

2 Speak NOW

COMMUNICATE *with* CONFIDENCE

WORKBOOK

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- 
- 
- 
- Vocabulary
 - Reading and Writing
 - Video-based Listening
 - Grammar

OXFORD

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Lesson 1: Vocabulary

FRIENDS & FAMILY

Read the conversations. What topic are they talking about? Write your answer on the line.
In class, practice the conversations with a partner.

money
school grades

home life
hobbies and interests

family life
marriage

a personal problem
relationships

1. _____

A: I want to go with you, but that's a really expensive trip.

B: I know, but it will be great! You should come with us!

2. _____

Mother: I can't believe you are getting married tomorrow!

Son: Oh, Mom. I'm not a little boy anymore!

3. _____

A: What's your favorite movie?

B: That new one. You know! The one with that handsome actor. What's his name? I can't remember it.

4. _____

Student: Excuse me, Mr. Anderson.

Teacher: Yes?

Student: I wasn't very happy with my test. What can I do to study better?

5. _____

A: How many brothers and sisters do you have?

B: I have two, one sister and one brother. You said you have a sister. Where does she live?

6. _____

A: What time do you usually get home?

B: About 6:30. What do you do in the evening?

7. _____

A: My friend seems angry. I don't know what to do. What do you think?

B: Well, maybe you should talk to her.

8. _____

Radio announcer: Many people have problems. But they are afraid to talk with others. How about you? Who do you talk to when you are worried? Call us at 555-426-8971. We want to hear your ideas. Later in the show, I'll tell you who most people talk with. Oh, we have our first caller. Who do you talk with?

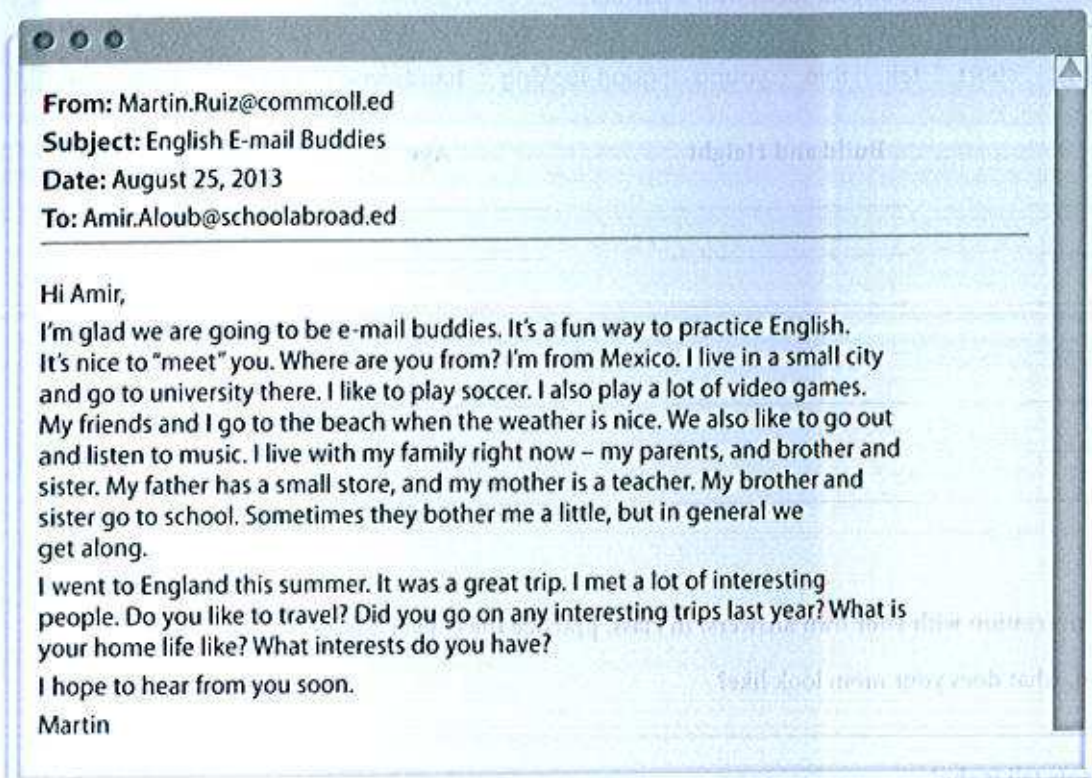
A: My best friend. She always knows just what to do.

Lesson 1: Reading & Writing

FRIENDS & FAMILY

Part 1

Read the e-mail below.



Mark the statements T (True) or F (False).

- _____ 1. Martin and Amir are good friends.
- _____ 2. Martin is from England.
- _____ 3. Martin lives with his family.
- _____ 4. Martin likes to play video games.
- _____ 5. His parents both work.
- _____ 6. He likes to go to the mountains.
- _____ 7. His brother and sister are younger.

PAIR WORK Discuss the questions.

1. Do you think this is a good way to practice English? Why or why not?
2. What information is good to send in this kind of e-mail?

Part 2

Write an e-mail to introduce yourself to a student in another country. Use the e-mail above as a model.

Part 3

Exchange your e-mail with a classmate. How are they similar or different?

Lesson 2: Vocabulary

FRIENDS & FAMILY

Part 1

How do you describe people? Write the words or phrases below in each category. Then add three more to each category. In class, talk about your ideas with a partner.

elderly pretty short tall thin young good-looking handsome heavy middle-aged

Looks	Build and Height	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 2

Complete the conversation with your own answers. In class, practice the conversations with a partner.

New teacher: So, what does your mom look like?

You: 1. _____

New teacher: How tall is she?

You: 2. _____

New teacher: Does she have black hair?

You: 3. _____

New teacher: Thanks. When I see her, I will know who she is.

Part 3

Write the questions. In class, practice the conversations with a partner.

1.
A: _____?

B: She's in her late twenties.

2.
A: _____?

B: No, he's very thin.

Lesson 2: Reading & Writing

FRIENDS & FAMILY

Part 1

Read the article below.

Don't I know you?

When Greg Harper was 18, he went to college. He liked his classes and met a lot of people. One day, he went to a soccer game. One of his friends from high school was there with a young woman.

"This is Anna. She's in my biology class," his friend said. "Anna, this is Greg. We went to high school together."

Anna looked at Greg. "Don't I know you?" she asked. "But your name is Gary."

Everyone was confused. Anna knew another student named Gary. Like Greg, Gary was tall and had dark hair. He wore glasses. He was young, and Anna thought he was handsome. "In fact," Anna said. "You two look like twins." It turns out they are twins! Both Greg and Gary were adopted as babies. They didn't know they had a twin. Greg and Gary still go to the same college. And they are both studying history.



Complete the sentences with words from the article.

1. Greg went to _____ when he was 18 years old.
2. He met Anna at _____.
3. Greg is not short. He's _____.
4. Anna thinks that Greg is _____.
5. Greg and _____ are twins.
6. They both study _____.

PAIR WORK Discuss the questions.

1. Would you like to be a twin? Why or why not?
2. Do you know anyone who looks like you?
3. What famous person do you think you look like?

Part 2

Imagine you are meeting someone you don't know. Write a description of yourself. Describe your hair color, height, build, and looks.

Part 3

Exchange your description with a classmate. Do you think his/her description is correct? What changes should he/she make?

Lesson 3: Vocabulary

FRIENDS & FAMILY

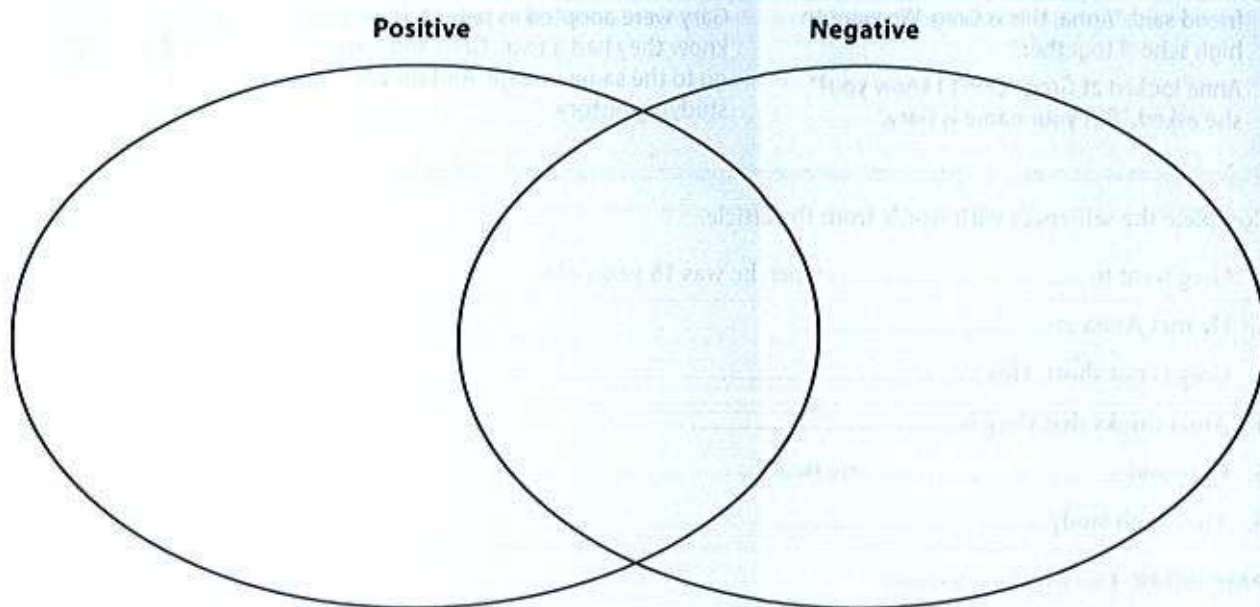
Part 1

Unscramble each of the words that describe personality.

1. _____ nntifedoc
 2. _____ lgurfteolf
 3. _____ eatverci
 4. _____ mentiipat
 5. _____ nuyfn
 6. _____ tunggioo
7. Which words do people use to describe you? _____

Part 2

Are the words in Part 1 positive, negative, or both? Write each word in the correct place in the diagram.



In class, compare answers with a partner.

A: I think confident is positive.

B: I do, too.

Part 3

Answer the questions. In class, take turns asking and answering the questions with a partner.

1. What is your friend like? _____
2. How would you describe one of the people in your family?

3. Do you think you are funny? _____. Why?

Lesson 3: Reading & Writing

FRIENDS & FAMILY

Part 1

Read the article below.

What's your personality?

For some jobs, you have to take a personality test first. Take the short quiz below. It asks some similar questions.

- 1. Would you rather spend most of your time with people or alone?** Of course everyone likes some of both. But some people are more outgoing. They feel more energy when they are with people.
- 2. Where do you like to get your information, from details, or from looking at the "big picture"?** Some people like to look at every little detail. They are also very practical. Other people like big ideas. They like to look at things in a creative way.
- 3. When you make a decision, do you think carefully or do you do what feels right?** Some people like to look at all the information before they decide. They make the decision with facts, not with feelings. Others think feelings and relationships are more important than information.
- 4. Are you serious or more playful?** Serious people may like things organized and certain. They are always on time. Playful people are more casual. They don't mind being late.

What is the opposite personality type for each of the following?

- likes to spend time alone _____
- gets information from big ideas _____
- thinks carefully about decisions _____
- is very serious _____

PAIR WORK Discuss the questions.

- How would you answer each question from the reading for yourself?
- Do you think one question is more important for work than the others?
- Do you think married couples give the same or different answers?

Part 2

Write five of your own questions to ask someone about his/her personality. Choose the questions you think are most important if you are choosing an employee, a spouse, or a friend.

Part 3

Exchange your questions with a classmate. Are any the same? Choose five that you both can agree on. Discuss your answers.

Lesson 4: Reading & Writing

FRIENDS & FAMILY

Part 1

Read the article below.

How college students spend their time

It's August, and soon students will be going back to school. Some students are going to college for the first time. Many first-time college students (and their parents) worry. Will school be too stressful? Will they work too hard? Can they handle the pressure?

Don't worry. According to a recent study, most students aren't working too hard. How are they spending their time? Well, almost all are getting enough sleep. College students sleep more than 8 hours a day. And yes, they do go to class (3.6 hours). But they do free-time activities and sports almost as much (3.5 hours). The average college student works almost 3 hours a day, and travels about an hour and a half. That leaves eating (1 hour), personal care (0.8 of an hour) and everything else (2.3 hours). So relax. College isn't that hard after all!

How do college students spend their time? Write the correct number of hours next to each activity.

_____ eating _____ education _____ free-time/sports _____ work
_____ personal care _____ sleeping _____ travel

PAIR WORK Discuss the questions.

1. This information is about American college students. Do you think it is similar in your country?
2. Does anything surprise you about the results?
3. How much time do you think college students should spend on each activity?

Part 2

Write about your typical day. How much time do you spend on each of the following: sleeping, eating, school, work, free-time and sports, traveling, personal care?

Part 3

Exchange the description of your typical day with a classmate. Are they similar? What would you like to change?

Lessons 1-4: Video Cloze

FRIENDS & FAMILY

Watch *Meet Casey* and fill in the blanks.

- Maria: Eric, how can you study and _____ at the same time?
(1)
- Eric: Most of my classmates text, study, and _____ at the same time.
(2)
- Maria: Hi, Tom! How's it going?
- Tom: Good. How are you?
- Maria: OK. Eric and I are studying. Well, actually I'm _____.
(3)
- Eric: Hey! So am I.
- Tom: Hi, Jill.
- Jill: Oh. Hey, Tom!
- Tom: What are you doing?
- Jill: Oh, I'm waiting for my _____. She's on her way from the _____.
(4) (5)
- Tom: Your cousin?
- Jill: She's going to stay with Maria and me for a couple of _____. Her name's Casey.
(6)
- Tom: Really? Where's she from?
- Eric: Los Angeles.
- Tom: What's she like?
- Jill: Oh, well, she's really fun. And...different. She's really _____.
(7)
- Tom: Different... in what way?
- Eric: Everyone. Casey's in a taxi.
- Tom: How do YOU know Casey?
- Eric: We're _____ friends. She just _____ her status. "I'm in a taxi, and heading to Jill's place!"
(8) (9)
- Maria: How are you studying?
- Eric: Trust me. I am.
- Tom: OK. So, what's she like?
- Jill: Oh, yeah, uh, well. She's really into clothes. She likes to _____ lots of accessories - things she _____ herself - _____, scarves, and stuff.
(10) (11) (12)
- Tom: So, how old is she?
- Jill: She's... Let me remember... She's -
- Eric: 21.
- Jill: Right. 21. Oh! I just got a text. Casey is -
- Eric: Here!
- Maria: Wow.
- Eric: I know!
- Jill: I'm going to get her.
- Maria: OK, done! I'm _____ with my _____.
(13) (14)
- Eric: See. I told you. Not many of us can do two things at the same time.
- Jill: Everyone. This is Casey!
- Casey: Hi!
- Tom/Eric/: Hi Casey!!
Maria
- Casey: Nice to meet you. It's cold here!
- Tom: Let's go get something _____ to drink.
(15)
- Maria: Coffee sounds good!
- Jill: Eric?
- Eric: I can't. I have to do homework. But will you guys text me what you're talking about?
- Jill/Maria/: No.
Tom

Lessons 1-4: Grammar

Comparisons

You can make comparisons using comparative adjectives.		
Matilda is more serious than Alice. Bruce is taller than David.		
Forming Comparative Adjectives		
Short adjectives: (ending in -e) (ending in two consonants) (one vowel + one consonant)	large short big	larger shorter bigger
Adjectives that end in -y:	heavy	heavier
Irregular adjectives:	good bad	better worse
Adjectives with two or more syllables:	interesting serious	more interesting more serious

Complete the sentences with the correct form of the adjective in parentheses.

- Ana is taller than Yuki. (tall)
- I think Alan is _____ than Grant. (handsome)
- Maria is _____ than Claudia. (confident)
- My brother is _____ than I am. (young)
- Jake's hair is _____ than Rob's hair. (long)
- Marcus is a _____ tennis player than I am. (good)
- Adam is _____ than Nick. (short)
- Ahmed is _____ than I am. (funny)
- The twins are _____ than their cousins. (shy)
- Simon is _____ than Jemma. (forgetful)
- My English class is _____ than my math class. (interesting)
- Alicia is _____ than her sister. (pretty)
- My mother is _____ than my father. (serious)
- These jeans are _____ than my old jeans. (big)
- Luis is _____ than his sister. (heavy)
- I am a _____ basketball player than Gina is. (bad)

Lesson 5: Vocabulary

RESTAURANTS

Part 1

Next to the country, write the word for the cuisine.

1. Vietnam _____
2. Thailand _____
3. Turkey _____
4. Brazil _____
5. India _____
6. Mexico _____

7. the United States _____
8. China _____
9. Morocco _____
10. Korea _____
11. Italy _____
12. Japan _____

Part 2

What part of the world is each cuisine in Part 1 from? Write the cuisines next to the correct continent.

- Africa _____
- Asia _____
- Europe _____
- North America _____
- South America _____

Part 3

Complete the conversation with your own answers. In class, practice the conversation with a partner.

A: What's the most unusual food you've ever had?

You: 1. _____

A: Where did you have it?

You: 2. _____

A: And have you ever tried 3. _____ food?

You: 4. _____

A: Have you ever drunk 5. _____?

You: 6. _____

A: When did you drink it?

You: 7. _____

Lesson 5: Reading & Writing

Part 1

Read the blog below.

Food and emotions

My favorite snack is chocolate-covered pretzels. I like the sweetness of chocolate, but I also like something salty. I also like jelly on my potato chips. A recent study says my favorite snacks tell you about my personality.

Salty food

Some people want to eat salty food all the time. They are usually people who "go with the flow." These people don't need to control things all the time.

Chocolate

Chocolate makes many people feel good. People who like dark chocolate are more outgoing and love a party. But those who like milk chocolate are shy. They may want to stay home and read a book.

Spicy food

Spicy food, like Mexican or Thai, makes our hearts go faster and makes us sweat. People who want spicy food like excitement. They don't like to waste time.

Sweet food

If you like sweet foods, you like pleasure. You want to reward yourself and feel good.

Sweet and salty

These people like to mix things up. They are creative and playful, but may be private. And that describes me. What kind of food do you like the most?

Match the food to the personality type.

- | | |
|-------------------------------------|-----------------------------------|
| _____ 1. Thai food | a. likes adventure and excitement |
| _____ 2. ice cream and cake | b. creative and playful |
| _____ 3. potato chips | c. likes to feel good |
| _____ 4. milk chocolate | d. is shy and quiet |
| _____ 5. chocolate-covered pretzels | e. goes with the flow |

PAIR WORK Discuss the questions.

1. What is your favorite snack?
2. Do you agree with the blog?
3. Do you know anyone who matches one of these types?

Part 2

Read the first paragraph again. Write about your favorite kind of snack. Why do you like it?

Part 3

Give your description to your teacher to read aloud. Can anyone guess who wrote it?

Lesson 6: Vocabulary

RESTAURANTS

Part 1

Write the way to prepare food that matches the definition.

1. _____ to cook food in an oven
2. _____ to cook over a fire or high heat
3. _____ to cook in a pan, often with oil
4. _____ to cook or make something warm, quickly, by using a special machine
5. _____ to cook by putting something in hot water
6. _____ to cook using steaming hot water under the food

Part 2

Answer the questions. In class, compare answers with a partner.

1. How often do you eat cake? _____
2. What is your favorite vegetable? _____
3. Do you like fried fish or baked fish better? _____
4. For which meal do you most often eat noodles? _____
5. Do you usually have meat for breakfast? _____

Part 3

1. Imagine you want to make a frozen dinner. Write the steps using *first*, *then*, *after that*, and *finally*. Include two reminders.

2. In class, take turns reading your sequences with a partner. Did you and your partner have the same steps and reminders? _____

Lesson 6: Reading & Writing

RESTAURANTS

Part 1

Read the recipe on a food website below.

My favorite dish

My mother makes my favorite dish. We call it Greek chicken. It's easy to make. First, you mix together $\frac{1}{4}$ cup olive oil, the juice of a lemon, and salt and pepper. Then you rub the mixture all over the chicken. Next, put the chicken in the oven at 350 degrees for an hour. While it is cooking, put a can of chopped tomatoes, oregano, and $\frac{1}{2}$ stick of butter in a saucepan. Bring it to a boil, and then turn it to low. After that, pour the tomato mixture over the chicken. Cook it for another hour or until it's done. You can serve it with noodles or rice. I also like it with green beans or a green salad. It's even better the next day!



Number the steps in order.

- _____ Pour the tomato mixture over the chicken.
- _____ Serve with rice or noodles.
- _____ Put the chicken in the oven.
- _____ Mix olive oil, lemon juice, and salt and pepper.
- _____ Cook chopped tomatoes, oregano, and butter in a saucepan.
- _____ Rub the chicken with the oil mixture.

PAIR WORK Discuss the questions.

1. What is your favorite dish?
2. Why do you like it?
3. How is it made?

Part 2

Write the instructions for how to make a dish you like. Use words like *first*, *next*, *then*, and *after that* to tell the order of steps.

Part 3

Exchange your instructions with a classmate. Are the instructions easy to follow? Do you think you can make his/her dish? Why or why not?

Lesson 7: Vocabulary

RESTAURANTS

Part 1

How are the prices at each of these places? Rank them from 1 (most expensive) to 8 (least expensive).
How is the food? On the second line, rank them from *a* (most delicious) to *h* (least delicious). In class, compare answers with a partner.

_____ café _____

_____ food court _____

_____ cafeteria _____

_____ food cart _____

_____ snack bar _____

_____ buffet restaurant _____

_____ fast-food restaurant _____

_____ fine dining restaurant _____

Part 2

Complete the sentences. In class, compare answers with a partner.

1. The food at _____ is really great.
2. They serve a lot of food to each person at _____.
3. The atmosphere at _____ is _____.
4. The service at _____ is _____.
5. _____ has a fun atmosphere.
6. _____'s location isn't very good, but the food is fantastic!

Part 3

Look at the chart. Answer the questions. In class, compare answers with a partner.

The Four Seasons New York City	Hard Rock Café New York City
\$80-\$100	\$20 and under
Fine American cuisine	American cuisine
Two dining rooms Famous people often eat here.	Near Times Square Rock and roll records, CDs, and clothes are all around the restaurant.

1. Which restaurant's prices are more reasonable?

2. What kind of food can you eat at the restaurants?

3. Which restaurant do you want to eat at?

Lesson 7: Reading & Writing

Part 1

Read the restaurant review below.

Yo-Yo Sushi

Yo-Yo Sushi has a wide variety of choices and the food is excellent. It has many different kinds of sushi, but it also has noodle dishes and grilled food with a Japanese flavor. The best roll, the Yo-Yo, has tuna, crab, and avocado. The prices of all of the sushi choices are reasonable. The noodle dishes are also inexpensive, and you get large portions. However, there are not many menu options for vegetarians.

Service is good at Yo-Yo. It's not fast, but the servers know a lot about the food and give

good suggestions. They are also polite and friendly. The atmosphere of the restaurant is casual, but pleasant. The lighting is soft, but you can still read the menu. The tables are very close together, so servers sometimes bump into chairs and you can hear conversations from other tables.

😊😊😊 Food

😊😊😊 Service

😊😊 Atmosphere

😊😊 Price

What is good about the restaurant (+)? What is not so good (-)? Complete the chart.

+	-

PAIR WORK Discuss the questions.

1. Do you want to go to Yo-Yo Sushi? Why or why not?
2. Does the review talk about things that are important to you?
3. What do you want to know about a restaurant? What is most important to you?

Part 2

Write a review of a restaurant you know. Describe the food, the prices, the service, and the atmosphere.

Part 3

Exchange reviews with a classmate. Do you want to go to his/her restaurant? Why or why not?

Lesson 8: Vocabulary

RESTAURANTS

Part 1

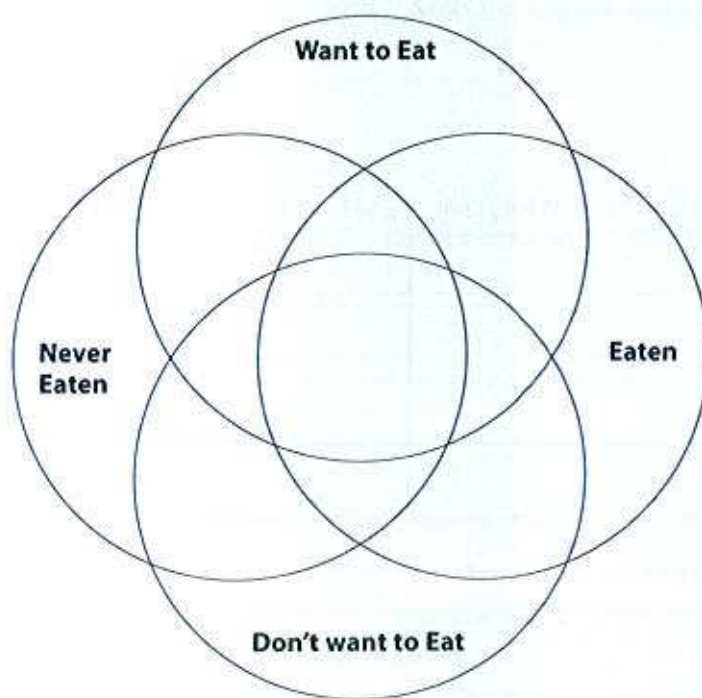
Write one or two words to complete each food. If a word is not needed, write an X. In class, compare answers with a partner.

1. _____ steak
2. _____ cake
3. _____ rolls
4. _____ fries
5. _____ cream
6. _____ rice

7. _____ dip
8. _____ chicken
9. _____ lasagna
10. _____ pie
11. _____ cocktail
12. _____ potatoes

Part 2

Have you ever eaten the foods in Part 1? Do you want to eat them in the future/again? Write them in the diagram. Then add four more foods. In class, with your partner talk about why you put each one where you did.



Part 3

Answer the questions. In class, compare answers with a partner.

1. Do you usually eat an appetizer with dinner? _____
2. What is your favorite main dish? _____
3. What side dish(es) do you usually eat with your favorite main dish? _____
4. How many times a week do you eat desserts? _____

Lesson 8: Reading & Writing

RESTAURANTS

Part 1

Read the letter below.

Down Home Café

Down Home Café
211 Main Street
Springfield, IL 73420

Dear Manager,

I am writing to tell you about our experience at Down Home Café on 2/19/13. It was not a good experience. I ordered steak, mashed potatoes, and green beans. My wife, Linda, ordered shrimp cocktail and vegetable lasagna. The steak was raw. The mashed potatoes were cold. My wife's shrimp cocktail only had four shrimp. Her vegetable lasagna had pasta and tomato sauce, but there were no other vegetables in the dish.

I would like to get a refund for our meal. It cost \$42 with tax and tip. If you cannot give us the money, we would like a coupon for a free meal at Down Home Café. Maybe it was a bad night at the restaurant. We are willing to try it again.

Sincerely,
Matt Lee

Write the name (Matt or Linda) next to the food ordered.

1. shrimp cocktail _____
2. green beans _____
3. steak _____
4. vegetable lasagna _____
5. mashed potatoes _____

 **PAIR WORK** Discuss the questions.

1. Did you have a meal at a restaurant last year that you didn't like? Why didn't you like it?
2. Do you think writing letters about a bad experience is a good idea? Why or why not?
3. What are some good ways to tell companies about a bad experience?

Part 2

Write a letter about a bad experience you have had at a restaurant or store. Include these details: What did you eat/buy? What was wrong? What do you want now?

Part 3

Share your letter with a group of classmates. Did you talk about similar problems? What problems were different?

Lessons 5-8: Video Cloze

RESTAURANTS

Watch *Learning to Cook* and fill in the blanks.

Tom: What time are Casey, Jill, and Maria coming over for dinner?

Eric: 7:00. We have plenty of time. What should we _____?
(1)

Tom: Pasta!

Eric: Tom, I love your pasta, but --

Tom: I love it too. I could have it every single day.

Eric: Exactly my point. We do have it every day. We should try something different. Let me see... Have you tried _____ food?
(2)

Tom: No, I haven't.

Eric: What about _____ food?
(3)

Tom: Nope.

Eric: What have you _____?
(4)

Tom: Pasta.

Eric: OK. Nevermind...

Eric: Casey likes fish. So do Jill and Maria. Let's make a simple fish _____.
(5)

Tom: OK.

Eric: _____ the
(6)
_____ in a pan.
(7)

Eric: Don't forget to _____ salt...
(8)
and _____ and olive oil.
(9)

Eric: Don't pour too much _____,
(10)
just a little.

Eric: I have to get the phone.

Tom: Go ahead. Don't worry.

Eric: Thanks, Tom.

Tom: Oh no! The _____!
(11)

Eric: What's wrong?

Tom: I'm sorry.

Eric: We still have time. It's not a big deal. We can just _____ in.
(12)

Tom: I know a great place we can order from! The food is pretty good, it's fairly _____ and attracts a lot of customers.
(13)

Eric: OK. _____ good.
(14)

Server: Hello?

Tom: Hello, can I place a _____ order?
(15)

Server: Sure! What would you like?

Tom: I would like your... hm...

Server: Tom?

Tom: Yes. Roberto?

Server: Yes! How are you?

Tom: Great!

Server: What can I get you? Is it the usual?

Tom: Yes, but for five people.

Server: Sure thing. Five of our special house pastas.

Tom: Sounds delicious! And can you put extra tomato sauce and cheese in one of them?

Server: Anything for you, Tom!

Tom: Thank you.

Server: Have a good night!

Tom: What?

Eric: Pasta?

Tom: You said something different. And it's not my pasta, so it's different... Right?

Lessons 5-8: Grammar A

RESTAURANTS

Present perfect and simple past

The present perfect refers to actions that

- happened sometime before now, at an unspecified time:

Have you ever been to Angelo's restaurant?

Yes, I've **been** there many times!

- are unfinished or have results in the present:

I've **lived** here for five years. (I still live here)

Have you had dinner yet? (You might still have dinner.)

The adverbs **ever**, **never**, **already**, **yet**, and **just** are often used with the present perfect.

The present perfect is formed by the verb **have** + **past participle**.

Regular past participles are formed like the past tense, by adding **-d** or **-ed**.

I **have stopped** drinking coffee.

We **have tasted** every appetizer on the menu.

There are many **irregular past participles**.

be	been	eat	eaten	make	made
choose	chosen	go	gone	have	had
come	come	speak	spoken	take	taken

The **present perfect** can express unfinished actions.

The **simple past** expresses completed actions.

Present Perfect: I've **lived** in New York for two months. (I still live there.)

Simple Past: I **lived** in New York for two months. (Now I live somewhere else.)

Part 1

Complete the sentences with the present perfect form of the verbs in parentheses.

- We have been to the new Vietnamese restaurant many times. (be)
- Leon never Brazilian food. (have)
- you ever Turkish food? (eat)
- James everything on the menu! (try)
- I always to go to a Moroccan restaurant. (want)

Part 2

Complete the sentences with the present perfect or the simple past form of the verbs in parentheses.

- Jada has not learned to cook yet. (not/learn)
- I fish for dinner last night. (make)
- Fabrice eating fried food three years ago. (stop)
- Lisa and Henry a great new café last week. (find)
- I anything at the new food cart yet. Is it any good? (not/buy)

Lessons 5-8: Grammar B

RESTAURANTS

Discourse markers

Discourse markers add information about the speaker's feelings.

Discourse Marker	Feeling
Surely you like that new café on B Street.	I don't know why you wouldn't agree with me.
As a matter of fact , it's very reasonable.	This is something that you might not know.
I mean , it's worth a try.	I'm trying to make this clear.
Anyway , it's probably not open now.	I don't care.
Obviously we need to find a cheaper place for coffee.	This is something we both know.
Apparently you don't like French food.	I can see this.
By the way , don't add salt to the eggs.	I just thought of this.
Honestly , I'm tired of eating out!	I feel strongly about this.

Discourse markers can also show a difference between statements.

I don't like to make French food. **On the other hand**, I love to eat French food.
French restaurants are expensive here, **while** Chinese restaurants are very reasonable.

Part 1

Match the feeling with the underlined discourse marker in each sentence.

- | | |
|--|---|
| ___ f ___ 1. <u>Honestly</u> , the service here is terrible! | a. I don't know why you wouldn't agree with me. |
| ___ 2. <u>As a matter of fact</u> , I have never had spinach dip before. | b. This is something that you might not know. |
| ___ 3. <u>Surely</u> you like Thai food. | c. This is something we both know. |
| ___ 4. <u>By the way</u> , don't use too much olive oil in this recipe. | d. I can see this. |
| ___ 5. <u>Apparently</u> they don't serve fried chicken here. | e. I just thought of this. |
| ___ 6. <u>Obviously</u> you need eggs for this recipe. | f. I feel strongly about this. |

Part 2

Complete the sentences with a discourse marker that matches the meaning in parentheses.

1. By the way, do you serve drinks here? (You just thought of this.)
2. The appetizers are large, _____ the main courses are small. (Show a difference.)
3. _____, I really don't eat *any* meat. (You are trying to make this clear.)
4. _____, I don't think the prices are too high here. (You don't care about this.)
5. _____ you like Indian food! (I can see this.)
6. _____, this is the worst lasagna I've ever eaten! (You feel strongly about this.)

Lesson 9: Vocabulary

HEALTH

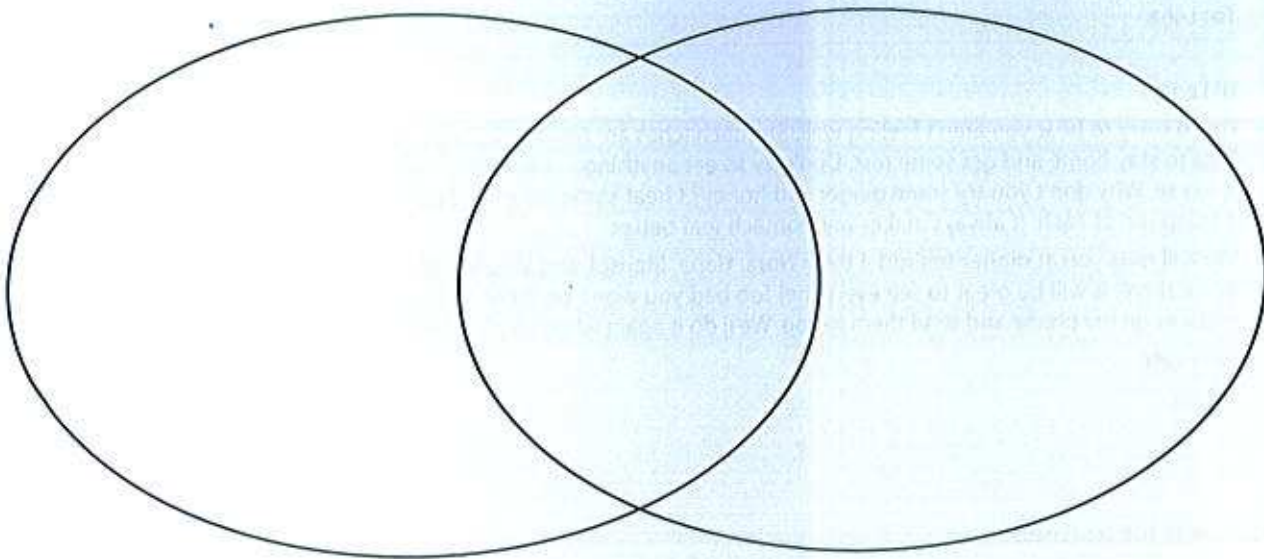
Part 1

For these health problems, do you usually go to the doctor, never go to the doctor, or sometimes go and sometimes not go? Write them in the diagram. In class, talk about your ideas with a partner.

a cold a fever a cough a headache a sore back the flu a sore throat a stomachache dry skin

Always go to the doctor

Never go to the doctor



Part 2

Write the health problems from Part 1 to complete the first sentence in each conversation. Then write the second person's suggestion. In class, practice the conversations with a partner.

1.

A: I have _____

B: Why don't you _____?

2.

A: I have _____

B: Try _____

3.

A: I have _____

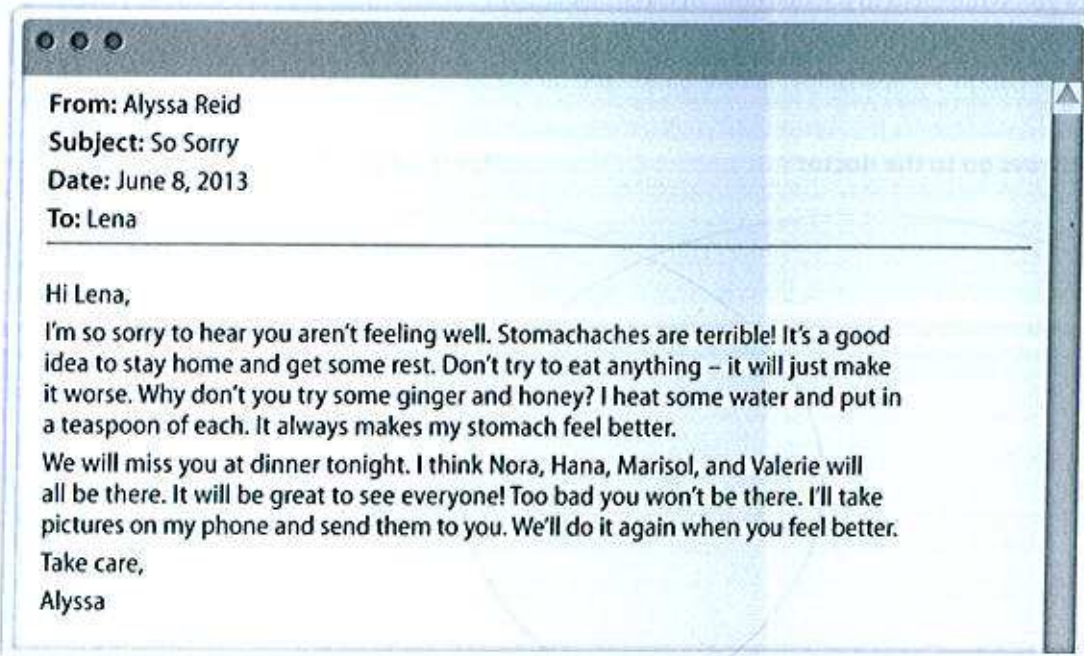
B: It's a good idea to _____

Lesson 9: Reading & Writing

HEALTH

Part 1

Read the e-mail below.



Complete the sentences.

1. Lena has a _____.
2. She can't go to _____ with her friends tonight.
3. She is going to stay _____ and get some _____.
4. Alyssa suggests _____ and _____ in some hot water.
5. There will be _____ people at dinner.
6. Alyssa is going to take _____.

PAIR WORK Discuss the questions.

1. What do you do when you have a stomachache?
2. Do you think Alyssa's e-mail will make Lena feel better? Why or why not?
3. What else do you think Alyssa could do?

Part 2

One of your friends has the flu and can't come to an event. Write an e-mail to your friend. Give suggestions. Offer to do something for him/her.

Part 3

Share your e-mail with a classmate. Did you give similar suggestions? How are your e-mails different? Did you learn anything from your classmates' suggestions?

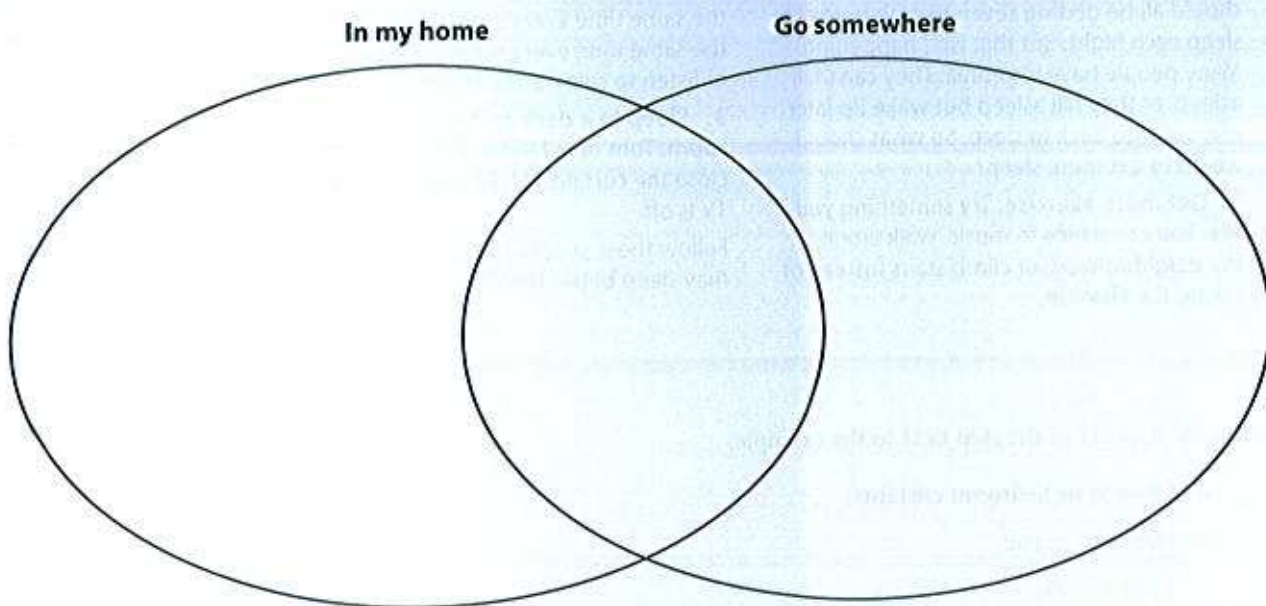
Lesson 10: Vocabulary

HEALTH

Part 1

Which of these can you do in your home? For which do you have to go somewhere? Write them in the diagram. In class, talk about your ideas with a partner.

climb stairs ride a bike do chores dance to music jump up and down play an active video game
walk around the neighborhood follow a workout video rearrange the furniture



Part 2

How often do you do the activities in Part 1? Put the activities in order from most often to least often/never. In class, talk about your ideas with a partner.

Part 3

Look at the activities in Part 1 and answer the questions with answers that are true for you. In class, compare answers with a partner.

1. Which activity do you like the most? _____
2. Which activity uses the most energy? _____
3. Which activity is the most boring? _____

Lesson 10: Reading & Writing

HEALTH

Part 1

Read the article.

Sleep well tonight

According to health professionals, we should all be getting seven to nine hours of sleep each night. But that isn't happening. Many people have insomnia. They can't fall asleep, or they fall asleep but wake up later and can't go back to sleep. So what should we do to get more sleep?

1. Get more exercise. Try something you like. You can dance to music, walk around the neighborhood, or climb stairs instead of taking the elevator.

2. Have a routine. You should go to bed at the same time every night and wake up at the same time every morning. Read a book or listen to calm music before bed.

3. Sleep in a dark and quiet room. Turn off all lights and close the curtains. Make sure the TV is off.

Follow these simple steps. You may sleep better tonight.



Write the number of the step next to the example.

- ___ a. Close your bedroom curtains.
- ___ b. Dance to music.
- ___ c. Read a book.
- ___ d. Have a regular bedtime.
- ___ e. Use the stairs instead of the elevator.
- ___ f. Don't sleep with the TV on.

PAIR WORK Discuss the questions.

1. How well do you sleep?
2. Which of the steps above do you follow?
3. What other advice do you know to help sleep problems?

Part 2

Choose one of the health problems below or use your own idea. Write a list of suggestions and advice to help solve the problem.

a weight problem too much stress not enough energy

Part 3

Share your advice with someone who chose the same topic. Which suggestions did you both make? Do you agree with your partner's suggestions? Make changes to your list if necessary.

Lesson 11: Vocabulary

HEALTH

Part 1

Do people do these activities inside, outside, or both? Write them in the diagram.
In class, talk about your ideas with a partner.

ballroom dancing
skiing

bowling
swimming

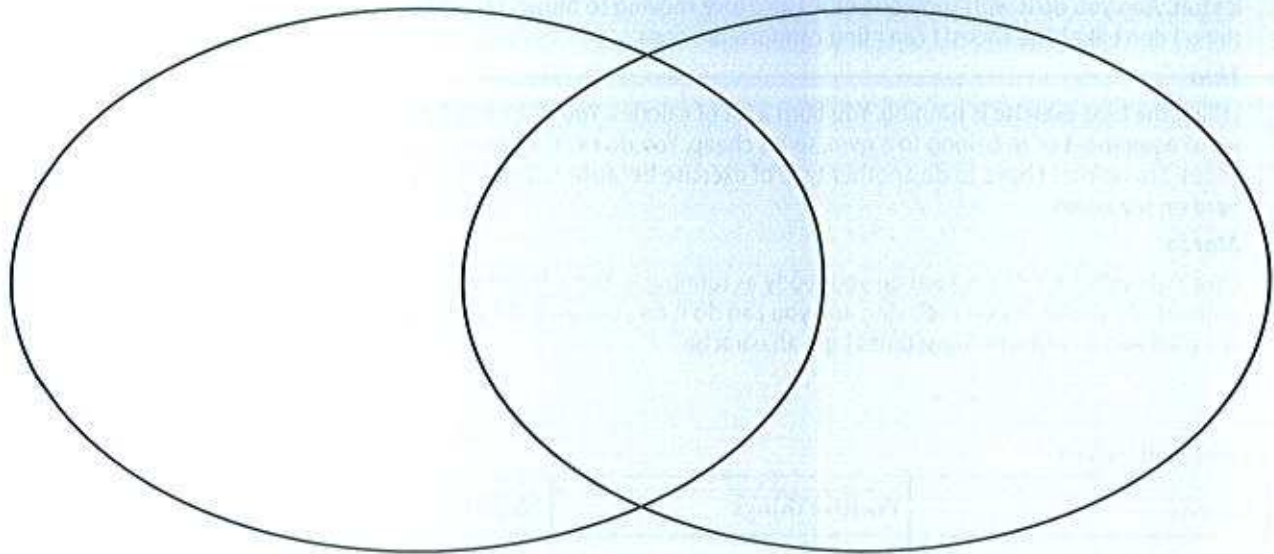
ice skating
tae kwon do

racquetball
tai chi

running
walking

Inside

Outside



Part 2

1. Which activities are popular where you live or study?

2. Which activities aren't popular?

3. In class, compare your ideas with a partner.

Part 3

Complete the sentences with activities from Part 1. In class, talk about your ideas with a partner.

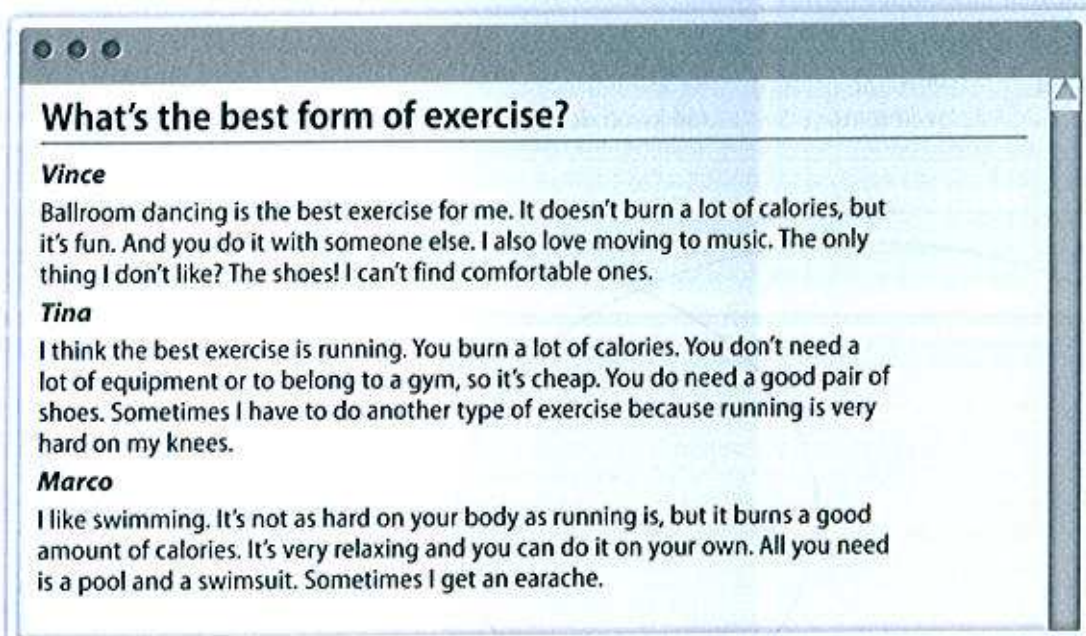
1. I really want to try _____ . It looks cool!
2. I'd like to _____ because _____ .
3. I don't want to _____ because it seems like a lot of hard work.
4. I wouldn't like to learn _____ because _____ .
5. I'd never _____ because _____ .

Lesson 11: Reading & Writing

HEALTH

Part 1

Read the posts on a website.



What's the best form of exercise?

Vince
Ballroom dancing is the best exercise for me. It doesn't burn a lot of calories, but it's fun. And you do it with someone else. I also love moving to music. The only thing I don't like? The shoes! I can't find comfortable ones.

Tina
I think the best exercise is running. You burn a lot of calories. You don't need a lot of equipment or to belong to a gym, so it's cheap. You do need a good pair of shoes. Sometimes I have to do another type of exercise because running is very hard on my knees.

Marco
I like swimming. It's not as hard on your body as running is, but it burns a good amount of calories. It's very relaxing and you can do it on your own. All you need is a pool and a swimsuit. Sometimes I get an earache.

Complete the chart.

Activity	Positive things	Negative things
Ballroom dancing		
Running		
Swimming		

 **PAIR WORK** Discuss the questions.

1. Do you agree with the speakers above?
2. What form of exercise do you think is best? Why?
3. What is one form of exercise that you'd like to try?

Part 2

Write about the form of exercise you think is best. Give some reasons why it's so good. Describe any problems with the exercise.

Part 3

Share your ideas with a group of classmates. Who gives the best reasons for their favorite form of exercise?

Lesson 12: Vocabulary

HEALTH

Part 1

Match the sports on the left with their definitions on the right.

- | | |
|---------------|--|
| 1. baseball | A. a game to try to make small white things fall over |
| 2. basketball | B. a sport that is riding a bike |
| 3. bowling | C. a sport that can also give you something to eat |
| 4. boxing | D. a game with teams that hit a ball with a bat |
| 5. cycling | E. a game with two teams hitting a ball over a net that is higher than their heads |
| 6. fishing | F. a sport that two teams play on ice or grass |
| 7. hockey | G. a sport with fighting to make the other person fall over |
| 8. tennis | H. a game with two or four people hitting a ball with a racquet |
| 9. volleyball | I. a game with teams that try to put a ball into a circle above them |

Part 2

Use the sports from Part 1 to complete each conversation. In class, practice the conversations with a partner.

1.
A: I think _____ is more difficult to play than _____.
B: Really? I think _____.
2.
A: Which is more frightening, _____ or _____?
B: _____.
3.
A: Which is more interesting to watch, _____ or _____?
B: _____.
4.
A: _____ is not as interesting to watch as to play.
B: I think so, too.
5.
A: I love _____. How about you? Do you like _____ or _____ more?
B: _____.

Lesson 12: Reading & Writing

HEALTH

Part 1

Read the letter.

Director of Sports

Victoria Parker
Director of Sports
Redford College
September 12, 2013

Dear Ms. Parker,

I am writing this letter as president of the Student Sports Committee. We are asking you to replace bowling with volleyball as one of the sport choices. We think that volleyball is much more active. It also burns more calories. Players get in much better shape from volleyball. In addition, volleyball is cheaper because we don't have to go to a bowling alley. We can play in the gym. Other students will come watch because volleyball is much more interesting than bowling. We can charge for tickets to big games. That will provide money for uniforms and equipment.

I hope you will think about this idea. We think volleyball is a much better choice.

Sincerely,
Lisa Chen

Mark the statements T (True) or F (False).

- _____ 1. Victoria Parker is the writer of the letter.
- _____ 2. The writer is a college student.
- _____ 3. The committee wants to have volleyball instead of bowling.
- _____ 4. Volleyball players need to be in better shape than bowlers.
- _____ 5. Volleyball is more expensive than bowling.
- _____ 6. More people will come watch volleyball.

 **PAIR WORK** Discuss the questions.

1. How does the letter writer compare volleyball to bowling?
2. Which do you think is better? Why?
3. What sports do you think are best for college students?

Part 3

Write a letter to a gym, club, or other sports organization. Ask them to start a new sports team. Give reasons by comparing the new sport to other sports.

Part 3

Exchange letters with a classmate. Write a response to their request for a new sports team. You can agree or disagree. Give reasons.

Lessons 9-12: Video Cloze

HEALTH

Watch *Eric's Health Habits* and fill in the blanks.

Eric: Help yourselves. Enjoy.

Casey/Jill: Thank you. Thanks, Eric!

Jill: So how did your doctor's
(1) _____ go last week?

Eric: Oh, not so well, actually.

Casey: That's too bad. Nothing serious I hope.

Eric: Oh, no, nothing like that. I can't sleep at
night and sometimes my
(2) _____ hurts.

Casey: Oh, no!

Eric: It's OK. My _____ said I
(3) _____ should change my _____
(4) _____.

Jill: Change your diet?

Eric: Yeah, she said I should eat
(5) _____. I think I eat pretty
healthy.

Jill: Um... Well, it's a not good idea to eat
(6) _____
(7) _____ sugar.

Eric: No, of course not. The doctor said I should
stop drinking coffee. But I love
(8) _____. It's been real hard.
He said I should also eat more
(9) _____.

Casey: I can't see you as a vegetarian somehow.

Eric: No, I don't have to give up meat, but I
should eat more vegetables.

Jill: I think you should
(10) _____ more. I exercise
(11) _____ three times a week and I feel healthy.

Eric: Exercise? I _____ four
(12) _____ times a week.

Casey: Really? That's exercise.

Eric: Yeah! I guess it is.

Casey: Wow, you must be really good.

Eric: I beat all the other _____!
(13) _____ And I also box.

Jill: I didn't know that!

Eric: I box almost every day! I'm really good at
it too. _____ is definitely
(14) _____ more fun than bowling.

Casey: Wow, you're really athletic!

Eric: Yep. And I also play
(15) _____.

Casey/Jill: Tennis?

Eric: Yep. Tennis was more
(16) _____ to learn than
(17) _____ boxing. But I win almost every game now.
You guys want to see me play?

Jill: Like, right now?

Eric: Sure!

Lessons 9-12: Grammar

HEALTH

Possessive nouns, pronouns, and adjectives

Use possessive nouns, possessive pronouns, and possessive adjectives to show ownership and relationships.

Possessive Nouns

Form **possessive nouns** by adding 's to a singular noun or a plural noun not ending in -s, and by adding an apostrophe (') to a plural noun ending in -s.

SINGULAR:	Jill	Jill's cousin Casey
PLURAL:	the students	the students' books
	the children	the children's parents

Possessive Adjectives

SINGULAR:	my	your	his, her, its
PLURAL:	our	your	their

Possessive adjectives are used *with* the noun they describe.

Tennis is **my** favorite sport. Eric should change **his** diet.

Possessive Pronouns

SINGULAR:	mine	yours	his, hers, its
PLURAL:	ours	yours	theirs

Possessive Pronouns are used *without* the noun they describe.

Your diet is healthier **than hers**. This tea is **mine**, and that one is **yours**.

Circle the correct possessive noun, pronoun, or adjective to complete the sentences.

1. Tamara's Tamara head hurts.
2. Anna hurt **her/hers** ankle playing soccer.
3. The **doctors/doctor's** office is near my apartment.
4. I'm going to go to my gym because **your/yours** is too expensive.
5. I like this new sports channel. **Its/It's** announcers are really good.
6. This isn't Mike's basketball. It's **ours/our**.
7. These tennis balls belong to me. They're **my/mine** balls.
8. We went to your **neighbors/neighbor's** gym last weekend.
9. Marta changed the **childrens'/children's** diet.
10. My **friend's/friends** favorite sport is golf.
11. I'm going to try Janet's diet. **Her/Hers** looks more interesting.
12. The twins went to the doctor because **their/theirs** skin was dry.
13. I'm going to take **yours/your** advice and get more rest.
14. I have my bowling shoes. Where did Mary put **her/hers**?
15. **Eric's/Eric's** doctor gave him a diet.
16. Baseball is **mine/my** favorite sport to watch on TV.

Lesson 13: Vocabulary

Part 1

Find the eight jobs and four job categories in the puzzle below. The words go



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

Part 2

Look at the letters you didn't circle. Write every 5th letter below to find the hidden message.

Y O _____

Lesson 13: Reading & Writing

JOBS

Part 1

Read the job listings.

Job listings

Office assistant part-time

We're a small, friendly company. We're looking for someone to work 25 hours a week. The ideal person is good with numbers, has excellent computer skills, and can meet deadlines.

Medical receptionist full-time

Busy doctor's office needs a receptionist to answer phones, schedule appointments, and greet patients. We're looking for someone who can speak Spanish and use a computer.

Journalist full-time

Small local newspaper needs a journalist to cover local news. The ideal candidate is good at writing and has excellent computer skills. He/she can meet deadlines and can work independently. He/she also needs to be good with people.

Gardener part-time

We are looking for a gardener to take care of the plants on our property. Should enjoy working outdoors and be good with flowers. He/she can work independently.

Write the correct job next to each quality.

1. can speak Spanish _____
2. can meet deadlines _____
3. can use a computer _____
4. can work independently _____
5. is good with numbers _____
6. has people skills _____

PAIR WORK Discuss the questions.

1. Which job do you like the best? Why?
2. What skills do you have?
3. Where can you find information about job openings?

Part 2

What job would you like? Write a description of that job. Follow the models in Part 1.

Part 3

Compare the job description you wrote with a partner's. Would you apply for your partner's job? What skills do you think are needed for it?

Lesson 14: Vocabulary

JOBS

Part 1

Read the conversations. What job are they talking about? Write your answer on the line.
In class, practice the conversations with a partner.

1. _____

A: You'd need to go to college for over 10 years.

B: And you'd have to be good at science.

2. _____

A: You would need to be able to work in dangerous places.

B: And you shouldn't be afraid of fire!

3. _____

A: You'd have to run to catch the bad guys.

B: Yeah, so you'd need to be healthy and fit.

4. _____

A: You need to know a lot about food.

B: And you'd have to be creative to make it look good.

5. _____

A: You need to travel a lot, and you'd have to be friendly since you have to give people drinks and food.

B: That's true, but you wouldn't have to have an office.

6. _____

A: You don't need to have a college degree.

B: That's true, but you need to be good at math to count money.

7. _____

A: You would need a good voice.

B: And you would need to have clear skin, healthy hair, and be thin.

8. _____

A: You can't sit down all day and you have to carry heavy things.

B: And you would need to remember what people want to eat and get it as quickly as you can.

9. _____

A: You need to travel a lot, but you get to sit in the front of a plane.

B: That's true, and you wouldn't need to have a car.

Part 2

For which jobs in Part 1 do you think you need to have a license?

In class, compare answers with a partner.

Lesson 14: Reading & Writing

JOBS

Part 1

Read the flier below.

Are you looking for a great job?

Big Katie's Catering is looking for great workers. We need delivery people, chefs, and servers.

- Delivery people need to have a driver's license and their own car or have a bicycle. They do not need experience, but it is preferred. They need to know the area.
- Chefs need at least two years of experience in a professional kitchen. They also need three references.
- Servers also need experience, but only six months. They have to be friendly and be able to work on a team.

We offer between \$10 and \$20 an hour and a very friendly atmosphere.

If you're interested, come see us at our booth at the Career Fair on 3/15. Or call (210) 999-3050 and ask for Big Katie.



Answer the questions.

1. What is the name of the catering company? _____
2. What does a catering company do? _____
3. What three jobs are they hiring for? _____
4. What do the delivery people need to have? _____
5. Which jobs need experience? _____
6. How much do the jobs pay? _____
7. How can people find out more about the jobs? _____

PAIR WORK Discuss the questions.

1. Which job do you like the best?
2. Which job requirements can you meet?
3. What are some advantages of going to a career fair?

Part 2

The flier in Part 1 is a way to get people interested in jobs at a particular company. Imagine you have a company. What kind of company is it? What jobs do you have? What do workers need? Create a flier.

Part 3

Share your ideas with a group. Who has the most creative ideas? Whose flier is the most interesting? Do you have the experience needed to apply for the jobs in your group?

Lesson 15: Vocabulary

JOBS

Part 1

When you choose a job, what is important to you? Rank these things from 1 (the most important) to 6 (the least important).

- | | |
|--------------------------|---------------------------|
| _____ travels for free | _____ stands all day |
| _____ doesn't need a car | _____ makes good money |
| _____ works on weekends | _____ gets long vacations |

In class, compare answers with a partner. When you can, give reasons for your answers.

A: The most important thing is to not need a car.

B: Really? Why?

Part 2

In each conversation, there is a mistake. Cross it out and write the correct word(s) on the line. In class, practice the correct conversations with your partner.

- | | |
|--|--|
| 1. A: A pilot has a good job.
B: Yeah. He get to travel for free.
_____ <u>gets</u> _____ | 4. A: Some taxi drivers has to work on weekends.
B: But they get to meet lots of interesting people.
_____ |
| 2. A: A server isn't a very good job.
B: Yeah. They get to stand all day.
_____ | 5. A: Famous journalists make good money.
B: And they can used their language skills.
_____ |
| 3. A: Sometimes flight attendants have long hours.
B: Yeah, but they get to flying for free.
_____ | 6. A: I think a doctor get to long vacations.
B: Really? I don't. _____ |

Part 3

Look at the conversations in Part 2. Do A and B have the same (S) or different (D) opinions?

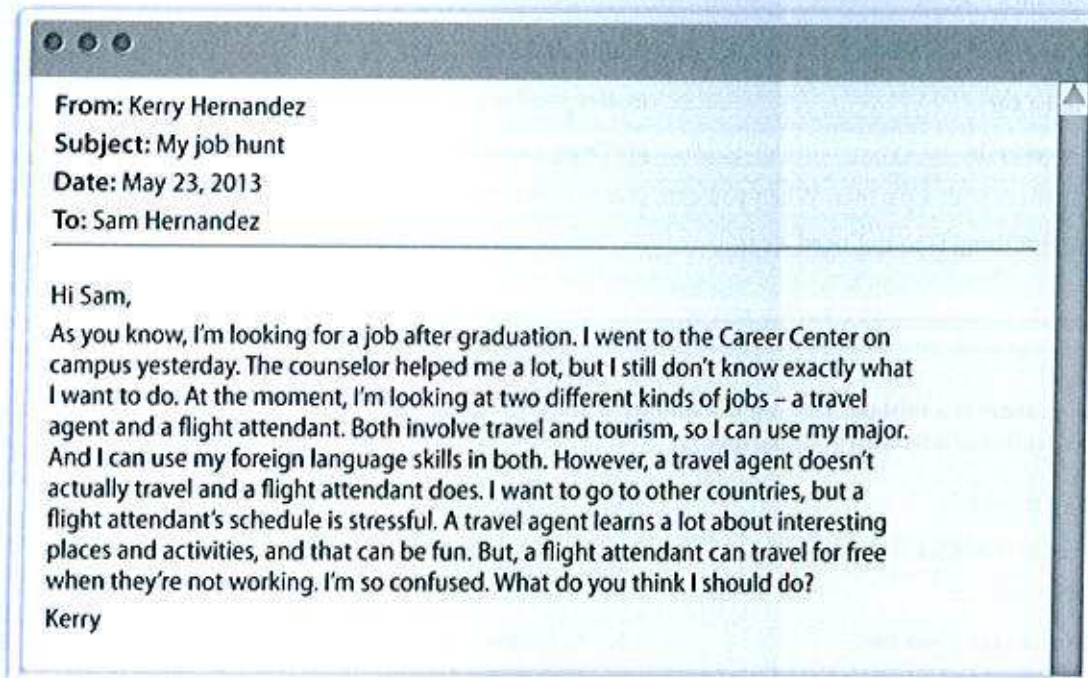
- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Lesson 15: Reading & Writing

JOBS

Part 1

Read the e-mail below.



Complete the chart.

	Pros	Cons
Travel agent		
Flight attendant		

 **PAIR WORK** Discuss the questions.

1. Why do you think Kerry is asking Sam about the jobs?
2. Who would you ask about jobs? Why?
3. What is most important to you in a job?

Part 2

Write an e-mail to someone you trust. Ask about a decision you are making (between two jobs, two classes at school, two places to live, etc.). Give the pros and cons of each option.

Part 3

Share your e-mail with a classmate. Does he/she have any questions? Did you miss anything in your description of pros and cons?

Lesson 16: Vocabulary

JOBS

Part 1

Match the things on the left with their definitions on the right.

- | | |
|---------------------------|--|
| 1. a company's reputation | A. the amount of money you get to do a job |
| 2. size of the company | B. the start and finish time for a job |
| 3. salary | C. the people you work with at a job |
| 4. hours | D. the things you have to do |
| 5. location | E. the things you get (not money) because you do a job |
| 6. benefits | F. how many people work in a company |
| 7. responsibilities | G. what other people think about a company |
| 8. colleagues | H. where something is |

Part 2

The conversation is out of order. Number the lines from *a* through *m*. Then answer the questions.

1. _____ OK, thanks, Nancy. I will. Good-bye.
2. _____ Yes, it is. We haven't filled it yet.
3. _____ Is the manager there?
4. _____ Hi, Nancy. My name's Leah. I saw you are looking for a server.
5. _____ Let me ask first. Which location is the job at?
6. _____ That's right. We do need a server.
7. _____ Hello. This is Nancy.
8. _____ And what would my hours be?
9. _____ So the job is still available?
10. a _____ Hello. *Mexican Forever*.
11. _____ The downtown restaurant.
12. _____ Please hold. I'll transfer you.
13. _____ You'd work on Saturdays and Sundays, from 3:30 to 11:00. Come in and fill out an application, and then ask to see me.
14. Who is talking? _____ and _____
15. Where does Nancy work? _____

In class, practice the conversation with a partner.

Lesson 16: Reading & Writing

JOBS

Part 1

Read the online article below.

What's in it for you?

Finding a job is a job in itself. You have to get up early. You have to meet deadlines. You have to be organized. And you don't even get paid! You're working hard to find a job, so you have to make your hard work matter.

Salary. Think about this ahead of time. What is your time and experience worth? Can you work for a lower salary if the job is really interesting? How much money do you really need to pay your bills?

Benefits. Health and dental insurance are important benefits. Do you have a family? If so, this insurance is even more valuable. Young single workers might not need these benefits as much.

Responsibilities. Make sure you are able to do your job. If there are too many responsibilities, the job may cause you a lot of stress. On the other hand, you want a job that gives you a challenge. A job that's too easy for you would be boring.

Mark the statements T (True) or F (False).

- _____ 1. It is sometimes difficult to find a job.
- _____ 2. A high salary is the most important thing in finding a job.
- _____ 3. Workers with families don't think very much about health insurance.
- _____ 4. Many responsibilities may cause stress.
- _____ 5. You should choose a job that is easy for you.

PAIR WORK Discuss the questions.

- 1. Which of the three things in the article is most important to you?
- 2. Do you agree with the writer? Why or why not?
- 3. What other factors do you think are important in choosing a job?

Part 2

Write your own job-hunting tips. What do you think is important?

Part 3

Share your ideas with a classmate. What do you agree on? What different ideas do you have?

Lessons 13-16: Video Cloze

JOBS

Watch *Casey's Part-time Job* and fill in the blanks.

Tom: Hi, guys. I heard you might be going to Australia, Casey!

Casey: Yep. I'm looking for a part-time job to save up. Maria is helping me.

Maria: This _____⁽¹⁾ is looking for a _____⁽²⁾.

Casey: I don't speak any other languages.

Tom: I wouldn't _____⁽³⁾ the job then. This coffee shop is looking for a _____⁽⁴⁾. Why not here?

Casey: I would have to deal with angry _____⁽⁵⁾. I also would have to work _____⁽⁶⁾ at night. Then I couldn't enjoy my stay here.

Maria: And tips aren't steady.

Casey: Yes. That is true too.

Maria: What about this? A fashion company is looking for a _____⁽⁷⁾ assistant.

Tom: And they need someone to start right away!

Casey: That sounds perfect!

Maria: You should call them.

Casey: OK.

Man: Fashion INC.

Casey: Hi! Could I speak to the manager?

Man: This is the manager.

Casey: My name is Casey. I was wondering if the part-time assistant position was still _____⁽⁸⁾.

Man: Yes. We haven't _____⁽⁹⁾ it yet.

Casey: What sort of _____⁽¹⁰⁾ is it?

Man: You would be helping around the office.

Casey: What are the _____⁽¹¹⁾?

Man: Four times a week from 9 a.m. to 2 p.m.

Casey: That sounds perfect.

Man: Why don't you come in for an interview?

Casey: Great!

Casey: Hello. I'm here for the _____⁽¹²⁾ for the part-time assistant position. Can I speak to the manager?

Man: Yes. You can.

Casey: Great!

Man: What's your name?

Casey: My name is Casey!

Man: Oh, Casey. Yes.

Casey: It's great to meet you. I just want to tell you, I can write pretty well. I have a _____⁽¹³⁾ blog. I'm also really good with people. And as you can see, I'm good at fashion.

Man: Sounds good.

Casey: I'm also reliable and a hard worker. I can do a really good job.

Man: Sounds like you'd be a great _____⁽¹⁴⁾.

Casey: Really? When can I start?

Man: Oh, I don't know. You have to interview first.

Casey: This isn't the interview?

Man: No, let me call the _____⁽¹⁵⁾. Hi, Ben? This is Mike from downstairs. Casey is here to see you.

Time clauses

Time clauses show when one event happens in relation to another event.

Time clauses can begin with before, after, when, or while.

time clause = before/after/when/while + subject + verb

when I get home **while** it was raining

after we eat **before** we go to class

Time clauses can come before or after a main clause.

When a time clause comes **before** a main clause, it has a comma after it.

There is **no comma** if the time clause comes **after** the main clause.

While you get ready, I'm going to make a phone call.

time clause main clause

I'll go for a run **while you're studying**.

main clause time clause

Use before and after to show the sequence of events.

Call me **before you go to the interview**.

You shouldn't exercise **after you eat**.

Use when to talk about an action that happens as soon as another action finishes.

When Jan got to the office, there was nobody there.

I will call you **when I have news about the job**.

Use while to talk about two actions that happen at the same time.

While the family slept in the tent, a bear stole the food from their campsite.

The teacher walked around the room **while the students did their pair activity**.

Part 1

Circle the best words to introduce the time clauses.

1. I need to study computers when/before I can start a business.
2. You need a degree. You can become a teacher **after/before** you get your degree.
3. **While/After** Ron was working, he got a call from the manager.
4. **While/When** I got the job, I was very happy.
5. Rachel needs to learn French **after/before** she can get a job in Paris.

Part 2

Complete the sentences with *before*, *after*, *when*, or *while*.

1. Before you can get a job here, you need to come in for an interview.
2. After I filled in the application, I gave it to the manager and he read it carefully.
3. When I was having my interview, my phone rang. I was so embarrassed!
4. While I opened the door, I saw that the room was empty.
5. You can work here after you are going to school.

Lesson 17: Vocabulary

FREE TIME

Part 1

Write a verb to complete each activity. If a word is not needed, write an X. Then write three words or phrases about that activity. In class, talk about your ideas with a partner.

1. _____ shop shopping mall, Saturday afternoon, clothes
2. _____ video games _____
3. _____ to music _____
4. _____ sports _____
5. _____ sleep in _____
6. _____ read _____
7. _____ online _____
8. _____ TV _____

Part 2

How often do you do the activities in Part 1? Write the six activities that you do most often. Put them in order from most often to least often. In class, talk about your ideas with a partner.

Part 3

Use your ideas from Part 1 to complete the conversation. Partner 2 should show interest or ask a follow-up question each time. In class, get into groups of three and practice it.

Partner 1: What do you do in your free time?

You: 1. _____

Partner 2: 2. _____

Partner 1: And what do you like to do in the summer?

You: 3. _____

Partner 2: 4. _____

You: 5. _____?

Partner 1: 6. _____

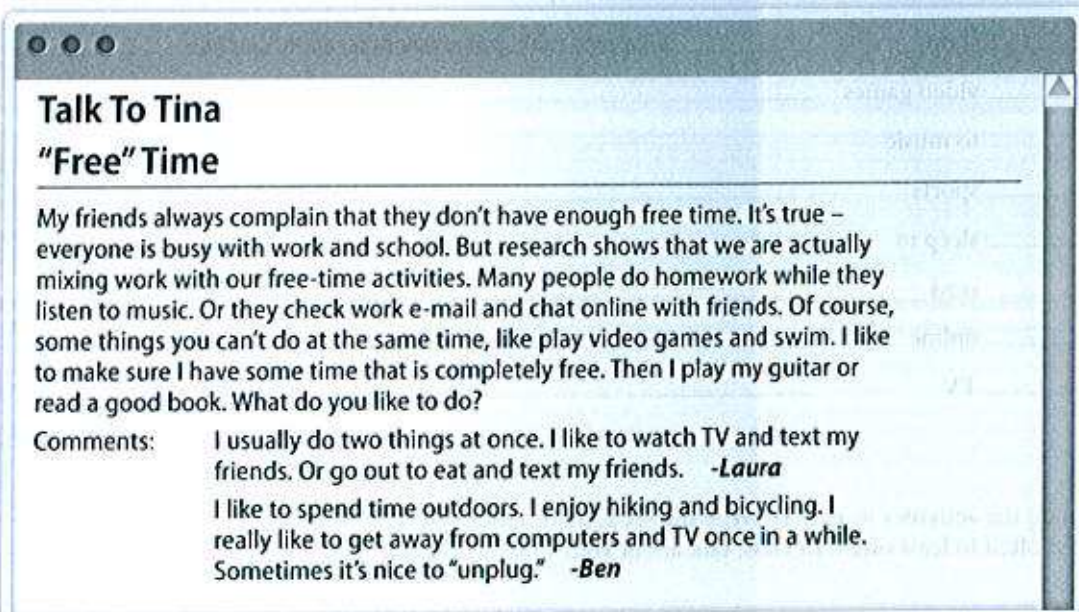
Partner 2: 7. _____

Lesson 17: Reading & Writing

FREE TIME

Part 1

Read the blog below.



Talk To Tina
"Free" Time

My friends always complain that they don't have enough free time. It's true – everyone is busy with work and school. But research shows that we are actually mixing work with our free-time activities. Many people do homework while they listen to music. Or they check work e-mail and chat online with friends. Of course, some things you can't do at the same time, like play video games and swim. I like to make sure I have some time that is completely free. Then I play my guitar or read a good book. What do you like to do?

Comments:

I usually do two things at once. I like to watch TV and text my friends. Or go out to eat and text my friends. **-Laura**

I like to spend time outdoors. I enjoy hiking and bicycling. I really like to get away from computers and TV once in a while. Sometimes it's nice to "unplug." **-Ben**

Mark the statements T (True) or F (False).

- _____ 1. Tina's blog is about work and school.
- _____ 2. Many people do more than one thing at the same time.
- _____ 3. Tina likes to play video games.
- _____ 4. Laura doesn't text very often.
- _____ 5. Ben enjoys outdoor activities.
- _____ 6. He always takes his phone with him.

 **PAIR WORK** Discuss the questions.

1. Do you ever do two things at once? What?
2. How much time do you spend in front of a computer, TV, or other screen?
3. Why is it a good idea to "unplug" sometimes?

Part 2

Write a paragraph about your own free-time activities.

Part 3

Share your ideas with a classmate. Which activities do you both enjoy? Which activities do neither of you enjoy?

Lesson 18: Vocabulary

FREE TIME

Part 1

Write the kind of movie that matches the definition.

1. _____ These movies are exciting. You want to know what is going to happen next.
2. _____ These movies are usually scary.
3. _____ These movies often have beings or things from outer space.
4. _____ These are stories about things that happened in the past.
5. _____ These movies are funny, and a man and woman fall in love.
6. _____ These movies don't have people in them, but real people talk for the characters.
7. _____ These movies often have a hero and people driving fast.
8. _____ These movies often make people laugh.

Part 2

Which movies in Part 1 do you never watch? _____

In class, compare answers with a partner.

Part 3

Look at the chart and complete the conversation. In class, practice the conversation with a partner.

Now Showing	
<i>Aliens from Beyond</i>	<i>Love Forever and Ever</i>
<i>Smile, Laugh, Have Fun</i>	<i>Americans Abroad</i>

A: Do you want to see a movie this Saturday?

You: 1. _____

A: What kind of movies do you like?

You: 2. _____

A: OK. Well how about 3. _____?

You: Actually, I really want to see 4. _____

A: 5. _____

You: Let's meet at 6. _____

A: 7. _____

Lesson 18: Reading & Writing

FREE TIME

Part 1

Read the article below.

Movie Watch

If you have free time this weekend, check out the In-D Film Fest. Local filmmakers show their work. See highlights below.

Bear Foot

In this new take on a horror movie, two friends find a bear foot in the woods. They go looking for the rest of the bear with surprising and scary results. 2 p.m. Saturday.

Brainstorm

This science fiction thriller takes place in the near future. A crazy scientist has invented a way to wipe out people's memories using

weather events. Our hero and his team must stop the scientist before he sells his secrets to the bad guys. 7 p.m. Saturday

Dear Mr. Ed

One day a young woman is reading an online advice column. She disagrees strongly with the advice given. She posts her own response with different advice, but pretends she is an older man. To her surprise, the website offers her a job. In this very funny comedy, she tries to write good advice while keeping her real identity a secret. 3 p.m. Sunday

Write the movie next to the information.

1. a comedy _____
2. a thriller _____
3. a horror movie _____
4. about a scary search _____
5. about a fake identity _____
6. about a crazy scientist _____

PAIR WORK Discuss the questions.

1. What is a film festival?
2. Which movie sounds the most interesting to you?
3. Which is most important to you in a movie: the actors, the type of movie, or the story?

Part 2

Write a paragraph about a movie you like. What kind of movie is it? Who is in it? What is the summary of the plot or story?

Part 3

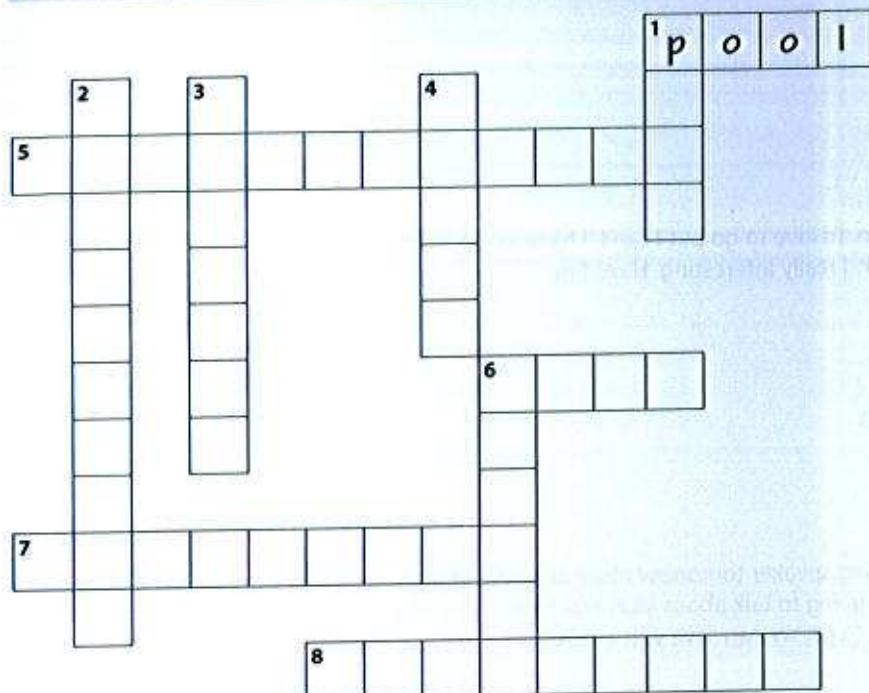
Share your ideas with a classmate. Do you like the same kind of movies?

Lesson 19: Vocabulary

Part 1

Put the words into the correct place in the puzzle.

coffee shop mall beach movie theater library museum theme park park pool bookstore



Part 2

Write a clue for each word. In class, compare answers with a partner.

Across

1. _____
5. _____
6. _____
7. _____
8. _____

Down

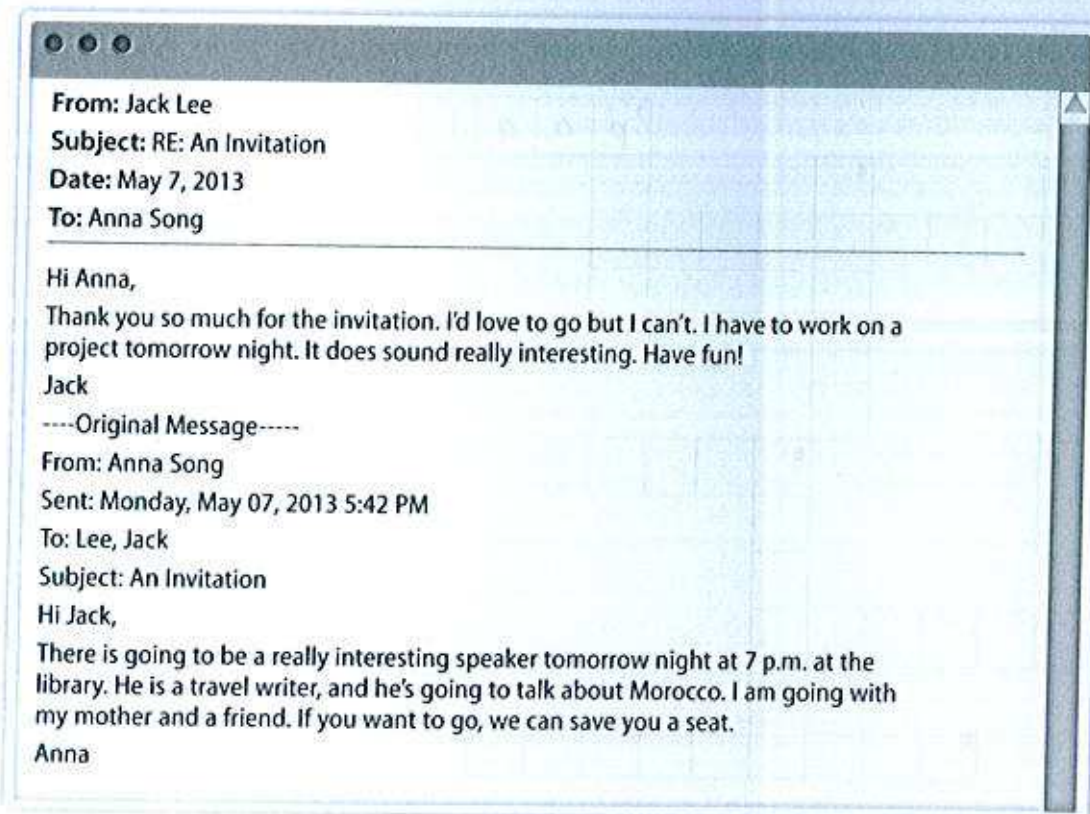
1. _____
2. _____
3. _____
4. _____
7. _____

Lesson 19: Reading & Writing

FREE TIME

Part 1

Read the e-mail below.



Complete the sentences.

1. _____ wrote the invitation.
2. There is going to be a speaker at _____ tomorrow night at 7 p.m.
3. The speaker will talk about _____.
4. Anna is going with _____ and a friend.
5. Jack has to _____ tomorrow night so he can't go.

 **PAIR WORK** Discuss the questions.

1. What kind of events do libraries have in your town or city?
2. How do you usually invite people to things?

Part 2

Write an e-mail invitation. Ask someone to an event you plan to go to in the next two weeks. Include the type of event, the place, the time, and who will be there.

Part 3

Exchange invitations with a classmate. Is the invitation clear? Will you accept the invitation?

Lesson 20: Vocabulary

Part 1

Write one word to complete each activity. If a word is not needed, write an X. Then match each activity with its definition.

1. broke _____
2. stuck _____
3. ran _____
4. lost track _____
5. needed _____
6. couldn't find _____

- A. be unable to
- B. suddenly met or hit
- C. stopped working
- D. had to
- E. looked for something but didn't see it
- F. didn't pay attention to

Part 2

1. Which excuses in Part 1 have you used?

2. When did you use the excuses?

3. Who did you use the excuses with?

In class, compare answers with a partner.

Part 3

Use the ideas from Part 1 to complete the apology in each conversation. Then write the response for the second person. Use a different response for each. In class, practice the conversations with a partner.

1.

Yumi: I'm really sorry. _____

Ray: _____

2.

Jun: I'm so sorry. _____

Casey: _____

3.

Lisa-rose: I'm sorry I'm late. _____

Heidi: _____

Lesson 20: Reading & Writing

FREE TIME

Part 1

Read the blog post below.

Chess Nut

My apologies!

If you follow this blog, you know I play chess in Downtown Park every afternoon from 3 to 5 p.m. Yesterday was a big day. There was a tournament for the top 16 local players. And I missed it. I'm so sorry that I wasn't there.

Here's what happened.

I left my house early because I decided to drive. That was a bad idea. I got stuck in traffic. Then my car broke down. I forgot my phone at home so I couldn't call anyone. I wasn't far away, so I decided to run over to the park. On my way, I got a bee sting, and I'm allergic to bees! I went to the hospital right away.

Anyway, I'm really sorry. I hope to play in the next tournament.



Comments: Don't worry about it. I'm just glad you're OK.
That's OK. I won!

-Sue

-Tom

-Bridget

Put the events in order.

- _____ Sue ran over to the park.
- _____ She left her house early.
- _____ She got a bee sting.
- _____ She got stuck in traffic.
- _____ Her car broke down.
- _____ She went to the hospital.

PAIR WORK Discuss the questions.

1. Who do you think reads this blog?
2. Have you ever had a bad day like Sue's?
3. What could she do differently next time?

Part 2

Write an apology to someone for something you missed or something you didn't do. Give reasons.

Part 3

Share your apology with a friend. What kind of reasons did each of you give?

Lessons 17-20: Video Cloze

FREE TIME

Watch *Waiting for a Friend* and fill in the blanks.

Eric: Oh, good! You're here.

Casey: Hi. I don't know where Jill is. She said she was coming.

Eric: I'm sure she'll be here shortly.

Casey: So, what do you like to do in your _____, Eric?
(1)

Eric: I like to study... and exercise!

Casey: Right. I remember... you play tennis, bowl, and box.

Eric: I'm thinking of maybe starting _____ too!
(2)

Casey: _____?
(3)

Eric: Of course.

Casey: I mean in the park, with a _____.
(4)

Eric: No. But with video games, you can play anywhere. Even the park! It's almost the same thing.

Casey: I don't think it is.

Eric: Hi, Maria! Have you seen Jill?

Maria: Yep! She said she was on her way down.

Eric: Hey, we're going to a

_____. Do you want to join us?
(5)

Maria: I'd love to, but I can't. I have _____ tonight.
(6)

Eric: Too bad. Maybe _____ time?
(7)

Maria: Next time. Bye.

Casey/Eric: Bye!/See ya.

Eric: We're _____ to be late.
(8)

Casey: We have some time. We should be OK.

Jill: _____ guys!
(9)

Jill: I'm so sorry. I know. I'm _____ . I, um, had to _____ the dog.
(10)
(11)

Casey/Eric: You don't have a dog.

Jill: Right. I, um... the _____ is just awful.
(12)

Eric: What? You live right

_____ .
(13)

Jill: I _____ ! So we should really get _____ or we'll be late!
(14)
(15)

Need, want, would like, and like

Need, want, would like, and like have similarities and differences in meaning.	
Need and want both indicate the desire for something. However, need implies that the thing desired is very important or required.	
I want to take a vacation.	We need money for a vacation.
Need and want can both be used with a noun or an infinitive .	
Kira wants to go shopping.	He needs to go to the bookstore.
Dave wants a new book .	She needs a ride to the mall.
Would like and like have different meanings. Would like has the same meaning as want . Would like is more polite than want , but want is commonly used.	
A: We would like you to come to the park with us today. B: OK. When do you want to go?	
Like means that someone always or usually enjoys something. She likes vacations in sunny places.	
Would like means that someone wants something now or in the future. Jack likes the snow. Jack would like to go skiing someday.	

Part 1

Use the information in parentheses to complete the sentences with *want*, *would like*, or *need*.

1. We can't go to the museum now. We need to buy tickets first. (required)
2. I _____ you to come with us to the beach this weekend. (very polite)
3. Sara _____ us to come to the beach with her this weekend. (less polite)
4. Mary _____ to do her homework before she can go to the mall. (required)
5. _____ you _____ to see a movie this weekend? (more polite)
6. _____ you _____ to see a movie this weekend? (less polite)

Part 2

Use the information in parentheses to complete the sentences with *would like* or *like*.

1. James really likes traveling. (He enjoys it.)
2. James _____ to go to Hawaii someday. (He wants this in the future.)
3. Jen _____ snowboarding. (She enjoys this.)
4. Jen _____ to go snowboarding next winter. (She wants this in the future.)
5. Rick and Lisa _____ to go to the gym this weekend. (They want this in the future.)
6. Rick and Lisa _____ going to the gym on the weekends. (They enjoy this.)

Lessons 17-20: Grammar B

FREE TIME

Using *but*

Use *but* to show contrast between two clauses.

- I'd love to go to the movies tonight, **but** I have to study.
- Karim loves Indian food, **but** Monica prefers Mexican food.

Sometimes the verb phrase that comes after *but* is shortened.

- I want to go to the beach, **but I can't go.** → I want to go to the beach, **but I can't.**
- Shawna likes to dance, **but Marcus doesn't like to dance.** → Shawna likes to dance, **but Marcus doesn't.**

Part 1

Circle the correct words to complete the sentences.

1. We'd like to go to the museum, but we have/don't have tickets.
2. Karen wants to go snowboarding but she hates/loves to be cold.
3. George doesn't go to concerts, but his brother doesn't/does.
4. I'd love to come to the party, but I have to/don't have to work this weekend.
5. Jenna loves to go shopping, but her boyfriend really likes/doesn't enjoy it.
6. Harry wanted to play soccer, but he hurt his ankle/wants to play this weekend.
7. I really don't like horror films, but I know you do/don't.
8. The twins like pizza, but they like/hate spaghetti.
9. We go to the movies often, but we're going/not going this weekend.
10. I got stuck in traffic, but I wasn't/was late.

Part 2

Shorten the underlined verb phrase after *but* in the following sentences.

1. James enjoys Thai food, but Kira doesn't enjoy it. but Kira doesn't
2. I can't play basketball, but Marcus can play it. _____
3. Lisa doesn't like to cook, but Ken does like to cook. _____
4. Kerry likes skiing, but Rob doesn't like it. _____
5. Rick went to the mall last weekend, but Lee didn't go. _____

Lesson 21: Vocabulary

TRAVEL

Part 1

Rank these activities you can do in new places from 1 (the most interesting) to 9 (the least interesting). In class, talk about your ideas with a partner.

- | | |
|-----------------------------|---------------------------|
| _____ go shopping | _____ visit markets |
| _____ take tours | _____ try local food |
| _____ go to the theater | _____ see sporting events |
| _____ go to museums | _____ take photos |
| _____ see historical sights | |

Part 2

When you are in your own town, do you do the activities in Part 1? Choose four that you do (or want to do) and write them in order from the most often to the least often. In class, talk about your ideas with a partner.

Part 3

Use your ideas from Part 1 and other ideas to complete the conversation. In class, practice the conversations with a partner.

A: Where did you go for vacation?

B: 1. _____

A: Really? When did you get back?

B: 2. _____

A: Who did you go with?

B: 3. _____

A: Cool! And 4. _____ ?

B: 5. _____

A: Sounds great. 6. _____ ?

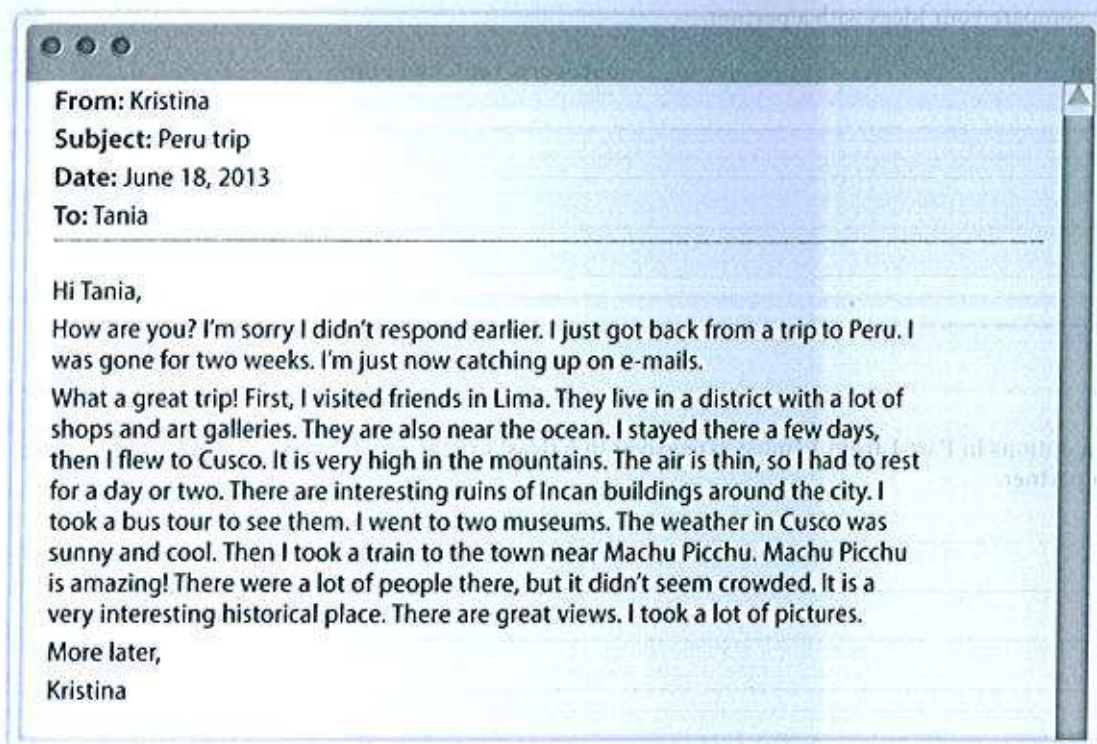
B: 7. _____

Lesson 21: Reading & Writing

TRAVEL

Part 1

Read the e-mail below.



Match the adjective to the noun.

- | | |
|-----------------------|-------------------|
| _____ 1. view | a. interesting |
| _____ 2. weather | b. great |
| _____ 3. ruins | c. amazing |
| _____ 4. air | d. thin |
| _____ 5. Cusco | e. high |
| _____ 6. Machu Picchu | f. sunny and cool |

PAIR WORK Discuss the questions.

1. Would you like to go to Machu Picchu?
2. What famous places have you been to?
3. Do you like to do the same things Kristina did when you travel?

Part 2

Write an e-mail about a trip you took. What did you do? How was the weather?

Part 3

Share your e-mail with a group. Which place sounds the most interesting? Why?

Lesson 22: Vocabulary

TRAVEL

Part 1

Complete each vacation option by writing one or two words at the end of each phrase. If a word is not needed, write an X. On the second line, write two or three words or phrases about that kind of vacation. In class, compare your ideas with a partner.

1. a camping trip outdoors, tent, campfire
2. an adventure _____
3. a spa _____
4. a backpacking _____
5. a cruise _____
6. a bus _____

Part 2

Rank the vacation options in Part 1 from 1 (most expensive) to 6 (least expensive). In class, compare your ideas with a partner.

Part 3

Read the conversations. What kind of vacation are they talking about? Write your answer on the line.

In class, practice the conversations with a partner.

1. _____

A: I like going into the mountains. I can take everything I need in my backpack.

B: How long do you go?

2. _____

A: I like sitting in a chair and watching the water go by.

B: It sounds kind of boring to me.

3. A: _____ B: _____

A: I'd like to go on a trip where I can bungee jump, surf, and scuba dive.

B: That kind of trip isn't for me. It sounds too dangerous. I prefer to see lots of sights, but I don't want to drive or worry about how to get from one place to another.

Lesson 22: Reading & Writing

TRAVEL

Part 1

Read the ads below.

Dream Vacations

Italian Adventure

Come join us as we bike through Tuscany. You'll have a great time visiting museums and walled cities. You'll carry everything you need on your bike: your clothes, a sleeping bag, and a tent. The group will camp out most of the time, but you'll stay in a youth hostel in Florence.

Villa Extravaganza

Would you like to live a life of luxury? See what it is like to live in your very own Italian villa. On this trip, you will stay in the most beautiful villas in Tuscany. You'll tour all of the art museums in Florence, drink coffee on a piazza in Siena, and stroll along the river in Pisa. You can also take a cooking class or attend an olive oil tasting.



Circle the answer. You can circle more than one.

- | | | |
|--------------------------------------|-------------------|--------------------|
| 1. Which vacation involves exercise? | Italian Adventure | Villa Extravaganza |
| 2. Which one has nicer rooms? | Italian Adventure | Villa Extravaganza |
| 3. Which offers a cooking class? | Italian Adventure | Villa Extravaganza |
| 4. Which includes camping? | Italian Adventure | Villa Extravaganza |
| 5. Which goes to Tuscany? | Italian Adventure | Villa Extravaganza |
| 6. Which do you think is cheaper? | Italian Adventure | Villa Extravaganza |

PAIR WORK Discuss the questions.

1. Which vacation do you prefer? Why?
2. How do you generally like to travel?
3. What is your dream vacation?

Part 2

Write an ad for your dream vacation. Where will you go? Where will you stay? What will you do?

Part 3

Share your ad with a classmate. Are your ideas similar?

Lesson 23: Vocabulary

TRAVEL

Part 1

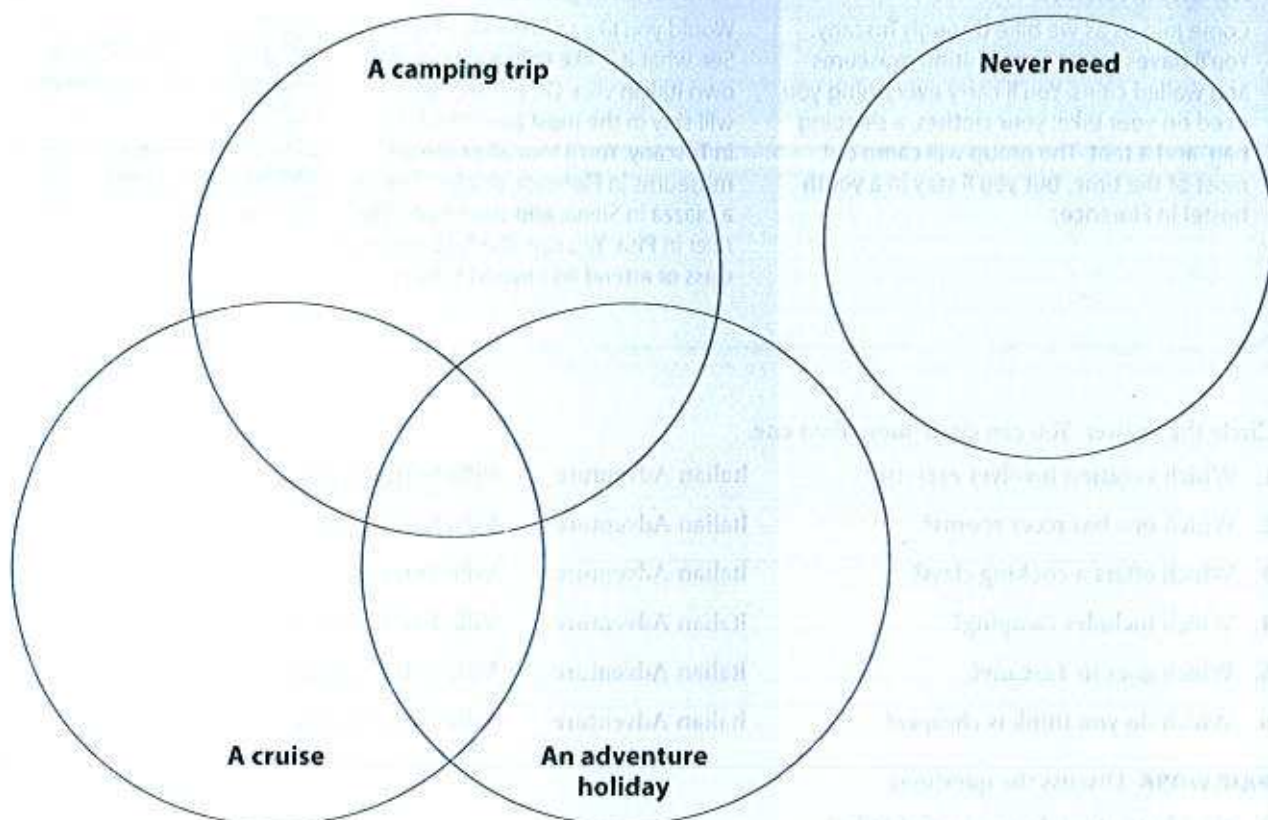
When do you need these things? Write them in the diagram. In class, with your partner talk about why you put each one where you did.

lock
medicine

travel pillow
passport

first-aid kit
hair dryer

electricity adaptor
portable stove



Part 2

Use the things in Part 1 or your own ideas to complete the sentences. In class, take turns reading your sentences with a partner.

1. I can't travel without _____.
2. You must take _____ to a spa resort.
3. You have to _____ on an adventure holiday.
4. You don't have to _____ on a bus tour.
5. You need to have _____ on a backpacking trip.
6. You don't have to _____ on a backpacking trip.
7. You're not permitted to take _____ on a cruise.

Lesson 23: Reading & Writing

TRAVEL

Part 1

Read the website below.

Study abroad in Spain

If you plan to study abroad in Spain next year, you must follow the guidelines below.

Passport. You must have a passport. It cannot expire until after you return home. It can take six weeks to get a passport, so start your process soon.

Visa. You'll need a visa if you're going to stay more than 90 days. Some programs last only 85 days. You don't need a visa if you return when the program ends.

Flights. Some group flights are less expensive. Talk to a travel agent. You must be on time for the start of your program.

Packing. Don't bring too many clothes. You need some clothes for cool weather (a jacket, sweaters, etc.). People don't wear shorts and T-shirts very often in Spain. You should have casual but nice clothing.

Food and drink. The water is usually safe to drink in major cities. In smaller towns, buy bottled water just to be safe. You have to try the food in Spain – it is delicious. People do not eat quickly in Spain. They enjoy their food. Many restaurants are closed on Sundays.

Mark the statements T (true) or F (false).

- _____ 1. Americans need a passport to go to Spain.
- _____ 2. You can usually get a passport in a week.
- _____ 3. You don't need a visa if your visit is only two months.
- _____ 4. A travel agent can save you money on flights.
- _____ 5. Spanish people usually wear shorts and T-shirts.
- _____ 6. You don't need to bring nice clothes.

 **PAIR WORK** Discuss the questions.

1. In what country would you like to study abroad?
2. What are some possible problems students might have when they study abroad?

Part 2

Write a list of tips for students who are coming to study in your country. Will they need a passport or visa? What should they pack? What other advice can you give?

Part 3

Share your tips with a classmate. Are your tips similar? If not, how are they different?

Lesson 24: Vocabulary

TRAVEL

Read the conversations. What place or thing are they talking about? Circle your answer. In class, practice the conversations with a partner.

1. (fare / flight)

Ticket agent: The train from London to the airport will be four pounds twenty.

A: Here you are.

2. (platform / subway)

A: Where can I get on the train to Cambridge?

B: Over there. Number 2.

3. (train / gate)

Announcement: Thai Airways 431 will be departing from number 13.

B: Did she say 13 or 30?

4. (first-class ticket / airport)

A: Excuse me. How much is it from Boston to Orlando?

B: \$495.

A: That's kind of expensive. How much is a cheaper ticket?

5. (ticket / price)

A: Would you like a one way or a round trip?

B: A round trip, please.

6. (gate / station)

A: What time does this train get to Matsue?

B: At 7:11.

7. (airport / luggage)

Mom: That's kind of big. What do you have in there?

Son: Clothes, books, snacks, my sports shoes. I'm going to be gone two weeks!

8. (train / boarding pass)

A: Here you are. You need this to get on.

B: Thanks.

9. (depart / one way)

Announcement: Because of rain, Flight 324 will leave an hour late.

B: Let's go get a snack.

10. (round trip / subway)

Announcement: Next stop, Causeway Bay. Get off here for Victoria Park.

11. (arrive / ticket)

A: What time is our flight?

B: At 2:55. Don't worry. We have plenty of time now that we are here.

Lesson 24: Reading & Writing

TRAVEL

Part 1

Read the letter below.

A Terrible Flight

Brendan Young
Customer Service
Airlines Singapore
October 23, 2012

Dear Mr. Young,

I am writing to request a refund for my last flight on your airline. The trip was disastrous. I was at the gate very early, but no one was there to help passengers. When someone finally arrived, the boarding area was very crowded and disorganized. We boarded the plane an hour late. Then we sat on the plane for five hours. The flight only takes 45 minutes. They did not let us go back into the terminal. The bathrooms were broken. We didn't have any food or water. When we arrived in Bangkok, we were hungry, thirsty, and unhappy. My luggage was lost. Now, I am sick because the woman next to me had the flu.

I am sending my ticket with this letter.

Sincerely,
Ted Burnham

Complete the sentences with a word or phrase from the text.

1. _____ wrote the letter.
2. He had a problem on his last _____.
3. He got to the gate _____ but no one from the airline was there.
4. They boarded the plane _____ late.
5. The passengers sat on the plane for _____.
6. They didn't have any _____ or _____.

PAIR WORK Discuss the questions.

1. Have you ever had a bad flight? What happened?
2. Which form of transportation do you prefer to take? Why?
3. What do you do when you have problems with transportation?

Part 2

Write a letter to complain about problems you had on a trip. You can write to an airline, a train service, a taxi company, a hotel, or other travel service. Explain what happened. Ask for a refund.

Part 3

Share your letter with a group. Who do you think deserves a refund?

Lessons 21-24: Video Cloze

TRAVEL

Watch *Tom's Travels* and fill in the blanks.

Tom: Good day, mate!

Casey: Tom? Why are you _____
(1) like that?

Tom: I'm crocodile Tom and this is Tommy. We're taking a _____
(2) to Tom's travels in Australia. I brought _____
(3) for you!

Casey: I didn't know you went to Australia!

Tom: I was there last year.

Casey: How long were you there? Did you
(4) alone?

Tom: I was there about two weeks. My cousin lives there. I have friends in Sydney, so they showed me around.

Casey: What _____
(5) did you visit?

Tom: I _____
(6) in Melbourne. That's where my cousin lives. We went to an amazing old _____
(7) there — Queen Victoria Market. They had all sorts of stuff!

Casey: Oh, wow. That looks great. How was the
(8) there? Was it cold?

Tom: Yeah, it was a little _____
(9) there, so you need to take a jacket. Then I went to Sydney. Look here. You have to take a boat trip to the harbor.

Casey: That looks nice.

Tom: After that I went to the Gold Coast. That's north of Sydney. There are beautiful
(10) there.

Casey: Wow. It almost looks like real gold. Did you get around by _____
(11)?

Tom: No. Actually, I _____
(12) traveling by _____
(13). Australia is a huge country, so bus trips take too long. By bus it takes about... 8 hours to get from Sydney to Melbourne.

Casey: Oh yeah. That's long. So what else did you do?

Tom: I went up the coast and went scuba
(14) in the Great Barrier Reef. You must go there!

Casey: Absolutely!

Tom: Oh, and this was the best part of the trip. I went to the most amazing park — Kakadu National Park.

Casey: That's gorgeous.

Tom: You can camp there, go _____
(15) and even make new friends! Casey? Can you do me a favor while you're in Australia?

Casey: Yeah. Sure. What is it?

Tom: Well, I met a cool friend at Kakadu National Park. Will you say hi?

Casey: Sure. How will I find your friend? Do you have an e-mail address?

Tom: No, but he lives at the park. Take this.

Casey: Tom!

Tom: What?

Casey: That's a crocodile!

Tom: His name's Tommy. I named this after him. Please say hi!

Impersonal pronouns

An impersonal pronoun is used to mean people in general or an unspecified person or group.

Excuse me, how do **you** get to the library?

You go out this door and down the street to the left.

The impersonal pronouns, one and you, can refer to any single person or people in general. One is more formal, and you is more common.

A person learns many new things by traveling.

↓

One learns many new things by traveling.

↓

You learn many new things by traveling.

Notice the form of the verb that follows **one** and **you**.

They is used as an impersonal pronoun in spoken or very informal English. It means people in general or an implied group of people.

They get some very hot weather in the desert.

(**They** refers to people who live in the desert.)

Circle the correct impersonal pronoun to complete the sentences.

1. You/One/They often lose luggage on this airline, don't they?
2. Remember, you/one/they aren't allowed to bring liquids on the plane.
3. You/One/They often feels nervous in a new city.
4. How do you/one/they get to the museum?
5. You/One/They sell travel pillows at the airport.
6. You/One/They charge you for your second suitcase on this airline.
7. You/One/They should always keep one's mind open when traveling.
8. You/One/They have great trains in this country, don't they?
9. Where do you/one/they get the 8:15 train to New York?
10. You/One/They have rainy weather in Portland, don't they?
11. How does you/one/they say "Thank you" in French?
12. Where do you/one/they get the bus for the city tour?
13. You/One/They don't give you meals on this flight.
14. You/One/They often meets interesting people while traveling.
15. When do you/one/they usually eat dinner in Spain?

Lessons 21-24: Grammar B

TRAVEL

Reflexive pronouns

A reflexive pronoun is used when the object of a verb and the subject of the verb are the same person.

different subject and object: I am going to buy **you** a bus ticket.
Barry is going to Portland with **me**.

same subject and object: I need to get **myself** a new bag.
Kerry will travel to Argentina by **herself**.

Singular

(I) myself

(you) yourself

(he) himself, (she) herself, (it) itself

Plural

(we) ourselves

(you) yourselves

(they) themselves

Part 1

Circle the correct reflexive pronoun to complete the sentences.

- We're going to take ourselves/yourselves on a nice trip this summer!
- Rob bought **him/himself** a guidebook before he went to Mexico.
- The girls are going to travel to France by **themselves/herself** this summer.
- I got **yourself/myself** a room in a nice hotel.
- You and your brother prefer to travel by **yourselves/themselves**, don't you?
- Teresa got **her/herself** a visa before she went on her trip.

Part 2

Write the correct reflexive pronoun to complete the sentences.

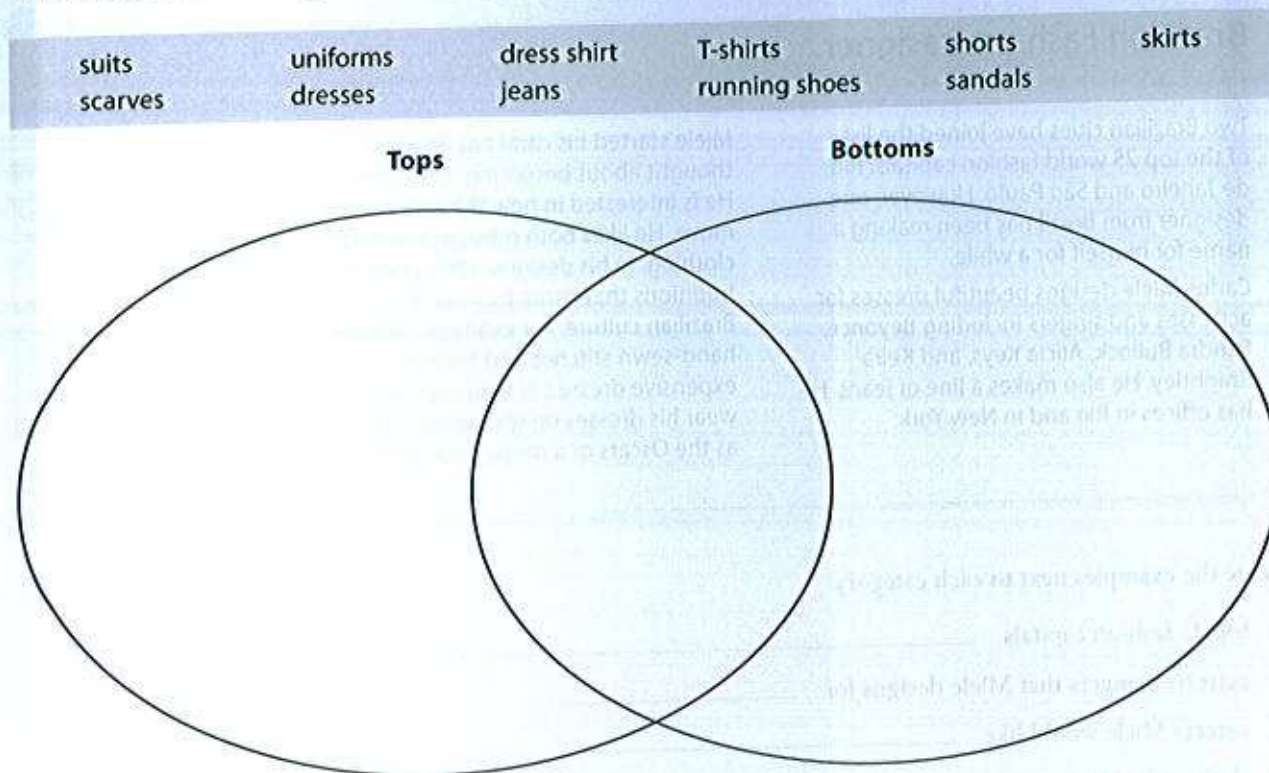
- The man with the camera took a picture of himself at the Grand Canyon.
- Jenny is only 18, and she traveled all over South America by herself!
- Jenny, how do you feel about your trip? You must be very proud of yourself!
- The twins taught themselves a little Spanish before they went to Mexico.
- When I look at myself in the trip photos, I remember how much fun I had.
- The light in the hotel hallway turns itself off during the day.
- Max told himself that he wasn't going to forget anything, but he forgot his toothbrush.
- You and James should buy themselves some new suitcases.
- We kept ourselves fit on our trip by walking a lot.
- Sue looked at herself in the mirror and decided she needed a haircut before the trip.

Lesson 25: Vocabulary

STYLE & FASHION

Part 1

Are these clothes tops (things you wear on the top part of your body), bottoms, or both? Write them in the correct place in the diagram.



Part 2

Add three more kinds of clothes to the diagram in Part 1. In class, compare your ideas with a partner.

Part 3

Complete the sentences with words from Part 1. In class, talk about your ideas with a partner.

- I almost never wear _____.
- People wear _____ and _____ when it's hot.
- People in my country generally wear _____ and _____ to weddings.
- People in my country generally don't wear _____ and _____ to weddings.
- Students in my country normally wear _____.
- I generally wear _____ and _____ on weekends.
- I normally don't wear _____ to school.
- I tend to wear _____ or _____ to _____.

Lesson 25: Reading & Writing

STYLE & FASHION

Part 1

Read the article below.

Brazilian Fashion Designer

Two Brazilian cities have joined the list of the top 25 world fashion capitals: Rio de Janeiro and São Paulo. However, one designer from Brazil has been making a name for himself for a while.

Carlos Miele designs beautiful dresses for actresses and singers including Beyoncé, Sandra Bullock, Alicia Keys, and Keira Knightley. He also makes a line of jeans. He has offices in Rio and in New York.

Miele started his career as an artist. He also thought about becoming a film director. He is interested in how things look and move. He likes both modern and traditional clothing. In his designs, Miele uses many traditions that come from all areas of Brazilian culture. For example, he uses hand-sewn stitches and leatherwork in his expensive dresses. His clients, like Beyoncé, wear his dresses on special occasions such as the Oscars or a music awards show.

Write the examples next to each category.

1. top 25 fashion capitals _____
2. actresses/singers that Miele designs for _____
3. careers Miele would like _____
4. clothing he likes _____
5. traditions he uses _____
6. special occasions _____

PAIR WORK Discuss the questions.

1. What fashion designers do you know about?
2. Do you think fashion design is interesting? Why or why not?
3. What kinds of skills do you think fashion designers need?

Part 2

Write about someone you know. What does he/she do? What does he/she like? What does he/she use in his/her work? Give examples.

Part 3

Share your description with a classmate. Who did he/she write about? Do you know anyone like that?

Lesson 26: Vocabulary

STYLE & FASHION

Part 1

Do these things make clothes more expensive? Write them in the diagram. In class, with your partner talk about why you put each one where you did.

brand

design

material

value

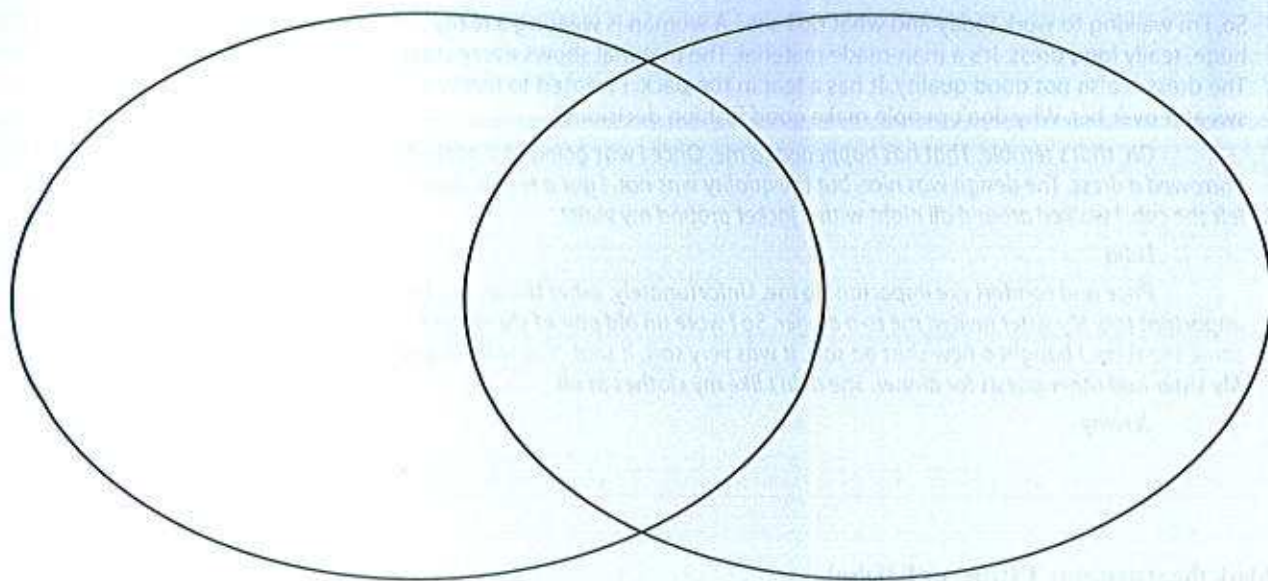
quality

color

comfort

Make more expensive

Doesn't make more expensive



Part 2

Which of the things in Part 1 are most important to you? Write the three most important ones. Then write a reason for each. In class, talk about your ideas with your partner.

1. _____
2. _____
3. _____

Part 3

Complete the sentences with information that is true for you. In class, compare answers with a partner.

1. My favorite brand is _____.
2. I care about _____ more than _____.
3. Many of my clothes are made out of _____.
4. I think comfort is _____ important than _____.
5. A popular design last year was _____.

Lesson 26: Reading & Writing

STYLE & FASHION

Part 1

Read the blog and posts below.

Jane's Sidewalk Fashion

Bad Choice

So, I'm walking to work today and what do I see? A woman is wearing a really huge, really long dress. It's a man-made material. The material shows every stain. The dress is also not good quality. It has a tear in the back. I wanted to throw a sweater over her. Why don't people make good fashion decisions?

Oh, that's terrible. That has happened to me. Once I was going to a party. I borrowed a dress. The design was nice, but the quality was not. I got a tear in it as I left the cab. I walked around all night with a jacket around my waist.

Lidia

Price and comfort are important to me. Unfortunately, other things can be important too. My sister invited me to a dinner. So I wore an old pair of shorts and some sneakers. I bought a new shirt on sale. It was very soft. It said, "I'm with Stupid." My sister had other guests for dinner. She didn't like my clothes at all.

Jeremy

Mark the statements T (true) or F (false).

- _____ 1. Jane liked the woman's dress.
- _____ 2. The woman's dress was too large.
- _____ 3. Jane told the woman her opinion.
- _____ 4. Lidia thinks the woman is terrible.
- _____ 5. Lidia tore the borrowed dress.
- _____ 6. Jeremy likes expensive clothing.

 **PAIR WORK** Discuss the questions.

- 1. What mistakes did the people make?
- 2. Have you ever made a fashion mistake? What was it?
- 3. What is most important to you when you buy clothes?

Part 2

Write about a time when someone wore the wrong clothes. What did he/she wear? Why was it a mistake?

Part 3

Share your ideas with a classmate. Who did he/she write about? Do you agree that it was a mistake? Why or why not?

Lesson 27: Vocabulary

STYLE & FASHION

Part 1

What room are these things usually in? Write them in the diagram. In class, with your partner talk about why you put each one where you did.

a rug

a mirror

curtains

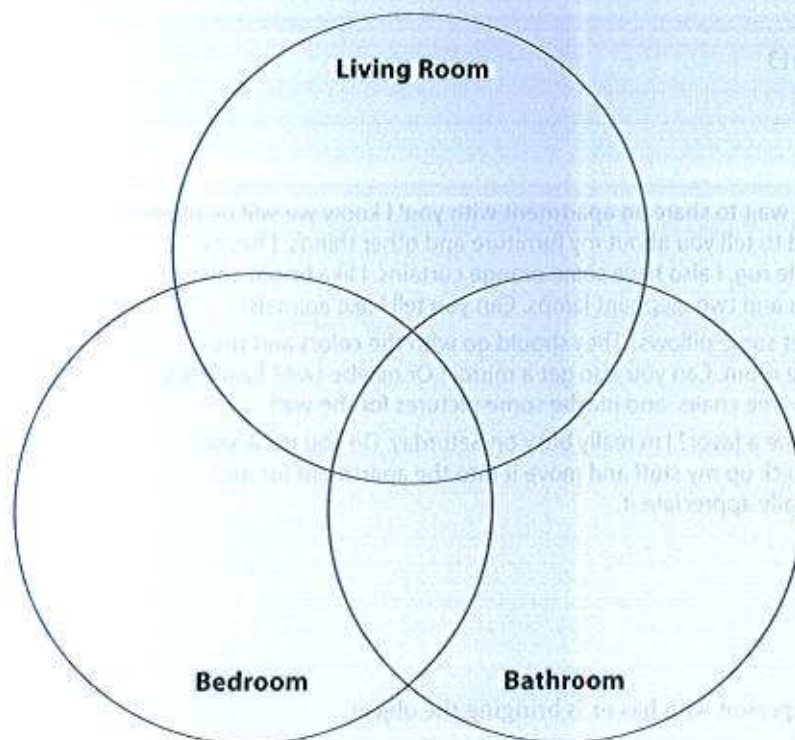
a clock

a pillow

a vase

a candle

a lamp



Part 2

Write a sentence to agree to each request. Agree in a different way each time. In class, practice the conversations with a partner.

1.

Ai: Can you do me a favor?

Randy: _____

2.

Jay: Would you hand me that pen, please?

CJ: _____

3.

Margaret: Do you mind picking up some chocolate when you are at the store?

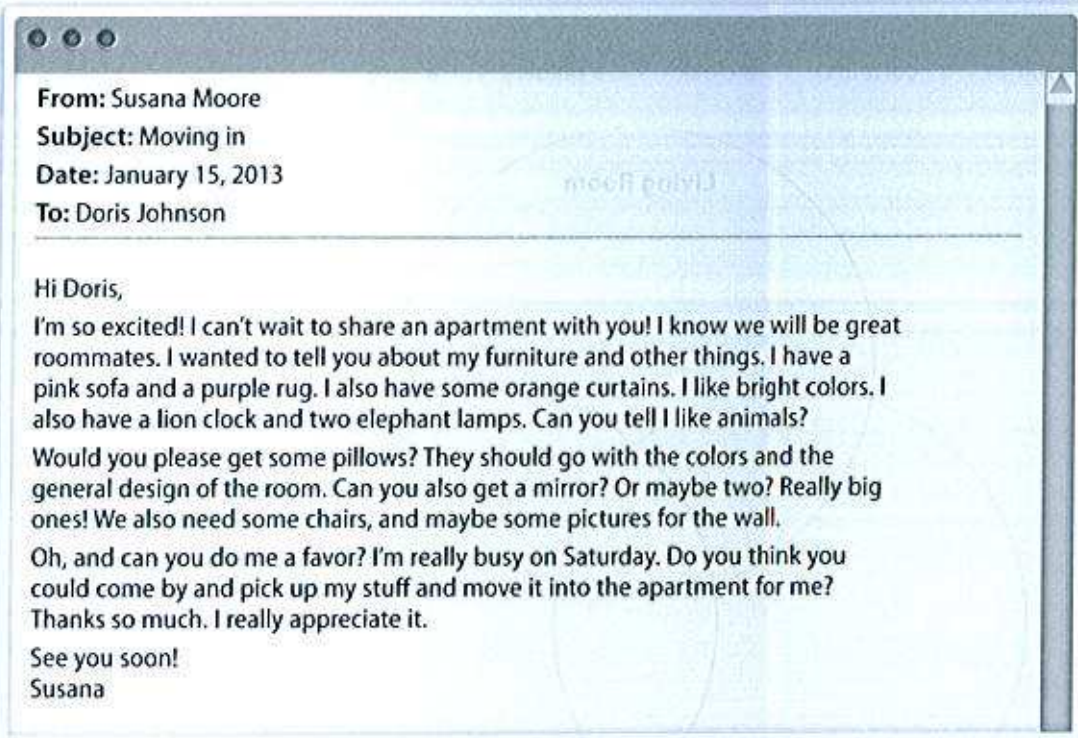
Joseph: _____

Lesson 27: Reading & Writing

STYLE & FASHION

Part 1

Read the e-mail below.



Write the name of the person who has or is bringing the object.

1. sofa _____
2. chairs _____
3. mirrors _____
4. rug _____
5. lamps _____
6. pillows _____

PAIR WORK Discuss the questions.

1. Would you like to be Susana's roommate? Why or why not?
2. What kind of problems do roommates sometimes have? What do you want in a roommate?

Part 2

Pretend you are going to move in with a new roommate. Write an e-mail. Say what you will bring with you.

Part 3

Share your ideas with a classmate. What things do you both have? What things do you still need?

Lesson 28: Vocabulary

STYLE & FASHION

Part 1

What does each person do with his/her smart phone? Write it on the line.

1. _____ Smart phones are great because books are so heavy.
2. _____ I like my phone because I can show my friends pictures any time.
3. _____ My phone is great when I have to wait for the train. Last week I watched *Avatar* again.
4. _____ My phone is great when I don't know whether to take an umbrella to school.
5. _____ I use my phone to talk to people, but since we see each other, it's more interesting!
6. _____ It's great when I don't know how to get to a new place.
7. _____ I can check and respond to messages even when I'm away from my computer.
8. _____ It's fun to play against my friends when I have some free time.

Part 2

How often do you do the activities in Part 1? Put them in order from most often to least often (never). In class, talk about your ideas with a partner.

Part 3

Complete conversations with your own ideas. In class, practice the conversations with a partner.

1.
A: What can you use a widescreen TV for?
B: _____
2.
A: What is a printer used for?
B: _____
3.
A: What do you use your computer for?
B: _____
4.
A: What is the most interesting feature of editing software?
B: _____

Lesson 28: Reading & Writing

STYLE & FASHION

Part 1

Read the article below.

Household robots

Robots have existed in science fiction for a long time, but they are just now moving into our homes. Some robots have only a few uses. For example, one robot, called the Roomba, just vacuums your room. It measures the size and shape of the room. Then it vacuums. You don't have to do anything. Another kind of robot, the Rovia, is best for security. It connects to your wireless Internet. Then you can program it to move around your house. It has a camera so you can watch your house while you are at work. The Wakamaru robot has more uses. It was designed to help elderly and disabled people. It can recognize voices and faces. It has a built-in dictionary and knows 10,000 words. It is constantly connected to the Internet. If it notices a problem, the robot can call or e-mail for help. The Uniqlo store in New York used the Wakamaru robot to greet customers.

Mark the statements T (true) or F (false).

- _____ 1. The Roomba is a robot used to vacuum your home.
- _____ 2. The Rovia can recognize faces.
- _____ 3. The Rovia has a camera so you can watch your house.
- _____ 4. The Wakamaru robot can do more things than the other two.
- _____ 5. It can recognize 10,000 words.
- _____ 6. The Uniqlo store in New York used it to clean the floors.

 **PAIR WORK** Discuss the questions.

- 1. Which of the three robots would you like to own? Why?
- 2. Why do you think there aren't more robots available?
- 3. Which tasks do you think robots should be used for?

Part 2

Write a description of a robot that you design. What can it do? How will people use it? How much will it cost?

Part 3

Share your ideas with a group. Whose robot do you like the best?

Lessons 25-28: Video Cloze

STYLE & FASHION

Watch *Packing Light* and fill in the blanks.

Jill: That's all you're _____ (1) ?
 Casey: Yes. I _____ (2) to pack light.
 Jill: OK. What do people usually wear in Australia?
 Tom: It depends. Students generally wear _____ (3) and _____ (4), if it's warm.
 Casey: In that case, I think I have all the _____ (5) I'll need.
 Jill: It might get cold there.
 Casey: But it will be summer.
 Jill: Still. You never know. I have a thick _____ (6). You can _____ (7) mine.
 Casey: OK. Thanks, Jill.
 Tom: Do you have boots for hiking?
 Casey: I don't know if I'll go hiking. But I do have boots!
 Casey: What do think? Isn't the _____ (8) nice?
 Tom: I would get something more practical.
 Jill: I have great hiking _____ (9).
 Casey: Would you mind if I borrowed them?
 Jill: Not at all! Let me get everything.
 Casey: I don't know if I'll have room.
 Eric: Hi, guys! What are you doing?
 Tom: We're _____ (10) Casey pack.
 Eric: Sounds like fun! Do you have a _____ (11) to read for the plane?

Casey: No... But I have my tablet. I use it to play _____ (12), watch movies, read books... just about everything!
 Eric: What if the battery runs out?
 Casey: Well...
 Eric: See? Then you won't have anything to do. Don't worry! I have plenty of books you can borrow.
 Casey: OK...
 Eric: I'll go get them.
 Tom: OK. And I have some things you will definitely need - including a _____ (13) _____ (14) kit.
 Casey: Right...
 Jill: Here Casey!
 Casey: Oh!
 Casey: It will be warm there. I don't know if I need all of this.
 Jill: Of course you do!
 Casey: OK, thanks Jill.
 Eric: Hey, Casey! You're going to love these books! And I found something _____ (15) you might need!
 Casey: Huh?
 Eric: These books are great! And you'll need the snorkel and flippers when you go in the water.
 Casey: Geez. Thanks Eric.
 Eric: No problem!
 Tom: Hey, Casey. Lucky you! I found everything!
 Casey: Oh!
 Casey: Oh, boy.

Lessons 25-28: Grammar

STYLE & FASHION

Prepositional phrases

A prepositional phrase consists of a preposition followed by an object.

at the store	by William Shakespeare
in class	about my experiences
from Cuba	under the blanket

The object can be a noun, pronoun, gerund, or clause.

noun:	on the table
pronoun:	with him, for you
gerund:	after eating
clause:	before we go on vacation

You can use a prepositional phrase as an adjective to describe a noun.

The jacket **with the zipper** has the best design. (describes the jacket)

The teachers **at my school** are very nice. (describes the teachers)

You can also use a prepositional phrase as an adverb to describe an action.

I ate lunch **at the new restaurant**.

I stay healthy **by eating well**.

Part 1

Circle the preposition and underline the prepositional phrase in each sentence.

1. The woman in the white dress is the bride.
2. The man from Scotland is wearing a hat.
3. Let's read the ads before we go shopping.
4. Dave found some shoes at the department store.
5. The lamp with the white shade is perfect!
6. Lara found a better smartphone for you.

Part 2

Underline the prepositional phrase. Then circle "adjective" or "adverb".

- | | | |
|--|-----------|---------------|
| 1. I choose my clothes <u>by reading fashion magazines</u> . | adjective | <u>adverb</u> |
| 2. The tablets at the new electronics store are the nicest. | adjective | adverb |
| 3. The man in the black jacket is my uncle. | adjective | adverb |
| 4. We found a great sofa at the new furniture store. | adjective | adverb |
| 5. You can get better prices by shopping online. | adjective | adverb |
| 6. I think the pillows with the pattern look best. | adjective | adverb |

Lesson 29: Vocabulary

OPINIONS

Part 1

Choose the best word or phrase to complete each conversation. In class, practice the conversations with a partner.

1.

Yuko: Hi, Mao. How was your weekend?

Mao: It was great. I saw that new movie.

Yuko: What (did / were) you think of it?

Mao: The acting (could / would) be better.

Yuko: What about the story?

Mao: It was kind of (confusing / confused).

Yuko: That's too bad.

2.

Anders: Oh! You're reading that new book. How do you (liking / like) it?

Kim: The characters are (interested / interesting), and I'm really (excited / exciting) to see what is going to happen next.

3.

Fran: Hi, Andy. How's your video editing class?

Andy: It's alright, but it's kind of (frustrating / frustrated). I already knew everything.

4.

Meg: How was the concert, Massimo?

Massimo: (I / It) was boring. I almost fell asleep!

Part 2

In each conversation, there is a mistake. Cross it out and write the correct word on the line. In class, practice the correct conversations with your partner.

1. A: How is your new computer?

B: I was kind of confusing at first.

confused

2. A: What kinds of movies do you like?

B: I are interested in science fiction ones.

3. A: Tell me about a time when you were boring.

B: Well, last Saturday I stayed home all day.

4. A: What frustrates you?

B: Well, yesterday I am frustrated with a movie that didn't have a good story.

5. A: What do interesting to you?

B: Learning about different cultures.

6. A: Do you ever go excited?

B: Not really.

Lesson 29: Reading & Writing

OPINIONS

Part 1

Read the article below.

Try it out

I've been reading the guest blogs on this site, and wanted to "Try it out" myself. I thought the sport of rowing could be interesting. First, some basics: The front of the boat is the bow and the back of the boat is the stern. The left side is port, and the right side is starboard. I knew all of these terms because I go sailing. So the vocabulary should be easy, right? Wrong! It was actually very confusing. When you row, you face backward, so port is on your right, not your left. Every time the coach gave a direction, I did the wrong thing. Also, I was in a boat with seven other rowers. Being on a team should be fun, but I was frustrated. When one person does something wrong, the whole boat gets unbalanced. I didn't want to swim by mistake. I almost gave up.

Anyway, after a few weeks, we had a practice race. We won. It was really exciting! I've decided to give rowing another try.

Match the adjective with the noun.

- _____ 1. the sport of rowing
- _____ 2. the vocabulary
- _____ 3. I (the writer)
- _____ 4. the boat
- _____ 5. the race
- _____ 6. being on a team

- a. frustrated
- b. confusing
- c. unbalanced
- d. interesting
- e. fun
- f. exciting

 **PAIR WORK** Discuss the questions.

1. Why did the writer try rowing?
2. Have you tried something new recently? What was it?
3. What is a sport or activity you'd like to try?

Part 2

Write about something new that you tried. What was it? How did you feel? How was your experience? Would you do it again?

Part 3

Share your ideas with a classmate. Who had a better experience? Why?

Lesson 30: Vocabulary

OPINIONS

Part 1

What action is described? Write it on the line.

1. _____ to not tell the truth
2. _____ to say "I'm sorry"
3. _____ to talk with other people
4. _____ to decide someone or something is good or bad, most often bad
5. _____ to continue to say different opinions during a conversation
6. _____ to say many bad things about someone who is not with you
7. _____ to say "It's OK" after someone says "I'm sorry"

Part 2

In each conversation, there is one mistake. Cross it out and write the correct word or phrase on the line. In class, practice the correct conversations with your partner.

- | | |
|---|--|
| 1. A: Sometimes it's OK to say a lie.
B: I'm not sure about that.
_____ tell _____ | 4. A: Children should never argue to their parents.
B: I agree.
_____ |
| 2. A: You should never gossip for a friend.
B: I completely agree with you.
_____ | 5. A: I don't think people should apologize.
B: I'm not sure about it.
_____ |
| 3. A: Judging people with their looks isn't good.
B: I feel exactly the same way.
_____ | 6. A: In my opinion, it's sometimes OK to
judged others.
B: I don't feel that way at all.
_____ |

Part 3

Look at the conversations in Part 2. Do A and B have the same (S) or different (D) opinions?
In class, talk with a partner about which opinions you agree with.

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

Lesson 30: Reading & Writing

OPINIONS

Part 1

Read the tips below.

Best friends forever

People with strong friendships live longer, healthier lives. It's important to make friends and to keep them. Follow these tips to be a better friend.

- **Communicate honestly.** If your friend does something that bothers you, say something. But say it in a nice way. Focus on how you feel, not on the person's actions.
- **Apologize when necessary.** We all make mistakes. When you do hurtful things, say you're sorry. And say it quickly.
- **Forgive.** Sometimes your friend will hurt your feelings. He or she will apologize. Then you should forgive them. Friendship is almost always more important than being right.
- **Don't judge.** Your friend will not always make the same choices you do. Sometimes he or she will do something that you would never do. Your job is to help him or her deal with the consequences.

Answer the questions.

1. Why are strong friendships important? _____
2. What should you do when your friend says something that bothers you? _____
3. When should you apologize? _____
4. Why should you forgive friends? _____
5. What should you do when your friend makes a bad choice? _____

 **PAIR WORK** Discuss the questions.

1. Do you agree with the tips? Why or why not?
2. What do you think makes a good friend?
3. Who is one of your best friends?

Part 2

Write four more tips on how to be a good friend.

Part 3

Share your ideas with a classmate. Which tips were similar? Did you have different ideas? Do you agree with your classmate's tips?

Lesson 31: Vocabulary

OPINIONS

Part 1

Unscramble each of the feelings.

1. _____ deyaonn

2. _____ irwerdo

3. _____ ptseu

4. _____ rceoenncd

5. _____ rasrabbmees

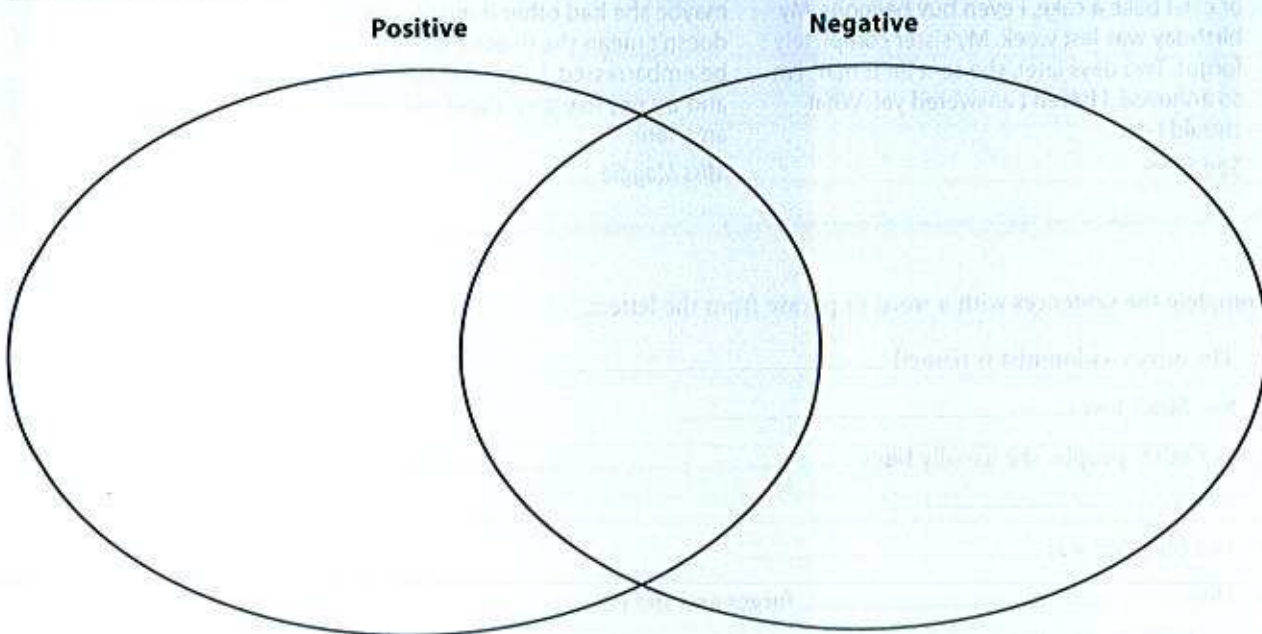
6. _____ zeldzup

7. _____ dhtlelri

8. _____ srevuon

Part 2

Are the feelings in Part 1 positive, negative, or both? Write them in the diagram. In class, talk about your ideas with a partner.



Part 3

Answer the questions. In class, take turns asking and answering the questions with a partner.

1. What would you do if you forgot your homework? _____

2. How would you feel if your friend forgot your birthday? _____

3. How would you feel if your friend was gossiping? _____

4. How would you feel if you won a contest? _____

5. How would you feel if you couldn't find your cell phone? _____

6. How would you feel if your friend lied to you? _____

Lesson 31: Reading & Writing

OPINIONS

Part 1

Read the advice letters below.

Miss Maggie Says...

Dear Miss Maggie,

This might sound like a silly problem, but it's really bothering me. I love birthdays. Whenever one of my friends or relatives has a birthday, I make a really big deal of it. I buy presents for them. I decorate their desk or car. I bake a cake. I even buy balloons. My birthday was last week. My sister completely forgot. Two days later, she sent an e-mail. I'm so annoyed. I haven't answered yet. What should I do?

Sad Sister

Dear Sad Sister,

I wish you were my friend. I like birthdays too, and would love to get a cake and balloons. However, not everyone feels the same way. I wouldn't be so upset. Maybe your sister doesn't care about birthdays. Or maybe she had other things going on. It doesn't mean she doesn't love you. She may be embarrassed. I would answer her e-mail, and try not to worry about the problem anymore.

Miss Maggie

Complete the sentences with a word or phrase from the letters.

1. The advice columnist is named _____.
2. Sad Sister loves _____.
3. For other people, she usually buys _____ and bakes a _____.
4. Her birthday was _____.
5. Her _____ forgot and she is _____.
6. Miss Maggie thinks her sister may be _____.

PAIR WORK Discuss the questions.

1. How do you feel about birthdays? Are you like Sad Sister?
2. Do you agree with Miss Maggie's advice?
3. What problem would you want advice about?

Part 2

Write a letter about a real or imagined problem. Ask for advice.

Part 3

Exchange letters with a classmate. Give advice for his/her problem.

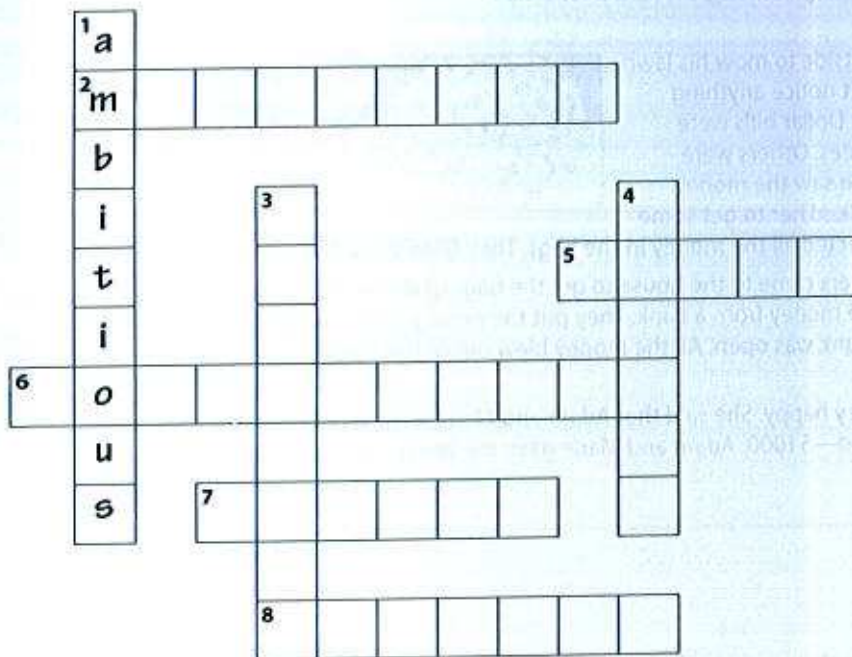
Lesson 32: Vocabulary

OPINIONS

Part 1

Put the qualities and values into the correct place in the puzzle.

generous honest loyal ambitious competitive sincere modest motivated



Part 2

Write a clue for each word. In class, compare answers with a partner.

Across

2. _____
5. _____
6. _____
7. _____
8. _____

Down

1. _____
3. _____
4. _____

Lesson 32: Reading & Writing

OPINIONS

Part 1

Read the story below.

Money can grow on trees!

One day Adam Cordoba went outside to mow his lawn. He was sleepy, so at first he didn't notice anything strange. Then he saw the money. Dollar bills were everywhere. Some were in the trees. Others were blowing around the yard. After he saw the money, he called to his wife, Marie. He asked her to get some trash bags. Adam and Marie collected all the money in the bags. They filled three trash bags. Adam called the police. Two officers came to the house to get the bags of dollar bills. They said some robbers had stolen the money from a bank. They put the money in the trunk of their car, but didn't realize the trunk was open. All the money blew out of the trunk when they went over a big bump. The manager of the bank was very happy. She said that Adam and Marie were very honest. She gave them a generous reward—\$1000. Adam and Marie gave the reward to the local library. They love to read.



Put the events in order.

- _____ The manager of the bank gave them a reward.
- _____ Adam found money in the trees and on the grass.
- _____ Adam called the police.
- _____ Adam and Marie gave money to the library.
- _____ Adam asked Marie to get some trash bags.
- _____ Two robbers stole the money.
- _____ Adam and Marie collected the money.

PAIR WORK Discuss the questions.

1. How would you describe Adam and Marie? Do you think they did the right thing?
2. Have you ever found money or something else valuable? What did you do?

Part 2

Write about a time that you or someone you know did the right thing. What happened?

Part 3

Share the story with a group. Who do you think did the most difficult thing? Would you have done the same thing?

Lessons 29–32: Video Cloze

OPINIONS

Watch *Casey's Amazing Story* and fill in the blanks.

Casey: Hello? Hello? Can you hear me?

Jill/Maria/: Hi, Casey!!
Tom

Casey: Hi, everyone!

Jill: How do you like Sydney?

Casey: I love it! I think it's an amazing city.
Everyone is really nice and the city is just beautiful.

Tom: Did you go to Kakadu National Park yet?

Casey: _____
(1) _____
(2) _____ I just got here.

Maria: How's the weather?

Casey: It's _____ during the day
(3) _____
and _____ at night. But I
(4) _____ have lots of sweaters, thanks to Jill.

Jill: Yay!

Casey: I have to tell you guys something that
(5) _____

Maria: What happened?

Eric/Tom: Tell us! What?

Jill: Sure!

Casey: _____ I got to my hotel,
(6) _____
I was really _____ . But
(7) _____ when I got to my hotel, I felt awful! It was
nothing like the pictures.

Jill: Oh no!

Casey: I complained, but they wouldn't give me
my money back.

Maria: That's terrible.

Casey: _____ that, I left to find
(8) _____ another hotel. I was walking around
_____ I noticed something.
(9) _____

Tom: What? What?

Casey: I found a wallet. There was a lot of money
in it, but no ID.

Eric: How much was it?

Casey: Around 3,000 U.S. dollars. What would
you do if you found all that money?

Tom/Jill: Wow. That's a lot of money.

Maria: If I were you, I'd give it to the police.

Tom: I'm not sure I _____ . You
(10) _____ could stay at a nicer hotel!

Jill: I don't know what I would do.

Eric: I would be honest and give it to the
(11) _____

Maria: I feel _____ the same way.
(12) _____

Casey: OK. So, guess what I did?

Jill: You kept it!

Tom: You spent it!

Casey: Nope. I did what Eric and Maria would do
and gave it to the police. And guess what?

Jill/Tom/: What?
Eric/Maria

Casey: As soon as I turned it in, the man who lost
the wallet contacted me! It turns out that
he _____ one of the best
(13) _____ hotels in Sydney!

Tom: No way!

Casey: Yes way! So I get to stay for free!

Eric: That's _____ !
(14) _____

Tom: Wow!

Maria: See, it pays to be _____ .
(15) _____

Casey: I have to go, I have a tour, but I'll see you
guys again soon!

Eric/Tom/: Bye, Casey! Travel safe! Be careful!
Maria/Jill

Tom: Can I see Tommy?

Casey: Bye, guys!

Eric/Tom/: BYE!
Maria/Jill

Gerunds & infinitives

Gerunds and Infinitives have similarities.

They are both formed from verbs.

Gerund: working

Infinitive: to work

They can both function as nouns.

Watching movies is fun.

The most important thing in life is **to love**.

They can both follow certain verbs, for example:

continue hate like love prefer start try

We **continued watching** the movie.

We **continued to watch** the movie.

However, there are some verbs that can only be followed by either a gerund or an infinitive, for example:

Gerund only:

avoid discuss dislike enjoy finish go practice quit stop

When it **stops raining**, we can **finish planting** the flowers and **go swimming**.

Infinitive only:

agree decide expect forget plan want

We **decided to go** to the supermarket, but we **forgot to buy** milk.

Part 1

Choose the correct verb forms to complete the sentences.

1. Sherry dislikes **gossiping/to gossip**.
2. Max enjoys **watching/to watch** movies online.
3. We decided **apologizing/to apologize** to our parents.
4. I don't want **arguing/to argue** with you.
5. Mary and Jack stopped **communicating/to communicate** with us.

Part 2

Write the correct form of the verb in parentheses.

1. Rob, you should avoid lying to the teacher. (lie)
2. I expect an argument about money with my brother. (have)
3. We forgot you a happy birthday! (wish)
4. My friend stopped me, and I feel sad. (call)
5. After Sam finished the story, we were amazed. (tell)
6. I broke your phone, and I plan you a new one. (buy)

Using gerunds

Gerunds act like nouns, but they name things such as activities or behaviors.

Playing basketball is good exercise.

We love to go **skiing** in Switzerland.

Crying doesn't help solve the problem.

Working teaches a person responsibility.

A gerund can be a subject or an object in a sentence.

Playing basketball is good exercise.

subject

I'm excited **about trying** this new English pronunciation program.

object of a preposition

I think we will **love using** it.

object of a verb

Certain verbs typically use gerunds as their objects.

appreciate avoid consider delay discuss dislike

enjoy finish keep practice quit stop

You should **avoid getting** into trouble.

We can **delay coming** to an agreement.

The verb go is usually followed by a gerund when describing recreational activities.

My friends love to **go skiing** in the winter.

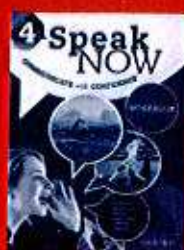
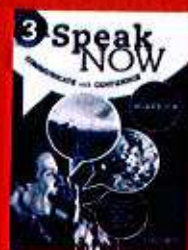
Our family **goes camping** every summer.

Complete the sentences with the correct form of the verb in parentheses.

1. Mara is embarrassed about forgetting Bill's birthday. (forget)
2. Brian is going _____ this weekend for a new mobile phone. (shop)
3. I really dislike _____ with my parents. (argue)
4. In my opinion, _____ is a bad habit. (gossip)
5. Sara is planning on _____ that new movie at the Rialto Theater. (see)
6. _____ to your friends is not a good idea. (lie)
7. Do you really want to go _____ this winter? (snowboard)
8. _____ a movie you don't like can be very boring! (watch)
9. I'm worried about _____ my tuition next year. (pay)
10. Ramsay is worried about _____ the exam next week. (take)
11. Jake and Marta rewarded the man for _____ their lost cat. (find)
12. _____ money from friends is never a good idea. (borrow)
13. Ana is interested in _____ for that big computer company. (work)
14. In my opinion, _____ is the best way to solve problems. (talk)
15. _____ a gift that you don't like is OK, in my opinion. (return)

Speak NOW

COMMUNICATE with CONFIDENCE



"Time spent on speaking tasks is the single most important factor in developing confident and fluent speaking."

— Jack C. Richards

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- Review vocabulary from the Student Book
- Extend speaking practice outside of class
- Build language skills with reading and writing activities
- Enhance accuracy with grammar practice
- Expand listening skills with additional video activities

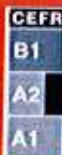
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