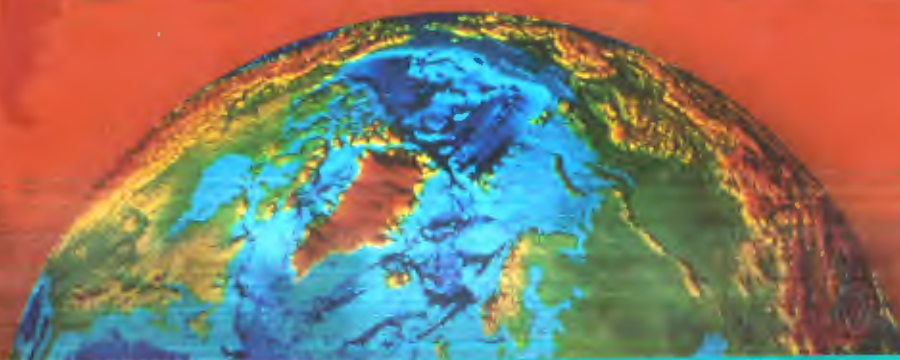


STUDENT BOOK
with Self-Study Audio CD and CD-ROM



WorldView



MICHAEL ROST



PEARSON
Longman

Simon le Maistre Carina Lewis
Gillie Cunningham Sue Mohamed Helen Solórzano

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Simon Greenall
Series Editor, British English edition

WorldView Student Book 2 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 and 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	It's the weekend!	Weekend activities	Listening: An interview on how people around the world spend their weekends
UNIT 2 Page 6	Excuses, excuses	Parts of the body; illnesses and injuries	Listening: A phone conversation between an employee who can't go to work and his boss
UNIT 3 Page 10	A life of achievement	Life events	Reading: <i>A Life of Achievement</i> , a magazine article about Oprah Winfrey
UNIT 4 Page 14	Travel with English	Countries and continents; travel	Reading: An article about a travel writer's dream vacation
Review 1 (Units 1–4) Page 18			
World of Music 1 Page 20			
UNIT 5 Page 22	Culture shock	Social etiquette	Listening: A conversation about business etiquette in the United States
UNIT 6 Page 26	Party time!	Planning parties	Listening: A conversation between a party planner and a client
UNIT 7 Page 30	First impressions	Words to describe physical appearance	Listening: A conversation between friends about two people's physical appearance
UNIT 8 Page 34	At the movies	Words related to the movies	Reading: An article about three people's opinions of memorable movies
Review 2 (Units 5–8) Page 38			
UNIT 9 Page 40	What would you like?	Words related to eating at a restaurant	Listening: A conversation between a waiter and two customers ordering food on the menu
UNIT 10 Page 44	Big issues	Global issues	Reading: <i>Brave New World</i> , Arthur Clarke's 1967 article on the web of his predictions about the year 2000
UNIT 11 Page 48	Hard work	Activities related to work	Reading: <i>Nine to Five</i> , an article describing one day in the life of a pizza delivery person
UNIT 12 Page 52	Island life	Practical activities	Reading: An application from someone who wants to be on a reality TV show
Review 3 (Units 9–12) Page 56			
World of Music 2 Page 58			
UNIT 13 Page 60	Keepsakes	Possessions; phrasal verbs related to possessions	Listening: A conversation between a father and his young daughter about a trunk of keepsakes
UNIT 14 Page 64	Tales of Nasreddin Hodja	Adjectives describing feelings and behavior	Reading: Two Turkish folktales about Nasreddin Hodja

GRAMMAR FOCUS

PRONUNCIATION

SPEAKING

WRITING

Review and expansion:
simple present and adverbs
of frequency

Sentence rhythm/stress

Talking about how
often you do things

Describe your weekend routines
and activities

Linking words: *and*,
but, *so*

Intonation in sentences

Apologizing and making
excuses

Write email messages apologizing
and giving excuses

Simple past: regular
and irregular verbs

-ed simple past ending

Talking about past events

Describe an important time or
event in your life

be going to for future

Stress in names of
countries

Talking about plans

Write a letter to a friend about
a trip you plan to take

Modals: *should* and
shouldn't for advice

Weak and strong forms:
should, *shouldn't*

Giving advice

Write an email giving advice to a friend
on what he or she should or shouldn't do
while visiting your country

Expressions for making
suggestions

Intonation: focus words

Making suggestions

Write email messages giving
suggestions and advice about parties

be and *have* with descriptions

Weak forms: *and*, *or*

Describing people

Describe the physical appearance of a
friend, family member, or famous person

say and *tell*

Consonant clusters

Talking about movies

Write a movie review

would like/like,
would prefer/prefer

Weak and strong
forms: *would*, *wouldn't*

Ordering food and drinks
in a restaurant

Write a memo describing the food
and drink items for a menu

will for predicting

Word stress

Making predictions

Creating a web page about five
predictions for the year 2100

have to/*don't have to*

Have to (*hafta*) and
has to (*hasta*)

Describing jobs

Describe a typical day in your ideal job

Present perfect for indefinite
past: *ever*, *never*

Linking vowel to vowel
(*have you ever*,
has she ever)

Talking about practical
experience

Write a letter explaining why you should
be on a reality TV show

Review: possessive *'s*,
possessive adjectives/
possessive pronouns;
belong to

Stress and linking in
phrasal verbs

Talking about special
possessions

Describe a keepsake that belongs to
you or a family member

Adverbs of manner;
comparative adverbs

Stressed syllables and
/ə/ in adverbs

Describing actions

Write a short story or folktale

UNIT	TITLE	VOCABULARY	LISTENING
UNIT 15 Page 68	Popular sports	Sports	Listening: A TV report about popular sports in Canada
UNIT 16 Page 72	Food for thought	Food	Listening: A radio show about some foods that are good or bad for you
Review 4	(Units 13-16) Page 76		
UNIT 17 Page 78	A nice place to work	Office practices	Listening: An interview about office practices in the United States
UNIT 18 Page 82	Hollywood mystery	Words related to police investigations	Reading: A police report of the victims' statements about a robbery
UNIT 19 Page 86	Bargain hunters	Stores and purchases	Listening: A game show contestant's description of her shopping trip
UNIT 20 Page 90	A long run	Words related to the theater	Reading: Articles about two successful plays, <i>The Phantom of the Opera</i> and <i>The Mousetrap</i>
Review 5	(Units 17-20) Page 94		
World of Music 3	Page 96		
UNIT 21 Page 98	Long life	Time expressions	Reading: <i>Life after 70</i> , a newspaper article about three women over 70 who are still doing work they love
UNIT 22 Page 102	Job share	Words related to tasks in an office	Listening: A conversation about job sharing at a modeling agency
UNIT 23 Page 106	Changing customs	Things you customarily do	Reading: <i>Shoes</i> , an article about interesting old customs related to shoes
UNIT 24 Page 110	Take a risk	Adventure sports	Listening: An interview about different sports two people have tried
Review 6	(Units 21-24) Page 114		
UNIT 25 Page 116	Real fighters	Sports	Reading: <i>The Greatest</i> , an article about Muhammad Ali
UNIT 26 Page 120	On the go	Travel	Listening: A conversation about preparations for a trip
UNIT 27 Page 124	Behave yourself	Verbs and their opposites	Reading: <i>How do you behave?</i> a quiz to evaluate your behavior in various situations
UNIT 28 Page 128	Just the job for you	Job descriptions	Reading: Want ads for four different jobs
Review 7	(Units 25-28) Page 132		
World of Music 4	Page 134		
Information for pair and group work	Page 136		
Grammar reference	Page 143		
Vocabulary	Page 151		

GRAMMAR FOCUS

PRONUNCIATION

SPEAKING

WRITING

Verbs for likes/dislikes
+ noun/verb + -ing

Stress to compare
and contrast ideas

Talking about sports you
like doing

Explain why you like or dislike a sport

Quantifiers + count/
non-count nouns

Vowel sounds: /u/
(food) and /ʊ/ (cookies)

Talking about what
you eat

Explain which foods are good and
bad to eat, and why

Modals: *have to/had to*
for present and past necessity

Weak and strong forms:
to

Talking about obligations

Write to an American friend about
business practices in your country

Simple past and past
continuous

Weak forms: *was* and
were

Describing activities
in the past

Describe a memorable event in
your life

because, for, and
infinitives of purpose

Stress in compound
words

Giving reasons

Write an article about your favorite stores or
restaurants and explain why you like to go there

a/an, the

a, an, the in connected
speech

Talking about the
theater

Summarize the story of the musical
West Side Story

Present perfect:
how long/for/since

Voiced and voiceless
/ð/ and /θ/

Talking about how long
you have done something

Write an article that gives interesting
facts about a person

Modals for requests
and offers

Weak forms and blending:
can, could, should, would

Making and responding
to requests and offers

Write an email asking your job partner to
do some tasks and offering to do others

used to/didn't use to

used to/use to (usetə)

Talking about past
customs

Compare your life when you were a
child with your life now

Present perfect vs. simple
past

Word stress

Talking about
experiences

Describe your experience with adventure
sports to complete an application

could and *be good at*
for past ability

Weak and strong forms:
could and *couldn't*

Talking about abilities
in the past

Describe a sport or other activity that
you could do in the past

Present perfect: *yet,*
already

Contracted forms of *have*
and *has*

Saying what you've done
so far

Describe what you have already done and
what you haven't done yet to reach a goal

Present factual conditional
(*If* + simple present +
simple present)

Vowel sounds:
/ɪ/ (*give*) and /ɛ/ (*empty*)

Talking about
consequences

Describe your behavior in a situation and
explain why you behave that way

like + verb + -ing;
would like + infinitive

The sound /ə-/ (*work, earn*)

Talking about job and
career preferences

Write a want ad for a job you would
like to have

It's the weekend!

Vocabulary Weekend activities

Grammar Simple present and adverbs of frequency

Speaking Talking about how often you do things

Getting started

- 1 Look at the photos. What are the people doing?
- 2 Complete the sentences with the verb phrases in the boxes.

go for a walk ~~go to the beach~~ go out for dinner

1. I love Sundays. I go to the beach on Sunday mornings. In the afternoon, I _____ in the park. Then I sometimes _____ with friends.

go to the gym stay home sleep late watch TV

2. Saturday is my favorite day of the week. I _____ on Saturday mornings. I like to exercise, so I _____ in the afternoon. In the evenings, I _____ with my family and we _____ together.

get takeout go to the movies work late

3. It's Friday—almost the weekend! I _____ on Friday nights because I want to finish my work before the weekend. I don't like to cook, so I _____ on my way home. Then I _____ with friends.

- 3 **PAIRS.** Talk about the weekend activities in Exercise 2 that you like to do.

I like to sleep late, go to the movies, and go out for dinner.



Listening


- 4  Listen to the radio program about how people around the world spend their weekend. Find the photo that each speaker describes.

Speaker 1 (Yuka) ____ Speaker 2 (Marcelo) ____

- 5  Listen again and underline the correct information.

1. Yuka never gets takeout / cooks on Fridays.
2. She often meets friends / stays home.
3. She usually goes to the movies / watches TV with her friends.
4. Marcelo always goes to the gym / to the beach on Sundays.
5. He sometimes goes out for lunch / dinner.

Pronunciation

- 6  Listen to the rhythm in the sentences. Notice that the important words are pronounced longer, clearer, and stronger than the other words.

I **never** **work** on **Saturday**.

I **usually** **go** to the **gym**.

What do you **do** on **Sunday**?

We **go** for a **walk** on the **beach**.

She **always** gets **takeout** on **Fridays**.

She **goes** to the **movies** with her **friends**.

- 7  Listen again and repeat.

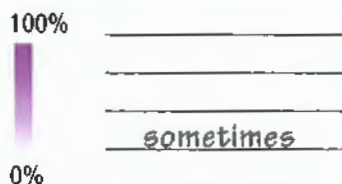
B

C

Grammar focus

- 1 Write the adverbs of frequency in the correct place on the scale.

always never often ~~sometimes~~ usually



- 2 Study the examples with adverbs of frequency.

I **often** work late on Friday.
 He **always** goes to the beach on the weekend.
 The beach **is usually** crowded.

- 3 Look at the examples again. Circle the correct words to complete the rules in the chart.

Simple present and adverbs of frequency

The adverb of frequency comes **before** / **after** the verb *be*.
 The adverb of frequency comes **before** / **after** all other verbs.

Grammar Reference page 143

- 4 Complete the sentences with a verb and the adverb of frequency in parentheses.

1. A: Her husband often works late on Fridays, doesn't he? (often)
 B: No, never. He _____ to the movies with friends. (always)
2. A: What do you do on Saturday mornings?
 B: I _____ to the gym. (usually)
3. A: Do you usually go out on Saturday night?
 B: No. I _____ home. (usually)
4. A: How _____ do you _____ takeout for dinner? (often)
 B: I _____ takeout on Saturdays. (sometimes)
5. A: I _____ home on Sunday nights. Do you? (never)
 B: Yes. I _____ a video at home. (sometimes)

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

Speaking

- 6 **BEFORE YOU SPEAK.** Write five sentences about your weekend. Use each of the adverbs of frequency from Exercise 1.

I never go to the gym on Sundays.

- 7 **GROUPS OF 3.** Create a survey together. Each person, add one weekend activity to the survey form.

How often do you...

Activity	always	usually	often	sometimes	never
go out for dinner?		✓			

- 8 **GROUPS OF 3.** Take turns. Tell each other about your weekend activities. Use an adverb of frequency and give additional information. Check (✓) the box in the survey for each answer.

I usually go out for dinner on the weekend. I usually have Italian food.

- 9 **GROUPS OF 3.** Compare your weekends. Who has the most relaxing weekend? Who has the busiest weekend?

Writing

- 10 Imagine that your weekends are always perfect—you do only activities that you love. Write about your perfect weekends. What do you do? What don't you do? Use adverbs of frequency.

CONVERSATION TO GO

A: How **often** do you work late?
B: **Never!**

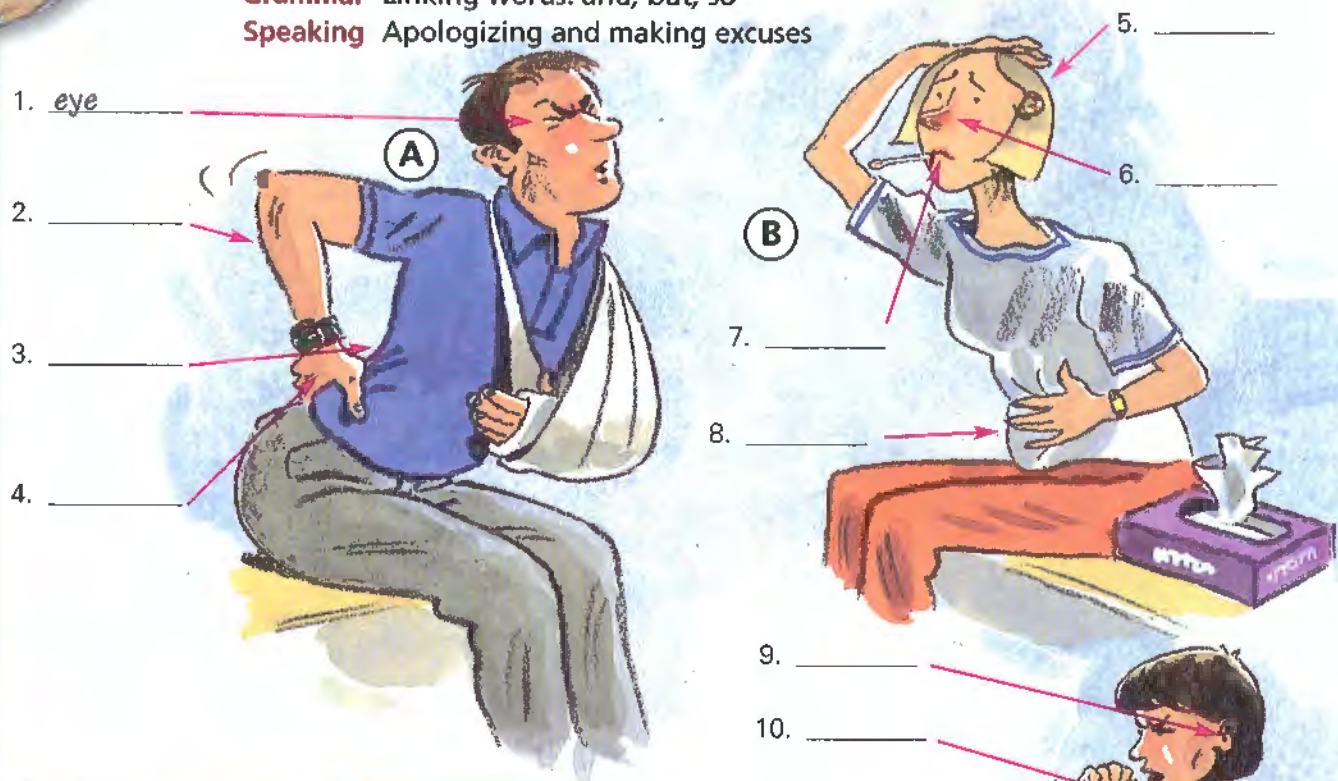


Excuses, excuses

Vocabulary Parts of the body; illnesses and injuries

Grammar Linking words: *and, but, so*

Speaking Apologizing and making excuses



Getting started

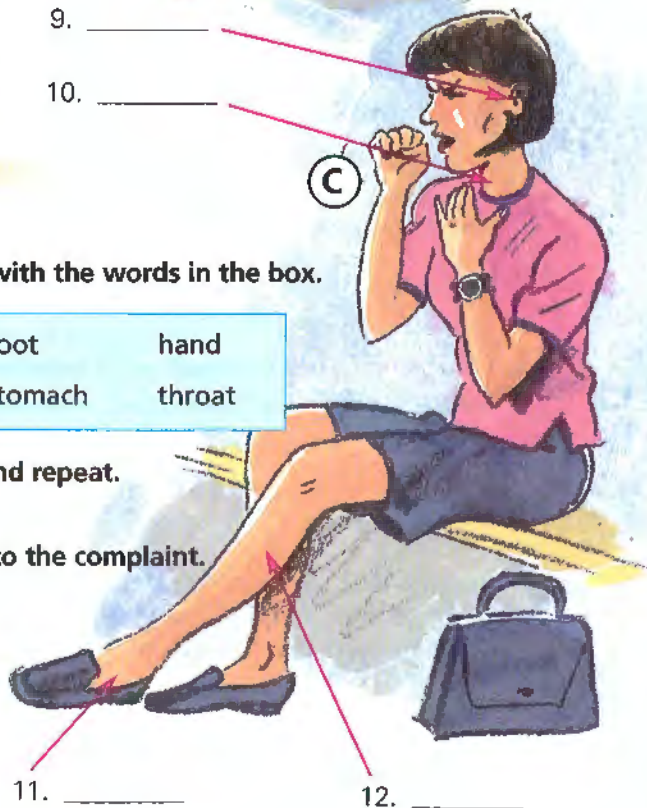
- 1 Look at the pictures. Label the parts of the body with the words in the box.

arm	back	ear	eye	foot	hand
head	leg	mouth	nose	stomach	throat

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

- 3 Write the letter of the person in the picture next to the complaint.

1. "I have a headache." B
2. "I have a sore throat." _____
3. "My back is sore." _____
4. "I have a stomachache." _____
5. "I have a fever." _____
6. "I hurt my arm." _____
7. "I have a bad cold." _____
8. "I have a cough." _____



- 4 **PAIRS.** Test your partner on the names of illnesses and injuries. Student A, point to a part of your body and act out the problem (for example, touch your throat). Student B, say the problem (for example: *Oh, you have a sore throat!*).



Listening

- 5 Listen to Tony tell his boss, Roger, why he can't come to work. Put his excuses in the correct order.

- ___ He has a cough and a sore throat.
 ___ He hurt his back.
 1 ___ He has a fever.
 ___ He has a stomachache.

- 6 What does Tony say to apologize? How does Roger respond? Listen again. Match Tony's apologies with Roger's responses.

Apology

Sympathetic response

- | | |
|----------------------------------|---|
| 1. ___ I'm really sorry, but ... | a. That's OK. Hope you get better soon. |
| 2. ___ I'm afraid I can't ... | b. That's too bad. |
| 3. ___ I'm sorry, but ... | c. That's OK. Don't worry. |

- 7 **PAIRS.** Take turns. Student A, use the ideas below and the complaints from Exercise 3 to apologize and make an excuse. Student B, give a sympathetic response.

A: *I'm sorry, but I can't come to work today. I have a fever.*

B: *That's OK. Hope you get better soon.*

Apology

I'm afraid ...

I'm sorry, but ...

I'm really sorry, but ...

I can't play soccer today.

I can't give my report today.

I can't go out for dinner with you.

I can't come to work today.

I can't help you lift that box.

I can't sign my name on the check.

I can't do my homework.

Grammar focus

- 1 Study the examples with the linking words *and*, *but*, and *so*.

I have a bad cough, **and** my throat is very sore.
I can't come in today, **but** I'll probably be there tomorrow.
I have a fever, **so** I can't come to work today.

- 2 Look at the examples again. Complete the rules in the chart with *and*, *but*, or *so*.

Linking words: *and*, *but*, *so*

Use _____ to add a similar idea.
Use _____ to add a different idea.
Use _____ to show the result of something.

Grammar Reference page 143

- 3 Combine the sentences with the linking words in parentheses.

1. She hurt her arm. She can't use the computer. (so)
She hurt her arm, *so she can't use the computer.*
2. I have a cough. I don't have a sore throat. (but)
3. My father hurt his back. My brother hurt his leg. (and)
4. I have a stomachache. I'm going to stay home. (so)
5. She doesn't have a fever. She feels sick. (but)
6. He has a headache. I gave him some aspirin. (so)



Pronunciation

- 4 Listen. Notice the way the voice goes up on the most important word in each part of the sentence, and then down.

I'm **sorry**, but I have a **cold**.
I have a **cough**, and my **throat** is sore.
I'm really **sorry**, but I'm not **feeling** very well.
I have a **fever**, so I can't come to **work**.

- 5 Listen again and repeat.

Speaking

- 6 **PAIRS.** Take turns apologizing and making excuses using the expressions below. Student A, look at page 136. Student B, look at page 138.

Apologize

I'm (really) sorry, but . . .

I'm afraid . . .

Show sympathy

That's OK.

Don't worry.

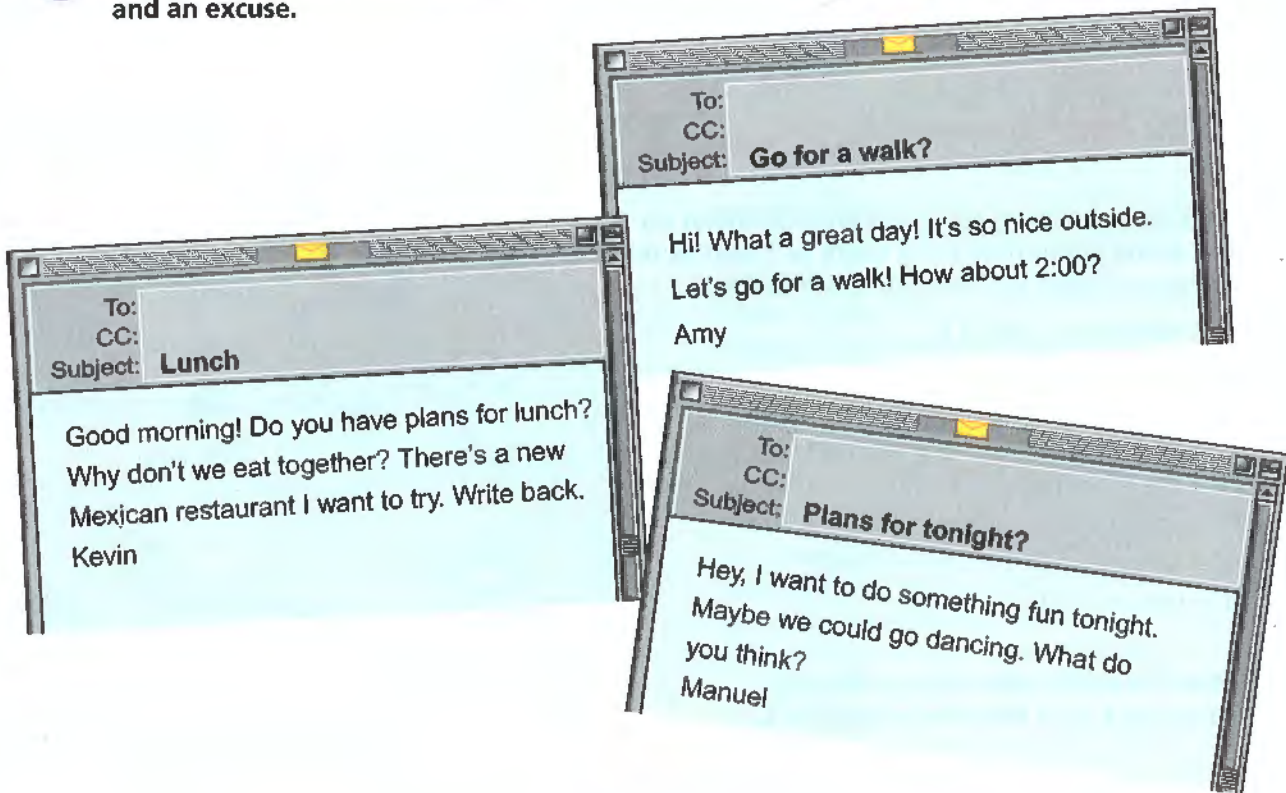
That's too bad!

A: *I'm afraid I can't come to work. I have a terrible headache.*

B: *That's too bad!*

Writing

- 7 You don't feel well today. Reply to each email message. Give an apology and an excuse.



CONVERSATION TO GO

A: **I'm afraid** I can't come to work. I have a sore throat, and I can't talk.

B: **That's too bad!**

A life of achievement

Vocabulary Life events

Grammar Simple past: regular and irregular verbs.

Speaking Talking about past events

Getting started

- 1 Number the life events in the order they usually occur.

have children ____ find a job ____ graduate from school ____
get married ____ grow up ____ go to school ____
work hard ____ be born 1

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

Reading

- 3 Look at the pictures of Oprah Winfrey. What do you know about her? Put a check (✓) next to the sentences about her that you think are true.

She was born in the U.S.

She's an only child.

She's married.

She lives in an apartment in Chicago.

She has a plane.

She doesn't have children.

She gives a lot of money to charity.

She has her own magazine.

- 4 Read the article about Oprah Winfrey. Then check your answers in Exercise 3.

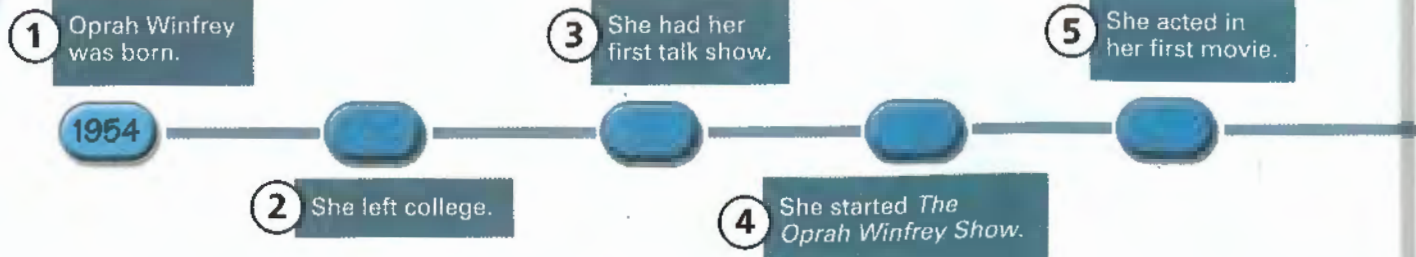
- 5 **PAIRS.** Discuss. Did anything in the article surprise you?



Oprah Winfrey

People in more than 132 countries watch *Oprah*. On this TV talk show, ordinary people talk about their problems and Oprah Winfrey helps them.

Oprah lives in a wonderful apartment in Chicago and has a farm and a house in the mountains. She has great cars and a plane too. But Oprah Winfrey was not always rich and famous.



What kind of life did Oprah have as a child?

Oprah Winfrey was born in 1954 in Mississippi, in the U.S. Her family didn't have a lot of money. Oprah could read and write when she was three, and she loved books. She worked hard and was an excellent student at school, but she left college in 1973 when she was nineteen and didn't finish her education.

How did she start her successful career?

Oprah wanted to be famous, and her dream came true when she found a job in TV. She was the first woman and the first black newscaster on TV in Nashville, Tennessee. In 1977, she had her first TV talk show. In 1984, she moved to Chicago and started *The Oprah Winfrey Show*. It was a great success.



Oprah in *The Color Purple*

What did she do later?

In 1985, Oprah acted in Steven Spielberg's movie *The Color Purple*. After that, she made several other popular films. She didn't have any children, but she used her success to help other people's children. In 1997, she started a charity called Oprah's Angel Network. In the first five years, the charity collected more than \$12 million and gave it to people in need. Oprah's Angel Network helps students to go to college, poor families to build their own homes, and communities to become safer. Oprah began her own magazine for women in the spring of 2000. It's simply called *O*. The magazine contains many personal stories and moving articles that reflect her interest in helping people worldwide. Her television program is still very popular, but now it's just called *Oprah*.



7 She started her own magazine.

6 Read the article again. Then write the correct years on the timeline.

6 She started a charity to help other people.

Grammar focus

- 1 Study the examples of regular and irregular verbs in the simple past.

Regular verbs

Examples: *love, work, finish, end, want, move, act, start*

Irregular verbs

Examples: *be, can, leave, find, do, give, have*

- (?) How **did** she **start** her successful career? What kind of life **did** she **have** as a child?
 (?) **Did** she **start** acting right away? **Did** she **have** any brothers and sisters?
 (+) She **started** *The Oprah Winfrey Show* in 1984. She **had** her first talk show in 1977.
 (-) She **didn't start** the Angel Network in 1984. Her family **didn't have** a lot of money.

- 2 Look at the examples again. Is the rule in the chart true (T) or false (F)?

Simple past: regular and irregular verbs

Use the simple past to talk about completed actions in the past. _____

Grammar Reference page 143


- 3 Complete the story with the correct simple past form of the verbs in parentheses.

The entrepreneur Anita Roddick was ^{1. (be)} born in England in 1942. She opened ^{2. (open)} the first Body Shop in 1976 in Brighton. She didn't have ^{3. (not have)} experience running a cosmetic shop, but she had ^{4. (have)} a lot of good ideas. She wanted ^{5. (want)} to "make profits with principles." For example, she didn't allow ^{6. (not allow)} her cosmetics to be tested on animals. She paid ^{7. (pay)} a fair salary to all her employees.

By 1993, Anita Roddick was ^{8. (be)} one of the five richest women in the world. But her principles still remained ^{9. (remain)} important to her. In 2000, she left ^{10. (leave)} the world of business and became ^{11. (become)} a full-time campaigner on social issues.



Pronunciation

- 4  Listen to the sentences. Notice the pronunciation of the simple past tense verbs. Check (✓) the verbs in which -ed is pronounced as an extra syllable.

lived	wanted ✓	loved	studied	decided	worked
acted	finished	started	watched	used	collected

- 5  Listen to the verbs in Exercise 4. Then listen and repeat.

- 6 Complete the rule.

The -ed ending is pronounced as an extra syllable after the sounds ____ and ____.

Speaking

- 7 **BEFORE YOU SPEAK.** Make a timeline of the important dates in your life. Include dates but no other information.



- 8 **PAIRS.** Look at your partner's timeline. Take turns. Ask questions to guess the missing information.

A: Did you get a new job in 2003?

B: No, I met my fiancé in 2003.

- 9 Tell the class something interesting about your partner.

Sabrina met her fiancé in 2003.

Writing

- 10 Oprah Winfrey encourages people to share their life stories on her TV show. What story can you share? Write a paragraph about an important time or event in your life. Use regular and irregular verbs in the simple past.

CONVERSATION TO GO

A: When **did** you **finish** school?

B: In 2002. Then I **got** a job and **bought** a new car.

Travel with English

Vocabulary Countries and continents; travel

Grammar *be going to* for future

Speaking Talking about plans

Getting started

- 1 Write the countries under the continents. Then add two more countries under Africa, Europe, Asia, and North America.

Australia	Canada	India	Ireland	South Africa
Australia	Africa	Europe	Asia	North America
<u>Australia</u>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Pronunciation

- 2 Listen to the names of some countries and continents. Notice the number of syllables and the stress. Write each name in the correct stress group.

○ ○	○ ○ ○	○ ○ ○
England	Italy	Korea

- 3 Listen and check your answers. Listen again and repeat.

- 4 **PAIRS.** Test your partner. Say the name of a country. Your partner says the continent it's in.

A: Australia.

B: Australia.

Reading

- 5 Match the words to the photos on page 15. Write the name of the country.

coast Australia countryside _____ market _____
safari _____ mountains _____

6 Read the article. Then complete the chart.

Country	When to visit	What to see and do
Canada	November	
Australia		Sightsee in Sydney Rent a car and drive up . . .
India		
South Africa		
Ireland		



THE TRAVEL WRITER'S

Dream Vacation

I have five months to travel before I write! I'm going to explore countries where I can practice speaking English. Where am I going to start?

Canada

It's the Rockies for me in November! There are mountains and beautiful lakes everywhere, so the views are great. I'd like to visit Nunavut, the home of the Inuit in the north of Canada, but unfortunately I'm not going to get there . . . there isn't enough time.



Australia

Australia is very hot from November to March. I love hot weather, so I'm going to arrive in Sydney in December. I'm going to sightsee in Sydney—there are so many interesting buildings in the city. Then I'm going to rent a car and drive up the coast.



India

Rajasthan is the perfect introduction to India with its festivals and monuments. There are also exciting markets to visit, with beautiful clothes and jewelry. I'm going to spend the month of January there. They say the weather is really nice then.

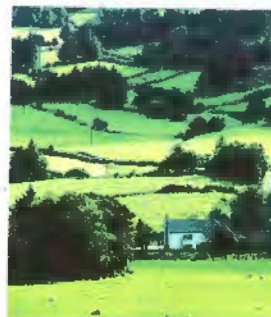


South Africa

South Africa offers luxury safaris and the chance to see wild animals. It also has a wonderful coastline, so, after the safari, I'm going to find a beach and go swimming there. I like the sun, so I'm going to go in February.

Ireland

In March I'm going to take part in the St. Patrick's Day festivities in Ireland. I know Ireland can be cold in the spring, but I'm going to buy a beautiful Irish sweater there. Dublin is a great city and the countryside is beautiful, so I think March is going to be a lot of fun.



Grammar focus

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

(+) I'm **going to spend** a month in India.
 (-) She **isn't going to visit** the Inuit communities in Canada.
 (?) **Are you going to arrive** in December?
 (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 143

- 3 Complete the sentences with the correct form of **be going to** and the verbs in parentheses.

1. She isn't going to travel (not travel) to Australia in July when the weather is cold.
2. She _____ (see) beautiful monuments in India.
3. We _____ (walk) by the lake in Canada.
4. They _____ (not stay) in luxury hotels in India.
5. _____ (we / swim) in the ocean in South Africa?
6. I _____ (visit) Alice Springs and other famous places in Australia.
7. He _____ (take part) in the St. Patrick's Day festivities in Ireland.
8. _____ (you / climb) any mountains in Canada?
9. When _____ (he / leave) Rio de Janeiro?

- 4 Answer these questions about the travel writer in the article on page 15.

1. What is the woman going to do for five months?
2. Is she going to visit Nunavut in Canada? Why?
3. When is she going to arrive in Sydney? Why?
4. What is she going to do in Rajasthan?
5. Where is she going to go in February? Why?
6. What is she going to buy in Ireland?



Speaking

- 5 **BEFORE YOU SPEAK.** You're going to plan a group vacation to three countries where you can use your English. Look again at the article on page 15 and answer these questions. Write notes in the chart.

1. Which three countries do you want to visit?
2. When do you want to go? Why?
3. What are you going to see and do?

Place	When to visit / Why?	What to see and do
Australia	May—it's cool then	Sightsee in Sydney...

- 6 **GROUPS OF 4.** Take turns telling each other about your choices. Give reasons.

I want to go to ... in ... because ...

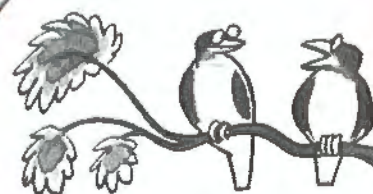
- 7 Discuss your choices. Make a decision together. Where will you go? When will you go? What are you going to see and do there?
- 8 Tell the class your group's decisions. Can you agree on a class vacation?

Writing

- 9 Write a letter to a friend. Tell him or her about a trip you are planning. Where are you going to go? What are you going to do there? Use *be going to*.

CONVERSATION TO GO

A: What **are you going to do** next summer?
B: I'm **going to fly** around the world.



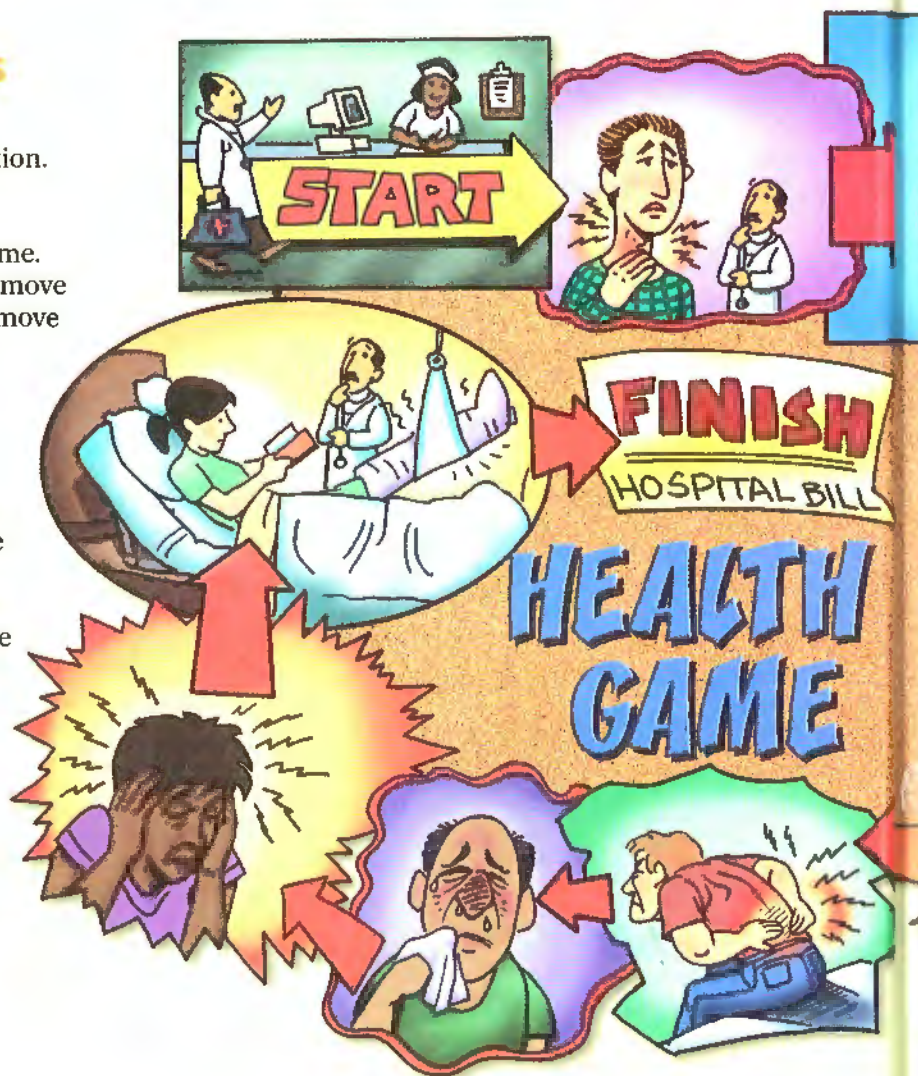
Unit 1 It's the weekend!

- 1 Listen to the model conversation.
- 2 Walk around the room. Find someone who . . .
 - always goes to the gym on weekends. _____
 - usually goes out to eat on weekends. _____
 - sometimes goes to the movies on weekends. _____
 - never sleeps late on weekends. _____
- 3 **PAIRS.** Compare your answers. Did you find the same people?


Unit 2 Excuses, excuses

- 4 Listen to the model conversation.
- 5 **TWO PAIRS.** Play the Health Game. Take turns. Toss a coin (one side = move ahead one space, the other side = move ahead two spaces).

When you land on a space, look at the picture. Role-play a conversation between a boss and an employee. Student A, you're the employee. You can't go to work. Give an excuse using the situation in the picture. Student B, you're the boss. Respond to the excuse. The first team to reach FINISH wins.




Unit 3 A life of achievement

- 6  Listen to the model conversation.
- 7 Write three true statements about your past. Then write three statements that are not true but sound possible.
- 8 **GROUPS OF 3.** Take turns. Say one statement aloud. The others in the group guess "True" or "False." After everyone guesses, tell the truth! Players receive one point for each correct guess. The person with the most points is the winner.

Points: _____



Unit 4 Travel with English

- 9  Listen to the model conversation.
- 10 **GROUPS OF 3.** Dario is going on a trip. Take turns. Ask questions to fill in his schedule. (Don't look at your partners' schedules.)
Student A, look at page 136.
Student B, look at page 138.
Student C, look at page 142.
- 11 **GROUPS OF 3.** Compare your schedules. Does everyone have the same information?



World of Music 1

River Deep, Mountain High

Ike and Tina Turner

Vocabulary

- 1 Complete the sentences with the correct word or words.

deep	faithful	flows	<u>followed</u>	goes on
let	lost	owned	puppy	robin

1. Tom's little sister always followed him around when they were kids.
2. Ines promised to help Ralph move, but she went dancing instead. She really _____ him down.
3. Yasuhiro is really upset because he _____ his keys.
4. They're excited about their new car. It's the first one they've ever _____.
5. The river _____ into the sea a few miles from here.
6. This isn't the last stop. The train _____ to Washington.
7. The children can't wait to get home from school so they can play with their _____.
8. You know it's spring when you see a _____.
9. A _____ friend is someone who is always there to help you.
10. Don't let the children play near the pool over there. The water is very _____.

The 60s

Tina Turner was a teenager when she began singing with her husband Ike's band in the 60s. She went on to become an international superstar—and a symbol of the independent woman.

Listening

- 2  Listen to the song "River Deep, Mountain High." Correct the statements.

1. The singer is singing about a love in the past.
2. The singer thinks that her love is getting weaker.
3. The singer will be as friendly as a puppy.

- 3  Listen to the song again. Complete the lyrics with the words you hear.

River Deep, Mountain High

When I was a little girl I had a rag doll;
The only doll I've ever owned.
Now I love you just the way I loved that rag doll;
But only now my love has grown.
And it gets _____ in every way,
And it gets _____ let me say,
And it gets _____ day by day.

[Chorus]

Do I love you? My, oh, my!
River deep, mountain high
If I lost you, would I cry?
Oh, how I love you, baby, baby, baby, baby.

When you were a young boy did you have a puppy
that always followed you around?
Well, I'm gonna be as faithful as that puppy.
No, I'll never let you down.
'Cause it goes on and on like a river flows.
And it gets _____, baby, and heaven knows,
And it gets _____, baby, as it grows.

[Repeat chorus]

I love you, baby, like a flower loves the spring.
And I love you, baby, like a robin loves to sing.
And I love you, baby, like a schoolboy loves his pie.
And I love you, baby, river deep, mountain high.

[Repeat chorus]

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

Speaking

- 5 **PAIRS.** In the song "River Deep, Mountain High," what are some words that the singer uses to talk about her love?

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

Do you like this song?

How does the song make you feel?

Culture shock

Vocabulary Social etiquette

Grammar Modals: *should* and *shouldn't* for advice

Speaking Giving advice

Lesson A

Getting started

- 1 Match the words and phrases in the box with the pictures. Some pictures have more than one description.

1. give a gift D
2. use first names _____
3. take your shoes off _____
4. shake hands _____
5. kiss _____
6. wear a suit _____
7. bow _____
8. arrive on time _____

- 2 **PAIRS.** Talk about the pictures.

Which of these things do you do in your country?



Listening

- 3 Listen to a businesswoman give advice to her colleagues on living and working in the U.S. Number the topics in the order she talks about them.



- 1 arriving for meetings
- ___ shaking hands
- ___ exchanging business cards
- ___ visiting someone's home
- ___ using a person's first or last name
- ___ deciding what clothing to wear

- 4 Listen again and complete the statements about business etiquette in the U.S.

1. For business appointments, always arrive on time.
2. The first thing people do at meetings is _____.
3. People usually exchange _____ at some point during a meeting.
4. If it's not clear what you should call a person, use his or her _____.
5. Take flowers or a _____ when you visit someone's home.
6. Don't _____ when you enter someone's home.
7. Wear _____ to formal business meetings.

Grammar focus

- 1 Study the examples of *should* and *shouldn't* for advice.

You **should** arrive on time.
Should we **bow**?

You **shouldn't** take your shoes off.
Yes, you **should**. / No, you **shouldn't**.

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

***should* and *shouldn't* for advice**

Use _____ + the base form of the verb to say that something is a good idea.

Use _____ + the base form of the verb to say that something is a bad idea.

Grammar Reference page 144

- 3 Complete the sentences in the quiz with *should* or *shouldn't*.

Culture Quiz




- 1 Should you talk about business at a meal in China?
a. Yes, you should. b. No, you shouldn't.
- 2 Should you wear a suit and tie to meet a new client in Saudi Arabia?
a. Yes, you should. b. No, you _____.
- 3 _____ you give a Brazilian purple flowers?
a. Yes, you _____. It's lucky.
b. No, you shouldn't. It's unlucky.
- 4 When someone gives you a gift in Japan, _____ you open it...
a. immediately? b. later?
- 5 In Mexico, _____ you shake hands with both men and women?
a. Yes, you should. b. No, you _____.
- 6 _____ you use your right hand or your left hand to accept a gift in Muslim countries?
a. right b. left
- 7 In the U.S., it is important to arrive on time. When you are invited to a friend's house, you _____ arrive more than 15 minutes late.
a. true b. false
- 8 You _____ touch a person on the head because it is not polite. This statement is true in which country?
a. Thailand b. Peru
- 9 You _____ have a meeting in Room 4 because it is unlucky. This statement is true in which country?
a. Mexico b. China
- 10 In Japan, you _____ use your boss's first name because it is not polite.
a. true b. false

- 4 Take the quiz. Then check your answers.

Culture Quiz answers
1. b, 2. a, 3. b, 4. b, 5. a, 6. a, 7. a, 8. a, 9. b, 10. a

Pronunciation

- 5  Listen. Notice the weak and strong pronunciations of *should* and the strong pronunciation of *shouldn't*.

You **should** arrive on time.



You **shouldn't** take your shoes off.

Should I take a gift?

Yes, you **should**.

Shouldn't I wear a suit?

No, you **shouldn't**.

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

1. You **should** / **shouldn't** arrive early.
2. You **should** / **shouldn't** ask questions.
3. **Should** / **Shouldn't** I use first names?
4. You **should** / **shouldn't** take flowers.
5. **Should** / **Shouldn't** I shake hands with everyone?

Speaking

- 8 **BEFORE YOU SPEAK.** Some friends from another country are going to visit your country. What should they do while visiting? What shouldn't they do? Write your ideas about the topics.
- 9 **GROUPS OF 4.** Compare the advice you're going to give your friends. What advice is the same? What advice is different?

Greeting/Saying hello

You should ...

You shouldn't ...

Giving gifts

Eating

Clothes

Other

Writing

- 10 Write an email to a friend who is going to visit your country. Give advice about what he or she should and shouldn't do during the trip.

CONVERSATION TO GO

A: **Should** I bow when I meet someone?

B: No, you **shouldn't**. You **should** shake hands.

Party time!

Vocabulary Planning parties

Grammar Expressions for making suggestions

Speaking Making suggestions

Getting started

- 1 **PAIRS.** Look at the photos. In which photo can you see . . .

1. a birthday party? ____
2. a costume party? ____
3. a going-away party? ____

- 2 **PAIRS.** Discuss the questions.

Do you like parties?

What is your favorite kind of party?

Have you ever been to a going-away party or a costume party?

How do you usually celebrate your birthday?



3 Complete the pairs of sentences with words from the box.

afford buy ~~cost~~ pay rent spend

1. A birthday cake can cost about \$25.
The gifts for Sue and Ron's going-away party cost a lot.
2. I'm going to _____ a new dress for the party.
I want to _____ a gift for you.
3. Can you _____ that suit? It's very expensive.
I can't _____ a fancy restaurant. I don't have much money.
4. John is going to _____ for dinner on your birthday.
He'll _____ by credit card.
5. I usually _____ a lot of money on birthday cards.
We're going to _____ \$300 on the party.
6. I want to _____ a car for the weekend.
He's going to _____ a ballroom at a hotel for the party.

4 **PAIRS.** Take turns saying three sentences about yourself or people you know. Use the verbs from Exercise 3.

Listening

- 5  Listen to a professional party planner talking with a client from an advertising company. They are discussing the company's yearly office party. Check (✓) the things they talk about.

 **Party Planners, Etc.**

- ☐ *date of the party*
- ☒ *place*
- ☐ *gifts*
- ☐ *number of guests*
- ☐ *music*
- ☐ *food*
- ☐ *parking*



- 6  Listen again and underline the correct information.

1. The party is going to be at a hotel / the office.
2. They're going to have a band / a DJ.
3. They're going to serve dessert / dinner.

Grammar focus

- 1 Study the examples. Notice the ways to make suggestions.

How about looking at how much we spent last year?

Why don't we rent the room at the Sheraton again?

Let's (not) have it at the office.

Maybe you **could** get a DJ this time.

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

Why don't/How about/Let's (not)/Maybe . . . could for suggestions

Use _____ + verb + *-ing*.

Use _____ + subject + *could* + the base form of the verb.

Use _____ + subject + the base form of the verb.

Use _____ + the base form of the verb.

Grammar Reference page 144

- 3 Complete the conversation with the expressions in the box.

Why don't How about Let's (not) Maybe . . . could

A: (1) _____ *Let's* _____ have a party next weekend!

B: Good idea. (2) _____ getting a band?

A: I don't know. That's expensive. (3) _____ we get a DJ instead?

B: But my brother is in a band. (4) _____ we _____ ask them to play for free?

A: OK. Now, what about the food? (5) _____ cooking something?

B: Cooking? That's too much work! (6) _____ just have sandwiches and chips.

A: (7) _____ we _____ have cheese and crackers, too.

B: That sounds fine, but (8) _____ spend too much money on food.

A: Right. (9) _____ you buy the food? (10) _____ you

(11) _____ get everything at SuperSavers. It's cheaper there.



Pronunciation

- 4 Listen. Notice the way the focus word (the most important word) in each sentence stands out from the other words.

A: Let's have a **party** next weekend.

B: Good **idea**. Why don't we get a **band**?

A: We can't **afford** it. How about getting a **DJ**?

B: **OK**. What about **food**?

A: Maybe we could order **pizza**.

B: I don't **like** pizza. Why don't we just have **snacks**?

- 5 Listen again and repeat.

Speaking

- 6 **GROUPS OF 4.** Your group is going to work together to plan a party. First, choose the purpose of the party.

- Surprise birthday party for (name)
- End-of-the-year party
- Other: _____

Now think about your budget. You have \$500. Look at the costs on page 140. Make suggestions. Decide together how you will spend the money.

A: Let's have the party at a hotel.

B: Why don't we have it at the office? We can save \$150.

- 7 Tell the class about your group's party plans.

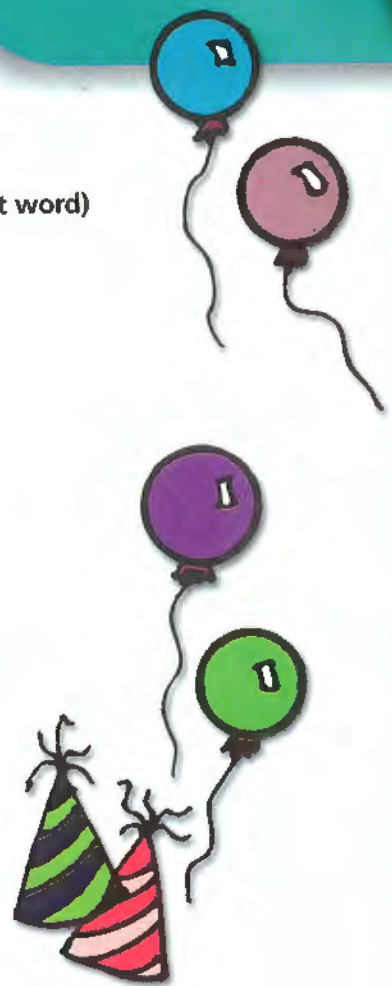
Writing

- 8 You are a party planner for a company called Parties Unlimited. People write to you for advice on giving parties. Read the email messages on page 136 and write replies to each one. Use *maybe you could*, *why don't you*, and *how about*.

CONVERSATION TO GO

A: It's your birthday. **Let's** have a party!

B: I'd rather get a gift!



First impressions

Vocabulary Words to describe physical appearance

Grammar *be* and *have* with descriptions

Speaking Describing people

Getting started

- 1 Write the descriptions in the box next to the correct words in the word webs.

average height	average weight	bald	beard	curly
elderly	heavy	middle-aged	mustache	short
sideburns	slim	straight	tall	young



- 2 **PAIRS.** Look at the photos. Take turns using the words from Exercise 1 to describe someone in the pictures. Your partner guesses which person you are describing.

A: *Tall and slim.*

B: *Picture A.*

A: *Yes!*



Listening

- 3  Listen to the conversation between two women. They're talking about two friends, Maurice and Julia. Check (✓) the pictures of Maurice and Julia.



Maurice

a. ☐



b. ☐



Julia

a. ☐



b. ☐

- 4  Listen again and circle the letter of the correct answer.

1. Maurice and Amy know each other because they _____.
 - a. work in the same office
 - b. are in the same English class
 - c. met at a party
2. Maurice wants Cristina's phone number because he wants to _____.
 - a. study English with her
 - b. ask her on a date
 - c. have coffee with her
3. Amy ____ give Cristina's phone number to Maurice.
 - a. is going to
 - b. isn't going to
 - c. can't



Grammar focus

1 Study the examples of *be* and *have* for descriptions.

He's in his 20s, probably about 28.
She's average height.
He's quite slim.

She **has** long, straight hair.
He **has** hazel eyes.
He **doesn't have** a mustache or beard.

2 Look at the examples again. Circle the correct verb to complete the rules in the chart.

be/have with descriptions

Use **be / have** to talk about a person's age, height, and weight.

Use **be / have** to talk about a person's hair and eyes.

Note the following exception: *He is bald.*

Grammar Reference page 144

3 Complete the descriptions with the correct forms of *be* or *have*. You can use contractions.

My friend Judy and I (1) are both 21 years old,
but she and I look completely different. I (2) _____
short, and she (3) _____ tall. I (4) _____ a little
heavy, and she (5) _____ average weight.
I (6) _____ long, curly blond hair, and she
(7) _____ long, straight black hair.



My friends Tony and Tom are identical twins. They look
exactly alike. They (8) _____ about 30. They
(9) _____ black hair and brown eyes. They
(10) _____ tall, and they (11) _____ slim.

The only way I can tell them apart is this:

Tony (12) _____ a mustache, and Tom
(13) _____ (not) one.



Pronunciation

- 4  Listen. Notice the weak pronunciations of *and* and *or*.

She's tall *and* slim.
 He's average height *and* has black hair.
 He has curly brown hair *and* hazel eyes.
 She has long black hair *and* brown eyes.

I'm not tall *or* slim.
 He isn't short *or* heavy.
 He doesn't have a beard *or* mustache.
 She doesn't have blond hair *or* blue eyes.

- 5  Listen again and repeat.



Speaking

- 6 **PAIRS.** You're going to the airport to meet your partner's visitors. Take turns describing the people and finding them in the picture.

Student A, look at page 137. Student B, look at the picture on the left. Find each person that your partner describes. Did you find the right person? Check with your partner.

A: My colleague, Sandra Vazquez, is going to arrive on Saturday.

Can you meet her at the airport?

B: Sure. What does she look like?

A: She...

- 7 Now switch roles. Student B, look at page 139.

Writing

- 8 Write a paragraph describing someone's physical appearance. Write about a family member, a friend, or a famous person. Use *be* and *have*.

CONVERSATION TO GO

A: What does she look like?

B: She's **tall** and **slim**. She **has curly brown hair** and **brown eyes**.

At the movies

Vocabulary Words related to the movies

Grammar say and tell

Speaking Talking about movies

Getting started

1 Match the quotes with the photos.

1. ____ "The best romantic movie in the history of film. A classic black-and-white movie."
2. ____ "Another fast and exciting action movie."
3. ____ "Best science fiction film ever."
4. ____ "It makes everyone laugh. A comedy for the entire family."

2 In which photo(s) can you see ...

1. an actor? _____
2. an actress? _____
3. special effects? _____
4. costumes? _____

3 PAIRS. Discuss the questions.

What kinds of movies do you like?
 Who is your favorite actor or actress?
 What movies are playing now in movie theaters?
 Which ones do you want to see? Why?



Reading

4 Read the article about memorable moments in film history. Then circle the letter of the correct answer.

- Which movie does Tomás like?
 a. *Star Wars* b. *Casablanca*
- Why does he like it?
 a. the actors b. the special effects
- Which movie does Reiko like?
 a. *Star Wars* b. *Dr. No*
- Why does she like it?
 a. the scenery b. the actor
- Which movie does Mariana like?
 a. *Dr. No* b. *Casablanca*
- Why does she like it?
 a. the story b. the director

"In your opinion, what are the most memorable movies in the history of film?"
That's the question we asked our readers.

"I think the first *Star Wars* movie is the best science fiction film. I didn't like the new ones very much, but the original *Star Wars* is a fantastic movie. The special effects are amazing, and the story is interesting. I can't remember the names of the actors, but I love the scene where Luke fights Darth Vader." **Tomás, Mexico**

"I love James Bond movies, and my favorite is *Dr. No*. It was the first 007 movie, and although the beginning is slow, the ending is excellent. Sean Connery was the best actor who played James Bond, and he always will be." **Reiko, Japan**

"One of my favorite movies is *Casablanca*—I love old, romantic films. I think the story and the music are really good. Black-and-white films are my favorites." **Mariana, Brazil**

5 Read the article again and check (✓) the adjective(s) used to describe things about each movie.

	<i>Star Wars</i>	<i>Dr. No</i>	<i>Casablanca</i>
amazing			
excellent			
fantastic	✓		
good			
interesting			
romantic			
slow			

Grammar focus

- 1 Study the examples with **say** and **tell**. Underline the object.

Tomás **said** (that) he really **liked** *Star Wars*.
 He **told** **us** (that) he **loved** the special effects.
 Mariana **told** **me** (that) she **loved** *Casablanca*.
 She **said** (that) black-and-white films **were** her favorites.

- 2 Look at the examples again. Circle the correct word to complete the rules in the chart.

say and tell

There is no object after **say** / **tell**.

There is always an object after **say** / **tell**.

Use the **present** / **past** after **said** and **told**.

NOTE: You can leave out the word **that** after **say** and **tell**.

Grammar Reference page 144

- 3 Circle **said** or **told** in each sentence.


1. She said / **told** she liked comedies.
2. He **said** / **told** me he went to the movies every weekend.
3. I **said** / **told** that I didn't go to the movies very often.
4. Tara **said** / **told** Elizabeth that she loved science fiction films.
5. Elizabeth **said** / **told** that she hated action movies.
6. I **said** / **told** Carlos that I was taking a filmmaking course.
7. Carlos **said** / **told** me he didn't want to take the course.
8. Pete **said** / **told** he was late for the movies.
9. Rachel **said** / **told** that he had to hurry.
10. He **said** / **told** me his favorite actress was Halle Berry.

- 4 Complete the sentences. Use the correct form of **say** or **tell** and the correct form of the verb in parentheses.

1. Tomás told John that the special effects in *Star Wars* were (be) amazing.
2. Reiko _____ that she _____ (love) James Bond films.
3. She _____ me that Sean Connery _____ (be) a good actor.
4. She _____ that *Dr. No* _____ (be) her favorite Bond movie.
5. Mariana _____ her favorite film _____ (be) *Casablanca*.
6. She _____ us that she _____ (like) old films.
7. She _____ me that she _____ (love) the music in *Casablanca*.



Pronunciation

- 5  Listen. Notice the groups of consonant sounds in the words.
- | | |
|--|----------------------------------|
| a classic black-and-white film | the best science fiction movie |
| an interesting story | a slow start |
| exciting special effects | an excellent actress |
| He said that he liked <i>Star Wars</i> . | She told us she loved old films. |

- 6  Listen again and repeat.

Speaking

- 7 **BEFORE YOU SPEAK.** Make notes about your favorite movie.

- 8 **PAIRS.** Take turns asking each other questions and telling about your favorite movie. Use your notes.

A: My favorite movie is a classic—
E.T. It's a science fiction movie.
I loved the story.

B: Who are the actors?

- 9 Tell the class what you learned about your partner's favorite movie.

Elena's favorite movie is E.T.
She said that she loved the story.

Name of film: _____

Actor(s)/Actress(es): _____

Director: _____

Story: _____

Special effects: _____

Music: _____

Scenery: _____

Costumes: _____

Writing

- 10 Write a short review of a good movie you recently saw. Include information about the actors, director, story, special effects, music, scenery, and costumes.

CONVERSATION TO GO

A: Steve **said** he **liked** Bond movies because of the special effects.

B: Really? He **told me** he **liked** Bond movies because of the beautiful actresses!

Unit 5 Culture shock

1  Look at the list of situations. Then listen to the model conversation.


- meet a friend's parents for the first time
- pick someone up at the airport
- go to class on the first day
- go to dinner with your boss
- start a new job
- go to a job interview
- go to a friend's home for dinner
- go to a surprise birthday party

2 Choose a situation from the list in Exercise 1, but don't say it aloud. Think about the things you should and shouldn't do in that situation.

3 **GROUPS OF 4.** Play the guessing game. Take turns. Say what you should and shouldn't do in the situation you chose. Your partner will guess the situation.

Unit 6 Party time!


4 **GROUPS OF 3.** You planned a party together. Now the party is over. Look at the picture. This is the scene before the people arrived. Describe the scene.

5  Imagine that it is now last week and you are just starting to plan the party. Listen to the model conversation.

6 Role-play. Pretend that you're planning the party. You want the party to look like the picture. Take turns. Make suggestions for planning the party.



Unit 7 First impressions

- 7  Listen to the model conversation.
- 8 **PAIRS.** Student A, go to page 137. Student B, go to page 139. Look at the pictures. Take turns describing the person in each one. How many people are the same?

Unit 8 At the movies

- 9  Listen to the model conversation.



- 10 Interview five people. Find out what kind of movies they like. Take notes in the chart.

Name	Favorite kind of movie	Favorite movie	Why?

- 11 Report back to the class about your classmates' favorite movies.

What would you like?

Vocabulary Words related to eating at a restaurant

Grammar *would like/like, would prefer/prefer*

Speaking Ordering food and drinks in a restaurant

Getting started

- 1 **GROUPS OF 3.** Look at the words in the box. Find them in the photos.

customer	fork	glass	knife	menu
napkin	pepper	salt	spoon	waiter



The Shrimp Boat



APPETIZERS

Shrimp Cocktail
Soup of the Day
Garden Salad

ENTRÉES

Shrimp Savoy
Shrimp Plaza
Shrimp Ritz
served with rice or pasta
and mixed vegetables

DESSERTS

Cheesecake
Chocolate Ice Cream
Raspberry Sorbet
Coffee Tea
Cappuccino Espresso



- 2 Look at the menu. Complete the sentences with the words in the box.

appetizer	dessert	entrée
side dish	tea	

- The soup is an appetizer.
- The Shrimp Savoy is an _____.
- The pasta is a _____.
- The ice cream is a _____.
- After your meal, you can have coffee or _____.

- 3 **PAIRS.** Discuss the questions.

How often do you go to restaurants?
What is your favorite restaurant?
Why do you like it?

Listening

- 4 Look at the menu. Listen to two people ordering a meal at The Shrimp Boat. On the menu, put an *M* next to the food the man orders and a *W* next to the food the woman orders.

- 5 Listen again. Match the name of the dish with the description.

- | | |
|----------------------|--|
| 1. Shrimp Savoy ____ | a. shrimp in black olive sauce with tomatoes and herbs |
| 2. Shrimp Plaza ____ | b. shrimp in tomato sauce with herbs and olives |
| 3. Shrimp Ritz ____ | c. shrimp in herb sauce with tomatoes and olives |

Grammar focus

1 Look at the examples. Write **a** or **b** in each blank.

Key: a = what you like in general
b = what you want now or in the future

1. Do you **prefer** chocolate ice cream or vanilla ice cream?
I **prefer** chocolate. a
2. Do you **like** seafood?
Yes, I **do**. I **like** all kinds of seafood. _____
3. Would you **prefer** rice or pasta?
I'd **prefer** the rice. _____
4. What **would** you **like**?
I'd **like** the Shrimp Savoy. _____



2 Look at the examples again. Circle **a** or **b** to complete the rules in the chart.

would like/like, would prefer/prefer

Use _____ to talk about things you like in general.

- a. I like or I prefer b. I'd like or I'd prefer

Use _____ to ask for something you want.

- a. I like or I prefer b. I'd like or I'd prefer

NOTE: I'd prefer = I would prefer; I'd like = I would like

Grammar Reference page 145

3 Circle the correct answers.

1. A: Would you like a table near the window?
B: Yes, I like to sit near the window. / Yes, thank you.
2. A: Do you prefer black or green olives?
B: I'd prefer black. / I prefer black.
3. A: Would you like to see the menu?
B: Yes, we would, thanks. / We like the menu.
4. A: Would you prefer soup or salad?
B: I prefer soup. / I'd prefer soup.

Pronunciation

- 4**  Listen to the weak and strong pronunciations of *would*. Notice the /d/ sound in *I'd like* and *I'd prefer* and the linking in *would you*.

What **would** you like?

Would you like salad?

Would you prefer rice or pasta?

I'd like the shrimp.

Yes, thanks. I **would**.

I'd prefer pasta.

- 5 Listen again and repeat.

Speaking

- 6 PAIRS.** Use the cues to complete the conversation between a waiter and a customer.

Waiter: *Order? Would you like to order?*

Customer: *The shrimp.*

Waiter: *An appetizer?*

Customer: *No.*

Waiter: *Drink?*

Customer: *Iced tea.*

Waiter: *Dessert?*

Customer: Yes.

Waiter: *Cake or ice cream?*

Customer: *Cake.*

Waiter: *Anything else?*

Customer: *Check, please.*

- 7 GROUPS OF 3.** Student A, you are a waiter/waitress at Rosie's Restaurant. Students B and C, you are customers. Student A, look at this page. Students B and C, look at page 142. Student A, take the customers' order. Write it on the guest check.

[illegible]

Writing

- 8** You're a famous chef. You're going to open a new American restaurant in your city. What would you like to have on the menu? Write a memo to the person who will design the menu. Include information about appetizers, entrées, side dishes, desserts, and drinks.

CONVERSATION TO GO

A: **Would** you **like** the check?

B: No, thank you!

Big issues

Vocabulary Global issues

Grammar will for predicting

Speaking Making predictions

Getting started

1 Match the words on the left with the examples on the right.

- | | |
|------------------------|---|
| 1. economy <u>b</u> | a. United States: 288 million people |
| 2. transportation ____ | b. money, bank |
| 3. space ____ | c. rainy, hot |
| 4. politics ____ | d. car, airplane, bus |
| 5. population ____ | e. the moon, Mars, a space station |
| 6. communication ____ | f. phone, fax, email |
| 7. climate ____ | g. government, president, the White House |

Pronunciation

2 Listen. Notice the stressed (strong) syllable in each word. Mark the stress.

climate	prediction
transportation	politics
population	communication
economy	government

3 Listen again and repeat. Check your answers.

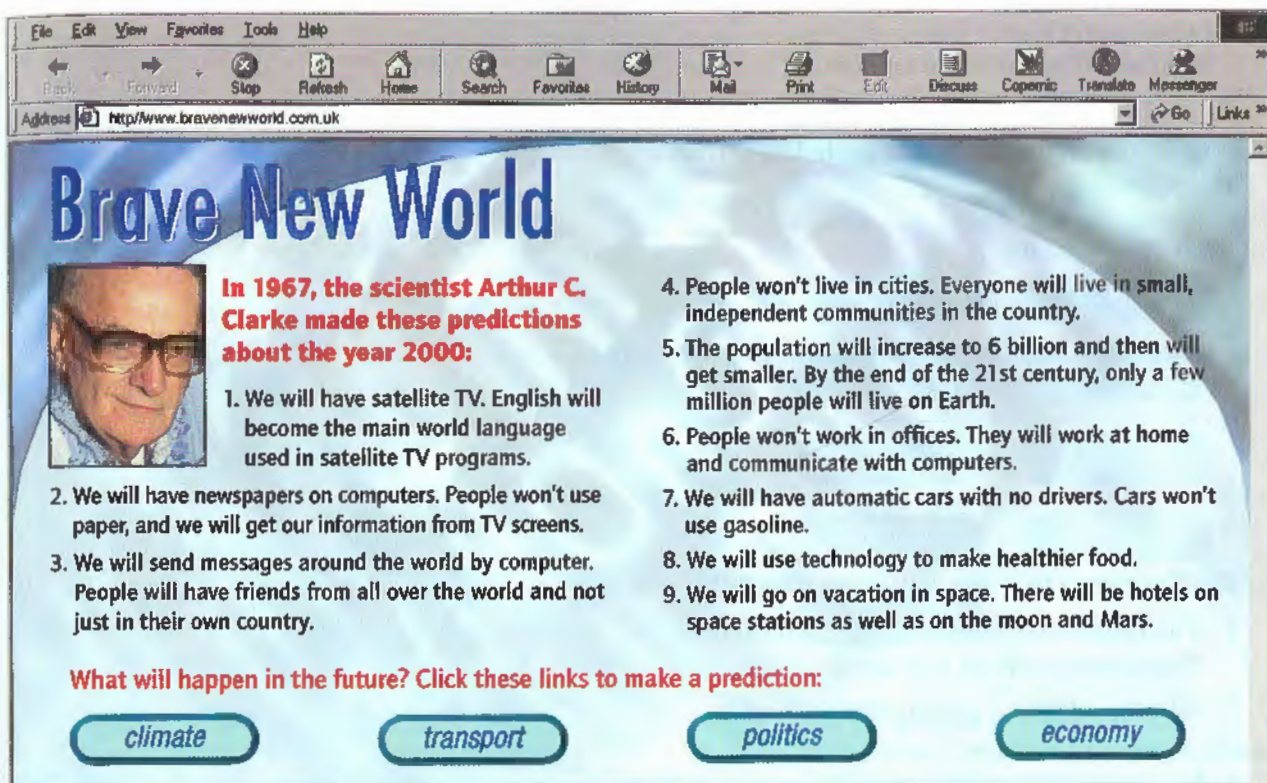
4 **PAIRS.** Look at the photos. Tell which photo matches each topic in Exercise 1.

I think Photo A matches politics.



Reading

- 5 Arthur C. Clarke is a scientist. He has also written many science fiction novels, including *2001: A Space Odyssey*. Read his predictions.



The screenshot shows a web browser window with the address bar displaying 'http://www.bravenewworld.com.uk'. The page title is 'Brave New World'. On the left, there is a portrait of Arthur C. Clarke. To the right of the portrait, the text reads: 'In 1967, the scientist Arthur C. Clarke made these predictions about the year 2000:'. Below this, there are nine numbered predictions. At the bottom of the page, there is a section titled 'What will happen in the future? Click these links to make a prediction:' with four buttons: 'climate', 'transport', 'politics', and 'economy'.

Brave New World

In 1967, the scientist Arthur C. Clarke made these predictions about the year 2000:

1. We will have satellite TV. English will become the main world language used in satellite TV programs.
2. We will have newspapers on computers. People won't use paper, and we will get our information from TV screens.
3. We will send messages around the world by computer. People will have friends from all over the world and not just in their own country.
4. People won't live in cities. Everyone will live in small, independent communities in the country.
5. The population will increase to 6 billion and then will get smaller. By the end of the 21st century, only a few million people will live on Earth.
6. People won't work in offices. They will work at home and communicate with computers.
7. We will have automatic cars with no drivers. Cars won't use gasoline.
8. We will use technology to make healthier food.
9. We will go on vacation in space. There will be hotels on space stations as well as on the moon and Mars.

What will happen in the future? Click these links to make a prediction:

[climate](#) [transport](#) [politics](#) [economy](#)

- 6 **PAIRS.** Which of Arthur C. Clarke's predictions have come true? Put a check (✓) next to the predictions that are true for most people today.

- 7 Complete the predictions from the reading with the words in the box.

cars	space	programs	messages	offices
cities	food	the news	population	

1. We will have satellite TV programs.
2. We will read _____ on the computer.
3. People around the world will send _____ to each other by computer.
4. No one will live in _____.
5. The _____ of the world will get smaller.
6. No one will work in _____.
7. _____ won't need drivers or gasoline.
8. The _____ we eat will be healthier.
9. There will be hotels in _____.

Grammar focus

1 Study the examples of *will* for predicting.

We **will go** on vacation in space.

People **won't live** in cities.

What **will happen** in the future?

I think we'll **go** on vacation in space.

I don't think people **will live** in cities.

What do you think **will happen**?

2 Look at the examples again. Circle the correct words to complete the rules in the chart.

will for predicting

After *will* or *won't*, use **the base form of the verb / verb + -ing**.

Use ***I think* + subject + won't / I don't think + subject + will** to predict what will not happen.

Grammar Reference page 145

3 Use the words to make sentences about the year 2100.

1. The population of the world / not increase.
The population of the world **won't increase**.
2. Where / people / go on vacation?
3. I / not think / people / go on vacation in space.
4. Everyone / have / a computer?
5. I think / everyone / speak one language.
6. The world's weather / not get warmer.
7. You think / technology / cost less?
8. I think / transportation / be cheaper.
9. The world economy / be stronger.
10. There be / flying cars.
11. I / not think / we find life on another planet.





Speaking

- 4 **GROUPS OF 3.** You are visiting a website called Y2K100. It asks you to send your predictions for the year 2100. Discuss your predictions for the topics below.

In 2100, people will work ten hours a week.

politics

transportation

clothing

food

work

economy

communication

climate

vacations

- 5 Change groups and discuss your predictions. Are there any predictions that everyone agrees on?

Writing

- 6 Look again at the web page on page 45. Use Arthur C. Clarke's predictions as a model. Write your own web page with predictions about five big issues for the year 2050. Use *will*.

CONVERSATION TO GO

A: In 2050, math **will** still **be** an important subject in school.

B: I hope not!



Hard work

Vocabulary Activities related to work

Grammar *have to/don't have to*

Speaking Describing jobs

Getting started

- 1 Complete the job descriptions with the words in the boxes.

type letters and contracts ~~arrange meetings~~ make decisions



Administrative Assistant

"I work for a lawyer. My boss tells me what he needs, and I call clients to (1) arrange meetings. I also use a computer to (2) _____. Sometimes I don't like my job because I can't (3) _____. Mostly I do what my boss tells me to do."

meet with clients travel communicate give presentations



Sales Manager

"I sell computer software for a large company. I have clients all over the country, and I (1) _____ to different cities all the time. I like to (2) _____ because I enjoy talking to people in person. When I'm traveling, I use a laptop to (3) _____ about my company's products. I use my cell phone and email to (4) _____ with my clients and boss when I'm on the road."

work as a team make much money wait on customers work long hours



Salesperson

"I work in a large department store. I (1) _____ and help them find what they are looking for. I (2) _____ with other salespeople in my department. We all (3) _____; for example, I work from 11:00 A.M. to 9:00 P.M., Tuesday through Sunday. We don't (4) _____, but we get employee discounts on the things we buy."

- 2 **GROUPS OF 3.** Talk about activities you do in your job now or want to do in a future job.

Reading

- 3 Look at the photo of the pizza delivery person. Which two activities in Exercise 1 do you think he does in his job?
- 4 Read the article "Nine to Five." Then check your guesses in Exercise 3.

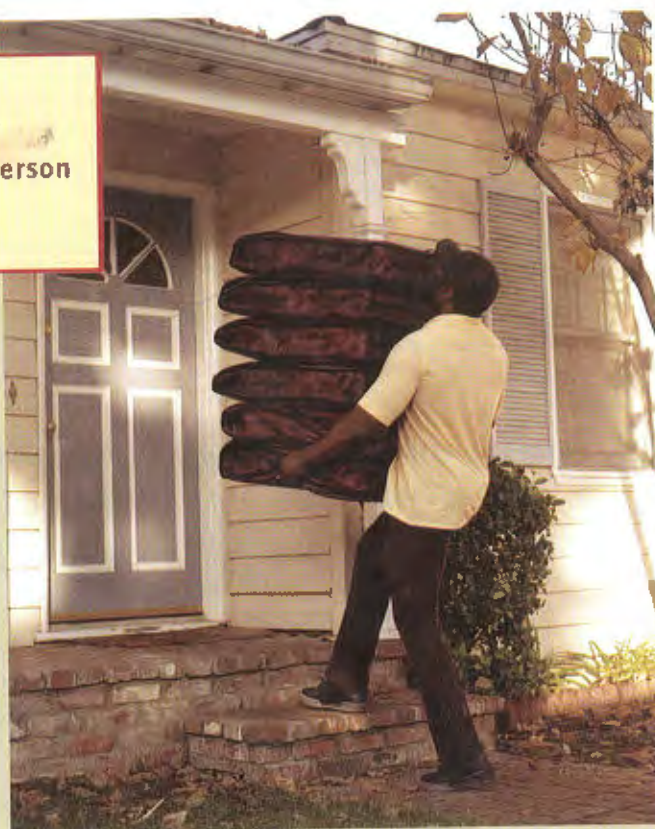


Name: Marcus Willis
Job: Pizza delivery person
Wages: \$5.50/hour

Nine to Five

So you think my job is easy? You pick up the pizza, drive around town, go back to the shop, and then do it all again. It isn't that easy.

First, I don't earn much per hour, so I have to work long hours—sometimes I start at 3:00 P.M. and finish at 2:00 A.M. I also have to drive a lot. I drive about 80 miles every day, and I have to use my own car because the company doesn't give me one. That's a real problem. Another problem is the tips. Customers don't have to give me tips, but without the extra money, I don't earn much. Finally, I'm always busy. When I finish driving, I have to wait on customers in the shop and, of course, I have to be polite, even when I'm tired! Then my boss answers the phone, and I have to leave again and deliver another pizza.



The next time a delivery person brings you a pizza, remember: Does he have to work hard? Yes, he does! So be nice to him, and give him a big tip!

- 5 How does Marcus feel about his job? Read the article again and write *T* (true) or *F* (false) after each statement.

Marcus feels that . . .

1. delivering pizza is a difficult job.
2. his job pays well.
3. the pizza company should give him a car.
4. getting tips is important.
5. he isn't always busy at work.

Grammar focus

- 1 Study the examples with *have to*.

I **have to** work long hours.

He **has to** pick up the pizza.

Does he **have to** work hard? Yes, he **does**. / No, he **doesn't**.

Customers **don't have to** give him tips.

- 2 Look at the examples again. Complete the rules in the chart with *is* or *isn't*.

have to/don't have to

Use *have to/has to* + the base form of the verb when something _____ necessary.

Use *don't have to/doesn't have to* + the base form of the verb when something _____ necessary.

Grammar Reference page 145

- 3 Write conversations. Use the words given and the correct form of *have to*.

1. A: What / do / in your job? What *do you have to do* in your job?

B: We / meet clients. We *have to meet* clients.

2. A: What / your boss / do?

B: He / give presentations.

3. A: You / travel?

B: Yes / do.

4. A: You / work as a team?

B: No / not.

5. A: She / use a computer?

B: Yes / she / answer email from customers.

Pronunciation

- 4  Listen. Notice the pronunciation of *have to* ("hafta") and *has to* ("hasta").

have to have to work

I have to work long hours.

Does he have to work hard?

has to has to drive

He has to drive a lot.

He has to pick up the pizza.



- 5  Listen again and repeat.

- 6 **PAIRS.** Practice the conversations in Exercise 3.

Speaking

- 7 **BEFORE YOU SPEAK.** Look at the list of jobs. Add one more job to the list. Complete the chart with activities people *have to do* and *don't have to do* in these jobs. Then rank the jobs in your order of preference (1 = the best and 6 = the worst).

Job	Has to	Doesn't have to
_____ administrative assistant	type letters	meet with clients
_____ doctor		
_____ grocery store owner		
_____ salesperson		
_____ flight attendant		

- 8 **GROUPS OF 3.** Which jobs do you think are best and worst? Discuss your opinions and give reasons.

A: I think doctors have the worst job. They have to help very sick people.
They have to work long hours.

B: I don't think they have the worst job. They don't have to . . .

- 9 Compare your group's answers with the rest of the class. Which job did most people think was the best? The worst?

Writing

- 10 Imagine that you are working in your ideal job. Write an article like the one on page 49 describing a typical day at work. Describe the activities that you *have to do* and *don't have to do* every day.

CONVERSATION TO GO

A: **Do** you **have to make** decisions in your job?

B: Yes, I **do**. Umm . . . no, I **don't**. Well, yes . . .

Island life

Vocabulary Practical activities**Grammar** Present perfect for indefinite past: *ever, never***Speaking** Talking about practical experience

Getting started

- 1 **PAIRS.** Look at the photo of Mulkinney Island. Would you like to live there? Why?
- 2 Read the advertisement for a new television show, *Adventure Island*. Complete the sentences with the verbs in the box.

build	catch	grow	have	make
spend	take care of	travel	work	



Adventure Island

A new reality TV show

Do you like to (1) travel to new places and (2) _____ time outdoors? Are you ready to (3) _____ an adventure?

Mulkinney Island is in the north Atlantic. No one lives there. There are no houses, no stores, and no hospitals. We are looking for sixteen adventurous people from around the world to live on the island for a year.



We need people who can (4) _____ houses, (5) _____ clothes, and (6) _____ food.

We also need people who know how to (7) _____ fish, (8) _____ on a farm, and (9) _____ animals.

**Send your application today.
Explain why we should pick you to
join us on Adventure Island!**

- 3 **PAIRS.** Compare your answers in Exercise 2.

- 4 What other abilities will be useful on the island? Check Yes or No and write why.

Does Adventure Island need people who can ...	Yes	No	Why?
use a computer?			
start a business?			
cook for a large group?			
write newspaper articles?			
teach a class?			

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

I don't think Adventure Island needs people who can use a computer. There are no computers on the island!

Reading

- 6 Andrew Ho wants to be on Adventure Island. Read his application form. Then check (✓) Yes or No to each question about his experience.

Name: Andrew Ho

Age: 25



1. Have you ever spent time outdoors? YES ☐ NO ☐

I've gone camping many times, and I like hiking and mountain climbing. I've also gone fishing in the ocean, and I've caught a lot of fish! I love the outdoors.

2. Have you ever worked on a farm? YES ☐ NO ☐

I haven't worked on a farm, but my family has had several pets, and I think I'm good at taking care of animals. I've had a vegetable garden, and I've grown carrots, tomatoes, and lettuce in my backyard.

3. Have you ever lived overseas? YES ☐ NO ☐

I've never lived overseas, but I've traveled abroad and around the United States. I like to travel and meet new people. I'm an adventurous person.

4. Have you ever cooked for large groups? YES ☐ NO ☐

I'm a cook in a hospital. I think this experience will be useful because I cook for large groups all the time.



- 7 Discuss. Is Andrew Ho a good choice for Adventure Island? Why? What can he do?

Grammar focus

- 1 Look again at the application form on page 53 and answer the questions.

Is Andrew growing vegetables now?

Do we know exactly when he grew vegetables?

- 2 Study the examples of the present perfect for the indefinite past.

I've **grown** vegetables in my backyard.

My family **has had** a lot of pets.

Have you **ever spent** time outdoors? Yes, I **have**. / No, I **haven't**.

I **haven't worked** on a farm.

I've **never lived** overseas.

- 3 Look at the examples again. Circle the correct words to complete the rules in the chart.

Present perfect: indefinite past; ever, never

Use the present perfect when the exact time of an action **is / is not** important.

Use **have** or **has** + the **present / past** participle to form the present perfect.

Use **never / ever** + present perfect to ask a question.

Use **not** or **never / ever** + present perfect to make a negative statement.

NOTE: The past participle of regular verbs is the base form of the verb + **-ed**.
See page 150 for a list of irregular past participles.

Grammar Reference page 146

- 4 Complete the conversations with the correct present perfect form of the verbs in parentheses.

1. A: Have they ever used (use) a computer?

B: Yes, they have.

2. A: _____ you ever _____ (build) a fire?

B: Yes, I _____. I _____ (go) camping several times.

3. A: _____ she ever _____ (take care of) farm animals?

B: No, she _____, but she _____ (have) a few pets.

4. A: _____ they ever _____ (live) overseas?

B: They _____ (not live) overseas, but they _____ (travel) abroad.

5. A: _____ you ever _____ (go) fishing?

B: Yes, I _____. I _____ (go) hiking, too.

6. A: _____ he ever _____ (cook) for large groups?

B: Yes, he _____. He's a cook in a hospital.



Pronunciation

- 5 Listen. Notice how a vowel sound at the end of a word links to a vowel sound at the beginning of the next word.

Have you ^wever

Have you ever lived overseas?

Has he ^yever

Has he ever grown vegetables?

Have you ^wever

Have you ever spent time outdoors?

Have they ^yever

Have they ever used a computer?

- 6 Listen and repeat.

Speaking

- 7 **BEFORE YOU SPEAK.** Look at the chart and check (✓) the activities that you have done. Then add two more activities to the chart.

Activities	You	Classmate 1	Classmate 2
grow vegetables			
take care of animals			
go camping			
make clothes			
catch a fish			
travel overseas			

- 8 **GROUPS OF 3.** Interview each other. Ask follow-up questions to get more information. Record the answers in the chart.

A: Have you ever grown vegetables?

B: Yes, I have.

A: Really? What kind of vegetables?

B: I've grown tomatoes.

- 9 Which person in your group should be on the TV show *Adventure Island*?

Writing

- 10 The TV show *Adventure Island* has invited you to apply for their next adventure. Are you ready to go? Write a letter explaining why you should go. Describe the things you have done that will help you on the island. Use the present perfect.


CONVERSATION TO GO

A: Have you ever made your own clothes?

B: Yes, I have.



Unit 9 What would you like?

- 1  Listen to the model conversation.
- 2 **PAIRS.** Make the menu for your own American restaurant. Think of a name for the restaurant. Then think of two interesting appetizers, two entrées, two side dishes, and two desserts. Write the names of the dishes in the menu. (Be sure you can describe each dish.)

WorldView Café

MENU

APPETIZERS


ENTRÉES

SIDE DISHES

DESSERTS

- 3 **PAIRS.** Find a new partner. Student A, you're the waiter; Student B, you're the customer. The waiter gives the menu to the customer and explains the dishes on it. The customer orders. Then switch roles.
- 4 Discuss. Which restaurant has the best or the most interesting menu?

Unit 10 Big issues

- 5  Listen to the model conversation.
- 6 Make three predictions about the future. Predict something that will happen in 20 years, in 50 years, and in 100 years. Write your predictions on the timeline.



- 7 Walk around the room. Tell one of your predictions to a classmate, and ask if he or she agrees with it. If your classmate agrees, you get one point. Continue telling classmates your predictions. The person with the most points at the end of the game is the winner.
- 8 Share your results with the class. Which predictions did the most people agree with? Which did they disagree with?

Unit 11 Hard work



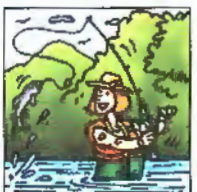




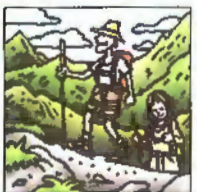




9 Listen to the model conversation.

10 **GROUPS OF 3.** Student A, think of a job. Students B and C, ask Yes/No questions about the job. When you have enough information, guess what job it is. Keep track of the number of questions you ask. Take turns until everyone thinks of a job and everyone asks and answers questions. The person whose job requires the most questions wins.

Unit 12 Island life

11 Listen to the model conversation.

12 Check (✓) at least six activities that you have done. (You can use your imagination.)

<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____
<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____
<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____	<input type="checkbox"/>  Name: _____

13 Take turns asking Yes/No questions to find out what experience your classmates have. When you find someone who answers yes, write the student's name in the appropriate box. The person with the most names filled in at the end of the game is the winner.

World of Music 2

Wonderful Tonight

Eric Clapton



Vocabulary

1 **PAIRS.** Match each verb with the correct word or phrase.

- | | |
|----------------------|-------------------|
| 1. ask <u>c</u> | a. "yes" |
| 2. brush ____ | b. her a present |
| 3. feel ____ | c. him a question |
| 4. give ____ | d. me sit down |
| 5. go ____ | e. the lights |
| 6. help ____ | f. to a party |
| 7. put on ____ | g. with me |
| 8. say ____ | h. wonderful |
| 9. turn off ____ | i. your hair |
| 10. walk around ____ | j. your makeup |

The 70s

The "British invasion" of rock 'n' roll was in full swing in the 70s. Eric Clapton, a guitar virtuoso, became—and remains—one of rock music's most admired stars.

Listening

2 Listen to the song. Put the pictures in order.

1. ____ 2. ____ 3. ____



- 3  Listen to the song again. Complete the lyrics.

Wonderful Tonight

It's late in the evening;
she's wondering what clothes to wear.
She _____ her makeup
and _____ her long blonde hair.
And then she _____ me, "Do I look all right?"
And I _____, "Yes, you look wonderful tonight."

We _____ to a party,
and everyone _____ to see
this beautiful lady
that's _____ around with me.
And then she _____ me, "Do you feel all right?"
and I say, "Yes, I _____ wonderful tonight."

I feel wonderful because I see the love light in your eyes.
And the wonder of it all is that you just don't realize how much I love you.

It's time to _____ home now,
and I've got an aching head.
So I _____ her the car keys,
and she _____ me to bed.

And then I _____ her,
as I _____ the light,
I say, "My darling, you were wonderful tonight.
Oh, my darling, you were wonderful tonight."

- 4 **PAIRS.** Compare your answers in Exercise 3.

Speaking

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

What is the song about? Tell the story.
What do you like about the song (for example, the words, the music, the singer's voice)?
Is there something you don't like?

Keepsakes

Vocabulary Possessions; phrasal verbs related to possessions

Grammar Review: possessive 's; possessive adjectives/pronouns; *belong to*

Speaking Talking about special possessions

Getting started

- 1 Look at the photos of the keepsakes.
What do you think keepsakes are?



- 2 Match the words in the box with the photos.

- | | | | |
|--------------------------|------------------------|----------------|---------------|
| 1. ballet shoes <u>I</u> | 2. baseball glove ____ | 3. camera ____ | 4. doll ____ |
| 5. jewelry box ____ | 6. photo album ____ | 7. pin ____ | 8. shawl ____ |
| 9. toy truck ____ | 10. watch ____ | | |

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

- 4 **PAIRS.** Discuss. What things do you keep as keepsakes?

Listening

5 Match the phrasal verbs with their meanings.

- | | |
|-----------------------|--|
| 1. give away <u>a</u> | a. separate into small pieces |
| 2. put away ____ | b. wear a piece of clothing for a short time to see if it fits |
| 3. try on ____ | c. put something in the garbage |
| 4. pass on ____ | d. drop out of the place where it belongs |
| 5. take out ____ | e. put something in the place where it is usually kept |
| 6. fall apart ____ | f. remove something from a place |
| 7. throw away ____ | g. give something to someone instead of selling it |
| 8. fall out ____ | h. give something to someone else |

6 Mr. Freeman and his young daughter, Lisa, are talking. Listen to their conversation. Circle the letter of the correct answer.

- What are Mr. Freeman and Lisa doing?
 - taking things out of a trunk
 - putting things away in a trunk
- Are the things old or new?
 - old
 - new

7 Listen again. Match each keepsake in the trunk with the person it belongs (or belonged) to.

- | | |
|-------------------|-----------------------|
| 1. jewelry box | a. Lisa's mother |
| 2. watch | b. Lisa's father |
| 3. photo album | c. Lisa's grandmother |
| 4. baseball glove | d. Lisa's grandfather |

Pronunciation

8 Listen. Notice the stress and linking in these phrasal verbs.

Take it out.

Don't give it away.

It's falling apart.

I'll try it on.

Let's throw it away.

Wait! Something is falling out.

9 Listen again and repeat.

10 **PAIRS.** Discuss the questions.

When you don't need something anymore (clothing, books, furniture), what do you do? Do you put it away and keep it, throw it away, or give it away to someone? Why?

Grammar focus

- 1 Study the examples. Notice the ways to express possession. Notice the use of the apostrophe (').

Possessive 's	Possessive adjective	Possessive pronoun	belong to + object pronoun
	It's my baseball glove.	It's mine .	It belongs to me .
These are Grandma's dolls.	They're her dolls.	They're hers .	They belong to her .
This is George's watch.	It's his watch.	It's his .	It belongs to him .
That's the neighbors' car.	It's their car.	It's theirs .	It belongs to them .

- 2 Look at the examples again. Circle the correct words to complete the rules in the chart.

Possessive 's; possessive adjectives/pronouns; belong to

To show possession:

Use a possessive adjective (*my, your, his, her, our, their*) **before / after** a noun.

Use a possessive pronoun (*mine, yours, his, hers, ours, theirs*) **alone / before** a noun.

Add 's to a **singular / plural** noun.

Add ' to a **singular / plural** noun that ends in s.

Use an **object pronoun / a possessive pronoun** after *belong to*.

Grammar Reference page 146

- 3 Circle the correct words to complete the sentences.

- That's not her doll. It's **our / ours**.
- This isn't **me / my** sweater. Is it **your / yours**?
- These are my **parent's / parents'** books.
- This photo album belongs to **her / she**.
- My sisters don't like to clean **their / her** room.
- Is this **her / hers** book? Or is it **him / his**?
- These old clothes **belong / belongs** to **they / them**.

- 4 Rewrite the sentences using the words in parentheses.

- This doll belonged to your grandmother. (your grandmother)
This was your grandmother's doll.
- That's my photo album. (belong to)
- This is your mother's dress. (hers)
- Their car is very old. (my grandparents)
- Where is Jason's house? (his)
- These are our CDs. (belong to)
- I like to look at her pictures. (Lucia)



Speaking

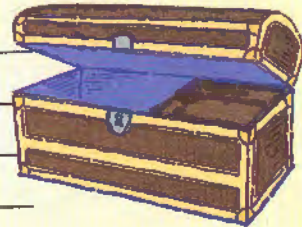
- 5 **BEFORE YOU SPEAK.** Imagine you are filling a trunk with keepsakes of the people in your class. Your teacher will give you the name of a classmate. Choose one thing that reminds you of that person, such as a piece of clothing that the person wears a lot or something that the person always has.

- 6 **GROUPS OF 4.** Talk about the keepsakes that you chose. As a group, agree on one thing to put in the trunk to remember each person by.

A: I think we should put Julia's blue sweater in the trunk. She wears it a lot.

B: No, I think we should put in her cell phone. She loves to talk on the phone after class.

Person	Keepsake
Julia	Cell phone



- 7 Each group writes the list of keepsakes (with no names!) on the board or reads it to the class. Others in the class guess the people who go with each keepsake. Give reasons.

Anna: The first thing on our list is a cell phone.

José: I think it's yours. You like talking on the phone.

Anna: No, it's not mine.

María: I think it's Julia's. She uses her phone more than anyone!

Anna: You're right. The cell phone belongs to Julia.

Writing

- 8 Think of a keepsake that belongs to you or to a member of your family. Write a paragraph describing the keepsake and the person, thing, or event it reminds you of. Use possessive forms.

CONVERSATION TO GO

A: Is this **your** phone?

B: No, it's **Susan's**. **Mine** is at home.

Tales of Nasreddin Hodja

Vocabulary Adjectives describing feelings and behavior

Grammar Adverbs of manner; comparative adverbs

Speaking Describing actions

Getting started

1 Choose the correct synonym for each adjective.

- | | | |
|-----------------------|----------------|--------------------------|
| 1. upset <u>a</u> | a. unhappy | b. happy |
| 2. embarrassed ____ | a. comfortable | b. ashamed |
| 3. calm ____ | a. relaxed | b. nervous |
| 4. suspicious ____ | a. trusting | b. not trusting |
| 5. proud ____ | a. shy | b. pleased with yourself |
| 6. polite ____ | a. kind | b. rude |
| 7. absent-minded ____ | a. forgetful | b. interested |
| 8. rude ____ | a. nice | b. bad-mannered |
| 9. loud ____ | a. quiet | b. noisy |

A



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

3 **PAIRS.** Nasreddin Hodja is a character from Turkish folktales. Look at the pictures. Use adjectives from Exercise 1 to describe how Hodja and the other men look.

In Picture A, Hodja looks calm, and the men look suspicious.

B



D



C



Reading

- 4 Think about folktales you know. What's their purpose?
- 5 Read the stories. Then match the paragraphs with the pictures.

Hodja, the King

One day, Nasreddin Hodja was walking down the road. He was looking at the sky absent-mindedly and not watching where he was going. Suddenly, he bumped into a man. B

"Do you know who I am?" the man shouted angrily. "I am the King's advisor!"

"That's very nice," said Hodja calmly. "As for me, I am a king." _____

"A king?" asked the man suspiciously. "What country do you rule?"

"I rule over myself," said Hodja proudly. "I am king of my emotions. I never get angry as you did just now."

The man apologized and walked away quickly, feeling very embarrassed.

Eat, My Coat, Eat

A friend invited Nasreddin Hodja to a banquet. He went to the banquet wearing his everyday clothes. _____

Everyone, including his friend, was very rude to him, so Hodja left quickly. He went back home, put on his best coat, and returned to the banquet. Now everyone greeted him more politely than before and invited him to sit down and eat.

When the soup was served, Hodja put the sleeve

of his coat in the bowl. He said loudly, "Eat, my coat, eat!" _____

His friend angrily asked Hodja to stop.

"When I came here in my other clothes," said Hodja calmly, "you treated me badly. But when I returned wearing this fine coat, you gave me the best of everything. So I thought that you wanted my coat, not me, to eat at your banquet!"

- 6 What lessons do these stories teach? Choose the best answer for each story.

1. "Hodja, the King"
 - a. Some people are more important than others.
 - b. It is important to control your anger.
 - c. Everyone gets angry at times.
2. "Eat, My Coat, Eat"
 - a. True friends are not rude to each other.
 - b. Wear clothes that are right for the occasion.
 - c. Look at the person, not at his or her clothes.

Grammar focus

1 Study the examples of adverbs of manner.

Hodja walked **absent-mindedly** down the road.
 The man walked away **quickly**.
 Everyone greeted him **more politely than** before.
 The man shouted **angrily**.

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

Adverbs of manner

Use adverbs of manner to describe **how / why** something is done.

Use *more + adverb + than* to compare two **actions / things**.

Many adverbs are formed by adding *-ly* to a **verb / an adjective**.

For adjectives ending in *-y*, change the *y* to a *i* before adding *-ly*.

NOTE: Some adverbs such as *fast*, *hard*, and *early*, have the same form as adjectives.

Grammar Reference page 146

3 Complete the sentences with adverbs of manner. Form the adverbs from the adjectives in parentheses.

- Nathan walked happily down the street. (happy)
- The man sat _____ in front of the house. (quiet)
- "Where did you go?" the little girl asked the little boy _____. (suspicious)
- "I designed that building," the architect said _____. (proud)
- The man shouted _____ at his neighbor. (angry)





4 Complete the sentences. Use the comparative form of the adverbs in the box. Include *than* when necessary.

calmly comfortably ~~loudly~~ politely quickly

- John is quiet. Janet is loud. Janet speaks more loudly than John.
- Eduardo never rushes. Roberto is always in a hurry. Roberto does everything _____ Eduardo.
- The salesperson wasn't rude, but the customer was.
The salesperson behaved _____ the customer.
- Sam was angry when he heard the news. Jennifer wasn't upset about the news. Jennifer reacted _____ Sam.
- Just after his operation my friend was in a lot of pain, but now he's resting _____.



Pronunciation

- 5  Listen. Notice the stressed (strong) syllable in each word.
 angrily suspiciously quietly comfortably
- 6  Listen again. This time, notice the pronunciation of the vowels shown in blue. They all have the short, unclear sound /ə/. Then listen again and repeat.
- 7  Now listen to these words. Draw a circle over the stressed syllables and underline the vowels that have the short, unclear sound /ə/.
 happily politely nervously hungrily
- 8  Listen again and repeat. Check your answers.

Speaking

- 9 **GROUPS OF 4.** Work together to tell a folktale that teaches something. Decide which folktale you'd like to tell, and take notes. Take turns telling different parts. Add or change parts of the folktale to make it as funny or dramatic as you like.

Folktale:
 Characters:
 Setting:
 Main events:
 Ending:
 Lesson:

- 10 Share your folktale with the class. What does each folktale teach?

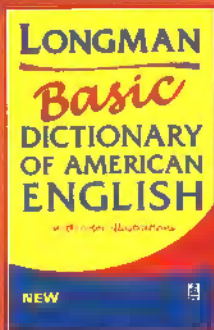
Writing

- 11 Write a short story or folktale you know. Use adverbs of manner.

CONVERSATION TO GO

A: You speak **quickly**!

B: No, I don't. You just listen **more slowly** than I speak!



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