

Talk Time

Student CD Included!



Everyday English Conversation

Student Book 3



Susan Stempleski

OXFORD

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UNIVERSITY PRESS

Contents

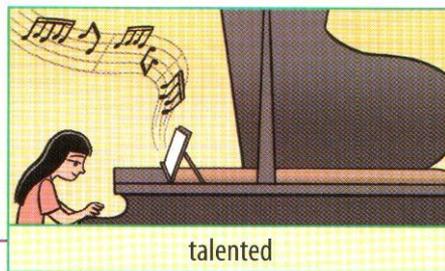
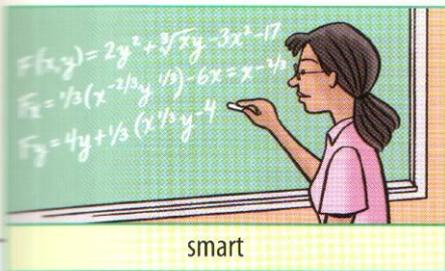
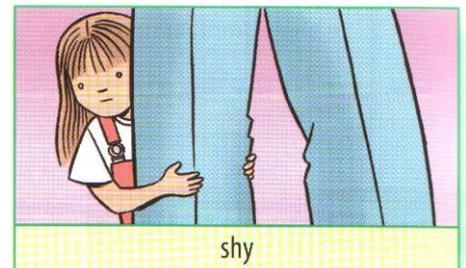
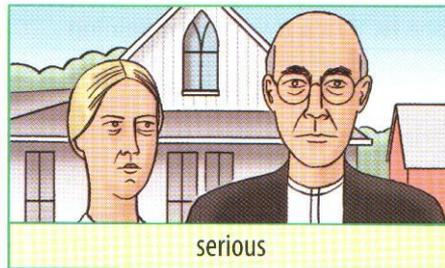
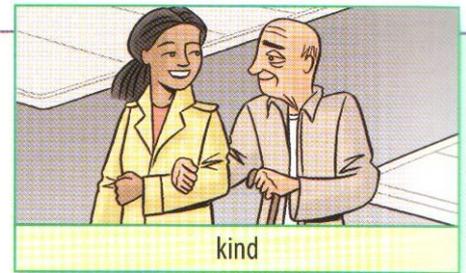
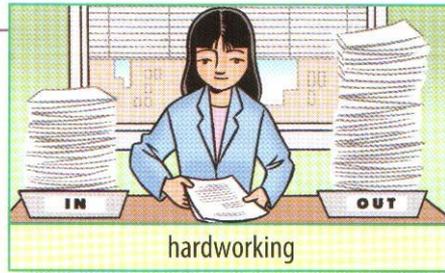
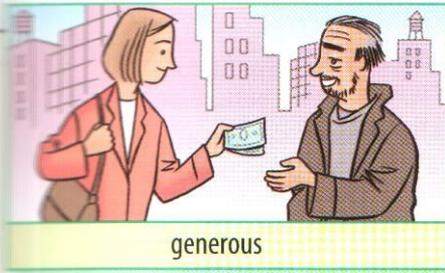
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Scope and sequence

Unit	Theme	Grammar	Vocabulary
1 page 1	Talking about yourself and others: Describing character Free-time activities	The simple present vs. the present continuous; the simple past vs. the present perfect	Adjectives for personality and character; hobbies and sports
2 page 7	Comparing places: Geography Weather	Comparative forms of adjectives; superlative forms of adjectives	Adjectives for describing places; weather words
3 page 13	Everyday activities Life experiences	The past continuous; the simple past vs. the past continuous	Everyday activities; important life events
4 page 19	School subjects At school	Adjectives ending in <i>-ing</i> and <i>-ed</i> ; the present perfect with <i>already</i> , <i>never</i> , <i>still</i> , and <i>yet</i>	School subjects; adjectives for describing feelings
5 page 25	Phone messages Favors and requests	Requests with <i>can</i> , <i>will</i> , <i>could</i> , and <i>would</i> ; <i>Would you mind...?</i>	Types of phone messages, requests, and offers; favors and requests
6 page 31	Wishes Opinions	Verb forms after <i>wish</i> ; <i>too</i> and <i>enough</i>	Wishes for life changes; topics to express opinions about
7 page 37	Customs Events and celebrations	<i>It</i> + infinitive; gerunds as subjects; time clauses with <i>before</i> , <i>when</i> , and <i>after</i>	Cultural customs; special occasions
8 page 43	Jobs At work	The present perfect with <i>how long</i> ; <i>since</i> and <i>for</i> ; verb + infinitive, verb + gerund, and phrase + gerund	Jobs and occupations; different tasks and work activities
9 page 49	Recent activities Leisure activities	The present perfect continuous; the present perfect continuous vs. the present perfect	Daily activities and routines; leisure activities
10 page 55	Describing people Everyday habits	<i>Used to</i> ; the simple past with <i>how long</i>	Describing appearance and character; habits
11 page 61	Stories In the news	Reported speech; <i>while</i> and <i>then</i> in clauses	Different types of stories; news events
12 page 67	Before you travel Travel experiences	<i>Have to</i> , <i>have got to</i> , and <i>must</i> ; the present perfect for time continuing up to the present	Preparing to travel; travel experiences

Describing character

Unit 1



1 Speaking

Class CD1
Track 2

A Listen and look at the pictures. Then practice with a partner.

A: What kind of person is she?

B: She's generous.

B What kind of person would you like to be? Tell your partner.

I'd like to be smart and talented.

2 Listening

Class CD1
Track 3

People are talking about new friends. Listen and check (✓) the word that describes each person.

1. a. generous

b. talented

2. a. shy

b. talkative

3. a. talented

b. kind

4. a. funny

b. shy

5. a. serious

b. funny

6. a. smart

b. talkative

3 Grammar: The simple present vs. the present continuous

Class CD1
Track 4

Listen. Then listen again and repeat.

The simple present	
Do you like her?	Yes, I do . I like her very much.
Does he speak Japanese?	Yes, he does . He speaks it very well.
Where does she live ?	She lives in Taipei.
The present continuous	
Are you working now?	Yes, I am . I' m working in a hospital.
Is she complaining ?	Yes, she is . She's always complaining .
Where are they staying for the winter?	They' re staying in Miami for the winter.

Memo

- Use the simple present for habits, routines, and schedules.
- Use the present continuous for temporary situations and actions in the extended present.
- People often use the present continuous with *always* to describe annoying behavior.

4 Conversation

Class CD1
Track 5

A *Pair work.* Listen to the conversation. Then practice with a partner.



A: Hello.

B: Hi, Linda! It's me, Reiko. What are you doing?

A: I'm getting ready for a date.

B: Who are you going out with? Do I know him?

A: No, I don't think so. I met him at a party last week.

B: What's he like?

A: Well, he's really very nice. And I think he's really smart, too. He's studying engineering, and he speaks three languages!

B: Wow! He sounds kind of serious.

A: Well, he's serious about studying, but he's a lot of fun, too.

B *Pair work.* Practice the conversation again. Use real names and talk about different types of people.

5 Communication task: People I know

A Write the names of four people you know in the chart. Then use the words below (or other words you know) to describe each person.

beautiful
hardworking
talkative

funny
serious
brave

polite
shy
friendly

silly
smart
cheerful

lazy
talented
generous

Who is the person?	What's he/she like?	How do you know?
My cousin Amanda	lazy funny generous	avoids work tells lots of jokes gives a lot of presents

B *Pair work.* Tell your partner about the people in your chart. Partners ask questions to find out more information. Take turns.

A: My cousin Amanda is lazy, funny, and generous.

B: How do you know she's lazy?

A: She avoids work.

B: Why do you say she's funny?

A: She's always telling jokes.

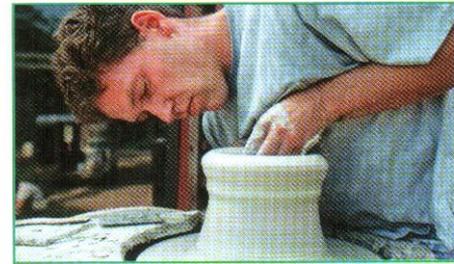
Free-time activities



play in a band



play on a team



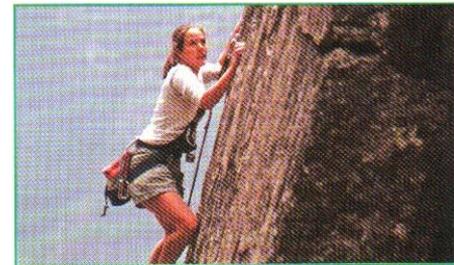
do arts and crafts



go camping



collect things



go rock climbing

6 Speaking



Class CD1
Track 6

A Listen and look at the pictures. Then practice with a partner.

A: What do they do in their free time?

B: They play in a band.

B Which of these activities do you do? Which ones don't you do? Tell your partner.

I play in a band.
I don't...

7 Listening



Class CD1
Track 7

A People are talking about free-time activities. Which activities are they talking about? Listen and number the activities from 1 to 6.

 1 going rock climbing
 going camping

 playing on a team
 collecting comic books

 doing arts and crafts
 playing in a band

B Listen again. Are the people talking about things they do *now* or things they did *in the past*? Check (✓) the correct answer.

1. a. now
 b. in the past

3. a. now
 b. in the past

5. a. now
 b. in the past

2. a. now
 b. in the past

4. a. now
 b. in the past

6. a. now
 b. in the past

8 Grammar: The simple past vs. the present perfect

Class CD1
Track 8

A Listen. Then listen again and repeat.

The simple past	
When did you graduate from high school?	I graduated last year.
What did you do last weekend?	I went to the movies.
When did you last visit a museum?	I visited a museum last month.
The present perfect	
Have you ever played tennis?	Yes, I have . I've played many times.
Have you ever had a pet?	No, I haven't . I've never had one.
How often have you eaten sushi?	I've eaten it once.

Memo

- Use the simple past for a specific event in the past.
- Use the present perfect for an indefinite time in the past.

B *Pair work.* Ask your partner questions about his or her past experiences. Ask follow-up questions to find out more information.

Have you ever had a pet?

Yes, I have.

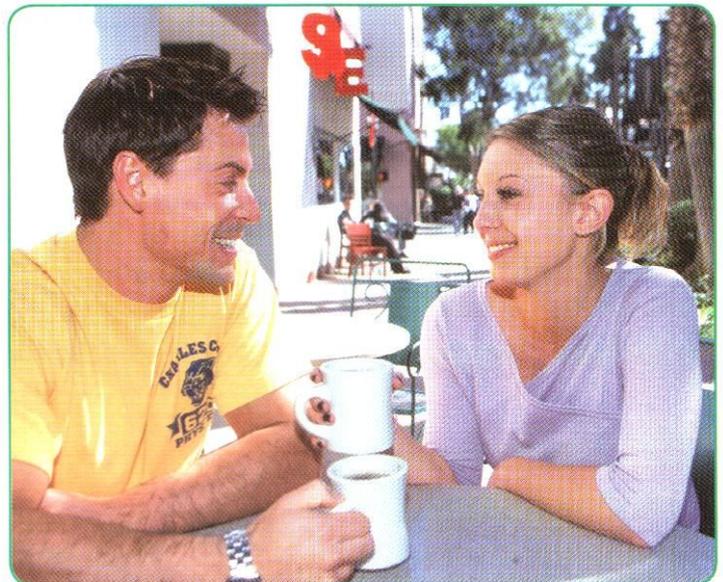
What kind of pet did you have?

9 Conversation

Class CD1
Track 9

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A: Have you ever eaten Thai food?
 B: No, I haven't tried it. Have you?
 A: Yes, I have.
 B: Where did you have it?
 A: I had it when I was in Thailand.
 B: When did you go to Thailand?
 A: Two years ago. I went there with my parents.
 B: Did you have a good time?
 A: Yes, I did. It's a very interesting country.
 B: And what about Thai food? Did you like it?
 A: Oh, yeah. It was a little spicy, but I loved it.



B *Pair work.* Practice the conversation again. Talk about different kinds of food and places

Extra

Complete these questions in your own words. Then ask your partner the questions. Ask follow-up questions with *where*, *what*, and *who* to find out more information.

Have you ever...? How often have you...? When did you last...?

10 Communication task: Find someone who...

A *Class activity.* Ask questions with *Have you ever...?* Find one classmate for each activity. Write your classmates' names and any extra information.

A: Have you ever done arts and crafts?

B: Yes, I have.

A: What kind of arts and crafts did you do?

B: I made jewelry.

A: When...?

has done arts and crafts.

(Find out what kind and when.)

has met someone famous.

(Find out who, where and when.)

has collected something.

(Find out what and how many.)

has gone rock climbing.

(Find out when and where.)

has sung in a karaoke club.

(Find out what song and when.)

has gone camping.

(Find out where and when.)

has visited a foreign country.

(Find out what country and when.)

has played on a team.

(Find out what kind of team and when.)

has played in a band.

(Find out what instrument and when.)

B *Group work.* Tell your partners about your classmates' hobbies. Tell as many details as you can.

Marta has done arts and crafts. She made jewelry when she was in high school.



mountain



volcano



river



island



lake



valley



stream



waterfall



desert



hill



forest



ocean

I Speaking



Class CD1
Track 10

A Listen and look at the pictures. Then practice with a partner.

A: What's this?

B: It's a mountain.

B Have you seen any of these things?
Which ones? Tell your partner.

*I've seen many mountains.
For example, Mount...*

2 Listening



Class CD1
Track 11

People are talking about things they saw on their vacations. What did they see?
Listen and check (✓) the correct answer.

1. a. a mountain
b. a stream

3. a. a forest
b. a volcano

5. a. a desert
b. a lake

2. a. a valley
b. a river

4. a. an island
b. a waterfall

6. a. an ocean
b. a hill

Listen. Then listen again and repeat.

Which desert is **larger**, the Sahara or the Gobi?

The Sahara is **larger than** the Gobi.

Which river is **longer**, the Amazon or the Nile?

The Nile is **longer than** the Amazon.

Which mountain is **more famous**, Everest or K2?

I think Everest is **more famous**.

Memo

many → more

far → farther

hot → hotter

dry → drier

crowded → more crowded

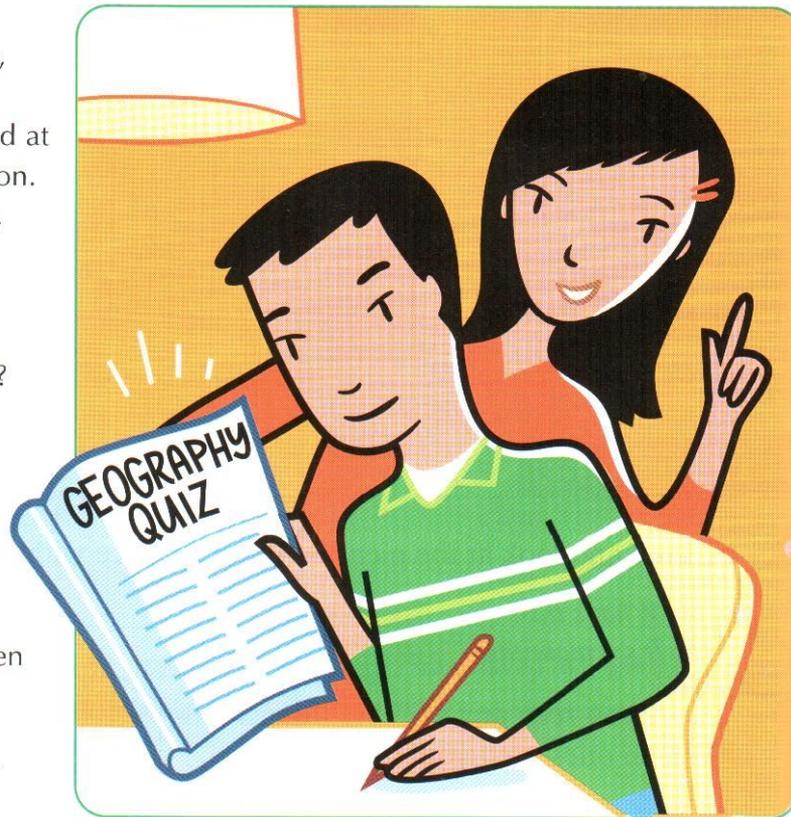
beautiful → more beautiful

4 Conversation

Class CD1
Track 13

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** What are you doing, Koichi?
B: I'm trying to finish this geography quiz, but I'm not sure about all the answers.
A: Well, maybe I can help. I'm pretty good at geography. Go ahead. Ask me a question.
B: OK. Here's one. Which ocean is larger, the Indian or the Arctic?
A: That's easy. The Indian Ocean is a lot bigger than the Arctic Ocean.
B: Thanks! Now, how about this question? Which country is more mountainous, Spain or Switzerland?
A: I know the answer to that one, too. It's Switzerland!
B: Gee, you really *are* good at geography.
A: Thanks! But, you know, my sister is even better!



B *Pair work.* Practice the conversation again. Use real names and ask and answer questions about different places.

Extra

Take turns comparing places and things in your country or city.

Seoul is larger than Pusan.

Mount Fuji is higher than Mount Hodaka.

5A Communication task: Geography quiz

Student A looks at this page. Student B looks at page 73.

A *Pair work.* Look at the web page below. Your partner will ask you questions about items on the web page. Use the information to answer your partner's questions.

B: Which continent is bigger, Africa or Asia?

A: Asia is bigger than Africa.

The screenshot shows a web browser window titled 'WORLD FACTS AND FIGURES'. The main heading is 'WORLD FACTS AND FIGURES' with a globe icon. Below the heading are five categories, each with a list of items and a 'Go' button:

- CONTINENTS** (By size): 1. Asia, 2. Africa, 3. North America, 4. South America, 5. Antarctica, 6. Europe, 7. Australia.
- BIGGEST COUNTRIES** (By population): 1. China, 2. India, 3. USA, 4. Indonesia, 5. Brazil.
- OCEANS** (By depth): 1. Pacific, 2. Atlantic, 3. Indian, 4. Arctic.
- MAJOR RIVERS** (By length): 1. Nile, 2. Amazon, 3. Yangtze, 4. Huang He, 5. Congo.
- OLDEST REPUBLICS** (By year established): 1. San Marino (301 AD), 2. France (486 AD), 3. Bulgaria (632 AD), 4. Denmark (950 AD), 5. Portugal (1143 AD).

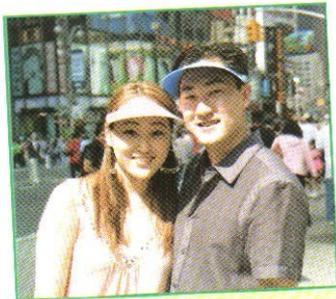
B *Pair work.* Ask your partner the questions in the list below. Use the comparative form of the adjectives in parentheses.

A: Which ocean is bigger, the Pacific or the Atlantic? (big)

B: The Pacific is bigger than the Atlantic.

1. Which continent's population is _____, Asia's or Africa's? (large)
2. Which mountain is _____, Makalu or Annapurna? (high)
3. Which ocean is _____, the Indian or the Arctic? (small)
4. Which country is _____, Slovakia or Palau? (young)
5. Which country is _____, the Czech Republic or East Timor? (old)
6. Which city is _____, Kano or Tangail? (crowded)

Weather



sunny



cloudy



rainy



cold



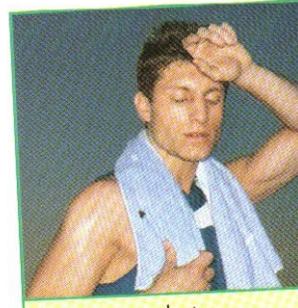
foggy



snowy



windy



hot

6 Speaking



Class CD1
Track 14

A Listen and look at the pictures. Then practice with a partner.

A: How's the weather today?

B: It's sunny.

B What's your favorite kind of weather? Why? Tell your partner.

I like sunny weather because I can go to the beach.

7 Listening



Class CD1
Track 15

A Listen to the weather reports. Check (✓) the answer that does *not* describe the weather today.

1. a. It's snowing.
b. It's cold.
c. It's windy.

2. a. It's raining.
b. It's cloudy.
c. It's windy.

3. a. It's cold.
b. It's snowing.
c. It's hot.

B Listen again. Is tomorrow's weather going to be better or worse? Check (✓) the correct answer.

1. better
 worse

2. better
 worse

3. better
 worse

8 Grammar: Superlative forms of adjectives

Class CD1
Track 16

A Listen. Then listen again and repeat.

Which is **the coldest** continent in the world?

Antarctica is **the coldest**.

Which planet is **the hottest**: Mars, Saturn, or Venus?

Venus is **the hottest**.

Which city has **the driest** climate: London, Cairo, or New York?

Cairo has **the driest** climate.

Memo

nice → the nicest

sunny → the sunniest

rainy → the rainiest

famous → the most famous

beautiful → the most beautiful

good → the best

bad → the worst

B *Pair work.* Take turns making sentences about things and places in your country. Use superlative forms of adjectives.

I think Haeundae is the most beautiful beach in Korea.

9 Conversation

Class CD1
Track 17

A *Pair work.* Listen to the conversation. Then practice with a partner.



A: Hello?

B: Hi, Lea. It's Sarah.

A: Sarah! Where are you? I thought you were on vacation.

B: I am. I'm calling you from Mexico.

A: Is everything OK?

B: Everything's fine. Mexico is the friendliest and most beautiful country I've ever visited.

A: How's the weather?

B: Excellent. This is the best season to visit. The most beautiful weather is right now, in winter.

A: It's not cold?

B: Not at all. It's been sunny and warm every day, and it looks like today is going to be the warmest day yet.

A: Well, I'm really glad you're having a good time.

B *Pair work.* Practice the conversation again. Use real names and talk about different places.

10 Communication task: A city I know

- A** Look at the chart. Use the words in parentheses to make questions about a city. Use superlative forms of adjectives.

	YOUR ANSWERS	YOUR PARTNER'S ANSWERS
(What / name / city) What's the name of the city? _____		
(What / hot / month) What's the hottest month? _____		
(What / cold / month) _____ _____		
(What / rainy / month) _____ _____		
(What / interesting / place) _____ _____		
(What / beautiful / place) _____ _____		
(What / good / university) _____ _____		
(What / expensive / restaurant) _____ _____		
(What / crowded / section) _____ _____		
(What / quiet / place) _____ _____		

- B** Think about a city you know well. Answer each question, making short notes in the chart.
- C** *Pair work.* Ask your partner the questions. Write the answers in the chart. Ask other questions to get more information. Take turns.
- D** *Class activity.* Take turns. Tell the class what city your partner talked about and what you learned from your partner about that city.

Everyday activities

Unit 3



get on the subway



get off a bus



withdraw money



feed a pet



practice the violin



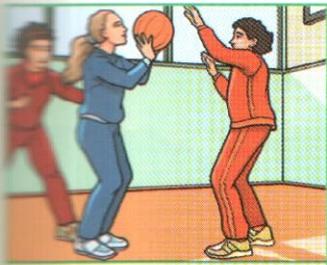
visit a friend



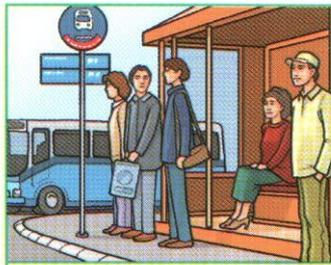
clean one's room



take a walk



play basketball



wait for a bus



do homework



get dressed

1 Speaking



Class CD1
Track 18

A Listen and look at the pictures. Then practice with a partner.

A: What was she doing at this time yesterday?

B: She was getting on the subway.

B What were you doing at this time yesterday? Tell your partner.

At this time yesterday, I was...

2 Listening



Class CD1
Track 19

People are talking about past activities. What activities are they talking about? Listen and number the activities from 1 to 6.

___ getting on a bus

___ waiting for a bus

___ withdrawing money

___ feeding a pet

___ getting on the subway

___ visiting a friend



Listen. Then listen again and repeat.

Sam and I **were playing** basketball at ten o'clock last night.

I **was doing** homework at this time yesterday.

They **were living** in Canada in 2005.

He **was studying** in New Zealand last year.

Memo

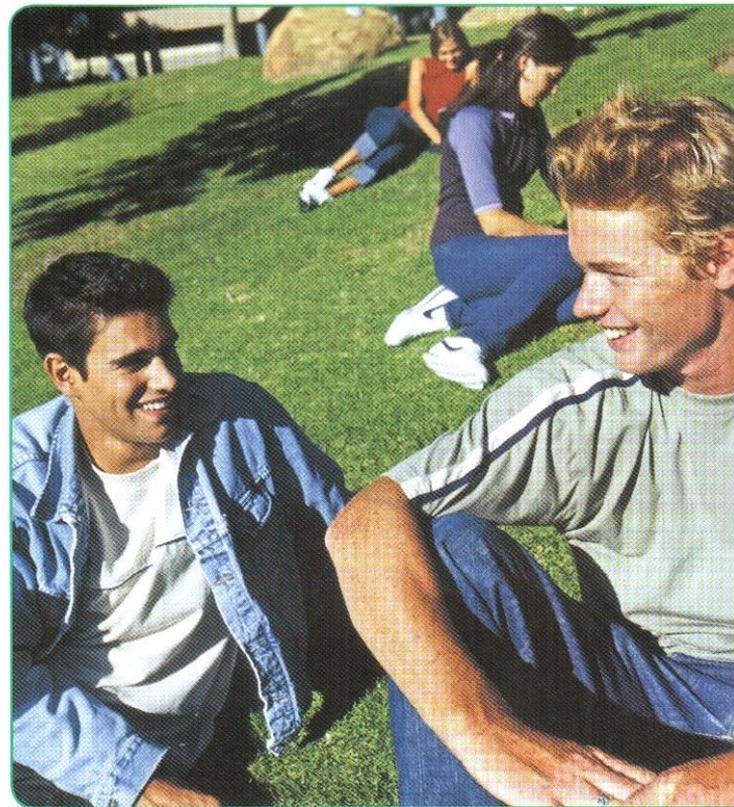
Use the past continuous for something that was happening at a particular time in the past. These verbs are not usually used in continuous tenses: *have, know, like, love, need, seem, want.*



A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** Hey, Toby. I called you last night, but you didn't answer your phone.
B: That's funny. I was home all evening. What time did you call?
A: Around eight o'clock.
B: Oh, yeah. I was taking a walk. Why did you call?
B: Randy and I were playing volleyball, and we wanted to know if you could join us.
A: Did you leave a message?
B: I tried to, but your voice mail wasn't working.
A: Really? I hope it's working now.

B *Pair work.* Practice the conversation again. Use real names. Change the time of the phone call and the reason for not answering.



Extra

Take turns using the following verbs in the past continuous to make sentences about what you were doing or not doing at different times yesterday.

<i>play</i>	<i>watch</i>	<i>practice</i>	<i>visit</i>
<i>fix</i>	<i>wait</i>	<i>get</i>	<i>go</i>

I was waiting for the bus at seven o'clock yesterday morning.

5 Communication task: True or false?

A Use the time expressions below to write six statements about yourself, some true and some false. Use the past continuous.

I was doing homework at nine o'clock last night.

I was living in Hong Kong in 2004.

What were you doing...?

- at nine o'clock last night
- in 2004
- at midnight on New Year's Eve
- two months ago
- last year
- an hour ago

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

- 6 _____

B *Pair work.* Take turns reading the sentences you wrote. Partners ask questions to find out if each other's sentences are true or false.

A: What were you doing at nine o'clock last night?

B: I was studying.

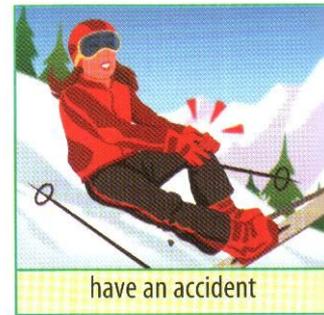
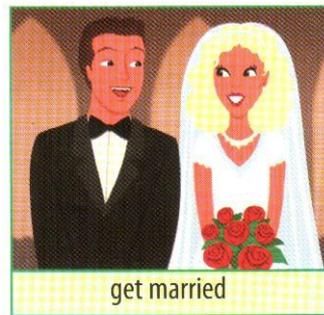
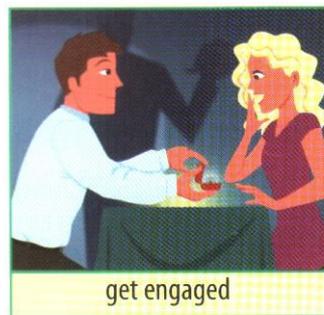
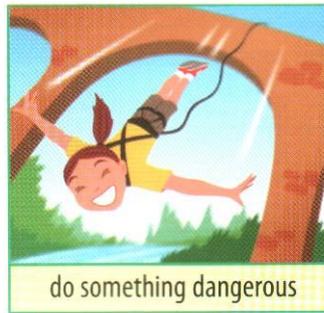
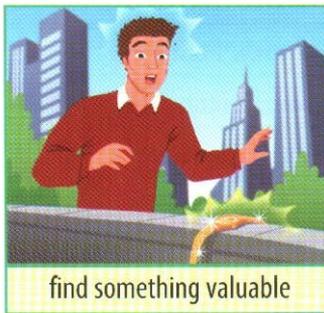
A: Where were you studying?

B: I was studying at the library.

A: I don't believe you. The library closes at eight o'clock.

B: That's right. I wasn't studying. I was watching TV at home.

Life experiences



6 Speaking



Class CD1
Track 22

A Listen and look at the pictures. Then practice with a partner.

A: What did he do?

B: He found something valuable.

B Which of these things have happened to you? When? Tell your partner.

I found something valuable last year.

7 Listening



Class CD1
Track 23

A People are talking about what happened to them. Listen and write the correct letter.

- | | |
|-------------|------------------------------|
| 1. She ____ | a. found something valuable. |
| 2. He ____ | b. met someone famous. |
| 3. She ____ | c. did something dangerous. |
| 4. He ____ | d. had an accident. |

B Listen again. Are these sentences true or false? Check (✓) the correct answer.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. She was living in Chicago when it happened. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He was visiting California when it happened. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She was listening to her MP3 player when it happened. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He was watching a movie when it happened. | <input type="checkbox"/> | <input type="checkbox"/> |

8 Grammar: The simple past vs. the past continuous

Class CD1
Track 24

A Listen. Then listen again and repeat.

I **was working** in a bank when I **met** him.

She **was living** in Seoul when she **won** a prize in a contest.

He **had** an accident while he **was driving** to work.

It **started** to rain while they **were waiting** for the bus.

Memo

Use the simple past for completed actions.

Use the past continuous for actions in progress in the past.

B *Pair work.* Ask and answer questions beginning with the phrases below.

Where were you living when...?

What were you doing when...?

How did you feel when...?

Where were you living when you started school?

I was living in Seoul.

9 Conversation

Class CD1
Track 25

A *Pair work.* Listen to the conversation. Then practice with a partner.

A: So tell me, Jenny. How did you meet your husband? Did you meet him in Japan?

B: Oh, no. I was living in Vancouver when I met Alex.

A: Vancouver? When did you live in Vancouver?

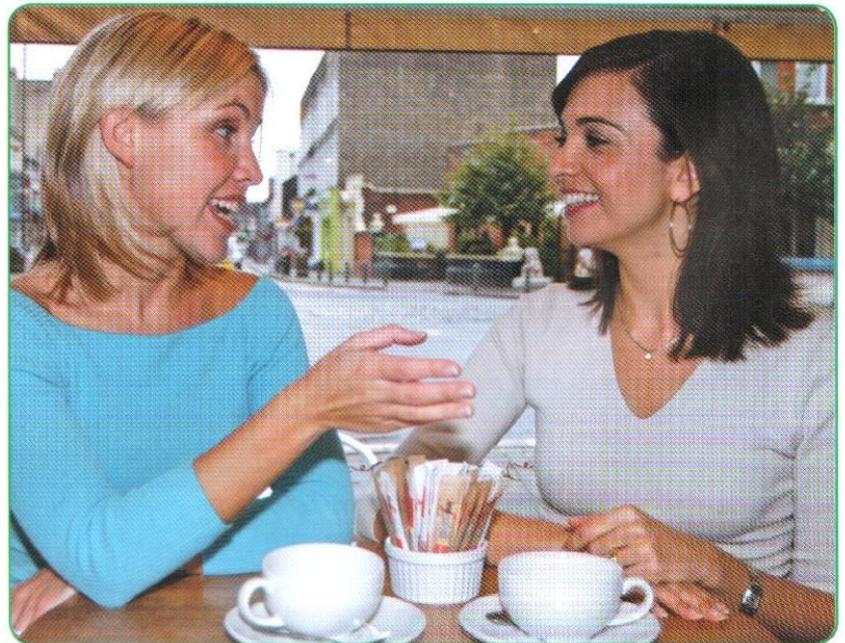
B: I lived there for two years, from 2000 to 2002.

A: That's interesting. Well, go on. Tell me more.

B: One day, I was carrying some heavy boxes into my apartment. Alex was sitting on the front steps of the building, and he offered to help me.

A: Did you like him right away?

B: Oh, yes. I liked him a lot. He seemed really nice.



B *Pair work.* Practice the conversation again. Use real names and talk about how you met important people in your life: your husband, wife, boyfriend, girlfriend, or best friend.

10 Communication task: True stories

A Think of a true story about yourself. Use one of the ideas in the list below, or an idea of your own. Use the chart to make notes about what happened.

Story ideas: A time you...

- won a prize
- helped someone
- found something valuable
- did something dangerous
- met someone famous
- tried something new
- visited a special place
- had an accident
- lost something
- fell in love

The graphic is a stylized representation of a web browser window. At the top, there is a title bar with three colored circles (red, yellow, green) on the left and a globe icon with a large yellow question mark on the right. Below the title bar is a red banner with the text 'Internet Questionnaire Form' in white. Underneath the banner are four horizontal sections, each with a red button containing a question: 'When?', 'Where?', 'What happened?', and 'How did you feel?'. Each button is flanked by two small orange circles. Below each question button is a large, empty white rectangular box for writing an answer.

B *Group work.* Use your notes to tell your story to the group. Use the simple past and the past continuous to describe what happened. Take turns. Group members express interest and ask questions to find out more information.

When I was visiting Hawaii, I did something dangerous. I...

Helpful Language

- Expressing interest:
- And?
 - Really?
 - And then?



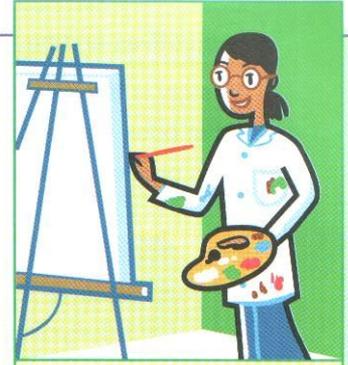
biology



computer science



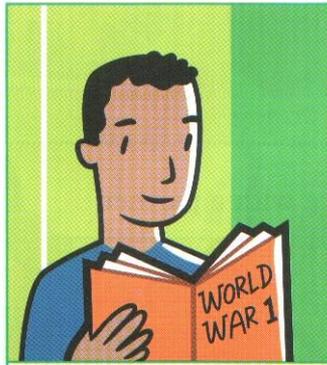
music



art



chemistry



history



math



languages

1 Speaking



Class CD1
Track 26

A Listen and look at the pictures. Then practice with a partner.

A: What are they studying?

B: They're studying biology.

B What are your favorite subjects? Tell your partner.

My favorite subjects are...

2 Listening



Class CD1
Track 27

People are talking about subjects they are studying. Listen and write the correct letter.

- | | |
|------------|--|
| 1. She ___ | a. is studying two languages. |
| 2. He ___ | b. says the history class is boring. |
| 3. She ___ | c. thinks biology is interesting. |
| 4. He ___ | d. thinks the music teacher is amazing. |
| 5. She ___ | e. isn't studying any languages this semester. |

3 Grammar: Adjectives ending in -ing and -ed

Class CD1
Track 28

Listen. Then listen again and repeat.

Adjectives ending in -ing

History is **interesting**.
That book was **boring**.
This problem is **confusing**.

Memo

Adjectives ending in
-ing describe things
or people that cause
a feeling.

Adjectives ending in -ed

I'm **interested** in history.
I was **bored** by that book.
I'm **confused** by this problem.

Memo

Adjectives ending in
-ed usually describe
how a person feels.

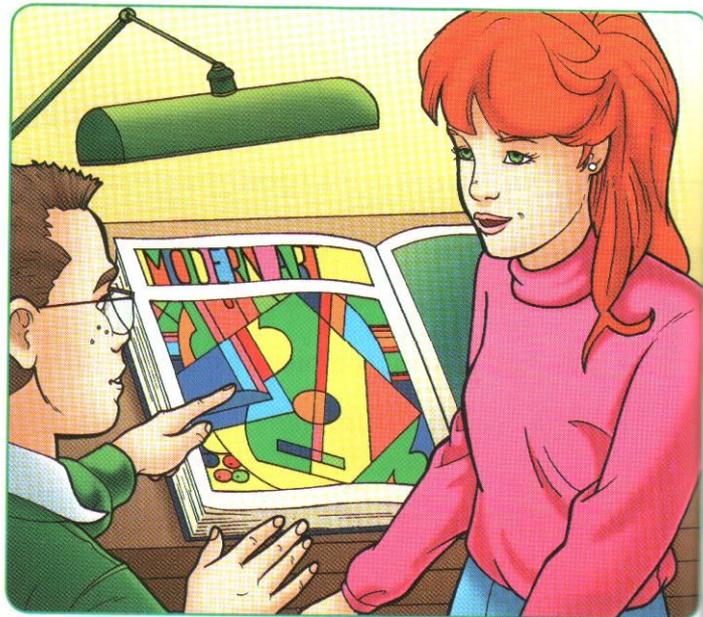
4 Conversation

Class CD1
Track 29

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** Is that your art history book? It looks interesting.
B: It is. I'm interested in modern art. I love this class.
A: How's the teacher?
A: He's amazing. His name's Mr. Pang. He's an exciting teacher. The class is never boring.
A: I'm interested in art. Maybe I should take that course. To tell you the truth, I was bored in the art class I took last semester.
B: Well, try this class. I'm sure you won't be disappointed.

B *Pair work.* Practice the conversation again. Use different school subjects.



Extra

Choose adjectives from the list below to complete the following sentences. Then use the sentences to interview your partner. Ask questions with *who*, *where*, *what*, *when*, *why*, and *how*.

amazing – *amazed* *disappointing* – *disappointed*
exciting – *excited* *shocking* – *shocked*
surprising – *surprised*

Talk about a/an _____ experience.

Tell me about a time you were _____.

5 Communication task: Describe the picture

A Look at the pictures. How would you describe each picture? Use the *-ing* and *-ed* forms of the verbs below.

amaze
amuse

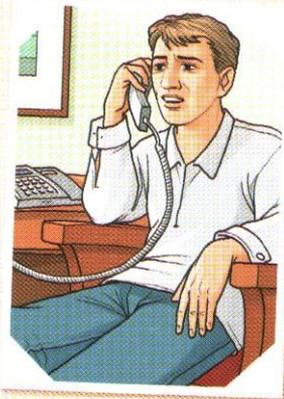
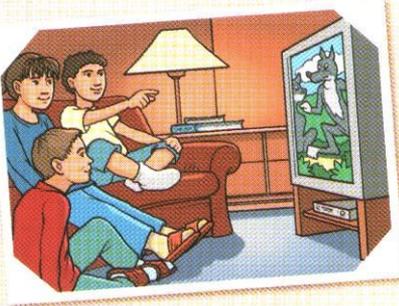
annoy
bore

confuse
disappoint

excite
interest

shock
surprise

The man is confused. The directions are confusing.



B *Pair work.* Point to a picture and make a sentence using the *-ing* or *-ed* form of one of the verbs in the list above. Partners ask a follow-up question to continue the conversation. Take turns.

A: The man is confused.

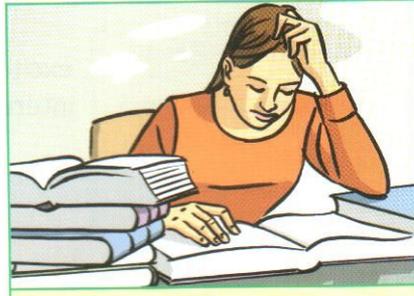
B: Why is he confused?

A: The directions are confusing.

At school



miss a class



study for a test



take a test



ask questions



take notes



fail a test

6 Speaking



Class CD1
Track 30

A Listen and look at the pictures. Then practice with a partner.

A: What did he do yesterday?

B: He missed a class.

B What are some things you've done at school this week? Tell your partner.

I haven't missed a class, and I've

7 Listening



Class CD1
Track 31

A People are talking about their classes. Which question are they answering?

Listen and number the questions from 1 to 6.

___ Do you ask questions in class?

___ Do you take notes in class?

___ Do you take a lot of tests?

___ Have you started studying for the test yet?

___ Have you ever failed a test?

___ How often do you miss a class?

B Listen again. Check (✓) the best response.

1. a. OK. See you later.

b. I don't either.

2. a. I'm glad you like them.

b. Why don't you like them?

3. a. I agree.

b. Me, too.

4. a. That's too bad.

b. Me, neither.

5. a. I think so, too.

b. So do I.

6. a. I agree.

b. That's too bad.

A Listen. Then listen again and repeat.

The present perfect

I've **already taken** an English test.
She **has never attended** class.
He **still hasn't started** studying for the test.
Have you **done** your homework **yet**?

B *Pair work.* Take turns making sentences about your experiences in English class. Say what you and your classmates have and haven't done. Use *already, still, never, or yet.*

I've never fallen asleep in class.

We haven't taken a test yet.

Memo

- Use *already* to say you've completed something.
- Use *never* for things that did not happen at any time in the past.
- Use *still* and *yet* in negative sentences to say something hasn't happened, but may happen in the future.
- Use *yet* for questions about things that happened at any time up to the present.

9 Conversation

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A: The semester started only two weeks ago, and I've already taken three tests. I've never studied so much.
- B: Really? I haven't had any tests yet. But you and I both have one on Friday—a math test.
- A: Yeah, I know. And I think it's going to be difficult. Do you want to get together to study for it?
- B: Sure. When do you want to meet?
- A: How about tomorrow? I can't do it today. I'm writing an essay for my English class, and I haven't finished it yet.
- B: OK, let's get together tomorrow.

B *Pair work.* Practice the conversation again. Change the subjects and other information.



10 Communication task: I've never...

A Look at the questions below. Which five would you like to talk about? Check (✓) the boxes.

What food have you never eaten in your life?

What unusual food have you already tried?

What's a sport you have never played, but would like to try?

What's something you have already done three times today?

What new movie haven't you seen yet, but would like to see?

What's something you have only done since coming to this school?

What's something you haven't done yet, but need to do this week?

What's something you haven't done yet, but plan to do today?

What's something you have only done once in your life?

What's a place you have already visited, and would like to visit again?

What's a country you have never visited, but would like to visit in the future?

What is something you have never done in this class?

B *Pair work.* Look at your partner's book. Take turns asking each other the questions you have checked. Listen to your partner's answers. Ask follow-up questions to find out more information.

A: What food have you never eaten in your life?

B: I've never eaten meat.

A: Why not?

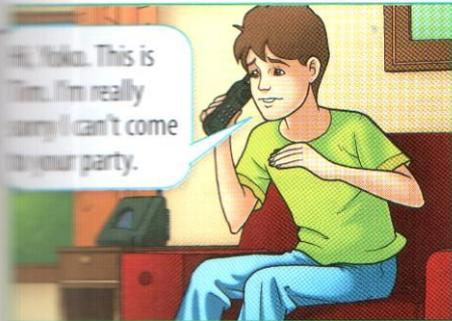
B: My family is vegetarian.

Helpful Language

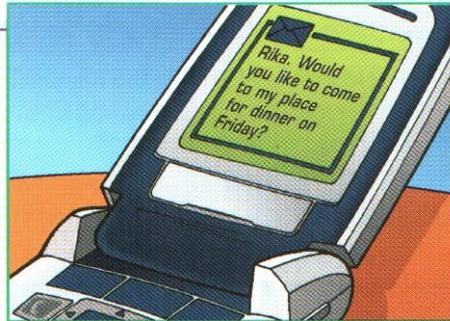
- Why not?
- Why haven't you...?
- When did you...?
- Why would you like to...?

Phone messages

Unit 5



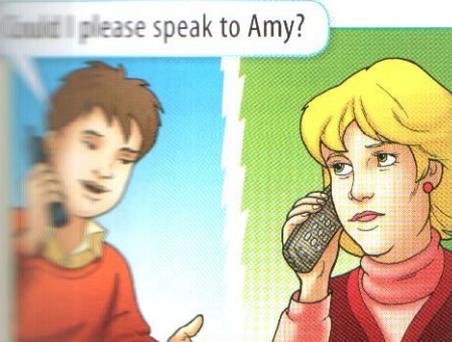
an apology



an invitation



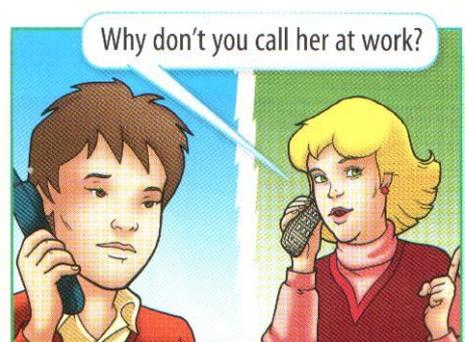
a reminder



a request



an offer



a suggestion

1 Speaking

Class CD1
Track 34

A Listen and look at the pictures. Then practice with a partner.

A: What's the message about?

B: It's an apology for not going to a party.

B Pretend to call your partner's answering machine and leave a message.

Hello, Jean. This is Ari.
Please call me on my cell
phone: 917-555-9655.

2 Listening

Class CD1
Track 35

People are leaving phone messages. What kind of message does each person leave? Listen and check (✓) the correct answer.

- a. an invitation to a movie

b. an apology for missing a movie

c. a suggestion for a movie to see
- a. a request to borrow a camera

b. a reminder about a camera

c. an offer to lend a camera
- a. an offer to change a meeting time

b. a request to change a meeting time

c. a reminder about a meeting time
- a. an apology for missing a basketball game

b. a suggestion about a basketball game

c. an offer about a basketball game

3 Grammar: Requests with can, will, could, and would

Class CD1
Track 36

Listen. Then listen again and repeat.

Can you please take a message?	Sure. What's the message?
Will you give her my cell phone number, please?	No problem. What's the number?
Could you please ask him to call me back?	Yes, certainly.
Would you tell her I called, please?	I'll be glad to.

Memo

You can use *please* in the middle or at the end of a polite request:

Can you *please* take a message?

Can you take a message, *please*?

4 Conversation

Class CD1
Track 37

A *Pair work.* Listen to the conversation. Then practice with a partner.



A: Hello.

B: Hi, Junko. It's Carl. Could I please speak to Emma?

A: Oh, hi, Carl. I'm afraid Emma isn't home right now.

B: What time do you expect her to be back?

A: She'll be home by five. Would you like to leave a message?

B: Yeah, I would. Would you please tell her I called? And could you ask her to call me back on my cell phone?

A: Sure. Does she have your cell phone number?

B: I think so, but will you give her my number anyway, just in case she doesn't have it?

A: No problem. What's the number?

B: It's 617-555-6424.

A: That's 617-555-6424. Right?

B: That's right. Thanks a lot, Junko.

B *Pair work.* Practice the conversation again. Use different names and information.

5A Communication task: Can I take a message?

Student A looks at this page. Student B looks at page 74.

Pair work. Look at the conversations below. You have directions for part A of the conversations, and your partner has directions for part B. Role-play the conversations. Use *can*, *will*, *could*, and *would* in requests.

Conversation 1

- A: Answer the phone.
B:
A: Say Erin is not there. Ask if you can take a message.
B:
A: Say you'll give Erin the message.
B:

Conversation 2

- B:
A: Ask to speak to Yoji Yamada.
B:
A: Say yes. Ask B to tell Yoji he left his cell phone in your car.
Ask B to tell Yoji you'll give him the phone tomorrow.
B:
A: Give your name and phone number.
B:
A: Thank B, and end the call.

Conversation 3

- A: Answer the phone.
B:
A: Say Tasha is at work right now.
B:
A: Say you'll give Tasha the message.
B:
A: Say yes. Ask for the number.
B:
A: End the call.

Extra

Think of an unusual request. Call your partner and make your request. Role-play the conversation. Take turns calling and making your requests.

- A: *Hi, Miko. This is Frank.*
B: *Oh, hi, Frank. How are you?*
A: *I'm fine, thanks. I'm calling to ask something.*
B: *Sure, what is it?*
A: *Well, could you please...?*

Favors and requests

You can pay me back tomorrow.



lend someone money



give someone a ride



pick up something (at a store)



save a seat for someone



give someone directions



wait for someone

6 Speaking



Class CD1
Track 38

A Listen and look at the pictures. Then practice with a partner.

A: What is he doing?

B: He's lending someone money.

B Have you done any of the things in the pictures? Tell your partner.

I lent my brother money last week.

7 Listening



Class CD1
Track 39

A People are asking for favors. What do they ask people to do? Listen and number the items from 1 to 6.

___ lend them something
___ save a seat for them

___ give them a ride
___ wait for them

___ pick up something at a store
___ give them directions

B Listen again. Does the person agree to do the favor? Check (✓) Yes or No.

1. Yes
 No

3. Yes
 No

5. Yes
 No

2. Yes
 No

4. Yes
 No

6. Yes
 No

Grammar: Requests with Would you mind...?

Class CD1
Track 40

A Listen. Then listen again and repeat.

Would you mind + gerund	Would you mind if + the simple past
Would you mind lending me some money? Not at all. How much do you need?	Would you mind if I waited for her? Of course not. She'll be here soon.
Would you mind not calling me so late? Oh, I'm sorry. I won't do it again.	Would you mind if I didn't go with you? No problem. I'll go alone.

B *Pair work.* Take turns making requests. Use the ideas below or your own ideas. Partners respond.

lend you his/her cell phone
turn off the air conditioner

turn on the light
open the window

close the door
tell you the time

Would you mind lending me your cell phone?

Not at all. Here it is.

Conversation

Class CD1
Track 41

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A: Oh, Nancy. Are you working late again tonight?
B: Yes, I am.
A: Me, too. I'm going downstairs to pick up something to eat. Do you want to come with me?
B: Would you mind if I didn't go with you? I have a few calls to make.
A: No problem. Can I get anything for you downstairs?
B: Oh, yes! Would you mind picking up a sandwich for me?
A: Not at all. What kind do you want?
B: Chicken salad. And could you get me a coffee, too?
A: Sure! I'll be back in a few minutes.
B: Thanks, Neil.

B *Pair work.* Practice the conversation again. Use different names and information.



10 Communication task: What would you say?

A Read about the situations below. Pretend you are in each situation. Think about how to make each request.

You're going on vacation. Your camera is broken. Your friend has an old camera she probably isn't using. What would you say to your friend?

You're with a friend at the post office. You need a pen to fill out a form. Your friend has a pen. What would you say?

You're in a clothing store. You want to see if a sweater fits before you buy it. What would you say to the salesperson?

You're in a park. You see a stranger with a beautiful dog. You want to pet the dog. What would you say to the stranger?

You're with a friend watching a football game. Your friend has a pair of binoculars. You do not. You want to borrow them for a moment. What would you say?

You're buying an MP3 player in an electronics store. You want to know if you can pay by credit card. What would you say to the salesperson?

You're on vacation with a friend and are climbing a mountain. You're exhausted and want to stop for a moment. What would you say?

You're a passenger in a taxi. You think the driver is driving too fast. What would you say to the driver?

You're getting on a bus. A person in the bus line is pushing in front of you. What would you say to that person?

You're on a tour bus with a good friend. After a few days you want to change seats. What would you say to your friend?

B *Pair work.* Choose a situation from above and make an appropriate request. Partners respond. Take turns.



meet more people



have more money



move to a new apartment



enjoy life more



know how to dance



be taller

1 Speaking



Class CD1
Track 42

A Listen and look at the pictures. Then practice with a partner.

A: What does she wish?

B: She wishes she could meet more people.

B What do you wish? Tell your partner.

I wish I...

2 Listening



Class CD1
Track 43

People are talking about wishes. What does each person wish?
Listen and write the letter of the correct answer.

- | | |
|---------------------------|-----------------------------------|
| 1. Corey wishes he _____ | a. could meet more people. |
| 2. Dana wishes she _____ | b. had more money. |
| 3. Koji wishes he _____ | c. had a bigger apartment. |
| 4. Leya wishes she _____ | d. knew how to dance. |
| 5. Chet wishes he _____ | e. enjoyed life more. |
| 6. Tracy wishes she _____ | f. were taller. |

3 Grammar: Verb forms after wish

Class CD1
Track 44

Listen. Then listen again and repeat.

Wishes about the present	
I'm poor.	I wish I were rich.
It's raining.	I wish it weren't raining.
I can't drive.	I wish I could drive.
I don't have a car.	I wish I had a car.
I don't know her.	I wish I knew her.
Wishes about the future	
He won't tell me.	I wish he would tell me.
He can't go tomorrow.	I wish he could go tomorrow.
She isn't going to be there.	I wish she were going to be there.

Memo

am/is/are → were
can → could
have → had
know → knew
will → would

4 Conversation

Class CD1
Track 45

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A: Hello?
 B: Hi, Charlie! It's me, Jung-soo. How are you?
 A: Uh, OK. But this weather's really depressing.
 I wish it would stop raining.
 B: Don't worry. It'll stop soon.
 A: I hope you're right. What are you doing tonight?
 Do you want to go to a movie?
 B: Oh, I wish I could go, but I can't. I have to study
 for a test.
 A: Oh, that's too bad. I wish you didn't have to study.
 B: Me, too. Maybe we can see a movie on the
 weekend.
 A: Good idea. Let's do that.



B *Pair work.* Practice the conversation again. Use your imagination and change the information.

Extra

Use the ideas below to make sentences with *wish*. Explain to your partner why you are making each wish. Take turns.

- | | |
|----------------------------------|-------------------------------|
| <i>play a musical instrument</i> | <i>be a famous movie star</i> |
| <i>have your own apartment</i> | <i>have more money</i> |
| <i>live somewhere different</i> | <i>be in love</i> |

I wish I could play the drums. It would be fun to play in a band.

5 Communication task: I wish, I wish

- A** Look at the questions. Which ones would you like to answer? In your mind, think about how you would answer them.



- B** *Pair work.* Point to a question and answer it. Partners ask for more information. Take turns.

A: (Pointing to the question "Where do you wish you were right now?")

I wish I were at home right now.

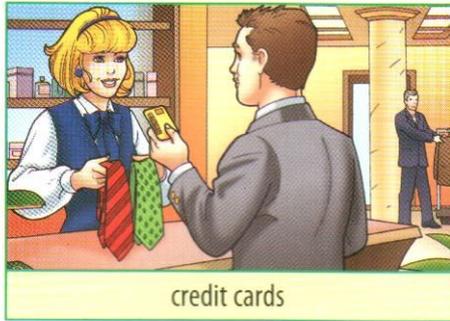
B: Really? Why?

A: Because I'm tired, and I want to go to bed.

Opinions



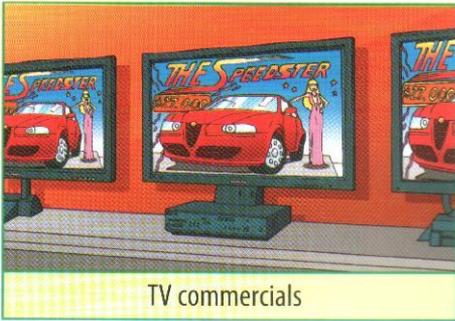
tattoos



credit cards



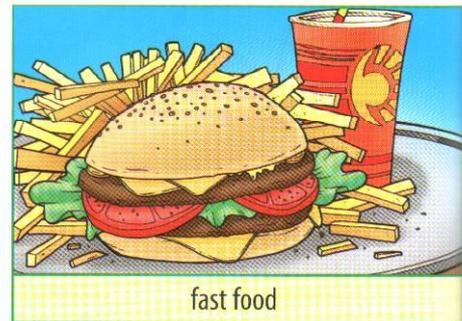
household pets



TV commercials



school uniforms



fast food

6 Speaking



Class CD1
Track 46

A Listen and look at the pictures. Then practice with a partner.

A: What are they?

B: They're tattoos.

B Which things are you *for*? Which things are you *against*? Tell your partner.

I'm *for* tattoos.
I'm *against*...

7 Listening



Class CD1
Track 47

A People are giving opinions. Which topic are they talking about? Listen and number the topics from 1 to 6.

___ tattoos

___ credit cards

___ household pets

___ TV commercials

___ school uniforms

___ fast food

B Listen again. Do the people agree about the topic? Check (✓) the correct answer.

1. Agree
 Don't agree

3. Agree
 Don't agree

5. Agree
 Don't agree

2. Agree
 Don't agree

4. Agree
 Don't agree

6. Agree
 Don't agree

8 Grammar: Too and enough

Class CD1
Track 48

A Listen. Then listen again and repeat.

With adjectives	With nouns
That movie is too violent for children.	That movie has too much violence.
Bobby isn't old enough to see that movie.	There are too many TV commercials.
	There aren't enough programs for children.

Memo

Use *too many* with count nouns.
Use *too much* with non-count nouns.

B *Pair work.* Take turns giving opinions with *too* or *enough*. Use the ideas below or your own ideas.

air travel hip-hop music
the Internet professional wrestling

I think air travel is too expensive.

9 Conversation

Class CD1
Track 49

A *Pair work.* Listen to the conversation. Then practice with a partner.



A: So how do you like living in the city?

B: I love it! There are enough museums and art galleries to keep me happy for years! It's too bad I don't have enough time to enjoy them.

A: Why not?

B: I'm too busy at the office. There are too many projects and not enough people to work on them.

A: That's too bad.

B: I'm too busy to meet new people or make friends. I wish I had more time to go out.

A: I'm sure things will get better soon.

B *Pair work.* Practice the conversation again. Give your own opinions about living in your city or town.

10 Communication task: In my opinion...

A Think about each topic below. For each one, write an opinion about what is sufficient (*enough*), insufficient (*not enough*), or excessive (*too many/much*) in some place you know.

Public transportation:

Public transportation in this city is too expensive.



 Public transportation: _____ 

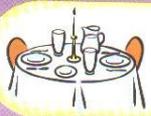
 Team sports: _____ 

 Entertainment: _____ 

 Education: _____ 

 Employment: _____ 

 Housing: _____ 

 Restaurants: _____ 

B *Pair work.* Take turns reading your opinions to your partner. Partners say whether they agree or disagree and give their own opinions.

A: Public transportation in this city is too expensive.

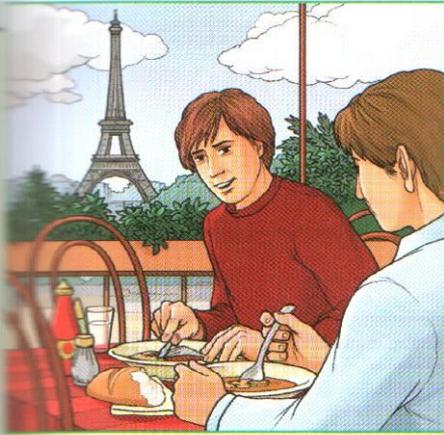
B: You're right about that. And there aren't enough buses.

OR

Really? I think it's cheap enough, but the subway is too crowded.

Helpful Language

- I totally agree.
- You're right about that.
- That's true, but...
- Really? I think...



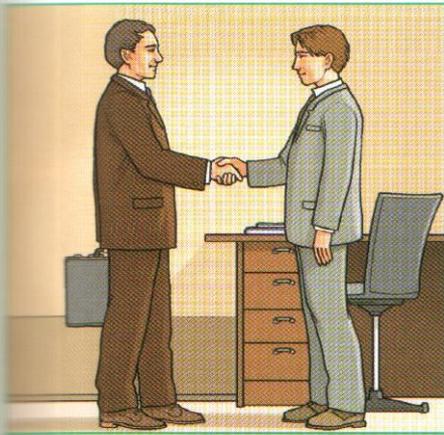
eating bread



bowing



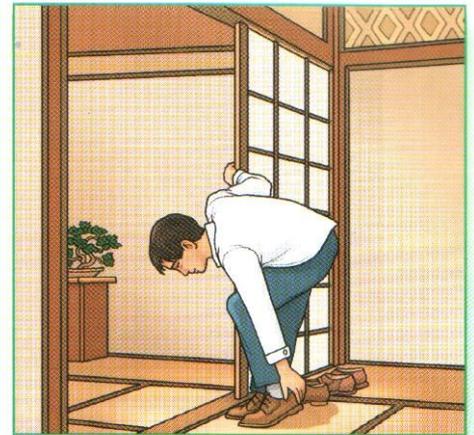
tipping



shaking hands



using chopsticks



removing shoes

1 Speaking



Class CD2
Track 2

A Listen and look at the pictures. Then practice with a partner.

A: What are they doing?

B: They're eating bread.

B Where do you think each custom is typical? Tell your partner.

Eating bread with a meal is typical in France.

2 Listening



Class CD2
Track 3

People are giving advice about customs. Which custom is each person talking about? Listen and number the customs from 1 to 6.

___ removing shoes

___ eating bread

___ shaking hands

___ using chopsticks

___ bowing

___ tipping

3 Grammar: It + infinitive; gerunds as subjects

Class CD2
Track 4

Listen. Then listen again and repeat.

It + infinitive	Gerunds as subjects
It's unnecessary to tip taxi drivers in Vietnam.	Tipping taxi drivers is unnecessary in Vietnam.
It's customary to eat with chopsticks in Taiwan.	Eating with chopsticks is customary in Taiwan.
It's common to serve dinner after 9:00 P.M. in Spain.	Serving dinner after 9:00 P.M. is common in Spain.
It's impolite to whistle in India.	Whistling is impolite in India.

4 Conversation

Class CD2
Track 5

A *Pair work.* Listen to the conversation. Then practice with a partner.



- A:** Guess what, Nikom! I'm going to Thailand next month.
B: Wow! That's great. Maybe you can visit my family while you're there.
A: That would be very nice, but I'll need some advice about Thai customs. I've never been there before.
B: Well, it's important to smile a lot in Thailand. Smiling is the easiest way to say thank you.
A: That's easy to remember. What about shoes? Do I have to take them off when I enter someone's home?
B: Yes, removing your shoes is customary.
A: Anything else?
B: Yes, one very important thing. Touching or patting a person's head is impolite.

B *Pair work.* Practice the conversation again. Use real names and give true information about a country you know.

Extra

Make sentences about customs in your country. Use the gerund or infinitive form of these verbs. Read your sentences to your partner. Take turns.

bring a gift talk loudly eat with your fingers
 ask personal questions use first names point at someone
 Bringing a gift to a birthday party is customary in...

5A Communication task: Cultural behavior quiz

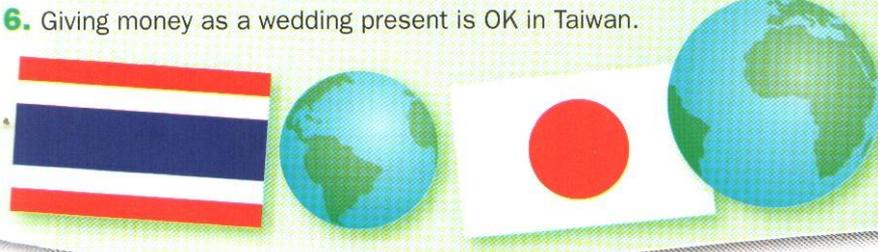
Student A looks at this page. Student B looks at page 75.

- A** *Pair work.* Look at the quiz below. You and your partner each have a different version of the quiz. Read each statement to your partner. Your partner says whether the statement is true or false. Check (✓) the answer your partner thinks is correct for each statement.



CULTURAL BEHAVIOR QUIZ

1. Writing a letter in red ink is impolite in Korea.
2. Snapping your fingers to get a server's attention is polite in France.
3. Pointing the bottom of your foot at someone is disrespectful in Thailand.
4. Walking down the street while drinking something is common in Japan.
5. Asking someone how much money they earn is OK in India.
6. Giving money as a wedding present is OK in Taiwan.



Your partner's answers

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

- B** *Pair work.* Now your partner will read six statements to you. Say whether you think each statement is true or false.
- C** *Pair work.* Here are the correct answers to the statements above: 1T, 2F, 3T, 4F, 5F, 6T. Tell your partner the correct answer for each statement. Take turns.
- D** *Group work.* Get together with another pair. Ask and answer these questions:
- Which of these behaviors are OK to do in your country?*
Which behaviors are rude?
Which ones have you done?
Which ones have you seen or heard other people do?

Events and celebrations



a birthday party



a graduation



a dinner party



a wedding



a wedding anniversary



a New Year's party

6 Speaking



Class CD2
Track 6

A Listen and look at the pictures. Then practice with a partner.

A: What kind of event is this?

B: It's a birthday party.

B What special events have you been to or celebrated recently? Tell your partner.

I went to a birthday party last week.

7 Listening



Class CD2
Track 7

A Listen to people talking about special days and events. What events are they talking about? Listen and number the events from 1 to 6.

___ a wedding

___ a graduation

___ a dinner party

___ a birthday party

___ an anniversary

___ a New Year's party

B Listen again. What do the people say about each event? Circle the correct answer.

1. There were / weren't a lot of people there.

2. The party was at a restaurant / an apartment.

3. Her parents were / weren't there.

4. He took / didn't take a lot of pictures.

5. It happened last week / month.

6. He bought / didn't buy a present.

Grammar: Time clauses with before, when, and after

Class CD2
Track 8

A Listen. Then listen again and repeat.

Before a dinner party, people usually clean the house and shop for food.

People usually clean the house and shop for food **before** a dinner party.

When people arrive at a dinner party, they often give the host a small gift of food or flowers.

People often give the host a small gift of food or flowers **when** they arrive at a dinner party.

After a dinner party, people usually call to thank the host and say they had a good time.

People usually call to thank the host and say they had a good time **after** a dinner party.

Memo

A comma (,) is used when the time clause comes first in a sentence.

B *Pair work.* Ask and answer questions with *before, when, and after.*

What do you usually do before you come to English class?

Before I come to class, I usually eat lunch.

Conversation

Class CD2
Track 9

A *Pair work.* Listen to the conversation. Then practice with a partner.

A: Hi, Jennie! What are you reading?

B: An article about wedding customs around the world. Did you know that in Chile couples exchange wedding rings *before* they get married?

A: They don't exchange them at the wedding?

B: No, they exchange rings when they get engaged. And they wear them on their right hands until they get married. After they get married, they wear the rings on their left hands.

A: Interesting. Any other unusual customs?

B: Yeah, here's one. In Sweden, before a bride goes to the church to be married, her parents put two coins in her shoes.

A: Why do they do that?

B: So the bride will always have money!



B *Pair work.* Practice the conversation again. Use real names and talk about wedding customs you know.



graphic artist



sports instructor



dancer



mechanic



police officer



hairdresser



reporter



photographer



manager



firefighter



surgeon



cashier

1 Speaking



Class CD2
Track 10

A Listen and look at the pictures. Then practice with a partner.

A: *What kind of work does she do?*

B: *She's a graphic artist.*

B What job would you like to have? Tell your partner.

I'd like to be a photographer.

2 Listening



Class CD2
Track 11

People are talking about their jobs. What job does each person have?

Listen and check (✓) the correct answer.

- | | | |
|---|--|---|
| 1. a. <input type="checkbox"/> surgeon | 3. a. <input type="checkbox"/> reporter | 5. a. <input type="checkbox"/> mechanic |
| b. <input checked="" type="checkbox"/> police officer | b. <input type="checkbox"/> graphic artist | b. <input type="checkbox"/> firefighter |
| 2. a. <input type="checkbox"/> manager | 4. a. <input type="checkbox"/> cashier | 6. a. <input type="checkbox"/> dancer |
| b. <input type="checkbox"/> photographer | b. <input type="checkbox"/> hairdresser | b. <input type="checkbox"/> sports instructor |

3 Grammar: The present perfect with how long; since and for

Class CD2
Track 12

Listen. Then listen again and repeat.

<p>How long have you worked here? I've worked here since I graduated.</p>	<p>I've worked here for a few years.</p>
<p>How long has he had that job? He's had that job since 1997.</p>	<p>He's had that job for a long time.</p>
<p>How long have they been here? They've been here since ten o'clock.</p>	<p>They've been here for two hours.</p>

Memo

Use *since* to say when something started.

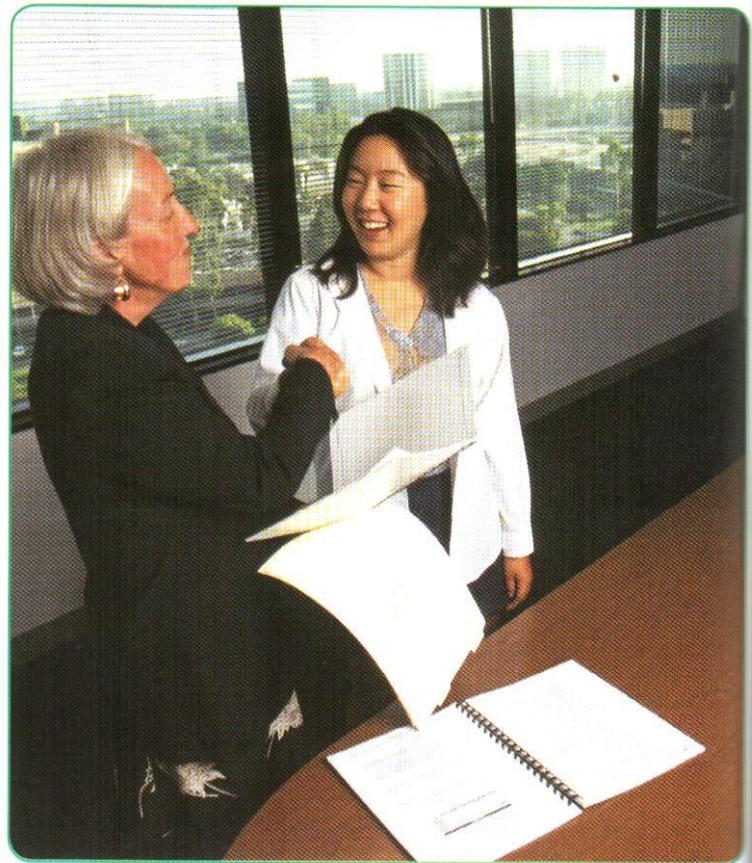
Use *for* to say how long something has lasted.

4 Conversation

Class CD2
Track 13

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** Hello, Ms. Suzuki. How are you?
B: I'm fine, thank you. I'm here to apply for the position as a graphic artist. I have lots of experience.
A: How long have you worked as a graphic artist?
B: I've worked as a graphic artist for five years. I've worked with the Green Agency since 2000.
A: Do you have experience designing websites?
B: Yes, I do. I've designed websites since I was in high school. That's how I got my job with the Green Agency. They saw one of my websites and offered me a job.
A: I'll look at your resumé, and I'll call you next week. We've had this job opening for a long time now. I hope you're right for the job.
B: Me, too. Thank you so much for your time.



B *Pair work.* Practice the conversation again. Pretend you are at a job interview. Use your imagination. Take turns being the employer.

Extra

Find out at least three things about your partner. Ask questions with *how long*. Use the verbs below. Take turns.

live in own study have know (someone)

A: How long have you lived in Seoul?

B: I've lived in Seoul since I was five years old.

5 Communication task: A job interview

- A** Write a resumé. Use the resumé below as a model. You can use real or imaginary information.

Mariko Kotoku 44 Rosehill Street, Los Angeles, CA 90046
(555) 555-1010

Education:

Certificate in Web Design (Internet Institute); 2003

MA in Arts Education (UCLA); 2002

Employment:

Art teacher (Central High School); 2002–Present

Part-time arts and crafts teacher (YMCA); 1999–Present

Skills:

Speak Japanese and Spanish

Awards:

Teacher of the Year Award; 2005

First Prize in California Student Art Show; 2001

Memberships:

Member of American Teachers Association (ATA); 2001–Present

- B** *Pair work.* Give your resumé to a partner. Then role-play a job interview. Answer your partner's questions about your career. Use your imagination to answer questions you don't have definite answers for. Take turns being the interviewer and the candidate.

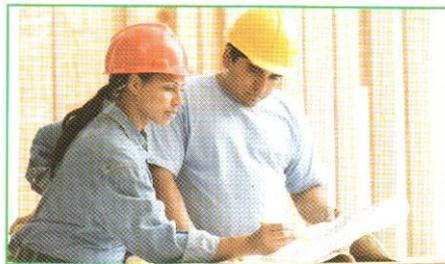
Helpful Language

- What kind of job are you looking for?
- How long have you been/had/worked/lived in/studied...?
- What did you like most about your last job?
- When/Why did you...?

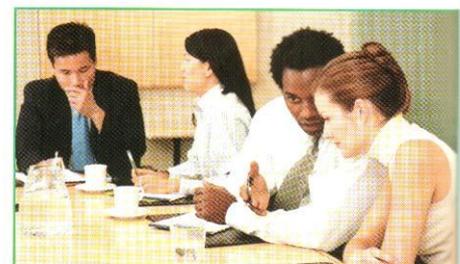
At work



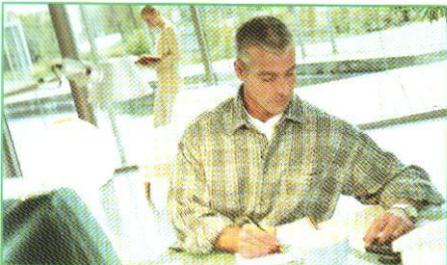
use the Internet



supervise people



attend meetings



write reports



answer questions



take business trips

6 Speaking



Class CD2
Track 14

A Listen and look at the pictures. Then practice with a partner.

A: Does he use the Internet at work?

B: Yes, he does.

B Which things do you do or hope to do at work? Which things are you good at doing? Tell your partner.

I hope to take business trips. I'm good at using the Internet.

7 Listening



Class CD2
Track 15

A People are talking about their jobs. What do they do at work? Listen and check (✓) the correct answers. There is more than one answer for each item.

	Uses the Internet	Supervises people	Attends meetings	Writes reports	Answers questions	Takes business trips
1.	<input type="checkbox"/>					
2.	<input type="checkbox"/>					
3.	<input type="checkbox"/>					
4.	<input type="checkbox"/>					

B Listen again. Do the people like or dislike their jobs? Check (✓) Yes or No.

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

A Listen. Then listen again and repeat.

Verb + infinitive	Verb or phrase + gerund
She wants to supervise people.	He enjoys using the Internet.
She needs to attend meetings.	He's good at writing reports.
She plans to get a new job.	He's tired of taking business trips.

Memo

Followed by infinitive
need, plan, expect,
want, hope

Followed by gerund
enjoy, dislike, avoid,
feel like, regret,
be afraid of,
be good at,
be interested in,
be tired of,
be nervous about

B *Pair work.* Ask and answer questions with your partner. Use the verbs and phrases in the Memo.

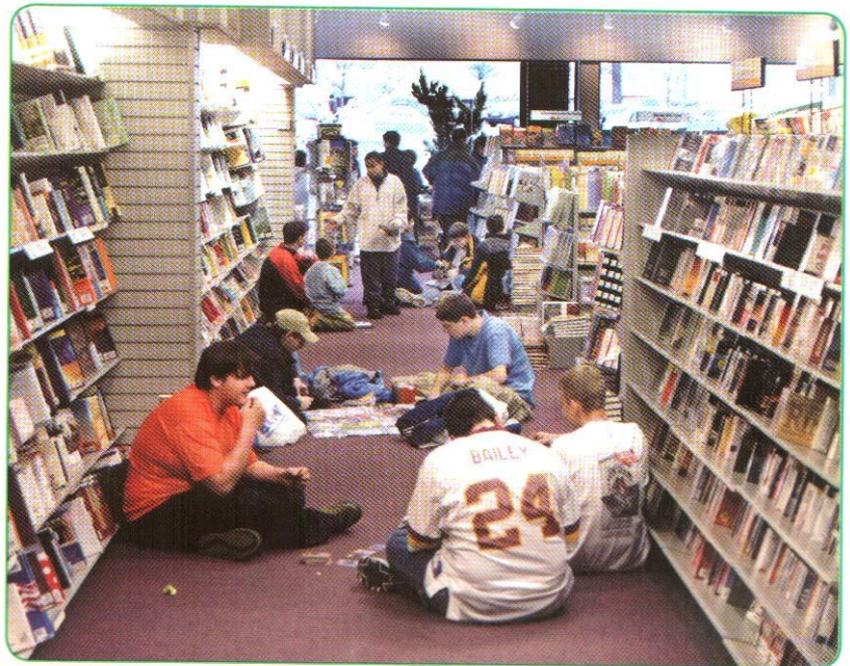
Is there anything you need to do today?

Yes. I need to check my e-mail.

9 Conversation

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** What are you planning to do after you graduate? What kind of work do you want to do?
- B:** Well, I'm interested in business.
- A:** What kind of business?
- B:** The music business.
- A:** That's interesting. Are you good at working with people?
- B:** I think I am. I'd like to work with musicians. I'm interested in managing them and helping them become famous. What about you? What are you interested in?
- A:** I'm really interested in travel. I also like to read and learn about new places.
- B:** Have you thought about going into the travel business? You could be a tour guide or something like that.



B *Pair work.* Practice the conversation again. Use real names and give true information about yourself.

10 Communication task: Talk about...

- A** Look at the topics below. Which ones do you want to talk about? Think about what you can say about each topic.



- B** *Group work.* Choose a topic. Say one or two sentences about it. Members of the group ask follow-up questions to get more information. Take turns.

A: I enjoy listening to music on weekends. I like to listen to jazz.

B: Do you ever go to jazz clubs?

A: Yes, I do.

C: What jazz clubs do you go to?

A: I usually go to...

D: Who's your favorite jazz musician?

A: My favorite jazz musician is...

Recent activities

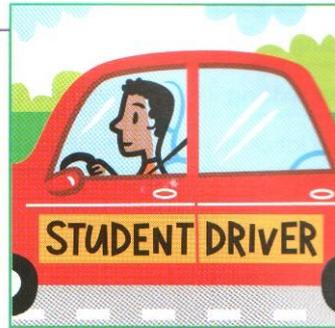
Unit 9



train for a race



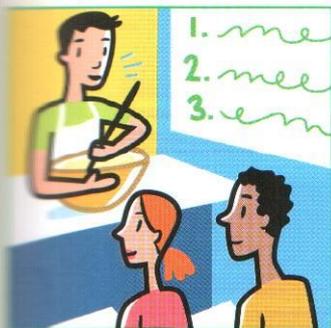
daydream



take driving lessons



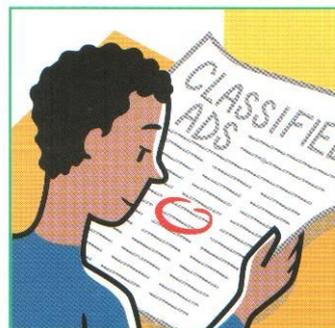
learn how to draw



take a cooking course



spend time at a theme park



look for a job



get a lot of sleep

1 Speaking



Class CD2
Track 18

A Listen and look at the pictures. Then practice with a partner.

A: What has he been doing lately?

B: He's been training for a race.

B What have you been doing lately? Tell your partner.

I've been looking for a job. I...

2 Listening



Class CD2
Track 19

People are talking about recent activities. What has each person been doing? Listen and check (✓) the correct answer.

- a. daydreaming

b. spending time at a theme park

c. training for a race
- a. taking a cooking course

b. looking for a job

c. training for a race
- a. spending time at a theme park

b. getting a lot of sleep

c. taking driving lessons
- a. learning how to draw

b. taking driving lessons

c. taking a cooking course

3 Grammar: The present perfect continuous

Class CD2
Track 20

Listen. Then listen again and repeat.

What have you been doing lately?	I've been writing a paper.
How long have you been writing it?	I've been writing it for two days.
Have you been getting a lot of sleep?	No, I haven't been getting a lot of sleep.

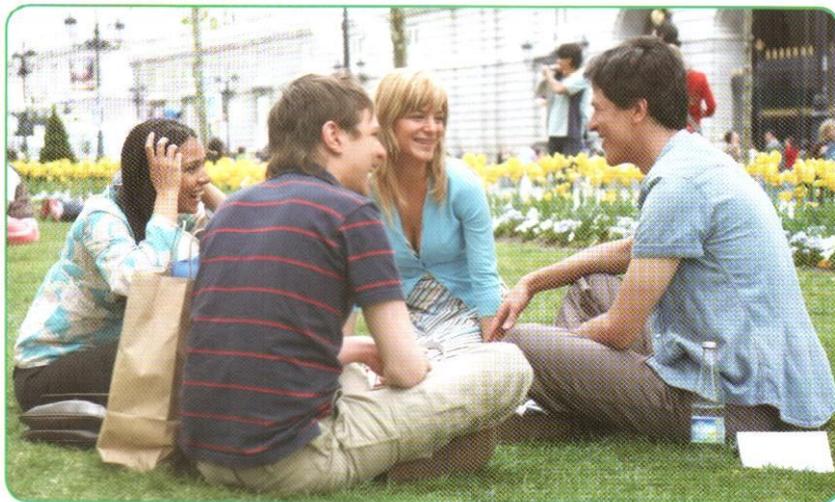
Memo

Use the present perfect continuous to talk about actions that started in the past and continue into the present.

4 Conversation

Class CD2
Track 21

A *Pair work.* Listen to the conversation. Then practice with a partner.



- A:** Hey, Carla! I haven't seen you for ages. What have you been up to lately?
B: Not much, really. I've been studying a lot. I have a paper due next week. How about you? What have you been doing?
A: I've been learning how to draw. I go to class three times a week.
B: No kidding! How long have you been doing that?
A: A couple of months.
B: How's your sister doing? I haven't seen her for a long time.
A: My sister Betty? She's fine. She's been looking for a better job since June.
B: Good for her! I hope she finds something she really likes.
 Well, it's been nice talking to you.
A: Good luck on your paper!
B: Thanks.

B *Pair work.* Practice the conversation again. Use your imagination and change the information.

Extra

Practice the conversation again. Use some of the expressions in the Helpful Language note.

Helpful Language

Greeting people:

- How have you been?
- How's everything?
- How's it going?

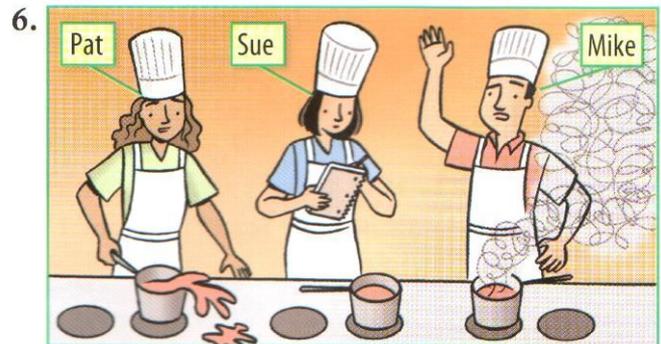
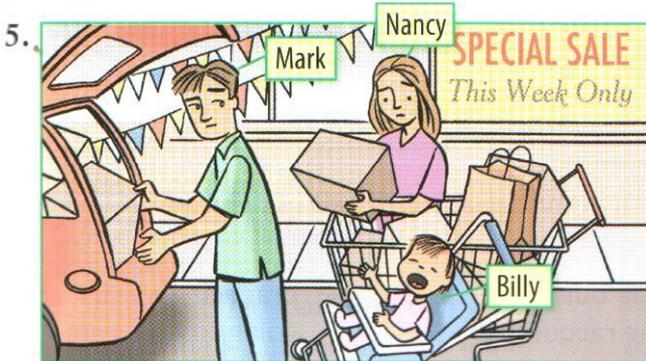
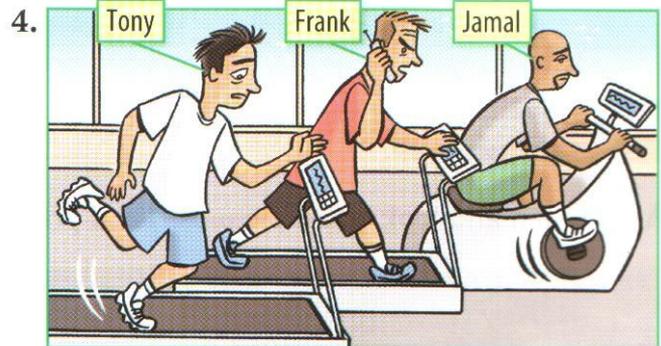
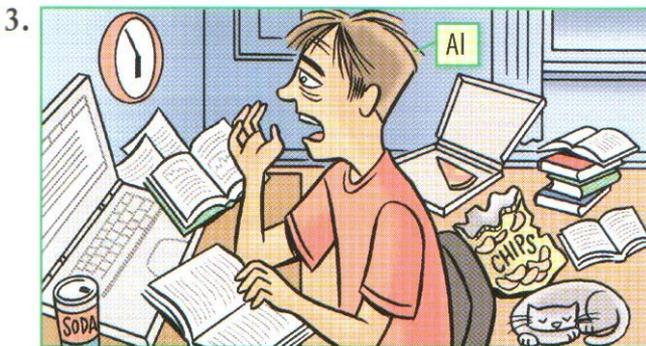
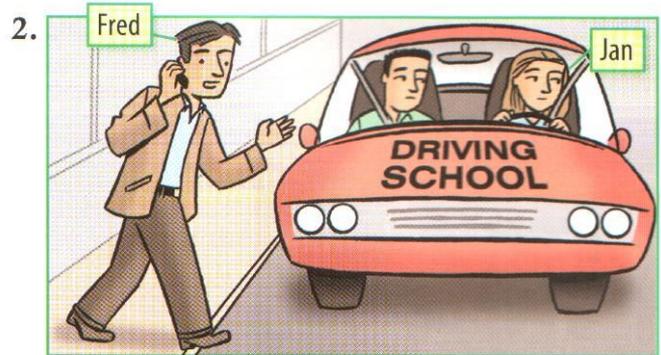
Ending a conversation:

- It's been great talking to you.
- It's been nice seeing you again.
- Hope to see you again soon.

5 Communication task: What's going on?

Pair work. Look at the pictures. Take turns describing the people in each picture. What are they doing? Where are they doing it? How long have they been doing it? Why have they been doing it? Use your imagination. Say as much as you can about each person.

1. *Mari is outside a movie theater. She's waiting for her boyfriend. She's been waiting since...*



Extra

With a partner ask and answer questions about the people in the pictures. Use *who*, *what*, *where*, *why*, *how many*, and *how long* in your questions.

A: *Who's been waiting for someone?*

B: *Mari has.*

A: *How long has she been waiting?*

B: *She's been waiting for...*

Leisure activities



go (horseback) riding



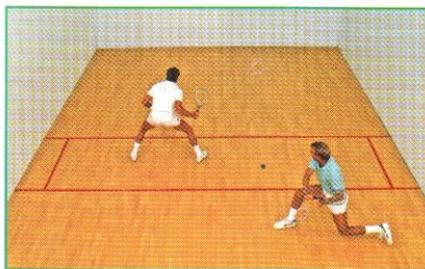
hang out with friends



practice martial arts



build a website



play racquetball



go to concerts

6 Speaking



Class CD2
Track 22

A Listen and look at the pictures. Then practice with a partner.

A: What have they been doing?

B: They've been going horseback riding.

B Which activities do you enjoy doing? Tell your partner.

I enjoy hanging out with friends. I enjoy...

7 Listening



Class CD2
Track 23

A People are talking about leisure activities. Which activities are they talking about? Listen and number the activities from 1 to 6.

___ horseback riding

___ hanging out

___ practicing martial arts

___ building a website

___ playing racquetball

___ going to concerts

B Listen again. Check (✓) the best response.

1. a. I'm not very good at it.

b. For about a year.

2. a. Yeah. I'd like to do that.

b. How long have you been doing that?

3. a. I've had three.

b. Since I was 15.

4. a. I've had four.

b. For eight years.

5. a. No, not yet.

b. I've done it once.

6. a. Since he came home.

b. Every weekend.

A Listen. Then listen again and repeat.

The present perfect continuous	The present perfect
What have you been doing lately? I've been building websites.	How many websites have you built ? I've built three sites.
What has he been doing lately? He's been going to concerts a lot.	How many times has he gone to a concert this week? He's gone to a concert twice this week.
What has she been doing lately? She's been playing racquetball.	How many games has she played ? She's played four games.

Memo

- Use the present perfect continuous to talk about continuing situations:
I've been playing racquetball a lot lately.
- Use the present perfect to talk about things that are completed:
I've played racquetball three times this week.

B *Pair work.* Tell your partner what you have been doing lately. Use the present perfect continuous. Partners ask follow-up questions with the present perfect.

I've been drinking a lot of coffee.

How many cups of coffee have you had today?

Conversation



Class CD2
Track 25

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A: Hi, Mimi!
 B: Oh, hi, Hannah! How have you been?
 A: Just fine. How about you? I haven't seen you for a while. What have you been doing? Anything interesting?
 B: Well, I've been going horseback riding.
 A: Really? I didn't know that. Have you been taking lessons?
 B: Yes. At the BTA Stables. I've already taken eight lessons.
 A: No kidding! How are you doing?
 B: Great! I think I'm becoming a really good rider.



B *Pair work.* Practice the conversation again. Use your imagination and change the information. Take turns being A and B.

Extra

Take turns talking about things your friends or members of your family have been doing lately. Partners ask questions to find out more information.

- A: *My brother has been working very hard lately.*
 B: *Where has he been working?*
 A: *He's been working at...*

10 Communication task: Guess what I've been doing?

A What has your partner been doing lately? Check (✓) your guesses.

	Has your partner...	My guesses		My partner's answers	
		YES	NO	YES	NO
1	seen any good movies lately?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	read any good books lately?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	been learning to drive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	been playing basketball?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	been taking cooking lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	been looking for a job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	been sleeping a lot?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	been hanging out with friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	been saving money?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	gone shopping this week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	taken a lot of photos recently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	been to any concerts this month?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B *Pair work.* Ask your partner questions to check your answers. Partners ask questions with *what*, *where*, *how long*, *how many*, or *how much* to find out more information.

A: Have you seen any good movies lately?

B: Yes, I have.

A: Really? Which ones have you seen?

B: I've seen...

C *Class activity.* Take turns. Tell the class what your partner has been doing lately.

Helpful Language

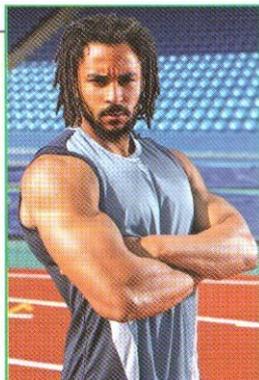
- What have you...?
- Where have you...?
- How long have you...?
- How many/much have you...?

Describing people

Unit 10



mustache



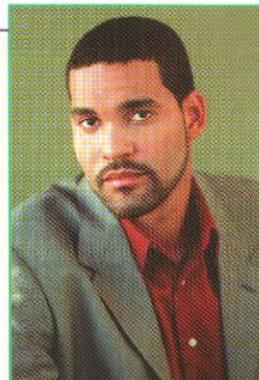
muscular



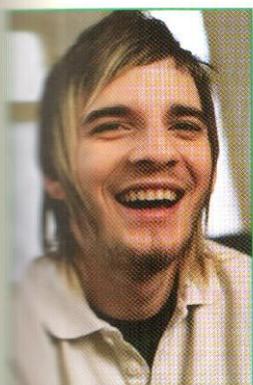
wavy hair



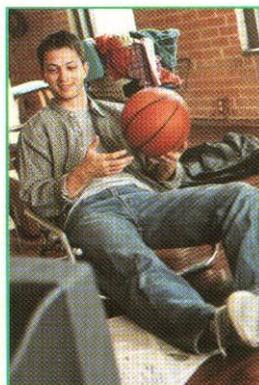
bald



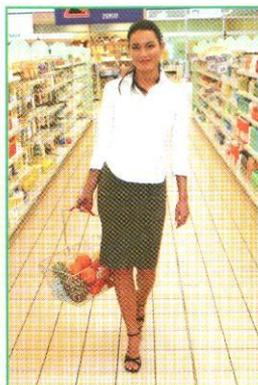
beard



scruffy



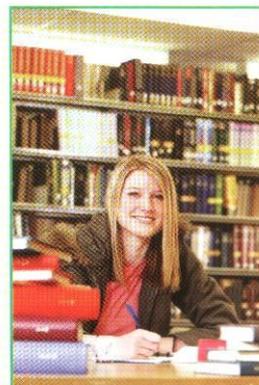
lazy



neat



confident



studious

1 Speaking



Class CD2
Track 26

A Listen and look at the pictures. Then practice with a partner.

A: Does he have a mustache?

B: Yes, he does.

B Describe yourself to your partner.

I have short, straight hair, and I'm...

2 Listening



Class CD2
Track 27

People are describing other people. How do they describe them? Listen and check (✓) the correct answers. There is more than one answer for each item.

- | | | | | |
|--------------------|-----------------------------------|------------------------------------|------------------------------------|-----------------------------------|
| 1. The new manager | <input type="checkbox"/> bald | <input type="checkbox"/> wavy hair | <input type="checkbox"/> mustache | <input type="checkbox"/> muscular |
| 2. Jay's brother | <input type="checkbox"/> muscular | <input type="checkbox"/> neat | <input type="checkbox"/> beard | <input type="checkbox"/> mustache |
| 3. Alison | <input type="checkbox"/> scruffy | <input type="checkbox"/> confident | <input type="checkbox"/> studious | <input type="checkbox"/> neat |
| 4. The tour guide | <input type="checkbox"/> neat | <input type="checkbox"/> scruffy | <input type="checkbox"/> confident | <input type="checkbox"/> lazy |

Listen. Then listen again and repeat.

Did you use to be neat?	Yes, I did . I used to be neat. I didn't use to be so messy.
Did you use to have a mustache?	No, I didn't . I didn't use to have a mustache. I used to have a beard.
How did you use to go to school?	I used to ride a bike to school, but now I take the subway.

Memo

- Use *used to* to talk about things that were true in the past but are not true in the present:
I *used to get up early*, but now I get up late.
- Use *used to* for affirmative statements.
- Use *use to* for questions and negative statements.

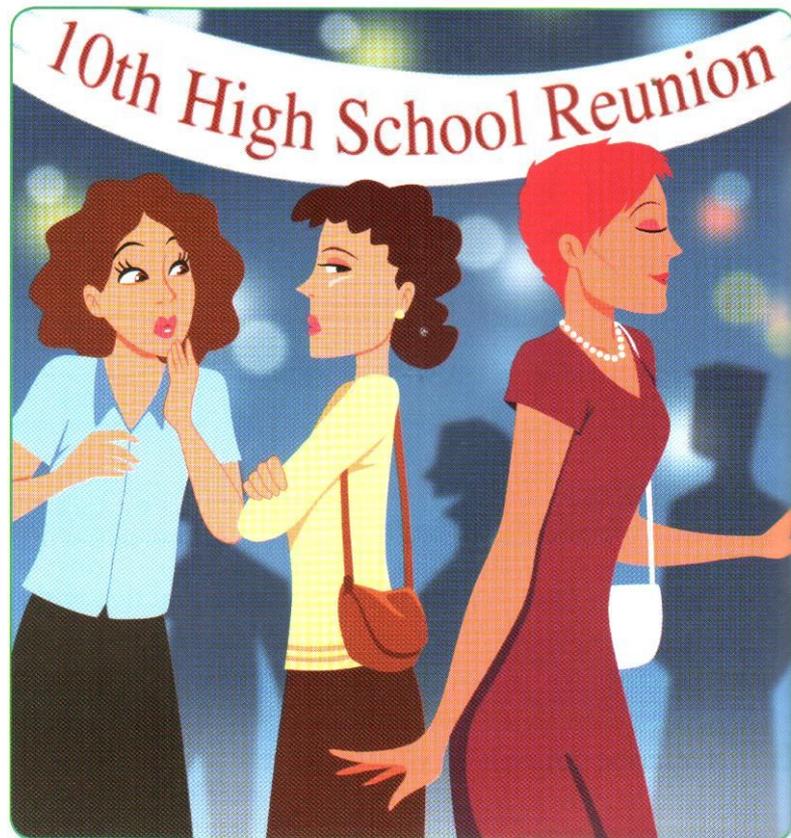
4 Conversation

Class CD2
Track 29

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** Is that Kim Fisher? She looks so different! I think it's her hair.
- B:** Yeah, it's her. I was talking to her a few minutes ago. She used to have really long hair. Look how short it is now! Doesn't she look great?
- A:** Yeah, she does. Remember how she used to be kind of scruffy? How did she get to be so neat?
- B:** I don't know, but she really has changed a lot. And by the way, so have you. You didn't use to be so confident!
- A:** I know. I used to be shy.

B *Pair work.* Practice the conversation again. Use your imagination and change the information.



Extra

Talk about your family or other people you know. Say how they have changed. Your partner asks questions.

A: My brother used to live in Osaka. Now he lives in Los Angeles.

B: Why did he move to Los Angeles?

A: He went there to go to film school.

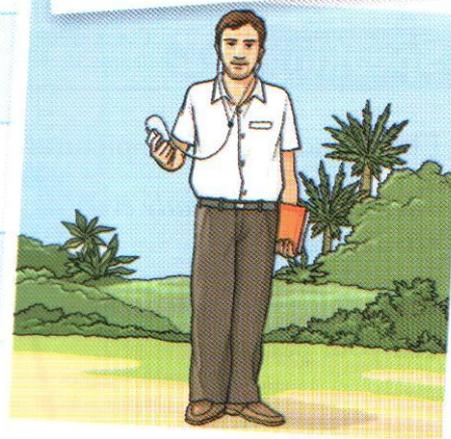
5 Communication task: How have you changed?

A Think about how you and your life used to be five years ago. Make notes in the chart about things that are different.

	Five years ago	Now
Hairstyle		
Body type		
Character/ Personality		
Clothing		
School		
English		
Friends		
Family		
Home		
Feelings		



Five years ago



Now

B *Pair work.* Take turns describing how you have changed in the past five years. Partners ask questions to find out more information.

A: I used to have long hair, but now my hair is short.

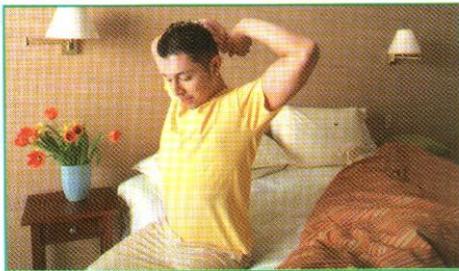
B: When did you cut your hair?

A: Two years ago.

B: Why did you cut it?

A: I cut it because...

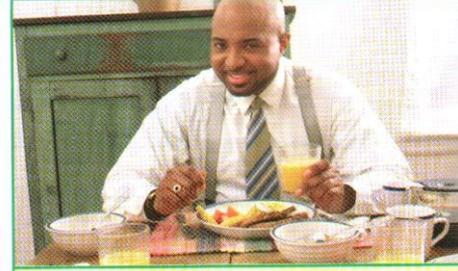
Everyday habits



get up early



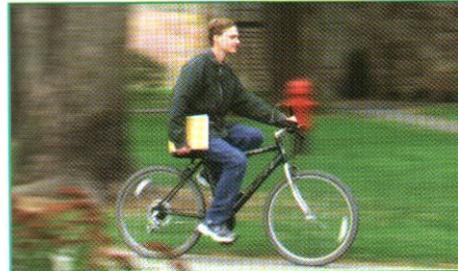
use an alarm clock



have a big breakfast



read the newspaper



ride a bike to school



go to bed late

6 Speaking



Class CD2
Track 30

A Listen and look at the pictures. Then practice with a partner.

A: Does he get up early every day?

B: Yes, he does.

B What things do you do every day? What things don't you do?
Tell your partner.

I get up early every day. I don't...

7 Listening



Class CD2
Track 31

A Listen to people talking about everyday habits. Which habits do they mention?
Listen and number them from 1 to 6.

___ having a big breakfast

___ going to bed late

___ using an alarm clock

___ getting up early

___ riding a bike

___ reading the newspaper

B Listen again. How often does each person do the habit? Check (✓) the correct answer.

1. a. almost always
b. hardly ever

3. a. almost every day
b. once in a while

5. a. once a week
b. almost never

2. a. twice a week
b. every day

4. a. often
b. rarely

6. a. never
b. all the time

8 Grammar: The simple past with how long

Class CD2
Track 32

A Listen. Then listen again and repeat.

How long did you live in Osaka?	I lived there for 15 years.
How long were you a teacher?	I was a teacher from 1999 to 2004.
How long did you stay there?	I stayed there until 2005.

Memo

- Use *how long* with the simple past to ask about actions or situations that have ended.
- Use *how long* with the present perfect or present perfect continuous to ask about actions or situations that continue in the present.

B Pair work. Ask your partner questions about the past. Use *how long*. Take turns.

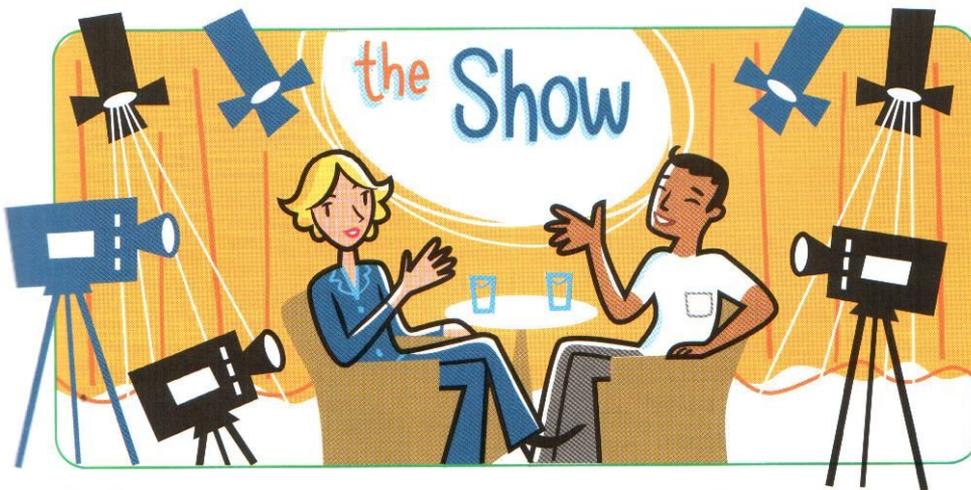
How long were you in film school?

(I was in film school) for two years.

9 Conversation

Class CD2
Track 33

A Pair work. Listen to the conversation. Then practice with a partner.



A: Could you tell me something about your early life?

B: Well, when I was little, I used to get up early and ride my bike to school every day.

A: Where did you grow up?

B: I grew up in Texas.

A: How long did you live there?

B: I was there for 18 years. I lived there until I graduated from high school.

A: Did you always want to be an actor?

B: Oh, yeah. When I was young, I used to dream about being an actor. After I graduated from high school, I moved to New York to study acting.

A: Where did you study acting?

B: At the Acting Studio. I was there for two years.

A: And then what did you do?

B: Well, then I got my first acting job on TV.

B Pair work. Practice the conversation again. Give true information about yourself.

10A Communication task: How long did he...?

Student A looks at this page. Student B looks at page 76.

- A** Look at the photos of Laurie and Toshi. Think about the questions you will ask to find the missing information about Toshi. Here are some types of questions you can ask:

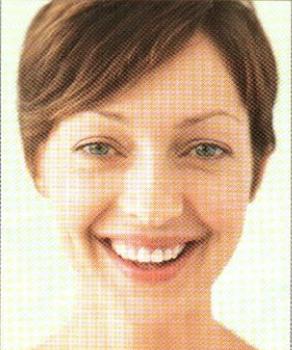
When was he...? When did he...? How long was he...? How long did he...?

- B** *Pair work.* Ask your partner questions about Toshi. Fill in the missing information.

Dawson, L.

Name: Laurie Dawson
Job: Manager
Birthday: March 19, 1977
Birthplace: Los Angeles, USA
Other information:

- graduated from Stanford University in 1998
- worked as a tour guide 1998–2004
- studied Chinese 1999–2004
- lived in Taiwan 2002–2004
- moved to New York in 2004



Yamada, T.

Name: Toshi Yamada
Job: Sports instructor
Birthday: _____
Birthplace: Kobe, Japan
Other information:

- attended language school in the US _____
- worked at a hotel _____
- lived in Sapporo _____
- moved to Tokyo _____
- won a judo tournament _____



- C** *Pair work.* Look at the information about Laurie. Answer your partner's questions.

Extra

Talk about your past habits and experiences. Use *used to* with the verbs below. Partners ask questions with *how long*. Take turns.

have go live play
 read study use

A: *I used to have a cat.*

B: *How long did you have a cat?*

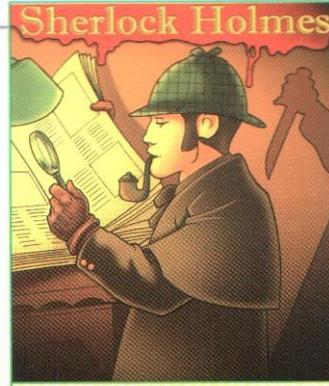
A: *I had a cat for five years.*



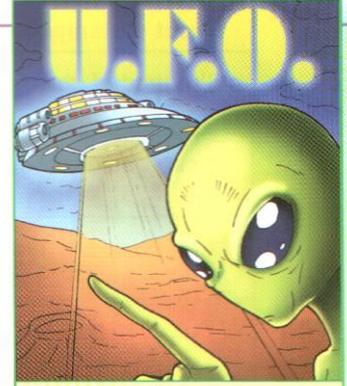
ghost story



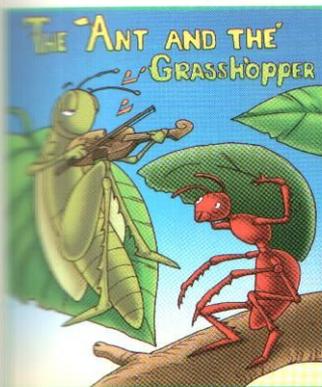
fairytale



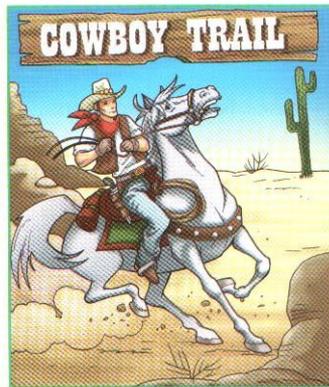
mystery



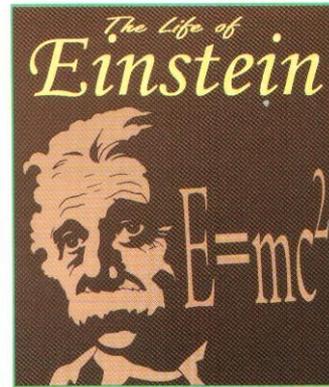
science fiction story



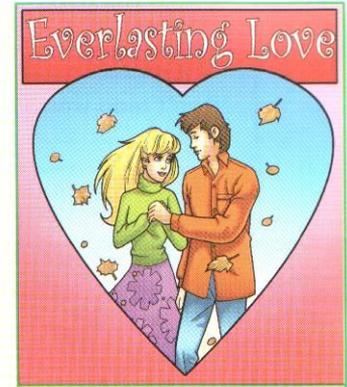
fable



western



biography



romance

1 Speaking



Class CD2
Track 34

A Listen and look at the pictures. Then practice with a partner.

A: What kind of story is this?

B: It's a ghost story.

B What kinds of stories do you like? What kinds don't you like? Tell your partner.

I like ghost stories.
I don't like...

2 Listening



Class CD2
Track 35

People are reading stories. What kind of stories are they? Listen and check (✓) the correct answer.

- a. fable

b. biography
- a. mystery

b. fairytale

- a. ghost story

b. fable
- a. biography

b. science fiction story

- a. western

b. romance
- a. science fiction story

b. fairytale

Listen. Then listen again and repeat.

Direct statements	Reported statements
"I'm tired of ghost stories," he said.	He said he was tired of ghost stories. He told her he was tired of ghost stories.
"I can't stand mysteries," he said.	He said he couldn't stand mysteries. He told her he couldn't stand mysteries.
"Mika read Einstein's biography," he	He said Mika had read Einstein's biography. He told her Mika had read Einstein's biography.
"I've seen that western," he said.	He said he had seen that western. He told her he had seen that western.
Direct questions and commands	Reported questions and commands
" Are you reading a fable?" she said.	She asked me if I was reading a fable.
" Can you read a fairytale to me?" he said.	He asked me to read a fairytale to him.
" Don't read westerns," she said.	She told me not to read westerns. She said not to read westerns.

Memo

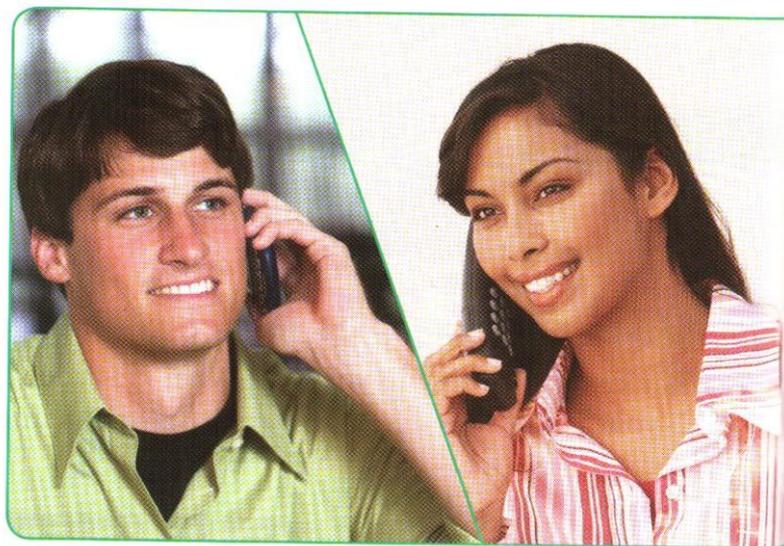
You can use *that* to introduce reported statements: He **said that** he was tired. He **told her that** he couldn't stay.

4 Conversation

Class CD2
Track 37

A *Pair work.* Listen to the conversation. Then practice with a partner.

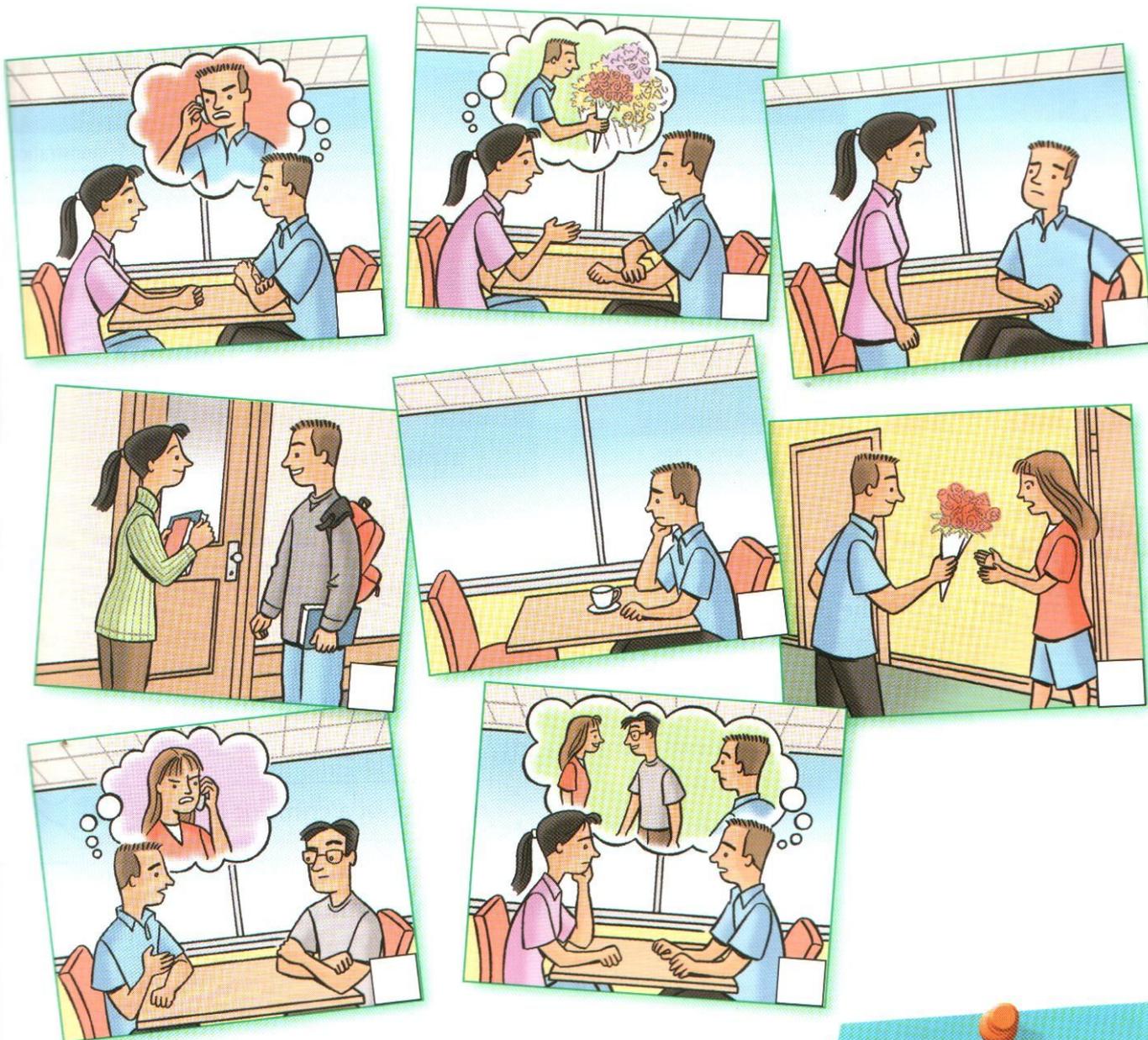
- A:** Hi, Jill. It's Ben.
B: Oh, hi, Ben. Say, have you written your paper for history class yet?
A: Not yet. I'm reading a great biography right now. Look, are you free tomorrow night? I'd like to go over my notes with you.
B: Sorry, but I'm busy. My professor asked me to make a list of mystery novels for my writing class.
A: Oh, that's right! You told me you were doing that. But you said he asked you to research westerns.
B: He did, but last week he said his plans had changed.
A: Well, maybe we can work on the history paper next week.



B *Pair work.* Practice the conversation again. Use your imagination and change the information.

5 Communication task: What's the story?

- A** Look at the pictures. Who are the people? What happened? What did they do and say? You can put the pictures in any order to tell your story. Number the pictures from 1 to 8. Then think about how you will tell your story. Is the story a romance, a mystery, or a biography?



- B** *Pair work.* Tell your story to a partner. Take turns.

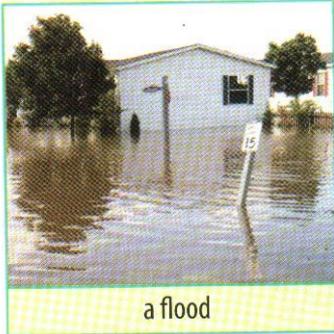
Extra

Work with your partner. Make up a new story based on the pictures. Tell your story to another pair.

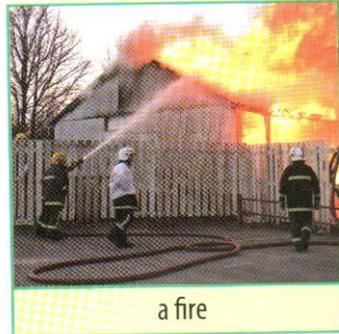
Helpful Language

- First...
- Next...
- Then...
- Finally...

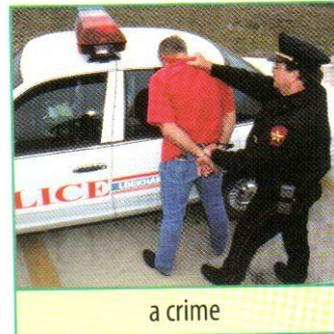
In the news



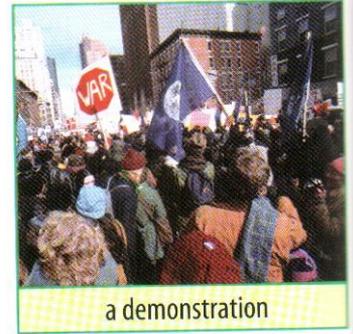
a flood



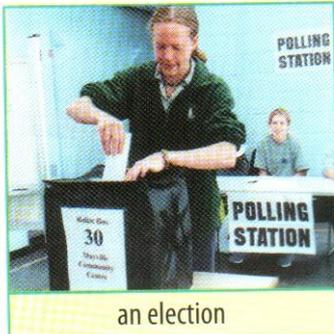
a fire



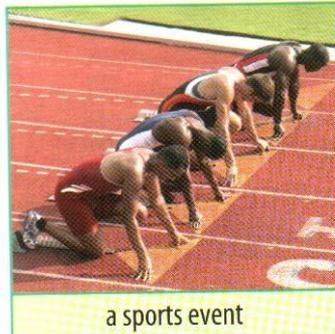
a crime



a demonstration



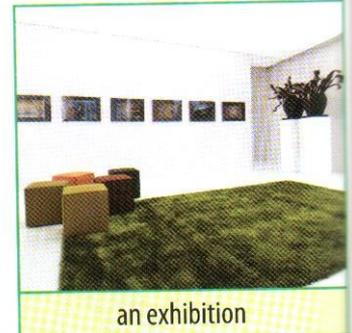
an election



a sports event



a fashion show



an exhibition

6 Speaking



Class CD2
Track 38

A Listen and look at the pictures. Then practice with a partner.

A: What happened?

B: There was a flood.

B Have you heard or read about a news event recently? Tell your partner.

I read about a crime. It happened...

7 Listening



Class CD2
Track 39

A Listen to the news reports. What is each report about? Number the events from 1 to 5.

___ a flood

___ a fire

___ an exhibition

___ a sports event

___ a fashion show

B Listen again. Are these statements true or false? Check (✓) the correct answer.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. There were a lot of people in the theater. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Over 800 people attended the event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The event happened last Friday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The event was held in Boston. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The highway was blocked for two hours. | <input type="checkbox"/> | <input type="checkbox"/> |

A Listen. Then listen again and repeat.

I listen to sports events **while** I'm driving.

We'll go to the fashion show **while** you attend the exhibition.

Memo

Use *while* to mean during the time that.

We usually vote in the election, and **then** watch the results on TV.

It rained for three days, and **then** there was a flood.

Memo

Use *then* before an event that follows a previous event.

B *Pair work.* Tell your partner about things you usually do. Use *while* or *then*. Ask each other follow-up questions.

I usually sing while I'm taking a shower.

What songs do you sing?

9 Conversation

A *Pair work.* Listen to the conversation. Then practice with a partner.

A: Where have you been? I've been waiting for almost an hour!

B: I'm sorry I'm late. It started to rain while I was leaving home, so I went back to get an umbrella. Then there was a flood on the highway, and I had to get out of my car. I fell down and hurt my leg while I was running for the bus.

A: Oh, no! How's your leg now?

B: It hurts a little, but I think it's going to be OK. I really am sorry I'm so late.

A: That's OK. But I was getting worried. I tried to watch TV while I was waiting for you, but I was too nervous. Anyway, you're here now. That's the important thing.



B *Pair work.* Practice the conversation again. Use different excuses for being late.

10 Communication task: What happened today?

- A** Choose one of the pictures and write a short story about it. Answer the five questions below to get started. Make brief notes about your answers.

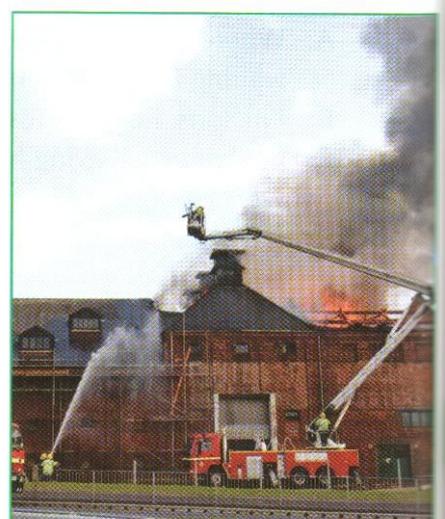
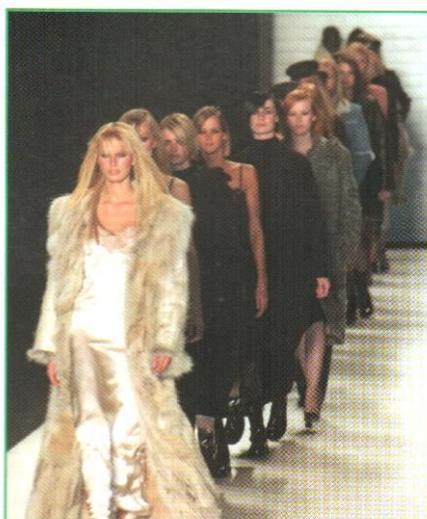
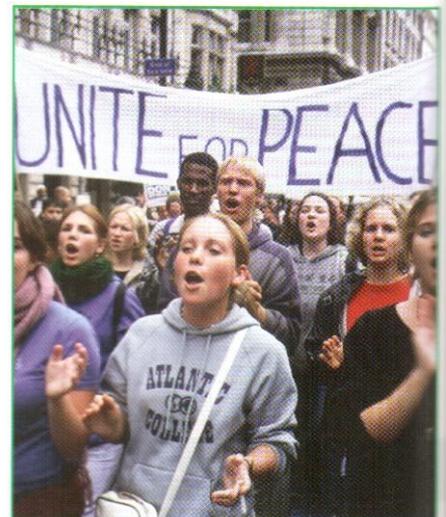
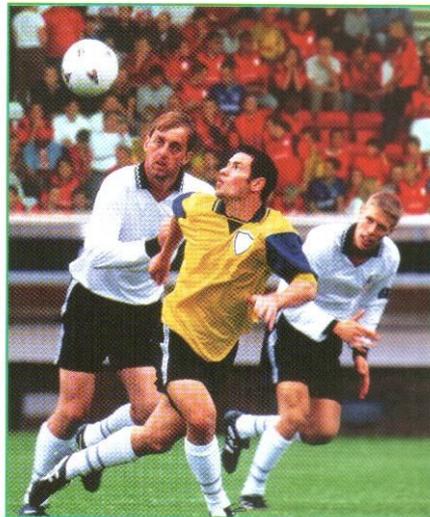
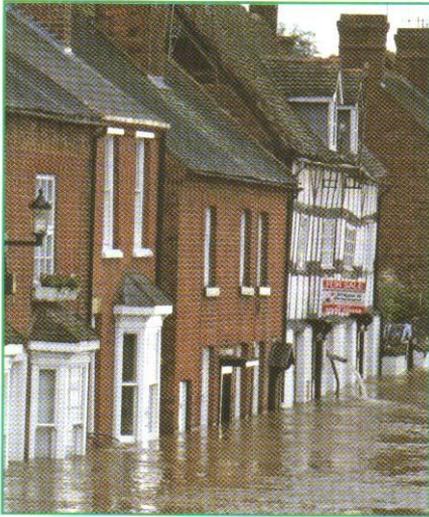
What happened?

Who was involved?

When did it happen?

Where did it happen?

Why did it happen?



- B** *Pair work.* Tell your story to your partner. Your partner asks questions to get more information about the event. Take turns.

Extra

Work with your partner. Write a new story based on another one of the pictures. Read your story to another pair.

Before you travel

Unit 12



buy a plane ticket



get a passport



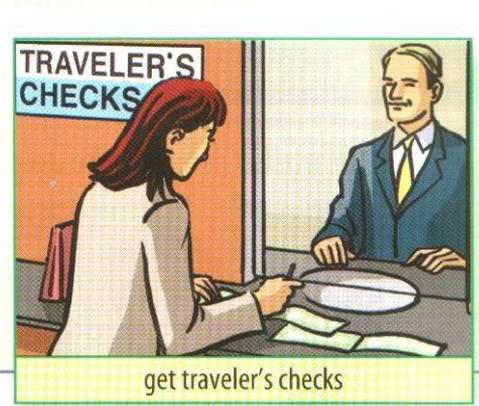
label your luggage



make a hotel reservation



confirm a flight



get traveler's checks

1 Speaking



Class CD2
Track 42

A Listen and look at the pictures. Then practice with a partner.

A: *What's he doing?*

B: *He's buying a plane ticket.*

B Have you ever done any of these things? Which ones? When? Tell your partner.

I bought a plane ticket three weeks ago.

2 Listening



Class CD2
Track 43

People are talking about things they need to do before they travel. What does each person need to do? Write the letter of the correct answer.

- | | |
|---------------------------|-----------------------------|
| 1. Catherine needs to ___ | a. label her luggage |
| 2. Sam needs to ___ | b. confirm a flight |
| 3. Jan needs to ___ | c. pay for a plane ticket |
| 4. Ron needs to ___ | d. make a hotel reservation |
| 5. Emma needs to ___ | e. get a new passport |
| 6. Lily needs to ___ | f. get traveler's checks |

3 Grammar: Have to, have got to, and must

Class CD2
Track 44

Listen. Then listen again and repeat.

Statements in the present	
I have to get a passport.	I don't have to get a visa.
He has to pack.	He doesn't have to buy a plane ticket.
I've got to change money.	She's got to make a hotel reservation.
You must bring your passport.	
Statements in the past	
I had to get a new passport.	I didn't have to get a visa.

Memo

- You can use *have to*, *have got to* and *must* to say that it is necessary to do something.
- *Have to* is the most common way to express necessity.
- *Have got to* is more informal than *have to*.
- *Must* is used for orders and strong suggestions and advice.

4 Conversation

Class CD2
Track 45

A *Pair work.* Listen to the conversation. Then practice with a partner.



- A:** So when are you leaving for Brazil?
B: Next week. I've finished almost everything I had to do.
A: What did you have to do?
B: A lot of things. I had to buy a plane ticket, of course. And my old passport expired, so I had to get a new one. And this morning I have to go to the Brazilian consulate.
A: Why do you have to go there?
B: I have to get a visa to visit Brazil.
A: When are you going to the consulate?
B: Right now. Look, I'm sorry, but I've got to hang up. It's almost 11:00, and I have to get to the consulate before noon.
A: OK. Bye.
B: Bye. I'll call you when I get back.

B *Pair work.* Practice the conversation again. Use your imagination and change the information.

5 Communication task: What do you have to do?

A *Pair work.* Help your partner make a “to do” list of 7 or 8 important tasks for this week. Ask about *things that have already been done* and *things that haven't been done yet*. Ask for as much information as possible. Check (✓) the things your partner has already done. Take turns.

A: Do you have to do anything for school this week?

B: I have to study for an exam.

A: In what subject?

B: Biology.

A: Uh-huh. Who will you study with?

B: I've got to call Brenda and ask her to meet me at the library. I've already reviewed my notes.



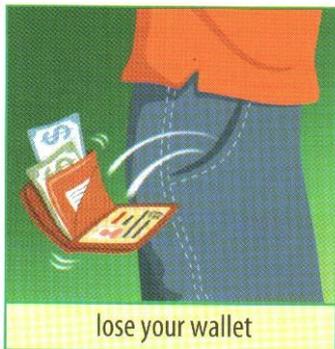
B *Class activity.* Tell the class your partner's tasks for this week. What does he or she have to do? What doesn't he or she have to do? Give as much information as possible about each task.

Kenji has to study for a biology exam this week. He is going to study with Brenda.

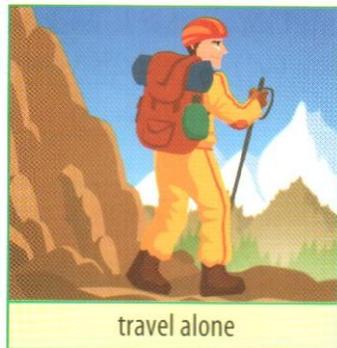
He's got to call and ask her to meet him at the library. He doesn't have to review his notes.

He did that yesterday.

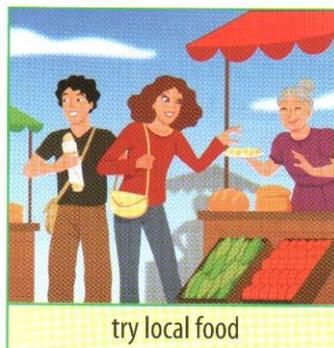
Travel experiences



lose your wallet



travel alone



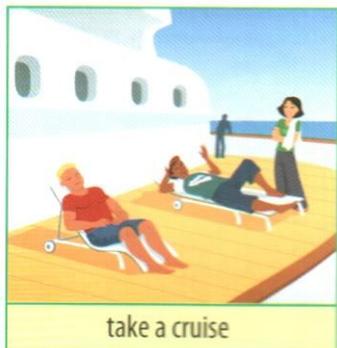
try local food



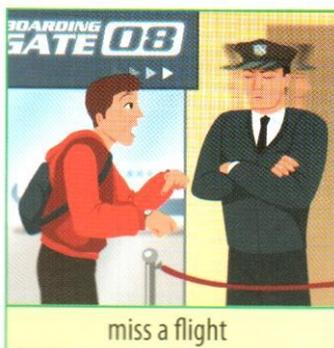
lose your passport



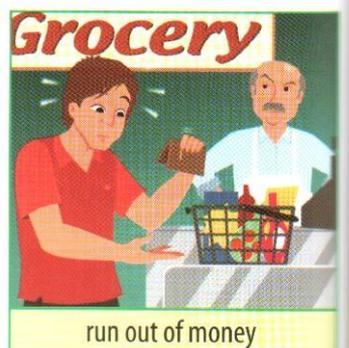
visit a local market



take a cruise



miss a flight



run out of money

6 Speaking



Class CD2
Track 46

A Listen and look at the pictures. Then practice with a partner.

A: Did he lose his wallet?

B: Yes, he did.

B Which things do you think are a problem? Which things do you think are fun? Tell your partner.

Losing your wallet is a problem. Traveling alone is...

7 Listening



Class CD2
Track 47

A People are calling home and leaving messages while they are traveling. Which message does each person leave? Listen and circle the correct words.

1. Jim missed a flight / lost his passport.
2. Cara ran out of money / lost her wallet.
3. Ken is traveling alone / is taking a cruise.

4. Tracey tried local food / visited a local market.
5. Alex lost his passport / plane ticket.
6. Katie ran out of money / missed a flight.

B Listen again. Circle T for true or F for false.

1. Jim will call again tonight. T F
2. Cara has her credit cards T F
3. Ken will send a postcard. T F

4. Tracey was tired of fast food. T F
5. Alex got a boarding pass. T F
6. Katie is having a good time. T F

8 Grammar: The present perfect for time continuing up to the present

Class CD2
Track 48

A Listen. Then listen again and repeat.

Have you tried the local food?	Yes, I have . I've tried the local food.
How many times have you missed a flight?	I've missed one flight.
Have you ever traveled alone?	I've traveled alone three times.
Have you ever been to a local market?	No, I haven't . I've never been to a local market.
What's the biggest country you've visited ?	The biggest country I've visited is China.

Memo

- Use the present perfect to talk about a period of time that continues up to the present.
- We often use the present perfect with *ever* after a superlative: *It was the best trip I've ever taken.*

B *Pair work.* Ask your partner questions about things he or she has done. Use the ideas below or your own idea.

ever / see / animated movie
how many times / be / in love

ever / met / famous person
what / most beautiful city / ever / visit

Have you ever been to Singapore?

No, I haven't.

9 Conversation

Class CD2
Track 49

A *Pair work.* Listen to the conversation. Then practice with a partner.

- A:** Have you traveled a lot, Julia?
B: Yes, I have. I've been to 30 different countries.
A: Thirty different countries! That really is a lot. Have you ever gotten sick on a trip?
B: Oh, yes. I've had accidents, too, but I'd never stop traveling. In fact, I've traveled alone a lot. People are friendly to travelers. They always help you.
A: What's the worst thing that's ever happened to you?
B: I lost my passport, and I ran out of money one time. That's the worst so far. But I've never missed a flight. What about you? Have you had good luck traveling?
A: Yes, I have, but I haven't traveled as much as you have.



B *Pair work.* Practice the conversation again. Use your imagination and talk about different experiences.

10 Communication task: Find someone who...

A *Class activity.* Ask questions with *Have you ever...?* Find a classmate for each activity. Write your classmates' names and any extra information.

A: Have you ever visited an island?

B: Yes, I have.

A: What island did you visit?

B: I visited Guam.

A: When did you go there?

B: I went there two years ago.

_____ has visited an island.
(Find out what island and when.)

_____ has gone on a cruise.
(Find out how many times and where.)

_____ has traveled alone.
(Find out where and when.)

_____ has missed a flight.
(Find out where and when.)

_____ has lost a plane ticket.
(Find out where and when.)

_____ has taken a cruise.
(Find out where and when.)

_____ has run out of money on a trip.
(Find out where and when.)

_____ has gotten sick on a trip.
(Find out where and when.)

_____ has eaten something unusual on a trip.
(Find out what and where.)

_____ has taken a lot of photos on a trip.
(Find out where and when.)

_____ has had an accident on a trip.
(Find out what kind and where.)

_____ has traveled with a group.
(Find out where and when.)

B *Group work.* Work in a group of three or four students. Take turns. Talk about different classmates and the things they have done. Tell as many details as you can.

Akemi has visited an island. She went to Guam two years ago. She...

5B Communication task: Geography quiz

Student B looks at this page. Student A looks at page 9.

A *Pair work.* Ask your partner the questions in the list below. Use the comparative form of the adjectives in parentheses.

B: Which continent is bigger, Africa or Asia? (big)

A: Asia is bigger than Africa.

1. Which continent is _____, North America or South America? (large)
2. Which country's population is _____, Indonesia's or Brazil's? (small)
3. Which river is _____, the Nile or the Yangtze? (long)
4. Which river is _____, the Yangtze or Congo? (short)
5. Which ocean is _____, the Indian or the Arctic? (deep)
6. Which republic is _____, Portugal or France? (old)

B *Pair work.* Look at the web page below. Your partner will ask you questions about the items on the web page. Use the information to answer your partner's questions.

A: Which ocean is bigger, the Pacific or the Atlantic?

B: The Pacific is bigger than the Atlantic.

WORLD FACTS AND FIGURES

CONTINENTS By population	MAJOR MOUNTAINS By height	OCEANS By size
<ol style="list-style-type: none">1. Asia2. Africa3. Europe4. North America5. South America6. Australia/Oceania7. Antarctica	<ol style="list-style-type: none">1. Mount Everest2. K23. Kangchenjunga4. Makalu5. Annapurna	<ol style="list-style-type: none">1. Pacific2. Atlantic3. Indian4. Southern5. Arctic

YOUNGEST COUNTRIES By year established	MOST CROWDED CITIES
<ol style="list-style-type: none">1. East Timor (2002)2. Palua (1994)3. Czech Republic (1993)4. Eritrea (1993)5. Slovakia (1993)	<ol style="list-style-type: none">1. Lahore, Pakistan2. Tangail, Bangladesh3. Bhiwandi, India4. Dhaka, Bangladesh5. Kano, Nigeria

5B Communication task: Can I take a message?

Student B looks at this page. Student A looks at page 27.

Pair work. Look at the conversations below. You have directions for part B of the conversations, and your partner has directions for part A. Role-play the conversations. Use *can*, *will*, *could*, and *would* in requests.

Conversation 1

- A:**
- B:** Ask to speak to Erin.
- A:**
- B:** Say yes. Tell A your name, and ask A to tell Erin you called to invite her to a party.
- A:**
- B:** Say thank you and end the call.

Conversation 2

- B:** Answer the phone.
- A:**
- B:** Say Yoji is out right now. Ask A if you can give Yoji a message.
- A:**
- B:** Agree and ask who is calling.
- A:**
- B:** Say you'll give the message to Yoji.
- A:**

Conversation 3

- A:**
- B:** Ask to speak to Tasha.
- A:**
- B:** Say who you are. Ask A to please tell Tasha you're sorry you missed your appointment with her.
- A:**
- B:** Say thank you. Ask if you can leave your phone number for Tasha.
- A:**
- B:** Give your phone number.
- A:**

Extra

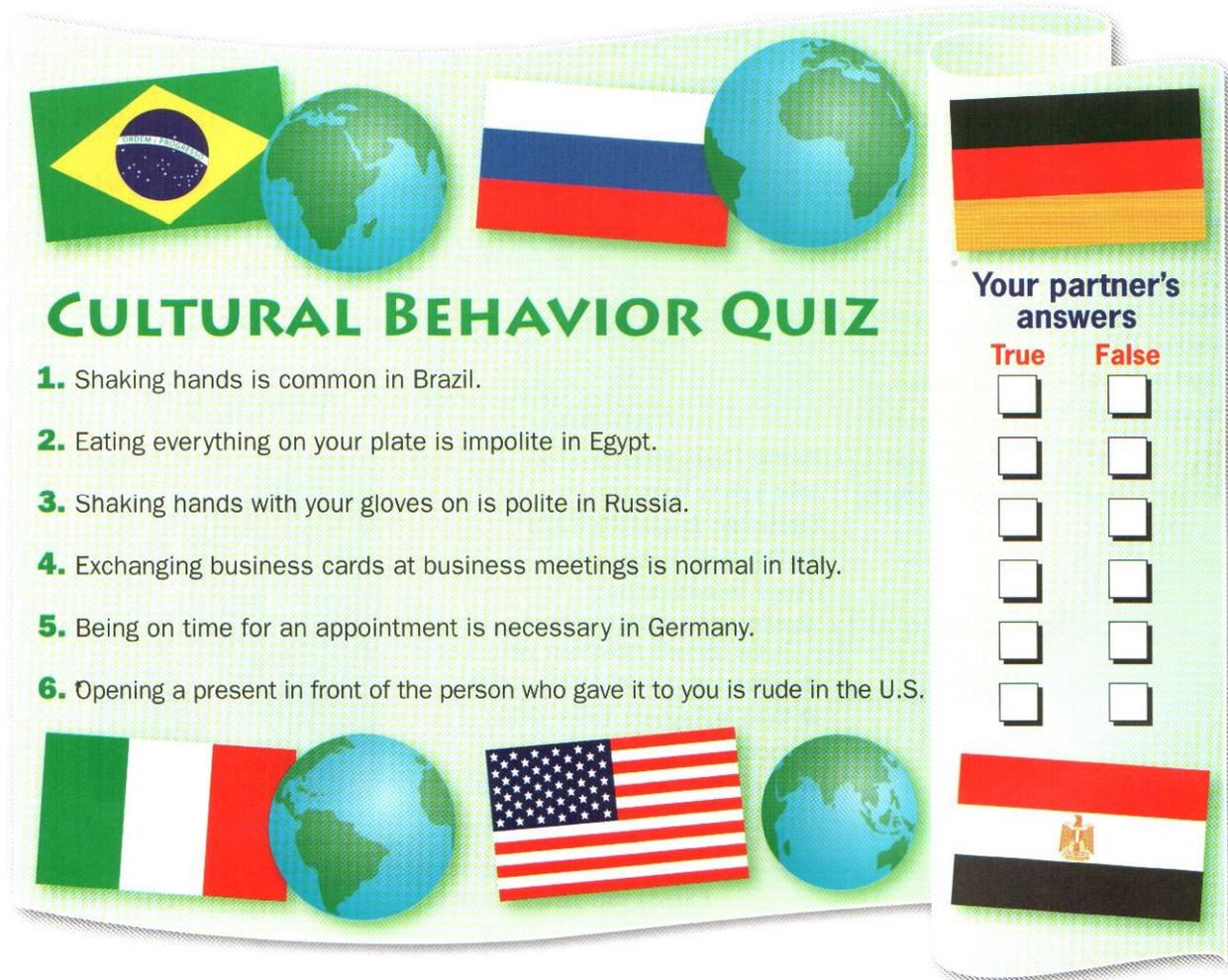
Think of an unusual request. Call your partner and make your request. Role-play the conversation. Take turns calling and making your requests.

- A:** *Hi, Miko. This is Frank.*
- B:** *Oh, hi, Frank. How are you?*
- A:** *I'm fine, thanks. I'm calling to ask something.*
- B:** *Sure, what is it?*
- A:** *Well, could you please...?*

5B Communication task: Cultural behavior quiz

Student B looks at this page. Student A looks at page 39.

- A** *Pair work.* You and your partner each have a different version of the quiz below. Your partner will read six statements. Listen and say whether you think each statement is true or false.
- B** *Pair work.* Look at the quiz below. Read each statement to your partner. Your partner says whether the statement is true or false. Check (✓) the answer your partner thinks is correct for each statement.



CULTURAL BEHAVIOR QUIZ

1. Shaking hands is common in Brazil.
2. Eating everything on your plate is impolite in Egypt.
3. Shaking hands with your gloves on is polite in Russia.
4. Exchanging business cards at business meetings is normal in Italy.
5. Being on time for an appointment is necessary in Germany.
6. Opening a present in front of the person who gave it to you is rude in the U.S.

Your partner's answers

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

- C** *Pair work.* Here are the correct answers to the statements above: 1T, 2T, 3F, 4T, 5T, 6F. Tell your partner the correct answer for each statement. Take turns.
- D** *Group work.* Get together with another pair. Ask and answer these questions:
- Which of these behaviors are OK to do in your country?*
 - Which behaviors are rude?*
 - Which ones have you done?*
 - Which ones have you seen or heard other people do?*

10B Communication task: How long did he...?

Student B looks at this page. Student A looks at page 60.

- A** Look at the photos of Laurie and Toshi. Think about the questions you will ask to find the missing information about Laurie. Here are some types of questions you can ask:

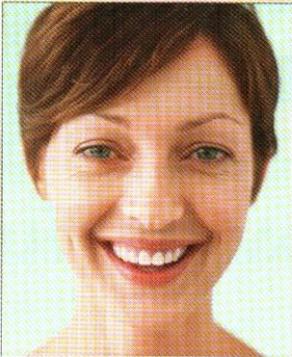
Where was she...? When did she ...? How long was she ...? How long did she...?

- B** *Pair work.* Look at the information about Toshi. Answer your partner's questions.

Dawson, L.

Name: Laurie Dawson
Job: Manager
Birthday: March 19, 1977
Birthplace: _____
Other information:

- graduated from Stanford University _____
- worked as a tour guide _____
- studied Chinese _____
- lived in Taiwan _____
- moved to New York _____



Yamada, T.

Name: Toshi Yamada
Job: Sports instructor
Birthday: August 20, 1973
Birthplace: Kobe, Japan
Other information:

- attended language school in the US for 6 months in 1995
- worked at a hotel 1997–1999
- lived in Sapporo 1999–2001
- moved to Tokyo in 2001
- won a judo tournament in 2003



- C** *Pair work.* Ask your partner questions about Laurie. Fill in the missing information.

Extra

Talk about your past habits and experiences. Use *used to* with the verbs below. Partners ask questions with *how long*. Take turns.

have go live play
 read study use

- A:** *I used to have a cat.*
B: *How long did you have a cat?*
A: *I had a cat for five years.*

Check your English

Unit I

A Vocabulary

Complete the sentences. Use the words below.

band camping generous serious
shy talented talkative team

1. We went camping in the mountains on our last vacation.
2. He never smiles or tells a joke. He's a very _____ person.
3. She's a very _____ musician. She plays the violin and the piano.
4. My father played on a baseball _____ when he was in school.
5. Bob is very _____. He's always giving gifts to people.
6. I'd like to meet her, but I'm too _____ to introduce myself.
7. She plays the drums in a girls' rock _____.
8. He's the most _____ person I know. He always has something to say.

B Grammar

Complete the conversations. Use the correct form of the verbs in parentheses.

1. A: Where did you go last night? (go)
B: I _____ to the movies with Jung. (go)
2. A: What _____ she _____ right now? (do)
B: She _____ on the phone. (talk)
3. A: _____ he smart? (be)
B: Oh, yes. He _____ five languages! (speak)
4. A: _____ you ever _____ to Guam? (be)
B: No, I _____. But I'd like to go there. (have)
5. A: When _____ you last _____ Chinese food? (eat)
B: Yesterday. I _____ lunch in a Chinese restaurant. (have)

Check your English

Unit 2

A Vocabulary

Read the definitions. Write the correct words.

forest
ocean

desert
valley

island
volcano

lake
waterfall

1. a mountain that forces hot gas and rocks through a hole at the top: _____
2. water that falls straight down over a rock or from the top of a mountain: _____
3. a large area of land where it is always hot and dry and there is a lot of sand: _____
4. a large area of land that is covered by trees: _____
5. an area of low land between hills or mountains: _____
6. a piece of land completely surrounded by water: _____
7. a large area of water surrounded by land: _____
8. one of the extremely large areas of salt water that cover most of the earth: _____

B Grammar

Write the comparative or superlative form of the adjective in parentheses, whichever is more appropriate.

1. A stream is _____ than a river. (narrow)
2. The Pacific is _____ ocean on Earth. (deep)
3. A mountain is _____ than a hill. (big)
4. Mount Everest is _____ mountain on Earth. (high)
5. Mount Fuji is _____ than Mount Yahiko. (famous)
6. The weather today is _____ than it was yesterday. (good)
7. The Atacama Desert is _____ place in Chile. (dry)
8. What do you think is _____ city in the world? (interesting)

Check your English

Unit 3

A Vocabulary

Complete the sentences. Use the words below. Use each word only once.

do clean get have
feed visit practice win

1. She and Charlie are going to _____ married in April.
2. The dog is really hungry. Would you please _____ him?
3. She hoped to _____ a prize in the flower show.
4. Ron can't go out tonight. He has to _____ his homework.
5. Be careful on that bike! You don't want to _____ an accident.
6. My room is a mess. Will you help me _____ it?
7. Do you _____ the piano every day?
8. I went to Seattle to _____ my cousins.

B Grammar

Complete these sentences with the verbs in parentheses. Use the correct tense: simple past or past continuous.

1. I _____ (walk) home when, suddenly, it _____ (start) to rain.
2. We _____ (see) an accident while we _____ (stand) at the bus stop.
3. My cell phone _____ (fall) on the floor while I _____ (get) dressed.
4. He _____ (watch) TV when his mother _____ (call).
5. He _____ (stay) in a hotel when the tsunami _____ (hit) the beach.
6. When my friend _____ (arrive), I _____ to music (listen).
7. They _____ (meet) the president while they were on vacation.
8. While we _____ (walk) on the beach, we _____ (find) something valuable.

Check your English

Unit 4

A Vocabulary

1 Complete the sentences. Use the words below. Use each word only once.

ask missed fail study

1. Do you _____ the teacher questions in class?
2. I _____ class yesterday because I was sick.
3. You need to _____ these pages for the test.
4. I feel bad when I _____ a test.

2 Match the subjects with the topics.

- | | |
|------------------|-----------------------|
| 1. biology ___ | a. grammar |
| 2. history ___ | b. $5x + 7y = 12z$ |
| 3. languages ___ | c. plants and animals |
| 4. math ___ | d. the 18th century |

B Grammar

1 Circle the correct word to complete each sentence.

1. My biology class is always very interesting / interested.
2. She was very exciting / excited about her new job.
3. I was shocking / shocked to hear about the accident.
4. I thought the movie was very boring / bored.

2 Put the words in order to make sentences.

1. called yet father me hasn't my

2. already eaten in have that they restaurant

Check your English

Unit 5

A Vocabulary

Fill in the blanks with the correct words.

apology invitation offer save a seat
request suggestion lend pick up

1. Eva didn't get a(n) _____ to David's party.
2. He made a(n) _____ for missing the meeting.
3. Akiko's idea to leave early was a good _____.
4. The bank refused my _____ for a loan.
5. Will you _____ something for dinner on your way home?
6. I was very pleased by her _____ to help with the work.
7. He asked me if I would _____ him my bike.
8. Would you please _____ for me at the movie theater?

B Grammar

Circle the correct word to complete each sentence.

1. Would you mind if I wait / waiting / waited for you outside?
2. Can you please answer / answering / answered the phone?
3. Would you mind not drive / driving / drove so fast?
4. Would you mind spell / spelling / spelled your name for me?
5. Would you mind if I call / calling / called you next week?
6. Would you say / saying / said that again, please?
7. Would you mind help / helped / helping me wash the dishes, please?
8. Would you please show / showing / showed me how to use this coffee machine?

Check your English

Unit 6

A Vocabulary

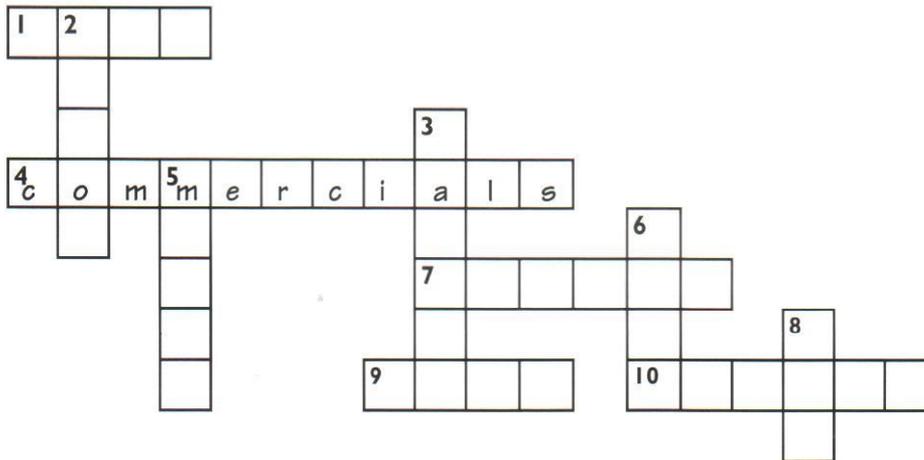
Use the clues to complete the crossword puzzle.

Across

1. He'd really like to _____ more people.
4. There are a lot of _____ on TV and radio.
7. Ken is _____ than his brother.
9. I'd like to _____ to another city.
10. I'm against _____ uniforms.

Down

2. You should get out and _____ life more.
3. He has a _____ of a fish on his leg.
5. He wishes he had more _____ to buy things.
6. Cats and dogs are popular _____ in the United States.
8. Do you know _____ to speak Spanish?



B Grammar

Complete the sentences. Use the words and phrases below.

could stop enough many much too would come

1. I smoke too _____ cigarettes. I wish I _____ smoking.
2. I wish Tina _____ to the party.
3. This backpack isn't big _____ to hold all my books.
4. I can't drink this coffee. There's too _____ sugar in it.
5. This food is _____ hot to eat.

Check your English

Unit 7

A Vocabulary

Complete the sentences. Use the words below. Use each word only once.

anniversary
shake

graduation
tip

remove
wedding

1. We had a big party to celebrate my brother's _____ from college.
2. How much did you _____ the taxi driver?
3. The bride and groom are the most important people at a _____.
4. He said, "Nice to meet you" and started to _____ my hand.
5. Next Friday is my parents' wedding _____.
6. You can keep your shoes on. You don't need to _____ them.

B Grammar

1. Make one sentence from two sentences.

a. People eat dinner in a restaurant. Then they tip the waiter.

People tip the waiter after they eat dinner in a restaurant.

b. She graduated. Then she got a good job.

• After _____, _____.

c. I finished reading the book. Then I had dinner.

I _____ before _____.

2. Make a sentence with the same meaning. Use a gerund as the subject or *it* + infinitive.

a. Visiting foreign countries is interesting.

It's interesting to visit foreign countries.

b. It takes a long time to learn a foreign language.

c. Taking a hot bath is relaxing.

Check your English

Unit 8

A Vocabulary

Match the jobs with the descriptions.

surgeon
cashier

hairdresser
photographer

firefighter
police officer

manager
reporter

graphic artist
mechanic

1. A _____ washes, cuts, and styles people's hair.
2. A _____ takes photos.
3. A _____ repairs and works with machines.
4. A _____ produces art on a computer.
5. A _____ operates on people in a hospital.
6. A _____ tries to catch criminals and checks that people obey the law.
7. A _____ directs the work of a business, department, etc.
8. A _____ puts out fires and helps people in dangerous situations.
9. A _____ receives or gives money in a store, bank, etc.
10. A _____ writes or tells about events in a newspaper or on radio or TV.

B Grammar

Complete each sentence with the infinitive or gerund of the verb in parentheses.

1. She wants _____ the sales meeting. (attend)
2. Do you enjoy _____ new people? (meet)
3. He's really good at _____ reports. (write)
4. I'm planning _____ a job as a manager. (get)
5. Are you interested in _____ part-time? (work)
6. She's really nervous about _____ her new job. (start)
7. I dislike _____ to work. (drive)
8. I'm tired of _____ the same thing every day. (do)

Check your English

Unit 9

A Vocabulary

Complete the sentences. Use the words and phrases below. Use each word or phrase only once.

practice
learn

get
spend

look for
hang out

take
build

train
go

1. How long did you _____ for the race?
2. I want to _____ ice-skating lessons.
3. Who did you _____ to the concert with?
4. He's been trying to _____ how to cook Chinese food.
5. She doesn't have time to _____ another job.
6. They usually _____ at the mall with their friends.
7. Will you help me _____ my website?
8. In the summer she likes to _____ a lot of time at the beach.
9. You look tired. You need to _____ more sleep.
10. I _____ martial arts two days a week.

B Grammar

Complete the conversation using the words in parentheses. Use the present perfect or the present perfect continuous.

A: (1) _____ you in a long time. (I/not/see)

What (2) _____ lately? (you/do)

B: Oh, not much really. (3) _____ a lot. (I/study)

A: Really? Me, too. I have a paper due next week.

(4) _____ all my time at the library. (I/spend)

B: Me, too. (5) _____ to the library three times this week. (I/be)

Check your English

Unit 10

A Vocabulary

Read the sentences. Complete the words.

1. I try to keep my room _____ and clean at all times.
2. The actor wore a thick, black _____ on his face.
3. She just sits in front of the TV all day. She's very _____.
4. The old man had a long, gray _____.
5. You need some new clothes. You look _____ in those.
6. She's a strong athlete. Her body is very _____.
7. My father has no hair on his head. He's completely _____.
8. Her hair isn't straight. It's very long and _____.
9. He's a good worker. I'm _____ that he can do the job.
10. She's always in the library. She's very _____.

B Grammar

Complete the conversation. Use each word or phrase below only once.

did	didn't	for	from	how long
to	until	use	use to	used to

A: Did you (1) _____ ride your bike to school?

B: No, I (2) _____. I (3) _____ ride my skateboard. How did you go to school?
Did you (4) _____ the subway?

A: Yes, I (5) _____. I went to school by subway when I lived in New York.

B: (6) _____ did you live in New York?

A: I lived there (7) _____ four years. I lived there (8) _____ I graduated from high school.

B: What years were you there?

A: I was there (9) _____ 2001 (10) _____ 2005.

Check your English

Unit 11

A Vocabulary

Match the words with the definitions.

- | | |
|-----------------------|---|
| 1. biography ____ | a. a children's story in which magical things happen |
| 2. crime ____ | b. when people vote for or against someone |
| 3. demonstration ____ | c. a book that tells the story of a person's life |
| 4. election ____ | d. a public show of opinion, especially against something |
| 5. exhibition ____ | e. a story about love between two people |
| 6. fable ____ | f. a story about a question that is difficult to solve |
| 7. fairytale ____ | g. an action that is against the law, such as stealing |
| 8. flood ____ | h. a story about animals that teaches an important lesson |
| 9. mystery ____ | i. a lot of water that covers land that is usually dry |
| 10. romance ____ | j. a showing of paintings, products, etc. |

B Grammar

Complete the reported sentences with the correct form of the verb.

1. "I'm late," she said. → She said she _____ late.
2. "You play very well," he said. → He told me I _____ very well.
3. "We're leaving," they told us. → They told us they _____.
4. "He can help," she said. → She said he _____ help.
5. "You don't have enough time," he said. → He told me I _____ enough time.
6. "They've left," she said. → She said they _____.

Check your English

Unit 12

A Vocabulary

Complete the sentences. Use the words and phrases below. Use each word or phrase only once.

label travel alone cruise flight
passport reservation confirm run out of

1. I had to sit in the airport for five hours because I missed my _____.
2. _____ your luggage both inside and outside.
3. The immigration officer asked me where I lost my _____.
4. We got on a big ship and took a ten-day _____ in the Mediterranean.
5. Have you made your hotel _____ yet?
6. I'm going to _____ my flight tomorrow.
7. I asked my sister to go with me because I don't want to _____.
8. Don't worry. If you _____ money, you can use a credit card.

B Grammar

Circle the correct words to complete the sentences.

1. Have you ever visit / visited Europe?
2. She doesn't has / have to pack her backpack.
3. **A:** Have you ever been on a cruise?
B: No, I have never taken / took a cruise.
4. I haven't / don't have to make a hotel reservation.
5. He didn't have / got to get a new passport.
6. He had to / must take a flight from London yesterday.
7. We didn't have / had to pay for a new ticket.
8. You must show / to show your passport when you enter the country.

Key vocabulary

Here is a list of most of the new words in *Talk Time 3*.

adj = adjective

adv = adverb

n = noun

prep = preposition

pron = pronoun

v = verb

Unit 1

brave *adj*
character *n*
cheerful *adj*
collect things *v*
complaining *n*
date *n*
describe *v*
do arts and crafts *v*
engineering *n*
ever *adv*
foreign *adj*
funny *adj*
generous *adj*
go camping *v*
go rock climbing *v*
hardworking *adj*
joke *n*
kind *adj*
kind of (*informal*)
lazy *adj*
never *adv*
pet *n*
play in a band *v*
play on a team *v*
polite *adj*
serious *adj*
shy *adj*
silly *adj*
smart *adj*
spicy *adj*
talented *adj*
talkative *adj*
Thai *adj*
Thailand *n*
What kind...?

Unit 2

Africa *n*
Amazon *n*
Antarctica *n*
Arctic Ocean *n*
Asia *n*
Atlantic Ocean *n*
better *adj*
climate *n*
cloudy *adj*
cold *adj*
continent *n*
crowded *adj*
desert *n*
Europe *n*
(Mount) Everest *n*
foggy *adj*
forest *n*
geography *n*
Gobi Desert *n*
hill *n*
hot *adj*
Indian Ocean *n*
Indonesia *n*
island *n*
K2 *n*
lake *n*
mountain *n*
Nile River *n*
North America *n*
ocean *n*
Pacific Ocean *n*
quiz *n*
rainy *adj*
river *n*

Sahara Desert *n*
season *n*
snowy *adj*
South America *n*
Spain *n*
stream *n*
sunny *adj*
valley *n*
volcano *n*
waterfall *n*
weather *n*
windy *adj*
winter *n*
worse *adj*

Unit 3

believe *v*
clean one's room *v*
contest *n*
dangerous *adj*
do homework *v*
experience *n*
feed a pet *v*
find something
valuable *v*
get dressed *v*
get engaged *v*
get married *v*
get off a bus *v*
get on the subway *v*
go on (*idiom*)
have an accident *v*
hope *v*
join *v*
life *n*
meet someone
famous *v*

midnight *n*
play basketball *v*
practice the violin *v*
right away (*idiom*)
seem *v*
semester *n*
subject *n*
take a walk *v*
true *adj*
visit a friend *v*
visit a special place *v*
voice mail *n*
wait for a bus *v*
win a prize *v*
withdraw money *v*

Unit 4

already *adv*
amaze *v*
amuse *v*
annoy *v*
art *n*
art history *n*
ask questions *v*
biology *n*
bored *adj*
boring *adj*
chemistry *n*
computer science *n*
confused *adj*
confusing *adj*
difficult *adj*
disappoint *v*
essay *n*
excite *v*
fail a test *v*
history *n*

interested *adj*
interesting *adj*
languages *n*
math *n*
miss a class *v*
music *n*
shock *v*
still *adv*
study for a test *v*
subject *n*
surprise *v*
take a test *v*
take notes *v*
vegetarian *n*
yet *adv*

Unit 5

anyway *adv*
apology *n*
can *v*
could *v*
downstairs *adv*
expect *v*
favor *n*
give directions *v*
give someone a ride *v*
I'm afraid... (*idiom*)
invitation *n*
just in case (*idiom*)
lend money *v*
offer *n*
pick up something (at a store) *v*
reminder *n*
request *n*
save a seat *v*

suggestion *n*
wait for someone *v*
will *v*
would *v*
Would you mind...?

Unit 6

against *adv*
agree *v*
art gallery *n*
be taller *v*
credit card *n*
depressing *adj*
disagree *v*
enjoy life *v*
enough *adv*
fast food *n*
for *adv*
have money *v*
household pet *n*
in my opinion...
know how to dance *v*
meet people *v*
move to a new apartment *v*
opinion *n*
project *n*
school uniform *n*
tattoo *n*
too *adv*
TV commercial *n*
violence *n*
violent *adj*
wish *n*

Unit 7

advice *n*
article *n*
behavior *n*
birthday party *n*
bow *v*
bride *n*
celebration *n*
common *adj*
cultural *adj*
custom *n*
customary *adj*
dinner party *n*
disrespectful *adj*
eat bread *v*
event *n*
exchange *v*
graduation *n*
impolite *adj*
New Year's party *n*
pat *v*
remove shoes *v*
ring *n*
serve *v*
shake hands *v*
smile *v*
snap *v*
tip *v*
touch *v*
typical *adj*
unnecessary *adj*
unusual *adj*
use *v*
use chopsticks *v*
wedding *n*
wedding anniversary *n*
whistle *v*

Unit 8

answer questions *v*
apply *v*
attend meetings *v*
become *v*
business *n*
cashier *n*
dancer *n*
firefighter *n*
graphic artist *n*
hairdresser *n*
interview *n*
job *n*
job opening *n*
manager *n*
mechanic *n*
membership *n*
need to *v*
offer *v*
photographer *n*
plan to *v*
police officer *n*
position *n*
reporter *n*
since *adv*
sports instructor *n*
supervise *v*
surgeon *n*
take business trips *v*
tour guide *n*
use the Internet *v*
work *n*
write reports *v*

Unit 9

build a website *v*
cooking course *n*
daydream *v*
draw *v*
driving lessons *n*
get a lot of sleep *v*
go to concerts *v*
guess *v*
hang out *v*
horseback riding *n*
lately *adv*
learn *v*
leisure *n*
look for a job *v*
martial arts *n*
practice *v*
race *n*
racquetball *n*
recent *adj*
rider *n*
spend time *v*
stable *n*
theme park *n*
train *v*

Unit 10

acting *n*
alarm clock *n*
bald *adj*
beard *n*
by the way... (*idiom*)
change *v*
character *n*
confident *adj*
dream *v*

get up early *v*
go to bed late *v*
habit *n*
hairstyle *n*
have a big breakfast *v*

lazy *adj*
little *adj*

muscular *adj*
mustache *n*

neat *adj*
newspaper *n*

personality *n*

ride a bike *v*

scruffy *adj*
shy *adj*
studious *adj*

Texas *n*

used to *v*

wavy hair *n*

Unit 11

biography *n*
busy *adj*
crime *n*
demonstration *n*

election *n*
exhibition *n*

fable *n*
fairytale *n*
fashion show *n*
fire *n*
flood *n*
free *adj*

ghost story *n*

highway *n*

mystery *n*

nervous *adj*
news *n*

report *v*
research *v*
romance *n*

science fiction story *n*
sports event *n*
story *n*

then *adv*

western *n*
What happened?
while *adv*

Unit 12

buy *v*

confirm a flight *v*
consulate *n*
cruise *n*

expire *v*

get sick *v*

have an accident *v*

in fact (*idiom*)

label *v*
local market *n*
lose *v*
luck *n*
luggage *n*

make a hotel reservation *v*
miss a flight *v*
must *v*

passport *n*
plane ticket *n*

run out of money *v*

stop *v*

travel alone *v*
traveler *n*
traveler's check *n*

try local food *v*

visa *n*

wallet *n*

Talk Time

— the course that gets everyone talking!

Talk Time gives students the **time to listen** to English and the **time to talk** with classmates. Every lesson builds confidence, starting with vocabulary presentation and gradually building up to free-speaking practice. The speaking practice and listening activities present English in everyday situations so students learn how to:

- Talk about past experiences and the things they want to do
- Express likes and dislikes
- Make requests and give advice
- Talk about their hobbies and pastimes

Talk Time gives students all the help they need to feel confident about conversation:

- The **grammar-based syllabus** and **themed vocabulary** builds fluency through recycling
- **Language notes** help students keep talking
- **Memos** remind students about the rules of English
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