

CAMBRIDGE

# interchange

THIRD EDITION



*Jack C. Richards*  
with Jonathan Hull and Susan Proctor

STUDENT'S BOOK

2 B



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# CLASSROOM LANGUAGE Working together





# Plan of Book 2B

| Titles/Topics                                                                                                                                | Speaking                                                                                                           | Grammar                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UNIT 9</b> PAGES 58-63<br><b>Back to the future</b><br>Life in the past, present, and future; changes and contrasts; consequences         | Talking about change; comparing time periods; describing possibilities                                             | Time contrasts; conditional sentences with <i>if</i> clauses                                                                                 |
| <b>UNIT 10</b> PAGES 64-69<br><b>I don't like working on weekends!</b><br>Abilities and skills; job preferences; personality traits; careers | Describing abilities and skills; talking about job preferences; describing personality traits                      | Gerunds; short responses; clauses with <i>because</i>                                                                                        |
| PROGRESS CHECK PAGES 70-71                                                                                                                   |                                                                                                                    |                                                                                                                                              |
| <b>UNIT 11</b> PAGES 72-77<br><b>It's really worth seeing!</b><br>Landmarks and monuments; world knowledge                                   | Talking about landmarks and monuments; describing countries; discussing facts                                      | Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present)                                                             |
| <b>UNIT 12</b> PAGES 78-83<br><b>It could happen to you!</b><br>Information about someone's past; recent past events                         | Asking about someone's past; describing recent experiences                                                         | Past continuous vs. simple past; present perfect continuous                                                                                  |
| PROGRESS CHECK PAGES 84-85                                                                                                                   |                                                                                                                    |                                                                                                                                              |
| <b>UNIT 13</b> PAGES 86-91<br><b>Good book, terrible movie!</b><br>Entertainment; movies and books; reactions and opinions                   | Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions      | Participles as adjectives; relative clauses                                                                                                  |
| <b>UNIT 14</b> PAGES 92-97<br><b>So that's what it means!</b><br>Nonverbal communication; gestures and meanings; signs; drawing conclusions  | Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings | Modals and adverbs: <i>might, may, could, must, maybe, perhaps, possibly, probably, definitely</i> ; permission, obligation, and prohibition |
| PROGRESS CHECK PAGES 98-99                                                                                                                   |                                                                                                                    |                                                                                                                                              |
| <b>UNIT 15</b> PAGES 100-105<br><b>What would you do?</b><br>Money; hopes; predicaments; speculations                                        | Speculating about past and future events; describing a predicament; giving advice and suggestions                  | Unreal conditional sentences with <i>if</i> clauses; past modals                                                                             |
| <b>UNIT 16</b> PAGES 106-111                                                                                                                 |                                                                                                                    |                                                                                                                                              |
| <b>What's your excuse?</b><br>Requests; excuses; invitations                                                                                 | Reporting what people say; making requests; making invitations and excuses                                         | Reported speech: requests; reported speech: statements                                                                                       |
| PROGRESS CHECK PAGES 112-113                                                                                                                 |                                                                                                                    |                                                                                                                                              |
| <b>SELF-STUDY</b>                                                                                                                            |                                                                                                                    |                                                                                                                                              |






**Pronunciation/Listening****Writing/Reading****Interchange Activity**

|                                                                                                                                                                                               |                                                                                                                                         |                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <p>Intonation in statements with time phrases<br/>Listening to people talk about changes<br/><i>Self-study</i>: Listening to people discuss technology</p>                                    | <p>Writing a description of a person<br/>“Are You in Love?": Reading about the signs of being in love</p>                               | <p>“Consider the consequences": Agreeing and disagreeing with classmates</p> |
| <p>Unreleased and released /t/ and /d/<br/>Listening to people talk about their job preferences<br/><i>Self-study</i>: Listening to a student election debate</p>                             | <p>Writing a cover letter for a job application<br/>“Find the Job That’s Right for You!": Reading about how to find the perfect job</p> | <p>“Dream job": Deciding which job to apply for</p>                          |
| <p>The letter <i>o</i><br/>Listening to descriptions of monuments; listening for information about a country<br/><i>Self-study</i>: Listening for information about the Statue of Liberty</p> | <p>Writing a guidebook introduction<br/>“A Guide to Unusual Museums": Reading about interesting museums</p>                             | <p>“Who is this by?": Sharing information about famous works</p>             |
| <p>Contrastive stress in responses<br/>Listening to people talk about recent experiences<br/><i>Self-study</i>: Listening to people talk about events in their careers</p>                    | <p>Writing a short story<br/>“Child Prodigies": Reading about gifted children</p>                                                       | <p>“Life is like a game!": Playing a board game</p>                          |
| <p>Emphatic stress<br/>Listening for opinions; listening to a movie review<br/><i>Self-study</i>: Listening to people talk about a book</p>                                                   | <p>Writing a movie review<br/>“The Magic of Potter": Reading about an author’s career</p>                                               | <p>“Famous faces": Asking classmates’ opinions about movies and TV shows</p> |
| <p>Pitch<br/>Listening to people talk about the meanings of signs<br/><i>Self-study</i>: Listening to people discuss street signs</p>                                                         | <p>Writing a list of rules<br/>“Pearls of Wisdom": Reading about proverbs</p>                                                           | <p>“What’s going on?": Interpreting body language</p>                        |
| <p>Reduction of <i>have</i><br/>Listening to people talk about predicaments; listening to a radio talk show<br/><i>Self-study</i>: Listening to people describe situations</p>                | <p>Writing a letter to an advice columnist<br/>“Ask Amy": Reading an advice column</p>                                                  | <p>“Do the right thing!": Deciding what to do in a difficult situation</p>   |
| <p>Reduction of <i>had</i> and <i>would</i><br/>Listening for excuses; listening to voice mail messages<br/><i>Self-study</i>: Listening to a telephone conversation</p>                      | <p>Writing a voice mail message<br/>“The Truth About Lying": Reading about “white lies”</p>                                             | <p>“Excuses, excuses": Making up excuses</p>                                 |



# 9 Back to the future

## 1 **SNAPSHOT**

| <b>PAST,<br/>PRESENT,<br/>AND FUTURE</b> |  |  |  |
|------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                          | <i>Past</i>                                                                       | <i>Present</i>                                                                     | <i>Future</i>                                                                       |
| <b>Transportation</b>                    | railroads and ocean liners                                                        | cars and jet airplanes                                                             | flying cars and commercial space flights?                                           |
| <b>Communications</b>                    | the telephone and the postal system                                               | cell phones and e-mail                                                             | video phones and audio letters?                                                     |
| <b>Entertainment</b>                     | radio and movies                                                                  | television and computer games                                                      | 3-D television and virtual reality games?                                           |

Sources: *New York Public Library Book of Chronologies*; *New York Public Library Desk Reference*

Which of these past and present developments are the most important? Why?  
Do you think any of the future developments could happen in your lifetime?  
How will clothing and music be different in the future? Suggest two differences.

## 2 **CONVERSATION** *This neighborhood has changed!*

**A**  Listen and practice.

Tanya: This neighborhood sure has changed!


Matt: I know. A few years ago, not many people lived here.  
But the population is growing so fast these days.

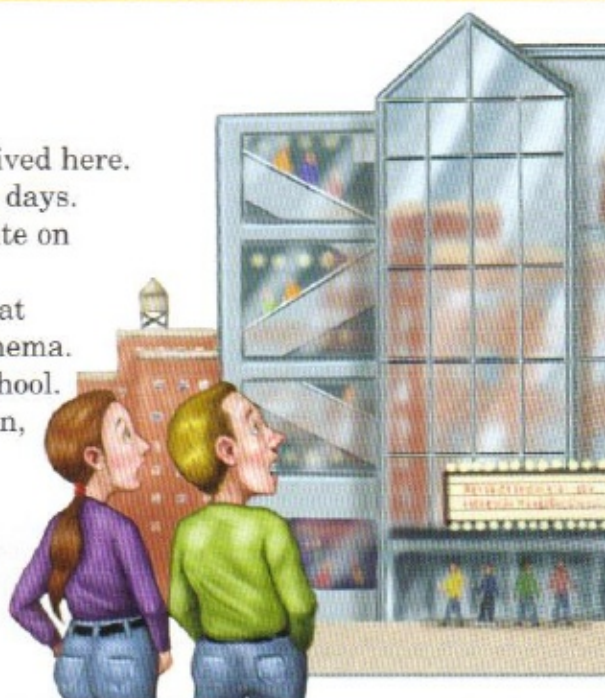
Tanya: Yeah. It seems like there's a construction site on every corner.

Matt: Remember how we used to buy candy at that little grocery store? Now it's a multiplex cinema.

Tanya: Yeah, and they're tearing down our high school. They're going to build a shopping mall. Soon, there will be just malls and parking lots.

Matt: That's because everyone has a car! Fifty years ago, people walked everywhere. Nowadays, they drive.

**B**  Listen to the rest of the conversation.  
What else has changed in their neighborhood?









## 8 PERSPECTIVES Who wants to make money?

**A** Listen to some possible consequences of getting a high-paying job. Check (✓) the statements you agree with.

### If you get a high-paying job, . . . .

- ..... you won't have to work as hard
- ..... you'll be able to travel first class
- ..... you might have to pay higher taxes
- ..... you'll be able to donate more to charities
- ..... more people may want to be your friend
- ..... you'll be able to buy things you want
- ..... you might be on TV or in the newspapers
- ..... people will ask you for a loan
- ..... you'll have a lot more free time
- ..... you'll be able to buy your parents a new car

**B Pair work** Look at the statements again. Which are advantages of getting a high-paying job? Which are disadvantages?

"I think the first one is an advantage. I don't like to work very hard."

## 9 GRAMMAR FOCUS

### Conditional sentences with if clauses

#### Possible situation + simple present

- If you get a high-paying job,
- If you don't have to work as hard,
- If you have a lot more free time,
- If you get bored,

#### Consequence + future with will, may, or might

- you **won't have to work** as hard.
- you'll **have** a lot more free time.
- you **might get** bored.
- you **may have to look for** another job.

**A** Match the clauses in column A with the appropriate information from column B. Then compare with a partner.

A

1. If you eat less sugar, .....
2. If you walk to work every day, .....
3. If you don't get enough sleep, .....
4. If you own a pet, .....
5. If you don't get married, .....

B

- a. you may feel more relaxed.
- b. you might feel healthier.
- c. you'll stay in shape without joining a gym.
- d. you'll have more money to spend on yourself.
- e. you won't be able to stay awake in class.

**B** Add your own information to the clauses in column A. Then practice with a partner.

"If you eat less sugar, you'll lose weight."





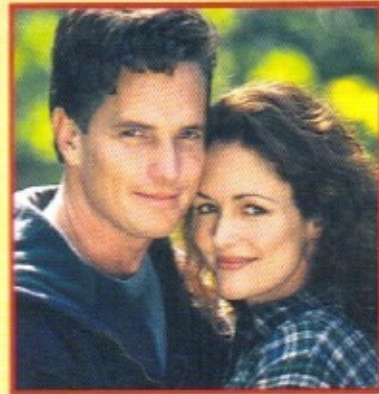
# Are you in love?

What is the difference between "having a crush" on someone and falling in love?

**Y**ou think you're falling in love. You're really attracted to a certain person. But this has happened before, and it was just a "crush." How can you tell if it's real this time? Here's what our readers said:

*If you're falling in love, . . .*

- ♥ you'll find yourself talking to or telephoning the person for no reason. (You might pretend there's a reason, but often there's not.)
- ♥ you'll find yourself bringing this person into every conversation. ("When I was in Mexico - , a friend begins. You interrupt with, "My boyfriend made a great Mexican dinner last week.")
- ♥ you might suddenly be interested in things you used to avoid. ("When a woman asks me to tell her all about football, I know she's fallen in love," said a TV sports announcer.)



OK, so you've fallen in love. But falling in love is one thing, and staying in love is another. How can you tell, as time passes, that you're still in love? If you stay in love, your relationship

will change. You might not talk as much about the person you are in love with. You might not call him or her so often. But this person will nevertheless become more and more important in your life.

You'll find that you can be yourself with this person. When you first fell in love, you were probably afraid to admit certain things about yourself. But now you can be totally honest. You can trust him or her to accept you just as you are. Falling in love is great - staying in love is even better!

**A** Read the article. Where do you think it is from? Check (✓) the correct answer.

- a newspaper     a magazine     an advice column     an advertisement

**B** What things happen when you're falling in love compared to staying in love? Complete the chart.

| Falling in love | Staying in love |
|-----------------|-----------------|
| 1. ....         | 1. ....         |
| 2. ....         | 2. ....         |
| 3. ....         | 3. ....         |

**C Pair work** Which is more difficult - falling in love or staying in love? Can you think of other signs of being in love?



# 10 I don't like working on weekends

## 1 SNAPSHOT

### EIGHT IMPORTANT JOB SKILLS

Here are some skills that employers look for.

- |                          |                                           |                          |                                      |
|--------------------------|-------------------------------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | 1. Can you solve problems?                | <input type="checkbox"/> | 5. Are you good at math and science? |
| <input type="checkbox"/> | 2. Do you work well with people?          | <input type="checkbox"/> | 6. Can you manage money well?        |
| <input type="checkbox"/> | 3. Can you use a computer?                | <input type="checkbox"/> | 7. Do you speak other languages?     |
| <input type="checkbox"/> | 4. Can you teach others how to do things? | <input type="checkbox"/> | 8. Can you manage other people?      |

Source: U.S. Department of L

Which of these skills do you think are most important? Why?

Check (✓) the skills that you think you have.

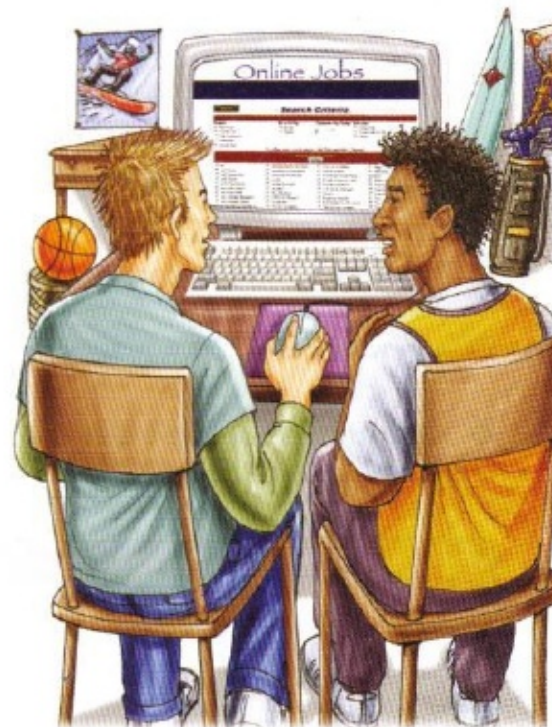
Look at the skills you checked. What jobs do you think you might be good at?

## 2 CONVERSATION I need a job!

**A** Listen and practice.

- Dan: I'm so broke. I really need to find a job!
- Brad: So do I. Do you see anything good listed on the Internet?
- Dan: How about this? A door-to-door salesperson to sell baby products.
- Brad: Like diapers and things? No, thanks. And anyway, I'm not good at selling.
- Dan: Well, I am! I might check that one out. Oh, here's one for you. An assistant entertainment director on a cruise ship.
- Brad: That sounds like fun. I like traveling, and I've never been on a cruise ship.
- Dan: It says here you have to work every day while the ship is at sea.
- Brad: That's OK. I don't mind working long hours if the pay is good. What's the phone number?
- Dan: It's 555-3455.

**B** Listen to Brad call about the job. What else does the job require?







## 5 LISTENING Job hunting

**A** Listen to people talk about the kind of work they are looking for. Check (✓) the job that would be best for each person.

- |                                           |                                     |                                           |
|-------------------------------------------|-------------------------------------|-------------------------------------------|
| 1. Bill                                   | 2. Shannon                          | 3. Ben                                    |
| <input type="checkbox"/> flight attendant | <input type="checkbox"/> lawyer     | <input type="checkbox"/> marine biologist |
| <input type="checkbox"/> teacher          | <input type="checkbox"/> bookkeeper | <input type="checkbox"/> model            |
| <input type="checkbox"/> songwriter       | <input type="checkbox"/> doctor     | <input type="checkbox"/> architect        |

**B** Listen again. Answer these questions.

1. What is Bill's attitude toward making money?
2. What does most of Shannon's family do for a living?
3. What has Ben done to break into movies?

## 6 SPEAKING Chores

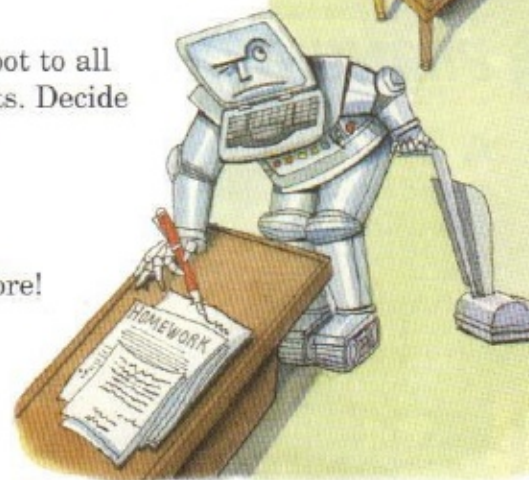
**A Pair work** Interview your partner about these chores. Check (✓) his or her answers.

| How do you feel about . . . ? | I enjoy it.              | I don't mind it.         | I hate it.               |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| doing your homework           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| washing the dishes            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cleaning your room            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| making phone calls            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| washing your clothes          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| organizing your desk          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| typing your school reports    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| buying groceries              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ironing your clothes          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| commuting to and from school  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B Pair work** Imagine the government is offering a robot to all students. Each robot can do four chores for two students. Decide which chores you want your robot to do.

- A: I want the robot to do my homework for me.  
I can't stand doing my homework.
- B: Neither can I. But I hate cleaning my room even more!

**C Group work** There is a shortage of robots. Each robot can only do two chores for four students. Discuss the things you want your robot to do.



## 7 INTERCHANGE 10 Dream job

Decide which job to apply for. Go to Interchange 10 at the back of the book.



## 8 WORD POWER Personality traits

**A** Which of these adjectives are positive (P)? Which are negative (N)?

|              |       |              |       |
|--------------|-------|--------------|-------|
| bad-tempered | N     | hardworking  | ..... |
| creative     | ..... | impatient    | ..... |
| critical     | ..... | level-headed | ..... |
| disorganized | ..... | moody        | ..... |
| efficient    | ..... | punctual     | ..... |
| forgetful    | ..... | reliable     | ..... |
| generous     | ..... | strict       | ..... |



**bad-tempered**



**disorganized**

**B Pair work** Tell your partner about people you know with these personality traits.

“My neighbor is bad-tempered. Sometimes she . . .”

**C** Listen to four conversations. Then check (✓) the adjective that best describes each person.

- |                                    |                                     |                                      |                                       |
|------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| 1. a boss                          | 2. a co-worker                      | 3. a teacher                         | 4. a relative                         |
| <input type="checkbox"/> creative  | <input type="checkbox"/> unfriendly | <input type="checkbox"/> moody       | <input type="checkbox"/> bad-tempered |
| <input type="checkbox"/> forgetful | <input type="checkbox"/> generous   | <input type="checkbox"/> patient     | <input type="checkbox"/> disorganized |
| <input type="checkbox"/> serious   | <input type="checkbox"/> strange    | <input type="checkbox"/> hardworking | <input type="checkbox"/> reliable     |

## 9 PERSPECTIVES Job profiles

**A** Listen to these people answer the question, “What kind of work would you like to do?” What job does each person talk about?



“Well, I think I’d make a good journalist because I’m good at writing. When I was in college, I worked as a reporter for the school newspaper. I really enjoyed writing different kinds of articles.”



“I know what I *don’t* want to do! A lot of my friends work in the stock market, but I could never be a stockbroker because I can’t make decisions quickly. I don’t mind working hard, but I’m terrible under pressure!”



“I’m still in school. My parents want me to be a teacher, but I’m not sure yet. I guess I could be a teacher because I’m very creative. I’m also very impatient, so maybe I shouldn’t work with kids.”

**B Pair work** Look at the interviews again. Which job would you choose?



### Clauses with because

The word **because** introduces a cause or reason.

I'd make a good journalist **because** I'm good at writing.

I could be a teacher **because** I'm very creative.

I wouldn't want to be a teacher **because** I'm very impatient.

I could never be a stockbroker **because** I can't make decisions quickly.

**A** Complete the sentences in column A with appropriate information from column B. Then compare with a partner.

A

- I wouldn't want to be a nurse .....
- I'd like to be a novelist .....
- I could never be an accountant .....
- I would make a bad waiter .....
- I could be a flight attendant .....

B

- because I don't like hospitals.
- because I really enjoy traveling.
- because I have a terrible memory.
- because I'm terrible with numbers.
- because I love creative writing.

**B Group work** Think about your personal qualities and skills. Then complete these statements. Take turns discussing them with your group.

I could never be a . . . because . . .

I wouldn't mind working as a . . . because . . .

I'd make a good . . . because . . .

**C Class activity** Choose some statements made by members of your group. Share them with the rest of the class.



"I have a terrible memory."

## WRITING A cover letter for a job application

**A** Imagine you can apply for one of the jobs in this unit. Write a short cover letter for a job application.

Attention: Mr. Yoshioka, Personnel Director, Executive Air Lines

Dear Mr. Yoshioka,

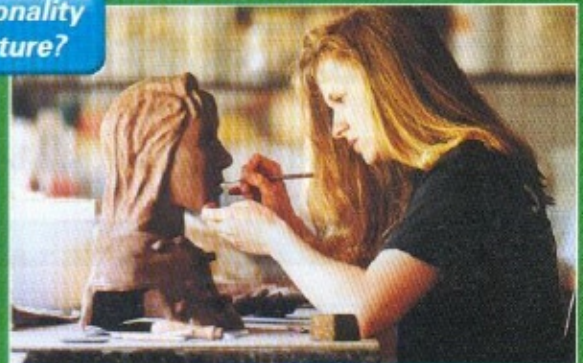
I am responding to your recent advertisement in *The Post* for a bilingual international flight attendant. I think I'd make a good flight attendant for Executive Air Lines because I'm a very friendly person and I really love traveling. I also enjoy meeting people. As you can see from my résumé, I've had a lot of experience working with tourists. I worked at . . .

**B Pair work** Exchange papers. If you received this letter, would you invite the applicant for a job interview? Why or why not?



# Find the Job That's Right for You!

Look at the photo and skim the list below. What personality type do you think best describes the person in the picture?



- Nearly 50% of all workers in the United States have jobs they aren't happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through the classified ads in the newspaper. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?
- According to psychologist John Holland, there are six types of personalities. Nobody is just one personality type, but most people are mainly one type. For each type, there are certain jobs that might be right and others that are probably wrong.
- Considering your personality type can help you make the right job decision. Liz is a good example. Liz knew she wanted to do something for children. She thought she could help children as a school counselor or a lawyer. She took counseling and law courses – and hated them. After talking to a career counselor, she realized the problem was that she's an Artistic type. Liz studied film, and she now produces children's TV shows – and loves it.

The **Realistic** type is practical and likes working with machines and tools.

The **Investigative** type is curious and likes to learn, analyze situations, and solve problems.

The **Artistic** type is imaginative and likes to express himself or herself by creating art.

The **Social** type is friendly and likes helping or training other people.

The **Enterprising** type is outgoing and likes to persuade or lead other people.

The **Conventional** type is careful and likes to follow routines and keep track of details.

**A** Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

|                                                                          | Main idea                | Supporting idea          |
|--------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Nearly 50% of all workers . . . they aren't happy with. (par. 1)      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. According to psychologist . . . types of personalities. (par. 2)      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. For each type, there are . . . that are probably wrong. (par. 2)      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Considering your personality . . . the right job decision. (par. 3)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. After talking to a career counselor, . . . an Artistic type. (par. 3) | <input type="checkbox"/> | <input type="checkbox"/> |

**B** For each personality type, write two examples of appropriate jobs. Then explain your answers to a partner.

| Realistic | Investigative | Artistic | Social | Enterprising | Conventional |
|-----------|---------------|----------|--------|--------------|--------------|
| .....     | .....         | .....    | .....  | .....        | .....        |
| .....     | .....         | .....    | .....  | .....        | .....        |

**C Group work** What personality type do you think you are? Does your group agree?











### 3 GRAMMAR FOCUS

#### Passive with by (simple past)

The passive changes the focus of a sentence.

For the simple past, use the past of be + past participle.

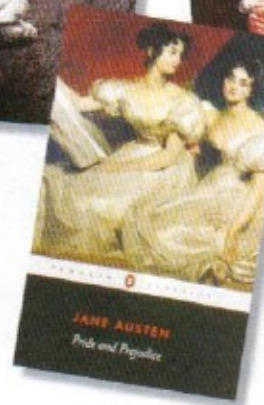
##### Active

The president **opened** the building in 1931.  
An American architect **designed** the building.

##### Passive

It **was opened by** the president in 1931.  
It **was designed by** an American architect.

**A** Do you know who created these popular works? Match the phrases in column A with the appropriate information from column B. Then compare with a partner.



A

1. *The Kiss* .....
2. The song "Yesterday" .....
3. The film *Schindler's List* .....
4. The novel *Pride and Prejudice* .....
5. The opera *Carmen* .....

B

- a. was composed by Georges Bizet.
- b. was painted by Gustav Klimt.
- c. was written by Jane Austen.
- d. was directed by Steven Spielberg.
- e. was recorded by the Beatles.

**B Pair work** Change these sentences into passive sentences with *by*. Then take turns reading them aloud.

1. Frédéric Bartholdi designed the Statue of Liberty in 1884.
2. Marie Curie discovered radium in 1898.
3. Gabriel García Márquez wrote *One Hundred Years of Solitude* in 1971.
4. Woo Paik produced the first digital HDTV (high-definition television) in 1991.
5. Salma Hayek played Frida Kahlo in the movie *Frida* in 2002.

### 4 INTERCHANGE 11 Who is this by?

Who created these well-known works? Go to Interchange 11.





## 8 CONVERSATION I need some information.

**A** Listen and practice.

Kelly: Hello?

John: Oh, hello. I need some information. What currency is used in the European Union?

Kelly: Where?

John: The European Union.

Kelly: I think the euro is used in most of the EU.

John: Oh, right. And is English spoken much there?

Kelly: I really have no idea.

John: Huh? Well, what about credit cards? Are they accepted everywhere?

Kelly: How would I know?

John: Well, you're a travel agent, aren't you?

Kelly: What? This is a hair salon. You have the wrong number!



**B Pair work** Use information about a country you know to act out the conversation.

## 9 GRAMMAR FOCUS

### Passive without by (simple present)

For the simple present, use the present of be + past participle.

**Active**

They **use** the euro in most of the European Union.

They **speak** English in many European countries.

They **manufacture** a lot of cars in Europe.

**Passive**

The euro **is used** in most of the EU.

English **is spoken** in many European countries.

A lot of cars **are manufactured** in Europe.

**A** Complete this passage using the simple present passive form.

Many crops ..... (grow) in Taiwan. Some crops ..... (consume) locally, but others ..... (export). Tea ..... (grow) in cooler parts of the island and rice ..... (cultivate) in warmer parts. Fishing is also an important industry. A wide variety of seafood ..... (catch). Many people ..... (employ) in the electronics and textile industries.

**B** Complete the sentences. Use the passive of these verbs.

grow    make up    manufacture    raise    speak    use

- French and English ..... in Canada.
- A lot of rice ..... in Vietnam.
- The U.S. .... of 50 states.
- A lot of sheep ..... in New Zealand.
- Cars and computers ..... in Korea.
- The U.S. dollar ..... in Ecuador.

**C Pair work** Use the passive of the verbs in part B to talk about your country and other countries you know.



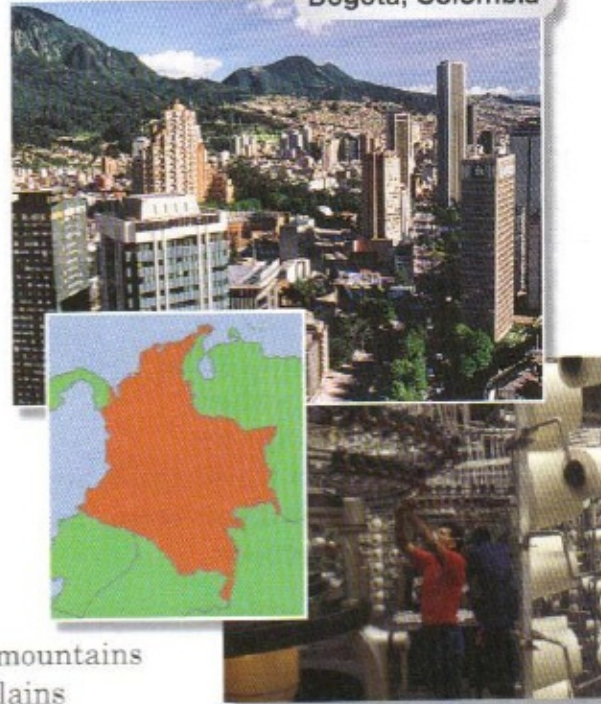
## 10

**LISTENING** Colombia

**A** Listen to a short talk about Colombia. Complete the chart.

| Facts about Colombia  |       |
|-----------------------|-------|
| Location              | ..... |
| Population            | ..... |
| Language              | ..... |
| Industries            | ..... |
| Agricultural products | ..... |

Bogotá, Colombia



**B** Listen again. Check (✓) the things the speaker mentions about Colombia.

- |                                  |                                    |                                                |
|----------------------------------|------------------------------------|------------------------------------------------|
| <input type="checkbox"/> beaches | <input type="checkbox"/> volcanoes | <input type="checkbox"/> snow-capped mountains |
| <input type="checkbox"/> rivers  | <input type="checkbox"/> lakes     | <input type="checkbox"/> hot lowland plains    |

## 11

**SPEAKING** True or false?

**A Pair work** Choose a country. Then answer these questions. Include one false statement.

- |                              |                                                |
|------------------------------|------------------------------------------------|
| Where is it located?         | What currency is used?                         |
| What cities are found there? | What famous tourist attraction is found there? |
| What languages are spoken?   | What products are exported?                    |

**B Class activity** Give a short talk like the one in Exercise 10 about the country you chose. Can the class identify the false statement?

## 12

**WRITING** A guidebook introduction

**A** Make an information chart like the one in Exercise 10 about a country you know. Then write an introduction for a guidebook about the country.

|                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Vietnam is located in Southeast Asia. It has a population of over 80 million people. Vietnamese is the official language. The country has many beautiful beaches, high mountains, and busy cities. Rice is grown in ...</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**B Group work** Exchange papers. Is any important information missing? Do you want to visit the country?





# A Guide To Unusual Museums

Look at the pictures and scan the article. Where do you think you can see very old objects? a working factory? historic cooking tools?

- 1 Do you like museums? Have you been to the Louvre in Paris, the Museum of Anthropology in Mexico City, or any of those other "must see" museums? Well, now it's time to go off the beaten path.



**The Kimchi Museum**  
Seoul, Korea

- 2 If you don't know about kimchi, a trip to the Kimchi Museum is an eye-opening experience. The museum was founded in 1986 to highlight Korea's rich kimchi culture. The exhibit includes displays of cooking utensils and materials related to making, storing, and eating the famous pickled vegetables. The museum also provides details about the history and nutritional benefits of Korea's most beloved side dish. Finally, stop by the souvenir shop to try various types of kimchi.



**The Museum of Gold**  
Bogotá, Colombia

- 3 If you want to see beautiful objects, the Museum of Gold is *the* place. It holds one of South America's most stunning collections. Because the exhibits sparkle so brightly, you can actually take photographs without using a flash on your camera! Not everything is made of gold, though. Among the exhibits are ancient pre-Columbian items. Many of them are made from a mixture of gold and copper, known as *tumbaga*.



**The Chocolate Museum**  
Cologne, Germany

- 4 The Chocolate Museum will teach you everything about chocolate – from cocoa bean to candy bars. You'll learn about chocolate's 3,000-year history and discover how it was once used as money in South America. A real chocolate factory shows you how chocolate is made. After you've finished the tour, you can sample a complimentary drink of rich, gooey pure chocolate – perfect for those with a sweet tooth.

**A** Read the article. Find the words in *italics* in the article. Then circle the meaning of each word or phrase.

- When you *go off the beaten path*, you **do something unusual** / go somewhere far away.
- When something is *founded*, it is **started** / discovered.
- When something is *stunning*, it is extremely **attractive** / large.
- When something is *ancient*, it is **very old** / common.
- When something is *complimentary*, it is **free of charge** / very expensive.
- When something is *gooey*, it is **light and refreshing** / thick and sticky.

**B** Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- Don't forget to buy your favorite kind to bring home for dinner!
- Did you know that it wasn't popular in Europe until the nineteenth century?
- The museum also features coins, jewelry, and pieces of rare art.
- There are some museums that try to be a little different.



**C Pair work** Which of these museums would you most like to visit? Why?



# 12 It could happen to you!

## 1 **SNAPSHOT**

### *Success Stories*

|                                                                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                                                                               |                                                                                                                                                            |                                                                                     |                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                | <b>Michael Jeffrey Jordan</b><br><b>Born:</b> February 17, 1963, in Brooklyn, New York<br><b>Education:</b> B.A. from the University of North Carolina                                                   |                                                                                                                              | <b>Madonna Louise Veronica Ciccone</b><br><b>Born:</b> August 16, 1958, in Bay City, Michigan<br><b>Education:</b> Two years at the University of Michigan |  | <b>William Henry Gates III</b><br><b>Born:</b> October 28, 1955, in Seattle, Washington<br><b>Education:</b> Harvard University dropout |
| <b>Accomplishments:</b> <ul style="list-style-type: none"><li>• Generally considered the greatest basketball player of all time</li><li>• Star of three films and author of two books</li></ul> | <b>Accomplishments:</b> <ul style="list-style-type: none"><li>• One of the most successful artists in the history of pop music</li><li>• Won a Golden Globe award for her role in <i>Evita</i></li></ul> | <b>Accomplishments:</b> <ul style="list-style-type: none"><li>• At 19, founded Microsoft Corporation, the world's leading software company</li><li>• At 31, became the world's youngest billionaire</li></ul> |                                                                                                                                                            |                                                                                     |                                                                                                                                         |

Sources: [www.biography.com](http://www.biography.com); [www.pec.com](http://www.pec.com)

What else do you know about these people?

Which is the most impressive accomplishment of each person?

Name three successful people from your country. What have they accomplished?

## 2 **PERSPECTIVES** *It happened to me!*

**A** Listen to what happened to these people. Check (✓) the things that have happened to you.

- "I was watching a really good movie, but I fell asleep before the end."
- "I was working at a boring job when someone offered me a much better one."
- "While I was shopping one day, a celebrity walked into the store."
- "I was traveling in another country when I met an old school friend."
- "While I was waiting in line, a TV reporter asked to interview me for the news!"
- "I was getting off a bus when I slipped and fell in some mud."
- "While I was walking down the street, I found a wallet full of money."

**B** Look at the statements again. Which events are lucky? Which are unlucky?

"I hate to fall asleep during a good movie. That's definitely unlucky!"



### 3 GRAMMAR FOCUS

#### Past continuous vs. simple past

Use the past continuous for an action in progress in the past.  
Use the simple past for a completed action.

I **was watching** a good movie, but I **fell** asleep before the end.  
I **was working** at a boring job when someone **offered** me a much better one.  
While I **was shopping** one day, a celebrity **walked** into the store.

**A** Complete these sentences. Then compare with a partner.

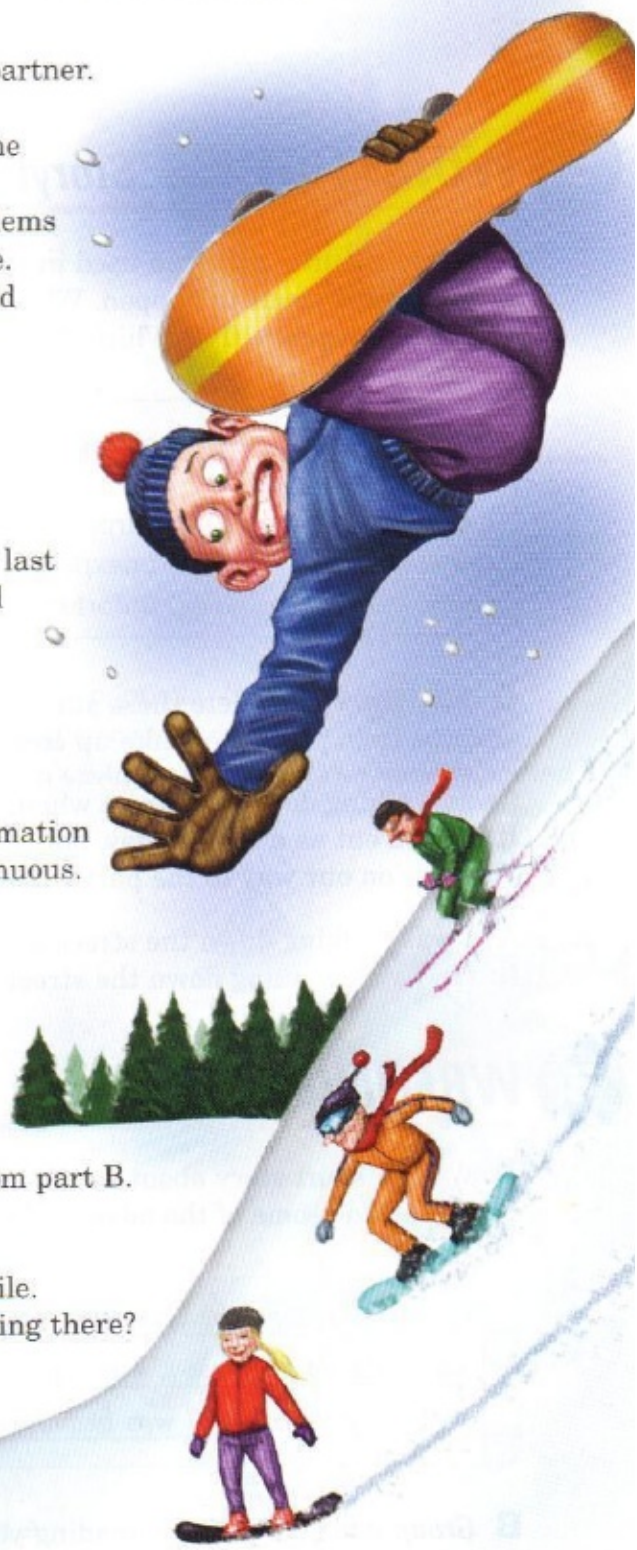
1. My brother ..... (snowboard) when he ..... (break) his leg in several places.
2. Several years ago, I ..... (have) problems with math, so I ..... (find) a tutor to help me.
3. The couple ..... (have) their first child when they ..... (live) in a tiny apartment.
4. While I ..... (drive) in Ireland a few years ago, I ..... (realize) I was on the wrong side of the road!
5. Ulrike ..... (read) a good book, but someone ..... (tell) her the ending.
6. While my mother ..... (cook) dinner last night, the phone ..... (ring) three times and then ..... (stop).
7. Tracy and Eric ..... (meet) when they ..... (work) at the same restaurant in Vancouver.

**B** Complete these statements with interesting information about yourself. Use the simple past or the past continuous.

1. During my childhood, . . .
2. When I was going to elementary school, . . .
3. I met my best friend while . . .
4. Two years ago, . . .
5. Last month, . . .

**C Pair work** Take turns reading your sentences from part B. Then ask and answer follow-up questions.

- A: During my childhood, my family was living in Chile.  
B: Oh, really? That's interesting. What were they doing there?  
A: My father was working for a mining company.



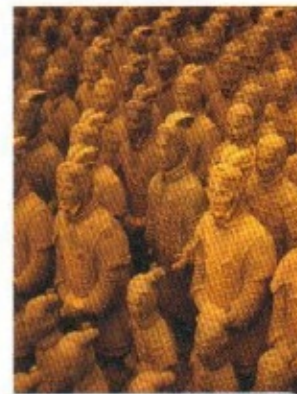


## 4 LISTENING *Lucky breaks*

**A** Listen to these stories about lucky breaks. What were the people doing before they got their lucky breaks? What was their lucky break?

|                    | What they were doing | Lucky break |
|--------------------|----------------------|-------------|
| 1. Yang Zhifa      | .....                | .....       |
| 2. Gwyneth Paltrow | .....                | .....       |

**B** Listen again. How did the events change their lives?



Terracotta Warriors

## 5 WORD POWER *Storytelling*

**A** Some adverbs are often used in storytelling to emphasize that something interesting is about to happen. Which of these adverbs are positive (**P**)? Which are negative (**N**)? Which are neutral (**E**)?

|                |       |               |       |
|----------------|-------|---------------|-------|
| coincidentally | ..... | strangely     | ..... |
| fortunately    | ..... | suddenly      | ..... |
| luckily        | ..... | surprisingly  | ..... |
| miraculously   | ..... | unexpectedly  | ..... |
| sadly          | ..... | unfortunately | ..... |

**B Pair work** Complete these statements with adverbs from part A to make up creative sentences.

I was walking down the street when, . . .

It started out as a normal day, but, . . .

We were on our way to the party when, . . .

A: I was walking down the street when, unexpectedly, it started to rain.

B: Or, I was walking down the street when, suddenly, I found twenty dollars!



## 6 WRITING *A short story*

**A** Write a short story about something that happened to you recently. Try to include some of the adverbs from Exercise 5.

|                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>I was visiting the coast last year when, unexpectedly, I got a chance to go kayaking. Fortunately, it was a perfect day and I was having a great time. The water was calm and I was beginning to feel a little tired when, suddenly, . . .</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**B Group work** Take turns reading your stories. Answer any questions from the group.



## 7 CONVERSATION What have you been doing?

**A** Listen and practice.

- Pete: Hey, Gina! I haven't seen you in ages.  
What have you been doing lately?  
Gina: Nothing exciting. I've been working  
two jobs for the last six months.  
Pete: How come?  
Gina: I'm saving up money for a trip to Morocco.  
Pete: Well, that's exciting.  
Gina: Yeah, it is. What about you?  
Pete: Well, I've only been *spending* money. I'm  
pursuing a full-time modeling career.  
Gina: Really? How long have you been modeling?  
Pete: Since I graduated. But I haven't been getting any  
work. I need a job soon. I'm almost out of money!

**B** Listen to two other people at the party. What has happened since they last saw each other?



## 8 GRAMMAR FOCUS

### Present perfect continuous

Use the present perfect continuous for actions that start in the past and continue into the present.

- |                                                 |                                                                           |
|-------------------------------------------------|---------------------------------------------------------------------------|
| What <b>have</b> you <b>been doing</b> lately?  | I've <b>been working</b> two jobs for the last six months.                |
| How long <b>have</b> you <b>been modeling</b> ? | I've <b>been modeling</b> since I graduated.                              |
| <b>Have</b> you <b>been saving</b> money?       | No, I <b>haven't been saving</b> any money. I've <b>been spending</b> it! |

**A** Complete the conversations with the present perfect continuous. Then practice with a partner.

- A: What ..... you ..... (do) lately?  
B: Well, I ..... (spend) my free time at the beach.
- A: ..... you ..... (work) part time this year?  
B: Yes, I have. I ..... (make) drinks at Coffee Time for the past few months.
- A: How ..... you ..... (feel) recently?  
B: Great! I ..... (get) a lot of sleep. And I ..... (not eat) as much since I started my diet.
- A: ..... you ..... (get) enough exercise lately?  
B: No, I haven't. I ..... (study) a lot for a big exam.

**B Pair work** Take turns asking the questions in part A. Give your own information.





## 9

**PRONUNCIATION** *Contrastive stress in responses*

**A** Listen and practice. Notice how the stress changes to emphasize a contrast.

A: Has your brother been studying German?      A: Have you been teaching French?

B: No, I've been studying German.                      B: No, I've been studying French.

**B** Mark the stress changes in these conversations. Listen and check. Then practice the conversations.

A: Have you been studying for ten years?              A: Have you been studying at school?

B: No, I've been studying for two years.              B: No, I've been studying at home.

## 10

**SPEAKING** *Tell me about it.*

**Group work** Add four questions to this list. Then take turns asking and answering the questions. Remember to ask for further information.

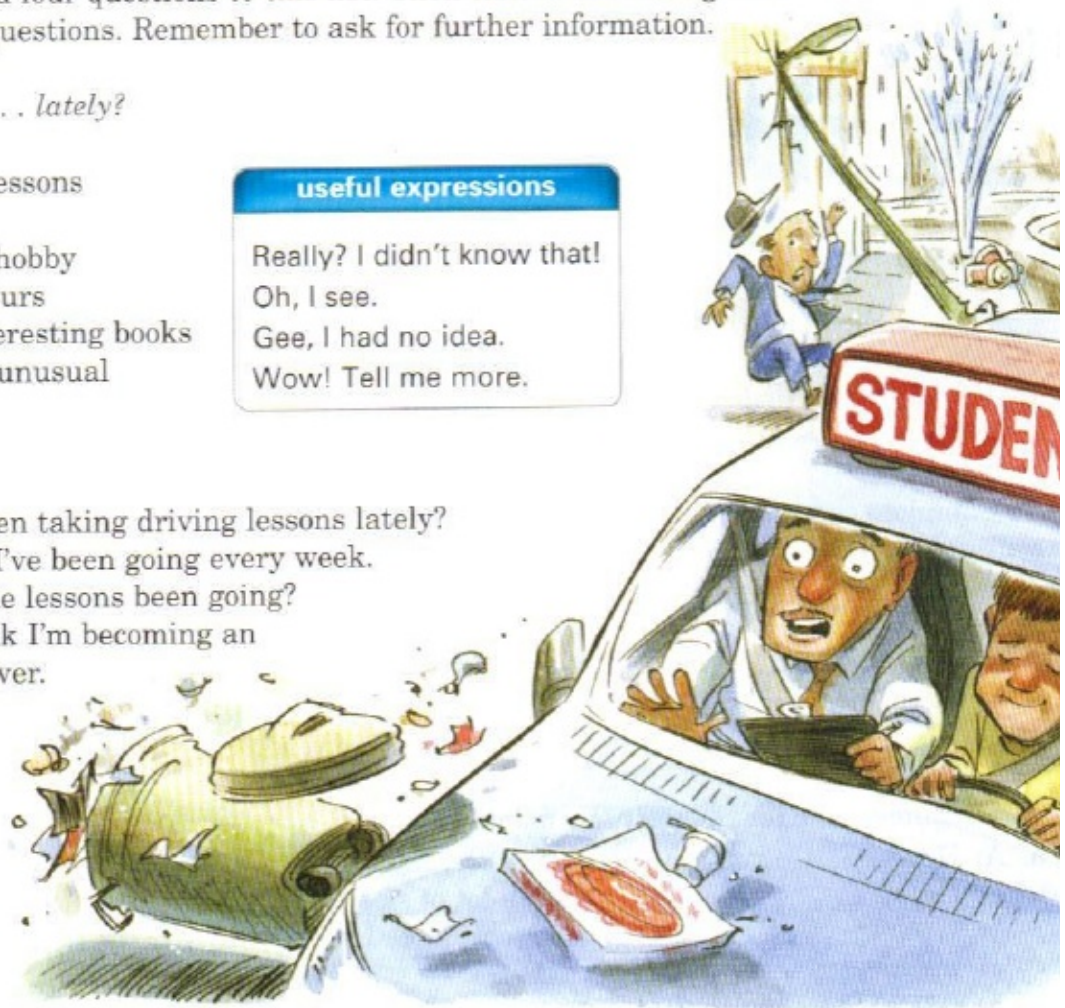
*Have you been . . . lately?*

taking driving lessons  
working out  
learning a new hobby  
working long hours  
reading any interesting books  
doing anything unusual  
traveling  
dating anyone

**useful expressions**

Really? I didn't know that!  
Oh, I see.  
Gee, I had no idea.  
Wow! Tell me more.

A: Have you been taking driving lessons lately?  
B: Yes, I have. I've been going every week.  
C: How have the lessons been going?  
B: Great! I think I'm becoming an excellent driver.



## 11

**INTERCHANGE 12** *Life is like a game!*

Play a board game. Go to Interchange 12.



# CHILD Prodigies

Look at the pictures and skim the article. Which child do you think is an artist? a musician? a college graduate?



Other musicians have described Sarah Chang as “the most wonderful, perfect violinist” they’ve ever heard. What makes this praise especially surprising is Sarah’s age. She’s only in her twenties, and people have been describing her this way since she was a child. On Sarah’s fourth birthday, her father gave her a violin. By age 5, she was accepted at the famous Juilliard School of Music in New York City. By 8, she was performing as a violin soloist with major orchestras. Since then, Sarah has performed around the world and recorded many albums.



Before Michael Kearney was born, the doctors warned his parents that he might have learning difficulties. He’s been proving them wrong ever since! By the time he was 4 months old, Michael could say full sentences like, “What’s for dinner, Mom?” By 10 months, he could read words. Studying at home with his parents, Michael completed four grade levels each year. At 10, he graduated from college with honors. And at 14, he received a Master’s degree. Now in his late teens, he is teaching and working on his Ph.D.



When Alexandra Nechita was 2, her parents gave her some crayons and coloring books. Alexandra was soon working in inks, watercolors, and by the time she was 7, oil paints. At 8, Alexandra had her first art exhibit. Now a young adult, Alexandra is one of the most recognized artists in the world. Her paintings are often compared to those of Picasso and other great artists. They have sold for as much as \$80,000. She has been on TV many times, and several books of her paintings have been published.

**A** Read the article. Then answer these questions.

1. How do other musicians describe Sarah? .....
2. Who gave Sarah her first violin? .....
3. Where did Sarah go to school? .....
4. What did doctors tell Michael’s parents? .....
5. What is Michael doing now? .....
6. What materials has Alexandra worked with? .....
7. What happened to Alexandra when she was 8? .....
8. Whose work has Alexandra’s been compared to? .....

**B Pair work** Which of the three prodigies do you think is the most amazing?  
If you were a prodigy, what would you like to be really good at? Why?



# Units 11–12 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

| I can . . . .                                                                       | Very well                | OK                       |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Describe accomplishments using the passive with <i>by</i> (Ex. 1)                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Listen to and understand facts using the passive with and without <i>by</i> (Ex. 2) | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe situations using the passive without <i>by</i> (Ex. 3)                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask and answer questions using the past continuous and the simple past (Ex. 4, 5)   | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask and answer questions using the past perfect continuous (Ex. 5)                  | <input type="checkbox"/> | <input type="checkbox"/> |

### 1 SPEAKING *Right or wrong?*

**A** List six novels, movies, songs, albums, or other popular works. Then write one *who* question for each thing.

|                                             |
|---------------------------------------------|
| <i>The Matrix movies</i>                    |
| <i>Who played Neo in the Matrix movies?</i> |



**B Pair work** Take turns asking your questions. Use the passive with *by* to answer.

A: Who played Neo in the *Matrix* movies?  
B: I think Neo was played by Keanu Reeves.

### 2 LISTENING *Facts about Spain*

**A** Listen to people on a game show answer questions about Spain. What are the answers? Complete the chart.

|                        |       |                    |       |
|------------------------|-------|--------------------|-------|
| 1. Currency            | ..... | 4. A popular sport | ..... |
| 2. Bordering countries | ..... | 5. Two main crops  | ..... |
| 3. Capital             | ..... | 6. Two industries  | ..... |

**B** Listen again. Keep score. How much money does each contestant have?



### 3 GAME Sentence-making competition

**Group work** Use the passive to write results for these situations. Then compare with the class. Which group wrote the most sentences?

Your roommate cleaned the apartment.

There was a big storm yesterday.

Someone broke into your house last night.

*The dishes were done.*

*The airport was closed.*

*The window was broken.*

### 4 ROLE PLAY Alibis

A famous painting has been stolen from a local museum. It disappeared sometime last Sunday afternoon between 12 P.M. and 4 P.M.

**Student A:** Student B suspects you stole the painting. Make up an alibi. Take notes on what you were doing that day. Then answer Student B's questions.

**Student B:** You are a police detective. You think Student A stole the painting. Add two questions to the notebook. Then ask Student A the questions.

Change roles and try the role play again.

*Where were you last Sunday?*

*Did you eat lunch? Who was with you?*

*What were you wearing that day?*

*What were you doing between 12 P.M. and 4 P.M.?*

*Was anyone with you?*

### 5 DISCUSSION Really? How interesting.

**A Group work** What interesting things can you find out about your classmates? Ask these questions and others of your own.

Have you been doing anything exciting recently?

Are you studying anything right now?

How long have you been studying it?

Have you met anyone interesting lately?

Who is your best friend? How did you meet?

Where were you living ten years ago? Did you like it there? What do you remember about it?

#### useful expressions

Really? I didn't know that!

Oh, I see.

Gee, I had no idea.

Wow! Tell me more.

**B Class activity** Tell the class the most interesting thing you learned.

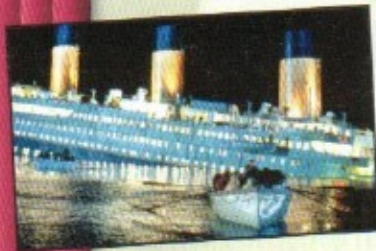
### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# 13 Good book, terrible movie!

## 1 SNAPSHOT



### Movie Mania

Successful movies in their categories:

#### Movie Type

Drama  
Science Fiction  
Horror  
Fantasy  
War  
Comedy  
Animated  
Action

#### Film Title

Titanic  
 Star Wars  
 Jurassic Park  
 The Lord of the Rings: The Two Towers  
 Saving Private Ryan  
 Home Alone  
 The Lion King  
 Spider-Man



Source: [www.the-movie-times.com](http://www.the-movie-times.com)

Check (✓) the movies you have seen. Did you enjoy them?

Which type of movie is your favorite? Why?

What are the three best movies you've seen in the past few years?

## 2 CONVERSATION What's playing?

**A** Listen and practice.

Roger: Do you want to see a movie tonight?

Carol: Hmm. Maybe. What's playing?

Roger: How about the new James Bond film? I hear it's really exciting.

Carol: Actually, the last one was boring.

Roger: What about the movie based on Stephen King's new novel?

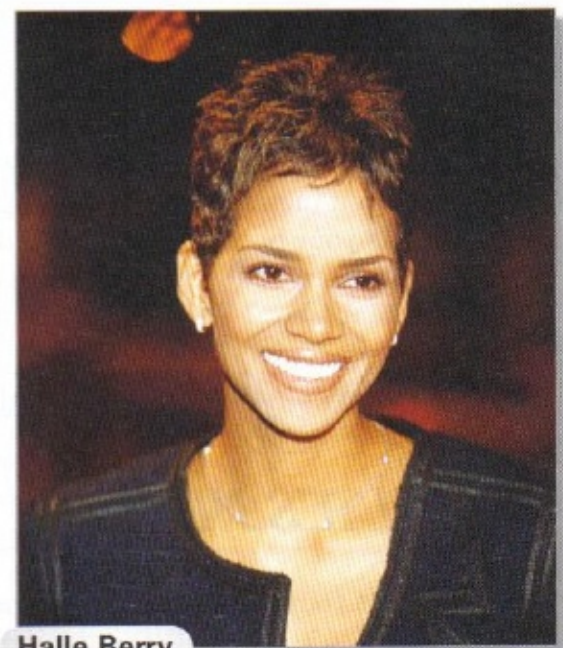
Carol: I don't know. His books are usually fascinating, but I don't like horror movies.

Roger: Well, what do you want to see?

Carol: I'm interested in the new Halle Berry movie. It looks good.

Roger: That's fine with me. She's a wonderful actress.

**B** Listen to the rest of the conversation. What happens next? What do they decide to do?



Halle Berry



### 3 GRAMMAR FOCUS

#### Participles as adjectives

##### Present participles

Stephen King's books are **fascinating**.  
 The last James Bond film was **boring**.  
 The new Halle Berry movie sounds **interesting**.

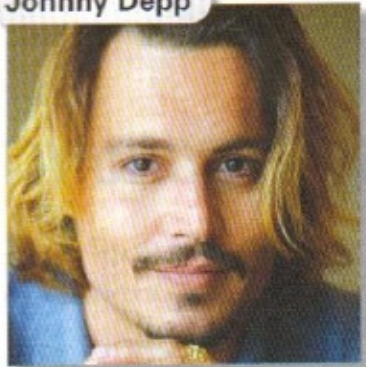
##### Past participles

I'm **fascinated** by Stephen King's books.  
 I was **bored** by the last James Bond film.  
 I'm **interested** in the new Halle Berry movie.

**A** Complete these sentences. Then compare with a partner.

- Johnny Depp is a very ..... actor. (amaze)
- I find animated films ..... (amuse)
- I'm not ..... in science fiction movies. (interest)
- I'm ..... by watching television. (bore)
- I thought *Jurassic Park* was an ..... book. (excite)
- I'm ..... by J.R.R. Tolkien's novels. (fascinate)
- It's ..... that horror movies are so popular. (surprise)

Johnny Depp



**B Pair work** Complete the description below with the correct form of these words.

amaze    annoy    confuse    disgust    embarrass    shock

I had a terrible time at the movies. First, my ticket cost \$10. I was really ..... by the price. By mistake, I gave the cashier a \$5 bill instead of a ten. I was a little ..... Then there was trash all over the theater. The mess was ..... The people behind me talked during the movie, which was ..... The story was hard to follow. I always find thrillers too ..... I liked the special effects, though. They were .....

### 4 WORD POWER Opinions

**A** Complete the chart with synonyms from the list.

absurd                      dumb                      marvelous                      silly  
 bizarre                      fabulous                      odd                      terrible  
 disgusting                      fantastic                      outstanding                      unusual  
 dreadful                      horrible                      ridiculous                      weird

| Awful | Wonderful | Stupid | Strange |
|-------|-----------|--------|---------|
| ..... | .....     | .....  | .....   |
| ..... | .....     | .....  | .....   |
| ..... | .....     | .....  | .....   |
| ..... | .....     | .....  | .....   |

**B** Write six sentences like the ones in part A of Exercise 3 about movies, actors, or novels. Then compare with a partner.



## 5 LISTENING *How did you like it?*

**A** Listen to people talk about books and movies. Do you think each person would recommend the book or movie?

**B** Listen again. Check (✓) the adjective that best describes what they say about each one.

- |                                         |                                       |                                    |                                        |
|-----------------------------------------|---------------------------------------|------------------------------------|----------------------------------------|
| 1. <input type="checkbox"/> fascinating | 2. <input type="checkbox"/> wonderful | 3. <input type="checkbox"/> boring | 4. <input type="checkbox"/> ridiculous |
| <input type="checkbox"/> silly          | <input type="checkbox"/> odd          | <input type="checkbox"/> terrific  | <input type="checkbox"/> interesting   |
| <input type="checkbox"/> strange        | <input type="checkbox"/> boring       | <input type="checkbox"/> dreadful  | <input type="checkbox"/> exciting      |

## 6 PRONUNCIATION *Emphatic stress*

**A** Listen and practice. Notice how stress and a higher pitch are used to express strong opinions.

  
That's fascinating!

  
He was amazing!

  
Oh, that's terrible!

**B Pair work** Write four statements using these words. Then take turns reading them. Pay attention to emphatic stress.

dreadful    fantastic    horrible    ridiculous

## 7 DISCUSSION *Let's go to the movies!*

**A Pair work** Take turns asking and answering these questions and others of your own.

What kinds of movies are you interested in? Why?  
What kinds of movies do you find boring?  
Who are your favorite actors and actresses? Why?  
Are there actors or actresses you don't like?  
What's the worst movie you have ever seen?  
What are your three favorite movies in English? Why?  
Are there any outstanding movies playing now?

A: What kinds of movies are you interested in?

B: I love action movies.

A: Really? Why is that?

B: They're exciting! What about you?

A: I think action movies are kind of silly. I prefer . . .

**B Group work** Compare your information. Whose taste in movies is most like yours?





## 8 PERSPECTIVES *It's about . . .*

**A** Listen to these people talk about some of their Hollywood favorites. Can you guess what movie or actor each person is describing?

"I can't believe I saw it nine times! It's a movie that stars Kate Winslet. It's about an ocean liner which hits an iceberg and sinks."

"He's the actor who won an Academy Award two years in a row. He got the first Oscar for *Philadelphia*, and then he won again the very next year for *Forrest Gump*."

"I love this movie! It's a comedy about a boy that gets left behind when his family goes on vacation. And there are some burglars who try to break into the house. It's hilarious!"

**B** Now listen and check your answers.

## 9 GRAMMAR FOCUS

### Relative clauses

Use **who** or **that** for people.

He's an actor. He won two Oscars.

He's an actor **who/that** won two Oscars.

Use **which** or **that** for things.

It's a movie. It stars Kate Winslet.

It's a movie **which/that** stars Kate Winslet.

**A** Rewrite B's answers using relative clauses. Then practice with a partner.

- A: Who is Ang Lee?  
B: He's a movie director. He made the film *Hulk*.
- A: Have you heard of *Pirates of the Caribbean*?  
B: Yes, it's an action movie. It stars Johnny Depp.
- A: What's *Chicago*?  
B: It's a musical about a girl. She becomes a celebrity.
- A: Did you enjoy John Grisham's latest novel?  
B: Yes! It was a great book. It was hard to put down.

**B Pair work** Complete these sentences with relative clauses. Then compare your information around the class.

- Brad Pitt is an actor . . .
- Gladiator* is a movie . . .
- Sting is a musician . . .
- The Simpsons* is a TV show . . .

**C Group work** Choose an actor, movie, musician, or TV show you *don't* like. Others agree or disagree.



## 10 INTERCHANGE 13 *Famous faces*

What do you know about movies and TV shows? Go to Interchange 13.



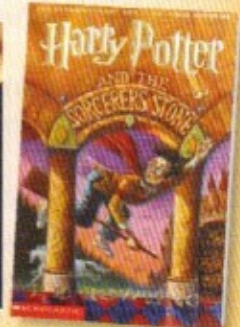




# The Magic of Potter

Scan the article. Where was author J.K. Rowling when she got the idea for Harry Potter?

- 1 There was a time when no one knew the name Harry Potter. Now the adventures of this extraordinary student at Hogwarts School of Witchcraft and Wizardry are read in over 45 languages, including Russian, Thai, and even ancient Greek. No one can explain the Harry Potter phenomenon – not even J.K. Rowling, his creator.
- 2 J.K. Rowling was born in England in 1965. From a young age, she knew she wanted to be a writer. When she was 6, she wrote her first story – about a rabbit that gets sick. At school, she used to make up stories to tell her friends.
- 3 After graduating from college, she worked as a secretary. But she didn't give up her dream. She spent her lunch hour writing stories, mainly for adults. Then in 1990, on a train trip to London, she got the idea for the boy wizard. She says he just appeared in her head. She soon created a whole cast of unique characters to help Harry battle the forces of darkness.
- 4 She kept working on the story while she was teaching English in Portugal, where she married, had her first child, and divorced a year later. When she returned to England, she brought back a suitcase of Harry Potter stories.
- 5 After returning home, she was broke and living in a small, cramped apartment. She continued writing, and in 1995, finished the first book in the series, *Harry Potter and the Sorcerer's Stone*. It was published in 1997 and became an unexpected bestseller.
- 6 Rowling's life has changed dramatically. She has become internationally famous and now earns around \$40 million a year. She remarried, had a second child, and currently lives in Scotland.



**A** Read the article. Then number these sentences from 1 (first event) to 10 (last event).

- |                                              |                                                     |
|----------------------------------------------|-----------------------------------------------------|
| ..... a. She completed her first book.       | ..... f. She moved to Portugal.                     |
| ..... b. She finished school.                | ..... g. She had no money.                          |
| ..... c. She worked as a secretary.          | ..... h. She made up her first story.               |
| ..... d. Her second child was born.          | ..... i. The first Harry Potter book was published. |
| ..... e. She got married for the first time. | ..... j. She got the idea for Harry Potter.         |

**B** Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- ..... a. She hated going to school, but always loved to read.
- ..... b. When asked about this popularity, she has said, "I really wrote it for myself."
- ..... c. There were times when she couldn't even afford to eat.
- ..... d. Despite her fame and fortune, she's been able to keep her private life.
- ..... e. She didn't have a pen or paper with her, so she had to memorize it.
- ..... f. It was filled with ten versions of the first chapter of the book!

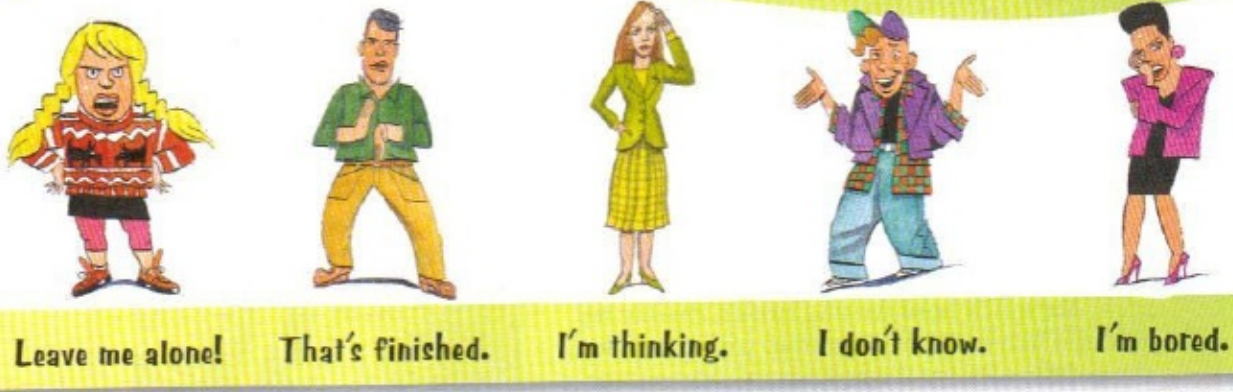
**C Pair work** Have you ever read a Harry Potter book? What else do you know about this famous character?



# 14 So that's what it means!

## 1 SNAPSHOT

### BODY Language



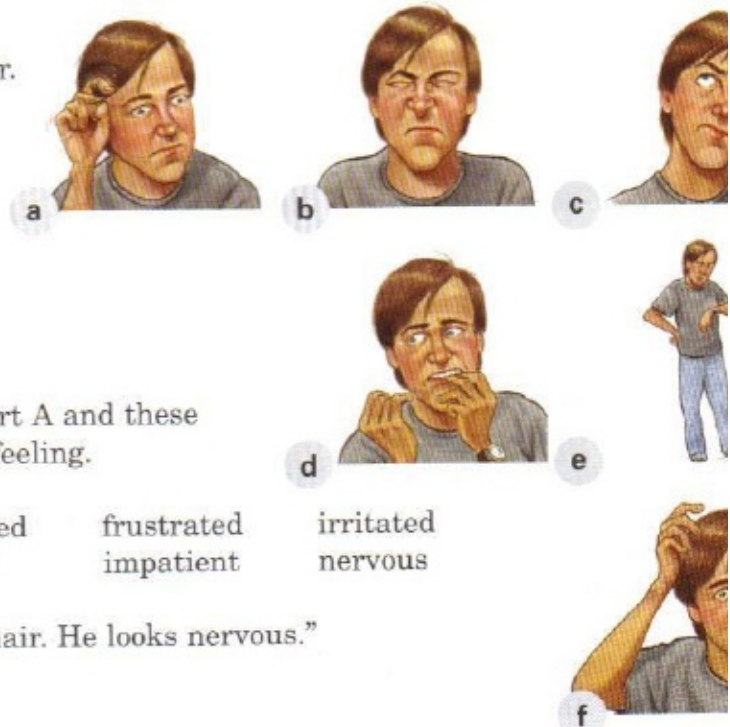
Source:

Do people in your country use these gestures? Do you?  
 What other gestures can you use to communicate these meanings?  
 What are three other gestures you sometimes use? What do they mean?

## 2 WORD POWER Feelings and gestures

**A** What is this man doing in each picture? Match each expression with a picture. Then compare with a partner.

1. He's biting his nails. ....
2. He's rolling his eyes. ....
3. He's scratching his head. ....
4. He's tapping his foot. ....
5. He's twirling his hair. ....
6. He's wrinkling his nose. ....



**B Group work** Use the pictures in part A and these adjectives to describe how the man is feeling.

annoyed      confused      embarrassed      frustrated      irritated  
 bored      disgusted      exhausted      impatient      nervous

"In the first picture, he's twirling his hair. He looks nervous."



### 3 CONVERSATION *Have you met Raj?*

**A** Listen and practice.

Ron: Have you met Raj, the student from India?  
 Emily: No, I haven't.  
 Ron: Well, he seems really nice, but there's one thing I noticed. He moves his head from side to side when you talk to him. You know, like this.  
 Emily: Maybe it means he doesn't understand you.  
 Ron: No, I don't think so.  
 Emily: Or it could mean he doesn't agree with you.  
 Peter: Actually, people from India sometimes move their heads from side to side when they agree with you.  
 Ron: Oh, so that's what it means!



**B** Now listen to Raj talk to his friend. What does he find unusual about the way people in North America communicate?

### 4 GRAMMAR FOCUS

#### Modals and adverbs

##### Modals

It **might/may** mean he doesn't understand you.  
 It **could** mean he doesn't agree with you.  
 That **must** mean he agrees with you.

##### Adverbs

**Maybe/Perhaps** it means he doesn't understand you.  
 It **possibly/probably** means he doesn't agree with you.  
 That **definitely** means he agrees with you.

**Pair work** What do these gestures mean? Take turns making statements about each gesture using the meanings in the box.



#### possible meanings

Good luck!  
 Be quiet.  
 Peace.  
 That sounds crazy!  
 I can't hear you.  
 Come here.

A: What do you think the first gesture means?  
 B: It probably means . . . , or it might mean . . .







## 8

## PERSPECTIVES Signs

**A** What do you think these international signs mean? Listen and match each sign with the correct meaning.



- a. You can camp here.  
 b. You aren't allowed to take photographs here.  
 c. You have to fasten your seat belts.  
 d. You can recycle this item.  
 e. You have to wear a hard hat to enter this area.  
 f. You can't drink the water here. It's not safe.  
 g. You have to have your dog on a leash here.  
 h. You've got to take off your shoes here.

**B Pair work** Where might you see the signs in part A? Give two suggestions for each one.

"You might see this one at a national park or ..."

## 9

## GRAMMAR FOCUS

### Permission, obligation, and prohibition

#### Permission

You **can** camp here.  
 You're **allowed to** take off your shoes.

#### Obligation

You **have to** camp here.  
 You've **got to** take off your shoes.

#### Prohibition

You **can't** camp here.  
 You **aren't allowed to** take off your shoes.

**A** Match these school rules with the correct sign. Then compare with a partner.

- Lock your bikes in the bike rack. ....
- No eating or drinking in the classroom. ....
- No playing ball in the hallway. ....
- Keep the classroom door closed. ....
- No pets allowed on campus. ....
- Throw all trash in the wastepaper basket. ....
- Don't open the windows. ....
- Turn out the lights when leaving. ....



**B Pair work** Use the language in the grammar box to take turns talking about each sign.

A: This first sign means you aren't allowed to eat or drink in the classroom.

B: Yes, I think you're right. And the second one means you have to ...



## 10

**DISCUSSION** Rules and regulations

**A Pair work** How many rules can you think of for each of these places?

on an airplane      in an art museum      at a zoo  
in a library      in a movie theater      at work

“On an airplane, you have to wear your seat belt when the plane is taking off and landing.”

**useful expressions**

You can/can't . . .  
You are/aren't allowed to . . .  
You have to . . .

**B Group work** Share your ideas. Why do you think these rules exist? Have you ever broken any of them? What happened?

## 11

**LISTENING** What's in a sign?

**A** Listen to three conversations about driving. Check (✓) True or False for each statement.

|                                                      | True                     | False                    |
|------------------------------------------------------|--------------------------|--------------------------|
| 1. The man hasn't had a parking ticket lately.       | <input type="checkbox"/> | <input type="checkbox"/> |
| Parking isn't allowed there during working hours.    | <input type="checkbox"/> | <input type="checkbox"/> |
| The fine for parking is \$16.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The woman is driving faster than the speed limit. | <input type="checkbox"/> | <input type="checkbox"/> |
| There are other cars in her lane.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| The lane is reserved for buses and taxis.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The other drivers are flashing their lights.      | <input type="checkbox"/> | <input type="checkbox"/> |
| He's driving with his lights on.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| The other drivers are giving him a warning.          | <input type="checkbox"/> | <input type="checkbox"/> |

**B** Listen again. Which drivers did something wrong?

## 12

**WRITING** A list of rules

**A** Write a list of rules and regulations for your school or classroom.

**B Group work** Share your lists. Then choose the ten best rules. Work together to write brief explanations of why each is necessary.

You aren't allowed  
chew gum in class.

- You aren't allowed to chew gum in class because it may bother other students.
- You can keep a library book for only two weeks because someone else might want to check it out.
- You have to leave the building to use your cell phone because . . .



# Pearls of Wisdom

Look at these proverbs and the pictures below. Then match each proverb with a picture.

*A bird in the hand is worth two in the bush.  
One person's meat is another one's poison.*

*Don't count your chickens before they hatch.  
Money doesn't grow on trees.*

**1 Why do people use proverbs?** Many people love proverbs for their wisdom. Others enjoy the images in proverbs. But proverbs are most impressive because they express a lot of information in just a few words. A good proverb quickly sums up ideas that are sometimes hard to express. And the person listening immediately understands it.

**2 Where do proverbs come from?** Proverbs come from two main places – ordinary people and famous people. These two sources are not always distinct. Common and popular wisdom has often been used by famous people.

And something said or written down by a well-known person has often been borrowed by the common man. For example, “*Bad news travels fast*” probably comes from the experience of housewives. However, “*All's well that ends well*” was written by William Shakespeare.

**3 What do proverbs tell us?** Proverbs are used everywhere in the world. If you can understand a culture's proverbs, you can better understand the culture itself. There are many different ways that we use proverbs in daily life. Here are some examples. Proverbs can:



**Give advice**  
Meaning: Something you have is better than something you might get.

**Give a warning**  
Meaning: Don't plan on a successful outcome until it actually happens.



**Teach a lesson**  
Meaning: It's not easy to get money.

**Express a common truth**  
Meaning: What one person loves, another person may hate.



**A** Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

|                                                             | Main idea                | Supporting idea          |
|-------------------------------------------------------------|--------------------------|--------------------------|
| 1. Many people love proverbs for their wisdom. (par. 1)     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. But proverbs are most . . . just a few words. (par. 1)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Proverbs come from . . . and famous people. (par. 2)     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If you can understand . . . the culture itself. (par. 3) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. There are many . . . proverbs in daily life. (par. 3)    | <input type="checkbox"/> | <input type="checkbox"/> |

**B Class activity** Can you think of an interesting proverb from your country? What does it mean? Tell it to the class in English.



# Units 13–14 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

| I can . . . .                                                                  | Very well                | OK                       | A                        |
|--------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Ask for and give opinions using participles as adjectives (Ex. 1)              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe people and things using relative clauses (Ex. 2)                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Listen to and understand interpretations using modals and adverbs (Ex. 3)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain gestures and meanings using modals and adverbs (Ex. 4)                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talk about laws using terms of permission, obligation, and prohibition (Ex. 5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 1 SURVEY Entertainment opinions

**A** Complete the first column of the survey with your opinions.

|                            | Me    | My classmate |
|----------------------------|-------|--------------|
| A confusing movie          | ..... | .....        |
| A boring TV show           | ..... | .....        |
| A shocking news story      | ..... | .....        |
| A fascinating book         | ..... | .....        |
| An interesting celebrity   | ..... | .....        |
| A singer you are amazed by | ..... | .....        |
| A song you are annoyed by  | ..... | .....        |

**B Class activity** Go around the class and find someone who has the same opinions. Write a classmate's name only once.

### 2 ROLE PLAY Movie recommendations

**Student A:** Invite Student B to a movie. Suggest two films. Then answer your partner's questions. Start like this: *Do you want to see a movie?*

**Student B:** Student A invites you to a movie. Find out more about the two movies. Then accept or refuse the invitation.

Change roles and try the role play again.















## 8 GRAMMAR FOCUS

### Past modals

Use **would have** or **should have** + **past participle** to give opinions or suggestions about actions in the past.

What **should** I have done?

You **should have told** them about it.

You **shouldn't have hidden** it.

What **would** you have done?

I **would have called** him.

I **wouldn't have sent** him an e-mail.

**A** Complete these conversations. Then practice with a partner.

- A: The cashier gave me too much change. What should I have ..... (do)?  
B: You should have ..... (say) something. You shouldn't have ..... (take) the money.
- A: I ignored an e-mail from someone I don't like. What would you have ..... (do)?  
B: I would have ..... (reply) to the person. It just takes a minute!
- A: I was watching a good movie when the phone rang. What should I have ..... (do)?  
B: You should have ..... (take) the call and ..... (tell) the person you'd call later.
- A: We left all our trash at the campsite. What would you have ..... (do)?  
B: I would have ..... (take) it with me and ..... (throw) it away later.

**B** Read the situations below. What would have been the best thing to do? Choose suggestions. Then compare with a partner.

#### Situations

- The teacher borrowed my favorite book and spilled coffee all over it. ....
- I saw a classmate cheating on an exam. So I wrote her a letter about it. ....
- A friend of mine always has messy hair. So I gave him a comb for his birthday. ....
- I hit someone's car when I was leaving a parking lot. Luckily, no one saw me. ....
- My aunt gave me a wool sweater. I can't wear wool, so I gave it back. ....

#### Suggestions

- You should have spoken to him about it.
- I would have spoken to the teacher about it.
- I would have waited for the owner to return.
- I wouldn't have said anything.
- You should have warned her not to do it again.
- You should have left a note for the owner.
- I would have told her that I'd prefer something else.
- You should have exchanged it for something else.

**C Group work** Make another suggestion for each situation in part B.

## 9 PRONUNCIATION Reduction of have

**A** Listen and practice. Notice how **have** is reduced in these sentences.

What would you <sup>/əv/</sup> have done?

I would <sup>/əv/</sup> have told the truth.

**B Pair work** Practice the conversations in part A of Exercise 8 again. Use the reduced form of **have**.



## 10 LISTENING *I'm calling about...*

**A** Listen to people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

| Problem        | What the caller did |
|----------------|---------------------|
| Caller 1 ..... | .....               |
| Caller 2 ..... | .....               |
| Caller 3 ..... | .....               |

ON AIR



**B** Listen again. According to Dr. Hilda, what should each caller have done?

**C Group work** Do you agree with Dr. Hilda? What would you have done?

## 11 SPEAKING *I shouldn't have...*

**A** Look at the five situations below. Think about the past month and write down an example for each situation.

- something you shouldn't have bought
- something you should have done
- someone you should have called
- something you shouldn't have said
- someone you should have e-mailed or written

**B Group work** Talk about each situation in part A.

A: I bought a lamp at a garage sale. I shouldn't have bought it because I don't really like it.

B: I did something similar recently. I shouldn't have bought...



## 12 WRITING *A letter to an advice columnist*

Write a letter to an advice columnist about a real or imaginary problem. Put your letters on a bulletin board and choose one to write a reply to.

*Dear Dr. Hilda,*

I let a friend borrow my laptop and now it doesn't work. I took it to a repair shop, and they said it would be expensive to fix. When I asked my friend to help me pay the bill, she refused.

Now she won't even speak to me! What did I do wrong? What should I have done?

*Can't Do Anything Right*



# Ask Amy



Scan the three letters to Amy. What problems do the writers ask for help with?

Dear Amy,  
Someone told me that my brother's girlfriend was dating another guy. I felt I should let my brother know, and after I did, he decided to confront her with the story. They had a terrible argument and, although she denied the rumor, they broke up. Now it turns out that the rumor wasn't true, and my brother isn't speaking to me.

*Distraught Sister*

Dear . . . ,  
You're making it too easy for him to stay where he is. Be firm and tell him he has two months to find a job and get his own place. He's old enough to take care of himself – but you have to be willing to let him go.

*Amy*

Dear Amy,  
My son is 23 years old. He finished college last year, but he can't seem to find a job he likes. He still lives at home, and I'm worried that he's not trying hard enough to get a job and support himself. Meanwhile, I've been cooking his meals and doing his laundry.

*Tired Mom*

Dear . . . ,  
I would suggest you keep quiet. Let them work things out for themselves. If you say something, you could damage your friendship with both of them.

*Amy*

Dear Amy,  
I went to the movies with my best friend and her younger brother. She wasn't feeling well, so afterward, he drove me home. While we were driving, he told me he had skipped school that day, taken his mother's car, and gone to the beach! My dilemma is: Should I tell my friend about this?

*Confused Friend*

Dear . . . ,  
You should have thought more carefully before you acted. It wasn't necessary to get angry. Next time, speak to the child immediately and warn him not to do it again.

*Amy*

Dear . . . ,  
Well, you learned a lesson. You shouldn't have listened to gossip. And you shouldn't have passed it on. Now you have to repair the damage. Apologize sincerely and hope he will forgive and forget.

*Amy*

**A** Read the article. Then match the letters with the replies. (There is one extra reply.)

**B** Find the words in *italics* in the article. Then match each word or phrase with its meaning.

- |                                    |                               |
|------------------------------------|-------------------------------|
| ..... 1. <i>confront</i>           | a. make a fresh start         |
| ..... 2. <i>distraught</i>         | b. find a solution            |
| ..... 3. <i>dilemma</i>            | c. challenge in a direct way  |
| ..... 4. <i>firm</i>               | d. strong and determined      |
| ..... 5. <i>work (things) out</i>  | e. a difficult problem        |
| ..... 6. <i>forgive and forget</i> | f. extremely worried or upset |

**C Pair work** Do you agree with Amy's advice? What advice would you give? Think of a problem you are having. Ask your partner for advice.




# 16 What's your excuse?

## 1 SNAPSHOT

### EXCUSES, EXCUSES


| Situation                  | Excuse                                                              |
|----------------------------|---------------------------------------------------------------------|
| Being late                 | My watch stopped.<br>My class got out late.                         |
| Forgetting to meet someone | I wrote down the wrong date.<br>I forgot to check my calendar.      |
| Not doing homework         | My sister was using the computer.<br>I thought it was due tomorrow. |
| Getting home late          | I couldn't get a ride.<br>I missed the bus.                         |
| Not accepting a date       | I'm not allowed to date.<br>I have a boyfriend/girlfriend.          |



\*I'm sorry I'm late. My watch stopped.

Have you ever heard any of these excuses? Have you ever used any of them?  
Which are good excuses? Which are bad excuses?  
What other excuses can you make for not accepting an invitation?

## 2 PERSPECTIVES Who said it?

**A**  Who do you think made these requests? Listen and match each request with a person.

1. He asked me to play my music more quietly. ....
2. She told me not to come home after midnight. ....
3. She said to drink at least six glasses of water a day. ....
4. He said not to be late for practice again. ....
5. She asked me to pick up the kids after school. ....
6. He told me to bring a dictionary tomorrow. ....
7. He asked me not to tell anyone about his new girlfriend. ....

- a. my doctor
- b. my coach
- c. my friend
- d. my neighbor
- e. my mother
- f. my wife
- g. my teacher

**B Pair work** Can you think of another request each person might make?

A: A doctor might also tell a patient to get more exercise.  
B: . . . or to avoid eating greasy foods.





## 5

**WORD POWER** *Verb and noun pairs*

**A** Find three words or phrases in the list that are usually paired with each verb. Then compare with a partner.

|             |                      |               |          |              |
|-------------|----------------------|---------------|----------|--------------|
| anger       | a compliment         | a criticism   | a joke   | your regrets |
| an apology  | a concern            | an excuse     | a lie    | sympathy     |
| a complaint | your congratulations | an invitation | a reason | the truth    |

|         |       |       |       |
|---------|-------|-------|-------|
| express | ..... | ..... | ..... |
| give    | ..... | ..... | ..... |
| make    | ..... | ..... | ..... |
| offer   | ..... | ..... | ..... |
| tell    | ..... | ..... | ..... |

**B Pair work** In what situations do you do the things in part A? Write five sentences about things you *never*, *sometimes*, or *always* do. Then take turns reading your sentences and asking questions.

A: I never tell a lie.

B: Are you sure? What if someone asks how much you weigh?

## 6

**CONVERSATION** *Are you doing anything on Saturday?*

**A** Listen and practice.

Albert: Hi, Daniel. This is Albert.

Daniel: Oh, hi. How are things?

Albert: Just fine, thanks. Uh, are you doing anything on Saturday night?

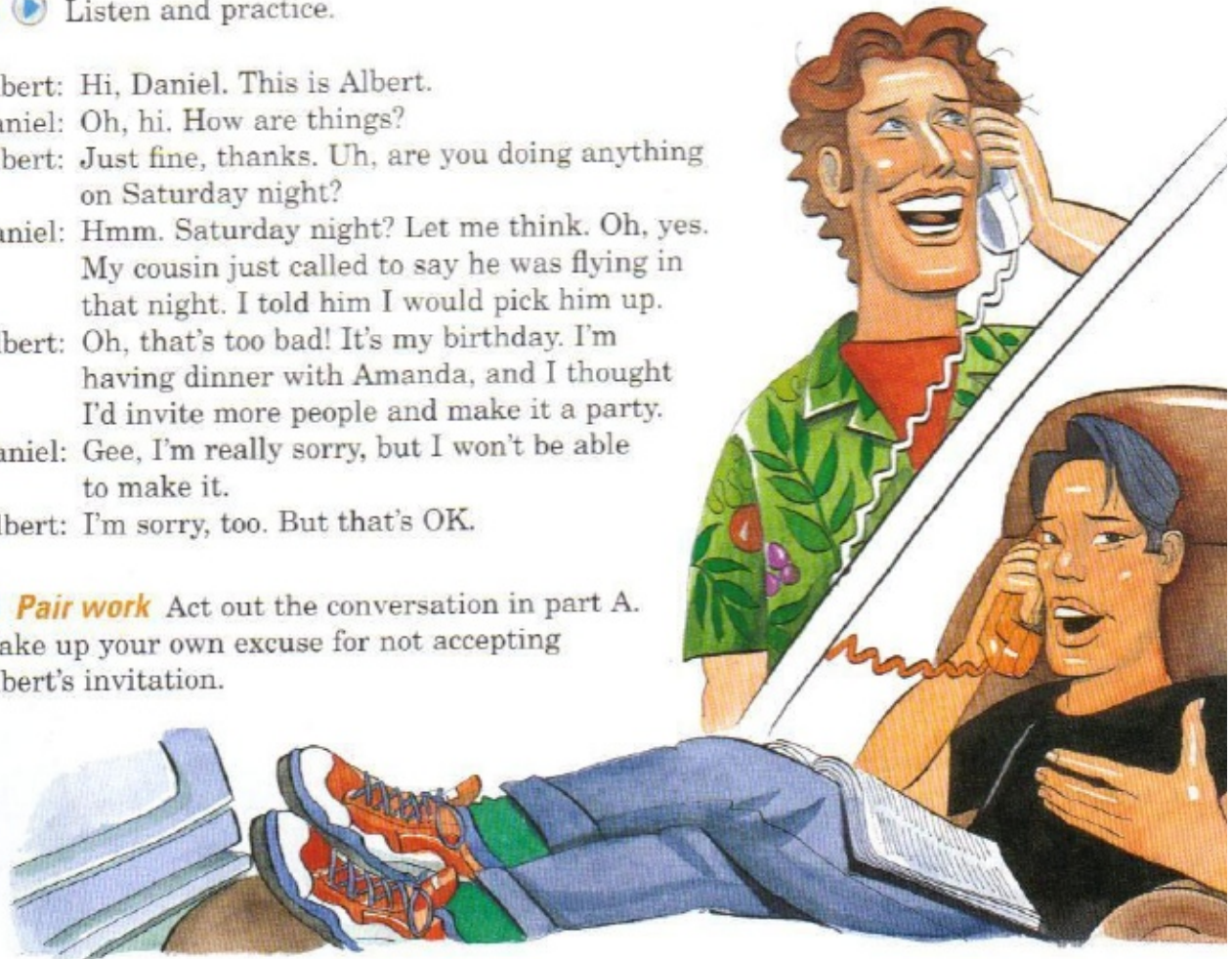
Daniel: Hmm. Saturday night? Let me think. Oh, yes. My cousin just called to say he was flying in that night. I told him I would pick him up.

Albert: Oh, that's too bad! It's my birthday. I'm having dinner with Amanda, and I thought I'd invite more people and make it a party.

Daniel: Gee, I'm really sorry, but I won't be able to make it.

Albert: I'm sorry, too. But that's OK.

**B Pair work** Act out the conversation in part A. Make up your own excuse for not accepting Albert's invitation.







## 9

**PRONUNCIATION** *Reduction of had and would*

**A** Listen and practice. Notice how **had** and **would** are reduced in the following sentences.

She said she'd made the bed. (She said she **had made** the bed.)

She said she'd make the bed. (She said she **would make** the bed.)

**B** Listen to four sentences. Check (✓) if you hear the reduced form of **had** or **would**.

- |                                 |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1. <input type="checkbox"/> had | 2. <input type="checkbox"/> had | 3. <input type="checkbox"/> had | 4. <input type="checkbox"/> had |
| <input type="checkbox"/> would  | <input type="checkbox"/> would  | <input type="checkbox"/> would  | <input type="checkbox"/> would  |

## 10

**SPEAKING** *Good intentions*

**A Group work** What are some things you would like to do in the near future? Think of three intentions.

A: I'm going to learn how to sail.

B: That sounds fun. Are you going to take lessons?

**B Class activity** Report the best intentions you heard. Then predict which ones will happen.

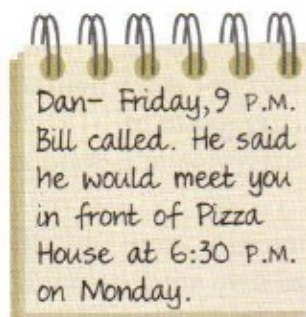
"Tatyana said she was going to learn how to sail, but she doesn't want to take lessons."



## 11

**WRITING** *A voice mail message*

**A** Dan is out of town for the weekend. Listen to four voice mails he received. His roommate has written down the first message. Write down the three other messages.



**B Pair work** Compare your messages. Is any important information missing?

## 12

**INTERCHANGE 16** *Excuses, excuses*

Make some plans. Student A find Interchange 16A; Student B find Interchange 16B.



# The Truth About Lying

Is it ever better to tell a lie rather than the truth? If so, when?

Most of us are taught to believe that lying is wrong. But it seems that everybody tells lies – not big lies, but what we call “white lies.” If we believe that lying is wrong, why do we do it? Most of the time, people have very good reasons for lying. For example, they might want to protect a friendship or someone’s feelings. So, when do we lie and who do we lie to? A recent study found that the average person lies about seven times a day. Here are some ways and reasons why.

### #1 Lying to hide something:

People often lie because they want to hide something from someone. For example, a son doesn’t tell his parents that

he’s dating a girl because he doesn’t think they will like her. Instead, he says he’s going out with the guys.

### #2 Lying to make an excuse:

Sometimes people lie because they don’t want to do something. For example, someone invites you to a party. You think it will be boring, so you say you’re busy.

### #3 Lying to make someone feel good:

Often we stretch the truth to make someone feel good. For example, your friend cooks dinner for you, but it tastes terrible. Do you say so? No. You probably say, “Mmm, this is delicious!”



### #4 Lying to avoid sharing bad news:

Sometimes we don’t want to tell someone bad news. For example, you have just had a very bad day at work, but you don’t feel like talking about it. So if someone asks you about your day, you just say that everything was fine.

**A** Read the article. Then complete the summary with information from the article.

It isn’t necessarily ..... to lie. It’s probably OK to lie if you want to protect ..... or ..... . The main reasons for lying are to ..... , to ..... , to ..... , or to .....

**B** Look at these situations. For each example, write the number of the appropriate reason.

- ..... 1. Your friend gives you an ugly shirt for your birthday. You say, “Oh, it’s great!”
- ..... 2. You lost your job and are having trouble finding a new one. When an old friend calls to find out how you are, you say you’re doing well.
- ..... 3. Someone you don’t like invites you to a movie, so you say, “I’ve already seen it.”
- ..... 4. You’re planning a surprise party for a friend. To get him to come over at the right time, you ask him to stop by to see your new motorcycle.

**C Group work** Can you think of other reasons people tell white lies? What white lies have you told recently?



# Units 15–16 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

| I can . . . .                                                               | Very well                | OK                       | A                        |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Speculate about imaginary events using unreal conditional sentences (Ex. 1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talk about events in the past using past modals (Ex. 2)                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask for and give opinions or suggestions using past modals (Ex. 2)          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Listen to and understand requests (Ex. 3)                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe what people say and request using reported speech (Ex. 3, 4)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 1 DISCUSSION *Interesting situations*

**A** What would you do in these situations? Complete the statements.

- If I found a valuable piece of jewelry in the park, .....
- If a friend gave me a present I didn't like, .....
- If I wasn't invited to a party I wanted to attend, .....
- If a classmate wanted to copy my homework, .....
- If someone took my clothes while I was swimming, .....

**B Group work** Compare your suggestions. For each situation, choose one to tell the class.

A: What would you do if you found some jewelry in the park?

B: I'd probably keep it. You'd never be able to find the owner.

### 2 SPEAKING *Dilemmas*

**A** Make up two situations like the one below. Think about experiences you have had or heard about at work, home, or school.

"A friend visited me recently. We had a great time at first, but she became annoying. She borrowed my clothes and refused to pay for things. After two weeks, I told her she had to leave because my parents were coming."

**B Pair work** Take turns sharing your situations. Ask for advice and suggestions.

A: What would you have done?

B: Well, I would have told her to leave after three days.



### 3 LISTENING Take a message.

**A** Listen to the conversations. Who would make these requests?  
Match conversations 1 to 6 to the correct person.

- ..... a. boss                      ..... c. neighbor                      ..... e. classmate  
..... b. doctor                      ..... d. parent                      ..... f. teacher

**B** Listen again. Complete the requests.

1. Please .....                      4. Can ..... ?  
2. Can ..... ?                      5. Please .....  
3. Don't .....                      6. Please don't .....

**C Pair work** Work with a partner. Imagine these requests were for you.  
Take turns reporting the requests to your partner.

### 4 GAME Tell the truth.

**A** Think of situations when you *expressed anger*, *gave an excuse*, or *made a complaint*. Write a brief statement about each situation.

*I once complained about the food in a restaurant.*

**B Class activity** Play a game. Choose three students to be contestants.

Step 1: The contestants compare their statements and choose one. This statement should be true about only one student. The other two students should pretend they had the experience.

Step 2: The contestants stand in front of the class. Each contestant reads the same statement. The rest of the class must ask questions to find out who isn't telling the truth.

*Contestant A, what restaurant were you in?*

*Contestant B, what was wrong with the food?*

*Contestant C, what did the waiter do?*

Step 3: Who isn't telling the truth? What did he or she say to make you think that?

"I don't think Contestant A is telling the truth. He said he couldn't remember the name of the restaurant!"

### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?



# Interchange activities

## interchange 9

## CONSIDER THE CONSEQUENCES

**A** Read over this questionnaire. Check (✓) the column that states your opinion.

|                                                                                                           | I agree.                 | I don't agree.           | It depends.              |
|-----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. If people watch less TV, they'll talk more with their families.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If children watch a lot of violent programs on TV, they'll become violent themselves.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If people work only four days a week, their lives will improve.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If people have smaller families, they'll have better lives.                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If a woman works outside the home, her children won't be happy.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. If a woman becomes the leader of a country, a lot of things will change for the better.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If cities provide free public transportation, there will be fewer cars on the road and less pollution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. If there is a heavy fine for littering, our streets will be much cleaner.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If teachers put all their lessons on the Internet, students will learn more.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. If teachers don't give tests, students won't study.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B Group work** Compare your opinions. Be prepared to give reasons for your opinions.

A: I think if people watch less TV, they'll talk more with their families.

*I think that if they . . .*

*I agree with you.*

*I don't agree because . . .*

B: I don't really agree.

C: Why not?

B: Well, if they don't watch TV, they'll do something else. They may read or spend all day on the computer.

C: I agree. Or they might go out and spend *less* time at home with their families.







## interchange 11 WHO IS THIS BY?

**A** List one movie, one song, and one CD.

**B Group work** Take turns making a statement about each item. Does everyone agree with each statement?

A: The *Lord of the Rings* movies were filmed in New Zealand.

B: Are you sure? Weren't they filmed in Australia?

C: I'm pretty sure it was New Zealand.

**C** Now think of other famous creations and creators. Complete the chart. Make some of them true and some of them false.

|    |                          |                           |                              |
|----|--------------------------|---------------------------|------------------------------|
| 1. | invention                | was invented by<br>invent | inventor                     |
| 2. | painting                 | paint                     | Vincent Van Gogh.<br>painter |
| 3. | Romeo and Juliet<br>play | write                     | playwright                   |
| 4. | song                     | sing                      | singer                       |
| 5. | novel                    | write                     | novelist                     |
| 6. | movie                    | direct                    | director                     |

**D Group work** Make a statement about each item to your group members. Ask them to decide which statements are true and which are false.

A: The telephone was invented by Alexander Graham Bell.

B: I think that's false.

C: Really? I'm pretty sure it's true.

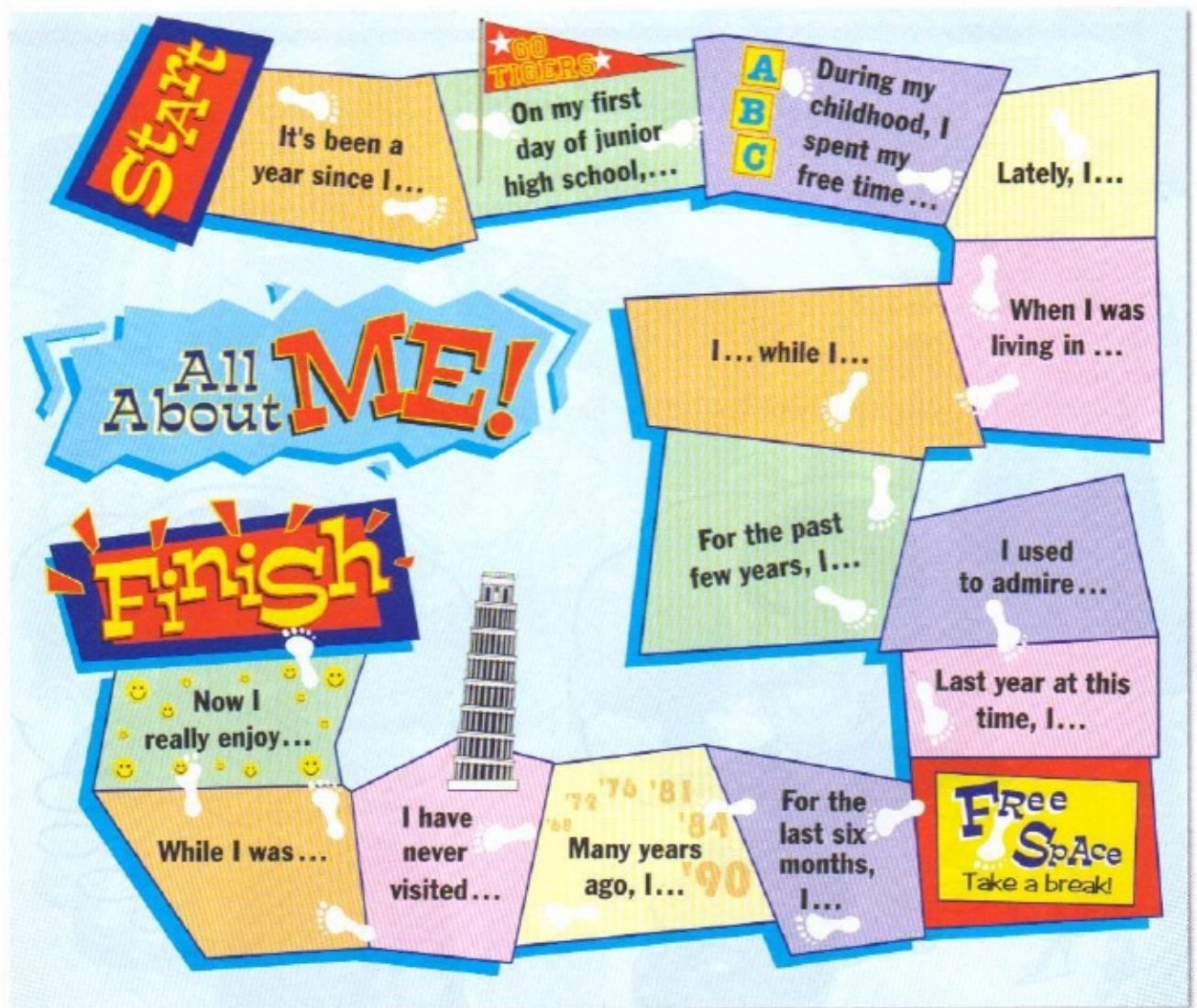


## interchange 12 LIFE IS LIKE A GAME!

**A Group work** Play the board game. Follow these instructions.

1. Use small pieces of paper with your initials on them as markers.
2. Take turns by tossing a coin:  
If the coin lands face up, move two spaces.  
If the coin lands face down, move one space.
3. Complete the sentence in the space you land on. Others ask two follow-up questions to get more information.

A: It's been a year since I started working.  
B: Oh, really? Do you like your job?  
A: Well, the job's just OK, but the money is great!  
C: What do you do?  
A: I'm a . . .



**B Class activity** Tell the class an interesting fact that you learned about someone in your group.

“Last year at this time, Daniel was hiking in the Swiss Alps!”



# interchange 13 FAMOUS FACES

**A** Complete this questionnaire.

## What is the name of a TV or movie star . . . ?

1. that reminds you of someone in your family .....
2. that has beautiful eyes .....
3. who does things to help society .....
4. who has a beautiful speaking voice .....
5. who isn't good-looking but who is very talented .....

## What is the name of a TV show or movie . . . ?

6. that made you feel sad .....
7. that made you laugh a lot .....
8. which scared you .....
9. which had great music .....
10. that was about a ridiculous story .....

**B Pair work** Compare your questionnaires. Ask follow-up questions of your own.

A: What is the name of a TV or movie star that reminds you of someone in your family?

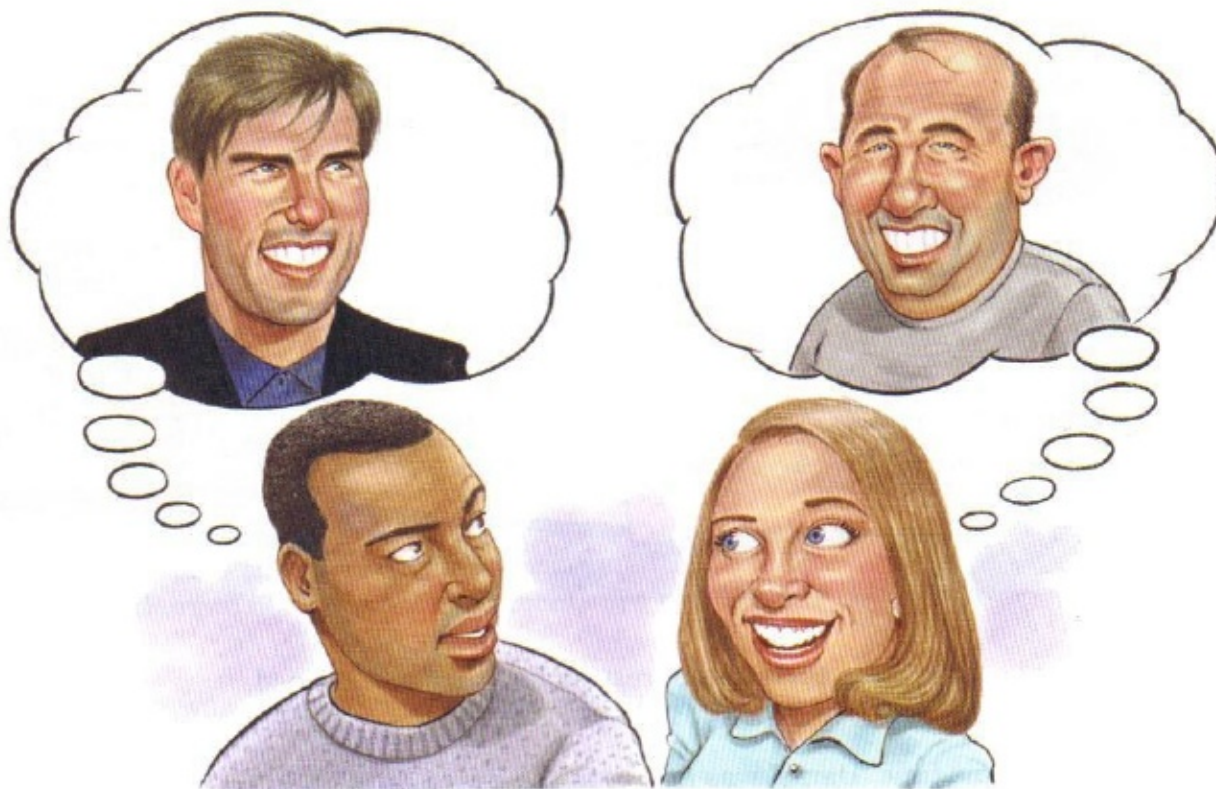
B: Tom Cruise.

A: Who does he remind you of?

B: My brother, Todd.

A: Really? Why?

B: Because he looks like my brother. They have the same smile.





**A Pair work** Look at this scene of a crowded restaurant. What do you think is happening in each of the five situations? Look at people's body language for clues.

A: Why do you think the woman in situation 1 looks upset?

B: Well, she might be having a fight with . . .

A: What do you think the man's gesture in situation 2 means?

B: Maybe it means he . . .



**B Group work** Compare your interpretations. Do you agree or disagree?



**A** What would you do in each of these situations? Circle a, b, or c. If you think you would do something else, write your suggestion next to d.

### “What Would You Do?”

- If an artist friend gave me a large original painting that was ugly, I would . . . .
  - say something nice and put it in a closet later
  - say that I didn't like it
  - say thank you and hang it on the wall
  - .....
- If I saw a parent spanking a child for no reason, I would . . . .
  - do nothing
  - yell at the parent
  - call the police
  - .....
- If I saw a student cheating on an exam, I would . . . .
  - do nothing
  - tell the teacher
  - talk to the student about it after the exam
  - .....
- If I saw my friend's boyfriend or girlfriend with someone other than my friend, I would . . . .
  - do nothing
  - talk to my friend
  - talk to my friend's boyfriend or girlfriend
  - .....
- If I saw someone standing on a highway next to a car with a flat tire, I would . . . .
  - do nothing
  - stop and help
  - find the nearest telephone and call the police
  - .....



**B Group work** Compare your choices for each situation in part A.

A: What would you do if an artist friend gave you an ugly painting?

B: Well, I would probably say that I didn't like it.

C: Really? I would . . .

**C Class activity** Take a class survey. Find out which choice was most popular for each situation. Talk about any other suggestions people added for d.



# interchange 16A **EXCUSES, EXCUSES**

## Student A

**A Pair work** You and your partner want to get together. You also want to keep time open for other friends, so make up excuses for many of the days. Ask and answer questions to find a day when you are both free. Write your partner's excuses on the calendar.

A: Do you want to go out on the second?

B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?

A: Well, I . . .

| JULY                                    |                                                         |                                                                   |                                                                  |                                                                                   |                                              |                                                                              |
|-----------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------|
| Sunday                                  | Monday                                                  | Tuesday                                                           | Wednesday                                                        | Thursday                                                                          | Friday                                       | Saturday                                                                     |
|                                         |                                                         |                                                                   |                                                                  |                                                                                   | 1<br><i>dinner with Lynn</i>                 | 2                                                                            |
| 3                                       | 4<br><i>class</i>                                       | 5                                                                 | 6<br>↔<br>You want to keep these dates free.<br>Make up excuses! | 7                                                                                 | 8<br><i>movie with Tom</i>                   | 9                                                                            |
| 10                                      | 11<br>↔<br>You hope a friend calls.<br>Make up excuses! | 12                                                                | 13<br><i>jazz club with Mike</i>                                 | 14<br><i>theater with Jane</i>                                                    | 15                                           | 16                                                                           |
| 17<br><i>dinner with office friends</i> | 18<br><i>class</i>                                      | 19                                                                | 20<br><i>study for exam tomorrow</i>                             | 21<br>↔<br>You know your old friend will probably be in town.<br>Make up excuses! | 22                                           | 23                                                                           |
| 24<br>↙<br>31                           | 25                                                      | 26<br>↔<br>You want to keep these dates free.<br>Make up excuses! | 27                                                               | 28<br><i>dinner for Dad's birthday</i>                                            | 29<br><i>go dancing with Ted &amp; Sarah</i> | 30<br>You might have a date with an old school friend.<br>Make up an excuse. |

**B Pair work** Now work with another Student A. Discuss the excuses Student B gave you. Decide which excuses were probably true and which ones were probably not true.

A: Anna said that on the ninth she had to stay home and reorganize her clothes closet. That was probably not true.

B: I agree. I think . . .



# interchange 16B *EXCUSES, EXCUSES*

## Student B

**A Pair work** You and your partner want to get together. You also want to keep time open for other friends, so make up excuses for many of the days. Ask and answer questions to find a day when you are both free. Write your partner's excuses on the calendar.

A: Do you want to go out on the second?

B: I'm sorry. I'm going to my friend's wedding. Are you free on the first?

A: Well, I . . .

| July                                                                      |                                                   |                                     |                                                 |                                            |                                 |                                                                                                               |
|---------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------|-------------------------------------------------|--------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------|
| Sunday                                                                    | Monday                                            | Tuesday                             | Wednesday                                       | Thursday                                   | Friday                          | Saturday                                                                                                      |
|                                                                           |                                                   |                                     |                                                 |                                            | 1                               | 2<br><i>Sue's wedding</i>                                                                                     |
| 3<br><br>←————→<br>You want to keep these dates free.<br>Make up excuses! | 4                                                 | 5<br><i>movie with Bob</i>          | 6                                               | 7                                          | 8                               | 9<br><br>←————→<br>You don't want to make plans in case you want to get away for a few days. Make up excuses! |
| 10<br><br><i>visit Mom and Dad</i>                                        | 11<br><br><i>office party</i>                     | 12                                  | 13<br><br><i>photography workshop at school</i> | 14                                         | 15                              | 16<br><br>←————→<br>Maybe an old friend will call.<br>Make up excuses!                                        |
| 17<br><br><i>visit Grandma</i>                                            | 18                                                | 19<br><br><i>museum with Craig</i>  | 20                                              | 21                                         | 22<br><br><i>party at Amy's</i> | 23<br><br><i>baseball game with Jim</i>                                                                       |
| 24<br><br><i>family get-together</i>                                      | 25<br><br>You need a break.<br>Make up an excuse! | 26<br><br><i>book group meeting</i> | 27                                              | 28<br><br><i>need to work late tonight</i> | 29                              | 30                                                                                                            |
| 31                                                                        |                                                   |                                     |                                                 |                                            |                                 |                                                                                                               |

**B Pair work** Now work with another Student B. Discuss the excuses Student A gave you. Decide which excuses were probably true and which ones were probably not true.

A: Joe said that on the sixth he had to stay home and reorganize his clothes closet. That was probably not true.

B: I agree. I think . . .







# 14 POLICE PATROL

**A** Listen to four conversations. Number the pictures from 1 to 4.



**B** Listen again. Write each rule under the correct picture.

1. You can't park here.
2. You've got to put your dog on a leash.
3. Cars aren't allowed on this street.
4. You have to fasten your seat belt.

# 15 UNFORTUNATE SITUATIONS

**A** Listen to people describe situations. Check (✓) the correct response.

1.  He should have locked the car.  
 He shouldn't have left money in the car.
2.  She should have spent the money.  
 She shouldn't have gone shopping.
3.  He should have written it down.  
 He shouldn't have remembered the dinner.
4.  She should have borrowed a friend's car.  
 She shouldn't have lent her car to a friend.

**B** Listen again. Write your own response for each situation.

# 16 DON'T TELL ANYONE...

**A** Listen to a telephone conversation. What excuse did Susan give Bill?

- She had dinner plans.     She was going to the movies.     She wasn't feeling well.

**B** Listen again. Read the voice mail Grace left another friend. Then correct the six errors in her message.

**Hi,** it's Grace. I just talked to Bill, and you won't believe what happened! Bill said that Jack saw Susan and her father having lunch together last week. Bill and Susan were supposed to go shopping together, but Susan called the day before to say she couldn't make it. Well, Bill said he understood, and told her to stay home and get something to eat. But instead of staying home, she went out! Oh, by the way, don't say anything, OK? I promised Bill I wouldn't tell anyone.



# Self-study audio scripts

## 9 Too much technology?

**A** Listen to Jimmy and his grandfather talk about technology. Check the things his grandfather has used.

GRANDFATHER: What are you listening to, Jimmy?  
Is that a radio?

JIMMY: No, it's an MP3 player.

GRANDFATHER: An MP3 player? What's that?

JIMMY: It's a machine that plays music that I download from my computer.

GRANDFATHER: Hmm. When I was a child, we listened to the radio. Then, people listened to albums, and later, to cassettes. Everything changes so fast these days!

JIMMY: Yeah. Now, most people get music from CDs or the Internet. In five years, I bet there will be other ways.

GRANDFATHER: CDs, huh? Well, I guess if I don't pay attention, I'll miss out on a lot of new technology.

JIMMY: Right. Like just a few years ago, they made a cell phone that also surfs the Internet. Soon, we might not even need laptops or MP3 players – everything will be in one piece of technology.

GRANDFATHER: Do you really think so?

JIMMY: Yeah, and if all the technology is in one piece of equipment, you'll have fewer things to carry.

GRANDFATHER: Exactly! And if you don't need a laptop, an MP3 player, and a cell phone, you won't need such a big allowance, right?

JIMMY: Uh, well . . .

**B** Listen again and answer these questions.

## 10 Election debate

**A** Listen to an election debate. Write **A** for André or **J** for Jeri beside the adjective that best describes each person.

TEACHER: Welcome to our debate! The candidates for class president this year are André and Jeri. Please introduce yourselves and tell us why you'd be a good president.

ANDRÉ: Hi, I'm André. I think I'd be a great class president because I'm reliable, and I'm very creative.

JERI: Hi, everyone. I'm Jeri and I'm really good at organizing. I'm also efficient, and I'm hardworking.

TEACHER: How good are you at working with people?  
André?

ANDRÉ: I'm really good at working with people. And I'd make a good president because I am always level-headed. Most people think I'm easy to talk to.

TEACHER: And Jeri?

JERI: I'm OK at working with people. Sometimes I'm a little impatient, but I'm never critical.

TEACHER: OK! Next question. André, can you solve problems easily?

ANDRÉ: Well, it takes a lot of work to solve problems for a whole class, but I think I'm good at it. I really like helping people, and like I said, I'm very creative.

Sometimes a problem just needs a creative solution!

TEACHER: OK, Jeri, what about you?

JERI: I like helping people, too. I'm so-so at solving problems, but if the solution doesn't work, I always ask someone for help. I can't stand making mistakes.

ANDRÉ: Oh, I don't mind. If you don't make mistakes, you won't learn anything!

TEACHER: That's a good point, André. Well, we're out of time. Thanks to our candidates for participating, and don't forget to vote on Thursday! [applause]

**B** Listen again and complete the chart.

## 11 The Statue of Liberty

**A** Listen to two tourists on a boat tour of New York Harbor. Why doesn't the man want to go inside the Statue of Liberty?

GUIDE: We are now approaching the famous Statue of Liberty, which has welcomed visitors to New York Harbor since 1886.

MAN: Wow! Look at it.

WOMAN: Incredible, isn't it?

GUIDE: The statue was given to the United States by the people of France. It was designed by the French sculptor Bartholdi.

MAN: It's really huge. Do we get to go inside?

WOMAN: I think we can climb the stairs all the way up to the crown.

MAN: Stairs? There's no elevator?

WOMAN: Well . . .

GUIDE: The Statue of Liberty is a major tourist attraction, and every year it is visited by millions of people from all over the world. There are 354 steps to the top of the crown.

MAN: Did you hear that? 354 steps!

WOMAN: Oh, come on, you can do it! People do it every day!

MAN: But . . .

GUIDE: The statue was manufactured in France, and shipped to New York in 1884. It arrived a year later. Then it was assembled on Liberty Island, where it stands today. Putting it together took four months.

MAN: I'm not feeling so good. . . .

WOMAN: Oh, stop! It'll be fun!

GUIDE: Please be back at the boat in 30 minutes.

Unfortunately, the statue is currently closed to visitors. You may walk around the island, but you may not climb the stairs to the top.

MAN: Hey, let's go! What are you waiting for?

**B** Listen again. Correct the seven mistakes in the text.

## 12 What a lucky break!

**A** Listen to Stacy and Richard talk about their careers. Who had a lucky break?

RICHARD: How did you get into TV announcing, Stacy?

STACY: Well, when I graduated from drama school, I moved to Los Angeles to look for work as an actress. I was going to auditions every day, but I never got any parts. And I was running out of money.

RICHARD: So, what did you do?

STACY: I got a job as an assistant at a TV station. While I was working there, the regular announcer got sick and they asked me to fill in. I guess I did a good job because within a few weeks, they offered me a position on a new show!

RICHARD: Wow, what a lucky break!

STACY: So, Richard, what did you do after you graduated?

RICHARD: Well, I majored in English literature in college.



STACY: Uh-huh.

RICHARD: So when I graduated, I tried to make my living as a writer.

STACY: Oh, really?

RICHARD: Yeah. See, I've written a novel and I've sent it to eight publishers, but they all, uh, rejected it. Say, would you like to read it? I have it right here with me.

STACY: Well, I'd love to read it, Richard, . . . but not right now. Uh, so do you have a job or anything?

RICHARD: Oh, yes. I'm in sales.

STACY: Oh? Where?

RICHARD: Actually, I've been working for the last month as a salesclerk in a hardware store. But when my novel sells, I know I'll be a best-selling author and I'll make lots of money.

- B** Listen again. Number the events for each person from 1 to 5.

## 13 This book looks interesting.

- A** Listen to people talk about a book. Match each character with two descriptions.

WOMAN: This book looks interesting.

MAN: Oh, I read that! It's fascinating. It's about a horse named Seabiscuit that won a big race.

WOMAN: What's so great about a horse winning a race?

MAN: Well, it happened at a time when the country was struggling with the Great Depression, and people became very excited by the story of this horse.

WOMAN: Why is that?

MAN: Well, it involved an unusual cast of characters. The horse's owner was a millionaire who was very loud and outspoken. And the trainer was a quiet man who used to be a cowboy in the American West.

WOMAN: Those two sound pretty different.

MAN: It gets better. The jockey was a well-educated fighter who was also half blind. And then Seabiscuit was a little odd-looking – he was considered too small to be a racehorse.

WOMAN: Hmm. They do sound unusual.

MAN: That's the point. All these strange characters came together to make Seabiscuit into a champion. The whole country was amazed.

WOMAN: Hmm. Maybe I'll read it.

MAN: Well, the movie is really good, too.

WOMAN: Oh, there's a movie?

MAN: Yeah, it's the one that stars Tobey Maguire.

WOMAN: Oh, I've heard about it! It's supposed to be fantastic!

MAN: Well, then, why don't we rent the DVD?

WOMAN: You don't mind seeing it again?

MAN: Not at all. You rent the DVD, and I'll make some popcorn.

- B** Listen again. Complete these sentences with relative clauses from the conversation.

## 14 Police patrol

- A** Listen to four conversations. Number the pictures from 1 to 4.

1. WOMAN 1: What's the problem, officer?  
OFFICER: Well, you can't park here.  
WOMAN 1: Oh, I didn't see a sign.  
OFFICER: There's a sign right there, behind the tree.
2. MAN 1: What is that police officer trying to tell us?  
WOMAN 2: Uh, it probably means he wants us to go over there.  
MAN 1: But we didn't do anything wrong.  
WOMAN 2: Oh, look, there's a sign. We've got to put Fluffy on a leash.

3. MAN 2: Excuse me, officer, can we drive through here?

OFFICER: No, cars aren't allowed on this street. It's for pedestrians only.

MAN 2: How can I get to the library from here?

OFFICER: Go two more blocks to First Avenue. You can drive on that street.

4. WOMAN 2: Why is that traffic officer waving at us?

MAN 1: I don't know. It must mean he wants us to stop.

WOMAN 2: No, he's making a diagonal motion with his hand. He looks annoyed.

MAN 1: Ohhh, it probably means we have to fasten our seat belts! I'm wearing mine . . . are you?

WOMAN 2: Well, uh . . . no.

- B** Listen again. Write each rule under the correct picture.

## 15 Unfortunate situations

- A** Listen to people describe situations. Check the correct response.

1. MAN 1: I parked my car downtown and left my briefcase on the back seat. It had some money in it. I locked the car, of course, but when I came back, someone had broken the window and taken my briefcase.
2. WOMAN 1: I found a hundred-dollar bill in my neighbor's driveway. My neighbor was away, so the money probably wasn't his. Anyway, I took the money and went shopping. I bought a cool new jacket and a fabulous skirt. Now I feel bad.
3. MAN 2: My aunt invited me over for dinner. Unfortunately, I forgot to write it down. The day I was supposed to go to her house, a friend invited me to see a movie with him, and I completely forgot about dinner.
4. WOMAN 2: I lent my car to a friend who doesn't have a driver's license. While he was driving, he had an accident and caused more than five hundred dollars' worth of damage to my car.

- B** Listen again. Write your own response for each situation.

## 16 Don't tell anyone . . .

- A** Listen to a telephone conversation. What excuse did Susan give Bill?

GRACE: [*phone rings*] Hello?

BILL: Grace, it's Bill.

GRACE: What's up?

BILL: I'm so annoyed! Jack told me he saw Susan and her ex-boyfriend having dinner together!

GRACE: Really? When?

BILL: Last night. Susan and I were supposed to go to the movies. Then she called at the last minute and said she wasn't feeling well.

GRACE: Oh, so she told you she couldn't go.

BILL: Yeah. I said I understood. I told her that she should stay home and get some rest.

GRACE: Good, so you expressed your concern.

BILL: Yeah, but instead of staying home, she went out!

GRACE: That's terrible! She shouldn't have done that.

BILL: I know. She shouldn't have made an excuse. She should've just told me the truth! Listen, don't tell anyone, OK?

GRACE: Right. Uh, I have to go. I'll talk to you later.

- B** Listen again. Read the voice mail Grace left another friend. Then correct the six errors in her message.





# Appendix

## Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

|                |             |             |               |                    |             |
|----------------|-------------|-------------|---------------|--------------------|-------------|
| Argentina      | Argentine   | France      | French        | Paraguay           | Paraguayan  |
| Australia      | Australian  | Germany     | German        | the Philippines    | Filipino    |
| Austria        | Austrian    | Greece      | Greek         | Portugal           | Portuguese  |
| Brazil         | Brazilian   | Hungary     | Hungarian     | Russia             | Russian     |
| Bolivia        | Bolivian    | India       | Indian        | Singapore          | Singaporean |
| Canada         | Canadian    | Indonesia   | Indonesian    | Spain              | Spanish     |
| Chile          | Chilean     | Ireland     | Irish         | Switzerland        | Swiss       |
| China          | Chinese     | Italy       | Italian       | Thailand           | Thai        |
| Colombia       | Colombian   | Japan       | Japanese      | Turkey             | Turkish     |
| Costa Rica     | Costa Rican | Korea       | Korean        | Peru               | Peruvian    |
| Czech Republic | Czech       | Malaysia    | Malaysian     | the United Kingdom | British     |
| Ecuador        | Ecuadorian  | Mexico      | Mexican       | the United States  | American    |
| Egypt          | Egyptian    | Morocco     | Moroccan      | Uruguay            | Uruguayan   |
| England        | English     | New Zealand | New Zealander | Vietnam            | Vietnamese  |

## Irregular verbs

| Present         | Past      | Participle | Present | Past    | Participle |
|-----------------|-----------|------------|---------|---------|------------|
| (be) am/is, are | was, were | been       | keep    | kept    | kept       |
| break           | broke     | broken     | lose    | lost    | lost       |
| bring           | brought   | brought    | meet    | met     | met        |
| build           | built     | built      | put     | put     | put        |
| buy             | bought    | bought     | ride    | rode    | ridden     |
| come            | came      | come       | ring    | rang    | rung       |
| do              | did       | done       | run     | ran     | run        |
| drink           | drank     | drunk      | see     | saw     | seen       |
| drive           | drove     | driven     | send    | sent    | sent       |
| eat             | ate       | eaten      | set     | set     | set        |
| fall            | fell      | fallen     | speak   | spoke   | spoken     |
| feel            | felt      | felt       | stand   | stood   | stood      |
| find            | found     | found      | steal   | stole   | stolen     |
| fly             | flew      | flown      | swim    | swam    | swum       |
| forget          | forgot    | forgotten  | take    | took    | taken      |
| give            | gave      | given      | teach   | taught  | taught     |
| go              | went      | gone       | tell    | told    | told       |
| grow            | grew      | grown      | think   | thought | thought    |
| have            | had       | had        | wear    | wore    | worn       |
| hear            | heard     | heard      | write   | wrote   | written    |

## Comparative and superlative adjectives

### Adjectives with *-er* and *-est*

|        |       |       |       |        |
|--------|-------|-------|-------|--------|
| big    | dingy | large | new   | shabby |
| bright | dirty | long  | nice  | short  |
| busy   | far   | loud  | noisy | slow   |
| cheap  | fast  | messy | old   | small  |
| clean  | heavy | near  | quiet | tall   |
| dark   | huge  | neat  | safe  | young  |

### Adjectives with *more* and *most*

|             |           |             |          |
|-------------|-----------|-------------|----------|
| average     | crowded   | famous      | private  |
| beautiful   | dangerous | important   | serious  |
| boring      | delicious | interesting | spacious |
| comfortable | difficult | modern      | special  |
| convenient  | exciting  | patient     | terrible |
| cramped     | expensive | popular     | unusual  |

### Irregular adjectives

good → better → best      bad → worse → the worst



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|----------------|---------|----------------------|-----------------|---------|----------------------|
| <b>Track 1</b> | Unit 9  | Conversation (Ex. 2) | <b>Track 9</b>  | Unit 13 | Conversation (Ex. 2) |
| <b>Track 2</b> | Unit 9  | Self-study           | <b>Track 10</b> | Unit 13 | Self-study           |
| <b>Track 3</b> | Unit 10 | Conversation (Ex. 2) | <b>Track 11</b> | Unit 14 | Conversation (Ex. 3) |
| <b>Track 4</b> | Unit 10 | Self-study           | <b>Track 12</b> | Unit 14 | Self-study           |
| <b>Track 5</b> | Unit 11 | Conversation (Ex. 8) | <b>Track 13</b> | Unit 15 | Conversation (Ex. 2) |
| <b>Track 6</b> | Unit 11 | Self-study           | <b>Track 14</b> | Unit 15 | Self-study           |
| <b>Track 7</b> | Unit 12 | Conversation (Ex. 7) | <b>Track 15</b> | Unit 16 | Conversation (Ex. 6) |
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# interchange

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