

StartUp

CSE
Global Scale of English
22–29 A1

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Learning Objectives

WELCOME UNIT

page 2

In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
1 What's going on with you? page 5	<ul style="list-style-type: none"> Activities Life events Tourist activities 	<ul style="list-style-type: none"> Present continuous for temporary situations Simple past + <i>when, before, and after</i> Suggestions with <i>Let's</i> and <i>Why don't</i> 	<ul style="list-style-type: none"> Talk about what you're doing Talk about your family Make and respond to invitations <p>Skill Respond to a suggestion</p>	
2 What do you think? page 17	<ul style="list-style-type: none"> Sensory verbs Attitudes Adverbs of manner 	<ul style="list-style-type: none"> Sensory verbs + <i>like</i> <i>Be</i> + adjective + infinitive Adverbs of degree and manner 	<ul style="list-style-type: none"> Describe two similar things Describe personal traits Talk about how people do things <p>Skill Express disagreement</p>	<ul style="list-style-type: none"> Listen to a podcast about feedback <p>Skill Listen for paraphrasing</p>
3 How was your weekend? page 29	<ul style="list-style-type: none"> Participial adjectives Past participles Adjectives to describe feelings 	<ul style="list-style-type: none"> Participial adjectives Present perfect for past experiences Ability / Inability in the past 	<ul style="list-style-type: none"> Express how you feel Talk about past activities Describe your emotions <p>Skill Change the topic</p>	<ul style="list-style-type: none"> Listen to a podcast of an unusual story <p>Skill Listen for descriptions</p>
4 Would you like something to eat? page 41	<ul style="list-style-type: none"> Lunch foods Partitives Food at a barbecue 	<ul style="list-style-type: none"> Count and non-count nouns with <i>some, any, and no</i> <i>Much / Many / A lot of</i> and <i>How much / How many</i> <i>Enough</i> and <i>Too much / Too many</i> + nouns 	<ul style="list-style-type: none"> Talk about food choices Talk about food customs Talk about what you have and need <p>Skill Hesitate</p>	<ul style="list-style-type: none"> Listen to a podcast about blue zones <p>Skill Listen for comparisons</p>
5 When can we meet? page 53	<ul style="list-style-type: none"> Technology at work Technology issues and hardware Meeting preparation 	<ul style="list-style-type: none"> <i>Could</i> and <i>should</i> for suggestions <i>Will, may, and might</i> to express likelihood <i>Have to / Need to</i> for obligation and necessity 	<ul style="list-style-type: none"> Make and respond to suggestions Identify problems and solutions Talk about what you need to do <p>Skill Show you understand</p>	<ul style="list-style-type: none"> Listen to phone messages about tech issues <p>Skill Listen for instructions</p>

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> • Main stress • Thought groups 	<ul style="list-style-type: none"> • Read about work friendships <p>Skill Find the topic</p>	<ul style="list-style-type: none"> • Write an email to make plans <p>Skill Use transition words for time</p>	<ul style="list-style-type: none"> • Describe photos of activities you've been doing lately 	<p>Grammar</p> <ul style="list-style-type: none"> • Learn grammar in phrases and sentences
<ul style="list-style-type: none"> • The letter s • Syllables and stress 	<ul style="list-style-type: none"> • Read about life-changing advice <p>Skill Find the main idea</p>	<ul style="list-style-type: none"> • Write a recommendation <p>Skill Write complete sentences in formal writing</p>	<ul style="list-style-type: none"> • Make a video about a product that you like 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Describe what you see
<ul style="list-style-type: none"> • The -ed ending in adjectives • Stressed words 	<ul style="list-style-type: none"> • Read about extreme sports <p>Skill Notice text structure: Interviews</p>	<ul style="list-style-type: none"> • Write a description of a trip <p>Skill Use descriptive adjectives</p>	<ul style="list-style-type: none"> • Describe photos of your weekend 	<p>Pronunciation</p> <ul style="list-style-type: none"> • Flashcards for pronunciation
<ul style="list-style-type: none"> • Dropped syllables • Phrases with <i>of</i> 	<ul style="list-style-type: none"> • Read about the science of dessert <p>Skill Identify supporting details</p>	<ul style="list-style-type: none"> • Write about a holiday meal <p>Skill Add sentence variety</p>	<ul style="list-style-type: none"> • Make a video about a dish you want to cook and what foods you need to make it 	<p>Grammar</p> <ul style="list-style-type: none"> • Use grammar on flashcards
<ul style="list-style-type: none"> • Consonant groups • Weak and blended pronunciation of <i>to</i> 	<ul style="list-style-type: none"> • Read about 3D printing <p>Skill Identify text structure: Problem / Solution</p>	<ul style="list-style-type: none"> • Write advice on how to manage your time <p>Skill Use qualifiers</p>	<ul style="list-style-type: none"> • Make a video about a technology that helps you 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Label a picture

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 How's your lunch? page 65	<ul style="list-style-type: none"> Adjectives to describe food Gift items Storytelling expressions 	<ul style="list-style-type: none"> <i>Too</i> and <i>enough</i> + adjectives Verbs + two objects Past continuous; past continuous with <i>when</i> 	<ul style="list-style-type: none"> Talk about food preferences Talk about gifts Talk about past events Skill Show surprise	<ul style="list-style-type: none"> Listen to a story about fate Skill Listen for intonation
7 Where are you going? page 77	<ul style="list-style-type: none"> Verbs / Adjectives + prepositions Words to describe a place Geographical features 	<ul style="list-style-type: none"> Gerunds as objects of prepositions <i>Would like / love / hate</i> + infinitive Superlative adjectives 	<ul style="list-style-type: none"> Talk about an upcoming trip Talk about what you would like to do Talk about geographical features Skill End a conversation	<ul style="list-style-type: none"> Listen to a quiz show about geography Skill Listen for specific information
8 What are you doing tonight? page 89	<ul style="list-style-type: none"> Instruments and musicians Evening events Healthy habits 	<ul style="list-style-type: none"> Questions about the subject and object <i>So / Because (of)</i> to show cause and effect Time expressions 	<ul style="list-style-type: none"> Talk about music Talk about evening plans Describe habits and routines Skill Turn down an invitation politely	<ul style="list-style-type: none"> Listen to a podcast about technology Skill Listen for examples and supporting statements
9 Where do you want to meet? page 101	<ul style="list-style-type: none"> Living room furniture and decor Reasons for being late Places in and around the house 	<ul style="list-style-type: none"> Future with <i>will, be going to</i>, present continuous, and simple present Indirect questions Adverbs and adverbial phrases of place 	<ul style="list-style-type: none"> Talk about plans Talk about reasons for being late Talk about where things are Skill Ask if there is a problem	<ul style="list-style-type: none"> Listen to a story about a cat Skill Predicting
10 How long did you work there? page 113	<ul style="list-style-type: none"> Job interviews Work experience Soft skills 	<ul style="list-style-type: none"> Tag questions Present perfect with <i>for</i> and <i>since</i>; <i>how long</i> and <i>ever</i> Information questions with the present perfect 	<ul style="list-style-type: none"> Start a job interview Talk about your work experience Give more details about your work experience Skill Express an opinion	

GRAMMAR PRACTICE page 125

VOCABULARY PRACTICE page 155

REFERENCES page 159

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> The vowels /i/ and /ɪ/ Weak pronunciation of object pronouns 	<ul style="list-style-type: none"> Read about unique restaurants <p>Skill Construct mental images</p>	<ul style="list-style-type: none"> Write about an unusual food <p>Skill Show contrast</p>	<ul style="list-style-type: none"> Describe photos of a celebration 	<p>Pronunciation</p> <ul style="list-style-type: none"> Find new sources
<ul style="list-style-type: none"> Blending: <i>want</i> to ("wanna") and <i>going</i> to ("gonna") Dropping the /t/ and linking in superlatives 	<ul style="list-style-type: none"> Read about unusual hotels <p>Skill Identify point of view</p>	<ul style="list-style-type: none"> Write a description of a place <p>Skill Include one topic per paragraph</p>	<ul style="list-style-type: none"> Describe photos of a place 	<p>Grammar</p> <ul style="list-style-type: none"> Learn grammar in context
<ul style="list-style-type: none"> Intonation: Showing enthusiasm Main stress to emphasize a contrast 	<ul style="list-style-type: none"> Read about the power of music <p>Skill Ask and answer questions</p>	<ul style="list-style-type: none"> Write suggestions for meeting people <p>Skill Write informally</p>	<ul style="list-style-type: none"> Describe photos of your healthy habits 	<p>Vocabulary</p> <ul style="list-style-type: none"> Create connections
<ul style="list-style-type: none"> The letter a Stress in compounds 	<ul style="list-style-type: none"> Read product reviews <p>Skill Identify fact vs. opinion</p>	<ul style="list-style-type: none"> Write about your dream home <p>Skill Use parallel structure</p>	<ul style="list-style-type: none"> Make a video about a room you'd like to redecorate 	<p>Pronunciation</p> <ul style="list-style-type: none"> Practice word stress for pronunciation
<ul style="list-style-type: none"> Stressed syllables in nouns Weak and contracted pronunciations of <i>have</i> and <i>has</i> 	<ul style="list-style-type: none"> Read interview advice <p>Skill Make associations</p>	<ul style="list-style-type: none"> Write a cover letter <p>Skill Consider your audience</p>	<ul style="list-style-type: none"> Make a video about your dream job 	<p>Grammar</p> <ul style="list-style-type: none"> Tell a story to practice verb tenses

Key

 audio

 video

 ActiveTeach

 flashcards

 video/coach

 web search

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Play the Name Game.



B Ask for help

00-01 Complete the conversations with sentences from the box. Then listen and check your answers.

~~Could you explain that?~~

Did you say a pen?

Do you mean first we should work alone?

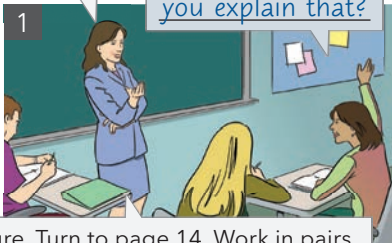
I'm sorry. What page?

What's the word for this in English?

What I mean is you shouldn't read aloud.

OK, everyone. Ask your partner the questions on page 14.

1



Sure. Turn to page 14. Work in pairs. Ask your partner the questions.

I'm sorry. I don't understand. Can you explain that?

Could I borrow a pen, please?

2



Yes, a pen. Thanks.

Excuse me, Sue.

3



An outlet? Thanks.

When you finish, please check your answers with a partner.

4



Yes, that's right.

Sorry. _____

Class, please look at the article on page 8 and read it to yourselves.

5



Sorry, I don't understand.

_____ Read silently.

OK, everyone. Open your books to page 52.

6



Page 52.

C ROLE PLAY Choose a conversation from 1B. Make your own conversation. Use different information.

2 LEARN ABOUT YOUR BOOK

1. Look at pages iv-vii. What information is on those pages?


2. How many units are in the book? _____

3. How many lessons are in each unit? _____

4. Where is the grammar practice? _____

5. Look at the QR code . Find the icon on page 7. What does it mean? _____

6. Look at the  **I CAN STATEMENT** at the bottom of page 7. What does it tell you? _____

7. Look at this icon . Find it on page 13. What does it mean? _____



3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English App for StartUp? _____

2. Where are the instructions for registering for the app? _____


3. Look at the picture of the app. What do you see? _____

4. Look at the picture again. Fill in the blanks with the numbers 1-3.

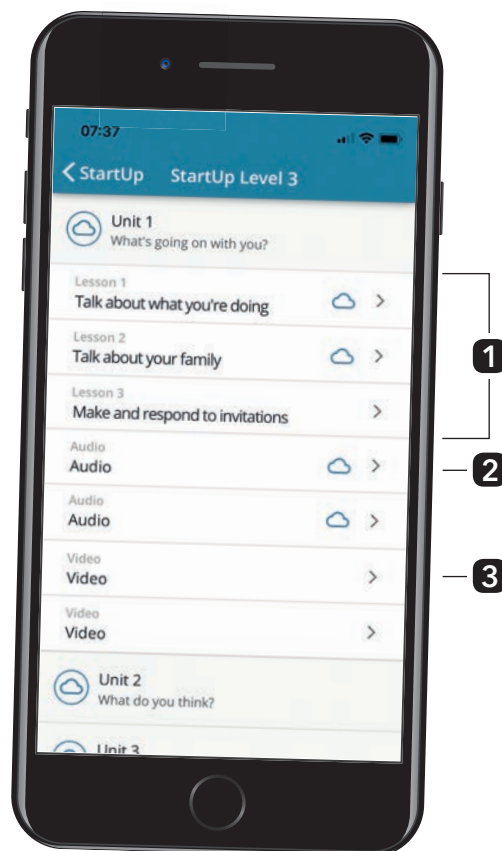
a. Number _____ shows the practice activities.

b. Number _____ shows the video files.

c. Number _____ shows the audio files.

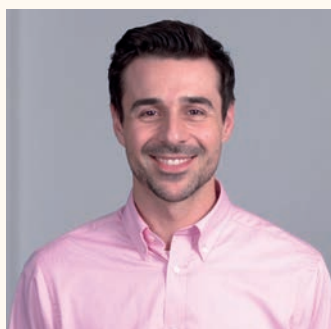
5. Look at the picture again. What does this  mean? _____

6. Look at the QR code on page 7 again. What happens when you scan the code? _____



TSW MEDIA MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



MARIO CALVO

Promotions manager



▶00-02 Hi! My name is Mario Calvo. I'm from Ecuador. I work in the Quito office and I'm a promotions manager. I'm married—my wife and I are going to have a baby very soon.



SARAH GOLD

Head of events planning



▶00-05 Hey there! My name is Sarah Gold. I work in the Toronto, Canada office. I'm the head of events planning. I'm married, with one son. My hobby is running triathlons.



LUCAS MORALES

Illustrator



▶00-03 Hi! I'm Lucas Morales. I'm from San José, Costa Rica. I'm an illustrator. I love comic books and my favorite movies and TV shows are science fiction and fantasy.



ALBA PARDO

Accounts manager



▶00-06 Hello. My name is Alba Pardo. I am an accounts manager and I work in Mexico City. I live with my two children and my mother. My office is full of plants and flowers.



ERIC PARK

Copywriter



▶00-04 Hello. I'm Eric Park and I'm from Seoul, South Korea. I'm a copywriter. I love riding my bicycle, and I've ridden my bike across Korea a few times.



MANDY WILSON

Market researcher



▶00-07 Hi! I'm Mandy Wilson and I'm from New York City. I'm a market researcher. I live with my sister and we have a cat. I love to knit and right now, I'm knitting my boyfriend another scarf. He's a firefighter.



WHAT'S GOING ON WITH YOU?

LEARNING GOALS

In this unit, you

- ⊗ talk about what you're doing
- ⊗ talk about your family
- ⊗ make and respond to invitations
- ⊗ read about work friendships
- ⊗ write an email to make plans



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of colleagues talking. What do you see?
- C** Now read Sarah's message. What is she doing this week?



SARAH GOLD

@SarahG

I'm at our main office for a week. Looking forward to meeting colleagues from all over the world!

LESSON 1

TALK ABOUT WHAT YOU'RE DOING



SARAH GOLD

@SarahG

Can't wait to see my good friend and co-worker Mario. I wonder what's new with him.



1 VOCABULARY Activities

A ▶01-01 Listen. Then listen and repeat.



B Look at the verbs and activities in 1A. List one more activity for each verb. *take piano lessons*

C **PAIRS** Are you familiar with any of the activities in 1A or something similar? Discuss.



2 GRAMMAR Present continuous for temporary situations

Affirmative statements			Negative statements			
Subject	Be	Verb + -ing	Subject	Be	Not	Verb + -ing
I	am	taking a class.	I	am	not	looking for a job anymore.
He	is		He	is		
They	are		They	are		
Yes / No question				Short answers		
Be	Subject	Verb + -ing	Affirmative		Negative	
Are	you	still living in Quito?	Yes, I am.		No, I'm not.	
Information questions				Answers		
Wh- word	Be	Subject	Verb + -ing	Subject	Be	Verb + -ing
What	is	Mario	doing these days?	He	is	taking a class.
Where	are	they	studying now?	They	are	studying in the office.

Use contractions, such as *I'm*, *he's*, *she's*, etc., in spoken English and informal writing.

Notes

- Use *these days* for a situation that is temporary. *I am traveling a lot **these days**.*
- Use *still* for a situation that continues to be true. *Mario is **still** living in Quito.*
- Use *not...anymore* for a situation that is no longer true. *He is **not** living in Atlanta **anymore**.*

>> FOR PRACTICE, GO TO PAGE 125

3 PRONUNCIATION

A ▶ 01-03 Listen. Notice the main stress. Then listen and repeat.

A: What are you doing these days?

B: I'm taking an online class. What about you?

A: Well, I'm living in New York now.

Main stress

We stress the important words in a sentence. One word has the main (strongest) stress. The pitch goes up or down on that word. The main stress is often on the last important word in the sentence.

B ▶ 01-04 Listen. Underline the word that has the main stress in each sentence. Then listen and repeat.

1. A: What's going on with you?
B: Well, I'm taking tennis lessons.

2. A: What's your sister doing?
B: She's working at a bank now.

3. A: Is your brother still living in Madrid?
B: Yes, but he's moving to Toronto soon.

C **PAIRS** Practice the conversations in 3B.

4 CONVERSATION



A ▶ 01-05 Listen or watch. Circle the correct answers.

- Mario is looking for a new house because ____ .
 - his wife is going to have a baby
 - he's moving to a new city
 - he's going to school
- Mario is learning about ____ .
 - computer software
 - photography
 - engineering

- Sarah is taking ____ in the spring.
 - a workshop
 - a class
 - a vacation



B ▶ 01-06 Listen or watch. Complete the conversation.

Sarah: So, what are you doing these days?

Mario: I'm taking an online class.

Sarah: That's ____.

Mario: Yeah, it's pretty interesting. What's going on with you?

Sarah: Well, I'm studying Japanese.

Mario: That's really ____!

C ▶ 01-07 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas.

studying graphic design

taking guitar lessons

5 TRY IT YOURSELF

A **PAIRS** Talk about what you're doing these days. Ask your partner questions.

B **WALK AROUND** Ask your classmates what they're doing these days. Report to the class. Is there someone who is doing the same thing as you?

I CAN TALK ABOUT WHAT I'M DOING.



LESSON 2 TALK ABOUT YOUR FAMILY



SARAH GOLD

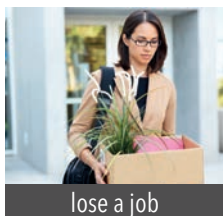
@SarahG

Having a great time at the conference. I'm learning so much about my co-workers.

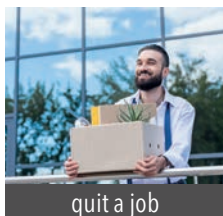


1 VOCABULARY Life events

A 01-08 Listen. Then listen and repeat.



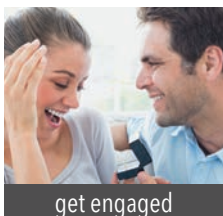
lose a job



quit a job



start a business



get engaged



graduate from college



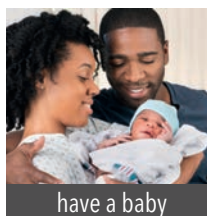
apply to graduate school



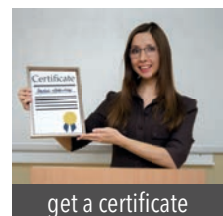
change careers



adopt a pet



have a baby



get a certificate

B Look at the life events in 1A. Put the events into the groups below.

School	Career	Personal
	lose a job	

C PAIRS Tell your partner about three things from 1A that you or a family member has done.



2 GRAMMAR Simple past + when, before, and after

Use *when*, *before*, and *after* to introduce a time clause. Use *when* or *after* to introduce the action that happened first. Use *before* to introduce the action that happened second.

Affirmative statements

Main clause	Past time clause
They moved to a new house	when they had a baby. (<i>They had a baby first.</i>)
He took some classes	before he opened the café. (<i>He opened the café second.</i>)
She went to Kyoto	after she visited Tokyo. (<i>She visited Tokyo first.</i>)

Yes / No question		Short answers	
Main clause	Past time clause	Affirmative	Negative
Did he take classes	before he opened the café?	Yes, he did .	No, he didn't .

Information question		Answer	
Main clause	Past time clause	Subject	Verb
What did he do	after he lost his job?	He	started a business.

Note: The time clause comes after a main clause or at the beginning of the sentence. The meaning does not change. When it is at the beginning of the sentence, put a comma at the end of the clause. **Before** he opened the café, he took some classes.

>> FOR PRACTICE, GO TO PAGE 126



3 PRONUNCIATION

- A** ▶01-10 Listen. Notice how we divide the sentences into thought groups. Then listen and repeat.

He took some **clás**ses / before he opened the **café**.

He started his own **busi**ness / after he lost his **job** / a few **months** ago.

- B** ▶01-11 Write a line (/) after each thought group. Then listen and check your answers.

1. I was really upset when I heard the news.
2. Did you learn Korean before you moved to Seoul?
3. I applied to graduate school after I quit my job.
4. She studied Italian for a year before she went to Italy.
5. We moved to a house in the country after we had the baby.

- C PAIRS** Practice saying the sentences in 3B. Underline the main stress in each thought group.

Thought groups

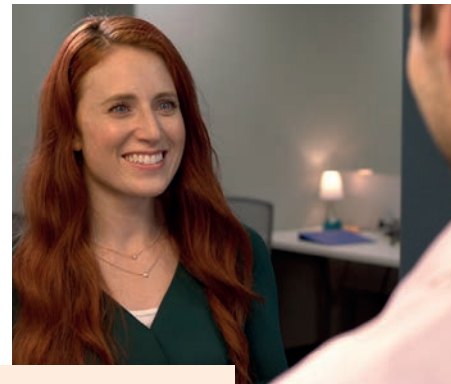
We break long sentences into thought groups. Each thought group has a main stress. We often pause (stop) a little between each group.

4 CONVERSATION



- A** ▶01-12 Listen or watch. Put a checkmark (✓) next to the correct name.

	Living with parents	Started a business	Lost his job	Quit his job	Took business classes
Eddie					
Mark					



- B** ▶01-13 Listen or watch. Complete the conversation.



Sarah: How's your brother?

Mario: OK. He **quit his job** _____ his office moved.

Sarah: Oh. That's too bad.

Mario: Yeah. He's doing all right. How's your husband?

Sarah: He's great. He **started his own business** _____ he took some classes.

Mario: Wow! Good for him.

- C** ▶01-14 Listen and repeat. Then practice with a partner.

- D PAIRS** Make new conversations. Use these words or your own ideas. **lost his job** **changed careers**

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Think about what your family's been doing. Complete the chart.

	when	
	after	
	before	

- B PAIRS** Talk about your family. Ask questions to get more information.

A: My sister got engaged after she graduated from college.

B: That's great. When is she getting married?

■ I CAN TALK ABOUT MY FAMILY.



LESSON 3 MAKE AND RESPOND TO INVITATIONS



SARAH GOLD

@SarahG

The weekend is finally here.
Excited to see my favorite city!



1 VOCABULARY Tourist activities

A 01-15 Listen. Then listen and repeat.

TRAVEL
BOOK
CONTACT



go to a concert



go to a play



go to a restaurant



go to a museum



go sightseeing



go souvenir shopping



go on a tour

B Write one activity from 1A under each picture. Some pictures can have more than one activity.



1. _____



2. _____



3. _____



4. _____



5. _____

C PAIRS Imagine you're going on vacation to Vienna, Shanghai, or another major city. Look at the activities in 1A. Which activity would you want to do most? Why?

I'd want to go souvenir shopping because...



2 GRAMMAR Suggestions with *Let's* and *Why don't*

Let's	Not	Base form of verb	Why don't	Subject	Base form of verb
Let's		go sightseeing.	Why don't	you	try a bus tour?
	not	spend too much money.		we	meet by the elevator?

>> FOR PRACTICE, GO TO PAGE 127

3 CONVERSATION



A ▶ 01-17 Listen or watch. Circle the correct answers.

1. What is Sarah doing on Friday?
 - a. She's meeting a friend.
 - b. She's going home.
 - c. She's going souvenir shopping.
2. When do Sarah and Mario plan to go on a tour?
 - a. before souvenir shopping
 - b. after dinner
 - c. before the conference
3. Who does Sarah need to shop for?
 - a. herself
 - b. her friends
 - c. her family
4. What's the problem with their dinner plans?
 - a. They can't agree on a restaurant.
 - b. The restaurant is booked.
 - c. The restaurant is closed.



B ▶ 01-18 Listen or watch. Complete the conversation.



Mario: Do you want to go sightseeing tonight?

Sarah: Sorry, I have plans. _____ we do something tomorrow?

Mario: Sure. What do you want to do?

Sarah: _____ go on a tour.

Mario: OK. That sounds great.

CONVERSATION SKILL

Respond to a suggestion

To respond to a suggestion, say: *Sure., Sounds good., OK. That sounds great., Hmm. I'm not sure., No. Let's not., I'd rather not., or I don't feel like it.*

A: Let's go to a play.

B: Sure. Sounds good.

Listen to or watch the conversation in 3A again. Underline the words that you hear above.



C ▶ 01-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of something fun to do in your city. Complete the chart.

What to do	Details

B PAIRS Invite your partner. Make a suggestion about what to do. Ask questions to get more information.

A: Let's go to the free concert on Friday.

B: Sure. Where is the concert?

A: It's downtown. Why don't we take the bus together?

B: OK. That sounds great.

C CLASS Report to the class. What places or activities did you talk about?

■ I CAN MAKE AND RESPOND TO INVITATIONS.



LESSON 4

READ ABOUT WORK FRIENDSHIPS



SARAH GOLD

@SarahG

How important is it to have friends at work? Check out this article. You might be surprised!

1 BEFORE YOU READ

- A PAIRS** Do you or did you have friends at work? Were they important to you? Talk about them.

I had a few friends at my last job. My friend Amy was...



- B VOCABULARY** ▶ 01-20 Listen. Then listen and repeat.



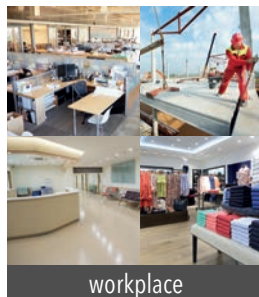
friendship



research



employees



workplace



encourage

>> FOR PRACTICE, GO TO PAGE 155

2 READ

- A** Read the Reading Skill. Look at the title. Which answer best describes the topic?
- a. how to find a job
 - b. making new friends
 - c. friendships at work

- B** ▶ 01-21 Listen. Read the article.

READING SKILL Find the topic

The *topic* is what an article is about. When you know the topic before you begin reading, it is easier to understand the article. One way to find the topic is to think about the title.

DO FRIENDSHIPS WORK AT WORK?

Many people around the world spend a lot of time at work. In fact, they spend more time with co-workers than with friends and family. With all the time we spend at our jobs, does it make a difference to us or to our employers if we become friends with our co-workers?

Research shows that employees are 50 percent happier with their jobs when they have friends at work. And for that reason, they're more likely to work harder and be loyal to their companies. A recent article in the *Harvard Business Review* highlights the importance of friendships in the workplace. According to the article, "Friendships at Work," these friendships help to create "a common sense of purpose and the mentality that we are in it together."

Many companies are starting to see the value of friendships in the workplace and have thought of some interesting ways to help build these friendships. For example, Zappos, the online shoe company, has a very special way to make sure its employees think about friendship. Every time employees log on to their computers, they see a picture of another employee. Then they are asked some questions. *How well do you know this person? Do you just say hello? Do you spend time together after work? Are you really good friends?* In

this way, Zappos asks employees to think about the other people in the office. "My hope," says Zappos owner Tony Hsieh, "is that we can have more employees who plan to be close friends." The company also encourages everything from cookouts to bowling parties. They believe that people who know each other better will work together better.

Other companies also work hard to help their employees make friends. Google is famous for encouraging friendships at work. The company has game rooms, a rock climbing wall, a gym, and a swimming pool. They even have restaurants with free food so that employees can spend time together. Employee Camille James moved from Tokyo to California to work for Google. She belongs to a bowling team and a salsa dance group at the company. She says that they help "break down the walls" that can happen in a large organization.

Research shows that people stay longer at companies and are better employees when they have friends at work. So, when you're looking for your next job, look for a company that encourages people to have friends at work. You will probably like your job more, and you'll be a better employee!



3 CHECK YOUR UNDERSTANDING

- A** Read the article again. What is the article mainly about?
- how all tech companies are helping employees to be better workers
 - the importance of friendships at work and what some companies are doing
 - which companies are the best to work for if you're looking to make new friends

- B** Read the article again. Circle the correct answers.

- People are more loyal to their companies when they have ____ at work.
 - friends
 - free food
 - more vacations
- Research about friendships at work shows that people ____ .
 - aren't interested in having friends at work
 - feel more involved when they have friends at work
 - don't work hard when they have too many friends at work
- Zappos asks its employees if they know each other so that ____ .
 - they think about who they know at work
 - the company can learn more about their employees
 - managers know about friendships at the company
- Camille James joined the bowling team to ____ .
 - get more exercise
 - get to know people
 - learn a new sport
- Zappos and Google encourage friendships at work by ____ .
 - giving away free food
 - providing a gym where people can meet
 - planning fun events for employees

- C FOCUS ON LANGUAGE** Reread lines 34–43 in the article. Think about the phrases *famous for* and *break down the walls*. Circle the correct answers.

- The expression *famous for* means ____ .
 - well-known for
 - loved for
 - not known for
- The expression *break down the walls* means to ____ .
 - change offices to make them more open
 - help people get to know each other
 - help people find new jobs at other companies

- D PAIRS** What was the article about? Retell the most important ideas. Use your own words.

4 MAKE IT PERSONAL

Find other companies that encourage friendships at work.



- A** Think about your friends. Where did you meet them? Was it at school, at a job, or somewhere else? How did you meet? Complete the chart.

Friend's name	Where did you meet?	How did you meet?

- B PAIRS** Compare your charts. Did you meet your friends at the same kinds of places?

☐ I CAN READ ABOUT WORK FRIENDSHIPS.



SARAH GOLD

@SarahG

My friend is visiting Toronto next month. Any ideas for things we could do?

1 BEFORE YOU WRITE

- A** Think about a time when a friend visited you for a few days. What did you see and do?
- B** Read Sarah's email. How does Sarah feel about Maria's visit?

Re: plans for your visit

From: Sarah Gold ↩️ 🗑️

To: Maria

Hi, Maria!


I'm excited to see you next month!

What do you want to do when you get here on Friday? I'm working that day, so I'm busy in the afternoon. But my sister Ana is free, and she's looking forward to seeing you again. Why don't you two meet at the Royal Ontario Museum? I can meet you both there after work. Then we can have dinner. There's a great Korean restaurant near the museum. I can make a reservation. On Saturday, let's go on a tour of the city. We can sightseeing in the morning and later do some souvenir shopping, too. I'm sure you'd like to buy some gifts for your family. Afterward, I'd love to see a play. Would you? I can try to get tickets for Saturday night.

On Sunday, why don't we take a walk by the river before you leave? We can get some brunch, too.

Let me know what you'd like to do. I can't wait to see you!

Sarah



- C** Read the email again. What do you think of Sarah's suggestions? What things would you or wouldn't you like to do? Complete the chart.

Things I like	Things I don't like

2 FOCUS ON WRITING

- A** Read the Writing Skill.

WRITING SKILL Use transition words for time

Transition words for time can show *when* something happened. Use these words to make your writing clearer. Then the reader will know the order events happened.

Transition words for time include: *while, after, when, during, next, then, so far, later, soon, sometimes, afterward, following, whenever, etc.*

Look at this example: *I went to the store. Then I had some lunch. Later, I went to the library. While I was at the library, I saw José.*

- B** Reread Sarah's email. Underline all the transition words for time.

- C** Read the email again. Complete the chart. Write the activities from the email in the order they will happen.

Friday	Saturday	Sunday
Arrive in Ontario		

3 PLAN YOUR WRITING

- A** Your friend wants to visit you for the weekend. Where will you go? What will you do? Write the activities in order.

Friday	Saturday	Sunday

- B PAIRS** Tell your partner about your plans.

On Saturday morning, we will go to a nice restaurant and have breakfast. Then we will go for a walk in the park.

4 WRITE

Write an email to your friend using your plans from 3A. Remember to use transition words for time. Use the email in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange emails and read your partner's email.

1. Underline all the transition words for time.
2. Did your partner explain the plans in order?
3. Did your partner include information for all three days?

- B PAIRS** Can your partner improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶01-22 Listen or watch. What is Yu talking about?



B ▶01-22 Listen or watch again. Answer the questions.

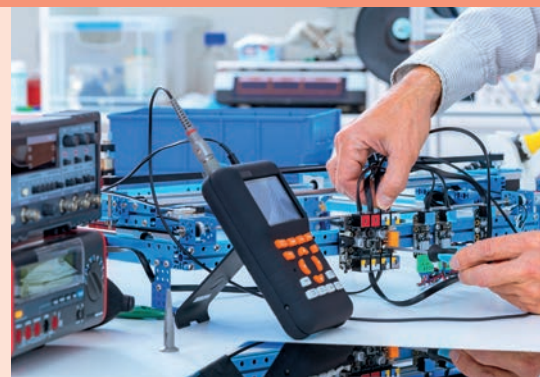
1. What is Yu doing these days? _____
2. Where is Yu living these days? _____
3. What does Yu do on the weekends? _____

C Show your own photos.

Step 1 Think about what you've been doing lately. Choose 3-4 photos that show what activities you are doing or no longer doing.

Step 2 Show your photos to the class. Talk about the activities.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

LEARN GRAMMAR IN PHRASES AND SENTENCES

Choose a grammar point that you want to learn. Practice the grammar point in phrases and sentences to help you speak more fluently. Write phrases and sentences using this grammar in your notebook. Read them aloud to memorize them.

Find grammar phrases in the unit that help listeners understand connections between ideas. For example, *these days* helps listeners know that you're talking about what you've been doing lately. Write a sentence with each phrase to practice. Read the sentences aloud when you study.

Where are you living these days?

I'm still living with my parents.



3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about what you're doing
- ☐ Talk about your family
- ☐ Make and respond to invitations

Vocabulary

- ☐ Activities
- ☐ Life events
- ☐ Tourist activities

Pronunciation

- ☐ Main stress
- ☐ Thought groups

Grammar

- ☐ Present continuous for temporary situations
- ☐ Simple past + *when, before, and after*
- ☐ Suggestions with *Let's* and *Why don't*

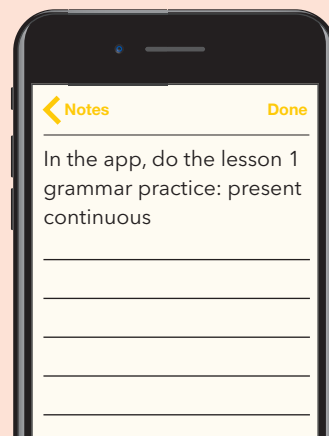
Reading

- ☐ Find the topic

Writing

- ☐ Use transition words for time

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.





WHAT DO YOU THINK?

LEARNING GOALS

In this unit, you

- 🕒 describe two similar things
- 🕒 describe personal traits
- 🕒 talk about how people do things
- 🕒 read about life-changing advice
- 🕒 write a recommendation



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a team meeting. What do you see?
- C** Now read Eric's message. What does Eric mean when he says that he's "excited, but a little nervous?"



ERIC PARK

@EricP

I'm in charge of my first big project.
I'm excited, but a little nervous.

LESSON 1

DESCRIBE TWO SIMILAR THINGS



ERIC PARK

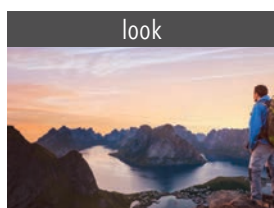
@EricP

First meeting about my new project today. Hope it goes well!

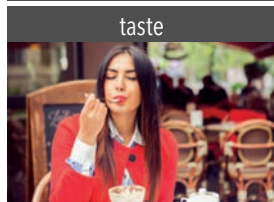


1 VOCABULARY Sensory verbs

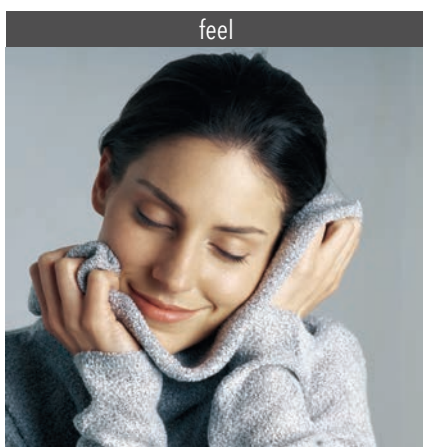
A ▶02-01 Listen. Then listen and repeat.



The view **looks** beautiful.



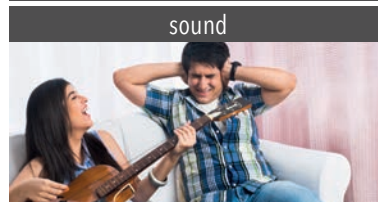
The dessert **tastes** sweet.



The sweater **feels** soft.



The sneaker **smells** bad.



The music **sounds** terrible.

B Look at the pictures. Complete the sentences with sensory verbs from 1A.



silk



butter



a coconut



a fire alarm



a movie star

1. My new silk shirt _____ soft.
2. Butter _____ delicious on fresh bread.
3. This coconut _____ fresh.
4. The fire alarm _____ very loud!
5. Wow! That movie star _____ beautiful.



2 GRAMMAR Sensory verbs + like

Use *like* after sensory verbs to show that two things are similar.

Subject	Sensory verb	Like	Object
The shampoo	smells	like	coconuts.
Your hair	feels		silk.
They	look		movie stars.
Her alarm	sounds		a bird.
This butter	tastes		garlic.

Notes

- Use *a little* or *a lot* before *like* to express the degree of similarity.
She looks **a little like** her mother. This tofu tastes **a lot like** chicken.
- Sensory verbs express states, not actions. Do not use sensory verbs or other non-action verbs in the present continuous tense.
My room **smells** like flowers. **not** My room **is smelling** like flowers.

>> FOR PRACTICE, GO TO PAGE 128



3 PRONUNCIATION

The letter s

The letter s usually has the sound /s/ or /z/. Use your voice to say the sound /z/. Do not use your voice to say the sound /s/.

- A** ▶02-03 Listen. Notice the /s/ or /z/ sound of the underlined letter s. Then listen and repeat.

/s/ soft looks /z/ easy feels

- B** ▶02-04 Listen. Notice the sound of the underlined s. Circle the word that does **not** have the sound shown. Then listen and repeat.

1. /s/ silk sure sweet smell 3. /s/ likes tastes delicious flowers
2. /z/ sounds smells this these 4. /z/ busy music usually reports

- C PAIRS** Practice the words in 3B. Then practice the sentences in the grammar chart.

4 CONVERSATION



- A** ▶02-05 Listen or watch. Circle the correct answers.

- Eric and Lucas are working on ____.
a. a new shampoo b. an advertisement c. a drawing
- Eric doesn't want honey in his hair because it doesn't ____.
a. taste good b. smell good c. feel good
- Lucas ____ a woman on the beach.
a. draws b. finds a picture of c. writes about



- B** ▶02-06 Listen or watch. Complete the conversation.



Eric: How would you describe the shampoo?

Lucas: How about this? It _____
coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your hair _____ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll _____ a movie star?

Lucas: Good idea!

CONVERSATION SKILL Express disagreement

To express disagreement, say: *I disagree.*, *I don't agree.*, *I don't think so.*, *I hate to disagree (with you).*, *but...*, *I'm not so sure (about that).*, *I don't know (about that).*, or *I wouldn't say that.*

A: This tastes like chicken.

B: I disagree.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

- C** ▶02-07 Listen and repeat. Then practice with a partner.

- D PAIRS** Make new conversations. Use these words or your own ideas.

candy peaches rock star model

5 TRY IT YOURSELF

- A GAME** Student A, describe something. Don't say what it is. Student B, guess what your partner is describing.

A: It smells like coconuts, and it feels like...

B: Is it a...?

- B WALK AROUND** Continue the game. Describe things for your classmates. Report to the class. Who guessed what you were describing?

■ I CAN DESCRIBE TWO SIMILAR THINGS.



LESSON 2 DESCRIBE PERSONAL TRAITS



ERIC PARK

@EricP

The people on my project team are from five countries. That's a lot of time zones!

1 VOCABULARY Attitudes

A ▶ 02-08 Listen. Then listen and repeat.



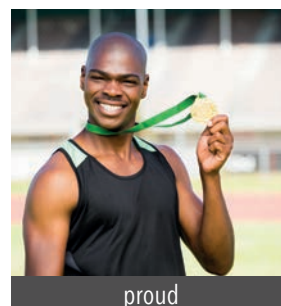
difficult



eager



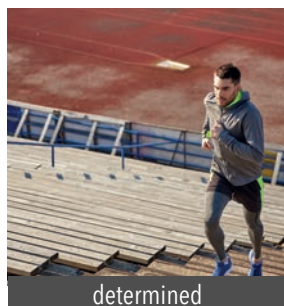
delighted



proud



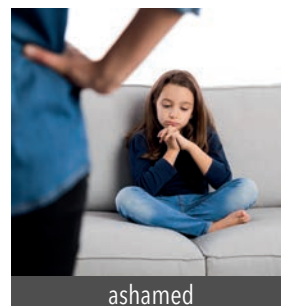
willing



determined



afraid



ashamed

B ▶ 02-09 Listen to the descriptions of people's attitudes. Write one word from 1A to match each description.

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

C **PAIRS** Student A, describe yourself or someone else using one of the words from 1A. Student B, guess the word.

A: I work hard and study a lot.

B: Determined.

2 GRAMMAR Be + adjective + infinitive



Infinitives can follow certain adjectives that describe reactions and feelings.

Subject	Be	Adjective	Infinitive
She	is	eager	to help.
They	are	easy	to work with.
It	is	hard	to reach them.

Notes

- Use adverbs of frequency before adjectives.
*He's **always** eager to help. It's **sometimes** hard to reach them.*
- Use contractions, such as *she's*, *they're*, *it's*, etc., in spoken English and informal writing.

Be careful! Not all adjectives can be followed by an infinitive.

Common adjectives followed by infinitives: *happy, delighted, glad, sad, afraid, ashamed, eager, excited, surprised, shocked, proud, ready, difficult, hard, easy, lucky, willing*

>> FOR PRACTICE, GO TO PAGE 129



3 PRONUNCIATION

- A** ▶02-11 Listen. Notice the number of syllables and the stress. Then listen and repeat.

••	••	•••	•••
eager	afraid	amazing	personal

Syllables and stress

In words with more than one syllable, one syllable is stressed: **eager**. The stressed syllable has a clear vowel sound. In adjectives that end in *-ous*, *-ive*, or *-al*, the ending is unstressed and pronounced with a short, weak vowel: **persónal**.

- B** ▶02-12 Listen. Write each adjective in the correct column in 3A. Then listen and check your answers.

ashamed	creative	willing	practical
nervous	negative	special	delicious

- C** **PAIRS** Make three sentences using the words in 3A and 3B.

4 CONVERSATION



- A** ▶02-13 Listen or watch. Circle T for *True* and F for *False*. Correct the false statements.

- | | | |
|---|---|---|
| 1. Eric and Min-ji are talking about a new product. | T | F |
| 2. Eric enjoys working with Lucas because he is a talented illustrator. | T | F |
| 3. Eric isn't happy with the new freelancers' work. | T | F |
| 4. Eric can talk to the freelancers in Colombia anytime. | T | F |
| 5. It's possible to work at many different locations at TSW Media. | T | F |



- B** ▶02-14 Listen or watch. Complete the conversation.



Min-ji: How's the project going?

Eric: It's going well! Lucas is a _____ guy. He's always **eager to help**.

Min-ji: Oh, good. And what are the new freelancers like?

Eric: They're very _____, and they have a lot of creative ideas.

Min-ji: I'm happy to hear that. I know the old freelancers were **difficult to work with**.



- C** ▶02-15 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

willing to share ideas
afraid to ask questions

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about one of your friends. What is he or she like? Take notes.

- B** **PAIRS** Talk about your friend. Describe his or her personal traits. Ask questions.

A: My friend Beto is great. He's always willing to help me.

B: Oh yeah? How so?



I CAN DESCRIBE PERSONAL TRAITS.

LESSON 3

TALK ABOUT HOW PEOPLE DO THINGS



ERIC PARK

@EricP

75% of employees think feedback is important, but only 30% say they get it. I need to spend more time on this!

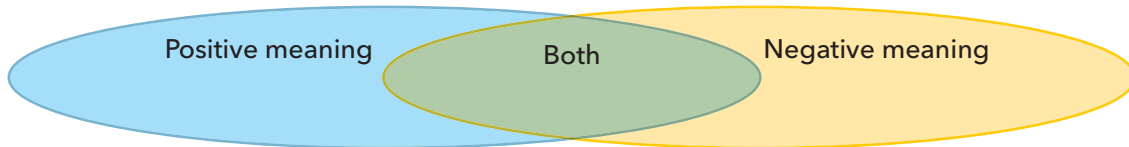


1 VOCABULARY Adverbs of manner

A ▶02:16 Listen. Then listen and repeat.

well: behaving or doing something in a good way
quickly: moving or doing something fast
easily: moving or doing something comfortably
carefully: moving or doing something without making mistakes
badly: behaving or doing something in a way that is not good
slowly: moving or doing something at a low speed
honestly: behaving or doing something in an honest and fair way
carelessly: behaving or doing something without thinking

B Put the adverbs from 1A into the correct categories.



C PAIRS Student A, say an adverb from 1A. Student B, say what can be done this way.

A: easily

B: ride a bike



2 GRAMMAR Adverbs of degree and manner

Adverbs modify verbs. Adverbs can also modify adjectives and other adverbs. Adverbs of degree show *intensity*. Adverbs of manner show *how* something happens.

Subject	Verb	Object	Adverb of degree	Adverb of manner
Yoko	speaks	English	fairly	well.
The manager	spoke		very	honestly.

Adverbs of degree

- Use *fairly* or *pretty* to weaken an adverb. *She speaks English **fairly** well.* = *Her English is OK.*
- Use *really*, *very*, or *extremely* to strengthen an adverb. *She speaks English **really** well.* = *Her English is excellent.*

Adverbs of manner: Most adverbs of manner are formed with an adjective + *-ly*. If the adjective ends with a *y*, change the *y* to *i*.

Adverbs formed with adjective + *-ly*

bad	badly
careful	carefully
careless	carelessly
easy	easily
honest	honestly
quick	quickly

Same adjective and adverb form

fast	fast
hard	hard
late	late

Irregular adverbs

good	well
------	------

>> FOR PRACTICE, GO TO PAGE 130

3 LISTENING

- A** ▶02-18 Listen to the podcast. Circle the correct answer.

Managers give feedback to employees to ____.

- tell them they are working badly
- help improve their performance
- get to know them



LISTENING SKILL Listen for paraphrasing

When you are listening to a speaker, pay attention to words that signal paraphrasing. Speakers use these words to explain something in a different way. Some of these signal words include *in other words*, *or*, *that is*, *which is*, and *which means*.

- B** ▶02-18 Read the Listening Skill. Listen again. Listen for words that signal paraphrasing. Complete the sentences.

- Employee feedback, _____ information about how well someone is working, is important.
- Ask employees for feedback about their work. _____, let them give feedback to you.
- If you start with something positive, employees will be more open to what you have to say, _____ they will listen to your ideas.
- Follow up with your employees. _____, talk to them again.

- C** ▶02-18 Listen again. Look at the poster. Complete the sentences with the missing words.

EFFECTIVE FEEDBACK

Think about your _____ before giving feedback.	Begin with something _____.	Have a _____ message.
Let good _____ give you feedback.	Don't give a poor employee too much _____ feedback.	Give specific suggestions.
Make a _____ with your employees.	Tell your employee what he or she isn't doing well.	Follow up with your employee in a few _____.

- D PAIRS** What are the three best suggestions on the poster in 3C? Discuss.

4 TRY IT YOURSELF

- A MAKE IT PERSONAL** Look at the vocabulary in 1A. Write one sentence about yourself for four of the words.
- B PAIRS** Talk about yourself using your notes from 4A. Ask questions to get more information.
- A: I love to go running. I run very quickly.
B: Oh, really? Where do you like to run?
- C WALK AROUND** Continue the conversation. Talk to three classmates. Report to the class. How did your classmates answer? Were any of your answers similar?

■ I CAN TALK ABOUT HOW PEOPLE DO THINGS.





ERIC PARK

@EricP

Best advice I ever got from my dad:
The harder you try, the luckier you get.

1 BEFORE YOU READ

- A PAIRS** Think about a time when you gave someone advice. What was it? Did this person take your advice? How did that make you feel?

I gave my sister some advice last week. I told her she should look for a new job and...



- B VOCABULARY** ▶02-19 Listen. Then listen and repeat.

a piece of advice: a suggestion about what to do
 a designer: someone who draws or plans new things
 a product: something that people grow or make and then sell
 recycled: changed so that it can be used again
 elegant: simple and beautiful
 wise: able to make good choices and give good advice

>> FOR PRACTICE, GO TO PAGE 155

2 READ

- A PREVIEW** Look at the letter and the photograph. What do you think the letter is about?

- B** ▶02-20 Listen. Read the letter to a newspaper editor.

To the editor:

I was very interested in your article about advice. I once got a piece of advice, and it changed my life.

I'm a designer. Ten years ago, I was designing my first product, and I was determined to show everyone how good I was. After a lot of planning and hard work, I came up with a new design for a bag. The bag was made of recycled plastic bottles. It was black, and it looked and felt like leather. I thought my design was very elegant. My first design job



Most of my co-workers really liked my design. However, one person, Lin, suggested a change. She thought the bag should come in bright colors that you can see in the dark.

"More and more people are running or bicycling after dark," she said, "and bright colors could be very popular with them. This could be a huge seller." I didn't even want to think about Lin's idea. I knew exactly what my bag should look like and exactly what would sell.

That evening I had dinner with my favorite teacher from design school. I told her all about my bag and mentioned Lin's suggestion. I thought my teacher was very wise, and I expected her to tell me how right

I was and how wrong Lin was. Instead, she smiled at me and said, "If you think you know something, find someone who disagrees and listen to them."

At first I was upset, but after I thought about it, I understood. I had been so excited by my own idea that I wasn't willing to listen to anyone else. But Lin's suggestion would make the bag useful to a bigger group of buyers. It also made the bag safer. I decided to include her idea in my presentation to the head of my company. And guess what? He loved it! He even said his favorite part of the design was the bright colors! Over the past ten years, I have often remembered my teacher's advice. Without it, my company might not have chosen to sell my bag. But more importantly, it taught me how important it is to just listen. So remember, be open to advice from other people, even if you don't agree with them at first. You never know how that advice might change your life!

Sincerely,
Elena Mays

3 CHECK YOUR UNDERSTANDING

READING SKILL Find the main idea

The main idea is the most important thought in a piece of writing. It is the topic plus what the writer wants to say about the topic. Sometimes the main idea is stated at the beginning of a text but it may also appear elsewhere in the text. When you read, ask yourself: "What is the text about?" and then, "What does the writer want to tell me about the topic?"

A Read the Reading Skill. Answer the questions.

- Read the letter. Underline the sentence that tells you the main idea.
- Which statement best describes the main idea?
 - People should be open to opinions and advice from others.
 - Only listen to advice from people you trust and get along with.
 - There are many different ways to give good advice.

B Read the letter again. Circle the correct answers.

- Elena wrote this letter to the editor to ____ .
 - show people that she is smart
 - sell more of her bags
 - share some helpful advice
- This bag was very important to Elena because ____ .
 - she was excited that her co-workers liked the design
 - she believed that this was her best idea as a designer
 - she wanted to show that she was a good designer
- Lin's suggestion made the bag ____ and easier to sell.
 - more elegant
 - useful to more people
 - cheaper to make
- Her teacher's advice helped Elena because ____ .
 - it made her more open to other people's ideas
 - it made her feel bad about her own design
 - it made her feel better about her own ideas

C FOCUS ON LANGUAGE Reread lines 10-11 in the letter. Think about the phrases *after dark* and *huge seller*. Circle the correct answers.

- The expression *after dark* means **without lights** / **at night** / **in black clothes**.
- The phrase *huge seller* means **sold in big sizes** / **sold in large numbers** / **sold at high prices**.

D PAIRS What is the letter about? Retell the most important ideas in the letter. Use your own words.

The letter is about how a woman got some advice and...

Find other articles about advice and how it has helped people.



4 MAKE IT PERSONAL

A Think about a time when you were given advice. What was the advice? Who gave it to you? Was it good or bad advice? How did it affect you? Complete the chart.

Advice	Person	Good / Bad	What happened

B PAIRS Tell your partner about the advice you were given. Explain how it did or didn't help you.

My parents gave me great advice about... They said...

I CAN READ ABOUT LIFE-CHANGING ADVICE.

1 BEFORE YOU WRITE

- A** Think about a time when you needed a recommendation. For example, when you applied to a university or applied for a job. What kinds of things were included in the recommendation?
- B** Read Eric's recommendation on an employment website. How does Eric feel about Lucas?



ERIC PARK

@EricP

Just finished writing a recommendation for my friend Lucas. He's such a great co-worker!

Eric Park

Copywriter

Lucas and I currently work together at TSW Media. We work together a lot, and we are involved in many of the same projects. I am delighted to write this recommendation for him.

Lucas is a talented illustrator. He is very creative, and his graphics help to make our ads successful. Lucas is especially good at working with different technologies. His hand drawings are beautiful, but he also creates amazing artwork using computer programs,

such as Illustrator. He is smart, hard-working, and very determined. He works quickly and carefully, and he is always willing to help on different projects when needed.

Lucas is extremely well-liked by his co-workers and by all our clients. He works well with others, and he is always eager to share his ideas. Lucas is a great team member, and he is a real asset to our team. We're lucky to have him.

- C** Read the recommendation again. How does Eric organize his recommendation? Complete the chart.

Paragraph 1 <i>How does he know this person?</i>	Eric knows Lucas from TSW Media.
Paragraph 2 <i>What skills does this person have?</i>	talented illustrator
Paragraph 3 <i>How does this person get along with others?</i>	well-liked

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Look at three incorrect sentences from Eric's first draft of his recommendation. Underline the correct versions in the model.

1. Lucas and I currently work together at TSW Media we work together a lot, and we are involved in many of the same projects.
2. A talented illustrator.
3. His hand drawings are beautiful, he also creates amazing artwork using computer programs, such as Illustrator.

- C** Look at the sentences in 2B again. What were the mistakes? How did he fix them?

WRITING SKILL Write complete sentences in formal writing

In formal writing, we need to write complete sentences.

- Complete sentences need to have a subject and a verb.
- Complete sentences need to be separated or connected in some way.
 - Use a period, not a comma, to separate complete sentences.
 - Use a conjunction, such as *and*, *but*, *or*, or *so*, to connect complete sentences.

3 PLAN YOUR WRITING ^{3.}

- A** You need to write a recommendation for a classmate or co-worker. Think of someone to write about. Complete the chart.

Paragraph 1 <i>How do you know this person?</i>	
Paragraph 2 <i>What skills does this person have?</i>	
Paragraph 3 <i>How does this person get along with others?</i>	

- B PAIRS** Talk to your partner about your ideas for your recommendation.

I am writing about... We met at...

4 WRITE

Write a recommendation using your ideas from 3A. Remember to use complete sentences. Use the recommendation in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange recommendations and read your partner's.
1. Did your partner explain how they know the person?
 2. Did your partner describe the person's skills and personality?
 3. Did your partner use complete sentences?
- B PAIRS** Can your partner improve his or her recommendation? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your recommendation again. Can you improve your writing?

☐ **I CAN WRITE A RECOMMENDATION.**

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶02:21 Listen or watch. What kind of product does Fatma describe?



- B** ▶02:21 Listen or watch again. Answer the questions.

1. What's the name of the product? _____
2. What three reasons does Fatma give? _____
3. What's one detail for each of the three reasons? _____

- C** Make your own video.

Step 1 Think of a product that you own and that you like.

Step 2 Make a 30-second video. Describe the product and say the reasons why you like it.
Give details about the product.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

DESCRIBE WHAT YOU SEE

Learn new vocabulary by describing people and things around you. What words do you know?
Look up words you don't know. Write sentences to help you learn the new words.



Review the descriptive words in the vocabulary. Try to use these words to describe people and things around you. For example, use sensory verbs (*look, feel, smell, taste, sound*). Write five descriptive sentences for practice. Review the sentences twice a week.

3 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Describe two similar things
- ☐ Describe personal traits
- ☐ Talk about how people do things

Grammar

- ☐ Sensory verbs + *like*
- ☐ *Be* + adjective + infinitive
- ☐ Adverbs of degree and manner

Vocabulary

- ☐ Sensory verbs
- ☐ Attitudes
- ☐ Adverbs of manner

Reading

- ☐ Find the main idea

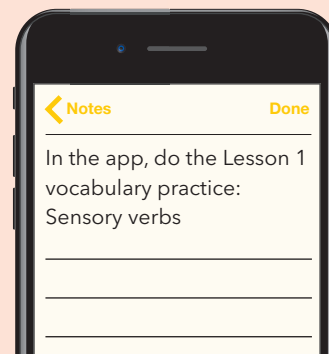
Writing

- ☐ Write complete sentences in formal writing

Pronunciation

- ☐ The letter *s*
- ☐ Syllables and stress

- B** What will you do to learn the things you highlighted?
For example, use your app, review your Student Book, or do other practice. Make a plan.





HOW WAS YOUR WEEKEND?

LEARNING GOALS

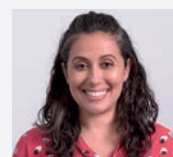
In this unit, you

- express how you feel
- talk about past activities
- describe your emotions
- read about extreme sports
- write a description of a trip



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a park. What do you see?
- C** Now read Alba's message. What do you think she means by "I hope I can fit everything in!"?



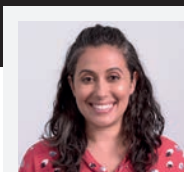
ALBA PARDO

@AlbaP

Making plans for my weekend away. I hope I can fit everything in!

LESSON 1

EXPRESS HOW YOU FEEL



ALBA PARDO

@AlbaP

I never know how much to share when people ask me about my weekend. Is there a rule?

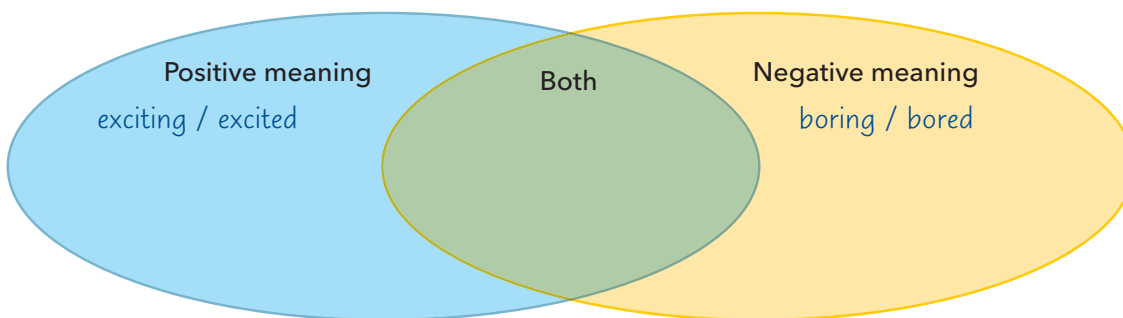


1 VOCABULARY Participial adjectives

A 03-01 Listen. Then listen and repeat.

<p>exciting</p> <p>It's exciting.</p>	<p>excited</p> <p>They're excited.</p>	<p>boring</p> <p>It's boring.</p>	<p>bored</p> <p>She's bored.</p>	<p>surprising</p> <p>It's surprising.</p>	<p>surprised</p> <p>He's surprised.</p>
<p>tiring</p> <p>It's tiring.</p>	<p>tired</p> <p>They're tired.</p>	<p>embarrassing</p> <p>It's embarrassing.</p>	<p>embarrassed</p> <p>She's embarrassed.</p>	<p>relaxing</p> <p>It's relaxing.</p>	<p>relaxed</p> <p>He's relaxed.</p>

B Put the adjectives from 1A in the correct category.



C PAIRS Compare your answers in 1B. Did you put the adjectives in the same categories?



2 GRAMMAR Participial adjectives

The *-ing* and *-ed* forms of verbs can sometimes be used as adjectives.

The weekend was really **exciting**.

We were really **excited**.

The city has **interesting** neighborhoods.

I'm **interested** in learning about them.

Notes

- Use the *-ing* form to show that someone or something caused a feeling.
- Use the *-ed* form to show how someone feels.



>> FOR PRACTICE, GO TO PAGE 131



3 PRONUNCIATION

- A** ▶ 03-03 Listen. Notice the pronunciation of *-ed*. Then listen and repeat.

/t/	/d/	/ɪd /
embarrass <u>ed</u>	bore <u>d</u>	delight <u>ed</u>

The *-ed* ending in adjectives

The *-ed* ending in adjectives has three pronunciations. We pronounce *-ed* as an extra syllable /ɪd/ after the sound /t/ or /d/: *delighted*. After other sounds, the e in *-ed* is silent. We pronounce *-ed* as /t/ after voiceless sounds like /s/ and /k/: *embarrassed*. We pronounce *-ed* as /d/ after voiced sounds like /z/ and /r/: *bored*.

- B** ▶ 03-04 Listen. Write each adjective in the correct column in 3A. Then listen and check your answers.
- I'm tired.
 - He felt ashamed.
 - We were relaxed.
 - They're excited.

- C** **PAIRS** Student A, say one of the adjectives in 3A or 3B. Student B, say something that makes you feel that way. **A:** *relaxed* **B:** *I feel relaxed at the beach.*

4 CONVERSATION



- A** ▶ 03-05 Listen or watch. Circle the correct answers.

- Sarah thought the city had a lot of ____ neighborhoods.
 - exciting
 - crowded
 - interesting
- Sarah was embarrassed at the restaurant because ____ .
 - she forgot her wallet
 - she didn't know how to use chopsticks
 - she wasn't hungry
- On Sunday, Sarah ____ .
 - went for a swim
 - went to a museum
 - went to dinner



- B** ▶ 03-06 Listen or watch. Complete the conversation.



Alba: How was your weekend?

Sarah: It was _____. On Saturday, I went sightseeing and then I went souvenir shopping.

Alba: Oh, fun!

Sarah: And on Sunday, I had brunch with some friends. I'm _____ today.

Alba: I'll bet. Try to do something _____ tonight.



- C** ▶ 03-07 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use the words from 1A to talk about how you felt.
I went hiking this weekend. It was really tiring.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about the first time you did something. How did you feel?

- B** **PAIRS** Discuss your notes from 5A. Ask questions to get more information.

A: Last month, I took my first yoga class.

B: How did you like it?

A: I loved it. It was really relaxing.

I CAN EXPRESS HOW I FEEL.



LESSON 2

TALK ABOUT PAST ACTIVITIES



ALBA PARDO

@AlbaP

I really love this city! There's so much to see and do.

1 VOCABULARY Past participles

A 03-08 Listen. Then listen and repeat.

Regular verbs have the **same** form for the simple past and the past participle.

Base form of verb	Simple past	Past participle
work	worked	worked
study	studied	studied

Some irregular verbs also have the **same** form for the simple past and the past participle.

Base form of verb	Simple past	Past participle
have	had	had
make	made	made

Some irregular verbs have **different** forms for the simple past and past participle.

Base form of verb	Simple past	Past participle
be	was / were	been
do	did	done
go	went	gone
see	saw	seen

B PAIRS Student A, say the base form of a verb from 1A. Student B, say the past participle.



2 GRAMMAR Present perfect for past experiences

Use the present perfect to show that something has or hasn't happened at an indefinite time in the past. The present perfect is formed with *have* or *has* + past participle.

Questions			Statements			
Have / Has	Subject	Past participle	Subject	Have / Has	Not	Past participle
Have	you	been to the theater?	I	have		been to the theater.
Has	she	seen the play?	She	has		seen the play.
Have	they	taken a bus tour?	They	have	not	taken a bus tour.

Notes

- The adverbs *yet* and *already* are often used with the present perfect. Use *yet* in questions and negative statements. Use *already* in affirmative statements.

*Have you seen the play **yet**? I haven't seen the play **yet**.*

*She has **already** seen the play. or She has seen the play **already**.*

- It is possible to have more than one verb after *have* or *has*. It is not necessary to repeat *have* or *has*.

*I **have traveled** to Paris and **have seen** the Eiffel Tower.*

More common: *I **have traveled** to Paris and **seen** the Eiffel Tower.*

- Use the simple past when the specific time of the event is mentioned. *I **took** a tour **last week**.*

Use contractions, such as *haven't* or *hasn't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 132





3 PRONUNCIATION

A ▶ 03-10 Listen. Notice the stressed words. Then listen and repeat.

What did you **dō** on the **wēekend**? I **wēnt** for a **wālk** in the **pārk**.

Have you **bēen** to the **Botānical Gārdens**? **Nō**, I **hāven't**.

Have you **gōne** to the **thēater** in New **Yōrk**? **Yes**, I **hāve**. It's **amāzing**!

Stressed words

We stress the important words in a sentence. We usually stress words that communicate meaning, like nouns, main verbs, and adjectives. Stressed words are strong and clear.

B ▶ 03-11 Listen. Underline the stressed words. Then listen and repeat.

1. A: Have you been to the zoo in Beijing?

B: No, but I've heard it's great.

2. A: Have you gone to a concert in London?

B: Yes, I have. I loved it!

C **PAIRS** Practice the conversations in 3A and 3B.

4 CONVERSATION



A ▶ 03-12 Listen or watch. Complete the sentences.

- Alba had a _____ weekend.
- On the weekend, Alba saw a _____.
- Alba _____ goes to the theater when she is in New York.
- Sarah compares her trip to New York to a _____.



B ▶ 03-13 Listen or watch. Complete the conversation.



Sarah: What did you do this weekend?

Alba: I went for a walk in the park. It was nice to do something outdoors.

Sarah: Oh, that reminds me. Have you been to the **Botanical Gardens**?

Alba: No, I haven't. I was planning to go, but this week.

Sarah: Well, maybe next time. So, what else did you do?

Alba: I went to the **theater**. _____?

Sarah: No, I haven't but I'd like to go.

CONVERSATION SKILL

Change the topic

To change the topic in a conversation, say: *That reminds me...*, *Oh, did you hear...?*, *Incidentally...*, *Oh, before I forget...*, or *I don't mean to change the subject, but...*

A: Before I forget—I heard that you got a new job. Congratulations!

B: Thanks. I'm really busy, but I love it.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

C ▶ 03-14 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas.

zoo

aquarium

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think about things you've done or places you've been to in your country. Take notes.

B **PAIRS** Talk about the things or places from 5A. Ask questions to get more information.

A: Have you done anything interesting lately?

B: Yes, I have. I've been to the museum.

I CAN TALK ABOUT PAST ACTIVITIES.



LESSON 3

DESCRIBE YOUR EMOTIONS



ALBA PARDO

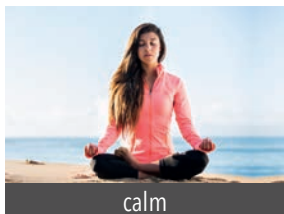
@AlbaP

Listen to this podcast. What a mystery! Some things just can't be explained...

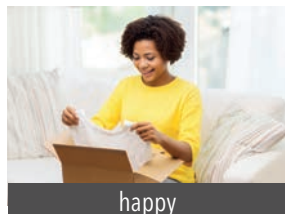


1 VOCABULARY Adjectives to describe feelings

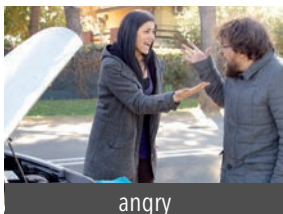
A ▶ 03-15 Listen. Then listen and repeat.



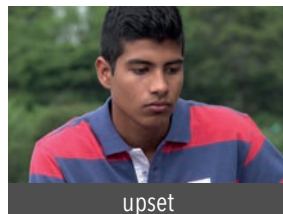
calm



happy



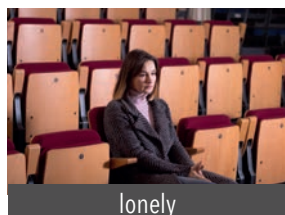
angry



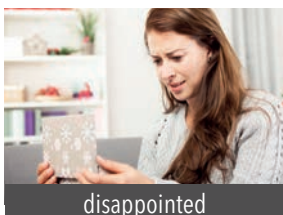
upset



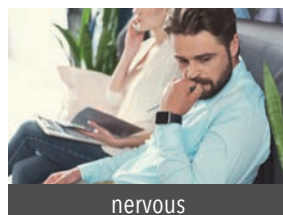
curious



lonely



disappointed



nervous

B ▶ 03-16 Listen to the scenarios. Write a word from 1A to explain how they feel. More than one answer may be possible.

1. _____
2. _____

3. _____
4. _____

C **PAIRS** Student A, make up your own scenarios like the ones in 1B. Student B, say how you feel.

A: You just spent the day on the beach with your family. How do you feel?

B: I feel happy.



2 GRAMMAR Ability / Inability in the past

Could and *be able to* are often used to express ability in the past. *Couldn't* and *not able to* are often used to express inability in the past.

Subject	Could	Not	Base form of verb	Subject	Was / Were	Not	Able to	Base form of verb
I	could		read the map.	I	was		able to	read the map.
He			sleep that night.	He				sleep that night.
We			find the trail.	We				find the trail.

Notes

- Use *be able to*, **not** *could*, to talk about one specific event in the past.
*They **were finally able to** find a restaurant.*
*I **was able to** finish my project last night.*
- It is possible to use the negative form *couldn't* for one specific event in the past.
Couldn't and *wasn't / weren't able to* have the same meaning.
*I **couldn't** find the restaurant.* *I **wasn't able to** find the restaurant.*
- Use contractions, such as *couldn't* or *wasn't / weren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 133

3 LISTENING

A ▶03-18 Listen to the podcast. Circle the correct answer.

Tony and Jack were both scared when they ____ .
a. got lost b. arrived in town c. saw the photo

B ▶03-18 Read the Listening Skill. Listen again. Complete the phrases with the descriptions you hear.

1. The town looked like a really ____ .
2. Tony is a very ____ guy.
3. The restaurant was decorated with lots of old ____ .
4. Tony sat ____ looking around the room.

C ▶03-18 Listen again. Circle the correct answers.

1. Jin and Tony felt ____ when they saw the town.
a. curious b. bored c. disappointed
2. Tony was ____ when they got to the town.
a. angry b. upset c. happy
3. The restaurant was ____ .
a. dark b. bright c. loud
4. The man in the photo had the same ____ as Tony.
a. clothes b. scar c. eye color
5. Tony wanted to ____ .
a. order food b. go home c. return to the restaurant
6. Jin wasn't able to sleep that night because he was so ____ .
a. excited b. upset c. frightened

D PAIRS What do you think about the man in the photo? Who do you think he was?



LISTENING SKILL

Listen for descriptions

A good story includes descriptions, so it's important to know how to listen for them. Descriptions tell you how something *looks, sounds, feels, tastes, or smells*.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about something frightening, surprising, or funny that happened to you. (You can also make up a story.) Think about what you could and couldn't do, and how that made you feel. Take notes.

B PAIRS Tell your partner what happened. Ask questions to get more information.

A: Last year, I saw an old friend and I couldn't remember her name! I felt so embarrassed.

B: So, what happened?

C WALK AROUND Share your story with three classmates. Complete the chart. Then report to the class. Whose story was the funniest, most surprising, or most frightening?

Name	What happened? What could / couldn't you do?	How did you feel?





ALBA PARDO

@AlbaP

Want to know what kind of person jumps out of airplanes? You need to read this article.

1 BEFORE YOU READ

- A PAIRS** Extreme sports are activities that are very dangerous and exciting, like skydiving. Do you or does anyone you know do extreme sports?
My friend likes cave diving. She...



- B VOCABULARY** ▶ 03-19 Listen. Then listen and repeat.

a risk-taker: a person who does something that involves danger or chance
flight: the act of flying through the air
an adrenaline rush: a feeling that you have when you are excited, afraid, or in danger
in control: able to make decisions and decide what should happen
out of control: not able to make something happen the way you want
a fear: the feeling of being afraid or very worried
focus: to think about one thing only

>> FOR PRACTICE, GO TO PAGE 155

2 READ

- A** Read the Reading Skill. Scan the text for the unspoken words. Underline them.
- B PREVIEW** Look at the title and the photograph. What do you think the interview is about?
- C** ▶ 03-20 Listen. Read the interview.

READING SKILL Notice text structure: Interviews

Words that are not actually spoken during an interview are usually styled differently, such as in italics.

Extreme Sports and the Brain

Why do some people jump out of airplanes? Or ski off cliffs? Are they bored? Or do they just love danger?

I recently interviewed Marta Hu—a

- 5 *BASE jumper who also happens to be a psychologist who studies the brain—to learn more about these risk-takers.*

Dave Chin: Hi Marta, it's great to talk with you.

(DC) Can you tell us what BASE jumping is?

- 10 **Marta Hu:** BASE jumping is a sport where people jump off of high places with only a special **(MH)** suit to help them fly. BASE stands for building, antenna, span (or bridge), and Earth.

Each of these words represents a high object from which BASE jumpers start their flight. **DC:** What can you tell us about people who do extreme sports, such as BASE jumping?

- 15 **MH:** Well, Dave, some people who do extreme sports can find everyday life boring and need to do something unusual to feel an adrenaline rush. When people do extreme sports, their brains create something called dopamine, which makes them feel happy.

DC: So, they need to do something that extreme just to feel some excitement?



BASE jumping:
an extreme sport

- 20 **MH:** Well, they know that what they do is dangerous, so they don't take risks. BASE jumpers, for example, learn everything they can about their equipment and the area where they will be jumping. They are actually very smart, careful people who like to be in control.
- DC:** How could jumping off a cliff give someone control? I would feel totally out of control!
- MH:** Well, they need to be in control of their equipment, but mainly they are controlling their fear. People have to focus and think very carefully about what they are doing. They describe
- 25 feeling very relaxed and peaceful.
- DC:** How does BASE jumping make you feel?
- MH:** When I jump, I see the world in a way that I can't on the ground. I push past my fear and I focus. The jump only lasts 35 or 40 seconds, but time slows down, so it feels much longer. In that moment, I feel 100% free.

3 CHECK YOUR UNDERSTANDING

A Which answer best describes the main idea of the interview?

People do extreme sports because ____.

- they are not afraid of anything
- they find them relaxing
- they feel intensely happy as a result

B Read the interview again. Circle the correct answers.

- BASE jumping is ____ .
 - jumping out of an airplane
 - jumping without any equipment
 - jumping from high objects
- BASE jumpers are different than Dave expected because they ____ .
 - are careful and plan their jumps
 - love danger and like feeling afraid
 - are bored with their lives
- When BASE jumpers feel fear, they ____ .
 - decide not to jump because it is too dangerous
 - choose an even more dangerous jump
 - focus and think about what they are doing

C FOCUS ON LANGUAGE Reread lines 27–29 in the interview. Think about the phrases *push past my fear* and *100%*. Circle the correct answers.

- When Marta *pushes past her fear*, she ____ .
 - moves to a better place to jump from
 - feels afraid but jumps anyway
 - thinks about the last jump she made
- The expression *100%* means ____ .
 - a little
 - totally
 - always

D PAIRS What is the interview about? Retell the most important ideas in the interview. Use your own words.

Find out about other extreme sports.



4 MAKE IT PERSONAL

A PAIRS Do you want to try an extreme sport, such as rock climbing, skydiving, or BASE jumping? Share your reasons with your partner.

I'd like to try rock climbing because...

B WALK AROUND Continue the conversation with your classmates. Report to the class. How do your classmates feel about extreme sports?

I CAN READ ABOUT EXTREME SPORTS.

LESSON5

WRITE A DESCRIPTION OF A TRIP



ALBA PARDO

@AlbaP

While I was away, I took a day trip to the small town of Cold Spring. Check out my post!

1 BEFORE YOU WRITE

- A Think about a recent day trip.
Where did you go? What did you see and do?
- B Read Alba’s blog post. How did she feel about her trip?

Blog | About | Destinations | Contact

Search

A day trip

I just got back from a fun trip to NY. I had a great time and saw a lot of amazing things. I also went on a day trip while I was there. My co-worker, Laura, invited me to visit her hometown, Cold Spring, a small town on the river, north of the city. I haven’t been to many places in the U.S., and it sounded nice. So, I decided to go there for the day.

We traveled to Cold Spring by train. The trip took a little over an hour, but the ride was nice and relaxing. The train went along the Hudson River, and the views were lovely. I was excited to explore somewhere new. We walked along the sparkling river and around the town. It was so charming! There were interesting shops and a large farmer’s market with fresh fruits and vegetables.

We bought lunch at a local bakery and ate our sandwiches by the river. We watched the small boats go by, and I felt so calm. Then we went shopping, and I bought a beautiful book about flowers. We weren’t able to do everything we wanted before we had to leave. But we had a great day, and I was happy to visit a new place.

Comment

- About
- RSS Feed
- Social Media
- Recent Posts
- Archives
- Email



- C Read the post again. Complete the chart.

Who went on the trip? Alba and her co-worker	Where did they go?
How did they get there?	Why did they go?
What did they do there?	Other details

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Reread Alba's post. Underline all the descriptive adjectives.

WRITING SKILL Use descriptive adjectives

Descriptive adjectives make your writing more fun and interesting to read. They add information and help the reader picture what you are describing.

Descriptive adjectives can appear before the noun they describe or after *be* and other linking verbs.

We took a short trip.

The trip was short.

The trip felt short.

3 PLAN YOUR WRITING

- A** Think about a recent day trip you took. (Or you can make up your own story.)
Complete the chart to plan your writing. Remember to include descriptive adjectives.

Who went on the trip?	Where did you go?
How did you get there?	Why did you go?
What did you do there?	Other details

- B PAIRS** Describe your trip to your partner.
Last month, I went on a day trip to...

4 WRITE

Write a post about a recent day trip you took using details from 3A. Remember to use descriptive adjectives. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's post.
1. Did your partner include details about his or her trip (*who, where, how, why, what*)?
 2. Underline all the descriptive adjectives.
 3. Did your partner's descriptive adjectives help you picture the trip he or she took? Why or why not?
- B PAIRS** Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A DESCRIPTION OF A TRIP.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 03-21 Listen or watch. What does Ana talk about?



B ▶ 03-21 Listen or watch again. Answer the questions.

1. How does Ana describe her weekend? _____
2. What two activities did Ana do? _____
3. What details does Ana give? _____



C Show your own photos.

Step 1 Think about a recent weekend. Choose 3-5 photos of what you did on the weekend.

Step 2 Show your photos to the class. Talk about your weekend. Describe what you did or saw.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY

FLASHCARDS FOR PRONUNCIATION

Make flashcards with a pronunciation rule and example words to help you remember how to say them. When you study, try to say as many words as you can that follow the rule.

Pronounce -ed as
an extra syllable
/ɪd/ after /t/ or
/d/.

adjectives

excited

ended

Make flashcards to help you remember the rules for pronouncing the -ed endings for adjectives. Use the symbols /t/, /d/, or /ɪd/ to help you remember the correct pronunciation. Say the example words out loud.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Express how you feel
- ☐ Talk about past activities
- ☐ Describe your emotions

Vocabulary

- ☐ Participial adjectives
- ☐ Past participles
- ☐ Adjectives to describe feelings

Pronunciation

- ☐ The -ed ending in adjectives
- ☐ Stressed words

Grammar

- ☐ Participial adjectives
- ☐ Present perfect for past experiences
- ☐ Ability / Inability in the past

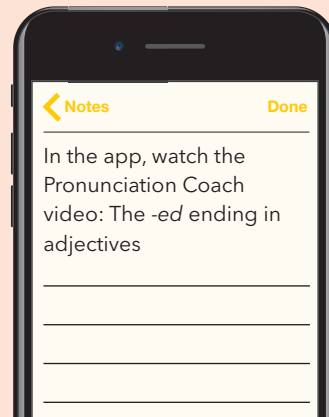
Reading

- ☐ Notice text structure: Interviews

Writing

- ☐ Use descriptive adjectives

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



4

WOULD YOU LIKE SOMETHING TO EAT?

LEARNING GOALS

In this unit, you

- ⊗ talk about food choices
- ⊗ talk about food customs
- ⊗ talk about what you have and need
- ⊗ read about the science of dessert
- ⊗ write about a holiday meal



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a meal. What do you see?
- C** Now read Mandy's message. What does she mean?



MANDY WILSON

@MandyW

I'm always hungry! Thank goodness it's so easy to find great food in my city.

LESSON 1

TALK ABOUT FOOD CHOICES



MANDY WILSON

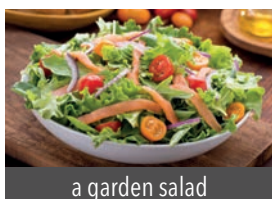
@MandyW

Just got out of a meeting. So hungry!
My stomach is making noises.



1 VOCABULARY Lunch foods

A ▶ 04-01 Listen. Then listen and repeat.



a garden salad



salad dressing



a grilled vegetable wrap



tomato soup



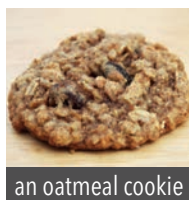
spinach and mushroom pasta



a veggie burger



ketchup



an oatmeal cookie



fruit salad



soda



iced tea



lemon

B Put the lunch foods from 1A in the correct category.

Starters	Mains	Desserts	Drinks	Condiments / Flavorings

C PAIRS Add one food to each category in 1B.



2 GRAMMAR Count and non-count nouns with *some*, *any*, and *no*

Count nouns				Non-count nouns				
Singular count nouns		Plural count nouns		tomato soup	ketchup			
a tomato		two tomatoes		fruit salad	salad dressing			
an apple		some apples						
Questions				Short answers	Answers with <i>some</i> , <i>any</i> , and <i>no</i>			
Are			burgers?	Yes.	Yes,	there	are	some
				Yes, there are.	No,	there	aren't	any
	there	any				There	are	no
Is			ketchup?	No.	Yes,	there	is	some
				No, there isn't.	No,	there	isn't	any
						There	is	no

Notes

- Use *any* in questions and negative statements. Do not use *any* in affirmative statements.
- Do not use *no* with a negative verb.
- Many nouns have both a count and a non-count meaning.
I love chocolate. (chocolate in general) *Do you want a chocolate?* (one piece of chocolate)

>> FOR PRACTICE, GO TO PAGE 134



3 PRONUNCIATION

- A** ▶ 04-03 Listen. Notice the dropped syllable. Then listen and repeat.
vegetable chocolate everything
- B** ▶ 04-04 Listen. Draw a line (/) through the vowel letter that is **not** pronounced. Then listen and repeat.
1. favorite 2. different 3. evening 4. interested 5. family 6. comfortable
- C** **PAIRS** Student A, say a word from 3A or 3B. Student B, say the number of syllables.

Dropped syllables

Some words have a vowel letter in the middle that is not usually pronounced. When we don't pronounce the vowel, the word loses, or drops, a syllable.

4 CONVERSATION



- A** ▶ 04-05 Listen or watch. Circle the correct answers.
- What does Mandy eat for lunch?
 - salad and a roast beef sandwich
 - tomato soup and salad
 - a veggie burger and salad
 - Why doesn't Mario eat what Mandy offers him?
 - He doesn't like soup.
 - He doesn't like sandwiches.
 - He doesn't like vegetables.
 - Why does Mario say, "I guess I do like vegetables."?
 - because he tries some salad
 - because he wants to be nice
 - because the burger is made with vegetables



- B** ▶ 04-06 Listen or watch. Complete the conversation.

Mario: Let's have something to eat.

Mandy: OK. I'm going to have _____ salad. Would you like _____ ?

Mario: No, thanks. Are there _____ chicken sandwiches?

Mandy: Let's see. No, I'm sorry! There aren't _____ .

Mario: That's OK. Um...I think I'll have a burger.



CONVERSATION SKILL Hesitate

Sometimes you need to hesitate in a conversation because you need time to think or you aren't sure about something. When you need to hesitate, say: *Well...*, *Um...*, *Hmm...*, *Let me think...*, *Let's see...*, or *You know...*

A: Are there any chicken sandwiches?

B: Let's see...No, there aren't any left.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

- C** ▶ 04-07 Listen and repeat. Then practice with a partner.
- D** **PAIRS** Make new conversations. Use these words or your own ideas.

tomato soup

grilled vegetable wraps

cheese sandwich

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Plan a menu. Choose one food for each category in 1B. Take notes.

- B** **PAIRS** Talk about what you're going to eat.

A: Let's see...I'm going to have some fruit salad for dessert. What about you?

B: I'm going to have an oatmeal cookie.



LESSON 2 TALK ABOUT FOOD CUSTOMS



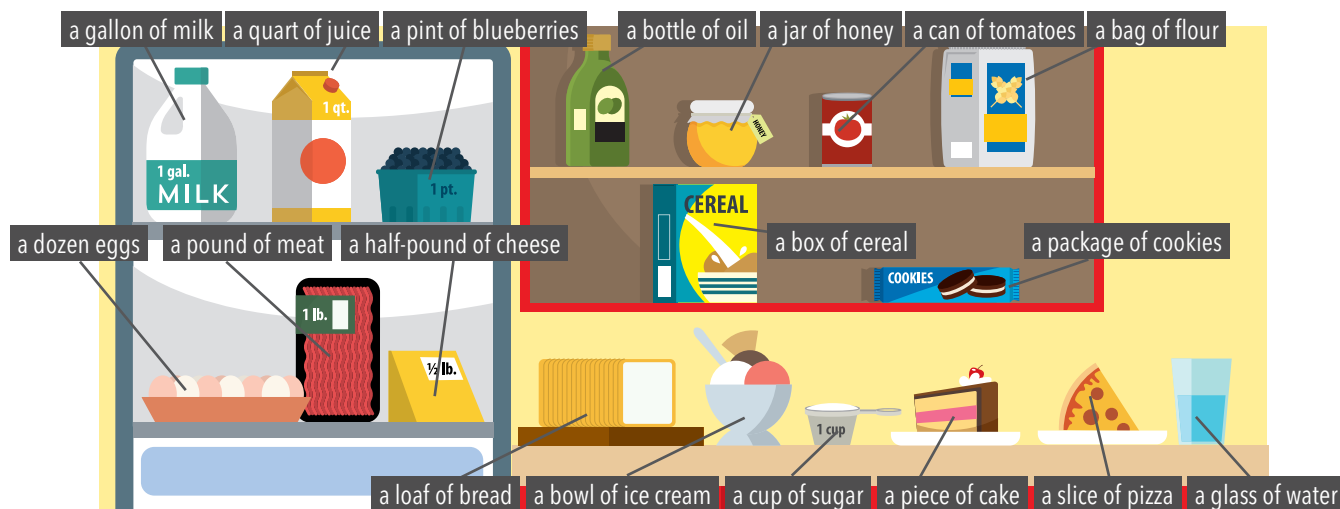
MANDY WILSON

@MandyW

There are places where almost everyone lives to 100. Can you guess what people eat there? Hint: It's not burgers!

1 VOCABULARY Partitives

A ▶ 04-08 Listen. Then listen and repeat.



B ▶ 04-09 Listen to the conversations. Write the words that you hear.

1. a _____ of tomatoes and a _____ of sugar
2. a _____ of ice cream and a _____ of cookies
3. a _____ of soda with a _____ of lemon
4. a _____ of blueberries and one _____ of butter

C PAIRS List a new food for five of the partitives in 1A.

a bottle of soda, a pound of butter,...



2 GRAMMAR Much / Many / A lot of and How much / How many

Use *much* with non-count nouns. Use *many* with plural count nouns. Use *a lot of* with both non-count nouns and plural count nouns.

Questions with <i>How much / How many</i>			Statements with <i>Much / Many / A lot of</i>		
<i>How much / How many</i>	Noun			<i>Much / Many / A lot of</i>	Noun
How much	water	do you drink?	I drink	a lot of	water.
	meat	did she eat?	She didn't eat	much	meat.
How many	vegetables	did they cook?	They didn't cook	many	vegetables.

Notes

- We usually use *much* in questions and negative statements. Do not use *much* in affirmative statements. *I usually drink a lot of water.* not *I usually drink much water.*
- *Many* and *a lot of* are often used the same way.
I like many different vegetables. I like a lot of different vegetables.
- Use *how many* with words like *cartons, bottles, bags, pounds, bowls, and cups.*
How much water do you drink? How many bottles of water do you drink?

>> FOR PRACTICE, GO TO PAGE 135



3 PRONUNCIATION

- A** ▶04-11 Listen. Notice the way we link *of* to the words around it. Then listen and repeat.

a piece of cake a bowl of ice cream
a box of cookies a box of oatmeal

- B** ▶04-12 Draw a line (/) through *f* in *of* if we can drop the sound. Draw linking lines to show where we link *of* to the words around it. Then listen and check your answers.

- | | | |
|---------------------|----------------------|------------------------|
| 1. a cup of coffee | 3. a bowl of soup | 5. a glass of iced tea |
| 2. a carton of eggs | 4. a bottle of water | 6. a lot of oil |

- C** **PAIRS** Make three sentences using the phrases in 3A or 3B. Link *of* to the words around it.

Phrases with *of*

The word *of* is unstressed and has the short, weak vowel /ə/. When the next word begins with a vowel sound, we say /əv/: a cup *of* ice. When the next word begins with a consonant sound, the /v/ sound is often dropped: a glass *of* milk. We link *of* to the words around it.

4 LISTENING

- A** ▶04-13 Listen to the podcast. What is it about?

- the foods people grow in Sardinia and Okinawa
- famous dishes from Sardinia and Okinawa
- how food affects health in Sardinia and Okinawa

- B** ▶04-13 Read the Listening Skill. Listen again. Put a check mark (✓) under the things that people eat and drink in Sardinia and Okinawa, according to the speaker.

	Sweet potatoes	Vegetables	Soup	Tea	Wine	Water
Sardinia						
Okinawa						



Centenarians in Okinawa and Sardinia

LISTENING SKILL Listen for comparisons

Speakers sometimes talk about two different things or situations. Listen for words that show comparisons, such as *both*, *also*, *similar*, *whereas*, and *alike*.

- C** ▶04-13 Listen again. Complete the sentences.

- A centenarian is _____ years old or older.
- A person's _____ can help them live a long life.
- Antioxidants help to _____ aging.
- The biggest meal in Blue Zones is _____ of the day.

- D** **PAIRS** Which idea from the podcast do you think is the most important? Why?

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about your local foods and customs. What are the best healthy foods and drinks in your country? How much should you eat or drink every day? Take notes.
mangos; 1 cup per day

- B** **PAIRS** Discuss your notes from 5A. Ask questions to get more information.

A: Mangos are a big part of our local diet. It's important to eat a lot of fruits and vegetables.

B: I agree. How many mangos do you think you should eat?

A: I think you should eat one cup of mango every day.



LESSON 3

TALK ABOUT WHAT YOU HAVE AND NEED



MANDY WILSON

@MandyW

Some friends are coming over this weekend. What's the best barbecue food?



1 VOCABULARY Food at a barbecue

A ▶ 04-14 Listen. Then listen and repeat.



a hamburger



a hot dog



ribs



corn on the cob



coleslaw



potato salad



macaroni salad



baked beans



a watermelon



a blueberry pie



lemonade

B ▶ 04-15 Listen to the descriptions. Number the items in 1A.

C PAIRS Student A, choose a food from 1A or think of another barbecue food and describe it. Student B, guess the food.

A: It's a side dish. It's made with potatoes, mayonnaise, and cooked eggs.

B: Is it potato salad?



COACH

2 GRAMMAR Enough and Too much / Too many + nouns

Enough + noun

	Not	Enough	Noun	
We have		enough	hamburgers.	We don't need any more.
There are	not	enough	hot dogs.	We need some more.

Note: *Enough* means the right amount. *Not enough* means less than you need.

Too much / Too many + noun

	Too Much / Too Many	Noun	
We have	too much	food.	We can't finish everything.
There are	too many	hamburgers.	We can't finish all of them.

Note: *Too much* and *too many* have negative meanings. They describe a quantity that is more than you need. Use *too much* with non-count nouns and *too many* with count nouns.

>> FOR PRACTICE, GO TO PAGE 136



3 CONVERSATION

A ▶ 04-17 Listen or watch. Circle the correct answers.

- There are ___ hot dogs and ribs.
 - enough
 - not enough
 - too many
- Hailey and Mandy decide to buy ___ cans of beans.
 - two
 - three
 - four
- Mandy is a little mad at her sister because she _____.
 - invited too many people
 - bought too much food
 - forgot about the food
- There will be ___ people at the barbecue.
 - two
 - six
 - ten
- They think Layla and Tom should bring _____.
 - potato salad and corn
 - corn and coleslaw
 - potato salad and blueberry pie



B ▶ 04-18 Listen or watch. Complete the conversation.

Hailey: What do we need for the barbecue? I'm making a list.

Mandy: We have _____ hamburgers.
What about hot dogs?

Hailey: OK. Hot dogs. What else?

Mandy: Well, we need some corn on the cob. Let's get twelve

Hailey: That's too _____. Let's get six.
Anything else?

Mandy: Coleslaw, potato salad, and macaroni salad.

Hailey: That's too _____ food.



C ▶ 04-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A ROLE PLAY Plan a barbecue for six people. Write down four things you'll bring to the barbecue. Complete the chart.

Main	Side	Drink	Dessert

B PAIRS Compare your charts. Talk about what you have.

A: We have enough hot dogs and hamburgers.

B: Yes. And I think we have enough potato salad.

C PAIRS Talk about what you still need for the barbecue. Make a shopping list.

A: We need some watermelon. Let's get three.

B: That's too many watermelons. Let's get one.



■ I CAN TALK ABOUT WHAT I HAVE AND NEED.



MANDY WILSON

@MandyW

I've often wondered why I ALWAYS find room for dessert. Now I know! 😊

1 BEFORE YOU READ

- A PAIRS** Do you like dessert? Have you ever eaten dessert even when you weren't hungry? Talk about it.

I love dessert! I...



- B VOCABULARY** ▶ 04-20 Listen. Then listen and repeat.

a bite: a small piece of food that can easily fit in the mouth

room: enough space

a sweet treat: a dessert

taste: the flavors you experience when you eat or drink something

pleasure: the feeling of being happy or enjoying something

get used to: to become comfortable with something, so that it does not seem new

satisfied: pleased or happy

expand: to become larger

push: to move something away from you by pressing against it

relax: to become looser; to become less tight

>> FOR PRACTICE, GO TO PAGE 156

2 READ

- A PREVIEW** Look at the title and the photograph. What do you think the article is about?

- B** ▶ 04-21 Listen. Read the article.



Calories in Desserts

dessert	calories
1 slice of apple pie	411
1 slice of cheesecake	257
1 slice of chocolate cake	235
1 bowl of ice cream	267
1 slice of pecan pie	503

A calorie is a unit for measuring the amount of energy food will produce.

Picture this. You just finished eating a huge meal. You're so full your stomach hurts. You don't want to see another bite of food ever again! But then the dessert comes out, and it looks wonderful. Suddenly you think you can eat some more. Sound familiar? Well, you're not alone—we've all felt this way. But have you ever wondered *why*? New research explains why we always have room for a sweet treat.

Dessert isn't boring—at least that's what our brains are telling us! When we eat something and like the taste, we feel pleasure. As we eat more, our brains get used to the flavor of that food, and we begin to feel less satisfied. Our brains get bored of the food. It actually begins to lose its taste, and our brains tell us we're full. But if we eat food with a different flavor, such as dessert at the end of a meal, that new flavor "wakes our brains up" and we feel hungry again. Even if we're full, our brains tell us that we want that new flavor.

But our brains aren't the only reason we always have room for dessert. Our stomachs actually *do* make more room. It's true! When we eat, our stomachs expand to make room for the food. When the food pushes against the walls of the stomach, we start to feel full. But sugar relaxes the walls of the stomach, so it can expand even more. And since most desserts have a lot of sugar, even if we're really full, the sugar in the dessert helps our stomachs make more room.

We all might enjoy eating dessert, but remember, if we eat too much we can feel sick later. Scientists say we can solve this problem by having a small bite of dessert, rather than the whole thing. This way we satisfy our desire for a new flavor, but we don't eat too much. So, what do you have room for today?

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- a. Our brains and our bodies both make room for dessert.
- b. Everyone loves a sweet treat at the end of a meal.
- c. Eating the same kinds of food all the time is boring.

B Read the article again. Complete the sentences.

- 1. When our brains get used to a food, we feel less _____.
- 2. Dessert appeals to our brains because the _____.
- 3. When we eat dessert, our stomachs expand because food _____ against the stomach and sugar _____ the walls of the stomach.
- 4. Scientists say we should have a _____ instead of eating the whole dessert.

C **FOCUS ON LANGUAGE** Reread lines 1-2 in the article. Think about the words *picture this* and *full*. Then circle the correct answers.

- 1. The expression *picture this* means _____.
 - a. to take a picture of something
 - b. to imagine something
 - c. to show someone a picture
- 2. In this sentence, *full* means _____.
 - a. having a lot of something
 - b. being happy
 - c. having eaten enough

D Read the Reading Skill. Read the article again. Circle the main idea in each paragraph. Then underline one supporting detail in each paragraph.

E **PAIRS** What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about dessert and...

READING SKILL Identify supporting details

Supporting details are facts and ideas that add more information to support the main idea. Supporting details can include examples, research, or quotes. Identifying these details can help you understand what the writer is trying to tell you.

Find out about the science of other food groups.



4 MAKE IT PERSONAL

A Think about the article. Are there specific kinds of desserts or other types of foods that you always have room for? What are they? What makes the foods taste so good?

Type of food	Details

B **PAIRS** Tell your partner about the foods from 4A. Explain why the foods taste so good. I really like to eat...

I CAN READ ABOUT THE SCIENCE OF DESSERT.



MANDY WILSON

@MandyW

My friend Alba wrote to me about a spicy sauce that's made with chili and chocolate. I've got to try that!

1 BEFORE YOU WRITE

- A** Think about a dish that is popular in your country. Why do you think it is popular? What are the ingredients?
- B** Read Alba's email. What does her family eat on Mexican Independence Day?

Re: Mexican Independence Day

From: Alba Pardo

To: Mandy

Hi, Mandy.

It's Independence Day in Mexico! Let me tell you about it. We usually celebrate with our family and friends. There's lots of music, dancing, and fireworks. And there's the food. We cook so much delicious food!

My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate. We also have grilled corn with cheese and lime juice, and we have mangos with chili powder on top. The most special dish is *chiles en nogada*. It's made with green peppers, meat, and spices. We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top. This dish is always served on Independence Day because it has all the colors of the Mexican flag. The peppers are green, the sauce is white, and the pomegranate seeds are red.

For dessert, we have *tres leches* cake, which is made with three different kinds of milk. Tres leches means "three milks" in English. It's my favorite part of the meal!

How does your country celebrate Independence Day? I'd love to hear about it!

Alba



- C** Read the email again. Complete the chart with details from the email.

Food	Ingredients
<i>molé chicken</i>	chicken in a spicy sauce made with chili and chocolate
grilled corn	
mangos	
<i>chiles en nogada</i>	
<i>tres leches</i> cake	

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Look at these two sentences from the email in 1B. Look at the sentence openings and structures. Notice the differences.
- And there's the food.
My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate.
- C PAIRS** Find one more simple sentence, compound sentence, and complex sentence in the email in 1B. Underline the sentences in the email.

WRITING SKILL Add sentence variety

Use different sentence styles and structures in your writing. Doing this makes your writing more interesting and reduces repetition. There are several sentence patterns in English:

- **Simple sentences:** a subject + verb + object (also called an independent clause). *My family usually serves molé chicken.*
- **Compound sentences:** two independent clauses connected by a coordinating conjunction, like *and*, *but*, *so*, and *or*. *We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top.*
- **Complex sentences:** an independent clause + a dependent clause; a dependent clause can refer to the subject (*who*, *which*), the sequence / time (*since*, *while*), or the causal elements (*because*, *if*) of the independent clause. *This dish is always served on Independence Day because it has all the colors of the Mexican flag.*

3 PLAN YOUR WRITING

- A** Think about your favorite holiday. What foods are served on this holiday? List the foods and any interesting ingredients or details in the chart to help plan your writing.

Food	Ingredients / Details

- B PAIRS** Describe the foods that are served on your favorite holiday.
- My favorite holiday is... We always eat...*

4 WRITE

Write an email about the foods that are served on your favorite holiday. Use your ideas from 3A to help you. Remember to use a variety of sentences when you write. Use the email in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange emails and read your partner's.
1. Did your partner include details about his or her favorite foods?
 2. Did your partner use a variety of sentence types?
 3. Did this make the email more interesting to read?
- B PAIRS** Can your partner improve his or her email? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE ABOUT A HOLIDAY MEAL.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 04-22 Listen or watch. What does Yu-jin talk about?



B ▶ 04-22 Listen or watch again. Answer the questions.

1. What does Yu-jin want to cook?
2. What does she have? _____

3. What does she need? _____



C Make your own video.

Step 1 Choose a dish you want to cook. Think about what you need to make it.

Step 2 Make a 30-second video. Show the food you have in your cupboard or refrigerator. Talk about what you have and what ingredients you still need.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

USE GRAMMAR ON FLASHCARDS

Sometimes vocabulary is related to grammar. For example, you need to memorize the past tense of irregular verbs (*did*, *was*, *were*, etc.). When you make flashcards for vocabulary, also include grammar. Write an example sentence to help you study. Make new flashcards for 3-5 items a week.

Bread

non-count: Is there any bread?

Review the count and non-count nouns in the unit. What words do you need to learn?

Make five flashcards with the words and the unit's grammar. Include example sentences for each flashcard. Review the cards twice a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about food choices
- ☐ Talk about food customs
- ☐ Talk about what you have and need

Vocabulary

- ☐ Lunch foods
- ☐ Partitives
- ☐ Food at a barbecue

Pronunciation

- ☐ Dropped syllables
- ☐ Phrases with *of*

Grammar

- ☐ Count and non-count nouns with *some*, *any*, and *no*
- ☐ *Much / Many / A lot of* and *How much / How many*
- ☐ *Enough* and *Too much / Too many + nouns*

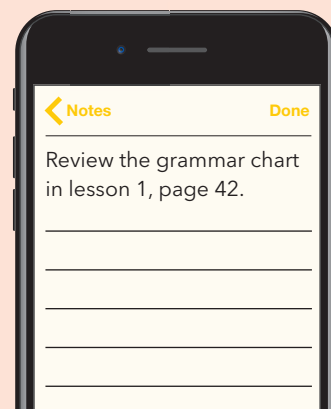
Reading

- ☐ Identify supporting details

Writing

- ☐ Use sentence variety

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



5

WHEN CAN WE MEET?

LEARNING GOALS

In this unit, you

- ⊗ make and respond to suggestions
- ⊗ identify problems and solutions
- ⊗ talk about what you need to do
- ⊗ read about 3D printing
- ⊗ write advice on how to manage your time



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a conference call. What do you see?
- C** Now read Lucas's message. How does Lucas have meetings with people in so many places?




LUCAS MORALES

@LucasM

I love that I can have meetings with people all over the world—and never leave Costa Rica!

LESSON 1

MAKE AND RESPOND TO SUGGESTIONS



LUCAS MORALES
@LucasM
I love technology when it works, but when it doesn't... 😞

1 VOCABULARY Technology at work

A 05-01 Listen. Then listen and repeat.



B Look at the situations below. Circle the next step for each situation.

- You want to use the Internet.
 - Add a wireless network.
 - Download a program.
- You need to show a presentation.
 - Check the connection.
 - Connect to a projector.
- Your computer screen suddenly won't change.
 - Unplug a cable.
 - Restart the computer.
- You're at work and your computer won't start.
 - Call tech support.
 - Click a link.

C PAIRS Brainstorm. Look at the actions in 1A. List two-three reasons why you do them.
unplug a cable: to disconnect from a printer,...

2 GRAMMAR *Could* and *should* for suggestions

Use *could* and *should* to make suggestions. *Should* is stronger than *could*.

Questions				Statements			
Wh-word	Should	Subject	Base form of verb	Subject	Should / Could	Not	Base form of verb
Who	should	I	call?	You	could		call tech support.
What	should	she	do?	She	should		restart her computer.
						not	unplug the cable.

Notes

- Use *should* for questions and negative statements. Do not use the negative form *couldn't* for statements when making a suggestion.
- Use contractions, such as *shouldn't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 137



3 PRONUNCIATION

Consonant groups

Many English words start or end with groups of two or three consonant sounds. We say the consonants in a group closely together.

- A** ▶05-03 Listen. Notice the consonant group at the beginning or end of these words. Then listen and repeat.
- fix the problem connect to the screen close the program
click the link plug in the speakers start the presentation

- B** ▶05-04 Write a word from 3A that has the consonant group shown. The symbols on the left show sounds, not spellings. Then listen and check your answers.

- | | | |
|------------------------------|----------------|---------------|
| 1. /kɪ/ <u>cl</u> ick, _____ | 4. /skr/ _____ | 7. /ŋk/ _____ |
| 2. /st/ _____ | 5. /ks/ _____ | 8. /pl/ _____ |
| 3. /pr/ _____ | 6. /kt/ _____ | 9. /sp/ _____ |

- C** **PAIRS** Practice the phrases in 3A. Are any of the consonant groups difficult for you? Can you think of other words that start or end with these consonant groups?

4 CONVERSATION



- A** ▶05-05 Listen or watch. Circle the correct answers.

- After closing the presentation, Eric **restarts** / **shuts down** / **unplugs** the computer.
- Eric **plugs in the cable** / **clicks a link** / **adds a wireless network** before he tries to connect.
- Eric **connects to the screen** / **checks the sound** / **starts the presentation** last.
- To join the meeting, people need to **open a file** / **download a program** / **call tech support**.



- B** ▶05-06 Listen or watch. Complete the conversation.

Eric: I can't get our presentation to play.
What _____ I do?

Lucas: You _____ **unplug the cable.**
Then plug it in again.

Eric: Uh-huh.

Lucas: If that doesn't fix the problem, you
_____ **restart your computer.**

Eric: Got it.



CONVERSATION SKILL Show you understand

To show that you understand what someone is saying in a conversation, say: *OK, Uh-huh, I understand, or (I've) got it.*

A: Now, shut down your computer.

B: Got it.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

- C** ▶05-07 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

download the new program **call tech support**

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of something that you want to do with technology. Take notes.

- B** **PAIRS** Student A, say what you want to do with technology. Student B, suggest an idea or solution. Then change roles.

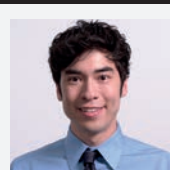
A: I want to edit my vacation photos. What should I use?

B: You could download this photo app.

■ **I CAN** MAKE AND RESPOND TO SUGGESTIONS.



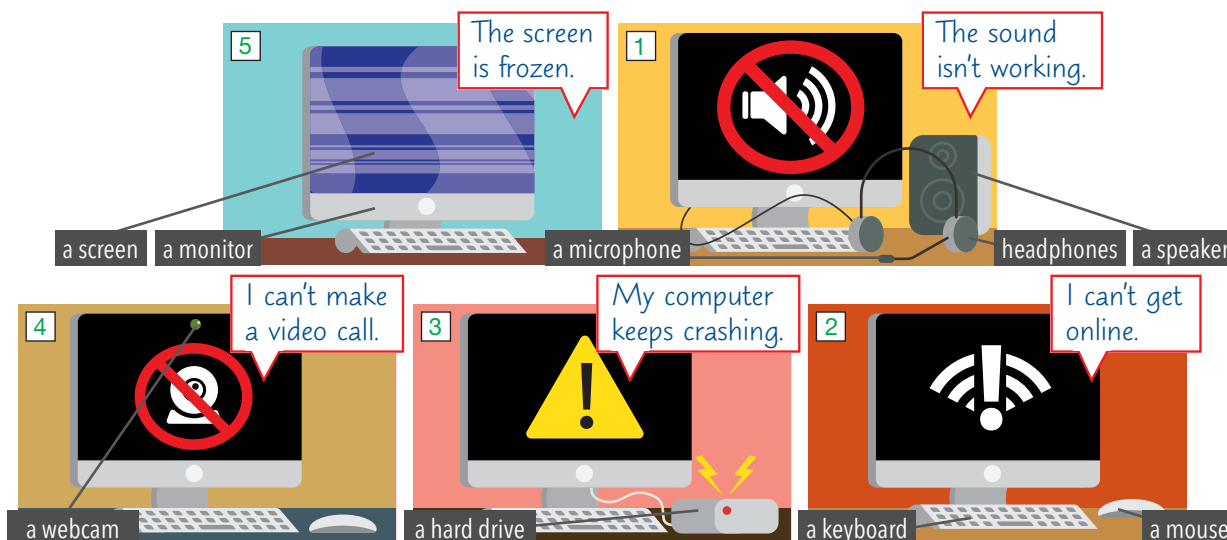
LESSON 2 IDENTIFY PROBLEMS AND SOLUTIONS



LUCAS MORALES
@LucasM
Tech support to the rescue!

1 VOCABULARY Technology issues and hardware

A ▶ 05-08 Listen. Then listen and repeat.



B ▶ 05-09 Listen to the problems. Number the technology issues in 1A.

C PAIRS Look at the hardware in 1A. Which of these items can freeze, stop working, or crash? What other items can also have these issues?

A: A monitor can stop working.

B: A cell phone can stop working, too.

2 GRAMMAR Will, may, and might to express likelihood



Use *will* to talk about something that is certain to be true in the future. Use *may* or *might* when you are unsure of something.

Subject	Will / May / Might	Not	Base form of verb
It	will	not	solve the problem.
You	may	not	be connected to the Internet.
The problem	might	not	happen again.

Notes

- Use *will* (*most / very*) *likely* or *will probably* to talk about something that is expected to be true.
That **will most likely** solve the problem.
That **won't likely** solve the problem. That **likely won't** solve the problem.
That **will probably** solve the problem. That **probably won't** solve the problem.
- Use *will definitely* to talk about something that is going to happen for sure.
We **will definitely** be there tomorrow. We **definitely won't** be there tomorrow.

>> FOR PRACTICE, GO TO PAGE 138

3 LISTENING

A ▶05-11 Listen to the phone messages. Who leaves a message in all the conversations?

- a. someone from Tech Support
- b. someone from Reception
- c. employees with problems

B ▶05-11 Read the Listening Skill. Listen again.

Circle the correct answers.

1. How can Yuki fix her speakers?
 - a. unplug the cable and restart the computer
 - b. click on the sound icon and change the volume level
 - c. unplug and then plug in the speaker cables
2. What problem is Tom having?
 - a. His laptop won't start.
 - b. He can't log in.
 - c. His screen stopped working.
3. What does Sarah have to do after she adds a wireless network?
 - a. restart the computer
 - b. check the password
 - c. connect to the Internet

C **PAIRS** Do you know another way to solve the problems in 3B? Tell your partner what you know.



LISTENING SKILL Listen for instructions

Speakers often use certain phrases to explain instructions. Some of these phrases are *First...*, *To start...*, *Then...*, *After that...*, *Next...*, and *And finally...*

4. What should Sam do if Carla isn't free?
 - a. call Junior in Tech Support
 - b. call someone else in Reception
 - c. cancel her presentation
5. What does Julio need to do as a last step?
 - a. restart the computer
 - b. delete some programs
 - c. delete some files
6. What does Katie need to do first?
 - a. turn on the speaker
 - b. check the webcam
 - c. plug in the cables correctly

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think of a problem using one of the hardware items from 1A. Take notes.

B **ROLE PLAY** Student A, say the problem. Student B say what you think the cause is and suggest a solution.

A: My webcam doesn't work.

B: It may be because it's turned off. To start, check to see that it's on.

C **WALK AROUND** Continue the Role Play with your classmates. Take notes in the chart. Report to the class. Choose one response. Say the problem, the cause, and the solution.

Name	Problem	Solution



I CAN IDENTIFY PROBLEMS AND SOLUTIONS.

LESSON 3

TALK ABOUT WHAT YOU NEED TO DO



LUCAS MORALES

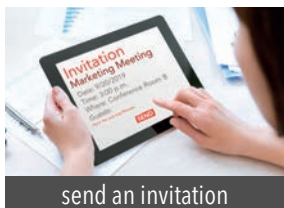
@LucasM

Lots of meetings with the design team this week, presenting ideas to clients. Wish me luck!



1 VOCABULARY Meeting preparation

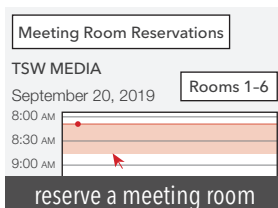
A 05-12 Listen. Then listen and repeat.



send an invitation



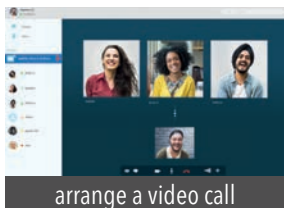
write an agenda



reserve a meeting room



create a presentation



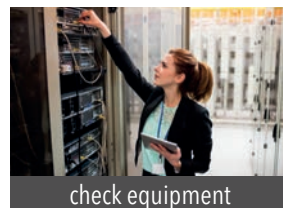
arrange a video call



order refreshments

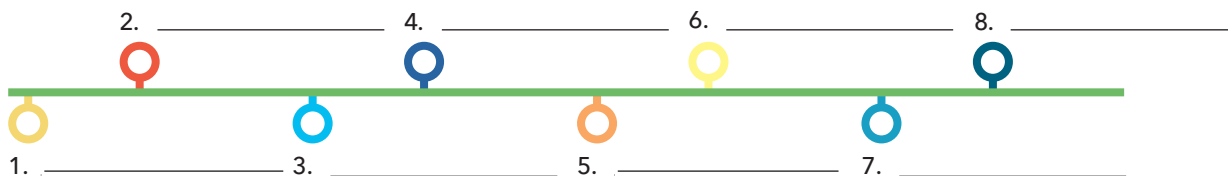


make photocopies



check equipment

B You are planning a meeting. Put the actions from 1A in the order that you need to complete them. More than one answer may be possible.



C PAIRS Compare your answers in 1B. Did you put the actions in the same order?



2 GRAMMAR Have to / Need to for obligation and necessity

Affirmative statements					Negative statements				
Subject	<i>Have to / Need to</i>		Base form of verb		Subject	<i>Do / Does</i>	<i>Not</i>	<i>Have to / Need to</i>	Base form of verb
I	have to		make photocopies.		I	do	not	have to	make photocopies.
He	has to				He	does			
She	needs to		order lunch.		She	does		need to	order lunch.
They	need to				They	do			
Yes / No question						Short answers			
Do	Subject	<i>Have to / Need to</i>	Base form of verb		Affirmative		Negative		
Do	I	have to	be there early?		Yes, you do .		No, you don't .		
Information question						Answer			
Wh-word	Do	Subject	<i>Have to / Need to</i>	Base form of verb	Subject	<i>Have to / Need to</i>	Base form of verb		
What	do	we	need to	bring?	You	need to	bring your laptops.		

>> FOR PRACTICE, GO TO PAGE 139



3 PRONUNCIATION

- A** ▶05-14 Listen. Notice the weak pronunciation of *to* and the blended pronunciation of *have to*. Then listen and repeat.

Are they coming *to* the office? I have *to* check the sound.
I need *to* call tech support. I don't have *to* go *to* the meeting.

Weak and blended pronunciation of *to*

The word *to* is usually unstressed and has the short, weak pronunciation /tə/, especially before a consonant sound. Sometimes we blend *to* with the word before it. We blend *have to* together as "hafta" /hæftə/.

- B** ▶05-15 The word *to* is missing from these sentences. Write the word *to* where you think it is missing. Then listen and check your answers.

1. What do we need do?
2. I have write an agenda.
3. I need send invitations the guests.
4. I'll have send a link the website.
5. I don't have time do everything.
6. I don't need make photocopies.

- C** **PAIRS** List three things you have *to* or need *to* do this week. Share your list.

4 CONVERSATION



- A** ▶05-16 Listen or watch. Circle the correct answers.

1. New clients are *coming to the office* / *having a video conference* / *visiting a resort*.
2. Marta will help Victor *send an invitation* / *write an agenda* / *check the equipment*.
3. Lucas needs to *create a presentation* / *send an invitation* / *make a list of people*.
4. Lucas needs to order *lunch* / *breakfast* / *snacks*.
5. The meeting is *moved earlier* / *moved to next week* / *canceled*.



- B** ▶05-17 Listen or watch. Complete the conversation.



Victor: Let's talk about what we need to do for the meeting.

Lucas: Sure. I guess I _____ reserve a meeting room.

Victor: Yes, that's right.

Lucas: OK. Do I have to create a presentation?

Victor: No, you _____. I'm going to do it.

Lucas: Is there anything else?

Victor: Yes. We _____ order refreshments.



- C** ▶05-18 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** You're going to plan a meeting. Think about what you'll need to do. Take notes.

- B** **PAIRS** Plan a meeting. Talk about what you need to do, and then decide on two things each of you will do.

A: We need to reserve a meeting room.

B: OK. I'll reserve the room. Do we have to...?

I CAN TALK ABOUT WHAT I NEED TO DO.



LESSON 4 READ ABOUT 3D PRINTING



LUCAS MORALES

@LucasM

3D printing is going to change the world!

1 BEFORE YOU READ

A PAIRS What do you know about 3D printing?

3D printing is when...



B VOCABULARY ▶ 05-19 Listen. Then listen and repeat.



three-dimensional



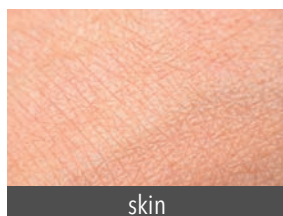
a disaster



natural resources



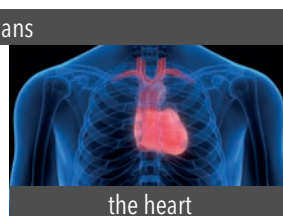
waste



skin



the lungs



the heart



a cell

organs

2 READ

>> FOR PRACTICE, GO TO PAGE 156

A PREVIEW Look at the title and the photograph. What do you think the article is about?

B ▶ 05-20 Listen. Read the article.

3D PRINTING: A WHOLE NEW WORLD

Most people today know about 3D printers. These are machines that “print” three-dimensional objects from a computer program. The objects are built using thousands of tiny little slices. The slices are layered together to form a solid object. At first, 3D printers only made small, simple plastic objects. But the technology behind them is improving every day. So, what will we be “printing” in the future?

New Ways to Make Food

Today, many people do not have enough food, but 3D printing will soon be able to help. Scientists are creating new 3D-printed foods which could be given to people without food, such as those who have been through a disaster. 3D foods can be made with the vitamins and minerals that people need to be healthy using ingredients that are grown quickly and easily. For example, different types of plants like algae and grass. These foods can also be designed so that they are easy to move and deliver.

New Ways to Build

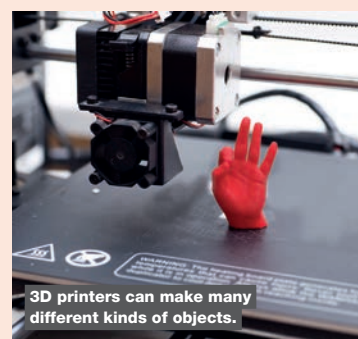
There are places around the world where it is hard to find a clean and inexpensive place to live. In addition, a lot of natural resources are used in traditional building. But scientists have found a way to build homes with the help of a huge 3D printer. These homes are cheaper but still strong, and produce less

waste. In China, an entire 3D-printed house was made in one month. In the future, all new homes might be made with 3D printers.

New Ways to Save Lives

The strangest and most exciting area of 3D printing could be medicine. Today, we are able to print medical equipment, prosthetics, like artificial arms and legs, and even skin! But we could do so much more. Take organs, for example. They’re not always available, so people often have to wait a long time for one. But someday, doctors might be able to print out a new lung for someone or even a new heart if the “ink” of a 3D printer was made of cells.

Clearly the future of 3D printing is so much more than simple plastic objects. Someday, 3D printing will likely be involved in every part of our lives!



3D printers can make many different kinds of objects.

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- 3D printing is a fun way to create small plastic objects.
- 3D printing can change the way we do many things.
- 3D printing is a technology that has been completely developed.

B Read the article again. Complete the sentences.

- 3D-printed food can be made out of _____ like algae and grass.
- 3D-printed houses are less _____ and produce less _____.
- When 3D printers use _____ as the ink, they will be able to print _____ like a new lung or heart.
- 3D printing will change _____ because it will help heal people.

C **FOCUS ON LANGUAGE** Reread lines 5-7 in the article. Think about the words *behind* and *"printing"*. Then answer the questions.

- What does the word *behind* mean in this sentence? _____
- Why is the word *"printing"* in quotation marks? What does it mean in this sentence? _____

D Read the Reading Skill. Read the article again. Identify the problems and solutions the author describes. How could the solutions help?

READING SKILL Identify text structure: Problem / Solution

Texts are organized in different ways depending on what they are describing and want to explain. One way to organize a text is to introduce a problem and then describe the solution to that problem.

Problems	Solutions	How the solutions could help

E **PAIRS** What is the article about? Retell the most important ideas in the article. Use your own words. *The article is about 3D printing and how...*

4 MAKE IT PERSONAL

Find out about what else 3D printers can do.



A Think about the article. Are there other kinds of problems you think 3D printing could solve? How do you think the solutions could help?

Problems	Solutions	How the solutions could help

B **PAIRS** Tell your partner about the problems and solutions. Discuss how you think 3D printing could solve these problems. *I think 3D printing could solve the problem of...*

☐ I CAN READ ABOUT 3D PRINTING.



LUCAS MORALES

@LucasM

How much time do you spend on your device each day? How much is too much?

1 BEFORE YOU WRITE

- A** Do you ever feel like it's hard to stop checking your phone? What kind of advice would you give someone who spends too much time on his or her device?
- B** Cara posted a question on social media. Her friend Lucas responded with some advice. Read the post. Why does Lucas think he can help Cara?

←
Home | Profile | Logout

Cara Thompson

I spend way too much time on my phone. Any tips for how to avoid this?

Lucas Morales

Hi, Cara. I think I can help with your problem. Last year, I spent almost all my time on my devices, too. I was always online, reading my friends' posts. But then a friend told me a few things that I could do to help me spend less time online. Her advice really helped.

First, never take your phone to bed. Charge your phone in the kitchen or living room instead. Then you won't be tempted to go online. Next, always shut down your computer when you finish working. You'll be less likely to log in to your favorite sites even for just a minute. And last, try to leave your phone in another room sometimes. Frequently, when I'm spending time with my family or friends, I just don't take my phone with me.

I think these ideas will help. There are probably a lot more online, but remember, don't spend too much time looking for them. :)

- C** Read the post again. What advice does Lucas give Cara? Take notes in the chart.

Problem	Advice / Details
	Advice / Details
	Advice / Details

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Reread the post. Underline the qualifiers.

WRITING SKILL Use qualifiers

Qualifiers are words or phrases that limit or add to another word's meaning. Qualifiers can make a word stronger (*I spoke very quickly*) or weaker (*He's a little tired*). They give information about things like time (*He's always late*) or quantity (*I like most of my teachers*). Common qualifiers are: *very, quite, more, rather, pretty, really, so, nearly, almost, fairly, somewhat, least, less, a bit, kind of, a little, always, frequently, rarely, seldom, never, sometimes, every, most, few, all, a lot, many.*

3 PLAN YOUR WRITING

- A** Choose one problem below. Think about the problem. What could this person do to spend less time on his or her device? What advice could you give him or her?

1. Lee can't stop playing games on his tablet. His family is upset with him.
2. Ann is constantly using her phone to post on social media. She's failing her classes.
3. Rita watches videos online all day at work. She never finishes her work on time.

Problem	Advice / Details
	Advice / Details
	Advice / Details

- B PAIRS** Describe your advice to your partner.

I think Lee should...

4 WRITE

Write a response to the person you chose in 3A. Give him or her advice, including details and explanations to support your ideas. Remember to use qualifiers. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's post.

1. Did your partner include advice?
2. Did your partner include details and explanations to support his or her ideas?
3. Did your partner use qualifiers?

- B PAIRS** Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



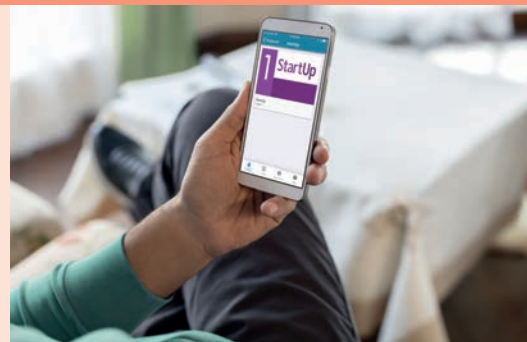
A ▶ 05-21 Listen or watch. What does Ahmed talk about?



B ▶ 05-21 Listen or watch again. Answer the questions.

1. What does Ahmed use the app for? _____
2. What does he like about it?

3. How does it help him? _____



C Make your own video.

Step 1 Choose a technology that makes your life or job easier, for example an app or a tool.

Step 2 Make a 30-second video. Talk about how you use it, what you like about it, and how it helps you.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

LABEL A PICTURE

Write new vocabulary words on pictures. For example, label the parts of a computer on a picture of a computer. You can do this for all types of words and topics. Writing words on pictures will help you remember the words.

Review the vocabulary words in the unit. What words do you need to learn? Find pictures that represent at least five words or phrases from the unit. Label the pictures. Review the pictures at least once a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Make and respond to suggestions
- ☐ Identify problems and solutions
- ☐ Talk about what you need to do

Vocabulary

- ☐ Technology at work
- ☐ Technology issues and hardware
- ☐ Meeting preparation

Pronunciation

- ☐ Consonant groups
- ☐ Weak and blended pronunciation of to

Grammar

- ☐ *Could* and *should* for suggestions
- ☐ *Will*, *may*, and *might* to express likelihood
- ☐ *Have to* / *Need to* for obligation and necessity

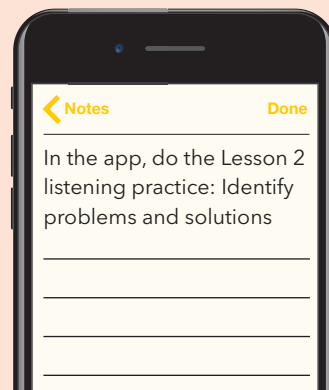
Reading

- ☐ Identify text structure: Problem / Solution

Writing

- ☐ Use qualifiers

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.





HOW'S YOUR LUNCH?

LEARNING GOALS

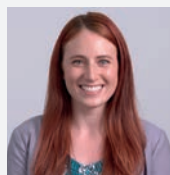
In this unit, you

- ⊗ talk about food preferences
- ⊗ talk about gifts
- ⊗ talk about past events
- ⊗ read about unique restaurants
- ⊗ write about an unusual food



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a restaurant. What do you see?
- C** Now read Sarah's message. What does she mean by "catching up"?



SARAH GOLD

@SarahG

Having lunch with my co-worker today. We haven't talked in a few weeks—looking forward to catching up with her.

LESSON 1

TALK ABOUT FOOD PREFERENCES



SARAH GOLD

@SarahG

If you ask me what my favorite food is, the answer is, everything!



1 VOCABULARY Adjectives to describe food

A ▶ 06-01 Listen. Then listen and repeat.



B Complete the sentences with adjectives from 1A.

1. These cookies are very _____. They must have a lot of sugar in them.
2. This yogurt is _____. I think it's lemon flavored.
3. My coffee is _____, so I'm going to put it in the microwave.
4. The soup has a lot of cream in it—it's really _____.
5. This popcorn is very _____! I need something to drink.
6. My tea is too _____—it's like drinking hot water!

C **PAIRS** Name one new food for each adjective in 1A.

salty: pretzels; sweet: cookies



2 GRAMMAR Too and enough + adjectives

Too has a negative meaning. It means more than is needed or wanted. *Too* comes before an adjective.

Subject	Verb	Too	Adjective
This coffee	is	too	weak.
The chips	are	too	salty.

Enough means the right amount. *Not enough* means less than is needed or wanted. *Enough* comes after an adjective.

Subject	Verb	Not	Adjective	Enough
The soup	is		spicy	enough.
Those cookies	are	not	sweet	enough.

Note: Infinitives often follow expressions with *too* and *enough*.

It's not **warm enough to eat**. My coffee is **too hot to drink** right now.

Use contractions, such as *isn't* or *aren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 140



3 PRONUNCIATION

- A** ▶ 06-03 Listen. Notice the different vowel sounds and their spellings. Then listen and repeat.

/i/ eat sweet weak /ɪ/ it rich bitter

- B** ▶ 06-04 Circle the word in each line that has a different vowel sound. Then listen and check your answers.

1. is spinach delicious pizza

3. coffee cheese lemon evening

2. meat bread beans ice cream

4. drink milk spicy grilled

- C** **PAIRS** Compare your answers in 3B. Then make 2-3 sentences with the words in 3B.

The vowels /i/ and /ɪ/

To say the sound /i/ in eat, pull your lips into a smile. The sound /i/ is a long sound. To say the sound /ɪ/ in it, open your mouth just a little more. The sound /ɪ/ is a shorter and more relaxed sound than /i/.

4 CONVERSATION



- A** ▶ 06-05 Listen or watch. Complete the sentences.

- Sarah is eating a salad with _____ and _____ dressing.
- When Sarah says the soup is hot, she means that it's very _____.
- Sarah likes _____ foods like French fries.
- They decide to order something _____ after lunch.



- B** ▶ 06-06 Listen or watch. Complete the conversation.



Sarah: How's the curry?

Alba: It's delicious! But I don't really like the tea. It's _____ bitter.

Sarah: That's too bad.

Alba: How do you like the soup?

Sarah: It's OK, but it's _____ spicy.

Alba: Really? I don't think it's spicy _____.



CONVERSATION SKILL Show surprise

You can ask short questions to show that you are surprised by something. To show surprise, ask: (Oh,) *really?*, *It is?*, *They are?*, *Is that right?*, *Oh, yeah?*, or *You do/don't?*

A: This salad is really bitter.

B: Really? I think it tastes good.

Listen to or watch the conversation in 4A again. Underline the questions that you hear above.

- C** ▶ 06-07 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of a time when you had a bad experience with food, at a restaurant or someplace else. For example, was the food too spicy or was it not spicy enough? Take notes.

- B** **PAIRS** Discuss your bad experiences. Ask questions to get more information.


A: I ordered soup for lunch last week and it was too hot!

B: Is that right? Where were you? What soup did you order?



■ I CAN TALK ABOUT FOOD PREFERENCES.

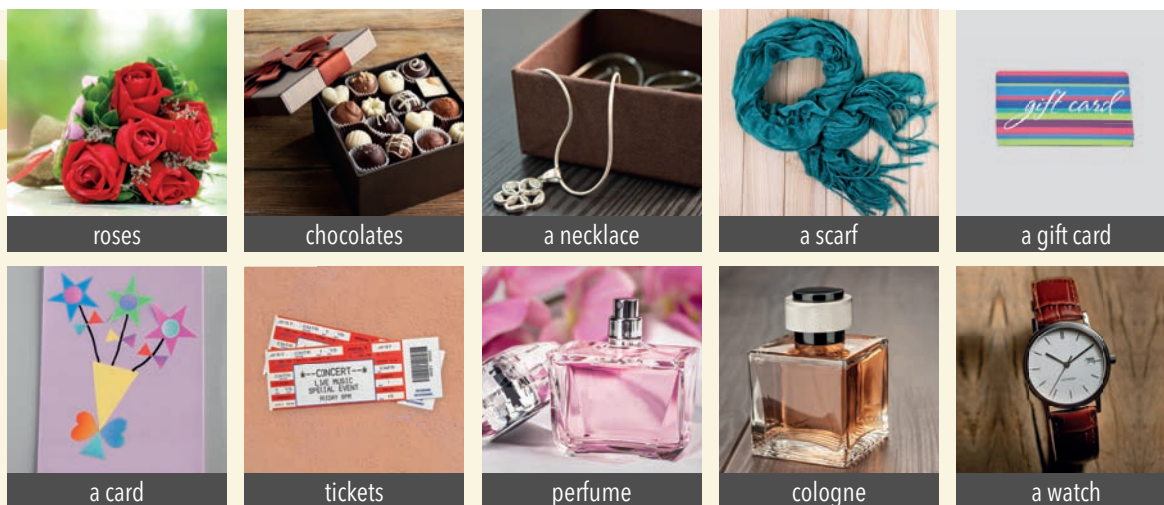
LESSON 2 TALK ABOUT GIFTS



SARAH GOLD
@SarahG
It's great to get gifts, but it's even better to give them.

1 VOCABULARY Gift items

A 06-08 Listen. Then listen and repeat.



B 06-09 Listen to the descriptions. Write a gift item from 1A. More than one answer may be possible.

- _____
- _____
- _____
- _____
- _____
- _____

C PAIRS Look at the gift items in 1A. Which would you give to a family member and which would you give to a co-worker? Discuss.

I would give perfume to a family member. I would give a card to a co-worker.

2 GRAMMAR Verbs + two objects



Some verbs can have two objects, the direct object and the indirect object. The direct object receives the action of the verb. The indirect object tells who the direct object is for and it often refers to a person.

For some verbs, two different sentence patterns are possible:

subject + verb + indirect object + direct object.

subject + verb + direct object + the preposition *to* or *for* + the indirect object.

Subject	Verb	Indirect object	Direct object
My husband	cooked	me	a wonderful dinner.
I	got	him	a gift card.
My kids	made	me	lots of handmade gifts.

Subject	Verb	Direct object	For / To	Indirect object
He	cooked	dinner	for	Mary.
My kids	gave	the necklace	to	me.

Notes

- Use *to* + the indirect object for these verbs: *bring, give, offer, read, send, show, take, teach, tell, write*
- Use *for* + the indirect object for these verbs: *cook, find, get, make*

>> FOR PRACTICE, GO TO PAGE 141





3 PRONUNCIATION

- A** ▶06-11 Listen. Notice the pronunciation of the unstressed object pronouns and the linking when *h* is silent. Then listen and repeat.

Ask her. He gave her a necklace.
Tell him. She got him a watch.
Call them. We bought them a card.

Weak pronunciation of object pronouns

Pronouns like *him*, *her*, and *them* are usually unstressed. When *him* and *her* are unstressed, the *h* is often silent. We link the vowel sound after the silent *h* to the word before it: Ask her.

- B** ▶06-12 Listen. Circle the word you hear. Then listen and repeat.

1. I sent *her / him / them* an e-mail.
2. We got *her / him / them* tickets to a show.
3. I gave *her / him / them* some chocolates.
4. We bought *her / him / them* a gift card.
5. Did you give *her / him / them* the gift?
6. I made *her / him / them* some coffee.

- C** **PAIRS** Make 2-3 new sentences like the ones in 3B. Then say the sentences to your partner.

4 CONVERSATION



- A** ▶06-13 Listen or watch. Circle the correct answers.

1. Alba's children gave her **a necklace / perfume / a gift card** for Valentine's Day.
2. Sarah's son gave her **chocolates / a card / cologne**.
3. Sarah got her husband a gift card, but he might also like **a watch / cologne / chocolates**.
4. Alba is allergic to **perfume / strawberries / roses**.



- B** ▶06-14 Listen or watch. Complete the conversation.



Sarah: How was Valentine's Day? Did you get anything special?
Alba: It was good. My boyfriend _____ some roses.
Sarah: Aww. That's sweet. My husband _____ a watch.
Alba: Nice! And what did you get him?
Sarah: I _____ a gift card.



- C** ▶06-15 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about the best gift you ever got or gave someone. Complete the chart.

Who was it from / for?	What was it?	Why was it the best gift?

- B** **PAIRS** Tell your partner about the gift. Explain why it was the best gift.

My mom bought me a necklace. It was the best gift because...

■ I CAN TALK ABOUT GIFTS.



LESSON 3

TALK ABOUT PAST EVENTS



SARAH GOLD

@SarahG

I love hearing stories about how people met each other.



1 VOCABULARY Storytelling expressions

A ▶ 06-16 Listen. Then listen and repeat.

eventually: after a long time

soon: in a short time from now

later: after the present time

as soon as: right after something has happened

during: all through a period of time

at that moment: at a point in time

meanwhile: at the same time

by the time: not later than the moment that something happened

B Circle the correct answers.

- We danced a lot **during** / **meanwhile** the party.
- As soon as** / **Soon** Ann got to the bus stop, it started to rain.
- After looking for over an hour, we **eventually** / **later** found the restaurant.
- By the time** / **At that moment** he got home, everyone was eating dinner.
- Tom baked a cake. **Meanwhile** / **Soon**, my Dad was wrapping presents.
- I couldn't meet with him because I was busy **later** / **at that moment**.

C PAIRS Make sentences using the expressions in 1A. I fell asleep *during the movie*.



2 GRAMMAR Past continuous; past continuous with when

Use the past continuous to show an action that was happening at a certain time in the past. The past continuous shows the duration of an action, not its completion.

Affirmative statement			Negative statement			
Subject	Was / Were	Verb + -ing	Subject	Was / Were	Not	Verb + -ing
I	was	cooking dinner.	I	was	not	taking the train.

Yes / No question			Short answers	
Was / Were	Subject	Verb + -ing	Affirmative	Negative
Was	it	raining?	Yes, it was .	No, it wasn't .

Information question				Answer		
Wh- word	Was / Were	Subject	Verb + -ing	Subject	Was / Were	Verb + -ing
What	were	you	watching yesterday?	I	was	watching a movie.

Use **when** + the simple past for actions that interrupt the action in the past continuous.

Affirmative statement				
Subject	Was / Were	Verb + -ing	When	Simple past
She	was	waiting to pay	when	she saw him.

Notes

- Use the simple past, not the past continuous, for actions that were completed without interruptions. *Jim **dropped** his phone and **broke** it.*
- In sentences with **when**, the past continuous shows the action that happened first. *Everyone was **eating** when Scott **got** home. = First, they began eating. Then, Scott got home.*

>> FOR PRACTICE, GO TO PAGE 142

3 LISTENING

A ▶ 06-18 Listen to the story. What is the woman talking about?

- a. an interesting trip she took
- b. how she met her husband
- c. a concert she went to

B ▶ 06-18 Listen again. Put the events from the story in order.

Write the number on the line.

- ___ a. She went to a concert with her friends, and the man was there.
- ___ b. She went to the supermarket and saw the man.
- ___ c. She saw a man with a book she liked.
- ___ d. They got married.
- ___ e. They went to dinner and talked for a long time.
- ___ f. She took the train to work.

C ▶ 06-18 Read the Listening Skill. Listen again. Listen for the lines below. Circle the emotion that you hear.

1. "I saw someone holding my favorite book, *The Elephant Vanishes*."
 - a. surprised
 - b. angry
 - c. bored
2. "...all of a sudden I saw the man from the train in the line next to me."
 - a. confused
 - b. tired
 - c. excited
3. "A few days passed, but I didn't see the 'mystery man' again. To be honest, I was beginning to think I had imagined him!"
 - a. worried
 - b. happy
 - c. lonely
4. "By the time the concert was over, it was like we had known each other for years."
 - a. bored
 - b. happy
 - c. confused

D PAIRS Compare your answers in 3C. Did you hear the same emotions?



LISTENING SKILL

Listen for intonation

Speakers vary the pitch, tone, speed, and volume of their voices to make the things they say more interesting. They also express different emotions such as excitement, surprise, anger, or fear. They may talk slower to emphasize what they are saying, or louder or higher if they are excited, happy, surprised, or angry. As you listen, pay attention to the clues that tell you how the speaker feels.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about how you met your best friend, boyfriend / girlfriend, husband / wife, or someone important in your life. Take notes.

B PAIRS Tell your partner about how you met this person. Ask questions to get more information.

A: I went to the library to study. As soon as I sat down, a beautiful woman walked in.

B: Really? What happened next?

C WALK AROUND Continue the conversation with your classmates. Take notes in the chart. Report to the class. Who had the most surprising or unusual story?

Who	Where you met	Details



■ I CAN TALK ABOUT PAST EVENTS.

LESSON 4

READ ABOUT UNIQUE RESTAURANTS



SARAH GOLD

@SarahG

Have you ever eaten dinner while hanging 160 feet above the ground?

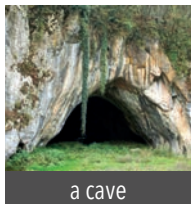
1 BEFORE YOU READ

- A PAIRS** Where is the most interesting or unique restaurant you have ever visited? Discuss.

I once ate at a restaurant under the ocean...



- B VOCABULARY** 06-19 Listen. Then listen and repeat.



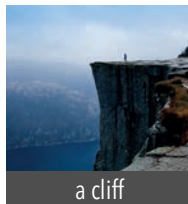
a cave



wildlife



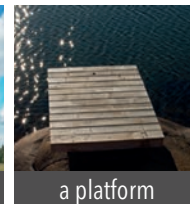
limestone



a cliff



a crane



a platform

2 READ

>> FOR PRACTICE, GO TO PAGE 156

- A PREVIEW** Look at the title and photograph. What do you think the article is about?

- B** 06-20 Listen. Read the article.

WHERE ON EARTH?

Restaurants are all about food, right? Well, not always. Sometimes, we go to restaurants because of *where they are*, rather than *what they serve*. Have you ever eaten dinner under the sea? How about in a cave?

- Or up in the sky? Well, there are restaurants in all of those places!

Under the Sea

- Imagine eating dinner in the ocean! There are several underwater restaurants, but the most famous is called Ithaa. It's located in the Maldives, which are islands south of India. The whole restaurant is 16 feet below sea level! The walls and ceiling are made of glass so you can view the ocean's wildlife all around you while you eat! It's been called the "most beautiful restaurant in the world."

In a Cave

- What about eating dinner underground? In Polignano a Mare, Italy, there is a restaurant, Grotta Palazzese, that was built inside a cave. The walls of the cave are made of limestone, and the cave is lit by lanterns and candles. The cave is on the side of a cliff right next to the sea, so you can look out over the water as you eat. People have been eating dinner in this cave for hundreds of years! In the 1700s, rich people had special dinners there.

In the Sky

If eating underwater or underground isn't exciting enough, then what about having dinner up in the sky? Really! Dinner in the Sky serves people their meals about 160 feet off of the ground in midair. A dinner table is hung from a crane and raised up into the sky. It's not just a dinner table, though. It's a special platform with room for a chef, a small kitchen, and people to serve the food. Since it first started, Dinner in the Sky has set up special flying dinners all over the world, from Dubai to China.

So, if you're bored with the restaurants in your town, plan a trip to one of these exciting places. You won't even taste the food—you'll be too busy looking around!



People eat dinner 160 feet in the air when they eat at Dinner in the Sky.

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- Most restaurants are located in really unique places.
- Restaurants located in unique places serve the best food.
- It can be fun to eat at restaurants located in unique places.

B Read the article again. Answer the questions.

- What might you see when you look out the window at Ithaa? _____
- What can people see outside the cave while eating at Grotta Palazzese?

- What is raised up in the air during the Dinner in the Sky?
- What kind of event might have been held at the Grotta Palazzese in the 1700s? _____

C FOCUS ON LANGUAGE Reread lines 27–36 in the article. Think about the words *Really!* and *set up*. Circle the correct answers.

- What does the writer mean by the one-word sentence *Really!?*
 - I know this sounds strange, but I'm not joking.
 - I'm not telling you the truth.
 - I have never heard of anything so silly!
- What does the phrase *set up* mean?
 - made strong
 - put together
 - started

READING SKILL Construct mental images

When you read, you should pause to think about what the writer is describing and make a picture in your mind. The writer might include information about what something looks like, where it is, or give you other clues to help you imagine what he or she is describing. This can make the reading easier to understand.

D Read the Reading Skill. Read the article again. What descriptive words does the author use to describe each place? What would you experience if you were there? Complete the chart.

Place	Descriptive words and phrases	What I imagine it would be like

E PAIRS What is the article about? Retell the most important ideas in the article.

Use your own words. *The article is about restaurants that are...*

Find out about other restaurants that are in unique places.



4 MAKE IT PERSONAL

A Look at the restaurant locations in the chart. Describe what each restaurant would look like, and what it would be like to eat there. Add your own idea for a unique restaurant.

Place	Descriptive words and phrases	What I imagine it would be like
up in a tree		
in an ice cave		

B PAIRS Tell your partner about the restaurant you have imagined.

I think a restaurant in the jungle would be...

I CAN READ ABOUT UNIQUE RESTAURANTS.

1 BEFORE YOU WRITE

- A** What are some strange or unusual foods in your country? Do you like them or not? What are they like?
- B** Sarah wrote a blog post about an unusual fruit she tried. Why does she think this food is unusual?



SARAH GOLD

@SarahG

I just tried a durian, the world's smelliest fruit! It smells so bad, it's not allowed in subways, buses, and hotels!

► Yesterday's Food Adventure

[Home](#) | [Discussion Board](#) | [Logout](#)

Yesterday, my friend Ava and I were shopping downtown when we came across a strange-looking fruit. It's called a durian. We decided to try one, and we were really surprised. Both the inside and outside of the fruit look different. The outside is very rough with spikes, but the inside is smooth and thick. Although the appearance of this fruit is very unusual, the strangest thing about it is how it smells and tastes.

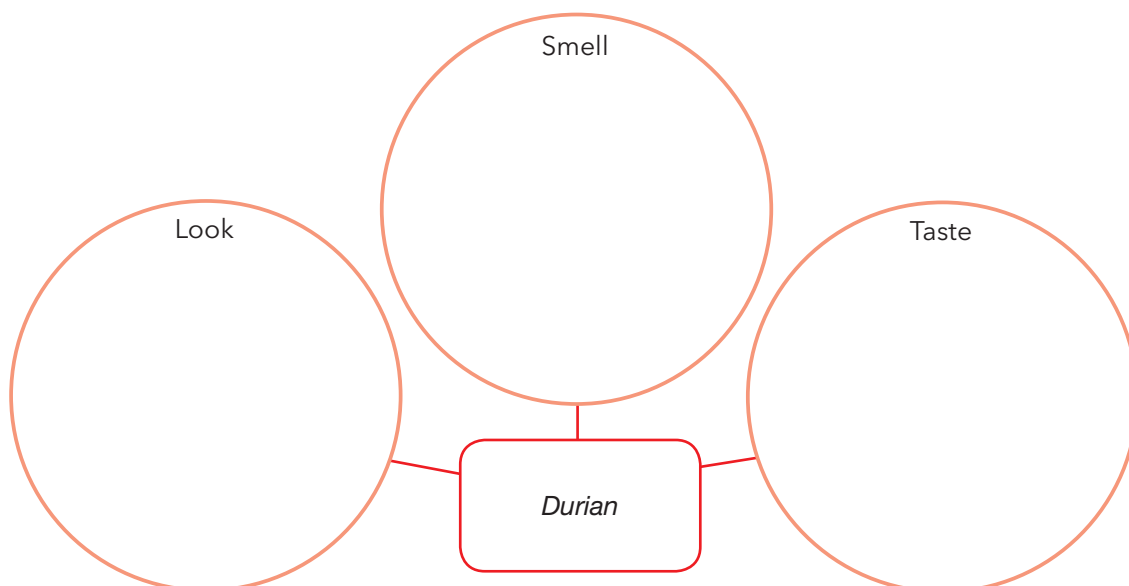
Once you open a durian, the smell is very strong. I thought it smelled like old onions! However, I tried a bite anyway. In contrast to the smell, I thought the fruit tasted wonderful! It was rich, a little bit sweet and bitter, and had a flavor of nuts and cheese. Ava, on the other hand, disliked the taste. It wasn't sweet enough for her.

Durian is quite popular in Indonesia, Malaysia, and the Philippines. Personally, I can see why!



Durian is one of the strangest-looking fruits in the world.

- C** Read the post again. How does Sarah describe the food? What does the food look, smell, and taste like? Take notes in the chart.



2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the post in 1B again. Underline the words that show contrast.

WRITING SKILL Show contrast

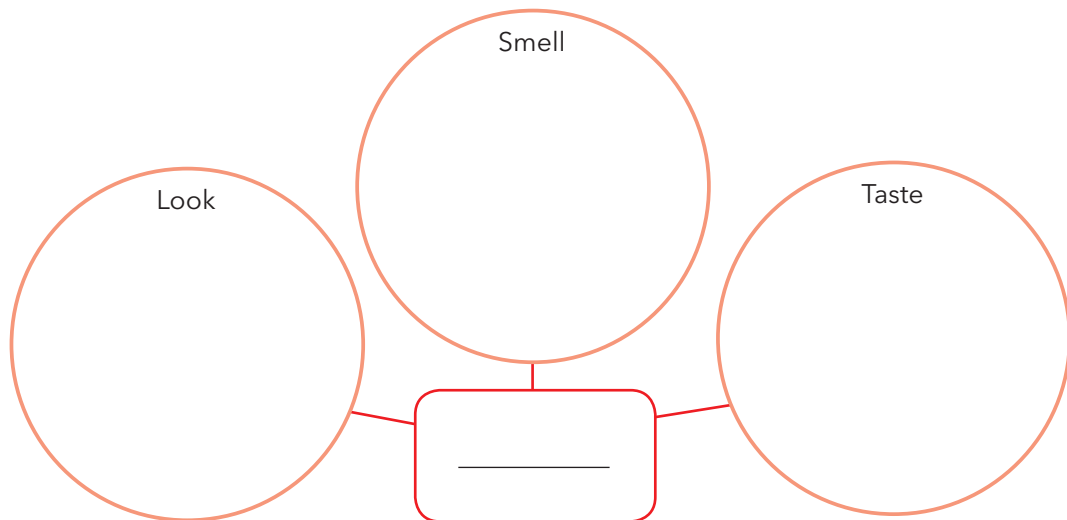
Some words show contrast, or the differences between things. We can use these words to contrast two different things or two different ways of thinking about something. These words are used to help the reader understand when something is not like something else.

Some words that show contrast are: *but, however, on the other hand, in contrast, although, even though, while, and unlike.*

Hector likes papayas a lot. On the other hand, he doesn't like bananas at all.

3 PLAN YOUR WRITING

- A** Think about the most unusual food you have ever eaten. What made it so unusual? How did it look, smell, and taste? Take notes in the chart.



- B PAIRS** Describe the food to your partner.
The most unusual food I have ever eaten was...

4 WRITE

Write about the food you described in 3A. Describe how the food looked, smelled, and tasted, and why you felt it was unusual. Remember to use words that show contrast. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's.
1. Did your partner describe why he or she felt the food was so unusual?
 2. Did your partner describe how the food looked, smelled, and tasted?
 3. Did your partner use words that show contrast?
- B PAIRS** Can your partner improve his or her post? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

I CAN WRITE ABOUT AN UNUSUAL FOOD.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶06-21 Listen or watch. What does Andre talk about?



B ▶06-21 Listen or watch again. Answer the questions.

1. What did they do at the party? _____
2. What food did they have?
3. What gifts did Oscar get?
4. What's one detail about the food and one detail about the gifts?

C Show your own photos.

Step 1 Think about a celebration in the past, for example, a birthday, a holiday, or a graduation party. Choose 3-5 photos that show what you did during the celebration.

Step 2 Show your photos to the class. Talk about the celebration. Describe what you did.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

FIND NEW SOURCES

Listen to different people speaking English to hear different kinds of intonations and pronunciations. For example, use the Internet to find movies, songs, news, TV shows, and interviews in English. Listen for at least one hour a week.



Listen to the audio or watch the videos from the unit. Pay attention to intonation and pronunciation.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about food preferences
- ☐ Talk about gifts
- ☐ Talk about past events

Vocabulary

- ☐ Adjectives to describe food
- ☐ Gift items
- ☐ Storytelling expressions

Pronunciation

- ☐ The vowels /i/ and /ɪ/
- ☐ Weak pronunciation of object pronouns

Grammar

- ☐ Too and enough + adjectives
- ☐ Verbs + two objects
- ☐ Past continuous; past continuous with when

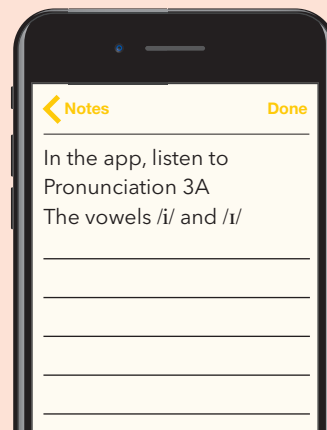
Reading

- ☐ Construct mental images

Writing

- ☐ Show contrast

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.





WHERE ARE YOU GOING?

LEARNING GOALS

In this unit, you

- ⊗ talk about an upcoming trip
- ⊗ talk about what you would like to do
- ⊗ talk about geographical features
- ⊗ read about unusual hotels
- ⊗ write a description of a place



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a vacation. What do you see?
- C** Now read Mario's message. What does this quote mean?



MARIO CALVO

@MarioC

"Travel is the only thing you buy that makes you richer." – Anonymous

LESSON 1

TALK ABOUT AN UPCOMING TRIP



MARIO CALVO

@MarioC

Visiting Mexico City next week.
It's a work trip, but I have some fun things planned!

1 VOCABULARY Verbs / Adjectives + prepositions

A ▶ 07-01 Listen. Then listen and repeat.

Verbs and adjectives go with specific prepositions. These combinations are often followed by gerunds.

Verb / Adjective	Preposition
be excited	about
be worried	
dream	
talk	
think	
apologize	for
be responsible	
blame	
prepare	
thank (someone)	
be interested	in
believe	
engage	
participate	
succeed	

Verb / Adjective	Preposition
approve	of
be afraid	
be fond	
be tired	
take care	
adapt	to
be used	
feel up	
look forward	
object	

B PAIRS Student A, say a verb or adjective from 1A. Student B, say the preposition.



2 GRAMMAR Gerunds as objects of prepositions

A gerund is a verb + *ing*. It is used the same way as a noun. A gerund is often the object of a preposition.

	Preposition	Object	
I'm interested	in	learning	more about Mexico City.
She's responsible	for	planning	the trip.
We look forward	to	hearing	all about it.
They talked	about	going	to an unusual restaurant.
He's afraid	of	flying	too far.

>> FOR PRACTICE, GO TO PAGE 143



3 PRONUNCIATION

- A** ▶ 07-03 Listen. Notice the blended pronunciations of *want to* and *going to*. Then listen and repeat.

going to: I'm going to Mexico City.
/gənə/: What are you going to do?
/wənə/: I want to see the pyramids.

Blending: *want to* ("wanna") and *going to* ("gonna")

We often blend *want to* together as "wanna" /wənə/. We often blend *going to* together as "gonna" /gənə/ when *going to* comes before a verb: *I'm going to leave soon*. We do not blend *going to* together before a noun: *I'm going to Mexico City*., but *to* is usually unstressed /tə/.

- B** ▶ 07-04 Listen. Complete the sentences. Then listen and repeat.

- _____ Japan in the summer.
- _____ take cooking classes.
- _____ learn to make sushi.
- My friend and _____ go hiking.
- We're talking about _____ Canada.
- I think _____ go in August.

- C** **PAIRS** Make three sentences with *going to* and *want to* about another idea for a vacation.

4 CONVERSATION



- A** ▶ 07-05 Listen or watch. Circle the correct answers.

- Mario mainly talks about **a work meeting** / **visiting Mexico City** / **the Mexican team**.
- Mario goes to Mexico City **a few times a year** / **every month** / **once a year**.
- Mario hasn't been **on a hot air balloon tour** / **on a private tour** / **to a museum**.



- B** ▶ 07-06 Listen or watch. Complete the conversation.



Mario: I'm going to **Mexico City** next week. Have you ever been there?

Eric: No, but I'm interested _____. What are you going to do?

Mario: We talked _____ to **an unusual restaurant**. Every dish on the menu **includes insects**.

Eric: That sounds interesting.

Mario: Yes. I'm excited! We're also going to **visit some museums**.

Eric: Well, I look forward _____ all about it.



- C** ▶ 07-07 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

Cancún **the aquarium**. They have a lot of unique exhibits. **go ziplining**

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about a place you're planning to visit. Why do you want to visit? What do you want to do there? Take notes.

- B** **PAIRS** Talk about the place from 5A. Ask questions to get more information.

A: I'm interested in visiting Paris. I've never been there.

B: That's cool. What do you want to do there?

I CAN TALK ABOUT AN UPCOMING TRIP.



LESSON 2

TALK ABOUT WHAT YOU WOULD LIKE TO DO



MARIO CALVO

@MarioC

Dreaming of future vacations—where should I go?



1 VOCABULARY Words to describe a place

A ▶ 07-08 Listen. Then listen and repeat.



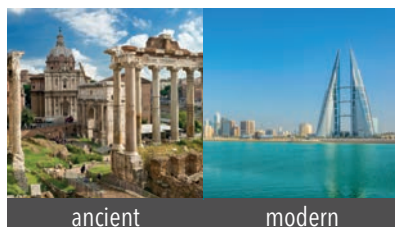
clean

polluted



safe

unsafe



ancient

modern



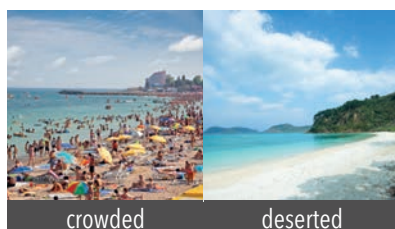
famous

not well known



touristy

unpopular



crowded

deserted

B ▶ 07-09 Listen to the descriptions. Write one adjective from 1A. More than one answer may be possible.

1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

C **PAIRS** Describe a place for your partner using two adjectives from 1A.

London is famous and touristy.



2 GRAMMAR Would like / love / hate + infinitive

Use *would* ('d) *like* / *love* / *hate* to politely say what you want or don't want. *Would like* / *love* / *hate* are followed by an infinitive. Other verbs that are followed by an infinitive include *need*, *plan*, and *prefer*.

Question					Statements				
Wh-word	Would	Subject	Like	Infinitive	Subject	Would	Not	Like / Love / Hate	Infinitive
What	would	they	like	to do?	They	would	not	love	to go to a restaurant.
								like	too late.
								hate	someplace crowded.

Notes

- Use *would like*, *would love*, and *would hate* to talk about possible or imagined events.
We **would like** / **would love** to go to China someday. I **would hate** to be late for the wedding.
- Use *would like* as a polite way of saying want or for offers or requests. Do not use *like*, *would love*, or *would hate*. **Would you like** to join us? **Would your daughter like** some ice cream?
- Use the simple present form of *like* to talk about general preferences.
I **like** to travel to different countries. Ramzy **doesn't like** to wake up early.

>> FOR PRACTICE, GO TO PAGE 144

3 CONVERSATION



A ▶ 07-11 Listen or watch. Circle the correct answers.

- How does Eric describe the "Door to Hell"?
 - different
 - touristy
 - famous
- What does Mario think about the "Door to Hell"?
 - He is surprised that Eric wants to go there.
 - He wants to go there, too.
 - He thinks lots of people probably go there.
- Why does Eric want to visit Patagonia soon?
 - He won't be able to go next year.
 - He wants to visit before it closes for the season.
 - He's afraid that it's going to become crowded.



B ▶ 07-12 Listen or watch. Complete the conversation.



Mario: You like to travel, right?

Eric: Yes, I do! I like to visit places that are **not well known**.

Mario: Really? Like where?

Eric: I'd _____ go to **Patagonia**.

Mario: **Patagonia**? Wow. I'd _____ hear more about it.

Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

CONVERSATION SKILL

End a conversation

When you want to end a conversation, say: *Well, it was nice talking with you..., I've got/I have to go now..., I need/have to get going..., I should be going now..., or I'd love to keep talking with you, but...*

A: I need to get going now.

B: Sure. I'll talk to you soon.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

C ▶ 07-13 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

touristy

London

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your vacation style. What kinds of places would you like to visit? What's important to you when you travel? What do you like to avoid? Complete the chart.

Kind of place	What's important	What to avoid
famous location	modern, clean, lots of restaurants	unsafe and deserted areas

B PAIRS Talk about your chart in 4A. Describe the kinds of places you would and wouldn't like to visit. Ask questions to get more information.

A: I'd love to visit somewhere famous that's modern and clean.

B: Really? Like where?

I CAN TALK ABOUT WHAT I WOULD LIKE TO DO.



LESSON 3

TALK ABOUT GEOGRAPHICAL FEATURES



MARIO CALVO

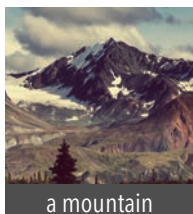
@MarioC

What's the hottest place on Earth?
The first person who answers gets
to take me there on vacation! 😊

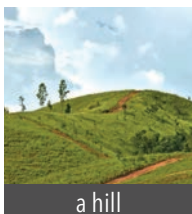


1 VOCABULARY Geographical features

A ▶ 07-14 Listen. Then listen and repeat.



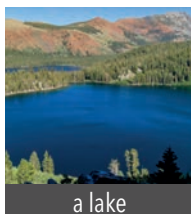
a mountain



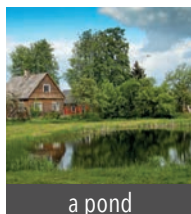
a hill



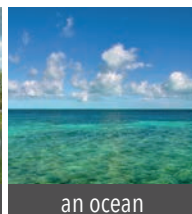
a river



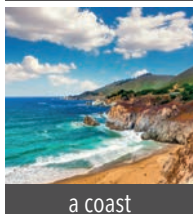
a lake



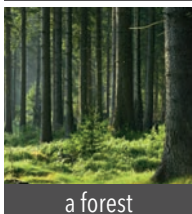
a pond



an ocean



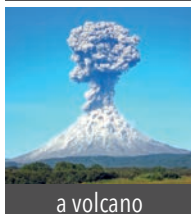
a coast



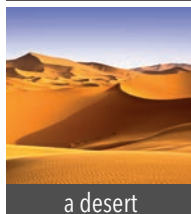
a forest



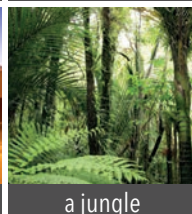
an island



a volcano



a desert



a jungle

B Look at the words in 1A. Write them in the correct category.

Land	Water
a hill	an ocean

C PAIRS Add 2-3 more geographical features to the list in 1A.



2 GRAMMAR Superlative adjectives

Use superlative adjectives to compare more than two people or things. Use *the* or a possessive adjective (*my / her*, etc.) before the superlative.

Rules	Adjective	Superlative
For most one-syllable adjectives, add <i>-(e)st</i> for the superlative.	high large	highest largest
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add <i>-est</i> .	hot big	hottest biggest
For two-syllable adjectives ending in <i>y</i> , drop the <i>y</i> and add <i>-iest</i> .	happy pretty	happiest prettiest
For most adjectives with two or more syllables, use <i>least</i> or <i>most</i> + the adjective.	beautiful popular	most beautiful least popular

Notes

- Superlatives are often used with prepositional phrases with *in* or *of*.
*Australia is the **smallest** continent **of** all.*
- Some adjectives have irregular forms.
good → **best** bad → **worst** far → **farthest / furthest**



>> FOR PRACTICE, GO TO PAGE 145



3 PRONUNCIATION

- A** ▶ 07-16 Listen. Notice the way /t/ is dropped before a consonant and linked to a vowel. Then listen and repeat.

the smallest~~t~~ country the largest~~t~~ island
the highest~~t~~ mountain the deepest~~t~~ ocean

- B** ▶ 07-17 Draw a line (/) through t in the superlative if we can drop the sound /t/. Draw a linking line to show where we link t to the next word. Listen and check your answers.

1. What's the tallest building?
2. What's the hottest place?
3. What's the most expensive city?
4. Which city has the best food?
5. Which city has the busiest airport?
6. What's the most interesting park?
7. What's the most beautiful city?
8. What's the best time of year to visit?

- C** **PAIRS** Ask and answer the questions in 3B about your country.

Dropping the /t/ and linking in superlatives

We often drop the sound /t/ in words that end in -st when the next word begins with a consonant sound: *the smallest~~t~~ country*. We do this to make a long group of consonant sounds easier to say. When the next word begins with a vowel sound, we pronounce the /t/ and link it to the following vowel: *the largest~~t~~ island*.

4 LISTENING

- A** ▶ 07-18 Listen to the quiz show. What are the questions about?
- a. people b. numbers c. places

- B** ▶ 07-18 Read the Listening Skill. Listen again. Circle the correct answers.

1. The smallest country in the world has under **100 / 1,000 / 10,000** people.
2. It also has the world's largest **church / palace / park**.
3. The largest lake in the world is in **Asia / Africa / North America**.
4. Aconcagua is more than **22,000 / 28,000 / 32,000** feet tall.
5. The Nile River is **shorter / longer / deeper** than the Yangtze River.
6. The hottest place in the world is **Death Valley / the Sahara Desert / the Australian Outback**.

- C** **PAIRS** Compare your answers in 4B.



LISTENING SKILL

Listen for specific information

When you're listening, you don't need to understand every word. Focus on the information you think you'll need in order to understand the topic. For example, listen to places, times, dates, numbers, and names.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Choose three geographical features from 1A. Write three places for each geographical feature. Name places in your country or in other locations. Take notes.
a mountain: Mount Everest, K2, Makalu

- B** **PAIRS** Discuss your notes from 5A. Compare the places using adjectives. Which is the highest, smallest / largest, least popular, or most beautiful?

A: For a mountain, I listed Mount Everest, K2, and Makalu.

B: Mount Everest is in China and Nepal. It's the highest mountain in the world.

A: What else do you know about it?

■ I CAN TALK ABOUT GEOGRAPHICAL FEATURES.





MARIO CALVO

@MarioC

This hotel not only floats but also turns around in a circle. Now THIS I need to see!

1 BEFORE YOU READ

A PAIRS What kinds of places would you prefer to stay in when you travel?

I prefer to stay at people's houses because...



B VOCABULARY ▶ 07-19 Listen. Then listen and repeat.

a palace: a large home where a queen or king lives

a rule: a statement of what you can or cannot do

lick: to move the tongue across something

a tank: an object that is used to hold a large amount of a liquid

submerged: under water

rotate: to go around in a circle like a wheel

face: to be towards or in the direction of something

a butler: a person whose job is to serve other people and take care of their home

out of sight: hidden; not able to be seen

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A PREVIEW Look at the title and the photograph. What do you think the blog post is about?

B ▶ 07-20 Listen. Read the blog post.

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Search

My World Travels—The Most Interesting Places I've Stayed

When I travel, I try to find interesting places to stay. Here are three of the most beautiful and unique hotels from my travels.

The Palacio de Sal (or Palace of Salt) Hotel is truly amazing. It is in the salt desert of Bolivia, at the eastern edge of Salar de Uyuni. What makes this hotel so unique? It is made entirely out of salt! When they first started to build the hotel, building materials were hard to find in the area. But there was plenty of salt. The floor, ceiling, walls, and even some of the furniture are all made of salt. If you're planning a visit, make sure to stay in a room with a view of the desert. It's beautiful. And remember one important rule: Don't lick the walls!

The Marmara Antalya Hotel in Turkey is another great place to visit. Part of this modern hotel is a building that floats in a tank of water. The bottom three floors of this building are completely submerged. The building revolves, or turns in a circle. It is the only hotel in the world that rotates 360 degrees! When I stayed there, I went to sleep facing the pool and woke

up facing the sea. I'd love to see those views again! Just remember: Only one building at this hotel turns, so make sure you get a room in the right building.

But there is nowhere more beautiful than the Null Stern Hotel in the Swiss mountains. This hotel is just one "room." The room has a bed, two small tables, two lamps, and nothing else. And I mean nothing else. There are no walls! There is just a bed, outside, surrounded by mountains and sky. A butler stays nearby, but out of sight, and brings guests their meals. The views of the mountains and the star-filled sky are incredible. But be ready to take a walk if you need to go to the bathroom: There isn't one at the hotel. I had to use a public bathroom which was five minutes away!

Next week I'll write about the best free places I've ever stayed. You'll be surprised by how many there are!

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THE BEAUTIFUL VIEW FROM MY HOTEL IN THE SALT DESERT.

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the blog post?

- a. The best hotels are always unique.
- b. Unique hotels are often expensive.
- c. It is fun to stay in unique hotels.

B Read the blog post again. Circle the correct answers.

- | | |
|---|---|
| <p>1. Why was the Palacio de Sal made of salt?</p> <ul style="list-style-type: none"> a. It was the best way to attract tourists. b. It was hard to find other materials. c. It was the cheapest way to build. | <p>3. What was one thing the author would have liked at the Null Stern Hotel?</p> <ul style="list-style-type: none"> a. a ceiling b. walls c. a bathroom |
| <p>2. What kind of view can you find at the Marmara Antalya Hotel?</p> <ul style="list-style-type: none"> a. the jungle b. the desert c. the sea | <p>4. What is one thing all these hotels have in common?</p> <ul style="list-style-type: none"> a. They have great views. b. They are in Europe. c. They are hard to find. |

C **FOCUS ON LANGUAGE** Reread lines 21–27 in the blog post. Think about the phrases *360 degrees* and *the right building*. Then circle the correct answers.

- | | | |
|---|-----------------------|-------------------------|
| 1. The expression <i>360 degrees</i> means ____. | | |
| a. a complete circle | b. from left to right | c. halfway around |
| 2. The phrase <i>the right building</i> means ____. | | |
| a. the building on the right | b. the best building | c. the correct building |

D Read the Reading Skill. Look at the blog post in 2B again. Identify the point of view of the author by underlining the pronouns that let you know who is telling the story.

E **PAIRS** What is the blog post about? Retell the most important ideas in the blog post. Use your own words.

The blog post is about hotels that are...

READING SKILL Identify point of view

Identifying the point of view can tell you who is telling the story and how they are telling it. Writers may choose to tell their story in three ways.

First-person: using the pronouns *I* or *we*

Second-person: using the pronoun *you*

Third-person: using the pronouns *he*, *she*, *it*, or *they*

Tip: Not every sentence in a story tells you the point of view. To decide which point of view is being used, imagine someone reading the text aloud. Is it a story about themselves or about someone else?

4 MAKE IT PERSONAL

A **GROUPS** Think about the blog post you just read. Imagine you are staying in a unique hotel. What makes a hotel an interesting or fun place to stay?

	Details
food	
view	
activities	
services	
other	

Find out about other unusual places to stay.



B **CLASS** Report to the class about your ideas.

I would like to stay in a hotel that...

I CAN READ ABOUT UNUSUAL HOTELS.

LESSON5

WRITE A DESCRIPTION OF A PLACE



MARIO CALVO

@MarioC

San Francisco is the best city! Everyone should visit at least once!

1 BEFORE YOU WRITE

- A Where is your favorite town or city? What do you like best about it?
- B Mario wrote a blog post about San Francisco. What does he think of the city?

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My Favorite City

Even though I live in Ecuador, I travel a lot for work. San Francisco is one of my favorite places to visit. You should definitely go there!

Most people spend time at touristy places like the Golden Gate Bridge, but I prefer places that are not well known. For example, Corona Heights Park is one of my favorite spots, and it has the most beautiful views of the city.

However, there are a few touristy things to do that are really fun. One of the most interesting places to visit is Alcatraz Island and its famous prison. Don't worry. It's completely safe—the prison is no longer open. It's also nice to walk around Chinatown, eat the wonderful food, and buy some fun souvenirs. The streets are always crowded with people.

If you want to get out of the city, head over to Muir Woods. It is the most amazing forest in the country! The tallest tree in the forest is 258 feet tall and most of the trees are around 500 to 800 years old. Walking in Muir Woods makes me feel better about the world!

There are so many great things to do in San Francisco. Be sure to plan a trip soon!

Leave a reply

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Alcatraz Island

Corona Heights Park

Muir Woods

Chinatown

- C Read the blog post again. What places does Mario mention? Complete the chart.

Place	Why it's interesting	What you can do there
Corona Heights Park		

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Look at the blog post in 1B again. What is the topic of each paragraph?

	Topic
Paragraph 2	
Paragraph 3	
Paragraph 4	

WRITING SKILL

Include one topic per paragraph

A paragraph is a group of sentences that talks about a single idea, or topic. An effective paragraph often begins with a topic sentence that expresses the main idea. The rest of the sentences in the paragraph support the main idea of that paragraph, and maintain a consistent flow. These sentences are organized in a way to keep the flow of ideas.

3 PLAN YOUR WRITING

- A** Think about your hometown or your favorite place to visit. What are the most interesting places to visit there? Complete the chart.

Place	Why it's interesting	What you can do there

- B PAIRS** Discuss your ideas.
My favorite place to visit is...

4 WRITE

Write a blog post about the places you described in 3A. Describe where a visitor should go, why you recommend the places, and what a person can do there. Remember to include one topic per paragraph. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's.
1. Did your partner describe where to go and provide details on why it would be interesting?
 2. Did your partner describe what a visitor could do at each place?
 3. Did your partner include one topic per paragraph?
- B PAIRS** Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A DESCRIPTION OF A PLACE.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶07-21 Listen or watch. What does Paula talk about?



B ▶07-21 Listen or watch again. Answer the questions.

1. What location is the group going to visit? _____
2. What places does Paula suggest? _____
3. What is one interesting fact about each place? _____

C Show your own photos.

Step 1 Imagine that you are a tour guide, and you are planning a visit for a group of out-of-town visitors. Choose 2-3 photos of places that you think visitors would like to see.

Step 2 Show your photos to the class. Say what the places are and describe them. Give details about why they are interesting.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

LEARN GRAMMAR IN CONTEXT

Study grammar by finding real-life examples of the grammar you're trying to learn, for example, comparative adjectives. You can find grammar examples in books, magazine articles, or on websites. Reviewing grammar in this way will help you to use correct grammar when you're speaking.

TRAVELING THE WORLD

Are you interested in visiting Bolivia?



Look through travel magazines, books, or websites to find examples of the grammar in this unit. For practice, read the example sentences out loud. Try using the grammar when you speak.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about an upcoming trip
- ☐ Talk about what you would like to do
- ☐ Talk about geographical features

Grammar

- ☐ Gerunds as objects of prepositions
- ☐ *Would like / love / hate + infinitive*
- ☐ Superlative adjectives

Vocabulary

- ☐ Verbs / Adjectives + Prepositions
- ☐ Words to describe a place
- ☐ Geographical features

Reading

- ☐ Identify point of view

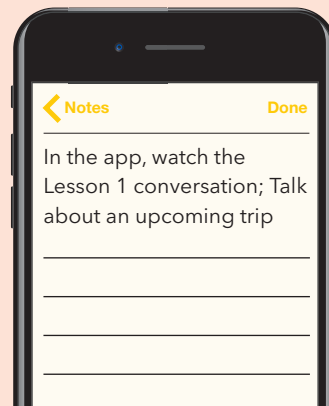
Writing

- ☐ Include one topic per paragraph

Pronunciation

- ☐ Blending: *want to* ("wanna") and *going to* ("gonna")
- ☐ Dropping the /t/ and linking in superlatives

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.





WHAT ARE YOU DOING TONIGHT?

LEARNING GOALS

In this unit, you

- ⊗ talk about music
- ⊗ talk about evening plans
- ⊗ describe habits and routines
- ⊗ read about the power of music
- ⊗ write suggestions for meeting people



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a concert. What do you see?
- C** Now read Lucas's message. What does his message mean?



LUCAS MORALES

@LucasM

Traveling this week for work.
Hope to get out for some fun.

LESSON 1 TALK ABOUT MUSIC



LUCAS MORALES

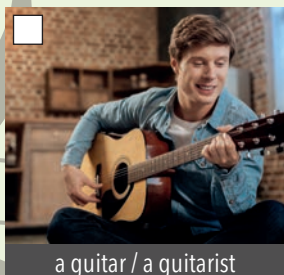
@LucasM

I love listening to music! I have a song for every part of my day.



1 VOCABULARY Instruments and musicians

A ▶ 08-01 Listen. Then listen and repeat.



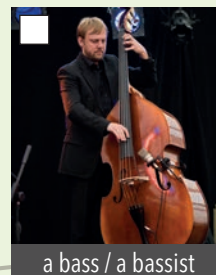
a guitar / a guitarist



a piano / a pianist



drums / a drummer



a bass / a bassist



a keyboard / a keyboardist



a trumpet / a trumpeter



a saxophone / a saxophonist



a violin / a violinist

B ▶ 08-02 Listen. What do you hear? Who is playing the instrument? Number the images in 1A.

C **PAIRS** Cover the words in 1A. Test your partner. Student A, say an instrument. Student B, say the word for the musician. Keep score.

A: a trumpet

B: a trumpeter



2 GRAMMAR Questions about the subject and object

In questions about the subject, the *wh-* word is the subject of the verb. The answer tells us the subject.

Questions about the subject			Answers
Wh- word	Main verb	Object	
Who	is	the guitarist?	Joe is the guitarist.
What	happened	this weekend?	A band performed at the park.
Which band	sings	this song?	Talking Hearts sings this song.

In questions about the object, the *wh-* word is the object of the verb. The answer tells us the object.

Questions about the object				Answers
Wh- word	Auxiliary verb	Subject	Main verb	
Who	are	you	listening to?	I'm listening to Talking Hearts.
What	is	she	playing?	She's playing the piano.

Note: Most questions about the subject use *who* or *what*. There is no auxiliary verb. For questions about the object, an auxiliary verb comes before the subject.

>> FOR PRACTICE, GO TO PAGE 146



3 PRONUNCIATION

- A** ▶ 08-04 Listen. Notice the different intonations. Then listen and repeat.

Wonderful! You're kidding! That's great!
 Wonderful! You're kidding! That's great!

- B** ▶ 08-05 Listen to the intonation in speaker B's response. Which sentence do you think speaker A said? Circle the correct answers. Then listen and check your answers.

1. a. I got the job. b. The computers are all down.
2. a. I got free tickets to see Lady Gaga. b. Our flight was canceled.
3. a. Sam and I are getting married. b. We're going to miss the train.
4. a. I'm going to France next year. b. It's raining again.

- C** **PAIRS** Use the responses in 3A. Create two dialogs, one showing enthusiasm and the other showing a lack of enthusiasm.

Intonation: Showing enthusiasm

When someone is showing enthusiasm or strong interest, their intonation often goes up very high and then goes down. If your intonation is too low or too flat, it can sound like you're not interested or you mean the opposite of what you're saying.

4 CONVERSATION



- A** ▶ 08-06 Listen or watch. Circle the correct answers.

1. Mandy is surprised Lucas knows Talking Hearts because they're **not well known** / **from Canada** / **a new band**.
2. Talking Hearts have just **made an album** / **finished touring** / **visited Vancouver**.
3. The Clouds are from **Canada** / **the U.K.** / **South America**.
4. Emma Taylor plays the **guitar and drums** / **bass and trumpet** / **drums and piano**.



- B** ▶ 08-07 Listen or watch. Complete the conversation.



Lucas: _____ you listening to?
 Mandy: A band called Talking Hearts. Here. Listen.
 Lucas: Cool. I like this song. I love the guitar solo.
 Mandy: Yeah. Me, too. It's amazing.
 Lucas: _____ the guitarist?
 Mandy: His name is Joe Ramos.



- C** ▶ 08-08 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of a popular song. Think about the members of the band or artist and the instruments they play. Take notes.

- B** **GAME** Student A, sing a few lines of the song in 5A. Student B, ask questions about the song and the band. Try to guess the song.

B: Who sings this song?

A: The band is called Maná.

■ I CAN TALK ABOUT MUSIC.



LESSON 2 TALK ABOUT EVENING PLANS



LUCAS MORALES

@LucasM

I just learned my favorite band is on tour. I'd really love to see a show!



1 VOCABULARY Evening events

A 08-09 Listen. Then listen and repeat.



see a show



go to an art gallery



go to a game



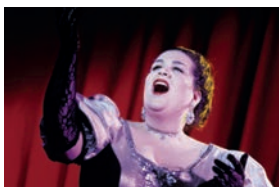
see a musical



go to a comedy club



see a movie



go to the opera



go to the ballet

B 08-10 Listen to the sentences. Write the correct activity from 1A.

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

C PAIRS Take turns describing an activity from 1A that you like to do.

I like to go to comedy clubs. I love to laugh.



2 GRAMMAR So / Because (of) to show cause and effect

Use **so** to introduce an effect, or a result of something.

Cause / Reason	So	Effect / Result
It isn't a famous band,	so	I'm sure we can still get tickets.
My boyfriend loves them,	so	he'll probably want to come with us.

Note: **So** goes between two independent clauses. A comma usually comes immediately before **so**.

Use **because** and **because of** to introduce the cause of a cause-and-effect relationship.

Because / Because of	Cause / Reason	Effect / Result
Because	it's near the club,	let's eat at Pasha Café.
Because of	the traffic,	we're going to be late.

Notes

- Because** or **because of** can go at the beginning or the middle of the sentence.
***Because** I'm meeting some friends, I can't go. I can't go **because** I'm meeting some friends.*
- Because** is followed by a subject and a verb. **Because of** is followed by a noun or noun phrase.
- When **because** or **because of** comes first in the sentence, the phrase or clause is followed by a comma. When the main clause comes first, there is no comma.

>> FOR PRACTICE, GO TO PAGE 147



3 PRONUNCIATION

Main stress to emphasize a contrast

The main stress in a sentence is often on the last important word. However, when we want to emphasize a contrast, the main stress moves to highlight the new or different information.

- A** ▶ 08-12 Listen. Notice the way speaker B uses main stress to emphasize a different word for contrast in each conversation. Then listen and repeat.

1. A: Are you free on Thursday at 10?
B: No, how about Friday at 10?

2. A: Are you free on Friday at 8?
B: No, how about Friday at 10?

- B** ▶ 08-13 The main stress is underlined for Speaker A. Underline the word that should have the main stress in Speaker B's response. Then listen and check your answers.

1. A: I think the show starts at 8:30.
B: No, actually, it starts at 9:30.

3. A: The drummer is British, right?
B: No, the guitarist is British.

2. A: Let's meet at the restaurant at 7.
B: Could we make that 7:15?

4. A: Should I buy a ticket for you?
B: Thanks, but I already have a ticket.

- C** **PAIRS** Practice the short conversations in 3B. Then make similar conversations.

4 CONVERSATION



- A** ▶ 08-14 Listen or watch. Circle the correct answers.

- Lucas is in town until **Thursday** / Friday / Saturday.
- The tickets should be **easy to get** / expensive / cheap.
- Lucas asks Mandy to **lend him money** / buy the tickets / get him some cash.
- On Friday, Lucas is going to **an art gallery** / a game / a show.



- B** ▶ 08-15 Listen or watch. Complete the conversation.



Mandy: Do you want to **see a show** on Wednesday?

Lucas: I'd love to, but I can't _____. I'm meeting some friends.

Mandy: Oh, OK. There's another one on Thursday night. Are you free?

Lucas: Yes, I am.

Mandy: Great. They just added this **show**, _____ I'm sure we can still get tickets.

Lucas: Sounds good. I'm in.



CONVERSATION SKILL

Turn down an invitation politely

To turn down an invitation politely, say: *Sorry, I can't., I wish I could, but..., I'd love to, but..., I'm afraid I'm busy., Sorry, I'm not free this morning/afternoon/evening.*

A: Do you want to go to a show tonight?

B: I'd love to, but I can't.

Listen to or watch the conversation in 4A again. Underline the expressions that you hear above.

- C** ▶ 08-16 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

see a movie

showtime

5 TRY IT YOURSELF

ROLE PLAY Make plans with your partner for an evening activity. Decline the invitation, and make another suggestion.

A: Do you want to get together on Friday night?

B: I'm sorry, but I can't because I have plans. How about Saturday evening?

I CAN TALK ABOUT EVENING PLANS.



LESSON 3

DESCRIBE HABITS AND ROUTINES



LUCAS MORALES

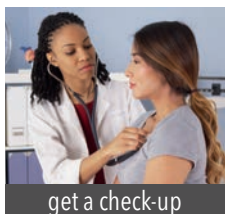
@LucasM

If you've been looking for an easy way to get healthy, you're in luck—sleeping counts!

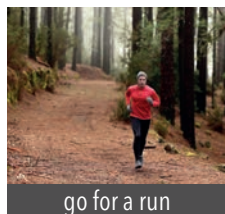


1 VOCABULARY Healthy habits

A ▶ 08-17 Listen. Then listen and repeat.



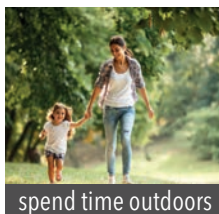
get a check-up



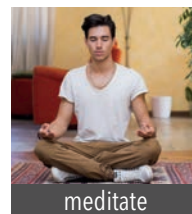
go for a run



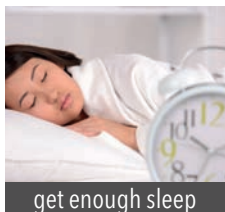
go to the gym



spend time outdoors



meditate



get enough sleep



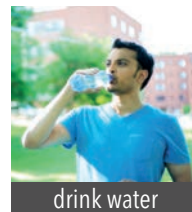
cut down on sugar



follow a balanced diet



put down your device



drink water

B Look at the healthy habits in 1A. Put them into the groups.

Rest	Exercise	Diet	Other

C PAIRS Talk about a habit from 1A that you don't do but would like to do. How can you make it happen?

I'd like to drink more water. I can fill up a large bottle with water in the morning.



2 GRAMMAR Time expressions

Use time expressions with the simple present tense to talk about things that happen often, regularly, or all the time.

I go swimming
I meditate
I go for a run
I spend time outdoors

every day.
every morning.
on Mondays.
on weekends.

I use my device
I go to the gym
I go for a hike
I get a check-up

once an hour.
twice a week.
three times a month.
a few times a year.

Notes

- Time expressions made up of two or more words can go either at the beginning or the end of a sentence. When a time expression comes at the beginning of the sentence, it is sometimes followed by a comma.
*Leah goes to the gym **every Monday**. **Every Monday**, Leah goes to the gym.*
- Add *-ly* to words like *day* and *night* to show something happens every day or every night.
*Maya exercises every night. = Maya exercises **nightly**.*
*Her blog comes out every day. = Her blog comes out **daily**.*
Other common examples include *hourly*, *weekly*, *monthly*, *quarterly*, and *yearly*.

>> FOR PRACTICE, GO TO PAGE 148

3 LISTENING

- A** ▶ 08-19 Listen to the podcast. What is the woman talking about?
- new ways of using technology to get healthy
 - problems from using technology too much
 - how many hours a week people use their devices
- B** ▶ 08-19 Read the Listening Skill. Listen again for example phrases. Circle the answers that are mentioned in the audio. Each question has two correct answers.

- People aren't getting enough sleep.
 - People go to bed with their devices.
 - The light from our devices keeps us awake.
 - People wake up early to use their devices.
- Too much screen time can change a part of the brain.
 - Kids may not learn how to have good relationships with people.
 - Adults may forget how to have relationships.
 - Adults may have friends online, but not in real life.
- Instead of picking up your device, try something new.
 - Start a new hobby.
 - Play a new game online.
 - Take a class.
- Spend time with family and friends.
 - Have dinner together.
 - Catch up with each other.
 - Socialize by chatting online.
- Do something for yourself.
 - Do some online shopping.
 - Find some quiet time.
 - Focus on yourself for part of the day.



LISTENING SKILL Listen for examples and supporting statements

Speakers use certain phrases to introduce examples and supporting statements. These help to support speakers' ideas so that listeners understand them better. Some common phrases are: *such as, like, for example / for instance, for one thing / for another thing, in fact, in general, in particular / in detail, and let me explain.*

- C** ▶ 08-19 Listen again. Complete the sentences.

The Effects of Too Much Screen Time	
Problems	Solutions
People aren't getting enough sleep.	Stop using your device at least (1) _____ before bed-time so you can start to (2) _____.
Too much screen time can change a part of the brain that helps people (3) _____ and build relationships.	Parents should (4) _____ their own screen time, as well as their kids'.

- D PAIRS** Compare your answers in 3C. Did you get the same answers?

4 TRY IT YOURSELF

- A MAKE IT PERSONAL** Think about your weekly routine. What are your good and bad habits? What bad habits would you like to change? Take notes.

- B PAIRS** Discuss your habits. Ask questions to get more information.

A: I go to school five days a week. It's hard to find time to exercise.

B: What do you do on the weekends?

A: I like to spend time outdoors.

B: Maybe you could try...

■ I CAN DESCRIBE HABITS AND ROUTINES.



LESSON 4

READ ABOUT THE POWER OF MUSIC



LUCAS MORALES

@LucasM

Ever wonder why loud music makes you feel good? Scientists have the answer.

1 BEFORE YOU READ

- A PAIRS** Discuss. What kind of music do you like? Say why.

I really love...



- B VOCABULARY** ▶ 08-20 Listen. Then listen and repeat.

a **mood**: the way a person feels at a certain time

stress: a feeling of worry that stops a person from being able to relax

a **rhythm**: a regular, repeated pattern of sounds

beat: to make a regular movement or sound

translate: to change something into another form

heart rate: the number of times the heart beats in a minute

a **piece**: something that someone has made, written, or drawn

a **hormone**: something the body makes that helps you to grow and change

release: to let something go into the body, air, water, soil, etc.

>> FOR PRACTICE, GO TO PAGE 157

2 READ

- A** Read the Reading Skill.

- B** ▶ 08-21 Listen. Read the article. As you read, stop and ask yourself these questions. *Do I understand what I just read? Do I need to reread anything? Do I need to look up any words?*

READING SKILL

Ask and answer questions

Asking questions while you read helps you understand the text. As you read, stop and ask questions about the text. Do you understand what you are reading? Do you need to look up any words?

The Power of Music

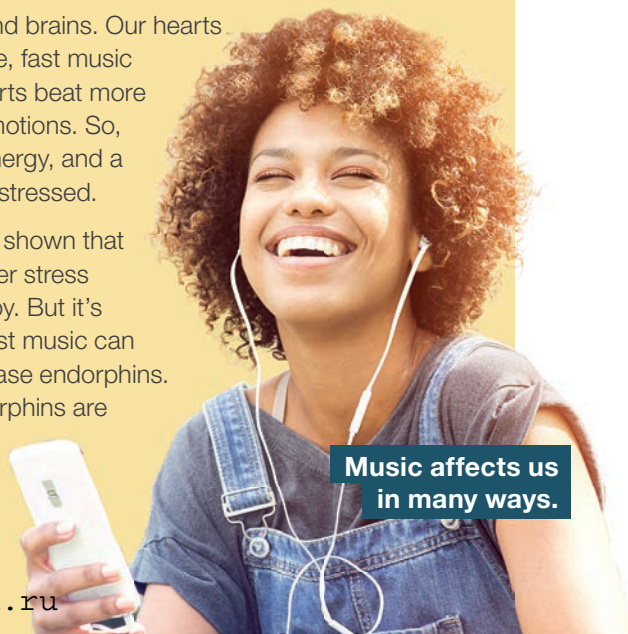
We all know that music affects our moods. It can make us feel great joy or make us think of our saddest moments. Soft music can calm an upset baby. And singing along to loud music can help someone get rid of stress or anger. But why? Why does music have this powerful effect?

Scientists have learned that music affects both our bodies and brains. Our hearts

- 5 beat at the same speed as the rhythms we hear. For example, fast music makes our hearts beat faster and slow music makes our hearts beat more slowly. Our brains translate these different heart rates into emotions. So, a loud, fast rock song can make us feel like we have more energy, and a slow, classical violin piece can make us feel calmer and less stressed.

- 10 Music also affects the hormones in our bodies. Studies have shown that when we listen to slow, quiet music, our bodies produce fewer stress hormones and more of the hormones that make us feel happy. But it's not only calm, quiet music that makes us feel good. Loud, fast music can move a small part of the ear which then tells the brain to release endorphins.

- 15 Endorphins can make us feel positive and happy. More endorphins are released at higher volume levels. The louder the music, the higher the level of endorphins.



Music affects us in many ways.

Other studies have shown that listening to almost any kind of music can help people who suffer from short-term pain, such as a large cut or burn, or from a long-term illness, such as heart disease.

20 Music can help in two ways: It can trigger the release of endorphins which, in addition to making us feel happy, can also reduce our pain levels. And, more simply, it can help us to think about something other than the pain we are feeling. However, scientists do believe that we have to like the music in order for it to have a positive effect.

25 So, the next time you're sad and you want to feel happy, or you're in pain and you want to feel better, listen to your favorite song. Music really *can* help you feel better. Now *that's* music to your ears!

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- a. Music can have a powerful effect on our bodies and minds.
- b. The best way to relax and have a good time is to listen to music.
- c. Slow, quiet music is the only kind of music that can help people who are upset.

B Read the article again. Circle the correct answers.

1. Our hearts beat ___ the sounds we hear.
 - a. faster than
 - b. slower than
 - c. at the same speed as
2. The brain produces ___ when we listen to slow music.
 - a. fewer stress hormones
 - b. more stress hormones
 - c. fewer positive hormones
3. ___ music moves a part of the ear which tells the brain to release endorphins.
 - a. Loud and slow
 - b. Loud and fast
 - c. Soft and slow
4. Someone who is in pain should listen to _____.
 - a. their favorite song
 - b. any kind of music
 - c. nothing at all

C **FOCUS ON LANGUAGE** Reread lines 20-25 in the article. Think about the words *trigger* and *that's music to your ears*. Then circle the correct answers.

1. In this sentence, the word *trigger* means _____.
 - a. part of a gun
 - b. to make something happen
 - c. to move something with a finger
2. The expression *that's music to your ears* means _____.
 - a. that's a great song
 - b. that's good news
 - c. that's terrible news

D **PAIRS** What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about how music...

Find out about other ways music affects people.



4 MAKE IT PERSONAL

A Think about the article you just read. Answer the questions.

1. Do you agree or disagree with the author of the article?

2. Did you learn something new? What did you learn?

B **PAIRS** Discuss your answers in 4A.

I agree with the author. I think...

LESSON5


WRITE SUGGESTIONS FOR MEETING PEOPLE

1 BEFORE YOU WRITE

- A

What do you like to do after work or on weekends? Is it a good way to meet new people?
- B

Charlie posted a question on a discussion board. Lucas replied with some suggestions. Read the posts. What question does Charlie ask?



LUCAS MORALES

@LucasM

You know who makes new friends the easiest? Pet owners. Everyone stops to talk to you when you have a dog. 😊

Discussion Thread

Home | Discussion Board | Logout

Home

Moving home

schools

work

health

community

social

Just moved here. Looking for a fun, cool way to meet new people. Any ideas?

Hey Charlie! Lots to do here! Happy to help.

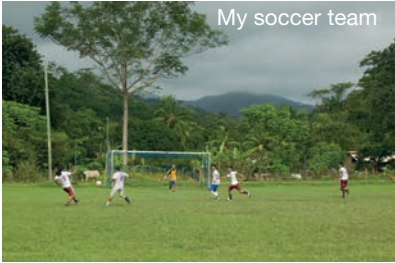
Do you like sports? We have lots of local sports teams you could join. I'm on a soccer team, and we usually have games every weekend during the season. I love it because it's great to spend time outdoors and hang out with new friends at the same time.

Or do you like other kinds of outdoor activities? Hiking? Rafting? I know there are some groups that get together to do these kinds of activities once a month. And they're free! Or don't cost too much.

Do you like art? There are social clubs where you can meet people to paint or draw, or to visit galleries or museums. The museums here are cheap, so you can usually get a pretty good deal!

Good luck and have fun!

My soccer team



Leave a reply

Enter your comment here...

Do you like this answer?

😊 (22)

😞 (3)

- C

Read the posts again. What does Lucas suggest to Charlie? Take notes in the chart.

	Idea	Details
Suggestion 1		
Suggestion 2		
Suggestion 3		

2 FOCUS ON WRITING

A Read the Writing Skill.

WRITING SKILL Write informally

Informal writing is similar to spoken conversation, and it follows fewer grammar rules than formal writing. We often use incomplete sentences in informal writing. Contractions (*I'm, doesn't, couldn't, it's*) and abbreviations (*TV, photos*) are also used.

Formal writing: *It was a pleasure to meet you yesterday. I hope we can see each other again very soon.*

Informal writing: *Great to meet you! Hope to see you again soon.*

B Reread the discussion board posts. Underline the incomplete sentences.

3 PLAN YOUR WRITING

A Think about Charlie's question. How could someone meet new people in your town? Complete the chart.

	Idea	Details
Suggestion 1		
Suggestion 2		
Suggestion 3		

B PAIRS Describe your suggestions to your partner.

I think someone who wants to meet new people could...

4 WRITE

Imagine you are answering Charlie's question. What things would you suggest he do to meet new people in your town? Use your suggestions from 3A. Remember to use informal writing. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did your partner include suggestions in his or her post?
2. Did your partner use informal writing in his or her post?

B PAIRS Can your partner improve his or her post? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE SUGGESTIONS FOR MEETING PEOPLE.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶08-22 Listen or watch. What does Rina talk about?



B ▶08-22 Listen or watch again. Answer the questions.

1. What are Rina's healthy habits?
2. How often does she do these activities? _____
3. Why does she do these activities? Write one reason.



C Share your own photos.

Step 1 Think about your healthy habits, or things you do to stay healthy, happy, or relaxed. Think about how often you do these activities and why you do them.

Step 2 Show your photos to the class. Talk about your healthy habits. Say why you do these activities and how often you do them.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY

CREATE CONNECTIONS

Connect new words with ones you already know. Make flashcards of sentences using the new words with blanks for words you already know. Write words for the blanks on the back of the card. For example, *I go to the ballet because I love the _____*, can be completed with *music, dancing, or costumes*.

Review the vocabulary in the unit. What words do you need to learn? Make five flashcards with the words. Be sure to have sentences with blanks and connected words for each flashcard. Review the cards twice a week.

I go to the ballet
because I love the
_____.

music/dancing/
costumes

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about music
- ☐ Talk about evening plans
- ☐ Describe habits and routines

Vocabulary

- ☐ Instruments and musicians
- ☐ Evening events
- ☐ Healthy habits

Pronunciation

- ☐ Intonation: Showing enthusiasm
- ☐ Main stress to emphasize a contrast

Grammar

- ☐ Questions about the subject and object
- ☐ *So / Because (of)* to show cause and effect
- ☐ Time expressions

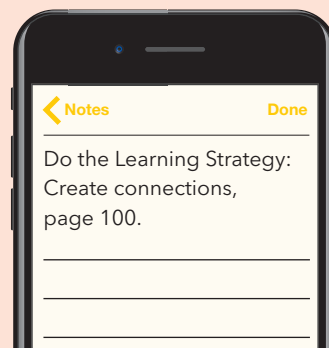
Reading

- ☐ Ask and answer questions

Writing

- ☐ Write informally

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.





WHERE DO YOU WANT TO MEET?

LEARNING GOALS

In this unit, you

- ⊗ talk about plans
- ⊗ talk about reasons for being late
- ⊗ talk about where things are
- ⊗ read product reviews
- ⊗ write about your dream home



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of people moving. What do you see?
- C** Now read Alba's message. What does her message mean?



ALBA PARDO

@AlbaP

It's going to be a busy week — my whole calendar is filled!

LESSON 1 TALK ABOUT PLANS



ALBA PARDO

@AlbaP

Love this quote! "A goal without a plan is just a wish."
– Antoine de Saint-Exupéry



1 VOCABULARY Living room furniture and decor

A 09-01 Listen. Then listen and repeat.



B 09-02 Listen to the conversation. Circle the things that will go in the living room.

a bookcase an end table a couch a TV stand an armchair

C PAIRS Describe your living room using the words from 1A. Say 2-3 sentences.

I have a green couch in my living room. There are two small armchairs.



2 GRAMMAR Future with *will*, *be going to*, present continuous, and simple present

Use *will* + the base form of the verb for predictions, offers, and quick decisions made at the moment of speaking.

Predictions	We're all excited about the project. I think tomorrow's meeting will be great.
Offers	Those boxes look heavy. We'll help you carry them.
Quick decisions	That's a great price. I'll take it!

Use *be going to* + the base form of the verb for predictions and to talk about specific plans.

Predictions	Bob just got a new apartment, and he's going to need a lot of furniture.
Specific plans	We need a lot of furniture. We're going to go shopping this weekend.

Use the present continuous to talk about specific plans.

Specific plans	I can't wait for the weekend. We're having dinner with my cousins from Lima.
----------------	---

Use the simple present for future events that are on a definite schedule, such as store hours, bus and train schedules, flight times, and movie showings.

Definite schedules	His flight gets in at 9:00 on Sunday.
--------------------	--

>> FOR PRACTICE, GO TO PAGE 149

3 CONVERSATION



A ▶ 09-04 Listen or watch. Circle the correct answers.

- What is happening on Monday afternoon?
 - Alba and Teo are going to a meeting.
 - Alba is going to buy furniture.
 - Teo is meeting Mario.
- What is happening with Alba's cousin?
 - She is moving overseas.
 - She just started a new job.
 - Her apartment flooded.
- What furniture does Alba's cousin **not** need?
 - a floor lamp and an armchair
 - a coffee table and a TV stand
 - a bookcase and an end table
- Why does Teo suggest that they meet his friend to look at furniture?
 - to help Alba out
 - to save her cousin some money
 - to help his friend sell some furniture



B ▶ 09-05 Listen or watch. Complete the conversation.



Alba: I'm _____ furniture shopping with my cousin this weekend.

Teo: Oh yeah? What does she need?

Alba: She needs a couch, a bookcase, and a table.

Teo: My friend _____ some of his furniture. Do you want to take a look?

Alba: That's a great idea!

Teo: I think _____ around this weekend. _____ a call.

Alba: Perfect. Thanks so

much.

C ▶ 09-06 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about the furniture in your home. Think of something you need or that you'd like to buy for a specific room. Take notes.

B PAIRS Tell your partner about the furniture you're going to buy. Make plans to go shopping.

A: I'm going to buy a floor lamp for my bedroom. The one I have doesn't work anymore.

B: OK. Let's go shopping tomorrow morning. Where should we go?

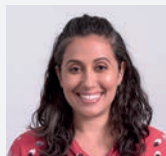
A: The furniture store is having a sale.

B: Sounds good. I'll meet you there at 10:00.



■ I CAN TALK ABOUT PLANS.

LESSON 2 TALK ABOUT REASONS FOR BEING LATE



ALBA PARDO

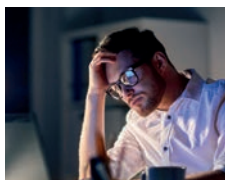
@AlbaP

The trouble with being on time is that no one is there to appreciate it. 😊



1 VOCABULARY Reasons for being late

A ▶ 09-07 Listen. Then listen and repeat.



I had to work late.



I got stuck in traffic.



My car broke down.



My train was delayed.



I lost my keys.



I got lost.



I got stuck in bad weather.



I had an accident.



I overslept.



I missed the bus.

B ▶ 09-08 Listen to the sentences. Write the correct reason for being late from 1A.

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

C PAIRS Brainstorm. Think of three more reasons for being late.



2 GRAMMAR Indirect questions

Use indirect questions to be polite or if you're not sure the person will know the answer to the question.

Direct <i>wh-</i> questions				Indirect questions			
Wh-word	Auxiliary verb	Subject	Main verb		Wh-word	Subject	Verb
Where	is	he?		I wonder	where	he	is.
Why	isn't	she	answering?	I don't know	why	she	isn't answering.
When	did	you	plan to leave?	Can you tell me	when	you	planned to leave?

In yes / no questions, use *if* or *whether* before the subject.

Direct <i>yes / no</i> questions			Indirect questions			
Auxiliary verb	Subject	Main verb		If / Whether	Subject	Verb
Is	he	here yet?	Do you know	if	he	is here yet?
Were	they	late?	Can you tell me	whether	they	were late?

Notes

- Indirect questions often appear after introductory phrases, such as *I wonder*, *I don't know*, *Can / Could you tell me*, *Do you know*, *I'd like to know*, or *Would you mind explaining*.
- We always use statement word order in indirect questions. The subject always comes before the verb.

>> FOR PRACTICE, GO TO PAGE 150



3 PRONUNCIATION

- A** ▶09-10 Listen. Notice the different vowel sounds spelled by the letter *a*. Then listen and repeat.

/eɪ/	/æ/	/ɑ/	/ə/
late	cab	car	address

The letter *a*

In stressed syllables and words with one syllable, the letter *a* usually has the sound /eɪ/ (*late*) or /æ/ (*cab*). When the letter *a* comes before *r*, however, it usually has the sound /ɑ/ (*car*). In unstressed syllables, the letter *a* often has the sound /ə/ (*address*).

- B** ▶09-11 Write each word in the correct column in 3A. Then listen and check your answers.

sofa traffic train bad armchair
table accident apartment artwork delayed

- C** **PAIRS** Add one more word to each column in 3A.

4 CONVERSATION



- A** ▶09-12 Listen or watch. Circle the correct answers.

- Mario **missed the bus** / **overslept** / **lost his keys**.
- The cab driver **got stuck in traffic** / **went to the wrong address** / **got stuck in bad weather**.
- Mario couldn't call for help because he **lost his phone** / **forgot his phone** / **forgot Alba's number**.



- B** ▶09-13 Listen or watch. Complete the conversation.



Teo: You look worried. Is everything OK?
Alba: I'm just worried about Mario. I wonder _____.
Teo: I'm sure he's OK. Maybe **he overslept**.
Alba: I don't think so. Maybe he **got lost**, or maybe he is **stuck in traffic**.
Teo: Could be. Does he know _____?
Alba: Yes, he knows where it is. I'm going to call him.



CONVERSATION SKILL

Ask if there is a problem

If you want to ask someone if he or she is having a problem, say: *Is everything OK?*, *Are you all right?*, *Is there a problem?*, *Is something the matter?*, or *What's wrong?* **A:** What's wrong?

B: My friend is really late! Listen to or watch the conversation in 4A again. Underline the questions that you hear above.

- C** ▶09-14 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

his car broke down

lost his keys

stuck in bad weather

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about a time you were late. When did it happen? What happened and why? What did you do? Take notes.

- B** **PAIRS** Tell your partner about the time you were late. Ask questions.

A: I was late for my first day at work.

B: Oh, no. What happened?

A: I lost my keys and I didn't know where they were. So I...

I CAN TALK ABOUT REASONS FOR BEING LATE.



LESSON 3

TALK ABOUT WHERE THINGS ARE



ALBA PARDO

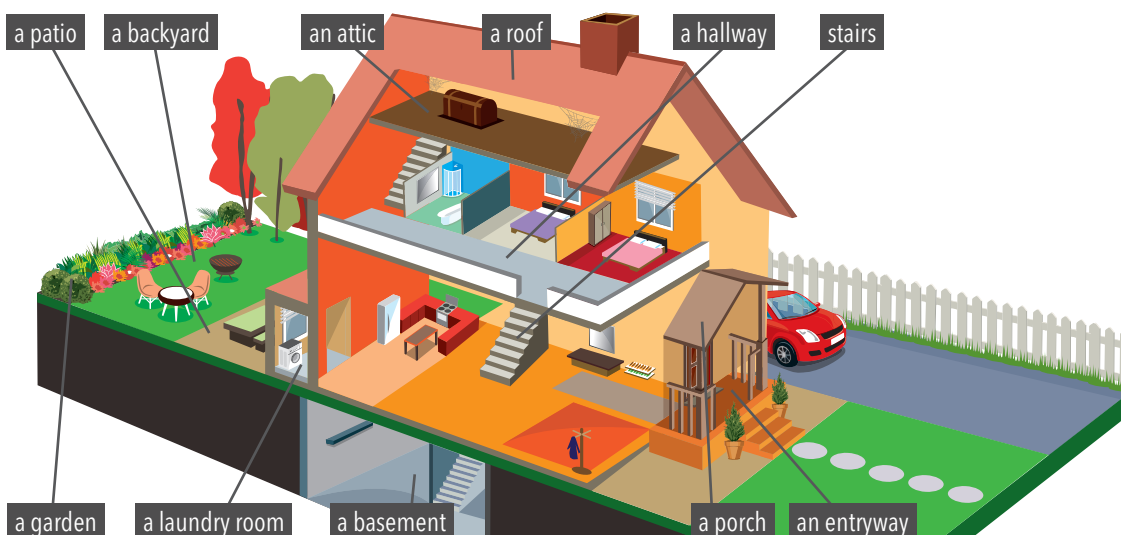
@AlbaP

I'm always losing things in my house! I'd lose my head if it weren't attached to my body.



1 VOCABULARY Places in and around the house

A ▶ 09-15 Listen. Then listen and repeat.



B Draw a diagram of your house or a house you know. Label the places in and around the house using the words from 1A.

C PAIRS Student A, describe the house from 1B. Student B, draw a diagram of your partner's house. Then check your partner's diagram.

A: There's a laundry room in the basement.

B: OK. And what's on the main floor?



2 GRAMMAR Adverbs and adverbial phrases of place

Adverbs and adverbial phrases of place tell us *where* something happens. They usually go at the end of a sentence.

	Adverb		Adverbial phrase
Let's eat	outside.	There's a table	on the patio.
The cat is	upstairs.	It's sleeping	in my room.
The kids are playing	nearby.	They're	at the neighbor's house.

Here are some common adverbial phrases.

in	the middle, the front, the back, the world, the city, the country, the house, the backyard, the kitchen, the building
on	the street, the ground, the floor, the patio, the table, the shelf
at	home, work, the office, school, the library

Note: It's possible to use more than one adverb or adverbial phrase in a sentence.

*John is **outside in the garden.** I left my books **somewhere at school.***



>> FOR PRACTICE, GO TO PAGE 151



3 PRONUNCIATION

- A** ▶ 09-17 Listen. Notice the stress in the compounds. Then listen and repeat.

bookcase, living room: There's a bookcase in the living room.

everything: Is everything OK?

inside: Let's go inside.

- B** ▶ 09-18 Underline the two compounds in each sentence. Put a dot over the stressed syllable in each compound. Then listen and check your answers.

- Do you want to get ice cream or something to eat?
- Does your apartment building have a laundry room?
- Did you look upstairs in the bedrooms?
- I did. But I can't find my cell phone anywhere.
- Yeah, there's one downstairs, near the entryway.
- Sure. There's a good coffee shop nearby.

- C** **PAIRS** Match the sentences in 3B to make three conversations.

Stress in compounds

A compound is a word made by putting two words together. We write some compounds as one word and some as two words. When the compound word is a noun, we usually stress the first part: *living room*. We also stress the first part in compounds with *any*, *every*, and *some*: *everything*. When the compound word is an adverb of position, we usually stress the second part: *outside*.



4 LISTENING

- A** ▶ 09-19 Read the Listening Skill. Then listen to the first part of the story. What do you think the story is going to be about? Predict what you think will happen.

- B** ▶ 09-20 Listen to the entire story. Were your predictions correct?

- C** ▶ 09-20 Listen again. Circle the correct answers.

- The man and his wife *moved to a new house / got a new cat / bought new furniture*.
- They were *worried / angry / excited* about the change.
- They looked for Tiger *in the attic / downstairs / in the basement* first.
- They also searched the *closets and bedrooms / bedrooms and attic / attic and roof*.
- The cat was probably *in the attic / in the moving van / outside* before he returned to the kitchen.

- D** **PAIRS** What do you think Tiger was doing when he disappeared?

LISTENING SKILL Predicting

When you're listening to a story or narration, you can understand it better if you make predictions about what you're going to hear or about the things that you think will happen. To practice the skill, listen to a short part of a passage, then stop to list the vocabulary, actions, or emotions that you hear. Then listen to the entire passage and check your predictions.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about a time when you lost something. What happened? Where did you look for it? Where did you find it? Take notes.

- B** **PAIRS** Discuss your notes from 5A. Ask questions to get more information.

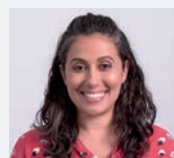
A: When I was visiting my grandparents, I lost a ring my boyfriend gave me.

B: Oh, wow. What happened?

A: I looked for it everywhere—in the bedroom...

■ I CAN TALK ABOUT WHERE THINGS ARE.





ALBA PARDO

@AlbaP

I just used this app to buy a new kitchen table. It was a great deal!

1 BEFORE YOU READ

- A PAIRS** Have you ever used an app to buy something for your home? How did it work? If not, what kind of app do you think could be useful?
I used an app to buy...



- B VOCABULARY** 09-21 Listen. Then listen and repeat.

goods: things which are made and sold

used: something that is not new and has already had an owner

directly: with no other person or thing involved

a dropdown menu: a list of choices that appears on a screen when you click on a menu

browse: to look for information on the Internet or on a website

a search engine: a computer program that helps you find information on the Internet

>> FOR PRACTICE, GO TO PAGE 157

2 READ

- A PREVIEW** Look at the title and scan the reviews. What do you think they are about?
- B** 09-22 Listen. Read the online reviews.

Howl Reviews



Used NeighborGoods to get my furniture

Marina V. Has anyone used the NeighborGoods App to buy used stuff? If so, what did you think of it? I'd love to know how it works.

Carlos B. Marina, I use NeighborGoods all the time—it's great. When I first heard about it, I had never used an app to buy things directly from people. But I did a search and the online reviews were positive, so I decided to check it out.

You're going to like how easy it is to use. First, you choose your city from a list in a dropdown menu. Then you can look for items by browsing through categories or by typing in exactly what you want in the site's search engine. The app connects you to items that people are giving away or selling within five miles of your address. Now, I know what you're thinking: How can you trust someone you've never met? Well, the app checks everyone's personal information when they join, so I think it's safe to use.

Here's what I like about it. It's great if you're looking for interesting or inexpensive furniture, clothes, or even children's toys. There are a lot of great items. And because it only searches locally, you don't have to waste time or money traveling too far away.

Dan M. I love this app! I used it to find furniture for my apartment. I recently moved, and I needed a lot of things—everything really. Plus, I didn't have much money.

I browsed through the furniture section, and there was a lot to choose from. I realized that a lot of the furniture I liked was from one seller. It was a couple who lived right around the corner. I bought a bed, two end tables, and a bookcase, and it only cost me \$100. It was such a great deal!

NeighborGoods is a smart way to find lots of inexpensive stuff. But my favorite thing about using the app was getting to meet my neighbors! The couple that I met was really nice and friendly. They told me everything I needed to know about the neighborhood. You should definitely give NeighborGoods a try!

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the reviews?

- a. NeighborGoods is the best way to learn about your neighborhood.
- b. NeighborGoods is a good way to find used items.
- c. NeighborGoods is the best app available.

B Read the reviews again. Circle the correct answers. There is more than one correct answer.

- | | |
|---|--|
| <p>1. Why does Carlos like NeighborGoods?</p> <ul style="list-style-type: none"> a. It helps him make friends. b. It is a good way to find interesting stuff. c. It helps him find things nearby. d. It is safe to use. <p>2. How did Carlos find and learn about the app?</p> <ul style="list-style-type: none"> a. A good friend told him about it. b. He found it through a search engine. c. He read online reviews about it. d. He saw an online ad. | <p>3. Why did Dan decide to use the app?</p> <ul style="list-style-type: none"> a. He needed furniture. b. He had just moved to the area. c. He needed children's toys. d. He wanted to make new friends. <p>4. What do they both like about the app?</p> <ul style="list-style-type: none"> a. It has inexpensive stuff. b. It's a great way to meet people. c. It has a lot of items to choose from. d. It only has really nice stuff. |
|---|--|

C FOCUS ON LANGUAGE Reread lines 3–8 in the reviews. Think about the phrases *check it out* and *within five miles*. Circle the correct answers.

1. When Carlos *checked out* the website, he ____.
- a. paid to be able to use it
 - b. researched it to learn more about it
 - c. paid for items online
2. The phrase *within five miles* means ____.
- a. five miles or less
 - b. more than five miles
 - c. exactly five miles

READING SKILL Identify fact vs. opinion

When you are reading something, it is important to notice the difference between facts and opinions. A fact is a piece of information that is true. An opinion is someone's preference or idea. An opinion will vary from person to person.

D Read the Reading Skill. Read the statements and write *fact* or *opinion*.

- | | |
|-------|---|
| _____ | 1. NeighborGoods finds you items within five miles of your address. |
| _____ | 2. \$100 for a bed, two end tables, and a bookcase is a great deal! |
| _____ | 3. NeighborGoods has positive online reviews. |
| _____ | 4. NeighborGoods is a smart way to find inexpensive stuff. |
| _____ | 5. The best thing about NeighborGoods is meeting new people. |

E PAIRS What are the reviews about? Retell the most important ideas. Use your own words.

The reviews talk about an online app and how...

Find out about other similar apps and how they work.



4 MAKE IT PERSONAL

A Think about the reviews. What are some of your favorite apps? Complete the chart.

App	What does it do?	Why do you like it?

B PAIRS Tell your partner about your favorite app. Discuss.

My favorite app is...

I CAN READ PRODUCT REVIEWS.

LESSON5

WRITE ABOUT YOUR DREAM HOME

1 BEFORE YOU WRITE

- A

What is the nicest home you’ve ever seen? What did it look like?
- B

Alba wrote a blog post about her dream home. Where does she want to build it?



ALBA PARDO

@AlbaP

I just wrote a blog post about the home of my dreams. Now I just need some money to build it. 😊

Blog | About | Destinations | Contact

Search

My Dream Home

I’m going to build my dream home in the mountains in Costa Rica. I love the beautiful views and the amazing plants and animals in these mountains.

The house will have a long, wide porch across the front, lots of windows, and a big garden. I will sit on the porch every evening in a comfortable chair and watch the sun set.

The living room will be at the front of the house. It will have tall windows so the morning sun can come in. The kitchen and laundry room will be at the back of the house. There will be a door from the kitchen out to a stone patio with an extra dining area. The upstairs will have three bedrooms, each with a big closet. There will be a garden in the backyard. I’m going to grow fresh vegetables and fruits. I will also raise goats so we can have fresh goat’s milk and make cheese.

I’m going to invite all my friends and family to visit. I hope my dream comes true someday!

Leave a reply

Enter your comment here...

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- C

Read the blog post again. What kinds of details does Alba include about her home? Complete the chart.

Locations	Places	Details
Location of home	in the mountains in Costa Rica	beautiful views, amazing plants and animals
Outside areas	porch	
Inside rooms		

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Look at three incorrect sentences from Alba's first draft of her blog post. Underline the parts that are not parallel.
1. The house will have a long, wide porch across the front, lots of windows, and a big gardening.
 2. I will sit on the porch every evening in a comfortable chair and watching the sun set.
 3. I will also raise goats so we can have fresh goat's milk and making cheese.
- C** Look at the sentences in 2B again. Underline the corrected parts of the sentences in the model in 1B.

WRITING SKILL Use parallel structure

Use the same pattern of words to show that two or more ideas have the same level of importance. These ideas can be words, phrases, or clauses. They are usually joined by conjunctions, such as *and* or *or*.

Incorrect: *Wei passed the class because he studied for exams, turned in all his homework, and his love of the subject.*

Correct: *Wei passed the class because he studied for exams, turned in all his homework, and loved the subject.*

3 PLAN YOUR WRITING

- A** Think about your dream home. What would it look like? Complete the chart.

Locations	Places	Details
Location of home		
Outside areas		
Inside rooms		

- B PAIRS** Discuss your ideas.
My dream home will have...

4 WRITE

Write a blog post about the dream home you described in 3A. Remember to make all the phrases and clauses in your sentences parallel. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's.
1. Did your partner describe his or her dream home and provide details about it?
 2. Did your partner make the words, phrases, and clauses parallel?
- B PAIRS** Can your partner improve his or her post? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE ABOUT MY DREAM HOME.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 09-23 Listen or watch. What does Boris want to do?



B ▶ 09-23 Listen or watch again. Answer the questions.

1. What furniture is Boris going to buy?
2. Where is he going to put the furniture?
3. Why does he want to buy each piece of furniture?

C Make your own video.

Step 1 Think about a room or area of your home that you would like to redecorate. Think about what furniture you will need to buy.

Step 2 Make a 30-second video. Show the room or area in your home. Say what furniture you need, where you will put it, and why you want it.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

PRACTICE WORD STRESS FOR PRONUNCIATION

When you study new vocabulary, put a dot over the stressed syllable. You can do this in your book or on flashcards. Use a dictionary to help you. For example, a dictionary shows the stress for *bookcase* like this /'buk-keɪs/. The symbol ' at the beginning of the word shows that the first syllable is stressed. So, in this example, you would put a dot over the first syllable of *bookcase*.

bookcase: noun, a piece of furniture
with shelves to hold books

Find words in the unit that are difficult to pronounce. Put a dot over the stressed syllable. Use a dictionary to help you. Then practice saying the words aloud. Pay attention to the word stress.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about plans
- ☐ Talk about reasons for being late
- ☐ Talk about where things are

Vocabulary

- ☐ Living room furniture and decor
- ☐ Reasons for being late
- ☐ Places in and around the house

Pronunciation

- ☐ The letter a
- ☐ Stress in compounds

Grammar

- ☐ Future with *will*, *be going to*, present continuous, and simple present
- ☐ Indirect questions
- ☐ Adverbs and adverbial phrases of place

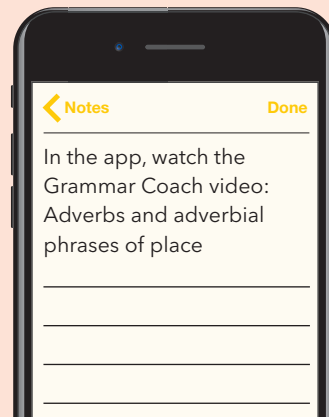
Reading

- ☐ Identify fact vs. opinion

Writing

- ☐ Use parallel structure

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



10

HOW LONG DID YOU WORK THERE?

LEARNING GOALS

In this unit, you

- start a job interview
- talk about your work experience
- give more details about your work experience
- read interview advice
- write a cover letter



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of an interview. What do you see?
- C** Now read Mandy's message. What is she interviewing people for?



MANDY WILSON

@MandyW

Interviewing people for the open marketing position this week. Hope to hire someone soon!

LESSON 1 START A JOB INTERVIEW



MANDY WILSON

@MandyW

I'm always nervous at job interviews—even when I'm the interviewer!



1 VOCABULARY Job interviews

A ▶ 10-01 Listen. Then listen and repeat.

a **position**: a job, or a title

a **candidate**: someone who is being considered for a job

human resources (HR): the department in a company that deals with hiring, training, and helping employees

an **application**: a formal, written request for a job, usually a form

a **résumé**: a written description of your education, abilities, and jobs

a **cover letter**: a letter you write that goes with your résumé, highlighting details about your work experience

a **reference**: someone who knows you well and can write a letter about you

a **skill**: an ability to do something well

B Complete the conversations with words from 1A.

1. A: I'm applying for a job at TSW Media.

B: That's great. Feel free to use me as a _____.

2. A: My brother filled out an _____ for a job.

B: What _____ did he apply for?

3. A: Did you interview a lot of people?

B: Yes, but there was only one good _____.

4. A: Who should I send my _____ to?

B: I'm not sure. You should call _____.

C PAIRS Have you ever applied for a job? Discuss the steps you took.



2 GRAMMAR Tag questions

A tag question is a question added to the end of a sentence. Use an auxiliary verb and the subject of the sentence in a tag question. Speakers sometimes use tag questions to confirm information.

When the main verb of the sentence is affirmative, the tag question is negative.

Affirmative sentence	Negative tag
She's here for the interview,	isn't she?
I've given you a copy of my résumé,	haven't I?
They'll be here soon,	won't they?

*I am becomes aren't I in a negative tag. I'm a little late today, **aren't I?***

When the main verb of the sentence is negative, the tag question is affirmative.

Negative sentence	Affirmative tag
You didn't have any trouble,	did you?
The interviews haven't started yet,	have they?
We can't park here,	can we?

Notes

- When the questioner's statement is correct, we use *yes* to agree with an affirmative sentence and *no* to agree with a negative sentence. The verb in the answer agrees with the main verb in the sentence.
- When the questioner's statement is **not** correct, we use *no* to disagree with an affirmative sentence and *yes* to disagree with a negative sentence. The verb in the answer contradicts the main verb in the sentence.

>> FOR PRACTICE, GO TO PAGE 152



3 PRONUNCIATION

- A** ▶ 10-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

ré•fère•nce ré•sü•mé dé•pär•tämënt äp•pli•cä•tiön

- B** ▶ 10-04 Circle the word that does **not** have the stress shown. Then listen and check your answers.

1. •• office apply business cover
2. ••• position directions designer manager
3. ••• company computer candidate interview
4. •••• information education experience conversation

- C** **PAIRS** Write one more word for each line in 3B with the stress shown.

Stressed syllables in nouns

It can be hard to predict the stressed syllable in a word, but there are some rules that can help. In most nouns with two syllables, we stress the first syllable: lët•tër. In most nouns with three syllables, we stress the first or second syllable: ré•sü•mé, dé•pär•tämënt. In nouns that end in *-tion*, we stress the syllable just before *-tion*: äp•pli•cä•tiön.

4 CONVERSATION



- A** ▶ 10-05 Listen or watch. Circle the correct answers.

1. When Mandy first sees Joanne, she ____.
a. takes her coat b. shakes her hand c. offers her a drink
2. Joanne is in the office for ____.
a. a job interview b. a market research conference c. a lunch meeting
3. Joanne meets with human resources to ____.
a. give them her information b. fill out paperwork c. ask questions
4. Mandy asks Joanne to ____.
a. put on her coat b. get her coffee c. have a seat



- B** ▶ 10-06 Listen or watch. Complete the conversation.



Mandy: Thanks for coming in for the interview today.

Joanne: I'm happy to be here.

Mandy: You _____ have any trouble finding the office, _____ ?

Joanne: No, not at all. Thank you.

Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.



- C** ▶ 10-07 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

- A** **WALK AROUND** Start job interviews and talk to as many classmates as you can. Write down the names of all the people you talk to, and the jobs they're interested in.

A: You're here to interview for the assistant designer position, aren't you?

B: Yes, I am. I'm Marta Rivas.

A: It's nice to meet you, Marta. I'm Chris Kim. I will be interviewing you today.

- B** **CLASS** Report to the class. How many classmates did you interview? What jobs were they interested in?

I CAN START A JOB INTERVIEW.



LESSON 2 TALK ABOUT YOUR WORK EXPERIENCE



MANDY WILSON

@MandyW

I learn so much by listening to people at job interviews!



1 VOCABULARY Work experience

A ▶ 10-08 Listen. Then listen and repeat.



manage a team



train new employees



create a budget



give a presentation



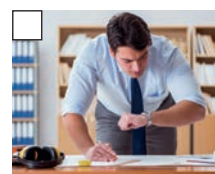
write a report



communicate with team members



resolve a problem



meet a deadline

B ▶ 10-09 Listen to the descriptions. Number the pictures in 1A.

C **PAIRS** Look at the tasks in 1A. Brainstorm 3-5 jobs that need these skills.

Managers need to create budgets.



2 GRAMMAR Present perfect with *for* and *since*; *how long* and *ever*

Use the present perfect with *for* and *since* to talk about something that began in the past and continues up to now.

Present perfect statements with *for* and *since*

Subject	Have / Has	Not	Past participle		For / Since
I / We / They	have		worked	there	for six months.
He / She	has	not	been		since 2017.

To ask about something that began in the past and continues up to now, use *how long*.

Question with <i>how long</i>					Short answers
How long	Have	Subject	Past participle		
How long	have	you	worked	there?	For a few weeks. / Since last month.

To ask about something that happened at a non-specific time in the past, use *ever*.

Question with <i>ever</i>					Short answers	
Have	Subject	Ever	Past participle		Affirmative	Negative
Have	you	ever	managed	a team?	Yes, I have.	No, I haven't.

Notes

- Use *for* + a length of time to show how long something lasted.
- Use *since* + a point in time to show when something started.
- Use the simple past, not the present perfect, to refer to events that happened at a specific time in the past. He **has given** a presentation on this topic. = exact time is not clear
He **gave** a presentation on this topic **in March**. = in March is a specific time in the past

>> FOR PRACTICE, GO TO PAGE 153



3 PRONUNCIATION

- A** ▶10-11 Listen. Notice the weak and contracted pronunciations of *have* and *has*. Then listen and repeat.

A: How long *have* you been a manager?

B: I've been a manager for six months.

A: How long *has* she worked there?

B: She's worked there for two years.

- B** ▶10-12 Listen. Circle the word you hear. Then listen and repeat.

1. I / I've had a lot of different jobs.

2. I / I've studied computer science.

3. I / I've worked in a restaurant for two years.

4. I / I've managed a business.

5. I / I've lived in another country.

6. I / I've trained other employees.

- C** **PAIRS** Talk about the statements in 3B. Which statements are true for you?

Weak and contracted pronunciations of *have* and *has*

Have and *has* usually have a weak or contracted pronunciation when they come before another word. When *have* and *has* come *after* another word, the *h* is often silent. Notice that the contracted form of *has* sounds the same as the contracted form of *is*.

4 CONVERSATION



- A** ▶10-13 Listen or watch. Circle the correct answers.

1. Joanne started as a marketing **manager** / **analyst** / **assistant**.

2. She has managed two small teams since she **started her career** / **became an analyst** / **became a team leader**.

3. Problem-solving is a **big** / **fun** / **small** part of her job.

4. She feels proudest about **her first project** / **being a team leader** / **meeting her deadlines**.



- B** ▶10-14 Listen or watch. Complete the conversation.



Mandy: How long _____ at your current job?

Joanne: I've worked there for five years.

Mandy: OK. Have you ever managed a team?

Joanne: Yes, I've managed two small teams _____ I started.

Mandy: That's great. What's the hardest part of being a team

leader? Joanne: For me, it's having to solve all of the problems that come up.

- C** ▶10-15 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use the words in 1A or your own ideas.



5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Look at the list of jobs and skills in 1C. Choose one job from the list.

- B** **ROLE PLAY** Student A, you are a candidate applying for this job. Student B, you are the interviewer. Ask about his or her experience.

A: Have you ever given a presentation?

B: Yes, I've given many presentations since I was hired.

■ I CAN TALK ABOUT MY WORK EXPERIENCE.



LESSON 3

GIVE MORE DETAILS ABOUT YOUR WORK EXPERIENCE



MANDY WILSON

@MandyW

The average interview is 40 minutes long but 33% of managers know within the first 90 seconds if they're going to hire that candidate.

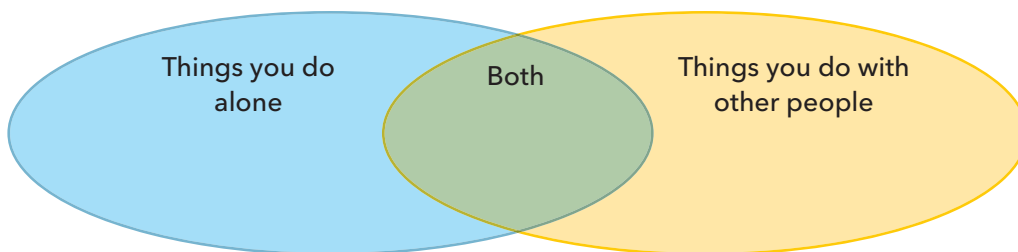


1 VOCABULARY Soft skills

A ▶ 10-16 Listen. Then listen and repeat.

give feedback: to tell someone how well they have or haven't done something, and usually how they can improve
 manage your time: to use your time in a productive and useful way
 stay focused: to pay attention to a specific thing
 think outside the box: to think creatively using original ideas
 show leadership: to take actions that show you are good at leading people
 work as a team: to work with a group of people, as on a project
 work independently: to do your job by yourself, without supervision
 think critically: to use logic to think carefully about something
 deal with conflict: to help solve problems between people
 handle challenges: to manage problems or tasks that are difficult or complicated
 build good relationships: to develop positive connections with other people

B Put the soft skills from 1A in the correct category.



C PAIRS Compare your answers in 1B. Add another soft skill to each category.



2 GRAMMAR Information questions with the present perfect

To ask information questions with the present perfect, use a question word + *have / has* + the past participle.

Question word	Have / Has	Subject	Past participle	
What	have	you	tried	to change?
Why		we	waited	so long?
Where		they	worked	in the past?
Who	has	he	worked	with on a team?
How		she	dealt	with conflict?
When		he	shown	leadership?

Notes

- It's possible to use *what* + a noun. **What problems** have you solved?
- It's possible to use *how* + *much / many* + a noun.

How much time have we spent on this project? **How many interviews** have you had?



>> FOR PRACTICE, GO TO PAGE 154

3 CONVERSATION



A ▶ 10-18 Listen or watch. Circle the correct answers.

1. What does Joanne say is one of her strengths?
 - a. She is very positive.
 - b. She is very friendly.
 - c. She is very creative.
2. Why does Joanne think feedback is important?
 - a. It helps her understand how to improve.
 - b. It helps her think critically.
 - c. It helps her resolve problems.
3. What difficult situation did Joanne have at work?
 - a. She wasn't giving good feedback to her team members.
 - b. She had some team members who weren't getting along.
 - c. She didn't know how to build good relationships.
4. What did she do to resolve this conflict?
 - a. She helped them to see each other's point of view.
 - b. She met with them as a group to discuss the issue.
 - c. She divided up the team.



B ▶ 10-19 Listen or watch. Complete the conversation.



Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? _____ you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? _____ you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

C ▶ 10-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.



CONVERSATION SKILL

Express an opinion

To express an opinion, say: *In my opinion...*, *It seems to me (that)...*, *I feel that...*, *In my experience...*, *I believe (that)...*, *I think (that)...*, or *I find (that)...*

A: Tell me about your strengths, Joanne.

B: I believe that I deal with challenges well.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

4 TRY IT YOURSELF

A MAKE IT PERSONAL What soft skills do you have? What are your strengths? Take notes.

B PAIRS Tell a partner about your soft skills and strengths. Ask questions to get more information.

A: *In my opinion, I manage my time well.*

B: *When have you used this skill?*

■ I CAN GIVE MORE DETAILS ABOUT MY WORK EXPERIENCE.



LESSON 4 READ INTERVIEW ADVICE



MANDY WILSON

@MandyW

Great article with some helpful interview tips. A good read for anyone who's preparing for an interview.

1 BEFORE YOU READ

- A PAIRS** Have you ever had an interview to get a job or to get into a school? What happened? Talk about it.

I went on an interview for...



- B VOCABULARY** ▶ 10-21 Listen. Then listen and repeat.

a positive attitude: to think or feel in a happy or hopeful way about someone or something

a tip: advice or something you say to help someone

impressive: very good or great

mumble: to speak very quietly and not clearly

convince: to make someone think or believe something

body language: showing thoughts and feelings through movements rather than spoken words

slouch: to stand, sit, or walk with your shoulders bent forward

fidget: to keep moving your hands or feet because you are bored or nervous

>> FOR PRACTICE, GO TO PAGE 158

2 READ

- A PREVIEW** Look at the title. What do you think the article is about?

- B** ▶ 10-22 Listen. Read the article.

INTERVIEWS: MORE THAN JUST THE BASICS!

Everyone knows (or should know) the basics about going on a job interview. You need to be on time. You should have a positive attitude and dress well. You also need to know about the company and the position. These are all helpful tips, aren't they? But sometimes, even if someone gets all those things right, the interview can still go very, very wrong. I should know—I've worked in human resources for 20 years! Here are the most common mistakes I've seen in an interview.

Right Candidate, Poor Interview Skills

- The perfect candidate applied for a position in our sales department. His application and résumé were impressive, but he was really shy and nervous. He wouldn't even make eye contact. Throughout the interview, he mumbled his answers to all my questions and spoke really quickly. His interview skills convinced me that he wasn't a good fit for this position.
- When you're at an interview, it's important to make good eye contact, but look away once in a while so you don't make the interviewer uncomfortable. If you feel nervous, pause to think about your answers before you speak.
- It's also okay to speak slowly. Speaking slowly is better than speaking too quickly.

Incorrect Body Language

- A candidate came in to interview for a project manager position and she made a great first impression. She had all the right answers to my questions. Sounds great, doesn't it? Well, during the interview she kept looking at her watch. She couldn't sit still, and she kept crossing her arms. Her body language was telling me that she didn't want to be in the interview.
- During an interview, pay attention to what your body is doing. Your body movements are just as important as your answers to the questions—they're a language of their own. First, remember the basics: Sit up straight and don't slouch in your chair. Then remember to be still when you're listening and to think about each movement when you're talking. And of course, avoid nervous habits like crossing your arms, shaking your legs, or fidgeting in general.



It is important to look relaxed and confident in an interview.

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- a. The way you speak is more important than the way you move in interviews.
- b. Most people make mistakes in interviews and don't get the job.
- c. How you speak and move are both important during interviews.

B Read the article again. Circle the correct answers.

- 1. Why did the first person described in the article not get the job?
 - a. He spoke too slowly and seemed uninterested.
 - b. He mumbled and didn't look at the interviewer.
 - c. He was not prepared for the interview.
- 2. What did the interviewer not like about the second person described in the article?
 - a. She didn't seem interested in the position.
 - b. She didn't have good answers to the questions.
 - c. She didn't know anything about the company.
- 3. Why did the author choose these interview examples for the article?
 - a. They show the most common interview mistakes people make.
 - b. They show that most people are bad at doing job interviews.
 - c. They show the worst interview mistakes she has ever seen.
- 4. Why is the author a good source of information about interviewing?
 - a. She has a lot of experience looking for work.
 - b. She only ever worked for one company.
 - c. She has been interviewing people for many years.

READING SKILL Make associations

When you read, think about what you already know about the subject of the text. Think about other texts you have read and experiences you have had that can help you understand what you are reading.

C FOCUS ON LANGUAGE Reread lines 13-24 in the article. Think about the phrases *a good fit* and *a first impression*. Then answer the questions.

1. What does the author mean by the phrase *a good fit* ?

2. What does *a first impression* mean?

D Read the Reading Skill. Answer the questions.

- 1. What else have you read about interviews? What kind of advice does the article give that is similar or different?
-
- 2. What experience have you had with interviews? How does this experience help you understand the examples in the article?
-

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

The article is about job interviews and...

Find out about other interviewing tips.



4 MAKE IT PERSONAL

A Think about the article you just read. Brainstorm. What other things or behaviors are important during an interview? How or why are they important?

B CLASS Take a survey. Make a list of all the things and behaviors from 4A.

I CAN READ INTERVIEW ADVICE.



MANDY WILSON

@MandyW

I've seen a lot of great résumés. But I'm surprised that people don't spend more time on their cover letters!

1 BEFORE YOU WRITE

- A** Have you ever written or read a cover letter? What do you think needs to be included?
- B** Joanne sent this cover letter with her résumé. What position is she applying for?

Mandy Wilson
Market Researcher, TSW Media
100 Main Street
New York, NY 10001

September 17, 2019

Dear Ms. Wilson:

I am writing in response to the open marketing position with TSW Media. I believe I am a strong candidate for the position.

I have worked at Parrot Creative for five years. During that time, I have gained the experience needed to face the challenges of this position. For example, I led the marketing team that was responsible for creating a new line of products. I also developed new market research surveys for many different clients. Finally, I improved the company's overall sales by leading creative marketing campaigns.

I love working as part of a team and enjoy building strong relationships with my colleagues. I am comfortable with both giving and receiving feedback. I can think outside of the box when my team is brainstorming ideas, but when it is time to build a plan, I stay focused to meet the deadline.

I have attached my résumé, which has more information about my skills, work experience, and education. I look forward to hearing from you. Thank you for considering my application.

Sincerely,

Joanne Martin

Joanne Martin
40 Grove Street
New York, NY 10001

- C** Read the letter again. Notice how it is organized. What kinds of details does Joanne include?

Purpose	Details
Start the letter <i>contact information, date, and greeting</i>	<i>includes names, addresses, the date, and a greeting</i>
Paragraph 1 <i>why she is writing</i>	
Paragraph 2 <i>past experience that relates to the job</i>	
Paragraph 3 <i>skills that relate to the job</i>	
End the letter <i>thank you and closing</i>	

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the letter again. Answer the questions.

1. Who is the audience?

2. What does the audience need and want to know?

3. What language, style, and tone does Joanne use?

WRITING SKILL Consider your audience

An audience is the person(s) who is going to read your piece of writing. Whether you are submitting a cover letter or simply sending an email, you should always write with your audience in mind. When you know your audience, you can choose the correct style, language, and tone. Before you start writing, ask yourself these questions: *Who is my audience? What information do I want to communicate? How do I want to communicate this information? What is the appropriate language, style, and tone?*

3 PLAN YOUR WRITING

- A** Imagine you are responding to a posting for a job that you're interested in. Complete the chart.

Purpose	Details
Start the letter <i>contact information, date, and greeting</i>	
Paragraph 1 <i>why you are writing</i>	
Paragraph 2 <i>past experience that relates to the job</i>	
Paragraph 3 <i>skills that relate to the job</i>	
End the letter <i>thank you and closing</i>	

- B PAIRS** Discuss your ideas. *In the first paragraph, I will include...*

4 WRITE

Write a cover letter using the information from 3A. Remember your audience. Use the letter in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange letters and read your partner's.
1. Did your partner explain why he or she is writing?
 2. Did your partner include important past experience and skills that relate to the job?
 3. Did your partner remember the audience?

- B PAIRS** Can your partner improve his or her letter? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your letter again. Can you improve your writing?

☐ I CAN WRITE A COVER LETTER.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 10-23 Listen or watch. What does Alex talk about?



B ▶ 10-23 Listen or watch again. Answer the questions.

1. What is Alex's dream job? _____
2. What skills or experience does he already have? _____
3. What skills or experience does he still need? _____



C Make your own video.

Step 1 Think of your dream job or a job you're interested in. What skills and experience do you already have? What skills and experience do you still need?

Step 2 Make a 30-second video. Talk about the skills you already have, and the skills that you still need.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

TELL A STORY TO PRACTICE VERB TENSES

Telling a story about an event, or moment, can help you practice verb tenses. Choose a moment to talk about in the past, present, or future. Then choose the correct verb tense to talk about that moment.

I've been a cook in Italian and Chinese restaurants. I've also worked as a restaurant manager.

Practice the present perfect tense by writing about a past event without saying a specific time. Practice by reading your stories aloud.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Start a job interview
- ☐ Talk about your work experience
- ☐ Give more details about your work experience

Vocabulary

- ☐ Job interviews
- ☐ Work experience
- ☐ Soft skills

Pronunciation

- ☐ Stressed syllables in nouns
- ☐ Weak and contracted pronunciations of *have* and *has*

Grammar

- ☐ Tag questions
- ☐ Present perfect with *for* and *since*; *how long* and *ever*
- ☐ Information questions with the present perfect

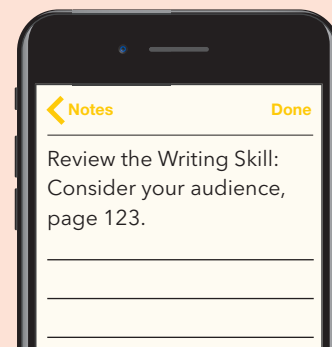
Reading

- ☐ Make associations

Writing

- ☐ Consider your audience

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



UNIT 1, LESSON 1

PRESENT CONTINUOUS FOR TEMPORARY SITUATIONS

- A** ▶ 01-02 Listen to the conversations. Is the action happening now, in the future, or is this a temporary situation? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
now / at the moment								
future	✓							
temporary situation								

- B** Complete the sentences with the present continuous form of the verbs in parentheses. Use contractions when possible.


I'm really enjoying my job this summer. I 'm working 1 (work) with my friend Vanessa at a restaurant on weekends. The restaurant is going out of business at the end of the summer, so we _____ 2 (look) for new jobs already. We _____ 3 (not / look) for jobs at another restaurant though. We're thinking about jobs that are related to our studies. I _____ 4 (study) French so I'd love a job at the university. Vanessa _____ 5 (get) a degree in business. She _____ 6 (apply) for jobs at an office. Outside of work, I _____ 7 (play) a lot of tennis and spending time with friends. Vanessa and her husband, Ben, _____ 8 (move) to a new apartment this month. They are very busy these days. They want to go on vacation, but they _____ 9 (not / travel) anytime soon.

- C** Complete the conversations with the verbs in parentheses. Use the present continuous for temporary situations. Use the simple present if the situation is **not** temporary. Use contractions when possible.

- A: Do you live (you / live) here in New York?
B: No, I don't. I 'm visiting (visit) my family.
- A: How long _____ (Ana / stay) here?
B: She _____ (spend) a few weeks with her sisters.
- A: What _____ (your parents / do) these days?
B: They're on vacation. They _____ (travel) by train around Europe.
- A: _____ (you / take) any classes this spring?
B: Yes, I _____ (study) Japanese.
- A: Where _____ (you / work) ?
B: I _____ (have) a job at the hospital. I really like it.
- A: Your brother is a good tennis player. _____ (he / play) on a team?
B: Yes, he does. He 's (be) on his college team.
- A: _____ (your brother / still / look) for a job?
B: No, he's very busy with school. He _____ (not / work) right now.

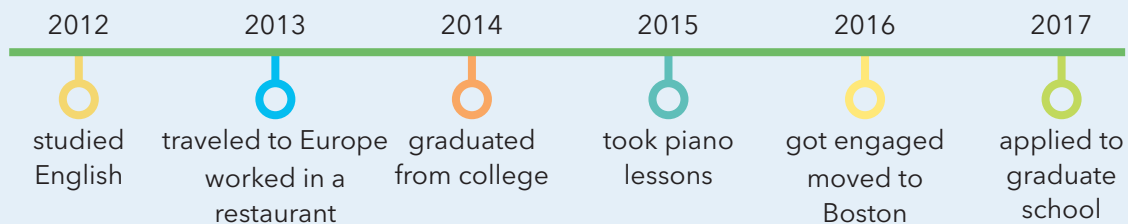
UNIT 1, LESSON 2 SIMPLE PAST + *WHEN*, *BEFORE*, AND *AFTER*

UNIT 1, LESSON 2 SIMPLE PAST + *WHEN*, *BEFORE*, AND *AFTER*

A  01-09 Listen to the sentences. Check (✓) the sentence that happened first.

- | | |
|--|---|
| 1. <input type="checkbox"/> David was upset. | 5. <input type="checkbox"/> Miriam started her own business. |
| <input checked="" type="checkbox"/> He heard the news. | <input type="checkbox"/> She got engaged. |
| 2. <input type="checkbox"/> Oscar looked for a new job. | 6. <input type="checkbox"/> Nora adopted a pet. |
| <input type="checkbox"/> He got married. | <input type="checkbox"/> She moved to a larger apartment. |
| 3. <input type="checkbox"/> Kevin took some classes. | 7. <input type="checkbox"/> Jim and Ann moved to a new house. |
| <input type="checkbox"/> He found a new job. | <input type="checkbox"/> They had a baby. |
| 4. <input type="checkbox"/> Dina applied to graduate school. | 8. <input type="checkbox"/> Mark changed careers. |
| <input type="checkbox"/> She graduated from college. | <input type="checkbox"/> He got a certificate in teaching. |

B The timeline shows important events in Mike's life. Complete the sentences with *before*, *after*, or *when*. More than one answer may be possible.



1. Mike studied English before he graduated from college.
2. _____ Mike graduated from college, he traveled to Europe.
3. Mike took piano lessons _____ he graduated from college.
4. _____ Mike traveled to Europe, he worked in a restaurant.
5. Mike traveled to Europe _____ he took piano lessons.
6. Mike graduated from college _____ he got engaged.
7. Mike moved to Boston _____ he got engaged.
8. _____ Mike moved to Boston, he applied to graduate school.

C Combine the sentences into one sentence. Add commas when necessary.

1. First: I graduated from college.
Then: I got engaged.
I got engaged after
I graduated from college .
2. First: Hiro lost his job.
Then: Hiro changed careers.
_____ when
_____ .
3. First: Jane went to the conference.
Then: Jane met some old friends.
_____ when
_____ .
4. First: Jackie didn't finish her homework.
Then: Jackie ate dinner.
_____ before
_____ .
5. First: We took an online course.
Then: We learned a lot about computers.
When _____
_____ .
6. First: The president walked into the room.
Then: Everyone stood up.
When _____
_____ .
7. First: The office moved to another city.
Then: Many employees quit.
After _____
_____ .
8. First: Lee didn't study English.
Then: Lee moved to San Francisco.
Before _____
_____ .

A ▶ 01-16 Listen. Complete the conversation with the words you hear.

A: What do you want to do tonight?

B: Why don't we ¹ go to a concert?A: ² go to a concert. They're so loud! I want to do something quiet.B: OK. ³ go on a walking tour of the city?A: No, it's too cold. ⁴ do something indoors.B: Hmm. Let me think. Do you like art? ⁵ go to a museum?

A: I don't really like museums.

B: OK. I know! ⁶ go shopping.A: OK, sounds great. Do you want to have dinner first? ⁷ go to a sushi place.B: We always get sushi. ⁸ have sushi again.A: ⁹ try that new French restaurant?

B: Perfect!

B Make suggestions with *why don't*, *let's*, or *let's not* and the words in parentheses. More than one answer may be possible.

1. A: What should we do for dinner tonight?

B: Why don't we go to a restaurant?
(go to a restaurant)

2. A: What do you want to do this weekend?

B: _____
(go to a concert)

3. A: Our meeting starts in an hour.

B: _____
(get some coffee first)

4. A: I'm really tired, and I'm not really interested in seeing the city.

B: OK, _____
(go sightseeing)

5. A: Jim and Kate are coming to town. What should they do?

B: _____
(go on a tour)

6. A: I need help with my Spanish homework.

B: _____ She speaks Spanish.
(ask Maya)

7. A: I need some postcards.

B: OK, _____
(go to a souvenir shop)

8. A: Do you want to go to the museum on Saturday?

B: Let's not go on Saturday ^(go on Saturday). It's very busy on weekends. Weekdays are better.

9. A: I don't have a car. Can you give me a ride to the concert?

B: Sure! _____
(pick you up at 7:00)

UNIT 2, LESSON 1 SENSORY VERBS + LIKE

A ▶02-02 Listen to the conversations. What is each item similar to? Match the answers.

Write the letter on the line.

- | | |
|--------------------|-----------------|
| <u>c</u> 1. chili | a. a party |
| ___ 2. blanket | b. strawberries |
| ___ 3. shampoo | c. chicken |
| ___ 4. alarm clock | d. her sister |
| ___ 5. Jenny | e. silk |
| ___ 6. the noise | f. a fire alarm |

B Complete the sentences with the correct form of *look*, *feel*, *smell*, *taste*, or *sound*. You will use some verbs more than once.

- A: That's my parents when they were young.
B: Nice picture. You look a lot like your mom.
- A: Do you hear that beeping noise?
B: Yeah, it _____ like the microwave. I think Joe is making popcorn.
- A: Are you baking something? It _____ like vanilla cake.
B: No, that's actually a candle. Do you like it?
- A: Have you tried one of these veggie burgers?
B: Yes, but I didn't like it. It doesn't _____ like a real burger.
- A: What's wrong? You look upset.
B: It's this coffee. It smells good, but it _____ like dirt.
- A: Your daughter _____ like a princess!
B: Thanks! We're on our way to my sister's wedding. She's the flower girl.
- A: Nice running shoes! Are they comfortable?
B: No, they're not. They're heavy. They _____ like rocks.

C Complete the sentences. Use the words in parentheses with *like* to show similarity.

- This soup tastes a lot like chicken.
(taste / a lot)
- The office _____.
(smell / a lot)
- Is that your report? It's so long! It _____.
(look)
- This is an Asian pear. We eat them a lot in Korea. They _____.
(taste / a little)
- Is that coffee? It _____.
(look)
- Oh, no! What's on my coat? It's very sticky. It _____.
(feel)
- We should leave the building. That _____.
(sound)
- What kind of instrument is that? It _____, but it's smaller.
(look)



UNIT 2, LESSON 2 BE + ADJECTIVE + INFINITIVE

A ▶ 02-10 Listen to the conversation between a car salesman and a customer. Then check (✓) the sentences that are true.

- | | |
|--|--|
| 1. <input type="checkbox"/> Jim is ready to buy a car. | 4. <input type="checkbox"/> Jim is not ready to look at other cars. |
| <input checked="" type="checkbox"/> Jim isn't ready to buy a car yet. | <input type="checkbox"/> Jim is eager to look at sedans. |
| 2. <input type="checkbox"/> Jim is afraid to buy the wrong car. | 5. <input type="checkbox"/> Mike is excited to show Jim a cheaper car. |
| <input type="checkbox"/> Mike is afraid to sell the wrong car. | <input type="checkbox"/> Mike is annoyed to show Jim more cars. |
| 3. <input type="checkbox"/> Jim isn't happy to learn the price of the car. | 6. <input type="checkbox"/> Jim is determined to do more research. |
| <input type="checkbox"/> Jim isn't happy to see a sports car. | <input type="checkbox"/> Jim is determined to get a discount today. |

B Complete the sentences with the correct form of *be* and the adjective and verb in parentheses. Use contractions when possible.

- Daniel was very tired, but he was determined to finish the report before he went to bed.
(determined / finish)
- John works hard. He was proud to get an award from his company last year.
(proud / get)
- Camila has never been to China. She isn't ready to go there next month.
(eager / travel)
- Jonah needs to finish a report. He isn't ready to go home yet.
(not ready / go)
- I don't know how to use that computer software, but I am willing to learn.
(willing / learn)
- Mark needs help, but he isn't ready to go.
(ashamed / ask)
- If you have questions, ask Kevin. He is happy to help.
(happy / help)
- Maya's handwriting isn't easy to read. I can't understand her note.
(not easy / read)
- My classmates speak English very well, but they are afraid to make mistakes.
(afraid / make)

C Read the situation. Write sentences with the words.

- Chris got a job in another country. He's excited, but he doesn't know if he should take it.
He / delighted / get / this exciting offer.
He's delighted to get this exciting offer.
It / hard / move / far away from his friends.
_____.
- Michael is always late for work. He lost his job at the bank.
He / ashamed / tell / his friends.
_____.
He / determined / find / a new job soon.
_____.
- Clara is a terrible cook, but this cake recipe is very simple. Anyone can make it.
This cake / not difficult / make.
_____.
Clara / willing / try / this recipe.
_____.
- No one in Justin's family has a college degree. Justin is graduating from college next month.
Justin / eager / graduate / from college.
_____.
His parents / proud / see / him graduate.
_____.

UNIT 2, LESSON 3 ADVERBS OF DEGREE AND MANNER

A ▶02-17 Listen to the conversations. Then check (✓) the sentence that should come next.

1. ☐ He is ready to go to work.
☒ He is ready to go home.
2. ☐ She needs swimming lessons.
☐ She doesn't need swimming lessons.
3. ☐ He makes a lot of mistakes.
☐ He doesn't make many mistakes.
4. ☐ There was a lot of traffic.
☐ There wasn't much traffic.
5. ☐ Her patients don't trust her.
☐ Her patients trust her.
6. ☐ He'll get a good grade.
☐ He'll get a bad grade.
7. ☐ No one could hear him.
☐ Everyone could hear him.
8. ☐ It was extremely difficult for her.
☐ It wasn't very hard for her.

B Complete the sentences with the correct adverbs from the box.

clearly quickly fast well hard slowly honestly carefully

1. Are you telling me the truth? I want you to speak honestly.
2. Catherine is a great tennis player. She plays very _____.
3. This assignment is very short and won't take much time at all. You'll finish it fairly _____.
4. Don't wait for me! I'm not a fast driver. I drive very _____.
5. Sean wins every race. He runs really _____.
6. Maria finished her project. She was up all night. She worked really _____.
7. That engineer never makes mistakes. He always works _____.
8. You are very easy to understand. You pronounce everything really _____.

C Rewrite the sentences and questions with adverbs instead of adjectives.

- | | |
|--|---|
| 1. Ana is a really careful driver.
<u>Ana drives really carefully</u> . | 6. Is John a good cook?
<u>Does John cook well</u> ? |
| 2. Sam is an extremely fast swimmer.
_____. | 7. Is Diana a slow runner?
_____? |
| 3. Matthew is not a very hard worker.
_____. | 8. Are you a very careful listener?
_____? |
| 4. Nicole is a fairly quick learner.
_____. | 9. Aren't the kids good singers?
_____? |
| 5. Jackson is a very careless writer.
_____. | 10. Is this an easy game to play?
_____? |

UNIT 3, LESSON 1 PARTICIPIAL ADJECTIVES

- A** ▶ 03-02 Listen to the sentences. Do they describe how someone feels or felt? Or do they describe someone or something that caused a feeling? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
How someone feels or felt	✓							
Someone or something caused a feeling								

- B** Complete the sentences with the correct participial adjective form of the verbs in bold.

- Mike's news **surprised** everyone.
The news was surprising.
Everyone was surprised by the news.
- Angie's vacation was great. She was really able to **relax**.
Angie's vacation was _____.
She felt _____ on her vacation.
- The marketing job **interests** me.
I am _____ in the marketing job.
The marketing job sounds _____.
- That history class **bores** Sam.
Sam is _____ in his history class.
Sam thinks his history class is _____.
- The situation really **embarrassed** Eva.
Eva found the situation really _____.
Eva was _____ by the situation.
- We saw this story about doctors in Nepal last night. The story **fascinated** us.
The story was _____.
We were _____ by the story.

- C** Complete the sentences with the -ed or -ing form of the verbs in parentheses.

- There was a really embarrassing situation at work this morning.
(embarrass)
- Chris has some _____ ideas.
(interest)
- The workers were _____ and needed a break.
(tire)
- Alex and Claire have some very _____ news.
(excite)
- Professor Lee is an _____ teacher. Everyone loves her classes.
(amaze)
- This is a _____ problem. I can't solve it.
(confuse)
- What is that _____ noise? It sounds like an alarm clock.
(annoy)
- Where is Michael? He wasn't in class all week. I'm a little _____.
(worry)

UNIT 3, LESSON 2

PRESENT PERFECT FOR PAST EXPERIENCES

- A** ▶ 03-09 Listen to the conversations. For each conversation, decide if the events happened at a specific time in the past or at an indefinite time in the past. Check (✓) the correct box.

	1	2	3	4	5	6	7
a specific time in the past							
an indefinite time in the past	✓						

- B** Complete the sentences with the present perfect or simple past form of the verbs in parentheses.

- Elsie has worked (work) for several different companies. Last year, she had (have) a job at a technology company.
- Amira go (go) to Argentina last month. She travel (travel) a lot for her job this past year.
- Last week, Dan visit (visit) Germany. He take (take) many trips to Europe for work.
- Thanks for the invitation, but I eat (eat) lunch already. I eat (eat) lunch a couple of hours ago.
- Laura be (be) to many different countries, but she not / live (not / live) in another country.
- hear (hear) you get (get) the news yet? Mario and Sofie get (get) engaged last week.
- I not / try (not / try) that new Korean restaurant downtown. be (be) you there yet?
- check (check) you make (make) Bill's report? He make (make) a couple mistakes last time.

- C** Rewrite the paragraph to talk about Tyler's life sometime in the past. Change all the simple past verbs to the present perfect.

Last year, Tyler had several different jobs. He worked at a popular Japanese restaurant. He took some Japanese cooking classes. He even went to Japan, but he didn't learn Japanese. Tyler also lived in Mexico. He taught English classes and worked as a tour guide. He traveled to different Mexican cities and saw a lot of beautiful places. He met people from all over the world and made new friends. Tyler had some very interesting experiences.

Tyler has had several different jobs.

beautiful places. He's met people from all over the world and has made new friends. Tyler has had some very interesting experiences.

UNIT 3, LESSON 3 ABILITY / INABILITY IN THE PAST

A ▶ 03-17 Listen to the sentences. Are the situations good or bad? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
good	✓							
bad								

B Fill in the blanks with *could*, *couldn't*, or the correct form of *be able to*. More than one answer may be possible.

- We couldn't / weren't able to complete our homework. We needed more time.
- Malik _____ read when he was only four years old. His parents were very proud of him.
- We _____ find Alice's house. Your directions were very clear.
- Andrea hurt her leg. She _____ drive for three weeks.
- Our dinner was delicious, but we _____ finish all the food.
- When I was a child, I _____ speak French, but now I can't.
- Ellen _____ fix her computer when it crashed this morning. She's great with computers.
- Juan _____ play chess, but Gabi taught him.

C Write two sentences for each picture. Use *couldn't* in one sentence and *wasn't / weren't able to* in the other sentence.

- (read / the newspaper) He couldn't read the newspaper
He wasn't able to read the newspaper



- (start / the car) _____



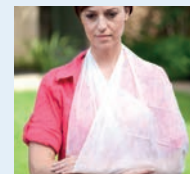
- (lift / the box) _____



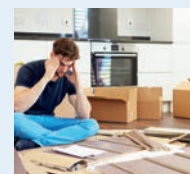
- (play / outside) _____



- (play / tennis) _____



- (understand / the instructions) _____



- A** ▶ 04-02 Listen to the sentences. Fill in the missing words. Then read the sentences again and check (✓) whether the word in each blank is a count noun or a non-count noun.

	Count	Non-count
1. Where can I buy <u>some apples</u> ?	✓	
2. Do we have _____ ?		
3. Can you stop by the store? We have _____ .		
4. Would you like _____ ?		
5. There is _____ on this salad.		
6. I'm going to have _____ for lunch.		
7. Are there _____ in this building?		
8. There aren't _____ left.		

- B** Fill in the blanks with *some, any, or no*.

- Do we have any iced tea?
- Michael is making _____ spinach and mushroom pasta.
- We don't have _____ salad dressing.
- Jo is a vegetarian. There are _____ vegetarian dishes on the menu. Let's go someplace else.
- I really want Indian food, but there aren't _____ Indian restaurants nearby.
- I need _____ water. It's hot and I'm thirsty!
- I'm making _____ coffee. Would you like a cup?
- This dessert tastes sweet, but it has _____ sugar in it.

- C** Complete the questions with *Is there/Are there any*. Complete the answers with *There is/There are some*, or *There is/There are no*.

- A: Is there any ketchup?
B: Yes, there is some over there.
- A: _____ burgers?
B: No, _____ burgers left.
- A: _____ restaurants in the airport?
B: Yes, _____ on the second floor.
- A: _____ seafood dishes? I really want fish tonight.
B: _____ seafood dishes. Do you want to go somewhere else?
- A: _____ coffee?
B: _____ coffee, but there is some tea. Would you like a cup?
- A: _____ forks? I see a lot of spoons, but no forks.
B: Yes, _____ on that table in the corner.
- A: _____ milk in this coffee?
B: Yes, _____ milk in it. I can make one without milk.
- A: _____ bread left? I want to make a sandwich.
B: _____ bread left. We have to go to the store.

UNIT 4, LESSON 2 MUCH / MANY / A LOT OF AND

A ▶ 04-10 Listen to the sentences. Circle the correct answers to complete the responses.

1. How much / many do you need?
2. How much / many is he making?
3. How much / many should we make?
4. How much / many did they eat?
5. Sure, but I don't want very much / too many.
6. OK, but let's not order too much / many.
7. Yes, but I didn't add very much / too many.
8. How much / many cartons do we need?

B Complete the conversation with *much*, *many*, or *a lot of*. More than one answer may be possible.

A: You have a lot of ₁ ingredients here! What are you making?

B: Cookies. Want to help?

A: Sure, but I don't have ₂ time. How long will it take?

B: Not long. Could you get me some flour and sugar, please?

A: OK. How ₃ do you need?

B: Two cups of each. Could you get some eggs from the fridge?

A: OK. How ₄ do you need?

B: Three. Could you pass the salt? A: Uh-oh.

We don't have ₅ salt left.

B: It's OK. I just need a little. There! Now let's put these in the oven.

A: How ₆ minutes do they need to bake?

B: About twenty four.

A: Mmm! They smell delicious. How ₇ cookies are there?

B: Thirty.

A: And how ₈ people are coming over?

B: Five or six. We'll have plenty of cookies left over!

C Look at the sentences. If possible, replace *a lot of* with *much* or *many*. If it's not possible, write *no change* after the sentence.

1. This cereal doesn't have much ~~a lot of~~ sugar.
2. There aren't a lot of Japanese restaurants in this city.
3. Do you drink a lot of coffee in the morning?
4. Did you order a lot of food for the party?
5. This salad has a lot of different vegetables.
6. I eat a lot of soup in the winter.
7. The farmer's market has a lot of fruits and vegetables.
8. There is a lot of oil in this dish.

- A** ▶ 04-16 Listen to the conversations. Decide if they have *too much / many* or *enough / not enough*. Check (✓) the correct box.

	1. blueberries	2. seats	3. watermelons	4. tomatoes	5. sugar	6. bread	7. lemonade	8. honey
too much								
too many	✓							
enough								
not enough								

- B** Complete the sentences using *too much*, *too many*, or *enough*.

- He can't make the cookies. He doesn't have enough sugar.
- He's really full. He ate _____ pizza.
- The menu is six pages long. There are _____ choices.
- She didn't have _____ time to go to a restaurant for lunch. So she ate at her desk.
- She decided to order two desserts. There were _____ to choose from.
- There are _____ sandwiches for everyone. Please help yourself.
- She is eating _____ ice cream. She's going to have a stomachache.
- We bought _____ apples. Let's make an apple pie.

- C** Rewrite the sentences.

Part I: Put the word *enough* in the correct place.

- We don't have time for this recipe.
We don't have enough time for this recipe.
- There are tomatoes for the salad.
_____.
- She has cookies for everyone.
_____.
- Do you have honey for your tea?
_____?
- Is there ice cream for everyone?
_____?

Part II: Put the phrase *too much* or *too many* in the correct place.

- This soup has salt in it.
_____.
- We bought hot dogs for the picnic.
_____.
- I ate cookies after dinner.
_____.
- Ben poured milk in his cereal.
_____.
- You put eggs in the bowl.
_____.

UNIT 5, LESSON 1

COULD AND SHOULD FOR SUGGESTIONS

A ▶ 05-02 Listen to the conversations. Circle the correct answers.

1. You *should* / *shouldn't* leave your laptop there.
2. You *could* / *shouldn't* share your password with anyone.
3. You *could* / *couldn't* ask the receptionist for the correct name.
4. You *should* / *shouldn't* call her.
5. I *could* / *couldn't* show you how.
6. You *should* / *shouldn't* ask him.
7. She *could* / *shouldn't* use a new case.
8. I *could* / *shouldn't* give you a ride.

B Use *could*, *should*, or *shouldn't* and the verb in parentheses to complete the sentences. More than one answer may be possible.

1. A: My phone is really slow.
B: Let me see. You have so many apps! You *shouldn't download* any more.
(download)
2. A: My wireless network isn't working. I can't connect.
B: You *should call* / *could call* Chris for help. He works in tech support.
(call)
3. A: Kevin's presentation is at 9:00.
B: We really _____ to his presentation. He's a great speaker!
(go)
4. A: My dad emailed me a link to a website. I think I can win a prize if I click on it.
B: You _____ on it! Call your dad. Someone might be using his email.
(click)
5. A: _____ I _____ my laptop to the meeting?
(bring)
B: No, it really isn't necessary. You won't need to take notes or anything.
6. A: Where _____ I _____ my coat?
(leave)
B: You should probably take it with you. Don't leave it in the meeting room.

C Form statements or questions with the words in parentheses and *should*, *shouldn't*, or *could*.

1. A: I left my phone in the taxi. What should I do?
B: *You should call the taxi company*.
(you, call the taxi company)
2. A: This app is from a company I've never heard of, and it doesn't have many reviews.
B: _____. It might not be safe.
(you, download it)
3. A: I don't have time to finish my presentation.
B: I have some time. _____.
(I, help you)
4. A: My computer is really slow. I can't open any files.
B: _____.
(you, definitely restart it)
5. A: _____?
(we, update our website)
B: Yes, we should. Some of the links don't work.
6. A: _____?
(Where, I, connect my computer)
B: There's a spot in the conference room near the projector. Let me show you.

A ▶ 05-10 Listen to the sentences. Circle the correct answers.

1. Ana will probably / *will definitely* be late.
2. The coffee shop *might* / *probably won't* have free Wi Fi.
3. Chris *will* / *may* buy new headphones.
4. Restarting the computer *likely won't* / *might* fix the problem.
5. There *will* / *may* be a problem with Mai's hard drive.
6. Alicia *will* / *will probably* cancel their presentation.
7. John and Kirsten *will* / *might* have a video call soon.
8. Selena *may* / *will* have the wrong password.

B Read the sentences. Circle the correct answers.

1. The weather report says there's a 70 percent chance of rain tomorrow.
a. It probably won't rain tomorrow. **b.** It will probably rain tomorrow.
c. It will definitely rain tomorrow.
2. Traffic is terrible this morning. I'll be at least thirty minutes late today.
a. She might be late. b. She will definitely be late. c. She won't be late.
3. We don't need to give Ken directions. He has a GPS app on his phone.
a. Ken will probably need directions. b. Ken likely won't ask for directions.
c. Ken will definitely ask for directions.
4. Why didn't you make a reservation? That restaurant is always very busy. I don't think we'll get a table.
a. They might have a reservation. b. They might not get a table.
c. The restaurant won't likely be busy.
5. I should probably buy a new computer. My old one crashes all the time, and I don't think I can fix it.
a. She will definitely fix her computer. b. Her old computer won't likely crash again.
c. She will likely get a new computer.
6. We should go to the meeting now. Let's not wait for Lucy. She's almost always late.
a. They will wait for Lucy. b. They might have a meeting. c. Lucy will likely be late.

C Complete the sentences based on the situations. Use *will*, *won't*, or *might*.

1. John is working hard to get good grades in his classes. He has two more semesters left.
_____ He will _____ probably graduate next year.
2. Karen is thinking about moving to London. She isn't sure.
_____ move to London.
3. Sam is driving from downtown. There was an accident there a few minutes ago.
_____ likely be late.
4. My computer always crashes when I use this program.
_____ probably crash again.
5. I'm not sure about going to see that movie. I don't usually watch action films.
_____ see that movie.
6. Keith wants a new computer, but he can't afford one.
_____ likely _____ buy a new computer.

A ▶ 05-13 Listen to the conversations. Circle the statements that are true.

- | | |
|---|--|
| 1. a. Lily needs to meet Tim. | <input checked="" type="checkbox"/> b. He doesn't have to introduce Tim. |
| 2. a. He has to send Kevin an invitation. | b. Kevin doesn't need to be at the meeting. |
| 3. a. She doesn't need to get drinks. | b. She doesn't have to order lunch. |
| 4. a. She needs to reschedule. | b. She doesn't have to reserve a room. |
| 5. a. He has to make more copies. | b. He didn't have to make so many copies. |
| 6. a. Carlos needs to go to the presentation. | b. Carlos doesn't have to speak Spanish. |
| 7. a. She has to ask Claire for new headphones. | b. She doesn't need to order new headphones. |
| 8. a. He doesn't have to meet new clients. | b. He needs to be on time tomorrow. |

B Complete the sentences with the correct form of *need to* or *have to*. More than one answer may be possible.

- You don't have to / don't need to make photocopies. We can email it to everyone instead.
- Sorry I'll be a little late. I _____ meet a new client at the downtown office this morning.
- Thank you so much for buying my lunch! You _____ do that.
- You _____ set up your webcam before our video call tomorrow. Do you need help with that?
- James can't be here this afternoon. He _____ take his daughter to the doctor.
- Maggie doesn't need to / doesn't have to work late tonight. She already finished her work.
- _____ reserve a room for our presentation next week?
- Laura's flight is very early. What time does she need to / does she have to leave?
- Does Mike _____ write an agenda for the meeting? I think it would help to organize the meeting.

C Write questions using the correct form of *need to* or *have to* and the words in parentheses. More than one answer may be possible.

- A: (Jack) Does Jack have to _____ work late tonight?
B: No, but he had to work late on Monday.
- A: (I) _____ make a reservation for that restaurant?
B: No, it's not necessary. They usually can seat you right away.
- A: (she) _____ leave early yesterday?
B: No, she didn't. Her appointment was canceled.
- A: (What time, we) _____ be here tomorrow?
B: No later than 7:00. The meeting starts at 7:15.
- A: (When, you) _____ turn in your project?
B: The deadline is next Friday.
- A: (Why, Scott) _____ go to Korea?
B: He is going to a conference in Seoul.
- A: (Alice) _____ arrange a video call?
B: No, she doesn't. The meeting was canceled.
- A: (What, we) _____ bring to the conference?
B: Bring a notebook and your I.D. badge.

UNIT 6, LESSON 1 TOO AND ENOUGH + ADJECTIVES

A ▶ 06-02 Listen to the conversations. Circle the correct answers.

1. The dressing *isn't sour enough* / *is too sour* / *isn't too sour*.
2. The cake *isn't big enough* / *is too big* / *isn't small enough*.
3. The coffee *is warm enough* / *is too cold* / *isn't cold enough*.
4. This soup *isn't salty enough* / *isn't rich enough* / *is too sweet*.
5. The cookies *aren't cool enough* / *are too cool* / *aren't hot enough* to eat.
6. It will be *cold enough* / *too cold* / *too hot* to have a picnic.
7. He's *old enough* / *too young* / *isn't too young* to work at the restaurant.

B Complete the sentences with *too* or *enough* plus the adjective in parentheses.

1. Do you think this soup is warm enough to eat yet?
(warm)
2. This dish is perfect! Don't add any salt. It's _____.
(salty)
3. I don't like the taste of dark chocolate. It's _____.
(bitter)
4. Can we wait a little before we eat dinner? I'm not _____ to eat yet.
(hungry)
5. Let's eat somewhere else. It's hard to talk in here because the music is _____.
(loud)
6. Do you have some hot sauce? This food isn't _____.
(spicy)
7. We need to throw out this milk. It's old, and now it's _____ to drink.
(sour)
8. Is your coffee _____? It looks a little light, and I know you love really dark coffee.
(strong)
9. This cake is way _____. I need a glass of milk.
(sweet)
10. Can I get some ice? My drink isn't _____.
(cold)
11. Wait. Don't eat that yet. It just came out of the oven. It's _____.
(hot)

C Complete the sentences.

Part I: Complete the sentences using *too* + the boldfaced adjective.

1. Miriam is very **tired**. She 's too tired to cook dinner.
2. This food is very **spicy**. It _____ to eat.
3. Dan's very **busy** tonight. He _____ to go out.
4. This shelf is really **high**. It _____ for me to reach.
5. These onions are so **bitter**. They _____ to use.
6. This tea is really **cold**. It _____ to drink.

Part II: Complete the sentences using *enough* + the boldfaced adjective.

7. These strawberries are very **sweet**. They 're sweet enough to eat for dessert.
8. This dish is so **good**! It _____ for a dinner party.
9. That pot is very **large**. It _____ to make pasta.
10. That coffee isn't **hot**. It _____ to drink.
11. This pie is really **big**. It _____ for 12 people!
12. The green peppers aren't **spicy**. Use the red peppers instead. The red ones _____ for this recipe.

UNIT 6, LESSON 2 VERBS + TWO OBJECTS

A ▶ 06-10 Listen to the conversations. Circle the true statement.

1. ☒ a. They got a card for Alice.
b. Susie got a card from Alice.
2. a. She's cooking dinner for her family.
b. Her family is cooking her dinner.
3. a. She's buying her parents a gift.
b. Her parents bought her something silver.
4. a. Emma and Ryan gave her some flowers.
b. She's giving flowers to Emma and Ryan.
5. a. She offered Tim a concert ticket.
b. Tim gave her a concert ticket.
6. a. She gave her kids a book.
b. She's going to read her kids a story.
7. a. She made her aunt a sweater.
b. Her aunt made her a sweater.
8. a. She might buy her sister a suitcase.
b. Her sister gave her a suitcase.

B Write sentences with the words.

1. cooked / dinner / I / my neighbors / for
I cooked dinner for my neighbors .
2. sent / a long letter / Jack / her
_____ .
3. us / The waiter / brought / to / the food
_____ .
4. the day off / Their boss / them / gave
_____ .
5. me / Korean / Ms. Park / taught
_____ .
6. I / my roommate / gave / to / some perfume
_____ .

C Rewrite the sentences.

Part I. Rewrite the sentences so the indirect object is first.

1. Jorge bought a bike for his son.
Jorge bought his son a bike .
2. I got a diamond necklace for my wife.
_____ .
3. Kylie found the perfect gift for her mother.
_____ .
4. Tom brought some chocolate for his kids.
_____ .

Part II. Rewrite the sentences so the direct object is first.

5. Trisha read her nephew a story.
Trisha read a story to her nephew .
6. I sent my best friend a funny birthday card.
_____ .
7. Maya showed us her wedding pictures.
_____ .
8. Jill made her co-workers some cookies.
_____ .

A ▶ 06-17 Listen. Complete the sentences with the past continuous.

- Jane was traveling for business when she met her husband.
- We _____ dinner when our neighbor unexpectedly stopped by.
- _____ when I called?
- _____ when you left this morning?
- We took a taxi to work yesterday because the trains _____.
- Why _____ when Bob came in?
- Where _____ when we saw her yesterday?

B Complete the sentences with the past continuous form of the verbs in the box.do have ~~leave~~ meet play shop think

- I only saw Chris and Mary for a few minutes at the party. They were leaving by the time I got there.
- I'm sorry I missed your call last night. I _____ dinner with some friends.
- What _____ you do when you cut your hand?
- I _____ about Ellen this morning. Have you talked to her lately?
- I went to the park last night and I ran into Joan and Martin. They _____ tennis.
- I _____ with some clients this afternoon so I didn't get a chance to see Paul.
- _____ she shin when you saw her at the mall?

C Use *when* to combine the two sentences. Use the simple past and the past continuous in each sentence.

- First: I walked to the train.
Second: I saw an old friend.
I was walking to the train when I saw an old friend.
- First: They drove home.
Second: They saw a terrible accident.
_____.
- First: Everyone ate dinner.
Second: I got home.
_____.
- First: We had lunch.
Second: The storm started.
_____.
- First: I watched a boring TV show.
Second: I fell asleep.
_____.
- First: Tania didn't work yesterday.
Second: I stopped by her office.
_____.
- First: Mike waited in line to buy tickets.
Second: Someone offered him a free ticket.
_____.

UNIT 7, LESSON 1

GERUNDS AS OBJECTS OF PREPOSITIONS

A ▶ 07-02 Listen to the conversations. Complete each sentence with a preposition and gerund.

1. They talked about going to a North African restaurant.
2. Caroline is excited _____ a vacation with her family.
3. John is tired _____ for work.
4. Jennifer is looking forward _____ home.
5. Bruno is nervous _____ on a boat tour.
6. Maria thanked Susie _____ her.
7. Katie is interested _____ Amy's vacation pictures.

B Match the sentence parts. Write the letter on the line.

- | | |
|---------------------------------------|------------------------------------|
| <u>e</u> 1. Sam and Ellen are excited | a. for buying our tickets. |
| ___ 2. We were interested | b. of traveling to unusual places. |
| ___ 3. Lin is worried | c. about missing her flight. |
| ___ 4. I look forward | d. to it today. |
| ___ 5. They aren't responsible | e. about visiting the pyramids. |
| ___ 6. Dave isn't afraid | f. for your rude behavior. |
| ___ 7. You need to apologize | g. to meeting you. |
| ___ 8. She doesn't feel up | h. in going on a private tour. |

C Complete each sentence with the correct preposition and the gerund form of the verb in parentheses.

- A: Are you excited about going on your road trip to the Canadian Rockies?
1 (go)
- B: Yes, I've been dreaming about this trip for a while. But I'm worried _____ lost.
2 (get)
The GPS doesn't always work.
- A: You should think _____ an old-fashioned paper map.
3 (buy)
- B: We have some paper maps, but I'm not used _____ them.
4 (read)
- A: Right, I understand. I'm interested _____ the Canadian Rockies, but I don't want to drive. How many hours will you be in a car?
5 (visit)
- B: About twenty hours total.
- A: That's crazy! Won't you get tired _____?
6 (drive)
- B: No, I don't think so. I love it! I really look forward _____ on the road. And besides, we talked about getting a room if we feel tired. A:
7 (be)
- Oh, OK. It doesn't sound fun to me, but I believe _____ new things. Maybe I'll take a road trip for my next vacation.
8 (try)
- B: You should! It's awesome. You'll thank me _____ it.
9 (suggest)
- A: OK. I'll let you know if I'm feeling up to it when I plan my next trip.
- B: Sounds good.

UNIT 7, LESSON 2 WOULD LIKE / LOVE / HATE + INFINITIVE

A ▶ 07-10 Listen to the conversations. Circle the correct answers.

1. Yuki's parents would like / *wouldn't like* to see old buildings.
2. Mike *would love* / *wouldn't like* to go camping.
3. John *would love* / *wouldn't like* to eat Greek food.
4. Magda *would like* / *wouldn't like* to swim in Silver Lake.
5. Brenda *would like* / *would hate* to visit places that are not well known.
6. Sam *would love* / *wouldn't like* to go to a modern place.

B Complete the conversations with the correct form of the verb and infinitive. Use the words in parentheses.

1. A: What languages would you like to learn ?
(you / would like / learn)
B: I would love to speak Chinese.
2. A: Is Damien going to New York City for his vacation?
B: I don't think so. He _____ somewhere crowded.
(would hate / go)
3. A: My hometown isn't famous, but I love it. It's very safe and clean.
B: It sounds nice. I _____ it someday.
(would like / visit)
4. A: What do you want to do tonight?
B: I _____ anything. Can we just stay home?
(not want / do)
5. A: _____ a glass of water?
(you / Would like / have)
B: That would be great. Thanks.
6. A: What cities _____ ?
(you / would like / visit)
B: I'm not sure, but I usually like to go to places that are not well known.
7. A: Where _____ tonight?
(you / want / eat / do)
B: I don't care. Why don't you decide?

C Rewrite the sentences in bold using *would* / *wouldn't like*, *would love*, or *would hate*. More than one answer may be possible. Use contractions when possible.

1. I really don't want to miss my flight. The next flight isn't until tomorrow.
I'd hate to miss my flight .
2. Molly loves to travel. She hopes to visit an ancient city someday.
_____ .
3. We really want to see some famous tourist attractions. We came to Paris for this reason.
_____ .
4. Charlie doesn't want to go to touristy places. But he'll go if the whole group wants to go.
_____ .
5. I definitely don't want to be late for our tour. I reserved our spots four months ago!
_____ .
6. Do you want to go to the modern art museum?
_____ ?
7. Does your friend want to come with us?
_____ ?
8. What cities do you want to visit?
_____ ?

UNIT 7, LESSON 3 SUPERLATIVE ADJECTIVES

A ▶ 07-15 Listen to the conversations. Then complete the sentences.

1. Mt. Everest is taller than Mt. Kilimanjaro.
2. The Caspian Sea is the _____ lake in the world.
3. He thinks that lakes are _____ than ponds.
4. The Sahara Desert is the _____ desert.
5. The hotels on the coast are the _____ hotels in the city.
6. Calgary, Canada is the _____ city in the world.

B Complete the sentences with the correct form of the adjectives in parentheses.

Dubai and Abu Dhabi are two of the most famous cities in the United Arab Emirates.
1 (famous)

Dubai is the _____ city in the country. With its tall skyscrapers, Dubai is possibly
2 (big)

the _____ city in the Middle East. In fact, the _____ skyscraper in the
3 (modern) 4 (high)

world, the Burj Khalifa, is located in Dubai. Abu Dhabi is older and _____ than
5 (traditional)

Dubai. The average temperature in Abu Dhabi is 96°F, but Dubai is a little _____,
6 (hot)

with an average temperature of 104°F. While Dubai is modern, many people prefer Abu
Dhabi because it is _____ Dubai.

7 (expensive)

C Look at the chart. Write sentences with comparatives and superlatives using the given adjectives. More than one answer may be possible.

	 Mexico City, Mexico	 Warsaw, Poland	 Hanoi, Vietnam
Population	8.851 million	1.735 million	7.6 million
Area	573 km ²	517 km ²	3,329 km ²
Average temperature	17°C	16°C	31°C
Year founded	1521	1200	1010

1. *big (in population)*

comparative: Hanoi is bigger than Warsaw

superlative: Mexico City is the biggest city

2. *large (in area)*

comparative: Mexico City is larger than Warsaw / Hanoi is larger than Mexico City / Hanoi is bigger than W.

superlative: arsaw

3. *cold*

comparative: Mexico City is colder than Hanoi / Warsaw is colder than Mexico City / Warsaw is colder than

superlative: Hanoi

4. *old*

comparative: Warsaw is older than Mexico City / Hanoi is older than Mexico City / Hanoi is older than W.

superlative: arsaw

A ▶ 08-03 Listen to the questions. Circle the correct responses.

- | | |
|---|---|
| 1. a. He's a drummer. | <input checked="" type="checkbox"/> b. Joe plays drums. |
| 2. a. Bianca plays instruments. | b. She plays the violin, guitar, and piano. |
| 3. a. I'm listening to a new rock band. | b. I'm listening to the radio. |
| 4. a. Max is wearing the green jacket. | b. The green jacket is Max's. |
| 5. a. That song is so sad. | b. The Clouds sing that song. |
| 6. a. Ari is a bassist. | b. It's a person who plays a bass instrument. |
| 7. a. Pete Ross is the guitarist. | b. That band has a guitarist. |
| 8. a. He plays the saxophone. | b. He plays with that jazz band. |

B Complete the conversations. Make questions using the information from Speaker B.

- A: What instruments do you play ?
B: I play the violin and guitar.
- A: What time _____ to the concert?
B: She's going at 8:00.
- A: Who _____ the bassist?
B: John Tibbs.
- A: What instrument _____ ?
B: Jae plays the trumpet.
- A: What kind of music _____ ?
B: I like rock music.
- A: What band _____ at the park last night?
B: A new jazz band performed at the park.
- A: Who _____ for that band?
B: Ray Jones sings for that band.
- A: What kind of music lessons _____ when you were young?
B: I took violin lessons in high school.

C Change the sentences to questions. The words in bold should be the answers to the questions you make.

- Jake went to a **concert** last weekend.
What did Jake do last weekend ?
- His name is **Michael**.
_____ ?
- Sue plays **the keyboard**.
_____ ?
- I saw **Talking Hearts** in concert.
_____ ?
- Kamila** knocked on the door.
_____ ?
- Emma taught **piano lessons**.
_____ ?
- Darren** taught drum lessons.
_____ ?

UNIT 8, LESSON 2

SO / BECAUSE (OF) TO SHOW CAUSE AND EFFECT

A ▶ 08-11 Listen to the conversations. Circle the correct statements.

- ☒ a. They're going to the game because it's the last game of the season.
b. They're going to miss the game, so they'll go to another one next spring.
- a. She wants to go to the art gallery because there's a new art show.
b. They didn't go to the art gallery last weekend, so they'll go tonight.
- a. There aren't any musicals, so they'll go to a comedy club instead.
b. Because she doesn't like musicals, they'll do something else instead.
- a. He offered her a ticket because she's never been to the ballet.
b. He had an extra ticket, so he offered it to her.
- a. Tickets are sold out, so they can't go to the opera.
b. They're going to the opera because they bought their tickets weeks ago.
- a. The movie was scary, so she really didn't enjoy it.
b. She didn't like the movie because of the actors.
- a. They missed the whole show because they were stuck in traffic.
b. They were stuck in traffic, so they missed half of the show.

B Complete the sentences with *so*, *because*, or *because of*.

- We can't go to the art gallery tonight because it isn't open.
- We're going to be late to the ballet because of the heavy traffic.
- The game was canceled last night, so we went to a movie instead.
- I don't usually get popcorn at the movies because it's too salty.
- My children love the opera because of the fancy costumes.
- Kelly loves to laugh, so let's take her to the comedy club for her birthday.
- We didn't like the movie very much because the plot was really boring.
- Because of the rain, the outdoor concert will probably be

C canceled. Write sentences using *so*, *because*, or *because of*.

- The musical is sold out. We can't go.
so: The musical is sold out, so we can't go .
because: We can't go to the musical because it is sold out .
- We loved the movie. The actors were amazing.
because: _____ .
because of: _____ .
- We're going to a show this weekend. Scott's favorite band is performing.
because: _____ .
so: _____ .
- I enjoyed the art gallery. The exhibit was very interesting.
because: _____ .
because of: _____ .
- The opera tickets were too expensive. We saw a movie.
because: _____ .
so: _____ .

UNIT 8, LESSON 3 TIME EXPRESSIONS

A ▶ 08-18 Listen to the conversations. Circle the correct answers.

- Alex goes to the gym *every day* / three days a week / *several times a day*.
- The exercise group runs *weekly* / *on weekends* / *five days a week*.
- She spends time outdoors *all week* / *several times a week* / *on weekends*.
- He turns off his phone *every morning* / *every night* / *24 hours a day*.
- He told her to follow a balanced diet *on weekends* / *during the week* / *daily*.
- She used to meditate *daily* / *weekly* / *monthly*, but now she meditates *every morning* / *once in a while* / *on weekends*.

B Write complete sentences to answer the questions. Use the information in parentheses.

- Q: How often do you get a check-up? (once a year)
A: I get a check up once a year.
- Q: When do you have practice? (in the evening)
A: _____.
- Q: What days do you go to the gym? (Tuesdays and Thursdays)
A: _____.
- Q: When do you spend time outdoors? (weekends)
A: _____.
- Q: How often do you put down your device? (a few hours a day)
A: _____.
- Q: How much do you sleep? (eight hours a night)
A: _____.

C Look at Maria's weekly planner. Use the words in parentheses to write sentences. Use each activity only one time.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 AM	----- meditate (Monday–Sunday) -----						
8:00 AM – 5:00 PM	work at office			work at home		spend time outdoors	do volunteer work
6:00 PM	go to the gym	go to guitar lessons	go to the gym		go to a cooking class	go out with friends	

- She does volunteer work on Sundays
(on Sundays)
- _____
(daily)
- _____
(on Mondays and Wednesdays)
- _____
(on Friday evenings)
- _____
(twice a week)
- _____
(three days a week)
- _____
(every Saturday)
- _____
(on weekends)
- _____
(on Tuesday evenings)

UNIT 9, LESSON 1 FUTURE WITH *WILL*, *BE GOING TO*, PRESENT CONTINUOUS, AND SIMPLE PRESENT

A ▶ 09-03 Listen to the questions. Circle the correct responses.

1. ☒ a. I'll help you.
b. I'm going to help you.
2. a. It leaves at 7:00.
b. My train will leave at 7:00.
3. a. Sure, I'm going to take it.
b. Sure, I'll take it.
4. a. I'll make some new curtains.
b. I'm going to make some new curtains.
5. a. Sure. I'll get one at the store today.
b. Sure. I'm going to get one at the store.
6. a. I'm going to buy a new bookcase this weekend.
b. I'll buy a new bookcase this weekend.

B Rewrite the sentences using the verb form in parentheses. Change the underlined word(s) to *tomorrow*.

1. My favorite TV show came on at 8:00 last night.
(simple present) My favorite TV show comes on at 8:00 tomorrow night.
2. I bought a new couch yesterday.
(be going to) _____.
3. Lena sold her old rug and armchair last week.
(present continuous) _____.
4. I helped you move your furniture this morning.
(will) _____.
5. Dan's brother moved in with him last month.
(be going to) _____.
6. Joe started his new job yesterday.
(simple present) _____.
7. Eva looked for a new apartment last week.
(will) _____.

C Complete the conversation with *will*, *be going to*, the present continuous, or the simple present and the verb in parentheses.

- A: What are you doing after work today?
1 (do)
- B: I _____ Sandy move some furniture. She just moved into your building.
2 (help)
- A: I know! _____ to her apartment right after work? Can I get a ride with you?
3 (go)
- B: Sure, I _____ you a ride. I _____ when I get off work,
4 (give) 5 (leave)
around 5:00 or 5:30. Is that OK with you?
- A: Oh, today is Monday. I _____ off work at 6:00 on Mondays, but I
6 (get)
_____ if I can leave a little early.
7 (see)
- B: No, that's OK. I _____ until 6:00 for you.
8 (wait)
- A: Great! Thanks!

UNIT 9, LESSON 2 INDIRECT QUESTIONS

A ▶ 09-09 Listen. Circle the direct question that matches.

- | | |
|---|----------------------------------|
| 1. a. Why does James have to work late? | 4. a. Where is Luisa today? |
| b. Does James have to work late? | b. Is Luisa in the office today? |
| 2. a. Where did everyone go? | 5. a. Is the train delayed? |
| b. Did everyone go? | b. Where is the train? |
| 3. a. What time does the meeting start? | 6. a. Did I lose my keys? |
| b. Is the meeting starting now? | b. Where did I put my keys? |

B Write sentences and questions using the words in parentheses.

- I think Maya has an apartment around here. I wonder where she lives.
(wonder / she / lives)
- That man is waving at me, but I don't know him. _____?
(do you know / he / is)
- Liza's car looks really bad. The lights are falling off! _____.
(wonder / she / got into an accident)
- I'm not familiar with this building. _____?
(can you tell me / restroom / is)
- There's a meeting tomorrow morning. _____?
(do you know / we / are meeting)
- I can't find my keys! _____.
(wonder / I / left them)
- I need the report. _____?
(could you tell me / it / is ready)
- I need to go to the bank today. _____.
(I wonder / it / is open)

C Change the direct questions to indirect questions.

Part I. Begin each sentence with *I wonder*.

- Where is Katie?
I wonder where Katie is.
- What country is Maya from?
_____.
- Do we have to work late tonight?
_____.
- Did Jane lose her keys?
_____.
- Why did Eric leave?
_____.

Part II. Begin each sentence with *Do you know*.

- What did Peter say?
_____?
- What time did Alan leave last night?
_____?
- Was the train delayed?
_____?
- Did Dina get stuck in traffic?
_____?
- Where is Kelly today?
_____?

UNIT 9, LESSON 3

ADVERBS AND ADVERBIAL PHRASES OF PLACE

A ▶ 09-16 Listen. Complete the sentences.

1. I think they're in the bedroom upstairs.
2. It's way too cold _____ !
3. It's _____.
4. I'll see if there's a coffee shop _____.
5. He's _____.
6. Do you want to eat _____ ?

B Complete the sentences with the correct adverbial phrases from the box.

in the backyard at home on the bookshelf in the kitchen in the country
at the office on the table in the middle

1. Jorge is in the kitchen cooking dinner.
2. Could you please put this book _____ ?
3. Oh, no. I left my umbrella _____. Now I'm going to get wet.
4. I can't find my cat. I wonder if he's _____.
5. Jack forgot his laptop _____. He needs to go back to work.
6. There are some apples _____.
7. They bought a beautiful house _____.
8. Mary left her toy _____ of the yard.

C Rewrite each sentence. Add the adverb of place in parentheses.

1. I can't find my keys in the house. (anywhere)
I can't find my keys anywhere in the house.
2. They're doing laundry in the basement. (downstairs)
_____.
3. Pat is working in the garden. (outside)
_____.
4. There is a café in this building. (somewhere)
_____.
5. I found some old pictures in the bedroom. (upstairs)
_____.
6. I don't know where I left my phone, but it's somewhere. (nearby)
_____.
7. Ann is eating in the kitchen. (inside)
_____.

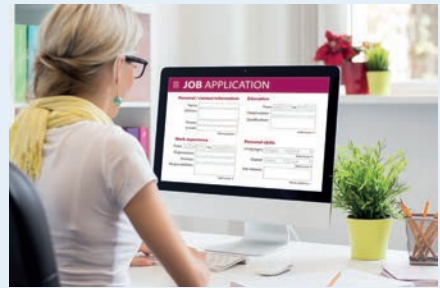
UNIT 10, LESSON 1 TAG QUESTIONS

A ▶ 10-02 Listen. What does the speaker think is true? Circle the correct answers.

1. ☒ a. They have a new designer on their team. b. They don't have a new designer on their team.
2. a. There are some open positions. b. There are no open positions.
3. a. Lisa is a manager. b. Lisa isn't a manager.
4. a. I can use Jim as a reference. b. I can't use Jim as a reference.
5. a. She was a candidate for the management position. b. She wasn't a candidate for the management position.
6. a. We're interviewing candidates next week. b. We aren't interviewing candidates next week.
7. a. Greg worked in Human Resources. b. Greg didn't work in Human Resources.

B Complete the tag questions with the correct verbs.

1. Kenji isn't in his office, is he?
2. You submitted an application online, _____ you?
3. She's applying for another job, _____ she?
4. I don't need to include a cover letter with my résumé, _____ I?
5. They have an opening for a manager position, _____ they?
6. You can't be here an hour early tomorrow, _____ you?
7. He's applied for a position at our company before, _____ he?
8. We should hire someone who speaks Spanish, _____ we?
9. You don't have a pen I can borrow, _____ you?



C Add a tag question to each conversation.

1. A: Beatriz works in the Human Resources department, doesn't she ?
B: That's right. She's worked there for several years.
2. A: You're here to interview for the sales position, _____ ?
B: No, I'm here for a sales meeting.
3. A: Hurry up! We're going to be late.
B: Late for what? We don't have another meeting today, _____ ?
4. A: You haven't heard from Julie lately, _____ ?
B: No, I haven't. I wonder what she's doing these days.
5. A: Did Gabe get the manager position?
B: No. He wasn't even a candidate, _____ ?
6. A: This application has old information on it.
B: We're going to update it, _____ ?
7. A: Your résumé looks great, but you forgot to include the languages you speak.
B: Oh, that's right! I should include that, _____ ?
8. A: You'll apply for the new manager position, _____ ?
B: No, I don't think so. I'm happy with my job now.
9. A: We need another person on the project. We can hire someone now, _____ ?
B: No, we don't have the budget to hire anyone new this year.
10. A: You're starting your new job next week, _____ ?
B: Yes, I am. I'm excited but also a little nervous.

UNIT 10, LESSON 2 PRESENT PERFECT WITH *FOR* AND *SINCE*; *HOW LONG* AND *EVER*

- A** ▶10-10 Listen. Is the speaker talking about how long something lasted, when something started, or something that happened at a specific time in the past? Check (✓) the correct box.

	1	2	3	4	5	6	7
how long something lasted	✓						
when something started							
something that happened at a specific time in the past							

- B** Complete the sentences and questions with *for* and *since*.

- We have worked on the budget for over a week.
- I've been here since 6:00 this morning.
- We haven't seen Chang several weeks.
- Rob has worked at the company 2014.
- Dylan hasn't given a presentation the beginning of the year.
- Tim and I have known each other college.
- Ali has had a cold over a week.
- Mario hasn't managed a team last year.
- Harry and Janice have been married forty years.
- I've been here about an hour.
- Have you eaten anything this morning?
- Has anyone seen Sam Monday?

- C** Rewrite the sentences. Use the present perfect form of the verb and *for* or *since*.

- I manage a large team. I began one month ago.
I have managed a large team for one month.
- John works on the sales team. He started over a year ago.
_____.
- I am done with my project. I finished it last night.
_____.
- I know Karen. We met in March.
_____.
- Luke is at the office. He got there at 6:00 this morning.
_____.
- Brad lives in India. He moved there six months ago.
_____.
- Ann is sick. She got sick on Tuesday.
_____.
- I work in sales. I started three years ago.
_____.
- Tom is in China. He arrived there last week.
_____.
- John is unemployed. He quit his job in 2017.
John has been unemployed since he quit his job in 2017 / John has been unemployed since 2017.

UNIT 10, LESSON 3 INFORMATION QUESTIONS WITH THE PRESENT PERFECT

A ▶10-17 Listen. Complete the questions.

1. What have they changed?
2. _____ happened?
3. _____ before?
4. So, _____ to him yet?
5. _____ open?
6. Terrific. _____ so far?
7. _____?

B Complete the questions with the present perfect form of the words in parentheses.

- A: Why have you applied for this position?
1 (you / apply)
- B: I work for a small start-up company with only twenty employees, but I'd like to work for a larger company. Your company would be the perfect fit for me.
- A: How long _____ interested in computer programming?
2 (you / be)
- B: I've always loved computers for as long as I can remember.
- A: What companies _____ for in the past?
3 (you / work)
- B: I've worked for a couple of small technology companies.
- A: In this position, you'll need to manage a small team. How _____ leadership at your other jobs?
4 (you / show)
- B: At my current job, I manage a team of eight workers.
- A: How have you _____ with conflict?
5 (you / deal)
- B: When a conflict comes up, I stay calm and work with my team to resolve the issue quickly.
- A: Do you have any questions for me?
- B: Yes. What challenges _____ in the past year?
6 (the company / handle)
- A: Our biggest challenge has been growth. We grew by over 2,000 employees last year.
- B: How _____ the work environment?
7 (this growth / change)
- A: It's still a great place to work, but we've had to hire more people and find bigger offices.

C Write questions in the present perfect using the words below.

1. When / you / deal / with a conflict
When have you dealt with a conflict _____ ?
2. How / she / handle / challenges
_____ ?
3. Where / he / work / in the past
_____ ?
4. When / you / think / outside the box
_____ ?
5. How long / they / work / as a team
_____ ?
6. How many calls / the assistant / answer / this morning
_____ ?
7. What countries / you / visited / this past year
_____ ?

UNIT 1, LESSON 4

Complete the sentences with words from the box.

workplace research encourage friendship employees

1. The teacher liked Lin's history paper because his _____ about the subject was excellent.
2. The company hired many new _____ when it opened the new factory.
3. Raffy and Tino began their _____ when they were in high school.
4. It is important for teachers to _____ students to do their best.
5. The _____ is made up of people from different places and experiences.

UNIT 2, LESSON 4

Complete the sentences with words from the box.

piece of advice product recycled wise elegant designer

1. I always listen to my grandfather because he is such a _____ man.
2. The _____ made a beautiful drawing of a new dress.
3. Companies often advertise a new _____ on TV.
4. Soda cans and newspapers are often _____.
5. The movie star was wearing an _____ dress.
6. My teacher gave me a _____. She told me to make many mistakes and to be proud of them.

UNIT 3, LESSON 4

Complete the sentences with words from the box.

adrenaline rush risk-taker in control out of control fear focus flight

1. Trish doesn't like surprises and always wants to be _____.
2. The car hit a wall because it was _____.
3. I love how I feel when I skydive. It gives me such an _____.
4. I don't like most insects, and I have a terrible _____ of snakes!
5. I can't believe he jumped out of an airplane. He's a real _____.
6. Peter really needs to _____ on his work. His paper is due tomorrow!
7. Mario took a _____ from Mexico City to Paris yesterday.

UNIT 4, LESSON 4

Circle the correct answers.

1. When you get used to a kind of food, you **are unsure of it** / **dislike it** / **are comfortable with it**.
2. When someone has room for more food, they **are full** / **could eat more** / **need to go shopping**.
3. An example of a sweet treat is a **steak** / **salad** / **cake**.
4. When you relax your body, you make it **straight** / **loose** / **strong**.
5. When someone feels pleasure from a meal, they **enjoy it** / **don't like it** / **aren't satisfied**.
6. Someone who is having a bite of food is **cooking** / **eating** / **drinking**.
7. When you are satisfied by a meal, you are **upset** / **hungry** / **pleased**.
8. When something is expanded, it gets **bigger** / **heavier** / **tighter**.
9. A person can push open a **door** / **car** / **tree**.
10. The taste of sugar is **cold** / **hard** / **sweet**.

UNIT 5, LESSON 4

Match each word with its definition. Write the letter on the line.

- | | |
|--------------------------|--|
| ___ 1. three-dimensional | a. the body part in your chest that makes blood move through your body |
| ___ 2. a disaster | b. the smallest part that forms an animal or plant |
| ___ 3. waste | c. materials from nature, such as land, forests, water, etc. |
| ___ 4. natural resources | d. an event that causes great harm and damage, like a terrible storm |
| ___ 5. skin | e. the body part in your chest that you use to breathe |
| ___ 6. organs | f. what is left after you have used something |
| ___ 7. the lungs | g. the outside part of a person's or animal's body |
| ___ 8. the heart | h. parts of the body that have a special purpose |
| ___ 9. a cell | i. with length, depth, and height |

UNIT 6, LESSON 4

Circle the correct answers.

- | | |
|---|--|
| 1. One word used to describe a cliff might be ____. | 4. Limestone is ____. |
| a. soft | a. a type of water |
| b. flat | b. a type of rock |
| c. high | c. a type of sand |
| 2. An example of wildlife is ____. | 5. A crane is often used to ____. |
| a. a cow on a farm | a. build buildings |
| b. a tiger in a desert | b. pick vegetables |
| c. a pet dog in a home | c. make computers |
| 3. Someone in a cave is ____. | 6. A platform is ____. |
| a. inside a hole in a mountain | a. a raised area that people stand or sit on |
| b. outside on the edge of a mountain | b. a machine used to carry large objects |
| c. on top of a mountain | c. a place where boats are kept |

UNIT 7, LESSON 4

Complete the sentences with words from the box.

tank submerged palace rules butler out of sight faces lick rotate

1. The king lived in a beautiful _____ with many rooms.
2. Every day, my puppy jumps up on me to _____ my face!
3. The wheels on a bicycle _____ so that it can move forward and backward.
4. I have a pet fish that lives in a _____ of water.
5. She is so lucky! She has a _____ to help take care of her house.
6. Frank's clothes were in the closet and _____ after he cleaned his room.
7. My building _____ the ocean. I can see the waves and the sand from my living room windows.
8. The plants grow out of the sand in the ocean. They're completely _____.
9. This game has _____ that the players have to follow.

UNIT 8, LESSON 4

Match each word group with a word. Write the letter on the line.

- | | |
|---|--------------|
| ___ 1. brain, endorphin, body | a. stress |
| ___ 2. beat, heart rate, repeated sound | b. piece |
| ___ 3. worry, tension, pressure | c. translate |
| ___ 4. emotion, feeling, attitude | d. hormone |
| ___ 5. drawing, statue, painting | e. release |
| ___ 6. change, turn, remake | f. mood |
| ___ 7. let go, unleash, free up | g. rhythm |

UNIT 9, LESSON 4

Complete the sentences with words from the box.

used directly search engine goods browsing dropdown menu

1. I gave my homework _____ to the teacher at the start of the class. I didn't email it to her.
2. Frank clicked on the _____ to find the page that tells you about the company.
3. I typed "how to find free furniture" in the _____ and thousands of websites were listed.
4. I was _____ through pictures of furniture when I saw the perfect couch for my apartment!
5. This store sells furniture and other _____ for the home.
6. Susan didn't have enough money to buy a new computer, so she bought a _____ one.

UNIT 10, LESSON 4

Circle the correct answers.

1. Tina kept fidgeting; she couldn't ____.
 - a. stay awake
 - b. stop moving
 - c. stop relaxing
2. When you convince a person, you want them to ____ what you say.
 - a. question
 - b. believe
 - c. follow
3. An impressive job candidate is someone who has the ____.
 - a. right skills
 - b. best clothes
 - c. most questions
4. A person who mumbles is ____.
 - a. yelling loudly
 - b. crying softly
 - c. speaking quietly
5. When someone gives you a tip on how to do something, they give you ____.
 - a. money
 - b. advice
 - c. a job
6. Rosa ____ as she slouched in the chair.
 - a. stood up
 - b. bent forward
 - c. straightened up
7. Someone with a positive attitude shows that he or she is ____ something.
 - a. happy about
 - b. sad about
 - c. tired of
8. Sam's body language was clear; his ____ told us exactly how he felt!
 - a. words
 - b. movements
 - c. sounds

UNIT 1, LESSON 2 SIMPLE PAST, IRREGULAR VERBS: REVIEW

Affirmative statements			Negative statements			
Subject	Verb		Subject	Did + not	Verb	
I	ate	at a restaurant.	I		eat	at the hotel.
She	swam	at the beach.	She	did not	swim	in the pool.
We	got	a massage.	We		get	a double room.

Note: We almost always use the contraction *didn't* in speech and informal writing.

Common irregular verbs			
Base form	Simple past	Base form	Simple past
be	was, were	see	saw
buy	bought	sit	sat
go	went	sleep	slept
hang out	hung out	spend	spent
have	had	take	took
make	made	write	wrote

UNIT 1, LESSON 2 SIMPLE PAST QUESTIONS, REGULAR AND IRREGULAR VERBS: REVIEW

Yes / no questions				Short answers	
Did	Subject	Verb		Affirmative	Negative
Did	you	learn	English at school?	Yes, I did .	No, I didn't .
	she	grow up	in New York?	Yes, she did .	No, she didn't .

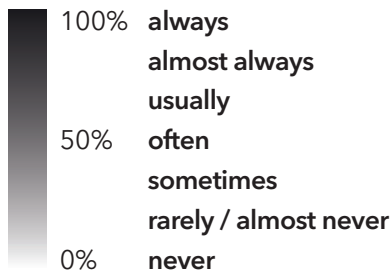
Information questions					Answers
Wh- word	Did	Subject	Verb		
When		he	start	working?	In 2015.
Where	did	they	get	married?	In Bogotá.
Why		you	move	to Brazil?	For work.

Notes

- We almost always use the contraction *didn't*.
- To ask questions with *born*, you can say *Where were you born?* or *Were you born in New York?*

UNIT 2, LESSON 3 ADVERBS OF FREQUENCY

Statements with most verbs				Statements with <i>be</i>			
Subject	Adverb	Verb		Subject	Be	Adverb	
I	always	get up	early.	I	am	never	late for
She	rarely	gets up	late.	She	is	sometimes	work.
Yes / No questions with most verbs				Yes / No questions with <i>be</i>			
Do / Does	Subject	Adverb	Verb	Be	Subject	Adverb	
Do	you	often	go	Are	you	often	late for
Does	he	ever	to the gym?	Is	he	ever	work?
<p>Notes</p> <ul style="list-style-type: none"> Use adverbs of frequency with simple present verbs, not present continuous verbs. It's 6:00 P.M., and Kate is ordering takeout. She often orders takeout for dinner. With <i>be</i>, put the adverb after <i>be</i> in statements and after the subject in questions. They are never late. Are they ever late? With most verbs, put the adverb before the verb. They always arrive on time. Use <i>ever</i> in <i>yes / no</i> questions and negative statements only. Do not use <i>never</i> in questions. He doesn't ever stay up late. = He never stays up late. Does he ever stay up late? NOT Does he never stay up late? Do not use <i>sometimes</i>, <i>rarely</i>, or <i>never</i> in sentences with <i>not</i>. We almost always use contractions in speech and informal writing. 							



UNIT 4, LESSON 1 SOME / ANY WITH COUNT AND NON-COUNT NOUNS: REVIEW

Statements				Yes/No questions		
Affirmative	I added	some	milk.	Do we need	any	milk?
Negative	I didn't add	any	eggs.		some	eggs?
<p>Notes</p> <ul style="list-style-type: none"> Don't use <i>some</i> or <i>any</i> when speaking about something in general. A: I love fruit! What about you? Do you like fruit? B: Yes, but I don't like cherries. Using <i>some</i> makes offers and requests sound more natural. A: Do you want some soda? Or some cookies? B: No, thanks, but can I have some water? You can use <i>some</i> and <i>any</i> alone when the meaning is clear. A: I made coffee. Do you want some? B: Thank you, but no, I don't want any right now. Remember, you can use <i>there + be + no + noun</i>. There's no sugar. = There isn't any sugar. There are no cherries. = There aren't any cherries. 						

UNIT 4, LESSON 2 QUESTIONS WITH *HOW MUCH* AND *HOW MANY*

How much	Non-count noun		Answers	How many	Plural noun		Answers
How much	bread	do we need?	A lot.	How many	vegetables	will there be?	Four.
	cheese		Not much.		desserts		Two.
	rice		Three bags.		people		Not many.

UNIT 7, LESSON 3 COMPARATIVE ADJECTIVES: REGULAR AND IRREGULAR

Use comparative adjectives to compare two people or things.

	Adjective	Comparative adjective
For most one-syllable adjectives, add -(e)r for the comparative.	fast cheap	faster cheaper
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add -er .	thin big	thinner bigger
For two-syllable adjectives ending in y , drop the y and add -ier .	easy dirty	easier dirtier
For most adjectives with two or more syllables, use more / less + the adjective.	expensive interesting	more expensive less interesting

Notes

- Use *than* when you use a comparative adjective in front of a noun.
Laptops are more expensive **than** tablets.
- Some adjectives have irregular forms: good → **better** bad → **worse**

UNIT 9, LESSON 1 *WILL* FOR FUTURE INTENTION

Affirmative statements			Negative statements			Yes / no questions			Short answers	
Subject	Will	Verb	Subject	Will + not	Verb	Will	Subject	Verb	Affirmative	Negative
I We	will	wait.	I We	will not	wait.	Will	he	come?	Yes, he will.	No, he won't.

Information questions					Short answers
Wh- word	Will	Subject	Verb		
When	will	I	see	you?	After work.
What time		he	get	here?	At 10:00.

Notes

- You can use *will* + the base form of a verb to make an offer or state a plan made at the moment of speaking.
A: I don't have a ride. A: I'll **be** back in a minute.
B: I'll **pick** you up. B: Hurry! The movie **is** starting.
- We almost always contract the subject pronoun + *will* in speaking and informal writing.
I will → **I'll** they will → **they'll** it will not → **it won't** we will not → **we won't**
- Use contractions in negative short answers only.
A: Will he call us back? B: Yes, he **will**. / No, he **won't**. NOT Yes, he ~~will~~.

UNIT 9, LESSON 1 FUTURE PLANS WITH *BE GOING TO*

Affirmative statements					Negative statements				
Subject	Be	Going to	Base form of the verb		Subject	Be + not	Going to	Base form of the verb	
I	am	going to	start	college.	I	am not	going to	get	married.
She	is				She	is not			
We	are				We	are not			
Yes / no questions					Short answers				
Be	Subject	Going to	Verb	married?	Affirmative		Negative		
Are	you	going to	get		Yes, I am .		No, I am not .		
	they				Yes, they are .		No, they are not .		
Is	he				Yes, he is .		No, he is not .		
Information questions					Answers				
Wh- word	Be	Subject	Going to	Verb					
What	are	you	going to	do?	I'm going to get a job.				
Where	is	she		go?	To Costa Rica.				
When		it		start?	In a month.				
Notes									
<ul style="list-style-type: none">We almost always use contractions with <i>be</i>.Don't use contractions in affirmative short answers. Yes, she is. NOT Yes, she's A: Are you going to go back to school? B: Yes, I am.In negative answers, you can make a contraction with the pronoun and <i>be</i>. You can also make a contraction with <i>be</i> and <i>not</i>. A: She's not going to go to the beach. Is he going to go? B: No, he isn't.									

UNIT 9, LESSON 1 PRESENT CONTINUOUS FOR THE FUTURE

When	Be	Subject	Verb + <i>ing</i>	Subject	Be	Verb + <i>ing</i>	Future time expression
When	are	you	leaving?	I	am	leaving	on Sunday night.
	is	she		She	is		
	are	we		We	are		

Notes

- We almost always contract the subject pronoun + *be* with the present continuous in speech and informal writing.
He's working in Tokyo next week.
We're taking the train to the airport.
- Use a future time expression to make the future meaning clear.
I'm **working** on the project **next week**.
- Remember that you can also use the present continuous to talk about events happening now.
I'm **working** on the project **now**.

IRREGULAR VERBS

Base form of verb	Simple past	Past participle	Base form of verb	Simple past	Past participle
be	was	been	leave	left	left
become	became	become	lay (off)	laid (off)	laid (off)
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	oversleep	overslept	overslept
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
cost	cost	cost	ride	rode	ridden
deal	dealt	dealt	rise	rose	risen
do	did	done	run	run	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sit	sit
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
know	knew	known	write	wrote	written

PARTICIPIAL ADJECTIVES

-ed	-ing	-ed	-ing	-ed	-ing
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralyzed	paralyzing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
charmed	charming	frightened	frightening	surprised	surprising
confused	confusing	horrified	horrifying	terrified	terrifying
depressed	depressing	inspired	inspiring	tired	tiring
disappointed	disappointing	interested	interesting	touched	touching
disgusted	disgusting	irritated	irritating	troubled	troubling

METRIC CONVERSIONS

Volume		Length and distance		Weight	
1 fluid ounce	29.57 milliliters	1 centimeter	.39 inch	1 ounce	28.35 grams
1 milliliter	.034 fluid ounce	1 inch	2.54 centimeters	1 gram	.04 ounce
1 pint	.47 liter	1 foot	.30 meter	1 pound	.45 kilogram
1 liter	2.11 pints	1 meter	3.28 feet	1 kilogram	2.2 pounds
1 quart	.95 liter	1 yard	.91 meter		
1 liter	1.06 quarts	1 meter	1.09 yards		
1 gallon	3.79 liters	1 mile	1.61 kilometers		
1 liter	.26 gallon	1 kilometer	.62 mile		

Audio Scripts

WELCOME UNIT

Page 2, Ex. 1B

- A: OK everyone. Ask your partner the questions on page 14.
B: I'm sorry. I don't understand. Can you explain that?
A: Sure. Turn to page 14. Work in pairs. Ask your partner the questions.
- A: Could I borrow a pen please?
B: Did you say a pen?
A: Yes, a pen. Thanks.
- A: Excuse me, Sue. What's the word for this in English?
B: That? That's an outlet.
A: An outlet? Thanks.
- A: When you finish, please check your answers with a partner.
B: Sorry. Do you mean first we should work alone?
A: Yes, that's right.
- A: Class, please look at the article on page 8 and read it to yourselves.
B: Sorry. I don't understand.
A: What I mean is you shouldn't read aloud. Read silently.
- A: OK everyone. Open your books to page 52.
B: I'm sorry. What page?
A: Page 52.

UNIT 1

Page 125, Grammar, Ex. A

- A: What are you doing next summer?
B: I'm visiting my family in Mexico.
- A: Is Alex still living in Miami?
B: No, he's teaching English in Japan for a month.
- A: Can Susie join us for dinner later?
B: No, she's playing chess at the center tonight.
- A: Why isn't Mark here?
B: He's working at the café.
- A: Are Brian and Kathy still looking for a new house?
B: Yes. They're still living in an apartment in the city.
- A: Are you busy at the moment?
B: A little. I'm finishing my homework.
- A: What's Karen doing these days?
B: She's working at her parent's restaurant this summer.

- A: When are you leaving for your vacation?
B: In two weeks.

Page 7, Ex. 4A

- Sarah: Hi, Mario! It's good to see you! When you did arrive in town?
- Mario: A few hours ago. Just in time for our meeting this afternoon. How are you doing?
- Sarah: I'm good, thanks. What are you doing these days? Are you still in Quito?
- Mario: Yes, but my wife and I are looking for a new house. She's six months pregnant, so we really need to find a bigger place.
- Sarah: Oh, wow! That's so exciting! Congratulations.
- Mario: Thanks. I've been busy! I'm taking an online class now, too.
- Sarah: Oh, yeah? What kind of class are you taking?
- Mario: A programming class. I'm learning a lot about computer software.
- Sarah: That sounds interesting,
- Mario: It is. So, what's going on with you?
- Sarah: Well, I'm taking a class, too. I'm studying Japanese! I want to visit Japan so I'm trying to learn the language.
- Mario: That's really cool!
- Sarah: Yeah. Things have been busy at the Toronto office so I could use a break.
- Mario: Have you been to Japan before?
- Sarah: No, I haven't. I want to go in the spring during *sakura* season.
- Mario: *Sakura* season?
- Sarah: *Sakura* is the Japanese word for cherry blossoms.
- Mario: I didn't know that.
- Sarah: Yep. The cherry blossoms bloom around that time and they only last for a couple of weeks in each city. It's supposed to be a fun time to visit.
- Mario: That sounds amazing. What part of Japan are you going to?
- Sarah: I plan to fly into Tokyo and will spend a few days visiting different parts of the city. I also hope to visit Kyoto. I want to see all of the shrines and temples.
- Mario: Sounds great. Take lots of pictures!
- Sarah: Definitely.
- Page 7, Exs. 4B and 4C**
- Sarah: So, what are you doing these days?
- Mario: I'm taking an online class.

Sarah: That's great.
 Mario: Yeah, it's pretty interesting. What's going on with you?
 Sarah: Well, I'm studying Japanese.
 Mario: That's really cool!

Page 126, Grammar, Ex. A

1. David was upset when he heard the news.
2. Oscar looked for a new job after he got married.
3. Kevin took some classes before he found a new job.
4. Dina applied to graduate school after she graduated from college.
5. Miriam started her own business before she got engaged.
6. Nora adopted a pet when she moved to a larger apartment.
7. Jim and Ann moved to a new house after they had a baby.
8. Mark changed careers when he got a certificate in teaching.

Page 9, Ex. 4A

Sarah: So, what else is new? How's your family doing?
 Mario: They're good, thanks. I *am* a little worried about my brother Eddie, though. He quit his job when his office moved to another city.
 Sarah: Really? I thought he liked his job.
 Mario: He did, but he didn't want to drive two hours to get to the office.
 Sarah: Oh. Is he OK?
 Mario: Yeah, he's fine. But he was pretty upset when he first heard the news.
 Sarah: That's too bad. So, what's he doing?
 Mario: He's living with my parents now, and he's looking for a new job.
 Sarah: Well, I'm sure he'll find something soon.
 Mario: Thanks. I think so, too. So, what's going on with you? How's your husband doing?
 Sarah: Mark is doing well. He started his own business after he lost his job at the bank a while ago.
 Mario: I'm sorry to hear that. But wow, I mean, good for him! What kind of business?
 Sarah: A café.
 Mario: That's a big change!
 Sarah: It is. But he's an amazing cook. And he took some business classes before he opened the café.
 Mario: I'm happy for both of you. It's a lot of work to own your own business.
 Sarah: Yeah, it is. I'm helping him when I can but I have my job at TSW, too. And our ten-year-old son, and our dog . . .

Mario: I don't know how you do it all, Sarah.
 Sarah: I don't know either! We're having fun, but I don't sleep a lot.
 Mario: Well, with my new baby coming, in a few weeks we *both* won't be getting any sleep!

Page 9, Exs. 4B and 4C

Sarah: How's your brother?
 Mario: OK. He quit his job when his office moved.
 Sarah: Oh. That's too bad.
 Mario: Yeah. He's doing alright. How's your husband?
 Sarah: He's great. He started his own business after he took some classes.
 Mario: Wow! Good for him.

Page 127, Grammar, Ex. A

A: What do you want to do tonight?
 B: Why don't we go to a concert?
 A: Let's not go to a concert. They are so loud! I want to do something quiet.
 B: OK. Why don't we go on a walking tour of the city?
 A: No, it's too cold. Let's do something indoors.
 B: Hmm. Let me think. Do you like art? Why don't we go to a museum?
 A: I don't really like museums.
 B: OK. I know! Let's go shopping.
 A: OK, sounds great. Do you want to have dinner first? Let's go to a sushi place.
 B: We always get sushi. Let's not have sushi again.
 A: Why don't we try that new French restaurant?
 B: Perfect!

Page 11, Ex. 3A

Mario: Do you have any plans for tonight? It is Friday after all. Do you want to go sightseeing? There's always something interesting to see.
 Sarah: Sorry, I have plans. I'm meeting an old friend. Why don't we do something tomorrow?
 Mario: Sure. What do you want to do?
 Sarah: Let's go on a tour. Why don't we try one of those bus tours?
 Mario: OK. That sounds great!
 Sarah: I think there's a bus tour that starts in Chinatown. Why don't we meet there?
 Mario: OK. Oh, and I want to get my mother-in-law something. Do you need to go souvenir shopping, too?
 Sarah: Let me see.
 Mario: Wow. That's a lot of key chains.
 Sarah: Wait.
 Mario: So you don't need to go.

Sarah: No, we can go. Let's go after the tour. I need to get something for my husband and son.

Mario: But who are all those souvenirs for then?

Sarah: They're all for me, Mario!

Mario: Oh, right! OK.

Sarah: After we go souvenir shopping, do you want to go to dinner? My husband told me about this great restaurant in Chinatown.

Mario: Sounds like a plan. He is a chef now after all.

Sarah: Why don't I make a reservation? Oh, my goodness!

Mario: What?

Sarah: They're completely booked! We can get a reservation next *month* if you want to go *then*!

Page 11, Exs. 3B and 3C

Mario: Do you want to go sightseeing tonight?

Sarah: Sorry, I have plans. Why don't we do something tomorrow?

Mario: Sure. What do you want to do?

Sarah: Let's go on a tour.

Mario: OK. That sounds great.

Page 16, Exs. 1A and 1B

Hi everyone! It's Yu. Here's what I've been up to lately. I'm still studying engineering, but I'm also working at a lab on the weekends. Here's the lab. I'm not living with my parents anymore. I'm living in the dormitory at the university. Here's a picture of my dorm room. On the weekends, I love spending time with my friends. We like to play cards or sing karaoke. What's going on with you these days?

UNIT 2

Page 128, Grammar, Ex. A

- A: This is delicious chili. Did you make this?

B: No. It's from a can.

A: Mmm. It's great. It tastes like chicken.

B: Actually, it's turkey chili.
- A: That blanket is beautiful!

B: Thanks. I made it for Ellen's baby.

A: It's perfect! This material feels like silk. Ellen will love it.
- A: Try this shampoo. It smells like strawberries.

B: I like the smell of strawberries, but not for my hair.

A: OK, how about this one? It smells like roses.

B: It's nice, but that's not shampoo. It's lotion.
- A: What's that noise? It sounds like a fire alarm or something.

B: I know, right? It's only Mario's alarm clock.

- A: Wow, it's so loud!
- A: Hey, is that Jenny over there? She's talking to our professor.

B: No, it's her sister, Jackie.

A: Wow. She looks a lot like her sister.
 - A: What's going on next door? Are they having a party?

B: No, that's just my neighbor. He plays the guitar and practices all day.

A: I don't know. I hear a lot of people. It sounds like a party to me.

Page 19, Ex. 4A

Lucas: Eric, thanks for helping me today with the new ads for Costa Rica.

Eric: I'm happy to help. Let's get started. What are we working on?

Lucas: I'm having a problem with the shampoo ad. I don't know what to include.

Eric: Well, let's think about the shampoo. How would you describe it?

Lucas: Hmm. What about this? It smells like coconuts, and it feels like honey.

Eric: It feels like *honey*? I don't know about that. Honey is really thick. I definitely don't want honey in *my* hair.

Lucas: OK. How about, it smells like coconuts, and it feels like silk?

Eric: Hmm. I'm not so sure. *It* feels like silk? What about, after you use it, your *hair* feels like silk?

Lucas: That's better.

Eric: What else can we say?

Lucas: Use it and you'll look like a movie star.

Eric: Yes, I can imagine that.

Lucas: Now we need an image.

Eric: What are you going to draw?

Lucas: A woman on a beach with palm trees around her—she has long hair and she's smiling.

Eric: That looks perfect. In fact, that looks a lot like Sofia what's-her name. Maybe we should get a celebrity to be the spokesperson.

Lucas: Good idea!

Page 19, Exs. 4B and 4C

Eric: How would you describe the shampoo?

Lucas: How about this? It smells like coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* feels like silk?

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll look like a movie star?

Lucas: Good idea!

Page 20, Ex. 1B

1. Joe was so excited to see the new movie that he practically pushed me out of the way to get on line.
2. Sue always has something negative to say in meetings. She's really hard to get along with.
3. Carlos lied to his parents about his car accident, but they found out what really happened. He felt terrible.
4. The students worked hard and won an important prize for their chemistry project. They're really happy with themselves.
5. Andre likes helping his friends and family. He is always there to lend a hand.
6. Liz screamed and ran out of the room when she saw the mouse.

Page 129, Grammar, Ex. A

1. A: Hi, there! I'm Mike. Are you ready to buy a new car?
B: Hi, Mike. I'm Jim. Thank you, but I'm only looking right now. I'm not buying a car today.
2. A: Are you sure? We have a great sale. It ends tonight. I'm happy to help you.
B: Thanks, Mike, but cars cost a lot of money. I just want to look around today.
3. A: Of course, Jim. I'm happy to show you some of our best-selling cars. Let's start over here. This is our most popular sports car.
B: It's beautiful, but I'm really surprised to see the price. Is it really that much?
4. A: OK, then. So maybe not a sports car. Why don't we look at the sedans? They're small and affordable.
B: Perfect! It's important to know about the gas mileage, too.
5. A: Oh, look! It's your lucky day! This model gets really great gas mileage. It's a very popular model at a lower price.
B: Nice! That looks like a good car for me. I'm anxious to do some research on it.
6. A: Are you sure you aren't ready to buy it today? I'm willing to give you an extra discount.
B: No, not today. I need to read customer reviews and safety reports before I'm ready to buy. Thanks for all your help!

Page 21, Ex. 4A

- Eric: Hi, Min-ji. I heard you were looking for me.
Min-ji: Hey, Eric. I just wanted to check in with you. How's the Costa Rica project going?
Eric: I think it's going well! Lucas is a great guy.
Min-ji: Well, that's good to hear.
Eric: Yeah. He's a very talented illustrator, and he's always eager to help.

- Min-ji: Oh, good. And what are the new freelancers in Colombia like?
Eric: They're very hardworking, and they have a lot of creative ideas.
Min-ji: That's good. I'm glad to hear it. I know the old freelancers were a *little* difficult to work with.
Eric: Yes, that's true. The only problem with our new team is that sometimes it's hard to meet. Everyone's so busy!
Min-ji: Well, sure. And also, there's a fourteen-hour time difference.
Eric: Exactly. When I get to work, they're already asleep!
Min-ji: That's right! And when you leave work, they're just arriving at their desks.
Eric: I'm lucky that everyone on the team is very flexible.
Min-ji: You're right about that!

Page 21, Exs. 4B and 4C

- Min-ji: How's the project going?
Eric: It's going well! Lucas is a great guy. He's always eager to help.
Min-ji: Oh, good. And what are the new freelancers like?
Eric: They're very hardworking, and they have a lot of creative ideas.
Min-ji: I'm happy to hear that. I know the old freelancers were difficult to work with.

Page 130, Grammar, Ex. A

1. Pedro worked really hard today.
2. Amanda doesn't swim very well.
3. John does his work very carefully.
4. Emily got to her office fairly quickly this morning.
5. Dr. Lee speaks to her patients honestly.
6. Ethan did his homework carelessly.
7. When Martin gave his presentation, he spoke softly.
8. Bella finished the assignment pretty easily.

Page 23, Exs. 3A, 3B, and 3C

Managers usually don't enjoy telling their employees that they're doing a bad job, but it doesn't have to be a negative experience for you or your employees. Today on *Working Smarter*, we're going to talk about how to give employees feedback—or information about how well they are working—honestly and in a way that helps employees do better at their jobs.

Before you give feedback, make sure you think very carefully about your goals for the conversation. The goal of giving feedback is to help improve someone's performance at work, not to complain or to make him or her feel bad.

Of course, it's much easier to give feedback when you have employees who work well. You'll likely have many positive things to say, and you might not be able to think of even *one thing* they need to improve. That's great! However, you should always ask them what they think about their work. In other words, let *them* give feedback to *you*. An employee may want to improve in areas that you haven't noticed. Or some may want to take classes to do their jobs better or to further their careers. Make a plan together.

But what do you do when an employee is working pretty carelessly or completes his or her tasks too slowly? This can be a difficult process, even for experienced managers.

Start with something positive. Your employees will feel more comfortable and will be open to what you have to say, which means they will listen to your ideas and suggestions. But don't go overboard and give too much positive feedback if there are many things that need to be changed. You need to have a clear message. And remember, don't be afraid to tell them what they aren't doing well. Give specific suggestions so they know exactly what they need to do. For example, say, "I want you to spend more time talking to clients. That way, you'll know more about what they need, and the company can better meet those needs."

Later, follow up with your employees. That is, talk to them again to see if they are making changes, or if they need more help. You should follow up a few days after your first conversation, so your feedback is still fresh.

If you use these ideas to give the right kind of feedback, all of your employees—good and bad—will do better at work, and will feel better in the workplace. Your business will do better, too.

Page 28, Exs. 1A and 1B

Hi everyone! It's Fatma. I want to tell you about my running shoes, the Glider. They're my new favorite. Why? First, these shoes look like something from the future. They have a really fun design. Also, they're great for running because they're so light, and you can move quickly and easily in them. Lastly, they're just really comfortable. You feel like you're walking on clouds when you wear them. The material inside is very soft like a fluffy sock. So, if you're looking for a great pair of running shoes, you should get a pair of these.

UNIT 3

Page 131, Grammar, Ex. A

1. My sister bought me a dog for my birthday. I was so surprised!

2. James went to the beach last weekend. It was very relaxing.
3. Ana doesn't like her chemistry class. She thinks it's boring.
4. Nora worked hard all day and had a lot of meetings. She's really tired.
5. We couldn't stop talking about the movie. The ending was shocking.
6. Jane's boss started talking about how well she was doing during a meeting. Jane was embarrassed by all the attention.
7. My friends went surfing last weekend. They saw dolphins in the water. They were so excited!
8. I read a book about Robert Kennedy last week. It was very interesting.

Page 31, Ex. 4A

Alba: Hi, Sarah. How was your weekend? Did you do anything fun?

Sarah: Yes, I did! It was exciting, actually.

Alba: Yeah? Why? What did you do?

Sarah: On Saturday, I went sightseeing with Mario. We took a bus tour around the city. We saw so many cool things!

Alba: Fun!

Sarah: It was. The city has so many interesting neighborhoods.

Alba: I know. I took a bus tour the last time I visited. I loved it! What did you do after?

Sarah: We went souvenir shopping and we went out for a late dinner.

Alba: Where did you go?

Sarah: To a wonderful Chinese restaurant. I was a little embarrassed, though!

Alba: Why were you embarrassed?

Sarah: The restaurant gave us chopsticks but I don't know how to use them. I kept dropping my food! Finally the waiter brought me a fork.

Alba: Chopsticks can be tricky to use. Anyway, it sounds like it was a great day.

Sarah: It was.

Alba: What'd you do on Sunday?

Sarah: On *Sunday*, I had brunch with some friends and went to an art museum. I'm tired today.

Alba: I'll bet. Try to do something relaxing tonight.

Sarah: Well, I don't know if you'd call it *relaxing*, but I'm going for a run after work.

Alba: Oh, OK.

Sarah: And then I'm going to work out at my hotel gym and go for a swim.

Alba: Sarah, all of your relaxing is making me tired.

Page 31, Exs. 4B and 4C

Alba: How was your weekend?
Sarah: It was exciting. On Saturday, I went sightseeing and then I went souvenir shopping.
Alba: Oh, fun!
Sarah: And on Sunday, I had brunch with some friends. I'm tired today.
Alba: I'll bet. Try to do something relaxing tonight.

Page 132, Grammar, Ex. A

- A: Have you eaten breakfast yet?
B: Yes, I have.
- A: What did you do last Friday?
B: Not much. I did homework and some chores around the house.
- A: Have you tried the new Japanese restaurant by our office?
B: No, I haven't. Have you?
- A: How many countries have you been to?
B: Let's see. I've been to China, Japan, Russia, Egypt, France, England, Canada, Mexico, and Brazil.
- A: Where were you yesterday?
B: I was out sick. Did I miss anything?
- A: Did you hang out with Ingrid at the party last night?
B: No, not really. I saw her there, but we didn't talk.
- A: Have you met Brianna?
B: Yes, we've met, but I haven't met her husband yet. Have you?

Page 33, Ex. 4A

Sarah: What about you, Alba? What did you do this weekend?
Alba: Well, I certainly wasn't as busy as you were!
Sarah: Probably not.
Alba: It was a nice weekend, though. I went for a walk in the park. Everything was so green and there were so many beautiful flowers everywhere.
Sarah: Oh, that reminds me. You have a garden, right? Have you been to the Botanical Gardens? They have flowers from all over the world.
Alba: No, I haven't. I was planning to go, but I've been so busy this week.
Sarah: That's too bad. So, what else did you do?
Alba: I went to the theater. I saw a play—*A Streetcar Named Desire*. Have you seen it?
Sarah: No, I haven't but I've heard so much about it. How was it?

Alba: It was amazing! I want to see it again. You should go.
Sarah: Wow! Maybe I can see it next time I'm in town.
Alba: I always go to the theater when I'm here. I love it! Oh, before I forget—I heard your husband is opening a café! That's so great!
Sarah: Thanks! We've both been so busy. This work trip has been like a vacation for me. Oh. I've got to go.
Alba: Me, too. It was fun catching up though.
Sarah: Absolutely! Talk later!

Page 33, Exs. 4B and C

Sarah: What did you do this weekend?
Alba: I went for a walk in the park. It was nice to do something outdoors.
Sarah: Oh, that reminds me. Have you been to the Botanical Gardens?
Alba: No, I haven't. I was planning to go, but I've been so busy this week.
Sarah: Well, maybe next time. So, what else did you do?
Alba: I went to the theater. Have you been?
Sarah: No, I haven't but I'd like to go.

Page 34, Ex. 1B

- You just moved to a new city. You don't know anyone yet.
- You bought a new video game. Your brother loses it.
- You got a job at a great company. The salary is excellent.
- Your roommate brings home a big box. It's making a strange noise.

Page 133, Grammar, Ex. A

- They were able to get tickets.
- Lina couldn't remember her customer's name.
- Julie wasn't able to sleep last night.
- I couldn't find a parking spot.
- Ethan was able to finish the project yesterday.
- Michael couldn't open the box.
- Leslie was able to go to the party last night.
- We weren't able to find the restaurant.

Page 35, Exs. 3A, 3B, and 3C

Last weekend, something really strange happened. The weather was great, so my friend Tony and I decided to go for a hike in the mountains. But we got lost—can you believe it? We've been to the area lots of times, and as kids, we could always find our way around by using a map. But somehow, we forgot the map and I guess we walked off the trail. Anyway, after a couple of hours, we found this little town that we'd never seen before. It looked like a really interesting

place and we were curious, so we stopped to look around.

Now, Tony is a very calm guy, and he doesn't get upset very often. But when we got to the center of town, he seemed a little upset. I could tell that something was wrong and it made me feel nervous. (I'm not a calm guy at all!) I asked him, "Are you OK?" and he said, "Yeah, I guess so. I just feel like I've been here before. It's strange." I laughed a little, but I could see he was serious. That made me feel even more nervous!

We were hungry, so we looked for a restaurant. After a few minutes, we were only able to find one—the only restaurant in the whole town! It was dark and quiet, and the walls were decorated with lots of old photos. The owner told us they were from hundreds of years ago. Tony sat quietly looking around the room until he saw something on the wall, right behind me. He seemed very surprised and a little scared so I turned to see what he was looking at. It was a picture of a man who looked exactly like him, except that he was wearing old-fashioned clothes. Now, this is what made me really scared. I couldn't believe it. Tony has a scar on his left cheek. The man in the photo had the same scar.

Tony couldn't stand at first so he just sat there looking stunned. Then, he stood up and ran out of the restaurant, fast. I, of course, followed him. I didn't want to be left behind in that creepy place! I couldn't catch up with him at first—I was getting angry about it, too. But finally, I found him at the beginning of the trail. He said, "Jack, let's go home. I don't want to spend another minute here!" Tony didn't say a word all the way home. His face was white and he was shaking. He told me later that he wasn't able to speak because he was so upset. He felt as if it was his own ghost in the picture. I was kind of glad we left the restaurant before I could see mine! Even then, I wasn't able to sleep that night because I was so frightened.

Page 40, Exs. 1A and 1B

Hi, it's Ana. I had a busy weekend! On Saturday, I went to the beach with my friends. The water was so clear and there were lots of colorful fish. And the weather that day was beautiful. We had such a great time.

On Sunday, I went to a concert. I've been to a lot of different concerts, but this was my first outdoor concert. We were able to get seats pretty close to the stage, so we had a good view of the band. They played a lot of great songs and the lead singer was amazing.

Overall, I had a really exciting weekend!

UNIT 4

Page 134, Grammar, Ex. A

1. Where can I buy some apples?
2. Do we have any sugar?
3. Can you stop by the store? We have no milk.
4. Would you like some cookies?
5. There is no dressing on this salad.
6. I'm going to have some soup for lunch.
7. Are there any restaurants in this building?
8. There aren't any burgers left.

Page 43, Ex. 4A

Mandy: That was a long meeting! I'm so hungry.

Mario: Me, too.

Mandy: Did you hear my stomach growling? It was so loud! Come on. Let's have something to eat. Lunch is ready.

Mario: Great. So, how long have you lived in New York, Mandy?

Mandy: I was born here. I've never lived anywhere else.

Mario: Wow. You're a true New Yorker!

Mandy: I guess I am! Look at this buffet. Everything looks so good. I'm going to have some salad. Would you like some?

Mario: Um. No thanks. I don't really care for salad.

Mandy: OK. Look, there's some hot food, too. I think I'll have some tomato soup.

Mario: Hmm. What's that over there?

Mandy: It's a grilled vegetable wrap.

Mario: Oh. I don't really like vegetables. Um. Is there any meat? Maybe a roast beef or chicken sandwich?

Mandy: Let's see. No, I'm sorry! There aren't any.

Mario: That's OK. Um. I think I'll have a burger.

Mandy: Oh, good. I'm glad there was something here for you.

Mario: Mmm. Delicious. I love hamburgers.

Mandy: You know, I think that's a veggie burger, Mario.

Mario: Really? It's good! I guess I *do* like vegetables.

Page 43, Exs. 4B and 4C

Mario: Let's have something to eat.

Mandy: OK. I'm going to have some salad. Would you like some?

Mario: No, thanks. Are there any chicken sandwiches?

Mandy: Let's see. No, I'm sorry! There aren't any.

Mario: That's OK. Um . . . I think I'll have a burger.

Page 44, Ex. 1B

1. A: What do you need from the store?
B: I need a half-pound of tomatoes, please.

- A: Anything else?
 B: Yes. A bag of sugar.
2. A: Did you buy anything for dessert?
 B: Yes. I bought a pint of ice cream and a box of cookies.
3. A: Would you like anything to drink?
 B: Could I have a glass of soda with a slice of lemon, please?
4. A: This cake is delicious. What's in it?
 B: It's made with a quart of blueberries and about one cup of butter.

Page 135, Grammar, Ex. A

1. I need some honey for this recipe.
2. Jason is making some coffee.
3. Let's make veggie burgers.
4. They ate a lot of oatmeal cookies.
5. Would you like some salad?
6. Should we order some pizza for the party?
7. Did you add blueberries to the dessert?
8. This recipe says we need a lot of milk.

Page 45, Exs. 4A, 4B, and 4C

- A: Do you want to live to be 100 years old? It's possible! Every year, there are more and more centenarians, or people who are 100 years old or older. In fact, in some parts of the world, there are large numbers of centenarians. These areas are called "Blue Zones." We're talking to nutritionist Emily Brown about how these people are living so long. Emily, it's great to talk to you.
- B: Thanks, Laura! Well, there are many reasons why centenarians live so long, but scientists think diet is one of the most important. Let's look at two of these Blue Zones—Okinawa, Japan, and Sardinia, Italy.
- A: OK.
- B: People in Okinawa and Sardinia eat very different foods, but they are similar in the way they eat. For example, in both cultures, they don't eat much meat. But they *do* both eat a lot of vegetables every day—in fact, most of their diet is vegetables. They are alike in that way.
- A: What kind of vegetables do they eat? And what are their health benefits?
- B: Okinawans' favorite vegetable is the purple sweet potato. This vegetable has a lot of antioxidants. Antioxidants are vitamins and minerals that keep people healthy and help slow down aging. Many people in Okinawa grow sweet potatoes in their own gardens. They eat more than a pound every day!
- A: How many times a day do people in Blue Zones eat vegetables?
- B: Sometimes they eat them at all of their meals! In Sardinia, for example, people often have a

large bowl of minestrone soup, for lunch or dinner. Minestrone is made from dried beans, fresh vegetables, tomatoes, and olive oil. These ingredients contain many different vitamins, minerals, and antioxidants.

- A: And what do they drink? I'm sure they drink a lot of water, right? How much?
- B: You're right—they drink plenty of water, but that's not the only thing they drink. In Sardinia, people almost always have a glass of wine at lunch and dinner. Whereas in Okinawa, they generally prefer a cup of jasmine tea. But both of these drinks also have high levels of antioxidants.
- A: So, antioxidants are one of the keys to reaching 100. Are there any other keys to living longer?
- B: There are. Eat fewer calories—a tradition in Okinawa says to eat until you are only 80% full. And in each area, the biggest meal is in the middle of the day. The smallest is in the evening.
- A: So, we should eat a bigger lunch and a smaller dinner—and no huge burgers or gallons of ice cream! That doesn't sound too hard. Emily, thanks again for being here with us.
- B: It was my pleasure, Laura.

Page 46, Ex. 1B

1. It's round and made of meat. We often eat it on a bun with ketchup and cheese.
2. It's a large fruit that is cut into smaller pieces for eating. It's very sweet. It's green on the outside and pink on the inside.
3. It's long and made of meat. We often eat it on a bun with mustard or ketchup.
4. It's a side dish that's made with a sweet sauce. It's cooked in the oven.
5. It's a drink made from lemons, water, and sugar.
6. It's a side dish and it's often made with pasta, mayonnaise, and vegetables.
7. It's a type of meat often served covered in barbecue sauce. It's messy to eat!
8. It's a sweet yellow vegetable. It's long and often served with butter. You hold it with your hands to eat.
9. It's a side dish and it's often made with cabbage and mayonnaise.
10. It's a type of baked fruit dessert. It's sweet and it's served in slices, often with ice cream.
11. It's a side dish and it's often made with potatoes and mayonnaise.

Page 136, Grammar, Ex. A

1. A: I bought some blueberries at the farmer's market.
B: Oh, no! You bought blueberries, too? I bought three pints today at the supermarket.
A: What are we going to do with all these blueberries?
2. A: Hello. Mario's restaurant.
B: Hello, I need to make a dinner reservation for this evening.
A: We only have one table left. It's a table for six.
B: Hmm. That won't work. We have nine people.
3. A: How many watermelons did you buy?
B: Two. Do you think that's all we need?
A: Yes, I think so.
4. A: That looks like a lot of tomatoes!
B: They were on sale today, so I got a lot.
A: We can't eat all of those. We should give some to our neighbor.
5. A: How much sugar did you add?
B: Two cups. Is that right?
A: Oh, no! The recipe said only one cup.
6. A: Could you run to the store?
B: Of course. What do you need?
A: Bread. I want to make some sandwiches, but there's only one slice of bread left.
7. A: Wow, what is this?
B: It's lemonade for the barbecue. I made four gallons.
A: But we only have three people coming. We'll never finish it all.
8. A: Do you want a little more honey in your tea?
B: Mmm. No, thanks. This tastes perfect.

Page 47, Ex. 3A

- Mandy: Do we have everything for the barbecue on Saturday? I know we have enough hamburgers, but what else do we need?
- Hailey: Don't worry! I planned everything!
- Mandy: OK. So we have enough hot dogs? And ribs?
- Hailey: No, but I'll add them to the shopping list.
- Mandy: And do we have baked beans?
- Hailey: Not yet, but OK - three cans of beans. Anything else?
- Mandy: We need a dozen ears of corn on the cob.
- Hailey: Yum! I love corn on the cob. I think twelve is too many, though. Let's get six. What else do we need?
- Mandy: Wait. I thought you planned everything.
- Hailey: Yeah, I planned to have a barbecue. You're coming and other people are coming.

- Mandy: OK. But you forgot about the food. It's a good thing you're my sister, or I'd be pretty mad at you right now!
- Hailey: So, anything else?
- Mandy: Coleslaw, potato salad, macaroni salad, and lemonade to drink. And some blueberry pie.
- Hailey: Mandy, slow down! That's too much food! We're only having four people over!
- Mandy: I know, but we don't know what they'll want. And we need enough food!
- Hailey: But that's more than enough. And all that food is going to be expensive.
- Mandy: Well . . .
- Hailey: Look, I'm sure everyone would be happy to bring something. Why don't we ask people to bring some food? Layla makes great potato salad.
- Mandy: OK, I guess we could do that. And Tom lives near the farmer's market. He can get the corn.
- Hailey: That's a good plan. And we can buy the other things.
- Mandy: Sounds good.

Page 47, Exs. 3B and 3C

- Hailey: What do we need for the barbecue? I'm making a list.
- Mandy: We have enough hamburgers. What about hot dogs?
- Hailey: OK. Hot dogs. What else?
- Mandy: Well, we need some corn on the cob. Let's get twelve.
- Hailey: That's too many. Let's get six. Anything else?
- Mandy: Coleslaw, potato salad, and macaroni salad.
- Hailey: That's too much food.

Page 52, Exs. 1A and 1B

Hi everyone. It's Yu-jin. I want to make my favorite meal, Japchae, or Korean glass noodles. Here's what I have. OK. I have a package of noodles, a bag of carrots, three cups of spinach, two green onions, a bottle of sesame oil, a bottle of soy sauce, and a jar of sesame seeds. I don't have any mushrooms or beef. I need a half-pound of each. I guess I need to go shopping again since I don't have all the ingredients.

UNIT 5

Page 137, Grammar, Ex. A

1. A: Do you think it's OK to leave my laptop in my car overnight?
B: No. You shouldn't leave your laptop there.

2. A: My roommate can log in with my account. I gave him my password.
B: That's not good. You shouldn't share your password with anyone.
3. A: This place has free WiFi, but I'm not sure how to connect. There are so many names on this list.
B: You could ask the receptionist for the correct name.
4. A: I'm worried about Caroline. She's an hour late.
B: You should probably call her. You have her number, don't you?
5. A: I just got a new phone. I don't know how to download apps.
B: I have the same phone. I could show you how if you'd like.
6. A: Where did James put my charger?
B: I have no idea. You should ask him.
7. A: Natasha dropped her phone again and she cracked the screen.
B: Her phone case is very thin. She could use a new one.
8. A: I can't go to the party because I don't have a car.
B: I could give you a ride if you want.

Page 55, Ex. 3B

1. click, close
2. start
3. problem, program, presentation
4. screen
5. fix
6. connect
7. link
8. plug
9. speakers

Page 55, Ex. 4A

- Eric: Thanks for meeting to get ready for the presentation, Lucas. There's a lot to do!
- Lucas: No problem, Eric. We worked so hard on the shampoo ad. So, of course we want everything to go well.
- Eric: Right. Speaking of which, I'm actually having a technical issue. I want to show our presentation, but I can't get anything to play on the screen. It won't connect! What should I do?
- Lucas: OK. I've had this problem before. First, I think you should close the presentation and unplug the cable.
- Eric: Uh-huh. OK. Ouch! I just hit my head really hard.
- Lucas: Are you OK?
- Eric: Yeah, I'm fine.
- Lucas: OK. Now, restart the computer.

- Eric: Should I try to connect to the screen again?
- Lucas: No, not yet. Plug the cable in to the computer first.
- Eric: OK, I understand.
- Lucas: Now try to connect to the screen. Do you see your desktop on the screen?
- Eric: Yes, I do!
- Lucas: OK, good. Now, you should start the presentation. Turn on the sound to make sure it's working, too.
- Eric: Got it. It's working!
- Lucas: Great!
- Eric: So, what about the people who are joining us online? Do they have the latest software?
- Lucas: Hmm. I'm not sure.
- Eric: We should probably send everyone an email so they can download it before the meeting.
- Lucas: That's a good idea.
- Eric: And we could include a link to the website in the email, so they can just click on it. Oh, and we should bring the number for Tech Support, in case we have any problems.
- Lucas: Yes, good idea. Thanks, Eric.
- Eric: No problem.

Page 55, Exs. 4B and 4C

- Eric: I can't get our presentation to play. What should I do?
- Lucas: You should unplug the cable. Then plug it in again.
- Eric: Uh-huh.
- Lucas: If that doesn't fix the problem, you could restart your computer.
- Eric: Got it.

Page 56, Ex. 1B

1. I have my headphones on, but I can't hear you.
2. I added a wireless network, but every time I click on the link nothing happens!
3. My computer keeps turning off by itself. I think my monitor is broken.
4. I can hear you, but I can't see you on my screen!
5. I'm typing on my keyboard, but nothing is happening.

Page 138, Grammar, Ex. A

1. Oh, no! You should leave. It's almost 5:00. Traffic may be very bad.
2. Let's go to the coffee shop. I think they have free Wi Fi.
3. These headphones are really old. I have to get some new ones.

4. You should restart your computer. Maybe that will solve the issue.
5. I think there's a problem with your hard drive. You should call Tech Support.
6. I think I'm going to cancel the presentation. I don't think we're ready yet.
7. Do you have a webcam? You'll need it for our video call tomorrow.
8. Is this the right password? It's not working.

Page 57, Exs. 3A and 3B

1. Hi, Yuki. This is Mary in Tech Support. I understand that your speakers aren't working. It may be because of the volume level. First, click on the sound icon on your desktop. Then, change the volume level as needed. That will probably solve the issue. Call me back if you need more help.
2. Hi Tom, this is Junior. You reported that your laptop screen is frozen. Your laptop is new so it won't be a serious issue. First, try restarting the computer. After that, try logging in again. Please call me back if that doesn't work.
3. Hi Sarah, this is Mary from Tech Support. You reported that you can't get online from the main conference room. It may be because you're no longer connected to the Internet. To start, check the Wi Fi connection. Next, add the correct wireless network. And finally, make sure the password is correct. You might have to restart your computer after that. Let me know if you still need help.
4. Hello Sam, this is Junior in Tech Support. I got your message. I understand that you can't do your presentation since there is no microphone in your meeting room. First, you should check with Carla, in Reception. She should have a microphone and will help you. If she isn't there, then please call me back. I might be able to find another one.
5. Hi Julio, this is Mary. I got your message that your computer keeps crashing. Your hard drive may be full. To start, delete any files that you don't need. Then, remove any programs that you no longer use. And finally, restart your computer. That will solve the problem. Let me know if you need any more help.
6. Hi Katie, this is Junior. You said you're having trouble making a video call with your computer. It may be that your webcam is off. First, make sure that the webcam is turned on. Then, check that the cables are plugged in correctly. If you need more help, please call me.

Page 139, Grammar, Ex. A

1. A: Hi, Lily. Our new co-worker Tim is here today. I'll introduce you to him later.

- B: Actually, I've already met him so you don't need to introduce us. He was here yesterday.
2. A: Did you invite Kevin to our meeting? He needs to be there.
B: Oh, no! I forgot.
3. A: Do I have to order lunch for our meeting tomorrow?
B: No, you don't have to. But can you get some drinks and light refreshments?
4. A: Why did we cancel the presentation for tomorrow?
B: Sorry, that was my fault. I didn't reserve a room, and now everything is full. I need to reschedule.
5. A: How many copies of the presentation did you make?
B: I made 20 copies.
A: There are only 10 people coming. You didn't have to make that many.
6. A: Is Carlos coming to the presentation?
B: Yes, he definitely needs to be there. Some of the clients only speak Spanish, and Carlos is our only Spanish speaker.
7. A: I need to replace my headphones. These are broken.
B: You have to talk to Claire. She's the only person in our office who can purchase new equipment.
8. A: I have a doctor's appointment in the morning. Can I be a little late tomorrow?
B: No, we're meeting with our new clients first thing in the morning. So you need to be on time.

Page 59, Ex. 3B

1. What do we need to do?
2. I have to write an agenda.
3. I need to send invitations to the guests.
4. I'll have to send a link to the website.
5. I don't have time to do everything.
6. I don't need to make photocopies.

Page 59, Ex. 4A

- Victor: Lucas, we need to organize a meeting tomorrow with the owners of a new beach resort in Belize. They want to work with us on their new campaign. They might be our next big client!
- Lucas: Tomorrow? Are they coming to San José or are we having a video conference?
- Victor: They're coming here. Can you help me plan it since we don't have a lot of time?
- Lucas: Sure. I guess I need to reserve a meeting room first.
- Victor: Yes, that's right. And could you make sure the room has a projector and a screen?

Lucas: OK.

Victor: Once the room is set up, I can check the equipment. I'll ask Marta from Tech Support for help.

Lucas: Good idea. It will be faster if she helps. So, do I have to create a presentation for the meeting?

Victor: No, you don't have to. I'm going to do that.

Lucas: Sounds good. Is there anything else? Do I have to send a meeting invitation?

Victor: Yes, please. The meeting's at 11:00. Send an invite to everyone in our department and I'll get you a list of the people from the resort.

Lucas: OK. I'm on it.

Victor: Can you think of anything else?

Lucas: What about refreshments? Do I need to order anything to eat?

Victor: Yes. You don't need to order lunch, but I would get some drinks and some snacks.

Lucas: Got it. OK, I'm going to get started. I'll reserve the room first and . . .

Victor: Oh, you're kidding!

Lucas: What is it?

Victor: They just canceled the meeting.

Page 59, Exs. 4B and 4C

Victor: Let's talk about what we need to do for the meeting.

Lucas: Sure. I guess I need to reserve a meeting room.

Victor: Yes, that's right.

Lucas: OK. Do I have to create a presentation?

Victor: No, you don't have to. I'm going to do it.

Lucas: Is there anything else?

Victor: Yes. We have to order refreshments.

Page 64, Exs. 1A and 1B

Hi everyone. It's Ahmed. Do you have a favorite app that you use to learn English? There are a lot of apps out there but my favorite is the Pearson Practice English app. I use it to learn English when I'm on the go.

I love this app because it's fast and easy to use. All you have to do is open the app and choose the unit that you want to study. Click on the icon to download the unit. Download the unit when you're online. Then, click on the lesson and activity. You can practice many of the skills from the course.

This app is really helpful because I can use it for some quick practice when I'm on the bus or in between classes. I can even pick and choose which skills I want to practice. The app also includes all of the audio and video from the Student Book.

You should check it out. You will love it, I promise.

UNIT 6

Page 140, Grammar, Ex. A

- A: Why aren't you eating your salad?

B: I'm trying, but this dressing is so sour! I'm not sure I can finish it.
- A: That birthday cake looks really small.

B: Really? I can cut it into ten, maybe twelve, slices. How many people did you invite?

A: Twenty-five.

B: Uh-oh! I'll go get another cake.
- A: Where are you going?

B: To the kitchen. I need to warm up my coffee in the microwave.
- A: This soup is good! It's a little sweet, but it's not very rich. Can we add more cream?

B: Sure. Does it also need a little more salt?

A: No, I don't think so.
- A: Don't eat those cookies yet!

B: Why not?

A: I just took them out of the oven. They're too hot! They need to cool for a few minutes.
- A: We need to cancel the picnic for tomorrow.

B: Oh, no! Why?

A: Didn't you see the weather report? It's going to be cold and rainy all afternoon.
- A: I'd like to apply for a job at your restaurant.

B: How old are you?

A: I just turned 16.

B: I'm sorry. You have to be 18 to work here.

Page 67, Ex. 4A

Alba: How's your salad, Sarah?

Sarah: It's good! I love the dressing. It's both sweet and sour. How's the curry?

Alba: Oh, it's delicious! But I don't really like the tea. It's too bitter. Mmm. I can't wait to try the soup, though.

Sarah: Yeah, me, too. I heard the soups here are really tasty.

Alba: What's wrong? Is there something wrong with the soup?

Sarah: It's too hot for me!

Alba: It is? I don't think it's hot.

Sarah: You don't? My mouth is burning!

Alba: It is? My soup is barely warm enough to eat.

Sarah: No, I don't mean "hot" like "temperature," I mean "hot" like "spicy."

Alba: Oh, of course! I love spicy food, so I didn't think about that. Actually, I don't think it's spicy enough.

Sarah: Wow. Yeah, well, spicy food is not my thing.

Alba: So what is "your thing"?

Sarah: I like to snack. And, yes, I know it's not good for me.

Alba: Well, everyone snacks sometimes. What kind of snacks do you like?

Sarah: I like tortilla chips, pretzels, French fries—anything salty.

Alba: I like salty foods, too, but I definitely have more of a sweet tooth when it comes to snacks.

Sarah: In that case, should we get some dessert? The sticky rice with mango sounds amazing.

Alba: Great idea!

Page 67, Exs. 4B and 4C

Sarah: How's the curry?

Alba: It's delicious! But I don't really like the tea. It's too bitter.

Sarah: That's too bad.

Alba: How do you like the soup?

Sarah: It's OK, but it's too spicy.

Alba: Really? I don't think it's spicy enough.

Page 68, Ex. 1B

1. My sister helps me with everything. I want to give her something to say thank you, and I know there's a rock band she really likes.
2. My friend Sam was in my class last year, but we don't see each other much anymore. I want to get her something small for her birthday.
3. He's been my boyfriend for five years, and I really love him. He's usually late to meet people because he doesn't pay attention to the time.
4. My uncle is moving into a new house. He needs a lot of new things to decorate, but I'm not sure exactly what to buy.
5. My mom is also my best friend. She loves plants and flowers, but she never buys any for herself.
6. My cousin's graduation is next week and I'd like to get her something special. She loves clothes and jewelry.

Page 141, Grammar, Ex. A

1. A: Alice is getting married this Saturday. Susie and I got a card from all of us. Could you please sign it?
B: Sure! Thanks for getting it.
2. A: Happy birthday! Are you going anywhere special tonight?
B: No, I'm staying home. My husband and kids are cooking dinner.
A: Oh, how nice! I hope you have a wonderful evening.
3. A: My parents' twenty-fifth wedding anniversary is coming up. I need to buy them something silver.
B: Really? Why silver?
A: It's an old tradition in the US and Canada. I'm not sure why.

4. A: Emma and Ryan invited me over to a dinner party. Should I bring a gift?
B: No, you don't have to buy a gift, but it would be nice to bring some flowers.
A: Great idea. Thanks!
5. A: Hi, Tim. Would you like to go to a concert tomorrow night? I'm going with some friends from work, and we have an extra ticket.
B: Sure. Sounds fun! Thanks.
6. A: Time to go to bed, kids.
B: Already? Can we stay up a little longer?
A: No, you need to get in bed now. Pick out a book, and I'll read you a story before you go to sleep.
7. A: I love your sweater.
B: Thanks! My aunt made it.
A: Wow, she's really talented.
8. A: My sister's graduation is next weekend.
B: Have you bought her a gift yet?
A: No, not yet. I'll probably get her a suitcase. She loves to travel.

Page 69, Ex. 4A

Sarah: Wow, your necklace is beautiful!

Alba: Oh, thank you. My kids gave it to me for Valentine's Day.

Sarah: What a nice gift! My son gave me a card he made at school. He was very proud of it.

Alba: When my kids were younger, they gave me handmade gifts, too. I love them.

Sarah: You're right. Handmade gifts are really sweet.

Alba: I'm guessing your husband didn't give you a handmade gift for Valentine's Day.

Sarah: No, he didn't. He cooked me a wonderful dinner though, and he got me a very cool watch.

Alba: Nice.

Sarah: And I got him a gift card to use at his favorite kitchen store. He always shops there. He loves food.

Alba: That was thoughtful. I love giving gifts. I got my boyfriend tickets to a concert. And he bought me a bunch of roses and some chocolate-covered strawberries.

Sarah: Wow! Aww! I love flowers . . . and chocolate!

Alba: Yes, the flowers were beautiful. But I couldn't eat the chocolate. I'm actually very allergic to strawberries!

Sarah: Oh, no! Poor guy. Did he feel bad?

Alba: He was pretty embarrassed, but it didn't really matter. I mean, he didn't *know* that I was allergic! And it's the thought that counts.

Sarah: Definitely. Oh, we'd better get the check soon. Our meeting starts in a few minutes.

Alba: Oh, right. Excuse me . . .

Page 69, Exs. 4B and 4C

Sarah: How was Valentine's Day? Did you get anything special?

Alba: It was good. My boyfriend gave me some roses.

Sarah: Aww. That's sweet. My husband got me a watch.

Alba: Nice! And what did you get him?

Sarah: I bought him a gift card.

Page 142, Grammar, Ex. A

1. Jane was traveling for business when she met her husband.
2. We were cooking dinner when our neighbor unexpectedly stopped by.
3. Were you sleeping when I called?
4. Was it raining when you left this morning?
5. We took a taxi to work yesterday because the trains weren't running.
6. Why were you laughing when Bob came in?
7. Where was Mary going when we saw her yesterday?

Page 71, Exs. 3A, 3B, and 3C

Do you believe in fate? That things happen for a reason? I never did, until a couple of years ago, when a series of strange events happened to me over the course of a week. And because of that, I now believe that things happen for a reason.

It was Monday morning, and I was taking the train to work. For some reason, I looked up and out the window toward another train in the station. I saw someone holding my favorite book, *The Elephant Vanishes*. It's not a book you see every day, so I was surprised. Just at that moment, the man put his book down, and looked out his window. He saw me, and smiled. My heart beat a little faster, but I thought, "Well, he's cute, but I'll never see him again."

That evening, I stopped at the supermarket to buy something for dinner. I was waiting to pay for my groceries, when all of a sudden I saw the man from the train in the line next to me. He was buying the same kind of pizza as I was. Now, I thought, "This is a little strange, but I'm sure it's just a coincidence. He probably lives near here. And he just happens to have good taste in pizza!"

A few days passed but I didn't see the "mystery man" again. To be honest, I was beginning to think I had imagined him! Then on Thursday, I went to a concert with a few friends. We sat down and I couldn't believe it. The man from the train and the supermarket was sitting next to me! We laughed when we saw each other. We talked and talked

during the rest of the concert . . . I don't even think we heard any music! By the time the concert was over, it was like we had known each other for years.

Later, I said goodbye to my friends. Mike—that's the mystery man's name—and I went to get something to eat. We talked for another six hours! We started dating, and eventually we got married. So now when people ask me if I believe in fate, the answer is definitely "Yes!"

Page 76, Exs. 1A and 1B

Hi, it's Andre. We celebrated my brother Oscar's birthday last month. We had a great time! People were eating, talking, and laughing all through the party. My brother loves spicy food, so we had Thai food for dinner. The food was too spicy for me, so I was glad we had enough sweet lemonade to drink. Later in the evening, we had birthday cake. The cake was delicious, but it was really rich! My brother got a lot of nice gifts. I gave him a handmade scarf and my parents gave him a camera. He was so surprised! He was still smiling when the party ended.

UNIT 7

Page 143, Grammar, Ex. A

1. A: Where should we eat tonight? Didn't we talk about going to that new North African restaurant?
B: Yes, it sounds interesting. They give you a special tea at the end of your meal. Let's eat there.
2. A: Do you have any plans for the summer, Caroline?
B: Yes, I have a lot going on this summer. I'm really excited about taking a vacation with my family.
3. A: Hey, John. How's work going?
B: It's OK, I guess. I'm just a little tired of traveling. I had to travel for work five times last month! It was too much. I'm exhausted.
4. A: Do you have any exciting weekend plans, Jennifer?
B: Actually, no, and I'm really happy about that! This week was so busy at work. I know it doesn't sound exciting, but I'm really looking forward to staying home.
5. A: Why do you look so nervous, Bruno?
B: I just saw our travel schedule for today. I'm nervous about going on a boat tour because I usually get sea sick. I really don't want to go.
6. A: Maria, there's a new exhibit at the art museum tonight. Would you like to come with us?

B: That sounds great, Susie! Thank you so much for inviting me.

7. A: Your trip to the pyramids sounds amazing, Amy. I'm interested in seeing all of your pictures from your trip.

B: Are you sure you want to see *all* of my pictures, Katie? I took hundreds!

Page 79, Ex. 3B

1. I'm going to Japan in the summer.
2. I'm going to take cooking classes.
3. I want to learn to make sushi.
4. My friend and I want to go hiking.
5. We're talking about going to Canada.
6. I think we're going to go in August.

Page 79, Ex. 4A

Mario: Hey, did I tell you I'm going to a meeting in Mexico City next week?

Eric: Yes, you did and I'm so jealous! I'm interested in learning more about Mexico City. I've been to Mexico, but only to some of the beach resorts.

Mario: It's a wonderful city, and it has so much history! I go a couple of times a year for meetings, and the team always plans some interesting activities for us.

Eric: What kinds of things have you done?

Mario: We've gone on guided tours of the Frida Kahlo Museum and the National Museum of Anthropology, and we visited the pyramids at Teotihuacán.

Eric: That sounds fascinating!

Mario: Yes, it was! Here. I'll show you a picture.

Eric: Wow. That's so cool.

Mario: They're some of the biggest pyramids in the world and no one knows who built them. You can even take a tour of the pyramids in a hot air balloon! I really want to do that sometime.

Eric: I definitely have to go! Do you have anything fun planned for this visit?

Mario: Yes! We talked about going to a restaurant where every dish on the menu includes insects.

Eric: Huh. That's unusual. I'd be a little worried about eating something like that.

Mario: I've heard they're very tasty. I'm actually pretty excited about trying them!

Eric: OK! I look forward to hearing all about it.

Mario: You bet! I'll send you some pictures, too.

Page 79, Exs. 4B and 4C

Mario: I'm going to Mexico City next week. Have you ever been there?

Eric: No, but I'm interested in visiting. What are you going to do?

Mario: We talked about going to an unusual restaurant. Every dish on the menu includes insects.

Eric: That sounds interesting.

Mario: Yes. I'm excited! We're also going to visit some museums.

Eric: Well, I look forward to hearing all about it.

Page 80, Ex. 1B

1. There are too many people here—I can't move!
2. Don't swim in that lake—it's full of garbage.
3. This building was finished two years ago, and it has these cool large screen TVs everywhere.
4. Nobody was at the restaurant—it was completely quiet.
5. Nothing bad ever happens in this city.
6. The building was built over 4,000 years ago.
7. People from all over the world want to visit this city.
8. You shouldn't walk around there by yourself at night.

Page 144, Grammar, Ex. A

1. A: My parents are visiting this weekend. I'd like to show them around the city.
B: That's great, Yuki. You should take them to all the famous historic buildings.
A: I don't know. Those places are touristy and crowded. My parents love old buildings, but they hate big crowds.
2. A: How was your trip to the Grand Canyon?
B: It was great, Mike, but it was too crowded there. I also went camping in the desert. I enjoyed that much more.
A: Really? I'm interested in visiting the Grand Canyon, but I don't think I'd like to go to camping.
3. A: What's your favorite city?
B: That's a hard question, John. I guess my favorite is Athens, Greece because the people are so friendly, and the city is full of ancient buildings and monuments.
A: It sounds amazing. I'd love to go there someday. I want to see the city, and I want to eat Greek food!
4. A: Silver Lake is so beautiful. Maybe we can go swimming there next week.
B: I don't know, Magda. I don't think you would like to swim there. The water is polluted. It's really not safe.
A: You're right. I wouldn't like that. I had no idea! The water doesn't *look* dirty.
5. A: Thanks for showing me around today. I know we don't have a lot of time. Could you take me to the three most popular tourist attractions?
B: Are you sure, Brenda? There are some very interesting places that not many people

know about. Wouldn't you prefer to go somewhere like that?

A: No, not really. I'd prefer to see famous places.

6. A: We have lots of restaurants. What kind of food do you like, Sam? There's Mexican, Chinese, Italian, and Japanese.

B: I like everything. It doesn't really matter what kind of food we get, but I prefer some place clean and modern.

Page 81, Ex. 3A

Mario: You like to travel, right, Eric?

Eric: I love to travel! But I'm not interested in visiting the touristy places. I prefer places that are not well known. In fact, I have a long list of places I want to visit.

Mario: Like where?

Eric: I'd love to go to a place called "the Door to Hell."

Mario: "The Door to Hell?" That doesn't sound very safe! Where is it?

Eric: In Central Asia.

Mario: OK, I need to look this up. What is it like?

Eric: It's this big crater—you know, a huge hole in the ground—that's always on fire.

Mario: On fire? Wow. Why do you want to go there?

Eric: I don't know. It's just so *different*! There's no other place on Earth like it! It's in the middle of the desert.

Mario: Gee. I wonder why it's not well known!

Eric: Ha ha.

Mario: OK, so now you've got me curious. What other places would you like to visit?

Eric: Um, I'd like to visit Patagonia.

Mario: Patagonia! That's in Chile and Argentina, right?

Eric: That's right. There are glaciers, and caves where you can see ancient animal bones. I'd like to go soon—I'd hate to go after it gets even more popular.

Mario: I think you and I have different ideas about what popular means, Eric!

Eric: Ha ha.

Mario: Well, I should be going now. I need to get ready for my trip to Mexico City. I still have so much to do!

Eric: Sure. I'll talk to you soon, Mario.

Page 81, Exs. 3B and 3C

Mario: You like to travel, right?

Eric: Yes, I do! I like to visit places that are not well known.

Mario: Really? Like where?

Eric: I'd love to go to Patagonia.

Mario: Patagonia? Wow. I'd love to hear more about it.

Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

Page 145, Grammar, Ex. A

1. A: Is Mt. Everest a lot taller than Mt. Kilimanjaro?

B: Yes, by almost 10,000 feet!

2. A: I think Lake Superior is the largest lake in the world.

B: No. Lake Superior is pretty big, but the Caspian Sea is the largest lake in the world.

3. A: What's the difference between a lake and a pond?

B: I'm not sure, but I think lakes are usually bigger. Ponds are often pretty small.

4. A: Which desert is the hottest—the Arabian, the Mojave, or the Sahara?

B: It's definitely the Sahara.

5. A: Where's your hotel? Is it on the coast?

B: No, it's a couple of miles away from the coast. The hotels on the coast cost too much. They're the most expensive hotels in this city.

6. A: Did you see this list on this blog?

B: Yes, I can't believe Calgary, Canada is the cleanest city in the world.

Page 83, Exs. 4A and 4B

A: Hello and welcome to "Five Questions", the quiz podcast! I'm Max Taylor, and today's topic is world geography. Our contestants are Marc Stevens, from Chicago, and Lola Mendez, from Miami. Hi, Marc and Lola!

B: Hi, Max!

C: Hey, Max.

A: OK. Let's get started. First question. What's the smallest country in the world? Lola!

C: Vatican City!

A: Correct! Vatican City is less than half a square mile and has a population of under 1,000 people. It's near the Tiber River and it's about one-eighth of the size of Central Park in New York City. It's also the home of the world's biggest church, St. Peter's Basilica.

Question two . . . What is the name of the largest freshwater lake in the world?

Yes, Marc.

B: Lake Baikal?

A: No, I'm sorry. The answer is, Lake Superior, in North America. It covers 31,700 square miles and crosses the border between Canada and the United States. Lake Baikal, in Russia, is the deepest lake, but it doesn't cover as much area.

Question three . . . In which country can you find South America's highest mountain?

Yes, Marc.

B: Argentina.

A: That's right! Aconcagua, which is 22,838 feet tall, is in Argentina. It's one of the seven highest mountains in the world, and it's the only one outside of Asia.

Here's question four. Which of these rivers is longer, the Nile or the Yangtze?

Back to you, Lola.

C: The Nile.

A: Correct! The Nile, in Africa, is longer than the Yangtze, in Asia—4,258 miles long versus 3,917 miles long. However, the longest river in the world is the Amazon (in South America), which is 4,345 miles long.

OK, here's question five. What is the name of the largest sand desert in the world?

Marc, your answer, please.

B: The Sahara Desert!

A: Yes, Marc! The world's largest desert is the Sahara, in Africa. It covers about 3.5 million square miles—which is about the size of the US. However, it's not the hottest place on earth. That record belongs to Death Valley, in California. The temperature there often reaches 129 degrees F!

So, that makes our final score, Lola, two and Marc, two. You'll both receive our prize today—a two-year subscription to World Bulletin magazine!

Thanks for joining me on Five Questions, and remember—if you don't know the answer, guess!

Page 88, Exs. 1A and 1B

Hi everyone! It's Paula. I'm looking forward to your group's visit to La Paz, here in Bolivia. You said you were interested in seeing some of Bolivia's more unknown places. I'd love to take you to Valle de la Luna, or Moon Valley. It's very close to the city of La Paz. Parts of the mountains there have been washed away by water, so you feel like you're walking on the moon. I'd also like to take you to famous Lake Titicaca. It's up in the mountains, and is one of the highest lakes in the world. And it is the largest lake in South America. Let me know what you think of these ideas!

UNIT 8

Page 146, Grammar, Ex. A

1. Who plays drums for that band?
2. What instruments does Bianca play?
3. What are you listening to on the radio?
4. Who is wearing the green jacket?
5. Who sings that really sad song?
6. What's a bassist?
7. Who is the guitarist for that band?
8. Who does Mark Davis play the saxophone with?

Page 91, Ex. 3B

1. That's great.
2. You're kidding!
3. Wonderful!
4. Great.

Page 91, Ex. 4A

Lucas: Hey, Mandy! It's good to see you.

Mandy: It's nice to see you, too! I heard you were coming to the office.

Lucas: Yeah, it's great to be here. So, what are you listening to?

Mandy: This? It's one of my favorite songs.

Lucas: Oh, yeah? Who sings it?

Mandy: You probably haven't heard of them. They're a Canadian rock band. They're called Talking Hearts.

Lucas: You're kidding! They're a great band.

Mandy: You know them? They're not very famous. How did you hear about them?

Lucas: I have a friend in Vancouver. She loves them. She sent me some of their music.

Mandy: Cool! Hey, did you know they're on their first world tour?

Lucas: No, I didn't.

Mandy: And they just released a new album.

Lucas: Oh, yeah? What's it called?

Mandy: "Dreaming." Here. listen.

Lucas: This is a cool song. That guitar solo is great. Who's the guitarist again?

Mandy: His name is Joe Ramos. He's amazing. So, what other bands do you like?

Lucas: Well, I listen to a lot of British bands, too, like The Clouds.

Mandy: How cool! I like their drummer, Emma Taylor.

Lucas: I do, too. She's so talented. She plays the bass and the piano, too.

Mandy: If she learns to play the guitar, she could be a one-woman band!

Lucas: Yeah, she could!

Page 91, Exs. 4B and 4C

Lucas: What are you listening to?

Mandy: A band called Talking Hearts. Here. Listen.

Lucas: Cool. I like this song. I love the guitar solo.

Mandy: Yeah. Me, too. It's amazing.

Lucas: Who's the guitarist?

Mandy: His name is Joe Ramos.

Page 92, Ex. 1B

1. I'm going to see my favorite team tomorrow night. I'm excited because they're playing at the new stadium.
2. The dancers were amazing, and the costumes were really beautiful. They told a whole story without saying any words.

3. I saw so many paintings and sculptures by this new artist—some of them were really strange, but most of them were beautiful and original.
4. We really enjoyed the singing, even though we didn't understand the language. The orchestra was excellent, too.
5. Everyone laughed so much! The performers were really funny, and I loved the jokes they told.
6. We always get popcorn and sit close to the screen. I like horror films, but my friends don't.

Page 147, Grammar, Ex. A

1. A: We're both really busy this weekend, but we should get tickets to the baseball game. It's the last game of the season.
B: You're right. Let's not miss it. We won't be able to go to another game until next spring.
2. A: Why do you want to go to the art gallery tonight? Didn't we go there last weekend?
B: Yes, but there's a new art show tonight. It looks interesting.
3. A: Do we have to go to a musical? I really don't like musicals very much.
B: No, we can do something else. Why don't we go to a movie or the comedy club instead?
4. A: I have an extra ticket to the ballet. Would you like to go?
B: Sure! I've never been to the ballet.
5. A: Are we going to the opera this weekend?
B: No, we can't. Tickets sold out weeks ago.
6. A: Did you enjoy the movie?
B: No, not really. The actors were great, but the movie was too scary for me.
7. A: We got stuck in traffic and missed the first half of the show.
B: Oh, that's too bad! It was an awesome show. At least you didn't miss the whole thing.

Page 93, Ex. 4A

- Lucas: You know, I'd love to go to a Talking Hearts show.
- Mandy: So would I. I think they're going to be in New York soon. Let me just check. Cool! There are a few shows this week. Will you be in town all week?
- Lucas: Yes! I decided to stay until Saturday because of our late meeting on Friday.
- Mandy: Great. Are you free on Wednesday night?
- Lucas: Oh, no. I'm sorry. I'm afraid I'm busy that night. I'm meeting some friends.
- Mandy: Oh, OK. What about *Thursday* night?
- Lucas: Thursday night works for me.
- Mandy: Great! They just added this show, so I'm sure we can still get tickets. Oh, that

reminds me. My boyfriend loves them too, so he'll probably want to come with us.

- Lucas: Sure. I'd love to meet him.
- Mandy: Let me see. The show starts at 8:00, so we should have dinner before we go.
- Lucas: OK.
- Mandy: I know! Let's eat at Pasha Café because it's near the club. Oh, do you like Turkish food?
- Lucas: Sure.
- Mandy: We can meet there at 6:30.
- Lucas: OK. Do you mind buying the tickets? I'll pay you later.
- Mandy: No problem.
- Lucas: This is turning out to be a busy week. Guess what I'm doing on Friday night?
- Mandy: I have no idea. What?
- Lucas: I'm going to a basketball game. The Knicks are playing the Golden State Warriors. I can't wait!
- Mandy: No way! I'll be there, too.
- Lucas: How funny! Maybe I'll see you there.

Page 93, Exs. 4B and 4C

- Mandy: Do you want to see a show on Wednesday?
- Lucas: I'd love to, but I can't because I'm meeting some friends.
- Mandy: Oh, OK. There's another one on Thursday night. Are you free?
- Lucas: Yes, I am.
- Mandy: Great. They just added this show, so I'm sure we can still get tickets.
- Lucas: Sounds good. I'm in.

Page 148, Grammar, Ex. A

1. A: Alex, it seems like you *live* at the gym! How often do you work out?
B: I work out every day, but I only go to the gym every Monday, Wednesday, and Saturday.
2. A: You look different. Have you lost weight?
B: I hope so! I joined a new exercise group. We run from 5:00 to 6:00 in the morning, Monday through Friday.
3. A: Did you do anything fun last weekend?
B: Yes, I went hiking with some friends. I work all week, so I try to spend time outdoors on Saturdays or Sundays.
4. A: Did you get my message last night?
B: I saw it this morning. I always turn off my phone at night because I don't want to look at a screen 24 hours a day.
5. A: I'm trying a new diet. I eat only fruits and vegetables during the week. On weekends, I eat whatever I want.

- B: That sounds unhealthy! You should follow a balanced diet every day.
6. A: You meditate every morning, right?
- B: No, not anymore. I used to meditate regularly, but now only a couple times a month.

Page 95, Exs. 3A, 3B, and 3C

- A: Hello, everyone. I'm David Duran. Today on Wellness Weekly, I'm speaking with Anika Rai, a psychologist who studies the effects of too much screen time. She's going to tell us about some of the negative effects and give us some tips for reducing our screen time and adding healthy habits to our routines.
- B: Thanks for having me, David.
- A: Anika, why is it important for people to put down their devices?
- B: The average adult in the U.S. spends more than ten hours a day using electronic devices. That's over 60 hours a week! This can cause real health problems.
- A: Wow. Can you tell us more about some of these problems?
- B: Sure. Take sleep, for example. In my opinion, one of the most serious problems is that people aren't getting enough sleep. Let me explain. People are going to bed with their devices instead of just relaxing or reading a book.
- A: OK.
- B: The light that comes out of our devices keeps us awake, so the longer we use them, the harder it is to fall asleep. That's why it's important to stop using phones, tablets, and computers at least 30 minutes before bed-time so you can start to relax.
- A: Interesting . . .
- B: Another issue that we're seeing is that too much screen time can change a part of the brain that helps people care for others. However, this is especially true for kids, because their brains haven't finished developing yet. For instance, kids who spend a lot of time on devices may not be learning how to have good relationships with other people. Parents should limit kids' screen time, depending on their age. Even adults need to be careful about this. Many people have plenty of friends online, but not enough in real life.
- A: But kids these days don't want to put down their phones or tablets.
- B: Yes, that's right. And actually, parents are often on their phones as well, and this sends a message to children that it's OK. Parents have to remember to limit their time, too.
- A: So, what can we do to help both ourselves and our children avoid too much screen time?

- B: Well, here are a few small ideas that will change your life in a big way. Instead of picking up your phone or tablet, think about something new that you'd like to try. For example, you could start a new hobby or take a course.

A: Uh-huh. OK.

B: Another idea is to spend more time with family and friends. It doesn't have to be anything special. Catching up around the dinner table every day is a great way to build stronger relationships. In fact, the more you spend time with other people, the more you remember how important it is to socialize . . . just basic things like laughing, seeing people's faces, and hearing about people's lives.

A: Right. That makes sense.

B: And finally, do something for yourself—meditate, get outdoors, go for a swim, or just find some quiet time every day. In general, it's always a good idea to focus on yourself for part of the day.

A: Thanks so much for being here Anika. This is all very interesting and helpful information. Until next week, everyone. Be well!

Page 100, Exs. 1A and 1B

Hi! It's Rina. I'm really busy, but I want to stay healthy, too. So, I always make sure to exercise, spend time with friends, and relax. This is a park near my home. Because I like to spend time outdoors, I go for a run in the park three times a week. It's a great way to get some exercise. On the first Friday of every month, I go to an art gallery with friends, so we can walk, talk, and look at all of the art together. These are my friends. I always feel less stressed after getting together with them. Last, every evening before I go to bed, I play my guitar for a little while to relax.

UNIT 9

Page 102, Ex. 1B

- A: Wow, this couch is huge!
- B: Yeah, it is. We won't have space for too many other things in the living room.
- A: Well, let's put the couch over here. And we can put the end table by the couch.
- B: OK. And will the TV stand fit?
- A: Yes, I think so. But we need to put the bookcase and armchair in the bedroom.

Page 149, Grammar, Ex. A

1. Could someone help me move this desk?
2. What time does your train leave?
3. I'm getting a new couch next month. Do you want my old one?
4. Why did you buy all that fabric?

5. I broke my favorite picture frame. Can you buy me a new one?
6. You don't have a bookcase. Where are you going to put all these books?

Page 103, Ex. 3A

Teo: Hi, Alba. How are you? What are you doing out here?

Alba: Oh, hey, Teo! I'm meeting Mario. He's on his way here from his hotel.

Teo: Of course! There's a team meeting this afternoon, right?

Alba: Yes, there is. Ugh. It's only Monday, and I'm already exhausted!

Teo: Busy weekend?

Alba: Yes, but not in a good way! My cousin's apartment flooded during the storm yesterday, so now she's staying with me.

Teo: Oh. I'm sorry to hear that.

Alba: Thanks. I'm helping her clean up. Her apartment is a mess.

Teo: How terrible!

Alba: I know. And unfortunately, a lot of her furniture was ruined. She's going to go furniture shopping next weekend, so I told her I would help her with that, too.

Teo: That's really good of you.

Alba: She has a ton of things to buy.

Teo: Like what? What does she need?

Alba: Well, her coffee table and her TV stand are OK. But she has to get a couch, a bookcase, an armchair, an end table, a floor lamp, curtains—the list is as long as my arm! It's going to be expensive.

Teo: Ah, I just thought of something. My friend is going to move overseas soon and he's selling some of his furniture. Maybe your cousin can take a look at what he has.

Alba: That's a great idea.

Teo: I'll give him a call later today. I think he'll be around this weekend. I can go with you. OK?

Alba: That would be wonderful! Can you ask him if we can do it on Saturday morning?

Teo: Sure! I'll let you know what he says.

Alba: Perfect! Thanks so much, Teo.

Page 103, Exs. 3B and 3C

Alba: I'm going to go furniture shopping with my cousin this weekend.

Teo: Oh yeah? What does she need?

Alba: She needs a couch, a bookcase, and a table.

Teo: My friend is selling some of his furniture. Do you want to take a look?

Alba: That's a great idea!

Teo: I think he'll be around this weekend. I'll give him a call.

Alba: Perfect. Thanks so much.

Page 104, Ex. 1B

1. We waited for such a long time. The train was over an hour late!
2. She looked everywhere, but she couldn't find them! She couldn't use her car, and had to take the bus.
3. It was raining hard, and we didn't have our umbrellas. We had to go inside and wait for a bit.
4. He slowed down, but her car still hit him. Luckily, they were both OK.
5. There were so many cars on the road. She couldn't get to the appointment on time.
6. He forgot to set his alarm this morning. He was late for the doctor.

Page 150, Grammar, Ex. A

1. He wants to know why James has to work late.
2. They wonder where everyone went.
3. They aren't sure what time the meeting starts.
4. Can you tell me whether Luisa is in the office today?
5. Do you know whether the train is delayed?
6. I lost my keys. I can't remember where I put them!

Page 105, Ex. 4A

Teo: You look worried. Is everything OK?

Alba: I *am* a little worried. I wonder where Mario is! He's always on time.

Teo: He might be stuck in traffic. You know how bad traffic is.

Alba: Maybe. I'm going to call him. That's strange. I can't understand why he isn't answering his phone.

Teo: When was he supposed to be here?

Alba: Half an hour ago.

Teo: And does he know which building to come to? Maybe he got lost.

Alba: No, I sent him a message with our new address.

Mario: Hi, Alba. Sorry I'm late. Oh, hi, Teo!

Teo: Hi, Mario.

Alba: Mario! We were worried! Are you all right?

Mario: I'm fine. You'll never believe why I'm late. It's a little embarrassing, actually.

Alba: What happened?

Mario: OK. So, the first thing that happened is that I overslept. I didn't have time for breakfast or even coffee.

Alba: You? No coffee? Mario is famous for drinking a LOT of coffee!

Mario: Yes. Can you imagine? I left without having coffee! I got in my cab, and I told the driver the address, but I wasn't really paying attention.

Teo: Well, it sounds like you were sleeping with your eyes open.

Mario: Exactly. After I got out of the cab, I realized where I was!

Alba: Where were you?

Mario: The old building! I had given the driver the wrong address! So, then I had to hail another cab to take me here.

Alba: I'm so sorry!

Mario: Yeah, and of course I wanted to call you, but then I realized I didn't have my phone. I forgot it in my hotel room. I'm so sorry.

Alba: Well, you're here now. Let's go inside and get you a cup of coffee!

Page 105, Exs. 4B and 4C

Teo: You look worried. Is everything OK?

Alba: I'm just worried about Mario. I wonder where he is.

Teo: I'm sure he's OK. Maybe he overslept.

Alba: I don't think so. Maybe he got lost, or maybe he's stuck in traffic.

Teo: Could be. Does he know where the meeting is?

Alba: Yes, he knows where it is. I'm going to call him.

Page 151, Grammar, Ex. A

1. A: Where are our family albums?
B: I think they're in the bedroom upstairs.
2. A: It's way too cold in the house!
B: Really? I think it's comfortable.
3. A: Excuse me. Can you tell me where the furniture department is?
B: The furniture department? It's on the third floor.
4. A: We have fifteen minutes. Let's stop for coffee.
B: OK. Let me check my app. I'll see if there's a coffee shop nearby.
5. A: Is Victor in class right now?
B: No. I just saw him. He's at the library.
6. A: Do you want to eat outside?
B: Yes! I think I see an empty table.

Page 107, Ex. 4A

Anyone who has a cat knows that they're like ninjas, those Japanese warriors that are almost invisible. They can jump from the floor to a high table. They move without making any noise. Sometimes you don't even know they're right behind you. Best of all, they can hide so well that you might never find them.

Page 107, Exs. 4B and 4C

Anyone who has a cat knows that they're like ninjas, those Japanese warriors that are almost invisible. They can jump from the floor to a high table. They move without making any noise. Sometimes you don't even know they're right behind you. Best of all, they can hide so well that you might never find them.

A couple of months ago, my wife and I moved into a new house. It's much bigger than our old house, with an attic, a basement, and a big garage. We were excited, but our cat, Tiger, wasn't. When we got to the house, I could see him trying to hide in the corner of his carrier with his ears flat against his head. As soon as the movers headed toward their truck and we opened his carrier, he disappeared.

At first we weren't worried. We thought he was upstairs. But when it was time for his dinner and we called him, he didn't come to the kitchen—and he never misses a meal! So, we started to look for him. First we searched downstairs. We looked under all the furniture in the living room, under the stairs towards the back of the house, and in the small bathroom. We even went back into the kitchen, but he wasn't there.

Then we went upstairs, and looked in the bedrooms—and in all of the closets. Tiger wasn't anywhere! The attic door was locked, so we knew he wasn't up there, and there was no way he could get outside and on to the roof.

My wife was upset and I was exhausted. We went back downstairs to have dinner. She kept saying, "He's lost!" And all I could say was, "If he's outside, he'll come home soon."

We went into the kitchen, and there was Tiger, eating his dinner. He was covered in dirt, and there were leaves and little feathers stuck in his fur. I said, "Where have you been, Tiger?" I could swear he was smiling at me, but he didn't make a sound! I guess we'll never know where he was all that time

...

Page 112, Exs. 1A and 1B

Hi, it's Boris. I want to redecorate the living room in my apartment. It's a small space, and I share it with two roommates, so I have to be creative. I'm going to put a small table here in the entryway. Then I'll have a place to put my keys when I walk in the door. For my living room, I'm going to get a bigger sofa. Then we can all sit and relax when we come home. I'm also going to get a small dining table and chairs. I'll put them near the kitchen over here so we can eat our meals there. Thanks for watching!

UNIT 10

Page 152, Grammar, Ex. A

1. They have a new designer on their team, don't they?
2. You don't have any open positions, do you?
3. Lisa is a manager, isn't she?
4. I can put Jim down as a reference, can't I?
5. She wasn't a candidate for the management position, was she?
6. We're interviewing candidates next week, aren't we?
7. Greg didn't work in Human Resources, did he?

Page 115, Ex. 4A

Mandy: Hello. You're here for the Market Researcher interview.

Joanne: Yes, I am. Hi. I'm Joanne Martin.

Mandy: Hi Joanne. I'm Mandy Wilson. Welcome to TSW Media. Thanks for coming in for the interview today.

Joanne: Thank you. I'm happy to be here.

Mandy: You didn't have any trouble finding the office, did you?

Joanne: Oh, no, not at all. Thank you. It was easy to find.

Mandy: Here, let me take your coat, Joanne.

Joanne: Great, thanks.

Mandy: You've already stopped by Human Resources, haven't you?

Joanne: Yes, I have. I gave them a copy of my résumé and cover letter.

Mandy: Great. I have a copy of them as well. Would you like anything to drink? Some water? A cup of coffee?

Joanne: Oh, no, thanks. I don't need anything right now.

Mandy: OK then. Follow me. Here we are. Please have a seat.

Joanne: Thank you.

Page 115, Exs. 4B and 4C

Mandy: Thanks for coming in for the interview today.

Joanne: I'm happy to be here.

Mandy: You didn't have any trouble finding the office, did you?

Joanne: No, not at all. Thank you.

Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.

Page 116, Ex. 1B

1. I work with a lot of different people. Yesterday, I had to help two co-workers who were arguing.
2. After the project is finished, we're going to write about what went well and the things that could be improved.

3. Andrew's job is to show new employees how to use certain computer programs.
4. I'm in charge of a group of people at my company.
5. We need to decide how much money we will need to do the work.
6. You have to send this proposal to the client by tomorrow night. We have to send it to them on time!
7. I have to speak in front of a large group of people next week. I'm so nervous!
8. Make sure to email everyone about the latest design changes.

Page 153, Grammar, Ex. A

1. How long have you worked there, Jane?
2. I've been in this job since 2018.
3. How long have you managed a team?
4. When did you start writing this report?
5. John has worked in Guatemala for six years now.
6. We've been working on this project since last month.
7. When was our deadline?

Page 117, Ex. 3B

1. I've had a lot of different jobs.
2. I studied computer science.
3. I worked in a restaurant for two years.
4. I've managed a business.
5. I lived in another country.
6. I've trained other employees.

Page 117, Ex. 4A

Mandy: So, Joanne, tell me a little about your experience. How long have you been at your current job?

Joanne: I've worked at Parrot Creative for five years. I started as a marketing assistant.

Mandy: Oh, yes. I see.

Joanne: The head of the marketing department really liked my work and, after a year, I became a market research analyst.

Mandy: That's great! And how do you like working for Parrot?

Joanne: I really enjoy it. But they are a small company and I'm ready for a bigger challenge. I'm looking to grow my career.

Mandy: That makes sense. Have you ever managed a team?

Joanne: Yes, I have. I've managed two small teams since I became an analyst. I also train new employees.

Mandy: Great. And what's the hardest part of being a team leader?

Joanne: Well, for me it's having to resolve all the problems that come up. Problem-solving

can be tough, but it's a really important part of my job.

Mandy: Do you have an example?

Joanne: Sure. My last project involved new branding for a small airline. We had very demanding deadlines.

Mandy: Deadlines can be tough!

Joanne: My team worked really hard but they were stressed out. I was able to hire some extra freelancers so that we could meet those deadlines.

Mandy: And did you?

Joanne: Yes, we did, and the team was much happier.

Mandy: What have you felt the proudest about?

Joanne: On my first project as a team leader, the client kept changing their minds, and we were really frustrated.

Mandy: Yes, I can imagine.

Joanne: But we were still able to come up with a really creative marketing campaign, and the project turned out better than anyone expected. We even won a few awards.

Mandy: That's impressive.

Joanne: Thank you.

Page 117, Exs. 4B and 4C

Mandy: How long have you been at your current job?

Joanne: I've worked there for five years.

Mandy: OK. Have you ever managed a team?

Joanne: Yes, I've managed two small teams since I started.

Mandy: That's great. What's the hardest part of being a team leader?

Joanne: For me, it's having to solve all of the problems that come up.

Page 154, Grammar, Ex. A

1. A: You seem unhappy at your job.

B: That's true. But they just made some changes, so I'm hopeful.

A: Oh, good. What have they changed?

2. A: Have you ever had a problem with a manager?

B: Yes. My last manager told me things about other people that I know aren't true.

A: How often has that happened?

3. A: Are you still looking for a new designer?

B: No, we just hired someone yesterday. She has a lot of experience.

A: Great! Where has she worked before?

4. A: We still haven't chosen a team leader.

B: Chris may be interested, but no one has talked to him.

A: So, why haven't we spoken to him yet?

5. A: When are we getting a new manager?

B: I'm not sure. We're having trouble finding someone good.

A: How long has the position been open?

6. A: I'll show you around the office and introduce you to your new co-workers.

B: Sounds great. I've already met a few people here.

A: Terrific. Who have you met so far?

7. A: You look really tired.

B: I am! I'm looking for a new job. I've been in interviews all week.

A: How many interviews have you had?

Page 119, Ex. 3A

Mandy: It sounds as though you've enjoyed your work at Parrot. So, what would you say are your strengths?

Joanne: First, I'm very creative. I always come up with new ways to do things.

Mandy: That's important!

Joanne: And second, I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? How have you used feedback?

Joanne: Sure. When I start a new marketing campaign, I share my ideas with my colleagues and I ask for feedback. I use their ideas to make the campaign better.

Mandy: That sounds great. And, have you ever been in any difficult situations at work?

Joanne: Yes! I'm sure most people have! I've had to deal with conflict among team members.

Mandy: I see. So, how have you dealt with conflict? Can you explain?

Joanne: Sure. Well, I noticed that two people on my team weren't working together well and I spoke to each of them privately.

Mandy: Did that help?

Joanne: Yes. I found out what was going on and I was able to help each of them understand the other person's point of view. I believe it made a big difference!

Mandy: I'm sure it did. Now, tell me about something that you still want to improve about yourself. For example, are there any work skills you're still working on?

Joanne: Yes. I've worked hard to manage my time better.

Mandy: Time management is often a problem! What have you done specifically?

Joanne: Well, for me, the problem is that I can always see ways to improve what we've done. I've had to accept that sometimes our work is fine as it is. I just don't have the time to make it even better.

Mandy: Oh!

Joanne: I've learned that it's OK to sometimes let things go.

Mandy: That's a hard lesson to learn. Well, Joanne, it's been wonderful talking with you. We'll contact you very soon with our decision.

Joanne: Thank you, Mandy. It was a pleasure.

Page 119, Exs. 3B and 3C

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? How have you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? What have you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

Page 124, Exs. 1A and 1B

Hi, Alex here. My dream job is to own my own restaurant. I already have a lot of skills and experience. For example, I've been the assistant manager of a large restaurant for five years. During that time, I've trained over 25 new employees. Also, I've communicated with the staff to resolve problems and handle challenges. I've built good relationships with my team, and we are now one of the most popular restaurants in the city. I don't have a lot of experience in marketing, so I'm going to take a marketing class this fall.

Conversation Video Scripts

Unit 1, Lesson 1, Ex. 4A

Sarah: Hi, Mario! It's good to see you! When you did arrive in town?

Mario: A few hours ago. Just in time for our meeting this afternoon. How are you doing?

Sarah: I'm good, thanks. What are you doing these days? Are you still in Quito?

Mario: Yes, but my wife and I are looking for a new house. She's six months pregnant, so we really need to find a bigger place.

Sarah: Oh, wow! That's so exciting! Congratulations.

Mario: Thanks. I've been busy! I'm taking an online class now, too.

Sarah: Oh, yeah? What kind of class are you taking?

Mario: A programming class. I'm learning a lot about computer software.

Sarah: That sounds interesting,

Mario: It is. So, what's going on with you?

Sarah: Well, I'm taking a class, too. I'm studying Japanese! I want to visit Japan so I'm trying to learn the language.

Mario: That's really cool!

Sarah: Yeah. Things have been busy at the Toronto office so I could use a break.

Mario: Have you been to Japan before?

Sarah: No, I haven't. I want to go in the spring during *sakura* season.

Mario: *Sakura* season?

Sarah: *Sakura* is the Japanese word for cherry blossoms.

Mario: I didn't know that.

Sarah: Yep. The cherry blossoms bloom around that time and they only last for a couple of weeks in each city. It's supposed to be a fun time to visit.

Mario: That sounds amazing. What part of Japan are you going to?

Sarah: I plan to fly into Tokyo and will spend a few days visiting different parts of the city. I also hope to visit Kyoto. I want to see all of the shrines and temples.

Mario: Sounds great. Take lots of pictures!

Sarah: Definitely.

Unit 1, Lesson 1, Exs. 4B and 4C

Sarah: So, what are you doing these days?

Mario: I'm taking an online class.

Sarah: That's great.

Mario: Yeah, it's pretty interesting. What's going on with you?

Sarah: Well, I'm studying Japanese.

Mario: That's really cool!

Unit 1, Lesson 2, Ex. 4A

Sarah: So, what else is new? How's your family doing?

Mario: They're good, thanks. I *am* a little worried about my brother Eddie, though. He quit his job when his office moved to another city.

Sarah: Really? I thought he liked his job.

Mario: He did, but he didn't want to drive two hours to get to the office.

Sarah: Oh. Is he OK?

Mario: Yeah, he's fine. But he was pretty upset when he first heard the news.

Sarah: That's too bad. So, what's he doing?

Mario: He's living with my parents now, and he's looking for a new job.

Sarah: Well, I'm sure he'll find something soon.

Mario: Thanks. I think so, too. So, what's going on with you? How's your husband doing?

Sarah: Mark is doing well. He started his own business after he lost his job at the bank a while ago.

Mario: I'm sorry to hear that. But wow, I mean, good for him! What kind of business?

Sarah: A café.

Mario: That's a big change!

Sarah: It is. But he's an amazing cook. And he took some business classes before he opened the café.

Mario: I'm happy for both of you. It's a lot of work to own your own business.

Sarah: Yeah, it is. I'm helping him when I can but I have my job at TSW, too. And our ten-year-old son, and our dog . . .

Mario: I don't know how you do it all, Sarah.

Sarah: I don't know either! We're having fun, but I don't sleep a lot.

Mario: Well, with my new baby coming, in a few weeks we *both* won't be getting any sleep!

Unit 1, Lesson 2, Exs. 4B and 4C

Sarah: How's your brother?

Mario: OK. He quit his job when his office moved.

Sarah: Oh. That's too bad.

Mario: Yeah. He's doing alright. How's your husband?
Sarah: He's great. He started his own business after he took some classes.
Mario: Wow! Good for him.

Unit 1, Lesson 3, Ex. 3A

Mario: Do you have any plans for tonight? It is Friday after all. Do you want to go sightseeing? There's always something interesting to see.
Sarah: Sorry, I have plans. I'm meeting an old friend. Why don't we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: Let's go on a tour. Why don't we try one of those bus tours?
Mario: OK. That sounds great!
Sarah: I think there's a bus tour that starts in Chinatown. Why don't we meet there?
Mario: OK. Oh, and I want to get my mother-in-law something. Do you need to go souvenir shopping, too?
Sarah: Let me see.
Mario: Wow. That's a lot of key chains.
Sarah: Wait.
Mario: So you don't need to go.
Sarah: No, we can go. Let's go after the tour. I need to get something for my husband and son.
Mario: But who are all those souvenirs for then?
Sarah: They're all for me, Mario!
Mario: Oh, right! OK.
Sarah: After we go souvenir shopping, do you want to go to dinner? My husband told me about this great restaurant in Chinatown.
Mario: Sounds like a plan. He is a chef now after all.
Sarah: Why don't I make a reservation? Oh, my goodness!
Mario: What?
Sarah: They're completely booked! We can get a reservation next *month* if you want to go *then*!

Unit 1, Lesson 3, Exs. 3B and 3C

Mario: Do you want to go sightseeing tonight?
Sarah: Sorry, I have plans. Why don't we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: Let's go on a tour.
Mario: OK. That sounds great.

Unit 2, Lesson 1, Ex. 4A

Lucas: Eric, thanks for helping me today with the new ads for Costa Rica.
Eric: I'm happy to help. Let's get started. What are we working on?
Lucas: I'm having a problem with the shampoo ad. I don't know what to include.
Eric: Well, let's think about the shampoo. How would you describe it?
Lucas: Hmm. What about this? It smells like coconuts, and it feels like honey.
Eric: It feels like *honey*? I don't know about that. Honey is really thick. I definitely don't want honey in *my* hair.
Lucas: OK. How about, it smells like coconuts, and it feels like silk?
Eric: Hmm. I'm not so sure. *It* feels like silk? What about, after you use it, your *hair* feels like silk?
Lucas: That's better.
Eric: What else can we say?
Lucas: Use it and you'll look like a movie star.
Eric: Yes, I can imagine that.
Lucas: Now we need an image.
Eric: What are you going to draw?
Lucas: A woman on a beach with palm trees around her—she has long hair and she's smiling.
Eric: That looks perfect. In fact, that looks a lot like Sofia what's-her name. Maybe we should get a celebrity to be the spokesperson.
Lucas: Good idea!

Unit 2, Lesson 1, Exs. 4B and 4C

Eric: How would you describe the shampoo?
Lucas: How about this? It smells like coconuts, and it feels like silk.
Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* feels like silk?
Lucas: That's better. What else could we say?
Eric: How about, use it and you'll look like a movie star?
Lucas: Good idea!

Unit 2, Lesson 2, Ex. 4A

Eric: Hi, Min-ji. I heard you were looking for me.
Min-ji: Hey, Eric. I just wanted to check in with you. How's the Costa Rica project going?
Eric: I think it's going well! Lucas is a great guy.
Min-ji: Well, that's good to hear.
Eric: Yeah. He's a very talented illustrator, and he's always eager to help.

Min-ji: Oh, good. And what are the new freelancers in Colombia like?

Eric: They're very hardworking, and they have a lot of creative ideas.

Min-ji: That's good. I'm glad to hear it. I know the old freelancers were a *little* difficult to work with.

Eric: Yes, that's true. The only problem with our new team is that sometimes it's hard to meet. Everyone's so busy!

Min-ji: Well, sure. And also, there's a fourteen-hour time difference.

Eric: Exactly. When I get to work, they're already asleep!

Min-ji: That's right! And when you leave work, they're just arriving at their desks.

Eric: I'm lucky that everyone on the team is very flexible.

Min-ji: You're right about that!

Unit 2, Lesson 2, Exs. 4B and 4C

Min-ji: How's the project going?

Eric: It's going well! Lucas is a great guy. He's always eager to help.

Min-ji: Oh, good. And what are the new freelancers like?

Eric: They're very hardworking, and they have a lot of creative ideas.

Min-ji: I'm happy to hear that. I know the old freelancers were difficult to work with.

Unit 3, Lesson 1, Ex. 4A

Alba: Hi, Sarah. How was your weekend? Did you do anything fun?

Sarah: Yes, I did! It was exciting, actually.

Alba: Yeah? Why? What did you do?

Sarah: On Saturday, I went sightseeing with Mario. We took a bus tour around the city. We saw so many cool things!

Alba: Fun!

Sarah: It was. The city has so many interesting neighborhoods.

Alba: I know. I took a bus tour the last time I visited. I loved it! What did you do after?

Sarah: We went souvenir shopping and we went out for a late dinner.

Alba: Where did you go?

Sarah: To a wonderful Chinese restaurant. I was a little embarrassed, though!

Alba: Why were you embarrassed?

Sarah: The restaurant gave us chopsticks but I don't know how to use them. I kept dropping my food! Finally the waiter brought me a fork.

Alba: Chopsticks can be tricky to use. Anyway, it sounds like it was a great day.

Sarah: It was.

Alba: What'd you do on Sunday?

Sarah: On *Sunday*, I had brunch with some friends and went to an art museum. I'm tired today.

Alba: I'll bet. Try to do something relaxing tonight.

Sarah: Well, I don't know if you'd call it *relaxing*, but I'm going for a run after work.

Alba: Oh, OK.

Sarah: And then I'm going to work out at my hotel gym and go for a swim.

Alba: Sarah, all of your relaxing is making me tired.

Unit 3, Lesson 1, Exs. 4B and 4C

Alba: How was your weekend?

Sarah: It was exciting. On Saturday, I went sightseeing and then I went souvenir shopping.

Alba: Oh, fun!

Sarah: And on Sunday, I had brunch with some friends. I'm tired today.

Alba: I'll bet. Try to do something relaxing tonight.

Unit 3, Lesson 2, Ex. 3A

Sarah: What about you, Alba? What did you do this weekend?

Alba: Well, I certainly wasn't as busy as you were!

Sarah: Probably not.

Alba: It was a nice weekend, though. I went for a walk in the park. Everything was so green and there were so many beautiful flowers everywhere.

Sarah: Oh, that reminds me. You have a garden, right? Have you been to the Botanical Gardens? They have flowers from all over the world.

Alba: No, I haven't. I was planning to go, but I've been so busy this week.

Sarah: That's too bad. So, what else did you do?

Alba: I went to the theater. I saw a play—A *Streetcar Named Desire*. Have you seen it?

Sarah: No, I haven't but I've heard so much about it. How was it?

Alba: It was amazing! I want to see it again. You should go.

Sarah: Wow! Maybe I can see it next time I'm in town.

Alba: I always go to the theater when I'm here. I love it! Oh, before I forget—I heard your husband is opening a café! That's so great!

Sarah: Thanks! We've both been so busy. This work trip has been like a vacation for me. Oh, I've got to go.

Alba: Me, too. It was fun catching up though.

Sarah: Absolutely! Talk later!

Unit 3, Lesson 2, Exs. 3B and 3C

Sarah: What did you do this weekend?

Alba: I went for a walk in the park. It was nice to do something outdoors.

Sarah: Oh, that reminds me. Have you been to the Botanical Gardens?

Alba: No, I haven't. I was planning to go, but I've been so busy this week.

Sarah: Well, maybe next time. So, what else did you do?

Alba: I went to the theater. Have you been?

Sarah: No, I haven't but I'd like to go.

Unit 4, Lesson 1, Ex. 4A

Mandy: That was a long meeting! I'm so hungry.

Mario: Me, too.

Mandy: Did you hear my stomach growling? It was so loud! Come on. Let's have something to eat. Lunch is ready.

Mario: Great. So, how long have you lived in New York, Mandy?

Mandy: I was born here. I've never lived anywhere else.

Mario: Wow. You're a true New Yorker!

Mandy: I guess I am! Look at this buffet. Everything looks so good. I'm going to have some salad. Would you like some?

Mario: Um. No thanks. I don't really care for salad.

Mandy: OK. Look, there's some hot food, too. I think I'll have some tomato soup.

Mario: Hmm. What's that over there?

Mandy: It's a grilled vegetable wrap.

Mario: Oh. I don't really like vegetables. Um. Is there any meat? Maybe a roast beef or chicken sandwich?

Mandy: Let's see. No, I'm sorry! There aren't any.

Mario: That's OK. Um. I think I'll have a burger.

Mandy: Oh, good. I'm glad there was something here for you.

Mario: Mmm. Delicious. I love hamburgers.

Mandy: You know, I think that's a veggie burger, Mario.

Mario: Really? It's good! I guess I *do* like vegetables.

Unit 4, Lesson 1, Exs. 4B and 4C

Mario: Let's have something to eat.

Mandy: OK. I'm going to have some salad. Would you like some?

Mario: No, thanks. Are there any chicken sandwiches?

Mandy: Let's see. No, I'm sorry! There aren't any.

Mario: That's OK. Um . . . I think I'll have a burger.

Unit 4, Lesson 3, Ex. 3A

Mandy: Do we have everything for the barbecue on Saturday? I know we have enough hamburgers, but what else do we need?

Hailey: Don't worry! I planned everything!

Mandy: OK. So we have enough hot dogs? And ribs?

Hailey: No, but I'll add them to the shopping list.

Mandy: And do we have baked beans?

Hailey: Not yet, but OK - three cans of beans. Anything else?

Mandy: We need a dozen ears of corn on the cob.

Hailey: Yum! I love corn on the cob. I think twelve is too many, though. Let's get six. What else do we need?

Mandy: Wait. I thought you planned everything.

Hailey: Yeah, I planned to have a barbecue. You're coming and other people are coming.

Mandy: OK. But you forgot about the food. It's a good thing you're my sister, or I'd be pretty mad at you right now!

Hailey: So, anything else?

Mandy: Coleslaw, potato salad, macaroni salad, and lemonade to drink. And some blueberry pie.

Hailey: Mandy, slow down! That's too much food! We're only having four people over!

Mandy: I know, but we don't know what they'll want. And we need enough food!

Hailey: But that's more than enough. And all that food is going to be expensive.

Mandy: Well . . .

Hailey: Look, I'm sure everyone would be happy to bring something. Why don't we ask people to bring some food? Layla makes great potato salad.

Mandy: OK, I guess we could do that. And Tom lives near the farmer's market. He can get the corn.

Hailey: That's a good plan. And we can buy the other things.

Mandy: Sounds good.

Unit 4, Lesson 3, Exs. 3B and 3C

- Hailey:** What do we need for the barbecue? I'm making a list.
- Mandy:** We have enough hamburgers. What about hot dogs?
- Hailey:** OK. Hot dogs. What else?
- Mandy:** Well, we need some corn on the cob. Let's get twelve.
- Hailey:** That's too many. Let's get six. Anything else?
- Mandy:** Coleslaw, potato salad, and macaroni salad.
- Hailey:** That's too much food.

Unit 5, Lesson 1, Ex. 4A

- Eric:** Thanks for meeting to get ready for the presentation, Lucas. There's a lot to do!
- Lucas:** No problem, Eric. We worked so hard on the shampoo ad. So, of course we want everything to go well.
- Eric:** Right. Speaking of which, I'm actually having a technical issue. I want to show our presentation, but I can't get anything to play on the screen. It won't connect! What should I do?
- Lucas:** OK. I've had this problem before. First, I think you should close the presentation and unplug the cable.
- Eric:** Uh-huh. OK. Ouch! I just hit my head really hard.
- Lucas:** Are you OK?
- Eric:** Yeah, I'm fine.
- Lucas:** OK. Now, restart the computer.
- Eric:** Should I try to connect to the screen again?
- Lucas:** No, not yet. Plug the cable in to the computer first.
- Eric:** OK, I understand.
- Lucas:** Now try to connect to the screen. Do you see your desktop on the screen?
- Eric:** Yes, I do!
- Lucas:** OK, good. Now, you should start the presentation. Turn on the sound to make sure it's working, too.
- Eric:** Got it. It's working!
- Lucas:** Great!
- Eric:** So, what about the people who are joining us online? Do they have the latest software?
- Lucas:** Hmm. I'm not sure.
- Eric:** We should probably send everyone an email so they can download it before the meeting.
- Lucas:** That's a good idea.

- Eric:** And we could include a link to the website in the email, so they can just click on it. Oh, and we should bring the number for Tech Support, in case we have any problems.
- Lucas:** Yes, good idea. Thanks, Eric.
- Eric:** No problem.

Unit 5, Lesson 1, Exs. 4B and 4C

- Eric:** I can't get our presentation to play. What should I do?
- Lucas:** You should unplug the cable. Then plug it in again.
- Eric:** Uh-huh.
- Lucas:** If that doesn't fix the problem, you could restart your computer.
- Eric:** Got it.

Unit 5, Lesson 3, Ex. 4A

- Victor:** Lucas, we need to organize a meeting tomorrow with the owners of a new beach resort in Belize. They want to work with us on their new campaign. They might be our next big client!
- Lucas:** Tomorrow? Are they coming to San José or are we having a video conference?
- Victor:** They're coming here. Can you help me plan it since we don't have a lot of time?
- Lucas:** Sure. I guess I need to reserve a meeting room first.
- Victor:** Yes, that's right. And could you make sure the room has a projector and a screen?
- Lucas:** OK.
- Victor:** Once the room is set up, I can check the equipment. I'll ask Marta from Tech Support for help.
- Lucas:** Good idea. It will be faster if she helps. So, do I have to create a presentation for the meeting?
- Victor:** No, you don't have to. I'm going to do that.
- Lucas:** Sounds good. Is there anything else? Do I have to send a meeting invitation?
- Victor:** Yes, please. The meeting's at 11:00. Send an invite to everyone in our department and I'll get you a list of the people from the resort.
- Lucas:** OK. I'm on it.
- Victor:** Can you think of anything else?
- Lucas:** What about refreshments? Do I need to order anything to eat?
- Victor:** Yes. You don't need to order lunch, but I would get some drinks and some snacks.
- Lucas:** Got it. OK, I'm going to get started. I'll reserve the room first and . . .

Victor: Oh, you're kidding!
Lucas: What is it?
Victor: They just canceled the meeting.

Unit 5, Lesson 3, Exs. 4B and 4C

Victor: Let's talk about what we need to do for the meeting.
Lucas: Sure. I guess I need to reserve a meeting room.
Victor: Yes, that's right.
Lucas: OK. Do I have to create a presentation?
Victor: No, you don't have to. I'm going to do it.
Lucas: Is there anything else?
Victor: Yes. We have to order refreshments.

Unit 6, Lesson 1, Ex. 4A

Alba: How's your salad, Sarah?
Sarah: It's good! I love the dressing. It's both sweet and sour. How's the curry?
Alba: Oh, it's delicious! But I don't really like the tea. It's too bitter. Mmm. I can't wait to try the soup, though.
Sarah: Yeah, me, too. I heard the soups here are really tasty.
Alba: What's wrong? Is there something wrong with the soup?
Sarah: It's too hot for me!
Alba: It is? I don't think it's hot.
Sarah: You don't? My mouth is burning!
Alba: It is? My soup is barely warm enough to eat.
Sarah: No, I don't mean "hot" like "temperature," I mean "hot" like "spicy."
Alba: Oh, of course! I love spicy food, so I didn't think about that. Actually, I don't think it's spicy enough.
Sarah: Wow. Yeah, well, spicy food is not my thing.
Alba: So what is "your thing"?
Sarah: I like to snack. And, yes, I know it's not good for me.
Alba: Well, everyone snacks sometimes. What kind of snacks do you like?
Sarah: I like tortilla chips, pretzels, French fries—anything salty.
Alba: I like salty foods, too, but I definitely have more of a sweet tooth when it comes to snacks.
Sarah: In that case, should we get some dessert? The sticky rice with mango sounds amazing.
Alba: Great idea!

Unit 6, Lesson 1, Exs. 4B and 4C

Sarah: How's the curry?
Alba: It's delicious! But I don't really like the tea. It's too bitter.
Sarah: That's too bad.
Alba: How do you like the soup?
Sarah: It's OK, but it's too spicy.
Alba: Really? I don't think it's spicy enough.

Unit 6, Lesson 2, Ex. 4A

Sarah: Wow, your necklace is beautiful!
Alba: Oh, thank you. My kids gave it to me for Valentine's Day.
Sarah: What a nice gift! My son gave me a card he made at school. He was very proud of it.
Alba: When my kids were younger, they gave me handmade gifts, too. I love them.
Sarah: You're right. Handmade gifts are really sweet.
Alba: I'm guessing your husband didn't give you a handmade gift for Valentine's Day.
Sarah: No, he didn't. He cooked me a wonderful dinner though, and he got me a very cool watch.
Alba: Nice.
Sarah: And I got him a gift card to use at his favorite kitchen store. He always shops there. He loves food.
Alba: That was thoughtful. I love giving gifts. I got my boyfriend tickets to a concert. And he bought *me* a bunch of roses and some chocolate-covered strawberries.
Sarah: Wow! Aww! I love flowers . . . and chocolate!
Alba: Yes, the flowers were beautiful. But I couldn't eat the chocolate. I'm actually very allergic to strawberries!
Sarah: Oh, no! Poor guy. Did he feel bad?
Alba: He was pretty embarrassed, but it didn't really matter. I mean, he didn't *know* that I was allergic! And it's the thought that counts.
Sarah: Definitely. Oh, we'd better get the check soon. Our meeting starts in a few minutes.
Alba: Oh, right. Excuse me . . .

Unit 6, Lesson 2, Exs. 4B and 4C

Sarah: How was Valentine's Day? Did you get anything special?
Alba: It was good. My boyfriend gave me some roses.
Sarah: Aww. That's sweet. My husband got me a watch.

Alba: Nice! And what did you get him?
Sarah: I bought him a gift card.

Unit 7, Lesson 1, Ex. 4A

Mario: Hey, did I tell you I'm going to a meeting in Mexico City next week?
Eric: Yes, you did and I'm so jealous! I'm interested in learning more about Mexico City. I've been to Mexico, but only to some of the beach resorts.
Mario: It's a wonderful city, and it has so much history! I go a couple of times a year for meetings, and the team always plans some interesting activities for us.
Eric: What kinds of things have you done?
Mario: We've gone on guided tours of the Frida Kahlo Museum and the National Museum of Anthropology, and we visited the pyramids at Teotihuacán.
Eric: That sounds fascinating!
Mario: Yes, it was! Here. I'll show you a picture.
Eric: Wow. That's so cool.
Mario: They're some of the biggest pyramids in the world and no one knows who built them. You can even take a tour of the pyramids in a hot air balloon! I really want to do that sometime.
Eric: I definitely have to go! Do you have anything fun planned for this visit?
Mario: Yes! We talked about going to a restaurant where every dish on the menu includes insects.
Eric: Huh. That's unusual. I'd be a little worried about eating something like that.
Mario: I've heard they're very tasty. I'm actually pretty excited about trying them!
Eric: OK! I look forward to hearing all about it.
Mario: You bet! I'll send you some pictures, too.

Unit 7, Lesson 1, Exs. 4B and 4C

Mario: I'm going to Mexico City next week. Have you ever been there?
Eric: No, but I'm interested in visiting. What are you going to do?
Mario: We talked about going to an unusual restaurant. Every dish on the menu includes insects.
Eric: That sounds interesting.
Mario: Yes. I'm excited! We're also going to visit some museums.
Eric: Well, I look forward to hearing all about it.

Unit 7, Lesson 2, Ex. 3A

Mario: You like to travel, right, Eric?
Eric: I love to travel! But I'm not interested in visiting the touristy places. I prefer places that are not well known. In fact, I have a long list of places I want to visit.
Mario: Like where?
Eric: I'd love to go to a place called "the Door to Hell."
Mario: "The Door to Hell?" That doesn't sound very safe! Where is it?
Eric: In Central Asia.
Mario: OK, I need to look this up. What is it like?
Eric: It's this big crater—you know, a huge hole in the ground—that's always on fire.
Mario: On fire? Wow. Why do you want to go *there*?
Eric: I don't know. It's just so *different*! There's no other place on Earth like it! It's in the middle of the desert.
Mario: Gee. I wonder why it's not well known!
Eric: Ha ha.
Mario: OK, so now you've got me curious. What other places would you like to visit?
Eric: Um, I'd like to visit Patagonia.
Mario: Patagonia! That's in Chile and Argentina, right?
Eric: That's right. There are glaciers, and caves where you can see ancient animal bones. I'd like to go soon—I'd hate to go after it gets even more popular.
Mario: I think you and I have different ideas about what popular means, Eric!
Eric: Ha ha.
Mario: Well, I should be going now. I need to get ready for my trip to Mexico City. I still have so much to do!
Eric: Sure. I'll talk to you soon, Mario.

Unit 7, Lesson 2, Exs. 3B and 3C

Mario: You like to travel, right?
Eric: Yes, I do! I like to visit places that are not well known.
Mario: Really? Like where?
Eric: I'd love to go to Patagonia.
Mario: Patagonia? Wow. I'd love to hear more about it.
Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

Unit 8, Lesson 1, Ex. 4A

Lucas: Hey, Mandy! It's good to see you.
Mandy: It's nice to see you, too! I heard you were coming to the office.

Lucas: Yeah, it's great to be here. So, what are you listening to?

Mandy: This? It's one of my favorite songs.

Lucas: Oh, yeah? Who sings it?

Mandy: You probably haven't heard of them. They're a Canadian rock band. They're called Talking Hearts.

Lucas: You're kidding! They're a great band.

Mandy: You know them? They're not very famous. How did you hear about them?

Lucas: I have a friend in Vancouver. She loves them. She sent me some of their music.

Mandy: Cool! Hey, did you know they're on their first world tour?

Lucas: No, I didn't.

Mandy: And they just released a new album.

Lucas: Oh, yeah? What's it called?

Mandy: "Dreaming." Here, listen.

Lucas: This is a cool song. That guitar solo is great. Who's the guitarist again?

Mandy: His name is Joe Ramos. He's amazing. So, what other bands do you like?

Lucas: Well, I listen to a lot of British bands, too, like The Clouds.

Mandy: How cool! I like their drummer, Emma Taylor.

Lucas: I do, too. She's so talented. She plays the bass and the piano, too.

Mandy: If she learns to play the guitar, she could be a one-woman band!

Lucas: Yeah, she could!

Unit 8, Lesson 1, Exs. 4B and 4C

Lucas: What are you listening to?

Mandy: A band called Talking Hearts. Here, listen.

Lucas: Cool. I like this song. I love the guitar solo.

Mandy: Yeah. Me, too. It's amazing.

Lucas: Who's the guitarist?

Mandy: His name is Joe Ramos.

Unit 8, Lesson 2, Ex. 4A

Lucas: You know, I'd love to go to a Talking Hearts show.

Mandy: So would I. I think they're going to be in New York soon. Let me just check. Cool! There are a few shows this week. Will you be in town all week?

Lucas: Yes! I decided to stay until Saturday because of our late meeting on Friday.

Mandy: Great. Are you free on Wednesday night?

Lucas: Oh, no. I'm sorry. I'm afraid I'm busy that night. I'm meeting some friends.

Mandy: Oh, OK. What about *Thursday* night?

Lucas: Thursday night works for me.

Mandy: Great! They just added this show, so I'm sure we can still get tickets. Oh, that reminds me. My boyfriend loves them too, so he'll probably want to come with us.

Lucas: Sure. I'd love to meet him.

Mandy: Let me see. The show starts at 8:00, so we should have dinner before we go.

Lucas: OK.

Mandy: I know! Let's eat at Pasha Café because it's near the club. Oh, do you like Turkish food?

Lucas: Sure.

Mandy: We can meet there at 6:30.

Lucas: OK. Do you mind buying the tickets? I'll pay you later.

Mandy: No problem.

Lucas: This is turning out to be a busy week. Guess what I'm doing on Friday night?

Mandy: I have no idea. What?

Lucas: I'm going to a basketball game. The Knicks are playing the Golden State Warriors. I can't wait!

Mandy: No way! I'll be there, too.

Lucas: How funny! Maybe I'll see you there.

Unit 8, Lesson 2, Exs. 4B and 4C

Mandy: Do you want to see a show on Wednesday?

Lucas: I'd love to, but I can't because I'm meeting some friends.

Mandy: Oh, OK. There's another one on Thursday night. Are you free?

Lucas: Yes, I am.

Mandy: Great. They just added this show, so I'm sure we can still get tickets.

Lucas: Sounds good. I'm in.

Unit 9, Lesson 1, Ex. 3A

Teo: Hi, Alba. How are you? What are you doing out here?

Alba: Oh, hey, Teo! I'm meeting Mario. He's on his way here from his hotel.

Teo: Of course! There's a team meeting this afternoon, right?

Alba: Yes, there is. Ugh. It's only Monday, and I'm already exhausted!

Teo: Busy weekend?

Alba: Yes, but not in a good way! My cousin's apartment flooded during the storm yesterday, so now she's staying with me.

Teo: Oh. I'm sorry to hear that.

Alba: Thanks. I'm helping her clean up. Her apartment is a mess.

Teo: How terrible!

Alba: I know. And unfortunately, a lot of her furniture was ruined. She's going to go furniture shopping next weekend, so I told her I would help her with that, too.

Teo: That's really good of you.

Alba: She has a ton of things to buy.

Teo: Like what? What does she need?

Alba: Well, her coffee table and her TV stand are OK. But she has to get a couch, a bookcase, an armchair, an end table, a floor lamp, curtains—the list is as long as my arm! It's going to be expensive.

Teo: Ah, I just thought of something. My friend is going to move overseas soon and he's selling some of his furniture. Maybe your cousin can take a look at what he has.

Alba: That's a great idea.

Teo: I'll give him a call later today. I think he'll be around this weekend. I can go with you. OK?

Alba: That would be wonderful! Can you ask him if we can do it on Saturday morning?

Teo: Sure! I'll let you know what he says.

Alba: Perfect! Thanks so much, Teo.

Unit 9, Lesson 1, Exs. 3B and 3C

Alba: I'm going to go furniture shopping with my cousin this weekend.

Teo: Oh yeah? What does she need?

Alba: She needs a couch, a bookcase, and a table.

Teo: My friend is selling some of his furniture. Do you want to take a look?

Alba: That's a great idea!

Teo: I think he'll be around this weekend. I'll give him a call.

Alba: Perfect. Thanks so much.

Unit 9, Lesson 2, Ex. 4A

Teo: You look worried. Is everything OK?

Alba: I *am* a little worried. I wonder where Mario is! He's always on time.

Teo: He might be stuck in traffic. You know how bad traffic is.

Alba: Maybe. I'm going to call him. That's strange. I can't understand why he isn't answering his phone.

Teo: When was he supposed to be here?

Alba: Half an hour ago.

Teo: And does he know which building to come to? Maybe he got lost.

Alba: No, I sent him a message with our new address.

Mario: Hi, Alba. Sorry I'm late. Oh, hi, Teo!

Teo: Hi, Mario.

Alba: Mario! We were worried! Are you all right?

Mario: I'm fine. You'll never believe why I'm late. It's a little embarrassing, actually.

Alba: What happened?

Mario: OK. So, the first thing that happened is that I overslept. I didn't have time for breakfast or even coffee.

Alba: You? No coffee? Mario is famous for drinking a LOT of coffee!

Mario: Yes. Can you imagine? I left without having coffee! I got in my cab, and I told the driver the address, but I wasn't really paying attention.

Teo: Well, it sounds like you were sleeping with your eyes open.

Mario: Exactly. After I got out of the cab, I realized where I was!

Alba: Where were you?

Mario: The old building! I had given the driver the wrong address! So, then I had to hail another cab to take me here.

Alba: I'm so sorry!

Mario: Yeah, and of course I wanted to call you, but then I realized I didn't have my phone. I forgot it in my hotel room. I'm so sorry.

Alba: Well, you're here now. Let's go inside and get you a cup of coffee!

Unit 9, Lesson 2, Exs. 4B and 4C

Teo: You look worried. Is everything OK?

Alba: I'm just worried about Mario. I wonder where he is.

Teo: I'm sure he's OK. Maybe he overslept.

Alba: I don't think so. Maybe he got lost, or maybe he's stuck in traffic.

Teo: Could be. Does he know where the meeting is?

Alba: Yes, he knows where it is. I'm going to call him.

Unit 10, Lesson 1, Ex. 4A

Mandy: Hello. You're here for the Market Researcher interview.

Joanne: Yes, I am. Hi. I'm Joanne Martin.

Mandy: Hi Joanne. I'm Mandy Wilson. Welcome to TSW Media. Thanks for coming in for the interview today.

Joanne: Thank you. I'm happy to be here.

Mandy: You didn't have any trouble finding the office, did you?

Joanne: Oh, no, not at all. Thank you. It was easy to find.

Mandy: Here, let me take your coat, Joanne.

Joanne: Great, thanks.
 Mandy: You've already stopped by Human Resources, haven't you?
 Joanne: Yes, I have. I gave them a copy of my résumé and cover letter.
 Mandy: Great. I have a copy of them as well. Would you like anything to drink? Some water? A cup of coffee?
 Joanne: Oh, no, thanks. I don't need anything right now.
 Mandy: OK then. Follow me. Here we are. Please have a seat.
 Joanne: Thank you.

Unit 10, Lesson 1, Exs. 4B and 4C

Mandy: Thanks for coming in for the interview today.
 Joanne: I'm happy to be here.
 Mandy: You didn't have any trouble finding the office, did you?
 Joanne: No, not at all. Thank you.
 Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.

Unit 10, Lesson 2, Ex. 4A

Mandy: So, Joanne, tell me a little about your experience. How long have you been at your current job?
 Joanne: I've worked at Parrot Creative for five years. I started as a marketing assistant.
 Mandy: Oh, yes. I see.
 Joanne: The head of the marketing department really liked my work and, after a year, I became a market research analyst.
 Mandy: That's great! And how do you like working for Parrot?
 Joanne: I really enjoy it. But they are a small company and I'm ready for a bigger challenge. I'm looking to grow my career.
 Mandy: That makes sense. Have you ever managed a team?
 Joanne: Yes, I have. I've managed two small teams since I became an analyst. I also train new employees.
 Mandy: Great. And what's the hardest part of being a team leader?
 Joanne: Well, for me it's having to resolve all the problems that come up. Problem-solving can be tough, but it's a really important part of my job.
 Mandy: Do you have an example?
 Joanne: Sure. My last project involved new branding for a small airline. We had very demanding deadlines.
 Mandy: Deadlines can be tough!

Joanne: My team worked really hard but they were stressed out. I was able to hire some extra freelancers so that we could meet those deadlines.
 Mandy: And did you?
 Joanne: Yes, we did, and the team was much happier.
 Mandy: What have you felt the proudest about?
 Joanne: On my first project as a team leader, the client kept changing their minds, and we were really frustrated.
 Mandy: Yes, I can imagine.
 Joanne: But we were still able to come up with a really creative marketing campaign, and the project turned out better than anyone expected. We even won a few awards.
 Mandy: That's impressive.
 Joanne: Thank you.

Unit 10, Lesson 2, Exs. 4B and 4C

Mandy: How long have you been at your current job?
 Joanne: I've worked there for five years.
 Mandy: OK. Have you ever managed a team?
 Joanne: Yes, I've managed two small teams since I started.
 Mandy: That's great. What's the hardest part of being a team leader?
 Joanne: For me, it's having to solve all of the problems that come up.

Unit 10, Lesson 3, Ex. 3A

Mandy: It sounds as though you've enjoyed your work at Parrot. So, what would you say are your strengths?
 Joanne: First, I'm very creative. I always come up with new ways to do things.
 Mandy: That's important!
 Joanne: And second, I welcome feedback and I use it to make my work better. I think that's very important.
 Mandy: Can you give me an example? How have you used feedback?
 Joanne: Sure. When I start a new marketing campaign, I share my ideas with my colleagues and I ask for feedback. I use their ideas to make the campaign better.
 Mandy: That sounds great. And, have you ever been in any difficult situations at work?
 Joanne: Yes! I'm sure most people have! I've had to deal with conflict among team members.
 Mandy: I see. So, how have you dealt with conflict? Can you explain?

Joanne: Sure. Well, I noticed that two people on my team weren't working together well and I spoke to each of them privately.

Mandy: Did that help?

Joanne: Yes. I found out what was going on and I was able to help each of them understand the other person's point of view. I believe it made a big difference!

Mandy: I'm sure it did. Now, tell me about something that you still want to improve about yourself. For example, are there any work skills you're still working on?

Joanne: Yes. I've worked hard to manage my time better.

Mandy: Time management is often a problem! What have you done specifically?

Joanne: Well, for me, the problem is that I can always see ways to improve what we've done. I've had to accept that sometimes our work is fine as it is. I just don't have the time to make it even better.

Mandy: Oh!

Joanne: I've learned that it's OK to sometimes let things go.

Mandy: That's a hard lesson to learn. Well, Joanne, it's been wonderful talking with you. We'll contact you very soon with our decision.

Joanne: Thank you, Mandy. It was a pleasure.

Unit 10, Lesson 3, Exs. 3B and 3C

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? How have you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? What have you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

Put It Together Video Scripts

Unit 1, Exs. 1A and 1B, p. 16

Hi everyone! It's Yu. Here's what I've been up to lately. I'm still studying engineering, but I'm also working at a lab on the weekends. Here's the lab. I'm not living with my parents anymore. I'm living in the dormitory at the university. Here's a picture of my dorm room. On the weekends, I love spending time with my friends. We like to play cards or sing karaoke. What's going on with you these days?

Unit 2, Exs. 1A and 1B, p. 28

Hi everyone! It's Fatma. I want to tell you about my running shoes, the Glider. They're my new favorite. Why? First, these shoes look like something from the future. They have a really fun design. Also, they're great for running because they're so light, and you can move quickly and easily in them. Lastly, they're just really comfortable. You feel like you're walking on clouds when you wear them. The material inside is very soft like a fluffy sock. So, if you're looking for a great pair of running shoes, you should get a pair of these.

Unit 3, Exs. 1A and 1B, p. 40

Hi, it's Ana. I had a busy weekend! On Saturday, I went to the beach with my friends. The water was so clear and there were lots of colorful fish. And the weather that day was beautiful—we had such a great time.

On Sunday, I went to a concert. I've been to a lot of different concerts, but this was my first *outdoor* concert. We were able to get seats pretty close to the stage, so we had a good view of the band. They played a lot of great songs and the lead singer was amazing.

Overall, I had a really exciting weekend!

Unit 4, Exs. 1A and 1B, p. 52

Hi everyone. It's Yu-jin. I want to make my favorite meal, Japchae, or Korean glass noodles. Here's what I have. OK. I have a package of noodles, a bag of carrots, three cups of spinach, two green onions, a bottle of sesame oil, a bottle of soy sauce, and a jar of sesame seeds. I don't have any mushrooms or beef. I need a half-pound of each. I guess I need to go shopping again since I don't have all the ingredients.

Unit 5, Exs. 1A and 1B, p. 64

Hi everyone. It's Ahmed. Do you have a favorite app that you use to learn English? There are a lot of apps out there but my favorite is the Pearson Practice English app. I use it to learn English when I'm on the go.

I love this app because it's fast and easy to use. All you have to do is open the app and choose the unit that you want to study. Click on the icon to download the unit. Download the unit when you're online. Then, click on the lesson and activity. You can practice many of the skills from the course. This app is really helpful because I can use it for some quick practice when I'm on the bus or in between classes. I can even pick and choose which skills I want to practice. The app also includes all of the audio and video from the Student Book.

You should check it out. You will love it, I promise.

Unit 6, Exs. 1A and 1B, p. 76

Hi, it's Andre. We celebrated my brother Oscar's birthday last month. We had a great time! People were eating, talking, and laughing all through the party. My brother loves spicy food, so we had Thai food for dinner. The food was too spicy for me, so I was glad we had enough sweet lemonade to drink. Later in the evening, we had birthday cake. The cake was delicious, but it was really rich! My brother got a lot of nice gifts. I gave him a handmade scarf and my parents gave him a camera. He was so surprised! He was still smiling when the party ended.

Unit 7, Exs. 1A and 1B, p. 88

Hi everyone! It's Paula. I'm looking forward to your group's visit to La Paz, here in Bolivia. You said you were interested in seeing some of Bolivia's more unknown places. I'd love to take you to Valle de la Luna, or Moon Valley. It's very close to the city of La Paz. Parts of the mountains there have been washed away by water, so you feel like you're walking on the moon. I'd also like to take you to famous Lake Titicaca. It's up in the mountains, and is one of the highest lakes in the world. And it is the largest lake in South America. Let me know what you think of these ideas!

Unit 8, Exs. 1A and 1B, p. 100

Hi! It's Rina. I'm really busy, but I want to stay healthy, too. So, I always make sure to exercise, spend time with friends, and relax. This is a park near my home. Because I like to spend time outdoors, I go for a run in the park three times a week. It's a great way to get some exercise. On the first Friday of every month, I go to an art gallery with friends, so we can walk, talk, and look at all of the art together. These are my friends. I always feel less stressed after getting together with them. Last, every evening before I go to bed, I play my guitar for a little while to relax.

Unit 9, Exs. 1A and 1B, p. 112

Hi, it's Boris. I want to redecorate the living room in my apartment. It's a small space, and I share it with two roommates, so I have to be creative. I'm going to put a small table here in the entryway. Then I'll have a place to put my keys when I walk in the door. For my living room, I'm going to get a bigger sofa. Then we can all sit and relax when we come home. I'm also going to get a small dining table and chairs. I'll put them near the kitchen over here so we can eat our meals there. Thanks for watching!

Unit 10, Exs. 1A and 1B, p. 124

Hi, Alex here. My dream job is to own my own restaurant. I already have a lot of skills and experience. For example, I've been the assistant manager of a large restaurant for five years. During that time, I've trained over 25 new employees. Also, I've communicated with the staff to resolve problems and handle challenges. I've built good relationships with my team, and we are now one of the most popular restaurants in the city. I don't have a lot of experience in marketing, so I'm going to take a marketing class this fall.

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Welcome Unit

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Unit 1

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Unit 2

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Unit 3

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Unit 4

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Unit 7

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Unit 8

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Unit 9

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Unit 10

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Grammar Practice

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