.

UNIT

**2****Lesson B** Present perfect vs. simple past**A** Complete the conversations about unusual experiences. Use the present perfect or simple past.

1. A Have you ever done (you / ever / do) anything scary?

B Yes, I \_\_\_\_\_. I \_\_\_\_\_ (play) the piano in a big concert last year.

A Really? \_\_\_\_\_ (you / play) a solo?

B No, I \_\_\_\_\_. Thank goodness! There \_\_\_\_\_ (be) an orchestra, too.

2. A \_\_\_\_\_ (you / ever / see) the Northern Lights?

B No, I \_\_\_\_\_, but I \_\_\_\_\_ (always / want) to see them. We \_\_\_\_\_ (go) to Alaska last year, but we \_\_\_\_\_ (not / see) them.

3. A \_\_\_\_\_ (you / ever / try) kickboxing?

B Yes, I \_\_\_\_\_. I \_\_\_\_\_ (take) a class last semester. But I \_\_\_\_\_ (not / like) it.

4. A \_\_\_\_\_ (you / ever / cook) a meal for a big group of people?

B Yes, I \_\_\_\_\_. It \_\_\_\_\_ (be) my sister's birthday last weekend.

She \_\_\_\_\_ (invite) 25 of her friends, and we \_\_\_\_\_ (make) Moroccan food.

A Really? I \_\_\_\_\_ (never / eat) Moroccan food before. \_\_\_\_\_ (it / be) good?

B Oh, yeah. Everybody \_\_\_\_\_ (love) it!

About you

**B** Pair work Ask and answer the questions above. Give your own answers.

# Extra practice

UNIT

3

## Lesson A Superlatives

A Complete the facts and tips about different places in the world.

Use the superlative forms of the adjectives or **the most / the least** with the nouns.

1. \_\_\_\_\_ (big) national park in the world is in Greenland.
2. \_\_\_\_\_ (fast) roller coaster in Europe is in Spain.
3. Canada has \_\_\_\_\_ (long) coastline in the world. It's great for sightseeing.
4. \_\_\_\_\_ (expensive) hotel in the world is in Dubai. The rooms cost over \$10,000 a night.
5. \_\_\_\_\_ (good) time to visit Thailand is from November to February. These are the months with \_\_\_\_\_ (good) weather because there is \_\_\_\_\_ (rain).
6. Summer is \_\_\_\_\_ (bad) time to visit Venice because that's when there are \_\_\_\_\_ (tourists).
7. The city that has \_\_\_\_\_ (people) in the United States is New York City.
8. The city with \_\_\_\_\_ (large) population in the world is Shanghai.
9. \_\_\_\_\_ (deep) lake in the world is Lake Baikal in Siberia.
10. \_\_\_\_\_ (small) country in the world is Vatican City in Rome. It's also \_\_\_\_\_ populated country with only 500 inhabitants.

About  
you

B Pair work Can you think of similar facts and tips for visitors to your country?



### Common errors

Don't use **most** before a superlative that ends in **-est**.

What's the **fastest** way to travel?

(NOT What's the **most fastest** way to travel?)

UNIT

3

## Lesson B Questions with *How + adjective . . . ?*

A Complete the questions and answers about Spain. Use the words from the box. If you don't need a word to complete the answers, write a dash (-). Some words are used more than once.

big    deep    high    hot    long

1. Q: How \_\_\_\_\_ is Mount Teide in Tenerife, Spain?  
A: It's 4,964 meters (16,286 feet) \_\_\_\_\_.
2. Q: How \_\_\_\_\_ is the coastline?  
A: It's 7,517 kilometers (4,671 miles) \_\_\_\_\_.
3. Q: How \_\_\_\_\_ is the population of Spain?  
A: It's almost 47 million people \_\_\_\_\_.
4. Q: What is the largest natural lake in Spain? How \_\_\_\_\_ is it?  
A: Lake Sanabria is 51 meters (167 feet) \_\_\_\_\_.
5. Q: How \_\_\_\_\_ is it in southern Spain in August?  
A: It is usually around 35°C (90°F) \_\_\_\_\_.

About  
you

B Pair work What do you know about your country? Take turns asking questions similar to the ones above. Do you know the answers?

A OK. So how high is Mount Aconcagua?

B Well, I'm guessing, but I think it's almost 7,000 meters (23,000 feet) high.

UNIT

4

**Lesson A** Verbs *let, make, help, have, get, want, ask, tell***A** Complete the sentences. Use the correct forms of the verbs given.

Sometimes there is more than one correct answer.

1. I want my children \_\_\_\_\_ (make) good decisions for themselves.
2. I don't let my kids \_\_\_\_\_ (play) computer games before bedtime.  
It makes them \_\_\_\_\_ (sleep) badly.
3. I usually make my teenagers \_\_\_\_\_ (clean up) the kitchen after meals.
4. I want to get my kids \_\_\_\_\_ (eat) well. They're always eating junk food.
5. I usually tell my kids \_\_\_\_\_ (do) their homework before dinner, but I don't help them \_\_\_\_\_ (do) it.
6. I'm always asking them \_\_\_\_\_ (turn off) the lights in the house.
7. I have them \_\_\_\_\_ (shut down) their computers at night.
8. I'm always telling my kids \_\_\_\_\_ (be) careful when they go out.
9. I always have my kids \_\_\_\_\_ (write) thank-you letters when they get a gift.
10. We often help our sons \_\_\_\_\_ (study) for exams. We make up games for them.

About  
you**B** **Pair work** Read the sentences above again. Did your parents say similar things about you when you were growing up? Discuss with a partner.*"My parents wanted me to do well in school. They made me study every night."*

UNIT

4

**Lesson B** *used to and would***A** Read this person's memories about her summer vacations. Rewrite eight sentences using *used to* or *would*. Sometimes both are correct.

When I was younger, we had long school vacations in the summer – about 10 weeks. I saw a lot of my extended family in those days. They lived about 30 miles away. My cousins came to stay every summer. We didn't have a big house like we do now, so we always camped in the backyard. There was a stream near our house, and we swam in it. One of my little cousins didn't like swimming. She was really scared of water, and my brother always teased her about it. He made her go into the water. He wasn't very nice to her. Thank goodness he's not like that now!

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About  
you**B** **Pair work** Ask and answer questions about your elementary school summer breaks, using *Did you use to . . . ?**A Did you use to spend your summers with your family?**B Not really. I used to play with the kids in the neighborhood. We'd go off and . . .*

# Extra practice

UNIT

15

## Lesson A Talking about quantities of food

A Complete the sentences about shopping and eating habits. Use the words in the box.

a few    cartons    few    fewer    less    less    little    loaves    many

- I don't eat \_\_\_\_\_ fruits or vegetables. I really should eat more healthy food.
- We have a small freezer so we buy very \_\_\_\_\_ frozen meals.
- I prefer to go shopping at the local store. I'm trying to buy \_\_\_\_\_ food from the big supermarkets than I used to.
- My family buys about six \_\_\_\_\_ of bread a week and eight \_\_\_\_\_ of fruit juice.
- I don't fry food anymore. It means I eat \_\_\_\_\_ calories and \_\_\_\_\_ fat. But I have to say, I like a \_\_\_\_\_ butter on my potatoes.
- When I go out to eat, I like to try \_\_\_\_\_ different things that I don't normally eat.

About you

B Pair work Are any of the sentences above true for you? What other shopping and eating habits do you have?

UNIT

15

## Lesson B too, too much, too many, and enough

A Complete the online forum conversation with **too, too many, too much, and enough**.

### Common errors

Use **too many** with plural countable nouns.

I ate **too many cookies**.  
(NOT I ate **too much cookies**.)

A few months ago, I completely changed my eating habits. I used to eat too much sugar, too much processed fat, and too many take-out meals. I also didn't eat my meals slowly too quickly because I was always rushing out somewhere. My mother was always saying 'You eat too quickly.' or 'You're not eating enough protein,' and as for fast food, I know I definitely ate too much. I really thought my mom complained too much, but actually I guess I didn't pay enough attention to her. I got sick! The doctor said my diet wasn't healthy enough and said I needed to change it. He also told me that I needed more vitamins and that I wasn't getting enough. No surprise there! So I changed my diet. In the end, it was simple enough to do. Now I'm eating a lot of raw vegetables – I guess you can't eat too many of those! I feel great. And guess what? My mom can't say I don't eat well enough. Not now!

#### COMMENTS:

Good for you! You should never be too busy to look after your health! Too much junk food and too many sweets are not good for you.

About you

B Write your own comment to add to the forum. Then compare with a partner.

"I eat very little healthy food, too. I guess I should eat less fast food."

UNIT

6

**Lesson A** Talking about the future

- A** A man is telling a friend about his plans for the evening. Circle the correct phrases to complete the sentences. Sometimes both are correct.

Well, tonight I'm going to stop / I stop by the store on my way home. I need to get some stuff for dinner. I think I'll buy / I'm buying some pasta, and I'll make / I make some garlic bread. That sounds good. So, yeah, we eat / we're eating late tonight because I have / I'll have a gym class at 6:00. I think I'll go / I'm going to go home straight after class, because my roommate's having / my roommate has dinner with me tonight. I guess he's not getting / he won't get home until 7:30, so maybe we'll eat / we're eating at about 8:00. I think we're going to go / we go out later. There's a movie I want to see. It starts / will start at 10:00.

About  
you

- B** Pair work What plans do you have for tonight? Tell your partner.

UNIT

6

**Lesson B** What's advisable, necessary, preferable

- A** Rewrite these sentences about making changes in life. Use the words given.

1. I'd prefer not to move out of my apartment. ('d rather not)  
I'd rather not move out of my apartment.

2. I should really learn to drive. (be going to have to)

3. I should save some money to buy a car. (ought to)

4. I think you should talk to your boss about a promotion. (might want to)

5. My brother should get a job soon, or he won't be able to pay his rent. (had better)

6. My classmates shouldn't go out tonight, or they won't pass the exam tomorrow. (had better not)

7. My sister wants to go to Europe. She should learn some English before she goes. ('d better)

8. My friend has to choose her major soon, but she says she prefers not to think about it. ('d rather not)

9. My parents are going to have to retire soon, but they say they prefer to work. (would rather)

10. I should get more exercise – I spend too much time at my desk. (ought to)



## Common errors

Use *have to*, not *'d better*, for general advice. Use *'d better* for a particular situation.

You *have to* get a visa to travel to some countries.  
(NOT You *'d better* get a visa to travel to some countries.)

About  
you

- B** Pair work Make the sentences you wrote true for you. Then compare.

"I'd rather not stay in my apartment. It's too small!"

# Extra practice

UNIT



## Lesson A Relative clauses

**A** Complete the questions about your circle of friends. Use *who*, *that*, or a preposition, or write a dash (–) if no word is needed. Sometimes more than one answer is possible.

Who's ...

1. a friend that you often go out with ?
2. the person in your family \_\_\_\_\_ you most often talk \_\_\_\_\_ ?
3. the classmate \_\_\_\_\_ is always interrupting other people \_\_\_\_\_ ?
4. the friend \_\_\_\_\_ you like to spend time \_\_\_\_\_ ?
5. a friend \_\_\_\_\_ you went to elementary school \_\_\_\_\_ ?
6. the co-worker \_\_\_\_\_ has the most impeccable taste in clothes \_\_\_\_\_ ?
7. the friend \_\_\_\_\_ has the best sense of humor \_\_\_\_\_ ?
8. someone \_\_\_\_\_ always makes a good impression on people?
9. a friend with a car \_\_\_\_\_ you'd like to own \_\_\_\_\_ ?
10. the friend \_\_\_\_\_ you can always rely \_\_\_\_\_ when you have problems?
11. a person \_\_\_\_\_ you sometimes have arguments \_\_\_\_\_ ?
12. the co-worker \_\_\_\_\_ you're always apologizing \_\_\_\_\_ ?

About  
you

**B** Pair work Ask and answer the questions above.



## Lesson B Phrasal verbs

**A** Complete the questions with the correct particle.

1. Did you have any friends who had to move away when you were young?
2. Did you hang \_\_\_\_\_ with a big crowd when you were growing \_\_\_\_\_ ?
3. Have you ever gone \_\_\_\_\_ to your elementary school to visit?
4. Can you think of someone who you get \_\_\_\_\_ with but don't see often enough?
5. Have any of your friends ever had a relationship that didn't work \_\_\_\_\_ ?
6. What's the most recent class you signed \_\_\_\_\_ for?
7. Why would you come \_\_\_\_\_ early from a vacation?
8. Can you think of a situation that started \_\_\_\_\_ badly but turned \_\_\_\_\_ well?
9. Have any of your friends gotten married and settled \_\_\_\_\_ ?
10. How long should you go \_\_\_\_\_ with someone before you introduce him or her to your parents?

About  
you

**B** Pair work Ask and answer the questions above. Give as much information as you can.

*"I had one friend who had to move away. Her dad got a job in another city."*



Note

Some relative clauses end with a preposition.

*Yuya is a guy that Jen introduced me to.* (= Jen introduced me to Yuya.)

*Mike is the guy I run with.* (= I run with Mike.)

*Charlie is someone I grew up with.* (= I grew up with Charlie.)



### Common errors

Don't leave out *who*, *that*, or *which* in a subject relative clause.

*She works for a company that / which makes computers.* (NOT ~~She works for a company makes computers.~~)

UNIT



7

## Lesson B Phrasal verbs

**A** Complete the questions with the correct particle.

1. Did you have any friends who had to move away when you were young?
2. Did you hang \_\_\_\_\_ with a big crowd when you were growing \_\_\_\_\_ ?
3. Have you ever gone \_\_\_\_\_ to your elementary school to visit?
4. Can you think of someone who you get \_\_\_\_\_ with but don't see often enough?
5. Have any of your friends ever had a relationship that didn't work \_\_\_\_\_ ?
6. What's the most recent class you signed \_\_\_\_\_ for?
7. Why would you come \_\_\_\_\_ early from a vacation?
8. Can you think of a situation that started \_\_\_\_\_ badly but turned \_\_\_\_\_ well?
9. Have any of your friends gotten married and settled \_\_\_\_\_ ?
10. How long should you go \_\_\_\_\_ with someone before you introduce him or her to your parents?

About  
you

**B** Pair work Ask and answer the questions above. Give as much information as you can.

*"I had one friend who had to move away. Her dad got a job in another city."*

UNIT

8

**Lesson A** Wishes and imaginary situations or events**A** Use the information to complete the sentences about people's behavior.

1. I'm so disorganized. I lose things all the time.

I wish I were less disorganized.

If I were less disorganized, I wouldn't lose things all the time.

2. My sister never pays attention in school. She doesn't get good grades.

I wish \_\_\_\_\_.

If she \_\_\_\_\_.

3. I can't take a vacation this year. I feel so stressed all the time.

I wish \_\_\_\_\_.

If I \_\_\_\_\_.

4. My parents never let me use their car. They have to drive me everywhere.

I wish \_\_\_\_\_.

If my parents \_\_\_\_\_.

5. My brother never helps clean up the house. I don't have time to do other things.

I wish \_\_\_\_\_.

If he \_\_\_\_\_.

About you

**B** Pair work Do you have similar wishes? Make the wishes true for you. Tell a partner.

UNIT

8

**Lesson B** Asking about imaginary situations or events**A** Make questions about these imaginary situations using the words given.

1. A friend talks about you behind your back. / You say something.

What would you do if a friend talked about you behind your back (what / you / do)? Would you say something?

2. You forget an important homework assignment. / You give your teacher an excuse.

\_\_\_\_\_ (how / you react)? Would you \_\_\_\_\_?

3. You don't meet a big deadline. / You apologize to your boss.

\_\_\_\_\_ (what / you / do)? Would you \_\_\_\_\_?

4. Your parents buy you a present that you don't like. / You tell them the truth.

\_\_\_\_\_ (what / you / say)? Would you \_\_\_\_\_?

5. A friend invites you to a party that you don't want to go to. / You say you're busy.

\_\_\_\_\_ (how / you / react)? Would you \_\_\_\_\_?

6. You lend some money to a friend, and she forgets about it. / You remind her about it.

\_\_\_\_\_ (what / you / do)? Would you \_\_\_\_\_?

**X Common errors**

Use **would** when asking about imaginary situations.

**What would you do if you missed an appointment?**

(NOT **What will you do if you missed an appointment?**)

About you

**B** Pair work Ask and answer the questions above. Add other reactions and solutions to the problems.

"**What would you do if a friend talked about you behind your back? Would you be very upset?**"

# Extra practice

UNIT

9

## Lesson A Questions within sentences

**A** Unscramble the questions, and complete the answers with your own information.

1. you know / has / your computer / do / how much memory

Q: Do you know how much memory your computer has ?

A: No, actually, I can't remember \_\_\_\_\_.

2. how many hours / do / you / online each week / spend / you have any idea

Q: \_\_\_\_\_ ?

A: A lot! I don't know exactly \_\_\_\_\_.

3. you know / do / is / a good wireless Internet connection in your classroom / there / if

Q: \_\_\_\_\_ ?

A: Well, I don't know \_\_\_\_\_.

4. every week / you know / do / how many text messages / you / send

Q: \_\_\_\_\_ ?

A: Not really. I don't really know \_\_\_\_\_.

5. you remember / sent / can / who / you / emails to yesterday

Q: \_\_\_\_\_ ?

A: Yes, I can remember exactly \_\_\_\_\_.

About  
you

**B** Pair work Ask and answer the questions. Give your own answers.

UNIT

9

## Lesson B Separable phrasal verbs; *how to, where to, what to*

**A** Complete the first questions using the words given. There are two correct answers. Then complete the second questions using pronouns.

1. How often do you turn off your cell phone OR  
turn your cell phone off? (your cell phone / turn off)

When do you have to turn it off?

2. Did you know how to \_\_\_\_\_? (your computer / set up)

Did you \_\_\_\_\_ yourself?

3. Has anyone ever asked you \_\_\_\_\_? (your music / turn down)

Did you \_\_\_\_\_?

4. Do you \_\_\_\_\_ to listen to music? (your headphones / put on)

Did you \_\_\_\_\_ yesterday?

5. Do you know how to \_\_\_\_\_ on your computer? (the spell check / turn on)

Do you usually \_\_\_\_\_?

6. Do you know how to \_\_\_\_\_ in your home? (wireless Internet / set up)

Did you \_\_\_\_\_?

### Common errors

Don't put object pronouns like *it, them*, etc. after the particle (*on, up*, etc.).

*Can you turn it off?*  
(NOT *Can you turn-off it?*)

About  
you

**B** Pair work Ask and answer the questions with a partner. Give your own answers.

UNIT

10

**Lesson A** Present perfect continuous**A** Complete the questions with the verbs given. Use the present perfect continuous.

1. \_\_\_\_\_ you and your friends \_\_\_\_\_ (eat out) a lot recently?
2. What \_\_\_\_\_ you \_\_\_\_\_ (do) today? \_\_\_\_\_ you \_\_\_\_\_ (do) anything interesting?
3. How long \_\_\_\_\_ you \_\_\_\_\_ (work) in your current job?
4. \_\_\_\_\_ you \_\_\_\_\_ (go out) a lot during the week?
5. How long \_\_\_\_\_ you and your friends \_\_\_\_\_ (hang out) together?
6. \_\_\_\_\_ your best friend \_\_\_\_\_ (take) other classes this year?
7. \_\_\_\_\_ you \_\_\_\_\_ (follow) any sports teams this year?
8. How long \_\_\_\_\_ you and your family \_\_\_\_\_ (live) in your apartment or house?
9. How long \_\_\_\_\_ your best friend \_\_\_\_\_ (learn) English?
10. How long \_\_\_\_\_ you \_\_\_\_\_ (study) today? \_\_\_\_\_ you \_\_\_\_\_ (study) all day?

About  
you**B** Write your own true answers to the questions above. Write at least one sentence using the present perfect continuous, and one sentence using the present perfect.

1. Actually, we've been eating out every Friday. We've been to a couple of nice restaurants.

About  
you**C** Pair work Ask and answer the questions above. Ask follow-up questions for more information.

## Common errors

Don't use the present with *for* or *since* to talk about past time.

*I've been taking this class for nine months, since September. (NOT I'm taking this class...)*

UNIT

10

**Lesson B** *already, still, and yet* with present perfect**A** Write the title of a TV show, two movies, a book, a singer, and a place in the conversations. Then complete the conversations with *already*, *yet*, or *still*.

1. A You know, there's a new show on TV – \_\_\_\_\_. I haven't seen it \_\_\_\_\_. Have you?  
B No. I've heard about it, but I haven't seen it \_\_\_\_\_, either. It looks good.
2. A You know that new movie, \_\_\_\_\_? Have you seen it \_\_\_\_\_?  
B Yes, I've \_\_\_\_\_ seen it. It was good. But I \_\_\_\_\_ haven't seen \_\_\_\_\_. I'd like to see that, too. Actually, there are a few movies that I \_\_\_\_\_ want to see.
3. A Have you read any good books recently? I just read \_\_\_\_\_. Have you read it?  
B No, I haven't read it \_\_\_\_\_. I've been busy. I \_\_\_\_\_ haven't read the book assignment for my English class.
4. A Have you heard \_\_\_\_\_'s new song \_\_\_\_\_?  
B No. I haven't downloaded it \_\_\_\_\_. I \_\_\_\_\_ haven't heard the other songs on the album, either.
5. A There are a lot of great places to visit in the city, but I've never been to \_\_\_\_\_. Have you?  
B No, I haven't been there \_\_\_\_\_. I \_\_\_\_\_ haven't been to some of the museums or art galleries either.

About  
you**B** Pair work Practice the conversations above. Then practice again, giving your own answers.

## Lesson A Modal verbs for speculating

**A** Make guesses about the situations below. Complete the sentences with modal verbs and the verbs given. Sometimes there is more than one correct answer.

1. You hear the sound of breaking glass at your neighbor's house next door, and then a siren.
  - a. It must be (be) a burglar for sure.
  - b. The neighbors \_\_\_\_\_ (be) away, perhaps.
  - c. The police \_\_\_\_\_ (come).
  - d. The burglar \_\_\_\_\_ (be) in the house.
2. You see a young woman and young man talking outside a cinema. They look upset.
  - a. They \_\_\_\_\_ (have) an argument.
  - b. They \_\_\_\_\_ (feel) very happy.
  - c. He \_\_\_\_\_ (be) her date, perhaps.
  - d. He \_\_\_\_\_ (try) to comfort her.
3. You're in a cab that is going too fast.
  - a. The driver \_\_\_\_\_ (be) in a hurry, for sure.
  - b. He \_\_\_\_\_ (be) a very safe driver.
  - c. He \_\_\_\_\_ (break) the speed limit.
  - d. He \_\_\_\_\_ (want) to get off work early.
4. You see a cyclist sitting on the ground next to his bike.
  - a. He \_\_\_\_\_ (be) hurt, perhaps.
  - b. He \_\_\_\_\_ (take) a rest.
  - c. He \_\_\_\_\_ (take part) in a bicycle race.
  - d. His bicycle \_\_\_\_\_ (be) damaged.

**B** Pair work What other guesses can you make about each situation? Discuss with a partner. Explain your guesses.



### Common errors

Don't use *can* to speculate.  
 It's snowing, and she's not wearing a coat. She *must* be cold.  
 (NOT *She can be cold.*)

## Lesson B Adjectives ending in *-ed* and *-ing*

**A** Complete the sentences. Write the correct adjective forms of the words given.

1. I hate it when I'm out with a group of friends and we can't decide what to do. It can be incredibly \_\_\_\_\_ (frustrate). I guess we're all \_\_\_\_\_ (interest) in different things.
2. I get really \_\_\_\_\_ (annoy) when people say they'll meet me and then they're half an hour late. It's \_\_\_\_\_ (surprise) how selfish people can be.
3. My parents are very \_\_\_\_\_ (please) that I have nice friends. I think parents get \_\_\_\_\_ (worry) about things like that.
4. I'm always really \_\_\_\_\_ (shock) when friends get into fights with each other.
5. It's always \_\_\_\_\_ (excite) to see my friends. Not one of them is \_\_\_\_\_ (bore).
6. It's \_\_\_\_\_ (disappoint) when friends don't keep in touch. But it happens.
7. I feel \_\_\_\_\_ (disappoint) when friends don't call when they promised.
8. Some people post really mean comments online. They can be pretty \_\_\_\_\_ (scare).
9. It's always \_\_\_\_\_ (fascinate) to find out about other people's jobs.

**B** Pair work Discuss the sentences above. Do you agree?

*"It's very frustrating when I'm out with friends and we can't decide what to do. I think we all just have a hard time choosing something interesting."*

UNIT

**12****Lesson A** Simple past passive**A** Write sentences using the prompts given and the simple past passive.

1. A dinosaur bone / find / in a storage box at a Boston museum this week.

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The bone / identify / as a new species of dinosaur.

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2. Two main subway lines / close / yesterday for a second day.

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Repairs to the lines / not complete / on time.

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3. A live show in New York City / cancel / last night after the lead singer fell off the stage.

---

Ticket holders / not refund.

---

4. Police / call / to an apartment after neighbors heard strange sounds.

---

A raccoon / trap / inside the apartment. It / remove / by animal services.

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About  
you**B** **Pair work** How many more ideas can you add to the news reports above? Take turns making suggestions.

*"The dinosaur bone was found by a student who was working at the museum."*

UNIT

**12****Lesson B** Simple past passive + *by* + agent**A** Rewrite the two news stories using the prompts given. Use the simple past passive and an adverb. Use *by* where needed.

1. A thief broke in through the roof of a police station late last night – thinking it was a local business. The roof (partial / damage) when the thief fell through and landed on the floor of the police station. The man (quick / arrest / an officer on duty). Although the man (serious / not injure), he (immediate / take to the emergency room / ambulance). Police say the burglar alarms at the station (temporary / disconnect).

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2. Dozens of cars (bad / damage) yesterday after a freak hailstorm. The cars (hit / large hailstones) in the parking lot of a local supermarket. One driver said her windshield (complete / shatter). The store (partial / flood) in the storm.

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**B** **Pair work** Take turns retelling the two news stories without looking at your books.

## Illustration credits

**Harry Briggs:** 10, 20, 30, 42, 52, 62, 74, 83, 84, 94, 106, 116, 126   **Bunky Hurter:** 2, 41, 49   **Scott Macneil:** 30   **Gavin Reece:** 32, 44, 72, 108   **Q2A studio artists:** 3, 47, 59, 64, 88, 89, 95, 110, 119, 127, 128, 131   **Lucy Truman:** 19, 98

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## Answers

### Unit 3, Lesson A

#### 1 Getting started, Exercise B, page 22

1. b Taipei. Taipei 101 is the tallest office building in the world.
2. a Japan. The Akashi-Kaikyo Bridge is the longest suspension bridge.
3. b China. The New South China Mall is the largest shopping mall.
4. b Moscow. McDonald's is the world's busiest restaurant.
5. c Barcelona. Camp Nou is the largest soccer stadium in Europe.
6. c France.

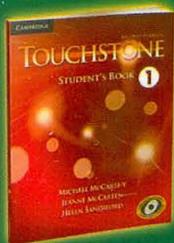
#### 1 Getting started, Exercise C, page 22

1. What's the biggest train station in the world?  
Grand Central Station in New York City. It has the most platforms.
2. What's the busiest airport in the world?  
Hartsfield-Jackson Atlanta International Airport in Georgia, U.S.A. It has the most passengers.
3. Where is the largest building in the world?  
Boeing Everett Factory in Washington, U.S.A. It has the most usable space.
4. What's the most expensive city in the world?  
Tokyo.

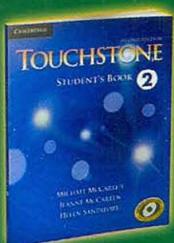
# Irregular verbs

| Base form | Simple past   | Past participle |
|-----------|---------------|-----------------|
| be        | was/were      | been            |
| beat      | beat          | beaten          |
| become    | became        | become          |
| begin     | began         | begun           |
| bite      | bit           | bitten          |
| bleed     | bled          | bled            |
| blow      | blew          | blown           |
| break     | broke         | broken          |
| bring     | brought       | brought         |
| build     | built         | built           |
| burn      | burned/burnt  | burned/burnt    |
| buy       | bought        | bought          |
| catch     | caught        | caught          |
| choose    | chose         | chosen          |
| come      | came          | come            |
| cost      | cost          | cost            |
| cut       | cut           | cut             |
| dig       | dug           | dug             |
| do        | did           | done            |
| draw      | drew          | drawn           |
| dream     | dreamed/dream | dreamed/dream!  |
| drink     | drank         | drunk           |
| drive     | drove         | driven          |
| eat       | ate           | eaten           |
| fall      | fell          | fallen          |
| feed      | fed           | fed             |
| feel      | felt          | felt            |
| find      | found         | found           |
| fight     | fought        | fought          |
| fly       | flew          | flown           |
| forget    | forgot        | forgotten       |
| forgive   | forgave       | forgiven        |
| freeze    | froze         | frozen          |
| get       | got           | gotten          |
| give      | gave          | given           |
| go        | went          | gone            |
| grow      | grew          | grown           |
| hang      | hung          | hung            |
| have      | had           | had             |
| hear      | heard         | heard           |
| hide      | hid           | hidden          |
| hit       | hit           | hit             |
| hold      | held          | held            |
| hurt      | hurt          | hurt            |
| keep      | kept          | kept            |
| know      | knew          | known           |
| lead      | led           | led             |
| leave     | left          | left            |
| lend      | lent          | lent            |
| let       | let           | let             |
| lie       | lay           | lain            |

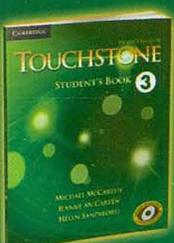
| Base form  | Simple past   | Past participle |
|------------|---------------|-----------------|
| light      | lit           | lit             |
| lose       | lost          | lost            |
| make       | made          | made            |
| mean       | meant         | meant           |
| meet       | met           | met             |
| pay        | paid          | paid            |
| prove      | proved        | proven/proved   |
| put        | put           | put             |
| quit       | quit          | quit            |
| read       | read          | read            |
| ride       | rode          | ridden          |
| ring       | rang          | rung            |
| rise       | rose          | risen           |
| run        | ran           | run             |
| say        | said          | said            |
| see        | saw           | seen            |
| sell       | sold          | sold            |
| send       | sent          | sent            |
| set        | set           | set             |
| sew        | sewed         | sewn/sewed      |
| shake      | shook         | shaken          |
| shine      | shone         | shone           |
| shoot      | shot          | shot            |
| show       | showed        | shown/showed    |
| shut       | shut          | shut            |
| sing       | sang          | sung            |
| sink       | sank          | sunk            |
| sit        | sat           | sat             |
| sleep      | slept         | slept           |
| speak      | spoke         | spoken          |
| speed      | sped          | sped            |
| spend      | spent         | spent           |
| spill      | spilled/spilt | spilled/spilt   |
| spring     | sprang        | sprung          |
| stand      | stood         | stood           |
| steal      | stole         | stolen          |
| stick      | stuck         | stuck           |
| strike     | struck        | struck          |
| swim       | swam          | swum            |
| take       | took          | taken           |
| teach      | taught        | taught          |
| tear       | tore          | torn            |
| tell       | told          | told            |
| think      | thought       | thought         |
| throw      | threw         | thrown          |
| understand | understood    | understood      |
| wake       | woke          | woken           |
| wear       | wore          | worn            |
| win        | won           | won             |
| wind       | wound         | wound           |
| write      | wrote         | written         |



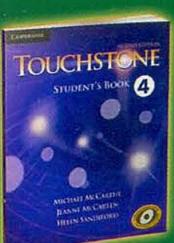
Beginning



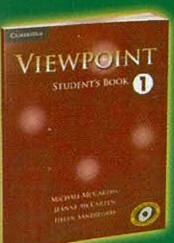
High Beginning



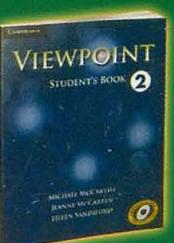
Low Intermediate



Intermediate



High Intermediate



Advanced

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|    |              |
|----|--------------|
| A1 | TOUCHSTONE ① |
| A2 | TOUCHSTONE ② |
| B1 | TOUCHSTONE ③ |
| B2 | TOUCHSTONE ④ |
| C1 | VIEWPOINT ①  |
|    | VIEWPOINT ②  |

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