

new interchange

English for international communication

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teachers' edition

Plan of the Book

Title/Topics	Functions	Grammar
UNIT 1 PAGES 2-7		
A time to remember People; childhood; reminiscences	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood	Past tense; <i>used to</i> for habitual actions
UNIT 2 PAGES 8-13		
Caught in the rush Transportation; transportation problems; city services	Talking about transportation and transportation problems; evaluating city services; asking for and giving information	Adverbs of quantity with countable and uncountable nouns: <i>too many, too much, not enough, more, fewer, less</i> ; indirect questions from Wh-questions
UNIT 3 PAGES 14-19		
Time for a change! Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes	Evaluations and comparisons with adjectives: <i>not . . . enough, too, not as . . . as, as . . . as</i> ; evaluations and comparisons with nouns: <i>not enough . . . , as many . . . as; wish</i>
UNIT 4 PAGES 20-25		
I've never heard of that! Food; recipes; instructions; cooking methods	Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions	Simple past vs. present perfect; sequence adverbs: <i>first, then, next, after that, finally</i>
REVIEW OF UNITS 1-4 PAGES 26-27		
UNIT 5 PAGES 28-33		
Going places Travel; vacations; plans	Describing vacation plans; giving travel advice; planning a vacation	Future with <i>be going to</i> and <i>will</i> ; modals for necessity and suggestion: <i>(don't) have to, must, need to, had better, ought to, should</i>
UNIT 6 PAGES 34-39		
Sure. No problem! Complaints; household chores; requests; excuses; apologies	Making requests; accepting and refusing requests; complaining; apologizing; giving excuses	Two-part verbs; <i>will</i> for responding to requests; requests with modals and <i>Would you mind . . . ?</i>
UNIT 7 PAGES 40-45		
What's this for? Technology; instructions	Describing technology; giving instructions; giving advice	Infinitives and gerunds; infinitive complements
UNIT 8 PAGES 46-51		
Let's celebrate! Holidays; festivals; customs; celebrations	Describing holidays, festivals, customs, and special events	Relative clauses of time; adverbial clauses of time: <i>before, when, after</i>
REVIEW OF UNITS 5-8 PAGES 52-53		

Listening/Pronunciation

Writing/Reading

Interchange Activity

PAGE IC-2

UNIT 1

Listening to people talk about their past; listening for personal information

Reduced form of *used to*

Writing an autobiography

"Joan Chen": Reading about an actress's career

"Class profile": Finding out about a classmate's childhood

PAGE IC-3

UNIT 2

Listening to a description of a transportation system; listening for incorrect information; listening to people ask for information

Question intonation in Wh-questions and indirect questions

Writing a description of a city's transportation services

"Stuck in an airport?: What to do . . .": Reading about ways to spend time in an airport

"Making the city better": Suggesting ways to improve a city

PAGE IC-4

UNIT 3

Listening to descriptions of apartments for rent; listening to comparisons; listening to people talk about lifestyle changes

Sentence stress

Writing about a wish

"Dreams Can Come True": Reading about people who changed their lifestyles

"Wishful thinking": Finding out about classmates' wishes

PAGE IC-5

UNIT 4

Listening to descriptions of foods; listening to recipes

Reduced forms of *did you* and *have you*

Writing a recipe

"Eating for Energy": Reading about how food affects physical and mental performance

"Risky business": Collecting personal information from classmates

REVIEW OF UNITS 1-4

PAGES IC-6 AND IC-8

UNIT 5

Listening for descriptions of vacation plans; listening to travel advice

Reduced forms of *ought to* and *have to*

Writing about a vacation

"Getting More for Less When You Travel": Reading about how to save money on travel arrangements

"Fun vacations": Deciding on a trip

PAGE IC-7

UNIT 6

Listening to requests; listening to complaints, excuses, and apologies

Stress with two-part verbs

Writing a persuasive letter

"Summer in the Country": Reading about the Fresh Air Fund

"That's no excuse!": Apologizing and making excuses

PAGES IC-9 AND IC-10

UNIT 7

Listening to people describe how to use technology; listening to advice

Syllable stress

Writing advice about a useful item

"A Day in Your Life - In the Year 2020": Reading about life in the future

"Good advice": Giving advice to classmates

PAGE IC-11

UNIT 8

Listening to descriptions of special days and customs

Stress and rhythm

Writing about a holiday or festival

"Unusual Customs": Reading about holidays and unusual customs

"Once in a blue moon": Finding out how classmates celebrate special days

REVIEW OF UNITS 5-8

Title/Topics	Functions	Grammar
UNIT 9 PAGES 54-59		
Back to the future Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possibilities	Time contrasts; conditional sentences with <i>if</i> clauses
UNIT 10 PAGES 60-65		
I don't like working on weekends! Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with <i>because</i>
UNIT 11 PAGES 66-71		
It's really worth seeing! Landmarks and monuments; aspects of countries; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present)
UNIT 12 PAGES 72-77		
It's been a long time! Information about someone's past; recent past events	Asking about someone's past; describing recent experiences	Past continuous vs. simple past; present perfect continuous
REVIEW OF UNITS 9-12 PAGES 78-79		
UNIT 13 PAGES 80-85		
A terrific book, but a terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative clauses
UNIT 14 PAGES 86-91		
So that's what it means! Nonverbal communication; gestures and meanings; emotions; proverbs; signs and meanings; drawing conclusions	Interpreting body language; explaining gestures and meanings; describing emotions; explaining proverbs; asking about signs and meanings	Modals and adverbs: <i>might, may, could, must, maybe, perhaps, probably</i> ; permission, obligation, and prohibition
UNIT 15 PAGES 92-97		
What would you do? Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions	Unreal conditional sentences with <i>if</i> clauses; past modals
UNIT 16 PAGES 98-103		
What's your excuse? Requests; excuses; invitations; "white lies"	Reporting what people say; making requests; making invitations and excuses	Reported speech; requests; reported speech
REVIEW OF UNITS 13-16 PAGES 104-105		
UNIT SUMMARIES PAGES S-2-S-17		
APPENDIX		

Listening/Pronunciation	Writing/Reading	Interchange Activity
Listening to people talk about changes; listening to possible solutions to a problem Intonation	Writing about future hopes "Are You in Love?": Reading about the signs of being in love	PAGES IC-12 UNIT 8 "Consider the consequences": Agreeing and disagreeing with classmates
Listening for job requirements; listening to people talk about their interests; listening to personality traits Final <i>t</i> in <i>not</i> , <i>don't</i> , and <i>can't</i>	Writing a personality description "Find the Job That's Right for You!": Reading about how to find the perfect job	PAGES IC-13 AND IC-14 UNIT 10 "Dream job": Hiring an employee
Listening to descriptions of monuments; listening for information about a country Linked sounds	Writing about a country "Seven Modern Wonders of the World": Reading about the modern wonders of the world	PAGES IC-15 UNIT 11 "Traveler's profile": Finding out about classmates' travel habits
Listening to people talk about events in their careers; listening for information about someone's recent past Contrastive stress	Writing a biography "Child Prodiges": Reading about child prodigies	PAGE IC-16 UNIT 12 "Life is like a game!": Finding out about classmates' lives
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Listening for opinions; listening to a movie review Word and sentence stress	Writing a movie review "Star Wars": Reading three movie reviews	PAGE IC-17 UNIT 13 "At the movies": Asking classmates' opinions about movies and actors
Listening to people interpret meanings; listening to people talk about the meanings of signs Emphatic stress	Writing an interpretation of a proverb "Body Language: What Does It Say?": Reading about body language	PAGE IC-18 UNIT 14 "What's going on?": Interpreting body language
Listening to people talk about predicaments; listening to advice and suggestions Reduced form of <i>have</i>	Writing a letter asking for advice "Ask Alice": Reading an advice column	PAGE IC-20 UNIT 15 "Do the right thing!": Deciding what to do in a difficult situation
Listening for excuses; receiving telephone messages Reduced forms of <i>had</i> , <i>would</i> , and <i>was</i>	Writing telephone messages "The Truth About Lying": Reading about "white lies"	PAGES IC-19 AND IC-21 UNIT 16 "Excuses, excuses": Making up excuses
REVIEW OF UNITS 13-16		
UNIT SUMMARIES		
APPENDIX		

This unit presents expressions for greetings and introductions, exchanging personal information, and talking about childhood memories; it focuses on talking about the past using the past tense and used to.

Cycle 1 Exercises 1-5

1 SNAPSHOT Multicultural cities

This graphic presents the ethnic makeup of various immigrant groups living in famous cities. (Note: It would be helpful to have a world map for this activity.)

- Books closed. As a warm-up, have a quick brainstorming activity with the class: Choose one city featured in the Snapshot that the Ss may know something about and say "... (name of city) has a lot of immigrants and ethnic groups. Which countries do some of them come from?" (If necessary, explain that *immigrants* are people coming into a country from abroad to make their home there.) Write on the board any suggestions Ss may have.
- Books open. Ss read the information in the Snapshot. How many countries matched the Ss' earlier suggestions?
- Make sure that Ss know where each city is located. (Note: If possible, point out or ask volunteers to point out each city on a world map.)

London = the capital of England, the United Kingdom, and the British Commonwealth; located in southeastern England

New York City = a city and port in southeastern New York State, in the northeastern region of the United States

Sydney = a seaport in southeastern Australia and the capital of New South Wales

Toronto = the capital of Ontario, located in southeastern Canada

- Read the questions aloud. Ss work individually to answer them. Then Ss form pairs or groups to compare information.

Alternative presentation

- Go over the Snapshot as a whole class activity by reading the information aloud. Then elicit Ss' answers to the questions.

2 CONVERSATION

This exercise presents the past tense to talk about people's backgrounds.

A

- Books closed. Set the scene: Two people are rollerblading and have just crashed into each other. Write some questions on the board for Ss to focus their listening on:

Is the woman from South America? (Yes.)

Where was she born? (In Argentina)

Did she grow up there? (Yes.)

Where did she learn to rollerblade? (In the park)

- Play the first part of the audio program. Ss listen and take notes. Then check Ss' answers to the questions on the board and clarify any vocabulary that Ss may find difficult.
- Books open. Present the "Look Up and Say" technique, a helpful method for Ss to use whenever they practice conversations printed in the text: Ss briefly look at a sentence on the page and then look up at their partner and say the sentence by relying on their short-term memory.
- Play the audio program again, stopping after each sentence. Ss listen while looking at the sentence and then look up and say it aloud.
- Model how to use this technique to practice the conversation with a partner. Also, encourage Ss to act out their parts by using gestures and displaying

emotions whenever appropriate (e.g., here, Ss could show surprise on their faces and in their voices when just bumping into each other; elsewhere, they could smile and use hand gestures when saying "Here in the park," "first/second time," and shake hands while introducing themselves).

- Divide the class into pairs to practice the conversation. Walk around and encourage pairs to be enthusiastic and to have fun.
- Optional:** Books closed. Ask for volunteer pairs to stand up and act out the dialog. For a more challenging task, have Ss substitute their own personal information.

B

- Go over the instructions and the question. Tell Ss not to worry about understanding every word they hear; they only need to understand the gist of what is said. Then play the second part of the audio program once or twice.


Audio script (See page T-145.)

(Note: Since *New Interchange Student's Book 2* contains longer listening materials than *Student's Book 1*, the scripts for recorded material not printed on the student's page appear at the back of this Teacher's Edition.)

Answer

Ted works in a travel agency. He's a computer specialist.

3 GRAMMAR FOCUS *Past tense*

 This grammar focus practices statements and questions in the past tense.

- Use the audio program to present the questions and statements in the box; Ss repeat.
- **Optional:** Play the audio program again, this time dividing the class into two large groups: One group repeats the questions and the other the answers. Switch tasks for additional practice.

A

- Go over the instructions. Ss work individually to fill in the missing words. Pairs compare answers.
- **Optional:** Before Ss begin the task, model how to fill in the missing words in the first conversation.
- Elicit Ss' responses to check answers.

Answers

1. A: Could you tell me a little about yourself? Where were you born?
 B: I was born in South Korea.
 A: Did you grow up there?
 B: No, I didn't. I grew up in Canada.

2. A: Where did you go to high school?
 B: I went to high school in Ecuador.
 3. A: Did you study English when you were a child?
 B: Yes, I did.
 A: How old were you when you began to study English?
 B: I was eleven years old.

- Ss practice the conversations in pairs; encourage them to use the "Look Up and Say" technique.

B *Pair work*

- Go over the instructions. Model the task with one or two Ss by asking them the questions in number 1 in part A: Could you tell me a little about yourself? Where were you born? Did you grow up there?
- Pairs take turns asking the questions and responding with real information.
- Walk around the class and give help as needed. Also note any common grammatical problems that pairs might be experiencing. After pairs finish practicing, clarify any problems with the whole class.

4 LISTENING

 This exercise practices listening for key information.

- Play the first interview once or twice. Ss only listen.
- Find out what kinds of things the Ss heard about Yu Hong. Write some of their correct suggestions on the board in note form. Then play the second interview and follow the same procedure.

Audio script (See page T-145.)

- Books open. Present the five questions in the chart. Point out that Ss need to write only key words and phrases – not full sentences. Then play the audio program again, this time straight through, while Ss listen and complete the chart.
- After Ss compare answers in pairs, check Ss' answers by asking volunteers to write their responses on the board in note form.

Answers

<i>Yu Hong</i>	<i>Ajay</i>
1. China	India
2. in 1992	in 1991
3. transportation engineer	computer technician
4. no relatives in the United States	U.S. educational system
5. mom's soup	weather, family, quality of life

Optional activity: *Think fast!*

Time: 5–10 minutes. The goal of this activity is to have Ss practice making statements or asking questions with pre-selected vocabulary. It provides a fun review of vocabulary and of grammar. This could be done in a group or as a whole class activity. (*Note:* This activity could be adapted for use with any unit's vocabulary and grammar points.)

Preparation: Choose words from this unit or other words that would be useful for Ss to review (e.g., in Unit 1, Cycle 1: verb tense – the past tense; verbs – *Rollerblade, move, study*; nouns – *English, countries, immigrants*).

- Model how the activity works: Give the class a word and then call on one S to use the word in a statement or in a question; designate the verb tense if that is also a focus. For example:

T: Make a statement in the past tense with the verb *move*. John.

S1: I moved to the United States in 1997.

(*Note:* Then this S calls out the name of another S, who makes the next sentence.)

S1: Hanako?

S2: My parents moved to Rio last year.

- See how far Ss can keep the game going before giving them another word, tense, or type of structure (e.g., question, statement).

5 GETTING TO KNOW YOU

This fluency activity enables Ss to practice what they have learned so far in Cycle 1; it also gives them a chance to expand their communicative ability.

A Pair work

- Introduce this interview activity by reading the instructions aloud. Then model the task: Call on one S in the class and practice the example dialog. Continue the dialog by asking follow-up questions like the ones given or other questions of your own.
- Ss form pairs. Remind Ss to take notes; they only need to write down key words and numbers to use in part B.
- While pairs are interviewing each other, walk around the class and give help as needed.

B Class activity

- Go over the instructions and the example introduction.
- Ask as many Ss as time allows to introduce their partners and to give as much information as possible

about them. When one S has finished, other Ss in the class can ask additional questions; either the S who made the introduction or the partner who was introduced can answer the questions.

- **Optional:** Whenever possible, invite native and non-native speakers of English to visit the class. It is useful for Ss to realize that English is spoken in many different accents around the world. Ss can interview the visitors using questions like those given in part A.

Optional activity: Getting to know you even better

- See page T-160.



Workbook

For homework, assign Exercises 1–4 on pages 1–3 in the Workbook as in-class work or for homework. Check Ss' answers at a convenient time during the next class. (Answers can be found on page T-191 of the Workbook Answer Key in this Teacher's Edition.)

Cycle 2, Exercises 6–12

6 WORD POWER *When I was a child . . .*

This exercise presents vocabulary that can be used to talk about childhood memories; it also practices categorizing words according to their meanings.

A

- Present the instructions and the word map.
- Ask Ss to look through the vocabulary list. Pronounce and explain any new words, including the category titles in the chart, without giving away a category that a word may belong to; alternatively, let Ss use their dictionaries.
- Ss complete the word map individually. Remind them to add one more word of their own to each category. Then Ss form pairs to compare answers.
- Elicit Ss' answers around the class and write them on the board. Tell Ss to use this information to add any additional words to their own maps.

Answers (extra examples in boldface)

<i>Hobbies</i>	<i>Places</i>
collect comics	beach
play chess	summer camp
paint	tree house
play computer games	amusement park
<i>Pets</i>	<i>Possessions</i>
cat	bicycle
dog	scrapbook
rabbit	soccer ball
bird	teddy bear

B Pair work

- Go over the task and the example dialog. Model the task with one or two Ss.
- After Ss choose three words from the word map, they form pairs and take turns talking about some of their childhood memories. Walk around the class and give help as needed.

Optional activity: It's the teacher's turn!

Time: 5–10 minutes. This activity practices yes/no and Wh-questions with *be* and *do*. It also allows Ss to learn something about you, the teacher.

- Write some questions like these on the board for Ss to ask you:

Where are you from originally?

Where did you go to school?

Did you major in English?

What languages do you speak?

What do you want us to call you in class?

- Present the questions. Then elicit additional ones and write them on the board.
- Ss take turns asking you the questions on the board as well as their own follow-up questions.

Alternative presentation

- Turn this activity into a contest. Divide the class into two, three, or four large groups. Explain the rules: Groups take turns asking you questions. Each group gets one point for each grammatically correct question. After five minutes, the group with the most points wins.

7 CONVERSATION

This conversation introduces the past with *used to*.

A

- Books closed. Set the scene: Two friends are talking about childhood memories. Write some focus questions on the board like these:
Where did the woman go every summer? (To her uncle's beach house)
How long did she spend there? (Two weeks)
What did she do every day? (She got up early and walked along the beach.)
What did the woman and man collect? (Shells)
- Play the audio program. Ss listen for answers to the questions on the board. Check Ss' answers.
- Books open. Tell Ss to look at the picture and/or to read along silently as they listen to the audio program again.
- Present the conversation line by line. Explain these words and expressions:

Hey! = an interjection used to get someone's attention
kid = (informal) a child
I bet = here, "I guess" or "I think"
attic = the space just under the roof of a house

- Ss practice the conversation in pairs.

B

- Read the question aloud. Then play the second part of the audio program at least once.

Audio script (See page T-145.)

- Elicit and check Ss' answers around the class.

Answer

Jeff's favorite childhood memory is visiting his grandparents (especially riding his grandfather's horse, Blackie).

8 GRAMMAR FOCUS *Used to*

This grammar focus presents *used to* for habitual actions in the past.

Both *used to* and the past tense can be used to describe something that happened regularly in the past but that no longer happens or exists. If the context makes it clear that a habitual past activity or state is being referred to, the past tense is sometimes more appropriate than *used to* (e.g., *I wore glasses as a child.*). Note also that *used to* refers to an activity that takes place over an extended period of time; the structure can't be used to refer to a specific point in time (i.e., we can't say "I used to go to the movies last Saturday.").

- Play the audio program to present the questions and statements in the box; Ss repeat.

A

- Before Ss begin the task, model how the sentences could be completed either by giving information about yourself or by using the pictures provided. Alternatively, ask several volunteers to do this about themselves. For example, suitable responses for number 2 might be:
 I used to be a **good swimmer**, but I'm not anymore.
 I used to be **very thin**, but I'm not anymore.
- Ss do the task individually, writing their sentences on a separate piece of paper. When they finish, have them compare answers with a partner.
- Check Ss' answers around the class. Accept any answer that is logical and grammatically correct.

B *Pair work*

- Go over the task. Ss first work individually to write five

more used to sentences about themselves. Then pairs take turns reading their sentences aloud to each other.

- Find out which pairs learned that they had something in common about their past. Ask them to share their discoveries with the class.

Optional activity: *Sentence-making contest*

Time: 10–15 minutes. This activity reviews describing people, their careers, and changes in their lives.

Preparation: In the class before the activity is done, each S brings one color magazine picture showing several people doing various activities. Collect the pictures and choose the best ones for this task. The number of pictures should equal the number of groups (e.g., class size 20 = 4 Ss in each group = 5 pictures needed). Then number each picture (e.g., #1, #2).

- Give each group a picture and explain the game: Ss try to make as many different sentences as they can – in three minutes – about the people in the picture. On a separate piece of paper, the group secretary writes down the picture's number and every sentence the group can think up.
- When the first three-minute time limit is up, groups exchange pictures (clockwise around the class) and do the task again with the next picture. On the same piece of paper, the group secretary again writes down the picture's number and all the sentences that the group forms. Continue the activity until every group has written sentences for each picture passed around.
- Now find out which group has written the most sentences for each picture. Then that group holds up the picture while the group secretary reads their sentences aloud to the class.

9 PRONUNCIATION Used to

This exercise focuses on the pronunciation of *used to*.

A

- Play the audio program once while Ss only listen. Point out the reduction of *used to* /'yʊwstə/: The *d* in *used* is silent, and *to* sounds like "tuh."
- Play the audio program again. This time, Ss listen and repeat each sentence using the reduced pronunciation of *used to*.

B Pair work

- Go over the task: Ss look again at their sentences from Exercise 8 on page 5 and read them to a partner, paying close attention to the pronunciation of *used to*. (Note: If possible, have Ss work with different partners from the ones they had in Exercise 8.)
- Pairs take turns reading aloud their sentences with *used to* from parts A and B of Exercise 8 on page 5. Walk around the class and discreetly listen in to Ss' pronunciation of *used to*; model the correct reduced sounds again if Ss are having any difficulty.

10 MEMORIES

This is a fluency activity in which Ss have the chance to find out more about their classmates' lives.

A Pair work

- Go over the instructions. Model each question; Ss repeat.
- Ss form pairs. Have them think of and write down three more questions to ask each other. Tell Ss to do this initial task individually or together with their partners.
- **Optional:** If any Ss are having trouble making up additional questions, ask volunteers to suggest some. Write any suitable questions on the board.

- Pairs take turns asking and answering the questions. Go around and give help as needed. (Note: If Ss don't want to answer a question because they consider it too personal, tell them to either make up an answer or to say "Sorry, but I'd rather not answer that.")
- Tell Ss to save their questions and any notes for use in the writing activity in Exercise 11.

B Class activity

- Ss take turns telling the class two interesting things they learned about their partner.

11 WRITING

This writing exercise allows Ss to pull together all that they have learned in Exercises 6–10. (Note: This exercise could be done either in class or as homework.)

A

- Go over the task. Read aloud the example paragraph. Elicit some topics from the model that Ss may wish to include in their own compositions. Write the topics on the board, like this:

	<i>My Childhood</i>	
<i>my family</i>	<i>our house</i>	<i>summer</i>
<i>siblings</i>	<i>moving</i>	<i>outdoor games</i>

- Ask the class to use their questions, notes, and ideas from Exercise 10 to suggest additional topics. Write these on the board as well.

(Note: For suggestions on how to teach writing, see the Introduction to this Teacher's Edition called "General Guidelines for Teaching *New Interchange: Teaching Writing Skills*," page x.)

- Ask Ss to plan a composition of two or three paragraphs about "childhood." Encourage them first to brainstorm or make notes on a topic for each of the paragraphs. They should then use that information to help them write a first draft.

- When Ss have almost finished writing their first drafts, move around the class and give individual feedback on the content and organization of each S's draft; alternatively, ask Ss to exchange their drafts in pairs and to give some helpful comments to each other on what is good and what might be improved.
- Ss revise their compositions in class or for homework.

B Group work

- Go over the instructions. Ask for two volunteers to model the task in front of the class. When they finish, elicit additional questions from the rest of the class.
- Ss form small groups and take turns reading their compositions aloud. Tell them also to answer their group members' questions.
- **Optional:** Collect the compositions and give comments and advice. You may want to have Ss put their compositions on the bulletin board for others to read and enjoy.



INTERCHANGE 1 Class profile

See page T-106 in this Teacher's Edition for notes.

12 READING Joan Chen

In this text, Ss learn about Joan Chen, a famous Chinese actress; in the exercise, they practice scanning for facts and key words.

- Books closed. Write the pre-reading question on the board along with the seven film terms. Elicit Ss' suggestions around the class. (Note: It's best not to give any definitions or examples at this time if Ss don't know or can't agree on what a term means; as Ss read the article, they may be able to guess or understand it through context.)

Alternative presentation

- Do some brainstorming with the class on the topic of "Film." Write the topic on the board. Then elicit any words that Ss associate with it and write their suggestions on the board, like this:

	<i>Film</i>	
actress	<i>Batman and Robin</i>	film studio
director	<i>The Lost World</i>	drama school

Then follow up by asking the class to put the words into categories (e.g., an actress and a director are people who work in the film industry; *Batman and Robin* and *The Lost World* are names of American movies).

A

- Books open. Before Ss start reading the article, tell them not to use their dictionaries at this time. Instead, encourage them to circle or highlight any words whose meanings they can't guess from the context of the article.
- When Ss finish, elicit any words that they still don't know or understand. Explain the words or ask Ss to check their dictionaries now. Here are a few examples from the article:

Shanghai = a seaport in eastern China
film studio = a place where movies are made
majored in = studied a particular subject in college
agents = people who manage or arrange the affairs of someone who is in the movie business (e.g., actor, writer, director)
part = a role
interview = a meeting where a person is asked questions; here, to decide if the person can perform a certain movie role
producer = the person who has general control of a play, movie, or TV program
fame = the condition of being famous

- Go over the instructions and the first given answer. Ss work individually or in pairs to put the events of Joan Chen's life into chronological order. Walk around the class and give help as needed.
- Elicit Ss' answers.

Answers

- 1 was born in China in 1961
- 2 left school and studied at a film studio
- 3 won the Golden Rooster
- 4 moved to the United States
- 5 studied film in college
- 6 got her first part in a TV show
- 7 appeared in *Tai-Pan*
- 8 starred in *The Last Emperor*

B Group work

- Read the questions aloud.
- Ss form groups and take turns giving their opinions and ideas about each question. (Note: This discussion task could be a whole class activity.)
- Optional:** As a follow-up, ask groups to summarize their discussions for the class.

Optional activity: *How things have changed!*

Time: 5 minutes. This activity practices *used to* for talking about changes in a city or country. It is suitable for groups of Ss who have lived for some time in one city (e.g., their hometown or a place they have moved to and currently live in). Alternatively, the focus could be on a state or a country that a group knows a lot about.

- Divide the class into groups of Ss who share knowledge about a specific place (e.g., a town, city, state, country). Ask Ss to think of as many differences as they can between the place as it is today and as it was five or ten years ago.



Workbook

Assign Exercises 5–10 on pages 4–6 for Ss to do in class or for homework. During the next class, pairs compare their work. Answer any questions Ss may have. (Answers can be found on page T-191 of the Workbook Answer Key in this Teacher's Edition.)

2

Caught in the rush

This unit presents language for talking about transportation and other public services. Ss practice adverbs of quantity with countable and uncountable nouns, as well as indirect questions.

Cycle 1, Exercises 1-6

1 WORD POWER Compound nouns

This exercise practices forming compound nouns.

A compound noun is a word that consists of two or more words. The meaning of a compound noun can't always be discovered by knowing the meanings of the different words that form it (e.g., *street + car = streetcar*). Some compounds are written as one word (e.g., *stoplight*) while others are written as two separate words (e.g., *stop sign*). It's always a good idea to check a dictionary for the spelling of a compound noun.

A

- Go over the instructions and the example. Quickly read aloud each word in columns A and B; Ss repeat.
- Ss complete the task individually without using a dictionary. Then check Ss' answers by calling on volunteers and writing their ideas on the board.

Possible answers

subway: subway entrance, subway stop, subway station, subway sign
traffic: traffic light, traffic sign, traffic lane, traffic jam
bus: bus stop, bus station, bus lane
bicycle: bicycle lane, bicycle stand
stop: stoplight, stop sign
parking: parking entrance, parking sign, parking space
street: streetlight, street sign
news: newsstand
taxi: taxi sign, taxi lane, taxi stand

B Pair work

- Present the task. Then pronounce each word; Ss repeat. Model how to do the task by using the first word, *police*, like this:
 T: What's a compound noun starting with the word *police*?
 S1: Policeman.
 T: Good. Another one?
 S2: Police officer.
- Ss form pairs and do the task together. Discourage Ss from using a dictionary during the task; they should use one to check their words after they finish, however.
- Elicit Ss' answers around the class.

Possible answers

police: policeman, policewoman, police officer, police station, police car, police dog, police force
telephone: telephone call, telephone book/directory, telephone answering machine, telephone message, telephone booth, telephone receiver, telephone pole
fire: fire alarm, firearm, firefighter, fire extinguisher, firecracker, fire station, fire engine/truck, firefly, fire escape, fire hydrant, fireman, fireplace, fireworks, fire department, fire drill
train: train station, train stop, train whistle, train tracks, train schedule

2 CONVERSATION

This exercise presents statements with adverbs of quantity to talk about problems in a city.

- Books closed. Write a few focus questions on the board – for example:
What is the woman's first complaint? (There's never a bus when you want one.)
What does she feel like doing sometimes? (Writing a letter to the paper!)
What do they decide to do? (Go and get a cup of coffee)
- Play the first part of the audio program. Ss listen. Check Ss' answers to the questions on the board.

A

- Books open. Ask Ss to look at the picture. Has any S ever been in this situation? If so, put that S on the "hot seat" and encourage others to ask questions to find out more.
- Play the first part of the audio program again, pausing

after every line for Ss to repeat. Explain any new words or expressions (e.g., *route* = a certain way, road, or course that is regularly taken; *a letter to the paper* = a letter sent to a newspaper's "Letters to the Editor" column or page).

- Ss practice the conversation in pairs.

B

- Go over the task and the question. Play the second part of the audio program once or twice. This time, Ss should take notes while listening.


Audio script (See page T-145.)

- Elicit Ss' answers.

Answer

The buses are too old; they need more modern buses. There are too many cars downtown, and there isn't enough parking.

3 GRAMMAR FOCUS *Adverbs of quantity*

 This exercise practices two important grammar points: using adverbs of quantity with countable and uncountable nouns, and using comparatives with *more* and *-er*.

- Use the audio program to present the sentences in the boxes; Ss repeat. Explain the differences between countable and uncountable nouns, like this:
 1. Countable nouns have a plural form – usually with *-s* – because they are considered separate and countable things (e.g., *a car, two cars, many cars*).
 2. Uncountable nouns do not have a plural form because they are impossible to separate and count (e.g., *traffic, too much traffic, a lot of traffic*).
 3. Some nouns, however, can be both countable and uncountable (e.g., *a noise/two noises* vs. *too much noise*). Advise Ss to check their dictionaries whenever in doubt.
- Present the adverbs of quantity by going back to the grammar focus boxes; read aloud each adverb + noun listed there (e.g., *too many cars, too much traffic*); Ss repeat.
- Clarify which adverbs of quantity and comparatives go with which nouns by writing this chart on the board. Tell Ss to copy it into their notebooks for future reference:

<i>countable nouns</i>	+	<i>(too) many/few, fewer</i>
<i>uncountable nouns</i>	+	<i>(too) much/little, less</i>
<i>both countable & uncountable</i>	+	<i>(no) enough, more</i>
- Use the sentences in the grammar boxes as a substitution drill with the words on the board and with

other nouns (e.g., countable nouns = *subways, streetcars, one-way streets, highways, parking lots*; uncountable nouns = *smog, noise, graffiti*).

A

- Explain the task. Model how to complete one or two of the sentences. Ss work individually and then compare answers in pairs. Elicit Ss' answers.

Answers

1. There aren't enough police officers./There are too few police officers.
2. There should be fewer cars in the city.
3. There isn't enough public transportation./There is too little public transportation.
4. The government needs to build more highways.
5. There should be less noise.
6. We should have more public parking garages.
7. There is too much air pollution in the city.
8. There are too many cars parked on the streets.

B Group work

- Go over the instructions and read aloud each of the six phrases. To model the task, elicit some example sentences for items 1 and 3. Then Ss form groups and do the activity. Alternatively, Ss first work individually to complete the task; then they compare their statements in groups.
- **Optional:** Ask groups to choose the three most important or most interesting statements they made. Then they take turns sharing the statements with the rest of the class.

4 LISTENING

This exercise practices listening for main ideas about a city's traffic problems and their solutions.

A

- Books closed. As a topic warm-up, ask the class "Do you know anything about Singapore?" If some Ss do, write their responses on the board.
- Set the scene: An engineer is talking about what the city of Singapore has done to solve its traffic problems. Play the audio program once. Ss only listen.

Audio script (See page T-145.)

- Books open. Explain the task and read aloud each statement in the chart. Play the audio program again. This time, Ss complete the chart. Then check Ss' answers around the class.

Answers

1. False 2. True 3. True 4. False

B

- Go over the task and play the audio program once more. Ss listen and correct the statements for items 1 and 4 in the chart. Check answers.

Possible answers

1. Motorists are allowed to drive into the business district with a special pass.
4. Public transportation is excellent.

C Class activity

- Present the questions and elicit Ss' comments around the class for a lively class discussion.

5 YOU BE THE JUDGE!

This activity is a follow-up to the discussion in part C of Exercise 4 on page 9. Here, Ss rate various aspects of the transportation services in their city.

A Group work

- Present the activity by reading aloud the instructions, the rating system, and the items listed in the chart.
- To form groups, place together Ss who live, work, or go to school in the same town or city.
- Set a time limit of about five minutes. Then groups begin the rating and discussion task. Walk around the class, giving help as needed.

B Class activity

- Go over the task and the example summary. Then groups take turns and explain their ratings to the rest of the class.

Optional activity: Arguing the pros and cons

- See page T-160.



INTERCHANGE 2 Making the city better

See page T-107 in this Teacher's Edition for notes.

6 WRITING

This writing exercise allows Ss to pull together all that they have learned in Cycle 1. (Note: This exercise could be done either in class or as homework.)

- Present the task and read aloud the model paragraph. (Note: If one paragraph doesn't seem challenging enough for the Ss, tell them to write two or three paragraphs or a one-page typed composition instead.)
- Encourage Ss to brainstorm on the topic either individually or in pairs if they are going to write about the same city's transportation.
- Ss use their brainstorming maps and notes to write a first draft. Walk around the class, stopping occasionally to ask permission to look over a S's shoulder at his or her draft. Try to make a few short, helpful comments – particularly on content or organization at this stage of the writing process – or just quickly give some words of encouragement and move on. Alternatively, sit at the front desk with an extra chair beside it. Then encourage

Ss to take turns coming up to you in order to get help or to ask any questions they may have about their drafts.

- **Optional:** Ss form pairs or small groups to share and comment on their compositions. Afterward, Ss add to or delete from their compositions and then revise them into a second or final draft.
- Collect the Ss' compositions and comment on them. You may also want to put Ss' work on the bulletin board for everyone else to read.



Workbook

Assign Exercises 1–4 on pages 7–10 in the Workbook for in-class work or as homework. Ss compare answers in groups when all the exercises have been completed. Assign one exercise to each group, who is then in charge of checking Ss' responses around the class on that same task. (Answers can be found on page T-191 of the Workbook Answer Key in this Teacher's Edition.)

Cycle 2, Exercises 7–12

7 SNAPSHOT *Special modes of transportation*

This graphic introduces unusual types of transportation found in some major cities.

- **Books closed.** For a quick warm-up activity, do a little brainstorming with the class on various types of transportation available in cities around the world. Write the topic on the board. Then elicit Ss' ideas and add them to the board, like this:

Transportation Found Around the World

taxis	buses	trains	streetcars
cable cars	jitneys	ferries	subways
boats	hydrofoils	shuttles	canoes

- Ask Ss to suggest which types of transportation are special or unusual, i.e., the mode of transportation is

found in only a few places in the world. Circle those words on the board.

- **Books open.** Ss read the information in the Snapshot.
- Read aloud the three questions. Then use the questions for a whole class discussion; alternatively, have Ss discuss the questions in pairs or small groups.
- **Optional:** As a follow-up to the third question, take a class poll (through a show of hands) on the three kinds of transportation that are used most often by the Ss. End by asking this question: "Would you like to regularly use any of the other unusual modes of transportation that we discussed earlier?" Find out which ones and why.

8 CONVERSATION

This exercise introduces indirect questions for asking about schedules and locations.

- Books closed. Set the scene: A woman is asking questions at an airport information counter. Write some pre-listening questions on the board for Ss to focus on – for example:

What opens at 8 A.M.? (The bank)

Where is it located? (Upstairs, across from the duty-free shop)

Does the man know how often the buses leave for the city? (No.)

What's the last thing the woman asks about? (The nearest restroom)

- Play the first part of the audio program once. Ss listen for answers to the questions on the board. Elicit Ss' responses.

A

- Books open. Play the first part of the audio program again. This time, pause it after each line. Ss look at the picture and/or the dialog while they listen and repeat each line.

- Explain those words, if necessary:

duty-free shop = a store selling imported or exported goods that don't have a government tax
counter = a table or flat surface where people are helped in a shop, bank, restaurant, etc.
restroom = a public toilet

- Ss practice the conversation in pairs, using the "Look Up and Say" technique.

B

- Go over the instructions and each of the four choices. Play the second part of the audio program. Ss listen and check (✓) the information that Erica asks for.

Audio script (See page T-146.)

- After Ss compare answers in pairs, check answers around the class.

Answers

the cost of a taxi to the city; the location of a restaurant

9 GRAMMAR FOCUS *Indirect questions from Wh-questions*

This exercise presents the difference between direct Wh-questions and indirect questions with "Can/Could you tell me . . . ?" and "Do you know . . . ?"

- Use the audio program to present the questions in the box; Ss practice. Point out that indirect questions are often considered more polite in English, as in many other languages. After going over each of the following points, you may want to refer Ss to the Unit 2 Summary Grammar Extension on page S-3 of their textbook:

1. Wh-questions with be

Where is the bank?

In indirect questions with be, the word order changes: be occurs after the noun.

Could you tell me where the bank *is*? NOT Could you tell me where *is* the bank?

2. Wh-questions with do/did

How often *do* the buses leave for the city?
 What time *does* the shop open?

In indirect questions with do, do/does/did is omitted.

Can you tell me how often the buses leave? NOT Can you tell me how often *do* the buses leave?
 Do you know what time the shop opens? NOT Do you know what time *does* the shop open?

- Give additional examples of Wh-questions with *be* and *do* for a quick class drill, like this:

T: Where is the restroom? Use "Could you tell me . . . ?"

Ss: Could you tell me where the restroom is?

T: Where is the parking lot? Use "Do you know . . . ?"

Ss: Do you know where the parking lot is?

A

- Go over the instructions. Ask a volunteer to form an indirect question for number 1.
- Ss do the task individually. After Ss compare answers in pairs, elicit and check answers around the class.

Answers

- Could/Can you tell me/Do you know how much a newspaper costs?
- Could/Can you tell me/Do you know where the nearest cash machine is?
- Could/Can you tell me/Do you know what time the banks open?
- Could/Can you tell me/Do you know how often the buses come?
- Could/Can you tell me/Do you know where you can get a good hamburger?
- Could/Can you tell me/Do you know how late the nightclubs stay open?

B Pair work

- Go over the task. Have volunteers ask you several of the questions in part A; demonstrate how to give real or made-up information when answering.

10 PRONUNCIATION *Question intonation*

This exercise practices the difference between falling intonation, which is usually used with Wh-questions, and rising intonation, which is usually used with indirect questions.

A

- Use the arrows to point out the difference between the two intonation patterns. Explain that intonation is the musical pitch of the voice, which rises and falls throughout a sentence in English.
- Play the audio program. Ss listen and practice.

B

- Model the four questions. Then Ss practice saying the questions using the correct – rising or falling – intonation.
- Optional:** Spot-check individual Ss' pronunciation and intonation. Have Ss take turns saying one set of questions (i.e., with a Wh-question and an indirect question) in either part A or B. You may also want to encourage Ss to work in pairs to practice and to check each other's intonation with the questions here and with those in the grammar focus box in Exercise 9 on page 11.

11 TOURISTS

This is a fluency activity and a follow-up to Exercises 7–10. Here, the purpose is to get Ss to ask Wh-questions and indirect questions quickly and naturally while using the correct intonation.

A *Pair work*

- Read the task aloud. Elicit examples of questions that Ss might want to ask one another about their cities and hometowns. Encourage Ss to use Wh-questions and indirect questions. Write some of the better questions on the board.
- Pairs work together to think up six questions of their own to ask others in part B. They should write down their questions on a separate piece of paper. Walk around the class and give help as needed.

B *Group work*

- Explain the activity: Two pairs form a new group. Then they take turns asking and answering their six questions from part A.
- Model how to do this by practicing the A/B dialog with several Ss. Also present the useful expressions in the box on the right; Ss repeat.
- Groups do the activity. Go around listening for grammatically correct questions and good intonation. Take notes on any difficulties Ss may be having; after the groups finish, clarify any general problems with the whole class.

Optional activities

1 *Could you tell me . . . ?*

Time: 5–10 minutes. This is a fun activity in which Ss challenge one another to form indirect questions. (Note: This activity could also be used to review other types of grammar points.)

- Explain the activity: Ss challenge one another in a contest by forming Wh-questions and then changing them into indirect questions.

- Divide the class into two teams – A and B. The first S on Team A starts by asking a Wh-question (e.g., "Where is the library?" "How late does the subway run?"). Then the first S on Team B transforms it into an indirect question (e.g., "Could you tell me where the library is?" "Do you know how late the subway runs?"). If it is correct, Team B gets one point; if it isn't correct, the next person on Team A gets a chance to make the point. Then another member of Team B asks the next Wh-question.
- The game continues until every S has had at least one turn to make a point. The team with the most points is the winner.

2 *Scrambled letters*

Time: 5–10 minutes. This activity can be used with any unit for a fun vocabulary review and spelling exercise.

Preparation: Near the end of a cycle, choose ten words and scramble the letters of each one. Use the Unit Summaries in the back of the Student's Book to help you. If possible, choose words that are related to one another in some way (e.g., words for things found in a city in Unit 2; words for foods in Unit 4; all nouns).

- In class, write the ten scrambled words on the board. To make the task easier, give Ss the first letter – for example:

terest (s _____)
 bysaw (s _____)

(Answers: street; subway)

- Pairs arrange the letters to find the words. Check Ss' answers.

3 *Chain story – Visiting a foreign country*

- See page T-160.

12 READING *Stuck in an airport? What to do . . .*

In this text, Ss explore some interesting facts about facilities in airports in several world cities; in the exercise, Ss practice scanning for key information.

- Books closed. Use the pre-reading question given here to stimulate a short class discussion or brainstorming activity on this topic. Write Ss' ideas on the board.

A

- Books open. Go over the task. Ss read the passage without using their dictionaries. Remind them to circle, underline, or highlight any word or phrase whose meaning they can't guess from context.
- Ask if Ss have questions about any new vocabulary. Rather than explaining the words or expressions, see if other Ss in the class can define them with synonyms, antonyms, examples, or even by drawing pictures on the board to illustrate them. If no S can provide a definition for a certain word, allow Ss to check their dictionaries.
- When Ss finish reading, tell them to do the matching task. Then elicit Ss' responses.

Answers

1. e 2. d 3. f 4. b 5. a 6. c

B Group work

- Present the questions to the class. Ss form groups and use them for a lively discussion.
- Optional:** Groups share with the rest of the class some of the more interesting ideas that they discussed.

Optional activities

1 *What do we have in common?*

Time: 10–15 minutes. This fun activity gives Ss a chance to get to know one another better. It also practices discussing various topics from the unit and then writing sentences to summarize things that Ss have in common.

- Explain the activity: Ss work in pairs and try for five minutes to find out how many things they have in common with each other. They must write one sentence for each thing they find in common.
- First, ask the class to look through the unit and find some general topics and ideas that they might talk about during the activity. Write their suggestions on the board, like this:

transportation	coffee	taxis
traffic problems	parking	police officers
duty-free shops	things that bother you	airports
cash machines	department stores	

- Write the following phrases on the board for Ss to use during their discussion; elicit additional ones and add them to the board:

<i>We're both . . .</i>	<i>She/He and I both . . .</i>
<i>Neither of us can stand . . .</i>	<i>We both really like . . .</i>
<i>We've both seen . . .</i>	<i>Neither of us wants . . .</i>

- Model the activity with a volunteer:

T: What do we have in common? Hmm . . . OK, I'll start. Have you ever been on a ferry?

S: No, I haven't. But have you ever been on a sailboat?

T: Yes, I have. So that's one thing we have in common. Let's write that down. (*Both T and S write on separate pieces of paper* We've both been on a sailboat.)

S: OK. It's my turn. Would you like to buy a sports car?

T: Yes, I'd like to buy a Miata. How about you?

S: Well, I'd rather get an old Corvette.

T: So we could write *We both would like a sports car, but I want a Miata and you want a Corvette.*

- Ss form pairs. Set a time limit of five minutes. Pairs do the activity. Remind Ss to write down their sentences. Go around the class and give help as needed.
- When time is up, find out which pair wrote the most sentences. That pair shares with the rest of the class the five most interesting things they found in common. Then call on the pair who wrote the second highest number of sentences and have them do the same. Continue in this way for as long as there are pairs and time left.

2 *That's not right!*

Time: 15 minutes. This is a world-knowledge quiz.

- Explain the task: In pairs, Ss think of a country and write down six statements about it – five true and one false. These should be factual statements, not opinions (e.g., I think X is more beautiful than Y.). Write these example sentences on the board:

The Netherlands is a small country. It's in northern Europe. It's also known as Holland. The people speak French. The capital city is Amsterdam. There are a lot of windmills in the Netherlands.

(Answer: The false statement here is "The people speak French." Correction: Dutch.)

- Ss work in pairs to do the activity.
- Now groups of four (two pairs each) get together. The members of one pair take turns reading their statements aloud. The other pair tries to identify the false statement and to correct the false information in it.



Workbook

Tell Ss to do Exercises 5–8 on pages 11–12 in the Workbook about 30 minutes before the end of class; alternatively, assign the exercises as homework. At the start of the next class, have Ss compare answers in pairs. Then elicit answers around the class to check Ss' work. (Answers can be found on page T-192 of the Workbook Answer Key in this Teacher's Edition.)

3

Time for a change!

This unit teaches Ss the language needed for evaluating and comparing houses and apartments. The other focus of the unit is on making wishes, allowing Ss to talk about changes they'd like to make in their lives.

Cycle 1, Exercises 1-5

1 WORD POWER Houses and apartments

This exercise presents adjectives with positive and negative connotations to describe houses and apartments.

- A**
- Go over the instructions. Model the task, using the picture and the two captions: Ss write P next to the positive adjective *comfortable* and N next to the negative adjective *cramped*.
 - Model the pronunciation of the adjectives in the list; Ss repeat each word. If necessary, correct Ss' pronunciation.
 - Ss work individually to complete the task. Tell them to guess about any words they don't know.
 - When Ss finish, allow them to check their dictionaries.
 - After Ss compare answers in pairs, elicit and check answers around the class.

Answers

bright P	cramped N
comfortable P	dangerous N
convenient P	dark N

dingy N	private P
expensive N	quiet P
hugo P	safe P
inconvenient N	shabby N
modern P	small N
noisy N	spacious P

- If Ss still don't understand the meanings of some words, explain them by giving short definitions, synonyms, or antonyms.

B Pair work

- Go over the instructions and read the example description aloud.
- Optional:** Model the task by talking about your own house or apartment while using two positive and two negative adjectives from the list; alternatively, ask a volunteer to do this.
- Ss form pairs and do the activity together. Walk around the class and give help as needed.

2 CONVERSATION Apartment hunting

This exercise introduces evaluations and comparisons with adjectives and nouns.

- Books closed. Set the scene: A family is apartment hunting, i.e., they're trying to find an apartment to rent.
- Write the following focus questions on the board and ask Ss to listen for the answers:

Does this apartment have just as many bedrooms as the last one? (Yes.)

What's the living room like? (It's huge.)

Are the bedrooms large? (No, they're small.)

How's the closet space? (There isn't enough.)

What was the last apartment like? (It was dark and dingy, and it was in a dangerous neighborhood.)

What is the family going to do now? (See if the agent has something else to show them)

- Play the first part of the audio program once or twice. Encourage Ss to take notes while listening. Check Ss' answers to the questions on the board.

A

- Books open. Have Ss look at the picture for a moment. Ask "Is this a picture of the family before or after they saw the apartment? Why?" (Answer: After - because they all look disappointed)

- Use the audio program to present the conversation line by line; Ss repeat.
- Explain any new vocabulary - for example:

just as many = the same number
real estate agent = a person who has a list of available properties for sale or rent and who shows them to clients

- Ss work in groups of three and practice the dialog, using the "Look Up and Say" technique.

B

- Go over the task and read aloud the two questions. Then play the second part of the audio program. Ss listen and take notes to answer the questions.


Audio script (See page T-146.)

- After Ss compare answers in pairs, check answers around the class.

Answers

The bedrooms are huge, and there are two bathrooms. She doesn't like the color of the living room walls.

3 GRAMMAR FOCUS *Evaluations and comparisons*

 This exercise practices ways to make evaluations and comparisons with adjectives and nouns.

- Use the audio program to present the statements in the boxes; Ss repeat. You may want to explain the difference between "evaluations" and "comparisons": Both are judgments, but a comparison evaluates one thing against another. You may also want to refer Ss to the Unit 3 Summary Grammar Extension on page S-4 of their textbook.

- Explain the following two grammar points. Write the information on the board and encourage Ss to copy it into their notebooks:

1. *enough*

Enough goes after adjectives.

The apartment isn't big enough.

Enough goes before nouns.

I like it, but I don't have enough money.

2. *too* + adjective has a negative meaning = "more than necessary or desired"; *too* always goes before the adjective.
- The room isn't big enough. It's too small.*

- Have a quick substitution drill to practice these structures around the class. Start with the sentences under "Evaluations with adjectives" and then switch to "Evaluations with nouns":

T: The kitchen isn't big enough. Bedroom.

S1: The bedroom isn't big enough.

T: Bright.

S2: The bedroom isn't bright enough.

T: There aren't enough closets. Windows.

S3: There aren't enough windows.

- Now point out the structure *as . . . as* for comparatives of equality and go over the various ways this structure is used with adjectives and nouns. Write this information on the board for Ss to copy into their notebooks:

1. *as* + adjective (+ *as*)

It's as big as my old apartment.

It isn't as nice, however.

2. *as many* + countable noun (+ *as*)

It has as many rooms as my old place.

It doesn't have as many bathrooms, though.

3. *as much* + uncountable noun (+ *as*)

It has as much closet space as the last apartment, and there isn't as much traffic on the street.

- Use the information on the board and the sentences in the boxes for another substitution drill – this time on comparisons with adjectives and nouns.

A

- Read the instructions aloud. Give Ss a minute to look at the picture of Apartment 1 and the information in the ad. Then read aloud number 1 and the example sentence rephrased with *not enough*.
- Tell Ss to use information in the box, the information on the board, and words from Exercise 1 on page 14. Ss work individually and complete the task for both apartments. Go around the class and give help as needed. Elicit Ss' responses to check answers.

Answers

- There aren't enough windows.
- It's too dark.
- It doesn't have enough bathrooms./There aren't enough bathrooms.
- It's too inconvenient.
- It's too small./It's too cramped.
- It's not modern enough./It's not new enough.
- It's too noisy.
- There aren't enough parking spaces./There isn't enough parking.

(Note: Tell Ss to keep these sentences to use again in part B of Exercise 4 on page 16.)

B

- Go over the task and read aloud the example sentence. To model the task, elicit several other examples around the class.
- Again, Ss work individually to do the task. Then elicit Ss' answers to check their sentences.

Answers

- Apartment 1 isn't as bright as Apartment 2.
Apartment 1 has as many bedrooms as Apartment 2.
Apartment 1 doesn't have as many bathrooms as Apartment 2.
Apartment 2 isn't as big as Apartment 1.
Apartment 2 is as expensive as Apartment 1.
Apartment 2 isn't as modern as Apartment 1.

C Pair work

- Go over the instructions and the example dialog. Then model the task with one or two Ss.
- Tell Ss to work in pairs and to use the question to start their discussion comparing apartments and houses. Walk around and give help as needed.

Optional activity: *How can you say that?*

- See page T-160.

4 PRONUNCIATION *Sentence stress*

This exercise practices stress in sentences containing evaluations with adjectives and nouns.

A

- Play the audio program to present the explanation.
- Play the audio again, this time pausing it to let Ss repeat each sentence.
- **Optional:** To emphasize that English is a stress-timed language, practice the sentences

again: This time, clap your hands or tap on your desk when saying every stressed word in each sentence.

B *Pair work*

- Go over the task. Ss form pairs and practice their sentences in part A of Exercise 3 on page 15, paying close attention to sentence stress. Walk around the class and discreetly listen in. If any Ss are having difficulty, model some of the sentences again and let the Ss repeat until they get the stress or rhythm right.

5 LISTENING

This exercise practices listening for main ideas and summarizing them with appropriate adjectives; it also requires Ss to listen to and judge people's reactions to descriptions and characteristics of apartments for rent.

- Books closed. Conduct a quick brainstorming activity with the class by asking "What are some adjectives to describe a nice apartment?" Write Ss' suggestions on the board.

A

- Books open. Read aloud the instructions and the adjectives in the lists. Point out that each list contains three sets of adjectives that are opposites (e.g., number 1 = *quiet/noisy, spacious/cramped, modern/old*). Ss need to listen and check (✓) the three words in each item that summarize the apartment's main characteristics.
- Play the audio program; Ss listen and do the task.

Audio script (See page T-146.)

- Pairs compare answers. Elicit Ss' responses.

Answers

1. noisy, spacious, old
2. small, convenient, quiet
3. reasonable, safe, dark

apartment. Ss should also listen for any hints or reasons given by the caller to back up their opinions.

- Play the audio program again, pausing it between callers so Ss can evaluate what they heard and write their answer for each person.
- Let Ss compare their answers in pairs before you check them around the class.

Possible answers (Accept as correct any answers that Ss can support with logical explanations.)

1. The woman isn't going to rent the apartment because she is worried about too much traffic noise and she prefers a more modern/newer building.
2. The man is going to rent the apartment because he said it sounds like the kind of place he's looking for.
3. The woman is going to rent the apartment because the low rent is perfect for her, it's in a safe area, and she doesn't mind that there isn't much light because she's never around during the day.

Optional activity: *Sales pitch*

- See page T-161.



Workbook

Assign Exercises 1–5 on pages 13–15 in the Workbook for homework. Elicit Ss' answers at the beginning of the next class. (Answers can be found on page T-192 of the Workbook Answer Key in this Teacher's Edition.)

Cycle 2, Exercises 6–12

6 SNAPSHOT *Common wishes people have about their lives*

This exercise introduces the theme of the second cycle – wishes that people have about their lives.

- Books closed. Ask this question: "What is one thing you wish for?" Write Ss' responses on the board in a brainstorming map.

- Books open. Tell Ss to read over the information in the graphic. Then ask them to compare their responses written on the board with those in the Snapshot.
- Go over the questions and use them to have a whole class activity; alternatively, have Ss work in pairs or groups to discuss the questions.

7 CONVERSATION Making wishes

This exercise introduces the verb *wish*.

- Books closed. Set the scene by telling Ss to listen to two friends – Brian and Terry – who are talking about working at their present jobs and what they wish they were doing instead.

- Write some pre-listening comprehension questions on the board like these:

Where is Terry working now? (He's still at the bank.)

What are two things Terry says about his job? (It's boring, and it doesn't pay very well.)

What does Terry wish he could do? (Retire now)

How old is Terry? (26)

- Play the first part of the audio program; Ss listen and take notes. Then check answers to the questions on the board.

A

- Books open. Have Ss look at the picture for a moment. Then play the first part of the audio program again. This time Ss listen and look at the picture and/or read the dialog silently.

- Explain any new words and expressions, such as:

not... at all = not in any way

retire = to stop working at your job permanently, usually because of age

- Ss form pairs and practice the dialog.

B

- Read aloud the question that Ss need to focus their listening on.
- Play the second part of the audio program. Tell Ss to listen and to take notes to answer the question. Then elicit Ss' responses around the class.

Audio script (See page T-146.)

Answer

Brian would love to have a job that would involve travel. He'd really like to move to another, more exciting city. Terry wishes he could get back together again with (his girlfriend) Susie because he misses her a lot.

8 GRAMMAR FOCUS Wish

This exercise introduces ways to express regrets, using the verb *wish* + the past tense.

- Use the audio program to present the "fact" and "wish" statements in the box; Ss repeat.
- Explain that we use past tense forms after the verb *wish* to refer to a present situation. Go over the following information and examples. Write them on the board for Ss to copy into their notebooks for future reference:

1. We use *wish* to say that we regret something.

I wish I knew May's phone number. = *I don't know it and I want to call her tonight.*

Do you ever wish you could fly? = *You can't fly, but you'd like to be able to.*

I wish it didn't rain so much. = *It rains a lot, and I don't like it.*

2. After *wish* + *be*, we usually use *were*.

I wish my house were larger. = *It's too small.*

I wish I were taller. = *I'm too short.*

- Use the statements in the box and those on the board to elicit real or made-up statements from Ss around the class – for example:

T: I wish I could buy a new car. Use *could*.

S1: I wish I could get a better grade in English.

S2: I wish that I could win the lottery.

T: I wish I lived somewhere else. Use any verb in the past tense.

S3: I wish I didn't have to work tonight.

- Optional:** Use the picture to elicit several statements about the woman (e.g., *She wishes she didn't have to ride the bus. She wishes she could drive to work instead.*).
- Go over the instructions and read aloud the two example answers for number 1. Then Ss do the task individually before comparing answers in pairs. Elicit Ss' responses around the class.

Possible answers

- I wish my class were more interesting./I wish that I could take another class.
- I wish I didn't have to take the bus to work every day./I wish that I had a car so I could drive to work.
- I wish our apartment were bigger./I wish that our apartment weren't so small./I wish we could move.
- I wish I didn't have so much homework./I wish I had less homework.
- I wish I were in good/better shape.
- I wish I weren't single./I wish that I were married.
- I wish I had more money./I wish I were rich.
- I wish I had some free time.

9 LISTENING

This exercise practices listening for the main idea and then making inferences.

- Books closed. Set the scene: Four people talk about things they'd like to change in their lives.

A

- Books open. Go over the instructions and read aloud each topic in the chart.
- Play the audio program. Ss listen and do the task. Check Ss' answers.

Audio script (See page T-147.)

Answers

- | | | | |
|--------|------------|-----------|---------------|
| 1. job | 2. leisure | 3. skills | 4. appearance |
|--------|------------|-----------|---------------|

B

- Read the questions aloud. Then play the audio again;

Ss take notes. After pairs compare answers, elicit responses.

Answers

- He'd like to find a totally different job because he's sick of his job.
- She'd like to join a club or sports team because she gets bored on the weekends.
- He'd like to take a typing course this summer because he needs it for his school work and he'll find it useful later in life.
- She'd like to lose ten pounds because she looks fat and if she doesn't lose weight, she won't be able to get into her summer clothes.



INTERCHANGE 3 Wishful thinking

See page T-108 in this Teacher's Edition for notes.

10 TIME FOR A CHANGE

This is a communicative wind-up to Cycle 2; it prepares Ss for the writing that follows in Exercise 11.

A

- Go over the question, the instructions, and the list of situations. Then model the task with volunteers, like this:

T: What do you wish were different about your appearance?

S1: Well, I wish I could wear contact lenses. I hate wearing glasses all the time.

S2: I wish I were taller. I think I'm too short.

T: Now what do you wish were different about your . . . ?

- Ss work individually to write down one or two sentences beginning with *I wish . . .* for each situation. Walk around and give help as needed.
- Ss work in pairs to compare responses.

B Group work

- Read the instructions aloud and model the example dialog with several Ss.
- Before groups begin the activity, remind each S to choose two wishes from part A to talk about. Then Ss take turns discussing their wishes in groups. Again, go around and discreetly listen in to each group's discussion for a minute or two.

11 WRITING

This writing exercise provides written reinforcement of ways to describe wishes.

A

- Present the task and read the model paragraph aloud.
- Ss work individually and choose one of their wishes from Exercise 10 (or a new one if they want). Encourage them to brainstorm on their wish to generate lots of ideas and examples before they start writing their first draft. (Note: Ss could write the first draft for homework.)

B Pair work

- Ss work in pairs and read their compositions aloud to each other.
- Model how to give helpful comments in a peer feedback session with one S, like this:

- Sit next to each other in front of the class. The writer reads his or her draft aloud while you look at the paper and silently read along.
- The writer makes notes with a pencil on the draft. The partner should give only oral comments. This gives the writer control of what he or she wants to revise.
- Demonstrate how to stop the reading (i.e., after a sentence or a paragraph) to ask questions (e.g., "Could you tell me more about this idea/situation here?" "What does this mean?").
- Show how to make some useful comments (e.g., "Maybe you should add some more information/details at this point." "I really like this part; this is a good description here.>").
- After each S gets a turn giving and receiving feedback, Ss work individually to revise their compositions and create final drafts.

12 READING *Dreams can come true*

In this article, Ss learn about people who made their dreams come true and how their lives changed as a result; in the exercise, Ss practice scanning for key information.

- Books closed. As a fun pre-reading activity, write the opening question and this brainstorming topic on the board: *Dreams That Really Came True*. Ss work individually to make a brainstorming map and then share ideas in small groups. Elicit examples of how, when, and where some people really made their dreams come true.

A

- Books open. Present the task by reading the questions aloud and going over the chart.
- Ss should be able to read these paragraphs and complete the chart without using their dictionaries. It may be a good idea, however, to ask them to underline, circle, or highlight any word whose meaning they can't guess from its context.
- When Ss finish reading the article, elicit and explain any new vocabulary – for example:

Paragraph 1
head = the leader or most important person in a group or organization
rewards = things given to someone for doing something good
Paragraph 2
occasional = happening sometimes but not often
starfish = a flat sea animal shaped like a star

- Check Ss' responses around the class.

Answers

	<i>What they do now</i>	<i>Difficulty</i>	<i>Reward</i>
1. Tom Bloch	is a teacher	learning to control the students	helping students/hearing students say he's their favorite teacher/spending more time with his family
2. the Neales	live on a boat at sea	not much money/storms	overcoming dangers as a family/seeing starfish at the bottom of the sea in the moonlight

B Group work

- Go over each question with the class.
- Optional:** Have Ss take a few moments to consider their own answers to the questions before forming discussion groups.
- Ss form groups. Tell them to take turns asking and answering the questions. Walk around the class and give help as needed.

- Optional:** Survey the class to find out each group's general responses to questions 1, 2, and 4. As for question 3, use it to do a quick brainstorming activity: Tell groups to write on the board the three best reasons they discussed.

Optional activities

1 Word associations

Time: 10–15 minutes. This activity extends and recycles Ss' vocabulary, with a focus on nouns. (*Note:* This activity could be adapted to any unit and the focus changed to adjectives, verbs, phrases, and so on.)

Preparation: Choose some nouns from this unit, or a previous one, with which Ss can readily make some associations.

- Explain the activity: You will call out a noun, and Ss have to quickly say words that they associate with it.
- Model the activity by seeing how many words Ss can think of that relate to a common topic, such as *pets*. For example:

T: Pets.
 S1: Dogs.
 S2: Birds.
 S3: Birdcages.
 S4: Aquariums.

- Divide the class into groups. Tell each group to choose a secretary, who also gets to take turns giving word associations during the activity. Now call out one word. Each secretary writes it down and then continues to add each word that his or her group comes up with. Set a time limit of about three minutes.
- Call on groups to read out their words. The group with the greatest number of word associations is the winner.

2 Charades

Time: 20 minutes. This activity reviews the vocabulary for any activity or situation; i.e., it can be adapted for any unit.

- Ss form groups. Each group thinks of several situations (e.g., ordering in a restaurant; eating an ice cream cone; playing the guitar; vacuuming) – one situation for each member of the group to mime.
- Groups take turns miming their situations in front of the class. Remind each group not to speak while performing; they can only nod their heads when another group guesses the situation correctly. The other groups call out their guesses. Keep score on the board: Each group that guesses correctly gets one point.



Workbook

Assign Exercises 6–9 on pages 16–18 as in-class work or for homework. In the next class, have Ss work with partners to compare their work. Answer any questions Ss may have, particularly ones that result from differences in their responses. (Answers can be found on page T-193 of the Workbook Answer Key in this Teacher's Edition.)

This unit practices the past tense and the present perfect to talk about personal experiences. It also introduces sequence markers, used in the context of talking about food, recipes, and cooking methods.

Cycle 1, Exercises 1-6

1 SNAPSHOT Favorite ethnic dishes

This graphic introduces the theme of food – specifically, ethnic dishes.

- Books closed. To introduce the theme of the unit, ask the Ss some general questions like these about their eating habits and food preferences. Write their responses on the board:

Did anyone eat lunch or dinner out last week?
Where did you go? What did you order?
What did you have for lunch yesterday?
What's your favorite food or dish?

In a heterogeneous class: Ask for some names of popular dishes that people like to eat in the Ss' countries. Elicit some additional information about the dishes Ss mention by asking questions (e.g., "What's it made of?" "Do you eat it only on special occasions?").

In a homogeneous class: Ask Ss about their favorite restaurants and what they like to order there. Also ask about their favorite ethnic foods.

- Optional: Have the class ask you about some of your favorite types of food, especially ethnic dishes (e.g., Japanese sushi; Italian lasagna; Korean kimchi).
- Books open. Give Ss a few minutes to look over the information in the Snapshot. Tell Ss to use their dictionaries to help them with the vocabulary; alternatively, give brief explanations of any words and/or expressions Ss ask about. (Note: The vocabulary presented here is passive in nature; i.e., it's for reading recognition and not intended for Ss' active use.)
- Go over the questions. Then use the questions to have either a whole class discussion or smaller discussions with Ss working in pairs or groups.

2 CONVERSATION

This exercise practices ordering food in a restaurant; it also introduces the past tense and the present perfect, which will be focused on in Exercise 3.

- Books closed. Set the scene: Two friends are trying to decide on what to order in a restaurant. Write a few pre-listening questions like these on the board:
What are the people ordering? (Appetizers)
What does the woman want? (Snails with garlic)
How about the man? (Fried brains)
- Play the first part of the audio program; Ss listen for answers to the questions on the board. Elicit responses around the class.

A

- Books open. Play the first part of the audio program again, this time pausing it so Ss can repeat each sentence for pronunciation and intonation practice.
- Explain any new words and expressions or elicit definitions or examples from the Ss:

garlic = a plant like an onion, used in cooking to give a strong taste

appetizer = a small dish of food served at the beginning of a meal

fried brains = the organ found in the head of an animal (here, probably calf brains) that has been cooked in oil or butter

- Present the conversation line by line. Draw attention to the final consonant sounds in these words: sounds, snails, thanks, please, brains, and strange. Have Ss practice the words a few times.
- Ss practice the conversation in threes. Remind them to use the "Look Up and Say" technique.
- Optional: Find out if there are any volunteers to act out the conversation – books closed – in front of the class. If there are, tell them that they can substitute any words they want in the dialog, especially for the food items.

B

- Present the two questions and then play the second part of the audio program. Ss listen for the answers. (Note: Ss don't have to write down anything if they don't want to as the answers here are fairly short.)


Audio script (See page T-147.)

- After Ss compare responses in pairs or groups, elicit and check answers around the class.

Answers

John didn't like the fried brains (at all).
He ordered a (nice, juicy) hamburger (medium rare),
french fries, and a large soda.


3 PRONUNCIATION *Reduced forms*

 This exercise introduces the reduced forms and blendings of *did you* /'dɪdʒə/ and *have you* /'hævəjə/. It is more important for Ss to recognize reductions than to

produce them, so don't force the issue if any Ss have too much trouble or think the reduced forms sound strange.

- Play the audio program; Ss practice the four questions.

4 GRAMMAR FOCUS *Simple past vs. present perfect*

 This exercise presents the contrast between the simple past tense and the present perfect.

The most important thing for the Ss to learn is that we use the past tense to talk about a completed event at a definite time in the past; we use the present perfect to refer to an event that occurred at an indefinite time within a time period beginning in the past and continuing up to the present. This use of the present perfect is sometimes referred to as the "indefinite past."

Figure 4.1 can be useful to show Ss graphically the differences between the past tense and the present perfect.

Simple past *Did you eat snails last night?*

	Present
(last night)	|
X	|
Yes, I did.	|
No, I didn't.	|

Present perfect *Have you (ever) eaten snails?*

Your birth	Present

(from birth till now)	|

Yes, I have.	|
No, I haven't.	|

Figure 4.1

The past tense with *ever* is sometimes used instead of the present perfect with *ever* (e.g., "Did you ever eat snails?" rather than "Have you ever eaten snails?"). The past tense can also be substituted for the present perfect in other contexts (e.g., "Did you see the new Tom Cruise movie yet?"). However, even though these forms are sometimes interchangeable for describing indefinite events, the past tense must be used for describing definite events in the past (e.g., "Did you eat snails at the restaurant last night?" NOT "Have you eaten snails at the restaurant last night?").

A

- Use the audio program to present the questions and responses in the boxes; Ss practice. Model the correct

stress in the questions and responses (e.g., "Have you ever eaten snails?" "I've never been to a Greek restaurant."), and have Ss practice them again.

- Explain that the present perfect often serves to introduce a topic (e.g., "Have you ever eaten snails?"), which in turn becomes a definite event and is talked about using the past tense (e.g., "Yes, I have. I ate snails last year.>").
- Point out that the adverb *ever* is used only with questions (e.g., "Have you ever . . . ?" "Did you ever . . . ?") and the adverb *never* only with negative statements (e.g., "I have never . . ." "I never . . .").
- Explain the use of the past participle with the present perfect and ask Ss to look at the list of past participle forms in the appendix at the back of the Student's Book.
- Present the activity and do the first item as an example. Then Ss do the task individually. Check responses before pairs practice together.

Answers

- A: Have you ever been to a picnic at the beach?
B: Yes, I have. It was fun!
- A: Did you have dinner at home last night?
B: No, I didn't. I went out for dinner.
- A: Have you tried sushi?
B: No, I haven't, but I'd like to.
- A: Did you have breakfast this morning?
B: Yes, I did. I ate a huge breakfast.
- A: Have you ever eaten at a Mexican restaurant?
B: Yes, I have. The food was delicious!

B Pair work

- Go over the activity. Encourage Ss to give complete answers with additional information of their own whenever possible. Model the task with one or two Ss before pairs begin, like this:


T: Have you ever been to a picnic at the beach?
S1: Yes, I have. We ate chicken and . . .

- Pairs do the activity. Walk around and give help as needed. Take note of any problems Ss may be having. When pairs finish, point out the problems to the whole class and elicit suggestions on how to solve them.

Optional activity: Verb contest

- See page T-161.

5 LISTENING

 This exercise practices listening to short exchanges taking place in a restaurant; Ss make inferences to determine what each person is talking about.

- Books closed. Set the scene: People are talking in a restaurant. Play the audio program; Ss only listen.

Audio script (See page T-147.)

- Books open. Present the task and the listed items.

- Play the audio program again; Ss listen and do the task. Let Ss compare answers with a partner. If there is disagreement, play the audio again. Then check Ss' answers around the class.

Answers

1. water	3. pasta	5. coffee
2. the meal	4. the meat	6. the check

6 BUSYBODIES

This exercise is an open-ended fluency activity, a perfect ending to Cycle 1 because it draws completely on what Ss have learned and practiced in Exercises 1-5.

Pair work

- Point out the exercise title, "Busybodies," and explain that a *busybody* is someone who asks too many questions. The word generally has a negative meaning, but in this activity Ss can have fun being "busybodies."
- Explain the task: Ss will practice asking questions using the past tense and present perfect. First, they ask their partner the questions given on the page and then they make up four more of their own.

- Present the questions and model the A/B dialog. Then Ss form pairs and try the activity. Go around the class and give help as needed.



INTERCHANGE 4 Risky business

See page T-109 in this Teacher's Edition for notes.



Workbook

Assign Exercises 1-3 on pages 19-21 in the Workbook. Ss compare answers in groups at the beginning of the next class. Check Ss' answers. (Answers can be found on pages T-193 in this Teacher's Edition.)

Cycle 2, Exercises 7-12

7 WORD POWER *Cooking methods*

This exercise presents the vocabulary related to various ways to cook different types of foods. Ss will use these words in other exercises later in this cycle.

A

- Go over the task. Read aloud the words in the chart; Ss practice. Find out if there are any words that Ss don't know. Then have Ss look at the six pictures above the chart. Elicit which cooking method is being used in each one. (Answers from left to right: baking potatoes; frying eggs; roasting beef; boiling potatoes; barbecuing shrimp; and steaming vegetables)
- Model how to check (✓) the most common cooking method or methods used for each food in the chart. Read aloud the first food: fish. Ask "How do people cook fish in your country? Do they usually bake it, fry it, roast it, boil it, barbecue it, or steam it?"
- Ss work individually to check the cooking methods that are most commonly used in their country with each food. Walk around the class and give help as needed.
- Stop the activity after a few minutes and let Ss compare their charts in pairs. Then elicit Ss' responses around the class.

Possible answers (The answers given here generally reflect North American cooking techniques.)

fish: bake, fry, barbecue, steam
 shrimp: fry, boil, barbecue, steam
 eggs: fry, boil
 chicken: bake, fry, roast, boil, barbecue
 beef: roast, boil, barbecue
 potatoes: bake, fry, roast, boil, barbecue
 onions: fry, boil, steam
 eggplant: bake, fry
 bananas: fry

B

- Model the A/B dialog with several volunteers. Then either do this task as a whole class activity or let Ss work in pairs or groups. After a few minutes, take a quick class poll (through a show of hands) to find out which cooking method is the favorite for each of the foods in part A.

Optional activity: Crossword puzzle

- See page T-161.

8 CONVERSATION

This exercise practices describing recipes; it also introduces sequence adverbs.

- Books closed. -Set the scene: Two friends are describing their favorite snacks. Write this focus question on the board:

*What do you need to make the man's favorite snack?
(Two slices of bread, peanut butter, a banana, and honey)*

- Play the first part of the audio program. Then check Ss' answers to the question on the board.

A

- Books open. Play the audio program again; Ss listen and look at the picture or read along silently.
- Present the conversation line by line. Point out the correct pronunciation and stress in the two-syllable words such as **favorite**, **sandwich**, and **awful**; have Ss practice.
- Point out how to say the following words and sentences, all of which end in exclamation points in the conversation. Model the correct stress and, if possible,

use an appropriate facial expression and tone of voice when saying each one. Then encourage Ss to do the same while they practice saying them several times with gusto:

It's **really** delicious!

Ugh!

Yum!

It sounds **awfull**!

Yuck!

- Ss form pairs and practice the conversation. Encourage them to act it out showing enthusiasm as in the recording.

B

- Present the questions.
- Play the second part of the audio program; Ss listen and take notes. Elicit answers around the class.

Audio script (See page T-147.)

Answers

Kate's favorite snack is baked apple. (Ss' answers to the second and third questions will vary.)

9 GRAMMAR FOCUS *Sequence adverbs*

This exercise presents sequence adverbs, also called sequence markers and connecting words. Ss will use them in narratives when talking about recipes and how to make things to eat and drink.

- Use the audio program to present the sentences in the box; Ss repeat. Explain that these sequence adverbs – *first*, *then*, *next*, *after that*, and *finally* – are connecting words that show the order of events in a story or of steps in a process. Also point out that *then*, *next*, and *after that* are interchangeable; i.e., after *first* and before *finally*, they can be mixed up in different orders.

A

- Carefully go over this two-part task. Use pictures 3 and 4 to explain the meaning of *kebob*. Then model the first part of the task by using picture 1, like this:

T: In picture 1, someone is going to light charcoal for a barbecue. Right? OK, let's look at the mixed-up sentences in the list here and find the one that matches it. Can anyone find it?

S1: Yes, it's the second sentence in the list here. It says "put charcoal in the barbecue and light it with lighter fluid."

T: Yes, that's right. So let's write *I* in the box to the left of that sentence.

- Now Ss complete the first part of the task individually. Check answers before Ss do the second part – adding a sequence adverb before each step.

Answers (Answers here are for both parts of the task.)

- First**, put charcoal in the barbecue and light it with lighter fluid.
- Then** cut up some meat and vegetables and put them in a bowl with your favorite barbecue marinade. Marinate for 20 minutes.
- Next**, put the meat and vegetables on the skewers.
- After that**, put the kebobs on the barbecue and cook for 10 to 15 minutes, turning them over from time to time.
- Finally**, take the kebobs off the barbecue and enjoy!

- Now remind Ss to do the second part of the task – to write an appropriate sequence adverb in front of each step in the recipe. When they finish, check their answers (see above).

B Pair work

- Explain the task: Ss cover the recipe in part A and look only at the five pictures showing how to cook barbecued kebobs. Ss work in pairs and take turns explaining each step to their partner.

10 TEMPTING SNACKS

This exercise has three parts: Part A involves listening to four people explaining how to make different snacks, which is followed up by a matching task that requires Ss to make inferences; part B challenges the Ss' short-term memory when they have to give directions on how to make one of the snacks they heard described on the audio program; and part C is a fluency activity where Ss get the chance to describe their own favorite snack, what the ingredients are, and how to make it.

- Books closed. Set the scene: Four people are describing their favorite snacks. Play the audio program, pausing it after each speaker. Ss only listen; they do not have to take notes.
- Ask the class what kinds of things they heard each speaker talk about. Write some of their suggestions on the board; however, be careful not to let the class know if any of their suggestions are right or wrong at this point.

A

- Books open. Go over the task and read aloud the names of the four snacks (*guacamole* /gwakə'mowli/); Ss repeat. It's best not to describe or talk about any of these snacks as that might give away the answer to one of the items that has to be matched here.
- **Optional:** Does anyone know what *tempting* in the exercise title means? (Answer: A "tempting" snack is one that looks delicious, one you can't say no to.)
- Play the audio program again, this time without stopping. Ss match the picture of each snack with the number of the speaker who described it. Then check Ss' answers around the class.

Audio script (See page T-147.)

Answers

2 guacamole dip	3 toasted bagel
4 pizza	1 popcorn

B Pair work

- Read aloud the instructions. Divide the class into pairs and give them a minute or two to decide which recipe each partner is going to give the directions for. Tell them they should each choose a different snack. Find out if any Ss want to hear the audio program again; if so, play it again for the whole class.
- Ss take turns explaining to their partner how to make one of the snacks from part A. Go around and give help as needed.

C Group work

- Present the activity and model how to do it by using the A/B/C dialog with several volunteers.
- Give Ss a few minutes to think about a favorite snack and how to explain it in English. (Note: This is not as easy as it may appear. If Ss want more time to prepare, let them do it for homework. Then, in the following class, continue on from this point in the activity.)
- Ss form groups and take turns describing how to make their favorite snacks. Set a time limit of about ten minutes for this. Go around the class and encourage group members to ask follow-up questions.
- Finally, groups take turns telling the class about the most interesting snack they discussed.

11 WRITING Recipes

This exercise provides written reinforcement of the language practiced in this second cycle. Part A could be done either as homework or in class. (Note: You might want to bring in some recipes or cookbooks written in English to pass around the class.)

A

- Read aloud the instructions and the beginning of the model recipe.
- Make sure Ss understand that a recipe has two separate parts: First, there is a list of ingredients with the necessary amounts (e.g., 1 chicken, 1 can of coconut milk, a little oil . . .), and then the directions are written either as statements in the simple present (e.g., First, you cut up . . .) or as imperatives (e.g., First, cut up . . .).
- Ss work individually to write a first draft. Walk around the room and give help as needed. Alternatively, sit at a

desk in the front of the room and let Ss take turns coming up to you with their questions and drafts. Remember to have the S sit next to you so that you can see the writer's paper as he or she reads aloud from it or wants to ask about one particular section.

- When Ss are finished, tell them to quietly read their drafts aloud to themselves to see if the grammar "sounds good" and to make sure they didn't leave out any important ingredients or directions.

B Group work

- Go over the task. Then Ss form groups and exchange recipes. Alternatively, Ss could take turns reading their own recipes aloud to the group; afterward, they should find out if anyone in their group would like to try the dish.

Optional activity: At the polluck

- See page T-162.

12 READING *Eating for energy*

In this text, Ss read advice on eating well. The exercise practices reading for main ideas; it also involves skimming and scanning.

- Books closed. Use the pre-reading questions to stimulate a short, general class discussion on what people are eating these days and how it can help or hurt them.

Alternative presentation

- Books closed. Ask the pre-reading questions. If someone knows about the food pyramid, ask him or her to draw it on the board and then explain it to the class. If no one knows anything about it, have Ss open their books and look at the picture of the food pyramid on page 25. Now does anyone know anything about it? Has anyone ever seen one before?

A

- Books open. Go over the instructions. Ss read the article and circle or highlight any words whose meanings they can't guess from context.
- When Ss finish reading and before they do the True/False task, encourage them to check their dictionaries for any words they didn't know. (Note: There are quite a few scientific, medical, and technical terms used in this reading. Don't feel that you have to explain them. This is a good opportunity for Ss to strengthen their dictionary skills.)
- Now tell Ss to do the True/False task. Remind them to write the correct information for each false statement they check (✓). When they finish, have them compare answers in pairs or small groups.
- Check Ss' answers around the class.

Answers

1. False – You should eat foods that are high in complex carbohydrates because they provide the body with “fuel.”
2. False – Fruits and vegetables are a good source of complex carbohydrates. Milk, cheese, meat, fish, and eggs are a good source of protein.
3. True
4. True

B Group work

- Go over the questions. Then Ss form groups and use the questions as a basis for a discussion on nutrition and diet.
- **Optional:** Groups take turns sharing some of the more interesting or important ideas they discussed.

Optional activities

1 Once in a lifetime

Time: 20 minutes. This activity provides a fun way of reviewing the present perfect. Here, Ss work in groups and prepare a questionnaire focused on unusual activities. Then Ss independently interview classmates from other groups to find out who has done any of the activities.

- Divide the class into groups. Tell the groups to make up a questionnaire that contains ten questions about unusual activities. Each S writes down the group's questions on a piece of paper (i.e., each member of the group should have his or her own copy of the questionnaire) to use later in the activity. In this practice, tell Ss to use the present perfect – for example:
Have you ever had a pet snake?
Have you ever seen a TV personality on the street or in a restaurant?
Have you ever gone skydiving?
- Ss get up and move around the class, asking the questions from their group's questionnaire. If anyone answers “Yes” to a question, Ss should write down that person's name and ask a few follow-up questions to get some more details.
- Stop the activity after about ten minutes. Ask Ss to tell the class who answered “Yes” to any of their questions and to report what the person said. Encourage the rest of the class to ask both the interviewer and the interviewee additional questions.

2 Game – What's the question?

Time: 10–15 minutes. This activity reviews yes/no questions with the simple past and present perfect.

Preparation: Each S will need three blank cards.

- Divide the class into two teams – A and B. Give each S three blank cards.
- Ss think of three statements that could be answers to questions in the simple past or present perfect (e.g., Yes, I've been to New York twice. No, I didn't have time to eat breakfast this morning.). Then Ss write one statement on each card. Walk around and give help as needed.
- Collect all the cards and put them in a pile facedown.
- Team A starts: One S picks up a card and reads it aloud to a S from Team B. That S tries to make a suitable question for it. Ss on both teams decide whether the question is correct. If it is, Team B wins a point; if it isn't, a S from Team A tries to correct it. If the correction is acceptable, Team A gets the point instead. Keep score on the board. The team with the most points wins.



Workbook

Tell Ss to do Exercises 4–8 on pages 22–24 for homework. At the beginning of the next class, divide the Ss into groups. Then assign an exercise to each group so they can compare answers. Walk around and give help as needed. Then groups take turns being the “teacher” at the front of the class; i.e., they elicit and check other Ss' responses to the exercise they are responsible for. (Answers can be found on pages T-194 of the Workbook Answer Key in this Teacher's Edition.)

Review of Units 1-4

This unit reviews ways of talking about how things have changed; it practices using adjectives, nouns, and adverbs of quantity to evaluate and compare. It also reviews using wish to describe regrets, and the present perfect and sequence adverbs to talk about food.

1 HOW TIMES HAVE CHANGED!

This fluency activity reviews the past tense and *used to* for describing life as it was fifty years ago.

- Use the two photos as a warm-up. Elicit responses to questions like these:

In the first picture, where do you think the man is going? (To work)

Who are the women in the second photo? (Telephone operators)

How can you tell these are old photos? (By the people's clothing and hairstyles)

A Group work

- Present the questions and model the correct pronunciation; Ss repeat.
- Ss form groups. Tell them to appoint a group secretary to write down the information they discuss. Encourage groups to give as much information as they can. Set a

time limit of about ten minutes. Move around and give help with grammar and vocabulary as needed.

B Class activity

- Read the instructions and the questions aloud. Then read the first question in part A again and ask group secretaries to take turns giving answers. Continue in this way until the group secretaries, with the help of their group members, have responded to all of the questions in part A. Throughout this class activity, encourage discussion on different points of view and ask Ss to give reasons for them.
- Ask "Do you think life was better in the old days? Why or why not?" Elicit Ss' responses around the class.

Optional activity: *The good old days*

- See page T-162.

2 CITY PLANNERS

This is an open-ended activity that reviews making evaluations and comparisons with adjectives and nouns.

- Books closed. To generate topics, brainstorm with the whole class: Write some questions on the board like the ones below; then elicit Ss' suggestions, adding them to the board, too. First, however, explain that the term *young people* includes teenagers between the ages of 13 and 19 and young adults in their twenties:

Where do young people go to have fun in your city or town?

What do they do there? How much does it cost?

A Pair work

- Books open. Read the question aloud and model the A/B dialog with several Ss. Tell them to use the information

from the brainstorming activity to make additional suggestions. Then Ss form pairs and try the activity. Encourage them to take notes to use in part B. Walk around the class and give help as needed. Stop the activity after about five minutes.

B Group work

- Two pairs form a group to compare their ideas and notes from part A. Go around the class and take note of any difficulties Ss might be having. When groups finish their discussions, go over any problems you observed with the whole class.
- Groups choose their three best ideas and share them with the class.

3 LISTENING

In this exercise, Ss practice listening for questions and choosing correct responses to them.

- Books closed. Set the scene: People are asking questions about a city. Play the audio program straight through once; Ss only listen.

Audio script (See page T-148.)

- Books open. Explain how to do the task and give Ss a few minutes to look over the response choices before playing the audio program again. This time, pause after each question to give Ss time to check (✓) the answer.

Answers

1. It's just around the corner.
2. The next one is in ten minutes.
3. At nine o'clock in the morning.
4. It's in the shopping center on King Street.
5. Yes, in the Fairmont Hotel on Main Street.
6. By bus.

4 COMPUTER SHOPPING

This exercise reviews comparisons of equality using *as ... as* with adjectives and nouns.

- Books closed. Find out who uses a computer; have others ask questions (e.g., what type/brand, how new/old, what it's used for).

Pair work

- Books open. Go over the instructions, the question, and the example.
- Give Ss a minute to look at the two ads. Explain any new words or specialized terms (or ask Ss who are "computer experts" to do this):

used = not brand new

IBM = International Business Machines, a U.S. company that makes office machines and computers

MB = megabyte (mega- = one million + byte = a unit used in measuring the amount of information a computer can store in its memory)

software programs = separate information stored on floppy disks or CD-ROM to use in the operation of computers

- Elicit sentences using the comparative *as ... as* and write them on the board – for example:
Computer 1 doesn't have as much memory as computer 2.
Computer 2 is as expensive as computer 1.
- Ss form pairs and do the task. Go around the class and give help as needed.
- After Ss compare answers in pairs, check answers around the class. Then, through a show of hands, find out which computer seems like the better buy (probably computer 2).

Possible answers

Computer 1 isn't as new as computer 2.
Computer 1 doesn't have as much memory as computer 2.
Computer 1's screen isn't as big as computer 2's.
Computer 1 is as expensive as computer 2.
Computer 2 doesn't include as many software programs as computer 1.

Optional activity: Spelling contest

- See page T-162.

5 HOME IMPROVEMENTS

This exercise reviews using *wish* to talk about changes that people would like to make in their homes.

A

- Go over the instructions. Use the picture along with the first sentence in the A/B dialog in part B to model the

task. Then elicit additional examples and write them on the board.

- Ss work individually to make their lists.

B Pair work

- Model the A/B dialog with several Ss. Then pairs compare their lists in a similar way.

6 TALKING ABOUT FOOD

This exercise reviews the present perfect for talking about past experiences with certain foods and dishes; Ss also use sequence adverbs while describing a cooking process.

- Books closed. To introduce the topic – food and special dishes – use questions like these to elicit responses in the present perfect:

Have you ever eaten ... (e.g., frozen yogurt)?

What's the ... (e.g., worst; most unusual) food or dish that you've ever eaten?

A

- Books open. Model the task by asking several volunteers to complete sentence 1. Then Ss work individually to complete the sentences.

B Pair work

- Ss compare sentences in pairs. Spot-check Ss' answers before pairs ask follow-up questions.

C Pair work

- Present the instructions and the example. Ask for two volunteers: One describes something he or she likes to cook, while the other writes the description on the board as a model. Then elicit sequence adverbs that could be added, along with any necessary vocabulary or grammar revisions.
- Pairs take turns doing the activity.

Test 1

See page T-166 in this Teacher's Edition for general instructions on using the tests. Test 1 covers Units 1-4. Photocopy the test (pages T-167-T-170) and distribute a copy to each S. Allow 45-60 minutes for the test. Listening material for the tests is at the end of the Class Audio Program. The Test Audio Scripts and Answer Key start on page T-183 of this book.

This unit introduces the theme of vacations and travel plans. It presents the future with *be going to* and *will*, as well as modals *have to*, *must*, and *need to* for necessity and suggestion.

Cycle 1, Exercises 1–5

1 SNAPSHOT What people like to do on vacation

This graphic introduces the theme of the first cycle – vacations. It provides information and discussion about various types of activities that people often choose for their vacation time.

- Books closed. To introduce the topic, brainstorm with the class by eliciting suggestions for types of vacations and writing them on the board – for example:

<i>Types of Vacations</i>		
<i>going abroad</i>	<i>visiting relatives</i>	<i>skiing</i>
<i>traveling around the world</i>	<i>relaxing</i>	<i>having fun</i>
<i>spending a lot of money</i>	<i>taking a bicycle tour or a cruise</i>	

(Note: Keep this brainstorming information on the board if you intend to do the first optional task below.)

- Books open. Ss read the Snapshot individually.
- Elicit any new words and expressions. Then either explain the vocabulary or find out if other Ss can help by giving a definition or an example, miming an action, or drawing a picture on the board.
- Optional:** Ss form pairs to do a comparison task. Ask “Can you match any Snapshot vacation activities with the brainstorming words on the board?” Give pairs a few minutes to compare, and then elicit their responses.
- Read aloud the two tasks. Ss first work individually to complete them and then compare answers with a partner. Go around and give help as needed.
- Elicit Ss’ responses around the class.
- Optional:** Take a quick class vote through a show of hands: Which three vacation activities do Ss like the best?

2 CONVERSATION

This exercise introduces *be going to* and *will* to talk about future plans.

- Books closed. Set the scene: Two friends, Julia and Nancy, are talking about vacation plans.
- Write some general comprehension questions on the board to help Ss focus their listening:
 - How much time do the students have off?* (Two weeks)
 - What is Nancy going to do?* (She isn’t sure.)
 - What is Julia going to do?* (Go to Florida)
 - What is she going to do there?* (Take long walks along the beach every day and do lots of swimming)
 - What does Julia do?* (She invites Nancy to go with her and her family.)
- Point out that Julia is the first speaker and Nancy the second. Ask Ss to listen for the answers to the questions on the board. Play the audio program once or twice. Then Ss form groups to discuss answers. Check responses.

A

- Books open. Play the audio program again. Tell Ss to read along if they wish.

- Go over the conversation line by line and explain any new vocabulary – for example:


two weeks off = a vacation from school or work that lasts two weeks
condominium = a type of apartment
Florida = “America’s Vacationland,” a southeastern state in the United States, between the Atlantic Ocean and the Gulf of Mexico
Say = an interjection used for expressing a sudden idea
plenty of = a lot of
Do you mean it? = Are you being sincere?

- Ss practice the conversation in pairs, using the “Look Up and Say” technique.

B Class activity

- Present the two questions. When a S answers “Yes” to the first question, let him or her be on the “hot seat.” Then ask that S the second question and encourage the rest of the class to ask follow-up questions to get more information.

3 GRAMMAR FOCUS *Future with be going to and will*

 This exercise practices *be going to* and the modal *will* for the future.

There are several ways of referring to the future in English, including the use of the simple present (e.g., I *leave* at 8.), the present continuous (e.g., I *am leaving* at 8.), *be going to* (e.g., I *am going to leave* at 8.), and the modal verb *will* (e.g., I *will leave* at 8.). You may want to refer Ss to the Unit 5 Summary Grammar Extension on page S-6 of their textbook.

- Use the audio program to present the questions and responses in the box; Ss practice.
- Use the example statements in the box to remind Ss that *be in be going to* is normally reduced, or contracted, in conversation (e.g., I'm going to go to the beach. I'm not going to take a vacation.). Also show how *will* and *will not* are usually contracted (e.g., Maybe I'll catch up on my reading. I probably *won't* take a vacation this year.).
- Explain the contrast between *be going to* and *will* to talk about future plans. Do this by using the following information and examples; write the examples on the board for Ss to copy into their notebooks:

1. *be going to* + verb

Use *be going to* when you've already decided to do something – for example:

Jill: What are you going to do after class, Bob?

Bob: I'm going to play tennis.

(Bob had already decided to play tennis before Jill asked him the question. He is 100% certain about playing tennis today after class.)

- Elicit additional questions (e.g., What are you going to do . . . tonight/tomorrow/Friday/this weekend?) and responses with *be going to* + verb; the whole class repeats each one.

2. *will* + verb + maybe/probably/I guess/I think

Use *will* with other words showing possibility (e.g., *maybe, I guess, I suppose*) or probability (e.g., *probably, I think, I bet, I'm sure*) to talk about decisions or plans that are possible at the time of speaking – for example:

Sue: What are you going to do after class, Tim?

Tim: I'm not sure. Maybe I'll play tennis. / I guess I'll play tennis.

(possibility = about 60–70% certainty)

Tim: I'll probably play tennis. / I think I'll play tennis.

(probability = about 80–90% certainty)

- Elicit additional questions (e.g., What are you going to do . . . today/next week/this summer?) and responses with *will* + *maybe/probably/I guess/I think*; again, the whole class repeats.

A

- Go over the instructions. Model how to fill in the first one or two blanks with volunteers. Then Ss do the task individually. Walk around the class and give help as needed.
- Ss form pairs to compare answers. Then elicit Ss' responses around the class.

Answers

A: Have you made any vacation plans?

B: Well, I've decided on one thing – I'm **going to go** camping.

A: That's great! For how long?

B: I'm **going to** be away for a week. I only have five days of vacation.

A: So, when are you leaving?

B: I'm not sure. I'll probably leave around the end of May.

A: And where **are you going to go**?

B: I haven't thought about that yet. I guess I'll go to one of the national parks.

A: That sounds like fun.

B: Yeah. Maybe I'll go hiking and do some fishing.

A: **Are you going to** rent a camper?

B: I'm not sure. Actually, I probably **won't** rent a camper – it's too expensive.

A: **Are you going to** go with anyone?

B: No. I need some time alone. I'm **going to** travel by myself.

- **Optional:** Pairs practice the dialog, using the "Look Up and Say" technique.

B

- Read the initial question aloud and go over the instructions. Then read each question in the list; have Ss repeat.
- Go over the examples with the class. Call on several volunteers to answer the questions in number 1.
- Ss work individually to complete the task on a separate piece of paper. To check Ss' free answers, walk around the room and pause to ask permission to look over Ss' shoulder at their sentences; point out any problems there may be with *be going to* or *will*.

C Group work

- Present the activity: Ss form groups and use the questions and their sentences from part B to talk about their vacation plans.
- **Optional:** Each group shares their most interesting or unusual vacation plan with the rest of the class.

4 WRITING *Itineraries*

This exercise provides written reinforcement of the grammar in this cycle; Ss can do the writing either in class or as a homework assignment.

- Point out that the subtitle, "*Itineraries*," means "detailed plans for trips."
- Explain the task and go over the model. Ask Ss to write a first draft of their compositions. Walk around the class

and give help as needed; alternatively, sit at the front of the class and let Ss come to you when they have questions or need advice.

- Optional:** Pairs take turns reading their drafts aloud to each other. Can the partner give any helpful suggestions or advice to improve the writer's draft?
- Ss revise their drafts in class or for homework.

5 LISTENING

This exercise focuses on listening for key ideas and making inferences. (Note: A map of the United States might be useful to have for this exercise.)

A

- Go over the instructions. Read aloud each item in the chart.
- Explain that Ss will hear the information spoken on the audio program in different words from those listed in the chart; therefore, they must listen to each conversation and then make inferences based on what they hear in order to select the correct answer.
- Play the audio program once without stopping. Ss listen and check (✓) one piece of information that matches each person's plans.

Audio script (See page T-148.)

- Elicit answers around the class.

Answers

- Judy is going to do something exciting and a little dangerous.

- Paul probably won't take a vacation.
- Brenda is going to learn about a different culture.

B

- Present the question, which refocuses Ss' listening. Then play the audio program again, pausing it after each speaker. Elicit answers.

Answers

- Judy wants to do something really different this year.
- Paul needs to save some money for school, so he thinks he'll stay home and get a job.
- Brenda is going to go to Mexico because her sister says it's really interesting there.



Workbook

Assign Exercises 1–4 on pages 25–27 in the Workbook as end-of-class work or for homework. Ss compare answers in pairs or groups when all exercises are finished. Use the Workbook Answer Key on page T-194 in this Teacher's Edition to check answers around the class.

Cycle 2, Exercises 6–12

6 WORD POWER *Travel*

This exercise introduces travel-related words that Ss will use later in this cycle.

A

- Model the pronunciation of each of the words in the list as well as the category headings in the chart. It's best not to explain any words at this time because that would diminish the Ss' task.
- Ss work individually (or in pairs) to complete the task, using dictionaries if necessary. Remind them to add one more word to each category. Check answers around the class.

Answers (extra words in boldface)

Clothing	hiking boots, shorts, windbreaker, T-shirt
----------	---

Money	cash, credit card, traveler's checks, ATM card
Health	first-aid kit, medication, vaccination, vitamins
Travel documents	passport, plane ticket, visa, driver's license
Luggage	backpack, overnight bag, suitcase, briefcase

B *Pair work*

- Explain the task and go over the three types of vacations. In pairs, Ss decide on and write down the five most important things needed for each vacation. Encourage them to use words from part A and/or some of their own.

7 CONVERSATION

This exercise introduces modal verbs for describing necessity and making suggestions. (Note: It might be useful to have a map of Europe for this activity – especially for part B.)

- Books closed. As a topic warm-up, ask Ss "What is the cheapest way to travel long distances within a country?" Write their suggestions on the board.
- If necessary, explain that *to backpack around* (a country) means "to carry everything on your back while traveling." This phrase also suggests traveling in the cheapest way possible (e.g., camping or staying in hostels instead of hotels; buying food in street markets instead of eating in restaurants; trying to do and see free things instead of spending money on tickets to expensive tourist attractions).
- Ask questions like these to generate a lively class discussion:

Have you ever backpacked around a country?
If so, where? When? Why?
What do you think of backpacking? Is it a good way to travel? Why or why not?
- Write these comprehension questions on the board. Tell Ss to listen for the answers:

What does the daughter want to do? (Backpack around Europe this summer)
What does her mother think of the idea? (She thinks it sounds dangerous.)
Who wants to go with her? (Her father)

- Play the audio program once; Ss listen. Then elicit and check answers to the questions on the board.

A

- Books open. While Ss look at the picture and/or silently read along, play the audio program again; this time, pause after each sentence for Ss to repeat. Then Ss practice the conversation in pairs.

B Class activity

- Read the questions aloud and elicit Ss' responses around the class. (Note: If you have a map of Europe, it would be helpful here when Ss offer answers to the second question.)
- Optional: Conduct a quick class pronunciation drill on the names of European countries. Also include a practice on the vocabulary for the various countries' nationalities by asking "What nationality is someone from Spain?" (Spanish).

8 GRAMMAR FOCUS *Modals for necessity and suggestion*

This exercise practices modal verbs used to state necessity and to give advice or suggestions.

- Use the audio program to present the sentences in the boxes; Ss practice.
- Point out that *should*, *ought to*, and *had better* have similar meanings and are often interchangeable.

A

- Go over the task and the two examples. Check that Ss understand all the words and expressions in items 1–12 (e.g., *round-trip* = from one place to another and back again).
- Tell Ss to use each modal from the boxes at least once when writing their advice.
- Ss work individually to complete the task. Afterward, pairs compare responses. Then elicit Ss' answers around the class.

Answers

- You **must/have to/need to** get a passport.
- You **shouldn't/don't have to** pack too many clothes.
- You **should/ought to/'d better** buy a round-trip plane ticket.

- You'd **better/ought to/should** make hotel reservations.
- You **need to/have to/must** get a vaccination.
- You **ought to/should/'d better/must/have to/need to** check the weather.
- You **shouldn't** carry lots of cash.
- You **must/'d better/ought to/should** get traveler's checks.
- You **don't have to/shouldn't** take a lot of luggage.
- You **have to/must/need to** check on visas.
- You **shouldn't** carry your wallet in your back pocket.
- You **must/have to/need to** take identification with you.

B Group work

- Present the activity; then elicit examples and write them on the board. Ss form groups and take turns giving four more pieces of advice to someone who wants to take a trip abroad. Encourage Ss to use words from Exercise 6 on page 30. Go around and give help as needed.
- Optional: Groups share one or two of their best pieces of advice with the rest of the class.

Optional activity: *Word associations*

- See page T-19.

9 PRONUNCIATION Ought to and have to

This exercise focuses on the pronunciation of *ought to* and *have to*.

A

- Play the audio program; Ss practice the sentences.

B Pair work

- Go over the task. Elicit examples of sentences with *ought to* and *have to* from volunteers, who also write them on the board. Have the class practice each one.
- Ss work individually to write their sentences. Then pairs take turns reading their sentences aloud to each other. Remind them to pay attention to their pronunciation of *ought to* and *have to*. Walk around the class and note Ss' pronunciation. Give individual feedback when necessary.

Optional activity: Ready to go?

Time: 10–15 minutes. This activity extends Ss' vocabulary related to the topic of travel.

- Explain the activity: Ss work in pairs and think about the types of personal items that they would need to take on a trip, i.e., anything apart from clothing.
- Write the following structures on the board and tell Ss to use them during their discussion:

<i>We'd better take . . .</i>	<i>We have to pack . . .</i>
<i>We ought to buy . . .</i>	<i>We must take . . .</i>
<i>We should get . . .</i>	<i>We need to buy</i>
- Now pairs discuss and write down the things they need to take on a trip (e.g., toothpaste, film, batteries, tissues). Set a time limit of five minutes.
- Two pairs form a group and compare their lists.

10 DREAM VACATION

This is a communicative wind-up of the unit. Although this activity enables Ss to use *be going to* and *will* along with modals for necessity and suggestions, any acceptable language should be encouraged as long as it is appropriate to the task.

- Explain that the exercise title, "*Dream Vacation*," means "a wonderful trip that a person would love to take."
- Go over the situation and the task. Read the questions aloud and make sure Ss understand all the vocabulary.

A Pair work

- Ss work in pairs. Encourage them to make notes for

use in part B. Set a time limit of ten minutes. Walk around the class and give help as needed.


B Group work

- Ss form groups of two or three pairs each. Pairs take turns presenting their trip to the group while the other Ss ask questions to get additional information.
- Ask groups which pair had the most interesting or exciting vacation plans. Then call on those pairs to describe their "dream vacations" to the whole class.

Optional activity: Question and answer

- See page T-162.

11 LISTENING Tourist tips

 In this exercise, Ss listen to real advice for tourists from an employee of the New York City Visitors and Convention Bureau. Ss also practice taking notes and summarizing.

- Books closed. Explain the situation: A woman is giving some advice to people who visit New York City. Then ask a few questions like these before playing the audio program:

What do you already know about New York City?

Do you know any famous places to visit?

What shouldn't you do there?

- Play the audio program once. Ss listen only for general comprehension.

Audio script (See page T-148.)

- Books open. Go over the task. In the chart, Ss should write down only key words and phrases that summarize each of the four pieces of advice. Play the audio again

while Ss listen and complete the chart.

- Elicit Ss' responses around the class. Encourage them to use their notes to phrase their answers in complete sentences. Have the S with the best or most correct piece of advice for an item write it on the board.

Answers

1. You should start planning before you get there.
2. Tourists ought to be careful. Travel in groups and don't go off on your own.
3. Don't be afraid to ask for directions.
4. Don't leave anything valuable in your car.



INTERCHANGE 5 Fun vacations

See pages T-110 and T-111 in this Teacher's Edition for notes.

12 READING *Getting more for less when you travel*

This text provides interesting facts on inexpensive ways to travel; the exercise practices scanning and restating information that involves numbers and prices.

- Books closed. Ask some questions to stimulate a class discussion on how people can save money when traveling – for example:

How can people save money when traveling?

Do you always try to go the cheapest way possible? Why or why not?

What's the best thing you ever saved money on while taking a trip?

- Books open. Read the pre-reading questions aloud and elicit Ss' responses around the class.
- Optional:** Write some of the more interesting responses on the board. After Ss read the article, they can compare the two sets of ideas.

A

- Ss silently read the passage. Tell them to underline, circle, or highlight any words whose meanings they can't guess from context.
- After Ss finish reading, elicit questions about any new words or phrases they marked. Then try one of the following procedures when explaining new vocabulary:
 - Allow Ss to offer their own explanations, give definitions, suggest synonyms or antonyms, or draw pictures on the board to show meanings.
 - Challenge the class to a "dictionary race": Write a new word or phrase on the board and see who can find it first. Then that S reads the definition aloud to the rest of the class.
 - Give your own simple definitions or examples to explain any new words or phrases.
 - If you have a homogeneous class and know the Ss' native language, give the translation for it.
- Make sure Ss understand these words in the article:

Introduction

chatting = talking in a friendly, informal way

fares = the money paid for transportation

in advance = before

full fare = the normal or usual ticket price

Cheap airplane tickets

non-refundable = you can't get your money back after you've paid for it

courier = a messenger or delivery person

one-quarter = one-fourth, $\frac{1}{4}$, 25 percent of the total

at the last minute = immediately before

Train passes

pass = a special card bought in advance that allows people to use a certain form of transportation without having to pay the fare each time they get on or off

Hostels

accommodations = places to stay

dormitories = large rooms with many beds in them

castle = a very large, strong building built in past times to protect the people inside from attack

one-room schoolhouse = a small building, usually in a rural area, where students of various ages all study in one classroom

wilderness = a large area of land that has never been farmed or built on

luxuries = expensive things that you want but don't need

- Now go back to the instructions and read them aloud along with number 1 and its example sentences. Demonstrate how to do the task by showing Ss how to scan the article to look for information about the phrase in number 1: "25% of the normal fare." Find and point out its matching phrase: "one-quarter of the regular fare" (in line 5 under the heading *Cheap airplane tickets*). Tell Ss to look at the specific information in the article associated with both phrases; encourage Ss to restate or rewrite the idea in their own words.
- Ss work individually to do the task. Tell them to write down their restatements. Then have Ss compare statements in pairs or small groups.
- Elicit Ss' responses. Write the better ones on the board.

Possible answers

- Fly as a courier. You can buy your plane ticket for 25% of the normal fare.
- Not long ago, a courier bought a really cheap round-trip plane ticket – from Los Angeles to Tokyo for \$100 instead of \$1,800.
- Get a train pass in Europe. Then you can choose to travel to more than 30,000 cities by train.
- Hostels used to be only for people younger than 25. Now, people of any age can stay there.
- It's pretty cheap to stay at a hostel. It usually costs \$17 or less a night.

B Pair work

- Present the task and the questions. Ss work in pairs to take turns asking and answering the questions; encourage Ss to give reasons for their answers.

Optional activity: Arguing the pros and cons

- See page T-160.



Workbook

Tell the class to do Exercises 5–9 on pages 28–30 in class or assign them as homework. Have Ss work in small groups to compare answers; then elicit responses around the class. (Answers can be found on page T-195 of the Workbook Answer Key in this Teacher's Edition.)

This unit introduces the functions of making and responding to requests using two-part verbs, modals, and Would you mind . . . ? Also presented are the functions of making apologies and complaining.

Cycle 1 Exercises 1-6

1 SNAPSHOT Common complaints of families with teenagers

This graphic introduces the topic of common complaints that family members have about one another.

- Books closed. As a topic warm-up, ask questions like these around the class:
 - What kinds of things bother you?
 - Do you ever complain about them?
 - When? Why? How?
 - Do your parents or siblings ever "bug" you (i.e., bother or upset you)?
 - What do you do or say about it, if anything?
- Books open. Read the headings aloud. Then have Ss

skim through the two lists of common complaints. Tell them to highlight any new words and then to check their dictionaries. Alternatively, explain any new words or expressions, such as:

nag = to complain continuously to someone in order to get him or her to do something
criticize = to judge severely
don't respect my privacy = aren't careful to keep my things secret

- Present the questions. As a class, group, or pair activity, Ss use the questions to have a short discussion.

2 CONVERSATION Making requests

This exercise introduces making requests with two-part verbs and responding to requests using *will*.

A

- Use the picture to set the scene: Parents are asking their teenage children to do things.
- Books closed. Play the first part of the audio program once; Ss only listen. Then ask some comprehension questions like these:
 - What is Jason doing right now? (Watching his favorite TV program)
 - What does Jason's father ask him to do? (Turn down the TV a little)
 - What is Lisa doing? (Talking on the phone)
 - What does Lisa's mother ask her to do? (Pick up her things from the living room floor)
- Books open. Present the conversation line by line. Explain these words and expressions:

loud = making a lot of noise
hang up = to finish your telephone conversation
Goodness! = an exclamation showing surprise or annoyance
Definitely! = Certainly!

- Ss form groups of four and practice the conversation.
- Optional:** Ask volunteers to perform the conversation in front of the class, using props and their own substitutions.

B

- Read aloud the question that Ss need to focus their listening on. Tell Ss to take notes. Then play the second part of the audio program.

Audio script (See page T-149.)


- After pairs compare answers, check responses around the class.

Answer

Jason complains about how forgetful his dad is getting: He's always forgetting where his car keys are. Lisa complains that he can never find his glasses either. Lisa complains that her mom watches talk shows on TV for hours every day.

- Optional:** Find out if Ss understood the humor in this conversation. Play the audio program again from the part where Lisa says "Oh, well. I guess they're just getting old." Then ask these questions:
 - What does Lisa hope? (That she never gets like "that": forgetful like her dad and wasting time watching awful TV programs like her mom)
 - Does Jason agree with her? (Yes.)
 - What does Jason want to do? (Play a video game)
 - How is he becoming like his mom? (Playing videos is just another way of wasting time.)
 - Do you think Lisa's becoming like her mom and dad? How? (She wants to waste time playing a video game, and she can't find her glasses.)

3 GRAMMAR FOCUS *Two-part verbs; will for responding to requests*

 This exercise presents making requests with imperatives using two-part verbs; it also practices using *please* in making polite imperative requests and *will* for responding to them.

- Play the audio program to present the sentences in the boxes; Ss practice. Point out that there are several different grammar points being presented here. After going over each of the following points, you may also want to refer Ss to the Unit 6 Summary Grammar Extension on page S-7 of their textbook:

1. The simple form of a verb (e.g., *stop, go*) is used to give orders or make requests; notice there is no subject because "you" (the person being asked to do something) is obvious.

Stop! Stop the car! Please stop the car.

Go! Go away! Go away, please.

2. These special verbs are made up of a verb (e.g., *turn*) and another word called a particle (e.g., *down, up, off, on*), which changes the meaning of the verb.

Turn down the radio. Turn off the TV.

Turn up the music. Turn on the fan.

3. When the object of the two-part verbs in this unit is a noun (e.g., *the book, your coat*), the noun can come either after the particle or between the verb and the particle.

Pick up *the book*. Pick *the book* up.

Take off *your coat*. Take *your coat* off.

4. When the object of the two-part verbs in this unit is a pronoun (e.g., *it, them*), the pronoun can only come between the verb and the particle.

Put *it* away. (= Put *the toy* away.)

Put *them* away. (= Put *your shoes* away.)

5. Use *please* to make a request more polite. *Please* can go either at the beginning or the end of the sentence.

Please turn down the music.

Turn it down, *please*.

6. The modal *will* can be used to respond to a request.

OK. I'll pick it up.

Sure. I'll turn down the TV.

All right. I'll close the door.

- Write these verbs and nouns on the board:

Two-part verbs + nouns

<i>turn off/on</i>	<i>the lights/TV/CD player/stereo</i>
<i>turn up/down</i>	<i>the TV/radio/music</i>
<i>take off/put on</i>	<i>your coat/jacket/shoes/hat/cap</i>
<i>pick up/put down</i>	<i>your book/pen/pencil/backpack</i>

- Ss use the information on the board to make requests of one another around the class, like this:

S1: Turn off the lights, Rosa.

S2: Sure. I'll turn them off. Uh, Felipe, please put on your cap.

S3: OK, I'll put my cap on. Sally, pick up . . .

A

- Before Ss complete the task, present the pictures and read their captions aloud. Go over number 1 as a model and elicit suggestions for number 2.
- Ss do the task and then compare answers in pairs. Elicit Ss' responses around the class.

Answers

1. Pick up the toys, please.
2. Turn the radio/the TV/the light off, please.
3. Clean the yard/the trash up, please.
4. Please put the books/the toys/your coat/your boots away.
5. Please turn down the radio/the TV/the light.
6. Please take off your coat/your boots.
7. Hang your coat up, please.
8. Please take out the trash.
9. Please put the light/the trash/your cigarette out.
10. Turn on the radio/the TV/the light, please.

B Pair work

- Present the example A/B exchange and call on one or two Ss to give their own responses. Then Ss form pairs and take turns making and responding to each other's requests from part A. Go around and make sure Ss are using pronouns in their responses; give help as needed.

4 PRONUNCIATION *Stress with two-part verbs*

This exercise practices using equal stress with two-part verbs.

A

- Use the audio program to present the sentences; Ss repeat.

B

- Go over the task and model it by eliciting several examples and writing them on the board.
- Ss work individually to write four more requests. Go around and give help as needed.
- Ss form pairs and take turns making their requests. Partners should listen for the request and the correct stress with two-part verbs. Have Ss practice making appropriate responses, too, if they wish.

5 WORD POWER Household chores

This exercise continues the theme of requests. It introduces additional two-part verbs and common household chores; this collocation task ends in an entertaining and challenging communicative activity that also uses the grammar from Exercise 3.

A

- Go over the instructions. Then read aloud the nouns and the two-part verbs; Ss repeat. Explain any new words, if necessary, but try not to give examples that would affect the Ss' task here.
- Use the first two-part verb and elicit Ss' responses.
- Tell Ss not to use their dictionaries until they have made educated guesses to match all ten two-part verbs with nouns and have come up with one more word for each verb. Later, check Ss' answers.

Answers (extra phrases in boldface)

clean off	the counter, the faucet, your desk
clean up	the counter, the mess, the kitchen
hang up	the dry cleaning, the towels, your coat
pick up	the mess, the cat, the dry cleaning, the newspapers, the towels, your room
put away	the mess, the dry cleaning, the newspapers, the groceries, the towels, the game
put out	the cat, the garbage, the candle
take out	the cat, the garbage, the newspapers, the trash
throw out	the mess, the garbage, the newspapers, the old flowers

turn off	the oven, the faucet, the light
turn on	the oven, the faucet, your computer

B

- Go over the instructions and the places listed. Ss can use the words in the chart in part A.
- Model the task by reading aloud the A/B dialog in part C, which Ss can use as an example of a request with an unusual (and humorous) response. Then Ss work individually to write down their requests and excuses. (Note: To keep an element of surprise in the next task, either quickly check Ss' answers individually in class or collect their papers and hand them back before starting part C. Accept any answers that are both logical and grammatically correct.)

C Pair work

- Go over the instructions and model the A/B dialog with several volunteers. Caution Ss to listen carefully to each request so they can match it to one of their "unusual" responses.
- Ss form pairs and take turns making their requests and giving responses. Go around and discreetly listen in; if a pair's request and response don't fit together, point it out and help them come up with a better match.

Optional activity: *Charades*

- See page T-19.

6 LISTENING Excuses, excuses!

This exercise practices recognizing requests; it also involves identifying excuses.

A

- Go over the instructions. Tell Ss to look at the pictures for a minute. Then play the audio program once. Ss listen and number the pictures.

Audio script (See page T-149.)

- Pairs or groups compare answers. If there is any major disagreement, offer to play the audio program again, pausing it after each conversation. Then elicit Ss' responses around the class.

Answers (as the pictures should be numbered from left to right)

4, 3, 1, 2, 5

B

- Read the question to refocus the Ss' listening. Encourage Ss to take notes this time. Play the audio program once more. Check answers.

Answers

- James turned up the TV because he wanted to hear the game.
- Molly can't put the groceries away because she's doing her homework.
- James forgot all about the wet towels on the bathroom floor.
- Justin can't help wash the dishes because he has to call Laurie.
- Aimee can't take the dog out right now because she's doing her nails.



Workbook

Ss complete Exercises 1–5 on pages 31–33 in the Workbook either in class or for homework. When they finish, check responses around the class. (Answers can be found on page T-195 of the Workbook Answer Key in this Teacher's Edition.)

7 CONVERSATION

This exercise introduces the topic of the second cycle – making apologies; it also presents requests with modals and *Would you mind . . . ?*

- Books closed. Set the scene: Stephanie has just moved into a new apartment. Write a few comprehension questions on the board, such as:
Who is Stephanie's neighbor? (George Rivera)
Does she need anything right now? (No.)
What does the neighbor ask her to do? (Turn her stereo down)
Why? (The walls are really thin; the sound goes right through to his apartment.)
- Play the audio program; Ss listen for answers to the questions on the board. Then elicit Ss' responses.

A

- Books open. Play the audio program again while Ss look at the picture and/or silently read along. Then present the conversation line by line. Explain any new words or expressions:

Um = an interjection showing that the speaker is hesitating to think before speaking
would you mind . . . ? = would you feel annoyed, worried, or angry . . . ?
make sure = to do something to be certain something will happen
volume = loudness

- Ss practice the conversation in pairs.
- Optional:** Books closed. Pairs practice the conversation again, this time using their own words. Encourage them to add a different ending if they wish. Then ask volunteers to perform their new conversations in front of the class.

B *Pair work*

- Read the questions aloud. Ss work in pairs to answer them.
- Optional:** Volunteers share their experiences with the rest of the class.

8 APOLOGIES

This activity presents information on various types of apologies. It also practices listening to complaints and categorizing apologies.

- Books closed. Introduce the topic of apologies by asking the class these two questions:
 What reasons do students give when they come late to class?
 How else can you say "I'm sorry" in English?
- Explain that apologies are statements that a person says to show that he or she is sorry for something. Point out that the verb form is *apologize*.
- Books open. Read aloud the information in the chart. Explain any new expressions:

admit a mistake = to say that you did something wrong
make an offer = to say you are willing to do something for someone
make a promise = to say that you definitely will (or won't) do something

- Make sure Ss understand – and can identify – the two types of apologies that Stephanie makes to George in Exercise 7:
 "Oh, I'm sorry! I didn't realize that." = She gave an excuse.
 "I'll make sure to keep the volume down." = She made a promise.

A *Class activity*

- Use the two questions to have a lively class discussion on some of the cultural aspects of making apologies – for example:
In a homogeneous class: Do most Ss agree on how and why people in their country usually apologize?
In a heterogeneous class: Try to discover the differences in how and why people in various countries apologize.
- Keep track of Ss' ideas and responses by writing them in note form on the board.

B

- Read aloud the instructions and the questions; then go over the headings in the chart. Play the audio program once; Ss complete the task. Then elicit Ss' responses around the class.

Audio script (See page T-149.)


Answers

Complaint	Type of apology
1. Her car is parked in his space.	admit a mistake, make an offer, make a promise
2. Bob is late.	make an offer
3. Sally didn't go to his party.	give an excuse, admit a mistake

Optional activity: *Word associations*

- See page T-19.

9 GRAMMAR FOCUS Requests with modals and Would you mind . . . ?

 This exercise involves making requests with modals *can*, *could*, and *would*, and the polite structure *Would you mind . . . ?* + gerund. It also reviews using two-part verbs with nouns.

- Play the audio program to present the questions in the boxes; Ss practice.
- Explain that requests with modals are usually considered to be more polite than requests using the imperative (which Ss practiced earlier in Exercise 3 on page 35). This is because they are less direct than the imperative. For example, "Can/Could/Would you turn the stereo down?" is more polite than "Turn the stereo down." Point out that modals *could* and *would* are considered more polite than *can* and *will* for the same reason.
- Point out the structure *Would you mind . . . ?* + gerund. Explain that the verb *mind* must be followed by a gerund, i.e., verb + *-ing*. Also, go over the negative request with *not* in "Would you mind *not* closing the door, please?" Give (and elicit) additional examples like these for the class to practice (e.g., *Would you mind not talking while I'm speaking? Would you mind not coming late to class, please?*).
- Again, explain that the word *please* makes a request even more polite. Then point out the two possible positions of *please* in requests: either between *you* and the verb or at the end of the sentence.
- **Optional:** This is a good opportunity to do a TPR (Total Physical Response) activity. Ss ask one another to do a simple action that can be carried out in the classroom, like this:
S1: Al, could you pick up your bag and put it on the teacher's desk, please?
S2: (after doing the action) Would you mind lending me your dictionary, Jan?

A

- Go over the task. Ss work individually to match each request with a response. Then pairs compare answers. Check Ss' responses.

Answers

1. d	3. e/f	5. b
2. f	4. c	6. a

- Ss, in their pairs, practice the requests and responses.

B Pair work

- Model the task with one or two Ss. Either have them give "straight" answers or "fun" responses – for example:
T: Charlie, could you lend me \$20 just for today?
S1: I only have \$5 and I don't get paid till Friday. I was just going to ask you for a loan!

C Class activity

- Read the instructions. To model an unusual request, write several on the board and then elicit additional ones from volunteers – for example:
I'm going to San Francisco this weekend. Would you mind walking my dog every hour while I'm gone?
- Ss work individually to write down five unusual requests. Then model the activity with one or two Ss. Show on the board how to write down Ss' names under the headings *Accepted* and *Refused*.
- Ss get up and go around the class making their requests. Encourage Ss either to accept their classmates' requests – or to refuse and give an excuse. Remind Ss to write down the names of classmates who accepted and refused their requests.
- Who had the most acceptances? The most refusals? Have others ask questions to find out why.

10 WRITING

This exercise gives Ss the chance to do some creative writing: They write a letter to a fictitious "rich relative" and request a loan.

A

- Read the instructions and the model letter aloud. Encourage Ss to choose an interesting reason for requesting a loan. Then Ss compose their draft letters in class or for homework.

B Pair work

- Pairs exchange letters and read them. Then Ss do a second writing task by taking the part of the "rich relative" and writing a letter back to their partner in

reply to the request. Again, this can be done in class or given for homework.

- When Ss finish drafting the reply letter, let pairs get together again to exchange letters and read them. Find out how many reply letters were acceptances. How many were refusals? What excuses did the "relatives" give for saying no?
- **Optional:** Have volunteer pairs take turns reading their letters to the rest of the class.



INTERCHANGE & That's no excuse!

See page T-112 in this Teacher's Edition for notes.

11 READING *Summer in the country*

In this article, Ss read about a program that allows inner-city youth from New York City to spend their summers in the country; in the exercise, Ss practice scanning for main ideas.

A

- Books closed. Read aloud the initial question and elicit Ss' suggestions. Write them on the board.
- Books open. Present the two pictures. Then tell Ss to read the article silently and to mark any word whose meaning they can't guess from context. When Ss finish, encourage them to use their dictionaries to look up the meanings of any words they didn't know or couldn't guess.
- Elicit and explain any vocabulary that Ss still don't understand – for example:

Paragraph 1

fire hydrant = (Note: Tell Ss to look at the photo of the hydrant in the right-hand corner of the article.)

Paragraph 2

only an hour . . . a world away = although the camp is not far from the city (in terms of time and distance), the environment is very different

run by = operated by

participate = to take part in

host family = parents and their children who take guests, usually children or students, into their home for a certain period of time

expenses = costs

Paragraph 3

waiting on tables = working as waiters/waitresses

camp counselors = employees who supervise and teach the children various activities

Paragraph 4

volunteer = to offer to do something, usually without payment

become friends for life = to stay friends until they die

- Go over the instructions for the task. Then Ss work either individually or in pairs to answer the questions. Go around and give help as needed.

Alternative presentation

- Assign part A for homework.
- Elicit Ss' responses around the class.

Answers

1. No, it was started in 1877.
2. No, they're only an hour away.
3. They can learn about the stars, see animals, and go hiking, fishing, and swimming. They learn responsibility by helping out with chores and from the counselors.

4. No, it runs the program for host families, too.
5. No. Camps are for 8- to 15-year-olds.
6. Yes.
7. They go with them on picnics, to the pool or beach, and on trips.
8. Yes. (Most are invited back.)

B Pair work

- Present the questions and explain that *benefit* means "to help."
- Ss form pairs and discuss the questions. Set a time limit of about five minutes. Walk around the class and note any problems that pairs might be having, particularly with grammar and new vocabulary. When Ss finish their discussions, go over any problems with the whole class.
- Check answers by reading aloud each question and asking pairs to volunteer their responses.

Optional activities

1 Terrible neighbors

Time: 15–20 minutes. This activity practices making and responding to requests, and complaining.

- Explain the situation: Ss imagine they have terrible neighbors and prepare a list of things their neighbors do that really bother them.
- Divide the class into groups, who first brainstorm and then make up a list of six problems to complain about – for example:

My neighbors get home late every night and make a lot of noise. They always wake me up.

- Then Ss from different groups form pairs to role play each situation:

S1: Say, you really make a lot of noise every night when you come home. You always wake me up! Could you please be a little quieter at night?

S2: Gee, I'm sorry. I didn't know I was bothering you. I'll try to be quiet from now on.

S1: Thanks.

2 Game – Word Bingo

- See page T-163.



Workbook

Assign Exercises 6–10 on pages 34–38 for in-class work or as homework. When Ss finish, pairs compare answers. Elicit Ss' answers. (Answers can be found on page T-196 of the Workbook Answer Key in this Teacher's Edition.)



What's this for?

This unit deals with the topic of useful modern-day machines. It also practices infinitives and gerunds to describe a use or a purpose, and infinitive complements to give instructions and advice.

Cycle 1, Exercises 1-6

1 **SNAPSHOT** *Advances in science and technology in the second half of the twentieth century*

This graphic introduces the theme of recent scientific and technological advances.

- Books closed. Explain that *advances* means "the progress, development, or improvement of something." Then brainstorm with the Ss on the kinds of machines and other modern-day inventions they use every day. Write their suggestions on a brainstorming map on the board – for example:

Modern Machines and Inventions

telephone	credit cards	ATM card	TV
CDs	the computer	video games	camcorder

- Books open. Ss look over the pictures and the information. Model the pronunciation of the dates and the items listed; Ss repeat.
- Optional:** Ask Ss "How many Snapshot items match words or ideas on the brainstorming map?"
- If necessary, explain any technical words or expressions that Ss might not find in their dictionaries – for example:

artificial satellite = a manufactured object rocketed into orbit around the earth and/or moon

industrial robot = a computer-controlled factory machine

video game = an electronic game in which the player controls moving pictures on a screen by pressing buttons or using a short stick or lever

CD-ROM = abbreviation for "compact disc read-only memory" – a compact disc on which information is stored for use by a computer

DNA = specialized abbreviation for "deoxyribonucleic acid" – the chemical at the center of the cells of living things that controls the structure and purpose of each cell and carries genetic information during reproduction

World Wide Web = the large system of many connected computers around the world that people use to communicate with one another

- Present the questions. Ss work individually, in pairs, or in groups to answer them. Walk around the class and give help as needed. Later, as a follow-up class activity, read each question aloud and elicit Ss' responses.

2 **CONVERSATION**

This exercise introduces the use of infinitives and gerunds for asking about things and describing what the things are used for.

A

- Books closed. Set the scene: Two college students are talking about a computer. Ask the class to listen for different ways in which people use computers.
- Play the first part of the audio program. Ask Ss to name some of the things they heard discussed. Write all correct responses on the board.
- Books open. Play the audio program again, pausing it to go over the conversation line by line; Ss practice for good pronunciation and intonation. Elicit any new vocabulary and see if the rest of the class can give definitions or examples. Explain any other scientific or technological terms that Ss can't find in their dictionaries – for example:

modem = an electronic device that allows one computer to send information to another via standard phone wires

access = to contact

go on-line = to become connected to a computer service or system

UFOs = unidentified flying objects

"chat group" = one of various sections called "rooms" or "groups" in a computer service where callers use their computers to type messages, i.e., to "talk" to one another in written form

- Ss practice the conversation in pairs, using the "Look Up and Say" technique.

B

- Read the question aloud to help Ss focus their listening. Play the second part of the audio program once or twice.


Audio script (See page T-149.)

- Have Ss compare answers in small groups. Then check answers around the class.

Answer

Andrea uses her computer to keep in touch with her family and friends through e-mail.

3 GRAMMAR FOCUS *Infinitives and gerunds*

 This exercise focuses on using infinitives (*to + verb*) and gerunds (*verb + -ing*) to describe a use or a purpose.

(Note: The passive without a *by* phrase is not a grammar point here because it is only practiced as a formulaic structure with the verb *use* (e.g., *It's/They're used . . .*)

A

- Use the audio program to present the statements in the boxes; Ss repeat. For additional pronunciation practice, read each one aloud and point out that the prepositions *to* and *for* are both unstressed; Ss practice them again.
- Explain that we can use *be used to + verb* or *be used for + gerund* in statements that describe a use or a purpose with almost the same meaning:
With an infinitive
 Phones are used *to talk* to people.
With a gerund
 Phones are used *for talking* to people.
- Go over the task and present the phrases in columns A and B. If necessary, briefly explain any new words and phrases (e.g., by referring to the accompanying pictures; drawing stick figures on the board; demonstrating or miming an action; translating the words); however, try not to give away any answers in the task by doing so.
- Point out that *You* in number 3 is an impersonal pronoun. It refers to any person or to people in general – not to any person in particular.

- Model the task by presenting the two example statements for item 1. Then, after Ss write their sentences on a separate piece of paper, they compare answers. Check Ss' answers around the class.

Answers

1. Satellites are used **to study/for studying** the world's weather./Satellites are used **to transmit/for transmitting** telephone calls. Satellites are used **to transmit/for transmitting** television programs.
2. Robots are sometimes used **to perform/for performing** dangerous tasks.
3. You can use a fax machine **to make/for making** a photocopy.
4. People use the Internet **to read/for reading** the latest weather report./People use the Internet **to make/for making** travel reservations.
5. DNA fingerprinting is used **to identify/for identifying** criminals.
6. CD-ROM is sometimes used **to store/for storing** an encyclopedia.

B Group work

- Now Ss form groups and take turns completing the phrases in column A in part A with information of their own. Encourage groups to think of interesting and creative uses for each item. Walk around and give help as needed.

Optional activity: *Could you tell me . . . ?*

- See page T-12.

4 PRONUNCIATION *Syllable stress*

This exercise practices stress in compound nouns and other multisyllabic words.

A

- Read aloud the question and the instructions. Model how to mark the primary stress in the first item – *television programs*: First, write the word on the board and then say it several times, emphasizing the primary stress on the first syllable. Then ask the class where the stress mark (ˈ) should be placed and add it over the first stressed syllable "tel." Now Ss try marking the syllable stress in the rest of the words.
- Play the audio program once or twice while Ss listen and check their own answers.
- Explain that in words with several syllables and in compound nouns, the primary stress usually falls on the first syllable (e.g., *photocopy*) or on the first syllable or word of a compound noun (*telephone calls, fax machine*).
- Play the audio program again, this time pausing it so Ss can practice each word.

B Pair work

- Ss take turns reading their statements from part A of Exercise 3, paying close attention to syllable stress. Go around and monitor each S's pronunciation and stress in one or two sentences.

Optional activity: *What do you think it is?*

Time: 10–15 minutes. This activity gives additional practice in describing things using infinitives and gerunds after prepositions.

- Ss work together in groups. Tell them to think of five familiar gadgets or household items and to write a short description of each one (similar to the sentences in Exercise 3 on page 41). Their description should describe the object's purpose without using its name:
 It's very small and made of metal. It's used to cut your fingernails. (A nail clipper)
- Groups do the task and write down their descriptions of five things, using a dictionary if they wish. Set a time limit of ten minutes.
- Then groups take turns reading their descriptions aloud to the class. The other groups try to guess the object being described.

5 WORD POWER *The world of computers*

This exercise continues the topic of computers and the various ways we use them in daily life.

A

- Use the instructions to explain this classifying task. Then read aloud each phrase and chart heading; Ss repeat.
- If necessary, briefly explain any new vocabulary (e.g., *attendance, bills, budgets*).
- Point out how the verb phrases are formed so that Ss will be able to add two more to each category later in the task:

simple verb + *noun / noun phrase* = *verb phrase*
 pay + household bills
 keep + the attendance

However, there is one exception here:

simple verb + *prepositional phrase* = *verb phrase*
 communicate + with people

- Ss work individually to complete the chart. Remind them to add two more uses – written as verb phrases – to each category. Walk around the class and give help as needed.

(Note: Don't check Ss' responses until after they compare answers at the beginning of part B.)

B Group work

- Ss form groups and compare answers. Elicit Ss' responses around the class.

Answers (extra answers in boldface)

<i>At home</i>	<i>In a factory</i>
communicate with people	pay the workers
pay household bills	create work schedules
make budgets	run the machines
write letters	look up safety laws
play games	write reports
<i>At school</i>	<i>In a restaurant</i>
keep the attendance	process credit cards
research papers	create the menu
make report cards	place orders
do homework	prepare customers' checks
send e-mail	pay the employees

- Present the activity by going over the instructions and the A/B/C dialog with several volunteers. Encourage Ss to use the information from the chart in part A as well as their own ideas.
- Set a time limit of about five minutes. Ss take turns telling their groups how people, including themselves, use computers. Go around and give help with vocabulary, if necessary.

6 LISTENING

This exercise practices listening to how three professionals use computers in their work; it also involves listening for key words to get the gist of a monolog.

A Pair work

- Present the three pictures and the text below them; then read aloud the question and the instructions. Ss write down two guesses below each person's picture.
- Spot-check some of the Ss' guesses by asking for volunteers to share one of their guesses with the rest of the class.

B

- Play the audio program once or twice; Ss listen and check their own guesses, correcting them if necessary.

Audio script (See page T-150.)

- To check answers, elicit any guesses that Ss think were correct.

Answers

Sandy Watson uses the computer to try to guess when a crime will probably happen in a neighborhood. She also uses the computer to figure out where and when a criminal is likely to commit a crime.

Alex Hunt uses a computer fitted with virtual-reality equipment to make the patient think he or she is in a different place (to help people change their behaviors).

Jannet Brown uses computers to cut down on her teaching time. Students go to a computer learning center.



Workbook

Assign Exercises 1–4 on pages 37–38 in the Workbook as end-of-class work or for homework. Ss compare answers in pairs or groups when all assigned exercises have been completed. Use the Workbook Answer Key on page T-196 in this Teacher's Edition to check answers around the class.

7 CONVERSATION

This exercise introduces the function of giving advice, using infinitive complements (e.g., "Don't forget to . . ." "And remember to . . .").

- Books closed. Set the scene: One friend is giving another some advice on how to use something. Write these questions on the board:

What are they talking about? (A cellular phone)
Whose is it? (The woman's)
What's the first thing to do? (Turn it on)
What should she press? (The "send" button)
How often do the batteries need recharging? (Every few weeks)

- Play the audio program. Then elicit Ss' answers to the questions on the board.

A

- Books open. Play the audio program again as Ss look at the picture and/or read the dialog silently.
- Go over the conversation line by line and explain any new words or expressions that may be difficult to understand from the context.
- Ss practice the conversation in pairs.

B Class activity

- Use the question to have an interesting class discussion on the advantages of having a cellular phone. Write Ss' suggestions on the board. Afterward, have a class vote: What are the three best reasons to own a cellular phone?

8 GRAMMAR FOCUS *Infinitive complements*

This exercise practices infinitive complements to give advice for using household items; it also recycles the imperative.

- Play the audio program to present the sentences in the box; Ss practice. Show how infinitive complements are formed by writing this information on the board and then going over it:

Forming infinitive complements

1. affirmative statements

<i>simple verb</i>	<i>+</i>	<i>infinitive complement</i>
Remember	+	to press the button.
Make sure	+	to recharge them.

2. negative statements

<i>negative verb</i>	<i>+</i>	<i>infinitive complement</i>
Don't forget	+	to pay the bill.
Don't try	+	to fix it.

<i>simple verb</i>	<i>+</i>	<i>negative infinitive complement</i>
Try	+	not to drop the phone.
Be sure	+	not to forget them.

3. statements with two-part verbs

<i>simple verb</i>	<i>+</i>	<i>infinitive compl. with two-part verbs</i>
Remember	+	to turn the phone on.
Be sure	+	to turn on the phone.
Make sure	+	to turn it off.

- To practice these structures with infinitive complements, point to one form on the board and call on a S to make up an example for it. If the S's response is correct, have the class repeat it. Continue in this way until all Ss have had a turn.

A

- Have Ss look at the three pictures. Then go over the instructions and model the task with one or two volunteers, like this:
T: (*reading the first piece of advice aloud*) "Unplug it after you use it." Which item does this advice refer to?
S1: I think it goes with a hair dryer. I always unplug mine after I use it.
T: OK. Write H for "hair dryer" on the line.
- Have Ss work either individually or in pairs to complete the task. Walk around and give help as needed.
- Remind Ss to write one more piece of advice – as an imperative – for each thing. (*Note: This advice should not include an infinitive complement because, in part B, Ss will use these as cues to form advice with infinitive complements.*) Elicit Ss' answers to check them.

Answers (*extra advice in boldface*)

- H
 - L
 - L
 - M/H/L
 - H/L
 - M
 - M
 - L
- M: **Set the cooking timer.**
H: **Don't use it too close to the hair.**
L: **Don't put heavy things on top of it.**

B Pair work

- Model the activity with several Ss. Then pairs take turns using the phrases with the three things and the pieces of advice in part A.

9 FREE ADVICE

This exercise practices listening for specific information.

A

- Read the instructions and present the six pictures with their captions.
- Play the audio program once without stopping. Ss listen and write down the names of the three items in the chart in the order the items are talked about. Then Ss compare answers in pairs.

Audio script (See page T-150.)

B

- Play the audio program again, this time pausing it after each speaker to give Ss time to write down the advice they heard. Then elicit answers around the class.

Answers

Item	Advice
1. camcorder	It's best to use a stand. Be careful when you put in the battery.
2. in-line skates	Remember to wear protective gear. Make sure to skate on a flat surface.

Item	Advice
3. ATM card	Be sure to put it in correctly. Then punch in your secret code. Remember to press "enter." Don't forget to count your money before you leave the machine.

- **Optional:** Ask for a quick show of hands to find out which Ss have ever used the things pictured in part A. Do any Ss own some of these things?

C Group work

- Read aloud the two questions and the example advice. Then Ss form groups and take turns talking about the other items pictured, i.e., the fax machine, the motorbike, and the personal watercraft. Walk around and give help as needed.
- As a follow-up, groups share their best piece of advice for each item with the rest of the class.



INTERCHANGE 7 Good advice

See pages T-114 and T-115 in this Teacher's Edition for notes.

10 WRITING

This exercise practices writing advice on how to use a useful item.

- Go over the situation and read the model paragraph aloud. Then give Ss a minute to think of the item that they want to write about.
- Before Ss start writing, encourage them first to brainstorm on their topic. Tell them to focus on giving someone directions and advice on how to use a certain item. Then Ss write a first draft. Tell them to use infinitive complements wherever possible. (Note: This part can be done for homework.)
- Ss form pairs. Have them test out each other's directions and advice, like this: The writer reads aloud his or her composition to the partner who, in turn, "acts out" or mimes each piece of advice he or she hears. If a problem arises, pairs stop to look over the sentence or sentences together. After discussing the problem and making suggestions for revision, they continue with this peer feedback activity. Walk around the class and give help as needed.
- Ss revise their drafts based on their partner's feedback and their own ideas.
- **Optional:** Either have Ss put their final drafts on the bulletin board or ask them to form groups to exchange compositions and enjoy reading them together.

Optional activity: A great commercial!

Time: 20 minutes. In this activity, Ss write television or

radio commercials for unusual things (e.g., gadgets; small, modern machines; electrical appliances). These can be real things or ones that Ss use their imaginations to invent.

- Explain the task: Ss work in groups to write a persuasive 30-second commercial for radio or TV. These commercials can take the form of dialogs or short descriptive monologs. Ss use the grammar structures from Unit 7 (i.e., infinitives, gerunds, and infinitive complements) to describe the item's use and purpose; they should also give some advice on how to use the thing properly. If they wish, they can say how much it costs and where a person can buy it. For example:
 "This is what you've been waiting for! A robot lawn mower! This machine is used to cut the grass while you take a nap! You can also use it for watering the lawn with a special attachment. And don't forget to set the "vacation" button – it can take care of your garden even while you're away! Make sure to order And be sure to"
- Ss form groups and think of an interesting real or imaginary object to write a commercial for; then they plan their 30-second commercial for radio (audio only) or TV (audio and video). Set a time limit of about ten minutes or let Ss do the planning for homework. If the task is done in class, walk around and give help as needed.
- Groups take turns presenting their commercials to the class. Who had the most interesting/the funniest one?

11 READING *A day in your life – in the year 2020*

This text presents interesting descriptions of technology that may be part of our lives in the near future; the exercise provides practice in scanning for and summarizing main ideas.

- Books closed. Use the initial question to conduct a brainstorming session on how new technology may change our lives in the near future. Elicit Ss' suggestions and write them on the board – for example:

Possible Future Technology

tiny one-person commuter planes
robots for household chores

- Books open. Tell Ss to read the article by themselves. Remind them to try to guess the meanings of any words they don't know and to circle any others they can't guess from context.
- Tell Ss to use their dictionaries to check any words they don't know. Then explain any other words and phrases they couldn't find or still don't understand – for example:

Paragraph 1

more or less = approximately

science fiction = stories about imaginary developments in science and their effect on life

experts = people with special knowledge or training

Paragraph 2

daydreaming = thinking about pleasant things so that you forget about what you should be doing

behind the wheel of your car = driving

automatic pilot = a setting that allows a machine to work or move by itself without needing the operation of a person

high-tech = short form for "high technology," involving highly specialized, complex technology

Paragraph 3

cash = money in bills and coins

Paragraph 4

diagnostic = that finds out what is wrong with something

Paragraph 6

urgent = very important

(Note: This reading could be assigned for homework. If it is, encourage Ss to use their dictionaries at home to check the meanings of any new words they can't guess from context.)

A Class activity

- Explain the task: Ss use their own words to make oral summaries of the future high-tech changes described in the article. Present the six areas and model how to do the task, like this:

T: In the area of transportation, what was one change that you read about in the article?

S1: We read about a car with automatic pilot.

T: Yes, that's right. OK, let's go back and scan the article for more information about that. (T calls on the first S who finds that information in paragraph 2 and asks him or her to read the related sentences aloud to the class.) Now, close your book and use your own words to summarize the idea about future transportation and cars.

- Elicit several examples from volunteers and write the better ones on the board for the rest of the class to see and compare. If helpful, also write on the board one or two of the examples from the answers given below.
- Ss continue taking turns around the class giving their oral summaries for the other five areas listed. Alternatively, Ss could do this task by writing down their summaries for homework.

Possible answers

- transportation** People will be able to set their cars on automatic pilot.
- food** People can use their computer to order groceries. Kitchens will have two-door refrigerators that open to the outside to accept deliveries. A diagnostic machine will find out which foods people need, and a food-preparation machine will make the food.
- money** Banks will subtract money from people's accounts. Nobody will use cash.
- work** People will have everything they need for their work so they won't have to go into the office very often.
- communications** Computer information screens can translate one language into another.
- entertainment** People will order movies they want to see, and their computer will show the movies.

B Pair work

- Ss form pairs and take turns asking and answering each question. Sit in on each pair's discussion and listen for a minute or so. If necessary, give suggestions or ask additional questions to help stimulate their conversation.

Optional activity: Game – Tic-Tac-Toe

- See page T-163.



Workbook

Tell Ss to do Exercises 5–11 on pages 39–42 in class or assign them as homework. Have Ss work in small groups to compare answers. Elicit responses around the class. (Answers can be found on page T-197 of the Workbook Answer Key in this Teacher's Edition.)

This unit introduces the theme of holidays and other special occasions. It practices describing customs and events, using relative and adverbial clauses of time.

Cycle 1. Exercises 1-7

1 SNAPSHOT Holidays and festivals

This graphic presents the main theme of the unit – holidays and festivals.

- Books closed. Introduce the topic of special days and annual events – celebrations, holidays, and festivals – by referring to any recent or upcoming holidays in the country you are in. Ask Ss what they did or what they are going to do, like this:

T: What special day is next Sunday?

S1: It's Mother's Day.

T: What are you going to do on Mother's Day?

S2: Well, I'm going to take my mother to her favorite restaurant for dinner.

- Books open. Ask Ss to read the information in the Snapshot, using their dictionaries when necessary. Give further explanations if needed:

lion dances = dances performed by several children wearing a lion costume – one wears the head of the lion and the others the body and tail
cemetery = an area of ground where dead people are buried
the harvest = the time when crops are gathered from the fields

- Read aloud the three questions and elicit answers around the class. Encourage Ss to elaborate by describing a special day, its origins, and what people do to celebrate it.
- Ask follow-up questions as appropriate. For example, after a S answers the third question about his or her favorite holiday, ask "Why is it your favorite? What makes it so special for you? What do you do on that day?"

2 WORD POWER Celebrations

This exercise presents the vocabulary necessary for talking about celebrations.

Pair work

- Model the correct pronunciation of the words in the list as well as the four categories. If necessary, explain any unfamiliar words. Be careful, though, not to interfere with the Ss' task of putting the words into categories.
- Ss complete the task. Remind them to add two more of their own words to each category. These could be words that describe things in the Ss' own culture. Then elicit Ss' answers.

Answers (extra words in boldface)

Special occasions

anniversary
party
wedding
birthday
graduation

Special food and drink

cake
champagne
roast turkey
brown rice
meat pies

Activities

dancing
fireworks
parade
barbecue
singing

Things we give/receive

cards
flowers
presents
candy
jewelry

Optional activity: One word a minute

Time: 10–15 minutes. This activity reviews any unit's vocabulary and practices making sentences with pre-selected words. It could be used at any time for a quick

warm-up activity or just a fun way to review vocabulary.

Preparation: Make a list of ten words from this unit or any previous unit or units. (Note: See the Key Vocabulary in the Unit Summaries, located at the back of the Student's Book.)

- Ss form groups. Name each group with a letter or number (e.g., Group A or Group 1) and write the groups' names on the board for keeping score.
- Explain the activity: You will read a word aloud to the class. Within the next minute, groups compete with one another trying to think of as many sentences as possible using the word. Each time a group (or individual Ss within a group) comes up with a sentence, one of the Ss in that group raises his or her hand; then he or she says it to the rest of the class when called upon by you. If the sentence is correct, that group gets one point.
- Give the class this example of how to play:
T: *Flower*. F-L-O-W-E-R.
"A rose is a flower."
"Flowers smell sweet."
"What's your favorite flower?"
"Where can you buy flowers around here?"
"Who do you sometimes give flowers to?"
- Start the activity by reading aloud the first word on your list. A S from any group can raise his or her hand to make a sentence using that word. Continue for one minute, keeping score on the board. Then read the next word from your list. After ten minutes or ten words – whichever comes first – the group with the most points is the winner.

3 CONVERSATION

This exercise describes a holiday observed in the United States and other Western countries – Halloween; it also introduces relative clauses of time.

(Note: Halloween is on the evening of October 31. In the United States, it is now celebrated mainly by children, who wear costumes, play tricks, and walk from house to house asking for candy by saying “Trick or treat!”)

- Books closed. Ask if Ss have ever heard of Halloween. If so, what do they know about it? Write their ideas on the board on a brainstorming map, like this:

Halloween

<i>costumes</i>	<i>masks</i>	<i>pumpkins</i>	<i>parties</i>
<i>trick or treat</i>	<i>black cats</i>	<i>witches</i>	<i>ghosts</i>

(Note: These ideas on the board can be compared with the information in the dialog after Ss listen to the audio program.)

- Set the scene: Leo is telling his Russian friend Natasha about Halloween. Play the first part of the audio program. Ss listen and take notes if they wish to.
- Now use the information on the brainstorming map and

ask Ss to compare it with what they heard on the audio program. How many pieces of information were similar?

A

- Books open. Use the audio program to present the conversation line by line; Ss repeat. Then refer to the picture to help explain new words.
- Ss practice the conversation in pairs, using the “Look Up and Say” technique.

B

- Read the question aloud to help Ss focus their listening. Then play the second part of the audio program. Ss listen for answers. After pairs compare responses, check Ss' answers.

Audio script (See page T-150.)

Answer

Leo is going to the Halloween party as a clown, and Natasha is going as a witch.

4 GRAMMAR FOCUS *Relative clauses of time*

This exercise presents and practices relative clauses of time.

The relative clauses in this exercise are called defining relative clauses – i.e., they define the noun phrase to which they are attached. These can be compared to nondefining relative clauses, which only give additional information about a noun phrase:

Defining relative clause

July is the month when I take my vacation.

Nondefining relative clause

July, when I take my vacation, is my favorite month of the year.

- Use the audio program to present the sentences in the box; Ss repeat. Point out that a relative clause of time is formed with the relative pronoun *when*, which replaces the noun phrase (e.g., *the day*, *the month*) that comes before it. Explain that it defines or tells about the noun it refers to, i.e., it tells you “which one.” If helpful, write more examples like these on the board:

March 15 is the day when I go to the dentist.

January is the month when I usually go skiing.

Christmas is the time when people send cards.

Fall is the season when trees change color.

A

(Note: This exercise requires Ss to use real-world

knowledge. Most Ss will know enough to match some of the phrases, so they can probably complete the task by process of elimination.)

- Read aloud the question and the instructions. Model how to do number 1 by asking for Ss' suggestions. Then Ss complete the task individually. Check Ss' answers.

Answers

1. b 2. d 3. e 4. f 5. c 6. a


B

- Present the phrases. Model how to complete the first one with the class. Then Ss write their own sentences with relative clauses. Walk around and give help as needed.
- After Ss compare answers with a partner, check Ss' answers around the class. Accept any sentences that are logical and grammatically correct.

Possible answers

- Winter is a season when it is cold and rainy.
- Spring is a time of the year when roses bloom.
- Mother's Day is the day when people honor their mothers.
- A birthday is a day when someone gets a cake and presents from friends and family.
- A wedding anniversary is a time when married couples celebrate their years together.

5 LISTENING

 In this exercise, Ss practice listening for key activities and taking notes.

- Books closed. As a topic warm-up, find out how much the class already knows about Brazil and its famous festival called Carnival. Write their ideas on the board and save the information for a comparison task later.
- Set the scene: A young man recently went to Brazil and is talking about his experiences there. Play the audio program once; Ss listen.

Audio script (See page T-150.)

- Now compare Ss' earlier suggestions (i.e., those written on the board) with information they heard on the audio program. If there are any matches, circle those words.

- Books open. Present the picture and the five questions. Ask Ss to listen for answers and to take notes. They should write down only key words and phrases.
- Play the audio program again. Ss listen, take notes, and then compare answers in groups. Afterward, elicit Ss' answers around the class.

Answers

Carnival is a party.
It lasts for four (whole) days.
It's in late February or early March.
The best part about it is the parade.
The samba is a dance.

6 ONCE A YEAR

This exercise is a communicative activity that winds up the oral work in this cycle.

- For a quick warm-up, tell Ss to look at the pictures; then ask if anyone in the class celebrates any of the holidays depicted here. If someone celebrates or knows about one or more of the holidays, encourage the rest of the class to ask him or her questions about it.

A Pair work

- Go over the questions. Model them for correct pronunciation and intonation so that Ss will be able to say them correctly during the task.
- Model the task by having a volunteer answer some of the questions. Encourage him or her to give full answers and as much additional information as possible.
- As pairs work, walk around and give help as needed.

B Class activity

- Explain that each S will give a short talk (about three

minutes long) about an interesting holiday or festival in his or her country. Ask Ss to prepare for this by making notes about the information they want to present to the class. Their notes should answer all of the questions in part A. (Note: Ss' preparation for this activity could be given for homework. In that case, encourage Ss to bring photos or other realia to show during their presentations.)

- Model how to start a short talk, like this:

One of the most interesting festivals in Hong Kong is the Dragon Boat Festival. It is held every year in the spring. It's a time when . . .

- Call on each S to come up to the front of the class to give his or her talk. After each one finishes, encourage the rest of the class to ask follow-up questions.

Optional activity: *Once in a lifetime*

- See page T-25.

7 WRITING

This exercise provides written reinforcement for the activities and grammar practiced in this cycle.

A

- Go over the two questions and explain the task: Ss write a short description of one of their favorite holidays or festivals. Ask Ss to use the questions in part A of Exercise 6 to generate notes for their drafts.
- Ss use their notes to write a first draft. They should try to write about a page, i.e., two or three paragraphs, if possible. Go around and give help as needed.

B Pair work

- Ss exchange compositions with a partner and ask

follow-up questions as in a regular peer feedback session. Then Ss work independently to revise their drafts by checking content, organization, and grammar.



Workbook

Tell the class to do Exercises 1–4 on pages 43–45 in class or for homework. Ss then compare answers in groups. Allow groups to take turns being “teacher” by assigning one exercise to each group, who is then in charge of checking classmates' answers. (Answers can be found on page T-197 of the Workbook Answer Key in this Teacher's Edition.)

8 CONVERSATION

This exercise introduces the topic of weddings and presents adverbial clauses of time.

- Books closed. Introduce the topic of weddings by asking if any Ss in the class are married or if anyone has been to a wedding recently. Also, ask what people wear during a wedding ceremony in the Ss' countries (o.g., Do the bride and groom wear special clothes? Do guests wear anything special to the reception?).

A

- Books open. Ask questions about the pictures:
 - What is the bride wearing? (A traditional Japanese wedding kimono)
 - Have you ever looked at someone's wedding album?
 - Have you ever been to a wedding like this one?
- Play the first part of the audio program once or twice to present the conversation. Explain any new words or expressions, such as:

kimono = a traditional Japanese robe

Western bridal dress = a traditional wedding gown, usually white, worn by a bride in Europe and in North and South American countries

reception = a party held after the wedding ceremony

- Ss practice the conversation in pairs.

B

- Read aloud the three questions for Ss to focus their listening on. Then play the second part of the audio program. Ss listen and take notes; remind them to write down key words and phrases, not full sentences. Then check answers.

Audio script (See page T-150.)

Answers

Mari's wedding was held at a shrine.

(Note: Explain that a *shrine* is a place of worship; here, a Shinto shrine in Japan.)

Immediate family – parents, grandparents, brothers, sisters – attended the wedding.

Lots of friends and relatives came. The main guests gave formal speeches, and then a formal meal was served; other guests gave short (sometimes funny) speeches or sang songs. At the end, each guest received a present (from the bride and groom):

9 PRONUNCIATION *Stress and rhythm*

This exercise introduces an important feature of English – stress-timed rhythm. In English, stressed words or syllables occur with a more or less regular rhythm or beat; this is called “stress-timed rhythm.” The other words or syllables in the sentence are reduced in order to maintain the regular rhythm of the stressed words or syllables in English.

A

- Play the first part of the audio program and draw Ss' attention to the stressed words and syllables. Point out that the words that are usually stressed are those that carry the most important information, i.e., content words such as verbs, nouns, and adjectives, but usually not articles, pronouns, or prepositions.
- Read the two examples aloud, clapping your hands or tapping a pencil on a desk or table to beat out the rhythm of each stressed word or syllable. Then Ss do the same by saying each sentence and stressing the marked words or syllables as they clap or tap a pencil to emphasize the beat on each one.

B Pair work

- Ss form pairs. Tell them to work together to mark the words or syllables that they think are stressed in the

four sentences; they can do this by using a small stress mark (as shown in part A). Encourage them to quietly read each sentence aloud together in order to “hear” the naturally recurring, rhythmic stresses in these English sentences. When they agree on the stresses in each sentence, they should mark them. Go around and give help as needed.

- Check answers by asking for volunteers to read the sentences aloud; if correct, have them write the sentences on the board with the stress marks for the rest of the Ss to see and compare with their own.

Possible answers (stressed syllables in boldface)

Halloween is a day when children go “**trick-or-treating**.”

On **Thanksgiving Day**, Americans eat turkey and **cranberry sauce**.

When people have **birthdays**, they usually get **presents from friends**.

June is a month when many young people like to get **married**.

- Pairs take turns practicing the sentences like this: One reads the sentence aloud with the correct stress, and the partner claps or taps out the beat to emphasize the stress and rhythm.

GRAMMAR FOCUS *Adverbial clauses of time*

The exercise practices adverbial clauses of time with *before*, *when*, and *after*.

Adverbial clauses of time are subordinate, or dependent, clauses, i.e., they cannot occur on their own and are always attached to a main clause – for example:

Before a couple gets married, (= the subordinate clause) they send wedding announcements. (= the main clause)

- Use the audio program to present the sentences in the box; Ss repeat. Explain that adverbial clauses of time describe when an event occurs. Also point out that adverbial clauses of time can appear either before or after the main clause. The only small difference is in the punctuation: A comma is used after the adverbial clause of time if it comes at the beginning of the sentence; no comma is needed, however, if the adverbial clause follows the main clause:

Before they get married, couples send wedding announcements.

Couples send wedding announcements *before they get married*.

- **Optional:** Refer Ss to the Unit 8 Summary Grammar Extension on page S-9 of their textbook.

A

- Present the task. Then go over the clauses in columns A and B, and explain any new vocabulary:

Column A

engaged = having agreed to get married

honeymoon = a vacation taken by a bride and groom after their wedding

Column B

newlyweds = a couple who has recently gotten married

date each other = have a romantic relationship

bachelor party = a party given by male friends and family members for a man who is going to get married soon

Column B (continued)

a bridal shower = a party given by female friends and family members where they give gifts to a woman who is going to get married soon

wedding reception = a party following a wedding ceremony

- Model the correct pronunciation for the clauses in columns A and B; Ss repeat. Ss now do the task individually and then compare answers in pairs. Check Ss' answers.

Answers

1. c 2. d 3. o 4. h 5. f 6. a

B Pair work

- Tell Ss to think about wedding customs in their own countries. Ask them a few questions like these to get started:

Do friends give the couple a party before they get married?

Does the man give the woman any gifts before the wedding?

- (Note: In a heterogeneous class, pair up Ss from different ethnic backgrounds in order to encourage a more culturally informative exchange.) Pairs take turns adding their own information to the clauses in column A of part A. Remind Ss to use the stress and rhythm patterns practiced in Exercise 9.
- When pairs finish, tell them to write down their sentences. After a few minutes, call on Ss around the class to read their statements aloud.



INTERCHANGE 8 *Once in a blue moon*

See page T-113 in this Teacher's Edition for notes.

11 MARRIAGE CUSTOMS

This is an open-ended communicative activity to complete the grammar in this second cycle. It gives further practice in describing customs.

Group work

- Explain the activity. Then read each question aloud; Ss practice for good pronunciation and intonation. Use the three pictures to model how to ask further questions (e.g., focus on location, clothing, colors, music, food, traditions).

(Note: In a heterogeneous class, have Ss from different ethnic and cultural backgrounds form groups. In a homogeneous class, divide the list of questions into three or four sets and give each group one of the sets to discuss.)

- Ss form groups. Ask each group to choose a group leader and a secretary. The leader should be in charge of the discussion and make sure everyone gets to participate by asking and answering questions; the secretary should take notes on some of the key information discussed. Set a time limit of about ten minutes. Walk around the class and give help as needed.
- Call on groups to share some of their more interesting information with the class.
- **Optional:** Have Ss from the same ethnic or cultural background get together to give a short class talk on marriage customs in their country. Follow up each talk with a short question-and-answer session.

12 READING *Unique customs*

This text presents interesting cultural information about unique customs in various countries; the exercise practices reading for and understanding main ideas.

- **Books closed.** To introduce the topic, ask Ss to share some interesting or unique customs (e.g., special birthdays, New Year's celebrations and traditions, the change of seasons) in their own countries or in other countries that they know something about. Alternatively, briefly talk about some unique customs that you know about.
- **Books open.** Tell Ss to cover the article and to look only at the three photos and the initial question. Use that question to stimulate a class discussion, like this:
T: What do you think is happening in the first picture?
S1: I think the people are . . .
S2: Yes, and I guess the animals are . . .
T: All right. And how about the middle picture?

A

- Ask Ss to read the paragraphs and to guess the meanings of any unfamiliar words or phrases. Point out that they do not need to understand every single word; they only need to read for and understand the main ideas.
- After Ss finish reading, encourage them to use their dictionaries to check any words they didn't know or couldn't guess from context.
- Explain the matching task by doing the first item with the class. Then Ss work individually to complete the rest of the task. Walk around the class and give help as needed.
- **Optional:** Ss compare answers in groups.
- Elicit Ss' responses to check answers.

Answers

On January 17, people in Mexico bring their animals to church.
During Rakhi, men in India promise loyalty to their women.
On Chusok, people in Korea visit the graves of their ancestors.
On New Year's Eve, people in Argentina stay up all night.
On February 3, people in Japan celebrate the end of winter.

B *Pair work*

- Read aloud the question and the task. Ss form pairs and take turns talking about other holidays and customs in their own countries or in other countries they know something about. Walk around the class and give help as needed. (*Note:* If pairs don't have much to say on this topic, stop the activity and have a whole class discussion instead.)

Optional activities

1 *How much did you find out?*

Time: about 20 minutes of class time. This activity reviews asking questions and describing customary events. It gives Ss the opportunity to find out more about the customs in an English-speaking country and to compare them with similar customs in their own countries.

- Either choose one special holiday, festival, event, or custom (e.g., Christmas) for this activity or ask Ss to suggest one.
- Write a set of questions about the event or custom on the board. Ss should copy these questions and include additional questions of their own. For example, here are some questions about Christmas:
*Do you celebrate Christmas?
How do you celebrate it? What do you do?
Do you give presents to people at Christmas?
Do you have a special dinner on Christmas Day?
Do you have Christmas parties?
Is Christmas a legal holiday in your country?
Is it your favorite holiday? Why or why not?*
- Now Ss should try to find a native English speaker and interview him or her by asking the questions prepared. Encourage Ss to say something like the following when they approach possible interviewees:
"Excuse me. Where are you from? Do you have a few minutes to help me with a short questionnaire on the topic of Christmas?"
- Alternatively, Ss could go to the library and get the information from a book, a magazine, or an encyclopedia. Also, Ss who have access to the Internet and the World Wide Web could get information from a "chat room" or from on-line services and web sites.
- In class, Ss take turns sharing their information with the class. How much information did they find out? Who found out the most? Who actually interviewed someone in English? Encourage Ss to ask follow-up questions to find out about one another's research experiences during this task.

2 *Spelling contest*

- See page T-162.



Workbook

Assign Exercises 5–10 on pages 45–48 for in-class work or as homework. At the start of the next class, have Ss compare answers in pairs. Then elicit answers around the class. (Answers can be found on page T-198 of the Workbook Answer Key in this Teacher's Edition.)

Review of Units 5-8

1 RESOLUTIONS

A Group work What are you planning to do or thinking about doing during the next year? Tell your group about at least three things.

"I'm going to take dancing lessons."
"I'll probably go on a diet."

B Class activity Tell the class about the most interesting or unusual plans in your group.

A: Bob is going to take dancing lessons.
B: And he thinks he'll go on a diet, too.



2 ON THE ROAD



A Group work Your friends are planning a long car trip for their next vacation. What plans do they need to make? How many suggestions can you think of? Use *had better*, *must*, *ought to*, *should*, and *shouldn't*.

A: You should take some road maps.
B: You'd better check the tires on your car.
C: You ought to check the oil.

B Class activity Compare your suggestions around the class.

3 ROLE PLAY I'm sorry. I'll . . .

Student A: Complain to your partner about these things:

Your partner has not returned your tennis racquet.
Your partner is playing a CD loudly. You are trying to study.
Your partner has been using the telephone for almost an hour. You need to make an important call.

Student B: Listen to your partner's complaints. Apologize and make suitable responses.

Change roles and try the role play again.

Review of Units 5-8

This unit reviews the future with *be going to* and *will*, modals for necessity and suggestion, and making and responding to requests using two-part verbs and *will*. It also reviews infinitives and gerunds to describe a use or purpose, describing customs with clauses of time, and apologizing.

1 RESOLUTIONS

In this communicative activity, Ss review talking about definite future plans with *be going to* and possible future plans with *will*.

A Group work

- Ss form groups. Present the question, the picture, and the two statements. Explain that *resolutions* are promises that you make to yourself to do something; *during the next year* means "in the twelve-month period starting today."
- Help one group model the task, like this:

T: What are you planning to do during the next year, Jeff?

S1: Well, I know I'm not going to take dancing lessons, but I'll probably learn to fly a small plane.

T: Oh, really? That's interesting!

S2: Where are you going to take flying lessons?

S1: Oh, I'll probably go to . . .

S3: Jeff, are you thinking about going on a trip anywhere during the winter break?

S1: Yeah, I think I'll go skiing, and then I'll probably . . .

Alternative presentation

Have the class ask you questions about some of your plans during the next year.

- Set a time limit of about ten minutes for the activity. Walk around and give help as needed.

B Class activity

- Go over the instructions. Groups take a minute to decide on which plans they want to share with the rest of the class. Then they take turns talking about the most interesting or unusual plans they discussed. If time permits, let other groups ask questions to get more details about the plans.

2 ON THE ROAD

This exercise reviews modals for expressing necessity and giving suggestions.

A Group work

- Read aloud the situation and the questions. Remind Ss which modals go with which functions by writing this summary on the board and encouraging Ss to copy it into their notebooks:

Describing necessity: have to, must, need to, don't have to
Making suggestions: had better, ought to, should, shouldn't

- Ss form groups and take turns making suggestions. After about five minutes, tell them to select the five best or most important ones to share with the class.

B Class activity

- Groups take turns presenting their ideas to the rest of the class.
- **Optional:** Take a class vote on the five most valuable suggestions.

3 ROLE PLAY I'm sorry. I'll . . .

This role play reviews making requests and responding to them using two-part verbs and *will*; it also practices making apologies.

- Have Ss form pairs and assign their A/B roles. Then explain the activity by going over the two roles.
- While pairs try the role play, go around the class and discreetly listen in. Make notes on any problems Ss may be having – particularly when trying to make requests and apologies or using two-part verbs. When pairs finish, go over any problems and solutions with the whole class.

- Now Ss switch roles and try the role play again – either with the same partner or with a different one.
- **Optional:** For added variety in this second role play activity, allow the Ss to choose three of their own situations to complain about.

Optional activity: Odd word out

- See page T-163.

4 WONDER GADGET

This activity reviews using infinitives and gerunds to describe a use or purpose.

Preparation: Bring to class some gadgets (e.g., a staple remover, a TV remote control) or pictures of interesting gadgets from magazines or catalogs.

- Books closed. Write the exercise title on the board and explain that *wonder* means "extremely good or effective" and a *gadget* is a small tool or machine that makes a particular job easier.
- Show some real gadgets (or pictures) and ask Ss to guess what they are called in English and what they are used for. Then tell Ss to find some gadgets in the classroom or among their personal belongings (e.g., a pencil sharpener, a calculator).

A Group work

- Books open. Read the instructions aloud and present the picture of the gadget.
- Ss form groups and choose a group secretary to write down each idea. Set a time limit of about five minutes. When time is up, suggest that each group think of a clever name for the gadget.

B Class activity

- Groups take turns sharing their ideas (and gadget names) with the class. Take a class vote on the three most interesting uses suggested.

5 THAT'S AN INTERESTING CUSTOM.

This exercise practices describing customs with relative and adverbial clauses of time with *when*.

A Group work

- Go over the task, the picture with its description, and the questions. Explain that *to court someone* means "to have a romantic relationship with someone"; if necessary, also point out that the Philippines is an island country off the southeast coast of Asia.
- Model one or two short descriptions of interesting customs that you know about, like this:
In some countries, when a first son is born, his parents may name him after his father and add "Junior" or "II"

(i.e., the second) after the son's name – for example, John F. Kennedy, Jr.

Elicit follow-up questions and give responses:

S1: Isn't it confusing to have two males in the family with the same name?

T: Yes, sometimes, but the son often has a nickname (Johnny) that's different from his father's (e.g., Jack).

- Ss form groups and do the task. Encourage them to ask follow-up questions. Set a time limit of about ten minutes.

B Class activity

- Ask each group to tell the class about the most interesting custom that they discussed.

6 LISTENING

This exercise focuses on listening for main ideas about various customs.

A

- Read aloud the instructions and the statements in the chart. Then explain any unfamiliar vocabulary (e.g., *Paraguay* = an inland country in South America; *Malaysia* = a country in Southeast Asia).
- Play the audio program, pausing it after each custom. Ss listen and check (✓) True or False in the chart. Then elicit answers around the class.

Audio script (See page T-151.)

Answers

- | | | | |
|---------|----------|----------|---------|
| 1. True | 2. False | 3. False | 4. True |
|---------|----------|----------|---------|

B

- Read aloud numbers 2 and 3 in the chart in part A. Now Ss listen again and take notes this time to correct the information. Elicit answers around the class.

Answers

- | |
|--|
| <p>2. When a man and a woman get married in Malaysia, they eat uncooked rice during the ceremony.</p> <p>3. In Italy, after a man and a woman get married, a friend or relative releases two white doves into the air.</p> |
|--|

Test 2

See page T-166 in this Teacher's Edition for general instructions on using the tests. Test 2 covers Units 5-8. Photocopy the test (pages T-171-T-174) and distribute a copy to each S. Allow 45-60 minutes for the test. Listening material for the tests is at the end of the Class Audio Program. The Test Audio Script and Answer Key start on page T-183 of this book.

9

Back to the future

This unit introduces ways to describe events in different time periods – i.e., in the past, present, and future; conditional sentences with *if* clauses and modals *may*, *might*, and *will* are also presented.

Cycle 1, Exercises 1–7

1 SNAPSHOT Past, present, and future

This graphic introduces the theme of the unit – comparing past, present, and future events; it also gives Ss the opportunity to speculate about the future.

- Call attention to the unit title and find out if the class knows where it comes from. (It's the same title as the 1985 American movie *Back to the Future*, which had two sequels [1989 and 1990]. In the original film, Michael J. Fox stars as a young man who goes back in time and meets his own parents when they were in high school.)
- Books closed. To introduce the theme of the unit, ask Ss some questions about the past, present, and future:
Can you think of some ways life one hundred years ago was different from life today?
How do you think it will be different in the next fifty years?
- Books open. Ask Ss to read the Snapshot silently.
- Check comprehension by using the pictures and asking one or two questions about them (e.g., Have you heard of the Wright brothers before? Who has a color TV? Have you ever seen the Concorde? Do you think there will ever be airlines that fly people into space?).
- Remind Ss how to read dates (e.g., 1903 = “nineteen-oh-three”) and numbers (e.g., 28,500,000 = “twenty-eight million, five hundred thousand”). If Ss are not familiar with the information in the Snapshot, you may want to clarify it:

the Wright brothers = the first controlled and sustained power-driven flight occurred near Kill Devil Hill, Kitty Hawk, North Carolina, at 10:35 A.M. on December 17, 1903, when Orville Wright (1871–1948) flew the 12-horse power chain-driven *Flyer I* for a distance of 120 feet for about 12 seconds, watched by his brother, Wilbur (1867–1912), four other men, and a boy. The *Flyer* is now in the National Air and Space Museum at the Smithsonian Institution, Washington, D.C.

the Concorde = the first supersonic airliner with passenger service, which started January 21, 1976; it carries one hundred passengers and is now in service with Air France and British Airways.

supersonic jet = a plane that flies faster than the speed of sound (about 1,220 km/hr or 760 mph)

3-dimensional = having length, depth, and height

mega- = (prefix from Greek) large, great, powerful; can also mean one million (e.g., megabyte = 1,000,000 bytes); here, **megacities** = **megalopolis** = extensive, heavily populated, continuously urban areas, including any number of cities (e.g., Tokyo, Los Angeles)

- Go over the questions. Decide how you want the class to do these tasks – individually, in pairs or groups, or as a whole class activity; then instruct the class accordingly.
- If Ss work individually, let them form pairs or groups to compare answers. Then elicit responses around the class.

2 CONVERSATION

This conversation practices using time contrasts to compare life in the past, in the present, and in the future.

- Books closed. Set the scene: Karen is talking with her grandfather. Write questions like these on the board and ask Ss to listen for the answers:
What was the neighborhood like before? (There used to be a grocery store on the corner; it was pretty quiet; not many people lived there.)
What does Grandpa think will happen in the future? (He bets they'll tear down the old buildings soon; in a few years, there will be just malls and high-rise apartments.)
What does Karen think about her grandfather's prediction? (It doesn't sound too bad.)
Does her Grandpa agree with her? (Yes.)
What is he going to miss, though? (The old days)
- Play the audio program once. Check Ss' answers to the questions on the board.

A

- Books open. Play the audio program again while Ss look at the picture and/or read along silently. Present the conversation line by line and explain any new words or expressions:

sure = really, truly

I bet = I think

tear down = to destroy on purpose

malls = large buildings with a lot of stores

high-rise = with many floors


the old days = usually a pleasant, nostalgic time in the past

- Ss practice the conversation in pairs.

B Class activity

- Use the question to stimulate a lively brainstorming session. Write Ss' ideas on the board. Then take a class vote to find out the three most important changes.

3 GRAMMAR FOCUS *Time contrasts*

 This exercise practices describing events in different time periods, using the past tense and *used to* for past events; the simple present tense and the present continuous for present events; and *will*, *might*, and *be going to* for future events.

- Use the audio program to present the sentences in the boxes; Ss repeat. Draw attention to the ways of referring to the three different time periods presented here and to the various time expressions we can use for each (e.g., *in the past, these days, soon*).
- Point out the new modal, *might*, and explain that it indicates possibility.

A

- Go over the phrases in column A and then the clauses in column B; Ss practice saying each one. Then deal with any unfamiliar vocabulary (e.g., *cure, common cold*).
- Ss do the matching task alone and then compare answers in pairs.
- Elicit Ss' responses around the class.

Answers

1. d	3. g	5. b	7. e
2. a	4. f	6. c	8. h

B

- Go over the task and explain that Ss need to think up suitable information about themselves to complete each sentence. Model several different ways that Ss can complete each one:

Using a different topic each time

As a child, I used to ride my bike everywhere.

Five years ago, I lived and worked in Bangkok.

Using one topic at a time to contrast it in three different time periods – past, present, and future

As a child, I used to read a lot and play games with my brother. Nowadays, I watch TV or surf the Internet.

Next year, I'm going to start writing a novel.

Five years ago, I used to live in a dormitory at college.

Nowadays, I share an apartment with friends. In ten years, I'll probably buy a house.

- Ss complete the task. Set a time limit of about five minutes. Walk around the class and give help as needed.
- Ss form pairs and take turns reading their sentences aloud.
- Optional:** As a follow-up, call on Ss around the class to read some of their statements aloud.

Optional activity: *What a time!*

Time: 15 minutes. This activity gives further practice in making statements with time phrases.

- Divide the class into two large groups – Group A and Group B. Explain the activity: One S in Group A begins by calling out a time phrase (e.g., "Soon." "In the past."). Then a S in Group B must use it in a sentence with the correct verb tense (e.g., "Soon there will be another election for U.S. president."). (*Note:* In both groups, make sure Ss take turns in giving the time cues and in making up sentences.)
- Elicit some time phrases and write them on the board for the groups to use. For example:

<i>Past</i>	<i>Present</i>	<i>Future</i>
<i>In the past</i>	<i>These days</i>	<i>In ten years</i>
<i>In the nineteenth century</i>	<i>Nowadays</i>	<i>In the next hundred years</i>
<i>A hundred years ago</i>	<i>Today</i>	<i>In the twenty-first century</i>
<i>In the 1960s</i>	<i>This year</i>	<i>In the future</i>
		<i>In a year</i>
		<i>Soon</i>

- Ask for a volunteer to be the timekeeper to keep a ten-second time limit for each response.
- Now Group A begins by giving a time cue. One S in Group B must use it in a sentence with suitable information and the correct verb form. However, if that S cannot come up with a sentence within the time limit, a S from Group A gets a chance instead. Keep score on the board: one point for each complete sentence.
- Stop the activity after ten minutes. Which group has the most points?

4 PRONUNCIATION *Intonation*

This exercise practices intonation patterns in sentences beginning with a phrase.


A

- Play the audio program and ask Ss to look at the arrows while listening to the corresponding intonation patterns. Then play the audio program again, this time pausing it for Ss to repeat each sentence. Do a quick check of individual Ss' intonation around the class.

B

- This task allows Ss to personalize the patterns presented in Exercise 3. Tell Ss to try to think of interesting information to use when adding their own information to each phrase in part A. (*Note:* This could be done for homework.)
- When Ss finish, pairs take turns reading their statements aloud while paying close attention to intonation.

5 LISTENING

 This exercise practices listening for general ideas, taking notes, and making inferences.

- Books closed. Ask the questions below and write Ss' responses on the board under the same headings as in the chart on page 56:

How's the traffic in our city?

Do we have more traffic now – or less?

Is the traffic situation nowadays better or worse than it used to be?

Topic	Change	Better or worse?
traffic	a lot more now	✓

- Books open. Go over the instructions and the chart. Play the audio program once; Ss listen, take notes, and complete the chart.

Audio script (See page T-151.)

- Ss form pairs or groups to compare answers. If there is disagreement or if Ss want to listen again, play the audio and pause it for a few seconds after each conversation to give Ss time to finish or recheck their charts. Then elicit Ss' responses to check answers.

Answers

Topic	Change	Better or worse?
1. environment	city has planted trees	✓
2. transportation	used to have a good bus system but not anymore	✓
3. families	20 years ago, many children lived here; now too quiet	✓

6 CHANGING TIMES

This exercise is a fluency activity in which Ss describe real-world changes.

Group work

- Go over the activity, the list of topics, and the questions. Encourage Ss to add other topics of their own (e.g., music, the environment) from which their groups will choose two to discuss.
- Use the questions and the A/B/C dialog to model the activity with several volunteers:

T: Let's talk about housing. OK? What was it like fifty years ago?

S1: Well, most families used to live in smaller houses.

S2: And what about today?

S3: I think houses are generally bigger.

T: Yes, I agree. And what about in fifty years?

S4: I think people might live in . . .

- Ss form groups and do the task. Set a time limit of about ten minutes. Go around, giving help as needed.

7 WRITING

This exercise reinforces *will* and *be going to* for describing someone's hopes for the future.

A Pair work

- Read aloud the task's two-part instructions: First, pairs interview each other; then they write a paragraph about their partner's hopes and dreams. Encourage Ss to be imaginative during their interviews.
- Present the model. Refer Ss to the instructions in part B to explain why they shouldn't use their partner's name anywhere in their description.
- Conduct a quick brainstorming activity with the whole class to help pairs with their interviews. Elicit questions that Ss could ask each other about their futures and write them on the board for everyone to use – for example:

What are you doing nowadays?

What do you hope to be doing in five or ten years?

Where do you hope to be living in ten years?

At what age do you want to retire? What will you do?

- Ss form pairs and take turns interviewing each other using the questions on the board and others of their own. Encourage them to take notes.

- Ss use their notes to write a description of their partner's hopes for the future. (Note: This part of the writing could be done for homework.)

B Class activity

- Tell the writers to put their initials on the back of their papers. Then collect and mix up the papers; hand one to each S to read. Ss try to guess who the description is about. Tell Ss to use the initials on the back to check whether their guesses were correct.



Workbook

For homework or as in-class work, Ss complete Exercises 1–4 on pages 49–51. Use the Workbook Answer Key on page T-198 in this Teacher's Edition to check Ss' answers whenever convenient during the next class.

8 CONVERSATION

This exercise introduces *if* clauses to describe present or future possible situations; it also presents *be able to* with modals *might* and *will*.

- Books closed. To introduce the topic – quitting smoking – have a class discussion and ask these questions:

Do you know people who smoke?
Did they ever try to quit? What happened?

A

- Books open. Tell Ss to cover the conversation and to look at the picture. Then play the first part of the audio program; Ss listen. Ask a few comprehension questions like these:

Why does Jody want to stop smoking? (Because she feels awful)

What are four things that might happen if she quits smoking? (She might gain weight; she won't be able to fit into clothes; she'll have to buy new ones; she'll have to get a part-time job.)

What does Luis suggest? (If she gains weight, she can always go on a diet.)

- Play the audio program again, this time with Ss looking at the conversation and reading along silently. Then go over the conversation line by line and explain any unfamiliar vocabulary – for example:

quit = stop
gain weight = to become heavier
to fit into = here, to wear (clothes) comfortably
you can always ... = a way to begin a polite suggestion
go on a diet = to eat less in order to become thinner

- Ss practice the conversation in pairs, using the "Look Up and Say" technique.
- Optional:** Volunteers perform the conversation in front of the class, adding or substituting their own ideas if they wish.

B

- Read the two questions aloud. Then play the second part of the audio program. Ss listen and take notes to answer the questions.

Audio script (See page T-151.)

- After Ss discuss their answers in pairs or groups, elicit responses around the class.

Answers

The advice Luis gives Jody is: Try nicotine gum. Jody says, "I guess it's worth a try." (This means she's going to try to use nicotine gum to quit smoking.)

9 GRAMMAR FOCUS Conditional sentences with *if* clauses

This exercise practices conditional sentences with *if* clauses to describe possible situations and consequences; it also practices *be able to* along with modals *may*, *might*, and *will*.

- Use the audio program to present the sentences in the box; Ss repeat. Explain these terms used in the box:

conditional sentences = statements and questions about something that could possibly happen provided a certain condition exists or a certain event occurs
situation = an event
consequence = a result

- Write additional examples on the board:

Situation	Consequence
<i>If I learn English, I might become a translator.</i>	
<i>If he quits school, he won't be able to graduate.</i>	
<i>If you study hard, you'll learn a lot more.</i>	

- Point out that the *if* clauses presented here describe situations that might happen to someone or something now or in the future. Also, call attention to the footnote and remind Ss that the modal *be able to* is used to talk about actions or achievements.
- Optional:** Use the *if* clauses in the box to elicit additional consequences from the class.

A

- Ask Ss to read the *if* clauses in column A and the consequences in column B. Then answer any vocabulary questions Ss may have.
- Before Ss do the matching task, tell them there may be more than one correct answer for some items. Ss do the task and compare answers in pairs. Check Ss' answers around the class.

Answers

1. b	3. e	5. d
2. b/c	4. a	

B

- Present the example and model the task by asking for suggestions to complete the *if* clause in number 1 in part A. Then Ss complete the task individually before practicing with a partner.
- Optional:** Pairs take turns reading aloud to the rest of the class two or three of their best or most interesting sentences. Accept as correct any sentences that are logical and grammatical.

10 WORD POWER Consequences

This exercise introduces additional vocabulary to talk about possible events and consequences.

A Pair work

- Go over the instructions. Model the correct pronunciation for the items in the list and the possible events in the chart; Ss repeat. Then explain any new words or expressions – for example:

energetic = very active
loans = money that is borrowed
lose touch = to not speak to or see someone for a long time
fall in love = to begin to love someone
inherit = to receive something from someone who has died

- Model how to do the task by using the first event – buy a large dog. Elicit Ss' suggestions for the two items that best fit as consequences (feel safer in your home; have to take it out for walks). Tell Ss that there may be more than two appropriate answers for some events.
- Ss form pairs and complete the chart. Go around and give help as needed. Then elicit Ss' answers around the class.

Possible answers (extra consequences for part B in boldface)

buy a large dog
 feel safer in your home; have to take it out for walks;
have to find someone to take care of it when you go away

fall in love

feel better about yourself; feel jealous sometimes; **be able to share things with someone all the time**

go on a diet

feel hungry a lot; have to give up your favorite snack;
start to feel thinner

inherit a lot of money

be able to buy expensive clothes; get requests for loans from friends; **be able to take a cruise around the world**

move to a foreign country

have to learn a new language; lose touch with old friends; **learn about a new culture**

quit smoking

feel more energetic; gain weight; **be very proud of yourself**

B Group work

- Go over the question. Two pairs form a new group to do the task. After about five minutes, elicit responses. The group with the best or most interesting consequence for each event writes it on the board.

Optional activities

1 Think fast!

- See page T-3.

2 Game – Word Bingo

- See page T-163.

11 UNEXPECTED CONSEQUENCES

This "chain of events" game is a fun way to conclude practice of the grammar point in this cycle.

A Group work

- Tell Ss to read the instructions and the example. Model the activity by reading aloud the A/B/C/D dialog line by line, pausing to have Ss repeat.
- Ss form groups and choose three possible events from the chart in Exercise 10. Then they describe a chain of events with at least five consequences. Set a time limit of about ten minutes for this activity. Go around the class and give help as needed.

B Class activity

- Ask groups to choose their most interesting chain of events and share it with the class. Then, through a show of hands, the class votes on the most interesting consequences for each event.
- Optional:** Conduct this same "chain of events" game with conditional sentences and *if* clauses, but this time the Ss do it as a whole class writing activity instead.

(Note: If possible, have the class sit in a circle for this.)

Explain that each S thinks up a possible event with one consequence and then writes it at the top of a piece of paper as number 1. Then each S passes his or her paper to the S on the left, who reads the first sentence and then thinks up another one and writes it down as number 2 – for example:

- If you win the lottery, you'll be able to take a long vacation.
- If you take a long vacation, you might want to go to Europe.

The activity continues in this way for about ten minutes or until the paper comes back to the original writer. Then each writer reads his or her chain of events aloud to the class.

Optional activity: Word associations

- See page T-19.



INTERCHANGE 9 Consider the consequences

See page T-116 in this Teacher's Edition for notes.

12 READING Are you in love?

This text presents a lighthearted description of the differences between falling in love and staying in love; in the exercise, Ss scan the article for main ideas and make inferences.

- Books closed. As a topic warm-up, use the pre-reading question to conduct a class discussion. If Ss don't know what "having a crush" on someone means, use the expression in a sentence to explain it (e.g., The little boy had a crush on his piano teacher. A teenager has a crush on the singer in the band.) rather than giving the definition ("feeling a strong but foolish and short-lived love or infatuation for someone"). Then elicit Ss' responses around the class.
- Write Ss' responses on the board. Try to separate their ideas under these two headings, like this:

Having a crush on someone
hopeless "love" situation
silly or stupid
"no future" relationship

Falling in love
serious feelings
fun and exciting
may get married

A

- Books open. Go over the instructions. Ss read the article and try to guess the meanings of any unknown words. Tell Ss to circle or underline any words or expressions whose meanings they can't guess through clues in or around that sentence (i.e., through context).
- Present the article paragraph by paragraph and explain any words Ss don't know or can't find in the dictionary – for example:

are attracted to = like someone and want to have a relationship with him/her

for no reason = not having a good explanation or excuse for doing something

interrupt = to stop someone from speaking by suddenly saying something

avoid = to stay away from on purpose

nevertheless = in spite of what was just said

be yourself = to be natural and open

trust = to depend on

- If Ss have not already done the task, tell them to complete the chart now. After Ss compare answers in pairs or groups, elicit responses.

Answers

- | | |
|--------------------|--------------------|
| 1. Falling in love | 4. Falling in love |
| 2. Staying in love | 5. Falling in love |
| 3. Staying in love | |

B Pair work

- Read the questions aloud. Ss form pairs and use the questions to have a discussion on the article's topic. Walk around the class and give help as needed. (Note: If pairs quickly run out of things to say, have Ss form groups or have a whole class discussion instead.)
- Optional:** If you feel sure that most Ss won't be embarrassed to talk about themselves and their personal lives, ask a few questions like these:
Have you ever been in love?
Which kind of love was it – a crush, just falling in love, or staying in love?
Is anyone in love right now? Which kind is it?

Optional activity: How I've changed!

Time: 15–20 minutes. This activity practices comparing people's abilities now with their abilities either five or ten years ago. Ss practice using the time contrasts presented in Exercise 3, but in a more personalized context.

- Ask Ss to write down two lists: one list of ten things they do now that they didn't do five or ten years ago, and another list of ten things they used to do that they aren't able to do now. Write these examples on the board:

Present

1 I use a computer every day now. I didn't know how to use one ten years ago.

Past

1 I used to play the piano when I was a child. I don't anymore, though.

- Ss write their lists individually and then compare their statements in pairs. Encourage Ss to ask follow-up questions like these:

S1: I speak German pretty well now. I studied it in high school and college.

S2: Oh, really? Have you been to Germany?



Workbook

Assign Exercises 5–10 on pages 52–54 for homework. At the beginning of the next class, have pairs compare answers. Then elicit answers around the class for a final check. (Answers can be found on page T-199 of the Workbook Answer Key in this Teacher's Edition.)

In this unit, Ss talk about jobs, work, and abilities, using gerunds in statements as well as responses that show agreement and disagreement. Clauses with *because* to give a cause or reason are also presented.

Cycle 1, Exercises 1-6

1 SNAPSHOT The 10 hottest jobs in the United States

This graphic presents interesting information about jobs that are expected to be the most plentiful in the U.S. over the next several years.

- Books closed. As a warm-up to the Snapshot, have a brainstorming activity with the class. On the board, write the following general topic (i.e., at this point, try not to designate a specific place or country). Then elicit Ss' suggestions and write them on the board – for example:

Popular jobs today

doctor chef Web page designer dentist
professor musician computer engineer

- Now ask the class "Which of these jobs do you think are popular in the United States these days?" Circle each job on the board that the Ss suggest.
- Books open. Explain that *the 10 hottest jobs* means "the ten careers or areas of work that provide the most openings for appropriately trained people."
- Ss look over the information in the Snapshot. Encourage them to use their dictionaries to check names of jobs

they don't know. If necessary, further explain or give examples of any jobs that Ss couldn't find or still aren't sure about:

executive = someone whose job is to decide what a company or business will do

computer analyst = someone who makes decisions about computer systems and recommends changes and improvements

social worker = someone who is trained to help people with particular social problems, such as not being able to work

financial manager = someone who manages or controls the money needed to run a business or an organization

- Read the questions aloud. The Ss work individually or in pairs to answer them. When Ss finish, have them form groups to compare information. Then elicit responses around the class. Alternatively, use the questions and the ranking task to stimulate a lively discussion involving the whole class.

2 CONVERSATION

This exercise practices talking about jobs and job requirements. It also introduces statements with gerunds and short responses.

- Books closed. Set the scene: Two friends, Brad and Sue, are talking about jobs. Write these focus questions on the board:

Where are these jobs listed? (On the Internet)

What's an example of a retail job? (Selling clothes)

What does Brad hate doing? (Working on weekends)

Which job is he interested in? (The job selling children's books to bookstores)

What does Sue say about the job? (You need a driver's license, and you have to work some evenings.)

What's the phone number? (798-3455)

- Play the first part of the audio program. Ss listen and take notes. Then check Ss' answers to the questions on the board.

A

- Books open. Direct Ss to the picture and then to the conversation. Play the first part of the audio program again, pausing it to present the conversation line by line; Ss repeat.
- Explain any unfamiliar words or expressions:

the Internet = a large system of many connected computers around the world that people use to communicate with one another

retail = the sale of goods in stores to people for their own use

sales = related to selling

Let's see. = an expression that shows the speaker wants to think carefully about or look closely at something before continuing

I don't mind . . . = . . . doesn't bother me.

- Ss practice the conversation in pairs.

B

- Go over the instruction and the question. Then play the second part of the audio program.

Audio script (See page T-152.)


- If time allows, have Ss compare responses in pairs or groups before eliciting answers around the class.

Answer

The job requires someone who speaks Spanish.

- Optional:** Have any Ss ever used the Internet to find a job? If so, place them on the "hot seat" and encourage the rest of the class to ask questions to get more information.

3 GRAMMAR FOCUS *Gerunds; short responses*

 This exercise practices making statements with gerunds and giving short responses.

- Use the audio program to present the statements, responses, and extra verbs in the boxes; Ss repeat.
- Point out how the main verbs or phrases (e.g., *I like . . .*, *I don't mind . . .*) are followed by a gerund (verb + *-ing*). You may also want to refer Ss to the Unit 10 Summary Grammar Extension on page S-11 of their textbook. Then conduct a quick substitution drill by using the verbs from the box to elicit statements, like this:

T: I like driving. Michio, please make another statement with "I like" plus a gerund.

S1: I like playing tennis.

T: Good! Let's repeat: I like playing tennis. (*The class repeats the statement.*) Tomás?

S2: I like using the computer.

- Explain that short responses with *so* and *neither* pick up the verb that was used in the original statement. Also point out that we use the corresponding auxiliary (*do/does, did*) in responses to statements that don't contain an auxiliary or a modal.
- Give additional examples of statements and responses with modals and full verbs, and write them on the board. For example:

Responses with so to show agreement

A: I'm good at singing.

B: So am I. (= I'm good at it, too.)

A: I should look for a new job.

B: So should I. (= I should look for one, too.)

A: I hate working overtime.

B: So do I. (= I hate it, too.)

A: We used to live in New York.

B: So did we. (= We lived there, too.)

Responses with neither to show agreement

A: I'm not good at skiing.

B: Neither am I. (= I'm not good at it either.)

A: I can't stand doing laundry.

B: Neither can I. (= I can't stand doing it either.)

A: I don't mind studying for tests.

B: Neither do I. (= I don't mind it either.)

A Pair work

- Go over the instructions. Make sure Ss understand the task. Then check to make sure Ss have no problems with any of the vocabulary in column B.
- First, Ss work individually to match the phrases in columns A and B to make true statements about themselves. Then they form pairs to read their statements aloud and to give short responses. (*Note: Since Ss' answers could be any combination, elicit a few responses to each statement to show that various answers are possible.*)

B Group work

- Go over the instructions and ask two Ss to model the example dialog. Point out that Ss first work individually to write five statements about their abilities, skills, or work. Then Ss form groups to take turns reading their statements aloud while others ask questions in order to get more information.

Optional activity: *What's your opinion?*

Time: 10 minutes. This exercise practices giving opinions and making short responses.

- Explain the activity: Each S writes down statements that express his or her strong opinions about five things. These statements should be about things that other Ss in the class may also know something about. In addition, the statements should be generally of a light and inconsequential nature. Give some examples like these:

I think the food in the school cafeteria is terrible!

I can't stand the color of the new building next door!

I hate heavy metal music!

- Ss work individually to write their five statements. Walk around the class and give help as needed.
- With the whole class, Ss take turns reading one of their opinions aloud. Then they name a classmate, and he or she must make a suitable response with *so*, *too*, *neither*, or *either* when agreeing, or use other expressions for contrastive responses, like this:

S1: I think the food in the school cafeteria is terrible!
Terry?

S2: Yeah, so do I. . . . Uh, I love to eat kiwi fruit! May?

S3: Ugh! Oh, I don't! I can't stand them. Jay. . . . ?

4 PRONUNCIATION *Not, don't, and can't*

This exercise practices reducing, i.e., not releasing, the final *t* in *not*, *don't*, and *can't*.

A

- Play the audio program once; Ss only listen. Model how the *t* is not released in *not*, *don't*, and *can't* in the three statements. Then play the audio program again; Ss listen and repeat.

B Pair work

- Go over the instructions. As Ss work individually and then in pairs, walk around the class and give help as needed.

5 LISTENING *Job hunting*

In this exercise, Ss practice listening for main ideas and making inferences about different types of work that people want to do in the future.

- Books closed. Explain the situation: Three people are being asked about the kind of work they would like to do in the future. Play the audio program once or twice; Ss only listen.

Audio script (See page T-152.)

A

- Books open. Go over the instructions and read aloud the job choices for each person in the chart. Make sure Ss know that a marine biologist is a type of scientist.
- Play the audio program again; this time, Ss listen and complete the chart.
- Optional:** Have Ss compare answers in pairs or groups. If there is some disagreement, offer to play the audio program again, pausing it after each speaker to give Ss a little more time to consider the job choices in the chart.

- Elicit Ss' responses around the class.

Answers

- flight attendant
- doctor
- model

B

- Read the question and encourage Ss to take notes during this listening. Play the audio program again, pausing it after each speaker. Then, before you check answers around the class, have Ss compare answers in pairs.

Possible answers

- "I love traveling."
- "I'd like to work overseas . . . maybe in a children's hospital."
- "I need to be really fit."

6 JOB PROFILE

This is a fun information-exchange activity that gives Ss an additional opportunity to practice making statements with gerunds and giving short responses.

A Group work

- Go over the instructions and the initial question. Then read aloud the questions under each photo; Ss repeat for correct pronunciation and intonation.
- Encourage Ss to check any unfamiliar words in their dictionaries; alternatively, have Ss work for a few minutes in small groups to help one another with any problematic vocabulary.
- Use the example A/B/C dialog with several volunteers to model the activity. Set a time limit of about ten minutes. Ss form groups and take turns asking one another the questions given and others of their own. Walk around and take note of any problems Ss may be having. When time is up, go over the problems with the whole class and elicit solutions.

B Group work

- Read the instructions aloud. Ask for a volunteer to help you write a personal job profile on the board – for example:

Personal job profile for . . . (name of S)

Skills

- can type 45 words a minute

- knows several computer word processing and accounting software programs
- speaks Mandarin, Cantonese, and English
- is good at working with numbers

Job preferences

- likes working 9–5
- prefers having an office job
- enjoys wearing a suit to work

Suggestions for possible jobs

(S writes down the class's suggestions here.)

- Ss work individually to write their job profiles. Then they form groups to discuss them. Remind Ss that they need to make suggestions for possible jobs for each person and that they should give reasons for their choices whenever possible.



INTERCHANGE 10 Dream job

See pages T-118 and T-119 in this Teacher's Edition for notes.



Workbook

For homework or as in-class work, Ss complete Exercises 1–6 on pages 55–57. Use the Workbook Answer Key on page T-199 in this Teacher's Edition to check Ss' answers whenever convenient during the next class.

7 WORD POWER *Personality traits*

This exercise introduces adjectives that Ss will use in the second cycle. Part A introduces the theme of describing people's personal characteristics; in part B, Ss practice listening for main ideas and making inferences.

A

- Use the pictures to explain the subtitle, "Personality traits."
- Model the pronunciation of each adjective in the chart; Ss repeat. Read the instructions and point out the difference between *positive* (good) and *negative* (bad). Point out the first answer that is given in the chart: The adjective *bad-tempered* has a negative meaning, so the letter *N* is written in the blank. Ask Ss to suggest an adjective that has a positive meaning and tell them to write a *P* in the blank next to it.
- Ss complete the first part of the task individually, without using a dictionary. Walk around and give help as needed.
- Optional:** When Ss finish, tell them to compare answers in pairs; then encourage them to use their dictionaries to check the meanings of any words they still aren't sure about.
- Check Ss' answers.

Answers

bad-tempered	N	critical	N
creative	P	disorganized	N

efficient	P	level-headed	P
forgetful	N	moody	N
generous	P	punctual	P
hardworking	P	reliable	P
impatient	N	strict	N

- Now read aloud the second question and the example below the chart. Encourage volunteers to give other short statements using adjectives from the list. Write some of the better ones on the board.

B

- Model the pronunciation of the adjectives in the chart; Ss repeat. If they don't know the meanings of some of the words, either elicit the Ss' own definitions and examples or tell them to check their dictionaries.
- Go over the task and play the audio program once straight through. Ss complete the chart. Check answers around the class.

Audio script (See page T-152.)

Answers

- | | |
|-------------|-----------------|
| 1. serious | 3. moody |
| 2. generous | 4. bad-tempered |

Optional activity: *Game - Tic-Tac-Toe*

- See page T-163.

8 CONVERSATION

This exercise introduces clauses with *because* and practices using adjectives to describe personal characteristics or job-related abilities.

- Books closed. Introduce the topic by writing the following questions on the board:
Have you ever thought about what you want to do with your life?
What kind of career or job would you be good at? Why?
- Ss work either in pairs or groups to answer the questions; alternatively, have a whole class discussion.

A

- Books open. Tell Ss to cover the conversation and to look only at the picture. Set the scene: Two friends, Tim and Brenda, are talking about what they might want to do with their lives. Play the first part of the audio program; Ss only listen.
- Present the conversation line by line. Explain any new vocabulary, such as:

semester = either of two periods into which a year at school or college is divided

journalist = someone whose job is writing for newspapers or magazines

stockbroker = someone who buys and sells stocks, i.e., the money owned by a company and divided into shares that are sold

- Ss form pairs and practice the conversation.

B

- Go over the task and the questions. Then play the second part of the audio program; Ss listen and take notes. Elicit Ss' answers.

Audio script (See page T-152.)

Answers

The jobs are a politician and a restaurant manager. Brenda wouldn't be a good politician because she's terrible at speaking in front of a lot of people. Tim wouldn't be a good restaurant manager because he's much too disorganized.

9 GRAMMAR FOCUS *Clauses with because*

 This exercise practices combining clauses with *because*.

- Use the audio program to present the sentences in the box; Ss practice.
- Briefly explain how the conjunction *because* can connect two independent clauses into one sentence. *Because* answers the question "Why?"
- Point out that the clause starting with *because* can come either before or after the main clause (e.g., *Because I love writing, I'd make a good journalist. I'd make a good journalist because I love writing.*)
- **Optional:** Have a creative sentence-making contest with the whole class. Divide Ss into two large groups: Team A and Team B. Team A starts by one S making up a simple sentence (e.g., *I could be an actor.*) and then saying it aloud. In Team B, one S repeats that sentence and adds a reason or an explanation starting with *because* (e.g., *I could be an actor because I enjoy performing in front of an audience.*). Each time a sentence from Team A or Team B is logical and grammatically correct, that team gets one point. After five or ten minutes, the team with the most points wins.

A

- Go over the instructions for this matching task. Ss do the task individually and then compare answers in pairs. Check Ss' answers.

Answers

1. d	3. a	5. b
2. e	4. c	

B Group work

- Read the instructions aloud and model how to complete the statements with examples from several volunteers. Give Ss a few minutes to do the first part of the task. Then tell Ss to form groups and take turns reading their statements aloud. Other Ss in the group should be encouraged to ask questions to get more information, especially reasons or explanations.

C Class activity

- Groups take turns sharing with the class some of the interesting statements made in part B.

Optional activity: Sentence-making contest

- See page T-5.

10 WRITING

This exercise provides an opportunity for Ss to write about job-related abilities they either have or don't have.

A

- Present the task and the model paragraph. Then encourage Ss to brainstorm on the type of job they choose to write about – one they would be good at or one they could never do. Tell Ss to write down their ideas in the form of words and notes as they brainstorm; their notes should include examples, reasons, and explanations. Walk around, giving help and encouragement.
- Ss use their brainstorming notes to write several paragraphs on their topic. (*Note:* This part of the task could be done for homework.)

B Pair work

- Ss form pairs. After reading each other's compositions, Ss take turns talking about why they agree or disagree with their partner's ideas.

Optional activity: Job ads

Time: 15–20 minutes. This activity practices writing advertisements for interesting or unusual jobs. In a group, Ss write a job ad together and then read it to the class.

- Explain the activity. Then write the following job title on the board and ask Ss to suggest some of the skills and qualities that a person would need for a job like this. Write their suggestions on the board, too. For example:

	<i>Movie stuntperson</i>	
<i>strong</i>	<i>physically fit</i>	<i>past experience</i>
<i>like traveling</i>	<i>not afraid of</i>	<i>helpful</i>
	<i>dangerous work</i>	

- Then model how a job ad could be written, using the Ss' suggestions – for example:

Stuntperson Needed

R&J Films has an opening for a movie stuntperson. Past experience is helpful but not required. Applicant should like traveling and not be afraid of doing dangerous work. Good salary for the right person. Call Jay Sloan at (310) 348-9021 for more information or an interview.

- Ss work in groups and choose a fun job to write an ad for. Go around and give help as needed. Set a time limit of about ten minutes.
- Groups take turns reading their job ads to the class. Encourage others to ask questions. Which job ad is the most interesting or unusual?

11 READING Find the job that's right for you!

This interesting text discusses various personality types and how they determine the kinds of work that people should pursue; the exercise requires Ss to scan for key words and make inferences.

- Books closed. Use the pre-reading question to stimulate a short class discussion on the topic of how to look for (and think about) an appropriate job.

Alternative presentation

- Do some brainstorming with the class: Write *How to choose the right job* on the board. Then elicit examples and write each suggestion on the board. For example:

How to choose the right job

- look in the classified ads
- ask friends for advice
- think about your abilities
- go to an employment agency
- consider your interests

A

- Books open. Tell Ss to read the article without using their dictionaries. As usual, ask them to circle, underline, or highlight any words or expressions whose meanings they can't guess from context.
- **Optional:** Ss work in pairs or small groups to discuss the article and to help one another understand any words they weren't able to guess.
- Before Ss complete the chart, explain any new words or expressions that Ss may ask about:

Column 1

rush = to do something very quickly
psychologist = someone trained in psychology, i.e., the study or science of the mind and the way it works
certain = some, but not a lot

Column 2

practical = sensible and likely to succeed
curious = wanting to know or learn about something
analyze = to examine or think about something carefully in order to find out about it
imaginative = able to think of new and interesting ideas
persuade = to make someone decide to do something by giving good reasons
routines = normal ways in which you do things
keep track of = to pay attention to something so you know what's happening
details = small points

Column 3

counselor = someone whose job is to help people with their problems

- Go over the instructions for the task. Pronounce each heading and job listed in the chart; have Ss repeat for correct pronunciation and intonation. Tell Ss to check their dictionaries for definitions of words in the chart that they aren't sure about. Then Ss complete the task individually. Go around the class and give help as needed.
- If time allows, let pairs or groups compare answers. Then elicit Ss' responses.

Answers

- | | |
|------------------------|-------------|
| 1. computer programmer | 4. model |
| 2. inventor | 5. reporter |
| 3. painter | 6. writer |

B Pair work

- Go over the questions. Then have Ss form pairs to take turns asking and answering the questions. Walk around and give help as needed.

- **Optional:** Ask for volunteers to share some of their responses with the rest of the class.

Optional activity: *That sounds like . . .*

Time: about 10 minutes. This activity gives further practice in describing people's personality traits and characteristics.

- Ask Ss to write a few sentences describing some personality traits of three of their classmates. (*Note:* Ss should try to be imaginative but, of course, should avoid embarrassing one another.) Encourage Ss to use adjectives presented in this cycle.
- Ss compare their descriptions in pairs. If a partner has a different opinion, he or she should say what it is and why.
- Elicit Ss' descriptions around the class.



Workbook

Assign Exercises 7–10 on pages 58–60 for homework. At the beginning of the next class, Ss compare answers in pairs. Then elicit answers around the class for a final check. (Answers can be found on page T-199 of the Workbook Answer Key in this Teacher's Edition.)

This unit introduces a variety of topics: city landmarks, famous works of art, ancient monuments, and other key features of countries around the world. It also presents the passive with and without by.

Cycle 1, Exercises 1–6

1 SNAPSHOT Famous landmarks

This graphic introduces the topic of cities and countries by presenting interesting information about five famous landmarks.

(Note: A large world map would be helpful to bring to class for Exercises 1, 2, and 6 in Cycle 1 and for Exercises 7–13 in Cycle 2, all of which focus on various cities and countries around the world.)

- Books closed. Explain that a *landmark* is a familiar object or building that you can use to find your location in a place. To prepare Ss for the exercise topic and the unit theme, ask about landmarks near your school:

What is one place that everyone who lives or works around here knows? Is it a landmark?

Is there a monument, statue, or clock that is famous around here? If so, where is it?

- Ask Ss to name a few famous landmarks in different countries or cities.
- Books open. Either present the information in the Snapshot or ask Ss to read it on their own.
- Go over the questions and elicit Ss' responses; alternatively, simply let Ss discuss the questions in pairs or small groups.

- Check Ss' answers around the class. (Note: The following additional information may be helpful when discussing the second question.)

the Great Wall of China = You can visit it from Beijing; it has a roadway along the top; it is about 35 feet, or 11 meters, high.

the Colosseum in Rome = It covers five acres and has a seating capacity of 87,000; it was used in ancient Rome as a place for gladiator fights; it was a battleground in World War II.

the Taj Mahal = Also called a mausoleum (a building with vaults for the entombment of a number of bodies or the ashes of cremated ones), it was built by Shah Jahan for his favorite wife; it is near the city of Agra in northern India and is made of white marble.

the Statue of Liberty = It was designed by F. A. Bartholdi and built in France; it is the tallest statue (151 feet/46.3 meters) in the United States; it became a national monument in 1924; you can get a good view of New York City and Upper New York Bay from the top.

the Eiffel Tower = It was designed by A. G. (Gustave) Eiffel, a French engineer, as a tower of iron framework; it was built for the International Exposition of 1889; it is 984 feet, or 300 meters, tall; it has an elevator to the top, where you can get a good view of Paris.

2 CONVERSATION Sightseeing

This exercise introduces the passive with *by* while giving Ss more information about the Statue of Liberty.

A

- Books closed. Set the scene: Two friends, Andrew and James, are listening to a guide talk about a famous American landmark. Write these questions on the board and ask Ss to listen for answers to them:

Where are they? (On a boat in New York Harbor)

What are they looking at? (The Statue of Liberty)

Who designed it? (The French sculptor Bartholdi)

Can they go inside it? (Yes.)

How far can they climb the stairs? (All the way up to the crown)

How many steps are there? (142)

- Play part A of the audio program. Ss listen for answers to the questions on the board. Then check Ss' responses.
- Books open. Use both the audio program and the picture to present the conversation line by line; Ss repeat for correct stress and intonation, especially in questions and exclamations.

- Encourage Ss to look at the picture to figure out any unfamiliar words and expressions. Then explain any vocabulary that Ss still aren't sure about – for example:

approaching = coming or going toward

welcome = to greet someone who has just arrived

Incredible, isn't it? = It's unbelievable. Don't you think so?

crown = a decoration for the head

- Ss form groups of three to practice the conversation.

B


- Go over the two questions. Play part B of the audio program. Ss listen and take notes. Then elicit Ss' answers around the class.

Audio script (See page T-152.)

Answers

The Statue of Liberty has a framework inside that's made of iron; the outer skin is made of copper – only 2.4 millimeters thick. About 2,000,000 (two million) people visit it every year.

3 GRAMMAR FOCUS *Passive with by (simple past)*

 This exercise introduces the difference between active and passive sentences; it also practices the passive with a *by* phrase.

- Use the audio program to present the sentences in the box. Point out that in English the same event can be described by using the active form of the verb (e.g., Bartholdi *designed* the Statue of Liberty.) or the passive form with *by*, which includes the "doer" of the action (e.g., The Statue of Liberty *was designed by* Bartholdi.). The difference depends on which word or subject you want to emphasize – here, "Bartholdi" in the active sentence and "The Statue of Liberty" in the passive sentence.
- Point out that passive sentences contain the verb *be* + past participle. Tell Ss that the form of *be* is usually unstressed in passive sentences. Refer Ss to the verb list in the appendix of the Student's Book, which contains past participle forms.
- Ask Ss to suggest additional active sentences and show how they can be turned into passive sentences with *by* phrases. Alternatively, write some active examples like these on the board and elicit their passive forms:

Hitchcock directed the movie *Psycho*. = The movie *Psycho* was directed by Hitchcock.

Tolstoy wrote the novel *War and Peace*. = The novel *War and Peace* was written by Tolstoy.

A

- Present the pictures and go over the phrases in columns A and B. Ss complete the information individually before comparing answers. (Note: This task requires Ss to use their own real-world knowledge. Even if they aren't familiar with all of these popular works, they will probably be able to complete the task successfully through process of elimination.) Then check Ss' answers.

Answers

1. e 2. d 3. b 4. a 5. c

- **Optional:** Find out if Ss know anything more about these five works. You may want to supplement their ideas with this information:

1. The *Mona Lisa* is probably the best-known work of Leonardo da Vinci (1452–1519), a great Italian painter, sculptor, architect, engineer, and scientist.

2. *La Bohème*, by Giacomo Puccini (1858–1924), is among the most popular operas ever composed.
3. *To Kill a Mockingbird* was Harper Lee's (1926–) first novel. It won the Pulitzer prize in 1961 and was made into a popular movie in 1962.
4. *E.T. – The Extra-Terrestrial*, first released in 1982, has been called the "most entertaining science-fiction film of all time."
5. *Thriller*, pop idol Michael Jackson's most popular album and among the best-selling albums of all time, first came out in the United States in 1982.

B *Pair work*

- Go over the instructions. Point out that a prepositional phrase containing a date or year can come in either of two places in a passive sentence – at the beginning (usually followed by a comma) or at the end:
In 1886, the statue was given to the United States by the French.
The statue was given to the United States by the French *in 1886*.

- Go over the following words and expressions:

phonograph = the earliest record player

radium = a rare shining white metal that has a high level of radioactivity and is used in the treatment of certain diseases, especially cancer

World Wide Web = a system of connecting computers around the world, mainly used to access information

digital high-definition television (HDTV) = a special large-screen television system that shows extremely sharp, clear images

- As Ss do the task individually, walk around and give help as needed. Elicit Ss' answers before pairs take turns reading their sentences.

Answers

1. The phonograph was invented by Thomas Edison in 1877.
2. Radium was discovered by Marie Curie in 1898.
3. *One Hundred Years of Solitude* was written by Gabriel García Márquez in 1971.
4. The World Wide Web was developed by Tim Berners-Lee in 1989.
5. The first digital HDTV (high-definition television) was produced by Woo Paik in 1991.

4 TRUE OR FALSE?

This fun activity continues the grammar practice from Exercise 3 but includes a class challenge.

A *Pair work*

- Go over the task. Ss work together in pairs to write five statements, two of which should be false. Walk around and give help as needed.

B *Class activity*

- Use the A/B example to model the activity. Then pairs take turns reading their statements aloud to the class. Encourage others to respond.

5 PRONUNCIATION *Linked sounds*

This exercise introduces linked sounds, an important characteristic of spoken English.

A

- Explain the term *linked sounds*: In spoken English, a final consonant sound is usually linked, or connected, to the following word if that word starts with a vowel sound (e.g., Can I?). Point out that without these links, a sentence can sound awkward or choppy.
- Play part A of the audio program once or twice; Ss only listen. Point out the linked sounds. Play the audio again; Ss practice both in chorus and individually.

B

- Go over the instructions. Ss mark the linked sounds in both sentences. Play part B of the audio program; Ss listen and check their answers.
- Write the sentences with the correctly placed linking symbols on the board for a final check.

Answers

The Eiffel Tower was an important advance in engineer-
ing.
The Taj Mahal is a tomb for the wife of an Indian prince.

- Ss practice the sentences.

6 LISTENING *Ancient monuments*

 This exercise practices listening for main ideas and key words.

- Go over the instructions. Explain that *ancient* /'eɪnʃənt/ in the subtitle means "very old." Present each picture by reading aloud the monument's name and corresponding questions.

Alternative presentation

- Ask Ss to look at the three pictures. Do they already know anything about any of these ancient monuments? If so, see if they can answer the questions below each picture before they listen to the audio program.
- Play the audio program once or twice. Ss listen and take notes to answer the questions (or to correct the answers they came up with before listening).

Audio script (See page T-153.)

- Have Ss compare answers in pairs. Then elicit responses around the class.

Answers

1. The Pyramids were built by the Egyptians. They were built as burial places for kings.
2. Machu Picchu was begun in 1450. It was discovered in 1911.
3. The Great Wall of China was built to protect one of the Chinese kingdoms. It is about 2,000 miles long – 3,400 kilometers.



Workbook

Assign Exercises 1–4 on pages 61–63 in the Workbook as in-class work or for homework. Ss first compare answers in groups. Afterward, assign one exercise to each group, who is then in charge of checking other Ss' responses around the class on that same task. (Answers can be found on page T-200 of the Workbook Answer Key in this Teacher's Edition.)

Cycle 2, Exercises 7–13

7 WORD POWER *Features of countries*

This exercise introduces new vocabulary that Ss will use in the second cycle.

A

- Model the pronunciation of the words in the list as well as the chart headings; Ss practice. Then Ss complete the task, using a dictionary if needed. Elicit Ss' answers around the class.

Answers

<i>Currencies</i>	<i>Religious groups</i>
peso	Buddhists
dollar	Christians
pound	Muslims

<i>Industries</i>	<i>Agricultural products</i>
mining	beef
electronics	cheese
tourism	wheat

B *Pair work*

- Go over the task and the two example sentences. Ss work together in pairs and write down one sentence for each word in the chart. Walk around and give help as needed. Then check answers by eliciting Ss' suggestions. (Note: Possible answers for this exercise appear following the teacher notes for Exercise 13.)

Optional activity: One word a minute

- See page T-46.

8 CONVERSATION

This exercise practices giving information about a country; it also introduces the passive without *by*.

A

- Books closed. Set the scene: A man is phoning someone to get information about Japan. Write these focus questions on the board:

Which four things does the man ask about Japan?

(Currency, driving on the left or right, languages spoken, and credit cards)

Who does he think he's talking to? (A travel agent)

Who is he really talking to? (Linda at Linda's Hair Salon)

What was the problem here? (The man called the wrong number.)

- Play the audio program once or twice. Ss listen and take notes. Check answers to the questions on the board.

Alternative presentation

- Conduct a quick question-and-answer session to find out how much the class already knows about Japan. Write

their answers on the board on a brainstorming map. Then play the audio program and have Ss compare the information.

- Books open. While Ss look at the picture and/or silently read along, play the audio program again, pausing it to present the conversation line by line. Ss practice by listening, looking at the line, and then looking up to repeat each sentence.
- Point out that *I really have no idea* means "I don't know." Also, explain that *How would I know?* is rather rude: It suggests that the woman thinks the man's questions are silly or stupid.
- Ss practice the conversation in pairs.

B Pair work

- Go over the task.
- Books closed. Pairs take turns role playing the conversation in front of the class while using their own words and information about another country both Ss know.

9 GRAMMAR FOCUS *Passive without by (simple present)*

This exercise practices the passive without *by* phrases.

- Use the audio program to present the sentences in the box; Ss repeat. Demonstrate how the *by* phrase is omitted here by writing some of the passive sentences on the board and using parentheses, like this:

The yen is used in Japan (by the Japanese).

Both Spanish and Portuguese are spoken in Latin America (by the people living there).

A lot of coffee is grown in Brazil (by farmers).

- Explain that the "doer" of the action in each of these sentences is obvious, so the *by* phrase can be easily omitted. We also use the passive without the *by* phrase when it is not very important who or what did the action, or when the doer is unknown – for example:

The house was painted last year.

The man was killed on the way to work.

- Remind Ss that the passive is formed with *be* and the past participle form of the verb. Point out that *they* (used here in active sentences in the box) is an impersonal subject meaning "people."
- Elicit additional examples from the class and write them on the board – for example:

Active

They use the pound in England.

They grow pineapples in Hawaii.

Passive

The pound is used in England.

Pineapples are grown in Hawaii.

A

- Go over the task and read aloud the list of verbs. Tell Ss that each verb can be used only once. Then explain any new words Ss ask about (e.g., *make up* = to consist or be composed of; *a great deal of* = a lot of). Alternatively, have Ss check their own dictionaries and share definitions with the class.
- Ss complete the sentences individually, checking past participle forms in the appendix at the back of their book as needed. Walk around and give help. Then check Ss' answers around the class.

Answers

- Both French and English are spoken in Canada.
- English is taught in elementary school in Singapore.
- A great deal of wheat is grown in Russia.
- Both cars and computers are manufactured in South Korea.
- Mexico is made up of 31 states and a federal district.
- Kimonos are sometimes worn in Japan.
- The baht is the currency that is used in Thailand.
- A lot of beef is eaten in Argentina.

B

- Go over the instructions. Model the task by eliciting several sentences from a volunteer about his or her country. Write them on the board as examples:
eat = *In Japan, rice is often eaten twice a day.*
grow = *Shiitake mushrooms are grown in Japan.*
- After Ss take turns reading their sentences aloud in pairs, elicit examples around the class.

10 WHAT DO YOU KNOW?

This fun but challenging activity uses the Ss' real-world knowledge; it also winds up the oral practice in the cycle.

A Pair work

- Present the questions and explain any new vocabulary. Ss should write down their answers. Set a time limit of about five minutes. Ss form pairs and take turns trying to answer the questions.
- When time is up, call on Ss around the class to give their answers. Then tell Ss to turn to the appendix at the back of their book to check and correct their own answers.

B Class activity

- Go over the task. Ss can work individually or in pairs

when writing down three additional questions to ask their classmates. Move around, giving help as needed.

- Ss take turns asking their classmates the questions that they prepared while others raise their hands and offer answers to them. Alternatively, divide the class into two large teams that use their collective sentences to challenge each other. Keep score: Each correct answer equals one point. The team with the most points at the end is the winner.

Optional activity: People and places

- See page T-163.

11 LISTENING

In this exercise, Ss focus on listening to an extended talk in order to identify, understand, and write down key information.

- Books closed. Find out if the class knows anything about Colombia. Ask some pre-listening questions like these, but give no answers yet:
Where is Colombia located? (In South America)
What do you know about the country?
- Books open. Present the map and go over the categories in the chart. Tell Ss to listen and take notes to complete the chart. Then play the audio program straight through.

Audio script (See page T-153.)

- Find six volunteers and assign each of them one of the chart entries; have each volunteer write his or her notes

for one of the details on the board. Use this information to help check Ss' answers around the class.

Answers

<i>Location</i>	in northwest South America with coasts on the Atlantic and Pacific oceans
<i>Population</i>	around 36 million
<i>Language</i>	Spanish
<i>Religion</i>	Roman Catholic
<i>Industries</i>	textiles and clothing; mining and oil
<i>Agricultural products</i>	coffee, flowers, sugar, bananas, rice, corn, and cotton

Optional activity: Question and answer

- See page T-162.

12 WRITING

This exercise practices writing a description of a country of the Ss' choice.

A

- Go over the instructions and the model paragraph. Point out that both active and passive sentences are used in the writing sample.
- Ask Ss to think of a country to write about. They should choose one that they know rather well – at least well enough to provide facts about most of the details in the chart for Exercise 11. (Note: If Ss need to get more information from the library or from books at home, assign this research part of the task for homework.)
- After Ss have gathered their information and made a chart with notes similar to the one in Exercise 11, tell them to use their notes to write a draft for their compositions. They should try to write about three or four paragraphs. Remind them not to include the

name of the country they are writing about. (Note: This part of the task could also be assigned for homework.)

B Group work

- In groups, Ss exchange compositions and take turns reading them aloud to their groups. Others then try to guess the name of the country being described in their classmate's composition. Walk around the class and listen in; encourage Ss to ask follow-up questions to get more information from the writer of the composition that they read.
- **Optional:** If a group has listened to a very interesting description of a country or to one in which it was very difficult to guess the country's name, have that group encourage the writer to read his or her composition to the whole class. Others can ask the writer questions or perhaps even give additional information about that country.

13 READING *Seven modern wonders of the world*

In this text, Ss read about seven engineering feats that were accomplished during the twentieth century; in the exercise, Ss practice reading for main ideas and using their short-term memory.

- Read aloud the pre-reading question to stimulate a quick class discussion on the three human-made structures pictured here.

A

(Note: This reading activity can be done individually, in pairs or groups, or as a whole class activity.)

- Remind Ss that they don't need to know every word in the text. Tell them to try to guess the meaning of a new word from the context, i.e., through ideas and words surrounding it in the sentence or paragraph.
- Go over the instructions. Ss read the article.
- **Optional:** If Ss show interest, have them research the Seven Wonders of the World of ancient times (the Pyramids of Egypt, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Colossus of Rhodes, the Temple of Artemis at Ephesus, the Mausoleum at Halicarnassus, the Lighthouse of Alexandria).
- Be sure to encourage Ss to use their dictionaries to check any words whose meanings they couldn't figure out from context.
- After covering the text, Ss use their short-term memory to try to give the names of the structures that they read about. This task might best be done in pairs or small groups where Ss can take turns "testing" each other.
- Check Ss' responses around the class.

Answers

1. the Golden Gate Bridge
2. the Panama Canal and the Netherlands North Sea Protection Works
3. the Panama Canal
4. the Itaipú Dam and the Channel Tunnel
5. the Empire State Building
6. the Netherlands North Sea Protection Works and the Channel Tunnel

- **Optional:** You may wish to assign a research project based on the text. Have Ss choose one of the seven structures and find out as much as possible about it. Either have Ss write up the results of their research

as a written assignment or ask them to present the information as an oral report to the rest of the class.

B Pair work

- Present the two questions. Then Ss form pairs to discuss and explain their answers. Walk around the class and give help as needed.
- For question 2, ask volunteers to write their suggestions on the board and then see if the class agrees with each one. If they don't agree about some ideas for other types of "modern wonders," find out why.



INTERCHANGE 11 *Traveler's profile*

See page T-117 in this Teacher's Edition for notes.

Optional activities

1 *Did you know ... ?*

- See page T-164.

2 *Spelling contest*

- See page T-162.

3 *Crossword puzzle*

- See page T-161.



Workbook

Assign Exercises 5–10 on pages 64–66 for homework. At the beginning of the next class, pairs compare answers. Then elicit answers around the class for a final check. (Answers can be found on page T-201 of the Workbook Answer Key in this Teacher's Edition.)

Possible answers for part B of Exercise 7 (Accept any answer that is grammatically and factually correct.)

The peso is used by several countries around the world.
The U.S. currency is the dollar.
The pound is used in the United Kingdom.
There are many Buddhists in Japan.
Many Christians live in the Philippines.
There are many Muslims in Indonesia.
There is diamond mining in South Africa.
South Korea has an electronics industry.
Tourism is very important in Hong Kong.
A lot of beef is exported by Argentina.
France produces cheese.
A lot of wheat is produced in Russia.

This unit introduces the theme of personal experiences. Ss practice talking about their own and other people's lives while using the simple past, past continuous, and present perfect continuous.

Cycle 1, Exercises 1–6

1 SNAPSHOT Success stories

This graphic introduces the theme of success stories and personal accomplishments in its description of two very famous Americans who have “made it.”

- Books closed. Introduce the theme of the Snapshot by asking Ss to think of one famous living person who is considered very successful worldwide. Then write the following questions on the board for the class to consider:

Who is it?

What has he or she done to become famous?

What is one accomplishment that you admire?

Do you respect that person's success?

- Explain any new words by giving definitions or examples (e.g., *successful*, *admire*, *respect*, *accomplishment*) or better yet, tell Ss to ask their classmates for definitions or examples of any words they can't understand from context. Then Ss form pairs or small groups to discuss the questions for a few minutes. Walk around and give help as needed.
- Have the pairs or groups choose one of the famous people they talked about and share their information with the rest of the class.

- Optional: As a follow-up, find out if there are any common threads (e.g., personality traits, certain types of accomplishments) that seem to connect these people to success and fame.
- Books open. Model the pronunciation of the two people's names: Oprah Winfrey /'owprə 'wɪnfri:/ and William Henry Gates III (i.e., the third, meaning that both his father and grandfather were named William Henry Gates).
- Tell Ss to look at the pictures and to then read the information in the Snapshot. They should use their dictionaries to look up the meanings of any new words (e.g., *performing arts*, *news anchor*, *dropped out*, *billionaire*); alternatively, ask other Ss to explain the unfamiliar vocabulary, if possible.
- Go over the questions. Ss can first answer the questions individually, by jotting down a few notes. Then have Ss discuss their answers to the questions in pairs or groups.
- After a few minutes, elicit Ss' answers around the class. Write on the board for Ss to add to their notebooks any new vocabulary concerning a person's experiences or accomplishments.

2 CONVERSATION

This exercise introduces the topic of careers as well as the contrast between the past continuous and the simple past.

- Books closed. Set the scene: Two people, Richard and Stacy, are on a first date. Write a few focus questions on the board and ask the class to listen for answers:

When did Stacy move to Los Angeles? (When she graduated from drama school)

What did she want to be? (An actress)

Where did she get a job? (In a restaurant)

What is she doing now? (Modeling)

- Play part A of the audio program. Ss listen and take notes if they wish. After Ss compare answers in pairs or groups, elicit their responses.

A

- Books open. Play the audio program again, this time pausing it after each line to let Ss practice. Also, explain any new words or expressions:

get into = to start

drama school = where students go to study acting

auditions = short performances by actors that are judged in order to decide if they should act in a play, movie, or TV show

running out of money = using all of your money, so that there is almost none left

lucky break = a chance to do something that improves your life

- Now Ss practice the conversation in pairs. Afterward, have them practice it again, this time using their own words and ideas.

B

- Present the two questions and then play part B of the audio program. Ss listen for answers to the questions. Elicit Ss' responses.


Audio script (See page T-153.)

Answers

Richard tried to make a living as a writer.
He's a salesclerk in a hardware store.

- Optional: As a follow-up, find out if the Ss thought it was funny or strange that Richard had his novel with him at the restaurant.

3 GRAMMAR FOCUS *Past continuous vs. simple past*

 This exercise presents the past continuous and contrasts it with the simple past.

- Use the audio program to present the sentences in the box. Then the class repeats each sentence several times.
- Point out that the past continuous is formed with *was* or *were* + verb + *-ing* (e.g., *I was going*; *they were living*).
- Briefly explain the use of the past continuous and write the following on the board. Encourage Ss to copy the explanation and the example sentences into their notebooks:

Past continuous

1. *used to say someone was in the middle of doing something at a certain time:*
My family was living in Chile this time last year.
 2. *often used together with the simple past to say something happened in the middle of something else; both actions happened at the same time, but one action (the past continuous) started earlier and was in progress when the other action (the simple past) happened:*
I was eating when the phone rang.
It started to rain while I was waiting for the bus.
- Point out that *when* and *while* are often interchangeable when referring to a point or a period in time – for example:
When / While I was working at the restaurant, a customer offered me a job as a model.

A

- Go over the instructions. Use the picture to illustrate number 1, modeling how to complete it with a volunteer. Then Ss work individually to complete the task. Walk around the class and give help as needed.
- Ss compare answers in pairs. Then elicit Ss' answers around the class to check them.

Answers

1. **I was driving in England when I suddenly realized I was on the wrong side of the road.**

2. **I was living with my grandparents when I entered high school.**
3. **I was making dinner last night when the phone rang.**
4. **Tracy and Eric were working in a restaurant in Vancouver when they met.**
5. **Several years ago, I was having problems with math, so I had to find a tutor.**
6. **We were living in a tiny apartment when our first child was born.**
7. **My brother was ice-skating when he broke his arm.**
8. **I was watching TV when the power went out.**

B

- Go over the instructions and elicit several example sentences from the class. Write the better ones on the board.
- Now Ss write sentences about themselves. Encourage them to include interesting information. Walk around the class and check Ss' sentences to make sure they are grammatically correct before they are used in part C.

C *Pair work*

- Explain the activity and model the A/B dialog with several volunteers. Then present the useful expressions; have Ss repeat for good intonation and stress.
- Ss form pairs and take turns reading their sentences aloud. Remind Ss to ask follow-up questions to get more information. Go around the class and take note of any problems the Ss may be having; when pairs finish, go over the problems and solutions with the whole class.

Optional activities


1 *Charades*

- See page T-19.

2 *Verb contest*

- See page T-161.

4 LISTENING *Lucky breaks*

 In this exercise, Ss practice listening to extended monologs while taking notes on key points.

- Go over the instructions and then present the names and items in the chart. Play the audio program once; Ss listen and complete the chart.

Audio script (See page T-153.)

- Elicit Ss' answers around the class. Alternatively, ask for three volunteers and assign one name from the chart to each one; then they write their notes on the board.

Answers

Celia: Owner of a small advertising agency
When she used to work for a big advertising agency, one of their clients (a travel company) came to her and said if she started her own agency, they would give her their account. So she decided to take a chance and open her own business, and now she has a staff of four.

Rodney: Owner of a language school
He was teaching in a small language school in the city a few years ago when the owner decided to sell it. Rodney didn't have enough money, but then his uncle lent him some and Rodney bought the school.

Victor: Writer of plays, short stories, magazine articles
He used to work for a company where he wrote reports, brochures, etc. Also, he wrote for pleasure, as a hobby. One day he entered a short story in a magazine contest and won first prize. The editor liked his story so much that she asked him to write another one and paid him for it.

5 WORD POWER *Human ages*

This exercise challenges Ss to set age ranges for various words that describe people in English.

A

- Go over the question. Then read aloud each word and phrase in the list. Have Ss repeat.
- Tell Ss to look quickly at the model dialog in part B so that they can see how they will be using this information to compare answers.
- Ss work individually to complete the chart. Encourage them to use their dictionaries after they finish writing down their guesses. Go around and give help as needed. (Note: Wait until part C to check Ss' answers.)

B Pair work

- Model the A/B dialog again. Then Ss form pairs and use their ideas in part A to have a similar discussion.

C Class activity

- Now elicit Ss' answers around the class.

Possible answers

kid	1-12	middle-aged person	40-55
infant	0-1	baby	0-2
child	1-12	teenager	13-19
adolescent	13-17	boy	4-20
girl	4-20	man	21+
woman	21+	young adult	19-25
young person	16-20	elderly person	75+

6 WRITING

This exercise gives Ss practice in writing a short biography.

A

- Ask Ss to think of someone to write about (e.g., a family member; an interesting person they know). Ss look at the writing sample while you read it aloud to the class.
- Write these topics on the board for Ss to use when making notes on the person they will write about:

Childhood	Parents	Job(s)
Family life	School	Achievements
- Then Ss make notes and use them to write their drafts. Go around and give help as needed. (Note: This task could be done for homework.)

B Pair work

- Ss exchange compositions and read them. Encourage Ss to ask follow-up questions about the person and to give additional information whenever possible.
- Have Ss revise their compositions as a follow-up to their pair work discussions.



Workbook

Assign Exercises 1-5 on pages 67-69 in the Workbook as end-of-class work or for homework. Ss then compare answers. (Answers can be found on page T-201 of the Workbook Answer Key in this Teacher's Edition.)

7 CONVERSATION

This exercise introduces the theme of meeting old friends and catching up on what they have been doing. It also presents the present perfect continuous for the first time.

- Books closed. Set the scene: Two former college friends meet again after not seeing each other for several years.
- Ask Ss to listen and take notes. Then play part A of the audio program several times. Elicit what Ss heard and write it in note form on the board.

A

- Books open. Play the audio program again, this time pausing it to present the conversation line by line. Explain any new words or expressions:

in ages = for a long time

lately = recently

How come? = Why?

graduate school = a place of education where students can obtain a higher degree

I'm almost out of money. = I have very little money left.

- Ss practice the conversation in pairs, using the "Look Up and Say" technique.
- **Optional:** As a follow-up activity, pairs role play a similar conversation using their own words and information. Tell them to pretend they haven't seen their partner for over a year.

B


- Go over the instructions and the question. Tell Ss that they will hear Maggie and Bob talking this time. Play part B of the audio program once or twice. Ss listen for information to answer the question. (They do not need to take notes for this.) Then have Ss compare their information with others before eliciting answers.

Audio script (See page T-154.)

Answer

The man has been looking for a house to buy and finally found one last month; he moves in next week. The woman just got back from a vacation in Italy; she just got engaged to a guy she met there.

8 GRAMMAR FOCUS *Present perfect continuous*

 This exercise focuses on the present perfect continuous.

- Use the audio program to present the questions and responses in the box; Ss repeat.
- Point out that the present perfect continuous is formed with *have* or *has* + *been* + verb + *-ing* (e.g., *I have been working*; *she has been studying*).
- Briefly explain the use of the present perfect continuous and write the following on the board. Encourage Ss to copy the explanation and the example sentences into their notebooks:

Present perfect continuous

1. *used to say someone started an activity in the past and continues to the present; with this meaning, time expressions such as for, since, all year/month/day/week are used:*
I've been having trouble with my computer all month.
2. *often used without a time expression to express a general activity in progress recently or lately:*
We've been studying really hard. Exams start tomorrow.
I've been thinking about taking a trip.
3. *can be used interchangeably with the present perfect + since or for with the verbs live, teach, and work:*
My family has been living/has lived in Chile since 1995.

- Elicit additional sentences and write the better ones on the board. Tell Ss to copy them into their notebooks for future reference.

A

- Go over the task. Use the picture to illustrate the situation in number 1; then elicit suggestions for how to complete the sentences.
- Ss work independently to complete the task. Walk around the class and give help as needed. Then elicit Ss' answers.

Answers

1. A: What **have you been doing** these days?
B: Well, I've **been spending** my free time at the beach.
2. A: **Have you been working** part time this year?
B: Yes, I have. I've **been working** at a shoe store on the weekends.
3. A: How **have you been feeling** lately?
B: Great! I've **been getting** a lot of sleep, and I **haven't been eating** too much fat or sugar.
4. A: **Have you been getting** enough exercise lately?
B: No, I haven't. I **haven't been going** to the gym often enough.

B *Pair work*

- Ss form pairs and take turns asking the questions in part A and responding with their own information.

9 PRONUNCIATION *Contrastive stress*

This exercise practices the use of stress to focus on contrasting information.

A

- Play the audio program and point out the extra stress on the contrasting words in the A/B dialogs (those that are in boldface).
- Play the audio program again, this time pausing it for Ss to repeat each line correctly.
- Ss form pairs to practice these four short dialogs. Remind Ss to place extra stress on the words that are in boldface. Walk around the class and listen in to check individual Ss' pronunciation and proper use of contrastive stress.

B *Pair work*

- Individually or in pairs, Ss should look over the conversation and mark the words that need to be stressed to show the contrast between two ideas.

- Elicit Ss' suggestions around the class.

Answers

A: Has it been a year since I last saw you?
 B: No, it's been **two** years.
 A: Have you been losing weight?
 B: Well, actually, I've been **gaining** weight.
 A: Oh, and have you been going to school?
 B: No, I've been **teaching** school.

- Make sure Ss correct any errors they may have made. Then they practice the conversation in pairs.
- **Optional:** Challenge pairs to make up a new conversation with three questions and three contrastive responses as in the conversation in part B. Then have them take turns performing their conversations in front of the class.



INTERCHANGE 12 *Life is like a game!*

See page T-120 of this Teacher's Edition for notes.

10 REALLY? HOW INTERESTING!

This fluency activity winds up the second cycle's oral practice; it gives Ss the opportunity to use the simple past, past continuous, and present perfect continuous along with contrastive stress while discovering more information about their classmates.

A *Group work*

- Present the questions by modeling the correct pronunciation, intonation, and stress; Ss repeat.
- Elicit suggestions for additional questions that Ss might want to ask one another. Encourage them to use their imaginations here. Write as many of the Ss' suggested questions as possible on the board for use during this group work activity – for example:

Did you marry your childhood sweetheart?

Were you trying to become an actor a year ago?

Have you been working as a lifeguard for a long time?

- Go over the useful expressions and have Ss practice them. Ask Ss if they know any other expressions to add to the list; write the expressions on the board for the class to use.

- Model the activity by asking Ss around the class some of the questions in the list. Then ask follow-up questions and encourage Ss to give additional information, like this:

T: Steve, have you been doing anything exciting recently?

S1: Well, yes, I think so. I've been taking ballroom dancing lessons at the community center for the past three months.

T: Really? I didn't know that! Why did you decide to do that?

S1: Oh, I've always wanted to learn how to do the waltz.

T: Geo, I had no idea. Well, let me ask Rita a question now: Have you met anyone interesting lately?

S2: Me? Well, yes. I met a really nice guy in October.

His name is Sam. We've been going out every weekend for the last few months.

T: Oh, really? Tell me more. Where do you go on dates?

S2: Well, we both love movies, so we usually have dinner and then see a movie.

- Set a time limit of about ten minutes for the group work. Ss form groups and take turns asking and answering questions. Walk around the class and give help and encouragement.

B *Class activity*

- Before groups take turns telling the class about the most interesting thing they learned about a classmate, model how to do this:

T: Julian's best friend is his wife, Katrina. They've been married for a year now. They met in Germany. They were both studying at the university there a couple of years ago. Katrina is German, and she can speak four languages! Can you guess which ones they are?

- After each group presents their information, encourage the rest of the class to ask follow-up questions to find out more.

11 READING *Child prodigies*

This article contains three short but interesting biographies about gifted children; in the exercise, Ss practice reading for main ideas and scanning for key words and numbers.

- Books closed. Write the word *prodigy* on the board and explain that it usually refers to a child of highly unusual talent or genius. Give a few sentences like these for examples:

She was a child prodigy who made her first professional tour as a pianist when she was six.

He read in a newspaper about a mathematical prodigy who was attending a famous university at the age of 12.

That 16-year-old tennis prodigy is the youngest player ever to become number one in the world.

- Ask Ss the pre-reading question to spark a class discussion. If Ss can't think of any child prodigies, talk about some that you may know about (e.g., Mozart, Shirley Temple, Midori, Martina Hingis, Oksana Baiul).

A

- Books open. Go over the task and the chart. (Note: You may want to have Ss write their answers on a separate sheet of paper, where they will have enough space to write notes about the children's accomplishments.) Then Ss read the article about the three child prodigies. Encourage them to use their dictionaries after they finish reading the text in order to check any words they didn't know or couldn't guess from context. Ask Ss to share any definitions they looked up with the rest of the class.

- Optional: Ss compare answers in pairs.
- Elicit Ss' responses around the class.

Answers

Sarah

On her fourth birthday, her father gave her a violin. By age 5, she was accepted at Juilliard; by 8, she was a soloist with major orchestras; she has recorded many albums.

Michael

When he was 4 months old, he could say full sentences. By 10 months, he could read; at 5, he entered high school and finished in one year; by 10, he graduated from college with honors; at 11, he went to graduate school.

Alexandra

When she was 2, her parents gave her some crayons and coloring books.

By 7, she was working in oil paints; at 8, she had her first exhibition; her paintings have sold for as much as \$80,000, and she is often compared to Picasso and other great artists; she has been on TV, and a book of her paintings has been published.

- Optional: As a follow-up, find out if the class knows anything more about these three gifted children. Also,

does anyone now remember reading or hearing about any other child prodigies?

B Pair work

- Present the questions. Ss form pairs and discuss their responses. Walk around and give help as needed.
- Optional: As a follow-up, pairs take turns summarizing their discussions for the class.

Optional activity: *Alibis*

Time: 5–10 minutes. This fun activity provides additional practice with the simple past and the past continuous.

- Explain this role play situation: A famous painting by the child prodigy, Alexandra Nechita, has been stolen from the local museum. It disappeared sometime last Sunday afternoon between 2 P.M. and 5 P.M.
- Tell the class that they are all possible suspects. Explain that a *suspect* is a person who might have stolen the painting and is therefore under suspicion by the police. Therefore, each S must write down exactly what he or she was doing between 12 noon and 7 P.M. last Sunday. (Note: This can be real information, or Ss can make up imaginary events for themselves.) They must do this to show the police that they each have an alibi. Explain that an *alibi* is proof that a person was in another place when a crime was committed; therefore, he or she could not have done it.
- Now Ss form pairs for a role play between the police detective investigating the crime and the suspect. Write these questions on the board for the police detective to use and then elicit additional ones from the class:
Where were you at noon last Sunday?
What were you doing between 2 and 3 P.M.?
Who was with you?
What were you wearing that day?
- Set a time limit of about five minutes. Pairs do the role play, taking turns being the detective who asks all the questions and the suspect who must answer every one. Go around the class and give help as needed. If several pairs are having trouble, stop the role play and model it with one or two volunteers. Then let pairs try it again.
- Find out who had the best alibi (i.e., who was with other people at the time of the crime or was seen by other people in a different place at that time and therefore could not have committed the crime).



Workbook

Assign Exercises 6–10 on pages 70–72 in the Workbook as in-class work or for homework. Have Ss work in small groups to compare answers. Then elicit responses around the class. (Answers can be found on page T-202 of the Workbook Answer Key in this Teacher's Edition.)

Review of Units 9–12

This unit reviews conditional sentences, statements followed by short responses to show agreement and disagreement, and the passive. It also practices the simple past, the past continuous, and the present perfect continuous.

1 WHAT IF...?

In this activity, Ss practice talking about hypothetical changes in people's lifestyles. It also reviews describing consequences by using conditional sentences with *if* clauses and modals *may*, *might*, *have to*, and *will/won't* (+ *be able to*).

- Books closed. To introduce the topic, write the following *if* clause on the board and brainstorm with the class on it. Tell Ss to use modals *may*, *might*, *have to*, and *will/won't* (+ *be able to*) in their suggested consequences. For example:

*If the traffic in this city gets worse, . . .
the pollution will get worse, too.
people might ride bicycles instead of driving cars.*

2 ME, TOO!

This fun activity gives Ss a chance to compare their likes, dislikes, and abilities by making statements followed by short responses to show agreement or disagreement.

Group work

- Go over the task, the cues, and the A/B/C dialog.
- Give and elicit examples of statements Ss might make when describing an ability or something they like or dislike. Write them on the board, like this:

Affirmative statements

*I like in-line skating.
I hate washing dishes.
I'm good at typing.
I can play the guitar.
I'm interested in . . .
I enjoy . . .*

Negative statements

*I don't mind exercising.
I'm not good at chess.
I don't like playing golf.
I can't stand cooking.
I'm not interested in . . .
I don't love . . .*

3 WHO IS THIS BY?

This activity reviews the passive with *by* while giving Ss practice in talking about famous works.

A Pair work

- Go over the instructions and the example titles of famous works. Elicit additional titles for the categories given or for other types of famous works that Ss may know about (e.g., nonfiction, paintings, sculptures, symphonies, operas) and write them on the board. (Note: Tell Ss to underline or *italicize* titles of books, plays, movies, paintings, sculptures, and long musical compositions but to use quotation marks for names of songs, poems, short stories, and TV shows.)

Pair work

- Books open. Present the initial question and the topics in the three open-ended *if* clauses. Encourage Ss to think up interesting sentences that describe a minimum of three consequences for each hypothetical event.
- Model the task by referring again to the first cue and then asking several volunteers to extend the A/B dialog by adding other suggestions.
- Now set a time limit of about five minutes. Ss form pairs and try the activity. Go around and give help as needed.
- Optional:** Have pairs share their suggestions either in groups or with the whole class.

- Now use the information on the board for a quick review drill: Read each statement aloud to elicit responses that show agreement with *so* and *neither* or disagreement with various other phrases.
- Set a time limit of about five minutes. Ss form groups and take turns making statements and short responses. Walk around and give help as needed.
- Optional:** As a follow-up, have the same groups become teams and challenge each other to a quick-response game, like this: Each team chooses ten statements from the earlier group work practice and writes them down. Then two teams get together and take turns challenging each other to give a correct short response within two seconds after each statement is made. Teams keep their own scores – one point for each correct response within the two-second limit.

- Now Ss form pairs and do the task. Go around the class and give help as needed.

B Group work

- Read aloud the instructions and the two examples given. Then ask two pairs to form a group and model the task with the first few items on their lists.
- Now form other groups of two pairs each. Remind Ss to make sure that everyone in their group agrees with a statement before going on to the next one. Set a time limit of ten minutes. Go around, giving help as needed.

Optional activity: People and places

- See page T-163.

4 LISTENING

 This exercise practices listening to a TV game show and writing down key information.

- Introduce the topic – Spain – by using the photos and their captions.
- Explain the situation: While Ss listen to TV game show contestants answering questions about Spain, they fill in the information in the chart.
- Go over the six topics in the chart. If any Ss think they might already know any of the information, tell them to write it down now in note form and then to compare and/or correct it while they listen.
- Play the audio program once or twice; Ss complete the

chart. After pairs or groups compare notes, elicit answers around the class.

Audio script (See page T-154.)

Answers

<i>Currency</i>	the peseta
<i>Driving</i>	on the right
<i>Population</i>	40 million
<i>Capital</i>	Madrid
<i>Popular sport</i>	bullfighting
<i>Neighboring countries</i>	France and Portugal

- **Optional:** Find out what else the class may know about Spain.

5 MEMORY CHECK

This fun communicative activity practices using the past continuous and the simple past to talk about recent actions.

Pair work

- Go over the task. Explain that Ss must try to remember details about what they were wearing or who they did things with recently.
- Use the open-ended questions and cues to model each question (e.g., “What were you wearing yesterday?” “Who did you eat lunch with yesterday?”); Ss repeat for correct pronunciation, intonation, and stress.
- For a quick review of the past continuous and the simple past, model some answers to both sets of questions, like this:

T: Trina, please ask me the first question with the past continuous.

S1: What were you wearing yesterday?

T: I was wearing my dark blue suit. Eduardo, now ask me one of the questions that uses the simple past.

S2: Who did you last write a letter to?

- Ss form pairs and take turns asking and answering the questions. Encourage them to give their answers as quickly as they can, without too much hesitation. Point out that they should try to get more information by asking additional questions using the past continuous and the simple past.
- **Optional:** Let Ss ask a few more lighthearted questions (i.e., nothing too personal or embarrassing) for classmates to answer.

6 TELL ME ABOUT IT

This fluency activity allows Ss to practice using the present perfect continuous for talking about what they are currently interested in or what they are doing these days.

- Read aloud the instructions and present each question; Ss practice. Then model the A/B dialog with several volunteers; encourage them to extend the conversation by asking additional questions to get more information.
- Tell Ss to write down four more questions using the present perfect continuous. Go around, checking that Ss' questions are grammatically correct (and “politically correct,” i.e., Ss' questions should not be ones that are considered rude or too embarrassing to ask a classmate).

Group work

- Set a time limit of about ten minutes. Ss form groups and take turns asking and answering their questions. Remind them to ask follow-up questions to get even more information. Move around the class and give help as needed.

- **Optional:** As a follow-up, have groups share with the rest of the class two or three interesting pieces of information that they learned about one another.

Optional activities

1 Superstitions

- See page T-164.


2 Odd word out

- See page T-163.

Test 3

See page T-166 in this Teacher's Edition for general instructions on using the tests. Test 3 covers Units 9-12. Photocopy the test (pages T-175-T-178) and distribute a copy to each S. Allow 45-60 minutes for the test. Listening material for the tests is at the end of the Class Audio Program. The Test Audio Scripts and Answer Key start on page T-183 of this book.

3 GRAMMAR FOCUS *Participles as adjectives*

 This exercise practices present and past participles as adjectives.

Present and past participles (o.g., *interesting/interested*, *boring/bored*) are often used as adjectives. Many Ss confuse the *-ing* and the *-ed* adjective forms. For example, they may say "I'm interesting in films." or "The movie was interested." The presentation in this exercise will clarify the difference between present (*-ing*) participles and past (*-ed*) participles.

- Use the audio program to present the sentences in the boxes. Play it again and have the Ss repeat for correct pronunciation and stress.
- Give additional examples, if helpful, and ask Ss to suggest other sentences using present and past participles – for example:

Special effects are often *amazing*./I'm often *amazed* by special effects.

The horror film was *frightening*./They were *frightened* by the horror film.

Movies can sometimes be *shocking*./People can sometimes be *shocked* by movies.

- Go over the instructions. If helpful, model how to do the first one. Then Ss do the task individually before comparing responses. Elicit Ss' answers around the class.

Answers

- Denzel Washington is a very **interesting** actor.
- I find nature films **fascinating**.
- I'm not **interested** in horror movies.
- I'm **bored** with watching television.
- I loved Winona Ryder's latest movie. I was **amazed** that it didn't do better.
- I thought *Jurassic Park* was an **exciting** book.
- I'm **fascinated** by Michael Crichton's novels.
- It's **surprising** they don't make many westerns these days.

(Note: In part B of Exercise 4, Ss will have the chance to write similar sentences. Also, after Ss complete Exercise 6 on page 82, you may want them to come back to the eight sentences in the grammar focus here and use them to practice word and sentence stress.)

Optional activity: *Likes and dislikes*

- See page T-164.

4 WORD POWER *Reactions*

This exercise introduces synonyms for four commonly used adjectives.

A

- Model the correct pronunciation of the words in the list and in the chart headings; Ss repeat. Explain that the task here is to match similar adjectives (i.e., synonyms) to the words in each heading. To help start the task, ask the class to find another adjective that means "awful." (Note: See Answers below.) When you get a correct response, have Ss write it in the first blank in the "awful" column.
- Ss complete the task individually, using a dictionary if they wish. Then elicit answers after Ss compare responses in pairs or groups.

Answers

awful
disgusting
dreadful
horrible
terrible
wonderful
fabulous
fantastic
marvelous
outstanding

stupid
absurd
dumb
ridiculous
silly
strange
bizarro
odd
unusual
weird

B

- Go over the instructions. Have Ss suggest how some adjectives in part A can be used in sentences. Write the better ones on the board:
The acting was . . . (dreadful/outstanding).
That was a/an . . . (terrible/marvelous) movie.
I always enjoy a/an . . . (silly/wonderful) comedy.
 - Ss write six sentences using adjectives from the list in part A. Walk around the class and give help. Take note of any grammatically incorrect attempts to form present or past participles out of these regular adjectives (e.g., "The movie was weirding." or "I'm outstanded by . . ."). When Ss finish, write any problem sentences on the board and elicit Ss' suggestions on how to correct them.
 - With several volunteers, model how to take turns reading statements aloud while partners agree or disagree, like this:
A: I really think Spielberg is an outstanding director.
B: Yes, I think so, too. All of his movies have been fabulous!
 - Now Ss form pairs and compare statements. Go around the class and make sure partners are responding by agreeing or disagreeing.
- Optional activity: *Think fast!*
- See page T-3.

5 LISTENING

 This exercise practices listening to descriptions and inferring each speaker's attitude or opinion.

- Explain the situation: Ss will hear four different conversations in which people give opinions about books and movies. Explain that the Ss' task is to identify each speaker's opinion. Then tell Ss to look over the adjectives listed.
- Play the audio program once or twice. Ss check (✓) the best adjective for each one. After Ss compare answers, elicit Ss' responses around the class.

Audio script (See page T-154.)

Answers

- | | |
|----------------|---------------|
| 1. fascinating | 3. terrific |
| 2. boring | 4. ridiculous |

- **Optional:** Play the audio program again. This time, stop the audio once or twice during each conversation and ask Ss to listen for and write down the phrases that best express the speaker's opinion. Then check Ss' answers.

6 PRONUNCIATION *Word and sentence stress*

Part A focuses on syllable stress in words, while part B practices word stress in sentences.

A

- Point out that in words of more than one syllable in English, one syllable always carries the primary, or main, stress.
- Ask Ss to look at each word and to put a stress mark (ˈ) over the vowel within the syllable that they think carries the main stress in each one. Tell them the easiest way to do this is to say the word quietly aloud and listen to their own voices telling them where the main stress falls.
- Play the first part of the audio program; Ss listen and check their answers. Then elicit answers around the class by writing the words on the board and asking Ss to tell you where to write the stress mark over each word.

Answers

- | | | |
|---------|-----------|-------------|
| absúrd | fantástic | outstánding |
| amázing | fábulous | fásinating |

- | | | |
|------------|------------|----------|
| succéssful | térrible | unúsual |
| ridículous | surprísing | terrífic |

B

- Go over the instructions and play the second part of the audio program; Ss repeat each sentence several times.
- Ss form pairs and work together to do two extra tasks: In each sentence, tell them to first mark the stressed main syllable in any word that has more than one syllable; and, secondly, to circle any word that is stressed in a sentence, especially one that shows contrast or is necessary for content. Then check Ss' answers.

Answers

It was a terrific book, but a terrible movie!
I thought Jurassic Park was ridiculous; but it was
very successful.
Jaws was an exciting movie with many frightening
scenes.

7 LET'S GO TO THE MOVIES!

This is a fluency activity that practices talking about movies.

A *Pair work*

- First, present the questions. Then ask the class to practice each one for good pronunciation and for word and sentence stress. While Ss are doing this as a whole class activity, remind them to use the "Look Up and Say" technique. Then have volunteers try the A/B dialog and encourage them to extend it as much as they can.
- Ask Ss for suggestions of other questions on the topic of movies and write them on the board for the class to use:
*Which do you prefer: American films or French films?
What's your favorite . . . (musical/comedy/drama)?*
- Ss form pairs and practice asking and answering the questions. Encourage them to ask follow-up questions,

too. Set a time limit of about ten minutes. Walk around and give help as needed.

B *Group work*


- Two pairs form a group of four and ask the questions again to compare responses. Then call on volunteers to talk about their favorite movies and actors.



Workbook

Assign Exercises 1–4 on pages 73–74 in the Workbook as end-of-class work or for homework. Ss compare answers in groups when all the exercises are completed. (Answers can be found on page T-202 in this Teacher's Edition.)

8 CONVERSATION

 This exercise presents relative clauses; it also introduces describing a movie or book plot.

- Books closed. Explain the situation: Two friends – Nina and Alan – are talking about a book that was made into a movie. Then write these questions on the board and ask the class to listen for the answers:

Who is the author? (John Grisham)

Does Alan think the book is interesting? (Yes.)

What's it about? (It's about a guy who joins a corrupt law firm and then can't leave.)

Is Nina going to read it? (Maybe.)

Who stars in the movie based on that book? (Tom Cruise)

What do they finally decide to do? (Rent the video: Nina is going to rent the video and Alan is going to bring the popcorn.)

- Play the audio program once or twice. Ss listen and take notes to answer the questions on the board. Have Ss compare notes and answers; then elicit responses around the class.

- Optional: Can anyone guess the book and movie they are talking about? (*The Firm* – the book was published in 1991; the movie was released in 1993.)
- Books open. Ss look at the picture and the conversation as the audio program is played again. Then present the conversation line by line; Ss repeat. Explain any new words and expressions before Ss practice the conversation in pairs:

joins = becomes a member of

corrupt = dishonest

law firm = a company of lawyers

luckily = fortunately


brave = courageous, fearless; ready to suffer danger or pain

mess = trouble

You don't mind . . . ? = question made with rising intonation meaning "It's all right with you?"

Not at all. = No, I don't mind a bit.

9 GRAMMAR FOCUS *Relative clauses*

 This exercise practices relative clauses with the relative pronouns *who*, *that*, and *which*.

The relative clauses practiced here are often called "defining" or "restrictive" relative clauses. The information in a relative clause defines the subject in the main clause; no comma is used before the relative pronoun:

Main clause	Relative clause
James Stewart was an American actor	<i>who made movies for many years.</i>

- Use the audio program to present the sentences in the boxes; Ss repeat. Then point out the following information to the class while using the sentences as examples:
 - A relative clause joins two sentences together. The relative clause gives information about something in the main clause.
 - The relative pronouns *who*, *which*, and *that* are used like this: (a) *who* is used to join a clause referring to people; (b) *which* is used to join a clause referring to things; and (c) *that* is used to join a clause referring to people or things.
- Give and elicit additional examples of sentences joined with a relative clause.

A

- Present the A/B dialogs and go over any new vocabulary (e.g., *hard to put down* = difficult to stop reading;

composer = someone who writes music). Then Ss complete the task and compare answers. Check answers before pairs practice.

Answers

- A: Have you heard of *West Side Story*?
B: Yes, it's a musical **which/that** has some wonderful songs.
- A: What's the movie *Schindler's List* about?
B: It's about an Austrian man **who/that** saved the lives of many people during World War II.
- A: Did you enjoy reading Stephen King's latest novel?
B: Yes! It was a great book **which/that** was hard to put down.
- A: Who was George Gershwin?
B: He was an American composer **who/that** wrote lots of fantastic music.
- A: Who is Steven Spielberg?
B: He's a movie director **who's/that's** made some of the most successful movies of all time.

- After Ss have made any necessary corrections to their answers, have them practice the dialogs in pairs.

B Pair work

- Read the instructions aloud and model how to complete one or two of the sentences. As pairs work together to complete the task, go around and give help as needed. Then call on pairs to read several of their more interesting sentences.

10 SCRIPT WRITERS

This is a communicative activity that involves creating a movie plot and then describing it.

A Group work

- Explain the activity. Encourage Ss to be creative while making up an interesting and exciting story; it should have lots of action and details. Also, whenever possible, Ss should try to use relative clauses.
- Use the picture and the model description in part B to give an example; also, if time permits, use them to elicit Ss' ideas on how to continue that story.
- Go over the questions that groups should use during the

activity. Elicit suggestions for other questions and write them on the board.

- Ss form groups and appoint a group secretary to write down the story's key points in words or phrases (i.e., he or she doesn't need to write the story word for word). Set a time limit of about 15 minutes. Go around the class and give help as needed.

B Class activity

- Group secretaries take turns telling their stories. Encourage the other group members to add further details. Classmates ask follow-up questions.

11 LISTENING

This exercise practices listening to two movie critics who are discussing a new movie; Ss listen for opinions on different aspects of the movie.

- Books closed. Brainstorm with the class on the aspects that movie critics talk about when they judge a movie. Write the Ss' suggestions on the board:

Movie critics

story
actors
costumes
director
camera work

A

- Go over the situation and the task. Check that Ss understand the rating system and the words in the chart (e.g., *special effects* are technical tricks often used in movies to give the idea of something special happening, such as being in outer space or in a building on fire).
- Play the first part of the audio program once or twice. Ss listen and complete the chart. After Ss compare answers in pairs or groups, elicit responses around the class.

Audio script (See page T-155.)

Answers

	Pauline	Colin
Acting	3	3
Story	2	3
Photography	1	3
Special effects	1 or 2	3

B

- Go over the instructions. Then Ss make their guesses, on the basis of the information in part A. Elicit Ss' guesses around the class, but don't tell them the correct answers yet.
- Now play the second part of the audio program. Ss listen and compare their guesses with the number of stars that the two critics actually gave the movie. Check Ss' answers.

Audio script (See page T-156.)

Answers

Pauline: 2 stars Colin: 4 stars



INTERCHANGE 13 At the movies

See page T-121 in this Teacher's Edition for notes.

12 WRITING *Movie reviews*

This exercise practices discussing a movie and then writing a review of it.

A Pair work

- Explain the task and go over the questions. Then try to pair up Ss who have seen the same movie recently.
- Point out that while pairs are discussing and taking notes on their chosen movie, they should describe what it's about, say who's in it, and answer the questions given along with any others that they can think of.

- Then Ss use their notes to write their reviews individually. Have them write at least two paragraphs.

B Class activity

- Ss take turns reading their reviews to the class. Others who have seen the same movie should say whether or not they agree with the writers.

13 READING Star Wars – Three reviews

This text presents three different opinions of the re-release of the classic science-fiction film *Star Wars*; in the exercise, Ss identify and interpret the critics' opinions and attitudes.

- Books closed. Ask the initial question to find out if anyone has seen the film *Star Wars*. If one or more Ss have, ask questions like these:
 - What is the movie *Star Wars* about?
 - What did you think of it? Why?
 - What did you like best/least about it? Why?
- Allow each S who has seen the movie to give a short summary of the story and the main characters. Encourage others to ask follow-up questions. However, if no one in the class has seen it, give the class your own summary or use this one:

The science-fiction adventure movie *Star Wars* was written and directed by the American director George Lucas. It was first released in 1977 and was a popular hit. *Star Wars* was the first of three connected films; the other two were *The Empire Strikes Back* (1980) and *Return of the Jedi* (1983). All three were re-released in 1997 in "new, improved" versions, called "*Star Wars Trilogy Special Edition*," and were again big box office hits. This story has a comic-book plot and is mainly about how Good overcomes Evil. It is set in the future, where people travel in spaceships across the galaxies. The three main characters are Luke Skywalker, the young hero played by Mark Hamill, who has to save Princess Leia (Carrie Fisher) and who is helped by a young Harrison Ford playing Han Solo. Other interesting characters include Obi-Wan Kenobi, Chewbacca, R2-D2, and Darth Vader. A famous line from the movie is "May the Force be with you."

A

- Books open. Present the picture and go over the instructions. Ask Ss to read the three reviews of the re-released version of *Star Wars*. Remind them to look for and circle the words that help them decide each reviewer's opinion. Tell Ss not to worry too much about any unfamiliar words at this stage, as they may use their dictionaries afterward, if they wish.
- When Ss finish reading, tell them to choose the critics' ratings for each review, and then compare answers.
- Find out if Ss have any questions on the vocabulary and explain as needed – for example:

Movie Director's Latest Triumph!

latest = most recent
 triumph = a complete victory or success
 soundtrack = the recorded music from a movie
 technical = having special knowledge, especially of an industrial or scientific subject
 genius = someone with special intelligence or ability
 win our hearts = cause us to love him
 evil = very bad
 chase = following someone quickly in order to catch him/her

shootouts = actions that decide or settle problems by shooting with guns, etc.

villain = the main bad character in a story

spectacular = fantastic; fabulous

A New, Old Hit

sort of = a little

entirely = completely

"What Junk!"

junk = an old, useless thing

hero = the most important (good) person in a story

journey = a long trip

universe = all space and matter existing in it

just = exactly

- Now elicit Ss' answers around the class. Accept as correct any answer that Ss can defend using words from the text.

Possible answers

Movie Director's Latest Triumph!

The critic probably gave it four stars.

Key words/phrases: triumph, even better, incredible, improved, technical genius, knows how to win our hearts, Everyone will love, exciting, one of the greatest movie villains of all time, spectacular, (two exclamation points – one in the title and another in the last sentence – which show strong feelings)

A New, Old Hit

The critic probably gave it two stars.

Key words/phrases: New, Old Hit, better than ever . . . sort of, clearer but . . . louder, some new characters, but . . . seem a little silly now, expected this to be so much better, Maybe . . . should have made an entirely new movie

"What Junk!"

The critic probably gave it one star.

Key words/phrases: "What Junk!", Why . . . spend money and time, tired old movie, journey to save . . . , oh yes, (sarcasm here) the universe, a piece of junk (repeated twice)

B Pair work

- Present the questions. Ss form pairs and take turns asking and answering them together. Go around and give help as needed.
- After five to ten minutes, ask pairs to share with the rest of the class several interesting things that they discussed.

Optional activity: *Horror story*

- See page T-164.



Workbook

Tell Ss to do Exercises 5–10 on pages 75–78 in the Workbook or assign them as homework. Have Ss work in small groups to compare answers. Then elicit responses around the class. (Answers can be found on page T-202 of the Workbook Answer Key in this Teacher's Edition.)

This unit focuses on the theme of communication, including such topics as body language, gestures, and international signs. Ss explain things with modals and adverbs, and are introduced to ways of expressing permission, obligation, and prohibition.

Cycle 1, Exercises 1–8

1 **SNAPSHOT** Body language

This graphic introduces the main theme of the unit – communication – while presenting some interesting gestures. (Note: Ss will read more about body language in Exercise 12 on page 91.)

- Books closed. To introduce the topic – body language – demonstrate one or two common gestures to see if the class can guess their meanings. (Note: Try not to use as examples any of the gestures presented on pages 86–88 as Ss will be asked to figure those out while doing various tasks. Also, it's best not to ask for examples of gestures from the class at this point as Ss will have a chance to share their own ideas when answering the questions in the Snapshot.)
- Books open. Ss look at the pictures and read the information in the Snapshot.

- Optional: Just for fun, ask volunteers to mime the gestures depicted in the Snapshot.

(Note: As every country has gestures that are considered socially acceptable and unacceptable – or polite and rude – you may want to point out that the Snapshot questions are here to provide an interesting discussion through which Ss can learn about a variety of gestures and body language. They should try not to be embarrassed by any gesture that may actually contain [or that Ss culturally perceive to contain] rude or socially impolite content [e.g., an insult or a gesture meaning an obscenity].)

- Go over the questions. Ss take turns asking and answering them in pairs, in groups, or as a whole class activity. If Ss work in pairs or groups, walk around and give help as needed; then ask them to share their most interesting information.

2 **CONVERSATION**

This exercise presents using modals (e.g., *could*, *must*) and adverbs (e.g., *maybe*) for trying to explain the meaning of a gesture.

- Books closed. Explain the situation: Ron is talking to two friends, Laura and Peter, about a new foreign student. Write some focus questions on the board like these:
What's the new student's name and where's he from?
 (Raj from India)
What does he do when you talk to him? (He moves his head from side to side.)
What does Laura first guess that it means? (Maybe he doesn't understand.)
What's her second guess? (It could mean he doesn't agree.)
What does the second man, Peter, think it means?
 (It means he agrees with what you're saying.)
- Play the first part of the audio program. Ss listen for the correct answers to the questions on the board; tell them to take notes if they wish. Then check answers around the class.

A 

- Books open. Present the picture and then play the audio program again, this time pausing it after each line to let the class repeat in unison.
- Give Ss a few minutes to read over the conversation again; encourage them to use their dictionaries to check any new words or expressions. Afterward, answer any questions they may still have about vocabulary, such as:

India = a country in southern Asia

noticed = saw

from side to side = first to the left and then to the right (or vice versa)

You know = phrase used for adding force or truth to a statement

No, I don't think so. = a polite way to say "I don't agree."

actually = in fact

- Ss form groups of three and practice the conversation.
- Optional: Challenge groups to substitute a different gesture and to use their own information when trying the conversation again. After a few minutes, ask groups to volunteer and perform their new dialogs in front of the class.

B 

- Go over the question. Play the second part of the audio program. Ss listen and take notes.


Audio script (See page T-155.)

- Now elicit Ss' answers around the class.

Answer

Raj finds the way people end a conversation unusual. For example, they'll say things like "Hey, let's get together soon." He says it's just a way of saying good-bye; it's not really an invitation at all.

3 GRAMMAR FOCUS *Modals and adverbs*

 This exercise practices using modals and adverbs to talk about the meanings of things.

- Use the audio program to present the sentences in the boxes; Ss repeat. Explain that we can use these modals (*might, may, could, must*) and these adverbs (*maybe, perhaps, probably*) to express possibility or probability. You may also wish to refer Ss to the Unit 14 Summary on page S-15 of the Student's Book.
- Explain the following points:

- We use *might/may/could* and *maybe/perhaps* to say there is a (slight) possibility that something is true or correct.
- We use *must* and *probably* to say there is a (strong) probability that something is true or correct.

- Give and elicit additional sentence examples and write them on the board for Ss to copy into their notebooks. For example:

Modals

Sara asked for my phone number. It *may* mean (that) she likes me.

Tom has been in a terrible mood. He *might* have problems at work.

The Sotos never answer their phone. It *could* imply that they're not home much.

You've yawned twice in the last five minutes. You *must* be really bored.

Adverbs

My roommate's still not home. *Maybe/Perhaps* he had to study late at the library.

Look at the sky. It will *probably* rain any minute.

A Pair work

- Go over the instructions with the class. Read aloud each expression listed under "Meanings" and have the class repeat. Again, remind Ss that gestures can be very different from culture to culture; also point out that the same gesture can mean different things in different cultures.

- Explain that Ss should first look at one of the gestures and try to match it with one of the expressions listed under "Meanings." Then they try to write a statement like those in the grammar boxes, using a modal or an adverb. Ask the class to help model the task, like this:

T: Let's look at the first gesture where the man is using his index finger to make small circles in the air next to his head. (*Demonstrate the gesture.*) Which of these meanings does it match?

S1: It might mean "Be quiet."

T: Um, that's not quite right. Another guess?

S2: That probably means "That sounds crazy!"

T: Yes, that's right! (*writing S2's sentence on the board*)
Is there another way we can say this?

S3: It must mean "That sounds crazy!"

T: Good. (*writing S3's sentence on the board*)

- Ss first work independently to write down one sentence to describe each gesture. Walk around the class and give help as needed.
- When most Ss are finished with the task, present the A/B dialog (under the pictures) to model how pairs can compare their sentences. Then Ss form pairs and take turns asking about and describing the gestures.
- Find out which gestures Ss didn't agree on; elicit other pairs' responses to check answers.

Answers

- | | |
|-----------------------|----------------------|
| 1. That sounds crazy! | 5. Be careful. |
| 2. Come here. | 6. We won! |
| 3. Be quiet. | 7. Hello! |
| 4. Peace. | 8. I can't hear you. |

B Group work

- Go over the activity. (*Note: This is similar to the game of Charades, which Ss may have played as an optional activity in an earlier unit.*) Model the pronunciation of each sentence; Ss repeat. Then tell Ss to work alone for a few minutes to think of a gesture to act out for each of these eight meanings. Go around the class and give help as needed.
- Ss form groups and take turns acting out gestures. The rest of the group tries to guess which meaning is being communicated. Remind Ss to use complete sentences when guessing, i.e., with modals or adverbs like those in the grammar boxes. Set a time limit of about five minutes. Go around and take note of any grammatical problems that Ss might be having. When time is up, go over the problems with the whole class; encourage Ss to suggest solutions.
- Elicit groups' answers around the class by having volunteers act out each gesture.

Possible answers

- Go away.* = with right hand, palm down, fingers straight, quickly flick the hand up several times
- I give up.* = elbows bent, hands up, palms open
- Pay attention.* = with right hand, palm down, fingers closed except index finger, which is straight up
- That's perfect!* = make a circle with thumb and index finger with other three fingers straight up
- I'm angry!* = both fists clenched and lips tight
- I'm scared.* = arms quickly thrown back beside shoulders, hands up, palms facing forward with eyes open wide and lips pulled back showing teeth
- I'm hungry.* = use right hand to rub stomach in a circular, clockwise motion
- That's delicious.* = use tongue to go over the lips, or with lips together make a "mm-mmm" sound, while rolling eyes upward and around

4 WORD POWER *Emotions*

This exercise continues the theme of nonverbal communication by giving Ss practice in identifying various emotions shown through someone's facial expressions.

Note: This recycles present and past participles as adjectives from Unit 13.)

A

- Go over the instructions. Then model the pronunciation of each word in the list; the class repeats in unison.
- Ss complete the task individually, with or without using their dictionaries. Walk around the class and give help as needed. Then elicit Ss' answers starting with "He looks . . ."

Answers (from left to right)

z, e, i, c, h, d, e, b

B Pair work

- Explain the task by going over the question and the example sentence. Explain that this time Ss change each past participle in part A to a present participle to

express what the person is saying – not what he or she is feeling.

- To model the task, elicit the way in which the first two pictures can be used with "That's . . .!" and write the exclamations on the board:
That's interesting! That's amazing!
- Ss form pairs and take turns choosing an emotion and acting it out so that their partner can guess the emotion being communicated. Go around and give help as needed. Then elicit Ss' answers.

Answers

- | | |
|------------------------|-------------------------|
| 1. That's interesting! | 5. That's shocking! |
| 2. That's amazing! | 6. That's disgusting! |
| 3. That's exciting! | 7. That's embarrassing! |
| 4. That's confusing! | 8. That's annoying! |

Optional activities

1 Word associations

- See page T-19.

2 One word a minute

- See page T-46.

5 PLAY A GAME *Charades*

This variation on a well-known game has Ss use nonverbal communication to act out meanings. (*Note:* You may wish to bring index cards or several small note pads to class; each S will need two cards or pieces of paper.)

A

- Present the instructions and the example. If helpful, have a quick brainstorming activity to generate additional examples of meanings that a person can communicate without using words – i.e., by using only gestures or facial expressions:
I'm really shocked! I like that music a lot.
How do you do? I'm so embarrassed.
- Ss work individually to think up two meanings of their own. Remind them to write each one on a separate card or piece of paper. Go around and give help and encouragement as needed.

B Class activity

- Collect all of the Ss' slips, mix them up, and put them facedown in one pile. Then have each S come up and take two off the top of the pile; if they pick up one of their own meanings, tell them to put it under the pile and take another.
- With a volunteer acting out a meaning, use the A/B/C dialog to model how to make guesses. (*Note:* Student B in the dialog is the person acting out the meaning; he or she can speak only to say whether a guess is good, bad, close, etc.)
- Ss take turns acting out their meanings while the rest of the class makes guesses. If the game becomes too loud or chaotic with so many Ss calling and shouting out suggestions at one time, have the person acting out the message (or you) call on Ss one at a time.

6 PRONUNCIATION *Emphatic stress*

This exercise practices the use of emphatic stress and higher pitch with words that express strong emotions.

A

- Play the audio program to present the pronunciation point. First, have Ss practice in chorus; then call on individuals around the class.

B Pair work

- Go over the task. Read aloud the words in the list; Ss repeat. Elicit several examples of sentences and write them on the board.
- Ss work individually. Go around and check each S's four sentences to make sure they are grammatically correct before Ss form pairs to practice reading them aloud.

7 PROVERBS

This fun activity has Ss try to guess the meaning of some common proverbs in English.

A Group work

- Explain that a *proverb* is a short statement that most people know (in one's own culture) which contains advice about life. Present the instructions and the example phrase. Model each proverb; Ss repeat.
- Explain that Ss should try to guess what each proverb means and then, only afterward, use their dictionaries to check any unfamiliar words. Each group should also appoint a secretary to record their guesses and ideas.
- Ss form groups and do the activity. Walk around and discreetly listen in. Make notes on any problems Ss may be having with grammar or vocabulary. After groups finish and before checking answers, take a few minutes to go over the problems and their solutions with the class.

Possible answers

A penny saved is a penny earned. = The money you don't spend is also money you have saved.
A stitch in time saves nine. = It's better to deal with a problem as soon as possible, before it becomes a much bigger problem.

Don't burn your bridges behind you. = Don't do anything you might feel sorry about later.
Every cloud has a silver lining. = Good can often come out of unpleasant situations, so try to be optimistic.
One person's meat is another one's poison. = What one person loves, another person may hate; or, what is good for one person may be bad for another person.
Don't count your chickens before they hatch. = Be careful not to act as if something has already happened when it really hasn't happened yet.

B

- Give Ss about five minutes to work individually while they write down their three proverbs. Walk around and give help as needed.
- Point out that after each proverb is presented, the S who read it should ask "What do you think it means?" After the group discusses it, that S can give the correct meaning.

Optional activity: *Be a mime!*

- See page T-165.



INTERCHANGE 14 What's going on?

See page T-122 in this Teacher's Edition for notes.

8 WRITING

This exercise winds up the first cycle while continuing to focus on explaining proverbs.

A

- Present the task and read the model paragraph. Have Ss ever heard this proverb? Do they know one like it?
- Ss do the writing task individually. Encourage them to use the two questions to help them make notes before writing their paragraph.

B Class activity

- Ss take turns reading their compositions aloud.



Workbook

Assign Exercises 1-4 on pages 79-81 in the Workbook as in-class work or for homework. Have Ss compare answers in pairs or groups before checking their responses around the class. (See page T-203 in this Teacher's Edition.)

Cycle 2, Exercises 9-12

9 CONVERSATION

This exercise introduces the topic of symbols and international signs. It also presents the concepts of permission, obligation, and prohibition.

A

- Ask Ss to cover the conversation and to look only at the pictures. What do they think the lines on the road mean? How about the meanings of the two signs?
- Ss now look at the conversation. Use the audio program to present it line by line. Ss use their dictionaries to check any unfamiliar vocabulary.

- Ss practice the conversation in pairs.

B


- Go over the questions and play the second part of the audio program. Ss listen and take notes. Then Ss give their answers by pointing to the correct pictures.

Audio script (See page T-155.)

Answers

The picture on the left
 The sign on the right

10 GRAMMAR FOCUS *Permission, obligation, and prohibition*

 This exercise practices using modals and other verbs to express permission, obligation, and prohibition.

- Explain each of the three function words that appear here by using them in sentences. Write the sentences on the board – for example:

permission = *I'd like you all to stay until the end of the class. However, if you have something special to do and have to leave before class is over, please ask for permission to leave early.*

obligation = *Every student has an obligation to do his or her homework.*

prohibition = *As you know, there's a prohibition against smoking in class.*

- Use the audio program to present the sentences in the boxes, pausing for Ss to repeat. Then focus on *Permission*, the first grammar point in the box. Ask Ss to think of common actions or things that they are allowed to do at school or connected with school. Elicit examples and write them on the board:

Permission

I/You/We/They can...

- take a fifteen-minute break during each class.
- do homework in the campus coffee shop.

I'm/You're/We're/They're allowed to...

- use a tape recorder in class.
- miss three classes each semester.

- Do the same activity with verbs for *Obligation* and then for *Prohibition*.

A

- Ask Ss to cover the list of meanings and to look only at the eight signs. Ask volunteers to suggest what each sign means, using sentences like those in the grammar boxes.
- Go over the matching task. Model the pronunciation of each meaning in the list; have Ss do choral repetition.

Then Ss work individually to complete the task. Go around and give help as needed.

- Ss form pairs and compare answers. Then elicit Ss' answers around the class.

Answers

1. e	3. h	5. f	7. d
2. c	4. h	6. g	8. a

B

- Present this two-part activity and the example answer for number 1. Then Ss write a sentence to explain the meaning of each sign in part A and another stating where the sign might be posted.
- Ss form groups. Tell them to take turns reading their sentences aloud. When groups finish, find out which signs they didn't agree on; elicit groups' responses to compare and check.

Possible answers

- Number one means you aren't allowed to touch something. You might see this sign in a gift shop or a museum.
- Number two means you can swim there. You might see this sign at a beach or a lake.
- Number three means you have to wear a hard hat. You often see this sign at a construction site.
- Number four means you can recycle something. You may see this on aluminum cans or plastic bottles.
- Number five means you've got to fasten your seat belt. You should be able to see this sign in a taxi.
- Number six means you aren't allowed to ride your bicycle there. You might see this sign on a sidewalk or a pedestrian-only shopping street.
- Number seven means you can drink the water. You usually see this sign above a drinking fountain.
- Number eight means you can't play ball there. You could see this sign in a park or at a beach.

11 LISTENING *What's in a sign?*

This exercise practices listening to people identifying and explaining international signs; it also gives Ss a chance to be artistic when drawing some signs of their own in part B.

A

- Go over the instructions and play the audio program. Ss listen and complete the task. Then check answers around the class.

Audio script (See page T-156.)

Answers (from left to right)

3, 4, 5, 1, 2

B Group work

- Present the activity by going over the instructions and the meanings. If necessary, explain any new words (e.g., *litter*, *path*). Then Ss work alone to draw a sign for each of the six meanings given here. (Note: This part could be given as a homework assignment.)
- Ss form groups and pass around their signs to compare them. Remind groups to vote on the best sign or symbol for each meaning. Then groups share their best signs with the class.

12 READING *Body language – What does it say?*

In this text, Ss read about how we communicate through body language; the exercise practices identifying and understanding main ideas.

- Use the pre-reading question to conduct a short discussion of the picture.

A

- Ss read the article straight through. Remind them to circle or highlight any words or expressions whose meanings they can't guess from context.
- When Ss finish reading the article, tell them to form pairs or groups. Ask them to compare any words they couldn't guess and to help each other with definitions. As a last resort, encourage Ss to use their dictionaries. Walk around the class and give help as needed.
- Elicit any words or expressions that Ss couldn't guess from context or find in their dictionaries, and write them on the board. Then give short definitions, such as:

posture = the position you hold your body in when you sit or stand

interpret = to explain or decide on the meaning of something

interpretations = explanations

a bit = a little

slumped = not standing straight

lack = to not have something or enough of something

confidence = belief in your own ability to do things well

clue = a thing that helps you find an answer or better understand something

meet = to look at

challenge = here, an invitation from someone to compete or fight

shy = too nervous and embarrassed to talk to people in a confident way

tapping = gently (but often continually) hitting your finger, foot, pencil, etc., against something

stay away from = continue not to talk to or see someone or something

points at you = holds his/her right index finger out toward you

feel superior to you = to believe he/she is better than you

- Now Ss might want to skim the article again before reading the three items and circling the correct answers.
- **Optional:** Pairs compare answers.
- Read each statement aloud and elicit Ss' responses around the class.

Answers

1. b

2. a

3. c

B Pair work

- Present the questions. Ss form pairs and discuss each one. Walk around and give help as needed.
- Go over the questions one by one and ask pairs to volunteer their responses.

Optional activities

1 Arguing the pros and cons

- See page T-160.

2 News headlines

Time: 20 minutes. This activity practices guessing what newspaper headlines may mean.

Preparation: Look through an English-language newspaper and find five examples of interesting or unusual headlines. Alternatively, use these headlines and write them on the board:

Hit and Run Baffles Police

Cat's Cry Saves Family

Narrow Escape in Runaway Bus

Homemaker Becomes Millionaire

Aging Apes and Elderly Elephants

- To explain the task, model how to talk about the first headline on the board, like this:

T: The first headline "Hit and Run Baffles Police" could mean there was a traffic accident. It may also mean that someone was hit by a car and the driver didn't stop. The word *baffles* means that the police are still confused about this crime. They probably haven't yet found the driver who caused the accident.

- Ss form groups and try to guess what the stories behind the headlines might be. Allow them to use their dictionaries, if necessary. Set a time limit of about ten minutes. Walk around and give help as needed.
- Groups take turns reporting their suggestions to the class. After each headline is discussed by all the groups, have a class vote on which group seemed to have the most logical explanation.
- **Optional:** If real newspaper headlines are used, read each newspaper story aloud (or hand out photocopies for each group to read together) after groups have reported their suggestions. Then let the class decide which explanation for the headline is closest to the actual story.



Workbook

Assign Exercises 5–9 on pages 82–84 for homework.

At the beginning of the next class, Ss compare answers in groups. Assign one exercise to each group, who is then in charge of checking Ss' responses around the class on that same task. (*Note:* If there is any disagreement, see page T-204 in this Teacher's Edition for the correct answers.)

This unit teaches Ss how to talk about imaginary or hypothetical situations and consequences using *if* clauses and modals *would*, *might*, and *could*. It also practices making suggestions using past modals.

Cycle 1, Exercises 1-5

1 **SNAPSHOT** Some stories of honesty

This graphic introduces the topic of unexpected events, which is developed throughout the unit. Here, the focus is on true stories about people being honest by returning lost valuables and the surprising reactions they received.

- Books closed. To introduce the topic of the Snapshot, find out if any Ss have ever lost or found something. (Note: If Ss begin talking about an experience involving something rather valuable, have them hold off talking about it until they come to the last question in the Snapshot.) If any Ss have lost or found something, let them sit one at a time on the "hot seat" or together in a panel at the front of the class. Encourage the rest of the class to ask lots of questions about their lost-and-found experiences.
- Books open. Ss read the Snapshot information. Then answer Ss' questions about any words or concepts that may not have been introduced yet – for example:

World Cup gold medal = the top award from a soccer competition held every four years among teams from all over the world

souvenirs = objects that you keep to remind yourself of a special occasion or a place visited

tracks down = finds someone or something by searching for a long time in different places

turns detective = becomes like a police officer whose job is to discover information

relieved = happy because something bad didn't happen or is finished

homeless = without a place to live

- Read the questions aloud. Have Ss discuss them in pairs, in groups, or as a whole class activity. If this is done in pairs or groups, set a time limit of about five minutes; then elicit Ss' responses around the class.

2 **CONVERSATION**

This exercise introduces the theme of possibilities and predicaments; it also presents *if* clauses.

A

- Books closed. For a change in the regular activity in which Ss listen for the first time to a new conversation, tell Ss to focus on listening very carefully (i.e., there should be no focus questions on the board this time) as you play the first part of the audio program. Then ask what kinds of things the people were talking about and write Ss' suggestions on the board in note form – for example:

\$750,000 returned

owner – phone call

Las Vegas, try my luck, double the money

could go to jail

- Play the audio program again, this time with Ss listening and taking notes. Then Ss compare their notes in pairs and with those on the board.
- Books open. Have Ss check their own notes against the picture and the conversation. How many Ss feel that they got most of the main ideas? some of the main ideas?
- Read the conversation aloud line by line; Ss repeat, using the "Look Up and Say" technique. Encourage Ss to check their dictionaries for the meanings of new words and expressions, but explain any that they may still have questions about. For example:

try my luck = attempt to have success or to get something good that happens by chance

casinos = places where people try to win money by playing games

double = to make two times as large

jail = a place where someone is sent to be punished for a crime

You've got a point there. = You're right.

- Ss practice the conversation in pairs.
- Optional:** Ask volunteers to act out the conversation in front of the class, using their own words and information wherever they wish.

B

- Read the question aloud for Ss to focus on and play the second part of the audio program. Ss listen and write down their answers.


Audio script (See page T-156.)

- Elicit Ss' responses to check answers around the classroom.

Answer

Lou would take the money straight to the police.

3 GRAMMAR FOCUS *Unreal conditional sentences with if clauses*

 This exercise practices *if* clauses to describe imaginary situations and consequences with *would*, *might*, and *could*.

- Use the audio program to present the sentences in the box; Ss repeat. Point out that these *if* clauses describe situations that aren't real. Explain these words in the box heading:

unreal = not true or actually existing
conditional sentences = ones that usually begin with *if* and state something that must be true or must happen before something else can be true or happen
imaginary = not real
consequences = things that happen as a result of a particular action

- Tell Ss to look at the two types of verb forms used in the statements in the box – i.e., the simple past form in the *if* clause and the modal verb in the main clause.
- Explain the difference between *might* and *could* when used in conditional sentences: *Might* expresses possibility, and *could* expresses possibility or ability.
- Elicit Ss' examples of sentences with *if* clauses and modals, and write them on the board.

A

- Ss work individually on this task and then compare

answers in pairs. Walk around and give help. Then elicit Ss' responses to check answers.

Answers

- | | | |
|--------|----------|----------|
| 1. d/g | 3. b/c/e | 5. a/g/h |
| 2. c/f | 4. c | 6. b/e |

B Pair work

- Read the instructions aloud. Then model one or two examples using the *if* clauses in part A; alternatively, elicit several sentences from the class.
- Ss work alone to write down their own *if* sentences and then read them aloud in pairs. Walk around and quickly check Ss' sentences. Accept any sentences that are both logical and grammatically correct.

C Group work

- Go over the activity: Ss continue working in pairs, but this time they must think of three more imaginary situations and form them into questions with "What would you do if . . . ?" Give help as needed.
- Now two pairs form a group and take turns asking their *if* questions. After five minutes, ask each group to choose their best or most interesting question and write it on the board for comparison with others.

4 LISTENING

In this exercise, Ss listen to people discussing predicaments and then decide on the best suggestion for each one.

A

- Set the scene: Three friends – Jane, Burt, and Susan – are talking about predicaments. Explain that a *predicament* is a difficult, awkward, or embarrassing situation that a person doesn't know what to do about. Point out that Ss should first try only to identify each predicament and then summarize it. Play the audio program once or twice; Ss listen and do the task.

Audio script (See page T-156.)

- Check Ss' answers around the class.

Answers

- What would you do if you were on vacation overseas and you lost all your money and credit cards?
- What would you do if you discovered a friend drank too much?
- What would you do if you saw two people fighting on the street?

B

- Explain that Ss should now focus on the suggestions given for each predicament, decide which is the best, and write it down. (There is no one right answer here.) Play the audio again, pausing after each discussion to give Ss time to consider their choice and write it down. Then have a class discussion to compare Ss' choices.

Answers (These suggestions were given.)

- Jane and Burt would phone their parents and ask them to send money.
Burt might also try going to the American Express office to get a loan or something.
Susan would sell her watch and camera or get a job as a waitress till she made enough money to buy a plane ticket home.
- Jane would talk to her friend about it.
Burt wouldn't say or do anything because it's none of his business.
Susan would talk to his family.
- Jane would call the police.
Burt would try to break it up or get someone to help him, and he'd shout for someone to call the police.

Optional activity: *How much did you find out?*

- See page T-51.

5 PREDICAMENTS

This exercise is a fluency activity that concludes the oral work in this cycle.

A Group work

- Present the cues that Ss will use. Have the class practice them by repeating the whole question for each one – for example:
What would you do if you found a valuable piece of jewelry in a park?
- Explain any new vocabulary or idioms (e.g., *has a drinking problem* = drinks too much alcohol, such as beer, wine, or whiskey).
- Ss form groups. Tell them to think of interesting suggestions for each situation (e.g., for the first one, “I’d put an ad in the paper.” or “Oh, I’d put up a note in the park in case someone came back to look for the jewelry.”). Explain that after discussing each situation, the group should decide on the best suggestion; then the group secretary writes it down. Set a time limit of

about ten minutes. Go around the class and give help as needed.

B Class activity

- Call on groups one at a time to read their three best suggestions aloud to the class. Encourage others to ask questions or to make comments.

Optional activity: Consequences

- See page T-165.



INTERCHANGE 15 Do the right thing!

See page T-123 in this Teacher’s Edition for notes.



Workbook

Assign Exercises 1–4 on pages 1–4 for homework or let Ss do them in class. Pairs or groups compare answers. Then elicit Ss’ answers around the class. (Answers can be found on page T-204 of the Workbook Answer Key in this Teacher’s Edition.)

Cycle 2, Exercises 6–13

6 WORD POWER Antonyms

This exercise reviews verbs – practiced in sets of opposites – that can be used to describe events.

A

- Read the list of verbs aloud for correct pronunciation and stress. Ss practice.
- Go over the task and the example answer in the chart. Ss complete the task individually and then compare answers in pairs. Check Ss’ answers around the class.

Answers

admit – deny	spend – save
enjoy – dislike	divorce – marry
agree – disagree	accept – refuse
borrow – lend	find – lose
remember – forget	

B Pair work

- Present the writing task and the model sentence. Explain that Ss can use a simple statement, a question, or an unreal conditional sentence with an *if* clause here (e.g., *If my best friend forgot my birthday but remembered my girlfriend’s birthday, I would be a little worried.*).
- Pairs work together and choose four sets of verbs from the chart in part A. Partners should discuss how they might use the two verbs in each set within one sentence or question before writing down their best ideas. Go from pair to pair and check Ss’ sentences for correct grammar.
- Call on pairs to read two of their best sentences aloud to

the rest of the class. Accept any sentences that are logical and grammatically correct.

Optional activity: That’s my choice!

Time: 25–30 minutes. This fun activity practices talking about hypothetical events using *if* clauses with *would*. Here, Ss choose an imaginary situation involving a famous person and describe what they would do in that situation.

- Write these situations (or others of your own) on the board and ask Ss to choose one:

What would you do if you met . . . ?

a famous writer
a popular singer
a well-known athlete
a world leader
a famous person from history

Then have Ss name the famous person they’d like to meet, like this: “I’d like to meet . . .”

- Tell Ss to work individually, or in pairs, to think of five questions they would like to ask that person. Then Ss report their information to the class, like this:

S: If I could meet a famous writer, I’d choose Shakespeare. Here are some questions I’d like to ask him:

Where did you get your ideas from?
What was the best play you ever wrote?
Who was your favorite character?

- Encourage the rest of the class to ask questions to get more information.

7 CONVERSATION

This exercise introduces hypothetical events in the past expressed through past modals (*would/should have + past participle*).

- Books closed. Introduce the topic of the conversation by explaining that a *houseguest* is someone who is visiting or staying in a person's home. Then ask the class if anyone ever has houseguests or has been a houseguest before, like this:

Do you ever have houseguests?

Do you ever have guests who stay too long?

What do you do when people ask if they can stay with you, and you don't really want them to?

Have you ever been a houseguest?

A

- Explain the situation: Ruth is talking to her friend Tanya about a houseguest who was staying with her. Write these questions on the board and ask Ss to listen for answers to them:

Was Ruth happy when her guest left? (Yes. She said, "... she finally left. Thank goodness!")

How long did the guest stay? (Three weeks)

How did Ruth get rid of the guest? (She lied and told the guest that her parents were coming for a visit and she needed the room.)

What would Tanya have done? (She would have told

the guest to leave after a week.)

Who's coming to visit Tanya? (Her father-in-law)

- Play the audio program once while Ss listen and take notes to answer the questions. Then elicit Ss' responses to check answers.
- Books open. Ss look at the picture while listening to the audio program again. Present the conversation line by line, allowing Ss to practice each sentence. Then explain the following words and expressions, if necessary:

Thank goodness! = I'm really happy.

get rid of her = make her leave

lied = told someone something that wasn't true

I feel bad. = I'm sorry for what I did.

father-in-law = the father of a spouse; here, Tanya's husband's father

move in with you = start living with you

No way! = here, used to say that you will definitely not do or allow something

- Ss practice the conversation in pairs.

B

- Read the question aloud and elicit responses around the class. Encourage Ss to use unreal conditional sentences with "I would . . ." (e.g., "I'd tell her I have to go out of town."/ "I'd ask him to leave because my house is going to be fumigated for termites.").

8 GRAMMAR FOCUS *Past modals*

This exercise practices past modals to describe unreal situations – imaginary or hypothetical ones – situated in the past.

- Play the audio program to present the sentences in the box. Point out that these past modals are used to describe imaginary or hypothetical actions in the past – that is, things that might have happened in the past but actually didn't.
- Explain that we use *would have + past participle* to talk about actions in the past that were possible but that, in fact, did not happen. (Note: Tell Ss to consult the appendix at the back of their book whenever they need to check an irregular past participle form.) Then write on the board these examples and others that the Ss suggest:

What would you have done?

I would have spoken to her sister.

I wouldn't have said anything.

- We use *should have + past participle* to make a strong suggestion about a past event that did not, in fact, actually happen. Write on the board these examples and additional ones from the class:

What should I have done?

You should have asked her to move to a hotel.

You shouldn't have allowed her to stay so long.

A

- Go over the instructions. Present the sentences in columns A and B, and explain any vocabulary that Ss ask about (e.g., *spilled, cheating, messy, comb, exchanged, warned, left a note*). Then Ss work individually to match the situations with the most appropriate suggestions. After pairs compare answers, check Ss' responses around the class.

Answers

- | | |
|------------|----------|
| 1. a/c/f | 4. d/h |
| 2. a/c/f/g | 5. b'e/f |
| 3. a | |

B Group work

- Ss work in small groups to come up with their own suggestions for each situation in column A in part A. Remind them to use past modals. Group members should decide on their best suggestion for each of the five situations.
- Call on groups to read their best suggestions aloud.

Optional activity: Verb contest

- See page T-161.

9 PRONUNCIATION *Reduced form of have*

This exercise focuses on the unstressed auxiliary verb *have* in past modals.

A

- Play the audio program and point out the reduced form of *have* /əv/. Tell Ss that it sounds like "of." Play the audio again, this time pausing for it for the class to practice.

B *Pair work*

- Ss practice the sentences individually and then in pairs. Go around and give help.
- Call on Ss one at a time to read the sentences aloud in order to check each S's pronunciation. Point out that native speakers often reduce *have* even further (e.g., "shoulda" for *should have* and "woulda" for *would have*); Ss should know this for aural comprehension but need not produce it.

10 NO REGRETS

This is a fun activity that concludes the oral fluency practice in the second cycle.

A

- Point out that the exercise title "*No regrets*" means "not feeling sad because something you wished for didn't happen."
- Read aloud the instructions and the two examples. Explain that Ss should think about things they wish they had done in the past but didn't actually do. Encourage the class to think of lighthearted and interesting "missed" opportunities to describe. If helpful, give further examples or elicit several from the Ss.

- Set a time limit of about five minutes. Ss work individually to write down five sentences. Move around the class and give help as needed.

B *Group work*

- Ss form groups and take turns reading their sentences aloud; remind them to use the reduced form of *have*. Others should ask follow-up questions to get more information or details.
- Either call on Ss around the class to read some of their sentences aloud or ask groups to report some of the more interesting missed chances they discussed. Join in with the Ss in asking follow-up questions whenever appropriate.

11 LISTENING

This exercise practices listening to extended discourse. It focuses on listening to descriptions of some problems along with suggested solutions.

- Introduce the situation by asking Ss if they ever listen to radio talk shows in which people call in and ask for advice on personal problems. If some Ss do listen to such shows, find out what kinds of things people call in about. Encourage others to ask their own questions.

A

- Go over the task and the chart. Explain that Ss will hear three different people call Dr. Hilda about a problem. Ask Ss to take notes – only a few words and phrases – about each situation.
- Play the audio program once or twice, pausing it after each caller to give Ss time to write down the information in note form.

Audio script (See page T-156.)

- Elicit Ss' responses to check answers.

Answers

Caller 1

- caller's daughter (18) dating older man (42)

- caller told her to stop seeing man; now daughter won't speak to caller (her mother), who feels terrible
- she should have spoken to man; asked him not to date daughter for few weeks; should let daughter date him if he seems nice; caller shouldn't worry about age difference

Caller 2

- caller borrowed father's new car; had bad accident
- caller sent telegram; said someone had stolen car
- he should have told the truth; father would probably understand/be glad son wasn't hurt

Caller 3

- caller had some office friends over for party
- caller had discussion about politics and got really angry at one co-worker; to prevent fight, asked that co-worker to leave; now man won't speak to him
- he shouldn't have talked about politics; shouldn't have gotten so angry; should simply apologize to man; say he was a fool

B *Group work*

- Present the two questions. Have Ss discuss the questions in groups. Then find out what Ss would have done instead in each situation. Call on groups and have them present their opinions to the rest of the class.

12 READING Ask Alice

In this text, Ss read an advice column; the exercise has Ss match problems with the corresponding advice.

- Books closed. Use the two pre-reading discussion questions to find out how much the class already knows about advice columns. (Note: If Ss are unfamiliar with this type of advice column, explain that in some countries people write to an advice columnist about their personal problems. Both their letters and the columnist's replies are published at the same time; however, the writer's real name is rarely used.)

A

- Present the activity by asking Ss to read the three "Dear Alice" letters, using their dictionaries when they finish if necessary. Then check to see if Ss still have any comprehension or vocabulary questions; if they do, quickly explain them – for example:

First "Dear Alice" letter

confronted = tried to make someone admit he/she has done something wrong

broke up = ended a romantic relationship

rumor = information that is passed from one person to another and that may not be true

distraught = extremely anxious or upset

Second "Dear Alice" letter

accidentally = not intended to happen

vase = a container for flowers

insisted = demanded that something should happen

guilty = ashamed and sad because you have done something that you know is wrong

Third "Dear Alice" letter

on his own = able to support himself and live alone without help

meanwhile = while something else is happening

doing his laundry = washing his clothes, sheets, etc.

First "Dear . . ." letter

firm = showing that you are strong and have control

let him go = stop holding onto him

Third "Dear . . ." letter

gossip = conversations about other people's lives

repair the damage = make everything all right between you

forgive and forget = to forgive someone and act as if he/she never did anything wrong

Fourth "Dear . . ." letter

make up for it = to make a bad situation or event seem better

- Now ask Ss to read Alice's replies – the "Dear . . ." letters – and match each to its correct "Dear Alice" letter. Again, advise Ss to use their dictionaries to check new vocabulary only after they finish reading and matching the letters. Then elicit Ss' answers around the class.

Answers

Letters to Alice signed by:
Distraught Sister

Feeling Guilty

Tired Mom

Alice's response begins:
Well, you learned a lesson.

I think you did the right thing.

You're making it too easy for him . . .

B Pair work

- Go over the questions. Then Ss work in pairs to discuss their answers to each one. After about five minutes, ask pairs to share their responses.

Optional activities

1 How can you say that?

- See page T-160.

2 Game – Tic-Tac-Toe

- See page T-163.

13 WRITING

This exercise provides an amusing conclusion to the unit and practices writing about awkward situations and giving suggestions.

- Go over the task. Tell Ss to think of an interesting situation and to make notes for a letter to "Ask Alice" about it.

- Write these questions on the board:

Where were you? What happened?

What was the problem? What did you do?

How do you feel about the problem now?

- After Ss make notes, they use them to write a short letter like one of those in Exercise 12. (Note: This part could be assigned for homework.) Move around the class and give help and encouragement as needed.



Workbook

Tell Ss to do Exercises 5–9 on pages 88–90 in the Workbook or assign them for homework. Ss work in small groups to compare answers. Elicit responses around the class. (Answers can be found on page T-205 of the Workbook Answer Key in this Teacher's Edition.)

This unit focuses on invitations and requests, making excuses, and talking about why people sometimes tell "white lies." It also introduces reporting requests and statements.

Cycle 1 Exercises 1-4

1 **SNAPSHOT** Excuses, excuses

This graphic presents the main topic of the unit – making excuses.

- Books closed. To prepare Ss for the Snapshot, explain that an *excuse* is an explanation that you give when you haven't done something that you should have done or when you've done something wrong. Then ask some pre-reading questions like these and write Ss' responses on the board:

What's a good excuse for being absent from class?
 Can you think of a bad excuse for being absent?
 Do you have a favorite excuse that you give when you don't want to do something?

What's the worst excuse you've ever heard? What was the situation?

- Books open. Ss silently read over the Snapshot information. Answer any vocabulary questions the class may have (e.g., *appointment, calendar, due*) or tell Ss to check their own dictionaries for definitions.
- Present the discussion questions by reading them aloud. Give Ss a few minutes to look over each question and to think about their answers before forming pairs to discuss them together. Walk around the class and give help as needed.

2 **CONVERSATION**

This exercise begins a four-part story in this unit about Albert's birthday party (see also Exercises 3, 6, and 7). It also introduces reporting requests.

- Books closed. For a topic warm-up on planning a surprise birthday party, write the following questions on the board and ask Ss to form groups to discuss them for a few minutes:

*Do you know what a surprise party is?
 Have you ever been to a surprise birthday party?
 If so, when was it? Who was it for? What happened?*

- Walk around the class and listen in. If groups don't seem to have much to say on this topic, bring the class back together and talk about your own experiences (or others that you know of) that involve planning or being invited to a surprise party.
- Now set the scene for the conversation: Daniel just ran into Amanda in the supermarket, and they are talking about something Amanda is planning. Tell Ss to take notes as they listen to the audio program played once straight through.
- Then Ss form pairs. Tell them to compare and combine their notes and to use them to make up two comprehension questions to ask other Ss about the conversation (e.g., "What kind of party is Amanda planning?" "Does she ask Daniel to bring anything?"). Go around and give help.
- Play the audio program again and tell pairs to check over their questions in order to make sure they know the correct answer for each one. Then two pairs form a group of four and take turns asking and answering their questions.
- Books open. Go over the conversation line by line by

reading each sentence aloud or using the audio program again; Ss repeat.

- Ss practice the conversation in pairs, using the "Look Up and Say" technique.

Optional activity: *Planning a celebration*

Time: about 30 minutes. Would the class be interested in celebrating the end of the course in some way? If the answer is "yes," help Ss get started planning it with this fun activity.

- Explain that Ss will work in groups and have ten minutes to discuss and make initial plans for an end-of-the-course party or class outing. Then each group will have two minutes to present their plan; the whole class will vote on the best one.
- Help the class get started by doing some quick brainstorming; Elicit the types of things people talk about when planning a celebration and write them on the board for groups to use:


End-of-the-course celebration

Plan

<i>date and time</i>	<i>where to go</i>	<i>who's invited</i>
<i>what to do</i>	<i>what to bring</i>	

- Ss form groups to discuss and plan their ideas for an end-of-the-course celebration. Walk from group to group and give help as needed.
- When ten minutes are up, groups take turns presenting their two-minute proposals to the class.
- Now take a class vote (by secret ballot or through a show of hands) on which proposed class celebration was the best. The winning group is in charge of actually planning the real event.

3 GRAMMAR FOCUS *Reported speech: requests*

 This exercise practices reported requests with the verbs *ask*, *tell*, and *say* + infinitive.

■ Use the audio program to present the questions and statements in the box; Ss practice. Explain that reported speech is used to talk about, or report, something that was asked or said in the past. Here, the focus is on reporting what a person asked someone to do or not to do.

■ Point out that the most common verbs for reporting requests are *ask*, *tell*, and *say*, which are used in the past tense to match the past action – i.e., the question that a person already asked someone.

■ Make sure Ss understand how to form a reported request by explaining that:

1. Both *asked* and *told* are followed by an object – a pronoun, a noun, or a proper name – to show who received the request; however, the verb *said* doesn't need an object.
2. All three of these verbs are followed by an infinitive (*to* + verb).
3. In a negative reported request, *not* is usually placed before the infinitive.

■ Write the following examples on the board and use them to go over each of the three points:

She asked me to phone tonight.

He told the student to come tomorrow at 4:00.

They said to bring some CDs to the party.

The teacher asked/told John not to be late.

■ Now write some additional affirmative and negative requests on the board and elicit reported requests from around the class – for example:

Can you bring your . . . (dictionary/friend/pet/workbook/homework) to class next time?

Can you come to . . . (class/school/the office/my house/the game) early tomorrow?

Don't forget . . . (class on Thursday/my phone number/Jerry's address/the party on Friday).

Don't be . . . (late/too early/silly/upset/mad).

■ Now go over the instructions for the task. Model it by reading aloud the first request and the example answer. Then Ss work alone to write down the reported requests and later compare answers in pairs. Go around and give help as needed.

■ Elicit Ss' answers around the class.

Answers

1. Amanda asked them/told them/said to meet at Albert's apartment at 7:30 on Saturday.
2. Amanda asked them/told them/said to bring their favorite CDs.
3. She asked them/told them/said not to bring any food.
4. Amanda asked them/told them/said to bring a small gift for Albert.
5. She asked them/told them/said not to spend more than \$10 on the gift.
6. Amanda asked them/told them/said to be careful not to say anything about the party to him.

4 PICNIC AT THE PARK

This fluency activity provides a creative follow-up to the grammar focus and gives Ss further practice with reported requests.

A

■ Present the situation and task by going over the instructions. Use the three examples to show how Ss should write three positive and three negative requests.

■ Ss work individually to write their six simple requests. Walk around the class and check as many Ss' requests as possible for correct grammar and suitability for use with reported requests.

■ Now have Ss check their own requests to see if each one "works" for reported speech. Write these open-ended sentences on the board and tell Ss to "test" their requests with them:

You asked/told me (not) to . . .

You said (not) to . . .

B Pair work

■ Go over the activity and ask volunteers to help model the A/B dialog.

■ Ss form pairs and try the activity. Walk around and discreetly listen in to pairs' exchanges; take note of any common problems. After about five minutes, stop the activity and go over any problems with the whole class; elicit Ss' suggestions for solutions.

C Group work

■ Two pairs form a group of four. This time, they take turns using reported speech to tell what their partners requested. Use the example given to help model the activity before groups begin.

■ **Optional:** Groups share any interesting or unusual requests they received or heard about.



Workbook

Assign Exercises 1–4 on pages 91–93 as homework or as in-class work. Ss form small groups to compare answers. Elicit responses around the class. (Answers can be found on page T-205 of the Workbook Answer Key in this Teacher's Edition.)

5 WORD POWER Collocation

This exercise practices pairing transitive verbs with suitable words and phrases.

A

- Go over the task. Model each word and phrase in the list and the chart; have Ss repeat. Then deal with any unfamiliar vocabulary (e.g., *complaint, compliment, concern, criticism, regrets, sympathy*) either by explaining it or by having Ss use their dictionaries.
- Help the class get started by asking about one or two of the verbs, like this:
T: What word or phrase goes with the verb *express*?
S1: I think you can "express anger" in English.
T: You're right. That's one. What's another?
S2: How about to "express a joke"?
T: Sorry, that doesn't work in English. But which verb here in the chart is usually used when we talk about "someone . . . a joke"?
S3: "Tell"? "Someone told a joke." Isn't that right?
T: Very good! Yes, and how about . . . ?
- Ss complete the chart either individually or in pairs. Remind them to find three phrases to match with each verb in the chart. Go around, giving help as needed.
- To check answers, write the five verbs on the board and have volunteers come up to write their answers.

Answers

express anger, a concern, your regrets
give a compliment, an excuse, a reason

make a complaint, a criticism, an excuse
offer your congratulations, an invitation, sympathy
tell a joke, a lie, the truth

B Pair work

- Read the instructions aloud and use the A/B dialog to model the task. If helpful, elicit a few example questions and write them on the board:
When/Why/How would you . . .
give a compliment? offer an invitation? tell a joke?
- Ss work alone to think of five questions and then write them down. Go around and do a quick check to make sure Ss' questions are grammatically correct; alternatively, elicit example questions from Ss around the class to check them.

Possible questions

When would you express anger?
In what situation would you give a compliment?
When would you make an excuse?
In what situation would you offer your congratulations?
When would you tell a joke?

- Pairs take turns asking and answering their questions. After about five minutes, ask pairs to share some of their responses with the class.

Optional activity: One word a minute

- See page T-46.

6 CONVERSATION

This exercise introduces reported speech with statements.

- Books closed. Set the scene: Albert is phoning his friend Daniel. (Note: You may want to remind Ss that Daniel was in the conversation with Amanda in Exercise 2.)
- Write some pre-listening comprehension questions on the board and ask Ss to focus on listening for answers to them:
Why is Albert calling Daniel? (He wants to know if Daniel can go to his party.)
Why can't Daniel make it? (His cousin is flying in that night, and he's going to pick him up.)
- Play the audio program once; Ss listen for answers. Elicit Ss' responses around the class.

A

- Books open. Tell Ss to look at the picture and to read along silently while they listen to the audio program again.
- Present the conversation and go over any unfamiliar vocabulary with the class – for example:

How are things? = How are you?
cousin = the child of your aunt or uncle
Oh, that's too bad! = said when you are sorry to hear that something disappointing or unpleasant has happened
make it = to be able to go to an event

- Ss work in pairs and practice the conversation.
- Optional:** Does the class realize that Daniel is not telling the truth here? Have they understood the connection between the conversation in Exercise 2 and this one?

B Pair work

- Pairs practice the conversation again, but this time they use their own words while acting out the two parts; make sure the partners playing Daniel make up their own excuse for not being able to make it to the party.
- Optional:** To make the role play more realistic (and a bit more difficult), have Ss sit back to back while pretending to talk on the phone together.

7 LISTENING

This exercise practices listening to people's excuses and reasons for not being able to do something.

A

- Use the picture of Albert on the phone to help set the scene: Ss will hear four short telephone conversations in which Albert is inviting friends to his birthday party.
- Tell Ss to look over the four names and the six excuses. (Note: You may want to let the class know that two excuses are "distracters," i.e., they don't match any excuses the people give here.) Then play the first part of the audio program once or twice. Ss listen and complete the matching task.

Audio script (See page T-157.)

- Elicit Ss' responses to check answers.

Answers

1. d 2. e 3. b 4. a

B

- Present the focus of the second part and play the audio program. Ss listen and take notes this time.

Audio script (See page T-158.)

- After pairs compare answers to the question, elicit responses around the class.

Answer

Albert came home from the movies with Amanda. When he opened the door, all of his friends shouted, "Surprise! Surprise! Happy birthday!" Albert was really surprised and said, "I can't believe it!" He immediately asked Amanda if she set this up (i.e., Did she plan the surprise birthday party for him?).

8 GRAMMAR FOCUS *Reported speech*

This grammar exercise provides more practice with reported speech, but here the focus is on statements – as opposed to requests, as in Exercise 3.

- Use the audio program to present the direct statements and the reported speech statements; Ss repeat.
- Go over the direct statements with present and past form verbs and modals, and show how the verbs change to the past in the reported statements. Write these additional examples on the board to further illustrate the necessary verb tense changes:

Direct statement		Reported statement
<i>Present</i>		
I am bored.	→	He said that he <u>was</u> bored.
We <u>love</u> Mexican food.	→	They told me that they <u>loved</u> Mexican food.
<i>Past</i>		
I <u>had</u> an accident.	→	She told me she <u>had had</u> an accident.
I <u>haven't seen</u> Lee in ages.	→	He said he <u>hadn't seen</u> Lee in ages.
We've <u>been eating</u> out a lot lately.	→	They said that they <u>had been eating</u> out a lot lately.
<i>Modals</i>		
I <u>can't</u> work today.	→	He said he <u>couldn't</u> work today.
We'll <u>probably be</u> home all day.	→	They said they'd <u>probably be</u> home all day.
I <u>may</u> call you later.	→	She said she <u>might</u> call me later.

- Elicit additional examples from the class.
- Write the following on the board and have Ss copy it into their notebooks. You may also want to refer Ss to the

Unit 16 Summary on page S-17.

Direct		Reported
am/is	→	was
are	→	were
have/has	→	had
do/know/want	→	did/knew/wanted
will	→	would
can	→	could
may	→	might

- Go over the instructions and number 1, including the example answer. Ss work individually to write down the reported statements and then form pairs to compare answers. Elicit Ss' responses around the class.

Answers

- Cindy said/told me there was a party on Saturday at her house.
- Bob said/told me he was leaving town for the weekend.
- Mary said/told me that she had been invited to a wedding on Saturday.
- Jim said/told me he had promised to help Joanne move.
- Ann said/told me she couldn't come because she had/has the flu.
- John said/told me he would be studying for a test all weekend.
- Susan said/told me she had to meet someone at the airport.
- David said/told me that he might have to work that night.

(Note: Tell Ss to keep these eight sentences for a pronunciation practice in Exercise 9 on page 102.)

Optional activity: *Once in a lifetime*

- See page T-25.

9 PRONUNCIATION Had, would, and was

This exercise practices the reduction of the auxiliaries *had*, *would*, and *was* in reported speech statements.

A

- Play the audio program and point out the pronunciation of unstressed or reduced forms of *had*, *would*, and *was* in the three reported statements. Then play the audio again, this time pausing it after each sentence for Ss to practice.

B

- Read over the task. First, ask Ss to work individually to practice their sentences from Exercise 8 on page 101. Remind them to focus on the pronunciation of *had*, *would*, and *was*.
- Then Ss form pairs and take turns reading their sentences aloud to each other. Walk around the class and monitor Ss' pronunciation, especially of *had*, *would*, and *was*.

10 NEVER ON SUNDAY!

This exercise provides a fun communicative follow-up to the grammar in Exercise 8 by giving further practice of reported speech with statements.

A

- Explain the activity: A teacher wants to have an extra class on Sunday afternoon; however, the Ss don't want to go. Therefore, each S has to make up an interesting excuse for why he or she isn't able to go. Point out the picture and model the corresponding excuse.
- Allow Ss a minute or two to think up an unusual, interesting, or funny excuse; make sure Ss write it down. Go around and give help as needed.

B Class activity

- Present the activity by reading aloud the instructions

and the A/B dialog. Explain that a *psychic* /'saykɪk/ is someone who supposedly has the ability to know what will happen in the future. Also point out the other two examples of excuses in part C. Explain any unfamiliar vocabulary as necessary.

- Ss get up and move around the class. Remind them to talk to a minimum of five classmates. Encourage them to make notes to use in part C.

C

- Present the task and the examples. Then call on Ss around the class to report some of the best excuses they heard. Make sure Ss use reported speech for statements (e.g., "Keiko said that she was . . .").
- Optional:** Which three excuses does the class find the best or the most interesting?

11 LISTENING AND WRITING

This exercise practices listening for details, taking notes, and writing messages. It also provides more practice in reported speech.

- Books closed. To introduce the topic of leaving messages and listening to them on an answering machine, have a short class discussion by using questions like these and others of your own:

Do you have an answering machine at home?

Who has voice mail?

What do you think about these two electronic devices?

Are they convenient? necessary?

What's the best thing about them? the worst thing?

- Books open. Read aloud the instructions to set the scene. To model the task, play the first message on the audio program and have Ss listen and look at the example message.

Audio script (See page T-158.)

- Play the other three messages, pausing after each one to give Ss time to write it down.
- To check Ss' answers, ask volunteers to write the three messages on the board.

Answers

- Friday, 9 P.M. Bill called. He said he would meet you in front of Pizza House at 6:30 P.M. on Monday.
- Saturday, 11 A.M. Mary called. She said there was a French Club meeting on Tuesday at 2 P.M. She said she would see you then.
- Your aunt Maria called. She said she was arriving on Wednesday, May 5, late. She said to pick her up at the airport at 11:30. She said she was going to stay with you for three weeks.
- Tony phoned. He said that he would meet you at 7 on Monday in front of the Seafood Grill at the Hilton Hotel. He said he hoped your weekend was great!

- As a follow-up, ask Ss to look closely at the four messages. Ask "What problem does Nancy have on Monday evening?" (Answer: She has dinner dates with two different people.)



INTERCHANGE 16 Excuses, excuses

See pages T-124 and T-125 in this Teacher's Edition for notes.

12 READING *The truth about lying*

This text discusses various types of "white lies"; the exercise practices reading for main ideas and making inferences.

- Books closed. To introduce the idea of "white lies" (i.e., saying things that aren't quite true in order to hide an embarrassing situation or to keep from hurting someone's feelings), ask Ss to think of situations in the last week or so when they said things that were not quite true (e.g., What kinds of excuses have they given for not doing their homework, for being absent from class, for being late for an appointment or a date?).

- Write the pre-reading questions on the board. Start the discussion by giving an example of a real situation involving yourself or someone you know; alternatively, use the one below:

T: Last week, a co-worker called me just before dinnertime to talk about his problems at work. After about fifteen minutes, I started trying to end the conversation, but he just kept talking on and on. I finally told him that I had an appointment to meet someone and needed to hang up to get ready to go out. Actually, I didn't have any appointment; I was just getting very hungry and was tired of being on the phone.

- Now elicit examples from volunteers around the class. Encourage others to give comments and to ask follow-up questions.

A

- Books open. Refer Ss to the picture. How do they think the woman *really* feels about what she's eating?
- Tell Ss to read the article straight through, highlighting any word or phrase whose meaning they have trouble guessing from the surrounding context. When Ss finish reading the text, encourage them to check their dictionaries for definitions of any words they marked.
- Check to see if Ss understand any unfamiliar vocabulary (see below). Try it like this: Write the word or phrase on the board, ask the class to find it in the article, have a volunteer read the complete sentence it is in, and then find out if Ss can give their own definition – a synonym or antonym – or an example for it:

Introduction

studies = work or research done to find out more about a particular subject or problem

average = typical, normal

stretch the truth = to go beyond the true facts about something

#1

hide = to not tell someone about something

instead = in place of something

the guys = male friends

- Go over the task in part A and read aloud each of the five situations. Answer any comprehension or vocabulary questions that Ss may have. Then Ss complete the matching task individually before comparing with a partner.
- Elicit Ss' responses around the class.

Answers

1. 1/4	2. 3	3. 1/4	4. 2	5. 1
--------	------	--------	------	------

B *Pair work*

- Present each question and have Ss repeat for good pronunciation and intonation. Then Ss form pairs and take turns asking and answering the questions. Walk around and give help as needed. If pairs run out of things to say, switch the activity to a whole class discussion and elicit Ss' responses and comments.

Optional activities

1 *Spelling contest*

- See page T-162.

2 *Class evaluation*

Time: 10–15 minutes. This activity gives the Ss a chance to give some feedback to the teacher (and to the school, perhaps) on the English course.

- Brainstorm on the kinds of things that are usually included in an evaluation of a class or a course that is just ending. Elicit Ss' suggestions and write them on the board – for example:

<i>Class Evaluation</i>		
<i>textbook</i>	<i>exercises</i>	<i>pair/group work</i>
<i>new vocabulary</i>	<i>helpful activities</i>	<i>teacher</i>

- Tell Ss that this is their chance to give the teacher some feedback on the course, i.e., what they liked/didn't like about it and what suggestions they may have on how to improve it for future Ss. Ask them to take between five and ten minutes to write down their ideas and comments. (*Note:* This part could be assigned for homework.) Then collect the evaluations and read them over.



Workbook

Tell Ss to do Exercises 5–8 on pages 94–96 in the Workbook or assign them as homework. Have Ss work in small groups to compare answers. Then elicit responses around the class. (Answers can be found on page T-206 of the Workbook Answer Key in this Teacher's Edition.)

Review of Units 13-16

This unit reviews talking about imaginary or hypothetical actions using past modals, discussing rules using *can*, *be allowed to*, and *have to*, and describing personal events using relative clauses and participles. It also practices unreal conditional sentences along with reported speech.

1 I SHOULDN'T HAVE . . .

In this activity, Ss think about recent personal experiences and discuss them using *should*/*shouldn't have* + past participle.

A

- Explain the task by reading the instructions aloud. Then go over each of the five situations.
- To help clarify the task, tell Ss to look at the picture and then at the A/B dialog in part B. Both of these should

help Ss better understand what they are going to do with their own examples for each situation.

- Now give Ss a few minutes to think about and write down their examples. Walk around and give help as needed.

B Pair work

- Set a time limit of about five minutes. Ss form pairs and take turns talking about each of their situations. When time is up, ask volunteers to share something interesting that they found out about their partners.

2 LISTENING

This exercise practices listening and identifying topics. It also involves making inferences as to speakers' attitudes.

A

- Present the question and the task. Explain that Ss should write down only a word or two for the topic of each monolog. Now play the audio program once or twice straight through. Ss listen and do the task.

Audio script (See page T-158.)

- Elicit Ss' answers around the class.

- Play the audio program again, this time pausing it after each monolog to give Ss a little extra time to think about and select their answers.
- After Ss compare answers in pairs, elicit Ss' responses around the class.

Answers

1. She is confused.
2. She hated it.
3. He thought it was very interesting.
4. She thought it was terrible.

Answers

- | | |
|----------------|-------------------|
| 1. a road sign | 3. a lecture |
| 2. a movie | 4. a plane flight |

- **Optional:** Challenge the Ss' short-term memory with this quick follow-up activity. Ss work in groups and discuss the four monologs they just heard. The task is: How many details can they collectively remember and write down about each one? Give them only five minutes to do this. When time is up, find out which group had the most details for each one.

B

- Read the instructions aloud and go over the two choices for each item. If Ss have trouble understanding any words here, tell them to quickly check their dictionaries.

3 RULES AND REGULATIONS

This exercise practices discussing rules with *can*, *be allowed to*, and *have to*.

- Books closed. Introduce the topic of rules by asking "What kinds of rules do we have in this class?" Tell Ss to use *can/can't*, *are/aren't allowed to*, and *have (got) to*, and write their suggestions on the board:

Students can't eat food in the classroom.
We're allowed to have a ten-minute break.
You've got to do your homework every day.

activity by presenting the example and using the useful expressions. Then elicit a few additional suggestions for the same location – on an airplane.

- Ss form groups. Tell them to select a group secretary to write down their suggestions for rules. Set a time limit of about fifteen minutes (i.e., so groups will have at least two minutes to discuss each location). Walk around the class and give help as needed.

B Class activity

- Groups take turns sharing two or three of their best or most important rules for each place.

A Group work

- Go over the question and the six places. Model the

4 WHAT'S BEEN HAPPENING?

This fluency activity reviews using participles as adjectives and relative clauses with *who*, *that*, and *which* to tell stories or describe personal events.

- Explain that the exercise title is a common expression used when friends greet one another; it means “How have you been and what have you been doing since I last saw you?”

Group work

- Read the instructions aloud. Present each question; Ss practice for correct pronunciation, intonation, and stress.

- Use the picture and given phrases to model the task. Point out that Ss should respond to the questions by using participles as adjectives and relative clauses with *who*, *that*, and *which* (e.g., I was *amazed* by a story *that* I heard recently.).
- Elicit additional examples and write them on the board.
- Ss form groups and take turns asking and answering the questions. Encourage them to ask follow-up questions to get more details. Set a time limit of about ten minutes. Go around and give help as needed with grammar and vocabulary.

5 THAT SOUNDS FANTASTIC!

This activity reviews using unreal conditional sentences to describe imaginary situations.

A

- Go over the task and the open-ended *if* clauses in the chart. Tell Ss that they should use a modal (e.g., *would*, *wouldn't*, *might*, *could*) to complete each sentence.
- To model the task, write the first situation and some example endings on the board. Then elicit a few other examples and add them to the board:

If I had \$1,000 to spend, . . .
I'd buy lots of presents for my family.
I wouldn't spend it on fixing my old car.
I might take a trip to Mexico.
I could put it in the bank for "a rainy day."

(Note: If you use this last example, explain that a *rainy day* is a difficult time when you'll need money that you don't need now.)

day is a difficult time when you'll need money that you don't need now.)

- Now Ss work individually to complete the clauses in the chart by writing their own sentences. Encourage them to use their imaginations while doing this part.

B Group work

- Model the emphatic stress of the exercise title – “*That sounds fantastic!*” Explain that this exclamation is often used as a response when people hear someone talk about an unusual wish or dream that he or she would like to have come true someday. Encourage Ss to use this expression here along with its many variations: “That sounds . . . (e.g., great, terrific, fabulous, wonderful, marvelous!)”
- Ss form groups and take turns sharing and comparing their answers for each situation. Remind them to respond enthusiastically to one another's “fantastic” ideas.

6 GOOD INTENTIONS

This activity reviews using reported speech to relay information about what people said.

- Explain the exercise title like this: *To have good intentions* means “to plan or hope to do something but possibly not be able to actually do it.”

A Group work

- Ask Ss to think of things they would really like to do soon, i.e., in the “near future.” Use the picture and the example dialog as a model.
- Ss first work individually to write down three things they would like to do in the near future.

B Class activity

- Tell Ss to get up and move around the class to exchange information with at least three other classmates. Set a time limit of five minutes.

- Now call on Ss to report to the rest of the class the best intentions they heard.

Optional activities

1 Odd word out

- See page T-163.

2 Mixed messages

- See page T-165.

Test 4

See page T-166 in this Teacher's Edition for general instructions on using the tests. Test 4 covers Units 13–16. Photocopy the test (pages T-179–T-182) and distribute a copy to each S. Allow 45–60 minutes for the test. Listening material for the tests is at the end of the Class Audio Program. The Test Audio Script and Answer Key start on page T-183 of this book.

Interchange Activities

Interchange 1

This communicative activity reviews questions with the past tense and *used to*, and draws on much of the vocabulary in Unit 1; it also provides an amusing extension activity and gives Ss a chance to get to know one another better.

A Class activity

■ For a topic warm-up, point out the subtitle of this activity – “Class profile.” Then have Ss look over the information in the chart for a minute. Ask the class “What do you think the word *profile* means?” Write Ss’ suggestions (and some of the ones below) on the board:

A *profile* is . . .

- a short description that gives important details about someone or something.
- a summary of something.
- a kind of interview.
- a character sketch.
- a short biography.
- the side view of someone’s head.

■ Because all of the suggestions above can be either definitions or examples of the word *profile*, explain that after Ss participate in this activity, the things they learn about one another will help form a kind of class profile, i.e., a description or summary of some classmates’ personalities and past experiences.

- Read the instructions aloud and go over the cues in the chart. Then model the correct pronunciation and intonation for each question; Ss practice.
- Set a time limit of about ten minutes. Remind Ss to write down the name of any classmate who answers “Yes” to a question in the chart and encourage them to ask follow-up questions to get more information.
- Now Ss get up and go around the class asking and responding to one another’s questions. Walk around and discreetly listen in. Take note of any problems that Ss may be having. Go over them with the whole class at the end of the activity.

Interchange Activities

Interchange 1 CLASS PROFILE

A Class activity Go around the class and find out the information below. Then ask follow-up questions and take notes. Write a classmate’s name only once.

I used to look very different.



Question	Yes	No
1. used to look very different. “Did you use to look very different?”		
2. used to have a favorite toy when he or she was a child. “Did you use to have a favorite toy when you were a child?”		
3. always listened to his or her teachers. “Did you always listen to your teachers?”		
4. hated high school. “Did you hate high school?”		
5. used to fight a lot with his or her brothers and sisters. “Did you use to fight a lot with your brothers and sisters?”		
6. dated someone for a long time in high school. “Did you “go steady” with someone in high school?”		
7. wanted to be a movie star when he or she was younger. “Did you want to be a movie star when you were younger?”		
8. had a pet when he or she was a child. “Did you have a pet when you were a child?”		

B Group work Tell the group the most interesting thing you learned about your classmates.

IC-2

B Group work

■ Ss form groups and take turns sharing the most interesting piece of information that they learned about their classmates.

Interchange 2 MAKING THE CITY BETTER

A Read this letter to a local newspaper.

Letters to the Editor

Dear Editor:

I am sick and tired of the traffic in this city! It is so bad that I can never get anywhere on time. There are too many cars on the road, and most of them have only one person in them.

Another problem is the buses. They are so old and slow that nobody wants to take them. They are noisy and very dirty. You can't even see out the windows!

Also, the taxi drivers are rude. They never know where they are going, and they take a long time to get someplace. Taxis are expensive, too. And the subway is just too crowded and dangerous. What are we going to do?

George Grady
Oakville

B Group work Suggest five ways to solve the transportation problems in Oakville.

"Taxi drivers should take classes to learn how to be friendly."

C Class activity Tell your group's ideas to the class. Then decide which suggestions are best.



10-3

interchange 2

This activity gives Ss the opportunity to suggest solutions to a city's transportation problems.

■ **Optional:** Bring some English-language newspapers and magazines that have "Letters to the Editor" columns or sections. Have Ss form pairs or groups to read some of the letters together and talk about them for a few minutes. Then ask them to share the most interesting letter(s) with the rest of the class.

■ **Books closed.** Find out if Ss ever read the "Letters to the Editor" section in any newspapers or

magazines – either in English or in their own language. What do they like or dislike about these kinds of letters? Why?

A

■ **Books open.** Present the "Letter to the Editor" by reading it aloud to the class; alternatively, have Ss read it silently.

■ **Explain any words or expressions** that Ss may ask about – for example:

be sick and tired = to be angry and bored with something that has been happening for a long time

rude = speaking or behaving in a way that is not polite

B Group work

■ Go over the instructions and read the example sentence aloud. Explain that the task here is to make suggestions on how the city of Oakville should solve some of its transportation problems. Encourage Ss to be as creative and innovative as possible.

■ Elicit additional examples around the class. Use them to write some helpful phrases like these on the board:

People should

The city needs to

There should be more

We need fewer

There are too many

There isn't/aren't enough

The city should have less

There is too much

■ Ss form groups. Tell them to choose a group secretary, who writes down the group's suggestions after each one is discussed. Remind Ss that they must come up with five suggestions. Walk around the class, giving help and encouragement as needed.

C Class activity

■ Groups (or only group secretaries) take turns sharing their suggestions and ideas with the rest of the class. Then take a quick class poll (through a show of hands) to find out which three suggestions are considered the best.

interchange 3

In this activity, Ss practice using the structure "I wish (that) I could . . ." to talk about ways in which they would like to change their lives.

■ Explain that the subtitle "*Wishful thinking*" refers to the false belief that something will happen just because you want it to (e.g., It's wishful thinking when Tom says he's definitely going to win the lottery one day.). People often say, "That's wishful thinking!" when someone has made a statement about hoping something wonderful will happen but which probably won't.

A

■ Present the instructions and model the ten questions in the chart; Ss repeat for correct pronunciation, stress, and intonation. Tell Ss to write a complete sentence beginning with *I wish (that) I could . . .* to answer each question. Walk around the class and give help as needed. (Note: Ss can complete the chart in class or for homework.)

B Pair work

■ Go over the instructions and model the A/B dialog with several Ss. Demonstrate how to keep the conversation going, like this:

B: And how about you? What kind of vacation do you wish you could take?

A: Me? I really wish I could spend two months on a freighter in the South Pacific.

B: Really? Why?

A: Well, I could visit many different tropical islands, and I'd have time to relax and read lots of books.

■ Tell Ss to jot down key words and examples while interviewing their partners; they can use these notes later in part C.

■ Ss form pairs and take turns asking the questions in part A and giving responses. Encourage Ss to extend their comparisons by asking for additional information. Go around the class and give help as needed, particularly with vocabulary and the "I wish . . ." structure.

Interchange Activities

interchange 3 WISFUL THINKING

A Complete this questionnaire with information about yourself.

WISH LIST

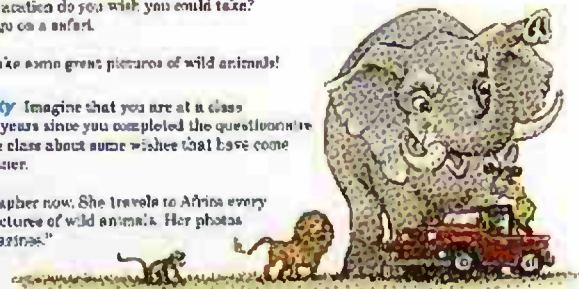
1. What kind of vacation do you wish you could take?
I wish I could . . .
2. What sport do you wish you could play?
3. Which country do you wish you could live in?
4. What kind of home do you wish you could have?
5. What kind of pet do you wish you could have?
6. What languages do you wish you could speak?
7. Which musical instrument do you wish you could play?
8. What kind of car do you wish you could buy?
9. What famous people do you wish you could meet?
10. What are two things you wish you could change about yourself?

B Pair work Compare your questionnaires. Take turns asking and answering questions about your wishes.

A: What kind of vacation do you wish you could take?
B: I wish I could go on a safari.
A: Really? Why?
B: Well, I could take some great pictures of wild animals!

C Class activity Imagine that you are at a class reunion. It is ten years since you completed the questionnaire in part A. Tell the class about some wishes that have come true for your partner.

"See in a photograph now. She travels to Africa every year and takes pictures of wild animals. Her photos are in many magazines."



IC-4

C Class activity

■ Read aloud the class reunion situation that takes place in ten years. Go over the creative description of Sue, who is now a professional photographer. (Note: In the A/B dialog in part B, Sue was "B," the person who said "I'd like to go on a safari . . . [because] I could take some great pictures of wild animals!")

■ Model the activity by asking volunteers for some information about their partners. Write the information in note form on the board; then demonstrate how to use it to make an interesting or a clever statement:

Wish List - #3: Terry wishes he could live in the U.S. He really wishes he could live near a beach so he could swim and windsurf every day.

Ten-Year Reunion Statement: Terry moved to Hawaii five years ago. His dream has finally come true: He goes swimming and windsurfing every day!

■ Give Ss a few minutes to recall their conversations or to go over any notes they may have from part B. Then encourage them to make up one or two interesting, clever, or amusing sentences that describe their partner ten years from now based on his or her "wishful thinking." Walk around the class and give help as needed.

■ Pairs take turns coming up to the front of the class to read their descriptions aloud. Encourage the Ss to have fun listening and reacting to the fictional statements they made up about one another.

Interchange 4 **RISKY BUSINESS**

A How much do you really know about your classmates? Look at the survey and add two more situations to items 1 and 2.

Survey	Yes	No
1. Find someone who has ...		
a. cried during a movie		
b. gone for a moonlight swim		
c. sung in a band		
d. studied all night for an exam		
e. told about his or her age		
f. ...		
g. ...		
2. Find someone who has never ...		
a. eaten a hot dog		
b. been on a blind date		
c. seen a wild animal		
d. kissed someone in public		
e. driven a car		
f. ...		
g. ...		

B Class activity Go around the class and ask the questions in the survey. Write down the names of classmates who answer "Yes" for item 1 and "No" for item 2. Then ask follow-up questions and take notes.

- A: Have you ever cried during a movie?
 B: Yes, I've cried during a lot of movies.
 A: What kinds of movies?
 B: Well, and ones like *Coriolanus* and ...
 A: Have you ever eaten a hot dog?
 C: No, I haven't.
 A: Why not?
 C: Well, I'm a vegetarian.

C Group work Compare the information in your surveys.



IC-5

interchange 4

In this activity, Ss practice using the present perfect to ask and answer about experiences.

■ Explain that the subtitle "Risky business" is often used to describe a situation or an action that may be dangerous in some way; in this activity, however, this phrase humorously implies that Ss might be taking a chance or might find it "dangerous" to learn certain things about their classmates.

A

■ Read the question and instructions aloud. Explain that a *survey* is a set of questions that you ask a large number of people in order to find out about their opinions or behavior. Here, Ss

will use this survey to discover what kinds of interesting past experiences their classmates have had.

■ Go over the situations listed in the chart. Explain any words or phrases that Ss might not know or be able to guess – for example:

2.

hot dog = a long red sausage in a bread roll

blind date = a date arranged by someone for two people who have never met before

wild animal = a creature living in a natural state and not normally domesticated (e.g., a lion in Africa; a desert rattlesnake)

in public = in the presence of other people

■ Encourage Ss to be creative when they add two more situations to each

item in the chart. Point out that this should be fun: The extra questions that Ss ask shouldn't embarrass or upset anyone.

■ **Optional:** Give some examples of things that people in the United States and Canada generally don't ask casual acquaintances (and sometimes even friends, family members, and co-workers) about: age, religion, politics, salary or bank account, and the cost of certain expensive and/or personal items.

■ Ss work individually to add four more situations. Go around the class and give help, especially concerning the cultural appropriateness of asking certain kinds of questions in English.

B Class activity

■ Go over the instructions and model the activity by using the two dialogs with volunteers. Demonstrate when and how to write down classmates' names in the survey; also, use the board to show how to take notes on additional information received during follow-up questions.

■ Set a time limit of about ten minutes. Ss get up and go around the class asking and answering one another's questions. Walk around and give help as needed. When time is up, see if Ss have filled in most of the blanks in their surveys; if they haven't quite finished, give them a few more minutes to complete the task.

C Group work

■ Ss form groups to compare their information. Help them get started by writing some questions on the board:

I found out that ... (name) has ...

Did you know that ... (name) has never ... ?

Did anyone find someone who has/has never ... ?

Where/When/Why/How did that happen?

interchange 5

This role play gives Ss a chance to have fun while talking about and comparing two different vacations – a ski trip and a surfing trip.

■ Books closed. As a warm-up to the topic, find out if any S has ever taken a ski trip or a surfing trip. If someone has, put him or her on the “hot seat” in front of the class and have the others ask questions about the trip.

■ Divide the class into pairs (preferably with Ss who didn't work together in Exercise 10 on page 32). Then assign each pair their A and B parts.

■ Books open. Ask the Student As to look over their information on page IC-6 and the Student Bs theirs on page IC-8. Give Ss a few minutes for this. Remind them not to look at each other's pages.

■ Check to see if Ss have any questions about the instructions for the role play, the information in their brochures, or new vocabulary (see glosses below). If they do, first tell all the Student As to gather together with their books. (Note: If possible, go to one area of the classroom away from the rest of the class – or outside the room – so that the Student Bs can't hear the Student As' questions about their ski trip and your explanations.) Then quietly go over the Student As' page and answer their questions. When they understand what they are required to do, tell them to return to their desks and prepare their roles. Then do the same for the Student Bs and the information about their surfing trip.

Student As' page IC-6

Green Mountains = range of the Appalachians, extending the length of Vermont (a state in the northeastern region of the United States known as New England)
resorts = places where many people can go for a vacation, with hotels, swimming pools, etc.
country inns = small hotels – often in large old houses – in areas outside cities
atmosphere = the feeling that an event, a situation, or a place gives you

Interchange 5 FUN VACATIONS

Student A

A Pair work You and your partner are going to take a trip. You have a brochure for a ski trip, and your partner has a brochure for a surfing trip. First ask questions like these about the surfing trip:

How much does the trip cost?
 What does the price of the trip include?
 What are the accommodations like?
 Are surfing lessons available?
 Is there going to be anything else to do? Tell me about the nightlife.
 What else can you tell me about the trip?

B Pair work Now use the information in this brochure to answer your partner's questions about the ski trip.

Winter Wonderland USA

15-Day Ski Tour in the Green Mountains

Visit these ski resorts in Vermont
 Killington • Okemo • Stowe
 Stratton • Sugarbush

Accommodations: Country inns, with relaxing atmosphere and fine dining; luxurious rooms feature Jacuzzis and fireplaces

Price includes: All ski equipment, lift tickets, and daily 2-hour lessons

Nightlife activities: Candlelit dinners in the inns; restaurants, classical music concerts

Additional activities: Do antique shopping, cross-country skiing, sledding, ice skating, horse-drawn sleigh rides

Tour cost: Single room: \$2,500
 Double room: \$3,200



C Pair work Decide which trip you are going to take. Then explain your choice to the class.

IC-6

luxurious = very comfortable, beautiful, and expensive
Jacuzzi /dʒə'kʊʒi/ = the trademark name for a hot tub, a heated type of large bathtub that several people can sit in
lift tickets = tickets that show you have paid to ride on the mechanical devices that carry skiers up to the top of a mountain or ski slope
candlelit dinners = dining in a room that has lighted candles on each table, which is considered to be a romantic atmosphere
antique = a piece of furniture, jewelry, etc., that is old and usually valuable
cross-country skiing = skiing through fields and woods on long, thin skis

sledding = using a vehicle that slides over snow, often used by children
sleigh rides = short trips in a large vehicle used for traveling on snow and usually pulled by horses
single = intended to be used by only one person (e.g., a single room, a single bed)
double = intended to be used by two people

Interchange Activities

interchange 5 FUN VACATIONS

Student B

A Pair work You and your partner are going to take a trip. You have a brochure for a surfing trip, and your partner has a brochure for a ski trip. First, use the information in this brochure to answer your partner's questions about the surfing trip.

15-Day Tour for Beach Lovers

Visit these beautiful Southern California surfing beaches. El Capitan in Santa Barbara, Surf Riders in Malibu, The Wedge at Newport Beach, Doheny at Dana Point

Accommodations: Single or double rooms in beachfront hotels
 Price includes: Daily surfboard rental, 3-hour beginner's class
 Nightlife activities: Beach barbecues, club dancing, moonlight cruise
 Additional activities: Visit Universal Studios and Disneyland, Tour Beverly Hills and see the movie stars' homes

Tour cost: Single room: \$1,999
 Double room: \$2,300

B Pair work Now ask questions like these about the ski trip:

- How much does the trip cost?
- What does the price of the trip include?
- What are the accommodations like?
- Are skiing lessons available?
- Is there going to be anything else to do? Tell me about the nightlife.
- What else can you tell me about the trip?

C Pair work Decide which trip you are going to take. Then explain your choice to the class.

IC-8

Student B's page IC-8

Southern California = the lower third of the western U.S. state of California

single/double rooms = (See definitions in Student A's list.)

Universal Studios = a movie theme park located in Hollywood

Disneyland = a Disney theme park in Anaheim

Beverly Hills = a famous city where many movie stars live

A Pair work

Model the role play with a volunteer (T = Student A; S = Student B). In particular, demonstrate how to start the activity by using the questions on page IC-6 and others of your own (or elicit some questions from the Student As) to ask about the

Student Bs' surfing trip. (Note: If Student B is having any trouble using the information in the brochure on page IC-8 to answer your questions, simply stop the modeling for a few minutes and help the S directly; alternatively, elicit suggestions from other Student Bs around the class.)

Set a time limit of five minutes for part A of the role play. The Student As start by asking questions about Student Bs' surfing trip. Encourage Student Bs to use the information on their page but also to make up suitable information about the trip in order to keep the conversation interesting and moving along. Walk around the class and take note of any common problems the Ss may be having.

When the time is up, go over any problems you observed with the whole class.

B Pair work

Now the Student Bs get to ask questions about the Student As' ski trip. Again, set a time limit of five minutes. Go around the class and give help, particularly to those Ss who may be having trouble thinking up things to say about their ski trips. Remind Student As that they can make up additional information if they wish.

Optional: Ask one or two pairs (particularly those who had entertaining or interesting role plays) to perform their role plays in front of the class.

C Pair work

Go over the instruction for the final part of this role play activity. Model with one or two volunteers how a typical conversation might revolve around pairs' trying to decide which trip they are going to take (individually or together) and what their reasons are. For example:

T: Which trip do you want to go on – the ski trip or the surfing trip?

S: Well, I already go skiing every winter.

T: Do you really?

S: Yes. So I think I probably won't take the ski trip. Maybe I'll go surfing in Southern California. And we can go to Disneyland and Universal Studios, too. OK?

T: Well, I'm not sure. I think the ski trip sounds really fun, and I've never been to Vermont. The price includes all ski equipment and (T and S continue to discuss the pros and cons of each trip.) OK, then. We've decided to go on the . . . trip because . . . and

Now pairs take turns telling the class which trip they are going to take and why.

interchange 6

This is a fluency activity that gives Ss practice in complaining and apologizing.

A Pair work

- Divide the class into pairs and assign their A/B roles.
- Read the task aloud. Point out that this activity is a series of four different role plays and that Ss should improvise using their own language, expressions, and vocabulary. Tell pairs to look at a picture and its accompanying cues and then close their books while they perform that particular role play.
- Give the class a few minutes to look over the four situations and the A/B cues. Point out that Student A and Student B will each get two chances to make a complaint and two chances to apologize during the activity.

■ Answer any questions that Ss may have about the settings or about the vocabulary they may want to use. Alternatively, try this approach:

1. First, conduct a quick brainstorming or "word association" with each picture – one at a time – and write Ss' suggestions on the board.
2. Then use some of the words in the lists below to augment the Ss' suggestions on the board:

Picture 1

hair salon, customer, hairstylist, shocked, upset, dyed my hair, pink, comb, spray bottle, fix

Picture 2

family room or den, teenagers, studying, backpack, strap, puppy, chew or bite, surprised

Picture 3

car accident, minor, head-on collision, one-way street/sign, damaged, fender, whose fault, driving the wrong way, no-left-turn sign

Picture 4

supermarket, checkout line, cashier, grocery cart, bagged groceries, purse, no money/cash, embarrassed, upset, impatient, customers, waiting in line

■ With a volunteer, use the model dialog to show how Student A can begin the first situation and how Student B might reply. While modeling

interchange 6 **THAT'S NO EXCUSE!**

A Pair work Look at these situations and act out conversations. Apologize and then give an excuse, admit a mistake, make an offer, or make a promise.



Student A: You're the customer.
Student B: You're the hairstylist.
A: My hair! You ruined my hair!
B: I'm so sorry I . . .



Student A: You own the puppy.
Student B: You own the backpack.



Student A: You're driving the red car.
Student B: You're driving the blue car.



Student A: You're the customer.
Student B: You're the cashier.

B Group work Have you ever experienced situations like these? What happened? What did you do? Share your stories.

IC-7

the activity, demonstrate how Ss can have fun acting out the situation by also using appropriate gestures and facial expressions. Try to keep the conversation going for at least a minute. For example (*T = A; S = B*):

- A: My hair! You ruined my hair!
B: I'm so sorry. I'll try to wash it out.
But first, how about a nice cup of coffee or tea?
A: Coffee! Tea! I want you to do something right now about this horrible hair color!
B: All right. Uh, may I dye it again for you?
A: Are you kidding?
B: No, I admit that I made a terrible mistake and I'm very sorry. Please let me try to improve it.
A: Well, can you make my hair blond . . . or red instead?

B: I think so. Let's look at these colors on this chart and then I'll fix it for you. I promise.

■ Ss now practice the four role plays. Set a time limit of about two minutes for each one to keep the class moving through the activity at a smooth pace. If any Ss prefer to stand or move around a little, let them: The more freedom Ss feel they have, the better their performances will be.

B Group work

- Tell Ss to form groups either with two pairs from part A or with four or five random Ss.
- Go over the questions. Then Ss take turns talking about any experiences they might have had that were similar to the situations in part A.

Interchange 8 ONCE IN A BLUE MOON

A Class activity How do your classmates celebrate special days and times? Go around the class and ask the questions below. If someone answers "Yes," write down his or her name. Ask for more information and take notes.

A: Does your family have big get-togethers?

B: Yes, we do.

A: What do you do when you get together?

B: Well, we have a big meal. After we eat, we watch old home movies.

Name	Notes
1. Does your family have big get-togethers?	
2. Do you ever buy flowers for someone special?	
3. Do you often take friends out to dinner?	
4. Do you wear your national dress at least once a year?	
5. Has someone given you money recently as a gift?	
6. Have you given money to someone recently as a gift?	
7. Do you like to celebrate your birthday with a party?	
8. Do you ever need to travel to work?	
9. Do you ever give friends birthday presents?	
10. Do you think long engagements are a good idea?	
11. Do you drink champagne at special parties?	
12. Is New Year's your favorite time of the year?	
13. Do you ever celebrate holidays with fireworks?	

B Pair work Compare your information with a partner.



10-11

Use the first two or three questions and elicit Ss' suggestions for some follow-up questions like these:

1. How many people usually come to your big get-togethers? Where does everyone meet? What do you usually do there? What kinds of food do you eat at a family get-together?
2. Who do you buy flowers for? What kind? When? Why do you buy them?
3. How often do you take friends out to dinner? Which restaurant do you usually go to? Why? What do you like to order there?

■ Make sure Ss understand that they should ask a person one question and then move on to another person to ask the next question (i.e., they should continue to move around the room, asking questions and talking to as many Ss as possible). Of course, if someone answers "Yes" to a question, Ss should stop for a minute or so and (1) write down the person's name; (2) ask a few follow-up questions; and (3) take notes on the person's replies before moving on to the next S.

■ Set a time limit of about ten minutes. Now Ss get up and do the activity. Walk around the class and give help, particularly if there is any type of communication breakdown.

B Pair work

■ Ss form pairs and compare their information. Suggest that they start like this:

A: Let's start with question 1. Who has big family get-togethers?

B: Madhu's family has big get-togethers about once a month.

They all go over to his grandmother's house, usually on a Sunday afternoon. All of his sisters and aunts make their special dishes, and the men are in charge of barbecuing the meat.

A: That's interesting. I found out that Sara also has big get-togethers every summer with her family. They usually meet at . . .

interchange 8

This is a fun extension activity in which Ss find out how their classmates celebrate special days and events.

A Class activity

■ Read the instructions aloud. Then go over the questions in the chart and explain any new vocabulary – for example:

get-togethers = friendly, informal parties

take friends out to dinner = to invite friends to eat dinner with you in a restaurant

national dress = a costume or outfit that is typical (or historical) in a particular country

long engagement = an agreement to marry someone that is made months or years before the actual marriage ceremony takes place

champagne /ʃæm'peɪn/ = a French white wine that has a lot of bubbles and is often drunk on special occasions

fireworks = colorful explosives that people burn or set off when celebrating a special day

■ Model the questions again, this time for correct pronunciation, stress, and rhythm. Ss practice so they can ask the questions more fluently when they do the activity.

■ Point out the need to ask follow-up questions and to take notes if someone answers "Yes" to a question.

Interchange 7 GOOD ADVICE

Student A

A Pair work Ask your partner for advice about these situations.

I'm going away on vacation and my house will be empty. How can I make my house safe from burglars?



I'm buying a used car. How can I make sure that it's in good condition?



I have an important job interview. How can I make a good impression?



A: I'm going away on vacation and my house will be empty. How can I make my house safe from burglars?
B: Well, don't forget to lock all the windows. Oh, and make sure to ...

B Pair work Now your partner needs advice about these situations. Give at least four suggestions for each one.

useful expressions

Don't forget to
Remember to
Try to ...

Try not to
Make sure to
Be sure to ...



Your partner is going to rent an apartment with a roommate.



Your partner is meeting his girlfriend's or her boyfriend's parents for the first time.



Your partner is giving a valuable piece of art as a friend.

IC-9

Interchange 7

This role play activity enables Ss to use creatively some of the language they have learned in the unit.

■ **Books closed.** To introduce the activity, model the first role play in part A on page IC-9 by reading aloud the example A/B dialog and then eliciting additional suggestions around the class. Write some of the better ones on the board – for example:

- Make sure to tell your neighbors.
- Get an automatic light switch so your house lights will go on and off regularly each day.
- Fill out a "vacation hold" at the post office so they'll keep your mail until you return.

- Stop daily or Sunday newspaper delivery while you're gone.
- Ask a friend or neighbor to regularly pick up any flyers or advertisements in your yard or on the front porch.

■ **Divide the class into A/B pairs.** Explain that this multiple role play activity gives each S (in a pair) three turns to ask for advice and three to give suggestions.

A Pair work

- **Books open.** Tell the Student As to look over their information on page IC-9 and the Student Bs to look at theirs on page IC-10. As Ss silently look at the pictures and read over their assigned roles and cues, walk around the class and answer any questions that Ss may have.
- **Make sure that the class**

understands any new vocabulary. Either explain new words and expressions (e.g., burglars, lock, used car, make a good impression) or tell the Ss to check their dictionaries.

■ **Set a time limit of about six minutes (about two minutes for each situation).** Remind Student Bs to use the useful expressions and to give at least four suggestions for each situation that their partners describe. Encourage Ss to be creative, to improvise, and most of all, to have fun.

■ **Now the Student As start the first role play.** Go around and discreetly listen in. If Ss are having any general problems, stop the activity, go over the difficulties, and suggest solutions. Then model one of the situations again, if helpful, and let the pairs start over.

Interchange Activities

interchange 7 GOOD ADVICE

Student B

A Pair work Your partner needs advice about these situations. Give at least four suggestions for each one.



Your partner is going away on vacation and his or her house will be empty.



Your partner is buying a used car.



Your partner has an important job interview.

useful expressions

Don't forget to
Remember to
Try to...

Try not to...
Make sure to
Be sure not to

A: I'm going away on vacation and my house will be empty. How can I make my house safe from burglars?
B: Well, don't forget to lock all the windows. Oh, and make sure to....

B Pair work Now ask your partner for advice about these situations.

I'm going to rent an apartment with a roommate. What can we do to get along well?

I'm meeting my girlfriend's/boyfriend's parents for the first time. How can I make a good impression?

I'm mailing a valuable glass vase to my friend. How can I make sure it arrives safely?



IC-18

B Pair work

■ Now it's the Student Bs' turn to describe three different situations while the Student As must give at least four suggestions. Again, give the class a few minutes to look over their pictures and information, and answer any questions they may have about the situations or vocabulary (e.g., *make sure, get along*).

■ Set a time limit of about six minutes. Remind the Student As to use the useful expressions and to give a minimum of four suggestions for each situation that their partners describe. Then the Student Bs begin the second set of role plays. Walk around and give help and encouragement as needed.

Interchange Activities

Interchange 9 CONSIDER THE CONSEQUENCES

A Read over this questionnaire. Check (✓) the column that states your opinion.

	I agree	I don't agree	It depends
1. If they raise the price of cigarettes a lot, people will stop smoking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If the price of gas goes up a lot, people will drive less.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If people work only four days a week, their lives will be better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If people have smaller families, they will have better lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If women do not work outside the home, their children will be happier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If a woman becomes the leader of his country, a lot of things will change for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If children watch a lot of violent programs on TV, they will become violent themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If people watch less TV, they will spend more time with their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If teachers do not give tests, students will not study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Group work Compare your opinions. Be prepared to give reasons for your opinions.

- A: I think that if they raise the price of cigarettes a lot, people will stop smoking.
 B: I don't really agree.
 C: Why not?
 B: Well, it's very difficult for people to stop smoking.
 A: But if you don't have much money, you may not be able to afford expensive cigarettes.



IC-12

Interchange 9

This challenging activity is a kind of informal debate that gives Ss a chance to use conditional sentences with *if* clauses while comparing opinions on various topics.

A

- Present the task by reading the instructions aloud. Then go over the nine topics in the questionnaire and the three choices that Ss can choose from.
- If Ss have questions about any new words or phrases used in the questionnaire, first tell them to check their dictionaries. Then follow up by making sure they know these words and phrases:

It depends. = I don't know what will happen yet, so I can't decide.
raise the price = to increase the amount that people pay for something
gas = gasoline

change for the better = to become different in a way that improves the situation
will become violent themselves = here, it means that children will be influenced by the violence and negative things they see and, in turn, will start doing things that hurt other people, too

- Model the task with number 1. Find out (through a show of hands) how many Ss agree that the first statement is correct; then tell those Ss to check (✓) the first column, "I agree." Do the same for the next two columns by asking "How many don't agree? How many think it depends?"
- Now Ss work independently to complete the questionnaire. Go around and give help as needed.

B Group work

- Go over the instructions and the picture. Then model the A/B/C dialog with several volunteers.
- Give Ss a few minutes to think again about the choices they made in part A and their reasons for each one.

- Tell Ss to make a few notes (e.g., examples, details, extra information) to better explain their opinions.
- Now Ss form groups and take turns comparing opinions. Walk around the class and discreetly listen in. Try not to interrupt the group discussions as long as Ss are communicating freely and easily with one another.

Interchange 11 TRAVELER'S PROFILE

A Pair work What kind of traveler are you (or do you think you would be)? Look at the three types of travelers. Which one is most like you? Why?



The "Just-In-Case" Traveler



The "Less-Is-Best" Traveler



The Invisible Traveler

B Group work Decide together which traveler each of these statements best describes. Check (✓) the appropriate column.

	The "Just-In-Case" Traveler	The "Less-Is-Best" Traveler	The Invisible Traveler
When this person travels...			
1. the suitcase is packed days in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. a dog is packed at the last minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. airplane tickets are bought months ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. hotel rooms are usually not reserved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. postcards are sent to every friend and relative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. no money is spent on souvenirs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. meals are often eaten at expensive restaurants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. every minute of the trip is organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. a lot of photographs are taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Class activity Take a survey to find out which kind of travelers are in your class. Are most students "Just-In-Case" Travelers?

- A: What kind of traveler are you, Rita?
 B: Oh, I'm a "Just-In-Case" traveler. I always pack too many clothes when I go on vacation.
 A: How about you, Michael?
 C: ...

IC-15

Interchange 11

This interesting activity practices the passive without *by* as Ss discover what kind of travelers they are.

Books closed. To introduce the topic, write the following question on the board and then let the class brainstorm on it for a few minutes. Add any words or phrases that Ss come up with, such as:

What kinds of travelers are there?

penny-pinching *too careful*
adventurous *takes lots of bags*
scared *loves exotic places*
money-is-no-object *likes meeting*
takes a lot *people*
of pictures *must see all*
 the museums

A Pair work

Books open. Go over the instructions and the three different types of travelers. (Note: The initial question has taken into account the fact that some Ss may not have traveled much, if at all. So if you have any Ss like that, let them know they can just try to imagine what kind of traveler they would be if they got a chance to travel.)

Further explain the expressions used to describe the different travelers pictured on page IC-15:

just in case = prepared for almost anything

less is best = gets along with few clothes and other personal things

invisible = isn't noticed as a visitor; fits in with the local people

Ss form pairs and talk about which description most closely fits them and why. Go around the class and give help as needed.

B Group work

Read the instructions aloud and present the nine statements in the chart. Point out that each of these statements is written in the passive without a *by* phrase because it is clearly understood in the *when* clause who is doing the action in each situation.

Explain any new words and phrases that Ss may ask about – for example:

days in advance = at least forty-eight hours before something happens or is expected to happen
at the last minute = at the last possible time, just before something must be done or completed
months ahead = at least sixty days before an event or a particular time
organized = planned

Now Ss form groups. Tell them to take turns reading each statement aloud. Explain that the group should discuss which traveler fits that description best and, after they all agree (or at least *try to agree*), each S checks (✓) the appropriate column in his or her own chart. Set a time limit of about five minutes for this part. Go around and give help as needed.

When time is up, elicit Ss' answers around the class.

Possible answers

The "Just-In-Case" Traveler: 1, 3, 5, 6, 7, 8, 9
 The "Less-Is-Best" Traveler: 4
 The Invisible Traveler: 2

C Class activity

Go over the instructions and the question. Model the A/B/C dialog with several Ss. Then start the survey by having Ss take turns asking one another "What kind of traveler are you?" Encourage Ss to give reasons for their choices.

interchange 10

This information-sharing role play reviews much of the vocabulary and grammar from Unit 10. It also challenges Ss to ask about, describe, and compare the personalities and skills of two job applicants.

■ Give a quick overview of the role play activity: Ss are the co-owners of an athletic shoe company. They need to discuss two job applicants who were interviewed for a marketing position in their company. Then they must decide which person to hire for that job. (Note: See definitions of new words below.)

■ Divide the class into pairs and tell them to choose their own A/B roles. Ask the Student As to look at page IC-13 and the Student Bs to look at page IC-14. Give Ss a few minutes to read over the information in part A on their respective pages; tell them not to look at their partner's page.

■ First, go over the job ad for Marketing Assistant with the whole class. Find out if there are any words or phrases that Ss need clarified, such as:

marketing assistant = an employee who helps decide how to advertise a product, what price to charge for it, which brands are popular, etc.

business degree = the qualification given to someone who has successfully completed a university/college course of study in the buying and selling of goods or services

experience = knowledge or skill that you gain from doing a job or an activity

"people person" = someone who is sociable and outgoing

fitness activities = exercises and sports that maintain or improve your health and physical strength

long hours = more than forty hours per week

A Pair work

■ Tell the Student Bs to look closely over Parts A, B, and C on their page IC-14 for a few minutes. Then gather together all the Student As in a corner of the classroom or outside. Quietly go over their task, including

interchange 10 DREAM JOB

Student A

A Pair work You and your partner are co-owners of NIKO Sneakers, a large company that makes running and walking shoes. You are both looking for someone to be a marketing assistant. You interviewed Lynette Liu. First, read the job description. Then look at what Ms. Liu said during the interview and answer your partner's questions about her.

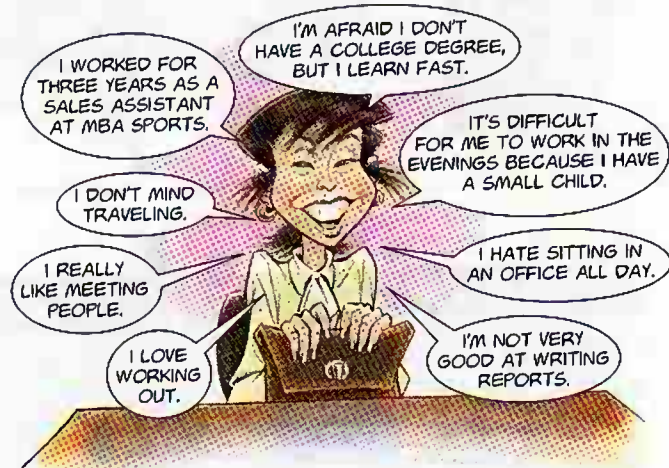
Marketing Assistant

Requirements:

- Must have a business degree or marketing experience
- Must be a "people person"
- Must enjoy sports and fitness activities – especially running and walking
- Must be available to work long hours
- Must be willing to travel

Responsibilities:

- Interviewing customers about their shoe preferences
- Writing reports about the customer interviews
- Working with famous athletes



B Pair work Your partner interviewed James Marino. Ask questions like these to get information about him.

What kind of work experience does he have?
What kind of degree does he have?
Does he like meeting people?
Is he good at writing reports?

What kind of sports interest him?
Does he mind traveling?
Can he work long hours?
What else do you know about him?

C Pair work Work with your partner to decide who to hire for the job of marketing assistant, Lynette Liu or James Marino.

IC-13

the instructions, what the job applicant Lynette Liu said during her interview, and any new vocabulary:

working out = exercising
I'm afraid = I'm sorry

■ Present parts B and C quickly and answer any questions Ss may have. Now the Student As return to their seats to prepare for their role.

■ Gather together all the Student Bs (again, in one area) and present their task in the same way by going over the instructions, their questions to ask Student A about Lynette Liu's interview, and the information in part B about job applicant James Marino's interview. Make sure they understand these new words:

at first = in the beginning
well-paying job = a position with a high salary

■ Now, with the whole class, model how to start the role play with a Student A volunteer. Demonstrate how to use the information on each S's page (the job ad, questions, and interview information) and how to be creative by adding to it whenever possible. Start something like this (S = Student A; T = Student B):

T: Hi! How are you doing? How was your interview with Lynette Liu yesterday?

S: It was very interesting. What would you like to know?

T: Well, what kind of work experience does she have?

Interchange Activities

Interchange 10 DREAM JOB

Student B

A Pair work You and your partner are co-owners of NIKO Sneakers, a large company that makes running and walking shoes. You are both looking for someone to be a marketing assistant. Your partner interviewed Lynette Liu. First, read the job description. Then ask questions like these to get information about her.

What kind of work experience does she have?
What kind of degree does she have?
Does she like meeting people?
Is she good at writing reports?

Marketing Assistant

Requirements:

- Must have a business degree or marketing experience.
- Must be a "people person"
- Must enjoy sports and fitness activities – especially running and walking
- Must be available to work long hours
- Must be willing to travel

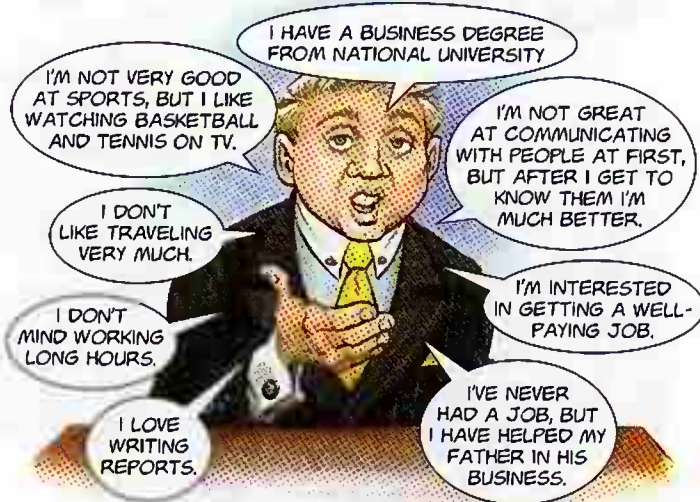
Responsibilities:

- Interviewing customers about their shoe preferences
- Writing reports about the customer interviews
- Working with famous athletes



What kind of sports interest her?
Does she mind traveling?
Can she work long hours?
What else do you know about her?

B Pair work You interviewed James Marino. First, look at what he said during the interview. Then answer your partner's questions about him.



C Pair work Work with your partner to decide who to hire for the job of marketing assistant, Lynette Liu or James Marino.

IC-14

S: Uh, let's see. (*checks interview information*) She worked for three years as a sales assistant.

T: Oh? That sounds good. Where did she work?

S: (*Checks interview information again*) At MBA Sports.

T: Hmm, that's a good company. It's one of our biggest competitors. I bet she got some good training and experience there. By the way, what kind of degree does she have?

S: Well, she really doesn't have a college degree, but she says she learns fast. And I believe her because . . .

■ Now A/B pairs try the first part of the role play. Set a time limit of about five minutes. Encourage Ss to have fun and to be creative during their discussion. Walk around the class and

take note of what pairs are doing well and what could be improved in their exchanges.

■ When time is up, go over your observations with the whole class; this should help to improve the Ss' next discussion in part B.

B Pair work

■ Tell pairs to look over part B again. Check to see if Ss have any questions before they begin.

■ Pairs try the second part of the role play. Again, encourage Ss to use their imaginations to have fun during their discussion. Go around the class and give help as needed.

C Pair work

■ Remind pairs that their final task here is to compare the two

interviewees' backgrounds, abilities, and personalities in order to decide which person is better for the job.

(*Note:* You may want to share some cultural information here about hiring practices in the United States: By law, an employer is not allowed to discriminate against a person because of race, religion, age, gender, or marital status, which also includes one's family and any dependents. Here, for example, the co-owners of NIKO Sneakers cannot say they don't want Ms. Liu because she has a small child, as that would be considered discrimination against her just for being a mother, which has nothing to do with the job's requirements.

However, if they decide she is not qualified for the job because she doesn't have a business degree or enough experience in marketing, then that is a valid reason not to hire her.)

■ Model this task with several volunteers or have one pair try it for a few minutes in front of the class.

■ Now let pairs have about five minutes to decide which job applicant they want to hire and then to give several reasons for their choice.

■ **Optional:** As a follow-up, call on pairs around the class to share their decisions and reasons. Which job applicant did most pairs choose? Were their reasons similar?

Interchange Activities

Interchange 12 LIFE IS LIKE A GAME!

A Group work Play the board game. Follow these instructions.

1. Use small pieces of paper with your initials on them as markers.
2. Take turns by tossing a coin:
If the coin lands face up, move two spaces.
If one coin lands face down, move one space.
3. Complete the sentence in the space you land on. Others ask two follow-up questions to get more information.

A: It's been a year since I started working.
B: Oh, really? Do you like your job?
A: Well, the job's just okay, but the money is great!
C: What do you do?
A: ...



B Class activity Tell the class an interesting fact that you learned about someone in your group.

"Last year at this time, Daniel was hiking in the Swiss Alps!"

IC-16

Interchange 12

This fun activity gives Ss a chance to play a specially designed board game in which they practice asking and answering questions using the simple past, past continuous, and present perfect continuous along with time phrases.

A Group work

- Divide the class into groups of four to five Ss each. Then go over the game instructions, one by one, to make sure the class clearly understands how to play.
- Give Ss a few minutes to make small markers with their own initials on them; tell Ss that the markers must be small enough to fit easily on the squares of the board game. Then make sure that Ss in each group have

a coin to toss. Go around to each group and help the Ss decide which side of the coin to call "face up" and which side "face down."

- Use and extend the A/B/C example dialog to model the game with one group for several minutes; this should ensure that everyone in the class understands exactly how to play.
- Now set a time limit of about twenty minutes for the game. Ss take turns tossing the coins and moving their markers forward around the board. Walk around and give help and encouragement as needed. Also, remind groups to ask two follow-up questions after each S makes a statement.
- Either stop the activity when time is up or, if the Ss are really enjoying

the game, let them continue playing until one S in each group reaches the "Finish" line and becomes the group winner.

B Class activity

- Go over the instructions and the example statement. Then call on groups or individual Ss around the class to share something interesting they learned about their classmates.

Interchange 13 AT THE MOVIES

A Complete this questionnaire.

What is the name of an actor or actress . . .	
1. that reminds you of someone in your family?	.....
2. that has beautiful eyes?	.....
3. who does things to help society?	.....
4. who has a beautiful speaking voice?	.....
5. who isn't good-looking but who is very talented?	.....
What is the name of a movie . . .	
6. that made you feel sad?	.....
7. that made you laugh a lot?	.....
8. which scared you?	.....
9. which had great music?	.....
10. that was about a ridiculous story?	.....

B Pair work Compare your questionnaires. Ask follow-up questions of your own.

- A: What is the name of an actor or actress that reminds you of someone in your family?
 B: Tom Cruise.
 A: Who does he remind you of?
 B: My brother, Todd.
 A: Really? Why?
 B: Because he looks like my brother. They have the same smile.



IC-17

Interchange 13

This activity reviews relative clauses while Ss compare opinions about actors, actresses, and movies.

■ As a warm-up for the Ss' discussion of actors and movies, present the picture on page IC-17 and find out how many of the caricatures the Ss can identify. The people in the picture are (from left to right):

Row 1

Tom Cruise, Madonna, Jackie Chan

Row 2

Michelle Yeoh, Ruben Blades

Row 3

Julia Roberts, Arnold

Schwarzenegger, Whitney Houston

A

■ Read the question and phrases in the questionnaire aloud. Explain any new vocabulary or, better yet, tell Ss to check their dictionaries.

■ Now model each of the ten questions in the chart (e.g., "What is the name of an actor or actress that reminds you of someone in your family?") and have Ss repeat to practice good pronunciation, intonation, and word stress.

■ Ss complete the task individually. Walk around and give help as needed.

B Pair work

■ Go over the instructions for the activity. Use the example A/B dialog to model the task with one or two volunteers.

■ Ss form pairs and compare the information in their questionnaires. Encourage Ss to ask follow-up questions to get more details and information from their partners. Go around the class and listen in discreetly (i.e., without disturbing the pairs' conversations). Take note of any problems Ss may be having; later, share your observations and any solutions with the rest of the class.

interchange 14

This fluency activity gives Ss additional practice in using modals and adverbs to talk about the meanings of gestures and other types of body language.

A Pair work

■ Read the instructions aloud and then give Ss a few minutes to look over the five numbered scenes taking place in a restaurant.

■ Model the A/B dialog – the given questions with full responses – with several volunteers.

■ Now Ss form pairs and try the activity. Walk around the class and quietly sit in on pairs' discussions. Provide help only if Ss ask for it.

B Group work

■ Tell the Ss to form groups with two pairs and compare their ideas on what is happening in each scene. Explain that they should give reasons why they agree or disagree with one another.

■ Set a time limit of about five minutes for groups to compare opinions. Go around the class and take note of how Ss are doing. If any Ss are having difficulty finding suitable words to express their ideas, allow them to check a dictionary quickly and then get back to the discussion.

■ When time is up, elicit Ss' suggestions around the class for each of the five scenes. (*Note:* There are no real "right" or "wrong" answers here, as the Ss' interpretations are their own opinions and ideas based on personal experiences and observations.)

Possible answers

1. The woman is upset. She has her arms folded and she's turned away from the man. She is slumped in the chair with her arms and legs crossed. Her body language shows that she has cut herself off from the discussion. The man is upset, too. He looks like he's trying to explain something to the woman. His hands and arms are raised in a shrug, which makes him look a bit guilty and apologetic at the same time.

2. The chef and the waiter are arguing. The chef looks angry as he points a spoon at the waiter, which may mean that the chef is accusing the man of doing something wrong. However, the waiter's body language – with his hands on his hips – shows that he thinks the chef is wrong.

3. One woman is pointing at the menu and asking the waitress about it. The waitress has one hand holding up her chin; this may mean that she's trying to listen carefully and understand what the woman is talking about. The waitress also looks confused. The other woman shows body language (e.g., head resting in her hand, looking up at the ceiling) that makes her look bored, impatient, or disgusted.

4. The man is trying to influence the host who seats people. He is handing money to the host while probably trying to explain that he is a very important person and should be seated right away. The man is also winking at the host, which means he's trying to be friendly. However, the host's facial gesture of rolling his eyes shows that he is not impressed at all.

5. The two teenagers are arguing and teasing each other. The father doesn't seem to notice or care what they are doing. It seems the father is quite hungry because he's stuffing bread into his mouth. The mother looks annoyed with the children; she's shaking her finger at them.

interchange 14 WHAT'S GOING ON?

A Pair work Look at this scene of a crowded restaurant. What do you think is happening in each of the five situations? Look at people's body language for clues.

A: Why do you think the woman in situation 1 looks upset?

B: Well, she might be having a fight with . . .

A: What do you think the woman's gesture in situation 5 means?

B: Maybe it means she . . .



B Group work Compare your interpretations. Do you agree or disagree?

IC-18

Interchange Activities

Interchange 15 DO THE RIGHT THING!

A What would you do in each of these situations? Circle a, b, or c. If you think you would do something else, write your suggestion next to d.

"What Would You Do?"

- If an artist friend gave me a large original painting that was ugly, I would . . .
 - say something nice and put it in a closet later.
 - say that I didn't like it.
 - say thank you and hang it on the wall.
 -
- If I saw a parent spanking a child for no reason, I would . . .
 - do nothing.
 - yell at the parent.
 - call the police.
 -
- If I saw a student cheating on an exam, I would . . .
 - do nothing.
 - tell the teacher.
 - talk to the student about it after the exam.
 -
- If I saw my friend's boyfriend or girlfriend with someone other than my friend, I would . . .
 - do nothing.
 - talk to my friend.
 - talk to my friend's boyfriend or girlfriend.
 -
- If I saw a woman standing on a highway next to her car with a flat tire, I would . . .
 - do nothing.
 - stop and help her.
 - find the nearest telephone and call the police.
 -



B Group work Compare your choices for each situation in part A.

A: What would you do if an artist friend gave you an ugly painting?

B: Well, I would probably say that I didn't like it.

A: Really? I would

C Class activity Take a class survey. Find out which choice was most popular for each situation. Talk about any other suggestions people added for d.

IC-20

interchange 15

This exercise is a values-clarification activity in which Ss compare their reactions to various imaginary situations and consequences in the present. It also practices using unreal conditional sentences with *if* clauses.

A

■ Read the instructions aloud. Quickly go over the five situations and their choices. Also, make sure that Ss understand any new words or phrases – for example:

spanking = hitting on the buttocks ; (i.e., the soft parts of the body that you sit on) with your open hand

yell = to shout or say something very loudly because you are angry, excited, or frightened
cheating = behaving in a dishonest way in order to win or gain something

■ Now give Ss a few minutes to work individually in making their selections. Remind them to write down their own idea or imagined reaction next to **d** if they don't choose **a**, **b**, or **c**. Walk around and give help as needed, particularly with the Ss' own suggestions for **d**.

B Group work

■ Divide the class into groups. Then model how to compare choices by starting with the A/B dialog and

extending it with the participation of one or two groups.

■ Set a time limit of about ten minutes. Encourage groups to ask one another follow-up questions during their discussions. Go around and give help as needed.

C Class activity

■ Conduct the class survey like this: Read aloud a situation and its choices, one by one, while asking for a show of hands to find out Ss' preferences for each one. Write the numbers on the board to keep track of the Ss' votes for each situation. Are any Ss surprised at the choice that was the most popular for a certain situation? If they are, ask some follow-up questions to discover why.

■ Finally, find out what kinds of additional reactions Ss might have added for **d** in each situation. Encourage the rest of the class to give their comments and opinions.

interchange 16 **EXCUSES, EXCUSES****Student A**

A Role play You and your partner want to get together one evening in July. However, you are very busy and you also want to keep time open for other friends. You don't want to hurt your partner's feelings, so you make up excuses for many of the days in that month. Look at your calendar of evening plans. Then ask and answer questions to find out when you are both free. (Write your partner's excuses on the calendar.) Don't give up until you make a date.

A: Do you want to go out on the second?

B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?

A: Well, I . . .

July						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 dinner with Lynn	2
3	4 class	5	6 You want to keep these dates free. Make up excuses!	7	8 movie with Tom	9
10	11 You hope a friend calls. Make up excuses!	12	13 jazz club with Mike	14 theater with Jane	15	16
17 dinner with office friends	18 class	19	20 study for exam tomorrow	21 You know your old friend will probably be in town! Make up excuses!	22	23
24	25	26 You want to keep these dates free. Make up excuses!	27	28 dinner for Dad's birthday	29 go dancing with Ted & Sarah	30 You might have a date with an old school friend. Make up an excuse.
31						

B Pair work Now work with another "Student A." Discuss the excuses "Student B" gave you. Decide which excuses were probably true and which ones were probably not true.

"Anna said that on the ninth she had to stay home and reorganize her clothes closet. That was probably not true."

IC-19

interchange 16

This is a fun role play in which Ss must try to find a suitable day in the month to get together. It is a perfect wind-up to the unit because it also practices asking questions, making responses, giving excuses, telling "white lies," and using reported speech.

■ To introduce the topic of giving excuses and sometimes telling white lies, have Ss look at the reading in Exercise 12 on page 103. Then ask them for their own definition of what a "white lie" is. (Note: Here's a dictionary definition: A *white lie* is an untruth that is not very important, especially one that you tell in order to avoid hurting someone's feelings.)

■ Divide the class into pairs and assign A/B roles. Tell the Student As to look at page IC-19 and the Student Bs at page IC-21.

A Role play

■ Present the role play setting by reading the situation aloud to the whole class. Then give pairs a few minutes to look over their respective calendars and to think up some interesting and clever excuses for the days they don't want to go out. Tell Ss not to look at their partners' page. Walk around and give help, particularly if Ss don't understand something that's already printed on their calendar.

■ Now use the model A/B dialog with several volunteers to demonstrate how Ss should ask questions and

make responses in order to find an appropriate day for them to get together on an evening in July.

■ Tell Ss to write down on their calendars any excuses that their partners give for not being able to get together on a certain day. (Note: Ss will need these notes for the follow-up pair work task in part B.)

■ Set a time limit of about ten minutes. Encourage pairs to have fun and not to give up until they have found a suitable date. Go around and listen in, giving advice only if Ss are experiencing a communication breakdown.

■ Stop the activity when time is up or when all the pairs have made a date.

Interchange 16 **EXCUSES, EXCUSES****Student B**

A Role play You and your partner want to get together one evening in July. However, you are very busy and you also want to keep time open for other friends. You don't want to hurt your partner's feelings, so you make up excuses for many of the days in that month. Look at your calendar of evening plans. Then ask and answer questions to find out when you are both free. (Write your partner's excuses on the calendar.) Don't give up until you make a date.

A: Do you want to go out on the second?

B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?

A: Well, I

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 Sue's wedding
3	4	5 movie with Bob	6	7	8	9
You want to keep these dates free. Make up excuses!			You don't want to make plans in case you want to get away for a few days. Make up excuses!			
10 visit Mom and Dad	11 office party	12	13 photography workshop at school	14	15	16 Maybe an old friend will call. Make up excuses!
17 visit Grandma	18	19 museum with Joe	20	21	22 party at Amy's	23 baseball game with Jim
24 family get-together	25 You need a break. Make up an excuse!	26 book group meeting	27	28 need to work late tonight	29	30
	31					

B Pair work Now work with another "Student B." Discuss the excuses "Student A" gave you. Decide which excuses were probably true and which ones were probably not true.

"Joe said that on the sixth he had to stay home and reorganize his clothes closet. That was probably not true."

IC-21

B Pair work

- Now redivide the class into new pairs by putting two Student As together, then two Student Bs together, and so on around the class until everyone has a new partner.
- Go over the instructions for this task, which requires Ss to use reported speech to talk about what their former partners in part A said.
- Read aloud the example statement using reported speech. Tell Ss to look over their own calendar notes that they wrote down about their partners' excuses. Then explain that Ss need to use their notes to make statements with reported speech. Elicit a few additional examples from Ss around the class and write them on the board.

- Pairs take turns talking about the excuses they received in part A and discussing whether the excuses sounded real or were probably just "white lies." Go around the class and give help as needed.
- As a wrap-up, find out which day in July most pairs chose for their date during the role play in part A. Why was that date the most popular? (Note: If pairs closely followed the information on their calendars while they were doing the role play, there should have been only one date possible for them to get together – July 31.)

Unit Summaries

Units Summaries contain lists of key vocabulary and functional expressions, as well as grammar extensions for each unit. For Grammar Focus models, please refer to the appropriate unit page.

1 A TIME TO REMEMBER

KEY VOCABULARY

Nouns attic (soccer) ball beach bicycle (summer) camp cat chess child childhood college comic dog family friend hide-and-peek hobby immigrant job kid lesson	memory parents park pet picture place possession rabbit scrapbook shell town tree house uncle vacation violin	Adjectives big favorite fine first fun good (at . . .) great near OK old scary second small	Other be begin collect follow get up give go grow up have (a . . . time) learn move paint play Rollerblade spend (time) stay study think throw out walk	Adverbs ago always early every (day) here just most neither not anymore now only originally pretty really still there too very	Prepositions about (yourself) after (school) along (the beach) at (his house) from (South America) in (high school) in front of to (colleago)
Pronouns that this yourself	Verbs Modals can could would	Conjunctions and but	Interjections by the way hey in fact oh say wow		

EXPRESSIONS

Greeting someone
Hi./Hello.

Introducing yourself
My name is . . . /I'm . . .
Nice to meet you.
Good to meet you, too.

Exchanging personal information
Could you tell me (a little) about yourself?
Sure. What do you want to know?
Are you from . . . ?
Yes, I am./No, I'm not.

Where were you born?
I was born in . . .
Did you grow up there?
Did you go to school in . . . ?
Yes, I did./No, I didn't.

Talking about past activities
Where did you learn to . . . ?
Here.
How old were you when you began to . . . ?
I was . . . years old.
What/Where did you use to . . . ?
When I was a kid, I used to . . .
I used to . . . , too, when I was a kid.

Talking about past abilities
How well did you . . . ?
I was pretty good.

Apologizing
I'm (really) sorry.

Asking for and agreeing to a favor
Can you . . . ?
Sure.

Giving opinions
I bet . . .

GRAMMAR EXTENSION Adverbial clauses with when

These four sentences mean the same; here, *when* means "at that time":

- a) **When** I was in high school, we moved here. c) **When** we moved here, I was in high school.
b) We moved here **when** I was in high school. d) I was in high school **when** we moved here.

When an adverbial clause comes before an independent clause (as in sentences a and c), a comma is used.

2 CAUGHT IN THE RUSH

KEY VOCABULARY

Nouns

City places

airport
bank
cash machine
dance club
department store
(business) district
newsstand
restaurant
(duty-free) shop

Transportation

bicycle
(lane/stand)
bus
(lane/station/stop)
car
subway
(entrance/station)
taxi
(driver/lane/stand)
train

Other

certificate
coffee

counter

crime
cup
facility
fare
fire
government
hall
hamburger
highway
(half) hour
idea
letter
location
ma'am
(news)paper
noise
parking
(garage/light/space)
pedestrian
police (officer)
(air) pollution
question
restroom
route
rush hour
stop (light/sign)

street (light/sign)
system
telephone
traffic
(light/sign/jam)

Pronoun

one

Adjectives

average
cheap
close (to)
full
polite
public
special
sure
terrible
terrific
wrong

Verbs

Modal
be able to
should

Other

arrive
be allowed (to)
buy
check
come
cost
drive
feel like
find
get
improve
leave (for)
look
move
need
open
park
provide
see
take (time)
talk about
write

Adverbs

downtown
in general
much
never
quickly
right
sometimes
upstairs

Prepositions

across from
around (here)
at (rush hour)
behind
down (the hall)
except
on (the corner of)
next to

Conjunctions

however
so

Interjection

oh, no

EXPRESSIONS

Expressing a concern

There are too many . . . /There is too much
There aren't enough /There isn't enough
We need more
There should be fewer /There should be less

Getting someone's attention

Excuse me.

Asking for and giving information

Can you tell me where . . . ?
Let me think.
Could you tell me how often . . . ?
Every
Do you know what time/when . . . ?
Sorry, I don't know.
Just one more thing.
Yes?

Asking a rhetorical question

Why is there never a . . . when you need one?
Good question.

Thanking someone

Thanks (a lot).

Making a suggestion

Let's (go and)

Expressing probability

It should

GRAMMAR EXTENSION Word order with Wh-words

Direct question

Where is the bank?
Wh-word verb subject

Statement

I don't know where the bank is.
Wh-word subject verb

Indirect question

Do you know where the bank is?
Wh-word subject verb

KEY VOCABULARY

Nouns

Houses / Apartments

bathroom
bedroom
closet
kitchen
living room
window

Other

appearance
(rock) band
class
clothes
guitar
homework
interest
leisure
life
(a) lot (of)
money
musician
neighborhood
personality
skill

Pronouns

something
somewhere

Adjectives

Describing houses and apartments

bright
comfortable
convenient
cramped
dangerous
dark
dingy
expensive
huge
inconvenient
large
modern
new
noisy
private
quiet
reasonable
safe
shabby
spacious

Other

boring
different
difficult
easy
free
healthy
in (good) shape
last
own
part-time
single

Verbs

Modal
have to

Other

add
become
change
do (chores)
enjoy
go back
go out
like
live
make (friends)

pay
read
rent
retire
show
take (classes)
work

Adverbs

a little
actually
all (day)
else
not at all
then
well

Prepositions

around (the house)
in (the evening)

Conjunction

though

Interjections

hmm
uh

EXPRESSIONS

Asking for and giving an opinion

What do you think?

The . . . isn't . . . enough.

The . . . is too . . .

There aren't enough . . . / There isn't enough . . .

It's not as . . . as . . .

It doesn't have as many . . . as . . . / It has just as many . . . as . . .

Exchanging personal information

Where are you working now?

I'm still at the . . .

How old are you?

(I'm) . . .

Expressing regret about a present situation

I wish (that) I could . . .

I wish I didn't . . .

I wish life were easier.

Expressing sympathy and empathy

That's too bad.

I know what you mean.

Agreeing

I don't . . . either.

Expressing interest

Really?

GRAMMAR EXTENSION Evaluations

Evaluations often include an infinitive (*to* + base verb).

adjective + enough + *infinitive*

The kitchen isn't large enough to eat in.

too + *adjective* + *infinitive*

The kitchen is too small to eat in.

4 I'VE NEVER HEARD OF THAT!

KEY VOCABULARY

Nouns

Food and beverages

bagel
banana
beef
brains
bread
cake
chicken
coconut milk
curry
(scrambled) egg
eggplant
fish
frog's legs
garlic
guacamole (dip)
honey
meat
(coconut) milk
oil
onion
pasta
peanut butter
pizza
popcorn
potato

sandwich
shrimp
snails
soup
vegetable
water

Meals

breakfast
dinner
lunch

Other

appetizer
barbecue
bowl
charcoal
check
diet
dish
ingredient
kebob
lighter fluid
marinade
menu
picnic
(food) poisoning

recipe
skewer
slice
snack
sir

Adjectives

awful
barbecued
delicious
fried
interesting
strange
toasted

Verbs

Cooking methods

bake
barbecue
boil
fry
roast
steam

Other

cut into/up
decide (on)

eat
hear of
light
make (= prepare)
marinate
pour (over)
prefer
put in/on
skip
spread
take off
try
turn over

Adverbs

ever
from time to time
lately
recently
usually
yesterday
yet

Prepositions

for (20 minutes)
in (the morning)

EXPRESSIONS

Talking about food and beverages

Have you ever eaten . . . ?

Yes, I have/No, I haven't.

It's/They're . . . !

This/It sounds . . . /They sound . . .

Yum!

Ugh!/Yuck!

Ordering in a restaurant

Have you decided yet?

Yes. I'll have . . .

And you?

I think I'll have the . . .

Making and declining an offer

Like to . . . ?

No, thanks.

Describing a procedure

First, . . .

Then . . .

Next, . . .

After that, . . .

Finally, . . .

Stating a preference

I usually like to . . .

I prefer to . . .

GRAMMAR EXTENSION Two meanings of recently

In the present perfect, *recently* means "during the period of days or weeks" or "lately."

I've eaten out a lot *recently* – three times this week.

In the past tense, *recently* means "not long ago."

I *recently* ate Korean food for the first time – last week, in fact.

KEY VOCABULARY

Nouns

Activities

camping
fishing
hiking
mountain climbing
rafting
reading
swimming

Other

backpack
(hiking) boots
camper
cash
condominium
country
cousin
credit card
culture
expedition
father
first-aid kit
identification
lots (of)

luggage
medication
mom
overnight bag
national park
passport
plan
plenty (of)
pocket
(hotel) reservation
shorts
suitcase
temple
thing
(plane) ticket
traveler's check
trip
vaccination
visa
wallet
weather
week
windbreaker
world

Pronoun

anyone

Adjectives

alone
back
excited
exciting
foreign
pleasant
round-trip
several
warm

Verbs

Modals
had better
must
ought to
should

Other

backpack
carry
catch up on

check on
have (time off)
lie
pack
start
take (a vacation/a walk)
think (about/of)
travel
visit

Adverbs

abroad
already
around
away
lots of
maybe
nearby
probably
so

Prepositions

around (Europe)
by (yourself)
for (a few days)

EXPRESSIONS

Talking about definite plans

Have you made any plans?
I'm going to

Talking about possible plans

What are you going to do?
I guess/I think I'll
I'll probably
Maybe I'll

Asking about length of time

For how long?
How long are you going to . . . ?
How long should we . . . ?

Expressing necessity

You (don't) have to/You must/You need to

Making a suggestion

You'd better
You ought to/should/shouldn't

Making and accepting an offer

Why don't you . . . ?
Do you mean it? I'd love to!

GRAMMAR EXTENSION Future sentences

With present continuous

The present continuous is often used with a future meaning when we are talking about things that have already been decided on and planned.

Where are you going for your vacation?

We're staying home. My grandparents are coming for a visit.

With simple present

The simple present is often used with a future meaning when we are talking about timetables, schedules, and so on.

When do you leave?

Our plane takes off at midnight, and we arrive in Paris at 7:00 A.M.

KEY VOCABULARY**Nouns**

block
cigarette
coat
(a) couple (of)
dollar
driveway
dry cleaning
faucet
floor
garbage
groceries
lasagna
magazine
moss
music
neighbor
oven
phone
problem
program
radio
(non-smoking) section
shoe
sound

stereo

towel
toy
trash
TV
wall

Pronoun

anything

Adjectives

broke
busy
loud
thin

Verbs

Two-part verbs
clean off/up
hang up
keep down
move into
pay back
pick up
put away/out
take off/out
throw out
turn down/off/on

Other

afford
block
drive
forget
help
lend
mind
plan (to)
realize
smoke

Adverbs

across
definitely
down
next door
(all) over
quietly
soon
through
tomorrow
totally

Prepositions

in (a minute)
on (the phone)

Conjunction

if

EXPRESSIONS**Making and agreeing/objecting to a request**

Please . . .

Sure. No problem!

Oh, but . . .

Can/Could you . . . ?

I'd be glad to.

Would you please . . . ?

OK. I'll . . .

Would you mind . . . ?

Sorry. I'll . . . right away.

Apologizing

I'm sorry. I didn't realize./I forgot./I'll . . . right away.

Making a promise

I'll make sure to . . .

Expressing annoyance

Goodness!

Expressing surprise

Are you kidding?

GRAMMAR EXTENSION Separable and inseparable two-part verbs

Some two-part verbs take a direct object and can be separated.

Put away your things.

Why don't you put your things away?

I already put them away.

Other two-part verbs can also take direct objects but can't be separated.

Help me look for my new Suzanne Vega CD. I want to listen to it.

Suzanne Vega? I never heard of her.

KEY VOCABULARY

Nouns

Machines / Appliances

battery
camcorder
CD-ROM
(laptop) computer
fax (machine)
hair dryer
microwave oven
modem
(cellular) phone
robot
satellite

Other

advice
astronomy
ATM card
attendance
behavior
(household) bill
budget
(send) button
(phone/telephone) call
chat (group/room)
cold
container
criminal
document
encyclopedia

factory
(DNA) fingerprinting
heat
in-line skate
information
instructions
Internet
jet ski
(phone) line
medical school
metal
mother
motorbike
movie
number
order
(electrical) outlet
paper (= composition)
(crime) pattern
people
person
photocopy
professor
psychotherapist
report
report card
(work) schedule
sport
task
UFO

worker
World Wide Web

Pronouns

mine
ours

Adjectives

closed
extreme
fragile
latest

Verbs

access
analyze
belong
communicate
connect
create
dial
drop
exchange
expose
get on
heat
identify
make sure
perform
place

plug
press
process
recharge
remember
research
run (a machine)
save
send
spill
store
teach
unplug
use

Adverbs

away
facedown
first of all
just about
often
on-line

Prepositions

at (a medical school)
in (a factory)
on (= about)

Interjection

uh-huh

EXPRESSIONS

Making a suggestion

Why don't you . . . ?

Maybe I will.

Describing a use or purpose

What's this for?

It's used for . . . /It's used to . . .

I can use it for . . . /I can use it to . . .

What are these for?

They're used for . . . /They're used to . . .

You can use them for . . . /You can use them to . . .

Giving and responding to advice

First of all, don't forget to . . .

Got it!

Then . . . And remember to . . .

That's all?

Pretty much. Just make sure to . . . And try not to . . .

Good advice.

GRAMMAR EXTENSION *Uncompleted infinitives**Advice*

Remember to recharge the batteries.

Response with completed infinitive

I won't forget to recharge them.

Response with uncompleted infinitive (to avoid repetition)

I won't forget to.

KEY VOCABULARY

Nouns

Holidays, festivals, and celebrations

anniversary
April Fool's Day
bachelor party
birthday
bridal shower
Carnival
engagement
Halloween
May Day
Mother's Day
New Year's Eve
party
(wedding) reception
Thanksgiving
Valentine's Day
wedding

Other

bride
candy
card
champagne
costume
couple
cranberry sauce
dancing

door
dress
fireworks
flower
gift
groom
kimono
man
mask
newlywed
night
occasion
part
period
photo
present
revolution
samba
trick
turkey
woman
word

Seasons

fall
spring
summer
winter

Pronouns

each other
everyone
ones

Adjectives

beautiful
engaged
female
long
male
Western
white
young

Verbs

ask for
attend
celebrate
change (into)
date
dress up
get
(engaged/married/
together)
happen
have (a party)
hold
honor

invite

knock
last
love
party
receive
return
say
serve
wear

Adverb

on . . . own

Prepositions

by (saying)
during (the reception)
on (October 31st)
with (cranberry sauce)

Interjection

Trick or treat!

EXPRESSIONS

Describing holidays, festivals, and celebrations

. . . is a day/a night when . . .
. . . is the day when . . .
. . . is the season when . . .
A . . . is a time when . . .
. . . is the month when . . .
Before
After
When

Asking about customs

How old are people when they . . . ?
Is there . . . ?
Where is the . . . usually held?
What happens during the . . . ?
What do . . . wear?
What type of food is served?

GRAMMAR EXTENSION Adverbial clauses of time

In sentences with clauses beginning with *before* and *after*, there is always one action that comes before another.

Before a man gets married, his friends give him a party. = First, his friends give him a party; then he gets married.

After a woman gets married, she often changes her name. = First, she gets married; then she changes her name.

With clauses beginning with *when*, however, either one action comes before another – and *when* means “after” – or both actions happen at the same time.

When a woman gets married, she often changes her name. = First, she gets married; then she changes her name.

When a woman gets married, she usually wears a white dress. = During the time she's getting married, she wears a white dress. (both happen at the same time)

KEY VOCABULARY

Nouns

accident
actress
automobile
building
clothing
(common) cold
cure
education
entertainment
environment
game
golf
grocery store
gym
hospital
housing
language
loan
mall
medicine
office
population
request
shopping
sleep
space
store

sugar
supermarket
technology

Adjectives

awake
energetic
hard
high-rise
hungry
jealous
relaxed
serious
successful

Verbs

Modals
may
might

Other

fall (in love)
fit (into)
gain (weight)
give up
go on (a diet)
grow
inherit

join
miss
lose (touch/weight)
own
quit
sell
shop
star
take care of
tear down

Adverbs

even
fast
nowadays
sometime
these days
today

Prepositions

at (stores)
by (computer)
in (the next 100 years/the future)
on (TV)

Conjunction

without

EXPRESSIONS

Talking about the past

In the past, . . .
People used to . . .
. . . years ago, people . . .

Talking about the present

These days, . . .
Today, people . . .
Nowadays, people . . .

Talking about the future

Soon, there will be . . .
In . . . years, people might/may . . .
In the future, people are going to . . .

Describing situations and possible consequences

If I . . . , I might . . .
If you . . . , you won't be able to . . .
If they don't . . . , they'll have to . . .
If you . . . , you may be able to . . .

GRAMMAR EXTENSION Conditional sentences with *if* clauses

In a conditional sentence about a possible situation, the simple present is usually used in the *if* clause.

If you **quit** smoking, you'll feel better.

Sometimes, however, the future with *will* is used in the *if* clause - especially if there is an offer in the consequence clause.

If you'll **quit** smoking, I'll buy you a new car.
If you'll **buy** me a car, I'll quit smoking.

10 I DON'T LIKE WORKING ON WEEKENDS!

KEY VOCABULARY

Nouns

Jobs/Occupations

accountant
architect
bookkeeper
doctor
executive
flight attendant
journalist
lawyer
marine biologist
model
novelist
nurse
songwriter
stockbroker
teacher
waiter
writer

Other

bookstore
boss
co-worker
deadline
decision
diploma
driver's license
experience
math
meeting
mistake
sales
semester
stuff
team

Adjectives

Personality traits

bad-tempered
creative
critical
disorganized
efficient
forgetful
generous
hard-working
impatient
level-headed
moody
patient
punctual
reliable
shy
strict
unfriendly

Verbs

be interested (in)
commute
file
make (a decision/a mistake)
meet (a deadline)
organize
solve
stand

Prepositions

during (the week)
from (nine to five)
in (sales)
on (weekends)

Interjections

Let's see.
Mmm.

Other
retail

EXPRESSIONS

Expressing and agreeing with feelings and opinions

I like/hate enjoy
So do I.
I'm interested in . . . /
I'm good at
So am I.
I'm not good at
Neither am I.
I don't mind
Neither do I.
I can't stand
Neither can I.

Expressing and disagreeing with feelings and opinions

I like/enjoy
Oh, I don't.
I hate
Really? I like
I'm interested in . . . /
I'm good at
Gee, I'm not.
I'm not good at
I am!
I can't stand
Oh, I don't mind.

Talking about possible occupations

I'd make a good/bad . . . because . . .
I'm . . . and I like/don't like
I wouldn't want to be a/an . . .
because I'm too
I could (never) be a/an . . .
because I'm not good at
I wouldn't mind working as a/an . . .
because I really like

GRAMMAR EXTENSION Verbs followed by either a gerund or an infinitive

You can use either a gerund (verb + -ing) or an infinitive (to + verb) after these verbs -- without changing the meaning of the sentence:

like love hate can't stand begin/start continue

I like **commuting**/to commute to work.
I love **meeting**/to meet new people.
I hate **writing**/to write reports.
I can't stand **sitting**/to sit in meetings.
I've **begun**/started looking for/to look for a new job.
We continue **having**/to have problems with our boss.

11 IT'S REALLY WORTH SEEING!

KEY VOCABULARY

Nouns

Currencies

baht
dollar
peso
pound
yen

Other

advance
album
(cartoon) character
cheese
crown
electronics
elevator
engineering
film
hair salon

harbor

industry
light bulb
mining
monument
novel
opera
painting
phonograph
prime minister
prince
product
radium
religion
sculptor
stair
state
statue
step

tomb

tourism
travel agent
visitor
wheat
wife

Pronoun

which

Adjectives

agricultural
both
digital
federal
incredible
religious

Verbs

accept
approach
build
compose
design
develop
direct
discover
get to
govern
invent
locate
make up
manufacture
perform
produce
record

sightsee

speak
welcome

Adverbs

a great deal (of)
around
inside

Prepositions

on (the left/the right)
since (1886)
to (the top)

Interjection

of course

EXPRESSIONS

Expressing amazement

Wow!
Incredible, isn't it?

Describing works of art, inventions, and discoveries

... was built/composed/created/
designed/directed/painted/
recorded/written by ...
... was developed/discovered/
invented/produced by ...

Asking about a country

Where is ... located?
What languages are spoken in ... ?
What currency is used in ... ?
Is English spoken (much) there?
Are credit cards accepted there?

Responding to difficult questions

I'm not sure. Isn't it ... ?
I think ... , but I'm not sure.
I really have no idea.
How would I know?

Expressing confusion

Huh?
What?
Where?

GRAMMAR EXTENSION Subject-verb agreement in passive sentences

With expressions of quantity with of

The form of *be* - singular or plural - is determined by the noun or pronoun that follows *of*.

A lot of coffee **is** grown in Brazil.
A great deal of it **is** sent to other countries.

A lot of agricultural products **are** grown in Brazil.
Some of them **are** sold at local markets.

With singular nouns ending in -s

The singular form of *be* is used.

The Philippines **is** made up of more than 7,000 islands.
The news that's printed in many papers **is** incredible.
Mathematics **is** taught to very young children.

With plural nouns not ending in -s

The plural form of *be* is used.

The police **were** called after the accident.
People **are** often helped by their neighbors.

KEY VOCABULARY

Nouns

Human ages
adolescent
(young) adult
baby
boy
elderly person
girl
infant
middle-aged person
teenager

Other

arm
audition
break
customer
drama school
exercise
fat
graduate school
grandfather
grandmother
grandparent
journalism
power
seafood
suburbs
tutor

Adjectives

lucky
tiny

Verbs

break
enter
finish
get into
go out
ice-skate
offer
ring
run out (of)
save up

Adverbs

almost
full time
last
luckily
out of

Prepositions

as (a waitress)
between (the ages of 1 and 12)
for (the last six months)
in (ages)
within (a few weeks)

Conjunction

while

EXPRESSIONS

Greeting someone after a long time

I haven't seen you in ages.
Has it been . . . since I last saw you?

Talking about past events

I was . . . , but I never
I was . . . , when I
While I was . . . ,

Exchanging personal information

Have you been doing anything exciting recently?
Yes, I have./No, I haven't.
What have you been doing lately/ these days?
I've been
How long have you been doing that?
For
How have you been?
Great!

Expressing interest and surprise

Wow, what a lucky break!
Wow! That's incredible!
Wow! Tell me more.
Oh, really? That's interesting.
Really? I didn't know that!
Oh, I see.
Gee, I had no idea.

Asking for a reason

How come?

GRAMMAR EXTENSION *during and while*

during + *noun*

Someone called **during** dinner.

while + *subject + verb*

Someone called **while** we were having dinner.

KEY VOCABULARY

Nouns

Movies

action movie
comedy
horror movie
musical
mystery
nature film
romance
western

Other

actor
alien
composer
critic
detective show
director
event
guy
law firm
planet
rating
review
scene
script

secret agent

song
special effect
star
studio
video

Adjectives

absurd
amazing
another
bizarre
brave
corrupt
disgusting
dreadful
dumb
fabulous
fascinating
frightening
horrible
marvelous
main
odd
outstanding
ridiculous

silly

stupid
surprising
unusual
weird
wonderful

Verbs

amaze
bore
end
fascinate
chase (after)
put down
star
surprise
take place

Adverbs

again
kind of

Preposition

of (all time)

EXPRESSIONS

Giving opinions about movies, books, and people

I'm interested in

Now that sounds good.

I thought . . . was an exciting book.

I'm fascinated by

I think . . . is a very interesting actor.

I find . . . fascinating.

Describing movies, books, and people

It's the movie which/that

It was a great book which/that

It's about a man/woman who/that

He's/She's . . . that

Reminding someone

You know

GRAMMAR EXTENSION Prepositions used with past participles

Some past participles used as adjectives can be followed by a preposition + noun/gerund. Here are some examples:

amazed at
bored with/by
confused by
embarrassed by

disappointed by/in/with
disgusted with/by
fascinated with/by
frightened of/at

interested in
scared of
surprised at/by
tired of

People are often **amazed at** the special effects in movies these days.

I was very **disappointed in** Tom Cruise's last movie; I was **surprised at** how silly it was.

We're **tired of** seeing the same actors over and over.

KEY VOCABULARY

Nouns

bridge
cloud
falsehood
gesture
gift shop
hard hat
head
lane
lining
mountain
museum
path
peace
penny
poison
proverb
road sign
seat belt

silver
stitch
truth

Adjectives

angry
annoyed/annoying
careful
confused/confusing
crazy
embarrassed/
embarrassing
false
perfect
recyclable
scared
shocked/shocking
tired
true

Verbs

Modals
can
could
have (got) to
may
might
must

Other
agree (with)
burn
earn
fasten
go away
hatch
litter
notice
pass
remove

seem
state
touch
turn
wait
win
wonder

Adverbs

not exactly
perhaps
slow

Prepositions

from (side to side)
in (time)
off (the path)
on (one side/the other)

EXPRESSIONS

Hypothesizing

It might/may mean
It could mean
Maybe/Perhaps it means

Making a logical assumption

That must mean
That probably means

Expressing permission

You can
You're allowed to

Expressing prohibition

You can't
You're not allowed to

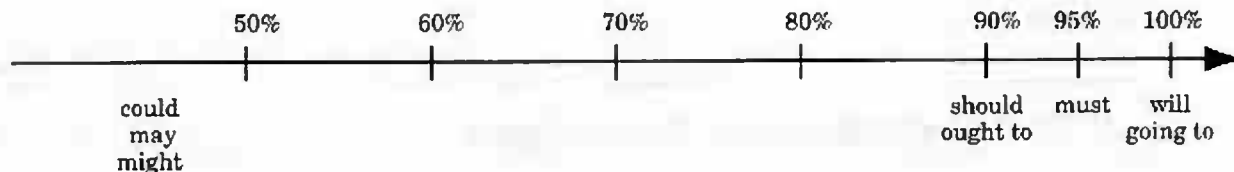
Expressing obligation

You have to
You've got to

Disagreeing

I don't think so.

GRAMMAR EXTENSION Modals to express different degrees of certainty



I wonder where this road goes.

It could/may/might go = The speaker has no information and is only guessing.

It should/ought to go = The speaker has some information.

It must go = The speaker is almost sure.

It will go = The speaker is sure.

KEY VOCABULARY

Nouns

aunt
burglar
caller
casino
cigarette lighter
classmate
comb
counselor
drinking problem
exam
father-in-law
girlfriend
houseguest
jail
jewelry
lottery
luck
note
opportunity
owner
parking lot
radio talk show
regret
salesclerk
set (of keys)
way

Pronouns

anybody
someone

Adjectives

bad
else
honest
messy
valuable

Verbs

Modals
could
might
would

Other

admit
borrow
cheat
come back
deny
disagree
dislike
divorce
double

fight

get rid of
give back
invest
lie
lock (out)
marry
refuse
shoplift
steal
swim
thank
warn

Adverbs

overseas
straight

Prepositions

by (mistake)
for (myself)
on (a test/the street)

Conjunction

as

EXPRESSIONS

Describing imaginary situations and consequences in the present

What would you do if . . . ?

If I . . . , I'd/I wouldn't/I might/I could

Talking about imaginary or hypothetical actions in the past

What would you have done?

I would have

I wouldn't have done anything.

What should I have done?

You should have

You shouldn't have

Emphatically saying no

No way!

Saying someone is right

Hmm. You've got a point there.

Expressing gladness/relief

Thank goodness!

GRAMMAR EXTENSION *Past modals*

Use *could have* or *might have* + past participle to say there was an opportunity for something to have happened although it didn't happen.

You **could have/might have waited** a little longer. = You had the chance and it was possible to wait a little longer – but you didn't wait.

16 WHAT'S YOUR EXCUSE?

KEY VOCABULARY

Nouns

anger
answering machine
apology
appointment
baseball bat
bathing suit
belly dancing
CD
complaint
compliment
concern
congratulations
criticism
excuse
flu
hairdresser
invitation
joke
lie
message
psychic

reason
roommate
soda
sympathy
truth
wrestling match

Verbs

bring
express
fly (in)
have (the flu)
let (in)
make (a date/plans)
pick up (someone)
promise
wait for

Adverb

out of (town)

EXPRESSIONS

Exchanging personal information

How are things?
Just fine, thanks.
What's up?
Well, I . . .

Talking on the phone

Hi, . . . This is . . .
Oh, hi.

Reporting requests

. . . asked/told me to . . .
. . . said to . . .
. . . asked/told me not to . . .
. . . said not to . . .

Reported statements

. . . said (that) . . .
. . . told me (that) . . .

Expressing regret

That's too bad.
I'm really sorry.
I'm sorry, too.

Saying you remember

Oh, that's right!

GRAMMAR EXTENSION *Reported speech*

It is not always necessary to change the verb in reported speech:

- if you're reporting something that you feel is still true:

Mark said, "I need a vacation."
= Mark said he **needs** (or **needed**) a vacation.

- if you're reporting something soon after it was said:

Dr. Jones just said, "I'm ready for my next appointment."
= Dr. Jones said she **is** (or **was**) ready for her next appointment.

- if the verb is in the simple past:

Don said, "I made a date with Jill."
= Don said he **made** (or **had made**) a date with Jill.

Appendix

COUNTRIES AND NATIONALITIES

This is a partial list of countries, many of which are presented in this book.

Argentina	Argentine	Germany	German	the Philippines	Filipino
Australia	Australian	Greece	Greek	Poland	Polish
Austria	Austrian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Singapore	Singaporean
Bolivia	Bolivian	Indonesia	Indonesian	Spain	Spanish
Canada	Canadian	Ireland	Irish	Switzerland	Swiss
Chile	Chilean	Italy	Italian	Thailand	Thai
China	Chinese	Japan	Japanese	Turkey	Turkish
Colombia	Colombian	Korea	Korean	Peru	Peruvian
Costa Rica	Costa Rican	Lebanon	Lebanese	the United Kingdom	British
Ecuador	Ecuadorian	Malaysia	Malaysian	the United States	American
Egypt	Egyptian	Mexico	Mexican	Uruguay	Uruguayan
England	English	Morocco	Moroccan		
France	French	New Zealand	New Zealander		

NUMBERS

0	1	2	3	4	5	6	7	8
zero	one	two	three	four	five	six	seven	eight
9	10	11	12	13	14	15	16	17
nine	ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen
18	19	20	21	22	30	40	50	60
eighteen	nineteen	twenty	twenty-one	twenty-two	thirty	forty	fifty	sixty
70	80	90		100			1,000	
seventy	eighty	ninety		one hundred (a hundred)			one thousand (a thousand)	

COMPARATIVE AND SUPERLATIVE ADJECTIVES

1. Adjective with *-er* and *-est*

big	dirty	high	old	tall
busy	dry	hot	pretty	ugly
cheap	easy	large	quiet	warm
clean	fast	light	safe	wet
close	friendly	long	scary	young
cold	funny	mild	short	
cool	great	new	slow	
deep	heavy	nice	small	

2. Adjectives with *more* and *most*

attractive	exciting	outgoing
beautiful	expensive	popular
boring	famous	relaxing
crowded	important	stressful
dangerous	interesting	difficult
delicious		

3. Irregular adjectives

good	→ better	→ best
bad	→ worse	→ the worst

PRONUNCIATION OF REGULAR PAST FORMS

with /d/
studied
stayed

with /t/
worked
watched

with /ɪd/
invited
visited

IRREGULAR VERBS

<i>Present</i>	<i>Past</i>	<i>Participle</i>	<i>Present</i>	<i>Past</i>	<i>Participle</i>
(he) am/is, are	was, were	been	make	made	made
become	became	become	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	quit	quit	quit
buy	bought	bought	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hold	held	held	wear	wore	worn
keep	kept	kept	win	won	won
lend	lent	lent	write	wrote	written
lose	lost	lost			

ANSWER KEY Unit 11, Exercise 10, page 70

1. in South America
2. English, Malay, Chinese, and Tamil
3. Canada, China, France, India, Russia, U.S.
4. Burma, India, Kenya, Malaysia, Nigeria, Pakistan, the Philippines, Singapore, Sri Lanka, Sudan, Tanzania, among other countries
5. Belgium, Canada, France, Haiti, Luxembourg, Morocco, Senegal, Switzerland, Tunisia, among other countries
6. Australia, Canada, Denmark, Italy, Great Britain, Japan, Malaysia, the Netherlands, Norway, Portugal, Spain, Sweden, among other countries

Unit 1 A time to remember

2 Conversation [p. 2]

B Listen to the rest of the conversation. What are two more things you learn about Ted?

TED: Hey, that was fun. Thanks for the lesson!

ANA: No problem. So, tell me a little about yourself. What do you do?

TED: I work in a travel agency.

ANA: Really! What do you do there?

TED: I'm in charge of their computers.

ANA: Oh, so you're a computer specialist.

TED: Well, sort of. Yeah, I guess so.

ANA: That's great. Then maybe you can give me some help with a computer course I'm taking.

TED: Oh, sure . . . but only if you promise to give me some more Rollerblading lessons.

ANA: It's a deal!

4 Listening [p. 3]

Listen to interviews with two immigrants to the United States. Complete the chart.

Yu Hong

INTERVIEWER: Where are you from originally, Yu Hong?

YU HONG: I'm from China . . . from near Shanghai.

INTERVIEWER: And when did you move here?

YU HONG: I came here after I graduated from college. That was in 1992.

INTERVIEWER: And what do you do now?

YU HONG: I'm a transportation engineer.

INTERVIEWER: I see. So you're an immigrant to the United States.

YU HONG: Yes, that's right.

INTERVIEWER: What are some of the difficulties of being an immigrant in the U.S.?

YU HONG: Oh, that's not an easy question to answer. There are so many things, really. I guess one of the biggest difficulties is that I don't have any relatives here. I mean, I have a lot of friends, but that's not the same thing. In China, on holidays or the weekend, we visit relatives. It isn't the same here.

INTERVIEWER: And what do you miss the most from home?

YU HONG: Oh, that's easy: my mom's soup! She makes great soup. I really miss my mother's cooking.

Ajay

INTERVIEWER: Where are you from, Ajay?

AJAY: I'm from India.

INTERVIEWER: And when did you move to the U.S.?

AJAY: It was in 1991.

INTERVIEWER: Are you studying here at the moment?

AJAY: Not now. I came here as a student and graduated two years ago. I'm working as a computer technician.

INTERVIEWER: Uh-huh. And what was it like when you first came here? Was it difficult?

AJAY: Yeah, it was at times. The main difficulty I had was with the educational system. Things are very different here. Teaching methods, everything is very different from what I was used to in India.

INTERVIEWER: And what do you miss the most from India?

AJAY: To tell you the truth, after you're here for awhile, you don't miss anything very much. Hmm, but I guess the weather and my family are the things I miss. And the quality of life. The quality of life is much nicer back home, frankly speaking.

7 Conversation [p. 5]

B Listen to the rest of the conversation. What is Jeff's favorite childhood memory?

JEFF: You know what I remember most about growing up?

KIM: What?

JEFF: Visiting my grandparents' house . . . you know, on holidays and stuff. They lived way out in the country, and my granddad had a horse named Blackie. He taught me how to ride. I just loved that horse – and she loved me, too! I used to really enjoy spending time at my grandparents' house. And every time I came back, Blackie remembered me.

KIM: Ah, memories!

Unit 2 Caught in the rush

2 Conversation [p. 8]

B Listen to the rest of the conversation. What else is wrong with the transportation system in their city?

SAM: So, are you really going to write a letter to the paper?

LYNN: Sure. I'm going to say something about the buses. They're too old. We need more modern buses . . . nice air-conditioned ones.

SAM: And they need to put more buses on the road.

LYNN: Right. And there are too many cars downtown, and there isn't enough parking.

SAM: That's for sure. It's impossible to find a parking space downtown these days.

LYNN: I think they should ban private cars downtown between nine and five.

SAM: Oh, you mean they shouldn't allow any cars except taxis and buses during the regular workday. Hmm . . . that sounds like a really good idea.

4 Listening [p. 9]

A Listen to someone talk about how Singapore has tried to solve its traffic problems. Check True or False for each statement.

ENGINEER: Quite a number of things have been done to help solve traffic problems in Singapore. For example, motorists must buy a special pass if they want to drive into the downtown business district. They can go into the business district only if they have the pass displayed on their windshield.

Another thing Singapore has done is to make it more difficult to buy cars. People have to apply for a certificate if they want to buy a car. And the number of certificates is limited. Not everyone can get one.

There is also a high tax on cars, so it costs three or four times as much to buy a car in Singapore as it does in, say, the United States or Canada.

The other thing Singapore has done is to build an excellent public transportation system. Their subway system is one of the best in the world. And there is also a very good taxi and bus system.

B Listen again. For the statements that you marked false, write the correct information.

8 Conversation [p. 11]

B Listen to the rest of the conversation. Check the information that Erica asks for.

ERICA: Excuse me. It's me again. I'm sorry. I need some more information – if you don't mind.

MAN: Not at all.

ERICA: Thanks. Do you know how much a taxi costs to the city?

MAN: Well, it depends on the traffic, of course. But it usually costs about forty dollars.

ERICA: Forty dollars? I guess I'll take the bus. That means I have almost an hour till the next one. Where could I find an inexpensive restaurant in the airport? Maybe a fast-food place?

MAN: Go upstairs and turn right. You'll see the snack bar on your left.

ERICA: Thanks very much. Have a nice day.

MAN: You, too.

Unit 3 Time for a change!

2 Conversation Apartment hunting [p. 14]

B Listen to the Deans talk about another apartment. What does Jenny like about it? What doesn't she like?

MR. DEAN: Well, how do you like this place, then?

JENNY: Oh, it's much better than that other one. The thing I like best is the bedrooms. They are huge!

MRS. DEAN: Yes, they are nice and big.

JENNY: And there are two bathrooms! I could have my own bathroom!

MRS. DEAN: Yes, I guess you could.

JENNY: The only problem is the color of the living room. I really don't like those dark green walls.

MR. DEAN: Oh, I'm sure we can change the color if we want to.

5 Listening [p. 16]

A Listen to three people call about apartment advertisements. Check the words that best describe each apartment.

1.

MAN 1: Creative Rentals. Good morning.

WOMAN 1: Hello. I'm calling about the apartment you have for rent.

MAN 1: Yes. What can I tell you about it?

WOMAN 1: Where is it, exactly?

MAN 1: It's on King Street, just off the freeway.

WOMAN 1: Oh, near the freeway. Can you hear the traffic?

MAN 1: Yes, I'm afraid you do hear some. But the apartment has lots of space. It has three bedrooms and a very large living room.

WOMAN 1: I see. And is it in a new building?

MAN 1: Well, the building is about fifty years old.

WOMAN 1: Uh-huh. Well, I'll think about it.

MAN 1: OK. Thanks for calling.

WOMAN 1: Thank you. Bye.

2.

WOMAN 2: Hello?

MAN 2: Hello. Is the apartment you're advertising still available?

WOMAN 2: Yes, it is.

MAN 2: Can you tell me a little about it?

WOMAN 2: Well, it's a perfect apartment for one person.

It's one room with a kitchen at one end.

MAN 2: I see. And is it far away from the subway?

WOMAN 2: There's a subway station just down the street. Actually, the apartment is located right downtown, so you step out of the building and there are stores and restaurants everywhere. But it's on a high floor, so you don't hear any street or traffic noise.

MAN 2: It sounds like just the kind of place I'm looking for. I'd like to come see it, please.

WOMAN 2: Sure. Let me give you the address.

3.

MAN 3: Town and City Rentals. How can I help you?

WOMAN 3: Hi. Umm . . . is that apartment you advertised still available?

MAN 3: Yes, it is.

WOMAN 3: Oh, good. Umm . . . listen. I, I can't pay too much, so the low price you're asking is, is really good for me.

MAN 3: Great.

WOMAN 3: How big is it?

MAN 3: It's two rooms, plus the kitchen and bathroom.

WOMAN 3: Well, is it a safe place to live?

MAN 3: Well, I can tell you I've lived here for five years and I never heard about anybody having a problem.

WOMAN 3: Oh, that's good. Uh . . . let's see. Oh, yeah.

Does the apartment have a lot of windows?

MAN 3: Windows? Yes, there are plenty of windows.

But unfortunately, there isn't much light, really.

See, there's another building right next to ours.

WOMAN 3: Oh, that's OK. I'm never around in the day anyway. Do you think it's all right if I come and look at it?

MAN 3: Anytime. When do you want to see it?

B Listen again. Do you think each caller is going to rent the apartment? Why or why not?

7 Conversation Making wishes [p. 17]

B Listen to the rest of the conversation. What other changes would Brian and Terry like to make?

BRIAN: So how are things going with you and Susie, Terry?

TERRY: Oh, you didn't know? She and I broke up a couple of months ago. We decided we needed a break from each other for awhile. But I miss her a lot. I wish we could get back together again.

BRIAN: I'm sure you will.

TERRY: I really hope so. So what kind of job would you like to look for?

BRIAN: I'm not sure, but I'd love something that would involve travel. And I'd really like to move to another

city. I'm sick of this place. I need to live somewhere more exciting.

TERRY: I know what you mean. It sure can get boring around here at times.

9 Listening [p. 18]

A Listen to four people talk about things they wish they could change. Check the topic each person is talking about.

1.

MAN 1: Yeah, I really need a change. I've been doing the same things for over five years now, and I'm just not learning anything new. It's the same routine every day, and I am really sick of sitting in front of a computer. I think I need to try something totally different. I want to be in a profession that involves meeting people.

2.

WOMAN 1: I really need to join a club or sports team to get me something to do on weekends. I get really bored on the weekends, and if I joined a club, I'd probably get to meet people and make new friends.

3.

MAN 2: I should take a typing course this summer. I really need it for my school work. And people say that if you can type really well, it's something you'll find useful later in life.

4.

WOMAN 2: Gosh, I really have to go on a diet. I've gained ten pounds since last year, and everyone tells me I look fat. And if I don't lose weight now, I won't be able to get into any of my summer clothes.

B Listen again. What change would each person like to make? Why?

Unit 4 I've never heard of that!

2 Conversation [p. 20]

B Listen to the rest of the conversation. How did John like the fried brains? What else did he order?

KATHY: Oh, good! Here comes the waitress now!

WAITRESS: Here are your snails, madam. And for you, sir . . . the fried brains.

JOHN: Thank you.

KATHY: Mmmm, these snails are delicious! How are the brains?

JOHN: Well, I think they're . . . yuck! Oh, sorry, I guess brains are pretty strange after all. Um, I think I'm going to order something else, if you don't mind.

KATHY: Oh, sure. Go ahead.

JOHN: Miss! Excuse me, miss!

WAITRESS: Yes?

JOHN: Uh, I really don't care for this appetizer. Could you bring me something else?

WAITRESS: Yes, of course. What would you like instead?

KATHY: Try the snails.

JOHN: No, I don't think so. I'll tell you what. Just forget an appetizer for me, and bring me a nice, juicy hamburger . . . medium rare . . . with french fries and a large soda.

5 Listening [p. 22]

Listen to six people ask questions about food and drink in a restaurant. Check the item that each person is talking about.

1.

WOMAN 1: Have you finished with this?

MAN 1: No, I'm still drinking it. Thanks.

2.

MAN 2: Did you order this?

WOMAN 2: Yes, that's mine. Mmm, it looks great and smells delicious!

3.

MAN 3: Don't you like it?

WOMAN 3: I haven't tasted it yet. I'm waiting for the waitress to bring me a fork.

4.

MAN 1: Did you enjoy it?

WOMAN 2: Well, it was a little tough. I think it was cooked for too long.

5.

WOMAN 3: How is it?

MAN 3: Great. Just the way I like it: black and strong.

6.

MAN 3: Your turn or mine?

MAN 1: It's my treat this time. You paid last time. Remember?

8 Conversation [p. 23]

B Listen to the rest of the conversation. What is Kate's favorite snack? Would you like to try it? Why or why not?

KATE: I'll tell you what my favorite snack is: baked apple.

JIM: Baked apple?

KATE: Uh-huh. It's delicious – and healthy.

JIM: So how do you make it?

KATE: You take out the core of the apple with an apple corer. Then you fill the center of the apple with brown sugar and some raisins. Next, put it in a pan with a little water and bake it in the oven for about 45 minutes.

JIM: Mmm. That does sound good.

10 Listening *Tempting snacks* [p. 24]

A Listen to people explain how to make these snacks. Which snack are they talking about? Number the photos (1–4).

1.

WOMAN 1: I love to eat this at the movies. Sometimes, I even make it myself at home. It's really easy. First, you put a little oil in a pan. Then heat the oil. When the oil's hot – but not too hot – put in the kernels. Next, when you see they're starting to pop, cover the pan. Shake the pan a little until the noise stops. After that, pour it into a bowl. Finally, sprinkle a little salt over it and enjoy!

2.

MAN 1: Let me tell you how to make my favorite snack. It takes some time, but it's worth it. First, you take an avocado and mash it. Next, you chop half a tomato

and half an onion and add them to the avocado. After that, you chop a little cilantro – you know, Chinese parsley – and put that in, too. Then, squeeze a lemon or a lime on top. Finally, sprinkle the mixture with a little salt, pepper, and of course, hot sauce. Mmm, it's great with chips!

3.

WOMAN 2: A friend from New York City taught me how to make this. First, cut it in half. Then toast it. After that, let it cool a little and then spread cream cheese on it. It's really good for breakfast, but I can eat it any time.

4.

MAN 2: Some people eat the frozen kind from the supermarket, but I like to make my own. You need dough, olive oil, sauce, and cheese – lots of cheese. First, you roll out the dough into a circle and rub a little oil on it. Then put the dough into the oven and bake for a few minutes. Next, spoon a little sauce over the dough. After that, cover the sauce with grated cheese. Then put it back into the oven and bake for another ten minutes or until the cheese melts. Finally, cut it into slices. You'll love it!

Review of Units 1–4

3 Listening [p. 26]

Listen to people ask for information. Check the correct response.

1.

MAN 1: Excuse me. Do you know where the nearest bank is?

2.

WOMAN 1: Could you tell me when the airport bus leaves?

3.

MAN 2: Can you tell me when the government offices open around here?

4.

WOMAN 2: Do you know where the drugstore is?

5.

MAN 1: Could you tell me where the best Chinese restaurant around here is?

6.

WOMAN 2: What's the best way to get to your house?

Unit 5 Going places

5 Listening [p. 30]

A Listen to Judy, Paul, and Brenda describe their summer plans. Check the correct piece of information about each person's plans.

1. **Judy**

WOMAN: So, what are you planning to do for your vacation, Judy?

JUDY: Oh, I'm doing something really exotic this year. You know, I went to Hawaii last year, and just stayed on the beach for two weeks. This year, I'm going white-water rafting!

WOMAN: Ooh, that sounds great. But what is it, exactly?

JUDY: Oh, well, you know, it's in Colorado. They have all these trips down the rapids. The water gets really rough, but I think it'll be really exciting. Oh, I'm doing some rock climbing, too.

WOMAN: And you call that a vacation?

2. **Paul**

WOMAN: What are your plans for the summer, Paul?

PAUL: Oh, I'd love to go and lie on a beach somewhere, but I need to save some money for school. I think I'll stay home and get a job.

WOMAN: That doesn't sound like much fun.

PAUL: Oh, it won't be too bad. Some of my friends are going to work this summer, too, so we'll do some partying on the weekends.

3. **Brenda**

MAN: Have you planned anything for the summer, Brenda?

BRENDA: Yeah. I'm going to work the first month and save some money. Then I'm going to go down to Mexico for six weeks to stay with my sister. She's working in Guadalajara. She says it's really interesting there, so I want to go and see what it's like. It will also give me a chance to practice my Spanish. I'm really looking forward to it.

B Listen again. What is the main reason for each person's choice?

11 Listening *Tourist tips* [p. 32]

A spokesperson from the New York City Visitors and Convention Bureau is giving advice to visitors. What are four things people should do to make their visit to New York City safe and pleasant?

INTERVIEWER: What should people do to make their visit to New York City safe and pleasant?

SPOKESPERSON: I think the biggest mistake many people make is trying to do too much in a short time. There's so much to see and do that you need to have a plan. It's best to start planning before you get here, so you have information about hotels, restaurants, sightseeing, and so on. Visitors can use our Web site to get the information they need to start planning before they come here; or they can phone or fax us.

INTERVIEWER: How safe is New York City for tourists?

SPOKESPERSON: New York is a much safer place than many people think; in fact, it's the safest it's been in thirty years!

INTERVIEWER: Oh, that's good to hear!

SPOKESPERSON: Yes, but that doesn't mean people don't have to be careful; tourists in New York ought to be careful, just like in any big city in the world. For students, I would say travel in groups. If you get lost, it's easier as a group to find your way. You really shouldn't go off on your own if you can find someone to go with you.

Another thing to remember is: Don't be afraid to ask for directions, even if your English isn't perfect. People often stop me on the street to ask for directions, and that's not only foreign visitors. American visitors also have trouble finding their way around. And you'll find New Yorkers are really very friendly.

INTERVIEWER: Yes, I agree. We are!

SPOKESPERSON: Uh-huh.

INTERVIEWER: Is there any other advice you can give visitors to the Big Apple?

SPOKESPERSON: Well, another thing to remember is not to leave anything valuable in your car – if you have one. Don't leave suitcases on the back seat where people can see them, and it's better not to even leave them in the trunk. Most cars are very easy to get into, so it's not worth the risk.

But most people have a great time when they come to New York. And you will, too, if you use your common sense.

Unit 6 Sure. No problem!

2 Conversation Making requests [p. 34]

B Listen to the rest of the conversation. What complaints do Jason and Lisa have about their parents?

JASON: Have you noticed how forgetful Dad is getting? He's always forgetting where his car keys are. It drives me crazy.

LISA: And he can never find his glasses either.

JASON: I know.

LISA: You know what drives me crazy about Mom?

JASON: What?

LISA: Those awful talk shows she watches on TV. She just loves them.

JASON: Yeah, I think she watches them for hours every day.

LISA: Oh, well. I guess they're just getting old. I hope I never get like that.

JASON: Me, too. Hey, let's go and play a video game.

LISA: Great idea. By the way, have you seen my glasses anywhere?

6 Listening Excuses, excuses! [p. 36]

A Listen to parents ask their children to do things. Match each conversation with the picture it describes. Number the pictures from 1 to 5.

1.

MOM 1: James, please turn that down. . . . James!

JAMES: Yes, Mom?

MOM 1: Turn that down. It's much too loud.

JAMES: Sorry, Mom. I had it turned up because I wanted to hear the game.

2.

DAD 1: Molly, put the groceries away, please. There's ice cream in one of the bags.

MOLLY: I can't right now, Dad. I'm doing my homework.

3.

MOM 1: What's this? . . . James!

JAMES: Yeah, Mom?

MOM 1: Why are there all these wet towels on the bathroom floor? Please pick them up and hang them up to dry.

JAMES: Gosh, I'm really sorry, Mom. I forgot all about them.

4.

DAD 2: Justin, come help me. We need to wash these dishes before your mother gets home.

JUSTIN: Oh, Dad. I'd like to help, but I have to call Laurie. It's really important.

5.

DAD 1: Aimee, I think the dog is trying to tell you something!

AIMEE: Well, I can't possibly take him out right now. I'm doing my nails.

B Listen again. What excuse does each person give?

8 Apologies [p. 37]

B Listen to three people complaining. What are they complaining about? How does the other person apologize? (More than one answer is possible.)

1.

MAN 1: Hello. I'm sorry to bother you, but I think your car is parked in my space downstairs.

WOMAN 1: Really?

MAN 1: Yes. Do you drive a blue Honda?

WOMAN 1: Yes, I do.

MAN 1: Well, there's a blue Honda parked in space 13 – and that's my space.

WOMAN 1: Oh, I'm so sorry. My son must have put it in the wrong space. Ours is the one right next to yours – number 12. Let me get my keys, and I'll go right down and move the car.

MAN 1: Thanks.

WOMAN 1: And I'll make sure my son doesn't do it again.

MAN 1: I appreciate it.

2.

MAN 2: Gee, Bob, you're really late. You said you'd be here at six, and look at the time: It's almost six thirty!

MAN 3: I'm really sorry. Tell you what: I'll pay for dinner.

MAN 2: Oh, it's all right. You don't have to do that.

MAN 3: No, I want to pay. You had to wait for me almost half an hour.

MAN 2: Well, hey, OK – if you insist. Thanks!

3.

MAN 4: Hi, Sally. What happened to you on Sunday?

WOMAN 2: Sunday? What do you mean?

MAN 4: You don't remember? I had a party, and I invited you.

WOMAN 2: Oh, gosh. Of course you did – and I completely forgot about it. I was busy all day helping my brother with his car, and I guess I just forgot. Sorry. How did the party go, anyway?

MAN 4: It was great, but we missed you.

WOMAN 2: Gee, now I really feel bad!

Unit 7 What's this for?

2 Conversation [p. 40]

B Listen to the rest of the conversation. What else does Andrea use her computer for?

ANDREA: I have such a great time working and playing on my computer. But you know the best thing about it?

DANIEL: What?

ANDREA: The best thing is that I can keep in touch with my family and friends without having to pick up the phone.

DANIEL: Oh, you use e-mail, right?

ANDREA: Right. At the beginning of the year, I was spending a fortune on long-distance calls to everyone back home. But now my mom and my two sisters

have e-mail, so we send each other messages almost every day.

DANIEL: That sounds great.

6 Listening [p. 42]

B Listen to interviews with the people in part A. Were your guesses correct?

POLICE OFFICER: My name is Sandy Watson, and I'm a police officer. I analyze crime patterns. In other words, my job is to use the computer to try to guess when a crime will probably happen in a neighborhood. I can also find out the kind of crime and who the criminal might be. I start with a map of a neighborhood on the computer, which shows where crimes have happened in the past. Then I put into the computer all the information we have about criminals: their addresses, the crimes they've committed in the past . . . that sort of thing. Then the computer will figure out when a criminal is likely to commit a crime - where and when.

THERAPIST: My name is Alex Hunt, and I'm a psychotherapist. I help people change their behaviors. There are people who have all kinds of fears, like a fear of heights or a fear of leaving the house or even a fear of dogs. I use a computer fitted with virtual-reality equipment - a special kind of visor you wear over your eyes so that you think you're really in a different place. You see things that the computer shows you, and you think the things are real. For example, when I treat someone who's afraid of heights, the patient puts on the virtual-reality rig and I can train them to think they're looking down from a very high balcony or riding up 49 floors in a glass-walled elevator on the side of a building. After a while they get used to the feeling, and they can deal with real heights when they go out into the real world.

PROFESSOR: My name's Janet Brown. I teach at a medical school, and I use computers to cut down on my teaching time. Instead of lecturing to students in a lecture hall, students go to a computer learning center where a lot of their courses are on CD-ROM. They can also log onto our database and review all they need to know about something, instead of having to go to the library.

9 Free Advice [p. 44]

A Listen to people give advice about three of the things below. Write down the name of each item.

1.

MAN: It's best to use a stand when you're filming with this. If you hold it by hand, the picture is often not very steady. Be careful when you put in the battery: If you push too hard, you can actually do some damage.

2.

WOMAN: Remember to wear protective gear whenever you use them. You can easily fall and hurt yourself. And make sure to skate on a flat surface such as a parking lot, a tennis court, or a basketball court.

3.

MAN: Be sure to put it in correctly. Then punch in your secret code. Remember to press "enter." Don't forget to count your money before you leave the machine.

Unit 8 Let's celebrate!

3 Conversation [p. 47]

B Listen to the rest of the conversation. What are Leo and Natasha going to wear to the Halloween party?

NATASHA: So are we going to wear costumes to the party?

LEO: Of course. That's half the fun. Last year I rented this great Dracula costume, and this year I'm going as a clown.

NATASHA: A clown? Yes, you would make a good clown.

LEO: Hey!

NATASHA: Oh, I'm just kidding. What about me? What kind of costume should I wear?

LEO: Why don't you go as a witch? I saw a terrific witch outfit at the costume store.

NATASHA: A witch . . . yeah, that's a good idea. So after I scare people, you can make them laugh.

5 Listening [p. 48]

Mike has just returned from Brazil. Listen to him talk about Carnival. Take notes to answer these questions:

What is Carnival?

How long does it last?

When is it?

What is the best part about it?

What is the samba?

MIKE: Isn't that music fantastic? It's from a samba CD that I got when I was in Rio for Carnival. Wow! Carnival in Rio is really something! It's a party that lasts for four whole days. It's held in late February or early March, but you need to book your hotel way in advance because hotels fill up really quickly. There are Carnivals all over Brazil, but the most famous one is in Rio. The whole city is decorated with colored lights and streamers. It's really beautiful. Everyone is very friendly - especially to visitors from other countries. The best part about Carnival is the big parade. The costumes are unbelievable - people work on them for months. It's really fantastic to watch. Everyone dances the samba in the streets. I'd really recommend you go to Rio for Carnival if you ever have the chance.

8 Conversation [p. 49]

B Listen to the rest of the conversation. Take notes to answer these questions:

Where was Mari's wedding held?

Who attended the wedding ceremony?

What happened at the reception?

JILL: Did you get married in a church, Mari?

MARI: No, the ceremony was held at a shrine.

JILL: Oh, a shrine . . .

MARI: Yes, we were married by a priest in a traditional Shinto ceremony.

JILL: Hmm. And who went to the ceremony?

MARI: Well, only the immediate family attended the ceremony . . . you know, our parents, grandparents, brothers and sisters . . .

JILL: And what about the reception? What was that like?

MARI: Lots of friends and relatives came to the reception . . . about a hundred people. And the first

thing that happened was that the main guests gave formal speeches.

JILL: Speeches?

MARI: Yes, and then after that, all the guests were served a formal meal. While everyone was eating and drinking, lots of other guests gave short speeches or sang songs. Some of the speeches were funny.

JILL: Sounds like fun!

MARI: Yes, the songs and speeches are all part of the entertainment during a wedding reception. And then, at the end of the reception, each guest received a present for coming to the wedding.

JILL: A present from the bride and groom?

MARI: Yes, it's a Japanese custom.

JILL: What a nice custom!

Review of Units 5-8

6 Listening [p. 53]

A Listen to some information about unusual marriage customs. Check True or False for each statement.

1.

MAN: You know, this book about unusual marriage customs is really interesting.

WOMAN: Oh, yeah?

MAN: Listen to this. . . It talks about this Indian tribe in Paraguay.

WOMAN: Uh-huh.

MAN: When two women in the tribe want to marry the same man, guess what they do.

WOMAN: I have no idea. What?

MAN: They have a boxing match and fight until one of them wins.

WOMAN: And the prize is a husband?

MAN: Of course!

2.

WOMAN: Say, do you know anything about Malaysia?

MAN: Mmm, a little, I guess. Why?

WOMAN: Well, when people get married in Malaysia, they have to eat rice during the ceremony.

MAN: Yeah? What's so strange about that?

WOMAN: It's uncooked rice.

MAN: Hmm.

3.

MAN: Oh, here's another one. Don't laugh, but I think this is really romantic!

WOMAN: You think something is romantic? What is it? Do tell!

MAN: In Italy, a friend or family member often brings a pair of white doves - you know, those beautiful white birds - to the wedding. After the ceremony, the cage is opened and the doves fly into the air. The birds symbolize the couple's love and happiness.

WOMAN: You're right. That is romantic.

4.

MAN: Well, here's an interesting custom from India.

WOMAN: Let's hear it.

MAN: There's a special Hindu "water-pouring" ceremony during the wedding.

WOMAN: And what happens?

MAN: Well, when the Indian bride and groom are married, someone pours lots of water over both of them at the same time.

WOMAN: Why do they do that?

MAN: Uh, it says here that it brings the couple closer together.

WOMAN: Interesting!

B Listen again. For the statements that you marked false, write the correct information.

Unit 9 Back to the future

5 Listening [p. 56]

Listen to people discuss changes. Check the topic each person talks about. What change has each person noticed? Are things better or worse than they were?

1.

MAN 1: How long have you been living here?

WOMAN 1: Oh, for over twenty years.

MAN 1: And have you noticed a lot of changes during that time?

WOMAN 1: Oh, yes, quite a few. This is a much nicer place to live now than it used to be. It's much greener. When I first moved here, there weren't many trees around. But over the last few years, the city has planted trees everywhere. It's made such a difference.

2.

WOMAN 2: How do you like living here?

MAN 2: Well, it's an interesting city. But you really need a car here; otherwise, you can't go anywhere. There used to be a good bus system, but there isn't anymore.

WOMAN 2: Why is that?

MAN 2: Oh, I think they expect everyone to have a car, so they don't bother to provide decent bus service. It's getting worse and worse. These days, you have to wait for ages for a bus. And when one finally shows up, it's usually full!

3.

WOMAN 1: I can't believe how much this neighborhood has changed!

WOMAN 2: What do you mean?

WOMAN 1: Well, when Joe and I first bought this house - that was almost 20 years ago, of course - there were lots of young couples with little children living on this street.

WOMAN 2: I don't see any kids out today.

WOMAN 1: That's because they've all grown up and moved out of their parents' houses. Just about the only young children we see around here these days are the grandchildren when they come to visit. It's a shame. I miss the sounds of kids playing. It's gotten way too quiet around here.

8 Conversation [p. 57]

B Listen to the rest of the conversation. What advice does Luis give Jody? How does Jody respond?

LUIS: Well, giving up smoking isn't really as hard as you think. I managed to do it, so it can't be that difficult.

You should try nicotine gum. You chew it just like regular chewing gum, and you don't feel like smoking.

JODY: Well, I guess it's worth a try.

Unit 10 I don't like working on weekends!**2 Conversation [p. 60]**

B Listen to Brad call about the job. What else does the job require?

WOMAN: [Phone rings] Delta Education.

BRAD: Hello. I'm calling about the job you advertised for a salesperson. Is it still available?

WOMAN: Yes, it is.

BRAD: Well, can you tell me something about the job?

WOMAN: Sure. Our company sells educational books for children. We're looking for part-time salespeople to promote our books to local bookstores.

BRAD: That sounds interesting. I'm a student, and I'm looking for part-time work.

WOMAN: Well, perhaps you'd like to come in for an interview.

BRAD: Yes, I would.

WOMAN: Oh, just one thing we didn't mention in the advertisement. Some of our books are in Spanish, so we'd like to hire someone who speaks Spanish.

BRAD: Oh, as a matter of fact, I do.

WOMAN: Good. Well, let me arrange a time for you to come in for an interview.

5 Listening Job hunting [p. 62]

A Listen to people talk about the kind of work they are looking for. Check the job that would be best for each person.

1.

WOMAN 1: So what kind of job are you looking for?

MAN 1: Well, I haven't made up my mind. I love working with people, and I love traveling. I don't want a job where I'm stuck in an office all day. I want to get out and see the world.

WOMAN 1: Are you interested in working in business? That's where you can sometimes make good money.

MAN 1: I'm not really interested in making a lot of money at this point in my life. I'll worry about that later.

2.

MAN 2: What kind of career are you planning for yourself?

WOMAN 2: I don't know. I think I'd like to have a job where I can help people. Everybody else in my family is in law or business – you know, boring stuff like that. That's just not for me. I know I'd like to work overseas, though. Maybe in a children's hospital in a developing country. But that's a long way away. I have to get into medical school first, and that's not going to be easy!

3.

MAN 3: What kind of job do I have in mind? Well, I don't want a regular nine-to-five job. Eventually, I'd like to get into acting – maybe even break into movies. But I guess that won't happen for a while.

WOMAN 1: So what are you doing in the meantime?

MAN 1: Well, I work out at the gym nearly every day. I need to be really fit. And I'm taking acting lessons as well so that I feel comfortable in front of the crowd. I just had some pictures taken to show to agents in the city. Would you like to see them?

WOMAN 1: Sure.

B Listen again. What did each person say that made you choose the jobs you did?

7 Word Power Personality traits [p. 63]

B Listen to four conversations about these people. Check the adjective that best describes each person.

1. **a boss**

WOMAN 1: How do you like your new boss?

MAN 1: She's OK. I just wish she'd learn to lighten up a little.

WOMAN 1: What do you mean?

MAN 1: Oh, she never enjoys a joke. She never laughs. It's hard to even get a smile out of her.

2. **a co-worker**

MAN 2: Look what Mary gave me! Isn't this a great book?

WOMAN 2: Yeah, it is! Mary's so sweet – she's always giving her friends and co-workers presents. I wish there were more people like her in this world!

3. **a teacher**

WOMAN 3: What do you think of the new French teacher?

MAN 3: Well, she's kind of strange. She's in a good mood one minute and in a terrible mood the next.

4. **a relative**

MAN 4: Hey, what's wrong?

WOMAN 4: I'm fed up with my brother! It seems as if he's always angry at me about something.

MAN 4: Really?

WOMAN 4: Yeah. He gets upset so easily. I don't know what's the matter with him.

8 Conversation [p. 63]

B Listen to Tim and Brenda discuss two more jobs. What are the jobs? Why wouldn't they be good at them?

BRENDA: My history professor says I should think about a career in politics. But I don't think I'd make a good politician.

TIM: Why not, Brenda?

BRENDA: Oh, you know me. I'm terrible at speaking in front of a lot of people – you know, like giving speeches and things. And politicians have to speak in public all the time.

TIM: That's true. You know, that reminds me of a problem I'm having.

BRENDA: What is it?

TIM: You know my parents have a really successful restaurant, right? Well, my father wants me to be the manager.

BRENDA: And you don't want to?

TIM: No, not at all. I'd be a terrible manager. I'm much too disorganized.

Unit 11 It's really worth seeing!**2 Conversation Sightseeing [p. 66]**

B Listen to what else the guide says. What is the Statue of Liberty made of? How many people visit the statue every year?

GUIDE: Let me tell you a little more about the statue before you climb to the top. In case you're wondering what the statue is made of, it has a framework inside that's made of iron; the outer skin is made of copper.

The copper skin is only 2.4 millimeters thick. The supporting framework inside the statue is what holds the whole thing together.

The Statue of Liberty is a major tourist attraction, and every year about two million people from all over the world come here to visit it.

6 Listening Ancient monuments [p. 68]

Listen to three tour guides describe some very old monuments. Take notes to answer the questions below. Then compare with a partner.

1. The Pyramids. Who built them? Why were they built?

MAN 1: The Pyramids were built more than four thousand years ago by the Egyptians. The most famous ones are on the west bank of the river Nile, outside of Cairo. They served as burial places for the Egyptian kings. After a king's death, his body was turned into what is called a "mummy." This preserved it. The king's mummy was placed inside the pyramid, together with treasures and the king's belongings.

2. Machu Picchu. When was it begun? When was it discovered?

WOMAN: Machu Picchu is an ancient Inca city in Peru. Construction of the city started in 1450. The ruins are about 2,400 meters above sea level – that's about 7,800 feet. The city covers about 13 square kilometers – that's about 5 square miles. For centuries, the city was buried in the jungle and wasn't discovered again until 1911. Today, Machu Picchu is one of the most famous tourist attractions in all of South America.

3. The Great Wall of China. Why was it built? How long is it?

MAN 2: The Great Wall of China is the longest manmade structure ever built. It was built to protect one of the Chinese kingdoms. Much of what exists of the wall today was built during the Ming Dynasty in the late 1400s, although parts of the wall are much older and go back to around 200 B.C. The wall is about 35 feet high, or 11 meters, and a stone roadway runs along the top of it. The main part of the wall stretches for about 2,000 miles, that is, about 3,400 kilometers.

11 Listening [p. 70]

Listen to a short talk about Colombia. Complete the chart.

LECTURER: Colombia is located in the northwestern part of South America and is the fourth largest country in South America. It has coast lines on both the Atlantic and the Pacific oceans. It has a population of around 36 million and is a very beautiful country with snow-capped mountains as well as hot lowland plains. The capital city is Bogotá, which was founded by the Spaniards in 1538. Almost all Colombians speak Spanish, which is the country's official language. The religion of the majority of the population is Roman Catholic. Some of the most important industries are textiles and clothing. Other industries include mining and oil. Agriculture is the most important section of the economy, and

Colombia's main agricultural products are coffee, flowers, sugar, bananas, rice, corn, and cotton. Colombia produces more coffee than any other country except Brazil.

Unit 12 It's been a long time!

2 Conversation [p. 72]

B Listen to the rest of the conversation. What did Richard do after he graduated? What does he do now?

STACY: So, Richard, what did you do after you graduated?

RICHARD: Well, I majored in English literature in college.

STACY: Uh-huh.

RICHARD: So when I graduated, I tried to make my living as a writer.

STACY: Oh, really?

RICHARD: Yeah. See, I've written a novel and I've sent it to eight different publishers, but they all, uh, rejected it. Say, would you like to read it, Stacy? I have it right here with me.

STACY: Well, I'd love to read it, Richard, . . . but not right now. Uh, so do you have a job or anything?

RICHARD: Oh, yes. I'm in sales.

STACY: Oh! Where?

RICHARD: Actually, I'm a salesclerk in a hardware store. But when my novel sells, I know I'll be a best-selling author and I'll make lots of money.

4 Listening Lucky breaks [p. 74]

Listen to people talk about their professions. What professions are they in? How did they get their lucky breaks?

Celia

INTERVIEWER: So what do you do, Celia?

CELIA: I have a small advertising agency.

INTERVIEWER: An advertising agency? That's interesting. So how did you get started?

CELIA: Well, I used to work for a big advertising agency. But I wasn't happy there. I wasn't getting very interesting work. Anyway, one of our clients came to me one day (I used to handle their account – it's a travel company), and they said they really liked my work. They told me that if I started my own agency, they would give me their account. That was a really lucky break for me. It was quite a big account, so I decided to take a chance and open my own business. I soon found I was getting plenty of work on my own, and that's how it all started. So now I have a small company, with a staff of just four, but we're really busy and I love what I'm doing.

Rodney

INTERVIEWER: What do you do, Rodney?

RODNEY: I have my own language school.

INTERVIEWER: Is that right? And how did you get started?

RODNEY: Well, I was teaching in a language school here in the city a few years ago. It was just a small school, and I loved the work but the owner of the school didn't run it very well. Then she decided to sell the school. I didn't have the money to buy it, but I have an uncle who's kind of rich, so I asked him for a loan. My uncle lent me the money, and I bought the school.

INTERVIEWER: And it's going well for you.

RODNEY: Very well. My uncle really came through for

me. He gave me my lucky break! In fact, I've already paid him back almost all the money he lent me.

Victor

INTERVIEWER: What do you do, Victor?

VICTOR: I'm a writer.

INTERVIEWER: What do you write?

VICTOR: I write plays and fiction – short stories mainly – as well as magazine articles.

INTERVIEWER: Have you been writing full time for long?

VICTOR: About five years.

INTERVIEWER: And how did you become a writer?

VICTOR: Well, I used to work for a company. I was living in Los Angeles at the time. I was writing company reports, brochures, that kind of thing. And I wrote for my own pleasure – you know, as a hobby. One day I entered a short story of mine in a magazine contest, and my story won first prize. The editor of the magazine liked my story so much that she asked me to write another one – and paid me for it!

7 Conversation [p. 75]

B Listen to two other people at the party. What has happened since they last saw each other?

MAGGIE: Hey, Bob, how's it going?

BOB: Pretty good, thanks.

MAGGIE: I haven't seen you for a while. What have you been up to?

BOB: Well, I've been looking for a house to buy. I finally found one last month. I move in next week.

MAGGIE: Gee, that's terrific.

BOB: Yeah. I'm really tired of dealing with landlords.

So what have you been doing lately?

MAGGIE: Well, I just got back from a vacation in Italy.

BOB: Italy? Whereabouts in Italy?

MAGGIE: Mostly in the north, around Milan. I have a cousin up there.

BOB: I see. Did you have a good time?

MAGGIE: Yeah. It was great. In fact, I just got engaged to a guy I met there.

BOB: You're kidding? Well, that must have been some vacation!

Review of Units 9–12

4 Listening [p. 79]

Listen to people on a TV game show answer questions about Spain. What are the answers? Complete the chart.

MAN 1: [Music and applause] Welcome to today's show! The rules of the game are simple: I will ask a question, and the first contestant to hit the buzzer gets to answer that question. Each correct answer is worth \$100. Today's topic is "Spain." Are you ready, contestants? The first question, for \$100, is: What is the currency in Spain? [Buzzer]

WOMAN 1: The peseta.

MAN 1: That's right. The peseta. That's spelled P-E-S-E-T-A. And now for the next question: Do they drive on the right or the left in Spain? [Buzzer]

WOMAN 1: They drive on the right.

MAN 1: Correct! You're doing very well, Contestant A!

Maybe the other contestants can catch up on our next question: What is the population of Spain? [Buzzer]

MAN 2: Forty million people?

MAN 1: Right you are – forty million. Let's see how you do with this next question: What is the capital of Spain? [Buzzer]

MAN 1: Yes, Contestant C.

WOMAN 2: Um . . . Lisbon?

MAN 1: No, I'm sorry. Anyone else know the answer? [Buzzer]

WOMAN 1: The capital is Madrid.

MAN 1: That's right. Well, Contestant A is clearly in the lead, and there are only two more questions left. Let's go, players! The next question is: What is one of the most popular sports in Spain? [Buzzer]

WOMAN 2: That would be bullfighting.

MAN 1: Good for you! You now have one correct answer! And now for our last question of the game. This is a special bonus question for \$200: How many countries are located next to Spain, and what are they? [Buzzer]

MAN 2: Two countries border Spain: France and Portugal.

MAN 1: Contestant B, by answering that question correctly, you have now tied Contestant A for the lead! We'll see you both back here tomorrow for the championship playoff. Thank you all for joining us today. [Applause and music]

Unit 13 A terrific book, but a terrible movie!

2 Conversation [p. 80]

B Listen to the rest of the conversation. What happens next? What do they decide to do?

LYNN: You never saw Johnny Depp in *Benny and Joon*?

That's got to be one of my favorite movies of all time!

CAROL: Actually, I did see that. It was OK.

PAUL: I saw it, too, and I thought it was awful.

LYNN: Well, I'll call the theater and find out what time this new movie starts. [Dials number] Hello. Could you tell me what time the new Johnny Depp movie is playing tonight? [Pause as Lynn listens] Oh, really? Oh, OK. Thanks. [Hangs up] You guys won't believe this. The new Johnny Depp movie just finished playing last night!

PAUL: Oh, no!

LYNN: Yeah. And guess what's playing now?

CAROL: What?

LYNN: *Benny and Joon*!

CAROL: Well, so much for our going to the movies tonight. What else could we do?

PAUL: I have an idea.

LYNN: What?

PAUL: The new skating rink opens tonight. Let's go ice-skating!

CAROL: Ice-skating? That sounds like fun!

LYNN: Let's do it!

5 Listening [p. 82]

Listen to people talk about books and movies. Check the adjective that best describes what they say about each one.

1.

MAN 1: What did you think of the new Stephen King book?

WOMAN 1: Oh, I couldn't stop reading it once I got

started. I stayed up till four o'clock in the morning to finish it!

MAN: And wasn't the ending great?

WOMAN 1: Yeah, it really was! Such a surprise! And the whole story moved along so fast, too!

2.

WOMAN 2: How did you like the movie?

MAN 2: Well, I walked out after half an hour.

WOMAN 2: You did?

MAN 2: Yeah, it was so dull that I started falling asleep! And I've never seen such bad acting from Jim Carrey!

WOMAN 2: Oh, really? He's usually pretty good.

MAN 2: Well, not in that movie. I wish he'd choose better roles.

3.

MAN 1: What did you think of that documentary about Australia?

MAN 2: Oh, I learned so much! I didn't know they had so many different kinds of animals there. And the photography!

MAN 1: Yeah, it was something, wasn't it?

MAN 2: Uh-huh, it was pretty amazing. It made me want to go there and see it for myself sometime.

4.

WOMAN 2: Have you read that book that just came out about UFOs?

WOMAN 1: Yeah, what a waste of time! Just the same silly stuff about visitors to Earth from other planets.

WOMAN 2: Uh-huh. It said absolutely nothing new.

WOMAN 1: You know, I'm sick of hearing those stories about little green creatures. If they're real, how come no one can ever take a picture of them?

11 Listening [p. 84]

A Listen to two critics talk about a new movie. What do they like or not like about it? Rate each item in the chart from 1 to 3.

PAULINE: [Music] Welcome to *A Night at the Movies!* I'm Pauline Kahn . . .

COLIN: And I'm Colin Hale. Good evening!

PAULINE: Tonight we're going to review the new James Bond film. Well, I really liked this new James Bond actor very, very much!

COLIN: Mm-hmm.

PAULINE: He's the best actor they've ever had in the role – warm, human, even funny. A totally believable character.

COLIN: I have to agree, a perfect double-oh-seven type. Pauline, what did you think of the story?

PAULINE: It was a standard story for a Bond movie . . . uh, the usual beautiful women, the usual evil villain – nothing new.

COLIN: Well, I'm surprised. I have to say that I thought the story was unusually good. The race car scenes were exciting, and the surprise ending was great.

PAULINE: Well, I can't agree with you there!

COLIN: Well, what did you think about the photography?

PAULINE: I was not very impressed at all by the photography. Everything looked fake, not real. I can't believe it was actually filmed in Africa where the story took place.

COLIN: I can't believe you! I haven't seen such good photography in a long time, especially in the action scenes.

PAULINE: Now that brings up another weakness in the film: the special effects. Again, it's just the same old stuff . . . the car that flies, the pen that's really a gun. You get tired of that kind of thing.

COLIN: I'd hardly think you and I saw the same movie, Pauline. I have to say that the special effects were the best ever in a Bond film. For example, the scene where –

PAULINE: Excuse me, Colin. We're going to have to break for a commercial.

COLIN: You're right, Pauline. We'll be right back with our ratings. [Music]

B Look at the chart in part A. Guess how many stars each critic gave the movie. Then listen to the critics give their ratings.

Pauline: [Music] So, Colin, how do you rate the new James Bond movie that we've reviewed this week?

Colin: Well, Pauline, I'd have to say that I'm proud to give this movie my highest rating . . . four stars . . . and I would like to encourage everyone to go and see this movie soon! How about you, Pauline? You did like the new actor who plays James Bond.

Pauline: That part's true, Colin; however, I have to give the movie only two stars . . . a rating of "fair."

Colin: Hmm. Well, that's all from us tonight. See you next week. [Music]

Unit 14 So that's what it means!

2 Conversation [p. 86]

B Listen to Raj talking to his friend. What does he find unusual about the way people in North America communicate?

FREDDY: So how are things at school, Raj?

RAJ: Oh, pretty good, actually.

FREDDY: Do you find it easy to communicate with people?

RAJ: Most of the time – though there are some things I find a bit unusual – for example, the way that people end a conversation. You know, they'll say things like, "Hey, let's get together soon." At first, I thought that they were inviting me to do something, but then I realized it's just a way of saying good-bye. It's not really an invitation at all. It takes a bit of getting used to.

9 Conversation [p. 89]

B Listen to the rest of the conversation. Which picture shows the highway they were driving on? Which sign is the police officer talking about?

JOHN: Um, have you noticed that police car behind us?

VICKIE: Oh, yeah.

JOHN: [Police siren] Oh, no! I'd better pull over.

POLICE OFFICER: May I see your driver's license, please?

JOHN: Sure, of course. Did I do something wrong, Officer?

POLICE OFFICER: Well, for one thing, you went over a double yellow line back there to pass a car.

JOHN: Oh.

POLICE OFFICER: A double yellow line means "no passing." You can only pass when there's a broken yellow line on your side.

JOHN: Oh.

POLICE OFFICER: And another thing! You were in the left-

turn-only lane, but you didn't turn! You went straight through the intersection instead.

JOHN: Oh, I guess I did, Officer, . . . but . . .

POLICE OFFICER: Yes, you did! Don't you know that if there's a sign with an arrow pointing to the left, you have to turn left when you're in that lane?

JOHN: Oh, yeah, you're right -

POLICE OFFICER: Of course, I'm right! My goodness! How did you ever pass your driving test and get a license?

JOHN: Gosh, I'm sorry, Officer.

11 Listening *What's in a sign?* [p. 90]

A Listen to people talk about the meaning of these signs. Number the signs they discuss from 1 to 5.

1.

WOMAN: This one means you aren't allowed to hitchhike. You would see this on a freeway - where cars aren't allowed to stop - or where it's dangerous to walk.

2.

MAN: This means you're allowed to use a camera to take photos if you want to. You might see this one in a museum or an art gallery.

3.

WOMAN: You would see this one at an airport or immigration checkpoint. I guess it means you have to go through customs and may have to open your bags for customs inspection.

4.

MAN: This one means that the tap water isn't safe to drink. I guess you would see this one in a campsite, where they have water for washing or for cars but which isn't clean enough to drink. You might also see it in a hotel in some countries, where the tap water can't be drunk.

5.

WOMAN: This one means you can take a dog with you. Perhaps you would see it in a park or at a beach or public area.

Unit 15 *What would you do?*

2 Conversation [p. 92]

B Listen to the rest of the conversation. What would Lou do if he found some money?

KATE: So, what would you do if you found a lot of money?

LOU: Oh, you know me, Kate. I'm so honest, I scare myself sometimes. I'd take the money straight to the police.

KATE: I guess that wouldn't be such a bad idea. Maybe you'd be luckier than the guy in the article. Maybe the owner of the money would give you a big reward.

LOU: Well, they say honesty pays. Right?

4 Listening [p. 93]

A Listen to three people talking about predicaments. Summarize each predicament and write it in the chart.

1.

JANE: I just got a postcard from my friend Alisa. She lost all her money on vacation in Europe. Isn't that horrible?

BURT: Yeah, that's terrible.

SUSAN: Jane, what would you do if you were on vacation

overseas and you lost all your money and credit cards? JANE: I guess I'd call my parents and ask them to send me some money right away. What about you, Burt?

BURT: Yeah, I'd probably do the same thing . . . although maybe I'd try going to the American Express office to see if I could get a loan or something. What about you, Susan?

SUSAN: Well, I guess I'd probably sell my watch and camera . . . or I might get a job as a waitress somewhere 'til I made enough money to buy a plane ticket home.

2.

BURT: You know, I'm really worried about Gary.

SUSAN: Why?

BURT: Well, I think he has a serious drinking problem.

JANE: Really?

BURT: Yes, I think so. But I really don't know what to do. What would you do if you discovered a friend drank too much?

JANE: Oh, no question. I . . . I'd talk to him about it.

BURT: Oh, I don't think I would.

JANE: Why not?

BURT: Well, because it's none of my business. I wouldn't tell a friend what to do in that type of situation . . . so I wouldn't say or do anything about it.

SUSAN: Well, I think I'd probably talk to his family about it. It's a serious type of personal problem, and his family should try to help him first.

3.

SUSAN: You know, I was faced with a tough situation the other day. I was walking down the street and saw two people fighting. It looked pretty violent, but I didn't know what to do. So I just walked away. I figured it was none of my business. But now, I think I should have done something. What would you do if you saw two people fighting on the street?

JANE: I'm not really sure, but I know I'd have to do something. I guess I would call the police.

BURT: No, that takes too long. I'd try to break it up.

JANE: But you could get hurt if you did that.

BURT: Well, then I'd try to get someone to help me break it up. In the meantime, I'd shout for someone to call the police.

B Listen again. What do you think the best suggestion was for each predicament? Complete the chart. Then compare answers with classmates.

11 Listening [p. 96]

A Listen to people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

DR. HILDA: [Music] This is Dr. Hilda. Welcome to today's show. Now let's get started right away with our first caller. Hello!

CALLER 1: Hello, Dr. Hilda. I'm calling about my daughter. She's . . . she's dating an older man.

DR. HILDA: Oh. Now how old are these two people?

CALLER 1: My daughter's eighteen, and this man is forty-two.

DR. HILDA: Mm-hmm.

CALLER 1: I told her she had to stop seeing him, and . . . and now she won't speak to me. I feel terrible. Tell me, Dr. Hilda, what should I have done?

DR. HILDA: First, you should have spoken to this

forty-two-year-old man. You should have asked him not to date your daughter for a couple of weeks – to give the situation some time to cool off. Then, if they still wanted to see each other and if the man seems like a nice person, you should let your daughter date him. You shouldn't worry so much about the age difference. OK, now let's go to our next caller.

Hello, caller!

CALLER 2: Hello? Uh, I'm a first-time caller, and uh, well, my problem is that my father went away on a business trip, and I borrowed his brand-new car, and I had a bad accident.

DR. HILDA: Where is your mother?

CALLER 2: She's in Florida visiting some friends.

DR. HILDA: All right, go on.

CALLER 2: Well, I sent a telegram to my father and I . . . I told him . . . well, I told him someone had stolen the car.

DR. HILDA: Oh! You should have told your father the truth! Your father would probably understand about a car accident, and he would be glad you weren't hurt.

CALLER 2: I'm not too sure about that!

DR. HILDA: Oh . . . give it a try, young man, because the truth is always better than a lie. OK, now let's hear from our next caller. This is Dr. Hilda. You're on the air.

CALLER 3: Hi, uh, I'm calling about a problem. Oh, it's kind of a personal problem . . . it concerns work.

DR. HILDA: Oh, yes, go on.

CALLER 3: Well, uh, I invited some friends from the office to my house for a party a couple of weeks ago. Everything was fine until someone started talking about politics.

DR. HILDA: Oh! You shouldn't have let the subject of politics come up.

CALLER 3: Well, it came up, and, uh, well, I finally got really angry at one of my co-workers, and, uh, to prevent a fight, I asked him to leave.

DR. HILDA: And . . . what happened after that?

CALLER 3: Well, now it's caused a big problem in the office. Uh, he won't speak to me.

DR. HILDA: Again, you shouldn't have talked about politics at a party! It's not a safe topic.

CALLER 3: That's for sure.

DR. HILDA: And you shouldn't have gotten so angry either!

CALLER 3: That's true! But what should I do now?

DR. HILDA: It's easy. You should simply apologize to your friend and say that you were a fool.

CALLER 3: Well, maybe that's a good idea. I'll give it a try.

DR. HILDA: Good! Well, folks, "Nothing ventured, nothing gained," I always say. I'm Dr. Hilda . . . until the next time. *[Music]*

Unit 16 What's your excuse?

7 Listening [p. 101]

A Listen to Albert inviting friends to his party on Saturday. What excuses do people give for not coming? Match the person to the excuse.

1. Scott

ALBERT: *[Dials number]*

SCOTT: Hello?

ALBERT: Hi, Scott! This is Albert. How are things?

SCOTT: Oh, hi, Albert.

ALBERT: Um, you know, it's my birthday on Saturday, and I thought maybe you'd like to come to my party.

SCOTT: Oh, I really wish I could, but I won't be around this weekend. I'm leaving Friday night and won't get back till Sunday afternoon.

ALBERT: Oh.

SCOTT: I'm sorry, Albert. Uh, have a great party, though, and happy birthday.

ALBERT: Oh, thanks. And you have a great weekend, Scott.

SCOTT: Oh, thanks.

ALBERT: Well, bye.

SCOTT: See you around. *[Both hang up]*

2. Fumiko

ALBERT: *[Dials number]*

FUMIKO: Hello?

ALBERT: Fumiko? Hi, it's Albert. How are you?

FUMIKO: I'm fine. How are you?

ALBERT: Oh, I'm fine, too. Um, you know, Saturday is my birthday, and I was wondering if you'd like to come to my party.

FUMIKO: Oh. What time?

ALBERT: Say around seven thirty?

FUMIKO: Oh, I'm sorry. I think I may already have plans . . . to go to the movies with my friends.

ALBERT: Oh, OK, Fumiko. I . . . I hope you have a good time.

FUMIKO: Thank you. And I hope your party's fun.

ALBERT: Yeah, well, I hope so, too. Uh, see you in class on Monday?

FUMIKO: Sure! Bye-bye!

ALBERT: Bye! *[Both hang up]*

3. Manuel

ALBERT: *[Dials number]*

MANUEL: Hello?

ALBERT: Hello, Manuel?

MANUEL: Hi, Albert. Hey! How are you doing?

ALBERT: I'm pretty good.

MANUEL: What's up?

ALBERT: Well, my birthday is Saturday and I'm having a little party with some friends, and I thought maybe you'd like to come.

MANUEL: Saturday?

ALBERT: Yeah.

MANUEL: Oh, you know, listen, I already promised my mother I'd take her to the new dance club downtown. She loves to dance, and she's really looking forward to it.

ALBERT: Oh, I didn't know your mom liked to dance, Manuel.

MANUEL: Oh, yeah, she loves it! And, well, Mom . . .

ALBERT: It's OK, Manuel. Don't worry about it.

MANUEL: I'm really sorry. OK, well –

ALBERT: See you soon.

MANUEL: Take care, Albert.

ALBERT: OK, bye, Manuel.

MANUEL: Bye. *[Both hang up]*

4. Regina

ALBERT: [*Dials number*]

REGINA: Hello?

ALBERT: Hello? Regina? This is Albert.

REGINA: Oh, hi, Albert. [*Coughs*]

ALBERT: What's wrong?

REGINA: I . . . I've got the flu.

ALBERT: Oh, I'm sorry to hear that. I guess you won't be coming to my party on Saturday, huh?

REGINA: No, I guess not. I'm feeling pretty run-down.

ALBERT: Oh, I'm sorry. Well, hey, take care of yourself, Regina. I hope to see you next week.

REGINA: Yeah, me, too. [*Coughs*] Bye.**B** Listen. It's the night of Albert's birthday party. What happens?ALBERT: [*Just back from the movies with Amanda, Albert is unlocking the door of his apartment*] Happy birthday to me, happy birthday to me, happy birthday to me, happy -

SCOTT, FUMIKO, MANUEL, REGINA: Surprise! Surprise! Happy birthday!

ALBERT: Oh, wow! Oh, no! Oh, my goodness! Scott, Fumiko . . . wow, what a terrific surprise! Manuel, Regina! Well, you really fooled me! I can't believe it! Amanda, did you set this up? Gee!

11 Listening and Writing [p. 102]

Nancy is out of town for the weekend. Listen to four messages on her answering machine. Her roommate has written down the first one. Write down the other messages.

NANCY'S VOICE MAIL MESSAGE: [*Phone rings and answering machine starts*] "Hi. This is Nancy. Please leave your name and number and a short message, and I'll call you back. Thanks!"BILL: [*Beep*] Hi, Nancy. This is Bill. It's about nine o'clock on Friday evening. About our dinner date: I'll meet you in front of Pizza House at six-thirty P.M. on Monday. OK? Bye!MARY: [*Beep*] Hi, this is Mary. It's around eleven on Saturday morning. I'm just calling to let you know there's a French club meeting on Tuesday afternoon at two. See you then! Bye-bye!AUNT MARIA: [*Beep*] Hello, Nancy! This is your Aunt Maria! I'm arriving on Wednesday, May fifth, late. I'll need you to pick me up at the airport at eleven-thirty. By the way, I'm going to stay with you for three weeks. I hope that's all right. Good-bye, dear.TONY: [*Beep*] Hi, Nancy. This is Tony. Remember we planned to have dinner together on Monday? I'll meet you at seven o'clock in front of the Seafood Grill at the Hilton Hotel. OK? Hope your weekend was great! See you Monday!

Review of Units 13-16

2 Listening [p. 104]

A Listen to some people talking. What are they talking about? Write down each topic below.

1.

WOMAN 1: Gee, that road sign looks kind of strange to me. I wonder what it means. Maybe it means the road gets slippery when it's wet. Or it could mean there are a lot of animals crossing this road.

2.

WOMAN 2: Ugh! That's the last time I ever go to a Sylvester Stallone movie! He's good-looking, but he really can't act! And the stories in some of these action movies are just unbelievable!

3.

MAN: Wow! That lecture really made me think. Professor Smith makes everything so clear. He must be the best teacher I've ever had. I could never understand Greek philosophy before, but he made it all make sense.

4.

WOMAN 1: What a day! First, they didn't have my reservation. Then we took off two hours late! And the food was cold. . . . I couldn't even eat it! And the guy sitting next to me talked nonstop. Next time I think I'll try a different airline.

B Listen again. What does each person mean? Check the best response.

Optional Activities Index

The activities are listed according to the order in which they can first be used.

Title	Function / Grammar	Unit / Exercise	Teacher's Page
Think fast! (G)	Reviewing vocabulary and grammar	1 / 4	T-3
Getting to know you even better	Learning classmates' names	1 / 5	T-160
It's the teacher's turn!	Yes/No and Wh-questions	1 / 6	T-4
Sentence-making contest (G)	Describing people	1 / 8	T-5
How things have changed!	Talking about changes with <i>used to</i>	1 / 12	T-7
Arguing the pros and cons (G)	Debating an issue	2 / 5	T-160
Could you tell me ... ? (G)	Transforming questions	2 / 11	T-12
Scrambled letters (G)	Reviewing vocabulary and spelling	2 / 11	T-12
Chain story - Visiting a foreign country (G)	Narrating a story	2 / 11	T-160
What do we have in common?	Learning about classmates	2 / 12	T-13
That's not right!	Using world knowledge	2 / 12	T-13
How can you say that? (G)	Informally debating an issue	3 / 3	T-160
Sales pitch	Describing a house or an apartment	3 / 5	T-161
Word associations (G)	Reviewing vocabulary	3 / 12	T-19
Charades (G)	Reviewing vocabulary and grammar	3 / 12	T-19
Verb contest (G)	Reviewing spelling and grammar	4 / 4	T-161
Crossword puzzle (G)	Reviewing vocabulary	4 / 7	T-161
At the potluck (G)	Reviewing vocabulary for food items	4 / 11	T-162
Once in a lifetime	Talking about personal experiences	4 / 12	T-25
Game - What's the question? (G)	Yes/No questions	4 / 12	T-25
The good old days	Writing a composition using the past tense	Rev. 1-4 / 1	T-162
Spelling contest (G)	Checking spelling and reviewing vocabulary	Rev. 1-4 / 4	T-162
Ready to go?	Extending travel vocabulary	5 / 9	T-32
Question and answer (G)	Using world knowledge	5 / 10	T-162
Terrible neighbors	Making and responding to complaints	6 / 11	T-39
Game - Word Bingo (G)	Listening for key words	6 / 11	T-163
What do you think it is?	Describing things	7 / 4	T-41
A great commercial!	Planning a TV or radio commercial	7 / 10	T-44
Game - Tic-Tac-Toe (G)	Questions and statements	7 / 11	T-163
One word a minute (G)	Reviewing vocabulary	8 / 2	T-46
How much did you find out?	Describing customary events	8 / 12	T-51
Odd word out (G)	Reviewing vocabulary	Rev. 5-8 / 3	T-163
What a time!	Statements with time phrases	9 / 3	T-55
How I've changed!	Comparing people's abilities	9 / 12	T-59
What's your opinion?	Giving opinions	10 / 3	T-61
Job ads	Writing job advertisements	10 / 10	T-64
That sounds like ...	Describing traits and characteristics	10 / 11	T-65
People and places	Passives with and without by	11 / 10	T-163
Did you know ... ?	Writing about a city or country	11 / 13	T-164
Alibis	Past tense and past continuous	12 / 11	T-77
Superstitions	Describing superstitions	Rev. 9-12 / 6	T-64
Likes and dislikes	Present and past participles as adjectives	13 / 3	T-164
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News headlines	Guessing newspaper headlines' meanings	14 / 12	T-91
Consequences	Describing consequences	15 / 5	T-165
That's my choice!	Talking about hypothetical events	15 / 6	T-94
Planning a celebration	Planning a class party	16 / 2	T-98
Class evaluation	Evaluating the course	16 / 12	T-103
Mixed messages	Using reported speech	Rev. 13-16 / 6	T-165

Note: (G) = a "generic" activity, i.e., it can be used in any *New Interchange* unit by using it as is or by slightly adapting it to other topics, grammar points, or vocabulary.

Additional Optional Activities

Getting to know you even better

Time: 5–10 minutes. This communicative activity gives Ss another chance to get to know each other better in the first days of a new course.

Preparation: Photocopy Figure 1.1 (one form per S) or prepare a similar one that elicits general information about your Ss' educational background and work experience. Alternatively, write either form on the board for Ss to copy into their notebooks to use.

Name: _____

Educational Background

High school: _____

University: _____

Other: _____

Languages studied: _____

Other subjects studied: _____

Best subject at school: _____

Work Experience

Part-time job: _____

Full-time job: _____

Figure 1.1

- Explain the activity: Working in new pairs (i.e., different from those who practiced together in Exercise 5 on page 4), Ss take turns interviewing each other and completing the form about their partners.

Arguing the pros and cons (G)

Time: about 45 minutes. Besides providing a stimulating use of language, a class debate also offers an intellectually challenging activity.

(Note: This debate was designed to be used in Unit 2 after part B of Exercise 5 – if two groups had different ratings about the same city's transportation services. However, almost any topic in any unit can be turned into a statement or question for the class to debate.)

- First, decide on a good debate topic or question (e.g., "Parking in this city still needs to be greatly improved." or "Is our city's bus system much better now than ten years ago?").
- Ask for volunteers to form two debate teams of four to six Ss each – one for the "pro," or affirmative, side and the other for the "con," or negative, side. Allow the teams between ten and fifteen minutes to prepare their statements, while the rest of the class works in pairs or groups to discuss both sides of the debate topic.

Alternatively, to save class time, ask the debate teams to prepare their arguments for homework.

- Then hold a 30-minute debate, with the teams taking turns in front of the class to present their arguments. When time is up, poll the rest of the class to find out which team presented the best arguments. The team with the most votes wins the debate.

Chain story – Visiting a foreign country (G)

Time: 10 minutes. This activity practices narrating a story in the past.

- Explain the task: Ss tell a story about visiting a foreign country. One S gives the first sentence of the story. The next S repeats that sentence and adds another sentence. Model the task with several Ss, like this:

T: I went to France.

S1: I went to France, and I stayed in Paris.

S2: I went to France, and I stayed in Paris, but it was very expensive there.

S3: I went to France, and I stayed in Paris, but it was very expensive there. However, I bought a nice . . .

- Have Ss form groups. Ss take turns adding sentences until the story comes to an interesting end.

How can you say that? (G)

Time: 10 minutes. This activity works well if Ss have sufficient information and/or strong feelings about two different cities that are "rivals" or that are often compared (e.g., New York and Los Angeles; Tokyo and Osaka). It also practices making evaluations and comparisons with adjectives and nouns (see Unit 3, Exercise 3). (Note: This activity could be used in any unit with topics that easily lend themselves to Ss' having opposing views.)

- Explain the activity: Groups compare two cities by making statements about why one is better or worse than the other. Then find out which two cities are the ones that two or more groups want to compare; label the cities *City #1* and *City #2*.
- Form one group of Ss who thinks *City #1* is better than *City #2*. Then form another group that thinks *City #2* is better than *City #1*.
- Model with the two groups how to begin, like this: One S from Group A begins by making a statement that explains why *City #1* (here, New York) is better than *City #2* (here, Los Angeles). Then a S from Group B responds, and Ss from both groups take turns responding to one another's opinions by giving their own opinions and reasons. For example:

Group A, S1: New York is a much nicer place to live than Los Angeles because

Group B, S1: Oh, I don't agree. New York is too crowded and dirty. L.A. is better because

Group A, S2: But L.A. always has too many traffic jams on its freeways, and

Group B, S2: Well, I think New Yorkers are very unfriendly, but people in Los Angeles are

- If there is no real dissent between Ss in opposite groups, tell them to pretend they are in a debate – where Ss have to take a position even if they don't really believe in what they are arguing for or against.

Sales pitch

Time: 15–20 minutes. This creative activity practices describing a house or an apartment for rent; it also involves collaborative writing of a short paragraph to be used as an advertisement.

- Explain the activity: Ss work in groups to prepare an ad for a house or an apartment for rent. The goal is to exaggerate the good points of the house or apartment and to try to make it sound as wonderful as possible. Tell groups to use some of the positive adjectives listed in Exercise 1 on page 14.
- To model an example ad, read the following paragraph aloud and then write it on the board:

The House of Your Dreams!

We have a beautiful house for rent in a quiet neighborhood near the university. This house is in excellent condition with new furnishings and a lovely yard. In back of the house, there's a swimming pool and a tennis court. This is the perfect house for a young businessperson or a family with teenage children. The rent is very reasonable, too, at only \$1,200 a month. Please call (731) 975-3841 for an appointment to see it.

- Ss form groups and work on designing and composing their ads together. Set a time limit of about ten minutes for this part. Go around and give suggestions as needed.
- When time is up, groups take turns writing their ads on the board and then reading them aloud to the class.
- After the last group presents their ad, take a class vote to find out which group has the most interesting property for rent.

Verb contest (G)

Time: 15 minutes. This activity provides an opportunity for Ss to review the spelling of verb forms – here, the simple past and the past participle. This contest can easily be conducted with another focus (e.g., singular and plural nouns; comparative forms of adjectives).

Preparation: Make a list of verbs for the contest. Choose verbs from the current unit and from previous units, focusing on verbs that have irregular forms (see the appendix at the back of the Student's Book for a handy list of irregular verbs). You will need the same number of

verbs for each group of Ss (e.g., 5 groups × 5 words = 25 words total needed).

Suggested verb list:

build	eat	keep	run	stand
buy	get	leave	see	take
catch	go	make	sell	teach
come	grow	meet	sit	wear
do	have	pay	speak	write

- Books closed. Divide the class into groups and assign them letters (e.g., Group A, Group B). Then choose a verb from your list and ask Group A how to say and spell the simple past and past participle. Give the group a few seconds to discuss how each verb is spelled. (Note: Make sure that each S in a group gets a turn to spell a word aloud.) If both forms are correct, the group gets two points; if only one is correct, the group gets one point and the next group gets a chance for a point. If both forms are incorrect, spell the words correctly for the class and go on to the next group and the next word. For example:

T: OK, Group A starts. Here's the first verb: *build*.

What's the past tense of *build*?

S1: *Built*. B-U-I-L-T.

T: Correct. That's one point. Now what's the past participle?

S2: *Built*. B-U-I-L-T.

T: Correct. Two points. Now Group B

- Continue in this way until you have used all the verbs in the list and each group has had the same number of turns. The winner is the group with the most points.

Crossword puzzle (G)

Time: 15 minutes. This activity is good for reviewing vocabulary in any unit and for practicing spelling.

- Each S makes a crossword puzzle grid of 12 by 12 lines.
- Ss use words from the unit and try to fit as many as possible on their grids. (Note: The following example grid uses words connected to food and cooking from Unit 4.)

b	a	r	b	e	c	u	e				
o		o									
i		a		f					m		
l		s		c		r		a		m	b
		t		y				a		a	
								k		t	
				c		o		f		f	e
				a				g		d	
				k				g		i	
				m		e		a		s	
								t		o	
										n	

- After ten minutes, stop the activity and find out who has the most words on the grid. Ask that S to read each word aloud and to spell each one; the rest of the class

listens and circles any of the same words they may have on their grids.

At the potluck (G)

Time: 15 minutes. This chain-story game practices the vocabulary for food items. It can be done either with the whole class or as a group activity (with large groups of five to ten Ss each).

- Explain that a *potluck* is a party where each guest brings a dish to share with others. Then tell how to play the game: Ss imagine that they have just been to a potluck and they have to say what they ate for dinner. They must use only the English names of food items during the game. One S starts the game, like this:

S1: At the potluck, I ate some fried chicken.

The next S repeats what the first S said and adds one more food item:

S2: At the potluck, I ate some fried chicken and a turkey sandwich.

S3: At the potluck, I ate some fried chicken, a turkey sandwich, and . . .

Continue in this way until everyone in the group or the class has had a turn.

The good old days

Time: 30–45 minutes. This activity practices using the past tense in writing a short composition in which Ss describe how family life has changed in the past fifty years. It can be done with Ss working individually, in pairs, or in their same groups from part A of Exercise 1 in Review of Units 1–4.

- Explain the activity: Ss write a short composition (approximately one page) on how family life has changed in their country in the last fifty years. Tell them to use the questions from Exercise 1 on page 26 along with ideas from the group and class discussions to guide them.
- Set a time limit of about twenty minutes for Ss to write their compositions. Move around the class and give help as needed.
- Now Ss take turns reading their compositions to the class. If time allows, encourage others to ask follow-up questions after each reading.

Spelling contest (G)

Time: 10–15 minutes. This activity provides an opportunity to check Ss' spelling and to review vocabulary from this and earlier units. It can be done at any time during the course. (*Note:* This game is similar to the Verb contest on page T-161.)

Preparation: Choose a list of words for the contest. For this activity, Ss work in groups; between eight and ten words are needed for each group.

- Divide the class into groups of four or five and assign each group a letter (i.e., Group A, Group B, and so on).
- Choose a word from your list and present it like this: (1) Read the word aloud. (2) Use it in a short, simple sentence. (3) Then repeat the word by asking a group "How do you spell . . . ?" Give the group a few seconds to confer quietly on how the word might be spelled. Then one S from the group spells out the word. (*Note:* Ss should take turns spelling the words aloud.)
- If the spelling is correct, that group gets a point; if it's wrong, ask the next group (e.g., Group B) to spell it. If no group can spell the word correctly, spell it for the class, write it on the board, and then go on to the next one.
- Continue in this way, giving each group an equal number of opportunities to spell words. The group that has the most points is the winner.

Question and answer (G)

Time: 10 minutes. This activity practices asking questions about world geography or about Ss' own countries; it also reviews comparative and superlative adjectives. This type of activity could be easily adapted for any unit's grammar and vocabulary.

Preparation: Make a set of Wh-questions on cards; write one question on each card. Then make a corresponding set of answer cards; write the answer to each question on a separate card – for example:

Question cards

What's the capital of Spain?

What's the longest river in the world?

Answer cards

Madrid

The Nile

Make enough question and answer cards so that half of the Ss have one question card each and the other half have one answer card each. (*Note:* In a small class, you may want to give more than one question or answer card to each S.) The questions should be about local geography, your country, or the world, and they should be relatively easy for Ss to answer.

- In class, mix up both sets of cards and hand one card (either a question or an answer card) to each S.
- Explain the task: Ss move around the class and try to match their questions and answers. To do this, they can read their questions and answers aloud, like this:

S1: What's your question?

S2: (*reads his or her question aloud*)

S1: No, my answer doesn't match. (*or*) Yes. That matches my answer (*reads answer aloud*)!

- Set a time limit of five minutes. When two Ss find a question and an answer that match, they sit down.
- Check answers by having Ss read their questions and answers aloud to the rest of the class.

Game – Word Bingo (G)

Time: 10–15 minutes. This activity reviews vocabulary and spelling, and practices listening for and writing down key words. It can easily be used with any unit.

- Make up a list of twenty-four words from Unit 6. Then show Ss how to make a Bingo card on an 8½ × 11-inch sheet of paper with 25 spaces on it, like this:

B	I	N	G	O
		FREE		

- Dictate the words from your list: First, say the word and spell it. Then use it in a sentence, like this:
T: *Neighbor. N-E-I-G-H-B-O-R. My neighbor cuts his lawn twice a week.*
- Ss listen and write each word inside a box in random order on their Bingo cards.
- One by one, randomly call out the words from your list. Ss find each word on their card and circle it. (Note: Check the word off on your own list so that no words are repeated. This will also help when checking a S's card later, after he or she gets "Bingo.")
- The first S to get five circled words in a row in any direction (including the "Free" space) shouts "Bingo." Ask the S to read aloud the five circled words. Check them against the original list. If all the words are correct, that S is the winner.

Game – Tic-Tac-Toe (G)

Time: 5–10 minutes. This activity practices forming questions and statements. It can be adapted for use with any unit's grammar or vocabulary.

- Draw a grid with nine squares on the board (i.e., three rows by three columns). Ask Ss to call out verbs (e.g., *write, find, connect*) and write them on the board.
- Divide the class into two teams – Team X and Team O. Team X starts by choosing a verb and making either a statement or a question with it. If it is wrong, Team O gets a chance to use the same word in a statement or question. If Team O makes a correct sentence, write an O on the grid. Then it's Team O's turn. The game continues until one team gets tic-tac-toe (i.e., three Xs or Os together in a row, in a column, or diagonally through the grid).

Odd word out (G)

Time: 10–15 minutes. This popular game (often called "Odd Man Out") challenges Ss to form lists of related words with one exception in each. It can be played at any time with any unit or topic.

- Have Ss form groups of four or five. Explain that they will work together to make up three separate lists of words in which each list has three related words. Then they must add one more word to each list that doesn't fit with the other words. (Note: In this game, have Ss focus on using words related to the theme of travel or tourism from Unit 5 if you wish.)
- Model the task by giving several examples:
List #1: visa ticket suitcase' passport
List #2: hotel city' hostel inn

(Note: ' = odd word out)

- As groups do the task, go around and give help. Encourage Ss to use the Student's Book to find words in Units 1–8, rather than a dictionary.
- Now groups take turns reading their lists aloud to the class or writing them on the board, whichever is preferable. Other Ss try to guess which is the "odd word out."

People and places

Time: 10–15 minutes. This activity gives further practice in using passives to describe situations.

- Explain the activity: Ss will get a situation (e.g., in a hotel, on an airplane), and they must make as many statements as they can about it while using passives with or without *by*.
- Model the task by giving this example situation: In a department store. Then ask Ss to think of things that are done or that take place in that kind of place. Remind them to think of sentences using the passive. Write their suggestions on the board, like this:

In a department store

Clothes and shoes are sold there.

Food is served in its restaurant.

Uniforms are sometimes worn by the salesclerks.

Store sales are held at least once a year.

Expensive items are usually kept in glass cases.

- Now write the following situations on the board and ask Ss to think about them or other situations they can come up with:
in a hotel at a school or university
on an airplane in a restaurant
at a bank in a supermarket
- Ss work in pairs or groups. Tell them to choose three situations to discuss and to write down their sentences for each one. Set a time limit of ten minutes. Go around and give help as needed.
- Call on Ss to read aloud some of the sentences they wrote for various situations. Which pair or group wrote the most sentences?

Did you know . . . ?

Time: 15–20 minutes. This writing activity practices describing cities or countries, using both active and passive sentences. (*Note:* If you are teaching a heterogeneous class with enough Ss from the same country to form a group, you may prefer to have those Ss choose to write about a city in their country or about the country itself.)

- Explain that Ss work in groups to describe a certain city or country that they all know something about. The goal of this activity is for groups to think up and then write down as many sentences as they can within ten minutes.
- Model the task by writing the following example on the board (without the underlining):

Did you know . . . ?

Did you know that Australia is the only country alone on its own continent? It is located in the Southern Hemisphere. It was founded by settlers from Britain. It's not a very crowded place. The capital is located in Canberra. The biggest city is Sydney. The Sydney Opera House is located there. It's a very famous building. Many minerals are found in Australia. A lot of wool is exported from Australia to other places.

- Elicit additional sentences about Australia and write them on the board. Then point out which sentences contain passives (see underlined passives in the example above). Encourage Ss to use passives in this activity.
- Ss form groups and choose a city or country to write about; give them a minute or so to do this. Tell groups to appoint a group secretary to write down all of their sentences or, better yet, have each S in the group write them down. Then set the time limit of ten minutes. Move around the class and give feedback.
- When time is up, groups take turns reading their sentences to the class. Which group has the most sentences?

Superstitions

Time: 15 minutes. In this activity, Ss work in groups to describe superstitions from their own cultures or from other cultures they know about.

- Explain that a *superstition* is a popular belief that some objects or actions are lucky or unlucky, and that superstitions are sometimes based on old ideas about magic. Give examples like these:
Don't walk under a ladder because you'll have bad luck. Some people think that finding a four-leaf clover is lucky.
- Explain the task: Ss think of two or three superstitions from their own cultures and try to describe them in English. Point out that this can be done using affirmative and negative statements, *if* clauses, or *clauses with because*:

You should walk around a ladder so you won't have bad luck. (or)

If you walk under a ladder, you'll have bad luck. (or)

Don't walk under a ladder because you'll have bad luck.

- Ss work in groups. Set a time limit of five minutes. Go around and give help as needed.
- Groups take turns reading their statements to the class.

Likes and dislikes

Time: 10 minutes. This activity practices using present and past participles as adjectives.

- Write these cues on the board:

1. something you are . . . (very interested in, not very interested in)

2. something you think is . . . (exciting, boring, silly, disgusting)

3. a movie star you think is . . . (terrific, terrible)

4. a famous person you think is . . . (outstanding, weird)

5. something that makes you feel . . . (wonderful, ridiculous)

- Tell Ss to work individually to write down a sentence about each topic (for a total of five sentences). Model the task by writing several example sentences on the board:
1. I'm very interested in science fiction. (or)
I think science fiction is very interesting.
- Set a time limit of about five minutes. Ss do the task and then compare sentences in pairs. Walk around and give help as needed.
- Ask for volunteers to read some of their sentences aloud to the class.

Horror story

Time: 20–30 minutes. This exercise offers additional practice in describing movie plots and gives Ss a chance to practice collaborative creative writing. This is a chain-story task where the class works together to create an exciting plot for a horror movie. (*Note:* Alternatively, you or the Ss could choose another genre for the class to write a movie plot for – a love story, a detective story, a science-fiction story.)

- Divide the class into groups of about five Ss each. Then explain the activity: The class, with Ss working in groups, will write a movie plot together.
- Write the title and the beginning of the story at the top of the board:

Spider Woman

This movie is about a woman who accidentally turns into a spider. Dr. Ruth Mindbender is a scientist who is doing medical research at a famous university. One day she discovered an amazing new drug . . .

- Now each group thinks up and writes down two more sentences to continue the story.

- Groups take turns reading their two sentences aloud to the class. Then everyone in the class quickly decides (e.g., by voting through a show of hands) which group has the best two sentences. That group gets to write their sentences on the board.
- Groups continue to write the story in this interactive way for about ten minutes – or until there is almost no more space to write any more sentences on the board. Then tell each group to think up a good last sentence to end the story, and the class again chooses the best one.

Be a mime!

Time: 10–15 minutes. This activity requires groups to mime or use gestures to communicate the meaning of a phrase or a sentence. Other Ss guess what they are trying to communicate.

- Write at least ten phrases and sentences like these on the board. (*Note:* Each must be easy to mime.)

<i>Wet paint</i>	<i>Can I borrow your newspaper?</i>
<i>Construction work ahead</i>	<i>Where's the restroom?</i>
<i>Don't walk on the grass.</i>	<i>Where's the nearest pay phone?</i>
<i>Please close the window</i>	<i>My car's broken down.</i>
<i>Can you lend me some money?</i>	<i>I can smell something burning</i>
	<i>No dogs allowed here</i>
- Ss form groups of four or five. Ask each group to secretly choose one of the sentences or phrases on the board. Tell them to think about how they can work together to mime the situation or use gestures to show the action to communicate the meaning. Groups should not tell others which one they have chosen. Set a time limit of about five minutes for groups to plan their mimes.
- Now groups take turns performing their mimes while the rest of the class tries to guess which sentence or phrase is being acted out.

Consequences

Time: 15–20 minutes. This activity practices describing consequences using *if* clauses with *would* or *might*.

- Explain the activity: Ss work in groups and must try to think of as many consequences as they can for two different situations (see 1 and 2 below, which you will give to the class later). To model the task, write the following example discussion on the board:

A: *What would you do if you saw a burglar break into your neighbor's home?*
 B: *I'd call the police.*
 C: *What would happen if the police came?*
 D: *If the police came, they would go into the home.*

Continue the dialog by eliciting Ss' ideas, like this:

T: *What would the burglar do if the police went into the neighbor's home?*

S1: *The burglar might try to escape.*

T: *And what would the police do if the burglar tried to escape?*

S2: *They would run after the burglar and . . .*

- Now write these two questions on the board for each group to discuss:
 - 1. What would you do if you urgently needed \$1,000?*
 - 2. What would you do if you started receiving strange phone calls 24 hours a day?*
- Set a time limit of ten minutes. In their groups, Ss take turns to keep the discussion going (i.e., five minutes on each question) in a question-and-response type dialog, which they also must write down. Go around and give help as needed.
- Then groups read their dialogs to the class.

Mixed messages

Time: 15–20 minutes. This activity reviews reported speech.

- Explain the activity: Ss form a circle. One S whispers a sentence to the S on the left. Then that S uses reported speech to pass it on to the next person and in this way the message is relayed around the group. The goal is to compare the original statement with the one that comes back to the S who initiated it.
- Form groups of eight or ten Ss; if possible, have each group sit in a circle. Explain the situation: Ss imagine that they have been invited to a party on Saturday night, but they don't want to go. Tell each group to choose one S to think up an interesting excuse for not going.
- To model the activity, give the following S1 and S2 examples with the explanation:

S1 (Rosa) to S2: *I can't go because I'm going mountain climbing the day before and I'll probably be too tired.*
 Explain that the S who thinks up the excuse whispers it to the S on the left who, in turn, passes the excuse onto the next while using reported speech, like this:
 S2 to S3: *Rosa said she couldn't go because she was going mountain climbing the day before and she'd probably be too tired.*

The last S who gets the message should relay it out loud to the whole group. The group then compares it to the original message.

- Now groups do the activity. Walk around and give help and encouragement as needed.
- Groups continue until each S has had a chance to think up an excuse and pass it on.

Tests

The following set of four tests may be used to assess students' mastery of the material presented in *New Interchange Student's Book 2*. Each test covers four units. Not only will these criterion reference tests allow the teacher to determine how successfully students have mastered the material, but the tests will also give students a sense of accomplishment. For information about these tests – and about testing in general – see “Testing Students' Progress” on page x in the Introduction to this Teacher's Edition 2.

When to give a test

- Give the appropriate test after the class has completed each quarter of Student's Book 2, i.e., four units and the accompanying review unit.

Before giving a test

- Photocopy, collate, and staple the test – one for each student in the class.
- Schedule a class period of about 45–60 minutes for the test.
- Locate and set the recorded Part A for the test listening section on the Class Audio Cassette or Audio CD. The tests are at the end of the cassettes (cassette 3, side 6) or CDs (CD3, tracks 30–33).
- Tell the students that they are going to have a “pencil and paper” test (i.e., oral production will not be tested). Suggest that they prepare for the test by reviewing the appropriate units and unit summaries. In studying for the test, students should pay particular attention to the Conversations, Grammar Focus points, and Word Power exercises. Tell Ss that the test will also contain a listening section and a short reading section.

How to give a test

- Explain that the point of the test is not to have students compete with each other for the highest grade; rather, the test will inform each student (and the teacher) about how well the material was learned and what material, if any, may need extra review and practice.
- On the day of the test, hand out one photocopy of the test to each student.
- Encourage Ss to take about five minutes to look through the test, without answering any of the test items. Make sure students understand the instructions, e.g., “Check (✓) the correct answers.” “Complete the conversations.” “Circle T for true or F for false.”

- Tell Ss that about five minutes of the test time will be used for the listening section, part A, which is the first item on the test. However, it is up to the teacher to decide whether to give the listening section near the beginning or the end of the test-taking time.
- Tell Ss that they are not allowed to use their Student's Books or dictionaries during the test.
- To help Ss use their time efficiently and to finish on time, write the total time for the test on the board before beginning the test:

Total time: 45 minutes

- After the test begins, revise the time shown on the board every ten minutes or so to tell the class how much time is left.
- When giving the listening section of the test, direct the class to part A and go over the instructions. Advise Ss just to listen the first time they hear the audio recording, and then to listen and mark their answers during the second playing. Afterward, play the audio recording twice, straight through without stopping or pausing.

Alternative presentation

- If the teacher does not wish to use the class time for the test, tell Ss to complete the whole test at home except for part A, the listening test item. Advise the Ss to complete the test at home in 40 minutes and not to use their Student's Books or dictionaries. During the following class, take five minutes to play the audio recording and to complete part A of the test.

How to score a test

- Either collect the test and use the Test Answer Key to score it, or go over the test with the class while allowing each student to correct his or her own test. Alternatively, tell the students to exchange tests with a partner and correct each other's answers as the teacher elicits or reads the answers aloud.
- Each test has a total score of 100 points. If a letter grade is useful to the teacher and the Ss, this scoring system can be used:

90–100 points	= A or Excellent
80–89 points	= B or Very good
70–79 points	= C or Fair
69 or below	= Need to review the unit(s)

Name: _____

Date: _____

Score: _____

A Listen to people talking. Check (✓) the correct answer.

- Tom grew up in San Diego.
 Japan.
 Chicago.
- Kathy can join a car pool by asking a neighbor for a ride.
 calling a special phone number.
 putting an ad in the paper.
- Ann's apartment is too spacious.
 not very safe.
 too small.
- Jill is giving Bob a recipe. Listen and number the steps from 1 to 3.
 _____ Smoke the chicken for 2 hours.
 _____ Soak the chicken in marinade.
 _____ Make a slow fire.

B Complete these sentences.

- A: Where _____ ?
B: I was born in Mexico City.
- A: What sports _____ in elementary school?
B: I played soccer.
- A: Did _____ in high school?
B: Yes, I had a part-time job in high school. I used to deliver newspapers.
- A: Did _____ in college?
B: No, I didn't study Spanish in college. I studied French.
- A: When _____ ?
B: I graduated in 1990.
- A: Where _____ your wife?
B: I met my wife in Italy.
- A: Did you use to play soccer when you were a child?
B: Yes, I _____ soccer every day after school.
- A: Are you a salesman?
B: No. I _____ cars, but now I'm a lawyer.
- A: Do you like action movies?
B: No. I _____ action movies, but I don't anymore.

C Rewrite these questions as indirect questions, using the words in parentheses.

1. Where is the nearest bank? (Do)

2. How much does a cup of coffee cost? (Could)

3. What time does the bookstore open? (Could)

4. When does the movie start? (Do)

5. How often does the number 3 bus come? (Can)

6. Who is the new art teacher? (Do)

D Complete the sentences with *too much*, *too many*, *more*, *fewer*, *less*, or *not enough*.

1. A: Does this street have less traffic at night?

B: Yes, there are _____ cars at night.

2. A: Is the food cheap here?

B: No. It costs _____ than I can afford.

3. A: Is the air clean here?

B: No, there is _____ air pollution.

4. A: Is it quiet here in the daytime?

B: Yes, but there is even _____ noise at night.

5. A: Do you drive to work?

B: No, actually there is _____ parking near my office.

6. A: Is this a fast route to the airport?

B: No. There are _____ traffic lights.

7. A: Does the bus come often?

B: No. We need _____ bus routes.

8. A: Is this neighborhood a safe place at night?

B: No. There is _____ crime.

9. A: Why did they take a taxi?

B: There were _____ seats on the bus for everyone.

10. A: Do you still ride a bicycle to work?

B: No. It's dangerous. Every year there are _____ bicycles
downtown.

E Complete these sentences with the words in parentheses and *as many . . . as*, *as . . . as*, *not enough . . .*, or *not . . . enough*.

1. My new apartment doesn't have _____ my old one.
(windows)
2. My car isn't _____ yours. (big)
3. There are _____ for all the passengers. (buses)
4. This book is _____ to buy. (interesting)
5. The nightlife in my town isn't _____ the nightlife here.
(boring)
6. The apartment doesn't have _____ the house. (bedrooms)

F Read the passage about Bangkok. Then circle T (true) or F (false).

Bangkok

Bangkok, the capital of Thailand, is a city of contrasts. It is an exciting, crowded, modern city and, at the same time, a city that is full of history. The streets of Bangkok are usually noisy and have too many people. Some people are selling food; others are selling clothing, cassette tapes, flowers, or souvenirs. Visitors love the river markets, the beautiful temples and architecture, and the nightlife. They also enjoy the food, the shopping, and the friendly Thai people. Everyone seems to smile there.

Most of the year, Bangkok is hotter than any other capital city in Asia, but

from December to February, the weather is not as warm and so it is much more comfortable. Actually, it's an interesting city to visit at any time of the year. The shopping is excellent, and the prices are not as high as in many other large cities in Southeast Asia.

There is always so much to do in Bangkok any time of the day or night – from watching Thai dancing or boxing to taking a boat trip on the river or trying some of the delicious and spicy food. And if you get tired of the city and want fewer crowds, there are beautiful beaches only two hours away by bus.

1. **T F** Bangkok is usually a quiet city.
2. **T F** January is a good month to visit because it's cooler then.
3. **T F** There's not much to do in Bangkok at night.
4. **T F** You have to take a plane to get to the beaches from Bangkok.

G Write a response using *wish* for each statement.

1. My history class is boring.

2. My father smokes too much.

3. I don't have enough free time.

4. I don't exercise enough.

H Complete the conversations.

1. A: Have you ever _____ (see) an Alfred Hitchcock movie?

B: Yes, I _____. He's a great director.

2. A: Did you _____ (do) your homework yesterday?

B: No, I _____. I _____ (go) to the movies.

3. A: Did you _____ (like) dinner last night?

B: Yes, I _____. The food _____ (be) delicious.

4. A: Have you _____ (live) in this town for a long time?

B: No, I _____. I _____ (move) here last month.

5. A: Have you ever _____ (be) on a diet?

B: Yes, I _____. I _____ (lose) ten pounds three years ago.


I Describe your morning routine. Write at least four sentences with sequence adverbs.

Example: I get up every day at 8:00. First, I . . .

Name: _____

Date: _____

Score: _____

A  Listen to people talking. Check (✓) the correct answer.

1. On her vacation, Heather has decided to go camping.
 visit her grandparents.
 take climbing lessons.
2. Heather's grandmother wants to throw out junk.
 have a garage sale.
 clean the house.
3. Heather needs to remember to put price tags on everything.
 make a list.
 put an ad in the paper.
4. Listen to Carlos tell Heather about his vacation. What happened? Number the events from 1 to 3.
 Carlos took his brother to the airport.
 Carlos reached the top of Mount Elbert.
 Carlos' brother broke his arm.

B Answer these questions in your own words. Use *will* or *be going to*. Write complete sentences.

Example: What are you going to do after class today?

I'll probably see a movie with my friend.

OR

I'm going to see a movie with my friend.

1. Where are you going to have dinner tonight?

2. What are you doing on Sunday?

3. Are you coming to class on Monday?

4. When are you taking your vacation this year?

5. Are you going to take another English course next semester?

C Circle the correct word or phrase.

1. I must (**get / to get**) the tickets for my trip.
2. I also have (**buy / to buy**) health insurance.
3. I ought (**to call / call**) my travel agent this afternoon.
4. I shouldn't (**forget / to forget**) to make hotel reservations.
5. I'd better (**take / to take**) some warm clothes.
6. I need (**go / to go**) to the bank to get some traveler's checks.
7. I should (**call / to call**) Aunt Susan and tell her I'm coming.

D Circle the correct word in each sentence.

1. Please clean (**off / up / at**) your bedroom. It's a mess.
2. Put (**away / over / off**) the dishes when you have finished.
3. Turn (**on / away / down**) the TV. It's very loud.
4. Could you take (**over / out / on**) the garbage, please?
5. Would you pick (**off / out / up**) the toys in the living room and put them away?
6. Please hang (**up / away / in**) your clothes.

E Rewrite these sentences using the phrases in parentheses.

Example: Take the dog out. (**Would you mind**)

Would you mind taking the dog out?

1. Close the door. (**Could you**)

2. Turn down your radio. (**Would you mind**)

3. Put away the magazines. (**Would you please**)

4. Don't smoke in here. (**Would you mind**)

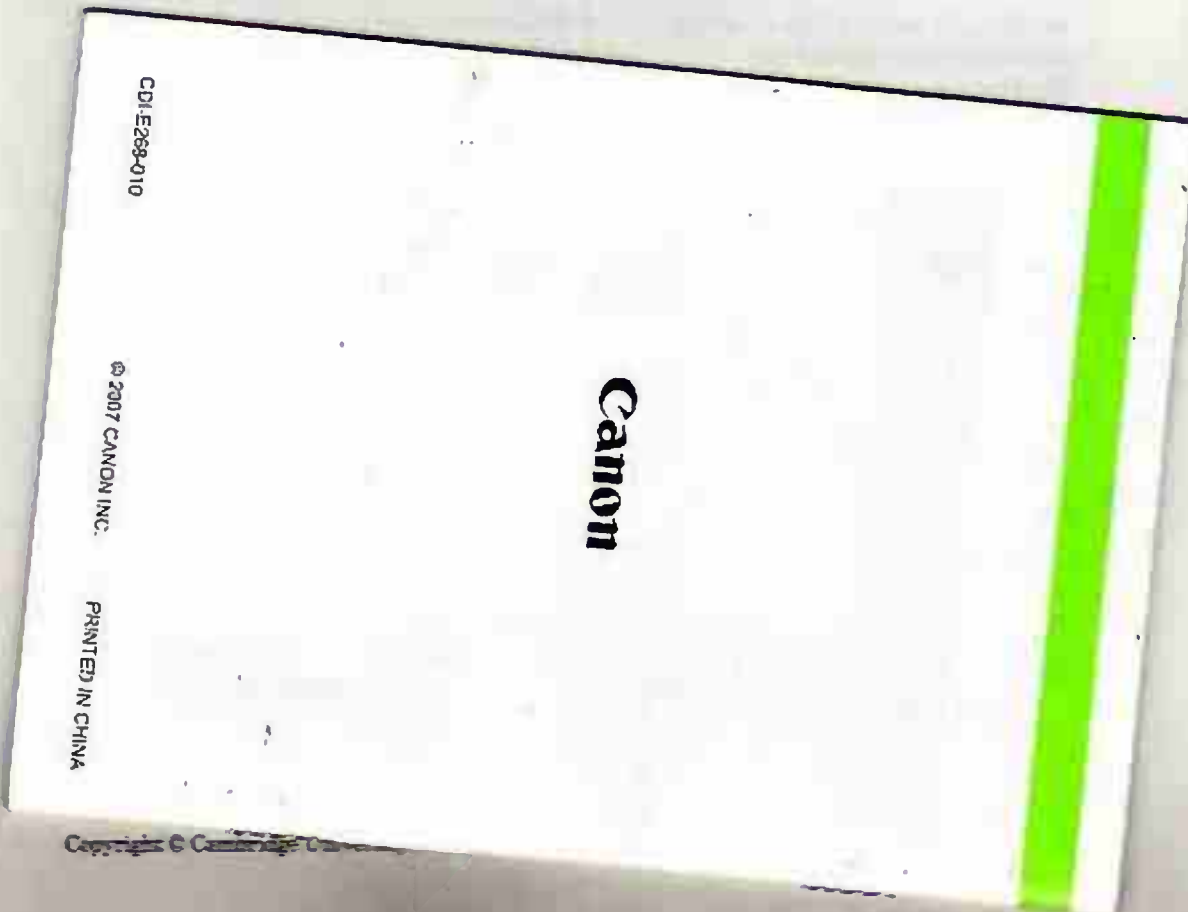
5. Play outside the house. (**Could you**)

F Circle the correct word or phrase.

1. Wood is used (to making / to make / for make) furniture.
2. Make sure (reading / read / to read) to children.
3. You can use pliers (fix / for fix / for fixing) your bike.
4. Don't forget (for buying / buying / to buy) gas.
5. Try (for getting / get / to get) a good job.
6. A backpack is used (for carrying / carrying / to carrying) books.
7. Scissors are used (to cut / for cut / cut) paper.
8. Be sure (to brush / for brush / brush) your teeth everyday.

G Write a short paragraph of advice (4–6 sentences) on how to use a piece of electronic equipment. Use at least three of these phrases:

Don't forget to ... Remember to ... Make sure to ...
Try not to ... Be sure to ...



H Circle the incorrect word in each sentence. Then write the correct word on the blank.

1. It was my birthday on Sunday, and I got some very nice parades from my friends. _____
2. July is the day when most people go on vacation in my country. _____
3. My parents have been married for twenty-five years, and it's their wedding festival this Sunday. _____
4. Spring is my favorite month of the year. _____
5. We usually have special food to drink during the holidays. _____

I Read the paragraph. Then circle **T** (true) or **F** (false).

Halloween

In Canada and the United States, one of the most popular days of the year is Halloween. Halloween is on October 31. It's a day when some people dress up in strange or unusual costumes. For example, they may dress up to look like an animal, a person from a book or movie, or a famous person from history. In some places, when children go to school on Halloween, they wear their Halloween costumes to school.

Other young children put on their costumes after they come home from school and then visit their neighbors. After the children knock on the door, they shout, "Trick or treat!" Then the neighbor gives them some candy before they go onto the next house. Adults also enjoy dressing up for Halloween when there are Halloween parties in the evening. Usually there is a prize for the best or most unusual costume at the party.

1. **T F** Halloween is only celebrated in the United States.
2. **T F** Only children dress up for Halloween.
3. **T F** Adults go "trick or treating."
4. **T F** When children visit their neighbors, they get something to eat.

A  Listen to people talking. Circle T (true) or F (false).

- 1. T F John used to build houses.
T F Maria is a plumber.
- 2. T F Mike likes working with children.
T F Kate doesn't like working outdoors.
- 3. T F The pyramids were buried in sand by Napoleon.
T F Tourists are not allowed in most of them.
- 4. T F Ann has been exercising for over 3 years.
T F Ann thinks Greg is in good shape.

B Write a short paragraph (about 4–6 sentences) about something that has changed. Be sure to talk about how it was in the past, what it is like now, and what it will change to in the future.

*Example: A hundred years ago, people used to . . . Nowadays, people often . . .
Soon, people will . . .*

C Circle the correct words.

1. If I (**take / to take / taking**) a vacation next summer, I will probably go to Spain.
2. If I (**traveling / travel / will travel**) first class, it might be expensive.
3. If I stay with friends, it (**cost / costing / will cost**) less.
4. If I go in December, the weather (**have to / may / probably**) be cold.
5. If I go in the summer, the cities (**has to / probably / might**) be crowded.
6. If I (**rent / will rent / have rent**) a car, I will probably drive everywhere.
7. If I lose my luggage, I (**might / can / must**) have to buy new clothes.

D Read each conversation. Check (✓) the correct response.

1. A: I'm not good at typing.
B: Oh, I can! Oh, I am! Oh, I do!
2. A: I don't mind driving to work.
B: Neither do I. Neither have I. Neither am I.
3. A: I can't stand rock music.
B: Neither can I. So can I. Neither am I.
4. A: I'm interested in working with computers.
B: So am I. Neither do I. So do I.

E Circle the correct adjective.

1. George thinks carefully before he says things. He doesn't laugh or joke a lot. He's (**reliable / serious / forgetful**).
2. Linda doesn't like to meet people. She never goes to parties, and she doesn't talk to people she doesn't know well. She's (**efficient / critical / unfriendly**).
3. Jack likes to help people and never says "no" when someone asks him to do something. He's (**generous / impatient / strange**).
4. Claude gets angry very quickly and never seems to smile. He's (**level-headed / bad-tempered / hard-working**).

F Read these job ads. Then circle **T** (true) or **F** (false).

Salesperson: Department store

We have a vacancy for a salesperson in our downtown store. Five years' sales experience, office skills, and a high school diploma needed. Some weekend work required.

This is a good job for a hardworking person who is outgoing and likes meeting people. Good salary and working conditions.

Office manager

Immediate opening in travel agency for an office manager with good computer skills. Excellent spoken and written English needed. One other foreign language would be useful. We are looking for a creative person who works well with other people. This is a regular nine-to-five job with no traveling, but some evening work is necessary. An interesting job for someone who is good at managing people and likes the travel business.

1. **T F** Mary is 18 and has just graduated from high school. She should apply for the sales job.
2. **T F** Tim can only work weekdays. He shouldn't apply for the sales job.
3. **T F** The office manager's job is a good position for someone who enjoys traveling.
4. **T F** Vera has just finished a computer course. She has also studied French for three years. She should apply for the office manager's job.

G Change these sentences into passive sentences with *by*.

Example: The secretary typed this letter.

This letter was typed by the secretary.

1. The fire destroyed the old building.

2. The noise frightened the children.

3. A French architect designed the bridge.

4. Steven Spielberg directed the movie.

5. My sister made these cookies.

6. Picasso painted this picture.

H Complete these sentences with the passive of the verbs in parentheses.

1. English _____ in Australia. (**speak**)
2. Lots of vegetables _____ in the market. (**sell**)
3. German and French _____ at this school. (**teach**)
4. Computers and radios _____ by Japan. (**export**)
5. Rice _____ in California. (**grow**)
6. Many American cars _____ in Detroit, Michigan. (**make**)

I Answer these questions with information about yourself.

1. When did you graduate from elementary school?

2. How long have you been studying English?

3. Where were you living five years ago?

4. What have you been doing for the last two years?


5. What did you do last summer?

J Complete this passage with the correct form of the verb in parentheses.

I lived in Brazil from 1984 to 1987. While I _____ (**live**) there, I _____ (**teach**) English in a private school.

In 1987, I _____ (**move**) to Canada. Three years ago, I _____ (**work**) in a restaurant when I _____

(**meet**) my wife, Marie. We _____ (**travel**) across Canada since we got married.

A  Listen to people talking. Check (✓) the correct answer.

1. Magda thought the movie *Fargo* was boring. fascinating. disturbing. Magda likes movies that don't have special effects. are not entertaining. have happy endings.
2. Mandatory attendance means that students can make up work. must go to class. get lower grades.
3. If Nancy won the lottery, she would keep teaching. get a job. quit her job.
4. Lisa asked Joanna to decorate for the party. give cooking lessons. make some appetizers. Lisa invited the whole school. the neighborhood. a basketball team.

B Complete these sentences with the correct form of the word in parentheses.

1. I think baseball games are _____ . (bore)
2. Are you _____ in horror films? (interest)
3. I was _____ to see Jane and Kathy at the party. (surprise)
4. Going skiing is an _____ way to spend your vacation. (excite)

C Circle the correct adjective.

1. The concert was (terrific / terrible / outstanding). I didn't like the music, and the singer didn't have a good voice.
2. This book is really (disgusting / silly / fascinating). I started reading it this morning, and I can't put it down. You should read it when I finish it.
3. The movie had a very (favorite / surprising / amazed) ending. I really didn't think it would end like that.
4. Most people liked the movie, and lots of people went to see it. It was a (bizarre / successful / dreadful) movie.

D Read this article about body language. Then circle **T** (true) or **F** (false).

Body Language What Does It Say?

More than half of what we communicate is communicated not through words but through body language. This includes our posture, facial expressions, and gestures. Because body language is so important, you'll want to know what yours is saying and how to interpret other people's, too. Here are some examples of body language and its meaning. (Note: These meanings are for North America. Interpretations may differ a bit in other cultures.)

A smile is a sign of friendliness and interest. But people sometimes smile just to be polite. To get another clue from people's faces, notice their eyes. Friendliness and interest are expressed when a person's eyes meet yours (especially when you're the one who's talking) and then look away and meet yours again. A person who doesn't look away is expressing a challenge. A person who doesn't look at you is expressing a lack of interest (or is shy). Hand gestures can mean a person is interested in the conversation. Stay away from someone who points at you while talking with you: That person might be angry at you or feel superior to you.

1. **T F** People only communicate through words.
2. **T F** Body language includes posture, facial expressions, and gestures.
3. **T F** Body language means the same thing in different cultures.
4. **T F** A smile is just a sign of politeness.
5. **T F** A person who doesn't look at you is expressing confidence and friendliness.
6. **T F** Someone who points at you might be angry at you.

E Complete these sentences using your own information.

1. A rock star is a person _____.
2. A red light means you _____.
3. A comedy is a movie _____.
4. Detectives are people _____.
5. A "No Parking" sign means you cannot _____.
6. A smile could mean _____.
7. When the alarm clock rings, you have to _____.
8. Crying could mean _____.
9. A "No Smoking" sign means you cannot _____.

F What would you do in these situations? Answer the questions in your own words. Use *would* or *might*.

1. If I found \$1,000 on a park bench, _____.
2. If I saw someone cheating during a test, _____.
3. If a classmate asked to borrow my new car, _____.
4. If a salesclerk gave me the wrong change in a store, _____.
5. If I left my briefcase in a taxi, _____.

G Read each conversation. Circle the correct word.

1. A: My friend borrowed my book and never gave it back.
B: You should have (**ask** / **asked** / **asking**) her for it.
2. A: I walked out of the lecture because it was boring.
B: I wouldn't have (**do** / **did** / **done**) that.
3. A: My mom is very angry with me.
B: You shouldn't (**have** / **to have** / **had**) come home so late.
4. A: I didn't like the meal so I didn't leave a tip.
B: Oh, you (**should** / **shouldn't** / **could**) have done that. It wasn't the waiter's fault.
5. A: I complained to the teacher about my test grade. What would you have done?
B: I (**might** / **should** / **wouldn't**) have said anything.
6. A: My brother forgot to take me to work yesterday.
B: You should have (**called** / **call** / **calling**) me for a ride.

H Complete these statements using reported speech.

1. "I am going to France next week."
She said she _____ .
2. "Don't eat all the cookies."
She told me _____ .
3. "There will be a test tomorrow."
The teacher said that there _____ .
4. "The bank may be closed on Monday."
She said the bank _____ .
5. "Close the door."
He asked me _____ .
6. "I don't understand the question."
He said he _____ .
7. "They can't come to the party."
They said they _____ .
8. "Don't open the present yet."
She said _____ .
9. "Call me tonight."
She told me _____ .
10. "Can you turn down the TV?"
She asked me _____ .

Test Audio Scripts

Test 1: Units 1-4

A Listen to people talking. Check the correct answer.

1.

TOM: Hi. I'm your new neighbor, Tom Jordan. I just moved into the apartment building last week.

SUE: Nice to meet you, Tom. I'm Sue Hagen. Are you from around here originally?

TOM: No. Actually, I'm from San Diego.

SUE: Oh, were you born there?

TOM: No, I was born in Japan, but I grew up in San Diego.

SUE: Really? Do you speak Japanese?

TOM: Unfortunately, I don't speak any Japanese. I was only a baby when my family left Japan.

2.

KATHY: I was a half hour late to work today. There's just too much early morning traffic.

MARK: You're right. There are too many cars on the road. More people need to car pool.

KATHY: Car pool?

MARK: Yeah, you know, a group of people ride to work together in one car.

KATHY: Hey, that's a good idea. Could you tell me how to join a car pool?

MARK: Well, there's a special phone number you can call. You leave a message with your address and someone calls you back with the names and phone numbers of other people in your area who want to car pool.

KATHY: Oh. How do you know so much about this car pool system, Mark?

MARK: Me? I called the number five years ago. Car pooling is a great way to commute to work.

3.

ANN: I wish I could find a new apartment. I'm really ready for a change.

DAVID: Why? What's wrong with the place you're living in now?

ANN: Well, it's small and dingy. I don't know why I rented it in the first place. I mean it's very safe and private, but I wish it weren't so cramped. It just doesn't have as much room as I would like.

DAVID: What kind of place are you looking for exactly?

ANN: I need a place that's spacious but not as big as your apartment. I'm sure something that size is too expensive for me.

DAVID: Oh I don't know about that. You just have to keep looking. Good luck!

ANN: Thanks.

4. Jill is giving Bob a recipe. Listen and number the steps from 1 to 3.

JILL: Have you ever eaten "jerk chicken"?

BOB: No, I don't think I have. What's it like?

JILL: Oh, it's delicious. It's hot and spicy but also very tender.

BOB: How do you make it?

JILL: Well, first you make a marinade or "jerk" with lots of onions and hot peppers, sweet spices, vinegar, and

oil. Then, soak the chicken in the jerk for about 8 hours. Next make a slow fire on the barbecue with charcoal. After that, you add a special wood called allspice bark to the charcoal. It makes a wonderful smoke. Finally, smoke the chicken over the fire very slowly, about 2 hours or so.

BOB: That sounds a lot like the way my mother cooks chicken but she doesn't use any hot peppers or sweet spices. Have you ever eaten her Moroccan chicken? She's "famous" for it.

JILL: Yes, I have. Remember, you invited me over the last time she came to visit you. She cooked Moroccan chicken then. You're right. It was fabulous.

Test 2: Units 5-8

A Listen to people talking. Check the correct answer.

1.

CARLOS: Summer is almost here, Heather. What are you going to do for summer vacation?

HEATHER: I'm going to visit my grandparents for a few weeks. They're in their seventies now and I want to make sure that they're taking good care of themselves.

CARLOS: That sounds like fun. My grandparents are too far away to visit. I miss them, but at least I can call them. So, are you going anywhere else during vacation?

HEATHER: Well, I'm not sure. I think I'll spend a few days at the beach. Or maybe I'll go camping. How about you? What are you doing?

CARLOS: Oh, I'm going to go mountain climbing for a few weeks this summer.

HEATHER: Well, have a good time but be careful.

CARLOS: Don't worry. I will.

2.

HEATHER: Grandma, we need to clean out your basement and attic. They're full of things you don't use anymore.

GRANDMOTHER: I know. Your grandfather and I are planning to have a garage sale and sell all that old junk.

HEATHER: Would you mind if I throw out some things before the garage sale?

GRANDMOTHER: Actually, dear, I would. I want to decide which things are important to me. You know, things I want to keep.

HEATHER: I'm sorry, Grandma. I was just trying to help.

GRANDMOTHER: That's okay, dear. I know.

3.

HEATHER: I've never seen anything like this, Grandma. What is it used for?

GRANDMOTHER: Oh, that. It's used to make toast. You put a slice of bread between the two springs and then hold it over a fire.

HEATHER: Oh, I thought it might be used for holding books open.

GRANDMOTHER: Well, I suppose it could. I actually used it as a hanger for old wet tennis shoes.

HEATHER: Make sure to talk about all of those different uses if someone asks you about it at the garage sale.

Test Audio Scripts

GRANDMOTHER: Now, Heather, don't worry about me.

Just don't forget to put the ad in the paper for the garage sale. That's your job.

HEATHER: All right. Sure, Grandma.

4. Listen to Carlos tell Heather about his vacation. What happened? Number the events from 1 to 3.

HEATHER: Carlos! You're back. Did you actually climb the Rocky Mountains?

CARLOS: Of course, I did. I have the pictures to prove it. Let me show you. This is the day when my brother broke his arm when he was chopping some wood.

HEATHER: Did he stay with you after he broke his arm?

CARLOS: No. See this picture. This is the day when I took him to the airport. He had to go home after he went to the local doctor. I was sorry to see him leave.

HEATHER: Did you climb by yourself after he left?

CARLOS: No. Fortunately it was the season when lots of people climb. When my brother left, I met some other people and climbed with them. Look, this is the day I reached the top of Mount Elbert.

HEATHER: Wow!

Test 3: Units 9-12

A Listen to people talking. Circle T (true) or F (false).

1.

MARIA: I just love old houses. They're so spacious and airy. Would you want to live in one?

JOHN: Well, I don't know. I used to live in an old house and every weekend I had to fix something that went wrong with it. I spent all of my free time working on it.

MARIA: But that sounds great to me. I like to work on houses. In fact, I'm looking for a house to buy. If I don't find something I like soon, I might build one myself.

JOHN: Really? Maria, how are you going to build a house by yourself?

MARIA: I'm not going to do it all by myself. If I decide to build a house, I'll hire people to do most of the work. I'll help design it and I'll do some of the smaller jobs on the house. But I don't know how to do things like put in the electricity or the plumbing.

JOHN: If you build a house, I may even work on it for you.

MARIA: Oh, thanks. That'd be great!

2.

KATE: Mike, have you thought about what you're going to do this summer?

MIKE: Well, Kate, I'm going to work at a summer camp. I think I'd be a good counselor because I really like working with children.

KATE: Oh, really? I'm not good with kids at all. I'm too impatient to do something like that.

MIKE: But you enjoy hiking and camping. You'd be a good camp counselor because you're so hard-working and level-headed.

KATE: Yes, but I'd hate to have the responsibility of taking care of a group of children in a camp. You know I really enjoy working outdoors. I'm going to try to find a job working at a park.

MIKE: Hey, that sounds like a perfect job for you!

3.

ELAINE: Hi, Wilson. How was your trip to Egypt?

WILSON: Oh, Elaine, it was incredible. I even got to visit the pyramids.

ELAINE: The pyramids. Wow!

WILSON: Yeah! I learned all about them. Did you know that they were uncovered by Napoleon when he went to Egypt? They had been buried in sand.

ELAINE: Really? Do you know who they were built by?

WILSON: Yes, of course. The Egyptians built them.

ELAINE: And did you go inside a pyramid?

WILSON: No. Unfortunately, most of the pyramids are closed to tourists. But I took a lot of pictures. Would you like to see them?

ELAINE: Sure, I'd love to!

4.

ANN: You know, I've been going to this gym for over three years, and I never saw anyone with muscles like Arnold Schwarzenegger's until today.

GREG: I used to have big muscles, but I haven't been working out lately.

ANN: Lately! I don't think you went to the gym at all last winter. I worked out every day while you were sitting at home watching TV.

GREG: I walk to work every day, and I went skiing on my last vacation. I just haven't been going to this gym.

ANN: Well, I'm worried about your health, Greg. You should take better care of yourself.

GREG: I know. You're right, Ann. I haven't been going to the gym, but I am here now!

ANN: Yeah, and I'm glad to see you here again.

GREG: Me, too!

Test 4: Units 13-16

A Listen to people talking. Check the correct answer.

1.

MAGDA: I was surprised that *Fargo* won so many Academy Awards. I thought it was really a disturbing movie. Did you like it, Jason?

JASON: Well, I thought the acting was good, and the action was surprising. It never bored me. But, it doesn't sound like you enjoyed the movie, Magda. What kinds of movies do you like?

MAGDA: I like movies that have happy endings—you know, the hero is the person who is trying to do the right thing, and finally in the end he does. I think *Batman* is one of the most exciting movies I've ever seen. I like to go to the movies for some excitement and entertainment.

2.

HONG: Could you tell me what the teacher means when she says attendance is "mandatory"?

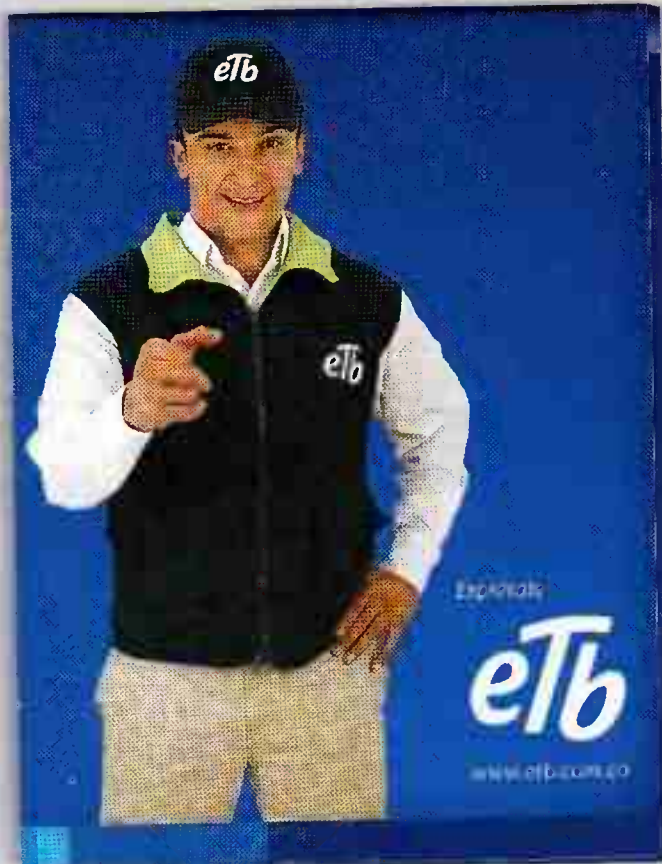
SARAH: Well, that must mean that you have to go to class every day—you won't be allowed to miss any classes.

HONG: Oh. Maybe it means that the teacher will just lower my grade if I miss a class. What happens if I get sick and I'm not able to come to class? Do you think the teacher might allow me to make up work if I'm sick?

SARAH: You've got to ask the teacher those questions.
 I'm just the school secretary. I'm not allowed to make changes to a teacher's rules. But I know that "mandatory" means something you must do.
 HONG: Oh, okay. Thanks!
 SARAH: Sure. Glad to help.

3.
 PETER: Nancy, did you read about the school teacher who won the largest lottery in the state?
 NANCY: Yes. I still can't believe that he is going to continue teaching. If I won that much money, I would quit my job immediately.
 PETER: That's because you don't like your job. If you had a job that you really liked, you might not want to give it up.
 NANCY: Well, what would you do if you had won the lottery, Peter?
 PETER: I don't know. I don't think about things like that.
 NANCY: You don't? I do all the time!

4.
 JOANNA: Hi, Alex. Are you here to help Lisa with her party, too?
 ALEX: Yeah, she asked me to come over today to help decorate. Is that why you're here, Joanna?
 JOANNA: No, she said that she needed me to help cook. I'm going to make some appetizers for the party.
 ALEX: Oh good. I told her to ask you to do the cooking.
 JOANNA: Oh, you did? Well, I think this party is going to be fun. She said she invited everyone from class, a few of her neighbors, AND the Chicago Bulls.
 ALEX: The Chicago Bulls basketball team? Did she really tell you that? She said that the Chicago Bulls basketball team was invited?
 JOANNA: Well, of course, they're invited. She's a big fan of that team. However, she didn't say whether they accepted!
 ALEX: Do you think any of the basketball players will really come to Lisa's party?
 JOANNA: Nah! But Lisa thinks it's worth asking.



Test Answer Keys

Note: Each test has a total score of 100 points.

Test 1: Units 1-4

A. [6 × 2 = 12]

1. Tom grew up in San Diego.
2. Kathy can join a car pool by calling a special phone number.
3. Ann's apartment is too small.
4. 1) Soak the chicken in marinade.
2) Make a slow fire.
3) Smoke the chicken for two hours.

B. [9 × 2 = 18]

1. Where were you born?
2. What sports did you play in elementary school?
3. Did you have a part-time job in high school?
4. Did you study Spanish in college?
5. When did you graduate?
6. Where did you meet your wife?
7. Yes, I used to play soccer every day after school.
8. No. I used to sell cars, but now I'm a lawyer.
9. No. I used to like action movies, but I don't anymore.

C. [6 × 2 = 12]

1. Do you know where the nearest bank is?
2. Could you tell me how much a cup of coffee costs?
3. Could you tell me what time the bookstore opens?
4. Do you know when the movie starts?
5. Can you tell me how often the number 3 bus comes?
6. Do you know who the new art teacher is?

D. [10 × 1 = 10]

1. Yes, there are fewer cars at night.
2. No. It costs more than I can afford.
3. No, there is too much air pollution.
4. Yes, but there is even less noise at night.
5. No, actually there is not enough parking near my office.
6. No. There are too many traffic lights.
7. No. We need more bus routes.
8. No. There is too much crime.
9. There were not enough seats on the bus for everyone.
10. No. It's dangerous. Every year there are fewer bicycles downtown.

E. [6 × 2 = 12]

1. as many windows as
2. as big as
3. not enough buses
4. not interesting enough
5. as boring as
6. as many bedrooms as

F. [4 × 2 = 8]

1. F
2. T
3. F
4. F

G. [4 × 2 = 8]

Any logical, grammatically correct sentence is acceptable. Suggested answers:

1. I wish it were interesting.
2. I wish he would quit smoking.
3. I wish that I didn't have to work so much.
4. I wish I had more time to exercise.

H. [12 × 1 = 12]

1. Have you ever seen an Alfred Hitchcock movie?
Yes, I have. He's a great director.
2. Did you do your homework yesterday?
No, I didn't. I went to the movies.
3. Did you like dinner last night?
Yes, I did. The food was delicious.
4. Have you lived in this town for a long time?
No, I haven't. I moved here last month.
5. Have you ever been on a diet?
Yes. I lost ten pounds three years ago.

I. [4 × 2 = 8]

Any logical and grammatically correct paragraph with at least 4 sentences including sequence adverbs is acceptable. For example:

I get up at 7:00 every morning. First, I take a shower and get dressed. Then I eat breakfast and read the paper for half an hour. After that, I take my dog for a walk. Finally, I go to class.

Test 2: Units 5-8

A. [6 × 2 = 12]

1. On her vacation, Heather has decided to visit her grandparents.
2. Heather's grandmother wants to have a garage sale.
3. Heather needs to remember to put an ad in the paper.
4. 1) Carlos' brother broke his arm.
2) Carlos took his brother to the airport.
3) Carlos reached the top of Mount Elbert.

B. [5 × 2 = 10]

Any logical and grammatically correct sentence is acceptable. For example:

1. I'll probably eat at home.
2. I'm going to the beach.
3. Yes, I'm going to come to class on Monday.
4. Maybe I'll take it in July.
5. Yes, I think I'll take another English course.

C. [7 × 2 = 14]

1. get
2. to buy
3. to call
4. forget
5. take
6. to go
7. call

Test 3: Units 9-12

- D.** [6 × 2 = 12]
1. up
 2. away
 3. down
 4. out
 5. up
 6. up

- E.** [5 × 2 = 10]
1. Could you close the door?
 2. Would you mind turning down your radio?
 3. Would you please put away the magazines?
 4. Would you mind not smoking in here?
 5. Could you play outside the house?

- F.** [8 × 2 = 16]
1. to make
 2. to read
 3. for fixing
 4. to buy
 5. to get
 6. for carrying
 7. to cut
 8. to brush

G. [4 × 2 = 8]
 Any logical and grammatically correct paragraph of 4-6 sentences is acceptable. For example:
 It's easy to leave a message on an answering machine. Make sure to wait for the beep and then leave your message. Remember to say your name and phone number. Try not to speak too quickly. Sometimes it's difficult for the listener to understand the message when it is played back.

- H.** [5 × 2 = 10]
- | Circled words | Written words |
|---------------|---------------|
| 1. parades | presents |
| 2. day | month |
| 3. festival | anniversary |
| 4. month | season |
| 5. drink | eat |

- I.** [4 × 2 = 8]
1. F
 2. F
 3. F
 4. T

- A.** [8 × 1 = 8]
1. F
 - F
 2. T
 - F
 3. F
 - T
 4. T
 - F

B. [4 × 2 = 8]
 Any logical and grammatically correct paragraph of 4-6 sentences is acceptable. For example:
 Ten years ago, very few people owned a computer. Today, computers are very popular and many people have one at home. They use computers for making budgets and paying bills. In the future, computers may be used to run a home. They might do chores like order groceries and make coffee.

- C.** [7 × 2 = 14]
1. take
 2. travel
 3. will cost
 4. may
 5. might
 6. rent
 7. might

- D.** [4 × 2 = 8]
1. Oh, I am!
 2. Neither do I.
 3. Neither can I.
 4. So am I.

- E.** [4 × 2 = 8]
1. serious
 2. unfriendly
 3. generous
 4. bad-tempered

- F.** [4 × 2 = 8]
1. F
 2. T
 3. F
 4. T

- G.** [6 × 2 = 12]
1. The old building was destroyed by the fire.
 2. The children were frightened by the noise.
 3. The bridge was designed by a French architect.
 4. The movie was directed by Steven Spielberg.
 5. These cookies were made by my sister.
 6. This picture was painted by Picasso.

- H.** [6 × 2 = 12]
1. is spoken
 2. are sold
 3. are taught
 4. are exported
 5. is grown
 6. are made

I. [5 × 2 = 10]

Any logical, grammatically correct sentence is acceptable. Suggested answers:

1. I graduated eight years ago.
2. I've been studying English for two years.
3. I was living with my parents.
4. For the last five years, I have been working as a waitress.
5. I went to the beach.

J. [6 × 2 = 12]

I lived in Brazil from 1984 to 1987. While I was living there, I taught English in a private school. In 1987, I moved to Canada. Three years ago, I was working in a restaurant when I met my wife, Marie. We have been traveling across Canada since we got married.

Test 4: Units 13-16

A. [6 × 2 = 12]

1. Madga thought the movie *Fargo* was disturbing. Madga likes movies that have happy endings.
2. Mandatory attendance means that students must go to class.
3. If Nancy won the lottery, she would quit her job.
4. Lisa asked Joanna to make some appetizers. Lisa invited a basketball team.

B. [4 × 2 = 8]

1. boring
2. interested
3. surprised
4. exciting

C. [4 × 2 = 8]

1. terrible
2. fascinating
3. surprising
4. successful

D. [6 × 2 = 12]

1. F
2. T
3. F
4. F
5. F
6. T

E. [9 × 2 = 18]

Any logical, grammatically correct sentence is acceptable. Suggested answers:

1. A rock star is a person who makes records.
2. A red light means you must stop.
3. A comedy is a movie that makes you laugh.
4. Detectives are people who solve crimes.
5. A "No Parking" sign means you cannot park there.
6. A smile could mean a person is happy.
7. When the alarm clock rings, you have to wake up.
8. Crying could mean a person is sad.
9. A "No Smoking" sign means you cannot smoke there.

F. [5 × 2 = 10]

Any logical, grammatically correct sentence is acceptable. Suggested answers:

1. If I found \$1,000 on a park bench, I would return it to the police.
2. If I saw someone cheating during a test, I might tell the teacher.
3. If a classmate asked to borrow my new car, I probably would say "no."
4. If a salesclerk gave me the wrong change in a store, I would give it back.
5. If I left my briefcase in a taxi, I would call the company's "Lost and Found."

G. [6 × 2 = 12]

1. asked
2. done
3. have
4. shouldn't
5. wouldn't
6. called

H. [10 × 2 = 20]

1. She said she was going to France next week.
2. She told me not to eat all the cookies.
3. The teacher said that there would be a test tomorrow.
4. She said the bank might be closed on Monday.
5. He asked me to close the door.
6. He said he didn't understand the question.
7. They said they couldn't come to the party.
8. She said not to open the present yet.
9. She told me to call her tonight.
10. She asked me to turn down the TV.

Test Cross - Reference Indexes

Test 1 Cross-reference Index: Units/Cycles and Areas Tested

Exercise	Items	Unit/ Cycle	Areas tested
A	1	1	Listening: Recalling the past
	2	2	Listening: Transportation
	3	3	Listening: Describing an apartment
	4	4	Listening: Recipes
B	1-6	1/1	Grammar: Past tense
	7-9	1/2	Grammar: <i>Used to</i> for habitual actions Topic: The past
C	1-6	2/2	Grammar: Indirect questions from <i>Wh</i> -questions Function: Asking for information
D	1-10	2/1	Grammar: Adverbs of quantity with countable and uncountable nouns Vocabulary: Traffic and transportation terms
E	1-6	3/1	Grammar: Evaluations and comparisons with adjectives and nouns
F	1-4	3	Reading: Topic on Bangkok; true/false comprehension check
G	1-4	3/2	Grammar: <i>Wish</i>
			Function: Expressing wishes
H	1-6	4/1	Grammar: Simple past vs. present perfect
I		4/2	Writing: Describing a morning routine
			Grammar: Sequence adverbs

Test 2 Cross-reference Index: Units/Cycles and Areas Tested

Exercise	Items	Unit/ Cycle	Areas tested
A	1	5	Listening: Vacation plans
	2	6	Listening: Requests
	3	7	Listening: Advice
	4	8	Listening: Vacation
B	1-5	5/1	Grammar: Future with <i>be going to</i> and <i>will</i> Topic: Future plans
C	1-7	5/2	Grammar: Modals for necessity and suggestion Topic: Travel plans
D	1-6	6/1	Grammar: Two-part verbs Vocabulary: Cleaning; two-part verbs
E	1-5	6/2	Grammar: Requests with modals and <i>Would you mind . . . ?</i> Function: Making requests
F	1,3,6,7	7/1	Grammar: Infinitives and gerunds Function: Describing a use or purpose
	2,4,5,8	7/2	Grammar: Infinitive complements Function: Giving advice
G		7	Grammar: Infinitive complements Writing: Giving advice about a piece of electronic equipment
H	1-5	8	Vocabulary: Holidays and celebrations
I	1-4	8	Reading: Topic on Halloween; true/false comprehension check

Test 3 Cross-reference Index: Units/Cycles and Areas Tested

<i>Exercise</i>	<i>Items</i>	<i>Unit/ Cycle</i>	<i>Areas tested</i>
A	1	9	Listening: Housing
	2	10	Listening: Summer jobs
	3	11	Listening: Description of a landmark
	4	12	Listening: Exercising
B		9 / 1	Grammar: Time contrasts Writing: Describing a change over a period of time
		9 / 2	Grammar: Conditional sentences with <i>if</i> clauses
C	1-4		
	5-7		
D	1-4	10 / 1	Grammar: Gerunds; short responses
E	1-4	10	Vocabulary: Adjectives to describe people's personalities
F	1-4	10	Reading: Topic on job advertisements; true/false comprehension check
G	1-6	11 / 1	Grammar: Passive with <i>by</i> (simple past)
H	1-6	11 / 2	Grammar: Passive without <i>by</i> (simple present) Topic: World knowledge
I	1,3,5	12 / 1	Grammar: Past continuous vs. simple past
	2,4	12 / 2	Grammar: Present perfect continuous Function: Describing recent experiences
J	1-4	12 / 1	Grammar: Past progressive vs. simple past
	5-6	12 / 2	Grammar: Present perfect continuous Topic: Information about the past

Test 4 Cross-reference Index: Units/Cycles and Areas Tested

<i>Exercise</i>	<i>Items</i>	<i>Unit/ Cycle</i>	<i>Areas tested</i>
A	1	13	Listening: Movies
	2	14	Listening: Meanings
	3	15	Listening: The lottery
	4	16	Listening: A party
B	1-4	13 / 1	Grammar: Participles as adjectives Topic: Reactions and opinions
C	1-4	13	Vocabulary: Adjectives to describe movies
D	1-6	14	Reading: Topic on body language; true/false comprehension check
E	1,3,4	13 / 2	Grammar: Relative clauses
	2,6,8	14 / 1	Grammar: Modals and adverbs Function: Explaining meanings
	5,7,9	14 / 2	Grammar: Permission, obligation, and prohibition
F	1-6	15 / 1	Grammar: Unreal conditional sentences with <i>if</i> clauses Function: Making speculations
G	1-5	15 / 2	Grammar: Past modals
H	2,5,8, 9,10	16 / 1	Grammar: Reported speech: requests
	1,3,4, 6,7	16 / 2	Grammar: Reported speech

Workbook Answer Key

1 A time to remember

Exercise 1

A

Verb	Past tense	Verb	Past tense
be	<u>was/were</u>	laugh	<u>laughed</u>
lose	<u>lost</u>	become	<u>became</u>
scream	<u>screamed</u>	move	<u>moved</u>
get	<u>got</u>	open	<u>opened</u>
write	<u>wrote</u>	have	<u>had</u>
hide	<u>hid</u>	do	<u>did</u>

B

My best friend in school was Miguel. He and I were in Mrs. Gilbert's third grade class, and we became friends then. We often did crazy things in class, but I don't think Mrs. Gilbert ever really got mad at us. For example, Miguel had a rat named Curly. Sometimes he hid it in Mrs. Gilbert's desk. Later, when she opened the drawer, she always screamed loudly and the class laughed. After two years, Miguel's family moved to another town. We wrote letters to each other for a few years, but then we lost contact. I often wonder what he's doing now.

Exercise 2

MARY: Are you from around here?

SÍLVIO: No, I'm from Brazil.

MARY: Oh, really? Were you born in Brazil?

SÍLVIO: No, I wasn't born there, actually. I'm originally from Portugal.

MARY: That's interesting. So, when did you move to Brazil?

SÍLVIO: I moved to Brazil when I was in elementary school. My parents immigrated there.

MARY: Did you grow up in Brazil?

SÍLVIO: Yes, I grew up in Brazil.

MARY: Where did you live?

SÍLVIO: We lived in Recife. It's a beautiful city in northeast Brazil. Then I went to college.

MARY: Did you go to school in Recife?

SÍLVIO: No, I went to school in São Paulo.

MARY: And when did you come to the United States?

SÍLVIO: I came here last week. I'm Silvio Mendes. It's nice to meet you.

MARY: Nice to meet you, too. I'm Mary Burns.

Exercise 3

Answers will vary.

Exercise 4

A

Answers will vary.

C

1. True

2. True

3. False: He made several unsuccessful films.

4. False: He only considered becoming a full-time pilot; he did not work as a full-time pilot.

5. False: John and Kelly used to work or go out on weekends, but they prefer to stay home now.

6. False: They have four homes and three planes.

Exercise 5

2. My favorite pet was a cat named Felix.

3. We used to go to camp during summer vacations. It was really fun.

4. Our neighbors had a great tree house in their backyard. We used to sleep in it.

Exercise 6

Answers will vary. Possible answers:

2. They also used to go bicycling. Their dog Bruno always used to follow them.

3. And every year they used to play at the beach.

4. Winters were very different. Peter used to play the violin.

5. Kate and Peter both used to read.

Exercise 7

2. A: Did you use to collect shells?

B: No, we didn't collect shells. We used to build sand castles.

3. A: Did you use to go swimming?

B: Yes, we did. We used to go swimming for hours. Then we played all kinds of sports.

4. A: Really? What kinds of sports did you use to play? or What sports did you use to play?

B: Well, we used to play beach volleyball with some other kids.

5. A: Did you use to lose?

B: No, we didn't. We used to win!

Exercise 8

Answers will vary.

Exercise 9

MARIA: I'm an immigrant here. I was born in Chile and grew up there. I came here in 1995. I wasn't very happy at first. Things were difficult for me. I didn't speak English, so I went to a community college and studied English there. My English got better and I found this job. What about you?

Exercise 10

2. A: Tell me a little about yourself.

B: What do you want to know?

3. A: How old were you when you moved here?

B: About 16.

4. A: Did you learn English here?

B: No, I studied it in Morocco.

5. A: By the way, I'm Lisa.

B: Glad to meet you.

2 Caught in the rush

Exercise 1

2. bus stop

5. news stand

3. bicycle lane

6. taxi stand

4. traffic jam

Exercise 2

A

2. dark streets: install modern street lights
3. no parking spaces: build a public parking garage
4. crime: hire more police officers
5. car accidents: install more traffic lights
6. traffic jams: build a subway line

B

2. There is too much crime.
The city should hire more police officers.
3. There are too many dark streets.
The city should install modern street lights.
4. There are too many traffic jams.
The city should build a subway line.
5. There are too many car accidents.
The city should install more traffic lights.
6. There aren't enough parking spaces.
The city should build a public parking garage.

C

2. There should be less crime.
3. There should be fewer dark streets.
4. There should be fewer traffic jams.
5. There should be fewer car accidents.
6. There should be more parking spaces.

Exercise 3

A

2. business district
3. parking garages
4. air pollution
5. police officers
6. train system

B

Dear Editor,

Life in this city needs to be improved. For one thing, there are too many cars, and there is too much smog, especially at rush hour. The air pollution is terrible. This problem is particularly bad downtown in the business district. Too many people drive their cars to work.

So what should we do about it? I think there should be more police officers at busy intersections. They could stop traffic jams. We also need fewer parking garages downtown. The city spends too much money building them. It's easy to park, so too many people drive to work. On the other hand, the city doesn't spend enough on public transportation. There aren't enough subway lines, and the train system needs a lot of improvement.

C

Answers will vary.

Exercise 4

A

Answers will vary.

B

1. rickshaw
2. ferry
3. subway
4. tram

C

Answers will vary.

Exercise 5

2. A: Can you tell me where the buses are?
B: Yes, there's a bus station just outside this building.
3. A: Oh, no. I don't have enough money.
B: There's a cash machine right over there.
4. A: Do you know what time the last bus leaves for downtown?
B: No, but I can check the schedule for you.
5. A: Could you tell me where the taxi stand is?
B: Sure. Just follow that sign.

Exercise 6

- ROB: Could you tell me where the gym is?
- CLERK: Sure, the gym is on the nineteenth floor.
- ROB: OK. And can you tell me where the coffee shop is?
- CLERK: Yes, the coffee shop is next to the gift shop.
- ROB: The gift shop? Hmm. I need to buy something for my wife. Do you know when the gift shop closes?
- CLERK: It closes at six o'clock. I'm sorry, but you'll have to wait until tomorrow. It's already six fifteen.
- ROB: OK. Oh, I'm expecting a fax to arrive for me. Could you call me when it arrives?
- CLERK: Don't worry. I'll call you when it arrives.
- ROB: Thanks. Just one more thing. Do you know how often the airport bus leaves?
- CLERK: The airport bus leaves every half hour. Anything else?
- ROB: No, I don't think so. Thanks.

Exercise 7

2. We need less traffic downtown.
3. Could you tell me where the subway entrance is?
4. There aren't enough parking lots.
5. Do you know how often the bus comes?
6. Can you tell me what time the last train leaves?

Exercise 8

Answers will vary.

3 Time for a change!

Exercise 1

2. cramped/spacious
3. dangerous/safe
4. huge/small
5. light/dark
6. modern/old
7. quiet/noisy
8. reasonable/expensive

Exercise 2

2. The rooms are too dark.
3. The living room is too cramped for the family. or
The living room is too small for the family.
4. The bathroom isn't modern enough.
5. The yard is too small for the children.
6. The street isn't quiet enough for us.
7. The neighborhood isn't safe enough.
8. The kitchen is too inconvenient.

Exercise 3

2. There aren't enough bedrooms.
3. It's not modern enough.
4. There aren't enough parking spaces.

5. The neighborhood doesn't have enough street lights.
6. There aren't enough closets.
7. It's not private enough.
8. The living room isn't spacious enough.

Exercise 4

REALTOR: How did you like the house on Twelfth Street?
 LOU: Well, it's not as convenient as the apartment on Main Street.

REALTOR: That's true, the house is less convenient.
 LOU: But the house is not as cramped as the apartment.
 REALTOR: Yes, the house is more spacious.

LOU: I think there are just as many closets as in the apartment.

REALTOR: You're right. The closet space is the same.

LOU: The wallpaper in the apartment is not as shabby as in the house.

REALTOR: I know, but you could change the wallpaper in the house.

LOU: Mmm, the rent on the apartment is almost as expensive as (or not as expensive as) the house, but the house is much bigger. Oh, I can't decide. Can you show me something else.

Exercise 5

A
 Answers will vary.

B
 Answers will vary. Possible answer:

I live in a nice neighborhood. It's quiet and the people are friendly. There's a large park with a lake and lots of trees nearby. However, there aren't enough shops or restaurants.

My apartment is comfortable and bright, but it's cramped. The rooms are too small, and there isn't enough closet space. However, it's pretty convenient. For example, I have my own washing machine.

Exercise 6

be	change	have	move
healthier	my appearance	more free time	somewhere else
happier	my job	no homework	to a new place

- B**
2. I wish I could change my appearance.
 3. I wish I had no homework.
 4. I wish I had more free time.
 5. I wish I could change my job.
 6. I wish I could move somewhere else. or I wish I could move to a new place.

Exercise 7

- A**
 Answers will vary. Possible answers:
2. He wishes he went out more often.
 3. He wishes he went to the movies more often.
 4. He wishes he visited his friends more often.
 5. He wishes his weekends weren't boring.
 6. He wishes he didn't spend his time cleaning the house and watching TV.

B
 Answers will vary.

Exercise 8

2. A: I wish I could retire.
 B: I know what you mean.
3. A: Where do you want to move?
 B: Somewhere else.
4. A: I wish I could find a bigger apartment.
 B: I like it, though.

Exercise 9

2. The neighborhood isn't dangerous. or The neighborhood isn't too dangerous.
3. My apartment isn't private enough.
4. Our house has just as many bedrooms as yours.
5. I wish I had more closet space. or I wish I had enough closet space.
6. We wish we could move somewhere else.
7. The apartment isn't big enough.
8. I wish this exercise were not difficult.

4 I've never heard of that!

Exercise 1

ISABEL: I went to Sunrise Beach last week. Have you ever been to Sunrise Beach, Andy?

ANDY: Yes, I have. It's beautiful. Did you go there on the weekend?

ISABEL: Yeah, I did. I went on Sunday. I got up at 4:00 A.M.

ANDY: Wow! I've never woken up that early!

ISABEL: Oh, it wasn't so bad. I got to the beach early to see the sun rise. Have you ever seen a sunrise, Andy?

ANDY: No, I haven't. I prefer sunsets to sunrises.

ISABEL: Really? Then I went swimming around 6:00, but there were some strange dark shadows in the water.

Have you ever heard of sharks at Sunrise Beach?

ANDY: Yes, I have. I heard a news report about sharks last summer.

ISABEL: Gee! Maybe I had a lucky escape on Sunday morning! Why don't you come with me next time?

ANDY: Are you kidding?

Exercise 2

A
 Answers will vary.

B and C
 Answers will vary. Possible answers:

2. Have you ever eaten raw fish? Yes, I have. I ate some yesterday. I really liked it.
3. Have you ever tried Indian food? Yes, I have. I tried some in an Indian restaurant last month. It was great.
4. Have you ever traveled abroad? Yes, I have. I went to Russia last summer. I loved it.
5. Have you ever ridden a motorcycle? Yes, I have. I rode my brother's motorcycle. It was scary.

Exercise 3

A
 Answers will vary.

C

	Problem	What didn't work	What worked
Luis	headaches, stomachaches	taking medicine, not eating sweets	not eating fish
Sharon	sore mouth	not drinking milk, not eating cheese	not eating tomatoes
Fred	not able to hold his tools	taking medicine	not eating bread and pasta

Exercise 4

A

- 4 After that, pour the eggs into a frying pan. Add the mushrooms and cook.
- 2 Then beat the eggs in a bowl.
- 1 First, slice the mushrooms.
- 3 Next, add salt and pepper to the egg mixture.
- 5 Finally, fold the omelet in half. And enjoy! Your omelet is ready!

B

Answers will vary. Possible answer:

How to cook scrambled eggs.

First, mix two eggs in a cup. Then heat some butter in a frying pan. Next, pour the egg mixture into the pan. After that, cook slowly for about three minutes and stir the egg mixture once or twice with a spoon. Finally, pour the scrambled eggs onto a plate.

Exercise 5

SYLVIA: I went to a Thai restaurant last night.

JASON: Really? I've never eaten Thai food.

SYLVIA: Oh, you should try it. It's delicious.

JASON: What did you order?

SYLVIA: First, I had soup with green curry and rice. Then I tried Pad Thai. It's noodles, shrimp, and vegetables in a spicy sauce.

JASON: I've never tasted Pad Thai. Was it very hot?

SYLVIA: No. It was just spicy enough. And after that, I ate bananas in coconut milk for dessert.

JASON: Yum. That sounds good.

SYLVIA: It was.

Exercise 6

2. I had a huge lunch, so I skipped dinner.
3. What ingredients do you need to cook crispy fried noodles?
4. First, fry the beef in oil and curry powder and then pour the coconut milk over the beef.
5. We need to leave the restaurant soon. Could we have the bill, please?

Exercise 7

1. A: Have you ever tried barbecued fish? You marinate the fish in soy sauce and garlic for about an hour and then barbecue it.
B: Mmm! That sounds good.
2. A: Here's a recipe called Baked Eggplant Delight. I usually bake eggplant for an hour, but this says you bake the eggplant for only ten minutes.
B: That sounds strange.
3. A: Look at this dish – frog's legs with bananas! I've never seen that on a menu before.
B: Yuck! That sounds awful.

Exercise 8



5 Going places

Exercise 1

A

take	rent	go
long walks	a camper	camping
sailing lessons	a car	swimming
a vacation	a condominium	on vacation

catch up on

do
lots of hiking
some fishing
something exciting

B

Answers will vary.

C

Answers will vary.

Exercise 2

DAVE: So, Stella, do you have any vacation plans?

STELLA: Well, I'm going to paint my apartment. The walls are a really ugly color. What about you? Are you going to do anything special?

DAVE: I'm going to rent a car and take a long drive.

STELLA: Where are you going to go?

DAVE: I'm not sure. I'll probably visit my sister Joanne. I haven't seen her in a long time.

STELLA: That sounds nice. I always like to visit my family.

DAVE: Yes, and maybe I'll go to the mountains for a few days. I haven't been hiking in months. How about you? Are you going to do anything else on your vacation?

STELLA: I'll probably catch up on my studying. I have a lot of work to do before school starts.

DAVE: That doesn't sound like much fun.

STELLA: Oh, I am planning to have some fun. I'm going to relax on the beach. I love to swim.

Exercise 3

A

2. A: How are you going to get there?
B: I'm going to drive.

3. A: Where are you going to stay?
 B: I'm going to stay in a condominium. My friend has one near the beach.
4. A: Are you going to travel with anyone?
 B: No, I'm going to travel by myself.
- B**
- Maybe I'll take the train.
 - I'm not going to stay in a hotel.
 - I think I'll ask a friend.

Exercise 4

- A**
 Answers will vary.
- C**
- True
 - False: Iguacu Falls is bigger than Niagara Falls.
 - True
 - False: Rio de Janeiro has parks and beaches. Buenos Aires and Iguacu Falls have parks.

Exercise 5

- You should never leave cash in your hotel room.
- You need to take your credit card with you.
- You have to pay an airport tax.
- You should let your family know where they can contact you.
- You'd better not go out alone late at night.
- You must get a vaccination if you go to some countries.
- You don't have to get a visa for many countries nowadays.

Exercise 6

- A**
- a windbreaker
 - a first-aid kit
 - suitable clothes

- B**
 Answers will vary. Possible answers:
- They'd better take windbreakers.
 - They need to take a first-aid kit.
 - He ought to take suitable clothes.

Exercise 7

- Answers will vary. Possible answers:
- You must buy good quality camping equipment.
 - You need to take a credit card.
 - You don't have to take a lot of cash.
 - You'd better take cooking equipment.
 - You should remember to bring insect spray.
 - You shouldn't forget your passport or identification.
 - You ought to take maps and travel guides.
 - You shouldn't pack a lot of luggage.
 - You don't have to remember to bring a jacket.
 - You'd better not forget a first-aid kit.

Exercise 8

- I'm not going to go on vacation alone.
- I want to travel by myself.
- You should travel with a friend.
- You must take warm clothes.

Exercise 9

- A**
 Answers will vary. Possible answer:
 First, I'm going to arrive in Lisbon, Portugal, on July

6th. I'm going to check in at the Tivoli Hotel. Then maybe I'll go shopping. I'm going to spend three days in Lisbon sightseeing. Then I'm going to take a tour bus across the border to Seville in Spain. Maybe I'll visit the cathedral. I'm going to see some flamenco dancing in the evening. Next, I'm going to rent a car and drive to Malaga on the Costa del Sol. I think I'll visit the old city center and spend time on the beach. I'm going to fly to Madrid on July 19th. I'll probably visit some museums. I'm going to take a tour of the city and see the sights. Finally, I'm going to go home on July 22nd.

- B**
 Answers will vary. Possible answers:
- I have to pack enough clothes.
 - I should get a passport.
 - I ought to get a vaccination.
 - I must make hotel reservations

6 Sure. No problem!

Exercise 1

- Please put the dishes away.
OK, I'll put them away.
- Hang up the towels.
OK, I'll hang them up.
- Turn off the lights, please.
Sure, I'll turn them off.
- Turn on the radio.
Sure, I'll turn it on.

Exercise 2

- A**
- | | |
|---------------------------------------|--|
| 1. clean <u>up</u> | 6. take <u>off</u> |
| 2. clean <u>out</u> | 7. take <u>out</u> |
| 3. hang <u>up</u> | 8. pick <u>up</u> |
| 4. put <u>away</u> | 9. turn <u>down</u> |
| 5. put <u>on</u> or
put <u>out</u> | 10. turn <u>up</u> or
turn <u>off</u> |

- B**
 Answers will vary. Possible answers:
- Hang up your pants. They're on the floor.
 - Put the trash out. It smells bad.
 - Turn up the radio, please. I can't hear it.
 - Pick up those books. They shouldn't be on the floor.

Exercise 3

- Take out the trash.
- Turn down the heat.
- Pick up your things.
- Put away your clothes.
- Turn on the radio.

Exercise 4

- A**
- Please put the groceries away. The milk is getting warm.
 - Take your shoes off. They're dirty.
 - Clean up the kitchen, please. It's a mess.
 - Turn down the music. It's too loud.

- B**
 Answers will vary. Possible answers:
- In a few minutes. I'm busy right now.

3. I'm not staying long.
4. I'm doing my homework right now.
5. I don't think it's too loud.

Exercise 5

A
Answers will vary.

- C**
1. Strategy: soft
 2. Strategy: hard
 3. Strategy: fair

D
Answers will vary.

Exercise 6

2. Would you mind taking this form to the office?
3. Could you please turn the CD player down?
4. Would you mind not leaving the door open?
5. Would you let me share your book?
6. Can you pass me that book, please?

Exercise 7

2. A: Would you mind helping me?
B: Sorry, I can't right now.
3. A: By the way, you're sitting in my seat.
B: Excuse me, I didn't realize.
4. A: Would you like to come in?
B: All right. Thanks.
5. A: Would you mind not taking all the coffee?
B: I'm sorry, I'll make some more.
6. A: Can you turn the radio up?
B: No problem.

Exercise 8

- Answers will vary. Possible answers:
2. STEVEN: You're late. I've been waiting for you for half an hour.
KATIE: I'm sorry. My watch stopped.
 3. ROOMMATE 1: Could you turn the television down? I'm trying to study and the noise is bothering me.
ROOMMATE 2: I'm sorry, I'll watch television later.
 4. FATHER: You didn't mail the letters this morning.
SON: Oh, sorry, I was in a hurry, and I forgot.
 5. CUSTOMER: I brought this Walkman in for repair last week, but it's still not working right.
SALESPERSON: Oh, I'm sorry, I'll fix it for free this time.
 6. NEIGHBOR 1: Could you do something about your dog? It barks at night and keeps me awake.
NEIGHBOR 2: I didn't realize. It won't happen again.
 7. APARTMENT RESIDENT: Would you mind moving your car? You're parked in my parking space.
VISITOR: I'll move it right now.
 8. TEACHER: Please put away your papers. You left them on your desk yesterday.
STUDENT: Oh, I'm sorry! I forgot about them.

Exercise 9

1. Throw those empty bottles away. Put them in the recycling bin.
2. Would you mind picking up some groceries? We need coffee, milk, and rice.
3. Turn the faucet off. Water costs money!
4. My neighbor made a promise. He said, "I'll be sure to stop my dog from barking."

Exercise 10

- A**
- | | |
|-----------------------------|-----------------------------|
| 2. not criticize my friends | 6. take off your sunglasses |
| 3. mail these letters | 7. turn down the oven |
| 4. not talk so loud | 8. clean up your bedroom |
| 5. put away the videotapes | |

- B**
Answers will vary. Possible answers:
2. Would you mind not criticizing my friends?
 3. Can you mail these letters?
 4. Would you please not talk so loud?
 5. Could you put away the videotapes?
 6. Can you take off your sunglasses?
 7. Would you mind turning down the oven?
 8. Would you mind cleaning up your bedroom?

Exercise 11

- Answers will vary. Possible answers:
2. My roommates are often noisy late at night. I wish they would be quiet.
 3. My roommate Lucy always opens the window in winter. I wish she wouldn't open it.
 4. My friend Joe is always asking me for money. I wish he would ask someone else.
 5. My cousin Carol never returns my phone calls. I wish she would return my calls.



7 What's this for?

Exercise 1

2. A fax machine is used for sending documents.
3. A robot is used for doing boring jobs.
4. A satellite is used for transmitting radio and TV programs.
5. A telephone is used for talking to friends.

Exercise 2

2. ✓ Xerox machine ✓ photocopies
A Xerox machine is used to make photocopies.
3. ✓ satellites ✓ weather
Satellites are used to study the weather.
4. ✓ criminals ✓ DNA fingerprinting
DNA fingerprinting is used to identify criminals.
5. ✓ the World Wide Web ✓ information
The World Wide Web is used to find information.

Exercise 3

2. CD-ROM is used for storing information on many subjects.
3. Police use DNA fingerprinting to identify criminals.
4. Computers are used to access the Internet.
5. Satellites are used for transmitting radio programs.
6. Home computers are used to make budgets.

Exercise 4

2. People always used to mail letters, but nowadays they often fax them.
3. A cellular phone is used to make phone calls from cars or from the street.
4. I used to have an electric typewriter, but now I have a computer.
5. We just bought a great new CD player. We used to have a cassette player, but it was terrible.
6. Modems are used to access the Internet.

Exercise 5

A
Answers will vary.

- C**
1. A, B, E
2. C
3. A, C
4. B, E
5. C, D

Exercise 6

A

Doing business	Solving crimes	Having fun
cellular phone	DNA	CD
computer	fingerprinting	camcorder
fax machine	the World	computer
the World	Wide Web	video games
Wide Web		Internet chat groups
		the World
		Wide Web

B

Answers will vary. Possible answers:

- I use a camcorder to record family celebrations.
- I use the World Wide Web for researching school papers.
- I use a cellular phone to call for help when my car breaks down.

Exercise 7

- Next, put it in a suitable place. Try not to expose it to direct sunlight.
- First of all, make sure to open the box carefully. Don't drop it. It's fragile.
- After that, remember to attach the wires from the speakers to the main unit.
- Finally, plug it into an electrical outlet. Turn it on and enjoy your music!
- Then take the stereo out of the box. Don't forget to remove the plastic bags around the speakers.

Exercise 8

Answers will vary. Possible answers:

- Remember to keep it away from water.
- Don't forget to get gas.
- Be sure to plug it in.

Exercise 9

My brother just bought a laptop computer. It's really great. It has a color screen; it is easier on the eyes than a black-and-white screen. The computer has a battery, so he can use it without electricity for up to eight hours. It also has a modem inside. If he wants to send a fax, he can send it electronically. And he can connect to the Internet. My brother joined a "chat group" on mountain climbing. He plans to take his laptop on an airplane when he takes a vacation mountain climbing. It's a very small computer, so he takes it everywhere with him.

Exercise 10

- It's very fragile.
- Unplug it.
- Don't spill anything on it. or Don't spill drinks on it.
- Try not to drop the package.

Exercise 11

A: What a day! First, my microwave didn't work.
B: What happened?

A: It burned my lunch.
Then I tried to use my computer, but that didn't work either.

B: Why not?

A: It didn't connect to the Internet.

After that I tried to use the vacuum cleaner.

B: Let me guess. It didn't pick up the dirt.

A: Worse! It spread dirt around the room.

B: Did you have your robot help?

A: Well, I tried to get it to clean the outside windows. But it refused.

B: I don't blame it! You live on the 50th floor!

8

Let's celebrate!

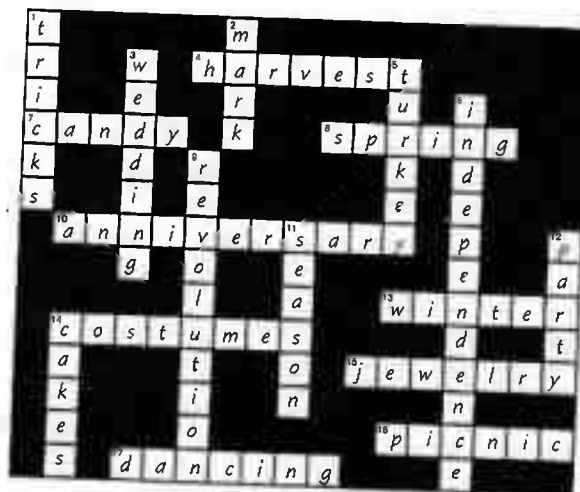
Exercise 1

Two of the most important holidays in the United States are Independence Day and Thanksgiving Day. Independence Day, the Fourth of July, marks the United States' declaration of independence from Britain. Most towns, big and small, celebrate the Fourth of July with parades and fireworks. Families celebrate with barbecues or picnics. Thanksgiving Day is celebrated in the fall, on the fourth Thursday in November. It is a day when people give thanks for the harvest. Most families have a large dinner with roast turkey. Both Thanksgiving and Independence Day are national holidays.

Exercise 2

- I hate April 15th! In the United States, it's the day when people pay taxes. I owe the government money every year.
- I don't like September. It's the month when school starts. I always miss summer vacation.
- June is my least favorite month. It's the month when students in the United States take exams. I never study enough.
- I have never liked winter. It's a season when I feel sad and depressed. The cold weather always affects my mood.

Exercise 3



Exercise 4

A

Answers will vary.

C

	People give gifts on:	The religious holidays are:	I celebrate:
Easter		✓	Answers will vary.
Secretaries' Day	✓		
Earth Day			
Mother's Day	✓		
Father's Day	✓		
Labor Day			
Hanukkah	✓	✓	
Christmas	✓	✓	

Exercise 5

Answers will vary.

Exercise 6

Newly married couples often leave on their honeymoon before the wedding reception ends. When they go on their honeymoon, they like to be alone. After they come back from their honeymoon, many newlyweds have to live with relatives. They can only live in a place of their own when they have enough money to pay for it.

Exercise 7

- The woman's female friends often give her a bridal shower.
- The man's male friends often give him a bachelor party.
- The wedding ceremony is often held in a church.
- After the wedding reception, the couple usually goes on their honeymoon.

Exercise 8

Answers will vary. Possible answer:

In my country, before a man and woman get married, they usually get engaged. Sometimes the man gives his fiancée an engagement ring. After they get engaged, the couple plan their wedding.

Most couples get married in a church. The bride's family and friends sit on one side of the church and the bridegroom's family and friends sit on the other side.

After the wedding ceremony ends, everyone goes to the reception. It's a time when people make speeches about the couple and give them gifts. Then the couple leave for their honeymoon.

Exercise 9

- New Year's Eve is a night when many people have parties.
- Everyone exchanges presents on Christmas.
- After they leave the reception, many couples change into everyday clothes.
- The bride and groom usually leave the reception before the guests do.

Exercise 10

Answers will vary. Possible answers:

- Should I bring flowers?
- Do you serve any special food or drink?
- Are we going to sing and dance?
- What clothes should I wear?
- Are there going to be any fireworks?

9

Back to the future

Exercise 1

Answers will vary. Possible answer:

In many cities nowadays, food shopping takes very little time. In the past, people used to go to a different shop for each item. For example, you bought meat at a butcher's shop and fish at a fish market. A fruit market used to sell fruit and vegetables. For dry foods like rice or beans, you had to go to grocery stores. Today, you get all these things at a supermarket. Many supermarkets make a lot of money these days. But times are changing. Soon, people will drive in their cars to huge out-of-town stores called "hypermarkets" to buy everything. And who knows? Sometime in the future, everyone is going to have a computer at home. People might use them to purchase everything from food to furniture, from legal advice to medical help. In some places, it's happening already.

Exercise 2

- A: When did people travel by horse and carriage?
B: About 100 years ago.
- A: When might doctors find a cure for the flu?
B: In the next 50 years.
- A: When did the first man go to the moon?
B: About 30 years ago.
- A: When are most people going to have computers at home?
B: In the next few years.

Exercise 3

Answers will vary. Possible answers:

- In the past, people used to collect records. Nowadays, they collect CDs.
- A few years ago, people used typewriters. Today, they use computers.
- About a hundred years ago, women wore long dresses. These days, they wear short skirts.
- Nowadays, apartment buildings often have 20 floors. Sometime in the future, they might have 200 floors.

Exercise 4

A

Answers will vary.

C

	Advantage	Disadvantage
wind power	clean, lots of it	no energy without wind
waterpower	no pollution	expensive
geothermal power	cheap	not possible in most places
solar power	clean	no energy without sunlight

Exercise 5

- A: What if I get in shape this summer?
B: You might be able to come rock climbing with me.
- A: What will happen if I stop smoking?
B: Well, you might gain weight.
- A: What if I get a new job?
B: You'll be able to buy new clothes.

4. A: What will happen if I don't get a summer job?
 B: You'll have to live with a roommate when school starts.

Exercise 6

A

feel	get	lose	quit
<i>energetic</i>	married	touch	dieting
relaxed	a cold	weight	smoking

- B**
 Answers will vary. Possible answers:
 2. If I feel relaxed, I might sleep better.
 3. If I get married, I'll have to save money.
 4. If I lose touch with Linda, I'll be very sad.
 5. If I lose weight, I'll be very happy.
 6. If I quit smoking, I'll feel healthier.

Exercise 7

- Answers will vary. Possible answers:
 2. I'll feel healthier if I eat better food.
 3. If I get more exercise, I might have more energy.
 4. If I don't get good grades in school, I won't be able to get a good job.
 5. I might get more sleep if I go to bed earlier.
 6. I'll be happy if I graduate this summer.

Exercise 8

A

Noun	Adjective	Noun	Adjective
energy	<u>energetic</u>	<u>medicine</u>	medical
<u>environment</u>	environmental	success	<u>successful</u>
health	<u>healthy</u>		

- B**
 2. There are many environmental problems in my country. There's a lot of air pollution and the oceans are dirty.
 3. My health is not as good as it used to be. So I've decided to eat better food and go swimming every day.
 4. My vacation was a great success. I feel much healthier and more relaxed.
 5. If I start exercising more often, I might feel more energetic.

Exercise 9

2. In the future, few people will use cash to buy things.
 3. People used to use bicycles more than they do today.
 or In the past, people used to use bicycles more than today.
 4. If I get a better job, I'll be able to buy an apartment.
 5. There's going to be a big new mall downtown.

Exercise 10

Answers will vary. Possible answer:
 I used to live in a very quiet place. My parents' house was in a small village. There was only one store and very little traffic.
 Now, I live in a big city. My job is pretty boring. I work in a small company. If my English improves, I may be able to get a job in an international company. I'd like to travel around the world.
 Next year, I'm going to take a course in English. I might go on vacation in the United States and Canada. Then my English will be very good and I'll try and get a new job there.

10 I don't like working on weekends!

Exercise 1

1. A: I enjoy working in sales
 B: So do I.
 2. A: I like working night shifts.
 B: Gee, I don't.
 3. A: I can't stand getting to work late.
 B: Neither can I.
 4. A: I'm interested in using my language skills.
 B: So am I.

Exercise 2

2. Ichiro is a word processor, but he hates working on a computer.
 3. Gwen usually works alone all day, but she enjoys working with a team, too.
 4. Ellen works for a large company, but she's interested in starting her own business.
 5. Carl has to use Portuguese and Japanese at work, but he's not very good at learning languages.
 6. Cindy has to drive to work every day, but she doesn't like commuting.

Exercise 3

2. I'm not good at making decisions quickly.
 3. I can't stand having to meet deadlines.
 4. I enjoy working with a team.

Exercise 4

- Answers will vary. Possible answers:
 2. I can't stand working late on Fridays.
 3. I don't mind starting work early in the morning.
 4. I'm interested in jogging and hiking.
 5. I'm not interested in staying home.
 6. I'm good at cooking delicious food for lots of people.
 7. I'm not very good at making new friends.

Exercise 5

1. Sam doesn't smile or laugh a lot. He often looks worried about things. He is a very serious person.
 2. You can trust Rose. If she says she's going to do something, she'll do it. She's very reliable.
 3. Joe isn't good at remembering things. Last week he missed an important business meeting again. He is so forgetful.

Exercise 6

- A**
 Answers will vary.
B
 1. journalist
 2. stock broker
 3. truck driver
 4. flight attendant
C
 Answers will vary.

Exercise 7

2. Anita could be a good carpenter because she likes doing things with her hands and enjoys working with wood. She couldn't be a factory worker because she doesn't enjoy working in the same place everyday and hates being in noisy places.
 3. Jill would make a good teacher because she's good at explaining things and she really likes children. She

would make a bad doctor because she can't stand working long hours.

- Maria would make a good model because she's really interested in meeting people and enjoys wearing different clothes every day. She could never be an accountant because she isn't good at organizing her time and she can't stand computers.
- Larry could be a salesperson because he's really good at selling things and loves helping people. He wouldn't make a good detective because he isn't good at solving problems.

Exercise 8

- Jerry could never be a nurse or teacher because he is very bad-tempered and impatient with people. On the other hand, he's an efficient and reliable person. So he would make a good bookkeeper or accountant.
- Christine would make a terrible lawyer or executive. She isn't good at making decisions. On the other hand, she'd make an excellent actress or artist because she's very creative and funny.

Exercise 9

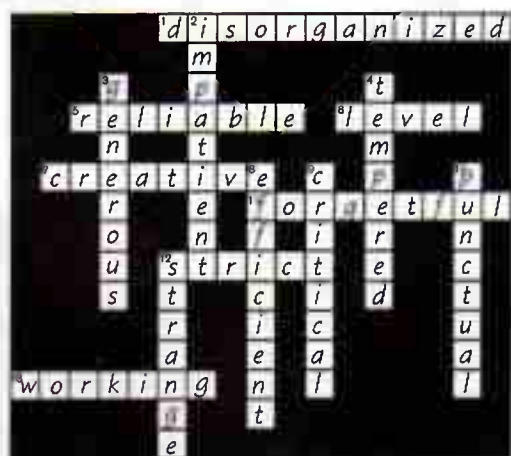
A

- friendly/unfriendly
- hard-working/lazy
- interesting/boring
- level-headed/moody
- patient/impatient
- quiet/outgoing
- reliable/forgetful

B

- Su Yin is a very outgoing person. She really enjoys meeting new people.
- I can't stand working with forgetful people. I like having reliable co-workers.
- Becky is very moody. One day she's happy and the next day she's sad.
- Philip is an interesting person. I'm never bored when I talk to him.

Exercise 10



- The telephone was invented by Alexander Graham Bell in 1876.
- The picture *Sunflowers* was painted by Vincent van Gogh in 1888.
- Penicillin was discovered by Sir Alexander Fleming in 1929.
- The music for the film *West Side Story* was composed by Leonard Bernstein in 1957.

Exercise 2

- The novel *Frankenstein* was written by Mary Shelley.
- The Guggenheim Museum in New York City was designed by Frank Lloyd Wright.
- The first space satellite was launched by the Soviet Union in 1957.
- The first human heart transplant was performed by Dr. Christiaan Barnard in 1967.

Exercise 3

- The Eiffel Tower was designed by Gustave Eiffel in 1889.
- The pyramids were built by the ancient Egyptians in about 2500 B.C.
- The Sydney Opera House was designed by Jorn Utzon in 1973.
- Brasília was planned by Lucio Costa and Oscar Niemeyer in the late 1950s.

Exercise 4

A

Rome, Italy According to many historians, this city was founded in 753 B.C. by Romulus and was named after him. However, the name may come from Ruma, the old name for the Tiber River.

Mexico City, Mexico This city was founded by the Spanish on an island in a lake. Both the country and the city are named after an older name for the city, *Metz-xih-co*, which means "in the center of the waters of the moon."

Madrid, Spain This city was made the capital in 1561. Its name may come from the Arabic name *Medshrid*, meaning "timber." Good supplies of timber were found in the area at the time.

London, England The Romans founded this city in the first century B.C. In Roman times, it was known as *Londinium*, which may have been the name of a group of people.

Manila, the Philippines Founded in 1571, this city takes its name from Tagalog, a language that is widely spoken there. It means "a place where the plant indigo is found" (*may* = "there is"; *nila* = "indigo").

Ottawa, Canada This city became the capital of the country in the middle of the nineteenth century. Its name is taken from the word *Adawa* in the Algonquin Indian language, which probably means "to trade."

B

- False: The name *Rome* may come from Romulus, the man who founded the city, or Ruma, the old name for the Tiber River.
- True
- True
- False: The name *London* may come from *Londinium*, which may have been the name of a group of people.

11 It's really worth seeing!

Exercise 1

- The play *Romeo and Juliet* was written by William Shakespeare in the 1590s.

Exercise 5

Ecuador is situated on the equator in the northwest of South America. It is made up of a coastal plain in the west and a tropical rain forest in the east. These two areas are separated by the Andes mountains in the center of the country.

The economy is based on oil and agricultural products. More oil is produced in Ecuador than any other South American country except Venezuela. Bananas, coffee, and cocoa are grown there. Many of these products are exported. Hardwood is also produced and exported.

The people are mostly of Indian origin. Several Indian languages are spoken there, for example, Quechua. Spanish is spoken in Ecuador, too. The currency is called the sucre.

Exercise 6

- The peso is the currency that is used in Chile.
- Tourism is a very important industry in Italy. Millions of people visit every year.
- Gold mining is an important industry in South Africa.
- Much of the world's wheat is grown in the Canadian prairies. It's used to make foods like bread and pasta.
- A lot of meat, especially beef, is exported from Argentina.
- The electronics industry was developed in many Asian countries in the 1980s. Now, a lot of computers and televisions are exported from countries like South Korea.

Exercise 7

Answers will vary. Possible answer:

Every year, millions of tourists visit California. California is known for its beautiful scenery, warm climate, and excellent food. There are twenty national parks in California. They are visited by over thirty million people every year. Many world-famous museums are located there, including the Getty Museum in Malibu and the San Francisco Museum of Modern Art.

The state is divided into two parts, called Northern California and Southern California. San Francisco and Yosemite National Park are located in Northern California. San Francisco is surrounded by water on three sides and is a city with a beautiful bay and several bridges. Its streets are always filled with tourists. On the north end of the bay is Napa Valley, where many excellent wines are produced. South of San Francisco, there is an area that is famous for its computer industries; it is called Silicon Valley. Many computer industries are located there. Los Angeles, Hollywood, and Disneyland are found in Southern California. Southern California is known for its desert areas, which are sometimes next to snowcapped mountains. Southern California is one of the few places in the world where you can ski in the morning and surf in the afternoon.

Exercise 8

- The song *Mull of Kintyre* was written by Sir Paul McCartney.
- The new entrance to the Louvre in Paris was designed by I. M. Pei.
- German, French, and Italian are spoken in Switzerland.
- Malaysia is governed by a prime minister.

Exercise 9

A

- Who wrote *The Color Purple*?
- What is produced in Thailand?
- Where is Acapulco located?
- When was Santiago, Chile, founded?

B

- Do you know when the Golden Gate Bridge was completed?
- Can you tell me who Don Quixote was written by?
- Do you know when antibiotics were first used?
- Could you tell me who the tea bag was invented by?

Exercise 10

- 1804 The first steam locomotive was built in Britain.
 1829 A speed record of 35 mph (48 kph) was established by a train in Britain.
 1857 Steel rails were used for the first time in Britain.
 1863 The world's first underground railway was opened in London.
 1869 The air brake was developed by the U.S. inventor George Westinghouse. This made high-speed train travel possible.
 1898 The first U.S. subway system was opened in Boston.
 1964 "Bullet train" service was introduced in Japan.
 1990 A speed of 320 mph (512 kph) was reached by the French high-speed train (called "TGV")
 1995 Maglevs were tested in several countries. These trains use magnets to lift them above the ground.

12 It's been a long time!

Exercise 1

- Mr. Yuen was cooking dinner.
- The Hardings were watching television.
- Jenny was using her computer.
- Andrew was sleeping.
- Ann was reading the newspaper.

Exercise 2

Answers will vary. Possible answers:

- At 11:00 in the morning, I was working.
- At noon, I was having lunch.
- In the afternoon, I was taking English classes.
- At 10:00 last night, I was talking to a friend on the phone.
- At this time yesterday, I was doing my homework.

Exercise 3

CARL: How did you get your first job, Anita?

ANITA: Well, I got a summer job in a department store while I was studying at the university.

CARL: No, I mean your first full-time job.

ANITA: But that is how I got my first full-time job. I was working during the summer when the manager offered me a job after graduation.

CARL: Wow. That's lucky. Did you like the job?

ANITA: Well, I did at first, but then things changed. I was doing the same thing every day, but they didn't give me any responsibility. I was getting really bored when another company asked me to work for them.

Exercise 4

2. I met a really nice guy last week while I was jogging.
3. My car was giving me a lot of trouble, so I went to a mechanic.
4. Dinner arrived while I was talking on the phone.

Exercise 5

A

Answers will vary.

C

1. False: Bill Gates learned that you have to work hard for what you want.
2. True
3. False: He hated losing a game of tennis.
4. True
5. False: He made his first million dollars by the time he was 25.

Exercise 6

A

2. Ruth and Peter have been going to graduate school since August.
3. Jim has been studying Chinese for a year.
4. Maria hasn't been teaching since she had a baby.
5. Cindy hasn't been living in Los Angeles for long.
6. Felix and Anna have been traveling in South America for six weeks.

B

Answers will vary. Possible answers:

2. I've been studying architecture for eighteen months.
3. I've been working here for a few weeks.
4. I've been playing chess since high school.
5. I've been living in this city since 1996.
6. I haven't been swimming for ages.

Exercise 7

CHRIS: What have you been doing lately?

ALEX: I've been working a lot and trying to stay in shape.

CHRIS: Have you been jogging?

ALEX: No, I haven't been jogging. I've been playing tennis in the evenings with friends.

CHRIS: Really? Have you been winning?

ALEX: No, I've been losing most of the games. But it's fun. How about you? Have you been getting any exercise?

CHRIS: No, I haven't been getting any exercise. I've been working long hours.

ALEX: Have you been working weekends?

CHRIS: Yes, I've been working weekends. I've been working Saturday mornings.

ALEX: Well, why don't we play a game of tennis on Saturday afternoon? It's great exercise!

Exercise 8

1. A: When I was a kid, I lived in New Zealand.
B: Wow! Tell me more.
2. A: I haven't been ice-skating for ages.
B: Neither have I.
3. A: I was a teenager when I got my first job.
B: Really? That's interesting.
4. A: I haven't seen you for a long time.
B: Not since we graduated.

Exercise 9

2. A: Were you living in Europe before you moved here?
B: No, I was living in Korea.

3. A: How long have you been studying English?
B: I have been studying it for about a year.
4. A: What were you doing before you went back to school?
B: I was selling real estate.
5. A: What have you been doing since I last saw you?
B: I have been traveling around Europe.

Exercise 10

2. He was an adolescent when he started saving up for a world trip.
3. I was commuting to work when I lived in the suburbs.
4. I've had a part-time job for a year.
5. I haven't been saving enough money lately.
6. I haven't seen you for ages.

13

A terrific book, but a terrible movie!

Exercise 1

The President

Nathan Kane's movie *The President* is based on a true story about the life of a president. But don't watch this movie if you're interested in history. It isn't all true. However, Kane makes the film exciting, and the editing is outstanding. I was also amazed by the photography, which certainly deserved to win an Oscar.

The Patient

You will be surprised at how good *The Patient* is. It is one of the most fascinating films I've ever seen. It's a romantic story about four people during the Second World War. All the actors are fantastic. You won't be bored for one second. A must-see.

Exercise 2

2. I think Spielberg's movie *The Lost World* is as good as *Jurassic Park*. In fact, it's really terrific.
3. The dogs were really great in *101 Dalmations*. I don't know how they made them do such fantastic things.
4. Uma Thurman is wonderful in *Pulp Fiction*. I think she's a really great actress.

Exercise 3

2. A: His new movie is the dumbest movie I've ever seen.
B: I didn't like it, either.
3. A: It's weird that they don't show movie classics on TV. I really like them.
B: I know. It's strange.
4. A: I think Glenn Close is an outstanding actress.
B: Yeah, she's excellent.
5. A: The movie we saw last night was ridiculous.
B: Well, I thought it was pretty good.

Exercise 4

Answers will vary.

Exercise 5

A

Answers will vary.

B

- | | |
|------------------------|---------------------------------|
| <u>1</u> a horror film | <u>2</u> a musical |
| <u>4</u> a romance | <u>3</u> a science fiction film |

C

1. *The African Queen*
2. *The Wizard of Oz*

3. *Dr. Jekyll and Mr. Hyde*
4. *2001: A Space Odyssey*

Exercise 6

- A**
2. *Shine* is a movie which is based on a true story about an Australian pianist.
 3. Geoffrey Rush is the actor who won an award for his role in the movie *Shine*.
 4. Mae West is an actress who was known for her roles in silent films.
 5. *The Last Emperor* is a great movie which won a lot of awards.
 6. Ginger Rogers was an actress and dancer who made a lot of films about fifty years ago.

B
Answers will vary. Possible answers:

1. *The Phantom of the Opera* is a musical which has some terrific songs.
2. Denzel Washington is an actor who starred in *Cry Freedom* and *The Pelican Brief*.

Exercise 7

KAREN: Which one is Keanu Reeves?
PEDRO: Oh, you know him. He's the one who starred in *Speed*.

KAREN: Yeah, I remember. That's one movie that was really exciting. We were glued to our seats.

PEDRO: Right. Reeves is a detective who is hunted by a crazy guy. The guy put a bomb on a bus that has a lot of people on it.

KAREN: What happens to the people? I forgot.

PEDRO: Well, a woman who is on the bus gets really frightened and . . .

KAREN: Oh, now I remember: there's the bus that can't stop, the girl who gets hurt, the man who gets caught, and the couple who fall in love.

PEDRO: Yeah! What a great movie!

Exercise 8

2. A romance is a movie that has a love story.
3. A comedy is a movie that makes you laugh.
4. A western is a movie that has cowboys in it.
5. A horror film is a movie that is scary.
6. A musical is a movie that has songs.
7. A nature film is a movie that tells you about animals or plants.

B
Answers will vary.

Exercise 9

1. I thought the special effects in *Star Wars* were terrific. They were very well made and exciting to watch.
2. I think the photography in *Dances with Wolves* is marvelous. There are lots of scenes with wild animals in the beautiful American West.
3. Harrison Ford plays the main character in *Raiders of the Lost Ark*.
4. I've forgotten the name of the composer who wrote the music for the film *Ransom*.

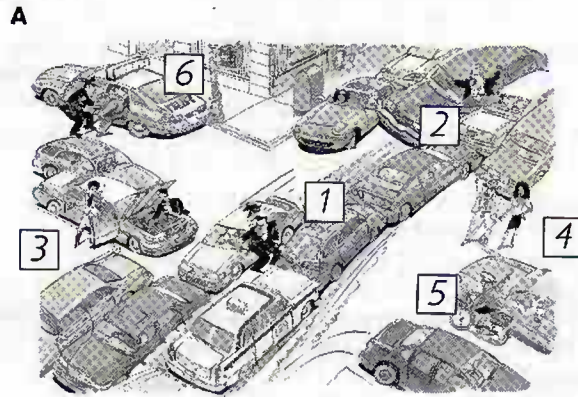
Exercise 10

The English Patient is a fascinating movie that (or which) won lots of awards at the Oscars. It's a romance that (or which) takes place in Italy during the Second World War. The story is about a patient who was badly

burned in a plane crash. Ralph Fiennes is the actor who plays the patient. Kristin Scott Thomas is the actress who plays his girlfriend. It's a fantastic movie that (or which) has something for everyone.

14 So that's what it means!

Exercise 1



A

- B**
Answers will vary. Possible answers:
2. It might mean he is angry.
 3. It could mean they need help.
 4. It must mean they need a taxi.
 5. Perhaps it means she wants to make a turn.
 6. Maybe it means there has been a crime.

Exercise 2

- A**
- | | | |
|--------------------|----------------------|---------------------|
| annoyed <u>N</u> | embarrassed <u>N</u> | interested <u>P</u> |
| confused <u>N</u> | excited <u>P</u> | shocked <u>N</u> |
| disgusted <u>N</u> | frightened <u>N</u> | |

- B**
2. That sign is really confusing. What does it mean? It's not clear at all.
 3. I'm amazed. I passed my test, and I didn't even study for it.
 4. The food in that restaurant on the highway is disgusting. I'll never eat there again!
 5. The new horror movie is pretty scary. Some of the scenes are really frightening.

Exercise 3

2. Pay attention.
3. I'm scared.
4. That sounds crazy.

Exercise 4

- A**
- 3 If you eat the right food, you will be healthy.
 - 1 If someone gives you a present, you should enjoy it and not ask questions about it.
 - 4 Don't worry if you love someone who doesn't return your love. You can always find someone else.
 - 6 You can't be sure about something until you try it.
 - 5 Practice makes perfect, so you shouldn't stop trying. The harder you try, the more you'll be able to get what you want.
 - 2 If you have something, keep it. Don't take the chance of losing it in order to get something better.

B

1. A: Oh, yuck. Those fried brains look disgusting.
B: Try them. They're delicious.
A: Really? Oh, they are good. I'm shocked.
B: See. The proof of the pudding is in the eating.
2. A: Hey, what happened? You look so sad.
B: I am. You know that guy I was dating. Well, last night he said he didn't want to see me anymore.
A: Well, don't be too worried. You'll find someone else.
There are plenty of fish in the sea.
B: Thanks a lot. That really helps!
3. A: You know, the person who sits next to me in class gave me these flowers for my birthday. I'm amazed. I don't even know his name. What does that mean?
B: Don't look a gift horse in the mouth. That was really nice. Just say thank you and don't worry.

C

Answers will vary. Possible answers:

1. It could mean you shouldn't worry about past problems.
2. Maybe it means you should check something carefully before you decide if it is good or bad.

Exercise 5

Answers will vary. Possible answers:

1. FATHER: Well, first you have to start the car.
SON: Oh, yeah. I almost forgot.
2. FATHER: OK. Now remember, you aren't allowed to go above the speed limit.
SON: I know.
3. SON: What does that sign mean?
FATHER: That means you can't turn left.
SON: OK.
4. FATHER: See that sign? It means you can turn left or you are allowed to go straight. Let's turn left, but be careful.
SON: OK. This is great, Dad. It's easy.
5. FATHER: Hey, stop! Didn't you see that sign? It means you must come to a complete stop.
SON: What sign? I don't see any sign.
FATHER: That's a problem!

Exercise 6

1. It may mean you're not allowed to fish here.
2. You aren't allowed to light a fire here.
3. That sign might mean you're not allowed to swim here.
4. That sign probably means you can get food here.

Exercise 7

Answers may vary. Possible answers:

- TONY: So, tell me what all these things mean, Kanya.
KANYA: Well, this one is the fan. You can use it to heat or cool your car.
TONY: And what about this one?
KANYA: That's your horn. You know, in the city, you're not allowed to use it after midnight.
TONY: OK. I'll try to remember that. And what does this one mean?
KANYA: I'm not sure. It's probably the hazard light. When your car breaks down, you turn it on.
TONY: What's this mean?
KANYA: Oh, that's your fuel light. You have to add gas when the light is on.
TONY: So, how do you like my new car?

KANYA: Like it? I love it! You must let me drive it.

TONY: Uh, I don't think so.

Exercise 8

1. A: I fell asleep during class this afternoon. The teacher woke me up.
B: Oh, that's embarrassing.
2. A: I went to the movies last night. The couple who sat behind me talked during the entire movie.
B: That's annoying.
3. A: Everyone in my office was just fired.
B: Oh, that's shocking.
4. A: You speak English very well.
B: Thank you. I learned it three months ago.
A: That's amazing.

Exercise 9



15 What would you do?

Exercise 1

A

Answers will vary.

B

Answers will vary. Possible answers.

2. If someone climbed through my neighbor's window, I think I'd call the police.
3. If my boss always made things difficult for me at work, I guess I'd look for another job.
4. If a friend sounded unhappy on the phone, I'd invite him or her over.

Exercise 2

Answers will vary. Possible answers:

1. If a relative asked to borrow some money, I'd probably say no.
2. If I had three wishes, I wouldn't tell anyone about them.
3. If I could have any job I wanted, I'd be a movie star.
4. If I had a month to live, I'd travel around the world.
5. If I could change one thing about myself, I'd be more patient.

Exercise 3

2. If I saw a friend cheating on an exam, I know exactly what I'd do. I'd go straight to the teacher.
3. I'm in a difficult predicament at work. I don't know whether to talk to my boss about it or just quit.

4. If I saw someone shoplifting in a store, I'd tell the store detective immediately.
5. I just won \$20,000 in the lottery. I think I'll invest it.
6. I've just read a great novel. Would you like to borrow it?
7. Tom has a drinking problem, but he denies it. He says there is nothing wrong.
8. My aunt refused to lend me her car because she thinks I'm a terrible driver.

Exercise 4

A

Answers will vary.

B

- 6 I guess I'd take it back to the store and exchange it for something else.
- 3 I guess I'd write a letter of complaint to the manufacturer.
- 5 Maybe I'd ask them to repair it.
- 4 I think I'd make an appointment to see the instructor to talk about it.
- 2 I'd probably wait until next month to see if they corrected their mistake.
- 1 I'd write a letter to the city council and ask them to pay for the damage.

C

Answers will vary.

Exercise 5

Answers will vary. Possible answers:

2. I wouldn't have asked her to stop smoking. I would have moved to a different seat.
3. I wouldn't have told them to come back the next day. I would have suggested going to a restaurant.
4. I wouldn't have called the police. I would have asked them to turn their TV down.
5. I wouldn't have given her a bill for her room and board. I would have asked her to leave.
6. I wouldn't have decided not to say anything about it. I would have offered to buy a new vase.

Exercise 6

Answers will vary. Possible answers:

1. I should have called my sister last week. I shouldn't have spent so much money.
2. I should have studied harder last month. I shouldn't have been so lazy.
3. I should have bought an apartment last year. I shouldn't have bought a new car.

Exercise 7

A

Dear Harriet,
I've never written to an advice column before, but I have a big problem. I'm going out with this really nice guy. He's very sweet to me, and I really want to marry him. In fact, we plan to have our wedding next summer. But he has a problem with money. He spends money like crazy! Sometimes he borrows money from me, but he never returns it. When I ask for my money back, he says he has none left. I want to save money because I want us to buy an apartment when we get married. However, if I tell him he has a problem with money, he says: "I disagree with you. You worry too much. You never want

to go out and enjoy yourself." As you can see, he just denies his problem. What can I do?

J. M., Seattle

Dear J. M.,

You and your boyfriend must agree on how you spend your money before you get married. If you both admit that there is a problem, you could probably find an answer. He should accept your idea of saving some money. And you shouldn't always refuse to go out and have fun. Don't forget that talking can really help. Good luck!

Harriet

B

Answers will vary.

Exercise 8

A

JUDY: Guess what, Tina! The University of Auckland in New Zealand has offered me a scholarship.

TINA: Great! When are you going?

JUDY: That's just it. I may not go. What would you do if your boyfriend asked you not to go?

TINA: Well, I would invite him to come with me.

JUDY: I've tried that. He said he won't go. And he might break up with me.

TINA: That's ridiculous! If I were you, I would warn him not to try and control you. I missed a big opportunity once.

JUDY: What happened?

TINA: I was offered a job in Thailand, but my husband disliked the idea so we didn't go. I should have taken the job. I've always regretted my decision. In my situation, what would you have done?

JUDY: Oh, I would have accepted the offer.

TINA: Well, there's the answer to your predicament. Accept your scholarship!

B

Answers will vary.

Exercise 9

Answers will vary. Possible answers:

2. I wouldn't leave it where someone could see it.
3. I could never just leave it on the beach.
4. I might try and sell it.
5. I might not tell any of my friends about it.

16

What's your excuse?

Exercise 1

2. Jenny asked me to type some letters.
3. Dave asked me to make copies of these disks.
4. Anita asked me to file these documents.
5. Linda asked me not to forget to add paper to the copier.
6. Ricky asked me to fax this report to New York.
7. Chuck asked me to make coffee for him.
8. Katie asked me to make five copies and not to give her any excuses.
9. Pete asked me to give him a ride home.
10. Olive asked me not to be late to work again.

Exercise 2

A

Noun	Verb	Noun	Verb
<u>acceptance</u>	accept	<u>criticism</u>	criticize
<u>apology</u>	apologize	<u>excuse</u>	excuse
<u>complaint</u>	complain	<u>invitation</u>	invite
<u>compliment</u>	compliment	<u>sympathy</u>	sympathize

B

- I accepted an invitation to Terry and Anna's house for dinner.
- I didn't want to go to Cindy's party, so I made up an excuse.
- I was rude to my teacher. I must give him an apology.
- My English teacher complimented me on my homework. She said it was excellent. I was really surprised.
- My parents criticize everything I do. I wish they weren't so negative.
- I'm sorry you have the flu. I had it last week, so I really sympathize with you.
- I received an invitation to Janet's party. I can't wait to go.

Exercise 3

- Larry gave me an apology. He asked me to forgive him because he forgot about the party.
- I couldn't go to the meeting, so I expressed my regrets.
- Wendy told me she was graduating from college, so I offered her my congratulations.
- Jill was very funny at the class party. As usual, she told lots of jokes.

Exercise 4

A

Invitations

- Can you come to the movies on Saturday night? It's a Jack Nicholson movie, and it starts at 9:00 at City Plaza. If you're free earlier, you could meet Ursula and me at Pizza Parlor around 8:00. Also, we thought we might go to a nightclub after the film. Hope you can make it.
- Would you like to come to our barbecue on Sunday? It's going to start around noon. In case you've forgotten, we live at 2135 Main Street. We're going to have kebobs and BBQ chicken, but there will also be vegetarian food. You're a vegetarian, aren't you? Let me know.
- Hi! Nicola and I are going hiking on Saturday or Sunday. We thought we'd start early and hike the Forest Hill trail. Nicola said to bring some food and lots to drink - if you can come. Oh, and Phil might be joining us. If you can't make it, you'd better have a good excuse!

Excuses

- b Thanks for your invitation. Unfortunately, I won't be able to make it. I have to work in the afternoon. I must say I'm really annoyed with my boss. She lives for her work and expects me to do the same. Anyway, enjoy yourselves!
- c I got your e-mail - thanks. I'd love to come, but I'll be out of town all weekend. I'm going hiking, too. I hope you have a great time and that the weather is good.

Thanks for your e-mail. I'm afraid I'm busy during the evening. It's my dad's 50th birthday, and I'm taking him and Mom out to dinner. But I might be able to come dancing later. Let's keep it open - OK?

Exercise B

- he outdoors all weekend
- go out on the weekend
- work on the weekend

Exercise 5

A

- Maria said her sister was having a baby.
- Jim said he might have some houseguests on Saturday.
- Keiko and Kenji said they were going camping this weekend.
- Carlos said he was sorry, but he'd be busy on Saturday afternoon.

B

- Tom and Nancy told her they'd be moving to their new apartment that day.
- Franco told her he watched the football game on TV every Sunday.
- Juliet told her she'd already made plans to do something else.

C

Answers will vary.

Exercise 6

A

2. a 3. e 4. b 5. d

B

- William: "I'm sorry I'll be a little late to the party."
- Robert: "I can't come for dinner on Friday. I have to work late."
- Janice and Keith: "We're really sorry you have the flu. We hope you feel better soon."
- Ben: "I'm going to ask Sarah to the party."

Exercise 7

- A: We're going to go horseback riding. Do you want to join us?
B: Sorry, I won't be able to.
- A: I'm really sorry. We'll be out of town this weekend.
B: No problem.
- A: Meet us at 7:00. OK?
B: Sounds like fun.
- A: I'm sorry. I won't be able to make it.
B: Well, never mind.

Exercise 8

A

	Accepting	Refusing
2. Great.	✓	
3. Sounds like fun.	✓	
4. I've made other plans.		✓
5. I won't be able to make it.		✓
6. I'm busy.		✓
7. Thanks a lot.	✓	
8. I'd love to.	✓	

B

Answers will vary.

new interchange

New Interchange is the second edition of **Interchange**, one of the world's most successful English courses for adult and young adult learners at the beginning to intermediate levels. **New Interchange** incorporates suggestions from students and teachers using the first edition from around the world. It offers more comprehensive grammar presentation and practice, more opportunities to develop listening skills and build fluency, as well as fresh new content in every unit.

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