THIRD EDITION

TOP NOTCH 2

with MyEnglishLab



JOAN SASLOW ALLEN ASCHER

ALWAYS LEARNING

PEARSON



ENGLISH FOR TODAY'S WORLD

JOAN SASLOW ALLEN ASCHER

With Top Notch Pop Songs and Karaoke by Rob Morsberger

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Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are Ready to Go, Workplace Plus, Literacy Plus, and Summit. She is also author of English in Context, a series for reading science and technology. Ms. Saslow was the series director of True Colors and True Voices. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors, NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Summit*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Top Notch*, as well as the hundreds of teachers who completed in surveys and participated in focus groups.

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LEARNING OBJECTIVES Top Notch 2 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Getting Acquainted PAGE 2	Get reacquainted with someone Greet a visitor to your country Discuss gestures and customs Describe an interesting experience	Tourist activities The hand Participial adjectives	The present perfect Statements and yes / no questions Form and usage Past participles of irregular verbs With already, yet, ever, before, and never GRAMMAR BOOSTER The present perfect Information questions Yet and already: expansion, common errors Ever, never, and before: use and placement
Going to the Movies PAGE 14	Apologize for being late Discuss preferences for movie genres Describe and recommend movies Discuss effects of movie violence on viewers	Explanations for being late Movie genres Adjectives to describe movies	The present perfect With for and since Other uses Wants and preferences: would like and would rather Form and usage Statements, questions, and answers GRAMMAR BOOSTER The present perfect continuous The present participle: spelling Expressing preferences: review, expansion, and common errors
Staying in Hotels PAGE 26	Leave and take a message Check into a hotel Request housekeeping services Choose a hotel	Hotel room types and kinds of beds Hotel room amenities and services	The future with will Form and usage Statements and questions Contractions The real conditional Form and usage Statements and questions GRAMMAR BOOSTER Will: expansion Can, should, and have to: future meaning The real conditinal: factual and future; usage and common errors
Cars and Driving PAGE 38	Discuss a car accident Describe a car problem Rent a car Discuss good and bad driving	Bad driving habits Car parts Ways to respond (with concern / relief) Phrasal verbs for talking about cars Car types Driving behavior	The past continuous Form and usage Vs. the simple past tense Direct objects with phrasal verbs GRAMMAR BOOSTER The past continuous: other uses Nouns and pronouns: review
Personal Care and Appearance PAGE 50	Ask for something in a store Make an appointment at a salon or spa Discuss ways to improve appearance Define the meaning of beauty	Salon services Personal care products Discussing beauty	Indefinite quantities and amounts Some and any Alot of / lots of, many, and much Indefinite pronouns: someone / no one / anyone GRAMMAR BOOSTER Some and any: indefiniteness Too many, too much, and enough Comparative quantifiers fewer and less Indefinite pronouns: something, anything, and nothing

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
Use "I don't think so." to soften a negative answer Say "I know!" to exclaim that you've discovered an answer Use "Welcome to" to greet someone in a new place Say "That's great." to acknowledge someone's positive experience	Listening Skills Listen to classify Listen for details Pronunciation Sound reduction in the present perfect	Texts	Task Write a description of an interesting experience WRITING BOOSTER Avoiding run-on sentences
 Apologize and provide a reason when late Say "That's fine." to reassure Offer to repay someone with "How much do I owe?" Use "What would you rather do? to ask about preference Soften a negative response with "To tell you the truth," 	Listening Skills Listen for main ideas Listen to infer Dictation Pronunciation Reduction of h	Texts A movie website Movie reviews A textbook excerpt about violence in movies A photo story Skills/strategies Understand from context Confirm content Evaluate ideas	Task • Write an essay about violence in movies and on TV WRITING BOOSTER • Paragraphs • Topic sentences
Say "Would you like to leave a message?" if someone isn't available Say "Let's see." to indicate you're checking information Make a formal, polite request with "May I?" Say "Here you go." when handing someone something Use "By the way, " to introduce new information	Listening Skills Listen to take phone messages Listen for main ideas Listen for details Pronunciation Contractions with will	Texts Phone message slips A hotel website A city map A photo story Skills/strategies Draw conclusions Identify supporting details Interpret a map	Task Write a paragraph explaining the reasons for choosing a hotel WRITING BOOSTER Avoiding sentence fragments with because or since
Express concern about another's condition after an accident Express relief when hearing all is OK Use "only" to minimize the seriousness of a situation Use "actually" to soften negative information Empathize with "I'm sorry to hear that."	Listening Skills Listen for details Listen to summarize Pronunciation Stress of particles in phrasal verbs	Texts A questionnaire about bad driving habits Rental car customer profiles A feature article about defensive driving A driving behavior survey A photo story Skills/strategies Understand from context Critical thinking	Task Write a paragraph comparing good and bad drivers WRITING BOOSTER Connecting words and sentences: and, in addition, furthermore, and therefore
Use "Excuse me." to initiate a conversation with a salesperson Confirm information by repeating it with rising intonation Use "No problem." to show you don't mind an inconvenience Use "Let me check" to ask someone to wait while you confirm information	Listening Skills Listen to recognize someone's point of view Listen to take notes Pronunciation Pronunciation of unstressed vowels	Texts A spa and fitness center advertisement A health advice column A photo story Skills/strategies Paraphrase Understand from context Confirm content Apply information	Task Write a letter on how to improve appearance WRITING BOOSTER Writing a formal letter

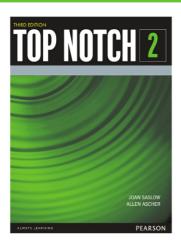
	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Eating Well PAGE 62	Talk about food passions Make an excuse to decline food Discuss lifestyle changes Describe local dishes	Nutrition terminology Food passions Excuses for not eating something Food descriptions	Use to / used to Negative yes / no questions GRAMMAR BOOSTER Use to / used to: use and form, common errors Be used to vs. get used to Repeated actions in the past: would + base form, common errors Negative yes / no questions: short answers
About Personality PAGE 74	Get to know a new friend Cheer someone up Discuss personality and its origin Examine the impact of birth order on personality	Positive and negative adjectives Terms to discuss psychology and personality	Gerunds and infinitives Gerunds as objects of prepositions GRAMMAR BOOSTER Gerunds and infinitives: other uses Negative gerunds
The Arts PAGE 86	Recommend a museum Ask about and describe objects Talk about artistic talent Discuss your favorite artists	Kinds of art Adjectives to describe art Objects, handicrafts, and materials Passive participial phrases	The passive voice Form, meaning, and usage Statements and questions GRAMMAR BOOSTER Transitive and intransitive verbs The passive voice: other tenses Yes / no questions in the passive voice: other tenses
Living in Cyberspace PAGE 98	Troubleshoot a problem Compare product features Describe how you use the Internet Discuss the impact of the Internet	Ways to reassure someone The computer screen, components, and commands Internet activities	The infinitive of purpose Comparisons with as as Meaning and usage Just, almost, not quite, not nearly GRAMAR BOOSTER Expressing purpose with in order to and for As as to compare adverbs Comparatives / superlatives: review Comparison with adverbs
Ethics and Values	Discuss ethical choices Return someone else's property Express personal values Discuss acts of kindness and honesty	Idioms Situations that require an ethical choice Acknowledging thanks Personal values	The unreal conditional Form, usage, common errors Possessive pronouns / Whose Form, usage, common errors GRAMMAR BOOSTER Should, ought to, had better have to, must, be supposed to Possessive nouns: review and expansion Pronouns: summary

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Reference	page 123
Grammar Booster	
Writing Booster	
Top Notch Pop Lyrics	

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
 Provide an emphatic affirmative response with "Definitely." Offer food with "Please help yourself." Acknowledge someone's efforts by saying something positive Soften the rejection of an offer with "I'll pass on the" Use a negative question to express surprise Use "It's not a problem." to downplay inconvenience 	Listening Skills Listen for details Listen to personalize Pronunciation Sound reduction: used to	Texts A food guide Descriptions of types of diets A magazine article about eating habits A lifestyle survey Menu ingredients A photo story Skills/strategies Understand from context Summarize Compare and contrast	Task Write a persuasive paragraph about the differences in present-day and past diets WRITING BOOSTER Connecting ideas: subordinating conjunctions
 Clarify an earlier question with "Well, for example," Buy time to think with "Let's see." Use auxiliary do to emphasize a verb Thank someone for showing interest. Offer empathy with "I know what you mean." 	Listening Skills Listen for main ideas Listen for specific information Classify information Infer information Pronunciation Reduction of to in infinitives	Texts A pop psychology website A textbook excerpt about the nature / nurture controversy Personality surveys A photo story Skills/strategies Understand vocabulary from context Make personal comparisons	Task • Write an essay describing someone's personality WRITING BOOSTER • Parallel structure
Say "Be sure not to miss" to emphasize the importance of an action Introduce the first aspect of an opinion with "For one thing," Express enthusiasm for what someone has said with "No kidding!" Invite someone's opinion with "What do you think of?"	Listening Skills Understand from context Listen to take notes Infer point of view Pronunciation Emphatic stress	Texts Museum descriptions A book excerpt about the origin of artistic talent An artistic survey A photo story Skills/strategies Recognize the main idea Identify supporting details Paraphrase	Task Write a detailed description of a decorative object WRITING BOOSTER Providing supporting details
Ask for assistance with "Could you take a look at?" Introduce an explanation with "Well," Make a suggestion with "Why don't you trying?" Express interest informally with "Oh, yeah?" Use "Everyone says" to introduce a popular opinion Say "Well, I've heard" to support a point of view	Listening Skills Listen for the main idea Listen for details Pronunciation Stress in as as phrases	Texts A social network website An internet user survey Newspaper clippings about the Internet A photo story Skills/strategies Understand from context Relate to personal experience	Task Write an essay evaluating the benefits and problems of the Internet WRITING BOOSTER Organizing ideas
Say "You think so?" to reconfirm someone's opinion Provide an emphatic affirmative response with "Absolutely." Acknowledge thanks with "Don't mention it."	Listening Skills Listen to infer information Listen for main ideas Understand vocabulary from context Support ideas with details Pronunciation Blending of d + y in would you	Texts	Task Write an essay about someone's personal choice WRITING BOOSTER Introducing conflicting ideas: On the one hand; On the other hand

TO THE TEACHER

What is Top Notch? Top Notch is a six-level* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.



The goal of **Top Notch** is to make English unforgettable through:

- Multiple exposures to new language
- · Numerous opportunities to practice it
- · Deliberate and intensive recycling

The *Top Notch* course has two beginning levels—*Top Notch Fundamentals* for true beginners and *Top Notch 2* for false beginners. *Top Notch* is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of *Top Notch* contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

NEW This third edition of *Top Notch* includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash cards, Conversation Activator videos, and Pronunciation Coach videos.

* Summit 1 and Summit 2 are the titles of the 5th and 6th levels of the Top Notch course.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely allied to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. Now You Can activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique Recycle this Language feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

* Top Notch is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of *Top Notch* develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate yocabulary, listen to activate grammar, and listen to confirm information.

We wish you and your students enjoyment and success with **Top Notch 2**. We wrote it for you.

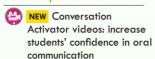
Joan Saslow and Allen Ascher

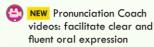
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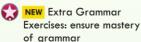
ActiveTeach

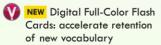
Maximize the impact of your *Top Notch* lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .











For planning ...

- A Methods Handbook for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Top Notch TV teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support ...

- Hundreds of extra printable activities, with teaching notes
- Top Notch Pop language exercises
- Top Notch TV activity worksheets

For assessment . . .

 Ready-made unit and review Achievement Tests with options to edit, add, or delete items.

PLUS

- Clickable Audio: instant access to the complete classroom audio program
- Top Notch TV Video Program: a hilarious sitcom and authentic on-the-street interviews
- Top Notch Pop and Karaoke: original songs for additional language practice

MyEnglishLab

An optional online learning tool



- NEW Grammar Coach videos, plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards
- NEW Immediate and meaningful feedback on wrong answers
- NEW Remedial grammar exercises
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded Achievement Tests

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in the ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- NEW A downloadable Audio App for students allows access anytime, anywhere

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Includes ActiveTeach on DVD-ROM, with hundreds of extra printable activities

SELF-CHECK

The Grammar Readiness Self-Check is optional. Complete the exercises to confirm that you know this grammar previously taught in *Top Notch*.

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Α	PRACTICE Choose the correct verb or verb phrase.
	1 We (take / are taking) a trip to California this weekend.
	2 The flight (arrives / is arriving) now. That's great because the flights in this airport usually (arrive / are arriving) late.
	3 Please drive slower! You (go / are going) too fast!
	4 (Does it rain / Is it raining) often in March?
	5 Brandon (goes / is going) skiing on his next vacation.
	6 We (like / are liking) milk in both coffee and tea.
В	USE THE GRAMMAR Complete each statement with the simple present tense or the present continuous. 1 In my family, we usually
BE	GOING TO + BASE FORM FOR THE FUTURE
Α	PRACTICE Complete the conversations with <u>be going to</u> . Use contractions.
	1 A: What (they / do) after English class? B: They (go) out to eat.
	2 A: I (need) a rental car in Chicago. B: (you / make) a reservation online?
	3 A: Who (you / call) when your plane lands? B: My wife. She (wait) for my call in the airport café.
	4 A: What (you / do) when you get to New York? B: The first thing (we / do) is eat!
	5 A: Who (be) at the meeting? B: My colleagues from the office. And my boss (come), too.
В	USE THE GRAMMAR Write your own question and answer, using <u>be going to</u> + a base form. Q:
	A:

CAN, HAVE TO, COULD, AND SHOULD: MEANING AND FORM

Α	PRACTICE Choose the correct phrases.
	 We a reservation if we want a good room. a couldn't make b should make c should making
	 2 Susan doesn't have to wear formal clothes to the office. She
	 3 Dan can't go shopping this afternoon. He
	4 They just missed the 3:12 express bus, but they the 3:14 local because it arrives too late. They should take a taxi. a could take b shouldn't to take c shouldn't take
	5 The class has to end on time so the students the bus to the party. a can take b can to take c can't take
	6 I can sleep late tomorrow. I go to the office. a have to b don't have to c doesn't have to
В	USE THE GRAMMAR Write one statement with both <u>can</u> and <u>have to</u> . Write one statement with either <u>should</u> or <u>could</u> .
	1
	2
OB	BJECT PRONOUNS
_	SECT I NONCONS
Α	PRACTICE Rewrite each sentence, correcting the error.
А	
А	PRACTICE Rewrite each sentence, correcting the error.
А	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us.
A	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it.
A	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them.
В	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them. 4 He wrote for her it.
	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them. 4 He wrote for her it. 5 They're giving to them it.
	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them. 4 He wrote for her it. 5 They're giving to them it. USE THE GRAMMAR Rewrite each sentence, changing the two nouns to object pronouns.
В	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them. 4 He wrote for her it. 5 They're giving to them it. USE THE GRAMMAR Rewrite each sentence, changing the two nouns to object pronouns. 1 I gave my sister the present yesterday.
B <u>CO</u>	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them. 4 He wrote for her it. 5 They're giving to them it. USE THE GRAMMAR Rewrite each sentence, changing the two nouns to object pronouns. 1 I gave my sister the present yesterday. 2 The clerk gift-wrapped the sweaters for John.
В	PRACTICE Rewrite each sentence, correcting the error. 1 Please call about it us. 2 She's buying for you it. 3 The brown shoes? She doesn't like on him them. 4 He wrote for her it. 5 They're giving to them it. USE THE GRAMMAR Rewrite each sentence, changing the two nouns to object pronouns. 1 I gave my sister the present yesterday. 2 The clerk gift-wrapped the sweaters for John.

	3 A T-shirt is (comfortable) than a sweatshirt in hot weather.
	4 The clothes in a department store are usually (affordable) than ones in a small neighborhood store.
	5 Orange juice is (good) for your health than orange soda.
	6 Rio is pretty hot in the summer, but Salvador is (hot).
	7 If you're getting dressed for the office, you should wear a (long) skirt.
В	USE THE GRAMMAR Write your own two sentences, using one of these adjectives in comparative form in each sentence: cheap , popular , near , fast .
	1
	2
SU	PERLATIVE ADJECTIVES
Α	PRACTICE Write statements with the superlative form of each adjective.
	1 old The oldest person in the world is 124 years old.
	2 good
	3 funny
	4 appropriate
	5 unusual
	6 large
	7 beautiful
	8 short
	9 interesting
	10 crazy
В	USE THE GRAMMAR Write one statement about yourself, using a superlative adjective.
TH	E SIMPLE PAST TENSE: STATEMENTS
Α	PRACTICE Complete the paragraph with the simple past tense.
	Chris
	so he
	regular restaurant. Just before the show, he
	really
	(10 say) good night, and Chris (11 walk) back to the hotel, (12 drink)
	a big glass of cold juice, (13 go) to bed, and (14 sleep) for 10 hours.

xii GRAMMAR READINESS

В	USE THE GRAMMAR Write four statements about what you did yesterday. Use one of these verbs in each statement: go, get dressed, eat, come home
	1
	2
	3
	4
TH	E SIMPLE PAST TENSE: <u>YES</u> / <u>NO</u> QUESTIONS
Α	PRACTICE Change each statement to a <u>yes</u> / <u>no</u> question.
	1 Phil lost his luggage on the flight.
	2 They drove too fast.
	3 She wrote a letter to her uncle.
	4 They found a wallet on the street.
	5 Claire's husband spent a lot of money at the mall.
	6 Ms. Carter taught her children to play the piano.
В	USE THE GRAMMAR Write three yes / no questions. Use each of these verbs: bring, speak, break.
	1
	2
	3
тн	E SIMPLE PAST TENSE: INFORMATION QUESTIONS
Α	PRACTICE Complete each conversation with an information question in the simple past tense.
	1 A: Chinese?
	B: I studied in Shanghai.
	2 A: your husband? B: I met him two years ago.
	3 A: about the problem?
	B: I called my daughter. She always knows what to do.
	4 A: your car? B: My brother-in-law bought it. He needed a new car.
	5 A: in Mexico?
	B: My parents lived there for more than ten years.
В	$ \textbf{USE THE GRAMMAR} \ \ \text{Write two information questions in the simple past tense, one with } \underline{\text{How}} \ \text{and one with } \underline{\text{What}}. $
	1
	2

- Get to know a new friend.
- 2 Cheer someone up.
- 3 Discuss personality and its origin.
- 4 Examine the impact of birth order.

About Personality

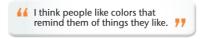
PREVIEW

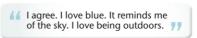
The Psychology of Color

According to research, colors have a powerful effect on us. Take the test and then see if your

answers are confirmed by the research. You may be surprised! (Check your answers below.) Color test Questionnaire 1) What color is the most attention-getting? What are your color preferences? Look at the colors below. 2) What color is most likely to make people feel angry? YELLOW-**GREEN** BRIGHT **EMERALD** 3) What color is best for a hospital room? **ORANGE GRFFN** pink ○ white green O other DARK GRAY 4) What color often makes people feel tired? LIGHT TOMATO BLUE RED green blue pink O other LILAC 5) What is the least appealing color for food? black O yellow O blue O other hand, increases the appetite. Many restaurants are painted red. They believe that this is because blue is rare in nature. Painting a restaurant red, on the other 5) Researchers in marketing have found that using blue in processed foods is unappealing. Which color do you find the most usae baiured rue dressing room or rue opposing ream pink to reduce rue piayers, energy. appealing? $\ensuremath{4}\xspace$) Research has shown that looking at pink can cause people to feel tired. Some sports teams room green helps patients get the rest they need. Which color do you most 3) Green is the easiest color on the eye, and it causes people to relax. Painting a hospital associate with happiness? tempers and for babies to cny. 2) Studies have shown that being in a yellow room makes it more likely for adults to lose their Which color do you most makes them more noticeable. associate with being sad? 1) Experts say red attracts the most attention. Using red for traffic lights and warning lights

- **CLASS SURVEY** How many classmates answered the questions on the test correctly? Which color on the questionnaire was the most appealing to your classmates?
- **DISCUSSION** In your opinion, what makes people like some colors and dislike others?





C PHOTO STORY Read and listen to a couple talking about what color to repaint their living room.



Chelsea: You know what? I'm getting a little tired of looking at this wallpaper.

Chad: Well, maybe it's time for a change. What would you think about getting the room painted? I never loved that wallpaper, anyway.

Chelsea: Actually, I don't think either of us did. We only got it because we couldn't agree on a paint color.

Chad: Oh, yeah. Now I remember. You wanted pink, and I said it was too feminine.



Chelsea: Actually, I never thought it was pink. To me it was a soft rose.

Chad: Well, what would you say to a nice blue?

Chelsea: Blue? Way too masculine. Chad: What?!

Chelsea: I'm just pulling your leg, silly! Blue would be great.



Chad: This one's nice—very relaxing.
Chelsea: True, but I'm not sure the furniture would go with it.

Chad: Good point. I'd hate to have to get all new stuff . . . You know, maybe we're on the wrong track.

Chelsea: What do you mean?

Chad: All of a sudden, I'm thinking white. It's classic, and . . .

Chelsea: And it goes with everything!

- **D PARAPHRASE** Restate the expressions from the Photo Story in your own way.
 - 1 "I'm just pulling your leg."
 - 2 "I'm not sure the furniture would go with it."
- 3 "Good point."
- 4 "Maybe we're on the wrong track."
- **E THINK AND EXPLAIN** All the statements are false. Explain how you know they are false.
 - 1 Chelsea still likes the wallpaper.
 - Chelsea says, 'I'm getting a little tired of looking at this wallpaper.' >>>
 - 2 Chelsea didn't want a rose-colored living room.
 - 3 Chelsea truly thinks that blue is too masculine.
- 4 Chelsea thinks the blue Chad likes would go nicely with the furniture.
- 5 Chad would like to buy new furniture.
- 6 It's Chelsea's idea to paint the living room white.
- 7 They agree the furniture wouldn't go with white.

SPEAKING

Choose colors for rooms. Use the Color Test for ideas. Compare charts and reasons with a partner.

Room	Color	Your reason
a bedroom for a married couple		
a bedroom for a teenaged girl		
a bedroom for a 10-year-old boy		
a kitchen		
a family living room		

GRAMMAR Gerunds and infinitives

Gerunds and infinitives come from verb forms but function as nouns in a sentence, often as direct objects.

Gerund = an -ing form of a verb She enjoys painting.

Infinitive = to + a base form He wants to paint the kitchen yellow.

Use a gerund after the following verbs and expressions: avoid, discuss, dislike, don't mind, enjoy, feel like, practice, quit, suggest

Use an infinitive after the following verbs and expressions: agree, be sure, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

Other verbs and expressions can be followed by either a gerund or an infinitive: begin, can't stand, continue, hate, like, love, prefer, start Remember: There are two other -ing forms: She is painting. (present participle) The trip was relaxing. (participial adjective)

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· Gerunds and infinitives: usage within sentences

GRAMMAR PRACTICE Complete the suggestions for ways to make new friends, using the verbs plus gerund or infinitive direct objects.

	IVE WAYS TO MAKE NEW FRIENDS
1.	reryone
	Even if you
3.	
4.	
	If you



MORE EXERCISES B FIND THE GRAMMAR Underline all the gerunds and infinitives in the "Answers" section on page 74.

VIDEO PRONUNCIATION Reduction of to in infinitives

▶4:03 Notice how an unstressed to reduces to /tə/ in natural speech. Read and listen. Then listen again and repeat.

- 1 I decided to repaint the bedroom a happier color.
- 2 We plan to see the World Cup Finals.

- 3 She doesn't like to hear people talking on cell phones.
- 4 I know you'd like to choose a more cheerful color.

CONVERSATION MODEL

- A \$\rightarrow\$4:04 Read and listen to a conversation about likes and dislikes.
 - A: So tell me something about yourself.
 - **B:** What would you like to know?
 - A: Well, for example, what do you like doing in your free time?
 - B: Let's see. Most of all, I enjoy playing tennis. I think it's relaxing. What about you?
 - A: Well, I find tennis a little boring. But I do love going to the movies.
 - B: So do I. We should go to the movies together sometime, then.
- ▶4:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



Get to know a new friend

A NOTEPADDING List your likes and dislikes in gerund form.

	Likes cooking	Dislikes skiing
Likes	'	Dislikes

- **CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model, using your likes and dislikes in gerund form from your notepad. Change the time or occasion.
 - A: So tell me something about yourself.
 - B: What would you like to know?
 - A: Well, for example, what do you like doing ?
 - B: Let's see. Most of all, I enjoy I think it's What about you?

A: Well,

B:

DON'T STOP!

Ask about your partner's plans for this weekend or for a vacation. Use the following verbs and your own infinitives: want would like plan

For example:

"What do you plan to do this weekend?"

Other times and occasions

- in your free time
- on weekends
- on vacations
- with your friends / family
- for lunch / dinner

RECYCLE THIS LANGUAGE.

Positive adjectives awesome fantastic

wonderful great terrific relaxing interesting

exciting thrilling fascinating

Negative adjectives

boring awful horrible terrible disgusting frightening scary silly weird

C CHANGE PARTNERS Talk about other likes and dislikes.

GOAL Cheer someone up

CONVERSATION MODEL

- A •4:06 Read and listen to someone trying to cheer a friend up.
 - A: You look down. What's up?
 - **B:** Oh, nothing serious. I'm just tired of the same old grind. But thanks for asking.
 - A: I know what you mean. I'm tired of working, too. How about going to a movie? That always helps me.
 - B: Great idea. Let's go this afternoon!
- B •4:07 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Gerunds as objects of prepositions

A gerund can function as an object of a preposition.

of flying.
with cooking

She's bored with cooking.
She objects to discussing her feelings.

Be careful! Don't use an infinitive as the object of a preposition.

Don't say: Let's go to a movie instead of to watch TV.

GRAMMAR BOOSTER p. 136

· Negative gerunds

Expressions followed by gerunds

Adjective + preposition
angry about afraid of
excited about sick / tired of
depressed about bored with
happy / sad about crazy about

Verb + preposition

complain about apologize for talk about believe in worry about object to think about

With <u>How about</u> or <u>What about</u> How about [going to a movie]? What about [leaving work early]?

A GRAMMAR PRACTICE Complete the descriptions with prepositions and gerunds.

Ted

I'm afraid



Ted is an extrovert. Like most extroverts, he's direct. And he's honest; he believes

truth to everyone.

At his job, he works with other people and he never complains2 work long hours. He works hard and doesn't worry

3 have to holidays.



He has a few fears, though. Most of all, he's afraid

4 fly

Nicole



Ted's wife, Nicole, on the other hand, is an introvert. But she doesn't object about herself from time to time.



Right now, she's bored6 be a student, and she's sick and tired so many long reports and 7 write exams every few weeks! She's angry spend 9 have to so much time in front of a computer.



However, unlike Ted, she's not at all afraid ! She's excited on vacation.

B PAIR WORK Answer the questions about yourself, using gerunds. Then share the information with a partner.

Right now, what are you		
happy about?		
excited about?		
bored with?		
sick and tired of?		

Right now, I'm happy about getting engaged!



NOW YOU CAN Cheer someone up

NOTEPADDING Make a list of things that you are tired of. Write them as gerunds.

What are you tired of? studying so hard



- CONVERSATION ACTIVATOR With a partner, role-play cheering someone up. Use your notepad for ideas. Then change roles.
 - A: You look What's up?
 - B: Oh, nothing serious. I'm just tired of But thanks for asking.
 - A: I know what you mean.

DON'T STOP!

Make more suggestions, using gerunds and infinitives.

C CHANGE PARTNERS Cheer your new partner up.



RECYCLE THIS LANGUAGE.

Be sure [to get enough sleep]. You should think about [quitting your job]. What about [going out for a nice dinner]? How about [getting a massage]? If you [avoid drinking a lot of coffee], you [will sleep better]. That always helps me. That's a good idea.
Don't expect [to feel better right away].

BEFORE YOU READ

EXPLORE YOUR IDEAS In what way does a parent's behavior affect a child's development?

READING 14:09

Personality: from Nature or Nurture?

What is personality? Many people define personality as a person's usual manner or style of behavior. These patterns of behavior tend to be predictable throughout a person's lifetime. Some people are introverts; others are extroverts. Some people have easygoing personalities: they are usually cheerful and calm and able to cope with life's difficulties without much trouble. Their emotions are usually under control: they don't get extremely angry about little things. Others, at the other end of the personality spectrum, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in between.

Where do we get our personality?

For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. Some people think personality develops as a result of the environment—the combination of influences that we learn from, such as our families, our culture, our friends, and our education. The people who believe this theory believe that all babies are born without a personality and that it's the environment that determines, or forms, each child's personality. This school of thought is called the "nurture school."

At the other end of the continuum we find people who believe that personality is determined by "nature," or the characteristics we receive, or "inherit," from our parents biologically, through their genes. These people believe that our personality is not determined by the environment, but rather by genetics, and that each baby is born with a personality.

The "nature-nurture controversy"

The nature-nurture controversy is very old. Experimental psychologists



have tried to discover which of these two factors, genetics or the environment, is more important in forming our personality. However, it's very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the nature-nurture controversy. Recently, however, most researchers have come to believe that both the environment AND the genes—nurture and nature—work together and are both important.

Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends. It seems that everyone has an opinion.

A UNDERSTAND VOCABULARY FROM CONTEXT Match the words and phrases in the two columns.

- 1 genes
- 2 environment
- 3 emotions
- 4 the "nature school" (of thought)
- 5 the "nurture school" (of thought)
- 6 personality

- a a person's usual pattern of behavior
- **b** what we feel, such as anger, love, and happiness
- c the source of traits we inherit from our parents
- d the world around us
- e the belief that learning determines personality
- f the belief that genetics determines personality



MAKE PERSONAL COMPARISONS How is your personality similar to or different from those of your parents? If you have children, how are your children similar to or different from you? Use language from the Reading.

NOW YOU CAN Discuss personality and its origin

A FRAME YOUR IDEAS Complete the survey to find out if you are an introvert or an extrovert.

ARE YOU AN EXTROVERT OR AN INTROVERT?

Instructions: From each pair of personality traits, check one that sounds like your personality. At the end, add up your selections for each column. Then decide for yourself: Are you an introvert or an extrovert?

Extroverts tend to: Introverts tend to: 1. O enjoy being in a group. O enjoy being alone. 2. O avoid interacting unnecessarily. need to interact with others. be active. be quiet. 4. be interested in events. be interested in feelings. talk without thinking. O think without talking. 6. be easy to understand. O be hard to understand. 7. know many people a little. O know few people, but well. 8. O listen. 9. seek excitement. O seek peace. 10. O keep their ideas to themselves. express their opinions openly. Total extrovert selections Total introvert selections ○ I'm an extrovert. ○ I'm an introvert. ○ I'm a mixture of both!



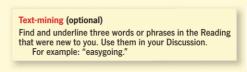
PAIR WORK Discuss the personality traits you checked. For each, provide a real example from your life to explain your choices.





DISCUSSION Where do you think your personality came from, nurture or nature? Did your personality traits come from your parents' genes, or did you learn to be the way you are? Explain with examples using gerunds and infinitives.







GOAL Examine the impact of birth order

BEFORE YOU LISTEN

EXPLORE YOUR IDEAS Do you think the first child in a family has different personality traits from those of siblings who are born later? Explain your answer.

1 How old was Annie when Lucy was born?

a 13 years

b 13 months

2 What does Lucy like most?

a making other people laugh

b laughing at other people

LISTENING COMPREHENSION

ч	STEINING COMPREHENSION		PASTA			
Α	to all three parts of the discussion. Choose the statement that best expresses the main idea of the discussion.					
	☐ First-born children are often too critical of themse	lves.				
	☐ Children in the same family usually have personal determined by order of birth.	lities that are				
	☐ Children usually have personalities that are determined that are determined to the control of	mined by gen	es.			
В	▶4:11 LISTEN FOR SPECIFIC INFORMATION Read the esseparately. Complete the exercise as you listen.	exercise. Then	listen to eac	h part of the discussion agai		
	Part 1: Check <u>True</u> or <u>False</u> for each statement.	True	False			
	1 Brian is usually dissatisfied with himself.					
	2 Brian obeys rules.					
	3 Brian does most things well.					
	4 Brian's mother thinks her husband pushed Brian to be successful.					
	5 Brian never liked being with adults when he was growing up.					
	Part 2: Complete each statement by circling the con	rrect informat	ion.			
	1 Annie is (the middle child / the "baby").					
	2 Annie had (a lot of / only a little) time with her parents before her younger sister was born.					
	3 Annie is jealous of (Brian / Brian and Lucy).					
	4 Annie (breaks / obeys) rules.					
	5 Annie is (rebellious and / rebellious but not) popu	lar.				
	Part 3: Circle the answer to each question.					

3 What did Lucy do to the dining room wall?

4 Why does Lucy drive her older siblings crazy?

a She pays too much attention to them.

b Others pay too much attention to her.

a She painted it.

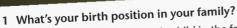
b She washed it.

C CLASSIFY INFORMATION Check the most common birth position for each personality, according to the discussion. Listen again if necessary.

Personality traits	First child	Middle child	Youngest child
Breaks rules			
Feels less important than siblings			
Grows up fast			
Grows up slowly			
Has a lot of friends			
Is creative			
Is rebellious			
Is self-critical			
Plays by the rules			
Shows off			

NOW YOU CAN Examine the impact of birth order

A FRAME YOUR IDEAS Complete the checklist for yourself.



-) I'm the first child or the only child in the family.
- \bigcirc I'm a middle child—neither the first nor the last.
-) I'm the "baby"—the youngest child in the family.
- 2 What are your personality traits? (Check all that are true.)
 - I'm self-critical. I always feel I should do better.
 -) I'm a rebel.
 -) I'm popular. I have a lot of friends.
 - \bigcirc I feel less important than my older or younger siblings.
 -) I love to clown around and make people laugh.
 -) I can be lovable one minute and a rebel the next.
 - O I'm creative.
 -) I often feel jealous of my siblings.





GROUP WORK Form three groups of students, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.

Almost everyone in our group checked 'I'm self-critical!' ***

- Group 1: first or only children
- Group 2: middle children
- Group 3: youngest children
- **DISCUSSION** Talk about how birth order can affect the development of a person's personality.

- genetics / nature
- the environment / nurture
- · introverts and extroverts
- · parents' behavior

REVIEW

- ▶ 4:12 Listen to the conversations. Then circle a word or phrase to complete each statement.
 - 1 Andy is feeling (down / happy).
 - 2 Mollie is (an extrovert / an introvert).
 - 3 Greg is (an extrovert / an introvert).
 - 4 Millie thinks (genetics / the environment) is the most important factor in personality development.
 - 5 Vera thinks (genetics / the environment) is the most important factor in personality development.
- B Complete the paragraph with the correct prepositions.

Extroverts don	't worry1 talking in publi	c. They believe	being honest, and they get
bored ₃	being alone. They may talk4	staying home and read	ing a book, but when they
do, they complain	having no one to talk to	. They object k	peing by themselves.

- C Complete each personal statement with a gerund or infinitive phrase.
 - 1 When I want to stay healthy, I avoid 4 Two things I can't stand are and and 5 On weekends, I dislike 6 If the weather is bad, I don't mind 7 Tomorrow I would really like 8 If I want to do well in this class, I need 9 Tomorrow I plan 10 I think most people are afraid of 11 I think people are usually excited about 12 Too many people complain about

13 My family worries most about

- Complete each statement. Circle the best answer.
 - 1 John is such (an extrovert / an introvert). He doesn't like to talk about himself a lot.
 - 2 Our usual pattern of behavior is our (personality / environment).
 - 3 Another word for characteristics is (nurture / traits).
 - 4 Many people believe that (self-criticism / birth order) affects personality development.
 - 5 The nature-nurture controversy is an argument about the origin of the (environment / personality).

WRITING

Write at least two paragraphs about the personality of someone you know well. Use vocabulary and ideas from Lessons 3 and 4.



- Parallel structure
- · Guidance for this writing exercise



ORAL REVIEW

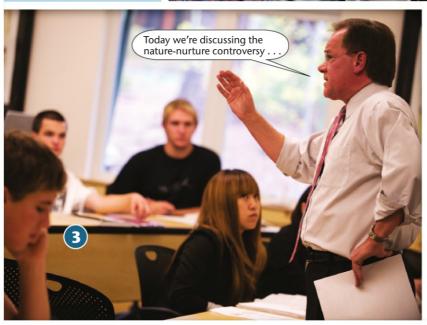
PAIR WORK

- 1 Create a conversation for photo 1 in which the girl on the left cheers up her friend. Use gerunds and infinities.
- 2 Role-play a discussion between the two people in photo 2. They discuss the birth order of their siblings and their personalities.

GROUP WORK Choose one person to be the professor in photo 3. Help that person create a lecture about personality development. Then the other classmates listen to the lecture and ask questions.







NOW I CAN

- \square Get to know a new friend.
- \Box Cheer someone up.
- \square Discuss personality and its origin.
- $\hfill\Box$ Examine the impact of birth order.

UNIT 7 85