

JOIN IN

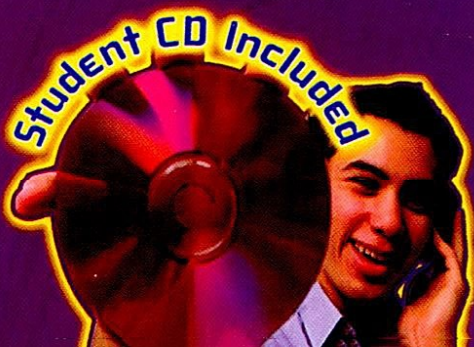
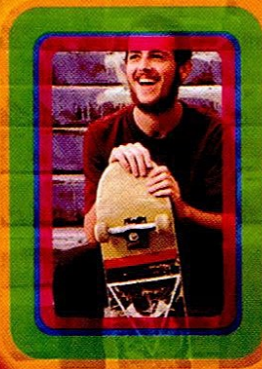
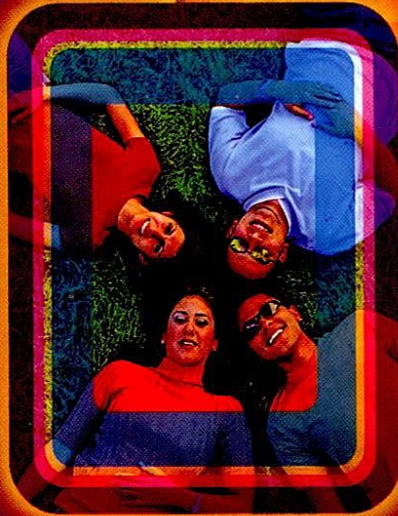
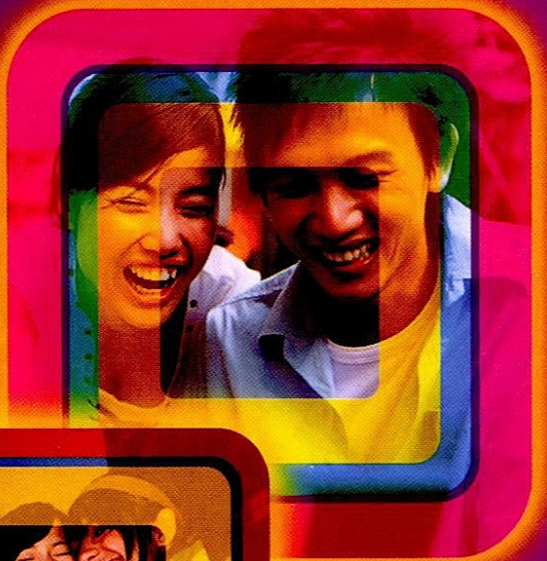
Developing Conversation Strategies

Student Book 3

Jack C. Richards
& Kerry O'Sullivan

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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Introduction

Welcome to *Join In*. This is a three-level speaking and listening series that teaches an important aspect of English: developing conversation strategies for *what* to say and also *how* to say it. This will help you improve your English.

Student Book

There are two lessons in each of the 12 units in the Student Book. Each lesson focuses on a different aspect of the unit topic. The lessons are organized into five sections, each one with carefully graded activities that provide opportunities to speak and listen.

Lesson 1

Lesson 1 begins with a conversation. It presents language and grammar that will be practiced throughout the lesson in context. **Language Focus** presents and provides practice with a grammar point. The **Listen and Understand** activities provide practice with a variety of listening skills. These activities will help you improve your overall listening comprehension skills.

Lesson 2

Lesson 2 introduces more vocabulary related to the unit topic. **Conversation Strategy** focuses on a feature of spoken English and provides examples of how to say what you want to say. Using these strategies will help you speak English in a more natural way. The **Listen and Understand** activities provide practice with a variety of listening skills. These activities will help you improve your overall listening comprehension skills.

Join In

Join In, the last section in each lesson, gives you the chance to speak to your classmates about the lesson topic. It also lets you practice the language focus and conversation strategy from earlier in the lesson.

Audio Program

There are various types of spoken English on the CDs including casual conversations, telephone conversations, interviews, and messages. The complete audio program for the Student Book is on the Class CDs. There is also a Student CD on the inside back cover of this Student Book for self study. The Student CD contains the Conversations from page 1 of each unit (the conversation from Part B and the practices from Part C).

Scope and Sequence

Unit	Lesson	Language Focus	Conversation Strategy
1 The Ways We Change page 6	1 School memories 2 Personal changes	<i>used to</i> and past tense for repeated actions	showing surprise with echo questions
2 Special Days page 12	1 Celebrations 2 Special events	relative clauses of time	expressing uncertainty
3 Destinations page 18	1 Places to see 2 Favorite places	relative clauses of place	double questions
4 Careers and Employment page 24	1 Job requirements 2 Work skills	<i>if</i> clauses—real conditional	giving tentative answers
5 Problems page 30	1 What would you do? 2 Suggestions	<i>if</i> clauses with <i>would</i> — unreal conditional	making suggestions
6 Getting Things Done page 36	1 Places to go 2 Personal services	clauses with <i>anywhere</i> , <i>anybody</i> , <i>somewhere</i> , <i>somebody</i>	answering questions and giving more information
7 Healthy Lifestyles page 42	1 Getting healthy 2 Eating habits	verbs of advice	short forms of questions
8 Personalities page 48	1 Personal qualities 2 Personalities	relative clauses	asking for clarification
9 The Future page 54	1 Future possibilities 2 Future changes	future tenses	repeating and expressing a probability
10 If Only... page 60	1 Regrets 2 My wish list	<i>wish</i> + verb—unreal conditional	reply questions
11 Movies page 66	1 What kind of moviegoer are you? 2 Great movies	gerund phrases	asking questions
12 Travel page 72	1 Travel experiences 2 Learning from experiences abroad	past unreal conditional	repeating information and asking further questions

Before You Start

1 CLASSROOM LANGUAGE**A.** Use the expressions below to complete the conversations.

What's this called in English? What does "celebrate" mean? Could you repeat that?
What's an architect? How do you pronounce this word? How do you spell that?

1. A: _____
 B: Which word? This one?
 A: Uh-huh. That one.
 B: Carbohydrate.
2. A: _____
 B: It means *to do something special because of a holiday or special day*.
3. A: _____
 B: A person who designs buildings.
 A: _____
 B: A-r-c-h-i-t-e-c-t.
4. A: _____
 B: This? It's called a diploma.
 A: I'm sorry. _____
 B: Diploma.



Track 2

B. Listen and check your answers.**C.** Pairs. Practice the dialogues above. Take turns.

2 SPELLING

A. Review the alphabet.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		



Track 3

B. Listen and complete the missing information.

First name: B-_____

Last name: _____-E-E

First name: T-_____

Last name: B-_____

C. Pairs. Ask and answer these questions.

1. What's your name? How do you spell that?
2. Where do you live? How do you spell that?
3. What's the teacher's name? How do you spell that?

3 MONTHS, DAYS, AND DATES

A. Review the days and months.

Monday Tuesday Wednesday Thursday Friday Saturday Sunday
January February March April May June
July August September October November December



B. Listen and practice the dates.

1st first	11th eleventh	21st twenty-first
2nd second	12th twelfth	22nd twenty-second
3rd third	13th thirteenth	23rd twenty-third
4th fourth	14th fourteenth	24th twenty-fourth
5th fifth	15th fifteenth	25th twenty-fifth
6th sixth	16th sixteenth	26th twenty-sixth
7th seventh	17th seventeenth	27th twenty-seventh
8th eighth	18th eighteenth	28th twenty-eighth
9th ninth	19th nineteenth	29th twenty-ninth
10th tenth	20th twentieth	30th thirtieth
		31st thirty-first



C. Listen and complete these dates.

Name	Date
1. Tran	April
2. Pam	June
3. Akira	August
4. Isara	November

D. Pairs. Ask and answer these questions.

- What is today's date?
- What date did English class start?
- What date does English class end?
- What date is your birthday?

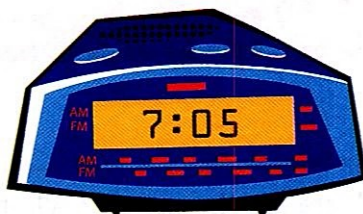
4 TELLING TIME



A. Listen and practice saying the times.



It's three o'clock.



It's seven oh five.
It's five after seven.



It's eight fifteen.
It's a quarter after eight.



It's six thirty.
It's half past six.



It's one fifty-five.
It's five to two.



It's eleven forty-five.
It's a quarter to twelve.



B. Listen and write times you hear.

1. QF42 from Sydney _____
2. NZ33 from Hong Kong _____
3. TG910 from Bangkok _____
4. OM99 from Denver _____

C. Pairs. Ask and answer these questions.

1. What time does English class start?
2. What time does class end?
3. What time do you get up?
4. What time do you eat dinner?

The Ways We Change

LESSON 1: School memories

1 IT'S BEEN A LONG TIME

- A. Pairs. Look at the pictures. Where are the people? What are they doing?
Talk with a partner and describe the pictures.



Track 8

- B. Pairs. Listen to the conversation. Then practice with a partner.

A: Hey. 1 Bobby Lee, isn't it?

B: That's right. And you're Tina Brown.

A: That's right. How are things with you?

B: Good, thanks. Great to see you again.

A: 2 Good to see you again, too. You look terrific.

B: Thanks. And so do you. Gosh, it's been a long time.

A: Yeah. 3 Remember when we used to go and buy comics after German class?

B: That's right. And then we used to go downtown and catch a movie.

A: Yeah, we didn't study much German. But we sure had a lot of fun!

- C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 Aren't you Bobby Lee?

2 Nice to see you again, too. You look great.

3 We were terrible students. We used to read comic books in class, remember?

Practice 2

1 You're Bobby Lee, aren't you?

2 Fantastic to see you again. And you look exactly the same.

3 Remember how we used to go buy comic books every Friday afternoon?

- D. Pairs. Close your books. Practice the conversation again. Use your own words.

2 LANGUAGE FOCUS: *USED TO* AND PAST TENSE FOR REPEATED ACTIONS



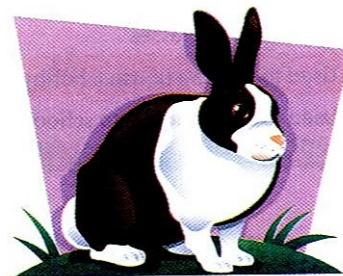
A. Listen and practice.

What language <i>did you use to</i> study?	I <i>used to</i> study German.
	I <i>studied</i> German.
Did you <i>use to</i> go downtown?	I often <i>used to</i> .
	He sometimes <i>used to</i> .
	She never <i>used to</i> .
We often <i>went downtown</i> and <i>saw</i> a movie.	
We <i>used to</i> go downtown and <i>see</i> a movie.	



B. Pairs. Complete the dialogues with words from A. Listen and check your answers. Then practice with a partner.

- A: What grade school _____ you use to go to?
B: I _____ go to Hill Street Grade School.
- A: _____ you use to have a nickname at high school?
B: Yes, my friends _____ call me Blue.
- A: What sports _____ play?
B: I used to play basketball and hockey.
- A: How did you get to school?
B: I _____ take the bus.
- A: Did you have a pet as a kid?
B: Yes, I _____ a pet rabbit.
- A: _____ you use to have any hobbies?
B: Yes, I liked to draw and paint.
- A: _____ you _____ collect things?
B: I collected stamps.
- A: Did you use to wear a uniform?
B: Yes, I _____ wear a green and brown uniform.



Try these
play baseball
collect coins
cat / dog

C. Pairs. Practice asking the questions again. This time give true information.

3 LISTEN AND UNDERSTAND



Track 11

- A. Anna and Peter are talking about things they did as children.
Check (✓) the things they did.

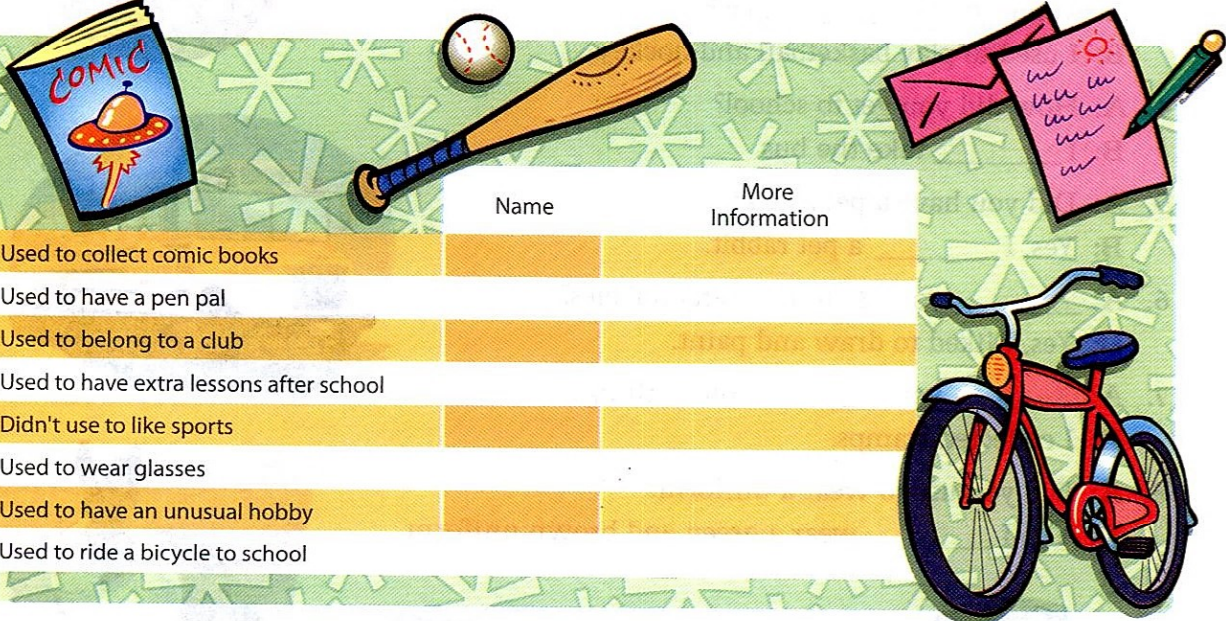
	Anna	Peter
1. used to roller skate		
2. liked school		
3. had a scooter		
4. had a pet		
5. learned a musical instrument		

- B. Listen again. How many photos did they look at? Check (✓) the correct answer.

a. ___ 4 b. ___ 5 c. ___ 6 d. ___ 7

4 JOIN IN

- A. Class work. Go around the class and find someone who did these things when they were in grade school. When you find someone, ask for more information and fill in the chart.



	Name	More Information
Used to collect comic books		
Used to have a pen pal		
Used to belong to a club		
Used to have extra lessons after school		
Didn't use to like sports		
Used to wear glasses		
Used to have an unusual hobby		
Used to ride a bicycle to school		

A: Did you use to collect comic books?

B: Yeah, I had a huge collection.

A: What kind of comics did you use to collect?

B: I collected Superman and Spiderman comics.

- B. Class activity. Share three interesting things you learned about your classmates.

I learned that Pamela used to wear glasses and ride a bicycle to school. She didn't used to like sports, but now she loves tennis.

LESSON 2: Personal changes

1 MILESTONES



Track 12

A. How many of these things have you done? When? Compare with others. Then listen and repeat.



get a driver's license



get a first paycheck



learn to ride a bicycle



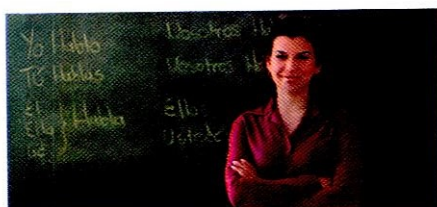
move out of the family house



graduate from high school or university



quit smoking



become fluent in a foreign language



travel abroad for the first time



get first credit card

B. Groups. How did these milestones affect you? Talk about it with others.

A: I got my driver's license when I was 16.

B: When you were 16! Did you start driving right away?

A: Yeah. I lived far from town, so I started driving everywhere. It was great.

C. What are some milestones for these people? Write them in the chart, and discuss with a partner.

Milestones for...

A child under 10	A teenager	A young adult	A middle-aged person
Learn to ride a bicycle		Get married	

CONVERSATION STRATEGY: SHOWING SURPRISE WITH ECHO QUESTIONS



Track 13

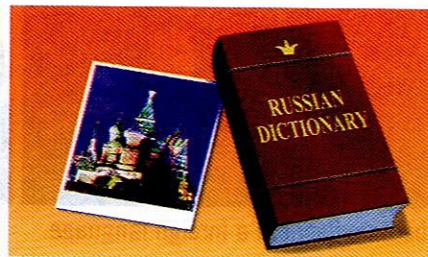
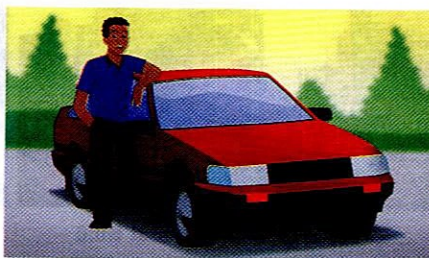
A. Pairs. Listen to the conversations. Then practice with a partner.

1. A: Do you live at home?
B: No. I moved out when I was 16.
A: *When you were 16?*
B: Yeah, I got into a special music school in another city, so I went to live there.
A: Is that right?
2. A: Do you still smoke?
B: No, I quit smoking.
A: *You quit smoking?* You used to be a heavy smoker.
B: I know. I'm so glad I quit. It's a disgusting habit.
A: I agree.



B. Notice how we can show surprise using echo questions. Listen to the conversations again.

C. Practice making short echo questions from the information in these dialogues.



1. A: I went to the United States for the first time last summer.
B: _____?
A: Yeah, I went to Florida for two weeks. It was fabulous.
2. A: You've been driving for a long time, haven't you?
B: Yeah, I got my first car when I was 18.
A: _____?
B: Yeah, my parents bought me a used car for my 18th birthday.
3. A: I learned Russian when we lived in Russia.
B: _____?
A: Yeah. My mother worked there for five years and we all moved there.

D. Pairs. Practice similar conversations using the vocabulary in Exercise 1 and your own information. Use echo questions.



Track 14

3 LISTEN AND UNDERSTAND

A. Listen to people talking about personal milestones. Number the things they talk about from 1 to 5.


- a. ___ first day at work d. ___ first car
b. ___ first time to win a prize e. ___ first time on a plane
c. ___ first time living away from home f. ___ first passport

B. Listen again and check (✓) which person did these things. More than one answer is possible.

	Amy	Lee	Tina	Jay	Max
Who liked the experience?					
Who talked about food?					
Who came from a small town?					
Who talked about their family?					

4 JOIN IN

A. Look at the chart. Write something significant that happened to you at these times.



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Before you were 7	
Between the ages of 7 and 15	
Since then...	

B. Class work. Now talk with classmates about your milestones. Ask your classmates about theirs.

A: One important thing for me was learning Spanish.

B: When did you learn Spanish?

A: I started when I was 12.

B: When you were 12?

A: Yeah, and I went to two summer schools in Spain in 2003 and 2004.

LESSON 1: Celebrations

1 CELEBRATING A SPECIAL DAY

A. Pairs. Look at the pictures. What holiday are these things associated with? Tell a partner what you know about the holiday and its traditions.



Track 15

B. Pairs. Listen to the conversation. Then practice with a partner.

A: I need to buy some flowers for tomorrow.

B: Why? **1 What's happening tomorrow?**

A: It's Valentine's Day. Do you celebrate Valentine's Day in your country?

B: Not really. So what happens on Valentine's Day?

A: **2 Well, it's a day when you send flowers to someone special.**

B: Oh, yeah? So who are you going to give flowers to?

A: **3 I usually send a dozen red roses to my girlfriend.**

B: Oh, that's nice. Do people always send flowers?

A: No, most people send a Valentine's card or maybe some chocolates. So, who are you going to send a Valentine to?

B: Well, ... I have to think about that.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 What day is it tomorrow?

2 It's a time when you send a card or a gift to someone special.

3 I'm going to send flowers to my girlfriend.

Practice 2

1 Is it someone's birthday?

2 It's the day when you send flowers to a special friend.

3 I'll send a dozen roses to my girlfriend.

D. Pairs. Close your books. Practice the conversation again. Use your own words.



2 LANGUAGE FOCUS: RELATIVE CLAUSES OF TIME



Track 16

A. Listen and practice.

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Valentine's Day is a day *when*

people think of someone they love.

people send Valentine cards.

you buy flowers or candies for
someone special.



Track 17

B. Pairs. Complete the dialogues with the information about different holidays below. Use relative clauses of time. Listen and check your answers. Then practice with a partner.

families celebrate the health and growth of their children

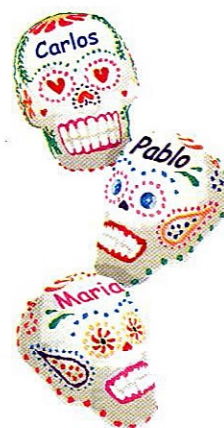
I do whatever I want

go to the stores for after-Christmas sales

people remember their relatives who have died

people stay up until midnight and have parties

1. A: When is the Day of the Dead in Mexico?
How do people celebrate it?
B: It's on October 31, and November 1 and 2.
It's a time _____.
2. A: When is Boxing Day in England?
What do people do on that day?
B: It's on December 26. People used to give
gift boxes to the poor, but now it's
_____.
3. A: When is Children's Day in Japan?
B: It's on May 5.
It's _____.
4. A: What happens on New Year's Eve?
How do you celebrate it?
B: It's a night _____.
5. A: When is your birthday, and how do
you celebrate it?
B: _____.



C. Groups. Do you celebrate any of the days below? When? How? Ask and answer questions using relative clauses and your own information.

Teacher's Day

Mother's Day

Flag Day

National Day

Women's Day

3 LISTEN AND UNDERSTAND



Track 18

A. Listen to Jack and Koichi talking about the Tet festival. Check (✓) the things they mention in the conversation.



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- | | |
|---|--------------------------------------|
| a. ___ the special food people prepare | d. ___ the timing of the festival |
| b. ___ people's troubles in the past year | e. ___ the full name of the festival |
| c. ___ things to avoid doing at Tet | f. ___ their favorite foods |

B. Listen again. Are these statements true or false? Check (✓) True or False.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Jack and Koichi are going to Vietnam for a vacation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. They will arrive in Vietnam on January 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The word <i>tet</i> means "lucky." | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Everybody receives a red envelope with money in it. | <input type="checkbox"/> | <input type="checkbox"/> |

4 JOIN IN

A. How do you celebrate these events? List three things that usually happen on each occasion.

Event	How you celebrate it
your birthday	
a high school graduation	
the New Year	

B. Groups. Compare with others. Do you do the same things?

For my birthday, I usually take my friends out for dinner. We meet...

LESSON 2: Special events

1 A WEDDING



Track 19

A. Who is each person in the wedding party? Match the person with the correct picture. Then listen and repeat.

- | | | | |
|--------------|----------------------|-------------------|--------------------|
| 1. the bride | 3. the maid of honor | 5. the bridesmaid | 7. the ringbearer |
| 2. the groom | 4. the best man | 6. the groomsman | 8. the flower girl |



B. Pairs. Ask and answer questions about the people in the wedding party. Use the phrases below.

A: Who is the bride?

B: Oh, she's the woman wearing the white dress.

a young girl carrying flowers
male friends of the groom
the main groomsman
the woman wearing the white dress

the bride's main wedding attendant
the person carrying the wedding ring
the man about to be married
female friends of the bride

C. Pairs. Do the same people take part in a wedding in your country? Are there any other participants? Talk about your wedding traditions with a partner.

In Japan there is a bride and groom, of course. And there is also the "nakodo," or matchmaker.

2 CONVERSATION STRATEGY: EXPRESSING UNCERTAINTY

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A. Pairs. Listen to the conversations. Then practice with a partner.

1. A: I don't think people should get married unless they've had a long engagement. Do you?
B: *Well, it depends.* If they've known each other for a long time already, maybe it's OK.
2. A: I don't like the idea of arranged marriages. I think people should choose who they want to marry. Don't you?
B: *Not necessarily.* Sometimes arranged marriages work very well.



B. Notice how we can express uncertainty when we aren't sure or don't want to give a definite answer. Listen to the conversations again. Then practice with a partner. The following expressions can also be used to express uncertainty.

I don't know. I'm not sure about that. Do you think so?

C. Pairs. Complete the dialogues using expressions of uncertainty, and a different opinion. Then practice with a partner. Take turns responding to the statements.

1. A: I think a large wedding is a waste of money. Don't you?
B: _____
2. A: I think people should always marry someone about their own age. What do you think?
B: _____
3. A: I think cross-cultural marriages are usually very difficult. Don't you?
B: _____
4. A: Wedding guests should give gifts rather than cash.
B: _____
5. A: I think the bride and groom should always wear traditional dress when they get married. What do you think?
B: _____

D. Pairs. Take turns making a statement and responding. Use vocabulary from Exercise 1, expressions of uncertainty, and your own opinions.

A: *Big wedding parties are expensive. I don't think you need bridesmaids or groomsmen.*

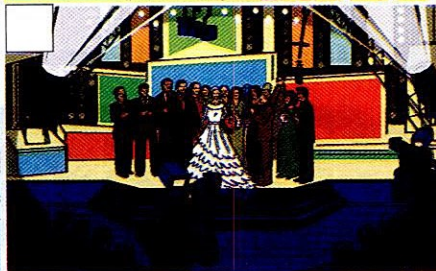
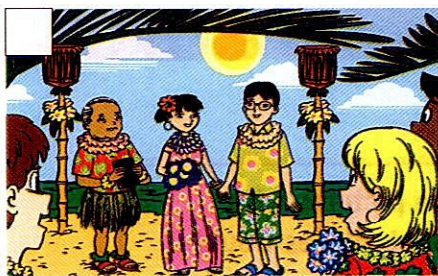
B: *I don't know about that. The bride's and groom's friends often want to be part of the wedding.*

3 LISTEN AND UNDERSTAND



Track 21

A. Listen to people talking about unusual weddings. Match each conversation to the correct picture. Number five of the pictures from 1 to 5.



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B. Listen again and **circle** the correct answer.

1. How many people jumped out of the airplane?
a. seven b. six
How often has this type of wedding happened before?
a. once b. twice
2. How many people climbed to the top?
a. 10 b. 15
Where did they go for their honeymoon?
a. the mountains b. the beach
3. Where will they get married?
a. in a hotel b. underwater
Whose idea was it to get married this way?
a. the bride's b. the groom's
4. When was the wedding?
a. before the game b. after the game
What did they have at their wedding?
a. a big cake b. a lot of groomsmen
5. What kind of show is it?
a. a game show b. a quiz show
What did the show pay for?
a. the wedding dress b. the honeymoon

4 JOIN IN

A. Pairs. Student A, go to page 78. Student B, go to page 80.

LESSON 1: Places to see

1 WHAT AN AMAZING PLACE!

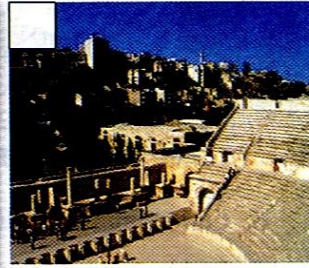
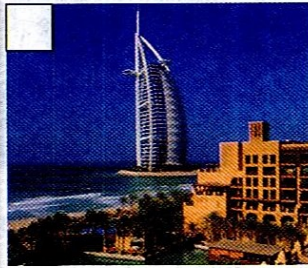
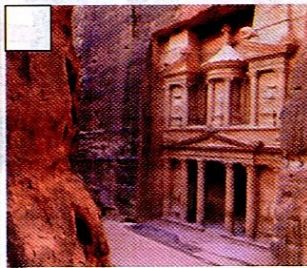
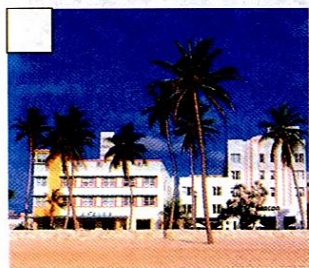
A. Pairs. Look at the pictures. Where are they from? Match the pictures with the place names. Compare your answers with a partner. Which places would you like to see?

1. Dubai

2. Miami

3. Amman

4. Petra



Track 22

B. Pairs. Listen to the conversation. Then practice with a partner.

A: Have you ever been to Dubai?

B: No, I haven't. **1 It's in the Middle East, isn't it?**

A: Yeah, it's the place where they have all those amazing buildings.

B: Yeah, I've seen pictures of it. It looks fantastic.

A: Yeah, I'd love to go there. **2 Another place I'd like to go is Jordan.**

B: Jordan? What's there to see there?

A: Well, you can visit Petra, an old city carved into a mountain.

3 It's a place where a lot of tourists go.

B: And what else do you want to see in Jordan?

A: Well, the capital, Amman, of course.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 Where is it? Is it in the Middle East?

2 Jordan is another place I'd love to go to.

3 It's a place where you can ride on horseback through a canyon.

Practice 2

1 It's somewhere in the Gulf, isn't it?

2 I'd also love to visit Jordan sometime.

3 It's a place where a lot of tourists go to see the ancient Roman theater.

2 LANGUAGE FOCUS: RELATIVE CLAUSES OF PLACE



Track 23

A. Listen and practice.

Where do people speak Arabic?	Jordan is a country <i>where</i> people speak Arabic.
	A country <i>where</i> people speak Arabic is Jordan.
Where do most Jordanians live?	Amman is the city <i>where</i> most of the people live.
	The city <i>where</i> most of the people live is Amman.



Track 24

B. Pairs. Use the cues to write questions with relative clauses. Listen and check your answers. Then practice with a partner.

- [two countries / people speak French]
What are two countries *where* people speak French ?
- [three countries / people speak Spanish]
_____ ?
- [city in Asia / you can visit the Petronas Towers]
_____ ?
- [city in Europe / visit the Eiffel Tower]
_____ ?
- [three countries in Asia / you can ski]
_____ ?
- [city in Australia / can see the Opera House]
_____ ?



C. Pairs. Ask and answer similar questions about places in your country.

A: What are two places *where* you can go climbing in Mexico?

B: Orizaba and La Malinche are two great places *where* you can go climbing.

3 LISTEN AND UNDERSTAND



Track 25

A. Listen to people talking about these places of interest in Hawaii. Fill in the blanks with the correct information.

1. Waikiki is the best place to find all sorts of _____.
2. Mauna Loa means _____ and it's the _____ volcano in the world.
3. The private beach is only for _____.
4. The _____ of Hawaii is Honolulu.



B. Listen again. Match the two columns to make true statements.

- | | |
|---|--------------------------------------|
| 1. ____ The best place to relax on the beach | a. at the 'Iolani Palace |
| 2. ____ You'll find traditional hula dancing | b. is on the island of Maui |
| 3. ____ The best place to see volcanoes | c. at the Polynesian Cultural Center |
| 4. ____ You can see where Hawaiian kings and queens lived | d. is on the Big Island |

4. JOIN IN

A. Where can visitors to your country do the following things? Fill in the chart.

Activity	Recommended place to go
a place where there are famous works of art	
a neighborhood where you can see beautiful homes	
an area where you can go to relax on the weekend	
a place where you can enjoy nature	
a place where you can go swimming in summer	
a place where you can go skiing	
a region where you can see lots of mountains	

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B. Pairs. Role-play a conversation in which you are a tour guide and your partner is a tourist in your country. Ask and answer questions.

A: Where can I go to see famous works of art?

B: Well, the national museum is a place where you...

LESSON 2: Favorite places

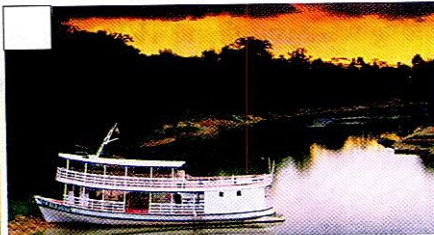
1 THINGS TO DO IN YOUR LIFETIME

 Track 25 **A. Look at the things one person hopes to do in their lifetime. Rank them in your order of preference from 1 (most interesting) to 9. Then listen and repeat.**



Australia: Dive and explore the corals in the Great Barrier Reef.

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Brazil: Travel down the Amazon River in a boat and observe the wildlife in the jungle.



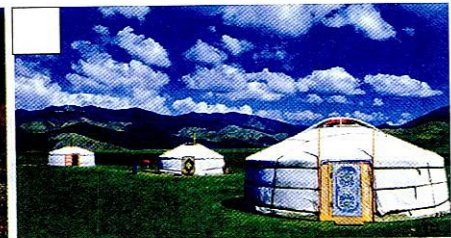
Egypt: Ride on a camel across the desert and see the Pyramids.



USA: Watch the launch of the space shuttle from the Kennedy Space Center.



Ecuador: Visit the Galapagos Islands and see the unique wildlife.



Mongolia: Stay overnight in a yurt and experience the lifestyle of nomadic people.



Italy: Visit the public squares and see amazing sculptures and fountains.



Cambodia: Explore the ancient temple city of Angkor Wat.



Botswana: Take a safari into the Okavango Delta and see wild animals in their natural habitat.

B. Pairs. What are three other places you want to visit? Compare answers with your partner.

What's the first place you want to visit?

The Antarctic. I'd love to see icebergs and watch the wildlife, especially the penguins.

2 CONVERSATION STRATEGY: DOUBLE QUESTIONS



A. Pairs. Listen to the conversations. Then practice with a partner.

1. A: I hope to visit Hawaii some day.
B: *Why Hawaii? What do you want to do there?*
A: Well, I want to go surfing at Waikiki, and I want to see the volcano on the Big Island.
2. A: I just came back from India. It was great.
B: *India? Wow! How long were you there? What places did you visit?*
A: I was there for a week. I went to Delhi and then took a trip to see the Taj Mahal. It's amazing.

B. Notice how we use double questions to get more specific information. Listen to the conversations again. Then practice with a partner.

The following types of double questions can be used to get more information.

Which parts of Hawaii? Will you go to all the islands?

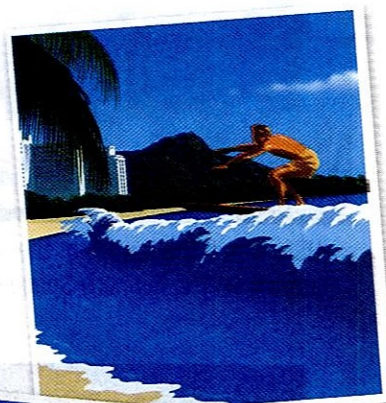
Where in Hawaii? What will you do there?

How long did you stay? And what did you see?

For how long? What did you do there?

C. Pairs. Write double questions based on the answers in the conversations. Then practice with a partner.

1. A: I was in Peru last summer and I visited Machu Picchu.
B: Fantastic. _____
A: No, it's easy to get to. You take a train from Lima.
2. A: Where are you going next summer?
B: I'm going to Australia.
A: Wow. _____
A: I'll be there for two weeks, mainly near the ocean, doing a lot of snorkeling and scuba diving.
3. A: I want to go to Canada sometime.
B: Yeah, me too. _____
A: I really want to see Toronto and Montreal, and stay at least a week.



D. Pairs. Practice similar conversations using the vocabulary in Exercise 1 and your own ideas. Use double questions.

3 LISTEN AND UNDERSTAND



Track 28

A. Listen to people talking about places they visited. What did they like most about each place? Circle *a*, *b*, or *c*.

			Alone	Not Alone
1.	a. the scenery	b. the people	c. entertainment	
2.	a. the cost	b. the accommodations	c. the culture	
3.	a. the food	b. the activities	c. the shopping	
4.	a. the service	b. the beach	c. the weather	
5.	a. the scenery	b. the people	c. the season	

B. Listen again. Did the people travel alone? Check (✓) the correct answer above.

4 JOIN IN

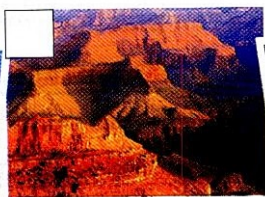
A. Read the article. Check (✓) the top three places you want to see and fill in the chart. Then talk with classmates about your responses.



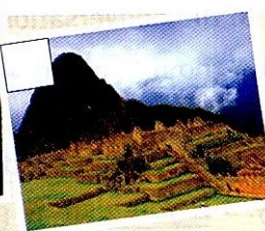
New York City,
New York, USA



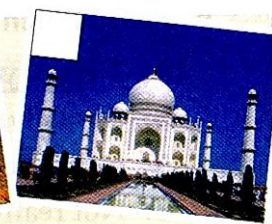
Great Barrier Reef,
Australia



The Grand Canyon,
Arizona, USA



Machu Picchu, Peru



Taj Mahal, India

Things to see in your lifetime

In 2002, the BBC asked people to tell them about places everyone should see in their lifetime. They called the program "50 Places to See Before You Die."

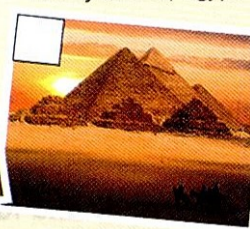
Here are 10 places from that list.

Destination	Reason I want to go there	3 things I want to see and do there

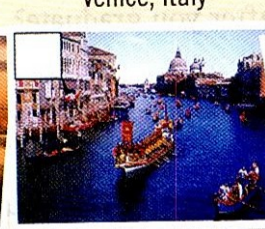
Dubai, UAE



The Pyramids, Egypt



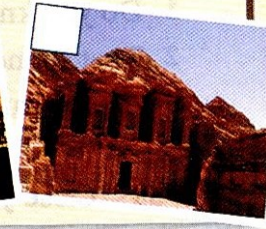
Venice, Italy



Angkor Wat, Cambodia



Petra, Jordan



unit 4

Careers and Employment

LESSON 1: Job requirements

1 FINDING THE RIGHT CAREER

A. Pairs. Look at the pictures. What is the person doing? What do you think her job is? Discuss with a partner.



Track 29

B. Pairs. Listen to the conversation. Then practice with a partner.

A: 1 Have you thought about what you'll do when you graduate?

B: Actually, I've been thinking of going into public relations.

A: Public relations. 2 Is that a difficult field to get into?

B: Not really. 3 If you want to get into PR work, you need to study communications and advertising.

A: And what do people in PR do exactly?

B: Well, it's all about helping a business or organization communicate with people outside the business.

A: That sounds interesting. I'm sure you'd be very good at it.

B: Yeah, I think it could be just right for me.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 What plans do you have for after you graduate?

2 Is it hard to get into public relations?

3 If you want to work in PR, you need to have a background in communications.

Practice 2

1 Do you know what you'll do after you graduate?

2 That sounds difficult.

3 If you want to do PR work, it's good to study psychology and communications.

D. Pairs. Close your books and practice again. Use your own words and ideas.

2 LANGUAGE FOCUS: IF CLAUSES—REAL CONDITIONAL



Track 30

A. Listen and practice.

If you want to work in PR,	you <i>should have</i> a background in communications.
If you want to work in IT,	you <i>need</i> a good knowledge of computers.
If you plan to go into business,	you <i>need to know</i> something about accounting.
You need to have good communication skills	<i>if you want to work</i> in hospitality.



Track 31

B. Pairs. Complete the conversations using *if* clauses and information from the list below. More than one answer is possible. Listen and check your answers. Then practice with a partner.



you also have to be patient
 you have to invest a lot of money
 in the business at the beginning
 you have to offer good value for money
 you have to be a good listener

you have to be able to make decisions
 you also need to study your market carefully
 you have to choose the location carefully
 you need to know how to motivate people
 you need to be prepared to take risks

- A: What does it take to be successful in business?
 B: Well, I think if _____, _____.
 A: Yes, and _____.
 B: And _____. It often takes a long time for a business to take off.
- A: I'm going to study for an MBA after I graduate.
 B: Oh, so you want to be a manager. What does it take to be a good manager?
 A: Well, if _____, _____.
 B: And _____.

C. Pairs. What else do you think is important to be successful in the situations above? Practice the dialogues again. This time use your own ideas.

3 LISTEN AND UNDERSTAND



Track 32

A. People are talking about careers. Number five of the occupations they talk about from 1 to 5.

- | | | |
|----------------------|---------------|----------------------------|
| a. ____ travel agent | c. ____ buyer | e. ____ wedding consultant |
| b. ____ researcher | d. ____ chef | f. ____ veterinarian (vet) |

B. Listen again. Are these statements true or false? Check (✓) True or False.

	True	False
1. She works with six other people.	<input type="checkbox"/>	<input type="checkbox"/>
2. He sometimes travels overseas as part of his job.	<input type="checkbox"/>	<input type="checkbox"/>
3. He wants to change his job.	<input type="checkbox"/>	<input type="checkbox"/>
4. She goes to different places to check them out.	<input type="checkbox"/>	<input type="checkbox"/>
5. She earns very little in her current job.	<input type="checkbox"/>	<input type="checkbox"/>

4. JOIN IN

A. Groups. Imagine you are planning to open one of the small businesses below. You need to hire two or three employees. What kind of people will you hire? What skills will they need? Fill in the chart.

BUSINESS	TYPE OF EMPLOYEE	BACKGROUND & EDUCATION NEEDED
Web design		
Art gallery		
Fashion boutique		

B. Share your ideas with others.

A: We talked about the web-design business. If we open a design business we think we'll need two designers and a marketing person and...

B: If a designer wants to get hired, she'll need to have a strong background in...

LESSON 2: Work skills

1 JOB REQUIREMENTS

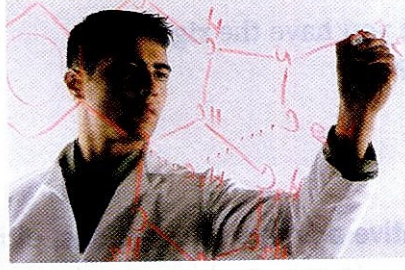


Track 33

- A. Groups.** Look at the jobs and the knowledge or skills they require. Which jobs are you familiar with? Do you know someone who does them? Discuss with others. Then listen and repeat.



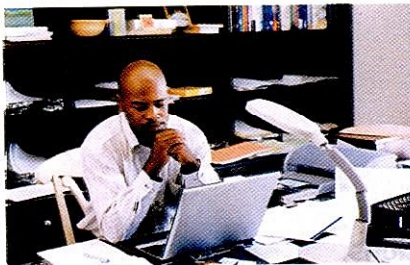
artist: design, marketing



scientist: research, statistics



chef: nutrition, management



accountant: finance, statistics



fashion designer: manufacturing, business



architect: construction, design



interior designer:
construction, psychology



business manager:
marketing, finance



grade school teacher:
child psychology, math

- B. Pairs.** Ask and answer questions about the skills needed to do each of the jobs.

A: Which jobs do you think require math skills?

B: An architect and an accountant definitely need math skills.

A: Yes, and I think a business manager needs math skills, too.

- C. Pairs.** Ask and answer questions about the skills needed to do each of the jobs.

dancer teacher journalist disc jockey hotel receptionist

**A. Pairs. Listen to the conversations. Then practice with a partner.**

1. A: What do you think your best qualities are?
B: *Well, I think that* I'm pretty outgoing and easy to get along with.
A: And do you deal with problems easily?
B: Yes, *I guess I do.*
2. A: Do you think that you're the best person for this job?
B: *Well, yes, I believe that I am.*
A: And do you think that you have the right personality for the job?
B: Yes, *I feel that I do.*

**B. Notice how we can give tentative answers to questions, either to be modest or because we are not sure how to answer. Listen and practice, using the additional phrases below.**

We can also use these verbs to express tentativeness:

Very tentative:

guess / suppose

Less tentative:

feel / think / believe

C. Fill in the blanks, using a suitable verb to answer the questions.

Then practice the conversation with a partner.

- A: Are you a very outgoing person?
B: Yes, I _____ I am.
- A: And do you think you are good at making decisions?
B: Yes, I _____ I am.
- A: And what about dealing with difficult problems? Are you good at solving problems?
B: I _____ so.
- A: Are you a good communicator? Do you express your ideas easily?
B: Well, I _____ I am.
- A: Good. And what about flexibility? Are you a very flexible person?
B: Yes, I _____ I am.

D. Think of two jobs that would be good for you and two that would be good for your partner. Explain why, using real information.

A: *You'd be good as a business manager. You know a lot about finance and you're...*

B: *A journalist would be a good job for me. I think I'm a good communicator, and...*



3 LISTEN AND UNDERSTAND

A. Listen to a candidate talking about herself during a job interview. Check (✓) the things she talks about.

- | | |
|---|---|
| <input type="checkbox"/> her educational background | <input type="checkbox"/> her work experience |
| <input type="checkbox"/> her plans for the future | <input type="checkbox"/> her pets |
| <input type="checkbox"/> her family | <input type="checkbox"/> her hopes for her career |
| <input type="checkbox"/> her salary | <input type="checkbox"/> her reasons for applying |

B. Listen again and answer the following questions. Write just one word for each answer.

- How many years ago did she graduate? _____
- How many jobs has she had? _____
- Did she go to college in Melbourne? _____
- What sport did her mother and father used to play? _____
- Is she hoping to work in television? _____

4 JOIN IN

A. Pairs. Prepare for a job interview. Student A: You are the head of the IT Department. Student B: You want to get an entry-level job in IT. Look at these typical interview questions. Add three more questions to the list.

- | | |
|--|------------------------------------|
| 1. What are three words that describe you? | 6. What kind of work do you enjoy? |
| 2. Are you good at working in a team? | 7. Are you good with computers? |
| 3. What are your best school subjects? | 8. _____ |
| 4. What are your hobbies and interests? | 9. _____ |
| 5. Do you have any work experience? | 10. _____ |

B. Pairs. Role-play the interview. Then reverse roles and do the role play again.

A: Are you good working in a team?

B: Well, yes, I believe I am.

A: And are you good with computers?

B: I guess so...

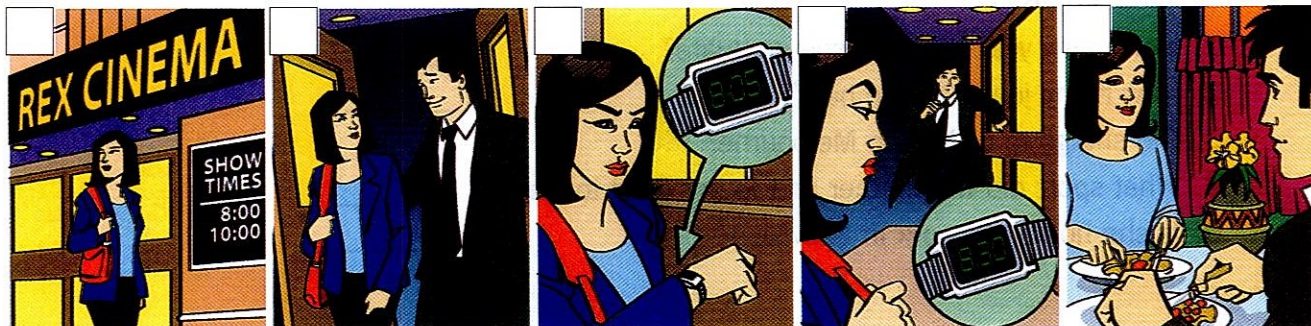
A: If you want this job, you have to be really good with computers

C. Class activity. Report on the results of your interview. Did you hire the person? Why or why not?

LESSON 1: What would you do?

1 WHAT DO YOU SUGGEST?

A. Look at the pictures. What order do you think they go in? Number them and then compare what you think is happening with a partner.



Track 36

B. Pairs. Listen to the conversation. Then practice with a partner.

A: Did you see that new movie last night?

B: Well, Dick and I arranged to meet at 8 o'clock and he turned up at 8:30.

A: At 8:30! That's incredible!

B: I know. And by then it was too late to see the movie.

A: 1 Yeah, he's terrible like that. He's never on time. So what did you do?

B: Well, we had something to eat and then waited to see the next show.

A: 2 Well, if I were you, I wouldn't wait for him next time.

B: You're right.

A: 3 Yeah, and I would certainly tell him how I felt.

B: Don't worry. I did.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 How annoying. That's just like him. So what did you do?

2 If that happened to me, I wouldn't wait longer than ten minutes.

3 And I would tell him to be on time next time.

Practice 2

1 I bet you were annoyed. So did you miss the movie?

2 If I were you, I would have seen the movie without him.

3 And I would tell him how angry it made me.

2 LANGUAGE FOCUS: IF CLAUSES WITH WOULD— UNREAL CONDITIONAL



Track 37

A. Listen and practice.

If I were you,

I wouldn't wait for him.

If that happened to me,

I would tell him how angry it made me.



Track 38

B. Complete the conversations with *would* or *wouldn't*. Listen and check your answers. Then practice with a partner.



- A: What would you do if a classmate wanted to borrow money from you?

B: If it was just a few dollars, I _____ probably lend it, but if it was a large amount, I _____.
- A: If a friend of yours was often late for appointments, would you speak to him or her about it?

B: I _____ definitely say something about it. If the friend was always late, I _____ probably try to find another friend to go out with.
- A: What do you think you would do if a friend borrowed a book from you, and when you got it back you noticed there was a coffee stain on some of the pages?

B: I probably _____ say anything about it. But if happened again, I _____ definitely say something to the friend.
- A: If a friend of yours borrowed a CD from you and forgot to return it, _____ you remind him about it?

B: Definitely. I _____ just forget about it. I _____ probably say that I needed the CD and ask the guy to return it.

C. Pairs. Practice asking the questions again. This time use your own ideas.

3 LISTEN AND UNDERSTAND



Track 39

A. Listen to people talking about problems and correct the statements below.

1. He left his wallet in the restaurant.
2. She forgot to give her father the telephone message.
3. He let one of his neighbor's fish die.
4. She lost two tickets to the football championship.
5. She always damages the things she borrows.

B. Listen again. What happened with each problem? Check (✓) the correct column: a, b, or c for each.

	a. the other person was upset	b. the other person didn't mind	c. the other person hasn't been told yet
1.			
2.			
3.			
4.			
5.			

4 JOIN IN

A. What would you do in each of these situations? Write your ideas below.

What would you do if...



a friend always calls you late at night when you are in bed



you bumped into someone's car leaving a parking lot, but nobody noticed you



you found an envelope on the street with \$1,000 in it

B. Class activity. Go around the class and compare what you would do with others.

A: What would you do if a friend always calls you late at night?

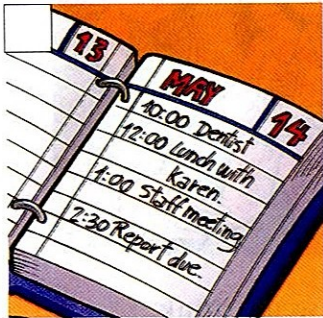
B: I wouldn't answer the phone. How about you?

A: I would ask the person not to call after 9 p.m.

LESSON 2: Suggestions

1 COMMON PROBLEMS

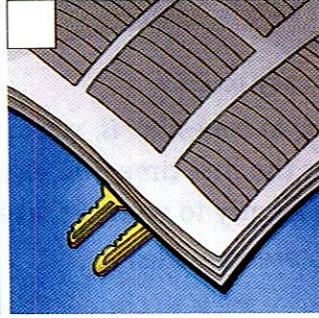
 Track 40 A. Look at the pictures of common problems. Check (✓) the problems you have.



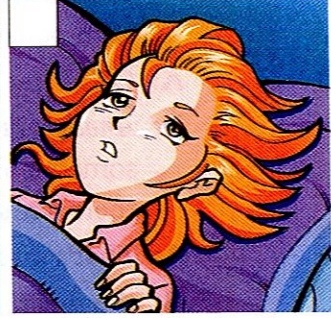
1. You forget appointments.



2. You can't remember people's names.



3. You forget where you put things.



4. You can't get to sleep at night.



5. You can't get up in the mornings.



6. You can't remember things you have studied.



7. You can't save money because you are always buying stuff.



8. You never have time to do all the things you need to do in a day.

B. Match the advice below to the problems above. Then role-play the conversation, giving your partner advice.

___ go to bed earlier

___ learn how to take notes

___ keep a diary and check it regularly

___ plan your daily schedule

___ cancel your credit cards

___ always keep things in the same place

___ exercise before you go to bed

___ take photos with your cell phone

A: I have a problem getting up in the morning. I don't know what to do.

B: Well, maybe you should...

C. What advice would you give for these problems? Write down your suggestions. Then role-play with a partner.

You often fall asleep in class. You always lose your house keys. You often lock your car keys in the car.

CONVERSATION STRATEGY: MAKING SUGGESTIONS



Track 41

A. Pairs. Listen to the conversation. Then practice with a partner.

A: I can never remember people's names.
It's so embarrassing. I don't know what to do.

B: Well, *there are several things you can do. Why don't you* write down people's names right after you meet them, and write a little bit about each person.

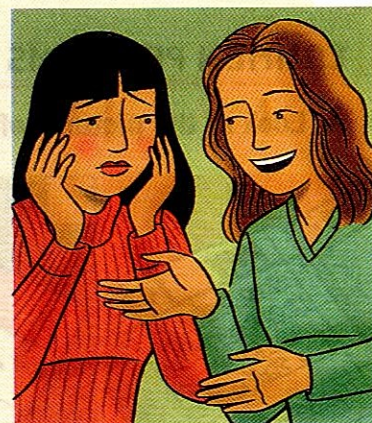
A: OK. That's easy to do.

B: *Another thing to remember is*, when you meet someone for the first time, *you should* repeat their name silently to yourself several times.

A: That's an interesting idea.

B: *Another thing to try is* to connect their name to something. *I would* think of something their name reminds you of. For example, you can connect "Mike Green" with "my green car." When you meet him again, you first think of "my green car" and then you remember his name.

A: That sounds fun. Just one more thing, what did you say your name was again?



B. Notice how we can make suggestions. Listen to the conversation again. Then practice using the additional phrases below.

If I were you, I would... *Why don't you...?* *I think you should...*

C. Now practice using the expressions above to give other suggestions for some of the problems in Exercise 1.

A: *I sometimes can't get to sleep at night. What do you suggest?*

B: *Why don't you drink a glass of hot milk before you go to bed?*

D. Group work. Think of a real problem you have. Tell the group and get their advice. Each person should give advice using a different phrase.

I always fall asleep during Mr. Wilson's history classes.

Have you tried drinking coffee before class?

Well, I think you should get more sleep.

Why don't you take a nap right before history class?



3 LISTEN AND UNDERSTAND

A. Listen to people calling a radio program to discuss problems. For each caller, check (✓) the correct statements.

1. Carla's problem ___ is connected with her health.
 ___ concerns her telephone bill.
 ___ involves her parents.
 ___ is very unusual.
2. Keiko's problem ___ has been happening for a long time.
 ___ might be related to what she eats.
 ___ involves her family.
 ___ is quite common.
3. Miguel's problem ___ is affecting his study.
 ___ concerns his money.
 ___ happens mostly with young people.
 ___ upsets his girlfriend.

B. Listen again and answer these questions. Write only one word in each answer.

1. a. How old is Carla? _____
 b. Did Tyra suggest that Carla should get rid of her phone? _____
2. a. How many months ago did Keiko start this job? _____
 b. What is one snack Tyra suggests that Keiko should eat? _____
3. a. Did Miguel's girlfriend suggest he call the radio program? _____
 b. What is one thing Tyra suggests he write in his planner? _____

4 JOIN IN

A. Choose one of the problems below and go around the class asking your classmates for advice. Write down the advice your classmates give.

Problem	Advice
I need to prepare for a job interview.	
I want to improve my English quickly.	
I have to pay off a debt within 30 days.	
I'd like to make more friends.	

Tell the class some of the suggestions you got.

If I want to make more friends, Paula said I should join a club. Antonio said I should try going to more parties.

LESSON 1: Places to go

1 CAN YOU HELP ME?

A. Look at the picture. What do the people need to get done?



Track 43

B. Pairs. Listen to the conversation. Then practice with a partner.

A: I need someone to check my computer.

B: What's wrong with it?

A: Well, sometimes it just stops when I'm working on it, and then I lose everything. **1** Is there anywhere around here where I can take it?

B: Sure, there's a repair shop in the mall. It's called Easy Fix.

A: OK. I hope it's not serious. I just bought this computer a few months ago.

B: Really? Then it should still be under warranty.

A: Yeah, I hope so. **2** And is there somewhere I can get new glasses?

B: **3** Sure, there are several places. I usually go to Miller's Eye Center. They have some very nice frames, and their prices are reasonable too.

A: OK. I'll have a look when I'm there.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 Is there a repair shop anywhere around here?

2 And do you know somewhere that has good glasses?

3 Sure, there are a couple of places in the mall.

Practice 2

1 Do you know somewhere around here where I can take it?

2 And is there anywhere near here that sells glasses?

3 Yeah, I know a couple of places in the mall.

2 LANGUAGE FOCUS: CLAUSES WITH *ANYWHERE, ANYBODY, SOMEWHERE, SOMEBODY*



Track 44

A. Listen and practice.

Is there	<i>anywhere/somewhere</i>	<i>around here</i> where I can take my computer?
Do you know	<i>anybody/somebody</i>	<i>who</i> can fix a bicycle?
Do you know	<i>somewhere/anywhere</i>	<i>that</i> I can buy sports magazines?
Is there	<i>somebody/anybody</i>	you know <i>who</i> can translate from Spanish into English?



Track 45

B. Pairs. Complete the questions using clauses with *anywhere, anybody, somewhere, somebody*. (More than one answer is possible.) Listen and check your answers. Then practice with a partner.



- A: _____ around here where I can get a cheap haircut?

B: Why not try Supercut? They will do it for \$10.

A: Where are they?

B: In the mall.

A: OK. Thanks. I'll try them.
- A: Hi, Robert. What are you doing?

B: I'm having a terrible time reading this article. _____ who can translate it from Spanish into English?

A: Maybe my friend Teresa can translate it for you. She's from Spain.
- A: _____ near here that I can buy secondhand DVDs?

B: I think there's a place on Hill Street that sells them.

A: And how much do they sell them for? Do you know?

B: Oh, about five dollars.
- A: Where do you want to go for lunch today?

B: _____ here that has good Chinese food?

A: Well, there's the Hong Kong Cafe. They have pretty good food.

B: That sounds great. Let's go there.

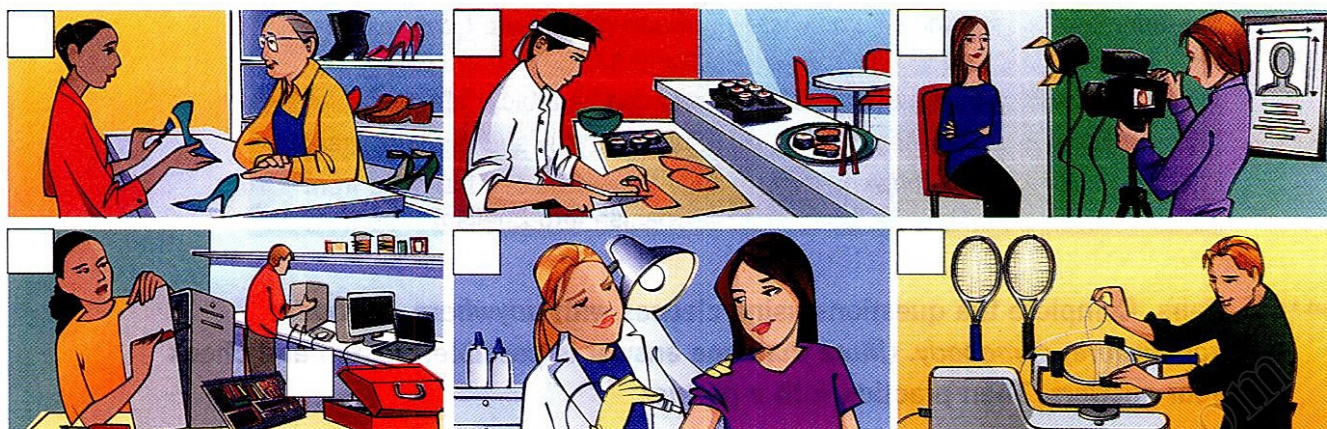
C. Pairs. Practice asking similar questions. This time use your own ideas.

3 LISTEN AND UNDERSTAND



Track 46

A. Listen to people asking where they can do things. Number five of the services they need from 1 to 5.



B. Listen again and answer two questions for each conversation.

	Are the recommended locations...		Will the service be...	
	Near?	Far?	Cheap?	Expensive?
1.				
2.				
3.				
4.				
5.				

4 JOIN IN

Student A, stay on this page. Student B, go to page 79.

A. Student A: You need to do the things below. Ask your partner where you can do each thing, and write the answer. You may also ask follow-up questions.

1. Make some copies _____
2. Get a passport photo _____
3. Buy a dozen roses _____

B. Listen to your partner and use the following information to answer your partner's questions.

1. There is a health clinic in the mall where they give flu shots.
2. There's a good sports shop downtown opposite the library.
3. There is a good hairdresser next to the cafe.

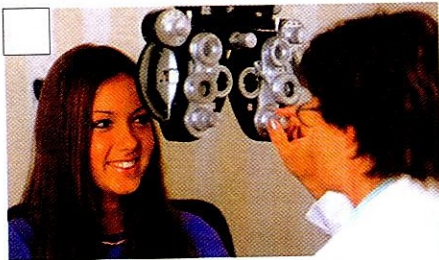
LESSON 2: Personal services

1 GETTING THINGS DONE



Track 47

A. Have you had any of these things done recently? Check (✓) the ones you've had done. Then listen and repeat.



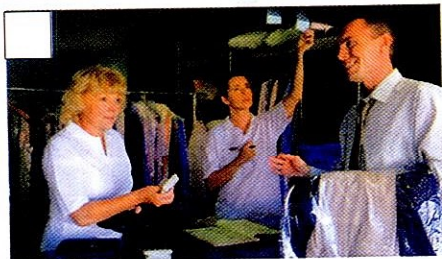
had your eyes checked



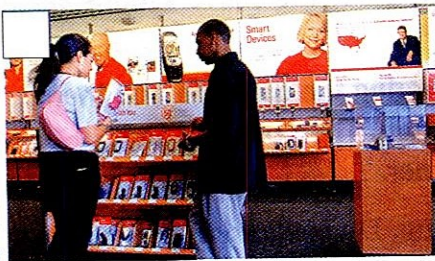
had your photo taken



got your bicycle repaired



got some clothes dry-cleaned



got your phone upgraded



got a manicure



got your fortune told



had a massage



got your hair

B. Pairs. Talk with a partner. Ask and answer follow-up questions.

A: I had my eyes checked last month.

B: Where did you have them checked?

A: At a place near school.

C. What are some other personal services you've had done recently? Write down three things. Then talk about them with your partner.

A: I just had a back massage.

B: Really? How often do you get a massage?

A: About twice a month. It really helps me relax. What about you?

CONVERSATION STRATEGY: ANSWERING QUESTIONS AND GIVING MORE INFORMATION



A. Pairs. Listen to the conversations. Then practice with a partner.

- A: I need to get my eyes checked. Is there any place around here where I can do that?

B: Yes, *there's a clinic in the mall. It's across from the music store.*

A: Thanks. I'll go there tomorrow.
- A: My back is really sore. Do you know anywhere where I can get a massage?

B: Yeah, *there's a place just after you come out of the subway on King Street. They'll give you a great back massage for \$50.*

A: That's pretty reasonable.

B. Notice how we often answer questions and then give additional information. Listen to the conversations again.

C. Fill in the blanks by answering the question and then giving additional information. Then practice the conversations with a partner.

- A: This skirt is too long. Do you know somewhere I can have it shortened?

B: Yes. _____.

A: That sounds great. Thanks!
- A: Julia, your computer is so slow!

B: Well, do you know anywhere I can get it upgraded?

A: Yeah, _____.
- A: I'm going to a party tonight. Do you know somewhere I can get a manicure?

B: Sure. _____.

D. Pairs. Take turns asking and answering questions about the services you talked about in Exercise 1. Give additional true information in your answers.

- A: *Is there anywhere around here where I can get some clothes dry-cleaned?*
- B: *I usually go to Bob's Dry Cleaners. It's next to... Their prices are OK.*



3 LISTEN AND UNDERSTAND

A. Listen to people talking about things they had done recently.

Were they pleased with the service they got? Check (✓) the correct column.

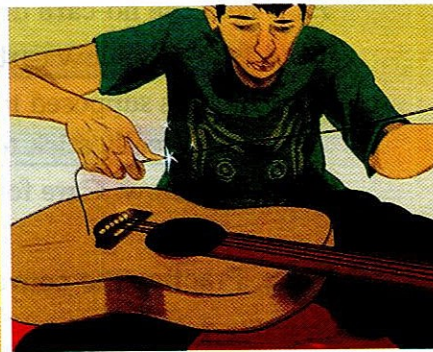
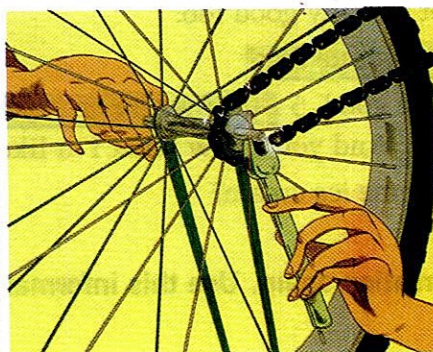
	Pleased	Not very pleased
1.		
2.		
3.		
4.		
5.		

B. Listen again. What did they like or not like about each service?

- | | |
|------------------------------|----------------------------------|
| 1. a. the location | b. the service |
| 2. a. the price | b. the quality |
| 3. a. the hourly charge | b. the technician's skill |
| 4. a. the location | b. the accuracy |
| 5. a. the skill of the staff | b. the friendliness of the staff |

4 JOIN IN

irLanguage.com



A. What are some of the things you can have done in the neighborhood near your school? List at least three things below.

1. _____
2. _____
3. _____

B. Group work. Discuss the things you can have done nearby. Ask and answer questions. Give as much information as you can about each thing.

A: There's a fortune teller near the train station. She's really very good.

B: How does she tell your fortune?

A: She has cards. You pick a card and she looks at it and tells your fortune.

C: How much does she charge?

LESSON 1: Getting healthy

1 WHAT SHOULD I DO?

A. Do you need to do any of the following things? Check (✓) the ones you need to do, and discuss with a partner.

- | | | |
|---|--|--|
| <input type="checkbox"/> lose weight | <input type="checkbox"/> put on weight | <input type="checkbox"/> relax more |
| <input type="checkbox"/> get more sleep | <input type="checkbox"/> worry less | <input type="checkbox"/> have more fun |



B. Pairs. Listen to the conversation. Then practice with a partner.

- A:** Hey, these jeans feel way too tight. 1 I've got to lose a couple of pounds in the next two weeks.
- B:** Well, if you want to lose weight 2 you should go on an all-fruit diet.
- A:** An all-fruit diet? That sounds a bit extreme.
- B:** 3 Well, you're allowed soup and a little protein as well.
- A:** I hear the no-carb diet is really good too.
- B:** 4 Is that the low carbohydrate diet?
- A:** Yeah, it's supposed to be good. 5 But if you're on it you have to really stick to it. And you know what I'm like.
- B:** Yes, I know. Care for some ice cream?



C. Pairs. Practice the conversation again. Use this information.

Practice 1

- 1 I wish I could lose a couple of pounds.
- 2 you could try that all-fruit diet.
- 3 Yeah, but you can eat a few other things as well, like eggs.
- 4 I've heard about that. It's a zero carbohydrate diet, isn't it?
- 5 But if you want to lose weight on that diet, you have to follow it exactly.

Practice 2

- 1 I really need to lose a couple of pounds fast.
- 2 why don't you try that all-fruit diet everyone is talking about?
- 3 Well, you can also eat eggs and a few other things, so it's not actually all fruit.
- 4 That's the one where you don't get to eat carbohydrates, isn't it?
- 5 But you really have to be strict with yourself on the no-carb diet.

2 LANGUAGE FOCUS: VERBS OF ADVICE



A. Listen and practice.

If you want to lose weight,	<i>you should go on an all-fruit diet.</i>
If you want to be healthy,	<i>you ought to exercise more.</i>
If you are on a diet,	<i>you really have to stick to it.</i>
If you are on a no-carb diet,	<i>you can't eat bread or pasta or rice.</i>



B. Pairs. Match the goals below with suggestions from the list. Write each suggestion using a verb of advice. Listen and check your answers. Then practice with a partner, taking turns giving suggestions.

join a gym
start going to concerts
improve your study skills
don't use salt with your meals

join an Internet chat-group
take a course in meditation
get rid of your television
get a subscription to a newsmagazine

- A: I want to have a more active lifestyle.
B: Well, if you want to have a more active lifestyle...
- A: I want to know more about current affairs.
B: _____
- B: I want to find more time for reading.
B: _____
- A: I'd like to make some new friends.
B: _____
- A: I'd like to learn more about classical music.
B: _____
- A: I'd like to get better grades.
B: _____
- A: I'd like to be more relaxed.
B: _____
- A: I want to have less salt in my diet.
B: _____



C. Groups. Practice the conversations again. Give two or more suggestions for each goal.

A: *If you want to have a more active lifestyle, you should get up earlier every day and take a morning walk.*

B: *Yeah, and you ought to keep a diary...*

3 LISTEN AND UNDERSTAND



A. Listen to people describing their eating habits. What changes is each person trying to make? Why? Complete the chart.

	Change	Reason
1. Frank		
2. Jan		
3. Pedro		
4. Britney		

B. Listen again and complete the statements below. Use just one word for each statement.

1. He is making this change because his _____ advised him.
2. She is making this change because of something she saw on _____.
3. He usually goes to sleep around _____ o'clock.
4. Her _____ told her to change her eating habits.

4 JOIN IN

A. Groups. Go around the class and get suggestions for the things below. Get two suggestions for each goal.

	Suggestions	Suggested by
1. You have trouble sleeping at night.		
2. You want to improve your computer skills.		
3. You would like to learn more about yoga.		
4. You would like to save some money.		
5. You'd like to make some friends from other countries.		
6. You would like to stop wearing glasses.		
7. You get very nervous when you speak in public.		
8. You are very shy when you meet people.		

B. Compare with others. Who gave the best suggestion on your list?

A: Yuriko said that the best thing to do to get to sleep quickly is to exercise more.

B: But Suresh said that you should take a hot bath before bed. I think that's the best suggestion.

LESSON 2: Eating habits

1 FOOD AND SNACKS



Track 6

A. Which of these foods do you consider healthy? Rank your top two healthiest choices by writing 1 and 2 next to them. Then listen and repeat.



a tuna sandwich



a hamburger



fried noodles



a slice of pizza



a bag of peanuts



french fries



a chicken salad



some sushi



a fruit salad

B. Pairs. Did you choose the same foods? Compare your answers with a partner.

A: I think sushi and chicken salad are the healthiest.

B: Really? Why?

C: Well, they're both high in protein.

C. Groups. What other snacks do you sometimes eat? How healthy are they?

A: I often eat popcorn. I think it's pretty healthy, as long as you don't put butter or salt on it.

B: I like french fries, but I think they have a lot of fat.

C: I love candy, and I know it's bad for me!

**A. Pairs. Listen to the conversations. Then practice with a partner.**

1. A: *Want something to eat?*
B: Thanks. I'd love a sandwich.
A: Let me get one for you.
2. A: *Mind if I join you?*
B: No, not at all. Have a seat.
A: Thanks.
3. A: *Like a snack?*
B: Yeah. Maybe I'll have some fries.
A: Me too. My treat.

**B. Notice how we use short forms of questions in informal speech. Listen to the conversations again.****C. Pairs. Cross out some of the words in *italics* to make short forms of the questions. Then practice with a partner, using the short forms.**

1. A: *Would you like something to drink?*
B: Thanks, can I have a soda?
A: Sure. *Do you want diet or regular?*
B: Diet, please.
2. A: I'm bored. Let's do something.
B: *Would you care for something to eat?*
A: Yeah, I think I'd like a slice of pizza.
B: *Do you want a large slice or a small one?*
A: Better make it a small one. I'm on a diet.
3. A: *Are you going to have lunch now?*
B: Yes, I think I will. I'm hungry.
A: *Would you like to try that place opposite the school?*
B: Sure.

D. Pairs. Practice similar conversations using the vocabulary from Exercise 1 and your own ideas. Use short forms of questions.

3 LISTEN AND UNDERSTAND



Track 8

A. Listen to four people deciding what to eat. Write the letter of the meal each person orders next to the person's name.

Guest Check				Guest Check				Guest Check				Guest Check				Guest Check			
TABLE	GUESTS	SERVER	CHECK NUMBER																
			800529				800530				800531				800532				800533
Steamed rice with vegetables				Hamburger Cherry pie Milkshake				Tomato salad Mineral water				Fried noodles with pork				Steak Salad Coffee			
soda water												Cola							
a				b				c				d				e			

1. Jun-hao ____ 2. Tara ____ 3. Mrs. Kim ____ 4. Bobby ____

B. Listen again. Why does each person choose the meal they ordered? Write the number of the conversation next to the person's reason.

____ reduce carbohydrates ____ lose weight ____ cut down on salt
____ increase carbohydrates ____ gain weight

4 JOIN IN

A. Look at the survey. Add three more questions. Then complete it about yourself.




Lifestyle Survey




eat red meat		
eat fish		
eat vegetables		
eat fruit		
drink coffee		
eat ice cream		
play sports		
(your idea)		
(your idea)		
(your idea)		




B. Pairs. Talk to a classmate and write their answers in the chart. Compare answers. Who has the healthiest lifestyle? Is there anything you should change?

A: Do you eat red meat often?

B: Not very often. About once a week. How about you?

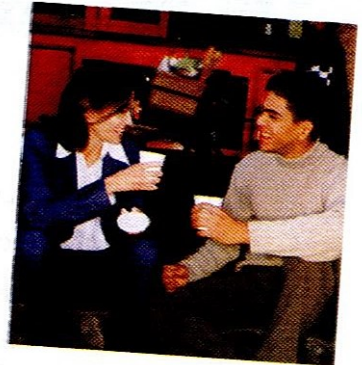
A: More often than that. Every day, I guess. Maybe I should cut back.

LESSON 1: Personal qualities

1 WHAT ARE THEY LIKE?

A. What qualities are important for a good roommate? Rank these personality qualities from 1 to 6. Discuss your ranking with a partner.

- | | | |
|-------------|-----------------|---------------|
| ___ quiet | ___ easygoing | ___ funny |
| ___ serious | ___ intelligent | ___ talkative |



Track 9

B. Pairs. Listen to the conversation. Then practice with a partner.

A: So are you living with your parents, or do you have your own place?

B: 1 Oh, I'm sharing an apartment with two other students.

A: Oh! How's it going? Do you get along with your roommates?

B: Yeah, pretty well. They're very different. There's Meg, for example.

2 She's really funny. I like people who can make me laugh.

A: Me too. 3 I don't get along very well with people who are too serious.

B: Yeah, I know what you mean. And then there's Suzie. She's kind of quiet and shy. But she's fabulous in the kitchen. 4 I love having a roommate who can cook.

A: Yes, you're really lucky. My roommates are a horror story!

C. Pairs. Practice the conversation again. Use this information.

Practice 1

- 1 I'm living with some friends in an apartment.
- 2 She's a lot of fun. I like people who have a good sense of humor.
- 3 I don't really care for people who are too serious.
- 4 I like having a roommate who is a good cook.

Practice 2

- 1 Some friends and I are sharing an apartment this year.
- 2 She is cool and funny, too. I like people who are like that.
- 3 I don't get on well with people who don't have a sense of humor.
- 4 It's great to have someone who likes to cook.

D. Pairs. Close your books and practice the conversation again, substituting people you know. Use your own words and ideas.

2 LANGUAGE FOCUS: RELATIVE CLAUSES



Track 10

A. Listen and practice.

I like people	<i>who are funny.</i>
I enjoy being around people	<i>who are easy to get along with.</i>
I can't stand people	<i>who smoke.</i>
I don't like people	<i>who are overly critical.</i>
I don't mind people	<i>who are talkative.</i>
I enjoy being with people	<i>who are outgoing.</i>
People <i>who talk loudly</i>	annoy me.
Someone <i>who's never on time</i>	makes me mad.



Track 11

B. Pairs. Choose a suitable phrase to complete the conversations below. Listen and check your answers. Then practice with a partner.

who always look on the bright side who are very talkative
 who take themselves too seriously who are overly critical
 who are always in a good mood

- A: I don't mind being around people _____.

B: Really? I can't stand people who are like that. I prefer people who like to listen to others some of the time.
- A: I like people who are able to laugh at themselves. What about you?

B: I do too. I don't really appreciate people _____.
- A: I enjoy being around people _____.

B: So do I. I don't like people who have sudden mood swings.

A: Yeah, with people who are like that you never know what to expect.
- A: I don't really care to make friends with people _____.

B: I agree. I think if people have very negative opinions about things, they should keep their opinions to themselves.
- A: What sort of people do you like to hang out with?

B: Oh, you know. People like me. People _____.

A: Yeah, I guess you are the kind of person who is always the optimist.



C. How do you feel about the types of people below? Practice the conversations again using your own ideas.

people who are very emotional people who hate pets
 people who love talking about politics people who dress badly

3 LISTEN AND UNDERSTAND



Track 12

A. Listen to Lisa talking about people she knows. What does she like or not like about them? Number her opinions from 1 to 4, in the order you hear them.




- a. ___ easy to talk to c. ___ always the optimist
b. ___ too talkative d. ___ often moody

B. Listen again. Who is she talking about? Number the people from 1 to 4.

- e. ___ a colleague g. ___ a neighbor
f. ___ a relative h. ___ a teacher

4 JOIN IN

A. What qualities do you like in the people below? What don't you like? Fill in the chart.

	Qualities I like	Qualities I don't like
 A study partner		
 A date		
 A travel partner		

B. Pairs. Compare your answers. Ask and answer questions about the qualities you like and dislike.

A: For me, the ideal date is someone who is quiet and kind, and a very good listener.

B: Really? My ideal date is outgoing and talkative, loves music and dancing, and really likes to go to movies.

LESSON 2: Personalities

1 PERSONALITY TRAITS

A. Complete the personality quiz. Write *Y* for yes, *N* for no, and *S* for sometimes.

PERSONALITY

مرجع زبان ایرانیان

QUIZ

1 Are you always willing to accept other people's beliefs and behavior?	<input type="checkbox"/>
2 Are you able to change easily according to the situation?	<input type="checkbox"/>
3 Do you enjoy giving to others?	<input type="checkbox"/>
4 Are you usually smiling and happy?	<input type="checkbox"/>
5 Do you get annoyed if things aren't always done exactly right?	<input type="checkbox"/>
6 Are you a person who others can rely upon?	<input type="checkbox"/>
7 Is it important that you're successful and achieve a lot of things in life?	<input type="checkbox"/>
8 Do you keep in mind the needs and feelings of others?	<input type="checkbox"/>



Track 13

B. Pairs. Match the questions from the personality quiz with the adjectives below. Then listen and repeat the adjectives. Compare your answers with a partner. How are your personalities similar and different?

- | | | |
|-------------------|-------------------|-----------------------|
| a. generous ____ | b. cheerful ____ | c. perfectionist ____ |
| d. ambitious ____ | e. tolerant ____ | f. dependable ____ |
| g. flexible ____ | h. sensitive ____ | |

A: What are your main personality traits?

B: Well, I'm very ambitious, and also somewhat of a perfectionist. How about you?

A: I'm not a perfectionist at all. I'm basically cheerful and sensitive, and very dependable.

B: That's nice. I like my friends to be dependable.

C. Groups. Tell the others about your closest friend. How did you meet? What is he or she like?

My best friend is Dino. We met when we were in the same class at college. He's a very funny guy. But he's someone who is always very supportive and understanding.

**A. Pairs. Listen to the conversations. Then practice with a partner.**

1. A: What qualities do you think are important for a best friend?
B: Well, I think the person has to be a good listener.
A: *What do you mean?*
B: Well, they should try to understand your point of view and not always tell you what they think about things.
2. A: What sort of person do you think makes a good boss?
B: Well, for one thing they need to be able to get along with people.
A: *So you don't think they should criticize their employees?*
B: No, I don't mean that. I mean that they should try to be friendly with all of the people who are working for them.

B. Notice how we can ask for clarification. Listen to the conversations again.

Practice with a partner, using the additional phrases below.

Can you give me an example? So do you think that...? So do you mean that...?

C. Respond to these opinions with requests for clarification.

1. A: I think someone who is a parent should be a good role model.
B: _____?
A: Well, if they want their kids to be tolerant, they should be tolerant themselves.
2. A: What qualities are important for a good roommate to have?
B: I think that a good roommate needs to be considerate.
A: So _____?
B: Yeah, that's right.
3. A: I think a best friend needs to be critical sometimes.
B: _____?
A: Yes, I think they need to be honest and tell their friend what they really think.

**D. Pairs. What qualities do you think these people should have? Practice similar conversations, using the vocabulary in Exercise 1 and your own ideas. Use requests for clarification.**

a teacher a parent an employer an employee

3 LISTEN AND UNDERSTAND



A. Listen to people talking about incidents with others. What quality do you think the other person showed? Check (✓) the correct answer

- | | |
|--|--------------------------------------|
| 1. <input type="checkbox"/> loyal | <input type="checkbox"/> ambitious |
| 2. <input type="checkbox"/> selfish | <input type="checkbox"/> patient |
| 3. <input type="checkbox"/> fun-loving | <input type="checkbox"/> kind |
| 4. <input type="checkbox"/> friendly | <input type="checkbox"/> courageous |
| 5. <input type="checkbox"/> generous | <input type="checkbox"/> independent |



B. Listen again and read the statements below. Only one statement is true for each story. Circle the true statement.

1. Max was her boss.	He used to work in a lab.	He left his job because the salary was low.
2. It rained yesterday.	She walked to work.	Lisa's car is new.
3. Bessie has been lost for more than a week.	She found Bessie at her neighbor's house.	She gave the new puppy the same name as Bessie.
4. The exchange student is from Taiwan.	The child was chasing a ball.	The child's parents thanked him.
5. He designed some new software.	He started a computer company.	He bought a new house.

4 JOIN IN

A. Look at the chart. Think about someone you know, or someone you heard or read about, who displayed these personality traits. Fill in the chart with as much detail as possible.

Describe a situation where...	Who?	When?	Where?	What happened?
a. someone was generous				
b. someone was persistent				
c. somebody was courageous				
d. somebody was dependable				
e. somebody was ambitious				

B. Groups. Choose one of the situations above. Tell the group about the person and what happened. Group members, ask for further clarification.

A: I have an example of someone who was courageous. There was a fire in a house in Chicago and a firefighter ran in to bring out three children...

B: Was anyone hurt?

Future possibilities

1 WHAT WILL YOU BE DOING NEXT YEAR?

- A.** Look at the picture. Where are these people? What are they talking about?
Discuss with a partner.



Track 16

- B. Pairs.** Listen to the conversation. Then practice with a partner.

A: I can't believe how time flies! **1** We'll be graduating in less than six months.

B: It's incredible isn't it? **2** Have you thought about what you'll do next year?

A: I'm moving to France. I want to try to find a job there.

B: France!

A: Yeah, in a year's time **3** I hope I'll have found a job in a hotel or something.

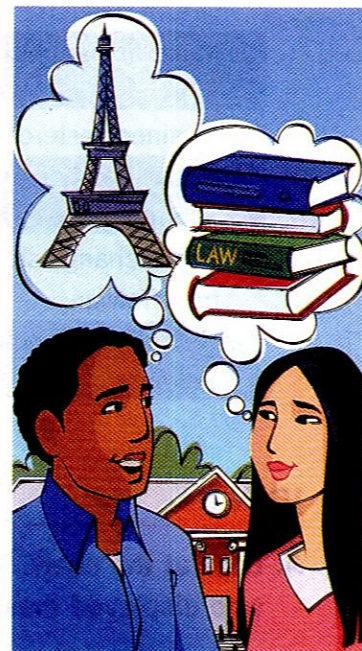
B: Wow, that sounds great. **4** While you're enjoying yourself in France, I'll be going to law school.

A: You're going to law school?

B: **5** Yes, I'll be starting a law degree next fall.

A: Great. I hope things go well for you.

B: You too.



- C. Pairs.** Practice the conversation again. Use this information.

Practice 1

- 1** We'll be graduating in a few months.
- 2** What are your plans? What will you be doing next year?
- 3** I hope I'll be teaching English or something.
- 4** Well, I'll be attending law school next year.
- 5** Yes, I'll be studying law next year.

Practice 2

- 1** It won't be long before we graduate.
- 2** What will you be doing after you graduate?
- 3** I'll probably be working in a cafe or something to make money.
- 4** Well, while you're having fun in France, I'll be going to law school.
- 5** Yeah, I'll be in my first year of law school—studying hard!

2 LANGUAGE FOCUS: FUTURE TENSES



Track 17

A. Listen and practice.

with <i>will</i> :	<i>I will graduate</i> in less than six months.
with <i>will have</i> :	In less than six months, <i>I will have graduated</i> .
with <i>will + be + -ing</i> :	<i>I will be graduating</i> in less than six months.

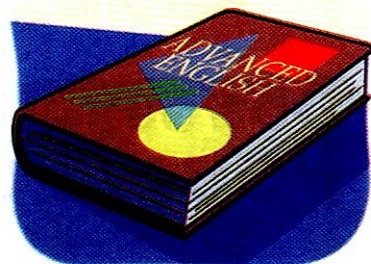


Track 18

B. Pairs. Complete the conversations with a future tense form of one of the verbs below. More than one answer is possible. Listen and check. Then practice with a partner.

do improve learn live move
room take share start work

- A: What do you think you will _____ next year?
 B: I think I'll still _____ here, doing the same things I'm doing now. What are your plans?
 A: I'll be working for a software developer. I'll _____ in March.
- A: Will you _____ another English course after this one?
 B: Yes, I plan to. How about you? You _____ another course, I suppose?
 A: Yes, I will _____ the advanced course after this one. It _____ in two weeks.
- A: Where will you _____ when you leave home?
 B: I'll _____ into an apartment.
 A: Who will you _____ with? Will you move in with some students?
 B: I'll _____ an apartment with some guys from my hometown.
- A: What are two things you think you will _____ from college?
 B: I guess I will _____ my English and I will _____ how to be a little more independent. How about you?
 A: I think I will _____ how to manage my time and also how to organize my life a little better.



C. Pairs. Practice the conversations again. This time use your own information.

3 LISTEN AND UNDERSTAND



Track 19

A. Listen to people talking about their future plans and complete the chart.

Who will probably have...	Cecilia	Andy
moved to another city?		
bought a place to live?		
traveled overseas?		
gotten married?		
started a business?		
got a job?		

B. Listen again. Are these statements true or false? Check (✓) True or False.

	True	False
1. They have already had their graduation ceremony.	<input type="checkbox"/>	<input type="checkbox"/>
2. Cecilia and Andy are in the same field.	<input type="checkbox"/>	<input type="checkbox"/>
3. Cecilia likes the city she is currently living in.	<input type="checkbox"/>	<input type="checkbox"/>
4. Both Cecilia and Andy are planning to have children	<input type="checkbox"/>	<input type="checkbox"/>
5. Andy has only recently decided to buy property.	<input type="checkbox"/>	<input type="checkbox"/>

4 JOIN IN

A. Do you think you will have done any of the things below in five years' time?
Check (✓) the ones you think you will have done and add others of your own.

DO YOU THINK YOU WILL HAVE...?

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1. gone to graduate school	
2. joined a profession	
3. started your own business	
4. made a lot of money	
5. met someone special	
6. worked overseas	
7. bought a house or apartment	
8. moved to a different city	
9. (your idea)	
10. (your idea)	



B. Discuss your future plans with a partner.

A: I will have gone to graduate school within five years. I actually plan to start next year.

B: Is that right? What will you study?

LESSON 2: Future changes

1 FUTURE BREAKTHROUGHS

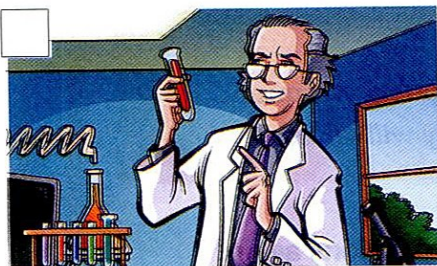


Track 20

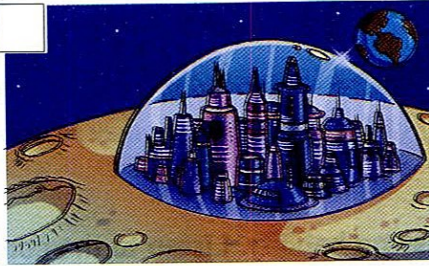
A. How long do you think it will take for people to have achieved the things below?

Write *a* = within five years; *b* = in 5 to 25 years; or *c* = in over 50 years.

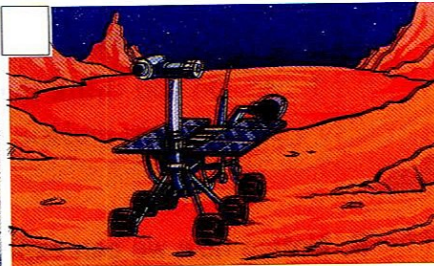
irLanguage.com



discovered a cure for cancer



established colonies on the moon



landed explorers on Mars



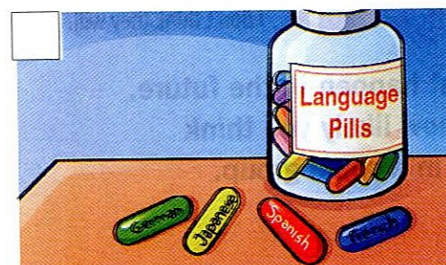
found a way to prevent baldness



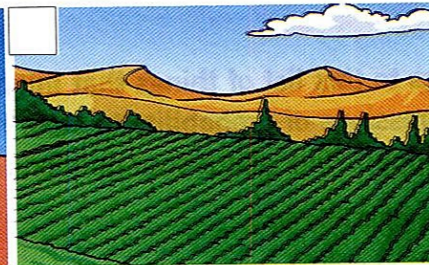
developed cars that run on water



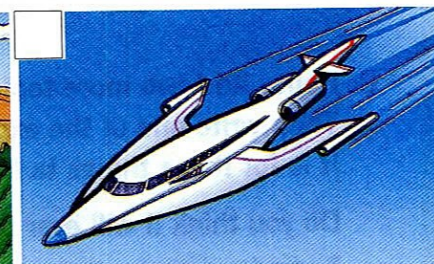
solved the problem of global warming



found a pill to help you learn languages quickly



turned the world's deserts into farmlands



developed planes that fly three times as fast as planes today

B. Groups. Compare your answers and discuss your ideas.

A: How long do you think it will take before they have discovered a cure for cancer?

B: I think within five years. What do you think?

C: I think you're very optimistic. I think it'll take a lot longer. Over 50 years, probably.

C. Pairs. What are some things you think will happen in the next 10 years?

Discuss with your partner.

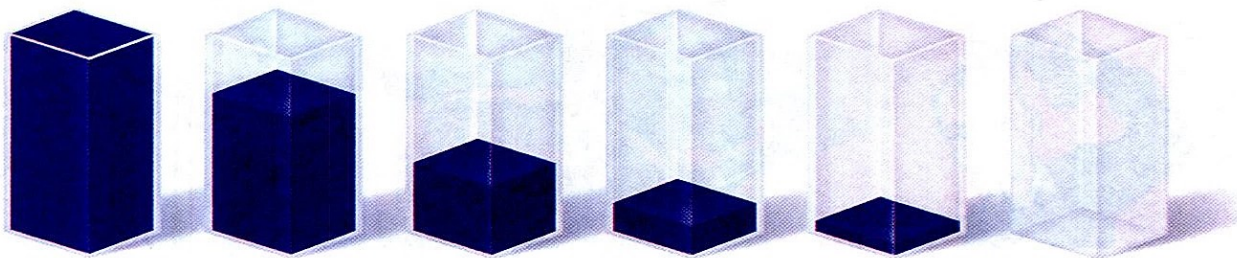
CONVERSATION STRATEGY: REPEATING AND EXPRESSING A PROBABILITY



A. Pairs. Listen to the conversations. Then practice with a partner.

1. A: Do you think they will ever be able to land explorers on Mars?
B: *Land explorers on Mars? Yeah, probably someday.*
A: Do you think so? I'm not so sure.
2. A: Do you think it will ever be possible to run cars on water?
B: *Run cars on water? No, I don't think that will ever be possible.*
A: I don't either.
3. A: Do you think they will ever solve the problem of global warming?
B: *Solve the problem of global warming? Yes, they probably will someday.*

B. Notice how we can express probability. Listen to the conversations again. Then practice using the additional phrases below.



Yes, they definitely will. They probably will. I suppose so. They may/might. I doubt it. I don't think so./ I don't think they will.

C. Pairs. Add two more topics to this list of things that might happen in the future. Then write one of the expressions of probability to state how likely you think it is for these things to happen. Talk about your opinions in a small group.

Do you think it will ever be possible to...

1. find a cure for the common cold? _____
2. find a cheap way to get fresh water from the oceans? _____
3. stop countries from going to war with each other? _____
4. solve the drug problem? _____
5. save the rain forests? _____
6. (your idea) _____?
7. (your idea) _____?

D. Pairs. Ask and answer questions about the topics in Exercise 1. Repeat part of the question, and then say what you think the probability is.

A: *Do you think they will ever be able to find a way to prevent baldness?*

B: *Prevent baldness? I doubt it. That's just part of growing old.*



Track 22

3**LISTEN AND UNDERSTAND**

A. Listen to people discussing world affairs. Number five of the topics they talk about from 1 to 5.

___ life expectancy ___ robots ___ climate change
___ space exploration ___ world peace ___ cure for cancer

B. Listen again. Do they agree or disagree about the topic?

Check (✓) the correct column.

- | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. <input type="checkbox"/> agree | <input type="checkbox"/> disagree | 4. <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| 2. <input type="checkbox"/> agree | <input type="checkbox"/> disagree | 5. <input type="checkbox"/> agree | <input type="checkbox"/> disagree |
| 3. <input type="checkbox"/> agree | <input type="checkbox"/> disagree | | |

4**JOIN IN**

A. What do you think life will be like on earth in 50 years? Think of three or more positive changes that will probably have happened, and three or more negative changes.

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Positive Changes	Negative Changes

B. Discuss your ideas with others. Do they agree?

A: One thing that will probably happen is that people will be living in cities on the ocean. They will have built huge platforms with cities on them.

B: I really doubt that will happen.

A: I think it definitely will... in 50 to 100 years.

LESSON 1: Regrets

1 WHY DIDN'T I DO THAT?

A. How many of these things do you wish you had done when you were younger?

learned a musical instrument

traveled more

played more sports

learned a foreign language

taken dance lessons

wasted less time



Track 23

B. Pairs. Listen to the conversation. Then practice with a partner.

A: Hey, Bob, can I ask you a favor?

B: Sure. What's up?

A: Well, I need to type up a report and I'm hopeless at typing. **1 Would you mind helping me out?**

B: No problem.

A: **2 You know, I wish I didn't have to ask you, but I'm desperate!**

B: Oh, I don't mind, as long as it isn't too long.

A: No, it's not. And thanks a million.

3 I wish I had taken typing in high school. Instead I wasted all that time learning Latin. I wish I had studied something useful.

B: **4 Well, it's not that difficult.** Why don't you take lessons?

A: Yeah, I should.



C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 Would you be able to type it for me?

2 I hate to have to ask you, but you know what my typing is like.

3 I wish I had learned to type at school.

4 Well, it's never too late to learn.

Practice 2

1 Do you think you could help me with it?

2 Sorry to have to ask you, but it's really urgent.

3 I wish they had offered typing at my school.

4 It doesn't take long to learn, actually.

D. Pairs. Close your books. Practice the conversation again. Use your own words.

2 LANGUAGE FOCUS: WISH + VERB—UNREAL CONDITIONAL



Track 24

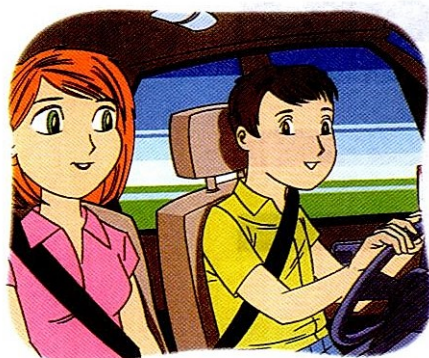
A. Listen and practice.

I wish I	<i>had learned</i>	typing at school.
I wish I	<i>hadn't studied</i>	Latin.
I wish I	<i>could</i>	type.
I wish I	<i>spoke</i>	French.
I wish I	<i>were</i>	you.



Track 25

B. Pairs. Complete conversations with the past tense form of one of the verbs in the list. Listen and check your answers. Then practice with a partner.



have



can

will



know

are

- A: You know I really wish I _____ drive.
 B: Why do you want to be able to drive?
 A: Well, then I _____ be able to borrow my father's car when I have a date.
- A: I love listening to rock music.
 B: Me too. Don't you wish you _____ learned the guitar as a kid?
 A: Maybe. Why do you want to be able to play the guitar?
 B: Oh, well, then maybe I _____ play in a rock band.
- A: Do you ever wish you _____ how to sing really well?
 B: Sometimes. Why do you ask?
 A: Oh, I _____ love to enter one of those idol competitions you see on TV.
 B: Frankly, I _____ never want to enter something like that.
- A: You're still studying?
 B: Yeah. I wish I _____ better at math.
 A: Really? Why do you need to be good at math?
 B: I _____ like to do an MBA, but you need to be good at math for that.

C. Do you wish you could do these things? Why? Ask and answer questions with a partner.

play a musical instrument

speak an Asian language

do magic tricks

3 LISTEN AND UNDERSTAND



Track 26

A. People are talking about things they wish they had or could do. Match each wish with the reason the person has it.

- | | |
|--------------------------|--------------------------------|
| 1. ____ more energy | a. buy latest computer gadgets |
| 2. ____ more money | b. get better grades |
| 3. ____ write better | c. do better at work |
| 4. ____ lose weight | d. go to a conference |
| 5. ____ fly to Vancouver | e. work as a model |

B. Listen again. Write a possible solution mentioned for each person's problem.

Problem	Possible Solution
Tired all the time	
Can't save money	
Bad grades	
Too heavy	
Can't go to conference	

4 JOIN IN


A. Class activity. Talk to classmates and find someone who wishes for the things on the list. Ask for more information.

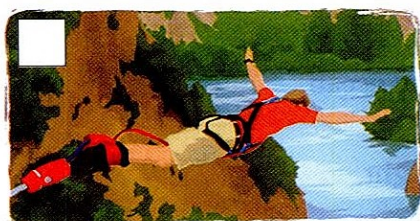
Do you wish you ...?		Name	More information
1	looked like someone else		
2			
3	had studied harder at school		
4			
5	had a pet		
6			
7	could dance better		

B. Group work. Share the most interesting things you learned.

LESSON 2: My wish list

1 WISHES

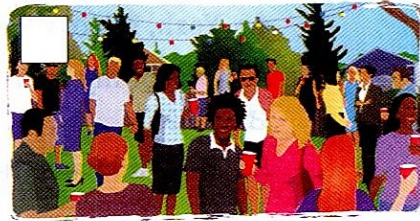
-  Track 27 **A. Look at this list of things people said they want to do before they turn 30. Check (✓) the things you would like to do. Then listen and repeat.**



go bungee jumping



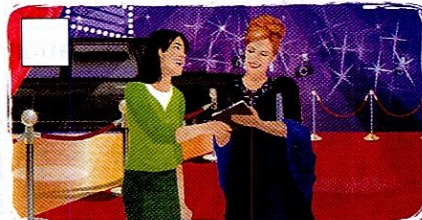
run a marathon



invite 100 people to a party



sleep under the stars



meet my favorite movie star



swim with dolphins



experience weightlessness



ride in a hot-air balloon



shower in a waterfall

B. Pairs. Compare your answers.

A: I would really love to swim with dolphins. Would you?

B: No, not really. How about riding in a hot-air balloon? Would you like to do that?

A: Yeah, that would be cool.

C. Pairs. Have you ever done any of the things below? Discuss with a partner.

1. written a fan letter to a movie star
2. attended a huge rock concert
3. stayed up all night
4. given a speech in public

A: I once wrote a fan letter to Rain.

B: No way. Did he reply?

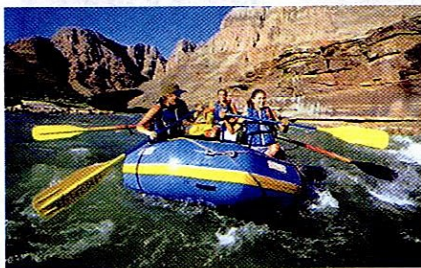
A: I got a reply from his fan club organization.



Track 28

A. Pairs. Listen to the conversations. Then practice with a partner.

1. A: Something I would love to do someday is ride on a camel.
B: *You would?*
A: Yeah, I think it would be cool.
2. A: I really want to learn how to rollerblade some time.
B: *You do?*
A: Yeah, it looks like a lot of fun to me.
3. A: One of my dreams is to own an apartment next to the ocean.
B: *It is?*
A: Yes, I'd love to lie in bed and listen to the waves at night.

B. Notice how we use reply questions to encourage someone to give more information about something. Listen to the conversations again.**C. Pairs. Add reply questions like the ones above to these statements. Then practice the conversations with a partner.**

1. A: I'd really love to sail around the world on a yacht.
B: _____?
A: Yeah, it would be really exciting, I think.
2. A: You do a lot of white-water rafting, don't you?
B: Yeah. I really want to raft down the Grand Canyon some day.
A: _____?
B: Yes, I hear it's one of the most beautiful places on earth.
3. A: Something I want to do one day is experience the carnival in Rio.
B: _____?
A: Yeah, I've heard so much about it.

D. What are three unusual things you hope to do in the future? Share your wishes with others. Use reply questions to get more information.

3 LISTEN AND UNDERSTAND



Track 29

A. Listen to people describing unusual things they have done. Number five of the pictures from 1 to 5.



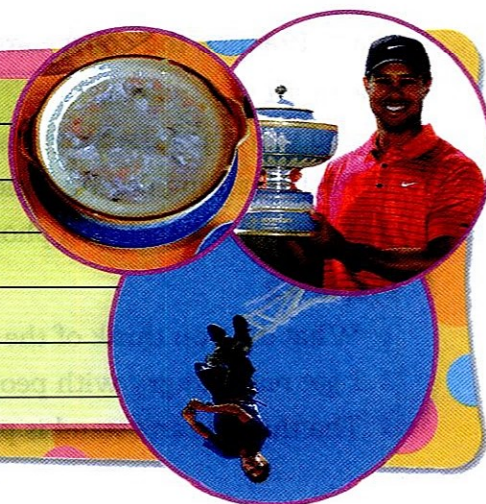
B. Listen again. Would the friend they're talking to want to have the same experience or not? Check (✓) Yes or No.

	Yes	No
1.		
2.		
3.		
4.		
5.		

4 JOIN IN

A. Write an example of something you would like to do in each of these categories.

- Someone famous you would like to meet _____
- Something worthwhile you would like to do _____
- Somewhere unusual you would like to visit _____
- Something scary you would like to do _____
- An unusual food or drink you would like to try _____
- An unusual vacation you would like to take _____



B. Share your wishes with others.

unit 11

Movies

LESSON 1: What kind of moviegoer are you?

1 I CAN'T STAND PEOPLE DOING THAT.

A. How often do you go to the movies? What kinds of movies do you like best?

Circle the categories below.



action movies



dramas



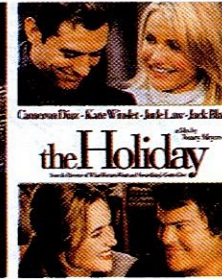
comedies



thrillers



sci-fi



romantic comedies



Track 30

B. Pairs. Listen to the conversation. Then practice with a partner.

A: 1 How was the movie last night?

B: It was great, except for the people sitting in front of me.

A: What happened?

B: Oh, they were talking all the way through the movie. 2 I can't stand people talking during a movie.

A: So, did you do anything?

B: Yeah, I finally told them to stop talking.

A: 3 The thing that annoys me is people using their cell phones during a movie.

B: I know. I hate people talking on the phone during a movie. It's so rude.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 Did you enjoy the movie last night?

2 People talking during a movie drives me crazy.

3 People using their cell phones is the thing that really annoys me.

Practice 2

1 What did you think of the movie last night?

2 I get really angry with people who talk during a movie.

3 The thing I can't stand is people making phone calls during a movie.

D. Pairs. Close your books. Practice the conversation again. Use your own words.

2 LANGUAGE FOCUS: GERUND PHRASES



Track 31

A. Listen and practice.

I enjoy *going* to the movies.
 I dislike *watching* movies.
 I don't mind *going* to the movies alone.
 I avoid *going* to the movies alone.
 I can't stand *going* to the movies alone.

Verbs that take a gerund:

love, enjoy, dislike, don't mind, avoid

I love watching action movies.

Verbs that take a gerund or infinitive:

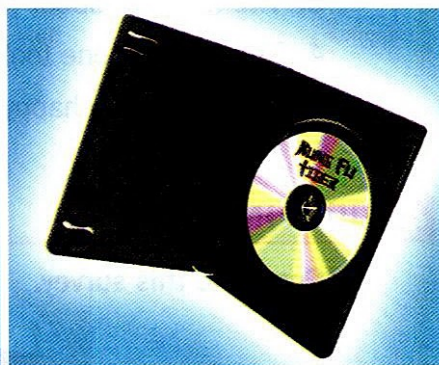
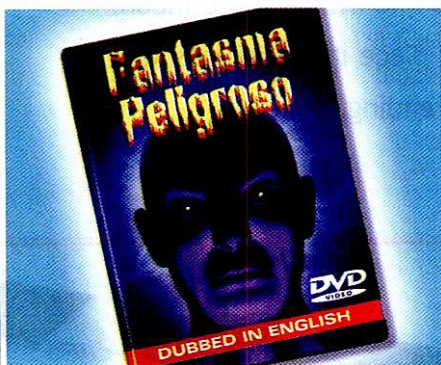
love, prefer, like, hate, can't stand

I love to watch action movies, too.



Track 32

B. Pairs. Complete the conversations with the words below. You can use some words more than once. Listen and check your answers. Then practice with a partner.



going sitting watching seeing watch hate prefer reading enjoy

1. A: I don't mind _____ to the movies on my own.
 B: Really? I prefer _____ a movie with someone. I feel kind of strange _____ in a theater on my own.
 A: Oh, it doesn't bother me.
2. A: I hate to _____ movies with subtitles. I find them very annoying.
 B: Oh, I don't mind them.
 A: I wish they would dub the dialogue. It's less distracting.
 B: You think so? I don't mind _____ the subtitles. It doesn't really bother me.
3. A: Do you _____ watching movies in a theater or on DVD at home?
 B: I think I like watching them in a theater better.
 A: Well, you have a bigger screen, but then you have to put up with the people around you.
 B: Yeah, I _____ hearing people talking and eating noisily during a movie. It can be really irritating.

C. Pairs. Practice the conversations again. This time use true information.

3 LISTEN AND UNDERSTAND



Track 33

A. Listen to people talking about movies. Write the kind of movies they talk about. Choose from: action movie, animated movie, horror movie, comedy, sci-fi movie.

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

B. Listen again. Are these statements true or false? Check (✓) True or False.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. They found the money they were looking for. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The film included scenes with thousands of soldiers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The film was about people living on the moon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The chase scene took place in a supermarket. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The film had a happy ending. | <input type="checkbox"/> | <input type="checkbox"/> |

4 JOIN IN

A. Complete this survey.

What kind of moviegoer are you?

The kinds of movies I like watching most _____

The kinds of movies I don't like watching _____

A movie I've seen more than three times _____

The place where I like to watch movies _____

My three favorite actors _____

The amount of time I spend watching movies each month _____

The person I often go to movies with _____

A movie that made me cry _____

Things that annoy me when I'm in a movie theater _____

B. Compare with a partner and discuss.


A: What kinds of movies do you like watching most?

B: Well, I really enjoy sci-fi movies and action movies. What about you?

A: Well, I like...

LESSON 2: Great movies

1 MOVIE CAREERS

 Track 34 **A. Look at these careers in movies. Check (✓) the three you think are the most interesting. Discuss your choices with a partner. Then listen and repeat.**



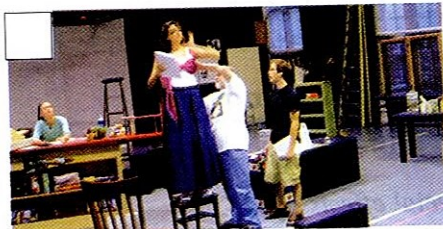
1. cinematographer



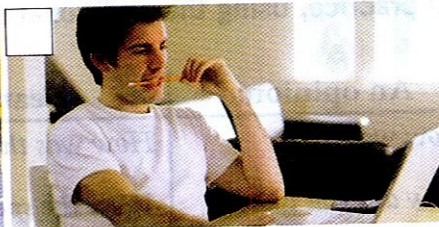
2. special-effects designer



3. extra



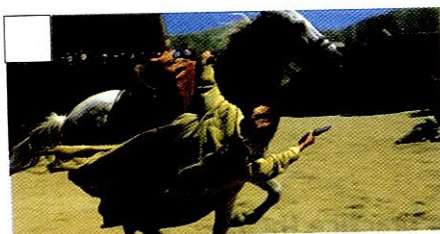
4. costume designer



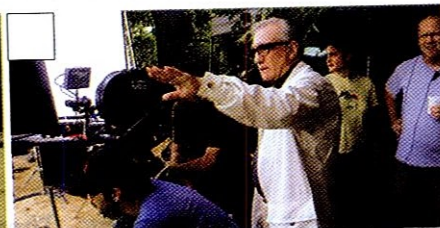
5. screenwriter



6. make-up artist



7. stunt person



8. director



9. film editor

B. Pairs. Match these definitions with the occupations above. Compare your answers with your partner.

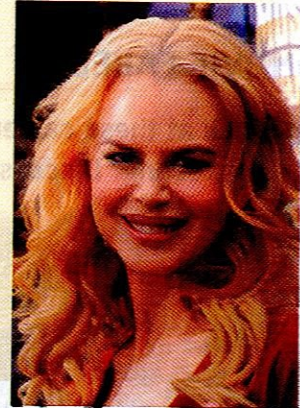
- ___ the person who tells the actors how to play their parts
- ___ the person responsible for the photography
- ___ the person who write the story for a film
- ___ the person who designs the clothes actors wear
- ___ the person who chooses the sections of the film to go into the movie
- ___ people in the background of a scene who do not have speaking parts
- ___ the person who performs dangerous actions in place of an actor
- ___ the person who gives actors' faces the looks they need in a movie
- ___ the person who uses technology to create unusual scenes for a movie

C. Can you think of any other careers in the movie industry? Discuss with others.



A. Pairs. Listen to the conversations. Then practice with a partner.

- A: I saw a great movie last weekend.
 B: Really? Which one?
 A: It was that new Nicole Kidman movie,
Margot at the Wedding.
 B: The one with Will Farrell?
 A: No, not that one. Her co-star was Jack Black.
 B: So, did you like it?
 A: I loved it. You should go see it.



B. Notice how we get more information by asking questions. Listen to the conversation again. Then practice, using the additional questions below.

General:	An opinion:	Features of the movie:
<i>Why do you say that?</i>	<i>How was it?</i>	<i>How was the acting?</i>
<i>I see... tell me more...</i>	<i>How did you like it?</i>	<i>Were the special effects good?</i>
	<i>Did you enjoy it?</i>	<i>What was the story about?</i>
Actors:		
<i>Who was/is in it?</i>		

C. Pairs. Complete these conversations with questions. Then practice them with a partner.

1. A: _____?
 B: Yeah. It's one of the best sci-fi movies I've seen in a while.
 A: _____?
 B: It's about space explorers who land on a strange new planet.
 A: _____?
 B: They're terrific. Some of the best I've seen. The spaceship landing was incredibly realistic.
2. A: _____?
 B: I didn't really like it. It was a bit depressing.
 A: _____?
 B: It was about some kids growing up in Russia.
 A: _____?
 B: I don't remember their names. Two new child actors.

3 LISTEN AND UNDERSTAND



Track 36

A. Listen to people talking about movies. Write (✓) for a positive opinion and (x) for a negative opinion.

	The acting	The story	The music	The special effects
Movie 1				
Movie 2				

B. Listen again. Are these statements true or false? Check (✓) True or False.

Movie 1:

- The movie is called *The Beautiful Soldier*.
- The main character in the movie is a young woman.
- The story takes place in a palace in China.
- The main character joins the army.
- This is the first time Madeline Chang has acted in a movie.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Movie 2:

- The movie is entitled *Black Day*.
- The lead actress is a popular star.
- The movie is set in the year 2015.
- The ending of the film is not very believable.
- The movie will open tomorrow.

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4 JOIN IN

A. What are your favorite movies in the categories below? Complete the chart.

Type of movie	Your favorite
a movie about an animal	
an action movie	
an animated movie	
a sci-fi movie	
a drama	

B. Discuss your favorite movies with your partner.

A: One of my favorite movies about an animal is *Babe*.
It's a story about a pig who wants to be a sheepdog.



1 WHAT WOULD YOU HAVE DONE?

A. What do you think happened to these people on their vacation?

Discuss with a partner.



Track 37

B. Pairs. Listen to the conversation. Then practice with a partner.

A: So how was your vacation?

B: It was pretty good, thanks. 1 But I should have given myself more time.
I was only there for two weeks and there's so much to see.

A: I can imagine.

B: But the worst thing was my bags never arrived on the flight to Rome.

2 I should have taken a carry-on bag with some clothes in it but it never occurred to me.

A: So what did you do?

B: Well, the airline gave me some money, and I went to my hotel and waited.

A: 3 I guess if that happened to me, that's what I would have done, too.

C. Pairs. Practice the conversation again. Use this information.

Practice 1

1 But I should have stayed for about a month.

2 I shouldn't have checked all my bags.

3 I guess there was not much more that you could have done.

Practice 2

1 But if I had stayed for a month, it would have been better.

2 I should have had a small bag with me with some basic stuff in it.

3 I guess you couldn't have done much else.

2 LANGUAGE FOCUS: PAST UNREAL CONDITIONALS

CD 2 Track 38 **A. Listen and practice.** irLanguage.com

I	<i>should have given</i>	myself more time.
I	<i>shouldn't have checked</i>	all my bags onto the flight.
I	<i>could have stayed</i>	longer.
I	<i>might have stayed</i>	for three weeks.
I	<i>wouldn't have gone</i>	to the hotel.
I	<i>would have stayed</i>	for a month if I had gone to Europe.
If that happened to me, I	<i>would have done</i>	the same thing.

CD 2 Track 39 **B. Pairs. Complete the conversations using the correct form of the verb in parentheses. Listen and check your answers. Then practice with a partner.**

- A:** I ran out of money on my last vacation. I should _____ (carry) more money with me.

B: And I guess you could _____ (take) some credit cards too.

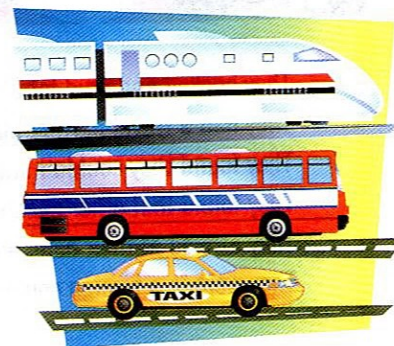
A: Well, if I had done that, I would _____ (spend) even more money.
- A:** I should _____ (take) my driver's license with me when I went on vacation. I could _____ (rent) a car and driven everywhere. Taxis and trains turned out to be really expensive.

B: Well, you could _____ (take) buses everywhere. That would _____ (be) cheaper than trains and taxis.

A: I suppose so. But I looked at the prices and it probably would _____ (cost) me about the same amount in the long run.
- A:** I wish I had visited the UK when I was in Europe. I would _____ (love) to visit London. And I could _____ (go) up to Cambridge for a couple of days.

B: Well, it might _____ (cost) you a lot. London is very expensive.

A: I know. And I would _____ (need) more time.



C. Here is what some people did when they had problems while on vacation. What would you have done? Discuss with a partner.

- Tim ran out of money, so he cancelled the rest of his vacation and flew home.
- Bill found the trains very expensive, so he hitchhiked everywhere.

3 LISTEN AND UNDERSTAND



A. Listen to people describing travel experiences. Number four of the events from 1 to 4.

___ lost her luggage

___ got food poisoning

___ lost her credit card

___ was in a traffic accident

___ missed a flight

B. Listen again. What will each person need to do? Circle the correct answer.

1. a. get better

b. put on weight

2. a. replace credit cards

b. pay a bill

3. a. buy new things

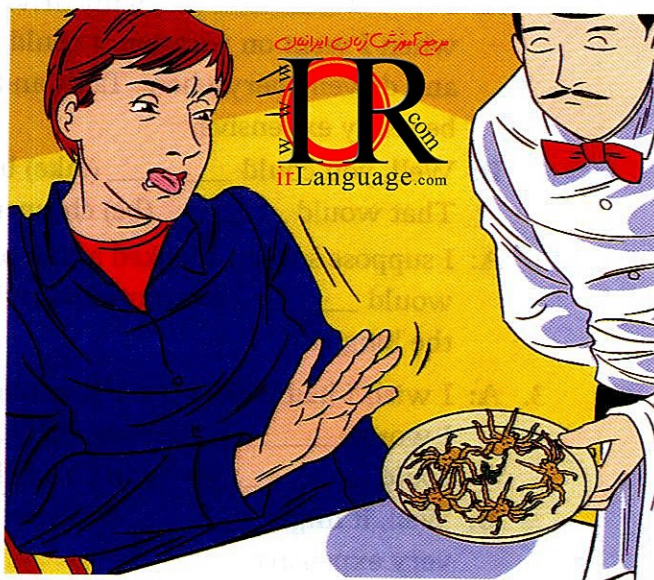
b. make a complaint

4. a. pay some more money

b. get more medical treatment

4 JOIN IN

A. Look at these problems people encountered when traveling. What would you have done if these things had happened to you? Discuss with a partner and give two suggestions for each situation.



They booked and paid for a hotel, but when they arrived at the hotel it was not what they expected.

They had a travel partner but found that he or she behaved strangely.

They found they couldn't stand the local food.

They found that other guests in the hotel stayed up late at night partying and they had trouble sleeping.

They arrived at their hotel and discovered that they had picked up the wrong luggage at the airport.

They were in a foreign country and found that they couldn't make themselves understood.

A: I think I would have asked for my money back.

B: I would have asked for a discount on the price.

LESSON 2: Learning from experiences abroad

1 LEARNING



Track 41

A. Look at the pictures below showing skills people learned from living and traveling abroad. Then listen and repeat.



1. capacity for risk-taking



2. skills in problem-solving



3. international connections



4. growth in self-confidence



5. sense of open-mindedness



6. greater self-awareness



7. greater personal independence



8. understanding of social problems



9. understanding of other cultures

B. Match the skills above to the four experiences below. Write the numbers for all the skills you think people would gain from each experience.

1. a homestay ____

3. learning a foreign language ____

2. volunteer work for underprivileged children ____

4. back-packing ____

C. Groups. Compare your answers and discuss.

A: What do you think a person learns from doing a homestay?

B: I think if you do a homestay, you'll have greater understanding of other cultures.

C: I agree. And I also think you'll gain greater self-awareness.

CONVERSATION STRATEGY: REPEATING INFORMATION AND ASKING QUESTIONS



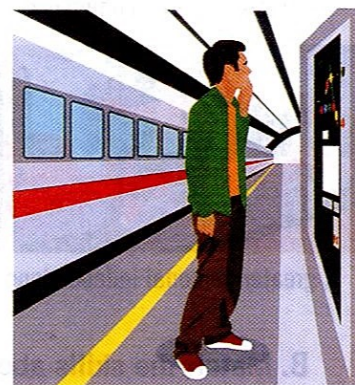
A. Pairs. Listen to the conversations. Then practice with a partner.

1. A: After living abroad, I think I'm much more open-minded than I used to be.
B: *You're more open-minded? So, do you feel you're more tolerant of all sorts of people and ideas now?*
A: Yes, definitely. And I'm more easygoing too.
2. A: One thing that affected me for the first few months was feeling homesick.
B: *Homesick? So what kind of things did you miss from home?*
A: Well, my family, of course, and my mom's cooking.

B. Notice how we sometimes repeat information, then ask more about it. Listen to the conversations again.

C. Pairs. Repeat information and ask further questions like the ones above to complete these conversations. Then practice with a partner.

1. A: I've heard it's sometimes difficult for people to live in other countries.
B: Yes. When you are in a foreign country you sometimes experience culture shock.
A: _____?
B: Yes, you feel uneasy for a while because things are often different from what you are used to.
2. A: Traveling on your own helps develop your skills in problem-solving.
B: _____?
A: Yes, you have to work out how to solve problems you haven't expected, like how to buy a train ticket when you don't know the local language.
3. A: I think I have really improved my intercultural skills after traveling in so many different countries.
B: _____?
A: Yes, I find it much easier now to talk to people from different cultural backgrounds.



D. Pairs. Practice the conversations again, using your own information.

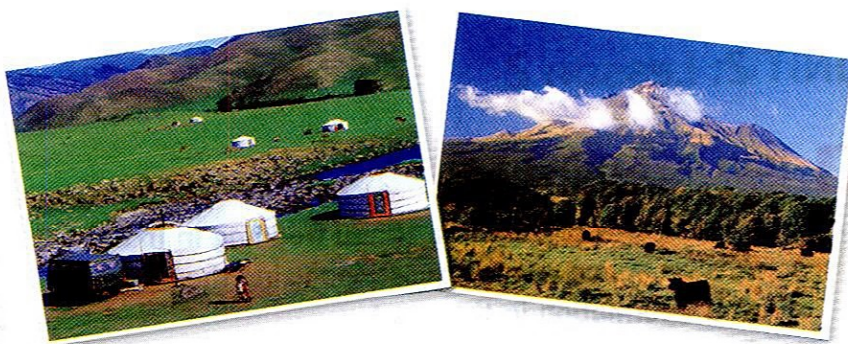
3 LISTEN AND UNDERSTAND

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A. Listen to people talking about their experiences living abroad. What did they find most difficult? Number the issues from 1 to 5.

- a. ____ language barrier
- c. ____ culture shock
- d. ____ homesickness
- b. ____ the pace of life
- e. ____ getting around


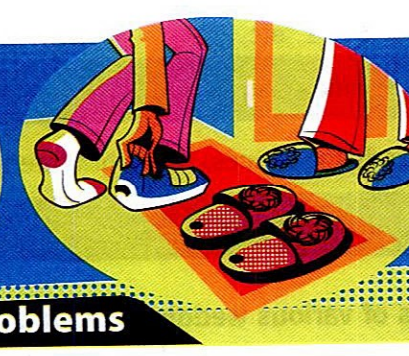



B. Listen again. Who did the following? Check (✓) the answers. More than one answer is possible.

Who ...	Martin	Yu-ting	Alex	Diane	Tom
worked as a volunteer?					
wanted to stay longer?					
came home sooner than planned?					
kept in touch online?					
developed a skill while abroad?					

4 JOIN IN

A. Look at these problems that travelers visiting your country have mentioned. Give two suggestions for each problem.

Problems

1. They want to make some local friends.
2. They don't understand some of the local customs.
3. They're running low on money.
4. They'd like to see a more traditional way of life.

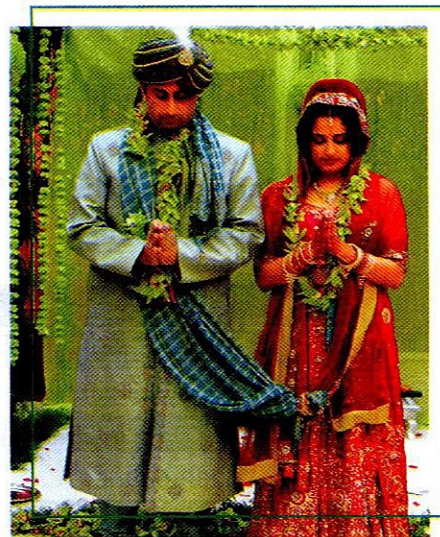
Suggestions

B. Compare suggestions. Vote for the class's best suggestions.

UNIT 2: Lesson 2

4 JOIN IN: STUDENT A

- A.** Look at this picture of a Hindu wedding in India. Answer your partner's questions using the picture and information in the chart. Then ask your partner about Japanese wedding customs, and fill in the chart.



	Hindu Wedding	Japanese wedding
Ceremony takes place	Outdoors, under a canopy	
Typical gift	Money—the amount should be a lucky number ending in 1, such as \$21, \$101, \$501, etc.	
Bride wears	Red or yellow sari	
Bride and groom exchange	Garlands (necklaces) made of flowers	
Average cost of wedding	\$30,000	

- B. Pairs.** What are your opinions of various wedding customs? Talk about it with your partner. Use expressions of uncertainty when appropriate.

an outdoor or indoor wedding ceremony? a honeymoon at home or abroad?
 a traditional or modern wedding? gifts or cash?

A: I think an indoor wedding is better. Then you don't have to worry about the weather. What do you think?

B: Well, I think it depends. If you choose the right time of year, you will usually have good weather.

UNIT 6: Lesson 1

4 JOIN IN: STUDENT B

A. Listen to your partner and use the following information to answer your partner's questions.

1. There's a copy shop in the mall.
2. You can get passport photos taken in the travel agency on Rose Street.
3. You can usually buy flowers from a stall in front of the station.

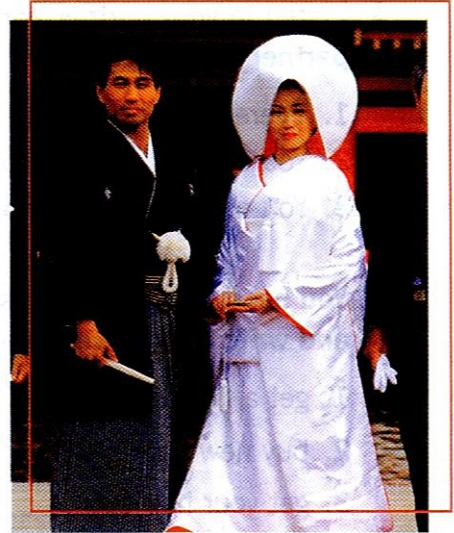
B. You need to do the things below. Ask your partner where you can do each thing, and write the answer. You may also ask follow-up questions.

1. get a flu vaccination _____
2. buy new sports shoes _____
3. get your hair cut _____

UNIT 2: Lesson 2

4 JOIN IN: STUDENT B

- A.** Ask your partner about Hindu wedding customs in India, and fill in the chart. Then look at this picture of a traditional Japanese wedding. Answer your partner's questions using the picture and information in the chart.



	Hindu Wedding	Japanese wedding
Ceremony takes place		Indoors, in a Shinto shrine
Typical gift		Money—given in a special envelope
Bride wears		Kimono or wedding dress
Bride and groom exchange		Cups of sake (rice wine)
Average cost of wedding		\$40,000

- B. Pairs.** What are your opinions of various wedding customs? Talk about it with your partner. Use expressions of uncertainty when appropriate.

an outdoor or indoor wedding ceremony?

a honeymoon at home or abroad?

a traditional or modern wedding?

gifts or cash?

A: I think an indoor wedding is better. Then you don't have to worry about the weather. What do you think?

B: Well, I think it depends. If you choose the right time of year, you will usually have good weather.

UNIT 1

USED TO AND PAST TENSE FOR REPEATED ACTIONS

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A. Review the language box.

What language <i>did you use to</i> study?	I <i>used to</i> study German. I <i>studied</i> German.
<i>Did you use to</i> read comic books?	I often <i>used to</i> , but I don't read them now.
<i>Did they use to</i> read comic books?	He sometimes <i>used to</i> . She never <i>used to</i> .
Did they <i>use to</i> travel for work?	They <i>used to</i> travel a lot, but they don't anymore.
When <i>did you get</i> your driver's license?	I <i>got</i> my driver's license when I <i>was</i> 16.
When <i>did you learn</i> how to ride a bicycle?	I <i>learned</i> to ride when I <i>was</i> 8.
We often <i>went</i> downtown and <i>saw</i> a movie.	
We <i>used to go</i> downtown and <i>see</i> a movie.	

B. Complete the conversations. Use language from Unit 1.

- A: Where did you _____ live?

B: I _____ live in Toronto, but now I live in Vancouver.
- A: How much pocket money _____ get?

B: I used to get \$14 a week.
- A: What sports _____ play?

B: I used to play _____. What about you?

A: I _____ play tennis.
- A: I _____ hate cooking, but now I love it.

B: Really? What made you change your mind?

A: I _____ a cooking class!
- A: Sting _____ play in a band called The Police.

B: Yes, but now he performs on his own.
- A: When _____ you graduate from high school?

B: I _____ two years ago.
- A: Does Karl speak Russian?

B: Yes, he does. He _____ live in Russia.

A: Is that right? How long did he live there?

B: He _____ there for five years.

UNIT 2

RELATIVE CLAUSES OF TIME

A. Review the language box.

Valentine's Day is a day <i>when</i>	people think of someone they love.
	people send valentine cards.
	you buy flowers or candies for someone special.
High school is a time <i>when</i>	students prepare for college or work.
Summer is the season <i>when</i>	many families take a vacation.
Holidays are often a time <i>when</i>	families get together to celebrate.
I remember the day <i>when</i>	I started my first job. I was very nervous.

B. Complete the conversations. Use relative clauses of time, the information below, and language from Unit 2.

I do whatever I want
people visit relatives
I get a vacation from school
I can go skiing and ice-skating
Vietnamese people celebrate the new year
people splash each other with water
they give children red envelopes with money

1. *Tet* is the day _____.
It's a time _____.
2. My birthday is my favorite day. It's the day _____.
3. In the US, Thanksgiving is in November. It's a day _____.
The traditional meal is turkey.
4. In Korea, Thanksgiving is called *Chusok*. It's also a day _____.
One traditional food is *song pyun*.
5. *Songkran* is a holiday in Thailand to celebrate the new year.
It's a time _____.
6. A: Summer is my favorite season.
B: Oh, yeah? Why is that?
A: Because it's a time _____. What's your favorite?
B: I like winter because that's _____.

UNIT 3

RELATIVE CLAUSES OF PLACE

A. Review the language box.

Where do people speak Arabic?	Jordan is a country <i>where</i> people speak Arabic. A country <i>where</i> people speak Arabic is Jordan.
Where do most Jordanians live?	Amman is the city <i>where</i> most of the people live. The city <i>where</i> most of the people live is Amman.
A capital is the city	<i>where</i> the government is located.
The National Museum is a place	<i>where</i> you can see famous works of art.
Australia is a place	<i>where</i> you can go diving.
That's the building	<i>where</i> my father works.
Greece is the country	<i>where</i> the Olympic Games began.

B. Use the cues to write questions with relative clauses; then answer the questions. Use language from Unit 3.

- [the country in Southeast Asia / people speak English, Chinese, Malay, and Tamil]
What's the country in Southeast Asia _____ ?
_____ ?
- [two countries in Europe / people speak German]
What are _____ ?
_____ ?
- [city in Asia / the Olympic Games were held in 2008]
_____ ?
_____ ?

C. Complete the conversations. Use language from Unit 3.

- A: I want to visit Dublin someday.
B: Why Dublin? What do you want to do there?
A: That's the city _____ my mother was born.
B: Oh, that's interesting.
- A: Where are you going on vacation next year?
B: I don't know. I want to go to a place _____ I can go surfing.
A: Oh, then you should go to Hawaii!

UNIT 4

IF CLAUSES—REAL CONDITIONAL

A. Review the language box.

To describe real conditions, use <i>if</i> + the present simple, and use the present simple in the result clause.	
<i>If I want to work in IT,</i>	<i>I need a good knowledge of computers.</i>
<i>If you want to work in PR,</i>	<i>you should have a background in communications.</i>
<i>If he plans to go into business,</i>	<i>he needs to know something about accounting.</i>
<i>If she wants to buy a house,</i>	<i>she needs to save money.</i>
<i>If we want to get good jobs,</i>	<i>we have to have the right skills.</i>
<i>If they want to open a restaurant,</i>	<i>they need to hire a good chef.</i>
<i>You need to have good communication skills</i>	<i>if you want to work in hospitality.</i>

B. Complete the conversations. Use language from Unit 4.

- A: I'm going to open a restaurant. What do I need to know?
B: Well, if you want to open a restaurant _____.
- A: I hope I pass the English exam.
B: If you _____, then you _____.
- A: My parents are going to buy me a car _____ I get good grades.
B: Really? That's great!
- A: What do you want to study in college?
B: Well, I want to be a teacher. What do I need to study?
A: If _____, you _____ education and child psychology.
- A: What does it take to be a good chef?
B: If _____, then you _____ to be creative.

UNIT 5

IF CLAUSES WITH *WOULD*—UNREAL CONDITIONAL

A. Review the language box.

Unreal conditionals can be used to give advice or to talk about unreal situations. Use the past tense in the <i>if</i> clause; use a modal plus the present in the result clause.	
Advice	
<i>If I were you,</i>	<i>I wouldn't wait for him.</i>
<i>If that happened to me,</i>	<i>I would tell him how angry it made me.</i>
Unreal situations	
<i>If you were late,</i>	<i>I'd wait for you.</i>
<i>If he had more money,</i>	<i>he'd buy an apartment.</i>
<i>If she studied more,</i>	<i>she'd get better grades.</i>
<i>If we had more time,</i>	<i>we'd go on vacation for two weeks.</i>
Questions	
What <i>would you do</i> if	a friend always <i>called</i> you late at night?
What <i>would you do</i> if	you <i>found</i> \$1,000?
What <i>would they do</i> if	they <i>didn't pass</i> the test?

B. Complete the conversations. Use language from Unit 5.

- A: I forgot to give my mom a phone message yesterday, and it was really important.

B: Oh, that's not good. If I _____, I _____ her right away.

A: Yes, you're right.
- A: What _____ if you _____ a classmate cheating on an exam?

B: Oh, I _____ tell the teacher.
- A: Bob always forgets where he put his car keys.

B: Well, if _____ him, I _____ keep them in the same place.
- A: What _____ if you borrowed a CD from a friend and damaged it?

B: I _____ my friend the truth and offer to buy a new one.

UNIT 6

CLAUSES WITH *ANYWHERE*, *ANYBODY*, *SOMEWHERE*, *SOMEBODY*

A. Review the language box.

<i>Anywhere</i> and <i>anybody</i> are common in questions and negative statements.		
<i>Somewhere</i> and <i>somebody</i> are not used in negative statements.		
Is there	<i>anywhere/somewhere</i>	<i>around here where</i> I can take my computer?
Sorry, I don't know	<i>anywhere</i>	you can take your computer.
		Yes, there's a repair shop in the mall.
Do you know	<i>anybody/somebody</i>	<i>who</i> can fix a bicycle?
Sorry, I don't know	<i>anybody</i>	<i>who</i> can fix a bicycle.
		Yes, there's a bike shop on Main Street.
Do you know	<i>somewhere/anywhere</i>	<i>that</i> I can buy sports magazines?
Sorry, I don't know	<i>anywhere</i>	you can buy them.
		Yes, there's a newsstand on the corner.
Is there	<i>somebody/anybody</i>	you know <i>who</i> can translate from Spanish into English?
Sorry, I don't know	<i>anybody</i>	<i>who</i> can speak Spanish.
		Yes, Teresa can translate for you.

B. Complete the conversations. Use language from Unit 6.

- A: Excuse me. Is there _____ near here that I can get a haircut?

B: Sorry, _____ near here. Tina, do you know?

A: Yes, _____ a hair salon on Spring Street.

B: Great! Thank you.
- A: Hey, Bob. Do you know _____ who can play guitar?

B: Yes. I do!
- A: Do you know _____ we can go for a nice meal?

B: Yes, _____ a nice restaurant on First Avenue.
- A: Did _____ phone while we were out?

B: No, there are no messages on the answering machine.
- A: Do you know _____ around here to hear live music?

B: Sorry, _____ around here.

UNIT 7

VERBS OF ADVICE

A. Review the language box.

<i>Should, ought to, and can't are used to give advice. Have to is also used to give advice.</i>		
Statements		
If you want to lose weight,		<i>you should go on an all-fruit diet.</i>
If he's on a diet,		<i>he really has to stick to it.</i>
If she wants to be healthy,		<i>she ought to exercise more.</i>
If they're on a no-carb diet		<i>they can't eat bread, pasta, or rice.</i>
If you want to pass the test,		<i>you have to study.</i>
Questions		
<i>Should I bring a gift?</i>		<i>Yes, you should (bring a gift).</i>
<i>Do I have to call him?</i>		<i>Yes, you do.</i> <i>No, you don't.</i>

B. Complete the conversations. Use language from Unit 7.

- A: I'm going to start eating more fruit.
B: Oh, yeah? Why is that?
A: I saw a documentary, and it said if you _____ live a long life,
you _____ eat a lot of fruit
- A: Do you want some coffee?
B: No, thanks. I'm trying to cut back. I've been drinking
about 10 cups a day.
A: Wow. That's a lot. You _____ drink too much, or
you won't be able to sleep at night.
- A: Sana wants to learn how to dance.
B: Well, maybe she _____ take some lessons.
- A: We have to buy a present for Tran.
B: What _____ we buy?
A: How about a new watch?
- A: Justin wants to play drums in a band someday.
B: Well, he really _____ practice every day.

UNIT 8

RELATIVE CLAUSES

A. Review the language box.

I like people	<i>who are funny.</i>
You enjoy being around people	<i>who are easy to get along with.</i>
She can't stand people	<i>who smoke.</i>
He doesn't like people	<i>who are overly critical.</i>
We don't mind people	<i>who are talkative.</i>
They enjoy being with people	<i>who are outgoing.</i>
People <i>who talk loudly</i>	annoy me.
Someone <i>who's never on time</i>	makes him angry.

B. Complete the conversations. Use the information below and language from Unit 8.

who gets along with people who is generous
who is a good role model who are always negative

- A: I don't like being around people _____.

B: I don't enjoy being around people like that either. I like people who are positive and look on the bright side.
- A: What qualities are important for a parent?

B: Well, I think a good parent is someone _____. If they want their kids to be tolerant, they should be tolerant also.
- A: What qualities are important for a good friend?

B: A good friend is someone _____. She doesn't have to give presents, but she gives her time to you and listens.
- A: What sort of person makes a good boss?

B: I think someone _____ would make a good boss.

A: So a boss needs to be friendly all the time?

B: No, but he needs to understand how to deal with different kinds of people.

UNIT 9

FUTURE TENSES

A. Review the language box.

<i>Will</i> is the same in all persons. The negative form is <i>won't</i> .	
with <i>will</i> :	<i>I will graduate</i> in less than six months.
	<i>She'll finish school</i> in May.
	<i>They won't go</i> to France next year.
with <i>will have</i> :	In less than six months, <i>I will have graduated</i> .
	<i>She'll have finished school</i> in June
	<i>They won't have finished school</i> in April.
with <i>will + be + -ing</i> :	<i>I will be graduating</i> in less than six months.
	<i>She'll be working</i> for a software developer.
	<i>They won't be taking</i> another English class.

B. Complete the conversations. Use language from Unit 9.

- A: You know you need to get better grades.
B: Yes, I know. _____ (*study*) more this term.
- A: Do you think Morgan _____ (*pass*) the test?
B: Oh, yes. I'm sure he will.
- A: Do you think electric cars _____ (*be*) popular in the future?
B: Yes, I think _____ (*be*) popular within 10 years.
- A: Are you going on vacation soon?
B: Yes. Next week _____ (*sunbathe*) on the beach in Hawaii!
A: That sounds great. Have fun!
- A: Twenty years from now, I think they _____ (*solve*)
the problem of global warming.
B: Twenty years from now? Do you think so? I think it _____ (*take*) longer.
- A: What do you think you _____ (*do*) five years from now?
B: Well, I hope _____ (*have*) a good career. What about you?
A: I hope I _____ (*live*) in Fiji and enjoying life!

UNIT 10

WISH + VERB—UNREAL CONDITIONAL

A. Review the language box.

Use <i>wish</i> to express a desire for something that doesn't exist now.		
<i>I wish I</i>	<i>had learned</i>	typing at school.
<i>I wish I</i>	<i>were</i>	you.
<i>You wish you</i>	<i>could</i>	type.
<i>He wishes he</i>	<i>spoke</i>	French.
<i>She wishes she</i>	<i>hadn't studied</i>	Latin.
<i>We wish we</i>	<i>lived</i>	in Hawaii.
<i>They wish they</i>	<i>had run</i>	a marathon.
<i>They wish they</i>	<i>had discovered</i>	a cure for cancer.

B. Complete the conversations. Use language from Unit 4.

- A: I wish I _____ (*buy*) this car.
 B: Really? Why don't you like it?
- A: I wish we _____ (*leave*) earlier.
 B: Why? Are we going to be late?
- A: I wish I _____ (*be*) better at math.
 B: Really? Why do you need to be good at math?
 A: I'd like to get an MBA, but you need to be good at math for that.
- A: I wish I _____ (*speak*) Chinese.
 B: Why do you want to speak Chinese?
 A: Well, there are some interesting jobs advertised, but they're looking for someone who speaks Chinese.
- A: Don't you wish you _____ (*learn*) the guitar as a kid?
 B: Maybe. Why do you want to be able to play the guitar?
 A: Well, then maybe I could play in a rock band.
- A: Sometimes he _____ he _____ (*learn*) how to swim when he was younger.
 B: He does? Why is that?
 A: So he could go swimming with his kids.

UNIT 11

GERUND PHRASES

A. Review the language box.

I	enjoy	<i>going to the movies.</i>
You	dislike	<i>watching movies.</i>
She	doesn't mind	<i>going to the movies alone.</i>
He	avoids	<i>going to the movies alone.</i>
We	can't stand	<i>going to the movies alone.</i>
You	hate	<i>waiting in line for movie tickets.</i>
They	prefer	<i>seeing movies at a theater.</i>
Verbs that take a gerund:		Verbs that take a gerund or infinitive:
<i>love, enjoy, dislike, don't mind, avoid</i>		<i>love, prefer, like, hate, can't stand</i>
I <i>love watching</i> action movies.		I <i>love to watch</i> action movies too.

B. Complete the conversations. Use language from Unit 11.

- A: I don't like _____ (*watch*) movies with lots of violence in them.
 B: Oh, I try to avoid _____ (*watch*) movies like that as well.
 That's why I never go to action movies.
 A: Yeah. I prefer _____ (*watch*) movies with a good story and real characters.
- A: Do you _____ traveling by plane or by car?
 B: I _____ traveling by plane—I'm afraid of flying!
- A: I like _____ (*get up*) early in the morning. Then I go _____ (*jog*).
 B: Really? I can't stand _____ (*wake up*) early. I prefer _____ (*sleep*) late.
- A: Do you like sports?
 B: Oh, yes. I love _____ (*bodysurf*) and _____ (*swim*). How about you?
 A: I like _____ (*swim*), but I've never tried bodysurfing.
- A: Ken just got back from vacation. He took a train trip across Canada.
 B: Really? I don't think I'd like _____ (*travel*) by train.
 A: Oh, I would.

UNIT 12

PAST UNREAL CONDITIONAL

A. Review the language box.

I	<i>should have given</i>	myself more time.
You	<i>shouldn't have checked</i>	all your bags on to the flight.
She	<i>could have stayed</i>	longer.
He	<i>might have stayed</i>	for 3 weeks.
We	<i>wouldn't have gone</i>	to the hotel.
They	<i>would have stayed</i>	for a month if they went to Europe.
If that happened to me I	<i>would have done</i>	the same thing.

B. Complete the conversations. Use language from Unit 12.

- A: I was in Hong Kong last week. I _____ (*should/call*) my cousin when I was there, but I didn't have his number. He works there.

B: You _____ (*should/phone*) his parents and asked for the number.

A: I did, but they were away.

B: That's too bad. Your cousin probably _____ (*would/show*) you around Hong Kong and he _____ (*might/take*) you to some places that tourists don't often get to see.

A: I know. Oh well, next time.
- A: How was your trip, Sally?

B: It was fantastic! I loved Sydney—I really _____ (*could/stay*) longer.
- A: I'm sorry I'm late.

B: That's OK, but you _____ (*should/call*) to let me know.

A: You're right. I'll call if it happens again.
- A: I lost my keys last night. I _____ (*might/leave*) them at your house.

B: I don't think so. I didn't see any keys this morning.
- A: I think Tim _____ (*should/be*) at the meeting. Do you know why he wasn't there?

B: No, I don't. I haven't seen him today.

Vocabulary

UNIT 1

abroad
become
credit card
driver's license
fluent
foreign language
get
graduate
high school
milestone
move out
music club
passport
paycheck
pen pal
prize
quit
smoking
university
used to
win

UNIT 2

best man
bride
bridesmaid
celebration
dozen
festival
flower girl
groom
groomsman
growth
Hawaii
health
lucky
maid of honor
ring bearer
wedding
when (*pron.*)

UNIT 3

amazing
Amazon River
ancient
Angkor Wat
boat
Brazil
Cambodia
camel
desert
dive
Egypt
experience
explore
Galapagos Islands
Great Barrier Reef
habitat
Italy
jungle
launch (*n*)
lifestyle
observe
public squares
Pyramids
ride
safari
scuba diving
stay
where (*pron.*)
wild
wildlife

UNIT 4

accountant
advertising
architect
artist
business manager
chef
child psychology
communications
fashion designer
feel (*v*)
grade school teacher
guess (*v*)
interior designer
need
psychology
public relations (PR)
scientist
suppose (*v*)

UNIT 5

appointment
borrow
can't
cancel
diary
forget
happen
late
night
plan (v)
put (v)
remember
save money
should
sleep
suggestion
take notes
Why don't you...?
would

UNIT 6

anybody
anywhere
dry clean (v)
fix
fortune
haircut (n)
have eyes checked
have photo taken
manicure
massage (n)

repair
repair shop
shorten
somebody
somewhere
translate
upgrade (v)

UNIT 7

bag
chicken salad
cut down on (v)
diet
french fries
fried noodles
fruit salad
gain (v)
hamburger
healthy
increase (v)
less (adv)
lose
more (adv)
peanuts
pizza
reduce (v)
relax
slice
sushi
tuna sandwich
weight
worry

UNIT 8

ambitious
annoy
cheerful
dependable
determined
easygoing
flexible
funny
generous
intelligent
perfectionist
quiet
sensitive
serious
talkative
tolerant
who (*pron.*)

UNIT 9

baldness
cancer
colony
cure (*n*)
definitely
discover
establish
explorer
farmland
global warming
land (*v*)

Mars
may
might
moon
pill
plane
prevent
probably
quickly
run on
times (*adv*)
water
will (*v*)
will be doing
will have done

UNIT 10

bungee jumping
dance lesson
dolphins
hopeless
hot-air balloon
invite
marathon
meet
ride (*v*)
stars
under
waterfall
weightlessness
wish (*v*)

UNIT 11

acting
action movie
cinematographer
costume designer
director
drama
extra
film editor
make-up artist
moviegoer
romantic comedy
screenwriter
special-effects designer
story
stunt person
thriller

UNIT 12

capacity
culture
custom
food poisoning
growth
homesick
independence
intercultural
international connections
luggage
miss (*a flight*)
open-mindedness
personal (*adj*)
problem-solving
risk-taking
run out of
self-awareness
self-confidence
social problem

Student CD Track List

This CD contains highlights from each unit
plus new conversations for extra practice.

Unit	Track	Content
1	1	Title and copyright
	2	Page 6, Activity B
	3	Page 6, Activity C, Practice 1
	4	Page 6, Activity C, Practice 2
2	5	Page 12, Activity B
	6	Page 12, Activity C, Practice 1
	7	Page 12, Activity C, Practice 2
3	8	Page 18, Activity B
	9	Page 18, Activity C, Practice 1
	10	Page 18, Activity C, Practice 2
4	11	Page 24, Activity B
	12	Page 24, Activity C, Practice 1
	13	Page 24, Activity C, Practice 2
5	14	Page 30, Activity B
	15	Page 30, Activity C, Practice 1
	16	Page 30, Activity C, Practice 2
6	17	Page 36, Activity B
	18	Page 36, Activity C, Practice 1
	19	Page 36, Activity C, Practice 2

Unit	Track	Content
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	34	Page 66, Activity C, Practice 2
12	35	Page 72, Activity B
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	37	Page 72, Activity C, Practice 2

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Conversation Strategies in every unit encourage students to notice a feature of spoken English before they practice it in conversation.

Conversation Strategies include how to...

- Show interest
- Use echo questions
- Give polite negative answers
- Check understanding
- Ask for clarification
- Express uncertainty

AND MANY MORE



Jack C. Richards & Kerry O'Sullivan

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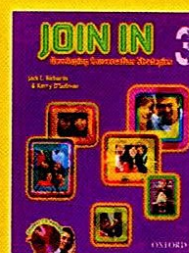
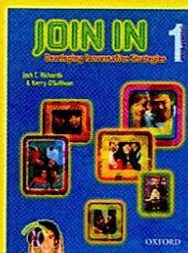
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