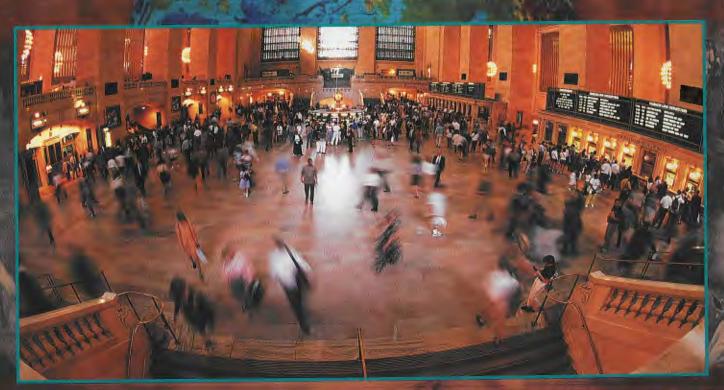
STUDENT BOOK
with Self-Study Audio CD and CD-ROM

WorldView



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Popular sports

Vocabulary Sports

Grammar Verbs for likes/dislikes + noun/verb + -ing
Speaking Talking about sports you like doing

Getting started

Match the words with the pictures.

1. aerobics A

basketball _____

3. biking_

4. jogging____

5. karate ____

6. swimming_

Write the sports in the box next to the correct verbs in the word webs.

aerobics basketball

biking

hockey

jogging

karate

skiing

soccer

swimming

golf

tennis

volleyball

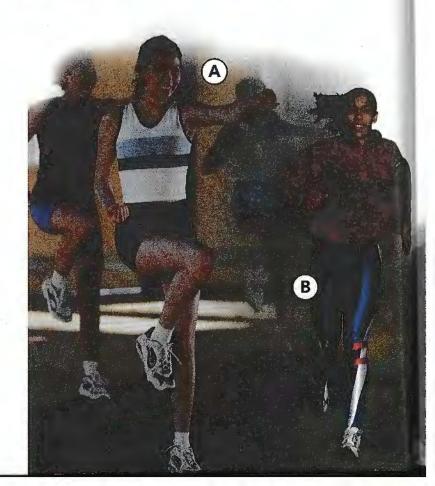
biking





- 3 Listen and check your answers.
 Then listen and repeat.
- 4 PAIRS. Discuss the questions.
 Which sports do you like to play

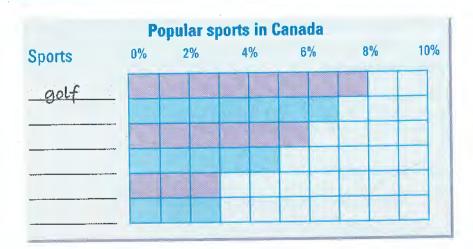
Which sports do you like to play? Which sports do you like to watch?



Listening

Listen to the TV report about sports in Canada. How popular are the sports in the box? Write each sport in the correct place in the graph.

baseball	basketball	golf	hockey	swimming	volleyball



6 Listen to the rest of the interview and check (√) who likes playing each sport.

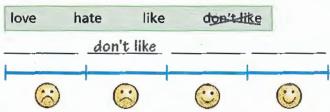
	Mostly women	Mostly men	Equal men and women
golf		\checkmark	
hockey			
volleyball			
swimming			
baseball			
basketball			

PAIRS. Discuss these questions. In your country who likes team sports more, men or women? Who likes individual sports more?



Grammar focus







Study the examples of adverbs of degree.

Some men like playing golf **a lot**. Some men **really** like playing golf. Some women **really** hate hockey.

She **really** loves volleyball. He doesn't like swimming **very much**. He doesn't **really** like swimming.

3 Look at the examples again. Complete the rules in the chart.

Adverbs of deg	ree
Use a lot with	to add emphasis.
Use	with like, love, and hate to add emphasis.
Use	and with <i>not like</i> to reduce the negative meaning of a sentence.

Grammar Reference page 147

- Complete the conversations with the correct form of the words in parentheses.
 - 1. A: What sports do you <u>like doing</u> (like/do)?
 - B: I <u>don't really like sports</u> (really not like/sports), but I <u>love swimming</u> (love/swim).
 - 2. A: Do your parents do any exercise?
 - B: My father ______ (love/play basketball), and my mother ______ (like a lot/play golf).
 - 3. A: Do you like jogging?
 - B: No, I _____ (hate/jog). I think it's boring.
 - 4. A: Do your brothers ______ (like/play) any sports?
 - B: Well, they _____ (not like very much/play soccer).
 They're not very good at it!
 - 5. A: Do you _____ (like/do aerobics)?
 - B: Yes, I do. I go to a class before work.
 - 6. A: Does your boyfriend ______(like/ski)?
 - B: Yes, he _____ (really love/it). He goes every weekend.

Pronunciation

6 Listen. Notice the way stress is used to contrast or compare ideas.

Do you like **ski**ing?

Yes, I love skiing.

Do you like playing golf?

No, I hate playing golf.

Women liked swimming, and men liked basketball.

My sister likes doing aerobics, and my brother likes playing soccer.

- 6 Listen again and repeat.
- PAIRS. Practice the conversations in Exercise 4.

Speaking

- 8 BEFORE YOU SPEAK. Write five more sports on the chart.
- 9 Take a survey.

Ask six students in the class how they like each sport. Give one point for each person who likes the sport, and two points for each person who loves the sport.

A: Do you like swimming?

B: Yes, I love it. (2 points)

10 Discuss the questions.

What is the most popular sport in your class? Do men and women like different sports?

		Stu	den	t/Pa	sin i :	S
Sport	A	В	C	D	E	F
swimming		2				
			-			
	_				-	

Writing

Write a paragraph. Choose a sport that you love or hate. Explain how you feel about the sport and why. Use verbs for likes/dislikes and adverbs of degree.

CONVERSATION TO GO

A: Do you like jogging?
B: No, I hate jogging, but I love watching TV!





Food for thought

Vocabulary Food

Grammar Quantifiers + count/non-count nouns

Speaking Talking about what you eat

Getting started



- 1. bread B 8. oranges ____
- 2. chocolate ____ 9. salt ____
- 3. cookies ____ 10. strawberries ____
- 4. fruit ____
 - vegetables _____
- 5. juice ____ 12. water ____
- 6. lettuce ____ 13. yogurt ____
- 7. onions ____
- Listen and check your answers. Then listen and repeat.
- PAIRS. Discuss. Which foods in Exercise 1 do you like? Which do you dislike? Why?

Pronunciation

Listen to the words. Notice the pronunciation of the vowel. Write each word in the correct sound group.

Soup /u/	Sugar /ʊ/

- () Listen and check your answers. Then listen again and repeat.
- PAIRS. Take turns asking these questions.

Which foods are good for you? Is fruit good for you?

Are cookies good for you? Is juice good for you?



WVUE Radio

6.00 P.M. FOOD FOR THOUGHT! Listen to the latest information on health and nutrition, and find out what we should and shouldn't eat!

Listening

E

Look at the chart. Are the foods in the first column good for you or bad for you? In the second column, write good or bad. In the third column, write your reasons.

	Your opinion	Why?	Host's opinion	why?
chocolate	b <mark>ad</mark> m	akes you fat	good	live longer
P salt				
bread				
potatoes				
fruit				
coffee				
tea				

8 PAIRS. Compare your answers.

HT

- Quantities 1 Listen to the radio show Food for Thought! Does the host think the foods listed in Exercise 7 are good for you or bad for you? In the fourth column of the chart, write good or bad.
- 10 C Listen again. In the last column, write the reasons for the host's opinions.

Grammar focus

Study the examples of the quantifiers with count and non-count nouns.

much/many, a little/a few, a lot of a little bread. a few potatoes. a lot of fruit/vegetables. (-) I don't eat much bread. many cookies. (?) How much bread How many potatoes do you eat?

some/any

- (+) I have some bread/potatoes every day.
- (-) They don't have any tea/cookies in their house.
- (?) Do you have any chocolate/cookies?

Look at the examples again. Fill in the blanks with some, any, a little, a few, a lot of, much, and many.

Use ______ in questions and negative statements. Use _____ to talk about a large quantity. Use _____, and _____ with count nouns (e.g., potatoes, oranges), Use _____, and _____ with non-count nouns (e.g., bread, salt).

Grammar Reference page 147

- Underline the correct words in the conversations.
 - 1. A: How much / many strawberries did you eat last week?
 - B: I ate much / a lot of strawberries. I didn't leave some / any for you!
 - 2. A: Do you buy any / many fruit?
 - B: Yes. I like to have a lot of / many fruit in the house.
 - 3. A: How much / many tomatoes do you usually put in a salad?
 - B: Not much / many, I use just a little / a few.
 - 4. A: How much / many bread do you buy each week?
 - B: I don't eat a little / much bread. I'm on a diet.
 - 5. A: Do you drink much / many tea?
 - B: No, and I don't drink some / any coffee either.
 - 6. A: Do you eat much / many potatoes?
 - B: Yes, I eat much / a lot of potatoes.



4 PAIRS. Take turns asking and answering the questions in Exercise 3. Give true answers.

Speaking

5 BEFORE YOU SPEAK. Look at the foods in the first column in the chart. How much of each do you eat for each meal? Write some, a little, a lot of, not many, or not much for each one.

	Breakfast	Lunch	Dinner	Snacl
Mest				
Poultry (chicken, turkey)				
Fish and seafood	in the state of th			1000
Bread, pasta, and rice			vi. •	Age 3 M
Dairy (milk, choose)	-			
Beans	<i>p.</i> -			1
Vegetables				
Fruit				
Sweets (cake, candy)				

6 GROUPS OF 3. Take turns talking about what you usually eat. Discuss what's good and bad about the foods you eat.

I have bread for breakfast and lunch. I guess I eat a lot of bread every day! I don't think it's bad for me. Sometimes I put a little butter or a little cheese on it. I don't eat much meat, and I don't eat many cooked vegetables. But I eat a lot of fruit and salad. That's healthy, isn't it?

How similar or different are everyone's diets? Who has the healthiest diet?

Writing

Write a paragraph. What is your advice for healthy eating? Which foods should people eat a lot of? Which foods should people try not to eat? Which foods are good and bad to eat? Why? Use the quantifiers some, any, much, many, a little, a few, a lot of.

CONVERSATION TO GO

A: Do you eat much fruit?

B. Yes, I eat a lot of fruit, but I don't eat many vegetables.





Unit 13 Keepsakes

- 1 Listen to the model conversation.
- Think of a keepsake that you or your family has. Where is it from? What does it look like? Why is it important to you?
- PAIRS. Student A, talk for two minutes. Tell Student B about your keepsake. Explain as many details as you can. Student B, don't ask questions, just listen. Then switch. Student B, talk for two minutes about your keepsake.
- 4 Change partners. This time you each have only one minute. Talk about the keepsake.
- Change partners again. This time you each have only thirty seconds. Talk about the keepsake.



Unit 14 Tales of Nasreddin Hodja

- 6 Listen to the model conversation.
- Write each adverb below on a small piece of paper. Fold all the pieces of paper in half, put them in a box, and mix them up.

happily	quickly	calmly	proudly
sadly	angrily	nervously	shyly
slowly	thoughtfully	respectfully	rudely
politely	absent-mindedly	suspiciously	hungrily

- **GROUPS OF 4.** Make up a group story. Take turns picking a piece of paper. Add two sentences to the story using the adverb on your paper. Continue until all the papers are gone. The person who uses the last adverb finishes the story.
- 9 Share your stories with the class. Which group has the most unique story?



Paradise Island Resort

Enjoy: swimming, playing volleyball, jogging on the beach and playing tennis

Come to the
BLUE MOUNTAIN CLUB

THE SPORTS
Skiller

Sports Plus Club



Relax and get in shape with,
doing aerobics oplaying basketbal
golf or soccer odolig kanate

Unit 15 Popular sports

- 10 Listen to the model conversation. Look at the ads.
- GROUPS OF 3. Your group has just won a free weekend to a resort.

Student A, you really love the outdoors, and you like doing sports outside in any weather. You like hiking and skiing, but you hate aerobics. You don't like playing volleyball or golf.

Student B, you really like the sun, and you hate doing exercise inside. You love jogging, but you don't like hiking. You don't like doing aerobics or karate.

Student C, you really love doing aerobics. You don't like doing sports in very hot or very cold weather. You like doing karate a lot. You hate volleyball and hiking.

Look at the ads. Discuss which sports you love, like, don't like, or hate doing. Then as a group, decide which resort to go to.

Unit 16 Food for thought

- 12 \(\) Listen to the model conversation.
- 13 PAIRS. Imagine that you and your partner are roommates.

Student A, you're at the supermarket. Call Student B to ask what you should buy. Write a shopping list on a piece of paper.

Student B, look at page 142. Tell Student A what food you have at home and what Student A needs to buy at the supermarket.

Switch roles. Student B, call Student A to ask what you should buy. Write a shopping list. Student A, look at page 140.



A nice place to work

Vocabulary Office practices

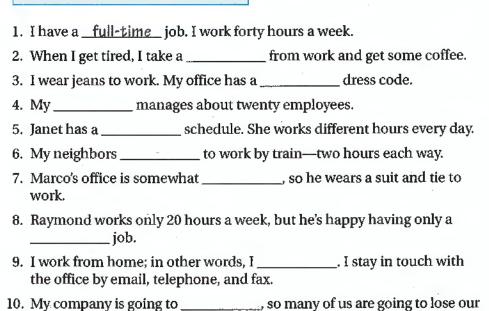
Grammar Modals: have to/had to for present and past necessity

Speaking Talking about obligations

Getting started

- 1 Look at the photo. Where do you think the people are?
- **PAIRS.** Look again at the photo. Describe the clothes the people are wearing.
- Complete the sentences with the words in the box.

break casual
commute downsize
flextime formal
full-time part-time
supervisor telecommute



PAIRS. Compare your answers in Exercise 3. What kind of dress code does the office in the photo have?

jobs.



Listening

6 PAIRS. Discuss the questions.

How do people dress in offices in your country?

Do people call their co-workers by their first names or by their titles and last names (for example, *Ms. Marino*)?

How often do people take breaks? When?

- 6 Listen to an interview with a businessman. Check () the topics that the interviewer asks him about.
 - clothing

- work schedule
- □ amount of work
- □ vacation time
- □ work relationships
- Listen again and write T (true) or F (false) after each statement.
 - 1. Tom Banks works in New York. T
 - 2. He works in a bank.
 - 3. He wears a suit to work every day.
 - 4. He likes casual Fridays.
 - 5. He calls his supervisors by their first names.
 - 6. He can work at different times of the day.
 - 7. He doesn't always work in the office.
 - 8. The office practices at his company are the same as twenty years ago.

Grammar focus

Present

1 Study the examples with have to and had to.

 (+) Today, I have to work longer hours. (-) We don't have to wear suits and ties. (?) Does he have to go to the office every day? Yes, he does. / No, he doesn't. 	Twenty years ago, I had to wear a suit every day. We didn't have to work long hours. Did you have to spend money on expensive suits Yes, I did. / No, I didn't.
Look at the examples again. Complete the rules	s in the chart.
Modals: have to/had to for present and past nec	essity
Use when something is required in th	e present.
Use when something was required in	THE PARTY OF THE P
Grammar Reference page 147	
Write sentences using the correct form of have	to or had to.
1. call the managers Mr. and Ms. (required?)	
(she) Does she have to call the manager	rs Mr. and Ms. ?
2. work from 9 а.м. to 5 вм. (not required)	
You	
3. wear business clothes before 1996 (required	?)
(they)	?
4. carry a cell phone at all times (required)	
He	·
5. wear business clothes (not required)	
She	•
6. speak many languages (required?)	
(you)	. 3
7. go to the office every day last year (not requi	red)
We	·
3. arrive early yesterday morning (required)	
They	
9. have a computer at home (required?)	
m ·	A

Past

Pronunciation

Listen. Notice the short, weak pronunciation of the word to when it comes before another word and the stronger pronunciation when it comes at the end of a sentence.

I had to wear a suit to the office.

I had to work from 9 to 5.

But now I don't have to.

I don't have to wear a suit to work. I do

I can work from 11 to 7 if I want to.

I don't have to go to the office every day.

But I have to work longer hours!

6 Listen again and repeat.

Speaking

- 6 BEFORE YOU SPEAK. Think about work or school. Write two things you have to do and two things you don't have to do. Look at the list for ideas. Put an asterisk (*) next to the things that are different from 50 years ago.
 - the clothes you/others wear
 - what you call your clients/ co-workers/teachers
 - the times you work or study
 - the place(s) you work or study
 - the way you work or study

		ve to do		
Thina	s vou do	n't have t	o do:	
<u> </u>				
		air Woldwoller	o a was	

- PAIRS. Ask questions about the things on your list.
 - A: (clothes) What do people wear to work at your company?
 - B: Now most people wear casual clothes. They don't have to wear suits.

Writing

Write to an American friend who is coming to work in an office in your country. Tell him or her about work practice. Write about clothes, schedules, breaks, and work relationships. Use have to/had to to describe necessity.

CONVERSATION TO GO

A: Do you have to wear a suit to work?

B: No, I don't. But in my last job, I had to wear one every day.



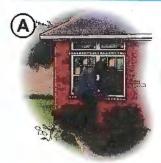
Hollywood mystery

Vocabulary Words related to police investigations
Grammar Simple past and past continuous
Speaking Describing activities in the past

Getting started

Match the words to the pictures.

intruder police officer suspect thief victim witness







- PAIRS. Compare your answers.
- 3 Match each verb with its meaning.
 - 1. get arrested <u>e</u> a. tell the police about a crime
 - confess _____try to find out the truth about a crime
 - 3. investigate ____ c. ask someone questions about a crime
 - 4. question ____ d. admit that you have done something wrong
 - 5. report ____ e. be taken away by the police because they believe the person is guilty of a crime
- 4 Read the newspaper article. Answer the questions.
 - 1. Who are the victims?
 - 2. Who is investigating the crime?
 - 3. Were there witnesses to the crime? Did anyone question the witnesses?
 - 4. Who is the thief?
 - 5. Did someone get arrested for the crime?
- 5 PAIRS. Compare your answers.

Stolen Necklace!

HOLLYWOOD An intruder stole a valuable diamond necklace from the house of movie director Richard Price. The necklace belonged to Mr. Price's wife. Police think that the Prices' security system wasn't working when the thief entered the house. Several people saw a man running away from the house after the theft. Police want to question this man.

Reading

The police questioned the people at the Prices' house the night of the robbery. Read the people's statements. Where was each person? What were they doing when the necklace was stolen?

Richard Price (husband)

I was watching TV in the living room when I heard a loud noise from my study. I saw that the safe door was open and the necklace wasn't there! I ran outside and saw a man. He was running away from the house. He was wearing a blue jacket. Camille Price (wife)

and the second second

I was reading a book in the bedroom when I heard the sound. Then I looked out the window, and someone was running away. He was wearing a baseball cap. Then I went down to the study and saw Richard, and he told me my necklace was gone!

Brad Price (son)

I was in my room upstairs with my sister Jill. We were playing video games. I heard a loud noise and looked out the window. It was dark, but we saw a man outside. He was wearing white sneakers, and he was running away from the house. My sister stayed upstairs. When I went downstairs, my dad was calling the police and my mom was looking in the safe.

Martha McGuire (cook/housekeeper)

I was cleaning up after dinner when I heard a sound. I thought it was a car. When I looked out the kitchen window, a man was running into the trees. He was holding something in his hand. The necklace, I guess. I'm just glad the kids were upstairs!

When the necklace was stolen	Richard Price	Camille Price	Brad Price	Martha McGuire
Where was ?				
What was he or she doing?				

Look at the pictures and read again the four witnesses' descriptions of the man running away. Circle the picture of the man that the witnesses described.









Grammar focus

1 Look at the examples. Underline the past continuous verbs.

We were playing video games upstairs when we heard a loud noise. I saw a man outside. He was running away from the house. When I went downstairs, my dad was calling the police.

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

Simple past and past continuous

The action in the simple past started **before / after** the action in the past continuous.

The action that started first was / wasn't finished before the second action started.

Grammar Reference page 147

3	Complete the stories with the correct form of the verb in parentheses. Use the simple past or the past continuous.
	1. I was tables out (A-1 A) the touch

1.	when I	_ (take out) the trash (hear) a dog barking. (be) a man in someone's		
	backyard. When I	(see) him, he (run) into the trees. He (wear) a dark jacket and a		
	baseball cap.			16947
2.	car in the driveway	(get) something from my . My neighbor and I (not/look) at the Prices' house, s		
	(not/see) anything			
3.	A few police officer (talk) to	_ (drive) home when I (stand) in fr s (stand) in fr Richard. The police cars (drive) home another way.	ont of the ho	use, and two officers

Pronunciation

Listen. Notice the weak pronunciation of was and were.

We were playing video games. Our housekeeper was working in the kitchen.

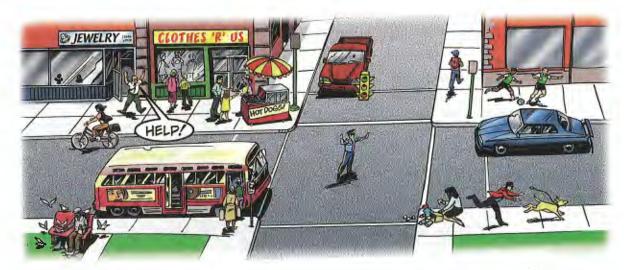
My parents were standing in the study. A man was running away.

They were waiting for the police. He was wearing sneakers.

6 Listen again and repeat.

Speaking

BEFORE YOU SPEAK. Are you a good witness? Someone robbed a jewelry store. Look at the picture for a few minutes. Notice what everyone in the picture is doing and what each person is wearing.



PAIRS. Turn to page 140. Try to answer the questions together. Don't look back at the picture! When you finish the questions, look at the picture again and check your answers.

Writing

Think of a memorable event in your life. Write a paragraph about the event, describing what you and others were doing at the time.

CONVERSATION TO GO

A: What were the police doing at your house yesterday?

B: They were asking questions about a robbery.



Bargain hunters

Vocabulary Stores and purchases

Grammar because, for, and infinitives of purpose

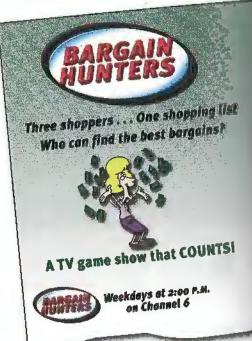
Speaking Giving reasons



Getting started

- Match the place names with the photos.
 - 1. a convenience store <u>C</u> 5. a restaurant ____
 - 2. a newsstand ___ 6. a hair salon ___
 - 3. a drugstore ____ 7. a clothing store ____
 - 4. a coffee house ____
- PAIRS. Which of the places in Exercise 1 do you go to most often?
 - A: I go to a coffee house most often. I go there every day!
 - B: Not me. I go to a newsstand every day.
- Where can you get these things? Write the place next to each item. (You can get some things at more than one place.)
 - 1. a cup of coffee a convenience store 6. sandwiches
 - 2. a haircut
 - 3. a candy bar
 - 4. a bottle of aspirin
 - 5. perfume

- 7. socks
- 8. a blouse
- 9. a magazine
- , 10. a shampoo and blow-dry
- **PAIRS.** Compare your answers in Exercise 3.





Pronunciation

Listen. Notice the stress in these compound nouns. When two words come together to make a compound noun, which part has the main stress?

newsstand

coffeehouse

hair salon

- Listen again and repeat.
- PAIRS. Mark the main stress in these compound nouns.

drugstore

clothing store

haircut

candy bar

convenience store

Listen and check your answers. Then listen and repeat.

Listening •

51

- GROUPS OF 3. Look at the advertisement for the new TV game show Bargain Hunters on page 86. Discuss these questions. What is a bargain hunter? Would you like to be a contestant on this TV show? Why?
- 10 Courtney was a contestant on Bargain Hunters. Listen to Courtney describe her shopping trip. Number the places in the photos in Excercise 1 in the order she visited them.
- Listen again. Look at Courtney's shopping list. Write the amount she spent next to each item.



Contestant: Courtney

\$3.95 magazine

aspirin

haircut

coffee

blouse

candy bar

Chinese food

Grammar focus

1 Study the examples. Notice the ways to express reasons.

Action Reason because I wanted a cup of coffee. for a cup of coffee. to get a cup of coffee. to relax.

2 Look at the examples again. Complete the rules in the chart with because, for, or the infinitive of purpose (to + verb).

Giving reasons: because	se, for, infinitives of purpose
 	is always followed by a noun.
	is usually followed by a clause.
	is sometimes followed by a noun.

Grammar Reference page 147

- Use the information in parentheses to rewrite the sentences.
 - 1. She went on vacation because she wanted a rest. (for) She went on vacation for a rest.
 - 2. He joined the club because he wanted to make new friends. (infinitive)
 - 3. They bought some chicken because they wanted it for dinner. (for)
 - 4. I stopped at the gas station to buy some gas. (because)
 - 5. I bought some stamps to put in my stamp collection. (for)
 - 6. She came into the living room to get a chair. (because)
 - 7. They went to the gym because they wanted to play basketball. (infinitive)
- 4 Complete the sentences with to, for, or because.

1.	. She went to a restaurantto	have lunch.
2.	. He bought his grandmother a gift	it was her birthday.
3.	. We are going to the park	a walk.
4.	. She went to the store	buy some milk.
5.	. I bought this dress it	was on sale.
6.	. We went to the post office	get some stamps.
7.	. She called the doctor's office	an appointment.

Speaking

BEFORE YOU SPEAK. Where do you go in a typical week? Write a list of five places. Write the reasons you go to each place.

)	Place	Reasons to go there
	1. convenience store	because I'm hungry; to get something sweet; for a newspape
1	2.	
1	5.	
	4.	
\bigcirc	5.	

- PAIRS. You're going to play a guessing game. Take turns. Choose one place on your list. Say one reason you go there. Your partner will guess the place. If your partner doesn't guess correctly, give one more reason. Play three times. The person with the lowest total score wins. (one guess = one point)
 - A: I go there because I'm hungry.
 - B: A restaurant?
 - A: No. I go there to get something sweet.
 - B: A bakery?
 - A: No. I go there for a newspaper.
 - B: A convenience store!
 - A: That's right! You have three points.
- Who in the class has the lowest total score?

YOU	YOUR PARTNER
	TOOK PARTIER
1	1
2	2
3,	3
TAL	TOTAL

Writing

Write an article about five of your favorite stores or restaurants. Give reasons why you go there. Use because, for, and infinitives of purpose.

CONVERSATION TO GO

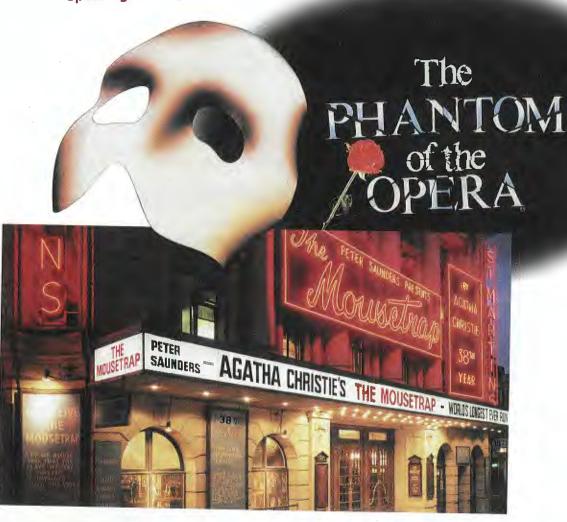
A: Why did you go to the hair salon?

B: For a haircut—and to see the hairstylist!



A long run

Vocabulary Words related to the theater
Grammar alan, the
Speaking Talking about the theater



Getting started

- Underline the correct words to complete the sentences.
 - 1. The Globe is the name of a theater / playwright in London.
 - 2. Actors perform in plays / games.
 - 3. In an opera / a musical, the performers sing all the words.
 - 4. The spectators applaud / audience applauds at the end of the play.
 - 5. The playwright / composer writes the music.
 - 6. The most expensive seats / chairs are at the front of the theater.
- 2 PAIRS. Discuss the questions.

Do you prefer seeing a play or a movie? Why? Can you name any famous English-language musicals or plays? Do you know any famous playwrights?

Reading

- PAIRS. Look at the pictures on page 90. Which do you think is a musical? Which do you think is a mystery?
- Read the web article "Long Theater Runs" and complete the chart.

	The Phantom of the Opera	The Mousetrap
date of first performance	1986	1952
type of show		
how it ends		
reasons for popularity		



successful musical. Since it opened in London in 1986, it has played in 18 countries and more than 58 million people have seen it.

The Phantom is a young composer with an ugly face. He hides his face behind a mask and lives in the Paris Opera House. He falls in love with a beautiful opera singer named Christine, but the opera singer loves Raoul. The Phantom makes her choose: "Come with me and Raoul lives. Choose Raoul and he dies." She goes with the Phantom, but in the end he helps Christine and Raoul to be together.

Audiences love the costumes, the scenery, the story, and the music.

in London in 1952, and there

have been more than twenty-thousand performances since then.

In the play, a man and his wife have an old house. They turn the house into a small hotel. After some guests arrive, it snows and nobody can leave. A police officer arrives and says one of the people in the house is a murderer. During the play, the audience tries to figure out who the murderer is.

So what makes this more popular than other murder mysteries? Well, the play has a very surprising ending, and the murderer asks the audience to keep it a secret. Amazingly, they do. So if you want to know who did it, you have to go and see the play!

Grammar focus

1 Study the examples with a, an, and the.

The Mousetrap is the longest-running play.

A couple has an old house.
They turn the house into a hotel.
You have to see the play.
The ending is very surprising.

2 Look at the examples again. Complete the rules in the chart with a, an, or the.

a/an, the	
Use	_ the first time you talk about something.
Use	_ to talk about the same thing again.
Use	when there is only one.
Use	_ with superlative adjectives.
Use	_ with superlative adjectives.

Grammar Reference page 148

3 Complete the article with a, an, or the.

Romeo and Juliet (A Summary)

Romeo and Jul	liet is (1) The	most popular of
Shakespeare's	plays. (2)	story is about
(3)	_ young woman ai	nd (4)
young man wh	o fall in love. (5)	young
man is named	Romeo, and (6)	young
woman is nam	ed Juliet.	
Their families	are enemies, so the	ey get married in
secret. Romeo	gets into (7)	fight and
kills (8)	young man	(9)
young man is	Juliet's cousin. Roi	meo has to leave
(10)	city. Juliet send	ls him (11)
message. (12)	mess	age is very important
	lains how they can	
But Romeo ne	ver gets (13)	message.
Because of thi	s, Romeo and Julie	t both kill themselves
at (14)	end of (15) _	play.
10 11 11 11 11 11 11 11 11 11 11 11 11 1	TANEZ-ANTE SUN	APPLICATION OF THE PROPERTY OF

Pronunciation

- 4 Call Listen to the examples in Exercise 1. Notice the pronunciations of a, an, and the.
- 6 Listen again and repeat.

Speaking •

6 BEFORE YOU SPEAK. Think of an interesting play or movie that you have seen. Think about the answers to these questions.

Was it a play or a movie? Who were the actors in it? What was it about? Why did you like it?

- **GROUPS OF 3.** Take turns. Describe the play or movie to your group, but don't say its name. Your partners will try to guess the name.
 - A: It's about a teenage Indian girl.
 - B: Monsoon Wedding!
 - A: No. She meets a young British woman. The woman plays . . .

Writing •

- 8 Write the story of the musical West Side Story. Use the cues.
 - · modern-day Romeo and Juliet, set in New York
 - young man (Tony) / fall in love / young woman (Maria)
 - Tony / in a street gang (the Jets)
 - Maria's brother / in another street gang (the Sharks)
 - Jets / Sharks / enemies
 - Jets / Sharks / fight
 - a Jet / kill / Maria's brother
 - · then a Shark / kill / Tony



CONVERSATION TO GO

A: I saw a play last night.

B: How was it?

A: The story was interesting, but the acting was awful.



Unit 17 A nice place to work

- Listen to the model conversation and look at the job ads.
- PAIRS. Look at the job advertisements. Decide on a job to talk about.
- **PAIRS.** Role-play a job interview. Student A. you're the job applicant. Student B, you're the interviewer. Student A, explain what you had to do in your last job. Student B, explain what Student A has to do in this job.

CAREERS

Building Manager

 supervise ten employees

tenants

 order repairs · meet with new

Bookstore Salesperson

- wait on customers · look up titles in the computer
- work weekends

- create new menus
- cook food supervise wait staff

Teacher

- teach English to children ages 6-12
- have a college degree start work at 7:00 A.M.

Designer

- design clothing for women
- travel to fashion shows
- have experience in the fashion industry

Computer Technician

- go to clients' offices
- install computer systems
- fix broken computers
- Switch roles and choose another job from the ads. Do another role-play.

Unit 18 Hollywood mystery

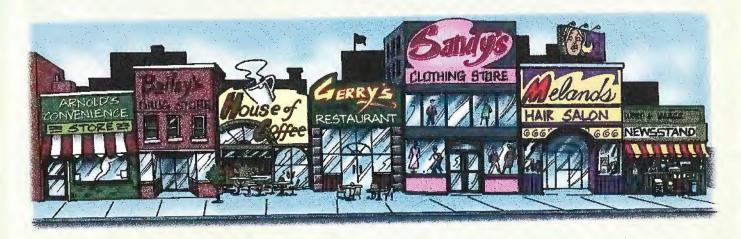
- Listen to the model conversation.
- GROUPS OF 4. Students A and B, you are police officers trying to solve a robbery. You have five minutes to prepare to talk to the suspects. Make a list of questions to ask the suspects about what they were doing on the night of the robbery. Students C and D, you are suspects in the robbery. You say that you were together when

it happened, so you can show that you are innocent. You have five minutes to prepare for the police officers' questions. Decide exactly what you were doing on the night of the robbery.

- Student A, interview Student C. Student B, interview Student D. Conduct the interviews on opposite sides of the room so the suspects can't hear each other's answers! Students A and B, take notes.
- Compare interviews. Students A and B, talk about your notes. Do you believe Students C and D were together during the robbery? Students C and D, talk about the police officers' questions. Did you give the same answers?

Unit 19 Bargain hunters

9 Listen to the model conversation and look at the picture.



GROUPS OF 4. Student A, say one place in the picture. Give a reason for going there. Student B, repeat Student A's information. Then say a new place and give a new reason. Students C and D continue. Go around the group two times. You can't repeat a place.

Unit 20 A long run

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











GROUPS OF 3. Make up a group story about the pictures. Take turns adding two sentences to the story. Give names to the characters and describe what is happening in the pictures. You can talk about the pictures in any order.

World of Music 3

Matter of Time

Los Lobos

Vocabulary of

1 Complete the sentences with the words in the box.

be believe feel like make send worry

- 1. I'm not going to take you with me now. I'll send for you when I get there.
- 2. You don't need anyone's help. _____ in yourself.
- 3. Don't ____ about me. I'll be fine.
- 4. This is a great party. I don't _____ going home.
- 5. I wish you could come with me, but we'll together soon.
- 6. Be quiet, Don't ______ a sound.

Listening

- 2 Listen to the song. Circle a or b to complete the sentences.
 - 1. The song is a conversation between ____.
 - a. two friends
 - b. a husband and wife
 - 2. The singer is going to ____ home soon.
 - a. leave
 - b. come
 - 3. He thinks the future will be ____ than the present.
 - a. better
 - b. worse



Many American musicians began exploring music of other cultures in the 80s, and some celebrated their own roots. Los Lobos (Spanish for The Wolves) are a Los Angeles-born group with their own distinct Tex-Mex style

Matter of Time

Speak softly.
(I won't / Don't) wake the baby.
Come and hold me once more,
Before I (have to / can) leave.
Hear (there isn't / there's) a lot of
work out there.
Everything (is / will be) fine.
And (I sent / I'll send) for you, baby.
Just a matter of time.

Our life,
The only thing we (know / knew).
Come and tell me once more,
Before you (need to / have to) go.
But (there's / there'll be) a better
world out there,
Though it don't feel right.
(Will / Does) it feel like our home?
Just a matter of time.
And (I'm hoping / I hope) this song
we sing's,
Not another empty dream.
(There was / There's) a time for you
and me,
In a place living happily.

[repeat]

Walk quietly.
(I didn't / Don't) make a sound.
Believe in what (you've done /
you're doing),
I know we (won't / can't) be wrong.
Don't worry about a thing,
(We'll be / We're) all right.
And (we're / we'll be) there with you,
Just a matter of time.

And (we'll / we can) all be together,
Just a matter of time.
Matter of time
Matter of time

(We can / We'll) be together,
In a matter of time.
You and me,
In a matter of time.
Feel like a home,
Matter of time.

4 PAIRS, Compare your answers in Exercise 3.

Speaking

oring some

panish group

- 6 GROUPS OF 3. Discuss the questions.
 - 1. Why do you think the man has to leave? Where is he going?
 - 2. What is the feeling of the song: sad, happy, hopeful, angry? Explain.
 - 3. What does the expression "just a matter of time" mean in the song?
 - a. We have to be patient and wait for a while.
 - b. We don't have to wait because things will happen quickly.



Long life

Vocabulary Time expressions **Grammar** Present perfect: how long/for/since Speaking Talking about how long you have done something

Getting started

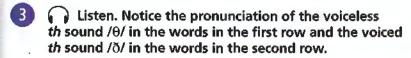
- PAIRS. Look at the photos in the article. How old are the women in the pictures? Guess.
- Match the expressions on the left with the similar expressions on the right.
 - 1. over ten years <u>e</u> a. two days ago
 - 2. the day before yesterday _____ b. two months

3. ages _____

- c. December 31
- 4. a couple of months _____
- d. 12:00 P.M.

- 5. noon ____
- e. more than ten years
- 6. New Year's Eve ____ f. a long time

Pronunciation



thirty-first

three

month

there

more than

the day

- Listen again and repeat.
- Listen to the question and answers. Then listen and repeat.

When did you start work there?

In 2002. When I was twenty-three. The beginning of the month. More than three months ago. On Thursday, the 30th.



Reading

- 6 Read the article. Then match the women's names with their jobs.
 - 1. Dodo Cheney _____
- a. singer
- 2. Carmen Dell'Orefice _____
- b. tennis player
- 3. Omara Portuondo _____
- c. model

Life after

Today, not all people over 70 think they're old. People stay younger for longer. Three women who are over 70 and still going strong, are Omara Portuondo, Dodo Cheney, and Carmen Dell'Orefice. What do they do, and how long have they done it?

Cuban singer Omara Portuondo is one of the most popular jazz singers in the world. She has sung in clubs and cabarets for over 50 years and was on a Buena Vista Social Club album. Now she is 73 years old and is still one of the star singers at the famous Tropicana Club in Havana, Cuba.

Dodo (Dorothy) Cheney is an 86-yearold tennis champion. She has played tennis for more than 70 years. Now she plays in tournaments for people over 75 and she has won over 320 matches.

Carmen Dell'Orefice is 71 years old. She has been a model since she was 13. Her career started 58 years ago when a photographer saw her on a bus and asked to take her photo. Today she still works for the Ford modeling agency.

information about the three women.
Omara Portuondo is years old.
2. She has been a singer for more than years.
3. The kind of music Omara sings is
4. Dodo Cheney is years old.
5. She has been a tennis player for more than years.
6. She has won more than

7. Carmen Dell'Orefice is _____

8. She has been a model for more than

9. She began working as a model after a

____ saw her on a bus.

Read the article again. Complete the

8 PAIRS. Discuss the questions.

tennis matches.

_____ years.

vears old.

What's your reaction to the stories about the three women in the article? When you are their age, will you have a job?

Grammar focus

Look at the examples of the present perfect with how long, for, and since. Answer the questions.

How long **has** Dodo Cheney **played** tennis? She**'s played** tennis **for** 70 years. How long **has** Carmen Dell'Orefice **been** a model? She**'s been** a model **since** she was 13.

1.	When did Dodo Chene	y start playing tennis?	ago.
----	---------------------	-------------------------	------

- 2. Does she play tennis now? _____
- 3. When did Carmen Dell'Orefice start working as a model?
- 4. Is she a model now?
- Look at the examples again. Circle the correct words to complete the rules in the chart.

Present perfect: how long/for/since

Use the present perfect for actions that started in the **present / past** and continue in the **present / past**.

Use for / since with a period of time (for example, an hour, two months, 50 years).

Use for / since with a point in time (for example, 2:00 RM., June 25, 1953).

NOTE: Use contractions with the subject pronouns and the verb have. For example, I've been an engineer since 2002. He's worked in that office for two years.

Grammar Reference page 148

- Read the information. Use the present perfect with for or since to write new sentences.
 - He became a dancer when he was twelve. He is a dancer now.
 He's been a dancer since he was twelve.
 - 2. He started teaching piano 38 years ago. He teaches piano now.
 - 3. I started playing jazz in 1958. I play jazz now.
 - 4. I have a guitar. I bought it in 2002.
 - 5. They got married 50 years ago. They are married now.
 - 6. She started playing tennis 70 years ago. She plays tennis now.
 - 7. She started a new job on January 10. She works there now.
 - 8. We started to study English last year. We study English now.
 - 9. They live in Australia. They moved there eight years ago.



Speaking

4 BEFORE YOU SPEAK. Ask yourself the questions. Write your answers in the You column.

YOU	YOUR PARTNER
Where / live? live in How long? I've lived there	
Where / work?	The state of the s
How long?	Commence of the Commence of th
What / interested in?	
How long?	A STATE OF THE PARTY OF THE PAR
What / study?	-1
How long?	
What / favorite possession?	
How long?	

- 5 PAIRS. Now ask your partner the same questions. Write the information about your partner in the chart.
 - A: Where do you live?
 - B: In Mexico City.
 - A: How long have you lived there?
 - B: Since 1998.
- 6 Tell the class one interesting fact about your partner.



Writing

Think about a person you know well. Answer the questions in Exercise 4 about this person. Then use your answers to write about the person. Use the present perfect with for and since.

CONVERSATION TO GO

A: How long have you been married?

B: For two months!





Job share

Vocabulary Words related to tasks in an office
Grammar Modals for requests and offers
Speaking Making and responding to requests and offers

Getting started

1 Complete the sentences with the verbs in the box.

	arrange do file get have leave make (2x) senet sign
1.	I need to <u>send</u> a fax to Paula. Do you have her fax number?
2	Did you the email from Sam?
3	Can I a message for Ms. Parker, please?
4	Can you the meeting notes, please? The folders are over there.
5	I'll be there in a minute. I have to a call first.
6	Sorry, but I can't the copying now. I'm too busy.
7	Can you your name here, please? Right next to the X.
8	What time should we the meeting?
9.	Let's a meeting for next Friday.
10	. I need to a reservation at La Scala for tomorrow at 7:30 RM.

PAIRS. Discuss. Which of the tasks in Exercise 1 have you done?

Reading

- 3 Look at the ad. What do you think job share means?
- 4 Read the ad. Answer the question.

What are the three ways you can share a job?

JOB SHARE

Do you love your job but want to work only part-time? Then maybe a job share is right for you. With a job share, you and your job-share partner can share one full-time job. This can work different ways.

- You work in the morning, and your partner works in the afternoon.
- You work Monday to Wednesday morning, and your partner works Wednesday afternoon to Friday.
- You both work 20 hours per week and you arrange your own schedules.

Call Job Share today at 1-800-JOB-1234

We'll find the right job-share partner for you!





PAIRS. Look at the photos. Which of these jobs could two people share? Which jobs would be difficult to share?

Listening

ne?

in

ur

- 6 PAIRS. Discuss. What problems can there be when two people share a job?
- (7) Ken and Marcy share a job at a modeling agency.
 Listen to their conversation. Then answer the questions.
 - 1. What job do Ken and Marcy share?
 - 2. What is the problem?

- V answer the phones
- __ send faxes
- ___ do the copying
- __ reply to e-mails
- __ call the photographer
- __ call the new model
 - _ make a reservation for lunch

Grammar focus

1	Look at the examples. Write R next to the requests (asking people to do things for you).
	Write O next to the offers (saying you will do things for other people).

1. A: Can you call the restaurant, please? <u>R</u> B: Yes, of course.	
A: Could you do this copying? B: Sorry, I'm afraid I can't.	
3. A: Would you like me to arrange a meeting for B: Yes, please. I'd like to meet here at the office.	you?
4. A: Should I make a reservation at Loon's? B: Yes, for 1:00, please.	
5. A: I'll send this fax for you	

Look at the examples again. Complete the rules in the chart with can you, could you, I'll, should I, and would you like me to.

Modals for requests and offers: can you, could you, I'll, she	ould I, and would you like me to
To make a request, ask a question with or	+ the base form of the verb
To make an offer, ask a question with or make a statement with + the base form of the ve	+ the base form of the verb, or erb;
NOTE: I'll = I will	

Grammar Reference page 148

3	Complete the conversations with requests or offers. Use the words in parentheses.
---	---

1.	A:	Would you like me to o	(would/call) the airline for you?
	В:	Yes, please 10:00 A.M. flight?	(could/make) a reservation for me on the
2.	A:		(can/finish) the report today?
	B:	Sure. Then	(should/leave) it on your desk?
3.	A:		(will/arrange) the meeting for you. Is Friday OK?
	B:	Yes, fine. And	(can/send) an e-mail to Bernie about it
4.	A:		(would/get) a taxi for you?
	В:	No. Don't worry. I can do machine, please? I'm exp	that. But (can/check) the faxecting an important fax.

Pronunciation

4 Listen. Notice the weak pronunciation of can, could, should, and would and the way these words are linked to the next word.

Can you call the restaurant, please?

Can you send these faxes?

Could you do this copying?

Could you answer the phone?

Should I make a reservation?

Should I call a taxi?

Would you like me to arrange a meeting?

Would you like me to do the filing?

- 65 Listen again and repeat.
- 6 PAIRS. Practice the conversations in Exercise 3.

Speaking

PAIRS. Role-play two situations. Take turns making requests and offers. Student A, look at page 140. Student B, look at page 141.

A: Can you do the filing, please? B: Yes, of course. I'll do it this afternoon.

Writing

8 Choose one of these jobs—travel office clerk, reporter for a TV station, restaurant manager, English teacher—or think of another job. Make a To-do list for the job. Look at the sample To-do list for ideas. Write a memo to your "job share partner." Ask him or her to do some things on the list. Offer to do other things on the list. Give reasons.

TO-DO LIST (Administrative Assistant)

write a report
talk with your boss about a problem
have lunch with a new client
go on a business trip to Hawaii
do the filing
plan an office party
type a letter
go to a computer class

CONVERSATION TO GO

A: Could you lend me some money, please?

B: Sure. And I'll take you to the cash machine on the way home.



Changing customs

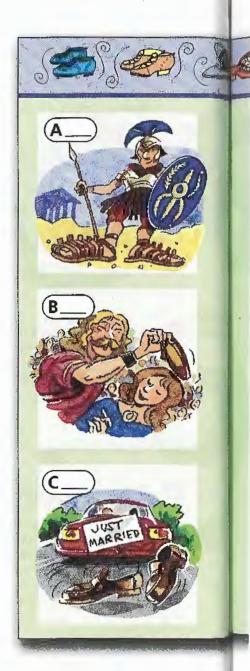
Vocabulary Things you customarily do Grammar used to/didn't use to Speaking Talking about past customs

Getting started

Complete the questions with the correct words from the box.

dinner food games home horse doeds housework long skirts shoes slippers

- 1. Do men open _____ doors ____ for women?
- 2. Do women wear _____?
- 3. Do families have ______together every night?
- 4. Do women do all the _____?
- 5. Do people shop for _____ every day?
- 6. Do families play ______ together in the evening?
- 7. Do people stay ______ in the evening?
- 8. Do people travel by ____ and carriage?
- 9. Do people take off their _____ and put on _____ when they go into a house?
- Listen and check your answers.
- PAIRS. Take turns asking and answering the questions in Exercise 1. Answer about people you know.



Reading

4 Read the article. Then match the paragraphs with the pictures.

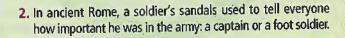
SHOES

Customs and Traditions Around the World

Maybe you don't think about shoes very often. You probably think shoes are boring, but there are very interesting old customs associated with shoes. Here are just a few of them.



 A long time ago, people used to throw shoes at the bride and groom after the wedding because they thought it was good luck. Some people still tie shoes to the back of the newlywed couple's car.





- High heels and platform shoes are not new. Hundreds of years ago, people used to wear them in the street because the streets were full of garbage. The garbage didn't touch their feet, so their feet didn't get dirty.
- 4. In France, when Louis XIV was king, people thought red shoes were very special. Only the very rich aristocracy used to wear them when they visited the king.
- 5. Strange things happened at Anglo-Saxon weddings. The father of the bride used to give the bride's shoes to the groom. Then the groom used to touch the bride's head with these shoes. This meant that the father no longer owned his daughter—she now belonged to the groom.

Read the article again and write T (true) or F (false) after each statement.

- 1. In some countries, people still throw shoes at the bride at her wedding. F
- 2. All soldiers in the ancient Roman army wore the same sandals.
- 3. People wore high heels and platform shoes many years ago.
- 4. The very rich people wore red shoes when they visited King Louis XIV.
- 5. At Anglo-Saxon weddings, the groom touched the bride's head with his shoes.

Grammar focus

Study the examples. Notice the difference between the sentences with used to and those in the simple past.

used to
(?) What did they use to do at weddings?
(+) They used to throw shoes at the bride and groom.
(-) Poor people didn't use to wear red shoes.
Simple past
What did they do at your wedding?
They threw rice at my husband and me.
I didn't wear red shoes.

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

used to/didn't use to

Use used to to talk about something that happened in the past and still happens / isn't still happening in the present.

Use used to to talk about something that happened only once / more than once in the past.

Use the past form / base form of the verb after used to.

Grammar Reference page 148

3 Complete the sentences with the correct form of used to and a verb from the box.

þ	piets eat go open p	lay walk wear	
1.	In the U.K. one hundred years ag now a lot of people do.	o, most people <u>didn't use to</u>	drink (not) coffee, but
2.	fifty years ago?	doors for w	vomen in your country
3.	People (r	not) in restaurants very often, b	ut now it's more common
4.	When you were a child,school?	girls	wear jeans to
5.	One hundred years ago, a young without a chaperon.	man and woman	(not) for walks
6.	My grandmother	two miles to school ev	ery day.
7.	your par were a child?	rents ga	mes with you when you

Pronunciation

4 Listen. Notice that used to and use to are pronounced the same way: "useta."

used to

didn't use to

What did they use to do at weddings?

Women used to wear long skirts.

Poor people didn't use to wear red shoes.

They used to throw shoes at the bride and groom.

5 CListen again and repeat.

Speaking

6 BEFORE YOU SPEAK. Look at the photos. Think about customs and lifestyles 50–100 years ago. Write three sentences about what people used to do. Write three sentences about what people didn't use to do.

People used to have to go outside to get water.

- 7 GROUPS OF 3. What customs have changed in your country in the past 50–100 years? Give your ideas about these topics:
 - clothes
- family life
- food and drink
- school
- communication
- transportation
- entertainment
- work





playing sports



working on the farm

In the past, people didn't use to have cars. They used to travel by horse and carriage. Now most people travel by car or motorcycle.

Writing

Write a paragraph about your life when you were a child and your life now. Write about the things you used to do and no longer do—and about things you didn't use to do but you do now. Use used to/didn't use to.

CONVERSATION TO GO

A: Did women use to wear jeans?

B. No. They always used to wear skirts or dresses.

Take a risk

Vocabulary Adventure sports
Grammar Present perfect vs. simple past
Speaking Talking about experiences

Getting started

- 1 Match the words with the photos.
 - 1. rock climbing A
- 6. waterskiing___
- 2. snowboarding
- 7. scuba diving ____
- 3. jet skiing ___
- 8. snorkeling___
- 4. parasailing ___
- 9. skateboarding ____
- 5. snowmobiling ___
- 10. windsurfing ____

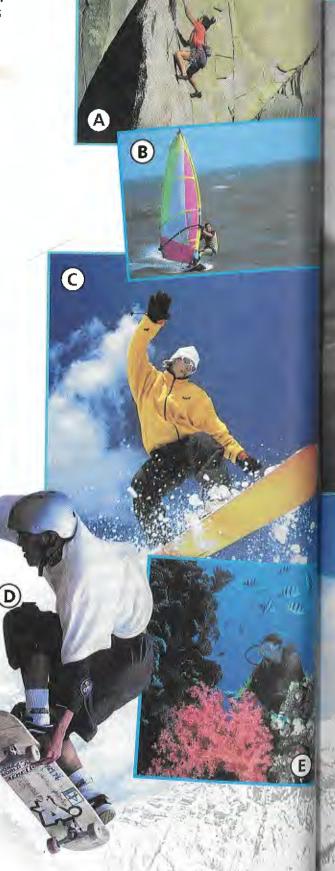
Pronunciation

Listen to the words in Exercise 1. Notice the number of syllables and the stress. Put each word in the correct group.

0000	0
	rock climbing

- Listen and check your answers. Then listen again and repeat.
- 4 PAIRS. Discuss the questions.

Which sports do you do in the mountains? Which do you do in the ocean? Which do you do in the city? Which of these sports have you tried?





(F)

- Listen to the interviews with Andy and Paula, who just arrived at Adventure Zone. Answer these questions.
 - 1. Which one is on vacation?
 - 2. Why is the other one there?
- 6 Listen again to the interview with Andy. Check (/) each sport he has tried. In the next column, write Y if he enjoyed it and N if he didn't.

	Tried it?	Enjoyed it?
snorkeling	1	
waterskiing		
parasailing		
scuba diving		
windsurfing		





H

Grammar focus

Study the examples. Notice the difference between the sentences in the present perfect and those in the simple past tense.

Present perfect (7) Have you ever tried any dangerous sports? (4) I've gone snorkeling. (b) I haven't gone windsurfing. I went snorkeling when I was a kid. I didn't go windsurfing when I was in Puerto Rico. I've never gone windsurfing.

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

Present perfect vs. simple past

Use the **simple past / present perfect** to talk about actions that happened at a specific time in the past (yesterday, last Saturday).

Use the **simple past / present perfect** to talk about things that happened at an unspecified time in the past, and when we don't know or it's not important when the action happened.

Complete the conversations with the words in parentheses. Use the correct form of the

Grammar Reference page 148

present perfect or simple past.

1. A: Have you ever gone (you/ever/go) parasailing?

B: No, I _______.

2. A: _______ (you/watch) that program about rock climbing last night?

B: Yes, I _______ It _______ (be) really interesting.

3. A: _______ (your sister/ever/take) windsurfing lessons?

B: No, she ________, but she once ________ (try) waterskiing.

4. A: ________ (you/enjoy) your adventure vacation last summer?

B: No, I ________ It _______ (be) terrible.

5. A: I ________ (never/do) any adventure sports. How about you?

B: Yes, I ______ (go) scuba diving for the first time last month.

4 PAIRS. Practice the conversations in Exercise 3.

A: ______ (you/like) it?

B: Yes, I _____ (have) a wonderful time.

Speaking

BEFORE YOU SPEAK. Choose four adventure sports and write four more questions beginning with *Have you ever* . . .



Have you ever gone waterskiing?

- Interview three students using your questions from Exercise 5. Take notes. Find out . . .
 - who has done these sports.
 - who enjoyed/didn't enjoy them.
 - who wants to try them.
- who has only watched them.
- what other sports they have done. (Were the sports dangerous?)
- 7 Tell the class what you found out about one of your classmates' experience with sports.

Writing

Write a paragraph to complete your application form for an Adventure Zone vacation.



APPLICATION

Where the fun never ends!

- Please tell us about your experience with adventure sports.
- Which sports have you done?
- Which sports have you not done but want to try?

CONVERSATION TO GO

A: Have you ever done any adventure sports?

B: Yes, I went snowboarding last week. It was fun!

Review

Units 21-24

Unit 21 Long life

- 1 Listen to the model conversation.
- Write six statements about things you have done. Use the present perfect tense. Write some true statements, and make up some statements that are not true (but sound possible).



GROUPS OF 3. Take turns. Say one of your statements aloud. The others in the group say, "True" or "False." A correct guess = 1 point.

Points:

Who is the winner?

Unit 22 Job share

- 4 Listen to the model conversation.
- Imagine that you are an administrative assistant in your language school. Make a list of six tasks that you need to do today.

TTTTTTTTTTT

TO DO

- 6 PAIRS. Role-play. You and your partner share the administrative assistant job. Combine the lists that you wrote in Exercise 5. Take turns. Offer to do some tasks. Ask your partner to do some tasks.
- 7 Change partners and repeat the role-play.



Unit 23 Changing customs

- 8 Listen to the model conversation.
- 9 PAIRS: Take turns. Toss a coin (one side of the coin = one point, the other side = two points).

 Make sentences with a verb from the chart. Use used to + the verb to talk about something you used to do as a child, and say how it's different now. Keep score. The person with the most points is the winner.

Varb	4 points	's politics
be		
go		
have		
watch		
wear		
play		
think about		
TOTAL		

Unit 24 Take a risk

- 10 Listen to the model conversation.
- Imagine that you are an extreme athlete.
 Put a check next to four sports in the second column in the chart. These are the sports you have done.
- Walk around the room. Find out which sports your classmates have tried. Take turns. Ask Yes/No questions. When someone answers, "Yes, I have," write his or her name in the chart. Ask only one question each turn! Try to find one person for each sport.

Adventure sports	Your experience	Find someone who has gone
1. snowboarding		
2. waterskiing		
3. scuba diving		
4. windsurfing		
5. skateboarding	141	
6. rock climbing		
7. jet skiing		
8. snowmobiling		

13 PAIRS. Compare your answers.
Did you find the same people?





Real fighters

Vocabulary Sports

Grammar could and be good at for past ability

Speaking Talking about ability in the past



Complete the chart with the missing words.

Person (noun)	Sport (noun)	Action (verb)
boxer	boxing	box
swimmer		
	running	
skier		
	diving	dive
		skate



Which sports in Exercise 1 do you like to watch? Do you like to do any of these?

Do you know the names of any athletes who do the sports in Exercise 1?

What other athletes do you know? What sports do they do?

Sting like a bee. Your hands can't hit what your eyes can't see.

Float like a butterfly.

- Muhammad Ali



- Look at the photos of the boxers. Guess who they are. What's the connection between them?
- Read the article and check your answers to Exercise 3.
- Read the article again. Write the events from Muhammad Ali's life on the timeline.

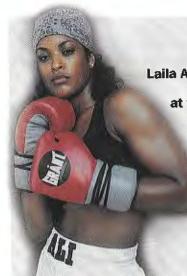


1942

1954

1960

Ali was born

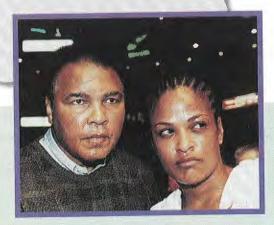


Laila Ali is Muhammad Ali's daughter. In 1999,
at the age of twenty, Laila began boxing.
In four years, she won fourteen fights and
proved that she could box. But she
couldn't beat her father's reputation.

The Greatest

Muhammad Ali was "The Greatest." He was the first boxer to become the heavyweight champion of the world three times. Ali was born in 1942 and was named Cassius Clay. When he was twelve years old, he started boxing. Soon he was really good at boxing. He won the gold medal in boxing at the Olympics in 1960. In 1964, Clay converted to Islam and changed his name to Muhammad Ali.

People noticed more than Ali's boxing—they noticed his personality. He was smart, and he was good at getting media attention. He was famous for saying, "I am the greatest!" He was also a poet, and he could make up poems on any subject: himself, other boxers, and even politics.



As Ali got older, he began to have health problems. He couldn't speak very well or move quickly. In 1984, doctors found that he had Parkinson's disease. Although Ali wasn't able to box anymore, he still had many fans and he could still sign autographs. And he could still help people fight for a better world.

In 1996, the world watched Muhammad Ali light the Olympic torch in Atlanta, Georgia. He couldn't stop the shaking in his hands, but he showed once more that he was "The Greatest."

6

GROUPS OF 3. Read the poem on page 116 by Muhammad Ali. He recited this poem to intimidate other boxers. What does it mean? Discuss.

1964

1984

1996

25

Grammar focus

1 Study the examples with could and be good at.

(+++) Ali could (++) They could (+) Laila could box (-) We couldn't () He couldn't	really well. (+++) well. (++) pretty well. (+) very well. (-) at all. ()	Ali was They were Laila was We weren't He was
--	--	---

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

really

pretty

very no good at boxing.

sports.

Could and be good at for past ability

Could/couldn't is followed by a noun / the base form of the verb.

Be good at/not be good at is followed by a noun / the base form of the verb.

Grammar Reference page 149

- Complete the sentences about past ability with could or be good at. Use the words in parentheses.
 - 1. Jane was really good at diving, so she became a diving coach. (really good/diving)
 - 2. Martin______, so he joined the school swimming team. (swim/pretty well)
 - 3. I _____ when I was young, but now I can play pretty well. (no good/playing the piano)
 - 4. They ______, so they decided to take lessons. (play golf/not very well)
 - 5. We ______, so we entered the salsa competition. (good/dancing)
 - 6. My brother ______, so he used to go skiing every weekend. (really good/skiing)
 - 7. She _______ before she hurt her knee. (run/fast)
 - 8. I _______, so I didn't enjoy gym class at school. (not very good/sports)
 - 9. He _____ when he got his first pair of boxing gloves. (box/not at all)

Pronunciation

4 Listen. Notice the different weak and strong pronunciations of could. Notice the strong pronunciation of couldn't.

Could you play the piano?

Yes, I could.

How well could you play?

I could play pretty well.

Could you ski?

No, I couldn't. I couldn't ski at all.

Listen again and repeat.

Speaking

6 BEFORE YOU SPEAK. Complete the survey about your abilities ten years ago. Add one ability to the list. Use plus (+) and minus (-) signs as in Exercise 1 to show how well you could do each activity.

Ten years ago, could you	YOU How well?	How well?
swim?		
cook?		
drive?		
lay an instrument?		
ride a bike?		
speak a foreign language?		
other?		

PAIRS. Interview each other and complete the survey form. Give examples to show how well you could do each activity.

A: Could you swim ten years ago?

B: Yes, I could. I could swim pretty well. (Or I was pretty good at swimming.)
I could swim a mile without stopping.

Report your partner's answers to the class. Then discuss the results of the survey. Which things could everyone in the class do?

Writing

11)

D

Write about a sport or another activity that you could do in the past. Describe the activity and give examples to show how well you could do it. Say whether you can still do it. Use could and be good at.

CONVERSATION TO GO

A: Could you drive when you were in high school?

B: Yes, I could drive pretty well, but I couldn't afford a car!



On the go

Vocabulary Travel
Grammar Present perfect: yet, already
Speaking Saying what you've done so far

Getting started

1 PAIRS. Look at the picture. Find the words in the box.

a bag/suitcase a passport a pillow slippers a teddy bear a tennis racket a ticket a video



PAIRS. Look at the picture again. Which things in the picture do you take with you when you travel? Which things do you leave at home? What other things do you take?

- Match the beginnings of the sentences on the left with the correct endings on the right.
 - 1. Go to the embassy and apply for _b_
 - 2. She'll have to renew ____
 - 3. I'm waiting for the bank to transfer ____
 - 4. Tell the doctor that you need to get ____
 - 5. I'll fold the clothes, but you pack ____
 - 6. I'll call the travel agency and book ____ f. online to buy my tickets.
 - 7. I sometimes call the airline directly, but most of the time I go____
 - 8. We plan to drive around the country so we're going to rent ____

- a. her passport soon.
- b. a visa to enter the country.
- c. a car.
- d. a hotel room.
- e. the money.
- g. a vaccination against cholera.
- h. the bags.

Listening

- Melissa is getting ready to go on a trip. Listen to her conversation with a friend. Circle a or b to answer the questions.
 - 1. When is Melissa going to travel? a. next week b. the week after next
 - 2. Where is she going? b. to Quito a. to Cairo
 - 3. What is she going to do there? b. work a. relax
- Listen again. Look at the list and check (✓) the travel preparations Melissa has completed.





Grammar focus

- 1 Study the examples of the present perfect with yet and already.
 - (?) Have you sold the car yet? Yes, I have. / No, not yet.
 - (+) I've already made a reservation.
 - (-) She hasn't called back yet.
- 2 Look at the examples again. Complete the rules in the chart with yet, not yet, or already.

Present perfect: yet, already	
Use the present perfect +	when an action is complete.
Use the present perfect +but we think it will happen.	when an action is not complete,
Use the present perfect +	to ask if an action is complete:

Grammar Reference page 149

3 Complete the phone conversation with already or yet.

Mom:	Hi, Melissa. Have you finished packing for your trip (1) <u>yet</u> ?
Melissa:	No, not (2) But I've gotten my visa (3)
Mom:	Good. Have you sent me your new email address (4)?
Melissa:	Yes, Mom. And I've (5) sent you my new phone number at work.
Mom:	Great. Have you called your grandfather (6) to say goodbye?
Melissa:	No, I haven't called him (7) But I've (8) called Aunt Rose.
Mom:	OK. I've (9) emailed my boss that I'll need to take the afternoon off to take you to the airport. He hasn't said OK (10), but I'm sure he will

Pronunciation

Listen. Notice the contracted forms of have and has.

I've already sold the car.

She's already sold the car.

I've called my aunt.

She's called her aunt.

I've gotten a visa.

She's gotten a visa.

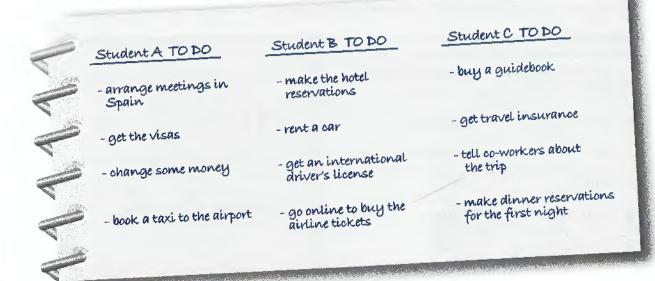
I've changed my email address.

She's changed her email address.

- Listen again and repeat.
- 6 PAIRS. Look at Melissa's list on page 121. Take turns making statements about the things Melissa has done. Use contracted forms.

Speaking

GROUPS OF 3. You all work for Matrix International. You're going on a business trip to Spain. Decide who are Students A, B, and C. Look at your To-Do list. Work alone. Check (✓) two things that you've already done.



B GROUPS OF 3. Take turns. Ask each other Yes/No questions about the things on the list in Exercise 7. Check (✓) the completed activities. Write notes about when your partners will do the other ones.

A: Have you made the hotel reservations yet? B: Yes, I have. OR No, not yet. I'll do it tomorrow.

Propert to the class about some of the things your group has and hasn't done.

John hasn't made the hotel reservations yet, but he's going to make them on Friday.

Writing

Think of an important goal you have, such as graduating from school or living in another country. Write about things you have already done to reach your goal and things you haven't done yet.

CONVERSATION TO GO

A: Have you bought the tickets yet?

B: No, I haven't done that yet, but I've already done everything else!



Behave yourself

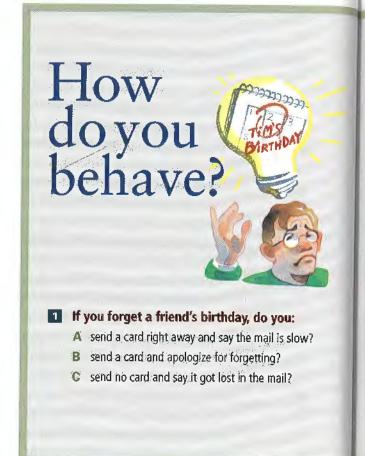
Vocabulary Verbs and their opposites

Grammar Present real conditional (If + simple present + simple present)

Speaking Talking about consequences

Getting started

- Match the verbs on the left with the verbs on the right that have the opposite or nearly opposite meaning.
 - 1. cancel b
- a. agree to
- 2. lose ____
- b. schedule
- 3. borrow____
- c. pull
- 4. refuse to ____
- d. forget
- remember____
- e. lend
- 6. push ____
- f. find
- Complete each sentence with a verb from Exercise 1.
 - 1. I'm going to use the stairs. I <u>refuse to</u> wait any longer for the elevator.
 - 2. Can I _____ your pen, please?
 - 3. You have to _____ the door away from you to close it.
 - 4. Did he _____ his keys again?
 - 5. I'm really pleased that they always ____ my birthday.
 - 6. I'm sorry, but I have to _____ our meeting today.
- PAIRS. Compare your answers in Exercises 1 and 2.



Reading

- Do you have good manners? Take the quiz. Then check the answers in the key below.
- PAIRS. Read the quiz again and guess your partner's answers. Compare your answers with your partner's answers. Who has better manners?
 - 2 If someone pushes a shopping cart in front of you in the supermarket, do you:
 - A give the person an angry look but say nothing?
 - B ask the person to please stop?
 - c push the cart back at the person?
- 3 If a friend gives you a gift you really don't like, do you:
 - A take it but never use it?
 - B take it but use it only when your friend is there?
 - c take it but give it to someone else?



- If a friend borrows money from you and forgets to pay you back, do you:
 - A tell your friend that you need some money and hope he or she remembers?
 - B ask your friend for the money?
 - refuse to talk to your friend until you get the money?



- 5 A friend cancels a night out with you, saying she has to work. If you see the friend later that evening at the movie theater, do you:
 - A say nothing?
 - B ask your friend why she isn't at work?
 - c refuse to go out with your friend again?

Mainly A answers: You behave quite well but you aren't always honest. Mainly B answers: You behave very well. Mainly C answers: You behave very well at all. Try hardert

Pronunciation



/1/ gift qive

friend /8/ forget

remember

I give Kim a gift

If I remember, I give him a gift.

never

I send it later.

If I forget, I send it later.

I never give it away. If I get a gift from a friend, I never give it away.

Listen again and repeat.

Grammar focus

Study the examples of the present real conditional.

If clause

Result clause

- (+) if i forget a friend's birthday,
- (-) If I don't remember a friend's birthday,
- (?) If you forget a friend's birthday,
- I **send** a card later.
- I don't send a card.
- do you say you are sorry?
- Look at the examples again. Circle the correct letters to complete the chart.

Present real conditional

The action in the result clause _____ the action in the if clause.

- a. depends on
- b. doesn't depend on

Use the simple present in

- a, the if clause
- b. the result clause c. both clauses

NOTE: Use a comma after the if clause when the if clause comes first.

Grammar Reference page 149

- Complete the present real conditional sentences with the correct forms of the verbs in parentheses.
 - 1. If he forgets (forget) his wife's birthday, he buye (buy) her flowers the next day.
 - 2. If my sister _____ (borrow) my car, I_____(take) the bus to work.
 - 3. If the weather _____ (be) bad, they _____ (not go) away for the weekend.
 - 4. If someone _____ (speak) very loudly on the train, I _____ (get) angry.
 - 5. If he _____ (not/come) home at 10:00, his mother _____ (call) his friends.
 - 6. If I _____ (not/have) enough money, I_____ (borrow) some from my friends.
 - 7. If his friends (ask) him,
 - _____ (he/lend) them his car?



Speaking

PAIRS. Think about situations that happen while people are shopping, at a restaurant, at home, or with friends. Write three questions. Begin each one with If . . . ? and give three choices in the result clause.

	The waiter or waitress brings you the wrong food say nothing but feel anary	7
B	. remind the walter or waltress what you ordered.	7
	refuse to eat anything	7 (a) 2 (a)
2		, do you:
A		?
В		_?
C		_?
3 1		, do you:
A		?
B	·	3
C		?
4 H		, do you:
A		?
8		7

GROUPS OF 4. Take turns asking and answering the questions in your quiz. Do your classmates have good manners?

Writing

6 Choose a situation from the quiz on pages 124–125 or from your own quiz above. Write a paragraph describing what you do if you are in that situation. Also explain why you behave that way. Use the present real conditional.

CONVERSATION TO GO

A: What do you do if your boss asks you to work late?

B: If want to keep my job, I stay to finish the work!



Just the job for you

Vocabulary Job descriptions

Grammar like + verb + -ing, would like + infinitive

Speaking Talking about jobs and career preferences

Getting started



computer trainer

airline pilot

- be active
- be creative
- earn a good salary
- have a lot of responsibility
- · travel a lot
- · work alone
- · work inside
- · work outdoors
- · work with animals
- · work with his/her hands-
- · work with people
- · work with technology

A: A farmer works outdoors.



market researcher

Pronunciation

- 2 Listen. Notice the /ə-/ sound.

 work earn learn computer perfect researcher
- Calculate in the second sec
- Now listen to these phrases. Notice that /ə/ sounds different from the other vowel + r in each phrase.

 work outdoors earn more computer software the perfect career market researcher
- 6 Listen again and repeat.

Reading

· trainer

Read the want ads and match them with the jobs in the photos.

Do you like talking to people? Do you like creating new menus? Would you like to join a new catering company? Would you like We cater weddings, parties, and conventions. a flexible schedule? Would you like to work from home? We need people chef to conduct surveys about products for an advertising agency. Do you like learning new skills? Would you like to work with cars and trucks? Do you like working with technology? Our auto repair business uses Help people learn to use our state-of-the-art technology. new computer software program.

- Read the want ads again and choose:
 - · a job you want to do
 - · a job you don't want to do
- 8 **GROUPS OF 3.** Discuss your answers to Exercise 7. Explain the reasons for your choices.



Grammar focus

Study the examples. Notice the difference between the sentences with like and those with would like.

like + verb + -ina

would like + infinitive

- (?) Do you like working with people? Would you like to work from home? (Yes, I do. / No, I don't.)
- (+) I like learning new skills.
- (+) I like learning new skills.
 (-) I don't like working outside.
- (Yes, I would. / No, I wouldn't.)
- I'd like to be a mechanic.
- I wouldn't like to be a chef.
- Look at the examples again. Circle the correct words to complete the rules in the chart.

like, would like

Use like + verb + -ing to talk about a future possibility / present likes and dislikes. Use would like + infinitive to talk about a future possibility / present likes and dislikes.

Grammar Reference page 149

- Complete the conversation with (not) like or would (not) like.
 - A: I(t) 'd like to get a new job.
 - B: What (2) _____ you ____ to do in your next job?
 - A: Well, I love computers, and I (3) _____ working with technology. I'm not really a "people person," so I don't think I (4) _____ to work with people all the time.
 - B: OK, how about computer repair? (5) ______ you ____ to learn how to fix computers?
 - A: That sounds interesting. I've never tried it, but I (6) _____ to fix things, I think.
 - B: OK, are you interested in fixing cars?
 - A: No, I (7) _____ to be an auto mechanic. I hate getting dirty. I (8) _____ to try computer repair. I think that might be just the job for me!
- Listen and check your answers.

Speaking

- 5 BEFORE YOU SPEAK. Write down three jobs you would like to do and three jobs you would not like to do. Write them on a piece of paper. Keep this list for later.
- 6 Look at the questionnaire for choosing a job. Add 3 more questions.
- PAIRS. Take turns asking and answering your questions from Exercise 6.
- Write down three jobs you think your partner would like to do and three jobs you think your partner would not like to do.
- PAIRS. Take turns comparing your lists from Exercises 5 and 8. Explain why you chose each job for yourself and for your partner.

I think you'd like to work as a mechanic. I chose that job for you because you like working with your hands and you like being active.

Do you lil	ke working with peopl	S.
Get and I was	in like to traveir	
Do you w	ant to work outdoor	

my partner would like	
and tike:	_
	-
he or she wouldn't like:	
	-
	s my partner would like: he or she wouldn't like:

Writing

Think of a job you would like to have. Write a want ad for that job. Use the want ads on page 129 as a model.

CONVERSATION TO GO

A: Do you like working here?

B: No, I don't.

A: Would you like to work abroad?

B: Yes, I would.



Unit 25 Real fighters

1 Cook at the picture and listen to the model conversation.



- PAIRS. The people in the pictures are athletes. Find out how well they could do sports ten years ago. Student A, look at page 138. Student B, look at page 141.
- 3 Compare your charts. Are they the same? Who is the best athlete?

Unit 26 On the go

4 Cook at the picture and listen to the model conversation.



GROUPS OF 4. Rafael is going on a trip. Look at the picture and the To-do list. You have one minute. Remember all the things Rafael has and hasn't done to prepare for his trip.

Close your book. Write sentences about what Rafael has and hasn't done. You have 5 minutes. The group with the most sentences wins.

Points:

Rafael has booked a hotel. He hasn't gotten a haircut yet.

Unit 27 Behave yourself

GROUPS OF 4. Look at the situations. Think of problems that may happen for each situation. Complete the chart.

Situation	Problem
1. You lend your friend \$100.	
2. It's your friend's birthday.	
3. You borrow your friend's bicycle.	
4. Your friend gives you a gift.	
5. You and your friend have a date to go to dinner.	

- Listen to the model conversation.
- GROUPS OF 4. Discuss each situation. Agree on the best thing to do for each.
- Report back to the class. Choose a situation. What is the best thing to do?

Unit 28 Just the job for you

10 Look at the job profiles and listen to the model conversation.

Name: Mark. What would you like to do? - work with children - be active

- work outside Is there anything you don't like? - doing a lot of paperwork

Jobs: Coach

Name: Sun-Ju What would you like to do?

- work with my hands

-work alone

be creative Is there anything you don't like? -working from 9 to 5 every day

Jobs:

Name: Bruno What would you like to do?

- work with technology

earn a good salary

work inside

Is there anything you don't like?

traveling a lot

Jobs:

- PAIRS. Look at the job profiles again and discuss what each person would like to do in his or her next job. Think of two jobs that each person could do.
- Report to the class. What's the best job for each person? Explain why you chose it.

World of Music4

This Used to Be My Playground

Madonna

Vocabulary

1 Match the expressions with their meanings.

Expression

- 1. Don't look back.
- 2. Keep your head held high. ____
- 3. This was my childhood dream. _
- 4. Don't hold onto the past. ___
- 5. Life is short.
- 6. No regrets.
- 7. This is our pride and joy. ____
- 8. My heart is breaking. ____

Meaning

- a. Be proud of yourself.
- b. I wanted this when I was very young.
- c. Don't think about the past.
- d. I'm very sad.
- e. We're very proud of this.
- f. Live in the present.
- g. Use your time carefully, because you won't live forever.
- h. Don't feel bad about past events.
- The title of the song is "This Used to Be My Playground."
 What is a playground? What do you think the song will be about?

The 90s

In the 1990s,
Madonna became
not just a pop
superstar but a
movie star as well.
"This Used to Be My
Playground" is from
one of her movies, A
League of Their
Own.

Listening of

- 3 Listen to the song. Circle a or b to answer the questions.
 - 1. What is the singer thinking about?
 - a. She's remembering the past.
 - b. She's thinking about the future.
 - 2. Who is she talking to in the song?
 - a. someone she met a long time ago
 - b. someone she met recently
- 4 CListen to the song again. Complete the lyrics on page 135 with the words you hear.
- 5 PAIRS. Compare your answers in Exercise 4.

This Used to Be My Playground

[Chorus]	I can see your
This used to be my playground.	in our secret
This used to be my childhood	. You're not just a memory.
This used to be the place Ito.	Say good-bye to yesterday
Whenever I was in need of a	Those are words I'll
Why did it have to end? And why do they always say: Don't look	This used to be my This used to be our pride and joy. This used to be the place we ran to
Keep your held high. Don't ask them why,	That no one in thecould dare destroy.
Because is short. And before you know, You're feeling old, And your is breaking. Don't hold on to the	This used to be our playground. (used to be) This used to be our childhood dream. This used to be the place we ran to. I wish youhere with me.
Well, that's too much to ask.	This used to be my playground. (Ah, ah, ah) This used to be my childhood dream.
No regrets, But I that you were here with me.	This used to be the place we ran to. The best things in life are always Wishing youhere with me.
Well then there'syet.	

Speaking

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rom es, A ir

- 6 GROUPS OF 3. Discuss these questions.
 - What feeling do you get from this song? Why do the music and words make you feel that way?
 - 2. Look at some expressions from the song. Do you think these expressions give good advice? Why or why not?
 - a. Don't look back.
 - b. Keep your head held high.
 - c. Life is short.
 - d. No regrets.

Unit 2, Exercise 6 Student A

Make these phone calls to Student B. Apologize and make an excuse.

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

- 1. You have a headache, and you can't go to work. Call your boss.
- You want to watch a baseball game tonight, but your friend wants you to go to a movie with him/her. Call your friend, Student B, and make an excuse for not going to the movies.
- Your boss wants you to go out for dinner with a client, but you have a dentist appointment at 6:00.
 Call your boss, Student B.

Answer these phone calls from Student B. Listen to his/her problems. Show sympathy.

That's too bad.

- 4. You're an English teacher. Student B is your student.
- 5. You're a manager in an office. Student B is an employee in your department.
- 6. You're going to move into your new apartment tomorrow. Student B is your friend.

Review 1, Exercise 10 Student A

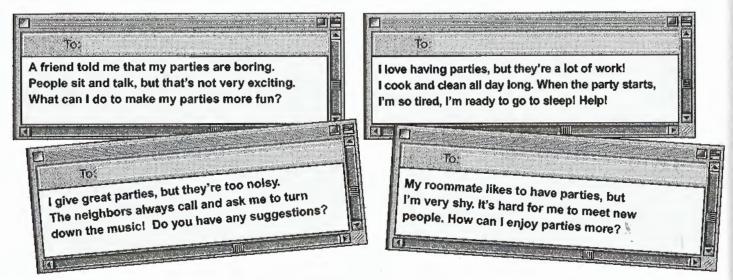
Dario is going on a trip. Take turns asking questions to fill in his schedule.

Where is he going to go on Saturday? What's he going to do on Sunday?

Day	Where	What
Sat.	fly into the city	visit a museum
		Visit a maseam
Sun.	drive down the coast	
Mon.	and the second s	
Tues.		attend a festival
Wed.	drive to the mountains	
Thurs.		
Fri.		buy souvenirs at a market
Sat.		The second second second

Unit 6, Exercise 8

Read the email messages and write replies to each one.

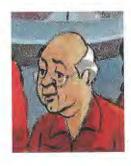


Unit 7, Exercise 6 Student A

Student A, begin. Look at these pictures of your colleagues from another office. Give each person a name. Then describe each one to your partner. Your partner will show you the person in the picture on page 33. Is your partner correct?

- 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 . . .







Now, switch roles. Look at page 33.

Review 2, Exercise 8 Student A

Student A, begin. Describe the person in your picture A. Then Student B will describe the person in his or her picture A. Is it the same person? Then Student B continues with picture B.



Picture A



Picture B



Picture C



Picture D

Unit 2, Exercise 6 Student B

Answer these phone calls from Student A. Listen to his/her problems. Show sympathy.

That's too bad.

- 1. You're a supervisor. Student A is your employee.
- 2. You want to go to the movies tonight. Student A is your friend.
- 3. You're a supervisor. Student A is your employee.

Make these phone calls to Student A. Apologize and make an excuse.

I'm sorry, but I can't come to class today. I have a fever.

- 4. You can't go to your English class because you have a fever. Call your teacher, Student A.
- You have a sore throat and cough. There's an important meeting at work. Call your boss, Student A, and apologize for not going to the meeting.
- Your friend, Student A, wants you to help him move into a new apartment, but you don't want to. Call your friend and make an excuse.

Review 1, Exercise 10 Student B

Dario is going on a trip. Take turns asking questions to fill in his schedule.

What's he going to do Saturday? Where is he going to go on Sunday?

Day	Where	What
Sat.	fly into the city	visit a museum
Sun.		go swimming
Mon.	go on safari	
Tues.		
Wed.	-	go hiking
Thurs.	take a bus to the lake	
Fri.		buy souvenirs at a market
Sat.	fly home	

Review 7, Exercise 2 Student A

Look at the chart. Ask questions to find out how well each athlete could do sports ten years ago. (Don't look at your partner's chart.)

Athlete	Soon Carry	10 years ago
Lise	سلحب	_
	<u> </u> }	
	1	+
Ho-Jin	A.	
7894	1800	
Flavia	150	++
	سفد	+
de Cha	3	
Simon	1	
	₹ Æ	
1	ÁÀ	

Symbol	Meaning	
+++	could really well	be really good at
++	could well	be good at
+	could pretty well	be pretty good at
- 1	couldn't very well	be not very good at
	couldn't at all	be no good at
7		

Unit 7, Exercise 6 Student B

Student B, look at these pictures of your colleagues from another office. Give each person a name. Then describe each one to your partner. Your partner will show you the person in the picture on page 33. Is your partner correct?

B: My colleague, Carlos Lopez, is going to arrive on Saturday. Can you meet him at the airport?

A: Sure. What does he look like?

B: He...







Review 2, Exercise 8 Student B

Student A will describe the person in his or her picture A. Then you will describe the person in your picture A. Is it the same person? Then continue with picture B.



Picture A



Picture B



Picture C



Picture D

Unit 6, Exercise 6

Look at the costs in the worksheet. Put a check (\checkmark) next to your suggestions.

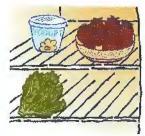
Party Planning Worksheet

		Cost	Check (
Location	At school/home/the office	\$0	
	Hotel	\$150	
Food and beverages	Snacks (chips, cheese, sandwiches, soft drinks)	\$75	
	Buffet dinner with soft drinks	\$150	-
	Formal dinner with soft drinks and wine	\$275	
	Dessert buffet	\$100	
	Ice cream	\$50	
	Cookies	\$30	
Music	Band	\$150	
	DJ	\$75	
	CD player	\$0	
Entertainment	Photographer	\$75	
	Games	\$100	
	Celebrity guest	\$300	
	Total:		

Review 4, Exercise 13 Student A

Student A, you're at the supermarket. Call Student B to ask what you should buy.

Switch roles. Student A, look at the food in the picture. Tell Student B what food you have at home and suggest what he or she needs to buy.





Unit 18, Exercise 7

There were 16 people in the picture on page 85. Try to answer these questions about each person:

- · What were they doing?
- What were they wearing?
- Where were they in the picture?

A man was chasing his dog. He was wearing a red jacket.

Unit 22, Exercise 7 Student A

Use the phrases to make your requests and offers.

Requests Offers

Can you...? Would you like me to...?

Could you...? Should I...?

111...

A: Can you do the filing, please?

B: Yes, of course. I'll do it this afternoon.

Situation 1

You're an executive at a television station. Student B is your assistant. Ask Student B to:

- a. send a fax.
- b. make a dinner reservation at the Lemon Tree Restaurant.
- c. type a letter.

Situation 2

You're a shoe salesperson in a department store. Student B is the store manager.

- a. You're waiting on a customer. Your boss asks you to do something. Offer to do the task after you finish with the customer.
- b. You hurt your back on the weekend. You think Bob (another salesperson) can help. Offer to ask Bob.
- c. You're going to the sandwich shop for lunch. Your boss asks you to do something. Offer to do the task after lunch.

Review 7, Exercise 2 Student B

Look at the chart. Ask questions to find out how well each athlete could do sports ten years ago. (Don't look at your partner's chart.)

25 Hotel	Sprint .	10-укак-кип
Lise	سقد	
₽	<u> </u>	
	3°	
Ho-Jin	17%	++
		+
	*	_
Flavia	1	
	سف	
CONTRACT	AK.	,
Simon	3º	++
3	*₹ **	+
10 m	Ä	_

Symbol	Meaning	
+++ ++ + -	could really well could well could pretty well couldn't very well couldn't at all	be really good at be good at be pretty good at be not very good at be no good at

Unit 22, Exercise 7 Student B

Use the phrases to make your requests and offers.

Offers Requests Would you like me to . . .? Can you . . .? Should I . . .? Could you . . .? I'll . . .

A: Can you do the filing, please? B: Yes, of course. I'll do it this afternoon.

Situation 1

You're an administrative assistant at a television station. Student A is your boss. Use this information when your boss makes a request:

- a. The fax machine is broken. Offer to send an email instead.
- b. The Lemon Tree Restaurant is closed. Offer to try some other restaurants.
- c. You're busy typing a report. Your boss asks you to do something. Offer to do the task after you finish the report.

Situation 2

You're the manager of a department store. Student A is a salesperson in the shoe department. Ask Student

- a. put the shoes back in the storeroom.
- b. help you move a large box.
- c. put Sale signs on certain shoe racks.

В

·u

Bob ıb.)ur task

Unit 9, Exercise 7 Students B and C

You are customers at Rosie's Restaurant. Look at the menu. Decide what you would like and give your order to your waiter/waitress.

Waiter: Would you like to order?

Customer: Yes. I'd like the chicken in herb sauce.

Rosie's Restaurant

Appetizers	Cup	Bowl
Tomato soup	\$3.25	\$4.00
Chicken soup	\$3.25	\$4.00
Soup of the day	\$3.25	\$4.00
Entrées		من من
Pasta with tomato sauce		\$8.95
Pasta with garlic sauce		\$9.95
Chicken in herb sauce		\$12.95
Shrimp with vegetables		\$15.95
Side dishes		
French fries		\$2.25
Garden salad		\$2.95
Mixed vegetables		\$2.75
Rice		\$2.25
Desserts		
Ice cream		\$3.00
Chocolate or vanilla		
Cake		\$4.25
Cheesecake		\$5.00

Review 4, Exercise 13 Student B

Student B, look at the food in the picture. Tell Student A what food you have at home and suggest what he or she needs to buy.

Switch roles. Student B, you're at the supermarket. Call Student A to ask what you should buy. Write a shopping list.



Review 1, Exercise 10 Student C

Dario is going on a trip. Take turns asking questions to fill in his schedule.

Where is he going to go on Sunday? What is he going to do on Saturday?

Dario	o's Travel Schedule	8 days/7 nights
Day	Where	What
Sat:	fly into the city	
Sun.		
Mon.		see elephants and lion:
Tues.	visit the countryside	
Wed.		
Thurs.		do water sports
Fri.	return to the city	
Sat.		

Simple present and adverbs of frequency

- Use how often to ask about frequency.

 How often do you go to the movies?

 How often does Mary visit you?
- Use adverbs of frequency (never, sometimes, usually, often, always) with the present tense to say how often something happens.

Do they always go out on Saturday? She usually goes to a café.

Peter doesn't often watch TV.

We sometimes get takeout.

I never work late.

Notes:

- Adverbs of frequency go after the verb be, but before all other verbs.
 It's always noisy.
 John often runs after work.
- The adverb sometimes can also go at the beginning of a sentence.
 Sometimes we get takeout.

Unit 2

Linking words: and, but, so

- Use the words and, but, and so to connect ideas.
- Use and to connect similar ideas.
 I have a headache, and my stomach hurts. (I have two problems.)
- Use but to connect different ideas.
 I have a headache, but my stomach feels okay. (I only have one problem: a headache.)
- Use so to show a result.
 I took some aspirin, so I feel better. (I feel better because I took aspirin.)

Unit 3

Simple past: regular and irregular verbs

- Use the simple past to talk about completed actions in the past, often with a specific time reference (in 1990, yesterday, last year, etc.).
- Add -d or -ed to regular verbs to form the simple past in affirmative statements.
 A television station hired her.
 She wanted to be famous.

Some verbs are irregular in the simple past. (See the list on page 150.)
 She got a job in television.
 People began to notice her.

Negative	Subject + didn't + base form of the verb She didn't finish college. Her parents didn't have a lot of money.
Question	Did + subject + base form of the verb Did people like her television program? Did she make movies?
Short answers	Yes + subject + did Yes, she did.
	No + subject + didn't No, she didn't.

Unit 4

Be going to for future

• Use be going to to talk about future plans.

Affirmative	Subject + be going to + base form of the verb I'm going to see the Rocky Mountains. It's going to be crowded there.
Negative	Subject + be + not + going to + base form of the verb You're not going to travel with me. I'm not going to take a lot of stuff.
Question	Be + subject + going to + base form of the verb Is the weather going to be sunny? Are the markets going to be open?
Short answers	Yes + subject + be Yes, it is.
	No + subject + be + not No, it isn't.

Notes:

- The form of be must agree with the subject.
 I am going to travel.
 You aren't going to snorkel.
 She's going to speak English.
 We're going to go on a safari.
 They're going to sightsee.
- You can use the present continuous going to instead of going to go to talk about traveling.
 We're going to go to India.
 We're going to India.

Modals: should and shouldn't for advice

• Use should to give and ask for advice.

Affirmative	Subject + should + base form of the verb You should shake hands. She should take a gift.
Negative	Subject + shouldn't + base form of the verb We shouldn't take our shoes off. They shouldn't arrive late.
Question	Should + subject + base form of the verb Should we shake hands? Should she use first names?
Short answers	Yes + subject + should Yes, you should.
	No + subject + shouldn't No, she shouldn't.

Unit 6

Expressions for making suggestions

Use why don't, let's (not), maybe ... could, and how about to make suggestions.

- Why don't + subject + base form of the verb Why don't we have a party?
 Why don't you come?
- Let's (not) + base form of the verb Let's take something.
 Let's not make salad.
- Maybe + subject + could Maybe you could take drinks.
 Maybe he could get ice.
- How about + verb + -ing
 How about playing some games?
 How about listening to some music?

Unit 7

Be and have with physical descriptions

- Use be to talk about people's ages.
 I'm 34. How old are you?
- Use be to talk about people's height.
 You are short, and he is average height.
- Use be to talk about people's weight.
 She is slim, but her sisters are heavy.

- Use have to talk about people's eyes.
 Ben and Jeff have green eyes, but Ann has blue eyes.
- Use have to talk about people's hair.
 She has long hair, but he has short hair.
- Use have to talk about people's facial hair.
 Keith has a mustache, but he doesn't have a beard.

Exception: Use **be** with **bald**.

Ken has thick hair, but his father **is** bald.

Unit 8

Say and tell

- Say and tell are irregular verbs in the simple past. $say \rightarrow said$ $tell \rightarrow told$
- Always use an object pronoun (me, you, him, her, it, us, them) or a noun with told.
 I told you that I saw the movie.
 You told me that you didn't like it.
 He told John about making movies.
- Never use an object pronoun or noun with said.
 She said that she loved Dr. No.
 We said that Halle Berry was a great actress.
- Use the present after say or tell and the past after said or told.

She says that Casablanca is a good movie. She said that she liked black-and-white films. He tells me that Star Wars is his favorite movie. He told me that he loved the special effects.

Note: You don't have to use the word **that** with **say** or **tell**. She said she liked black-and-white films. He told me he loved the special effects.

Would like/like, would prefer/prefer

• Use *like* and *prefer* to talk about the things you usually like.

I like shrimp.

He likes going out to dinner.

We prefer red wine to white.

She prefers small restaurants to large ones.

• Use would like and would prefer to talk about the things that you want at this moment or in the future. Would you like a drink?

I'd like a glass of water, please.

Would you prefer the chicken or the shrimp? We'd prefer the chicken tonight, thanks.

Notes:

Use the contraction 'd for would in affirmative sentences.
 I'd like the fish.
 We'd prefer red wine.

• Use **prefer** to show a choice between two things. I **prefer** juice to soda.

Unit 10

Will for predicting

 Use will and will not (won't) to make predictions about the future.

Affirmative	Subject + will ('ll) + base form of the verb People will travel more. We'll take vacations to the moon.
Negative	Subject + will not (won't) + base form of the verb People won't use cars as much. We won't pollute the environment.
Question	Will + subject + base form of the verb Will types of transportation change? Will the population of the world increase?
Short answers	Yes + subject + will Yes, it will.
	No + subject + won't No, it won't.

Also use *I think* and *I don't think* with will/won't to make predictions about the future.
I think we'll use the Internet more.
I think people won't write letters anymore.
I don't think there will be hotels in space.

Note: When using *I think* with *will/won't*, be careful to form negatives and short answers correctly. (*Think* is in the present.)

Do you think we'll fly private jets instead of driving cars?

! don't think **I'll** go. X | think | won't go.

Do you think **we'll** survive? Yes, I do. X Yes, I will.

Unit 11

Have to/don't have to

Use have to to say that something is necessary.
 I have to get up early to go to work. (It's necessary.)
 I don't have to get up early on Sundays. (It's not necessary.)

Do you have to use a computer at work?

Affirmative	Subject + have/has to + base form of the verb I have to work a lot. She has to travel for her job.
Negative	Subject + don't/doesn't have to + base form of the verb Doctors don't have to sell things. The salesperson doesn't have to type.
Question	Do/Does + subject have to + base form of the verb Do you have to work on weekends? Does your boss have to review your work?
Short answers	Yes + subject + do/does Yes, she does.
	No + subject + don't/doesn't No, she doesn't.

Note: Use do/does (not have/has) in short answers.

Do you have to work late?

Yes, I do.

X Yes, I have.

No, I don't.

X IVo, I haven't.

Present perfect for indefinite past: ever, never

 Use the present perfect to talk about events that happened at an unspecified time in the past.

Affirmative	Subject + have/has + past participle I have traveled a lot. He has spent time outdoors.
Negative	Subject + haven't/hasn't + past participle We haven't worked on a farm. She hasn't grown food.
Question	Have/has + subject + past participle Have you lived overseas? Has it rained a lot?
Short answers	Yes + subject + have/has Yes, I have. Yes, it has.
	No + subject + haven't/hasn't No, I haven't. No, it hasn't.

- Use *ever* to make a question with the present perfect. Have you *ever* traveled overseas?
- Use not or never to make a negative statement with the present perfect.

No, I haven't. I have never traveled overseas.

Note: To form the past participle of regular verbs, add **-d** or **-ed** to the base form of the verb. There is a list of irregular verbs on page 150.

Unit 13

Review: possessive 's

• Use 's after people's names or singular nouns to show possession.

They're the family's photos.

It's not Lisa's jewelry box.

Where is James's watch?

- Use' after regular plural nouns to show possession.

 That is my grandparents' trunk.

 The boys' photos are in the album.
- Use 's after irregular plural nouns. The children's toys are upstairs. Where are the women's dresses?

Possessive adjectives

Use possessive adjectives (my, your, his, her, its, our, their) to replace a possessive noun in a sentence.
 This is Paul's guitar. → This is his guitar.
 That is the dog's bed. → That is its bed.

Note: it's = it is; its = possessive adjective

Possessive pronouns

Use possessive pronouns (mine, yours, his, hers, ours, theirs) to replace a possessive adjective and the noun it describes.
 They're my books. → They're mine.
 It's our house. → It's ours.

Belong to

Use the verb belong to to talk about things that a person has or owns.
 The book belongs to me. (I own the book.)
 The dolls belong to Cindy. (Cindy owns the dolls.)

Unit 14

Adverbs of manner; comparative adverbs

- Use adverbs of manner to tell how an action is done. You asked rudely, but I answered politely.
- Many adverbs of manner are formed by adding -ly to an adjective.

proud → proud**ly** polite → polite**ly** kind → kind**ly** suspicious → suspicious**ly**

 Use more/less + adverb of manner + than to compare two actions.

Mapela talks more quickly than Haneko. Haneko talks more slowly than Mapela.

Notes:

- For adjectives ending in ¬y, change the y to i, then add ¬ly.
 happy → happily angry → angrily
- Well is the adverb form of good.
 Mahala is a good singer.
 Mahala sings well.

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

• Use a noun or the base form of a verb + -ing after like, love, and hate.

I like jogging.

You love jogging, but you hate swimming.

We don't like aerobics.

Do they like sports?

Yes, he loves playing tennis, and she loves golf.

Unit 16

Quantifiers: some, any, much, many, a lot of

For count and non-count nouns

- Use *some* in affirmative statement when you don't know the exact quantity or if quantity isn't important. *I have some bread.*She bought *some apples*.
- Use *any* in negative statements and questions. He didn't get any cheese.
 Did we buy any oranges?
- Use *a lot of* in affirmative and negative statements and questions to talk about a large quantity.

 Do you eat *a lot of fresh fruit?*We eat *a lot of fresh fruit.*I don't eat *a lot of fruit, but I eat a lot of vegetables.*She eats *a lot of apples.*

For count nouns

Use many in negative statements and questions.
 I don't eat many vegetables.
 How many tomatoes are there?
 Are there many apples?

For non-count nouns

Use much in negative statements and questions.
 I don't spend much money.
 How much milk is there?
 Is there much yogurt?

Unit 17

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

Present

• Use *have to* to say that something is necessary. *I have to go to work today.* (Work is required. I don't have a choice.)

I **don't have to** go to work today. (Work isn't required. It is Sunday, and the office is closed.)

Past

• Use *had to* to say that something was necessary in the past.

I had to go to work yesterday. (Work was required. I didn't have a choice.)

I didn't have to go to work today. (Work wasn't required. It was a holiday, and the office was closed.)

Unit 18

Simple past and past continuous

- Use the past continuous to talk about a past action that was happening over a period of time.
 The police were working all night.
- Use the simple past to talk about a completed past action.

A witness saw the crime.

• Use the simple past and past continuous together in one sentence if the first action was still going on when the second action happened.

The man was running away when the police arrived.

(First, the man started running away. He was still running away. Then the police arrived.)

I was reading when I heard a noise.

(First, I started reading. I was still reading. Then I heard a noise.)

Unit 19

Because, for, and infinitives of purpose

- Use the words *because*, *for*, or an infinitive verb to answer the questions *why* and *what for*.
- Use *because* followed by a clause to talk about purpose.

I went to the bank **because** I needed money. She bought a sandwich **because** she was hungry.

- Use *for* followed by a noun to talk about purpose. I went to the bank *for* a new checkbook. She bought a sandwich *for* a snack.
- Use an infinitive verb (sometimes followed by a noun) to talk about purpose.
 I went to the bank to get some money.
 She bought a sandwich to eat.

Indefinite and definite articles: a/an, the

- Use alan the first time you talk about something.
 A young couple has an old house.
- Use *the* to talk about the same thing again. *The* couple turns *the* house into a hotel.
- Use *the* when there is only one example of something. *The moon goes around the Earth*.
- Use the with superlative adjectives.
 The Mousetrap is the most famous murder mystery.
- Use *the* to talk about something specific. I don't like *the* ice cream at that restaurant. Did you enjoy *the* music at the show?
- Don't use the to talk about things in general.
 I like ice cream. It's my favorite dessert.
 X I like the ice cream.

Unit 21

Present perfect: how long/for/since

- Use the present perfect to talk about actions or states that started in the past and continue into the present. *I've lived here for a long time*. (I came here a long time ago, and I still live here.)
- We've known each other since 1992. (We met in 1992, and we still know each other.)
- Use *how long* with the present perfect to ask about length of time.

How long have you had your dog? How long has she studied French?

- Use *for* to talk about length of time. *I've had him for two years.*She has studied it *for* four months.
- Use *since* to say when the action started. *I've had him since last March.*She has studied it *since January*.

Unit 22

Modals: requests and offers

• Use *will* in affirmative statements to offer to do things for people.

I'll send the faxes for you.
I'll help you after lunch.

• Use **should** and **would you like me to** in questions to offer to do things for people.

Should I send the faxes for you?

Would you like me to help you after lunch?

• Use *can* and *could* to ask people to do things for you. *Can you photocopy this, please? Could you answer the phone?*

Unit 23

Used to/didn't use to

• Use *used to* followed by the base form of the verb to talk about things that generally happened in the past, but that don't happen now.

Affirmative	Subject + <i>used to</i> + base form of the verb I <i>used to drink a lot of coffee</i> (but now I don't).
Negative	Subject + didn't use to + base form of the verb Women didn't use to wear pants in public (but now they do).
Question	Did + subject use to + base form of the verb Did families use to spend more time together?
Short answers	Yes + subject + did Yes , they did .
	No + subject + didn't No, they didn't.

Unit 24

Present perfect vs. simple past

• Use the present perfect (*have/has* + past participle) to talk about events up to now. It isn't important when the events happened.

I've gone rock climbing with my friends.
(refers to some time in the past; it doesn't matter when)
Have you ever been to Switzerland?
(refers to any point in the past)
Sophie has never gone snorkeling.
(refers to all time in the past)

• Use the simple past to talk about completed actions in the past, often with a time reference.

I went rock climbing a lot when I was younger. (refers to a past action; I don't go anymore)

Did you go to Switzerland? (refers to a specific time or trip in the past) Sophie didn't go snorkeling when we were in Cancun. (refers to a specific time or trip in the past)

Could and be good at for past ability

• Use could/couldn't to talk about abilities in the past.

Affirmative	Subject + could + base form of the verb He could hit a baseball really far. We could ski fast.
Negative	Subject + couldn't + base form of the verb They couldn't run very quickly. I couldn't dive.
Question	Could + subject + base form of the verb Could you wrestle when you were younger? Could she win competitions?
Short answers	Yes + subject + could Yes, she could.
	No + subject + couldn't No, she couldn't.

 Also use belnot be good at + a noun to talk about abilities in the past.
 Ali was good at boxing.

The swimmer wasn't good at skiing.

Were you good at sports?

 Use adverbs of degree to (really, pretty, very well, at all) emphasize past abilities.

He	could swim really well. was really good at swimming.				
She .	could swim pretty well. was pretty good at swimming.				
We	couldn't swim very well. weren't very good at swimming.				
You	couldn't swim at all. were no good at swimming.				

Unit 26

Present perfect: yet, already

 Use already with the present perfect when the action is completed. (It is not important when it happened.)
 I've already received the visas in the mail. (Here they are.)

She's already packed her bags. (The bags are ready.)

• Use *not yet* when the action is not completed but you think that it will happen.

I haven't found my passport yet. (But I will.)
We haven't rented a car yet. (We don't have one now, but we will get one.)

Use yet to ask if an action is complete.
 Has she left yet? (Is she still there or did she leave?)
 Have you called your sister yet? (Do you still need to call or did you finish calling?)

Unit 27

Present real conditional (If + simple present + simple present)

• Use the present real conditional to talk about things that are usually true.

If I forget a friend's birthday, I say I'm sorry.

If I need a ride to work, my dad drives me.

If she doesn't have money, I lend it to her.

Does he get angry if she forgets their anniversary?

Note: The *if* clause can go before or after the main clause. Use a comma to separate the two clauses *only* when the *if* clause comes first.

If it rains, I take the bus. I take the bus if it rains.

Unit 28

Like + verb + -ing, would like + infinitive

 Use like + verb + -ing to talk about your present likes and dislikes.

I **like** learning new skills.

I don't like working outside.

Do you like helping people?

 Use would like to + the base form of the verb to imagine future possibilities.

I'd like to be a teacher.

I wouldn't like to be a farmer.

Would you like to write books?

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Irregular Verbs

Simple present	Simple past	Past participle	Simple present	Simple past	Past participle
be	was/were	been	ride	rode	ridden
become	became	become	read	read	read
begin	began	begun	run	ran	run
break	broke	broken	say	said	said
build	built	built	see	saw	seen
buy	bought	bought	sell	sold	sold
catch	caught	caught	send	sent	sent
choose	chose	chose	shake	shook	shaken
come	came	come	show	showed	shown
cost	cost	cost	sing	sang	sung
do	did	done	sit	sat	sat
draw	drew	drawn	sleep	slept	slept
drink	drank	drunk	speak	spoke	spoken
drive	drove	driven	spend	spent	spent
eat	ate	eaten	stand	stood	stood
fall	fell	fallen	swim	swam	swum
feel	felt	felt	take	took	taken
fight	fought	fought	teach	taught	taught
find	found	found	tell	told	told
fly	flew	flown	think	thought	thought
forget	forgot	forgotten	throw	threw	thrown
get	got	gotten	understand	understood	understood
give	gave	given	wear	wore	worn
go	went	gone	win	won	won
grow	grew	grown	write	wrote	written
hang	hung	hung			
have	had	had			
hear	heard	heard			
hurt	hurt	hurt		*	
keep	kept	kept			
know	knew	known			
leave	left	left			
lend	lent	lent			
lose	lost	lost			
make	made	made			
mean	meant	meant			
meet	met	met			•
pay	paid	paid			
put	put	put			
quit	quit	quit			
					-× 8

get takeout
go for a walk
go out for dinner
go to the beach
go to the gym
go to the movies
meet friends
rent a video
sleep late
stay home
watch TV
work late

Unit 2

arm back ear eye foot hand head leg mouth nose stomach throat a cold a cough a fever a headache a sore throat a stomachache I hurt my My ... is/are sore.

Unit 3

be born
find a job
get married
give money to charity
go to school
graduate from school
grow up
have children
work hard

Unit 4

Australia Africa Asia Canada **England** Europe India Ireland Italy Korea North America South Africa coast countryside market monuments mountains safari

Unit 5

arrive on time
bow
exchange business cards
give a gift
kiss
shake hands
take a flowers
take your shoes off
use first names/last names
visit someone's home
wear a suit

Unit 6

a birthday party
a costume party
a going-away party
afford
buy
cost
pay
rent
spend

Unit 7

age
elderly
middle-aged
young
height
average height
short
tall

weight average weight heavy slim hair black blond brown curly dark bald beard long mustache/moustache sideburns straight

Unit 8

action movie comedy science fiction movie romantic film actress actor director special effects scenery amazing black-and-white film classic excellent exciting fantastic fast good interesting slow

Unit 9

customer
waiter
menu
appetizer
entree
side dish
cappuccino
coffee
espresso
tea
dessert

Vocabulary

cheesecake chocolate ice cream raspberry sorbet fork glass knife napkin pepper salt spoon garden salad herbs mixed vegetables olives pasta rice sauce shrimp soup of the day tomatoes

Unit 10

climate
communication
economy
government
politics
population
prediction
space
technology
transportation

Unit 11

arrange meetings
communicate
give presentations
make decisions
make money
meet with clients
travel
type letters and contracts
wait on customers
work as a team
work long hours

Unit 12

build a house catch a fish

cook for a group
grow food
have an adventure
make clothes
spend time
start a business
take care of animals
teach a class
travel abroad
use a computer
work on a farm
write an article

Unit 13

ballet shoes baseball glove camera doll jewelry box photo album pin shawl toy truck watch fall apart fall out give away pass on put away throw away take out try on

Unit 14

absent-minded ashamed bad-mannered calm embarrassed forgetful loud polite proud relaxed rude suspicious trusting upset

Unit 15

aerobics baseball basketball biking golf hockey jogging karate skiing soccer swimming tennis volleyball

Unit 16

bread chocolate cookies fruit juice lettuce onions oranges salt strawberries vegetables water yogurt

Unit 17

break
casual
commute
downsize
flextime
formal
full-time
part-time
supervisor
telecommute

Unit 18

police officer intruder suspect victim witness confess get arrested investigate question report

Unit 19

clothing store coffee house convenience store drugstore hair salon newsstand restaurant blouse blow-dry bottle of aspirin candy bar cup of coffee/tea haircut magazine perfume sandwiches shampoo socks T-shirt

Unit 20

actors
applaud
audience
chairs
composer
costumes
musical
performers
play
playwright
opera
scenery
seats
spectators
theater

Unit 21

a couple of days/weeks/ months/years a long time ages more than five days/
weeks/months/years
noon
New Year's Eve
over ten days/weeks/months/years
the day before yesterday
two days/weeks/months/years ago

Unit 22

arrange a meeting
do the copying
file the notes
get an email
have an appointment
leave a message
make a reservation
send a fax
sign your name

Unit 23

do housework
have dinner
open doors
play games
put on your slippers
shop for food
stay home
take off your shoes
travel by horse and carriage
wear skirts

Unit 24

jet skiing parasailing rock climbing scuba diving skateboarding snorkeling snowboarding snowmobiling waterskiing windsurfing

Unit 25

boxer/boxing/box diver/diving/dive runner/running/run skater/skating/skate skier/skiing/ski swimmer/swimming/swim wrestler/wrestling/wrestle

Unit 26

a pillow
slippers
a teddy bear
a tennis racket
a ticket
a video
apply for a passport
book a hotel room
get a vaccination
go online
pack a bag
renew a visa
rent a car
transfer money

Unit 27

agree to borrow cancel find forget lend lose pull push refuse to remember schedule

Unit 28

be active
be creative
conduct surveys
earn a good salary
have a lot of responsibility
help people learn
travel a lot
work alone
work inside
work outdoors
work with animals
work with his/her hands
work with people
work with technology



WorldView

Series Editor: Michael Rost

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