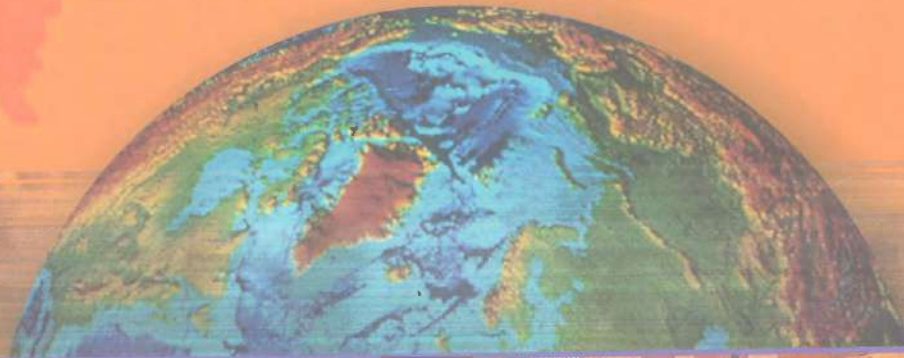


STUDENT BOOK
with Self-Study Audio CD and CD-ROM



WorldView



MICHAEL ROST




PEARSON
Longman

Simon le Maistre Carina Lewis Kevin Sharpe

STUDENT BOOK

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Series Editor, British English edition



PEARSON
Longman

WorldView Student Book 1 with Self-Study Audio CD and CD-ROM

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Introduction

Welcome to *WorldView*, a four-level English course for adults and young adults. *WorldView* builds fluency by exploring a wide range of compelling topics presented from an international perspective. A trademark two-page lesson design, with clear and attainable language goals, ensures that students feel a sense of accomplishment and increased self-confidence in every class.

WorldView's approach to language learning follows a simple and proven **MAP**:

- Motivate learning through stimulating content and achievable learning goals.
- Anchor language production with strong, focused language presentations.
- Personalize learning through engaging and communicative speaking activities.

Course components

• Student Book with Self-Study Audio CD and *WorldView To Go* CD-ROM

The **Student Book** contains 28 four-page units; seven Review Units (one after every four units); four World of Music Units (two in each half of the book); Information for Pair and Group Work; a Vocabulary list; and a Grammar Reference section.

The **Self-Study Audio CD** includes tracks for all pronunciation and listening exercises (or reading texts, in selected units) in the *Student Book*. The *Self-Study Audio CD* can be used with the *Student Book* for self-study and coordinates with the *Workbook* listening and pronunciation exercises.

- The ***WorldView To Go* CD-ROM** offers a rich variety of interactive activities for each unit: vocabulary games, grammar exercises, and model conversations with record-and-compare and role-play features.
- The interleaved **Teacher's Edition** provides step-by-step procedures, exercise answer keys, and a wealth of teacher support: unit Warm-ups, Optional Activities, Extensions, Culture Notes, Background Information, Teaching Tips, Wrap-ups, and extensive Language Notes.
- The **Workbook** has 28 three-page units that correspond to each of the *Student Book* units. Used in conjunction with the *Self-Study Audio CD*, the *Workbook* provides abundant review and practice activities for Vocabulary, Grammar, Listening, and Pronunciation, along with Self-Quizzes after every four units. A Learning Strategies section at the beginning of the *Workbook* helps students to be active learners.
- The **Class Audio Program** is available in either CD or cassette format and contains all the recorded material for in-class use.

- The **Teacher's Resource Book** (with **Testing Audio CD** and **TestGen Software**) has three sections of reproducible material: extra communication activities for in-class use, model writing passages for each *Student Book* writing assignment, and a complete testing program: seven quizzes and two tests, along with scoring guides and answer keys. Also included are an Audio CD for use with the quizzes and tests and an easy-to-use TestGen software CD for customizing the tests.
- The ***WorldView* Video** presents fourteen one-to-four-minute authentic video segments connected to *Student Book* topics. The videos (VHS and DVD) come with a **Video/DVD Workbook and Guide** that includes Lesson Plans, Student Activity Sheets, and Teacher's Notes, all of which can also be downloaded from the ***WorldView* Companion Website**.
- The ***WorldView* Companion Website** (www.longman.com/worldview) provides a variety of teaching support, including model conversations, Video Activity Sheets, and supplemental reading material.
- The ***WorldView* Placement Test** helps teachers place students in the appropriate level of *WorldView*. The placement test package contains detailed instructions, an Audio CD and audioscripts, answer keys, sample essays, rubrics for the speaking and writing tests, and level placement tables.

Unit contents

Each of the 28 units in *WorldView* has seven closely linked sections:

- **Getting started:** a communicative opening exercise that introduces target vocabulary
- **Listening/Reading:** a functional conversation or thematic passage that introduces target grammar
- **Grammar focus:** an exercise sequence that allows students to focus on the new grammar point and to solidify their learning
- **Pronunciation:** stress, rhythm, and intonation practice based on the target vocabulary and grammar
- **Speaking:** an interactive speaking task focused on student production of target vocabulary, grammar, and functional language
- **Writing:** a personalized writing activity that stimulates student production of target vocabulary and grammar
- **Conversation to go:** a concise reminder of the grammar functional language introduced in the unit

Course length

With its flexible format and course components, *WorldView* responds to a variety of course needs, and is suitable for 70 to 90 hours of classroom instruction. Each unit can be easily expanded by using bonus activities from the *Teacher's Edition*, reproducible activities available in the *Teacher's Resource Book*, linked lessons from the *WorldView Video* program, and supplementary reading assignments in the *WorldView* Companion Website.

Scope and Sequence

UNIT	TITLE	VOCABULARY	LISTENING/READING
UNIT 1 Page 2	Here's my card.	Greetings and leave-takings; introductions; names; the alphabet	First Listening: People greeting each other and saying goodbye Second Listening: A short conversation between two businesspeople
UNIT 2 Page 6	Meeting people	Occupations; numbers 0–19	Listening: People introducing themselves and saying what they do
UNIT 3 Page 10	Around the world	Nationalities and countries	Reading: <i>Are You International?</i> , A quiz about international people and things
UNIT 4 Page 14	Setting up a home office	Office objects; numbers 20–99	Listening: A phone conversation between a customer and a salesperson at an office supply store
Review 1	(Units 1–4) Page 18		
World of Music 1	Page 20		
UNIT 5 Page 22	Favorite things	Free-time activities	Listening: A radio interview with people about their favorite things
UNIT 6 Page 26	Interesting places	Adjectives to describe places in a city	Reading: A website featuring Portobello Road Listening: A description of Harvard Square
UNIT 7 Page 30	Office . . . or living room?	Furniture in an office or living room	Listening: A woman telling moving men where to put furniture in a room
UNIT 8 Page 34	Celebrations	Holiday celebrations	Reading: A letter to a pen pal about Thanksgiving
Review 2	(Units 5-8) Page 30		
UNIT 9 Page 40	The collectors	Objects people collect; numbers 100 – 1,000,000	Reading: <i>The Biggest Garfield Collection</i> , an article about people who have Garfield collectibles
UNIT 10 Page 44	The modern world	Words related to communication	Listening: A conversation about how Americans communicate
UNIT 11 Page 48	Traveling	Things you take on vacation; types of transportation	Reading: <i>On Vacation with Tim Lee</i> , an article about what a travel writer takes and doesn't take on vacation
UNIT 12 Page 52	Shopping	Clothes and sizes	Listening: A conversation between a customer and a clerk in a women's clothing store
Review 3	(Units 9-12) Page 56		
World of Music 2	Page 58		
UNIT 13 Page 60	How sweet it is!	Food	Listening: A radio interview in a supermarket about foods people like Reading: <i>Short and Sweet</i> , an article about the problem of eating too many sweets
UNIT 14 Page 64	Job exchange	Job duties	Reading: <i>Changing Jobs: The Career Consultants</i> , a website featuring two people who change jobs

GRAMMAR FOCUS

PRONUNCIATION

SPEAKING

WRITING

be simple present:
affirmative statements,
subject pronouns

Sentence rhythm

Saying *hello* and *goodbye*;
introducing yourself;
spelling names

Write people's names correctly

be simple present: *am, is, are*; subject pronouns;
Indefinite articles: *a, an*

Contractions with *be*

Making introductions

Describe two friends and their occupations

be simple present: Yes/No questions, short answers and negative statements

Rising intonation for Yes/No questions

Asking about nationalities

Write an international quiz

Plurals; *be* simple present: *Wh-* questions

Falling intonation for *wh-* questions and statements

Asking for and giving information

Write information on order form for office supplies

Possessive adjectives and Possessive 's

Weak forms: possessive adjectives

Talking about people and favorite things

Write a paragraph about a friend's favorite things

There is/There are

The voiced *th* sound /ð/ in *there*

Talking about places you know

Write a review of your favorite place in a city or town

Prepositions of location

Stress in words

Telling someone where things are in a room

Describe an office or living room

Simple present: affirmative statements

3rd person *-s/-es* ending

Talking about holidays

Write a letter to a friend about a special day or a holiday

Simple present: Yes/No questions, short answers negative statements

Stressed and weak syllables in words

Talking about possessions

Write a paragraph collectibles or a collection in a museum

Simple present: *Wh-* questions

Weak forms: *do/does* in questions

Talking about ways of communicating

Describe how you communicate in a typical week

A, an, some, any

Weak forms: *a, an, some, any*

Talking about vacations

Describe your travel plans, including things to pack and how you will travel

Demonstrative adjectives: *this, that, these, those*

Focus words

Asking for information in a store

Make a shopping list of clothes you need, including items, colors, and sizes

Count and non-count nouns; *How much/How many*; Quantifiers: *much, many, a lot of*

Vowel sounds: /ɒ/ in *not* and /ʌ/ in *nut*

Talking about the foods you like

Write an email about foods you like and how much you eat

Modal: *can* for ability

Weak and strong forms: *can* and *can't*

Asking about job skills

Describe your job skills, including skills you want to learn

UNIT	TITLE	VOCABULARY	LISTENING/READING
UNIT 15 Page 68	Family	Family members	Reading: <i>Reader's Letter: Your TV Favorites</i> , a letter about an episode of the <i>Simpsons</i>
UNIT 16 Page 72	In a café	Food and drink	First Listening: A person asking about items on a menu Second Listening: A person phoning in a takeout order at a restaurant
Review 4	(Units 13-16) Page 76		
UNIT 17 Page 78	Hurricane	Weather; seasons; clothes	Listening: A TV news report about a dangerous hurricane
UNIT 18 Page 82	Memories	Memorable possessions, people and events	Listening: Two friends playing "The Memory Game"
UNIT 19 Page 86	A day in the life of ...	Everyday activities	Reading: <i>A Day in the Life of a Theater Manager</i> , an article about a special day in a theater manager's life
UNIT 20 Page 90	Love at first sight	Common irregular verbs	Listening: A real-life love story
Review 5	(Units 17-20) Page 94		
World of Music 3	Page 96		
UNIT 21 Page 98	Life and times	Important life events	Reading: <i>All About ... Julia Roberts</i> , an article about the movie star
UNIT 22 Page 102	It's on the right.	Parts of a building; ordinal numbers 1st – 10th	First and Second Listenings: People asking for directions to different places in a hotel
UNIT 23 Page 106	Big plans	Life changes	Reading: <i>Stress-free</i> , an article about a couple who decide to change their lifestyle
UNIT 24 Page 110	A new year	Dates; months and time; ordinal numbers 11th – 31st	Listening: A radio interview with three people who remember the year 1999
Review 6	(Units 21-24) Page 114		
UNIT 25 Page 116	Be my guest.	Verbs related to asking and responding	Reading: <i>How Polite Are You?</i> , a quiz to find out how polite you are
UNIT 26 Page 120	North and south	Adjectives to describe a country	Listening: A radio interview with three people who describe their favorite places in New Zealand
UNIT 27 Page 124	The best food in town	Adjectives to describe restaurants	Reading: Reviews of three fascinating restaurants around the world
UNIT 28 Page 128	On the phone	Telephoning	Reading: <i>Phone Etiquette at Home</i> , an article that gives advice about phone etiquette
Review 7	(Units 25-28) Page 132		
World of Music 4	Page 134		
Information for pair and group work	Page 136		
Grammar reference	Page 142		
Vocabulary	Page 151		

GRAMMAR FOCUS

PRONUNCIATION

SPEAKING

WRITING

Present continuous

Stressed words in present continuous sentences

Talking about what people are doing at the moment

Describe what different people you know are doing now

Modals: *would like*, *will have*, and *can* for orderingVowel sounds: /i/ *tea* and /ɪ/ in *milk*

Ordering in a restaurant

Write an email explaining what food and drinks you want to order for a party

Action and non-action verbs

Consonant clusters

Comparing usual and current situations

Write an email giving helpful information to a visitor

be simple pastWeak and strong forms: *was*, *were*, *wasn't*, *weren't*

Talking about memories

Describe a memorable person or event in your life

Simple past: regular verbs (affirmative and negative)

-ed simple past ending

Talking about your day

Write a paragraph describing what you did and didn't do last week

Simple past: irregular verbs

Vowel sounds: /eɪ/ *came* and /ɛ/ *went*

Telling a story

Write a new version of a story

Simple past: questions

Weak form: *did* in questions

Asking questions

Write an "All About . . ." article about a famous person

Imperatives; directions and prepositions of movement

Word stress: compound nouns

Asking for and giving directions

Write directions to two places in your school

be going to for future*Going to*

Talking about plans

Describe the things you're going to do in the next few years

Prepositional phrases with time

The voiceless *th* sound /θ/ in *thirtieth*

Talking about memorable times

Write a summary of the important events in your life last year

Modals: *can* and *could* for permissions and requests

Intonation in polite requests

Asking for things and responding

Write two short notes: one requesting help, the other asking permission

Comparative adjectives

Stress in comparative sentences

Comparing places

Compare a city you are moving to with the city you live in now

Superlative adjectives

Stress in words

Describing restaurants

Write a review of your favorite restaurant

Present continuous for future

Linking: consonant to vowel

Taking and leaving messages

Write two phone messages

Here's my card.

Vocabulary Greetings and leave-takings; introductions; names; the alphabet

Grammar *be* simple present: affirmative statements; subject pronouns

Speaking Saying hello and goodbye; introducing yourself; spelling names

Listening

- 1 Look at photos A–C. What are the people doing? What are they saying?



- 2 Listen to three conversations. Which conversation matches each photo?

Photo A _____ Photo B _____ Photo C _____

- 3 **PAIRS.** Compare your answers.

- 4 Listen and complete the conversation between Grace Lee and Miguel Santos.

A: _____ Grace Lee.

B: _____ Miguel Santos.

A: _____ you.

B: _____ you, too.

A: _____ my business card. _____ the Valdez Group.

B: _____.

A: _____.

B: Goodbye.

- 5 **PAIRS.** Compare your answers.

Pronunciation

- 6  Listen. Notice the rhythm of the sentences. The important words are longer and stronger.

my **card**
Hertz
meet you
you, too
later

Here's my **card**.
I'm with **Hertz**.
Pleased to **meet** you.
Nice to meet **you, too**.
See you **later**.

- 7  Listen and repeat.

(C)



- 8 **PAIRS.** Practice the conversation in Exercise 4. Use your own names.

Speaking

- 9 **PAIRS.** Create a new conversation. Use your own names and the phrases and sentences in the box.

Hello. / Hi!
 I'm . . . / My name is . . .
 Excuse me, what's your name again?
 Pleased to meet you. / Nice to meet you.
 Nice to meet you, too.
 Here's my card. I'm with . . .
 Thanks. / Thank you.
 Goodbye. / Bye! / See you. / So long!

- 10 **PAIRS.** Practice the new conversation.

Listening

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

- 1 Listen and repeat the letters of the alphabet.
- 2 Listen to the conversation and write the names you hear.

Name: _____ Company: _____ Systems

- 3 **PAIRS.** Take turns spelling your first and last names. Write your partner's name.

A: *Could you please spell your name?*

B: *Sure. My first name is . . .*

Grammar focus

- 4 Study the examples of the verb *be* with singular subjects in the simple present tense.

I'm Miguel.

Here's my card.

My name is Sarah Boyd.

It's nice meeting you.

- 5 Look at the examples again. Complete the chart.

be present: singular

I 'm Laura Martin.

Here 's my business card.

My name _____ Eun Jun Kim.

It _____ nice to meet you.

That _____ right.

NOTE: In writing, use full forms with nouns: *My name is . . .*

Grammar Reference page 142

- 6 Complete the sentences with the correct form of the verb *be*. Use contractions when possible.

1. A: Hi, I 'm Diego.

B: Nice to meet you, Mr. Diego.

A: Oh! Diego _____ my first name!

3. A: Nice to meet you.

B: It _____ nice to meet you, too.

4. A: Hello, I _____ Paul Stamos.

2. A: Hello. My name _____ Kelly.

B: Kelly?

A: That _____ right.

B: Hello. My name _____ Janet Gordon.

Here _____ my card.



Writing

- 7 **PAIRS.** Student A, look at page 136. Student B, write the names you hear.
- 8 Switch roles. Student B, look at page 139. Student A, write the names you hear.
- 9 **PAIRS.** Check your answers. Look at pages 136 and 139.

Speaking

- 10 Walk around the room and talk to everyone. Use your actual business card or make one.
 - Say hello.
 - Say your name.
 - Shake hands.
 - Give out your business card.
 - Say goodbye.



CONVERSATION TO GO

A: **Hi.** I'm Walter.

B: **Hello.** My name **is** Amanda.

Meeting people

Vocabulary Occupations; numbers 0–19

Grammar be simple present: *am, is, are*; subject pronouns;
indefinite articles: *a, an*

Speaking Making introductions



Getting started

1 **PAIRS.** Match the occupations with the photos.

an architect F

an artist C

an assistant G

a businesswoman A

a cashier _____

a doctor L

an engineer E

a flight attendant K

a graphic designer D

a musician J

a teacher I

a waiter H

2 Listen and check your answers. Then listen and repeat.



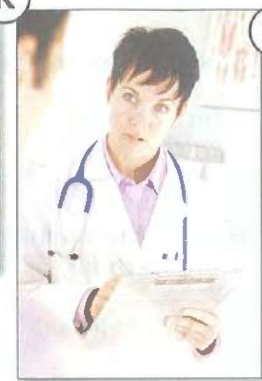
I



J



K



L

3 Listen to the numbers and repeat.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19

4 Listen and write the telephone and extension numbers you hear.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Listening

5 Listen and connect the name tags that match the three introductions you hear.

<p>Hello, I'm Sonia Smith Engineer</p>	<p>Hello, I'm Christopher Boswell _____</p>	<p>Hello, I'm Jiro Nakamura _____</p>
<p>Hello, I'm Kwang-Min Kim _____</p>	<p>Hello, I'm Michele Amado _____</p>	<p>Hello, I'm Regina Rebello _____</p>
<p>Hello, I'm Christine Samples _____</p>	<p>Hello, I'm Mike Amaral _____</p>	<p>Hello, I'm Tao Chang _____</p>

6 Listen again. Write the occupations under the names.

Grammar focus



- 1 Study the examples of the verb *be* in the simple present tense.

I'm a doctor. He's an assistant manager. They're friends.
You're an artist. She's a teacher. We're roommates.

- 2 Look at the examples again. Complete the chart with the full forms of the verb *be*.

<i>be</i> simple present			
I	_____		We
You	_____	a musician.	You _____ musicians.
He/She	_____		They _____

NOTE: Use full forms in formal writing. Use contractions in conversations and informal writing.

- 3 Look at the examples again. Complete the rules for indefinite articles in the chart.

Indefinite articles: <i>a, an</i>
Use _____ with singular nouns that begin with consonant sounds.
Use _____ with singular nouns that begin with vowel sounds.

Grammar Reference page 142

- 4 Complete the sentences with *a* or *an* and the correct form of the verb *be*. Use contractions when possible.

1. A: Hello. My name is Enrique Sousa. I _____ teacher in Argentina.

B: Nice to meet you. I _____ Sherry Pace. And this _____ Penny Jones.
We _____ teachers, too. But in New York City!

2. A: Excuse me. What's your name?

B: I _____ Todd Danes.

A: What do you do?

B: I _____ engineer in this department.

3. A: This _____ Tonia Michaels, and this _____ Sasha Rodriguez. They _____ graphic designers.

B: Nice to meet you.

4. A: John ... ?

B: Yes, I _____ John Johannsen. And you _____ ... ?

A: I _____ Eric Ross. And this _____ Janet Jones. We _____ assistant managers.

- 5 Listen and check your answers.

Pronunciation

- 6  Listen. Notice the pronunciation of the contractions and the way words are linked together.

I'm I'm a doctor.

You're You're an artist.

He's He's an architect.

She's She's a teacher.

We're We're roommates.

They're They're engineers.

- 7  Listen again and repeat.

Speaking

- 8 **GROUPS OF 3.** Role-play. You are someone else—someone famous. Write your new name and occupation on a piece of paper. Students A and B, give your papers to Student C. Student C, introduce Student A to Student B.

C: Bill, this is Serena Williams. Serena, this is Bill Gates.

A: Nice to meet you.

B: Nice to meet you, too.

C: Serena is a tennis player.

B: A tennis player? Great.

C: Bill is a businessman.

A: A businessman? Interesting!



Serena Williams
Tennis player



Bill Gates
Businessman



Ichiro Suzuki
Baseball player



Jennifer Lopez
Singer

Writing

- 9 Think of two friends. Write a short description of them. Use the simple present of the verb *be*.

CONVERSATION TO GO

A: Hello. I'm Len Jones. I'm a new designer in your department.

B: Hi. Nice to meet you. My name is Tania Mitsuda.

Around the world

Vocabulary Nationalities and countries

Grammar *be* simple present: Yes/No questions, short answers, and negative statements

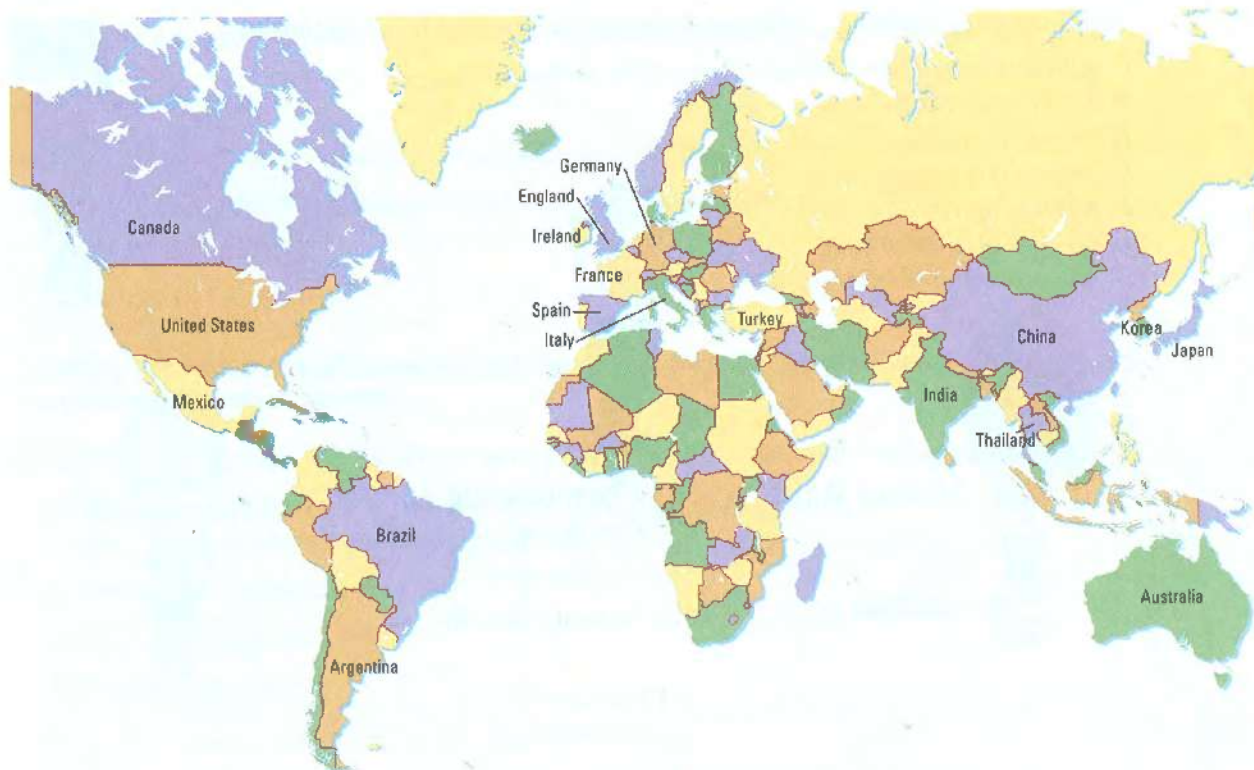
Speaking Asking about nationalities

Getting started

1 Match the countries with the nationality.

American	Argentinian	Australian	Brazilian	British	Canadian	French	German
Indian	Irish	Italian	Japanese	Korean	Mexican	Spanish	Thai

Examples: China—Chinese Turkey—Turkish



2  Listen and check your answers. Then listen again and repeat.

3 **PAIRS.** Test your partner.

France.

French.
China.

Reading

- 4 Read the quiz and circle the correct choices.

Are YOU international?

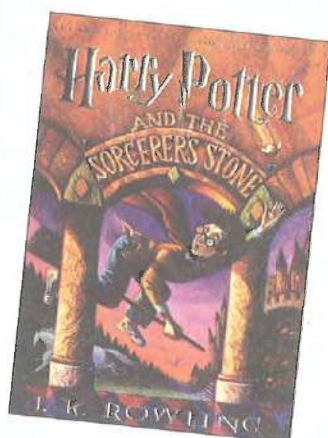
Leisure, Sports, and Entertainment

1. The tango *is / isn't* Argentinian.
2. Jazz *is / isn't* Australian.
3. Judo and kendo *are / aren't* Chinese.



Food and Drink

1. Sashimi and sushi are a) American b) Japanese c) Indian.
2. Paella is a) Italian b) Spanish c) French.
3. Feijoada is a) British b) Turkish c) Brazilian.



Famous People

1. Is J. K. Rowling British?
 - a) Yes, she is.
 - b) No, she isn't.
2. Is top model Gisele Bündchen German?
 - a) Yes, she is.
 - b) No, she isn't.
3. Are Halle Berry and Ben Affleck Australian?
 - a) Yes, they are.
 - b) No, they aren't.



- 5 Listen and check your answers.

Grammar focus

- 1 Study the examples of the verb **be** in negative statements, in Yes/No questions, and in short answers.

Jazz **isn't** Australian. Is J. K. Rowling British? Yes, she **is**.
 Judo and kendo **aren't** Chinese. Are Halle Berry and Ben Affleck Australian? No, they **aren't**.

- 2 Look at the examples again. Complete the charts.

Negative statements with <i>be</i>		
I	'm not	
He/She/It	_____	Canadian.
We/You/They	_____	

Yes/No questions with <i>be</i>		Short answers	
Are	you	British?	Yes, I <u>am</u> . / No, I <u>'m not</u> .
_____	he/she/it		Yes, she _____. / No, she _____.
_____	we/they/you		Yes, they _____. / No, they _____.

NOTE: 'm not = am not isn't = is not aren't = are not

Grammar Reference page 142

- 3 Rewrite the sentences to make them true.

- J.K. Rowling is ~~American~~. (British)
 J. K. Rowling **isn't American. She's British.**
- Pizza is ~~Turkish~~. (Italian)

- Baseball and basketball are ~~Spanish~~. (American)

- Enchiladas are ~~French~~. (Mexican)

- Origami and ikebana are ~~Russian~~. (Japanese)

- Taekwon-do is ~~Thai~~. (Korean)

- Denzel Washington is ~~British~~. (American)

- Cricket and badminton are ~~Australian~~. (British)



Pronunciation

- 4  Listen. Notice how the voice goes up at the end of these Yes/No questions.

Are you Canadian?

Are they Brazilian?

Is he French?

Is she Korean?

Is judo Chinese?

Is pizza Italian?

- 5  Listen again and repeat.

Writing and Speaking

- 6 **TWO GROUPS.** Write an international quiz. Use Yes/No questions. Group A, look at page 136. Group B, look at page 139.

- 7 **PAIRS.** Find a partner from the other group. Take turns asking each other the questions in your quizzes. Keep score.

A: *Is the tango Argentinian?*

B: *Yes, it is.*

A: *Is paella Italian?*

B: *No, it isn't. It's Spanish.*

A: *Is J.K. Rowling British?*

B: *Yes, she is.*



Leisure, Sports, and Entertainment

1. _____
2. _____
3. _____

Food and Drink

1. _____
2. _____
3. _____

Famous People

1. _____
2. _____
3. _____

CONVERSATION TO GO

A: **Are you British?**

B: No, **I'm not.** I'm half **Irish** and half **American.**



Setting up a home office

Vocabulary Office objects; numbers 20–99

Grammar Plurals; *be* present: *Wh-* questions

Speaking Asking for and giving information

Getting started

- 1  Listen to the numbers and repeat.

20	30	40	50	60	70	80	90
twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety

- 2 **PAIRS.** Write the item numbers from the office supplies catalog next to the correct words.

a battery # <u>56</u>	a briefcase # _____
paper clips # _____	a cell phone # _____
a desk # _____	a dictionary # _____
a fax machine # _____	a file cabinet # _____
a folder # _____	a notepad # _____
a printer # _____	a stapler # _____

- 3  Listen and check your answers. Then listen and repeat.

Grammar focus

- 4 Look at the examples and write the plural form of the nouns in the chart.

a pen – two pens a box – two boxes
a battery – two batteries

Singular	Plural
a briefcase	<i>briefcases</i>
a desk	
a dictionary	
a stapler	
a fax	

Grammar Reference page 143



Listening

- 5 Listen. Ruth has a home office. She is calling an office supply store. Check (✓) the photos. Which items do Ruth and the salesperson talk about?
- 6 Listen again. Fill in the prices.

Item	Price
1 stapler	\$7.99
1 box of paper clips	_____
1 box of folders	_____
1 pack of notepads	_____
	Subtotal _____
	Shipping _____



Professional Office Supplies



#37



#65



#84



#41



#53



#38



#79



#75



#21

Order by phone! 1-800-555-5567

Grammar focus

- 1 Study the examples of the verb *be* in *Wh-* questions.

What is your name? / What's your name?
 Where is the fax machine? / Where's the fax machine?
 How much is the stapler?
 What are the shipping charges?
 Where are the batteries?
 How much are the folders?



- 2 Look at the examples again. Complete the questions in the chart.


<i>be</i> present: <i>Wh-</i> questions		
Singular	_____ your address?	70 Bell Street.
	_____ the cell phone?	In my bag.
	_____ a new desk?	\$79.
Plural	_____ your business hours?	9:00 A.M. to 7:00 P.M.
	_____ the folders?	On the desk.
	_____ the supplies?	\$63.

Grammar Reference page 143

- 3 Write questions with *What*, *Where*, or *How much + be* in the present tense.

- last name A: What's your last name ?
B: It's Palmer.
- first name A: _____ ?
B: It's Irina.
- email address A: _____ ?
B: ipalmer@hotmail.com
- a box of staples A: _____ ?
B: \$3.00.
- the paper clips A: _____ ?
B: On the desk.
- shipping charges A: _____ ?
B: \$7.00.

Pronunciation

- 4  Listen. Notice how the voice goes up on the stressed (important) word and down at the end of these *Wh*- questions and answers.

your address	What's your address ?	Bell Street	70 Bell Street.
your hours	What are your hours ?	seven	Nine to seven .
the batteries	Where are the batteries ?	the desk	On the desk .
the fax machine	How much is the fax machine?	dollars	Eighty-nine dollars .

- 5  Listen and repeat.

Speaking and Writing


- 6 **PAIRS.** Student A, look at page 136. Student B, stay on this page.

You're a salesperson at Professional Office Supplies. Student A calls you to place an order. Ask questions. Write the information on the form.

B: Professional Office Supplies. May I help you?

A: Yes, I'd like to order some supplies.

B: OK. What's your last name?


Professional Office Supplies

Order Form

Last name, First name	_____
Business phone	_____
Home phone	_____
Email address	_____
Office supplies Item/Item #	_____


- 7 Switch roles. Student B, look at page 136. Student A, stay on this page.

CONVERSATION TO GO


- A: **What's** your name?
 B: My name is Bond. James Bond.
 A: **What's** your number?
 B: 007.

Unit 1 Here's my card.



- 1  Listen to the model conversations.
- 2 **CLASS.** Walk around the room. Greet at least five people.

Unit 2 Meeting people

- 3 Make a name tag. Write your name and your city. Choose an occupation, but don't write it. (Use your real identity or use your imagination.)
- 4  Listen to the model conversation. Then walk around the room. Meet five people and introduce yourself.
- 5 Introduce one of the people you met to the class.

This is Leticia Barajas. She's from Mexico City. She's a graphic designer.

Name: Claudio Martins
City: São Paulo
Country: Brazil

Name: Leticia Barajas
City: Mexico City
Country: Mexico

Unit 3 Around the world

6 Listen to the model conversation and look at the photos.

7 **GROUPS OF 3.** Choose one of the photos or think of other international activities, sports, foods, and celebrities. Don't say what you are thinking. Your partners must use *Yes/No* questions to guess.

souvlaki



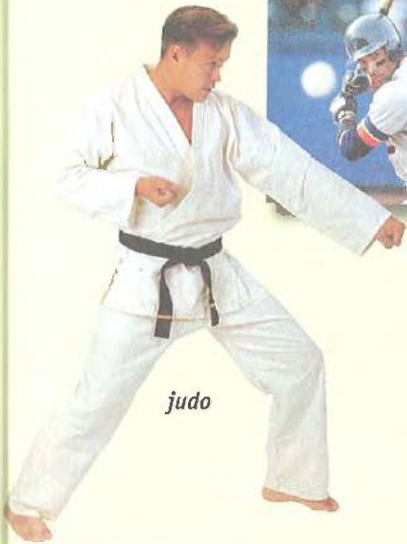
baseball



The Williams sisters



burritos



judo



Enrique Iglesias



flamenco



origami



pizza



Gisele Bundchen



sushi

Unit 4 Setting up a home office

8 Listen to the model conversation and look at the pictures.



9 **GROUPS OF 4.** Student A, look at page 141. You are the game show host. Students B, C, and D, look at this page and guess the price of each item. The one who has the nearest price without going over "wins" the item. Keep score.

World of Music 1

Hello Goodbye

John Lennon and Paul McCartney



ROCK 'N ROLL

The Beatles, one of the first British rock groups, began performing in the early 1960s. They eventually produced more #1 hits than any artist before or since.

Vocabulary

1 **PAIRS.** Write the opposite of each word.

1. high low
2. yes _____
3. hello _____
4. small _____
5. go _____
6. cheap _____
7. boring _____
8. good _____

Listening

- 2  Listen to the song. Which pair of faces matches the story in the song?



- 3  Listen to the song again. Fill in the blanks.

Hello Goodbye

You say yes, I say _____.

You say _____ and I say _____, _____, _____.

Oh, no.

You say _____ and I say _____.

Chorus

Hello, hello.

I don't know why you say goodbye,

I say hello,

Hello, hello.

I don't know why you say goodbye,

I say hello.

I say _____, you say _____.

You say _____, and I say _____.

Oh, no.

You say _____ and I say _____.

Repeat chorus

- 4 **PAIRS.** Compare your answers.

Speaking

- 5 **GROUPS OF 3.** Discuss these questions.

The singer is "talking" to someone. Who is it?

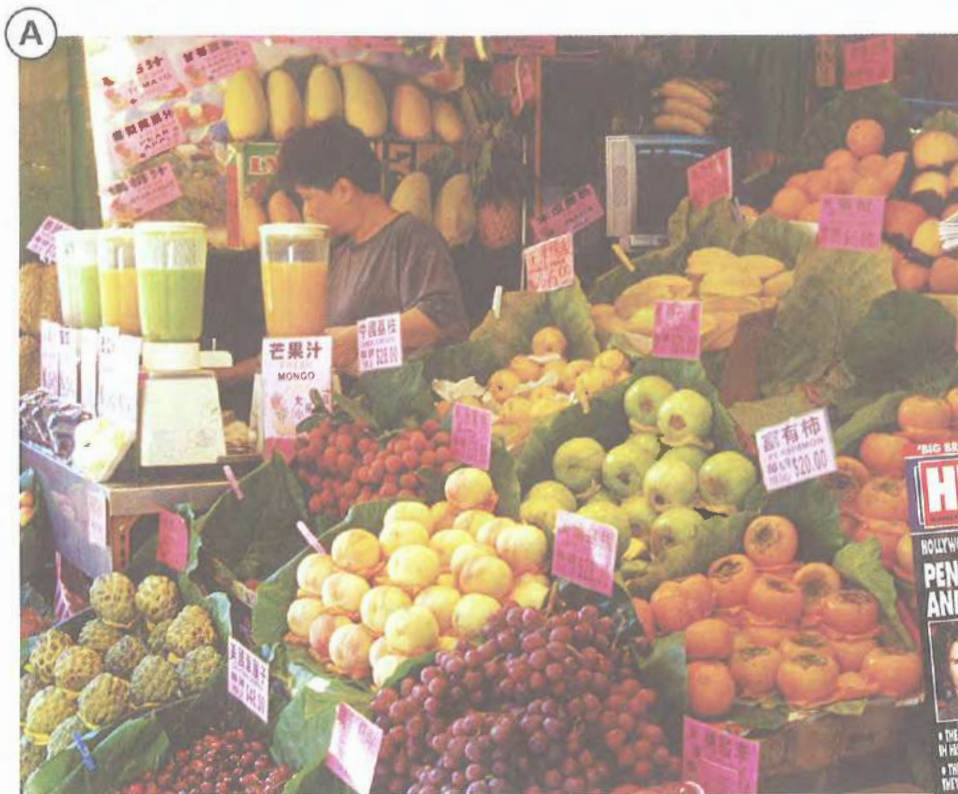
What are they talking about? Why can't they agree?

Favorite things

Vocabulary Free-time activities

Grammar Possessive adjectives and possessive 's

Speaking Talking about people and favorite things



Getting started

1 Look at the photos. Check (✓) the five things in the box that you see.

a baseball game ___ a book ___ a department store ___ a magazine ___ a market ✓
 a movie ___ a museum ___ a newspaper ___ a restaurant ___ a TV show ___

2 **PAIRS.** Write the words from Exercise 1 under the correct verbs. You will use some words more than one time.

read	go to	watch
a book	a museum	a TV show

3 Listen and check your answers.

C



E



Listening

- 4 Listen to the interviews. What does each speaker like? Write the letter of the photo.

Margarita EDavid Min José

- 5 **PAIRS.** Compare your answers.
- 6 Listen again. Are the sentences true or false? Write *T* or *F* next to each one.
- Bob Samples is a radio announcer. T
 - Tim and Margarita's favorite restaurant is a Greek restaurant.
 - Their children's favorite food is hamburgers.
 - David and his wife's favorite thing is to go to the beach.
 - José's favorite things to read are travel magazines.
 - Min's favorite store is Macy's.

Grammar focus

- 1 Study the examples of possessive adjectives and possessive 's.

My favorite thing to do is travel.
What's **your** favorite magazine?
Her favorite food is French.
Its food is excellent.
Alberto's favorite thing is sports.

Our favorite restaurant is *Chez Paul*.
Their favorite magazine is *People*.
The Yangs' favorite store is **Macy's**.

- 2 Look at the examples again. Complete the chart.

Possessive adjectives	Possessive 's
I <u>my</u> we _____	David <u>David's</u>
you _____	the Garcias _____
he _____	Maria _____
she _____ they _____	
it _____	

NOTE: Do not say *X the favorite thing of Alberto*

Grammar Reference page 143

- 3 Complete the sentences with a possessive adjective or 's.

My name is Rachel. This is _____ friend. _____

1. (I)

2. (I)

3. (She)

name is Ana. _____ favorite store is Zara.

4. (We)

John and Sue are _____ friends. _____ favorite restaurant is the *Hard*

5. (we)

6. (They)

Rock Café. _____ favorite movie is *The Lord of the Rings*. _____ special

7. (John)

8. (It)

effects are excellent. _____ favorite books are *Cry to Heaven* and *Dracula*.

9. (Sue)

Who are _____ friends? What are _____ favorite things to do?

10. (you)

11. (they)



Pronunciation

- 4 Listen. Notice the weak pronunciation of the possessive adjectives.

my friend This is **my** friend.

his name

His name is John.

his wife This is **his** wife.

her name

Her name is Sue.

your favorite What's **your** favorite city?

my favorite

My favorite city is New York.

our favorite **Our** favorite restaurant is Italian.

their pizza

Their pizza is great!

- 5 Listen and repeat.

Speaking

- 6 **BEFORE YOU SPEAK.** Write three more things in the first column. Then fill in the information about your favorite things in the second column.

Your favorite ... ?		
My favorite ...	___'s favorite ...	___'s favorite ...
movie	_____	_____
food	_____	_____
TV show	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 7 **GROUPS OF 3.** Take turns asking one another about favorite things. Take notes in the chart.

A: What's your favorite movie?

B: My favorite movie is Star Wars—all of them!

C: My favorite movies are Amélie and The Ring.

- 8 Tell the class about one of your partners' favorite things.

Writing

- 9 Choose someone you know, such as a classmate or a friend. Write a paragraph about his or her favorite things. Use possessive adjectives and 's, and some of the vocabulary from this unit.

CONVERSATION TO GO

- A: What's **your** favorite music?
B: Mozart.



Interesting places

Vocabulary Adjectives to describe places in a city

Grammar *There is/There are*

Speaking Talking about places you know

Getting started

1 **PAIRS.** Use the words in the box to complete the sentences.

cheap crowded delicious friendly interesting

- Tourists go to Chinatown in New York because it's interesting.
- Some things are _____.
For example, you can buy a shirt for \$10.
- The people are _____.
They always talk to you.
- I love the street food. It's _____.
- It's _____ on Saturday.
There are lots of people.

2 **PAIRS.** Match each adjective with its opposite.

- | | |
|----------------------|---------------|
| 1. cheap <u>d</u> | a. unfriendly |
| 2. crowded _____ | b. bad |
| 3. big _____ | c. empty |
| 4. friendly _____ | d. expensive |
| 5. interesting _____ | e. terrible |
| 6. good _____ | f. boring |
| 7. wonderful _____ | g. small |

3 **PAIRS.** Use the words in Exercise 2 to describe a place you know.

Soho, in New York City, is interesting. There are expensive shops and good restaurants ...

The screenshot shows a web browser window with the address bar containing "http://www.html". The browser's navigation bar includes buttons for Back, Forward, Stop, Refresh, Home, AutoFill, Print, and Mail. On the left side of the browser window, there are vertical tabs for Favorites, History, Search, Scrapbook, and Page Holder. The main content of the page features a blue header with the text "Real places by real people" inside a speech bubble. Below this is the title "Portobello Road" in a large, bold, pink font, followed by the author "by Simon Bean, London". The main text describes Portobello Road as one of London's main tourist attractions, mentioning a market on Fridays and Saturdays where various goods are sold. It also mentions the Portuguese Café and the Market Tavern.

Real places by real people

Portobello Road

by Simon Bean, London

I love Portobello Road. It's one of London's main tourist attractions. There aren't any big department stores, but there is an interesting market on Fridays and Saturdays. You can buy everything from fruit and vegetables to cheap clothes, CDs, books, and antiques.


Can you get good coffee there? Yes! There are lots of cafés. My favorite is the Portuguese Café. They have great coffee and delicious cakes.

What about food? There are some wonderful restaurants, and they're usually crowded on the weekend. I love the Market Tavern. They have excellent music on Fridays and Saturdays, and there are lots of friendly people.

Reading

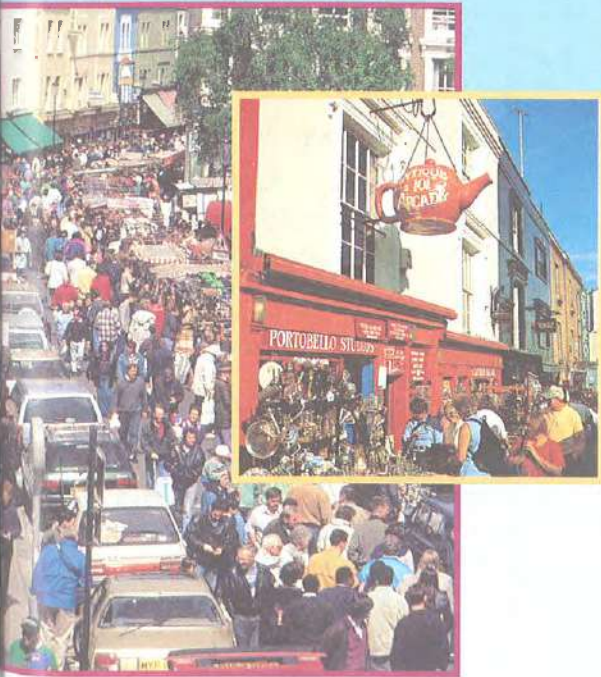
- 4 **PAIRS.** Describe the photos of Portobello Road. Use the adjectives in Exercise 2.
- 5 Read about Portobello Road. Are the sentences true or false? Write *T* or *F* next to each one.
1. There is a big museum. *F*
 2. There is a market two days a week.
 3. There aren't any cafés on Portobello Road.
 4. There isn't music in the Market Tavern on the weekend.

Listening

- 6  Listen to Maria tell Paul about Harvard Square. Check (✓) the things they talk about.

- people _____
- a subway station _____
- the university _____
- beautiful buildings _____
- office buildings _____
- old churches _____
- new stores _____
- interesting restaurants _____
- delicious drinks _____
- the Tea Room _____
- a fruit market _____
- a street musician _____
- coffee bars _____

Don't listen to the travel agents.
Listen to the people who live there.



Grammar focus

- 1 Study the examples with *there is* and *there are*.

There is/There's an interesting market on the weekend.
There are some wonderful restaurants.

There isn't a movie theater.
There aren't any big museums.

Is there a good café? Yes, **there is**. / No, **there isn't**.
 Are there any interesting restaurants? Yes, **there are**. / No, **there aren't**.



- 2 Look at the examples again. Complete the rules in the chart.

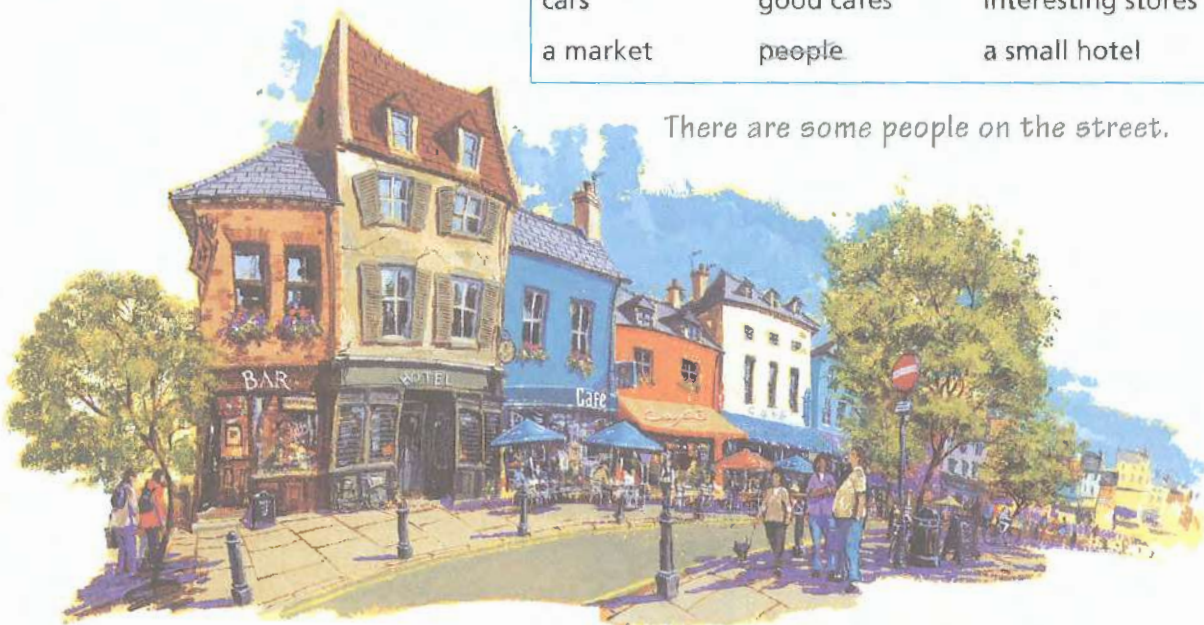
There is/There are	
Affirmative statements	Negative statements
Use <i>there</i> + _____ + singular nouns.	Use <i>there</i> + _____ + singular nouns.
Use <i>there</i> + _____ + plural nouns.	Use <i>there</i> + _____ + plural nouns.
Yes/No questions	Short answers
Use _____ + <i>there</i> . . . ? with singular nouns.	Use <i>Yes, there</i> _____ and <i>No, there</i> _____ with singular nouns.
Use _____ + <i>there</i> . . . ? with plural nouns.	Use <i>Yes, there</i> _____ and <i>No, there</i> _____ with plural nouns.
NOTE: We usually use <i>any</i> with <i>Are there</i> . . . ? and <i>There aren't</i> . . .	

Grammar Reference page 143


- 3 Describe this picture. Write five sentences. Use *there is/isn't* and *there are/aren't*.

cars	good cafés	interesting stores
a market	people	a small hotel

There are some people on the street.



Pronunciation

- 4  Listen. Notice the pronunciation of the voiced *th* sound, /ð/.
 there there's the weekend
 There are good cafés. There's a market on the weekend.
 Are there any restaurants? Yes, there are.
 Is there a museum? No, there isn't.

- 5  Listen again and repeat.

Speaking

- 6 **BEFORE YOU SPEAK.** You are going to talk to your partner about his or her favorite part of a city. Write three more questions below.
- 7 **PAIRS.** Take turns. Find out the name of the city and your partner's favorite part of the city. Then ask your questions. Take notes.

City: _____ Favorite part of the city: _____

Are there any interesting cafés? _____

Is there a good music club? _____

What do you like most about (the)...? _____

- 8 Tell the class about your partner's favorite place in Exercise 7.

Marta likes the French Quarter in New Orleans because there are ...

Writing

- 9 Look at the "Real Places" website on pages 26 and 27. Write a review of your favorite place in a city or town. Use *there is/isn't* and *there are/aren't* to describe the special details.

CONVERSATION TO GO

- A: **Are there** any good cafés here?
 B: Yes, **there are**.



Office... or living room?

Vocabulary Furniture in an office or living room**Grammar** Prepositions of location**Speaking** Telling someone where things are in a room

Getting started

1 **PAIRS.** Write the numbers of the items in the picture next to the correct words.

an armchair <u>14</u>	a bookcase <u>10</u>	a cabinet <u>9</u>	a calendar <u>1</u>
a chair <u>7</u>	a computer <u>3</u>	a desk <u>4</u>	a lamp <u>12</u>
a plant <u>13</u>	a printer <u>5</u>	a sofa <u>6</u>	a stereo <u>11</u>
a table <u>15</u>	a telephone <u>2</u>	a wastebasket <u>8</u>	a window <u>16</u>

2 Listen and check your answers.

Pronunciation

- 3 Listen to the words. Notice the number of syllables and the stress. Write each word in the correct group.

○	○ ○	○ ○ ○	○ ○ ○
chair lamp	armchair		

- 4 Listen and check your answers. Then listen again and repeat.
- 5 **PAIRS.** Take turns pointing to an item in the picture on page 30.

What's this?

It's a table.

Listening

- 6 Listen to Christine talk to two moving men. Look at the picture on page 30. Check (✓) the items that you hear.



- 7 Listen again. Underline the words to make the sentences true.
- Christine is / isn't sure about where she wants the furniture.
 - Christine wants to use the room as a living room / home office.

Grammar focus

1 Study the examples of prepositions of location.

Put the desk **in front of** the window.
I'd like the computer **on** the desk, please.
Put the plant **next to** the sofa.
Put the armchair **opposite** the desk.

The calendar is **above** the sofa.
There's a stereo **in** the cabinet.
The wastebasket is **under** the desk.

2 Look at the examples again. Where is the ball? Write the correct preposition for each picture.

Prepositions of location

1. next to 2. above 3. _____

4. _____ 5. _____ 6. _____ 7. _____

Grammar Reference page 144

3 **PAIRS.** Say a sentence. Look at the picture. Say the sentence again with the correct preposition.

A: *There's a table opposite the door.*

B: *No. There's a table next to the door.*

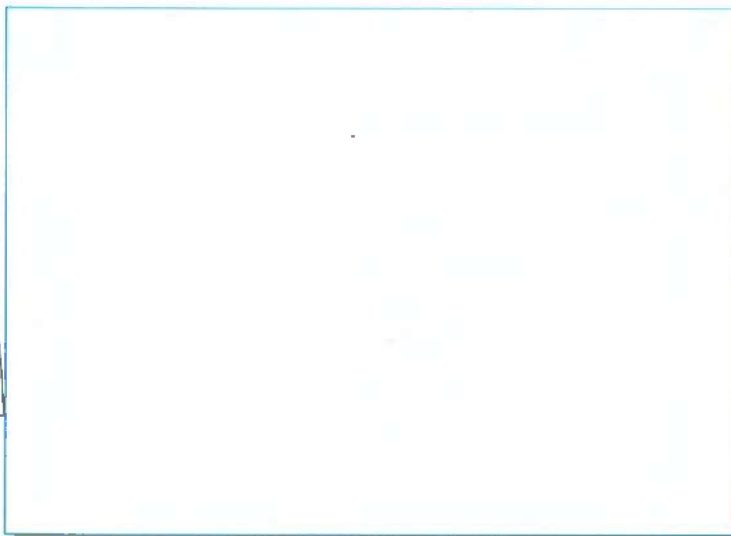
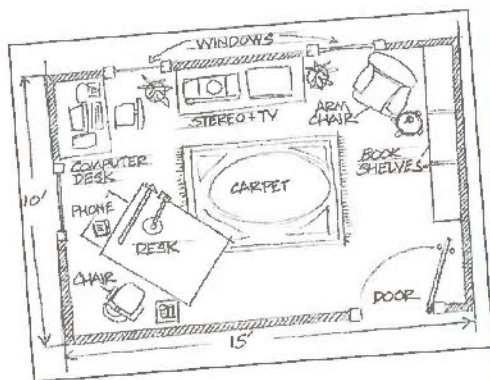
- There's a table ~~opposite~~ ^{next to} the door.
- The telephone is in front of the desk.
- There's a wastebasket next to the desk.
- I put the stereo on the cabinet.
- There's a plant in front of the sofa.
- The printer is next to the desk.
- There's a cabinet above the bookcase.
- I put my favorite armchair next to the desk.
- There's a calendar opposite the sofa.



Speaking

- 4 **BEFORE YOU SPEAK.** Think about your office or living room. Draw windows, the door, and one piece of furniture in the room. Then exchange books with a partner.

My floor plan for _____.



- 5 **PAIRS.** Take turns describing your office or living room. Describe the things in your room. Use prepositions to talk about their locations. Your partner will draw the furniture and objects on the floor plan in your book.

There's a table in front of the sofa. Opposite the sofa, there's . . .

- 6 Show the floor plan to your partner when you're finished. Is everything in the right place?

Writing

- 7 Draw a floor plan of an office or living room you know and write a description of it. Use the prepositions of location from this unit.

CONVERSATION TO GO

- A: Where is the phone?
B: It's **on** the desk—I think.

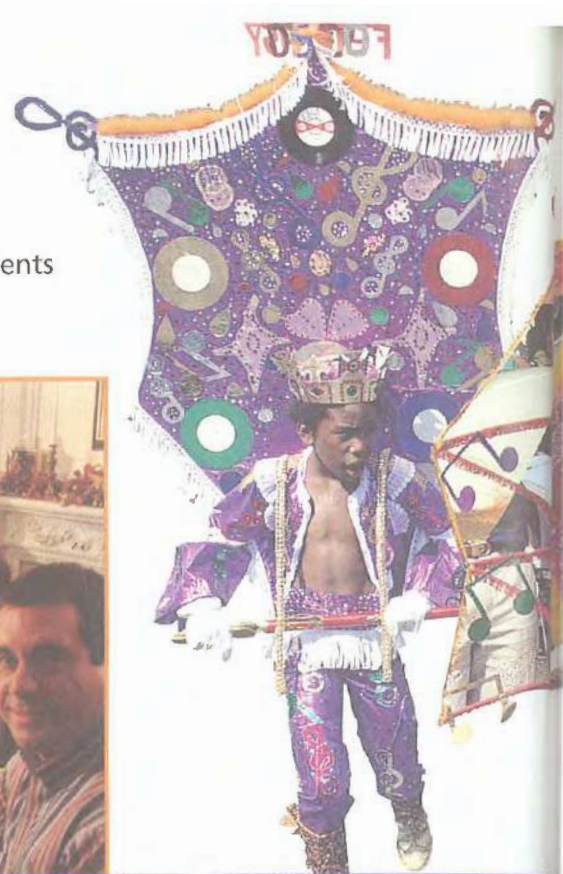


Celebrations

Vocabulary Holiday celebrations

Grammar Simple present: affirmative statements

Speaking Talking about holidays



Getting started

- 1 Match each verb on the left with the correct group of words. Use each letter only one time.

- | | |
|--------------------|-----------------------------------|
| 1. cook <u>e</u> | a. to salsa music, with someone |
| 2. dance <u>A</u> | b. a friend, your family, a place |
| 3. drink <u>G</u> | c. the dishes, your hands |
| 4. eat <u>F</u> | d. for a walk, to bed |
| 5. get up <u>J</u> | e. lunch, dinner, food |
| 6. give <u>H</u> | f. ice cream, pizza, a meal |
| 7. go <u>D</u> | g. juice, soda, water |
| 8. play <u>I</u> | h. a present, money |
| 9. visit <u>B</u> | i. a game, cards, the piano |
| 10. wash <u>C</u> | j. at 8:00, in the morning |

- 2 Look at the photos of some important celebrations. Guess. In what countries are these celebrations? When do they take place? See page 141 for answers.

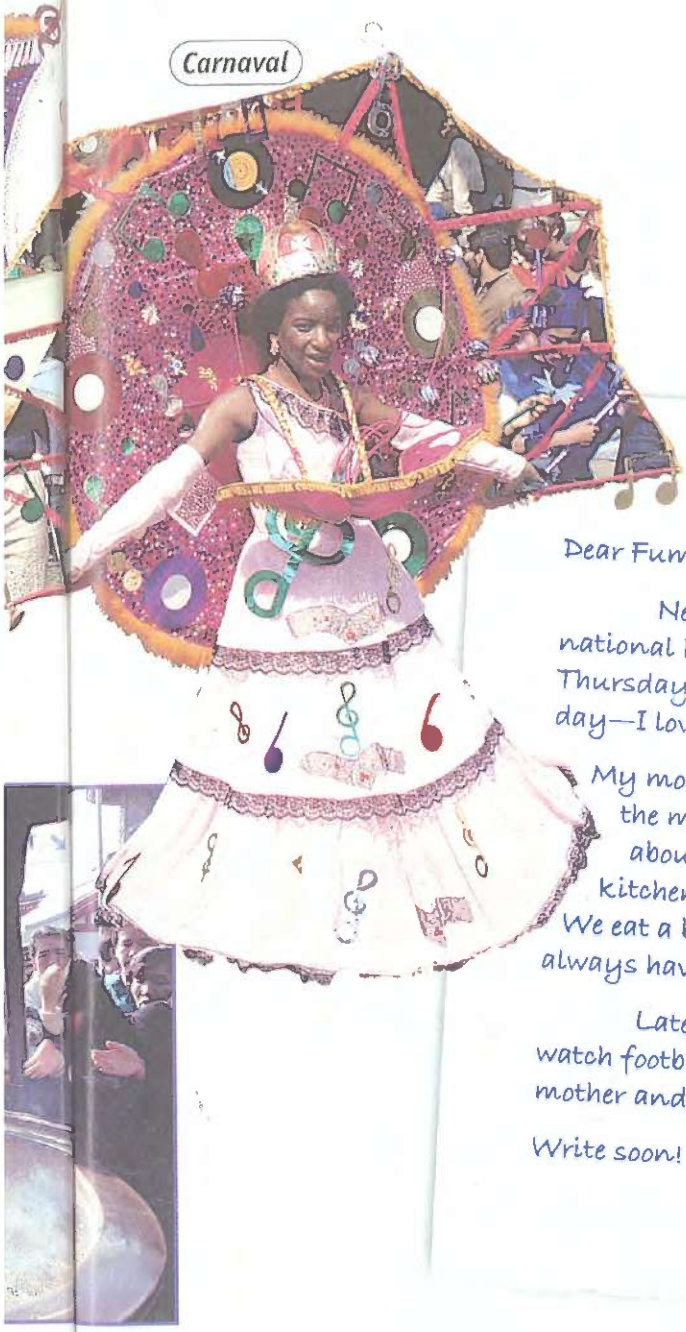
- 3 **PAIRS.** Describe the celebrations in the photos. Use words from Exercise 1.

On Thanksgiving, they eat a special meal.

On New Year's Day, ...

During Carnival, ...

Carnaval



Reading

- 4 **PAIRS.** Read Amy's letter to her Japanese pen pal, Fumino, about Thanksgiving.

November 21

Dear Fumino,

Next week is Thanksgiving. It's an important national holiday in the U.S. We celebrate it on the fourth Thursday in November. Everyone in my family eats all day—I love it!

My mother cooks the food. She gets up at six o'clock in the morning to begin! My brother and I get up at about nine o'clock and help my mother in the kitchen. A lot of our relatives come to our house, too. We eat a big meal at two o'clock. After the meal, we always have coffee and dessert. Then we wash the dishes!

Later in the afternoon my father and brother watch football on TV. The kids play card games. My mother and I go for a walk. I'll send a photo.

Write soon!

Amy

- 5 Read Amy's letter again. Correct the mistakes in the sentences.

1. My mother gets up at ~~seven~~^{six} o'clock.
2. My ~~father~~ cooks the ~~meal~~. **Mother / food**
3. My brother and I get up at ~~eight~~ o'clock. **About nine**
4. We eat at ~~five~~ o'clock. **A big meal at two**
5. My ~~moth~~er and brother watch football on TV. **Father**
6. The kids play the ~~piano~~. **Card games**
7. My ~~fath~~er and I go for a walk. **Mother**

- 6 Is there a holiday in your country like Thanksgiving Day?

Grammar focus

- 1 Study the examples of the simple present tense affirmative statements.

I wash the dishes.	She goes for a walk.
My mother gets up at 6:00.	We eat at 2:00.
My father watches football.	She cooks the turkey.

- 2 Look at the examples again. Complete the rules in the chart.

Simple present: affirmative statements

For third person singular subjects, such as *he*, *she*, or *it*, add **s** to the verb.

But add **es** to *do*, *go*, and verbs that end in *-ch*, *-s*, *-sh*, *-x* for third person singular subjects.

NOTE: Look at the way the verb *have* changes:

I *have* breakfast at 10:00.

He *has* breakfast at 10:00.


Grammar Reference page 144

- 3 Read the sentences about how Fumino celebrates New Year's Day in Japan. Underline the correct verb forms.



1. We ~~get up~~ / ~~gets~~ up at 6:00.
2. My father ~~go~~ / ~~goes~~ for a walk.
3. I ~~visit~~ / ~~visits~~ my friends in the morning.
4. My mother ~~cook~~ / ~~cooks~~ lunch.
5. My father ~~drink~~ / ~~drinks~~ sake.
6. We ~~eat~~ / ~~eats~~ a special dish called osechi.
7. My brother usually ~~watch~~ / ~~watches~~ TV.
8. Our parents ~~give~~ / ~~gives~~ us money.
9. I ~~play~~ / ~~plays~~ cards with my parents.



Pronunciation

- 4  Listen. Notice the three different pronunciations of the third-person singular *-s/-es* ending.

visits /s/	plays /z/	watches /ɪz/
gets		

- 5  Listen to more verbs. Write them in the correct sound group.
- 6  Listen and check your answers. Then listen again and repeat.

Speaking

- 7 **BEFORE YOU SPEAK.** Think of a holiday that your family celebrates each year. Write the things that you and your family do.

Holiday : Mother's Day
 Peggy and I get up early
 make breakfast, cook dinner
 Dad buys flowers

- 8 **PAIRS.** Take turns. Describe the things that you and your family do. Don't tell your partner the name of your holiday! Your partner will guess which celebration it is.

My sister and I get up early and make breakfast for my mother. We also cook dinner in the evening. My Dad buys my mother flowers.

Writing


- 9 Write a letter to a friend about a special day or a holiday you celebrate every year. Use the simple present and some of the vocabulary from this unit.

CONVERSATION TO GO

A: My dad **plays** cards and **watches** TV.
 B: Oh? My dad **cooks** and **washes** the dishes!




Unit 5 Favorite things

- 1  Listen to the model conversation.
- 2 **GROUPS OF 4.** Student A, say your favorite thing to do, or your favorite kind of restaurant, or your favorite food. Student B, report Student A's information. Then say your favorite thing to do, your favorite kind of restaurant, or your favorite food. Then Students C and D continue.



Unit 6 Interesting places

- 3  Listen to the model conversation and look at the charts.
- 4 **GROUPS OF 3.** Take turns. Think of a city, a town, or a neighborhood (an area in a town or city). Say three things about it. Your partners will guess the place.

It's	very	busy
	really	big friendly
	super	interesting
	a little	cheap
		expensive
		small
		boring
		unfriendly
		quiet
		crowded


There is
There are

a
some
many
a lot of

beautiful
busy
famous
interesting
nice


beach
market
museum
cafés
parks
restaurants
stores
cars
people
things to do

Unit 7 Office ... or living room?

- 5  Listen to the model conversation and look at the picture.
- 6 **GROUPS OF 3.** Take turns. Choose one item in the picture. Say a sentence about its location. Your partners will name the item. Keep score. Who's the "fastest listener"?



Unit 8 Celebrations

- 7 **GROUPS OF 3.** You will have two minutes. Write the names of six holidays and special celebrations. Write each one on a small piece of paper. Fold the papers in half and mix them all together. Exchange papers with another group.
- 8  Listen to the model conversation.
- 9 **GROUPS OF 3.** Take turns. Pick a folded paper. You will have 30 seconds. Give information about the holiday, but don't say the name. If no one can guess, return the paper to the pile. Correct answers receive 1 point. Keep score.



The collectors

Vocabulary Objects people collect; numbers 100–1,000,000

Grammar Simple present: Yes/No questions, short answers, and negative statements

Speaking Talking about possessions



The Biggest Garfield Collection

Do you collect things? Mike Drysdale and Gayle Brennan do. They're from California, and they collect Garfield souvenirs. It's their passion!

Mike and Gayle don't just collect a few Garfield things. They share their house with 3,000 Garfield souvenirs! In fact, their house is like a Garfield museum. They don't have souvenirs in only

one room—they have Garfield posters, toys, comics, and clothes in every room! They started their collection in 1994 when Gayle bought a Garfield bed for their cats.

Jim Davis created Garfield in 1978, and now 220 million people read the comic strip. However, Jim Davis doesn't have a cat because his wife doesn't like them.

Getting started

1 **PAIRS.** What kinds of things do people collect? Make a list.

2 Check (✓) the words that you see in the photo.

a book

a clock

a doll

a photo album

a picture

a plate

a postcard

a poster

a stuffed animal

a toy

a T-shirt

a video

3 Listen and repeat.

- 4 **PAIRS.** Write the words for each number.

100 = one hundred

1,000 = One thousand

10,000 = Ten thousand

100,000 = One hundred thousand

1,000,000 = one million

- 5  Listen and repeat.

Reading

- 6 Read the article about the collectors. Then complete the sentences with the correct information.

comic strip ~~Garfield~~ million museum souvenirs

1. Garfield is a comic strip character.
2. Mike and Gayle collect Garfield souvenirs.
3. Their house is like a Garfield museum.
4. Jim Davis writes the Garfield comic strip.
5. About 220 million people read the comic.

Pronunciation

- 7  Listen to these words. Notice the stressed (strong) syllable in each word.

album collect hundred

million museum animal

thousand picture poster

- 8  Listen again. This time, notice the sound of the vowel in the weak syllables.

- 9  Now listen and repeat.

Grammar focus



- 1 Study the examples of the simple present tense negative statements, Yes/No questions, and short answers.

I **don't** collect posters. Does Jim Davis **like** cats? Yes, he **does**.
 His wife **doesn't like** cats. Do you **collect** Garfield souvenirs? No, I **don't**.
 We **don't** read the comics.

- 2 Look at the examples again. Complete the sentences in the charts with the correct form of the verb *have*.

Negative statements			
I/You/We/They	don't (do not)	<u>have</u>	a photo album.
He/She/It	doesn't (does not)	<u>have</u>	baseball cards.

Yes/No questions			Short answers	
<u>Do</u>	you	<u>have</u>	Garfield souvenirs?	Yes, I do. No, I don't.
<u>Does</u>	Jim Davis	<u>have</u>	a cat?	Yes, he does. No, he doesn't.

Grammar Reference page 144

- 3 Complete the questions and the answers.

- A: Do you collect (collect) toys?
 B: No, I don't. I collect T-shirts from concerts.
- A: Do they have (have) a photo collection?
 B: Yes, they do. But they don't have (not have) any photo albums.
- A: Does he like (like) baseball cards?
 B: No, he doesn't. He doesn't like (not like) sports.
- A: Do you collect (collect) postcards?
 B: Yes, I do. But I don't collect (not collect) postcards from my own country!
- A: Do you read (read) Garfield comics?
 B: Yes, I do. But my husband doesn't read (not read) them.
- A: Does he have (have) any *Star Wars* T-shirts?
 B: No, he doesn't. But he has (have) 2,000 *Star Wars* toys.

Speaking

- 4 **BEFORE YOU SPEAK.** Fill out the questionnaire. What do you collect? How many do you have? You can use *about* (for example, *about 100*) or *over* (for example, *over 50*).

- 5 **PAIRS.** Ask each other about the special things you collect. Do you collect any of the same things?

A: Do you collect books?

B: Yes, I do. / No, I don't.

A: Do you have a lot of books?

B: Yes, I do. I have over 300. /
No, I don't. I have about 15.

Are you a collector?		
Do you collect . . . ?		How many do you have?
books	<input type="checkbox"/>	
CDs	<input type="checkbox"/>	
photos	<input type="checkbox"/>	
videos	<input type="checkbox"/>	
clocks	<input type="checkbox"/>	
plates	<input type="checkbox"/>	
toys	<input type="checkbox"/>	
posters	<input type="checkbox"/>	
postcards	<input type="checkbox"/>	
other _____		

Writing

- 6 Write a paragraph about one of the following:
- a collection you have
 - a collection that someone you know has
 - a collection in a museum or gallery

Describe the objects and talk about how many there are. Use the simple present and some of the vocabulary from this unit.



CONVERSATION TO GO

A: **Do** you **have** a lot of stuffed animals?

B: **Yes**, I **do**. I **have** over 400!

The modern world

Vocabulary Words related to communication

Grammar Simple present: *Wh-* questions

Speaking Talking about ways of communicating

Lesson A

Getting started

1 Look at pictures A–C. Match them with the sentences.

1. They have meetings in person. C
2. He uses the Internet to do his homework. A
3. She's on the phone. B

2 **PAIRS.** How do your friends communicate with you: in person? By email? On the phone?





3 Use the verbs in the box to complete the sentences in the questionnaire.

book	buy	contact	do
get	listen	research	use

Are you an Internet Person?

- 1 Do you use the Internet?
a) yes
b) no
- 2 Do you buy books
a) by mail?
b) on the Internet?
c) in person?
- 3 Do you do your banking
a) on the phone?
b) on the Internet?
c) in person?
- 4 Do you book hotels or flights
a) on the phone?
b) on the Internet?
c) through a travel agent?
- 5 Do you contact friends
a) on the phone?
b) by email?
c) in person?
- 6 Do you listen to music
a) at home?
b) on the Internet?
c) at concerts?
- 7 Do you get your news
a) from TV?
b) on the Internet?
c) from the newspaper?
- 8 Do you research information
a) at the library?
b) on the Internet?
c) by speaking to people?

Listening

- 4  Listen to Giselle and Thomas discuss a magazine quiz on modern communication. Check (✓) the methods of communication they talk about.
the phone ____ the Internet ____ TV ____
magazines ____ newspapers ____ radio ____
- 5  Listen again and complete the statements with the numbers in the box.
You will not use all of the numbers.

33 43 66 80 98 100

Of Americans who have the Internet, . . .

1. _____% use email to contact friends.
2. _____% also use the phone to contact friends.
3. _____% use the Internet to research hotels.
4. _____% use the Internet to make hotel reservations.

Grammar focus

- 1 Study the examples of the simple present tense *Wh-* questions.

How do we communicate?
When does she use the Internet?
What do these results tell us?

Why does he book flights online?
Where do they get their news?

- 2 Look at the examples again. Underline the correct word to complete each rule.

Simple present: *Wh-* questions

For *Wh-* questions in the simple present with *he, she,* and *it,* use **do / does**.

For *Wh-* questions in the simple present with *I, you, we,* and *they,* use **do / does**.

After *do* or *does,* use **the infinitive / base form** of the verb.

Grammar Reference page 144

- 3 Read the answers and write the questions.

1. A: How do you buy DVDs ?

B: I buy DVDs online.

2. A: When does he use the internet?

B: He uses the Internet in the evening.

3. A: Where does she listen to music?

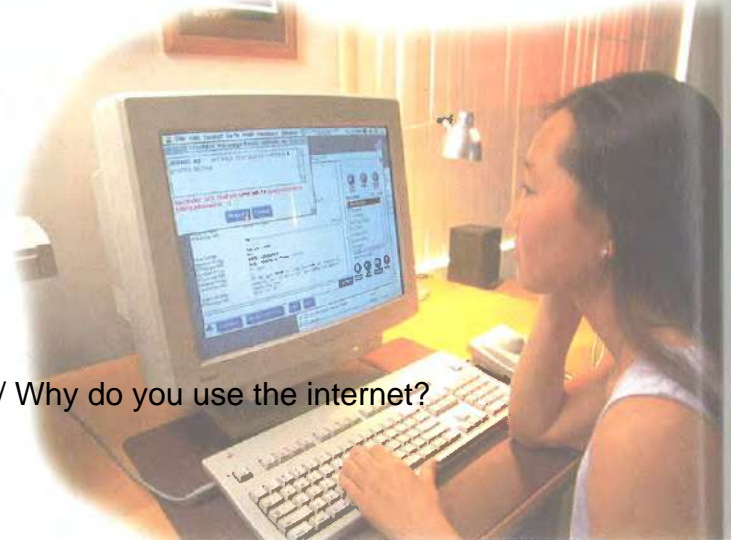
B: She listens to music at home.

4. A: How do they get their news?

B: They get the news from TV.

5. A: What do you use the internet for? / Why do you use the internet?

B: We use the Internet to do research.



Pronunciation

- 4 Listen. Notice the weak pronunciation of *do* and *does* and the pronouns and the way some words are linked together.

Do you watch

How do you

When do you

Does he use

Where does he

When does she

Do you watch TV?

How do you contact friends?

When do you use the Internet?

Does he use email?

Where does he buy books?

When does she listen to music?

- 5 Listen and repeat.

Speaking

- 6 **BEFORE YOU SPEAK.** Create your own interview to find out how your classmates use the Internet. Use *How* or *Where* to complete the questions.

Do you use the Internet?	Name _____
_____ do you buy books?	_____
_____ do you do your banking?	_____
_____ do you book hotels or flights?	_____
_____ do you contact friends?	_____
_____ do you listen to music?	_____
_____ do you get your news?	_____
_____ do you do research?	_____

- 7 **PAIRS.** Take turns. Interview each other. Write your notes on your interview form. Then describe your partner to the class. Use the information below.

Ana Maria uses the Internet to do almost everything! She buys books on the Internet, and she uses email to contact her friends. She likes to do things very quickly.

If your partner answered mostly . . .
on the phone, on TV, in newspapers and magazines: He or she likes to do things more traditionally.
on the Internet: He or she likes to do things very quickly.
in person: He or she likes to do things more personally.

Writing

- 8 Think about different ways of communicating. Write a paragraph describing a typical week for you and the different ways you communicate with others (friends, family, business colleagues).

CONVERSATION TO GO

- A: **When do** you **use** the Internet?
B: All the time!

Traveling

Vocabulary Things you take on vacation; types of transportation

Grammar A, an, some, any

Speaking Talking about vacations



Getting started

- 1 PAIRS.** Write the letter of each object next to the correct word on the list.
- 2** Listen and check your answers. Then listen and repeat.
- 3 PAIRS.** Which objects on the list do you always take on vacation?

I always take a guidebook and a credit card.

Things to take on vacation

- hiking boots
- an umbrella
- a map
- sweaters
- a bathing suit
- a beach towel
- sunglasses
- a phrasebook
- a guidebook
- books to read
- a camera
- film
- an alarm clock
- a portable CD player
- CDs
- a credit card
- travelers checks

- I
- P
- K
- F
- B
- A
- M
- E
- J
- C
- G
- L
- O
- D
- H
- N
- Q

- 4 Check (✓) the types of transportation you see.

- | | | | |
|-------------------------------------|---|---------------------------------|---|
| <input type="checkbox"/> bicycle | <input type="checkbox"/> boat | <input type="checkbox"/> bus | <input checked="" type="checkbox"/> car |
| <input type="checkbox"/> motorcycle | <input checked="" type="checkbox"/> plane | <input type="checkbox"/> subway | <input type="checkbox"/> taxi |
| <input type="checkbox"/> train | <input checked="" type="checkbox"/> trolley | | |



- 5 **PAIRS.** Take turns asking and answering these questions:

How do you usually travel on vacation? By car? By train? By plane?
How do you usually get around town? On foot? By bus? By car?

Reading

- 6 **PAIRS.** Look at the photo of Tim Lee, a writer for travel guidebooks. Predict:

What six things from the list on page 48 does Tim always take with him on vacation?
What two things does he *not* take?

- 7 Read the article and check your answers.

On Vacation with Tim Lee



I always pack a camera, some film, and a credit card. An alarm clock is important because I get up early to visit places before the crowds arrive . . . and to take good pictures. I also take some sweaters—in case it gets cold or windy! And I pack some books to read.

I never pack a portable CD player because I like listening to the people when I'm in a different country. I may be a guidebook writer, but I don't take any guidebooks. They're heavy!

I always fly to where I'm going on vacation. But when I'm there, I take a train, because I have more time, and I like to see the countryside. I never take a bus because it's too slow and it isn't comfortable.

- 8 **PAIRS.** Read the article again. Answer the questions.

What does Tim pack to make sure he gets up early?
What does Tim pack in case it gets cold or windy?
Why does Tim take the train on vacation?
Why doesn't Tim take a bus?

Grammar focus

- 1 Study the examples with *a*, *an*, *some*, and *any*.

I always pack **a** notepad.
An alarm clock is important.
 I pack **some** books.
 I don't pack **a** portable CD player.
 I don't take **any** guidebooks.
 Do you take **any** traveler's checks?



Alaska

- 2 Look at the examples again. Complete the rules in the chart.

a, an, some, any

Use **A** or **An** to talk about one thing (singular).

Use **some** to talk about more than one thing (plural), but when the number is not important.

Use **any** with plural negatives and questions.

NOTE: Use *an* before a vowel sound: *an* alarm clock.

Grammar Reference page 145

- 3 Complete the sentences with *a*, *an*, *some* or *any*.

1. Roberta usually takes some CDs.
2. Do you always pack an umbrella?
3. I don't pack any books.
4. Ana wants to buy some guidebooks.
5. I always pack an alarm clock.
6. Paulo never takes a phrasebook.
7. I always take a beach towel.
8. We don't have any travelers checks.



Pronunciation

- 4 Listen. Notice the weak pronunciation of *a*, *an*, *some*, and *any*.

I always pack **a** camera.

An alarm clock is important.

I pack **some** books.

I don't pack **any** guidebooks.

I never take **a** CD player.

I don't take **an** umbrella.

I take **some** sweaters.

Do you take **any** travelers checks?

- 5 Listen again and repeat.

Speaking



Rome



Kenya

- 6 **GROUPS OF 3.** Choose one of the photos. Decide how to travel to this place, what to pack, and how to travel once you are there. Take notes about your decisions.
- 7 Tell the class about your travel plans.
We're going to Alaska. We're flying there. We're packing some sweaters. We're going to travel by car when we are there.

Writing

- 8 Tim Lee is going to a new place to write his next guidebook, and you're going with him! Choose the destination and make the plans.

Write a paragraph about:

- the things that you want to pack.
- how you want to travel from your home to your destination.
- how you want to travel when you are there.

Use *a, an, some, any*, and some of the vocabulary from this unit. Use these sentence starters: *I want to . . . / I'm going to . . .*

CONVERSATION TO GO

- A: I usually travel **by car** and take **some CDs!**
 B: What?



Shopping

Vocabulary Clothes and sizes

Grammar Demonstrative adjectives: *this, that, these, those*

Speaking Asking for information in a store



Getting started

1 Look at the pictures. Match the pictures to the correct words in the box.

boots <u>D</u>	coat <u>A</u>	jacket <u>I</u>	pants <u>G</u>	shirt <u>E</u>	shoes <u>H</u>
shorts <u>K</u>	skirt <u>C</u>	sneakers <u>L</u>	suit <u>F</u>	sweater <u>B</u>	T-shirt <u>J</u>

2 **PAIRS.** Talk about these questions.

Do you like shopping for clothes? Yes, I do.

Where do you buy your clothes? I buy in Koaj store.

What kind of clothes do you usually shop for? I usually shop casual clothes.

- 3 Complete the table with the words in the box.

~~extra large~~ ~~extra small~~ ~~large~~ ~~medium~~ ~~small~~

Clothing sizes in the U.S.					
Women's sizes	Extra small	Small	Medium	Large	Extra large
	4	6-8	10-12	14-16	18-20
Men's sizes		Small	Medium	Large	Extra large
jackets		34-36	38-40	42-44	46-48
pants		28-30	32-34	36-38	40-42

Listening

- 4 Listen to the conversation between the salesperson and the customer. Check (✓) the words in Exercise 1 that you hear.

- 5 Listen to the conversation again. Underline the correct answers.

The customer wants:

1. a sweater in **small** / medium / large.
2. black pants in a size **8** / 12 / 14.
3. a **blue** / a green / a red skirt.
4. a black jacket / raincoat / boots.



Pronunciation

- 6 Listen. Notice the focus word—the most important word—in each sentence. The voice jumps up or down to make this word stand out.

Can I help you?

Do you have this shirt in large?

The blue shirt?

No, the green one.

We only have it in medium.

- 7 Listen again and repeat.

Grammar focus

- 1 Study the examples with the demonstrative adjectives *this*, *that*, *these*, and *those*.

This skirt is nice.
That skirt in the window is very popular.
 Do you have **these** pants in black?
Those pants near the door are on sale.

- 2 Look at the examples again. Use *near* or *not near* to complete each rule in the chart.

Demonstrative adjectives: *this*, *that*, *these*, *those*

This refers to a person or thing near you.
That refers to a person or thing not near you.
These refers to people or things near you.
Those refers to people or things not near you.

Grammar Reference page 145



- 3 **PAIRS.** Look at the picture and complete the conversation with *this*, *that*, *these*, and *those*.

A: Hello. Can I help you?

B: Yes. Do you have this shirt in blue?

A: No, I'm sorry. But that shirt over there comes in blue.

B: No, thanks. I also need a black sweater. Do you have any in large?

A: Yes, right here. These sweaters are really nice.

B: OK. I'll try one on. Also, do you sell sneakers?

A: Yes. And the sneakers near the cashier are on sale!

B: Great. Those sneakers are cool. Thanks for your help.

- 4  Listen and check your answers.

Speaking

- 5 **PAIRS.** Role-play a conversation between a salesperson and a customer. Student A, you are the salesperson. Look at page 137. Student B, you are the customer.

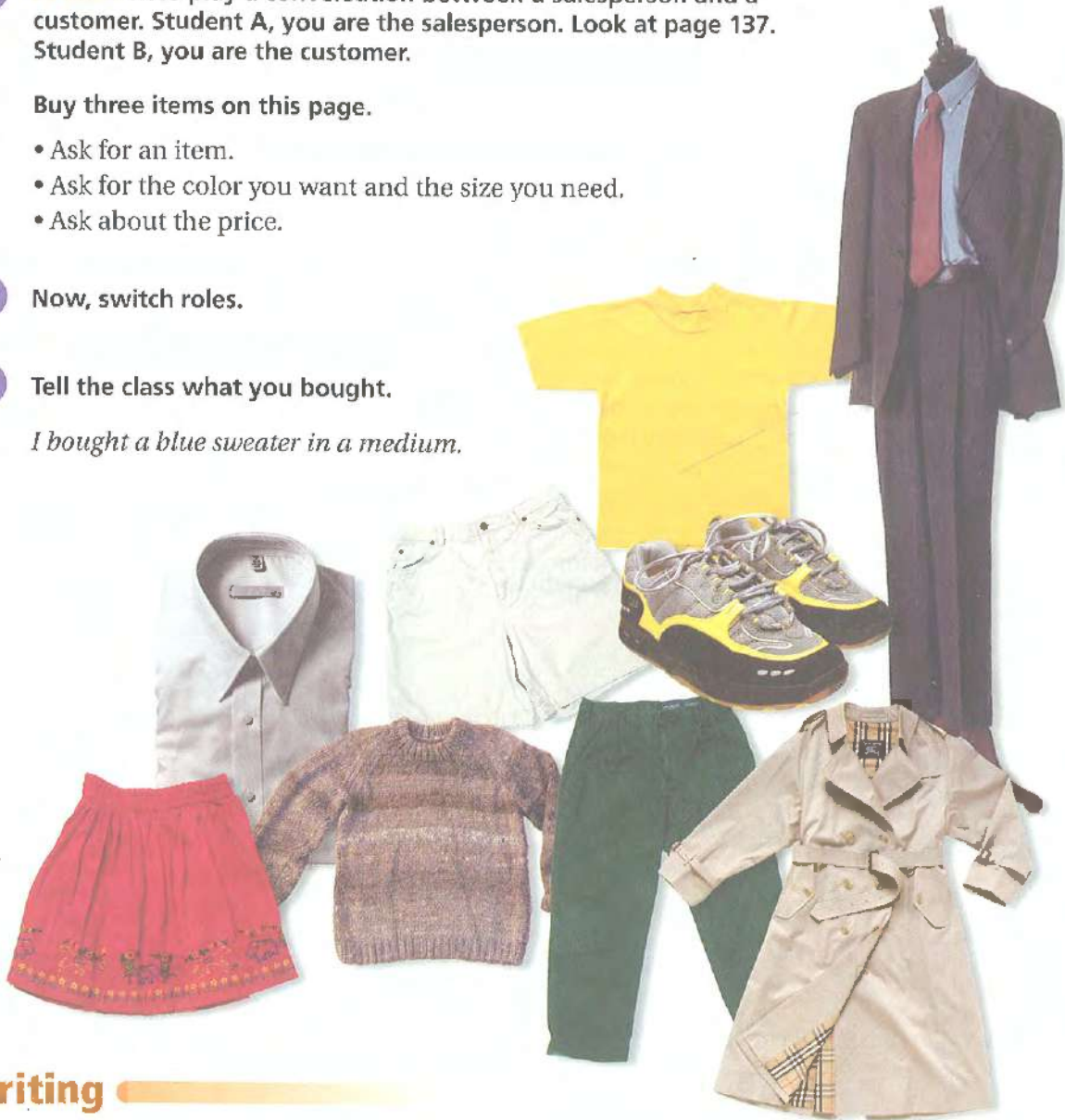
Buy three items on this page.

- Ask for an item.
- Ask for the color you want and the size you need.
- Ask about the price.

- 6 Now, switch roles.

- 7 Tell the class what you bought.

I bought a blue sweater in a medium.



Writing


- 8 Imagine you need some new clothes (for example, for a new job, for a party, or for a trip). Write a list of things you want to get. Include the items, colors, and sizes you need.

CONVERSATION TO GO

- A: **Can I help you?**
 B: Do you have **this** sweater in **large, medium,** and **small?**




Unit 9 The collectors

- 1 You are a collector. Decide which one of the items in the photos you collect. Write your information on a piece of paper.
- 2  Listen to the model conversation.
- 3 **CLASS.** You are at a collectors' convention. Walk around the room and ask five people about the items they collect. Ask how many they have and why they collect that item. Write notes on the piece of paper.
- 4 Who collects the same items? Do they collect them for the same reasons?



Unit 10 The modern world


- 5  Listen to the model conversation.
- 6 **GROUPS OF 3.** Take turns. Student A, you are a visitor from another planet. Choose one of the communication tools in the box. Ask four questions to find out about the tool. Use *Why*, *When*, *Where*, *How*, and *do/does* to form your questions.

Communication Tools


cell phone	computer	newspapers
pager	radio	telephone
television		



Unit 11 Traveling

- 7  Listen to the model conversation.
- 8 Think of a place to go on vacation. Imagine that you go there every year. Write down three things you always take with you and one thing that you never take.
- 9 **GROUPS OF 4.** Take turns. Tell your group the vacation place. The group must guess the things you always take and the thing you never take.

Unit 12 Shopping

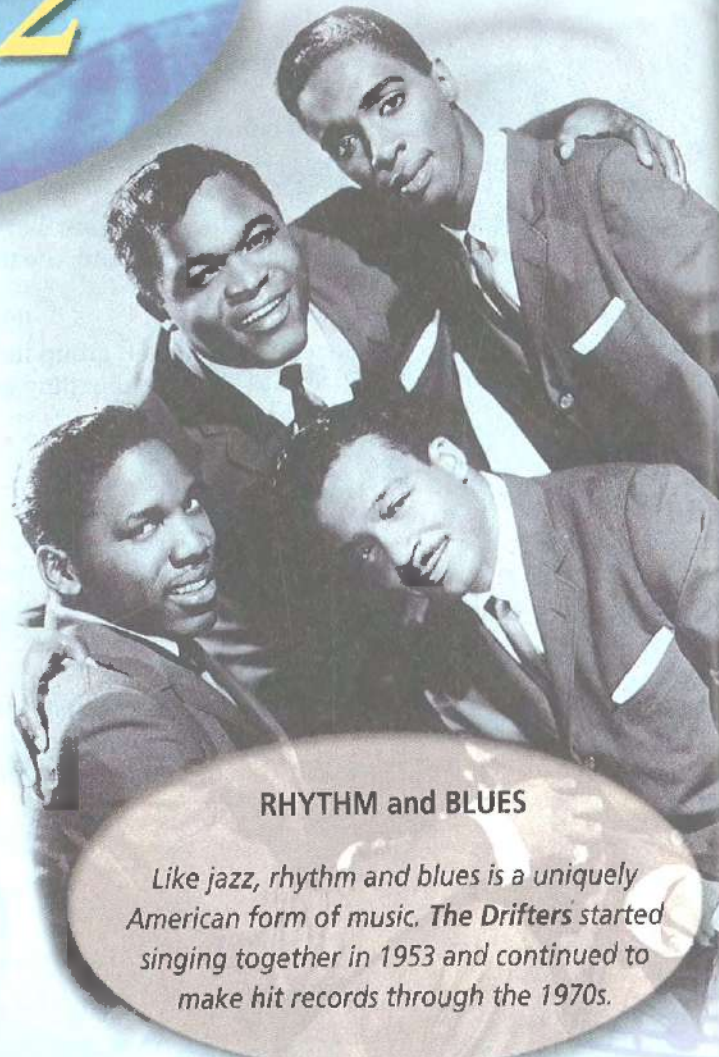
- 10  Listen to the model conversation and look at the pictures.
- 11 **PAIRS.** Role-play. Student A, you are the salesperson. Help the customer decide which items to buy. Student B, you are the customer. You need to buy new clothes. Look at the pictures and ask the salesperson for help. Then switch roles.



World of Music 2

Up on the Roof

The Drifters



Vocabulary

- 1 Use the words and phrases in the box to complete the conversations.

fresh and sweet getting me down
~~hustling crowds~~ room enough
tired and beat

1. A: Where are you going on vacation this year?
B: We're going to the mountains to be alone. We want to get away from the hustling crowds.
2. A: This project is _____.
I don't think I can finish on time.
B: Keep trying. I know you can do it!
3. A: I don't mind the bad weather.
I love the air after it rains.
B: Me, too. It smells so _____.
4. A: What a day! I worked from 8 A.M. until 10 P.M.
B: You look _____. Can I get you something to eat and drink?
5. A: Please, sit here. There's _____ for two.
B: Thank you.

RHYTHM and BLUES

Like jazz, rhythm and blues is a uniquely American form of music. The Drifters started singing together in 1953 and continued to make hit records through the 1970s.

Listening

- 2 Listen to the song. Put the pictures in the correct order to tell the man's story.



- 3  Listen to the song again. Fill in the blanks.

Up on the Roof

When this old _____
starts getting me down

And people are just too much
for me to face,

I climb way up to the top of
the _____

And all my _____ just
drift right into space.

On the roof it's peaceful as
can be

And there the _____
below can't bother me.

Let me tell you now

When I come _____
feeling tired and beat,

I go up where the
_____ is fresh and
sweet.

I get away from the hustling
crowds

And all that rat-race noise
down in the _____.

On the roof's the only place I
know

Where you just have to wish
to make it so,

Let's go up on the roof.

At night the stars put on a
_____ for free,

And darling, you can share it
all with me.

I keep a-tellin' you

Right smack dab in the
middle of _____

I've found a _____
that's trouble proof.

And if this _____
starts getting you down,

There's room enough for two

Up on the roof,

Up on the roof.

Oh come on, baby

Oh come on, honey

Everything is all right ...

- 4 **PAIRS.** Compare your answers.

Speaking

- 5 **GROUPS OF 3.** Discuss the questions.

Describe the character's mood. Why does he/she feel this way?
What is your idea of paradise? Describe it.

How sweet it is!

Vocabulary Food

Grammar Count and non-count nouns; *How much/How many*;
Quantifiers: *much, many, a lot of*

Speaking Talking about foods you like

Getting started

1 **PAIRS.** Match the photos with the words in the box.

bread ____	butter <u>A</u>	cake ____	candy ____	cheese ____
chocolate ____	coffee ____	cookies ____	crackers ____	fruit ____
ice cream ____	milk ____	nuts ____	potato chips ____	soda ____





2 Listen and check your answers. Then listen and repeat.

3 **PAIRS.** Which foods in Exercise 1 are sweet and which are not sweet? Write them in the correct column.

Sweet	Not sweet
soda	cheese

Listening

- 4 **PAIRS.** Do you know what the following word and phrase mean: *chocoholic* and *to have a sweet tooth*?
- 5  Listen to the interview and check (✓) the words from Exercise 1 that you hear.
- 6  Listen again. Are the sentences true or false? Write *T* or *F* next to each one.
1. Lorraine eats some chocolate almost every day. T
 2. Tae-Soon eats a lot of sweet things.
 3. Gustavo eats a lot of cookies.
 4. Gustavo buys a lot of potato chips.
 5. Janice prefers salty food.

Reading

- 7 **PAIRS.** Do you think sweet foods are healthy or unhealthy for you? Read the article and compare your answers.

Short and Sweet

The Truth about Sweets

Are you crazy about sweets? How many cookies do you eat in a day? How much chocolate? How much soda do you drink? A lot of people love sweets. In fact, a lot of people eat and drink too many sweet things. And that's not good. It can lead to health problems.

If you eat a lot of cookies, ice cream, or cake—be careful. Doctors say that too many sweets are bad for your health. They say to eat a variety of foods: lots of fruits and vegetables, and smaller portions of bread, meat, and dairy. Then have a cookie or two for dessert.

Are two cookies enough to satisfy your sweet tooth? If not, try these suggestions: eat some fruit instead of a lot of chocolate or ice cream, drink some juice instead of soda, or eat a few nuts instead of some candy.

- 8 Read the article again. Underline the word that makes each sentence true.
1. A lot of people love **sweets** / butter.
 2. Too many **cookies** / **vegetables** are bad for your health.
 3. It's OK to eat one or two **cookies** / **cakes** for dessert.
 4. It's good to eat some **fruit** / **chocolate** instead of ice cream.

Grammar focus



- 1 Study the examples of count and non-count nouns.

one cookie	two crackers	five nuts
some butter	some bread	some cheese

- 2 Look at the examples again. Complete the chart.

Count and non-count nouns

Count nouns are things that you can count separately.

For example: cookie , _____ , _____

Non-count nouns are things that you can't count separately.

For example: butter , _____ , _____

Grammar Reference page 145

- 3 Study the examples with the quantifiers *much*, *many*, and *a lot of*.

Do you eat **much** butter? No, **not much**.

I don't put **much** butter on my bread.

How **many** cookies do you eat? **Not many**.

I don't eat **many** sweets.

Our family eats **a lot of** potato chips.

We also eat **a lot of** fruit.

- 4 Look at the examples again. Complete the rules with *much*, *many*, or *a lot of*.

Quantifiers: *much*, *many*, *a lot of*

Use _____ with count nouns in questions and negatives.

Use _____ with non-count nouns in questions and negatives.

Use _____ with count and non-count nouns in affirmative sentences.

Grammar Reference page 145

- 5 Underline the correct word or words in each sentence.

1. A: How **much** / **many** fruit do you eat everyday?

B: A lot / **Much** / **Many**. I really like fruit.

2. A: Do you drink **much** / **many** soda?

B: No, not **much** / **many**, but I drink **a lot of** / **much** / **many** coffee.

3. A: Are there **much** / **many** cakes on the table?

B: I don't know. There were **a lot** / **much** / **many** this morning.

4. A: Do you eat **much** / **many** sweets?

B: Not **much** / **many**. I like salty things better.

5. A: There isn't **much** / **many** ice cream in the freezer.

B: Really? Well, I bought **a lot** / **much** / **many** yesterday!



Pronunciation

- 6 Listen. Notice the vowel sounds of /ɑ/ in *not* and /ʌ/ in *nut*.

not	nut	one nut	not a lot
much	much butter	Do you eat much butter?	No, not much.
a lot	a lot of nuts	I eat a lot of nuts.	
love	love butter	How much butter do you eat?	A lot. I love butter!

- 7 Listen and repeat.

Speaking

- 8 **BEFORE YOU SPEAK.** Complete the first column with the names of other foods and beverages.

- 9 **PAIRS.** Take turns. Interview each other. Use *much*, *many*, *or*, and *a lot of* in your questions and answers. Take notes.

A: Do you eat chocolate?
 B: Yes.
 A: How much chocolate do you eat in a week?
 B: A lot—I eat some every day!

- 10 Does your partner have a sweet tooth? Report to the class.

Do you have a sweet tooth?	
Yes or No	How much/many _____ do you eat/drink in a week?
Sweet	
<u>chocolate</u>	

Not sweet	
<u>coffee</u>	

Writing

- 11 Dr. Food has a website about favorite foods. What do you like to eat? Write an email to Dr. Food about the foods you like and tell how much you eat.

CONVERSATION TO GO

A: Do you eat **much** chocolate?
 B: Yes, **a lot!**

Job exchange

Vocabulary Job duties

Grammar Modal: *can* for ability

Speaking Asking about job skills

Getting started

- 1 **PAIRS.** Match the verbs in the box with the groups of nouns to create different job skills. Some verbs will be used more than one time.

design	drive	manage	read
repair	sing	type	write

- _____ type _____ 80 words a minute, a letter, a report
- _____ a website, a building, a brochure
- _____ a car, a photocopier, a computer
- _____ a hotel, a project, people
- _____ English, Portuguese, Spanish

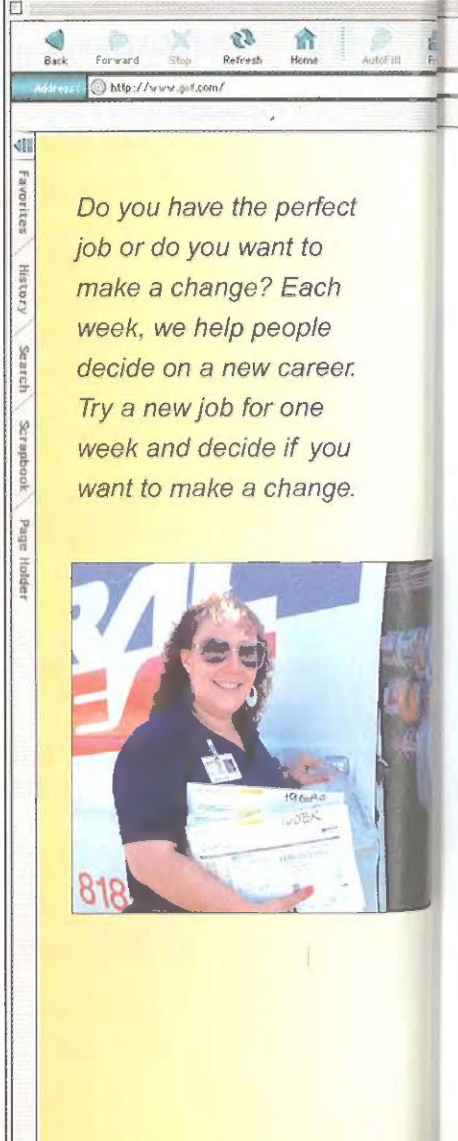
- _____ a car, a truck, a motorcycle

- _____ a story, a report, a speech

- _____ a song

- 2 **Underline the correct verb to complete each sentence.**

- I want to **design** / **repair** a website that's easy to use.
- It's important to **read** / **drive** maps correctly in my job.
- My job is to **repair** / **drive** a truck and deliver packages.
- These actors also **speak** / **sing** and dance.
- I need to **speak** / **type** Japanese to some of our guests.
- Please call the service department to **repair** / **write** the copier.
- Our assistant can **manage** / **type** 60 words a minute.
- I **manage** / **design** a team of 20 employees.



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Do you have the perfect job or do you want to make a change? Each week, we help people decide on a new career. Try a new job for one week and decide if you want to make a change.

818

Reading

3 PAIRS. Gary Hampton, a hotel manager, and Viviane Lisboa, a driver, are exchanging jobs. Predict the answers. Then read the text and check your answers.

- _____ likes the new job.
- _____ doesn't like the new job.

4 Read the text again and complete the sentences with *V* (Viviane), *G* (Gary), or *B* (both).

- ___ can speak several languages.
- ___ can drive a truck.
- ___ can't read maps.
- ___ can't sing.
- ___ can't speak Japanese.

Changing Jobs: *The Career Consultants*

Viviane Lisboa is a driver with FedEx®. She delivers packages. But she wants to work around more people. This week she is exchanging jobs with Gary Hampton, a hotel manager from San Francisco. Can Viviane become the perfect hotel manager?

"This is basically the worst week of my life. Gary is really good with the guests. He can speak Japanese, Korean, and Spanish. We have a group of Japanese guests tonight, and I can't understand anything they say. I can only say *konnichi wa*, or *good day*. Tonight is also cabaret night with karaoke. Usually the manager does the first song. The problem is—I can't sing!"

Gary Hampton is a successful hotel manager from San Francisco. He wants to work outside in the fresh air and have a regular schedule. Can Gary become the perfect Fed Ex® driver?

"I love this job. I'm outside all day. I can drive a truck with no problem. But right now . . . I can't move! I'm stuck in traffic in the middle of the city. I can't keep my schedule like this. And I do have one problem. I can't read maps well—especially city maps! So, right now . . . I'm lost! But I really love this job!"



Grammar focus

1 Study the examples with *can* for ability.

Gary **can** drive a car.
 Viviane **can't** speak Japanese.
Can Gary **become** the perfect driver?
 Yes, he **can**. / No, he **can't**.

2 Look at the examples again. Complete the chart.

Modal: *can* for ability

Affirmative statements	I/You/He/She/We/They	_____	drive a truck.
Negative statements	I/You/He/She/We/They	_____	drive a truck. †

NOTE: Always use the base form of the verb with *can* and *can't*.

Yes/No questions

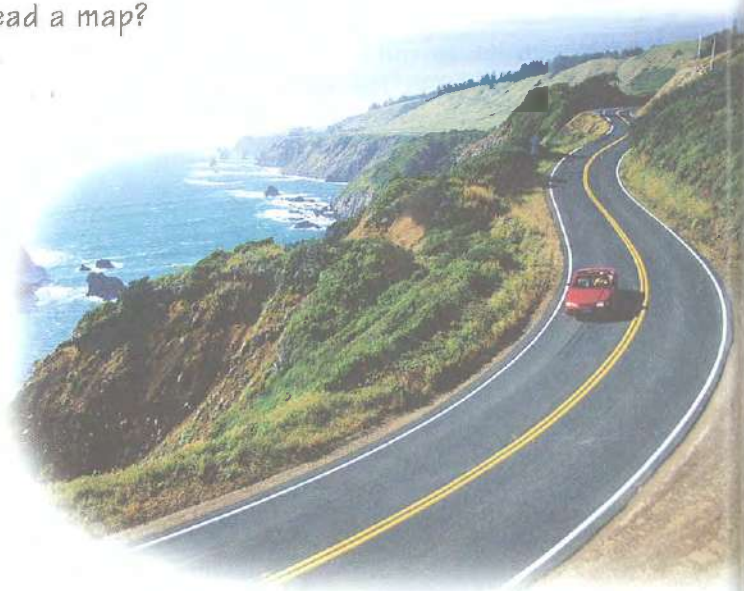
Short answers

_____ you type?	Yes, I _____.
	No, I _____.

Grammar Reference page 145

3 Write questions and short answers with *can* or *can't*.

- A: you / read / map? Can you read a map?
 B: yes Yes, I can.
- A: she / drive / car?
 B: no
- A: you / type / fast?
 B: yes
- A: he / speak / French well?
 B: yes
- A: they / finish / the report on time?
 B: no
- A: Regina / read / Russian?
 B: yes
- A: they / repair / all the computers?
 B: yes
- A: you / design / websites?
 B: no



Pronunciation



- 4  Listen. Notice the weak and strong pronunciations of *can*. Notice the strong pronunciation of *can't*.

I **can** drive a truck.

I **can't** sing.

Can you read a map?

Yes, I **can**. / No, I **can't**.

- 5  Listen again and repeat.
- 6  Listen and underline the word you hear.

1. We **can** / **can't** repair computers.
2. I **can** / **can't** read a map.
3. He **can** / **can't** design websites.
4. She **can** / **can't** speak Spanish.
5. **Can** / **Can't** you sing?
6. I **can** / **can't** type fast.

Speaking

- 7 **PAIRS.** Take turns interviewing each other.

Can you use a computer? Can you type fast? Can you speak . . . ?

Can you...?

Administration

use a computer/type
speak a foreign language
manage your time

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Business

manage a company
write a business plan
manage other people

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Technology

write computer programs
design a website
repair a computer

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Entertainment

dance
sing
play an instrument

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 8 Which type of job can your partner do? Does your partner agree with you?

Writing

- 9 Think about your job skills. Write about the skills you have and the skills you don't have now, but want to learn. Use *can* and *can't* and some of the vocabulary in this unit.

CONVERSATION TO GO

- A: **Can** you **read** a map?
B: **No**, I **can't**.

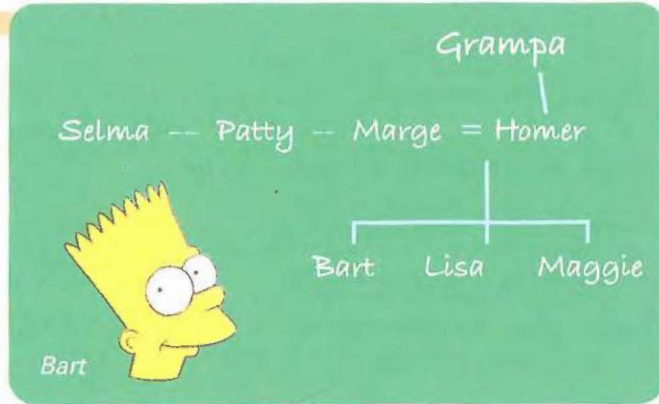


Family

- Vocabulary** Family members
- Grammar** Present continuous for now
- Speaking** Talking about what people are doing at the moment

Getting started

1 **PAIRS.** Look at the Simpson family tree. Use words in the box to complete the sentences. You will not use one of the words.



aunts	brother	children	daughters	father
grandfather	grandmother	husband	mother	parents
sisters	son	uncles	wife	



Homer

1. Marge is my wife.
2. We have three _____.
3. Maggie and Lisa are my _____.
4. Bart is my _____.
5. Grampa is my _____.



Maggie

8. Bart is my _____.
9. My _____ are Homer and Marge.
10. Marge is my _____.



Marge

6. Homer is my _____.
7. I have two _____, Selma and Patty.



Lisa

11. I have two _____, Selma and Patty.
12. My mother doesn't have any brothers, so I don't have any _____.
13. Grampa is my _____.

2 Listen to the riddles about different family members. Who is it? Write the family member next to each number.

- | | | |
|-----------------|----------|----------|
| 1. <u>uncle</u> | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

- 3 **PAIRS.** Look at the example of the Simpson family tree. Draw your family tree. Then describe it to your partner.

Reading

- 4 **PAIRS.** Look at the picture. Which of the Simpsons is happy? _____
Not happy? Read the letter to check your answers.

Bart	Homer	Marge	Maggie	Lisa
------	-------	-------	--------	------

- 5 Read the letter again. Are the sentences true or false? Write *T* or *F* next to each one.

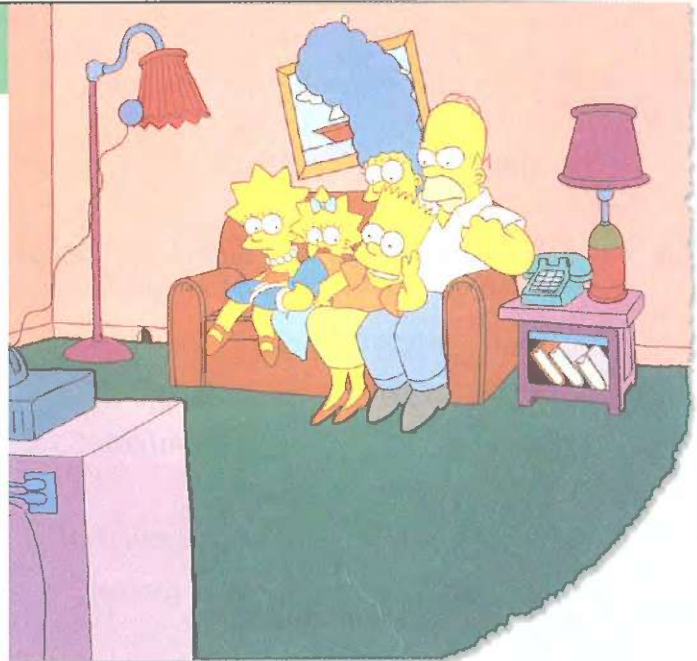
1. Bart is sitting in the kitchen. F
2. Bart doesn't like the TV program.
3. Homer wants to be with his friends.
4. Marge is happy because her sisters are visiting.
5. Marge's sisters are in her kitchen.
6. Maggie is watching Bart.
7. Lisa wants the family to talk to each other.

Readers' Letters

Your TV favorites ...

My favorite Simpsons' episode is *A Night at Home with the Family*. I love the moment when the family is sitting on the sofa together and they are watching TV. Bart is very happy because he's lying across everyone and he's watching his favorite program. But his parents and his sisters aren't so happy. In fact, they're not having much fun. Homer isn't happy because he isn't spending time with his friends. Marge isn't happy because her sisters are visiting and they're making a mess in her kitchen. Maggie isn't watching TV because she's looking at Bart. And Lisa...is she enjoying herself? No, she isn't. She's getting angry because the family isn't talking—they are just watching TV!

C. Brown, Boston



Grammar focus

1 Study the examples of the present continuous.

I'm **watching** *The Simpsons*!Maggie **is looking** at Bart.Homer **isn't talking** to his friends.They're **sitting** on the sofa.They're **not spending** time with their friends.Are you **having fun**? Yes, I am. / No, I'm not.

2 Look at the examples again. Complete the chart.

Present continuous

Use the _____ to describe actions that people are doing now.

Use a form of the verb *be* + a verb that ends in _____.

Note the spelling:

watch → **watching**have → **having**hit → **hitting**

visit → _____

make → _____

sit → _____

Grammar Reference page 146

3 Listen and find out what the Cormack family is doing. Complete the sentences.

- Mr. Cormack is getting up.
- His wife _____.
- His son _____.
- His daughter _____.
- The children _____.



4 Complete the sentences with the correct form of the present continuous. Use the verbs in parentheses.

- A: What are you doing? (you/do)
B: I 'm cooking breakfast. (cook)
- A: Where _____? (you/go)
B: I _____ to work.
- A: Who _____ to? (she/talk)
B: She _____ to her mother.
- A: What are they doing now?
B: They _____ soccer. (play)
- A: It's 7:00. _____ *The Simpsons*? (you/watch)
B: No, I _____ a movie.

Pronunciation

- 5  Listen. Notice the stressed words in these sentences.

The **family** is **sitting** on the **sofa**.

They **aren't** **talking**.

What are they **doing**?

They're **watching** a **movie**.

Are they **having fun**?

Yes, they are.

- 6  Listen again and repeat.

- 7 **PAIRS.** Practice the conversations in Exercise 4.

Speaking

- 8 **PAIRS.** Student A, look at page 137. Student B, look the picture of the Cormack family on this page. Take turns. Ask questions to find five differences between the two pictures. Take notes.

A: Is the son listening to music?

B: No, he isn't. He's...



Writing

- 9 What time is it right now? Think of five people you know. What are they probably doing right now? Write sentences about them. Use the present continuous.

CONVERSATION TO GO

A: What's your brother **doing** now?

B: He's **doing** his homework.



In a café

Vocabulary Food and drink



Grammar Modals: *would like*, *will have*, and *can* for ordering

Speaking Ordering in a restaurant

Getting started

- 1 Look at the pictures of the food and beverages on page 73. Write the numbers of the pictures next to the correct items on the café menu.
- 2 **PAIRS.** Compare your answers.

Listening

- 3  Regina is calling to place a take-out order. Listen to her conversation and write the missing prices on the menu.
- 4  Listen to the rest of Regina's conversation. Underline the items that she orders.
 1. a chicken sandwich with tomato / a cheese sandwich with tomato
 2. a large coffee / a large milk
 3. hot chocolate / chocolate cake



Liberty Café

Sandwiches

1 Chicken (with lettuce)	\$5.50
Ham (with lettuce)	\$5.95
Cheese (with lettuce)	\$_____

Extras

Tomato	\$0.50
Mixed green salad	\$1.75
Potato chips	\$1.25

Cake

Chocolate	\$_____
-----------	---------

Fruit

Apple/Banana	\$_____
--------------	---------

Hot drinks

Tea with lemon	Small \$_____	Large \$1.80
Coffee	Small \$1.60	Large \$1.95
Hot chocolate	Small \$1.70	Large \$2.00

Cold drinks

Milk	\$1.50
Soft drinks	\$_____
(cola, ginger ale, lemon/lime)	
Juice (orange/apple)	\$2.00
Bottled water	\$1.25



Pronunciation

- 5 Listen. Notice the vowel sounds of /i/ in *tea* and /ɪ/ in *milk*.

tea	milk	tea with milk	Tea with milk, please.
cheese	sandwich	a cheese sandwich	I'd like a cheese sandwich.
chicken	sandwich	a chicken sandwich	Can I have a chicken sandwich?
three	fifty	three-fifty	It's \$3.50.

- 6 Listen and repeat.

- 7 **PAIRS.** You each have \$10. Tell each other what you want to eat and drink from the Liberty Café menu. Say how much it costs.

I'd like a cheese sandwich with tomato, a small tea with lemon, and an apple. The total is \$8.25.

Grammar focus

- 1 Study the examples. Notice the different ways to order in a restaurant.

I'd like a small soft drink.
I'll have bottled water, please.
Can I have a house salad?

- 2 Look at the examples again. Complete the explanation in the chart.

Modals: *would like*, *will have*, and *can* for ordering

_____, _____, and _____ are all polite ways to say *I want* when you order food in a restaurant.

Grammar Reference page 146

- 3 Complete the conversations. There may be more than one correct answer.

1. A: Are you ready to order?

B: Yes, _____ a chicken, lettuce, and tomato sandwich.
And _____ potato chips with that, please.

A: Anything else?

B: Yes, _____ a small orange juice, please?

2. A: Can I take your order?

B: Yes, _____ tea with lemon to go?

A: Small or large?

B: Large, please.

A: Is that all?

B: No, _____ a piece of banana cake, please.

3. A: Good morning.

B: Good morning. _____ a coffee with milk.
Make it a large.

A: Yes, here you are.

B: And _____ an apple, please. How much is that?



- 4 **PAIRS.** Compare your answers. Then practice the conversations in Exercise 3.

Speaking

- 5 **GROUPS OF 3.** Student A, you are a waiter/waitress in a café. Students B and C, you are customers.

Student A, look at page 138. Students B and C, look at the menu on this page and decide what you want to have. Give your order to the waiter/waitress.

A: *Can I take your order?*

B: *Yes, I'd like a cheese and tomato sandwich.*

C: *I'll have a ham sandwich. Can I have a house salad with that, please?*

Lunch Munchies

SANDWICHES

Ham and cheese	\$5.25
Chicken, lettuce, and tomato	\$5.75
Cheese and tomato	\$4.65

SIDES

Potato chips	\$1.25
House salad	\$2.25
Fruit salad	\$3.00

CAKES

Chocolate, banana, lemon	\$1.95
--------------------------	--------

BEVERAGES

	Small	Large
Juice <i>(orange, apple, tomato)</i>	\$1.50	\$1.80
Soft drinks <i>(cola, lemon/lime, ginger ale)</i>	\$1.10	\$1.40
Bottled water		\$1.35
Coffee	\$1.00	\$1.35
Tea	\$1.00	\$1.35
Hot chocolate	\$1.20	\$1.55

Writing

- 6 You're planning a party. Choose the menu from Liberty Café or Lunch Munchies. Write an email to the café manager. Tell what food and drinks you'd like at the party. Also, ask for some food or drink items not on the menu. Use *would like* and *can* and some of the vocabulary from this unit.


CONVERSATION TO GO

A: **Can I take** your order?

B: **I'd like** a large cup of coffee, please.




Unit 13 How sweet it is!

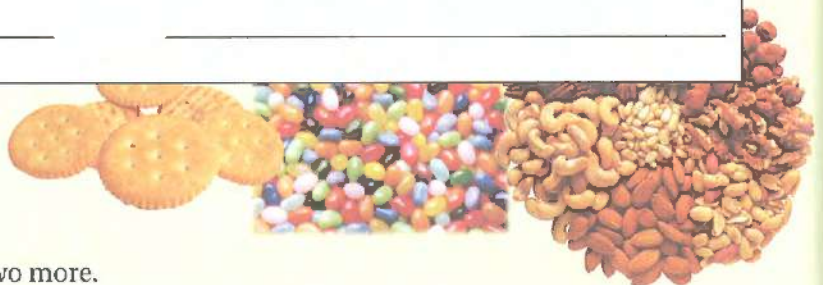
- 1  Listen to the model conversation. Look at the photos and the chart.
- 2 **PAIRS.** Student A, you want to improve your eating habits. Student B, you are a nutritionist. Ask questions to find out about Student A's eating habits. Then make some recommendations.



Client name: <u>Antonio</u>	Client name: _____
Recommendations: <u>Eat more fruit.</u> <u>Drink water.</u> _____ _____ _____	Recommendations: _____ _____ _____ _____


Unit 14 Job exchange

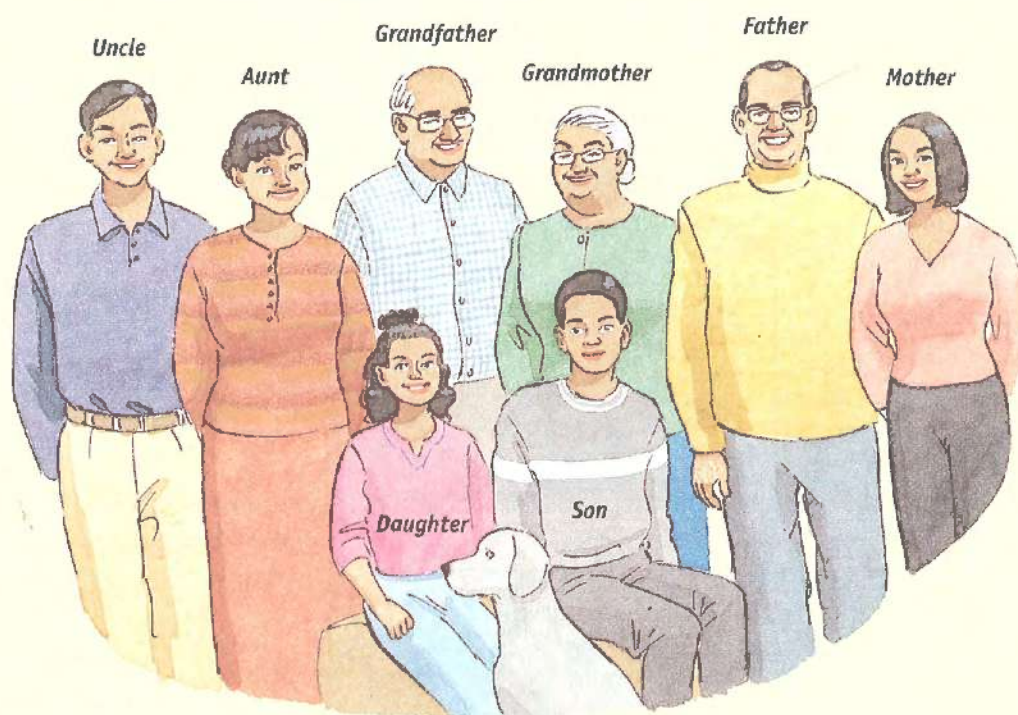
- 3 Look at the list of abilities and write two more.
- 4  Listen to the model conversation and look at the list of abilities.
- 5 **CLASS.** Walk around the room and ask questions. Find someone who . . .




Name	Job skills	Name	Other skills
_____	can design a website.	_____	can speak three languages.
_____	can drive a truck.	_____	can ride a bicycle.
_____	can write computer programs.	_____	can play an instrument.
_____	can _____.	_____	can _____.

Unit 15 Family

- 6  Listen to the model conversation and look at the picture.
- 7 **2 PAIRS.** Team 1 (Students A and C) and Team 2 (Students B and D). Students A and B, look at page 140. Students C and D look at the picture of the Santos family on this page.
- 8 Teams take turns. Student C ask Student A what one of the Santos family members is doing. Student A act out what the family member is doing. Student C guess. Student A can only give two pantomime clues. Each correct sentence receives one point. Keep score.



Unit 16 In a café

- 9  Listen to the model conversation.
- 10 **2 PAIRS.** You are in a café. Students A and B look at the menu on page 140. You are the customers.
- 11 Students C and D, you are both waiters/waitresses. Student C, take Student A's order. You can't write anything down. At the end of the order, you must repeat everything Student A ordered. Each item you remember correctly receives one point. Subtract a point for each item you forget. Then Student D, take your turn and take a different order from Student B.
- 12 Who remembered the most?

Hurricane

Vocabulary Weather; seasons; clothes

Grammar Action and non-action verbs

Speaking Comparing usual and current situations

Getting started

1 PAIRS. Describe the season in each picture. Choose one sentence from each column.

It's spring. It's 70 degrees. It's warm. It's windy.

It's 90° F

It's really cold.

It's raining.

It's 32° F

It's really hot.

It's snowing.

It's 70° F

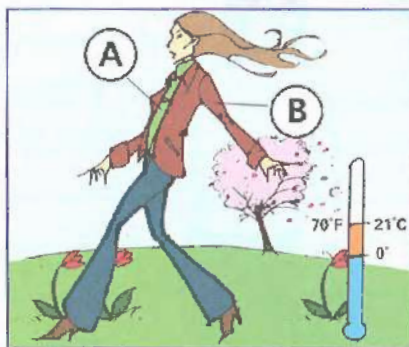
It's warm.

It's sunny

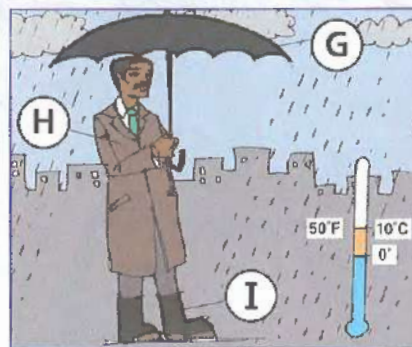
It's 50° F

It's cool.

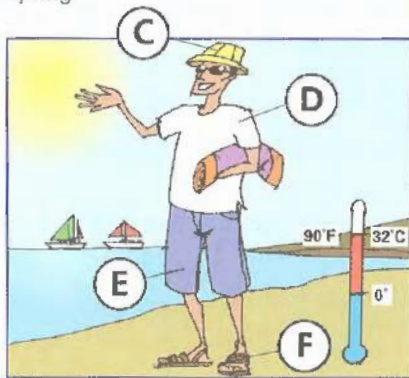
It's windy.



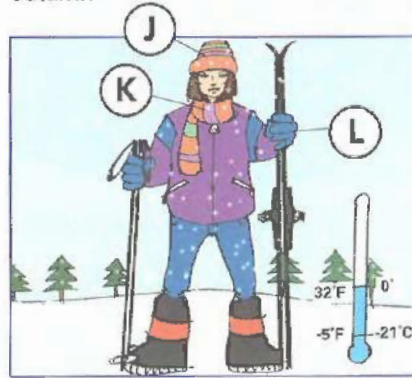
spring



autumn



summer




winter

2 Match the words with the clothes in the pictures.

- | | | | |
|----------------|---------------|------------------|----------------|
| boots _____ | gloves _____ | hat _____ | jacket _____ |
| raincoat _____ | sandals _____ | scarf _____ | shorts _____ |
| sun hat _____ | T-shirt _____ | sweater <u>A</u> | umbrella _____ |

Pronunciation

- 3  Listen. Notice the groups of consonant sounds in these words.
- | | | |
|-------------|---------|--------------------------------|
| scarf | gloves | I need my scarf and gloves. |
| it's | cold | It's cold. |
| spring | snowing | It's spring, but it's snowing. |
| sixty-three | degrees | It's sixty-three degrees. |

- 4  Listen and repeat.

- 5 **GROUPS OF 3.** Answer these questions about the weather where you live.

What are the seasons like where you live? Describe them.


What types of clothes do you wear each season?

Do you like the weather there? Why or why not?


Listening

- 6 **PAIRS.** Guess. Which three of these places often have hurricanes? See page 141 for the answers.

Arizona	Canada	Colorado
Florida	Jamaica	Mexico

- 7  Listen to the news report about a dangerous hurricane. Check (✓) the weather conditions you hear.

- It's 73°. ____
It's 63°. ____
- It's cold and windy. ____
It's warm and windy. ____
- It's raining. ____
It's sunny. ____

- 8  Listen to the news report again. Are the sentences true or false? Write *T* or *F* next to each one.

- The hurricane's name is Charlie. *T*
- The hurricane is in Miami now.
- They know this hurricane is a big one.
- Many people are leaving.
- Some people are trying to protect their homes.
- People are carrying umbrellas.
- Miami has several hurricanes in a season.

Grammar focus

- 1 Look at the examples of action and non-action verbs. Write **A** next to the sentences with action verbs. Write **NA** next to the sentences with non-action verbs.

We **know** this for a fact.
 They're **covering** windows.
 A lot of people **are leaving**.
 We're all **wearing** raincoats and hats.
 Of course, some people **prefer** to stay.
 I **need** some dry clothes!
 Other people **are packing**.
 People **like** to live in Miami.

- 2 Look at the examples again. Circle the correct words to complete the explanations.

Action versus non-action verbs

Action verbs / non-action verbs (like *be*, *understand*, *have*, and *love*) describe states or situations.

Action verbs / non-action verbs are not usually used in the present continuous.

Grammar Reference page 146

- 3 Complete the sentences with the correct form of the verb in parentheses. Use the simple present or present continuous.

- In London, it's usually cold in February and it rains a lot. (rain) It's very cold today and it _____ (snow).
- Today is the first day of spring, and all of Paris _____ (look) beautiful. The sun _____ (shine), and it's about 60 degrees. People _____ (wear) sweaters and jackets. The trees _____ (turn) green and the birds _____ (sing).
- In Seattle it _____ (rain) a lot all year. Sometimes they _____ (have) hot, sunny weather in July and August with temperatures above 90 degrees. Today it _____ (rain) and everyone _____ (carry) umbrellas.
- Autumn in Rome is beautiful. The average temperature in October is about 55 degrees. Today, the sun _____ (not shine) but at least it _____ (not rain).



Speaking

- 4 **BEFORE YOU SPEAK.** Think of your favorite season. Choose a day in that season (for example, *Spring, April 28*). Imagine the weather. Imagine what you and other people are wearing and doing. Take notes.

Date: _____

Season: _____

Weather: _____

Clothes: _____

Activities: _____


- 5 **GROUPS OF 3.** Take turns. Describe the day you're imagining.

Today is April 28th. The weather is perfect. It's 70 degrees, and I'm wearing . . .

- 6 Tell the class about one of your partners' days.

Writing

- 7 An American friend is coming to your country for a year. Your friend sends you an email and wants to know about the weather. Write an email with helpful information.

Size: **B I U T** - 

Hi. I'm packing my bags and I don't know what to bring. I need some information.

- What season is it now?
- What's the weather like at the moment, and what are people wearing?
- What's the weather like in other seasons, and what types of clothes do people usually wear?
- Do you have any dangerous weather conditions, and when do they occur?
- What do people do and wear in these conditions?

Thanks. See you very soon.

J.

CONVERSATION TO GO

- A: What's the weather like?
 B: The sun **is shining**. It **doesn't** always **rain** in Seattle.

UNIT
18

Memories

Vocabulary Memorable, people, events, and possessions

Grammar be simple past

Speaking Talking about memories

Lesson A

Getting started

- 1 Think about memorable people, events, and possessions in your life. Write two for each circle.

People

my great-grandmother

Possessions

my first bicycle

Events

my 16th birthday

- 2 **PAIRS.** Choose one person, event, and possession. Why do you remember them?

- 3 Use the words and phrases in the box to complete the questions. Use each word or phrase once.

How	How many	How much	What
When	Where	Who	

1. How many telephone numbers can you remember?
2. _____ is your mother's birthday?
3. _____ is your best friend's telephone number?
4. _____ old is your father?
5. _____ are the actors in your favorite TV show?
6. _____ is your passport or identification card now?
7. _____ does a ticket to the movies cost?

Listening

- 4 Listen to two friends, Rosa and Man-Ho, play the memory game. Check (✓) the memories they talk about.

Best vacation _____

Best friend at school _____

First girlfriend _____

First boyfriend _____

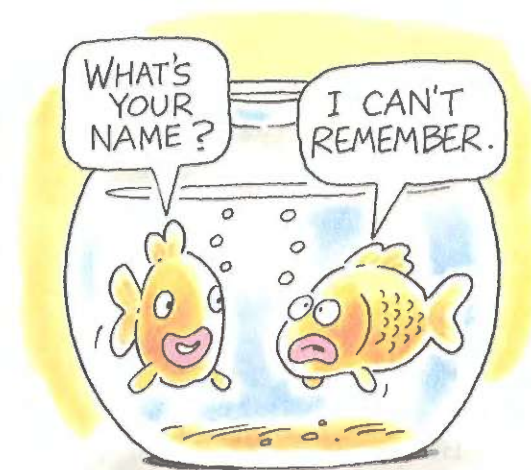
- 5 Listen again. Underline the answers they give to the questions.

Rosa:

Miami last year / Mexico three years ago
 family vacation / family visit
 a lot to do / not much to do
 a lot of kids her age / not many kids her age

Man-Ho:

Pretty and nice / beautiful and smart
 British / Irish
 15 and 16 / 16 and 18



Grammar focus

- 1 Study the examples of the verb *be* in the simple past.

It **wasn't** a problem.
 How old **were** you? I **was** seventeen.
 Where **was** your best vacation? It **was** in Mexico.
Were they the same age? Yes, they **were**. / No, they **weren't**.



- 2 Look at the examples again. Complete the charts.

be simple past: statements					
I/He/She/It	<u>was</u> (+)	young.	We/You/They	___ (+)	happy.
There	___ (-)	a lot to do.	There	___ (-)	any beaches.

be simple past: questions					
___ it crowded?	Yes, it ___.	How old ___ you?			
___ they late?	No, they ___.	When ___ she in Mexico?			

Grammar Reference page 146

- 3 Complete the conversations with the simple past of *be*.

1. A: Was it a good vacation?

B: No, it wasn't.

A: Why?

B: It was cloudy and cold all week!

2. A: When _____ the first World Cup soccer match?

B: It _____ in 1930.

A: _____ it in Greece?

B: No, it _____. It _____ in Uruguay.

3. A: Where _____ the summer Olympic Games in 2000?

B: They _____ in Sydney, Australia.

A: How many different sports _____ there?

B: There _____ 37, I think.

Pronunciation

- 4 Listen. Notice the different weak and strong pronunciations of *was* and *were* and the strong pronunciations of *wasn't* and *weren't*.

How old **were** you? I **was** seventeen.

Was it a good vacation? Yes, it **was**.

There **weren't** many people. It **wasn't** a problem.


Were the beaches nice? Yes, they **were**.


- 5 Listen again and repeat.


START
FINISH


MEMORY GAME


WHERE ... YOUR BEST VACATION?
WHO ... YOU WITH?



WHO ... YOUR BEST FRIEND AT SCHOOL?
WHAT ... HE/SHE INTERESTED IN?



WHEN YOU WERE 10 YEARS OLD, WHAT ... YOUR FAVORITE FOOD?
WHAT ... YOUR FAVORITE DRINK?


WHERE ... YOUR FIRST SCHOOL?
... IT A BIG SCHOOL?


WHEN YOU WERE 13 YEARS OLD, WHAT ... YOU INTERESTED IN?
WHAT ... YOUR MOST IMPORTANT POSSESSION?


WHEN ... YOUR FIRST ENGLISH CLASS?
HELLO.
HOW MANY PEOPLE ... IN YOUR CLASS?


WHO ... YOUR FAVORITE SUBJECT IN SCHOOL?
WHO ... THE TEACHER?


WHO ... YOUR FIRST BOYFRIEND/GIRLFRIEND?
HOW OLD ... YOU?


WHAT ... THE BEST PRESENT YOU EVER GOT?
WHO ... IT FROM?


Speaking

- 6 **GROUPS OF 3.** Take turns. Toss a coin (one side of the coin = move one space, the other side = move two spaces). When you land on a space, your classmates will use the cue to ask you a question. If your sentence is correct, stay on the space. If it is incorrect, move back to where you started your turn. The first person to reach FINISH wins.

B: Where was your best vacation?

A: It was in Mexico.

C: Who were you with?

A: I was with my family. We . . .

Writing

- 7 Think about a memorable person, possession, or event in your life. Write a paragraph describing the person or thing. Explain why he, she, or it is memorable. Use the simple past of the verb *be*.

CONVERSATION TO GO

A: What **was** your favorite subject in school?

B: Well, it **wasn't** English or math. It **was** gym class!

A day in the life of...

Vocabulary Everyday activities

Grammar Simple past: regular verbs (affirmative and negative)

Speaking Talking about your day

Getting started

- 1 Use the verbs in the box to complete the sentences about Kate Childers' typical day.

arrive	call	close	decide	finish	open
relax	reply	start	want	watch	

- I start each day with a strong cup of coffee.
- I _____ the morning news on TV.
- I listen to the weather report so I can _____ what to wear.
- I work out at the gym for an hour because I _____ to stay in shape.
- I meet friends for lunch and _____ a bit.
- I _____ lunch by 2:30 so I can be at work by 3:00.
- I check my voice mail and _____ people back.
- Then I look at my email and _____ to messages.
- Most members of the theater staff _____ at 4:00.
- The theater doors _____ at 7:00.
- We usually _____ the doors at 10:30, and I go home at 11:00.

- 2 **PAIRS.** Describe a typical day for you. Use some of the verbs in Exercise 1.

I arrive at the office at 9:00 A.M. First, I read my emails and reply to them.



Reading

- 3 Read the article and answer the question.
How is Kate Childers' day in the article different from her typical day at work?
- 4 Read the article again. Are the sentences true or false? Write *T* or *F* next to each one.
1. The show that Kate organized started in the morning. F
 2. She talked to MTV in the afternoon.
 3. The new dressing room assistant started work at 5:00 P.M.
 4. Kate talked to many people at the Awards show.
 5. Kate finished work in the early evening.

by Kate Childers,
Manager of the City Theater in New York City

A Day in the Life of a Theater Manager

The MTV Music Awards are today. It's now noon—my workday started early. This morning I wanted to be in the office by 9:00. I decided to eat breakfast at my desk. I watched some entertainment news on TV—about the MTV Music Awards, of course! Then the phone started ringing.

Now it's 4:00 P.M. A busy afternoon. Mostly I talked on the phone! I called MTV about last-minute details for the program. I asked the organizers about the number of special guests.

Then I talked to the manager of the Raffles Agency in Manhattan about the new dressing room assistant.

It's 3:00 A.M.—the next day! I'm so tired! Imogen, the new dressing room assistant, didn't arrive until 5:00 P.M. The Awards started at 7:30. I didn't talk to a lot of people because I was so busy. I didn't even watch the program! But I think everyone loved it! Imogen and I finished work a few minutes ago. It's time to go home and relax.

Welcome to the life of a theater manager!

Grammar focus

- 1 Study the examples of the verbs in the simple past tense.

I called New York.
The new assistant arrived.
She **didn't watch** the program.
We **didn't finish** with work until the next morning.



- 2 Look at the examples again. Complete the chart.

Simple past: regular verbs (affirmative and negative)

Add _____ to the base form of the verb to form the simple past of regular verbs.

Use _____ + the base form of the verb to form the negative of the simple past.

Note the spelling:

call → called

arrive → arrived

study → studied

open → _____

close → _____

reply → _____

Grammar Reference page 147

- 3 Look at Kate's "To Do" lists for the morning and the evening. Write complete sentences about which things she did or didn't do.

To Do List:

Morning

cook breakfast X

call mother ✓

work out at gym X

watch entertainment news on TV ✓

look at new work schedule ✓

Evening

return to work at 6:00 P.M. ✓

check new concert posters X

talk to musicians ✓

plan schedule for next day X

finish paperwork ✓

1. She didn't cook breakfast.
2. She called her mother.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Pronunciation

- 4 Listen. Notice the three different pronunciations of the *-ed* ending in simple past verbs.

started /ɪd/	arrived /ɪd/	talked /t/
	called	

- 5 Listen to more simple past verbs. Notice the pronunciation of the *-ed* ending. Write each verb in the correct sound group.
- 6 Listen and check your answers. Then listen again and repeat

Speaking

- 7 **BEFORE YOU SPEAK.** Write your "To Do" list for the past week. Write four things you did and four things you didn't do. Write ✓ next to things you did and X next to things you didn't do.



"To Do" list week of / / /

start new exercise class X
study for English test ✓

- 8 **GROUPS OF 4.** Exchange lists. Take turns. Say what the person did or didn't do last week.

Rei didn't start her new exercise class. She studied for her English test...

- 9 Is there one thing you all *did* last week? Is there one thing you all *didn't* do last week?

Writing

- 10 Write a paragraph describing what you did and didn't do last week. Use the past tense and some of the vocabulary from this unit.

CONVERSATION TO GO

- A: You **watched** TV all weekend?
B: No, I **didn't**. I **studied** English.

Love at first sight

Vocabulary Common irregular verbs

Grammar Simple past: irregular verbs

Speaking Telling a story

Getting started

- 1 Write the letter of the picture that matches each phrase. Two of the phrases match more than one picture.

buy her flowers C

fall in love _____ and _____

give presents _____

go to her house _____

leave her house _____

meet someone _____ and _____

say no _____

see him with her _____



(A) _____

- 2 **PAIRS.** Compare your answers.



(B) _____



(C) _____

Listening

3 **GROUPS OF 3.** Number the pictures to tell a story. There are many possible variations.

4 Listen to the real-life love story of Jack, Debbie, and Cara. Number the pictures according to the story you hear.

A ___ B ___ C ___ D ___ E 1 F ___ G ___ H ___

5 Listen again and check your answers.

6 Compare your story with Jack, Debbie, and Cara's. Are the stories the same or different?



D _____



F _____



G _____



E _____



H _____

Grammar focus

- 1 Listen again to Jack, Debbie, and Cara's love story. Write the irregular simple past of the verbs in the chart. Complete the rule.

Simple past: irregular verbs

meet <u>met</u>	give _____	fall _____
be <u>was</u>	say _____	know _____
go _____	leave _____	see _____
buy _____	think _____	come _____

Use *didn't* + the _____ form of the verb to make negative statements in the simple past.

Grammar Reference page 147

- 2 Use the correct form of the verbs in the box to complete the story. You will use some of the verbs more than one time.

be	fall	give	go	leave
meet	not love	say	see	think

Violet (1) went on vacation to Italy. She (2) _____ a waiter named Giovanni at a local restaurant and she (3) _____ in love instantly. He (4) _____ very romantic and (5) _____ her flowers. He (6) _____ that he loved her. Violet (7) _____ home two weeks later, but Giovanni didn't go with her. She (8) _____ about him every day. One month later she (9) _____ again for Italy. She (10) _____ to the restaurant and (11) _____ Giovanni with another woman. She knew then that he (12) _____ her.



Pronunciation

- 3  Listen. Notice the vowel sounds in *of /eɪ/ in came* and */ɛ/ in went*.

met	they met	They met, and he fell in love.
went	every day	He went to her house every day.
gave	expensive presents	He gave her expensive presents.
came	very upset	He came home very upset.

- 4  Listen and repeat.

Speaking

- 5 **BEFORE YOU SPEAK.** Think about the story of Jack, Debbie, and Cara on page 91. Think of how to continue the story. What happened to them? Write some key words.

Debbie was heartsick. She . . .

- 6 **PAIRS.** Take turns. Tell the story with your new ideas. Are your stories the same or different?



Writing

- 7 Rewrite the story of Jack, Debbie, and Cara so that something is different. (For example, *They met again 10 years later . . .* or *The women are sisters . . .*) Use the simple past tense and some of the vocabulary from this unit.



CONVERSATION TO GO

- A: I **met** him in the supermarket.
B: We **fell** in love at first sight.



Unit 17 Hurricane

- 1 Listen to the model conversation and look at the words in the chart.

Temperature	Weather	Season	Clothes
-5°F/-21°C	sunny really hot	fall	shorts sweater hat
70°F/21°C	windy cool	winter	sandals gloves T-shirt
90°F/32°C	raining warm	spring	jacket scarf
50°F/10°C	snowing really cold	summer	raincoat boots

- 2 **GROUPS OF 3.** Create a story. Take turns choosing information from each column and making a sentence with it. Decide as a group what the final sentence of the story will be. Create a few stories.
- 3 Tell your best story to the class.

Unit 18 Memories

- 4 Listen to the model conversation and look at the game.
- 5 **TWO PAIRS.** Take turns. Toss a coin (one side of the coin = move one space, the other side = move two spaces). When you land on a space, use the cue to ask your partner a question. Your partner answers the question. If your question and answer are correct, stay on the space. If they are incorrect, move back to where you started your turn. The first pair to reach FINISH wins.



Unit 19 A day in the life of ...

6  Listen to the model conversation.

7 **PAIRS.** Student A, look at Talia's daily planner on page 141. Student B, look at Talia's planner on this page.

Student A, say a sentence with the time and something Talia did. Student B, say what Talia didn't do at that time. Then Student B, say a sentence with the time and something Talia didn't do. Student A, say what Talia did do at that time. Take turns saying what Talia did and didn't do.

DAILY PLANNER	
Thursday	Friday
8:00 stay in bed ✓	8:00 call the office X
9:00 watch the news X	9:00 study for banking test ✓
10:00 call the office X	10:00 clean house X
11:00 call Jane ✓	
12:00 talk to Simon X	
5:00 start dinner X	5:00 go shopping X
6:00	6:00
7:00 watch TV ✓	7:00 ask John for help ✓
8:00	8:00
9:00	9:00 dance all night ✓

Unit 20 Love at first sight

8  Listen to the model conversation and look at the pictures.

9 **GROUPS OF 3.** Take turns giving information to create a story about the woman and the man in the pictures. Use the simple past tense of the irregular verbs in the box and other verbs you know.

be buy come fall give go leave meet say see think

10 Tell your story to the class.



World of Music 3

Tom's Diner

Suzanne Vega



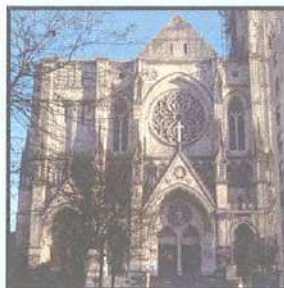
Vocabulary

1 **PAIRS.** Match the phrases in the box with the photos.

bells of the cathedral diner on the corner looking inside
~~pouring coffee~~ reading the newspaper shaking an umbrella



A. pouring coffee B. _____ C. _____



D. _____ E. _____ F. _____

FOLK

Folk music originally meant songs that ordinary people composed. Beginning in the 1960s, the meaning changed to include personal and political songs. Contemporary singers like Suzanne Vega have continued this tradition.

Listening

2 Listen to the song. Put the photos in Exercise 1 in the correct order.

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

- 3  Listen to the song again. Fill in the blanks.

Tom's Diner

I _____ in the morning at the diner on the corner.
I _____ at the counter for the man to pour the coffee.
And he fills it only halfway, and before I even argue
He _____ out the window at somebody coming in.
"It is always nice to see you" says the man behind the counter
To the woman who has come in. She _____ her umbrella
And I look the other way as they _____ their hellos
I _____ not to see them
Instead I pour the milk.

I open up the paper, there's a story of an actor
Who had died while he was drinking. It was no one I had heard of.
And I _____ to the horoscope and _____ for the funnies
When I _____ someone watching me and so I raise my head.
There's a woman on the outside looking inside; does she see me?
No she does not really see me 'cause she sees her own reflection.
And I _____ not to notice that she's hitching up her skirt,
And while she _____ her stockings her hair _____ wet.

Oh, this rain it will continue through the morning
As I _____ to the bells of the cathedral, I _____ of your voice...

- 4 **PAIRS.** Check your answers.

Speaking

- 5 **GROUPS OF 3.** Discuss these questions.

Is the person telling the story a woman or a man? Is he/she alone or with someone? How do you know?

Why is the main character watching everyone? What are some of the things he/she notices?

Life and times

- Vocabulary** Important life events
Grammar Simple past: questions
Speaking Asking questions

Getting started

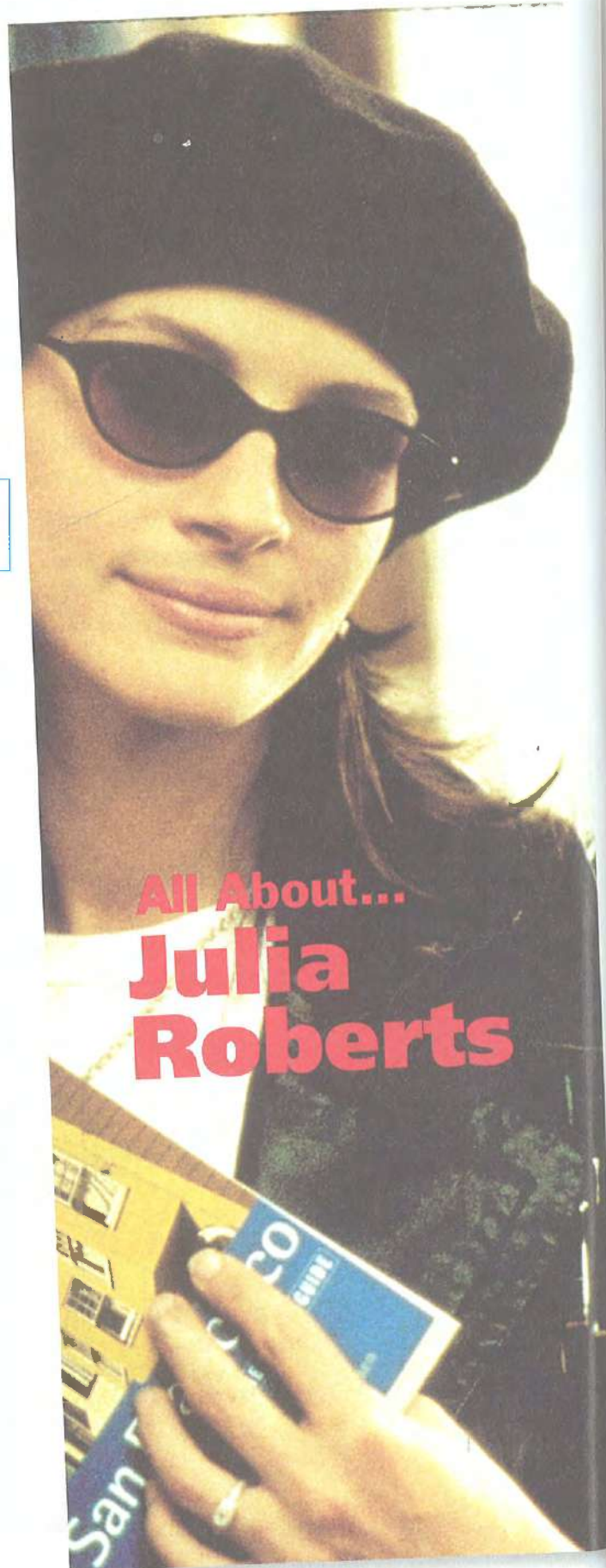
- 1 PAIRS.** Look at the photo. Who is this actress? Tell your partner what you know about her.
- 2** Match the verbs in the box with the words and phrases to describe different life events.

be	become	get	go	have
make	move	start/finish	take	

1. be born, an actress, 30 years old
2. _____ an English class, an exam, a driving test
3. _____ a film, a career change, money
4. _____ engaged, married, divorced
5. _____ to college, on vacation, on your honeymoon
6. _____ school, college, work
7. _____ to a house, to an apartment, to the U.S.
8. _____ famous, an engineer, an actress
9. _____ a son, children, a baby

- 3 PAIRS.** Tell each other true past events in your life. Use the vocabulary in Exercise 2.

I was born in 1984.
I got married last year.



STAR INTERVIEW |

★ **Why is she famous?**

She's an American actress who starred in *Pretty Woman*, *My Best Friend's Wedding*, *Notting Hill*, *Erin Brockovich*, and *Mona Lisa Smile*.

★ **When was she born?**

Julia was born in 1967 in Georgia (U.S.).

★ **Did she always want to be an actress?**

No, she didn't. She wanted to work with animals.

★ **So, did she go to acting school?**

Yes, she did. She finished high school when she was 17 and started drama school.

★ **When did she get her first job?**

In 1984 she left her home and moved to New York. She got a job as a model for Click modeling agency.

★ **What about love? Is there someone special in her life?**

Julia was engaged to the actor Kiefer Sutherland, but they broke up just before the wedding in 1991. She got married to Lyle Lovett, a singer/actor, in 1993, but, sadly, it didn't work out. They got divorced two years later. She dated Benjamin Bratt, another TV and film actor, for several years.

★ **Did she get married again?**

In 2002, Julia got married again, this time to cameraman Daniel Moder. The wedding was near her home in New Mexico.

★ **When did she make her first film?**

She acted in her first film, *Blood Red*, with her brother, Eric, in 1986. She got her first Oscar nomination when she was 22 years old for *Steel Magnolias*.

★ **Did she ever win an Oscar?**

Yes, she did. She won an Oscar for Best Actress in *Erin Brockovich* in 2001. The movie was a big hit.

Reading

4 Read the article and fill in the year.

1967 She was born.
 _____ She moved to New York.
 _____ She made her first film.
 _____ She got her first Oscar nomination.
 _____ She got married to Lyle Lovett.
 _____ She got divorced.
 _____ She won the Oscar for Best Actress.
 _____ She got married to Daniel Moder.

5 Read the article again. Are the statements true or false? Write *T* or *F* next to each one. Correct the statements that are false.

- Julia Roberts is an American singer. F
 Julia Roberts is an American actress.
- Julia Roberts starred in *Pretty Woman* and *Notting Hill*.
- She wanted to teach English.
- When Julia finished high school, she started acting school.
- She was a model in New York.
- Julia and her sister acted in the movie *Blood Red*.
- She won an Oscar for *My Best Friend's Wedding*.

6 **PAIRS.** Check your answers.

Grammar focus

1 Study the examples of simple past tense questions.

Did she always **want** to be an actress? No, she **didn't**.
 Who **did** she **act** with in her first film? Her brother.
 Where **did** she **move** to in 1984? New York.
 When **did** she **make** the film *Notting Hill*? In 1999.

2 Look at the examples again. Complete the questions in the chart.

Simple past: questions

Did she always want to be an actress?	No, she didn't .
_____ she go to acting school?	Yes, she did .
When _____ she get her first job?	In 1984.
Where _____ she move to in 1984?	New York.
Who _____ she marry in 1993?	Lyle Lovett.
What _____ she win in 2001?	An Oscar for Best Actress.

Grammar Reference page 147

3 Read the answers. Then write the questions.

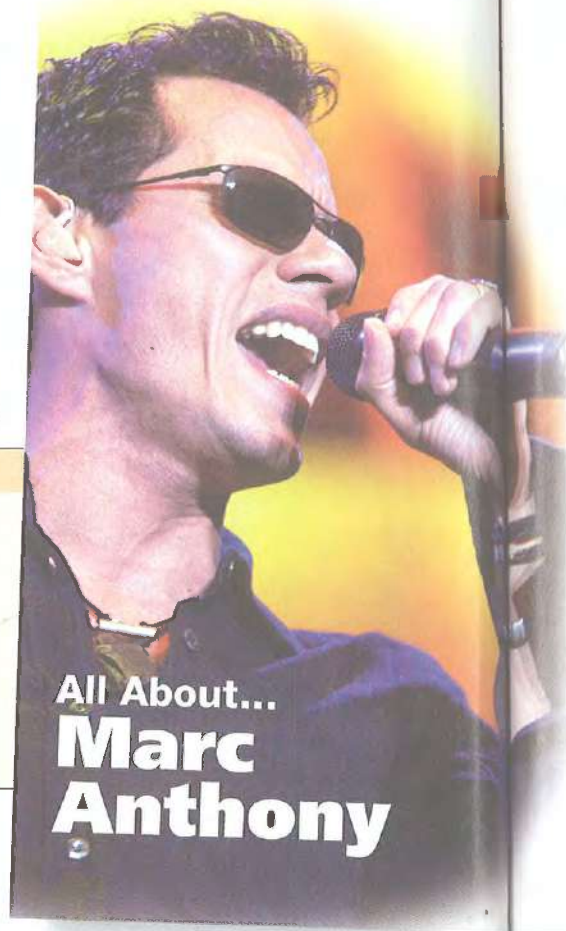
- | | |
|---|---|
| 1. A: When <u>did Julia Roberts become an actress?</u>
B: She became an actress at age 17. | 5. A: When _____
to Lyle Lovett?
B: She got married to Lyle Lovett in 1993. |
| 2. A: Who _____
for as a model?
B: She worked for Click modeling agency. | 6. A: When _____?
B: They got divorced in 1995. |
| 3. A: _____?
B: No, she didn't go to college. | 7. A: When _____?
B: She won an Oscar in 2001. |
| 4. A: When _____?
B: She moved to New York in 1984 | 8. A: Where _____?
B: Julia and Daniel got married in
New Mexico. |

Pronunciation

4 Listen to these questions. Notice the weak pronunciation of *did* and the pronouns and the way these words are linked together.

Did she win an Oscar? Did he grow up in New York?
 When did she finish school? Who did he marry?
 Where did she move to? When did he make a movie?

5 Listen again and repeat.



His early life

Marc Anthony was born in 1969. His parents were from Puerto Rico, but he grew up in New York City. When he was a child, he loved _____.

His career

Marc Anthony had his first Spanish hit in the year 1993. His popularity started to grow. He sang _____ with Jennifer Lopez in 1998. The next year was a big year for Marc Anthony. In 1999, he won _____, he made a movie, and he made his first English album.


His personal life

But important things happened in 2000 also: That year Marc Anthony made an ad for milk. He got married to _____. Marc Anthony and his wife had difficult times in 2002. In July they _____, but six months later they were together again and they had a second wedding ceremony in San Juan!

Speaking

- 6 **PAIRS.** Take turns asking and answering questions to complete Marc Anthony's biography. Student A, look at page 138. Student B, look at this page.

B: *Where did he grow up?*
A: *He grew up in New York City.*

- 7  Now listen to Marc Anthony's biggest hit in English, "I Need to Know."

Writing

- 8 Choose a friend or family member. Write an "All about ..." article like the one about Julia Roberts. Include questions in the simple past.

CONVERSATION TO GO

A: **When did** you **change** careers?
B: In 1997, 1999, 2001, and 2003!

It's on the right.

Vocabulary Parts of a building; ordinal numbers 1st – 10th

Grammar Imperatives; directions and prepositions of movement

Speaking Asking for and giving directions

Getting started

- 1 **PAIRS.** Label the places on the hotel floor plan with the words in the box.

business center	meeting rooms
café	parking garage
cash machine	reception desk
elevator	restaurant
fitness center	restrooms
gift shop	stairs
hallway	swimming pool
lobby	

- 2 Listen and check your answers.

Pronunciation

- 3 Listen to these compound nouns from Exercise 1. Notice the main stress.

swimming pool restrooms

reception desk business center

- 4 Now mark the main stress in these compound nouns.

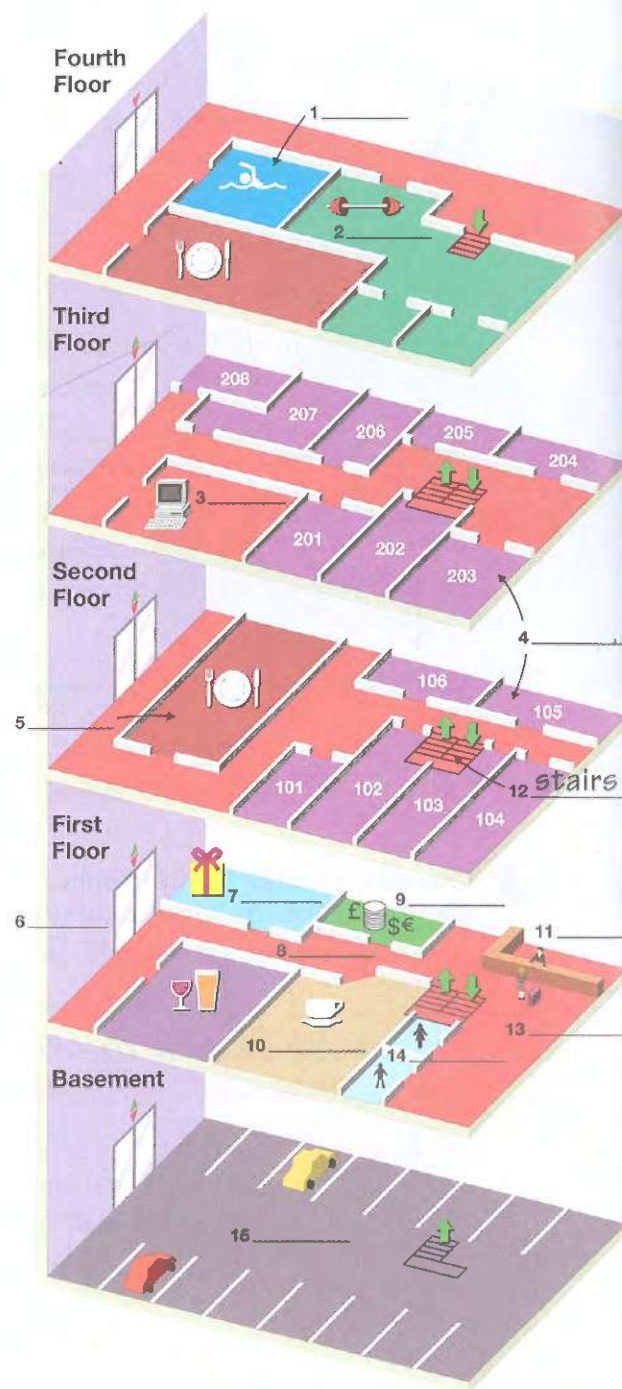
parking garage gift shop

hallway meeting rooms

fitness center cash machine

- 5 **PAIRS.** Compare your answers.


- 6 Listen and repeat.



Listening

- 7  Listen to the conversations and circle the ordinal numbers you hear.

first	second	third	fourth	fifth
sixth	seventh	eighth	ninth	tenth

- 8  Listen to the numbers and repeat.

- 9 **PAIRS.** Look at the floor plan on page 102. Test your partner.

Note: *in* the lobby, *in* the basement, *on* the first floor, *on* the second floor

A: *Where's the café?*

B: *It's on the first floor.*

A: *Correct.*

Grammar focus

- 10 Study the examples of affirmative and negative imperative verbs.

Go down the hallway.

Don't go to the second floor.

Take the elevator to the fourth floor.

Don't take the stairs.

- 11 Look at the examples again. Complete the chart.

Imperatives: affirmative and negative

The imperative form is the same as the _____ form of the verb.

Use _____ with the imperative to make the negative imperative.

Grammar Reference page 147

- 12 Complete the sentences with the imperative form.

1. A: Are you ready?

B: No. I need five more minutes. Wait for me in the lobby.

2. A: How do I get to the fitness center?

B: _____ the elevator to the fourth floor.

3. A: Is there a cash machine in the lobby?

B: Yes. _____ straight down this hallway. It's on the right.

4. A: Do you know anything about the new restaurant on Park Avenue?

B: _____ to that restaurant! It's very expensive, and the food isn't very good.



TH
LO

Listening

1. Look at the floor plan on page 102. Listen to the hotel receptionist give directions. Follow the directions on the hotel floor plan and check (✓) the different places you hear.
2. Look at the floor plan on page 102. Listen again and follow the receptionist's directions. Where does the guest want to go?

Grammar focus

3. Match the following expressions for giving directions with the pictures.

Directions and prepositions of movement

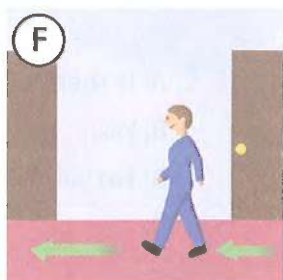
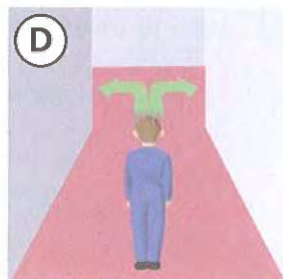
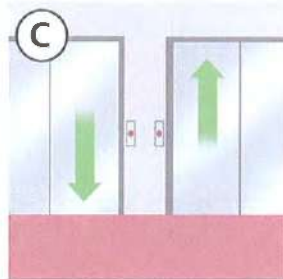
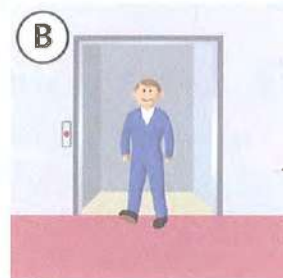
1. Go **to** the end of the hallway _____
2. Turn **left/right** _____
3. Get **off** the elevator _____
4. Go **down** the hallway _____
5. Go **up/down** to the second floor _____
6. Go **past** the gift shop _____

Grammar Reference page 147

4. Read the conversations and fill in the blanks.

1. A: Excuse me. Where's the restaurant?
B: Go _____ to the third floor. Get _____ the elevator. _____ right, go _____ the hallway, and _____ right again. You'll see it on the left. It's Ted's Steakhouse.
A: Thank you.
2. A: Can I help you?
B: Is there a fitness center in the hotel?
A: Yes, ma'am, it's on the fifth floor. Get _____ the elevator, and the fitness center will be in front of you.
3. A: Where's the parking garage?
B: Go _____ the reception desk and take the elevator. Go _____ to the basement. Get _____ the elevator, and you'll see it right in front of you.

5. Listen and check your answers.



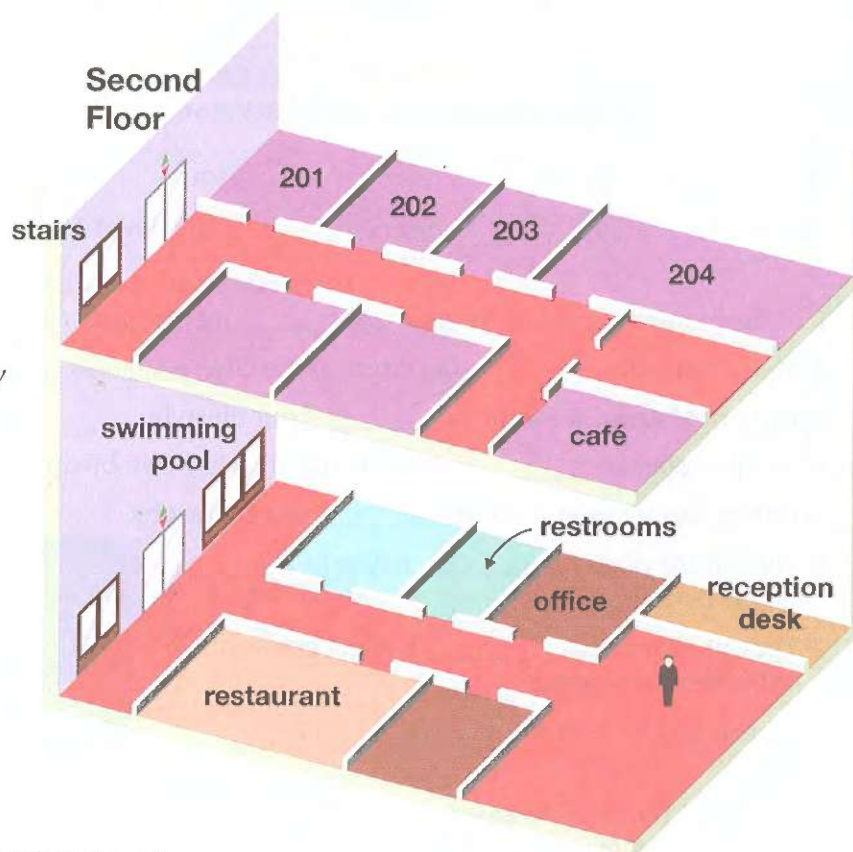
Speaking

- 6 **PAIRS.** Take turns asking and giving directions in a hotel. You are at the reception desk. Student A, look at page 139. Student B, look at the hotel floor plan below. Ask Student A for directions to these places and label each place on your hotel floor plan.

- fitness center
- gift shop
- business center
- cash machine

B: *Where is the fitness center?*

A: *Go down the hallway to the ...*



- 7 Are your floor plans the same now?

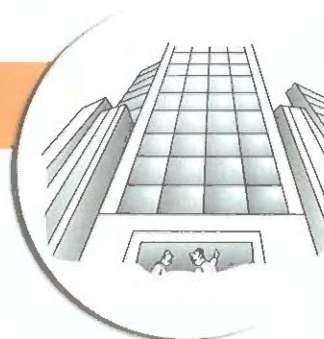
Writing

- 8 Choose two places in your school. Write directions to get to each place from your classroom. Use imperative forms and expressions for direction.

CONVERSATION TO GO

A: Excuse me, where's the restaurant?

B: **Go to** the tenth floor. **Turn right.** It's **on the left.**



Big plans

Vocabulary Life changes

Grammar *be going to* for future

Speaking Talking about plans

Getting started

1 Use the correct form of the verbs to complete the sentences.

build	change	earn	escape
move	quit	retire	settle down

- At the moment, José and Antonio earn a lot of money as computer consultants.
- Metta wants to _____ the stress of the city.
- We're not happy. We want to _____ our lifestyle.
- Wendy hopes to _____ her job and start her own business.
- Daniel and his wife want to _____ out of the city.
- The Smiths plan to _____ a new house in the country.
- They need time to _____ and get comfortable with their new routine.
- Martin and Josie want to _____ at age 65.

2 **PAIRS.** Use the verbs in Exercise 1 to tell your partner five things you want to do in your life.



Simon and Emily Wilkinson, Atlanta, Georgia.



Reading

- 3 **PAIRS.** What does *have it all* mean? Give examples.
- 4 Read the article about Simon and Emily. Write the details about their life in the city and in the country.

Life in the city	Life in the country
successful jobs as computer consultants	no electricity

- 5 Read the article again and answer these questions.

Why did Emily and Simon decide to change their lifestyle?
What do you think of their new lifestyle?

Stress-free

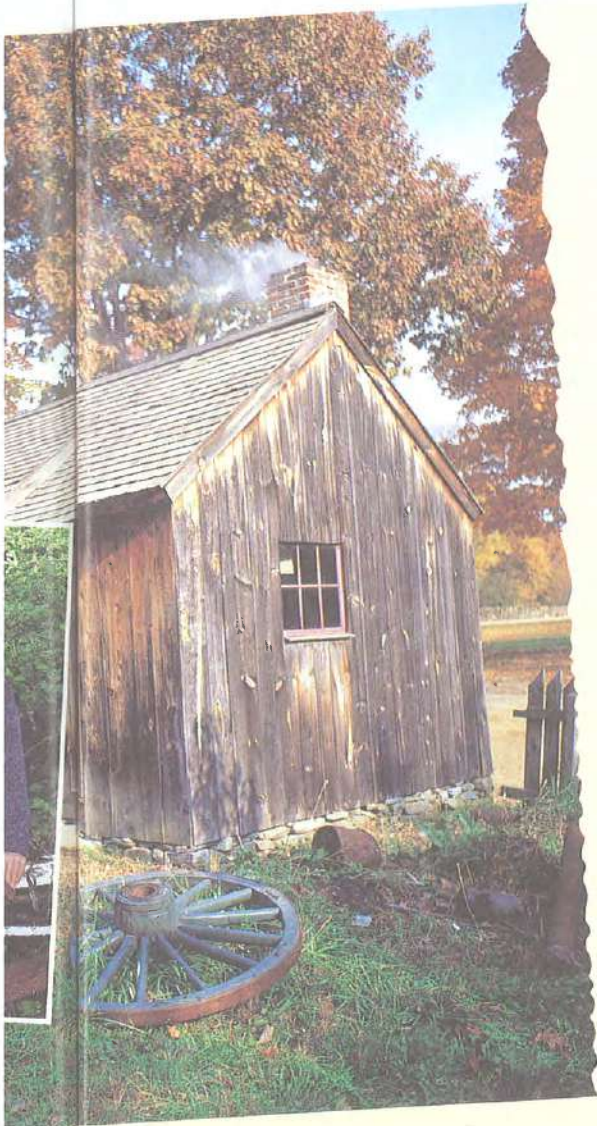
BE SUCCESSFUL, MAKE A LOT OF MONEY, and live in a beautiful apartment in the city. Be happy because you “have it all.” Many of us dream of these things, but for Emily and Simon Wilkinson of Atlanta, Georgia, it wasn’t enough. They had everything, but they weren’t happy with their jobs or with life in the city. They wanted to change their lifestyle.

When their friends asked how, they said, “We’re going to quit our jobs as computer consultants. We’re going to leave our apartment and buy some land in the Cumberland Mountains.”

Now, three months later, life is very different. There’s no electricity, no shower, and no supermarket nearby to buy food. But the husband and wife team love it, and they have big plans.

So what are they going to do? “First, we’re going to build a house. Then we’re going to plant a garden so we can have lots of vegetables to eat all year. We’re going to settle down in our new life.”

And are they going to work in the future? “We’re going to offer vacations to business people who need to escape the stress of the city. But this time we aren’t going to get stressed because of our jobs! We’re going to work in our garden and just relax. We’re probably not going to retire when we’re 65!”



Grammar focus

- 1 Study the examples of *be going to* + verb for the future.

I'm going to quit my job.
 We're going to build a house.
 He's not going to live in the city.
 We aren't going to retire at age 65.
 Where are they going to go?
 Are you going to change your lifestyle? Yes, I am. / No, I'm not.

- 2 Look at the examples again. Complete the rule in the chart.

be going to for future


Use a form of the verb _____ + *going to* + the base form of the verb to talk about future plans.

Grammar Reference page 148

- 3 Charlie, Bonnie, and Steffi are Emily and Simon's friends. They plan to change their lifestyles, too. Write sentences about their plans.

1. What / do? *What are they going to do?*
2. What / their life / be like?
3. Charlie and Bonnie / buy some land in the country
4. They / build a house
5. They / not have / electricity or showers
6. Steffi / leave her apartment / buy a house
7. She / quit her job
8. She / not work in an office
9. She / work from home
10. She / plant a garden

Pronunciation

- 4  *Going to* for the future has two pronunciations. Listen to the first pronunciation. Notice the weak form of *to*.

going to	going to do	What are you going to do?
going to leave	going to leave the city	I'm going to leave the city

- 5  Listen to the second pronunciation of *going to*. Notice that there is no /t/ sound. People often use this pronunciation (*gonna*) in conversation.

- 6  Listen and repeat.



Speaking

- 7 **BEFORE YOU SPEAK.** What are your plans for the future? Check (✓) the things that are true for you. Then write two more things you plan to do.

Next week	In the next six months	In the next three years
get a haircut	move to another city	travel abroad
play soccer	go on vacation	get married
go to work	change my job	earn my degree
go out for dinner	buy new clothes	learn something new
_____	_____	_____
_____	_____	_____

- 8 **GROUPS OF 3.** Take turns asking each other about your future plans.

A: *What are you going to do next week?*

B: *I'm going to get a haircut.*

C: *Well, I'm going to go out for dinner!*

- 9 What's the most interesting thing you found out about your partners' plans?

Writing

- 10 Write a paragraph describing things you're going to do within the next few years. Use *be going to* for future.

CONVERSATION TO GO

A: **Are you going to have** children?

B: No, I'm not!



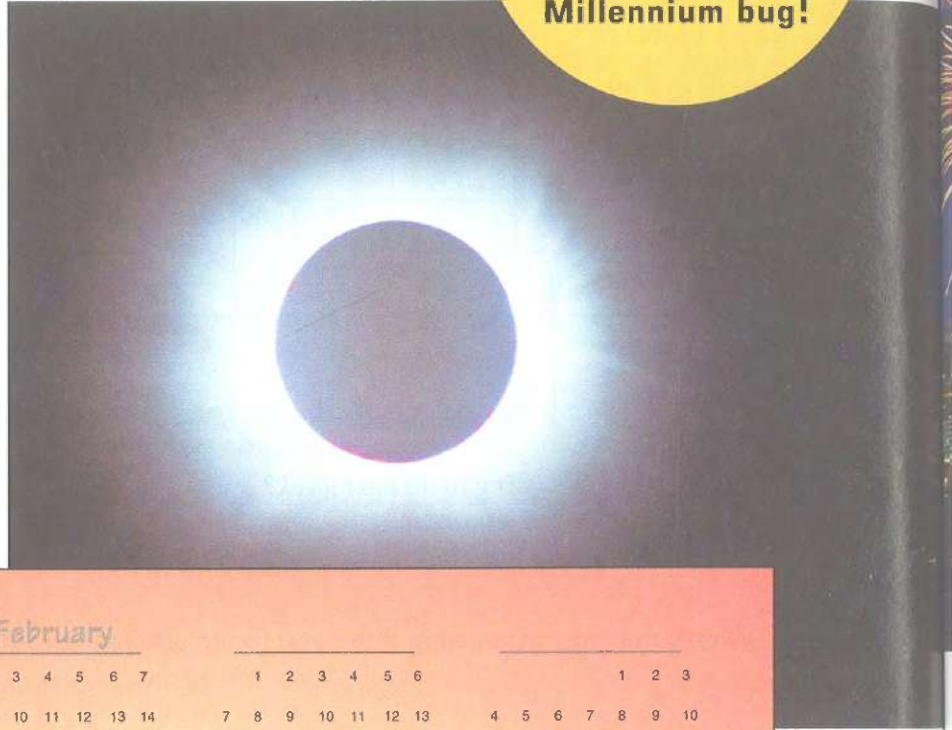
A new year

Vocabulary Dates, months, time, ordinal numbers 11th–31st
Grammar Prepositional phrases with time
Speaking Talking about memorable times



Getting started

- 1 **PAIRS.** Fill in the blanks on the calendar. (A)
- 2 Listen and check your answers. Then listen again and repeat.
- 3 **PAIRS.** Discuss. What's your favorite month? Why? What month is your birthday in?



January							February																							
			1	2	3		1	2	3	4	5	6	7				1	2	3	4	5	6					1	2	3	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
11	12	13	14	15	16	17	15	16	17	18	19	20	21	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
18	19	20	21	22	23	24	22	23	24	25	26	27	28	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
25	26	27	28	29	30	31	29	28	29	30	31	25	26	27	28	29	30													
					1					1	2	3	4	5						1	2	3		1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14			
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21			
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28			
23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	29	30	31										
30	31																													
			1	2	3	4				1	2				1	2	3	4	5	6				1	2	3	4			
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11			
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18			
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25			
26	27	28	29	30	24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31										



C

Listening

- 4 **PAIRS.** Look at the pictures of important events in 1999. Match the pictures with these events.

New Year's celebration _____

the solar eclipse _____

the millennium bug scare _____

- 5  Listen to the radio show about 1999 and complete the chart.

Who?	Where?	What?	When?
Young-Chul	Sydney		
Adriana		the solar eclipse	
Lucas			November and December

Grammar focus

- 1 Study the examples of time expressions with **at**, **on**, and **in**.

I tried to see the eclipse **on** Wednesday **at** 11:00 **in** the morning.
 We went to a big party **on** December 31st.
In November and December, I spent most of my time working on programs.

- 2 Look at the examples again. Complete the chart with **at**, **on**, and **in**.

_____	_____	_____
November (months)	August 11th (dates)	10:00 (times)
1999 (years)	Monday (days)	
the evening (parts of the day)	New Year's Day (holidays)	lunch (mealtimes)
	the weekend	

Grammar Reference page 148

- 3 Complete the sentences with **at**, **on**, or **in**.

1. What happened in 1999?
2. My daughter was born _____ 6:00 _____ January 1st.
3. What did you do _____ December 31st?
4. I went to a party _____ the evening. It was incredible.
5. I got married _____ February 14th, St. Valentine's Day.
6. I started my new job _____ Monday, October 21st.
7. I went on vacation _____ August.
8. We moved into our new home _____ 2001.

Pronunciation

- 4 Listen. Notice the pronunciation of the voiceless **th** sound, /θ/. Then listen again and repeat.

thousand third think three

thirty-first tenth thirtieth thirteenth

- 5 **PAIRS**. Say the dates you see on the right.

- 6 Listen and check your answers. Then listen again and repeat.



Speaking

- 7 **BEFORE YOU SPEAK.** Think of three important events in your life during the past year. Make notes.

A year in the life of _____	
Date	Event

- 8 **PAIRS.** Take turns telling each other about the important events in your life last year. Ask follow-up questions.
- A: *I bought a new car in June. I think it was on June 15th.*
 B: *Really? That's great. What kind of car?*
- 9 **GROUPS OF 4.** Tell the group what your partner did and when. Who had similar experiences?

Writing


- 10 Think about your life last year. Write a summary of the important events. Use prepositional phrases with time.

CONVERSATION TO GO


A: **When** did you meet your wife?

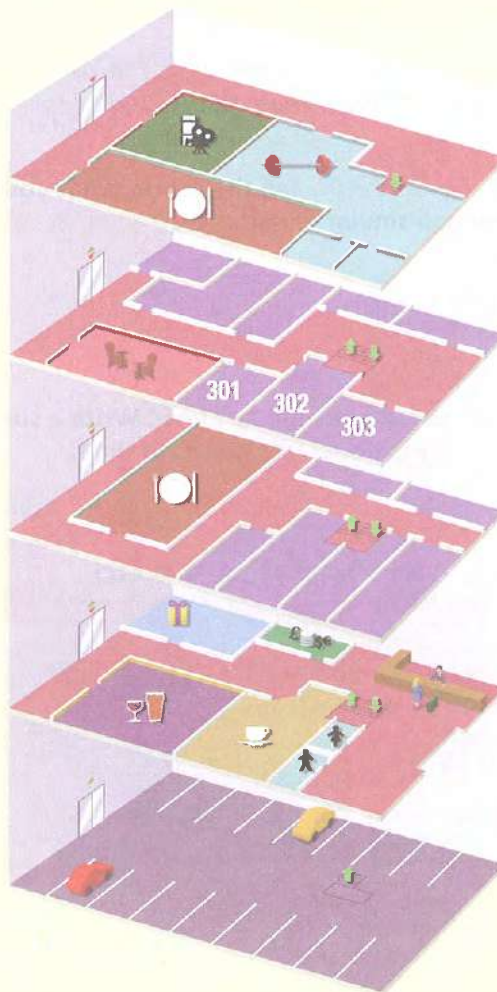
B: **At** exactly 9:15 **in the evening, on** Monday, August 21, 2000.

Unit 21 Life and times


- 1  Listen to the model conversation.
- 2 Complete the questions with *Who*, *What*, *Where*, *When*, or *Did*.
 1. Did you make a lot of changes in your life last year? (yes/no)
 2. ____ did you change? (give details)
 3. ____ did you spend a lot of time as a child? (place)
 4. ____ did you buy the last time you went shopping? (item)
 5. ____ did you get married / start school / start your new job? (date)
 6. ____ you go on vacation this year? (yes/no)
 7. ____ did you go? (location)
 8. ____ you see anyone famous on the street, in a restaurant, at a party? (yes/no)
 9. ____ did you see? (famous person's person)
- 3 **PAIRS.** Take turns asking each other questions. Take notes about your partner's information.
- 4 Which information is the same for you and your partner?

Unit 22 It's on the right.

- 5  Listen to the model conversation and look at the floor plan.
- 6 **GROUPS OF 3.** Students A and B, you are guests at a hotel. Student C, you work at the reception desk. Give directions to different places on the floor plan. Students A and B, take turns guessing each place. The person with the most correct answers wins.




Unit 23 Big plans

- 7  Listen to the model conversation.
- 8 **GROUPS OF 3.** You are going to retire next year! Take turns telling each other what you are going to do with your free time.
- 9 Now that you've heard what others are planning to do, do you want to change any of your plans? Which ones?



Unit 24 A new year

- 10 Think about important events in your life in the past year. When did they happen? You have two minutes. Write five events on a piece of paper and turn your paper over.
- 11  Listen to the model conversation and look at the chart.

Month		Day					
January	July	1 st	2 nd	3 rd	4 th	5 th	6 th
February	August	7 th	8 th	9 th	10 th	11 th	12 th
March	September	13 th	14 th	15 th	16 th	17 th	18 th
April	October	19 th	20 th	21 st	22 nd	23 rd	24 th
May	November	26 th	27 th	28 th	29 th	30 th	31 st
June	December						

- 12 **GROUPS OF 4.** Take turns. You have five seconds. Say an event and the date it happened.
- 13 Change groups. Play again

Be my guest.

Vocabulary Verbs related to asking and responding

Grammar Modals: *can* and *could* for permission and requests

Speaking Asking for things and responding

Getting started

- 1 Underline the correct verb to complete each phrase.
 1. call / ask a taxi
 2. use / take the phone
 3. pay / take with a check
 4. say / tell someone something
 5. pay / sell by check
 6. call / borrow a friend's car
 7. pay / accept credit cards
 8. tell / recommend a good restaurant
 9. pass / give the sugar
- 2 **PAIRS.** Compare your answers.
- 3 **PAIRS.** Make sentences with each phrase. You can use any verb tense.

I always call a taxi when I'm downtown.

TAKE THE QUIZ!

- 1 You want to use your friend's phone. What do you say?
 - A. Can I use your phone?
 - B. Where's the phone?
- 2 You can't hear what your friend says on the phone. What do you say?
 - A. Say that again.
 - B. Could you say that again?
- 3 You want a taxi. What do you say to the hotel doorman?
 - A. I want a taxi.
 - B. Could you call a taxi, please?
- 4 The taxi is there, but you're waiting for your friend. What do you say to the taxi driver?
 - A. Just a moment.
 - B. Could you wait just a moment?



Reading

- 4 Look at each picture in the quiz and discuss these questions.

What do you think the people are saying?
Are you usually polite in these situations?
Are there any situations when you are not polite?

How Polite Are You?

Take our quiz and find out how polite you are.



- 5 You are a hotel clerk.

A customer asks, "Can I pay by check?" What do you say?

- A. No.
B. I'm sorry. We only accept cash and credit cards.

- 6 You ask a business

client to recommend a good restaurant. What do you say?

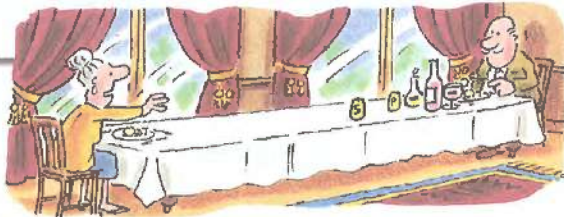
- A. Tell me about a good restaurant.
B. Could you recommend a good restaurant?

- 7 You're having dinner with friends and you want some salt. What do you say?

- A. Could you pass the salt, please?
B. Salt, please.

- 8 You want some water with your dinner. What do you say to the waiter?

- A. Can I have some water, please?
B. Give me some water.



- 5 Take the quiz.

- 6 **PAIRS.** Compare your answers and score your quizzes. Which words do people use in English to make requests more polite?

Answers

Score one point for each correct answer.

- 7-8 = very polite
4-6 = polite
1-3 = not polite
6, 7, a, 8, a
1, a, 2, b, 3, b, 4, b, 5, b.

Grammar focus

- 1 Study the examples. Notice the ways to ask permission and make requests, and notice the responses.

A: **Could I borrow** your phone?
 B: **Sure.**

A: **Can I pay** by check?
 B: **I'm sorry.** We don't accept checks.

A: **Could you pass** the butter, please?
 B: **Of course.**

A: **Can you recommend** a good restaurant?
 B: **Sure.**



- 2 Look at the examples again. Complete the chart.

Modals: *can* and *could* for permission and requests

Use _____ or _____ + the base form of the verb to ask for permission:

Use _____ or _____ + *you* + the base form of the verb to ask someone to do something or make a request.

Use _____ or _____ to answer yes.

Use _____ and give the reason to answer *no*.

Grammar Reference page 148

- 3 Rewrite the sentences using *Could I/Can I ...?* or *Could you/Can you ...?* to make polite requests. There may be more than one correct answer.

1. I want to borrow your car. *Could I borrow your car?*
2. Pass the bread.
3. Give me your pen to use!
4. I want to pay and I only have a credit card!
5. Spell that again!
6. Recommend a good restaurant.
7. I want to use your cell phone.
8. Give me a cup of coffee!
9. Tell me the way to the Tower Hotel.



Pronunciation

- 4 Listen. Notice the way the voice goes down and then up in these polite requests.

Could I use your pen, please?

Can I have some water?

Could you call a taxi, please?

Could you pass the butter, please?

Can I pay by check?

Can you recommend a good restaurant?

- 5 Listen again and repeat.

Speaking

- 6 **BEFORE YOU SPEAK.** You are going to ask a partner to do some things. Student A, look at page 139. Student B, look at this page and fill in the blanks.

- recommend a good _____
- use his/her _____
- borrow his/her _____
- help you with _____
- call a _____ for you

- 7 **PAIRS.** Take turns making requests and asking for permission. You can say yes only three times. Student B, you start.

B: *Can you recommend a good restaurant?*

A: *Sure. The Palm Café is one of my favorites.*

Writing

- 8 Write short notes for the following situations.

1. You need a friend or family member to do something for you, but they are not home so you need to write a note. Make your request and include the reason.
2. You need to borrow something from your neighbors, but they are not home so you need to write a note. Ask for permission and include the reason.

CONVERSATION TO GO

A: **Could I pay** by credit card?

B: **I'm sorry.** We only accept cash.

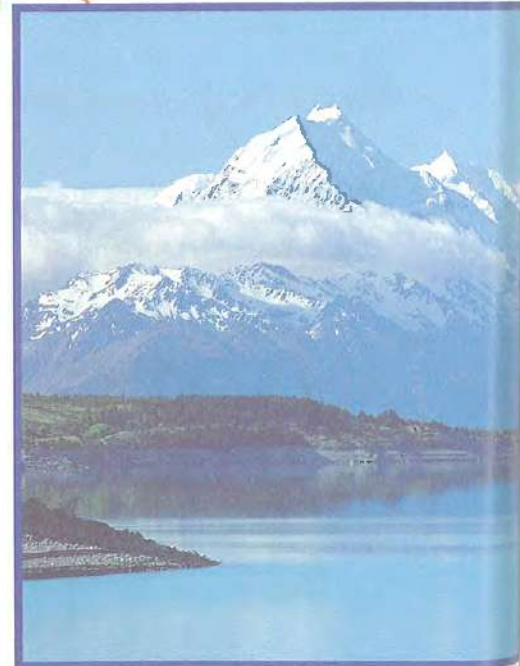
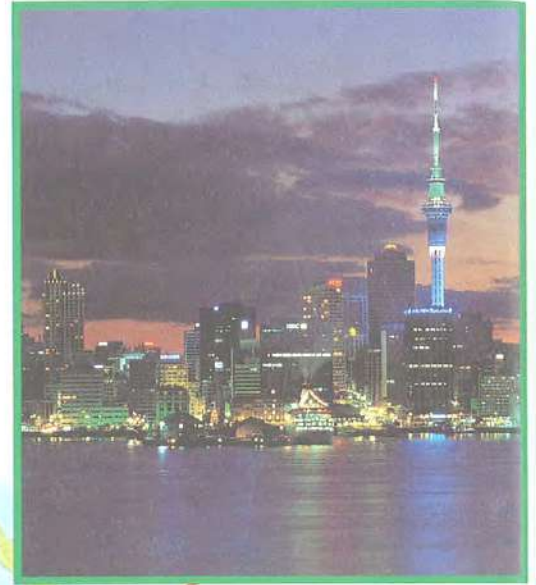
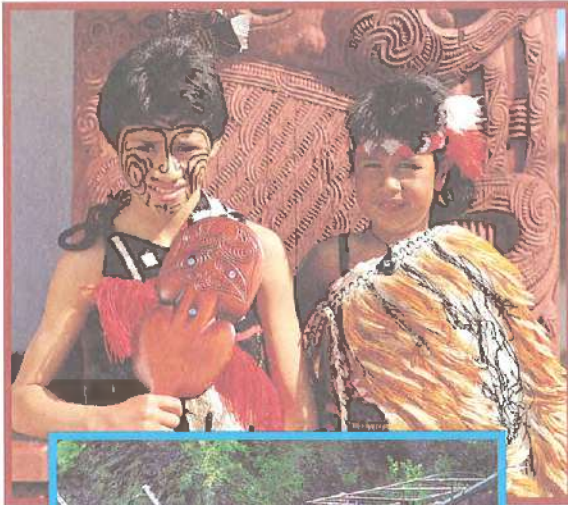


North and south

- Vocabulary** Adjectives to describe a country
Grammar Comparative adjectives
Speaking Comparing places

Getting started

- 1 **PAIRS.** Look at the photos of New Zealand's North Island and South Island. Name some of the things you see.



2 Underline the adjective that does not go with the noun.

1. People: friendly / interesting / empty / unfriendly
2. Cities: cosmopolitan / exciting / historic / delicious / busy
3. Weather: hot / dirty / dry / wet / cold
4. Beaches: clean / dirty / crowded / empty / modern
5. Countryside: flat / small / quiet / beautiful / mountainous

3 **PAIRS.** Look at the pictures of New Zealand again. Describe the pictures using adjectives from Exercise 2.

The children from Rotorua have interesting clothes.

Listening

4 Listen to three people talk about places in New Zealand. On which island is the place each person talks about, the North Island or the South Island? Write *N* or *S*.

Speaker 1 ____

Speaker 2 ____

Speaker 3 ____



5 Listen again and draw lines to match the places with the descriptions.

- | | |
|----------------|--|
| 1. Auckland | dry, home of white wine, mountainous |
| 2. Marlborough | crowded, shops open seven days a week |
| 3. Queenstown | modern, big, close to cultural and historic places |

Grammar focus

1 Study the examples of comparative adjectives.

People are **friendlier** there. It's **more exciting than** other places in New Zealand.
 The climate is **drier**. The South Island is **more mountainous than** the North Island.

2 Look at the examples again. Complete the chart.

Comparative adjectives		
Use the comparative to express a similarity between two people, places, and things. Use the word _____ when you say both things you are comparing.		
	Adjective	Comparative
1 syllable	nice / clean	nicer than / _____ than
Ends in 1 vowel + 1 consonant	big / flat	bigger than / _____ than
Ends in y	dry / friendly	drier than / _____ than
2 or more syllables	modern / exciting	_____ than / _____ than
Irregular	good / bad	_____ than / worse than

Grammar Reference page 149

3 Use the information to write complete sentences comparing the places.

- The south of Italy / hot / the north
The south of Italy is *hotter* than the north.
- Chicago / expensive / Denver
- The south of France / dry / the north
- The north of Italy / wet / the south
- The north of Russia / cold / the south
- Holland / flat / Germany
- Tokyo / exciting / Nagoy

Pronunciation

4 Listen. Notice the stressed words and the weak pronunciation of *than*.

bigger bigger **than** New York Dallas is bigger **than** New York.
hotter hotter **than** the north The south is hotter **than** the north.
 more **modern** more **modern than** Rio Brasilia is more **modern than** Rio.
friendlier friendlier **than other** cities It's **friendlier than other** cities.

5 Listen and repeat.

Speaking

- 6 **PAIRS.** Choose two cities that you both know well. Write adjectives in the columns to describe each city.

DESCRIBE THE ...	CITY #1	CITY #2
People		
Geography		
Restaurants		
Shopping		
Free-time activities		
Weather		
Historical places		

- 7 **PAIRS.** Talk about which city is "better." Use the adjectives in the chart to compare them. Come to an agreement.

A: *I think Miami is better than New Orleans. Miami has better shopping.*

B: *But New Orleans has better restaurants!*

C: *I agree but, ...*

Writing

- 8 Imagine you're going to move to another city (in your country or in another country). Write a paragraph comparing the new city with the place where you live now.

CONVERSATION TO GO

A: Why do you think the north is **better than** the south?

B: Because I live there!

The best food in town

Vocabulary Adjectives to describe restaurants

Grammar Superlative adjectives

Speaking Describing restaurants

Jumbo



busy



McDonald's

busy

Solo per Due



comfortable

Getting started

- 1 Describe the restaurants. Write the adjectives in the boxes on the photos. You will use some words more than one time.

affordable	comfortable	friendly	quiet
big	cute	old	romantic
busy	expensive	popular	slow
cheap	famous	quick	small

- 2 **PAIRS.** Compare your answers.

Pronunciation

- 3 **PAIRS.** Write the adjectives from Exercise 1 in the correct column, according to the number of syllables and the stress.

○	○ ○	○ ○ ○	○ ○ ○	○ ○ ○
big cheap cute	busy			

- 4  Listen and check your answers. Then listen again and repeat.

Reading

- 5 Read the reviews of the three restaurants. Then write the names of the restaurant for each review.

This place in Pushkin Square, Moscow, is the busiest and most popular fast-food restaurant in the world. It's part of a chain of 57 restaurants in Russia. They serve around 150,000 customers a day. They don't have the cheapest prices, but they do have the quickest service.

1. _____

This is the smallest restaurant in the world. It has only one table and serves only two people at a time. People have come from all over the world to this 19th century villa to sit in front of the fire and enjoy the friendliest service, and the best local food and wine. It probably has the most romantic atmosphere of any restaurant in Italy – maybe even in the world!

2. _____

It is the biggest and the most famous restaurant in Hong Kong. It was built in 1977, and more than 30 million people have eaten at the 4,300 tables on the three boats. The oldest boat is called *Tai Pak*. Some of the most famous guests have included John Wayne and Queen Elizabeth II. You can choose from over 100 different seafood dishes on the menu.

3. _____

- 6 **PAIRS.** Which restaurant would you like to go to? Why?

Grammar focus

1 Study the examples of superlative adjectives.

It's **the smallest** restaurant in the world.

The McDonald's in Pushkin Square is **the busiest** fast-food restaurant in the world.

This restaurant probably has **the most romantic** atmosphere of any restaurant in Italy.

It also has **the best** local food and wine.

2 Look at the examples again. Complete the chart.

Superlative adjectives		
Use the superlative to compare one person, place, or thing to other people, places, and things. Use the word _____ before the superlative adjective.		
	Adjective	Superlative
1 syllable	old / quick	the oldest / _____
Ends in 1 vowel + 1 consonant	big / hot	the biggest / _____
Ends in y	noisy / busy	the noisiest / _____
2 or more syllables	famous / romantic	the most famous / _____
Irregular	good / bad	_____ / the worst

Grammar Reference page 149

3 Complete the conversation with the superlative form of the adjectives in parentheses.

A: I'm not familiar with the restaurants in town yet.

B: Well, you can ask me. I know them all — the best, _____, and _____.

1. (good)

2. (bad)

3. (expensive)

A: OK. Is there a good Greek restaurant to go to on a Saturday night?

B: Well, _____ Greek restaurant is Karyatis. The food is great, but it's expensive.

4. (famous)

A: What about the new French café downtown?

B: That's definitely _____ place, but it's also _____ place in town.

5. (romantic)

6. (small)

There are only six tables, so it takes a long time to be seated.

A: Ok. Where's _____ restaurant with good food in town?

7. (big)

B: Definitely Hua. It's _____ Chinese restaurant in town. It's not

8. (popular)

_____ place, but it definitely has _____ service you

9. (quiet)

10. (quick)

can find in a big restaurant on a Saturday night. Let's go eat!

4 PAIRS. Practice the conversation in Exercise 3.



Speaking

- 5 **PAIRS.** Look at the survey. Choose three restaurants you both know in your area and rate them.

A: OK. First, Bella Luna. I think it's affordable. It's definitely not the most expensive.

B: I agree. The food there is really good. I give it a 4. It's not the best.

A: I don't think ...

Restaurant Survey				
Restaurant name	Bella Luna	_____	_____	_____
Prices				
\$=cheap				
\$\$=affordable	\$\$	_____	_____	_____
\$\$\$=expensive				
Other criteria				
1-----5				
the worst the best				
Food quality	4	_____	_____	_____
Fast service	2	_____	_____	_____
Friendly service	5	_____	_____	_____
Atmosphere	3	_____	_____	_____

- 6 **PAIRS.** Which restaurant is the best? The worst? Why?

Writing

- 7 Choose your favorite place to eat. Write a review of the restaurant. Use superlative adjectives and some of the vocabulary in this unit.

CONVERSATION TO GO

A: Where's **the best** place to eat?

B: That restaurant on the corner, but it's also **the most expensive!**

On the phone

Vocabulary Telephoning

Grammar Present continuous for future

Speaking Taking and leaving messages

Getting started


- 1 **PAIRS.** Match the words in the box with the pictures.

answering machine ___
 area code ___
 cell phone A
 pager ___
 text message ___

- 2 Complete the sentences with the words and phrases in the box.

call you back Directory Assistance
 take a message page
 put you on hold leave a message

- I'm sorry. John's out today.
Can I take a message?
- _____. What city and listing?
- Can I _____ while I check if Mr. King is in the office today?
- Sorry, Jane is in a meeting. Do you want to _____?
- Pam is out on a business call. Do you want me to _____ her?
- I'm sorry. Kate is busy right now. Can she _____ later?

- 3  Listen and check your answers.

Phone Etiquette at Home

It's true, most people know how to use the phone. But in today's world, communication skills are essential. In fact, 70% of communication is not what you say, but how you say it.



E
 New York 212
 San Francisco 415

- Don't call before 9:00 A.M. or after 9:30 or 10:00 P.M.
- Say "hello" and give your name. Then ask for the person you want to speak to.
- When you leave a message, give your name again and your number, if necessary.
- Thank the other person at the end of the call.
- The correct way to answer is "hello." Just saying "yes" is considered rude.
- If the caller asks to speak to a person who is not there, say, "I'm sorry" and offer to take a message.
- Repeat the caller's message to check that it is correct.
- Make sure you have the correct number from the caller.

Reading

- 4 **PAIRS.** Discuss these questions.
Do you like leaving messages on answering machines or voice mail? Why?
Do you prefer using a cell phone or a pager? Why?
- 5 Read the article on phone etiquette. Write *Answering* or *Calling* in the correct place above sentences 1–4 and 5–8.
- 6 **PAIRS.** Match the number of the advice from the article with the sentences in the telephone conversation. You can use a number more than once.

A: Hello? 5

B: Hi, this is Tom. Can I speak to Yoko? _____

A: I'm sorry. She isn't here at the moment. Can I take a message? _____

B: Yes, please. Could you tell her I'm not going to class tomorrow night? I'm going away on business. _____



A: OK. You're not going to class. You're going on a business trip. And your name again? _____

B: Tom. My number is 917-555-3487. _____

A: OK. 917-555-3487. I'll ask her to call you. _____

B: Thanks a lot. Bye. _____

Pronunciation

- 7  Listen. Notice how a consonant sound at the end of a word links to a vowel sound at the beginning of the next word.
- | | |
|----------------|---------------------------|
| Can I | Can I speak to Yoko? |
| This is | This is Tom. |
| She's out at | She's out at the moment. |
| take a message | Can I take a message? |
| I'll ask her | I'll ask her to call you. |
- 8  Listen and repeat.
- 9 **PAIRS.** Practice the conversation in Exercise 6.

Grammar focus

- 1 Study the examples of the present continuous for the future.

I'm **leaving** on a business trip after lunch.
 She's **returning** later this morning.
 They're **meeting** in Paris next week.
 We're **giving** a presentation in Rio in a few days.

- 2 Look at the examples again. Complete the rule in the chart.


Present continuous for future

Use the _____ with a future expression marker for a future plan or intention.

Grammar Reference page 149

- 3 Read each sentence carefully. Underline the correct form of the verb.

- I **am calling** / call Miguel tonight.
- He **is meeting** / meets with his friends after work every night.
- She **is going** / goes to the office later this afternoon.
- Walter **is leaving** / leaves on his business trip tonight.
- They **are having** / have these meetings four times a year.
- He **is buying** / buys a new cell phone this weekend.
- Alessandro always **is taking** / takes his laptop to all the meetings.

- 4  Listen to the telephone conversation. Complete the message.

To: Kang-Hee Moon

Date: June 17

Time: 9:15 A.M.

While you were out

Tom Jones

Business: Building Engineers

Phone: 212-555-4859

Message: _____

Speaking

- 5 **PAIRS.** Student A, call your friend Pat. Student B, you are Pat's roommate. Pat is not home. Take a message.

Hello?
No! Out. Message?
Number?
Repeat number?



Pat/Chris?
Leaving in afternoon / business trip.
Meet next week. Call me back.
212-555-6723
Yes. Thanks. Goodbye.

- 6 Role-play. Student B, call your friend, Chris. Student A, you are Chris's roommate. Chris is out of town. Take a message.

Writing

- 7 Listen to the two messages on the answering machine. They are for other people in your household. Write the messages.

Bob—
Your friend Michele Sakamoto called.
She . . .


Lu,
Victor Chen called. He . . .

CONVERSATION TO GO

- A: **Can I speak** to Gustavo, please?
B: **This is** Gustavo.




Unit 25 Be my guest.


- 1  Listen to the model conversation. Look at the game.
- 2 **TWO PAIRS.** Take turns. Toss a coin (one side of the coin = move ahead one space, the other side = move ahead two spaces). When you land on a space, use the cues to make a request. Then ask your partner. Your partner responds to the request. If your request and response are correct, stay on the space. If they are incorrect, move back to where you started your turn. The first pair to reach FINISH wins.



Unit 26 North and south

- 3  Listen to the model conversation.
- 4 **PAIRS.** Think of two cities, towns, or areas in your country. Compare the things that are usually important for quality of life: jobs, schools, geography, people, and free-time activities.


Unit 27 The best food in town

- 5  Listen to the model conversation and look at the photo of Jumbo Restaurant.
- 6 **GROUPS OF 3.** You work for an advertising agency. You're going to create a 30-second commercial for Jumbo Restaurant. Make a list of ideas. Then write a script.



- 7 Present your commercial to the class. Vote. Which commercial is the funniest? The most creative? The most effective? The most unusual?

Unit 28 On the phone

- 8  Listen to the model conversation and look at Message #1.
- 9 **PAIRS.** Look at each message. Then role-play the conversations.

①

First National Bank

To: Alex Rodriguez

Date: June 17

Time: 9:15 A.M.

While you were out

Chris Perez

Business: the FAN Group

Phone: 404-555-3423

Message: leaving work after lunch—call Chris back before 1:00

②

Adrian-

Call Thomas at 972-555-9082. He's going on vacation tomorrow and can't bring the dog. Help!

Dana

③

Best Communication

To: Terry Williams

Date: June 27

Time: 2:05 P.M.

While you were out

Pat Chen

Business: World Group

Phone: 479-555-5116 ext. 72

Message: arriving next week and wants to set up meetings—call Pat with day and time you can meet

World of Music 4

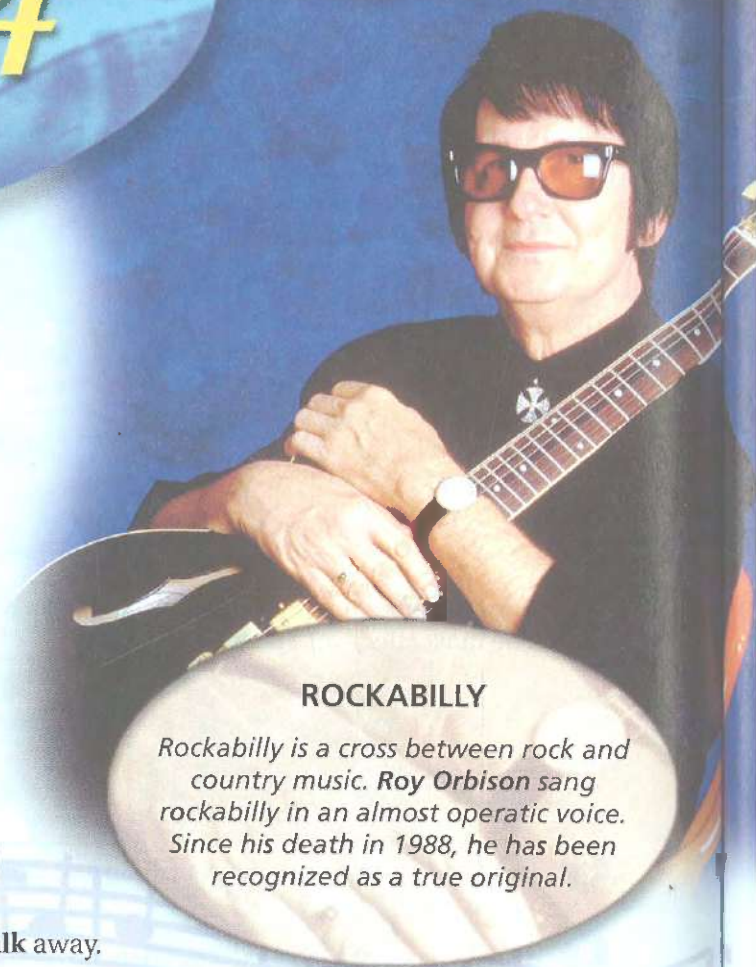
Oh, Pretty Woman

Roy Orbison

Vocabulary

1 **PAIRS.** Underline the verb to complete each sentence.


1. You're always so busy. Walk / Stop a while and take a break.
2. Don't go yet. Can't you stay and talk / say a while?
3. You look so sad. Cheer up. Come on, make / give me a smile!
4. I can't believe it. There's Jennifer Lopez. Maybe she'll look / give my way!
5. Great! You're coming to New York to visit! Say / Talk you'll stay with me.
6. Hurry, hurry. A giant sale! Don't stop / walk away. See for yourself.
7. Please be nice to your sister. Don't give / make her cry.
8. It's such a great deal. I can't stay / stop away – I have to buy it.
9. We're ready to go, but wait / look! I can't find the plane tickets.



ROCKABILLY

Rockabilly is a cross between rock and country music. Roy Orbison sang rockabilly in an almost operatic voice. Since his death in 1988, he has been recognized as a true original.

Listening

2  Listen to the song. Which group of sentences matches the story in the song?

1. The woman walks in the direction of the man.
The woman walks by the man and stops.
The woman and the man talk.
2. The woman walks in the direction of the man.
The woman walks by the man and doesn't stop.
The woman turns around to walk back to the man.
3. The woman is walking behind the man.
The woman walks by the man and doesn't stop.
The woman stops and the man walks by her.

3  Listen to the song again. Fill in the blanks.

4 **PAIRS.** Check your answers.

Oh, Pretty Woman

Pretty woman walking down the street,
Pretty woman the kind I'd like to _____,
Pretty woman, I don't _____ you,
You're not the truth.
No one could _____ as good as you. Mercy.
Pretty woman, won't you pardon me,
Pretty woman, I couldn't help but _____,
Pretty woman, that you look lovely as can be.
Are you lonely just like me? Pretty woman _____ a while,
Pretty woman _____ a while, pretty woman _____ your smile to me.
Pretty woman yeah, yeah, yeah. Pretty woman _____ my way,
Pretty woman _____ you'll stay with me.
Because I need you, I'll treat you right.
_____ with me baby. _____ mine tonight.
Pretty woman _____ on by. Pretty woman _____ me cry.
Pretty woman _____ away. Hey, OK. If that's the way it must be, OK
I guess I'll _____ on home, it's late
There'll be tomorrow night but _____!
What do I _____? Is she walking back to me?
Yeah, she's walking back to me! Oh, oh, pretty woman.

Speaking

5 **GROUPS OF 3.** Discuss these questions.

Who are the characters in this song? What is the story of their relationship?

Can you create an ending for the story?

- The pretty woman turns around and comes back and they . . .
- The pretty woman doesn't come back, so the man . . .

Unit 1, Exercise 7 Student A

Choose three names. Say and spell each one.

A: Jennifer Conklin. J-e-n-n-i-f-e-r C-o-n-k-l-i-n



Jennifer Conklin
Lauren Altman
Yuka Hama
Mei-Fong Chen
Lorena Marquez



Brian Anderson
William McMillan
Yoshi Hamada
Young-Ja Kim
Daniel DaSilva

Unit 3, Exercise 6 Group A

Use the following information to write Yes/No questions for a quiz. Use the nationalities on page 10.

Leisure, Sports, and Entertainment

Chess is Indian.

The samba and bossa nova are Brazilian.

Food and Drink

Pita bread and kebabs are Turkish.

Pasta and gelato are Italian.

Famous People

Pelé is Brazilian.

Tiger Woods is American.

Unit 4, Exercises 6 and 7 Students A and B

You need to order office supplies. Call Professional Office Supplies. Order five items. Use the item numbers.

B: Professional Office Supplies. May I help you?

A: Yes, I'd like to order some supplies.

B: OK. What's your last name?



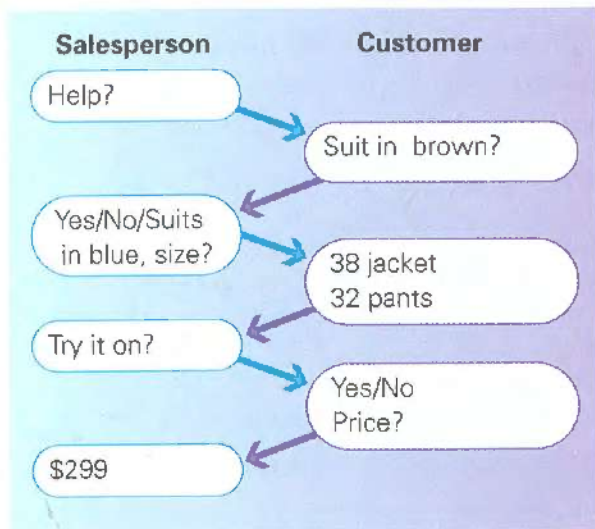
Unit 12, Exercises 5 and 6 Students A and B

Role-play a conversation between a salesperson and a customer. You are the salesperson. Follow the arrows to help create your conversation.

Try to help the customer find and buy what he/she is looking for. Use the items and prices on this page. You can offer items in different colors and sizes.

A: Can I help you?

B: Yes. Do you have this suit in brown?



\$25.00



\$75.00



\$39.00



\$32.00



\$20.00



\$9.99



\$299.00



\$35.00



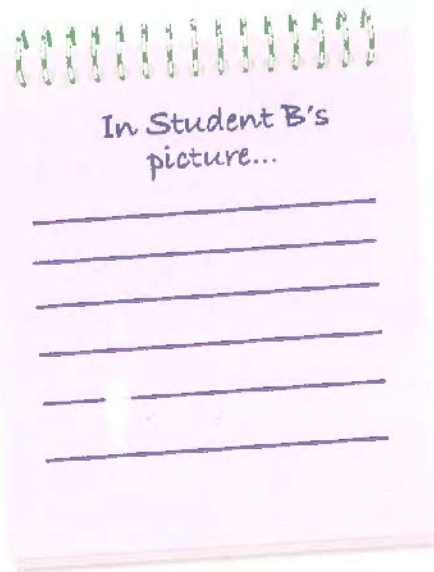
\$125.00

Unit 15, Exercise 8 Student A

Look at the picture of the Cormack family. Take turns asking questions to find five differences between your picture and Student B's picture. Take notes.

A: Is the son watching TV?

B: No, he isn't. He's ...



Unit 16, Exercise 5
Student A

You are the waiter/waitress. Students B and C will choose what they want from the menu. Take their order.

A: *Can I take your order?*

B: *Yes, I'd like a cheese and tomato sandwich.*

C: *I'll have a ham sandwich. Can I have a house salad with that, please?*

Order #1234	
Table	
Total	

Unit 21, Exercise 6
Student A

Take turns asking and answering questions to complete Marc Anthony's biography.

B: *Where did he grow up?*

A: *He grew up in New York City.*

All About
Marc Anthony

His early life

Marc Anthony was born in 1969. His parents were from Puerto Rico, but he grew up in New York City. When he was a child, he loved to sing.

His career

Marc Anthony had his first Spanish hit in the year _____. His popularity started to grow. He sang a song with Jennifer Lopez in 1998. The next year was a big year for Marc Anthony. In 1999, he won a Grammy Award, he made a movie, and he made his _____.

His personal life

But important things happened in 2000 also: That year Marc Anthony made _____. He got married to Dayanara Torres. Marc Anthony and his wife had difficult times in _____. In July they broke up, but six months later they were together again and they had a second wedding ceremony in _____!

Unit 22, Exercises 6 and 7 Student A

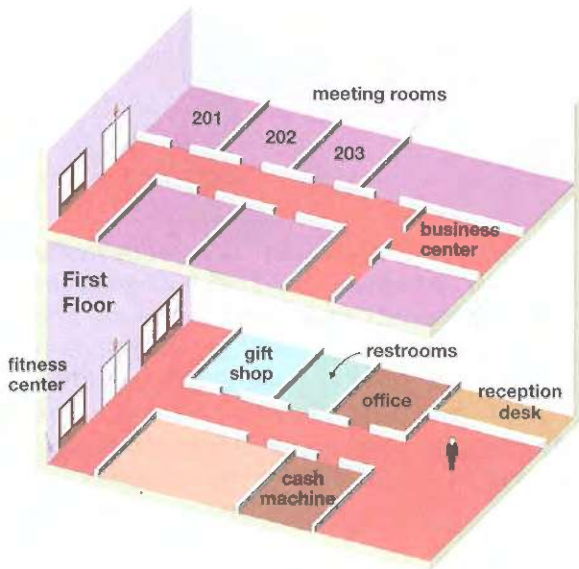
Give Student B directions to the places he/she asks for.

B: Where is the fitness center?

A: Go down the hallway to the ...

Ask Student B for directions to these places and label each place on your hotel floor plan.

- café
- swimming pool
- room 204
- restaurant



Are your floor plans the same now?

Unit 25, Exercises 6 and 7 Student A

Student A, respond to Student B's questions. You can only say yes, three times.

B: Can you recommend a good restaurant?

A: Sure. The Palm Café is one of my favorites.

Now ask Student B the following:

- to recommend a good hotel
- to use his/her computer this weekend
- to borrow his/her car tomorrow
- to make a dinner reservation for tonight
- to pass a dictionary

Unit 1, Exercise 8 Student B

Choose three names. Say and spell each one.

B: Sydney Dowling. S-y-d-n-e-y D-o-w-l-i-n-g



Sydney Dowling

Rebecca Ortman

Martha Sanchez

Akina Abe

Ae-Jin Yoon



Samuel Rodriguez

Benjamin Le Febvre

Marcos Salles

Hisa Matsunaga

Min Wang

Unit 3, Exercise 6 Group B

Use the following information to write Yes/No questions for a quiz. Use the nationalities on page 10.

Leisure, Sports, and Entertainment

Flamenco is Spanish.

Tai chi is Chinese.

Food and Drink

Sauerkraut is German.

Cognac and champagne are French.

Famous People

Celine Dion is Canadian.

Colin Farrell is Irish.

Review 4, Exercises 7 and 8
Students A and B

Teams take turns. Team 1 goes first. Student C will ask what a Santos family member is doing. Student A, find the person in the picture on this page and pantomime what he or she is doing. Student C will guess using the present continuous tense. Student A, you can only give two pantomime clues.

Then Team 2, take your turn.

Each correct sentence receives one point. Keep score.



Review 4, Exercises 10 and 11
Students A and B

Teams take turns. Team 1 goes first. Look at the menu. Student A, give your order to Student C. Write a (✓) next to the items you order. Ask Student C to repeat your order. Check to see how many items he/she remembers. Subtract a point for each item he/she forgets. Keep score.

Then Team 2, take your turn.

Who remembered the most?

Katie's
Good Food Café

Sandwiches:		Hot drinks	
Chicken (with lettuce)	\$5.50	Tea with lemon	Small \$1.25 Large \$1.80
Ham (with lettuce)	\$5.95	Coffee	Small \$1.60 Large \$1.95
Cheese (with lettuce)	\$4.00	Hot chocolate	Small \$1.70 Large \$2.00
Extras		Cold drinks	
Tomato	\$0.50	Soft drinks	Small \$1.30 Large \$1.50
Mixed green salad	\$1.75	Orange juice	Small \$1.30 Large \$1.50
Potato chips	\$1.25	Apple juice	Small \$1.30 Large \$1.50
Cake		Iced tea	Small \$1.30 Large \$1.50
Chocolate	\$4.50		
Fruit			
Apple/Banana	\$1.45		

Review 1, Exercise 9

Student A

You are a game show host. Name an item on this list. The players will try to guess the price. The person who guesses the closest without going over wins the item!

briefcase	\$65.00
cell phone	\$50.00
desk	\$79.00
dictionary	\$ 6.75
fax machine	\$99.00
file cabinet	\$49.00
printer	\$89.00
stapler	\$ 7.99

Review 5, Exercise 7

Student A

Student A, say a sentence with the time and something that Talia did. Student B, say what Talia didn't do at that time. Then Student B, say a sentence with the time and something Talia didn't do. Student A, say what Talia did do at that time. Take turns saying what Talia did and didn't do.

DAILY PLANNER	
Thursday	Friday
8:00 do laundry X	8:00 relax and read ✓
9:00 cook breakfast ✓	9:00 try practice test X
10:00 finish the newspaper ✓	10:00 Jane arrive? ✓
11:00 ask when Jane arrives X	
12:00 organize the party ✓	
5:00 play with the dog ✓	5:00 prepare food ✓
6:00	6:00
7:00 do exercise X	7:00 ask Tim for help X
8:00	8:00
9:00	9:00 play loud music X

Unit 8, Exercise 2

Answer key

Thanksgiving Day

In the U.S.: In November, on the fourth Thursday. Families gather for a traditional meal of turkey, potatoes, gravy, and pie.

In Canada: In October, on the second Monday.

Carnaval

In Brazil, usually in February (sometimes in March). The most famous celebration takes place in Rio de Janeiro. It is always just before the Catholic holy period of Lent, which begins on Ash Wednesday and ends with Easter.

New Year's Day (Shogatsu)

In Japan, on January 1, 2, and 3. People eat special food called *osechi ryori*. The food is packed in a special box and is very colorful (see page 36). People also visit temples and pray for safety, health, and good fortune.

Unit 17, Exercise 6

Answer key

These three places often have hurricanes:

Florida, Jamaica, Mexico

Unit 1

be present: singular

- The verb **be** has different forms for the subject pronouns in the present.

I	am	Laura Martin.
It Here That	is	my card.

Long form	Contraction
I am	I'm
it is	it's
here is	here's
that is	that's

Note: We don't write contractions with most nouns.

My name is Peter.

X My name's Peter.

Unit 2

be simple present; indefinite articles a/an

Subject pronouns

Person	Singular	Plural
1 st	I	we
2 nd	you	you
3 rd	he/she/it	they

- Use contractions in conversation and informal writing.

Long Form	Contraction
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
they are	they're

Indefinite articles a, an

- Use **a** with singular nouns that begin with a consonant sound.

a friend

a roommate

a university professor

- Use **an** with singular nouns that begin with a vowel sound.

an artist

an engineer

an hourly worker

Unit 3

be present: negative sentences; Yes/No questions and short answers

Negative sentences with <i>be</i>					
Long form			Contraction		
I	am	not British.	I	'm	not Canadian.
You	are		You	're	
He/She/It	is		He/She/It	's	
We/They	are		We/They	're	

Yes/No questions with <i>be</i>			Short answers	
			Affirmative	Negative
Are	you	Canadian?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
Are	we/they		Yes, we/they are.	No, we/they aren't.

Notes:

- Some verbs can be contracted two ways.
you/we/they aren't = you/we/they're not
he/she/it isn't = he/she/it's not
- Do not use contractions in affirmative short answers.
 A: **Is he British?**
 B: Yes, **he is.**
X Yes, he's.

Unit 4

Plurals; be present: Wh- questions

Plural nouns

- Add **-s** to make most nouns plural.
a wallet → *two wallets*
a desk → *four desks*
a cell phone → *three cell phones*
- Add **-es** to nouns that end in **-ch, -sh, -s, or -x**.
a watch → *five watches*
a dish → *two dishes*
a glass → *three glasses*
a fax → *two faxes*
- For nouns that end in consonant + **-y**, change **y** to **i** and add **-es**.
a dictionary → *two dictionaries*
a battery → *three batteries*

Wh- questions

- Use **what** to ask about things.
What is your name?
What are your hours?
- Use **where** to ask about places.
Where is my pen?
Where are my pens?
- Use **how much** to ask about quantities.
How much is a package of paper?
How much are the staples?

Unit 5

Possessive adjectives and possessive 's

Possessive adjectives	
Subject pronoun	Possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

Possessive 's

- Use possessive **'s** with singular nouns.
This is Sarah's favorite song.
Basketball is David's favorite sport.
Brazil's vegetables are excellent.
My dog's favorite food is chicken.
Tom's } favorite city is Los Angeles.
His } favorite city is Los Angeles.
Pam's } favorite music is salsa.
Her } favorite music is salsa.
- Use an apostrophe (**'**) alone with regular plural nouns.
The boys' favorite sport is soccer.
The Corrs' music is excellent.

Note: Use possessive **'s** with irregular plural nouns.
The children's favorite movie is Toy Story.

Unit 6

There is/There are

- Use **there is/there's** with a singular noun.
There is a hotel.
There's a museum.
There isn't a market.
Is there a Japanese restaurant?
Yes, there is. / No, there isn't.
- Use **there are** with a plural noun.
There are some markets.
There aren't any bookstores.
Are there any schools? Yes, there are. / No, there aren't.

Note: Use **any** with negative statements and questions with **Are there . . . ?**

There isn't any coffee.
There aren't any hotels.
Are there any good restaurants?

Unit 7

Prepositions of location

- Use prepositions of location (**next to, above, under, opposite, in front of, in, on**) to say where things are.

*There's a computer **on** the desk.*

*Is there a ball **under** the table?*

*The stereo isn't **in front of** the window.*

Unit 8

Simple present: affirmative statements

- Use the simple present to talk about routines and habits.

Affirmative		
I/You/We/They	play	ball on Sundays.
He/She/It	plays	

- Third person (he/she/it):

Add **-s** to most verbs in the third person singular.

*He **plays** football everyday.*

Add **-es** to **do** and **go**, and verbs ending in **-ch, -sh, -s**, and **-x**.

do → does wash → washes

*She **does** her homework.*

*He **washes** the dishes.*

For verbs ending in consonant + **-y**, change **y** to **i** and add **-es**.

*study → **studies***

*She **studies** English.*

Note: The verb **have** is irregular in the simple present.

have → has

*I **have** lunch at 1:00.*

*She **has** breakfast at 8:00.*

Unit 9

Simple present: Yes/No questions, short answers, and negative statements

Yes/No questions		
Do	I/you/we/they	collect souvenirs?
Does	he/she/it	

Short answers					
Affirmative			Negative		
Yes,	I/you/we/they	do.	No,	I/you/we/they	don't.
	he/she/it	does.		he/she/it	doesn't.

Negative statements		
I/You/We/They	don't	have a coin collection.
He/She/It	doesn't	

Note: The base form of the verb never changes in a question or negative statement.

*Does he **collect** things?*

*X Does he **collects** things?*

*He **doesn't collect** things.*

*X He **doesn't collects** things.*

Unit 10

Simple present: Wh- questions

What	do	I/you/we/they	[base form of the verb]	?
When				
Where	does	he/she/it		
Why				
How				

- Use **what** to ask about things.

***What** do you do?*

***What** does he do at work?*

- Use **when** to ask about time.
When do most people usually arrive?
When does she get to work?
- Use **where** to ask about locations.
Where do we keep the extra supplies?
Where does she put the faxes?
- Use **why** to ask about a reason.
Why do you confirm your reservations?
Why does the company ask for a number?
- Use **how** to ask about a process.
How do you usually pay—by cash or credit card?
How does your boss communicate?

Unit 11

a, an, some, any

- Use **a** or **an** to talk about one thing (singular).
*I take **a** book and **an** umbrella.*
- Use **some** to talk about more than one thing (plural) when the number is not important.
*We always take **some** books.*
- Use **any** with questions and plural negatives.
*Do you have **any** credit cards?*
*Jack **doesn't** take **any** books on vacation.*

Note: Use **an** with a singular noun that begins with a vowel sound: **an** umbrella. But **a** university and **a** uniform because these begin with a consonant sound.

Unit 12

Demonstrative adjectives: **this, that, these, those**

- Use **this, that, these,** and **those** to indicate specific people or things.

	Close	Not close
Singular	this	that
Plural	these	those

***This** shirt is too plain.
Try it with **that** jacket over there.
I want to buy **these** shoes.
Those boots in the corner are nice, too.*

Unit 13

Count and non-count nouns; **How much/How many;** Quantifiers: **much, many, a lot of**

- Some nouns are countable. We can count them, and they have plural forms.
one nut two nuts
- Other nouns are not countable. We can't count them, and they do not have plural forms.
meat X two meats
ketchup X three ketchups
- Use **many** with count nouns in questions and negatives.
*There aren't **many** cookies.*
*Does she eat **many** potato chips?*
***How many** crackers are on the plate?*
- Use **much** with non-count nouns in questions and negatives.
*We don't have **much** milk.*
*Do you drink **much** juice?*
***How much** soda is on the table?*
- Use **a lot of** with count and non-count nouns in affirmative sentences.
*There's **a lot of** food.*
*There are **a lot of** apples.*

Unit 14

Can for ability

- Use **can/can't** to talk about abilities.

Affirmative	subject + can + base form of the verb <i>We can communicate easily.</i>
Negative	subject + can't + base form of the verb <i>He can't drive a truck.</i>
Question	Can + subject + base form of the verb <i>Can you organize information?</i>
Short answers	Yes + subject + can <i>Yes, I can.</i>
	No + subject + can't <i>No, I can't.</i>

Note: **Can/Can't** do not change in the third-person singular.

*He **can** type.*
X He cans type.

Unit 15

Present continuous for now

- Use the present continuous to describe what is happening now (at this moment).

Affirmative	subject + be + verb + -ing <i>I'm helping my mom.</i> <i>We're talking to our friends.</i> <i>He's cooking lunch.</i>
Negative	subject + be + not + verb + -ing <i>They aren't drinking coffee.</i> <i>He's not playing soccer.</i> <i>We're not watching TV.</i>
Questions	be + subject + verb + -ing <i>Are you cleaning the house?</i> <i>Is she getting up?</i>
Short answers	Yes + subject + be <i>Yes, I am.</i> <i>Yes, she is.</i>
	No + subject + be + not <i>No, I'm not.</i> <i>No, she isn't.</i>

- Spelling rules
 - Add **-ing** to most verbs.
play → *playing* *visit* → *visiting*
 - For verbs ending in consonant + **-e**, take away **e** and add **-ing**.
shine → *shining* *make* → *making*
 - For most one-syllable verbs that end in a consonant + a vowel + a consonant, double the consonant and add **-ing**.
sit → *sitting* *get* → *getting*

Unit 16

Modals: *would like*, *will have*, and *can* for ordering

- Use **would like** (*'d like*) and **will have** to order in a restaurant.
I'd like a cup of tea, please.
We'll have two chicken sandwiches.
- Use **can** + **have** in a Yes/No question form to order in a restaurant.
Can I have a cup of coffee please?

Unit 17

Action vs. non-action verbs

- Action verbs tell what someone or something does.
- Non-action verbs describe states or situations. They are not normally used in the present continuous.
- Non-action verbs . . .
 - describe a state of being.
The temperature is 75 degrees.
 - show possession.
They all have umbrellas.
 - describe perceptions.
Paris looks beautiful in April.
 - describe mental states.
They know the reason.
 - express likes and dislikes.
They like the weather there.

Unit 18

Be simple past

- The verb **be** is irregular in the past.

Affirmative		
I/He/She/It	was	there yesterday.
You/We/They	were	
Negative		
I/He/She/It	wasn't	in class last night.
You/We/They	weren't	

Yes/No questions			
Was	I/he/she/it	ready?	
Were	you/we/they		
Short answers			
Affirmative		Negative	
Yes,	I/he/she/it was.	No,	I/he/she/it wasn't.
	you/we/they were.		you/we/they weren't.

Note: The simple past of **there is/are** is **there was/were**.

Unit 19

Simple past: regular verbs (affirmative and negative)

- Use the simple past to talk about completed actions in the past, often with a time expression, such as *yesterday, last Monday, two weeks ago*, etc.

I called you last Monday.

She studied in London last year.

- To form the negative of the simple past, use **didn't** + the base form of the verb.

They didn't stay.

I didn't talk to a lot of people.

- Spelling rules:

- Add **-ed** to most regular verbs.

talk → *talked*

visit → *visited*

open → *opened*

- Add **-d** to verbs that end in consonant + **-e**.

dance → *danced*

arrive → *arrived*

close → *closed*

- For verbs that end in consonant + **-y**, change **y** to **i** and add **-ed**.

study → *studied*

try → *tried*

reply → *replied*

Unit 20

Simple past: irregular verbs

- Many verbs have irregular simple past forms. Irregular verbs usually do NOT end in **-ed** in the simple past. A list of irregular verbs is on page 150.

I often fall in love.

I fell in love last week.

He often buys flowers.

He bought flowers yesterday.

We meet Sue every Tuesday.

We met Sue last Tuesday.

- The irregular simple past form is ONLY used in affirmative sentences. Negative sentences in the past use **didn't** + the base form of the verb.

(+) Frank **saw** Mary at the party.

(-) Frank **didn't see** Gail at the party.

Unit 21

Simple past: questions

Yes/No questions					
Did	I/you	go?			
	he/she/it				
	we/they				
Short answers					
Affirmative			Negative		
Yes,	I/you	did.	No,	I/you	didn't.
	he/she/it			he/she/it	
	we/they			we/they	

Wh- questions

Wh- word + **did** + subject + base form of the verb

Who did she talk to?

When did they leave?

Where did he live?

Unit 22

Imperatives; directions and prepositional phrases

Imperatives

- Use imperatives to give a command (to tell someone to do something).

Affirmative	base form of the verb Go straight. Turn left.
Negative	don't + base form of the verb Don't turn left. Don't take the stairs.

Directions and prepositional phrases

- Use the imperative and words such as **up/down, left/right, off, to the end, past**, to give directions.
*Drive **past** the parking garage.*
*Go **down** to the basement.*
*Walk **up** the street.*
*Turn **left** on Main Street.*

Unit 23

Be going to for future

- Use **be going to** + the base form of the verb to talk about future plans.

Affirmative		
I	am	going to have a party.
You/We/They	are	
He/She/It	is	
Negative		
I	'm not	going to have a party.
You/We/They	aren't	
He/She/It	isn't	

Yes/No questions			
Am	I	going to have a party?	
Are	you/we/they		
Is	he/she/it		
Short Answers			
Affirmative		Negative	
Yes,	you/we/they are.	No,	you/we/they aren't.
	I am.		I'm not.
	he/she/it is.		he/she/it isn't.

- You can use **Wh-** words to ask questions about future plans.

Wh- questions
Wh- word + am/is/are + subject + going to + base form of the verb
What are you going to do?
When are we going to leave?
Where are they going to go?
Why is she going to move?

Unit 24

Prepositional phrases with time

- Use **in** with months, years, and parts of the day.
Memorial Day is in May.
We met in 1973.
The picnic starts in the afternoon.
- Use **on** with days, dates, specific holidays.
We're going to a party on Friday.
My course starts on June 28.
The post office is closed on Presidents' Day.
- Use **at** with specific times, mealtimes, and in the expression **at night**.
I'll see you at eight o'clock.
They always talk to each other at breakfast.
The stars shine brightly at night.

Note: Don't use a preposition with these words: *yesterday, today, tomorrow, last week/month/year, next week/month/year.*

They went shopping last week.
We're going to the beach tomorrow.

Unit 25

Modals: can and could for permission and requests

- Use **can** or **could** to ask permission to do something.

can/could + subject + base form of the verb

Can I open the window?
I'm sorry. The window doesn't open.
Could we borrow your car?
Yes, of course.

- Use **can** or **could** to make a request.

can or **could** + you + base form of the verb

Can you help me with this, please?
Yes, sure.
Could you call a taxi, please?
Yes, of course.

Unit 26

Comparative adjectives

- Use the comparative form of adjectives with **than** to compare two things or people.

Adjective	Comparative
one syllable warm cold	add -er <i>warmer than</i> <i>colder than</i>
one syllable, ends with vowel + consonant hot big	double the consonant and add -er <i>hotter than</i> <i>bigger than</i>
two syllables, ends with y empty busy	change y to i and add -er <i>emptier than</i> <i>busier than</i>
two syllables or more historical beautiful	more + adjective <i>more historical than</i> <i>more beautiful than</i>
irregular good bad	<i>better than</i> <i>worse than</i>

Note: Use the word **than** only when you say both things that you are comparing.

Which is bigger, France or Spain?

France is bigger.

*France is bigger **than** Spain.*

Unit 27

Superlative adjectives

- Use **the** and superlative forms of adjectives to compare three or more things or people.

Adjective	Superlative
one syllable slow clean	add -est <i>the slowest</i> <i>the cleanest</i>
one syllable, ends with vowel + consonant hot big	double the consonant and add -est <i>the hottest</i> <i>the biggest</i>
one syllable, ends with y hungry busy	change y to i and add -est <i>the hungriest</i> <i>the busiest</i>
two syllables or more expensive famous	the most + adjective <i>the most expensive</i> <i>the most famous</i>
irregular good bad	<i>the best</i> <i>the worst</i>

*She's **the oldest** woman in the world.*

*It's **the most expensive** hotel in New York.*

***The best** restaurant is Hua.*

Unit 28

Present continuous for future

- You can use the present continuous to talk about future plans.

am/is/are + base form of the verb + **-ing** + future time marker

*I **am calling** him back tonight.*

*The flight **is leaving** tomorrow morning.*

*When **are** you **meeting**?*

*We're **meeting** at 7:00.*

Irregular Verbs

Simple present	Simple past	Simple present	Simple past
be	was/were	leave	left
become	became	make	made
begin	began	meet	met
break	broke	put	put
build	built	quit	quit
buy	bought	run	ran
choose	chose	read	read
come	came	say	said
cost	cost	see	saw
do	did	sell	sold
draw	drew	send	sent
drink	drank	sing	sang
drive	drove	sit	sat
eat	ate	sleep	slept
fall	fell	speak	spoke
feel	felt	spend	spent
find	found	swim	swam
fly	flew	take	took
get	got	teach	taught
give	gave	tell	told
go	went	think	thought
grow	grew	understand	understood
have	had	wear	wore
hear	heard	win	won
know	knew	write	wrote

Unit 1

Hello.
Hi.

Bye.
Goodbye.
See you.
So long.
Thank you.
Thanks.

Excuse me, what's your name again?
Here's my (business) card.
I'm . . .
I'm sorry, could you repeat that?
I'm with . . .
It's nice meeting you.
My name is . . .
Nice to meet you.
Nice to meet you, too.
Pleased to meet you.

Unit 2

architect
artist
assistant
businessman/businesswoman
cashier
doctor
engineer
flight attendant
graphic designer
musician
teacher
waiter/waitress

zero
one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen

Unit 3

Australia/Australian
Argentina/Argentinian
Brazil/Brazilian
Canada/Canadian
China/Chinese
France/French
Germany/German
India/Indian
Japan/Japanese
Korea/Korean
Italy/Italian
Ireland/Irish
Mexico/Mexican
Spain/Spanish
Thailand/Thai
Turkey/Turkish
the United Kingdom/British
the United States /American

Unit 4

battery
briefcase
box of paper clips
cell phone
desk
dictionary
fax machine
file cabinet
folder
notepad
printer
stapler

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety

Unit 5

baseball game
book
market
magazine
movie
museum
newspaper
restaurant
store
TV show

Unit 6

bad
big
boring
cheap
crowded
delicious
empty
expensive
friendly
good
interesting
small
terrible
unfriendly
wonderful

Unit 7

armchair
bookcase
cabinet
calendar
chair
computer
desk
lamp
plant
printer
sofa
stereo
table
telephone
wastebasket

Unit 8

cook lunch
dance to salsa music
drink juice
eat ice cream
get up at 8:00
give a present
go for a walk
play a game
visit a friend
wash the dishes

Unit 9

book
clock
doll
photo album
picture
plate
postcard
poster
stuffed animal
toy
T-shirt
video

one hundred
one thousand
ten thousand
one hundred thousand
one million

Unit 10

book a hotel
buy books
contact friends
do your banking
get your news
listen to music
research
use the Internet

Unit 11

alarm clock
bathing suit
beach towel
books to read
camera
CDs
credit card
film
guidebook
hiking boots
map
phrasebook
portable CD player
sunglasses
sweaters
traveler's checks
umbrella

bicycle
boat
bus
car
motorcycle
plane
subway
taxi
train
trolley

Unit 12

boots
coat
jacket
pants
shirt
shoes
shorts
skirt
sneakers
suit
sweater

T-shirt
extra large
extra small
large
medium
small

Unit 13

beer
bread
butter
cake
candy
cheese
chocolate
coffee
cookies
crackers
fruit
ice cream
nuts
potato chips
soda

Unit 14

design a website
drive a car
manage a hotel
read a story
repair a car
sing a song
speak a language
type a letter
write a report

Unit 15

aunt
brother
child/children
daughter
father
grandfather
grandmother
husband
mother
parents
sister
son
uncle
wife

Unit 16

apple
banana
bottled water
cake
cheese
chicken

chocolate
coffee
drinks
extras
fruit
ham
hot chocolate
juice
lemon
lettuce
milk
mixed green salad
potato chips
sandwich
soft drink
tea
tomato

Unit 17

cold
cool
degrees
hot
hurricane
raining
snowing
sunny
warm
windy

autumn
spring
summer
winter

boots
gloves
hat
jacket
raincoat
sandals
scarf
shorts
sun hat
sweater
T-shirt
umbrella

Unit 18

bicycle

best friend
boyfriend
girlfriend
grandmother

birthday
vacation

Unit 19

arrive
call
close
decide
finish
open
relax
reply
start
watch

Unit 20

be
buy
come
fall (in love)
give
go
know
leave
meet
say
see
think

Unit 21

be born
become famous
get married
go to college
have children
make a film
move to a house
start/finish school
take an English class

Unit 22

business center
café
cash machine
elevator
fitness center
gift shop
hallway
meeting rooms
parking garage
reception desk
restaurant
restrooms
stairs
swimming pool

first
second
third
fourth
fifth

sixth
seventh
eighth
ninth
tenth

Unit 23

build
change
earn
escape
move
quit
retire
settle down

Unit 24

January
February
March
April
May
June
July
August
September
October
November
December

eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
twenty-first
twenty-second
twenty-third
twenty-fourth
twenty-fifth
twenty-sixth
twenty-seventh
twenty-eighth
twenty-ninth
thirtieth
thirty-first

Unit 25

accept checks
accept credit cards
borrow something from someone
call a taxi
pass the salt
pay bills

pay with a check
recommend a restaurant
tell someone something
use the phone

Unit 26

beautiful
busy
clean
cold
cosmopolitan
crowded
delicious
dirty
dry
empty
exciting
flat
friendly
historic
hot
interesting
modern
mountainous
quiet
small
unfriendly
wet

Unit 27

affordable
big
busy
cheap
comfortable
cute
expensive
famous
friendly
old
popular
quick
quiet
romantic
slow
small

Unit 28

answering machine
area code
call you back
cell phone
directory assistance
leave a message
page
pager
put you on hold
take a message
text message

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How to Start the CD-ROM

This CD-ROM does not require an installation. The CD-ROM must be in the CD-ROM drive while using the program.

For Windows:

1. For optimal display, we recommend that your monitor be set with 800 x 600 resolution.
2. Insert the CD-ROM into the computer's CD-ROM drive.
3. The program should begin automatically.
4. If the program does not begin automatically, open "My Computer," and then double-click on the *WorldView* CD-ROM icon.

For Macintosh:

1. For optimal display, we recommend that your monitor be set with 800 x 600 resolution.
2. Insert the CD-ROM into the computer's CD-ROM drive.
3. Double-click on the CD-ROM icon on the computer's desktop.
4. Double-click on the *WorldView* file within the CD-ROM window

System Requirements

For Windows 98

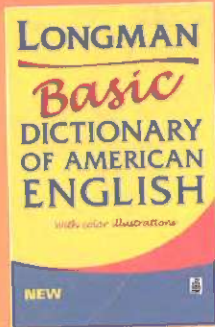
- Intel Pentium processor - min 300 MHz
- 64 MB RAM minimum
- CD-ROM drive
- Monitor resolution of 800 x 600 or higher
- Sound card, speakers, and microphone

For Windows XP, 2000

- Intel Pentium processor - min 400 MHz
- 128 MB RAM minimum
- CD-ROM drive
- Monitor resolution of 800 x 600 or higher
- Sound card, speakers, and microphone

For Macintosh

- PowerPC processor - minimum 300 MHz
- MacOS OSX
- 64 MB free RAM minimum
- CD-ROM drive
- Monitor resolution of 800 x 600 or higher
- Sound card, speakers, and microphone



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