

StartUp

CSE
Global Scale of English
22-29 A1

Ken Beatty, Series Consultant

Steve Gwynne

Don Linder



Pearson
PracticeEnglish
App



MyEnglishLab
Online Practice and Resources

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 have you been watching? page 5	<ul style="list-style-type: none"> Ways to describe movies or TV shows Elements of a movie or TV show 	<ul style="list-style-type: none"> Present perfect continuous: Review and expand <i>What</i> clauses for emphasis <i>By</i> to explain how 	<ul style="list-style-type: none"> Describe what you've been watching Summarize the plot of a movie or TV show Discuss great movies <p>Skill Express degrees of enthusiasm</p>	<ul style="list-style-type: none"> Listen to a talk about great movies <p>Skill Listen for examples</p>
2 What's your return policy? page 17	<ul style="list-style-type: none"> Return policy language Language for loans 	<ul style="list-style-type: none"> <i>As long as, providing (that), unless</i> Past unreal conditional Connectives to express contrast and surprise 	<ul style="list-style-type: none"> Ask about a return policy Discuss taking out a loan Talk about crowdfunding <p>Skill Ask questions for clarification</p>	<ul style="list-style-type: none"> Listen to a talk about crowdfunding <p>Skill Listen for the introduction and conclusion</p>
3 Have you seen a doctor? page 29	<ul style="list-style-type: none"> Flu symptoms Injuries and treatments 	<ul style="list-style-type: none"> Giving and asking for advice: Review and expand Reporting advice: Review and expand <i>Not only...but also</i> 	<ul style="list-style-type: none"> Describe how you feel and ask for advice Describe injuries and report advice Talk about medical research <p>Skill Respond to bad news</p>	<ul style="list-style-type: none"> Listen to a talk about medical research <p>Skill Listen for topics</p>
4 Are you doing anything special? page 41	<ul style="list-style-type: none"> Park rules Outdoor activities 	<ul style="list-style-type: none"> <i>Be supposed to</i> Future continuous Reduced restrictive relative clauses 	<ul style="list-style-type: none"> Talk about park rules Talk about outdoor activities Discuss how to help the environment <p>Skill Maintain a conversation by asking questions</p>	<ul style="list-style-type: none"> Listen to a talk about how to help the environment <p>Skill Listen for cause and effect</p>
5 What seems to be the problem? page 53	<ul style="list-style-type: none"> Technology problems Technology solutions 	<ul style="list-style-type: none"> Past perfect continuous <i>Need</i> with gerunds and passive infinitives Infinitives as subject complements 	<ul style="list-style-type: none"> Describe technology problems Talk about technology solutions Discuss how technology affects us <p>Skill Reassure someone</p>	<ul style="list-style-type: none"> Listen to a talk about how technology affects us <p>Skill Listen for counterarguments</p>

Pronunciation	Reading	Writing	Presentation
<ul style="list-style-type: none"> • <i>What</i> clauses 	<ul style="list-style-type: none"> • Read about changes caused by technology <p>Skill Recognize jargon</p>	<ul style="list-style-type: none"> • Write about a movie or TV show <p>Skill Write a strong topic sentence</p>	<ul style="list-style-type: none"> • Give a presentation about your favorite kind of movie or TV show <p>Skill Stay calm</p>
<ul style="list-style-type: none"> • Blend past modals 	<ul style="list-style-type: none"> • Read about the health benefits of giving <p>Skill Identify sources of information</p>	<ul style="list-style-type: none"> • Write an email to dispute a problem <p>Skill Use polite language in a formal email</p>	<ul style="list-style-type: none"> • Give a presentation about an interesting crowdfunding project <p>Skill Speak with authority</p>
<ul style="list-style-type: none"> • Link consonant and vowel sounds 	<ul style="list-style-type: none"> • Read about the pros and cons of an issue <p>Skill Identify pros and cons</p>	<ul style="list-style-type: none"> • Write a summary <p>Skill Write a good summary</p>	<ul style="list-style-type: none"> • Give a presentation about an app or innovation that can improve people's health <p>Skill Keep graphics simple</p>
<ul style="list-style-type: none"> • <i>Supposed to</i> 	<ul style="list-style-type: none"> • Read a travel website <p>Skill Recognize hyperbole</p>	<ul style="list-style-type: none"> • Write a persuasive argument <p>Skill Introduce opposing arguments</p>	<ul style="list-style-type: none"> • Give a presentation about a beautiful natural place <p>Skill Give your audience an overview</p>
<ul style="list-style-type: none"> • Link final consonants to beginning consonants 	<ul style="list-style-type: none"> • Read an article about hacking <p>Skill Identify contrasts</p>	<ul style="list-style-type: none"> • Write a product review <p>Skill Write relevant subheadings</p>	<ul style="list-style-type: none"> • Give a presentation about an advance in technology <p>Skill Speak slowly and clearly</p>

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 Where was it made? page 65	<ul style="list-style-type: none"> Materials and decorative objects Musical terms and descriptions 	<ul style="list-style-type: none"> Simple present and simple past passive: Review Restrictive and non-restrictive relative clauses: Review and expand <i>You, they, can / can't, could / couldn't</i> for general truths 	<ul style="list-style-type: none"> Describe a decorative object Describe music you like Discuss traditional food Skill Express surprise	<ul style="list-style-type: none"> Listen to a talk about traditional food Skill Listen for supporting details
7 When do you fly out? page 77	<ul style="list-style-type: none"> Air travel terms Train and car travel terms 	<ul style="list-style-type: none"> Comparisons with gerund and noun phrases Past habits with <i>would / used to</i>: Review and expand <i>It</i> + past passive 	<ul style="list-style-type: none"> Talk about air travel preferences Talk about travel memories Discuss past transportation predictions Skill Show strong agreement	<ul style="list-style-type: none"> Listen to a talk about past transportation predictions Skill Listen for adverbs of degree
8 How have you been? page 89	<ul style="list-style-type: none"> Ways of behaving Self-improvement language 	<ul style="list-style-type: none"> Modals for past regrets and possibilities <i>Wish</i> and <i>if only</i>: Review and expand Comparisons between clauses 	<ul style="list-style-type: none"> Talk about interacting with people Talk about self-improvement Discuss your bucket list Skill Acknowledge a mistake	<ul style="list-style-type: none"> Listen to a talk about bucket lists Skill Listen for explanations
9 Would you mind helping me? page 101	<ul style="list-style-type: none"> Elements of the writing process Employment terms 	<ul style="list-style-type: none"> <i>Would / Do you mind</i> for permission and requests Modals with the passive <i>Likely</i> and <i>certain</i> + infinitive 	<ul style="list-style-type: none"> Ask for help and show appreciation Talk about possible changes at work Discuss ways to solve problems Skill Express appreciation	<ul style="list-style-type: none"> Listen to a talk about ways to solve problems Skill Listen for tone and intended audience
10 Has the city changed? page 113	<ul style="list-style-type: none"> City features and changes Verbs for getting around 	<ul style="list-style-type: none"> <i>Do</i> or <i>did</i> for emphasis Past perfect with adverbial clauses of time: Review and expand Non-restrictive relative clauses for comments 	<ul style="list-style-type: none"> Talk about how cities change Talk about getting around a city Discuss lost and found items Skill Introduce a popular opinion	<ul style="list-style-type: none"> Listen to a talk about lost and found items Skill Listen for attitude

GRAMMAR PRACTICE / VOCABULARY PRACTICE page 125

REFERENCES page 157

THE WRITING PROCESS page 163

PRESENTATION SELF-EVALUATION page 165

Pronunciation	Reading	Writing	Presentation
<ul style="list-style-type: none"> Pausing and intonation with relative clauses 	<ul style="list-style-type: none"> Read an article supporting a point of view <p>Skill Identify supporting reasons</p>	<ul style="list-style-type: none"> Write about how to do something <p>Skill Show the sequence of events</p>	<ul style="list-style-type: none"> Give a presentation about an interesting tradition <p>Skill Vary your intonation</p>
<ul style="list-style-type: none"> Reduced pronunciation of <i>than</i> 	<ul style="list-style-type: none"> Read about unique transportation systems <p>Skill Identify problems and solutions</p>	<ul style="list-style-type: none"> Write a thank-you email <p>Skill Choose the right level of formality</p>	<ul style="list-style-type: none"> Give a presentation about an interesting place <p>Skill Repeat your main ideas</p>
<ul style="list-style-type: none"> Link vowels within a word 	<ul style="list-style-type: none"> Read about overcoming rejection <p>Skill Notice transitions between paragraphs</p>	<ul style="list-style-type: none"> Write a narrative <p>Skill Use a variety of verb tenses</p>	<ul style="list-style-type: none"> Give a presentation about a goal you've achieved <p>Skill Sound conversational</p>
<ul style="list-style-type: none"> Intonation in lists 	<ul style="list-style-type: none"> Read about finding a job <p>Skill Emphasize ideas</p>	<ul style="list-style-type: none"> Write a letter of recommendation <p>Skill Use transition words and phrases to add information</p>	<ul style="list-style-type: none"> Give a presentation about your dream job <p>Skill Ignore distractions</p>
<ul style="list-style-type: none"> Emphasis of <i>do, does, did</i> 	<ul style="list-style-type: none"> Read about how a city has improved <p>Skill Make inferences</p>	<ul style="list-style-type: none"> Write about a favorite place <p>Skill Use a range of transition words to show comparison and contrast</p>	<ul style="list-style-type: none"> Give a presentation about a piece of public art <p>Skill Explain terms that may be new to the audience</p>

Key

 00-00 audio


 abc flashcards

 video

 ActiveTeach

 discussion

 web search

 presentation self-evaluation

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write his or her first name on the line.

Find someone who...

- has received good news this month _____
- knows how they would spend \$1 million _____
- had a hard time getting to class _____
- broke a bone when they were a child _____
- can recommend a funny TV show _____
- solved a technology problem this week _____

B Ask for help

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

Can you repeat the instructions?

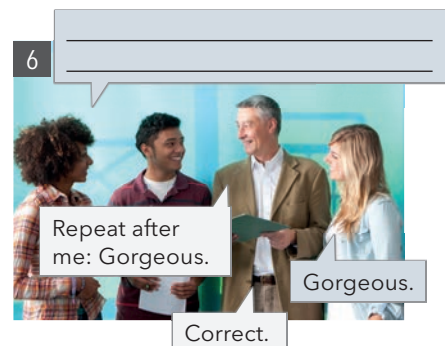
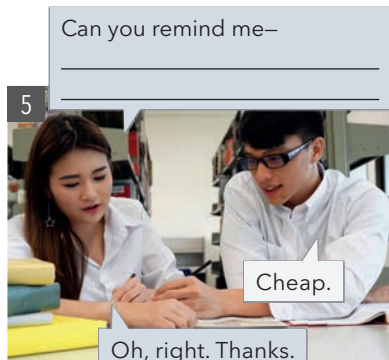
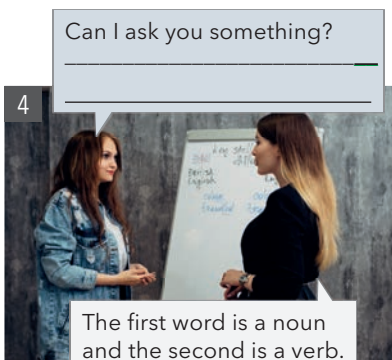
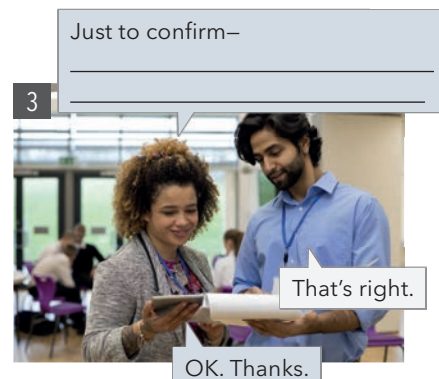
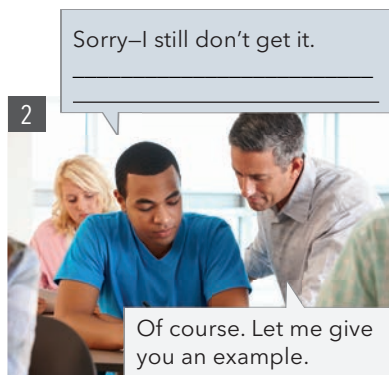
How do you pronounce this word?

What's the difference between "advice" and "advise"?

What's the English word for "barato"?

You're saying we should do this for homework?

Could you explain that a bit more?



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.

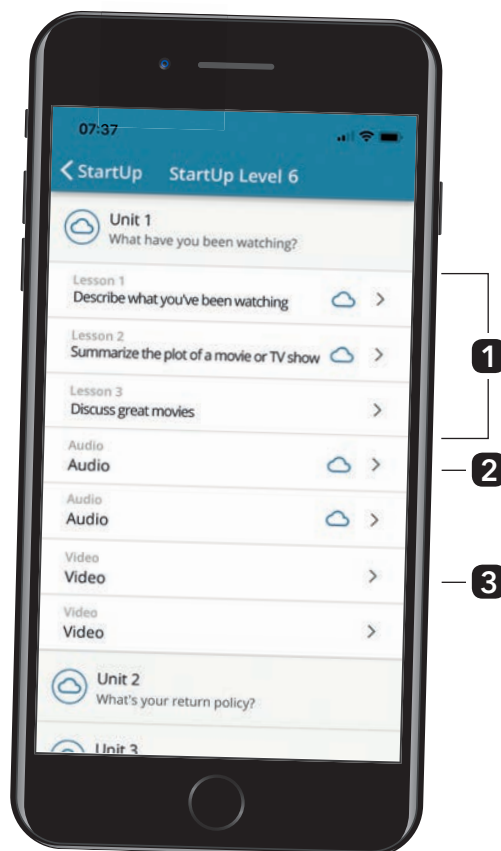
a. Number _____ shows the practice activities.

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? _____





MEET THE PEOPLE OF TSW MEDIA

To find out more,
watch the videos!

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.



OSCAR BLANCO

Sound and video editor



▶00-02 I'm Oscar Blanco, and I'm a native of Bogota, Colombia. I'm a sound and video editor.



GINA CARK

Human resources specialist



▶00-05 Hi, there. I'm Gina Cark, and I'm a human resources specialist from New York City.

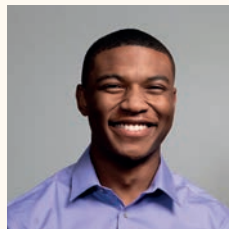


HANA LEE

Marketing and sales rep



▶00-03 Annyeong haseyo! I'm Hana Lee, and I'm a marketing and sales rep from Seoul, South Korea.

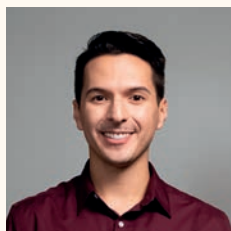


MICHAEL STEWART

Project manager



▶00-06 Hey, everybody. I'm Michael Stewart, and I'm a project manager in the Toronto office.



PABLO PIÑEDA

Digital artist, animator, and illustrator



▶00-04 Hi! I'm Pablo Piñeda. I was born in Costa Rica, but I moved to New York City in my teens. Now, I'm a digital artist, animator, and illustrator.



ELENA RUBIO

Market research specialist



▶00-07 Hello, I'm Elena Rubio. I live in Lima, Peru. I'm a market research specialist for Latin America.

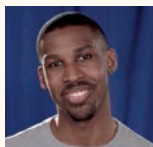
Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



ADRIANA
LOPEZ



▶00-08 Hi. My name is Adriana Lopez. I work in the technology department in the Quito office.



KENDRICK
SCOTT



▶00-09 Hey! I'm Kendrick Scott and I'm a designer in the Vancouver office.



DAVID CRUZ



▶00-10 Hi. My name is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past six years. I'm an advertising manager.



WHAT HAVE YOU BEEN WATCHING?

LEARNING GOALS

In this unit, you

- 🕒 describe what you've been watching
- 🕒 summarize the plot of a movie or TV show
- 🕒 discuss great movies
- 🕒 read about changes caused by technology
- 🕒 write about a movie or TV show



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Oscar's message. How does he feel? Why?



OSCAR BLANCO

@OscarB

Arrived at the hotel last night. Stayed up late watching TV. So tired for my meeting this morning.

LESSON 1

DESCRIBE WHAT YOU'VE BEEN WATCHING



OSCAR BLANCO

@OscarB

I can't stop thinking about my new favorite TV show. How am I going to focus today?



1 VOCABULARY

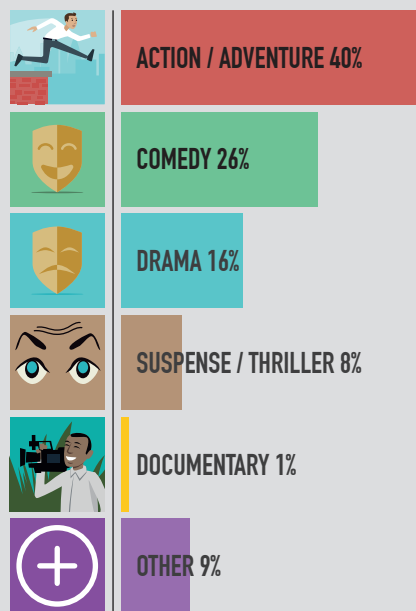
Ways to describe movies or TV shows

A Look at the graph. What's the most popular movie genre? What's the least popular? Are you surprised? Why or why not?

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

dull: not interesting or exciting
heartbreaking: making you sad
heartwarming: making you happy
hilarious: extremely funny
imaginative: containing new ideas
predictable: happening how you expect
romantic: showing feelings of love
scary: making you afraid
silly: stupid or not sensible
suspenseful: making you nervous about the future
violent: showing actions that hurt or kill people
weird: unusual and strange

MOST POPULAR MOVIE GENRES



C Complete the chart with words from 1B.

Always positive	Sometimes positive or negative	Always negative
heartwarming		

D PAIRS Which movie genres in 1A do you like or dislike? Why? Use the words in 1B.
I don't like action and adventure movies because they are always violent and predictable.

2 GRAMMAR Present perfect continuous: Review and expand

Use the present perfect continuous to describe actions that started in the past and are still continuing. We sometimes use the present perfect continuous with adverbs of time such as *lately* and *recently* to show that something started in the recent past.

Statements

Subject	Have / has	(Not)	Been	Present participle		Lately / recently
I	have	(not)	been	watching	old movies	lately.
She	has					recently.

Questions

	Have / has	Subject	Been	Present participle		Lately / recently?
	Have	you	been	watching	anything good	lately?
What	has	he				recently?

>> FOR PRACTICE, GO TO PAGE 125



3 CONVERSATION SKILL

- A** ▶01-02 Read the conversation skill. Listen. Notice how Speaker B responds with different degrees of enthusiasm.

1. Not enthusiastic B: Hmm. I don't know.
2. Enthusiastic B: Oh, yeah? What did you see?
3. Very enthusiastic B: Wow! That's fantastic!

- B** ▶01-03 Listen. How enthusiastic is Speaker B? Check (✓) the correct box.

	Not enthusiastic	Enthusiastic	Very enthusiastic
1			
2			
3			

Express degrees of enthusiasm

To show a lot of enthusiasm, use words like *wow* and *great*. Words like *really* and phrases like *oh, yeah* show some enthusiasm, and words like *oh* and *hmm* show less enthusiasm. You can also add more stress and a sharper rise-fall intonation to show more enthusiasm. A flat voice shows a lack of enthusiasm.



4 CONVERSATION



- A** ▶01-04 Listen or watch. What do Oscar and Hana talk about?



- B** ▶01-05 Listen or watch again. Complete the chart about Oscar's new favorite show.

Title	Genre	Ways Oscar describes it	Ways Hana describes it



- C** ▶01-06 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Do you think Hana will watch *Doctor Who*? Why or why not?



Oscar: Have you _____ anything good lately? Hana: I have. I've been watching some really great old movies.

Oscar: _____ ? Like what?

Hana: You know, the old blockbusters like *Citizen Kane*, *Gone with the Wind*, and *Casablanca*. Last night I saw *Titanic*. What a(n) _____ story!

5 TRY IT YOURSELF

- A** **THINK** Choose a TV series you've been watching. Take notes about the title, genre, and ways to describe it.
- B** **PAIRS** Student A: Tell your partner about what you've been watching. Use your notes from 5A. Student B: Ask questions and respond with degrees of enthusiasm. Use the conversation in 4C as an example.
- C** **REPORT** Tell the class about what your partner has been watching. Have any students been watching the same series?



LESSON 2

SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW



1 VOCABULARY

Elements of a movie or TV show

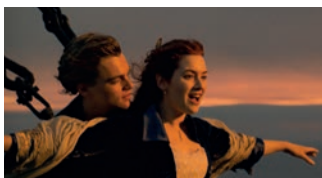
- A** Look at the photo and read the caption.
What information is new to you?



OSCAR BLANCO

@OscarB

Anybody know why the movie *Titanic* was so popular? Am I the only person in the world who has never seen it?



The movie *Titanic* cost **\$200 million** to make. Filming the movie was **more expensive than building the original ship**, which cost **\$7.5 million** in 1912. The movie **earned \$2.18 billion**, making it one of the **most successful** movies in history.

- B** ▶ 01-07 Listen. Then listen and repeat.

a **narrator**: the person who tells a story

a **plot**: the story that is told in a book, movie, TV show, or play

a **setting**: the place and time a story happens

a **role**: a character in a story

a **scene**: a short part of a movie, TV show, or play

dialog: the conversation between characters in a story

a **soundtrack**: the music that is played during a movie or TV show

a **special effect**: an unusual image or sound that occurs in a movie or TV show

cinematography: the skill or art of movie photography

- C** ▶ 01-08 Listen. Which movie element is each speaker describing? Use words from 1B.

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

- D PAIRS** Name a movie or TV show for each category. Say why you chose it.

Best Soundtrack	Most Beautiful Cinematography	Scariest Setting
Most Imaginative Plot	Most Romantic Dialog	Most Interesting Special Effects

2 GRAMMAR *What* clauses for emphasis

Start sentences with *what* clauses to emphasize the topic or main point.

<i>What</i> clause	<i>Be</i>	Topic or main point
What I like best	is	the dialog.
What amazes me		
What she didn't love	was	
What impressed them		

Note: The noun or pronoun in the *what* clause can be the subject or object:

Subject: *What Mary likes best is the acting.* **Object:** *What amazed Mary was the acting.*

>> FOR PRACTICE, GO TO PAGE 126



3 PRONUNCIATION

A ▶01-09 Read and listen to the pronunciation note.

B ▶01-10 Listen. Notice the pause and main stress in each sentence. Then listen and repeat.

1. What I like best/ is the **soundtrack**.
2. What amazed me/ was the **dialog**.
3. What confused me/ was the **plot**.
4. What impressed me/ was the narrator's **voice**.

C ▶01-11 Listen. Place a slash (/) where you hear a pause. Place a large dot over the topic.

1. What I liked best was the food.
2. What impressed Marco was the band.
3. What surprised Nora was the setting.
4. What she didn't like was the music.

D PAIRS Practice the sentences in 3C. Then describe what you liked most or least about a festival, movie, or concert you saw recently.

What I liked most about the movie/ was the acting.

What clauses

There is usually a pause after a *what* clause that begins a sentence. The topic following the *what* clause usually has the main stress. *What I liked best/ was the **plot**.*

4 CONVERSATION



A ▶01-12 Listen or watch. What do Hana and Oscar talk about?



B ▶01-13 Listen or watch again. Answer the questions.

1. What movie has Oscar never seen before?
2. What does Hana like best about the movie?
3. Why does Hana like the movie's two stars?
4. How do Oscar and Hana summarize the movie?



C ▶01-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Do you think Hana did a good job summarizing the movie? Why or why not? Think about the elements in 1B that are important to include when you summarize a movie.

Hana: The _____ of the movie is the *Titanic* in the year 1912, so that part is real. But it's not a documentary—it's a love story.

Oscar: Oh.

Hana: _____ is the main character, Rose. She's played by two different actresses.

Oscar: Really?

Hana: Yep. We first see Rose as an old woman in 1996. She's the _____ of the story and one of the last living survivors of the *Titanic*.

5 TRY IT YOURSELF

A THINK What movie or TV show do you think other people should watch? Why? Take notes about each of the elements of the movie or TV show in the box.

title stars setting plot soundtrack favorite scene what I like best about it

B PAIRS Student A: Summarize the movie or TV show from 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C TAKE A POLL List the movies and TV shows from 5A. Which are the most popular in the class? Least popular?

I CAN SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW.



LESSON 3

DISCUSS GREAT MOVIES



OSCAR BLANCO

@OscarB

The first feature-length film was made in 1906. Can you guess how many movies have been made since then?

1 BEFORE YOU LISTEN

- A** When was the last time you saw a great movie? What did you like about it?



- B** 01:15 **VOCABULARY** Listen. Then listen and repeat.

a **classic**: considered important or high quality, with a value that lasts for a long time

an **emotion**: a strong feeling, such as love, hate, or sadness

an **achievement**: something difficult that is done successfully

touch: to affect someone's emotions, especially for sympathy or sadness

innovative: using or inventing good new ideas and methods

a **vision**: an idea of what you think something should be like

inspire: to make someone have a particular feeling or act in a certain way

engage: to make someone stay interested in something



- C** Complete the sentences with words from 1B.

- The movie didn't _____ me at all. I was bored the whole time.
- The goal of our nature documentary is to _____ people to love and protect endangered animals.
- The director used a(n) _____ camera technique to film the movie. It had never been tried before.
- Filming a movie on Mars would be a big _____.
- I tried not to show any _____, but I was crying by the end of the movie.
- Movies about people helping other people _____ us deeply and make us all feel more connected.
- It was a good movie, but I don't think it's a(n) _____. Ten years from now, nobody will remember it.
- The actor didn't agree with the director's _____ for his character.

2 GRAMMAR *By* to explain how

Use *by* with gerunds to explain how something is done.

Main clause	By	Gerund	
The director created the sounds	by	recording	angry elephants.
By	Gerund		Main clause
By	experimenting	with new techniques,	this team pushed technology to new limits.

Notes

- Do not use a comma before the *by* phrase when it comes after the main clause.
- Use a comma after the *by* phrase when it comes before the main clause.

>> FOR PRACTICE, GO TO PAGE 127



3 LISTENING



A ▶01-16 Listen or watch. What is the main idea of the talk?



B ▶01-17 Read the Listening Skill. Listen or watch again. Complete the examples for each idea.

Great movies affect our emotions.

1. They don't just move us to tears—they also _____ out loud, and even cause us to jump of our seats in _____.

2. We _____ Rick's pain as he says good-bye.

Great movies are innovative.

3. To film the epic space battles, they built a fleet of miniature _____.

4. They created the sound of spaceships screeching across the universe by recording _____ driving on a wet highway and combining these sounds with the sounds of angry _____.



LISTENING SKILL

Listen for examples

Listen for examples to help you visualize (picture in your mind) a speaker's ideas.



C ▶01-18 Listen or watch again. Answer the questions.

1. What difficult decision does Rick have to make in *Casablanca*?

2. What does the audience learn about from watching *Casablanca*?

3. What did George Lucas need to do before he could make *Star Wars*? Why?

4. How did the first audiences respond to *Star Wars*?

D **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

1. Movies have the power to touch us. They don't just move us to tears—they also make us laugh out loud, and even cause us to jump out of our seats in fear.

2. Working night and day in a warehouse, this talented group of young artists and engineers let their imaginations run wild.

3. Some great movies touch our emotions deeply, and some break new ground technologically.

E **PAIRS** Compare answers in 3D.

Watch the final scene of *Casablanca*. Did it touch your emotions?



4 DISCUSSION

A **THINK** Do you agree with the speaker's opinions? What are some other things that make a movie great? Give examples.

B **DISCUSS** In small groups, share your opinions and examples from 4A.

C **EVALUATE** Write your opinions from 4B on the board. As a class, vote on the five most important things that make a movie great.

I CAN DISCUSS GREAT MOVIES.



LESSON 4

READ ABOUT CHANGES CAUSED BY TECHNOLOGY



OSCAR BLANCO

@OscarB

Just read this interview about how much film technology has changed. I wonder what movies will be like five or ten years from now?

1 BEFORE YOU READ

A PAIRS Has technology changed films during your lifetime? How?



B **01-19 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

a transition adapt disastrous an extra virtual reality an impact

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 127

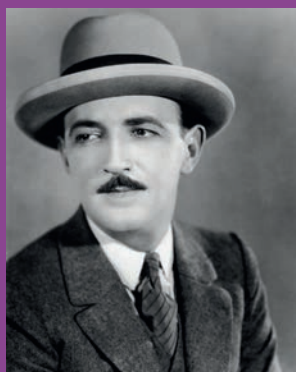
2 READ

A PREVIEW Read the title and look at the photos. What do you think the interview will be about?

B **01-20** Read and listen to the interview. Was your prediction correct?

Technology Changed Everything About How We Watch Movies

Film historian Lois Clark has written a new book about the history of film technology. She agreed to talk with us about how technology has changed the film industry and the lives of the people who work in it.



Raymond Griffith, a star from the Silent Era

Interviewer: What do you consider the most important change in the 20th century?

Lois Clark: Without a doubt, the introduction of full-length “talkies” in 1927. Before then, audiences would watch silent films. In these films, they could see the actors’ lips moving, but they couldn’t hear any words. Dialog cards appeared on the screen after the lines were spoken.

I: So theaters were totally silent back then?

LC: Actually, most theaters hired musicians who sat below the screen and played music that matched the mood of each scene—fast, loud music during the action and slow, soft music for romantic scenes. The film *The Jazz Singer* changed all that. It featured the first words ever spoken in a film, “Wait a minute. Wait a minute. You ain’t heard nothing yet!” Audiences were astonished.

I: Wow. That must have really been a game changer.

LC: Totally. Only two years later, almost all Hollywood films were talkies. Not only did this change the way we watch movies, but it also had a major impact on the industry. Some stars like Joan Crawford and Laurel and Hardy made successful transitions from the Silent Era to the talkies. But for others, the introduction of sound was disastrous. Some of these actors couldn’t adapt well to expressing themselves with words instead of facial expressions and motions. Others struggled because of their voices. Raymond Griffith had been a famous actor during the Silent Era. However, he had lost his voice when he was young and could only speak quietly. When the talkies took over, Griffith’s career as an actor came to an end, and he is almost completely forgotten today.

I: Aside from the introduction of sound, what else most changed movies?

LC: The biggest visual innovation has been the development of CGI, computer-generated imagery.

I: How so?

LC: Before, what audiences saw was in some way real. For example, films advertised as having a cast of thousands really had thousands of extras. The 1982 movie *Gandhi* holds the record for using more than 300,000 extras in the funeral scene shot in Delhi. Today, it would be inconceivable to use so many people. Even in 2000, *Gladiator* was using CGI instead of extras. The crowd in the fight scenes included more than 30,000 CGI spectators instead of real people.





3-D movies have never really caught on.

> I: What changes can we expect in the future?

LC: Who knows? One hundred years ago, few people could imagine hearing actors' voices in a film. Since then, there have been a lot of successes and failures. Drones have completely changed the way aerial shots are filmed. 3-D movies, on the other hand, have never really become as popular as expected, despite the early success of *Avatar*. They are just too expensive for film studios to make, and many viewers don't enjoy wearing 3-D glasses. Nowadays, everyone is wondering if virtual reality can be the next big thing. I'm sure in the future, there will be ways to experience films that we can't even imagine right now. All I know is that it's exciting to think about what the next breakthrough will be and how it could change movies forever.

3 CHECK YOUR UNDERSTANDING

A Read the interview again. What is the main idea?

B Answer the questions, according to the interview.

- How did audiences know what the actors were saying when the movies were silent?

- What happened to the actors from the Silent Era after most Hollywood films became talkies?

- How did the introduction of CGI change movies?

- How do you think Lois Clark feels about technological changes in the future?
T _____

C CLOSE READING Reread lines 7-10 in the interview. Then circle the correct answer.

In line 10, what does the word *that* refer to?

- musicians playing live music in movie theaters
- the moods of the films
- where the musicians sat in the theaters

D Read the Reading Skill. Use your own words to explain the meaning of the jargon used in the interview. Complete the chart.

READING SKILL Recognize jargon

Jargon refers to the words and phrases that are used mainly by people who belong to the same professional group and that are difficult for others to understand.

Jargon	Meaning in your own words
1. talkies	
2. a game changer	
3. the Silent Era	
4. a cast of thousands	

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

4 MAKE IT PERSONAL

Research today's top three movies. How much does each depend on CGI?



A THINK How has technology changed the industry you work in now or want to work in? What changes would you like to see in the future? Take notes.

B PAIRS Share your ideas.

I CAN READ ABOUT CHANGES CAUSED BY TECHNOLOGY.



OSCAR BLANCO

@OscarB

I used to work on TV shows. Now I watch...a lot of them! I want to tell you about my favorite show of all time.

1 BEFORE YOU WRITE

A What kinds of movies or TV shows do you enjoy watching the most?

B Complete the sentences with the words in the box.

believable compelling

1. This show takes place in a neighborhood just like mine. It's really _____.

2. The movie was so _____ that I forgot to eat my popcorn.

C Read Oscar's blog. What TV show does Oscar describe? Does he make you want to watch it?

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Search

Reasons to Love *The Big Bang Theory*!

For a long time, my favorite TV show has been *The Big Bang Theory*. It's a comedy program about a group of friends who live and work in California. The characters are all super-smart scientists except for one, Penny, who's a waitress and an actress. Amazingly, she's the one who usually makes the best decisions. Most of the characters live in apartments in the same building. The setting of the show is usually in one of these apartments, but sometimes we also see the characters in other places, such as in their university offices.

The main reason I love this show is the imaginative characters. Some of them are married, some are single, and there's a mix of men and women. What I like about them is that even though they have completely different personalities, they're all equals. There isn't one main character. Most of all, I like that they seem very believable, with real joys and problems. Plus, they're all hilarious!

Another reason this show is my favorite is the compelling story. Although the characters, their jobs, and their homes have stayed the same, each episode is totally different. One might be about Penny's acting career, the next might be about a visit from a character's annoying mother, and another might be about all the funny problems with planning a wedding. Whatever the plot of an episode is, I know it will entertain me and make me laugh.

If you're not already a huge fan of *The Big Bang Theory*, I'm sure you'll enjoy watching it. With its interesting characters and story, it will definitely become one of your favorite shows.

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D Read the blog again. Take notes in the chart.

Main idea of blog <hr/> <hr/>	
Supporting reason 1 <hr/> <hr/>	Supporting reason 2 <hr/> <hr/>
Conclusion <hr/> <hr/>	

2 FOCUS ON WRITING

- A** Read the Writing Skill. Then reread Oscar's blog. Underline the topic sentence in each paragraph.
- B** Analyze each topic sentence.
1. Circle the transition words.
 2. Put a box around the main ideas.
 3. Check (✓) the controlling ideas.
 4. Are these strong topic sentences? Why or why not?

WRITING SKILL Write a strong topic sentence

Topic sentences help readers understand the main idea of a paragraph. A *strong* topic sentence usually refers back to the main idea of the entire text. It also:

- uses transition words to make connections between paragraphs.
- includes the main idea of the paragraph.
- has a controlling idea, which is the idea you want to explain in more detail in the paragraph.

For example:

transition words The first reason main idea I like the movie controlling idea is because the acting is great.

3 PLAN YOUR WRITING

- A THINK** What is your favorite movie or TV show? What do you like about it? Draw a chart like the one in 1D.

- B PAIRS** Explain why this movie or TV show is your favorite.

My favorite movie of all time is Love Actually. I've probably watched it more than twenty times already. One of the things that I love about this movie is...

Pre-writing tip

Try replaying what you've seen and heard in your mind. This will help you remember what happened.

4 WRITE

Write a blog about your favorite movie or TV show. Be sure to include two or three reasons why it is your favorite. Remember to use a strong topic sentence for each main paragraph. Use the blog in 1C as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange blogs and read each other's writing.
1. Did your partner use a strong topic sentence for each main paragraph? Underline each topic sentence.
 2. Did your partner include two or three reasons why it was his or her favorite movie or TV show? List them.
- B PAIRS** Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶01-21 Listen or watch. What is the presentation about?



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

1. What kind of movies and TV shows does Junio like best?

2. What three reasons does Junio give?



C Read the presentation skill. Why do you think this skill is important?

D Make your own presentation.

Step 1 Lesson 1 is about kinds of movies and TV shows. Think about your favorite kind of movie or TV show. Why do you prefer this kind?

Step 2 Prepare a two-minute presentation about your favorite kind of movie or TV show. Include several reasons why you like it. Bring an item or picture that is related to your presentation.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Stay calm

Before you begin speaking, relax by pausing, making eye contact with your audience, and taking a deep breath.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

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

Speaking objectives

- ☐ Describe what you've been watching
- ☐ Summarize the plot of a movie or TV show
- ☐ Discuss great movies

Vocabulary

- ☐ Ways to describe movies or TV shows
- ☐ Elements of a movie or TV show

Conversation

- ☐ Express degrees of enthusiasm

Pronunciation

- ☐ What clauses

Listening

- ☐ Listen for examples

Grammar

- ☐ Present perfect continuous
- ☐ What clauses for emphasis
- ☐ By to explain how

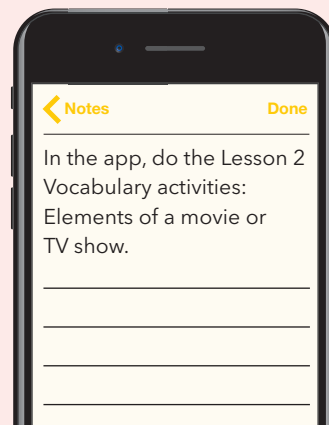
Reading

- ☐ Recognize jargon

Writing

- ☐ Write a strong topic sentence

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.





2 WHAT'S YOUR RETURN POLICY?

LEARNING GOALS

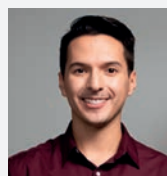
In this unit, you

- ⊗ ask about a return policy
- ⊗ discuss taking out a loan
- ⊗ talk about crowdfunding
- ⊗ read about the health benefits of giving
- ⊗ write an email to dispute a problem



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Pablo's message. How does he feel about shopping?



PABLO PIÑEDA

@PabloP

People who say money can't buy happiness just don't know where to go shopping.

LESSON 1

ASK ABOUT A RETURN POLICY



PABLO PIÑEDA

@PabloP

My friend just took some amazing pictures with his drone. Now I want one for myself.



1 VOCABULARY Return policy language

- A** Look at the reasons why people return things. Which do you think is the most common? Why? What other reasons do people have for returning things?

Five Reasons for Returning Products



It's defective.



It's damaged.



It's the wrong size.



It's the wrong color.



I don't want it anymore.

- B** 02-01 Listen. Then listen and repeat.

The item must be returned...



in its original packaging



in new condition



within thirty days

I had to provide...



the receipt



the packing slip

They gave me...



a full refund



store credit

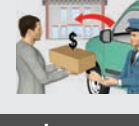


a replacement

I had to pay...



a restocking fee



the return shipping cost

- C** **PAIRS** Talk about a time when you returned something. What did you have to do? Did you get your money back? Did you have to pay any extra costs or fees? Use the words in 1B.

2 GRAMMAR As long as, providing (that), unless

We can use the conjunctions *as long as*, *providing (that)*, and *unless* in conditional clauses.

Result clause			Conditional clause			
Subject	Future verb or Modal + verb		Conjunction		Simple present	
You	can return	it	providing (that)	you	have	the packing slip.
We	will give	you a refund	as long as			
They	can't return	it	unless			

Notes

- Use *unless* to mean *if...not* or *except...if*. Use it about something that could happen if something else does not happen.
- Use *as long as* and *providing (that)* to show that something will only be possible if something else happens or is done first.

>> FOR PRACTICE, GO TO PAGE 128

3 CONVERSATION SKILL

A ▶02-02 Read the conversation skill. Listen. Notice that Speaker A makes a statement and Speaker B asks a question for clarification.

1. A: You have to return the shirt within thirty days to get a full refund.
B: Do you mean that I won't get all my money back after thirty days?
2. A: You're responsible for the return shipping cost if you return the item.
B: So I'll have to pay to send it back to you?

B PAIRS Practice the conversations.

Ask questions for clarification

You can ask questions to clarify (or make clear) what someone else is saying. The questions often repeat what the speaker said in a different way. You can start these questions by saying things like:

Do you mean...?

You mean...?

What you're saying is...?

So...?

4 CONVERSATION



A ▶02-03 Listen or watch. What is the conversation about?



B ▶02-04 Listen or watch again. Then answer the questions.

1. What is Pablo trying to buy?
2. Why is the AirEye 2100 a good choice?
3. Why can't Pablo buy it at the store?



C ▶02-05 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.



Does the store's return policy seem fair? Why or why not?



Pablo: What's your return policy if I buy something online?
Store assistant: Well, you can either return it here or to one of our other stores, or you can ship it back. Just remember to keep your _____.
Pablo: And I can get a full refund?
Store assistant: That's correct. _____ you return it within thirty days and it's in its original packaging, you can get your money back.
Pablo: _____ you're saying that if I want to return it, I need to return the box as well?
Store assistant: Right.

5 TRY IT YOURSELF

A THINK Imagine you own a store. Create a return policy for the store. Complete the chart.

What can customers buy at your store?	
What rules do customers have to follow to return an item?	
Do customers have to pay any extra fees?	

B ROLE PLAY Student A: Ask about the return policy for Student B's store. Ask questions for clarification. Use the conversation in 4C as an example.

C COMPARE Share your return policies with the class. Are some fairer than others? Why?

■ I CAN ASK ABOUT A RETURN POLICY.



LESSON 2

DISCUSS TAKING OUT A LOAN



PABLO PIÑEDA

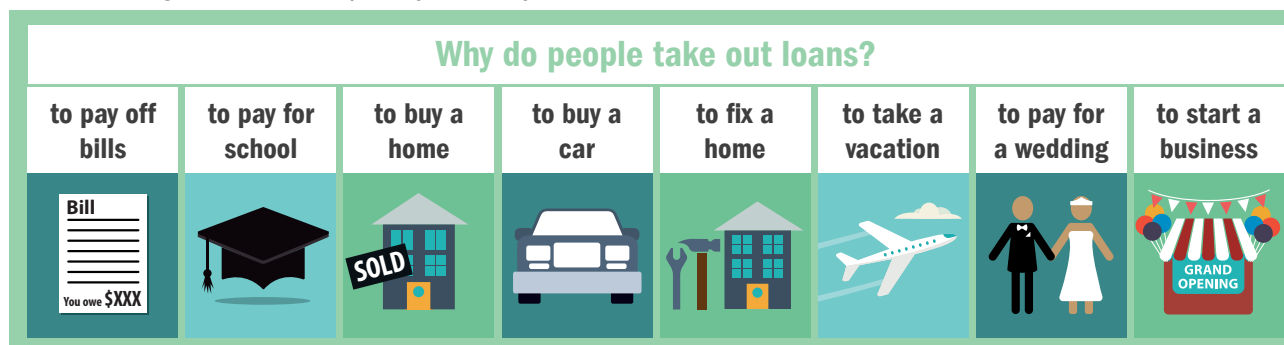
@PabloP

Looking forward to getting my first car! So much research to do!



1 VOCABULARY Language for loans

- A** Look at the infographic. Do any of the reasons for taking out a loan surprise you? Why?



- B** ▶02-06 Listen. Then listen and repeat.

Loan verbs

take out: to get something in an official way, such as a loan

shop around: to check a lot of places for the best price or deal

qualify: to have the right to have or do something

be turned down: to not be accepted for something

pay off: to give back the money that you owe for something

be approved: to get official permission to do something

Loan nouns

an interest rate: the extra amount that a bank charges when you borrow money

a credit score: a number that shows how likely you are to pay back borrowed money

a credit history: a record of how often you have borrowed money and paid it back

a down payment: the first, usually large, amount of money you pay for something, with the rest to be paid later

- C** ▶02-07 Listen. What loan language is being talked about? Write words from 1B.

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

2 GRAMMAR Past unreal conditional

Use the past unreal conditional to talk about untrue or imagined situations and their results in the past. We can use it to say how someone could have gotten better results.

Result clause				If-clause			
	Modal	Have + past participle		If		Past perfect	
You	might could would	have gotten	a better interest rate	if	you	had gone	to a different bank.

Note: Use *might* or *could* in the result clause when you are uncertain of the result. Use *would* in the result clause when you are certain.

>> FOR PRACTICE, GO TO PAGE 129

3 PRONUNCIATION

- A** ▶02-08 Read and listen to the pronunciation note.
- B** ▶02-09 Listen. Notice the reduction of *have* to /əv/ and the blending and stress in past modals. Then listen and repeat.
1. I would have **gotten** a loan if my credit score had been better.
 2. Pablo might have **bought** that car if the price had been lower.
 3. Lisa **couldn't** have **taken** out a loan.
- C** ▶02-10 Listen and complete the sentences. Then listen again and repeat.
1. I _____ the down payment without my parents' help.
 2. Pablo _____ to take the bus if he hadn't bought a car.
 3. The bank _____ the loan if you hadn't had a full-time job.
 4. If Nora had qualified for a loan, she _____ her own business.

Blend past modals

The auxiliary *have* is reduced to /əv/ and is linked to the preceding past modal like *could*, *would*, and *might*. When the past modal is affirmative, stress the past participle and reduce *have* to /əv/. When the past modal is negative, stress the past participle and the modal and reduce *have* to /əv/.

4 CONVERSATION

- A** ▶02-11 Listen or watch. What is Pablo having trouble with?
- B** ▶02-12 Listen or watch again. Answer the questions.
1. Why does Pablo want to buy a used car?
 2. What advice does Gina give Pablo?
 3. What does Pablo plan to do this weekend?
- C** ▶02-13 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Pablo: I'm having a little trouble getting a loan.

Gina: Oh, that's too bad.

Pablo: It turns out I have a great credit score, but I don't have much _____. I've only had a credit card for a few years, and I've never needed to borrow a lot of money before.

Gina: So they _____ for the loan?

Pablo: Well, no. But the guy at the car dealership said that if my overall credit had been better, I _____ qualified for a lower interest rate.

Do you think Pablo will get a better deal on his car loan? Why or why not?



5 TRY IT YOURSELF

- A** **THINK** Which of these loans would be the best for Pablo? Why?

Loan 1

Down payment: \$1,000
Interest rate: 6 percent
Length of loan: 5 years

Loan 2

Down payment: \$3,000
Interest rate: 4 percent
Length of loan: 4 years

Loan 3

Down payment: \$2,000
Interest rate: 8 percent
Length of loan: 3 years

- B** **PAIRS** Discuss your ideas. Do you have the same opinion?

- C** **TAKE A POLL** What do most people think? Why?

☐ **I CAN** DISCUSS TAKING OUT A LOAN.



LESSON 3

TALK ABOUT CROWDFUNDING



PABLO PIÑEDA

@PabloP

Just watched a talk about crowdfunding. Did you know that even Mozart used it?

1 BEFORE YOU LISTEN

- A** What do you think of when you hear the word *crowdfunding*?



- B** 02:14 **VOCABULARY** Listen. Then listen and repeat.

finance: to provide money, especially a large amount of money, to pay for something
 raise: to collect money to help people
 viral: spreading very quickly to many people, especially through the internet
 a **phenomenon**: something in society or nature that happens or exists
 a **donation**: money that you give to help a person or an organization
 invest: to give money in order to get a profit later
 a **scam**: a dishonest plan to get money by tricking people
 a **risk**: the chance that something bad may happen
 a **fundraising campaign**: an activity done to collect money for a charity, school, or something else

- C** Complete the sentences with words from 1B.

- Every year I make a _____ to help poor children in my city.
- Crowdfunding is not a new _____.
- For our _____ we sold candy to raise money for the football team.
- Tom has a great idea for a product, and he's looking for someone to _____ it.
- Many people _____ money in their home so that its value will increase.
- Jim wants to borrow money from me, but I don't want to take the _____.
He might not pay me back.
- Don't believe that ad you found online. It's a _____.
- My cousin's cat video went _____ last week. It got over 500,000 views!
- She's trying to _____ money for her co-worker. He was hurt and can't work.

2 GRAMMAR Connectives to express contrast and surprise

We use connectives such as *despite*, *however*, *although*, *even though*, *on the other hand*, and *while* to contrast two different aspects of the same person, thing, or situation. These words introduce an opposing idea, especially one that the listener or reader does not expect.

He meant the campaign as a joke. **However**, the request went viral and he raised a lot of money.

People feel like they're making a difference **even though** they're giving small amounts.

Despite some risks to investors, the popularity of crowdfunding has exploded.

Notes

- Connectives like *however* and *on the other hand* are used to connect a sentence to the previous sentence. They are followed immediately by a comma.
- While*, *although*, and *even though* connect clauses within a sentence. When these words begin a sentence, add a comma between the clauses.
- Despite* and *in spite of* are followed by a noun phrase. When they begin a sentence, add a comma at the end of the noun phrase.

>> FOR PRACTICE, GO TO PAGE 130



3 LISTENING



A ▶02-15 Listen or watch. What is the main idea of the talk?



B ▶02-16 Read the Listening Skill. Listen or watch again.
How does the introduction catch the listeners' interest?
How does the conclusion connect the topic to the listener?



C ▶02-17 Listen or watch again. Answer the questions.

1. What was the most famous bizarre crowdfunding campaign?

2. How did Mozart use crowdfunding?

3. What kinds of campaigns is crowdfunding used for now?

4. Why do creators like crowdfunding?

5. Why do investors like crowdfunding?

D **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

1. Since 2010, crowdfunding has become mainstream, bringing in billions of dollars every year.

2. But despite some risk to investors, the popularity of crowdfunding has exploded.

3. And, in terms of products, people love being in on the ground floor of exciting new business ideas.

E **PAIRS** Compare answers in 3D.

4 DISCUSSION

A **THINK** Have you ever taken part in crowdfunding? If so, what was your experience? If not, would you want to try it? Why or why not?

B **DISCUSS** In pairs, share your experiences and opinions from 4A.

C **REPORT** Tell the class about your partner's experiences and opinions.



LISTENING SKILL

Listen for the introduction and conclusion

In most talks, a speaker begins with an introduction and ends with a conclusion to help focus the listener on the topic or main idea.

The introduction may ask also questions or tell stories to catch the listeners' interest.

The conclusion may connect the topic to the listener or invite the listener to think about the future.



LESSON 4

READ ABOUT THE HEALTH BENEFITS OF GIVING



PABLO PIÑEDA

@PabloP

Did you know that giving can make you healthier? I didn't.

1 BEFORE YOU READ

A PAIRS How often do you help other people? What kinds of things do you do?



B **02-18 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

a shelter

a mood

make a difference

generous

blood pressure

a perspective

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 130

2 READ

A PREVIEW Read the title and the subheadings. Look at the photos. What do you think the article will be about?

B **02-19** Read and listen to the article. Was your prediction correct?

GIVING REALLY IS GOOD FOR YOU



For weeks after Leslie lost the job she loved, she felt terrible. Then, one day after another disappointing job interview, she passed a homeless shelter and decided on the spot to volunteer there. Just making the decision made her feel good, and since then, her mood has improved a lot.

"I started volunteering because I wanted to make a difference in people's lives," she said, "but since I've started working here, I feel much better. I think volunteering is helping me more than it's helping them."

Leslie's situation isn't really that unusual. People often feel good when they give their time, money, or things to a good cause. What is more surprising, though, is that there is a lot of scientific research that proves giving really is good for our mental and physical health.

Better Mental Health

When researchers at the University of Oregon studied the brains of nineteen women, they discovered something interesting. The pleasure areas in the women's brains lit up, or became more active, when these women chose to donate some money to charity. When we give, our brain chemistry actually changes. Our brains release chemicals, such as serotonin and oxytocin, that make us feel happier.

Giving doesn't just make us happier. It also reduces our stress. Researchers at Yale University and UCLA (University of California, Los Angeles) figured this out by studying the lives of seventy-seven adults. They asked the adults to keep track of two things: how many times each day they felt stressed out and how often they did kind things for others. The people who were kind to others more often were less affected by stress.

Better Physical Health

Being generous doesn't just affect how we feel. Researchers at the University of California and the University of British Columbia have learned that it can also lower people's blood pressure. The researchers gave some money to seventy-three adults with high blood pressure. They told half the adults to spend the money on themselves and the other half to spend the money on other people. After six weeks, the people who had spent the money on other people had lower blood pressure than the people who had spent the money on themselves. Being generous can not only lower our blood pressure, but it can also help us live longer. Researchers at the University of Michigan determined this by studying 423 elderly couples for five years. They discovered that the elderly people who helped others were more than 50 percent more likely to live longer than those who didn't.



> Giving Can Take Many Forms

Overall, the research showed that it doesn't really matter how or what you give. Whether you donate millions of dollars to medical research or spend an hour a week talking to a lonely person, you can get the same health benefits.

Now, Leslie is still looking for a new job, but volunteering has given her a whole new perspective on life.

"The experience has taught me so much," she said. "I'm starting to realize that it really is better to give than receive."



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

- How did Leslie's mood change after she started volunteering?

- What happens to people's brain chemistry when they give?

- How does giving affect people's blood pressure?

- Does it matter how or what we give? Why or why not?

C **CLOSE READING** Reread lines 58–62 in the article. Then circle the correct answer.

How is the second sentence connected to the first sentence?

- It provides a counterargument.
- It give examples to support an argument.
- It asks readers to give their opinion about an argument.

D Read the Reading Skill. Then reread the article and complete the chart.

The information	The source of the information	READING SKILL Identify sources of information
Giving changes people's brain chemistry.	researchers at the University of Oregon	Think about where the information in an article is coming from. This will help you judge the quality of the information.
Giving reduces people's stress.		
Giving lowers people's blood pressure.		
Giving makes people live longer.		

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

4 MAKE IT PERSONAL

What other ways can giving improve your health?



A **THINK** When was the last time you helped a stranger? What did you do? How did the person feel? How did you feel? Why did you feel this way?

B **PAIRS** Share your experiences.

☐ **I CAN** READ ABOUT THE HEALTH BENEFITS OF GIVING.

LESSON5

WRITE AN EMAIL TO DISPUTE A PROBLEM



PABLO PIÑEDA
@PabloP
I was really mad at my bank, but I think I've solved the problem.

1 BEFORE YOU WRITE

- A What problems have you had with a store or bank? How did you resolve them?
- B Complete the sentences with the words in the box.

debit credit

- 1. The bank will _____ the money to your account as soon as you put it in.
- 2. The bank will _____ the money from your account when you spend it.

- C Read Pablo's email. Why did he write it?

Subject: Loan #521847936

From: Pablo Piñeda

To: customerservice@mybank

Dear Sir or Madam:

I am writing in regard to my loan #521847936. My loan payment of \$165 is automatically taken out of my checking account every month, but on April 25 I received a late payment email from you. I confirmed, however, that my checking account was debited on that date for that amount.

I called Customer Service and spoke to Ms. Sara Johnston. She acknowledged that there was a banking error and promised to take care of the problem, stating that the payment would appear on my loan account within 10 business days. However, it is now 14 business days since that phone call, and the payment has still not been credited to my account. In addition, I was charged interest and a late fee.

Would you kindly credit my account and remove the late fee and interest charge? I would also appreciate it if you would send me an email confirmation or have a representative phone me when the error is corrected. Please take care of this as soon as possible. Until now, my loan payments were always credited on time, and I have a good credit history. I'm concerned that this error may affect my credit score.

Thank you for your attention to this matter. Please let me know if any further information is required.

Sincerely,
Pablo Piñeda

- D Read the email again. Take notes in the chart.

General problem	
More detailed explanation of the problem	
Request	

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Pablo's email. Find the examples of polite language in the email that have the same meaning as the less polite language below. Complete the chart.

Less polite language	Polite language
You have to credit my account...	<i>Would you kindly credit my account...</i>
You have to send me an email...	
Do this right away.	
Thanks for taking care of this.	
Tell me if you need anything else.	

WRITING SKILL

Use polite language in a formal email

Use polite language in a formal email when writing to complain or dispute a problem. It is more effective than using language that demands action. Polite requests usually help you get the results you want. Notice the difference between *Could you please find out how the problem happened?* and *I insist you tell me what happened!*

3 PLAN YOUR WRITING

A THINK When did you have a dispute with a company? What was the general problem, what were the details of the problem, and how did you want them to resolve the problem? Draw a chart like the one in 1D.

B PAIRS Talk about the dispute.

I disputed a charge from my credit card company because they charged me a late fee twice.

4 WRITE

Write an email about a financial charge from a company that you thought was incorrect. Describe the problem and how you want them to resolve it. Include polite language. Use the email in 1C as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read each other's writing.

1. Did your partner clearly state the problem and what he or she wanted done about it? Underline the problem and circle the request.
2. Did your partner use polite language? Check (✓) the examples of polite language.

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

Revising tip

Take a walk and think about the language in your email. If you're writing about a dispute, it's a good idea to step away and calm down before you revise it and send it.

6 PROOFREAD

Read your email again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE AN EMAIL TO DISPUTE A PROBLEM.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** ▶02-20 Listen or watch. What is the topic of the presentation?



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

1. Why was Misaki excited by the project?

2. Who is this product good for?

3. What did the creator offer to investors?

- C** Read the presentation skill. How can you get better at this skill?

- D** Make your own presentation.

Step 1 Search the internet for a crowdfunding project that would interest you. Search “**crowdfunding**” plus a hobby or subject that you’re interested in.

Step 2 Prepare a two-minute presentation about the crowdfunding project. Include information about why the product is special and what the creator offers to investors. Bring an item or picture that relates to your project.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Speak with authority

Your audience expects you to be an authority on your topic—so, even if you don’t feel confident, pretend that you are.



How did you do? Complete the self-evaluation on page 165.



2 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 a return policy
- ☐ Discuss taking out a loan
- ☐ Talk about crowdfunding

Vocabulary

- ☐ Return policy language
- ☐ Language for loans

Conversation

- ☐ Ask questions for clarification

Pronunciation

- ☐ Blend past modals

Listening

- ☐ Listen for the introduction and conclusion

Grammar

- ☐ *As long as, providing (that), unless*
- ☐ Past unreal conditional
- ☐ Connectives to express contrast and surprise

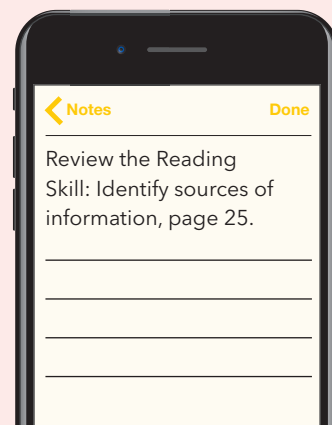
Reading

- ☐ Identify sources of information

Writing

- ☐ Use polite language in a formal email

- 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.





HAVE YOU SEEN A DOCTOR?

LEARNING GOALS

In this unit, you

- ⓧ describe how you feel and ask for advice
- ⓧ describe injuries and report advice
- ⓧ talk about medical research
- ⓧ read about the pros and cons of an issue
- ⓧ write a summary



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Gina's message. What is she worried about? Why?



GINA CLARK

@GinaC

A lot of people in my office have the flu. I have so much work to do I can't get sick now.

LESSON 1

DESCRIBE HOW YOU FEEL AND ASK FOR ADVICE



GINA CLARK

@GinaC

Not feeling well today. Woke up with a sore throat and a headache.



1 VOCABULARY Flu symptoms

A Look at the poster. What are some common flu symptoms? What advice does the poster give?

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

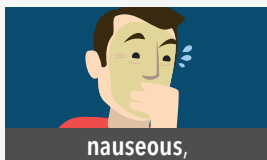
Know Your **Flu Symptoms**

How do you know if you have the flu?

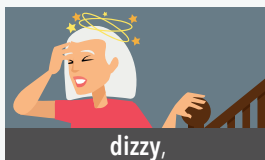
Do you feel...



weak and fatigued,



nauseous,



dizzy,



and/or all stuffed-up?

Do you have...



a fever,



the chills,



muscle aches and pains,



and/or a runny nose?

Other common symptoms include a cough, a sore throat, and a headache. If you have some or all of these symptoms, talk to your doctor right away. Don't go back to work or school until you are better!

C ▶ 03-02 Listen. Which flu symptom does each speaker have? Write words from 1B.

1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

D **PAIRS** Brainstorm the best ways to treat the symptoms in 1B.

2 GRAMMAR Giving and asking for advice: Review and expand

Use the modal verbs *should*, *had better*, and *ought to* to give direct advice. Use the structure *if I were (someone else)* to give less direct advice.

Giving Advice: Modals			Giving Advice: <i>If I were (someone else)</i>		
Subject	Modal	Advice	<i>If I were</i>	<i>(someone else)</i>	Result clause
You	should (not)	stay home.	If I were	you,	I'd stay home.
Linda	had better (not)			Linda,	I wouldn't stay home.
Those kids	ought to			those kids,	
Asking for Advice: Modals			Asking for Advice: <i>If you were me</i>		
Should I stay home?			Would you stay home if you were me?		
What should I do?			What would you do if you were me?		
Notes					
<ul style="list-style-type: none">• <i>Should</i> and <i>had better</i> are more common than <i>ought to</i>.• Do not use <i>ought to</i> or <i>had better</i> for questions.					

>> FOR PRACTICE, GO TO PAGE 131



3 PRONUNCIATION

A ▶ 03-03 Read and listen to the pronunciation note.

B ▶ 03-04 Listen. Notice the linking between final consonants and beginning vowels. Then listen and repeat.

1. You'd better take it easy for a few days.
2. I'd stay home if I were you.
3. Elena's back aches and she feels a bit nauseous.
4. If I were you, I'd make an appointment with an eye doctor.

C ▶ 03-05 Listen. Underline the linking between final consonants and beginning vowels. Then listen again and repeat.

1. Michael looks a little under the weather.
2. When Ana woke up, she had a sore throat and felt exhausted.
3. Ask Elena to pick Alex up as soon as she can.
4. Forget about going out tonight. You have a bad cough.

Link consonant and vowel sounds

Link a word that ends in a consonant sound to a word that begins with a vowel sound:

I feel a bit nauseous.

Final consonants linked to vowels are easier to hear.

4 CONVERSATION



A ▶ 03-06 Listen or watch. What are Michael and Gina talking about?



B ▶ 03-07 Listen or watch again. Answer the questions.

1. Why hasn't Gina seen a doctor yet?
2. Why does Michael think Gina should see a doctor?
3. How is Gina going to get home?
4. Why is Gina concerned at the end of the conversation?



C ▶ 03-08 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Michael: Hey, Gina. How's it going? Oh, are you all right?

Gina: Not really. For a second there, I felt a little _____.

Michael: Uh-oh. Maybe _____ take it easy for a few minutes. Is there anything I can get you? Water?

Gina: No, that's OK. I think I'm just coming down with something. This morning, I had a sore throat and a headache, and now, I'm feeling weak and a bit _____.



Does Michael seem like a good co-worker? Why or why not?



5 TRY IT YOURSELF

A **THINK** Imagine that you're sick. Take notes about your symptoms.

B **ROLE PLAY** Student A: You notice that your co-worker looks sick. Ask what's wrong and give advice. Student B: Respond. Use the conversation in 4C as an example.

C **EVALUATE** Tell the class about your partner's symptoms and the advice you gave. Do your classmates think you gave good advice?



LESSON 2

DESCRIBE INJURIES AND REPORT ADVICE



GINA CLARK

@GinaC

You won't believe this. Now I'm at the hospital with my sister. What a day!



1 VOCABULARY Injuries and treatments

A 03-09 Listen. Then listen and repeat.

Injuries		Treatments			
pull a muscle	sprain an ankle	put ice on it	apply compression to it	elevate it	rest it
dislocate a shoulder	fracture an arm	wear a cast	wear a sling	wear a brace	use crutches

B PAIRS Which of these injuries have you or someone you know had? How did you or someone you know treat them? Use words from 1A.

2 GRAMMAR Reporting advice: Review and expand

Common verbs for reporting advice include *say*, *tell*, *recommend*, and *suggest*.

Say and tell can be followed by an infinitive.

Subject	Verb	Object	(Not)	Infinitive	
The doctor	said	me	(not)	to take	medicine.
	told			to go	to work.

Say and tell can also be followed by a that clause.

Subject 1	Verb	Object	(That)	Subject 2	
The doctor	said	me	(that)	I	shouldn't go to work.
	told				

Note: Do not use an object after *said*, but always use an object after *told*.

Suggest and recommend can be followed by a that clause.

Subject 1	Verb	(That)	Subject 2	Base form of the verb	
The doctor	suggested	(that)	I	take	some medicine.

Note: With *suggest* and *recommend*, use the base form of the verb in the *that* clause for all subjects:
The doctor suggested/recommended that he/she (not) **take** the medicine.

Suggest and recommend can also be followed by a gerund.

Subject	Verb	(Not)	Gerund	
The doctor	recommended	(not)	going	to work.

>> FOR PRACTICE, GO TO PAGE 132



3 CONVERSATION SKILL

- A** ▶03-10 Read the conversation skill.
Listen. Notice that Speaker B responds to bad news by showing concern and asking a question.

1. A: John was just taken to the hospital.
B: Oh, no. What happened?
2. A: There was a big accident today.
B: That's terrible. Did anyone get hurt?

- B** PAIRS Practice the conversations.

Respond to bad news

Respond to bad news by showing concern and asking for more information.

Showing concern

Oh, no.
That's terrible.
I'm sorry to hear that.
Uh-oh.

Asking for more information

What happened?
Is everyone OK?
What did the doctor say?
Did anyone get hurt?

4 CONVERSATION



- A** ▶03-11 Listen or watch. Why does Gina call Michael?



- B** ▶03-12 Listen or watch again. Answer the questions.

1. What injury did Michael have a couple of years ago?
2. What was the treatment for Michael's injury?
3. How is Gina feeling now?
4. Is Gina going to go to work tomorrow? Why or why not?



- C** ▶03-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.



What can Gina do to help her sister right now and tomorrow?



Michael: What happened to your sister?

Gina: She fell on the stairs going up to my house and hurt her ankle. It looked really bad, so I brought her to the hospital right away.

Michael: _____! Has she seen a doctor yet?

Gina: Yeah, she had X-rays, and the doctor told her it's just _____. It's not fractured or broken.

Michael: That's good.

Gina: He just _____ that she needs to stay off it as much as possible.

5 TRY IT YOURSELF

- A** THINK What injury have you or someone you know had that resulted in a visit to the doctor? Complete the chart.

Who was injured?	
What was the injury?	
How did the injury happen?	
What did the doctor say?	

- B** ROLE PLAY Student A: Tell your partner about the injury. Student B: Respond to the bad news and ask about the doctor's advice. Use the conversation in 4C as an example.

- C** REPORT Tell the class about the injury and advice your partner talked about.

■ I CAN DESCRIBE INJURIES AND REPORT ADVICE.



LESSON 3

TALK ABOUT MEDICAL RESEARCH



GINA CLARK

@GinaC

I just saw a talk about microbes. Did you know that some of them might actually be good for us?

1 BEFORE YOU LISTEN

- A** What do you know about microbes, such as viruses and bacteria?



- B**  03:14 **VOCABULARY** Listen. Then listen and repeat.

a **microbe**: an extremely small living creature that cannot be seen without a microscope
a **cell**: the smallest part of a living thing
existence: being present or real
an **antiseptic**: a chemical substance that prevents a wound from becoming infected
a **vaccine**: a medicine that stops you from getting a disease
the gut: the tube in your body through which food passes
digest: to change food in the stomach to a form your body can use
an **immune system**: the system by which your body protects itself from disease
bloodstream: blood as it flows around the body
sterile: completely clean and not containing any bacteria

- C** Complete the sentences with words from 1B.

- Donuts are not good for you because it takes a long time to _____ them.
- The operating room in the hospital needs to be completely _____.
- Your body is made of millions of _____.
- Every year, many people get a(n) _____ to prevent the flu.
- We used a microscope to look at the _____ living in pond water.
- I never get sick. I think I have a strong _____.
- You should put some _____ on that wound so it doesn't get infected.
- They use a needle to put medicine directly into your _____.
- We didn't know about the _____ of microbes until we built microscopes.
- Eating good food is important for the health of your _____.

2 GRAMMAR *Not only...but also*

We use *not only...but also* to emphasize that two things are true. The same grammatical form should follow each phrase.

		Noun		Noun
Our bodies contain	not only	viruses	but also	bacteria.
		Prepositional phrase		Prepositional phrase
Microbes interact	not only	with our human cells	but also	with each other.
		Adjective		Adjective
They are	not only	helpful	but also	necessary.

Notes

- We sometimes leave out *also*: *They are not only helpful but necessary.*
- We don't use a comma to separate *not only* and *but also* unless they connect two independent clauses.

>> FOR PRACTICE, GO TO PAGE 133



3 LISTENING



A ▶ 03-15 Listen or watch. What is the main idea of the talk?



B ▶ 03-16 Read the Listening Skill. Listen or watch again. There are three main sections between the introduction and conclusion. What is the topic of each of those sections?



C ▶ 03-17 Listen or watch again. Answer the questions.

1. How many cells in the human body are actually microbes?

2. What did Edward Jenner do?

3. How do microbes help babies?

4. When can helpful bacteria become harmful?

5. What do scientists still want to learn about microbes?

D **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

1. About two hundred years later, scientists began to make breakthroughs in understanding how microbes cause diseases and used these discoveries to fight them.

2. We use antimicrobial sprays to clean our kitchens and antimicrobial soap to wash our skin.

3. These are early days in this exciting field, and we don't have a lot of definitive answers yet.

E **PAIRS** Compare your answers in 3D.



LISTENING SKILL Listen for topics

Most talks are organized into sections that focus on a particular topic. This helps the listener follow along and understand the speaker's main idea.

4 DISCUSSION

A **THINK** How do people protect themselves from harmful microbes? Complete the chart.

food	cook meat, wash vegetables,
water	
home	
wounds/skin care	
flu/cold viruses	
insect-borne diseases	

B **DISCUSS** In groups, share your ideas from 4A. Are there areas where you think people may be too careful about microbes? Do you know of anything people can do to try to increase the number of "good" microbes in their bodies?

C **REPORT** Tell the class about what you and your group discussed.

I CAN TALK ABOUT MEDICAL RESEARCH.



LESSON 4

READ ABOUT THE PROS AND CONS OF AN ISSUE



GINA CLARK

@GinaC

Did you know that dogs can detect cancer? You'll be amazed by what else they can do!

1 BEFORE YOU READ

A PAIRS How do dogs help people?



B ▶ 03-18 **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

cancer detect a seizure a sensor identify a ward a device

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 133

2 READ

A PREVIEW Read the title and look at the photo. What do you think the article will be about?

B ▶ 03-19 Read and listen to the article. Was your prediction correct?

Could a Dog Save Your Life?

If a dog could talk, what would it say? Besides asking you for food and walks, it might also suggest that you visit your doctor, maybe just in time to save your life!

This was the case for one woman in England in 1989. Her dog kept sniffing a mole, or brown spot, on her leg. The dog even tried to bite the mole off. Concerned, the woman went to see her doctor, who removed the mole and discovered that it was a melanoma, a deadly type of skin cancer.

Since then, researchers have determined that dogs can detect medical problems other than cancer, too. For example, dogs are able to notice changes in the blood sugar of people who have diabetes, giving these people more time to treat themselves before they have a seizure. Dogs can also locate dangerous bacteria in hospitals so that staff members have the chance to get rid of the bacteria before patients get sick.

Dogs clearly have an amazing ability to detect things, so what's their secret? It's their incredible sense of smell. Dogs have around 300 million smelling sensors, while we have just five or six million. This means that dogs can smell much better than we can, enabling them to notice small changes in our bodies and health that we can't.

Because of this remarkable ability, researchers are eager to find out just how good dogs can be at detecting medical problems. So far, they have learned that there are several advantages to using dogs instead of other detection methods and devices. To begin with, dogs don't make a lot of mistakes. In a study in England, a dog was able to identify cancer 95% of the time. Second, dogs work fast. A dog in the Netherlands checked an entire hospital ward for dangerous bacteria in just ten minutes. It would have taken scientists three to five days to do the same thing. Finally, dogs can

make the detection process easier and less painful for patients. Who wouldn't want to be checked by a friendly dog instead of going through a complicated and possibly painful test?

However, there are still some disadvantages to using medical detection dogs. For one thing, they are very expensive to train. It can cost tens of thousands of dollars to train just one dog. In addition, it takes a long time to train them. It took two years to train dogs that were used to detect cancer during a study in Japan. Furthermore, dogs aren't always easy to work with. They aren't machines, so they sometimes get tired and distracted, and they need rewards and breaks to keep them focused.

Because of these drawbacks, we might not see dogs in every hospital in the near future, but they could still help us improve our medical detection processes. Right now, researchers are trying to determine exactly how dogs can detect things like cancer and bacteria. If they can figure this out, they might be able to make an electronic device that could work just like a dog's nose. Then we would still have dogs to thank when doctors warn us about a serious medical problem in advance.



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

1. What medical problems can dogs detect?

2. How can they detect these problems?

3. What are researchers trying to learn about medical detection dogs?

4. What kind of device would researchers like to make?

C CLOSE READING Reread lines 20-23 in the article. Then circle the correct answers.

1. In line 21, why does the writer use the word *just*?

a. to emphasize that people have a lot of smelling sensors

b. to emphasize that dogs have more smelling sensors than people

c. to emphasize that we might get more smelling sensors in the future

2. How is the second sentence connected to the first?

a. It introduces a counterargument.

b. It gives a list of examples.

c. It shows a result.

D Read the Reading Skill. Complete the sentences with the words from the article. Then complete the chart with the pros and cons.

Pros	Cons
So far, they have learned that there are several _____ to using dogs instead of other detection methods and devices.	However, there are still some _____ to using medical detection dogs.
1.	1.
2.	2.
3.	3.

READING SKILL

Identify pros and cons

Writers often use key words to introduce the pros and cons of something. Look for pairs of words like *advantages / disadvantages*, *benefits / drawbacks*, and *upsides / downsides*.

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

How are dogs helping people near to you?



4 MAKE IT PERSONAL

A THINK Do you think that dogs or other animals should be used to help people despite the drawbacks? Complete the chart.

Pros of animals helping people	Cons of animals helping people

B DISCUSS In small groups, share your ideas. Do most people agree?

I CAN READ ABOUT THE PROS AND CONS OF AN ISSUE.

LESSON 5

WRITE A SUMMARY



GINA CLARK

@GinaC

Can't get that article about medical detection dogs out of my mind!

1 BEFORE YOU WRITE

- A** What do you remember about the article "Could a Dog Save Your Life?" on page 36?
- B** Read the summary of the article. Did you remember everything correctly?

Summary of "Could a Dog Save Your Life?"

According to researchers, dogs have an amazing ability to detect many medical problems, including cancer. Dogs can identify these problems because of their fantastic sense of smell. Researchers have learned that medical detection dogs are accurate, fast, and make the experience smoother for patients. However, medical detection dogs take a lot of time and money to train, and they are not always as reliable as machines. In the future, medical detection dogs might not work in hospitals, but they could still help us to get better at detecting medical problems.

2 FOCUS ON WRITING

- A** Read the Writing Skill. Then reread the full article and the summary. Is the summary good? Check (✓) the items in the writing skill box that make the summary good.
- B** In the full article, find and underline the main idea that matches each of these sentences from the summary.

WRITING SKILL Write a good summary

A summary is a short text that provides the main ideas of a longer text. A good summary:

- ☐ is written in your own words
- ☐ has only information found in the original text
- ☐ includes only the original author's point of view
- ☐ has only the main ideas from the original text
- ☐ includes expressions for reporting the text's ideas, such as *According to...* and *As the article explains...*

Summary sentences

1. According to researchers, dogs have an amazing ability to detect many medical problems, including cancer.
2. Dogs can identify these problems because of their fantastic sense of smell.
3. Researchers have learned that medical detection dogs are accurate, fast, and make the experience smoother for patients.
4. However, medical detection dogs take a lot of time and money to train, and they are not always as reliable as machines.
5. In the future, medical detection dogs might not work in hospitals, but they could still help us to get better at detecting medical problems.

- C** Match the wording in the original article with the wording in the summary that expresses the same idea.

Dogs:

- | | |
|--|------------------------------------|
| <input type="checkbox"/> 1. have around 300 million smelling sensors | a. are not always as reliable |
| <input type="checkbox"/> 2. make the process easier and less painful | b. are accurate |
| <input type="checkbox"/> 3. sometimes get tired and distracted | c. have a fantastic sense of smell |
| <input type="checkbox"/> 4. don't make mistakes | d. make the experience smoother |

3 PLAN YOUR WRITING

- A THINK** Read the article “Reaching the Peak” on page 155. Underline the main ideas in the article. Then complete the chart using your own words.

Main idea in the first paragraph	Main idea in the second paragraph	Main idea in the third paragraph	Main idea in the fourth paragraph	Main idea in the last paragraph

- B PAIRS** Compare your chart with your partner’s. Discuss any differences.

We both have written the same thing about paragraph 1, but we have different information for paragraph 2...

4 WRITE

Write a summary of the article “Reaching the Peak.” Remember to use only your own words and the information from the original article. Include expressions for reporting the article’s ideas. Use the summary in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange summaries and read each other’s writing.

1. Did your partner clearly summarize the article in his or her own words?
2. Does the summary have only information found in the original article?
3. Does the summary include only the original author’s point of view?
4. Does the summary have only the main ideas from the original article?
5. Does the summary include expressions for reporting the article’s ideas?

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

Revising tip

Compare your summary to the original text line by line and paragraph by paragraph. This way you can confirm that you included all the main ideas.

6 PROOFREAD

Read your summary again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶03-20 Listen or watch. What is the topic of the presentation?



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

1. What is the name of the app?

2. How does the app improve people's health?

3. What three features does the app have?

C Read the presentation skill. Did you know about this skill?

D Make your own presentation.

Step 1 Choose an app or innovation that has been designed to help people improve their health. Create a graph or chart related to the app or innovation. Remember to use the presentation skill.

Step 2 Prepare a two-minute presentation about the app or innovation. Include information about what the app or innovation does and how it works. Bring the chart or graph that is related to it.

Step 3 Give your presentation to the class. Answer questions and get feedback.

PRESENTATION SKILL

Keep graphics simple

Do not distract audience members with unnecessary words on your visual aids.



2 REFLECT AND PLAN

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

Speaking objectives

- ☐ Describe how you feel and ask for advice
- ☐ Describe injuries and report advice
- ☐ Talk about medical research

Vocabulary

- ☐ Flu symptoms
- ☐ Injuries and treatments

Conversation

- ☐ Respond to bad news

Pronunciation

- ☐ Link consonant and vowel sounds

Listening

- ☐ Listen for topics

Grammar

- ☐ Giving and asking for advice
- ☐ Reporting advice
- ☐ *Not only...but also*

Reading

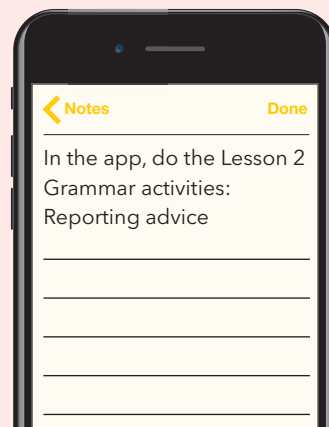
- ☐ Identify pros and cons

Writing

- ☐ Write a good summary

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 did you do? Complete the self-evaluation on page 165.



4

ARE YOU DOING ANYTHING SPECIAL?

LEARNING GOALS

In this unit, you

- 🕒 talk about park rules
- 🕒 talk about outdoor activities
- 🕒 discuss how to help the environment
- 🕒 read a travel website
- 🕒 write a persuasive argument



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Oscar's message. How does he feel about hiking?



OSCAR BLANCO

@OscarB

Went hiking in the mountains last weekend. Time spent among the trees is never time wasted.

LESSON 1

TALK ABOUT PARK RULES



1 VOCABULARY Park rules

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



Do not litter.



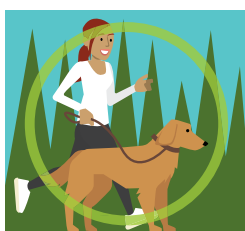
Do not leave fires unattended.



Do not make excessive noise.



Do not feed the wildlife.



Keep pets on a leash.



Stay on the trails.



Store food in animal-proof containers.



Leave the park before dark.

B ▶04-02 Listen. Circle the rule that is being broken.

1. Stay on the trails. / Leave the park before dark.
2. Keep pets on a leash. / Do not make excessive noise.
3. Stay on the trails. / Store food in animal-proof containers.
4. Leave the park before dark. / Do not make excessive noise.
5. Do not litter. / Do not feed the wildlife.
6. Store food in animal-proof containers. / Keep pets on a leash.
7. Do not feed the wildlife. / Do not leave fires unattended.
8. Do not leave fires unattended. / Do not litter.

C **PAIRS** What could happen if people don't follow the rules in 1A?

2 GRAMMAR *Be supposed to*

We use *be supposed to* and the base form of the verb to talk about rules and expectations.

Subject	Be	(Not)	Supposed to	Base form of the verb	
I	am / was	(not)	supposed to	stay	on the trails.
You	are / were				
She	is / was				

Notes

- Use *be supposed to* only with the simple present or simple past.
- Affirmative statements in the past suggest that something didn't happen:
She was supposed to stay on the trails. (But she didn't.)
- Negative statements in the past suggest that something did happen:
She wasn't supposed to feed the animals. (But she did.)

>> FOR PRACTICE, GO TO PAGE 134

3 PRONUNCIATION

A ▶ 04-03 Read and listen to the pronunciation note.

B ▶ 04-04 Listen. Notice how *supposed to* is pronounced. Then listen and repeat.

/səpouztə/

You're supposed to stay on the trails.

You're not supposed to litter.

/spouztə/

You're supposed to leave before dark.

You're not supposed to feed the animals.

C **PAIRS** Talk about rules at home, school, or work. Use *supposed to*.

Supposed to

Supposed to is pronounced /səpouztə/. Informally, it can also be pronounced as a blend: /spouztə/. The first vowel is dropped and the verb sounds like a one-syllable word: /spouz/.

4 CONVERSATION



A ▶ 04-05 Listen or watch. What are Oscar and Elena talking about?



B ▶ 04-06 Listen or watch again. Answer the questions.

1. Where did some hikers leave their trash?
2. What are hikers supposed to do with their trash?
3. What did Oscar see at the end of the trail?
4. What made the whole trip worthwhile for Oscar?



C ▶ 04-07 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Do you think Oscar will go hiking again?



Elena: Hey, Oscar. I heard you went hiking last weekend. How was it?

Oscar: Well, the mountains were really beautiful, but some of the people there really made me mad.

Elena: What do you mean?

Oscar: Well, this other group of hikers went off into a conservation area to take selfies. You're _____ to stay on the _____.

Elena: I guess they weren't aware of the rules.

Oscar: Yeah, or they just didn't care. There were signs everywhere telling people to keep out, but they went in anyway.

5 TRY IT YOURSELF

A **THINK** Think of a time when someone broke the rules in a park or other outdoor area. What did the person do? Take notes.

B **PAIRS** Student A: Tell your story about someone who broke the rules. Use the information in 5A. Student B: Ask questions. Use the conversation in 4C as an example.

C **REPORT** Tell the class about your partner's story. Who had the worst experience? What rules were broken more often than others?



LESSON 2

TALK ABOUT OUTDOOR ACTIVITIES



1 VOCABULARY Outdoor activities

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



soak in a hot spring



bike along mountain cliffs



raft on the rapids



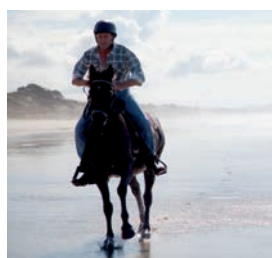
paddleboard along the shore



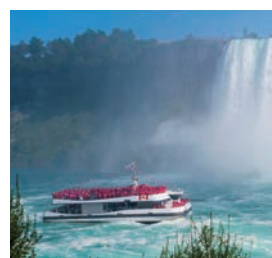
zipline through a rain forest



snorkel along a coral reef



ride horseback on the beach



take a boat to a waterfall

B ▶ 04-09 Listen. Which activity is the speaker describing? Write words from 1A.

1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

C PAIRS Which activities in 1A would you try? Which wouldn't you try? Why?

2 GRAMMAR Future continuous

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

Statements

Time phrase	Subject	Will / won't	Be	Present participle	
Next week,	I	will / won't	be	soaking	in a hot spring.
	they	will / won't			

Questions

	Will	Subject	Be	Present participle		Time phrase
	Will	you	be	soaking	in a hot spring	next week?
What	will	she		doing		next week?

Notes

- The future continuous is often used to talk about future plans and intentions.
- Only action verbs can be used as the present participle in the future continuous: *walking, running, snorkeling, riding*, etc. NOT: *be, know, sound, belong, like*, etc.



OSCAR BLANCO

@OscarB

Some of my co-workers take such adventurous vacations. I need to make time for things like that.



>> FOR PRACTICE, GO TO PAGE 135

3 CONVERSATION SKILL

- A** ▶04-10 Read the conversation skill. Listen. Notice how Speaker B keeps the conversation going by asking a question.

1. A: I'm thinking about taking a long trip next year.
B: Where do you want to go?
2. A: We hiked up to the top of the volcano.
B: Did it take a long time?

- B** ▶04-11 Listen. Circle the question you hear.

1. a. Where are you going?
b. Will you be going to Machu Picchu?
2. a. Are you excited?
b. Where are they going to take you?

Maintain a conversation by asking questions

You can keep a conversation going by asking *yes/no* questions and information questions to make the speaker give more details. Information questions often ask *who*, *what*, *when*, *where*, *why*, or *how*.

4 CONVERSATION



- A** ▶04-12 Listen or watch. What does Elena tell Oscar about?



- B** ▶04-13 Listen or watch again. Answer the questions.

1. How long will Elena be in Costa Rica?
2. Who is Elena going to Costa Rica with?
3. What will Elena be doing during her vacation?
4. What do Elena and Oscar agree about at the end of the conversation?



- C** ▶04-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Does Elena sound like a fun person to travel with? Why or why not?



Oscar: I saw your email about taking some time off. Are you going anywhere special?

Elena: Haven't you heard? By this time next week, my friends and I will be _____ through the rain forest, or maybe snorkeling along a(n) _____.

Oscar: Whoa, _____ are you going to do all those things?

Elena: Costa Rica. We're flying in to the capital and then driving out to the coast.

Oscar: Cool!

5 TRY IT YOURSELF

- A** **THINK** Imagine you are taking a vacation next month. Complete the chart.

Where I'll be going	What I'll be doing

- B** **PAIRS** Student A: Talk about your vacation plans. Student B: Maintain the conversation by asking questions. Use the conversation in 4C as an example.

- C** **REPORT** Tell the class about your partner's plans. Who is planning the most interesting vacation?

I CAN TALK ABOUT OUTDOOR ACTIVITIES.



LESSON 3

DISCUSS HOW TO HELP THE ENVIRONMENT



OSCAR BLANCO

@OscarB

So much bad news about the environment. The problems seem so big. Watching this talk showed me how one person can make a difference.

1 BEFORE YOU LISTEN

- A** Have you ever done something to help the environment? What did you do?



- B** 04-15 **VOCABULARY** Listen. Then listen and repeat.

climate change: important changes to worldwide weather
contaminated: containing dangerous or harmful things
a sample: a small amount of something that shows what the rest is like
a glacier: a large mass of ice that moves slowly over an area of land
urban: relating to a town or city
filter: to clean a liquid or gas by passing it through something
content: happy and satisfied

- C** Complete the sentences with words from 1B.

1. They decided to move from the countryside to a more _____ area, where they could have more opportunities for work and education.
2. When a _____ melts, it causes sea levels to rise.
3. After cleaning up all the trash on the beach, he went home tired but _____.
4. The scientists collected a _____ of the water to check for pollution.
5. The earth can get warmer or colder because of _____.
6. Hikers need to _____ river water to make it clean and safe to drink.
7. It is not safe to drink _____ water.

2 GRAMMAR Reduced restrictive relative clauses

In restrictive relative clauses, the relative pronoun can be left out when it is the object of the relative clause.

Main clause	Restrictive relative clause			
	Object pronoun	Subject	Verb	
Scientists developed special fins	(that)	surfers	can attach	to their surfboards.
The scientist	(who)	we	met	at the conference won an award.

Notes

- The relative pronoun is often left out in speech and informal writing.
- The relative pronoun cannot be left out when it is the subject of the clause:
Divers who study the underwater environment are called scientific divers.

>> FOR PRACTICE, GO TO PAGE 136

3 LISTENING



A ▶ 04-16 Listen or watch. What is the main idea of the talk?



B ▶ 04-17 Read the Listening Skill. Listen or watch again.

Complete the sentences with the words and phrases that identify causes and effects.

1. Climate change is _____ the earth to get warmer.
2. Our air and water are becoming contaminated _____ pollution.
3. Others are monitoring and restoring coral reefs that have been damaged _____ rising ocean temperatures.



C ▶ 04-18 Listen or watch again. Answer the questions.

1. How is Jill working with scientists?

2. What else is Jill doing to help the environment?

3. What is Tim doing to help the environment?

4. How can other people get involved in helping the environment?

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. Let's face it—our planet is in trouble.

2. Lots of people like Jill are teaming up with scientists to help the environment.

3. They're ordinary people, just like you and me. But they're pitching in to make the world a better place.

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK What are some environmental problems where you live or that you know about? How could you or other people help to solve them? Complete the chart.

Environmental problems	Solutions

B PAIRS Discuss the problems and solutions.

C COMPARE Share the problems and solutions with the class. Which problems are the biggest? Are there any problems that everyone could help with?



LISTENING SKILL

Listen for cause and effect

Listen for words and phrases like *due to, cause, effect, because of, as a result of, in turn, since, thus, and so* to identify causes and effects.





OSCAR BLANCO

@OscarB

Can't wait to plan my next vacation! So hard to choose where to go.

1 BEFORE YOU READ

- A PAIRS** Where do you like to go on vacation? What do you like to do there?



- B** 04-19 **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

exotic luxury gourmet world-class cuisine stroll rugged

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 136

2 READ

- A PREVIEW** Read the title and look at the pictures. What do you think the website is about?
- B** 04-20 Read and listen to the information on the website. Was your prediction correct?

CALL NOW: 1 800 555 5555 LOCATION SEARCH

ADVENTURES ONLY TRAVEL

HAVE THE ADVENTURE OF A LIFETIME IN SOUTH AMERICA

Tired of the same old guided bus tours that take you from one crowded tourist attraction to another? Want more excitement and adventure from your trips?

Then let Adventures Only Travel plan your next vacation. We offer exotic adventures, not just tours. Each of our adventures is designed to give you an experience you'll never forget.

OUR ADVENTURE OPTIONS

In addition to our Classic Beach Adventure and Latin Food Adventure, we are pleased to offer you two new South American adventures this year.

10 THE CITY ADVENTURE: BUENOS AIRES

Discover the beauty of Buenos Aires, the capital and heart of Argentina, and travel in comfort and style on this ten-day city adventure. Enjoy five-star, luxury accommodations and gourmet food as you get to know the "Paris of the South."

Highlights of this adventure include:

- Tasting world-class cuisine at a *parrilla*—one of the barbecue restaurants famous for their steaks and other grilled meats
- Watching a musical performance at the historic Teatro Colón opera house, considered one of the top ten opera houses in the world
- Strolling down the world's widest avenue, Avenida 9 de Julio, to see the incredible architecture in Buenos Aires
- Shopping on the Calle Florida, a street full of cafés and fantastic shops—take a break to watch the tango dancers and other street performers!

30 THE EXTREME OUTDOOR ADVENTURE: PATAGONIA

Journey off the beaten path and explore the wild side of Patagonia in this ten-day extreme outdoor adventure. Sleep under the stars and eat and travel like the locals do as you journey to the end of the world and back.

Highlights of this adventure include:

- Climbing to the top of the 2,652-meter-tall active Osorno volcano in Chile
- Hiking across the endless Perito Moreno Glacier in Los Glaciares National Park in southern Argentina
- Rafting the world-famous rapids on the Futaleufú River in Chile, surrounded by the rugged peaks of the Andes Mountains
- Camping overnight in Torres del Paine National Park in Chile—home to a wide range of wild animals, including pumas and foxes



> So what are you waiting for? Contact one of our specialists and start your adventure today! We're looking forward to helping you have the vacation of your dreams!

3 CHECK YOUR UNDERSTANDING

A Read the website again. What is it advertising?

B Answer the questions, according to the website.

1. What is special about Adventures Only Travel?
2. What two new adventures is Adventures Only Travel offering this year?
3. How are the two new adventures different?
4. What kind of travelers do you think each new adventure is for? Why?

C **CLOSE READING** Reread lines 4–6 on the website. Then circle the correct answers.

1. In line 5, why does the writer use the word *just*?
 - a. to emphasize that the adventures are the same as other tours
 - b. to emphasize that the adventures are more special than tours
 - c. to emphasize that the adventures include many kinds of tours
2. How is the second sentence connected to the first sentence?
 - a. It explains how the adventures are more special than other tours.
 - b. It gives some examples of the different kinds of tours you can take.
 - c. It provides some reasons why people no longer like to take tours.

D Read the Reading Skill. Then read the examples of hyperbole. Write what you think each one means.

Hyperbole	Possible meaning
an experience you'll never forget	<i>an experience you'll remember for a long time</i>
journey to the end of the world and back	
the endless Perito Moreno Glacier	
the vacation of your dreams	

READING SKILL Recognize hyperbole

Writers sometimes use exaggerated statements to emphasize something or add humor. They do not expect readers to believe every word in these statements.

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

The website is about adventures in South America...

What other things can you do in Buenos Aires and Patagonia?



4 MAKE IT PERSONAL

A **THINK** Which of the adventures on the website would you prefer to take? Why?

B **PAIRS** Compare answers. Do you have the same interests in traveling?

☐ I CAN READ A TRAVEL WEBSITE.

1 BEFORE YOU WRITE

A What energy sources do you know about? How do they affect the environment?

B Complete the sentences with the words in the box.

release claim leak

1. Some people _____ they can remove all the plastic from the ocean, but we're not sure.
2. Oil continued to _____ from the broken pipe into the river for days.
3. Cars _____ harmful chemicals into the air.

C Read Oscar's blog. Does he support fracking? Why or why not?



OSCAR BLANCO

@OscarB

Started a campaign to stop energy companies from ruining the environment. Read my blog to find out more!

[Blog](#) | [About](#) | [Contact](#)



Fracking: An Environmental Danger

In the future, we could run out of traditional sources of energy, such as oil and gas, so people are looking for other ways to get fuel. One of the newest options is a process called fracking. During this process, fracking liquid is used to break open rocks deep underground and release gas and oil into special wells. Supporters of fracking claim that it is necessary because it will provide us with the fuel we need for the future. They also say that it is safe for people and the environment. However, the truth is that fracking is extremely dangerous for the environment and people living and working near fracking sites.

Supporters of fracking argue that fracking doesn't harm the environment as long as it's done properly, but that just isn't true. Fracking liquid contains harmful chemicals. They often leak into the water under the ground during the fracking process. A study by Duke University showed that fracking contaminates water. According to the study, water wells near fracking sites were seventeen times more polluted than other wells. Fracking supporters also insist that fracking is safe for people. In truth, fracking causes very serious health problems. People drink the polluted water and get sick. A study by two American universities also concluded that people who live and work near fracking sites are more likely to have heart problems and cancer than other people.

In conclusion, fracking is very bad for the environment and people. In the future, we might need to find new sources of energy, but fracking is definitely not the answer.

Leave a Reply

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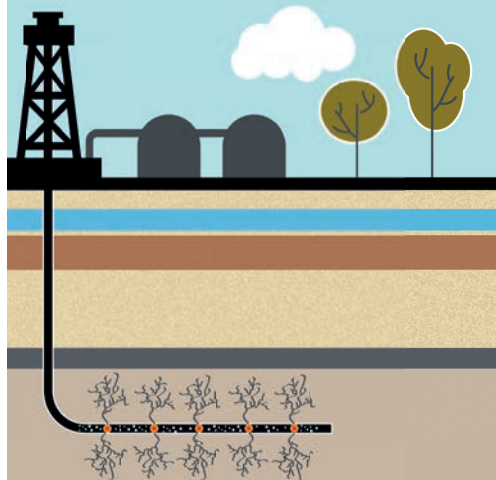
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D Read the blog again. Did it persuade you that fracking is dangerous? Why or why not?

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Oscar's blog. Underline the ways that Oscar introduces opposing arguments. Then complete the chart.

WRITING SKILL Introduce opposing arguments

Writers introduce opposing arguments by identifying their opponents and using words or phrases like *say*, *think*, *claim*, *believe*, *insist*, and *argue that*.

Main Argument	
Opposing Argument 1	Counterargument 1
Fracking doesn't hurt the environment.	
Opposing Argument 2	Counterargument 2
Fracking is safe for people.	
Conclusion	

3 PLAN YOUR WRITING

- A THINK** Read the pros and cons of wind turbines. Do you think they are a good way to produce energy? Draw a chart like the one in 2. Include a main argument, opposing arguments, and counterarguments.

Wind Turbines: Pros and Cons	
Pros	Cons
better for the environment because they are cleaner than other sources of energy	can harm birds, bats, and other wildlife
cheaper than other sources of energy	cost a lot to make and install

- B PAIRS** Explain why you think wind turbines are a good or bad way to produce energy.

4 WRITE

Write a blog either for or against using wind turbines to produce energy. Use the blog in 1C as a model.

Pre-writing tip

Research opposing arguments thoroughly. This way you can argue against them clearly and strongly.

5 REVISE YOUR WRITING

- A PAIRS** Exchange blogs and read each other's writing.
1. Did your partner include opposing arguments?
 2. Did your partner provide counterarguments with supporting facts?
- B PAIRS** Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE A PERSUASIVE ARGUMENT.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶04-21 Listen or watch. What is the topic of the presentation?



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

1. Where is Zhangjiajie National Forest Park?

2. What does Misaki say is unusual in the park?

3. What three things can you do there?



C Read the presentation skill. Why is this skill a good idea?

D Make your own presentation.

Step 1 Think of a place that is naturally beautiful.

Step 2 Prepare a two-minute presentation about this place. Include where it is, what makes it special or unusual, and what you can do there. Remember to use the presentation skill. Bring a picture that is related to it.

Step 3 Give your presentation to the class. Answer questions and get feedback.

PRESENTATION SKILL

Give your audience an overview

At the beginning of your presentation, list your main points to let audience members know what to expect so that they can follow along better.

2 REFLECT AND PLAN

How did you do? Complete the self-evaluation on page 165.



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

Speaking objectives

- ☐ Talk about park rules
- ☐ Talk about outdoor activities
- ☐ Discuss how to help the environment

Vocabulary

- ☐ Park rules
- ☐ Outdoor activities

Conversation

- ☐ Maintain a conversation by asking questions

Pronunciation

- ☐ *Supposed to*

Listening

- ☐ Listen for cause and effect

Grammar

- ☐ *Be supposed to*
- ☐ Future continuous
- ☐ Reduced restrictive relative clauses

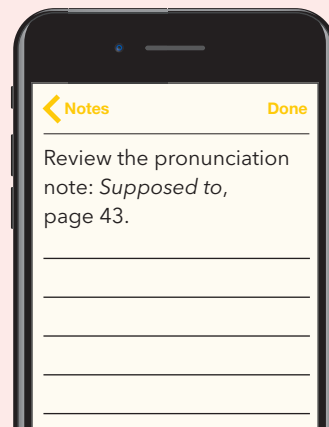
Reading

- ☐ Recognize hyperbole

Writing

- ☐ Introduce opposing arguments

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 SEEMS TO BE THE PROBLEM?

LEARNING GOALS

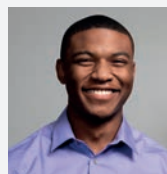
In this unit, you

- ⊗ describe technology problems
- ⊗ talk about technology solutions
- ⊗ discuss how technology affects us
- ⊗ read an article about hacking
- ⊗ write a product review



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Michael's message. Where is he going? Why?



MICHAEL STEWART

@MichaelS

Headed to the New York office for a big meeting. Giving an important presentation.

LESSON 1

DESCRIBE TECHNOLOGY PROBLEMS



MICHAEL STEWART

@MichaelS

My presentation is about to start. Hope everything goes smoothly! Fingers crossed!



1 VOCABULARY Technology problems

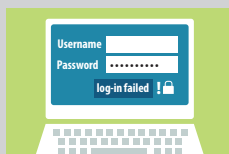
- A** Read the ad for computer support. How much time do people waste with technology problems?
- B** ▶ 05-01 Listen. Then listen and repeat.

DID YOU KNOW? On average, people deal with technology problems for more than twenty minutes each day. Are you having frustrating tech problems at work, home, or school?

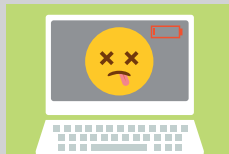
Has your



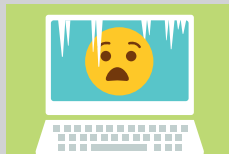
hard drive crashed?



log-in failed?

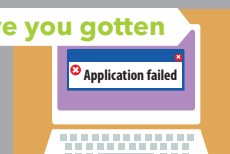


battery died?

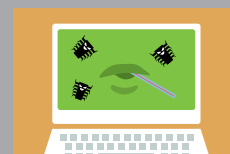


screen frozen?

Have you gotten



an error message?



a virus?



spyware?



disconnected from the internet?

If so, we are here to help! Just give us a call or talk to one of our online support staff members. We can help you solve all these problems and many more!

- C** ▶ 05-02 Listen. Which technology problem is the speaker describing? Write a word or phrase from 1B.
1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____
- D TAKE A POLL** Who in the class has had these problems? How much time do you think you spend on technology problems every day?

2 GRAMMAR Past perfect continuous

We use the past perfect continuous to show that an activity started in the past and continued up until another point in the past.

Statements

Subject	Had (not) + been	Present participle	
I	had been	loading	my presentation files when the screen froze.
They			

Questions

	Had	Subject	Been	Present participle	
	Had	you	been	loading	your files when the screen froze?
What	had	you	been	doing	when the screen froze?

>> FOR PRACTICE, GO TO PAGE 137

3 PRONUNCIATION

A ▶ 05-03 Read and listen to the pronunciation note.

B ▶ 05-04 Listen. Notice how the final consonants are pronounced. Then listen and repeat.

Final consonant + Different beginning consonant
blank page, laptop, password, tech support

Final consonant + Same beginning consonant
support team, hard drive, half-finished, big game

Final /st/ + Different beginning consonant
last night, next problem, first computer

C ▶ 05-05 Listen. Complete the dialog. Then listen and repeat.

A: Oh, no! My laptop just shut down. And my report is only _____.

B: I'll call tech support. They have a(n) _____ there.

A: This isn't the first time. It happened twice _____.

B: Don't worry. If he _____ it, you can use mine.

Link final consonants to beginning consonants

In English, final consonants are usually shorter than beginning consonants, especially when they are followed by words beginning with a consonant.

1. Final consonant + Different beginning consonant

Pronounce both consonant sounds. Keep the final consonant short and say the next word immediately.

2. Final consonant + Same beginning consonant

Pronounce one long consonant. Do not say the consonant twice.

3. Final /st/ + Different beginning consonant

Final /st/ is often simplified to /s/ in common words when the next word begins with a consonant. This makes the phrase easier to say.

4 CONVERSATION

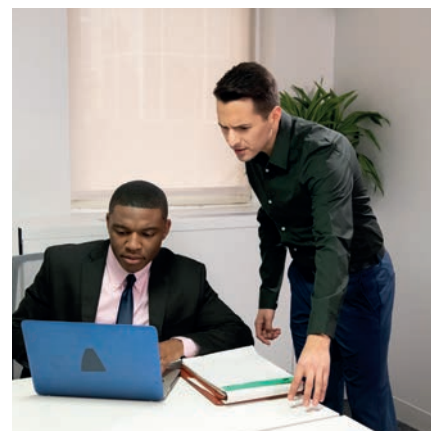


A ▶ 05-06 Listen or watch. What do Michael and Pablo mainly talk about?



B ▶ 05-07 Listen or watch again. Answer the questions.

1. Why is Michael giving a presentation?
2. What four problems does Michael have with his laptop?
3. What does Pablo first suggest trying as a solution?
4. Who does Pablo go to get for help?



How would you describe Michael and Pablo's work relationship?



C ▶ 05-08 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Michael: Hmm...that's strange. I thought I had this all set up and now I'm getting a(n) _____.

Pablo: Error message? That's not good. Was it working OK earlier?

Michael: Yeah, there were no problems. I'd _____ at my presentation and everything seemed fine, and now the screen is _____.

Pablo: Hmm...the same thing happened to me a few weeks ago.

5 TRY IT YOURSELF

A **THINK** When did you last have a technology problem? What was the problem? What had you been doing when the problem happened? Take notes.

B **PAIRS** Student A: Describe the technology problem you had. Use the information in 5A.
Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C **REPORT** Present your technology problems to the class. Which is the most common problem experienced by your classmates?

☐ I CAN DESCRIBE TECHNOLOGY PROBLEMS.



LESSON 2 TALK ABOUT TECHNOLOGY SOLUTIONS



MICHAEL STEWART

@MichaelS

Ugh. Technology. Is it me or does it always go wrong at the worst time? Sometimes I think we'd be better off without it.



1 VOCABULARY Technology solutions

A 05-09 Listen. Then listen and repeat.

reset: to change something like a password or control so that it is ready to use again

recharge: to put a new supply of electricity into a battery

reboot: to start a computer after it has stopped working

install: to add software to a computer so it is ready to use

restore: to return a control setting to its original state

replace: to get something new to put in place of something old or broken

reconnect: to establish a connection to something like a server again

uninstall: to remove a software program from a computer

B Label the pictures with words from 1A.



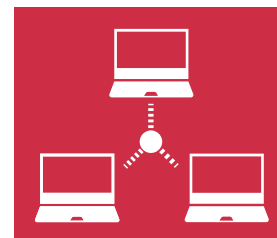
1. _____
a setting



3. _____
a device



5. _____
a program



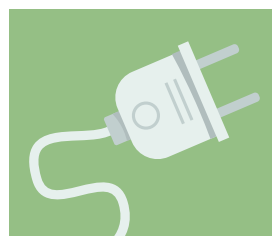
7. _____
to a network



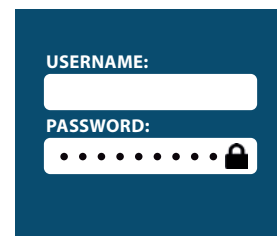
2. _____
a battery



4. _____
antivirus software



6. _____
a power cord



8. _____
a password

C PAIRS Compare answers.

2 GRAMMAR Need with gerunds and passive infinitives

Need can be followed by a gerund or a passive infinitive. The meaning is the same in both cases.

Need + gerund			Need + passive infinitive		
Subject	Need	Gerund	Subject	Need	Passive infinitive
The battery	needs	charging.	The battery	needs	to be charged.
Our employees	need	training.	Our employees	need	to be trained.

>> FOR PRACTICE, GO TO PAGE 138

3 CONVERSATION SKILL

A ▶ 05-10 Read the conversation skill.

Listen. Notice how Speaker B reassures Speaker A.

1. A: My computer screen has frozen, and I haven't saved my files. I may have lost everything.
B: It shouldn't be a problem. We can recover your files.
2. A: I think my computer might have a virus.
B: Don't worry. I can get rid of it for you.

B PAIRS Practice the conversations.

Reassure someone

When someone has a problem or is feeling worried, you can use expressions like these to help them feel better:

Don't worry. *It's not a big deal.*
It's nothing to stress over. *This shouldn't be a problem.*
I've seen worse. *Not a problem!*

4 CONVERSATION



A ▶ 05-11 Listen or watch. What problems does Michael report to Amy?



B ▶ 05-12 Listen or watch again. Answer the questions.

1. How does Michael feel when he sees Amy?
2. Why doesn't Amy think that the computer has a virus?
3. What is the last step Amy recommends to Michael?
4. How does Michael feel when Amy leaves? Why?



C ▶ 05-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?

Amy: Hmm...Let me take a look.

Michael: Sure.

Amy: Well, _____ a big deal. Some of your settings just _____ to be _____. It'll only take a few minutes.



Does Amy seem helpful?
What does she do to show she knows what she is doing?



5 TRY IT YOURSELF

A THINK Imagine you have a technology problem with your phone. What is the best solution for it? Complete the chart.

Problem	Solution

B ROLE PLAY Student A: Report your technology problem to Student B. Student B: Tell Student A what needs to be done. Make sure you reassure Student A first. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's problem and solution. Does anyone else have any advice?

■ I CAN TALK ABOUT TECHNOLOGY SOLUTIONS.



LESSON 3

DISCUSS HOW TECHNOLOGY AFFECTS US



MICHAEL STEWART

@MichaelS

Watched this talk about technology making us lazier. Interesting, but I'm not sure I agree.

1 BEFORE YOU LISTEN

- A** What kinds of technology do you use that make your life easier? How often do you use them?



- B** 05-14 **VOCABULARY** Listen. Then listen and repeat.

depict: to show someone or something using language or pictures

entertain: to do something that interests people

exaggerate: to make something seem bigger, better, or worse than it really is

a digital assistant: a device that understands spoken language and allows you to control networked items in your home

a remote / a remote control: a thing you use to control a device, such as a television

convenience: the quality of being good or useful because it makes things easier

retain: to keep information in your memory, such as numbers, dates, or facts

critical thinking: the ability to make a careful judgment about something

media: the organizations that provide news and information

- C** Complete the sentences with words from 1B.

- I can tell my _____ to play music, change the TV channel, and turn on the lights.
- I'm glad I can use my phone to remember all of the information I can't _____.
- Nowadays if you're bored, you always have the internet to _____ you.
- I have one _____ for my TV and another for the audio. It's very annoying!
- In the old days, there were a few TV channels and a lot of newspapers, but now the most important _____ source is the internet.
- Getting food delivered is expensive, but you're paying for the _____.
- The new movie will _____ the life of a famous politician.
- Paying attention to both sides of an argument can help you improve your _____.
- Companies often _____ the importance of their new technology. It's not usually very different from what we already have.

2 GRAMMAR Infinitives as subject complements

We sometimes use infinitives after the verb *be* to describe or identify a subject. These sentences often introduce a goal, purpose, or plan.

Subject	Be	Infinitive	
Our goal	is	to move	as little as possible.
The purpose of technology	has been	to make	life easier.
Their plan	was	to develop	a safer car.

Note: *Be* + infinitive usually appears after an **abstract noun**:

His **advice** was to... My **dream** is to... Their **intention** was to... The **effect** will be to...

>> FOR PRACTICE, GO TO PAGE 139



3 LISTENING



- A** ▶ 05-15 Listen or watch. What is the speaker's intention?
- to explain how we need to improve technology
 - to warn that technology could have a negative effect
 - to convince us to stop using technology



- B** ▶ 05-16 Read the Listening Skill. Listen or watch again. Check (✓) the ideas that are introduced as counterarguments.

- ☐ a. The vision of the future in *Wall-E* is wildly exaggerated.
- ☐ b. Some people no longer leave the house to buy things.
- ☐ c. Digital assistants are a wonderful convenience.
- ☐ d. It's easy to ignore other people's opinions.
- ☐ e. I'm being unreasonable about technology. It makes life better.



- C** ▶ 05-17 Listen or watch again. According to the speaker, which things could be making us lazier and / or less intelligent? Circle the items.

- | | |
|--------------------|-------------------------------------|
| a. shopping online | d. digital assistants |
| b. movies | e. self-driving cars |
| c. social media | f. internet-connected refrigerators |

- D** **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

- You may think this vision of the future is wildly exaggerated, but I've got bad news for you, folks. I think we're well on the way there.
- Brick-and-mortar stores are closing all over the world as more and more of us decide not to leave the house to buy things.
- If a TV newscaster or a writer or my uncle on social media presents ideas that I don't like, I can just tune them out by changing the channel, or putting the book down, or clicking "unfollow."

- E** **PAIRS** Compare answers in 3D.

4 DISCUSSION

- A** **THINK** List three examples of modern technology not mentioned in the talk. What is the purpose of each one? How does it affect people? Take notes.
- B** **DISCUSS** In small groups, share your examples and opinions from 4A.
- C** **ANALYZE** Report to the class. Do you agree with what the speaker says about technology? What can we do, if anything, to prevent ourselves from becoming lazier and less intelligent?



LISTENING SKILL

Listen for counterarguments

Speakers often present counterarguments—ideas they don't agree with—before they explain their own opinions. They may introduce counterarguments with expressions like:

You may think...

Some people say...

Many people believe...

- hundreds of TV channels
- washing machines



LESSON 4

READ AN ARTICLE ABOUT HACKING



MICHAEL STEWART

@MichaelS

I just read an article that made me rethink how I feel about hacking. Is it always such a terrible thing?

1 BEFORE YOU READ

A PAIRS Has anyone you know ever been hacked? What happened?



B 05-18 **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

justified
privacy

expose
jeopardize

corruption

confidential

outweigh

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 139

2 READ

A PREVIEW Read the title and the subheadings. Look at the photos. What do you think the article will be about?

B 05-19 Read and listen to the article. Was your prediction correct?

IS HACKING EVER JUSTIFIED?



Hacking has become a big part of modern life. Every day, governments, organizations, businesses, and individuals are at risk of having their private information stolen and revealed. In fact, a University of Maryland study has shown
5 that one hacking attempt takes place about every 39 seconds. Everyone can probably agree that most kinds of hacking are wrong, such as stealing customers' financial data or removing photos from celebrities' phones. But what about when hacking reveals that something illegal has taken place?
10 Or when it exposes corruption? Are there any situations where hacking is actually justified?

HACKING AND BUSINESSES

Take these cases for example. In recent years, major international law firms have been hacked.

15 Information from the firms, which included millions of personal documents, was passed on to journalists who published some of it on their news sites.

Through these hacks, the public learned how some of the world's richest, most powerful people were spending and managing their money, in some cases
20 even to avoid paying taxes.

When this information was revealed, a lot of people were surprised and angry. They felt that the hacks were justified because they showed how the rich and powerful have access to systems that other
25 people don't. They strongly believed that the public had the right to know this kind of information. Not everyone, however, agreed that the ends justified the means. They thought that even the rich and powerful deserved to keep their information

30 private. They also worried that if it was OK to hack these people, what could protect other people?

HACKING AND GOVERNMENTS

Other situations have involved individuals and organizations that have attempted to hack into governments, either their own or foreign ones.

35 Sometimes, these hackers manage to get sensitive information that they hand over to journalists or publish on their own websites for the whole world to see. This information often contains personal details about government officials and confidential documents about government programs and operations.

40 People have very different opinions about this kind of hacking. On the one hand, some people believe that it is helpful to show what governments and government officials are doing. They claim that this enables citizens
45 to be more aware of their leaders' actions, in order to prevent things like corruption. On the other hand, critics say that these hackers go too far and are doing something potentially dangerous. They are concerned that this kind of hacking could reveal national secrets,
50 jeopardize people's careers, or even endanger their lives.

> LOOKING AHEAD TO THE FUTURE

In all these situations there are strong arguments for and against hacking and revealing private information to the public. Now that everyone is so connected to technology, cases like these are very likely to happen again. In the future, will people agree that hacking can ever be justified? Will the public's right to know information ever outweigh individual privacy and national security? These questions remain to be answered, but everyone can agree on at least one thing: This debate about hacking is going to come up again.



3 CHECK YOUR UNDERSTANDING

- A** Read the article again. What is it about?
- B** Answer the questions, according to the article.
1. What kinds of hacking are usually considered wrong?
 2. What did the public learn when major international law firms were hacked?
 3. What did the public learn when governments were hacked?
 4. Why is the hacking debate going to continue in the future?
- C CLOSE READING** Reread lines 6–10 in the article. Then circle the correct answers.
1. In line 6, the writer uses *probably* to show that ____ .
 - a. it is possible that some people don't agree
 - b. there are kinds of hacking that are not wrong
 - c. most people usually like to agree with each other
 2. The next two sentences are connected to the first sentence because they provide ____ .
 - a. more examples of when hacking is definitely wrong
 - b. examples of when hacking might be OK
 - c. examples of things that hackers are not able to do
- D** Read the Reading Skill. Then reread the article. Underline the words and phrases that are used to show contrasts.
- E PAIRS** What is the article about? Retell the most important ideas. Use your own words.

READING SKILL Identify contrasts

Writers often use specific words and phrases to signal contrasts. They include *but*, *however*, *although*, *on the one hand*, and *on the other hand*.

What is a recent case of hacking that caught the public's attention?



4 MAKE IT PERSONAL

- A THINK** Do you think hacking is ever justified? Give reasons for each opinion.

Hacking is justified when:	Hacking isn't justified when:

- B PAIRS** Share your ideas from 4A.

1 BEFORE YOU WRITE

A How do you decide to buy something new, especially something expensive like a camera?

B Complete the sentences with the words in the box.

playback upgrade compact

1. Nina's new phone is definitely a(n) _____ from her old one. It has so many cool new features.
2. The _____ feature on the video camera lets us watch and listen to what we had just recorded right away.
3. This new phone has all the same features, but it is smaller and more _____.

C Read the review. What is Michael's purpose in writing this review?



MICHAEL STEWART

@MichaelS

I just got a new camera that takes 360-degree videos and images. Check out the photo I took and read my review!

Review: The GV500 360-Degree Video Camera

My greatest passions are ice hockey, windsurfing, and digital media. So I was really excited when the new GV500 360-degree camera came out. Not only does it have many new features, but the videos and pictures I shoot with it make me feel like I'm in the middle of the action again.

BEST FEATURES

First of all, the GV500 is the easiest to use of all the 360-degree cameras in its price range. It's light and compact, which is very important for me when I'm carrying other equipment. Its design is also really attractive, but it is sturdy enough for me to use in the middle of fast-paced sports action. And, when I am shooting windsurfers, it's good to know that the GV500 is waterproof to 12 meters, which is up from 4 meters for the GV400. In addition, some of the GV500's technical qualities are especially important for my digital design work. The audio quality is great and uploading to social media is very simple.

ROOM FOR IMPROVEMENT

However, there are still some ways the GV500 could be improved. For example, even though they've made using it as simple as possible, there is still a lot to learn. If you are not very technical, this could be a problem. I also found that the image quality is not as good as it could be. It's fine for posting things on social media, but when I do business presentations, the playback is not good enough on large computer or TV screens. Then there's the price. At about \$200, I had to ask myself whether this new model was that much better than the old one.

TO BUY, OR NOT TO BUY

Obviously, my answer was "Yes," and I am very happy I bought it. If you are buying your first 360-degree camera, or want an upgrade from your current one, I recommend the GV500. As for some of its drawbacks, I hope they'll be solved when the GV600 comes out!



- D** Read the review again. Complete the chart with the pros and cons of the GV500.

GV500 Pros	GV500 Cons

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the review. Underline the subheadings in the review. Which one introduces the pros, cons, and conclusion?

WRITING SKILL Write relevant subheadings

Use subheadings to divide and define sections of a piece of writing. You can use subheadings between the paragraphs, chapters, or main sections of text. They show what a particular section is about.

3 PLAN YOUR WRITING

- A THINK** What have you bought recently? Are there features you like about this product? Is there anything you don't like? Draw a chart like the one in 1D.
- B PAIRS** Talk about the product and its pros and cons.

4 WRITE

Write a review of a product you bought recently. Explain why you bought it, its pros and cons, and why you would or wouldn't recommend it to others. Use a subheading for each paragraph. Use the review in 1C as a model.

Writing tip

When you write a review of a product to post online, think about the interests of your readers. Some people won't have time to read your whole review, so keep your points clear and simple, and put the most important points first.

5 REVISE YOUR WRITING

- A PAIRS** Exchange product reviews and read each other's writing.
1. Did your partner clearly explain why he or she bought the product?
 2. Did your partner include the pros and the cons of the product?
 3. Did your partner include a relevant subheading for each paragraph?
- B PAIRS** Can your partner improve his or her product review? Make suggestions.

6 PROOFREAD

Read your product review again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶ 05-20 Listen or watch. What is the topic of the presentation?



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

1. Where are some companies putting solar panels?

2. What would the bottom layer of these new solar panels do? **T**

3. What are the benefits of using solar panels on roads?

C Read the presentation skill. Have you ever tried to use this skill?

D Make your own presentation.

Step 1 Do research about an advance in technology. Describe the advance and its effects.

Step 2 Prepare a two-minute presentation about the advance in technology. Bring an item or photo related to the technology.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Speak slowly and clearly

Be careful not to rush through your presentation. Pronounce words carefully and pause occasionally.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

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

Speaking objectives

- ☐ Describe technology problems
- ☐ Talk about technology solutions
- ☐ Discuss how technology affects us

Vocabulary

- ☐ Technology problems
- ☐ Technology solutions

Conversation

- ☐ Reassure someone

Pronunciation

- ☐ Link final consonants to beginning consonants

Listening

- ☐ Listen for counterarguments

Grammar

- ☐ Past perfect continuous
- ☐ Need with gerunds and passive infinitives
- ☐ Infinitives as subject complements

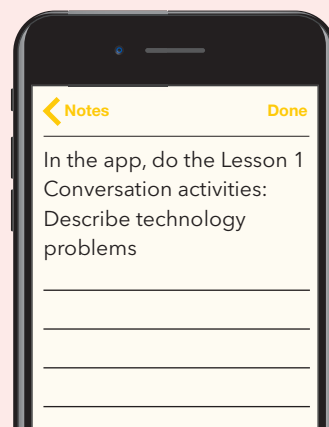
Reading

- ☐ Identify contrasts

Writing

- ☐ Write relevant subheadings

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.



6

WHERE WAS IT MADE?

LEARNING GOALS

In this unit, you

- ⊗ describe a decorative object
- ⊗ describe music you like
- ⊗ discuss traditional food
- ⊗ read an article supporting a point of view
- ⊗ write about how to do something



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Hana's message. Where is she going? What does she have?



HANA LEE

@HanaL

Headed back to New York to work on the new ad campaign. Brought lots of gifts for everyone!

LESSON 1

DESCRIBE A DECORATIVE OBJECT



HANA LEE

@HanaL

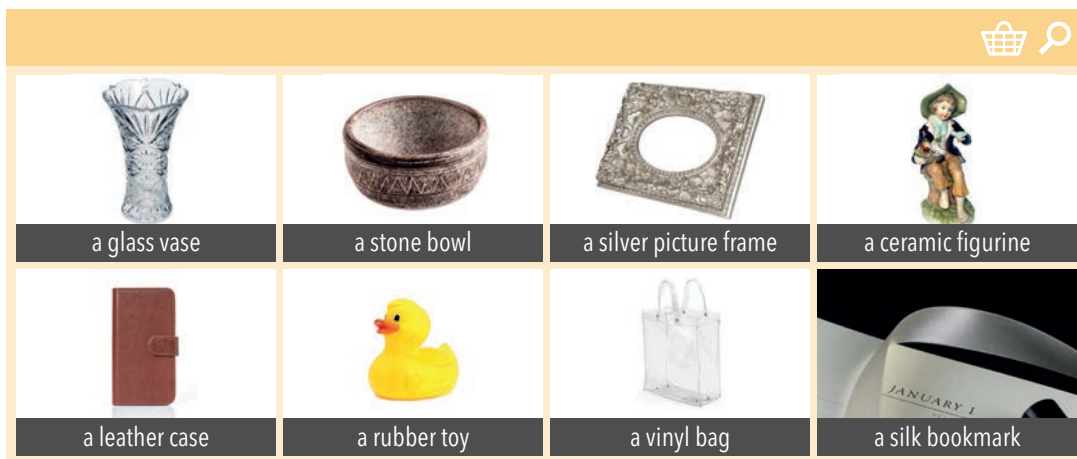
Just got to the office. Looking forward to catching up with some old friends and colleagues.



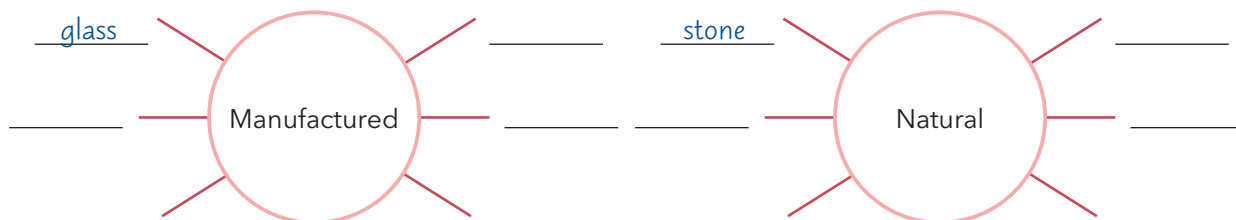
1 VOCABULARY

Materials and decorative objects

A 06-01 Listen. Then listen and repeat.



B Sort the materials in 1A into two categories. Then add other materials you know.



C PAIRS Think of five things you have that are made of the materials in 1B. Compare lists.

A: I have a stone figurine.

B: We both have a silver ring...

2 GRAMMAR Simple present and simple past passive: Review

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

Questions					Statements				
	Wh-word	Be	Subject	Past participle		Subject	Be	Past participle	
Present	What	is	it	made	of?	It	is	made	of wood.
	How	are	they	used?		They	are	used	as pillows.
Past	Where	was	it	designed?		It	was	designed	in Korea.
	When	were	they	built?		They	were	built	in 1850.

Note: Passive sentences sometimes include a *by* phrase that explains who did the action:
It was made **by** a local artist.

>> FOR PRACTICE, GO TO PAGE 140

3 CONVERSATION SKILL

Express surprise

You can express surprise by using rising intonation to turn a statement into a question.

- A** ▶06-02 Read the conversation skill. Listen.
Notice how Speaker B replies with surprise by turning Speaker A's statements into a question.

1. A: Mike's car has leather seats. 2. A: Kate and Sam are getting a glass table.
B: It has leather seats? B: They're getting a glass table?

- B** ▶06-03 Listen. Is the speaker making a statement or expressing surprise? Write a period (.) or a question mark (?).

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

4 CONVERSATION



- A** ▶06-04 Listen or watch. What do Oscar and Hana talk about?



- B** ▶06-05 Listen or watch again. Answer the questions.

1. Where did Hana fly in from?
2. What does Oscar say about a messy desk?
3. Why does Hana ask Oscar to clear a space on his desk?
4. What will Oscar do with the chopstick rest?



Do you think Hana usually brings gifts for her co-workers? Why or why not?



- C** ▶06-06 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Hana: I brought you a small gift. All the way from Korea, not from LA!
Oscar: Wow! Thanks! You shouldn't have! Beautiful. I love the color. But, um, what is it exactly?
Hana: Oh! It's a traditional Korean chopstick rest.
Oscar: _____ ? It's really beautiful, and I love the way it feels. What is it _____ of?
Hana: It's a kind of _____ .
Oscar: Cool!

5 TRY IT YOURSELF

- A** **THINK** Choose a decorative object you love. Complete the chart.

What is it?	Where was it made?	What's it made of?	What's it used for?

- B** **PAIRS** Student A: Describe the object in 5A. Student B: Ask questions to get more information about the object. Use the conversation in 4C as an example.

- C** **REPORT** Tell the class about your partner's object.



I CAN DESCRIBE A DECORATIVE OBJECT.

LESSON 2

DESCRIBE MUSIC YOU LIKE



HANA LEE

@HanaL

Someone once said that the world's most famous and popular language is music. I totally agree!



1 VOCABULARY

Musical terms and descriptions

A ▶ 06-07 Listen. Then listen and repeat.

Musical terms

beat: the main pattern of sounds in a song

melody: a tune in a song

lyrics: the words of a song

vocals: the part of a song that is sung

Ways to describe music

cheerful: bright, pleasant, and making you feel happy

catchy: easy to remember and nice to listen to

mellow: relaxed and calm

lively: active, energetic, fast-paced

clever: done in an unusual or interesting way

powerful: having a strong effect on your feelings

funky: having a strong bass beat; easy to dance to

B ▶ 06-08 Listen. Write the number of the conversation that matches each sentence.



a. It has a lively beat. _____

c. It has clever lyrics. _____

b. It has a catchy melody. _____

d. It has powerful vocals. _____

C PAIRS Choose one song or singer for each category. Then compare answers. Do you agree with your partner's choices?

	Catchy melody	Powerful vocals	Clever lyrics	Lively beat	
	_____	_____	_____	_____	

2 GRAMMAR Restrictive and non-restrictive relative clauses: Review and expand

Use restrictive relative clauses to add essential information about the subject or object of the main clause. Use non-restrictive relative clauses to add extra but non-essential information.

Use a relative pronoun or relative adverb to introduce a relative clause.

Main clause	Restrictive relative clause
It's different from the music	(that) I've been listening to.
Main Clause	Non-restrictive relative clause
It's her latest song,	which she released last week.
My best friend,	who's in a local band, got me interested in it.

Notes

- Non-restrictive relative clauses cannot begin with *that*.
- Use commas with non-restrictive clauses but not with restrictive clauses.

Relative pronouns and relative adverbs introduce relative clauses.

Relative pronouns

who, that, which, whom, whose

Relative adverbs

where, when, whenever, wherever



>> FOR PRACTICE, GO TO PAGE 141

3 PRONUNCIATION

A ▶ 06-09 Read and listen to the pronunciation note.

B ▶ 06-10 Listen. Notice the pausing. Notice the low intonation with the non-restrictive relative clauses. Then listen and repeat.

1. Colombian music, /which has a lively beat,/ is great for dancing.
2. The lyrics, /which tell a story of lost love,/ are so sad.
3. David Bowie wrote the song that you just played.
4. The singer that won the contest/ was only 15.

C ▶ 06-11 Listen. Mark the pauses you hear with a slash (/) and underline the clauses where the intonation drops. Add commas (,) to the non-restrictive relative clauses.

1. The guitar that I usually play is really old, but it has a sound that I love.
2. This guitar which was given to me by my mother used to belong to my gr, and father.

Pausing and intonation with relative clauses

Restrictive relative clauses

There is usually no pause before a restrictive relative clause. There may be a pause after a restrictive relative clause when it occurs in the middle of a sentence.

Non-restrictive relative clauses

We pause before and after a non-restrictive relative clause. Intonation is lower over the clause.

4 CONVERSATION



A ▶ 06-12 Listen or watch. What do Oscar and Hana talk about?



B ▶ 06-13 Listen or watch again. Answer the questions.

1. What kind of music is Hana listening to?
2. Why does she like it?
3. What does Hana think of Oscar's music?
4. What will Oscar send Hana later?



C ▶ 06-14 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Do you think Oscar and Hana will continue listening to each other's music? Why or why not?

Hana: What have you been listening to?

Oscar: Recently, I've gotten really into *cumbia* music. Have you heard of it?

Hana: It's a kind of traditional music from Colombia, right?

Oscar: Exactly. My best friend Carlos, _____ in a local band, got me into it. It has such a(n) _____ beat. I love the _____, too—they're so catchy.

Hana: Great!

5 TRY IT YOURSELF

A **THINK** What types of music do you like? Why do you like them? Take notes.

B **PAIRS** Compare answers. Do you like the same types of music? Why or why not? Use the conversation in 4C as an example.

C **TAKE A POLL** Which types of music are the most popular in the class? Which are the least popular?

■ I CAN DESCRIBE MUSIC I LIKE.





HANA LEE

@HanaL

Love international food? Your favorite dishes might not be as authentic as you think. You've gotta watch this video.

1 BEFORE YOU LISTEN

- A** How often do you eat out in a restaurant?
What kinds of food do you like to order?



- B**  06:15 **VOCABULARY** Listen. Then listen and repeat.

admit: to say that you have done something wrong, or that something bad is true

a dish: food that you prepare in a particular way

authentic: to really be what people say it is, not fake

tolerate: to endure an experience, without it having a bad effect on your body

appeal to: to seem attractive or interesting to someone

a version: a form of something that is slightly different from other forms

an ingredient: one of the things that you use to make a particular food

an immigrant: someone who enters another country to live there

- C** Complete the sentences with words from 1B.

1. A Japanese _____ started this restaurant. These dishes taste just like the food I had in Japan.
2. I _____ that I eat too much fast food—I'm just too busy to cook these days!
3. This Chinese restaurant isn't very _____ ; few items on the menu would ever be served in China.
4. I cook a(n) _____ of this sweet and sour pork _____ at home, but I use less sugar.
5. In Korea, pizza is often served with toppings like corn to _____ local tastes.
6. Red chili pepper is a(n) _____ that is added to food to make it spicier.
7. My niece can't _____ cow's milk. She has to drink goat's milk and eat goat's cheese.

2 GRAMMAR *You, they, can / can't, could / couldn't* for general truths

We sometimes use *can / can't* to talk about something that is generally true in the present and *could / couldn't* to talk about something that is generally true in the past. In both cases, we can use *you* or *they* as the subjects.

In large cities, **you can** get cuisine from all different parts of the world.

They can't serve horse meat in restaurants in the US.

In years past, you **could** rarely find fresh fruit in winter.

Not so long ago, **you couldn't** get real Thai food ingredients outside of Thailand.

Notes

- Use *you* for people in general.
- Use *they* for people in authority, such as business owners, people in government, and people in charge of organizations.



>> FOR PRACTICE, GO TO PAGE 142

3 LISTENING



A ▶ 06-16 Listen or watch. What is the main idea of the talk?



B ▶ 06-17 Read the Listening Skill. Listen or watch again.

Match each example with the idea it supports in the talk.

LISTENING SKILL Listen for supporting details

Supporting details make the main idea stronger. A supporting detail can be an example or a reason. To identify supporting details, listen for words and phrases like *for example*, *one reason*, and *This is why*.



- | | |
|------------------------------|---|
| ___ 1. Italian food | a. a way to get authentic ingredients |
| ___ 2. deep-dish pizza | b. an authentically spicy dish |
| ___ 3. Indian vindaloo curry | c. global cuisine you can find in most cities |
| ___ 4. canned food | d. a food that is not really traditional |



C ▶ 06-18 Listen or watch again. Which two reasons does the speaker give for why traditional food is not always authentic in different countries?

- a. Traditional food is too expensive.
- b. Dishes are changed to match people's tastes.
- c. Ingredients are not always available.

D **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

- 1. One reason that food gets lost in translation when introduced to a new culture is that the locals may not be used to, or ready for, certain foreign tastes.

- 2. There's another reason that traditional dishes are not always so traditional, and that has to do with ingredients.

- 3. The bottom line is this: The fish tacos you get in your local Mexican restaurant probably won't taste quite like the ones you'd have in Mexico, but you can enjoy them all the same!

E **PAIRS** Compare answers in 3D.

4 DISCUSSION

A **THINK** What new restaurant would you like to see open in your neighborhood? Should it serve authentic dishes or create new versions adapted to local tastes? Write three reasons to support your opinion.

B **DISCUSS** In small groups, share your opinions and reasons from 4A.

C **EVALUATE** As a class, choose the best three reasons for each opinion and write them on the board. Then vote on whether the restaurant should feature authentic or adapted dishes.



I CAN DISCUSS TRADITIONAL FOOD.

LESSON 4

READ AN ARTICLE SUPPORTING A POINT OF VIEW



HANA LEE

@HanaL

What do you think of men wearing skirts? It's actually not as unusual as it seems.

1 BEFORE YOU READ

A PAIRS Have you ever seen someone wearing something you thought was unusual? What was it?



B 06-19 **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

a dress code prohibit a loophole a controversy a garment a trend the norm

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 142

2 READ

A PREVIEW Read the title and look at the pictures. What do you think the article will be about?

B 06-20 Read and listen to the article. Was your prediction correct?

THE RIGHT TO CHOOSE COMFORT

One particularly hot summer in Europe, some male bus drivers in France and schoolboys in England were faced with a similar problem. They wanted to stay cool, but the dress codes where they worked and studied prohibited them from wearing shorts. After thinking about the problem for a while, they came up with a solution.

5 They realized that there was a loophole in their dress codes, and they started wearing skirts instead of long pants.

Although some people thought that their idea was funny and clever, not everyone was impressed. For other people, it was unusual, even shocking, for men and boys to wear skirts in public places. But why should this create such a controversy? There
10 are actually plenty of reasons why men and boys should feel free to wear skirts.

To begin with, men have been wearing skirt-like garments in Western countries for thousands of years. In Ancient Greece and Rome, for example, male soldiers used to wear a piece of cloth that looked like a skirt. And of course, kilts have always been acceptable for men to wear in Scotland. It is also common for people in many
15 other parts of the world to still wear clothing that resembles skirts. In Thailand, for instance, men sometimes wrap a long, skirt-like piece of material around their legs while working, relaxing, and traveling. Moreover, skirts are a lot more comfortable than many other types of clothing, especially in hot weather and tropical locations. Many of them are made from light materials that help their wearers to stay cool. In addition, skirts can
20 be very attractive and fashionable. They come in a wide variety of colors and designs that help people look good and stand out.

Over the last few decades, some famous Western fashion designers and celebrities have been seen promoting and wearing skirts for men. In 1984, the legendary French fashion designer Jean Paul Gaultier made history by showing off men in skirts at a fashion show in Paris.

25 Nowadays, skirts for men are available from many different clothing companies and online shopping websites. As for celebrities, American actor Vin Diesel and British soccer sensation David Beckham have been photographed wearing skirts in public places.





Does this mean that we should expect to see more men and boys wearing skirts in public places in the future? That remains to be determined. The actions of the British schoolboys and French bus drivers did not launch a new global fashion trend. However, they did raise awareness of the issue and got more people thinking positively about the possibility of men wearing skirts. So, men in skirts might not become the norm in the coming years, but the idea does slowly seem to be gaining acceptance. At the very least, men and boys now have another option when the weather gets too hot for them to wear long pants.



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

1. Why were the men and boys not allowed to wear shorts to work or school?

2. How did the men and boys solve this problem?

3. How did people feel about the solution that the men and boys came up with?

4. Does the writer think that more men and boys will wear skirts in the future?

C CLOSE READING Reread lines 17–19 in the article. Then circle the correct answers.

1. In line 19, the word *them* refers to _____.
 - a. other types of clothing
 - b. tropical locations
 - c. skirts
2. In line 19, the writer mentions light materials to give a reason why _____.
 - a. skirts are more comfortable than other types of clothes
 - b. other types of clothes are more comfortable than skirts
 - c. skirts are not good for some people in tropical locations

D Read the Reading Skill. Then reread the article.

1. Underline the phrase that introduces the argument about wearing skirts.
2. Circle the words or phrases that add more reasons.

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

READING SKILL Identify supporting reasons

Writers often provide reasons to support their arguments. Sometimes they introduce the reasons with expressions such as *there are several reasons why*. Then they add more reasons with words and phrases like *to begin with*, *also*, *in addition*, *what's more*, and *furthermore*.

What is a new fashion trend where you live?



4 MAKE IT PERSONAL

A THINK Remember a time when you thought a dress code or another rule wasn't fair. Why did you think the dress code or rule was unfair? What did you do?

B PAIRS Share your experiences. How did your classmates feel about the rules they thought were unfair? What did they do?

1 BEFORE YOU WRITE

- A** How do you usually eat pizza? Do you ever use a knife and fork?
- B** Read Hana's blog. What did she recently learn how to do?



HANA LEE

@HanaL

Did you know that there's a right way to eat pizza in New York? Read my new blog post to find out!

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Search

Eating Pizza Like a New Yorker

Every time I'm at the New York City office, I like to try something new for lunch. Yesterday, I checked out a famous pizza place with some co-workers and learned the secret of eating pizza like a New Yorker. Here's what I found out.

To begin with, you have to choose what kind of pizza you want right away. Most pizza places in New York City sell pizza by the slice. They keep their pizza inside a glass case near the front door. So, you have to step up to the case and tell the clerk what kind of pizza you want and how many slices you need. Sometimes, you have to wait for the clerk to warm them up. Once your slices are ready, you can take them to an empty table and sit down.

Next, you need to decide if you want to add any of the extra toppings at the table to your pizza. A lot of pizza places provide red pepper flakes, parmesan cheese, and black pepper. I like to add a little parmesan cheese to my slices. This makes them taste even cheesier!

After that, you have to figure out how to hold each slice so you can eat it. There are a couple of different ways to do this. For example, you can simply fold it in half from one side of the crust to the other. You can also bend it in half by pushing down on the middle of the crust with one finger. Then you can put your other fingers underneath to support it. Just never, ever, cut it with a knife and fork!

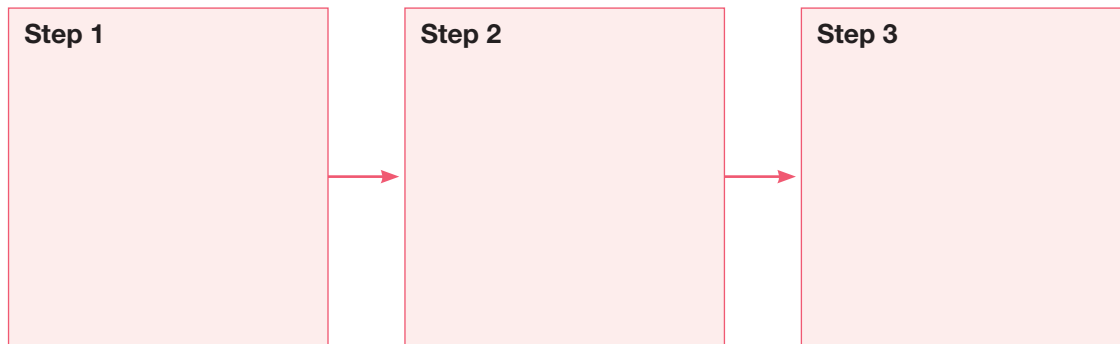
Last but not least, make sure you enjoy what you're eating. New Yorkers put a lot of effort into making great pizza, and they're really proud of their work. So, the least you can do is show that you loved every bite.

As you can see, it's really not that hard to eat pizza like a New Yorker. It just takes a little practice. Now that I know how, I can't wait to go back and try out some of the other famous pizza places in the city.

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- C** Read the blog again. Take notes in the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread Hana's blog. Underline the words and phrases she uses to show the sequence of events.

WRITING SKILL Show the sequence of events

Use words and phrases such as *first*, *to begin with*, *next*, *after that*, *the next step is*, *at the same time*, and *last but not least* to show the sequence of events.

3 PLAN YOUR WRITING

- A THINK** What is something that you have recently learned how to do? What are the steps in the process? Draw a chart like the one in 1C.

- B PAIRS** Explain the process.

I recently learned a great new way to make guacamole. To begin with, you need to go out and find some really fresh avocados...

4 WRITE

Write a blog about something that you have recently learned how to do. Be sure to include at least three steps. Remember to use words and phrases to show the sequence of events. Use the blog in 1B as a model.

Pre-writing tip

Make a mental image of each step in the process. This will help you to explain the steps clearly and completely.

5 REVISE YOUR WRITING

- A PAIRS** Exchange blogs and read each other's writing.

1. Did your partner include at least three steps? Underline them.
2. Did your partner use words and phrases to show the sequence of events? Circle them.

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

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶ 06-21 Listen or watch. What is the topic of the presentation?



B ▶ 06-22 Listen or watch again. Answer the questions.

1. What culture is the *quinceañera* from?

2. What does the *quinceañera* celebrate?

3. What three customs does the *quinceañera* include?

C Read the presentation skill. How can you remember to use this skill?

D Make your own presentation.

Step 1 Research a tradition from a culture that you're familiar with.

Step 2 Prepare a two-minute presentation about the tradition. Include what the tradition is, what culture it is from, what customs it includes, and why it interests you. Bring an item or picture that is related to the tradition.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.



PRESENTATION SKILL

Vary your intonation

As you are speaking, make your voice rise and fall instead of speaking in a monotone. This will make your voice easier to understand and more interesting.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

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

Speaking objectives

- ☐ Describe a decorative object
- ☐ Describe music you like
- ☐ Discuss traditional food

Vocabulary

- ☐ Materials and decorative objects
- ☐ Musical terms and descriptions

Conversation

- ☐ Express surprise

Pronunciation

- ☐ Pausing and intonation with relative clauses

Listening

- ☐ Listen for supporting details

Grammar

- ☐ Simple present and simple past passive
- ☐ Restrictive and non-restrictive relative clauses
- ☐ *You, they, can / can't, could / couldn't* for general truths

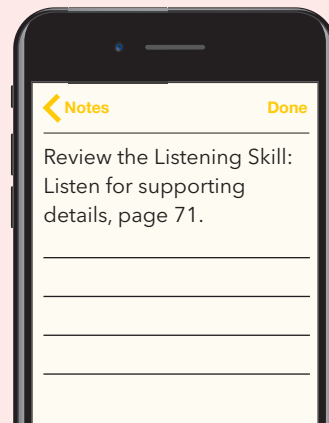
Reading

- ☐ Identify supporting reasons

Writing

- ☐ Show the sequence of events

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.





WHEN DO YOU FLY OUT?

LEARNING GOALS

In this unit, you

- ⊗ talk about air travel preferences
- ⊗ talk about travel memories
- ⊗ discuss past transportation predictions
- ⊗ read about unique transportation systems
- ⊗ write a thank-you email



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Elena's message. How does she feel about traveling?



ELENA RUBIO

@ElenaR

I always say the best part of traveling is what happens on the way there. What do you think?

LESSON 1

TALK ABOUT AIR TRAVEL PREFERENCES



ELENA RUBIO

@ElenaR

There are aisle-seat people and window-seat people. No one is a middle-seat person, right?



1 VOCABULARY Air travel terms

A ▶ 07-01 Listen. Then listen and repeat.

landing: the act of bringing a plane down to the ground
 takeoff: the act of making a plane rise into the air
 a terminal: a building where people wait to get on planes
 a carry-on: a small bag that a person is allowed to take on a plane
 a boarding pass: an official document that a person has to show before getting on a plane
 security: the area of an airport where people and their bags are checked for illegal items
 an aisle: a long passage between rows of seats on a plane
 economy class: the cheapest type of seats on a plane
 business class: seats on a plane that are more expensive than economy class
 first class: the most expensive seats on a plane

B Complete the sentences with words from 1A.

1. I love flying business class, but usually I can only afford to fly _____.
2. While _____, the buildings below us started to look bigger and bigger.
3. You must show your ID and _____ before you can get on the plane.
4. Your carry-on is checked by an X-ray machine at _____.
5. _____ is located between first class and economy class.
6. Just before _____, we watched a short safety video on the plane.
7. Our flight is leaving from gate 18 in _____ 2.
8. You should take only one _____ with you on the plane.
9. _____ is the most expensive, but it also has the most space.
10. Last time I got a window seat, but this time I got a(n) _____ seat.

C PAIRS Talk about the last time you flew. Use the words from 1A.

2 GRAMMAR Comparisons with gerund and noun phrases

Use gerund and noun phrases to make comparisons between ideas or things. We can use them to talk about preferences and the advantages and disadvantages of something.

Statements

Noun phrase	Verb	(Not)	Comparative	Than	Noun phrase
That terminal	is	(not)	less / more crowded	than	the other terminals.
Gerund phrase					Gerund phrase
Sitting on the aisle	is	(not)	better / worse	than	sitting next to the window.

Questions

Verb	Noun phrase	Comparative	Than	Noun phrase
Is	that terminal	less / more crowded	than	the other terminals?
	Gerund phrase			Gerund phrase
Is	sitting on the aisle	better / worse	than	sitting next to the window?

>> FOR PRACTICE, GO TO PAGE 143



3 PRONUNCIATION

A ▶ 07-02 Read and listen to the pronunciation note.

B ▶ 07-03 Listen. Notice how *than* is reduced. Then listen again and repeat.

1. Terminal 5 is less crowded than other terminals.
2. The food on this flight was a lot better than the food on my last flight.
3. Overnight flights are often cheaper than daytime flights.

C **PAIRS** Practice the sentences in 3B. Create your own sentences using *than*.

Reduced pronunciation of *than*

The comparative conjunction *than* is unstressed, and the vowel is reduced to /ə/: /ðən/.

Than is very short and blends with the words around it. The comparative words *more* and *less* are both stressed.

4 CONVERSATION



A ▶ 07-04 Listen or watch. What do Elena and Gina talk about?



B ▶ 07-05 Listen or watch again. Answer the questions.

1. What is Elena doing when Gina greets her?
2. What kind of seat did Elena get on the plane?
3. What does Elena need to do before she forgets?
4. Why doesn't Elena like to use the airline app?



Do you think Elena will use an airline app the next time she flies? Would you use one?



C ▶ 07-06 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Gina: You like sitting next to the window? I prefer an _____ seat myself.

Elena: Really?

Gina: Yeah. It's _____ sitting next to the window. It's so much easier to get up and move around.

Elena: True. But don't you hate having to get up for people when they want to get in or out? That always bothers me.

5 TRY IT YOURSELF

A **THINK** What are your air travel preferences? Think about things like making reservations, checking in, and seating. Use the adjectives in the box and your own ideas.

faster / slower	more convenient / inconvenient	more comfortable / uncomfortable
safer / more dangerous	more relaxing / stressful	easier / more difficult

B **PAIRS** Compare your preferences. Use the conversation in 4C as an example.

A: I find checking my bags more convenient than walking around the terminal with them.

B: Really? I prefer taking my bags on the plane with me.

C **REPORT** Tell the class about your travel preferences. What are the most common air travel preferences? Do most people have the same preferences?



LESSON 2

TALK ABOUT TRAVEL MEMORIES



1 VOCABULARY

Train and car travel terms

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



ELENA RUBIO

@ElenaR

What's the safest form of transportation? Surprise! It's the airplane, followed by the bus, subway, train, ferry, car, and motorcycle.

Train travel terms

the tracks: two metal lines along which trains travel

a delay: a situation in which someone or something is made to wait

on time: at the right time, and not early or late

a car: one of the connected parts of a train that people sit in

on board: on a train, ship, or plane

Car travel terms

a road trip: a long journey you take in a car, usually with friends

a breakdown: when a car stops working during a trip and must be fixed

a roof rack: a frame attached to the top of a car that allows you to store things

a trunk: the part at the back of a car where you can put bags and other large things

the brakes: the equipment that makes a car slow down or stop

B ▶ 07-08 Listen. Which travel term is the speaker describing? Write a word or phrase from 1A.

- | | | | |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 9. _____ |
| 2. _____ | 5. _____ | 8. _____ | 10. _____ |
| 3. _____ | 6. _____ | | |

C PAIRS What are the differences between train travel and a road trip?

2 GRAMMAR Past habits with *would* / *used to*: Review and expand

We can use *would* and *used to* to talk about habits that don't happen anymore.

	Subject	Would / used to	Base form of the verb	
When I was a child,	I	would / used to	travel	by train.
As a child,	you	didn't use to		

Notes

- When we talk about the past, *would* often has the same meaning as *used to*. However, *would* can only be used for past habits, while *used to* can be used for past habits, states, and situations. The simple past can also be used for past states and situations: *Sam used to be a pilot.* / *Sam was a pilot.* NOT: *Sam would be a pilot.*
- When we talk about past habits, it is clearer to start by using *used to* rather than *would* so the listener is sure we're talking about the past.
- Use *use to* instead of *used to* for questions and negative statements with *did*: *Did...use to...?* or *I didn't use to...*
- We often use *would* instead of *used to* or the simple past when talking about happy memories.
- Use the simple past to talk about past events that happened only once.



>> FOR PRACTICE, GO TO PAGE 144

3 CONVERSATION SKILL

- A** ▶ 07-09 Read the conversation skill. Listen.
Notice that Speaker B responds by showing strong agreement.

1. A: I heard you went to Vancouver last summer. That must have been fun.
B: Definitely! It's one of my favorite cities in the world.
2. A: I love it when the train isn't that crowded.
B: I couldn't agree more. It's much easier to get work done.

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

Show strong agreement

You can show that you strongly agree with someone by using one of the following expressions:

More informal	More formal
Definitely!	I couldn't agree more!
Totally!	You're absolutely right!
No question!	
For sure!	

4 CONVERSATION



- A** ▶ 07-10 Listen or watch. What do Gina and Elena mainly talk about?



- B** ▶ 07-11 Listen or watch again. Answer the questions.

1. Where is Elena going next week?
2. What does Elena ask Gina?
3. What did Elena use to do every summer with her family in Peru?
4. What does Elena remember the most about her childhood trips?



- C** ▶ 07-12 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Gina: When I was a kid, my family _____ take the train to visit my grandparents in Chicago every year.

Elena: Whoa! From New York? That must have been a long trip!

Gina: _____! It took about 24 hours each way. But it was a lot of fun. We'd play card games for hours. When we got hungry, we'd eat in the dining _____.

Elena: That does sound fun.

Do you think Elena will decide to take the train or drive to Philadelphia? Give reasons.

5 TRY IT YOURSELF

- A** THINK What is a trip you used to take? Complete the chart.

Where would you go?	
How would you get there?	
What would you do?	
What do you remember the most?	

- B** PAIRS Student A: Share your travel story. Student B: Respond with an expression from 3A when you strongly agree with something. Use the conversation in 4C as an example.

- C** REPORT Tell the class about your partner's travel story. Whose story is the most interesting? Whose is the funniest?



LESSON 3

DISCUSS PAST TRANSPORTATION PREDICTIONS



ELENA RUBIO

@ElenaR

Just watched a talk about the kinds of transportation people thought we'd be using by now. There were some pretty strange ideas!

1 BEFORE YOU LISTEN

- A** Think of science fiction movies or TV shows you have seen. What kinds of technology do they predict there will be in the future?



- B** 07-13 **VOCABULARY** Listen. Then listen and repeat.

instantly: immediately

predict: to say what is going to happen before it happens

a prediction: a statement saying what is going to happen before it happens

fascinate: to interest someone very much

unrealistic: not based on facts, not likely to happen

underestimate: to think something is smaller or less important than it really is

urge: to try hard to persuade someone to do something

a fad: something that is popular for a short time

- C** Complete the sentences with words from 1B.

- When we were kids, my friend made a silly _____ about the future, and this year it actually came true.
- In the old days, it was hard for people to stay in touch, but now we can communicate _____.
- We often don't notice how fast things are changing, so we _____ how different the future will be.
- When there's a new type of technology, it can be difficult to _____ if it will last or if it's just a(n) _____.
- It would be fun to have flying cars, but the idea is still pretty _____.
- The CEO held a meeting to _____ his employees to work harder and come up with some new ideas.
- Movies about space travel _____ people of all ages.

2 GRAMMAR *It + past passive*

Use the past passive with *it* to describe past beliefs about the future.

<i>It + past passive</i>	<i>That</i>	Subject	<i>Would + verb</i>	
It was thought	that	we	would have	flying cars soon.
It was believed	that	planes	would get	faster and faster.
It was expected	that	the airship	would be	a major form of transportation.

Note: *It + past passive* is also used to describe beliefs in the past that are *not* about the future:

It was believed that train travel was dangerous.

It was thought that the plane had crashed.



>> FOR PRACTICE, GO TO PAGE 145

3 LISTENING



A ▶ 07-14 Listen or watch. What is the main idea of the talk?



B ▶ 07-15 Read the Listening Skill. Listen or watch again. Circle the correct adverb of degree to complete the sentence.

LISTENING SKILL Listen for adverbs of degree

Speakers often use adverbs of degree to strengthen or weaken a quality they are describing. These words can be an important clue to how strongly the speaker feels about a particular point.

Strengthening

extremely really quite

Weakening

somewhat a bit fairly

1. It's easy to be *a bit / quite* disappointed with our progress.
2. Maybe our ideas about flying have been *somewhat / extremely* unrealistic.
3. We need to be *fairly / really* careful about saying that things won't happen.



C ▶ 07-16 Listen or watch again. Complete the sentences with the correct type of transportation.



helicopters



airplanes



wings



automobiles



airships



submarines

1. French artists imagined firefighters with _____.
2. *Popular Mechanics* thought we would have personal _____ in our garages.
3. In the 1930s, people thought _____ would be a major form of transportation.
4. Supersonic _____ didn't succeed because they were too loud and expensive.
5. H.G. Wells said that we would never have _____.
6. A well-known businessman said _____ were just a fad.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. If you grew up on science fiction, like I did, it's hard not to feel a little let down that we don't have all the cool stuff we've seen in the movies.

2. It was widely expected that super-fast planes would take over the airline industry.

3. Flights were too expensive and too loud. Because of these issues, supersonic flights lost their appeal.

E PAIRS Compare your answers in 3D.

4 DISCUSSION

A THINK What predictions about transportation, cities, homes, and the environment were made in the past? What is expected to happen now? Take notes.

B GROUPS Share your predictions from 4A.

C EVALUATE Report to the class. Have any of the past predictions come true? Do you think any others will? When?

■ I CAN DISCUSS PAST TRANSPORTATION PREDICTIONS.



LESSON 4

READ ABOUT UNIQUE TRANSPORTATION SYSTEMS



ELENA RUBIO

@ElenaR

Can you imagine getting on an escalator that is 800 meters long?

1 BEFORE YOU READ

A PAIRS What are some of the ways you have traveled? Which ways were unusual?



B **07-17 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

transport mountainous horizontal escalator practical a commute steep

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 145

2 READ

A PREVIEW Read the title and the subheadings. Look at the pictures. What do you think the article will be about?

B **07-18** Read and listen to the article. Was your prediction correct?

Home | Technology | Work | Social Media

UNIQUE WAYS OF TRAVELING UP AND DOWN

Transportation usually moves people from side to side. Not every city, however, has the right conditions to transport everyone in this way. In places such as Hong Kong, Medellín, and Quebec City, urban planners have had to develop unique transportation systems that carry people mainly up and down.

5 Hong Kong

Hong Kong is an extremely mountainous city, so horizontal movement is limited. It took urban planners a while to find a solution to this problem. Finally, in 1993, they opened the Central-Mid-Levels escalator and moving walkway system. It connects the lower Central district of Hong Kong Island with the higher Mid-Levels district.



Central-Mid-Levels escalator and moving walkway system

10 At 800 meters (2,600 feet) long, it is the largest outdoor covered escalator and moving walkway system in the world. It is lined with shops and restaurants, so it is not only a practical way to move people around, it is also a huge tourist attraction. In fact, it has been called one of the world's coolest commutes.

Medellín

15 In Medellín, Colombia, the problem was slightly different. Urban planners needed to figure out how to help people who lived on the steep hills around the city. These people had a hard time making it down to the main part of the city for shopping, school, and work because there were so few public buses.



Metrocable gondola system

20 The solution turned out to be the Metrocable gondola system. Opened in 2004, this transportation system connects people on the hillsides with other public transportation options in the city. It has already made a huge difference. The first line, Line K, carries about 30,000 people every day, and greatly reduces their commuting time. The city continues to add new lines to the system in order to increase the number of people it serves.

> 25 Quebec City

In Quebec City, Canada, the problem was how to link two different parts of the city. Urban planners wanted to connect the Lower Town section with the Upper Town section. These two parts of the city are not far apart, but they are separated by a steep hill.

- 30 The Old Quebec Funicular became the solution to this problem. A funicular is a type of railroad that uses cables to move cars up and down. Serving both the residents of Quebec and tourists, it opened in 1879 as a water-powered system and switched to electric power in 1907. Despite stretching just 64 meters (210 feet), it rises 59 meters (194 feet) at a 45-degree angle, making it feel like an
- 35 amusement park ride. It gives people a fun, more relaxing way of getting from one part of the city to the other.

By 2050, experts predict that there will be 10 billion people on Earth and more than 6.5 billion of them will live in cities. This will create new challenges for the world's current transportation systems. It is likely that urban planners will have to come up with new systems to help everyone get around.



Old Quebec Funicular

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

1. Why can't transportation always move in a horizontal direction?

2. What three transportation systems are described in the article?

3. Why might urban planners have to develop new transportation systems in the future?

C CLOSE READING Reread lines 2-3 in the article. Then circle the correct answer.

The three cities are examples of places that _____.

- a. can move everyone horizontally
- b. can't move everyone horizontally
- c. plan to move everyone horizontally

D Read the Reading Skill. Then reread the article and complete the chart.

City	Problem	Transportation solution
Hong Kong		
Medellín		
Quebec City		

READING SKILL Identify problems and solutions

Writers often organize a text by mentioning a problem first and then giving the solution. They sometimes introduce problems and solutions with phrases such as *the problem was...* and *the solution turned out to be...*

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

What new transportation systems are being developed in other cities?



4 MAKE IT PERSONAL

A THINK What are some of the problems with transportation where you live? How could they be solved? What are some unique solutions?

B PAIRS Share your ideas. Which solutions are the best? Which are the most realistic?

☐ I CAN READ ABOUT UNIQUE TRANSPORTATION SYSTEMS.

LESSON 5

WRITE A THANK-YOU EMAIL

1 BEFORE YOU WRITE

- A** When was the last time you sent someone a thank-you letter or email? Who was it to? Why did you write it?
- B** Read Elena's emails. How are they the same? How are they different?



ELENA RUBIO

@ElenaR

Back from a marketing conference in Philadelphia. Met so many smart, interesting people.

Subject: Global Digital Marketing Trends Conference

From: Elena Rubio To: Dr. Cheryl Borck

Dear Dr. Borck:

I want to express my sincere appreciation for your planning and hosting the recent Global Digital Marketing Trends Conference in Philadelphia. I especially want to thank you for giving me the opportunity to present on digital marketing in Latin America. The Latin American market is growing quickly, and it was very valuable to have the opportunity to reach so many people from around the world.

You and your staff obviously took great care to make the conference a success, from choosing a convenient venue to promoting the event globally. On a personal level, I was very pleased with the room and equipment for my presentation. I also appreciated that your staff was always there to solve problems and answer questions.

If you ever plan to hold a conference in Peru, please don't hesitate to contact me. I would be more than happy to help in any way I can.

Sincerely,

Elena Rubio

Subject: Great to see you!

From: Elena Rubio To: Silvia Dastis

Hey Silvia,

Just wanted to say thanks for taking me out to lunch while I was in Philly for the conference. It was great to see you and catch up.

That little café you took me to was wonderful. I loved the Latin American music and the beautiful view of the city. Fantastic food, too! I was so surprised that they had ceviche on the menu. It was as good as my mom's, or maybe even better. I'll definitely have to go back there the next time I'm in town.

If you ever have the chance to visit Peru, let me know. I'll take you to one of my favorite cafés. It's near my office and famous for its homemade desserts.

Anyway, thanks again and keep in touch!

Best,

Elena

C Read the emails again. Complete the chart.

Parts of the emails	Email #1	Email #2
Greeting		Hey Silvia,
Main reason for saying thanks	planning and hosting a conference	
Details for saying thanks		Latin American music, beautiful view, fantastic food
Closing	Sincerely, Elena Rubio	

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the first email. Underline the formal expressions in the email that have the same meaning as the informal expressions below.

1. Thank you so much for organizing the conference...
2. Thanks for letting me present...
3. ...it was great to get the chance...
4. You and your staff made sure the conference went well...
5. your staff was always there to help...

WRITING SKILL Choose the right level of formality

Think about who you are writing to and why you are writing to this person. This will help you to decide whether to use formal or informal language. Formal writing usually has full sentences and more professional greetings and closings. It usually does not have contractions or emotional language.

3 PLAN YOUR WRITING

A THINK Who is someone you could send a thank-you email to? Why could you thank this person? Draw a chart like the one in 1C.

B PAIRS Talk about who you could thank and why you could thank this person.

4 WRITE

Write a thank-you email to the person you chose in 3A. Include a main reason for saying thanks and specific details. Use the right level of formality. Choose one of the emails in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read each other's writing.

1. Did your partner include a main reason for saying thanks and specific details?
2. Did your partner use the right level of formality?

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

Writing tip

Read your first draft out loud several times. This will help you know if it sounds too formal or informal.

6 PROOFREAD

Read your email again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE A THANK-YOU EMAIL.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** ▶ 07-19 Listen or watch. What is the topic of the presentation?



- B** ▶ 07-20 Listen or watch again. Answer the questions.

1. How does Junio describe the place in the presentation?

2. What three activities does Junio recommend doing there?

- C** Read the presentation skill. How can this skill help your audience?

- D** Make your own presentation.

Step 1 Think about a place that you are interested in or have visited. Recommend three activities your classmates should do there.

Step 2 Prepare a two-minute presentation about the activities you recommend. Bring an item or picture that is related to the place or activities.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Repeat your main ideas

To emphasize the most important points of your presentation, say them more than once.

How did you do? Complete the self-evaluation on page 165.



2 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 air travel preferences
- ☐ Talk about travel memories
- ☐ Discuss past transportation predictions

Vocabulary

- ☐ Air travel terms
- ☐ Train and car travel terms

Conversation

- ☐ Show strong agreement

Pronunciation

- ☐ Reduced pronunciation of *than*

Listening

- ☐ Listen for adverbs of degree

Grammar

- ☐ Comparisons with gerund and noun phrases
- ☐ Past habits with *would / used to*
- ☐ *It* + past passive

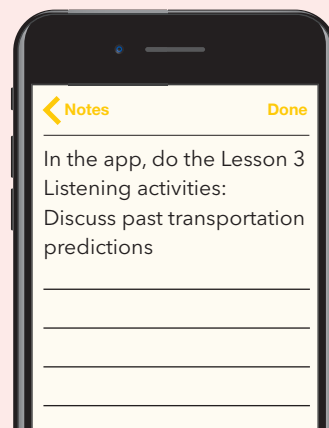
Reading

- ☐ Identify problems and solutions

Writing

- ☐ Choose the right level of formality

- 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 HAVE YOU BEEN?

LEARNING GOALS

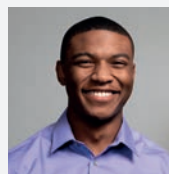
In this unit, you

- ⊗ talk about interacting with people
- ⊗ talk about self-improvement
- ⊗ discuss your bucket list
- ⊗ read about overcoming rejection
- ⊗ write a narrative



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Michael's message. How does he feel?



MICHAEL STEWART

@MichaelS

I've always believed that we don't learn from experience—we learn from reflecting on experience.

LESSON 1 TALK ABOUT INTERACTING WITH PEOPLE



MICHAEL STEWART

@MichaelS

Just had a difficult meeting with a new client. May have to start over on this project.



1 VOCABULARY Ways of behaving

A ▶08-01 Listen. Then listen and repeat.

keep your cool: to stay calm and focused in a difficult situation
 make fun of: to make unkind jokes about someone or something
 lose your temper: to become very angry, usually suddenly
 be hard on: to treat someone in an unfair way or be too strict
 talk back: to answer a parent or a teacher in a rude way
 raise your voice: to speak loudly because you are angry
 overreact: to respond too strongly or emotionally to a situation
 talk it over: to discuss something with someone to help you decide what to do
 work it out: to find a solution to a problem by thinking about it carefully
 deal with: to do something about a problem

B Write the words from 1A in the correct column.

Appropriate behavior	Inappropriate behavior

C PAIRS Talk about times when the words in 1A described your behavior.

2 GRAMMAR Modals for past regrets and possibilities

Use *should have* to talk about past regrets. Use *could have*, *may have*, and *might have* to talk about past possibilities.

Statements

Subject	Modal	(Not)	Have	Past participle	
I	should could may might	(not)	have	kept	my cool.

Questions

Modal	Subject	Have	Past participle	
Should Could	they	have	kept	their cool?

Notes

- In spoken English, we often use the contractions *should've*, *could've*, and *might've*.
- We also use contractions for the negative form of *shouldn't have* and *couldn't have*.
- We don't use a contraction for the negative form of *may not* or *might not*.
- We don't form questions with *may...have* or *might...have*.

>> FOR PRACTICE, GO TO PAGE 146



3 CONVERSATION SKILL

A ▶ 08-02 Read the conversation skill. Listen. Notice how the speaker acknowledges a mistake.

1. A: Did you send in your report yet?
B: Oh. I have to admit that I forgot to turn it in. I'm so sorry!
2. A: Is this the right meeting room?
B: No. I messed up. I booked the wrong one.

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

Acknowledge a mistake

In addition to saying that we're sorry, we can use these expressions to admit that we made a mistake.

More informal

I messed up.

That's on me.

I know I messed up.

More formal

That's my fault.

I have to admit that...

I take the blame for that.

4 CONVERSATION



A ▶ 08-03 Listen or watch. What do Michael and Elena talk about?



B ▶ 08-04 Listen or watch again. Answer the questions.

1. What is Michael doing when Elena greets him?
2. What happened after Michael sent the schedule?
3. Why did the client have a right to be angry?
4. Why does Elena say, "You live and learn"?



C ▶ 08-05 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



What do you think Michael learned from his experience?



Michael: I had a tough meeting with a client this morning.

Elena: Oh?

Michael: Yeah, I was supposed to send him the schedule for our new project. I thought I'd emailed everything last week, but it was still in my drafts folder. He was furious.

Elena: Oh, no. So how'd you _____ it?

Michael: Of course, I apologized and promised to get him the information right away. I felt bad. I mean, I really _____. I _____ been more organized.

5 TRY IT YOURSELF

A **THINK** Read the scenarios. How could you handle these situations? Take notes.

1 Customer	2 Co-worker	3 Family member
An angry customer upset you and you lost your cool. The customer complained about you. What should you say to your manager?	A new co-worker asked for help, but you said you were too busy. Now, the co-worker isn't very friendly with you. What can you say to make the relationship better?	You and your cousin were joking around. Your cousin said something mean and you lost your temper. Now, your cousin isn't talking to you. What should you say to your cousin?

B **PAIRS** Discuss what you could have, should have, or might have done differently for each scenario and acknowledge your mistake.

C **EVALUATE** Discuss the different responses to the scenarios. Which ones are better than others?



■ **I CAN TALK ABOUT INTERACTING WITH PEOPLE.**

LESSON 2

TALK ABOUT SELF-IMPROVEMENT



MICHAEL STEWART

@MichaelS

It's hard to find time to work on my Chinese grammar. Not enough hours in the day!



1 VOCABULARY Self-improvement language

A 08-06 Listen. Then listen and repeat.

become fluent in: to begin to be able to speak or read a language very well
 become more skilled at: to begin to have the ability to do something very well
 get a feel for: to familiarize yourself with something
 master: to learn a skill or language so well you can do it easily
 commit to: to say you will definitely do something
 get a handle on: to start to understand a situation or how to do something
 excel in: to do something very well
 devote more time to: to spend more time doing something

B What are the steps of the learning process? Complete the chart with the words and phrases from 1A. Some can go in more than one column.

At the beginning	During	At the end

C PAIRS Talk about three things you would like to get better at or learn. Use words from 1A.

2 GRAMMAR Wish and if only: Review and expand

Use *wish* and *if only* to express regrets and wishes for the past, present, and future.

Present wishes				
He wishes (that) If only	he		devoted	more time to studying.
He wishes (that) If only		could	devote	
Future wishes				
They wish (that)	they	could	devote	more time to studying next year.
If only		would		
Past wishes / regrets				
I wish (that) If only	I		had devoted	more time to studying.
I wish (that) If only		could	have devoted	

Notes

- *If only* expresses a stronger meaning than *I wish*.
- We use *if only* to say we would really like things to be different.



>> FOR PRACTICE, GO TO PAGE 147

3 PRONUNCIATION

A ▶08-07 Read and listen to the pronunciation note.

B ▶08-08 Listen. Notice how the vowels are linked.

/y/ /w/

qui^yet, are^ya, re^yality flu^went, po^wetry, co^woperate

C ▶08-09 Listen. Add each word to the correct column in 3B.

- | | |
|--------------|--------------|
| 1. variety | 4. fluids |
| 2. client | 5. diet |
| 3. situation | 6. influence |

D **PAIRS** Practice the words from 3B and 3C.

Link vowels within a word

In words like *quiet*, two vowel letters are pronounced as two vowel sounds. The vowels are in different syllables and are usually linked with /y/ or /w/.

When the first vowel sound is /i/, /eɪ/, /aɪ/, or /oʊ/, the linking sound is /y/: *qui^yet*.

When the first vowel sound is /u/, /ɔɪ/, or /aʊ/, the linking sound is /w/: *flu^went*.

4 CONVERSATION



A ▶08-10 Listen or watch. What do Michael and Elena talk about?



B ▶08-11 Listen or watch again. Answer the questions.

- What is Michael trying to learn?
- What advice does Elena give Michael?
- What has Elena always wanted to do?
- What would be a dream come true for Elena?



C ▶08-12 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



Do you think Michael and Elena will achieve their goals? Why or why not?



Michael: I've been studying Mandarin for a few months now. I'm planning to visit China next summer, and I'd like to be able to speak at least a little bit of the language while I'm there.

Elena: Wow! I'm impressed! I've heard Mandarin can be a tough language to _____.

Michael: Yeah. It's something I've always wanted to learn. But to be honest, I've been struggling to get a handle on it.

Elena: Well, I imagine it takes a lot of practice to become _____.

Michael: Right. There are so many characters to memorize. I just _____ I could devote more time to it.

5 TRY IT YOURSELF

A **THINK** What are three of your goals? What do you wish you could do now to achieve them? What do you wish you had done in the past to help you achieve them? Take notes.

B **PAIRS** Share your goals and wishes. Give each other advice. Use the conversation in 4C as an example.

C **REPORT** Tell your classmates about your partner's goals. What are some popular goals? What are some common wishes?

I CAN TALK ABOUT SELF-IMPROVEMENT.



1 BEFORE YOU LISTEN

- A** What are some of your goals and dreams? Which ones have you already achieved?



- B** 08-13 **VOCABULARY** Listen. Then listen and repeat.

spontaneous: doing things without planning or organizing them first
determined: having a strong desire to do something even when it is difficult
an excursion: a short trip
accomplish: to succeed in doing something
an inspiration: something that encourages you to do something good
fulfilling: making you feel happy or satisfied because you are doing interesting or important things
an ambition: a strong desire to do or achieve something



MICHAEL STEWART

@MichaelS

Just watched a talk about bucket lists. I have so many ideas for mine!

- C** Complete the sentences with words from 1B.

1. That book was a big _____ to me. It made me want to do good things with my life.
2. On my tour, we went on a quick _____ into the mountains one day.
3. My only real _____ is to enjoy my life as much as I can.
4. Sometimes I like to be _____ and try something new without having a reason.
5. It's not easy to master a new language, but I'm _____ to speak English fluently.
6. There are so many things that I want to _____ in my life that I don't think I'll be able to do them all.
7. His job pays well, but it's not _____. He doesn't seem very happy to go to work every day.

2 GRAMMAR Comparisons between clauses

Use *more than* or *less than* to set up a comparison between two clauses.

Clause	More / less than	Clause
You might enjoy your unplanned excursions	more than	you enjoy the view from the Eiffel Tower.
I want to have fulfilling life experiences	more than	I want to travel to new places.
He cares about studying	less than	he cares about seeing the world.

Notes

- In shorter comparisons, we sometimes delete part of the second clause to avoid repetition:
You might enjoy your unplanned excursions more than (you enjoy) the view from the Eiffel Tower.
He cares about studying less than (he cares about) seeing the world.
- In shorter comparisons, we also often use auxiliary verbs to avoid repetition:
We care about having fun more than he does.

>> FOR PRACTICE, GO TO PAGE 148

3 LISTENING



A ▶ 08-14 Listen or watch. What is the main idea of the talk?



B ▶ 08-15 Read the Listening Skill. Listen or watch again.

How does the speaker define or explain the following phrases?

1. kicks the bucket

2. less spontaneous

3. things I know I can do



C ▶ 08-16 Listen or watch again. Answer the questions.

1. What made the idea of bucket lists more popular?

2. What can be two problems with making a bucket list?

3. What are two things on the speaker's bucket list?

4. What are two ideas that people can find online?

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. I got it into my head that I had to see Paris from the top of the Eiffel Tower.

2. I'm sure I missed out on taking some interesting side trips that could have come up along the way.

3. I always keep in mind that my list is a guide, a reminder of my dreams and ambitions.

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK What five things would you put on your bucket list? Take notes.

B DISCUSS In small groups, share your bucket lists. Discuss which items on the lists are the most important to you.

I want to walk on the Great Wall of China more than I want to visit Berlin.

C ANALYZE Report to the class. Put the most important bucket-list items into these categories: travel, learning, family, work, other. Which category has the most items?



LISTENING SKILL Listen for explanations

Speakers often define or explain a word or idea in the phrase or sentence that comes after it. They don't always use expressions like *meaning* or *which means* to introduce these explanations.



I CAN DISCUSS MY BUCKET LIST.

LESSON 4

READ ABOUT OVERCOMING REJECTION



MICHAEL STEWART

@MichaelS

I used to fear being rejected! But as I've gotten older I care about it much less.

1 BEFORE YOU READ

A PAIRS In what situations might people feel rejected?



B **08-17 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

rejection assume overcome an entrepreneur pursue therapy profound

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 148

2 READ

A PREVIEW Read the title and look at the photo. What do you think the article will be about?

B **08-18** Read and listen to the article. Was your prediction correct?

Rejection Isn't Always a TERRIBLE THING

Everyone hates being rejected, whether it's for a job, a university, or even a date. It's easy to assume that you were turned down because you weren't qualified enough, smart enough, or good-looking enough. Most of the time we run away from rejection, never knowing the real reason for it. According to author and presenter Jia Jiang, however, we can overcome it. We can also turn it into a powerful tool that can make our lives better.

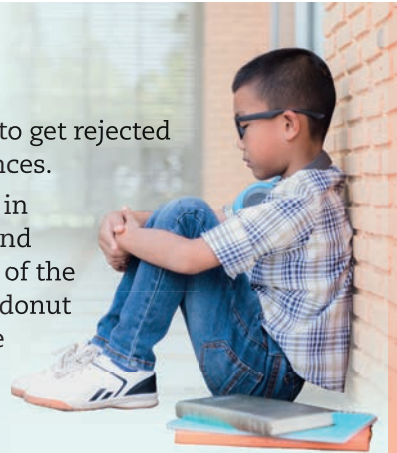
Jiang had his first experience with rejection when he was growing up in China. At the age of six, he was one of only three children in his class not to be chosen to receive a special gift. This experience hurt him deeply and made him never want to be rejected again. When Jiang was fourteen, Bill Gates came and spoke at his school, inspiring him to become a successful entrepreneur. He moved to the United States a couple of years later, eager to pursue his dream. By the age of thirty, however, he was no closer to his goal of becoming a global business leader. When he thought about it, he realized that he was always stopped from doing something important by his fear of rejection.

One day, while searching for a solution to his problem on the internet, he found a website called Rejection Therapy. It suggested that people could overcome their fear of rejection by going out and looking for it. He loved this idea and decided to get rejected once a day for 100 days in a row. He made a

list of 100 simple ways to get rejected and filmed his experiences.

Two of the experiences in particular had a profound impact on him. On one of the first days, he went to a donut shop and asked to have donuts made in the shape of the Olympic rings. He was shocked and touched when the donut maker actually took him seriously and fulfilled his request. Another day, he went to a stranger's house and asked to plant a flower in the stranger's backyard. When the stranger said no, he stayed and asked why. The stranger explained that he had a dog that liked to dig things up. He recommended that Jiang talk to another neighbor who loved flowers instead. Jiang realized that by talking to the stranger he was able to negotiate with him and gain his trust. Through his project, Jiang learned that he didn't need to run away from rejection. In fact, if he stayed and talked, he could turn the rejection into a powerful learning experience. He also discovered that people were often a lot kinder than he had thought.

After the project, Jiang took over the Rejection Therapy website. He also started writing and speaking about his experiences. Since then, he has helped many people to see rejection differently and sometimes even overcome it to get what they want.



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

1. Why wasn't Jiang ever able to do anything important?

2. How did Jiang try to overcome his fear of rejection?

3. What did Jiang learn from trying to get rejected?

4. How is Jiang trying to help others overcome their fear of rejection?

C **CLOSE READING** Reread lines 5-9 in the article. Then circle the correct answers.

1. What does the word *it* refer to in each of the three sentences?
 - a. rejection
 - b. Jia Jiang's fear of rejection
 - c. a tool that can make our lives better
2. What can we infer about Jia Jiang?
 - a. He has already learned how to overcome rejection.
 - b. He still wants to discover how to overcome rejection.
 - c. He does not think that anyone can overcome rejection.

D Read the Reading Skill. Then reread the article and circle the correct answers.

1. How is the transition shown between paragraph 3 and paragraph 4?
 - a. by using a phrase to show contrast
 - b. by repeating the word *experiences*
 - c. by repeating the concept of filming
2. How is the transition shown between paragraphs 5 and 6?
 - a. by repeating the name *Jiang*
 - b. by repeating the website's name
 - c. by using a phrase to show sequence

READING SKILL

Notice transitions between paragraphs

Writers use transitions to connect paragraphs and keep their ideas and information flowing smoothly. Sometimes they make transitions by using words and phrases that show things like sequence, addition, and contrast. Other times, they repeat a word, concept, or idea from the previous paragraph.

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

4 MAKE IT PERSONAL

How else did Jiang try to get rejected?



A **THINK** What do you think of Jiang's experiment for overcoming rejection? Would you try something like this? What else could you do to overcome rejection?

B **PAIRS** Share your ideas. Which are some of the best ways to overcome rejection?

I think that one of the easiest ways to overcome rejection is to talk things over with a friend or family member. The people closest to you can help you feel better and put things in perspective.

LESSON 5

WRITE A NARRATIVE



MICHAEL STEWART

@MichaelS

A decision I made in college changed my life forever. Read my blog about it!

1 BEFORE YOU WRITE

A How do you make important decisions?
Is there anyone you ask for help?

B Complete the sentences with the words in the box.

tryout rapid stable

1. They want him to work here until he retires, so his job is very _____.
2. The coach held a _____ to see who was good enough to be on the team.
3. It is hard to keep up with all the _____ changes in technology.

C Read the blog. What important decision did Michael make?

About | Contact



Search

No Regrets

I love my job! Even after many years, I still look forward to going to the office and working with my amazing teammates every day. Sometimes, though, I think about that day years ago when I made a decision that changed my life forever.

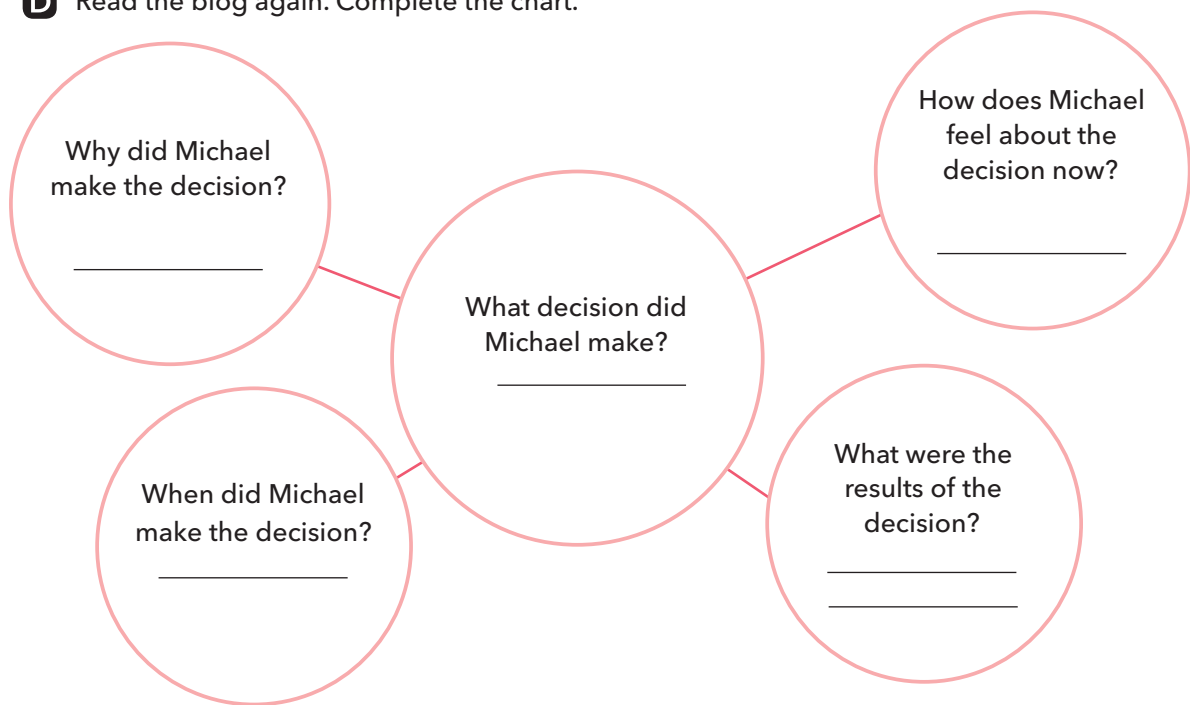
When I was in high school, my passion was playing hockey. In my senior year, my team won the championship, and I scored the winning goal. I was the school hero! I continued to play on a team at university, and I really enjoyed the challenge. I guess I was pretty good since just before graduation, a professional hockey team called and invited me to have a tryout. The only thing I had to do was call the team back and schedule a date. At first, I was really excited, but then I started to have second thoughts. I had already been offered a great job at a new marketing firm that could launch my career. Several times, I picked up the phone to call, but then I stopped. In the end, I never called the hockey team back.

Sometimes I think about how different my life would have been if I had become a professional hockey player. But then I remember that if I had become a big star, I might not have gotten the great job I have today. I like that my current career is stable, while at the same time, the rapid changes in digital technology always challenge me to learn new things. I know that I can grow and advance in my work for years to come.

As much as I like to imagine myself as a great hockey player, I know deep down that I wasn't really that good. Maybe I should have called the team back and gone to the tryout, but I can't change the past, and it's always better to look forward in life. Sure, I'll always wonder what could have happened, but I'll never regret the decision I made to be part of the team I'm on today.



D Read the blog again. Complete the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the blog.
Underline the different verb tenses that you find.

WRITING SKILL Use a variety of verb tenses

Use a variety of verb tenses to tell stories.
Using different verb tenses helps you tell
your story more clearly.

3 PLAN YOUR WRITING

A THINK What important decision has affected your life? Draw a chart like the one in 1D.

B PAIRS Talk about your important decision and how it has affected your life.

4 WRITE

Write a blog about an important decision that has affected your life.
Include a variety of verb tenses. Use the blog in 1C as a model.

Pre-writing tip

Free write for a while
before you start your
first draft. When you free
write, you don't worry
about organization or
grammar. This will help
you come up with ideas
for your first draft.

5 REVISE YOUR WRITING

A PAIRS Exchange blogs and read each other's writing.

1. Did your partner clearly explain the decision and how it has affected his or her life?
2. Did your partner use a variety of verb tenses?

B PAIRS Can your partner improve his or her blog? Make suggestions.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE A NARRATIVE.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** ▶08:19 Listen or watch. What is the topic of the presentation?



- B** ▶08:20 Listen or watch again. Answer the questions.

1. Who challenged Misaki to achieve this goal?

2. What did Misaki have to do to achieve this goal?

3. How did Misaki feel about achieving the goal?

- C** Read the presentation skill. How can this make you a better speaker?

- D** Make your own presentation.

Step 1 Think of a goal you have achieved. How did you achieve it? How did you feel about achieving it?

Step 2 Prepare a two-minute presentation about the goal you achieved. Bring an item or picture that is related to it.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Sound conversational

Although you should practice what you are going to say, you should not sound like you are reading from a script.

How did you do? Complete the self-evaluation on page 165.



2 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 interacting with people
- ☐ Talk about self-improvement
- ☐ Discuss your bucket list

Vocabulary

- ☐ Ways of behaving
- ☐ Self-improvement language

Conversation

- ☐ Acknowledge a mistake

Pronunciation

- ☐ Link vowels within a word

Listening

- ☐ Listen for explanations

Grammar

- ☐ Modals for past regrets and possibilities
- ☐ *Wish* and *if only*
- ☐ Comparisons between clauses

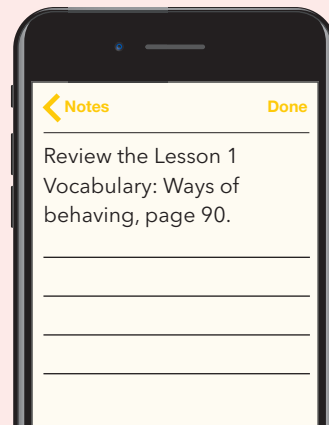
Reading

- ☐ Notice transitions between paragraphs

Writing

- ☐ Use a variety of verb tenses

- 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.





WOULD YOU MIND HELPING ME?

LEARNING GOALS

In this unit, you

- ⊗ ask for help and show appreciation
- ⊗ talk about possible changes at work
- ⊗ discuss ways to solve problems
- ⊗ read about finding a job
- ⊗ write a letter of recommendation



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What's going on?
- C** Now read Hana's message. How does she feel?



HANA LEE

@HanaL

So excited for a new challenge. I'm lucky to have supportive co-workers on my side.

LESSON 1

ASK FOR HELP AND SHOW APPRECIATION



HANA LEE

@HanaL

Working on my application for business school. Anyone know a good editor?



1 VOCABULARY

Elements of the writing process

A ▶ 09-01 Listen. Then listen and repeat.

submit: to turn in a piece of writing for it to be checked or approved
double-check: to look at something again so you are sure about it
draft: to write something that you plan to change before it is finished
edit: to improve a piece of writing by removing mistakes and making other changes
revise: to change a piece of writing by making improvements or correcting mistakes
look over: to check something quickly
organize: to put things into an order or system
brainstorm: to think of different ideas or ways to do something
give feedback: to give your opinion about something

B What are the steps of the writing process? Complete the timeline with the verbs from 1A in the order you would use them.

The Writing Process



2 GRAMMAR *Would / Do you mind* for permission and requests

Use *Would you mind if...?* and *Do you mind if...?* to politely ask for permission.

Use *Would you mind + gerund...?* and *Do you mind + gerund...?* to make polite requests.

Ask for permission

<i>Would / Do you mind</i>	<i>If</i>		Verb	
Would you mind	if	I	made	a suggestion?
Do you mind			make	

Notes

- *Would you mind...?* is more polite than *Do you mind...?*
- Use the simple past with *Would you mind...?* and the simple present with *Do you mind...?*
- Even though the simple past is used with *Would you mind...?*, the request is for the present or future.
- In informal English we sometimes use the simple present with *Would you mind...?*

Make a request

<i>Would / Do you mind</i>	Gerund	
Would / Do you mind	looking over	what I've written?

Notes

- Use the negative form to politely ask someone to stop doing something:
Would you mind not talking during the presentation?
- To accept a polite request, say: *No, I don't mind* or *Not at all*.
- To decline a polite request, say: *I'm sorry, but...; I'd like to, but...; or I wish I could, but....*

>> FOR PRACTICE, GO TO PAGE 149



3 CONVERSATION SKILL

A ▶ 09-02 Read the conversation skill.

Listen. Notice how the speaker expresses appreciation.

1. A: Hey! I just finished looking over your paper. It looks great!
B: Thanks.
2. A: I revised the report.
B: Thank you very much. I really appreciate your help.

B PAIRS Practice the conversations in 3A.

Express appreciation

When someone helps us, we can say, *Thank you* or *Thank you very much*. We can also use these other expressions:

More informal

Thanks.
Thanks a lot.
That's really helpful.
Thanks for your time / help.

More formal

Thank you so much for your help.
Thank you for taking the time to help me.
I'm really grateful for everything you have done.
I really appreciate your help.

4 CONVERSATION



A ▶ 09-03 Listen or watch. What do Gina and Hana talk about?



B ▶ 09-04 Listen or watch again. Answer the questions.

1. What is Hana doing when Gina starts talking to her?
2. Why is Hana applying to graduate school?
3. What advice does Gina give Hana about her application essay?
4. What does Gina offer to do after Hana revises her application essay?



C ▶ 09-05 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



How would you describe the relationship between Hana and Gina? Do they seem to get along well?



Hana: I'm still waiting for a couple of letters of recommendation, and I need to finish this application essay.

Gina: Oh, those things are so hard to write. Is there anything I can help you with?

Hana: Well, actually, could you do me a big favor? _____ looking over these two paragraphs and giving me some _____ ?

Gina: No, not at all. I'd be happy to.

Hana: _____. I really appreciate it.

5 TRY IT YOURSELF

A THINK Imagine that you need help with writing an application for a school program or a job. Complete the chart.

What are you writing?	Why are you writing it?	What do you want help with?

B ROLE PLAY Student A: Politely ask for help with your writing and express appreciation. Student B: Agree to help and offer suggestions. Use the conversation in 4C as an example.

C REPORT Present your writing requests to the class. Which part of the writing process do most people want help with?

■ I CAN ASK FOR HELP AND SHOW APPRECIATION.



LESSON 2

TALK ABOUT POSSIBLE CHANGES AT WORK



HANA LEE

@HanaL

Big meeting at work today.
Wonder what it's all about.



1 VOCABULARY Employment terms

A ▶ 09-06 Listen. Then listen and repeat.

hire: to pay someone to do work
fire: to force someone to leave his or her job
promote: to give someone a more important job
retire: to stop working, usually because of old age
resign: to officially leave your job because you want to
lay off: to end someone's job because there is not enough work
transfer: to move someone from one job or department to another
eliminate: to completely get rid of something, like a specific job or role
assign: to give someone a particular job or responsibility

B Complete the chart with words from 1A.

Positive	Sometimes positive or negative	Negative

C PAIRS Discuss your answers in 1B. Explain your choices.

2 GRAMMAR Modals with the passive

We can use modals with the passive to talk about what is possible or expected in the near future.

Statements

Subject	Modal	(Not)	Passive	
			Base form of the verb	Past participle
Some people	could	(not)	be	laid off.
	should might			assigned to different teams.

Questions

Modal	Subject	Passive	
		Base form of the verb	Past participle
Could Should Might	she	be	transferred to a different department?

>> FOR PRACTICE, GO TO PAGE 150

3 PRONUNCIATION

A ▶ 09-07 Read and listen to the pronunciation note.

B ▶ 09-08 Listen. Notice the intonation in the lists.

Then listen and repeat.

1. People could be transferred,
assigned to new offices, or even laid off.

2. The company will invest more in product development, research, training...

C ▶ 09-09 Listen. If the list is finished, draw a downward arrow (↘). If the list could continue, draw an upward arrow (↗). Then listen and repeat.

1. Paris, Tokyo, New York _____

3. resign, retire, transfer _____

2. hiring, firing, promotions _____

4. directors, managers, employees _____

D **PAIRS** Practice the lists in 3B and 3C.

Intonation in lists

Use *and* and *or* to join words into lists.

The voice usually rises on the first word(s) in the list and falls on the last word.

If the list can continue, use rising intonation and omit *and* or *or*: *Seoul, Lima, Beijing...*

4 CONVERSATION



A ▶ 09-10 Listen or watch. What did Gina and Hana just learn?



B ▶ 09-11 Listen or watch again. Answer the questions.

1. Why does Hana think the meeting is interesting?

2. Why isn't Gina interested in working in another country?

3. Why does Hana think working in another country could be a good idea?

4. When could Hana and Gina be given more information about the changes?



C ▶ 09-12 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.



How do you think Hana feels about the company changes? How about Gina?

Hana: Did you know about the new office opening up in Turkey?

Gina: No, I didn't. But I think it's a good idea. We do a lot of business there.

Hana: Do you think this will affect any of us?

Gina: Well, there'll be a lot of work for those of us in HR. New people will have to be interviewed, _____, and trained.

Hana: Do you think some people _____ transferred there, too?

Gina: It's possible.

5 TRY IT YOURSELF

A **THINK** Read the case studies. What changes could be made at each company? Take notes.

Case Study 1

Company A wants to reorganize its staff to save money and make it more efficient.

Case Study 2

Company B wants to expand to several new countries.

B **PAIRS** Share your ideas. Use the conversation in 4C as an example.

C **COMPARE** Tell the class about your ideas. Do most people agree? Does anyone have experience with company changes? What happened?

I CAN TALK ABOUT POSSIBLE CHANGES AT WORK.



LESSON 3

DISCUSS WAYS TO SOLVE PROBLEMS



HANA LEE

@HanaL

This talk reminds me of my first boss. He described problems as “wake-up calls for creativity.”

1 BEFORE YOU LISTEN

- A** What kinds of problems do people in different jobs have to solve? For example, an architect, a chef, or a store manager?



- B** 09-13 **VOCABULARY** Listen. Then listen and repeat.

turn to: to go to someone or something for help

barely: in a way that almost does not happen, exist

occur to: to suddenly come into your mind

analyze: to examine or think about something carefully in order to understand it

maintain: to make something continue the same way as before

seek: to try to find something

a mentor: an experienced person who advises and helps a less experienced person

relate: to be connected to something in some way

- C** Complete the sentences with words from 1B.

1. My manager taught me a lot about this job. She was a great _____.
2. Could you speak a little louder? I can _____ hear you.
3. We all _____ solutions to our problems, but we don't always find them.
4. We need to _____ this problem thoroughly before we decide on a solution.
5. It seems like my best ideas always _____ me in the middle of the night.
6. Who do you _____ when you're trying to solve a problem?
7. They wanted to redesign the office but _____ the same level of comfort.
8. There is often a way that we can _____ other's experiences to our own. Then we can learn from them and apply this knowledge to our own lives.

2 GRAMMAR *Likely and certain + infinitive*

Use *likely* or *certain* with an infinitive to talk about degrees of probability.

	Be (not)	Likely / certain	Infinitive	
You	are	certain	to face	problems at work occasionally.
	are (not)	likely	to solve	your problems by studying nature.

Notes

- *Likely* is often used with *more* or *less*:
If you study hard, you are more likely to pass the test.
Employees who don't have a mentor are less likely to succeed.
- We often soften *certain* with *almost*:
The blue team is almost certain to win this game.



>> FOR PRACTICE, GO TO PAGE 151

3 LISTENING



A ▶ 09-14 Listen or watch. How was Eiji Nakatsu inspired



B ▶ 09-15 Read the Listening Skill. Listen or watch again. What verb does the speaker use instead of the underlined phrasal verb?

1. There's a reason that employers care about problem-solving skills!
2. Today I'm going to talk about one of those people and how nature helped him solve a problem.
3. You may look for inspiration in what other people have done or written about.



C ▶ 09-16 Listen or watch again. Answer the questions.

1. What problem did Eiji Nakatsu need to solve?
2. Why was Eiji Nakatsu interested in the kingfisher?
3. What was the unexpected benefit of the new design?
4. Besides studying nature, how else do people look for inspiration?

D **VOCABULARY EXPANSION** Read each sentence from the talk. What do the underlined expressions mean?

1. In the end, the new trains were designed with a nose that looked very much like a kingfisher's bill.

2. There are robots that walk like spiders, a swimsuit based on the skin of a shark, and a paint that doesn't get dirty.

3. This kind of engineering is known as *biomimicry*, with the idea being that we can find solutions to human problems by studying, and mimicking, how nature has solved them.

E **PAIRS** Compare answers in 3D.

4 DISCUSSION

A **THINK** When did you last have a problem at work, school, or home? Take notes.

What was your problem?	How did you solve it?

B **PAIRS** Share your problems and solutions.

C **CATEGORIZE** How many people asked someone for help? How many read or watched something? How many solved the problem another way?



LISTENING SKILL Listen for tone and intended audience

Speakers use a different tone, or level of formality, depending on the audience they're speaking to. For example, in a formal educational talk, they may choose formal verbs instead of phrasal verbs, such as *discover* instead of *find out*. Listening for formal word choices can help you identify a speaker's tone.

I CAN DISCUSS WAYS TO SOLVE PROBLEMS.



1 BEFORE YOU READ

- A PAIRS** Have you ever had to look for a job? What was your experience like?



- B** 09-17 **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

realistic satisfying a requirement a salary a quality open-minded

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 151



HANA LEE

@HanaL

How many times do you think you'll change jobs in your lifetime? Read this article for some interesting stats.

2 READ

- A PREVIEW** Read the title. Look at the photo and the lists of questions. What do you think the article will be about?

- B** 09-18 Read and listen to the article. Was your prediction correct?

What Kind of Job Is Best for You?

You're ready to look for your first job, or maybe you're ready to change careers. Unless you're one of those unique people who has always known what you've wanted to do, you may be confused about how to choose and get the job you really want. Since most people spend about 35% of their lives working, this is an extremely important thing to learn how to do.

Start by asking yourself a basic question:

If money were not an issue, what job would I really want to do?

Of course, it's not always possible to do exactly what you want. For example, it may not be realistic for you to suddenly become an astronaut or a professional soccer coach. However, if you can figure out what interests, beliefs, needs, and skills you have, you'll have a better chance of finding a job you love.

There are many tools that can help you do this, such as online career tests. But you can easily decide on your own what job is going to be the most interesting and satisfying for you by asking yourself these questions:

- What interests me the most?
- What beliefs and values are the most important to me?
- What are my personal requirements about salary, location, and level of challenge?

In other words, ask yourself what job will make you want to get out of bed every day, excited to go to work.

Now that you've identified the kind of job you want, let's look at the best ways to see if you are a good match for this job by focusing on your abilities rather than job titles. Consider the following questions:

- What do I really do well?
- What skills do I like using?
- What other qualities can I bring to a job?

>>





Once you've determined what job is right for you, there are some basic things you can do to make sure you get hired.

40

- Research the company you're applying to.
- Find out everything you can about the position.
- Prepare yourself for answering interview questions and selling yourself.

45

Even if you don't find the perfect job right away, don't worry. Nowadays people change jobs an average of twelve times in their lifetime. With the experience you've gained from your first attempt, you're more likely to have a better chance of finding the right job for you the next time. Also, as you decide which job is best for you, always remember to stay open-minded. You may even find something you like that you never expected.

50

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B Answer the questions, according to the article.

1. Why is it important to start by asking yourself what you really want to do?

2. What should you focus on instead of job titles?

3. What can you do to get hired after you figure out what kind of job you want?

4. Why shouldn't you worry if you don't find your perfect job right away?

C **CLOSE READING** Reread lines 1-8 in the article. Then circle the correct answers.

1. In line 3, the writer calls some people *unique* because it is unusual for people to ____ .

- a. change careers when they are older
- b. start working when they are very young
- c. choose a career when they are very young

2. In line 7, the word *this* refers to ____ .

- a. choosing and getting a job you want
- b. spending 35% of your life working
- c. knowing when to start a new career

D Read the Reading Skill. Then reread the article. Find and underline the different ways the writer describes the idea of a "dream job."

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

READING SKILL Emphasize ideas

Writers often write the same things in different ways to emphasize ideas. Doing this also helps to keep a text interesting and avoid repetition.

What is the most common dream job in the world?



4 MAKE IT PERSONAL

A **THINK** What is your dream job? Do you think this article will help you find it? What other things could you do?

B **PAIRS** Share your ideas. Are your dream jobs realistic? How could you find them?



HANA LEE

@HanaL

Just received this letter of recommendation from my boss. So touched by what he wrote.

1 BEFORE YOU WRITE

- A** What do people usually need letters of recommendation for?
- B** Complete the sentences with the words in the box.

hesitate dedicated asset

1. If you notice a problem, don't _____ to call me. I want to know right away.
 2. Frank's knowledge of food was a real _____ to us when we were planning our restaurant menu.
 3. Sarah remained _____ to her charity work. She never missed a day all year.
- C** Read the letter of recommendation. Why was it written?

Dear Director of Admissions:

It is my pleasure to recommend Hana Lee for the MBA program at the International University of Business. Hana has been a sales and marketing representative at TSW for three years, and she is a valuable member of my team.

One of Hana's best qualities is her ability to communicate with others. Last year, she ran a seminar at our local office to explain some of the new company rules and regulations. Her presentation was so good that it was filmed and used for training purposes at TSW offices around the world.

In addition, Hana has always been extremely dedicated to her work. Last month, we had a very short time to complete an extremely important project for our main sales and marketing office. Hana stayed late every day and put in extra hours during the weekend to make sure that the project was completed on time.

Furthermore, Hana demonstrates an exceptional ability to take on leadership roles. Two weeks ago, we needed someone to create a new marketing strategy for one of our most important clients. Hana volunteered to be in charge and put together a team of ten people. Because of Hana's hard work, the team finished the project on time, and it was a huge success.

In conclusion, I believe that Hana is an exceptional candidate for the MBA program at your university. I am certain that her talent, experience, and personality will help her to excel and make her an asset to the program.

If you would like any additional information about Hana, please don't hesitate to contact me.

Sincerely,

John Park
Human Resources Coordinator

- D** Read the letter of recommendation again. Complete the chart.

Reason for the letter of recommendation		
	Hana's strengths	Examples of these strengths
1		
2		
3		
Restatement of the reason for the letter of recommendation		

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the letter of recommendation. Underline the words and phrases that are used to add information.

WRITING SKILL Use transition words and phrases to add information

Add information by using words and phrases such as *in addition*, *moreover*, *furthermore*, *also*, *besides*, and *what's more*.

3 PLAN YOUR WRITING

- A THINK** Imagine that you are writing a letter of recommendation for someone. Who are you writing it for? Why are you writing it? What are the person's strengths? Draw a chart like the one in 1D.
- B PAIRS** Talk about the person you are recommending and what you are recommending this person for. Explain the person's strengths.

4 WRITE

Write a letter of recommendation for someone. Use transition words and phrases to add information. Use the letter of recommendation in 1C as a model.

Pre-writing tip

Ask the person you are writing the letter of recommendation for if anything special should be included. This will help you with the brainstorming process.

5 REVISE YOUR WRITING

- A PAIRS** Exchange letters of recommendation and read each other's writing.
1. Did your partner clearly explain his or her reason for writing the recommendation?
 2. Did your partner include the person's strengths?
 3. Did your partner include specific examples of the person's strengths?
 4. Did your partner use transition words and phrases to add information?
- B PAIRS** Can your partner improve his or her letter of recommendation? Make suggestions.

6 PROOFREAD

Read your letter of recommendation again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE A LETTER OF RECOMMENDATION.

PUT IT TOGETHER

1 PRESENTATION PROJECT



A ▶ 09-19 Listen or watch. What is the topic of the presentation?



B ▶ 09-20 Listen or watch again. Answer the questions.

1. What job does Junio want?

2. Why did Junio get interested in this type of work?

3. What qualifications does Junio have?



C Read the presentation skill. Is this something you knew already?

D Make your own presentation.

Step 1 When people prepare for an interview, they often think of an “elevator speech,” which is a clear and simple way to respond when an interviewer says, “Tell us about yourself.” The typical response is a short description of the person’s background, qualities, and strengths.

Pretend that you are preparing an elevator speech for your dream job.

Step 2 Prepare a two-minute presentation with your elevator speech. Bring an item or picture that is related to your dream job.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Ignore distractions

When you are giving your presentation, do not get bothered by other noises or distractions in the room. Stay focused on what you have to say.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

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

Speaking objectives

- ☐ Ask for help and show appreciation
- ☐ Talk about possible changes at work
- ☐ Discuss ways to solve problems

Vocabulary

- ☐ Elements of the writing process
- ☐ Employment terms

Conversation

- ☐ Express appreciation

Pronunciation

- ☐ Intonation in lists

Listening

- ☐ Listen for tone and intended audience

Grammar

- ☐ *Would / Do you mind* for permission and requests
- ☐ Modals with the passive
- ☐ *Likely* and *certain* + infinitive

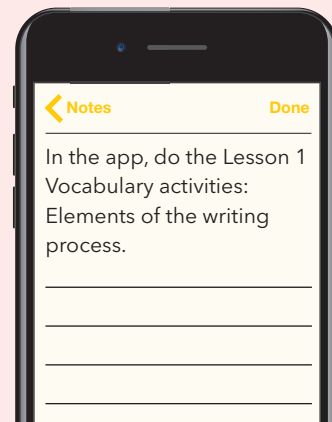
Reading

- ☐ Emphasize ideas

Writing

- ☐ Use transition words and phrases to add information

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



10 HAS THE CITY CHANGED?

LEARNING GOALS

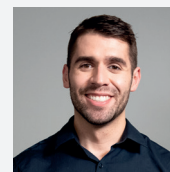
In this unit, you

- ⊗ talk about how cities change
- ⊗ talk about getting around a city
- ⊗ discuss lost and found items
- ⊗ read about how a city has improved
- ⊗ write about a favorite place



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Oscar's message. How does he feel about cities?



OSCAR BLANCO

@OscarB

I never get tired of going back to cities I love. It's like visiting old friends.

LESSON 1

TALK ABOUT HOW CITIES CHANGE



1 VOCABULARY

City features and changes

A ▶ 10-01 Listen. Then listen and repeat.

City features

a **fountain**: an object that makes water go into the air, used as a decoration outside

a **landmark**: something that is easy to recognize and helps you know where you are

an **amphitheater**: a large theater with no roof and rows of seats in a half-circle

a **waterfront**: a part of a town or an area of land next to a lake, a river, or an ocean

a **plaza**: a public area or marketplace surrounded by buildings



OSCAR BLANCO

@OscarB

Almost didn't recognize parts of San Diego. So much has changed since my last visit.

City changes

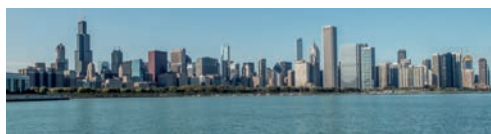
tear down: to destroy or knock down a building

redevelop: to make an area more modern by adding new buildings or improving old ones

renovate: to repair and paint something, especially a building, so that it looks new

construct: to build something large, such as a building or bridge

B Label the pictures with words from 1A.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

C PAIRS Think about an area you know that needs to be improved. Discuss what you would do and explain why. Use words from 1A.

2 GRAMMAR *Do or did for emphasis*

We can use *do* or *did* in affirmative statements to show that we feel strongly about something.

Subject	Do / did	Base form of the verb	
I	do	like	the new fountain.
We	did	go	to Horton Plaza Park.

Notes

- We can use *do* / *did* to express a contrast: *I didn't go to the beach, but I did visit the plaza.*
- We can also use *do* / *did* to make a correction:

A: *I heard you didn't like the performance.* **B:** *No, I did like it. The singers were amazing!*



>> FOR PRACTICE, GO TO PAGE 152

3 PRONUNCIATION

A ▶ 10-02 Read and listen to the pronunciation note.

B ▶ 10-03 Listen. Notice the emphasis of *do*, *does*, and *did*. Then listen and repeat.

1. A: Do you have time to go down to the waterfront for lunch?
B: No, not today. But I do have time to go to the new outdoor market. It's pretty close.
2. A: That new office building downtown is so ugly.
B: I know! But it does have solar roof panels, so it's environmentally friendly!
3. A: The new open areas downtown look fantastic.
B: I think so, too. But it did mean a lot of apartment buildings were torn down.

C **PAIRS** Practice the conversations in 3B. Then create your own conversation, using *do*, *does*, and *did* for emphasis.

Emphasis of *do*, *does*, *did*

When *do*, *does*, or *did* are used to emphasize, correct, or contrast, they are pronounced with extra length and loudness. For example: *I haven't been here long, but I DID notice a lot of new parks.*

4 CONVERSATION



A ▶ 10-04 Listen or watch. What do Pablo and Oscar talk about?



B ▶ 10-05 Listen or watch again. Answer the questions.

1. Where has Oscar just flown in from?
2. Why did Pablo use to go there a lot?
3. What is the city building along the waterfront?
4. Why is Pablo concerned about the new buildings?



Do you think Pablo will check out Horton Plaza Park the next time he's in San Diego?



C ▶ 10-06 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Pablo: Did you have a chance to see the city?

Oscar: A little. I was pretty busy meeting with clients during the day, but I _____ go out one night after work. I saw a free concert in Horton Plaza Park.

Pablo: Horton Plaza Park? That's downtown, right?

Oscar: Yeah, they _____ that whole area. They restored the old _____ and built a wonderful new amphitheater.

Pablo: Nice!

5 TRY IT YOURSELF

A **THINK** What city do you know well? What changes or improvements have been made to it over the years? Take notes.

B **PAIRS** Share your ideas. What are some of the changes you really like or dislike? Use the conversation in 4C as an example.

C **COMPARE** Talk about the cities as a class. What are some of the most common changes and improvements? Which city has changed the most?



LESSON 2

TALK ABOUT GETTING AROUND A CITY



OSCAR BLANCO

@OscarB

Back in NY. You won't believe what happened to me on my way to work this morning.



1 VOCABULARY Verbs for getting around

A 10-07 Listen. Then listen and repeat.

rush: to move or do something quickly because you do not have much time

head out: to leave in a particular direction

get off: to leave a bus, plane, or train

get on: to enter a bus, plane, or train

pull into: to drive a car into a place to park

pull out of: to drive a car out of a place where it is parked

pull over: to drive to the side of the road and stop

be stuck: to not be able to move

B Label the pictures with words from 1A.



1. _____



3. _____



5. _____



2. _____



4. _____



6. _____

C **PAIRS** Explain how you get to school or work. Use words from 1A.

2 GRAMMAR Past perfect with adverbial clauses of time: Review and expand

We can use adverbial clauses of time to show when something in the past happened in relation to another event in the past. Adverbial clauses of time are introduced by time expressions such as *as soon as*, *when*, *before*, *by the time*, *after*, and *once*.

Adverbial clause of time				Main clause		
Time expression		Simple past			Past perfect	
By the time	I	arrived	at my friend's house,	everyone	had gone	home.
Time expression		Past perfect			Simple past	
After	I	had passed	a few stations,	I	knew	something wasn't right.

Notes

- Adverbial clauses are dependent clauses and cannot stand alone as a sentence.
- When an adverbial clause of time begins a sentence, use a comma to separate the clauses.
- Do not use a comma to separate the clauses when the adverbial clause of time comes after the independent clause.

>> FOR PRACTICE, GO TO PAGE 153



3 CONVERSATION SKILL

- A** ▶ 10-08 Read the conversation skill. Listen to the conversations. Notice how one speaker introduces a popular opinion.

- A: Look how bad the traffic is today.
B: Yeah, it's terrible. Everyone says that it gets worse this time of year.
- A: I couldn't catch a cab this morning.
B: Tell me about it. I've heard from so many people that it's faster to just take the bus.

- B** ▶ 10-09 Listen and complete the conversations.

- A: The subway system here is fantastic! The trains are clean and they're always on time.
B: Yep! _____ this city has the best subway system in the world.
- A: I tried to take the new bridge this morning, but I got stuck in traffic for an hour.
B: Oh. I'm sorry to hear that. _____ it's faster to take the old bridge.

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

Introduce a popular opinion

We can introduce opinions that a lot of people share by saying things like:
Everyone says that...
It's a well-known fact that...
Most people think that...
I've heard from so many people that...

4 CONVERSATION



- A** ▶ 10-10 Listen or watch. What do Oscar and Pablo mainly talk about?



- B** ▶ 10-11 Listen or watch again. Answer the questions.

- Why was Oscar late for his first meeting?
- What transportation problem did Pablo have last winter?
- What had happened by the time Pablo arrived at his friend's house?
- How could Pablo's problem with getting around have been worse?



Do you think Oscar will make it to his meeting on time? Why or why not?



- C** ▶ 10-12 **FOCUS ON LANGUAGE** Listen or watch. Complete the conversation.

Oscar: _____ I had passed a few stations, I knew something wasn't right. So I _____ at the next stop, but then I couldn't cross over to the other platform.

Pablo: Ugh.

Oscar: I had to leave the station and cross the street. Of course, it took forever for the light to change.

Pablo: That's awful, but don't feel too bad. I've lived here for years, and I still have trouble with public transportation from time to time.

Oscar: Yeah, _____ this isn't the easiest city to get around in.

5 TRY IT YOURSELF

- A** **THINK** Remember when you had a difficult time getting around somewhere. What happened? Take notes.
- B** **PAIRS** Share your experiences. Use the conversation in 4C as an example.
- C** **REPORT** Tell the class about your partner's experience. Who had the most interesting experience? Whose experience was the worst?

■ **I CAN** TALK ABOUT GETTING AROUND A CITY.



LESSON 3

DISCUSS LOST AND FOUND ITEMS



OSCAR BLANCO

@OscarB

Just watched a talk about lost and found items. I never realized how much stuff people leave on trains and buses!

1 BEFORE YOU LISTEN

- A** What kinds of things do you often lose?
What do other people often lose?



- B** 10-13 **VOCABULARY** Listen. Then listen and repeat.

an exhibition: a public show of something such as art
wander: to walk slowly around without having a clear idea of where you want to go
random: chosen without any pattern
mass transit: a system of trains or buses that people use to travel around an area
on display: in a public place for people to see
reunite: to bring people or things together after they have been separated
belongings: things that you own, especially the ones that you carry with you
thrilled: very excited, pleased, or happy
recover: to get back something that was lost or stolen

- C** Complete the sentences with words from 1B.

- I was _____ to find my wallet after I thought I had lost it.
- Millions of people ride _____ in this city.
- We saw an interesting _____ of black-and-white photographs.
- We're going to _____ around until we see someplace interesting to stop.
- After six years of living in different countries, he was finally able to _____ with his brother.
- We saw her paintings _____ at a café downtown.
- He was hoping to _____ his bicycle after it was stolen, but he never did.
- Make sure you have all of your _____ before you get off the train.
- The art director picked _____ photos to put on the museum's website. No one knew which pictures she was going to choose.

2 GRAMMAR Non-restrictive relative clauses for comments

Use non-restrictive relative clauses to make a comment about a main clause. These relative clauses always begin with *which*. They refer to the entire main clause.

Main clause	Relative clause	
	Which	
A lot of these items are never picked up,	which	isn't surprising.
It will give me a reason to visit the office,	which	could be interesting.

Note: These clauses are more common in informal speech than in writing:

A: *What are you still doing here?*

B: *They said I have to wait another hour, which is ridiculous!*



>> FOR PRACTICE, GO TO PAGE 154

3 LISTENING



A ▶ 10-14 Listen or watch. What was in the *Lost Collection*?



B ▶ 10-15 Read the Listening Skill. Then listen or watch again.

Complete the sentences with the words used by the speaker. Then check (✓) the correct box to show whether the words show a positive or negative attitude.

- The exhibition title, *The Lost Collection*, _____ to me.
- Richard Walker had a(n) _____ idea.
- You can imagine his _____ at recovering his lost art.

Positive

Negative

☐
☐
☐
☐
☐
☐


C ▶ 10-16 Listen or watch again. Answer the questions.

- What is the London Transport lost property office?
- What happens to items that are never picked up from the lost property office?
- What was Richard Walker's idea?
- Why was one man very excited to find his portrait?

LISTENING SKILL Listen for attitude

Speakers show how they feel about a topic by choosing words that sound positive or negative. They may show a positive attitude by using adjectives like *wonderful*, nouns like *happiness*, or verbs like *enjoy*.

They may show a negative attitude with adjectives like *difficult*, nouns like *failure*, or verbs like *dislike*.

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

- I just happened to be near an art gallery with some time to kill. I noticed this interesting black-and-white painting in the window.

- Inside I found a rather random collection of artwork—paintings of trees and flowers, portraits of children, photographs of laughing friends.

- If you ever lose something on a train, on a bus, or anywhere at all, maybe you'll make an effort to track it down.

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK When did you lose or find something interesting or valuable? Complete the chart.

What was the item?	
How / where did you lose or find it?	
If you lost it, did you find it? How?	
If you found it, what did you do with it?	

B DISCUSS In small groups, share your stories. Include comments about how you felt.

C COMPARE Share your stories with the class. How many people lost or found something really valuable? How many people were reunited with lost items?

■ I CAN DISCUSS LOST AND FOUND ITEMS.



LESSON 4

READ ABOUT HOW A CITY HAS IMPROVED



OSCAR BLANCO

@OscarB

How did a densely populated, urban island become the greenest city on the planet?

1 BEFORE YOU READ

A PAIRS Think about where you live or a city nearby. How green is it? What could be done to make it greener?



B **10-17 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

lush greenery eco-friendly a structure a commitment sustain
an impression paradise

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 154

2 READ

A PREVIEW Read the title and look at the pictures. What do you think the article will be about?

B **10-18** Read and listen to the article. Was your prediction correct?

THE GREENEST CITY IN ASIA

Singapore was the last stop on the tour my editor sent me on to find the greenest of the green cities in Asia. As soon as I got off the plane, I realized that Singapore isn't like any of the other cities I've ever visited. To begin with, it's both a big city and a small country. Its approximately six million residents are packed into only 720 square kilometers (280 square miles) of land. Yet, compared to other cities with similar populations, it didn't feel crowded at all. Why? Possibly because there are so many parks, grassy spaces, trees, and gardens, which give it the feeling of having open space everywhere.

When I first got this assignment, I decided to learn how Singapore has become so green. In my research, I found photos of Singapore in the 1950s, when it looked just like any other crowded city. On May 11, 1967, however, Singapore's first prime minister, Lee Kuan Yew, introduced his vision of Singapore becoming a "City in a Garden." He planned to redevelop Singapore into a well-organized city with lush greenery and clean air. Now, many years later, Singapore has millions of trees, hundreds of parks, and rules about how buildings must be eco-friendly.

The first stop on my tour of Singapore was the amazing Gardens by the Bay, a 250-acre nature park with three waterfront gardens located in the middle of the city. It includes the famous Supertree Grove, featuring huge tree-like structures that are covered with tens of thousands of plants and collect enough solar energy to run a nightly lightshow.

My next stop, the Pinnacle@Duxton, is a public housing complex constructed in 2009 as part of former Prime Minister Lee's plan to make the city more attractive and environmentally friendly. Its seven 50-story buildings are all connected at the 26th and 50th floors by sky bridges that have the world's longest sky gardens. On the 50th-floor sky bridge, residents and visitors can relax, exercise, and enjoy amazing views surrounded by nature.

Last, I headed out to the central business district to see the Parkroyal on Pickering Hotel, which is one of the best examples of Singapore's commitment to the environment. This hotel is covered with trees, plants, and gardens that are sustained by solar power and recycled rainwater. There are also waterfalls that provide a natural cooling system and great places to relax.

Home

Shopping

Travel

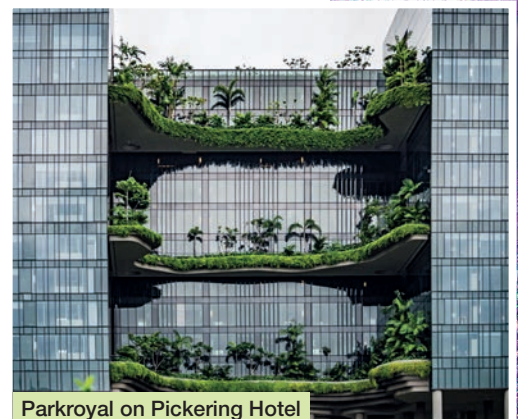
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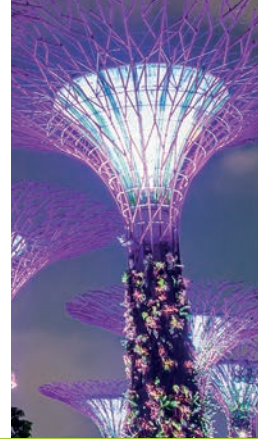
Parkroyal on Pickering Hotel

Supertree Grove in Gardens by the Bay





> By the time I left Singapore, I felt like I had accomplished my goal—to find the greenest of the green cities in Asia. My overall impression was that Singapore was not just a “City in a Garden.” It was also a “Paradise in a Garden.”
35 Now, I can’t wait to go back to Singapore someday. I’m sure that when I’m there, I’ll discover new ways that it is keeping former Prime Minister Lee’s eco-friendly vision alive.



3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

B According to what you read in the article, answer the following questions.

1. How did Lee Kuan Yew plan to make Singapore into a “City in a Garden”?

2. What three places did the writer visit on his tour of Singapore?

3. How have these places made Singapore a greener city?

4. Why does the writer think that Singapore will keep Lee’s vision alive?

C CLOSE READING Reread lines 2-7 in the article. Then circle the correct answers.

1. In line 4, the writer uses *Yet* to show that Singapore is _____.
 - a. the same as other large cities
 - b. different from other large cities
 - c. more crowded than other large cities
2. In line 6, *it* refers to _____.
 - a. Singapore
 - b. open space
 - c. the feeling

D Read the Reading Skill. Then circle the correct answer.

1. Reread lines 1-3. What can you infer about the writer?
 - a. He has not flown on a plane before.
 - b. He has visited other big cities before.
 - c. Singapore is the first big city he’s visited.
2. Reread lines 8-13. What can you infer about the writer?
 - a. He was not an expert on Singapore’s redevelopment before he was told to go there.
 - b. He was an expert on Singapore’s redevelopment before he was told to go there.
 - c. He does not think that it is important to do research before writing a story.

READING SKILL Make inferences

As you read, use information from the text and your own knowledge to make educated guesses about what the writer does not say directly.

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

4 MAKE IT PERSONAL

What are cities around you doing to become greener?



A THINK What else can cities do to become more eco-friendly? Make a list.

B PAIRS Share your ideas. Choose the three best ways that cities could become more eco-friendly.

☐ I CAN READ ABOUT HOW A CITY HAS IMPROVED.

1 BEFORE YOU WRITE

A What is one of your favorite places to visit? What do you like about it?

B Complete the sentences with the words in the box.

browse trendy

1. The new store sells _____ clothes from around the world.
2. It's fun to _____ through the books, even if you aren't going to buy any of them.

C Read the blog. What is it about? Does it make you want to visit Chiang Mai?



OSCAR BLANCO

@OscarB

Have you ever returned to one of your favorite places and noticed it has changed? How did you feel?

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Chiang Mai, Then and Now

Chiang Mai is one of my favorite places in the world. I've been going to this small, beautiful city in northern Thailand for more than twenty years. Every time I'm there, I'm amazed by how much the city has changed and how much it has stayed the same.

On the one hand, so much of what I love about Chiang Mai has been the same for as long as I can remember. For example, I can still eat steaming hot pad Thai at one of the amazing street food stalls. Likewise, I can browse the traditional markets that have been selling goods for hundreds of years. The first time I visited Chiang Mai, I took tuk-tuks everywhere I wanted to go. These three-wheeled motorized taxis were there for me then, and they're still there for me now. Finally, whenever I'm in the city in late fall, I can always enjoy the Loi Krathong Festival and float a candle in a banana-leaf container down the Ping River. On the other hand, a lot has changed in Chiang Mai over the years. When I first arrived in the city, I often ate lunch at a famous old restaurant that had been owned by the same family for generations. The last time I went back, however, the restaurant had been torn down and replaced with a convenience store. In the same way, some of the old shops I used to go to have been replaced with huge air-conditioned shopping malls offering the trendiest brands from around the world. Although I still like to take tuk-tuks, they aren't as popular as they used to be. Nowadays, most tourists and locals prefer to use the new ride-sharing services when they need to go somewhere. While some people might be bothered by these changes, I'm excited to see the city adapt and grow. I can't wait to see what Chiang Mai will look like twenty years from now.

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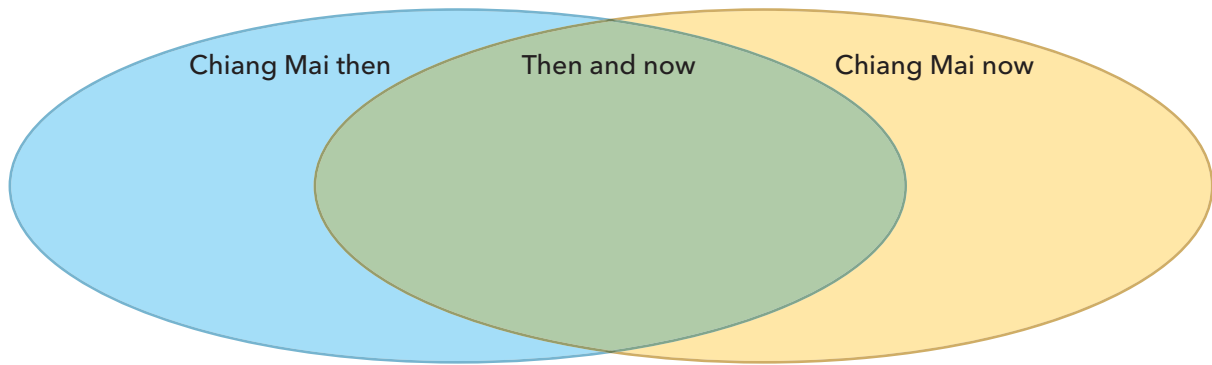
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Leave a Reply

Enter your comment here...

- D** Read the blog again. Take notes in the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the blog. Underline the words and phrases that are used to show comparison and contrast.

WRITING SKILL Use a range of transition words to show comparison and contrast

Words and phrases such as *similarly*, *likewise*, *in the same way*, and *in the same fashion* compare ideas. Words and phrases such as *but*, *however*, *on the other hand*, *while*, *although*, and *on the contrary* contrast ideas.

3 PLAN YOUR WRITING

- A THINK** What is one of your favorite places to go to? How has it changed? How has it stayed the same? Draw a chart like the one in 1D.

- B PAIRS** Talk about your favorite place to go to.

One of my favorite places to go to is Haeundae Beach in Busan, South Korea...

4 WRITE

Write a blog about how one of your favorite places has changed and stayed the same over the years. Use the blog in 1C as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange blogs and read each other's writing.

1. Did your partner describe how the place has changed and stayed the same?
2. Did your partner use transition words to compare and contrast ideas?

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

Revising tip

Make your descriptions as strong and vivid as possible. Use a thesaurus to find the best words to describe things. Stronger, more vivid descriptions will make your writing more interesting.

6 PROOFREAD

Read your blog again. Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** ▶ 10-19 Listen or watch. What is the topic of the presentation?



- B** ▶ 10-20 Listen or watch again. Answer the questions.

1. Where is the statue of Stepan the Plumber?

2. How is the statue different from other statues?

3. Why does Misaki like it?



- C** Read the presentation skill. Why do you think this skill might be helpful?

- D** Make your own presentation.

Step 1 Do research to find an example of art, such as a statue or mural, in a public place. Explain what the art is, where it is, and whether you like it or not.

Step 2 Prepare a two-minute presentation about the public art you've chosen. Remember to use the presentation skill. Bring a photo of it.

Step 3 Give your presentation to the class. Answer questions and get feedback.

PRESENTATION SKILL

Explain terms that may be new to the audience

When you are preparing your presentation, think about vocabulary that you might need to define or explain to your audience members.

How did you do? Complete the self-evaluation on page 165.



2 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 cities and how they change
- ☐ Talk about getting around a city
- ☐ Discuss lost and found items

Vocabulary

- ☐ City features and changes
- ☐ Verbs for getting around

Conversation

- ☐ Introduce a popular opinion

Pronunciation

- ☐ Emphasis of *do*, *does*, *did*

Listening

- ☐ Listen for attitude

Grammar

- ☐ *Do* or *did* for emphasis
- ☐ Past perfect with adverbial clauses of time
- ☐ Non-restrictive relative clauses for comments

Reading

- ☐ Make inferences

Writing

- ☐ Use a range of transition words and phrases to 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.



UNIT 1, LESSON 1 PRESENT PERFECT CONTINUOUS

A Complete the interview. Use the correct form of the present perfect continuous.

Interviewer: Thank you very much for joining me today.

Jessica Star: It's my pleasure! I've been filming ^{1 (I / film)} a new movie for the past two months, so this is actually a nice break.

I: It sounds like you've been busy! What are you working ^{2 (you / work)} on lately?

JS: Well, I haven't got much sleep recently ^{3 (I / not get)} I'm shooting ^{4 (I / shoot)} heartwarming new movie called *The Last Love*. It's about a young girl who gets very sick, falls in love, and...you have to watch it to know more!

I: I can't wait to see it!

JS: You're also in luck because we plan ^{5 (we / plan)} to share a little surprise with everyone today! I recently recorded my first single, and you will be able to hear it in the new movie! I think ^{6 (I / think)} about getting into singing for the past few years, and I'm really happy to finally get started on this new adventure.

I: Wow! That's so exciting! What helped you make this decision?

JS: My parents have always supported me, but recently they encouraged ^{7 (they / encourage)} me to focus more on my singing. It was their support that helped me take this new step.

I: That's wonderful! I love hearing stories like yours.



B Read about Matt Rock's new album. Circle the correct form of the verbs.



Popstar News! MATT ROCK RECORDS NEW ALBUM!

Matt Rock announced today that he **(1) has recently recorded / has recently been recording** a new album with his band. He and his band members **(2) have worked / have been working** on the album for several months. They **(3) haven't finished / haven't been finishing** it yet, but they hope it will come out next year. In an interview, Rock said that he **(4) has been waiting / has waited** for weeks to share this news with his fans. Many news outlets **(5) have been talking / have talked** about this surprising news for hours, and his fans **(6) have followed / have been following** the whole story online with excitement. In the interview, Rock said that the band **(7) has been trying / has tried** to make a new album for many years, and he hopes fans are going to be happy with the album when it's released.



C MAKE IT PERSONAL Write sentences about what you have or haven't been doing recently / lately using the present perfect continuous.

- I've been listening to some new music recently.
- _____
- _____
- _____

UNIT 1, LESSON 2 WHAT CLAUSES FOR EMPHASIS

A Rewrite the sentences using *what* clauses for emphasis.

- I was amazed by the soundtrack.
What amazed me was the soundtrack.
- He loved the cinematography.

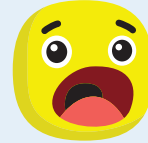
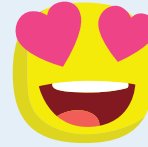
- John and Jason were scared by the violent scene.

- Sarah was surprised by the narrator's voice.

- Jeff hated the silly dialog.

- She was bored by the predictable story.

- My friends and I dislike the soundtrack the most.



B Complete the sentences with a word from each box.

Ways to describe movies or TV shows
disliked amazed surprised loved
~~liked~~ bored upset

Elements of a movie or TV show
ending setting cinematography
narrator soundtrack plot ~~dialog~~

- The conversations between the characters were great! I can't believe how natural they sounded.
What Jack liked was the dialog.
- I couldn't get into the story. I kept checking my watch to see when it would be over.
What _____ Rachel was the _____.
- I couldn't believe that the story took place in Philadelphia. That's where I grew up! What _____ Jenny was the _____.
- The music was the best part of the movie. I can't stop singing the songs.
What Lena _____ was the _____.
- I cried when the hero died in the final scene. I really wanted him to survive.
What _____ Brianna was the _____.
- The guy who described everything wasn't very good. His jokes weren't funny.
What Ryan _____ was the _____.
- The images of the rainforest were incredible. I've never seen anything so beautiful.
What _____ Ron was the _____.

C MAKE IT PERSONAL Think about your favorite movie, TV show, or book. Describe it using *what* clauses for emphasis and the prompts.

- (amaze) What amazed me was the acting. The main character was great!
- (like) _____
- (surprise) _____
- (dislike) _____

UNIT 1, LESSON 3 BY TO EXPLAIN HOW

A Complete the conversations with *by* and the correct form of the verb in the box.

inspire engage listen use watch ~~take~~

1. **A:** You know a lot about old movies! Did you learn about them by taking a class?
B: No. I learned about them _____ lots and lots of old movies!
2. **A:** I love going to the movies. Have you been to the new movie theater?
B: No, I haven't. I usually see the latest movies _____ a streaming service at home.
3. **A:** The dialog sounded so natural in that movie.
B: Apparently, the writer was able to make the dialog sound so natural _____ to regular people talking on the street.
4. **A:** Do you know what that movie is about?
B: It's about a woman who helps a village _____ the people there to be kinder to one another.
5. **A:** I don't think he's a great director. Why do people like him?
B: He's become well-known _____ the audience in trying to work out the story.

B MAKE IT PERSONAL Write sentences about how you normally do the activities in the box. Use *by* and a gerund.

~~learn English~~ get the latest news discover new music learn about new technology

1. I learn English by watching a lot of old movies.
2. _____
3. _____
4. _____

UNIT 1, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a **transition**: the process of changing from one situation to another

adapt: to change because you are in a new situation

disastrous: very bad

an **extra**: an actor in a movie or TV show who does not say anything but is part of a crowd

virtual reality: pictures and sounds that a computer produces to make you feel as if you are in a particular place

an **impact**: the effect or influence that someone or something has

1. Some singers are able to make the _____ from the music industry to the film industry easily.
2. The director hired me to be a(n) _____ for the battle scene.
3. The movie *Jaws* had quite a(n) _____ in the summer of 1975. People stopped going to the beach.
4. Some movie actors find it hard to _____ to acting on a stage in front of a live audience.
5. My date last night was _____. The movie was very dull, and I spilled my soda.
6. The _____ video game made me feel like I was in a different world.

UNIT 2, LESSON 1 AS LONG AS, PROVIDING (THAT), UNLESS

A Circle the correct conjunction to complete each conversation.

- Store assistant: I have a question. Can a customer return a dress that looks like it's been worn?
Manager: The customer can return the dress providing that / **unless** the customer has a receipt.
- Store assistant: Can a customer return an item without a packing slip?
Manager: Yes. **As long as** / **Unless** the customer has a receipt or another proof of purchase, we can provide a refund.
- Customer: Can I return this item? I bought it two months ago.
Manager: No. **Unless** / **Providing that** you have a receipt, this item cannot be returned.
- Customer: I bought this item last week and it broke.
Manager: **Providing** / **Unless** you have the receipt, I can give you a refund or order a replacement for you.
- Store assistant: The customer didn't have a receipt.
Manager: **As long as** / **Unless** the customer can prove that she purchased the item here, we cannot give her a refund or store credit.
- Store assistant: Can the customer return this other item?
Manager: **Providing** / **Unless** the item is in its original packaging, the customer can
- Store assistant: What if the customer bought it two months ago?
Manager: **As long as** / **Unless** the customer returns an item within thirty days, we can't give a full refund. We can only give store credit.

B Combine the two sentences using the conjunction in parentheses. Use commas where necessary. Do not change the order of the sentences.

- You purchased this dress fewer than thirty days ago. You can't return it. (unless)
Unless you purchased this dress fewer than thirty days ago, you can't return it.
- You can get a full refund. The item is in its original packaging. (as long as)

- A full refund is possible. You purchased this dress last week. (providing that)

- You have a receipt. You cannot return this item. (unless)

- It was already broken when you received it. They will replace it. (as long as)

- It's still in new condition. They won't give me a refund. (unless)

- You can return it. You pay a restocking fee. (providing that)

C **MAKE IT PERSONAL** Write sentences about the return policy of your favorite store. Use *as long as*, *providing (that)*, and *unless*.

- I can return things providing that I have a receipt.
- _____
- _____
- _____

UNIT 2, LESSON 2 PAST UNREAL CONDITIONAL

A Complete each sentence with the correct form of the verbs in parentheses.

1. If I had visited a few more banks, I could have gotten a better interest rate.
(visit) (get)
2. If I had _____ out a loan, I could _____ a new car.
(take out) (buy)
3. I might _____ a better deal if I had _____.
(get) (shop around)
4. If I had _____ for the loan, I could _____ my own company.
(qualify) (start)
5. I would _____ a house if the bank hadn't _____ my loan application.
(purchase) (turn down)
6. If I had _____ my loan faster, I might _____ my credit score.
(pay off) (improve)
7. I could _____ the roof on my house if the bank had _____ my loan.
(fix) (approve)
8. I could _____ a lower down payment if I had _____ more each month.
(get) (pay)
9. If I hadn't _____ so long to buy a car, I could _____ my car to the beach.
(wait) (drive)

B Combine the two sentences using the correct form of the past unreal conditional. Do not change the order of the sentences.

1. He didn't pay off the loan. They lowered his credit score.
If he had paid off the loan, they wouldn't have lowered his credit score.
2. He didn't improve his credit score. He got a high interest rate.

3. She didn't pay her bills on time. She got turned down for a loan.

4. They didn't shop around. They had to make a big down payment.

5. We didn't make a big down payment. We had to pay more each month.

6. I didn't save a lot of money last year. I had to take out a big loan.

7. He didn't pay off his first loan. He couldn't borrow more money.

8. We didn't do a lot of research. We couldn't get a great deal.

9. They didn't prepare their documents in time. They couldn't get approved for a loan.

C MAKE IT PERSONAL Write about things at home, school, or work you could have done to have gotten better results. Use the past unreal conditional.

1. If I had gotten up earlier, I wouldn't have missed the train.
2. _____
3. _____
4. _____

UNIT 2, LESSON 3

CONNECTIVES TO EXPRESS CONTRAST AND SURPRISE

A Connect the sentences using the connectives in parentheses. Do not change the order of the sentences. Use a comma as needed.

1. My friends told me good things about the fundraiser. I found out later it was a scam. (however)
My friends told me good things about the fundraiser. However, I found out later it was a scam.
2. The fundraising campaign video went viral. It has not helped raise much money. (even though)

3. On the one hand, they want to make a donation to a charity for animals. They feel children's charities are more important. (on the other hand)

4. Taking out a loan is very common. Not everyone does it. (while)

5. The fundraising campaign started only this morning. We've already reached our goal. (however)

6. Emily can't find investors. She has a great business plan. (despite)
E _____

B MAKE IT PERSONAL What do you think about giving money to charity? Write sentences using connectives to show contrast or surprise.

1. I never give money to people collecting for charity on the street. However, a lot of my friends do.
2. _____
3. _____
4. _____

UNIT 2, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a **shelter**: a place where people can go if they have no home or are being treated badly

a **mood**: the way you feel at a particular time

make a difference: to do something that will have an important effect on someone or something

generous: giving people more of your money or time than is expected

blood pressure: the force with which blood moves through the body

a **perspective**: a way of feeling about something that is influenced by the kind of person you are or by your experiences

1. When the charity met its fundraising goal, all the volunteers were in a good _____.
2. The CEO recently made a(n) _____ offer to give everyone free computers.
3. Seeing how people in other parts of the world live has changed my _____ on life.
4. Reducing your stress can help you lower your _____ and feel better.
5. They stayed in a homeless _____ until they had enough money to buy a new
6. Volunteering is one way to _____ home. in other people's lives.

UNIT 3, LESSON 1 GIVING AND ASKING FOR ADVICE

A Dan isn't feeling well. Give him advice by rewriting the sentences. Replace the underlined words with the words in parentheses.

- He should not go to work tomorrow. (had better not)
He'd better not go to work tomorrow.
- He should rest. (ought to)

- He had better drink plenty of fluids. (should)

- He had better not take his medicine until after he eats. (should not)

- He should put a cold, wet cloth on his head. (ought to)

- He should visit his doctor if his symptoms get worse. (had better)

- He ought to get a flu shot next year to avoid getting sick again. (should)



B Complete the conversations with the words in the box.

had better not go had better get If I were you
had better sit should ought ~~should take~~

- A: I've got a really bad headache.
B: You should take some pain medicine.
- A: I have really bad muscle aches and pains.
B: You _____ to lie down for a while.
- A: I feel nauseous. What _____ I do?
B: If I were you, I'd drink some ginger tea.
- A: I'm really dizzy.
B: You _____ down and eat something.
- A: I feel really stuffed-up. What should I do?
B: _____, I'd take a hot shower.
- A: I feel weak and extremely fatigued.
B: You _____ lots of rest.
- A: I think I have the flu.
B: You _____ to work today.

C MAKE IT PERSONAL Your friend wants to avoid getting a cold. Give advice using the prompts.

- (should) You should avoid going to crowded places.
- (had better) _____
- (ought to) _____
- (If I were you, I'd) _____

UNIT 3, LESSON 2 REPORTING ADVICE

A Complete the conversations with the words in the box.

~~suggested~~ that elevating rest wearing me recommend

1. A: What did the doctor say?
B: He suggested putting ice on three times a day.
2. A: What did the doctor mend ?
B: She recommended getting a cast.
3. A: What did the nurse tell you?
B: She told _____ to wear a knee brace.
4. A: What did the doctor suggest?
B: He suggested _____ a sling for my dislocated shoulder.
5. A: What did the nurse tell you?
B: She told me to _____ my foot for a week.
6. A: What did the doctor recommend?
B: She recommended _____ I use a neck brace.
7. A: What did the nurse suggest?
B: She suggested _____ my foot.



B Complete the conversations with the words in parentheses. More than one answer may be possible.

1. A: What advice did the doctor give you about your fractured ankle?
B: The doctor suggested (that) I wear a cast.
(suggested, wear)
2. A: What did the doctor say about your sprained wrist?
B: The doctor _____ a wrist brace.
(recommend, wear)
3. A: What did the doctor recommend doing about your dislocated shoulder?
B: The doctor _____ a sling.
(suggest, wear)
4. A: What did the doctor tell you to do about the muscle you pulled in your leg?
B: The doctor _____ ice on it.
(recommend, put)
5. A: What did the doctor suggest for walking around?
B: The doctor _____ crutches.
(tell, use)
6. A: What did the doctor say about your fractured arm?
B: The doctor _____ a cast.
(say, wear)



C MAKE IT PERSONAL What health advice have people given you recently? Write three sentences using reporting verbs.

1. My friend suggested drinking apple cider vinegar.
2. _____
3. _____
4. _____

UNIT 3, LESSON 3 *NOT ONLY...BUT ALSO*

A Combine the sentences using *not only...but also*.

1. The nurse gave her a bandage. The nurse gave her pain medicine.
The nurse gave her not only a bandage but also pain medicine.
2. Karen injured her arm. Karen injured her shoulder.

3. Jeff has the flu. Jeff has a broken leg.

4. The doctor was impatient. The doctor was rude.

5. Medical equipment needs to be sterile. Medical equipment needs to be carefully organized.

6. Some microbes are harmless. Some microbes are good for our immune system.

B **MAKE IT PERSONAL** Write sentences about how you avoid getting sick and stay healthy. Use *not only... but also*.

1. I avoid not only crowded places but also people who are sick.
2. _____
3. _____
4. _____

UNIT 3, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

cancer: a very serious disease in which cells in the body start to grow in an uncontrolled way
detect: to notice or discover something, especially something that is not easy to see or hear
a seizure: a short time when someone is unconscious and cannot control the movements of his or her body
a sensor: something that is used to discover the presence of a scent or odor, light, heat, sound, movement, etc., especially in small amounts
identify: to recognize and correctly name someone or something
a ward: an area in a hospital where people who need medical treatment stay
a device: a machine or an object that does a special job

1. My mother is in a small hospital _____ with just a few other patients.
2. Unfortunately, the _____ has spread to his brain. He may not have long to live.
3. The doors have a _____ that detects movement, so they open automatically.
4. Every medical _____ needs to be tested many times before doctors can use it.
5. If their blood sugar level gets too low, people with diabetes could have a(n) _____.
6. The doctor was able to _____ the type of the disease right away, so she was able to treat it.
7. Doctors use this special device to _____ small amounts of bacteria in hospitals.

UNIT 4, LESSON 1 BE SUPPOSED TO

A Read the Park Rules sign. Rewrite the rules using *be (not) supposed to*.

1. You are not supposed to litter.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Park Rules

- 1 Do not litter.
- 2 Do not leave fires unattended.
- 3 Do not make excessive noise.
- 4 Do not feed the wildlife.
- 5 Keep pets on a leash.
- 6 Stay on the trails.
- 7 Store food in animal-proof containers.

B Complete the email with the correct form of *be (not) supposed to* and the verb in parentheses.

From:  Margaret

To:  Lisa



Hi Lisa,

I know we are supposed to meet you for dinner tomorrow, but can we reschedule? Last week, Matt and I went hiking for the first time at our local park, and you'll never guess what happened! We didn't know we _____ off the trails, and we got lost. After a while, we saw a beautiful lake in front of us and decided to take a swim, but we didn't know that we _____ in the lake. While we were swimming, a bear came out of the woods and took our bags. When we finally found our bags, all of our food was gone. We didn't know that we _____ our food in animal-proof containers. By then, it was starting to get late, and we couldn't find our way out of the park, so we decided to light a fire. We didn't know that we _____ the fire unattended, and we left it for a while to look for the trail. When we got back, the fire had started to spread, so we got scared. I knew that I _____ excessive noise, but I started yelling for help. Suddenly, a dog ran toward us out of nowhere. Its owner _____ it on a leash, but he hadn't. The owner helped us to put the fire out and find the trail. As we were walking out of the park, Matt fell and sprained his ankle. The doctor told Matt to stay off his ankle for a few days. So, I don't think we can meet for dinner until next week. I hope we can see you then!

Best wishes,

Margaret

C MAKE IT PERSONAL Think about a swimming pool or lake near you. Write three of the rules using *be (not) supposed to*.

1. You're not supposed to run near the pool.
2. _____
3. _____
4. _____

UNIT 4, LESSON 2 FUTURE CONTINUOUS

A Complete the online chat with the correct form of the future continuous.

Home | Discussion Board | Logout

@Steve

Hey, Jim! What will you be doing ^{1 (do)} for spring break next month? Jake and I are taking ^{2 (take)} a seven-day trip to the Bahamas. Do you want to join us? If you do, this time next month, we will be swimming ^{3 (swim)} in the ocean and snorkeling next to some beautiful fish. And you know what we won't be doing, right? We are not studying ^{4 (not study)}. Come on! It'll be lots of fun.

@Jim

Hey, Steve. It sounds like you are doing ^{5 (do)} lots of cool things in the Bahamas, but I don't think I can join you. am spending ^{6 (spend)} my spring break with my family. I am going ^{7 (go)} to the mountains. So, unfortunately, I am not snorkeling ^{8 (not snorkel)} or swimming in the ocean, but I am having ^{9 (have)} lots of fun. Enjoy your trip!

B Complete the email with the words in the box. Use the correct continuous form.

wait fly ~~pack~~ talk stay take walk

From: Sarah

To: Su-jin

Hey Su-jin,

Sorry I haven't emailed you back yet! I was packing ¹ my bags all day yesterday and didn't have time to write. Now I am waiting ² for my plane at the airport, so I finally have a chance to email you. I'm so excited to be visiting you in South Korea! I can't believe that this time tomorrow, we will be walking ³ along the streets of Seoul. I'm sure that we will be laughing ⁴ about all the good times we had at university. After I stay with you, I will be taking ⁵ the train from Seoul to Busan. I will be staying ⁶ with another university friend for a week. Then I will be flying ⁷ back home. I'd better go now because everyone is getting on the plane.

See you soon!

Best,

Sarah

C MAKE IT PERSONAL Write about something interesting you will be doing tomorrow, next week, and next year.

- Tomorrow, I'll be hanging out with some old friends from high school.
- Tomorrow, _____
- Next week, _____
- Next year, _____

UNIT 4, LESSON 3

REDUCED RESTRICTIVE RELATIVE CLAUSES

A Combine the sentences using a reduced restrictive relative clause.

1. The trails had a lot of litter. We cleaned up the trails.
The trails we cleaned up had a lot of litter.
2. The snorkeling tour included a visit to a coral reef. We took the tour last year.

3. The glacier is melting rapidly. Scientists are concerned about the glacier.

4. The river is contaminated. We have a sample of the river.

5. Don't drink the water. We haven't filtered the water.

6. A research paper on climate change won an award. I wrote the paper.

B MAKE IT PERSONAL Write sentences about what you can do at home to help the environment. Use reduced restrictive relative clauses.

1. I can turn off all the lights and electronics I'm not using.
2. _____
3. _____
4. _____

UNIT 4, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

exotic: unusual or exciting because it is different or foreign
luxury: very expensive, beautiful, and high quality
gourmet: food or drink that is very high quality
world-class: among the best in the world
cuisine: food that is cooked in a particular style or place
stroll: to walk in a slow, relaxed way
rugged: rough, uneven, and with a lot of rocks

1. The new restaurant downtown has a(n) _____ chef. He's won many international awards.
2. Southern Italy is famous for its delicious _____.
3. Some people like familiar foods better than _____ ones. They don't really like trying anything new.
4. This _____ hotel has a sauna and a golf course, but it costs more than \$500 per night.
5. Expensive hotel restaurants often have great views and handmade, _____ food.
6. The _____ cliffs next to the river are very dangerous to climb.
7. In the evening, it is relaxing to _____ along the beach.

UNIT 5, LESSON 1 PAST PERFECT CONTINUOUS

A Complete the sentences with the past perfect continuous form of the verbs in parentheses.

- I had been writing my essay when the battery in my laptop died.
(write)
- We _____ for very long when the hard drive crashed.
(not / work)
- _____ you _____ these problems before you started your presentation?
(have)
- Before the battery died, the computer _____ the professor any problems.
(not / give)
- She _____ to log in when the screen froze.
(try)
- The student _____ strange error messages for a while before the tech guy scanned the computer.
(get)

B Read Maria's email about her problems with technology. Circle the correct form of the verbs.

From:  Maria

To:  Robbie



Dear Robbie,

What a day! I (1) had already been having / had already had a few problems with my phone, and I remembered that you (2) had been having / having a few problems with your phone when it broke completely. So today after I'd (3) been charging / charged it completely and the screen froze, I wasn't surprised. I breathed deeply and walked away from it for ten minutes.

When I (4) returned / had been returning, it seemed fine, so I left the house. By the time I got to work, the screen (5) had been freezing / had frozen again! I nearly screamed!

I (6) had already made / already made an appointment at the phone repair center, so I took the phone in during my lunch break. The tech guy told me he'd restored the phone settings, and I shouldn't have any more problems. I paid and left the shop feeling happy to have a working phone again.

You'll never guess what happened next. I had met a co-worker as I was returning to the office, and I (7) telling / had been telling her that the problem was solved when my phone rang. I was just getting it out of my bag when a man rushed by and knocked the phone out of my hand. It landed hard on the sidewalk. When I picked it up, the screen was broken. I nearly cried! I guess I'll be buying a new phone!

Best,
Maria



C MAKE IT PERSONAL Write sentences about technology problems you have had at home, school, or work. Use the past perfect continuous.

- I had been watching a movie when the screen froze.
- _____
- _____
- _____

UNIT 5, LESSON 2 NEED WITH GERUNDS AND PASSIVE INFINITIVES

A Rewrite each sentence using *need* + gerund or *need* + passive infinitive.

1. First, your cable needs to be replaced.

First, your cable needs replacing.

2. His password needs resetting.

3. Does your device need restarting?

4. Her battery doesn't need to be recharged.

5. Their settings need to be restored.

6. Did that program need to be uninstalled?

7. Some new software needs to be installed.

B Complete the conversations with the correct form of the verbs in the box. More than one answer may be possible.

install replace ~~restart~~ reconnect reset reboot delete

1. A: My screen froze.

B: I think your computer needs to be restarted.

2. A: Do you know where I can get another power cord?

B: Are you sure your power cord needs _____? It looks brand new.

3. A: Does antivirus software need to be _____ on this computer?

B: Definitely. It's the only way to protect your computer from viruses.

4. A: I was looking at this website and the internet stopped working.

B: It's no problem. You just need to be _____ to the network.

5. A: I lost my password and I can't log in to my computer.

B: Your password just needs _____.

6. A: Did the hard drive need _____ ?

B: Yes. I shut the computer down and started it again, so everything is working now.

7. A: I don't have any more space on my hard drive.

B: I think some of your files need to be _____.

C **MAKE IT PERSONAL** What local neighborhood problems need solutions? Write sentences using *need(s)* + gerund or *need(s)* + passive infinitive.

1. The windows in some of the buildings need to be replaced.

2. _____

3. _____

4. _____

UNIT 5, LESSON 3 INFINITIVES AS SUBJECT COMPLEMENTS

A Complete the sentences with the correct form of the verbs in parentheses.

1. Our plan is to make some workplace changes.
(be / make)
2. Our goal has _____ happier employees.
(be / have)
3. The first step will _____ a more flexible workspace.
(be / create)
4. Our vision _____ the technology each employee uses.
(be / improve)
5. One of the new ideas _____ employees to work from home every Friday.
(be / allow)
6. The effect will _____ productivity and job satisfaction.
(be / increase)

B **MAKE IT PERSONAL** Think about technology. Then complete the sentences with your ideas. Use an infinitive phrase.

1. My advice is to take regular breaks from screens.
2. My advice _____
3. The important thing _____
4. The purpose of technology _____

UNIT 5, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

justified: having an acceptable explanation or reason

expose: to reveal the truth about something that is not acceptable

corruption: dishonest or illegal behavior, especially from someone with power

confidential: spoken or written in secret, and meant to be kept secret

outweigh: to be more important or valuable than something else

privacy: the state of being able to keep your life secret

jeopardize: to risk losing or destroying something important

1. You don't want to _____ your friendship with him by publishing that story online, do you?
2. Both sides agreed to keep their financial agreement _____.
3. Do the benefits of putting security cameras everywhere _____ the possible harms?
4. The actor said that the magazine invaded his _____ by publishing photos of him on vacation.
5. The judge decided that only a few of his complaints about being treated unfairly were _____.
6. Reporters worked for years to _____ the truth about the government's secret program.
7. When millions of dollars disappeared, the leader of the organization was accused of _____.

A Look at the picture. Write the answer to each question in the passive.

1. Who made the mug?

The mug was made by Sarah Field.

2. When was the mug made?

3. What is the mug made of?

4. Where was the mug made?

5. When was the mug sold?

6. How is the mug used?

Made by:

Sarah Field

Material: glass

Year made: 1995

Location made:

Canada

Year sold:

2005

Current use:

to hold flowers



B Complete the conversation with the simple past passive. Use the verbs in parentheses.

Jenn: Hey Jim, do you remember that famous antique shop we were told about?
1 (tell)

Jim: Yeah, it's called Asian Antiques, right?

Jenn: Yep, that's it over there, isn't it? Let's check it out.

Jim: Wow, there are so many cool things in here. Look at these giant bowls. Where do you think they _____?
2 (make)

Jenn: Maybe in China? They have such cool designs. I wonder if they _____ by hand.
3 (paint)

Jim: They probably were. They probably _____ to hold rice back then.
4 (use)

Jenn: Right. How old do you think they are?

Jim: I'm not sure. Let's ask the owner.

Jenn: Excuse me. How old are these bowls?

Store owner: They're more than 100 years old. A friend of mine said that they _____ by a Chinese artist around 1900.
5 (design)

Jenn: Cool!

Store owner: They're very popular. One _____ about an hour ago.
6 (buy)

Jim: Let's get a couple of them then. We can give them to our friends.

C MAKE IT PERSONAL Think of a famous work of art. Write sentences to describe it using the simple present passive or simple past passive.

1. The Mona Lisa was painted by Leonardo da Vinci.

2. _____

3. _____

4. _____

A Complete the conversation with relative pronouns. More than one answer may be possible.

Ryan: Hey, Donna. Did you see last night's episode of *Singing Stars*? It's the only show
_____ ¹ *that* I'm really excited about this year.

Donna: Yeah, I loved it, especially the woman _____ ² was wearing the red hat.
Did you like her?

Ryan: Yeah. She had such a powerful voice. She also looked just like my friend Rachel,
_____ ³ I met at college.

Donna: Interesting.

Ryan: And she grew up in the same small town _____ ⁴ my grandparents used to live.

Donna: Cool!

Ryan: Yeah. What did you think of the guy _____ ⁵ sang that country song?

Donna: Oh, I don't think I saw him. He must have come on after 8:30, _____ ⁶
was when my mom called me.

Ryan: Oh.

Donna: Yeah, she usually calls me at 7:30, _____ ⁷ is great because it's just after I eat
dinner. But last night, she was busy, so she had to call me later.

Ryan: Well, I don't think you missed anything. He wasn't very good.

Donna: I can't wait for the next episode, _____ ⁸ is supposed to be the finale.

Ryan: Who do you think will win?

Donna: I'm not sure, but the girl from California, _____ ⁹ is my favorite, has a
good chance.

Ryan: Right! I like her, too.

B Reread the conversation in Exercise A. Look at the relative clauses. Write *R* if the clause is restrictive or *NR* if the clause is non-restrictive.

1. R

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

C **MAKE IT PERSONAL** Write about three friends and the music they like or don't like. Use restrictive and non-restrictive relative clauses.

1. My friend Tim, who I met in high school, loves jazz.

2. _____

3. _____

4. _____

UNIT 6, LESSON 3

YOU, THEY, CAN I CAN'T, COULD I COULDN'T FOR GENERAL TRUTHS

A Complete the conversations with *can*, *can't*, *could*, or *couldn't* and the words in parentheses.

1. **A:** Is smoking permitted in this restaurant?
B: No, absolutely not. You can't smoke (you / smoke) in any restaurants in this city.
2. **A:** Is it possible to order this dish without meat?
B: Yes, of course. _____ (they / make) a vegetarian version.
3. **A:** Is fresh fruit available in the winter?
B: Yes, _____ (you / get) all kinds of fresh fruit then.
4. **A:** Is there a Thai or Vietnamese restaurant around here?
B: No, but _____ (you / find) many other international restaurants nearby.
5. **A:** Did the farmer's market have a lot of good vegetables?
B: Not really. Unfortunately, _____ (they / grow) many crops last month because of the drought.
6. **A:** This town has a lot of really good Indian restaurants. Has it always been this way?
B: No, not at all. Just a few years ago, _____ (you / have) Indian food unless you drove all the way to the city.

B MAKE IT PERSONAL Write sentences about restaurants where you live. Use *you* or *they* with *can* / *can't*, *could* / *couldn't* to express general truths.

1. You can find cuisine from all over the world in my city. _____
2. _____
3. _____
4. _____

UNIT 6, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a **dress code**: a set of rules about what you should wear in a place or situation

prohibit: to not allow something

a **loophole**: a small opening in a rule or law that people can use to avoid doing what the rule or law says

a **controversy**: a serious disagreement about an issue

a **garment**: a piece of clothing

a **trend**: a way of thinking or doing something that is becoming more popular

the **norm**: the usual way of doing something

1. The government passed a new law to _____ people from smoking in public places.
2. Some people follow every new fashion _____ set by celebrities.
3. The company took advantage of a _____ in the law to avoid paying more taxes.
4. Working from home is becoming the _____ for many employees in the US.
5. The school's decision to make students wear uniforms created a big _____.
6. According to the company's new _____, men have to wear collared shirts and ties at all times.
7. The tailor will repair the hole in your _____ and return it in three to five days.

UNIT 7, LESSON 1

COMPARISONS WITH GERUND AND NOUN PHRASES

A Complete each conversation with the correct comparative form of the adjective in parentheses. More than one answer may be possible.

1. A: Did you like the flight crew on the plane?
B: Yes, they were friendlier than the crew on my last flight.
(friendly)
2. A: Do you prefer takeoff or landing?
B: To me, takeoff is _____ landing.
(scary)
3. A: Are you going to fly business class?
B: No, I'm flying economy. It is _____ business class.
(expensive)
4. A: How is your seat?
B: I think this seat is much _____ that one.
(comfortable)
5. A: Are you going to get your boarding pass at the airport?
B: No. Printing it at home is much _____ getting it at the airport.
(easy)
6. A: Is taking a taxi to the airport _____ taking the bus?
(fast)
B: Yes, a taxi takes only thirty minutes.

B Complete the conversation with the correct form of the adjectives from the box.

relaxing expensive fun useful close ~~cheap~~

Travel agent: How would you prefer to travel?

Jim: Umm...I'd prefer to travel by train. I've heard that it is cheaper than flying or taking the bus.
1

Karen: What? I think the train would be _____ than the bus.
2

TA: Let's worry about the transportation later. Let's concentrate on what you'd like to do because brainstorming is much _____ than arguing.
3

K: You're right. I'd like to do _____ activities, like getting a traditional massage.
4

J: But isn't traveling around _____ and exciting than lying around doing nothing?
5

K: Well, how about we choose a place where we can do a little bit of both?

TA: How about Indonesia? There are plenty of opportunities for adventure and the beaches are beautiful. It's also much _____ than a lot of other countries, so you can get there faster.
6

J and K: Great!

C MAKE IT PERSONAL Write sentences comparing traveling with friends and traveling alone.

1. Traveling with friends is more fun than traveling alone.
2. _____
3. _____
4. _____

A Complete the sentences. Use *used to* or *would*. More than one answer may be possible.

1. My family used to / would take a road trip every summer.
2. We _____ visit my grandmother's house in the mountains.
3. She _____ live next to a big lake.
4. In the evening, my grandmother _____ cook amazing food.
5. At night, everyone _____ sit around there.
6. My grandfather _____ tell funny stories.
7. I _____ think he was the best storyteller in the world.
8. Afterwards, we _____ go inside and watch movies.
9. The next morning, we _____ wake up and do it all over again.



B Rewrite the sentences. Replace *used to* with *would* when possible. If *would* cannot be used, write an X on the line.

1. My grandparents used to live in Orlando, Florida.
_____ X _____
2. Every summer, my family used to take the train to Florida.

3. We used to get on board early in the morning.

4. We used to eat breakfast, lunch, and dinner on the train.

5. I used to think that it was the best food in the world.

6. At night, we were so excited that we used to stay up all night.

7. We used to play card games and read books.

8. We used to love looking out the window.

9. I used to feel so happy on these trips.

C **MAKE IT PERSONAL** Write sentences about what you *would do / used to do* every summer when you were growing up.

1. Every summer, I used to go swimming with my friends. _____
2. Every summer, _____
3. Every summer, _____
4. Every summer, _____

UNIT 7, LESSON 3 IT + PAST PASSIVE

A Rewrite each sentence using *it + past passive*. Remember the subject is not needed in the passive sentence.

1. People once believed that airships would be a popular method of transportation.

It was once believed that airships would be a popular method of transportation.

2. Many experts thought that every city would have streetcars.

3. People expected that supersonic flights would become common.

4. Science fiction writers predicted that we would all have flying cars.

5. Many experts once said that train travel would not work.

6. Some people believed that airplanes would just be a fad.

B MAKE IT PERSONAL What predictions from the past do you remember? Write sentences using *it + past passive*.

1. It was expected that there would be no more poverty by the year 2000.

2. _____

3. _____

4. _____

UNIT 7, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

transport: to move people or things from one place to another

mountainous: having a lot of very high hills, mountains

horizontal: flat and level

escalator: moving stairs that carry people up and down

practical: useful for a specific purpose

a commute: a regular trip to and from a place, particularly work

steep: at a sharp angle making it difficult to climb

1. Sometimes walking somewhere is more _____ than driving, especially when there isn't a place to park your car.
2. The northern part of the country is really _____, so it's great for hiking and skiing.
3. My _____ to work takes me about forty-five minutes each way.
4. When I'm tired, I prefer to take the _____ instead of climbing the stairs.
5. That part of the mountain is too _____ for most hikers to climb.
6. The company uses huge trucks to _____ its equipment from place to place.
7. The railroad tracks stretched out for kilometers in a _____ direction.

A Complete the sentences with the correct form of the modals in parentheses.

1. She should have kept her cool.
(should keep)
2. I _____ my voice. I'm sorry.
(should / not / raise)
3. She _____ it to work on time if she had left her house earlier.
(could / make)
4. They ^C _____ nicer to me. They were so easy to deal with.
(could / not / be)
5. Jenny _____. I think she was just having a bad day.
(might / overreact)
6. There was no need to yell. We _____ it over calmly.
(should / talk)
7. It's not a big deal that the children didn't go to bed earlier. You _____
so hard on them. (should / not / be)
8. It's a good thing we didn't wait until today to send the package or it
_____ in time for her birthday.
(might / not / arrived)

B Circle the correct form of the modal.

Ruth: Hey, Stacy! You'll never believe what happened today.

Stacy: Hey, Ruth. I'm really sorry I (1) couldn't make / *could make* it to the meeting.
What happened?

Ruth: Well, Richard and Carl got into a huge argument.

Stacy: Whoa! That's not like them. They must have been really angry!

Ruth: Yep, but they (2) *should have* / *shouldn't have* started yelling at each other
in front of everyone.

Stacy: True. They (3) *shouldn't keep* / *should have kept* their cool.

Ruth: And Tim just stood there watching them. He didn't do anything! He really
(4) *should deal with* / *should have dealt with* it right away.

Stacy: Definitely. But he (5) *might be* / *might have been* a little scared. I know
I (6) *would be* / *would have been*!

Ruth: Yeah, we all were.

Stacy: Well, they must be really embarrassed now.

Ruth: They (7) *should be* / *should have been*! I hope everything is OK between them
before the next meeting!

C MAKE IT PERSONAL Read the scenario. Write sentences about what you could have or should have done to handle the situation better. Use past modals.

Your friend arrived very late at the airport to pick you up. Your friend didn't call or say anything about being late, so when he / she arrived you lost your temper without asking for an explanation. Then you took a taxi home. Now, your friend isn't talking to you.

1. I shouldn't have overreacted.
2. _____
3. _____
4. _____

UNIT 8, LESSON 2 WISH AND IF ONLY

A Rewrite the sentences using *wish* and *if only*.

1. I'm not fluent in Spanish. (if only)
If only I were fluent in Spanish.
2. I didn't complete my work on time. (wish)

3. I don't spend time learning math. (wish)

4. We didn't commit to our exercise plan. (if only)

5. They're not skilled at cooking. (wish)

6. You didn't get a handle on the new program. (if only)

B Complete the conversations with the correct form of the verbs in parentheses.

1. A: Have you started taking Spanish classes?
B: No, not yet. I really wish I had started taking them last year.
(start)
2. A: Do you go to the gym every day?
B: No. If only I _____ every day, I'd feel a lot fitter by now.
(go)
3. A: Are you coming to the game this Saturday?
B: No, I'm sorry. I wish I _____ able to go, but I promised to study with my friend.
(be)
4. A: I wish I _____ more skilled at using the computer.
(be)
B: Me, too! Then this project wouldn't take so long.
5. A: Hey! Let's swim to the island!
B: I'm not that good at swimming. If only I _____ to swim when I was younger.
(learn)
6. A: Did you make the cake yourself?
B: No, I bought it from a bakery. I wish I _____ cakes like this!
(could / bake)
7. A: Did you hear that the Smiths went to Hawaii last week?
B: Yeah. I wish we _____ with them!
(could / go)

C MAKE IT PERSONAL What are your wishes for right now, last year, and next year? Write sentences using *wish* and *if only*.

1. (right now) I wish I were a better singer.
2. (right now) _____
3. (last year) _____
4. (next year) _____

UNIT 8, LESSON 3 COMPARISONS BETWEEN CLAUSES

A Read David's wish list. Then complete the sentences using *more than* or *less than*.

David's wish list for next year, in order of importance:

- | | |
|------------------------------|---|
| 1. Visit relatives in Tokyo | 5. Buy a new car |
| 2. Enroll in graduate school | 6. Run a marathon |
| 3. Get a promotion at work | 7. Go on a beach excursion with friends |
| 4. Travel to Europe | 8. Take a cooking class |

- David cares about enrolling in graduate school more than he cares about buying a new car.
- He wants to get a promotion at work _____ travel to Europe.
- He cares about buying a new car _____ visiting his relatives.
- He'd like to visit his relatives in Tokyo _____ go on a beach excursion with his friends.
- He is concerned about running a marathon _____ enrolling in graduate school.
- He wants to run a marathon _____ take a cooking class.

B MAKE IT PERSONAL Write sentences comparing items on your wish list for the next year. Use *more than* or *less than*.

- I care about finding a fulfilling job more than I care about the salary.
- _____
- _____
- _____

UNIT 8, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

rejection: the act of saying or showing that you don't want something or someone
assume: to think something is true, even though you have no proof
overcome: to successfully deal with a feeling or problem that is stopping you from doing something
an entrepreneur: someone who starts and manages a company and takes risks to make a profit
pursue: to continue trying hard to do or achieve something
therapy: treatment to help you recover from mental or physical problems
profound: having a strong effect

- The talk had a(n) _____ effect on me and changed how I think about the world.
- He decided not to apply for the job because he was afraid of _____.
- People often _____ that the company is named after me, but it's actually named after my sister.
- He went for _____ after one of his pets died, and now he feels much better.
- He really wanted to _____ his fear of flying so he could travel more.
- She quit her job after ten years to _____ her dream of opening her own restaurant.
- After getting his degree, he started his own company and became a successful _____.

UNIT 9, LESSON 1

WOULD / DO YOU MIND FOR PERMISSION AND REQUESTS

A Complete the conversations with the correct form of the verbs in parentheses.

- A: Would she mind brainstorming with me?
(brainstorm)
B: I don't think so. Why don't you ask her?
- A: Do you mind _____ this essay for me?
(edit)
B: I'm sorry, but I can't right now. I have too much to do at the moment.
- A: Would you mind _____ my paper?
(look over)
B: Sure, but can I do it after I finish this?
- A: Do you mind _____ on this before I keep going?
(give feedback)
B: OK. No problem.
- A: Do you mind if I _____ this section a little?
(revise)
B: Hmm...I don't think that's necessary. It looks OK as it is.
- A: Do you mind if I _____ this paper after lunch?
(submit)
B: Nope. That's fine. Take your time.
- A: Do they mind _____ the proposal for us?
(draft)
B: I'm not sure. I can ask them later if you want.

B Read the sentences. Write polite questions to make requests or ask for permission.

- My paper needs to be edited.
Would you mind editing my paper _____?
- I need my paper to be looked over.
Do _____?
- I need help organizing my ideas.
Do _____?
- I want to submit this next week.
Would _____?
- I need help revising my paper.
Would _____?
- I want to brainstorm some new ideas.
Do _____?
- I need someone to double-check the facts in my essay.
Would _____?

C **MAKE IT PERSONAL** Write sentences asking your co-worker or friend for help or permission.

- Would you mind helping me with this report?
- _____
- _____
- _____

UNIT 9, LESSON 2 MODALS WITH THE PASSIVE

A Rewrite each sentence in the passive.

1. The company might make some big changes.
Some big changes might be made (by the company).
2. The manager should hire some new employees.

3. The boss might fire Mike.

4. The CEO could promote Rachel.

5. The business might not lay off fifty workers.

6. The organization should not transfer Brian to a new department.

7. Should the group assign Jenny to a new project?

B Read the conversation. Complete the sentences with the correct form of the verbs in parentheses.

Dawn: Did you hear that Robert might be fired ?
1 (might / fire)

Salma: No. Really? What happened?

Dawn: I heard that he _____ at a customer yesterday. I guess he was angry
2 (might / yell)

Salma: That's too bad.

Dawn: But guess who _____ to take his position?
3 (might / promote)

Salma: Who?

Dawn: Ted!

Salma: Really? I thought the manager _____ Brad to take that position.
4 (might / chose)

Dawn: Honestly, Ali _____ the one to get it.
5 (should / be)

Salma: You're right. Ali is such a hard worker. But I heard that he _____
6 (could / transfer)
to a different department soon.

Dawn: I also heard that the manager is thinking about giving Robert another chance.

Salma: I _____ pretty happy if I were Robert.
7 (might / be)

C MAKE IT PERSONAL Write about things that could, should, or might happen to you in the next month. Use modals with passive infinitives.

1. I might be promoted next month.
2. _____
3. _____
4. _____

UNIT 9, LESSON 3 LIKELY AND CERTAIN + INFINITIVE

A Rewrite the sentences using the words in parentheses + an infinitive.

1. Jim won't get a promotion unless he works harder. (not likely)
Jim is not likely to get a promotion unless he works harder.
2. You will pass the exam if you study. (certain)

3. We will find a solution to the problem if we work together. (likely)

4. A candidate who speaks Chinese will get the position. (more likely)

5. If you don't get enough sleep, you won't do well on your interview. (less likely)

6. Our company will reorganize its staff this year. (almost certain)

B MAKE IT PERSONAL Write sentences about what you are likely to do and what you are certain to do in the next five years. Use *likely* or *certain* + an infinitive.

1. I am likely to get a promotion at my company.
2. _____
3. _____
4. _____

UNIT 9, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

realistic: based on what is real or possible

satisfying: making you feel pleased or happy

a requirement: something that someone needs or asks for

a salary: money you receive regularly for the work you do

a quality: a good or bad part of someone's character

open-minded: willing to consider and accept other people's ideas and opinions

1. I get to use my skills to make people happy, so I find my work very _____.
2. Having a university degree is just one _____ for this job.
3. Most of his _____ is spent on food, rent, and transportation.
4. His best _____ is the fact that he is always honest.
5. My boss is very _____. He always listens to me and tries to accept my suggestions.
6. It's fun to have big dreams, but it is also important to set _____ goals.

UNIT 10, LESSON 1 DO OR DID FOR EMPHASIS

A Read the sentences. Add *do*, *does*, or *did* for emphasis. Change the main verb if necessary.

1. Please, have another cup of tea.
Please, *do* have another cup of tea.
2. They restored the old building.

3. He went to the amphitheater.

4. They redeveloped the waterfront.

5. Visit the large fountain.

6. The waterfront looks much better now.

7. They tore down the old hotel.

8. She constructs beautiful buildings.

9. It looks like an important landmark.

B Complete the sentences with the correct form of *do*, *does*, or *did*. Then check (✓) the sentences in which *do*, *does*, or *did* is used for emphasis.

- | | |
|---|-------------------------------------|
| 1. They _____ <i>did</i> _____ restore that amphitheater. | <input checked="" type="checkbox"/> |
| 2. _____ the same company just renovate both buildings? | <input type="checkbox"/> |
| 3. They _____ construct that building last year. | <input type="checkbox"/> |
| 4. She _____ love that plaza, doesn't she? | <input type="checkbox"/> |
| 5. That fountain _____ stop working in 1977. | <input type="checkbox"/> |
| 6. Wow! My teacher _____ not tell me about that landmark! | <input type="checkbox"/> |
| 7. They _____ not restore the old painting yet. | <input type="checkbox"/> |
| 8. She _____ go to the waterfront. I saw her there! | <input type="checkbox"/> |
| 9. _____ he want to come with us? Let's ask him now. | <input type="checkbox"/> |

C **MAKE IT PERSONAL** Think about the last time you visited a different city. Write about things you did or didn't do there. Use *do* or *did* for emphasis.

1. I *didn't* watch a basketball game, but I *did* go to the aquarium.
2. _____
3. _____
4. _____

UNIT 10, LESSON 2 PAST PERFECT WITH ADVERBIAL CLAUSES OF TIME

A Complete the conversation with the correct form of the verbs in parentheses.

A: When we arrived at the train station, the train
1 (arrive)
2 (leave) already.

B: Oh, no!

A: Wait. It gets better. By the time we _____ someone to help us,
3 (find)
we _____ the next train, too! So, we were stuck at the train station
4 (miss)
waiting for six hours for the next available train.

B: That sounds awful!

A: Yep, it was! By the time we _____ home, we _____
5 (arrive) 6 (traveled)
a total of twenty hours.

B: Oh! You must have been exhausted! That happened to me once. By the time we
7 (arrive) at the airport, our airplane _____
8 (take off). We had to wait
until the next day to catch another flight.

A: That's not fun. I'm sorry you had that experience.

B Rewrite the sentences using the words in parentheses.

1. When we pulled into the garage, she had already left. (by the time)
By the time we pulled into the garage, she had already left.
2. As soon as I had crossed the bridge, the light turned red. (after)

3. By the time I got off the train, the rain had already stopped. (before)

4. When she called, we had already pulled out of the driveway. (by the time)

5. By the time he got to the theater, the movie had already ended. (when)

6. As soon as he had finished his breakfast, he headed out to the store. (once)

7. Before he pulled in, they had already started eating. (by the time)

8. Before I got to the office, the meeting had already started. (when)

C MAKE IT PERSONAL Imagine that you missed your train. Write sentences about what happened next. Use the past perfect with adverbial clauses of time.

1. By the time I got to the station, I had already missed my train.
2. By the time _____
3. As soon as _____
4. When _____

UNIT 10, LESSON 3 NON-RESTRICTIVE RELATIVE CLAUSES FOR COMMENTS

A Combine the two sentences. Use the second sentence as a non-restrictive relative clause.

1. I went to an art exhibition with my sister. It was a lot of fun.
I went to an art exhibition with my sister, which was a lot of fun.

2. I left my jacket on the bus. That was a big mistake.

3. My wallet was in the pocket. That was unfortunate.

4. My sister told me to call the lost and found office. I hadn't thought of that.

5. Someone had brought my jacket to the office. That was very kind.

6. My wallet was still in the pocket. That was really lucky.

B MAKE IT PERSONAL Write sentences about losing something. Use non-restrictive relative clauses to make a comment about each sentence.

1. I lost my keys today, which was really annoying.

2. _____

3. _____

4. _____

UNIT 10, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

lush: growing well, healthy, and with a lot of green leaves

greenery: plants and trees that are growing

eco-friendly: good for the environment

a structure: something that has been built

a commitment: a promise to do something in a particular way

sustain: to make something continue over a period of time

an impression: the opinion or feeling you have about something because of what you see or hear

paradise: a place that is very beautiful and enjoyable

1. After being in the cold city all winter, the tropical island felt like _____.
2. They were planning to build a(n) _____ that was big enough to hold 100 people.
3. The company had a strong _____ to making conditions better for its employees.
4. In the rain forest, we were surrounded by trees and other kinds of _____.
5. There has been no rain, so the _____ grass has started to turn brown.
6. The hotel room looked clean and bright, so our first _____ of it was good.
7. Companies are making _____ products that help to protect the environment.
8. We need to _____ our commitment so that it continues for a long time.

UNIT 3, LESSON 5 WRITE A SUMMARY

Reaching the Peak

How can Yuzuru Hanyu do those amazing spins and jumps on the ice? How does Serena Williams win so many tennis tournaments? How is Lionel Messi able to make so many goals? You might think the answer is “practice, practice, practice,” but according to a new study from psychologist Brooke Macnamara, you would be wrong. Practice is important for all athletes, of course, but there are other things that make the difference between being good and being one of the best. To reach peak performance, athletes need to watch their diets carefully, get plenty of sleep, and achieve the right state of mind. And when you think about it, those are habits we could all benefit from.

Top athletes know that their bodies need the right fuel. For them, diet is not about body shape—it’s about strength, endurance, and energy levels. Of course, their diets vary a lot. Williams eats a lot of nuts, beans, and fruit. Hanyu has soup with pork and soy before every competition. In addition to healthy food, a good diet also includes good hydration. It’s important for athletes to get plenty of water and other fluids. The best athletes know that everything they put into their bodies affects their performance.

When athletes train for six hours a day, six days a week, it does a lot of damage to their muscles, and sleep is the only way to repair that damage. Athletes need eight to ten hours of sleep a night—more sleep than the average person. Messi often gets twelve! And many top athletes make an extra effort to get deep, high-quality sleep. A very dark room and cool temperatures are the solution for some. Others use a fan or a white noise machine to block out other sounds. Their specific habits may vary, but all elite athletes know that they need a good night’s sleep every night to be at their best.

Finally, the right mental state can make the difference between a good performance and peak performance. Many athletes prepare for competitions by concentrating on positive thoughts or repeating calming words to themselves. They also work hard to keep a positive attitude about the endless hours of training. They make an active effort to enjoy improving their skills rather than just viewing training as a means to an end. And when they are injured, they don’t let it get them down but instead focus on what’s necessary for recovery. When Hanyu was injured, he continued preparing for the next Olympics with visualization exercises—imagining himself doing his jumps. Many athletes will say that these habits of mental discipline are what put them on top of their game.

For elite athletes, the commitment to peak performance affects every part of their lives. From what they eat for breakfast to when they go to bed at night to how they deal with stress, every habit can make a difference.

That’s how they make leaping on the ice or slamming the ball over the net look so easy. Most of us are not athletes, but we can apply some of their strategies for success in our own lives.

UNIT 2, LESSON 1 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 you people	feel don't take get	sick, this medicine, sick,	I you they	will won't will	stay get miss	home. better. work.

Questions

If-clause				Result clause			
If	Subject	Simple present		Wh-word	Will / Won't	Subject	Base form of verb
If	you he	feel gets	sick, better,	who -	will will	you he	call? 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?

UNIT 2, LESSON 1 UNLESS

Use *unless* to express condition. *Unless* often means *if...not*.

Unless	Subject	Present verb		Subject	Future verb or modal + verb	
	you	leave	soon,	you	are going to be	late.
Unless	the clients	trust	you,	they	won't want	your services.
	you	make	an effort,	you	can't	succeed.

Notes

- When the verb in the main clause is in the future, use the simple present in the clause with *if*.
- You can start the sentence with the main clause.
We will meet at 9:00 unless the office is closed.

UNIT 2, LESSON 2 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 she people	were had didn't care,	rich, more time, -	I she they	would would wouldn't	donate volunteer help.	more money. every day.

Questions

If-clause				Result clause			
If	Subject	Simple past		Wh-word	Would / Wouldn't	Subject	Base form of verb
If	you they	had had	more money, the time,	what -	would would	you they	do? 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.

UNIT 3, LESSON 1 ADVICE, OBLIGATION, AND EXPECTATION

	(Not) have to / Had better (not) / Be (not) supposed to	Base form of verb		
Everyone	has to	come	to the meeting.	(It's required.)
You	don't have to	accept	that offer.	(You can walk away.)
I	had better	leave	now.	(I'm going to be late.)
You	had better not	be	late.	(The boss will be angry.)
I	am supposed to	call	them.	(They're expecting my call.)
We	aren't supposed to	use	our phones.	(It's against the rules.)

Notes

- *Had better (not)* often carries a suggestion of bad consequences.
- Use *have to* to say that an action is necessary / required.
- Use *(not) have to* to say that an action is not necessary.
- Use *had better (not)* to give strong advice or to talk about things people should or shouldn't do.
- Use *be (not) supposed to* to express expectations.

UNIT 4, LESSON 2

FUTURE WITH *WILL*, *BE GOING TO*, PRESENT CONTINUOUS, AND SIMPLE PRESENT

Use *will* + the base form of the verb for predictions, offers, and quick decisions made at the moment of speaking.

Predictions	We're all excited about the project. I think tomorrow's meeting will be great.
Offers	Those boxes look heavy. We' ll help you carry them.
Quick decisions	That's a great price. I' ll take it!

Use *be going to* + the base form of the verb for predictions and to talk about specific plans.

Predictions	Bob just got a new apartment, and he' s going to need a lot of furniture.
Specific plans	We need a lot of furniture. We' re going to go shopping this weekend.

Use the present continuous to talk about specific plans.

Specific plans	I can't wait for the weekend. We' re having dinner with my cousins from Lima.
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Use the simple present for future events that are on a definite schedule, such as store hours, bus and train schedules, flight times, and movie showings.

Definite schedules	His flight gets in at 9:00 on Sunday.
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UNIT 5, LESSON 1

PAST PERFECT

Use the past perfect to talk about an action that occurred before another time in the past.

	<i>Had</i>	Past participle	
The police discovered that the thief	had	taken	the painting.
Before the robbery, the gang	had	dug	a tunnel to the bank.

Notes

- The past perfect is sometimes used with *before*, *after*, *by the time*, and *when*.
By the time police arrived, the robbers **had already left**.
- We often use contractions with subject pronouns and *had* with the past perfect.
They'd robbed another bank earlier that week.
- We also use the contraction *hadn't* with negative past perfect sentences.
They didn't stop the thief because they hadn't noticed the theft yet.

IRREGULAR VERBS

Base form of verb	Simple past	Past participle	Base form of verb	Simple past	Past participle
be	was	been	leave	left	left
become	became	become	lay (off)	laid (off)	laid (off)
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	oversleep	overslept	overslept
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
cost	cost	cost	ride	rode	ridden
deal	dealt	dealt	rise	rose	risen
do	did	done	run	run	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
know	knew	known	write	wrote	written

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

PARTICIPIAL ADJECTIVES

<i>-ed</i>	<i>-ing</i>	<i>-ed</i>	<i>-ing</i>	<i>-ed</i>	<i>-ing</i>
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralyzed	paralyzing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
charmed	charming	frightened	frightening	surprised	surprising
confused	confusing	horrified	horrifying	terrified	terrifying
depressed	depressing	inspired	inspiring	tired	tiring
disappointed	disappointing	interested	interesting	touched	touching
disgusted	disgusting	irritated	irritating	troubled	troubling

REPORTING VERBS

Verbs for reporting what someone says

acknowledge	confess	dispute	invite	propose	request	tell
add	confirm	explain	maintain	reassure	respond	threaten
admit	continue	forbid	mention	recall	reveal	urge
advise	convince	guarantee	note	recommend	rule	warn
agree	cry	hint	notify	record	say	whisper
announce	demand	imply	observe	refuse	scream	write
answer	deny	inform	order	remark	shout	yell
argue	describe	inquire	persuade	remind	state	
ask	direct	insist	predict	repeat	suggest	
assert	discuss	instruct	promise	reply	teach	

Verbs for reporting what someone thinks

accept	expect	know	remember
agree	fear	mean	resolve
assume	feel	note	suppose
believe	forget	plan	think
consider	guess	prefer	understand
decide	hold	propose	want
determine	hope	reason	wish
doubt	imagine	recall	wonder
dream	intend	reflect	worry
estimate	judge	regret	

Verbs for reporting what someone has written

add	claim	insist	say
admit	command	observe	state
advise	comment	order	suggest
agree	complain	promise	tell
announce	conclude	read	think
answer	confess	reason	urge
argue	continue	reflect	warn
assert	decide	remark	wonder
beg	demand	reply	write
begin	explain	report	
boast	inquire	respond	

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		

THE WRITING PROCESS

The writing process consists of 5 stages:

1. Pre-writing
2. Drafting
3. Revising
4. Proofreading
5. Publishing

The five stages of the writing process can be applied to any type of writing task. Whether you are writing an essay, an article, or a blog entry, each stage allows your writing to progress from an idea in your head to a completed text. With each stage you shape and improve your writing.

Pre-writing	<p>PLAN</p> <ul style="list-style-type: none">✦ The Pre-writing stage is where you make a plan for your writing.✦ Choose a topic you want to write about.✦ Think about what you want to say about the topic.✦ Generate ideas using brainstorming techniques (mind maps, idea webs, lists, etc.).✦ Do research, if necessary, and take notes.✦ Use graphic organizers and charts to start arranging your ideas.
Drafting	<p>WRITE</p> <ul style="list-style-type: none">✦ The Drafting stage is where you begin to turn your ideas into a written text.✦ Think about your audience. Your tone will vary if you are writing for students or business professionals or to a friend or a university professor.✦ Use ideas from the Pre-writing stage to start composing sentences and paragraphs. Don't focus too much on grammar and mechanics. Just get ideas flowing.✦ If using researched materials, put the information in your own words or use quotations. Keep track of the references you use.✦ First focus on the body of your text. Then add a beginning and ending.✦ Read your draft to see if what you're saying flows logically.✦ You may need to complete this stage more than once.
Revising	<p>IMPROVE</p> <ul style="list-style-type: none">✦ The Revising stage helps you to improve tone, content, style, and organization.✦ Consider your target audience again and adjust the tone as needed.✦ Cut, add, change, and rearrange text as needed.✦ Develop an effective beginning and ending.✦ Check if you need to give more information about any details.✦ Vary words that you repeat too often.✦ Revisit the drafting steps to develop new ideas that need to be added.✦ Ask a friend or classmate to review your draft, and incorporate feedback that you find helpful.✦ Set your writing aside and then return to it with fresh eyes and read it again.✦ You may need to complete this stage more than once.

Proofreading	<p>CORRECT</p> <ul style="list-style-type: none"> ✧ The Proofreading stage comes only after you are happy with tone, content, style, and organization. ✧ Print your document before proofreading if you are working on a computer. You may notice mistakes that you can miss on a screen. ✧ Look for errors in spelling, punctuation, and capitalization. Read your text several times, first focusing only on spelling, then on punctuation, then on capitalization. ✧ Do several sweeps for grammar mistakes, checking for your individual problem areas. For example, first focus on sentence structure, then read again to check for subject-verb agreement, then again for use of tenses. ✧ Check that you listed any references correctly. ✧ Ask another person to proofread your text for you. Make sure you agree with the corrections and understand them before applying them. ✧ Once you print a final copy, don't add hand-written corrections. Print a clean copy.
Publishing	<p>SHARE</p> <ul style="list-style-type: none"> ✧ Finally, at the Publishing stage, you can share your text with other people. ✧ Post it online. ✧ Send it in an email or letter. ✧ Present it orally to people. ✧ Hand it in to a teacher or supervisor. ✧ Submit it to a publication or a contest.

PRESENTATION SELF-EVALUATION

Fill out the evaluation after giving your presentation. If possible, ask a classmate to record your presentation. Then complete the chart after watching it. Be honest and keep notes of your observations to improve future presentations.

Criteria	Goals	Self rating 1-4 4 Excellent 3 Good 2 Fair 1 Poor	Room for improvement
ORGANIZATION	I planned and researched my topic well.		
PRESENTATION SKILLS	I incorporated tips from the Presentation Skill box in my preparation.		
FLOW OF IDEAS	My ideas flowed logically, and I stayed on topic.		
PREPAREDNESS	I was well prepared. It was obvious I had practiced enough.		
DELIVERY	I spoke clearly and loudly enough so everyone could easily understand me.		
BODY LANGUAGE	I held the audience's attention with varied gestures and eye contact.		
CONFIDENCE	I was relaxed and spoke with ease and enthusiasm.		
VISUAL AIDS	I incorporated visual aids and used them effectively.		
TIME	I spoke within the two-minute time frame.		
RESPONSE TO AUDIENCE	I was able to effectively answer questions and respond to comments.		