

A WORLD OF Friends

1 FOCUS ON THE TOPIC

1. Read the title of the unit. What does it mean?
2. Look at the photo. Are the people friends or family? Where are they?
3. Do you have friends from other countries? How did you meet them?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

2 FOCUS ON LISTENING

LISTENING ONE THE FRIENDSHIP FORCE

VOCABULARY


- 1 Look at the list of countries. Is there a Friendship Force club in your country?



A Friendship Force visitor from the U.S. with her host family in Norway

Friendship Force Member Countries

Australia	Costa Rica	India	Nepal	Slovakia
Austria	Croatia	Indonesia	Netherlands	South Africa
Azerbaijan	Cyprus	Israel	New Caledonia	Sweden
Belarus	Czech Republic	Italy	New Zealand	Taiwan (ROC)
Belgium	Egypt	Japan	Norway	Tanzania
Bosnia and Herzegovina	Estonia	Jordan	Peru	Thailand
Brazil	France	Kenya	Philippines	Turkey
Burundi	Georgia	Korea	Poland	Ukraine
Canada	Germany	Latvia	Romania	United Kingdom
Cayman Islands	Ghana	Mexico	Russia	United States
Chile	Hungary	Mongolia	Singapore	Vietnam
Colombia				

- 2  Read and listen to the radio commercial for the Friendship Force.

“A World of Friends Is a World of Peace”¹

And now, a message from the Friendship Force. The Friendship Force says, “A world of friends is a world of peace.”

The Friendship Force is an **international** friendship organization.² Friendship Force groups **travel** to **foreign** countries. In the new country, the Friendship Force visitors **stay** with **host families**. They learn about their host family’s life and **culture**. The visitors and their host families **spend** a lot of **time** together and they become good friends.

Every year, Friendship Force visitors **make** 40,000 new **friends** in 56 different countries. This is important because when people make international friends, they help to make peace in the world.

Are you interested in the Friendship Force? Please go to our website for more information. If you want to travel with the Friendship Force, send us an **application** so we can learn more about you. And remember, “a world of friends is a world of peace.”

¹ **peace:** good relationships; the opposite of war/fighting

² **organization:** a large group or company

- 3 Circle the correct answer to complete the sentence.

The Friendship Force says, “When you have friends in foreign countries,
_____.”

- a. you help to bring peace to the world b. you can be in the Friendship Force

4 Match the boldfaced words on the left with the definitions on the right. Write the letter of the correct definition on the line.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| ___ 1. The Friendship Force goes to 56 different countries. It is an international organization. | a. get to know new people |
| ___ 2. Friendship Force visitors travel to many different countries. | b. a page with information about yourself |
| ___ 3. Friendship Force visitors want to learn about foreign countries. | c. do things |
| ___ 4. Friendship Force visitors stay in a family's home. | d. not your country or language |
| ___ 5. Friendship Force visitors stay with a host family in a foreign country. | e. go on a trip; go to a different place |
| ___ 6. The visitors and their host families do many things together. They spend time together every day. | f. from many different countries |
| ___ 7. Host families teach their visitors about their culture ; for example, their holidays and food. | g. live in a place for a short time |
| ___ 8. Friendship Force visitors like to make friends with people in different countries. | h. customs |
| ___ 9. I like to read books about Japan and talk to Japanese people. I am interested in Japan. | i. like to learn about |
| ___ 10. Write all your information on your application to the Friendship Force: your name, address, e-mail, and phone number. | j. a family that invites a foreign visitor to live with them for some time. |

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

🎧 Nina and Rick are talking about the Friendship Force. Listen to the beginning of the conversation. Then answer the questions.


1. What are you listening to? Check (✓) the answer.


___ a telephone call ___ a radio talk show

2. What will Nina and Rick talk about? Check (✓) your ideas.

- | | | |
|-------------------|--------------|---------------|
| ___ host families | ___ shopping | ___ traveling |
| ___ hotels | ___ music | ___ groups |
| ___ students | ___ children | ___ languages |


MAIN IDEAS

1  Listen to the whole conversation. Look again at questions 1 and 2 in the Preview on pages 6–7. Were any of your answers correct? Did they help you to understand the conversation?

2  Listen again. Read the sentences. Write **T** (true) or **F** (false). Correct the false information.


- ___ 1. Friendship Force visitors can be young or old.
- ___ 2. Some Friendship Force visitors stay in hotels.
- ___ 3. Nina wants to stay with a host family in Thailand.
- ___ 4. All host families speak English.
- ___ 5. Nina and Rick think it's good to have international friends.

DETAILS

 Listen again. Circle the correct answer to complete each sentence.

- 1. Friendship Force groups have ___ people.
 - a. 13 to 50
 - b. 15 to 30
- 2. Friendship Force groups meet for the first time _____.
 - a. before they travel
 - b. in the foreign country
- 3. Nina thinks, "When you live with a host family, you learn ____."
 - a. their language
 - b. about their country

(continued on next page)

 Listen to the excerpts from the conversation and think about the speaker's reaction. Then make an inference about the speaker's feeling. Circle the correct answer to complete each sentence.

Excerpt One

1. Nina has a (*positive / negative*) reaction.
2. Nina is not worried about living with a host family, so she is probably a ____ person.
 - a. shy
 - b. friendly

Excerpt Two

1. Nina has a (*positive / negative*) reaction.
2. Nina is worried because she doesn't speak Thai. She is really asking Rick, "Will I ____?"
 - a. have problems with my host family
 - b. learn the language

Excerpt Three

1. Nina has a (*positive / negative*) reaction.
2. Nina likes the idea of "people, not places." She thinks you can learn more about a foreign country when you ____.
 - a. meet the people
 - b. visit the important places

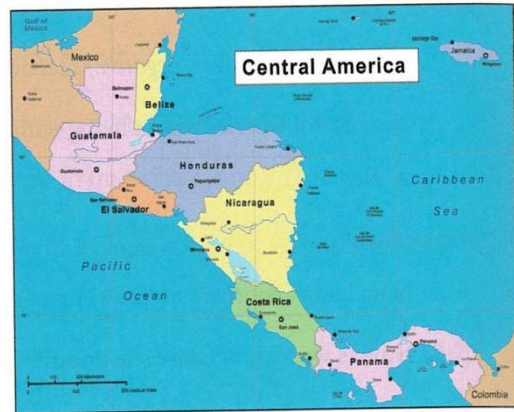
EXPRESS OPINIONS

Discuss the questions with the class.

1. Do you think it's good to stay with a host family? Why or why not?
2. Do you need to speak the same language well to make friends with someone? Why or why not?
3. What are the best ways to learn about another country?


 GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

COMPREHENSION



Students help to plant a garden in Costa Rica.

Annie Quinn is an American high school student. Last summer, she traveled to Costa Rica with a group called The Experiment in International Living (EIL).

 Listen to the interview with Annie. Circle the correct information to complete each sentence.

1. The students in Annie's group came from different (*states / countries*).
2. Some of the students (*spoke different languages / had different religions*).
3. The students in Annie's group stayed in Costa Rica for (*a month / two weeks*).
4. Annie loved the students in her group and (*Ana / her host family*).
5. Annie's host family (*was very friendly / had a daughter*).
6. Annie learned Spanish in her Spanish class and from her (*host family / Spanish friends*).
7. Annie learned that speaking the same language is not always (*a good idea / necessary*).
8. Experiment groups usually stay in a foreign country for (*two / three to five*) weeks.

9. *Experiment* groups go to (27 / 37) different countries.

10. *Experiment* students (*can take different kinds of classes / always take language classes*).

VOCABULARY

Fill in the blanks with the vocabulary from the box. Read the conversation with a partner. Then switch roles and read it again.

anything else at first became have problems + (___ing) warm

Annie is talking on the phone with her good friend Cory in Philadelphia.

CORY: So—how is Costa Rica? Are you having a good time?

ANNIE: Well, _____ I didn't know anyone, so I was a little nervous.
1.

CORY: Sure . . .

ANNIE: But now I love it here. Everyone in my group is so _____. We all
_____ good friends very quickly!
2.
3.

CORY: That's wonderful.

ANNIE: I know. I'm very lucky.

CORY: And how is your host family? Do you _____ speaking with them in
Spanish?
4.

ANNIE: No, I don't. They're so nice, and they're helping me to learn a lot.

CORY: Great! And how is your Spanish class?

ANNIE: Oh, it's very good. I really like my teacher.

CORY: That's good! Do you have any other classes?

ANNIE: No way! I have my Spanish class every morning, and then I speak Spanish all day
with my host family. I don't have time to study _____.
5.

CORY: That makes sense.

 GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.


LISTENING SKILL

PREDICTING INFORMATION AFTER **AND** AND **BUT**

Noticing how people use **and** and **but** can help you to understand their meaning.

We use **and** to connect two sentences with **similar kinds of** information. The information can be: two good things, two problems, two similar things, two differences, etc.

We use **but** to connect two sentences with **contrasting** (or opposite) information. The information can be: one good thing/one bad thing (problem), one similarity/one difference, etc.

 Listen to the examples.


Examples

A. Annie: "... we all came from different states, **and** we had different religions and cultures."
(a difference) (a difference)

Annie uses **and** because the first sentence tells about a *difference*, and the second sentence *also* tells about a *difference*. In other words, the second sentence adds more information that is **similar** to the information in the first sentence.

B. Annie: "At first, I didn't speak much Spanish, **but** I learned a lot of Spanish from them and in my Spanish class, too."
(negative information) (positive information)

Annie uses **but** because the first sentence has *negative* information and the second sentence has *positive* information. In other words, the information in the second sentence is **contrasting (opposite)**.

 Listen to the excerpts from Annie's interview. You will hear the first sentence and the word **and** or **but**. Try to predict what kind of information the second part of the sentence will have. Circle the sentence ending that makes sense. Then listen to the complete sentence to check your answer.

Excerpt One

- a. I loved my host family.
- b. I had some problems with my host family.

Excerpt Two

- a. We all came from the same states.
- b. We all came from different states.

Excerpt Three

- a. At first, I spoke Spanish well.
- b. At first, I didn't speak much Spanish.

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE LISTENINGS

STEP 1: Organize

Think about the information in Listening One and Listening Two. Check (✓) the correct column(s) for each sentence. You may check both columns.

	FRIENDSHIP FORCE	EXPERIMENT IN INTERNATIONAL LIVING
1. Visitors know each other before they travel.	✓	
2. People of any age can be in the group.		
3. Only high school students can be in the group.		✓
4. You can go with the group only in the summer.		
5. The visitors stay with host families.		
6. The visitors stay with host families for three, four, or five weeks.		
7. There are many classes.		✓
8. It's not necessary to speak the host family's language.		
9. The host families do not always speak English.	✓	✓
10. Applications are on the website.		

STEP 2: Synthesize

Judy is a 15-year-old student. She is studying Chinese. She wants to visit China so she can practice speaking Chinese. Judy is talking to her friend Mei about different groups.

Role-play with a partner. Complete the conversation with information from Step 1: Organize. Add five more lines for Judy and for Mei.

JUDY: The Friendship Force and The Experiment in International Living are both great! How can I decide?

MEI: Well, let's see. In the Friendship Force, you meet everyone before you travel. Everyone is from the same city.

JUDY: That's nice, but it's not so important. I like meeting new people from different cities.

MEI: OK. Experiment is only for . . .

JUDY: The Friendship Force . . .

MEI: . . .

JUDY: . . .

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

A parent calls the American Field Service (AFS), an international student exchange program. Complete the conversation with the vocabulary from the box.

anything else	have problems + (-ing)	spend
application	host families	stay
become	international	traveling
culture	is interested in	warm
foreign	make friends	

AFS: Hello, AFS. Amanda Chu speaking.

PARENT: Hi, I'm calling for information about your _____ summer
1. programs for high school students.

AFS: Yes, how can I help you?

PARENT: Well, my son wants to _____ the summer in a
2. _____ country.
3.

AFS: Great. Do you know what country he _____?
4.

PARENT: Well, he speaks a little Spanish. Can he go to a country in South America?

AFS: Sure. We have three groups that are _____ to Argentina this
5. summer.

PARENT: Oh, that's great. Can you tell me a little about the program? What do the students do?

AFS: Well, first, the students all go to Buenos Aires, the capital city, for one week. They study Spanish, and they learn about Argentine _____.
6.

PARENT: That's a good idea.

AFS: Yes, and it also gives them time to _____ with each other,
7. before they go to their Argentine _____.
8.

PARENT: How long do they _____ with their host families?
9.

AFS: They live with them for a month. And most students say it's the best time of their lives.

PARENT: Do all the host families speak English?

AFS: Most of them speak a little English. But the students and the host families never _____ understanding each other. The host families are
10. always very _____ and friendly people. The students and the
11. families always _____ good friends.
12.

(continued on next page)

PARENT: This sounds like a great program for my son. Can you e-mail me the _____?
13.

AFS: Sure! I'll send it right now. Do you need to know _____?
14.

PARENT: No, I don't think so. Thanks so much for your help.

EXPAND

1 Read the conversation and the adjectives in the box. The adjectives describe people's personalities. Each word is listed with its opposite.

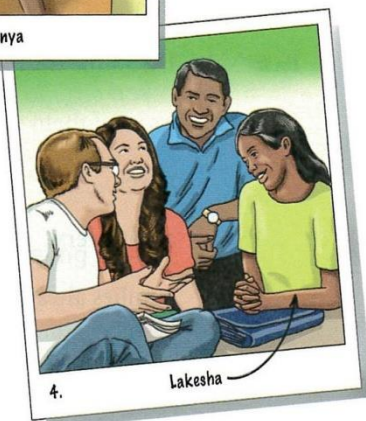
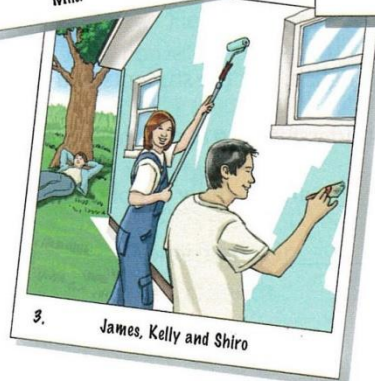
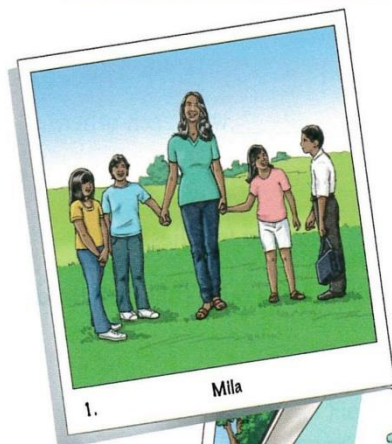
QUESTION: What's he like? / What's she like?

This means: "What kind of personality does he/she have?"

Or: "How can you describe him/her?"

ANSWER: He's/She's (adjective).

friendly/warm	talkative	serious	quiet
funny	calm	boring	nervous
interesting	nice/kind	lazy	mean
hardworking	shy		



- 2** Annie is showing her parents pictures of her friends from her summer in Costa Rica. She is telling her parents about each person. Work with a partner. Look at the pictures. For each picture, complete the conversation using adjectives from the box. Take turns.

Use this model:

PARENT: Who's that?

ANNIE: That's Mila.

PARENT: What's she/he like?

ANNIE: She's/He's friendly.

CREATE

- 1** Complete the first column with information **about yourself**.

- a. What are you like? Write three adjectives.
- b. Then write your answers to the questions:
 - Do you like to travel or spend time at home?
 - What are you interested in?
 - What do you have problems doing?

- 2** Interview two classmates. Ask them the same questions. Write their answers in the chart.

YOU	CLASSMATE A: _____	CLASSMATE B: _____
I am: _____ _____	_____ is: _____ _____	_____ is: _____ _____
I like to (travel) / spend time at home).	_____ likes to (travel / spend time at home).	_____ likes to (travel / spend time at home).
I am interested in _____.	_____ is interested in _____.	_____ is interested in _____.
I have problems _____ (verb) -ing	_____ has problems _____ (verb) -ing	_____ has problems _____ (verb) -ing



- 3 Share your answers with the class. Tell about one classmate who is **similar to you** and one who is **different from you**.

Example

SIMILAR: Kei and I are quiet.

DIFFERENT: I like to travel, but Sam likes to spend time at home.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

- 1 Read the excerpts. Follow the directions.

NINA: My name is Nina Rodriguez, and I'm interested in the Friendship Force.

RICK: Language isn't so important.

ANNIE: My group was great! We were all American high school students.

If you're in high school and you want to have a great summer, go on The Experiment in International Living!

1. Underline all the present forms of **be**. Circle all the past forms of **be**.
2. What **negative** forms of **be** can you find? _____

PRESENT AND PAST TENSE OF BE

1. The present tense of **be** has three forms:

am

I **am** Nina.

is

She **is** my friend. / He **is** my friend.

are

It **is** a friendship organization.

You **are** my friend.

We **are** friends. / They **are** friends.

To form negative statements, use:

am

I **am not** Nina.

is + not

He **is not** my friend.

are

She **is not** my friend.

They **are not** friends.



2. Contractions are short forms. Use affirmative and negative contractions in speaking and in informal writing.

I'm Nina.	I'm not from Costa Rica.
You're my friend.	You're not my ...
He's my friend.	He's not ...
She's my friend.	She's not ...
It's a friendship organization.	It's not a ...
We're friends.	We're not ...
They're friends.	They're not ...

Another way to form negative statements with contractions is:

subject + (be + n't)

(This form does not work with *I*.)

You aren't from Costa Rica.

He/She isn't ...

It isn't ...

We aren't ...

They aren't ...

3. The past tense of *be* has two forms:

was

I

You

were

He / She / It was here yesterday.

We were here yesterday.

They

4. To form negative statements in the past tense, use:

was / were + not

or the contractions

wasn't / weren't

I was not (wasn't) in class yesterday.

They were not (weren't) in class yesterday.

5. To form questions in the present and the past tense, use:

Question word + *be* + **subject**

Is she your friend?

Are you friends now?

Where is your friend now?

When were you in Costa Rica?

- 2 Complete the conversation with the correct form of *be*. Use contractions wherever possible. Then check your answers with a partner's. Read the conversation together.



Friendship Force International
Changing the Way You See the World


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- Q: What kind of people does the Friendship Force look for?
- A: Friendship Force visitors are interested in other cultures. They are afraid of new places.
- Q: is it necessary to speak another language?
- A: No, it isn't! Language isn't a big problem for the visitors.
- Q: What if we have a problem when we are in another country?
- A: Every Friendship Force group has a leader. The leader is always near you. For example, last year, one visitor was sick in Germany. Her host family called her Friendship Force leader. The leader took her to the doctor immediately. Luckily, she wasn't very sick. The next day, she was fine. So remember, when you travel with the Friendship Force, you don't go alone.
- Q: I really want to travel with the Friendship Force, but I amn't sure when I can go. is that a problem?
- A: No, that isn't a problem. There are many different groups every year. The schedule is on our website.

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.

PRONUNCIATION

RHYTHM: STRESSED AND UNSTRESSED WORDS

 Listen to the short conversation.

A: WHERE are you FROM?

B: I'm from CHIna. HOW about YOU?

A: COsta RIca.

These sentences show the rhythm of English sentences. The words and syllables in CAPITAL letters are STRESSED. They are **longer** and **louder** than the other words and syllables. They also have a **higher pitch** or sound.


The last word in each sentence is **STRESSED MORE** than the other stressed words. It is the longest, loudest, and highest pitch word. The last word usually tells the most important information.

Words that are usually STRESSED:

nouns and proper nouns (names)
main verbs
negative verbs
adjectives
adverbs
question words
demonstratives (*this, that*)

Words that are usually NOT stressed:

pronouns
the verbs *be* and *have*
auxiliary verbs (*do, does*)
articles (*a, an, the*)
prepositions (*to, from, in, on*)

1  The rhythm at the beginning of each group of sentences shows the rhythm of all the sentences in the group. Listen to the sentences and repeat them.

1. Rhythm: DA da da DA

a. WHERE are you FROM?

b. HOW about YOU?

c. THIS is my FRIEND.

d. KEI'S from JaPAN.

e. WHAT do you DO?

(continued on next page)

2. Rhythm: da da **DA** da

- a. He's from **CH**Ina.
- b. I'm a **STU**dent.
- c. Is she **FRIEN**Dly?
- d. It's **exCI**ting.
- e. We have **HOM**Ework.

3. Rhythm: DA da **DA** da

- a. **NICE** to **MEET** you.
- b. **THIS** is **NI**na.
- c. **WHAT'S** the **PROB**lem?
- d. **ANN'S** a **STU**dent.
- e. **WHAT'S** your **MA**ajor?

4. Other rhythms:

- | | | | |
|--------------------|-------------------------|----------------------------|--------------------------|
| a. da DA | I KNOW . | It's GREAT . | You're RIGHT . |
| b. da DA da | You're WEL come. | They're DIFF erent. | He's FRIEN Dly. |
| c. da da DA | I'm in CLAS S. | Okay, GOOD . | They were GREAT . |

2 🎧 Listen to the conversation. Then practice it with a partner.

LILY: **HI.** I'm **LILY**.

CARLOS: **NICE** to **MEET** you. I'm **CARLOS**.

LILY: **WHERE** are you **FROM**?

CARLOS: I'm from **CO**sta **RI**ca. **HOW** about **YOU**?

LILY: I'm from **CH**Ina.

CARLOS: **WHAT** do you **DO**?

LILY: I'm a **STU**dent. **HOW** about **YOU**?

CARLOS: I **WORK** in a **LAB**.

- 3 Work with a partner. Complete the conversation with the sentences from the box. Then practice the conversation with your partner.

I'm from **TO**k~~yo~~. **HOW** about **YOU**?
~~NICE to MEET you. I'm HIro.~~
WHAT'S your **MA**ajor?
YES, I **AM**. **HOW** about **YOU**?
THAT'S MY **MA**ajor **TOO**!

YOON: Hi, I'm **YOON**.

HIRO: **NICE** to **MEET** you. I'm **HIro**.

YOON: **HI HIro**. **WHERE** are you **FROM**?

HIRO: _____

YOON: I'm from **KOREA**. Are you a **STU**dent?

HIRO: _____

YOON: I'm a **STU**dent, **TOO**.

HIRO: _____

YOON: **MATH**. **HOW** about **YOU**?

HIRO: _____

SPEAKING SKILL

ASKING FOR MORE INFORMATION

Sometimes in a conversation, we want to know more information.

Here are some useful ways to ask someone for more information:

NINA: I'm interested in the Friendship Force, but **I have some questions.**

INTERVIEWER: **Can you tell us about** your group?
I'd like to know more about your host family.

ANNIE: And I also learned that language is not always so important.

INTERVIEWER: **What do you mean?**

Here are some useful phrases for asking for more information:

- I have a question / some questions.
- Can you tell (me / us) more about (it / that)?
- What do you mean?
- I'd like to know more about (that).
- Can I ask you a question?
- Why do you think so?

Work with a partner. Student A, read a statement. Student B, ask for more information. Student A, give Student B more information. Use the information from this unit or your own ideas.

Example

A: It's important for high school students to live in a foreign country.

B: *Why do you think so?*

A: It's the best way to learn about another country and to learn the language.

1. You can learn a lot when you travel.
2. With a friend, speaking the same language isn't really important.
3. The Experiment in International Living program is really great!
4. Friendship Force groups are very special.

Switch roles.

5. Living with a host family is a great experience.
6. It's very important to speak two languages.
7. Some people are really nervous when they go to a foreign country.
8. A world of friends is a world of peace.

 **GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.**

FINAL SPEAKING TASK

*In this activity, you are going to introduce one classmate to two other classmates. Try to use the vocabulary, grammar, pronunciation, and language for asking for information from this unit.**

Follow the steps.

- STEP 1:** Work with a partner. Student A, ask Student B questions about his or her profession or major/favorite subject in school, hobbies, native country or city, and native language. Take notes on your partner's answers. Then switch roles.
- STEP 2:** Find another pair of students (Students C and D). Student A, tell the pair four things about Student B. Students C and D, after each piece of information, ask Student B for more information. Use the phrases from the Speaking Skill on page 24. Student B, answer the questions.
- STEP 3:** Complete the activity three more times, switching roles each time so that everyone in the group has a chance to tell about someone, ask for more information, and give more information.

Example

A: I'm going to tell you about my friend Francisco. He's new here.

C: **What do you mean?**

B: I moved here last week. I'm from Buenos Aires, Argentina.

A: Francisco speaks three languages.

D: That's so cool! **What languages do you speak?**

B: I speak Spanish, Portuguese, and some English.

C: Wow. **Can I ask you a question?**

B: Sure.

D: How did you learn Portuguese?

B: Well, I lived in Brazil for a year in high school. It's an amazing country.

D: **Why do you think so?**

B: Because I love soccer!

*For Alternative Speaking Topics, see page 27.

UNIT PROJECT

The Friendship Force works for world peace. Learn about another organization that works for world peace.

STEP 1: Choose an organization. You may choose from the following list.

- United States Peace Corps
- Médecins sans Frontières (Doctors without Borders)
- Seeds of Peace
- World Peace Project for Children
- Artists without Borders
- Kids without Borders
- Peace through the Arts Camp

STEP 2: Get information about the organization. Use the Internet or a library.

STEP 3: Give a report about the organization to a small group of your classmates.

Questions to Guide Your Research

1. What is the name of the organization?
2. Who can belong to the organization?
3. What does the organization do?
4. Where did the organization begin? When?
5. Would you like to work for this organization? Why or why not?

Listening Task

Listen to your classmates' reports. Write the name of each organization and ask each student two questions to get more information.

