

StartUp

GSE
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 are your favorite things? page 5	- Personal interests - Fashion accessories - Adjectives for describing objects	- No article - Restrictive relative clauses - Sequence of adjectives	- Talk about your interests - Talk about accessories - Describe personal objects Skill Talk about your interests	Listen to a radio show about memories Skill Visualize what you hear
2 What is the weather like? page 17	- Weather conditions - Dangerous weather - Effect of dangerous weather	<i>Must / may / might / could</i> for conclusions - Present perfect and present perfect continuous - Expressing cause and effect with <i>so / such...that</i>	- Talk about the weather - Report dangerous weather - Discuss the effects of weather Skill Express relief	Listen to a news report about weather Skill Listen for organization
3 How well do you work together? page 29	- When things go wrong - Ways to avoid problems - Words related to understanding	- Object complements - Making suggestions - Imperatives in reported speech	- Discuss problems at work - Talk about avoiding problems - Talk about a misunderstanding Skill Show agreement	Listen to stories about problems Skill Listen for cause and effect
4 How do you relax? Page 41	- Ways to connect - Entertainment - Movies	<i>Used to</i> and <i>would</i> <i>So, neither, too, and either</i> with simple present action verbs - Simple present and simple past passives	- Talk about how life has changed - Talk about what you like - Talk about a movie review Skill Ask for clarification	Listen to a movie review Skill Draw inferences
5 What are we eating? page 53	- Restaurant experiences - Categories on a menu - Party food	- Tag questions - Expressing preference with <i>would rather</i> and <i>would prefer</i> - Quantifiers	- Discuss restaurant experiences - Talk about food preferences - Tell a story about a party Skill Talk about preferences	Listen to a radio show about a party Skill Listen for time words

Pronunciation	Reading	Writing	Media Project	Learning Strategy
- Main stress - Intonation in compliments	Read about making choices Skill Find the main idea	Write about a friend Skill Use a main idea and supporting details	Make a video about important items and memories	Grammar Use good examples to make new sentences
- Pronouncing <i>th</i> - Stressed and unstressed words	Read about extreme weather Skill Identify examples as supporting details	Write about a weather event Skill Organize one idea per paragraph	Describe photos of a time when weather changed your plans	Vocabulary Make a vocabulary word web
- Stress and word endings - Numbers and moving stress	Read about creative thinking Skill Understand extended definitions	Write about communication skills Skill Develop an argument	Describe photos of co-workers and friends	Pronunciation Listen, read, and say
- Blended pronunciation of <i>used to</i> ("usetə") - Sentence rhythm	Read an interview with a location scout Skill Make predictions based on text features	Write a movie review Skill Use contrast to express your opinion	Describe photos about your favorite band, book, or movie	Grammar Find grammar examples in real-life English
- The sounds /f/, /z/, /tʃ/, and /dʒ/ - The sounds /u/, /ʊ/, and /ʌ/	Read a restaurant review Skill Identify author's opinion with key words	Write a food blog Skill Use specific details	Make a video of your favorite meal	Vocabulary Use new vocabulary in daily life

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
6 How do you stay healthy? page 65	• Fitness activities • Managing stress • Staying healthy	• Gerunds as subjects and objects • Past forms of <i>be</i> + <i>going to</i> for past intentions • Prepositions of time	• Talk about fitness activities • Talk about managing stress • Give advice on staying healthy Skill Reply questions	• Listen to a podcast about exercise Skill Listen for enumeration
7 How do you do this? page 77	• Technology verbs • Describe work and co-workers • Phrasal verbs	• Embedded <i>wh</i>-questions • Comparisons with <i>as...as</i> • Phrasal verbs with objects	• Ask about how to do something • Talk about expectations • Give instructions Skill Respond to "thank you"	• Listen to voicemail messages Skill Listen for instructions
8 How are you feeling? page 89	• Common health problems • The flu • When you are sick	• <i>May / might / could</i> with the continuous to show possibility • Subordinating conjunctions in time clauses • Future real conditional	• Talk about feeling sick • Talk about the flu • Discuss what happens when you get sick Skill Show concern	• Listen to a podcast about the flu Skill Listen for signal words
9 Can you tell me a story? page 101	• Adjectives to describe • Morning routines • Verbs for thinking and understanding	• Reflexive pronouns • Past continuous with <i>while</i> and <i>when</i> • Infinitives of purpose	• Tell a personal story • Retell a story • Explain how you learned to do something Skill Show interest	• Listen to a podcast about learning Skill Listen for details
10 What will the future bring? page 113	• Dreams and ambitions • Helping others • Making decisions	• Noun clauses with <i>that</i> • Present unreal conditional • Past perfect	• Discuss hopes and dreams • Talk about <i>what if</i> situations • Tell someone's success story Skill Respond with encouragement	• Listen to a podcast about someone's life Skill Listen for key words in questions and answers

GRAMMAR PRACTICE page 125

VOCABULARY PRACTICE page 155

REFERENCES page 159

Pronunciation	Reading	Writing	Media Project	Learning Strategy
- Linking identical consonants - Blended pronunciation with to	Read about fitness apps Skill Identify comparison and contrast	Write about health and fitness Skill Show cause and effect	Describe photos of how to reduce stress	Vocabulary Group words
- Stress and linking in comparisons with as...as - Stress in phrasal verbs	Read about good work habits Skill Synthesize information	Write about how people learn Skill Show comparison and contrast	Make a video about showing how to do something	Grammar Grammar challenge
- Silent letters - Can and can't	Read about keeping cool Skill Identify cause and effect	Write about being sick Skill Use formal and informal writing	Make a video about staying healthy	Vocabulary Connect vocabulary to personal experience
- Consonant groups - Intonation to end or continue a thought	Read about the power of stories Skill Find supporting evidence	Write about a funny experience Skill Show sequence	Describe photos of working hard to learn something	Pronunciation Watch TV or a movie in English
- Blended pronunciation of <i>would you</i> ("wouldja") and <i>did you</i> ("didja") - Thought groups	Read about reducing waste Skill Make inferences	Write about good advice Skill Use parallel structure	Describe photos of hopes and dreams	Pronunciation Study the sounds of new words

Key

 00:00 audio

 video

 ActiveTeach

 abc flashcards

 video/coach

 web search

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Say your name and one thing about yourself. Repeat what your classmates said.



B Ask for help

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

What was that last part again? Could you explain that a bit more?
 Could you speak up, please? How do you say "firma" in English?
 What's the difference between "I want" and "I would like"?
 You're saying we should interview our partners and take notes?

1 I'm sorry. What was that last part again?

I said to change roles after you finish the conversation.

Oh, OK. Got it.

2 Can I ask you a question?

Of course.

"I would like" is more polite.

3 Just to check – _____

That's right.

OK. Thanks.

4 Can you remind me – _____

Signature.

Thanks.

5 Sorry, but I'm not following.

Sure. Let me give you another example.

6 I'm having trouble hearing you.

Sorry. Is that better?

Yes. Thank you.

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**. Find it on page 11. 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.

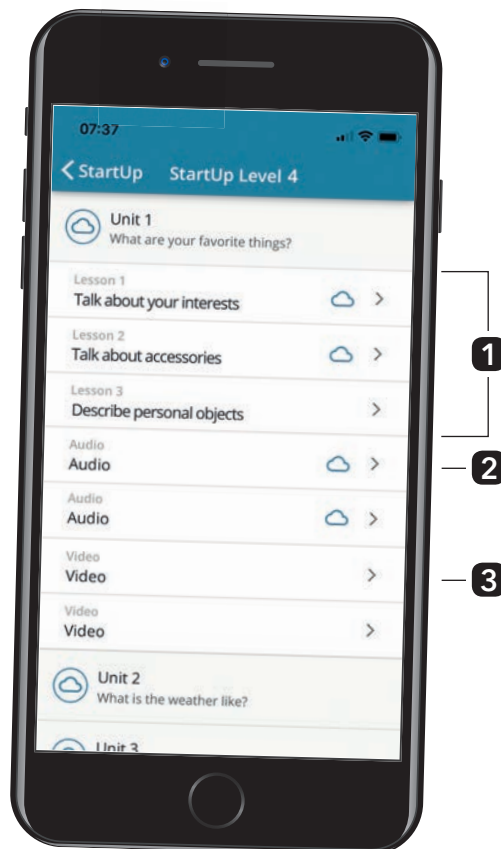
a. Number _____ shows the practice activities.

b. Number _____ shows the video files.

c. Number _____ shows the audio files.

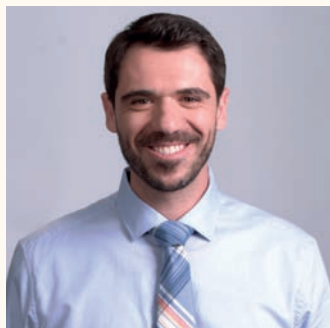
5. Look at the picture again. What does this  mean? _____

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.



MEHMET BODUR

Graphic designer



▶00-02 Hey there. I'm Mehmet Bodur. I'm a graphic designer. In my free time, I like to cook and discover new foods.

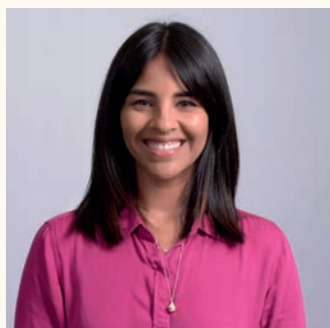


SU-MIN KIM

Marketing intern



▶00-05 Hi everyone! I'm Su-min Kim. I'm from Seoul, South Korea, but I'm doing a marketing internship at the New York office. Every day I learn something new. It's really exciting!

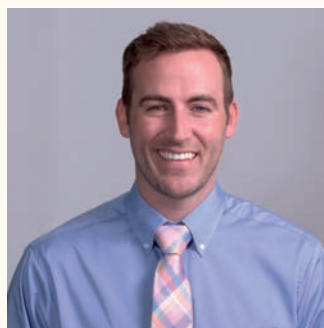


LIZ FLORES

Social media



▶00-03 Hello. I'm Liz Flores. I live in Lima, Peru. I'm in charge of social media for TSW. I love traveling to unknown places and meeting the local people there.

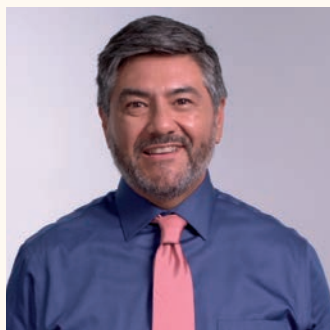


JIM STEVENS

Copywriter



▶00-06 Hi! I'm Jim Stevens. I'm a copywriter. I live in New York. I enjoy writing and I love hearing people's stories. Tell me yours!



FLAVIO VEGA

Animator



▶00-04 Hola! My name is Flavio Vega. I live in Bogotá, Colombia with my wife Carmen. I'm an animator. I loved cartoons as a kid, and I still do!



DIANA OLVERA

Art director



▶00-07 Hi there! My name is Diana Olvera. I live in Santiago, Chile. I'm an art director and I love my job. I also enjoy visiting galleries and meeting new artists.

1

WHAT ARE YOUR FAVORITE THINGS?

LEARNING GOALS

In this unit, you

- ⊗ talk about your interests
- ⊗ talk about accessories
- ⊗ describe personal objects
- ⊗ read about making choices
- ⊗ write about a friend



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a souvenir shop. What do you see?
- C** Now read Mehmet's message. What makes him happy?



MEHMET BODUR

@MehmetB

What makes you happy? For me it's always been traveling and cooking.

LESSON 1

TALK ABOUT YOUR INTERESTS



MEHMET BODUR

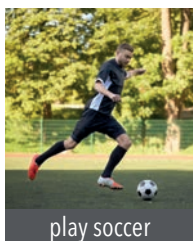
@MehmetB

Stayed up way too late watching soccer. What a game!



1 VOCABULARY Personal interests

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



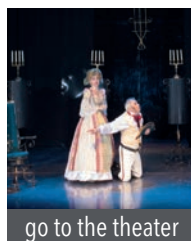
play soccer



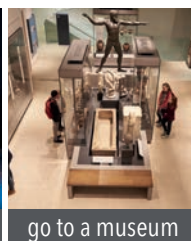
play baseball



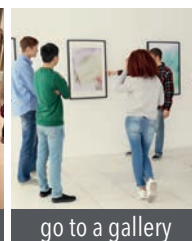
play tennis



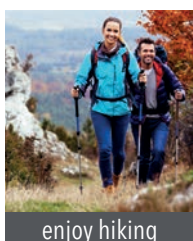
go to the theater



go to a museum



go to a gallery



enjoy hiking



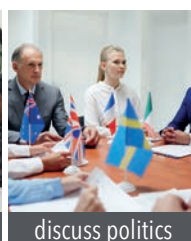
enjoy traveling



enjoy cooking



do charity work



discuss politics



do community service

B Make categories. Write a word or words that describe each list of words.

- | | | | |
|------------------|-------------------|-----------------|----------------------|
| 1. <u>sports</u> | 2. _____ | 3. _____ | 4. _____ |
| play soccer | go to the theater | enjoy hiking | do charity work |
| play baseball | go to a museum | enjoy traveling | discuss politics |
| play tennis | go to a gallery | enjoy cooking | do community service |

C PAIRS Compare answers in 1B. Explain your categories.



2 GRAMMAR No article

Use no article before certain kinds of nouns

Abstract nouns	Love is blind.	Everyone has a right to freedom .
Languages	Millions of people speak Spanish .	Chinese is a difficult language to learn.
Fields of study	Do you like politics ?	I'm going to study law when I graduate.
Sports and games	We sometimes play chess .	He's really good at tennis .

Notes

- Use *the* before a noun when
 - you know your listener is thinking about the same thing.
*How do you like **the new Spanish teacher**?*
 - you have already mentioned an indefinite noun.
*I'm going to a soccer game tomorrow. Do you want to go to **the game** with me?*
- Use *a / an* or *the* when the no-article noun is used as an adjective before a singular countable noun.
*We went to **a history museum** last week. I can't believe **the soccer ball** costs \$75!*
- Use *a / an* before a noun that is not specific.
*Where can I buy **a travel book** about Guatemala?*

>> FOR PRACTICE, GO TO PAGE 125



3 PRONUNCIATION

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

A: I'm interested in **p**olitics.

B: Not **m**e. I can't stand the **a**rguing.

A: That's what I **l**ike about it!

B ▶ 01-04 Listen. Underline the word in each sentence that has the main stress. Then check your answers with a partner.

1. A: I love going to museums.

B: I like sports. Museums are too quiet for me.

2. A: I was up late watching the tennis match.

B: Me, too. I was just talking to Sam about it.

3. A: I like cooking. I love trying new recipes.

B: Me, too. But I never have time to cook.

4. A: I love going to the theater.

B: Me, too. But tickets are too expensive.

C **PAIRS** Practice the conversations in 3B. Then change some of the words with main stress to make new conversations.

Main stress

The main stress in a sentence is often on the last important word. The main stress usually highlights new or different information. We do not usually put the main stress on repeated words or on words like prepositions that do not carry a lot of meaning.

4 CONVERSATION



A ▶ 01-05 Listen or watch. Check (✓) the correct boxes.

	Su-min	Mehmet
1. likes soccer	☐	☐
2. likes traveling	☐	☐
3. likes politics	☐	☐



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



Su-min: I just had a great conversation with a colleague about soccer.

Mehmet: Oh yeah? I didn't know _____ soccer.

Su-min: I love it!

Mehmet: Me, too! We have something in common.

Su-min: Yes, sounds like it. I wonder what else we both like.

Mehmet: I like politics.

Su-min: Not me. I _____ politics!



CONVERSATION SKILL

Talk about your interests

To talk about what you're interested in, say:

I'm (really) into...

I love...

I can't stand...!

I'm interested in...

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

C ▶ 01-07 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** Write three things you're interested in.

B **PAIRS** Talk about your interests. Use *Not me* and *Me, too*.

A: I'm really into soccer.

B: Me, too. I'm also interested in...

■ I CAN TALK ABOUT MY INTERESTS.



LESSON 2 TALK ABOUT ACCESSORIES



MEHMET BODUR

@MehmetB

Need a birthday gift for my sister. Any ideas?



1 VOCABULARY Fashion accessories

A 01-08 Listen. Then listen and repeat.



B PAIRS What are your favorite fashion accessories from 1A?

I like watches. I wear a watch every day.



2 GRAMMAR Restrictive relative clauses

Restrictive relative clauses define the meaning of nouns. They provide information that is necessary to understand the sentence.

Relative pronoun	Used for	Example
who	people	I know the designer who made this jacket.
whom	people	Selena is the woman (whom) I met at the fashion show.
that	people and things	The man that owns the accessories store is sitting over there. It's one of the few pieces of jewelry (that) I wear.
Relative adverb		
when	time	I'll always remember the day when my husband gave me this ring.
where	place	The store where my cousin works is in London.

Notes

- The relative pronouns *who* and *that* can be the subject or the object of the relative clause.
Subject: *I know the designer **who** made this jacket.*
(S) (V)
Object: *It's one of the few pieces of jewelry **that** I wear.*
(obj) (S) (V)
- The relative pronoun can be deleted when it is the object of the relative clause.
*It's one of the few pieces of jewelry (**that**) I wear.*

>> FOR PRACTICE, GO TO PAGE 126



3 PRONUNCIATION

A ▶01-10 Listen. Notice the intonation. Then listen and repeat.

That's a beautiful necklace. (I love the color.)

That's a beautiful necklace. (But it's too thin.)

That's a great idea. (Why didn't I think of that?)

That's a great idea. (But it won't work.)

B ▶01-11 Listen. Notice the intonation. Circle the sentence that the speaker might say next.

- | | |
|--|---------------------------------------|
| 1. I like your sunglasses. | 3. I like your ring. |
| a. They look great on you. | a. It looks really good on you. |
| b. But they're too big. | b. But I like your other ring better. |
| 2. That's a really nice tie. | 4. Your watch is very cool. |
| a. It's very cool. | a. I love it! |
| b. But it doesn't look good with that shirt. | b. But it's not my style. |

Intonation in compliments

Sometimes *how* we say something is as important as *what* we say. When we give a compliment, the intonation jumps up high to emphasize the important words and then falls at the end of the sentence. If the intonation falls but then rises a little at the end, it can sound like we're going to add a negative idea beginning with a *but*.

4 CONVERSATION



A ▶01-12 Listen or watch. Read the sentences. Circle *T* for *True* and *F* for *False*.

If the statement is false, cross out the false information and correct it.

- | | |
|---|------------|
| 1. Mehmet hates ^{likes} Su-min's bracelet. | T F |
| 2. The personal message on Su-min's bracelet is from her mother. | T F |
| 3. Mehmet thinks a gift like Su-min's bracelet is too personal and not a good idea. | T F |
| 4. Su-min wants to help Mehmet shop for his sister's birthday gift. | T F |



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

Mehmet: That's a _____ bracelet!
 Su-min: Thanks. It's one of the few pieces of jewelry _____ I wear.
 Mehmet: Well, I really like it.
 Su-min: Thank you. By the way, that tie is very cool. Where did you get it?
 Mehmet: I got it at a _____ my cousin works.



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

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of a few items that are special to you, like Su-min's bracelet.
- B** **PAIRS** Talk about the items you thought about in 5A. Explain why they are special.

■ I CAN TALK ABOUT ACCESSORIES.



LESSON 3

DESCRIBE PERSONAL OBJECTS



MEHMET BODUR

@MehmetB

I found my father's old leather photo album with his childhood pictures.



1 VOCABULARY Adjectives for describing objects

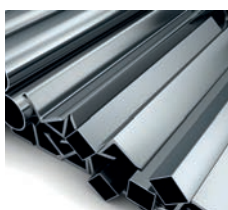
A ▶ 01-15 Listen. Then listen and repeat.



antique



glass



metal



shiny



dull



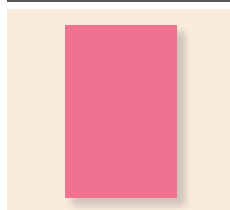
old-fashioned



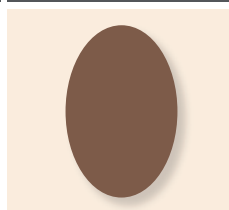
modern



cotton



rectangular



oval

B Put the vocabulary words in 1A into the correct categories.

Age	Physical quality (appearance and feel)	Shape	Material

C PAIRS Describe objects in the room with words from 1A.

There is a rectangular door. The window is made of glass.



2 GRAMMAR Sequence of adjectives

When more than one adjective is used before a noun, the adjectives generally occur in a certain order.

Opinion	Size	Physical quality	Age	Shape	Color	Origin	Material	Noun
		shiny					metal	keychain
		smooth		rectangular				tiles
			old	round				hatbox
beautiful							silk	top hat
	small				black	Italian		handbag

Note: Commas are often used to separate three or more adjectives. They may be left out in informal writing.

I got this **small, black, Italian** handbag from my grandmother.

>> FOR PRACTICE, GO TO PAGE 127

3 LISTENING

A ▶01-17 Listen to the radio show. Circle the correct answers.

- What's the show about?
 - childhood memories
 - cleaning up your home
 - special personal items
- Where did the stories on the show come from?
 - They are the host's personal stories.
 - The listeners of the show sent them in.
 - The writers of the show created the stories.
- What do Larry's cards make him think of?
 - college classes
 - late night studying
 - his old friends
- What do all the stories have in common?
 - They are about family and friends.
 - They are about exciting events.
 - They are about famous people.



B ▶01-17 Read the Listening Skill. Listen again. Complete the chart with the items you hear and their descriptions.

Item	Description
keychain	shiny, metal

LISTENING SKILL

Visualize what you hear

When you listen to descriptions, try to create a mental image of what you hear. This will help you understand the information and remember it better.

C **PAIRS** Student A, use your notes from 3B to describe one of the items. Student B, try to identify the item your partner describes.

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think of at least three items you would like to save for the future. Make notes.

Item	Description

B **PAIRS** Describe your items. Ask each other follow-up questions.

C **WALK AROUND** Ask three classmates to describe their items. Did anyone have the same item?



■ I CAN DESCRIBE PERSONAL OBJECTS.

LESSON 4

READ ABOUT MAKING CHOICES



MEHMET BODUR

@MehmetB

You can CHOOSE to be happy!

1 BEFORE YOU READ

A PAIRS What is your favorite leisure activity?

I really enjoy Brazilian jujitsu.



B **01-18 VOCABULARY** Listen. Then listen and repeat.

last: to continue for a period of time

a possession: something that you own

joy: a feeling of happiness

eat out: to have a meal in a restaurant

temporary: happening for just a short time

significant: large or important

network: a group of people that are connected

immediate: happening right away or right after something else

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A PREVIEW Read the title and look at the photo. Why do you think the people are happy?

B **01-19** Listen. Read the article.

ARE YOUR CHOICES MAKING YOU HAPPY?

Certainly, we've all felt pleasure when we buy something new. However, research shows that these good feelings don't actually last very long. For over two decades, Dr. Thomas Gilovich, a psychology professor at Cornell University, has studied the connection between happiness and the choices we make. His studies included over 1,200 people living in the U.S. ranging in ages from 21 to 69. According to Gilovich, it is experiences, and not possessions, that make people the happiest. People report the most joy when they participate in interesting activities. They feel happy when they go to concerts, eat out, learn a new skill, or enjoy a hobby.

When we buy something like a new phone, we gain a physical object that we can enjoy for a long time. Experiences are temporary and leave us with nothing but a memory. So why do they make us happier? Gilovich suggests that our new possessions make us happy at first. But we soon begin to take them for granted, or we just get tired of them when they become old. With experiences that make us happy, the opposite is true. After the experience is over, the memory of it continues to bring pleasure. In fact, we tend to remember events more positively as time passes.

These kinds of experiences also lead to more happiness because we usually share them with other people. We organize events with our friends, and enjoying these experiences together builds a sense of community. And these connections to other people make us happy. In fact, research shows that there is a significant connection between friendships and happiness. People with a good network of close friends and family members are generally happier and more successful in life.

Finally, leisure activities help you relax and reduce stress. Participants in one study reported feeling less stress and greater happiness after enjoying a hobby. Not only did the activities make the people feel better, but they also brought immediate and lasting health benefits. Many participants experienced a lower heart rate and reduced blood pressure. This calming effect lasted for hours. Over time, reducing stress can lower the risk of heart disease, weight gain, and depression. According to these studies, the health benefits of experiences are both emotional and physical.



3 CHECK YOUR UNDERSTANDING

A Read the Reading Skill. Circle the correct answers.

- Which phrase best describes the topic of the article?
 - the relationship between choices and stress
 - the relationship between choices and happiness
 - the relationship between happiness and experiences
- What point is the writer making about this topic?
 - Experiences can bring long-lasting pleasure.
 - People should not buy possessions.
 - Being happy can help you stay healthy.

READING SKILL Find the main idea

The main idea has two parts: (1) the topic and (2) the point that the writer wants to make about that topic. When you read, ask yourself: "What is this text about?" and then, "What point is the writer making about this topic?"

B DETAILS Check (✓) the ideas that are true based on the reading.

- ☐ 1. Pleasure from possessions ends quickly.
- ☐ 2. Experiences are often social.
- ☐ 3. Experiences are less expensive than possessions.
- ☐ 4. People who have experiences are less likely to get sick.
- ☐ 5. Experiences are good for physical health.
- ☐ 6. Possessions can't make people happy.
- ☐ 7. Experiences with others often lead to more happiness.
- ☐ 8. Experiences are good for mental health.
- ☐ 9. The number of possessions people buy is increasing.
- ☐ 10. Pleasure from experiences lasts.

C FOCUS ON LANGUAGE Reread lines 8-15 in the article. Think about the phrases *take them for granted* and *sense of community*. Circle the correct answers.

- The expression *take them for granted* means _____.
 - to get used to something and think about it less
 - to stop using something
 - to take a long time using something
- The expression *sense of community* means _____.
 - a wish to stay together
 - a feeling that you are part of a larger group
 - a place where people can gather

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

Use your own words.

The article explains that experiences are...

Find out about other things that make people happy. Are they similar to what makes you happy?



4 MAKE IT PERSONAL

A Think about the questions below. Take notes.

Which do you get more pleasure from, possessions or experiences?
Give examples and say why.

B PAIRS Discuss your answers in 4A.

I get more pleasure from experiences, such as cycling, because...

LESSON 5

WRITE ABOUT A FRIEND



MEHMET BODUR

@MehmetB

My conversation with Su-min this morning got me thinking about friendship...

1 BEFORE YOU WRITE

- A** Think about a good friend.
What makes that person a good friend?
- B** Read Mehmet's post. What are some things he does together with his friend Callum?

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My Best Friend

Posted on September 19

I have a lot of friends, but I have only a few friends who I feel very close with. My best friend is Callum. Callum and I met three years ago, at a design conference. We started talking about a presentation that we both liked. Then we found out that we have a lot of the same interests in our personal lives. Both of us like sports, especially soccer and tennis. We also both like traveling. Callum has been to some really interesting places, like Nepal and South Africa.

As designers, Callum and I both have very busy lives, but we always make time to see each other. We play tennis together almost every weekend. Afterwards, we have lunch and talk about a lot of different things. We often talk about the projects we are working on. Sometimes it's nice to get an outside opinion. We also discuss politics. We don't always agree with each other, but Callum always has interesting points to make. I like that he introduces new ideas to me.

It's not every day you find someone that you get along with so well. I really enjoy spending time with Callum.

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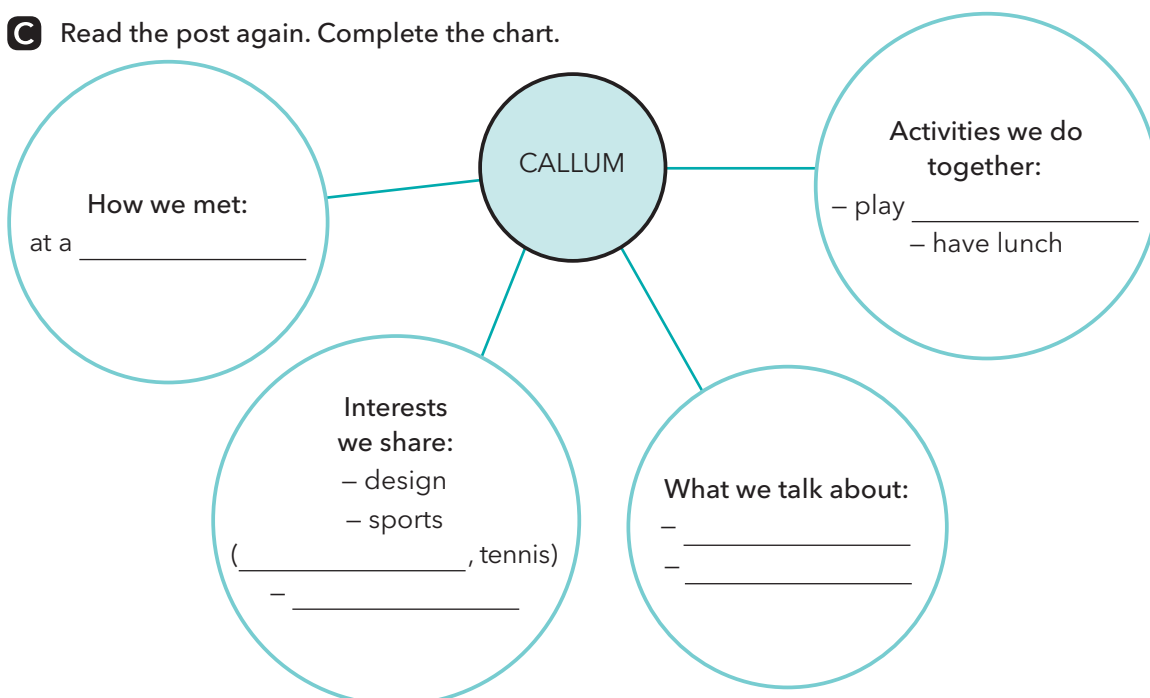
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- C** Read the post again. Complete the chart.



2 FOCUS ON WRITING

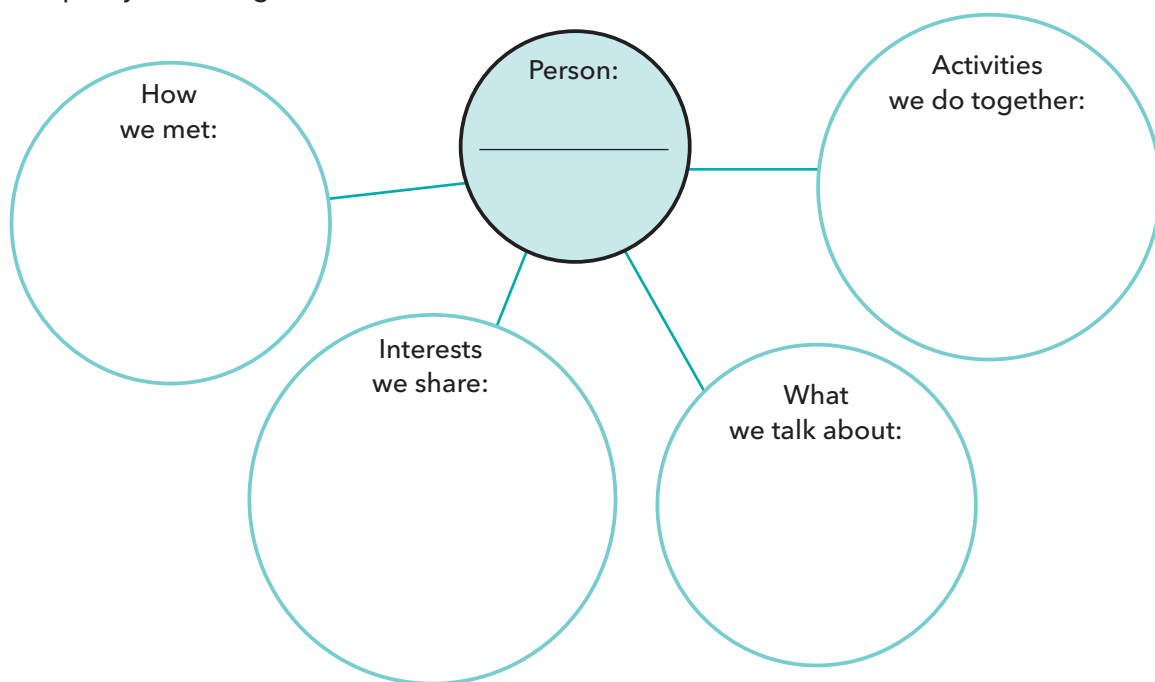
Read the Writing Skill. Then reread Mehmet's post. Circle the main idea sentence. Underline the supporting details.

WRITING SKILL Use a main idea and supporting details

To write in an organized way, include a **main idea** sentence to state your main point. Then give **supporting details**. Supporting details are examples which further explain the main idea.

3 PLAN YOUR WRITING

- A** Think about a friend you enjoy spending time with. Complete the chart to help plan your writing.



- B PAIRS** Talk about the friend you enjoy spending time with.
I enjoy spending time with my friend Ella. We like to go to concerts...

4 WRITE

Write a post about a good friend using your details in 3A. Remember to include a main idea sentence and clear supporting details. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's posts.
1. Circle the main idea sentence and underline all of the supporting details.
 2. Did your partner's supporting details help you understand why he or she enjoys spending time with this friend? Why or why not?
- B PAIRS** Can your classmate 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 A FRIEND.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶01-20 Listen or watch. What does Keiko talk about?



B ▶01-20 Listen or watch again. Answer the questions.

1. What items does Keiko describe?

2. Where did she get these items?

3. Why are these items important to her?

C Make your own video.

Step 1 Think of 1 or 2 items that are important to you. Where did you get them?

What memories or stories do you have about them?

Step 2 Make a 30-second video. Describe each of your items. Tell why the item is special.

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



2 LEARNING STRATEGY

USE GOOD EXAMPLES TO MAKE NEW SENTENCES

Study new grammar by making new sentences from a good example sentence. Use the good example to make some fill-in-the-blank sentences. Fill in the blanks with your own words. Say the sentences aloud for speaking practice with the grammar.

I'm studying _____.

Chinese

engineering

law

Review the grammar from the unit. Find some good example sentences. Use these to make fill-in-the-blank practice sentences. Write five new sentences and say them for practice.

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 my interests
- ☐ Talk about accessories
- ☐ Describe personal objects

Grammar

- ☐ No article
- ☐ Restrictive relative clauses
- ☐ Sequence of adjectives

Vocabulary

- ☐ Personal interests
- ☐ Fashion accessories
- ☐ Adjectives for describing objects

Reading

- ☐ Find the main idea

Writing

- ☐ Use a main idea and supporting details

Pronunciation

- ☐ Main stress
- ☐ Intonation in compliments

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 IS THE WEATHER LIKE?

LEARNING GOALS

In this unit, you

- ⊗ talk about the weather
- ⊗ report dangerous weather
- ⊗ discuss the effects of weather
- ⊗ read about extreme weather
- ⊗ write about a weather event



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Diana's message. What is she worried about?



DIANA OLVERA

@DianaO

I hope we don't have a bad storm this week!

LESSON 1

TALK ABOUT THE WEATHER



DIANA OLVERA

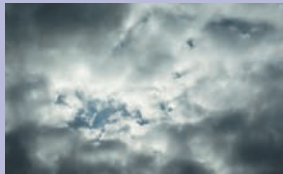
@DianaO

I wonder if I need my umbrella today...



1 VOCABULARY Weather conditions

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

 a storm	 lightning	 It's clearing up.	 It's getting cloudy.
 a thunderstorm	 thunder	 The sky is getting dark.	 It's starting to rain.
 a snowstorm	 a rainbow	 It's getting windy.	 It's starting to snow.

B ▶02-02 Listen. Write the weather condition that each speaker talks about.

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



2 GRAMMAR *Must / may / might / could* for conclusions

Use modals to draw conclusions about present situations based on facts.
The modal shows varying degrees of certainty.

Fact	Conclusion			
	Subject	Modal (not)		Base form of verb
The sky is getting dark.	The storm	must	very certain	be
	You	may		need
	The game	might		start
	They	could	least certain	cancel
The sky is clearing up.	The storm	couldn't	very certain	be
	The storm	must not		be coming
	You	may not		need
	They	might not	least certain	be

Note: Affirmative and negative modals show different degrees of certainty.

>> FOR PRACTICE, GO TO PAGE 128



3 PRONUNCIATION

- A** ▶02-04 Listen. Notice the two pronunciations of *th*. Then listen and repeat.

/ð/	/θ/
they, there, weather	thanks, three, fourth

Pronouncing *th*

There are two *th* sounds in English. For both *th* sounds, put your tongue between your teeth. Push air out between your tongue and top teeth. To say the voiced *th* sound in *they*, use your voice. To say the voiceless *th* sound in *thanks*, do not use your voice.

- B** ▶02-05 Write each word with *th* in the correct box in 3A. Then listen and check your answers.

- Was that thunder?
- It's this Thursday.
- Where's the theater?
- I think so.
- When is your brother's birthday?
- It's on Third Avenue.

- C** **PAIRS** Match the questions and answers in 3B to make two-line conversations.

4 CONVERSATION



- A** ▶02-06 Listen or watch. Circle the correct answers.

- Why do Jim and Diana think a storm is coming?
 - They see lightning.
 - It's starting to rain.
 - It's getting windy.
- How is the weather at the end of the day?
 - It clears up.
 - The sky gets darker.
 - It rains more.



- B** ▶02-07 Listen or watch. Complete the conversation.



Diana: Did you hear that?
 Jim: Yeah. Sounds like **thunder**.
 Diana: **The sky is getting dark**. There _____ a **storm** coming.
 Jim: I don't think I'll go out for lunch today.
 Diana: Good idea. You don't want to be out in this weather.

- C** ▶02-08 Listen and repeat. Then practice with a partner.

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

it's starting to rain it's getting cloudy **thunderstorm**



5 TRY IT YOURSELF

ROLE PLAY You are planning an outdoor event today. Choose a picture. Take turns describing the weather conditions. Make conclusions about the weather and what you may need to do.

Picture 1 **A:** Look. The sky is getting dark.
B: It might rain. We may need to...



I CAN TALK ABOUT THE WEATHER.

LESSON 2

REPORT DANGEROUS WEATHER



DIANA OLVERA

@DianaO

I just heard we're going to get another storm! I need to listen to the weather report.



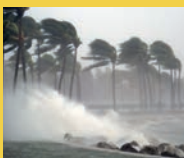
1 VOCABULARY Dangerous weather

A 02:09 Listen. Then listen and repeat.

Weather events



a tornado



a hurricane



a blizzard



a drought



a wildfire

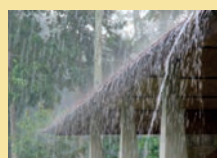


a landslide

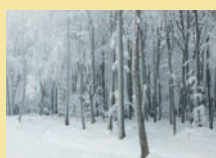


an earthquake

Weather conditions



heavy rain



heavy snow



strong winds



freezing temperatures



icy roads



flooding

B Circle the word that doesn't belong to each weather event.

1. **a tornado** strong winds icy roads heavy rain
2. **a blizzard** flooding icy roads heavy snow
3. **a wildfire** heavy rain strong winds a drought
4. **a landslide** heavy rain flooding freezing temperatures

C **PAIRS** Describe a dangerous weather event from 1A. Your partner guesses the word.

A: There are freezing temperatures and heavy snow.

B: It's a blizzard.



2 GRAMMAR Present perfect and present perfect continuous

Use contractions in spoken English and informal writing, such as *I've*, *I haven't*, *she's*, *she hasn't*.

Present perfect				Present perfect continuous			
Subject	Have / has	Past participle		Subject	Have / has	Been	Present participle
I	have	watched	the news.	I	have		watching
The fire	has	destroyed	ten homes.	The fire	has	been	burning
They	have	issued	warnings.	They	have		issuing

Notes

- The present perfect shows
 - a completed action at some point in the past
 - how much, how many

*The fire **has destroyed** 60 homes.*
- The present perfect continuous shows
 - a continuing action
 - how long

*The fire **has been burning** for five days.*
- With some verbs such as *live*, *study*, and *work*, there is little difference between the two tenses.
 - I **have lived** here since 2014.*
 - I **have been living** here since 2014.*

>> FOR PRACTICE, GO TO PAGE 129



3 PRONUNCIATION

A ▶02-11 Listen. Notice the stressed words. Then listen and repeat.

1. Snow has been falling for hours.
2. The roads have been icy.
3. I haven't left the house.
4. Have you checked the weather?
5. Yes, I have.
6. No, I haven't.

B ▶02-12 Underline the stressed words. Then listen and check your answers.

1. I've lived in a place with hurricanes.
2. I've driven on icy roads.
3. I haven't seen a tornado.
4. I've been watching the news a lot.
5. It hasn't rained in a month.
6. The weather has been colder.

C PAIRS Practice the sentences in 3A and B.

Stressed and unstressed words

We stress the important words in a sentence. We usually stress words that have a clear meaning, like nouns, adjectives, and main verbs. We do not usually stress helping verbs like *has*, *have*, or *been*. They are stressed only at the end of a sentence or in negative contractions.

4 LISTENING

A ▶02-13 Listen to the radio news reports. Circle the correct answers.

1. What is the purpose of the reports?
 - a. to warn people about dangerous weather
 - b. to explain how a tornado starts
 - c. to give tips on how to predict the weather
2. How is the weather news organized?
 - a. by type of weather
 - b. by area or city
 - c. by time and day

LISTENING SKILL

Listen for organization

When you listen, notice how the speaker organizes his or her ideas. Understanding how the information is grouped together will help you get the information you need

B ▶02-13 Read the Listening Skill. Listen again. Complete the notes about weather events.

Place	What has been happening?	What has happened?
The Midwest	Dangerous _____ have been moving through the area.	20,000 _____ in western Texas have reported loss of power.
Montreal	_____ have been falling all week.	A _____ has dropped ten inches of snow on the city.
Santiago	Chile has been experiencing a severe _____.	The wildfire has burned more than _____.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Imagine you are reporting a dangerous weather event. Complete the chart.

Weather event	Place	What has been happening?	What has happened?

B ROLE PLAY Report the dangerous weather event to your classmate. Take notes.

■ I CAN REPORT DANGEROUS WEATHER.



LESSON 3

DISCUSS THE EFFECTS OF WEATHER



DIANA OLVERA

@DianaO

It's been raining the entire week. Is this normal here?



1 VOCABULARY Effects of dangerous weather

A ▶ 02-14 Listen. Then listen and repeat.



We had to evacuate.



We lost power.



The streets were flooded.



Trees fell down.



The roads were closed.



The roads were icy.



Stores were closed.



Homes were damaged.

B Match weather events in Lesson 2 with the effects below. There can be more than one answer.

We had to evacuate.	We lost power.	The streets were flooded.	Trees fell down.
The roads were closed.	The roads were icy.	Stores were closed.	Homes were damaged.

C **PAIRS** Compare your answers in 1B.



2 GRAMMAR Expressing cause and effect with *so / such...that*

Subject	Verb	So + adjective	That clause
I	was	so scared	that I ran from the thunder.
It	is	so cold	that I can't feel my fingers.
The roads	were	so dangerous	that people stayed home.
Subject	Verb	So + adverb	That clause
He	drove	so carefully	that we arrived safely.
We	have prepared	so well	that we are ready for the storm.
The fires	are spreading	so quickly	that people can't get out.
Subject	Verb	Such + adjective + noun	That clause
She	was	such a brave firefighter	that she won an award.
The tornado	caused	such terrible damage	that it will take years to rebuild.
The countries	experienced	such a long drought	that people had no food.

>> FOR PRACTICE, GO TO PAGE 130

3 CONVERSATION



A ▶02-16 Listen or watch. Check (✓) all the effects of the hurricane.

- ☐ The streets flooded.
- ☐ People had to evacuate.
- ☐ Jim's sister's house flooded.
- ☐ Trees fell down.
- ☐ Jim's sister's house lost power.
- ☐ Stores were closed.
- ☐ Roads were closed.
- ☐ Jim's sister lived near the water, so her house was damaged.
- ☐ People lost their homes and cars.



B ▶02-17 Listen or watch. Complete the conversation.



Diana: Have you ever been in a hurricane?

Jim: Yeah. I have.

Diana: Really? What happened?

Jim: It rained so hard that streets were flooded.

Diana: Oh no!

Jim: And the wind was _____
trees fell down.

Diana: Sounds like it was dangerous!

Jim: It was. A lot of homes were damaged.

CONVERSATION SKILL

Express relief

To express relief, say:

That's a relief.

I'm glad to hear that.

Phew!

Thank goodness!

Listen to or watch the conversation in 3A again. Raise your hand when you hear the phrases above.

C ▶02-18 Listen and repeat. Then practice with a partner.

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

roads were closed

we lost power

We had to evacuate.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Have a conversation about the effects of dangerous weather. Use words from 1A.

A: Have you ever been in an earthquake?

B: Yes. We lost power. But we were OK.

A: I'm glad to hear that.

B WALK AROUND Talk to three other classmates about their experiences with dangerous weather. Take notes.





DIANA OLVERA

@DianaO

Watched Sharknado 5 on TV during my workout. My life will never be the same 😊

1 BEFORE YOU READ

- A PAIRS** What is the strangest weather you have ever seen?

Once, during a storm, I saw a rainbow in a complete circle. It's called a glory.



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

a creature: an animal

frequent: happening often

logical: based on clear thinking

extreme: very unusual or very bad

a body of water: a lake, a pond, or an ocean

inspire: to give someone the idea to do something

attack: to try to hurt someone

>> FOR PRACTICE, GO TO PAGE 155

2 READ

- A PREVIEW** Read the title and headers and look at the image. What is strange about the rain?

- B** 02-20 Listen. Read the article.

STRANGE RAIN

What's falling from the sky?

Not long ago, a man in a village in Serbia looked up and saw a strange, dark cloud in the sky. Suddenly, hundreds of frogs were falling from the cloud onto the road. A similar event occurred in Hungary five years later, when falling frogs surprised shoppers during a storm. The same year, hundreds of small fish fell on the tiny town of Lajamanu, Australia.

Since early times, there have been reports of frogs, fish, worms, and other creatures falling from the sky. In 200 BCE, a Greek historian reported that it "often rained fishes" near his home. In Yoro, Honduras, the rain of fish was at one time so frequent that the town celebrates *The Festival of Rain of Fishes* every year. Strange rain is not limited to living creatures; in 1969, people in Punta Gorda, Florida, reported a sudden storm of golf balls.

Where does this strange rain come from?

A writer named Charles Fort was fascinated by these reports. In the early 1900s, he collected more than 60,000 newspaper articles about different forms of strange rain. Although most people who hear about strange rain assume these are just stories, Fort disagreed. He felt there had to be a scientific explanation, yet his own explanations were not particularly scientific! He suggested that an ocean in the clouds might be the cause of the rain. In another idea, he suggested that perhaps the frogs were from a spaceship that had exploded far above the earth.

Most people can agree that Fort's explanations are probably not correct; however, the reports have been frequent enough that experts believe there must be some logical explanation. Today, scientists believe that this strange rain is the result of extreme weather. When powerful winds, especially tornadoes, move over a lake or river, they may pick up the water—and everything in it—including fish and frogs. The strong winds then move across land, often for very long distances. The town of Lajamanu, Australia, for example, is more than 300 miles or 482 kilometers away from a body of water. When the wind becomes weaker, everything falls to the ground, resulting in strange rain.

Strange rain goes to Hollywood

These reports of strange rain have inspired books, television programs, and movies. The *Sharknado* movies are probably the most well-known movies about creatures that fall from the sky. In these movies, a powerful tornado picks up shark-filled water from the ocean. It drops the water, along with the sharks, across the city of Los Angeles. As they fall through the air, the sharks attack hundreds of people. No one takes these movies seriously, but they are extremely popular. Strange rain makes a good story!



3 CHECK YOUR UNDERSTANDING

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

- Strange rain has no logical explanation.
- Extreme weather can bring strange forms of rain.
- Strange rain has a long history.

B Read the Reading Skill. What examples support the ideas in each section? Complete the chart.

Idea	Examples
What's falling from the sky?	1. <i>frogs</i> 2. 3. 4.
Where does this strange rain come from?	1. <i>ocean in the clouds</i> 2. 3.
Strange rain goes to Hollywood	1.

READING SKILL

Identify examples as supporting details

Writers often use examples to support their ideas. Identifying these examples can help you understand what the writer is trying to tell you.

C FOCUS ON LANGUAGE Reread lines 8–9 and 25–27 in the article. Think about the phrases *at one time* and *take seriously*. Circle the correct answers.

- The expression *at one time* means that _____.
 - it happened once
 - it happened at a time in the past
 - it happened a long time ago
- The expression *take something seriously* means _____.
 - to think something is real and important
 - to think something is dangerous
 - to want to buy something

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

The article is about an unusual kind of rain...

Find other news reports on strange rain.



4 MAKE IT PERSONAL

A Have you ever experienced strange rain or other kinds of strange weather? Complete the chart about a strange weather experience that you had.

What did you see?	Who were you with?	What did you do?

B PAIRS Share your weather experience. Use your notes in 4A.

When I was eleven years old, my family...

☐ I CAN READ ABOUT EXTREME WEATHER.



DIANA OLVERA

@DianaO

Busy emailing everyone back home. Want them to know everything is okay here!

1 BEFORE YOU WRITE

- A** Do your friends or family worry when you have dangerous weather? How do you let them know you are okay?
- B** Read Diana's email. What weather event is she writing about?

Subject: All OK!

From: Diana To: Sofia

Hi Sofia,

Just writing to let you know that I'm okay.

I've seen snow before, but I've never seen a snowstorm like this! I mean, it snowed for almost four days, non-stop. I think we got about 30 cm of snow here in the city! On top of that, the wind was so strong that you really couldn't be outside in it for more than a few seconds. And the temperature was probably around -12°C the whole time. It was pretty serious!

So, the storm caused a lot of problems with my travel plans. The snow and the freezing temperatures made all the roads really icy and shut down trains and subways, too. Because of that I couldn't travel to any of my meetings out of town. I had to reschedule them for this week. Plus, my flight back to Santiago was cancelled last week. I'm trying to get on another flight this week after my meetings. I'll find out tomorrow when I'll be back home.

I'll tell you more about it when I'm back in town. Is everything okay with you? How's the new job going? Hope all is well!

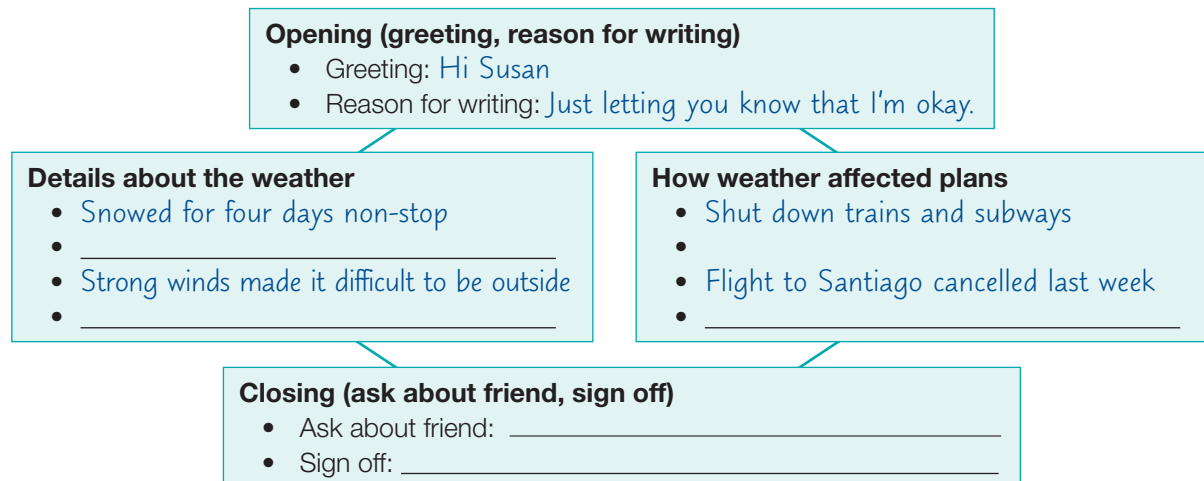
Diana

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Diana's email. Take notes in the chart.

WRITING SKILL Organize one idea per paragraph

To make your writing clear, describe only one idea in each paragraph. This will make both your informal writing, such as emails, and formal writing, such as essays, clear.



3 PLAN YOUR WRITING

- A** Think about a bad weather event you experienced. Imagine you are writing an email to someone about the event. Complete the chart to help plan your email.

Opening (greeting, reason for writing)	
- Greeting: _____ - Reason for writing: _____	
Details about the weather	How weather affected plans
_____ _____ _____ _____	_____ _____ _____ _____
Closing (ask about friend, sign off)	
- Ask about friend: _____ - Sign off: _____	

- B PAIRS** Talk about the weather event in your email.
I was in a hurricane last year. It rained so much...

4 WRITE

Write an email about the weather event using your ideas from 3A. Remember to use one idea per paragraph for each point you want to make. Use the email in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's emails.
1. Did your partner organize one idea per paragraph?
 2. Did your partner include clear supporting details?
- B PAIRS** Can your classmate 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 ▶02-21 Listen or watch. What does Lucas talk about?



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

1. What weather conditions does Lucas talk about?

2. What did he do?

3. What does he predict for tomorrow's weather?



C Show your own photos.

Step 1 Think about a time when weather changed your plans and how it changed them.
Choose 3-5 photos to show the weather.

Step 2 Show the photos to the class. Describe the weather and what happened to your plans.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY

MAKE A VOCABULARY WORD WEB

Make a word web to help you learn vocabulary. Word webs show how words in a group are related to each other. When you study words that are connected, it is easier to remember them.

freezing
temperatures

heavy
snow

strong
winds

BLIZZARD

icy
roads

dangerous
conditions

Review the vocabulary from the unit. What words do you need to study?

Make two or more word webs of related words. Review the word webs 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 the weather
- ☐ Report dangerous weather
- ☐ Discuss the effects of weather

Vocabulary

- ☐ Weather conditions
- ☐ Dangerous weather
- ☐ Effects of dangerous weather

Pronunciation

- ☐ Pronouncing *th*
- ☐ Stressed and unstressed words

Grammar

- ☐ *Must / may / might / could* for conclusions
- ☐ Present perfect and present perfect continuous
- ☐ Expressing cause and effect with *so / such...that*

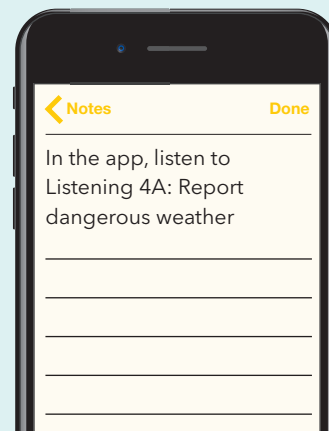
Reading

- ☐ Identify examples as supporting details

Writing

- ☐ Organize one idea per paragraph

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.



3

HOW WELL DO YOU WORK TOGETHER?

LEARNING GOALS

In this unit, you

- ⊗ discuss problems at work
- ⊗ talk about avoiding problems
- ⊗ talk about a misunderstanding
- ⊗ read about creative thinking
- ⊗ write about communication skills



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a meeting. What do you see?
- C** Now read Liz's message. Why does she talk about communication?



LIZ FLORES

@LizF

Communication is key in working with others.

LESSON 1

DISCUSS PROBLEMS AT WORK



LIZ FLORES

@LizF

Check out the new brochure design on our website. It wasn't easy, but we did it!



1 VOCABULARY When things go wrong

A ▶ 03-01 Listen. Then listen and repeat.

Negative feelings

embarrassed: feeling ashamed

frustrated: feeling upset because something is preventing you from doing something

mad: feeling angry

tense: feeling nervous or anxious



Ways to work successfully

communicate clearly: to talk about or explain things in a clear way

follow instructions: to do what you are supposed to do

have experience: to know how to do something well because you have done it before

meet deadlines: to finish something on time

B ▶ 03-02 Listen to four conversations. Match the words and phrases with each conversation.

Conversation 1	embarrassed	didn't meet deadlines
Conversation 2	frustrated	didn't follow instructions
Conversation 3	mad	doesn't have experience
Conversation 4	tense	didn't communicate clearly

C **PAIRS** Make four sentences, each one using one negative feeling and one action in 1A.

I was *embarrassed* *because...*



2 GRAMMAR Object complements

An object complement is a noun or adjective that comes after a direct object and renames or describes the direct object.

Subject	Verb	Direct object	Complement
I	find	the project	interesting.
She	painted	her office	blue.
It	makes	me	uncomfortable.
We	elected	Rosa	president of the company.
They	made	the presentation	easy to understand.

Notes

- Object complements are commonly used with certain verbs, such as *call*, *consider*, *elect*, *find*, and *make*.
- The complement can be a noun phrase (e.g., *president of the company*) or an adjective phrase (e.g., *easy to understand*).



>> FOR PRACTICE, GO TO PAGE 131



3 PRONUNCIATION

- A** ▶ 03-04 Listen. Notice the stressed syllables. Then listen and repeat.

ˌcɒm.juːˈkeɪ.t̩
ˌcɒm.juːˈkeɪ.t̩.ɪd
ˌcɒm.juːˈkeɪ.t̩.ə.ʃən

They didn't communicate clearly.
We communicated by email.
Communication was a problem.

- B** ▶ 03-05 Underline the stressed syllable in each word. Then listen and check your answers.

- | | | | |
|----------------|--------------|---------------|--------------|
| 1. design | designer | 4. frustrated | frustrating |
| 2. embarrassed | embarrassing | 5. effective | effectively |
| 3. graduate | graduation | 6. organized | organization |

- C** **PAIRS** Student A, say a word in 3B. Student B, say the other word in the pair.

Stress with word endings

In words with more than one syllable, one syllable is stressed: ˌcɒm.juːˈkeɪ.t̩. When we add an ending like -er, -ed, or -ly to a word, usually the stress does not change: ˌcɒm.juːˈkeɪ.t̩.ɪd. But with some endings, like -tion, the stress moves to the syllable just before the ending: ˌcɒm.juːˈkeɪ.t̩.ə.ʃən.

4 CONVERSATION



- A** ▶ 03-06 Listen or watch. Circle the correct answers.

- What was good about the printing company?
 - They had a lot of experience.
 - Their work was good.
 - They met deadlines.
- The printing company didn't _____.
 - use the right paper
 - return phone calls
 - use the right color
- Will Liz and Diana use the printing company again?
 - Yes.
 - No.
 - They don't know yet.



- B** ▶ 03-07 Listen or watch. Complete the conversation.



Diana: So what went wrong?
Liz: Well first, they didn't communicate clearly.
Diana: I agree. They didn't respond to emails very well.
Liz: And they didn't follow instructions.
Diana: Yes! That _____ so frustrated!
Liz: Yeah, I found that _____ to understand.



- C** ▶ 03-08 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 problem you've had at work. Complete the chart.

Who was involved?	What was the problem?	How did it make you feel?
project team member	didn't meet deadlines	mad

- B** **PAIRS** Talk about the problems you've had.

A: My project team member made me so mad.
B: Why? What happened?

I CAN DISCUSS PROBLEMS AT WORK.



LESSON 2 TALK ABOUT AVOIDING PROBLEMS



LIZ FLORES

@LizF

Lesson for today: If you never make mistakes, you never learn!



1 VOCABULARY Ways to avoid problems

A 03-09 Listen. Then listen and repeat.

brainstorm ideas: to come up with ideas (usually with other people)
 offer suggestions: to tell someone what you think he/she could or should do
 set up a meeting: to arrange a time and place to come together to discuss something
 set clear goals: to carefully plan what you want to achieve
 stay on schedule: to do your work on time
 give feedback: to tell people how well they did something, and how they can do it better
 create an agenda: to think of a list of topics to discuss at a meeting

B When do you do the activities in 1A? Check (✓) the boxes. Some actions can happen multiple times.

	Before starting a project	During a project	After the project
1. brainstorm ideas	☐	☐	☐
2. offer suggestions	☐	☐	☐
3. set up a meeting	☐	☐	☐
4. set clear goals	☐	☐	☐
5. stay on schedule	☐	☐	☐
6. give feedback	☐	☐	☐
7. create an agenda	☐	☐	☐

C PAIRS Compare your answers in 1B.



2 GRAMMAR Making suggestions

	Subject	Base form of verb	
What if	I	give	them feedback?
Why don't	we		
How about			

	Verb + -ing	
How about	setting	some goals?

Subject 1 + suggest	(that)	Subject 2	Base form of verb	
I suggest	(that)	she	set up	a meeting.
She suggests		we		

Notes

- With *suggest that*, the verb in the second clause is always in the base form.
- You can use *Let's* and *could* to make suggestions.

Let's talk to them about it. **We could** send them an email.

We often use questions to make suggestions as a way of softening them, or making them more polite.



>> FOR PRACTICE, GO TO PAGE 132

3 CONVERSATION



A ▶ 03-11 Listen or watch. Read the sentences. Circle *T* for *True* and *F* for *False*.
If the statement is false, cross out the false information and correct it.

- | | | |
|---|---|---|
| 1. Liz and Diana have decided not to use the printing company again. | T | F |
| 2. They will give the printing company feedback with specific examples. | T | F |
| 3. They will set clear goals to communicate better. | T | F |
| 4. They will ask the printing company for daily reports. | T | F |



B ▶ 03-12 Listen or watch. Complete the conversation.

Liz: _____ we offer suggestions
on how to work together more effectively?

Diana: That's a great idea! What did you have in
mind?

Liz: Well, for one, we _____ set up weekly
meetings.

Diana: I couldn't agree more! That will give us
a specific time to discuss problems that
come up.

Liz: Exactly!



C ▶ 03-13 Listen and repeat. Then practice
with a partner.

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

CONVERSATION SKILL Show agreement

To show that you agree with something, say:

Right. I agree.

That sounds good / great.

I couldn't agree more.

That's a great / good idea.

Exactly!

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

4 TRY IT YOURSELF

ROLE PLAY Imagine that you work for TSW Media. Choose one of these situations
and then have a meeting. Brainstorm ways to avoid a similar problem in the future.

Situation 1	Situation 2
Your project was late by a month.	A project costs 25% more than you planned.

A: I can't believe our project was late by a month.

B: What can we do next time?



LESSON 3

TALK ABOUT A MISUNDERSTANDING



LIZ FLORES

@LizF

Just listened to a couple of hilarious stories on the podcast *Daily Trouble*. Still laughing!



1 VOCABULARY Words related to understanding

A 03:14 Listen. Then listen and repeat.

be confused: to not understand something clearly
clarify: to try and make something easier to understand
figure out: to understand or solve something
misunderstand: to understand something in the wrong way
assume: to think that something is true even though you don't have proof
realize: to finally understand something that you did not know before



B Complete the sentences. Use words from 1A.

- It's easy to _____ the question, so listen carefully.
- I am totally _____. Can you explain that again?
- I don't know where Bora is, but I _____ she is still coming.
- We have to _____ how to solve this problem together.
- I didn't _____ how difficult this class was going to be until I failed my first test.
- Pictures can help _____ written instructions.

C PAIRS Write a sentence with each of the verbs in 1A that are true for you. Tell your classmate.

Yesterday, I finally figured out the meaning of "brainstorm ideas."



2 GRAMMAR Imperatives in reported speech

Use *said*, *told*, and *asked* with an infinitive to report past orders and requests.

Direct speech				Reported speech				
Subject	Verb	Object	Imperative	Subject	Verb	Object	(Not) infinitive	
I	said,	—	"Arrive on time."	I	said	—	to arrive	on time.
You	told	him,	"Don't be late."	You	told	him	not to be	late.
She				She	asked	us		

Notes

- Never use a noun or pronoun as an object with *said*.
- Always use a noun or pronoun as an object with *told* and *asked*.
- Never use *ask* with imperatives in direct speech.
- Always use a comma before the imperative in direct speech.

>> FOR PRACTICE, GO TO PAGE 133





3 PRONUNCIATION

- A** ▶03-16 Listen. Notice the way the stress moves in these numbers. Then listen and repeat.

Turn to page **fifteen**. I read **fifteen** pages.
She's **twenty-five**. Let's meet in **twenty-five** minutes.

- B** ▶03-17 Listen. Circle the number you hear.

Then listen and repeat.

- There were 13 / 30 students in the class.
- They've been married for 14 / 40 years.
- The book cost 18 / 80 dollars.
- The meeting took about 15 / 50 minutes.

Numbers and moving stress

We always stress the first syllable of numbers ending in -ty: *fifty*. But in -teen numbers (like *fifteen*) and numbers with two parts (like *twenty-five*), the stress can move. We stress the last part of these numbers when we say them alone or at the end of a sentence: *fifteen*. But we often stress the first part of the number when another word follows: *fifteen pages*.

LISTENING SKILL

Listen for cause and effect

Understanding cause and effect relationships can help you identify the important ideas in a listening. For example, stories often start with a problem. That is the *cause*. The *effect* is what happens because of the problem.

4 LISTENING

- A** ▶03-18 Listen to the two stories. Circle the correct answers.

- What was the problem in the first story?
 - Tony's mom didn't understand what a vegetarian was.
 - Tony didn't want his mother to cook.
 - Tony's mother didn't know Tony had a girlfriend.
- What was the problem in the second story?
 - Greg didn't know how to set up the meeting room.
 - Greg set up the meeting for the wrong number of people.
 - Greg didn't know where to order the sandwiches.

- B** ▶03-18 Read the Listening Skill. Listen again. Complete the chart.

	Story 1	Story 2
Who	Tony and his mother	Greg and his boss
Effect of the misunderstanding	First, mom asked Tony if she could make _____ Then she wanted to make _____	Greg reserved a _____ that was too small. Greg didn't order enough _____

- C PAIRS** Student A, retell the first story. Student B, retell the second story.

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Complete the chart with information about a misunderstanding. It can be something that happened to you or to someone you know.

Who	
Why it happened	
What was the effect	

- B PAIRS** Tell your stories. Ask follow-up questions.

■ I CAN TALK ABOUT A MISUNDERSTANDING.





LIZ FLORES

@LizF

Do you know what helps me think of original ideas? Riddles and puzzles —they're a great brain exercise!

1 BEFORE YOU READ

- A PAIRS** Think of a creative way you solved a problem. What was the problem? What did you do?



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

flexible: able to change easily

an assumption: something you think is probably true but don't know for sure

relevant: related to what you are doing or talking about

obvious: easy to notice or understand

a criminal: a person who is involved in illegal activities or has been proven guilty of a crime

arrest: to take a person to the police station because the person has done something illegal

>> FOR PRACTICE, GO TO PAGE 156

2 READ

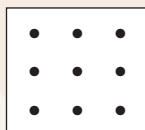
- A PREVIEW** Read the title. What do you think the dots in the article are?

- B** **03-20** Listen. Read the article.

LATERAL THINKING

Sometimes no matter how much I think about a problem, I just can't solve it. Solving problems is important for my job, so when a colleague mentioned lateral thinking, I was ready to listen. Lateral thinking means thinking in an indirect and creative way and looking at the problem in a new and unusual way. This can help you become more flexible when you try to solve a problem. Lateral thinking is different from how I thought about problems. I was being too logical. I was thinking about each problem in a very direct, step-by-step way and making too many assumptions. You've probably heard the expression, "thinking outside of the box." It actually comes from a famous problem called the nine-dot puzzle. To solve the puzzle, you have to connect all nine dots with four straight lines, but you can't take your pen off the page. HINT: To complete this task successfully, you must go "outside the box." Solving this puzzle is an example of lateral thinking.

Situation puzzles are other examples of practicing lateral thinking. To solve situation puzzles, you may ask only yes/no questions, which have three possible answers: "yes," "no," or "the information isn't relevant." There's not only one answer to problems like these, but one answer is usually the best. That answer usually seems obvious after you know it.



Nine-dot puzzle

Here is an example:

Someone calls the police to tell them that a criminal named Jim Price is playing cards in the apartment next door. The police know Price is dangerous, but they don't know what he looks like. They go into the apartment and they see three people playing cards: two truck drivers and a firefighter. They don't say a word, but they immediately arrest the firefighter. How do the police know he is Jim Price?

Here is one way that yes/no questions could help you find the solution:

Did any of the players say anything?	No
Did the firefighter try to run away?	No
Did the policemen know any of the players?	No
Did the firefighter look different from the truck drivers?	Yes
Was the firefighter wearing a hat?	Not relevant
Was the firefighter's hairstyle different from the truck drivers'?	Yes

Price looked different from the truck drivers and had a different hairstyle from them because Price was a man and the truck drivers were women. Many people begin with the assumption that truck drivers are always men.

Lateral thinking is already helping me at my job in market research. After practicing this type of thinking, I suggested a whole new group of customers for our products to my boss. Try it! It just might work for you!

3 CHECK YOUR UNDERSTANDING

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

- a. Lateral thinking is the best way to solve a problem.
- b. Lateral thinking helps you make assumptions.
- c. Lateral thinking might help you to solve problems.

B Read the Reading Skill. Circle the correct answer.

- 1. Where is the definition of lateral thinking?
a. Lines 4–6 b. Lines 7–8 c. Lines 16–18
- 2. Where does the writer explain how lateral thinking is different from other ways of thinking?
a. Lines 6–8 b. Lines 7–11 c. Lines 24–26
- 3. Where is an example of lateral thinking?
a. Lines 11–16 b. Lines 19–23 c. Lines 28–46

READING SKILL Understand extended definitions

Writers often provide extended definitions to explain important or difficult ideas. They can do this by providing:

- dictionary definitions
- differences from other ideas
- examples

C Read the Reading Skill again. Circle the correct answer.

- 1. What does lateral thinking mean?
a. thinking in a creative way
b. taking a direct approach to problems
c. asking questions about a situation
- 2. Lateral thinking is different from ____.
a. problem solving
b. logical, step-by-step thinking
c. thinking outside the box
- 3. What is an example of lateral thinking?
a. making an assumption
b. solving a situation puzzle
c. asking a yes / no question
- 4. Why are situation puzzles difficult?
a. People think the solution is too obvious.
b. People add their own information.
c. People don't understand the problem.

D **FOCUS ON LANGUAGE** Reread lines 9–11 in the article. Think about the phrase *step-by-step*. Circle the correct answer.

The expression *step-by-step* means ____.

- a. a way that helps you finish quickly
- b. a new and different way
- c. a way of doing something in a certain order

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

Lateral thinking is a different way to solve problems...

Find out about lateral thinking. What other puzzles use lateral thinking?



4 MAKE IT PERSONAL

A Read the situation puzzle. Write *yes* / *no* questions like the ones in the article to solve it.

A man is dressed in black. He is wearing a black mask. There are no streetlights. There is no moon. A car is coming toward him. It has no lights. Then the driver turns away. How was the driver able to see the man in black?

B **PAIRS** Share your *yes* / *no* questions with your classmate. Decide who will ask the questions and try to solve the puzzle, and who will provide the answer.

Did the man say something to the driver?

It was daytime so it was light.



LIZ FLORES

@LizF

Good communication is so important! I've been thinking about how to communicate better...

1 BEFORE YOU WRITE

- A** What are some good communication skills?
- B** Read Liz's blog post. What communication skill is she writing about?

Blog | About | Destinations | Contact



The secret to good communication

A famous Greek philosopher once said, "We have two ears and one mouth so that we can listen twice as much as we speak." I couldn't agree more. It is so important to listen well in order to communicate well.

Listening is especially important when you disagree with people. If you want to solve the disagreement, you first have to listen and understand how they are feeling. Are they frustrated, angry, disappointed? If they feel like you are trying to understand them, they will be more open to you. Also, if you understand how they are feeling, it's easier to come up with solutions that you can both agree on.

Listening is also important because it can help you succeed at work. The most successful business leaders are good listeners. They are always paying attention to what others are saying so that they can hear new or different ideas. Listening to new ideas like this can help you think of a better way to do something.

Of course it's important to learn how to speak well and communicate your point clearly. But it doesn't matter how clear you are if you can't hear what other people are saying. I think listening is probably the most important communication skill.

Leave a Reply

About

RSS Feed

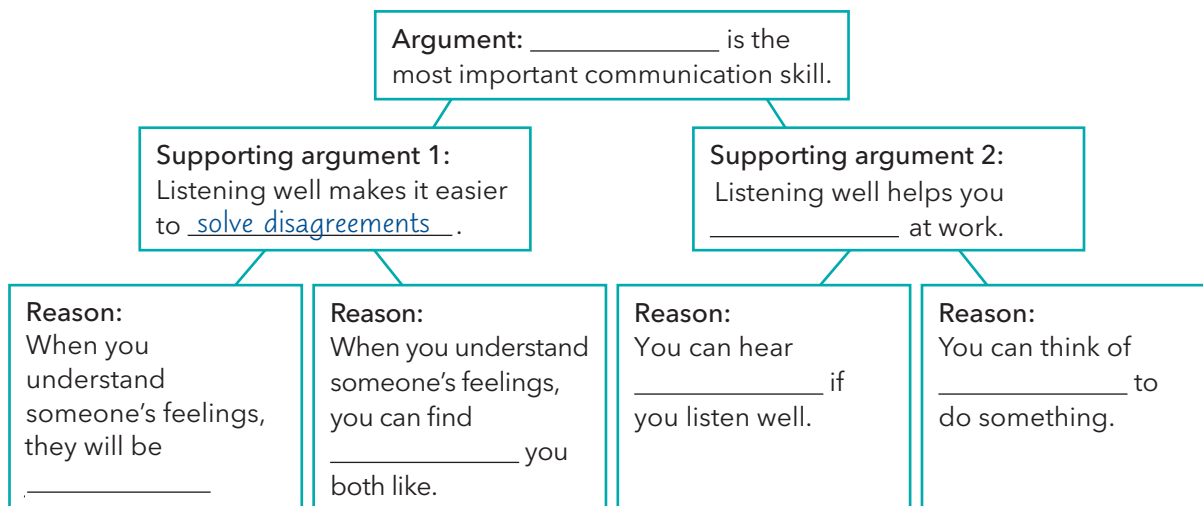
Social Media

Recent Posts

Archives

Email

- C** Read the post again. Complete the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread Liz's post.
Underline the two supporting arguments.
Circle the reasons given for each one.

WRITING SKILL Develop an argument

When writing your opinion about a topic, provide **supporting arguments**. These arguments should include details which further explain and support your main idea. You can give reasons for your opinion, or you can provide specific examples that help to support your point.

3 PLAN YOUR WRITING

- A** The Greek philosopher Plato said, "Wise men speak because they have something to say; fools speak because they have to say something." What do you think this means? Do you agree or disagree? Develop your argument with supporting reasons and examples. Complete the chart to help plan your writing.

Argument:			
Supporting argument 1:		Supporting argument 2:	
Reason / example:	Reason / example:	Reason / example:	Reason / example:

- B PAIRS** Share your opinion and supporting arguments.
I agree with the quote. I think it means that...

4 WRITE

Write a post giving your opinion about the quote using your details from 3A. Remember to give supporting arguments with reasons and examples. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's posts.
1. Underline the supporting arguments.
 2. Circle all the reasons or examples given.
 3. Did your partner's reasons and examples help to develop their argument in a clear and persuasive way? Why or why not?
- B PAIRS** Can your classmate 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 COMMUNICATION SKILLS.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 03:21 Listen or watch. Who does Rafi talk about?



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

1. What does Rafi do with Malik?

2. Why is Rafi happy to know Yanni?

3. How does Tariq help Rafi?

C Show your own photos.

Step 1 Take photos of 2-3 co-workers or friends. What do you do with them?
How do they help you?

Step 2 Show the photos to the class. Talk about each person.

Step 3 Answer questions and get feedback.



2 LEARNING STRATEGY

LISTEN, READ, AND SAY

To improve your pronunciation, listen to audio while reading. For example, listen to audio while reading the script from your book. Read aloud along with the video for practice.



Review the audio / video from the unit. Listen to the Conversation audio while reading along with the script on the page. Listen again. This time read aloud. Try to match the pronunciation. Review the audio / video at least twice.

3 REFLECT AND PLAN

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

Speaking objectives

- ☐ Discuss problems at work
- ☐ Talk about avoiding problems
- ☐ Talk about a misunderstanding

Grammar

- ☐ Object complements
- ☐ Making suggestions
- ☐ Imperatives in reported speech

Vocabulary

- ☐ When things go wrong
- ☐ Ways to avoid problems
- ☐ Words related to understanding

Reading

- ☐ Understand extended definitions

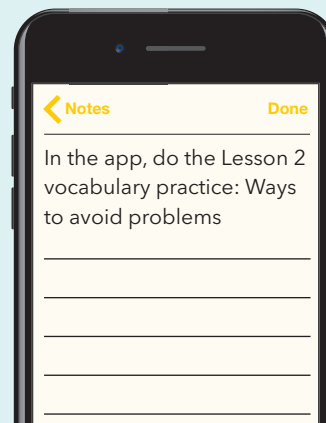
Writing

- ☐ Develop an argument

Pronunciation

- ☐ Stress with word endings
- ☐ Numbers and moving 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 DO YOU RELAX?

LEARNING GOALS

In this unit, you

- ⊗ talk about how life has changed
- ⊗ talk about what you like
- ⊗ talk about a movie review
- ⊗ read an interview with a location scout
- ⊗ write a movie review



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 Flavio's message. What did he do last night?



FLAVIO VEGA

@FlavioV

Went to a great concert last night with my best friends!

LESSON 1

TALK ABOUT HOW LIFE HAS CHANGED



FLAVIO VEGA

@FlavioV

Forgot my cell phone—
feeling a little lost! Email me!!!



1 VOCABULARY Ways to connect

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



B PAIRS Choose one of the ways to connect in 1A and describe what you do, how often, and other details.

I post on social media every day...



2 GRAMMAR Used to and would

Use *used to* or *would* for past habits or situations that don't happen or are not true anymore.

Statements

Subject	Used to / Would	Base form of verb		Notes
He They	used to / would	live write	in Chile. letters in the past.	- Use <i>used to</i> (not <i>would</i>) with past situations: <i>He used to live in Chile.</i> - Do not use <i>would</i> unless it follows a clear reference to past time: <i><u>When I was a child</u>, I would play a lot of video games.</i> - In negative statements, <i>never used to</i> is more common than <i>didn't use to</i>: <i>I never used to study hard.</i>
Subject	Didn't	Use to	Base form of verb	
I	didn't	use to	study	hard.

Questions

Wh-word	Did	Subject	Use to	Base form of verb		Notes
Where	did	you	use to	work?		- Do not use <i>would</i> with questions. - In questions, the simple past is more common than <i>did use to</i>: <i>Did you have a blog then?</i>
	Did	you	use to	have	a blog?	
	Didn't	he	use to	play	guitar?	

>> FOR PRACTICE, GO TO PAGE 134



3 PRONUNCIATION

- A** ▶ 04-03 Listen. Notice the blended pronunciation of *used to* and *use to*. Then listen and repeat.

/yustə/

/yuzd/

I used to hate shopping.

I used a credit card.

He didn't use to see his friends. She used an app to pay.

- B** ▶ 04-04 Listen. Circle "yes" if the sentence uses the blended pronunciation "useta" /yustə/. Circle "no" if it doesn't. Then check your answers with a partner.

1. yes / no 2. yes / no 3. yes / no 4. yes / no 5. yes / no 6. yes / no

- C** **PAIRS** Talk about things you used to do or like and how that has changed. Try to find a change that you have in common.

A: I used to play soccer, but I don't have time anymore.

B: Not me. I never played soccer.

Blended pronunciation of *used to* ("useta")

The verb *use* is normally pronounced /yuz/ (past *used* /yuzd/). But when we use *used to* or *use to* to talk about past habits, we blend the two words together and say "useta" /yustə/.

4 CONVERSATION



- A** ▶ 04-05 Listen or watch. Who does each statement refer to? Write *Jim* or *Flavio*.

- _____ 1. He forgot his phone today.
_____ 2. He hates shopping in stores.
_____ 3. He stays in touch with his friends more easily now.
_____ 4. He video chats with his niece in Taipei.



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

Flavio: I was thinking about what we _____ do before all this technology.

Jim: What do you mean?

Flavio: Well, before social media, I _____ stay in touch with my friends much less frequently.

Jim: What do you do now?

Flavio: Now I message them all the time.

CONVERSATION SKILL Ask for clarification

To ask someone to clarify his or her meaning, say:
What do you mean?
Can you explain that a little bit?
Why's that?

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

- C** ▶ 04-07 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 about how technology shapes your social life. Think about what your parents and grandparents used to do before modern technology. Take notes.
B **PAIRS** Use your notes to talk about how social life has changed.

■ I CAN TALK ABOUT HOW LIFE HAS CHANGED.



LESSON 2

TALK ABOUT WHAT YOU LIKE



FLAVIO VEGA

@FlavioV

I miss playing with my band.
Time to dust off my old guitar!



1 VOCABULARY Entertainment

A 04-08 Listen. Then listen and repeat.

Movies		Music		Art	
science fiction	comedy	rock	pop	painting	sculpture
suspense	action/adventure	hip hop	jazz	dance	photography

B PAIRS Student A, describe a word from 1A. Student B, guess the word. Take turns.

A: You need a camera to do this. **B:** Photography!



2 GRAMMAR So, neither, too, and either with simple present action verbs

Use *so*, *neither*, *too*, and *either* to show similarity or agreement.

Statement	Response	
Affirmative	So	do / does + subject
Sara loves rock.	So	does John.
I enjoy taking photos.	So	do I.
Negative	Neither	do / does + subject
Jake doesn't watch suspense movies.	Neither	does Amy.
We don't like dancing.	Neither	do we.
Statement	Response	
Affirmative	Subject	do / does + too
She takes hip-hop classes.	Sam	does, too.
I love painting.	I	do, too.
Negative	Subject	doesn't / don't + either
Karl doesn't paint well.	Yoko	doesn't, either.
They don't like comedies.	We	don't, either.
Note: In informal speech, we often use <i>me, too</i> and <i>me, neither</i> .		
A: I love pop music.	A: I don't like comedies.	
B: Me, too.	B: Me, neither.	



>> FOR PRACTICE, GO TO PAGE 135



3 PRONUNCIATION

A ▶ 04-10 Listen. Notice the rhythm. Then listen and repeat.

...	...	...
modern dance So do I.	science fiction I don't, either.	play the guitar Neither do I.

Sentence rhythm

Every language has its own rhythm, or beat. The pattern of stressed and unstressed syllables gives English its rhythm. Words, phrases, and sentences can have the same rhythm. For example, the word *introduce* has the same rhythm as the sentence *What's your name?*

B ▶ 04-11 Write each sentence in the correct column in 3A. Then listen and repeat.

- I do, too.
- Where are you from?
- We can do it.
- How did you do?
- How's it going?
- What about you?

4 CONVERSATION



A ▶ 04-12 Listen or watch. Circle the correct answers.

- What do Flavio and Jim both like?
 - action / adventure movies
 - photography
 - playing jazz guitar
- What will Flavio and Jim do on Saturday?
 - go to a movie
 - go to a photography show
 - go to a music festival



B ▶ 04-13 Listen or watch. Complete the conversation.



Flavio: What kind of movies do you like?

Jim: All kinds. But I don't like suspense movies too much.

Flavio: Yeah. I _____. I like science fiction.

Jim: _____! A good sci-fi movie can really make you think.

Flavio: I agree.

C ▶ 04-14 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 Write two or three things from 1A that you like and one thing you don't like.

B WALK AROUND Find someone who has similar likes and dislikes. Then report to the class.

*Monica loves jazz, and so do I.
I don't like pop music, and neither does she.*



■ I CAN TALK ABOUT WHAT I LIKE.

LESSON 3

TALK ABOUT A MOVIE REVIEW



FLAVIO VEGA

@FlavioV

Get Out of Town! is in theaters this week. Do you think it's worth watching?



1 VOCABULARY Movies

A ▶ 04-15 Listen. Then listen and repeat.

release: to make a movie available for the public to see
direct: to give instructions to the actors in a movie about how to perform
play: to act as a character in a movie
adapt: to change something and be able to use it in a different way
a plot: the details of a story
acting: the way an actor performs in a movie
a role: a character in a movie
a blockbuster: a movie that is a big success

B Complete the sentences. Use words from 1A.

- Actors need to be good at _____, and directors need to _____ well.
- The movie made millions of dollars. It was a _____.
- They will _____ the movie next summer, but only in a few cities.
- My favorite actors _____ the main characters in the movie.
- Valerie Vaine will play the _____ of Jessica in the new movie.
- The _____ of the movie includes suspense, comedy, and action/adventure.
- The writers will _____ the story of a famous novel to turn it into a movie.

C PAIRS Compare your answers in 1B.



2 GRAMMAR Simple present and simple past passives

Use the passive when it is not known or not important who performs an action.

Simple present passive

Subject	Be	(Not)	Past participle	
I	am		employed	as a director.
The movie	is	(not)	adapted	from a book
Blockbusters	are		released	every day.

Simple past passive

Subject	Be	(Not)	Past participle	
The movie	was		filmed	last year.
The actors	were	(not)	known	in Hollywood.

Notes

- In passive sentences, the focus shifts from the agent to the object.
 Active: *People invited the writer.* Passive: *The writer was invited.*
- Use *by* when it is important to know who performs an action:
*The role is played **by** award-winning actor Henry Davis.*
- In questions, the verb *be* comes before the subject:
***Are you** employed now? Where **were you** employed last year?*

>> FOR PRACTICE, GO TO PAGE 136

3 LISTENING

A ▶ 04-17 Listen to the movie review. Circle the correct answers.

1. *Get Out of Town!* is a(n) _____ movie.
 - a. action/adventure
 - b. suspense/thriller
 - c. science fiction
2. The plot in *Get Out of Town!* is _____.
 - a. confusing
 - b. wonderful
 - c. mysterious
3. In *Get Out of Town!*, Patrick Solaro brings out the best in _____.
 - a. the actors
 - b. the action
 - c. the story

B ▶ 04-17 Read the Listening Skill. Listen again. How many stars do you think Brad Johnson would give the director, actors, and plot? Circle the correct answers.



2h 12min
 Directed by: Patrick Solaro
 Written by: Kathleen Doherty, based on a novel by Melissa Bridges
 Stars: Belle Winter, Henry Davis, Susan Robinson...

Get Out of Town!

Great acting. Confusing story. ★★★★★

Author: bjohnson2410
 9 October

Patrick Solaro's new movie was expected to be a big hit. After all, he is last year's winner of the Academy Award... [...More](#)

Was this review helpful? Yes 87 No 2

★★★★★ = Excellent ★★★☆☆ = Good ★☆☆☆☆ = Bad

1. Director
 - a. ★★★★★
 - b. ★★★☆☆
 - c. ★☆☆☆☆
2. Actors
 - a. ★★★★★
 - b. ★★★☆☆
 - c. ★☆☆☆☆
3. Plot
 - a. ★★★★★
 - b. ★★★☆☆
 - c. ★☆☆☆☆

C PAIRS Compare your answers in 3B. Explain your choices.

LISTENING SKILL Draw inferences

An inference is a conclusion based on the information you hear. It is not said directly, but the listener can understand it from the context.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Take notes on a movie you want to review using the chart.

Movie title	Actors and director	Characters	Story	What I liked	What I disliked	Number of stars

B PAIRS Student A, talk about your movie. Student B, guess how many stars Student A gave it.

The movie is called *Jumping Jack*. It was directed by Thomas England...

■ I CAN TALK ABOUT A MOVIE REVIEW.



LESSON 4

READ AN INTERVIEW WITH A LOCATION SCOUT



FLAVIO VEGA

@FlavioV

I wish they made more movies like *The Lord of the Rings*. The scenery was breathtaking!

1 BEFORE YOU READ

- A PAIRS** What are some of your favorite movie locations?

*I loved the jungle scenes in *King Kong*.*



- B** 04-18 **VOCABULARY** Listen. Then listen and repeat.

an industry: all the business of similar kind

shoot: to make a movie

authentic: made or done in the traditional way

remote: far away from other places

a scene: one part of a movie

a bonus: a good thing you did not expect

>> FOR PRACTICE, GO TO PAGE 156

2 READ

- A** Read the Reading Skill. Answer the questions.

1. What kind of article do you think this will be?

2. What do you think Sam Dinh will talk about?

- B** 04-19 Listen. Read the interview.

READING SKILL Make predictions based on text features

Before you start reading, look at the title, any headings, and text in bold or italics. These features can help you predict the type of text and what it is about.

A SCOUT'S STORY

As a writer for *On the Move*, I get the chance to share some of the fascinating behind-the-scenes details about making movies and to talk to people working in the film industry. I recently met Sam Dinh, a location scout for the new

5 **blockbuster, *Our Time in the Sun*.**

Sam, you grew up near Los Angeles, but you moved to Vietnam about ten years ago. Now you are a top movie location scout in the industry. How did that happen?

Actually, I moved to Hanoi to be near my family. Then, one day

10 I was talking to a friend who works for a movie director. The director was shooting a film in Vietnam and wanted a location in the jungle. I found the perfect location and things just continued from there.

What exactly do location scouts do?

15 We have to find the right locations for every scene in the movie, but we also make sure that all the details on the set look and sound authentic.

So, when you look for that perfect location, what are some of the things you have to think about?

20 The main thing is to find a location that looks right, but there are other things to consider as well. For one film, I found an old house in a remote village. The director said it was exactly what she had in mind. And it looked perfect, but...

What was the problem?

25 There was no electricity or running water in the village. We had to bring our own generators to produce electricity.

Wow! What about really unusual or unexpected tasks? Can you tell us about some of them?

30 I once had to set up a scene where a village was attacked by a tiger. There was a professional animal trainer and we had an emergency plan in place so there was no real danger. But so many things can go wrong with wild animals.

I can imagine! We don't think about all the details that make each scene authentic.

35 That's true, especially for historical movies. For example, *Our Time in the Sun* takes place in Hanoi in the 1950s. Of course, I knew that satellite dishes and other modern technology had to be removed, but those white lines on the streets? They had to go, too. They weren't there in the 1950s.

40 **So, what's the best part of your job?**

Well, one great bonus is that I sometimes get to play small roles—usually just in crowd scenes—but never with any tigers!

3 CHECK YOUR UNDERSTANDING

A What do location scouts do? Circle three answers.

- a. They help the director make changes after the filming is finished.
- b. They help set up the scenes.
- c. They find the best locations for every scene in a movie.
- d. They make changes in the location if it is not perfect.
- e. They help the actors to look authentic.

B Circle the correct answer.

- 1. What was the problem with the house in a remote village?
 - a. There were wild animals.
 - b. It needed a lot of changes to make it authentic.
 - c. There was no power for the equipment.
- 2. What kind of unexpected job has Sam had?
 - a. finding remote locations
 - b. building roads
 - c. working with wild animals
- 3. What is one thing Sam had to do to make a scene authentic?
 - a. remove modern technology
 - b. find a professional animal trainer
 - c. do historical research
- 4. What makes a scout's job challenging?
 - a. attention to lots of details
 - b. the need for emergency plans
 - c. living far from home

C **FOCUS ON LANGUAGE** Reread lines 21-23 and 29-31 in the interview. Think about the phrases *had in mind* and *in place*. Circle the correct answers.

- 1. The expression *had in mind* means to have ____.
 - a. an opinion about something
 - b. a plan or intention
 - c. an original idea
- 2. The expression *in place* means ____.
 - a. organized and ready for use
 - b. in a specific location
 - c. close to you

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

The reading is an interview with a location scout. He...

4 MAKE IT PERSONAL

Look for information about location scouts. How can someone find a job as a location scout?



A Think about a location that would be interesting for a movie. Describe the location and say what kind of movie you imagine.

Location	Description	Movie type

B **PAIRS** Talk about the locations you chose for each movie type and why you chose them.

LESSON 5

WRITE A MOVIE REVIEW

1 BEFORE YOU WRITE

- A** What are your favorite kinds of movies? Why do you like those movies?
- B** Read Flavio's online movie review. How did he feel about the movie?



FLAVIO VEGA

@FlavioV

I saw a new movie this weekend. Check out my review before you go to see it.



1h 49 min

Directed by: Oscar Lombard

Written by: Kate Reynolds

Stars: Pia Andrade,
Britt Malcolm,
Jan Jansen...

Hunted Review

Critic Review Audience Reviews

Flavio V ★★☆☆☆

I went to see *Hunted* this weekend, and I thought it was awful! I felt like I wasted two hours and twelve dollars.

First of all, the plot sounds exciting, but it is actually very predictable. Carla, an ordinary woman—a high school teacher—is chased by a group of bad men. We don't know who they are, and we don't know why they are chasing her. As the movie goes on, you find out more and more about Carla's past, and how she is connected to these men. Of course, it turns out that she isn't so ordinary after all. By the time the movie reveals the "surprise", it isn't much of a surprise. I knew exactly what was going to happen in the end.

The star of the movie is Pia Andrade, an actress I usually like a lot. Her acting in this movie is good—she is the reason I gave the movie two stars instead of just one. While the role she plays in this movie is very silly, Andrade makes the character realistic. Still, with her talent, I think she should play more serious roles.

This is the second movie that was directed by Oscar Lombard. I loved his first movie, *Awaken*. It had an interesting, surprising plot, and the acting was great. In contrast, *Hunted* is a real disappointment. Let's hope his next movie is better!

- C** Read the review again. Complete the chart. Indicate positive (+) and negative (-) opinions.

Feature	Summary	+ or -	Why?
Plot	An _____ is chased by a group of bad men. You learn about _____ throughout the movie. It turns out she is connected to the men in some way.	-	The plot sounds _____ but is predictable.
_____	The _____ is Pia Andrade.	+	While the role is silly, Andrade makes the character _____.
Director	The director is Oscar Lombard. This is his _____ movie.	-	In contrast to his first movie, <i>Hunted</i> is a _____.

2 FOCUS ON WRITING

Read the Writing Skill. Then read Flavio's review again. Underline the words and sentences that show a contrast to what he expected.

WRITING SKILL Use contrast to express your opinion

Sometimes, when you express your opinion, you can make it stronger by saying how it is different from what you expected. Use **contrast words** like *but, however, while, although, in contrast, on the other hand, and despite* to express these contrasts.

3 PLAN YOUR WRITING

A Think of a movie you want to review. Complete the chart to help plan your review.

Feature	Summary	+ or -	Why?

B PAIRS Share your opinions about the movie.

*I saw the movie *Inception* and really liked it. It's about...*

4 WRITE

Write a movie review using your details from 3A. Remember to use contrasts to express your opinion. Use the review in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's reviews.

1. Underline the sentences your partner used to express his or her opinion using contrasts.
2. Did these sentences make your partner's opinion stronger? Why or why not?

B PAIRS Can your classmate improve his or her review? Make suggestions.

6 PROOFREAD

Read your review again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A MOVIE REVIEW.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 04-20 Listen or watch. What type of music does Sofia like?



B ▶ 04-20 Listen or watch again. Answer the questions.

1. Who is Sofia's favorite band?

2. What does she like about the band?

3. How does she describe their music and videos?



C Show your own photos.

Step 1 Think about your favorite band, book, or movie. Choose 3-5 photos to show what you like about it.

Step 2 Show the photos to the class. Talk about what you like. Describe the music, story, characters, or actors.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY

FIND GRAMMAR EXAMPLES IN REAL-LIFE ENGLISH

When you learn a new grammar form, look for examples of it in places other than your textbook. Write down examples you find to study later. You can also bookmark or save what you find on an app or computer.



Review the grammar from the unit. Look or listen for the grammar on the internet, in movies, or in other classes. Make note of the examples. Review the grammar examples 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

- ☐ Talk about how life has changed
- ☐ Talk about what I like
- ☐ Talk about a movie review

Vocabulary

- ☐ Ways to connect
- ☐ Entertainment
- ☐ Movies

Pronunciation

- ☐ Blended pronunciation of *used to* ("usetə")
- ☐ Sentence rhythm

Grammar

- ☐ *Used to* and *would*
- ☐ *So, neither, too, and either* with simple present action verbs
- ☐ Simple present and simple past passives

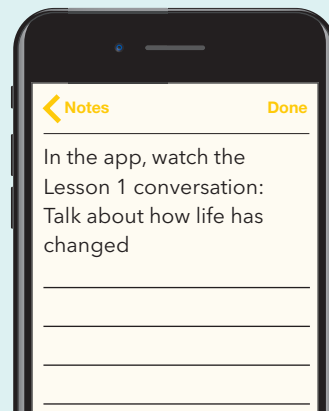
Reading

- ☐ Make predictions based on text features

Writing

- ☐ Use contrast to express your opinion

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

WHAT ARE WE EATING?

LEARNING GOALS

In this unit, you

- ⊗ discuss restaurant experiences
- ⊗ talk about food preferences
- ⊗ tell a story about a party
- ⊗ read a restaurant review
- ⊗ write a food blog



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 Mehmet's message. Why is he excited?



MEHMET BODUR

@MehmetB

Can't wait to share my favorite restaurants with Liz during her visit!

LESSON 1

DISCUSS RESTAURANT EXPERIENCES



MEHMET BODUR

@MehmetB

Going to an awesome restaurant for lunch. So much good food and so little time!



1 VOCABULARY Restaurant experiences

A 05-01 Listen. Then listen and repeat.

Taste



bland



greasy



fresh



stale

Atmosphere



cozy



formal



casual



crowded

Service



rushed



efficient



slow



poor

B **PAIRS** Write the words from 1A in the chart. Discuss your answers.

Positive (good things)	Negative (bad things)	Neutral (not good or bad)



2 GRAMMAR Tag questions

We use tag questions to confirm the information we have.

Affirmative sentence	Negative tag	Negative sentence	Affirmative tag
The atmosphere is great, You have eaten here many times, He owns this restaurant,	isn't it? haven't you? doesn't he?	You aren't coming, She didn't bring the menu, We can't walk there,	are you? did she? can we?

Real questions

In tag questions, our *voice rises* at the end when we are *not sure* if our statement is true. We are asking a real question and expect the listener to *give us information*.

A: You don't like sushi, *do you?* **B:** Yes, I do! I like it a lot!

Questions expecting agreement

Our *voice falls* at the end when we are *sure* our statement is true. We expect the listener to *agree*.

A: The food here is terrible, *isn't it?* **B:** Yes, it really is.

>> FOR PRACTICE, GO TO PAGE 137



3 PRONUNCIATION

- A** ▶ 05-04 Listen. Notice the sound of the underlined consonants. Then listen and repeat.

/ʃ/ /z/ /tʃ/ /dʒ/
 fresh casual chicken juice

- B** ▶ 05-05 Circle the word that has a different consonant sound than the first word in the line. Then listen and check your answers.

1. **fresh** efficient service delicious rushed
2. **casual** usually Asian Russian television
3. **chicken** chef question chowder adventure
4. **juice** beverage dangerous greasy orange

- C** **PAIRS** Create three sentences. Each sentence should include at least two words with the consonant sounds /ʃ/, /z/, /tʃ/, or /dʒ/. Use words from 3A or 3B, or your own ideas.
 I usually eat fish chowder for lunch.

The sounds /ʃ/, /z/, /tʃ/, and /dʒ/

The sounds /ʃ/, /z/, /tʃ/, and /dʒ/ have the following usual spellings, but note that they also have other spellings.

Sound	Example	Usual spelling
/ʃ/	fresh	sh
/z/	casual	s
/tʃ/	chicken	ch
/dʒ/	juice	j or g

4 CONVERSATION



- A** ▶ 05-06 Listen or watch. Circle the correct answers.

1. The restaurant is **formal** / **cozy** / **crowded**.
2. The service is **efficient** / **slow** / **poor**.
3. The restaurant has fresh **bread** / **vegetables** / **sandwiches**.



- B** ▶ 05-07 Listen or watch. Complete the conversation.



Mehmet: You _____ been here before, _____?

Liz: No. It's my first time. The **atmosphere** is great, **casual**, not too **crowded**. And I love the modern style.

Mehmet: Yeah, it's a nice place. And just wait until you taste the food!



- C** ▶ 05-08 Listen and repeat. Then practice with a partner.

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

5 TRY IT YOURSELF

- A** **PAIRS** Make up a restaurant. Complete the chart.

Restaurant name	Kind of food	Atmosphere	Quality of service

- B** **ROLE PLAY** You're at the restaurant. Have a conversation about food, service, or atmosphere. Use tag questions to check on whether you agree.



■ I CAN DISCUSS RESTAURANT EXPERIENCES.

LESSON 2

TALK ABOUT FOOD PREFERENCES



MEHMET BODUR

@MehmetB

LOVE the food, but why do servers ask so many questions??!

1 VOCABULARY Categories on a menu

A 05-09 Listen. Then listen and repeat.

starters and soups

Fish chowder \$5 Chicken wings \$5
Vegetable soup \$5 Fried mozzarella \$4

salads

Garden salad \$6 Caesar salad \$6
(add chicken – \$4 extra / add grilled shrimp – \$6 extra)

main dishes

Grilled salmon, served with rice \$12
Spaghetti with meatballs \$11
Chicken sandwich with grilled onions \$11
Steak sandwich, served with one side \$14

desserts

Apple pie \$4 (add ice cream – \$1 extra) Chocolate cake \$5

sides (\$3 EACH)

Seasonal vegetables French fries Roasted or mashed potatoes

appetizers

Fried calamari \$8
Stuffed mushrooms \$6
Shrimp cocktail \$12

entrées

Seafood pasta (shrimp, clams, fish) \$15
Roasted half chicken \$14
T-bone steak \$18

à la carte

Steamed vegetables
Mashed potatoes
Garlic bread
(all items \$2 each)

Dessert

Cheesecake \$6
Lemon meringue pie \$6

beverages

Sodas \$2
Fresh fruit juice (orange, apple, cranberry) \$3
Coffee / Tea \$2

B Complete the chart with the category names from the menus in 1A. Some categories can have two names.

Beverages				
water	cookies	nachos	fish and chips	rice
milk	pie	shrimp cocktail	spaghetti	onion rings

C PAIRS Discuss which parts of the meal you usually have when you eat at a restaurant.
When we eat in a restaurant, we usually have a main dish and one or two sides.



2 GRAMMAR Expressing preference with *would rather* and *would prefer*

Subject	Would rather	(Not)	Base form of verb	
I	would rather	(not)	have	the steak.
He			eat	Italian food tonight.
Subject	Would prefer	(Not)	Infinitive	
We	would prefer	(not)	to sit	outside.
They			to order	appetizers.

Notes

- Use the contraction form of *would* ('d) with subjects in spoken English and informal writing: *I'd, You'd, He'd, They'd*.
- To form questions, place *would* before the subject.

Would you **prefer** to eat at 7:00? What time **would** you **prefer** to eat?

>> FOR PRACTICE, GO TO PAGE 138



3 PRONUNCIATION

- A** ▶ 05-11 Listen. Notice that the spellings for all three vowel sounds usually include the letter *u* or *o*. Then listen and repeat.

1. /u/	2. /ʊ/	3. /ʌ/
m <u>oo</u> d bl <u>ue</u>	b <u>oo</u> k sug <u>u</u> r	l <u>u</u> nc <u>h</u> lov <u>e</u>

The sounds /u/, /ʊ/, and /ʌ/

Notice how we say the following sounds:

sound	example	description	how to say it
/u/	<i>blue</i>	a long sound	push your lips into a circle.
/ʊ/	<i>book</i>	a shorter sound	make your lips less round.
/ʌ/	<i>lunch</i>	a relaxed sound	open your mouth just a little.

- B** ▶ 05-12 Listen. Do the underlined letters have the vowel sound 1. /u/, 2. /ʊ/, or 3. /ʌ/? Write the numbers in the spaces. Then listen and repeat.

1. fruit ____ 2. juice ____ 3. good ____ 4. food ____ 5. onion ____ 6. soup ____

- C** **PAIRS** Write five sentences. Include two words with vowel sounds in 3A in each sentence.
The onion soup looks wonderful!

4 CONVERSATION



- A** ▶ 05-13 Listen or watch. Circle the correct answers.

- What does Mehmet order?
 - fish
 - a garden salad
 - a steak sandwich
- What would Mehmet rather have than potatoes?
 - vegetables
 - a salad
 - a soup
- What does Liz find funny?
 - the waiter's questions
 - Mehmet's choices
 - the menu options



- B** ▶ 05-14 Listen or watch. Complete the conversation.



Mehmet: So, _____?
 Liz: The **salmon** looks good, but I had it last night. _____ try something else.
 Mehmet: Well, how about the **salad with grilled shrimp**?
 Liz: Perfect! So, what are you having?
 Mehmet: I usually order **fish**, but I'm not _____ today. Maybe the **steak** sandwich?
 Liz: The **steak** sandwich looks good.

CONVERSATION SKILL

Talk about preferences

Here are some useful expressions you can use when talking about preferences.
What do you feel like?
I feel like Italian food.
What are you in the mood for?
I'm in the mood for a steak
 Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

- C** ▶ 05-15 Listen and repeat. Then practice with a partner.
- D** **PAIRS** Make new conversations. Use these words or your own ideas.
 fish chowder caesar salad with chicken pasta fried chicken

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Look at the menus in 1A. Check (✓) the food you prefer.
- B** **PAIRS** Talk about your choices in 5A.

■ I CAN TALK ABOUT FOOD PREFERENCES.



LESSON 3

TELL A STORY ABOUT A PARTY



MEHMET BODUR

@MehmetB

Went to a great party on Saturday! Good job, Sis!



1 VOCABULARY Party food

A ▶ 05-16 Listen. Then listen and repeat.



chips and salsa



guacamole



cheese and crackers



pretzels



hummus



chili



donuts



cheesecake

B Put the words from 1A in the chart.

Foods I have tried	Foods I haven't tried

C PAIRS Discuss your answers in 1B. Are any of these foods served in restaurants and cafés near you? What other party foods do you like?



2 GRAMMAR Quantifiers

	Count nouns	Non-count nouns
Affirmative	I have many / a lot of friends. She has some pies. We have a few notebooks. They have enough chairs.	I have a lot of time. She has some food. We have a little paper. They have enough furniture.
Negative	I don't have many / a lot of friends. You don't have any notebooks.	We don't have much / a lot of time. He doesn't have any food.
Question	Do we have any pies? Do we have enough chairs?	Do they have any furniture? Do we have enough paper?

Notes

- Be careful: *a few* and *few* and *a little* and *little* have different meanings.
a few = several *a little* = some
few = not enough *little* = not enough
- Much* is formal and less common. Use *a lot of* / *lots of* instead of *much* in spoken English.
- Use phrases that show quantity to make non-count nouns plural:
a bottle of (water), *two pieces of (paper)*, *a game of (chess)*

A **count noun** can be counted: *I ate a cookie.*
There are twenty cookies.

A **non-count noun** cannot be counted: *Food is important for survival.*

Some categories of non-count nouns

- Abstract nouns:** time, happiness, love
- Sports and activities:** soccer, chess, baseball
- Food and drink:** bread, pasta, rice, milk, coffee
- Materials:** wood, paper, plastic, metal
- Groups of similar things:** homework, furniture, money

>> FOR PRACTICE, GO TO PAGE 139



3 LISTENING

- A** ▶ 05-18 Listen to the radio show. What went wrong at the party?
- Katy didn't share a secret, so her sister got upset.
 - People left because there was hardly any food.
 - The dog ate almost everything that Katy had prepared.

- B** ▶ 05-18 Read the Listening Skill. Listen again. Put the events from the story in the correct order. Write the numbers in the boxes.



LISTENING SKILL

Listen for time words

Pay attention to time words such as *when, after, before, at first, at that moment, and later*. They will help you understand the order of the events in a story.



- C** **PAIRS** Retell the story you just heard. Take turns.

4 TRY IT YOURSELF

- A** **GROUPS** Work in a group of 3-4. Choose one of the sets of words from the chart. Make up a story about a party. Use all of the words in the set, as well as your own ideas.

Set 1	not enough	cheesecake, chips	later	rushed
Set 2	a little bit	chili, donuts	at that moment	stale
Set 3	a few	hummus, pretzels	before	greasy

- B** **CLASS** Tell your story to the class. One student in the group starts the story, then the next student speaks, and so on.



■ I CAN TELL A STORY ABOUT A PARTY.



MEHMET BODUR

@MehmetB

I tried some unusual food yesterday. And it was definitely worth it!

1 BEFORE YOU READ

- A PAIRS** Do you read or write restaurant reviews?
I write restaurant reviews all the time, especially when...



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

superb: excellent

to order: according to a customer's request

an option: something that you can choose

tender: easy to cut and eat

skip: not do something that you would usually do

intimate: suggesting warmth or privacy

tough: difficult to cut or eat

>> FOR PRACTICE, GO TO PAGE 156

2 READ

- A PREVIEW** Read the title and look at the photo. Are the reviews positive or negative?
- B** 05-20 Listen. Read the reviews.



Churrasco
New York City-
Midtown
\$\$\$ Brazilian/Steak

Review for Churrasco

Cristina M. Mexico City



If you're a meat lover, you're going to love Churrasco. Churrasco is my favorite Brazilian steakhouse, where the meat is the star of the show, but there's also seafood and a great salad bar. It's an all-you-can-eat restaurant but Churrasco offers more than quantity. The quality of all the food is also very high and the service is superb. They come to your table with a selection of meat, and then your choice is cooked to order.

Churrasco is a great choice if you're dining out with a big group of friends because there are lots of options—beef, lamb, or chicken—and each piece is perfectly prepared—juicy and tender. I agree it's a little expensive. But for top-quality food, I think the price is fair.

My advice is to skip lunch before you go so you're really hungry for dinner. Then you can really get your money's worth. I think I gain about two kilos every time I go!

Marco C. New York City



I cannot recommend this place. We expected a choice of different kinds of meat, but when the waiter finally arrived, he only offered us lamb. Then we had to wait 40 minutes to get steaks. Much too salty and almost raw, they were definitely not worth the wait. I'd heard that their salad bar is very good, but again, there were hardly any choices—just a lot of different kinds of lettuce and a few tomatoes. And guess what? Dessert is not included in the price. It's a separate menu, at an additional price. Finally, I expected a quiet, intimate atmosphere, but there were kids running around the tables, and the music was much too loud.

Joan F. San Francisco



I tried Churrasco for the first time last week when my friends and I went there for my birthday. I have to say that I was a bit disappointed with the food. I thought the steaks were rather tough; on the other hand, I loved the garlic mashed potatoes and the bread, which they bake fresh every morning. At the end of the meal, the waiters brought me a big slice of chocolate cake and they all sang, "Happy Birthday" to me. They were very sweet.

3 CHECK YOUR UNDERSTANDING

A What can readers learn from the three reviews of Churrasco? Circle the correct answer.

- Most people like it so it is probably a good choice.
- People have had very different experiences there.
- It's only good for meat lovers.

B Read the statements made by the three reviewers. Who do you think made each statement? Write **C** for Cristina, **M** for Marco, or **J** for Joan.

- "I'll never go back." —
- "I always eat too much when I go there." —
- "The additional cost of dessert makes the restaurant quite expensive." —
- "I think the service was better than the food." —
- "In the end, we all had a good time at Churrasco." —
- "There are so many choices." —

C FOCUS ON LANGUAGE Reread lines 2-4 and 10-11 in the reviews. Think about the phrases *star of the show* and *get your money's worth*. Circle the correct answers.

- The expression *star of the show* means _____.
 - very high quality
 - the best thing
 - the most expensive thing
- The expression *get your money's worth* means _____.
 - get as much as possible for what you paid
 - receive something very expensive
 - not pay too much for something

READING SKILL
Identify author's opinion with key words

Writers can express their opinion with negative or positive words; for example, *wonderful*, *terrible*, *too hot* and *too expensive*. Look for these kinds of words in texts to identify the writer's opinion.

D Read the Reading Skill. Write each phrase in the correct place in the chart.

too salty	lots of options	helpful waiters
perfectly prepared	hardly any choices	too loud
steaks were tough	a great salad bar	

	Positive	Negative
Cristina	lots of options	
Marco		
Joan		

E PAIRS What information do the reviews provide? Retell the most important ideas in the reviews. Use your own words.

Each review is different...

Find reviews of your favorite restaurant or a restaurant you know well. Are the reviewers' opinions similar to yours?



4 MAKE IT PERSONAL

A Think about a restaurant you know well. What's good and bad about it? Why do people go there? Take notes.

- What is your opinion of the food there? Give some specific details about your experience.
- What about the service and atmosphere? What is good or bad about it?

B PAIRS Discuss your answers from 4A.

The best thing about this restaurant is...

☐ I CAN READ A RESTAURANT REVIEW.

LESSON 5

WRITE A FOOD BLOG



MEHMET BODUR

@MehmetB

My top two Korean dishes this week:
kal-gook-soo and seafood pa-jeon.

1 BEFORE YOU WRITE

- A** What are some of your favorite foods? What do you like about them?
- B** Read Mehmet's food blog. What foods does he write about?



Food of the week: Korean

April 2 by Mehmet Bodur-15 comments

Korean food is one of my favorites, and there are several great Korean restaurants in my neighborhood. I wanted to share with you a couple of new dishes I discovered.

The first dish is kal-gook-soo. This is a noodle soup that comes in a variety of flavors. The noodles are what make the dish so special. They are long, thick noodles, similar to the width and thickness of fettuccini noodles in Italian cooking. Kal-gook-soo noodles taste best when they're fresh, so most restaurants make their own noodles. That's what makes them so good! The broth is made of vegetable, seafood, or chicken broth, depending on which flavor you choose. My favorite is the spicy chicken. Eating a bowl of spicy chicken kal-gook-soo makes any cold winter day feel warm and cozy.

Another dish I recently discovered is seafood pa-jeon. *Pa* in Korean means scallion, and *jeon* is a kind of pancake, but with meats and vegetables in it. Instead of pancake batter, pa-jeon uses a flour mix. And instead of breakfast, this is usually served as an appetizer. The seafood pa-jeon includes a variety of seafoods and scallions mixed into the flour mix. The batter is then fried in vegetable oil until the outside is slightly crispy. Delicious!

Try these two dishes the next time you're at a Korean restaurant. You'll thank me!

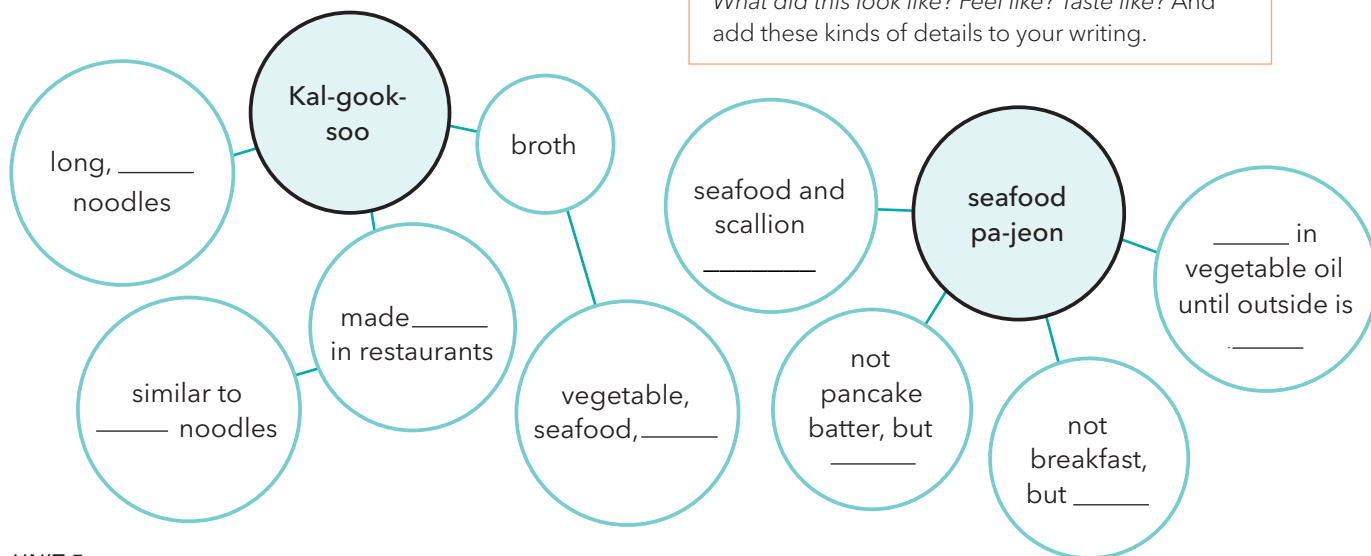
- C PAIRS** Based on Mehmet's descriptions, would you try these two dishes? Why or why not?

2 FOCUS ON WRITING

Read the Writing Skill. Then read Mehmet's food blog again. Take notes in the chart.

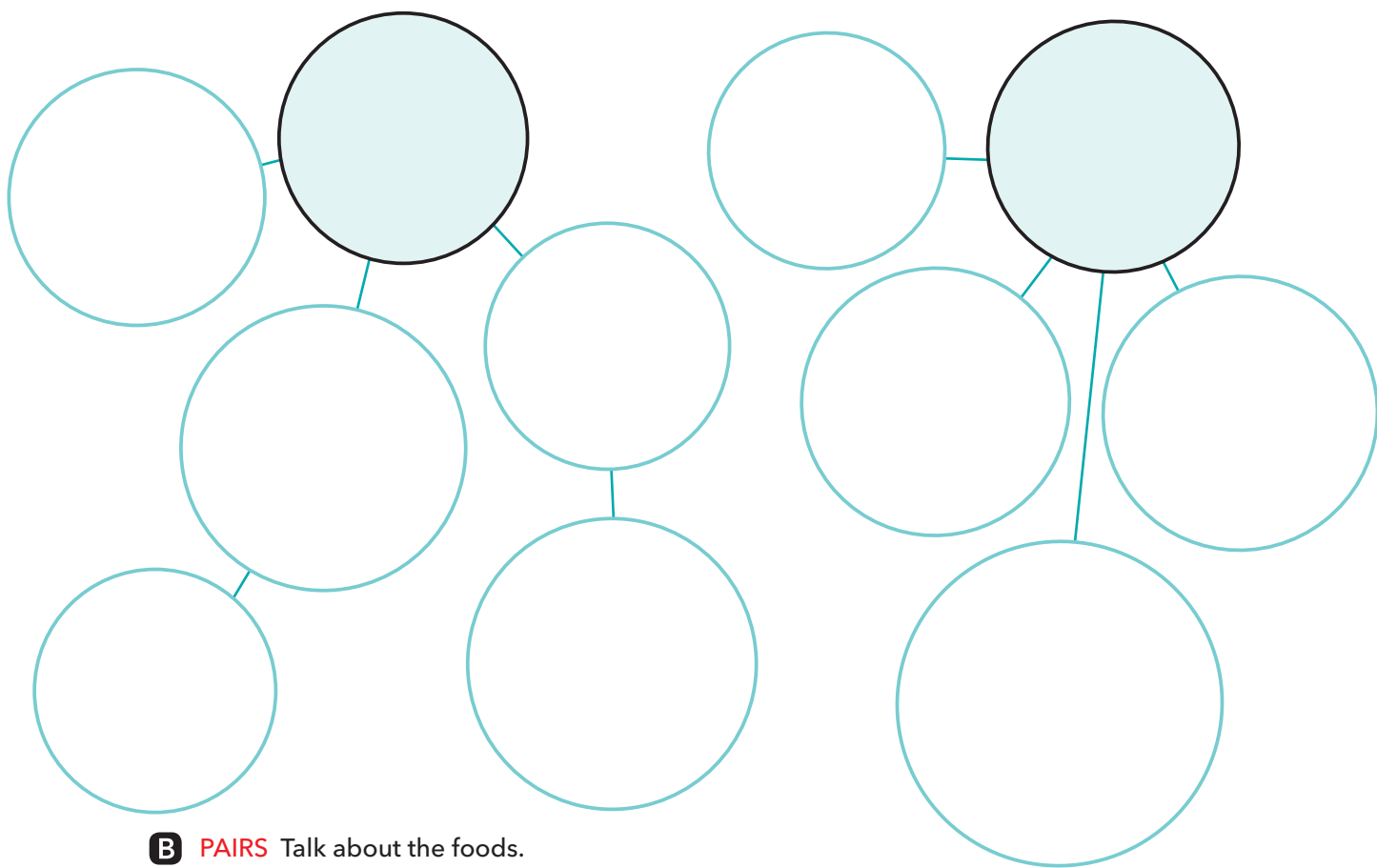
WRITING SKILL Use specific details

When you use **specific, clear details** in your writing, you can create mental images in the minds of your readers. Ask yourself questions such as: *What did this look like? Feel like? Taste like?* And add these kinds of details to your writing.



3 PLAN YOUR WRITING

A Think of your favorite foods. Complete the chart to help plan your blog post.



B PAIRS Talk about the foods.

I love arepas. They are delicious corn cakes that...

4 WRITE

Write a post using your information from 3A. Remember to give specific, clear details.
Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's reviews.

1. Underline the specific details.
2. Did your partner's specific details help to give you a clear mental image of the foods?
Why or why not?

B PAIRS Can your classmate improve his or her post? Make suggestions.

6 PROOFREAD

Read your review again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

I CAN WRITE A FOOD BLOG.

PUT IT TOGETHER

1 MEDIA PROJECT



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



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

1. Why did Elif choose this restaurant?

2. What did she eat?

3. What did she enjoy most about his meal?

C Show your own photos.

Step 1 Choose a meal that you want to talk about. It can be prepared at home or ordered at a restaurant. Take 3-5 photos to talk about.

Step 2 Show the photos to the class. Why did you choose this meal? Describe the food. What do you like most about the meal?

Step 3 Answer questions and get feedback.



2 LEARNING STRATEGY

USE NEW VOCABULARY IN DAILY LIFE

When you learn new vocabulary, practice by making your own sentences that use the new words. Try to use the new words in conversation or in your writing each week.



Review the vocabulary from the unit. What words do you need to study? Write at least five sentences with new vocabulary.

3 REFLECT AND PLAN

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

Speaking objectives

- ☐ Discuss restaurant experiences
- ☐ Talk about food preferences
- ☐ Tell a story about a party

Grammar

- ☐ Tag questions
- ☐ Expressing preference with *would rather* and *would prefer*
- ☐ Quantifiers

Vocabulary

- ☐ Restaurant experiences
- ☐ Categories on a menu
- ☐ Party food

Reading

- ☐ Identify author's opinion with key words

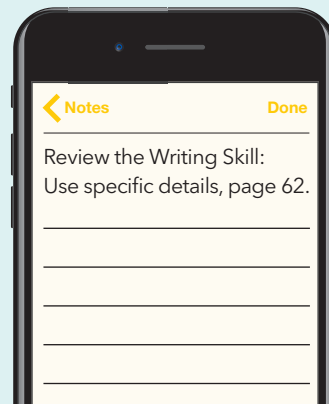
Writing

- ☐ Use specific details

Pronunciation

- ☐ The sounds /f/, /z/, /t/, and /d/
- ☐ The sounds /u/, /u/, and /n/

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 DO YOU STAY HEALTHY?

LEARNING GOALS

In this unit, you

- ⊗ talk about fitness activities
- ⊗ talk about managing stress
- ⊗ give advice on staying healthy
- ⊗ read about fitness apps
- ⊗ write about health and fitness



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Su-min's message. Why is she feeling good?



SU-MIN KIM

@Su-minK

Feeling great after last night's run! Nothing clears up your head like a little exercise!

LESSON 1

TALK ABOUT FITNESS ACTIVITIES



SU-MIN KIM

@Su-minK

Good meetings today, but too much sitting around! Can't wait to get to the gym and MOVE!



1 VOCABULARY Fitness activities

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



weight training



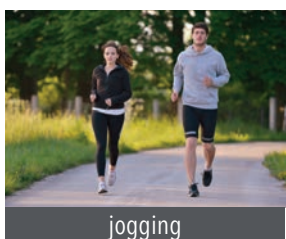
spinning



cycling



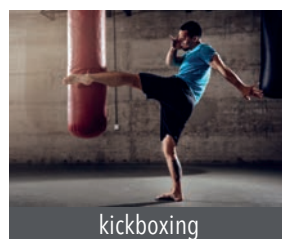
rock climbing



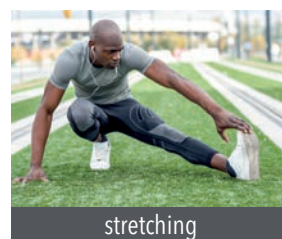
jogging



running a marathon

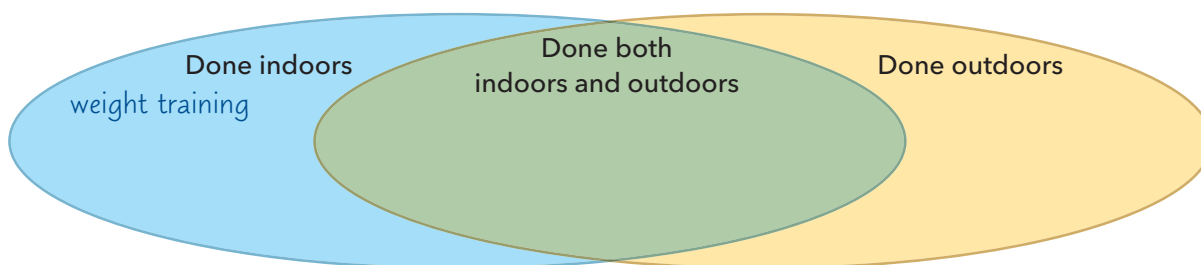


kickboxing



stretching

B Put the activities from 1A in the chart.



C PAIRS Compare your answers in 1B. Do you do any of the activities in 1A?



2 GRAMMAR Gerunds as subjects and objects

Gerunds are *-ing* verb forms used as nouns.

Gerund as subject			Gerund as object		
Subject	Verb		Subject	Verb	Object
Weight training	makes	you strong.	I	enjoy	hiking outdoors.
Kickboxing	is	fun.	She	suggested	working out every day.

Gerund as object of a preposition

	Preposition	Object
You should stretch	before	running.
He asked the coach	about	joining the team.

Notes

- Use *not* + *gerund* to form the negative. **Not running** will help your foot feel better.
- Do not confuse the gerund with the continuous verb or adjective.
He **loves hiking**. (gerund) He **is hiking** now. (verb) He has new **hiking boots**. (adjective)

>> FOR PRACTICE, GO TO PAGE 140



3 PRONUNCIATION

- A** ▶ 06-03 Listen. Notice the way we link the consonant sounds. Then listen and repeat.

weight training rock climbing a dangerous sport

- B** ▶ 06-04 Draw a line to show where we link two identical consonant sounds. Listen and check your answers.

- Do you like kickboxing?
- Do you drink coffee?
- Have you ever gone ice skating?
- What makes you feel less stressed?

Linking identical consonants

When one word ends in a consonant sound and the next word begins with the same consonant sound, we usually link the two sounds together to make one long consonant sound, for example, phone number.

4 CONVERSATION



- A** ▶ 06-05 Listen or watch. Circle the correct answers.

- Why do Flavio and Sun-min start talking about exercise?
 - Flavio is upset because the weather is bad and he can't go cycling.
 - Flavio would like to go to the gym with Su-min.
 - Su-min tells Flavio that she's on her way to the gym.
- Both Flavio and Su-min _____.
 - hate running alone.
 - are interested in marathons.
 - are training for a marathon.
- Su-min thinks that Flavio _____.
 - doesn't want to run with her.
 - is going to the laundromat.
 - doesn't like to exercise.



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

Su-min: _____ in shape can be tough when you're really busy. Do you do any kind of exercise?

Flavio: I like _____ things outdoors, like _____ or cycling.

Su-min: You do? That's cool.

Flavio: How about you?

Su-min: I'm really into running these days.

CONVERSATION SKILL

Reply questions

To show interest in what the other person is saying, use reply questions.

You do? You would? You are?
You did? They have? He does?

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

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

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

rock climbing

weight training

5 TRY IT YOURSELF

- A ROLE PLAY** Student A is really into rock climbing. Student B is into weight training. Explain why your classmate should try your fitness activity.

You should try rock climbing. It is great because...

- B WALK AROUND** Find a new partner. Repeat the role play, but choose two different activities from 1A or your own ideas. Ask follow-up questions.

■ I CAN TALK ABOUT FITNESS ACTIVITIES.



LESSON 2

TALK ABOUT MANAGING STRESS



SU-MIN KIM

@Su-minK

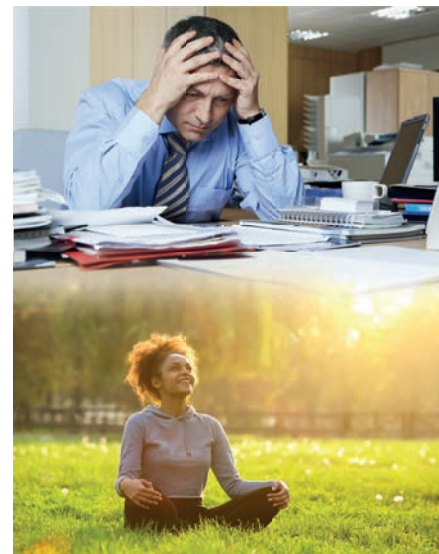
Flavio's the best—like a big brother!
He always makes me feel better.



1 VOCABULARY Managing stress

A 06-08 Listen. Then listen and repeat.

make time for yourself: to take the time to do the things that make you feel relaxed and happy
reduce your stress: to worry less about things in your work or personal life
keep a work-life balance: to have time for work, your family and friends, and yourself
set realistic goals: to make plans that are likely to be successful
take a break: to make time for a short rest
go offline: to stop using the internet for a period of time
take time off: to take a break from work or school for a period of time
burn out: to do an activity so often and for so long that you don't want to do it anymore



B Complete the sentences with the phrases from 1A. More than one answer may be possible. Use each phrase only one time.

- Thinking positively and talking to trusted friends and family are good ways to _____.
- You're working too hard. You need to _____. Why don't you stop and get some coffee?
- He works all the time and he's never home. He doesn't know how to _____.
- You always promise to do too much, and then you can't finish on time. You need to _____.
- If you don't take breaks, you're going to _____.

C PAIRS Which of the things in 1A do you find difficult to do? Explain.



2 GRAMMAR Past form of *be* + *going to* for past intentions

Use *was* / *were* + *going to* to talk about something you intended, or planned, to do, but didn't.

Subject	Was / Were	Going to	Base form of verb		But	
I	was	going to	go	to yoga class,		I didn't.
He			take	time off,	but	he was too busy.
They	were		run	after work,		they were too tired.

Notes

- When we talk about past intentions, we often explain why we did or didn't do something.
- Use *wasn't* and *weren't* to form the negative:
I wasn't going to exercise after work, but I changed my mind.
- Use *was* / *were* + *going to* + verb to form questions.
Was he going to meet us at 7:00? Were you going to train for the marathon?



>> FOR PRACTICE, GO TO PAGE 141



3 PRONUNCIATION

A ▶ 06-10 Listen. Notice the blended pronunciations.

Then listen and repeat.

I was going to go hiking, but I had to study.

sounds like: I was *gonna* go hiking, but I *hadta* study.

I want to travel, but I have to finish school first.

sounds like: I *wanna* travel, but I *hafta* finish school first.

I've got to leave now.

sounds like: I've *gotta* leave now.

Blended pronunciation with to

The phrases *want to*, *have to* (and *had to*), *got to*, and *going to* are very common in conversation. When we speak quickly, we often reduce these phrases. We make the pronunciation of *to* very weak and blend the two words together so that they sound like one word.

B ▶ 06-11 Listen. Complete the conversation. Write full words, not the blended pronunciations you hear. Then read the conversation in pairs.

1. A: I thought _____ stay home today.

B: _____ come in for a meeting.

2. A: _____ go to the gym?

B: Now? _____ make some phone calls.

A: Well, _____ take a break and move around.

4 CONVERSATION



A ▶ 06-12 Listen or watch. Circle the correct answers.

1. Su-min is upset because she didn't finish **her goals** / **her workout** / **a marketing plan**.

2. At home, Flavio and his wife **don't watch television** / **turn off their phones** / **work just a little bit**.

3. Flavio is trying to help Su-min **keep a work-life balance** / **train for the marathon** / **work faster**.



B ▶ 06-13 Listen or watch. Complete the conversation.



Flavio: Hey, you need to **take a break** or _____ burn out!

Su-min: I know. I _____ **make more time for myself**, but...

Flavio: I know it's hard. But it's not healthy for you to work like this.



C ▶ 06-14 Listen and repeat. Then practice with a partner.

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

reduce your stress

take some time off

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a situation when you were going to reduce stress in your life, but something stopped you.

I was going to _____, but _____.

B PAIRS Student A, tell Student B about your past intention to manage your stress. Explain. Student B, ask follow-up questions.

■ I CAN TALK ABOUT MANAGING STRESS.



LESSON 3

GIVE ADVICE ON STAYING HEALTHY



SU-MIN KIM

@Su-minK

Love the podcast *A Fitter You* — some great ideas for getting and staying healthy. Check it out!



1 VOCABULARY Staying healthy

A ▶ 06-15 Listen. Then listen and repeat.

intense: describes an activity that requires a lot of effort
moderate: describes an activity that requires some effort
fit: healthy and strong because you exercise regularly
build strength: to do exercises to become physically stronger, usually by growing muscles
burn calories: to use energy, usually by doing physical activities, to lose some of the calories you get from food
be out of shape: to be in a bad physical condition
stay in shape: to exercise or do other healthy activities to keep in good physical condition



B Complete the sentences with words and phrases from 1A. Use the correct form. More than one answer may be possible.

1. When you're _____, you can do _____ exercises without problems.
2. When you _____, you can't do even _____ exercises.
3. When you exercise, you _____ and _____.
4. Exercise helps you _____.

C **PAIRS** Talk about yourself or someone you know. Use the words from 1A.

My sister is out of shape. She doesn't like to exercise at all.



2 GRAMMAR Prepositions of time

Preposition	Meaning or use	Examples
after	later than something	<i>I usually run after work.</i>
at	used with specific times	<i>Let's have dinner at 7:30.</i>
before	earlier than something	<i>Sal goes to the gym before breakfast.</i>
between... and...	somewhere in the middle of two times	<i>Kim usually gets to work between 9:00 and 9:30.</i>
by	before a certain time in the future	<i>We'll be done by 8:00 P.M.</i>
during	used to show a period of time	<i>They prefer to work out during the day.</i>
for	used to show a length of time	<i>My legs have been sore for three days.</i>
from...to...	used to show a start and end time	<i>Let's take a break from 12:30 to 1:00.</i>
in	used with months, years, and lengths of time	<i>I usually take a vacation in July.</i>
on	used with days and dates	<i>Are you going to the gym on Saturday?</i>
since	from a point in time in the past	<i>They have been running since early this morning.</i>
until	up to a certain time	<i>Spinning class lasts until 6:00 P.M.</i>

>> FOR PRACTICE, GO TO PAGE 142



3 LISTENING

A ▶ 06-17 Listen to the podcast. Circle the correct answers.

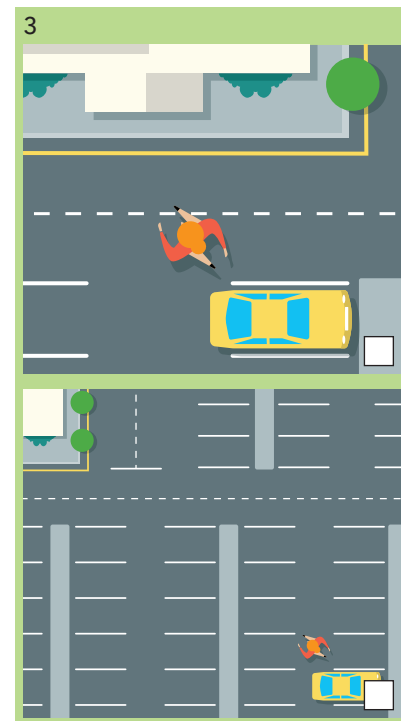
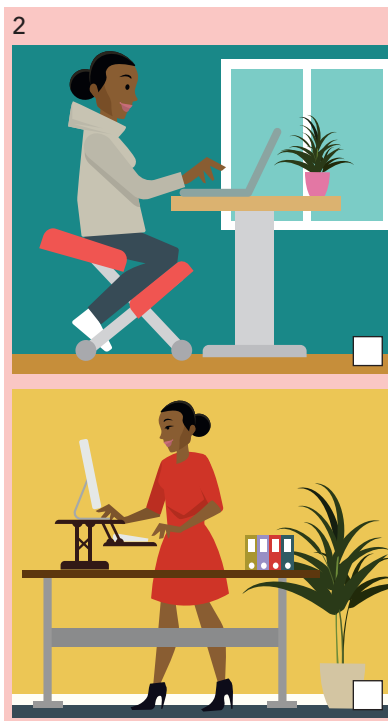
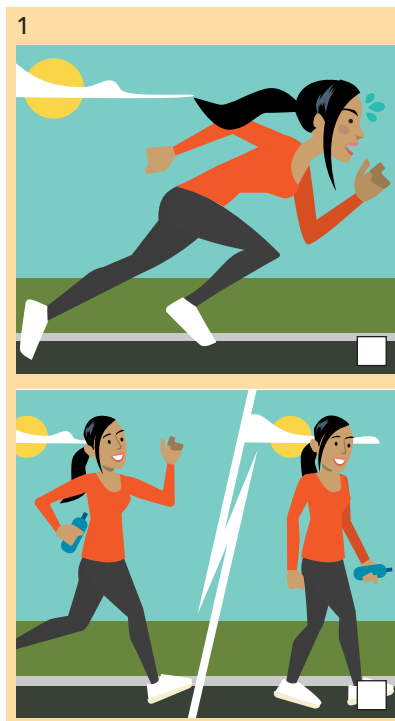
1. What is the main idea?
 - a. There's too much information on getting fit, and it confuses people.
 - b. Exercising intensely for a short time, followed by a short time to rest, is the best way to stay fit.
 - c. If you want to get fit, there are several simple things to start doing immediately.
2. What is the third idea that the speaker talks about?
 - a. Add small amounts of exercise to your everyday life.
 - b. Repeat the fast/slow cycle five times.
 - c. Stand up whenever you can.

B ▶ 06-17 Read the Listening Skill. Listen again. Put a check (✓) next to the picture that matches the speaker's suggestions.

LISTENING SKILL

Listen for enumeration

Speakers often tell you how many ideas they are going to talk about at the beginning of a speech or presentation. Then they begin each idea with a number or the words "next," "another," and "finally."



4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think of reasons why staying healthy can be difficult. Discuss the reasons with your partner. Then give each other advice. Use the vocabulary in 1A or your own ideas plus these prepositions: *at, on, in, before, during, and after*.

A: I don't have time to exercise during the day.

B: How about exercising in the morning?

B **WALK AROUND** Talk to four other classmates. Give and get advice about staying healthy.

■ I CAN GIVE ADVICE ON STAYING HEALTHY.



LESSON 4 READ ABOUT FITNESS APPS



SU-MIN KIM

@Su-minK

Just reached 10 miles on my app with great time, and still going!

1 BEFORE YOU READ

- A PAIRS** How do you like to exercise?
I go swimming with friends twice a week.



- B** 06-18 **VOCABULARY** Listen. Then listen and repeat.

encouragement: things that you say to make someone feel more hopeful or confident
rate: to give something a score to show how good or bad it is
adjust: change something a little bit to make it better
keep track of: to record the development of something over time
a diet: the kind of food you eat every day
a feature: an important or typical part of something
a barcode: a row of black lines on products that can be scanned to get information
an incentive: something that makes you want to work harder

>> FOR PRACTICE, GO TO PAGE 157

2 READ

- A PREVIEW** Read the title and look at the photo. What do you think the text will be about?
- B** 06-19 Listen. Read the review.

THIS YEAR'S BEST FITNESS APPS

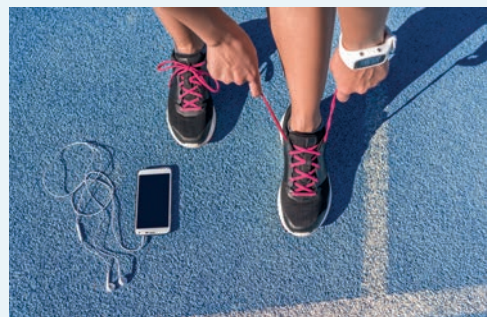
Today, with all the fitness apps available, staying fit and eating right are a lot easier than before. But that's also the problem. There are so many apps that it's hard to know which one is right for you. I've reviewed some of the most popular fitness apps out there today. I hope this information helps you find an app that works for you.

Before you download an app, you need to ask yourself what kind of fitness program you like best. Do you prefer working out by yourself? Do you want data? How about some music? For some people, a little more encouragement—maybe from a coach or friends on social media—helps push them to the next level. For others, there is nothing like a little competition.

One of my favorite apps is *FitVeu*. It's free to download, but there is a small monthly fee to use it. I like it because it lets you choose whether you want to exercise on your own, get help from a coach, or share your workouts on social media. After your first workout, you can rate the difficulty of each part of the workout and the app adjusts the workout to your fitness level. It also keeps track of how much and how fast you run, bike, etc. Its exercise programs are great, but it doesn't keep track of your diet.

FitterNow is another great choice. Compared to *FitVeu*, *FitterNow* is more expensive, but I think it's worth it. *FitterNow* does everything *FitVeu* does, but unlike *FitVeu*, it has a diet feature that helps you keep track of your food. It can read a product's barcode and then calculate the number of calories it has. It has a few other features that *FitVeu* doesn't have. One feature lets you and your friends set goals and compete. For example, you enter how many miles you'll run and your friend enters how many miles she'll bike. But this is the fun part: You use money as an incentive. You say how much money your goal is worth. The app checks your progress and if you don't meet your goal, your friend gets your money.

This year's best free app is *YouGoPal*. With just a few features, it is much easier to use than the other two. Some people just want to know how far and how fast they run, which is exactly what *YouGoPal* gives you. This one is a good choice if you prefer to exercise alone and you don't need features like exercising with friends, a coach, or social media. And the best part? It's completely free.



3 CHECK YOUR UNDERSTANDING

A What is the main idea of the review? Circle the correct answer.

- FitterNow* is probably the best among the three apps.
- Competition and financial incentives are most likely to make you exercise.
- The best app choice depends on how you like to exercise.

B Read the chart with some features of the fitness apps from the review. Write (✓) if the app has the feature and (X) if it doesn't.

Features	<i>FitVeU</i>	<i>FitterNow</i>	<i>YouGoPal</i>
Free			
Provides a fitness coach			
Connects to social media			
Adjusts workout to fitness level			
Keeps track of - speed - distance - diet			
Lets you compete with friends			

C FOCUS ON LANGUAGE Reread lines 8-10 in the review. Think about the phrases *push them to the next level* and *there's nothing like a little competition*. Circle the correct answers.

- The expression *push to the next level* means _____.
 - to work harder
 - to encourage one's friends
 - to gain social media followers
- The expression *there's nothing like a little competition* means _____.
 - people don't like competition
 - people don't compete anymore
 - competition is a good incentive to exercise

D Read the Reading Skill.

- Circle the two things that are compared or contrasted in the sentences below.
 - "Compared to *FitVeU*, *FitterNow* is more expensive, but I think it's worth it."
 - "*FitterNow* does everything *FitVeU* does, but unlike *FitVeU*, it has a diet feature that helps you keep track of your food."
- Write the two signal words from the sentences in 1a and 1b.

READING SKILL Identify comparison and contrast

Writers often compare or contrast two or more things, people, or situations. Look for signals of comparison, such as *like*, *similar*, *compared to*, and *just as*. Signals of contrast include *unlike*, *in contrast*, and *whereas*.

E PAIRS What information did the review provide? Retell the most important ideas in the review. Use your own words.

The review compares three different...

Find some reviews of fitness apps online. Which ones have a high rating? Why?



4 MAKE IT PERSONAL

A Think about what you want in a fitness app. Take some notes.

B PAIRS Discuss your ideas in 4A.

For me, a great fitness app has to have...

I CAN READ ABOUT FITNESS APPS.



SU-MIN KIM

@Su-minK

I love being strong and healthy! My post today is all about how I do that.

1 BEFORE YOU WRITE

- A** What are some of your healthy habits?
- B** Read Su-min's post. What two healthy habits does she mention? **running and meditation**

Su-min Kim
Oct 25, 5:45 P.M.

What's my secret to staying healthy and in shape? Well, I actually have two secrets: running and meditation.

Everyone knows that exercising regularly is a great way to get and stay healthy. And running is a great exercise because it strengthens your whole body. You use all the muscles in your body when you run, so it works out your legs, stomach, and your upper body. Running is also a great way to exercise because it's so easy to do! You can do it anywhere, anytime, and you don't even need to go to the gym! A lot of people think you need to do long, hard workouts. That's not true! All you need to do is do something active regularly. And because running is so easy to do, it's a **great** way to stay active regularly.

I also think it's really important to meditate every morning. One effect of meditation is that I feel calm even when work gets stressful. Another effect is that I can concentrate really well. I am able to stay focused on the task for a long time. Finally, I believe that meditation makes me more creative. I can come up with new and different ideas because my mind is relaxed.

What are *your* favorite ways to stay healthy?

- C PAIRS** Do you agree that it's important to keep both your body and your mind healthy? What are some other ways you can do this?

2 FOCUS ON WRITING

- A** Read the Writing Skill. Then reread Su-min's post. Underline all of the cause and effect signal words.
- B** Complete the chart with the causes and effects Su-min discusses in her post.

WRITING SKILL Show cause and effect

Use signal words to help organize **causes and effects** in your writing:
so, because, as a result, one/another, effect of, and makes/helps.

Cause		Effects
Running	→	- It strengthens her whole _____. - It works out her _____, _____ and upper body. - It's so _____ to do.
_____	→	- It helps her feel _____. - It helps her concentrate well. - It makes her more _____.

3 PLAN YOUR WRITING

- A** How do you stay healthy and in shape? Think of two ways and the effects each one has on your health. Complete the chart.

Cause	Effects
	
	

- B PAIRS** Talk about the ways you stay healthy and in shape.
To keep healthy, I like to swim because...

4 WRITE

Write a post about staying healthy and in shape using your information from 3A. Remember to use signal words to show cause and effect. Use the post in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's post.
1. Circle the signal words that show the causes and effects.
 2. What two healthy habits did your partner write about? What effects does each habit have on his or her health?
 3. Did your partner's causes and effects clearly explain how he or she stays healthy?
- B PAIRS** Can your classmate improve his or her post? Make suggestions.

6 PROOFREAD

Read your review again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 06-20 Listen or watch. What advice does Camila give?



B ▶ 06-20 Listen or watch again. Answer the questions.

1. What does Camila do when she feels stressed?

2. Can anyone do the moves she shows us?

3. How does she feel after the exercise?

C Show your own photos.

Step 1 Think of a way to reduce stress or stay healthy. Take 3-5 photos to show the ways you reduce stress or stay healthy.

Step 2 Show the photos to the class. Talk about how to stay healthy or reduce stress even when you are busy.

Step 3 Answer questions and get feedback.



2 LEARNING STRATEGY

GROUP WORDS

Grouping words that are related can help you remember new vocabulary. There are many different ways to do this. For example, when you learn new sports, you can group them into indoor and outdoor sports. Or you can group the sports by those played on a team or individually.

Individual sports	Team sports
cycling	basketball
weight lifting	soccer

Review the vocabulary from the unit. Try grouping the same list of words in two different ways. Read the words aloud to remember them better. Try to learn a new group of words 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

- ☐ Talk about fitness activities
- ☐ Talk about managing stress
- ☐ Give advice on staying healthy

Vocabulary

- ☐ Fitness activities
- ☐ Managing stress
- ☐ Staying healthy

Pronunciation

- ☐ Linking identical consonants
- ☐ Blended pronunciations with to

Grammar

- ☐ Gerunds as subjects and objects
- ☐ Past form of *be* + *going to* for the past intentions
- ☐ Prepositions of time

Reading

- ☐ Identify comparison and contrast

Writing

- ☐ Identify cause and effect

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.



7 HOW DO YOU DO THIS?

LEARNING GOALS

In this unit, you

- ⊗ ask about how to do something
- ⊗ talk about expectations
- ⊗ give instructions
- ⊗ read about good work habits
- ⊗ write about how people learn



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of an office. What do you see?
- C** Now read Jim's message. How do you think he feels? Why?



JIM STEVENS

@JimS

Finally finishing up the North Pole campaign. It's taken a while, but we're almost there!

LESSON 1

ASK ABOUT HOW TO DO SOMETHING



JIM STEVENS

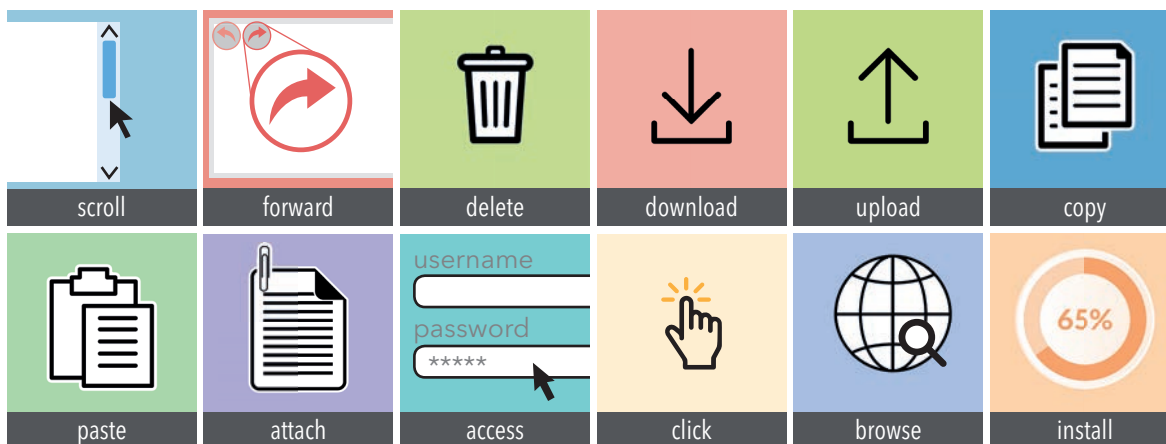
@JimS

It's going to be a busy day.
Send some energy my way—I'm going to need it!



1 VOCABULARY Technology verbs

A 07-01 Listen. Then listen and repeat.



B What can you do with a file (F), an email (E), or on an Internet site (I)? Write the correct letters I, F, or E, next to the words. Some words can have more than one letter.

- | | | | | | |
|-------------|---------|-----------|-------|------------|-------|
| 1. scroll | I, F, E | 5. upload | _____ | 9. click | _____ |
| 2. forward | _____ | 6. copy | _____ | 10. browse | _____ |
| 3. delete | _____ | 7. attach | _____ | | |
| 4. download | _____ | 8. access | _____ | | |

C PAIRS When do you do the things in 1A?

When I write emails to my friends, I often attach some photos.



2 GRAMMAR Embedded wh- questions

Embedded questions are questions inside other statements or questions.
Embedded questions are more polite than direct questions.

Direct wh-questions				Embedded questions			
Wh-word	Auxiliary verb	Subject	Main verb		Wh-word	Subject	Verb
What	is	the password?		Do you know	what	the password	is?
Where	can	I	find it?	Can you tell me	where	I	can find it?
When	are	we	meeting?	I don't know	when	we	are meeting.
How	does	this software	work?	I'm not sure	how	this software	works.

Notes

- Embedded questions often appear after introductory phrases, such as *Do you know*, *Can you tell me*, *I don't know*, *I'm not sure*, *I'd like to know*, or *Would you mind explaining*.
- Use statement word order in embedded questions. The subject always comes before the verb.
- The auxiliary verbs *do*, *does*, and *did* do not appear in the embedded question.

>> FOR PRACTICE, GO TO PAGE 143

3 CONVERSATION



A ▶ 07-03 Listen or watch. Circle the correct answers.

1. Su-min asks where the ____ is.
 - a. email list
 - b. North Pole file
 - c. marketing meeting
2. Su-min wants to know when the ____ meeting is.
 - a. marketing
 - b. software
 - c. lunch
3. Jim explains why ____.
 - a. Su-min didn't get a pop-up window
 - b. there was a mistake on the calendar
 - c. Su-min needs to stop asking him questions



B ▶ 07-04 Listen or watch. Complete the conversation.



Su-min: Can you explain _____ **install** the Image View software?

Jim: Sure. Open up the link and look for version 5.1 of the file.

Su-min: Just a sec. OK, I'm there.

Jim: Now **click on direct download** next to the file and wait for the pop-up window.

Su-min: Got it. Thanks!

Jim: _____.

CONVERSATION SKILL

Respond to "thank you"

Here are some ways to respond when someone thanks you for helping them:

It was no big deal.

Don't worry about it.

No problem.

Don't mention it.

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

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

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

access

download

4 TRY IT YOURSELF

A ROLE PLAY Ask your classmate to explain how to do things on your cell phone. Use the ideas below or your own ideas. Take turns asking and explaining.

delete an app

upload photos into a text or email

download pictures

copy and paste a text or an image

Do you know how to delete this app?

B WALK AROUND Find someone who can answer the questions your partner couldn't answer. If your partner answered all of your questions, ask another question, or answer someone's question.



■ I CAN ASK ABOUT HOW TO DO SOMETHING.

LESSON 2 TALK ABOUT EXPECTATIONS



1 VOCABULARY Describe work and co-workers

A 07-06 Listen. Then listen and repeat.



JIM STEVENS

@JimS

A shout out to Diana for finding the best interns in the business!

experienced: having skills or knowledge because you have done something often

intimidating: making you feel worried or frightened

laid-back: relaxed and not seeming to worry about anything

supportive: giving help or encouragement

confident: sure that you can do something well

challenging: difficult in an interesting way

B Circle the correct answers.

1. I don't like to be bored at work. I like ***laid-back*** / ***challenging*** projects.
2. When I have a problem, I talk with my best friend. He's very ***supportive*** / ***experienced***.
3. My boss is always relaxed. She is the most ***laid-back*** / ***intimidating*** person I know.
4. They have done this many times before. They are very ***experienced*** / ***challenging***.
5. He makes me feel nervous when I'm around him. He is ***confident*** / ***intimidating***.
6. I know that I'm going to do well because I'm ***supportive*** / ***confident*** in my experience.

C PAIRS For the sentences in 1B, say if this is true for you. If not, make a true statement.

This is true for me. I don't like to be bored at work. I like challenging projects.



2 GRAMMAR Comparisons with as...as

Use **as + adjective + as** to show similarities or differences between two people or things.

*almost as = similar,
not as = different,
not nearly as =
completely different*

To show similarities

	Just	As	Adjective	As	
The work is	-	as	challenging	as	I thought.
We are	just		busy		they are.

To show differences

	Almost, not, not nearly	As	Adjective	As	
Jun is	almost	as	experienced	as	Carmen.
Yuri is	not		laid-back		May is.
These designs are	not nearly		creative		the last ones.

Notes

- Use **just** to make the comparison stronger.
- If the verb in the first and second part of the comparison are the same, you can leave it out in the second part. *Yuri **is** not as laid-back as May (is).*
- You can leave out the second part of the comparison when the meaning is clear because it's already been mentioned.

A: Sue **has a lot of meetings today**. B: Ask Sam. **He isn't as busy** (as Sue is).

>> FOR PRACTICE, GO TO PAGE 144





3 PRONUNCIATION

- A** ▶ 07-08 Listen. Notice the stress and linking. Then listen and repeat.
The job isn't as easy as I expected.
She's just as experienced as her co-workers.

- B** ▶ 07-09 Listen. Write the missing words.

- My friends _____ I am.
- I'm _____ I seem.
- English _____ some other languages.
- Cell phones _____ laptops.

Stress and linking in comparisons with as...as

In comparisons with *as*, we stress the adjective and words like *just*, *almost*, or *nearly*. The word *as* is usually unstressed and pronounced /əz/, with the short, weak vowel /ə/. We link *as* to the words around it.

4 CONVERSATION



- A** ▶ 07-10 Listen or watch. Circle the correct answers.

- Jim forgot ____ name because he was so nervous.
a. his b. his boss's c. his co-worker's
- Jim and Su-min say their co-workers are ____.
a. confident b. supportive c. experienced
- Su-min is learning how to ____.
a. be more confident b. write marketing plans c. plan a meeting



- B** ▶ 07-11 Listen or watch. Complete the conversation.

Jim: How's your internship going?
Su-min: It's going great. Better than I expected.
Jim: Oh, yeah?
Su-min: Yeah. I was a little nervous at first.
Jim: Well, that's understandable. But I'll bet you weren't _____ I was when I started here!
Su-min: I'm not so sure about that! I was actually a little scared of everyone. But people here aren't _____ intimidating _____ I thought.



- C** ▶ 07-12 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 your classes, job, a sport, or hobby. How do they compare with what you expected? Make notes. Use the vocabulary in 1A.
B PAIRS Student A, talk about your expectations. Student B, ask follow-up questions.
A: Learning English isn't as intimidating as I expected.
B: What do you mean?



■ I CAN TALK ABOUT EXPECTATIONS.

LESSON 3 GIVE INSTRUCTIONS



JIM STEVENS

@JimS

Looking forward to getting out of the city this weekend.



1 VOCABULARY Phrasal verbs

A ▶ 07-13 Listen. Then listen and repeat.

check in with: to talk with someone to make sure that everything is okay
 run out of: to use all of something so that there is none left
 get on: to connect to an online network to use a cell phone or computer
 go over: to review something
 go through: to look at or read something carefully
 back up: to make a copy of information on a computer
 put together: to prepare or produce something by collecting information, ideas, etc.
 figure out: to understand someone or something after thinking about him, her, or it

B Write the phrasal verbs from 1A next to the correct word or phrase. More than one answer may be possible.

- | | |
|------------------------|--------------------------|
| 1. _____ your computer | 4. _____ your family |
| 2. _____ a problem | 5. _____ the information |
| 3. _____ your files | 6. _____ paper |

C **PAIRS** Compare your answers in 1B. Make sentences about how often you do these activities.

I almost never back up my files.
 I often check in with my parents.



2 GRAMMAR Phrasal verbs with objects

Phrasal verbs are made up of a verb + particle. Particles look like prepositions (*with, of, on*), but together with the verb they have a different meaning.

Separable phrasal verbs

Subject	Verb	Particle	Object		Subject	Verb	Object	Particle
I	put	together	a plan.	or	I	put	a plan	together.
Arun	backs	up	the files.		Arun	backs	them	up.

Inseparable phrasal verbs

Subject	Verb	Particle	Object
Mira	is getting	on	the Internet.
We	went	over	the notes.

Notes

- With separable phrasal verbs, the object can come before or after the particle.
- When the object is a pronoun, it **must** come after the verb and before the particle. Compare these examples:

I put **a plan** together. I put **it** together.

I put together **a plan**. **NOT** I put together **it**.

- With **inseparable** phrasal verbs, the object always comes after the particle.
- We went over **the notes**. We went over **them**.

>> FOR PRACTICE, GO TO PAGE 145



3 PRONUNCIATION

- A** ▶ 07-15 Listen. Notice the stressed words. Then listen and repeat.

Turn the TV on. I turned it on. Check in with me.

- B** ▶ 07-16 Underline the two stressed words in each phrasal verb + object. Then listen and check your answers.

- A: Don't forget to back your files up.
B: I already backed them up.
- A: Do you know how to set this up?
B: I think I can figure it out.
- A: Turn the lights off when you leave, OK?
B: I'm not sure how to turn them off.
- A: Let's go over these notes.
B: OK. Let's go over them after lunch.

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

Stress in phrasal verbs

In most phrasal verbs, both the verb and the particle are stressed. If a phrasal verb has a noun object, stress sometimes shifts from the particle to the noun. Pronoun objects are not usually stressed.

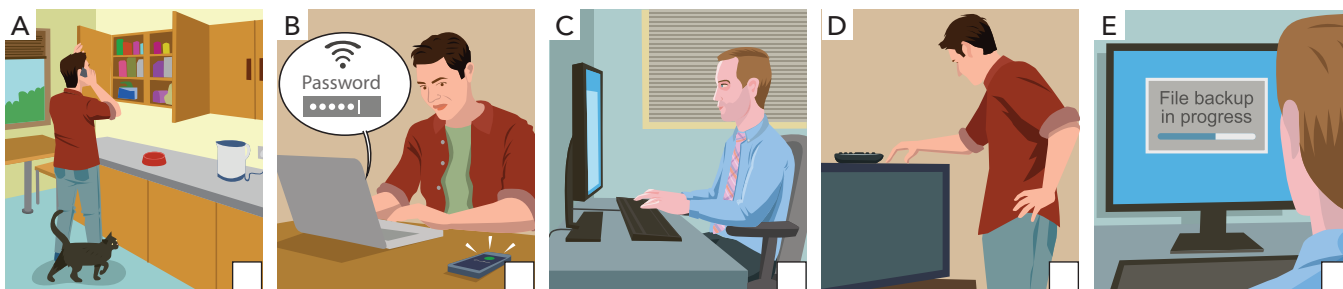
4 LISTENING

- A** ▶ 07-17 Listen to the series of voicemail messages between Jim and his co-worker Peter. Put the pictures in the order that they happen.

LISTENING SKILL

Listen for instructions

When someone gives you instructions, listen for the imperative form of the verb. When you hear it, make a note of what the instruction is.



- B** ▶ 07-17 Read the Listening Skill. Listen again. Complete the sentences with *Jim* or *Peter*.

- _____ called to find out if _____ backed up the North Pole files.
- _____ put together information and emailed it to _____.
- _____ thought _____ didn't have any cat food in the house.
- _____ couldn't figure out how to turn on the TV.
- _____ sent the email to _____ again.
- _____ wrote about the wifi in his email, but _____ didn't read it.

- C** **PAIRS** Look at the pictures in 4A. Give Peter instructions about what to do.

Picture A Look in the cabinet...

5 TRY IT YOURSELF

ROLE PLAY Imagine you are going away for the weekend and your classmate is housesitting for you. Make a list of 5-8 things you need to tell your classmate. Then give instructions about what to do and what not to do. When you finish, switch roles.

To get on the internet, choose the network "home sweet home."
Then type in the password "homealone."

■ I CAN GIVE INSTRUCTIONS.





JIM STEVENS

@JimS

Great tips in this article about how to be more productive without getting exhausted.

1 BEFORE YOU READ

- A PAIRS** How do you get everything done when you are at work?

I close my door so no one bothers me.



- B** 07-18 **VOCABULARY** Listen. Then listen and repeat.

a deadline: a date or time by which you must finish something

productive: achieving a lot

pile up: to increase (only if the things that are increasing are bad)

catch up: to do something you did not have time for earlier

dread: to worry about something that is going to happen

focus: to give a lot of attention to something or someone

a notification: a message about activity on your social media

distracted: confused or not paying attention because you are thinking of something else

>> FOR PRACTICE, GO TO PAGE 157

2 READ

- A PREVIEW** Read the title. What good work habits do you think the text will include?

- B** 07-19 Listen. Read the blog post.

Blog | About | Contact

Logout  

Good work habits

Last year was a disaster at work. I missed a lot of deadlines and I got a bad performance report. It's a new year and I need to be more productive. So, I asked a lot of successful people about their work habits. I got some good advice and some advice that's—well—a little unusual! Here is what they said:

Tarek, owner of multiple successful restaurants:

- I plan my day in 15-minute blocks, so I don't waste any time.
- I set goals and make a list of steps to meet each of them.
- I keep my meetings short by having "standing" meetings—that's right—no chairs!



Siguri, online store manager:

- It's hard, but I try to stay on top of my email. If I let it pile up, I never catch up.
- I have different music playlists for different purposes—electronic music for meeting deadlines; classical music for increasing creativity.



Kim, a writer and editor:

- I get the most unpleasant jobs out of the way as soon as I get to work. If I don't, I spend all day dreading them and I can't focus.
- I turn off my social media notifications, but I check them every few hours. That way, I don't get distracted with constant messages, but I still stay connected while I'm in the office.
- Every couple of hours, I stop working and do something silly, like watching cat videos. I can get back to work with a smile on my face and plenty of energy.



Vinod, a money manager:

- My job is very stressful. Plants make me feel calm and happy so I keep lots of them in my office. They also increase the amount of oxygen in the room, which helps me focus.
 - I also keep fish in my office. They help me relax so I can be more creative. My best ideas come after watching my fish.
- I've started following some of this advice. It's only been a few weeks, but I think it's already working. Yesterday, my boss told me how pleased she was with my work. She also asked about the goldfish in my office 😊!



Comment 

3 CHECK YOUR UNDERSTANDING

- A** What is the main idea of the post? Circle the correct answer.
- No one really knows how we can increase productivity.
 - There are many different strategies for increasing productivity.
 - The author is confused about how to improve her performance.
- B** Who probably said it? Write *T* (Tarek), *S* (Siguri), *(K)* Kim, or *(V)* Vinod in the blanks.
1. "Your deadline is when? Oh no! Put on some good music and let's get it done!"
 2. "I'm going back to my office so I can think in peace and quiet."
 3. "I'm glad I finished that. Now I can start on the more interesting stuff."
 4. "This meeting won't take long."
 5. "I finished eight of the ten things on my list today."
 6. "Check out this video. It's so cute!"
- C** **FOCUS ON LANGUAGE** Reread lines 16-25 in the blog post. Think about the phrases *on top of* and *out of the way*. Circle the correct answers.
1. The expression *on top of* means _____.
 - above
 - in control of
 - not knowing about
 2. The expression *out of the way* means _____.
 - finished
 - hidden
 - done by somebody else
- D** Read the Reading Skill. Which of these ideas do the people discuss? Circle three answers.
- ways to use time efficiently
 - ways to become more confident
 - ways to increase focus
 - ways to keep a work-life balance
 - ways to be more creative
- E** **PAIRS** For each of the ideas in 3D, what advice did the blog post provide?
- The post offers advice about...*

READING SKILL

Synthesize information

When you synthesize information, you read details from different sources and group similar ideas together. Look for parts of the text that say the same thing in different ways and try to figure out what all of these ideas have in common.

Look online for more ideas about how to increase productivity in the workplace. Which ones do you think would be the most successful? Why?

4 MAKE IT PERSONAL

- A** Think about how you work or study. Do you think any of the suggestions in the post would work for you? Take some notes in the chart.

What would help me	Why
What would not help me	Why

- B** **PAIRS** Discuss your answers in 4A.

The idea about plants is very interesting. It would help me because I always feel relaxed in a garden.



JIM STEVENS

@JimS

My friend can learn things just by watching a video! I wish I could. Here's my new post on learning.

1 BEFORE YOU WRITE

- A** What are some things that help you learn a new skill?
- B** Read Jim's post. What ways of learning does he talk about?



Jim Stevens

Copywriter,
TSW Media

THE WAYS WE LEARN

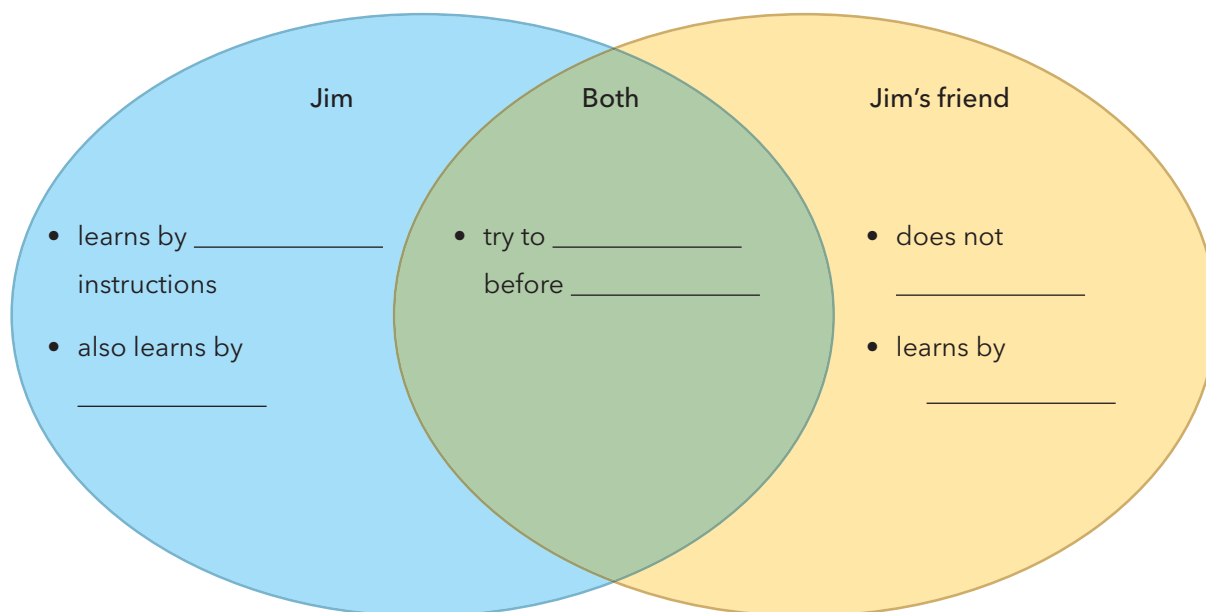
People learn in many different ways. Some of us are really good at reading written instructions; others prefer to look at pictures. Some people learn by watching other people do something first, while others learn by doing things themselves.

In my case, I need time to read and concentrate before I learn something new. Then I like to teach it to someone else right away. In this way, I gain a deeper understanding of the new skill. For example, I recently learned how to use a new computer program. Then I taught a co-worker how to use the program. After I taught my co-worker, I felt like I really understood the program. I no longer needed to check the written instructions.

In contrast, I have a friend who *never* reads written instructions. Instead, she prefers to watch videos online. Once, she watched a video about how to fix her laptop computer, and then she changed all the hardware in her laptop—all without reading anything! She is really good at figuring things out on her own, and she will always try to find solutions before she asks for help. That's one thing we have in common.

How do *you* learn? I'd love to hear your stories.

- C** Read the post again. Complete the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread Jim's post. Underline the words or phrases that signal comparison or contrast.

WRITING SKILL Show comparison and contrast

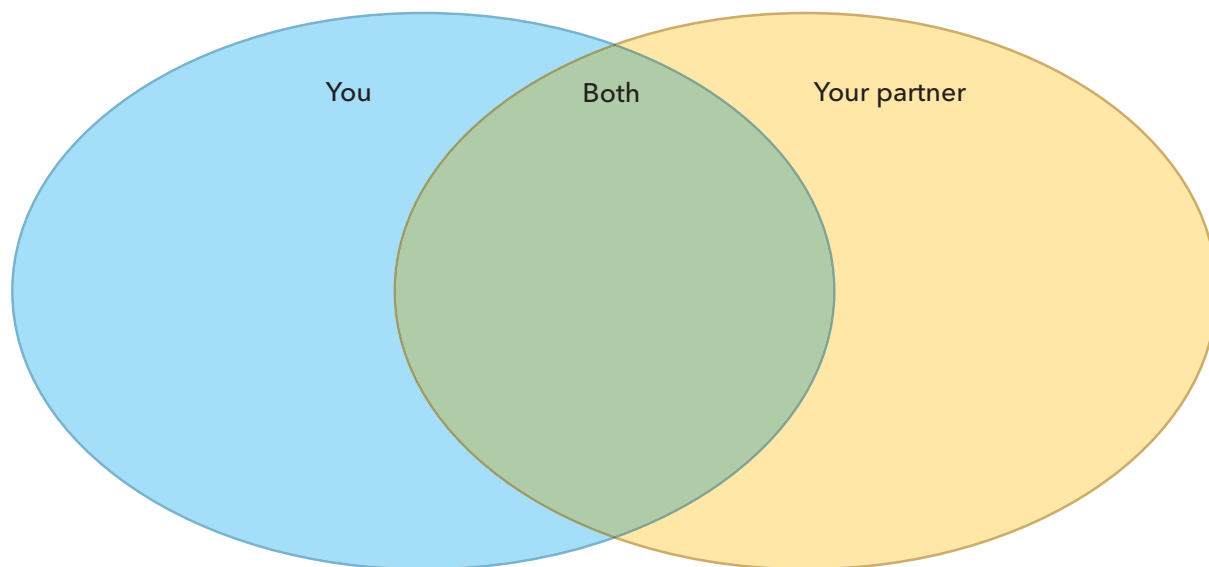
Use **compare and contrast** signal words to show how two things are alike and how they are different.

Compare: *alike, similarly, in common*

Contrast: *in contrast, unlike, as opposed to, instead, some...others*

3 PLAN YOUR WRITING

A How do you learn? Complete the chart with your information.



B PAIRS Interview your partner. Complete the chart in 3A with your partner's information.

4 WRITE

Write a post about how people learn using your and your partner's information from 3A and B. Remember to use signal words to show comparison and contrast. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's posts.

1. Underline the signal words that show comparison and contrast.
2. Did your partner's use of signal words show you the different ways your partner and the other person learn? Why or why not?

B PAIRS Can your classmate 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 ABOUT HOW PEOPLE LEARN.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 07-20 Listen or watch. What does Li Wei teach us?



B ▶ 07-20 Listen or watch again. Answer the questions.

1. What does Li Wei need for his lesson?

2. Which parts of the guitar does he talk about?

3. What are the three steps that he shows?



C Make your own video.

Step 1 Choose something that is easy to teach. What things do you need? Are there any words you need to teach? What steps do you need to show?

Step 2 Make a 30-second video. Show how to do something. Say what you need and the steps.

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

2 LEARNING STRATEGY

GRAMMAR CHALLENGE

To remember things better, you can create sentences with different grammar and vocabulary that you've learned. Review the grammar and try to put two or more grammar points together in one sentence. Add vocabulary from the unit.

Review the grammar from the unit. Write five sentences using two or more grammar points. Try to combine different grammar points. Add at least one vocabulary word to each sentence.

Joe is as tall
as Ron.



grammar: phrasal verbs,

embedded questions, as...as

They wanted to know when

we backed up our files.

3 REFLECT AND PLAN

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

Speaking objectives

- ☐ Ask about how to do something
- ☐ Talk about expectations
- ☐ Give instructions

Vocabulary

- ☐ Technology verbs
- ☐ Describe work and co-workers
- ☐ Phrasal verbs

Pronunciation

- ☐ Stress and linking in comparisons with as...as
- ☐ Stress in phrasal verbs

Grammar

- ☐ Embedded *wh*- questions
- ☐ Comparisons with *as...as*
- ☐ Phrasal verbs with objects

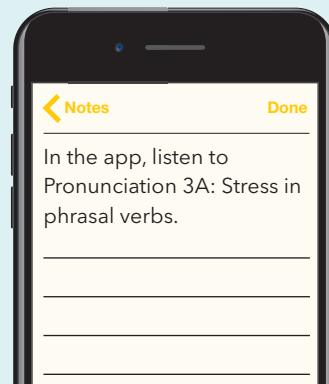
Reading

- ☐ Synthesize information

Writing

- ☐ Show comparison and 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.





HOW ARE YOU FEELING?

LEARNING GOALS

In this unit, you

- ⊗ talk about feeling sick
- ⊗ talk about the flu
- ⊗ discuss what happens when you get sick
- ⊗ read about keeping cool
- ⊗ write about being sick



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a health clinic. What do you see?
- C** Now read Diana's message. What does she remind people about?



DIANA OLVERA

@DianaO

Just a reminder that it's flu season again. Let's all stay healthy this year!

LESSON 1

TALK ABOUT FEELING SICK



DIANA OLVERA

@DianaO

Not feeling well this morning
—please don't tell me I'm
coming down with the flu!



1 VOCABULARY Common health problems

A ▶ 08-01 Listen. Then listen and repeat.



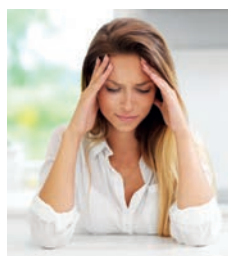
an allergy



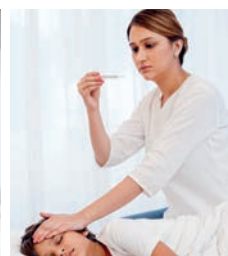
food poisoning



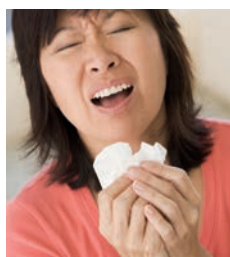
the flu



a migraine



a fever



a sneeze



a stuffy nose



indigestion



a stomachache



a rash

B ▶ 08-02 Listen. Write the health problem from 1A that each speaker talks about.

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

C PAIRS Compare your answers in 1B.



2 GRAMMAR May / might / could with the continuous to show possibility

Use *may / might / could* + continuous form to express the possibility that something is happening at the time of speaking.

Affirmative

Subject	Modal	Be	Verb + -ing	
I	may		getting	sick.
He	might	be	catching	a cold.
They	could		meeting	now.

Negative

He	may not	be	feeling	better.
We	might not		going	home.

Questions

Modal	Subject	Be	Verb + -ing	
Could	he	be	sleeping?	

Notes

- Do not use *could not (couldn't)* to express possibility. *Couldn't* means you are very certain.
He couldn't be sick. = I am almost 100% certain he is not sick.
- Do not use *may* or *might* to form questions.
- Do not confuse *may be* (verb phrase) and *maybe* (adverb).
Tim may be talking to the doctor.
Maybe Tim is talking to the doctor.



>> FOR PRACTICE, GO TO PAGE 146



3 PRONUNCIATION

A ▶ 08-04 Listen. Notice the silent letters. Then listen and repeat.

~~k~~now ~~w~~rong list~~e~~n

B ▶ 08-05 Circle the one word in each line that does *not* have silent letters. Then listen and check your answers.

1. might thought caught cough

3. sign foreign migraine design

2. could cold half talk

4. write why answer whole

C **PAIRS** Create three sentences. Each sentence should include 2-3 words with silent letters.

Silent letters

Some words have consonant letters that are silent, or not pronounced. For example, *know* begins with the letter *k*, but we don't pronounce that letter. The letter *k* is silent.

4 CONVERSATION



A ▶ 08-06 Listen or watch. Circle the correct answers.

1. What is wrong with Diana?

- a. She's allergic to seafood.
- b. She's coming down with the flu.
- c. She doesn't feel well.

2. What does Mehmet suggest that she do?

- a. leave work early
- b. go to the doctor
- c. take some medicine

3. What happens at the end of the scene?

- a. Diana decides to go home.
- b. Diana starts to feel better.
- c. Mehmet starts to feel sick.



B ▶ 08-07 Listen or watch. Complete the conversation.

Mehmet: Do you have a stomachache?

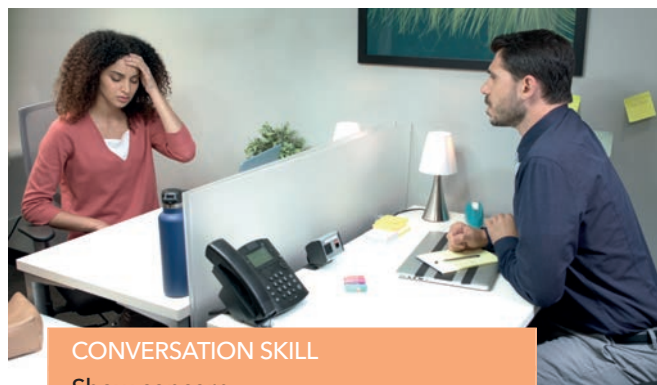
Diana: No, but I think I might have a fever.

Mehmet: Do you have a cough? You _____ down with the flu.

Diana: Oh no, not again!

Mehmet: What are you looking for?

Diana: I'm looking for my tea. I take it when I think I _____ sick.



CONVERSATION SKILL

Show concern

To show concern and to offer help, say:

Are you okay?

What's wrong?

Do you need anything?

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

C ▶ 08-08 Listen and repeat. Then practice with a partner.

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

indigestion a stuffy nose a cold

5 TRY IT YOURSELF

A **ROLE PLAY** Student A, imagine you are not feeling well. Talk about your symptoms. Student B, show concern. Guess what is wrong with Student A and give advice.

A: I have a terrible headache. **B:** You might be getting a migraine. You should lie down.

B **WALK AROUND** Take turns talking to four other classmates about different symptoms.

■ I CAN TALK ABOUT FEELING SICK.



LESSON 2 TALK ABOUT THE FLU



DIANA OLVERA

@DianaO

Found a really informative podcast that helps you get through the flu season.

1 VOCABULARY The flu

A 08-09 Listen. Then listen and repeat.

How to avoid the flu

get the flu vaccine

wash your hands frequently

- Before & after eating or drinking
- After using the restroom
- After blowing your nose
- After shaking someone's hand

avoid touching your face

avoid crowded places

If you catch the flu

avoid spreading the virus to others

drink plenty of fluids

stay home until you are not contagious

I can't come back to work until the 4th

B If you have the flu, what should you do to make sure others don't catch it?

Check (✓) all the correct answers.

- | | |
|---|---|
| ☐ drink plenty of fluids | ☐ avoid touching your face |
| ☐ get the flu vaccine | ☐ wash your hands frequently |
| ☐ avoid crowded places | ☐ stay home until you are not contagious |

C PAIRS Compare your answers in 1B.



2 GRAMMAR Subordinating conjunctions in time clauses

A time clause tells when something happens. It begins with a subordinating conjunction.

Conjunction	Meaning	Example sentences with time clauses
after	at a later time	Wash your hands after you touch anything in public.
as soon as	happening shortly after an event	He will call the doctor as soon as he finishes work.
before	at an earlier time	People should get the flu vaccine before flu season starts.
once	from the moment something happens	Once you feel better, you can return to your normal activities.
till / until	up to that time, and then no longer	Don't go back to work till / until you feel better.
when	at that time	When spring comes, she gets terrible allergies.
whenever	every time	Whenever you can, avoid crowded places.
while	at the same time	They waited while he was taking a photo.

Note: Time clauses are dependent clauses. This means they are **not** complete ideas.

In formal speech and writing, they must be used with **independent clauses**.

When I see the doctor, I'll ask her about a flu shot.

(dependent clause)

(independent clause)

>> FOR PRACTICE, GO TO PAGE 147



3 PRONUNCIATION

- A** ▶08-11 Listen. Notice the pronunciations of *can* and *can't*. Then listen and repeat.

/kən/

/kæn(t)/

What can we do?

I can't always stay home.

Maybe I can help you.

Whenever you can, avoid crowds.

- B** ▶08-12 Listen. Circle the word that the *second* person says.

1. can / can't

2. can / can't

3. can / can't

4. can / can't

Can and can't

Negative contractions like *can't* usually do not have a clear /t/ sound at the end. Stress and the sound of the vowel help us hear the difference between *can't* and *can*. *Can't* is stressed and has the clear vowel sound /æ/. *Can* is usually unstressed and has the weak vowel /ə/, though it is stressed before a pause.

4 LISTENING

- A** ▶08-13 Listen to the podcast. Check (✓) all the true statements about the flu.

1. ☐ It is very easy to pass on to others.
2. ☐ It can kill you.
3. ☐ Everyone should get the flu vaccine.
4. ☐ You can go back to work or school as soon as you feel better.

- B** ▶08-13 Read the Listening Skill. Listen again. Use the words in the box to help you complete the chart. Then check your answers.

avoid touching your face

wait a couple of days

get the flu vaccine

stay away from other people

avoid all public places

stay home and rest

wash your hands

drink plenty of fluids



LISTENING SKILL

Listen for signal words

Speakers sometimes use signal words to let us know what they are going to talk about, for example:

*Here are **two** easy things you can do. **First**, most healthy people should...*

When you hear signal words, use them to help you follow the speaker's important ideas.

Here are two easy things you can do to protect yourself.

First: _____

Second: • _____

• _____

Now here's my third piece of advice. If you catch the flu...

• _____

• _____

• _____

• _____

Finally, once you feel better...

- C** **TAKE A POLL** How many of your classmates have had the flu in the past two years?

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about what you do during flu season to stay healthy.

Use information from the podcast and your own ideas. Take notes.

As soon as flu season starts, I get the flu vaccine.

- B** **PAIRS** Discuss. What do you do during the flu season to stay healthy?

Do you both do the same things?

■ I CAN TALK ABOUT THE FLU.



LESSON 3

DISCUSS WHAT HAPPENS WHEN YOU GET SICK



DIANA OLVERA

@DianaO

You can never be too careful during the flu season.



1 VOCABULARY When you are sick

A 08-14 Listen. Then listen and repeat.

go to the doctor: to see a doctor when you are sick
miss work: to not go to work, usually because you are sick
make others sick: to spread a virus or bacteria to other people
get worse: to become sicker
call in sick: to inform people that you are sick and won't go to work or school
stay in: to not go outside of your house
get over (something): to become well again after a difficult time, for example after being sick
get better: to feel better, usually after an injury or illness

B Complete the sentences with the words in 1A.

1. Stay home when you are sick so that you don't spread your illness and _____.
2. Go to the doctor before you _____.
3. If you take medicine, you will _____ your cold faster.
4. You should _____ and get some rest today.
5. If you rest, you will _____ faster.

C PAIRS Make five new sentences with the expressions from 1A.



2 GRAMMAR Future real conditional

Use the future real conditional to talk about what will likely happen under certain conditions. The *if*-clause gives the condition.

Statements

If-clause				Result clause			
If	Subject	Simple present		Subject	Will / Won't	Base form of verb	
If	I	feel	sick,	I	will	stay	home.
	you	don't take	this medicine,	you	won't	get	better.
	people	get	sick,	they	will	miss	work.

Questions

If-clause				Result clause			
If	Subject	Simple present		Wh-word	Will / Won't	Subject	Base form of verb
If	you	feel	sick,	who	will	you	call?
	he	gets	better,	-	will	he	come
							to work?

Note: The *if*-clause can come at the beginning or end of a sentence. Use a comma when the *if*-clause comes at the beginning of a sentence.

If you come to work, you'll make others sick.

You'll make other sick if you come to work.

If you feel sick, will you come to work?

Will you come to work if you feel sick?

>> FOR PRACTICE, GO TO PAGE 148

3 CONVERSATION



A ▶ 08-16 Listen or watch. Circle the correct answers.

- Why is Diana worried?
 - She could make others sick.
 - She could catch the flu.
 - They could lose business.
- What does Diana give Mehmet?
 - a mask
 - a message from his sister
 - meeting notes
- What does Mehmet say about getting sick?
 - He doesn't get sick.
 - He hates being sick.
 - He should protect himself.
- What does Mehmet do at the end of the scene?
 - He wears a mask.
 - He sneezes.
 - He goes to the doctor.



B ▶ 08-17 Listen or watch. Complete the conversation.



Mehmet: Diana? What's wrong? Why are you wearing a mask?

Diana: Oh, this. I'm just being careful. It's the flu season.

Mehmet: You've had the flu shot, right?

Diana: Yes, of course. But you never know. _____
sick, _____ work, and we _____
our deadline.

C ▶ 08-18 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 What will happen if you get sick? Student A, start a sentence about getting or being sick. Student B, finish the sentence and start a new one. Continue the story. Keep the story going as long as you can.

A: I'm sick. If I don't get better soon, I'll go to the doctor.

B: But if you go to the doctor, you...

B WALK AROUND Change partners and role-play a different story.



■ I CAN DISCUSS WHAT HAPPENS WHEN I GET SICK.



DIANA OLVERA

@DianaO

This is the most interesting way to stay cool. Has anyone else heard of this?

1 BEFORE YOU READ

A PAIRS How hot does it get where you live?

What do you do to stay cool?

On hot, summer days, I spend time in cool, indoor places like the café near my house.



B **08-19 VOCABULARY** Listen. Then listen and repeat.

tropical: in or from the hottest, wettest parts of the world

evidence: information or something you see that helps you decide if something is true

a surface: the outside or top part of something

sweat (noun): the liquid that comes out of your skin when you are hot, nervous, or have a fever

sweat (verb): when you sweat, liquid comes out of your skin because you are hot

evaporate: when liquid evaporates, it changes into a gas

a signal: a sound or action that tells someone or something to act

leave out: to not include

>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Read the title and look at the photos. How could these foods help you keep cool?

B **08-20** Listen. Read the article.

KEEPING COOL

It's hot, really hot. There's no swimming pool or air conditioning. You should reach for an ice-cold glass of water or maybe a dish of ice cream, right? Wrong, at least according to people who live in hot, tropical climates. How about a cup of hot tea or a spicy dish full of chilies instead? Just listen to people in India, where hot tea is the most popular drink. Or ask people in Mexico, where archeologists have found evidence that ancient people were cooking up hot, spicy drinks more than 2,400 years ago!

So why are hot drinks and spicy foods so popular in hot climates? At first glance, this doesn't make a lot of sense. But if you look a little closer—at the science behind body temperature—it makes perfect sense because hot drinks and chilies can actually cool you down. Here's how it works: Your body temperature stays within about one degree of the normal body temperature. If your temperature goes higher, your blood begins to move toward the surface of your body. This causes your body to sweat. As a result of the sweat evaporating, you start to feel cooler and your body temperature goes back down.

How do the hot drinks and chilies fit into this picture? You have temperature sensors in your mouth, along your tongue, and all the way down into your stomach. When hot drinks, like tea or coffee, hit those sensors, they send a signal to your brain. Some foods, like ginger and black pepper, but most of all, chili peppers, cause those sensors to respond in the same way. Then the brain sends out a message: Start sweating! You may not like sweating, but it is extremely important, especially in hot climates, because the body cools down when sweat evaporates.

So, what about that ice-cold glass of water? Will it cool you off? It can actually have the opposite effect. The sensors in your mouth will tell your brain, "Ah, nice and cool." As a result, the brain sends out the message, "Time to stop sweating"—exactly what you don't want. However, keep in mind that when you sweat, your body loses water, so drinking water on hot days is still very important. You just might want to leave out the ice cubes.



spicy salsa—Mexico



hot chai tea—India

3 CHECK YOUR UNDERSTANDING

A What is the main thing readers can learn from this article? Circle the correct answer.

- a. Hot drinks and spicy foods can keep you cool.
- b. Your body sometimes has trouble keeping you cool.
- c. Sweating is a signal that you are too hot.

B Circle the correct answers.

- 1. What causes body temperature to go down?
 - a. body staying at normal temperature
 - b. blood getting cooler
 - c. sweat evaporating
- 2. What do hot drinks have in common with spicy food?
 - a. They keep your body temperature within one degree of the normal temperature.
 - b. They block temperature sensors from sending signals to the brain.
 - c. They cause your body to sweat.
- 3. Why is important to drink a lot of water when it is hot?
 - a. It replaces the water we lose in sweat.
 - b. It keeps your blood moving quickly.
 - c. It makes your sweat evaporate more quickly.

C **FOCUS ON LANGUAGE** Reread lines 8-15 in the blog post. Think about the phrases *make sense* and *fit into the picture*. Circle the correct answers.

- 1. The expression *make sense* means ____.
 - a. have a meaning you can understand
 - b. be useful
 - c. feel right
- 2. The expression *fit into the picture* means ____.
 - a. be related
 - b. explain something difficult
 - c. show how something looks

D Read the Reading Skill.

- 1. Reread the article. Underline words and phrases that signal cause or effect.
- 2. Write C (cause) and E (effect) next to the correct event in each pair.
 - a. ____ you sweat
 - your blood moves to the skin's surface
 - b. – you drink something hot or eat something spicy
____ sensors in your mouth send a signal to your brain

READING SKILL

Identify cause and effect

Writers use signals like *because*, *so*, *as a result*, *cause*, *result in*, *lead to*, *consequently*, and *therefore* to show a cause-and-effect relationship. Sometimes the order in which the writer reports the events or actions can also help you see the cause-and-effect relationship.

E **PAIRS** What did you learn from the article? Retell the most important ideas in your own words.

I learned about foods that can...

Look online to find other foods that can help you keep cool. Was any of the information you found surprising?



4 MAKE IT PERSONAL

A Have you ever eaten spicy food or hot drinks to stay cool? What was your experience? What else do you do to stay cool?

B **PAIRS** Discuss your answers in 4A.

I always drink hot tea in the summer.

■ I CAN READ ABOUT KEEPING COOL.

1 BEFORE YOU WRITE

- A** When you are sick, who do you have to tell about it? How do you tell them?
- B** Read Diana's emails. What is wrong with her?



DIANA OLVERA

@DianaO

I was so careful, but I still got sick.
 I'll have to take a sick day...

Subject: Out sick today

From:  Diana Olvera To:  tracy.callan@tswmedia.com

Dear Tracy,

I need to take a sick day today. I think I have the flu. As you may know, my team has a meeting today to discuss the design ideas for my new account. I've asked Heather to lead the meeting so that we can continue to move forward even in my absence. She's fully informed about the project.

Thanks for understanding. I'll keep you posted and let you know when I'm able to come back in to the office.

Best regards,
Diana

Subject: Sick!

From:  Diana Olvera To:  susanr@gmail.com

Hi Susan,

I'm so sorry, but I have to cancel our lunch today. Can't believe this—but I think I might be coming down with something! I went out to eat at my favorite restaurant last week, and guess what? The guy sitting at the table next to mine? Totally sick! He was coughing all over the place. I mean, why was he out in public when he was clearly sick?? Anyway, I woke up this morning feeling awful. My head is hurting and I have a bad cough. It looks like it might be the flu, and I'm pretty sure I got it from that guy. Ugh, I'm so mad! I'll have to miss work today. I don't want to spread it to other people.

I'll let you know as soon as I feel better. Let's reschedule our lunch then!

D

- C** Read the emails again. Complete the chart.

	Who will read this?	What are the important details?
Email 1	Diana's manager, Tracy	She needs to take _____. She has _____. Her team has _____ today. Heather will _____. She will let Tracy know _____.
Email 2	Diana's _____, Susan	She has to cancel _____. She has _____. She caught it from _____. She will let Susan know _____.

2 FOCUS ON WRITING

- A** Read the Writing Skill. Then reread Diana's emails. Which email is formal? Which email is informal?
- B** In the informal email, underline the extra details. Double underline the incomplete sentences. Circle the exclamations and other emotional language.

WRITING SKILL Use formal and informal writing

Choose to write in a **formal or informal** style depending on who will read your writing. Formal writing should have complete sentences, only important details, no exclamations points or emotional language. Informal writing can have incomplete sentences, extra details, and emotional language.

3 PLAN YOUR WRITING

- A** Imagine you need to take a sick day. Who will you email and what will you tell them? Complete the chart with your information.

	Who will read this?	What are the important details?
Email 1	your manager,	
Email 2	your friend,	

- B PAIRS** Talk about who you will email and what you will tell each person.
First, I'll email my manager, John. I'll tell him that my colleague Sara can help with...

4 WRITE

Write a formal email to a manager and an informal email to a friend to tell them you are sick. Use your information from 3A. Remember to add extra details and emotional language to the informal email. Remember to use complete sentences in the formal email. Use the emails in 1B as models.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's emails.
- Underline examples of informal writing (extra details, emotional language, incomplete sentences).
 - Did your partner use an informal style for the email to the friend and a formal style for the email to the manager? In what ways?
- B PAIRS** Can your classmate improve his or her email? Make suggestions.

6 PROOFREAD

Read your emails again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT BEING SICK.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶08-21 Listen or watch. Why does Hae-young show the items?



B ▶08-21 Listen or watch again. Answer the questions.

1. What items does Hae-young show?

2. How does she get enough vitamin C?

3. What makes her throat feel better?

C Make your own video.

Step 1 Think of 3-5 tips for staying healthy. How do these tips help you stay well or feel better?

Step 2 Make a 30-second video. Tell why each tip is helpful.

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

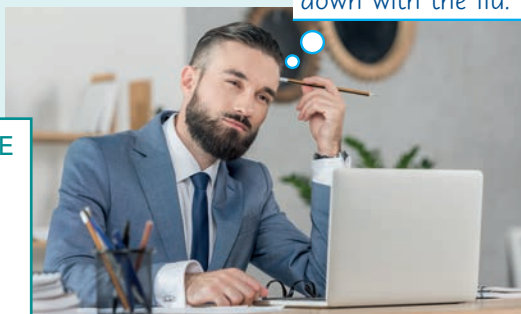


Last winter, I came down with the flu.

2 LEARNING STRATEGY

CONNECT VOCABULARY TO PERSONAL EXPERIENCE

When you learn a new word, think about how it relates to your life. What does it remind you of? For example, if you are studying words about being sick, which words help you talk about a time when you were sick?



Review the vocabulary from the unit. What words do you need to practice? Choose five words or phrases that you want to learn. Write a sentence for each that connects to you personally.

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 feeling sick
- ☐ Talk about the flu
- ☐ Discuss what happens when I get sick

Vocabulary

- ☐ Common health problems
- ☐ The flu
- ☐ When you are sick

Pronunciation

- ☐ Silent letters
- ☐ Can and can't

Grammar

- ☐ May / might / could with the continuous to show possibility
- ☐ Subordinating conjunctions in time clauses
- ☐ Future real conditional

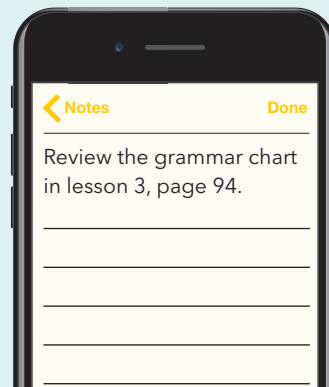
Reading

- ☐ Identify cause and effect

Writing

- ☐ Use formal and informal writing

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.





CAN YOU TELL ME A STORY?

LEARNING GOALS

In this unit, you

- 🕒 tell a personal story
- 🕒 retell a story
- 🕒 explain how you learned to do something
- 🕒 read about the power of stories
- 🕒 write about a funny experience



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a group of friends. What do you see?
- C** Now read Flavio's message. Why is he happy to work with Jim?



FLAVIO VEGA

@FlavioV

Nice to be working with Jim again. He's a great guy — always interesting to talk to.

LESSON 1 TELL A PERSONAL STORY



FLAVIO VEGA

@FlavioV

I had a relaxing weekend.
How was *your* weekend?



1 VOCABULARY Adjectives to describe emotions

A ▶ 09-01 Listen. Then listen and repeat.

proud of: happy about something good you did
mad at: angry or disappointed about something
surprised at: shocked by something you did
disappointed in: sad about something you did
satisfied with: happy because something happened the way you wanted
unhappy with: not happy because you don't like what is happening

B Put the phrases from 1A in the correct category. One expression can be in both.

Positive	Negative

C PAIRS Think of a time when you felt one of the emotions in 1A. What happened to make you feel that way? Talk about the experience.

I remember I was really proud of my sister when she learned to drive.



2 GRAMMAR Reflexive pronouns

Subject	Verb	Adjective	Reflexive pronoun	
I			myself	
You			yourself	
He	feel		himself	
She	feels	proud of	herself	for passing the test.
We			ourselves	
You			yourselves	
They			themselves	

Notes

- Adjectives commonly used with reflexive pronouns: *proud of, mad at, surprised at, disappointed in, satisfied with, unhappy with, ashamed of, hard on*
- Verbs commonly used with reflexive pronouns: *promise, blame, enjoy, help, teach, introduce, hurt*
I **promised myself** that I'd fix the problem one day.
He **blames himself** for having a fear of heights.
- By + a reflexive pronoun means "alone" or "without help."
*The students did this **by themselves**.*

>> FOR PRACTICE, GO TO PAGE 149



3 PRONUNCIATION

- A** ▶ 09-03 Listen. Notice the number of sounds in each consonant group. Then listen and repeat.

/sk/ /kl/ /ks/ /ksp/ /md/ /lvz/

a skydiving class an exciting experience ashamed of ourselves

- B** ▶ 09-04 Underline the consonant groups in these words. Then listen and check your answers.

- | | | |
|------------------------|--------------------|-----------------------|
| 1. flying on a plane | 3. crowded streets | 5. driving on bridges |
| 2. speaking to a group | 4. small spaces | 6. spiders or snakes |

- C** **PAIRS** Talk about the things in 3B. Are you or is someone you know afraid of any of them?

Consonant groups

Many words have groups of two or three consonant sounds next to each other. We say the consonants in a group together, and we do not add a vowel sound between them.

4 CONVERSATION



- A** ▶ 09-05 Listen or watch. Circle the correct answers.

- Jim has been afraid of heights since _____.

a. he fell from a tall building	b. he was a teenager	c. he flew in an airplane
---------------------------------	----------------------	---------------------------
- Jim lost his fear by _____.

a. taking a class	b. going to a doctor	c. taking pictures from a plane
-------------------	----------------------	---------------------------------
- Jim wants to _____.

a. go skydiving again	b. never go skydiving again	c. take skydiving lessons
-----------------------	-----------------------------	---------------------------



- B** ▶ 09-06 Listen or watch. Complete the conversation.



Jim: I went skydiving last weekend!
 Flavio: Skydiving? But wait—you're afraid of heights!
 Jim: Not anymore! I promised _____ that this year I was finally going to deal with my fear.
 Flavio: Incredible. You must be proud of _____.



- C** ▶ 09-07 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** Choose one of the expressions from 1A, and think of a story about a time when you felt that way. Take notes.

I was surprised at myself when I figured out how to...

- B** **PAIRS** Student A, talk about how you felt about yourself. Student B, ask follow-up questions.

■ I CAN TELL A PERSONAL STORY.



LESSON 2 RETELL A STORY



FLAVIO VEGA

@FlavioV

Every day is an adventure as a new dad.



1 VOCABULARY Morning routines

A 09-08 Listen. Then listen and repeat.

grab a cup of coffee: to get a cup of coffee quickly, on your way somewhere

oversleep: to sleep later than you planned to

run late: to be late on your way somewhere

rush out the door: to leave a place quickly

catch the bus: to get on the bus before it leaves

make it on time: to arrive somewhere on time



B Complete the statements with words from 1A.

1. If a meeting is important, you need to _____.

2. If your alarm clock doesn't work, you could _____.

3. If you are in a hurry, you _____.

4. If you don't have time to eat, you should at least _____.

5. If your car doesn't work, you need to _____.

6. If you miss the bus, you will _____.

C PAIRS Compare your answers in 1B.



2 GRAMMAR Past continuous with *while* and *when*

Use the past continuous with *while* and *when* to show that one action was in progress when a second action occurred.

While / When	Subject 1	Was / Were	Verb + -ing	Subject 2	Simple past verb	
While / When	I she we	was was were	waiting for the bus, shopping, working,	it she the power	started saw went out.	to rain. David.

Notes

- The action in the *while* / *when* clause happened first.

*While I **was waiting** for the bus, people **gave** me strange looks*
(happened first) (happened second)

- The *when* / *while* clause may appear at the beginning or end of a sentence.

*While I **was getting** dressed, the baby **woke up**.*
*The baby **woke up** while I **was getting** dressed.*

- When* / *while* clauses are dependent clauses. They must be used with independent clauses:

*When I **was getting** on the elevator, I **got** some more looks.*
(dependent clause) (independent clause)

>> FOR PRACTICE, GO TO PAGE 150



3 PRONUNCIATION

- A** ▶ 09-10 Listen. Notice the intonation. Then listen and repeat.

I didn't want to **wake** them.

I didn't want to **wake** them, so I didn't turn the **light** on.

- B** ▶ 09-11 Listen and notice the intonation. Add a period (.) if the sentence sounds finished. Add a comma (,) if the speaker has more to say.

1. I tried to call you,
2. He was telling me a funny story.
3. I was watching a movie with a friend,
4. She was walking her dog in the park,

Intonation to end or continue a thought

At the end of a statement, the intonation usually goes down. This shows that the thought, or sentence, is finished. If the intonation falls and then rises a little, it shows that we have more to say. We often use this intonation in the first part of a longer sentence.

4 CONVERSATION



- A** ▶ 09-12 Listen or watch. Circle the correct answers.

1. Flavio _____.
 - a. was running late
 - b. missed the bus
 - c. didn't make it to work on time
2. People gave Flavio strange looks because he _____.
 - a. was rushing out the door
 - b. was late to a meeting
 - c. shaved only half his face



- B** ▶ 09-13 Listen or watch. Complete the conversation.



Flavio: You'll never believe what happened last week.

Jim: Yeah? What?

Flavio: Well, I got dressed for work in the dark because I didn't want to wake up Carmen and the baby.

Jim: Makes sense.

Flavio: _____ for the bus, a couple of people _____ me strange looks.

Jim: Oh no!

CONVERSATION SKILL

Show interest

To show that you are interested in someone's story, use short expressions. Here are some examples:

Makes sense. Right. No way!

Oh no! You've got to be kidding!

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

- C** ▶ 09-14 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about something funny or unusual that happened while you were doing something else. Complete the chart.

What I was doing...	What happened...

- B** **PAIRS** Student A, tell your story using notes from 5A. Student B, respond with expressions to show interest or ask questions.

I CAN RETELL A STORY.



LESSON 3

EXPLAIN HOW YOU LEARNED TO DO SOMETHING



FLAVIO VEGA

@FlavioV

It's so cool how people learn new things.



1 VOCABULARY Verbs for thinking and understanding

A ▶ 09-15 Listen. Then listen and repeat.

discover: to find out something that you did not know before

grasp: to understand something, especially something difficult

master: to learn something so well that you understand it completely and have no difficulty with it

memorize: to learn something so that you will remember it perfectly

get it: to understand something

catch on: to begin to understand

work on: to spend time improving something

get good at: to learn how to do something well

B Circle the correct words to complete the sentences. There may be more than one answer.

1. When learning to play an instrument, you should **work on** / **discover** / **grasp** it every day.
2. I **memorized** / **discovered** / **caught on** that I liked to do things with my hands.
3. Keep trying, and you'll **work on** / **catch on** / **get it** eventually.
4. It isn't necessary to **memorize** / **master** / **grasp** every word when you're learning a new language.
5. We want to **get good at** / **get it** / **master** tennis, so we're taking lessons.

C PAIRS Talk about a time you learned something new, using at least four of the verbs in 1A.



COACH

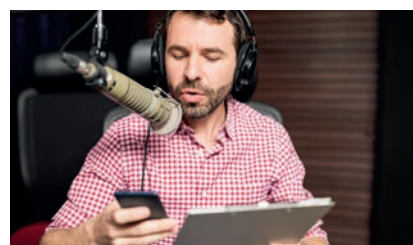
2 GRAMMAR Infinitives of purpose

Use the infinitive (to + base form of the verb) to explain the purpose—the reason for doing something.

Subject	Verb	Infinitive	
I	watch videos	to learn	new things.
He	called the show	to share	his story.
They	went to Mexico	to practice	their Spanish.

Notes

- Infinitives of purpose answer the question: *Why*?
A: **Why** do you watch online videos?
B: I watch them **to learn** how to do things.
- In informal speech, you can answer this question with just the infinitive phrase.
A: *Why* do you watch online videos?
B: **To learn** how to do things.



>> FOR PRACTICE, GO TO PAGE 151

3 LISTENING

- A** ▶ 09-17 Listen to the podcast. What is it about?
Circle the correct answer.
- Experts' opinions about people's different learning styles
 - How different people learn new skills
 - Ways people can learn how to do something without a teacher
 - apps and videos that are useful for learning

- B** ▶ 09-17 Read the Listening Skill. Listen again.
Check (✓) all the details that apply.
- Steve learned how to play the piano by...
 - ☐ a. using an app called 8-Keys.
 - ☐ b. reading all the reviews.
 - ☐ c. playing games that taught him to read music.
 - ☐ d. working on correct finger positions.
 - ☐ e. practicing simple musical chords on his piano.
 - ☐ f. buying a real piano.
 - Mary learned how to change the oil in her car by...
 - ☐ a. watching her mechanic.
 - ☐ b. watching many videos.
 - ☐ c. watching one video.
 - ☐ d. memorizing each step on a video.
 - ☐ e. practicing doing each step on real cars.
 - ☐ f. imagining each step in her head under a real car.

- C** **PAIRS** Student A, talk about how Steve learned to play the piano. Student B, talk about how Mary learned how to change the oil in her car. Are you more like Steve or Mary? Discuss.



LISTENING SKILL

Listen for details

When you listen for details, you don't need to understand every word. Pay attention to the specific kind of information you need—how someone learned how to do something—and try to listen for words related to those details.



4 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about how you learned to do something. You can use one of the ideas in the chart or your own idea. Think about what you did first and what you did next to learn it. Make notes.

drive a car	speak a foreign language	do a hobby or sport	your own idea

I took lessons to learn how to drive. But first I had to save enough money to pay for the lessons.

- B** **WALK AROUND** Find someone who learned the same thing as you. Talk about the similarities and differences in how you learned.

■ I CAN EXPLAIN HOW I LEARNED TO DO SOMETHING.



LESSON 4

READ ABOUT THE POWER OF STORIES



FLAVIO VEGA

@FlavioV

I just read this article about stories. Really interesting! Now I understand why I love them so much.

1 BEFORE YOU READ

A PAIRS Where do you hear, read, or watch stories?



B **09-18 VOCABULARY** Listen. Then listen and repeat.

a **psychologist**: a person who studies the human mind and behavior

a **discovery**: finding something out for the first time

invent: to make, design, or think of something that is new and different

respond: to do something because of something that has happened

survive: to continue to live after an accident, illness, or dangerous experience

an **advantage**: something that helps you be successful

>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Read the title of the article and look at the image. What kind of power do you think stories have?

B **09-19** Listen. Read the article.

THE HUMAN BRAIN AND THE POWER OF STORIES

In a famous experiment, psychologists Fritz Heider and Marianne Simmel made a surprising discovery about the human mind. They created a short film in which simple shapes moved around the screen. Then they asked 34 people to describe what they'd seen. Only one person described the movements of the shapes.

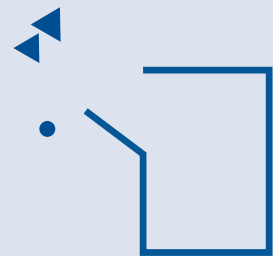
5 All the others invented stories. One person said, "The triangles were in love with the circle." Another said, "The circle was running away from the angry triangles." Since then, other researchers have repeated the experiment with similar results. Why did so many people choose to give the shapes human actions and feelings? Many psychologists believe it's because our brains are wired to look for and
10 respond to stories.

Why are stories so important to us? One answer may be that stories helped early humans survive in a dangerous world. Thousands of years ago, people learned how to stay alive by passing along stories. For example, stories taught them what was safe to eat: "Do you see those berries over there? Don't eat them! My cousin ate some and got very sick." Stories prepare us for real situations and let us solve problems before we experience them.

15 By sharing stories, early humans also learned important information about the people around them. They learned where others were from, how they lived, and if they were friendly. They learned how they thought and felt and then compared these to their own emotions and experiences. In creating these connections, stories helped humans build relationships and work together—giving humans a big advantage over other animals.

In fact, stories are so important that our brains are programmed to remember them over other kinds of information.

20 In another experiment, psychologists Gordon Bower and Michael Clark tested people's ability to remember information. They gave a group of people a list of ten words and asked them to memorize the list. They gave another group the same list, but asked them to make up stories with the ten words. The group that made up stories with the words were able to remember six to seven times as many words as the other group. Think about the article you are reading now. In six months will you remember the facts, the numbers, and the other details? Or will you remember the
25 story of the circle and the angry triangles?



3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea? Circle the correct answer.

- Our brain's ability to remember stories helped early humans to survive.
- Early humans learned information about other people through stories.
- Our brains use stories to share and remember information.

B Circle the correct answers.

- After watching the simple shapes video, most people ____ the shapes.
 - described the movements of
 - made up stories about
 - couldn't remember
- Stories helped early humans _____.
 - find new places
 - find food
 - build relationships
- Bower and Clark learned that people remember things best when information is _____.
 - written down
 - in a list
 - told as a story

C **FOCUS ON LANGUAGE** Reread lines 8-10 in the article. Think about the phrase *wired*. Circle the correct answers.

The expressions *wired* means ____.

- not prepared to do something
- ready to become emotional
- ☒ designed to work a certain way

READING SKILL Find supporting evidence

Writers use supporting evidence to show the reader that their opinions and ideas are true. Evidence can be in the form of a quotation (something someone said), an example, or a fact.

D Read the Reading Skill. Find evidence that the writer uses to support each idea. Complete the chart.

Idea	Supporting evidence
In the shapes experiment, people invented stories to make sense of what they saw.	(quotations) a. b.
Stories helped early humans survive in a dangerous world.	(example)
Stories help us remember important information.	(fact)

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

The article is about the importance of...

Find the Heider-Simmel video. Describe what you see.



4 MAKE IT PERSONAL

A Think of some examples of powerful stories in your life. Take notes.

- a story that helped you solve a problem
- a story that helped you in your job
- a story you tell people that helps explain who you are
- a story that helped you remember something you learned in school
- _____ (your own idea)

B **PAIRS** Tell each other your story.

I CAN READ ABOUT THE POWER OF STORIES.



FLAVIO VEGA

@FlavioV

Remember the headphones, Carmen? That was a good one! I just had to share it!

1 BEFORE YOU WRITE

- A** Think about your own birthday. What do you usually do to celebrate?
- B** Read Flavio's story. What was surprising about his experience?

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Birthdays...

My wife, Carmen, and I have the same birthday, and I always try to find the perfect birthday present for her.

Two weeks before our birthday a few years ago, we went out for lunch together. Afterwards, we went shopping because I needed a jacket and she wanted to look at shoes. As we passed by the electronics department, we saw a pair of wireless headphones. Carmen wanted to buy it, but she didn't because she thought it was too expensive. Then, while I was shopping for the jacket, Carmen went to look at the shoes. I thought, "I'm going to buy those headphones for her!" I went back to the store the next day and bought them.

On our birthday, Carmen and I met for dinner, and we exchanged gifts. We both had similar sized boxes! We opened the gifts at the same time and—surprise!—it was the headphones! We had bought each other the same gift. "No way!! How—?" I started to ask. "While you were looking at jackets, I bought it for you!" she explained. We both laughed. And we love our presents!

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- C PAIRS** Did you expect the surprise in this story? Have you ever been surprised on your birthday? Or have you ever surprised someone else?

2 FOCUS ON WRITING

- A** Read the Writing Skill. Then reread Flavio's story. Underline all the time expressions that show sequence in the story. Then write them in the chart.

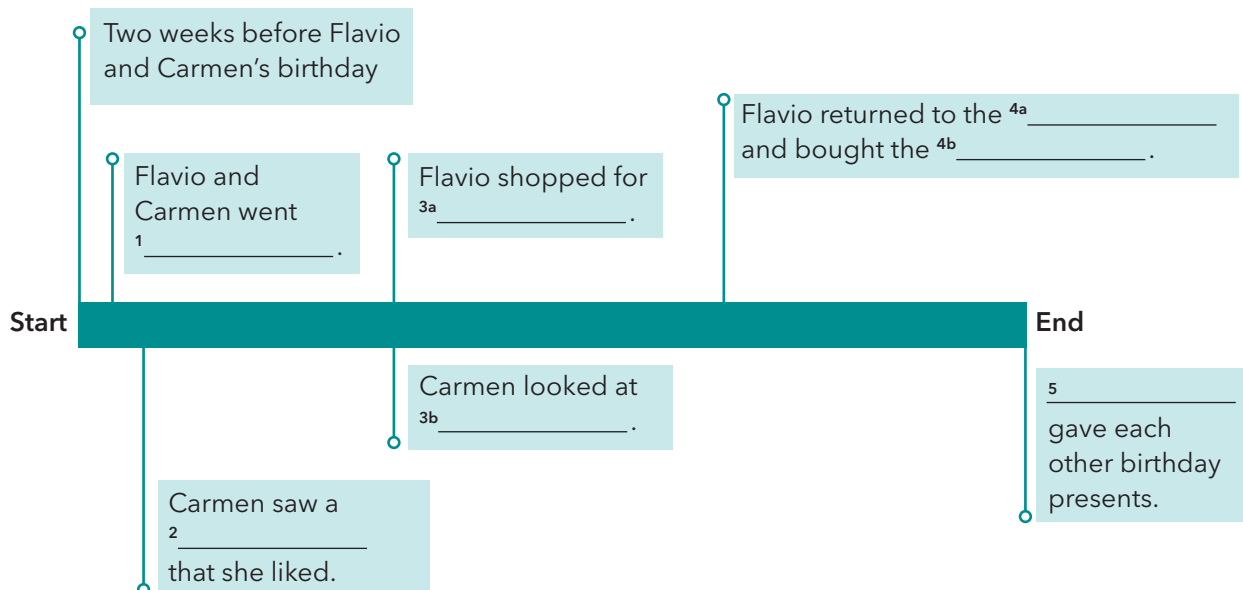
WRITING SKILL Show sequence

Use time expressions such as *then*, *while*, *next*, *afterwards*, *the next day* or *before* to show the order in which the events happened.

Earlier	Same time	Later
Before		

- B PAIRS** Add your own time expressions to the chart in 2A.

C Read the story again. What happened? Complete the notes in the chart.



3 PLAN YOUR WRITING

A Think about a funny or surprising experience you had. How did it begin? What happened next? How did it end? Write the events in a timeline like the one in 2C.

B PAIRS Tell your stories. Use your timelines to help you.

On the first day of my job, I...

4 WRITE

Write about the story you planned in 3A. Remember to use time expressions. Use the story in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's stories.

1. Did your partner clearly explain the sequence of events?
2. Underline all the time expressions.
3. Did your partner add something funny or surprising to the story?

B PAIRS Can your classmate improve his or her story? Make suggestions.

6 PROOFREAD

Read your story again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

I CAN WRITE ABOUT A FUNNY EXPERIENCE.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 09-20 Listen or watch. What did Luis discover?



B ▶ 09-20 Listen or watch again. Answer the questions.

1. What was the hardest thing Luis ever did?

2. What problems did Luis have?

3. How did he solve his problems?



C Show your own photos.

Step 1 Think about when you worked hard to learn something. Choose 3-5 photos to show it.

Step 2 Show the photos to the class. Talk about what happened.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY

WATCH TV OR A MOVIE IN ENGLISH

Practice listening to authentic English pronunciation by watching TV or movies in English. Try to imitate the pronunciation you hear. For example, English speakers may say "wanna" instead of "want to." Copying their pronunciation can help you sound more natural when you speak.



Find an English speaking TV show or movie to watch. Try to practice your pronunciation by copying what you hear. Practice 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

- ☐ Tell a personal story
- ☐ Retell a story
- ☐ Explain how I learned to do something

Grammar

- ☐ Reflexive pronouns
- ☐ Past continuous with *while* and *when*
- ☐ Infinitives of purpose

Vocabulary

- ☐ Adjectives to describe emotions
- ☐ Morning routines
- ☐ Verbs for thinking and understanding

Reading

- ☐ Find supporting evidence

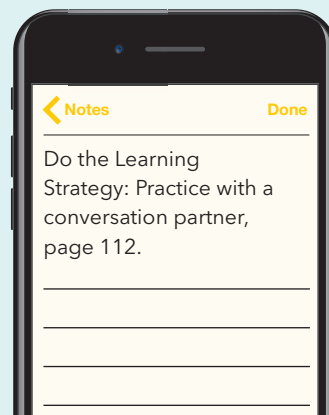
Writing

- ☐ Show sequence

Pronunciation

- ☐ Consonant groups
- ☐ Intonation to end or continue a thought

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 WILL THE FUTURE BRING?

LEARNING GOALS

In this unit, you

- ⊗ discuss hopes and dreams
- ⊗ talk about *what if* situations
- ⊗ tell someone's success story
- ⊗ read about reducing waste
- ⊗ write about good advice



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Liz's message. Why is change not easy?



LIZ FLORES

@LizF

Change can be good, but it's never easy!

LESSON 1

DISCUSS HOPES AND DREAMS



LIZ FLORES

@LizF

Working with Su-min on our first project together today. Looking forward to it!

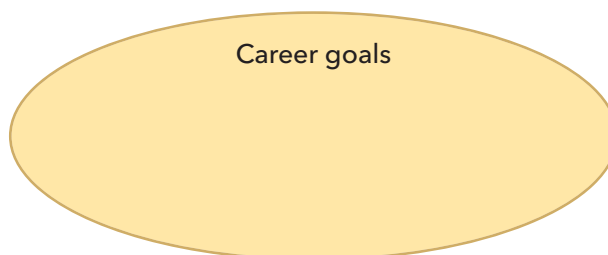


1 VOCABULARY Dreams and ambitions

A ▶ 10-01 Listen. Then listen and repeat.



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



C PAIRS Compare your answers in 1B. Can career goals also be personal ones? Discuss.



2 GRAMMAR Noun clauses with *that*

Noun clauses are a group of words that includes a subject and a verb and functions as a noun.

				Noun clause as object		
Subject 1	Verb 1	(That)		Subject 2	Verb 2	
I	can't believe	(that)		I	didn't bring	my phone.
They	hope			someone	will find	them.
				Noun clause as adjective complement		
Subject 1	Be	Adjective	(That)	Subject 2	Verb	
I	am	glad	(that)	I	met	you.
It	is	awesome		you	are running	a marathon.

Notes

- Use the word *that* to introduce noun clauses in sentences. When *that* introduces a noun clause, it can be omitted.
- An *object* of a sentence is the person or thing that receives the action of the verb.
- An *adjective complement* is a clause or phrase that modifies an adjective. It is often a noun clause.



>> FOR PRACTICE, GO TO PAGE 152

3 CONVERSATION



A ▶ 10-03 Listen or watch. Circle the correct answers.

- What do Su-min and Liz usually talk about?
 - the marathon
 - work
 - charities
- Why is Liz moving to New York?
 - She got a promotion.
 - She wants to live on her own.
 - She wants to leave Lima.
- What does Liz say about Mehmet?
 - He wants to open a restaurant.
 - He's taking cooking classes.
 - He wants to join his family business.
- What does Su-min say about Diana?
 - Diana wants to become an artist.
 - Diana owns an art gallery.
 - Diana wants to start her own business.



B ▶ 10-04 Listen or watch. Complete the conversation.



Liz: It's awesome _____ a marathon! So why are you doing it?

Su-min: I like to challenge myself. Also, I'm raising money for charity.

Liz: Wow. Good for you! How's the training going?

Su-min: It's going well! I found some trainers to work with at the gym here. They're very helpful.

Liz: _____ you'll do great!

Su-min: What about you? What's going on in your life?

CONVERSATION SKILL

Respond with encouragement

When you want to show someone encouragement, you can say:

I'm sure (you will do great.)
I hope (you can do it!)
I think / know (you're a great runner.)
I'm glad (you decided to go for it.)

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

C ▶ 10-05 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 your dreams for the future. Use the ideas in 1A or your own ideas.

B PAIRS Student A, talk about your dreams. Student B, ask follow-up questions. Give Student A encouragement.

A: I want to open a restaurant someday.

B: Really? What kind of restaurant?

A: A Turkish restaurant. I think people will like traditional Turkish food.

B: Sounds like a great idea. I hope you can do it!

■ I CAN DISCUSS HOPES AND DREAMS.



LESSON 2

TALK ABOUT *WHAT IF* SITUATIONS



LIZ FLORES

@LizF

How can we all make the world a better place?



1 VOCABULARY Helping others

A 10-06 Listen. Then listen and repeat.

world hunger: the problem of not having enough food for people in many places around the world

a homeless shelter: a place for people who don't have a place to live

medical research: the activity of finding information about different health problems

animal welfare: health, comfort, and happiness of animals

human suffering: the pain people feel due to physical, mental, or emotional problems

a local school: a school that is close to you such as in your city or neighborhood

B Write two words from 1A under each box to complete the phrase.

bring an end to...	volunteer at...	raise money for...

C PAIRS Compare your answers in 1B. Which of the activities are the easiest ways to do good? Which are more difficult?

2 GRAMMAR Present unreal conditional

Use present unreal conditionals to talk about untrue or imagined situations and their results.

Statements

If-clause				Result clause			
If	Subject	Simple past		Subject	Would / Wouldn't	Base form of verb	
If	I	were	rich,	I	would	donate	more money.
	she	had	more time,	she	would	volunteer	every day.
	people	didn't care,	-	they	wouldn't	help.	

Questions

If-clause				Result clause				
If	Subject	Simple past		Wh-word	Would / Wouldn't	Subject	Base form of verb	
If	you	had	more money,	what	would	you	do?	
	they	had	the time,	-	would	they	help	us?

Note

- The *if-clause* uses the simple past, but this is not a past statement. It's about the present.
- For the *be* verb, use *were* for all subjects: *If he were president...* *If they were free...*
- The *if-clause* can come at the beginning or end of a sentence. Use a comma when the *if-clause* comes at the beginning of a sentence.

>> FOR PRACTICE, GO TO PAGE 153

3 PRONUNCIATION

- A** ▶ 10-08 Listen. Notice the blended pronunciations of *would you* and *did you*. Then listen and repeat.

/wʊdʒə/

/dɪdʒə/

What would you do to help? Did you know he could cook?

- B** ▶ 10-09 Listen. Circle the words you hear.

1. What **would you** / **did you** study in college?
2. **Would you** / **Did you** go to medical school?
3. **Would you** / **Did you** volunteer at a homeless shelter?

- C** **PAIRS** Ask each other and answer the questions in 3B, choosing *would you* or *did you*.

Blended pronunciations of *would you* ("wouldja") and *did you* ("didja")

When we link words together, sounds that are next to each other sometimes blend together and change. When we ask questions with *would you* and *did you*, we often blend *would* and *you* together as "wouldja" /wʊdʒə/, and *did* and *you* together as "didja" /dɪdʒə/.

4 CONVERSATION



- A** ▶ 10-10 Listen or watch. Circle the correct answers.

1. Where does Su-min volunteer?
 - a. at a hospital
 - b. at a school
 - c. at a children's center
2. What happens at the end of the scene?
 - a. Liz and Su-min decide to volunteer together.
 - b. Liz and Su-min continue talking about what-if situations.
 - c. They receive a message that the elevator will be moving soon.



- B** ▶ 10-11 Listen or watch. Complete the conversation.



Su-min: _____ you didn't have to work, what _____ you do?

Liz: That's a good question. I'd like to help children get a better education.

Su-min: How would you do that?

Liz: _____ with local schools to start reading programs. What about you?
What _____?

- C** ▶ 10-12 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 a world problem you want to help improve. Use ideas from 1A or your own.

- B** **PAIRS** Student A, talk about your ideas. Student B, ask follow up questions.

A: If I had more time, I'd try to raise money for animal welfare.

B: How would you do that?

■ I CAN TALK ABOUT WHAT IF SITUATIONS.



LESSON 3

TELL SOMEONE'S SUCCESS STORY



LIZ FLORES

@LizF

Inspiring story about a woman who was adopted, who is using her experience to help other families.



1 VOCABULARY Making decisions

A ▶ 10-13 Listen. Then listen and repeat.

realize: to start to understand something that you had not thought about before
 make a choice: to decide what you want from two or more options or possibilities
 fall into: to gradually get into a particular condition, especially a bad condition
 come to a crossroads: to need to make an important decision
 change your mind: to make a new decision about something
 have a change of heart: to change your opinion about something
 happen by chance: to happen without planning
 end up: to finally be in a particular place or situation

B Answer the questions with the words and phrases from 1A.

1. What expression is related to understanding? _____
2. What are four expressions related to making decisions?

3. What are three expressions related to how something happens?

C PAIRS Compare your answers in 1B.



2 GRAMMAR Past perfect

Use the past perfect to show that one event happened before another event in the past.

Statement

Subject	Had (not)	Past participle	
I	had not	tried	Korean food until I moved to Korea.
My sister	had	lived	in five different homes by the time she was ten.
They	had	been	homeless when they moved into the apartment.

Question

Wh-word	Had (not)	Subject	Past participle	
What	had	you	done	by 8:30?
-	Had	you	seen	him before?

Notes

- The past perfect is often used with the simple past. The past perfect shows the event that happened first / earliest.
*He **had lived** in a shelter for years when he **moved** into a real home.*
 (happened first) (happened later)
- Use contractions in spoken English and informal writing: *I'd, he'd, they'd, hadn't.*



>> FOR PRACTICE, GO TO PAGE 154

3 PRONUNCIATION

- A** ▶10-15 Listen. Notice how we break the sentences into thought groups. Then listen and repeat.

She always **knew** / that she was **adopted**.

She lived in **shelters** / for five **years** / before she was **adopted**.

She made a **choice** / that **no** mother / should have to **make**.

- B** ▶10-16 Draw lines (/) to break each sentence into three thought groups. Listen and check your answers. Then listen and repeat.

1. I moved/into a new apartment/two weeks ago.
2. She wanted to do something/to make the world/a better place.
3. They've built houses/in five states/so far.
4. I didn't know/where my brother was/until a year ago.
5. I can't believe/that I left my phone/in my car!

- C PAIRS** Practice saying the sentences in 3B. Then write a sentence about your own life that includes three thought groups.

Thought groups

To make long sentences easier to say and easier to understand, we break them into thought groups. Each thought group has a main stress. We often pause a little between each group.

4 LISTENING

- A** ▶10-17 Listen to the podcast. Check (✓) the true statements about Janine's story.

- ☐ 1. Janine found out she had brothers and sisters when she was 16.
- ☐ 2. She started a charity to help homeless families.
- ☐ 3. She never found her mother again.
- ☐ 4. Her sister donates money to the charity.

- B** ▶10-17 Read the Listening Skill. Put the important events from Janine's life in order.

Her father died before she was born. _____

Her mother gave the children up for adoption. _____

Her mother moved into one of her homes. _____

She started a charity for homeless families. _____

She was adopted. _____

- C PAIRS** Talk about the interview with Janine. Which part made the strongest impression on you? Give reasons.



LISTENING SKILL Listen for key words in questions and answers

When you listen to two people talking as in an interview, listen carefully to the questions, then listen for key words that are repeated in the answers.

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Think about when you were younger. What had you learned, done, or decided by that time? Fill in the chart with specific ages. Make notes.

___ years old ___ years old ___ years old ___ years old

- B PAIRS** Student A, talk about your ideas from 5A. Student B, ask follow-up questions. Were you surprised about anything you learned about your partner?

A: By the time I was 10, I had decided I wanted to be a physical therapist.

B: What made you decide that?

■ I CAN TELL SOMEONE'S SUCCESS STORY.



LESSON 4

READ ABOUT REDUCING WASTE



LIZ FLORES

@LizF

Lots of inspiration this week!
Here's something to think
about the next time you eat.

1 BEFORE YOU READ

- A PAIRS** In what ways do people waste food?

People buy more food than they need.



- B** **10-18 VOCABULARY** Listen. Then listen and repeat.

peel: to remove the skin from fruit or vegetables

a scrap: a small piece of something

sustainability: the ability of something to continue without damaging the environment

a landfill: a place where waste is put under the ground

compost: a mixture of rotten vegetables, fruit, and plant parts used to make soil better

transport: to move things in a vehicle

a profit: money that you gain by selling things or doing business

a perspective: a way of thinking about something

>> FOR PRACTICE, GO TO PAGE 158

2 READ

- A PREVIEW** Read the title and look at the image. How big a problem is food waste?

- B** **10-19** Listen. Read the article.



Do you peel potatoes, carrots, and peaches before you eat them? A lot of people do. But those scraps are food—food that goes to waste. A third of food produced for human use is wasted every year. The United Nations says if we could reduce waste by just 25 percent, world hunger would disappear. The biggest losses are in fresh food, especially fruits and vegetables. One company in New York wants to change this.

Thomas McQuillan is a director at Baldor Foods, a company that cuts up and packages fruits and vegetables to sell to stores and restaurants. One of his responsibilities is sustainability. He saw lots of food scraps going into landfills, and he decided the company needed to reduce waste. His first idea was to take the scraps to farms, to be used as compost. But transporting the scraps was expensive. One day, an obvious idea came to him: All these scraps were not waste; they were food. Maybe there was a way to recycle them as food. And that's when Baldor's journey to a zero-waste company began.

First, McQuillan decided to give the scraps a creative name and sell them as food. He named it SparCs. That's "scraps" spelled backwards, with a capital C. Restaurants and juice companies buy SparCs to make soups, sauces, and fresh juices. Today, Baldor sells about 30,000 pounds or 13,600 kg of SparCs every week. The company also sells healthy powders they make with dried scraps. The powder can be added to soups, drinks, and other foods. Finally, scraps that can't be turned into human food are sold as food for farm animals. Nothing is wasted; no food goes to landfills. It's good for the planet, but it's good for the company, too. Instead of throwing food scraps away, the company is selling them at a profit.

McQuillan says it's all about changing your perspective. In his case, he stopped seeing scraps as waste and started seeing them as food. He hopes that other businesses involved in food service, such as hotels and restaurants, will start paying more attention to the food they waste. Think about this: Not too long ago, most restaurants threw away their potato skins. Today, baked potato skins filled with cheese are a popular appetizer. Who knows what tasty scrap might be next on the menu?

3 CHECK YOUR UNDERSTANDING

A What does McQuillan want readers to understand? Circle the correct answer.

- a. Peeling fruit and vegetables creates a lot of waste.
- b. It's sometimes hard to change your perspective.
- c. All food should be treated as food, not waste.

B What are Baldor's strategies for turning food waste into profit?

Check (✓) all the correct answers.

- ☐ 1. Use food scraps to feed hungry people.
- ☐ 2. Send food scraps to landfills.
- ☐ 3. Use food scraps as compost.
- ☐ 4. Package food scraps with a new name to be used as food.
- ☐ 5. Make a healthy powder from food scraps.
- ☐ 6. Use scraps to feed animals.

C **FOCUS ON LANGUAGE** Reread lines 1–3 in the article.

Think about the phrase *goes to waste*. Circle the correct answer.

The expression *goes to waste* means ____.

- a. it is not used and therefore thrown away
- b. it is unnecessary and therefore thrown away
- c. it is damaged and therefore thrown away

D Read the Reading Skill. Then read the sentences below. Circle the correct answers.

"One of McQuillan's responsibilities is sustainability."

1. What do you think is important to McQuillan?

- a. protecting the environment b. ending world hunger c. making food healthy

"First, McQuillan decided to give the scraps a creative name and sell them as food."

2. Why do you think McQuillan decided to give scraps a creative name?

- a. to make people want to buy it b. to show his creativity c. to describe what it is

"Not too long ago, most restaurants threw away their potato skins. Today, baked potato skins filled with cheese are a popular appetizer."

3. Why does McQuillan talk about baked potato skins?

- a. He believes sale of SparCs will increase.
- b. He wants more people to eat baked potato skins.
- c. He believes it's possible to find new uses for food that was once thrown away.

E **PAIRS** How has Baldor become a zero-waste company? Retell the most important ideas.

Use your own words.

Baldor created a new product...

Look online for other ways to reduce food waste.
Describe a step that is easy—one that anyone could take.



READING SKILL Make inferences

Sometimes writers don't directly say what they mean. In this case, you can make an inference by looking at the text and using your own general knowledge to figure out what is not directly said.

4 MAKE IT PERSONAL

A What else can businesses do to reduce food waste? Take some notes.

B **PAIRS** Discuss your answers in 4A.

Restaurants or grocery stores can donate food to food banks.

☐ I CAN READ ABOUT REDUCING WASTE.



LIZ FLORES

@LizF

I've received a lot of advice in my life, and I've given a lot, too. My post today is about the best advice I've ever received.

1 BEFORE YOU WRITE

- A** Who are some people in your life that give you advice? Do you listen to them?
- B** Read Liz's post. What skill did she learn as a result of following the advice from her teacher?



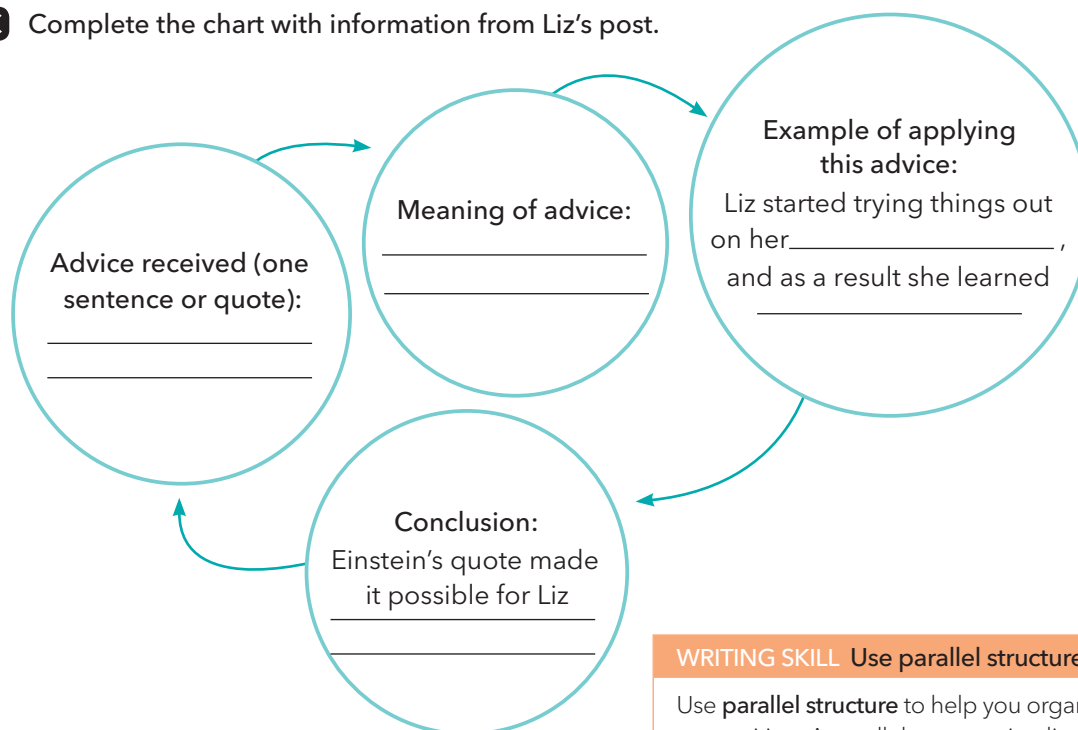
I once had a teacher who shared with me this quote from Albert Einstein: "A person who never made a mistake never tried anything new." I was only 12 years old when she told me this, but I've never forgotten it. It's definitely the best advice I've ever received.

Before my teacher gave me that advice, I was sometimes afraid to try new things. I was smart, curious, and creative. However, I worried that I would make a mistake, or that the results wouldn't be very good. But this quote really made me think. Einstein was a brilliant man, so if *he* wasn't afraid to make mistakes, why should *I* be afraid?

I loved computer games and apps. So I started playing around with my computer and trying different things. And, yes, I made a lot of mistakes. Most of my ideas didn't work. But from each mistake, I learned something new. Eventually, I figured out how to create my own apps. It felt so amazing. I realized that it's really worth it to keep trying, to keep pushing, and not to give up just because of a few mistakes.

I truly believe that Einstein's quote made it possible for me to have more success in my life.

- C** Complete the chart with information from Liz's post.



2 FOCUS ON WRITING

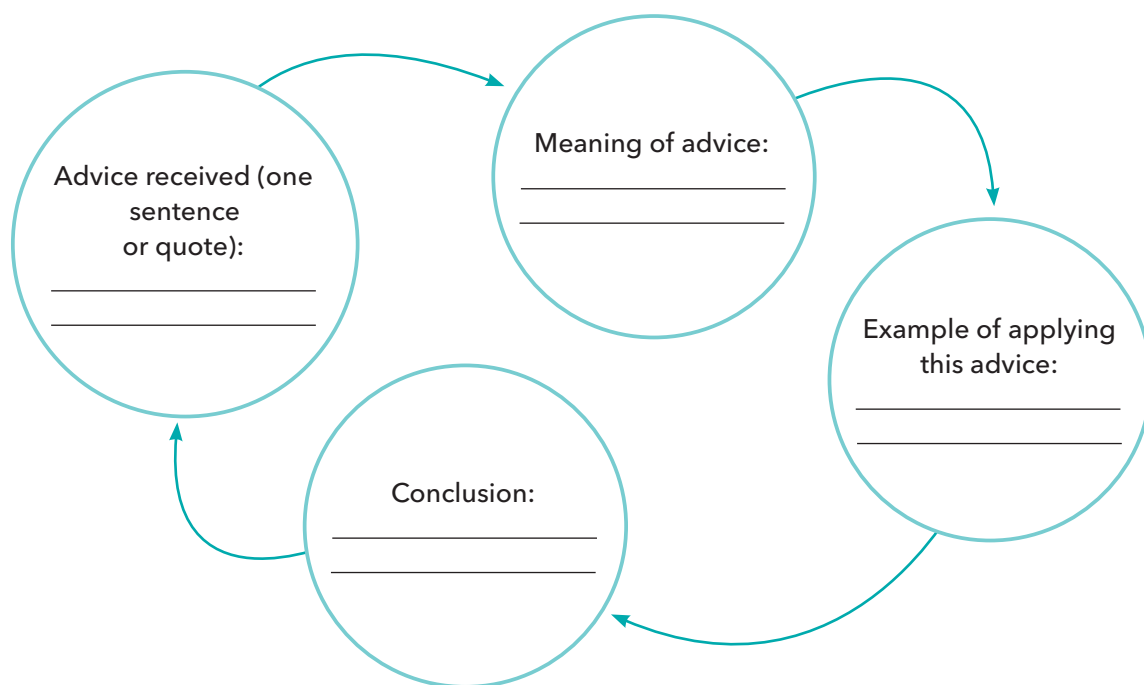
Read the Writing Skill. Then reread Liz's post. Underline all the examples of parallel structure.

WRITING SKILL Use parallel structure

Use **parallel structure** to help you organize your writing. A parallel structure is a list of words, phrases, or clauses in a sentence that follow the same grammar pattern:
Mary is happy, kind, and thoughtful.
 (three adjectives)

3 PLAN YOUR WRITING

A What is the best advice you've ever received? Complete the chart with your information.



B PAIRS Use your chart to talk about the best advice you've ever received.

My mother told me to do everything one step at a time...

4 WRITE

Write a post using your information from 3A. Remember to use parallel structure. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's posts.

1. Underline examples of parallel structure.
2. Did your partner's use of parallel structure help to make the writing clear? Why or why not?
3. Did your partner provide a good example of how the advice given has helped him or her?

B PAIRS Can your classmate 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 ABOUT GOOD ADVICE.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 10-20 Listen or watch. What is Daniela's future dream?



B ▶ 10-20 Listen or watch again. Answer the questions.

1. Why did Daniela become interested in Bali?

2. What types of art do people in Bali do?

3. What would she study if she could go Bali?

C Show your own photos.

Step 1 Think of a future hope or dream of yours that is not related to work or school.
Choose 3-5 photos to show what you would do if you could.

Step 2 Show the photos to the class. Describe what you want to do and tell why.

Step 3 Answer questions and get feedback.

MAP OF BALI



2 LEARNING STRATEGY

STUDY THE SOUNDS OF NEW WORDS

When you learn a new word, find a way to hear it pronounced by a native speaker, for example, by using your StartUp app or an online dictionary. Practice the pronunciation.

Review the vocabulary from the unit. What words are difficult for you to pronounce? Listen to the correct pronunciation of the words and practice the pronunciation of those words daily.



3 REFLECT AND PLAN

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

Speaking objectives

- ☐ Discuss hopes and dreams
- ☐ Talk about *what if* situations
- ☐ Tell someone's success story

Grammar

- ☐ Noun clauses with *that*
- ☐ Present unreal conditional
- ☐ Past perfect

Vocabulary

- ☐ Dreams and ambitions
- ☐ Helping others
- ☐ Making decisions

Reading

- ☐ Make inferences

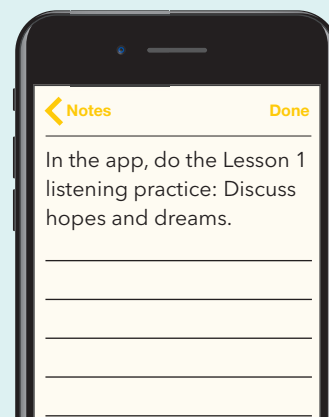
Writing

- ☐ Use parallel structure

Pronunciation

- ☐ Blended pronunciations of *would you* ("wouldja") and *did you* ("didja")
- ☐ Thought groups

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 NO ARTICLE

- A** ▶ 01-02 Listen. Check (✓) the article you hear (a, an, or the). If you don't hear an article, check "no article."

	a	an	the	no article
1.	☐	☐	☐	☒
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐
9.	☐	☐	☐	☐



- B** Anna and Jun are new students. They are talking after their English class. Complete the sentences. Write *a*, *an*, *the*, or $\emptyset$ (no article).

Anna: Hey Jun! How do you like the class?
1

Jun: Oh, it's great! Everyone is so nice. But learning _____ English is difficult!
2

Anna: I agree! I took _____ English class in my home country, but it seemed a lot easier then! So, some of us are getting together to watch _____ soccer game tonight Joe's Pizza. Would you like to join us?
3 4

Jun: Yes! I love _____ soccer! What time is _____ game?
5 6

Anna: It starts at 7:00, but we're meeting at 6:00 in _____ school parking lot.
7

Jun: I have _____ math test at 5:00, so I might be a little late.
8

Anna: You can meet us at _____ restaurant, then.
9

Jun: Perfect! I'll see you there!

- C** Complete the sentences with *a*, *an*, *the*, or $\emptyset$ (no article).

- All children should get an equal $\emptyset$ education.
- The dove is a symbol of _____ peace.
- Did you meet _____ new English teacher?
- I visited _____ art gallery last weekend.
- Did you see _____ baseball game last night?
- I learned _____ Japanese when I lived in Japan.
- My friends are really into _____ table tennis.
- I want to find _____ book about French cooking.
- She teaches _____ history to college students.

A Complete the sentences with *who*, *that*, *when*, or *where*. If a relative pronoun can be deleted, write X in the space. More than one answer may be possible.

- I found the same ring that / X you bought.
- The friend _____ knitted my scarf is an artist.
- She told the police about the ring _____ had been stolen.
- Do you remember the day when you bought that dress?
- Did you ever find the watch that / X you lost?
- The store _____ I bought the tie didn't accept returns.
- The diamond necklace _____ the movie star wore cost \$10,000.
- He helped the man _____ was buying earrings for his wife.
- We visited a market _____ they sold handmade items.

B Combine the sentences using *who*, *that*, *when*, or *where*. Then read each sentence again and cross out the relative pronoun if it can be deleted.

- I love the necklace. You are wearing it.
I love the necklace that you are wearing.
- This is the silver bracelet. I bought it in New Mexico.

- A man is wearing a red tie. The man is my brother.

- He's the celebrity. He always wears expensive jewelry.



- Can you tell me the name of a store? I can buy some cool sunglasses there.

- I'll always remember the day. My mother gave me this ring on that day.

- Can you show me the silver watch? It is behind the gold one.

- The coffee shop is around the corner. I ate delicious cake there.

- Do you see the girl? She looks like a famous singer.

C  01-09 Listen. Complete the sentences with the restrictive relative clause you hear.

- He bought it at the store where my sister works.
- Those are the shoes _____.
- This is the watch _____.
- I got these at a store _____.
- I can take you any weekend _____.
- Do you know the designer _____?
- The artist _____ is a good friend.
- Do you know a shop _____?

UNIT 1, LESSON 3 SEQUENCE OF ADJECTIVES

A 01-16 Listen. Write the adjectives in the blanks.

1. She still has an old black-and-white TV.
2. There was a silk scarf in the drawer.
3. I'd love to get a gray sofa for my living room.
4. The , , boots need repairing.
5. She kept a , , dish on the table.
6. I've had this table for years.
7. Unfortunately, this watch no longer works.
8. He wore a , , silk tie.
9. There was a mirror in the hall.

B Complete the sentences. Put the adjectives in parentheses in the correct order.

My friends Robert and Yoko love to shop at the flea market.

They always find the most interesting old items. They
1 (old / interesting)

usually drive their truck so they can
2 (red / big)

carry a lot of stuff. Their living room is full of things that they
have found, such as a clock, some
3 (wooden / tall)

 vases,
4 (glass / pretty) 5 (antique / beautiful)

furniture, and a rug. Last week, I joined
6 (Turkish / wool)

them on a shopping trip when they bought a picnic table for their
7 (rectangular / large)

backyard. I saw a tablecloth. It was Yoko's birthday so I bought the
8 (colorful / cotton)

tablecloth as a gift for her. When we went home, she put it right on the table, took out two

 cups and invited me for a cup of coffee.
9 (shiny / porcelain)



C Complete the sentences. Use the adjectives in parentheses in the correct order. Add commas where necessary.

1. The blue cotton blanket belonged to my grandmother.
(cotton / blue)

2. He cleaned the spoon.
(shiny / metal)

3. The boots were expensive.
(leather / new / Italian)

4. Be careful with that vase!
(glass / fancy)

5. We bought a(n) wooden desk.
(wooden / antique)

6. The waiter put a(n) tablecloth on the table.
(white / plain)

7. I found a box in the basement.
(rectangular / black)

8. You have the most hair.
(long / brown / beautiful)

A Circle the correct modal.

1. It's been raining all day. The picnic must / *couldn't* be cancelled.
2. It's clearing up. The storm *might* / **must not** be over.
3. The ground is covered in ice. The road *could* / **may not** be closed.
4. Temperatures are dropping. You **must not** / *may* need your coat.
5. Tree branches are falling down. It *couldn't* / **must** be a strong storm.
6. He is soaking wet. He **might not** / **must not** have an umbrella.
7. Did you watch the weather forecast? It *might* / **must** clear up in a few hours.
8. It's bright and sunny outside. It *couldn't* / **must** be raining.
9. The storm damaged the station. The train **must** / *couldn't* be running.

**B** Complete the sentences with words in the box.

couldn't be	could lose	may need	must be
might not need	must not have	could be	might like

1. It's snowing outside. You may need your snow boots.
2. We _____ our electricity because of the storm.
3. John is out of town for the weekend. That _____ him.
4. Sara doesn't mind being out in the cold. She _____ to go outside and play.
5. It's supposed to clear up later. You _____ your umbrella.
6. His clothes are all wet. He _____ a raincoat.
7. You should check the bus schedule before you leave. They _____ running late.
8. You've been outside in this cold without a coat? You _____ freezing!

C ▶ 02-03 Listen to each conclusion. Circle the answer that is likely to be true based on the sentence you hear.

- | | |
|---|---|
| 1. <u>a.</u> It has almost stopped raining. | b. It has just started raining. |
| 2. a. Trees aren't moving. | b. Trees have fallen over. |
| 3. a. The sky is turning dark gray. | b. The sky is clearing up. |
| 4. a. The roads are wet. | b. The roads aren't wet. |
| 5. a. It's snowing very hard. | b. It has stopped snowing. |
| 6. a. I can't find my sun hat. | b. I know where my sun hat is. |
| 7. a. She is very nervous during thunderstorms. | b. She isn't very nervous during thunderstorms. |
| 8. a. I can see the road in the rain. | b. I can't see the road in the rain. |

A Complete the sentences with the present perfect or present perfect continuous form of the verb.

- It has been snowing since 6:00 A.M.
(snow)
- Heavy rains _____ landslides and closed down the roads.
(cause)
- I _____ the news programs all morning.
(watch)
- Several tornadoes _____ through the area this year.
(come)
- It _____ only once this month.
(snow)
- Firefighters _____ strong winds for hours.
(fight)
- Local news channels _____ the storm since yesterday.
(report)
- We _____ in the heavy rain for two hours.
(drive)
- The hurricane _____ hundreds of homes.
(damage)

B Complete the sentences with the present perfect or present perfect continuous form of the verb.

The weather service has issued
1 (issue)
severe weather warnings for the eastern region of the
Texas Coast. A hurricane _____
2 (form)
in the Gulf of Mexico since Tuesday. People in the area
_____ for the hurricane's arrival for days.
3 (prepare)
Many stores _____ of water and other
4 (sell out)
necessities. This is the fourth hurricane in the area this season.

Two hurricanes _____ the western coast of Florida already.
5 (hit)
There _____ a hurricane this large in the Gulf of Mexico area in
6 (not be)
many years. A lot of people _____ their homes and moved to
7 (leave)
safer areas. Local governments _____ people to be careful while
8 (ask)
traveling. Flooding is possible, and strong winds _____ major
9 (cause)
damage already.



C 02-10 Listen. Check (✓) the correct box.

- | | | | |
|---|--|--|--|
| 1. ☒ completed action | ☐ continuing action | 6. ☐ completed action | ☐ continuing action |
| 2. ☐ completed action | ☐ continuing action | 7. ☐ completed action | ☐ continuing action |
| 3. ☐ completed action | ☐ continuing action | 8. ☐ completed action | ☐ continuing action |
| 4. ☐ completed action | ☐ continuing action | 9. ☐ completed action | ☐ continuing action |
| 5. ☐ completed action | ☐ continuing action | | |

A ▶ 02-15 Listen. Complete the sentences.

1. They were scared because the lightning was so close.
2. We couldn't take much with us because _____.
3. There was a lot of damage because _____.
4. Our yard is flooding because _____.
5. Jim and Sara helped us during the storm because _____.
6. The roof blew off the house because _____.

B Complete the sentences. Use *so* or *such*.

1. The hurricane was so strong that stores were closed for weeks.
2. The building is damaged _____ badly that it will take years to repair.
3. It snowed _____ much that we couldn't leave the house.
4. It was _____ a large fire that thousands of trees were destroyed.
5. The thunder was _____ loud that it made me jump.
6. It's raining _____ heavily that I can't see the road.
7. We had _____ a strong blizzard that all flights were canceled.
8. The firefighters worked _____ quickly that everyone was rescued.
9. The storm caused _____ terrible traffic that it took two hours to get to work.

C Combine the sentences to make one sentence. Use *so* or *such* + *that*.

1. The rain was bad. We lost power for days.
The rain was so bad that we lost power for days.
2. The roads are icy. Cars are sliding everywhere.

3. It was a powerful earthquake. Large cracks appeared in the ground.

4. The tornado was weak. No damage was done.

5. The wildfire burned slowly. People had time to evacuate.

6. The landslide caused terrible damage. Many homes were destroyed.

7. The trees were burnt badly. Their trunks were black.

8. They are having a severe drought. Lakes are drying up.

9. The water on the streets is deep. People are using boats instead of cars.



UNIT 3, LESSON 1 OBJECT COMPLEMENTS

A Combine the sentences into one sentence that has an object complement.

1. We saw him. He was working late.
We saw him working late.
2. They elected Mr. Jones. Mr. Jones became president.

3. I found the email. It was sitting in my inbox.

4. They will be painting my office. It will be light blue.

5. We heard the copy machine. It was making strange noises.

6. She considered the award. It was an honor.

7. I saw the new manager. She was walking into his office.

B Read each conversation. Complete the reply with a direct object and object complement, using the words in parentheses. Change verbs as needed.

1. A: Traffic is terrible here!
B: I hate it, too. It makes me frustrated.
(make / frustrated)
2. A: Did the boss like your presentation yesterday?
B: Yes, she found it interesting.
(find / interesting)
3. A: Are you the new manager?
B: Yes, I'm Robert, but please _____.
(call / Rob)
4. A: The coffee is not very good this morning.
B: I know. Someone _____.
(make / too strong)
5. A: Gaby, your office is always so clean!
B: Thanks. I like to _____.
(keep / neat)
6. A: I'm glad they're painting these dull white walls.
B: Me too. They're going to _____.
(paint / yellow)
7. A: I heard Amir is getting a promotion.
B: Yes, they are _____.
(make / a senior designer)
8. A: Our new project is going to be huge!
B: That's for sure. It will _____.
(keep / busy)
9. A: How do you like working with the people at that new company?
B: Unfortunately, I am _____.
(find / difficult to work with)



C 03-03 Listen. Complete the sentences.

1. The presentation was boring.
2. Everyone is getting _____.
3. I think Simon is _____.
4. Elena said John was _____.
5. Ana was _____.
6. Lucas thinks May is _____.
7. Lan is _____.
8. The room will be _____.

UNIT 3, LESSON 2 MAKING SUGGESTIONS

A Complete the sentences. Use the words in parentheses to make a suggestion.

- A: What time should I set up the meeting for?
B: You could set up the meeting for 9:00.
(could / set up)
- A: It's late. I don't think we can finish tonight.
B: _____ tomorrow?
(What if / finish)
- A: What kind of food should Lisa order for the client meeting?
B: She _____ some sandwiches.
(could / order)
- A: I'm so frustrated! I can't think of any good ideas!
B: _____ together?
(How about / brainstorm)
- A: How should we give them feedback?
B: _____ an email.
(suggest / send)
- A: When can we meet to work on this?
B: _____ on Wednesday?
(Why don't / meet)

B Rewrite the suggestions.

- What if we give them some feedback?
I suggest that we give them some feedback.
- Let's talk to the designers about it.
Why don't _____?
- How about setting up a daily meeting?
What if _____?
- How about we give them another chance?
Let's _____.
- Why don't we set some goals for the project?
How about we _____?
- I suggest that we brainstorm some ideas together.
What if _____?
- What if we meet this morning?
I suggest _____.
- Let's offer some suggestions.
Why don't _____?

C 03-10 Listen to the sentences. Write the words you hear.

- How about we meet tomorrow morning?
- I suggest that _____ a different company next time.
- Why don't _____ some goals for the project?
- I suggest that _____ on Thursday and Friday so we can stay on schedule.
- _____ a meeting to give them feedback.
- _____ some ideas with the design team?
- _____ that company another chance?
- _____ a daily team meeting?

UNIT 3, LESSON 3 IMPERATIVES IN REPORTED SPEECH

A Read the email. Complete the sentences about the email.

From:  Design Manager To:  Design Department  

Team,

Tomorrow morning, we will have visitors from Rainbow Printing. There will be a design department meeting at 10:00 A.M. Then Rainbow will tour our department. I have a few requests:

1. Please set up the room ahead of time.
2. Clean up all workspaces in advance.
3. Please arrive by 9:30 and greet the visitors.
4. Don't be late.
5. Don't bring laptops to the meeting.
6. Be available for questions after the meeting.

Thank you everyone for your help! See you at the meeting.

1. She told us to set up the room ahead of time.
2. She asked us _____.
3. She said _____.
4. She told us _____.
5. She said _____.
6. She asked us _____.

B Read the sentences. Then write a sentence using reported speech using the same verb.

1. Sara said, "Please arrive by 9:00 A.M."
Sara said to arrive by 9:00 A.M.
2. The office manager told us, "Reserve the meeting rooms online."
The manager _____.
3. We told him, "Please get coffee for the meeting."
We _____.
4. Carmen said, "Review the brochure."
She _____.
5. My boss told me, "Please pick up the client at the hotel."
My boss _____.
6. The president told us, "Don't be late for the company meeting."
The president _____.
7. They said, "Don't come in tomorrow."
They _____.

C  03-15 Listen to the conversation. What did Mary tell Ana and Jim to do? Circle the correct instructions.

- | | |
|---|---|
| 1. <u>bring</u> / don't bring laptops | 5. print / don't print the brochure |
| 2. take / don't take notes | 6. finalize / don't finalize the design |
| 3. arrive / don't arrive late | 7. book / don't book a room |
| 4. fix / don't fix mistakes in the brochure | 8. order / don't order coffee |

UNIT 4, LESSON 1 *USED TO AND WOULD*

A Complete the sentences. Use *used to*, *would*, or the simple present and the verbs in parentheses. Write *used to* / *would* if both are possible.

- People _____ *didn't use to have* smart phones. Now everyone _____ *has* one.
(not have) **(have)**
- In the past, friends _____ letters. Now they _____ texts.
(write) **(send)**
- Everyone _____ cell phones these days. But remember when people
_____ a phone on the wall?
(have) **(have)**
- My mother _____ in stores. She _____ everything
online now.
(shop) **(buy)**
- My father _____ a typewriter. Now he _____
a computer.
(own) **(use)**
- My grandmother _____ social media. But she _____
it every day now!
(not get on) **(use)**

B Read each conversation. Complete the sentences with *used to* or *would* and the verbs in parentheses.

1. A: Did you use to work at CaB Design?
(work)
B: Yes, I did. I worked there for three years.
2. A: Remember when people _____ to the bank in person?
(go)
B: I know! Now it's so easy to bank online.
3. A: How did you _____ with your friends in school?
(stay in touch)
B: We _____ each other. Now we only text.
(call)
4. A: Do you use social media?
B: I _____ on social media a lot, but I stopped.
(post)
5. A: Do you talk to your family in India?
B: We video chat a lot. But when I was young, we _____ so often.
(not talk)
6. A: I didn't know your sister was a writer!
B: Yes. In college, she _____ for magazines. Today she writes a blog.
(write)

C ▶ 04-02 Listen to the conversation. Check (✓) what people did in the past and what they do in the present.

	Past	Present
1. a. have a desktop	☒	☐
b. have a laptop	☐	☐
2. a. send cards in the mail	☐	☐
b. post birthday messages	☐	☐
3. a. visit grandparents	☐	☐
b. video chat with grandparents	☐	☐
4. a. post stories on his website	☐	☐
b. write for an online magazine	☐	☐

UNIT 4, LESSON 2

SO, NEITHER, TOO, AND EITHER WITH SIMPLE PRESENT ACTION VERBS

A Read the lists. Complete the conversations with the correct response.

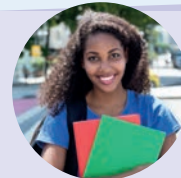
Hideo

- designs websites
- speaks Japanese, English, and Spanish
- plays the guitar
- loves rock music
- doesn't like jazz
- doesn't like scary movies



Teresa

- designs websites
- speaks Spanish, English, and French
- plays the piano
- loves rock music
- doesn't like jazz
- doesn't like scary movies



- A: Hideo designs websites.
B: So does Teresa.
- A: Teresa doesn't like jazz.
B: Hideo _____.
- A: Hideo plays a musical instrument.
B: Teresa _____.
- A: Hideo doesn't like scary movies.
B: _____ Teresa.
- A: Hideo speaks three languages.
B: _____ Teresa.
- A: Teresa doesn't speak Russian.
B: Hideo _____.

B Read each conversation. Write the correct response using the word in parentheses. There is more than one correct response.

- A: I love science fiction stories.
B: I do, too. They're my favorite.
(I)
- A: We don't really like this band.
B: _____. The other band is much better.
(we)
- A: I enjoy watching action/adventure movies.
B: _____. They're so exciting.
(I)
- A: It's raining. I don't feel like going out.
B: _____. Let's watch a movie.
(I)
- A: We want to go to the new photography show.
B: _____. Do you want to go together?
(we)
- A: I hope Dave Bodie's new album is good.
B: _____. The last one was awful.
(I)

C 04-09 Listen to the conversation. Check (✓) the facts that are true for Jack and Nina.

	Jack	Nina		Jack	Nina
1. loves jazz music	☒	☒	5. saw The Corr's concert	☐	☐
2. likes The Cool Cats	☐	☐	6. doesn't like the band Fires	☐	☐
3. loves rock music	☐	☐	7. plays the piano	☐	☐
4. loves The Corr's new album	☐	☐	8. plays the guitar	☐	☐

A Read the sentences. Write each one in the passive.

1. Someone made the movie in 1994.

The movie was made in 1994.

2. Jazz musician Toni Brown wrote the soundtrack.

3. Many critics did not like the movie.

4. Frida French plays the character Arlene in a new musical, *The Watchers*.

5. They did not complete the movie on time.

6. People know Warren Oakes for his action films.

7. Beth Atwood creates the most amazing theater costumes.

B Read the movie review. Complete the text with the correct passive form of the verbs in parentheses.

TRENDING
BINGE GUIDE
REVIEWS
WHAT'S HOT
COMPETITIONS

Search
Q

The pilot makes a big landing

The movie *The Pilot* tells the story of airline pilot Marvin Jones, who lands a plane on Lake Michigan in the middle of winter. The movie was adapted **1 (adapt)** from the book *The Big Landing*. *The Big Landing* was written **2 (write)** by Jennifer Strong in 2001. *The Pilot* is set in Michigan in the winter. The role of Marvin Jones was played **3 (play)** by actor Fred Murphy.

Murphy is known **4 (not know)** for his roles in action movies. But he does a great job as the calm and confident pilot. Soon after the plane takes off, an engine problem was discovered **5 (discover)**. Jones must land the plane. Helping Jones through the emergency is his co-pilot, Emily Street. Actress Sylvia Garcia puts in a fantastic performance as Street. Many scenes were shot **6 (shot)** outdoors in terrible weather, but the result was worth the effort. Earlier this year, director John Chung was given **7 (give)** a Best Director award for the film.



C ▶ 04-16 Listen to the passive sentences. Complete each active sentence with the correct verb form.

1. They made the movie in 2008.
2. Henry Houston produced the movie.
3. Jason Ito played the role of the fire chief.
4. They asked Ann Castro to play the role of the city mayor.
5. They filmed the movie on location.
6. They gave the actors awards for their performances.

UNIT 5, LESSON 1 TAG QUESTIONS

A Read each question. Write the correct tag.

1. You like seafood, don't you?
2. You haven't eaten here before, _____?
3. You like chocolate, _____?
4. You don't like fast food, _____?
5. The service wasn't very efficient, _____?
6. Small restaurants have the best atmosphere, _____?
7. Tomato ice cream sounds strange, _____?
8. It's nice to eat outside, _____?
9. The desserts are homemade, _____?



B ▶05-02 Listen to the tag questions. Is the speaker expecting information or expecting agreement? Check (✓) the right answer.

- | | |
|---|---|
| 1. ☐ information | ☒ agreement |
| 2. ☐ information | ☐ agreement |
| 3. ☐ information | ☐ agreement |
| 4. ☐ information | ☐ agreement |
| 5. ☐ information | ☐ agreement |
| 6. ☐ information | ☐ agreement |
| 7. ☐ information | ☐ agreement |
| 8. ☐ information | ☐ agreement |
| 9. ☐ information | ☐ agreement |



C ▶05-03 Listen to parts of a conversation. Check (✓) *True* or *False* for each statement.

- | | True | False |
|---|--------------------------|-------------------------------------|
| 1. a. The man doesn't like the restaurant. | ☐ | ☒ |
| b. The woman doesn't like the restaurant. | ☐ | ☐ |
| c. The man and woman agree about the atmosphere. | ☐ | ☐ |
| 2. a. The man likes the pasta dish. | ☐ | ☐ |
| b. The woman agrees with the man about the pasta. | ☐ | ☐ |
| 3. a. The woman likes spinach. | ☐ | ☐ |
| b. The man likes spinach. | ☐ | ☐ |
| 4. a. The woman thinks the service is bad. | ☐ | ☐ |
| b. The man agrees with the woman about the service. | ☐ | ☐ |

A Read each conversation. Complete the sentence with *would prefer (not)* or *would rather (not)*.

1. A: We have some delicious cakes tonight.
B: No, thanks. I prefer not to have dessert.
2. A: Did the team decide on sandwiches or tacos for the meeting?
B: They would rather have tacos.
3. A: Do you feel like eating Mexican food tonight?
B: I would prefer eat Chinese food.
4. A: What do you think about trying the shrimp?
B: I would rather try the beef.
5. A: Would you to take a cab to the restaurant?
B: It's a nice night. Why don't we walk?
6. A: Why don't we stay home and cook tonight?
B: I would prefer to cook. Let's go out.
7. A: What about sitting at this table?
B: We would rather sit here. It's too close to the kitchen.
8. A: Would you have soup or a salad with your meal?
B: I'll have a salad, please.
9. A: Why don't we go to Peppers restaurant for dinner?
B: I would prefer go to Peppers. Their food is too spicy.

B Complete the conversations with the words in parentheses.

1. A: Do you want hamburgers tonight?
B: No, I'd rather eat pizza.
(rather / eat / pizza)
2. A: Would you?
(prefer / have / soup or salad)
B: Salad, please.
3. A: Would you like ice cream for dessert?
B: No, thank you. I would rather.
(rather / have / cake)
4. A: When should we go out, Friday or Saturday?
B: We would prefer not.
(prefer not / go out / on Saturday)
5. A: Should we just go and see if there is a table?
B: No, I would rather.
(rather / call ahead / for a table)
6. A: Should we meet at the restaurant at 6:00?
B: That's a little early. I would prefer.
(prefer / meet / at 7:00)
7. A: What kind of dressing would you like?
B: I would rather not.
(rather not / have / any dressing)
8. A: Would you like to try the steak?
B: No, thanks. I would prefer not.
(prefer not / eat / red meat)
9. A: Would you?
(rather / sit / by the window)
B: Yes, that sounds nice.



C 05-10 Listen to the conversation. What would each person rather do? Check (✓) the boxes.

- | | Man | Woman | | Man | Woman |
|----------------------------|--------------------------|-------------------------------------|-----------------|--------------------------|--------------------------|
| 1. have the chicken salad | ☐ | ☒ | 4. sit outside | ☐ | ☐ |
| 2. have the grilled shrimp | ☐ | ☐ | 5. order second | ☐ | ☐ |
| 3. have the side salad | ☐ | ☐ | 6. have water | ☐ | ☐ |

UNIT 5, LESSON 3 QUANTIFIERS

A Read each conversation. Circle the correct answer.

1. A: Do we have three eggs to make the cake?
B: No, we only have two. We don't have **a little** / **enough** eggs.
2. A: How **much** / **many** money do you need for a snack?
B: I just need **a few** / **a little** dollars.
3. A: Do we have **enough** / **a little** paper plates for the party?
B: No, we have **few** / **little** plates. We need a lot more.
4. A: This cookbook is in Spanish. Can you help me read it?
B: Sure. I can speak **a little** / **a few** Spanish.
5. A: Oh, no! There isn't **many** / **much** coffee left.
B: I'll go and get **some** / **any** coffee now.
6. A: There are **a lot of** / **much** new restaurants in town.
B: I know! Five years ago, there were only **a few** / **a little**.
7. A: I'm taking **some** / **any** classes at a cooking school.
B: That's interesting. Do you have **a lot of** / **some** homework?
8. A: We have **a lot of** / **much** things to get. Let's make a shopping list.
B: OK. I need **a piece of** / **a few** paper.

B Look at the picture. Complete the conversations with the words in the box.

a few a jar of ~~a little~~ any enough much a bottle of

1. A: Is there any cheese for cheese and crackers?
B: There is only a little cheese. Let's get more.
2. A: Do we have any carrots to go with the hummus?
B: We only have _____ carrots. We need some more.
3. A: How _____ soda do we have?
B: We have _____ soda. Is that enough?
4. A: Do we have any salsa?
B: Yes, we have _____ salsa. Do we need more?
5. A: How many eggs do we have?
B: We have _____ eggs. We don't need more.
6. A: How much milk do we have?
B: We don't have _____ milk at all. Let's get some.



C 05-17 Listen. Complete the sentences with the quantifier and noun you hear.

1. Here are a few dollars for the tip.
2. We don't have _____ to make dinner.
3. I've made _____ at cooking school.
4. That coffee shop only has _____.
5. Do you have _____ for dessert?
6. Cooking and shopping for a party is _____.
7. There is not _____ in this kitchen.
8. _____ were in the restaurant that night.

A Read the information. Correct seven errors, changing verbs to gerunds as necessary.

~~going~~
DO YOU HATE GO TO THE GYM? DO YOU ENJOY DO THINGS OUTSIDE?

Then join the Outdoor Fitness Club!

We are a group of people that love be active outdoors.

- We enjoy rock climb at Big Rock State Park.
- Run is our most popular activity. Run with us on Saturday mornings.
- We love hike in nearby parks and forests.
- We offer beginning and advanced groups for cycle. Join a monthly ride.



The Outdoor Fitness Club has something for everyone. Come join us today!

B Put the words in the correct order to make sentences.

1. sports / on / is / watching / exciting
Watching sports on TV is exciting.
2. enjoy / exercise / videos / I / watching

3. talking / are / about / we / on Saturday / meeting

4. is / tiring / marathon / a / running

5. fast food / will help / not eating / lose weight / you

6. likes / being / outdoors / Arun / active

7. his doctor / eating / less sugar / suggested

8. not running / your foot / will help / heal

C 06-02 Listen. Write the gerunds you hear.

When I was younger, I didn't use to exercise. Now, I enjoy exercising¹. It took a while to decide what kind of exercise I liked. I tried _____² at first. I liked it. I loved _____³ active outdoors, so I started _____⁴ some short races. It was exciting! But then I tried to run a marathon. I did not enjoy that. I still run, but I don't do any long races.

This year, a new gym opened nearby. I am not a gym person. I don't like _____⁵ with a lot of people. But my friend suggested that I try it. So I went to a class. I tried _____⁶. It was fantastic! I also did some _____⁷ with a coach, and I already feel a lot stronger. Maybe _____⁸ to the gym isn't so bad after all.

A Complete the conversations with a form of *be (not) + going to + the base form of the verb*.

- A: How was your run this morning?
B: Well, I was going to run before work, but I woke up late.
(run)
- A: It's 9:00 P.M.! You should go home!
B: Well, I _____ late, but I wanted to finish tonight.
(work)
- A: When are you going on vacation?
B: I _____ in April, but I'll probably wait until May.
(go)
- A: When is your family coming to visit?
B: They _____ this weekend, but they had to cancel.
(come)
- A: Did you see the doctor about your sore foot?
B: I _____ an appointment today, but I've been so busy.
(make)
- A: Why are you still here?
B: We _____ a break, but we decided to keep working.
(take)
- A: You're not working on your vacation, are you?
B: No, I'm not. I _____ my laptop, but I need some time offline.
(take)

B Complete the sentences with a form of *be (not) + going to + a verb in the box*.

~~answer~~ check cycle exercise finish run text visit work

- I wasn't going to answer the phone, but it was my boss calling.
- I _____ after work, but I forgot my gym shoes.
- We _____ the designs tonight, but everyone needed to go home.
- Anna _____ in the marathon, but she hurt her foot.
- _____ you _____ me before you left?
- We _____ late, but we had too much to do.
- Rob _____ his inbox after work, but he did.
- Yoko _____ her family in Japan, but the tickets were too expensive.
- _____ Dan _____ with his friends before his bike broke?

C ▶ 06-09 Listen to the conversations. Circle *T* for *True* and *F* for *False*. If the answer is false, write the reason why.

- | | | Reason |
|---|--------------|----------------------------|
| 1. He went to the party. | T / F | <u>His car broke down.</u> |
| 2. He woke up early. | T / F | _____ |
| 3. They visited Mexico. | T / F | _____ |
| 4. She talked to her boss this morning. | T / F | _____ |
| 5. She stayed until 9:00. | T / F | _____ |
| 6. He finished the designs. | T / F | _____ |
| 7. They'll take the train to the city. | T / F | _____ |
| 8. She's going to China. | T / F | _____ |
| 9. He's working out this evening. | T / F | _____ |

UNIT 6, LESSON 3 PREPOSITIONS OF TIME

A Read Marta's schedule. Circle the correct answers.

- Marta got up in / at 6:00 this morning.
- Marta finished her report **during** / **until** breakfast.
- She ate lunch **between** / **from** 12:00 and 1:00.
- She had a call with a client **for** / **since** one hour.
- She worked **by** / **until** 5:30 P.M.
- She went to the gym **at** / **in** 6:00 P.M.
- She had to arrive for dinner **by** / **on** 7:00 P.M.
- She has been awake **for** / **since** 6:00 this morning.

B Complete the conversations with the correct word in the box.

after ~~before~~ by during
for on since until

- A: You should stretch before you run.
B: Thanks for the tip!
- A: How long have you been a member at this gym?
B: I have been a member _____ 2015.
- A: Can you meet _____ 3:00? We need to start at 3:15.
B: Sure, no problem. I won't be late.
- A: How long did you run?
B: I ran _____ 5:00 P.M. I had to get home by 5:15.
- A: When would you like to start with a personal trainer?
B: How about starting _____ Monday?
- A: Do you always work out early in the morning?
B: Yes, I don't like working out _____ the day. It's too hot.
- A: I'm getting tired! How long do we have left?
B: Try to keep going _____ one more minute.
- A: What will you want to do _____ the marathon?
B: I'll want to rest!

10:01	
< menu	Schedule add +
Monday, May 5	
6:00	get up
7:00	finish report/breakfast
8:00	
9:00	team meeting
10:00	project meeting
11:00	
12:00	lunch (12:15? 12:30?)
1:00	meeting with manager
2:00	call with client
3:00	
4:00	
5:00	leave office—5:30
6:00	gym
7:00	dinner with Nina—Don't be late!

C ▶ 06-16 Listen to two parts of a conversation. Match the words and phrases to finish the sentences.

Part 1: Yesterday, Yoko...

- | | | |
|-----------------------------|-------|----------------|
| 1. got up early | after | her run. |
| 3. ran | in | the morning. |
| 4. had coffee and breakfast | for | 7:30. |
| 5. went to the store | until | about an hour. |

Part 2: Yesterday, Ben...

- | | | |
|------------------------------|--------|----------------|
| 6. went rock climbing | after | the afternoon. |
| 7. didn't put away his phone | before | the climb. |
| 8. couldn't answer his phone | during | dinner. |
| 9. called his father back | in | rock-climbing. |

UNIT 7, LESSON 1 EMBEDDED WH- QUESTIONS

A Rewrite each question as an embedded question.

- Where is the copier?
Do you know where the copier is ?
- When does Ava need this?
Can you tell me when _____ ?
- Why are my files missing?
I don't understand why _____ .
- Where is Mona?
Do you know where _____ ?
- How do we install the program?
Can you explain how _____ ?
- What should I do about this problem?
I'm not sure what _____ .
- Where can I find some pens?
Do you know where _____ ?
- When are we meeting?
Can you tell me when _____ ?
- Who should I email about this?
I don't know who _____ .

B Read the email. Rewrite each question as an embedded question.

- Do you know where the meeting is ?
- I don't know _____ .
- I'm not sure _____ .
- Do you know _____ ?
- Can you tell me _____ ?
- Can you explain _____ ?
- I don't know _____ .
- Can you tell me _____ ?

C 07-02 Listen to each embedded question. What does the speaker want to know? Add the missing word.

- Where are the presentation files?
- _____ can I download these files?
- _____ is the client meeting?
- _____ does Nina need these files today?
- _____ should I send this email to?
- _____ is May?
- _____ can I call about this problem?
- _____ is his name?

Subject: Project meeting

From:  May Chen To:  Paula  

Hi Paula,

I'm new to the design department. (Today is my first day!) My manager, Carlos, asked me to come to the project meeting tomorrow. He said to email you for more information about the meeting. I have a few questions.

Where is the meeting?

What time does it start?

What is the purpose of the meeting?

Who is attending?

What topics are we discussing?

How can I access the project documents?

What do I need to bring?

How do I add my name to the meeting list?

Thanks so much for your help!

May

UNIT 7, LESSON 2 COMPARISONS WITH AS...AS

A Complete the email. Make comparisons with *as...as* and the words in parentheses.

From: Ying Lee To: Lan

Hi, Lan.

Greetings from Houston! Moving overseas and starting a new job has been a little scary. But it's not nearly as scary as I thought it would be! Everyone has been so kind and helpful.

My new coworkers are 1 (not nearly / scary) my old co-workers. And the atmosphere at the office is 2 (supportive) I had imagined. The work is 3 (not / intimidating) I had expected, but I know it will get easier. And I love the city. Houston is 4 (challenging) Shanghai. The traffic is also bad, but it's 5 (just/hot) the traffic back home. My new co-worker from the office is 6 (not nearly / bad) I am about live music. So we are going to see some bands this weekend.

I can't wait! I hope everything is going well with you. Send an email or text me when you can.

Ying

B Rewrite the sentences. Make comparisons with *as...as* and the words in parentheses.

- Dan is not very busy. Marc is very, very busy.
Dan is not nearly as busy as Marc.
(not nearly / busy)
- Kelly has two years of experience. Yuko has two and a half years of experience.
Kelly is (almost / experienced) Yuko.
- I think learning English is challenging. But learning Chinese is a lot more challenging.
Learning English (not nearly / challenging) learning Chinese.
- Marco was confident in the review. Lucas wasn't so confident.
Lucas was (not / confident) Marco.
- Alba is very talented. Diego is also very talented.
Alba is (just / talented) Diego.
- This project is easy. The last project was really intense.
This project (not nearly / difficult) the last one.
- My old manager was laid-back. My new manager is not laid-back at all.
My new manager is (not nearly / laid-back) my old one.

C 07-07 Listen to the conversations. Circle the correct answer.

- The presentation was **more useful** / less useful than he had hoped.
- Her new job is **more exciting than** / **as exciting as** her old job.
- The new project is **much more challenging** / **much less challenging** than the last one.
- He would like his boss to be **more supportive** / **less supportive**.
- Yesterday, she was **a lot more** / **a lot less** tired.
- He hoped the designs would be **better** / **worse**.
- She thought she would be **more nervous** / **less nervous** about the interview.
- His new office is **a little bigger** / **a little smaller** than his old office.
- Both of them are **excited** / **not excited** about our trip to New York.

UNIT 7, LESSON 3 PHRASAL VERBS WITH OBJECTS

A Put the words in the correct order to make sentences. If the phrasal verbs are separable, write the sentence in two ways.

1. with / will / my manager / I / check / in I will check in with my manager.
2. run / have / paper / of / we / out _____
3. I / can / up / set / the projector _____
4. the feedback / go / let's / tomorrow / over _____
5. get / need to / the internet / on / I _____
6. out / hasn't / it / Pedro / figured / yet _____
7. a plan / put / Fatima / for the party / together _____
8. the process / Dana / went / carefully / through _____

B Read each conversation. Complete the sentences using the phrasal verb and a pronoun as the object.

1. A: Did you back up your hard drive?
B: Yes I backed it up an hour ago
2. A: Are you going to check in with Sara?
B: Yes, I will _____ this afternoon.
3. A: Did we run out of printer ink?
B: Yes, we _____ yesterday.
4. A: Do you want to go over the notes together?
B: Sure, but let's _____ later.
5. A: Have you figured out the problem?
B: No, I haven't _____ yet.
6. A: Did you put together the agenda for the meeting?
B: Yes, I _____ this morning.
7. A: Would you mind setting up the tables and chairs for the presentation?
B: Sure. I'll _____ now.
8. A: Should we go through the client feedback now?
B: Sure. Let's _____ in my office.
9. A: Did he remember to turn on the computer?
B: Yes, he _____ already.

C  07-14 Listen. Complete the sentences with the phrasal verbs you hear.

1. It's too dark in here. Can you turn on the lights?
2. Let's _____ the new designs in the meeting.
3. We have a problem. Can you help us _____?
4. Please _____ your files every day.
5. Will you help me _____ the room for the meeting?
6. Why don't you _____ with Tom?
7. Can we _____ before tomorrow?
8. Yuko _____ the process step-by-step.

A Rewrite the sentences with the modal in parentheses.

- Dana might be getting sick. (may)
Dana may be getting sick.
- Ahmet may be coming down with the flu. (might)

- They might be talking to the doctor now. (may)

- Ari may be resting. (could)

- Sara may not be working today. (might)

- I may be getting a migraine. (could)
I _____

B Complete the conversations with the words in parentheses. Use the continuous or simple form of the verb.

- A: What's wrong?
B: I think I might be getting the flu.
(might / get)
- A: I think I _____ a cold.
(might / come down with)
B: Why don't you go home for the afternoon?
- A: Is Pedro here? He was sick yesterday.
B: I haven't seen him. He _____ better.
(might not / feel)
- A: Where is Ava? _____ she _____?
(could / sleep)
B: Probably. She said she was tired.
- A: I _____ a rash. My arm is itching a lot.
(might / get)
B: Let me look at it.
- A: Who is Lisa talking to?
B: She _____ an appointment with the doctor.
(could / make)

C 08-03 Listen to each conversation. What do Marco, Trina, and Ed think is possible?

Check (✓) all the correct answers.

- | | |
|---|---|
| <ol style="list-style-type: none"> It's possible that Marco... <ol style="list-style-type: none"> ☐ has a rash ☒ is getting the flu It's possible that Trina... <ol style="list-style-type: none"> ☐ is getting sick ☐ has allergies ☐ has the flu ☐ needs to see the doctor | <ol style="list-style-type: none"> It's possible that Ed... <ol style="list-style-type: none"> ☐ is getting a migraine ☐ needs to take some medicine ☐ wants to lie down ☐ needs to go to the store |
|---|---|

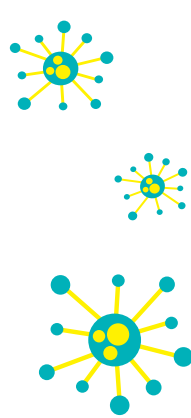
A Read the web page. Circle the correct answers.

HEALTH A-Z LIVING HEALTHY **SELF HELP** NEWS & EXPERTS SYMPTOM CHECKER Search

How to Treat a Cold

There is no cure for a cold, but here are some tips to feel better faster.

1. As soon as / *Until* you feel sick, start drinking fluids like water or juice.
2. Don't drink coffee or sodas *before* / *while* you are sick.
3. Get lots of rest *after* / *when* you have a cold.
4. Talk to your doctor *before* / *as long as* you give cold medicine to a child.
5. Stay home from work or school *once* / *until* you are better.
6. *After* / *While* you blow your nose, wash your hands.
7. Boil a pot of water and breathe in the steam *as long as* / *before* you can.
8. Eat chicken soup *until* / *whenever* you are sick.



B Put the words in parentheses in the correct order to complete the sentences.

1. Take this medicine before you go to bed.
(go / before / you / to bed)
2. You should avoid crowded places _____.
(while / are contagious / you)
3. Read the information on the package _____.
(you / before / any medicine / take)
4. _____, I always get sick, too!
(my family / whenever / gets sick)
5. I stayed home _____.
(my cold / until / was gone)
6. _____, you shouldn't come to work.
(have / as long as / the flu / you)
7. _____, I felt so much better.
(took / I / after / the cold medicine)
8. _____, you can pass the virus to others.
(you / are contagious / when)
9. You can return to work _____.
(you / feel better / as soon as)

C  08-10 Listen to the conversation. Match the parts to make sentences based on the doctor's advice.

- | | |
|--|---------------|
| <u>e</u> 1. Dan should get the flu vaccine ____ he can. | a. as long as |
| ___ 2. He should take his medicine ____ he eats a meal. | b. until |
| ___ 3. He should try to stay away from people ____ he is contagious. | c. while |
| ___ 4. He should drink plenty of water ____ he is sick. | d. once |
| ___ 5. He should have a hot drink ____ he goes to bed. | e. as soon as |
| ___ 6. He should wash his hands ____ he coughs. | f. before |
| ___ 7. He should stay home and rest ____ his cold is gone. | g. when |
| ___ 8. He should make another appointment ____ he feels better. | h. after |

UNIT 8, LESSON 3 FUTURE REAL CONDITIONAL

A Complete each future real conditional sentence using the words in parentheses.

1. If I get sick, I will miss the meeting.
(get) (miss)
2. If you (not rest), you (not get) better.
3. Her throat (feel) better if she (drink) this tea.
4. If I (be) still contagious, I (not come) to work.
5. (call) you the doctor if you (feel) worse?
6. If you (get) worse, you (end up) in the hospital.
7. If he (take) this medicine, his headache (go away).
8. What (do) you (get) if you sick?
9. If you (not treat) that rash, it (spread).

B Complete each future real conditional sentence using the words in parentheses. Add a comma when needed.

1. If I get the flu, it will be terrible.
(get the flu)
2. If I don't feel better in the morning (call the doctor).
3. (feel bad) he will go home early.
4. (be contagious) you will make everyone else sick.
5. (take this medicine) you will get healthy soon.
6. (not come to the party) if I feel worse.
7. (have time) will you make me some hot tea?
8. (not recover) if you don't rest.

C  08-15 Listen to each conversation. Circle the correct ending for each sentence.

- | | |
|--|---|
| 1. If she gets better,
a. they will have dinner tonight.
b. they will do something on the weekend. | 6. If she drinks the tea,
a. her throat will hurt.
b. her throat will feel better. |
| 2. If he listens to the doctor,
a. he will be able to go to work.
b. he will get over the flu. | 7. If he doesn't rest,
a. he will get worse.
b. he will get tired. |
| 3. If she goes out,
a. she will make other people sick.
b. she will be bored. | 8. If she doesn't take the medicine,
a. she won't get better.
b. she won't like it. |
| 4. If he doesn't feel well tomorrow,
a. his friend will take the day off.
b. his friend will take him to the doctor. | 9. If he doesn't wear a mask,
a. he will look strange.
b. he will spread the virus. |
| 5. If he gets sick,
a. he will rest.
b. he will miss the party. | |

UNIT 9, LESSON 1 REFLEXIVE PRONOUNS

A Complete the sentences with a reflexive pronoun.

1. She was mad at herself for losing her keys.
2. Carlos will be disappointed in _____ if he doesn't finish the race.
3. We didn't enjoy _____ at the company party.
4. The people helped _____ to the free cookies.
5. I was surprised at _____ for going rock climbing.
6. You shouldn't blame _____ for what happened.
7. Did Ana draw these designs by _____?
8. The boy looked proud of _____ for spelling his own name.
9. Why don't we introduce _____ before we start the meeting?

B Complete the sentences using the word in parentheses and a reflexive pronoun. Use correct prepositions with the adjectives, if necessary.

1. I was disappointed in myself for not passing the exam.
(disappointed)
2. She should be _____ for being so rude.
(ashamed)
3. Don't _____. The accident wasn't your fault.
(blame)
4. We really _____ on our trip to Vietnam.
(enjoyed)
5. I never took piano lessons. I _____ how to play.
(taught)
6. There's plenty of food for all of you. Please _____ to whatever you want.
(help)
7. I was _____ for trying skydiving.
(surprised)
8. That was a terrible kick! He looks really _____ for missing the goal.
(mad)
9. I _____ I would quit smoking this year.
(told)

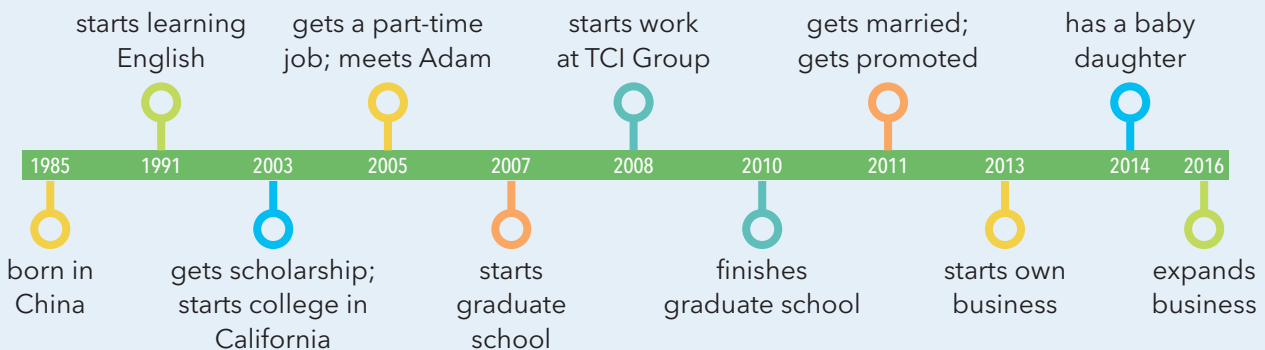
C 09-02 Listen to the conversations. Complete the sentences using the words in the word box and a reflexive pronoun.

blames disappointed in helped mad at promised ~~proud of~~

1. She was proud of herself for winning the race.
2. They were _____ for losing an important game.
3. She was _____ for breaking the vase.
4. He _____ that he would exercise more.
5. They _____ to the sandwiches.
6. He _____ for what happened.

A Complete the sentences with the correct form of the verbs in parentheses.

- While I was walking (walk) down the street, I saw (see) an accident.
- While Kay drove (drive) to work, her car ran out (run out) of gas.
- When I got (get) dressed, I accidentally put on (put on) two different socks!
- Jon's boss walked (walk) in while he played (play) a game on his phone.
- When they surfed (surf) they saw (see) a shark!
- We were so tired! We didn't hear (not hear) a thing when we slept (sleep).
- While they sang (sing) on stage, the microphones stopped (stop) working.
- The soccer player hurt (hurt) himself when he kicked (kick) the ball.

B Read the timeline of Mei's life. Write sentences with the verbs in parentheses. Use correct tense.

- While she was living in China, she started learning English.
(live in China / start learning English)
- _____
- _____ (live in China / get a college scholarship)
- _____ (get a part-time job / attend college)
- _____ (go to college / meet Adam)
- _____ (start work at TCI Group / go to graduate school)
- _____ (work at TCI Group / gets married)
- _____ (run her own business / have her daughter)
- _____ (raise her daughter / expand her business)

C ▶ 09-09 Listen to the conversation. Write the numbers 1 or 2 to show the order of the actions.

- 2 starts graduate school
- 1 lives in New York
- _____ meets wife
- _____ goes to graduate school
- _____ works at Brown Engineering
- _____ gets married
- _____ company goes out of business
- _____ looks for a larger apartment
- _____ hears about a job in Houston
- _____ talks to college roommate in Houston

UNIT 9, LESSON 3 INFINITIVE OF PURPOSE

A Complete the sentences using the words in parentheses in the correct form and infinitives of purpose.

1. She _____ *drinks coffee to stay awake* .
(drink coffee / stay awake)
2. He _____ .
(read / relax)
3. She _____ .
(practice a lot / get better)
4. He _____ .
(sat down / rest)
5. They _____ .
(went to the cafeteria / eat)
6. He _____ .
(work out / stay fit)
7. I _____ .
(used my phone / take a selfie)
8. We _____ .
(had a party / surprise our parents)
9. Are you _____ ?
(going to Egypt / see the pyramids)

B Rewrite the two sentences as one sentence with an infinitive of purpose.

1. I went to China. I wanted to study Chinese. _____ *I went to China to study Chinese.* _____
2. My parents called. They wanted to wish me a happy birthday.

3. Rasha got up early. She had to take the kids to school.

4. I watch American movies. I want to improve my English.

5. Matt went outside. He needed to get some fresh air.

6. I will get a part-time job. I need to earn some extra money.

7. We are going on vacation. We need to relax.

8. Gina always shops online. She wants to save time.

9. I went to the doctor. I needed to get a flu shot.

C  09-16 Listen to each conversation. Circle the correct answer.

1. She wants to stop at the store to get ice cream / to get dinner.
2. She left her car at the shop *to fix her brakes* / to get new brakes.
3. He is going to France *to meet a friend* / to learn French.
4. She runs *to relax* / to exercise.
5. They're stopping at the gas station *to get coffee* / to get gas.
6. She's going to Florida *to visit the Kennedy Space Center* / to visit her son.
7. He got up at 4:00 A.M. *to catch his plane to India* / to pick up his family.
8. She has to go to the store *to buy rice* / to buy bread.

UNIT 10, LESSON 1 NOUN CLAUSES WITH *THAT*

A Put the words in the correct order to make sentences.

1. Youri / that / she / hopes / graduates / law school
Youri hopes that she graduates law school.
2. think / is / Marco / a good boss / I

3. to visit / dreamed / her parents / were coming / Luisa

4. Tara / found / scientists / read / a cure for allergies

5. next term / hope / we / will be better / our grades

6. will start / Rose / her own business / I / heard

7. to set / we / need / I / agree / some goals right away



B Read the sentences. Answer the question using a noun clause.

1. Alan can't afford a new car right now. Why is Alan worried?
Alan is worried (that) he can't afford a new car right now.
2. Jack didn't get a promotion. Why is Jack disappointed?

3. Ana and Lucas have to move. Why are Ana and Lucas sad?

4. Dan is moving back to China. Why is Dan's family happy?

5. The team got an award. Why was the team excited?

6. Murat's friends forgot his birthday. Why is Murat surprised?

C  10-02 Listen. Write the missing words.

1. I hope that my roommate gets accepted into law school.
2. James is excited that _____ a promotion.
3. Ever since we got married, we've dreamed _____ South Africa.
4. I heard that _____ this week.
5. Thanh hopes _____ his parents this year.
6. I guess that _____ with his parents when he goes back to Peru.
7. Jill forgot that _____ away on vacation and has to miss Eric's wedding.
8. They're not sure _____ the new designs.

UNIT 10, LESSON 2 PRESENT UNREAL CONDITIONAL

A Complete each present unreal conditional sentence.

- If I didn't work (not work) so much, I would volunteer (volunteer) more.
- If you _____ (not be) a scientist, _____ you _____ (what / do)?
- If everyone _____ (drive) electric cars, we _____ (help) the environment.
- I _____ (travel) the world if I _____ (have) enough time.
- If Kelly _____ (not be) so busy, she _____ (exercise) more.
- If she _____ (ask) me for help, I _____ (help) her.
- What _____ you _____ (do) if you _____ (have) more time?
- If we all _____ (work) together, we _____ (achieve) great things.

B Complete each present unreal conditional sentence with the information in parentheses.

- If I weren't so busy (not so busy), I would travel more often.
- If I had enough money, _____ (get my own apartment).
- _____ (start a business) if I saved more money.
- _____ (not be happy) if she weren't helping animals.
- _____ (what / do) if you were a world leader?
- We would move if _____ (find new jobs).
- _____ (they need help), I would help them immediately.
- _____ (get a promotion) if he worked harder.

C ▶ 10-07 Listen. Write the words you hear.

- If I were rich, I'd build houses in poor communities.
- _____ at an animal shelter.
- _____ for world peace.
- _____ for Doctors Without Borders.
- _____ 10% of my profits to charity.
- _____ to end world hunger.
- _____ the elephant.
- _____ about injustice.

UNIT 10, LESSON 3 PAST PERFECT

A Look at Erika's daily schedule. Complete the sentences using the past perfect or past simple form of the verbs in parentheses.

- Erika had gone (go) to the gym by 7:30 A.M.
- She attended (attend) the team meeting before she set (set) her daily goals.
- By 11:30, she had not eaten (not eat) lunch yet.
- By the time she had set (set) lunch, she had (have) her goals.
- After she was (be) to the project meeting, she wrote (write) her report.
- She finished (finish) her report by the time she met (meet) with her manager.
- By 5:00, she had not left (not leave) the office yet.
- She worked (work) all day by the time she had (have) dinner with Carol.

10:01	
< menu	Schedule add +
7:00	gym
9:00	meeting with team
10:00	set daily goals
12:00	lunch with client
2:00	project meeting
3:30	finish report for manager
4:30	meet with manager
5:30	leave office
6:00	dinner with Carol

B Read both actions. Complete the sentences. Use the past perfect.

- After my car had broken down (2:00 P.M. car broke down), I took the bus. (2:45 P.M. took the bus)
- Yuko had visited the United States before she moved there for school. (visited the United States moved there for school)
- By the time Jake got a full-time job, he had done volunteer work. (did volunteer work got a full-time job)
- Until I went to veterinary school, I hadn't realized I loved horses. (didn't realize I loved horses went to veterinary school)
- After Maria had gotten an engineering degree, she ended up becoming a lawyer. (got an engineering degree ended up becoming a lawyer)

C 10-14 Listen to each conversation. Write the numbers 1 or 2 to show the order of the actions.

- 1 left her job
2 wrote a book
- was 25 years old
 became president of the company
- worked in restaurants
 opened own restaurant
- volunteered
 got a job
- became famous
 went to the moon
- visited a company's offices
 didn't make a decision
- got an offer
 stuck in a job
- raised money
 ran the race

UNIT 1, LESSON 4

Complete the sentences with words from the box.

network eat out joy significant last immediate temporary possession

1. Dana's sunglasses didn't _____ long, they broke after two days.
2. Helping others is a _____ part of Matteo's life. He reads to children at the library every Saturday.
3. His _____ of friends helped Tom when he broke his leg. They brought him dinner every night for a month.
4. I hate to cook so I always _____ on the weekends.
5. Pete's new job was only _____, it was just for one month.
6. Kara felt better that day. She took the medicine and it brought her _____ relief from pain.
7. The bracelet my mother gave me is my most important _____.
8. Hana smiled with _____ as everyone began to sing "Happy Birthday!"

UNIT 2, LESSON 4

Circle the correct answers.

1. When storms are *frequent* that means they happen ____.
 - a. sometimes
 - b. often
 - c. every day
2. Everyone likes to work with Rosa, they say that she is *logical*. That means she is ____.
 - a. clear thinking
 - b. extreme
 - c. unusual
3. A *creature* could be any type of ____.
 - a. pond
 - b. weather
 - c. animal
4. The book *inspired* Lei Wi to get more exercise. It ____.
 - a. gave him the idea
 - b. was based on clear thinking
 - c. was very unusual
5. Because of the *extreme* weather conditions, school was cancelled. That means that the weather conditions were ____.
 - a. happening very often
 - b. trying to hurt someone
 - c. very bad and unusual
6. A *body of water* is ____.
 - a. an animal, an insect, or a fish
 - b. a lake, a pond, or an ocean
 - c. very unusual or very bad
7. Don't come too close to the tigers. They can *attack* and ____ you.
 - a. like
 - b. hurt
 - c. play with

UNIT 3, LESSON 4

Complete the sentences with words from the box.

obvious assumptions flexible arrest relevant criminal

1. When we meet new people we sometimes make _____ about them.
2. The police had to _____ the man for stealing computers.
3. The lawyer said that any information about the car accident could be _____.
4. The _____ broke into the house and stole diamond jewelry and watches.
5. The mistakes Ken made were so _____. He didn't pass the driving test.
6. At our office some people work from 9-5. I work from 12 to 8 P.M. We have _____ working hours.

UNIT 4, LESSON 4

Complete the paragraph with words from the box.

scenes industry remote authentic bonus shoot

The whole film _____¹ is waiting for the release of Harold Dean's new movie about Australia in the 1930s. The director decided to _____² most of the movie _____³ in a _____⁴ town in Australia. He wanted to make it look more _____⁵. There's a DVD coming out shortly after the movie opens, with a special _____⁶ soundtrack and interviews with the filmmakers.

UNIT 5, LESSON 4

Complete the sentences with words from the box.

intimate tender superb skip tough options to order

1. The service at the restaurant yesterday was perfect, it was _____.
2. The meat in the dish was cooked very well it was soft and _____.
3. The menu at this restaurant is very flexible. Most of the meals can be made _____.
4. There were so many different entrée _____ . I had trouble making a choice.
5. Tonight I prefer to _____ the appetizers and order the main course right away.
6. The vegetables were so _____ that they were too hard to cut. I didn't eat them.
7. We loved the new restaurant, the atmosphere was warm and _____.

UNIT 6, LESSON 4

Circle the correct answers.

1. A word used to describe the type of food you usually eat is ____.
a. an incentive
b. a feature
c. a diet
2. The grocery store clerk reads the ____ on the package of food that you buy.
a. bar code
b. diet
c. feature
3. She won the race thanks to her hard work and a lot of ____ from her trainer.
a. adjustment
b. incentive
c. encouragement
4. To give an opinion to a restaurant or movie is to ____ it.
a. rate
b. adjust
c. keep track of
5. The new running app has many great ____.
a. barcodes
b. features
c. incentives
6. The company is offering a special low price as ____ to buy their product.
a. an incentive
b. a feature
c. an adjustment
7. I try to change and ____ my workout so that I don't get bored with it.
a. rate
b. encourage
c. adjust
8. Mike's coach told him to ____ his daily workouts so he can see his improvement over time.
a. adjust
b. keep track of
c. encourage

UNIT 7, LESSON 4

Complete the sentences with words from the box.

productive distracted dread pile up
deadline catch up focus notifications

1. Dan hates to check his email. He lets the messages _____ so sometimes he misses an important one.
2. Ana never turns off her _____. She always wants to know what's happening.
3. Gabby had to rush so that she didn't miss the last _____.
4. I was on vacation for two weeks. Now I have to work this Saturday to _____.
5. My son can get _____ easily except when he's playing video games.
6. Sometimes Paul listens to music while he works. It helps him _____.
7. I _____ going to long meetings, they are so boring.
8. Rita was the best employee. She always got everything done, she was the most _____.

UNIT 8, LESSON 4

Circle the correct answers.

1. The surface of an object is on the **bottom** / **outside** / **inside**.
2. When liquid evaporates it **changes to gas** / **turns into water** / **comes out of your skin**.
3. When you visit a tropical place it will be very **dry and cool** / **cold and snowy** / **hot and wet**.
4. If someone is looking for evidence, they are searching for **a sound** / **new information** / **a signal**.
5. When people sweat, liquid **is turning to gas** / **disappears** / **comes out of their skin**.
6. When you leave out the ice cubes that means you **add them** / **don't include them** / **increase the amount**.
7. Sweating could occur if someone is **happy** / **nervous** / **cold**.
8. When you signal to get someone's attention, you can **make a sound or action** / **decide if something is true** / **leave out important information**.

UNIT 9, LESSON 4

Match each word with the words that describe it. Write the letter on the line.

- | | |
|-----------------------|---|
| ___ 1. invent | a. to react to something |
| ___ 2. survive | b. the situation when someone finds something new |
| ___ 3. a discovery | c. a doctor that studies human behavior |
| ___ 4. an advantage | d. to create an new type of thing or solution |
| ___ 5. respond | e. to continue to live after a dangerous event |
| ___ 6. a psychologist | f. a better position to be in |

UNIT 10, LESSON 4

Complete the sentences with words from the box.

transport	peel	perspective	sustainability
scrap	compost	profit	landfill

1. Using renewable resources like wind and solar power helps achieve the goal of _____.
2. Lucia's co-workers say that she has an unusual _____ because she always "thinks outside the box."
3. They were so hungry that there wasn't a _____ of food left after they had finished dinner.
4. When Yoka Mia started her own business she didn't see a _____ for a few months. It was a difficult time.
5. After the storm the employer provided _____ for all of the workers to get home safely.
6. Members of the community garden collected old food and used it to make _____.
7. The chef didn't _____ the potatoes before baking them, he left the skins on.
8. Tons of waste go into the local _____ every month.

UNIT 2, LESSON 1 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.

UNIT 2, LESSON 2 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.*

UNIT 2, LESSON 2 PRESENT CONTINUOUS: REVIEW

Affirmative statements				Negative statements			
Subject	Be	Verb + -ing	Object	Subject	Be + not	Verb + -ing	Object
I	am	doing	chores.	I	am not	having	dinner.
She	is			She	is not		
We	are			We	are not		

Questions				Answers	
Wh- word	Be	Subject	Verb + -ing		
What	are	you	doing?	I'm doing the laundry.	
Where	is	he	going?	He's taking out the trash.	
	Is	she	working?	Yes, she is .	No, she isn't .
	Are	you		Yes, we are .	No, we aren't .

Notes

- We almost always contract the subject pronoun + *be* in speaking and informal writing.
- Do not use contractions in short, affirmative answers. Yes, she is. NOT ~~Yes, she's~~.

Spelling rules for -ing verbs:

- For most verbs, add *-ing* to the base form of the verb. study → studying
- For verbs ending in a consonant + *-e*, drop the *e* and add *-ing*. come → coming
- For most verbs ending in consonant / vowel / consonant, double the final consonant and add *-ing*. set → setting
- begin → beginning

UNIT 4, LESSON 3 SIMPLE PAST, REGULAR VERBS: REVIEW

Affirmative statements			Negative statements			
Subject	Verb		Subject	Did + not	Verb	
I	visited	Miami.	I	did not	like	the beaches.
She	watched	the sunset.	She			
			We			

Notes

- We almost always use the contraction *didn't* in speech and informal writing.

Spelling rules for regular verbs

- For most verbs, add *-ed* to the base form. enjoy → enjoyed walk → walked
- For verbs that end in *e*, add only *d*. like → liked love → loved
- For verbs that end in a consonant + *y*, change the *y* to *i* and add *-ed*. study → studied try → tried
- For most verbs that end in consonant + vowel + consonant, double the last consonant. stop → stopped plan → planned

UNIT 4, LESSON 3 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	Base form	Simple past
be	was, were	go	went	sit	sat
bring	bought	hang out	hung out	sleep	slept
buy	brought	have	had	spend	spent
come	came	make	made	take	took
cost	cost	say	said	wake	woke
drink	drank	see	saw	write	wrote

UNIT 5, LESSON 1 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?
You have an interview today,	don't you?
I've given you a copy of my résumé,	haven't I?
They'll be here soon,	won't they?

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?
I'm not late,	am I?
The interviews haven't started yet,	have they?
We can't park here,	can we?

Notes

- I am* becomes *aren't I* in a negative tag. *I'm a little late today, aren't I?*
- Answer affirmative and negative yes / no questions the same way. The answer is yes if the statement is correct and no if it is incorrect. The answer agrees with the main verb.

UNIT 5, LESSON 3 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	there	any	burgers?	Yes.	Yes,	there	are	some	burgers.		
				Yes, there are.	No,	there	aren't	any			
						There	are	no			
Is			ketchup?	No.	Yes,	there	is	some	ketchup.		
				No, there isn't.	No,	there	isn't	any			
						There	is	no			
Notes											
- Use <i>any</i> in questions and negative statements. Do not use <i>any</i> in affirmative statements. - Do not use <i>no</i> with a negative verb. - Many nouns have both a count and a non-count meaning. <i>I love chocolate.</i> (chocolate in general) <i>Do you want a chocolate?</i> (one piece of chocolate)											

UNIT 5, LESSON 3 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</i> / <i>How many</i>			Statements with <i>Much</i> / <i>Many</i> / <i>A lot of</i>		
<i>How much</i> / <i>How many</i>	Noun			<i>Much</i> / <i>Many</i> / <i>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?

UNIT 5, LESSON 3 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.

UNIT 6, LESSON 1 VERBS + INFINITIVES AND GERUNDS

Some verbs take infinitives or gerunds. Some verbs take only infinitives or only gerunds.

Verb + gerund/infinitive, infinitive, or gerund				Common verbs for ...	
Subject	Verb	Infinitive or Gerund		Infinitive or gerund	
I	love	to listen listening	to music.	love like don't like hate	
		Infinitive only			
He	wants	to go	to a concert.		
		Gerund only			
We	dislike	watching	TV.		
				Infinitive only	Gerund only
				want plan hope	enjoy dislike avoid

UNIT 6, LESSON 1 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.

UNIT 7, LESSON 1 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		<i>If / Whether</i>	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.

UNIT 8, LESSON 3 WILL FOR FUTURE INTENTION

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>
I	have to	make photocopies.		I	do	not	have to
He	has to			He	does		make photocopies.
She	needs to	order lunch.		She	does		need to
They	need to			They	do		order lunch.

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>
What	do	we	need to	bring?	You	need to

UNIT 9, LESSON 2 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.*

PREPOSITIONS

about	below	from...to	outside
above	beneath	in	over
across	beside	in front of	past
after	besides	inside	round/around
against	between	in spite of	since
ahead of	beyond	into	than
along	but	like	through
among	by	near	throughout
apart from	concerning	next to	to
around	despite	of	towards
as	down	off	under
at	during	on	until
away from	except (for)	onto	up
because of	facing	on top of	with
before	for	opposite	within
behind	from	out of	without

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		