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The Interchange Third Edition Intro Teacher’s Resource Book is a rich source of easy-to-use supplementary materials for review and reinforcement of the language and skills taught in Interchange Third Edition Intro Student’s Book. It is based on feedback and suggestions provided by teachers around the world. The book consists of the following sections:

- **Listening** Additional listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context. There is one photocopiable Listening page for each unit of the Student’s Book.

- **Grammar** Activities in this section reinforce the grammar introduced and practiced in the Student’s Book. There is one photocopiable Grammar page for each unit. Each page includes two activities, one for written practice and the other one for oral practice. The written activities can be used either in class or for homework.

- **Vocabulary** There is a photocopiable vocabulary log for each unit of the Student’s Book. The first exercise, Your Vocabulary Log, allows learners to record new words from the unit so that they remember them better. The second exercise, Practice, consists of an activity for reviewing the key vocabulary from the unit.

- **Projects** This section includes a wide range of new ways to extend the main topics, both in and out of the classroom. There is one project for each unit. Detailed teaching notes for each project are on pages 49–52.

- **Answer Keys** This section provides answers for the Listening, Grammar, and Vocabulary exercises. It also contains audio scripts for the Listening section.
HELLO AND GOOD-BYE

A Students and teachers are talking at school. Look at the pictures. Who is saying hello? Who is saying good-bye?

B 🎧 Listen and check (✓) True (T) or False (F).

1. Ana is in Toshi's English class.         T F
2. Toshi's teacher is Ms. Rivers.           T F
3. Ana's teacher is Mr. Carr.               T F
4. Toshi's class is in Room 5.               T F

C 🎧 Listen and circle the correct information.

1. The student's first name is ____________________.
   a. Jimmy                b. Jerry

2. His last name is ____________________.
   a. Malony               b. Maloney

3. His phone number is ____________________.
   a. 383-4017             b. 385-4107

4. The teacher and the student say ____________________.
   a. good morning         b. good evening
IS THIS YOUR...?

A People are looking for things. Look at the pictures. What do you see? Where are the things?

B 🔊 What are the people talking about? Listen. Number the pictures from 1 to 5.

C 🔊 Listen to the questions. Look at the pictures again. Check (√) the correct response.

1. □ Yes, it is.
   □ No, it's not.

2. □ Yes, they are.
   □ No, they're not.

3. □ Yes, it's under the chair.
   □ No, it's on the chair.

4. □ It's on the cell phone.
   □ It's next to the cell phone.

5. □ They're under the map.
   □ They're on the map.
WHERE ARE YOU FROM?

A Students are talking before their first day of class. What questions do you think they are asking?

B Listen to the students' conversations. Circle the correct answers.

1. The teacher is from _______.
   a. India
   b. Japan

2. Tony is _______ Brazil.
   a. from
   b. in

3. Sarah is _______.
   a. Australian
   b. British

4. Maggie is _______.
   a. Spanish
   b. Argentinean

C Listen and check (✓) the correct response.

1. He's from Santiago.
   □ I'm from Mexico City.

2. No, it's not. It's Spanish.
   □ No, it's not. It's French.

3. They're 20 years old.
   □ They're my two brothers.

4. It's in Japan.
   □ It's big and exciting.

5. Yes, we are. We're from Vancouver.
   □ No, it's not. It's Vancouver.

6. His name is Robert.
   □ No, he's not.
1 WHAT COLOR ARE YOUR SOCKS?
A Friends are talking about their clothes. Look at the pictures. What are the people wearing?

B Listen to the conversations. Number the clothes in the pictures from 1 to 6.

2 HOW’S THE WEATHER?
A Look at the chart. Where are these cities?

B Listen to the weather report. What’s the weather like today in these cities? Check (✓) the correct information.

<table>
<thead>
<tr>
<th></th>
<th>Cold</th>
<th>Hot</th>
<th>Raining</th>
<th>Snowing</th>
<th>Sunny</th>
<th>Windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rio de Janeiro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tokyo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Listen again. Write the temperature in each city.
New York _____ °C    Rio de Janeiro _____ °C    Tokyo _____ °C
1 WHAT TIME IS IT?

A Look at the clocks. What time is it?

B ✰ Listen. Circle the time you hear.

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

C ✰ Listen again. What part of the day are the people talking about? Check (√) morning, afternoon, or evening.

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 WHAT ARE YOU DOING?

A Look at the pictures and the times of day. What do you think the people are doing? Write your guess for each person in the chart.

<table>
<thead>
<tr>
<th></th>
<th>Your guess</th>
<th>What is he/she really doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie</td>
<td>She's writing a letter.</td>
<td></td>
</tr>
<tr>
<td>Tom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B ✰ Listen to the conversations. Complete the chart in part A.
WHAT'S NEW WITH YOU?

A Look at the picture. What are the people doing?

B Listen to the conversations. What are the people talking about? Number the topics from 1 to 3.

friends _______ school _______ work _______

C Listen to the conversations again. Correct the false information. (In some sentences, two words are incorrect.)

1. a. Angie has a new apartment.
   b. She takes a taxi to work.
   c. She works five days a week.
   d. She works Sunday to Friday.

2. a. Carlos is taking an English class this spring.
   b. He has class on Mondays and Tuesdays.
   c. His class is in the afternoon.
   d. He gets home after 2:00.

3. a. Diana goes to Emily's school.
   b. Diana lives far from Emily.
   c. Emily and Diana talk on the phone every afternoon.
   d. Emily doesn't know Eric.
A Look at the pictures. Melissa is shopping for things for her new house. What do you think she needs?

B Listen to the conversations. What room is Melissa shopping for? Number the pictures from 1 to 3.

C Listen again. What does Melissa need? Check (✓) the things in the pictures in part A.
1 WHERE DO YOU WORK?

A Look at the pictures. What do the people do? Where do you think they work? Complete the sentences with your guesses.

She's a ______. He's a ______. He's a ______.
She works at a ______. He works at a ______. He works at a ______.

B Listen to the people talk about their jobs. Correct your guesses.

C Listen again. Do the people like their jobs? Check (√) the correct column.

<table>
<thead>
<tr>
<th></th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marisa</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ray</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Victor</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2 WHAT DO YOU DO?

Some people are talking about jobs. Listen and check (√) the correct response.

1. ☐ They're teachers.
☐ She's a flight attendant.

2. ☐ That's too bad.
☐ Not bad.

3. ☐ I agree. A lawyer doesn't have an easy job.
☐ I disagree. A lawyer has a difficult job.
LET'S GO FOOD SHOPPING.

A Look at the picture. Where are the people? What are they doing? What foods do you see?

B Listen to the conversations. Olivia and Todd are shopping. Where do they go? Number the pictures from 1 to 4.

C Listen again. Look at the shopping lists. Check (✓) Olivia and Todd's list.

- List 1
  - butter
  - chicken
  - cookies
  - steaks
  - potatoes

- List 2
  - milk
  - eggs
  - cereal
  - chicken
  - tomatoes

- List 3
  - butter
  - cereal
  - steaks
  - potatoes
  - tomatoes
**CAN YOU FIX THINGS?**

**A** Look at the pictures. What can the women do? What can't they do?

**B** Listen to the conversations. Three women are discussing their abilities and talents. Number the pictures from 1 to 3.

---

**C** Listen again. Check (✓) the correct response.

<table>
<thead>
<tr>
<th>Can she . . . ?</th>
<th>Yes, she can.</th>
<th>No, she can't.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ski</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. play the piano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play the guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fix cars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. use a computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fix things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sing well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HAPPY BIRTHDAY!

A Look at the pictures. Three people are going to celebrate their birthdays. What are they going to do? Who are they going to celebrate with?

B  Listen to the conversations. Number the pictures from 1 to 3.

C  Listen again. Who are the people going to celebrate their birthdays with? Complete the chart.

<table>
<thead>
<tr>
<th>Who is he/she going to celebrate with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
A These people are waiting for the doctor. What do you think is wrong with them? What advice is the doctor going to give them?

B Listen to the people talk to the doctor. What's wrong with each person?
Ben: He has an earache.
Laura: ____________________________
Frances: __________________________

C Listen again. What advice does the doctor give his patients?
Ben: Use these ear drops.
Laura: ____________________________
Frances: __________________________
TELL ME ABOUT YOUR HOMETOWN.

A Look at the maps. What places do you see? What can you do in these places?

B Listen. Simon, Tina, and Steve are talking about their hometowns. Write each person's name under the map of his or her hometown.

C Listen to the statements. Look at the maps again. Check (√) True (T) or False (F).

1. a. □ T □ F
   b. □ T □ F

2. a. □ T □ F
   b. □ T □ F

3. a. □ T □ F
   b. □ T □ F
WHAT DID YOU DO THIS WEEKEND?

A Pair work What did you do this weekend? Ask your partner.

B Listen to the conversation. Meg and her mother are talking about the weekend. Did Meg do these things on Friday night? Check (√) Yes or No.

<table>
<thead>
<tr>
<th>Did Meg . . . ?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>see a movie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to a bookstore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy a book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Listen to the rest of the conversation. What did Meg's mother do over the weekend? Check (√) the correct picture(s).
WERE YOU BORN IN THE U.S.?

A Pair work Look at the pictures. When were they born? Guess. Check (✓) the year.

Barbara □ 1970 □ 1975

Maria □ 1969 □ 1979

Tyler □ 1982 □ 1988

B Listen to the conversations. Check (✓) the correct answers for each person. Were your guesses correct?

<table>
<thead>
<tr>
<th>Place of birth</th>
<th>Year of birth</th>
<th>College major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara</td>
<td>□ 1970 □ 1975</td>
<td>□ English □ science</td>
</tr>
<tr>
<td>Maria</td>
<td>□ 1969 □ 1979</td>
<td>□ drama □ dance</td>
</tr>
<tr>
<td>Tyler</td>
<td>□ 1982 □ 1988</td>
<td>□ music □ math</td>
</tr>
</tbody>
</table>

C Listen again. Where did the people grow up? Complete the chart with the name of the city or country.

<table>
<thead>
<tr>
<th>Place</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara</td>
<td>Chicago</td>
</tr>
<tr>
<td>Maria</td>
<td></td>
</tr>
<tr>
<td>Tyler</td>
<td></td>
</tr>
</tbody>
</table>
A Look at the pictures. Where are the people? Who do you think they are talking to?

B Listen to the people in the pictures make phone calls. Number the pictures from 1 to 3.

C Listen to the phone calls again. Look at the message pads. Correct the false information. (There are three mistakes in each message.)

1  For: Clarissa
   Message: Terry Porter called you.
   There's a jazz concert tomorrow night. He wants to invite you. Call him tonight.
   Caller's number: 347-9761

2  For: Mom
   Message: Dr. Bloom's office called you.
   Your appointment changed. It's now next Tuesday at 3:30 PM. The doctor can't see you on Monday because she has to work at the hospital. Call her office before Monday morning.
   Caller's number: 955-4920

3  For: Tim
   Message: Your girlfriend Joyce called you.
   She can't meet you for dinner on Friday night because she has to visit her sister in the hospital.
   She wants to have lunch on Sunday at the new Mexican restaurant. Call her tomorrow at work.
   Caller's number: 917-8426
1 WHAT'S YOUR NAME?

Complete the conversations.

1. Lisa: Hi! Are you Phil?
   Will: Phil? I'm not Phil. ___ My ___ name is Will.
   Lisa: Oh, I'm sorry! ______ you Will Morris?
   Will: Yes, I ______ . And what's ______ name?
   Lisa: ______ Lisa Field.

2. Will: What's his name?
   Lisa: Dan Bolton. ______ in my class.
       And ______ name is Samantha Clark.
   Will: ______ in your class too, right?
   Lisa: Well, yes. ______ my teacher!

2 HELLO AND GOOD-BYE

Group work Complete the conversation. Then act it out.

Stan: _________________ Stan: _________________

Matt: Hello, Stan.

Matt: Nice to meet you, Amy.

Amy: _________________

Matt: _________________, Stan!

Amy: Good-bye, Stan!

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Grammar: Unit 1 • 17
1 **CLASSROOM OBJECTS**

Complete the questions.

1. A: What’s **this** called in English?
   B: It’s an eraser.

2. A: __________ ________ these?
   B: They’re maps.

3. A: Are __________ pens?
   B: No. They’re pencils.

4. A: __________ ________ your books?
   B: They’re in my book bag.

5. A: __________ ________ your book bag?
   B: It’s on the floor, behind the chair.

6. A: __________ ________ your eraser?
   B: Yes, it is. Thanks!

2 **WHERE ARE THEY?**

*Pair work* Look at the picture. Ask and answer the questions.

1. Where is the book?
2. Where are the CDs?
3. Where is the umbrella?
4. Are the sunglasses on the table?
5. Is the book bag on the chair?
6. Are the pens on the chair?
7. It’s on the table, next to the pens. What is it?
8. It’s in front of the television. What is it?
9. They’re behind the chair. What are they?
10. They’re under the newspaper. What are they?
ABOUT YOU

Put the words in order to make questions. Then answer the questions.

1. parents your are Japan from
   A: Are your parents from Japan?
   B:

2. large family your is
   A: ____________________________
   B: ____________________________

3. name what your last is
   A: ____________________________
   B: ____________________________

4. friend your is who best
   A: ____________________________
   B: ____________________________

5. your where best from friend is
   A: ____________________________
   B: ____________________________

HOW MUCH DO YOU KNOW?

A Read the quiz. Then add two more questions.

World Knowledge Quiz
1. Are Shanghai and Beijing in China?
2. Is Buenos Aires in Argentina?
3. Where is Madrid?
4. What are two cities in Japan?
5. Where are Sydney and Perth?
6. Is Tokyo in South Korea?
7. What are two cities in India?
8. ____________________________
9. ____________________________

B Pair work Ask and answer the questions from part A.
1 WHAT ARE THEY WEARING?
A Look at Picture 1. Complete the sentences with is, isn't, are, or aren't.

1. Rosie and Bob _______ wearing boots.
2. Rosie _______ wearing a scarf.
3. Bob _______ wearing a scarf.
4. Rosie and Bob _______ wearing jeans.
5. They _______ wearing shorts.
7. He _______ wearing a sweatshirt.
8. Rosie and Bob _______ wearing caps.

B Now write about something you are wearing and something you aren't wearing.

1. __________________________

2. __________________________

2 FIND THE DIFFERENCES
Pair work Look at Picture 1. Then look at Picture 2. How are they different? Tell your partner.
A: In Picture 2, Bob is wearing a tie.
B: In Picture 1, he isn't wearing a tie.
IN THE PARK

Look at the picture. Write about the people.

1. Mark is riding a bicycle.
2. Angela
3. Brian
4. Linda and Debbie
5. Justin
6. Mrs. Clark
7. Jennifer
8. John and Peter

MEMORY GAME

A Look at the picture in Exercise 1. Write questions about the people. Use what + doing.

1. What's Mark doing? 5. ______
2. ______ 6. ______
3. ______ 7. ______
4. ______ 8. ______

B Pair work Cover Exercise 1. Ask and answer the questions. How much do you remember?
A: What's Mark doing?
B: He's riding a bicycle.
1 **STUDENT PROFILE**

Read the profile. Then complete the conversation between Nick and a new friend.

**Personal profile by Nick Brown**

My name is Nick Brown and I live in New York City. I study computer science. I have a brother and a sister. My sister lives in Washington, D.C. She studies computer science, too. My brother lives in Miami and works at a library.

1. Friend: So, you study math.
   Nick:  *No, I don't study math. I study computer science.*

2. Friend: You have three brothers, right?
   Nick: _____________________________________________________________

3. Friend: Your sister lives in Miami.
   Nick: _____________________________________________________________

4. Friend: And she studies math, right?
   Nick: _____________________________________________________________

5. Friend: And your brother works in an office?
   Nick: _____________________________________________________________

---

2 **FIND SIMILARITIES**

**A** Check (√) the answers that are true about you.

1. I ... □ study. □ work. □ study and work.
2. I live ... □ alone. □ with my family. □ with friends.
3. To go to school or work I ... □ take the bus or subway. □ drive. □ walk.
4. On weekends, I ... □ play sports. □ relax. □ study or work.

**B** Pair work Tell your partner your answers from part A. How many things do you have in common?

A: Do you study?
B: Yes, I study and work. How about you?
A: I study, but I don’t work.
B: Do you live . . . ?
1. TRUE ABOUT YOU?

A Are these sentences true about you? Check (✓) Yes or No.

<table>
<thead>
<tr>
<th>In my home...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. there's a big living room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. there are curtains on every window.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. there's a television in my bedroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In my neighborhood...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. there's a subway station.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. there are nice stores.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. there are good restaurants.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B For sentences that are not true, write the correct information.

1. 
2. 
3. 
4. 
5. 
6. 

2. WHAT'S THE APARTMENT LIKE?

A Complete the conversation.

Sandra: Hello?

Chris: Hello, I'm calling about the apartment.

Sandra: Oh, yes, sure.

Chris: First, does (do / does) it have many rooms?

Sandra: It has (has / have) a living room, a kitchen, three bedrooms, and two bathrooms.

Chris: Great. And does (do / does) the apartment come with furniture?

Sandra: Yes, it does (do / does). But it doesn't (do / doesn't) have a refrigerator.

Chris: The windows have curtains?

Sandra: No, I'm sorry, they don't (don't / doesn't).

Chris: The building have a laundry room?

Sandra: Yes, it does (do / does).

Chris: That sounds nice. Thanks.

B Pair work Your partner is selling an apartment. You want to buy it. Have a conversation like the one in part A.
1 WHAT’S YOUR JOB?

A Complete the sentences.

Mary: My sister ________ at Mount Sinai Hospital, too.

Rick: Really? What does she do? ________ she a doctor?

Mary: What do you do?

Rick: I ________ a doctor.

Mary: My job? I ________ a lawyer.

Rick: How ________ you like your job? ________ it interesting?

Mary: Yes, I love it. It’s very exciting.

Mary: No, she ________ a technician.

Rick: What about you? What do you ________?

Mary: Oh. Where do you ________?

Rick: I ________ at Mount Sinai Hospital.

B Now put the sentences in order. Make a conversation. Number the sentences from 1 to 5.

2 WHO IS IT?

Pair work Take turns. Talk about each person. Who is it? Guess.

Amy West
Frank Diaz
Fernanda Ferreira
José Gomez
Sarah Chang
Matt Hill
Maria Costas
Ken Young

A: He’s about 25 years old. He works in an airport. He has a stressful job.
   I think he doesn’t like his job. Who is it?

B: It’s Frank Diaz.
WHAT'S FOR LUNCH?
You want to make an omelet and a green salad for lunch. You have the ingredients in the picture. What do you need to buy? What don't you need? Complete the chart.

<table>
<thead>
<tr>
<th>I need ...</th>
<th>I don't need ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need some lettuce.</td>
<td>I don't need any eggs.</td>
</tr>
</tbody>
</table>

DO YOU EVER . . . ?
A Read the chart. Add two more activities.

<table>
<thead>
<tr>
<th>Do you ever ...</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. go out to eat?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. have soup for breakfast?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. go on picnics?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. eat snacks at night?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. drink tea?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. eat Chinese food?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. use milk in your coffee?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. have pizza for lunch?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. ______________________</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. ______________________</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

B Pair work Now interview your partner. Ask questions from the chart. Check (√) the boxes that are true about your partner.
A: Do you ever go out to eat?
B: Yes, I often do. / Sometimes I do.
1 ABOUT YOU

Put the words in order to make questions. (More than one answer is possible.)
Then answer the questions.

1. time free do you what do your in
   A: What do you do in your free time?
   B: _____________

2. do free who usually in your see time you
   A: _____________
   B: _____________

3. do often listen music to how you
   A: _____________
   B: _____________

4. sports like do you what
   A: _____________
   B: _____________

5. your do on friends you where go and weekends
   A: _____________
   B: _____________

2 PERSONALITY TYPES

A Find out what your classmates are like. Write two more questions for each personality type.

Athletic

1. Can you swim?
2. _____________
3. _____________

Artistic

1. Can you draw?
2. _____________
3. _____________

B Group work Interview two classmates. Are they athletic or artistic?
Ask questions from part A. Check (√) the boxes that are true about your classmates.

<table>
<thead>
<tr>
<th>Name</th>
<th>Athletic</th>
<th>Artistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLANS

Write about things you are going to do in the next three weeks. Use the phrases in the box or add your own ideas.

<table>
<thead>
<tr>
<th>buy something I need</th>
<th>give my best friend a present</th>
<th>look for a new job</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate my birthday</td>
<td>go dancing</td>
<td>play sports</td>
</tr>
<tr>
<td>cook for my friends</td>
<td>go out with friends</td>
<td>relax</td>
</tr>
<tr>
<td>do something unusual</td>
<td>have a party</td>
<td>see a movie</td>
</tr>
</tbody>
</table>

1. I'm going to celebrate my birthday on June 22nd. I'm going to have a big party.
2. 
3. 
4. 
5. 
6. 
7. 
8. 

HOLIDAYS AND CELEBRATIONS

Pair work Look at the pictures. Choose a holiday or celebration. Your partner is going to guess your holiday. Use questions like the ones below. Take turns.

Are you going to . . . ?
What are you going to . . . ?
Where are you going to . . . ?
Who is going to . . . ?

A: Are you going to stay home?
B: No, I'm not.
HEALTH PROBLEMS

Complete the conversations. Use the verbs in the box.

- drink  
- go  
- have  
- help  
- rest  
- take  
- feel  
- go  
- have  
- listen  
- take  
- work

1. Dr. Hart: Hello, Liz! What's wrong?
   Liz: I ___ feel ___ sick. I ___ have ___ a stomachache and a headache.
   Dr. Hart: I see. Here, ___ take ___ one of these pills every three hours. And don't ___ have ___ any coffee or soda.

2. Mr. Kent: What's the matter Kelly?
   Kelly: I think I ___ have ___ the flu.
   Mr. Kent: That's too bad. Listen. ___ go ___ home, ___ have ___ some aspirin, and ___ listen ___ in bed.
   Kelly: Thanks, Mr. Kent.

3. Danielle: Oh, I'm so tired. Every day is the same: work, work, work! I'm exhausted.
   Roger: I'm sorry to hear that. Maybe I can ___ take ___ home early. ___ help ___ to some relaxing music and don't ___ work ___ too hard.

GIVING ADVICE

A Look at these problems. Write some advice for each person.

1. Beth: “I can't sleep at night.”
2. Ken: “I'm a little heavy and I can't lose weight.”
4. Sandra: “I think I have a cold. I have a sore throat and a headache.”
5. Kevin: “I have a really bad toothache.”
6. John: “I'm always late for school.”
7. Jenny: “I'm going to have a party this evening and there's no food in the house!”
8. Monica: “I don't have a nice dress for Jenny's party.”

B Pair work Take turns acting out the problems in part A. Your partner gives sympathy and advice.

A: I can't sleep at night.
B: That's too bad. So, read a book or magazine. And don't have any coffee!
DIRECTIONS

Answer the questions. Give directions.

1. How do I get from school to the drugstore?

2. How do I get from the drugstore to the supermarket?

3. How do I get from the supermarket to the bank?

4. How do I get from the bank to the coffee shop?

AROUND THE SCHOOL

A Think about places around your school. Where are they? Write three true statements and three false statements. Use the prepositions in the box.

| across from | between | near | next to | on | on the corner of |

1. The bank is across from the drugstore.

2. 

3. 

4. 

5. 

6. 

B Pair work Read your statements to your partner. Ask “True or false?” For false statements, your partner gives true information. Take turns.

A: The bank is across from the drugstore. True or false?

B: False. It’s across from the bus station.
WHAT DID THEY DO ON THE WEEKEND?

A What did these people do on the weekend? Write sentences. Use the activities in the box.

- go dancing
- have dinner with friends
- relax
- go shopping
- read a book
- see a movie

1. Anna: “It’s a great story, but the actors are not very good.”
   Anna saw a movie.

2. Debbie: “I just loved the food and we had so much fun!”


4. Teresa: “I bought new shoes and a dress.”

5. Frank: “The DJ played great techno music.”


B Correct the statements.
1. Anna played tennis. Anna didn’t play tennis. She saw a movie.
2. Frank saw a movie.
3. Nicole went shopping.

INTERESTING PLACES

Pair work Think about the last interesting place you went. Your partner asks yes / no questions.

A: Did you buy a ticket?
B: No, I didn’t.
A: Did you go alone?
B: No, I went with friends.
A: Did you eat there?
B: Yes, I ate a lot.
A: Is it near here?
B: Yes, it is.
A: Is it the new Italian restaurant on Prince Street?
B: That’s right.
1 WHEN YOU WERE A KID

Put the words in order to make questions. Then answer the questions.

1. born you were where
   A: Where were you born?
   B: 

2. up where you did grow
   A: 
   B: 

3. student were a you good
   A: 
   B: 

4. class what was your favorite
   A: 
   B: 

5. were best your two who friends
   A: 
   B: 

6. your what school like was
   A: 
   B: 

2 AN INTERVIEW

A Think of five questions to ask about your partner’s childhood. Make a list. Don’t use more than three questions from Exercise 1.

B Pair work Interview your partner. Use questions from the list you made in part A. Take turns.

A: Where were you born?
B: I was born in Rio de Janeiro.
A: Did you grow up there?
B: No, I didn’t. I grew up in São Paulo.
**MESSAGES**

A Mark and Linda left messages on Phil's answering machine. Complete the messages with object pronouns.

**Mark's message**

“Hi, Phil. This is Mark. It's Sue's birthday today and I invited **her** (1) to a concert. We're going to hear Beethoven's Ninth Symphony. Would you like to come with **_____** (2)? I can get a ticket for **_____** (3) on my way home from work. Please call **_____** (4) at lunchtime. Bye!”

**Linda's message**

“Hi, Phil. It's Linda. My brother and sister are in town. I'm going to take **_____** (5) to a concert this evening—Beethoven's Ninth! It's my favorite symphony, and I know you like **_____** (6) too. Do you want to come? Give me a call.”

**B Who or what do the object pronouns in part A refer to?**

1. **Sue**
2. **_____**
3. **_____**
4. **_____**
5. **_____**
6. **_____**

---

**INVITATIONS**

A Look at the chart. Check (✓) the activities you like to do.

- go to a museum
- see a fashion show
- watch a football game
- play computer games
- go to the movies
- visit an amusement park

**B Pair work** Take turns. Use your ideas from part A. Make invitations. Your partner accepts or refuses them.

**Accept**

A: Do you want to go to the movies on Sunday afternoon?
B: Sure, I'd love to.
A: Terrific! Let's meet at the subway station at 1:30.
B: OK. Great!

**Refuse**

A: Would you like to go to a fashion show on Saturday?
B: I'm sorry, but I can't. I have to study for a test.
YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

HELLO AND GOOD-BYE

SAY HELLO

Good afternoon.
Good evening.
Good morning.
Hello.
Hi.
How are you?
How are you doing?

SAY GOOD-BYE

Bye.
Bye-bye.
Good-bye.
Good night.
Have a good evening.

ANSWERS TO "HOW ARE YOU?"

Good.
Great.
I'm fine.
I'm great.
I'm just fine.
I'm OK.
I'm pretty good.
Not bad.
Not too bad.
Not too good.
So-so.

PRACTICE

Pair work  Say hello and good-bye in different ways. Use words or expressions from your vocabulary log.

A: Hi, John. How are you?
B: Hello, Michael. I'm pretty good, thanks. How about you?
A: I'm OK, thanks.
Later . . .
A: Bye-bye.
B: See you.
#### 1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

### PERSONAL THINGS AND CLASSROOM

<table>
<thead>
<tr>
<th>Address book</th>
<th>Eraser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Glasses</td>
</tr>
<tr>
<td>Book bag</td>
<td>Hairbrush</td>
</tr>
<tr>
<td>Box</td>
<td>Key</td>
</tr>
<tr>
<td>Briefcase</td>
<td>Map</td>
</tr>
<tr>
<td>Camera</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Cassette player</td>
<td>Notebook</td>
</tr>
<tr>
<td>CD player</td>
<td>Pen</td>
</tr>
<tr>
<td>Cell phone</td>
<td>Pencil</td>
</tr>
<tr>
<td>Chair</td>
<td>Purse</td>
</tr>
<tr>
<td>Chopsticks</td>
<td>Stamp</td>
</tr>
<tr>
<td>Clock</td>
<td>Sunglasses</td>
</tr>
<tr>
<td>Desk</td>
<td>Table</td>
</tr>
<tr>
<td>Dictionary</td>
<td>Television</td>
</tr>
<tr>
<td>DVD player</td>
<td>Umbrella</td>
</tr>
<tr>
<td>Earrings</td>
<td>Wallet</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>Wastebasket</td>
</tr>
<tr>
<td>English book</td>
<td>Watch</td>
</tr>
</tbody>
</table>

#### 2 PRACTICE

**Pair work** Look at the picture for one minute. Cover it. Ask and answer questions. How much can you remember? Use words from your vocabulary log.

A: Where is the CD player?
B: It’s in the book bag.
1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

<table>
<thead>
<tr>
<th>DESCRIPTIONS OF PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a little heavy</td>
</tr>
<tr>
<td>a little unfriendly</td>
</tr>
<tr>
<td>beautiful</td>
</tr>
<tr>
<td>cute</td>
</tr>
<tr>
<td>friendly</td>
</tr>
<tr>
<td>funny</td>
</tr>
<tr>
<td>good-looking</td>
</tr>
<tr>
<td>grumpy</td>
</tr>
<tr>
<td>handsome</td>
</tr>
<tr>
<td>interesting</td>
</tr>
<tr>
<td>kind</td>
</tr>
<tr>
<td>nice</td>
</tr>
<tr>
<td>old</td>
</tr>
<tr>
<td>pleasant</td>
</tr>
<tr>
<td>pretty</td>
</tr>
<tr>
<td>serious</td>
</tr>
<tr>
<td>short</td>
</tr>
<tr>
<td>shy</td>
</tr>
<tr>
<td>slim</td>
</tr>
<tr>
<td>smart</td>
</tr>
<tr>
<td>tall</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td>young</td>
</tr>
</tbody>
</table>

(italics = new word)

2 PRACTICE

Pair work Look at the picture. What are the people like? Ask and answer questions. Use words from your vocabulary log.

A: What's Alan like?
B: He's handsome and tall. And I think he's smart.
## YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

### CLOTHING

<table>
<thead>
<tr>
<th>belt</th>
<th>necklace</th>
<th>skirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>blouse</td>
<td>pajamas</td>
<td>sneakers</td>
</tr>
<tr>
<td>boots</td>
<td>pants</td>
<td>socks</td>
</tr>
<tr>
<td>cap</td>
<td>raincoat</td>
<td>stockings</td>
</tr>
<tr>
<td>coat</td>
<td>ring</td>
<td>suit</td>
</tr>
<tr>
<td>dress</td>
<td>running shoes</td>
<td>sweater</td>
</tr>
<tr>
<td>earrings</td>
<td>sandals</td>
<td>sweatshirt</td>
</tr>
<tr>
<td>gloves</td>
<td>scarf</td>
<td>swimsuit</td>
</tr>
<tr>
<td>hat</td>
<td>shirt</td>
<td>tie</td>
</tr>
<tr>
<td>heels</td>
<td>shoes</td>
<td>top</td>
</tr>
<tr>
<td>jacket</td>
<td>shorts</td>
<td>T-shirt</td>
</tr>
<tr>
<td>jeans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(italics = new word)

## PRACTICE

**Pair work** Think of a classmate. Your partner guesses.

Use words from your vocabulary log.

A: Is the person a man or a woman?
B: A woman.
A: Is she wearing blue jeans?
B: No, she isn’t.
A: Is she wearing a skirt?
B: Yes, she is.
A: Is it blue?
B: Yes, it is.
A: Is it Ana?
B: That’s right.
YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

ACTIVITIES

| clean the house | read a magazine |
| cook            | ride a bike     |
| dance           | run             |
| do my homework  | shop            |
| do the dishes   | sleep           |
| do the laundry  | study           |
| drive           | surf the Internet |
| eat dinner      | swim            |
| get up          | take a walk     |
| go to the movies| walk the dog    |
| go to work      | watch television|
| have breakfast  | water the plants|
| have coffee     | work            |
| have lunch      | write an essay  |
| listen to music | (italics = new word) |
| play tennis     |                 |

PRACTICE

Pair work Look at the pictures. What are these people doing? Ask and answer questions. Use words or expressions from your vocabulary log.

A: What’s Peter doing?
B: He’s doing the laundry.
1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

FAMILY RELATIONSHIPS

- aunt
- brother
- brother-in-law
- children
- cousin
- daughter
- father
- father-in-law
- grandchildren
- granddaughter
- grandfather
- grandmother
- grandparents
- grandson
- husband
- mother
- mother-in-law
- nephew
- niece
- parents
- sister
- sister-in-law
- son
- uncle
- wife

(italics = new word)

2 PRACTICE

A Write clues about people in your family. Use words from your vocabulary log.

1. She's my father's sister.
2. 
3. 
4. 
5. 
6. 

B Pair work Now read your clues to your partner. Your partner guesses.

A: She's my father's sister.
B: She's your aunt!
A: That's right.
1 **YOUR VOCABULARY LOG**

Make a vocabulary log. Write words or draw pictures to help you remember.

### FAMILY HOMES

#### INSIDE AND OUTSIDE A HOUSE

- balcony
- bathroom
- bedroom
- closet
- dining room
- garage
- garden
- hall
- kitchen
- laundry room
- living room
- patio
- porch
- stairs
- yard

#### FURNITURE AND APPLIANCES

- armchair
- bed
- bookcase
- coffee table
- curtains
- dishwasher
- dresser
- lamp
- microwave oven
- mirror
- picture
- refrigerator
- rug
- sofa
- stove
- washing machine

*(italics = new word)*

2 **PRACTICE**

**Pair work** Choose a piece of furniture or a part of the house. Your partner guesses. Use words from your vocabulary log.

A: It's a piece of furniture.
B: Is it in the living room?
A: Yes, it is.
B: Is it near the window?
A: Yes, it is.
B: Is it an armchair?
A: Yes, it is.
YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

JOBS

actor
actress
architect
athlete
businessperson
cashier
clerk
computer programmer
cook/chef
dentist
doctor
dog walker
driver
dentist
flight attendant
journalist
judge
lawyer

librarian
manager
musician
nurse
photographer
pilot
police officer
psychologist
receptionist
repairperson
salesperson
security guard
singer
teacher
travel agent
video game tester
waiter

(j Italics = new word)

PRACTICE

Pair work Talk about your relatives' jobs. Use words from your vocabulary log.

A: My brother has an interesting job.
B: Really? What does he do?
A: He's a photographer.
Pair work What do you usually have for breakfast, lunch, and dinner? What are your favorite types of food? Ask and answer questions. Use words from your vocabulary log.

A: What do you usually have for breakfast?
B: I have coffee and bread and butter. I sometimes have cereal, too.
A: What's your favorite food?
B: I like beef and I like pasta.
# YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## ABILITIES AND TALENTS

<table>
<thead>
<tr>
<th>Ability</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>act</td>
<td>play a musical instrument</td>
</tr>
<tr>
<td>bake a cake</td>
<td>play a sport</td>
</tr>
<tr>
<td>cook</td>
<td>ride a horse</td>
</tr>
<tr>
<td>dance</td>
<td>sing</td>
</tr>
<tr>
<td>design a Web page</td>
<td>sing English songs</td>
</tr>
<tr>
<td>do gymnastics</td>
<td>skate</td>
</tr>
<tr>
<td>draw</td>
<td>skateboard</td>
</tr>
<tr>
<td>fix a car</td>
<td>ski</td>
</tr>
<tr>
<td>fix a motorcycle</td>
<td>swim</td>
</tr>
<tr>
<td>hike</td>
<td>surf</td>
</tr>
<tr>
<td>ice-skate</td>
<td>take photos</td>
</tr>
<tr>
<td>make a speech</td>
<td>tell good jokes</td>
</tr>
<tr>
<td>paint pictures</td>
<td>use a computer</td>
</tr>
<tr>
<td>play chess</td>
<td></td>
</tr>
</tbody>
</table>

### Musical Instruments

- bass
- drums
- guitar
- piano
- saxophone
- trumpet
- violin

### Sports

- baseball
- basketball
- football
- golf
- hockey
- soccer
- tennis
- volleyball

(*italics = new word*)

## PRACTICE

**Pair work** What abilities do you have in common? Ask and answer questions. Use words from your vocabulary log.

A: I can play the guitar. Can you?
B: Yes, I can. We have that in common.
A: I can play the piano. Can you?
B: No, I can't.
Review the names of the months and the ordinal numbers.

<table>
<thead>
<tr>
<th>Months</th>
<th>Ordinal numbers</th>
<th>21st twenty-first</th>
<th>22nd twenty-second</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1st first</td>
<td>12th twelfth</td>
<td>23rd twenty-third</td>
</tr>
<tr>
<td>February</td>
<td>2nd second</td>
<td>13th thirteenth</td>
<td>24th twenty-fourth</td>
</tr>
<tr>
<td>March</td>
<td>3rd third</td>
<td>14th fourteenth</td>
<td>25th twenty-fifth</td>
</tr>
<tr>
<td>April</td>
<td>4th fourth</td>
<td>15th fifteenth</td>
<td>26th twenty-sixth</td>
</tr>
<tr>
<td>May</td>
<td>5th fifth</td>
<td>16th sixteenth</td>
<td>27th twenty-seventh</td>
</tr>
<tr>
<td>June</td>
<td>6th sixth</td>
<td>17th seventeenth</td>
<td>28th twenty-eighth</td>
</tr>
<tr>
<td>July</td>
<td>7th seventh</td>
<td>18th eighteenth</td>
<td>29th twenty-ninth</td>
</tr>
<tr>
<td>August</td>
<td>8th eighth</td>
<td>19th nineteenth</td>
<td>30th thirtieth</td>
</tr>
<tr>
<td>September</td>
<td>9th ninth</td>
<td>20th twentieth</td>
<td>31st thirty-first</td>
</tr>
<tr>
<td>October</td>
<td>10th tenth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>11th eleventh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
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**PRACTICE**

A Look at Ron's special days. Then complete the chart with your special days.

**Ron's special days**

- February 14 Valentine's Day
- April 10 Debbie's birthday
- June 15 My birthday
- July 4 Independence Day
- 4th Thursday in November Thanksgiving

**My special days**

- 
- 
- 
- 
- 

B Pair work Talk about your special days.

A: My first special day is February 14th.
B: Why is it special?
A: It's Valentine's Day. How about you?
1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

PARTS OF THE BODY

ankle
arm
back
chest
chin
ear
elbow
eye
finger
foot/feet
hand
head

knee
leg
mouth
neck
nose
shoulder
stomach
threat
thumb
toe
tooth/teeth
wrist

2 PRACTICE

There are seven mistakes in the diagram. Find them. Then write the correct words.

1. mouth
2. hand
3. neck
4. shoulder
5. knee
6. finger
7. nose
8. back
9. wrist
10. head
11. leg
12. foot
# YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

## PLACES AND THINGS

### Places
- bakery
- bank
- beach
- bookstore
- bridge
- building
- cathedral
- coffee shop
- department store
- drugstore
- flower shop
- gas station
- library
- movie theater
- museum
- newsstand
- park
- post office
- restaurant
- shoe store
- square
- stationery store
- supermarket

### Things
- checkbook
- flowers
- gasoline
- magazine
- pastries
- phone card
- toothbrush
- traveler's checks

(italics = new word)

# PRACTICE

## A Complete the sentences with appropriate places. Use words from your vocabulary log.

1. You can buy bread at a _______ bakery _______ or at a _______ supermarket _______.
2. You can see paintings at a _______.
3. You can get stamps at a _______.
4. You can buy a toothbrush at a _______ or at a _______.
5. You can get a phone card at a _______.

## B Pair work Compare your answers.
**1 YOUR VOCABULARY LOG**

Write the present form of the irregular verbs. Then review the past form of the regular verbs.

### SIMPLE PAST VERBS

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<th>Irregular verbs</th>
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<table>
<thead>
<tr>
<th>Regular verbs</th>
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**2 PRACTICE**

**A** Look at the pictures. What did these people do on the weekend? Tell the class. Use words from your vocabulary log.

**B** Pair work Cover the pictures in part A. Talk about what the people did. How much do you remember?

A: Max wrote letters.
B: That's right.
A: Laura mowed the lawn.
B: No, she didn't. She vacuumed.
1 YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

SCHOOL SUBJECTS

art
biology
chemistry
Chinese
computer science
dance
drama
English
French
geography

history
Japanese
journalism
Korean
math
music
photography
physical education
physics
Spanish

(italics = new word)

2 PRACTICE

Pair work Talk about school subjects. Use words from your vocabulary log.

You are in high school now:
A: When do you have math?
B: On Mondays, Tuesdays, and Thursdays.
A: Who is your math teacher?
B: Mrs. Jefferson.

You are not in high school now:
A: What were your favorite subjects in high school?
B: I loved physics, and I liked chemistry, too.
A: Who was your favorite teacher?
B: My chemistry teacher, Mr. Neale.
YOUR VOCABULARY LOG

Make a vocabulary log. Write words or draw pictures to help you remember.

PLACES

<table>
<thead>
<tr>
<th>at home</th>
<th>in class</th>
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<tbody>
<tr>
<td>at school</td>
<td>in France</td>
</tr>
<tr>
<td>at somebody's house</td>
<td>in Paris</td>
</tr>
<tr>
<td>at the beach</td>
<td>in the hospital</td>
</tr>
<tr>
<td>at the library</td>
<td>in the shower</td>
</tr>
<tr>
<td>at the mall</td>
<td>in the yard</td>
</tr>
<tr>
<td>at the office</td>
<td>in town</td>
</tr>
<tr>
<td>at work</td>
<td>on a trip</td>
</tr>
<tr>
<td>in Asia</td>
<td>on business</td>
</tr>
<tr>
<td>in bed</td>
<td>on vacation</td>
</tr>
</tbody>
</table>

(italics = new word)

PRACTICE

A There's one mistake in each of these sentences. Find the mistakes and rewrite the sentences.

1. Susan is at the work.
2. Rod is in vacation.
3. Kevin is in the Italy.
4. Anne is away in a trip.
5. Jeffrey and Kate are in the beach.
6. Stan and Michelle are in home.

B Pair work Ask and answer questions about the people in part A.

A: Where's Susan?
B: She's at work.
1 BUSINESS CARDS

Aim: Give Ss practice exchanging personal information.

Preparation: Bring business cards as examples. Make one copy of Project 1 for every S.

Materials: Index cards or paper cut into card size and shape

Plan
- Show business cards to the class. Ask: “Which one do you like best?” Elicit answers and reasons.
- Divide the class into small groups. Give each S a handout. Ss discuss the questions in groups.

Prepare
A
- Ss work in pairs to write questions. Then they interview a partner.

B
- Explain the task. Ss create a business card for their partner. Encourage them to add a picture or design to the card.

Present
- Ss go around the class, show their business cards, and introduce themselves. Make sure they practice asking and answering questions.

2 MY FAVORITE THINGS

Aim: Give Ss practice describing objects.

Preparation: Make a collage of your favorite things as an example. Make one copy of Project 2 for every S.

Materials: Magazines; scissors; colored pencils or pens; glue or tape

Plan
- Show Ss your collage and ask them to identify the objects. Pay attention to their use of articles.
- Give each group a handout. Ss discuss the questions in groups.

Prepare
- Explain the task. Ss look through magazines and cut out pictures of their favorite things.
- Ss use the pictures to cover their books. Encourage them to find or draw pictures that express who they are.

Present
- Have Ss present their covers to the class. Encourage them to use articles and prepositions of place. Encourage other Ss to ask questions.

Option: For larger classes, have Ss present their covers in small groups.

3 WHERE ARE YOU FROM?

Aim: Give Ss practice describing cities.

Preparation: Find a world map big enough for all Ss to see. Make one copy of Project 3 for every S.

Materials: Tape; pins

Plan
- Give each S a handout. Elicit questions and write them on the board. If necessary, review Wh-questions.
- Tell Ss to bring a picture or postcard of their hometown to class.

Prepare
- Ss work in pairs. Explain the task. Ss use the pictures or postcards to ask and answer the questions about their hometowns.
- Remind Ss to write down the information to share with the class.

Present
- Ss take turns placing the picture or postcard of their partner’s hometown on the map. Have them give at least three pieces of information.

Option: If Ss are from the same city or town, have them give information about their neighborhood.

4 FASHION SHOW

Aim: Give Ss practice describing clothing using the present continuous.

Preparation: Bring pictures of models on a runway or a televised fashion show. Make one copy of Project 4 for every group.

Materials: Cassette/CD player; a “microphone” for presenters; if available, a camcorder to record the show

Plan
- Divide the class into small groups and give each a handout. Ss choose a type of clothing and brand name.

Prepare
A
- Explain the task. Ss plan a fashion show. If necessary, help Ss decide what kind of clothes to wear. Encourage them to design fun or interesting clothes.
- Explain the roles Ss can play. If Ss are uncomfortable on stage, suggest they play photographers or stylists.

B
- Ss write descriptions of the clothes the models will wear. Remind them to use as much detail as possible.

Present
- Have groups perform their shows. If possible, record the shows to play later.
**WHAT ARE THEY DOING?**

Aim: Give Ss practice using present continuous.
Preparation: Make one copy of Project 5 for every S.
Materials: Magazines; poster paper; scissors; colored pencils or pens; glue or tape

Plan
- Give each S a handout. Ss write sentences about themselves and compare answers with a partner.

Prepare
- Divide the class into small groups. Have each group choose a time of day.
- Explain the task. Ss look through magazines and cut out pictures of activities that people do at that time of day. Then Ss make a collage. Encourage Ss to be creative.
- Option: Assign the same time to each group, but give them different days of the week (e.g., 7:00 A.M. Wednesday and 7:00 A.M. Saturday).

Present
- Starting with the earliest time, have groups share their posters with the class. Remind them to explain what the people are doing.
- Option: Have Ss act out verbs. Other Ss guess the verb.

**A TYPICAL DAY**

Aim: Give Ss practice describing daily and weekly routines.
Prepare: Make one copy of Project 6 for every S.
Materials: None

Plan
- As a class, brainstorm activities that people do every day or every week.
- Divide the class into small groups. Give each S a handout. Then ask Ss to discuss the questions.

Prepare
- Ss choose someone to interview. Encourage Ss to choose a person whose daily schedule is very different from theirs.
- Explain the task. Ss write a list of questions about daily schedules. If necessary, review questions about schedules on pages 39-40 of the Student's Book.
- Option: Have Ss predict answers and write follow-up questions.

B
- Ss interview the person and create a calendar.

Present
- Have Ss share their calendars with the class. Remind them to explain how the person's schedule is different from theirs.

**DREAM HOME**

Aim: Give Ss practice using There is and There are.
Preparation: Make one copy of Project 7 for every two Ss.
Materials: Poster paper

Plan
- Have Ss work in pairs. Give each pair a handout and explain the task. Ss label the rooms and furniture in the house. If necessary, review vocabulary by eliciting the names of rooms and furniture.

Prepare
- Each pair joins another pair to discuss the questions.
- Refer Ss to the floor plans on page 44. Explain the task. Ss create a floor plan, including rooms, furniture, and accessories (e.g., candles, lamps, paintings). Encourage them to be creative.
- Explain that each S is responsible for one room.
- Option: Bring cardboard boxes and scraps of material. Have Ss make a 3-D version of the room.

Present
- Have groups explain their homes to the class. Remind Ss to describe each room.

**WHAT DO YOU DO?**

Aim: Give Ss practice asking simple present Wh-questions.
Prepare: Make one copy of Project 8 for every S.
Materials: Poster paper; colored pencils

Plan
- As a review, elicit jobs. Give each S a handout and focus Ss' attention on the pictures.
- Have Ss discuss the questions in pairs.

Prepare
- Each pair joins another pair. Explain the task. Ss choose a person to interview about their job. Encourage them to choose someone whose job is interesting or whose job they might want.
- Have Ss write questions. If necessary, review questions on pages 45-54 of the Student's Book.

B
- Outside of class, Ss interview the person and record the information.
- Option: Have Ss interview the person and record the information.
- Refer Ss to the sample poster on the handout. Ask them to make a poster advertising the job.

Present
- Have groups share their posters. Encourage them to make the job sound appealing.
- Option: Have a job fair. Part of each group stays at their "booth" to explain the job. Others go around to learn about other jobs. Ss take turns being a "recruiter" and an "applicant."
9 WHAT SHOULD I EAT?

Aim: Give Ss practice using count and noncount nouns.
Preparation: Make one copy of Project 9 for every S.
Materials: None

Plan
- Give each S a handout and focus Ss’ attention on the pictures. As a review, elicit the names of the foods. Then have Ss answer the questions.
- Ask the class: “What do you know about these diets?” Elicit answers.
- Explain the difference between a diet to lose weight and a diet based on lifestyle choices (e.g., for health, fitness, religious or personal beliefs).

Prepare
A
- Divide the class into small groups. Explain the task. Ss choose one of the diets to research. Tell Ss to make a list of foods that the diet allows.

B
- Have Ss plan a three-day menu for someone on the diet. Remind them to include three meals a day and snacks and to consider portion size.

Present
- Have groups explain their menus to the class. Encourage other Ss to ask questions.
- Option: Have Ss prepare a dish from their menu and for everyone to taste.

10 CLASS SURVEY

Aim: Give Ss practice talking about sports and talents.
Preparation: Make one copy of Project 10 for every two Ss.
Material: Poster paper; colored markers

Plan
- Ss work in pairs. Give each pair a handout and focus their attention on the chart. Ss discuss the questions. Then elicit answers from the class.

Prepare
A
- Each pair joins another pair. Explain the task. Ss write questions to find out the most common abilities and talents in the class. Encourage each student to write at least one question.

B
- Ss go around and ask their questions. Remind Ss to write the answers. Then they use the information to make their own chart.
- Option: Have Ss organize the data by gender, age, nationality, etc. Encourage them to use colors to identify categories (e.g., blue for men and red for women, green for Brazilian and blue for Korean).

Present
- Have groups share their charts with the class. Remind Ss to explain the results.

11 LET’S PARTY!

Aim: Give Ss practice using Wh-questions and the future with be going to.
Preparation: Make one copy of Project 11 for every group.
Materials: Colored pencils or pens; paper

Plan
- Divide the class into small groups. Give each group a handout and explain the task. Ss choose a special occasion. Then they plan a party.
- Elicit other details Ss should consider (e.g., theme, decorations, music, dress).

Prepare
- Focus Ss’ attention on the invitation on the handout. Ask groups to design and make an invitation to their party. Encourage them to be creative, using color, pictures, and designs.

Present
- Have groups share their invitations with the class. Remind them to make their party sound like a fun event.
- Option: Take a class vote on which party Ss would most like to attend.
- Option: If possible, have a class party. Ss make invitations for special guests.

12 THE FIVE BEST WAYS

Aim: Give Ss practice asking for and giving advice.
Preparation: Make one copy of Project 12 for every two Ss.
Materials: Poster paper; colored pencils or pens

Plan
- Elicit difficult things that many people want to do (e.g., lose weight, save money, get more sleep, find a better job, improve their English).
- Ss work in pairs. Give each pair a handout and explain the task. Ss write five more things.

Prepare
A
- Each pair joins another pair. Have Ss choose one thing people want to do.
- Explain the task. Outside of class, Ss ask people for suggestions.

B
- Ss make a poster of the most common answers. Refer Ss to the poster on page 83 of the Student’s Book. Encourage them to find or draw pictures for each suggestion.

Present
- Have groups share their posters with the class. Encourage other Ss to make suggestions and ask questions. Then have Ss vote on the best piece of advice.
13 **HOW DO I GET THERE?**

**Aim:** Give Ss practice giving directions and describing places.

**Preparation:** Make one copy of Project 13 for every two Ss.

**Material:** City map; brochures of tourist attractions

**Plan**
- Ss work in pairs. Give each pair a handout. Ss list attractions in their city or town.
- **Option:** Ss choose any world city and list its tourist attractions.
- Elicit suggestions. Then ask: “Why should someone visit these places?” Elicit reasons.

**Prepare**

**A**
- Each pair joins another pair. Explain the task. Ss decide on a city and choose places to see.
- Have Ss write a walking tour of the city. Refer Ss to the reading on page 91 of the Student’s Book. Encourage them to describe each place.

**B**
- Have Ss draw a map of the walking tour. Refer Ss to the map on page 90 of the Student’s Book. Encourage Ss to use an actual map of the city to verify street names and intersections.
- **Option:** Assign each group one attraction and have them research it and write a description.

**Present**
- Have Ss share their maps with the class.

14 **MY FAVORITE SEASON**

**Aim:** Give Ss practice using simple past.

**Preparation:** Make one copy of Project 14 for every group.

**Materials:** Poster paper; colored pencils or pens

**Plan**
- Divide the class into small groups. Give each group a handout. Ss discuss the questions.
- Elicit answers from the class. Pay attention to Ss’ use of the simple past.

**Prepare**
- Groups choose a season and discuss things to do during that season. Encourage Ss to think of real experiences they had.
- Have each group make a poster of five activities.
- **Option:** Assign a season to each group.

**Present**
- Have groups share their posters with the class. Ss describe their experiences. Encourage other Ss to ask questions.
- **Option:** Have the Ss vote on the best season.

15 **CELEBRITY TRIVIA**

**Aim:** Give Ss practice asking questions using the simple past.

**Preparation:** Make one copy of Project 15 for every S.

**Materials:** Index cards or paper cut into card size and shape

**Plan**
- Give each S a handout and explain the task. Ss write the names of five famous people.
- Elicit names. Then ask: “What do you know about this person?” Elicit answers.

**Prepare**

**A**
- Divide the class into small groups. Ss compare lists and choose one person.
- Outside of class, Ss research the person to answer the questions and find additional information.

**B**
- Ss write ten questions about the person.
- Give each group ten cards. Ss write a question on one side and the answer on the other side.

**Present**
- Play a game. Groups take turns reading their questions to the class. The first person to answer correctly gets a point.
- **Option:** Instead of reading the questions, Ss read the answers. Other Ss guess the questions.

16 **WHAT’S GOING ON?**

**Aim:** Give Ss practice describing events.

**Preparation:** Make one copy of Project 16 for every S.

**Materials:** Poster paper

**Plan**
- Give each S a handout and explain the task. Ss find information about upcoming events. Encourage them to use newspapers, magazines, or the Internet.
- Have Ss share the information with the class.

**Prepare**

**A**
- Divide the class into small groups. Explain the task. Ss compare information and discuss the questions.

**B**
- Have groups choose an audience. If necessary, elicit audiences (e.g., art lovers, families, music fans).
- Have Ss design a Web site with events the audience would enjoy. Refer Ss to the Web site on page 111 of the Student’s Book. Encourage Ss to use photos or draw pictures of each event.
- **Option:** Assign each group one kind of event (e.g., music, art, food, sports). Have groups describe events in that category.

**Present**
- Have groups share their Web sites with the class. Encourage Ss to explain why they chose each event.
Plan
Group work  Discuss these questions.
What is a business card?
What information is on a business card?
What pictures are on a business card?
What colors are on a business card?

Prepare
A Pair work  Interview your partner. Use these questions and your own questions.
What is your name?
What is your address?
What is your phone number?
Where are you from?
What is your favorite color?
Other questions:

B Pair work  Use the information to make a business card for your partner. Include a picture or design.

Present
Class activity  Go around the class. Show classmates your card and introduce yourself.
Plan

Group work  Discuss these questions.

What is your favorite color?
What is your favorite movie?
Who is your favorite actor/actress?
What is your favorite school subject?
What is your favorite kind of music?

Prepare

Find pictures of your favorite things. Cut photos from magazines or draw your own pictures. Then cover your book with the pictures. Choose things that will help your classmates know you better.

Present

Class activity  Explain your book cover to the class. Use these sentences to help you.

The picture at the top is __________________. I like it because __________________.
The picture next to it is __________________. It is my favorite __________________ because __________________.
WHERE ARE YOU FROM?

Plan
Write questions someone might ask you about your city or town. Then find a picture or postcard of your hometown to bring to class.

What ____________________________?
Where ____________________________?
Who ____________________________?
How ____________________________?

Prepare
Pair work Imagine you are going to visit your partner’s hometown. Share your pictures or postcards. Then take turns asking and answering questions. Write your partner’s answers.

Present
Class activity Put your partner’s picture or postcard on the map. Then describe your partner’s hometown. Give at least three pieces of information about the city or town.
Plan

Group work Imagine you will design a new line of clothing. Decide what kind of clothes to design. Then choose a name for your brand.

Kind of clothes: __________________
Name of brand: __________________

Prepare

A Group work Plan a fashion show for your new brand. Discuss these questions.

What clothes will you wear?
Who will be the models?
Who will be the presenter?
What music will you play during the show?
What other things will you need to have?

B Group work Write descriptions of the clothes the models will wear. Remember to describe colors and patterns. Then give your descriptions to the presenter to read to the class.

Present

Class activity Perform your fashion show.
WHAT ARE THEY DOING?

Plan
What are you doing at these times? Write sentences using the verb be + ing. Then compare your sentences with a partner.

It's 7:00 A.M. and I'm ___________________________.
It's 9:00 A.M. and I'm ___________________________.
It's noon and I'm ___________________________.
It's 5:00 P.M. and I'm ___________________________.
It's 8:00 P.M. and I'm ___________________________.
It's midnight and I'm ___________________________.

Prepare
Group work Choose one of the times above. Find pictures of what people are doing at that time of day. Cut photos from magazines or draw your own pictures. Then make a poster with the pictures.

Present
Class activity Show your poster to the class. Explain what the people in the pictures are doing. Use these sentences to help you.

It is _____________________ (time) and he/she is _____________________-ing.
It is _____________________ (time) and they are _____________________-ing.
**Plan**

*Group work* Discuss these questions.

- What do you do every day?
- What do you do every week?
- Is a student’s daily schedule different from a businessperson’s schedule?
- Do you think their weekend routines are the same or different?

**Prepare**

*A Pair work* Choose a person with a schedule that is different from yours. Then write questions about his or her daily routine.

- What time do you wake up on weekdays?
- When do you eat lunch?
- What time do you go home?
- What do you do in the evenings?
- When do you go to bed?

*Other questions:*

**B Pair work** Interview the person about his or her daily routine. Write down the answers. Then create a calendar for a typical day in the person’s life.

**Present**

*Class activity* Share your calendar with the class. Explain how the person’s schedule is different from yours.
**Plan**

Pair work Imagine this is your house. Write what you would use each room for. What furniture do you need in each room?

---

**Prepare**

A Group work Design your dream home. Use these questions to help you.

- How many rooms are there?
- How will each room be used?
- What furniture do you need in each room?
- What else does the home have?

B Group work Draw a floor plan of the house or apartment. Then each person chooses one room to design.

**Present**

Class activity Tell the class about each room in your dream home. Explain why you chose the furniture and location.
WHAT DO YOU DO?

Plan

Pair work  Look at the pictures. Which job do you want to do? Why?

Prepare

A  Group work  Choose a person with an interesting job. Then write questions about his or her job.

Where do you work?
What do you do, exactly?
How do you like your job?
What time do you start and finish work?
Other questions:

B  Group work  Interview the person about his or her job. Then make a poster to advertise the job.

Present

Class activity  Share your poster with the class. Try to make your classmates want the job.
WHAT SHOULD I EAT?

Plan
Look at the pictures. Answer these questions.
Which diet probably includes foods that you like?
Which diet probably includes foods that you don’t like?

Prepare
A Group work Choose one of the diets above or a diet that is very different from your own. Then research the diet on the Internet. Make a list of foods that a person on the diet can eat.
B Group work Use the information to plan a three-day menu. Remember to include breakfast, lunch, dinner, and a snack for each day.

Present
Class activity Explain the diet to the class. Then present your three-day menu.
**10 CLASS SURVEY**

**Plan**

**Pair work** Look at the chart. Discuss these questions.

- How many hours do adults watch TV?
- How many hours do 1-year-old children watch TV?
- How many hours do 2–17-year-old children watch TV?
- How many hours do children spend in front of a screen?
- How many hours is the TV on in an average home?

**Prepare**

**A Group work** Find out about your classmates’ abilities and talents. Use these questions and your own ideas to make a survey. Write at least one question for each student in your group.

- What do you do in your free time?
- Who do you do it with?
- Where do you do it?
- How often do you do it?
- When do you do it?
- Other questions:

  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

**B Group work** Ask your questions to each student in the class. Be sure to write down all the answers. Then use the information to draw a chart.

**Present**

**Class activity** Share your chart with the class. Remember to read each question and explain the results.
Plan

*Group work* Imagine you are going to have a party. Decide on a reason for the party. Then use these questions to help you plan.

When are you going to have the party?
Where are you going to have the party?
What are you going to do at the party?
What time is it going to start?
Who are you going to invite?
Are you going to have food? What kind?
What other things are you going to need?

Prepare

*Group work* Make the final arrangements for the party. Then design and make an invitation.

**You're invited!**

**What:** A surprise birthday party for Pedro

**When:** Saturday, February 5th

**Time:** 8:00 PM

**Dress:** Casual

**RSVP:** Call me this week to let me know if you're going to come!

Hope you can make it!
P.S. Don't say anything to Pedro!

Present

*Class activity* Share your invitation with the class. Try to make the party sound fun!

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Plan

Pair work  Think of some difficult things that many people want to do. Make a list of five challenges.

1. 
2. 
3. 
4. 
5. 

Prepare

A Group work  Compare your lists and choose one challenge. Then ask at least ten people for advice on the best way to solve your problem.

B Group work  Use the information to make a poster of the most common answers. Find photos or draw pictures for each suggestion.

Present

Class activity  Share your poster with the class. Ask your classmates for other suggestions. Then vote on the best suggestion.
Plan

Pair work Make a list of some popular attractions in your city or town.

__________________________
__________________________
__________________________
__________________________
__________________________

Prepare

A Group work Choose a city and at least five places for a visitor to see. Then plan a walking tour of the city. Write directions from one place to the next.

B Group work Draw a map of the city that includes all the places.

Present

Class activity Share your map with the class. Include interesting information about each place.
Plan

*Group work* Talk about seasons of the year. Discuss these questions.

What's your favorite season?
Why do you like it?
What fun or interesting things can you do during this season?

Prepare

*Group work* Choose a season. Think of fun or interesting things you did during that season. Then use photos or drawings of those things to make a poster. Show why it's the best time of year.

Present

*Class activity* Share your poster with the class. Describe your experiences and explain why they were fun or interesting.
CELEBRITY TRIVIA

Plan
Who do you think are the five most famous people in the world today?
1. 
2. 
3. 
4. 
5. 

Prepare
A Group work Compare your lists. Then choose one person you want to know more about. Use these questions and your own questions to research the person.
Where was the person born?
When was the person born?
Where did the person grow up?
What was the person's major?

B Group work Write ten questions about the person. (Don't write any yes/no questions.) Then write a question on each card. Write the answer on the other side of the card.

Present
Class activity Play a game of Celebrity Trivia! Take turns reading your questions to the class. The person that answers the most questions correctly wins.
Plan
Find out about shows, festivals, and events in your city or town. Share your findings with the class.

Prepare
A Group work Compare your information. Then discuss these questions.
Which activities would be interesting for adults?
Which activities would teenagers like?
Which activities would be fun for children?
Which activities would be good for visitors?

B Group work Design a Web site about upcoming events. Choose an audience. Then describe at least three fun or interesting events for people in that group.

Present
Class activity Share your Web site with the class. Explain why you think the events are suitable for that group.
ANSWER KEY LISTENING (WITH AUDIO SCRIPTS)

Unit 1

Audio Script

Hello and good-bye [Track 1]
B Listen and check true or false.

TOSHI: Hi, Ana.
ANNA: Hi, Toshi. How are you?
TOSHI: I'm fine, thanks. You're in my English class, right?
ANNA: No, I'm with Mr. Carr. Your teacher is Ms. Rivera.
TOSHI: Rivera? How do you spell that?
ANNA: R-I-V-E-R-A.
TOSHI: And I'm in room five.
ANNA: No, that's not right. Your class is in room four.

Hello and good-bye [Track 2]
C Listen and circle the correct information.

MRS. HORNE: Jerry?
JERRY: Yes?
MRS. HORNE: Your last name is Maloney, right?
JERRY: Yes.
JERRY: No, it's M-A-L-O-N-E-Y.
MRS. HORNE: OK, thanks. And what's your phone number, Jerry?
JERRY: It's 385-4107.
MRS. HORNE: 385-4107. Thanks. See you tomorrow.
JERRY: Good night, Mr. Horne. Have a nice evening.

Answer Key

A
Answers will vary.

B
1. False
2. False
3. True
4. False

C
1. b 2. b 3. b 4. b

Unit 2

Audio Script

Is this your . . .? [Track 3]
B What are the people talking about? Listen. Number the pictures from 1 to 5.

1.
MAN: Is this your camera, Jason?
JASON: Yes, it is.
MAN: It's nice!
JASON: Thanks.

2.
MAN: Caroline, are these your earrings?
CAROLINE: Yes, they are. Thanks a lot.

3.
WOMAN: Where's my key?
MAN: Is this your key?
WOMAN: Yes. Thanks.

4.
WOMAN: Is this your earring, Sandy?
SANDY: Yes, it is. Thanks.

5.
MAN: Hee Sook, are these your keys?
HEEL SOOK: No, they're not.
MAN: Where are your keys?
HEEL SOOK: Hmm. I don't know.

Is this your . . .? [Track 4]
C Listen to the questions. Look at the pictures again. Check the correct response.

1.
JASON: Is my camera in front of the television?
2.
CAROLINE: Are my earrings next to the CD player?
3.
WOMAN: Is my key under the chair?
4.
SANDY: Where is my earring?
5.
HEEL SOOK: Where are my keys?

Answer Key

A
Answers will vary.

B
5, 4, 1, 2, 3

C
1. No, it's not.
2. Yes, they are.
3. No, it's on the chair.
4. It's next to the cell phone.
5. They're under the map.

Unit 3

Audio Script

Where are you from? [Track 5]
B Listen to the students' conversations. Circle the correct answers.

1.
WOMAN: Where is the teacher from?
MAN: He's Japanese – from Tokyo, I think.

2.
WOMAN: Where are you from, Tony?
TONY: Well, my family and I are here in the United States now, but we're from Brazil originally.

3.
MAN: Where are you from, Sarah? Are you Australian?
SARAH: No, I'm not. I'm from the U.K. – the United Kingdom.

4.
MAN 1: Is Maggie's first language Spanish?
MAN 2: Yes, it is. Her family is from Argentina.

Where are you from? [Track 6]
C Listen and check the correct response.

1.
WOMAN: Where is he from?

2.
MAN: Is her first language French?

3.
WOMAN: Who are they?
2. MAN: What's Tokyo like?

5. WOMAN: Are you and your family from Canada?

6. MAN: Who's your best friend?

**Answer Key**

**A**
Answers will vary.

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

**C**
1. He's from Santiago.
2. No, it's not. It's Spanish.
3. They're my two brothers.
4. It's big and exciting.
5. Yes, we are. We're from Vancouver.
6. His name is Robert.

**Unit 4**

**Audio Script**

1. **What color are your socks?** [Track 7]
   B Listen to the conversations. Number the clothes in the pictures from 1 to 6.
   1. 
   WOMAN: That tie is great.
   MAN: I think so, too.
   2. 
   MAN 1: You're wearing my favorite jeans.
   MAN 2: They're your favorite?
   3. 
   MAN: What a cute cap!
   WOMAN: Thanks.
   4. 
   MAN: Great sneakers!
   WOMAN: Thanks.
   5. 
   WOMAN: Hey. Nice shirt!
   MAN: Thanks.
   6. 
   WOMAN: What color are those socks?
   MAN: They're purple. Cool, huh?

2. **How's the weather?** [Track 8]
   B Listen to the weather report. What's the weather like today in these cities? Check the correct information.
   WEATHER PERSON: What a day here in New York! It's snowing, and it's very windy. And of course it's very, very cold. The temperature? Minus nine degrees Celsius. Yep, minus nine! Our friends in Rio de Janeiro are having a great day. It's sunny and hot, but it's not humid. A perfect day for shorts and a T-shirt. The temperature today in Rio is 27 degrees Celsius. Nice! And Tokyo?
   What kind of weather are they having there today? Hmm. Not bad. It's a beautiful winter day. It's cold, but it isn't snowing. In fact, it's very sunny. The temperature? Three degrees Celsius.
   C Listen again. Write the temperature in each city.

**Unit 5**

**Audio Script**

1. **What time is it?** [Track 9]
   B Listen. Circle the time you hear.
   1. 
   MAN: Hey, Sonia. What time is it?
   SONIA: It's 7:15. Dinnertime.
   2. 
   BOB: Hi. This is Bob. Leave a message. [beep]
   WOMAN: Hi, Bob. It's me. It's 4:45, and I'm leaving work right now. What a day! See you later.
   3. 
   WOMAN 1: Are you eating your lunch? It's only a quarter after eleven.
   WOMAN 2: Yes, I know. But I'm really hungry this morning.
   4. 
   MAN 1: What are you doing?
   MAN 2: I'm calling Mr. Lee in Seoul.
   MAN 1: What time is it there?
   MAN 2: It's 9:00 A.M.
   C Listen again. What part of the day are the people talking about? Check morning, afternoon, or evening.

2. **What are you doing?** [Track 10]
   B Listen to the conversations. Complete the chart in part A.
   **Julie**
   JULIE: Hello.
   DAD: Julie?
   JULIE: Yeah.
   DAD: It's your father. What are you doing?
   JULIE: I'm studying, Dad.
   **Tom**
   TOM: Hello.
   ANNIE: Hi, Tom. It's Annie. What are you doing?
   TOM: I'm watching television.
   **Paul**
   PAUL: Hello.
   TIM: Hi, Paul. It's Tim. Are you working?
   PAUL: No, I'm not. I'm checking my e-mail.
Unit 8

Audio Script

Where do you work? [Track 13]

B Listen to the people talk about their jobs. Correct your guesses.

Marisa
MAN: Hey, Marisa. Where are you going?
MARISA: To work.
MAN: You work at a hospital, right?
MARISA: No. I work at Kennedy High School.
MAN: And what do you do, exactly?
MARISA: I'm a nurse.
MAN: Oh. How is that? Difficult?
MARISA: Not really. It's pretty easy, actually. I love my job!

Ray
WOMAN: How's work, Ray?
RAY: Good. I have a new job, you know.
WOMAN: Oh. Where do you work now?
RAY: Downtown, at BJ's Department Store.
WOMAN: Oh, I love that store! Are you still a security guard?
RAY: Yeah.
WOMAN: And are you happy at your new job?
RAY: Yes, I am. It's dangerous, but I like it.

Victor
WOMAN: Hi, Victor. How are you?
VICTOR: Pretty good, thanks. And you?
WOMAN: Fine. What's new with you?
VICTOR: I have a new job. I'm a cashier.
WOMAN: Really? That's nice. Where do you work?
VICTOR: At Annie's Restaurant. And it's not nice at all! It's a very boring job.
WOMAN: I'm sorry, Victor.

C Listen again. Do the people like their jobs? Check the correct column.

What do you do? [Track 14]

Some people are talking about jobs. Listen and check the correct response.

1. MAN: What does your sister do?
WOMAN: Yuki doesn't like her job.

2. MAN: A lawyer's job is difficult.

Answer Key

1 Where do you work?
A Answers will vary.

2 What do you do?
A Answers will vary.

Unit 9

Audio Script

Let's go food shopping. [Track 15]

B Listen to the conversations. Olivia and Todd are shopping. Where do they go? Number the pictures from 1 to 4.

1.
TODD: OK. So, what do we need?
OLIVIA: Let's look at the vegetables. We need some potatoes.
TODD: How about tomatoes? Do we need any tomatoes?
OLIVIA: Yes, we do. They're on the list.

2.
OLIVIA: Let's go over there to the dairy section. We need some butter.
TODD: Do we have any milk?
OLIVIA: Yes, we have some at home.

3.
OLIVIA: Let's go over to the meat department.
TODD: OK . . . We need some steaks for dinner tonight.
OLIVIA: Yeah. And some chicken for Saturday night.
TODD: There's no chicken on our list. I think we have some chicken in the freezer at home.
OLIVIA: Oh, you're right. But we do need steaks.

4.
TODD: Is that all?
OLIVIA: Almost. We need some cereal. Oh, good. They have my favorite kind. OK. Let's go to the cashier.

C Listen again. Look at the shopping lists. Check Olivia and Todd's list.

Answer Key

A Answers will vary.

B 4, 1, 2, 3

C List 3

Unit 10

Audio Script

Can you fix things? [Track 16]

B Listen to the conversations. Three women are discussing their abilities and talents. Number the pictures from 1 to 3.

1.
MAN: Can you ski, Whitney?
WHITNEY: No, I can't. And skiing's dangerous!
MAN: Are you mechanical? Can you fix things?
WHITNEY: No, I can't. I guess I'm more athletic. I can play tennis and basketball. Oh, and I can ice-skate really well. Ice-skating's my favorite sport.

2.
MAN: Are you musical, May?
MAY: No, not really. I can't play any musical instruments -- like the piano or the guitar.
MAN: Can you dance?
MAY: No, I can't dance at all. I'm terrible! I guess I'm more mechanical. I can fix cars and other things.

3.
MAN: Do you have any technical skills, Suki?
SUKI: Technical skills?
MAN: Yeah. Can you fix things? Can you use a computer?
SUKI: Well, I can use a computer, but I can't fix things.
MAN: Are you musical?
SUKI: I think so. I can't sing very well, but I can play the guitar. And I can dance, too.
C Listen again. Check the correct response.

Answer Key
A
Answers will vary.
B
2, 3, 1
C
1. her dad/father
2. his best friend
3. his brothers

Unit 12

Audio Script
I feel terrible. (Track 18)
B Listen to the people talk to the doctor. What's wrong with each person?

Ben
DR. M acintosh: So, Ben, how are you today?
BEN: I feel really terrible, Dr. Macintosh.
DR. M acintosh: What's the problem?
BEN: I have a bad earache.
DR. M acintosh: Hmm. Yes, I see. I'm going to give you some drops. Use the drops in the morning before breakfast.
BEN: Before breakfast? OK. Thanks, doctor.

Laura
DR. M acintosh: Laura. You don't look very well.
LAURA: And I feel awful!
DR. M acintosh: Do you have a fever?
LAURA: Yes, and I have this bad cough.
DR. M acintosh: Well, you have the flu.
LAURA: What can I do?
DR. M acintosh: There's only one thing to do: Go home and sleep.
LAURA: OK. I can do that. Thank you, doctor.

Frances
FRANCES: Hello, Dr. Macintosh. How are you?
DR. M acintosh: I'm fine, thanks, Frances. How are you?
FRANCES: Not so good.
DR. M acintosh: Sorry to hear that. How's your back?
FRANCES: It's better. Now, it's my knees. I have sore knees.
DR. M acintosh: That happens to athletes. What sports do you play again?
FRANCES: Tennis and volleyball.
DR. M acintosh: Here's what you're going to do, Frances: First, take some aspirin. And don't play any sports this week.
FRANCES: No sports?
DR. M acintosh: No sports!
FRANCES: OK. Thanks, Dr. Macintosh.
C Listen again. What advice does the doctor give his patients?

Answer Key
A
Answers will vary.
B
Laura: She has the flu.
Frances: She has sore knees.
Unit 13

Audio Script

Tell me about your hometown. [Track 19]

B Listen. Simon, Tina, and Steve are talking about their hometowns. Write each person's name under the map of his or her hometown.

Simon

WOMAN: Tell me about your hometown, Simon. Is it nice?

SIMON: I think it's great. The important street is First Avenue. My school is on First Avenue. The school's between a drugstore and a coffee shop. The coffee shop has great hamburgers, so my friends and I eat there a lot. There's a really big park on First Avenue, too, and we go there every day — when it's not raining or cold.

Tina

MAN: Do you spend a lot of time in your hometown, Tina?

TINA: Yeah, I do. I love going back home. There's a great museum, a terrific restaurant, and a movie theater.

MAN: Where's the museum?

TINA: It's on the corner of Center Avenue and First Street, next to the post office. It's right across from the restaurant. Oh, and the movie theater is right next to the restaurant.

Steve

WOMAN: Tell me about your hometown, Steve.

STEVE: It's great. I go there a lot on the weekends with my friends and sometimes with my family.

WOMAN: What do you do there on the weekends?

STEVE: Next to the bookstore — between the bookstore and the drugstore — there's a really good coffee shop. My family often has breakfast there on Sundays.

WOMAN: Is there a park there?

STEVE: Yes, it's right across from the coffee shop. Sometimes my friends and I have picnics there on Saturdays.

Tell me about your hometown. [Track 20]

C Listen to the statements. Look at the maps again. Check true or false.

1. WOMAN: a. The coffee shop is between the bookstore and the drugstore.
   b. The school is next to the park.

2. MAN: a. The restaurant is next to the museum.
   b. The bank is across from the restaurant.

3. WOMAN: a. The drugstore is on the corner of First Avenue and Main Street.
   b. The park is on First Avenue.

Answer Key

A

Answers will vary.

B

1. Steve
2. Tina
3. Simon

74 * Answer Key: Listening (with Audio Scripts)

Unit 14

Audio Script

What did you do this weekend? [Track 21]

B Listen to the conversation. Meg and her mother are talking about the weekend. Did Meg do these things on Friday night? Check yes or no.

MOTHER: What did you do Friday night? Did you study for your exams?

MEG: No, Mom. I never study on Friday or Saturday nights. It's my time to relax.

MOTHER: So what did you do?

MEG: I actually had a great time. Jennifer and Trish came over.

MOTHER: That's nice. Did you cook dinner?

MEG: No, we didn't cook. We just made some sandwiches and ate them with some chips. Then we watched TV.

MOTHER: That's good. Did the girls stay late?

MEG: No, not really. After the movie, we went down to Bobbie's Books. It's open late on Fridays.

MOTHER: Did you buy a book?

MEG: No, I didn't, but Jennifer got something for her sister's birthday.

MOTHER: So, it sounds like you had a fun Friday night.

MEG: Yes, Mom, I did.

C Listen to the rest of the conversation. What did Meg's mother do over the weekend? Check the correct picture or pictures.

MEG: So how about you, Mom? Did you have a nice weekend?

MOTHER: Yes, I did. I cooked all day on Saturday, and Freda and Alex came for dinner.

MEG: That sounds great! Did you do anything interesting today?

MOTHER: Not really. Your father and I just stayed home and relaxed.

Answer Key

A

Answers will vary.

B

study No
cook No
watch TV Yes
see a movie Yes
go to a bookstore Yes
buy a book No

C

Pictures 1 and 2

Unit 15

Audio Script

Were you born in the U.S.? [Track 22]

B Listen to the conversations. Check the correct answers for each person. Were your guesses correct?

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Barbara
MAN: Were you born in the U.S., Barbara?
BARBARA: Well, I grew up here, but I was born in Toronto, Canada. My family moved to Chicago when I was very young.
MAN: When did you move to Chicago?
BARBARA: Well, I was born in 1975 and I was five when we moved. So we moved here in 1980.
MAN: Did you go to college here, too?
BARBARA: Yes, I did. I was an English major at the University of Chicago.

Maria
MAN: Were you born here in New Mexico, Maria?
MARIA: Yes, I was. I was born in 1979 right here. My brothers and my sister and I were all born here in the U.S., and we grew up here in Santa Fe.
MAN: What about your parents?
MARIA: They’re from Mexico originally, but they came here a long time ago.
MAN: Did you and your brothers and sister all go to college?
MARIA: Well, my sister’s still in high school, but my brothers and I all finished college. My major was drama, but I’m working as a dance teacher.

Tyler
WOMAN: So, Tyler, where are you from?
TYLER: I’m originally from Haiti – I was born there – but I moved to the U.S. about three years ago.
WOMAN: So you grew up in Haiti.
TYLER: That’s right. I was born there in 1982, and I came here for college.
WOMAN: What are you studying?
TYLER: Math.
C Listen again. Where did the people grow up? Complete the chart with the name of the city or country.

Answer Key
A
Answers will vary.
B
Barbara: Canada, 1975, English
Maria: the U.S., 1979, drama
Tyler: Haiti, 1982, Math
C
Maria: Santa Fe
Tyler: Haiti

Unit 16

Audio Script
Can I take a message? [Track 23]
B Listen to the people in the pictures make phone calls.
Number the pictures from 1 to 3.

1.
WOMAN: Hello?
TERRY: Hello. Is Clarissa there?
WOMAN: No, I’m sorry, she’s not here right now. Can I take a message?
TERRY: Yes, please. This is Terry Porter.
WOMAN: Perry?
TERRY: No, Terry. Please tell Clarissa that there’s a rock concert tomorrow night. I’d like to invite her to go with me if she’s free.
WOMAN: OK.

TERRY: I’m calling from a public phone because I’m not home right now. But can you ask her to call me at home tonight? The number’s 346-9761.
WOMAN: OK.
TERRY: Thanks very much. Good-bye.

2.
BOY: Hello?
NURSE: Hello. I’m calling from Dr. Bloom’s office.
BOY: Uh-huh.
NURSE: Is Mr. Paulsen there?
BOY: No, he’s at work. I’m his son. Can I take a message?
NURSE: Yes. Please tell him his appointment has changed. It’s now next Thursday at three thirty. The doctor can’t see him on Monday because he has to work at the hospital. Ask him to call our office before Monday morning.
BOY: What’s your number?
NURSE: The number here is 944-4920.

3.
MAN: Hello?
JOYCE: Hello. Can I speak with Tim, please?
MAN: Sorry, he’s in class. Can I give him a message?
JOYCE: Yes. I’m Joyce, Tim’s sister. Can you please tell Tim I can’t meet him for dinner on Friday night? I have to visit my friend in the hospital. Tell him we can have lunch on Sunday. I want to go to the new Italian restaurant.
MAN: OK.
JOYCE: I have to go out now, but he can call me at work tomorrow.
MAN: Does he have your number?
JOYCE: I’m not sure. It’s 917-8426.
MAN: All right.
JOYCE: Thanks a lot. Bye.

C Listen to the phone calls again. Look at the message pads. Correct the false information.

Answer Key
A
Answers will vary.
B
3, 2, 1
C
1. For Clarissa
Message: Terry Porter called you. There’s a rock concert tomorrow night. He wants to invite you. Call him tonight.
Caller’s number: 346-9761
2. For: Dad
Message: Dr. Bloom’s office called you. Your appointment changed. It’s now next Thursday at 3:30 P.M. The doctor can’t see you on Monday because she has to work at the hospital. Call her office before Monday morning.
Caller’s number: 944-4920
3. For: Tim
Message: Your sister Joyce called you. She can’t meet you for dinner on Friday night because she has to visit her friend in the hospital. She wants to have lunch on Sunday at the new Italian restaurant. Call her tomorrow at work.
Caller’s number: 917-8426
Unit 1

1 What's your name?
   1. Are / am / your / I'm (or It's)
   2. He's / her / She's / She's

2 Hello and good-bye
   Answers will vary.

Unit 2

1 Classroom objects
   2. What are 4. Where are 6. Is this (or Is it)?
   3. these (or they) 5. Where is

2 Where are they?
   1. It's on the television. 6. No, they aren't.
   2. They're under the table. 7. It's a cell phone.
   3. It's next to the chair. 8. It's a briefcase.
   4. Yes, they are. 9. They're earrings.
   5. No, it isn't. 10. They're keys.

Unit 3

1 About you
   1. B: Yes, they are. (or No, they aren't.)
   2. A: Is your family large?
       B: Yes, it is. (or No, it isn't.)
   3. A: What is your last name?
       B: Answers will vary.
   4. A: Who is your best friend?
       B: Answers will vary.
   5. A: Where is your best friend from?
       B: Answers will vary.

2 How much do you know?
   A
   Answers will vary.
   B
   1. Yes, they are. 6. No, it isn't.
   2. Yes, it is. 7. Answers will vary. Possible answers: New Delhi and Mumbai
   3. It's in Spain 4. Answers will vary. Possible answers: Tokyo and Kobe
   5. They're in Australia.

Unit 4

1 What are they wearing?
   A
   2. is 4. are 6. isn't 8. aren't
   3. isn't 5. aren't 7. isn't
   B
   Answers will vary.

2 Find the differences
   In Picture 1, Rosie is wearing a scarf, a sweater, a jacket, jeans, and boots.
   In Picture 2, Rosie is wearing a scarf, a sweater, a jacket, jeans, sneakers, gloves, and sunglasses.

Unit 5

1 In the park
   2. is sleeping. 6. is taking a walk.
   3. is running. 7. is watching the boys.
   4. are reading. (or studying.) 8. are playing soccer.
   5. is eating pizza.

2 Memory game
   A
   2. What's Angela doing? 5. What's Justin doing?
   4. What are Linda and Debbie doing? 7. What's Jennifer doing?
   B
   8. What are John and Peter doing?

Unit 6

1 Student profile
   2. No, I don't have three brothers. I have a brother and a sister.
   3. No, she doesn't live in Miami. She lives in Washington, D.C.
   4. No, she doesn't study math. She studies computer science.
   5. No, he doesn't work in an office. He works at a library.

2 Find similarities
   A
   Answers will vary.

Unit 7

1 True about you?
   A
   Answers will vary.
   B
   Answers will vary.

2 What's the apartment like?
   A
   has / does / does / doesn't / Do / don't / Does / does

Unit 8

1 What's your job?
   A
   works / Is / am / do / Is / is / do / work / work
   B
   3 / 1 / 5 / 4 / 2

2 Who is it?
   Answers will vary.
Unit 9
1 What's for lunch?
   Answers will vary.
2 Do you ever...?
   A
   Answers will vary.
   B
   Answers will vary.

Unit 10
1 About you
   1. B: Answers will vary.
   2. A: Who do you usually see in your free time?
      (or In your free time, who do you usually see?)
      B: Answers will vary.
   3. A: How often do you listen to music?
      B: Answers will vary.
   4. A: What sports do you like?
      B: Answers will vary.
   5. A: Where do you and your friends go on weekends?
      (or On weekends, where do you and your friends go?)
      B: Answers will vary.

2 Personality types
   A
   Answers will vary.
   B
   Answers will vary.

Unit 11
1 Plans
   Answers will vary.
2 Holidays and celebrations
   Answers will vary.

Unit 12
1 Health problems
   1. have / take / drink
      2. have / Go / listen / work
       3. help / Go / take / rest
2 Giving advice
   A
   Answers will vary.

Unit 13
1 Directions
   Answers will vary.
2 Around the school
   A
   Answers will vary.

Unit 14
1 What did they do on the weekend?
   A
   2. Debbie had dinner with friends.
   4. Teresa went shopping.
   5. Frank went dancing.
   B
   2. Frank didn't see a movie. He went dancing.
   3. Nicole didn't go shopping. She relaxed.
   4. Teresa didn't read a book. She went shopping.

2 Interesting places
   Answers will vary.

Unit 15
1 When you were a kid
   1. B: Answers will vary.
   2. A: Where did you grow up?
      B: Answers will vary.
   3. A: Were you a good student?
      B: Answers will vary.
   4. A: What was your favorite class?
      B: Answers will vary.
   5. A: Who were your two best friends?
      B: Answers will vary.
   6. A: What was your school like?
      B: Answers will vary.

2 An interview
   A
   Answers will vary.

Unit 16
1 Messages
   A
   2. us  3. you  4. me  5. them  6. it
   B
   2. Mark and Sue
      5. Linda's brother and sister
   3. Phil
      6. Beethoven's Ninth Symphony
   4. Mark

2 Invitations
   A
   Answers will vary.
Unit 6

Practice
A
Answers will vary.

Unit 11

Practice
A
Answers will vary.

Unit 12

Practice
2. hand chest
3. neck arm
4. shoulder wrist
6. finger toe
7. nose neck
9. wrist elbow
10. head hand

Unit 13

Practice
A
2. museum
3. post office
4. drugstore / supermarket
5. newsstand (or stationery store or drugstore)

Unit 16

Practice
A
1. Susan is at the work.
2. Rod is on vacation.
3. Kevin is in the Italy.
4. Anne is away on a trip.
5. Jeffrey and Kate are at the beach.
6. Stan and Michelle are at home.
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