The way we are

In Unit 1, you learn how to . . .
- use manner adverbs and adjectives to talk about people's behavior and personality.
- use adverbs like extremely to make adjectives and adverbs stronger.
- add prefixes to adjectives to make opposites.
- use always with a continuous verb to describe individual habits.
- use at least to point out the positive side of a situation.

Before you begin . . .
Do you like people-watching? Look at the pictures.
- Which people would you like to meet? Why?
Lesson A  People in a hurry

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 nicer 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.
   b. 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 🎧 Listen and take the quiz. For each item, circle a or b.

About you ➔ B Pair work Compare your quiz responses with a partner. How are you alike? different?

Figure it out ➔ C Circle the correct words. Which sentences are true for you? Tell a partner.

1. I listen to people careful / carefully.
2. I'm a quiet / quietly person.
3. I get impatient / impatiently in long lines.
4. I take school and work very serious / seriously.
### Grammar: Manner adverbs vs. adjectives

<table>
<thead>
<tr>
<th>Verb + manner adverb</th>
<th>Adjective + noun</th>
<th>be, feel, get, etc. + adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wait patiently in lines.</td>
<td>I'm a patient person.</td>
<td></td>
</tr>
<tr>
<td>He doesn't sing very well.</td>
<td>He's not a good singer.</td>
<td></td>
</tr>
<tr>
<td>He drives very fast.</td>
<td>He's a fast driver.</td>
<td></td>
</tr>
<tr>
<td>She drives carefully.</td>
<td>She's a careful driver.</td>
<td></td>
</tr>
</tbody>
</table>

**Regular -ly adverbs**

- patient → patiently
- careful → carefully
- easy → easily
- automatic → automatically

**Irregular adverbs**

- good → well
- late → late
- fast → fast
- hard → hard

*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.

---

**A** Complete these opinions about modern life.

Use the correct form of the words.

1. Young people don’t dress ________ (proper) these days. They don’t wear ________ (appropriate) clothes.
2. Parents see things very ________ (different) from their children, so families argue a lot.
3. Young people don’t know how to speak ________ (correct). They use a lot of slang.
4. Nobody feels ________ (safe) on the highways because people drive too ________ (fast) and ________ (reckless).
5. On buses, people seem very ________ (rude). They don’t ________ (automatic) give their seats to older people.
6. People are getting very ________ (impatient). They expect you to answer their e-mails ________ (immediate).

---

**B** Group work Discuss the opinions. Are they true in your country or city?

*"I think young people dress properly here. I mean, they often dress casually, but that’s OK.*

---

### Speaking naturally: Questions giving alternatives

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

---

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

---

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

1. Do you try hard to get to every class? Or do you sometimes skip classes?
2. Do you listen to the teacher carefully? Or do you often think about other things?
3. Do you do your homework properly? Or do you just do it quickly?
4. Do you learn new grammar easily? Or do you have to work hard at it?
5. Do you write down new words automatically? Or do you just try to remember them?
Lesson B  Personality and character

1 Building vocabulary and grammar

A  Listen and read. Who do these people admire? Do you know any people with these qualities?

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!”

Lisa Marks

“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.”

Peter Zukowski

“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.”

Keith Lee

“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.”

Eva Sanchez

Word sort  B Which of the personality words or expressions above describe these qualities? Compare with a partner.

<table>
<thead>
<tr>
<th>Winning is very important to you.</th>
<th>competitive</th>
<th>People can always count on you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You handle everyday problems well.</td>
<td>People can always count on you.</td>
<td></td>
</tr>
<tr>
<td>You give a lot of time or money to people.</td>
<td>You’re overly proud of yourself.</td>
<td></td>
</tr>
<tr>
<td>You tell the truth, and never cheat or steal.</td>
<td>You’re not well organized.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You’re relaxed about life.</td>
<td></td>
</tr>
</tbody>
</table>

Figure it out  C How many words can you find in the article that make adjectives stronger? Make a list. Then compare with a partner.

- incredibly
2 Grammar  Adverbs before adjectives and adverbs

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

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

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

Adjective prefixes

patient → impatient
considerate → inconsiderate
friendly → unfriendly
reliable → unreliable
honest → dishonest
organized → disorganized

In conversation...

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

Do you know people with these qualities? Write a sentence for each expression, and follow it with an example. Then compare sentences with a partner.

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

"My mother is totally honest. She always tells the truth."

3 Listening and speaking  Best friends

A Listen to the interviews. What do the three people say about their best friends? Complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Matt</th>
<th>Maria</th>
<th>Lucas</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your best friend like?</td>
<td>He's a fun person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you have in common?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are you different?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Pair work  Ask and answer the questions with a partner.

A What's your best friend like?
B She has a great sense of humor, and . . .

4 Vocabulary notebook  Happy or sad?

See page 10 for a new way to log and learn vocabulary.
1. **Conversation strategy** Describing individual habits

A Read the sentences. Who is describing a habit, Kate or Jenny?

Kate  *My brother is always borrowing my car, and it's so annoying.*

Jenny  *Sometimes my brother borrows my car, but that's OK.*

Now listen. What's Jacob's roommate like?

Alexis  *So, how's your new roommate working out?*

Jacob  *Well, I don't see that much of him, really. I mean, he's always working, you know, at the library or sitting at the computer.*

Alexis  *Well, at least he's not always throwing wild parties or playing music all night.*

Jacob  *Yeah. And he's pretty easygoing. I'm always borrowing his stuff, and he doesn't mind.*

Alexis  *He sounds better than my old roommate. She was so unpleasant.*

Jacob  *You're right, she was pretty bad.*

Alexis  *Yeah. She was always talking about people behind their backs.*

Jacob  *You mean like we're doing right now?!!*

**Notice** how Alexis and Jacob 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.

B 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.
3. My brother is really generous with his time. He **fixes** my computer.
4. My father is a workaholic. He **comes** home late. And he **brings** work home with him, too.
5. My college roommate was really funny. She **made us laugh**. You know, she **told** jokes.
6. A friend of mine **complains** she's broke, but she **buys herself expensive clothes**.
7. One of my friends is totally unreliable. He **cancels** plans at the last minute.

C **Pair work** Tell your partner about your habits or the habits of your family or friends. Use the ideas above or your own ideas.

"*My brother's really funny. He's always telling jokes.*"
Find two places to add *at least* in each conversation. Then practice with a partner.

1. *A* My girlfriend is always late for our dates, so she's always apologizing to me. It drives me crazy.

   *at least*

   *B* Yeah, but she apologizes. My girlfriend never says she's sorry when she's late.

   *A* I know, and my girlfriend calls to say she'll be late.

2. *A* My friend is always borrowing my CDs and then giving them back weeks later.

   *B* Well, he returns them to you.

   *A* Yeah, and he never damages any of them.

3. *A* My brother is always getting good grades. It's impossible to keep up with him.

   *B* Yeah, but you're doing your best, right?

   *A* That's true. And I enjoy my classes.

---

**Talk about it  Funny little habits**

**Group work** In your group, who's always doing these things? Discuss the questions. Can you think of something positive to say about your habit?

Who is always . . .
- checking phone messages?
- eating candy or chewing gum?
- falling asleep in class?
- singing or whistling?
- forgetting things?
- telling jokes?
- losing things?
- daydreaming?
- breaking things?
- looking in mirrors?

*A* So, who's always checking phone messages?

*B* Well, I'm always checking my messages, but at least I don't do it in class.
A. Do you know an interesting fact about a famous person? Tell the class.

B. Read the biographies. Which fact do you think is most interesting about each person?

Five things you didn’t know about...

1. **Alicia Keys**  
   Pianist and singer-songwriter
   1. Alicia Keys was born and raised in New York City.
   2. She started playing the piano at the age of five. Her mother was very supportive and always encouraged Alicia to continue playing.
   3. She got excellent grades in high school and graduated at the age of 16.
   4. A versatile performer, Alicia released her first CD when she was 19. She wrote one song on the CD when she was 14.
   5. Her secret talent? She’s good at swimming.

2. **Matt Damon**  
   Actor and screenwriter
   1. Actors can be demanding, but not Matt Damon. He’s extremely polite and easygoing.
   2. He’s really smart. He studied English literature at Harvard University but left school to become an actor.
   3. He writes well. He wrote the screenplay of *Good Will Hunting* with his friend Ben Affleck, and they both starred in the film.
   4. He (and Affleck) won an Academy Award for this screenplay.
   5. He doesn’t like to drive.

3. **Alex Rodriguez**  
   Baseball player, New York Yankees
   1. Alex Rodriguez was born in New York City, but he lived in the Dominican Republic for four years and learned to play baseball there.
   2. He’s a fantastic athlete but also very humble. Everyone agrees—he’s a really nice guy!
   3. He’s generous with his time and money. He created an educational program called Grand Slam for Kids to help children improve their academic skills.
   4. He loves to shop for nice clothes. Armani is his favorite designer.
   5. He has impeccable grooming habits. He gets a haircut every ten days, and has a manicure and pedicure every month.

4. **Lucy Liu**  
   Actor and artist
   1. A native New Yorker, Lucy Liu has a degree in Asian languages and speaks Mandarin fluently.
   2. She has studied art in China.
   3. She’s an accomplished artist. She has exhibited her photography and paintings in galleries in New York City and Los Angeles.
   4. She’s extremely athletic. She’s good at horseback riding, rock climbing, and skiing.
   5. She can play the accordion.

C. Pair work Which person would you most like to meet? Why?
D Find the adjectives on the left in the biographies. Can you guess their meanings? Match the adjectives with the correct definitions on the right.

1. supportive __________ a. multitalented, having many skills
2. versatile __________ b. modest, not talking too much about your abilities
3. demanding __________ c. talented, skillful
4. humble __________ d. perfect
5. impeccable __________ e. helpful and encouraging
6. accomplished __________ f. difficult to please or work with

2 Listening  I didn't know that!

A 🎧 Listen. What do these people say about themselves? Write the names in the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>What the person says</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana</td>
<td>&quot;I can speak Tagalog.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;My first name is really Ashley.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;I can be very impatient sometimes.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;I really wanted to be a pilot.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;I'm allergic to strawberries.&quot;</td>
<td></td>
</tr>
<tr>
<td>Lincoln</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natalie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penny</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B 🎧 Listen again. What other information do you learn? Write one sentence about each person in the chart.

3 Writing and speaking  Your personal profile

A What are five things people don’t know about you? Write a profile, or short description, about yourself. Don’t write your name on your profile.

Five things you don’t know about me... 

1. I was born and raised in Bogotá, Colombia.
2. I moved to Barranquilla at the age of ten.
3. I can be very competitive. I like to win at everything.
4. I have impeccable taste in clothes.
5. I’m supportive of my family and friends.

B Group work Exchange profiles in your group. Take turns reading them aloud. Can your group guess who each one is about?

4 Free talk  People are interesting!

See Free talk 1 at the back of the book for more speaking practice.
Experiences

In Unit 2, you learn how to . . .

- use the present perfect with regular and irregular verbs.
- ask and answer questions beginning with Have you ever . . . ?
- use the simple past to give specific answers to questions in the present perfect.
- talk about experiences you have or haven't had.
- keep a conversation going.
- use Do you?, Did you?, or Have you? to show interest.

Before you begin . . .

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

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

“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
Brasilia, Brazil

“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, 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 Listen. What is each person’s secret dream? Do you have any secret dreams like these?

B Can you complete these sentences about the people above?

1. Jill Richardson has always ________ to be an actor.
2. Sonia and Carlos Silva ________ saved enough money to buy a sailboat.
3. Raquel Garza ________ never tried surfing before.
4. Hiro Tanaka’s parents ________ never been to Europe.
2 Grammar  Present perfect statements

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

I’ve been to Europe.  I haven’t been to Paris.
You’ve done a lot of things.  You haven’t gone sailing.
We’ve had a lot of fun.  We haven’t saved enough money.
They’ve traveled in Asia.  They haven’t been to Europe.
He’s surfed in Hawaii.  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.

In conversation . . .

When people talk about travel destinations, they generally use been as an alternative to gone to mean “gone somewhere and come back,” as in I’ve (never) been to Paris. People use went (not was / were) in past tense sentences, as in I went to Paris last year.

A Complete the conversations with the present perfect. Then practice with a partner.

1. A I _______ always ________ (want) to try scuba diving.
   B Really? Not me. I _______ always ________ (be) afraid of deep water.

2. A I _______ ________ (not do) anything fun lately.
   B Me neither. I _______ ________ (not have) any time.

3. A I _______ ________ (not see) the new Spider-Man movie. I really want to see it.
   B We should go! All my friends _______ ________ (see) it, and they loved it.

4. A I _______ ________ (go) windsurfing three or four times this year. It’s fun.
   B Can I go with you sometime? I _______ never ________ (try) it before.

5. A I want to go to Europe. I _______ never ________ (be) to Paris.
   B Me neither. My cousin lives there. He _______ ________ (invite) me several times.
   but I _______ ________ (not have) enough money to go.

About you

B Pair work  Start the conversations like the ones above. Change the underlined words.

“I’ve always wanted to try hang gliding.”  “Really? Not me. I’ve always been afraid of flying.”

3 Talk about it  What are your secret dreams?

Group work  Discuss the questions. Do you share any of the same dreams?

- What’s something you’ve always wanted to buy?
- What’s a city that you’ve never been to but would like to visit?
- What’s something you’ve always wanted to learn how to do?
- What’s something else you’ve always wanted to do?
Lesson B  Unusual experiences

1 Building language

A 🎧 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

B Pair work Can you complete these questions and answers? Then practice with a partner.

1. A _______ you ever been to Ecuador?  
   B Yes, I have. I _______ there last year.

2. A Have you ever _______ a talent contest?  
   B No, I _______. I’ve always _______ too shy.

2 Grammar  Present perfect and simple past questions and answers

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.

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 with a partner.

1. A _______ your family _______ (have) a vacation last year?  
   B Yes, we _______. We _______ (go) to Bangkok in May.

2. A _______ you ever _______ (see) the Pyramids?  
   B No, I _______. I _______ always _______ (want) to go to Egypt.

3. A _______ you _______ (go) away last weekend?  
   B No, we _______. We _______ (stay) home.

4. A _______ you ever _______ (go) skiing?  
   B Yes, I _______. Actually, I _______ (go) many times.  
   Last year, I _______ (ski) in the Andes.

B Pair work Ask the questions above. Answer with your own information.
3 Building vocabulary

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.

<table>
<thead>
<tr>
<th>Good experiences</th>
<th>Bad experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever . . .</td>
<td>Name</td>
</tr>
<tr>
<td>won a contest or competition?</td>
<td>broken something valuable?</td>
</tr>
<tr>
<td>gotten a perfect grade on an exam?</td>
<td>lost something important?</td>
</tr>
<tr>
<td>spoken to a famous person?</td>
<td>had the flu?</td>
</tr>
<tr>
<td>taken an exciting trip?</td>
<td>forgotten an important appointment?</td>
</tr>
<tr>
<td>found a lot of money?</td>
<td>fallen and hurt yourself?</td>
</tr>
</tbody>
</table>

“Have you ever won a contest?” “Yes, I have. I won a spelling contest in eighth grade.”

B Complete the verb chart. Add more verbs that you know.

<table>
<thead>
<tr>
<th>Base form</th>
<th>win</th>
<th>find</th>
<th>fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple past</td>
<td>won</td>
<td>took</td>
<td>lost</td>
</tr>
<tr>
<td>Past participle</td>
<td>got</td>
<td>spoken</td>
<td>hurt</td>
</tr>
</tbody>
</table>

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

B Group work Complete the questions with ideas from the group. Then ask and answer your questions. If you answer yes, give a specific example.

1. Have you ever tried ____________?
2. Have you ever been to ____________?
3. Have you ever seen ____________?
4. Have you ever taken a ____________ class?
5. Have you ever had ____________ food?
6. Have you ever lost ____________?

A Have you ever tried parasailing?
B Actually, I have. I went parasailing last summer. It was really fun.
C No, I haven’t. But I’d like to.

5 Vocabulary notebook Have you ever . . . ?

See page 20 for a useful way to log and learn vocabulary.
I’ve heard it’s good.

1. **Conversation strategy**  Keeping the conversation going

   A  How can you show interest and keep this conversation going? Choose the best answer.

   - Have you seen the new Nicole Kidman movie?
   - No, I haven’t.
   - No, I don’t like comedies.

   Now listen. What do Hal and Debra have in common?

   Debra: Have you seen any good movies lately?
   Hal: Well, I just saw that new Jim Carrey movie. Have you seen it?
   Debra: No, but I’ve heard it’s good. Did you like it?
   Hal: Yeah, it was incredibly funny. Do you like comedies?
   Debra: Yeah, I have to go see it. I love Jim Carrey.
   Hal: Do you? Uh, are you a Will Smith fan?
   Debra: Umm... I’ve heard of him. Is he good?
   Hal: Yeah, I’ve seen most of his movies.
   Debra: Have you? Oh, look, here’s a Will Smith film.
   Hal: Oh, I haven’t seen that one. Do you want to go?
   Debra: Yeah. I’m kind of in the mood for a comedy.

   **Notice** how Debra and Hal keep the conversation going. They say things like *I’ve heard it’s good* to show interest and then ask a question. Find other examples in the conversation.

   “Have you seen it?”
   “No, but I’ve heard it’s good. Did you like it?”

B  Match each statement with a response. Then practice with a partner.

1. My favorite movie is *Spirited Away*.
   Have you ever seen it? ___
2. Have you ever eaten a durian? ___
3. Do you know that new band called *Sunset*?
   They’re really great. ___
4. One of my favorite restaurants is *Silk Road*.
   Have you ever eaten there? ___

   a. It’s a fruit, right? I’ve never tried it.
   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. Do you have any of their CDs?
   d. I’ve heard of it. What’s it about?

C  **Pair work**  Practice the conversations above using your own ideas. Change the underlined words.
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.

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

1. A Have you ever gone up in a hot-air balloon?
   B No. I’m scared of heights.
   A _________? Me too. And I get sick on airplanes, too.
   B _________? I’m the same way. I hate flying.

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 jazz band.
   A _________? I’m impressed!

3. A Have you been to any good restaurants lately?
   B Well, I tried that new Turkish restaurant last week.
   A _________? I’ve been there a couple of times, too.
   B _________? Did you like it?

3 Listening  What have they done?

A Listen. What is each person talking about? Check (√) the topic.

1 Philip □ famous people □ photography □ a vacation in Greece
   2 Sarah □ a sports injury □ a competition □ an old friend
   3 Melissa □ a science exam □ an accident □ a math class

B Listen again. Respond with surprise to the last thing each person says. Check (√) the boxes.

<table>
<thead>
<tr>
<th></th>
<th>You have?</th>
<th>You do?</th>
<th>You did?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Philip</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Sarah</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Melissa</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

4 Free talk  Can you believe it? I’ve never done that!
See Free talk 2 at the back of the book for more speaking practice.
1 Reading

A Do you ever read "blogs," or Web logs, on the Internet? Are you a "blogger"? Do you know anyone who writes an online journal? Tell the class.

B Read the two blogs. Which blogger's experiences are the most interesting to you? Why?

Joshua's Blog

Greetings from the Galápagos

Puerto Ayora, Ecuador (Galápagos Islands)
Saturday, November 20, 2004

All is well in Puerto Ayora. I have been very busy. In the last three weeks, I have snorkeled and been scuba diving with giant green turtles, sea lions, penguins, and numerous species of tropical fish. I've wandered over fields of black volcanic rocks, through rocky beaches teeming with fat, lazy iguanas and red, yellow, and blue crabs. I've seen giant Galápagos tortoises and all sorts of rare birds.

I'm flying back to Quito on Tuesday. After that, I plan to go to Peru.

Posted by Joshua on November 20, 2004, 08:28 p.m.

Source: RootsAll Travel Network

Suzanne's Blog

I'M IN ATHENS!

Thursday, June 10, 2004

Well, after 24 hours of travel, I have landed in Greece! Athens is beautiful! The most incredible experience I've had today is figuring out that I can read! I have spent all of about two hours over the past month studying the Greek alphabet, but I was amazed to find out once I got here that I can actually read Greek! I didn't realize how quickly I was learning the Greek alphabet. My cab driver probably thought I was crazy because I was reading every sign and asking him if I was right.

Thursday, June 17, 2004

As for the island of Lesvos, well, it's perfect . . . absolutely perfect. I have been all around the world, and I think that it is the most beautiful place I have ever been. The sea is so crystal clear that you can see your shadow in water 10 meters deep. The beaches are incredible, and there are these amazing little towns nestled in the mountains — everyone like it's straight off a postcard.

Posted by Suzanne on June 10 and June 17, 2004.

Source: Suzanne Moyer's Little Corner of the World

C Pair work Read the blogs again. Can you find . . .

1. three things Joshua did on his trip?
2. six kinds of wildlife Joshua saw?
3. the reason why Suzanne was pleased with herself in Athens?
4. three reasons why Suzanne thought Lesvos was absolutely perfect?
2 Listening  A traveler’s adventures

A Listen to Kevin talk about an e-mail he received from his friend Pamela. Check (√) the things Pamela has done.

B Listen again. Answer the questions.

1. Where is Pamela? ____________________________
2. Why is she there? ____________________________
3. What’s the weather like? ______________________
4. What did Pamela want to try? _________________
5. Why hasn’t she been able to do it? ______________

3 Writing and speaking  A blog

A Think about an exciting experience you’ve had, and write a blog about it. Do you have a photo to add to the blog?

B 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.
In Unit 3, you learn how to . . .
- use the superlative form of adjectives.
- use the superlative with nouns.
- ask and answer questions about measurements with *How + adjective . . . ?*
- talk about human and natural wonders.
- use short responses to show you are a supportive listener.
- use superlatives for emphasis.

1. Arenal Volcano in Costa Rica has been continuously active since 1968.
2. This roller coaster at Thorpe Park in Great Britain turns riders upside down ten times.
3. The Great Canyon of Yarlung Tsangpo in Tibet is deeper than the Grand Canyon in the United States.
4. The Great Pyramid of Giza in Egypt dates from around 2560 BCE.

Before you begin . . .
Have you ever done any of these things? Which would you really like to do?
- See an active volcano.
- Ride a scary roller coaster.
- Go hiking in a beautiful canyon.
- Visit an ancient city or monument.
Lesson A  Human wonders

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

1. Which city has the tallest office building in the world?
   
   This building is 509 meters (1,670 feet) tall.

2. Where is the longest suspension bridge?
   
   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?
   
   This mall has more than 800 stores and services, including 26 movie theaters.

4. Where is the busiest restaurant?
   
   This restaurant employs 1,000 workers and has 5,000 seats.

5. Which city has the biggest soccer stadium?
   
   This stadium has the most seats. It can hold over 200,000 people.

6. Which country is the most popular with tourists?
   
   About 75 million tourists visit this country every year.

1 Getting started

A лушайте квиз. Можете ли вы угадать правильные ответы? Обведите a, b, или c. Сравните с партнером. Проверьте свои ответы на последней странице вашего учебника.

B  Партнерская работа. Можете ли вы закончить эти вопросы? Затем задайте и ответьте на них с партнером. Можете ли вы угадать правильные ответы? Проверьте свои ответы на последней странице вашего учебника.

1. Что такое     (big)   станция в мире?
2. Что такое     (busy)   аэропорт в мире?
3. Что такое     (expensive)   город в мире?
2 Grammar Superlatives

For short adjectives: the + adjective + -est
What's the tallest building in the world?
What's the busiest restaurant?

For long adjectives: the + most / least + adjective
What's the most interesting city in your country?
What's the least expensive store?

Irregular superlatives:
good → the best; bad → the worst
What's the best country to visit?
What's the worst problem in your country?

Superlatives with nouns:
the most + noun
Which country has the most tourism?
Which stadium has the most seats?

A Complete these questions about your country. Use the superlative form of the adjectives or the superlative with nouns.
1. What's _____________ (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. What's _____________ (famous) monument?
7. What's _____________ (good) university?
8. What's _____________ (bad) problem for people?

B Pair work Ask and answer the questions. Do you and your partner agree?

3 Speaking naturally Linking and deletion with superlatives

Delete the final t, and link the s to most consonant sounds.
What area has the most traffic?
What's the busiest mall or shopping area?

Link the final st 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?

A Listen and repeat the questions above. Notice how the final st 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.

B Group work Ask and answer the questions above about your city. Agree on an answer for each question. Tell the class.
Lesson B  Natural wonders

1 Building vocabulary and grammar

A Read the Web page. Which facts did you know? Which didn’t you know?

Did you know . . .

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

B What natural features are in your country? Complete the chart with words from the Web page. Add other ideas. Then compare with a partner.

<table>
<thead>
<tr>
<th>Features we have</th>
<th>Features we don’t have</th>
</tr>
</thead>
<tbody>
<tr>
<td>beaches</td>
<td>desert</td>
</tr>
</tbody>
</table>

“We have a lot of beaches.” “The most beautiful beach is . . .” “There are no deserts.”

C Can you complete the question and answer?

How __________ is the Nile River? It’s 6,695 kilometers __________ .
2 Grammar Questions with How + adjective...

How high is Mount Everest? It's 8,850 meters (29,035 feet) high.
How long is the Nile River? It's 6,695 kilometers (4,160 miles) long.
How wide is the Grand Canyon? It's about 29 kilometers (18 miles) wide.
How deep is the Pacific Ocean? It's about 11,000 meters (36,000 feet) deep.
How large is the Sahara Desert? It's 9.1 million square kilometers (3.5 million square miles).
How hot 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 these places.

1. the smallest continent / Australia / almost 7.7 million square kilometers
2. the highest mountain in South America / Mount Aconcagua / 6,962 meters
3. the longest river in Canada / the Mackenzie River / 4,241 kilometers
4. the widest canyon in the world / the Grand Canyon / 29 kilometers
5. the deepest lake in the world / Lake Baikal / 1,741 meters

   what's the smallest continent? How big is it?

B Pair work Ask and answer your questions.

A What's the smallest continent?  A How big is it?
R Australia                 R It's almost 7.7 million square kilometers.

3 Listening What do you know?

A 📚 Take the quiz below. Then listen to the quiz show, and check your answers.

1. The world's tallest trees grow in _______.
   a. Japan
   b. Brazil
   c. the United States

2. _______ is the highest lake in the world.
   a. Lake Victoria
   b. Lake Titicaca
   c. Lake Superior

3. The longest mountain range is _______.
   a. the Andes
   b. the Himalayas
   c. the Rocky Mountains

4. The world's largest archipelago is _______.
   a. the Philippines
   b. Greece
   c. Indonesia

B 🎧 Listen again. Complete the sentences.

1. How tall are the world's tallest trees? They're ____________________________.
2. How high is the highest lake? It's ____________________________.
3. How long is the longest mountain range? It's ____________________________.
4. How many islands does the world's largest archipelago have? It has ____________________________.

4 Vocabulary notebook From the mountains to the sea

See page 30 for a useful way to log and learn vocabulary.
Lesson C  This is the most incredible place!

Conversation strategy  Being a supportive listener

A What's the best way to agree with this statement?
   A  This is the most beautiful beach!
   B ____________________________
      a. Well, it's OK.        b. Uh-huh.        c. Yeah, it really is.

Now listen to Kim and Juan. What do they say about Sequoia National Park?

---

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

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

It feels good to be out of the city.
It sure does.

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

1. The weather was really great last Saturday. ______ a. You're right. We really should.
2. This city doesn't have many parks. ______ b. Yeah, we sure have.
3. We should go snorkeling sometime. ______ c. It sure is.
4. Green Lake is a great place to go swimming. ______ d. It really was. I spent the whole day outdoors.
5. We've had a lot of fun today. ______ e. No, it sure doesn't. That's too bad.

About you

C Pair work  Practice the comments and responses using your own ideas. Change the underlined words.
2 Strategy plus Using superlatives for emphasis

You can use superlatives to emphasize your opinions or feelings.

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 Should I stop in New York City when I go to the United States?
   B Well, I really liked it. You see _____________ (interesting) people everywhere.

2. A How was your vacation? Was it fun?
   B Yeah. I went hiking in Peru, in the mountains. I had _____________ (good) time.

3. A Have you ever been to the Galápagos Islands?
   B No, but I’ve read a lot about them. They have _____________ (great) wildlife there.

4. A Have you ever heard of Angkor Wat in Cambodia?
   B Yeah. I’ve been there. It’s _____________ (amazing) place.

3 Listening and speaking Travel talk

A 🔈 I listen to an interview on a radio show. In what order does Jill Ryan talk about these experiences? Number the photos.

☐ a Caribbean cruise
☐ a visit to Petra, Jordan
☐ a trip to Antarctica
☐ a train ride through the Copper Canyon in Mexico

B 🎧 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 vacation you’ve had? The Copper Canyon. The colors _____________.
4. What’s the most exciting thing you’ve done on a trip? I rode _____________.
5. What was your worst vacation? The cruise was great, but I _____________.

About you 

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

4 Free talk The five greatest wonders

See Free talk 3 for more speaking practice.
A. Read the headings of the paragraphs below on world records. Which three facts do you want to read about first? Tell the class.

B. Read the facts. Do you know any facts like these about your country?

**World Records**

**The most talkative bird...**
The most proficient talking bird was an African gray parrot named Prudle. It learned over 800 words and could even conduct polite conversation.

**The highest mountain range...**
The world’s highest mountain range is the Himalayas. It has 96 of the world’s 109 peaks over 7,317 meters (24,000 feet).

**The fastest roller coaster...**
The fastest roller coaster is Kingda Ka at Six Flags Great Adventure in New Jersey, U.S.A. It reaches a speed of 206 kilometers (128 miles) per hour in just four seconds! At 139 meters (456 feet), it’s also the tallest roller coaster in the world.

**The most expensive city...**
According to the Mercer Human Resource Cost-of-Living Survey, the most expensive city is Tokyo, Japan. The survey compared the cost of goods and services in 144 cities.

**The most visited city...**
Tijuana, Mexico, located on the border with California, U.S.A., is the city with the most visitors. It has about 35 million tourists each year.

**The highest city...**
Wenchuan, China, at an altitude of 5,103 meters (16,730 feet) above sea level, is the world’s highest city.

**The busiest subway...**
The Metropolitan in Moscow, Russia, is the busiest subway system. More than 3 billion passengers ride on Moscow’s Metro subways each year. It might also be the most beautiful subway system — many of the 150 stations have stained glass, marble statues, and chandeliers.

**The longest escalator...**
The Central-Mid-Level Escalator in Hong Kong, China, is the longest escalator in the world. It is 800 meters (2,625 feet) long and climbs 135 meters (443 feet).

**The deadliest animals...**
The most poisonous amphibian is the poison dart frog, found in Central and South America. The poison in its skin can kill 20 adult humans.

The most poisonous snake is the African black mamba. The poison in one bite can kill 200 humans.

Sources: Guinness World Records 2002, 2005; Scholastic Book of World Records 2005; www.edmunds.com; themeparks.about.com
Pair work  Can you find this information in the paragraphs on page 28?
1. two very dangerous animals
2. two places at high altitudes
3. two different ways to go up nearly 140 meters (459 feet)
4. two places with crowds of people

2 Speaking and writing  Interesting facts

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?

Write a paragraph about a human or natural wonder in your country. Include a photo if you can.

The highest mountain in Argentina

Mount Aconcagua

Mount Aconcagua, a peak in the Andes range, is the highest mountain in Argentina. At 6,962 meters, 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.

Group work  Take turns reading your paragraphs aloud. Did you learn any new information? Do you have any suggestions for additions or changes?
In Unit 4, you learn how to . . .

- use *let*, *make*, *help*, *have*, *get*, *want*, *ask*, and *tell* to talk about rules and discipline.
- use *used to* and *would* to talk about memories.
- talk about family, relatives, and childhood.
- give opinions with expressions like *It seems like* and *If you ask me*.
- use expressions like *definitely*, *absolutely*, etc., to agree.

Before you begin . . .

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

Gripe, cup.org  Family  Love  Work  School

Kids gripe about their parents...

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

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

"My parents won't let me stay out late. I keep telling them not to worry, but they always make me come home before 11:00. It's so embarrassing." - Luis

Parents gripe about their kids...

"My kids watch too much TV. I always try to have them do their homework before dinner, but they watch TV instead." - Paulo

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

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

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

Spouses gripe about each other...

Here's your chance to send in your own gripe about your family.

your e-mail address

enter your gripe

---

1 Getting started

A Read the messages on the Web site above. What problems do the people have?

B Complete the sentences about the people above.

1. Rob's parents don't want him ______________ the car.
2. Luis's parents make him ______________ home before 11:00.
3. Paulo can't get his kids ______________ their homework before dinner.
4. Jong's kids won't help her ______________ the house.
5. Chuck's wife always tells him ______________, even when he's not driving fast.

C Pair work Do you have any gripes like the ones above? Tell a partner.
2 Grammar  Verbs let, make, help, have, get, want, ask, tell

<table>
<thead>
<tr>
<th>let / make / help / have</th>
<th>object</th>
<th>verb</th>
<th>get / want / ask / tell</th>
<th>object</th>
<th>to</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents won't let me stay out late.</td>
<td></td>
<td></td>
<td>I can't get them to clean up their rooms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They make me come home before 11:00.</td>
<td></td>
<td></td>
<td>My parents want me to study law.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My kids never help me clean the house.</td>
<td></td>
<td></td>
<td>I have to ask them to drive me everywhere.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have them do their homework before dinner.</td>
<td></td>
<td></td>
<td>My wife is always telling me to slow down.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Complete the sentences with verbs.

1. When I was a kid, my parents never let me ____________ to school by myself.
2. My parents made me ____________ to bed at 8:00.
3. My mother couldn’t get me ____________ any vegetables.
4. My sister never lets me ____________ her computer.
5. My parents want me ____________ more time with them.
6. My wife’s always telling me ____________ more exercise.
7. I always have my husband ____________ breakfast on the weekends.
8. I think kids should help their parents ____________ the house.

In conversation...

You can also say, for example, help me to do something, but this is much less common.

| help + verb | help + to + verb |

B Pair work  Make five of the sentences above true for you. Tell a partner.

“When I was a kid, my parents never let me eat junk food.”

3 Listening and speaking  Reasonable demands?

A Parents often make demands on their children. Which of the parents’ demands below do you think are reasonable? Which are not?

Parents’ demands

1. Emma  ____________  a. get married and start a family
2. Robert  ____________  b. move to their neighborhood
3. Julia  ____________  c. work in the family business
4. Justin  ____________  d. call them every week

B Listen to the four people above talk about their parents’ demands. Each conversation is incomplete. What demand is each person talking about? Match.

C Now listen to the complete conversations, and check your answers.

D Group work  Do your parents make any of the demands above? What other demands do they make? Tell the group.

“My parents don’t want me to get married. They want me to finish college first.”
1 Building vocabulary and grammar

A 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.
— Mi Soon, Seoul, South Korea

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.
— Claudia, San Juan, Puerto Rico

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 uncle!
— Hasan, Istanbul, Turkey

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.
— John, Oakland, California, U.S.A.

B Complete the chart with male or female family members. Then tell a partner about your family.

<table>
<thead>
<tr>
<th>Immediate family</th>
<th>Extended family</th>
<th>Blended family</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>mother</td>
<td>great-grandmother</td>
</tr>
<tr>
<td>sister</td>
<td>grandfather</td>
<td>stepfather</td>
</tr>
<tr>
<td>husband</td>
<td>daughter</td>
<td>stepsister</td>
</tr>
<tr>
<td>cousin</td>
<td>niece</td>
<td>half sister</td>
</tr>
<tr>
<td>brother-in-law</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“I don’t have any brothers or sisters, but I have three cousins and two aunts.”

C Find all the examples of used to and would or ‘d in the article. Do you think these activities and situations are finished or still continue?
2 Grammar **used to and would**

*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.

*Use would for regular activities in the past.*

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

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

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

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

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

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

When I was a kid, ...

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.

A: My family used to go to the beach in the summer. We’d go almost every weekend.
B: Really? I hate that. Was fun. My family used to visit my great-grandmother...

3 Speaking naturally **used to**

/ˈyuːstəʊ/

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

A 🎧 Listen and repeat the sentences above. Notice the reduction of used to.

B 🎧 Now listen and repeat these sentences.

1. I used to love playing hide-and-seek.
2. I used to hate broccoli.
3. I used to be afraid of the dark.
4. We used to have a goldfish.
5. My sister used to tease me a lot.

C **Pair work** Tell a partner five things about yourself as a child. Use used to.

“When I was a child, I used to love playing tic-tac-toe.” “Me too. And I also used to like...”

4 Vocabulary **notebook** Remember that?

See page 42 for a useful way to log and learn vocabulary.
Lesson C  If you ask me, . . .

1 Conversation strategy: Giving opinions

A Which person is stating a fact? Which one is giving an opinion?

A I read that in over half of all families, both parents work.
B Yeah, I don’t think parents spend enough time with their children.

Now listen. What does Paula say about her family life?

Rob So, how are your kids doing?
Paula Good, but they’re pretty busy. It seems like there’s a lot of pressure on kids these days.
Rob Definitely — with all the homework and sports and lessons and everything. If you ask me, they’re way too busy.
Paula Absolutely. My kids come home, grab something to eat, and then run off again. I never see them.
Rob Oh, I know. Whatever happened to family dinners?
Paula Yeah. I don’t think families spend enough time together — not like they used to.
Rob That’s for sure. And it seems to me that’s why some kids get into trouble.
Paula Exactly.

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

I think . . . . It seems like . . . . If you ask me . . . .
I don’t think . . . . It seems to me (that) . . . .

B Complete these sentences with expressions from above to give your opinions. Then discuss your opinions in groups.

1. ________ life is harder for teenagers now than it used to be.
2. ________ there’s a lot of pressure on kids to get good grades.
3. ________ teachers should give students less homework.
4. ________ kids should spend more time with their parents.
5. ________ teenagers get into more trouble these days than they used to.
6. ________ television is a bad influence on children these days.
7. ________ kids should spend less time on the Internet.

A It seems to me that life is harder for teenagers now than it used to be.
B I agree. I think that kids today have a lot of choices to make.
C I don’t know. If you ask me, they’re pretty lucky.
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.

Listen. Write the responses these people use to agree. Then practice the conversations with a partner.

1. A It seems like people are getting married much later these days.
   B ___________ I think it’s better to wait until you’re older.
   A ___________ That way you have time to grow up.

2. A I think it’s sad that so many people get divorced these days.
   B ___________ I heard that 1 in 3 marriages ends in divorce.
   That’s terrible, especially when kids are involved.
   A ___________ It’s a real shame.

3. A It’s too bad families don’t eat together anymore.
   B ___________ I read an article about that. It said when
   families eat together, the kids get into less trouble
   because they talk to each other more.
   A ___________ And anyway, it’s just nicer to eat together.

4. A You know, I don’t think it’s good when both parents work.
   It’s not good for the kids.
   B ___________ But I guess some families need two incomes.
   A ___________ But money isn’t everything.

Talk about it  Ideal families

Group work Discuss the questions. Which topics do you agree on? Tell the class.

- Are people getting married later these days?
- What’s the best age to get married? to start a family?
- Do you think families should spend more time together?
- How important is it for families to eat together? Why?
- Is it bad for children when both parents work?
- Do you think it’s important for children to spend time with their grandparents?

Free talk  Family histories

See Free talk 4 for more speaking practice.
1 Reading

A. When you were a kid, did you argue with family members? What about? Tell the class.

B. Read Rhonda's blog. Why did Rhonda and her brother use to argue?

Rhonda's Blog

11/9/2004
Childhood memories

Kids always have to sit in the backseat these days. They can't sit in the front seat, because every car now has air bags, and kids might get hurt by these safety devices.

This would have taken a lot of the joy away from my childhood. How many times did my brother and I fight over who got to sit in front? I'm surprised my mom never really implemented a policy. She kind of left it up to us. Once in a while, she would put her foot down and make us take turns. Otherwise, it was a free-for-all. "All" being my brother and I. I recall that at times, the front seat would go to whoever yelled "I call the front!" first. But it had to be after we were outside of the store or the house. We couldn't "call it" while we were still inside.

Sometimes we would determine who got to sit in the front by whoever touched the car first. I inevitably lost in this one because my brother was older and more athletic, and therefore quicker. So, he would tag the car first.

And the other way we would decide who got the front was by arguing over whose turn it was. Of course, we always thought it was our own turn. So, we'd argue about it until one of us gave in, or my mom got frustrated enough to make one of us sit in the back.

Kids nowadays don't even know what they are missing. For my brother and me, fighting over the front seat was an important part of our sibling bonding.

Source: Rhonda's Ramblings

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

1. implemented a policy ______ a. demanded something strongly
2. left it up to us ______ b. forming a close relationship with a brother / sister
3. put her foot down ______ c. agreed to someone's demand
4. free-for-all ______ d. made a set of rules
5. gave in ______ e. let us decide what to do
6. sibling bonding ______ f. a competition with no rules
D Read the blog again. For each statement below, check true or false. Correct the false statements. Then compare ideas with a partner.

1. Rhonda’s mother always decided who would ride in the front seat.  
2. Rhonda and her brother had rules for deciding who rode in the front seat.  
3. If Rhonda yelled “I call the front!” inside the house, she could ride in front.  
4. Rhonda would usually touch the car before her brother.  
5. Rhonda and her brother always thought it was their turn to ride in front.  

2 Listening and writing Family activities

A 🎧 Listen. What did these people used to do? Number the pictures.

B 🎧 Listen again. Why don’t the people do these things now? Write a reason under each picture.

C Group work Think of three things you used to do with your family. Tell your group.

A We used to ski 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 Choose a family memory from your childhood. Write a blog about it.

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.

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

“How far did you use to skate?” “Did your parents let you skate by yourselves?”

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
In Unit 5, you learn how to . . .
- talk about food using expressions like a bottle of, a quart of, a loaf of, etc.
- use quantifiers like a little, a few, very little, and very few.
- use too, too much, too many, and enough.
- talk about eating habits and different ways to cook food.
- respond to suggestions by letting the other person decide.
- refuse offers politely using expressions like No, thanks. I'm fine.

Before you begin . . .
Can you find these foods in the picture? What other foods can you find? Have you bought any of these things recently?
- a bag of potato chips
- a bottle of ketchup
- a package of frozen peas
- some cartons of juice
- a box of cereal
- a jar of mustard
- a can of soup
Lesson A

Healthy food

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, a quart of milk, a pound of hamburger, a few slices of cheese, and a little butter. Um, there aren't many vegetables. There are just a few green peppers going bad in the vegetable bin. I guess I should eat more vegetables." — David Freeman

"Well, there's very little food in there because I eat out every night. So there's just a loaf of bread, a bottle of soy sauce, and a jar of hot peppers. Yeah, there's not much food in the house." — Chris Kim

"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 some milk. I usually buy skim milk because it has fewer calories. And then in the freezer there are one or two frozen dinners, but not much. We eat very few frozen meals." — Marta Delgado

1 Getting started

A 🎧 Listen. Who has the healthiest food in the refrigerator?

B Read about the people, and look inside the refrigerators. Each person forgot to mention two things. What did they forget? Use these expressions.

- a bottle of
- a jar of
- a leaf of
- a few
- a little
- a quart of

"David also has a bottle of ketchup in his refrigerator. And he has..."
2 Grammar Talking about quantities of food

**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.

**Countable nouns**
- We have a few slices of cheese. = some
- We eat very few frozen meals. = not a lot
- Skim milk has fewer calories.
- There aren’t many vegetables.

**Food containers / items**
- a carton of juice → two cartons of juice
- a loaf of bread → two loaves of bread

**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

---

**About you**
Add food items to make each sentence true for you. Then compare information with a partner.

1. In my refrigerator, there’s a jar of __________, a bottle of __________
   and a liter of __________.
2. In my cupboard, there’s probably a bag of __________, a package of __________
   and a can of __________.
3. I eat a few __________ and a little __________ every week.
4. I’ve bought very little __________ and very few __________ recently.
5. I probably should eat fewer __________ and more __________.
6. I eat less __________ than I used to.
7. Yesterday, I ate a little __________ and a few __________, but I didn’t eat
   much __________.
8. I’m not eating many __________ these days.

A In my refrigerator, there’s a jar of mayonnaise, . . .
B We don’t eat mayonnaise, but we have some jars of jam and some curry paste.

3 Talk about it Is it good for you?

**Group work** Look at these beliefs about food. Discuss each one. Do you agree?

- **It’s good to eat a few NUTS every day. They’re very healthy.**
- **A little CHOCOLATE can be good for you. It can improve your mood.**
- **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.**

- **Eating LESS FOOD can help you LIVE LONGER.**
- **You should try to eat nine portions of FRESH FRUIT and VEGETABLES every day.**

A Did you know it’s good to eat a few nuts every day?
B No, I didn’t. 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 foods recently? Which ones do you like best?

1 (stir-)fried noodles
2 grilled shrimp
3 steamed vegetables
4 boiled eggs
5 baked potatoes
6 pickled cabbage
7 roast lamb
8 barbecued beef
9 raw fish
10 smoked fish

B How do you like to eat different foods? Complete the chart. What would you like to eat tonight? Tell the class.

<table>
<thead>
<tr>
<th>fried</th>
<th>grilled</th>
<th>steamed</th>
<th>boiled</th>
<th>baked</th>
<th>roast(ed)</th>
<th>barbecued</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
<td>fish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>potatoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notice...

Adjective: fried, grilled, ...
Verb: fry, grill, ...

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

B Pair work Compare charts from Exercise 1B above. How do you like your foods prepared?

“I like fried eggs. Do you?” “No, not really. I always boil my eggs. Boiled eggs are healthier.”
3 Building language

A 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!

B Can you complete these sentences with enough, too, and too much?

1. Leo isn’t hungry because he ate _______ food. _______ food to eat. _______ salty.
2. Carla didn’t have _______ food to eat. _______ he ate _______ food.
3. Leo is thirsty because his fries _______ salty.

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

<table>
<thead>
<tr>
<th>too / too much / too many</th>
<th>enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>With nouns</td>
<td>I ate too much food / too many fries.</td>
</tr>
<tr>
<td>As pronouns</td>
<td>I didn’t eat enough food / fries.</td>
</tr>
<tr>
<td>With adjectives</td>
<td>He’s too full.</td>
</tr>
<tr>
<td>With adverbs</td>
<td>Her salad wasn’t filling enough.</td>
</tr>
<tr>
<td>With verbs</td>
<td>She eats too slowly.</td>
</tr>
<tr>
<td></td>
<td>She doesn’t eat fast enough.</td>
</tr>
<tr>
<td></td>
<td>Maybe she doesn’t listen enough.</td>
</tr>
</tbody>
</table>

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

1. I eat _______ fast food and not _______ fruit and vegetables.
2. I’m never hungry _______ to eat dinner because I eat _______ snacks.
3. There’s never _______ time to shop or cook, so I eat out a lot.
4. During my exams, I study _______ , and I don’t sleep or eat _______.
5. I don’t like smoked or pickled foods because they’re _______ salty.
6. If I don’t eat _______ for breakfast, I’m _______ hungry by lunchtime.
7. When I’m stressed out, I eat _______ quickly. Then I get a stomachache.
8. I think there’s _______ fat in fried foods. It’s better to grill them or steam them.

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

A I don’t eat too much fast food. I try to eat a lot of fruit and vegetables.
B That’s good. I probably eat too much fast food. I don’t have enough time to eat properly.

5 Vocabulary notebook Fried bananas

See page 52 for a new way to log and learn vocabulary.
Lesson C  Whatever you’re having.

1 Conversation strategy  Letting another person decide

A  Look at the question and answers. Which guest wants the host to make the decision?

Host   Can I get you something, like tea or coffee?
Guest A  I’ll have tea, please.  Guest B  Either one is fine.  Guest C  Actually, do you have any soda?

Now listen. What does Laura offer Kayla?

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.

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

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

B  Pair work  Write a response to these questions, letting the other person decide. Then practice the conversations with a partner.

1. “I’m thirsty. I could make us some lemonade or some iced tea. What would you like?”
2. “There are two good movies at the Plaza Theater, Life of Crime and Crazy Love. Which one do you want to see?”
3. “Do you want to have dinner after the movie? Or maybe meet for dinner before?”
4. “Let’s buy some popcorn. Do you want it with or without butter?”
5. “Would you like to share a dessert? Maybe some apple pie or ginger ice cream?”
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.

Imagine you are the guest at this 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 Are you sure? There’s a big plate of my special barbecued chicken.
Guest

Host Well, can I get you something cold to drink? I have juice, soda, . . .
Guest

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

3 Listening That sounds good.

A   Listen to the conversations. Number the pictures.

B   Listen again. Match each picture above with the appropriate response below to complete the conversations. Write the numbers on the lines.

a. They all look good. Whatever you prefer. ___
b. Either one is fine. Whatever you’re having. ___
c. I could go either way. You choose. ___
d. No, thanks. I’m fine. Maybe later. ___

4 Free talk Do we have enough for the party?

See Free talk 5 for more speaking practice.
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 do you eat? Which would you like to try?

**Popular Snacks Around the World**

**Duk bok gi**
You should definitely try duk bok gi if you visit South Korea. A favorite with students, these rice cakes and vegetables with a thick, spicy sauce are a nutritious and inexpensive snack. You can buy it from one of the many food stands that line the streets. Or, you can buy packets of instant duk bok gi and cook them at home for a quick meal.

In India, you can eat samosas as "street food" or in the best Indian restaurants as an appetizer. These fried pastries can be vegetarian, with ingredients like chickpeas, lentils, and potatoes, or they can have a delicious meat filling, such as ground lamb. They are good with chutney (a thick sauce containing chopped fruit, vinegar, sugar, and spices).

**Falafel**
Another favorite "street food," falafel, is popular throughout the Middle East. Falafel is a mixture of ground chickpeas with onion, garlic, and other spices shaped into balls or patties and deep-fried. People often eat falafel with yogurt or tahini (sesame seed paste).

Over 2,000 years ago, native peoples of North and South America ate popcorn. They heated a type of corn over a fire until it "popped" or burst open. You can make popcorn by heating it in oil. Or pop it without oil to make a low-calorie snack — unless, of course, you add melted butter! Today, people in the United States eat over one billion pounds of popcorn per year.

**French fries**
No one is absolutely sure about the origin of French fries, with both France and Belgium claiming the invention of these delicious strips of potatoes deep-fried in oil. In recent years, fast-food chains in countries all over the world have probably made French fries one of the world's most popular snacks. Everyone has a favorite way of eating them, for example, with ketchup, mayonnaise, vinegar, or just salt.
Read the article again. Complete the chart for each snack.

<table>
<thead>
<tr>
<th>Name of snack</th>
<th>Popular in . . .</th>
<th>Ingredients</th>
<th>Good with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>duk bek gi</td>
<td>South Korea</td>
<td>rice and vegetables</td>
<td>spicy sauce</td>
</tr>
</tbody>
</table>

### 2 Listening and speaking  Snack habits

#### A
Listen. What snacks are the people talking about? Number the pictures.

- peanuts
- pizza
- ice cream

#### B
Listen again. How would each person answer the questions? Complete the chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Catherine</th>
<th>Josh</th>
<th>Zoe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What’s your favorite snack food?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How often do you eat this snack?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you think this snack is healthy? Why?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### C Group work
Discuss the questions above. Complete a chart like the one above with your classmates’ information. Which of the snacks are healthy?

### 3 Writing  You should definitely try it!

#### A Pair work
Choose a snack food or traditional dish popular in your country. Write an article about it for a tourist pamphlet. Use the article on page 50 to help you. Include a photo if you can.

**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.

#### B Pair work
Read a partner's article. Can you add any more information?
In Unit 6, you learn how to . . .
- use will, going to, the present continuous, and the simple present to talk about the future.
- talk about future plans, facts, predictions, and schedules.
- use ought to, have got to, would rather, had better, and going to have to.
- talk about what’s advisable, what’s necessary, and what’s preferable.
- use expressions with make and do.
- end phone conversations and use informal expressions to say good-bye.

Before you begin . . .
How good are you at managing your life? Are you good at . . .
- organizing your social life?
- dealing with problems at work or school?
- keeping your house neat and organized?
Lesson A  Making plans

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 aerobics 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 change clothes, 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 🎧 Listen. Stacy is talking to her friend Brandon. When do they decide to meet? Can you guess what they’re going to do?

B Figure it out → How would Stacy say these things to Brandon? Use the conversation above, and choose the best verb forms.

1. “Anna and I will / are going to have dinner tomorrow night.”
2. “My guess is that we’re not meeting / we won’t meet our deadline on Friday.”
3. “I’m not doing / I won’t do anything tonight. So let’s get together.”
2 Grammar  Talking about the future

Use will when you decide to do something as you are speaking.
I'll just stop by my apartment to change clothes, and then I'll come right over to meet you.

Use will or 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 going to (not will) for decisions you've made and fixed plans.
I'm meeting Anna after my aerobics class. We're going to have dinner together. I'm not doing anything tonight.

Use the simple present for schedules.
I have my aerobics class tomorrow. It starts at 7:00.

Complete the conversations with appropriate ways to talk about the future, using the words given. There are two possible answers in many cases. Practice with a partner.

1. A I __________ (have) a little party at my place Friday night. Can you come?
   B Actually, I __________ (go) to the basketball game. It __________ (start) at 8:00.
   So I don't think it __________ (be) over until after 9:00. Is that too late?
   A Not at all. My guess is that most people __________ (not arrive) until 9:00 or 9:30.
   B Great. So I __________ (come) over right after the game.

2. A What __________ (you / do) tomorrow night?
   B Well, I __________ (go) shopping for some shoes. But I'm free after that.
   A When __________ you __________ (be) finished? Do you know?
   B By 8:00. Then we can meet at the coffee shop.

3. A __________ (you / go out) for lunch?
   B Well, I __________ (go) to the bank, but I'm not sure about lunch. How about you?
   A I don't know. I think I __________ (have) lunch outside somewhere.
   Do you want to come with me? It __________ (be) nice to sit in the sun.
   B OK. I __________ (finish) this e-mail, and then I __________ (be) ready to go.

3 Listening and speaking  I hope you can come.

A Listen to these people responding to invitations. Complete the chart. Which event sounds the most interesting?

<table>
<thead>
<tr>
<th></th>
<th>Martina</th>
<th>Julia</th>
<th>Rachel</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the invitation for?</td>
<td>a concert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When is it?</td>
<td></td>
<td>Monday at 7:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>What are his / her plans then?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does he / she decide to do?</td>
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</table>

B Pair work  Role-play a situation like the ones above. Student A: Invite your partner to do something on a specific day. Student B: Tell your partner your plans for that day, and make a decision about what to do.
Lesson B  Problems and solutions

1 Building vocabulary and grammar

A Read the life coach’s Web page. Complete the expressions with the correct form of do or make. Then listen and check your answers.

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 ______________ some volunteer work in a school or a hospital, but I’m too busy just trying to ______________ 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?

Don’t ______________ excuses. You don’t have to spend all your free time doing volunteer work—three hours a week is enough. ______________ some research and find an organization where you feel you can ______________ a difference and ______________ some good for other people.

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

It doesn’t ______________ any sense to ignore this problem, and you’d better do something quickly before it gets worse. ______________ 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 ______________ my best to ______________ a good impression on them, but I’m really nervous. Any advice?

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

Q4 My boss recently offered me a promotion. I’ve ______________ a lot of thinking about it, but I can’t ______________ 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?

______________ a list of the pros and cons of each job, and give each one a score from 1 to 5 (5 = the best). Then ______________ 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 ______________ a decision?

B Pair work Do you agree with the life coach’s answers? What advice can you add?

C Make word webs for do and make. Add other expressions you know. Then compare with a partner.

D Find expressions on the Web page with the same meaning as the underlined words below.

1. I should do some volunteer work.  3. I have to make a decision soon.
2. I’d prefer to stay in the same job.  4. You really should do something quickly.
2 Grammar  What's advisable / necessary / preferable

What's advisable
- You'd better do something quickly. (better = 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)

Pair work  Complete the conversations with problems and solutions. Then practice.

1. A I ought to _______ tonight, but I'd rather ________.
   B You know, I think you'd better ________ because ________.

2. A I've got to make up my mind if I want to ________.
   B That's a hard decision to make. You might want to ________.

3. A 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 It won't do any good to wait. I think you're going to have to ________.

A I ought to study for our English test tonight, but I'd rather go to a movie.
B You know, I think you'd better study because that test is very important.

3 Speaking naturally  Reduction of verbs

You might want to try a new instructor. (= wanna)  You ought to take more lessons. (= oughta)
You'd better study the driver's manual. (= you better)  You've got to pay attention! (= gotta)
You're going to have to practice more. (= gonna hafta)

Listen and repeat the sentences above. Notice the reduction of the verbs. Can you guess who this advice is for? Can you think of other advice?

4 Talk about it  What's your advice?

Group work  Who has to do any of these things soon? Discuss each one and offer advice.

- make a big decision
- make an appointment to see someone
- make an excuse to a friend
- do some thinking about your future
- make a good impression on someone
- do something about a problem at work or school
- do some good for the community
- get a job and make a living for yourself

5 Vocabulary notebook  Do your best!

See page 62 for a useful way to log and learn vocabulary.
Lesson C  I’ve got to get going.

1. Conversation strategy  Ending phone conversations

A How do you end phone conversations in your language? Do you use expressions like these?

I’d better go. I've got to run. Talk to you later. Bye now.

Now listen. Why can’t Ling talk longer on the phone?

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’ve 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.

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

B Pair work  Role-play phone conversations. Student A: Call your partner about one of these topics, and try to keep the conversation going. Student B: Try to end the conversation, using the expressions above. 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
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.

In conversation...

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 coming on Saturday?
   B Yeah. I’ll be there. Can’t wait.
   A All right. I’ll see you Saturday.

2. A Anyway, I’m at work, so I’d better go.
   B OK. I’ll talk to you later.
   A Yeah. I’ve got to go. I’ll see you.

3. A OK, well, I’d better let you go.
   B Yeah. It was good talking to you.

4. A Listen, my bus is coming. I’ll catch you later.
   B Yeah. I’ve got to go anyway.
   A I’ll see you tomorrow. Bye.

3 Talk about it Phone habits

Group work Discuss the questions. What kind of phone habits do you have?

► Do you usually answer the phone, or do you let the answering machine take a message?
► How often do you check your phone messages? Do you call people back right away?
► Do you have caller ID? Do you check who’s calling before you answer the phone?
► Do you ever make up an excuse to end a phone conversation?
► Do you mind if people talk on the phone when you’re with them?
► Do you talk on the phone when you’re with other people?
► Do you turn off your cell phone when you’re in a movie theater?
   What about in class? at a friend’s house? at work?
► How many phone numbers do you have in your cell phone’s memory?
Lesson D  Cluttered lives

1 Reading

A Brainstorm! What does the word clutter make you think of? Make a word web. Then tell the class one of your words and why you chose it.

```
pack rat ------ clutter
              old clothes
              spring
```

“I chose the expression pack rat because I am one! I keep everything.”

B Read the article. Have you ever used any of these ideas for getting rid of clutter?

**GETTING RID OF CLUTTER**

We all live with some clutter, but getting rid of it can change your life. You’ll feel more in control, you’ll waste less time looking for things, and you’ll be able to make room for new things in your life. But where do you start? Try this idea.

**THE FOUR-BOX METHOD**

Decide on an area you want to clean up. Then get three boxes and a large trash can. Label the boxes “Put Away,” “Give Away / Sell,” and “Store.” The trash can is for the things you decide to throw away.

Take the four containers to the cleanup area. Pick up each piece of clutter, and ask yourself, “Do I want to put this away where I usually keep it, donate it or sell it, store it, or put it in the trash can?” Do not put the item down until you have made a decision!

When you have sorted all the clutter, empty the three boxes. Put back the items in the Put Away box where they usually go. Load the Give Away / Sell box in your car so you can drop it off at a friend’s house or a charity donation center. List the contents of the Store box, and put it in your storage area.

Finally, empty the trash can. As long as you do it immediately, you won’t be able to change your mind!

**YOUR CLUTTER QUESTIONS ANSWERED**

Q: I have an old personal CD player that I don’t use, but I can’t bear to throw it out.

A: Unless it’s a collector’s item or a museum piece, it’s just taking up space. Let’s face it — you’re never going to use it, and it shows your age! Give it away or junk it.

Q: What should I do with all my boxes of old photos? They take up so much space.

A: You probably never look at them, either! Here’s what you ought to do. Sort them into three piles. Put the fabulous shots into photo albums, and display them on your coffee table. Put the blurred, torn, and unrecognizable ones in the trash. Send the rest to friends and relatives.

Q: I have hundreds of books that I’ve saved through the years. How can I part with them?

A: Unless the books are favorites that you want to read again someday, they’re junk. Take them to a used bookstore, and make yourself a bit of money. After all, one person’s trash is another person’s treasure!

Q: I inherited a lot of costume jewelry from my great-grandmother. What should I do with it?

A: Wear it! Or pass it on to your kids to use for playing dress-up. They’ll love it.

C Find the words and expressions in the article. Match them with the definitions.

1. get rid of [_____]
2. make room for [_____]
3. put away [_____]
4. store [_____]
5. donate [_____]

a. give (something) away to a person or an organization that can use it
b. make space for
c. put (something) in a special place for a long period of time
d. return (something) to the place where you usually keep it
e. remove (something) by giving it away or throwing it away
D Read the article again. Answer the questions. Then discuss your ideas with a partner.

1. According to the article, what are three advantages of getting rid of clutter?
2. What are four basic things the article suggests people can do with clutter?
3. What does the article say you should do with an old personal CD player?
   a fabulous photo? costume jewelry?
4. What is the meaning of the saying “one person’s trash is another person’s treasure”? Do you agree?

2 Listening and writing  What should I do with these?

A You don’t want these things anymore. What can you do with them? Make a class list.

1. clothes
2. games and toys
3. magazines

B Listen to three people talk about the things above. Check (✓) what they do.

1. ☐ Give them to friends.
   ☐ Dye them a new color.
   ☐ Make something with them.
2. ☐ Give them to a school.
   ☐ Sell them at a yard sale.
   ☐ Sell them on the Internet.
3. ☐ Recycle them.
   ☐ Give them to the library.
   ☐ Give them to a neighbor.

C Write a question about a clutter problem you have. Then exchange papers and answer your classmate’s question. Give advice. Be creative.

My parents have kept every birthday card I’ve ever received in a huge box. Now I’m moving into my own apartment, and I don’t want to take them with me. But I hate to get rid of them. Any ideas?

Birthday cards
Most people throw away old birthday cards unless they are from someone special. But you can do some fun things with them. For example, you can make new cards with pictures from the old birthday cards.
That way you can recycle the old cards and use them for someone else’s birthday — as long as you don’t send a card to the original sender!

Help note
Linking ideas with as long as, provided that, and unless
- As long as and provided that mean “if” or “only if.”
  It’s easy to recycle gifts as long as you remember who gave you which gift.
- Unless means “except if” or “if . . . not.”
  Throw it away unless it’s from someone special.

3 Free talk  Who’s going to do what?

See Free talk 6 for more speaking practice.
In Unit 7, you learn how to . . .

- make sentences with subject and object relative clauses.
- use phrasal verbs like grow up, get along, and break up.
- talk about friendships, dating, and other relationships.
- soften comments with expressions like I think, probably, kind of, and in a way.
- use though to give a contrasting idea.

Before you begin . . .

How many different relationships do you have with other people? Are you a family member, a friend, a teacher, a student, a co-worker? Which relationship do you enjoy most?
A Listen and read the article. How did Christopher meet his friends?

Figure it out!  B How does Christopher express these ideas? Underline the sentences in the article.

1. Jen plays in a rock band. It's really hot right now.
2. Nina is an interesting woman. She sits across from me at work.
3. Angela is a new friend. I met her through Mike.
2 Grammar Relative clauses

Relative clauses give information about who or what you are talking about. The relative pronouns who and that refer to people and which to things.

Subject relative clauses
Nina is a woman who/that sits across from me.
Nina had a company that/which planned weddings.

Object relative clauses
Charlie is someone I can trust. (I can trust Charlie.)
Jen talks about the things she's doing. (Jen's doing things.)

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. Use relative clauses. More than one answer may be possible.

1. I have a friend. She calls me a lot to talk about her problems.
   I have a friend who calls me a lot to talk about her problems. (I have a friend that...)

2. I made some new friends at a club. It organizes hiking trips and things like that.

3. My best friend has a guitar. She bought it from a rock star.

4. I know someone. He has a big party once a year for all his friends.

5. I have a really interesting friend. I met her at my health club.

6. I found this cool Web site. It helps you find your old school friends.

About you

B Pair work Change the information above. Make true sentences. Tell a partner.

"I have a friend who calls me a lot to talk about his roommate." "Really? Are they having problems?"

3 Talk about it Who's in your circle of friends?

Group work Discuss the questions. Do you want to meet any of your classmates' friends?

- Who's your closest friend? How did you meet?
- Do you have any friends that you met through other friends?
- Do you keep in touch with any of the friends you grew up with?
- Do you have any friends who have exciting lives? Explain why.
- Do you have friends you chat with online? Where do they live?
- Do you have any friends who are very different from you? How are they different?
Lesson B  Dating

1 Building vocabulary and grammar

A ° 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 e-mail, 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 Web site that helps people 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.

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 to college in a different city.
4. Steve and Anna decided to stop dating.

C Complete the chart with two-part verbs from the story. Can you use four of the verbs to retell Steve and Anna's story?

<table>
<thead>
<tr>
<th>along</th>
<th>away</th>
<th>back</th>
<th>down</th>
<th>up</th>
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</table>

A recent photo of the happy couple

Anna and Steve at their high school prom

Figure it out

Word sort
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 Read these opinions about relationships. Complete the sentences with the phrasal verbs below.

break up get along go back go out settle down sign up work out

1. It’s more fun to go out with someone you know than to go on a “blind date.”
2. If you don’t ____________ well with your boyfriend’s or girlfriend’s family, your relationship won’t ____________.
3. It’s good to date a lot of different people before you ____________ with one person.
4. After you ____________, with someone, you should try and stay friends.
5. You should never ____________ to someone you’ve broken up with.
6. If you want to meet someone, it’s a good idea to ____________ for a class.

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 Listen and repeat the questions above. Notice that the particle is stressed more than the verb.

B Group work Ask and answer the questions. How many different opinions do you have?

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 long-distance relationships can work out?
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?

4 Vocabulary notebook Matching up

See page 74 for a new way to log and learn vocabulary.
Lesson C  They’re probably just busy.

1 Conversation strategy  Softening comments

A Which comment in each pair sounds “softer”?

1. a. It’s weird.  b. It’s kind of weird.
2. a. They sort of ignore me.  b. They Ignore me.
3. a. They’re shy.  b. Maybe they’re a little shy.

Now listen. What does Maria think about her new neighbors?

Maria: That’s the couple that moved in next door.
Chen: Yeah? They seem pretty friendly.
Maria: Yeah, it’s kind of weird, though. Sometimes they say hello, and other times they sort of ignore me.
Chen: Maybe they’re just a little shy.
Maria: Oh, I think they’re probably just busy or stressed out.
Chen: Yeah. Well, who isn’t these days?
Maria: Actually, the woman is a bit more friendly. I’ve spoken to her a few times. We only talked about the weather, though.
Chen: That’s how most of the people are in my building. I guess that’s OK in a way. I don’t like to get too friendly with the neighbors.
Maria: Yeah, me either.

Notice how Maria and Chen use these expressions to “soften” their comments. Find examples in the conversation.

I guess / I think  a little / a (little) bit
probably / maybe  just
kind of / sort of  in a way

B Add the expressions in parentheses to these comments to make them softer. Compare with a partner.

1. My neighbors are unfriendly. (a little bit) They think they’re better than everybody else. (maybe)
2. The people next door go to bed early. (kind of) They get annoyed when I have parties. (sort of)
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 the drums too loud. (a bit) It gets noisy. (kind of)
5. One of my neighbors is always coming over. It’s irritating. (in a way) She’s lonely. (I think / probably / just)

C Pair work  Do you know anyone like the people above? Tell your partner about your neighbors or someone else you know. Can you “soften” your comments?

“My neighbors are nice, but their kids are a bit noisy.”
2 Strategy plus though

You can use thought to give a contrasting idea.

A Match each comment with a response that gives a contrasting idea. Then practice with a partner.

1. I always think it's nice to socialize with the people you work with. ___
   a. It's good to spend some time at home, though.
2. I find I go out with friends almost every night. ___
   b. You shouldn't forget about your old friends, though.
3. I try not to get too friendly with my neighbors. ___
   c. It's not a good idea to date someone from work, though.
4. I enjoy making new friends all the time. ___
   d. It's important to get along with them, though.
5. I spend most of my free time at home by myself. ___
   e. It's not good to spend too much time alone, though.

B Pair work Are the comments above true for you? Do you agree with the responses?

3 Listening and speaking People I look forward to seeing

A Listen to Matthew talk about the three people below. What contrasting information does he give about each person? Complete the sentences.

1. The woman in the coffee shop gets stressed out. She's very ___ , though.
2. My Web-design teacher is really nice. He's kind of ___ , though.
3. My yoga instructor is incredibly easygoing. He can be a bit ___ , though.

B Listen again. Why does Matthew look forward to seeing each person? Write a reason under each picture.

C Pair work Tell a partner about three people you enjoy seeing. Answer your partner's questions about them.
1 Reading

A Have you lost touch with anyone from your past? Who are they? What do you remember about them? Tell the class.

B Read the article. What does this Web site do?

Web site chaperones’ classmate reunions

By Jefferson Graham, USA TODAY

When Ray Sears stumbled onto the Classmates.com Web site, which promises to reunite old friends, he found a listing for his old seventh-grade girlfriend Gina. Paid the membership fee so he could reconnect, and asked if she remembered him. “How could I forget my first love?” she replied.

Fast-forward to today, where the newly married Gina Sears is expected to give birth in August to Ray and Gina’s first child.

“This is the promise of the Internet,” says Sears, 32, a security supervisor at a Los Angeles-area shopping mall. “A simple way for the regular Joes to find people from their past. It’s a really neat way of getting back in touch.”

Others apparently agree. The number of visitors to Classmates tripled in 2002, making it one of the most popular sites on the Web. It attracts 15 million visitors a month, and ranks No. 20 on Jupiter Media Metrix’s list of top-traffic Web sites.

Making connections has been one of the most popular uses of the Internet, whether by e-mail, bulletin board, or instant messaging. But Classmates.com, like many online dating sites, has figured out a way to make people’s need to connect pay off.

Classmates is a rare dot-com success story, a profitable company with two million paying subscribers who happily fork over $36 a year (just increased from $30) to reach out to former classmates, military colleagues, even original birth parents.

How Classmates works: You go to the Web site and fill out forms with your schools, years attended, and other information. Then check the database – 180,000 U.S. schools and 38,000 military units – to see if old pals have also registered. You can see their names, but if you want to make contact, you must first become a paying member. The contacts are made through Classmates’ private e-mail system – personal information isn’t listed on the site.

Beyond listing schools, the military, and working the reunion markets, Classmates plans to launch a workplace version in the coming months to attract former co-workers who have since lost touch. The site also is looking to add an instant-messaging system so visitors can chat while they’re on the site.

C Read the article again. Are the sentences true or false? Correct the false sentences.

1. Gina didn’t remember Ray Sears when he contacted her. [False]
2. Gina and Ray are now married and starting a family. [True]
3. Classmates.com helps you find old school friends. [True]
4. You can contact your old friends for free. [False]
5. The Web site doesn’t give out your address and telephone number. [True]
2 Speaking and listening  Getting back in touch

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 Listen to Javier talk about his friends. Does he want to get back in touch with them? Check (√) the correct boxes.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Why did he lose touch?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. his college friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. his running buddy</td>
<td></td>
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<tr>
<td>3. his old girlfriend</td>
<td></td>
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</tbody>
</table>

C Listen again. Why did Javier lose touch with his friends? Complete the rest of the chart.

3 Writing  Your circle of friends

A Choose three friends. Write an article about them like the one on page 66. Include photos if you can.

Think about . . .
- how you met and why you became friends.
- what your friends are like.
- what you have in common.
- what you do together.

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.

B Pair work  Exchange articles with a partner. Ask questions about your partner’s friends.

4 Free talk  What’s important?
See Free talk 7 at the back of the book for more speaking practice.
In Unit 8, you learn how to . . .

- talk about imaginary situations or events in the present and future.
- talk about how you wish your life were different and why.
- discuss how to deal with everyday dilemmas.
- give advice using expressions like If I were you . . . and You could . . .
- use That would be . . . to comment on a possibility or a suggestion.

Before you begin . . .

What are your priorities in life? Rank these things in order from 1 (most important) to 6 (least important).

- family
- career
- physical appearance
- friends
- wealth
- happiness

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, Monterey

“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

“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

“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 🎧 Listen to the people talk about their wishes. What do they want?

B Are these sentences true or false? Find sentences above to support your answers.

1. Berta wants to go kayaking more often.
2. Min Sup and Jin Eun have enough money for a bigger place.
3. Bryan is going to Egypt this year.
4. Irene lives close to her sister.
2 Grammar  Wishes and imaginary situations or events

Wishes for the present or future:  Imaginary situations or events in the present or future:

\[ \text{wish} + \text{past form of verb} \quad \text{If} + \text{past form of verb} \text{... would (could) + verb} \]

- I wish I had more free time.
  \( \text{(I don't have enough free time, } \rightarrow \text{so I don't go kayaking.} \)

- If I had more free time, I'd / I would go kayaking.

- I wish I weren't so busy with my work.
  \( \text{I'm very busy with my work, } \rightarrow \text{so I can't go away on the weekends.} \)

- If I were less busy, I could go away on the weekends.

- We wish we could afford to move.
  \( \text{We can't afford to move, } \rightarrow \text{so we live in this tiny place.} \)

- If we could afford to move, we wouldn't live in this tiny place.

- She wishes she didn't live so far away.
  \( \text{She lives very far away, } \rightarrow \text{so she isn't able to help out.} \)

- If she lived closer, she'd / she would be able to help out.

\[ \text{In conversation...} \]

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 ...
  \( \text{I wish I were ...} \)

A Complete the sentences with the appropriate form of the verbs given, as in the example.

1. I wish I had (have) more money. If I earned (earn) more,
   I could have (can have) my own apartment, and
   I wouldn't have to (not have to) live with my parents.

2. I wish I__________ (not have to) commute three hours a day.
   If I__________ (can find) a job closer to home, then
   I__________ (not waste) so much time on the train.

3. I wish I__________ (can finish) my degree this year.
   If I__________ (have) a degree, then I__________ (can get) a job,
   and I__________ (be able to) pay off my student loans.

4. I wish I__________ (can do) something more exciting with my life.
   If I__________ (have) the chance, I__________ (work)
   in another country or something like that.

B Pair work Discuss the sentences above. Do you have any of these wishes?

“Well, I definitely wish I had more money. But I wouldn't look for my own apartment. I'd ...”

3 Listening and speaking  A wish for today

A  Listen. What wishes do these people have for today? Number the topics they talk about.

- social life
- the weather
- family
- work

B  Listen again. Why do they wish for these things? Write a reason under each topic.

C Group work What's your wish for today? Tell the group. Do you have similar wishes?
Lesson B  Life’s little dilemmas

1 Building vocabulary and grammar

About you: Listen and take the quiz. Circle your answers. Then compare with a partner.

What would you do?

1. What would you do if a friend broke your mother’s favorite teapot? Would you...
   a. let your friend buy a new one?
   b. tell your friend not to worry about it and buy a new teapot for your mom?

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 an MP3 player? 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 a favorite CD and forgot to return it? Would you...
   a. remind your friend about it several times?
   b. forget about it and buy yourself a new one?

Word sort: B Pair work Find the prepositions that go with the expressions below. Then take turns using each expression in a true sentence.

1. worry about something
2. talk to someone something
3. think something
4. remind someone something
5. forget something
6. buy something someone
7. pay something
8. apologize doing something
9. thank someone something
10. ask someone something
11. borrow something someone
12. say something someone
13. lend something someone
14. share something someone

“Sometimes I worry about money.”

Figure it out: C Can you make questions about imaginary situations? Circle the correct words. Then ask and answer the questions with a partner.

1. What would you do / did you do if your friend would forget / forgot your birthday?
2. How did you react / would you react if a friend told / would tell your secret to everyone?
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 🎧 Listen and repeat each part of the long questions above. Notice how the intonation falls and then rises in the first and second parts of the questions, and then falls at the end.

B Pair work  Find a new partner, and take the quiz on page 78 again. Take turns asking the questions, paying attention to the intonation of the long questions.

3 Grammar  Asking about imaginary situations or events

What would you do if you broke a friend’s camera?  Would you pay for a new one?
I’d apologize for breaking it.  Yes, I would.  No, I wouldn’t.
I’d pay for the repairs.
I wouldn’t say anything about it.

A Make questions with would using the ideas below. Compare with a partner.

1. you find a wallet on the sidewalk outside a school / leave it there
   What would you do if you found a wallet on the sidewalk outside a school? Would you leave it there?

2. you hear a scream in the street at night / go outside to see what happened

3. a salesperson forgets to charge you for something / tell him or her about it

4. you damage a car in a parking lot / leave a note with your name and number

5. you are half an hour late meeting a friend for dinner / expect him or her to wait for you

6. you break something in a store / offer to pay for it

B Pair work  Take turns asking the questions above. Discuss your answers. Do you agree?

A What would you do if you saw a wallet on the sidewalk outside a school? Would you leave it there?
B Um, no. I think I’d probably take it to the school office. What would you do?

4 Vocabulary notebook  Imagine that!

See page 84 for a new way to log and learn vocabulary.
Lesson C If I were you, . . .

1 Conversation strategy Giving advice

A What advice would you give in this situation? Complete the reply.

A I got into two grad schools. I got a scholarship at one school, but I think the other one is better.
B Well, if I were you, I’d __________.

Now listen. What advice does Nicole give Carlos about grad school?

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!

Notice how Nicole gives advice to Carlos. She uses expressions like these. Find examples in the conversation.

If I were you, I’d . . . You might want to . . .
I would / I’d . . . You could . . .
I wouldn’t . . .

B Think of some advice for each problem below. Compare ideas with a partner.

1. “One of my co-workers just got a promotion, but my boss didn’t give me one.”
2. “I wish I weren’t majoring in history, because I really don’t like it very much.”
3. “My boss wants me to transfer to another city, but I’m not sure I want to go.”
4. “I really don’t know what to do when I graduate from college.”
5. “My aunt gave me this sweater for a gift, but it’s not my style. I’ll never wear it.”

“If I were you, I’d meet with your boss and . . .”

C Pair work Role-play two of the problems above. Take turns giving advice.

A My boss wants me to transfer to another city, but I’m not sure I want to go.
B Yeah, that’s a difficult decision. You might want to . . .
2 Strategy plus  That would be . . .

You can use That would be . . . to comment on a possibility or a suggestion.

You might want to go there and meet some of the professors.

That'd be good.

I might go to Bracken next year.

Really? That would be awesome!

A Complete the conversations. Then practice with a partner.

1. A If you could do something really different, what would you do?
   B Well, I'd really like to go on an archaeological dig in Mexico.
   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 be a writer or a musician or something.
   A Yeah. That'd be ____________.

3. A If you could go anywhere on vacation, where would you go?
   B That's easy. I'd go on a safari in Africa.
   A Oh, that would be ____________.

4. A Would you ever like to get a PhD in something?
   B Yeah, maybe one day. But it's impossible right now. I have my job and the kids. I'd have to study at midnight!
   A Oh, yeah. That would be ____________.

B Pair work  Ask and answer the questions, giving your own answers. Continue the conversations.

3 Speaking and listening  Here's my advice.

A Read about Tom's dilemma. What advice would you give? Tell the class.

Tom works for a big international company. He has a great job that pays well, but he doesn't really get along with his co-workers.

B  Listen to Tom's conversations with three friends, and complete the chart.

<table>
<thead>
<tr>
<th>What is the advice?</th>
<th>Is it helpful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1. Amy</td>
<td></td>
</tr>
<tr>
<td>2. Sam</td>
<td></td>
</tr>
<tr>
<td>3. Louisa</td>
<td></td>
</tr>
</tbody>
</table>

C Group work  Discuss the advice. Which advice is the most helpful? the least helpful? Why?
Lesson D
Any regrets?

1 Reading

A Brainstorm! Think of three ideas to complete each sentence. Tell the class.

“If I had my life to live over, I'd . . .” “If I had my life to live over, I wouldn't . . .”

B Read the paragraph. What can you guess about the writer?

If I had my life to live over,

I'd dare to make more mistakes next time. I'd relax.
I'd limber up. I would be sillier than I've been this trip.
I would take fewer things seriously, take more chances,
take more trips. I'd climb more mountains and swim
more rivers. I would eat more ice cream and fewer beans.
I would perhaps have more actual troubles, but I'd have
fewer imaginary ones. You see, I'm one of those people who
lived seriously, sanely, hour after hour, day after day. Oh, I've had
my moments, and if I had to do it over again, I'd have more of them.
I've been one of those persons who never goes anywhere without a
thermometer, a hot-water bottle, a raincoat, and a parachute. If I had
to do it again, I would travel lighter than this trip. If I had my life
to live over, I would start going barefoot earlier in the spring, and
stay that way later in the fall. I would go to more dances. I would
ride more merry-go-rounds. I would pick more daisies.

This paragraph has been attributed to many different sources.

C Find these sentences. What do the underlined expressions mean in the context of
this paragraph?

1. I'd relax, I'd limber up. This means that the writer would be more
   a. flexible.  b. careful.  c. serious.

2. I would be sillier than I've been this trip. The writer uses “this trip” to refer to
   a. this year.  b. this decade.  c. this life.

3. I would . . . take more chances, . . . This means that the writer would do more
   a. safe things.  b. risky things.  c. serious things.

4. Oh, I've had my moments, . . . This means that the writer sometimes has acted
   a. more slowly.  b. more freely.  c. more carefully.

5. If I had to do it again, I would travel lighter than this trip. The writer would
   a. travel less.  b. worry less.  c. weigh less.

6. I would pick more daisies. This is a way of saying that the writer would
   a. do more work.  b. enjoy life more.  c. be more careful.
2 Speaking and writing What would you change?

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...
  - something 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 family and less time online.”

C Choose one or more ideas from your list above. Write an article about changes you would make.

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.

D Read your classmates’ articles. Does anyone want to change the same things as you?

3 Free talk What would you do?

See Free talk 8 at the back of the book for more speaking practice.
Tech savvy?

In Unit 9, you learn how to . . .

- include questions within questions and statements.
- use separable phrasal verbs like turn on, plug in, and throw away.
- use how to + verb, where to + verb, etc.
- talk about problems with technology and how things work.
- give different opinions with expressions like Don’t you think . . . ?
- use You know what I mean? to ask someone to agree.

Before you begin . . .

How tech savvy are you? What electronic gadgets do you use in your everyday life? Do you ever have technical problems? Can you fix them?
Lesson A  Tech support

Nela
I have no idea why it’s doing that.

Hector
It’s probably a software problem. We should call Yaman. Can anyone remember what Yaman’s number is?

Stephen
Have you checked the battery? Do you know if it’s charged?

Kenji
There’s something wrong with my computer. It keeps freezing up. Does anyone know what the problem is?

Tracy
The last time I had a computer problem, I went online for tech support. But I can’t remember which Web site I used.

Jennifer
I wonder if you have that awful virus that’s going around. Run your antivirus software.

Omar
I know what we should do. We should all have another cup of coffee.

Anita
You know what you should do? You should delete all your temporary Internet files. I forget how you do that, though.

Getting started

A 🎧 Listen. Kenji has a problem with his computer, but he doesn’t know how to fix it. What solutions do his friends suggest?

B Figure it out

How do Kenji and his friends say the things below? Underline the sentences above. Compare with a partner.

1. What’s the problem? Does anyone know?
2. Which Web site did I use? I can’t remember.
4. Maybe you have that awful virus.
2 Grammar Questions within sentences

Direct questions
What's the problem?  Do you know what the problem is?
Which site did you use?  Can you remember which site you used?
What should we do?  Do you know what we should do?
Why is it doing that?  Do you have any idea why it's doing that?
Is the battery charged?  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.

Notice the word order: What is the problem?
Do you know what the problem is?

In conversation...
I don't know is the most common three-word expression. I don't know if is the most common four-word expression.

A Rewrite these questions. Start with the expressions given.

1. How much does it cost to download music files off the Internet? (Do you know...?)
   Do you know how much it costs to download music files off the Internet?

2. Are there any Internet cafés around here? (I wonder...)

3. Where can I buy a really cheap computer? (Do you know...?)

4. How much did your cell phone cost? (Can you remember...?)

5. How can I put my vacation photos on the Web? (Do you have any idea...?)

6. How many songs can you store on an MP3 player? (I wonder...)

B Group work Take turns asking your group the questions. Discuss the answers.

A Do you know how much it costs to download music files off the Internet?
B I have no idea how much it costs. But it's probably not expensive.
C I downloaded some songs once, but I don't remember how much I paid.

3 Speaking and listening What do you know about the Internet?

A Group work Discuss the questions. Then listen and write the answers you hear.

1. Do you have any idea what percent of e-mail is spam?

2. Do you know what the biggest search engine is?

3. Do you know what the three most common languages on the Internet are?

4. Can you guess which continent has the most Internet users?

5. Can you guess how long the average Internet user spends online each week?

B Listen again. Write one more piece of information about the answer to each question.
1 Building language

A 🎫 Listen. What problem is Ken having? Practice the conversation.

Ken Pedro, how do you turn on the DVD player? I read the instruction manual, but I can’t figure out how to do it.
Pedro Let’s see. I think you can use the remote to turn it on.
    Do you know where it is?
Ken Yeah, it’s right here.
Pedro OK, so let me show you what to do. First, you press this button. That turns the DVD player on. Huh. It’s not working.
Ken I wonder if there’s something wrong with the remote.
Pedro Actually, the problem is the DVD player. We need to plug it in!
Ken Oh, right.

B Circle the two correct choices in each question. Compare with a partner.

1. Do you turn your TV on / turn on your TV / your TV turn on every morning?
2. Do you turn the TV off / turn it off / turn off it when you’re not watching it?
3. Do you know to play / how to play / how you play a DVD on a computer?

2 Grammar Separable phrasal verbs; how to, where to, what to

Separable phrasal verbs with objects

<table>
<thead>
<tr>
<th>How do you</th>
<th>Examples:</th>
<th>Question word + to + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn on the DVD player?</td>
<td>plug in</td>
<td>Let me show you what to do.</td>
</tr>
<tr>
<td>turn the DVD player on?</td>
<td>turn on</td>
<td>Can you show me how to turn it on?</td>
</tr>
<tr>
<td>turn it on?</td>
<td>turn off</td>
<td>Do you know where to plug it in?</td>
</tr>
<tr>
<td>(NOT turn-on-#)</td>
<td>turn up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>turn down</td>
<td></td>
</tr>
</tbody>
</table>

Complete the sentences as in the example. Then practice with a partner.

1. A Do you know how __________ this cell phone / to turn this cell phone off?
   (this cell phone / turn off)
   B This button ________ . You need to push it really hard.

2. A I don’t know how __________ . (the air conditioning / turn down)
   B I can show you how __________ . Just turn this dial.

3. A Can you show me where __________ ? (my laptop / plug in)
   B You can __________ right over there.

4. A I can’t figure out how __________ . (the CD player / turn on)
   B I’m not sure how __________ . Maybe you press this button.

5. A Can you show me how __________ , on my computer? (the volume / turn up)
   B I’m sorry, but I have no idea how __________ .
Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice the questions and answers in Exercise 2 on page 88 again, this time with a new partner.

**4 Building vocabulary**

**A** Match the pictures with the sentences. Then work with a partner. Say what’s happening in each picture.

"He’s hooking up a computer."

1. Put them away.
2. Hook it up.
3. Look it up.
4. Pick it up.
5. Put it down.
6. Print it out.
7. Put them on.
8. Take them off.
9. Take it apart.
10. Throw it away.
11. Turn it down.
12. Turn it up.

**Word sort**

B Make word webs using the expressions above and your own ideas. Then compare with a partner.

```
hook it up
```

```
a computer
```

```
a radio
```

**About you**

C Group work Ask and answer the questions.

1. What’s the first thing you turn on in the morning? What else do you turn on?
2. What do you turn off at night before you go to bed?
3. What different things do you plug in during the day?
4. Do you always turn your cell phone off before class starts? Where else do you turn it off?

**5 Vocabulary notebook On and off**

See page 94 for a new way to log and learn vocabulary.
Lesson C I know what you mean, but . . .

1 Conversation strategy Giving different opinions

A Read the conversation. Which response gives a different opinion? Check (√) the box.

A I think chat rooms are a waste of time.
B √ I know what you mean. They can be fun, though.
   √ Yeah. I know what you mean.

Now listen. What does Jacob think about Internet chat rooms? What about Greg?

Jacob Are you on the Internet again?
Greg Yeah. I'm in a great chat room. It's a cool way to meet people.
Jacob I don't know. You don't really know who you're talking to. I mean, it's not like talking to someone in person. You know?
Greg That's true. You can still talk about interesting stuff, though. You know what I mean?
Jacob Well, I'm not sure. Don't you think it's more fun to talk to people, you know, face-to-face?
Greg I know what you mean, but it's not so easy to find people with the same interests.
Jacob Well, maybe. On the other hand, if you spent less time in chat rooms, you might find there are some interesting people around here. You know what I'm saying?

Notice how Jacob and Greg give different opinions. They use expressions like these. Find examples in the conversation.

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 . . .?

B Pair work Can you respond to each comment by giving a different opinion? Take turns making comments and responding. Can you continue the discussion?

1. A I love my new laptop. Now I can work at home on the weekends.
   B I don't know. Don't you think ____________________________?

2. A I'll never get a cell phone. I don't want to get calls all the time.
   B I know what you mean, but ____________________________.

3. A Surfing the Internet is a big waste of time.
   B Maybe. On the other hand, ____________________________.

4. A E-mail is great for keeping in touch with friends and family.
   B That's true. ____________________________, though.
**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?*

**In conversation...**

*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?*, which is the seventh most common five-word expression.

---

**Peer work** Complete each opinion below. Take turns presenting your ideas and responding.

1. “It seems to me people spend too much time on their computers. I mean, __________________________. You know what I’m saying?”

2. “I don’t think people should listen to music while they’re working. __________________________. You know?”

3. “I don’t think you should go out with someone you meet on the Internet. __________________________. You know what I mean?”

**A** It seems to me people spend too much time on their computers. I mean, people should spend more time with family and friends. You know what I’m saying?

**B** I’m not sure... 

---

**3 Listening and speaking The problem with technology**

**A 🎧** Listen to Hugo and Fran talking in a café. Who expresses these opinions?
Check (✓) the boxes.

1. New technology is great. You can choose when and where to work.
2. New technology can make people work too much.
3. It’s rude to talk to a friend on a cell phone when you’re with another friend.
4. People shouldn’t use their cell phones in places like cafés.
5. People should be able to use their cell phones wherever they are.

**B 🎧** Listen again to two of Hugo’s opinions. Do you agree or disagree? Write responses.
Then discuss with a partner.

1. __________________________ 2. __________________________
A. What types of personal information do you use to identify yourself? Complete the chart. When do you use this information? Who do you give it to?

<table>
<thead>
<tr>
<th>General Information</th>
<th>Numbers</th>
<th>Documents</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>full name</td>
<td>bank account number</td>
<td>driver's license</td>
<td>passwords</td>
</tr>
<tr>
<td>home address</td>
<td></td>
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</tbody>
</table>

B. Read the magazine article. What do identity thieves do?

Robbing You Blind?

by Carla Fried

Real Simple Magazine

Thieves used to pick pockets and snatch handbags. Now they steal identities... Identity thieves pilfer credit card information, bank statements, and national identification numbers so they can steal from existing accounts, open new ones, or even build up a criminal record under your name.

If you’re lucky, you’ll catch an ID thief while the stakes are still small—a couple of unauthorized purchases on a single credit card, say. If not, you’ll discover you’re a victim only when, for instance, a credit check shows overdue payments on dozens of credit cards you never even knew you had. Here’s how you can protect yourself where you are most vulnerable—mail, phone, and ATM—and avoid becoming the next statistic.

Identity theft often goes undetected until the damage has been done. Use these self-defense strategies to stop the crime before it starts.

Strategies for Stopping ID Thieves

**Mail**

**DON’T:**  
- Have new blank checks sent to your mailbox. Pick them up in person.
- Check monthly bills and statements for suspicious charges. If you aren’t getting a bill, this may be a sign that someone has stolen your account and had the billing address changed so you wouldn’t notice their unauthorized charges.
- Shred personal documents before you throw them in the garbage. Identity thieves rifle through garbage looking for discarded bills, bank statements, credit card receipts, and anything else that might contain information that could help them access your accounts or open a new one.

**DO:**
- Conduct sensitive business on your cell phone in public. It’s bad etiquette, and it can be a costly mistake if an identity thief is standing nearby and hears you give out some important personal information. (As long as your phone is a digital model, there is little chance of the signal being intercepted.)
- Protect the calling card you use to make long-distance calls from public phones. It’s best not to carry your card at all, but if you need to pull it out, watch out for “shoulder surfers” who could sell your calling card number or use it themselves. Some thieves use binoculars and telescopes to spy on victims in crowded areas.

**Phone**

**DON’T:**
- Use ATMs located in convenience stores. They may not have the same security protection as bank ATMs.

**DO:**
- Use a PIN (Personal Identification Number) that’s ridiculously hard to crack. Don’t use your birth date or phone number.
- Keep an eye out for shoulder surfers. (See Phone, left.)
C Can you find words and expressions in the article with the following meanings?

1. steal ___________________________ 5. cut in very small pieces ___________________
2. without permission ___________________ 6. search quickly ___________________
3. someone who has been robbed ________________ 7. figure out ___________________
4. in danger ___________________________ 8. watch out for ___________________

D Answer the questions. Then compare ideas with a partner.

1. What should you do when you want to throw away your credit card statements?
2. Why do identity thieves go through people's garbage?
3. Why is it a bad idea to call your bank from your cell phone when you’re in a public place?
4. What do shoulder surfers do?
5. Why shouldn’t you use your birth date as your PIN?

2 Speaking and writing Keeping it safe

A Group work Brainstorm ideas on how to make your personal information safe. Discuss the questions and take notes.

1. Would you let a friend or family member use your credit card?
2. Where should you keep your bank statements and credit card receipts?
3. What's the best way to remember your PIN?
4. Who would you give your PIN to?
5. Where's the safest place to keep your passport and other ID?
6. Do you have copies of your important documents?

A I would never let anyone use my credit card. It's just not safe. You know what I mean?
B Yeah, I know. I wouldn't let anyone use my phone card, either.

B Choose the best ideas to write a short article.

Here are some dos and don'ts for keeping your personal information safe.

Credit cards
Do shred credit card bills. If you don't, a thief may find your credit card number in the garbage.
Don't give your credit card number to someone who calls you on the phone. Only give out 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. Did you pick up any good tips from them?

3 Free talk Tech trivia

See Free talk 9 for more speaking practice.
Unit 10

What’s up?

In Unit 10, you learn how to . . .

- use the present perfect continuous to talk about recent activities.
- use since, for, and in with the present perfect and present perfect continuous.
- use already, still, and yet with the present perfect.
- talk about your social life and different kinds of movies.
- ask someone for a favor politely.
- use All right and OK to move a conversation to a new topic.

Before you begin . . .

What’s happening in your life these days? Have you . . .

- done anything special?
- seen any good movies?
- eaten anywhere nice?
- been out with your friends?
- been to any concerts?
- had a party?
- gone dancing anywhere?
- joined any clubs?
Lesson A  Catching up

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?

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.

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.

Juan  Hey, good to see you. I see you're still doing karate.
Ahmad  Oh, yeah.
Juan  How long have you been doing that?
About three years?
Ahmad  Actually, for nine years now.
Juan  Wow! That's impressive.

1 Getting started

A  🎧 Listen. Who has some news to tell? Who doesn't?

B  Complete these sentences. Are any of them true for you? Tell a partner.

1. I've been _______ hard recently, so I haven't been out much.
2. I've _______ going out a lot with some friends from school.
3. I've been taking evening classes _______ a few years now.
4. I've known my best friend _______ I was in high school.
5. I haven't seen some of my friends _______ ages.
2 Grammar Present perfect continuous vs. present perfect

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
Use since with points in time. Use for and in with periods of time, but use in only in negative statements.

What have you been doing since I saw you last?
Not much. I haven’t been out in months, not since July.
How long has he been doing karate?
He’s been doing it for nine years.

In conversation...

The present perfect is about 10 times more frequent than the present perfect continuous.

About you
A Pair work Ask and answer the questions. Continue your conversations.

Have you been...
1. eating out a lot recently?
2. listening to any good music lately?
3. spending a lot of time on the Internet?
4. going anywhere interesting on the weekends?
5. spending much time with your family lately?
6. getting any exercise recently?

A Have you been eating out a lot recently?
B Actually, yeah. I’ve been eating out almost every night.
A Really? I haven’t eaten out in ages. So, where have you been going?

B Pair work Ask your partner the questions, and ask follow-up questions with How long? Then change roles.

1. Do you play any sports?
2. How well do you speak English?
3. Where did you meet your best friend?
4. Do you have any hobbies?
5. What neighborhood do you live in?
6. Are you a member of any clubs?

A Do you play any sports?
B Yeah, sure. Basketball and soccer.
A How long have you been playing basketball?

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)

Listen and repeat the questions above. Practice the reduction of have to ‘ve. Then ask and answer the questions. Continue your conversations.
1 Building vocabulary

A What kinds of movies are these? Label the pictures with the words in the box. Can you think of other kinds of movies? Which ones do you like best?

- 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 those 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.

C Make a word web about a movie you have seen. Then describe it to a partner.

It’s a ___________. It’s about ___________. ___________ is in it.

It’s set in ___________.

It takes place in ___________. It ___________.

movie: ___________________________.

He / She plays ___________.
2 Building language


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.

B Choose the correct word, and then complete each sentence with the name of a movie. Compare with a partner.

1. I already / still / yet haven't seen __________.
2. I haven't seen __________ already / still / yet.
3. I've already / still / yet seen __________.

3 Grammar already, still, and yet with present perfect

Have you seen Funny Guy yet?
Yes, I've already seen it. / Yes, I've seen it already.
No, I haven't seen it yet. / No, not yet.
No, I still haven't seen it.

A Complete the conversations. Add already, still, or yet. Then practice with a partner.

1. A There's a new Jackie Chan movie out. Have you seen it __________?
   B Yeah, I've __________ seen it. How about you?
   A No, not __________. Actually, I __________ haven't seen his last one.

2. A Have you been to that new multiplex theater __________?
   B No, I really want to go, but I haven't had a chance __________.

3. A Have you ever bought movie tickets online?
   B No, I __________ haven't signed up for Internet service. But I really should.

About you B Pair work Start conversations like the ones above, changing the underlined words. Use your own information.

4 Vocabulary notebook Great movies

See page 106 for a new way to log and learn vocabulary.
Lesson C

I was wondering . . .

1 Conversation strategy Asking for a favor politely

A Can you choose the appropriate ways of asking your teacher or boss for a favor?

☐ I want to leave early today.
☐ I was wondering if I could leave early today.
☐ Would it be OK if I left early today?
☐ I'm going to leave early today, OK?

Now listen. What is Todd asking his boss, Paula, for?

Todd: Excuse me, I was wondering if I could talk to you for a second.
Paula: Sure. Let me just send this e-mail. All right. So, what can I do for you?
Todd: Well, I wanted to ask a favor, actually.
Paula: OK.
Todd: I was wondering, would it be all right with you if I took Friday off?
Paula: This Friday?
Todd: Yes. I'm going away for the weekend, and, um, the traffic is always bad on Friday afternoons. So, I was thinking, if I took the day off, I could get an early start. Would that be OK with you?
Paula: Well, all right. As long as you finish everything before you go.
Todd: Oh, thanks. I definitely will.
Paula: OK. So, was that all? All right, well, have a good weekend.

Notice the expressions Todd 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.

B Pair work Choose one of the situations below. Take turns playing the roles. Ask politely for each favor on the list.

Situation 1: At school or college
Student A: You are the teacher.
Student B: You are a student. You want to . . .
- ask for help with some homework.
- miss the next class to go to an interview.
- ask for an extension on a paper.

Situation 2: At work
Student A: You are the boss.
Student B: You are an employee. You want to . . .
- take next week off to go to a family reunion.
- ask for more time to write a report.
- borrow a laptop computer overnight.
2 Strategy plus  All right and OK

You can use All right and OK to move a conversation to a new phase or topic.

All right. So, what can I do for you?

You can also use All right and OK to agree to requests.

Would that be OK with you?

Well, all right.

Listen to the conversation. How do the speakers use all right and OK?
Write A if the speaker is agreeing and M if the speaker is moving the conversation along. Then practice the conversation.

A I was wondering, do you have a minute to talk?
B All right. A I'm free right now.
A Great. OK, uh, do you have time to grab a cup of coffee?
B OK. A That sounds good.

A The coffee's good here.
B Yeah, I really like it. All right.  So, what did you want to talk about?
A Well, I wanted to ask a favor. I was wondering if you could help me with a survey.
B All right. A No problem.
A Great. Thanks. OK. A So, let me ask you a few questions about how you spend your time when you're with friends.
B All right. A Go ahead.

3 Listening and speaking  A small favor

A 🎧 Listen to four students ask their professor for a favor. Check (✓) what each student asks for.

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a letter of recommendation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>more time to finish a paper</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>permission to miss class for an interview</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>a signature on an application</td>
<td>☐</td>
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</tbody>
</table>

B 🎧 Listen again. Does the professor agree to their requests? Check (✓) yes or no.
If you were the professor, which students would you say yes to?

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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>No</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

About you →  C Pair work  Think of a favor you'd like to ask your partner. Take turns asking politely.
**Home entertainment**

**DVD pick: Madagascar**

Even though Madagascar might look like a movie for kids, the whole family can enjoy this animated film. The animation is wonderful, and the voices of the main characters - Marty the zebra (Chris Rock) and his three friends: Alex the lion (Ben Stiller), Melman the giraffe (David Schwimmer), and Gloria the hippo (Jada Pinkett Smith) - are outstanding. The story begins in New York City's Central Park Zoo. Although Marty the zebra leads a comfortable life there, he dreams of living in the wild. Marty's friends seem happy in the zoo, especially Alex the lion, who enjoys the attention of all the visitors. He doesn't want to leave, and neither do Melman the giraffe and Gloria the hippo.

When Marty tries - and fails - to escape, the four friends end up on a boat to an animal preserve in Kenya. On the same boat are a group of penguins who want to go to Antarctica. The penguins hijack the boat, and, in the confusion, the friends fall into the ocean and wash up on a beach in Madagascar. There the zoo animals must learn to survive in a vast forest among lemurs and other animals.

Madagascar kept me laughing out loud - especially the penguins, who were my favorite characters. The film is so entertaining that even if you're not a fan of animated movies, you might want to see this one.

**CD pick: In the Heart of the Moon**

Ali Farka Touré and Toumani Diabaté

Even if you don't know anything about African music, I think you will enjoy this wonderful CD featuring two of Mali's most famous musicians: Toumani Diabaté on the kora (a traditional West African stringed instrument, similar to a harp or lute) and Ali Farka Touré on guitar.

In the Heart of the Moon is a beautifully recorded instrumental CD with a well-chosen mix of traditional and modern Malian tunes (one is said to be over 700 years old).

Music fans who have been following Diabaté's career and are used to his intense style may be surprised to hear a gentler, more mellow side to his playing here. His occasional rapid solos blend easily into the relaxed and sensuous playing of Touré's guitar.

If you haven't heard this CD yet, you have a real treat coming.

---

**C** Find the words on the left in the reviews. Use the context to match each word with a definition on the right.

1. in the wild        a. take control of
2. preserve          b. a part of a song where one musician plays the most important part
3. hijack            c. an enjoyable experience
4. solo              d. a place where animals are protected
5. blend             e. in nature, the natural world
6. treat             f. combine or mix together
Read the reviews again, and answer the questions. Underline words and phrases in the reviews to support your answers. Then discuss your answers with a partner.

1. According to the reviewer, what age groups would enjoy *Madagascar*?
2. What are two things the reviewer really likes about the movie?
3. Which characters did the reviewer like best? Why?
4. What instruments do the musicians play on the CD *In the Heart of the Moon*?
5. What kinds of tunes are on the CD?
6. Why does the reviewer recommend the CD?

### 2 Listening and writing I’d really recommend it.

**A** Listen to Tom read a review of a Cirque du Soleil show. Does his friend want to see the show? Would you like to see it? Tell a partner.

**B** Listen again and check (✓) whether the sentences are true or false. Correct the false sentences.

1. Cirque du Soleil performers are all Canadian.
2. The group started in Quebec over 20 years ago.
3. They now perform all over the world.
4. The acrobats perform with animals.
5. Tom has already seen a Cirque du Soleil show.
6. Tom is going to call to find out about tickets.

**C** Think of a show, a movie, a book, or a CD you have enjoyed. Write a review about it.

---

**The Lion King**

Even though I don’t usually like musicals, I really loved *The Lion King*. The music and dancing are wonderful, and the costumes are simply amazing. Although the story may seem like it’s for children, adults can really enjoy it, too.

If you haven’t had a chance to see this fabulous musical yet, then go and buy tickets now!

**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 enjoy animated movies, I loved this one.

Even if you don’t know anything about African music, you’ll enjoy this CD.

---

**D** **Class activity** Read your classmates’ reviews. Can you find . . .

- a book you’ve been wanting to read?
- a movie you haven’t seen yet?
- a play you’d like to see?
- a CD you’ve already heard?

---

**3 Free talk Who’s been doing what?**

See Free talk 10 for more speaking practice.
Impressions

In Unit 11, you learn how to . . .

- use the modal verbs must, may, might, can't, and could to speculate.
- use adjectives ending in -ing and -ed like boring and bored.
- talk about your impressions, feelings, and reactions.
- show you understand another person's feelings or situation.
- use you see to explain a situation.
- use I see to show you understand.

Before you begin . . .

What impressions do you get from each of these pictures? Make some guesses.

- How do you think the people in each picture are related to each other?
- What do you think is happening?
- How do you think each person feels?
Lesson A  Speculating

Emma  Hey, look. That girl over there must be graduating.
Lloyd  From college? Are you kidding? She can’t be more than 12.
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. I mean, she can’t have too many close friends here. 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.

1 Getting started

A  🎧 Listen. Emma and Lloyd are speculating about the young girl at the graduation ceremony. What guesses do they make?

B  Can you complete these guesses with appropriate verbs?

1. The girl must __________ very smart.
2. There can’t __________ many other college students who are that young.
3. The girl’s parents must __________ lots of pictures today.
4. The students who are graduating might __________ sad to leave their friends.

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 must be a genius.
She must study all the time.
She must feel lonely sometimes.

A  🎧 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.
Grammar Modal verbs for speculating

She must be a genius. = I bet she’s a genius.
She must work pretty hard. = I bet she works pretty hard.
She must not go out much. = I bet she doesn’t go out much.
She must be graduating today. = I bet she’s graduating today.
She can’t be more than 12. = It’s not possible she’s more than 12.
He could be one of her friends. = It’s possible he’s one of her friends.
He may be her professor. = Maybe he’s her professor.
They might be feeling sad. = Maybe they’re feeling sad.

In conversation...

Most uses of must and might – over 90% – are in affirmative statements. In negative statements, people usually say must not and might not with no contractions.

A What guesses can you make about the picture? Answer the questions with the modal verbs given: must, may, might, can’t, or could.

1. What kind of ceremony is this? It must ...
2. What are the packets on the table? They may / might / could ...
3. Who is the man sitting in front of the table? He may / might / could ...
4. Why is the man shaking the woman’s hand? She must ...
5. Is she graduating from elementary school? She can’t ...
6. Who are the people sitting in the audience? They must ...

“It must be a graduation ceremony. People are wearing caps and gowns.”

Useful language

graduation ceremony
college president
cap and gown
diploma

B Pair work Compare answers with a partner. What else can you say about the picture?
Lesson B  Ups and downs

1 Building vocabulary and grammar

A 🎧 Listen. Fred is describing the party to a friend. Can you identify each guest?

B Complete the responses with adjectives from Fred’s description of the party. More than one answer may be possible.

1. “Someone keeps calling me and then hanging up.” “You must be __________.”
2. “Tina and Ed just failed their driving tests for the third time!” “They must feel __________.”
3. “My friend applied to graduate school, and he just got accepted.” “He must feel __________.”
4. “I’m the only one in my class who got an A on the test.” “The other students must be __________.”
5. “Jack just spilled coffee all over the teacher.” “He must feel __________.”
6. “My boyfriend hasn’t called me for a week.” “You must be __________.”

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

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.

A Choose the correct word to complete the sentences.

1. I'm really excited / exciting about my vacation. I'm going to Africa.
2. I'm annoyed / annoying with a friend of mine. He never returns my phone calls.
3. I saw a really bored / boring movie last night. I slept through most of it.
4. I wasn't able to get tickets to the concert. I was so disappointed / disappointing.
5. I get frustrated / frustrating when I try to read maps. I find them confused / confusing.
6. I get really embarrassed / embarrassing when I forget someone's name.
8. My mother forgot my birthday. I was surprised / surprising. Well, actually, I was shocked / shocking.

B Pair work Make the sentences above true for you. Have conversations.

A I'm really excited about my vacation. I'm going to India.
B That sounds really interesting. What are you going to do there?

3 Talk about it  Feelings

Group work Discuss the questions. Write down any unusual and interesting responses, and then tell the class.

- Do you know anyone who is annoying? When is the last time you got annoyed with someone?
- Do you ever get bored? What kinds of things do you find boring?
- Are you scared of anything? Are there any movies that you find scary?
- Do you ever feel worried or anxious? What about?
- Have you ever felt really disappointed? What happened?
- Do you have any plans that you're excited about, like a party or a trip?
- What is the most exciting thing you've ever done?

4 Vocabulary notebook  How would you feel?

See page 116 for a useful way to log and learn vocabulary.
Lesson C  That must be fun.

1 Conversation strategy  Showing you understand

A Can you complete the responses to show you understand A's feelings or situation?
   A  I've been studying Chinese for years, but I still can't read it very well.
   B  You must be [ ] or [ ]

   Now listen. Why hasn't Hal made much progress with his saxophone?

Debra  Hey, what's this saxophone doing here?
   Hal  I have a lesson after work.
   Debra  So, how long have you been playing?
   Hal  Oh, a couple of years.
   Debra  You must be getting pretty good by now.
   Hal  I wish I hadn't made much progress lately.
   Debra  Huh. How come?
   Hal  Well, you see, I used to practice every morning, but then I started this job, and somehow I can't get myself to practice at night.
   Debra  Well, you must be tired after work.
   Hal  Yeah. But you know, I just joined a band.
   Debra  That must be fun.
   Hal  Yeah, it really is, and it keeps me motivated to practice. In fact, that's why I joined.
   Debra  I see. Well, let me know if your band performs anywhere. I want to hear you play!

Notice how Debra uses must to show she understands Hal's situation or feelings. Find examples in the conversation.

"That must be fun."

B Think of a response to each sentence using That must be or You must be plus an adjective from the box. Then practice with a partner.

1. I've been taking dance lessons.  "That must be fun."
2. The elevator's not working, so I have to walk up to the tenth floor.
3. I just won a scholarship to go to college.
4. I often get up and study at 5:00 in the morning.
5. I'm going skydiving next week.
6. We're reading a book on ethics in my philosophy class.
7. I'm going out on a blind date tonight.

C Pair work  Write five sentences about yourself 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 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.

Pair work Student A: Ask the questions. React to Student B’s answers with **I see**, and continue the conversation. Student B: Answer the questions with true information. Explain your answers. Then change roles.

1. **A** Do you want to live abroad someday?
   **B** Yes, I really do. **You see**, ... 
   **A** Not really. You see, ...

2. **A** Would you like to work less and have more time for fun?
   **B** I really would. **You see**, ... 
   **A** Not at all. You see, ...

3. **A** Would you like to spend more time reading?
   **B** I think I would. **You see**, ... 
   **A** I don’t think so. You see, ...

**A** Do you want to live abroad someday?
**B** Not really. You see, I’m a lawyer and I can’t practice in another country.
**A** I see. So would you like to take a vacation in a foreign country?

3 Listening People and situations

**A** 🎧 Listen to the four conversations. Match each person with the situation he or she explains.

1. Mark ____  a. has always dreamed of studying art.
2. Angela ____  b. hasn’t been studying a lot this year.
3. Linda ____  c. doesn’t have enough time to practice.
4. David ____  d. wants to be able to talk to people while on vacation.

**B** 🎧 Listen again. Show you understand. Write a response to each person using **must**.

1. ____________________________  3. ____________________________
2. ____________________________  4. ____________________________

4 Free talk What on earth are they doing?

See Free talk 11 for more speaking practice.
Lesson D
Reactions and opinions

1 Reading

A What are some things that people can volunteer to do in their communities? Do you know anyone who does volunteer work? What do they do?

B Read the article. What does Marcus try to do with his program, Just Say KNOW?

A Teen Hero
He Coaches Kids — On and Off the Field
by John Garrity, Sports Illustrated

Standing in front of an eighth-grade class at Gove Middle School in Denver, 19-year-old Marcus Houston worked the audience like a seasoned motivational speaker: "I can tell just by looking which of you are not going to be successful in life," he said, and then walked around the classroom studying faces. Kids who were slouched at their desks discreetly straightened up.

"Aw, I'm just kidding," Marcus said with a grin. "But didn't you feel your heart stop? That's because you want to be successful!"

Marcus uses his credibility as a star athlete (he was an all-state football player in high school) to motivate younger kids academically. His concern began when he was a junior at Denver's Thomas Jefferson High. Twelve freshman footballers were flunking classes and lost their eligibility. Disturbed by their failure and looking for an avenue of action, Houston created a program called Just Say KNOW. He went to middle schools, where he showed a football highlights video to capture the kids' imaginations, and then talked to them about the importance of being responsible and doing well in school.

"I think eighth grade is critical," Marcus says. "It's when kids develop their own vision and decide what crowd they'll hang out with." He knew upperclassmen could have a big impact on younger students. He is seeking corporate donations in hopes of taking Just Say KNOW national.

C Find the underlined expressions in the article. Match them with the definitions.

1. Marcus worked the audience.
2. Some kids were slouched at their desks.
3. Marcus uses his credibility as a star athlete.
4. Players who failed classes lost their eligibility.
5. Marcus was looking for an avenue of action.
6. Marcus hopes to take his program national.

a. not sitting up straight
b. were not allowed to play anymore
c. a way to make a difference
d. got the group's attention
e. create a national organization
f. the respect people have for him
2 Listening and speaking  People making a difference

A Listen to the conversations. Match the people and the organizations they work with. Write a, b, or c next to their names.

1. Janine Licare
2. Arn Chorn-Pond
3. Ardana Gojani

a. The Cambodian Master Performers Program
b. The International Book Project
c. Kids Saving the Rainforest

B Listen again. Write what each organization does. Then compare answers with a partner. Which person are you most impressed with? Why?

C Group work Think of a volunteer program for your community. Who does it help? What does it do? Present your program to the class. Which programs should get “funding” – money from corporations or the government?

3 Writing  A letter to the editor

A Here are two possible reactions to the article on page 114. Which do you agree with? Why? Tell a partner.

Dear Editor,
It was exciting to read about a teen hero like Marcus Houston. It seems to me that many young people today are concerned mainly with their own interests and careers. I believe all teenagers should volunteer for programs like this....

Dear Editor;
I was interested to read about Just Say KNOW. My impression is that many young people are really concerned about helping other people. In my opinion, the world can’t be such a bad place with kids like Marcus making a difference....

B Write a letter to the editor about Marcus and his program or about the work of another person you admire. Use the letters above as models.

Dear Editor,
I was very interested to read about....

C Group work Read your classmates’ letters. Are people’s reactions similar? Did you learn about any interesting people and projects?
In Unit 12, you learn how to . . .

- use the simple past passive in news stories.
- talk about local and international news events.
- talk about extreme weather and natural disasters.
- introduce news in conversation with expressions like Guess what?
- use expressions like The thing is . . . to introduce issues.

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?
Lesson A  Local news

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.

1 Getting started

A Listen. Jack tells Ruth some news from the local newspaper. Complete the headlines.

1 Student finds on bus
2 Teen sees bears in
3 THIEF BREAKS INTO TAKES

B Which sentences about the news stories are true? Correct the false ones.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A bag of money was stolen on a bus.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>2. Two bears were seen in a house.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>3. The airport was closed.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>4. Flights were canceled.</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>
2 Grammar  The simple past passive

Use the active form of a verb to focus on the “doer” or cause of the action.

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.

Use the passive form to focus on the “receiver” of the action, 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.

In conversation . . .

The passive is approximately 5 times more common in written news than in conversation, but people often use the passive to talk about news events.

A Rewrite the sentences. Use the simple past passive.

1. Someone saw a snake on the subway.
   A snake was seen on the subway.

2. Someone sold a famous painting for $6,000,000.

3. Someone left hundreds of pineapples on the sidewalk yesterday.

4. Someone broke into a store and stole some soccer balls.

5. Someone found a diamond ring in a doughnut.

6. They canceled school throughout the city yesterday.

B Pair work  Take turns telling the news items above. Use your own ideas, and ask questions. Who can think of the strangest story?

A A snake was seen on the subway yesterday.
B No kidding! What happened exactly?
A Well, the subway was closed for two hours. The snake was caught and . . .

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 🎧 Listen and repeat the sentences above. Notice how sentences with a lot of new information are broken into shorter parts. One syllable in each part receives the strongest stress.

B Practice the conversation on page 118. Take turns playing Jack’s role. Break Jack’s sentences into shorter parts with a single stress as shown above.
1 Building vocabulary and grammar

A 🎧 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.

B Write words and expressions from the news stories that go with each category below. Compare lists with a partner.

<table>
<thead>
<tr>
<th>Earth</th>
<th>Wind</th>
<th>Fire</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>earthquake (quake)</td>
<td>struck by an earthquake</td>
<td>damaged by a tornado</td>
<td></td>
</tr>
</tbody>
</table>

C Can you put these statements in the correct order? Compare with a partner.

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
2 Grammar The simple past passive with by + agent

When the agent – the “doer” of the action – 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 Write the first sentence of a news story for each headline. Use the passive with by + agent and an adverb. Add details to explain where and when each story happened.

1. Fire destroys old warehouse
   An old warehouse was partially destroyed by a fire in Miami last night.

2. Earthquake disrupts water service and electric power

3. Hurricane damages high school

4. Lightning injures two golfers

5. Tornado destroys police station

B Group work Add a few sentences to one of the news stories above to write a short TV news report. Read your report to the class. Which story is the most interesting?

3 Listening and speaking News update

A Listen to two news stories. Answer the questions.

1. What kinds of weather does the reporter talk about?
2. What problems did the weather cause?
3. Who were the people rescued by?
4. Why was the wedding canceled?
5. What happened to the groom?
6. 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.

4 Vocabulary notebook Forces of nature

See page 126 for a useful way to log and learn vocabulary.
Lesson C  Did you hear about . . . ?

1 Conversation strategy  Telling news

A Put the conversation in the correct order. Number the sentences from 1 to 5.

1. ____. Yeah. Well, she was robbed last night.
2. ____ Well, you know that tall woman, Annie?
3. ____ Did you hear the news?
4. ____ Yeah. The one who works in the café?
5. ____ No. What happened?

Now listen. What happened in Joey and Celia's neighborhood last night?

Joey  Did you hear about all the trouble here last night?
Celia  No, but I heard some police sirens.
Joey  Well, you know that older guy on the first floor of my building?
Celia  Yeah . . .
Joey  Guess what? His car was stolen.
Celia  That's terrible.
Joey  And you know what? He heard his car alarm and called the police, but they came way too late.
Celia  I'm not surprised. The thing is, they just don't have enough police on duty at night.
Joey  Exactly.
Celia  Oh, and did I tell you? My car was broken into last Thursday night.
Joey  No. Really? Was anything stolen?
Celia  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!

B Match the questions with the news they introduce. Compare answers with a partner.

1. I just bought a new TV. And you know what?  
   a. I fell off the roof of the house.
2. Did I tell you about my accident?  
   b. He's getting married in the spring.
3. Did you hear about the tornado?  
   c. She's a friend of my cousin's.
4. I won a talent contest. And guess what?  
   d. It's broken already.
5. Have you heard the good news about John?  
   e. I'm going to be on television.
6. You know the woman who lives next door?  
   f. It destroyed the mall.

C Pair work  Take turns telling your own news, using the expressions above.
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 . . . (to add another issue)
The only thing is . . . (to raise a problem)

Add adjectives to introduce other ideas.
The best thing is / was . . .
The funny thing is . . .
The scary thing is . . .
The thing is, they just don't have enough police on duty at night.

A Complete the sentences with an appropriate word or expression from the box. Compare with a partner.

best thing only thing scary thing
funny thing other thing thing

1. I loved everything about my vacation, but the _______ was, the weather was perfect.
2. I'm a little bored with my job. The _______ is, I'm not learning anything new, and the _______ is, I don't have much in common with my co-workers.
3. My car was stolen once. The _______ was, they brought it back the next day.
4. My new boyfriend is great in almost every way. The _______ is, he gossips too much.
5. I was in a small earthquake once. The _______ was, I didn't know what to do.

B Pair work  Change the sentences above to make them true for you.

"I love everything about my new apartment, but the best thing is, I have a great view."

3 Listening  What do they say next?

A Read the last lines of four conversations. Can you guess what each conversation is about?

- "The thing is, people need to feel safe when they go out at night."
- "The scary thing was, we didn't have electricity for three days."
- "And you know what? Everything was gone—her money, credit cards, keys, everything."
- "So the funny thing is, her prediction about her car turned out to be true."

B Listen to the beginning of each conversation. Choose an ending above. Number the sentences.

C Now listen to the complete conversations, and check your answers.
A new brand of journalism is taking root in South Korea

By Dan Gillmor – San Jose Mercury News

SEOUL — Lee Bong-Ryal has a day job as an engineer at a semiconductor company. In his spare time, he's helping to shape tomorrow's journalism.

Lee is an active "citizen-reporter" for OhmyNews, an online news service. OhmyNews is transforming the 20th-century's journalism-as-lecture model, where organizations tell the audience what the news is, and the audience either buys it or doesn't, into something vastly more bottom-up, interactive, and democratic.

In South Korea, the Internet is a part of everyday life. More than two-thirds of households are connected to the Internet, most with high-speed links.

Even taxi drivers who don't have time for newspapers have heard of OhmyNews. The site draws millions of visitors daily. Advertisers are supporting both the Korean-language Web site (www.ohmynews.com) and a weekly print edition, and the operation has been profitable in recent months, according to its chief executive and founder, Oh Yeon-Ho.

Oh is a 38-year-old former writer for progressive magazines. With a staff of about 50 and legions of "citizen-reporter" contributors – more than 26,000 have signed up, and more than 15,000 have published stories under their bylines – Oh and his colleagues are creating something entirely new.

"The main concept is that every citizen can be a reporter," he says.

The site posts about 70 percent of the roughly 200 items submitted each day, after staff editors look at the stories. What's so different here is that anyone can sign up, and it's not difficult to get published. The Web means space for news is essentially unlimited, and OhmyNews welcomes contributions from just about anyone.

Oh Yeon-Ho

The citizen-reporters do cover politics, economy, culture, arts, and science – the usual subjects you'll find in newspapers – but they tend to focus more on personally oriented issues like education, job conditions, and the environment.

While about 85 percent of the online edition is written by the citizen-reporters, about 90 percent of the weekly print edition is written by the staff.

OhmyNews' ambitions aren't limited to mere words. It runs video Webcasting services and plans to expand its multimedia presence. Someday, citizen-reporters could be contributing video reports.

OhmyNews is an experiment in tomorrow. So far, it's looking like a brilliant one.
3 Read the article again. Are these sentences true or false? Correct the false statements.

1. The majority of South Koreans have access to the Internet.  
2. OhmyNews plays an important role in reporting the news in South Korea.  
3. Only professional journalists write the online news reports.  
4. OhmyNews publishes all the articles that the reporters post.  
5. In addition to the online Web site, there is a printed paper version of OhmyNews.  
6. Unlike other news services, OhmyNews only covers personal issues.

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 the results.

1. How often do you keep up with the news?
   - every day ______
   - once or twice a week ______
   - less than once a week ______

2. Where do you usually get the news?
   - TV ______
   - newspapers ______
   - Internet ______
   - radio ______
   - magazines ______
   - other ______

3. What news are you most interested in?
   - local ______
   - national ______
   - international ______

4. What three topics are you most interested in?
   - current events ______
   - sports ______
   - business ______
   - the arts ______
   - the weather ______
   - science and technology ______
   - other ______

B Use the information from your survey to write a report about the class's interest in the news.

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.

C Pair work Read a partner's report. Do you agree on your findings? What information from the survey is most surprising? Why?

3 Free talk Here's the news!

See Free talk 12 for more speaking practice.
Self-study listening

Unit 1
A Track 1 Listen to the conversation on page 6. Alexis and Jacob are talking about Jacob's roommate.

B Track 2 Listen to the rest of their conversation. Check (✓) true or false for each sentence.

1. Kim is Alexis's old roommate. [ ] ✓ [ ]
2. Kim talks to Alexis a lot. [ ] ✓ [ ]
3. Kim is always saying mean things. [ ] ✓ [ ]
4. Kim's friends are always visiting their apartment. [ ] ✓ [ ]
5. Alexis is always giving Kim free tickets. [ ] ✓ [ ]
6. Alexis likes her new roommate. [ ] ✓ [ ]

Unit 2
A Track 3 Listen to the conversation on page 16. Debra and Hal are talking about movies they like.

B Track 4 Listen to the rest of their conversation. Circle the correct words.

1. Debra wants to see the Will Smith movie at 6:00 / 9:30. [ ]
2. Hal wants to eat before / after the movie. [ ]
3. Debra likes / doesn't like sci-fi movies. [ ]
4. Hal now wants to see the Will Smith / Bruce Willis movie. [ ]
5. Hal will / won't finish his work before the movie. [ ]

Unit 3
A Track 5 Listen to the conversation on page 26. Kim and Juan are hiking.

B Track 6 Listen to the rest of their conversation. Choose the right answer. Circle a or b.

1. How tall are the sequoias?
   a. The height of a 26-story building.
   b. The height of a 62-story building. [ ]

2. How old are the oldest sequoias?
   a. About 300 years old.
   b. About 3,000 years old. [ ]

3. How old is the oldest tree?
   a. Almost 4,000 years old.
   b. Almost 5,000 years old. [ ]

4. Where is the oldest tree?
   b. In Sequoia National Park. [ ]

5. Why does Juan know so much about trees?
   a. Studying trees is his hobby.
   b. He read about them in his guidebook. [ ]

Unit 4
A Track 7 Listen to the conversation on page 38. Rob and Paula are talking about their kids.

B Track 8 Listen to the rest of their conversation. Check (✓) true or false for each sentence.

1. Paula's family used to spend weekends together. [ ] ✓ [ ]
2. Rob used to play baseball with his dad. [ ] ✓ [ ]
3. Paula is always driving her kids somewhere. [ ] ✓ [ ]
4. Rob wants everyone to come to a barbecue next weekend. [ ] ✓ [ ]
5. Paula is going to take her kids home now. [ ] ✓ [ ]
Unit 5

A Track 9 Listen to the conversation on page 48. Laura and Kayla are at Laura's apartment.

B Track 10 Listen to the rest of their conversation. Circle the correct words.

1. Kayla is having hot / iced tea.
2. Laura's mother made the cookies.
3. The cookies don't have much fat / sugar.
4. The cookies are lemon / ginger and chocolate.
5. Kayla likes / doesn't like the cookies.
6. Kayla wants to have some cake / another cookie.

Unit 6

A Track 11 Listen to the conversation on page 58. Ramon and Ling are talking on the phone.

B Track 12 Listen to their conversation later that evening. Check ✓ true or false for each sentence.

1. Ramon is at the gym. ✓ False
2. Ling has another seminar on Saturday. False ✓
3. Ling and Ramon had plans to meet on Saturday. False ✓
4. Ramon wants Ling to go to the seminar. True False
5. Ling decides not to go to class on Saturday. True False
6. Ramon is going to call Ling back. True False

Unit 7

A Track 13 Listen to the conversation on page 70. Maria and Chen are in the hallway of Maria's apartment building.

B Track 14 Listen to the rest of their conversation. Check ✓ true or false for each sentence.

1. Chen is talking about the guy who lives next to him. False ✓
2. The neighbor gave Chen a key to his apartment. True False
3. Maria thinks it's good that neighbors can help each other out. True False
4. Chen's neighbor needed his key at 2:00 a.m. False ✓
5. Chen complained to his neighbor. False ✓
6. Chen is going to help his neighbor again next week. True False

Unit 8

A Track 15 Listen to the conversation on page 80. Nicole and Carlos are talking on campus.

B Track 16 Listen to the rest of their conversation. Choose the right answer. Circle a or b.

1. Nicole is thinking about living _______.
   a. in a student dormitory
   b. with her aunt and uncle
2. Nicole's aunt and uncle used to _______.
   a. have a student living with them
   b. have a relative living with them
3. Nicole has applied _______.
   a. only to Bracken Tech
   b. to several schools
4. Carlos would like to live _______.
   a. with Nicole's relatives
   b. with Nicole's friends
5. Carlos has _______.
   a. met Nicole's relatives before
   b. never met Nicole's relatives
6. Nicole's uncle and Carlos _______.
   a. both like baseball
   b. both like engineering

SSL2
**Unit 9**

A Track 17 Listen to the conversation on page 90. Jacob and Greg are in their apartment.

B Track 18 Listen to the rest of their conversation. Circle the correct words.

1. Greg is looking at a chat room / website for inventors.
2. One guy has invented a gadget to hook up a CD player / an MP3 player in a car.
3. Greg knows / doesn’t know how the gadget works.
4. Jacob knows where Greg can learn about / buy one.
5. Greg’s invention would show your picture / name every time you log in to a chat room.

**Unit 10**

A Track 19 Listen to the conversation on page 102. Todd and Paula are at work.

B Track 20 Listen to the rest of their conversation. Answer the questions. Check (✓) Todd or Paula.

1. Who will be out of the office tomorrow?
2. Who had a vacation last July?
3. Who’s been working on the presentation?
4. Who’s going to make copies of the reports?
5. Who’s going to read the surveys?
6. Who’s going to have a cup of coffee?
7. Who has a lot of work to do by Monday?

**Unit 11**

A Track 21 Listen to the conversation on page 112. Debra and Hal are at work.

B Track 22 Listen to the rest of their conversation. Circle the correct words.

1. Hal’s band needs more practice / money.
2. The band also needs a drummer / singer.
3. In college, Debra majored in music / accounting.
4. Debra used to sing in concerts / at parties.
5. Debra is too busy / tired to practice on Fridays.
6. Hal thinks Sunday morning is a good / bad time to practice.

**Unit 12**

A Track 23 Listen to the conversation on page 122. Joey and Celia are on the street near Celia’s apartment.

B Track 24 Listen to the rest of their conversation. Choose the right answer. Circle a or b.

1. Celia left ______ in her car.
   a. some CDs   b. nothing valuable
2. Joey tells Celia a story about their ______ Andrew.
   a. classmate   b. neighbor
3. Andrew’s car was stolen from outside ______.
   a. gas station   b. store
4. Andrew didn’t ______ the car door when he went in to pay.
   a. close   b. lock
5. The police asked for his ______ number.
   a. work phone   b. cell phone
6. When the policeman called the number, the thief told him ______.
   a. his location   b. his name
Unit 1

Alexis Yeah, but she was always saying mean things about her friends. I felt pretty bad for them.

Jacob So, what about your new roommate? What's she like?

Alexis Her name’s Kim. She’s really nice, just really friendly.

Jacob That’s good. So you still along really well?

Alexis Yeah, but she's pretty talkative. She’s always telling me about her work and complaining about her boyfriend.

Jacob Huh. But at least she's not mean.

Alexis No, she's not at all. She really is a nice person. But it's not easy to study when she's home because you know, her friends are always calling and coming over.

Jacob She sounds incredibly popular.

Alexis Yeah. Actually, she works for an ad agency. So I'm always getting free tickets for concerts and things from her.

Jacob Wow. That’s great. So, I guess it’s worth listening to all her problems, then.

Alexis Yeah. For sure!

Unit 2

Hal Yeah, me too. What time does it start?

Debra Um... it’s on at 6:00 and 9:30. If we leave work right at 5:00, we can make the 8 o'clock show.

Hal Yeah, but I haven’t finished my report. I won’t be ready to leave at 5:00. And what about dinner?

Debra We can get something after the movie... Hal Well, how about we go at 9:30? It’s late, but at least I can finish work, and we can eat.

Debra Maybe there’s another movie at 7:00 or 8:00? Let’s see... Hal Oh, I know! Have you seen that new science-fiction movie with Bruce Willis?

Debra No, but I’ve heard about it. I really like sci-fi.

Hal Do you? Well, see if it’s playing someplace.

Debra OK. Oh, look! It’s playing at the Plaza tonight!

Hal It is? Perfect. Let’s go. What time does it start?

Debra Oh, it starts at 6:30. But you have to finish your report... Hal Oh, never mind! I’ll do it tomorrow.

Unit 3

Kim Can you go camping in Sequoia National Park?

Juan Actually, I’m not sure. But it really is the nearest place.

Kim So, the sequoias there are the tallest trees in the world? How tall are they?

Juan Really tall. They’re like a 26-story building!

Kim No way! Really? That’s taller than my office building.

Juan And the oldest ones are over 3,000 years old.

Kim They are? That’s amazing.

Juan It sure is. Actually, there’s one tree that’s almost 5,000 years old.

Kim There is? In Sequoia National Park?

Juan No, it’s north of Sequoia, in a secret location.

Kim Wow! You really know a lot about trees. Is that your hobby or something?

Juan No, I read all this stuff in my hiking guidebook. You know, the widest trees...
**Unit 7**

Chen I have one neighbor that I'm pretty friendly with, though, the guy in the apartment across from mine. He's really nice. He helped me move some furniture last month.

Maria Oh, that was nice of him.

Chen Yeah, it was. I've helped him, too. The last time he went away, he gave me a key so I could go in and water his plants.

Maria Yeah? I guess that's the good thing about neighbors-- they can help each other out like that.

Chen Yeah, but sometimes it can be a problem, too. Last week, he came back late from a party and couldn't find his key. So, he knocked on my door at 2:00 a.m. and wanted his key back.

Maria At 2:00 a.m.? No way! Well, I guess he had to ... It's a little inconsiderate, though. Were you asleep?

Chen Yeah!

Maria Boy, you were mad. Did you complain to him about it?

Chen No. I need him to help me move some more furniture next week!

**Unit 8**

Nicole Yeah. My aunt and uncle live near Bracken, so it would be a good choice for me. I could live with them-- if I go there.

Carlos That would be good.

Nicole Yeah. They have a nice house . . . you know, a lot of rooms, and my aunt makes great food. They used to have a student living with them a few years ago.

Carlos Really? If I were you, I'd go to Bracken next year for sure!

Nicole I know. I'm seriously thinking about it, but I've applied to some other schools, too.

Carlos Yeah? Well, uh, do you think your aunt and uncle might like to have a student living with them this year? I mean, I would pay rent . . .

Nicole What a good idea! I'll ask them. I'm sure they'll say "Yes."

Carlos Oh, that would be awesome.

Nicole Well, you might want to meet them first . . . . I mean, they're really nice people. My uncle's a big baseball fan. You could go to a game together.

Carlos That would be excellent! Bracken is beginning to sound better already.

**Unit 9**

Greg Yeah, but take a look. It's a chat room for inventors ... . I mean, the people on here have made all kinds of things. This one guy has invented a gadget that lets you hook up your MP3 player in the car and play it.

Jacob Huh. I wonder how that works.

Greg I'm not sure how it works, but it's a great idea!

Jacob Actually, I've seen one of those gadgets. I can even tell you where to buy one. Anyway, what are you doing in a chat room for inventors?

Greg Well, actually, I have this idea for an invention. It's software that shows your picture every time you log in to a chat room.

Jacob Huh. I wonder if anyone has thought of that before.

Greg I don't know, but just think it would be like talking to someone face-to-face! You know what I mean?

**Unit 10**

Todd Thanks, I will. But wait, won't I see you tomorrow?

Paula No. I'll be out of the office for the rest of the week. I'm going to take a short vacation. I haven't taken a vacation since last July.

Todd Oh, OK. That's good.

Paula Actually, I was wondering if you could finish this presentation for me for Monday. I've been working on it all day, but I haven't been able to finish it yet.

Todd Oh, um . . . all right. Sure.

Paula Oh, and I still haven't made copies of these reports . . .

Todd OK, I can do that.

Paula Great. And just one more thing . . . I was wondering if you could read these surveys. I need a report on them by Monday, too.

Todd All right. Um, would it be OK if I asked your assistant for help?

Paula Oh, sorry. She's taking her vacation this week, too-- while I'm off. All right. Time for a cup of coffee. Do you want some?

Todd No, thanks. I don't really have time.

Paula OK, well, I'm glad you stopped by. Have a good weekend.

Todd Um, thanks. See you Monday.

**Unit 11**

Hal Oh, we haven't performed anywhere yet. We're not good enough. We need a lot more practice.

Debra Oh, I see. So, what kind of music do you play?

Hal Well, jazz and some pop music. Actually, we're looking for a singer. We don't have one yet.

Debra You need a singer? Really? I used to sing when I was in college.

Hal Really? I thought you studied accounting.

Debra I did, but I also sang in several music groups. We used to perform at weddings and parties.

Hal You must be pretty good! Would you be interested in joining our band?

Debra Well, I don't know. When do you practice?

Hal Every Friday at 6:00. Are you busy Friday nights?

Debra No, but I couldn't practice then. I'm always so tired at the end of the week. You know what time would be good for me? Sunday morning. Early Sunday morning.

Hal You must be joking! That's one time when we're definitely not available. Uh . . . how about noon instead?

**Unit 12**

Joey Oh, that's funny. You're lucky that nothing was stolen.

Celia Yeah, well, the thing is, I didn't really have anything valuable inside. Not even any CDs.

Joey Well, that's good. Did you hear about that guy in our class . . . Andrew? His car was stolen.

Celia No. I didn't. What happened?

Joey Well, he was getting gas, and then he went inside to pay, and he left his cell phone in the car. And when he came out, the car was gone!

Celia He didn't lock the car?

Joey No, but the funny thing was, when he went to the police, they asked him for his cell phone number. And then they called it, and guess what? The thief answered the phone!

Celia You're kidding!

Joey No, I'm serious. And then the police officer asked where he was, and the thief told him.

Celia No way! That's hilarious. So, Andrew got his car back?

Joey Yeah. He was lucky.
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THE AUTHORS

Michael McCarthy is Emeritus Professor of Applied Linguistics at the University of Nottingham, where he specialized in the analysis of spoken English and contributed to the development of the Cambridge International Corpus. He is currently Adjunct Professor of Applied Linguistics at the Pennsylvania State University and the University of Limerick. He is the author of many titles of interest to teachers, including Spoken Language and Applied Linguistics. Well known as an expert on the teaching and learning of vocabulary, he is co-author of the basic and upper-intermediate levels of Vocabulary in Use.

Jeanne McCarten has taught English in Sweden, France, Malaysia, and the UK and has many years of experience publishing English teaching materials, specializing in the areas of grammar and vocabulary. She was closely involved in the development of the spoken English sections of the Cambridge International Corpus.

Helen Sandiford has extensive experience as an English teacher, teacher trainer, and sales and marketing specialist. She spent nine years in Japan setting up English programs and teaching in Japanese senior high schools and vocational colleges. She has conducted training seminars for English teachers throughout East Asia.

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REAL ENGLISH GUARANTEE


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