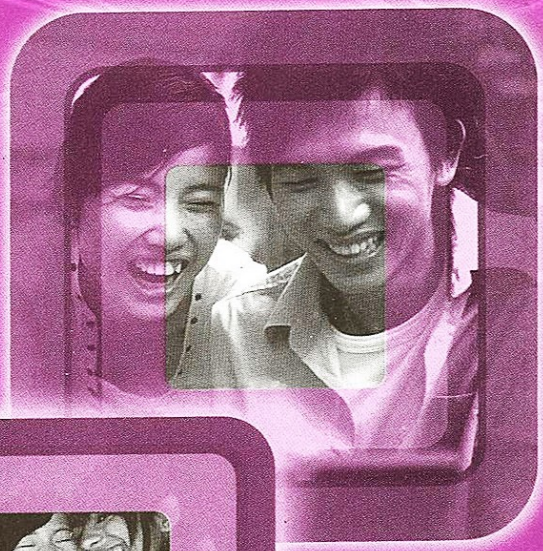
# JOIN IN 3

## Developing Conversation Strategies

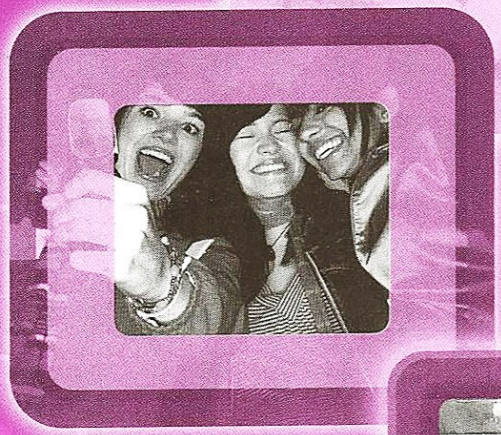
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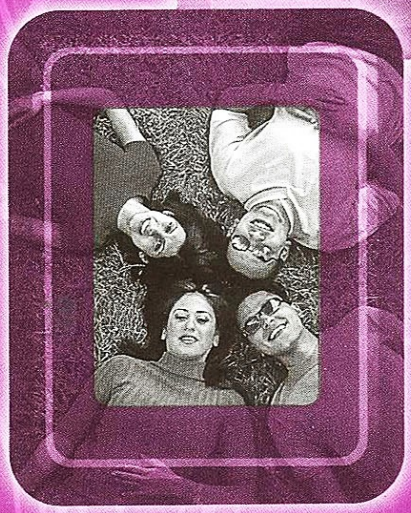
Jack C. Richards, Kerry O'Sullivan
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# JOIN IN 3

Teacher's Book

## Developing Conversation Strategies

Jack C. Richards, Kerry O'Sullivan
& Genevieve Kocienda

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# Student Book Scope and Sequence

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

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# Introduction

Welcome to *Join In*, a three-level speaking and listening series for students of American English. The goal of the series is to teach an important aspect of English: developing conversation strategies by encouraging students to notice *what* people say and also *how* they say it. Developing these conversation strategies will help learners improve their English.

## Components

*Join In* is intended for learners at the false-beginner level through intermediate level. The series is appropriate for learners who have studied some English before, but need additional practice with simple conversational language as well as improving their listening skills. Each level of *Join In* consists of the following components.

### Student Book with Student CD

The Student Book contains 12 theme-based units. Each unit consists of two lessons linked to the unit theme and with the following contents: Lesson 1: Conversation, Language Focus, Listen and Understand, and Join In; Lesson 2: Vocabulary, Conversation Strategy, Listen and Understand, and Join In. Each lesson ends with Join In—this activity is designed to give students the opportunity to practice the grammar, conversation strategy, and vocabulary of the unit in a less controlled activity.

#### *Student CD*

The Student CD contains the conversation from Activity B on the first page of each unit. In addition, it contains recordings of the substitution conversations presented in Activity C. This is designed to give students additional listening opportunities outside the classroom.

### Class Audio CDs

The *Join In* audio program includes different listening genres, such as casual conversations, telephone conversations, interviews, and leaving messages. In order to increase the level of challenge in the audio program, the length of each audio track gradually increases across the series, and the speed of the speakers increases within each level and across the series.

There are a number of different authentic accents included in the audio program. For Student Book 1, these are limited to regional American accents or non-American English-speaking accents, such as Canadian, British, and Australian. For Student Book 2 and Student Book 3, speakers with Asian and Latin American accents are also included.

The complete audio program is available on a set of two Class CDs. The Class CDs contain recordings of:

1. Conversation from Activity B on the first page of Lesson 1.
2. Language Focus—both Activity A and Activity B are recorded. Activity A presents a grammar structure for review. Activity B presents sample answers for the exercise.
3. Listen and Understand. Both listening activities are contained on the same track that's shown in the Student Book. These are recorded for both Lessons 1 and 2.
4. Vocabulary from the first page of Lesson 2.
5. Conversation Strategy—Activity A in this section is recorded to present a model for students and to allow them to notice not only what the people say, but how they say it.

### Teacher's Book

The Teacher's Book presents step-by-step instructions for each lesson including options for warm-up, review, and optional activities that allow you to adapt the lesson to your class situation. It also contains the audio scripts for the Class Audio CDs, vocabulary lists from the Student Book, answer keys to the activities, plus language and culture notes.

#### *Audio Scripts*

The audio scripts for the Class Audio CDs are provided in two formats: 1) as photocopiable pages found after the lesson plans on pages 64–78, and 2) as electronic Microsoft® Office Word files available for downloading from the Teacher's Club at www.oup.com/elt/teacher/joinin. The electronic document is a very easy and simple way for teachers to customize

audio scripts for classroom or self-study use. There is one Microsoft® Office Word document for each unit that teachers can save onto their computers. The saved audio script file can then be easily edited to produce additional listening activities, such as fill-in-the-blank and scrambled dialogues.

The photocopiable audio scripts on pages 64–78 can also be used to supplement listening activities and/or to aid students while they are listening to the audio materials.

#### *Vocabulary Lists*

The photocopiable vocabulary lists at the end of the Teacher's Book contain the key words and phrases from each unit in the Student Book. They may be given to the students to translate or define before class. These same lists appear in the Student Book, and students can be encouraged to write their translations and/or definitions in their own book instead.

### Test Pack with CDs

The separate Test Pack contains photocopiable tests for each unit in the Student Book. These tests reinforce the vocabulary, grammar, and conversation strategies that students have practiced in each unit and are designed for quick and easy administration and scoring. The answer keys and audio scripts for the tests are included in the Test Pack. The Test Pack also contains an audio CD that contains all of the listening portions of the tests.

## Approach

Learning how to use spoken English as a tool for everyday communication is a priority for many language learners. Yet communication skills in English are not easy to acquire. Despite many years of classroom instruction, many learners of English find difficulty in using spoken English effectively. This is the type of learner that *Join In* is designed to help. Before turning to how *Join In* achieves its goals, it will be useful to review briefly some of the different aspects of language use that provide the basis for effective spoken English.

### The building blocks of conversational competence

Seven different dimensions of speaking can be regarded as the building blocks of conversational ability in a foreign language. These form the primary focus of the activities in *Join In*.

#### *1. Knowing how to talk about common topics*

Conversation is usually *about* something. When we meet people we talk about such things as common interests, recent events and experiences, and likes and dislikes. Learners need to be able to understand and discuss these and other common topics, to ask and answer simple questions about them, and to understand what people say about such topics.

#### *2. Knowledge of conversational vocabulary*

Closely related to the ability to talk about common topics is knowledge of the vocabulary we typically use when talking about a topic. Words are often grouped as lexical sets, so for example, people have a ready supply of basic vocabulary related to such topics as sports, food, work, travel, friends, family, and so on.

#### *3. Use of appropriate grammar*

Being able to say what you want to say requires access to common grammar and sentence patterns. These enable a learner to put words together in the right way and to use suitable tenses and other grammatical features in conversation. While many learners have studied grammar, they may lack the ability to use the grammar they know in conversation.

#### *4. Use of conversational routines*

Conversational routines are the fixed expressions that occur in spoken language and which give it the quality of naturalness. They are expressions such as *Nice to meet you*, *I see what you mean*, *How have you been?*, and *It doesn't matter*. People know and use hundreds of expressions like these in everyday speech. When learners incorporate these fixed expressions into their conversations, they will sound more natural.

#### 5. Use of appropriate style of speaking

Sometimes we use casual language when we speak to people, and at other times we use more formal language. In some circumstances, it is appropriate to say *Hi!*, and in others *Good morning* is more appropriate. In some situations (e.g., informal settings), we can use a person's first name when we address them; in others (e.g., formal settings), we use a title (e.g., *Mr.* or *Ms.*). Knowing how and when to use language that is appropriate to the situation is an important dimension of conversation.

#### 6. Use of appropriate functional language

We use spoken language for different purposes and functions, such as making requests, giving suggestions, describing problems, inviting, asking for advice, and so on. And to express different functions, suitable language has to be used. For example, to invite a friend to do something after class, expressions such as the following can be used:

"Would you like to do something after class?"

"Do you want to do something after class?"

Knowing how to use language resources to express different functions is an important part of conversational ability.

#### 7. Use of conversation management strategies

Conversation involves a speaker and a listener, and managing the interaction between them is an important conversational skill. It involves such strategies as knowing how to begin and end a conversation, knowing how to check and clarify understanding, and showing interest in what the other person is saying.

## The methodology employed in *Join In*

Two strands underlie the methodology of *Join In*.

1) a focus on the seven building blocks of conversation described above

2) development throughout each lesson from controlled practice of individual aspects of conversation to integrated use of several skills in a speaking task

Carefully developed speaking and listening activities around high-interest topics and situations guide learners through the process of conversational interaction. This gives learners the skills they need to use English in a variety of situations outside the classroom.

## What *Join In* contains

Each level of the course contains 12 theme-based units. Each unit consists of two lessons linked to the unit theme and has the following contents:

### Lesson 1

The focus of this lesson is conversational routines, functional language, grammar, listening, and speaking.

#### Conversation

Exercise 1 contains a model conversation that serves to present expressions, functional language, and grammar. Substitution exercises that follow allow the dialogue to generate extended conversational practice.

#### Language Focus

Exercise 2 is a grammar-focused activity. One or more key grammar points drawn from the conversation in Exercise 1 are practiced in context through guided dialogues and other more open-ended activities.

#### Listen and Understand

Exercise 3 focuses on listening skills. The listening exercises focus on a variety of listening skills, including listening for key words and expressions, listening for main ideas, and listening and making inferences.

#### Join In

Exercise 4 is a speaking activity. The speaking activity that ends Lesson 1 is always a more open-ended speaking activity, based on surveys, discussions, interviews, and other kinds of activities that allow learners to use language they have learned in the lesson in a realistic and natural way.

## Lesson 2

The focus of this lesson is vocabulary, conversation strategies, listening, and speaking.

### *Vocabulary*

Exercise 1 introduces vocabulary and develops learners' knowledge and use of topic-based vocabulary.

### *Conversation Strategy*

Exercise 2 focuses on conversation management strategies. Throughout the course, a range of important conversational strategies are practiced, giving learners practice in maintaining and managing conversational interaction.

### *Listen and Understand*

Exercise 3 has the same focus as the corresponding exercise in Lesson 1 and gives additional practice in listening skills.

### *Join In*

Exercises 4 has the same focus as the corresponding exercise in Lesson 1 and gives additional practice in speaking skills.

The main activities that address the seven essential building blocks of conversation can be seen in the chart below:

| | Lesson 1 | | | | Lesson 2 | | | |
|---|---|---|---|---|---|---|---|---|
| | Ex 1 | Ex 2 | Ex 3 | Ex 4 | Ex 1 | Ex 2 | Ex 3 | Ex 4 |
| Common topics | X | | | | X | | | |
| Conversational vocabulary | X | | | | X | | | |
| Appropriate grammar | | X | X | X | | | | |
| Conversational routines | X | | | | | X | | |
| Styles of speaking | X | | | | | X | | |
| Functional language | X | | | | | X | | |
| Management strategies | | | | | | X | X | X |

### *Review*

There is a one-page review for each unit at the back of the Student Book (pp. 81–92). The review allows learners to review the language focus and conversation strategy of the unit. Photocopiable answer keys can be found on pages 00–00 of the Teacher's Book.

# unit 0 Before You Start

**Classroom Language:** Useful expressions, What does ... mean?, How do you pronounce this word?, etc.
**Spelling:** Review the alphabet, spelling names
**Months, Days, and Dates:** Review the days of the week and months, ordinal numbers, review telling time

*Student Book page 2*

## Purpose

This unit is intended to serve as a presentation and review of useful language that students can use at any time while studying with *Join In 3*. The classroom language, spelling, months, days, and dates can be practiced in class as needed. Alternatively, ask students to review the material for homework.

## Warm Up

1. Elicit English words and phrases that students already know. Ask volunteers what they usually say when they don't understand what's been said.
2. Elicit expressions such as *What does this mean?* and *I don't understand*. Write the expressions on the board. Encourage students to say other useful expressions they already know and write them on the board.

## 1. CLASSROOM LANGUAGE

### Activity A

1. Focus students' attention on the expressions at the top of the page. Have volunteers read them aloud.
2. Tell students that they will write the expressions in the conversations that follow in order to complete the dialogues. Have volunteers read the existing lines aloud.
3. Have students work individually to choose the best expressions to complete the conversations. Alternatively, put students in pairs and have them work together to complete the conversations. Give students time to do the activity.

### Activity B

Class CD1, Track 2

1. Explain to students that they will listen to the conversations and check their answers.
2. Play CD1 Track 2. Have students listen and check their answers. Play the recording again, if necessary.

#### *Language Note*

Explain that it's polite and very common to say *I'm sorry* before you ask someone to repeat what they've just said and that is not an apology.

3. Go over answers as a class.

**Answers**

**1.** A: How do you pronounce this word?
**2.** A: What does *"celebrate"* mean?
**3.** A: What's an architect?
A: How do you spell that?
**4.** A: What's this called in English?
A: I'm sorry. Could you repeat that?

#### *Language Note*

Explain that carbohydrate is an essential nutrient found in food. Explain also that a diploma is an official document one receives when one graduates from an educational institution such as high school, college/university, or graduate school.

### Activity C

1. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
2. Ask several pairs to demonstrate their conversations for the class.

### Optional Activity: You Try It

1. Make statements and ask volunteers to say the question, e.g., *It's a book* to elicit *What's this/that?* Or spell an item in the classroom, e.g., *D-e-s-k* to elicit *How do you spell "desk"?*
2. Elicit expressions such as *What's this?* and *What's that?* Write the expressions on the board. Encourage students to say other useful expressions they already know and write them on the board.

*Student Book page 3*

## 2. SPELLING

### Activity A

1. Focus students' attention on the alphabet.
2. If appropriate, read the alphabet aloud and have students repeat. Alternatively, have students read it aloud around the class.
3. Optional: If students have difficulty pronouncing particular sounds, practice them in pairs, e.g., *p–b*, *s–z*, *l–r*, etc.

### Activity B

**Class CD1, Track 3**

1. Focus students' attention on the paper with the partial first name and partial last name on it.
2. Explain that students will listen and fill in the blanks with the missing letters.
3. Play CD1 Track 3. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

**Answers**

1. First name: B-O-B-B-Y
   Last name: L-E-E
2. First name: T-I-N-A
   Last name: B-R-O-W-N

#### *Culture Note*

Explain that *Bobby* is a common English name—it's often short for *Robert*. Explain that names can have a variety of short forms. Other short forms of Robert are *Bob*, *Rob*, and *Robby*, for example.

### Activity C

1. Explain that students will ask each other how to spell their first and last names.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they take turns asking the question and spelling their names.
3. Have several pairs spell their partners' names for the class.

### Optional Activity: Spelling Quiz

1. Explain that students will create a spelling quiz for a classmate. Give students time to write five items in the classroom.
2. Demonstrate the activity with a student. Ask a volunteer how to spell an item in the classroom. The volunteer should spell the word. Write the model dialogue on the board:

   T: *Excuse me. How do you spell "whiteboard"?*
   S1: *W-h-i-t-e-b-o-a-r-d.*
   T: *Thank you.*
   S1: *You're welcome.*
3. Pair Work. Put students in pairs and have them quiz their partners. Give students time to do the activity.
4. Ask volunteers to spell some of their words and write them on the board.

*Student Book page 4*

## 3. MONTHS, DAYS, AND DATES

### Activity A

1. Focus students' attention on the list of days of the week and months.
2. If appropriate, read the days of the week and months aloud and have students repeat. Alternatively, have students read them aloud around the class.

### Activity B

**Class CD1, Track 4**

1. Focus students' attention on the chart with the ordinal numbers.
2. Explain that ordinal numbers are often used for dates. Explain the abbreviations of numeral plus *-st*, *-nd*, *-rd*, and *-th*.
3. Play CD1 Track 4. Have students listen to the days of the week. Play the recording again and have students repeat.

#### *Culture Note*

Explain that in the U.S., although dates are said using the ordinal, e.g., June 3rd, they're written without it, i.e., June 3. In the U.K., however, it's common to write the date using the ordinal, e.g., 3rd June.

### Activity C

**Class CD1, Track 5**

1. Focus students' attention on the chart.
2. Explain that students will listen and write the date they hear in the chart.
3. Play CD1 Track 5. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

**Answers**

1. April 1
2. June 7
3. August 23
4. November 10

## Optional Activity: Total Recall

See if students can recall the answers to these questions.

1. What date did the speaker ask Tran about? *His birthday.*
2. What else is special about April 1? *It's April Fools' Day.*
3. Where is the meeting in June? *In the U.K.*
4. What happens on November 10? *It's the first day of class.*

### *Culture Note*

April first, also known as April Fools' Day, is not an official holiday, but it's celebrated in many countries. Although the origin of April Fools' Day is obscure, it's celebrated the same way in many countries—by playing practical jokes or hoaxes on people. Virgo is a sign of the Zodiac in western astrology. The dates of this sign are August 23–September 22.

## Activity D

1. Explain that students will ask each other the questions that follow. Read the questions aloud.
2. Pair Work. Put students in pairs and have them do the activity. Make sure they take turns asking and answering the questions.
3. Have several pairs share their answers with the class.

*Student Book page 5*

# 4. TELLING TIME

## Activity A

**Class CD1, Track 6**

1. Focus students' attention on the clocks and captions.
2. Play CD1 Track 6. Have students listen to the times and read the captions. Play the recording again and have students repeat.

### *Language Note*

Remind students that time can be expressed in different ways in English, e.g., *eight fifteen* and *a quarter after eight* mean the same thing.

## Activity C

**Class CD1, Track 7**

1. Focus students' attention on the flight numbers. Explain that students will listen to announcements of flight arrival times and write the correct time next to each flight.
2. Play CD1 Track 7. Have students listen and do the activity.
3. Go over answers as a class.

**Answers**

1. 3:30
2. 2:05
3. 7:15
4. 9:50

## Activity C

1. Focus students' attention on the questions. Explain that they will work in pairs to ask and answer the questions. Read the questions aloud.
2. Pair Work. Put students in pairs and give them time to do the activity.
3. Go over answers as a class.

**Answers**

Answers will vary.

# unit 1 The Ways We Change

**Language Focus:** *Used to* and past tense
**Vocabulary:** milestones, get a driver's license, graduate, etc.
**Conversation Strategy:** Using echo questions

## LESSON 1: School memories

***Student Book page 6***

### Warm Up

Quickly practice some simple greetings with several students. Use informal phrases and sentences such as: *Hi! What's up? Nothing much. How about you? I'm good, thanks.*

## 1. IT'S BEEN A LONG TIME

### Activity A

1. Focus students' attention on the pictures. Read the questions aloud.
2. Pair Work. Put students in pairs and have them take turns answering the questions about each picture. Write any unfamiliar words on the board, such as: *chalkboard, balloons*. (If students ask, the words on the chalkboard are in German.)
3. Have volunteers describe the pictures to the class.

### Activity B

**Class CD1, Track 8**

1. Explain to students that they will listen to two people who haven't seen each other in a long time.
2. Play CD1 Track 8. Play the recording again, if necessary.

#### *Language Note*

Remind students that using the tag question *isn't it?* is a common way to ask a question when the speaker is almost certain of the answer. Explain that: *How are things with you?* is another informal way to say *How are you? Gosh* is an informal word that expresses surprise; *catch a movie* means to go and see a movie in a theater.

#### *Culture Note*

Explain that it is common to tell someone that they look good, particularly if you haven't seen them for awhile. However, talking about details of someone's appearance can be rude.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

### Activity D

1. Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write the conversation on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

***Student Book page 7***

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

### Activity A

**Class CD1, Track 9**

1. Have students look at the language box. Give them time to read the examples.

2. Play CD1 Track 9. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### *Language Note*

Explain that *used to* often implies that the action happened in the past and no longer happens in the present. Remind students that *use to* is in the question and *used to* is in an affirmative response.

## Activity B

**Class CD1, Track 10**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Explain that students will fill in the blanks with *used to* or the past tense. Give students time to read the sentences and complete the activity.

### *Language Note*

Explain that *kid* is an informal word for *child*. *Nickname* can be a shortened form of your given name (e.g., *Patrick* becomes *Pat*), or sometimes it is a name that reflects something about the person's appearance or personality (e.g., a person with red hair is called *Red*). Sometimes a nickname is just a made-up name (e.g., *Skip*).

3. Play CD1 Track 10 for students to check their answers. Play the recording again, if necessary.
4. Go over answers as a class. Note: the answers below are those recorded on the Class CD, in some cases, other answers are possible.

| Answers | |
|---|---|
| **1.** A: did<br>B: used to | **4.** B: used to<br>**5.** B: used to / had |
| **2.** A: Did<br>B: used to | **6.** A: Did<br>**7.** A: Did / use to |
| **3.** A: did you use to | **8.** B: used to |

5. Pair Work. Put students in pairs. Have them practice the sentences as a dialogue. Make sure they change roles.

## Activity C

6. Tell students they will practice asking the questions in Activity B again, but this time they will answer using their own information. Focus students' attention on the words in the Try these box. Tell them to work with a partner and substitute those words into the conversation, if appropriate.
7. If time allows, brainstorm other words and phrases to substitute into the dialogue and write them on the board. For example, sports (*soccer, volleyball, tennis*), hobbies (*play video games, play board games, surf the Internet*), collections (*trading cards, caps, comic books*), etc. Have pairs practice the conversation with the new words.

***Student Book page 8***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD1, Track 11**

1. Focus students' attention on the chart. Give them time to read the phrases. Explain that they will listen to Anna and Peter talk about things they did as children and then put a check in the correct boxes.
2. Play CD1 Track 11. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *cute* is an adjective often used to describe children. Explain that phrases such as *this one...* and *here's one...* signal that they are looking at a new photo.

| Answers | | |
|---|---|---|
| | Anna | Peter |
| **1.** liked to roller skate | ✔ | ✔ |
| **2.** liked school | no | ✔ |
| **3.** had a scooter | no | no |
| **4.** had a pet | ✔ | ✔ |
| **5.** learned a musical instrument | ✔ | no |

## Activity B

1. Explain that students will listen to Anna and Peter again. This time they will listen for how many photos they looked at and check the correct number.
2. Play CD1 Track 11. Have students check the number of photos they looked at. Play the recording again, if necessary.
3. Go over answer as a class.

| Answer |
|---|
| **c.** 6 |

### Optional Activity: Total Recall

See if students can recall the following information.

1. How old was Anna in the first photo? *About nine years old.*
2. Where did Peter go roller-skating? *In the mall.*
3. What pets did Anna have? *A snake and a rabbit.*
4. What pets did Peter have? *A rabbit and a dog.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Give them time to read the phrases. Have volunteers match the phrases with a picture (not all phrases have a matching picture).
2. Explain that students will ask their classmates what things they used to do when they were young. Explain that if the student used to do the activity, they should ask for more information. Brainstorm follow-up questions as a class such as: *Where was your pen pal from? Who was your favorite comic book character? What was your hobby?* etc. Write them on the board for students' reference.
3. Give students time to answer the questions for themselves.
4. Model the activity with a volunteer using the sample dialogue.
5. Have students stand up and do the activity. Set a time limit, for example ten minutes, and make sure students ask as many classmates as possible. Circulate and help.

### Activity B

1. Explain that students will share what they learned with the class. Read the speech bubble aloud.
2. Class Work. Have students tell three interesting things they learned about their classmates.

# LESSON 2: Personal changes

***Student Book page 9***

## 1. MILESTONES

### Activity A

**Class CD1, Track 12**

1. Explain that a milestone is an important event in someone's life. Have students look at the pictures and captions. Play CD1 Track 12. Have students listen and repeat. Play the recording again and have students repeat.
2. Give students time to think of their answers for each event.

#### *Language Note*

Explain that to *become fluent* is to have the ability to speak a language well; *travel abroad* is to travel to another country.

#### *Culture Note*

Explain that in most states in the U.S., you can get a driver's license at age 16. Most students graduate from high school at age 18 and from university at age 22. Many students in the U.S. get a part-time job after school to earn their own paychecks.

3. Group Work. Put students in small groups and have them compare their answers.
4. Have students report on a group member's answers to the class.

### Activity B

1. Explain that students will discuss how each event affected them. Model the sample dialogue with a volunteer.
2. Group Work. Put students in small groups and have them discuss the question.
3. Have students report on a group member's answers to the class.

### Activity C

1. Explain that students will discuss milestones of people at different stages of their lives. Focus attention on the chart and read the examples aloud.
2. Group Work. Put students in small groups and have them discuss the question.
3. Have volunteers report on their group's discussion to the class.

***Student Book page 10***

## 2. CONVERSATION STRATEGY: SHOWING SURPRISE WITH ECHO QUESTIONS

### Activity A

**Class CD1, Track 13**

1. Explain to students that they will listen to two short conversations that include echo questions. Explain that an echo question is a question that takes a speaker's statement and puts it in question form. It is used to show surprise.

2. On the board, write:

   *I'm fluent in five languages.*

   *Five languages? Wow!*

   Point out how the question takes the important information from the statement and turns it into a question.

3. Play CD1 Track 13. Play the recording again, if necessary.

### *Language Note*

Explain that if something is *disgusting* you feel a strong dislike or disapproval of it.

### *Culture Note*

Explain that smoking has become very unpopular in the U.S. and it is now illegal to smoke in many public areas.

2. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
3. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how echo questions are used to show surprise.
2. Play CD1 Track 13. Ask students to identify the echo questions (*Since you were five?/You quit smoking?*).

## Activity C

1. Explain that students will practice making their own echo questions using the dialogues. Demonstrate the activity by doing the first one as a class. Ask students what information in the statement should be used in the echo question.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their dialogues for the class.

**Sample Answers**

1. For the first time? / Last summer?
2. Eighteen?
3. You lived in Russia?

## Activity D

1. Explain that students will practice conversations with echo questions. Review the vocabulary from Exercise 1. Demonstrate the activity by having a short conversation with a volunteer.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use echo questions.
3. Have several pairs say their dialogues for the class.

***Student Book page 11***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD1, Track 14**

1. Focus students' attention on the milestones. Explain that they will listen to people talking about personal milestones and then number the milestones in the order they hear them.
2. Play CD1 Track 14. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *I bet* is an informal way to show agreement and doesn't refer to gambling; a *used car* is one that was previously owned by another person.

**Answers**

1. d. first car
2. a. first day at work
3. c. first time living away from home
4. e. first time on a plane
5. f. first passport

### *Culture Note*

Explain that parents in the U.S. often give large presents when a child graduates from high school or university. A car is a fairly common gift because people need to have their own transportation in order to travel to work.

## Activity B

1. Focus students' attention on the chart. Explain that students will listen again and put a check next to the name of the person who did each thing.
2. Play CD1 Track 14 and have students do the activity. Play the recording again, if necessary.

3. Go over answers as a class.

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

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Explain that they will think about their own milestones. Explain that *significant* means *important*.
2. Give students time to think about their milestones and write details about them. Brainstorm possible milestones as a class, if necessary.

### Activity B

1. Explain that students will discuss their milestones with classmates.
2. Model the sample conversation with a volunteer.
3. Group Work. Put students in small groups and have them discuss their milestones. Make sure they ask each other follow-up questions.
4. Have students report on a group member's milestones to the class.
5. If time allows, do Activities A and B again. This time have students use their imaginations to think of funny or unusual milestones and discuss them with their group. Have each group choose the funniest or most interesting milestones and report them to the class.

# unit 2 Special Days

**Language Focus:** Relative clauses of time
**Vocabulary:** holiday, ancestors, celebration, engagement, ceremony, wedding party
**Conversation Strategy:** Expressing uncertainty

## LESSON 1: Celebrations

*Student Book page 12*

### Warm Up

Review talking about personal milestones and using echo questions. Ask several students: *What is one important thing that happened to you in the last five years?* Follow up with an echo question. Then have students turn to each other and have a similar conversation. Make sure they use echo questions.

### 1. CELEBRATING A SPECIAL DAY

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see. Write unfamiliar words on the board such as *heart-shaped box, Valentine's card, bouquet.*
2. Pair Work. Read the questions aloud. Put students in pairs and have them take turns telling what they know about Valentine's Day in the U.S. Have them tell each other if, and how, Valentine's Day is celebrated in their country.
3. Have volunteers tell the class about their discussion.

***Culture Note***

The exchange of cards became popular in the 19th century in Great Britain and the U.S. The U.S. Greeting Card Association estimates that about one billion Valentines are sent each year worldwide. They also estimate that women buy 85% of all Valentines.

#### Activity B

Class CD1, Track 15

1. Explain to students that they will listen to two friends talk about Valentine's Day.
2. Play CD1 Track 15. Play the recording again, if necessary.

***Language Note***

Remind students that intonation is very important. For example, *Oh, yeah* can be used in casual conversation to express interest, surprise, or anger, depending on the tone and facial expression the speaker uses.

***Culture Note***

For the last few years, Americans have spent an average of $100 on a Valentine's Day present. Flowers and chocolate are the most popular gifts.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

#### Activity D

1. Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write the conversation on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

*Student Book page 13*

## 2. LANGUAGE FOCUS: RELATIVE CLAUSES OF TIME

### Activity A

**Class CD1, Track 16**

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 16. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

#### *Language Note*

Remind students that a relative clause immediately follows the noun it modifies.

### Activity B

**Class CD1, Track 17**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the clauses. Go over any unfamiliar vocabulary such as: *growth, died, midnight*.
3. Explain that students will fill in the blanks with relative clauses beginning with *when*. Give students time to read the sentences and complete the activity.

#### *Culture Note*

On the Day of the Dead, Mexicans and Mexican-Americans build private altars and put the favorite food and beverages of their ancestors on it. The sugar skulls pictured are associated with the Day of the Dead. On Children's Day in Japan, families put carp-shaped kites on poles. Each kite represents a son of the family.

4. Play CD1 Track 17 for students to check their answers. Play the recording again, if necessary.

**Answers**

1. B: It's a time when people remember their relatives who have died.
2. People used to give gift boxes to the poor, but now it's a day when people go to the stores for after-Christmas sales.
3. It's a day when families celebrate the health and growth of their children.
4. It's a night when people stay up until midnight and have parties.
5. [sample answer] It's April 10th. It's a day when I do whatever I want!

5. Pair Work. Put students in pairs or small groups. Have them practice the sentences as a dialogue. Make sure they change roles.
6. Have pairs demonstrate the dialogues to the class and check answers.

### Activity C

1. Focus students' attention on the holidays. Give them time to think about if, and how, each holiday is celebrated in their country.
2. Group Work. Put students in small groups and have them discuss the questions. Make sure they use relative clauses.
3. Have students report on their group's discussion.

#### *Culture Note*

In the U.S.: May 6 is National Teacher's Day. Students give small gifts to their teachers. Mother's Day is the second Sunday in May. It is the most popular day for dining in restaurants. Many children give handmade gifts, and husbands give flowers, candy, or jewelry. Flag Day is June 14. Many towns have a parade. Independence Day is July 4. People have picnics and watch fireworks. International Women's Day is March 8. It is not an official holiday in the U.S.

### Optional Activity: Make Your Own Holiday

Put students in pairs or small groups and have them think of a new holiday that they would like to celebrate. Tell them to make a list of special foods, clothing, and ways to celebrate. Then have pairs or groups take turns asking each other about their holidays.

*Student Book page 14*

## 3. LISTEN AND UNDERSTAND

### Activity A

**Class CD1, Track 18**

1. Focus students' attention on the photos. Give them time to read the phrases. Explain that they will listen to Jack and Koichi talk about the Tet Festival in Vietnam and then put a check next to the correct items.
2. Play CD1 Track 18. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### *Language Note*

Explain that *dish* can mean the flat object that food is eaten off of, but it can also mean a special kind of

prepared food. *Chat* means to talk in a casual way about subjects that are not controversial.

**Answers**

Checked items are:
a. b. c. d. e.

### Activity B

1. Explain that students will listen to Jack and Koichi again. This time they will listen for more details and decide if the statements are true or false. Have them read the statements.
2. Play CD1 Track 18. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

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

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Give them time to read the events and think about three things that they typically do to celebrate these vacations.
2. Have students fill in the chart. Brainstorm different types of things that can happen such as special clothing, special food, who takes part in the event, where the event occurs, when it occurs, etc. Write the categories on the board for students' reference. If time allows, ask them to write as many details as possible.
3. Circulate and help, as needed.

### Activity B

1. Explain that students will discuss their charts with their classmates.
2. Read the speech bubble aloud. Model the activity with a volunteer to provide an example dialogue.
3. Brainstorm follow-up questions as a class. For example: *How many friends do you usually invite to your party? Does your family celebrate differently than other families? Do you enjoy (New Year's) celebrations? Was this celebration different when you were a child?*
4. Group Work. Have students compare the answers in their charts. Make sure they use relative clauses of time.
5. Have students report on their group's discussion.
6. If time allows, have students discuss one or two other holidays/events such as: the birth of a baby, a special birthday year, first day of school, Thanksgiving, etc. Repeat steps 4 and 5.

# LESSON 2: Special events

***Student Book page 15***

## 1. A WEDDING

### Activity A

**Class CD1, Track 19**

1. Have students look at the picture and list of people. Play CD1 Track 19. Have students listen and repeat. Play the recording again and have students repeat.
2. Give students time to match the people with the picture.

#### *Language Note*

Explain that *bearer* is a formal word for someone who brings something with them.

#### *Culture Note*

Students might confuse *wedding party* and *reception*. Explain that in the U.S. the *wedding party* is the group of people who take an active part in the wedding ceremony. In this case, *party* refers to a group of people. The *reception* is the party that happens after the wedding ceremony.

Explain that a *maid of honor* is unmarried; a *matron of honor* is married.

3. Group Work. Put students in small groups and have them compare their answers.

### Activity B

1. Explain that students will talk about people in a wedding party. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs and have them take turns asking and answering questions about the people in the wedding party.
3. Have students report their answers to the class.

**Answers**

**1.** the woman wearing the white dress
**2.** the man about to be married
**3.** the bride's main wedding attendant
**4.** the main groomsman
**5.** female friends of the bride
**6.** male friends of the groom
**7.** the person carrying the wedding ring
**8.** a young girl carrying flowers

### Activity C

1. Explain that students will discuss wedding traditions in their country. Focus attention on the speech bubble and read the example aloud.
2. Pair Work. Put students in pairs and have them discuss the questions.
3. Have volunteers report on their discussion to the class.

### Optional Activity: Have You Been to a Wedding?

Put students in small groups and have them tell each other about a wedding they went to. It could be about a particularly good wedding, bad wedding, or funny wedding. Tell them to use the vocabulary from Exercise A when telling their story. Then have each group decide which story is the best and retell it to the rest of the class.

*Student Book page 16*

## 2. CONVERSATION STRATEGY: EXPRESSING UNCERTAINTY

### Activity A

Class CD1, Track 20

1. Explain to students that they will listen to two short conversations where the second speaker expresses uncertainty. Explain that it is appropriate to express uncertainty when you don't know exactly how you feel about something or when you want to avoid disagreement with the other speaker.
2. On the board, write:

   *I'm not so sure.*

   *Hmmm. Maybe.*

   Read them aloud and demonstrate the correct intonation, facial expression, and body language. Explain that when expressing uncertainty these things are just as important as the words. The wrong intonation makes the words sound confusing.
3. Play CD1 Track 20. Play the recording again, if necessary.

#### *Language Note*

Explain that an *engagement* is the period of time from when a couple officially announces that they will get married to the time they get married. An *arranged marriage* is when two families decide that their children will marry.

#### *Culture Note*

Explain that in the U.S. it is not unusual for couples to be engaged for one, two, or even three years. This is especially true if they are planning a big wedding. Arranged marriages are not popular in the U.S., although meeting people through computer dating services is more and more popular.

4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how the speaker expresses uncertainty.
2. Play CD1 Track 20. Ask students to identify the expressions of uncertainty. (*Well, it depends./Not necessarily.*)
3. Focus students' attention on the expressions. Read them aloud.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles and use proper intonation and facial expressions. If time allows, have them practice the conversations again and substitute the other expressions into the dialogue.

### Activity C

1. Explain that students will practice expressing uncertainty and giving a different opinion using the dialogues. Demonstrate the activity by doing the first one as a class. Ask students what expression they could use. Ask several students for a different opinion to use in the dialogue.
2. Give students time to think of different opinions for each dialogue.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have several pairs say their dialogues for the class.

**Sample Answers**

1. I don't know. I think it's nice to have a special day you'll always remember.
2. Well, it depends. As long as people love each other, that's the most important thing.
3. Maybe. But it also makes it very interesting.
4. I'm not sure about that. It depends on what the couple really needs.
5. Do you think so? I think people should wear what makes them feel comfortable.

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### Activity D

1. Explain that students will practice conversations with expressions of uncertainty and opinions. Review the vocabulary from Exercise 1. Demonstrate the activity by modeling the sample conversation with a volunteer.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use expressions of uncertainty.
3. Have several pairs say their dialogues for the class.

*Student Book page 17*

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 21

1. Focus students' attention on the pictures. Have students describe what they see.
2. Explain that they will listen to people talking about unusual weddings and then number five of the pictures in the order they hear about them.
3. Play CD1 Track 21. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class. Note: the picture of a wedding on a beach is not numbered.

#### *Language Note*

Explain that *Oh, gosh* is used to express surprise. *Don't tell me* is used to begin a statement in which the speaker can't believe the information. It is sarcastic. *Folks* is an informal word for people. *For real* means true. *Cool* is another informal way to say *Wow* or *Great*.

**Answers**

x 4 2
1 5 3

### Activity B

1. Focus students' attention on the questions. Explain that students will listen again and circle the correct answer.
2. Play CD1 Track 21 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

**1.** b, b
**2.** a, b
**3.** b, b
**4.** a, b
**5.** a, b

## 4. JOIN IN

### Activity A

1. Divide the class in half. Tell one group that they will be Student A and the other group that they will be Student B. Put students in pairs of Student A and Student B. Tell Student A to look at page 78 and Student B to look at page 80.
2. Focus students' attention on the charts and the pictures. Explain that they will take turns asking and answering questions about the information in their charts and filling in the missing information.
3. Pair Work. Put students in pairs and have them do the activity. Circulate and help, as needed.

### Activity B

1. Explain that students will discuss their opinions about wedding customs. Focus students' attention on the different items and read them aloud.
2. Model the sample conversation with a volunteer.
3. Pair Work. Put students in small groups and have them discuss their opinions. Make sure they use expressions of uncertainty.
4. Have students report on their partner's opinions to the class.

### Optional Activity

If time allows, put students with similar opinions together in groups and have them debate. Give each group time to list their opinions. Then have them state their opinions about one of the customs to the other group. The other group then uses expressions of uncertainty and says their different opinions. Continue with the other customs, with each group taking turns presenting their opinions and then giving their different opinions. Make sure each member of the group has a chance to make a statement.

# unit 3 Destinations

مرجع زبان ایرانیان

**Language Focus:** Relative clauses of place
**Vocabulary:** desert, beach, island, river, wild animals, Pyramids
**Conversation Strategy:** Double questions

## LESSON 1: Places to see

*Student Book page 18*

### Warm Up

Review talking about special days using relative clauses with *when*. Call out various holidays that were talked about in Unit 2. Have several students describe the holiday. For example, T: *Valentine's Day* S: *It's a day when people give flowers to someone they love*. Then have students turn to each other and have a brief discussion about their favorite holiday and how they celebrate it.

### 1. WHAT AN AMAZING PLACE!

#### Activity A

1. Focus students' attention on the photos. Have volunteers describe what they see without revealing the place. Write unfamiliar words on the board such as *palm tree*.
2. Pair Work. Read the question aloud. Put students in pairs and have them take turns telling each other which places they'd like to visit and why. (From left to right, pictures are of: Miami, Petra, Dubai, Amman.)
3. Have volunteers tell the class about their discussion.

#### *Culture Note*

Dubai has the Bur Al Arab, the world's tallest and most expensive hotel. It also has the largest man-made harbor in the world. Popular tourist activities are going to the beaches, shopping, nightlife, and camel races. Miami, Florida is known for its nightlife, beaches, restaurants, boating, and shopping. Amman is the capital of Jordan. Tourists shop at the old Souk (traditional market) and tour the old downtown and mosques. Petra is a UNESCO World Heritage Site. It's in Jordan and is a fantastic archeological site of an ancient desert city.

#### Activity B

Class CD1, Track 22

1. Explain to students that they will listen to two friends talk about traveling to Jordan.
2. Play CD1 Track 22. Play the recording again, if necessary.

#### *Language Note*

Explain that *carved* means *cut*, as with a knife. The buildings of Petra are actually cut into the sides of the mountains.

#### *Culture Note*

In 2007, France was the world's most popular tourist destination, with 79.1 million visitors.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

#### Optional Activity: You Try It

Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write the conversation on the board for students to refer to, if necessary.

*Student Book page 19*

## 2. LANGUAGE FOCUS: RELATIVE CLAUSES OF PLACE

### Activity A

**Class CD1, Track 23**

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 23. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

#### *Language Note*

Remind students that a relative clause immediately follows the noun it modifies. Relative clauses that begin with *where* always describe a place.

### Activity B

**Class CD1, Track 24**

1. Focus students' attention on the pictures. Have them describe what they see. (From top to bottom: Petronas Towers, Kuala Lumpur; Eiffel Tower, Paris; person skiing; Opera House, Sydney.)
2. Focus students' attention on the cues and read them aloud. Then demonstrate how the cues in number 1 are used to make a question.
3. Explain that students will use the rest of the cues to write questions with relative clauses beginning with *where*. Give students time to write the questions.
4. Play Class CD1 Track 24 for students to check their answers. Play the recording again, if necessary.
5. Go over questions as a class.
6. Pair Work. Put students in pairs. Have them take turns asking and answering the questions.
7. Have pairs demonstrate the questions and answers to the class and check answers.

**Answers**

1. What are two countries where people speak French?
2. What are three countries where people speak Spanish?
3. What is the city in Asia where you can visit the Petronas Towers?
4. What is the city in Europe where you can visit the Eiffel Tower?
5. What are three countries in Asia where you can ski?
6. What is the city in Australia where you can see the Opera House?

### Optional Activity: Trivia Quiz

See if students know the answers to the questions in Activity B. Some possible answers are:

1. *France, Canada, Senegal, Morocco, Algeria, Tunisia.*
2. *Spain, Mexico, Dominican Republic, Argentina, Chile, Costa Rica, and many more.*
3. *The Petronas (Twin) Towers are located in Kuala Lumpur, Malaysia.*
4. *The Eiffel Tower is in Paris, France.*
5. *You can ski in Japan, South Korea, and India.*
6. *The Opera House is in Sydney, Australia.*

### Activity C

1. Focus students' attention on the sample dialogue. Give them time to think about questions they could ask someone about their own country.
2. Pair Work. Put students in pairs and have them take turns asking and answering questions. Make sure they use relative clauses.
3. Have students report on their partner's questions and answers.

### Optional Activity

Put students in pairs or small groups and have them think of questions similar to the ones in Exercise B. Tell them to think of questions that might be challenging to answer, for example *What is a city in Europe that has many canals? (Venice) What is a country in South America that is very long? (Chile)*. Then have them ask another pair or group and see how many answers they get right. Alternatively, do this as a class activity. Have students ask their questions to the whole class and see who can answer correctly first, or have students write the answers and see who got the most correct answers.

*Student Book page 20*

## 3. LISTEN AND UNDERSTAND

### Activity A

**Class CD1, Track 25**

1. Focus students' attention on the postcard. Give them time to read the sentences. Explain that they will listen to Mike and Emma talk about places of interest in Hawaii and then fill in the blanks.
2. Play CD1 Track 25. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *like* is often used in casual conversation to mean *for example*. Explain that students should avoid using it too often.

**Answers**

1. hotels
2. Long Mountain / largest
3. hotel guests
4. capital

### Activity B

1. Explain that students will listen to Mike and Emma again. This time they will listen for more details and match the two columns to make true statements. Have them read the two columns.
2. Play CD1 Track 25 again. Give students time to do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

**1.** b **2.** c **3.** d **4.** a

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Give them time to read the kinds of places and think about the specific place they would recommend in their country.
2. Have students fill in the chart. Have students from the same country brainstorm ideas together, if necessary. If time allows, ask them to write as many details about each place as possible.
3. Circulate and help, as needed.

### Activity B

1. Explain that students will role-play being a tour guide and a tourist.
2. Model the activity with a volunteer using the sample dialogue. Point out that the question uses a relative clause of place and they should use the same form for their questions.
3. Brainstorm follow-up questions as a class. For example: *What kinds of paintings do they have in that museum? Are there any rare animals there? Are the beaches private? Should I rent a car? Does anyone famous live there?*
4. Pair Work. Have students do the role-play. Make sure they use relative clauses of time and ask follow-up questions. Then have them switch roles.
5. Have several pairs do their role-play for the class.

# LESSON 2: Favorite places

***Student Book page 21***

## 1. VOCABULARY: THINGS TO DO IN YOUR LIFETIME

### Activity A

**Class CD1, Track 26**

1. Have students look at the pictures and captions. Give students time to number the pictures in the order of preference.
2. Play CD1 Track 26. Have students listen and repeat. Play the recording again and have students repeat.

### *Language Note*

Explain that a *yurt* is a round tent and a traditional home of people in Mongolia. *Nomads* are people who move their families to different areas within a territory. *Launch* means to leave the ground and fly into the air. *Habitat* is the specific type of area where an animal lives.

3. Group Work. Put students in small groups and have them compare their answers.

### Activity B

1. Explain that students will talk about other places they would like to visit. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in pairs and have them take turns asking and answering questions about places they want to visit.
3. Have students report their partner's answers to the class.

### Optional Activity: Your Top Three

Put students in small groups and have them decide on three places in the world that everyone should see. Have them list the reasons for each choice. Have groups present their places and reasons to the class. Have the class debate which places they agree or disagree with.

*Student Book page 22*

## 2. CONVERSATION STRATEGY: DOUBLE QUESTIONS

### Activity A

Class CD1, Track 27

1. Explain to students that they will listen to two short conversations where the second speaker asks two questions, one right after the other, and that the questions are related to each other. Explain that it is common to ask a general question and then to immediately follow it with a more specific question about the same topic.
2. On the board, write:

   *A: I went to London last week.*

   *B: Why did you go to London? Was it for business?*

   Read the dialogue aloud. Point out how the first question is general and the second question is more specific, but it is still related to the topic of the first question.
3. Play CD1 Track 27. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how the speaker uses double questions.
2. Play CD1 Track 27. Ask students to identify the double questions. (*Why Hawaii? What do you want to do there? How long were you there? What places did you visit?*)
3. Focus students' attention on the questions. Read them aloud.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles. If time allows, have them practice the conversations again and substitute the other expressions into the dialogue.

### Activity C

1. Explain that students will practice asking double questions using the dialogues. Demonstrate the activity by doing the first one as a class. Ask students what general question they could ask first. Write it on the board. Then ask students what other related, but more specific question they could follow up with. Write it on the board.
2. Give students time to think of different questions for each dialogue.
3. Pair Work. Put students in pairs and have them do the activity.
4. Have several pairs say their dialogues for the class.

**Sample Answers**

**1.** Is it hard to get to? How will you get there?
**2.** How long will you be there? What will you do there?
**3.** What cities will you visit? How long will you stay?

### Activity D

1. Explain that students will practice conversations with double questions. Review the vocabulary from Exercise 1. Demonstrate the activity by modeling a sample conversation with a volunteer.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use double questions.
3. Have several pairs say their dialogues for the class.

*Student Book page 23*

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 28

1. Focus students' attention on the chart. Read the items in the first three columns aloud.
2. Explain that they will listen to people talking about places they have visited and then circle the correct answer in the chart.
3. Play CD1 Track 28. Have students listen and do the activity. Play the recording again, if necessary.
4. Go over answers as a class.

#### *Language Note*

Explain that *to be away* refers to any situation where you are not at home for a period of time, at least a few days. *Are you serious?* is used in informal conversation to express surprise or shock. *Handicrafts* are handmade traditional decorative objects. *Jam-packed* means very busy with no room for anything else. *To look after* means to take care of someone.

**Answers**

**1.** a
**2.** b, c
**3.** a, b
**4.** a, c
**5.** a, b, c

### Activity B

1. Focus students' attention on the question and the last two columns in the chart. Explain that students will listen again to see if each person traveled alone or not, and mark their answers in the chart.
2. Play CD1 Track 28 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. Not Alone
2. Alone
3. Not Alone
4. Not Alone
5. Alone

### Optional Activity

If time allows, play the recording again and have students jot down the parts of each dialogue that they used to answer the questions in Exercise 3A and 3B. For example, the answer to Exercise 3A number 1 is *a. scenery*. From the dialogue, the student would jot down: *the mountains, the green fields, the lakes*.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the pictures and the article. Explain that they will read the article and then check the top three places they would like to visit. Ask students if they are unfamiliar with any of the places pictured. If there are some places students know nothing about, ask other students in the class to provide whatever details they know about that place.
2. Give students time to read the article and check their answers.
3. Explain that students will discuss their answers from Exercise A. Brainstorm possible language to use in the discussion, and write it on the board. For example:

   *A: What's your first place to visit?*

   *B: My first choice is Australia. I'd love to go there someday.*

   *A: Where do you want to go in Australia? What will you do there?*

   *B: Well, I definitely want to go…*

   Remind students to try to use double questions.
4. Group Work. Put students in small groups and have them discuss their answers. Make sure they use double questions.
5. Have students report on their group's discussion to the class.
6. If time allows, ask students if they have already visited any of the places pictured and say why they visited it.

### Optional Activity

Put students in pairs. Have them ask each other questions about the types of places they would like to visit in the world and why. Then have each student plan a three-month, multi-destination trip for their partner. Have students tell the class what they planned for their partner and why.

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# unit 4 Careers and Employment

**Language Focus:** *If* clauses—Real conditional

**Vocabulary:** career, public relations, communications, MBA, background, invest, market, motivate, consultant, design, research, statistics, job requirements, manager, finance

**Conversation Strategy:** Giving tentative answers

## LESSON 1: Job requirements

*Student Book page 24*

### Warm Up

Quickly practice talking about favorite places using double questions. Say to a student: *I just got back from (Paris)*. Have a few students ask you a double question such as: *Why Paris? Do you like museums?* Answer the questions. Continue with other statements about places until all students have had a chance to ask a double question.

## 1. FINDING THE RIGHT CAREER

### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Pair Work. Read the questions aloud. Put students in pairs and have them take turns answering the questions about each picture. Write any unfamiliar words related to advertising on the board, such as: *model, photo shoot, direct, layouts, brochure*, etc.
3. Have volunteers describe the pictures and say their guesses to the class.

### Activity B

Class CD1, Track 29

1. Explain to students that they will listen to two friends talk about what career one of them will try to get into after graduation.
2. Play CD1 Track 29. Play the recording again, if necessary.

#### *Language Note*

Explain that *communications* is a course of study that deals with how to effectively exchange information between people, businesses, and organizations, and also in politics and government. *Advertising* is the study of how to sell a product or idea to the public. Both of these subjects are common in business school.

Explain that *just right* means the same as *perfect*.

#### *Culture Note*

In the U.S., university is usually four years. Students follow a general course of study, but also take courses in one specific topic such as biology, foreign language, political science, etc. When they graduate, many students get a job, but some go on to graduate school for another 2–6 years. In graduate school they study only a specific course of study to become a teacher, a lawyer, a doctor, a graphic artist, etc.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

### Activity D

1. Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write the conversation on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

*Student Book page 25*

## 2. LANGUAGE FOCUS: *IF* CLAUSES—REAL CONDITIONAL

### Activity A

**Class CD1, Track 30**

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 30. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

#### *Language Note*

Explain that a real conditional is used to talk about something that could happen in the future. This kind of sentence has two clauses. The *if* clause talks about what might happen in the future. The other clause talks about what has to happen before the action in the *if* clause can happen. The sentence can begin with either clause.

### Activity B

**Class CD1, Track 31**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the list of ideas. Go over any unfamiliar vocabulary or phrases such as *patient, value, market, motivate, risk.*

#### *Language Note*

Explain that *MBA* stands for Master of Business Administration. It is a two-year business school degree that students begin after graduating from a four-year college.

3. Explain that students will fill in the blanks with an *if* clause or one of the ideas from the list. Make sure they understand that some of the blanks have more than one possible answer. Give students time to read the sentences and complete the activity.
4. Play CD1 Track 31 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs or small groups. Have them practice the dialogues. Make sure they change roles.

**Sample Answers**

1. B: Well, I think if you want to be successful in business, you have to invest a lot of money in the business at the beginning.
   A: Yes, and you have to offer good value for money.
   B: And you also have to be patient.
2. A: Well, if you want to be a good manager, you have to be able to make decisions.
   B: And you have to be a good listener.

### Activity C

1. Explain that students will practice the dialogues again, but this time they will use their own ideas to fill in the blanks.
2. Brainstorm other phrases to substitute into the dialogue and write them on the board. For example, you have to hire good employees, you need to pay attention to what customers are buying, you have to be able to manage money well, etc.
3. Pair Work. Have pairs practice the conversation with their own ideas.
4. Have students say their dialogues for the class.

*Student Book page 26*

## 3. LISTEN AND UNDERSTAND

### Activity A

**Class CD1, Track 32**

1. Focus students' attention on the occupations. Answer any questions about each job's responsibilities. Explain that they will listen to people talk about their jobs and then number five of the occupations in the order they hear about them.
2. Play CD1 Track 32. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### *Language Note*

Explain that a *researcher* is a general term to refer to anyone who looks for information about a subject. A researcher can work in the sciences, entertainment, in the media, or in government. A *buyer* chooses and buys products for a larger store. A *wedding consultant* helps a bride and groom plan all aspects of their wedding.

**Answers**

| | | |
|---|---|---|
| a. 4 | c. 2 | e. x |
| b. 3 | d. 5 | f. 1 |

### Activity B

1. Explain that students will listen to the conversations again. This time they will listen for more details and check if the statements are true or false.
2. Play CD1 Track 32 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

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

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the pictures. Give them time to read the chart.
2. Explain that students will work with a group and choose one of the businesses. Then they will talk about what employees would be needed for that business. Then they will talk about what kind of background and education the employees would need to do their jobs well.

#### *Language Note*

Explain that a person's *background* is their experiences in their life, their education, and their work. It includes volunteer work they have done or special skills they have.

3. Give students time to discuss the questions and fill in the chart.

### Activity B

1. Explain that students will share charts with the class. Model the sample conversation with a student.
2. Class Work. Have students report on their discussion.

### Optional Activity

Have groups choose another occupation from the chart or think of an original one. Then have them repeat Exercise 4A and B.

# LESSON 2: Work skills

***Student Book page 27***

## 1. JOB REQUIREMENTS

### Activity A

**Class CD1, Track 33**

1. Explain that a job requirement is a skill or a prior experience in someone's life that they would need to do a job well. Have students look at the pictures and captions. Play CD1 Track 33. Have students listen and repeat. Play the recording again and have students repeat.
2. Give students time to think of their answers for each job.

#### *Language Note*

Explain that *statistics* is the branch of mathematics that deals with the collection and interpretation of data. *Design* is, in general, how the parts of a product or a work of art are arranged. *Manufacturing* is the method used to make a product such as clothes, electronics, furniture, etc. Generally, *construction* refers to how a building is made. In the U.S., *grade school* usually refers to the first 6 or 7 years of school.

#### *Culture Note*

Explain that in the U.S., jobs are listed in the Classified section of the newspaper. These job ads list the requirements for a job. If a person is interested in a job, they mail or e-mail their resume, or list of skills, experience, and education to the address in the ad. Nowadays, many companies list their job openings on their own websites. If someone wants to know if a company has any openings, they click on the appropriate link. Then they post their resume to the website. There are also websites that have job openings for many companies. Someone looking for a job can go to the website, type in the kind of job they are looking for, and the website gives them a listing.

3. Group Work. Put students in small groups and have them compare their answers.
4. Have students report on a group member's answers to the class.

### Activity B

1. Explain that students will discuss the skills needed for each job. Model the sample dialogue with a volunteer.
2. Pair Work. Put students in small groups and have them discuss the question.
3. Have students report on their partner's answers to the class.

### Activity C

1. Explain that students will discuss the skills needed for the new list of jobs.
2. Focus attention on the jobs. Brainstorm language to use and write it on the board. For example: *What skills does a dancer need? Does a teacher need math skills?* etc.
3. Pair Work. Put students in pairs and have them discuss the question.
4. Have volunteers report on their partner's answers to the class.

### Optional Activity: Job Opening

Put students in small groups. Have them pretend that they have a business or that they work for a company, a school, a hospital, etc., and they need to fill a position. Have them write a newspaper ad that describes the job and lists job requirements. Bring in real job ads or write a sample on the board such as:

*Salon Manager*

*The manager will be in charge of all aspects of the salon operations, including financial, inventory, customer service, employee issues.*

*Candidates must have:*

*at least 3 years experience managing a salon or other small related business*

*at least 2 years college with classes in finance and/or management*

Have students present their ads to the class. Ask the class if anyone is interested in each job, and if they have any of the requirements.

***Student Book page 28***

## 2. CONVERSATION STRATEGY: GIVING TENTATIVE ANSWERS

### Activity A

**Class CD1, Track 34**

1. Explain to students that they will listen to two short conversations that include tentative answers. Explain that to be tentative means to be uncertain or unsure, and not aggressive. Tentative answers are used when the speaker doesn't want to give a direct answer, or because they don't want to seem too forward, aggressive, or conceited.
2. On the board, write:

   *Do you like your new job?*

   *I think so. I'm not sure yet.*

   Point out how the second speaker doesn't give a direct answer and doesn't sound too aggressive.
3. Play CD1 Track 34. Play the recording again, if necessary.

#### *Culture Note*

Explain that the questions in the two short dialogues are very common questions at a job interview. Explain that at a job interview in the U.S. it is important to talk about your good points, but to not sound too conceited.

4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how the speakers give tentative answers.
2. Play CD1 Track 34. Ask students to identify the tentative answers. (*Well, I think that.../Well, yes. I believe that I am./Yes, I feel that I do.*)
3. Focus students' attention on the verbs and point out how some of the verbs sound more tentative than others.

#### *Language Note*

Explain *guess* and *suppose* are usually followed by *so*. *Think* and *believe* can also be followed by *so*, but *feel* cannot.

### Activity C

1. Explain that students will practice making their own tentative answers using the dialogues. Demonstrate the activity by doing the first one as a class. Ask students what words should be used to make the answers sound tentative.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have several pairs say their dialogues for the class.

| Sample Answers | |
|---|---|
| **1.** believe | **4.** believe |
| **2.** feel | **5.** think |
| **3.** think | |

### Optional Activity

As a class, brainstorm other situations when someone might want to use tentative answers. For example, on a date, when meeting someone for the first time, meeting your boyfriend/girlfriend's parents for the first time, etc.

### Activity D

1. Explain that students talk with a partner about jobs that would be good for each other. They will also practice tentative answers. Review the jobs from Exercise 1 and brainstorm other jobs as a class.
2. Model the sample conversation with a student. Have students identify the tentative answer.
3. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they use tentative answers.
4. Have several pairs say their dialogues for the class.

*Student Book page 29*

## 3. LISTEN AND UNDERSTAND

### Activity A

Class CD1, Track 35

1. Focus students' attention on the items. Explain that they will listen to someone talk about herself during a job interview and then check which subjects she talks about.
2. Play CD1 Track 35. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### *Language Note*

Explain that *print journalism* is writing that appears in newspapers and magazines. In this case, a *piece* is a specific story written by someone. A *deadline* is the time and day when something must be completed.

| Answers |
|---|
| Checked items are: |
| her educational background |
| her plans for the future |
| her family |
| her work experience |
| her hopes for her career |
| her reasons for applying |

### Activity B

1. Focus students' attention on the questions. Explain that students will listen again and write a one-word answer next to each question.
2. Play CD1 Track 35 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

| Answers |
|---|
| **1.** four |
| **2.** one |
| **3.** yes |
| **4.** tennis |
| **5.** yes |

## 4. JOIN IN

### Activity A

1. Explain that *IT* stands for information technology. *Entry-level* means the lowest level job in a particular department. It is also the lowest-paid job. Focus students' attention on the interview questions. Explain that they will write three more interview questions.
2. Pair Work. Put students in pairs and have them complete the activity.
3. Have pairs share their questions with the class.

### Activity B

1. Explain that students will take turns role-playing interviewing for a job in IT. Give students time to think about how they will answer the questions.
2. Model the sample conversation with a volunteer.
3. Pair Work. Put students in pairs and have them role-play the interview. Make sure they use tentative answers when they are playing the job candidate.

### Activity C

1. Class Work. Have students tell the class if they hired their partner or not and why.
2. After the class hears all the results of the interviews, have them vote on who is the best candidate for the job out of the whole class.

### Optional Activity

Have the class do Exercise 4 again, but this time have the interview be between a job counselor and someone who is trying to figure out what kind of job they should try to get.

# unit 5 Problems

**Language Focus:** *If* clauses with *would*—Unreal conditionals
**Vocabulary:** advice, suggestion, predicament
**Conversation Strategy:** Making suggestions

## LESSON 1: What would you do?

*Student Book page 30*

### Warm Up

Review talking about jobs using *if* clauses and real conditionals. For example ask, *What do have to do to be a good small business owner?* Have several students answer using real conditionals such as, *If you want to be a good business owner, you have to offer good value for money.*

### 1. WHAT DO YOU SUGGEST?

#### Activity A

1. Focus students' attention on the pictures. Have volunteers describe what they see.
2. Explain that students will number the pictures in the order they think they happen.
3. Pair Work. Put students in pairs and have them compare answers. Encourage students to imagine as many details as possible about the couple's personalities, their relationship, etc.
4. Have volunteers tell the story of the pictures to the class.

#### Activity B

Class CD1, Track 36

1. Explain to students that they will listen to two friends talk about a date that one of them had. It is related to the pictures in Exercise 1A.
2. Play CD1 Track 36. Play the recording again, if necessary.

***Language Note***

Explain that *the Rex* is the name of the movie theater.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 31*

### 2. LANGUAGE FOCUS: *IF* CLAUSES WITH *WOULD*—UNREAL CONDITIONAL

#### Activity A

Class CD1, Track 37

1. Have students look at the language box. Give them time to read the examples.
2. Play CD1 Track 37. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

***Language Note***

Remind students that the *if* clause in a real conditional talks about something that could really happen in the future, for example *If I study hard, I will pass the test.* In an unreal conditional, the *if* clause talks about something that is not true or didn't happen, for

example *If I were a bird, I'd fly everywhere*. However, like real conditionals, the other clause tells what should or would happen. The *if* clauses here are used to give advice. The speaker talks about what they would do if they were faced with the same situation, for example, *If I were you (but I'm not), I would never lend money*.

Point out to students that clauses can switch order without a change in meaning. Also point out that in the *if* clause, the verb *be* becomes *were* after all persons (*I, you, he, she, we, they*). The other clause includes *would* or *wouldn't*.

## Activity B

**Class CD1, Track 38**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on dialogues. Go over any unfamiliar vocabulary.

### *Language Note*

Explain that *to go out* is a very common way to say that you have a social appointment with someone. *Guy* is a very common way to refer to a person, usually a male. It is only used in informal spoken English.

3. Explain that students will fill in the blanks with *would* or *wouldn't*. Give students time to read the sentences and complete the activity.
4. Play CD1 Track 38 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs or small groups. Have them practice the dialogues. Make sure they change roles.

**Answers**

1. would ('d), wouldn't
2. would ('d), would ('d)
3. wouldn't, would ('d)
4. would, wouldn't, would ('d)

## Activity C

1. Explain that students will practice the dialogues again, but this time they will use their own ideas.
2. Brainstorm other situations to substitute into the dialogue and write them on the board. For example, *What would you do if you heard someone say something bad about your friend? What would you do if you saw someone cheat on a test?*
3. Pair Work. Have pairs practice the conversation with their own ideas.
4. Have students say their dialogues for the class. If time allows, ask other students in the class if they would handle the situation differently. Make sure they use unreal conditionals.

***Student Book page 32***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD1, Track 39**

1. Focus students' attention on the statements. Explain that they will listen to people talk about problems and then correct the statements about each situation.
2. Play CD1 Track 39. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that a *catering business* prepares and serves food at parties, business functions, etc. *Stuff* is a very common word to refer to things in general. It is used in informal conversation. *To be tired of something* means that you do not want to do it anymore.

**Answers**

1. He left his wallet in the taxi.
2. She forgot to give her mother the telephone message.
3. He let one of his neighbor's plants die.
4. She found two tickets to the football championship.
5. Her friend always forgets (to return) the things she borrows.

## Activity B

1. Focus students' attention on the chart and have them read the headings. Explain that students will hear about the predicaments again. This time they will listen for more details and check the correct column in the chart.
2. Play CD1 Track 39. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. b 2. a 3. c 4. c 5. c

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## 4. JOIN IN

### Activity A

1. Focus students' attention on the pictures and captions. Ask students to describe what they see.
2. Explain that students will think about what they would do in each situation and jot down their ideas. Ask students if they have ever actually been in one of the situations before.

***Language Note***

Explain that in this case, *bump* means to hit a car with your car, but only lightly.

3. Give students time to think of their answers.

### Activity B

1. Explain that students will share their ideas with the class. Model the sample conversation with a student.
2. Class Work. Have students share their answers with the class and then discuss how their answers are different.

### Optional Activity

Write different predicaments on slips of paper such as, *What would you do if you saw your friend's boyfriend/girlfriend with another person? What would you do if you broke your mother's favorite vase, but you could fix it without her knowing? What would you do if your neighbor's dog kept barking at night, but you wanted to keep a good relationship with your neighbor?* etc. Alternatively, have students work in small groups to write different predicaments.

Put the slips of paper in a bag and have a student choose one. Then have them answer the question making sure they use unreal conditionals. Have the class comment on their answer.

# LESSON 2: Suggestions

***Student Book page 33***

## 1. COMMON PROBLEMS

### Activity A

**Class CD1, Track 40**

1. Have students look at the pictures and captions. Play CD1 Track 40. Have students listen and repeat. Play the recording again and have students repeat.
2. Give students time to think about which problems they have and check the boxes.
3. Group Work. Put students in small groups and have them compare their answers. Have them talk about when their problems typically happen and specific times when it caused particularly bad problems or was embarrassing.
4. Have students report on a group member's answers to the class.

### Activity B

1. Focus attention on the list of advice and read each one aloud. Explain that students will match the advice with the problems in Activity A. They will then role-play giving advice about the problems.

***Language Note***

Explain that in this case *diary* refers to a book where you write down the details of your daily schedule so that you can remember them.

2. Model the sample conversation with a student.
3. Pair Work. Put students in pairs and have them take turns talking about their problems and giving advice.
4. Have volunteers report on their partner's advice to the class.

### Activity C

1. Focus attention on the problems and read each one aloud. Explain that students will take turns giving each other advice about these problems.
2. Give students time to write down their advice.
3. Pair Work. Put students in pairs and have them take turns giving advice for each problem.
4. Have students share their partner's advice with the class. If time allows, have the class vote on which advice they think is the best for each problem.

***Student Book page 34***

## 2. CONVERSATION STRATEGY: MAKING SUGGESTIONS

### Activity A

**Class CD1, Track 41**

1. Explain to students that they will listen to a conversation that includes suggestions. Explain that when giving suggestions or advice, it is important to not sound too aggressive or like you are trying to tell someone what to do. When making a suggestion, it is important to sound like you are being sensitive to the other person's problems and you are just trying to help.

2. On the board, write:

   A: *I have trouble remembering vocabulary words.*

   B: *Maybe you should try writing them on index cards. That works for me.*

   Point out how the advice doesn't sound like the speaker thinks the problem is unimportant or that speaker A is inadequate in any way. It just sounds helpful.

3. Play CD1 Track 41. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how the speakers make suggestions.
2. Play CD1 Track 41. Ask students to identify the suggestions. (*Well, there are several things you can do./Why don't you.../Another thing to remember is.../you should repeat.../Another thing to try is.../I would think of something...*)
3. Focus students' attention on the additional phrases and read them aloud. Ask students where they could substitute them in the conversation.
4. Pair Work. Have students practice the conversation again with the new phrases.

## Activity C

1. Explain that students will practice making suggestions for the problems in Exercise 1.
2. Focus attention on the sample dialogue and model it with a student.
3. Pair Work. Put students in pairs and have them take turns giving advice about the problems.
4. Have students share their partner's advice with the class.

**Sample Answers**

I think you should try drinking hot milk before bed.
If I were you, I'd write every appointment in a day planner.
Why don't you try to go for one day without spending any money?

## Activity D

1. Explain that students will take turns talking about a real problem they have and giving advice.
2. Focus attention on the speech bubbles. Model the sample conversation with three other students. Have students identify the tentative answer.
3. Group Work. Put students in small groups and have them do the activity. Circulate and make sure they use different phrases in their suggestions.
4. Have several students report on the group's discussion.

***Student Book page 35***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD1, Track 42**

1. Focus students' attention on the items for each person. Explain that they will listen to people calling into a radio program and asking for advice. Then they will check the correct statements.
2. Play CD1 Track 42. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *honey* is used as an endearment to refer to someone, usually a younger person. *Cut down* means to decrease the amount. *Ashamed* means embarrassed.

**Answers**

**1.** concerns her phone bill, involves her parents
**2.** might be related to what she eats, is quite common
**3.** upsets his girlfriend

## Activity B

1. Focus students' attention on the questions. Explain that students will listen again and write a one-word answer next to each question.
2. Play CD1 Track 42 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

| | | |
|---|---|---|
| **1.** | a. fifteen | b. no |
| **2.** | a. one | b. nuts |
| **3.** | a. yes | b. dates |

### Optional Activity

Play the recording again and have students jot down the parts of each dialogue that they used to answer the questions in Exercise 3A. For example, the answer to Exercise 3A number 1 is *concerns her telephone bill and involves her parents*. From the dialogue, the student would jot down: *...well the problem is my telephone* and *I really get into trouble with my mom and dad.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will walk around the class and ask for advice about each of the problems.
2. Review the phrases used to make a suggestion from Exercise 2.
3. Demonstrate the activity with a student volunteer. For example, T: *I need to prepare for a job interview. What should I do?* S: *If I were you, I would find out as much about the company as I could.*
4. Class Work. Have students stand up and do the activity. Circulate and make sure they are using the phrases for making suggestions.

### Activity B

1. Focus attention on the speech bubble and read it aloud.
2. Have students share the advice they got with the class.
3. If time allows, have the class vote on the best advice for each problem.

### Optional Activity

Put students in pairs. Have them take one of the problems from Exercise 4 and write down a radio call-in interview, similar to the ones from Exercise 3. Play CD1 Track 42 again for students to review. Tell students that their conversation should be about the same length as one of the radio call-ins on the CD, so they should think of details and follow-up questions about the problem. Then have students perform their conversation for the class.

# unit 6 Getting Things Done

**Language Focus:** Clauses with *anywhere, anybody, somewhere, somebody*
**Vocabulary:** service, dry-cleaned, upgraded, quality, reasonable, warranty
**Conversation Strategy:** Answering questions and giving more information

## LESSON 1: Places to go

*Student Book page 36*

### Warm Up

Review talking about problems using *if* clauses and unreal conditionals. For example, tell the class a predicament such as *My mother's birthday present to me was a really ugly shirt. She wants me to wear it but I don't like it. What should I do?* Have several students answer using unreal conditionals such as *If I were you, I would wear it a few times to please her and then accidentally spill something on it so you couldn't wear it again.*

### 1. CAN YOU HELP ME?

#### Activity A

1. Focus students' attention on the picture. Have volunteers describe what they see.
2. Explain that students will look at the picture and say what the people need to get done. Students should use the stores pictured as cues.
3. Pair Work. Put students in pairs and have them compare answers. Encourage students to imagine as many details as possible about why they need to get those things done.
4. Have volunteers share their answers with the class.

#### Activity B

Class CD1, Track 43

1. Explain to students that they will listen to two colleagues talk about things they need to get done.
2. Play CD1 Track 43. Play the recording again, if necessary.

#### *Language Note*

Explain that in this context *check* means to have someone try to find out what needs to be fixed. A *warranty* is a legal agreement with a company that says they will repair or replace their product for free if it doesn't work. Warranties usually last six months, one year, or longer. *Frames* are the part of the glasses that hold the lenses. In this context, *reasonable* means that the price is not too high.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

#### Optional Activity: You Try It

Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write the conversation on the board for students to refer to, if necessary.

*Student Book page 37*

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

#### Activity A

Class CD1, Track 44

1. Have students look at the language box. Give them time to read the examples.

2. Play CD1 Track 44. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### *Language Note*

Remind students that *anybody* and *somebody* are used when referring to people and *anywhere* and *somewhere* are used to refer to a place. They are all used when the specific name of a person or place is not known. Explain that *anywhere* and *anybody* are common in questions and negative statements, but *somewhere* and *somebody* are not used in negative statements.

## Activity B

**Class CD1, Track 45**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the dialogues. Go over any unfamiliar vocabulary.

### *Language Note*

Explain that beginning a sentence with *Why not...* is a common way to make a suggestion. Explain that *secondhand* refers to an item that is not new and/or has been used before.

3. Explain that students will fill in the blanks with a clause with *anywhere, anybody, somewhere,* or *somebody*. Give students time to read the sentences and complete the activity.
4. Play CD1 Track 45 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs. Have them practice the dialogues. Make sure they change roles.

| Sample Answers |
|---|
| **1.** Is there somewhere/anywhere |
| **2.** Do you know someone/anyone |
| **3.** Is there somewhere/anywhere |
| **4.** Do you know somewhere/anywhere |

## Activity C

1. Explain that students will practice the dialogues again, but this time they will use their own ideas.
2. Brainstorm other situations to substitute into the dialogue and write them on the board. For example, *someone needs a bike repaired, someone needs a dog-walker, someone needs a baby-sitter, someone needs flowers for a birthday present.*
3. Pair Work. Have pairs practice the conversation with their own ideas.
4. Have students say their dialogues for the class. Make sure they use the clauses correctly.

***Student Book page 38***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD1, Track 46**

1. Focus students' attention on the pictures. Have students describe what they see and what service is needed. Explain that they will listen to people talk about services they need and then number five of the pictures in the order they hear about them.
2. Play CD1 Track 46. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class. Note: the computer repair store is not numbered.

### *Language Note*

Explain that *alterations* are changes made to clothing so they fit better. *Cool* is a very common slang word to say that something is good or agreeable or trendy/fashionable. To *charge* for something means to ask for money for a service you give. In the U.S., to *go overseas* means to travel to another country that you have to cross an ocean to get to. *My place* is a common, informal way to refer to the place where you live. A *tattoo* is a permanent picture or design on the skin that is drawn with special ink. The *downtown* area of a town or city usually refers to where most of the businesses and shopping is located.

| Answers | | |
|---|---|---|
| 1 | 3 | 2 |
| x | 4 | 5 |

## Activity B

**Class CD1, Track 46**

1. Explain that students will listen to people talk about the services they need again. Focus students' attention on the chart. Make sure they understand that they will be answering questions about if the service is near or far and if it is cheap or expensive. Then they will check the correct columns in the chart.
2. Play CD1 Track 46 again. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. near, cheap
2. near, cheap
3. far, expensive
4. far, expensive
5. near, cheap

### Optional Activity: Total Recall

See if students can recall the answers to these questions.

1. Why does the woman ask Jun-hao for a shoe repair store? *The heel on her shoe broke.*
2. Where are the speakers? *In a mall.*
3. Who is the party for and why? *His girlfriend's birthday.*
4. What kind of tattoo does she want? *A small butterfly.*
5. Where is the store to get the racket re-strung? *On South Road.*

## 4. JOIN IN

### Activity A

1. Divide the class in half. Tell one group that they will be Student A and the other group that they will be Student B. Put students in pairs of Student A and Student B. Tell Student A to look at page 38 and Student B to look at page 81.
2. Explain that students will take turns asking and answering questions about things they need and services. Focus students' attention on the sample dialogue. Brainstorm the language they will need and write it on the board:

   A: *Is there anywhere nearby where I can make some copies?*

   B: *Yeah, there's a copy shop...*

   A: *Do you know how much they charge?*

   B: *I think it's about...*
3. Give students time to read the services they want and the information they will give their partner. Answer any questions about vocabulary.
4. Have students do the activity. Circulate and help, as needed.
5. Have pairs say one of their dialogues for the class.

### Activity B

1. This time Student B asks Student A about services and Student A uses the information on page 38 to answer questions.
2. Give students time to read the services they want and think about the information they will give their partner. Answer any questions about vocabulary.
3. Have students do the activity. Circulate and help, as needed.
4. Have pairs say one of their dialogues for the class.

### Optional Activity

Write several local services on the board such as photo developing, picture framing, car repair, party decorations, etc. Have one student ask the class a question such as *Does anyone know anywhere I can buy decorations for a children's birthday party?* Have the class discuss the best place to get that service. Continue with the other services.

# LESSON 2: Personal services

***Student Book page 39***

## 1. GETTING THINGS DONE

### Activity A

**Class CD1, Track 47**

1. Have students look at the pictures and captions. Play CD1 Track 47. Have students listen and repeat. Play the recording again and have students repeat.

***Language Note***

Explain that *dry-cleaning* is a special cleaning process for clothing and materials that would be damaged in water. *Upgraded* means to get a higher level of something.

2. Give students time to think about which services they have had done recently and check the boxes.

### Activity B

1. Explain that students will take turns asking and answering questions about services that they have had done recently.
2. Focus students' attention on the sample dialogue and model it with a student. Point out how Speaker B asks a follow-up question. Brainstorm other follow-up questions and write them on the board, for example: *How much did it cost? Did they do a good job? Had you been there before? Would you go there again?*
3. Pair Work. Put students in pairs and have them take turns talking about services they have had done and ask follow-up questions.
4. Have volunteers report on their partner's answers to the class.

### Activity C

1. Explain that students will think of some other personal services that they have had done recently and talk about them with a partner.
2. Give students time to write down the personal services they have had done.
3. Pair Work. Put students in pairs and have them take turns discussing personal services.
4. Have students share their partner's answers with the class. If time allows, have the class discuss the three most useful personal services that their town/city offers.

*Student Book page 40*

## 2. CONVERSATION STRATEGY: ANSWERING QUESTIONS AND GIVING MORE INFORMATION

### Activity A

**Class CD1, Track 48**

1. Explain to students that they will listen to a conversation that includes answering questions and giving more information. Explain that when answering a question, it is often helpful to give a little more information. This extra information can be a landmark, a personal recommendation, the price, hours of operation, etc.
2. On the board, write:

   A: *Where's the bank?*

   B: *It's on the next block. You'll see a big clock in front of it.*

   Point out how the second speaker answers the question and then gives a little more information to be helpful.
3. Play CD1 Track 48. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how the second speaker gives more information.
2. Play CD1 Track 48. Ask students to identify the answers and the extra information. (*Yes, there's a clinic in the mall. It's across from the music store./ 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.)*

### Activity C

1. Focus attention on the pictures. Ask students to describe what they see and what service the person needs. Write any unfamiliar vocabulary on the board: *tailor, alterations, shorten a skirt, computer store, nail salon, manicure*, etc.
2. Explain that students will fill in the blanks with an answer and some additional information and then practice their dialogues with a partner.
3. Give students time to write their answers and information.
4. Pair Work. Put students in pairs and have them take turns reading each part in the dialogue.
5. Have students share one of their dialogues with the class.

**Sample Answers**

1. There's a tailor on Main Street. They do a great job and they're not too expensive.
2. Top Computer is in the mall on the second floor next to the food court. They work quickly too.
3. There's a small spa on Pine Street next to the coffee shop. They're a little expensive but they are really good.

### Activity D

1. Explain that students will take turns talking about services from Exercise 1 and giving true information.
2. Focus students' attention on the sample conversation and model it with a student. Ask them to identify the extra information.
3. Give students time to think of the extra information they could give about the services they talked about in Exercise 1.
4. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they give extra information in their answers.
5. Have several students do their dialogue for the class.

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*Student Book page 41*

## 3. LISTEN AND UNDERSTAND

### Activity A

**Class CD1, Track 49**

1. Focus students' attention on the chart and the column heads. Explain that they will listen to people talking about things that they have had done recently. Then they will check the correct column.
2. Play CD1 Track 49. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### *Language Note*

Explain that *It suits you* means that a style of haircut, clothing, or color looks good on someone. *Check something out* means to go and look at or try something for the first time. *That's what's on your mind* is a another way to say *That's what you are thinking about. No crying over spilt milk* is a very common expression that means when a small mistake happens, you can't spend too much time worrying about it. A *clinic* is a place where you can get medical help or therapy.

**Answers**

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

### Activity B

1. Focus students' attention on the list of choices. Explain that students will listen again and circle what they did or did not like about each service.
2. Play CD1 Track 49 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. b  2. a  3. a, b  4. a  5. a

### Optional Activity

Play the recording again and have students jot down the parts of each dialogue that they used to answer the questions in Exercise 3A. For example, the answer to Exercise 3A number 1 is *pleased*. From the dialogue, the student would jot down: *...he did a good job, the guy was terrific, he was really nice too.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the pictures. Have them describe what's happening. Write any unfamiliar vocabulary on the board, e.g., *get hair colored, get a bicycle fixed, re-string a guitar.*
2. Explain that students will write down three services that are in their neighborhood or near the school. Tell them to think about details such as price, quality of service, location, staff, etc.
3. Give them time to write down three services and details about each one.

### Activity B

1. Focus attention on the sample dialogue and read it aloud with two other students.
2. Group Work. Put students into small groups and discuss the services.
3. Circulate and help, as needed.

### Optional Activity

Put students in small groups and have them think of some services that are not offered where they live, but that they wish were offered. Have students discuss what price it should be, the kind of staff, what would be quality service, location, and hours of operation. Then have each group share their discussion with the class.

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# unit 7 Healthy Lifestyles

**Language Focus:** if clauses

**Vocabulary:** put on weight, lose weight, diet, protein, carbohydrates, snacks, cut back, cut down, cut out

**Conversation Strategy:** Short forms of questions

## LESSON 1: Getting healthy

*Student Book page 42*

### Warm Up

Review talking about services. Ask students *Do you know anybody who can repair a bicycle?* Have several students answer. Point to a student and have them ask a question about a service to the class and have several students answer. Then have the questioner point to another student to ask the next question. Continue quickly around the class. Make sure all the questions include clauses with *anywhere, anybody, somewhere, somebody.*

### 1. WHAT SHOULD I DO?

#### Activity A

1. Focus students' attention on the phrases. Answer any questions about vocabulary.
2. Explain that students will check the items that they don't do now, but think they need to start doing to have a healthy lifestyle.
3. Pair Work. Put students in pairs and have them compare answers. Encourage students to give details about why they think they need to do these things and why they aren't doing them now.
4. Have volunteers share their answers with the class.

#### Activity B

Class CD2, Track 2

1. Explain to students that they will listen to two friends talk about different diets.
2. Play CD2 Track 2. Play the recording again, if necessary.

#### *Language Note*

Explain that *protein* is an essential nutrient found in meat, seafood, dairy products, and beans. *Carbohydrates* are also essential nutrients found in grains, breads, fruits, and vegetables. *To stick to something* means to do it over a period of time without stopping.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 43*

### 2. LANGUAGE FOCUS: VERBS OF ADVICE

#### Activity A

Class CD2, Track 3

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2 Track 3. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

#### *Language Note*

Remind students that an *if* clause can be used to give advice, as it is in the examples. Point out the use of the modal *should* in the second clause. Explain that it is used most often to make a recommendation or

give advice. Using *ought to* is another way to give advice or a recommendation. *Ought to* loses the *to* in a negative sentence. Instead of *ought to* we say *ought not*. However, *should not* is more common in American English. Explain that when giving advice, it's important to sound like you are trying to be sympathetic and helpful, and not judgmental. In general, you should only give advice when someone asks for it.

## Activity B

**Class CD2, Track 4**

1. Focus students' attention on the pictures. Have them describe what they see (*books, stationary bike, salt shaker, woman doing yoga/meditating*).
2. Focus students' attention on the suggestions and the dialogues. Go over any unfamiliar vocabulary.

### *Language Note*

Explain that *meditation* is an ancient discipline in which you try to get to a deeper state of relaxation or awareness. It usually involves concentrating on one object or point. Every religion uses some kind of meditation and it has been around for 5,000 years. A *subscription* is a purchase of a newspaper or magazine that gets delivered to a home or business for a period of time. *Diet* can mean the kinds of things you eat regularly, or it can also mean very specific foods that you eat or don't eat so that you can lose weight or deal with medical issues.

3. Explain that students will fill in the blanks with an *if* clause, using suggestions from the list. Give students time to read the sentences and complete the activity.
4. Play CD2 Track 4 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs. Have them practice the dialogues. Make sure they change roles.

**Answers**

1. Well, if you want to have a more active lifestyle, you should join a gym.
2. If you want to know more about current affairs, you should get a subscription to a newsmagazine.
3. If you want to find more time for reading, you should get rid of your television.
4. If you'd like to make some new friends, you should join an Internet chat-group.
5. If you'd like to learn more about classical music, you should start going to concerts.
6. If you'd like to get better grades, you should improve your study skills.
7. If you'd like to be more relaxed, you should take a course in meditation.
8. If you want to have less salt in your diet, you don't use salt with your meals.

## Activity C

1. Explain that students will practice the dialogues again, but this time they will use their own ideas.
2. Focus students' attention on the sample conversation and model it with a student. Brainstorm other suggestions for each goal, if necessary.
3. Group Work. Put students in small groups and have them practice the conversation with their own ideas.
4. Have students say their suggestions for the class. Make sure they use the clauses correctly.

***Student Book page 44***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 5**

1. Focus students' attention on the chart and the headings. Explain that they will listen to people talk about their eating habits and then complete the chart.
2. Play CD2 Track 5. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *to cut down* and *to cut back* means to decrease the amount of something. *A sweet tooth* is a very common expression to describe liking sweet foods such as cake, chocolate, and candy. These things can be referred to in general as *sweets*. *To cut out* means take out completely.

**Answers**

1. cut down on sugar/to lose weight and be healthy
2. eat a lot of fruit/to live a long life
3. drink less coffee/to sleep at night
4. cut out fatty foods/to lose weight

## Activity B

1. Explain that students will listen to people talk about their diets again. Focus students' attention on the sentences. Tell them to fill in each sentence with one word.
2. Play CD2 Track 5 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. doctor
2. TV
3. two
4. coach

### Optional Activity: Your Questions

Have students write two or three comprehension questions for each of the dialogues in the audio script. Then put students in pairs and have them take turns asking and answering the questions. Play the CD2 Track 5 to help students write their questions. Some sample questions: *Where is Frank?* (in a restaurant) *What is on their shopping list?* (pasta, coffee, chocolate)

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart. Explain that they will walk around the class and ask for advice about each of the problems.
2. Review *if* clauses from Exercise 2.
3. Demonstrate the activity with a student volunteer. For example, T: *I have trouble sleeping at night. What should I do?* S: *If you want to sleep better, you shouldn't drink any more coffee.*
4. Class Work. Have students stand up and do the activity. Circulate and make sure they are using *if* clauses to make suggestions. Circulate and help, as needed.

### Activity B

1. Focus attention on the sample conversation and read it aloud.
2. Have students share the advice they got with the class.
3. If time allows, have the class vote on the best advice for each problem.

# LESSON 2: Eating habits

*Student Book page 45*

## 1. FOOD AND SNACKS

### Activity A

**Class CD2, Track 6**

1. Have students look at the pictures and captions. Play CD2 Track 6. Have students listen and repeat. Play the recording again and have students repeat.

***Language Note***

Point out that some of the items have articles and some don't. Quickly review count and non-count nouns with students, if necessary.

2. Give students time to think about which two foods are the healthiest and number them.
3. Have volunteers share their choices with the class.

### Activity B

1. Explain that students will compare their answers with a partner.
2. Focus students' attention on the sample dialogue and model it with a student. Point out how Speaker B asks a follow-up question. Brainstorm other follow-up questions and write them on the board, for example: *How often do you eat it? What's your favorite kind? Do you make it yourself?*
3. Pair Work. Put students in pairs and have them compare answers and ask follow-up questions.
4. Have volunteers report on their partner's answers to the class.

### Activity C

1. Explain that students will get into groups and talk about other snacks they eat and how healthy they think the snacks are. Focus students' attention on the sample conversation and model it with two other students.
2. Give students time to think about other snacks they eat and if they are healthy.
3. Group Work. Put students in pairs and have them take turns discussing snacks.
4. Have students share a group member's answers with the class. If time allows, have the class discuss what the healthiest snacks are.

*Student Book page 46*

## 2. CONVERSATION STRATEGY: SHORT FORMS OF QUESTIONS

### Activity A

**Class CD2, Track 7**

1. Explain to students that they will listen to a conversation that includes short forms of questions. Explain that in informal conversation, it is very common to shorten questions. Students should not only be able to use shortened questions occasionally, but they should always be able to understand them.

2. On the board, write:

   *A: Thirsty?*

   *B: Yeah. Is there any juice in the refrigerator?*

   Point out how the first speaker asked a question with only one word. Ask students what the whole question would be (*Are you thirsty?*).
3. Play CD2 Track 7. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to the shortened questions.
2. Play CD2 Track 7. Ask students to identify the shortened questions (*Want something to eat? Mind if I join you? Like a snack?*). Ask students what the whole question would be.

## Activity C

1. Focus attention on the dialogues. Explain that students will look at the questions in italics and cross out words to make shortened questions.
2. Check answers as a class.
3. Pair Work. Put students in pairs and have them take turns reading each part in the dialogue. Make sure they use shortened questions.
4. Have students share one of their dialogues with the class.

**Sample Answers**

1. Want something to drink? / Something to drink?
2. Diet soda or regular? / Diet or regular?
3. Something to eat?
4. Large slice or small?
5. Lunch?
6. That place opposite the school?

## Activity D

1. Explain that students will take turns talking about food from Exercise 1 and giving true extra information.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they give extra information in their answers.
3. Have several students do their dialogue for the class.

*Student Book page 47*

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 8**

1. Focus students' attention on the food orders. Have them read the orders. Explain that they will listen to people trying to decide what to eat. Then they will write the letter of the meal the person orders next to the person's name.
2. Play CD2 Track 8. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *a big eater* is someone who eats a lot. In a restaurant, *the special* is a dish that isn't always on the menu, but that the chef has made that day. *What will it be?* means the same as *What will you order? Better not* is a shortened form of *I had better not (do something)*, meaning *I shouldn't (do something)*.

**Answers**

**1.** b **2.** c **3.** a **4.** e

## Activity B

1. Focus students' attention on the list of reasons. Explain that students will listen again for the reason the person ordered the food they did. Then they will write the number of the conversation next to the person's name.
2. Play CD2 Track 8 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. gain weight
2. cut down on salt
3. lose weight
4. reduce carbohydrates

## Optional Activity: Shortened Questions

Play the recording again and have students write down all the shortened questions they can hear. Then have them write what the whole question or statement would be. For example: *The usual? (Will you have the usual food that you order?)*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the survey and the questions. Explain to students that they will add three more questions to the survey.
2. Give students time to write their questions and then answer the survey about themselves.

### Activity B

1. Focus students' attention on the sample dialogue and model it with another student.
2. Explain that students will take turns asking and answering the survey questions with a partner.
3. Put students in pairs and have them do the activity. Have students give each other suggestions about how they could change their diet.
4. Have students share their partner's answers with the class.

### Optional Activity: Who's the Healthiest?

Have students write down what they eat in a typical day. Collect their papers and read one of them out loud. Have students give suggestions to improve that person's diet. For example, *If he wants to be healthier, he should eat less fried foods.*

Continue with all the papers. When you are finished, have the class vote on who has the healthiest lifestyle.

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# unit 8 Personalities

**Language Focus:** Relative clauses

**Vocabulary:** personality trait, quality, easygoing, talkative, generous, flexible, tolerant, cheerful, dependable, determined, ambitious, sensitive

**Conversation Strategy:** Asking for clarification

## LESSON 1: Personal qualities

*Student Book page 48*

### Warm Up

Review giving advice about a healthy lifestyle using *if* clauses. Say several health-related problems such as, *I have no energy.* Have several students give advice such as *If you want to have more energy, you should eat healthy food.* Continue with other health issues.

## 1. WHAT ARE THEY LIKE?

### Activity A

1. Focus students' attention on the personality qualities. Have volunteers say a sentence that shows they understand the meaning of each, for example: *You should always be quiet in a library.*
2. Explain that students will number the personality traits in the order that they are important for a good roommate.
3. Pair Work. Put students in pairs and have them compare answers. Encourage students to give reasons for their rankings.
4. Have students share their partner's answers to the class.

### Activity B

Class CD2, Track 9

1. Explain to students that they will listen to two friends talk about the qualities of different roommates.
2. Play CD2 Track 9. Play the recording again, if necessary.

#### *Language Note*

Explain that *fabulous* means great. A *horror story* is a slang expression meaning that something is terrible. Remind students that *pretty* means *attractive*, but is often used in casual conversation to mean *kind of* or *very* (*pretty well*), depending on the context and the intonation of the speaker.

#### *Culture Note*

Explain that in the U.S., it is common for college students to leave home and live at their university, which can be far away. Students live in dormitories or get their own apartments with other students. Generally speaking, when someone is in their twenties, whether they are in school or not, they move out of their parents' house and find their own place to live. They often live with a roommate to share expenses.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

### Activity D

1. Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write the conversation on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

*Student Book page 49*

## 2. LANGUAGE FOCUS: *RELATIVE CLAUSES*

### Activity A

**Class CD2, Track 10**

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2 Track 10. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

#### *Language Note*

Remind students that a relative clause is a group of words that add more information or describe a noun. The relative clauses here are introduced by the relative pronoun *who*. *Who* is only used when the relative clause is describing a person. The relative clause must immediately follow the noun that it is describing.

### Activity B

**Class CD2, Track 11**

1. Focus students' attention on the pictures. Have them describe the personalities of each person.
2. Focus students' attention on the phrases and the dialogues. Go over any unfamiliar vocabulary.

#### *Language Note*

Explain that *look on the bright side* is a common way to say *optimistic*. *I can't stand* is a common way to say *I really don't like*. It is usually used in informal spoken English. Someone who has *mood swings* is a person whose emotions and reactions to things are not predictable. *To hang out with* is a common way to say *to spend time with someone doing nothing special*. It is only used in casual spoken conversation. The phrases *I don't appreciate* and *I don't care to* are other ways of saying *I don't like (to)*.

3. Explain that students will fill in the blanks in the conversations with the phrases. Give students time to read the sentences and complete the activity.
4. Play CD2 Track 11 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs or small groups. Have them practice the dialogues. Make sure they change roles.

**Answers** irLanguage.com

1. who are very talkative
2. who take themselves too seriously
3. who are always in a good mood
4. who are overly critical
5. who always look on the bright side

### Activity C

1. Explain that students will practice the dialogues again, but this time they will use their own ideas.
2. Focus students' attention on the types of people. As a class, discuss what kinds of things these people do. Write students' ideas on the board for reference.
3. Pair Work. Have pairs practice the conversation with their own ideas.
4. Have students say their dialogues for the class.

*Student Book page 50*

## 3. LISTEN AND UNDERSTAND

### Activity A

**Class CD2, Track 12**

1. Focus students' attention on the phrases. Explain that they will listen to a woman (Lisa) talk about people she knows. Then they will number the opinions in the order they hear them.
2. Play CD2 Track 12. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### *Language Note*

Explain that a *catering business* prepares and serves food at parties, business functions, etc. *Stuff* is a common word to refer to things in general. It is used in informal conversation. *To be tired of something* means that you do not want to do it anymore.

**Answers**

**a.** 2 **b.** 3 **c.** 4 **d.** 1

### Activity B

1. Explain that students will listen to Lisa talk about the people again. This time they will listen for who Lisa is talking about and number them in the order they hear them.
2. Play CD2 Track 12. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

e. 4 f. 2 g. 1 h. 3

### Optional Activity

If time allows, play the recording again and have students jot down the parts of each dialogue that they used to answer the questions in Exercise 3A and 3B. For example, the person in the first dialogue is often moody. From the dialogue, the student would jot down: *Sometimes... friendly and nice... other times cool and rude.*

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and headings. As a class, brainstorm possible positive and negative qualities for each person in the chart. Write them on the board for students' reference.
2. Explain that students will complete the chart with the qualities they like and don't like for each kind of person.
3. Give students time to write their answers.

### Activity B

1. Explain that students will discuss their answers with a partner. Model the sample conversation with a student.
2. Pair Work. Put students in pairs and have them do the activity.
3. Have students share their partner's answers with the class.

# LESSON 2: Personalities

*Student Book page 51*

## 1. PERSONALITY TRAITS

### Activity A

Class CD2, Track 13

1. Have students look at the personality quiz. Explain that it is a list of questions that will help them think about their own personality.
2. Give students time to think about the questions and complete the quiz.

### Activity B

1. Focus students' attention on the list of adjectives. Explain that students will match the traits with the questions from the quiz.
2. Play CD2 Track 13. Have students listen and repeat the adjectives. Play the recording again and have students repeat.
3. Model the sample conversation with a student.
4. Pair Work. Put students in pairs and have them take turns talking about their quiz answers and talking about how they are the same and how they are different.
5. Have volunteers report on their partner's answers to the class.

### Activity C

1. Explain that students will tell group members about their best friend. Focus attention on the speech bubble and read it aloud. Point out how the description talks mostly about personality and not physical traits or facts about the person's life.
2. Group Work. Put students in groups and have them take turns telling each other about their closest friend.
3. Have students tell the class about a group member's closest friend.

### Optional Activity: What Makes a Good Friend?

Keep students in groups. Have them talk about what qualities they have that make them a good friend.

*Student Book page 52*

## 2. CONVERSATION STRATEGY: ASKING FOR CLARIFICATION

### Activity A

Class CD2, Track 14

1. Explain that students will listen to a conversation which includes someone asking for clarification. Explain that it is common to ask for clarification when you don't understand something, but it is helpful if you are specific about which part you don't understand completely. Sometimes if you just say *What?* the speaker might think you haven't been listening or they might be confused about what information you want. Asking for clarification is also a good way to keep a conversation going and keep it interesting.

2. On the board, write:

   *A: He's a great person.*

   *B: Why do you think that?*

   Point out how the question is asking for a specific kind of clarification.

3. Play CD2 Track 14. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how the speakers ask for clarification.
2. Play CD2 Track 14. Ask students to identify how the speaker asks for clarification. (*What do you mean? So you don't think...*)
3. Focus students' attention on the additional phrases and read them aloud. Ask students where they could substitute them in the conversation.
4. Pair Work. Have students practice the conversation again with the new phrases.

## Activity C

1. Explain that students will practice responding to opinions and asking for clarification.

### *Language Note*

Explain that a *role model* is someone whose life provides good examples for others. *Tolerant* means accepting of other people's opinions, ideas, and lifestyles. *Considerate* means that you care about someone else's feelings.

2. Pair Work. Put students in pairs and have them take turns giving opinions and asking for clarification. Remind students that more than one response is possible.

**Sample Answers**

1. What do you mean?
2. So do you mean that they should care about your feelings?
3. So do you think that a best friend should tell you when they think you've done something wrong?

## Activity D

1. Focus students' attention on the people. Explain that students will take turns talking about what qualities each person should have. Review the vocabulary from Exercise 1. Brainstorm other qualities, if necessary.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they ask for clarification.
3. Have several students report on their partner's answers.

*Student Book page 53*

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 15**

1. Focus students' attention on the list of qualities. Explain that they will listen to people talking about incidents. Then they will check the qualities that the people showed.
2. Play CD2 Track 15. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *lab* is short for laboratory and usually refers to a place where some kind of scientific research happens. *To give someone a lift* means to give them a ride in your car.

**Answers**

1. loyal
2. selfish
3. kind
4. courageous
5. generous

## Activity B

1. Focus students' attention on the statements in the chart. Explain that students will listen again and circle which statement is correct for each story.
2. Play CD2 Track 15 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

1. He used to work in a lab.
2. Lisa's car is new.
3. Bessie has been lost for more than a week.
4. The child's parents thanked him.
5. He designed some new software.

### Optional Activity

Play the recording again and have students write one or two more adjectives to describe the people being talked about. For example, in dialogue number 1 the lab assistant is also hard-working.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the headings. Explain that students will fill in the chart with details about someone they know or heard about.
2. Demonstrate the activity. For example, T: *My mother was generous when she found out our elderly neighbor couldn't pay her heating bill. Now every month she helps her pay it.*
3. Have students do the activity individually.

### Activity B

1. Explain that students will discuss their charts in groups and ask each other for clarification. Focus attention on the sample dialogue and model it with a student volunteer.
2. Have students choose one of their stories and share it with the group. Make sure the other group members ask for clarification.
3. If time allows, have students talk about another story from their chart.

### Optional Activity

Have each group pick the best story for each of the adjectives and then tell it to the class. Have the class vote on which story is the best example of each adjective.

Ask students if they know of any other people or stories of people that illustrates another quality. Have them share the story with the class without saying which quality the story illustrates. Then have the class guess which quality is being illustrated.

# unit 9 The Future

**Language Focus:** future tenses

**Vocabulary:** probability, graduation ceremony, graduate school, profession, overseas, breakthroughs, cure

**Conversation Strategy:** Repeating and expressing a probability

## LESSON 1: Future possibilities

*Student Book page 54*

### Warm Up

Review talking about personalities using relative clauses. Ask students *What kind of person is a good roommate?* Have several students answer. Make sure they use a relative clause, for example *I like someone who is always in a good mood.* Continue with other people such as a student, doctor, president, husband/wife, etc.

### 1. WHAT WILL YOU BE DOING NEXT YEAR?

#### Activity A

1. Focus students' attention on the picture. Have students describe what they see.
2. Pair Work. Put students in pairs and have them discuss the questions.
3. Have volunteers share their answers with the class.

#### Activity B

Class CD2, Track 16

1. Explain to students that they will listen to two friends talk about what they will do after graduation.
2. Play CD2 Track 16. Play the recording again, if necessary.

#### *Language Note*

Explain that *time flies* is a very common idiom that means that time moves very fast. *In a year's time* means the same as *one year from now.*

#### *Culture Note*

Explain that in the U.S., university graduates do various things. Many of them go immediately into graduate school to study law, medicine, education, business, or an academic subject. Many other graduates spend a few months or longer traveling and getting small jobs at the same time to pay for their travels. Other graduates immediately start a job. Many college students have got to take out a loan to pay for college, so this affects what they can do after graduating.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

*Student Book page 55*

### 2. LANGUAGE FOCUS: FUTURE TENSES

#### Activity A

Class CD2, Track 17

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2 Track 17. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### *Language Note*

Remind students that *will* and *be going to* are used to talk about the future, but they are used in different ways. *Will* is used to talk about a voluntary action (*I'll make you dinner tonight*); to talk about a promise (*I promise I'll be careful*); or to make a general prediction about the future (*Our vacation will be really fun*).

Explain that *will* + *have* is used to talk about an action that will be completed in the future and *will* + *be* + *-ing* is used to talk about an action that will be continuing during a period of time in the future.

## Activity B

**Class CD2, Track 18**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the verbs and the dialogues. Go over any unfamiliar vocabulary.

### *Language Note*

Explain that a person's *hometown* is the place they grew up.

3. Explain that students will fill in the blanks with a future tense form of one of the verbs. Make sure they know that more than one answer is possible and that each verb may be used more than once. Give students time to read the sentences and complete the activity.
4. Play CD2 Track 18 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs. Have them practice the dialogues. Make sure they change roles.

**Sample Answers**

**1.** A: be doing
B: be living
A: start
**2.** A: take
B: will be taking
A: take/will start
**3.** A: live
B: move
A: live
B: share
**4.** A: have learned
B: have improved/have learned
A: have learned

## Activity C

1. Explain that students will practice the dialogues again, but this time they will use their own ideas.
2. Brainstorm other suggestions for each conversation, if necessary. Explain that they can use their imaginations and think of funny, interesting, or exciting plans if they want.
3. Pair Work. Put students in pairs and have them practice the conversation with their own ideas.
4. Have students say their plans for the class. Make sure they use the future tense correctly.

***Student Book page 56***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 19**

1. Focus students' attention on the chart and the headings. Explain that they will listen to people talk about their future plans and complete the chart.
2. Play CD2 Track 19. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *to establish* means to start. A *stockbroker* is someone who helps people buy and sell pieces of companies (stocks).

### *Culture Note*

In the U.S., university graduates have a special ceremony where they get their diplomas, or proof of their degree. Traditionally, graduates wear long black robes and square black hats called a *mortarboard*. Each graduate goes up on the stage when their name is called and receives their diploma from the college president. At the end of the ceremony, graduates throw their hats in the air.

**Answers**

**1.** Andy
**2.** Cecilia
**3.** Cecilia
**4.** Andy
**5.** Cecilia
**6.** Andy, Cecilia

## Activity B

1. Explain that students will listen about the people's plans again. Focus students' attention on the statements. Tell them to check if each statement is true or false.
2. Play CD2 Track 19. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

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

## 4. JOIN IN

### Activity A

1. Focus students' attention on the items in the chart. Explain that they will check the ones they think they will have done in five years' time and add three items of their own.

#### *Language Note*

Remind students that *graduate school* is a special school that students attend after the first four years of university. Graduate school provides special training in law, medicine, education, business, or other academic subjects. A *profession* is another way to say a *career*. *Someone special* implies a person that you marry or have a romantic relationship with. *Overseas*, in the U.S., means any country that you have to cross an ocean to get to.

2. Have students do the activity. Circulate and help, as needed.

### Activity B

1. Focus attention on the sample conversation and model it with a student.
2. Have students share their partner's answers with the class.

### Optional Activity

Have students repeat Exercise 4A and B. This time have them think about and discuss what they will have done in 10 years' time and 20 years' time.

# LESSON 2: Future changes

***Student Book page 57***

## 1. FUTURE BREAKTHROUGHS

### Activity A

**Class CD2, Track 20**

1. Have students look at the pictures and captions. Go over any unfamiliar vocabulary. Explain that students will write how long they think it will take for each of the achievements to happen.
2. Give students time to do the activity.
3. Play CD2 Track 20. Have students listen and repeat. Play the recording again and have students repeat.

### Activity B

1. Explain that students will compare their answers in a group.
2. Focus students' attention on the sample dialogue and model it with a student. Point out how Speaker C comments on another group member's opinion and gives his/her own opinion. Tell students that they can comment on another person's opinion, but they should do it without being overly aggressive or rude. Encourage students to ask follow-up questions to each other.
3. Group Work. Put students in small groups and have them compare answers, give opinions, and ask follow-up questions.
4. Have volunteers report on their group's discussion to the class.

### Activity C

1. Explain that students will get into pairs and talk about other things they think will happen in the next ten years. To help give students ideas, brainstorm general topics as a class such as technology, medicine, entertainment, fashion, weather, travel, etc.
2. Pair Work. Put students in pairs and have them discuss what will happen in ten years.
3. Have students share their partner's answers with the class. If time allows, have the class discuss which predictions are the most likely to happen and/or which predictions the class would like to see happen the most.

***Student Book page 58***

## 2. CONVERSATION STRATEGY: REPEATING AND EXPRESSING A PROBABILITY

### Activity A

**Class CD2, Track 21**

1. Explain to students that they will listen to conversations that include people repeating and expressing probability. Explain that in informal conversation, it is very common to repeat what someone has just said as a way to emphasize something in your response.

2. On the board, write:

   *A: Do you think there will be a cure for the cold?*

   *B: Cure for the cold? There probably will be someday.*

   Point out how the second speaker repeats the main idea of the first speaker and gives an opinion about it.
3. Play CD2 Track 21. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to how people express probability.
2. Play CD2 Track 21. Ask students to identify the expressions of probability. *(Yeah, probably someday. No, I don't think that will ever be possible. Yes, they probably will someday.)*
3. Focus student's attention on the additional expressions of probability and read them aloud.
4. Pair Work. Put students in pairs and have them practice the additional expressions using the conversations from Activity A or their own ideas.

## Activity C

1. Focus attention on the topics. Explain that students will add two more topics. Then they will use the expressions of probability to state how likely each thing is to happen.
2. Give students time to write their answers.
3. Group Work. Put students in small groups and have them discuss their opinions about each topic. Make sure they use expressions of probability.
4. Have students report on their group's discussion.

| Answers |
| --- |
| Answers will vary. |

## Activity D

1. Explain that students will take turns talking about the topics from Exercise 1, repeating part of the sentence, and expressing probability. Focus attention on the sample conversation and model it with a student.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they repeat and express probability.
3. Have several students do their dialogue for the class.

***Student Book page 59***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 22**

1. Focus students' attention on the topics. Explain that they will listen to people talking about world affairs. Then they will number five of the topics in the order they hear them.
2. Play CD2 Track 22. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *life expectancy* is how long someone expects to live. The *warmest winter on record* means that the winter is the warmest one officially recorded by the weather service. *Many years to come* means from now and continuing many years into the future. *I figure* means *I think*.

| Answers |
| --- |
| **1.** climate change |
| **2.** world peace |
| **3.** space exploration |
| **4.** robots |
| **5.** life expectancy |

## Activity B

1. Focus students' attention on Activity B. Explain that students will listen again and check if the speakers agree or disagree with each other.
2. Play CD2 Track 22 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

| Answers |
| --- |
| **1.** agree |
| **2.** disagree |
| **3.** disagree |
| **4.** agree |
| **5.** disagree |

### Optional Activity

Play the recording again and have students write down all the expressions of probability they hear in each conversation.

1. *Oh, yes, it definitely will. Yeah, you're probably right.*
2. *I doubt it very much. I don't think so.*
3. *No, I don't think so. I think it'll be real common.*
4. *Oh, yes. Definitely. Yeah. I suppose so. Yeah, you're probably right.*
5. *Yes, I suppose so. No, I doubt it. No, I can't see that happening, to be honest.*

### Optional Activity

Have students write two or three comprehension questions for each of the dialogues in the audio script. Then put students in pairs and have them take turns asking and answering the questions. Play CD2 Track 22 to help students write their questions. Some sample questions:

1. *What disaster is on the news?* (floods)
2. *How many brothers are in the story?* (two)
3. *What's in the photo?* (the international space station)
4. *What's in the living room?* (a vacuum cleaner)
5. *What country is the article about?* (Japan)

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the headings. Explain to students that they will write three positive changes and three negative changes of life on earth over the next 50 years.
2. Give students time to write their ideas.

### Activity B

1. Explain that students will discuss their ideas from Activity 4A. Focus attention on the sample dialogue and model it with another student.
2. Group Work. Put students in small groups and have them discuss their ideas. Make sure students repeat statements and express probability.
3. Have students report on their group's discussion.

# unit 10 If Only...

**Language Focus:** *Wish* + verb—Unreal conditional
**Vocabulary:** wish, regret, gadget, flunk, enroll, junk food, drift, unbelievable
**Conversation Strategy:** Reply questions

## LESSON 1: Regrets

*Student Book page 60*

### Warm Up

Review talking about the future. Ask students questions using different forms of the future tense, for example, *What will you be doing this time tomorrow? What career will you have ten years from now? When do you think you will be married?* Have several students answer. Then have students ask each other questions in the future tense.

## 1. WHY DIDN'T I DO THAT?

### Activity A

1. Focus students' attention on the items. Explain that they will think about which things they wish they had done when they were younger.

#### *Language Note*

Explain that *to waste time* means to not use your free time wisely or for meaningful things, for example only watching TV and playing video games instead of learning something, volunteering, etc.

2. Give students time to think about their answers.
3. Have several students share their answers with the class.

### Activity B

Class CD2, Track 23

1. Explain to students that they will listen to two co-workers talk about a regret.
2. Play CD2 Track 23. Play the recording again, if necessary.

#### *Language Note*

Explain that *I'm hopeless at* means the same as *I'm very bad at*. *To help out* means the same as to help someone with something. *Thanks a million* is an idiom used to express enthusiastic thanks.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

### Activity D

1. Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write conversation cues for each sentence on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

*Student Book page 61*

## 2. LANGUAGE FOCUS: *WISH* + VERB—UNREAL CONDITIONAL

### Activity A

Class CD2, Track 24

1. Have students look at the language box. Give them time to read the examples.

2. Play CD2 Track 24. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### *Language Note*

Remind students that an unreal conditional with *wish* is a common way to express a regret. It talks about something that you want or wanted to happen, but that does not exist or did not happen. The verb is either in the past perfect or the past tense. Make sure students remember that the verb *be* becomes *were* for all persons.

## Activity B

**Class CD2, Track 25**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the verbs and the dialogues. Go over any unfamiliar vocabulary.

### *Language Note*

Explain that *kid* is an informal word for *child*.

3. Explain that students will fill in the blanks with a past tense form of one of the verbs. Give students time to read the sentences and complete the activity.
4. Play CD2 Track 25 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs. Have them practice the dialogues. Make sure they change roles.

**Sample Answers**

**1.** A: could
A: would
**2.** B: had
B: could
**3.** A: knew
A: would
B: would
**4.** B: were
B: would

## Activity C

1. Focus students' attention on the items. Explain that students will use the conversations in Activity B as a model, but this time they will use their own ideas.
2. Pair Work. Put students in pairs and have them practice the conversation with their own ideas. Make sure they use unreal conditionals with *wish* and ask each other follow-up questions.
3. Have students share their partner's answers with the class.

***Student Book page 62***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 26**

1. Focus students' attention on the two columns. Explain that they will listen to people talk about things they wish they had or could do and then match the wish with the reason.
2. Play CD2 Track 26. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *in good shape* means to be physically healthy and that your body is in good condition. A *gadget* is an item that is not essential to living, but is either fun, helpful in some way, or both. If *money runs through your hands* it means that you always seem to be spending money and never have any extra. To *enroll* means to enter a program or a class. To *look down* means to look sad or depressed. To *flunk* means to fail. *Junk food* is unhealthy snack food. *It's a pity* is an expression used to express regret about something.

**Answers**

**1.** c **2.** a **3.** b **4.** e **5.** d

## Activity B

1. Explain that students will listen about people's problems again. Focus students' attention on the chart. Tell them to write the possible solution mentioned for each problem.
2. Play CD2 Track 26. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

**1.** be more active
**2.** get rid of credit cards
**3.** go to the study skills center
**4.** go running every day
**5.** take a course at the airport

## 4. JOIN IN

### Activity A

1. Focus students' attention on the chart and the headings. Explain that they will walk around the class and find someone who wishes for each of the items.
2. Brainstorm follow-up questions such as *Who do you wish you looked like? Why? What kind of pet would you like? Which breed?* Write them on the board for students' reference.
3. Demonstrate the activity with a student volunteer. For example, T: *Do you wish you were a really good cook?* S: *Yes.* T: *What would you like to cook?* S: *I love Chinese food.*
4. Class Work. Have students stand up and do the activity. Circulate and make sure they are asking follow-up questions.

### Activity B

1. Have students share the most interesting information with the class.
2. Conduct a quick survey of students' answers. Find out which item was the most wished for and why.

### Optional Activity

Have students repeat Activity 4A and B. This time have them write three or four of their own ideas in the chart.

# LESSON 2: My wish list

*Student Book page 63*

## 1. WISHES

### Activity A

Class CD2, Track 27

1. Have students look at the pictures and captions. Go over any unfamiliar vocabulary. Explain that students will check the things that they would like to do by the time they are 30 years old. (Or, if students are older, ask what things they would like to have done by the time they were 30.)
2. Give students time to do the activity.
3. Play CD2 Track 27. Have students listen and repeat. Play the recording again and have students repeat.

### Activity B

1. Explain that students will compare their answers with another student.
2. Focus students' attention on the sample dialogue and model it with a student. Encourage students to ask follow-up questions to each other.
3. Pair Work. Put students in pairs and have them compare answers, give opinions, and ask follow-up questions.
4. Have volunteers report on their partner's answers to the class.

### Optional Activity

Put students in groups and have them ask each other if they have done any of the things pictured in Activity A or anything similar. Have the students ask follow-up questions. Then have students report on the group's discussion.

### Activity C

1. Explain that students will get into pairs and talk about things they have done. Focus attention on the sample conversation and model it with a student. Explain that they should ask follow-up questions and try to get as much information as possible.
2. Pair Work. Put students in pairs and have them discuss things they have done.
3. Have students share their partner's answers with the class. If time allows, have students share with the class other unusual things they have already done.

*Student Book page 64*

## 2. CONVERSATION STRATEGY: REPLY QUESTIONS

### Activity A

Class CD2, Track 28

1. Explain to students that they will listen to conversations that include people replying to statements with a question. Explain that in informal conversation, it is very common to respond with a question that doesn't really require an answer. It is a way to show interest or enthusiasm in what someone has just said.

2. On the board, write:

   *A: One of my biggest dreams is to ride an elephant.*

   *B: It is?*

   Point out how the second speaker is asking a question, but that it doesn't really need an answer. Also point out how the verb in the reply question is the same as the verb in the first speaker's statement.
3. Play CD2 Track 28. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

### Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to the rising intonation of the reply questions.
2. Play CD2 Track 28. Ask students to identify the reply questions. (*You would? You do? It is?*)
3. Pair Work. Put students in pairs and have them practice the conversations again, this time paying special attention to the rising intonation of the reply questions.

### Activity C

1. Focus attention on the conversations. Explain that students will fill in the blanks with appropriate reply questions.
2. Give students time to write their answers.
3. Go over answers as a class.
4. Pair Work. Put students in pairs and have them practice the conversations.
5. Have pairs say one of the conversations for the class.

**Answers**

1. You would?
2. You do?
3. You do?

### Activity D

1. Explain that students will take turns talking about unusual things they want to do in the future. Tell them they should use reply questions and follow-up questions to get more information.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they ask reply questions.
3. Have students share their partner's answers with the class.

***Student Book page 65***

## 3. LISTEN AND UNDERSTAND

### Activity A

**Class CD2, Track 29**

1. Focus students' attention on the pictures. Have students describe what they see. Explain that they will listen to people talking about unusual things they have done. Then they will number five of the pictures in the order they hear about them.
2. Play CD2 Track 29. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

#### *Language Note*

Explain that *to drift* means to move slowly in no particular direction. *Scared of heights* means that you don't like high places. In this context, *unbelievable* means amazing or wonderful. *To stroke* means to touch in a gentle, rhythmic way. *I'm dying to do (something)* is a way to say you want to do something very, very much. *Protective gear* is special clothing and other things you put on your body that keeps you safe from physical injury. *How come?* is another way to ask *Why?*

**Answers**

1. going up in a hot-air balloon
2. swimming with dolphins
3. white-water rafting
4. ballroom dancing lessons
5. auditioning for a singing competition

### Activity B

1. Focus students' attention on the chart. Explain that students will listen again and check if the speakers' friends would like to do the same thing or not.
2. Play CD2 Track 29 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

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

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### Optional Activity

Play the recording again and have students write down all the reply questions they hear in each conversation.

1. *She did? She is?*
2. *You did?*
3. *You did? You are?*
4. *You wouldn't?*
5. *You will?*

As an extra challenge have students also write the statement that came before the reply question.

### Optional Activity

Have students imagine that they have one year and five million dollars to do any of the unusual things they want to do. Tell them to write a plan of their year. Then put students in pairs or small groups and take turns talking about their "dream" year. Make sure students use reply questions and ask follow-up questions.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the categories. Explain to students that they will write something that they would like to do in each of the categories.
2. Give students time to write their ideas.

### Activity B

1. Explain that students will discuss their ideas from Activity 4A.
2. Group Work. Put students in small groups and have them discuss their ideas. Make sure students use reply questions and ask each other follow-up questions.
3. Have students report on their group's discussion.

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# unit 11 Movies

**Language Focus:** Gerund phrases

**Vocabulary:** moviegoer, action, sci-fi, thriller, romantic comedy, drama, cinematographer, film editor, special-effects designer, extra, costume designer, screenwriter, make-up artist, director, stunt person

**Conversation Strategy:** Asking questions

## LESSON 1: What kind of moviegoer are you?

*Student Book page 66*

### Warm Up

Review talking about wishes with unreal conditionals. Ask students questions, for example, *What is one thing you wish you had done last week? Last year?* Have several students answer. Make sure they use unreal conditionals correctly, for example *I wish I had spent more time outside. I wish I had taken a different class.*

## 1. I CAN'T STAND PEOPLE DOING THAT.

### Activity A

1. Focus students' attention on the pictures. Have students describe what they see. Ask students to give specific examples of each kind of movie. Explain that they will think about which kinds of movies they like best and check the categories.

#### *Language Note*

Explain that *I can't stand* means the same as *It really annoys me when* or *I hate*.

2. Give students time to think about their answers.
3. Have several students share their answers with the class.

### Activity B

Class CD2, Track 30

1. Explain to students that they will listen to two friends talk about going to a movie.
2. Play CD2 Track 30. Play the recording again, if necessary.

#### *Language Note*

Explain that *rude* means *impolite* or *insensitive to other people's feelings.*

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.
4. Ask several pairs to demonstrate for the class.

### Activity D

1. Pair Work. Students close their books. Have them practice the conversation substituting their own information. Write conversation cues for each sentence on the board for students to refer to, if necessary.
2. Ask several pairs to demonstrate for the class.

*Student Book page 67*

## 2. LANGUAGE FOCUS: GERUND PHRASES

### Activity A

Class CD2, Track 31

1. Have students look at the language box. Give them time to read the examples.

2. Play CD2 Track 31. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### *Language Note*

Remind students that gerunds are verbs that end in *–ing*. Gerunds act as nouns, so they can be subjects, subject complements, direct objects, indirect objects, and objects of prepositions. Tell students that the verbs that take only a gerund do not really have anything in common and that they just need to memorize them.

## Activity B

**Class CD2, Track 32**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the verbs and the dialogues. Go over any unfamiliar vocabulary.

### *Language Note*

Explain that *strange* in this context means *uncomfortable*. A foreign movie can be either *dubbed* or have *subtitles*. If it is dubbed, other actors have recorded the dialogue in the language of the audience and that track is used instead of the original language. If it is subtitled, the dialogue is written in the audience's language and put at the bottom of the movie. If something is *distracting*, it takes your attention away from the thing you are watching or concentrating on. *To put up with* means to endure something unpleasant. *Irritating* means *annoying*.

3. Explain that students will fill in the blanks with one of the verbs. Explain that the verbs can be used more than once. Give students time to read the sentences and complete the activity.
4. Play CD2 Track 32 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs. Have them practice the dialogues. Make sure they change roles.

**Answers**

1. A: going
   B: seeing/watching; sitting
2. A: watch
   B: reading
3. A: prefer/enjoy
   B: hate

## Activity C

1. Focus students' attention on the items. Explain that students will use the conversations in B as a model, but this time they will use their own true information.
2. Pair Work. Put students in pairs and have them practice the conversation with their own true information.
3. Have students share their partner's answers with the class.

***Student Book page 68***

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 33**

1. Focus students' attention on the movie categories. Explain that they will listen to people talk about movies and then write which kind of movie they talk about in each conversation.
2. Play CD2 Track 33. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *hilarious* means *very funny*. A *scene* is one specific part of a movie that takes place in the same place and time with the same characters. *Awesome* means *amazing* or *fantastic*. *To be on the edge of your seat* is a common idiom which means that something is very exciting.

**Answers**

1. comedy
2. animated movie
3. sci-fi movie
4. action movie
5. horror movie

## Activity B

1. Explain that students will listen again and check if each statement is true or false.
2. Play CD2 Track 33. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

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

## 4. JOIN IN

### Activity A

1. Focus students' attention on the survey and the headings. Explain that they will fill out the survey for themselves.
2. Give students time to complete the survey. Circulate and help as needed.

### Activity B

1. Explain that students will discuss their survey answers with a partner. Focus students' attention on the sample conversation and model it with a student.
2. Pair Work. Put students in pairs and have them discuss their answers. Encourage students to ask each other follow-up questions.

### Optional Activity

Put students in small groups. Have them choose the best movie for each category mentioned in Exercise 3A. Then have groups present their list to the class. Have students debate which is the one best movie from each category.

# LESSON 2: Great movies

*Student Book page 69*

## 1. MOVIE CAREERS

### Activity A

Class CD2, Track 34

1. Have students look at the pictures and captions. Explain that students will check the three movie careers that look the most interesting.

#### *Language Note*

Explain that a *cinematographer* is the photographer who films a movie with a movie camera. An *extra* is a person in a movie who has no lines and usually appears in a crowd or in the background in some way. The *screenwriter* is the person who writes the script for the movie. The *film editor* is the person who takes all the scenes that have been filmed (usually hours of film) and cuts them down to a regular-length movie.

2. Give students time to mark their answers.
3. Play CD2 Track 34. Have students listen and repeat. Play the recording again and have students repeat.
4. Put students in pairs and have them compare their answers.
5. Have students share their partner's answers with the class.

### Activity B

1. Explain that students will match the definitions with the movie careers in Exercise A.
2. Put students in pairs and have them compare answers.
3. Go over answers as a class.

| Answers |
|---|
| 8 |
| 1 |
| 5 |
| 4 |
| 9 |
| 3 |
| 7 |
| 6 |
| 2 |

*Student Book page 70*

## 2. CONVERSATION STRATEGY: ASKING QUESTIONS

### Activity A

Class CD2, Track 35

1. Explain to students that they will listen to conversations that include questions. Explain that asking specific questions about what someone just said is a good way to show interest and keep the conversation going. If you don't ask questions about what someone is saying, it can seem like you are bored or that you are not listening carefully.
2. On the board, write:

   *A: I saw that new action movie last night. It was great!*

   *B: Do you mean the one with Jackie Chan?*

   Point out how the second speaker asks a specific question about what the first speaker just said.
3. Play CD2 Track 35. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

## Activity B

1. Explain that students will listen to the dialogues again. This time they will listen to the questions.
2. Play CD2 Track 35. Ask students to identify the questions. (*Which one? The one with Will Farrell? So, did you like it?*)
3. Pair Work. Put students in pairs and have them practice the conversations again.
4. Focus attention on the additional questions. Explain how they ask for general information, an opinion, or specific information.
5. Have pairs practice the conversation again, substituting the additional questions into the conversation.
6. Have pairs say the new conversation for the class.

## Activity C

1. Focus attention on the conversations. Explain that students will fill in the blanks with appropriate questions based on what the speaker says next.
2. Give students time to write their answers.
3. Go over answers as a class.
4. Pair Work. Put students in pairs and have them practice the conversations.
5. Have pairs say one of the conversations for the class.

**Sample Answers**

**1.** A: Did you see the new sci-fi movie?
A: What's it about?
A: How were the special effects?
**2.** A: How was the movie?
A: What was it about?
A: Who was in it?

## Optional Activity

1. Have students talk about a good movie they have seen. Give students time to think about the movie and what they liked about it.
2. Pair Work. Put students in pairs and have them talk about their movies. Circulate and make sure they ask reply questions.
3. Have students share their partner's answers with the class.

*Student Book page 71*

# 3. LISTEN AND UNDERSTAND

## Activity A

Class CD2, Track 36

1. Focus students' attention on the chart and headings. Explain that they will listen to movie reviewers talking about movies. Then they will put a check if the speaker has a positive opinion and an X if the speaker has a negative opinion about each category.
2. Play CD2 Track 36. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *winner* in this context means very good. *Performance* is the way an actor acted a part in a movie. In this context, *I love her work* means the same as *I love her acting in other movies*. *Spectacular* means amazing and usually refers to how something looks. *Gifted* means unusually talented. *To be critical* means to express negative opinions about something. *Cinema* means movie theater. *Frankly* means sincerely or truthfully. *Theme* means the main topic. *Outstanding* means excellent.

**Answers**

| Movie 1 | Movie 2 |
|---|---|
| The acting X | The acting ✔ |
| The story ✔ | The story X |
| The music X | The music ✔ |
| The special effects ✔ | The special effects ✔ |

## Activity B

1. Focus students' attention on the statements. Explain that students will listen again and check if the speakers' statements are true or false.
2. Play CD2 Track 36 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

| Movie 1 | Movie 2 |
|---|---|
| True | False |
| True | True |
| False | False |
| True | True |
| False | False |

### Optional Activity

Play the recording again and have students write down as many questions and answers as they can. Tell them that they can paraphrase or write shorter versions of the answers. Then put students in pairs and have them take turns asking and answering each other's questions. Play the recording again for students to check their answers.

Alternatively, have the class listen to the recording and write down as many of the questions and answers as they can. Again, they can write shorter versions of the answers. Ask students to say the questions and answers they heard and write them on the board. Play the recording again and check the questions and answers that students mentioned. Ask them which ones are missing. Play the recording as many times as needed to get all the questions and answers.

## 4. JOIN IN

### Activity A

1. Focus students' attention on the categories. Explain to students that they will write their favorite movies for each of the categories.
2. Give students time to write their answers.

### Activity B

1. Explain that students will discuss their answers from Activity 4A. Focus students' attention on the sample conversation and model it with a student. Brainstorm follow-up questions, if necessary.
2. Pair Work. Put students in pairs and have them discuss their answers. Make sure students ask each other follow-up questions to get more information.
3. Have students share their partner's answers with the class.

### Optional Activity

Have a class discussion on the best movies for each category in Exercise 4A. Then write a chart similar to the one in Exercise 3A on the board. Have the class discuss how to fill out the chart for each movie. Make sure they ask each other questions to get specific information.

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# unit 12 Travel

**Language Focus:** Past unreal conditionals

**Vocabulary:** abroad, language barrier, carry-on bag, hitchhike, homestay, risk-taking, problem-solving, self-confidence, open-mindedness, self-awareness

**Conversation Strategy:** Repeating information and asking further questions

## LESSON 1: Travel experiences

*Student Book page 72*

### Warm Up

Review talking about movies with gerund phrases. Ask students questions with gerunds, for example, *What kind of movies do you enjoy seeing? What movies do you dislike watching?* Have several students answer. Make sure they answer in complete sentences using gerunds, for example, *I enjoy seeing romantic comedies.*

### 1. WHAT WOULD YOU HAVE DONE?

#### Activity A

1. Focus students' attention on the pictures. Have students describe what they see. Explain that they will think about what happened to the people on their vacation and then discuss it with a partner.
2. Give students time to think about their answers. Encourage them to think about as many details as possible to come up with a story for each picture.
3. Put students in pairs and have them compare answers.

#### Activity B

Class CD2, Track 37

1. Explain to students that they will listen to two friends talk about a vacation.
2. Play CD2 Track 37. Play the recording again, if necessary.

***Language Note***

Explain that *a carry-on bag* is a bag small enough to take on a plane because it fits under the seat or in the compartment above the seat.

3. Model the conversation with a volunteer.
4. Pair Work. Put students in pairs and have them practice the conversation. Make sure they switch roles.
5. Ask several pairs to demonstrate for the class.

#### Activity C

1. Focus students' attention on the numbered blue highlighted sentences in the conversation in B. Then read aloud the sentences for Practice 1. Make sure students understand how to substitute the sentences into the conversation.
2. Pair Work. Put students in pairs and have them practice the new conversation. Make sure they switch roles.
3. Repeat steps 1 and 2 with Practice 2 sentences.

***Language Note***

Explain that *basic stuff* is an informal way to refer to items you need on a daily basis such as a toothbrush, toothpaste, hairbrush, underwear, shampoo, T-shirts, etc.

4. Ask several pairs to demonstrate for the class.

*Student Book page 73*

### 2. LANGUAGE FOCUS: PAST UNREAL CONDITIONALS

#### Activity A

Class CD2, Track 38

1. Have students look at the language box. Give them time to read the examples.
2. Play CD2 Track 38. Have students listen and repeat. Play the recording again and have students repeat.
3. Pair Work. Have students take turns practicing the sentences in the language box.

### *Language Note*

Remind students that past unreal conditionals are used to talk about something that you wish had happened in the past, but didn't. It implies that if something different had happened in the past, the present situation would somehow be different. Point out how the sentences each have a modal (*should, could, might, would*) and a verb in the past perfect.

## Activity B

**Class CD2, Track 39**

1. Focus students' attention on the pictures. Have them describe what they see.
2. Focus students' attention on the dialogues. Go over any unfamiliar vocabulary.
3. Explain that students will fill in the blanks with the correct form of the verb in parentheses. Give students time to read the sentences and complete the activity.
4. Play CD2 Track 39 for students to check their answers. Play the recording again, if necessary.
5. Pair Work. Put students in pairs. Have them practice the dialogues. Make sure they change roles.

**Answers**

**1.** A: have carried
B: have taken
A: have spent
**2.** A: have taken, have rented
B: have taken, have been
A: have cost
**3.** A: have loved, have gone
B: have cost
A: have needed

## Activity C

1. Focus students' attention on the situations. Explain that students will think about what they would have done in each situation and discuss it with a partner.
2. Pair Work. Put students in pairs and have them talk about what they would have done. Make sure they use past unreal conditionals in their responses.
3. Have students share their partner's answers with the class.

*Student Book page 74*

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 40**

1. Focus students' attention on the travel situations. Explain that they will listen to people talk about travel experiences and then number the situations in the order they hear them.
2. Play CD2 Track 40. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

### *Language Note*

Explain that *harbor* is an area on a body of water where commercial or pleasure boats dock. A *mix-up* is an informal way to refer to a situation where something goes wrong. *Are you kidding?* is a very common way to express surprise about something someone has just said.

**Answers**

**1.** got food poisoning
**2.** lost her credit card
**3.** lost her luggage
**4.** was in a traffic accident

## Activity B

1. Explain that students will listen again and circle the correct answer. Give students time to read the choices.
2. Play CD2 Track 40 and have students complete the activity.
3. Go over answers as a class.

**Answers**

**1.** b **2.** a **3.** a **4.** b

# 4. JOIN IN

## Activity A

1. Focus students' attention on the picture and have them describe what they see. Focus attention on the travel situations. Explain that they will think about what they would have done in each situation and then discuss it with a partner.
2. Give students time to think about their own answers.
3. Put students in pairs and have them discuss their answers.
4. Have students share their partner's answers with the class.

## Optional Activity

Put students in small groups. Have them write down different travel situations. They can use situations they have experienced or use their imaginations and think of funny or unusual situations. Have them write each situation on a separate strip of paper. Have groups exchange papers and discuss the situations. Have each

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group present the best solution for each situation and have the class say if they would have done the same thing or not.

## LESSON 2: Learning from experiences abroad

*Student Book page 75*

### 1. LEARNING

#### Activity A

**Class CD2, Track 41**

1. Have students look at the skills shown in the pictures and captions.
2. Play CD2 Track 41. Have students listen and repeat. Play the recording again and have students repeat.
3. To make sure students understand all the vocabulary such as *capacity, social problems*, etc. Ask them to give a definition, an example, or use the phrase in a sentence that shows that they know what the phrase means.

#### Activity B

1. Explain that students will match the skills in Exercise 1A to the experiences listed.
2. Read the four experiences aloud and review any unfamiliar vocabulary such as: *underprivileged, homestay*, etc.
3. Give students time to do the activity. Remind them that more than one skill may match the experiences.

**Possible Answers**

**1.** 3, 4, 5, 6, 7, 9
**2.** 2, 3, 4, 8
**3.** 1, 3, 4, 9
**4.** 1, 2, 4, 5, 7, 9

#### Activity C

1. Explain that students will compare their answers from Exercise 1B. Remind students that the experiences may match more than one skill.
2. Focus students' attention on the sample conversation and model it with two students.
3. Put students in small groups and have them discuss their answers.
4. Have students report on their discussion.

**Sample Answers**

Julia: skills in problem-solving, growth in self-confidence, greater self-awareness, greater personal independence
Lorenzo: international connections, sense of open-mindedness, understanding of other cultures

*Student Book page 76*

### 2. CONVERSATION STRATEGY: REPEATING INFORMATION AND ASKING FURTHER QUESTIONS

#### Activity A

**Class CD2, Track 42**

1. Explain to students that they will listen to conversations in which people repeat information and ask questions. Explain that asking specific questions about what someone just said is a good way to show interest and keep the conversation going. If you don't ask questions about what someone is saying, it can seem like you are bored or that you are not listening carefully. It also helps you to get specific information and to direct the way a conversation goes.
2. On the board, write:

   *A: I lived in a homestay in Japan and it was a great experience!*

   *B: A homestay? What do you think was the best part of living in a homestay?*

   Point out how the second speaker repeats information and then asks a specific question.
3. Play CD2 Track 42. Play the recording again, if necessary.
4. Pair Work. Put students in pairs and have them practice the conversations. Make sure they switch roles.
5. Have several pairs demonstrate for the class.

#### Activity B

1. Explain that students will listen to the conversations again. This time they will listen to what information is repeated and how the second speaker asks more about it.
2. Play CD2 Track 42. Ask students to identify the repeated information and the questions. (*You're open-minded. So do you feel...ideas now? Homesick? So what kind...home?*)
3. Pair Work. Put students in pairs and have them practice the conversations again.

## Activity C

1. Focus attention on the conversations. Explain that students will fill in the blanks with appropriate repeated information or questions based on what the speaker says next.
2. Give students time to write their answers.
3. Go over answers as a class.
4. Pair Work. Put students in pairs and have them practice the conversations.
5. Have pairs say one of the conversations for the class.

**Sample Answers**

**1.** A: Culture shock? Is that because you don't understand the culture?
**2.** B: Problem-solving? What kinds of problems do you have to deal with?
**3.** A: Intercultural skills? So do you feel you can relate to people from other cultures better?

## Activity D

1. Explain that students will talk about skills you learn from traveling abroad. Brainstorm ideas and language they can use in order to practice the dialogues, e.g., have greater personal independence / because I traveled alone; have more self-confidence / because I was able to study abroad, etc.
2. Pair Work. Put students in pairs and have them do the activity. Circulate and make sure they ask reply questions.
3. Have students share their partner's answers with the class.

*Student Book page 77*

# 3. LISTEN AND UNDERSTAND

## Activity A

**Class CD2, Track 43**

1. Focus students' attention on the pictures and issues. Explain that they will listen to people talking about difficult experiences they had when living abroad. Then they will number the experiences in the order they hear about them.
2. Play CD2 Track 43. Have students listen and do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

***Language Note***

Explain that a *steppe* is an area found in southeastern Europe and Asia that is usually flat, has no trees and very little vegetation. *How did you manage?* is another way to say *How did you deal with difficult situations? To hitchhike* is to stand at the side of the road, stick out your thumb and try to get a free ride from strangers. *To give a lift* means to give someone a ride in a car. *To adjust* is to change thoughts or behavior when a situation changes. *Sleepy* and *dull* mean *unexciting*. *Non-stop* means many activities and things to do with very little time to relax.

**Answers**

**a.** 4 **b.** 3 **c.** 2 **d.** 5 **e.** 1

## Activity B

1. Focus students' attention on the chart and the questions. Explain that students will listen again and check which speaker did which things. Make sure students understand that more than one answer is possible.
2. Play CD2 Track 43 and have students do the activity. Play the recording again, if necessary.
3. Go over answers as a class.

**Answers**

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

## Optional Activity

Play the recording again and have students write down as many questions and answers as they can. Tell them that they can paraphrase or write shorter versions of the answers. Then put students in pairs and have them take turns asking and answering each other's questions. Play the recording again for students to check their answers.

Alternatively, have the class listen to the recording and write down as many of the questions and answers as they can. Again, they can write shorter versions of the answers. Ask students to say the questions and answers they heard and write them on the board. Play the recording again and check the questions and answers that students mentioned. Ask them which ones are missing. Play the recording as many times as needed to get all the questions and answers.

## 4. JOIN IN

### Activity A

1. Explain that students will imagine that they are talking to someone who is visiting their country from abroad and is having some problems. Focus students' attention on the problems. Explain to students that they will write two suggestions for each problem.
2. Give students time to write their answers.

### Activity B

1. Explain that students will discuss their answers from Exercise 4A. Brainstorm questions and possible follow-up questions, if necessary.
2. Pair Work. Put students in pairs and have them discuss their answers. Make sure students ask each other follow-up questions.
3. Have students share their partner's answers with the class. Then have the class vote on the best answers.

### Optional Activity

Have a class discussion about traveling abroad. Ask students to talk about problems they had when they spent time in another country or if they have not traveled, what they think their problems would be. Have the class give suggestions for the problems.

# Student Book Audio Scripts

## UNIT 0

*Student Book page 2*

### 1. CLASSROOM LANGUAGE

#### Activity B

**Class CD1, Track 2**

1.
A: How do you pronounce this word?
B: Which word? This one?
A: Uh-huh. That one.
B: Carbohydrate.

2.
A: What does *celebrate* mean?
B: It means to do something special because of a holiday or special day.

3.
A: What's an *architect*?
B: A person who designs buildings.
A: How do you spell that?
B: A-r-c-h-i-t-e-c-t.

4.
A: What's this called in English?
B: This? It's called a diploma.
A: I'm sorry. Could you repeat that?
B: Diploma.

*Student Book page 3*

### 2. SPELLING

#### Activity B

**Class CD1, Track 3**

1.
A: What's your name?
B: Bobby Lee.
A: How do you spell that?
B: B-o-b-b-y L-e-e.
A: Thanks.

2.
A: What's your name?
B: Tina Brown.
A: Is that T-i-n-a B-r-o-w-n?
B: Yes, that's right.
A: Thank you.

*Student Book page 4*

### 3. MONTHS, DAYS, AND DATES

#### Activity B

**Class CD1, Track 4**

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first

#### Activity C

**Class CD1, Track 5**

1.
A: When is your birthday, Tran?
B: April.
A: What date?
B: April 1.
A: April 1? That's April Fool's Day!

2.
A: Pam, when is that meeting we have in the UK?
B: In June... let me see, yeah, June 7.
A: June 2?
B: No, the 7.

3.
A: When's your birthday, Akira?
B: In August. August 23.
A: Oh, so you're a Virgo.

4.
A: When does school begin, Isara?
B: Let's see... the first day of class is November 10.
A: The 10?
B: Yes, that's right.

*Student Book page 5*

### 4. TELLING TIME

#### Activity A

**Class CD1, Track 6**

A: It's three o'clock.
B: It's seven oh five.
A: It's five after seven.
B: It's eight fifteen.
A: It's a quarter after eight.
B: It's six-thirty.
A: It's half past six.
B: It's one fifty-five.
A: It's five to two.
B: It's eleven forty-five.
A: It's a quarter to twelve.

#### Activity C

**Class CD1, Track 7**

A: Here are the flight arrival times for today:
1. Flight QF42 from Sydney arriving at 3:30
2. Flight NZ33 from Hong Kong arriving at 2:05
3. Flight TG910 from Bangkok arriving at 7:15
4. Flight OM99 from Denver arriving at 9:50

## UNIT 1: Lesson 1

*Student Book page 6*

### 1. IT'S BEEN A LONG TIME

#### Activity B

**Class CD1, Track 8**

A: Hey. 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: Good to see you again, too. You look terrific.
B: Thanks. And so do you. Gosh, it's been a long time.
A: Yeah. 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!

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*Student Book page 7*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD1, Track 9**

A: What language did you use to study?
B: I used to study German.
C: I studied German.
B: Did you use to go downtown?
A: I often used to.
B: He sometimes used to.
A: She never used to.
B: We often went downtown and saw a movie.
A: We used to go downtown and see a movie.

### Activity B

**Class CD1, Track 10**

1.
A: What grade school did you use to go to?
B: I used to go to Hill Street Grade School.

2.
A: Did you use to have a nickname in high school?
B: Yes, my friends used to call me Blue.

3.
A: What sports did you use to play?
B: I used to play basketball and hockey.

4.
A: How did you get to school?
B: I used to take the bus.

5.
A: Did you have a pet as a kid?
B: Yes, I had a pet rabbit.

6.
A: Did you use to have any hobbies?
B: Yes, I liked to draw and paint.

7.
A: Did you use to collect things?
B: I collected stamps.

8.
A: Did you use to wear a uniform?
B: Yes, I used to wear a green and brown uniform.

*Student Book page 8*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 11**

A: Peter, I've just scanned some old photos into the computer. Do you want to see?
B: Sure. I love old pictures. [pause] Gosh. Is that you, Anna?
A: Yes. I think I was about 9 then.
B: You were so cute. So you could roller-skate, huh?
A: Yeah... Oh, here's another one of me on skates. I was about 11 in this one. I used to roller-skate everywhere. Mom always jokes that I slept with my skates on.
B: I was pretty much the same. I had a pair of really cool in-line skates. My friends and I always used to get in trouble for skating in the mall.
A: In the mall? I bet you were a really naughty boy.
B: No, I wasn't. Oh, you don't look so happy in this one. What was the problem?
A: Oh, yeah. That was at school when I was about 12. I was never very happy at school.
B: So you were the naughty one!
A: Are you telling me that you used to like school?
B: Yeah, I did actually. I liked everything about it.
A: Yeah, right. Hey, this one is fun. Look at that.
B: Is that a snake you're holding?
A: Yeah. That's Bimbi. I used to take her everywhere with me.
B: Her? Did you say "her"?
A: Yeah. She was so beautiful. I was so upset when she died. Didn't you ever have a snake?
B: No way. I used to have a rabbit when I was really young and then later I had a dog for a while.
A: Oh, I used to have a rabbit too. But not at the same time as Bimbi of course. Hey, look at this one.
B: Oh, so sweet.
A: Yeah, I was only about 6 then. My mom decided I should play the violin. I used to practice about five times a week. I wasn't very good at it, but it was fun.
B: I always wanted to play the piano, but my dad didn't agree. He said I should play sports, so I did.
A: Oh, yeah? I can't imagine you playing the piano anyway.
B: Well, thanks a lot! So did you play sports too when you were young?
A: Yeah. Lots. There's a photo of me here somewhere playing volleyball. Oh, yeah, here it is. I used to be team captain, actually.
B: Do you have any more photos?

# UNIT 1: Lesson 2

*Student Book page 9*

## 1. MILESTONES

### Activity A

**Class CD1, Track 12**

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

*Student Book page 10*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD1, Track 13**

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.

*Student Book page 11*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 14**

1.
A: I'll always remember the day they gave it to me.
B: I bet.
A: It was a big surprise. I really didn't expect it. I can still see the way it looked parked in front of the house.
B: Was it new or used when you got it, Amy?
A: Used—but I was still excited. It was a really big deal. I mean, before that, I used to take the subway everywhere.

B: So did they give it to you for your birthday?
A: No, it was for my graduation.
B: For your graduation? Wow, what an awesome gift. Your parents are really cool.
A: Yeah, that's for sure. They didn't have a lot of money, you know. But they always said they'd give me one if I did well on my final exams.
B: Is that right? Cool. So you've had it for about seven years then?
A: Uh-huh. And it's still running well.
B: Wow! That's terrific!

2.
A: Do you remember it clearly, Lee?
B: Like it was yesterday. But actually it was five years ago.
A: Were you nervous?
B: I was terrified. I suppose that's pretty normal though, isn't it?
A: Yeah, I guess it is. Were the people nice to you?
B: Yes. Most of them were. One guy was rude, but the others tried to make me feel welcome.
A: And did you have a lot of work to do right away?
B: No, not really. They just showed me around the office and did a lot of orientation, you know?
A: Uh-huh. So what do you remember most about the whole experience?
B: Probably the lunch in the staff cafeteria.
A: The lunch? I thought it would be your desk or your colleagues or something.
B: No. I don't know why. The food was really good, and I really felt like an adult, do you know what I mean?
A: How old were you anyway?
B: I was a little over 18. Straight out of high school.

3.
A: So how long have you been here, Tina?
B: Almost 3 years. It's great now, but I hated it at first.
A: Hated it? How come? Most people love living here. You know, first time away from home. Being independent…
B: Not me. I remember the first day I arrived here and moved in. It was terrible.
A: Why was that?
B: I was so homesick. I just sat in here and cried for hours that first day. I didn't even go out for meals. I really missed my family and all my friends back home.
A: I'm sorry to hear that, but I'm glad it's better now.

4.
A: How old were you at the time, Jay?
B: It was on my 14th birthday. July 9. That's why I remember it so well.
A: Right. And how was it?
B: Well, I was a bit nervous of course, but excited at the same time, you know? It ended up being awesome, though. A great experience.
A: Did you go by yourself?
B: Yes. I think that was why I was so excited.
A: So where did you go? Was it a long trip?
B: No, only about an hour and a half, I think. I just went to Pusan, to visit my grandparents. Mom and Dad paid for it as a birthday gift.
A: A birthday gift? That's nice.
B: Yeah. It was just one way, though. I came home by train.
A: And have you flown a lot since then?
B: Yeah. I travel a lot in my job. And I don't enjoy it much, to be honest. But that first time was special.

5.
A: I remember the day I got it. I was so proud of it.
B: I guess that's understandable.
A: Yeah, it was a really big deal for me. I just kept looking at it. I loved it. Well, I wasn't so happy about the photograph, but I still loved it.
B: How old were you when you got it, Max?
A: Um, 20, I think. I was still at college.
B: And why did you get it? I mean, were you planning a trip or something?
A: No, not really. I just wanted one. I thought it was cool, you know? Like I was suddenly a sophisticated world traveler.
B: And have you used it a lot since then?
A: No, I haven't actually. I've only gone away once.
B: Only once? So you've only got one stamp in it?
A: Yes. Oh, well. Maybe I'll use it more in the future.
B: I'm sure you will.

# UNIT 2: Lesson 1

*Student Book page 12*

## 1. CELEBRATING A SPECIAL DAY

### Activity B

**Class CD1, Track 15**

A: I need to buy some flowers for tomorrow.
B: Why? 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: 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: 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.

*Student Book page 13*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD1, Track 16**

A: Valentine's Day is a day when people think of someone they love.
B: Valentine's Day is a day when people send valentine cards.
A: Valentine's Day is a day when you buy flowers or candies for someone special.

### Activity B

**Class CD1, Track 17**

1.
A: When is the Day of the Dead in Mexico? How do people celebrate it?
B: It's on October 31st, and November 1st and 2nd. It's a time when people remember their relatives who have died.

2.
A: When is Boxing Day in England? What do people do on that day?

B: It's on December 26th. People used to give gift boxes to the poor, but now it's a day when people go to the stores for after-Christmas sales.

3.
A: When is Children's Day in Japan?
B: It's on May 5th. It's a day when families celebrate the health and growth of their children.

4.
A: What happens on New Year's Eve? How do you celebrate it?
B: It's a night when people stay up until midnight and have parties.

5.
A: When is your birthday, and how do you celebrate it?
B: It's April 10th. It's a day when I do whatever I want!

*Student Book page 14*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 18**

A: This is interesting, Jack.
B: What are you looking at? I thought you were reading your e-mail.
A: No, I'm reading about Vietnam. For our vacation next year. We're going to be there in time for Tet.
B: What's that?
A: It's the day when Vietnamese people celebrate the new year. They call it "Tet Nguyen Dan." Or just Tet for short. Apparently it means "feast of the first morning."
B: That's cool. But we won't be there on the first of January, Koichi.
A: No, it's not then. It's the same as Chinese New Year. You know, late January or early February.
B: Oh, I see. Great. What else does it say about it?
A: Um, let's see. "Tet is the most important and most popular holiday and festival in Vietnam." So we're really lucky to be there then, aren't we? What else? Oh, yeah. "Tet is the time when people forget about the troubles of the past year and hope for a better upcoming year."
B: That's nice.
A: Yeah. What else? OK. It says that before the festival people buy new clothes and decorations for the house.
B: Oh, that's nice. And do they have any special meals or anything?
A: Yes. They make special dishes. I can read the names, but I'm not exactly sure what they are. Apparently, families chat and tell stories while they make the special foods.
B: That's nice. What else do they do?
A: Um, well they give children red envelopes with money.
B: That's nice for the kids.
A: And they visit their relatives and play games and have competitions.
B: Wow. That sounds cool.
A: Oh, this is interesting. "Things you shouldn't do at Tet."
B: Like what for example?
A: Well, you shouldn't visit anybody in the early morning on the first day of Tet, and you shouldn't give people clocks or watches as gifts. And you shouldn't sweep the house.
B: Hmm. I wonder why.
A: Well, I guess we'll find out when we go there.

# UNIT 2: Lesson 2

*Student Book page 15*

## 1. A WEDDING

### Activity A

**Class CD1, Track 19**

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

*Student Book page 16*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD1, Track 20**

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.

*Student Book page 17*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 21**

1.
A: I went to an amazing wedding last weekend.
B: Oh? What was so amazing about it?
A: Well, two members of the club I belong to got married.
B: I don't think that's so amazing. Do you?
A: Well, it depends... I belong to a skydiving club. You know, we jump out of airplanes.
B: Oh, gosh. You mean the bride and groom jumped out of a plane?
A: Yes. Plus two bridesmaids and two groomsmen. I was one of the groomsmen. We all jumped together, including the woman conducting the wedding ceremony.
B: It sounds dangerous. Don't tell me the parents of the bride and groom jumped too?
A: No, they were waiting on the ground. They said it looked fantastic. Wouldn't you love to do something like that?
B: I'm not so sure ... it sounds dangerous. Did the bride wear a wedding dress when she jumped?
A: No, she wore a white jumpsuit. She wasn't allowed to wear a dress. You know, for safety reasons.
B: Well, I've never heard of anything like that.
A: Actually, they said that someone did it last year. We were the second to do it.

2.
A: Would you like to see some wedding photos, Emily?
B: Oh, yeah. I love weddings. Who got married?
A: One of my classmates from college. She and her husband are really great climbers, so they got married on top of a mountain. See? Here they are at 3,000 feet.
B: Wow. Unbelievable. What are they doing?
A: Exchanging rings. Can you see?
B: Oh, yeah. They look cold. Is that snow?
A: Yeah, there was quite a lot of snow up there.

B: Were you there too? Did you go up to the top?
A: Yeah, there were ten of us altogether who went up. Most of the guests stayed down at the hotel below. That's where they had the reception. Wouldn't you love a wedding like that?
B: It depends... I think I'd prefer something more traditional. Besides, I'm afraid of heights. And where did they go for their honeymoon? To the mountains somewhere, I suppose.
A: Actually they went to a beach.

3.
A: Guess what? My sister Jane is getting married next month.
B: That's cool. Where's the wedding?
A: You'll never believe it—in Key West, Florida.
B: What's so unusual about that?
A: Well, the wedding is going to be underwater!
B: Huh? What do you mean?
A: Well, Jane and her boyfriend are both divers, so they're going to get married underwater. Doesn't that sound great?
B: It depends ... it might be terrible if the weather is bad. So where did your sister get the idea to get married underwater?
A: Oh, it wasn't her idea. It was Jim's, her fiancé. They met on a scuba diving trip, and he thought it would be romantic.
B: Romantic? I don't know about that!
A: And then they're staying at an underwater hotel for the honeymoon!

4.
A: Hey, look at this. Tyler Jackson got married yesterday. You know, the football player?
B: Oh, yeah. Who did he marry?
A: Um... let me see... Anne Sudrajat, a cheerleader for his team.
B: Oh, cool. Let me see the photo. Oh, gosh. They had the wedding at the stadium?
A: Yeah. An hour before the game. That's amazing, huh?
B: Do you think so? Well, the stadium means a lot to them, I suppose.
A: Yeah, and look! This is cute. All the guys on his team were groomsmen and all the cheerleaders were bridesmaids.
B: It sure was a big wedding.
A: Yeah. But can you imagine having 25,000 guests at your wedding?
B: No! And I don't think a wedding should be a public thing like that. Don't you agree?
A: Oh, I don't know. Why not?

5.
A: Hey, Mi-young. Come and look at this.
B: What is it? Who are those people getting married? Is that for real?
A: Yeah, it's for real. They're getting married right on this game show.
B: I think that's silly, don't you?
A: Not necessarily. Apparently they met on this show two months ago. That's why they're having the ceremony here.
B: Oh, I see. What sort of a show is it anyway?
A: A dating show or something.
B: Well, that makes sense, I guess. Gosh. She looks really beautiful, doesn't she? I love her dress. Did the show pay for that?
A: No, I don't think so.
B: Did the show give them any nice gifts or anything?
A: I don't know about gifts, but they're paying for their honeymoon.
B: Oh, nice.

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# UNIT 3: Lesson 1

*Student Book page 18*

## 1. WHAT AN AMAZING PLACE!

### Activity B

**Class CD1, Track 22**

A: Have you ever been to Dubai?
B: No, I haven't. 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. 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. 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.

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## 2. LANGUAGE FOCUS

### Activity A

**Class CD1, Track 23**

A: Where do people speak Arabic?
B: Jordan is a country where people speak Arabic.
C: A country where people speak Arabic is Jordan.
B: Where do most Jordanians live?
A: Amman is the city where most of the people live.
C: The city where most of the people live is Amman.

### Activity B

**Class CD1, Track 24**

1.
N: What are two countries where people speak French?

2.
N: What are three countries where people speak Spanish?

3.
N: What's the city in Asia where you can visit the Petronas Towers?

4.
N: What's the city in Europe where you can visit the Eiffel Tower?

5.
N: What are the three countries in Asia where you can ski?

6.
N: What's the city in Australia where you can see the Opera House?

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## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 25**

A: Hey, Mike, you come from Hawaii, don't you?
B: I sure do. Why, Emma?
A: Do you mind if I ask you a few questions? My mom and dad are going there on vacation next month, and they want to know where to go and what to see. Like, for example, they want to go to a place where there are lots of good hotels.

B: Well, there are so many... but I guess the best place for hotels is Waikiki. There are all sorts of hotels there, from low-budget to five-star. I'm sure they'll find a good place to stay there.
A: Cool. Waikiki, did you say? OK. I'll tell them that. And is there a place where you can see volcanoes? Hawaii is famous for them, isn't it?
B: Yes, it sure is. Well, the place where there are lots of volcanoes is what they call the Big Island. The main one is called Mauna Loa, "Long Mountain." It's the largest volcano on earth—almost 14,000 feet high—really spectacular. I'm sure your parents will love it. But tell them not to get too close!
A: OK. I'll tell them. Great. And what about a beach resort? You know, a nice place where they can relax by the beach.
B: Well, I guess they should go to another island called Maui. There's a fantastic resort at Ka'anapali Beach, right on the water's edge. And they have a private beach there, you know—just for hotel guests.
A: It sounds great. Um... what else? ... Oh, yeah... what about a place where they can see traditional dancing? It's called hula, isn't it?
B: That's right. Hula. Well, that's easy to find. There's a Polynesian Cultural Center in Honolulu, the capital. They have traditional dancing there.
A: Well, thanks for your help, Mike. Oh, and are there any other places my mom and dad should see? Do you have any suggestions?
B: Um... let me think. Oh, yes. They should go to 'Iolani Palace. That's where the Hawaiian kings and queens used to live. It's really beautiful.
A: Palace? I didn't know Hawaii had kings and queens.
B: Oh, yeah. Tell your parents to check it out. It's a very interesting building, especially if they like history.
A: OK. I will. Thanks again.

# UNIT 3: Lesson 2

*Student Book page 21*

## 1. THINGS TO DO IN YOUR LIFETIME

### Activity A

**Class CD1, Track 26**

Australia
Brazil
Egypt
USA
Ecuador
Mongolia
Italy
Cambodia
Botswana

*Student Book page 22*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD1, Track 27**

1.
A: I hope to visit Hawaii someday.
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.

*Student Book page 23*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 28**

1.
A: You've been away, Mark, haven't you?
B: Yeah, I was away for three weeks. I visited my aunt and uncle in New Zealand. On the South Island. They moved there about 10 years ago.
A: New Zealand? Wow. What was it like? I don't know much about it.
B: I didn't know much about it either, before I went there. It's an amazing place. It's where they filmed all the Lord of the Rings movies, you know.
A: Are you serious? I love those films.
B: Yeah. And my aunt and uncle live right near some of the places where they made the movies. It was spectacular. You know, the mountains, the green fields, the lakes. Just like in the films. Really awesome.
A: I didn't know they were real places. I thought they were special effects or something.
B: No, they're real places. I took lots of photos. Do you want to see them?
A: Yes, of course.

2.
A: Hey, welcome back, Emma. How was your trip? Did you have a good time?
B: It was great, thanks.
A: You were in Bali, right?
B: Yes, that's right. I was there for two weeks. Mostly in Ubud, up in the mountains.
A: Oh, I thought you would be at the beach every day. I hear the surfing is great in Bali.
B: I was going to go down to the beach, but I liked it up in the mountains so much that I stayed there the whole time.
A: Oh? So what did you do? Lots of hiking or something?
B: No, not really. During the day I just visited different villages, looking at all the beautiful handicrafts and painting and sculpture that they do. And then in the evening watching all the fantastic dancing and listening to all the music.
A: Music? Traditional music, you mean?
B: Yes. It's really beautiful. And one day the local people invited me to a wedding, which was really interesting. I had a great time.
A: And how was your hotel?
B: Oh, I didn't stay in a hotel. I stayed in a small guesthouse. I think you get to know the local people better that way.

3.
A: Oh, you're back, Carlos.
B: Yeah. I just got back last night.
A: So how was Bangkok? Was it as good as you expected?
B: Yes, it was awesome. It's an amazing place. I mean really busy and crowded, but very interesting.
A: And a lot of fun too, I've heard.
B: Yeah, it is. I did so many things. I went to temples and palaces, went on a boat ride, visited a snake farm, and watched a traditional dancing show. Every day was jam-packed.
A: Sounds like it! And sounds like you had a good time.
B: I really did. But you know what I liked best? All the fantastic places to eat. The markets, the restaurants, even the stalls on the street. Actually that's the place where you get the best food, I think. Right there on the street. Unbelievable.
A: Isn't Thai food really spicy? I couldn't eat that.
B: Oh, sure, some of it is, which I really liked, but they have all sorts of different flavors. I ate so much. But Jackie didn't like it so much.
A: Oh, so you went with Jackie? How was that?
B: Well... let's just say we're both happy to be back home.

4.
A: Did you go away for the long weekend, Patrick?
B: Yeah. We went to Noosa. Just for two nights.
A: That's supposed to be a beautiful place but also really expensive, I've heard.
B: We didn't find it expensive. We had a great beach holiday package. It was reasonably priced and we just loved it, especially the kids. But the best thing was the way the hotel looked after us.
A: Oh? That sounds nice.
B: Yes, it was. The staff was really friendly, and they took care of every detail. And they arranged great activities for the kids. I think it's the best place we've ever stayed.
A: And how was the weather? Did you go to the beach a lot?
B: It was pretty good. It rained a bit on Sunday, but we didn't mind. The hotel arranged indoor sports for us all.

5.
A: So, Mei-ling, are you glad to be back home?
B: Oh, yes. Definitely. But I had a good trip.
A: You went on a train trip, didn't you? Across Canada?
B: Yes, that's right. From Vancouver to Calgary.
A: Cool. I hear the scenery is spectacular.
B: Oh, yes, it's amazing. The Rocky Mountains are so beautiful, especially at this time of year, in the fall. And I love traveling on a train. Especially long trips, when you have a lot of time to meet people and chat. I met so many different people, and they all had really interesting stories to tell. I just loved it.
A: Sounds like you were more interested in the people than the scenery.
B: Yeah, maybe I was. I think that's the best part of traveling.
A: And you don't mind traveling by yourself?
B: Oh, no. You meet more people that way.

# UNIT 4: Lesson 1

*Student Book page 24*

## 1. FINDING THE RIGHT CAREER

### Activity B

**Class CD1, Track 29**

A: 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. Is that a difficult field to get into?
B: Not really. 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.

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## 2. LANGUAGE FOCUS

### Activity A

**Class CD1, Track 30**

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

### Activity B

**Class CD1, Track 31**

1.
A: What does it take to be successful in business?
B: Well, I think if you want to be successful, you need to be prepared to take risks.
A: Yes, and you have to invest a lot of money in the business at the beginning.
B: And you also have to be patient. It often takes a long time for a business to take off.

2.
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 you want to be a good manager, you need to know how to motivate people.
B: And also you have to be able to make decisions.

*Student Book page 26*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 32**

1.
A: So how do you like your work?
B: I like it a lot. It's very challenging at times, but I like that. It's amazing the kind of things I have to do sometimes.
A: What sort of things?

B: Well, it's a small clinic with only two of us there, so each day I might be dealing with dogs, birds, horses—the other day a woman brought in a huge snake.
A: Is that right? It was a pet, you mean.
B: Yes. And that's the thing, of course. You're dealing with people's pets, and that means they get very upset when there's something wrong with them.

2.
A: You work for the new department store at the mall, don't you?
B: Yes, that's right.
A: Do you like working there? What's it like dealing with the public?
B: Well, I don't deal with customers at all. What I mean is, I don't sell anything.
A: How is that possible if you work in a store?
B: My job is to select products for the store to sell. So I go around looking for things that people might want. Sometimes I have to travel to other countries to see new items.
A: Wow! That sounds like a great job if you get paid to go shopping!
B: I guess so. But it's not easy. If you want to succeed in the job, you need to choose good products that people will want to buy.
A: Yes, I suppose so.

3.
A: You work in television, right? What do you actually do in your job?
B: Well, when we're making a new program, I have to look for all the information we need about that topic. Like, for example, at the moment we're preparing a program on fast food—you know, how fast food is so popular nowadays.
A: Uh-huh. And how do you get the information? Do you just talk to people?
B: Well, sometimes I do. And sometimes I read books. But mostly I go on the Internet to check information and statistics and so on.
A: It seems like a difficult job.
B: Yes, it is actually. And you have to spend a lot of time in front of a computer if you want to do a good job.
A: Yes, I guess so.
B: I'm hoping to move on and work in other areas of television. Maybe something more fun, like game shows.

4.
A: So have you always wanted a career in this area?
B: Oh, yes, ever since I was a child. I've always been interested in other places, other countries. Then I was an exchange student in Canada for a year in high school. And that made me even more interested.
A: Yes, I guess it would. And do you specialize in one area? Like Asia, for example?
B: No, not really. I handle all parts of the world.
A: And what kind of clients do you have? I mean, do you have mostly young people or business people or what?
B: Actually, nowadays I have a lot of honeymooners. You know, Hawaii, Australia, Canada, Italy, that kind of thing. A lot of people are going overseas these days for their honeymoon. It's really big business.
A: That's interesting. And do you go to those places yourself?
B: Oh, yes, you have to. If you want to understand what you're selling, you have to go and see what each place is really like.

5.
A: You have a very interesting job.
B: Yes, I guess it is. It's a lot of hard work, though. If you want to get the best jobs, you need to do a lot of training.
A: Oh? How many years of training did you have?
B: Well, I was in Tokyo for two years, and then Paris for another two years. But that was really good for my career actually, because both Japanese food and French food are really popular.
A: So what sort of restaurant are you in at the moment?
B: Japanese. People here in New York really love Japanese food, so the restaurant is amazingly successful, which is really good for my career.
A: So I guess the money is pretty good then?
B: Yes, it's been quite good really.

# UNIT 4: Lesson 2

*Student Book page 27*

## 1. JOB REQUIREMENTS

### Activity A

**Class CD1, Track 33**

artist
scientist
chef
accountant
fashion designer
architect
interior designer
business manager
grade school teacher

*Student Book page 28*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD1, Track 34**

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.

*Student Book page 29*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 35**

A: So, why don't you tell me a little bit about yourself, Ms. Wong?
B: Let's see. I graduated four years ago. Um... from City College in Melbourne. Majoring in journalism of course. My main area of study was print journalism.
A: Yes, and after that...?

B: Well, after college I got a job at the Melbourne Sun. In the sports section. I included some examples of my work with my application.
A: Yes, I see. You've written some interesting pieces. Do you think you have good writing skills?
B: Yes, I believe I do. I feel that I write quite well.
A: OK. And you've been in your current job for four years now? Has this been your only job since you graduated?
B: Yes. That's right. I've been at the Sun for four years.
A: And why do you want to leave your current position?
B: Actually, it's a good job, but I feel that the opportunities here at the Sydney Mirror are better in the sports area. I mean, your paper is a leader in sports journalism.
A: Yes, I see. OK. Now of course you have to interview people as well as write. How are your communication skills?
B: Well, I think they're quite good. I feel confident talking to people.
A: All right. And you will have to work very hard if you want to succeed here. Are you able to work accurately and still meet deadlines?
B: Yes, I think I can. I've never missed a deadline in my job so far.
A: OK. Now I see that you have mostly written about swimming. That's good, but as you know, we are looking for someone who can also write about tennis.
B: I feel I can cover tennis very well. I play tennis myself and follow the sport closely. Actually I grew up with it. My mother was a tennis champion. Sarah Roberts? And my dad played for Singapore before he came to Australia.
A: Oh, really? That's interesting. So, you feel that you're the right person for the job, do you, Ms. Wong?
B: Yes, I do. I believe that I have the right qualifications and skills.
A: And are you ready to leave home and move to Sydney?
B: Yes, I guess so. I will miss Melbourne, to be honest, but I really want this job. I think it will be very good for my career.
A: So you see yourself staying in journalism? What would you like to be doing in five years' time?
B: I think I'd like to stay in print journalism for a few more years and then I'm hoping to move into television.
A: I see. OK. Well, I think that's all. Do you have any questions?

# UNIT 5: Lesson 1

*Student Book page 30*

## 1. WHAT DO YOU SUGGEST?

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### Activity B

**Class CD1, Track 36**

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: 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: Well, if I were you, I wouldn't wait for him next time.
B: You're right.
A: Yeah, and I would certainly tell him how I felt.
B: Don't worry. I did.

*Student Book page 31*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD1, Track 37**

A: If I were you, I wouldn't wait for him.
B: If that happened to me, I would tell him how angry it made me.

### Activity B

**Class CD1, Track 38**

1.
A: What would you do if a classmate wanted to borrow money from you?
B: If it was just a few dollars, I'd probably lend it, but if it was a large amount, I wouldn't.

2.
A: If a friend of yours was often late for appointments, would you speak to him or her about it?
B: I would definitely say something about it. If the friend was always late, I'd probably try to find another friend to go out with.

3.
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 wouldn't say anything about it. But if it happened again, I'd definitely say something to the friend.

4.
A: If a friend of yours borrowed a CD from you and forgot to return it, would you remind him about it?
B: Definitely. I wouldn't just forget about it. I'd probably say that I needed the CD and ask the guy to return it.

*Student Book page 32*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 39**

1.
A: You'll never believe what happened to me last night.
B: What happened? You and Amanda went to a restaurant, didn't you?
A: Yeah. That's right. For her birthday. It was a really special dinner.
B: Was there something wrong with the restaurant?
A: No, it was perfect. The food was great, and Amanda really loved it. She said it was the best evening she ever had.
B: So what was the problem? It sounds terrific.
A: I forgot my wallet. When I went to pay the check, I realized my wallet must have fallen out in the taxi. No cash, no credit card, nothing! And the bill was really expensive, of course.
B: Oh, no. What did you do?
A: Well, there was nothing I could do. Amanda had to pay. I was so embarrassed.
B: What did she say?
A: She was really nice about it. She just laughed.
B: Yeah, if it happened to me, I guess I would have laughed too.

2.

A: My mom and dad are mad at me.
B: How come? What did you do wrong?
A: I was home by myself last Saturday, and I answered a call on the home phone.
B: So what's the problem with that?
A: Well, the call was for my mom, right? But I forgot to give her the message when she got home in the evening.
B: That doesn't seem so bad.
A: Actually, it was really important. My mom has a catering business. You know, food for parties and so on. And this was a big order for a wedding or something. She was really mad at me.
B: Oh, I see. But why was your dad upset?
A: Oh, he said I wasn't responsible enough. And that I'm always listening to music on my iPod instead of concentrating. Something like that.
B: Well, that's kind of true. If I were you, I'd try to be more responsible. You should always write down the information when you take a phone message.

3.

A: I don't know what to do.
B: About what? What's the problem?
A: Well, my neighbor Mrs. Kim asked me to look after her apartment while she was away. You know, collect her mail, water her plants, feed her fish. Stuff like that.
B: Oh, yeah. I remember.
A: Well, she's coming back tomorrow, and I don't know what to do. I forgot to water her plants and feed her fish.
B: Oh, dear. For how long?
A: Um. Two weeks. I just forgot. Honest.
B: And her fish are dead, right?
A: No, luckily they're all right. I fed them this morning. But one of her plants is dead. And she told me it's one of her favorites. She's going to be really mad at me.
B: I bet.
A: What do you think I should do?
B: Well, if I were you, I'd just tell her the truth.
A: I suppose I should, but I don't think I will. Maybe she won't notice.

4.

A: I don't know what to do.
B: About what?
A: About the tickets.
B: Oh, yeah. The tickets for the big basketball championship this Saturday.
A: Not exactly. They're for the football conference championship, and it's on Sunday.
B: Right. And where did you find them again?
A: In our classroom. Right there on the floor.
B: Oh, yeah. Well, I guess someone dropped them.
A: That's the problem. I think I know who they belong to. I heard Robert Leung talking about tickets this morning. I think they might be his.
B: Well, you should probably tell him that you found them.
A: Yes, I know I should. But I really want to go to that game, and all the tickets are sold out.
B: Well, if I were you, I'd ask him if he lost his tickets. Who knows, he might give you a reward for finding them.
A: That's a great idea. He'll be so happy that he'll give me one of the tickets!

5.

A: She did it again!
B: Who?
A: Michelle. She borrowed my digital camera.
B: What's wrong with that?
A: She said that she only wanted it for a day or two. But that was two weeks ago!
B: And she hasn't talked to you about it?
A: Not a word. She always does this. I'm really tired of it, to be honest.
B: Maybe she damaged it and she's afraid to talk to you about it.
A: I don't think so. She just forgets. Like last term, for example, she borrowed a book from me, and she still hasn't returned it. And that was about six months ago!
B: Hmm. Well, if I were you, I'd just be honest and tell her that you need your camera back.
A: Yes, I've got an assignment to do... She'll be at our club meeting tonight. I'll talk to her then.

# UNIT 5: Lesson 2

*Student Book page 33*

## 1. COMMON PROBLEMS

### Activity A

**Class CD1, Track 40**

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.

*Student Book page 34*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD1, Track 41**

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?

*Student Book page 35*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 42**

1.

A: Welcome back to the Morning Show. This is your host Tyra Moon. We have Carla on the line. Go ahead, Carla. What's on your mind?
B: Hi, Tyra. Yes... um... well, the problem is my telephone.
A: Why? Doesn't it work?
B: Oh, no. It works fine. That's not the problem. The thing is that my bill is so high every month, and I really get into trouble with my mom and dad. They said that if the bills don't come down, they'll stop paying.
A: I hear this problem all the time. Now, how old are you?
B: Fifteen. Why?
A: And do you have a part-time job or anything? I mean do you earn any money?
B: No, I just go to school.
A: Right. And how much was your bill last month?
B: Um, it was $145. I really like talking on the phone with all my friends, Tyra.
A: Mmmm. 145. For one month. Well, there are only two things to do. One: you should cut down on your calls. You know, maybe text-message your friends or chat online instead.
B: Yes, but I love actually talking to them.
A: Then the only other thing you can do is get a part-time job. You know, on Saturdays maybe. That way you can be independent and pay for your bill yourself. I'm sure your mom and dad would agree to that.
B: All right. Thanks, Tyra.

2.

A: This is Tyra Moon with you on the Morning Show. Go ahead, caller.
B: Hi, Tyra. My name is Keiko. I'm 20.
A: Hi, Keiko. What's the problem?
B: Well, I just started my first job about a month ago in a travel agency downtown.
A: That's cool.
B: Well, the problem is that I keep falling asleep at work. Around 3 o'clock in the afternoon. I just can't help it. But the boss has caught me two or three times already, and she's really unhappy.
A: I see. A lot of people get sleepy in the afternoon. You shouldn't feel ashamed about that.
B: Really? I thought I was the only one.
A: No way. It's quite common. OK. Now, one thing you should do is to make sure you have lots of fresh air when you feel sleepy. You know, open a window if you can.
B: Yes, I can do that. Will that help?
A: Yes, it should. And another thing to try is stay active. Stand up and stretch, or at least stretch your arms. Do something physical.
B: OK. I can try that. Some people said I should drink lots of coffee to stay awake. Do you think that would help?
A: No, I don't. Not for very long anyway. I think it would be better to eat some energy snacks like nuts or fruit or yogurt or something like carrot sticks dipped in peanut butter.
B: Cool. I like stuff like that.
A: Oh, and another thing to remember is to have a light lunch. You shouldn't eat foods with lots of fat.
B: Oh, that could be part of the problem. I always eat a really big lunch with lots of fat.
A: Well, you shouldn't.
B: OK. Thanks, Tyra.

3.

A: You're listening to the Morning Show with Tyra Moon. What's your name, caller?
B: It's Miguel, Tyra. I hope you can help me.
A: Hi, Miguel. What can I do for you?
B: Well, my girlfriend gets really mad at me because I always forget things.
A: Like what for example?
B: Well, I forget our appointments or I forget to pick her up. And yesterday I forgot it was her birthday.
A: Her birthday? Well, I'd be mad at you too if I were her. That's serious stuff, Miguel.
B: I know. That's why I'm calling. Actually, my girlfriend suggested I call you.
A: I see. Well, one thing you can do is to plan your schedule every day. What time do you leave home in the morning?
B: Around 8:30 usually.
A: OK. So you should sit down around 8 o'clock and plan your day. Where are you going to go? What are you going to do? Is there anything special today?
B: Right. So do you think I should do it every day?
A: Yes, definitely. And why don't you try using a planner, maybe a small diary or calendar or maybe you can use your computer or Blackberry.
B: Yes, I can do that.
A: And one very important thing to do is to write down all the main dates for the coming year.
B: Like my girlfriend's birthday, you mean?
A: Exactly. All the birthdays you need to remember. And other important dates, like when you started going out with your girlfriend.
B: I forget when that was.
A: Well, why don't you ask your girlfriend's best friend? She'll probably know.
B: That's a good suggestion. Thanks, Tyra.
A: You're welcome, Miguel. All the best.

# UNIT 6: Lesson 1

*Student Book page 36*

## 1. CAN YOU HELP ME?

### Activity B

**Class CD1, Track 43**

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. 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. And is there somewhere I can get some new glasses?
B: 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.

*Student Book page 37*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD1, Track 44**

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

### Activity B

**Class CD1, Track 45**

1.
A: Is there anywhere 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.

2.
A: Hi, Robert. What are you doing?
B: I'm having a terrible time reading this article. Do you know anybody who can translate it from Spanish into English?
A: Maybe my friend Teresa can translate it for you. She's from Spain.

3.
A: Is there somewhere 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.

4.
A: Where do you want to go for lunch today?
B: Is there somewhere around 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.

*Student Book page 38*

## 3. LISTEN AND UNDERSTAND

**Class CD1, Track 46**

1.
A: Hey, Jun-hao. Do you know anybody who can repair shoes? I broke the heel on my shoe and want to get it fixed.
B: Yeah, I see what you mean.
A: Do you know somebody? They're not that old, you know, so I'd hate to throw them away.
B: Sure. Well, there's a really good guy just around the corner on Miller Street. Right next to the post office.
A: Oh, great. Thanks. Have you gone there before?
B: Yes. He does a really good job. And he doesn't charge much either. I think I only paid about $15 to have some shoes repaired there last year.
A: Cool. Thanks a lot.
B: No problem.

2.
A: Hey, Sue. Hi.
B: Hi. Doing some shopping?
A: Kind of. Hey, maybe you know.
B: Know what?
A: Is there anywhere here in the mall where I can get a passport photo taken?
B: Um. Let me think. Oh, yeah. I'm pretty sure there's a place up on the next floor. Next to the department store.
A: Oh, great. Do you know how much it costs?
B: Not very much, as far as I remember. It was about $10 for four photos, I think.
A: Cool. Are you going up that way?
B: Yes. It's just up one floor. So, are you going overseas then?
A: I wish I were. No, it's just for my ID card down at the youth center.
B: Oh, I see.

3.
A: Excuse me, Mrs. Tanaka. Can I ask you something?
B: Yes, of course. What is it?
A: We're arranging a party at my place next month, for my girlfriend's birthday. About 20 guests or so. Do you know anybody who can prepare the food for us? My girlfriend really likes sushi and stuff like that. Maybe a good restaurant or something?
B: Well, yes I do know somebody actually. There's a man over at Hillgate who has a small catering business, and he specializes in Japanese food. His sushi is much better than what you'll get from a restaurant, although his prices are quite high, I think.
A: That doesn't matter, as long as it's good quality. Her parents are paying for it all.
B: That's nice.
A: Oh, and where's Hillgate?
B: It's on the other side of town. I'll write the address down for you. It takes about an hour to get there by bus, but I'm sure your girlfriend is worth it, isn't she?

4.
A: Do you know anything about tattoos, Sam?
B: Yeah, a little. Why? What do you want to know?
A: I mean, do you know anywhere I can get a tattoo done?
B: Well, yes I do know somewhere. Do your mom and dad know you're getting one?
A: Oh, yes. I talked with them already. I just want a tiny one, you know. Something like a butterfly on my shoulder. That kind of thing. I think it looks really cool.
B: OK. Well, I know somebody downtown.
A: Downtown. Do I have to go there? It's a long way.
B: Well, there's nobody around here who can do it.
A: I guess not. OK.
B: This woman downtown does really good work, but it's not cheap, you know. Even a small one will cost over $100, I think.
A: Oh, really? Oh, maybe I'll have to wait and save up my money.

5.
A: Sally, do you know somebody who re-strings rackets? There's nobody at my club who can do it.
B: Sure. There's somebody at the store over on South Road. Do you know the one?
A: Oh, yes. That's nearby. I can go there on my way home from class. And how much does it cost?

B: Well, I'm not sure, but I think you'll find the prices reasonable. I recommended the place to my cousin, and she didn't complain. How many are you going to have re-strung?
A: Just two.
B: Well, that shouldn't cost you much at all.

## UNIT 6: Lesson 2

*Student Book page 39*

### 1. GETTING THINGS DONE

#### Activity A

**Class CD1, Track 47**

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 cut

*Student Book page 40*

### 2. CONVERSATION STRATEGY

#### Activity A

**Class CD1, Track 48**

1.
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.

2.
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.

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*Student Book page 41*

### 3. LISTEN AND UNDERSTAND

**Class CD1, Track 49**

1.
A: You look different. Did you have your hair cut?
B: Yes, I did. I got it cut at that new place at the mall. What do you think?
A: It really suits you. I always thought you'd look good with a short style like that.
B: Oh, yeah? Thanks. The guy at the salon said I should get it cut short. He did a good job, didn't he?
A: Yes, it's very well done. Very professional looking.
B: Yeah, the guy was terrific. He was really slow and careful. I mean, often hairdressers are in a hurry and are not careful enough, but this guy was great.
A: That's unusual nowadays.
B: Plus he was really nice too. Chatting and laughing and everything. And cute too.
A: Mmm. I should go there and check him out. I mean, check it out.

2.
A: Oh, you're back. Did you get the passport photos?
B: Yeah. Do you want to see them?
A: Of course! Hey, you don't look very happy. Is there something wrong with them?
B: No, they're all right, I suppose. I mean, they're good enough for what I need. It's just for my ID card, right?
A: Yes, they're all right. So what's the problem?
B: Well, on my way home I saw another photo shop in the mall, and so I stopped and looked in the window. And their price was half what I paid, for exactly the same thing.
A: Oh, I see. That's what's on your mind.
B: Of course. Well, nobody likes paying too much, do they? Same size, same quality, same number of photos, same everything. Except the price.
A: OK. Calm down. No use crying over spilled milk. It wasn't that much money, and there's nothing you can do about it now anyway.

3.
A: Oh, your computer is working again. Connected to the Internet, I mean. Where did you go to have it fixed?
B: Nowhere. I just called the computer technician, and she came this morning. $75 an hour.
A: Wow. That's pretty expensive, isn't it?
B: No, it's quite normal actually. They all charge about that.
A: So, what was the problem connecting to the Internet? How did she fix it?
B: You'll never believe it. There was nothing wrong with it. There's a little switch at the front of the computer, the wireless switch. Apparently, I had accidentally turned it off.
A: So you wasted your money then?
B: No, not really. She helped me with a lot of other computer problems for an hour. So I was perfectly satisfied. She was really smart and very helpful.
A: That's good.
B: Yes. I'm going to use her again if I have other computer problems. She knows so much about computers.

4.
A: You're back. How was the market?
B: It was cool. There was a fortune-teller there today, so I got my fortune told.
A: Oh? What was this one like? Was she any good?
B: Actually, it was a man, believe it or not. And he was great. I mean he knew so much about me, about my past, my preferences, my work, everything. It was amazing.
A: That's unusual. Was he expensive?
B: It cost me $9 for a 30-minute reading, which I thought wasn't bad.
A: Not bad at all. I've paid double that, and for only about 10 minutes.
B: Yes, I thought it was a good price too. I'm going to go back next Saturday.

5.
A: Hi, Tim. Where have you been?
B: Oh, I've been having trouble with my back lately, so I went and had a massage. You know, at that new clinic on Main Street.
A: Yes, I know the one. So did it help your back?

B: Not really. I don't think it helped at all actually. They call it a "clinic" but I don't think the people are trained at all.
A: Oh? That's too bad.
B: Yes. I don't think it was any better than if you or somebody in my family gave me a massage. So why did I pay for it? Luckily, the price wasn't too bad.
A: So did you tell them what you thought?
B: No, I didn't. There wasn't any point.
A: And your back still hurts?
B: Yes. I'm going to get it checked by a doctor.

# UNIT 7: Lesson 1

*Student Book page 42*

## 1. WHAT SHOULD I DO?

### Activity B

**Class CD2, Track 2**

A: Hey, these jeans feel way too tight. I've got to lose a couple of pounds in the next two weeks.
B: Well, if you want to lose weight, you should go on an all-fruit diet.
A: An all-fruit diet? That sounds a bit extreme.
B: Well, you're allowed soup and a little protein as well.
A: I hear the no-carb diet is really good too.
B: Is that the low carbohydrate diet?
A: Yeah, it's supposed to be good. 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?

*Student Book page 43*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD2, Track 3**

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

### Activity B

**Class CD2, Track 4**

1.
A: I want to have a more active lifestyle.
B: Well, if you want to have a more active lifestyle, you should join a gym.

2.
A: I want to know more about current affairs.
B: Well, if you want to know more about current affairs, you ought to get a subscription to a newsmagazine.

3.
A: I want to find more time for reading.
B: Well, if you want to find more time for reading, you should get rid of your television.

4.
A: I'd like to make some new friends.
B: Well, if you want to make new friends, you ought to join an Internet chat-group.

5.
A: I'd like to learn more about classical music.
B: Well, if you want to learn more about classical music, you have to start going to concerts.

6.
A: I'd like to get better grades.
B: Well, if you want to get better grades, you should improve your study skills.

7.
A: I'd like to be more relaxed.
B: Well, if you want to be more relaxed, you should take a course in meditation.

8.
A: I want to have less salt in my diet.
B: If you want to have less salt in your diet, don't use salt with your meals.

*Student Book page 44*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 5**

1.
A: Mmm. That was great. Did you enjoy yours, Frank?
B: Yes, it was delicious. This is a great restaurant.
A: I'm going to have dessert. Some apple pie or maybe some cake. What about you?
B: Oh, no, I won't, thanks. I mean, I love sweet things, as you know. But I'm trying to cut down on sugar.
A: Really? But you have such a sweet tooth.
B: Well, that will have to change.
A: Why's that?
B: My doctor told me I had to stop eating so many sweet things. She said if I want to lose weight and be healthy, I can't eat so much sugar. She said it's really important.
A: I see.
B: So I'll just have some green tea, thanks.

2.
A: OK. We've got meat, pasta, coffee, and chocolate. That's everything on the list. Do we need anything else, Jan?
B: Yes, we'd better get some fruit, I think.
A: I've never seen you eat fruit.
B: Yeah, that's true. I've never really eaten any. I mean, I drink fruit juice sometimes, but I hardly ever eat fresh fruit.
A: How come you're suddenly interested?
B: Well, it's good for your health.
A: Oh, so you've been talking to your doctor or something?
B: No. I saw a documentary on TV about the connection between diet and health. They said if you want to live a long life, you should eat a lot of fruit.
A: OK. Well, let's take a look in the fruit section. It's over there, I think.

3.
A: It's crowded in here today.
B: Yeah. It sure is. Well, we still have another 10 minutes before class. I'm going to have another coffee. You too?
A: No, I'd better not. You go ahead.
B: Are you sure? You drink it all the time.
A: Yeah, that's true, but I'm really trying to cut back. I've been drinking about ten cups a day lately.
B: Wow. That's a lot, Pedro. If you drink too much, you won't be able to sleep at night.
A: Exactly. Like last night I didn't go to sleep till about 2 o'clock. And I'm really tired now.

B: Right. OK. I'll be back in a minute. Can I get you anything else?
A: Maybe just some fruit juice, thanks.

4.
A: What's that you're eating, Britney?
B: Oh, this? It's just a tuna salad. It's not very good, to be honest.
A: You always have a cheeseburger for lunch.
B: Yeah, I know. Sometimes two.
A: So why the change?
B: I have to lose weight. Apparently, I'm 7 kilos overweight for my height.
A: But you don't look overweight.
B: Well, I am. And if I want to slim down, I really have to cut out fatty foods. No more cheeseburgers and doughnuts and stuff like that.
A: Did the doctor tell you that?
B: No. My coach. My hockey coach.

# UNIT 7: Lesson 2

*Student Book page 45*

## 1. FOOD AND SNACKS

### Activity A

**Class CD2, Track 6**

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

*Student Book page 46*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD2, Track 7**

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.

*Student Book page 47*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 8**

1.
A: Hi, Jun-hao. How's it going? What can I get you?
B: Hi, Sam. I'm fine, thanks. It's quiet in here today.
A: Yeah. Very. So what'll it be?
B: Um, I think I'll have a hamburger, a piece of cherry pie, and... um... a milkshake.
A: Wow. What's going on? You usually have salad and mineral water.
B: Yeah, I know. I'm not a big eater.
A: That's for sure. Why the change?
B: Well, I'm on the wrestling team at college, right?
A: Uh-huh.
B: Well, I have to put on some weight if I want to compete in my division.
A: Oh, I see. So you're trying to put on weight.
B: Exactly. I need to put on five pounds this month, if I can.
A: That's cool. Most people try to lose weight.

2.
A: Hi, Tara. The usual?
B: Hi, Sam. No, I'm trying to change my eating habits.
A: Really? You always have the same thing. A cheeseburger, fries, and a coffee.
B: Well, not any more. I'll have a... let me see... a tomato salad and mineral water, please.
A: OK. If you say so. One tomato salad and mineral water coming up. So what's going on?
B: Well, I went to the doctor yesterday.
A: Uh-huh. So you have to lose weight? You look fine to me.
B: No. My weight is OK, he said. The problem is salt. I eat too much salt, according to the doctor, and it's bad for me.
A: Is it? I like lots of salty foods.
B: Well, maybe you'd better start eating tomato salads too.

3.
A: Hi, Sam. How are you?
B: Oh, hi, Mrs. Kim. What would you like today?
A: Um, I'd better look at the menu.
B: Here you go. And the special today is fried noodles with pork. It's really delicious.
A: I'm sure it is. The food is always great here. But it's my son's wedding next month, and I have a beautiful new dress, so I have to lose some weight.
B: Oh, I see. Yes, well, that's important. So what will it be?
A: Umm. I think I'll just have some fried rice with shrimp. No. Better make that steamed rice.
B: OK.
A: And better make it with vegetables, not shrimp.
B: OK. Something to drink?
A: A cola... Oh! Make that a soda water. Soft drinks are fattening, aren't they?
B: I guess they are. So, tell me about your dress...

4.
A: Afternoon, Sam. How are things?
B: Hi, Bobby. Great, thanks. What can I get you?
A: Um, I'll just have some spaghetti. Oh, no. Better not.
B: The special today is fried noodles. How about that?
A: I love noodles, but I'm trying to cut down on carbohydrates. I'm following this great diet in a book I bought.
B: Carbohydrates. Right. So I guess potato salad is probably no good.
A: No. That's out. I know. I'll have steak and salad.
B: OK. And to drink?
A: Oh, just a coffee, thanks.
B: Right. It'll be about ten minutes.

# UNIT 8: Lesson 1

*Student Book page 48*

## 1. WHAT ARE THEY LIKE?

### Activity B

**Class CD2, Track 9**

A: So are you living with your parents, or do you have your own place?
B: 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. She's really funny. I like people who can make me laugh.
A: Me too. I don't get along very well with people who are too serious.

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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. I love having a roommate who can cook.
A: Yes, you're really lucky. My roommates are a horror story!

*Student Book page 49*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD2, Track 10**

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

### Activity B

**Class CD2, Track 11**

1.
A: I don't mind being around people who are very talkative.
B: Really? I can't stand people who are like that. I prefer people who like to listen to others some of the time.

2.
A: I like people who are able to laugh at themselves. What about you?
B: I do too. I don't really appreciate people who take themselves too seriously.

3.
A: I enjoy being around people who are always in a good mood.
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.

4.
A: I don't really care to make friends with people who are overly critical.
B: I agree. I think if people have very negative opinions about things, they should keep their opinions to themselves.

5.
A: What sort of people do you like to hang out with?
B: Oh, you know. People like me. People who always look on the bright side.
A: Yeah, I guess you are the kind of person who is always the optimist.

*Student Book page 50*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 12**

1.
A: She'll be at the party tomorrow. You'll meet her then.
B: Good. I'm looking forward to it. You're always talking about her.
A: Yes. Well, she's an interesting person. I mean, she's really smart and everything, but she can be very difficult too. Sometimes she's friendly and nice and then other times she can be quite cool and rude.
B: Yes, I remember the stories you told about her. It's hard to deal with a person who's so changeable.
A: It sure is.
B: So why are you inviting her to your party then?
A: Well, she's lived next door to us for 15 years, so I see her every day. What else can I do?

2.
A: Is that him in this photo?
B: Yes, that's him. That was taken about five years ago.
A: He looks like a nice guy.
B: Yes, he's amazing. I really miss him. I only see him about twice a year, but I really enjoy his visits.
A: You mean he's really friendly?
B: Yes, but what's really great about him is that he's so open. You can talk to him about anything. He's someone who really listens to me. And he always gives me good advice and makes me laugh. I feel like I'm talking to my best friend.
A: He sounds terrific.
B: Yes, he is.
A: Is he on your mother's side or your dad's? He looks like your dad.
B: Yes. He's my dad's younger brother. He's not much older than me actually.

3.
A: I met her again at the reunion. I hadn't seen her for 10 years.
B: Has she changed at all?
A: No, she's exactly the same. I couldn't believe it.
B: That is hard to believe.
A: I know. She just never stopped. I wanted to chat with old friends and dance, but she just kept on talking about her work, and her hobbies, and her children, and...
B: Oh, no. I can't stand people who only talk about themselves.
A: She's a nice person, I suppose, but it was so boring listening to her go on and on.
B: I know what you mean. She was always like that when she was teaching our geography class.
A: No, we were in her history class. Don't you remember?
B: Oh, yeah. That's right.

4.
A: What's he like, Lisa?
B: It's hard to describe him actually.
A: He's got a great smile.
B: Yeah, that's true. Even if he has a problem he keeps smiling. I've never known such a positive person.
A: I really enjoy being around people like that—people who are always upbeat.
B: Yes. Sometimes at work we're very busy and stressed, but he just keeps us all feeling positive, and really helps us get through whatever we're doing.
A: I don't know many people who are like that.
B: I know. He never seems to worry.
A: What a great guy.
B: Yeah, that's for sure. I'm so glad we're in the same office.

# UNIT 8: Lesson 2

*Student Book page 51*

## 1. PERSONALITY TRAITS

### Activity B

**Class CD2, Track 13**

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

*Student Book page 52*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD2, Track 14**

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.

*Student Book page 53*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 15**

1.

A: Who was that man with you this morning?
B: Do you mean at the university? That's Max. He's a really great guy.
A: Who's Max?
B: He was my assistant at the lab. You know, the lab where I used to work.
A: Yeah. You left that job, didn't you?
B: Yes, I was very unhappy there. I had too much work, and the boss was really difficult, so I left. And Max left too!
A: What do you mean? He left his job because you left?
B: That's right.
A: Wow. You and he must be very close.
B: Yes, he was a terrific assistant. We worked together there for about two years.
A: And has he found a new job yet?
B: Well, he's looking for jobs for both of us. I mean, we're looking together. He says that he wants to work with me again. Amazing, isn't it?

2.

A: You'll never believe what happened to me yesterday. I was walking to class, right? And it was snowing really heavily, do you remember?
B: Uh-huh. There was a lot of snow yesterday.
A: Anyway, I was cold and wet walking through the snow when Lisa came by in her car and stopped.
B: Great. So she stopped to give you a lift?
A: That's what I thought. So she opened the window and said "hi."
B: Right. That's nice.
A: So I asked her if she was going to the college, and she said "yes." And then I asked her if I could go with her, and do you know what she said?
B: No.
A: She said she didn't want to get her car wet!
B: Do you mean that she didn't help you out because she didn't want her car to get wet?
A: Yes. She said her car was new and that I was wet from the snow and everything. So I had to walk.
B: That's ridiculous! I can't believe she was that insensitive!

3.

A: Wow, that's great, Sami. You found your puppy!
B: No... Ohhhh, so you think this is Bessie... No, we still haven't found Bessie.
A: What do you mean? That puppy looks just like her.
B: Well, you'll never believe what happened. I was at home last night, feeling really sad and upset about Bessie, you know?
A: Right. She's been lost for over a week now, right?
B: Uh-huh. Anyway, there was a knock at the door, and I went and opened it. It was my neighbor Mr. Liu.
A: Uh-huh. He wanted to help you look for Bessie?
B: No. He had a puppy with him. He felt sorry for me losing Bessie, you know? So he bought me this new puppy that looks almost exactly like her.
A: That's amazing.
B: Yeah. Don't you think he's the nicest guy in the world?
A: Absolutely.
B: I've named this puppy Bitsy. Isn't she cute?

4.

A: Did you hear what happened?
B: No, what?
A: Well, you know Jun-hao, the exchange student from Taiwan?
B: Uh-huh. He's a nice guy, don't you think?
A: Yes, nice, and courageous too. Apparently, he was walking to school, and he saw a kid run in front of a bus. She was chasing her puppy or something, I think.
B: Oh, no. You mean there was an accident?
A: Almost. But Jun-hao dropped his backpack and jumped in front of the bus and grabbed the kid out of the way.
B: Wow. That's incredible. And are they both OK?
A: Yes, they're both fine.
B: Thank heavens.
A: The child's parents were really grateful to him.
B: I bet.

5.

A: It's amazing what Jay did, isn't it?
B: What do you mean? What happened?
A: He created some new software.
B: Oh, yeah. He's really good at computers and all that stuff.
A: Right. Anyway, he sold the software to a big computer company for like a million dollars or something.
B: Wow! So you mean he's a millionaire?! Are you kidding?
A: No. It's true. But you'll never believe what he did with the money.
B: Oh? Did he buy a house?
A: No. That's the thing. He gave most of the money to his old college, for scholarships for kids who want to study IT.
B: That's awesome. I'd buy a big house if I had that kind of money.
A: Yeah, me too. But Jay is really a selfless person. He always thinks about other people, not himself.

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## UNIT 9: Lesson 1

*Student Book page 54*

### 1. WHAT WILL YOU BE DOING NEXT YEAR?

#### Activity B

Class CD2, Track 16

A: I can't believe how time flies! We'll be graduating in less than six months.
B: It's incredible, isn't it? 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, I hope I'll have found a job in a hotel or something.
B: Wow, that sounds great. While you're enjoying yourself in France, I'll be going to law school.
A: You're going to law school?
B: Yes, I'll be starting a law degree next fall.
A: Great. I hope things go well for you.
B: You too.

*Student Book page 55*

### 2. LANGUAGE FOCUS

#### Activity A

Class CD2, Track 17

A: with *will*
B: I will graduate in less than six months.
A: with *will have*
B: In less than six months, I will have graduated.
A: with *will + be + -ing*
B: I will be graduating in less than six months.

#### Activity B

Class CD2, Track 18

1.
A: What do you think you will be doing next year?
B: I think I'll still be living here, doing the same things I'm doing now. What are your plans?
A: I'll be working for a software developer. I'll start in March.

2.
A: Will you take another English course after this one?
B: Yes, I plan to. How about you? You'll be taking another course, I suppose?
A: Yes, I will take the advanced course after this one. It will start in two weeks.

3.
A: Where will you live when you leave home?
B: I'll move into an apartment.
A: Who will you live with? Will you move in with some students?
B: I'll share an apartment with some guys from my hometown.

4.
A: What are two things you think you will have learned from college?
B: I guess I will have improved my English, and I will have learned how to be a little more independent. How about you?
A: I think I will have learned how to manage my time and also how to organize my life a little better.

*Student Book page 56*

### 3. LISTEN AND UNDERSTAND

Class CD2, Track 19

A: So, Cecilia—tomorrow's the big day. Graduation day.
B: Yes, it's hard to believe, isn't it? The end of all those years of study.
A: Yes. And the beginning of the future. What are you going to do?
B: You mean tomorrow or in the future?
A: In the future. I mean, where do you see yourself five years from now, for example?
B: Five years from now? Well, one thing for sure is I will have established my own company. Something in IT, of course. They always say you should have a business in the field you know best.
A: Cool. That'll be better than working for someone else. I don't think I'm confident enough to start my own business, though.
B: Oh, yeah? So where do you think you'll be working then?
A: Oh, probably for one of the big stockbrokers, I guess. So I can use my finance degree, you know?
B: Yeah. Sure.
A: So you'll still be living here?
B: Yeah, definitely. I love it here. But I will have been to a few countries within the next five years, I'm sure. You know, for vacations, I mean. I've always wanted to go to places like China and Mongolia and Korea.
A: Cool. I don't think I'll be doing anything like that. I'll be too busy with my company. Anyway, I think I will have moved within five years. I don't like it here so much. I think I'll probably be moving somewhere like Chicago.
B: Right. And do you think you'll be married by that time?
A: Yeah, I probably will. I think it's good to get married young. You know, so you can have children while you're not too old.
B: Yeah, I guess so. I want to have children too, but I'll probably wait for quite a while before I get married, though. I want to work on my career for a few years first. Know what I mean?
A: Sure.
B: Plus, I want to save my money first. I want to buy an apartment before I get married.
A: So, in the next few years, you mean?
B: Yeah. That's my main goal, actually. Along with the business. I've always wanted to own my own place.
A: Really? I never thought about anything like that, to be honest. I guess apartments are pretty expensive.
B: Yes. They are. I guess I'll have to work pretty hard the next five years.
A: Yes. But let's forget about it for now, and just enjoy the ceremony and party tomorrow.
B: OK. Sounds good to me.

## UNIT 9: Lesson 2

*Student Book page 57*

### 1. FUTURE BREAKTHROUGHS

#### Activity B

Class CD2, Track 20

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

*Student Book page 58*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD2, Track 21**

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.

*Student Book page 59*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 22**

1.
A: What are you watching?
B: Just the news. There are bad floods in the north. Look at it. It's just incredible.
A: Wow. That's terrible. The weather seems so crazy nowadays. I mean, we're having a terrible drought here in the south, and there are all these floods up north.
B: Yeah. It's hard to understand. And what about last winter? No snow at all. What did they say? The warmest winter on record.
A: Exactly. It was really weird. I don't know what's going to happen in the future. Do you think it's going to get worse?
B: Get worse? Oh, yes, it definitely will. That's what all the experts say.
A: Yes. I bet we'll be living in air-conditioning all the time.
B: Yeah. And we will have moved our houses up on higher ground too, I guess.
A: Because of the ice melting, and oceans rising, you mean? Yeah, you're probably right.

2.
A: What's that you're reading?
B: Oh, it's really sad. There were two brothers from the same family killed in the war.
A: Oh, that's terrible. I feel sorry for their parents.
B: Yes. There are so many wars around the world these days.
A: I know. Every time you open a paper or turn on the TV. Do you think they'll ever stop?
B: Stop? I doubt it very much. I mean, they've been going on for thousands of years.
A: Yeah. But then again the world is getting smaller, right? And people are working together more and traveling more, so maybe things will get a lot better in the future.
B: Better? I don't think so. I think people will be fighting wars for many years to come.
A: Do you think so? That's really depressing. For our children and grandchildren, I mean.
B: I'm just being realistic.

3.
A: That's a cool photo. What is it?
B: Oh, it's the international space station. I'm really into stuff like this. Do you know that over 400 people have been into space already?
A: Oh, yeah? That's amazing.
B: Yeah, it's really exciting—going to new places and learning about the universe. I wish I could go. You know, on the space shuttle.
A: That'd be awesome. I guess everybody will travel into outer space in the next 20 years or so. Don't you think so?
B: Twenty years? No, I don't think so. Not so quickly, anyway. Maybe in a hundred years.
A: Oh, yeah? Well, you know more about these things than me, I guess, but I think it'll be common in the near future. What's that photo?
B: Oh, that's the Phoenix Mission going to Mars.
A: Wow. I'd love to travel there.

4.
A: What's that thing in the living room?
B: Oh, that's our new vacuum cleaner. It's amazing, isn't it? You just switch it on, and it does the whole job by itself.
A: By itself? That's cool. I didn't know they had machines like that—I mean that can do jobs automatically, all by themselves.
B: Oh, sure, they're pretty common nowadays. They make cars and things like that.
A: Yeah, that's true. But do you think they'll be able to do other things, like cook meals or teach class or work in a department store?
B: Oh, yes. Definitely. They have the technology already.
A: So they'll be common in the next ten years or so, do you think?
B: Ten years? Yeah, I suppose so. I can't see why not.
A: Yeah, you're probably right. I guess we'll be using all kinds of amazing new machines in the future. That's pretty cool.
B: You hear that? The vacuum cleaner has finished already.

5.
A: Look at this. It's an interesting article about Japan.
B: Oh, yeah? What does it say?
A: Well, apparently people in Japan live to an average of 75 years old.
B: Gosh. That's amazing. I guess that's because of medical technology these days.
A: Yes, I suppose so. And diet too, I guess. You know, they eat healthy food there.
B: Yes. Do you think people are going to live longer and longer in the future? You know, the average will be people living till a hundred.
A: A hundred? No, I doubt it. I think there are lots of negative factors too. You know, like pollution, for example. That will limit how long people live, I think.
B: Yeah, but they will have solved the big pollution problems in the next twenty years or so, I think. So I figure our children will probably live till a hundred.
A: No, I can't see that happening, to be honest. Even in Japan.

## UNIT 10: Lesson 1

*Student Book page 60*

### 1. WHY DIDN'T I DO THAT?

#### Activity B

**Class CD2, Track 23**

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. Would you mind helping me out?
B: No problem.
A: 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. 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: Well, it's not that difficult. Why don't you take lessons?
A: Yeah, I should.

*Student Book page 61*

### 2. LANGUAGE FOCUS

#### Activity A

**Class CD2, Track 24**

A: I wish I had learned typing at school.
B: I wish I hadn't studied Latin.
A: I wish I could type.
B: I wish I spoke French.
A: I wish I were you.

#### Activity B

**Class CD2, Track 25**

1.
A: You know I really wish I could drive.
B: Why do you want to be able to drive?
A: Well, then I would be able to borrow my father's car when I have a date.

2.
A: I love listening to rock music.
B: Me too. Don't you wish you had 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 could play in a rock band. [jokingly]

3.
A: Do you ever wish you knew how to sing really well?
B: Sometimes. Why do you ask?
A: Oh, I would love to enter one of those idol competitions you see on TV.
B: Frankly, I would never want to enter something like that.

4.
A: You're still studying?
B: Yeah. I wish I were better at math.
A: Really? Why do you need to be good at math?
B: I would like to do an MBA, but you need to be good at math for that.

*Student Book page 62*

### 3. LISTEN AND UNDERSTAND

**Class CD2, Track 26**

1.
A: What's wrong, Yu-mi?
B: Oh, I'm so tired. I don't know. I seem to be tired all the time nowadays. I think I've really got to change.
A: Get more sleep, you mean?
B: No, it's not that. I sleep enough every day. I just wish I had more energy.
A: Oh, I see what you mean. Maybe you should do more exercise.
B: I think you're right. I really need to be more active and play sports and stuff. I used to play a lot of hockey in high school, and I was really in good shape, but now I just sit in front of a computer all day.
A: Mmm. That's no good.
B: Plus, I wish I didn't eat so much junk food. I think that the way I eat might have something to do with my lack of energy.
A: I'm sure you're right.
B: I'm not doing very well at work. The boss has noticed how low my energy is. I'm going to start changing everything tomorrow. It's really important for me.

2.
A: What are you looking at, Ami?
B: Oh, it's my favorite website. All the latest gadgets. You know, computers and all that sort of stuff. I'm crazy about stuff like this. I wish I could afford them.
A: Oh, are they really expensive?
B: No, not all of them. But I never have any extra money. I wish I could save. Money seems to just run through my hands.
A: Do you use a credit card?
B: Yes, I've got a few of them actually. Why?
A: Well, maybe you should get rid of them and just pay cash for everything.
B: That's not a bad idea. Sometimes I wish I'd never got all those cards in the first place.
A: I'm sure you'll find you have more money. And then you'll be able to buy all those things.
B: Yes, that would be great. But do you know what I'd really do with the money if I could save it? I'd use it to enroll in college, so that I could design stuff like that myself.
A: Cool. That's a great idea.

3.
A: Hi, Tim. What's the problem? You look really down.
B: Oh, I just got my law assignment back, and I got a really bad grade.
A: Oh, I see. So you're a bit disappointed.
B: I'll say. I just wish I could write better. I never do well on written assignments. You know, in the tutorials I can really talk well about everything, but when it comes to doing a written assignment, I'm just hopeless.
A: I'm sure you're not hopeless.
B: Yes, I am. And if I don't improve, I'm going to flunk this year, for sure.
A: Maybe you need to get some help.
B: Yeah, I wish my brother were here. He's a terrific writer, and he always explains things really well.
A: Why don't you go to the Study Skills Center here at the college? They can help you, I'm sure.
B: Yeah. Maybe I will. To be honest, I wish I'd never taken law. I should have done accounting, I think. There's not so much writing there.

4.
A: Hi, Carlo. Have you been running?
B: Yes. Whew. I run 10 miles a day now.
A: Cool. How come? Are you training for something?
B: Sort of. I'm trying to lose 15 pounds. I wish I could be exactly 150 pounds.

A: You look fine as you are, as far as I can see.
B: No, I'm not actually. I met a woman last week who works for a modeling agency. She said I have exactly the right look to be a model. But she says I have to lose weight.
A: Oh, I see. Well, models earn a lot of money, don't they?
B: Exactly. That's why I'm doing it. But it's not easy.
A: I guess not.
B: I wish I hadn't eaten all that junk food at college last year. I wouldn't have to do all this now.
A: Oh, well. I'm sure it'll be worth it.
B: Yeah. Well, I'd better keep going. See you later.

5.
A: Are you going to the conference next month, Maria?
B: I wish I could.
A: Too busy at work?
B: No, it's not that. I'm just terrified of flying. And it's so far to Vancouver. It would take me about 36 hours by train, and I can't spend that much time.
A: Flying? What's the problem? I mean, it's really quite safe, when you think about it.
B: That's what you think. I'm so scared. I always have been. I wish I could conquer it.
A: Have you tried taking some training? I think they conduct courses at the airport, don't they?
B: Yes, that's right. I went to one last year, but it didn't help. I wish I hadn't gone to the course, actually. I think it made things worse.
A: Oh, dear.
B: Yeah. It's a real pity. I think it'll be a great conference.

# UNIT 10: Lesson 2

*Student Book page 63*

## 1. WISHES

### Activity A

**Class CD2, Track 27**

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

*Student Book page 64*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD2, Track 28**

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 sometime.
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.

*Student Book page 65*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 29**

1.
A: Is this you in the photo, Mark?
B: Yeah. My girlfriend took that photo just before we took off.
A: She did? So how high did it go?
B: I'm not sure actually. About 300 feet or so, I guess. It was fantastic.
A: I suppose you had a terrific view.
B: Oh, yeah. It was really beautiful just drifting over the hills and fields.
A: And how long did you stay up?
B: I think it was about 45 minutes. It was pretty expensive, but it was worth it.
A: So didn't your girlfriend go with you?
B: No. I wanted her to of course, but she's really scared of heights.
A: She is? I can't understand people who are afraid like that. I love to do things like that. I think it'd be really exciting doing what you did.
B: Well, you should give it a try.

2.
A: Hey, Morgan. Thanks for the postcard you sent me from your vacation.
B: You're welcome. I thought you might like it.
A: Yeah, I loved it. It looked like a really cool place.
B: Yes, it was. It was unbelievable.
A: And did you really swim with them, like in the postcard?
B: Absolutely.
A: You did? Wow.
B: Yes, we were with them for about an hour. It was an amazing experience.
A: Wow. They're my absolute favorite animals in the whole world. I mean, they're so cute and so intelligent.
B: I agree.
A: And what did they feel like when you touched them?
B: Incredibly smooth. I really enjoyed stroking them and playing with them.
A: I hope I get to do that one day.

3.
A: So what were you up to over the weekend, Adam?
B: You'll never believe it. You know how I've always wanted to go up to Silver River? Well, I finally did it!
A: You did? Wow.
B: Yeah. I think it's the most exciting thing I've ever done. I'm dying to do it again.
A: But wasn't it dangerous? I'd be so scared of hitting a rock or something. Plus, I can't swim very well.
B: No, it's pretty safe really. They teach you what to do before you get in the boat. And you have to wear a helmet and all this protective gear. I don't think there have been any problems.
A: Well, I don't believe that. I'd never do it in a million years.
B: Well, I'm going to do it again next Saturday.
A: You are? Unbelievable.

4.
A: Guess what I did yesterday?
B: I can't imagine. What?
A: Well, I had my first lesson. I've been thinking about it for ages, and I finally did it. You know, for my girlfriend's 21st birthday party next month.

B: Oh, I see. That kind of lesson. Well, how did it go?
A: I was really nervous. It's one of the strangest experiences I've ever had, to be honest. I'm really good at sports and stuff, but this kind of thing is really difficult for me.
B: I know what you mean. I've never been able to do it. So, did you have a good teacher?
A: Yeah, she was really nice. But I kept stepping on her foot. Again and again. I was really embarrassed.
B: I would be too. But I really admire you for doing it. I would never do it.
A: You wouldn't?
B: No way. So how many more times do you have to go?
A: I've got another five lessons.

5.
A: Where have you been, Daniel?
B: You'll never believe it. I've been at Channel 9. You know, the television studio?
A: Oh? Are you going to be on TV or something?
B: Well, yes, maybe I will.
A: You will? How come?
B: You know that program on Channel 9—"Young Stars"? Well, I auditioned for it!
A: No way. That's awesome. How did it go? What song did you sing?
B: I decided to do my favorite—"Yesterday," by the Beatles. I thought that would be the best thing to do. You know, it suits my voice, I think.
A: And what did the judges say?
B: They said it was pretty good. I have to go back again next week for the next round. And they gave me some advice, you know, about improving the way I look, and they said I should do one of my own songs next time.
A: Awesome. That's fantastic. I'd never do something like that. I'm so scared to perform in public.
B: Yeah, I was pretty nervous too, to be honest, but I'm really glad I did it. It was a great experience.

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# UNIT 11: Lesson 1

*Student Book page 66*

## 1. I CAN'T STAND PEOPLE DOING THAT.

### Activity B

**Class CD2, Track 30**

A: 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. 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: 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.

*Student Book page 67*

## 2. LANGUAGE FOCUS

### Activity A

**Class CD2, Track 31**

A: I enjoy going to the movies.
B: I dislike watching movies.
A: I don't mind going to the movies alone.
B: I avoid going to the movies alone.
A: I can't stand going to the movies alone.
N: Verbs that take a gerund
A: love, enjoy, dislike, don't mind, avoid
B: I love watching action movies.
N: Verbs that take a gerund or infinitive
A: love, prefer, like, hate, can't stand
B: I love to watch action movies too.

### Activity B

**Class CD2, Track 32**

1.
A: I don't mind going to the movies on my own.
B: Really? I prefer seeing a movie with someone. I feel kind of strange sitting in a theater on my own.
A: Oh, it doesn't bother me.

2.
A: I hate to watch 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 reading the subtitles. It doesn't really bother me.

3.
A: Do you prefer 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 hate hearing people talking and eating noisily during a movie. It can be really irritating.

*Student Book page 68*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 33**

1.
A: That was a great movie, wasn't it? Did you enjoy it too?
B: Yeah, I really enjoyed watching the fat guy and the dog. They were so funny.
A: I know. The way the dog kept following the guy. It was so cute.
B: And then the dog started talking and telling him how to find the money. I laughed so much.
A: Yeah. Me too. I laughed till I cried.
B: And what about the ending? That was hilarious, wasn't it?
A: When they found the money and opened a restaurant for dogs, you mean? Yes.

2.
A: I've seen that film three times. I think it's fantastic.
B: Yeah, I love watching films like that. It's amazing what they can do nowadays, isn't it? It's all done with computers, I suppose.
A: I guess so. They used to draw all the characters by hand in the old days, but now it's all computerized. That's why it looks so real.

B: It's incredible how much detail they can create. I mean, those battle scenes had thousands of soldiers in the same scene.
A: I know. Those scenes were so exciting. Better than with real people.
B: I guess films like this are expensive to make.
A: Yeah, but they don't have to pay for actors.
B: Yes, they do. They still use actors for the voices.

3.
A: I love going to movies like that. They're my favorite.
B: Mine too. Like that one we saw last week about living on Mars. Remember?
A: Yes, that was really cool, wasn't it?
B: All those people with two heads. They were awesome.
A: Well, I don't think they were people, actually. They were some kind of robot. You know, to survive the really hot climate.
B: Oh, yeah. And I loved the way they ate fire instead of food.
A: Yeah. And who knows, maybe there are things like that on Mars.
B: I don't think so. It's just a movie.

4.
A: So what did you think of that?
B: It was great. I love seeing movies like that. They're so exciting. I was on the edge of my seat the whole time.
A: Yeah, me too. What was your favorite part?
B: Oh, the motorcycle chase, for sure. You know, when he chased the bad guys through the mall.
A: Yeah. Up and down the escalators.
B: And then they went up on the roof of the mall.
A: Yeah. And then they jumped into helicopters and continued the chase.
B: That was really cool. I'd love to see it again.

5.
A: What's wrong?
B: Oh, I just saw an amazing film. I'm still shaking.
A: Why? What was it about?
B: It was about a lot of snakes that get loose on an airplane flight.
A: Oh, I can't stand being near snakes! It sounds terrifying.
B: It was. Everyone in the audience was screaming.
A: And did they catch the snakes?
B: No. That was the horrifying part. In the end, the snakes attacked the pilot and the plane crashed.
A: Wow.
B: I'm never going to get on an airplane again.

# UNIT 11: Lesson 2

*Student Book page 69*

## 1. MOVIE CAREERS

### Activity A

**Class CD2, Track 34**

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

*Student Book page 70*

## 2. CONVERSATION STRATEGY

### Activity A

**Class CD2, Track 35**

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.

*Student Book page 71*

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 36**

A: Welcome back to the *Movie Show*. So, Marta, you've just seen Ken Wu's latest movie, *The Beautiful Soldier*. What did you think of it? Another winner?
B: Well, as you know, David, I'm a big fan of Ken Wu's work. He's a fantastic director, but I'm afraid the answer to your question is *yes* and *no*. I can't really see this movie as a winner.
A: Oh? A little disappointed?
B: Yes.
A: Tell us about it.
B: Well, it's a beautiful script, based on the novel by Ann Chen, about a young woman living in a village in 19th-century China who becomes a soldier to defend the honor of her family. She dresses as a man and joins the army. Well, I won't tell you the ending of course, but it's a very interesting and enjoyable story. Let me just say that.
A: It stars Madeline Chang as the young woman, the beautiful soldier. What did you think of her performance?
B: Well, normally I love her work, as you know. She was fantastic in *City Lights*, for example, but I just think she was the wrong choice here. She speaks and acts like a modern woman. I just didn't find her realistic as a woman of the 19th century.
A: Oh, dear.
B: But she certainly looks great. And she does all the fight scenes extremely well. The battle scenes are spectacular. And I've never seen better special effects, I must say.
A: Yes, well, Ken Wu is famous for the special effects in his movies, isn't he?
B: Yes. Rightly so. They're fabulous.
A: Ken Wu is a talented man. He wrote the music for the movie as well, I understand.
B: Yes, he really is gifted. But unfortunately I didn't like the music this time. Again, I just felt that it had a very modern feel that wasn't appropriate for this historical film. Maybe I'm being too critical.
A: No, of course not. So, what are you giving it out of five, Marta?
B: I can only give it three, I'm afraid.
A: *The Beautiful Soldier* opens in theaters throughout the country tomorrow.

2.
A: Now let's take a look at a very different movie, *Black Sky* starring America's sweetheart, Sandra Tucker. What did you think, James?
B: Well, David, this is not a typical Sandra Tucker movie, first of all. Here she plays a dramatic role that we haven't seen before. We usually see her in light comedy or romantic roles. But she does a terrific job in this movie, believe me. Actually all the actors are excellent.

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A: So, it's a drama then?
B: Yes. Tucker plays a doctor living in the year 2050 fighting a new disease. To be honest, the story itself is a bit weak. We see a lot of sick people and the doctor working hard to save their lives, but nothing much happens actually. And the ending is a bit silly, frankly.
A: Not very believable, you mean?
B: No, not really. The story was written by a first-time writer, Jay Rodriguez. I think it's the weakest part of the movie.
A: The movie cost over 200 million, I understand.
B: Yes, they've spent a lot of money, and it looks great. There's no doubt about that. And the special effects are very well done, showing life on earth in the future. You really believe that you are in a new world. It's fantastic.
A: You always like movies set in the future, don't you?
B: Yes, I guess I do. There's something exciting about seeing how we might live in the future.
A: There's been a lot of talk about the music in the movie. What was your reaction there?
B: As you know, the music was written by Max Levin, who I think is one of the very best in the business. And here he creates music that really fits the modern theme and the drama of the story. It's outstanding.
A: So, what do you think overall? You sound pretty positive, James.
B: Yes, I'm giving it four stars.
A: Right. Four stars. *Black Sky* opens next week on April 9.

# UNIT 12: Lesson 1

**Student Book page 72**

## 1. WHAT WOULD YOU HAVE DONE?

### Activity B

**Class CD2, Track 37**

A: So how was your vacation?
B: It was pretty good, thanks. 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. 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: I guess if that happened to me, that's what I would have done too.

***Student Book page 73***

## 2. LANGUAGE FOCUS

### Activity A

**Class CD2, Track 38**

A: I should have given myself more time.
B: I shouldn't have checked all my bags onto the flight.
A: I could have stayed longer.
B: I might have stayed for 3 weeks.
A: I wouldn't have gone to the hotel.
B: I would have stayed for a month if I had gone to Europe.
A: If that happened to me, I would have done the same thing.

### Activity B

**Class CD2, Track 39**

1.
A: I ran out of money on my last vacation. I should have carried more money with me.
B: And I guess you could have taken some credit cards too.
A: Well, if I had done that I would have spent even more money.

2.
A: I should have taken my driver's license with me when I went on vacation. I could have rented a car and driven everywhere. Taxis and trains turned out to be really expensive.
B: Well, you could have taken buses everywhere. That would have been 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.

3.
A: I wish I had visited the UK when I was in Europe. I would have loved to visit London. And I could have gone up to Cambridge for a couple of days.
B: Well, it might have cost you a lot. London is very expensive.
A: I know. And I would have needed more time.

***Student Book page 74***

## 3. LISTEN AND UNDERSTAND

**Class CD2, Track 40**

1.
A: Hi, Rashid. How was your trip?
B: Hi, Sue. I had a great time, thanks.
A: But it looks like you've lost quite a bit of weight.
B: Oh, yeah. That was the bad part. The second night of my vacation I decided we should have dinner at the night market down by the harbor.
A: Sounds great. So what was the problem?
B: Well, the guy in the hotel told me not to eat there. He said that they often have problems there. Anyway, I didn't take his advice and ate a really large meal. And of course I ended up in the hospital for two days!
A: Oh, no. You mean from something you ate?
B: Uh-huh. Apparently, it was the seafood. It was an awful experience. I should've listened to that guy in the hotel.
A: I guess you should have.
B: Yeah. I wouldn't have wasted two days of my vacation. Anyway, I got better, and then I had a terrific time. All I've got to do now is gain back those kilos I lost.

2.
A: So how was it?
B: Oh, you mean my trip to Tokyo? It was awesome. Everything went really smoothly. Well, almost everything.
A: Almost?

B: Yeah. You'll never believe what happened. It's funny in a way when I think about it now, but it was terrible at the time. You see, I was checking out of the hotel and getting ready to pay, and I couldn't find my wallet! I don't know what happened to it.
A: It might've been stolen, I guess. Or you might have left it somewhere?
B: Yeah, maybe. I really have no idea. Anyway, I had nothing to pay my hotel bill with.
A: Oh, no. So what did you do?
B: Well, what could I do? I had to call my dad and get him to use his credit card over the phone. It was so embarrassing. I mean, I felt like a little kid getting into trouble.
A: I can imagine.
B: Yeah. So anyway it worked out OK in the end, but now I have to replace all the cards and stuff I lost in my wallet.

3.
A: How was your trip, Sally?
B: I can honestly say it was the best experience of my life. I absolutely loved Sydney. I could've stayed longer, actually.
A: Yes, I've heard it's a nice place. But it's a long way to Australia. How was your flight?
B: It was all right actually, but I had some really bad luck on the trip back.
A: Oh, what happened?
B: Well, when I arrived here in Vancouver, they said there'd been some kind of mix-up, and apparently all my stuff was put on a flight to Mexico City!
A: Mexico City? Are you kidding?
B: That's what I said.
A: I bet.
B: So there I was in Vancouver with all my clothes and things sitting in Mexico City. I couldn't believe it. And you know they never found my stuff. And the airline didn't even apologize!
A: They should've. Actually, they should've paid you for it.
B: Well, they did, actually, so I can't really complain. But I've got to go out and buy new stuff now.

4.
A: Hey, Tim. I heard you had some bad luck on your trip. What happened? Did you get sick or something?
B: No. I was fine. It wasn't that. I never get sick when I travel. The problem was my own fault, actually.
A: What happened?
B: Well, I rented a car, like I always do when I travel. But this was the first time I'd been in a country where they drive on the other side of the road.
A: What's that got to do with it?
B: Well, I just wasn't used to driving on the left-hand side, and one day I turned a corner, right? And I wasn't concentrating and I moved to the wrong side of the road, and, of course, I ran into another car.
A: Oh, no. Were you hurt?
B: No, but I might have been. I had to pay some money to the rental company because it was my mistake. And to the driver of the other car too, of course.
A: But you're OK yourself?
B: Well, I'm still going to a doctor for a problem with my neck. But it could have been a lot worse!

# UNIT 12: Lesson 2

*Student Book page 75*

## 1. LEARNING

### Activity A

Class CD2, Track 41

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

*Student Book page 76*

## 2. CONVERSATION STRATEGY

### Activity A

Class CD2, Track 42

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.

*Student Book page 77*

## 3. LISTEN AND UNDERSTAND

Class CD2, Track 43

1.
A: So how long did you live in Mongolia, Martin?
B: Just a year, but it was a great experience. It's a wonderful place. I wish I could've stayed longer.
A: I imagine there were some difficulties too, though.
B: Oh, yes. I suppose there were. I mean, it's a really huge country with deserts and steppes and mountains, but there aren't that many roads and highways, and also not that many buses and trains. Do you know what I mean?
A: Yeah.
B: So that was a bit of a challenge, especially for me, because my work as a volunteer took me all over the country.
A: All over the country? So how did you manage?
B: Well, a lot of the time I just hitchhiked. Often local people I would meet would offer me a lift. They're really friendly. So it worked out pretty well most of the time.

2.
A: Hi, Yu-ting. Welcome back. How was New Zealand?
B: Hi, Maria. Oh, it was fantastic, thanks.
A: Great.
B: Of course, it's not easy being an exchange teacher, but it worked out really well. The people were really kind, and the kids were great.
A: That's good.
B: I guess the main problem was being away from home.
A: Being away from home? Was this your first time outside the country?

B: Yes, absolutely. I felt a bit embarrassed about it at my age, but I really missed my family and friends and, you know, my hometown.
A: That's pretty natural, I imagine.
B: I guess so. I used to chat online with my family and friends every day, and my sister sent me packages of my favorite foods from home. So that helped a lot.

3.

A: I heard you came back earlier than planned, Alex. Was there something wrong?
B: Yes, I only stayed nine months.
A: What was the problem?
B: I don't know. It was a nice place, and the people were very friendly, but I just found everything strange, do you know what I mean?
A: Like what, for example?
B: Well, for instance, the way people work together and hold meetings was so different from what I'm used to here. I found it really slow and difficult. And people don't talk about problems the way we do.
A: Talk about problems? So you mean they didn't like to talk about their problems?
B: That's right. Yes, I guess their approach isn't like ours. And I couldn't understand why they were always laughing, even when things weren't funny. It used to annoy me a bit, actually. I don't think they were very polite, to be honest. And I think it's really important to be polite.
A: Yes, I guess so.
B: And the way people ate was really rude too. I couldn't understand why people didn't eat properly.
A: It sounds like you had quite a few difficulties.

4.

A: How did you like living abroad, Diane?
B: I loved it. Actually, it was a bit more difficult than I had expected, but I still enjoyed it.
A: What sorts of things were difficult?
B: Communication mostly, I guess. I mean the kind of stuff I learned in high school just didn't help me that much. Everything was hard: ordering food in restaurants, shopping for food, getting around, even just chatting with people. I couldn't understand what they were saying, and they had difficulty understanding me when I spoke.
A: Difficulty? You mean they couldn't understand your accent?
B: Right. Apparently, my pronunciation isn't great. And also I found that there was a lot of vocabulary I didn't know. I really should've learned more before I went there.
A: So, it must have been difficult at work then?
B: Oh, no. People at work used to speak English with me. I really gained a lot of experience and developed a lot of skills at my job.
A: Right. So did things get better after a while?
B: Oh, yeah. I could get by pretty well by the time I left.

5.

A: So how was your year overseas, Tom?
B: It went quite well, thanks. I mean, they have a very different culture from ours of course, but I adjusted all right. Except…
A: Except? Was there some kind of difficulty?
B: Well, it's just that I found everything really quiet and slow. I guess I'm so used to living here, with everything so fast and exciting. People rushing around and having a good time, do you know what I mean?
A: Yes, I guess so.
B: It was nice there, and the people were nice, but it was all so sleepy.
A: That doesn't seem like such a big problem.
B: No, it wasn't, but I just found it a bit dull. I came home early, actually. I could've stayed another month.
A: So have you been enjoying yourself since you got back?
B: That's for sure. It's been non-stop since I arrived.

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# Review

## UNIT 1 ANSWERS

### ACTIVITY B

1. A: Where did you use to live?
   B: I used to live in Toronto, but now I live in Vancouver.
2. A: How much pocket money did you use to get?
   B: I used to get $14 a week.
3. A: What sports did you use to play?
   B: I used to play baseball. What about you?
   A: I used to play tennis.
4. A: I used to hate cooking, but now I love it.
   B: Really? What made you change your mind?
   A: I took a cooking class!
5. A: Sting used to play in a band called The Police.
   B: Yes, but now he performs on his own.
6. A: When did you graduate from high school?
   B: I graduated two years ago.
7. A: Does Karl speak Russian?
   B: Yes, he does. He used to live in Russia.
   A: Is that right? How long did he live there?
   B: He lived there for five years.

## UNIT 2 ANSWERS

### ACTIVITY B

1. *Tet* is the day when Vietnamese people celebrate the new year. It's a time when they give children red envelopes with money.
2. My birthday is my favorite day. It's the day when I do whatever I want.
3. In the US, Thanksgiving is in November. It's a day when people visit relatives. The traditional meal is turkey.
4. In Korea, Thanksgiving is called *Chusok*. It's also a day when people visit relatives. One traditional food is *song pyun*.
5. *Songkran* is a holiday in Thailand to celebrate the new year. It's a time when people splash each other with water.
6. A: Summer is my favorite season.
   B: Oh, yeah? Why is that?
   A: Because it's a time when I get a vacation from school. What's your favorite?
   B: I like winter because that's when I can go skiing and ice-skating.

## UNIT 3 ANSWERS

### ACTIVITY B

1. [the country in Southeast Asia / people speak English, Chinese, Malay, and Tamil]
   What's the country in Southeast Asia where people speak English, Chinese, Malay, and Tamil?
   The country in Southeast Asia where people speak English, Chinese, Malay, and Tamil is Sri Lanka.
2. [two countries in Europe/people speak German]
   What are two countries in Europe where people speak German?
   Two countries in Europe where people speak German are Germany and Austria.
3. [city in Asia / the Olympic Games were held in 2008]
   What's the city in Asia where the Olympic Games were held in 2008?
   Beijing is the city in Asia where the Olympic Games were held in 2008.

### ACTIVITY C

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

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## UNIT 4 ANSWERS

### ACTIVITY B

1. A: I'm going to open a restaurant. What do I need to know?
   B: Well, if you want to open a restaurant you have to invest money in the business/be patient (etc.).
2. A: I hope I pass the English exam.
   B: If you want to pass the English exam, then you need to study.
3. A: My parents are going to buy me a car if I get good grades.
   B: Really? That's great!
4. 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 want to be a teacher, you need to/should study education and child psychology.
5. A: What does it take to be a good chef?
   B: If you want to be a good chef, then you have/need to be creative.

## UNIT 5 ANSWERS

### ACTIVITY B

1. A: I forgot to give my mom a phone message yesterday, and it was really important.
   B: Oh, that's not good. If I were you, I would tell her right away.
   A: Yes, you're right.
2. A: What would you do if you saw/found/caught (etc.) a classmate cheating on an exam?
   B: Oh, I would tell the teacher.
3. A: Bob always forgets where he put his car keys.
   B: Well, if I were him, I would keep them in the same place.
4. A: What would you do if you borrowed a CD from a friend and damaged it?
   B: I would tell my friend the truth and offer to buy a new one.

## UNIT 6 ANSWERS

### ACTIVITY B

1. A: Excuse me. Is there anywhere/somewhere near here that I can get a haircut?
   B: Sorry, I don't know anywhere near here. Tina, do you know?
   A: Yes, there's a hair salon on Spring Street.
   B: Great! Thank you.
2. A: Hey, Bob. Do you know anybody/somebody who can play guitar?
   B: Yes. I do!
3. A: Do you know somewhere/anywhere we can go for a nice meal?
   B: Yes, there's a nice restaurant on First Avenue.
4. A: Did anybody/somebody phone while we were out?
   B: No, there are no messages on the answering machine.
5. A: Do you know somewhere/anywhere around here to hear live music?
   B: Sorry, I don't know anywhere around here.

## UNIT 7 ANSWERS

### ACTIVITY B

1. 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 want to live a long life, you ought to/should/have to eat a lot of fruit.
2. 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 shouldn't drink too much, or you won't be able to sleep at night.
3. A: Sana wants to learn how to dance.
   B: Well, maybe she should/ought to take some lessons.
4. A: We have to buy a present for Tran.
   B: What should we buy?
   A: How about a new watch?
5. A: Justin wants to play drums in a band someday.
   B: Well, he really has to/ought to/should practice every day.

## UNIT 8 ANSWERS

### ACTIVITY B

1. A: I don't like being around people who are always negative.
   B: I don't enjoy being around people like that either. I like people who are positive and look on the bright side.
2. A: What qualities are important for a parent?
   B: Well, I think a good parent is someone who is a good role model. If they want their kids to be tolerant, they should be tolerant also.
3. A: What qualities are important for a good friend?
   B: A good friend is someone who is generous. She doesn't have to give presents, but she gives her time to you and listens.
4. A: What sort of person makes a good boss?
   B: I think someone who gets along with people 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 ANSWERS

### ACTIVITY B

1. A: You know you need to get better grades.
   B: Yes, I know. I'll study/I'll be studying more this term.
2. A: Do you think Morgan will pass the test?
   B: Oh, yes. I'm sure he will.
3. A: Do you think electric cars will be popular in the future?
   B: Yes, I think they'll be popular within 10 years.
4. A: Are you going on vacation soon?
   B: Yes. Next week I'll be sunbathing on the beach in Hawaii!
   A: That sounds great. Have fun!
5. A: Twenty years from now, I think they will have solved the problem of global warming.
   B: Twenty years from now? Do you think so? I think it will take longer.
6. A: What do you think you will be doing five years from now?
   B: Well, I hope I'll have a good career. What about you?
   A: I hope I'll be living in Fiji and enjoying life!

## UNIT 10 ANSWERS

### ACTIVITY B

1. A: I wish I hadn't bought this car.
   B: Really? Why don't you like it?
2. A: I wish we had left earlier.
   B: Why? Are we going to be late?
3. A: I wish I were 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.
4. A: I wish I could 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.
5. A: Don't you wish you had learned 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.
6. A: Sometimes he wishes he had learned how to swim when he was younger.
   B: He does? Why is that?
   A: So he could go swimming with his kids.

## UNIT 11 ANSWERS

### ACTIVITY B

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

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## UNIT 12 ANSWERS

### ACTIVITY B

1. A: I was in Hong Kong last week. I should have called my cousin when I was there, but I didn't have his number. He works there.
   B: You should have phoned his parents and asked for the number.
   A: I did, but they were away.
   B: That's too bad. Your cousin probably would have showed/shown you around Hong Kong and he might have taken you to some places that tourists don't often get to see.
   A: I know. Oh well, next time.
2. A: How was your trip, Sally?
   B: It was fantastic! I loved Sydney—I really could have stayed longer.
3. A: I'm sorry I'm late.
   B: That's OK, but you should have called to let me know.
   A: You're right. I'll call if it happens again.
4. A: I lost my keys last night. I might have left them at your house.
   B: I don't think so. I didn't see any keys this morning.
5. A: I think Tim should have been at the meeting. Do you know why he wasn't there?
   B: No, I don't. I haven't seen him today.

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# 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.*)

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## 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

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## 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

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# JOIN IN

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### Jack C. Richards & Kerry O'Sullivan

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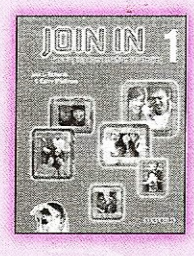
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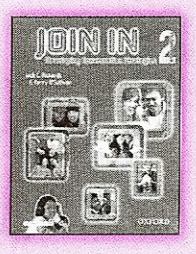
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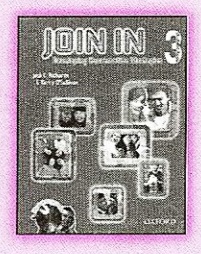
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