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FOUR CORNERS

Second Edition

Student's Book
with Online Self-Study

JACK C. RICHARDS & DAVID BOHLKE



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Harboring a shining -10 year history and accommodating over 13,000 active language learners at the moment, Iran Europe English Institute is one of the largest and most prosperous English institutes in Iran. Achieving such a large-scale success would not be feasible if it had not been for the relentless and industrious endeavors of Iran Europe's professional teachers and board of education. Every member of Iran Europe academic staff avidly seeks to furnish the learners with the most effective and the most pragmatic approach to language learning.

We put in our most pertinacious efforts to earn your trust and confidence. Having been meticulously handpicked through various strict recruitment stages, our staff are among the most technically and professionally qualified individuals who can deliver language education services to you. That aside, they are the friendliest cadre you would ever communicate with, who would always welcome you warmly with their never-failing smile. Admittedly, from the very first moment you set foot in one of our branches, you become a revered member of Iran Europe's big family.

What makes our institute distinctive from our competitors is our dedication to not just promise but to deliver. As we are committed to the spirit of excellence, we do acknowledge that language learning does not effectively take place within the walls of the classroom merely, which is why our concern for the development of your language competency extends to every means that places practice opportunities ahead of you. Meanwhile, we make it our mission of life that your experience at our institute becomes as productive, joyful and retaining as feasible.

As the chief of Iran-Europe family, I do embrace your presence here with care, enthusiasm and honor. We are determined to extend the reputation and services of Iran Europe English institute beyond the borders of Iran, all the way to the Middle East and East Asia. We are committed to conquer the future realms of language teaching and learning.

Thank you for making us your choice. We hope we deserve the privilege of serving you.

Mahyar Roustae
Managing Director

Iran Europe Language Institute

Iran Europe English Institute was established in 2003, and currently it has two branches in the west of Tehran, which have best access points to expressways, subway and bus stations, making it very convenient for students. The institute is set in over 8,000 square meters of fully-equipped educational space, which currently caters to 13,000 active students. The classes are offered on different days and at different times all 7 days of the week from 8:00 am to 10 pm. This allows full flexibility schedule-wise to our learners to pick out their classes at the hour of their own choice.

Mission and Vision

The mission of Iran Europe Language Institute is to broaden the horizon of learners via sticking to the highest standards of language teaching and learning.

It is our vision to be the trusted leader in language education for our learners, offering them a premier integrated teaching system and driving them down the path of language mastery with the joy of acquisition and at competitive tuition fees.

Values

Service

We strive to deliver the best to every learner every day. Our learners are our first priority in each and every decision we make. In all our endeavors, we are guided by our learners' needs, which assists us in creating a partnership that is effective across the continuum of education.

Integrity

We believe in and practice moral values that emphasize honesty, fairness, dignity and respect for the individual; we, hence, communicate openly and honestly to found trust and uphold the highest ethical and professional standards.

Respect

We treat each and every individual learner with the highest professionalism and dignity. We recognize, respect and actively support the differences among individuals and demonstrate this philosophy through our words and actions.

Relationships

We develop and strengthen collaborative and professional relationships with all our learners, teachers, employees, and our business partners.

Innovation

Change and dynamism are the two elements that forge our framework of operation at Iran Europe. We embrace the new, and constantly update our practices and procedures based on the cutting-edge pedagogical methods and materials.

Teamwork

Our system effectiveness is founded on the collective strength, cultural diversity and working with open communication and mutual respect. We operate collaboratively as an integrated and unified team to make contributions to the world of language education.

Our Responsibilities – Your Rights:

- You have the right to receive considerate, respectful and compassionate services irrespective of your age, gender, race, national origin, religion and disabilities.
- You have the right to receive services in a productive, peaceful and educational environment which maximizes learning.
- You can expect full consideration of your privacy and confidentiality.
- You have the right to receive detailed information about your teacher and educational plan.
- You have the right to choose your classes on any day of the week from 8:00 am to 10 pm.
- You can have consultation on your educational issues with the institute advisors and supervisors.

Plus Points and Special Offers

- The number of students in our classes does not exceed 8, so that you have sufficient opportunity to practice on newly-learned language items.
- You can attend 30 sessions of our side classes free of charge per semester. Our side classes come in a variety of subjects such as free discussion, real English, learning facilitator, movie, accent, music, writing, vocabulary, grammar, business English, stand-up comedy, TED talk, news, and the like.
- Iran Europe is the only language institute in the country which holds ISO 9001:2008 and ISO 10015, and has won the National Trophy for Customer Satisfaction, the National Trophy for Quality and Efficiency, and the Prize for the Best English Teaching Brand.
- We employ the most up-to-date teaching methodologies and materials.
- You will have 2 consolidation as well as 2 oral exam sessions in each semester.

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Scope and sequence

| LEVEL 3 | Learning outcomes | Grammar | Vocabulary |
|---|--|--|---|
| Classroom language Page 2 | | | |
| Unit 1 Pages 3–12 | | | |
| Education A <i>I'm taking six classes</i> B <i>You're not allowed to...</i> C <i>My behavior</i> D <i>Education controversy</i> | Students can... <input checked="" type="checkbox"/> ask and talk about routines <input checked="" type="checkbox"/> express prohibition and obligation <input checked="" type="checkbox"/> ask and talk about feelings and reactions <input checked="" type="checkbox"/> discuss advantages and disadvantages | Simple present vs. present continuous Zero conditional | School subjects Feelings and emotions |
| Unit 2 Pages 13–22 | | | |
| Personal stories A <i>What were you doing?</i> B <i>Guess what!</i> C <i>I was really frightened!</i> D <i>How embarrassing!</i> | Students can... <input checked="" type="checkbox"/> describe what was happening in the past <input checked="" type="checkbox"/> announce news <input checked="" type="checkbox"/> close a conversation <input checked="" type="checkbox"/> tell personal stories <input checked="" type="checkbox"/> describe embarrassing moments | Past continuous vs. simple past Participial adjectives | Sentence adverbs Verbs to describe reactions |
| Unit 3 Pages 23–32 | | | |
| Style and fashion A <i>Fashion trends</i> B <i>Does this come in...?</i> C <i>The latest look</i> D <i>Views on fashion</i> | Students can... <input checked="" type="checkbox"/> ask about and describe past fashions <input checked="" type="checkbox"/> ask where something is in a store <input checked="" type="checkbox"/> ask for a specific product <input checked="" type="checkbox"/> express opinions about style and fashion <input checked="" type="checkbox"/> ask and talk about current fashions | <i>Used to</i> Defining relative clauses | Fashion statements Clothing styles |
| Unit 4 Pages 33–42 | | | |
| Interesting lives A <i>Have you ever been on TV?</i> B <i>What I mean is...</i> C <i>Life experiences</i> D <i>What a life!</i> | Students can... <input checked="" type="checkbox"/> ask and talk about life experiences <input checked="" type="checkbox"/> check and clarify meaning <input checked="" type="checkbox"/> describe details of their experiences <input checked="" type="checkbox"/> ask and talk about a memorable experience | Present perfect Present perfect vs. simple past | Experiences Fun things to do |
| Unit 5 Pages 43–52 | | | |
| Our world A <i>Older, taller, and more famous</i> B <i>I don't believe it!</i> C <i>World geography</i> D <i>Natural wonders</i> | Students can... <input checked="" type="checkbox"/> Compare human-made structures <input checked="" type="checkbox"/> express disbelief <input checked="" type="checkbox"/> say that they don't know something <input checked="" type="checkbox"/> ask and talk about geographical features <input checked="" type="checkbox"/> describe natural wonders in their country | Comparatives <i>Not as...as</i> Superlatives | Human-made wonders Geographical features |
| Unit 6 Pages 53–62 | | | |
| Organizing your time A <i>A busy week</i> B <i>Can I take a message?</i> C <i>Can you do me a favor?</i> D <i>Perspectives on time</i> | Students can... <input checked="" type="checkbox"/> ask and talk about weekend plans <input checked="" type="checkbox"/> offer to take a message <input checked="" type="checkbox"/> leave a message <input checked="" type="checkbox"/> make requests, promises, and offers <input checked="" type="checkbox"/> discuss ways to manage time effectively | Present tenses used for future Requests Promises and offers with <i>will</i> | Commitments Favors |

| Functional language | Listening and Pronunciation | Reading and Writing | Speaking |
|---|--|---|--|
| <p>Interactions: Expressing prohibition Expressing obligation</p> | <p>Listening: Office rules An interview about homeschooling Pronunciation: Stress and rhythm</p> | <p>Reading: "Are Video Games Educational?" An article Writing: Advantages and disadvantages of distance education</p> | <ul style="list-style-type: none"> Information exchange about school and work <i>Keep talking:</i> "Find someone who" activity about everyday activities List of class rules Information exchange about personal behavior <i>Keep talking:</i> Comparison of behaviors Discussion about distance education |
| <p>Interactions: Announcing news Closing a conversation</p> | <p>Listening: News about other people A camping trip Pronunciation: Intonation in complex sentences</p> | <p>Reading: "Embarrassing Experiences" An article Writing: An embarrassing moment</p> | <ul style="list-style-type: none"> Group story about a past event <i>Keep talking:</i> Description of simultaneous past actions Celebrity news Personal stories and anecdotes <i>Keep talking:</i> Picture stories Descriptions of embarrassing moments |
| <p>Interactions: Asking where things are Asking for an alternative</p> | <p>Listening: Clothing purchases An interview with a fashion designer Pronunciation: <i>Used to and use to</i></p> | <p>Reading: "Dress to Impress" An article Writing: Class survey</p> | <ul style="list-style-type: none"> Interview about style and fashion <i>Keep talking:</i> Comparison of two people's past and present styles Role play of a shopping situation Opinions on fashion and style <i>Keep talking:</i> Interview about what's hot Class survey about style and fashion |
| <p>Interactions: Checking meaning Clarifying meaning</p> | <p>Listening: Unusual habits An interview with a grandmother Pronunciation: Contrastive stress in responses</p> | <p>Reading: "The Life of an Astronaut" An interview Writing: Interesting people, places, or things</p> | <ul style="list-style-type: none"> Interview about experiences <i>Keep talking:</i> Information exchange about experiences never had Information exchange about unusual habits True and false information about life experiences <i>Keep talking:</i> "Find someone who" activity about everyday experiences Description of an interesting person or place |
| <p>Interactions: Expressing disbelief Saying you don't know</p> | <p>Listening: An interesting city The Great Barrier Reef Pronunciation: Intonation in tag questions</p> | <p>Reading: "Seven Wonders of the Natural World" An article Writing: A natural wonder</p> | <ul style="list-style-type: none"> Comparison of different places <i>Keep talking:</i> Information gap activity about impressive places Information exchange about human-made structures Discussion about experiences in different places <i>Keep talking:</i> Advice for foreign visitors List of the most wonderful places in the country |
| <p>Interactions: Offering to take a message Leaving a message</p> | <p>Listening: Weekend plans Phone messages Pronunciation: Reduction of <i>could you</i> and <i>would you</i></p> | <p>Reading: "Time and Culture" An article Writing: Tips for success</p> | <ul style="list-style-type: none"> "Find someone who" activity about weekend plans <i>Keep talking:</i> Information exchange about upcoming plans Role play with phone messages Class favors, offers, and promises <i>Keep talking:</i> Role play with requests Quiz about overdoing things |

| LEVEL 3 | Learning outcomes | Grammar | Vocabulary |
|--|--|--|---|
| Unit 7 Pages 63–72 Personalities A <i>You're extremely curious.</i> B <i>In my opinion, ...</i> C <i>We've been friends for six years.</i> D <i>What is your personality?</i> | Students can... <ul style="list-style-type: none"> <input checked="" type="checkbox"/> talk about personality traits <input checked="" type="checkbox"/> give an opinion <input checked="" type="checkbox"/> ask for agreement <input checked="" type="checkbox"/> describe people's personalities <input checked="" type="checkbox"/> talk about their personalities | Adverbs modifying adjectives and verbs Present perfect with <i>for</i> and <i>since</i> | Personality traits More personality traits |
| Unit 8 Pages 73–82 The environment A <i>Going green</i> B <i>I'd rather not say.</i> C <i>What will happen?</i> D <i>Finding solutions</i> | Students can... <ul style="list-style-type: none"> <input checked="" type="checkbox"/> discuss environmental problems <input checked="" type="checkbox"/> give an approximate answer <input checked="" type="checkbox"/> avoid answering <input checked="" type="checkbox"/> talk about future possibilities <input checked="" type="checkbox"/> discuss solutions to problems | Quantifiers First conditional | Environmental impacts Tips to help the environment |
| Unit 9 Pages 83–92 Relationships A <i>Healthy relationships</i> B <i>I'm really sorry.</i> C <i>That can't be the problem.</i> D <i>Getting advice</i> | Students can... <ul style="list-style-type: none"> <input checked="" type="checkbox"/> discuss what's important in relationships <input checked="" type="checkbox"/> apologize and give excuses <input checked="" type="checkbox"/> accept an apology <input checked="" type="checkbox"/> speculate about people <input checked="" type="checkbox"/> give advice about relationships | <i>It's ...</i> expressions Expressions with infinitives Modals for speculating | Relationship behaviors Inseparable phrasal verbs |
| Unit 10 Pages 93–102 Living your life A <i>He taught himself.</i> B <i>I'll give it some thought.</i> C <i>What would you do?</i> D <i>What an accomplishment!</i> | Students can... <ul style="list-style-type: none"> <input checked="" type="checkbox"/> talk about themselves and their experiences <input checked="" type="checkbox"/> advise against something <input checked="" type="checkbox"/> consider advice <input checked="" type="checkbox"/> talk about imaginary situations <input checked="" type="checkbox"/> ask and talk about accomplishments | Reflexive pronouns Second conditional | Qualities for success Separable phrasal verbs |
| Unit 11 Pages 103–112 Music A <i>Music trivia</i> B <i>The first thing you do is ...</i> C <i>Music and me</i> D <i>Making your own music</i> | Students can... <ul style="list-style-type: none"> <input checked="" type="checkbox"/> talk about music <input checked="" type="checkbox"/> give instructions <input checked="" type="checkbox"/> talk about things they've done recently <input checked="" type="checkbox"/> talk about memorable songs | Past passive Present perfect with <i>yet</i> and <i>already</i> | Compound adjectives Verb and noun formation |
| Unit 12 Pages 113–122 On vacation A <i>Travel preferences</i> B <i>Don't forget to ...</i> C <i>Rules and recommendations</i> D <i>Seeing the sights</i> | Students can... <ul style="list-style-type: none"> <input checked="" type="checkbox"/> discuss travel preferences <input checked="" type="checkbox"/> ask about preferences <input checked="" type="checkbox"/> remind someone of something <input checked="" type="checkbox"/> talk about rules and recommendations <input checked="" type="checkbox"/> describe their dream trip | Gerunds Modals for necessity and recommendations | Vacation activities Extreme sports |

| Functional language | Listening and Pronunciation | Reading and Writing | Speaking |
|--|---|--|---|
| Interactions: Giving an opinion Asking for agreement | Listening: Common proverbs A personality quiz Pronunciation: Reduction of <i>don't you</i> | Reading: "The Signs of the Zodiac" Descriptions Writing: My personality | <ul style="list-style-type: none"> • Interview about personality traits • <i>Keep talking</i>: "Left-brain vs. right-brain" quiz • Discussion about personality assumptions • Information exchange about friends and their personalities • <i>Keep talking</i>: Interviews about special people and things • Guessing game to match people and their personality descriptions |
| Interactions: Giving an approximate answer Avoiding answering | Listening: A survey on grocery shopping habits Award winners for environmental work Pronunciation: Stress in compound nouns | Reading: "One-of-a-Kind Homes" An article Writing: A letter about an environmental issue | <ul style="list-style-type: none"> • Discussion about community environmental problems • <i>Keep talking</i>: "Green" quiz • Survey about water usage • Cause and effect • <i>Keep talking</i>: Possible outcomes in different situations • Solutions to environmental issues |
| Interactions: Apologizing Accepting an apology | Listening: Apologetic phone calls A radio call-in show Pronunciation: Sentence stress | Reading: "Addy's Advice" Emails Writing: A piece of advice | <ul style="list-style-type: none"> • Tips for healthy relationships • <i>Keep talking</i>: Advice for relationship problems • Role play to apologize and make excuses • Speculations about classmates • <i>Keep talking</i>: Speculations about people • Discussion about relationship problems |
| Interactions: Advising against something Considering advice | Listening: Three problems Interviews about accomplishments Pronunciation: Stress shifts | Reading: "A Walk Across Japan" An interview Writing: An accomplishment | <ul style="list-style-type: none"> • Interview about personal experiences • <i>Keep talking</i>: "Find someone who" activity about personal experiences • Role play to give and consider advice • Discussion about hypothetical situations • <i>Keep talking</i>: Interview about hypothetical situations • "Find someone who" activity about accomplishments |
| Interactions: Beginning instructions Continuing instructions Ending instructions | Listening: How things work Song dedications Pronunciation: Syllable stress | Reading: "A Guide to Breaking into the Music Business" A guide Writing: A music review | <ul style="list-style-type: none"> • Guessing game about music • <i>Keep talking</i>: Discussion about music • Information exchange with instructions • "Find someone who" activity about recent actions • <i>Keep talking</i>: "Find the differences" activity about two friends • Information exchange about songs and memories |
| Interactions: Asking about preferences Reminding someone of something | Listening: Hotel check-in A white-water rafting trip Pronunciation: Reduction of verbs | Reading: "A Taste of Cairo" A food blog Writing: A walking tour | <ul style="list-style-type: none"> • Interview about vacation activities • <i>Keep talking</i>: Comparison of travel preferences • Role play about checking into a hotel • Discussion about extreme sports • <i>Keep talking</i>: Plan for a backpacking trip • Information exchange about dream trips |

Classroom language

A  Complete the conversations with the correct sentences. Then listen and check your answers.

What page are we on?
Can you repeat that, please?
What's our homework?

✓ Excuse me. I'm very sorry I'm late.
May I go to the restroom, please?
Which role do you want to play?



- A Excuse me. I'm sorry I'm late.
B That's OK. Next time try to arrive on time.



- A _____
B Thirteen. We're doing the Warm-up for Unit 2.



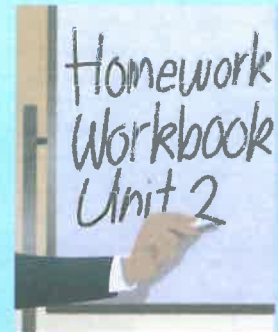
- A _____
B Yes. I said, "Please work with a partner."



- A _____
B I'll be Student A. You can be Student B.



- A _____
B No problem. Please try to be quick.



- A _____
B Please complete the activities for Unit 2 in your workbook.

B **PAIR WORK** Practice the conversations.

Education

Lesson A

- School subjects
- Simple present vs. present continuous

Lesson B

- Expressing prohibition
- Expressing obligation

Lesson C

- Feelings and emotions
- Zero conditional

Lesson D

- Reading "Are Video Games Educational?"
- Writing: Distance education



Warm Up

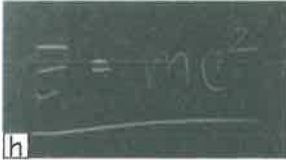




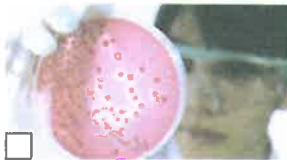



- Describe the pictures. What do you see? What are the students doing?
- How are the classrooms similar or different from your own classroom experiences?

A I'm taking six classes.

1 Vocabulary School subjects

A Match the words and the pictures. Then listen and check your answers.

- a algebra
- b art
- c biology
- d chemistry
- e geometry
- f history
- g music
- ✓h physics
- i world geography

| | | | | | |
|---|---|---|--|---|---|
| 1 |  | 2 |  | 3 |  |
| 4 |  | 5 |  | 6 |  |
| 7 |  | 8 |  | 9 |  |

B Complete the chart with the correct school subjects. Then listen and check your answers.

| Arts | Math | Science | Social studies |
|------|------|---------|----------------|
| art | | | |
| | | | |

C **PAIR WORK** Which school subjects are or were easy for you? Which are or were difficult? Tell your partner.

"History and music were easy subjects for me, but algebra was difficult!"

2 Language in context Busy schedules

A Listen to three people talk about their schedules. Who doesn't have a job?



I'm a high school student. I love history and world geography. I have a part-time job, too. My parents own a restaurant, so I work there on Saturdays. I guess I'm pretty busy.

-Kenji



I'm a full-time student. I want to be a doctor. I'm taking six classes and preparing for my medical school entrance exams. I study biology and chemistry every night.

-Jan



I'm really busy! I work full-time at a bank. I'm also taking an English class at night with my friend Ricardo. Actually, I'm going to class now. I think I'm late!

-Amelia

B What about you? Do you have a busy schedule? What do you do in a typical week?

3 Grammar Simple present vs. present continuous

Use the simple present to describe routines and permanent situations.

Kenji **works** on Saturdays.

Jan **studies** every night.

Kenji's parents **own** a restaurant.

Use the present continuous to describe actions in progress or temporary situations.

Amelia **is going** to class right now.

Jan **is preparing** for her medical school entrance exams.

Amelia and Ricardo **are taking** an English class together.

Verbs not usually used in continuous tenses

believe

mean

have

own

hope

remember

know

seem

like

understand

love

want

A Complete the conversations with the simple present or present continuous forms of the verbs. Then practice with a partner.

- A** Are you taking (take) a lot of classes these days?
B I _____ (take) just two: world geography and physics. I _____ (have) a full-time job, so I _____ (not / have) a lot of free time.
- A** How often _____ you _____ (go) to the library?
B I _____ (go) every Saturday. But I _____ (study) at home a lot, too. I _____ (prepare) for an important exam.
- A** How _____ (be) your English class?
B It _____ (be) fine. I _____ (like) English and _____ (want) to improve my speaking. But we _____ (be) only in the first lesson!
- A** What _____ the teacher _____ (do) now?
B She _____ (help) some students. They _____ (ask) her questions. They _____ (seem) confused about something.

B **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information.

4 Speaking School and work

A **PAIR WORK** Read the list. Add one set of questions about school or work.

- What's your favorite class? Are you learning anything interesting?
- Do you have a job? If so, what do you do?
- Are you studying for any exams? Do you study alone or with others?
- What job do you want someday? Are you doing anything to prepare for it?
- Why are you studying English? What do you hope to do in this class?
- _____?

B **GROUP WORK** Share any interesting information from Part A.

5 Keep talking!

Go to page 123 for more practice.

B You're not allowed to ...

1 Interactions Prohibition and obligation

A Do you always follow rules? Do you ever break rules? If so, when?

B  Listen to the conversation. What *can* students do in the class?
Then practice the conversation.

Justin Excuse me. Do you mind if I sit here?

Fei Not at all. Go ahead.

Justin Thanks. I'm Justin, by the way.

Fei Hi. I'm Fei. Are you new in this class?

Justin Yeah. Today is my first day. Hey, can we drink coffee in class?

Fei No. You can't eat or drink in class. It's one of the rules.

Justin Really? Good to know.

Fei Oh, and there's another rule. You have to turn off your cell phone.

Justin OK. Thanks for letting me know.

Fei Sure. Do you want to be my language partner today?
We can choose our speaking partners in this class.

Justin OK. Thanks.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Expressing prohibition

You can't ...

You're not allowed to ...

You're not permitted to ...

Expressing obligation

You need to ...

You must ...

D **PAIR WORK** Look at the common signs. Say the rules. Take turns.



"You're not permitted to park here."

2 Listening First day at work

- A  Listen to Joel's co-workers explain the office rules on his first day at work.
Number the pictures from 1 to 6.



- B  Listen again. Write the office rules.

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

3 Speaking Class rules

- A **PAIR WORK** Make a list of five important rules for your class like the one below.

Class rules

1. You must raise your hand to speak.
2. You can't send or read text messages.
3. You have to turn off your cell phone.
4. You're not permitted to chew gum.
5. You're allowed to sit anywhere you want.

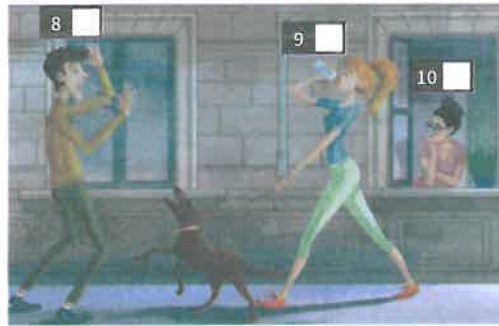
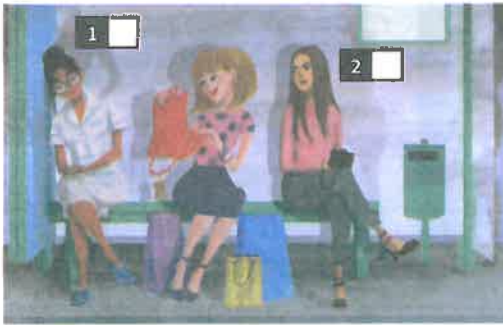
- B **GROUP WORK** Compare your list with another pair. Choose the five most important rules.
- C **CLASS ACTIVITY** Share your lists. Can you and your teacher agree on a list of class rules?

C My behavior

1 Vocabulary Feelings and emotions

A Match the words and the pictures. Then listen and check your answers.

- | | | | | |
|---------|-----------|-----------|----------|-----------|
| a angry | c hungry | e lonely | g scared | i thirsty |
| b busy | d jealous | f nervous | h sleepy | j upset |



B **PAIR WORK** Why do you think the people in the pictures feel the way they do? Discuss your ideas.

2 Conversation Feeling nervous

A Listen to the conversation. Why is Nate eating so late?

- Nate** Hello?
- Laura** Hi, Nate. It's Laura. Are you busy?
- Nate** Not really. I'm just eating some ice cream.
- Laura** Really? Why are you eating so late?
- Nate** Oh, I have an exam tomorrow, and I'm kind of nervous about it. I eat when I'm nervous. I'm not even hungry! It's not good, I know.
- Laura** Well, a lot of people eat when they're nervous. If I'm nervous about something, I just try not to think about it.
- Nate** That's easier said than done! But what do you do if you have a really important exam?
- Laura** I study a lot, of course!

B Listen to the rest of the conversation. Why did Laura call Nate?



3 Grammar Zero conditional

Zero conditional sentences describe things that are generally true. Use the simple present for both the if clause (the condition) and the main clause.

What do you do if you have a really important exam?

If I have a really important exam, I study a lot.

I study a lot if I have a really important exam.

You can usually substitute when for if in zero conditional sentences.

If I'm nervous about something, I just try not to think about it.

When I'm nervous about something, I just try not to think about it.

A Match the conditions and the main clauses. Then compare with a partner.

- | | |
|---|--|
| 1 If I'm nervous before an exam, _____ | a. I ask a family member to do some. |
| 2 When I'm busy with chores at home, _____ | b. I start to get lonely. |
| 3 If I wake up and feel hungry, _____ | c. I have something healthy, like an apple. |
| 4 When I get angry at someone, _____ | d. I usually don't say anything to him or her. |
| 5 If my friends don't call me for a few days, _____ | e. I like to stay in bed. |
| 6 When I feel sleepy on Sunday mornings, _____ | f. I take a deep breath and try to relax. |

B **PAIR WORK** Make true sentences about your behavior with the conditions in Part A.

Tell your partner.

"If I'm nervous before an exam, I study with a friend."

4 Pronunciation Stress and rhythm

A Listen and repeat. Notice how stressed words occur with a regular rhythm.

When I'm lonely, I like to chat or talk on the phone with my friends.

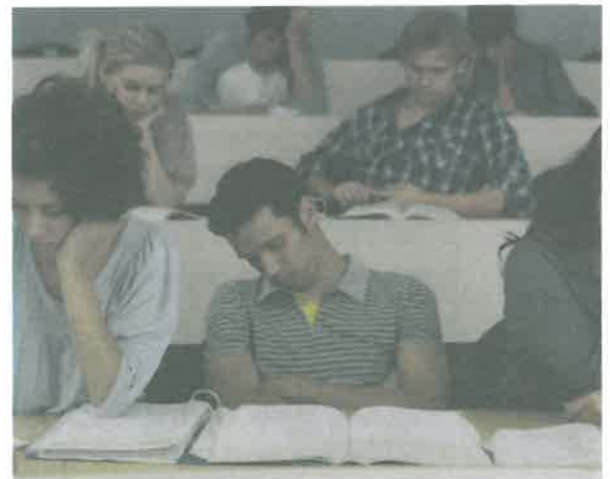
B **PAIR WORK** Practice the sentences from Exercise 3A. Pay attention to your stress and rhythm.

5 Speaking Different behaviors

GROUP WORK Read the list. Add two more questions with *if* or *when*.

Then ask and answer them.

- What do you do if you feel sleepy in class?
- What do you do when you get jealous?
- How do you feel when you're alone at night?
- How do you feel when you speak English in class?
- _____
- _____



6 Keep talking!

Go to page 124 for more practice.

D Education controversy

1 Reading

A Do you think video games can be educational? Why or why not?

B Read the article. What do many parents feel about video games?

Are video games educational?

Many parents have a bad feeling about video games. Some believe that if they allow their children to play video games, they won't do well in school. Others feel that too many video games, especially violent ones, make children feel angry and nervous. If their kids spend a lot of time playing games alone, some parents are afraid that they will feel lonely and have a hard time making friends.

But recent studies suggest a more positive side to video games, and that video games are helping students to learn, to make friends and to build important skills.

One of the biggest advantages of playing video games is that they give the brain a great workout. Every gamer knows that when you are playing video games, you have to think fast and make decisions quickly. In some really hard games, players have to learn how to form strategies, plan their actions and manage their time. Studies also show that many video games are helping students to improve math and reading skills.

Video games can also bring students together and help them make friends. In multiplayer games, players must work with their team to achieve a goal. Some games give players a chance to be leaders and increase their confidence.

Physically, scientists believe that video games may help to manage stress, improve eyesight and increase hand-eye coordination.

In many ways, video games are helping to make learning new skills more fun. Perhaps someday, video games will be a bigger part of a student's education.




C Read the article again. Complete the chart by listing three skills that video games can help students build in each area.

| Cognitive (Thinking) Skills | Social skills | Physical skills |
|--------------------------------|---------------------------|-----------------|
| improve time management skills | learn to work with a team | |
| | | |
| | | |

D **PAIR WORK** What kind of video games do you think are educational? Do you think video games can be played in classrooms? Tell your partner.

2 Listening Is homeschooling for you?

- A  Listen to Julie and her parents discuss homeschooling. What do they like about it, and what are their challenges? Check (✓) the correct answers.

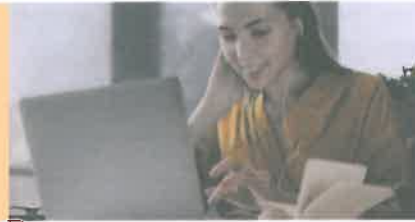
| | Likes | Challenges | Advice |
|-----------------|--|---|--------|
| Julie | <input type="checkbox"/> the classroom <input type="checkbox"/> the hours <input type="checkbox"/> the teachers | <input type="checkbox"/> texting friends <input type="checkbox"/> not seeing friends in class <input type="checkbox"/> being in a real school | |
| Julie's parents | <input type="checkbox"/> teaching together <input type="checkbox"/> choosing the curriculum <input type="checkbox"/> working at home | <input type="checkbox"/> scheduling <input type="checkbox"/> giving grades <input type="checkbox"/> knowing every subject | |

- B  Listen again. What advice do Julie and her parents give to people considering homeschooling? Complete the chart with their advice.

3 Writing Distance education

- A **PAIR WORK** Read the definition of distance education. Then make a list of its advantages and disadvantages.

Distance education is a type of education where students work on their own at home and communicate with teachers and other students using email, message boards, instant messaging, video chats, and other forms of computer-based communication.



- B Do you think learning English by distance education is a good idea or a bad idea? Write a paragraph to explain your opinion. Use the model and your list from Part A.

Advantages of Distance Education

I think learning English by distance education is a very good idea. There are many advantages. For example, students can work at their own speed. This is good for people with full-time jobs or people who can't go to regular classes ...

- C **PAIR WORK** Compare your ideas.

4 Speaking Advantages and disadvantages

- A **GROUP WORK** What are the advantages and disadvantages of these types of learning? Discuss your ideas.

| | | |
|---------------|------------------------------|----------------------------|
| large classes | private lessons with a tutor | studying abroad |
| small classes | online learning | watching movies in English |

- B **CLASS ACTIVITY** How do you prefer to learn? What type of learning is the most popular?

Wrap-up

1 Group WORK

Imagine you are going to pick 4 of your classmates for the following job vacancies:

Security guard

Teacher

Secretary

School bus driver

Interview your classmates to find out how they control their emotions (anger, sadness, ...). Choose the best person for each job and compare your list with your partner.

2 In the real world

What is a multi-age classroom? Go online and find information in English about one. Then write about it.

- What ages or grades are in the classroom?
- What are some advantages? What are some disadvantages?

A Multi-Age Classroom

At Ambuehl Elementary School, first-, second-, and third-graders are in the same classroom. One advantage is that younger students learn from older students.

Another advantage is that . . .

2

Personal stories

Lesson A

- Sentence adverbs
- Past continuous vs. simple past

Lesson B

- Announcing news
- Closing a conversation

Lesson C

- Verbs to describe reactions
- Participial adjectives

Lesson D

- Reading: "Embarrassing Experiences"
- Writing: An embarrassing moment



Warm Up

A Look at the pictures. Which story would you like to hear? Rank them from 1 (very much) to 6 (not much).

B Do you prefer to tell stories about yourself or hear stories about other people? Why?

A What were you doing?

1 Vocabulary Sentence adverbs

A  Match the pictures and the sentences. Then listen and check your answers.

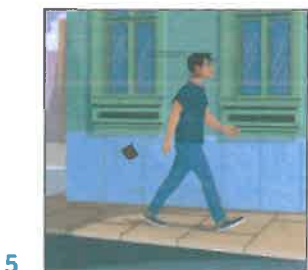


_____ Amazingly, she came home last night.

_____ Sadly, my cat disappeared last year.

_____ Fortunately, she was very healthy.

_____ Strangely, she had on a little sweater.



_____ Luckily, someone found it.

_____ Surprisingly, she brought it to my home.


_____ Suddenly, I realized I didn't have it.

_____ Unfortunately, I lost my wallet yesterday.

B **PAIR WORK** Use sentence adverbs to describe incidents that happened to you or people you know. Tell your partner.

"Amazingly, my brother passed his physics exam last week. He didn't study at all!"

2 Language in context Lights out!

A  Listen to two people describe what they were doing when the power went out last night. What did they do after the power went out?



I was cooking pasta when suddenly everything went dark. Luckily, I had some candles. I couldn't finish making my meal, so I just ate cereal for dinner.

- Angela

While my friends and I were watching a movie at home, the lights went out. Unfortunately, no one knew how the movie ended. So, we took turns telling our own endings.

- Tetsu

B What about you? Have you ever been in a blackout? What did you do?

3 Grammar Past continuous vs. simple past

Use the past continuous to describe an action in progress in the past.

Angela **was cooking** pasta last night. Tetsu and his friends **were watching** a movie.

Use the simple past for an event that interrupts that action in progress.

Angela **was cooking** pasta when everything **went** dark.

While Tetsu and his friends **were watching** a movie, the lights **went** out.

A Complete the conversations with the past continuous or simple past forms of the verbs. Then practice with a partner.

1 **A** What were you doing (do) last night when the storm (begin)?

B I (use) my computer. While I (write) my report, the electricity suddenly (go) off.

A you (lose) your work?

B Yeah. Unfortunately, I (need) to do it again.

2 **A** How you (break) your foot?

B Oh, I (ski).

A Really? it (hurt)?

B Of course! But fortunately, someone (call) an ambulance.

A That's good.

B Yeah, and while I (wait), my friends (bring) me hot chocolate.

B **PAIR WORK** Ask and answer questions about what you were doing at the times below.

7:00 this morning

10:00 last night

4:30 yesterday afternoon

this time yesterday

4 Pronunciation Intonation in complex sentences

 Listen and repeat. Notice how each clause has its own intonation pattern.

Angela was cooking when everything went dark.

When everything went dark, Angela was cooking pasta.

5 Speaking Story time

GROUP WORK Complete a sentence below with your own idea. Your group adds sentences with adverbs to create a story. Take turns.

● I was talking to my best friend when ...

● I was walking down the street when ...

● I was sleeping one night when ...

● I was checking my messages when ...

A: I was talking to my best friend when my phone rang.

B: Strangely, it was a phone number I didn't know.

C: Luckily, I answered the phone because it was ...

6 Keep talking!

Go to page 125 for more practice.

B Guess what!

1 Interactions Sharing news

A Think about different people you know. Do you have any news about them?

B  Listen to the conversation. What news is Diana sharing?
Then practice the conversation.

Ruben Hi, Diana. How are you?

Diana I'm fine. Guess what!

Ruben What?

Diana Do you remember Joe from our photography class?

Ruben Joe? Oh, yeah. Is he OK?

Diana Oh, he's fine. It's just that he got into film school in Los Angeles. He wants to be a director.

Ruben Really? Good for him.

Diana Yeah. I hear he really likes it.

Ruben That's fantastic!

Diana Yeah. Hey, I need to get going. I'm late for work.

Ruben Oh, OK. I'll call you later.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Announcing news

Did you hear what happened?

You'll never guess what happened!

Closing a conversation

Listen, I've got to run.

Sorry, I have to go.

D **PAIR WORK** Have conversations like the one in Part B. Use these ideas.



Your classmate Lucy Kim moved away. She moved to Spain to study art.




Your teacher Bill Jones got married. He married his girlfriend from high school.



Your friend Pedro Garcia was on TV. He was on a game show and won!

2 Listening You'll never guess!

- A**  Listen to Michael and Wendy talk about four different people they know. Number the people from 1 to 4 in the order they talk about them. There is one extra person.

a classmate a co-worker a family member a neighbor a teacher

- B**  Listen again. Check (✓) the true sentences. Correct the false ones.

- 1 Greg is graduating from middle school.
- 2 Eva bought a brand-new red car.
- 3 Mr. Landers is going to teach a new class.
- 4 Cathy is going to be in the school play.

3 Speaking Celebrity news

- A** **PAIRWORK** Think of four famous people. What is some interesting news about them? Complete the chart.

| | Famous person | News |
|---|---------------|------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |



- B** **CLASS ACTIVITY** Announce your news about the famous people to a classmate. Then close the conversation and talk to another classmate.
- C** **CLASS ACTIVITY** Who heard the most interesting news?

I can announce news. 

I can close a conversation. 

Before you watch

A Complete the sentences with the correct jobs. Then compare with a partner.



an artist



a doctor



a journalist

- | | |
|--|---|
| 1 _____ studies chemistry. | 4 _____ makes creative things. |
| 2 _____ writes stories for newspapers. | 5 _____ interviews people a lot. |
| 3 _____ can draw and paint very well. | 6 _____ takes a lot of science classes. |

B PAIR WORK Interview your partner. Take notes.

- How many classes are you taking?
- Why are you taking each class?
- Do you like the subject(s) you are studying? Why or why not?
- What job would you like to have someday?

C CLASS ACTIVITY Share your information. Who is taking a lot of classes? Who is taking a fun class?

While you watch

A Circle the correct answers.

- Danielle and Amy are _____.
a friends b neighbors c roommates
- Danielle and April are studying _____.
a art b chemistry c journalism
- Danielle and April are making a _____ for their class.
a picture b poster c video
- Amy is taking _____ classes.
a five b six c seven
- Danielle feels like she has a really _____ schedule.
a busy b easy c hard

B Check (✓) the correct answers.



| | Amy | Danielle |
|--|--------------------------|--------------------------|
| 1 Who thinks chemistry is difficult? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who isn't hungry? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who eats a lot before a big exam? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who thinks art class looks stressful? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who is learning to write stories for newspapers? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who is preparing for medical school exams? | <input type="checkbox"/> | <input type="checkbox"/> |

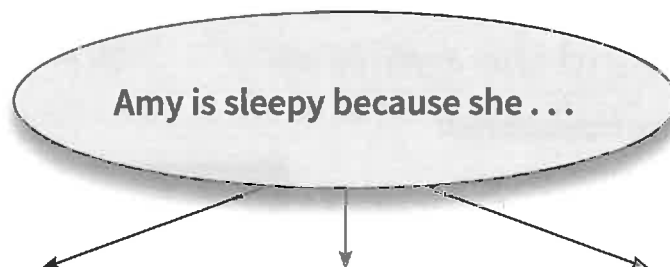
C Write T (true) or F (false). Correct the false sentences.

Amy

- ~~Danielle~~ has a big exam this week. F
- Amy drinks a lot of coffee. _____
- When Danielle is nervous about something, she exercises. _____
- Amy wants to be an artist. _____
- Amy is late for class. _____

After you watch

A Why do you think Amy is so sleepy? Write your answers on the lines. Then compare with a partner.



is preparing for medical _____
school exams. _____

B **GROUP WORK** Discuss the questions. Do any of you do the same things as Danielle or Amy?

- When you have a big exam, what do you do?
- If you're nervous about something, what do you do?
- What do you do if you feel sleepy in class?

C

I was really frightened!

1 Vocabulary Verbs to describe reactions

A Match the words and the pictures. Then listen and check your answers.

| | | | |
|-------------|-----------|-------------|------------|
| a amuse | c confuse | e embarrass | g frighten |
| b challenge | d disgust | f excite | h interest |

| | | | | | | | |
|----------------------------|--|----------------------------|--|----------------------------|---|----------------------------|--|
| 1 <input type="checkbox"/> |  | 2 <input type="checkbox"/> |  | 3 <input type="checkbox"/> |  | 4 <input type="checkbox"/> |  |
| 5 <input type="checkbox"/> |  | 6 <input type="checkbox"/> |  | 7 <input type="checkbox"/> |  | 8 <input type="checkbox"/> |  |

B **PAIR WORK** What amuses you? Challenges you? Confuses you? Etc. Tell your partner.

2 Conversation Around the campfire

A Listen to the conversation. What frightened Paul?

David ... and that's what was on the floor!

Jim Yuck! That story was disgusting!

Paul Well, listen to this. I was watching a movie at home one night when I heard a strange noise outside the window.

David What did you do?

Paul I was really frightened! I was watching a horror movie, *and* I was sitting in the dark. Anyway, I walked to the window, opened the curtains, and saw a face!

Jim No way! That's frightening!

Paul Not really. It was just my roommate.

David Your roommate?

Paul Yeah. Unfortunately, he lost his key and couldn't get in the house. He was really embarrassed!



B Listen to the rest of the conversation. How did Paul's roommate react?

3 Grammar Participial adjectives

Use present participles (-ing) to describe someone or something that causes a reaction.

That story was **disgusting**.

The noise was really **frightening**.

His actions were really **embarrassing**.

Use past participles (-ed) to describe a person's reaction to someone or something.

I was **disgusted** by that story.

I was really **frightened** by the noise.

He was really **embarrassed**.

Circle the correct words. Then compare with a partner.

- This short story is very challenging / challenged. There's a lot of difficult vocabulary.
- I'm really exciting / excited to hear about your trip. Tell me all about it!
- I liked your story, but I'm confusing / confused by the ending. Can you explain it?
- I think my neighbor's stories about her life are very amusing / amused.
- I never feel frightening / frightened when people tell me ghost stories.
- That joke wasn't funny at all. It was disgusting / disgusted.
- That movie was boring / bored. It wasn't interesting / interested at all.
- I'm surprising / surprised you were embarrassing / embarrassed by my story.

4 Listening Is that really true?

A  Listen to Mark's story. Check (✓) the two adjectives that best describe it.

- challenging frightening disgusting amusing

B  Listen again. Answer the questions.

- What are Mark and his friend doing in the tent? _____
- What did they first hear outside the tent? _____
- What did Mark's friend want to do? _____
- What did the voice outside the tent say? _____

5 Speaking My own experience

A Think about your own experiences. Choose one of the topics from the list below. Then take notes to prepare to talk about it.

| | |
|-------------------------|-----------------------------|
| an exciting day | a frightening experience |
| a confusing moment | an amusing situation |
| a challenging situation | an interesting conversation |

B **PAIR WORK** Tell your partner about your experience. Ask and answer questions for more information.



6 Keep talking!

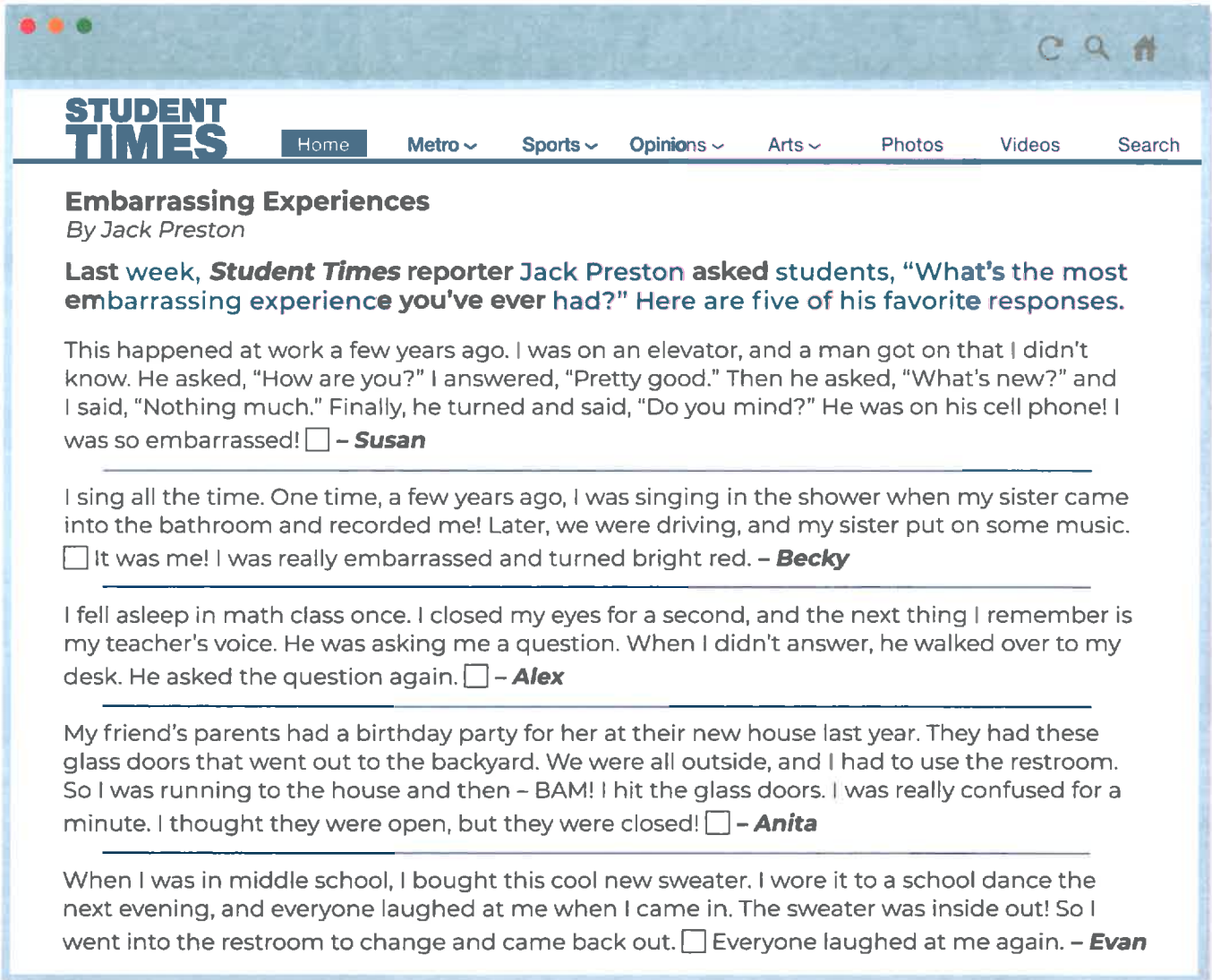
Go to page 126 for more practice.

D How embarrassing!

1 Reading

A How do you react when you feel embarrassed? Do you turn red? Do you get angry if people laugh at you?

B Read the article. Where did each person's embarrassing moment happen?



The screenshot shows a web browser window with the 'STUDENT TIMES' logo in the top left. The navigation bar includes 'Home', 'Metro', 'Sports', 'Opinions', 'Arts', 'Photos', 'Videos', and 'Search'. The article title is 'Embarrassing Experiences' by Jack Preston. The text of the article is as follows:

Embarrassing Experiences
By Jack Preston

Last week, *Student Times* reporter Jack Preston asked students, "What's the most embarrassing experience you've ever had?" Here are five of his favorite responses.

This happened at work a few years ago. I was on an elevator, and a man got on that I didn't know. He asked, "How are you?" I answered, "Pretty good." Then he asked, "What's new?" and I said, "Nothing much." Finally, he turned and said, "Do you mind?" He was on his cell phone! I was so embarrassed! – **Susan**

I sing all the time. One time, a few years ago, I was singing in the shower when my sister came into the bathroom and recorded me! Later, we were driving, and my sister put on some music. It was me! I was really embarrassed and turned bright red. – **Becky**

I fell asleep in math class once. I closed my eyes for a second, and the next thing I remember is my teacher's voice. He was asking me a question. When I didn't answer, he walked over to my desk. He asked the question again. – **Alex**

My friend's parents had a birthday party for her at their new house last year. They had these glass doors that went out to the backyard. We were all outside, and I had to use the restroom. So I was running to the house and then – BAM! I hit the glass doors. I was really confused for a minute. I thought they were open, but they were closed! – **Anita**

When I was in middle school, I bought this cool new sweater. I wore it to a school dance the next evening, and everyone laughed at me when I came in. The sweater was inside out! So I went into the restroom to change and came back out. Everyone laughed at me again. – **Evan**

C Read the article again. Write the numbers of the missing sentences in the correct paragraphs.

- 1 Luckily, I knew the answer.
- 2 Fortunately, the doors opened, and I got off.
- 3 Unfortunately, it was now on backwards!
- 4 Suddenly, she started to laugh.
- 5 Amazingly, I wasn't hurt at all.

D **PAIR WORK** Whose story do you think is the most embarrassing? Discuss your ideas.

2 Writing An embarrassing moment

A Think of an embarrassing moment that happened to you or someone you know.

Answer the questions.

- When did it happen? _____
- Who was there? _____
- Where did it happen? _____
- Why was it embarrassing? _____

B Write a description of an embarrassing moment that happened to you or someone you know. Use the model and your answers in Part A to help you.

Embarrassed at the Supermarket

When I was about six years old, I was at the supermarket with my mom. She was shopping for groceries. I wanted some candy, but my mom didn't want to buy me any. So, when my mother wasn't looking, I took some candy and put it into the cart. The problem was that I put the candy into the wrong cart ...



C **CLASS ACTIVITY** Post your papers around the classroom. Then read the stories and rate them from 1 (very embarrassing) to 4 (not embarrassing at all). Which stories are the most embarrassing?

3 Speaking It happened to me!

A Imagine you are the person in one of these pictures. Take notes to prepare to tell the story.



B **GROUP WORK** Tell your stories. Ask and answer questions for more information.

A: I was having dinner with my wife. We were at a restaurant and I accidentally went into the ladies' restroom instead of the men's restroom.

B: Oh, no! What did you do?

Wrap-up



BEFORE WATCHING:

Pair work: Have you ever had an accident? How did you feel?

AFTERWATCHING:

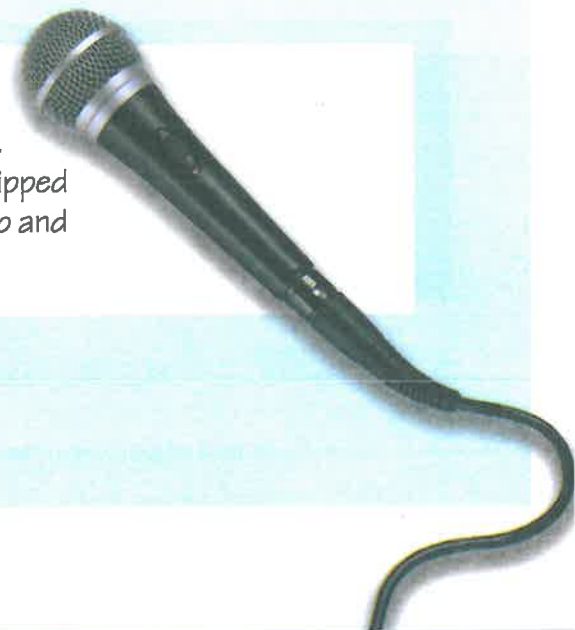
Pair work: Which one of the accidents was more interesting? How did it happen? How did you feel? Describe 2 of the accidents to your partner in as much detail as you can.

2 In the real world

Go online and find an embarrassing, interesting, or amusing story in English about a famous person. Then write about it.

Beyoncé's Embarrassing Moment

Beyoncé had an embarrassing experience at a concert. She was walking down the stairs on stage when she tripped and fell. Luckily, she didn't get hurt. Actually, she got up and continued to sing! . . .



3

Style and fashion

Lesson A

- Fashion statements
- *Used to*

Lesson B

- Asking where things are
- Asking for an alternative

Lesson C

- Clothing styles
- Defining relative clauses

Lesson D

- Reading: "Dress to Impress"
- Writing: Class survey



Warm Up

- A** Describe the pictures. What are the people doing?
- B** Which styles do you like? Which don't you like? Why?

A Fashion trends

1 Vocabulary Fashion statements

A  Complete the chart with the correct words. Then listen and check your answers.



a bracelet



contact lenses



dyed hair



earrings



glasses



high heels



a leather jacket



a ponytail



sandals



a uniform

| Shoes | Clothing | Eyewear | Hairstyles | Jewelry |
|-------|----------|---------|------------|---------|
| | | | | |
| | | | | |

B **PAIR WORK** Which things in Part A do you wear or have? Tell your partner.

2 Language in context Fashion history

A  Read about three fashions from the past. Who wore each fashion?



Togas Two thousand years ago, Roman men used to wear sandals and a long piece of clothing called a toga.



Wigs In the seventeenth and eighteenth centuries, rich men and women in England and France used to wear long wigs. Some of the wigs had ponytails.



Leather jackets In the 1950s, many American men used to wear leather jackets with jeans. Before that time, most teenagers didn't use to wear jeans.

B Do people still wear the fashions from Part A today? If so, how are they similar or different?

3 Grammar *Used to*

Used to refers to something that was true in the past but isn't anymore or something that happened regularly in the past but doesn't anymore.

I **used to** have a black leather jacket.

Men and women in England and France **used to** wear long wigs.

Did you use to dye your hair?

Yes, I **used to** dye my hair all the time, but I don't dye it anymore.

No, I **didn't use to** dye my hair, but I do now.

A Write sentences with *used to* (✓) or *didn't use to* (X). Then compare with a partner.

- | | |
|--|---------------------------------|
| 1 Max / (✓) dye his hair black | Max used to dye his hair black. |
| 2 Carly / (X) wear a uniform to school | _____ |
| 3 Tina and I / (✓) have ponytails | _____ |
| 4 Britney / (✓) wear the same bracelet every day | _____ |
| 5 Roberto and Ana / (X) wear glasses | _____ |
| 6 Kendra / (X) like leather skirts | _____ |

B **PAIR WORK** Complete the sentences with true information. Tell your partner.

- I used to _____ as a kid, but I don't now.
- I didn't use to _____, but some of my friends did.
- Lots of people used to _____, but they don't now.

4 Pronunciation *Used to and use to*

Listen and repeat. Notice how *used to* and *use to* sound the same.

| | |
|---------------------------|--|
| /yustə/ | /yustə/ |
| I used to wear a uniform. | I didn't use to dye my hair, but I do now. |

5 Speaking Past and present

A **PAIR WORK** Read the list. Add two more questions about style and fashion. Then interview your partner. Take notes.

- What kind of clothing did you use to wear?
- What kind of hairstyles did you use to have?
- What's something you didn't use to wear but do now?
- _____
- _____

B **PAIR WORK** Tell another classmate any interesting information about your partner's style and fashion.



6 Keep talking!

Student A go to page 127 and
Student B go to page 128 for more practice.

B Does this come in...?

1 Interactions Shopping questions

A Where do you like to shop for clothes? What kinds of clothes do you like?

B  Listen to the conversations. What size does Jenny want? Then practice the conversations.

Jenny Excuse me.

Salesclerk 1 Yes?

Jenny Where are the raincoats?

Salesclerk 1 They're on the second floor, in Outerwear.

Jenny Thank you.



Jenny Excuse me.

Salesclerk 2 Can I help you?


Jenny Yes. Does this come in a medium?

Salesclerk 2 I believe so. Let's see. ...
Yes, here you go.

Jenny Thank you.

Salesclerk 2 If you want to try it on, the fitting rooms are over there.



C  Read the expressions below. Complete each box with a similar expression from the conversations. Then listen and check your answers.

Asking where things are

Where can I find the ... ?

Could you tell me where the ... are?

Asking for an alternative

Do you have this in ... ?

Can I get this in ... ?


D **PAIR WORK** Have conversations like the ones in Part B. Use these items.



2 Listening Shopping for clothes

A  Listen to four customers shopping in a clothing store. Number the items they discuss from 1 to 4. There are two extra items.



B  Listen again. Does each customer ask the salesclerk for the location or an alternative of the item? Write L (location) or A (alternative).

1 _____ 2 _____ 3 _____ 4 _____

3 Speaking In a department store

GROUP WORK Role-play the situation. Then change roles.

Student A: You are a salesclerk in a department store. Student B is shopping for a particular item. Direct Student B to the correct section of the store. Use the picture to help you.

Student B: You are shopping in a department store. Students A and C are salesclerks. Ask Student A where a particular clothing item is. Then ask Student C for a different item.

Student C: You are a salesclerk in a department store. Student B is shopping for a particular item in your section of the store. Help Student B get a different item.

A: Good afternoon. Can I help you?

B: Yes. Where can I find women's shoes?

A: On the second floor, in Footwear.



I can ask where something is in a store. 

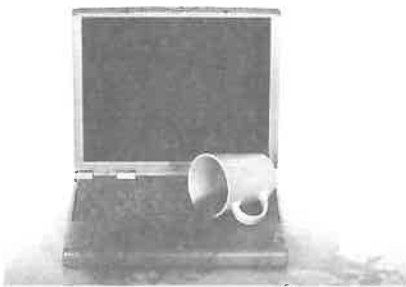
I can ask for a specific product. 

An awful, terrible, embarrassing, really bad day!

Before you watch

A Look at the pictures. Complete the phrases with the correct verbs. Then compare with a partner.

get lose make miss spill wait



1 _____ a drink



2 _____ an animation project



3 _____ in line



4 _____ a job



5 _____ a bad grade



6 _____ the bus

B PAIR WORK When was the last time you did each thing in Part A? Are there some things you've never done? Tell your partner.

"I spilled coffee on my shirt this morning! I've never made an animation project."

While you watch

A What happened? Number the events from 1 to 8.

_____ April missed the bus to school.

1 _____ April woke up late.

_____ April made an animation project.

_____ April's dog ate her homework.

_____ April went to the store for laundry detergent.

_____ April was late for her biology class.

_____ April sat next to Zach on the bus.

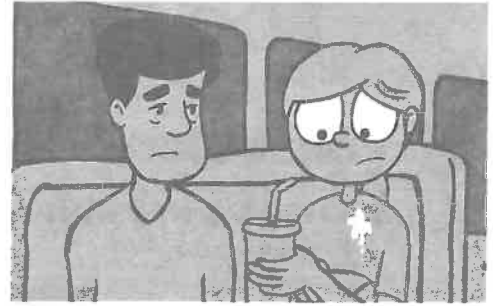
_____ April was late for work and lost her job.



April

B Circle the correct answers.

- 1 April spilled _____ on her shirt.
a orange juice b yogurt c coffee
- 2 April spilled _____ on Zach's shirt.
a orange juice b yogurt c coffee
- 3 Zach was _____ when April said she was sorry.
a angry b not amused c disgusted
- 4 The biology teacher's suggestion for April is to _____.
a do her homework again b come to class on time c give her dog some food
- 5 April didn't get the laundry detergent because _____.
a she didn't have enough money b there was a long line c there was none in the store
- 6 The one good thing that happened was that _____.
a Zach became April's boyfriend
b April found a new job after she lost her old one
c April had time to make an animation project for her art class



C Match the phrases to complete the sentences.

- | | |
|--|--|
| 1 April was late for school _____ | a because no one was sitting next to Zach. |
| 2 She was excited _____. | b because her dog ate her homework. |
| 3 April was embarrassed when she lost her job _____. | c because there was a long line at the market. |
| 4 She was late for work _____. | d because Zach was in the restaurant. |
| 5 April got an "F" _____. | e because her alarm clock didn't go off. |

After you watch

A **PAIR WORK** What was embarrassing about April's day? Do you know anyone who has had similar experiences to April? Tell your partner.

B Think about one very bad day in your life or the life of someone you know. Write three things about that day – two things that *really* happened, and one that *didn't* really happen.

- 1 _____
- 2 _____
- 3 _____

C **PAIR WORK** Tell your partner about the bad day. Your partner guesses what didn't really happen. Take turns.

A: I broke my elbow and lost my cell phone. Then someone stole my laptop.

B: I don't think you really broke your elbow.

A: That's not right. I did break my elbow, but no one really stole my laptop.

C The latest look

1 Vocabulary Clothing styles

A Write the correct adjectives to describe the clothing. Then listen and check your answers.

fashionable
 flashy
 glamorous
 old-fashioned

- 1 flashy
 2 _____
 3 _____
 4 _____



retro
 tacky
 trendy
 weird

- 5 weird
 6 _____
 7 _____
 8 _____



B **PAIR WORK** Which styles do you like? Which don't you like? Why? Tell your partner.

2 Conversation People-watching

A Listen to the conversation. What does Ryan think of the man's tie?

- Ryan** Look at that woman's jacket!
- Jill** Wow! It's pretty flashy. I definitely think she's someone who likes to stand out in a crowd.
- Ryan** I know what you mean. I like clothes which don't attract a lot of attention.
- Jill** Really?
- Ryan** Yeah. I usually shop for clothes that are simple and inexpensive. Hey, check out that guy's tie. Talk about old-fashioned!
- Jill** Do you think so? Actually, I think it's pretty fashionable. It's kind of retro.
- Ryan** Well, I'd never wear anything like that.



B Listen to the rest of the conversation. How does Jill describe her style?

3 Grammar Defining relative clauses

Defining relative clauses specify which or what kind of people or things you are describing.

Use *that* or *who* for people.

I'm a person **that** loves flashy clothes.

She's someone **who** likes to stand out in a crowd.

Use *that* or *which* for things.

I shop for clothes **that** are simple and inexpensive.

He likes clothes **which** don't attract a lot of attention.

A Complete each sentence with *that*, *who*, or *which*. Then compare with a partner.

- I prefer salesclerks _____ are honest with me.
- I'm the kind of person _____ rarely follows fashion.
- I hardly ever wear clothes _____ are trendy.
- I know someone _____ loves expensive clothes.
- Some of my friends wear stuff _____ is a little too weird.
- I usually buy clothes _____ are on sale.
- I'm someone _____ likes reading fashion magazines.
- I buy shoes _____ go with lots of different clothing.

B **PAIR WORK** Make the sentences in Part A true for you. Tell your partner.

A: I prefer salesclerks who don't say anything. I know what looks good on me.

B: Not me. I need all the help I can get!

4 Speaking Thoughts on fashion

A Complete the sentences with your own ideas.

- I really don't like clothes that are _____.
- _____ is a word which describes my personal style.
- When shopping, I like friends who _____.
- _____ is a person who always looks fashionable.
- I think _____ is a color that looks good on me.
- A _____ is something that I never wear.
- _____ is a designer who's very popular now.

B **GROUP WORK** Compare your ideas. Ask and answer questions for more information.

A: I really don't like clothes that are expensive.

B: Really? I only like expensive clothes!

C: I like clothes that are comfortable.



5 Keep talking!

Go to page 129 for more practice.

Views on fashion

1 Reading

- A** What's in style these days? Do you like the current fashions for men and women?
- B** Read the article. Do you find any of the information surprising?

DRESS TO IMPRESS

Image is important to many people, but what do men and women really think of each other's fashion choices? What do people actually think looks good on the opposite sex? Are you dressing to impress your target audience? What are some clothing items that you should invest in to get someone's attention?

Fashion styles like "artsy," for the more creative crowd, or vintage, for a touch of the past, or even fancy "chic" clothing may show a little of your personality. But it doesn't always mean that the person you may be trying to impress *will be* impressed.

It may be simpler than you think! Women generally like men that look like they have made an effort. As for men, they seem to be the opposite! Here is what most men and women say that they prefer:

WHAT WOMEN LIKE IN MEN'S FASHION

- A well-fitted pair of jeans
- A nice watch
- One item that is cool and funky, like a hat or unusual pair of shoes
- Blue or pink shirts
- Glasses



WHAT MEN LIKE IN WOMEN'S FASHION

- Very little makeup or none at all
- A chic pair of high heels
- A flowery summer dress
- Long hair
- Glasses




- C** Read the article again. Are the sentences true or false? Write T (true) or F (false).

- 1 Most women like to wear well-fitted jeans with a blue shirt. _____
- 2 Both men and women like it when the other wears glasses. _____
- 3 You have to dress very chic if you want to attract a man. _____
- 4 Guys often think "less is more" for a woman. _____
- 5 Many guys like it when a woman wears high heels. _____
- 6 Most guys think women look nice with long hair. _____


- D** **PAIR WORK** Do you agree with the information in the article? Why or why not? Discuss your ideas.

2 Listening An interview with Eduardo

A  Listen to an interview with Eduardo, a fashion designer. Number the questions from 1 to 5 in the order you hear them. Write the numbers in the boxes.

- Are high heels old-fashioned? _____
- Should belts and shoes be the same color? _____
- Does black go with everything? _____
- Is it OK for men to wear earrings? _____
- Can guys wear pink? _____



B  Listen again. How does Eduardo answer each question? Write Y (yes) or N (no) on each line.

C Do you agree with Eduardo's opinions? Why or why not?

3 Writing and speaking Class survey

A **GROUP WORK** Create a survey with four questions about fashion and style. Use the topics below or your own ideas.

| | |
|-------------------------|--------------------|
| cool places to shop | popular colors |
| current clothing styles | the latest gadgets |
| current hairstyles | trendy accessories |
| popular brands | unpopular colors |

Fashion Survey

1. What color is popular right now?
2. What's the most popular brand of jeans?
3. Where is a cool place to buy jewelry?
4. What gadget does everyone want now?

B **CLASS ACTIVITY** Ask and answer the questions in your surveys. Take notes.

C **GROUP WORK** Share and summarize the results.

Our Class Survey Results

Most people think blue is popular right now. Red was second and green was third. Only a few people think black, orange, or purple are popular. Only one person thinks yellow is popular.

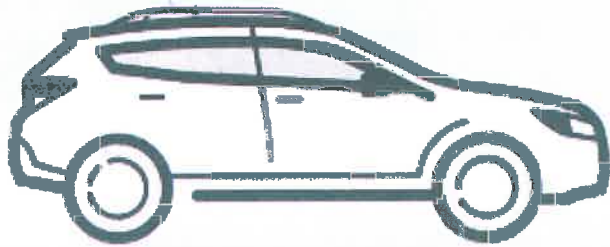
The most popular brand of jeans is Sacco. A lot of people have these. Next was a brand called Durango. These were the only two brands that people mentioned.

Over half of the people in class think Glitter is a cool place to buy jewelry. Some people think the best place to buy jewelry is from people who sell it on the street. Two people ...

D **CLASS ACTIVITY** Share your most interesting results. Do you agree with the answers you heard? Give your own opinions.

Wrap-up

1 Pair /Group Work: How was life before these things?



Talk about the changes the members of your group have mentioned. Which ones are positive? Which ones are negative?

2 In the real world

What clothes used to be trendy? Go online and find examples of trendy clothes from one decade in the past. Then write about them.

1950s 1960s 1970s 1980s 1990s

Trends in the 1950s

Long dresses used to be popular in the 1950s. Poodle skirts used to be trendy, too. Women used to ...



4

Interesting lives

Lesson A

- Experiences
- Present perfect

Lesson B

- Checking meaning
- Clarifying meaning

Lesson C

- Fun things to do
- Present perfect vs. simple past

Lesson D

- Reading "The Life of an Astronaut"
- Writing: Interesting people, places, or things



Warm Up

- A** Describe the pictures. What are the people doing?
- B** Check (✓) the two most interesting activities. Have you ever done them?
If not, would you like to try them?

A Have you ever been on TV?

1 Vocabulary Experiences

A Complete the phrases with the correct words. Then listen and check your answers.

| | | | |
|----------|-----------------|---------|---------------|
| an award | a famous person | on TV | to a new city |
| a bone | ✓ in a play | seasick | your phone |



1 act _____ in a play



2 be _____



3 break _____



4 get _____



5 lose _____



6 meet _____



7 move _____



8 win _____

B **PAIR WORK** Which experiences in Part A are good to have? Which are not good to have? Discuss your ideas.

"It's good to win an award. It's not good to get seasick."

2 Language in context A local hero

A Read Brian's group messages with some friends. Why is Brian excited?

Brian 17:02
You'll never believe what happened! I'm going to be on the TV news tonight! My first time!

Jill 17:02
You're kidding! Why?

Brian 17:03
It's a surprise. You have to watch. Have you ever been on TV?

Jill 17:03
No, I haven't. One of my friends is an actress, though, and I've seen her on TV a couple of times.

Hideo 17:03
I've never been on TV, but my sister Kumiko has been on TV lots of times. She's a TV reporter!



B What about you? Would you like to be on TV? Why or why not?

3 Grammar Present perfect

Use the present perfect to describe events or experiences that happened at an unspecified time in the past. Use *have / has* and the past participle of the verb.

Have you ever seen a friend on TV?

Yes, I **have**.

No, I **haven't**.

Has your sister ever been on TV?

Yes, she **has**.

No, she **hasn't**.

Use frequency expressions with the present perfect to give more information.

I've never been on TV.

My sister has been on TV **lots of times**.

A Complete the conversations with the present perfect forms of the verbs.

Then practice with a partner.

1 **A** _____ you ever _____ (be) to another country?

B Yes, I _____. I _____ (be) to Brazil.

2 **A** _____ you ever _____ (eat) sushi?

B Yes, I _____. I _____ (have) it many times.

3 **A** _____ you ever _____ (lose) your wallet?

B No, I _____. Luckily, I _____ never
_____ (lose) it.

4 **A** _____ your best friend ever _____ (call) you
in the middle of the night?

B No, she _____. But I _____ (do) that to her
once or twice!

B **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information.

Regular past participles

| | | |
|------|---|---------|
| act | → | acted |
| chat | → | chatted |
| try | → | tried |

Irregular past participles

| | | |
|-------|---|--------|
| be | → | been |
| break | → | broken |
| do | → | done |
| eat | → | eaten |
| go | → | gone |
| have | → | had |
| lose | → | lost |
| meet | → | met |
| see | → | seen |
| win | → | won |

Turn to page 151 for a list of more past participles.

4 Speaking Yes, I have!

A  Complete the questions with your own ideas. Then check (✓) the things you've done, and write down how often you've done them.

| Have you ever ... ? | Me | Name _____ | Name _____ |
|---------------------|--------------------------|--------------------------|--------------------------|
| eaten _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| been _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| seen _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| had _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| won _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| met _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B **GROUP WORK** Interview two classmates. Complete the chart with their answers.
Who has had similar experiences?

5 Keep talking!

Go to page 130 for more practice.

B What I mean is...

1 Interactions Checking and clarifying meaning

A How often do you eat out? Do you ever cook at home? Do you ever order takeout?

B  Listen to the conversation. How often does Sam eat out? Then practice the conversation.

Elena I'm getting hungry.

Sam Me, too.

Elena Hey, Sam, there's a great Mexican restaurant near the school. Have you ever tried it?

Sam No, I haven't. Actually, I don't eat in restaurants.

Elena Really? Are you saying you never go to restaurants?

Sam Well, no, not *never*. I mean I just don't eat out very often.

Elena Why not?

Sam I'm allergic to certain foods, like peanuts. If I eat them, my skin gets red and itchy.

Elena That sounds awful!

Sam It is!



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Checking meaning

Do you mean...?

Does that mean...?

Clarifying meaning

What I mean is,...

What I'm saying is,...

D Number the sentences in the conversation from 1 to 7. Then practice with a partner.

_____ A: What? Do you mean you never eat pizza?

_____ A: I see. So, when can I come over for homemade pizza?

1 A: I feel a little hungry.

_____ A: Have you ever been to Pizza Palace? We can go there.

_____ B: So do I.

_____ B: No, not *never*. What I mean is, I usually make it myself.

_____ B: Actually, I never go to fast-food places.



2 Pronunciation Contrastive stress in responses

A  Listen and repeat. Notice how the stressed words emphasize contrast.

Are you saying you **never** go to restaurants?

Well, not **never**. I mean I just don't eat out **very often**.

B **PAIR WORK** Practice the conversation in Exercise 1D again. Stress words to emphasize contrast.

3 Listening Why not?

A  Listen to four conversations about habits and preferences. Correct the false information.

1 Danielle ~~often~~^{never} goes to hair salons.

3 Jessica always walks to school.

2 Todd loves going to the beach.

4 Mitch never streams movies.

B  Listen again. How do the people explain their habits and preferences? Check (✓) the correct answers.

1 Danielle's explanation:

- She finds it too expensive.
- Her sister cuts her hair.
- She cuts her own hair.

3 Jessica's explanation:

- The school is only five minutes away.
- She doesn't have a driver's license.
- She prefers to walk for the exercise.


2 Todd's explanation:

- It's not easy to get there.
- He doesn't know how to swim.
- He doesn't like to be in the sun.

4 Mitch's explanation:

- The movie theater is too far away.
- He thinks tickets are too expensive.
- He prefers to stream movies at home.

4 Speaking Unusual habits

A  Write four statements about any unusual or interesting habits and behaviors you have. Use the questions to help you, or think of your own ideas.

- Is there a food you eat all the time?
- Is there a place you never go?
- Is there someone you talk to every day?
- Is there something you never do?
- Is there an expression you say all the time?

1 _____

3 _____

2 _____

4 _____



B **PAIR WORK** Tell your partner about each habit or behavior. Your partner checks the meaning, and you clarify it. Take turns.

A: I eat chocolate all the time.

B: Does that mean you eat it every day?

A: Well, no, not every day. I mean I have chocolate several times a week.

Before you watch

A Complete the sentences with the correct words. Then compare with a partner.

bright comfortable conservative fashionable flashy tacky

- Many people think it is _____ to wear socks with sandals.
- _____ clothing attracts attention and makes people stand out in a crowd.
- People with a _____ style usually wear simple, plain clothes.
- Orange and yellow are examples of _____ colors.
- Models **wear** _____ clothing in magazines to help sell new items.
- Most people think jeans, sneakers, and sweatshirts are _____.

B PAIR WORK Make a list of ten words to describe clothing styles and fashion. Then give examples of each one.

A: *Glamorous* is another word to describe clothing styles and fashion.

B: Yes, it is. Who or what do you think is glamorous?

A: I think actors and actresses always look glamorous at award shows.

B: So do I.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



| | Jim | Lola | Officer Palone |
|---|--------------------------|--------------------------|--------------------------|
| 1 Who wears clothes that attract attention? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who thinks black is always fashionable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who likes to wear comfortable clothes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who usually wears many different colors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who usually wears only two colors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who usually wears only one color? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Who used to wear flashy clothes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Who doesn't like flashy clothes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B Who is wearing each item in the video? Write E (Emi), J (Jim), L (Lola), or O (Officer Palone). (More than one answer is possible.)

- | | | |
|------------------------|---------------------|-----------------------|
| 1 a black jacket _____ | 5 a ponytail _____ | 9 a white shirt _____ |
| 2 a blue sweater _____ | 6 a big bag _____ | 10 bracelets _____ |
| 3 a gray shirt _____ | 7 a red dress _____ | 11 earrings _____ |
| 4 a hat _____ | 8 a uniform _____ | 12 sunglasses _____ |

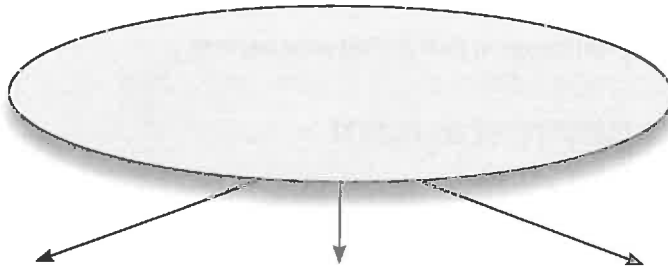
C Correct the false sentences.

- 1 Jim wears a lot of blue and white clothing.
- 2 Jim likes to wear flashy and tacky clothes.
- 3 Lola doesn't like to stand out in a crowd.
- 4 Lola doesn't wear bright colors to work.
- 5 Officer Palone thinks his sunglasses are trendy.
- 6 Officer Palone's favorite color is red.



After you watch

A What was your clothing style five years ago? Complete the diagram with your own ideas. In the circle, write the style (retro? trendy? etc.). On the lines, write examples of some favorite clothes you used to wear.



B **PAIR WORK** Ask and answer questions about your diagrams. Did you use to wear any of the same things that you saw in the video?

A: What was your clothing style?

B: Well, I used to wear a lot of black and white, like Jim in the video. I used to have some really cool black jeans. I wore them with a white T-shirt and a black leather jacket. I thought it was really trendy.

C Life experiences

1 Vocabulary Fun things to do

A Match the phrases and the pictures. Then listen and check your answers.

- | | | | | | | | |
|---|---------------------------|---|-------------|---|-----------------------|---|----------------------|
| a | climb a mountain | c | go camping | e | go whale-watching | g | try an exotic food |
| b | eat in a fancy restaurant | d | go to a spa | f | ride a roller coaster | h | try an extreme sport |



B **PAIR WORK** Have you ever done the fun things in Part A? Tell your partner.

2 Conversation A fancy restaurant

A Listen to the conversation. Do you think Alice will order frog legs?

- Alice** Wow! This place is nice!
- Emma** Have you ever eaten in a fancy restaurant before?
- Alice** Yes, I have. I've eaten in a few expensive restaurants, but this place is amazing.
- Emma** You can try a lot of exotic food here, and all of their dishes are excellent. Oh, look. Tonight's special is frog legs.
- Alice** Frog legs? Umm, I don't know. . . .
- Emma** Have you ever tried them?
- Alice** No, I haven't. But my brother tried them once a few years ago.
- Emma** Did he like them?
- Alice** I don't think so. He got sick later that night.



B Listen to the rest of the conversation. What do Alice and Emma order?

3 Grammar Present perfect vs. simple past

Use the present perfect to describe events or experiences at an unspecified time in the past.

Have you ever eaten in a fancy restaurant?

Yes, I **have**. I've **eaten** in a few expensive restaurants.

Use the simple past to describe events or experiences that happened at a specific time in the past.

Have you ever tried frog legs?

No, I haven't. But my brother **tried** them once a few years ago.

Did he like them?

I don't think so. He **got** sick later **that night**.

A Complete the conversations with the present perfect or simple past forms of the verbs. Then practice with a partner.

- A** _____ you ever _____ (see) a whale?
B No, I _____. But I _____ always _____ (want) to.
- A** _____ you _____ (do) anything fun last weekend?
B Yes, I _____. I _____ (go) camping with my sister.
- A** _____ you ever _____ (eat) in a fancy restaurant?
B Yes, I _____. I _____ (go) to Lucia's last year.
- A** What extreme sports _____ you _____ (try)?
B I _____ (not / try) any. But my sister _____ (go) skydiving once!
- A** What _____ you _____ (do) on your last vacation?
B My friend and I _____ (go) to a spa.

B **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Is that true?

A Write two true sentences and one false sentence about interesting life experiences you've had.

- _____
- _____
- _____

B **GROUP WORK** Share your sentences. Your group asks you questions and guesses the false sentence. Take turns.

A: I've been to a wrestling match.

B: Really? Who did you go with?



5 Keep talking!

Go to page 131 for more practice.

D What a life!

1 Reading

- A** What do you think an astronaut's life is like? What do people need to do or know to become astronauts?
- B** Read the interview. According to Dr. Pettit, what's the most exciting thing he's experienced?

The life of an ASTRONAUT

Dr. Donald Pettit is a NASA astronaut.

- Interviewer:** I'm sure people ask you this question all of the time, Dr. Pettit, but I have to ask it: Have you ever been to space?
- Dr. Pettit:** Yes, I have. I was a crew member of *Expedition 6*, and I spent five and a half months at the International Space Station. We call it the ISS.
- Interviewer:** How many times have you gone up on the space shuttle?
- Dr. Pettit:** I've ridden the space shuttle to the ISS twice.
- Interviewer:** And what was the best part about being in space?
- Dr. Pettit:** Being able to float. It was the worst part, too.
- Interviewer:** Have you visited any other interesting places while working for NASA?
- Dr. Pettit:** Well, I lived in Russia for about two years while I was training to fly to the ISS. I've also been to Antarctica.
- Interviewer:** Not many people can say that! I understand that you like to work with tools. Have you ever invented anything?
- Dr. Pettit:** Yes. During my second trip into space, I made a special coffee cup so we could drink in space, much like we do here on Earth. I just couldn't get used to drinking coffee out of a small bag through a straw!
- Interviewer:** I don't think I could get used to that, either. But why did you have to drink coffee that way before?
- Dr. Pettit:** Without the bag or my special cup, the coffee floats in space, too.
- Interviewer:** Of course! Well, you've accomplished so much, Dr. Pettit. Considering all of it, what's the most exciting thing that you've experienced?
- Dr. Pettit:** Seeing the birth of my twin boys.
- Interviewer:** Wow, what a life! Thanks so much for sharing, Dr. Pettit.




- C** Read the interview again. What things has Dr. Pettit done? Check (✓) the correct answers.

- | | | |
|---|---|---|
| <input type="checkbox"/> walked on the moon | <input type="checkbox"/> been to the ISS | <input type="checkbox"/> ridden the space shuttle |
| <input type="checkbox"/> traveled to Antarctica | <input type="checkbox"/> had twin daughters | <input type="checkbox"/> invented something |

- D** **PAIR WORK** Would you like to travel to space? Why or why not? What would be the most interesting thing about it? Discuss your ideas.

2 Listening A memorable life

A  Listen to Leo ask his grandmother about her life. Number the questions from 1 to 5 in the order that you hear them.

- When did you meet Grandpa? _____
- What's something interesting you've done? _____
- Where else have you lived? _____
- Where were you born? _____
- Have you been back? _____

B  Listen again. Write the grandmother's answers to the questions in Part A.

3 Writing and speaking Interesting people, places, or things

A Choose one of the topics. Answer the questions.

| Topics | Questions |
|--------------------------------|--|
| A close friend I've had | Who is your friend? How exactly did you meet? Is this person your friend now? Why or why not? |
| A special place I've been | Where is this place? What made this place so special? Have you ever been back? Why or why not? |
| An interesting thing I've done | What did you do? How did you feel after doing it? Would you like to do it again? Why or why not? |

B Write a paragraph about your topic. Use the model and your answers in Part A to help you.

My Friend Lucas

I've had had several good friends, but one that was very special to me was my friend Lucas. He moved into the house next door when I was eight. We became good friends. We walked to school together and always played together at his house. He had a great bike, and I used to ride it. He moved to another city after a year. I've tried to find him online, but haven't had any luck. I ...



C **PAIR WORK** Read your partner's paragraph. Write five questions to get more information.

D **PAIR WORK** Ask and answer your questions.

"So, tell me, why did you become friends?"

Wrap-up

1 Making a fool of yourself

PAIR WORK: Interview your classmates about these funny mistakes. Who has a funnier story?

| Experience | Name | Details (when, where, what happened next, ...) |
|-------------------------------------|------|--|
| Text a wrong person | | |
| Mistake someone for someone else | | |
| Fall down in front of a large crowd | | |
| Lose your money and go shopping | | |
| Give away a secret | | |

2 in the real world

What do you think would be a memorable vacation? Find information in English online or in a travel magazine about one place. Then write about it.

A Vacation in Hawaii

Hawaii is a good place for a vacation. I've always wanted to go whale-watching, and I read that you can see whales in the Pacific Ocean from December to early May. The best places to see them are Maui, Molokai, and Lanai.

I've also read about Haleakala National Park in Hawaii. A lot of people climb Mount Haleakala. I've seen pictures of it. It looks really beautiful. The weather is usually ...



5

Our world

Lesson A

- Human-made wonders
- Comparisons with adjectives and nouns

Lesson B

- Expressing disbelief
- Saying you don't know

Lesson C

- Geographical features
- Superlatives with adjectives and nouns

Lesson D

- Reading "Seven Wonders of the Natural World"
- Writing: A natural wonder

Burj Khalifa - the U.A.E.



Chichén Itzá - Mexico



Icehotel - Sweden



Cinque Terre - Italy



Yellowstone National Park - the U.S.A.



Kinkaku-ji Temple - Japan



Warm Up

A Look at the pictures. Rank the places you would like to visit from 1 (the most) to 6 (the least).

B Why do you want to visit your top three places?

A Older, taller, and more famous

1 Vocabulary Human-made wonders

A  Label the pictures with the correct words. Then listen and check your answers.

| | | | |
|--------|------------|---------------|--------|
| bridge | plaza | stadium | tower |
| canal | skyscraper | subway system | tunnel |



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

B **PAIR WORK** Can you name a famous example for each word? Tell your partner.

"The Panama Canal is very famous."

2 Language in context Two amazing views

A  Read the question posted on a website for visitors to New York City.

Which view does the site recommend?

Which is better, the view from the top of the Empire State Building or Rockefeller Center?

Good question! The Empire State Building is older, taller, and more famous than Rockefeller Center, so it gets more visitors. But the lines to get to the top of Rockefeller Center aren't as long as the lines at the Empire State Building. Tickets are more expensive, but I think the view is better. You can see Central Park on one side and the Empire State Building on the other!



B What about you? Where can you go in your town or city for a great view?

Have you ever been there?

3 Grammar Comparisons with adjectives and nouns

Use the *-er ending or more ... than* with adjectives to make comparisons.
 The Empire State Building is **older, taller, and more famous than** Rockefeller Center.

You can also use *not as ... as* to make comparisons with adjectives.
 The lines at Rockefeller Center aren't **as long as** the lines at the Empire State Building.
 Tickets to the Empire State Building aren't **as expensive as** tickets to Rockefeller Center.

Use *more ... than* to make comparisons with nouns.
 The Empire State Building gets **more visitors than** Rockefeller Center.
 Rockefeller Center has **more observation space than** the Empire State Building.

A Read the information about the Maracanã Stadium and Nissan Stadium. Make comparisons with the adjectives and nouns below. Then compare with a partner.

Maracanã Stadium, Brazil

Year opened: 1950
 Seating capacity: 87,101 people
 Field size: 88,802 square feet
 Height: 105 feet
 Number of tiers: 1
 Length of construction: 1 year and 10 months



Nissan Stadium, Japan

Year opened: 1998
 Seating capacity: 72,327 people
 Field size: 82,925 square feet
 Height: 170 feet
 Number of tiers: 2
 Length of construction: 3 years and 9 months

- | | | |
|---|---|--------------------------------|
| 1 | (new) Maracanã Stadium | isn't as new as Nissan Stadium |
| 2 | (people) Maracanã Stadium | _____ |
| 3 | (big) Nissan Stadium | _____ |
| 4 | (tall) Nissan Stadium | _____ |
| 5 | (tiers) Maracanã Stadium | _____ |
| 6 | (long) The construction of Maracanã Stadium | _____ |

B **PAIR WORK** Which soccer stadium do you think is more crowded? Why? Discuss your ideas.

4 Speaking Comparisons

PAIR WORK Complete the chart with two examples of each place. Then make comparisons with the adjectives and nouns in the chart.

| Places | Example 1 | Example 2 | Comparisons |
|--------------|-----------|-----------|------------------------|
| cities | | | people? / exciting? |
| stadiums | | | old? / big? |
| skyscrapers | | | tall? / modern? |
| universities | | | expensive? / students? |

A: I'm sure...has more people than...

B: That's right. But I think...is more exciting than...

5 Keep talking!

Student A go to page 132 and Student B go to page 134 for more practice.

B don't believe it!

1 Interactions Interesting and unknown facts

A What are the oldest human-made structures in your country? How old are they?

B  Listen to the conversation. What question can't Rachel answer? Then practice the conversation.

Rachel This is pretty interesting.
Look at this.

Keith What's that?

Rachel I'm looking at this website about the statues on Easter Island. It says they've found almost 900 statues.

Keith No way!

Rachel Yes. Most of the statues face inland. Only a few of them face the sea.

Keith When did the Easter Islanders make them?

Rachel Let's see. . . . About 500 to 750 years ago.

Keith They look so heavy, don't they?

Rachel Yes, they do.

Keith How did they move them?

Rachel I really don't know. But let's see if we can find out.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Expressing disbelief

Seriously?

I don't believe it!

Saying you don't know

I have no idea.

I don't have a clue.

D **PAIR WORK** Continue the conversation in Part B with these questions and answers.

Use the expressions in Part C.

How tall is the tallest statue?

more than 20 meters tall!

Why did they stop building them?

(say you don't know)


How far is Easter Island from Chile?

more than 3,200 kilometers!

Do you think you'll ever go there?

(say you don't know)

2 Pronunciation Intonation in tag questions

A  Listen and repeat. Notice the falling intonation in tag questions when the speaker expects the listener to agree or expects something to be true.

The statues look so heavy, don't they? The island is beautiful, isn't it?

B **PAIR WORK** Practice the tag questions. Pay attention to your intonation.

- | | |
|---|--|
| 1 Easter Island is part of Chile, isn't it? | 4 You've never been there, have you? |
| 2 You read that online, didn't you? | 5 We should go there, shouldn't we? |
| 3 She wasn't sure, was she? | 6 They'll probably go there, won't they? |

3 Listening "Manhattan of the Desert"

A  Listen to two people talk about the city of Shibam, in Yemen. Number the questions from 1 to 5 in the order you hear them.

- 1 Is it easy to get to? _____
- 2 How many people live there? _____
- 3 What's it famous for? _____
- 4 How high are the tallest buildings? _____
- 5 How old is the city? _____



B  Listen again. Answer the questions in Part A.

4 Speaking Did you know ...?

A Make a list of three interesting facts about human-made structures.

1. There used to be soccer games and bullfights in Plaza Mayor in Madrid, Spain.
2. More people ride the Tokyo Metro in Japan each year than any other subway system in the world.
3. The TV screen in the AT&T Stadium in Dallas, Texas, is almost 50 meters long!

B **GROUP WORK** Share your interesting facts. Your group expresses disbelief and asks questions for more information. If you don't know the answers to their questions, say you don't know.

A: Did you know that there used to be soccer games and bullfights in Plaza Mayor in Madrid, Spain?

B: Bullfights? Seriously? Why is it famous?

A: I don't have a clue.

C How many questions could you answer correctly about the structures on your list? Which classmate could answer the most questions?

I can express disbelief. 

I can say that I don't know something. 

Before you watch

A Complete the description with the correct words. Then compare with a partner.

| | | | | |
|--------|-----------|------------|----------|--------|
| events | interview | newspapers | reporter | travel |
|--------|-----------|------------|----------|--------|

A foreign correspondent is a type of _____. Many foreign correspondents write stories for _____, but they may also work for TV or radio news stations. They usually have to _____ to many different countries for their job. They _____ many different people for their stories. They tell us about important people and _____ from around the world that have an impact on our history.

B PAIR WORK Read the description again. Can you name any foreign correspondents? How do you find out about people and events from around the world? Tell your partner.

While you watch

A Circle the correct answers.



- Danielle is making this video for her _____ class.
a journalism b world history c filmmaking
- Irma was a _____ reporter.
a newspaper b TV c radio
- She interviewed _____ in England.
a Queen Elizabeth b Princess Diana c Tony Blair
- James Brown was a famous _____.
a hip-hop artist b actor c soul singer
- Irma reported on a historical event in _____.
a England b Germany c the United States

B What does Irma say about James Brown? Write T (true) or F (false).
Correct the false sentences.

- 1 James Brown was very polite and funny. _____
- 2 James Brown wasn't very hardworking. _____
- 3 James Brown used to practice an hour each day. _____
- 4 A lot of hip-hop artists have used his music. _____
- 5 She saw James Brown at the Apollo Theater in New York City. _____



C What does Irma say about the Berlin Wall? Check (✓) the correct answers.

- The fall of the Berlin Wall was the end of the Cold War.
- She took a piece of the wall home as a souvenir.
- People were so happy when it fell.
- People in East Berlin crossed the wall and celebrated with people in West Berlin.
- She won an award for her story.
- She lived in Berlin for five years after the wall fell.



After you watch

A **GROUP WORK** Irma described some memorable experiences. Discuss the questions.

- Which of Irma's experiences was your favorite? Why?
- Who is a famous person you would like to interview? Why?

"The Berlin Wall experience was my favorite. It was a big, historical event."

B **PAIR WORK** Tell your partner about an interesting person you've met and a memorable experience you've had. Ask and answer questions for more information.

- Who was the person?
- Where did you meet him or her?
- Why was he or she interesting?
- When did you have this experience?
- Where were you?
- Why was it memorable?

"I met a famous jazz musician at a club. He was a talented saxophone player."

C

World geography

1 Vocabulary Geographical features

A Match the descriptions and the pictures. Then listen and check your answers.

- a The largest **desert** in Asia is the Gobi Desert.
- b There are about 17,000 **islands** in Indonesia.
- c Siberia's Lake Baikal is the world's deepest **lake**.
- d The Indian **Ocean** covers 20% of the earth's surface.
- e **Rain forests** cover almost 75% of Brunei.
- f China's Yangtze River is the longest **river** in Asia.
- g Langtang Valley is one of the prettiest **valleys** in Nepal.
- h The highest **waterfall** in India is Jog Falls.



1



2



3



4



5



6



7



8

B **PAIR WORK** What's another example of each geographical feature? Tell your partner.

2 Conversation Welcome to Bali.

A Listen to the conversation. When does Bali get a lot of rain?

- Guide** Welcome to Bali, one of the most beautiful islands in the world.
- Sam** It's definitely the most beautiful island I've ever visited. Is Bali the biggest island in Indonesia?
- Guide** No. Actually, it's one of the smallest, but it has a lot of people. The island of Java has the most people.
- Sam** Is that right? The weather seems pretty nice right now. Is this the best time of year to visit?
- Guide** Oh, yes. It's the dry season. We get the most sunshine this time of year. The wettest time is from November to April.
- Sam** Well, that's good. Um, what's that?
- Guide** Oh. It looks like rain.



B Listen to the rest of the conversation. Why is Sam visiting Bali?

3 Grammar Superlatives with adjectives and nouns

Use the *-est ending* or the *most* to express the superlative with adjectives.

The **wettest** time is from November to April.

Bali is the **most beautiful** island I've ever visited.

The dry season is the **best** time to visit.

Use the *most* to express the superlative with nouns.

Java has the **most people** of all the islands in Indonesia.

Bali gets the **most sunshine** in the dry season.

A Complete the conversations with the superlative forms of the adjectives. Then practice with a partner.

A I'm thinking of visiting Chile next year.

B Great! You should try to visit my hometown, Viña del Mar.

One of _____ (popular) beaches in the country is there. It's north of Santiago.

A OK. Should I try to go to the Atacama Desert?

B Definitely. I think it's _____ (beautiful) part of the country.

It's one of _____ (dry) places in the world, too.

A Cool. And how about Patagonia?

B Well, that's in the south. Remember, Chile is _____ (long) country in the world. It takes time to see it all.

A When's _____ (good) time to visit?

B Anytime is fine. But I think _____ (nice) time is between November and May.



The Atacama Desert, Chile

B **PAIR WORK** Make true sentences about your country with the phrases below.

the most cars the most fun the most rain the most tourists

4 Speaking Tell me about it.

A **GROUP WORK** Discuss your experiences in different geographical locations.

- What's the most beautiful island you've ever seen?
- What's the coldest lake, river, or ocean you've ever swum in?
- What's the highest mountain you've ever climbed?
- What's the prettiest geographical location you've ever taken a picture of?
- What's the most amazing place you've ever walked through?

B Share your information. Who has had the most interesting experience?

5 Keep talking!

Go to page 133 for more practice.

D Natural wonders


1 Reading

A What do you think is the most amazing natural wonder in the world? Why?


B Read the article. What are the seven wonders, and where are they?

SEVEN WONDERS OF THE NATURAL WORLD


Here is a list of some of the most fascinating places in the world.



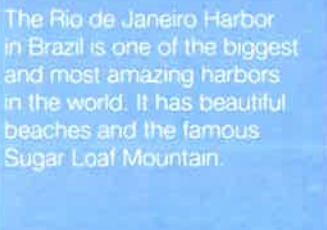
Over five million people visit the Grand Canyon in the U.S. state of Arizona every year. The breathtaking landscape is 445 kilometers long, 24 kilometers wide, and more than a kilometer deep!



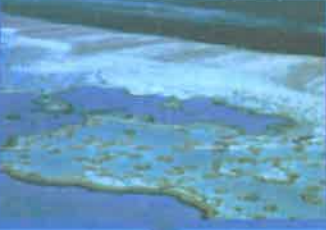
Located in the Himalayas on the border of Nepal and Tibet, Mount Everest is the highest mountain in the world – and one of the most dangerous to climb. But that doesn't stop people from trying to get to the top of it every year!



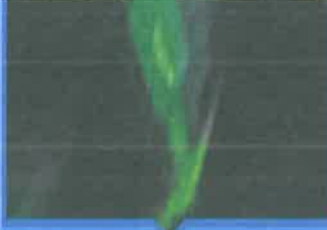
Puncutin Volcano in Mexico is more than 300 meters high, but it used to be a flat cornfield. In 1943, people saw the earth steam and crack. It grew into a new volcano in just two years!




The Rio de Janeiro Harbor in Brazil is one of the biggest and most amazing harbors in the world. It has beautiful beaches and the famous Sugar Loaf Mountain.




Have you ever heard the crashing sound of millions of liters of water? The Zambezi River between Zambia and Zimbabwe falls 120 meters, making Victoria Falls one of the largest and loudest waterfalls on the planet.



The Northern Lights are exactly what their name suggests: bright, flashing lights of amazing shapes and colors in the northern sky. The North Pole has the best view of them.



The Great Barrier Reef is not just one colorful coral reef. It's actually almost 3,000 of them! Many plants and gorgeous tropical fish live among these reefs off the coast of Australia.




The Northern Lights are exactly what their name suggests: bright, flashing lights of amazing shapes and colors in the northern sky. The North Pole has the best view of them.

C Read the article again. Complete the sentences with the correct natural wonders.

- | | |
|-----------------------------------|------------------------------------|
| 1 _____ has beautiful beaches. | 4 _____ formed in two years. |
| 2 _____ is a very loud waterfall. | 5 _____ change in shape and color. |
| 3 _____ is over a kilometer deep. | 6 _____ is off a country's coast. |

D **PAIR WORK** Rank the natural wonders from 1 (most amazing) to 7 (least amazing). Then compare answers.

2 Listening The Great Barrier Reef

A  Listen to a guide talk to two tourists at the Great Barrier Reef. Which statements surprise the tourists? Check (✓) the correct answers.

- The Great Barrier Reef is made up of many smaller reefs.
- You can see the reef from space.
- You can see turtles near the reef.
- Global warming can make the coral appear white.

B  Listen again. Answer the questions.

- 1 How many kinds of coral are there? _____
- 2 How does the coral look on TV? _____
- 3 What's the weather like today? _____
- 4 What does the guide say to do? _____



3 Writing A natural wonder

A Think of a natural wonder in your country.

- Where is it? _____
- What does it look like? _____
- What can you do there? _____
- When's a good time to go there? _____

B Write a paragraph about the natural wonder. Use the model and your answers in Part A to help you.

A Wonderful Mountain

Mount Toubkal is the highest mountain in Morocco, and one of the prettiest. The most popular time to visit is the summer. Many people climb the mountain, and you can hike it in two days. To me, the most interesting time to visit is the winter because you can ski. This is surprising to many people....



C **GROUP WORK** Share your paragraphs. Can anyone add more information?

4 Speaking Seven wonders of my country

A **PAIR WORK** Make a list of the top seven natural or human-made wonders in your country. Why are they wonderful? Take notes.

B **CLASS ACTIVITY** Share your lists and reasons. Then vote on the top seven wonders to create one list.

Wrap-up

1 PAIR WORK:

Compare these cities and choose the best one for living/ working/ vacation.



| | Shanghai | Rome | Los Angeles | Mexico City |
|-----------------------|------------|-------------|-------------|--------------|
| Population | 23 million | 2.8 million | 3.8 million | 8.9 million |
| Elevation | 4 meters | 20 meters | 71 meters | 2,240 meters |
| Weather | 1 - 32 oC | 2 - 30 oC | 9 - 29 oC | 6 - 27 oC |
| Year started | 751 BC | 753 BC | 1781 | 1325 |
| Burger price | \$1.41 | \$3.82 | \$3.22 | \$2.66 |
| Number of skyscrapers | 218 | 3 | 55 | 77 |
| Number of beaches | 0 | 0 | 27 | 0 |

2 In the real world

What are the seven wonders of the modern world? Go online or to a library, and find information in English about the seven wonders of the modern world. Choose one and write about it.

A Wonder of the Modern World

The Itaipu Dam is one of the seven wonders of the modern world. It's on the Paraná River between Brazil and Paraguay. Many people in South America depend on the dam for power and electricity. About 40,000 workers helped construct the dam, and it's one of the most expensive objects ever built. It's also huge. In fact, it's so big that...



6

Organizing your time

Lesson A

- Commitments
- Present tenses used for future

Lesson B

- Offering to take a message
- Leaving a message

Lesson C

- Favors
- Requests; promises and offers with *will*

Lesson D

- Reading "Time and Culture"
- Writing: Tips for success



Warm Up

- A** Look at the pictures. What's happening? Do you think the people in the photos organize their time well?
- B** Do you think you organize your time well? Why or why not?

A A busy week

1 Vocabulary Commitments

A Match the words in columns A and B. Then listen and check your answers.

| A | B |
|----------------|-------------|
| 1 a birthday | appointment |
| 2 a blind | call |
| 3 a business | date |
| 4 a conference | interview |
| 5 a doctor's | lesson |
| 6 a job | meeting |
| 7 soccer | party |
| 8 a violin | practice |



B **PAIR WORK** When was the last time you had each commitment? Tell your partner.

2 Language in context Weekend plans

A Read George's plans for the weekend. Number the pictures from 1 to 8.

My parents are arriving from out of town this weekend. I'm picking them up at the airport on Friday night. Their flight doesn't get in until midnight. They're staying at my place for a couple of weeks. On Saturday, I'm preparing breakfast for them. Then I have a doctor's appointment. In the afternoon, I'm taking them for a drive around town. In the evening, I'm starting a new part-time job. There's a new movie I want to see on Sunday. I'm going with a friend of mine from school. It starts at 9:00 p.m., so we're having dinner first.



B Which things in Part A do you think George will enjoy? Do you have any of the same plans?

3 Grammar Present tenses used for future

Use the present continuous to describe plans or intentions.

My parents **are arriving** from out of town this weekend.

They're **staying** at my place for the weekend.

Use the simple present to describe events that are on a schedule or a timetable.

I **have** an appointment in the morning.

The movie **starts** at 9:00 p.m.

A Complete the conversation with the present continuous or the simple present forms of the verbs. Then practice with a partner.

A What _____ you _____ (do) tonight?

B Oh, I _____ (take) my sister to the airport. She _____ (go) to Manila.

Her flight _____ (leave) at 9:00.

A _____ you _____ (do) anything tomorrow?

B I _____ (have) soccer practice at 2:00.

B **PAIR WORK** What are your plans after class? Tell your partner.

4 Listening A weekend away

A  Listen to Peter talk with his neighbor Nancy. Check (✓) the true sentences.

1 Nancy has a date this weekend. _____

2 Peter's train leaves Friday night at 8:30. _____

3 Peter's grandfather is turning 70. _____

4 Peter and Kevin are going to museums on Sunday. _____

5 Peter and Kevin arrive home on Sunday evening. _____

6 Peter has a job interview on Monday. _____

B  Listen again. Correct the false sentences.

5 Speaking What are you doing this weekend?

A **CLASS ACTIVITY** Find classmates who are going to do each thing. Write their names and ask questions for more information.

| Find someone who ... this weekend. | Name | Extra information |
|------------------------------------|------|-------------------|
| is going out | | |
| is planning to stay home | | |
| has a lesson or an appointment | | |
| plans to meet friends | | |
| is spending time with relatives | | |

B Who has the most interesting plans? What are they?


6 Keep talking!

Go to page 135 for more practice.

B Can I take a message?

1 Interactions Phone messages

A How many phone calls do you make in a week? Do you leave many messages?

B  Listen to the conversation. What message does Rex leave for Jake?
Then practice the conversation.



Ben Hello?

Rex Hi. Can I please speak to Jake?

Ben Um, sorry. Jake's not here right now. I think he might be at the gym. Can I take a message?

Rex Uh, sure. This is Rex Hanson. I'm calling about our class trip. Please tell him that we're leaving tomorrow at 8:00, not 9:00.

Ben OK, got it. I'll give him the message.

Rex Great. Thanks a lot. Bye.

Ben Good-bye.

C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Offering to take a message

Do you want to leave a message?

Would you like to leave a message?

Leaving a message

Can you tell ... that ... ?

Could you let ... know that ... ?

D **PAIR WORK** Have conversations like the one in Part B. Use these ideas.

You're calling your friend Carrie at home, but she's at soccer practice.

She needs to bring her laptop to class.

You're calling your friend Gary at work, but he's in a meeting.

The birthday party starts at 7:00, not 8:00.

2 Listening Taking messages

A Listen to four people leave phone messages. Number the messages from 1 to 4.

MANHATTAN DESIGNS
 TO: MR. PHILIPS
 FROM: JULIE KIM
 TIME: 2:45
 MESSAGE: SHE NEEDS THE _____
 FOR HER OFFICE BY _____.

Silvia—
 _____ Miller's office called. You
 should come in for your _____ at
 4:30, not 3:00.
 —Beth

Paul,
 Your _____ Kurt called. Your
 parents' anniversary party is at his place,
 not your _____.

MESSAGE
 To: Roberto
 From: Hank
 Message:
 _____ is canceled

B Listen again. Complete the messages.

C Listen to the people return the calls. What happens to whom? Write M (Mr. Philips), P (Paul), R (Roberto), or S (Silvia).

- 1 _____ gets a busy signal.
- 2 _____ gets disconnected.
- 3 _____ leaves a voicemail.
- 4 _____ calls the wrong number.

3 Speaking Role play

A Complete the chart with your own ideas.

| | Who's the message for? | What's the message about? | What's the message? |
|---|------------------------|---------------------------|--|
| 1 | Rosario | soccer practice | She needs to come 15 minutes early. |
| 2 | | the meeting | It's on Thursday, not Tuesday. It's still at 4:00. |
| 3 | Jennifer | | It starts at 10:00p.m. Bring dancing shoes. |
| 4 | | the job interview | |
| 5 | | | |

B PAIR WORK Role-play the phone conversations. Then change roles.

Student A: Call the people in the chart. They can't talk, so leave messages for them.

Student B: Answer the phone. Explain why the people can't talk, and offer to take messages for them.

I can offer to take a message. ✓
 I can leave a message. ✓

Travels with Nick and Ben: Yosemite National Park

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

a bear

a meadow

a mountain lion

a rattlesnake

a rock

a waterfall



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

B PAIR WORK Have you ever seen the animals or geographical features in Part A? Where can you find them? Tell your partner.

While you watch

A Read the sentences about Nick and Ben's trip to Yosemite National Park.

Write T (true) or F (false).

- 1 They ate in a fancy restaurant. _____
- 2 They drove to the park. _____
- 3 They enjoyed the sunset. _____
- 4 They saw a bear. _____
- 5 They saw a mountain lion. _____
- 6 They saw very old trees. _____

- 7 They walked through a tree. _____
- 8 They went camping. _____
- 9 They went hiking. _____
- 10 They went rock climbing. _____
- 11 They went swimming. _____
- 12 They went to a spa. _____

B Match the phrases to complete the sentences.

- | | |
|--|--|
| 1 El Capitán is _____. | a a beautiful waterfall. |
| 2 Yosemite Falls is _____. | b the highest waterfall in North America. |
| 3 Bridalveil Falls is _____. | c a tree that people can walk through. |
| 4 Mariposa Grove is _____. | d the oldest Sequoia tree in Mariposa Grove. |
| 5 Grizzly Giant is _____. | e a forest of Sequoia trees. |
| 6 The California Tunnel Tree is _____. | f a type of tree. |
| 7 A Sequoia is _____. | g a huge rock. |

C Who says it? Check (✓) the correct answers.



| | Ben | Nick |
|---|--------------------------|--------------------------|
| 1 "Yosemite National Park – the most beautiful place on earth." | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 "Yosemite National Park – the most dangerous place on earth." | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 "I saw a rattlesnake while I was walking on the road." | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 "Look at that! Don't you think that looks dangerous?" | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 "It was exciting and challenging!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 "It was stressful. It was frightening. And it was wet!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 "Water can't hurt you!" | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 "I left the food in the car." | <input type="checkbox"/> | <input type="checkbox"/> |

After you watch

A PAIR WORK How would you describe Nick and Ben's trip? Would you like to go to Yosemite National Park? Why or why not? Discuss your ideas.

B GROUP WORK Discuss these questions about trips you've taken.

- What was the most exciting trip you've ever taken? Where did you go?
- What was your favorite trip? What did you do?
- What was the worst trip you've ever taken? What was so bad about it?
- Have you ever been in a dangerous situation on vacation? What happened?

C CLASS ACTIVITY Tell the class the most interesting information or stories from your group discussion.



Can you do me a favor?

1 Vocabulary Favors

A Match the phrases and the pictures. Then listen and check your answers.

- | | | | |
|---------------------|------------------|--------------------------|-------------------|
| a check my homework | c get my mail | e help me with my résumé | g pick me up |
| b feed my cat | d give me a ride | f lend me some money | h water my plants |



B **PAIR WORK** Who might you ask to do each thing in Part A? Discuss your ideas.

- | | | | | | |
|---------|-------------|----------|------------|----------|-----------|
| a child | a classmate | a friend | a neighbor | a parent | a teacher |
|---------|-------------|----------|------------|----------|-----------|

2 Conversation Is that all?

A Listen to the conversation. What things does Kate ask Ruth to do for her?

- Ruth** Oh, hi, Kate. What's up?
Kate Hi, Ruth. Listen, I'm going away this weekend. Can you do me a favor?
Ruth Sure. What do you need?
Kate Can you feed my cat, please?
Ruth No problem. I'll feed her. Is that all?
Kate Well, could you please get my mail, too?
Ruth Sure. I could do that for you. I'll put it on your kitchen table. Anything else?
Kate If you don't mind, there's one more thing.
Ruth What's that?
Kate I'm getting back at 11:00 on Sunday night. Would you mind picking me up at the airport?



B Listen to the rest of the conversation. Why can't Ruth pick Kate up?

3 Grammar Requests; promises and offers with *will*


| Requests | Promises and offers |
|--|--|
| Can you feed my cat, please? | No problem. I'll feed her. |
| Could you please get my mail? | Sure. I'll put it on your kitchen table. |
| Would you pick me up at the airport? | All right. I won't be late. I promise. |
| Would you mind picking me up at the airport? | No, I don't mind. I'll be there. |

A Match the requests and the responses. Then practice with a partner.

- | | |
|---|---|
| 1 Can you lend me your car tonight? _____ | a. Sure. I'll look at it after I help Michael. |
| 2 Ms. Smith, would you check my homework, please? _____ | b. No problem. I'll do it on Saturday. |
| 3 Can you give me a ride to class? _____ | c. Not at all. What time? |
| 4 Would you mind feeding my fish? _____ | d. I guess so. I'll give you the keys after I pick up Rachel from school. |
| 5 Could you water my plants this weekend? _____ | e. Yeah, sure. I'll be at your house at 10:00. |
| 6 Would you mind picking me up at the mall? _____ | f. No, I don't mind. I'll feed them after work. |

B  **PAIRWORK** Ask and answer the questions in Part A. Answer with your own offer or promise.

4 Pronunciation Reduction of *could you* and *would you*

A  Listen and repeat. Notice how *could you* and *would you* are sometimes pronounced /kʊdʒə/ and /wʊdʒə/.

Could you please get my mail?

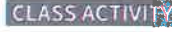
Would you pick me up at the airport?

B  **PAIRWORK** Practice requests with *could you*, *would you*, and the phrases from Exercise 1. Reduce *could you* and *would you*.

5 Speaking Unfavorable favors

A Think of three favors to ask your classmates. Use the ideas below or your own ideas. Be creative!

| | |
|-----------------------|-------------------------|
| feed my pet snake | lend me some money |
| check my homework | lend me your cell phone |
| help me clean my room | make my lunch |

B  **CLASS ACTIVITY** Find three different classmates to do the favors for you. If you decline a request, make an excuse. If you accept a request, make an offer or a promise.



6 Keep talking!

Go to page 136 for more practice.

D Perspectives on time

1 Reading

- A Do you have a busy schedule? Or do you find time to relax?
- B Read the article. Do you identify more with the Germans or Italians?

PERSPECTIVE ON TIME

Time and Culture

Imagine you're going to a party this weekend at your friend's apartment. "Could you come at 7 p.m. and bring dessert?" she asked. What time do you think you'll actually arrive? Ten minutes early? Half an hour late? Right on time?

The answer probably depends on your cultural view of time. Different cultures and countries have very different ways of thinking about time. Even countries that are quite close to each other like Germany and Italy see time very differently.

Deadlines and Meeting Times

There is a saying in countries like Germany and the U.S., "Time is money." People think of wasting time as the same as wasting or losing money. If you miss a deadline or are late to a meeting, people might get mad. In other countries like Italy and Greece, people are less strict about deadlines and appointments. Meetings and conversations start and end when it feels right, not when the clock strikes 2 p.m.

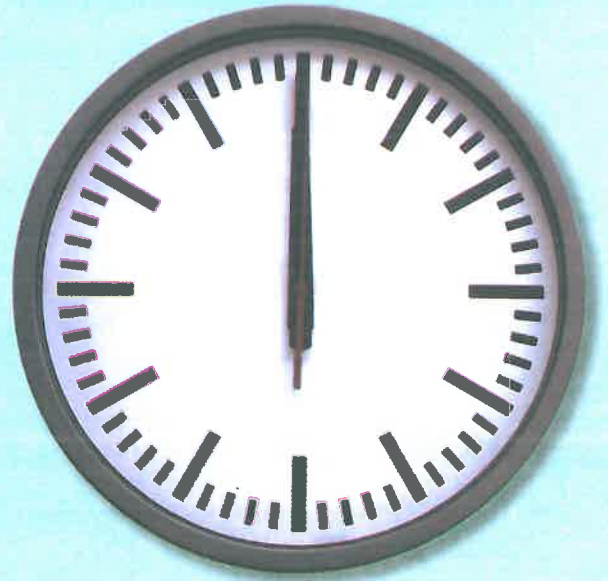
Getting Things Done vs. Building Relationships

In many Western countries, people want to get as much done in as little time as possible. They get impatient if decisions are not made fast enough. In other countries, taking time to build relationships is more important than getting things done fast. That's why meetings often start with lots of small talk before getting down to business.

Pace of Life

In some countries, it almost seems that people are in a race to get through life as quickly and efficiently as possible. In other countries, life is more about enjoying time—sharing meals, taking walks and spending time with friends and family.

As you travel or make friends with people from other cultures, it can help to improve communication if you understand their perspectives on time.



- C Read the article again. Write three differences between the way people view time in Germany and Italy.

| In Germany... | In Italy... |
|--------------------------------|----------------------------|
| People want to get a lot done. | People want to enjoy life. |
| | |
| | |

- D **PAIR WORK** How do you view time in your culture? What about in your family? Does everyone in one country or culture share the same view of time?

2 Writing Tips for success

A **GROUP WORK** Choose one of the topics below or your own idea. What tips for success can you think of? Discuss your ideas and make a list of your tips.

| | |
|----------------------------------|----------------------------------|
| how to find more time for family | how to remember important things |
| how to make and keep friends | how to study better |

B **GROUP WORK** Create a poster with the most useful tips. Write a short paragraph for each tip.

C **CLASS ACTIVITY** Present your tips for success. Ask and answer questions for more information.

HOW TO DEVELOP BETTER STUDY HABITS

1 Take regular breaks.

It's important to take breaks. Get up and stretch, go for a walk, or call a friend for a chat. You'll feel ready for more!

2 Listen to music.

Listen to relaxing music. This helps you...

3 Speaking Time management interview

A **PAIR WORK** Interview your partner. Check (✓) his or her answers.

Are you overdoing things?

| Do you...? | Often | Sometimes | Never |
|--|--------------------------|--------------------------|--------------------------|
| get nervous when you have to wait | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| feel like you do things too quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| often do two or more things at once | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| feel bad when you're not working or studying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| feel like things don't move fast enough for you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| forget important events, like birthdays | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| get angry in situations you can't control | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| get bored easily when you're not working or studying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| get angry when you make small mistakes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| make big decisions before you get all the facts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B **PAIR WORK** Score your partner's answers. Add 2 for *often*, 1 for *sometimes*, and 0 for *never*. Tell your partner the results.

13-20 You're overdoing it.
You probably already know you're too busy. Take a deep breath and slow down.

7-12 You're overdoing it a little.
You're doing well, but try not to do too much. Make sure you make time for yourself.

0-6 You're not overdoing it.
Congratulations! You are managing your time well. Keep it up!

C **PAIR WORK** Are you overdoing it? If so, what time-management tips can help? Discuss your ideas.

Wrap-up

1 PAIR WORK:

Students A: These are your plans for the following week. Ask your partner about their plans and find some free time to meet each other.



Students B: These are your plans for the following week. Ask your partner about their plan and find some free time to meet each other.



2 In the real world

What are some tips for success? Go online and find tips in English about one of these topics or your own idea. Then write about them.

how to get rich

how to make a good first impression

how to improve your pronunciation

how to write a good résumé

How to Save Money

It's important to save money every month. One way to save money is to turn off the lights when you aren't using them, because electricity is expensive. Another way to save money is to cook at home more often. Food can be very expensive, especially if you eat out a lot. You should look for discounts online. Also, ...



7

Personalities

Lesson A

- Personality traits
- Adverbs modifying adjectives and verbs

Lesson B

- Giving an opinion
- Asking for agreement

Lesson C

- More personality traits
- Present perfect with *for* and *since*

Lesson D

- Reading “The Signs of the Zodiac”
- Writing: My personality



Warm Up

- A** Describe the people in the picture. Where are they? What are they doing?
- B** What do you think each person is like? Why?

A You're extremely curious.

1 Vocabulary Personality traits


A  Match the adjectives and the sentences. Then listen and check your answers.

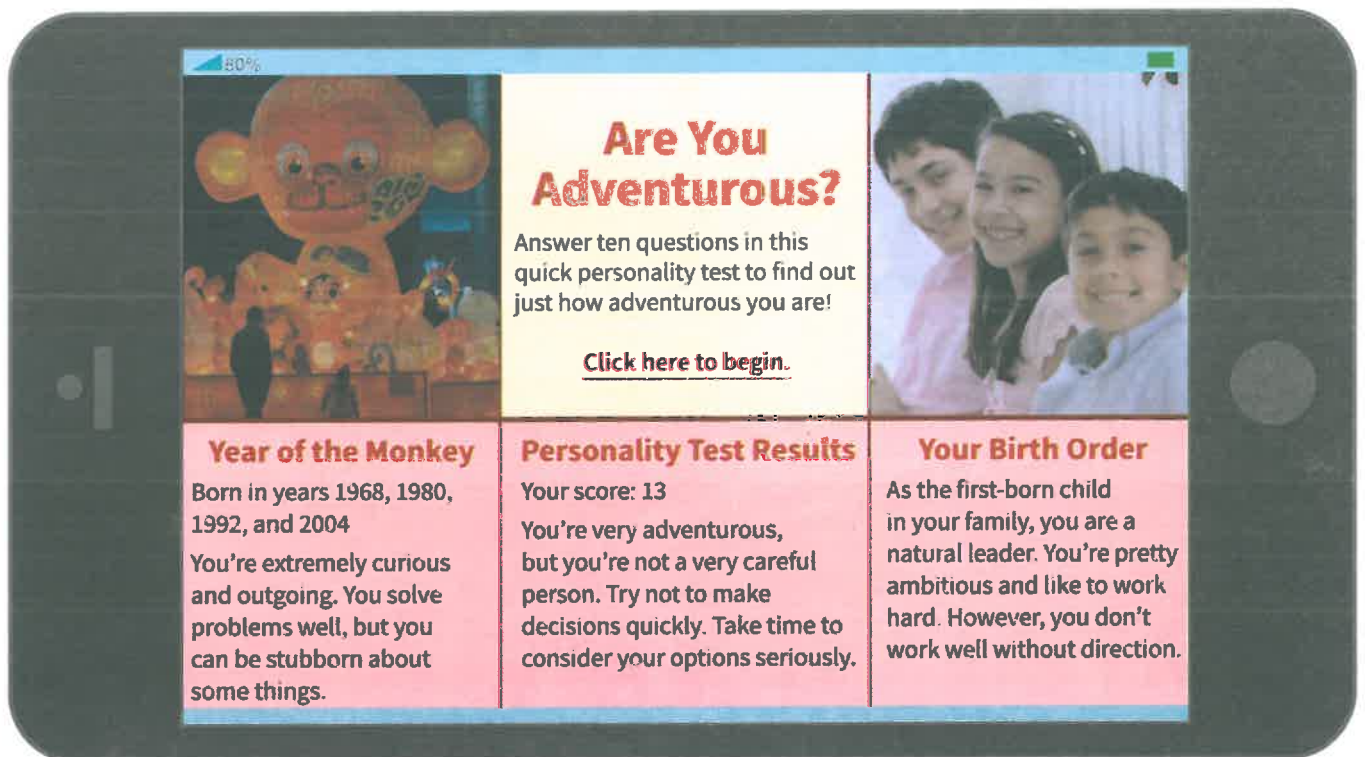
- | | |
|---------------------|--|
| 1 adventurous _____ | a. I'm interested in learning about people and things around me. |
| 2 ambitious _____ | b. I'm friendly, and I like people. |
| 3 careful _____ | c. I set high goals for myself. |
| 4 curious _____ | d. I look on the bright side of things. |
| 5 easygoing _____ | e. I do things slowly and with attention to detail. |
| 6 optimistic _____ | f. I don't like to change my mind. |
| 7 outgoing _____ | g. I am relaxed, and I don't worry about little things. |
| 8 stubborn _____ | h. I love trying new, exciting activities. |

B **PAIR WORK** Describe people you know with each personality trait. Tell your partner.

"My baby brother is very curious about the world. He wants to touch everything."

2 Language in context Are you a believer?

A  Read the personality descriptions. Underline the positive personality traits, and circle the negative ones.



The screenshot shows a mobile app interface with a battery level of 80%. It features three columns of content:

- Year of the Monkey:** Born in years 1968, 1980, 1992, and 2004. You're extremely curious and outgoing. You solve problems well, but you can be stubborn about some things.
- Personality Test Results:** Your score: 13. You're very adventurous, but you're not a very careful person. Try not to make decisions quickly. Take time to consider your options seriously.
- Your Birth Order:** As the first-born child in your family, you are a natural leader. You're pretty ambitious and like to work hard. However, you don't work well without direction.

B What about you? Do you believe the things in Part A can tell you about your personality? Why or why not?

3 Grammar Adverbs modifying adjectives and verbs

Adverbs that modify adjectives come before the adjectives.

You're **pretty** ambitious.

You're **extremely** curious and outgoing.

Turn to page 152 for a list of adjective and adverb formations.

Adverbs that modify verbs go after the verb or the verb and its object.

You don't work **well** without direction.

Try not to make decisions **quickly**.

A Add the adverbs to the sentences. Then compare with a partner.

- 1 I move ^{slowly} in the morning. (slowly)
- 2 I'm serious about my studies. (really)
- 3 I choose my words. (carefully)
- 4 I arrive at important meetings. (early)
- 5 My friends are important to me. (extremely)
- 6 I work in large groups. (well)
- 7 I'm optimistic about the future. (very)
- 8 It's easy for me to share my feelings. (fairly)



B **PAIR WORK** Which sentences in Part A are true for you? Tell your partner.

4 Speaking My true self

A **PAIR WORK** Interview your partner and ask questions for more information.

Take notes.

| | Name: _____ | Yes | No | Extra information |
|---|---|--------------------------|--------------------------|-------------------|
| 1 | Are you very adventurous? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Do you make new friends easily? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | Do you make decisions quickly? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | Are you really stubborn about anything? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | Do you work and study hard? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 | Do you get to class early? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7 | Are you completely honest all the time? | <input type="checkbox"/> | <input type="checkbox"/> | |

A: Are you very adventurous?

B: Yes, I think so.

A: What's the most adventurous thing you've ever done?

B **PAIR WORK** Share the most interesting information with another partner.


5 Keep talking!

 to page 137 for more practice.

3 In my opinion, . . .

1 Interactions Opinions

A Do you always tell people exactly what you think? Do you sometimes keep your opinions to yourself?

B  Listen to the conversation. Whose opinion do you agree with more? Then practice the conversation.

Fei Have you seen Adam's new painting?

Ralph Yes. I saw it last weekend.

Fei It's not very good.

Ralph No, it's not. He asked me what I thought of it. I said I didn't think it was his best painting.

Fei You're kidding! How did he react?

Ralph He didn't seem very happy to hear that. But he did ask.


Fei In my opinion, it's better to say something positive, even if you don't really mean it. Don't you agree?

Ralph I don't know. Why do you say that?

Fei Well, it's not always easy to hear the truth.

Ralph I'm not so sure. I find that honesty is always the best policy.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Giving an opinion

If you ask me, . . .

Maybe it's just me, but I think . . .

Asking for agreement


Don't you think so?

Don't you think that's true?

D **PAIR WORK** Check (✓) the opinions you agree with. Then ask your partner for agreement.

- Women are more stubborn than men.
 Men are more stubborn than women.
- It's never OK to lie.
 It's sometimes OK to lie.
- A small group of friends is better than a large group of friends.
 A large group of friends is better than a small group of friends.

2 Pronunciation Reduction of *don't you*

A  Listen and repeat. Notice how *don't you* is pronounced /downtʃə/.
Don't you agree? Don't you think so? Don't you think that's true?

B **PAIR WORK** Say the opinions in Exercise 1D again. Ask your partner for agreement.
Reduce *don't you* to /downtʃə/.

3 Listening A book of proverbs

A  Listen to Tina and Cal talk about proverbs. Number the proverbs from 1 to 4 in the order you hear them.

| Proverbs | Does Tina agree? | Does Cal agree? |
|---|------------------|-----------------|
| <input type="checkbox"/> Practice makes perfect. | yes / no | yes / no |
| <input type="checkbox"/> Better late than never. | yes / no | yes / no |
| <input type="checkbox"/> Beauty is only skin deep. | yes / no | yes / no |
| <input type="checkbox"/> Two heads are better than one. | yes / no | yes / no |



B  Listen again. Do Tina and Cal agree with the proverbs in Part A? Circle yes or no.

C **PAIR WORK** Do you agree with each proverb? Why or why not? Do you know any similar proverbs in your own language? Tell your partner.

4 Speaking Don't you think so?

A What's your opinion? Circle the words.

- 1 People are **more** / **less** ambitious these days.
- 2 Young people are **more** / **less** optimistic than older people.
- 3 **First-born** / **Last-born** children are usually very easygoing.
- 4 It's **possible** / **impossible** to change your personality.

B **GROUP WORK** Discuss your opinions from Part A.

A: If you ask me, people are *less ambitious these days*. Don't you think so?

B: I'm not so sure. Why do you say that?


C: Well, maybe it's just me, but I feel no one wants to work hard *these days*.

D: I'm not sure I really agree. In my opinion, . . .

C **GROUP WORK** Think of three other topics. Share your opinions about them.

Does anyone agree with you?

"In my opinion, people worry about their appearance too much. Don't you agree?"

I can give an opinion. 

I can ask for agreement. 

Before you watch

A Check (✓) the problems you have managing your time. Then compare with a partner.

- | | |
|---|---|
| <input type="checkbox"/> committing to too much work | <input type="checkbox"/> planning your weekly schedule |
| <input type="checkbox"/> doing other people's work | <input type="checkbox"/> remembering important things |
| <input type="checkbox"/> doing too many favors for other people | <input type="checkbox"/> saying no to other people |
| <input type="checkbox"/> finding time for your personal life | <input type="checkbox"/> studying for exams |
| <input type="checkbox"/> finding time to be with your family | <input type="checkbox"/> taking on too many school projects |
| <input type="checkbox"/> keeping your home clean | <input type="checkbox"/> working and going to school |

Other: _____

B PAIR WORK Who do you talk to when you're stressed out? Does anyone help you manage your time? Tell your partner.

While you watch

A Check (✓) the correct answers.



| | Wendy | Nick | Soon-mi |
|---|--------------------------|--------------------------|--------------------------|
| 1 Who can't find a list of things to do this weekend? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who commits to too much work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who does a lot of other people's work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who doesn't have time to finish the show? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who has to pay bills this weekend? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who is busy all the time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Who is late for the show? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Who is too busy this weekend? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Who needs to study for an exam? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Who takes on too many projects at school? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B Circle the correct answers.

- 1 Wendy's show is called _____.
a TV Time b The Time Saver c The Time of Your Life
- 2 Nick needs to shop for _____ this weekend.
a groceries b clothes c school supplies
- 3 Wendy tells Nick to _____.
a call his mother b breathe slowly and deeply c cancel the party
- 4 Wendy's advice to Nick is to _____.
a make a list b go to the movies c pay his bills first
- 5 Wendy tells Soon-mi to _____.
a do things one at a time b help her classmates c learn to say no
- 6 Wendy _____ Chris's question.
a answers b likes c never hears

C Write T (true) or F (false).

- 1 Wendy is very good at managing her own time. _____
- 2 Wendy doesn't have any children. _____
- 3 Nick is having a birthday party for someone this weekend. _____
- 4 If Nick follows Wendy's advice, he probably won't go to the movies this weekend. _____
- 5 If Soon-mi follows Wendy's advice, she'll probably do the grocery shopping for her roommate. _____
- 6 Soon-mi learns to say no. _____



After you watch

A PAIR WORK Do you ever have the same problems as Wendy, Nick, or Soon-mi? Do you know other people who do? How do you (or they) manage them? Tell your partner.

B PAIR WORK Make a list of five things you plan to do this weekend. Then share them with a partner.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C PAIR WORK Now imagine that you have time to do only three things on your list. Which two plans will you decide *not* to do? Why? Tell your partner.



We've been friends for six years.

1 Vocabulary More personality traits

A Match the adjectives and the definitions. Then listen and check your answers.

| | |
|---------------------|-------------------------------------|
| 1 agreeable _____ | a. thinking of the needs of others |
| 2 considerate _____ | b. treating people equally or right |
| 3 decisive _____ | c. friendly and pleasing |
| 4 fair _____ | d. making decisions quickly |

| | |
|------------------|---------------------------------------|
| 5 honest _____ | e. waiting without getting annoyed |
| 6 mature _____ | f. doing what is expected or promised |
| 7 patient _____ | g. truthful |
| 8 reliable _____ | h. behaving in a responsible way |

B Complete the chart with the opposites of the words in Part A. Then listen and check your answers.

| dis- | im- | in- | un- |
|--------------|-----|-----|-----|
| disagreeable | | | |
| | | | |

C **PAIR WORK** What are the three best personality traits to have in a friend? What are the three worst? Discuss your ideas.

2 Conversation Time to say you're sorry

A Listen to the conversation. How does Lance describe Jill's reaction?

Lance I don't know what to do about my friend Jill. I haven't spoken to her since last weekend, and she won't answer my text messages.

Emily Did something happen?

Lance Yeah. I said something about her to another friend. She found out, and now I feel terrible. To be honest, it wasn't anything serious, though. I think she's being unfair and a little immature.

Emily Well, put yourself in her shoes. Imagine a friend saying something about you behind your back.

Lance You're probably right.

Emily Have you been friends for a long time?

Lance Yes. We've been friends for six years, and we used to talk all the time.

Emily Then I think you should do the considerate thing and call to say you're sorry.



B Listen to Lance and Jill's phone conversation. What word does Lance use to describe himself?

3 Grammar Present perfect with *for* and *since*

Use the present perfect to describe an action that began in the past and continues to now. Use *for* to specify the amount of time. Use *since* to specify the starting point.

How long have you been friends?
 We've been friends **for six years**.
 We've been friends **since middle school**.
 She's been upset **for several days**.
 I haven't spoken to her **since last weekend**.

| for | since |
|---------------|-------------|
| ten minutes | 3:00 |
| two hours | last night |
| several days | Monday |
| a month | October |
| six years | 2009 |
| a long time | high school |
| quite a while | I was a kid |

A Complete the sentences with *for* or *since*. Then compare with a partner.

- Rod has become more considerate _____ he got married.
- Mr. and Mrs. Kim haven't had an argument _____ 1981.
- Pete and Lisa have been on the phone _____ six hours.
- Tim hasn't spoken with his brother _____ a long time.
- Jay's been totally unreliable _____ he started his new job.
- Inez has been in her new job _____ three months.
- Annie has become less immature _____ high school.
- Jessica and Hector have been married _____ 25 years.



B **PAIR WORK** Ask and answer the questions.

- How long have you been in this class?
- What haven't you done since you were a kid?
- What have you wanted to do for a long time?

4 Speaking Three friends

A  Think of three friends. Complete the chart.

| | Names | How long we've been friends | Their personality traits |
|---|-------|-----------------------------|--------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

B **GROUP WORK** Tell your group about your friends. Use your information from Part A.

Ask and answer questions for more information.

A: I've known my friend Jesse since middle school.

B: What's he like?

A: He's very honest and reliable.

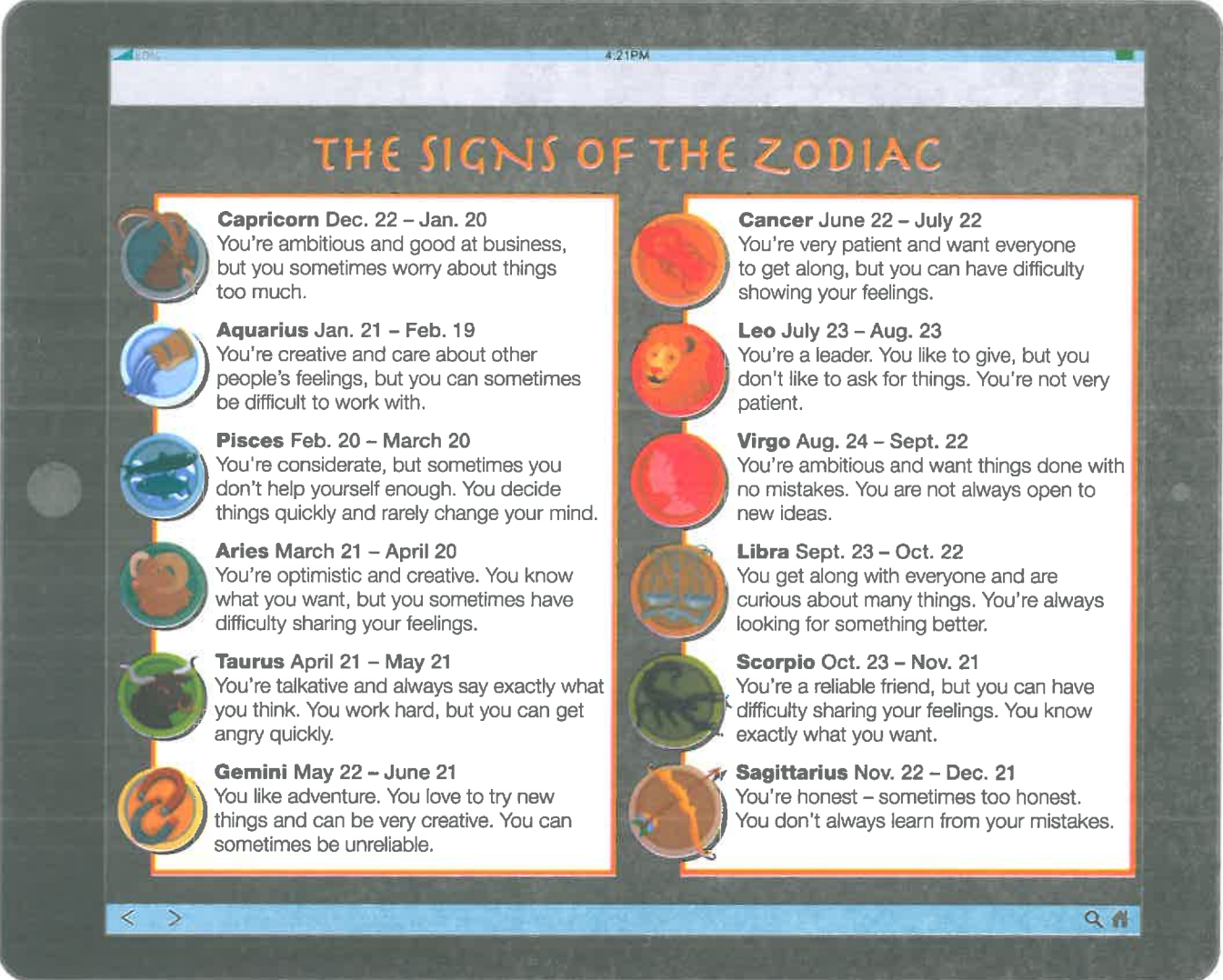
5 Keep talking!

Go to page 138 for more practice.

D What is your personality?

1 Reading

A When were you born? Read the description of your zodiac sign. Does it describe you well?



THE SIGNS OF THE ZODIAC

| | |
|--|--|
| <p>Capricorn Dec. 22 – Jan. 20 You're ambitious and good at business, but you sometimes worry about things too much.</p> | <p>Cancer June 22 – July 22 You're very patient and want everyone to get along, but you can have difficulty showing your feelings.</p> |
| <p>Aquarius Jan. 21 – Feb. 19 You're creative and care about other people's feelings, but you can sometimes be difficult to work with.</p> | <p>Leo July 23 – Aug. 23 You're a leader. You like to give, but you don't like to ask for things. You're not very patient.</p> |
| <p>Pisces Feb. 20 – March 20 You're considerate, but sometimes you don't help yourself enough. You decide things quickly and rarely change your mind.</p> | <p>Virgo Aug. 24 – Sept. 22 You're ambitious and want things done with no mistakes. You are not always open to new ideas.</p> |
| <p>Aries March 21 – April 20 You're optimistic and creative. You know what you want, but you sometimes have difficulty sharing your feelings.</p> | <p>Libra Sept. 23 – Oct. 22 You get along with everyone and are curious about many things. You're always looking for something better.</p> |
| <p>Taurus April 21 – May 21 You're talkative and always say exactly what you think. You work hard, but you can get angry quickly.</p> | <p>Scorpio Oct. 23 – Nov. 21 You're a reliable friend, but you can have difficulty sharing your feelings. You know exactly what you want.</p> |
| <p>Gemini May 22 – June 21 You like adventure. You love to try new things and can be very creative. You can sometimes be unreliable.</p> | <p>Sagittarius Nov. 22 – Dec. 21 You're honest – sometimes too honest. You don't always learn from your mistakes.</p> |

B Read the chart. Complete the sentences with the correct zodiac signs.

- | | |
|--|---|
| 1 A/An _____ hates asking for things. | 5 A/An _____ is adventurous. |
| 2 A/An _____ talks a lot. | 6 A/An _____ is decisive. |
| 3 A/An _____ is good at business. | 7 A/An _____ always tells the truth. |
| 4 A/An _____ wants everything perfect. | 8 A/An _____ is difficult to work with. |

C **GROUP WORK** Think of three people you know. What is each person's zodiac sign? Does it describe their personalities well? Tell your group.

2 Listening Imagine you're in a forest ...

A  Listen to the personality test. Number the questions from 1 to 7 in the order you hear them.

- What's it made of? _____
- Who are you with? _____
- What do you do with it? _____
- How big is it? _____
- What kind do you see? _____
- What's on the table? _____
- Is it open or closed? _____



B  Listen again. Now take the personality test. Answer the questions with your own ideas.

C **PAIR WORK** Compare your answers. Then turn to page 153 to see what your answers mean.

3 Writing and speaking My personality

A Think about your personality. Answer the questions

- What are your positive personality traits? _____
- Are there any traits you'd like to change? _____
- Has your personality changed through the years? If so, how? _____

B Write a paragraph about your personality, but do not write your name! Use the model and your answers in Part A to help you.

What am I like?

I'm a pretty *easygoing* and *outgoing* person. I'm also very *optimistic* about the future. I think people like to be around me. However, I can be *stubborn* sometimes ...



C **GROUPWORK** Put your papers facedown on the table. Take one paper and read the description. Your group guesses who it is and agrees or disagrees with the description. Take turns.

A: I think that paragraph *describes* Dana.

B: Yes, that's right. I wrote that one.

C: I agree you're *easygoing*, Dana, but I don't really think you're *stubborn*.

B: Yes, I am!

Wrap-up

1 Which of the couples below will have a better marriage?



| Lily | Marshal |
|--|---|
| <p>Advanturous</p> <p>Artistic</p> <p>impatient</p> <p>Stubborn</p> <p>ambitious</p> | <p>Careful</p> <p>Too Outgoing</p> <p>Curious</p> <p>Easygoing</p> <p>Considerate</p> |

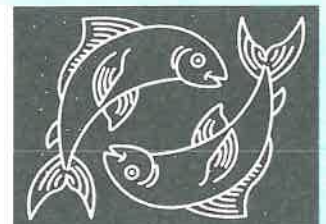
| Rachel | Ross |
|--|--|
| <p>Advanturous</p> <p>agreeable</p> <p>easygoing</p> <p>Artistic</p> <p>impatient</p> <p>ambitious</p> | <p>Careful</p> <p>Outgoing</p> <p>Curious</p> <p>Too Patient</p> |

2 In the real world

What's your zodiac sign? Find your horoscope from yesterday or last week in an English-language newspaper, magazine, or website. Was it true? Write about it.

My Horoscope

I'm a Pisces. My horoscope last week said, "You are going to have a difficult day at work." It was true. I was very busy and nervous because I had to give a presentation. Luckily, it went very well!



8

The environment

Lesson A

- Environmental impacts
- Quantifiers

Lesson B

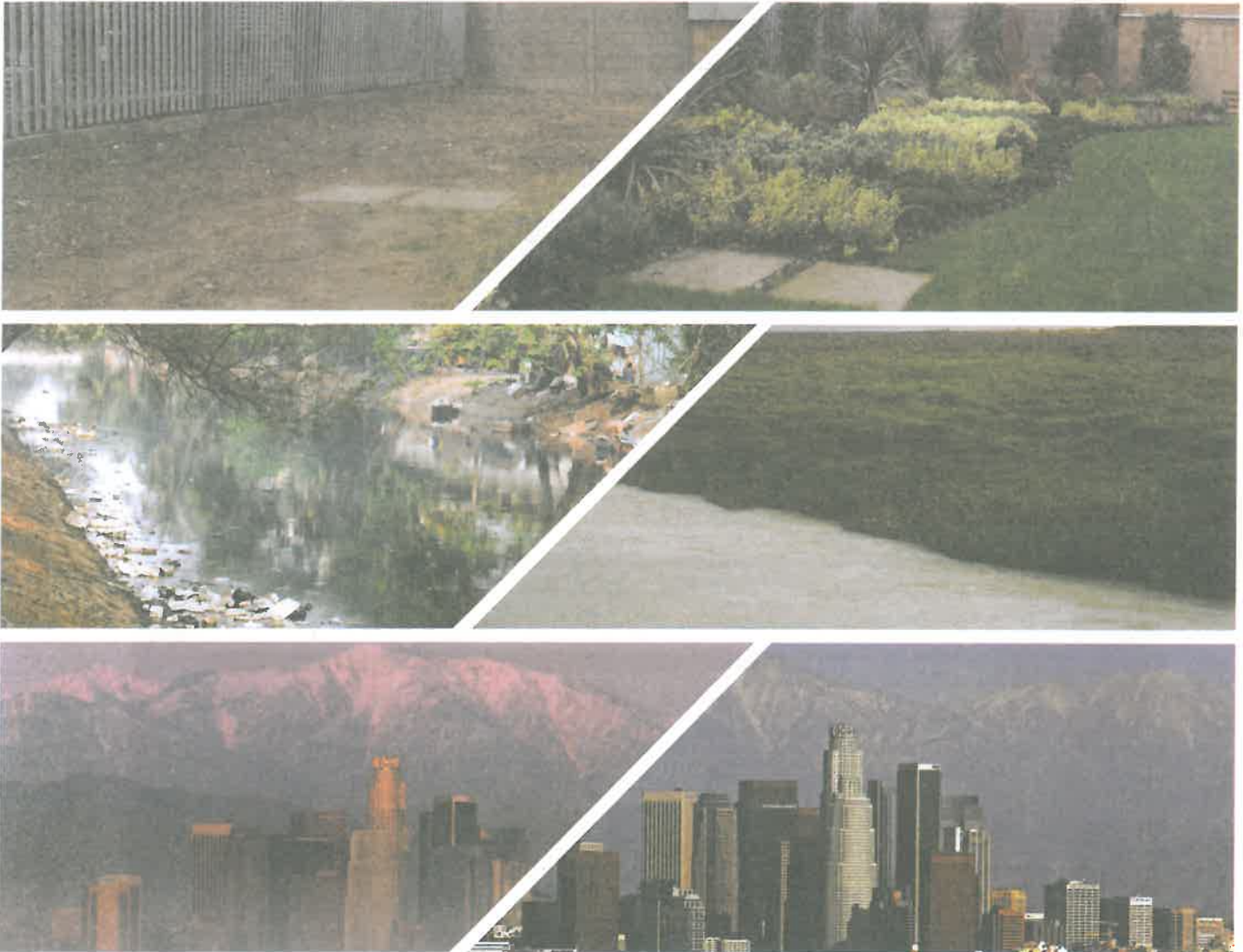
- Giving an approximate answer
- Avoiding answering

Lesson C

- Tips to help the environment
- First conditional

Lesson D

- Reading “One-of-a-Kind Homes”
- Writing: Local concerns



Warm Up

- A** Look at the “before” and “after” pictures. What do you see? What has changed?
- B** Which was the biggest improvement? Which was the easiest to do? Which was the most difficult?

A Going green

1 Vocabulary Environmental impacts

A Label the pictures with the correct words. Then listen and check your answers.

| | | | | |
|----------------|----------------|--------------|---------------|--------------|
| e-waste | hybrid car | organic food | pollution | solar energy |
| global warming | nuclear energy | plastic bags | recycling bin | wind farm |



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

B **PAIR WORK** How do the things in Part A impact the environment?

2 Language in context Green products

A Read the ads. What makes each product "green"?

GET GREEN GOODS!

| | | | |
|---|--|---|--|
|  | <p>Compact fluorescent lightbulbs Regular bulbs waste too much energy, so why not use compact fluorescent lightbulbs (CFLs)? They use less energy, and you save more money in the long term. \$20 for a pack of 3</p> |  | <p>Cloth shopping bag Who needs paper or plastic? Bring your own cloth bag to the grocery store or mall. This bag makes an important statement and is made of 100% organic cotton. \$5</p> |
|  | <p>Recycled toothbrush Made from 100% recyclable plastic, each toothbrush comes with a reusable travel case. Junior toothbrushes feature endangered animals. \$20 for a pack of 6, or \$18 for a pack of 6 Junior toothbrushes</p> |  | <p>Steel water bottle Why should we use fewer plastic water bottles? Because too many of them end up in landfills and cause pollution. It's cool to carry your own reusable bottle. \$15</p> |

B What about you? Do you own any green products? Would you buy these?

3 Grammar Quantifiers

| Quantifiers with count nouns | Quantifiers with noncount nouns |
|---|---|
| We need more wind farms. | You can save more money with CFLs. |
| There aren't enough recycling bins. | People don't buy enough organic food. |
| There are too many bottles in landfills. | Regular lightbulbs use too much energy. |
| People should buy fewer plastic bottles. | People should try to use less plastic. |

A Complete the opinions with quantifiers. Then compare with a partner.

- 1 "I think it's good that _____ people are buying hybrid cars. They reduce global warming."
- 2 "In my opinion there's _____ e-waste in our landfills. We need better and safer ways to recycle electronics."
- 3 "Farmers should grow _____ organic food. I prefer food without chemicals."
- 4 "Unfortunately, not _____ people use solar power. Is it because it's expensive?"
- 5 "I feel people should use _____ nuclear energy. Isn't it dangerous?"
- 6 "Some people say they don't have _____ time to recycle. That's crazy!"
- 7 "Maybe it's just me, but I think shoppers should take _____ plastic and paper bags from the supermarket. I always bring my own bags."
- 8 "_____ people throw plastic bottles in garbage cans. They should use recycling bins."

B **PAIR WORK** Do you agree with the opinions in Part A? Why or why not? Tell your partner.

4 Pronunciation Stress in compound nouns

A Listen and repeat. Notice how the first noun in compound nouns often receives stronger stress.

landfill lightbulb travel case water bottle

B **PAIR WORK** Practice the compound nouns. Stress the first noun.

toothbrush garbage can recycling bin wind farm

5 Speaking Our community

A **PAIR WORK** What environmental problems does your community have?

Complete the sentences.

- 1 There's too much _____.
- 2 There isn't enough _____.
- 3 We should have fewer _____.
- 4 There are too many _____.
- 5 There aren't enough _____.
- 6 We should use less _____.

B **GROUP WORK** Share your ideas with another pair. Did you identify the same problems? Which are the most important?

6 Keep talking!

Go to page 139 for more practice.

B I'd rather not say.

1 Interactions Answering and avoiding answering

A Imagine these people are asking you questions. Are there any questions they might ask that you think are too personal and that you would not answer?

a doctor a friend a neighbor a parent a stranger a teacher

B  Listen to the conversation. What question doesn't Jim answer?

Then practice the conversation.

Carl So, Jim, how's the new car?

Jim Hey, Carl. It's great. I'm really happy with it.

Carl It's a hybrid, isn't it?

Jim Yeah. It causes less pollution. I'm trying to do my part to help the environment, you know?

Carl That's great. How long have you had it?

Jim I've only had it for a week.

Carl Really? How many kilometers have you driven?

Jim I'd say about 150.

Carl So, how does it run?

Jim Oh, it runs very well. I'll give you a ride later if you want.

Carl OK, thanks. How much did it cost exactly?

Jim Actually, I'd rather not say. But I know I made a good purchase.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Giving an approximate answer

I'd say maybe ...

Probably ...

Avoiding answering

I'd prefer not to say.

I'd rather not answer that.

D Match the questions and the responses. Then practice with a partner.

1 How often do you drive? _____

2 How much do you drive every day? _____

3 How many people have you given rides to? _____

4 How much did you sell your old car for? _____


a. I'd say about ten.

b. Probably five or six times a week.

c. I'd rather not answer that.

d. I'd say about 30 minutes.

2 Listening Consumer research

A  Listen to a man answer survey questions in a grocery store. Number the questions from 1 to 9 in the order you hear them.

- Have your buying habits changed in the last year? _____
- 1 How often do you walk to the grocery store? *All the time.* _____
- Do you usually ask for paper or plastic bags? _____
- How much do you spend on groceries every month? _____
- How many people are there in your household? _____
- What is the highest level of education you've completed? _____
- What do you do for a living? _____
- Do you ever shop for groceries online? _____
- How often do you buy environmentally friendly products? _____

B  Listen again. Write the man's answers.

C **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information, or avoid answering.

3 Speaking Do you waste water?

A Read the survey. Are there any questions you would avoid answering, or is there any information you wouldn't share?

WATER USE SURVEY

Name: _____ Phone number: _____

Address: _____ Email: _____

Age: _____ Education: _____

How many showers do you take in a week? _____

How long do you spend in the shower? _____

Do you ever leave the water running when you brush your teeth? _____

Do you wash dishes by hand or do you use a dishwasher? _____

When you wash dishes, do you leave the water running? _____

When you wash clothes, is the washing machine always completely full? _____

Do you flush the toilet after every use? _____

B **PAIR WORK** Interview your partner. Complete the survey with his or her answers. Mark an X if he or she avoids answering.

C **PAIR WORK** Compare your answers. Who uses more water? How could you use less water?

I can give an approximate answer. 

I can avoid answering. 

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

a consultant a graphic designer a salesman a student



1



2



3



4

B Complete the sentences with the correct words. Then compare with a partner.

adventurous ambitious creative unreliable

- Often consultants are _____ people who work very hard to share their knowledge and advice with other people to help them succeed.
- Graphic designers are usually _____ people. They use technology to make websites, magazines, and other things look very interesting and artistic.
- Some people think that some salesmen can be _____ and that they don't always give you honest information about what you want to buy.
- Students who study abroad in a different country are pretty _____. They're not afraid to go to new places, meet new people, and try new things.

While you watch

A Match the people and their zodiac signs.



Aries



Capricorn



Gemini



Virgo

- Danielle's mother is a(n) _____.
 - Danielle's brother is a(n) _____.
 - Danielle's father is a(n) _____.
 - Danielle is a(n) _____.
- Aries
 - Gemini
 - Capricorn
 - Virgo

B What are some characteristics of each sign? Write V (Virgos), A (Aries), C (Capricorns), or G (Gemini). (More than one answer is possible.)

- | | |
|---|--|
| 1 _____ have difficulty sharing their feelings. | 6 _____ are sometimes unreliable. |
| 2 _____ are adventurous. | 7 _____ aren't open to new ideas. |
| 3 _____ are ambitious. | 8 _____ know what they want. |
| 4 _____ are creative. | 9 _____ want things done with no mistakes. |
| 5 _____ are good at business. | 10 _____ worry too much. |

C Check (✓) the correct answers.



| | Danielle | Wendy | Max | Peter |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Who has been a graphic designer for two years? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who is taking a psychology class? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who doesn't want to talk about Andy's promotion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who wants to put new wallpaper in the kitchen? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who has owned a car dealership since 2003? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who loves to try new things? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Who has to get back work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Who has worked as a time management consultant for ten years? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

After you watch

A PAIR WORK Why does Danielle think her family members' personalities match the typical characteristics of their zodiac signs? Discuss and explain your ideas.

B GROUP WORK Discuss the questions.

- What do you know about zodiac signs?
- Do you know the characteristics of your zodiac sign? Do you think it matches your personality?
- Do you know anyone who matches the characteristics of his or her zodiac sign? How long have you known him or her?
- How do your family members and friends describe your personality? Do you agree with them?

C

What will happen?

1 Vocabulary Tips to help the environment

A Match the tips and the pictures. Then listen and check your answers.

- | | | |
|-----------------------|-------------------------------|-------------------------------|
| a Buy local food. | d Pay bills online. | g Use cloth shopping bags. |
| b Fix leaky faucets. | e Take public transportation. | h Use rechargeable batteries. |
| c Grow your own food. | f Use a clothesline. | |



B **PAIR WORK** Which things in Part A do you do now? Which don't you do? Tell your partner.

2 Conversation This is awful!

A Listen to the conversation. When does Kendra want to start taking public transportation?

Ina This is awful! It's taking forever to get to work.

Kendra I know. There are just too many cars these days! The traffic seems to get worse and worse.

Ina Maybe we should start taking public transportation. If we take the subway, we won't have to sit in traffic.

Kendra And we might save money if we take the subway.

Ina I think you're right. Also, if we take public transportation, we won't get stressed out before work. So, when do we start?

Kendra How about tomorrow?

B Listen to their conversation the next day. What are they unhappy about?



3 Grammar First conditional

First conditional sentences describe real possibilities. Use the present tense in the if clause (the condition). Use will in the main clause.

If we **take** public transportation, we'll **save** money.

If we **take** public transportation, we **won't get** stressed out.

Air pollution **will get** worse if we **don't reduce** the number of cars.

Use modals such as may, might, or could in the main clause when you're less certain about the results.

If air pollution **gets** worse, more people **may get** sick.

If you **don't fix** your leaky faucet, you **might get** a high water bill.

You **could spend** money on other things if you **grow** your own food.

A Write first conditional sentences with the two clauses. Then compare with a partner.

you'll use 60 percent less energy / you replace your regular lightbulbs with CFLs

You'll use 60 percent less energy if you replace your regular lightbulbs with CFLs.

2 you pay your bills online / you'll use less paper

3 we fix our leaky faucets / we'll save water

4 there won't be much air pollution / everyone uses hybrid cars

5 you use a clothesline / other people may start to do the same

6 we use rechargeable batteries / we could save a lot of money

B **PAIR WORK** What else will or may happen for each condition in Part A?

Discuss your ideas.

A: What **else** will happen if you replace your regular lightbulbs with CFLs?

B: If I **replace** my regular lightbulbs with CFLs, I'll have cheaper electric bills.

4 Speaking Around the circle

A Write a sentence about what will happen if you change a habit to become greener.

If I **grow** my own food, I will **eat better**.

B **GROUP WORK** Sit in a circle. Go around the circle and share your ideas.

Repeat your classmates' main clauses as conditions, and add new ideas.

A: If I **grow** my own food, I will **eat better**.

B: If you **eat better**, you will **feel healthier**.

C: If you **feel healthier**, you won't **need to go to the doctor** very often.

5 Keep talking!

Go to page 140 for more practice.

D Finding solutions

1 Reading

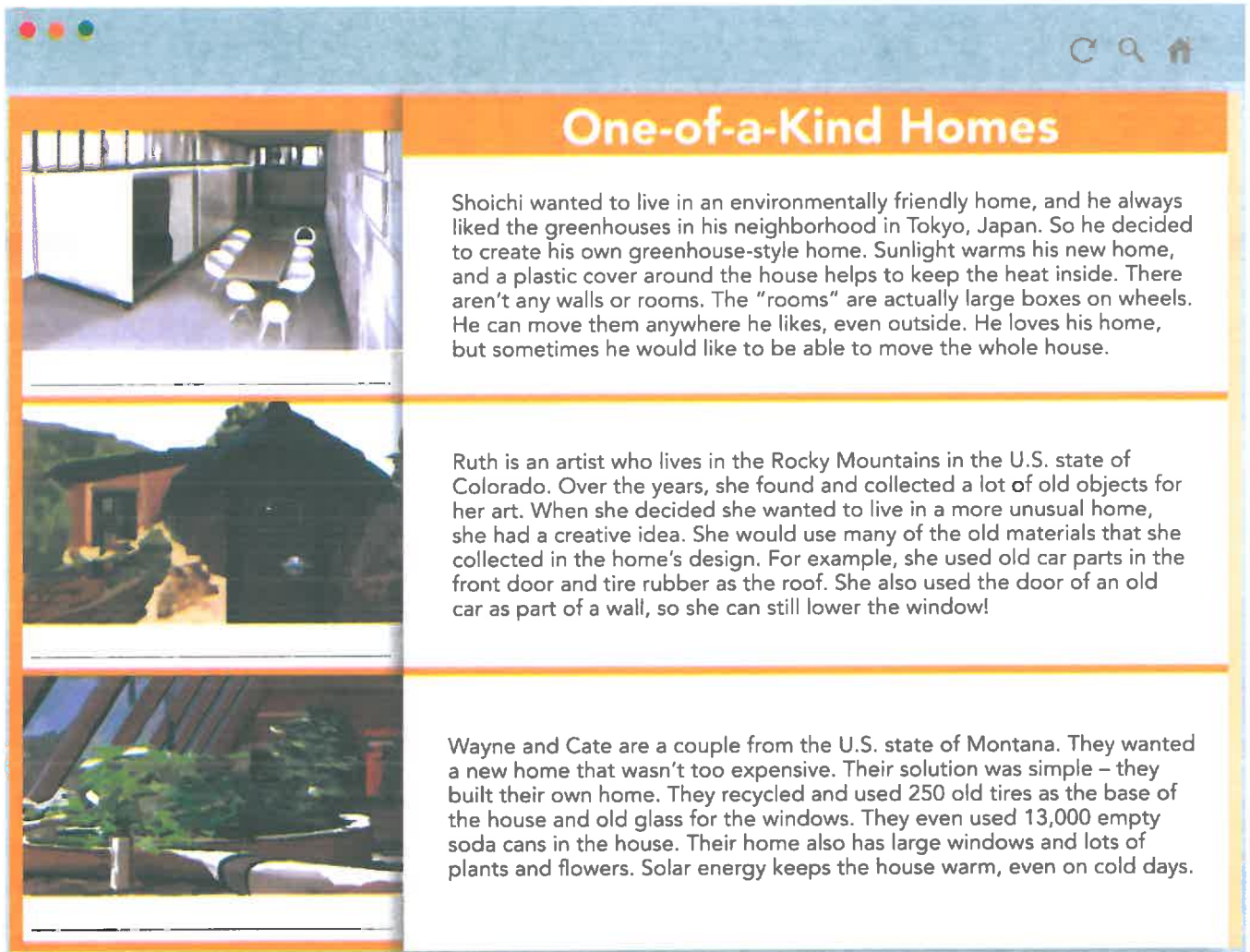
A Look at the pictures. Which home would you prefer to live in? Why?

B Read the article. Write the captions under the correct pictures.

The Recycled-Tire House

The Found-Object House

The Greenhouse



One-of-a-Kind Homes

Image 1: A modern, open-plan living area with a dining table and chairs, and a kitchen area. The space is bright and airy, with large windows and a high ceiling.

Shoichi wanted to live in an environmentally friendly home, and he always liked the greenhouses in his neighborhood in Tokyo, Japan. So he decided to create his own greenhouse-style home. Sunlight warms his new home, and a plastic cover around the house helps to keep the heat inside. There aren't any walls or rooms. The "rooms" are actually large boxes on wheels. He can move them anywhere he likes, even outside. He loves his home, but sometimes he would like to be able to move the whole house.

Image 2: A small, rustic house with a thatched roof and a chimney, surrounded by trees and a fence.

Ruth is an artist who lives in the Rocky Mountains in the U.S. state of Colorado. Over the years, she found and collected a lot of old objects for her art. When she decided she wanted to live in a more unusual home, she had a creative idea. She would use many of the old materials that she collected in the home's design. For example, she used old car parts in the front door and tire rubber as the roof. She also used the door of an old car as part of a wall, so she can still lower the window!

Image 3: A modern, open-plan living area with a dining table and chairs, and a kitchen area. The space is bright and airy, with large windows and a high ceiling.

Wayne and Cate are a couple from the U.S. state of Montana. They wanted a new home that wasn't too expensive. Their solution was simple – they built their own home. They recycled and used 250 old tires as the base of the house and old glass for the windows. They even used 13,000 empty soda cans in the house. Their home also has large windows and lots of plants and flowers. Solar energy keeps the house warm, even on cold days.

C Read the article again. Answer the questions.

- 1 What warms the inside of Shoichi's home? _____
- 2 What would Shoichi like to be able to do? _____
- 3 What creative idea did Ruth have? _____
- 4 Where are there car parts in Ruth's home? _____
- 5 Why did Wayne and Cate build their own home? _____
- 6 What did Wayne and Cate use to build their home? _____

D PAIR WORK Have you heard of or seen any unique homes or buildings? Were they environmentally friendly? Tell your partner.

2 Listening Award winners

A  Listen to the conversations about two award winners, Gabriela McCall and Tayler McGillis. Who do the phrases below describe? Write T (Tayler) or G (Gabriela).

- 1 T raised money for local charities.
- 2 is a student in Puerto Rico.
- 3 won an award at age 12.
- 4 collects and recycles cans.
- 5 helps birds.
- 6 teaches children.
- 7 speaks at schools about recycling.
- 8 took photos to start a project.



B  Listen again. Correct the false sentences.

- 1 Tayler raised more than ~~\$900~~ for local charities.
- 2 Tayler's new goal is to collect 175,000 bottles every year.
- 3 Gabriela's project helps protect the ocean for birds in Puerto Rico.
- 4 Gabriela teaches children about recycling so that they respect the environment.

\$9,000

3 Writing and speaking Local concerns

A Write a letter to a local official about an environmental problem in your community. Use the questions and the model to help you.

- What is the problem?
- Who or what is causing it?
- Who or what does the problem affect?
- What's a solution to the problem?

Dear City Councilman,

I am a student. I am writing to tell you about the amount of noise near our school. There is a lot of construction work and traffic near our school. It is very difficult for us to study and learn during the day.

I have an idea for a possible solution to this problem. If ...



B **GROUP WORK** Share your letters. Do you think the solutions will solve the problems? Can you offer other solutions?

C **CLASS ACTIVITY** What are the most important concerns in your community? Who else can you write to or talk to about your concerns?

Wrap-up



PAIR WORK:

Watch the video. What will the ocean be like without all the plastics?

What is your solution for this environmental concern?

Find the most practical solution among your classmates.

2 In the real world

How can we solve this? Go online and find information in English that gives solutions to one of these problems. Then write about them.

| | |
|---------------------|--------------------------|
| pollution from cars | pollution from factories |
| global warming | too much garbage |

On Pollution Problem

If more people have hybrid cars, there will be less pollution. People can also carpool. If we share rides, there will be fewer cars on the road. Also, if we . . .



9

Relationships

Lesson A

- Relationship behaviors
- Expressions with infinitives

Lesson B

- Apologizing
- Accepting an apology

Lesson C

- Inseparable phrasal verbs
- Modals for speculating

Lesson D

- Reading “Addy’s Advice”
- Writing: A piece of advice



Warm Up

A What is the relationship between the people? Number the pictures.

- 1 brother and sister 2 neighbors 3 co-workers 4 friends

B What do you think is happening in each picture? Do they all have good relationships?

A Healthy relationships

1 Vocabulary Relationship behaviors

A  Match the words and the sentences. Then listen and check your answers.

- | | |
|---------------------|---|
| 1 apologize _____ | a. No! I'm not listening to you. |
| 2 argue _____ | b. I think we really need to talk about it. |
| 3 communicate _____ | c. I'm really sorry. I didn't mean to hurt your feelings. |
| 4 compromise _____ | d. I know you're sorry. It's OK. |
| 5 criticize _____ | e. Why don't I wash the dishes and you do the laundry? |
| 6 forgive _____ | f. You're being unfair. It's your turn to take out the garbage. |
| 7 gossip _____ | g. I told her I liked her new dress, but I didn't. |
| 8 judge _____ | h. Others may disagree, but I think what you said was awful. |
| 9 lie _____ | i. Did you hear about Wendy? You'll never guess what I heard. |

B **PAIR WORK** Which actions from Part A should people do to have healthy relationships? Which shouldn't they do? Discuss your ideas.

2 Language in context Relationship tips

A  Read the relationship tips. Why is it a bad idea to criticize someone in front of others?



The image shows a tablet screen displaying a webpage. The webpage has a title "5 Tips for happy and healthy relationships" and a list of five tips. To the right of the text is a photograph of four people (two men and two women) sitting at a table outdoors, smiling and taking a selfie with a selfie stick. The background of the photo shows trees with yellow autumn leaves and a body of water.

5 Tips for happy and healthy relationships

1. It's important to talk. It's good to communicate openly and listen carefully to others.
2. It's not a good idea to criticize someone in front of others. This can embarrass the person.
3. It's helpful to compromise in any relationship. It's not good to argue about little things.
4. It's good to forgive someone who apologizes. It's not easy to say you're sorry.
5. If you have a problem in a relationship, it's helpful to discuss it. Don't keep things inside.

B What about you? Do you agree with all the tips? Why or why not?

3 Grammar Expressions with infinitives

Use infinitives after *It's + an adjective*.

It's good to forgive someone.

It's not good to argue.

It's important to talk.

It's never helpful to judge someone.

You can also use infinitives after *It's + a noun phrase*.

It's a good idea to accept an apology.

It's not a good idea to criticize someone.

A Circle the infinitives for the best relationship advice. Then compare with a partner.

- 1 It's important to lie / to communicate in a relationship.
- 2 It's helpful to share / to forget your feelings when you have a problem.
- 3 It's nice to gossip / to think about other people before making decisions.
- 4 It's a good idea to judge / to meet new people.
- 5 It's useful to discuss / to accept problems.
- 6 It's not a good idea to argue / to compromise with your friends a lot.

B **PAIR WORK** Complete the sentences with your own ideas. Use *It's* expressions. Then discuss them.

- 1 _____ to be a reliable friend.
- 2 _____ to be honest with your parents.
- 3 _____ to apologize to someone but not really mean it.
- 4 _____ to say something if a friend is gossiping about you.

4 Pronunciation Sentence stress

A  Listen and repeat. Notice the stress on the important words in the sentences.

It's important to talk.

It's not good to argue about little things.

B  Listen to the sentences. Underline the stressed words.

It's helpful to compromise.

It's not easy to say you're sorry.

5 Speaking Good advice?

A **PAIR WORK** Choose a relationship from the list below. Then make a list of the five most important tips to make the relationship happy and healthy. Discuss your ideas.

best friends

classmates

a brother and sister

a married couple

a child and parent

a teacher and student

B **GROUP WORK** Share your tips with another pair. What's the best piece of advice you heard?




6 Keep talking!

Go to page 141 for more practice.

3 I'm really sorry.

1 Interactions Apologizing

A Is it difficult for you to say you're sorry? Can you remember the last thing you apologized for?

B  Listen to the conversation. What excuse does Susan give Gina? Then practice the conversation.

Gina Hello?

Susan Gina?

Gina Yeah.

Susan Hi. It's Susan.

Gina Hi, Susan.

Susan Listen, I know I missed your party last night. I'm sorry.

Gina Oh, that's OK. Is everything OK?

Susan Yeah, but you'll never believe what happened. It's kind of embarrassing. I mixed up the date.

Gina What do you mean?

Susan I thought the party was on the 31st, not the 30th.

Gina Oh, I see.

Susan So, how was the party?

Gina It was great. But we missed you!



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Apologizing

I'm really sorry.

My apologies.

Accepting an apology

Don't worry about it.

There's no need to apologize.

D Number the sentences from 1 to 7. Then practice with a partner.

_____ **A** I'm really sorry I didn't meet you at the café yesterday.

_____ **A** Hi. It's Greg.

_____ **A** Well, the repairs will be very expensive.

_____ **A** My car broke down, and I forgot my phone.

_____ **B** Is your car OK?

_____ **B** Don't worry about it.

_____ **B** Oh. Hi, Greg.

2 Listening What happened?

- A**  Listen to four people apologize over the phone. Where did they *not* go? Number the pictures from 1 to 4.



- B**  Listen again. Complete the excuses with the correct information.

- 1 I was at the _____ and completely forgot the _____.
- 2 I washed my _____ last night, and the _____ was in my pocket.
- 3 I was out of _____. My grandmother was in the _____.
- 4 I'm in a _____ at work. I can't _____ right now.

- C** **PAIR WORK** Are all the excuses good ones? Would you accept each person's apology? Discuss your ideas.

3 Speaking Explain yourself!

- A** Read the situations. Write an excuse for each one. Be creative!

| Situations | Excuses |
|--|---------|
| You are 30 minutes late for your own wedding. | |
| You missed your dentist appointment. | |
| You didn't bring your résumé to a job interview. | |
| You forgot to pick up your friend. | |
| You didn't do your English homework. | |
| You broke your classmate's cell phone. | |



- B** **PAIR WORK** Role-play the situations. Then change roles.

Student A: Apologize to Student B for each situation in Part A. Then make an excuse.

Student B: Ask Student A to explain each situation. Then accept the apology.

I can apologize and give excuses. 

I can accept an apology. 

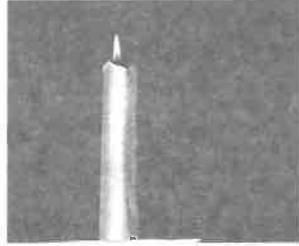
Before you watch

A Match the words and the places. Then compare with a partner.

- | | | | |
|----------|-------------|-------------------|------------------|
| a candle | c landfill | e plant | g recycling bins |
| b ice | d lightbulb | f plastic bottles | h superhero |



1



2



3



4



5



6



7



8

B PAIRWORK Complete the sentences with the correct words from Part A. Then compare with a partner.

- A _____ is a place where a town or group of people collects its garbage.
- _____ is frozen water.
- A _____ may go inside a lamp and provide light in a room.
- Many people buy water and soda in _____.
- The small fire on top of a _____ is called a flame; it gives off light.
- A _____ is an imaginary person that saves and protects people or the earth.
- A _____ could grow into an herb, a flower, or a vegetable.
- In many public places, there are separate _____ for paper and plastic products.

While you watch

A What does Henry Green do to help the environment? Check (✓) the correct answers.

- | | |
|--|--|
| <input type="checkbox"/> He drives a hybrid car. | <input type="checkbox"/> He uses an ice box to keep his food cold. |
| <input type="checkbox"/> He grows vegetables. | <input type="checkbox"/> He uses candles. |
| <input type="checkbox"/> He pays his bills online. | <input type="checkbox"/> He uses solar energy. |
| <input type="checkbox"/> He takes cloth bags to the supermarket. | <input type="checkbox"/> He uses the recycling bins in his building. |

B Circle the correct answers.

- 1 April is doing this video for _____
a her journalism class b her biology class c the school TV station
- 2 Henry Green is April's _____
a grandfather b biology teacher c neighbor
- 3 April's nickname for Henry Green is _____
a Environmental Man b Green Man c Environmental Impact Man
- 4 April says that compact fluorescent bulbs use _____ regular lightbulbs.
a less energy than b more energy than c the same energy as
- 5 April says that plastic bags and water bottles often end up in _____
a landfills b schools c the ocean
- 6 April thinks Mr. Green is like a _____ to her.
a grandfather b friend c superhero
- 7 To thank Mr. Green, April gives him a _____
a T-shirt b cloth shopping bag c candle

C Why does Mr. Green do these things? Match the things he does and the reasons.

- | | |
|---|--|
| 1 He uses an ice box because _____. | a he doesn't want chemicals in his food. |
| 2 He uses candles because _____. | b he thinks people use too much plastic. |
| 3 He grows vegetables because _____. | c refrigerators use too much energy. |
| 4 He uses a cloth shopping bag because _____. | d they use less energy than lightbulbs. |

After you watch

GROUP WORK What's your opinion of what Mr. Green is doing? Discuss why you think each of his actions is a good idea or a bad idea.

- having an ice box instead of a refrigerator
- using candles instead of compact fluorescent bulbs
- growing vegetables at home
- taking a cloth shopping bag to the store

A: I think using *candles* is a *good idea*.
You can *save energy* if you use *candles*.

B: That's true. But *candles* could cause
a *fire* if you aren't *careful*.



C

That can't be the problem.

1 Vocabulary Inseparable phrasal verbs

A Match the sentences. Then listen and check your answers.

| | |
|--|---|
| 1 It's awful when people break up . _____ | a. They should call before they visit. |
| 2 I need friends that I can count on . _____ | b. It's always better to stay together. |
| 3 It's not nice when friends just drop by . _____ | c. My best friends are all reliable. |
| 4 My family and I get along well. _____ | d. They can be so immature. |
| 5 My friends and I love to get together . _____ | e. We meet every Saturday. |
| 6 Most teenagers need to grow up . _____ | f. We hardly ever argue. |
| 7 People used to pick on me in class. _____ | g. I sometimes see them at the coffee shop. |
| 8 I love to run into old friends. _____ | h. I'm just like her. |
| 9 I take after my mother. _____ | i. They were mean to me. |

B **PAIR WORK** Which sentences do you agree with or are true for you? Tell your partner.

A: I agree that it's awful when people break up, but I disagree that it's always better to stay together.

B: I agree with you. Some people shouldn't stay together when they argue a lot.

2 Conversation He must be really busy.

A Listen to the conversation. What is Evan probably doing right now?

Ryan My friend Evan never seems to have time for me these days. I just can't count on him anymore.

Katie Well, he started a new job, right? He must be really busy.

Ryan Yeah, I'm sure he is. But he used to drop by or call me all the time.

Katie He might be feeling stressed out from the job. Or he could be upset with you about something.

Ryan No, that can't be the problem. I haven't done anything wrong. I think I'd better call him.

Katie Yeah, I think you should.

Ryan OK. . . . Well, there's no answer.

Katie He must still be sleeping. It's only 6:30!



B Listen to Ryan call Evan later in the day. What was the real problem with Evan?

3 Grammar Modals for speculating

| Speculating with more certainty | Speculating with less certainty |
|--|--|
| <p>He must be really busy. He started a new job.</p> <p>He must not leave his house very often. He always seems to be busy.</p> <p>He can't be upset with me. I haven't done anything to him.</p> | <p>He could be upset about something. Maybe you did something to him.</p> <p>He may not like his new job. I haven't heard how he likes it.</p> <p>He might be feeling stressed out. His new job may be a lot of work.</p> |

A Circle the correct words. Then compare with a partner.

- I don't know his weekend plans. He **must** / **could** drop by on Saturday.
- She didn't say much on the phone to him. They **must not** / **might** be getting along.
- They **must** / **may not** come to the party. They're going out to dinner that night.
- She **can't** / **could** take after her father. She's really tall, but he's pretty short.
- You're coughing and sneezing so much. You **must** / **must not** be getting sick.
- They **can't** / **might** be tired. Maybe they stayed up late to study for the test.

B Read the situations. Complete the sentences with your own ideas. Then compare with a partner.

- Pamela and Miguel don't get along anymore. She doesn't want to talk about it.
Pamela **must** _____
- Jeff just ran into his college friend Mary. He hasn't seen her for 20 years.
Jeff **could** _____
- Luis and Teresa arranged to get together at a restaurant, but she never came.
Teresa **may not** _____
- Brian dropped by and asked to copy your homework. You're not going to give it to him.
Brian **might** _____

4 Speaking Look around!

A **PAIR WORK** Look around the classroom. Speculate about your classmates.

A: I think Tom *must be* playing tennis later. He has his tennis racket with him today.

B: And Carmen *might be* happy about something. She's smiling a lot.

B **CLASS ACTIVITY** Were your speculations correct? Ask your classmates.

A: Tom, I *see* you have your tennis racket. Are you playing tennis later?

B: Actually, no. I *played* before class.

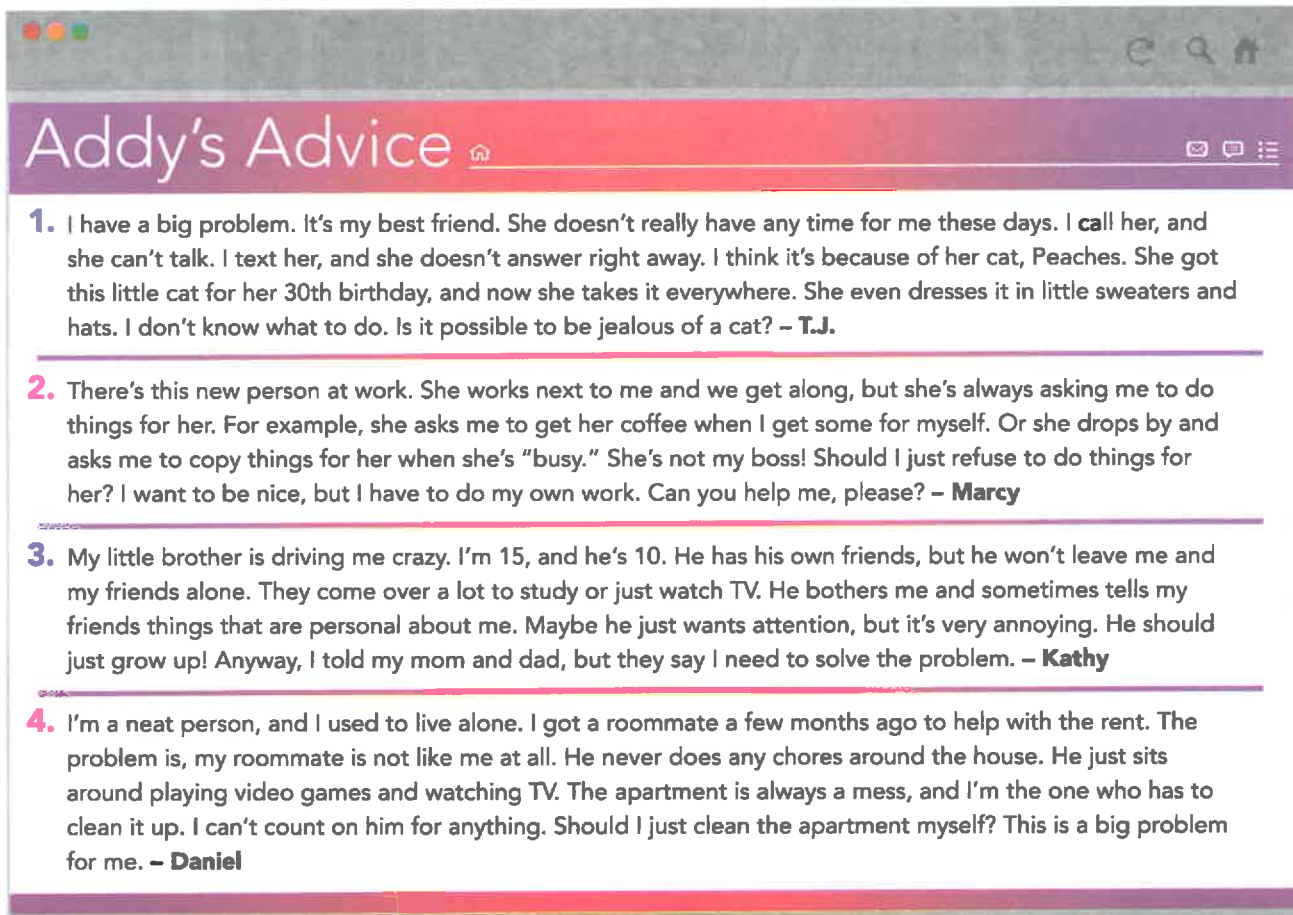
5 Keep talking!

Go to pages 142-143 for more practice.

D Getting advice

1 Reading

- A** Do you ever ask for advice on the radio, TV or through social media? What kind of problems do people usually ask for help with? Do you think they are good places to ask for advice?
- B** Read the first few sentences of each email sent to the radio show *Addy's Advice*. Who does each person have a problem with?



Addy's Advice


1. I have a big problem. It's my best friend. She doesn't really have any time for me these days. I call her, and she can't talk. I text her, and she doesn't answer right away. I think it's because of her cat, Peaches. She got this little cat for her 30th birthday, and now she takes it everywhere. She even dresses it in little sweaters and hats. I don't know what to do. Is it possible to be jealous of a cat? – **T.J.**
2. There's this new person at work. She works next to me and we get along, but she's always asking me to do things for her. For example, she asks me to get her coffee when I get some for myself. Or she drops by and asks me to copy things for her when she's "busy." She's not my boss! Should I just refuse to do things for her? I want to be nice, but I have to do my own work. Can you help me, please? – **Marcy**
3. My little brother is driving me crazy. I'm 15, and he's 10. He has his own friends, but he won't leave me and my friends alone. They come over a lot to study or just watch TV. He bothers me and sometimes tells my friends things that are personal about me. Maybe he just wants attention, but it's very annoying. He should just grow up! Anyway, I told my mom and dad, but they say I need to solve the problem. – **Kathy**
4. I'm a neat person, and I used to live alone. I got a roommate a few months ago to help with the rent. The problem is, my roommate is not like me at all. He never does any chores around the house. He just sits around playing video games and watching TV. The apartment is always a mess, and I'm the one who has to clean it up. I can't count on him for anything. Should I just clean the apartment myself? This is a big problem for me. – **Daniel**

- C** Read the emails again. Who is each question about? Check (✓) the correct answers.

| Who...? | T.J. | Marcy | Kathy | Daniel |
|--------------------------------|------|-------|-------|--------|
| lives with a messy person | | | | |
| is a teenager | | | | |
| is jealous of an animal | | | | |
| is doing someone else's work | | | | |
| lived alone last year | | | | |
| mentions parents in the letter | | | | |

- D** **PAIR WORK** Have you ever had similar problems? What did you do about them?
Tell your partner.

2 Listening On the air

A  Listen to the radio show *Addy's Advice*. What advice does Addy give to each person from Exercise 1? Check (✓) the correct answers.

- 1 Show interest in the cat.
 Get a cat of your own.
- 2 Write your co-worker a note.
 Ask your co-worker to do things.
- 3 Go to someone else's house.
 Remind your parents of the situation.
- 4 Throw the roommate out.
 Communicate.



B  Listen again. Which statement does Addy probably agree or disagree with? Write A (agree) or D (disagree).

- 1 People never lose interest in things over time. _____
- 2 Most people have problems with co-workers at some time. _____
- 3 Parents don't always need to solve their children's problems. _____
- 4 Look for a new roommate if you have a problem. _____

3 Writing A piece of advice

A Choose an email from Exercise 1. Think of three pieces of advice.

B Write an email giving advice. Use the model and your ideas from Part A to help you.

C **GROUP WORK** Share your emails. Do you agree with the advice? What other advice can you give? Discuss your ideas.

Dear T.J.,

I read your email, and I understand your problem. It is possible to be jealous of a cat! I think it's important to find things that you can do with your friend and Peaches. It's a good idea to...

4 Speaking Take it or leave it.

A Imagine you have two relationship problems. Write two sentences about each one. Be creative!

B **GROUP WORK** Share your imaginary problems. Your group gives advice. Take turns.

A: I have a problem. My friends never remember my birthday. I always remember theirs!

B: It's a good idea to help them remember. Why not send them reminders?

C **GROUP WORK** Whose advice do you think you'd follow? Why? Tell your group.

1. My friends never remember my birthday. I always remember theirs!
2. My parents don't trust me. I need to call them every three hours.

Wrap-up

1 PAIR WORK/GROUP WORK:

- A. Think about a newly married couple. What problems do you think they have with their in-laws?
- B. What can they do to have better relations? Give some tips.



2 In the real world

What advice do the experts give? Go online and find advice in English about one of these topics. Then write about it.

| | |
|-----------------------------|---------------------------|
| a jealous friend | a neighbor's noisy dog |
| a friend who talks too much | an annoying boss |
| a lazy husband or wife | an inconsiderate neighbor |

Dealing with Jealous Friends

I found a website that gives advice about jealous friends. If you have a jealous friend, try to find out why the friend is jealous. Try to understand how your friend feels. It's a good idea to tell your friend about a time when you felt jealous, too. That way she will not feel alone or embarrassed. Tell your friend what you did to feel better. Another piece of advice on the website is . . .



10 Living your life

Lesson A

- Qualities for success
- Reflexive pronouns

Lesson B

- Advising against something
- Considering advice

Lesson C

- Separable phrasal verbs
- Second conditional

Lesson D

- Reading "A Walk Across Japan"
- Writing: An accomplishment



Warm Up

- A** Look at the pictures. What have the people accomplished?
- B** What are some of your accomplishments? What other things would you like to accomplish in your life?

A He taught himself.

1 Vocabulary Qualities for success

A Match the words and their meanings. Then listen and check your answers.

| | | | |
|---|-------------------|----|---------------------------------------|
| 1 | bravery _____ | a. | the ability to develop original ideas |
| 2 | confidence _____ | b. | the belief that you can succeed |
| 3 | creativity _____ | c. | a commitment to something |
| 4 | dedication _____ | d. | the quality of showing no fear |
| 5 | enthusiasm _____ | e. | the ability to change easily |
| 6 | flexibility _____ | f. | a strong interest in something |
| 7 | talent _____ | g. | the ability to make good decisions |
| 8 | wisdom _____ | h. | the natural ability to do things well |

B Complete the chart with the correct adjective forms for the nouns. Then listen and check your answers.

| Noun | Adjective | Noun | Adjective |
|------------|--------------|-------------|-----------|
| bravery | <i>brave</i> | enthusiasm | |
| confidence | | flexibility | |
| creativity | | talent | |
| dedication | | wisdom | |

C **PAIR WORK** Which qualities in Part A do you think people are born with? Which do they develop from experience or by watching others? Discuss your ideas.

2 Language in context A success story


A Read the story of Yong-eun Yang. What did he do in 2009?

4:21PM

WEB ENCYCLOPEDIA

Yong-eun Yang

In his late teens, South Korea's Yong-eun Yang, or "Y. E.," enjoyed lifting weights and hoped to own his own gym someday. But that dream died when he hurt himself in the gym. So at age 19, he took a part-time job at a golf course. He picked up golf balls and began to observe other players. He started to practice the game by himself late at night, and he even forced himself to get up early to be at the course by 5:00 a.m. for more practice. This is how Y. E. taught himself to play golf. His dedication and patience paid off. He became a professional golfer in 1995, and, in 2009, this talented man won his first championship, beating Tiger Woods.



B What other qualities for success do you think Y.E. has?

3 Grammar Reflexive pronouns

Use reflexive pronouns when the subject and object of a sentence refer to the same person or thing.

I hurt **myself** at work.

He taught **himself** to play golf.

They consider **themselves** brave.

By *with a reflexive pronoun* means "alone."

She traveled **by herself** to the United States.

Do you like to practice with another person or **by yourself**?

Personal pronouns

I
you
he
she
it
we
you
they

Reflexive pronouns

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

Complete the sentences with the correct reflexive pronouns. Then compare with a partner.

- I drew a picture of _____ in art class.
- I like your new hairstyle. Did you cut it _____?
- I think you and Joe can fix the sink _____. You don't need to hire a plumber.
- They had a great time. They really enjoyed _____.
- My brother doesn't consider _____ brave, but he is.
- Heather wrote that by _____. Nobody helped her.
- We taught _____ Spanish before we moved to Peru.
- I hurt _____ at the gym last week. My arm still hurts.
- I took a trip by _____. It helped me be more confident.



4 Pronunciation Stress shifts

 Listen and repeat. Notice the stress shifts when some words change from nouns to adjectives.

| | | | |
|------------|------------|--------------|-------------|
| creativity | dedication | enthusiasm | flexibility |
| creative | dedicated | enthusiastic | flexible |

5 Speaking Self talk

A PAIR WORK Interview your partner. Ask questions for more information. Take notes.

- Have you ever hurt yourself?
- Do you consider yourself brave?
- Have you ever traveled by yourself?
- Have you ever taught yourself something?
- Are you enjoying yourself in this class?
- Do you consider yourself a flexible person?

B PAIR WORK Tell another classmate about your partner.

"William hurt himself once. He broke his foot."

6 Keep talking!

Go to page 144 for more practice.

B I'll give it some thought.

1 Interactions Giving and considering advice

A What do you do if you have too much work or studying to do? Do you talk to anyone?

B  Listen to the conversation. What is Bryan thinking about doing?
Then practice the conversation.

Marta What's wrong, Bryan?

Bryan Well, my job is just really stressful right now. My boss just seems to give me more and more work. It's not fair.

Marta That's not good.

Bryan Actually, I'm thinking about quitting and looking for another job.

Marta Really? I wouldn't recommend that.

Bryan Why not?

Marta Well, because you may not find something better. And that would just give you more stress. Have you thought about talking to your boss?

Bryan Not really.

Marta Why don't you try that? Maybe there is something he can do.

Bryan I'll see.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Advising against something

I don't think you should do that.

I'm not sure that's the best idea.

Considering advice

I'll think about it.

I'll give it some thought.

D How would you respond? Write A (advise against it) or C (consider it).
Then practice with a partner.

- 1 I think you should call the doctor. _____
- 2 I plan to study all night before my test. _____
- 3 I recommend that you stay home tomorrow if you don't feel well. _____
- 4 I think you should visit your grandmother this weekend. _____
- 5 I'm going to paint my house bright pink. _____
- 6 I'm not going to class tomorrow because I want to watch a soccer game. _____

2 Listening Maybe I'll do that.

- A**  Listen to Tim give advice to three friends. What is each friend's problem? Check (✓) the correct answers.

| Problems | Recommendations |
|--|-----------------|
| 1 <input type="checkbox"/> She needs to get a full-time job. <input type="checkbox"/> She wants to take more classes. <input type="checkbox"/> She's thinking about quitting her job. <input type="checkbox"/> She's not going to graduate. | |
| 2 <input type="checkbox"/> He doesn't have the money. <input type="checkbox"/> He doesn't have a credit card. <input type="checkbox"/> The leather jacket doesn't fit. <input type="checkbox"/> His friend won't lend him any money. | |
| 3 <input type="checkbox"/> She takes too many breaks. <input type="checkbox"/> She can't do a math problem. <input type="checkbox"/> She drank too much coffee. <input type="checkbox"/> Tim is driving her crazy. | |

- B**  Listen again. What does Tim tell each friend to do? Complete the chart with his recommendations.

3 Speaking Think about it!

- A** Imagine your friend wants to do the things below. What advice would you give? Write notes.

- Your friend wants to buy a new, expensive car. He doesn't have the money, and he doesn't know how to drive!
- Your friend wants to take two more classes. He's already taking five classes, and he has a part-time job!
- Your friend wants to go camping in the mountains by himself for a week. He's never gone camping before!



- B** **PAIR WORK** Role-play the situations in Part A. Then change roles.

Student A: Imagine you want to do the things in Part A. Tell Student B what you want to do and why. Consider his or her advice.

Student B: Advise Student A against doing the things in Part A and explain why. Recommend something else. Use your ideas from Part A.

A: I saw this really awesome car yesterday! I think I'm going to buy it.

B: I'm not sure that's the best idea.

A: Why not?

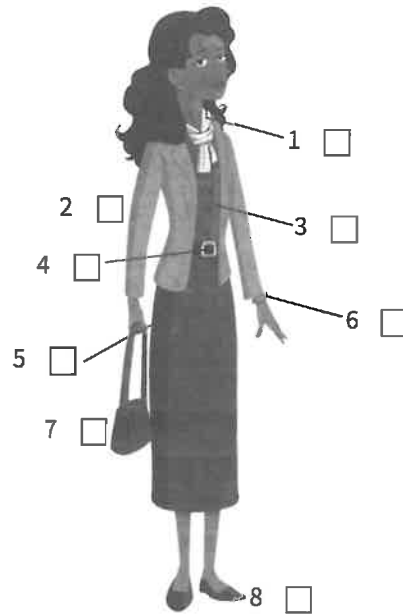
I can advise against something. 

I can consider advice. 

Before you watch

A Match the words and the fashion items. Then compare with a partner.

- a bag
- b belt
- c bracelet
- d jacket
- e scarf
- f shirt
- g shoes
- h skirt



B People often *compliment* each other on fashion items, or say something nice to express that they like it. Are these compliments? Write Y (yes) or N (no).

- 1 "That jacket looks great on you!" _____
- 2 "Where did you buy that new bag?" _____
- 3 "I love your dress. It's really fashionable." _____
- 4 "Nice shirt! What a cool design!" _____
- 5 "I saw those same shoes in the store yesterday." _____
- 6 "That's a really pretty scarf. The color matches your eyes." _____

C **PAIR WORK** Compliment your partner on two different fashion items.

While you watch

A What does Amanda have that's exactly like something Jessica or Beth has? Check (✓) the correct answers.

- | | | |
|--|--|--|
| <input type="checkbox"/> bag | <input type="checkbox"/> a denim skirt | <input type="checkbox"/> a sweater |
| <input type="checkbox"/> a bracelet | <input type="checkbox"/> a jacket | <input type="checkbox"/> a pair of red boots |
| <input type="checkbox"/> a denim jeans | <input type="checkbox"/> a scarf | <input type="checkbox"/> a pair of red shoes |

B Circle the correct answers.

- 1 Jessica's bag was a birthday present from _____.
a Amanda b her family c her mom
- 2 Beth thinks that Jessica's bag is beautiful and _____.
a retro b trendy c unusual
- 3 Beth _____ Amanda a few minutes ago.
a ran into b got together with c called
- 4 Mark is _____.
a Beth's friend b Amanda's boyfriend c Jessica's brother
- 5 Amanda thinks Jessica and Beth are _____ her.
a copying b lying to c helping

C Who thinks what? Check (✓) the correct answers.



| | Jessica | Beth |
|---|--------------------------|--------------------------|
| 1 Who thinks that Amanda must be copying her? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who thinks that Amanda's behavior is a little strange these days? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who thinks that they shouldn't judge Amanda too harshly? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who thinks that Amanda broke up with Mark? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who thinks that it's not good to criticize someone? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who thinks that Amanda might be feeling upset or stressed out? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Who thinks that it's always good to forgive? | <input type="checkbox"/> | <input type="checkbox"/> |

After you watch

GROUP WORK Discuss the questions. What do you think?

- Is Amanda copying Beth and Jessica?
- Are Beth and Jessica copying Amanda?
- Is it a coincidence? (No one is copying anyone; they all like the same things.)
- Has someone ever copied your clothes? How did you feel?
- Have you ever copied someone else's clothes, even a famous person's? What did you copy, exactly?
- What kinds of clothes (shirts, shoes, etc.) do you think people often copy? Why?



C

What would you do?

1 Vocabulary Separable phrasal verbs

A  Match the phrasal verbs and their meanings. Then listen and check your answers.

- | | |
|--|-----------------|
| 1 He won't talk about his job, so I don't bring it up . _____ | a. donate |
| 2 I got a bad grade on this essay. I need to do it over . _____ | b. return money |
| 3 I don't need these books. I might give them away . _____ | c. mention |
| 4 This is Lynn's camera. I need to give it back . _____ | d. do again |
| 5 Paul lent me some money. I need to pay him back . _____ | e. return |

- | | |
|---|---------------|
| 6 Which one is Susan? Can you point her out ? _____ | f. do later |
| 7 We can't have this meeting now. Let's put it off . _____ | g. identify |
| 8 This is serious. We need to talk it over . _____ | h. not accept |
| 9 I may buy that car, but I want to try it out first . _____ | i. use |
| 10 I have a job offer, but I plan to turn it down . _____ | j. discuss |

B **PAIR WORK** What have you done over, talked over, paid back, tried out, or put off recently? Tell your partner.

A: Have you done anything over recently?

B: Yes, I have. I did my English homework over last night. I made a lot of mistakes the first time!

2 Conversation I'm kind of broke.

A  Listen to the conversation. What is Lucia thinking about doing?

Elliot I really like your camera.

Lucia Actually, it's my friend Ben's. I'm just trying it out this week. I need to give it back to him tomorrow.

Elliot It looks really expensive.

Lucia It is. I'm thinking about buying one, but I can't right now.

Elliot Why not?

Lucia Well, I'm kind of broke. If I had more money, I'd buy it.

Elliot It would be nice to be rich, wouldn't it?

Lucia Tell me about it. What would you do if you were rich?

Elliot Hmm . . . If I were rich, I'd travel. I'd give some money away, too.

Lucia That's nice.



B  Listen to the rest of the conversation. Why does Lucia want a camera?

3 Grammar Second conditional

Second conditional sentences describe “unreal” or imaginary situations. Use a past tense verb in the if clause (the condition). Use would in the main clause.

What would you do if you had more money?

If I had more money, I would buy a camera.

Use were for the past tense of be in the condition.

Would you travel if you were rich?

Yes, I would.

No, I wouldn't.

Yes. If I were rich, I'd travel a lot.

No. I wouldn't travel a lot if I were rich.

A Complete the conversations with the correct words. Then compare with a partner.

- A** What _____ you _____ (do) if you suddenly _____ (become) rich?

B I _____ (quit) my job. Then I _____ (travel) for a few months.
- A** If a teacher _____ (give) you a good grade by mistake, what _____ you _____ (do)?

B I _____ (not / feel) right about it. I _____ (point) out the mistake.
- A** How _____ you _____ (feel) if a friend _____ (call) you late at night?

B I _____ (be) surprised, but I _____ (not / feel) angry.
- A** If you _____ (have) a relationship problem, who _____ you _____ (talk) to?

B I _____ (talk) about the problem with my best friend.

B **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information.

4 Speaking What would you do?

A **PAIR WORK** Discuss the questions. Take notes.

- Where would you go if you had a lot of money?
- What would you give away if you were rich?
- What would you do if you saw your teacher or your boss at the supermarket?
- When would you turn down a job offer?
- Would you point out a mistake if a classmate made one? Why or why not?
- What would you do over if you had the chance?

B **GROUP WORK** Share your ideas with another pair. Are your ideas similar or different?



5 Keep talking!

Go to page 145 for more practice.

D What an accomplishment!

1 Reading

A What do you think it would be like to walk across your country? Why?

B Read the interview. Why did Mary and Etsuko often have to walk between 30 and 40 kilometers a day?



A Walk Across Japan

Mary King and Etsuko Shimabukuro completed a 7,974-kilometer walk across Japan. Mary takes our questions about their incredible accomplishment.

Why did you walk across Japan?

The mapmaker Ino Tadataka *inspired* me. He spent 17 years *on and off* walking through Japan. He drew the country's first real maps.

How long did it take?

A year and a half. We walked from the island of Hokkaido, in the north, down to Okinawa. In Hokkaido, we walked about 40 kilometers a day, and on the other islands, about 30. We often had no choice about the distance because we had to find a place to sleep.

Describe a typical day.

There really wasn't one, but we tried to start by 7:00 a.m. and walk for 10 to 12 hours. Sometimes we had breakfast on the road. We had to be careful in Hokkaido because the bears there could smell our food. We saw bears twice, which was terrifying!

Did you walk every day?

No. We needed to do our laundry, check our email, and rest. Also, I wanted to interview people for my blog.

What were some of the best parts?

There were many! We stayed in a *haunted* guesthouse, walked on fire at a festival, and visited many wonderful hot springs.

Any low points?

You know, overall, we really enjoyed ourselves, but there were a lot of aches and pains along the way. The traffic could be scary because there weren't always sidewalks for *pedestrians*.

Did you ever think about giving up?

No, we never wanted to stop. Actually, I was sad when it ended. I wanted to walk from Okinawa back to Tokyo, but Etsuko said we had to accept that we accomplished our goal. It was time to go home.

Would you do it over again?

Definitely. I'd love to *retrace* our steps when I'm 80. But I've also set myself the goal of walking across the U.K. or India someday.



C Find the words in *italics* in the article. What do they mean? Write the words next to the correct definitions.

- | | | | |
|-----------------------|----------------|------------------------------|-------|
| 1 inhabited by ghosts | <u>haunted</u> | 4 go back over a route again | _____ |
| 2 quitting | _____ | 5 with breaks | _____ |
| 3 people who walk | _____ | 6 gave someone an idea | _____ |

D **PAIR WORK** How would you describe Mary's personality? Do you know anyone like her?

2 Listening Can I ask you ...?

A Listen to four people talk about their biggest accomplishments this year. Write the accomplishments in the chart.

| Accomplishments | Qualities for success |
|-----------------|-----------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |



B Listen again. What quality led to each person's success? Complete the chart.

C PAIR WORK Who do you think had the biggest accomplishment? Why? Discuss your ideas.

3 Writing An accomplishment

A Write a paragraph about something you accomplished in your lifetime. Use the questions and the model to help you.

- What did you accomplish?
- Why did you decide to do it?
- How did you accomplish it?
- What was challenging about it?
- Why was it important?

B GROUP WORK Share your paragraphs. How are your accomplishments similar or different?

A Healthy Change

I decided that I wanted to change something at our school. A lot of the vending machines had very unhealthy food, like chocolate, candy, and potato chips. Students wanted healthier food like fruits and yogurt. So I asked students and teachers to sign a petition to get healthier food. It was difficult at first...

4 Speaking What have you done?

CLASS ACTIVITY Find people who have done these things. Write their names and ask questions for more information.

| Find someone who has ... | Name | Extra information |
|---|------|-------------------|
| helped someone with a challenging task | | |
| won an award for doing something | | |
| learned a new skill outside of school | | |
| solved a problem at school, home, or work | | |
| used technology to improve his or her English | | |

Wrap-up

1 Talk about the changes these super powers could bring to your lives?

- Being invisible at will
- Being able to fly
- Being able to read people's minds
- Being able to travel in time
- Living for 200 years



2 In the real world

Which country would you like to travel across? Go online and find information in English about one of these trips or your own idea. Then answer the questions and write about it.

a car trip across the United States

a train trip across Canada

a bike trip across France

a walking trip across England

- How far is it?
- How long would it take?
- How much would it cost?
- What would you need to take?
- Where would you stay?

A Road Trip in the U.S.A.

I'd take a car trip across the United States. I'd start in Ocean City, Maryland, and drive to San Francisco, California. The trip is about 3,000 miles. The first place I would stop is ...



11 Music

Lesson A

- Compound adjectives
- Past passive

Lesson B

- Giving instructions

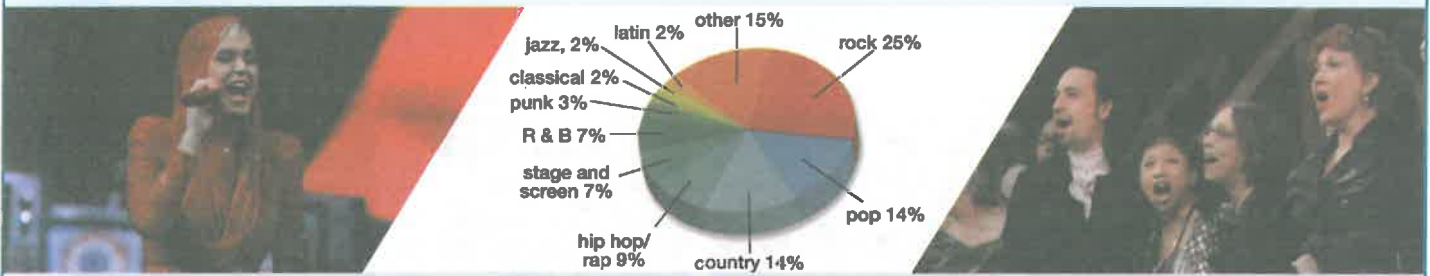
Lesson C

- Verb and noun formation
- Present perfect with *yet* and *already*

Lesson D

- Reading "A Guide to Breaking into the Music Business"
- Writing: A music review

Music Sales in the U.S.A.



"Source: www.statista.com, 2017"

Warm Up

- Label the pictures with the correct types of music from the chart.
- What do you think are the most popular kinds of music where you live?
What's your favorite kind of music? What's your least favorite? Why?

A Music trivia

1 Vocabulary Compound adjectives

A  Complete the compound adjectives with the correct participles. Then listen and check your answers.

| Compound adjective | Present |
|-------------------------------|-----------|
| award-_____winning_____ video | selling |
| best-_____ artist | winning ✓ |
| nice-_____ voice | breaking |
| record-_____ hit | sounding |

| Compound adjective | Past participle |
|-----------------------|-----------------|
| high-_____ ticket | downloaded |
| oddly-_____ group | priced |
| often-_____ performer | named |
| well-_____ singer | known |

B **PAIR WORK** Ask and answer questions with each phrase in Part A. Answer with your own ideas.

A: Can you name an award-winning video?

B: Yes. Michael Jackson's video for "Thriller" won a lot of awards.

2 Language in context Musical firsts

A  Read about these musical firsts. Which musical firsts involved downloading?

Milestones in Music History



The first rap recording was made by the Sugarhill Gang. In 1979, the band's song "Rapper's Delight" became the first rap song to make the U.S. pop charts.



The song "Crazy" by Gnarls Barkley was leaked in 2005, months before its release. When it was finally released in March 2006, it became the first song to reach number one from downloaded sales.



The band Radiohead was the first to sell their album online for whatever people wanted to pay. Over a million albums were downloaded before the CD was released in December 2007.



The well-known band Aerosmith was the first to have a video game created around their music. People can play the guitar and sing along to 41 of their songs. The game was released in June 2008.

B What else do you know about these musical firsts? Do you know of any others?

"The band Run-DMC also recorded the song 'Rapper's Delight.'"

3 Grammar Past passive

The passive voice places the focus of a sentence on the receiver of an action instead of the doer of the action.

Active voice (simple past)

Fans **downloaded** over a million albums.

Passive voice (past of be + past participle)

Over a million albums **were downloaded**.

Use the passive voice when the doer of the action is not known or not important.

The game **was released** in 2008.

When the doer of the action is important to know, use the passive voice with by.

The first rap recording **was made by** the Sugarhill Gang.

A Complete the sentences with the past passive forms of the verbs.

Then compare with a partner.

- All of the high-priced tickets to the concert _____ (sell) online.
- The best-selling artists of the year _____ (give) a special award.
- The singer's record-breaking hit _____ (write) by her mother.
- The performer's biggest hit song _____ (use) in a TV commercial.
- The band's award-winning video _____ (see) by millions of people.
- The songs on her album _____ (play) with traditional instruments.

B **PAIR WORK** Say the trivia about the music group the Beatles. Your partner changes the sentences to use the past passive. Take turns.

- In 1960, John Lennon suggested the name "the Beatles."
- Ringo Starr replaced the original drummer, Peter Best, in 1962.
- Paul McCartney wrote "Hey Jude" for John Lennon's son Julian.
- Many people called George Harrison "the quiet Beatle."
- Rolling Stone* magazine chose the Beatles as the best artists of all time.

A: In 1960, John Lennon suggested the name "the Beatles."

B: In 1960, the name "the Beatles" was suggested by John Lennon.



4 Speaking Name it!

A Write three sentences in the past passive about the same song, singer, musician, band, or album, but don't use the name!

B **GROUP WORK** Share your sentences. Your group guesses the name of the song, singer, musician, band, or album. Take turns.

- This singer's first album was called *The Fame*.
 - She was born in New York City.
 - She was made famous by her music and fashion statements.
- (answer: Lady Gaga)

5 Keep talking!

Go to page 146 for more practice.

3 The first thing you do is ...

1 Interactions Giving instructions

A What kinds of things do you use a computer for? How did you learn to do those things?

B  Listen to the conversation. What steps does Amy follow to make a video playlist?

Then practice the conversation.

Tyler What are you doing, Mom?

Amy I'm trying to make a video playlist, but I'm not having much luck.

Tyler Let's see. First you need to create an account by typing in your information.

Amy OK. Thanks. Now what?

Tyler Next, search for the video you want to be first on your playlist.

Amy: All right. ... Ah, here we go. How do I add it to a playlist?

Tyler Under the video, click *Add to ...* and then choose *Create new playlist*. That's where you'll name your playlist and choose your privacy setting.

Amy Oh, look at that. Is that it?

Tyler Well, no. Finally, click *CREATE*.



Beginning instructions

To start, ...

The first thing you do is ...

Continuing instructions

Then ...

After that, ...

Ending instructions

To finish, ...

The last thing you do is ...

C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

D **PAIR WORK** Number the instructions from 1 to 5. Then have a conversation like the one in Part B.

How to download a ring tone:

_____ Click the *set ringtone* button to make the song your ring tone.

_____ Browse or search for a song in the app.

_____ Enjoy your new ringtone whenever your friends call you.

_____ Download the song you want to be your ringtone.

_____ Download a free ringtone app on your smartphone.



2 Listening How does it work?

- A**  Listen to people give instructions on how to use three different machines. Number the machines from 1 to 3. There is one extra machine.



- B**  Listen again. Each person makes one mistake when giving instructions. Write the mistakes.

- 1 She said _____ instead of _____.
- 2 He said _____ instead of _____.
- 3 She said _____ instead of _____.

- C** **PAIR WORK** Choose one of the machines above, and give instructions on how to use it. Add any additional instructions.

"To use a record player, first plug it in. Then..."

3 Speaking Step-by-step

- A** **PAIR WORK** Choose a topic from the list below or your own idea. Make a list of instructions about how to do it.

attach a file to an email
stream movies on a smartphone
create a playlist
download a podcast
make an international call
send a text message
upload a video

How to _____

- 1.
- 2.
- 3.
- 4.
- 5.

- B** **PAIR WORK** Give your instructions to another classmate. Answer any questions.

A: To attach a file to an email, first open your email account. After that, click "compose." Next, ...

Before you watch

A Complete the description with the correct words. Then compare with a partner.

| | | |
|--------------|---------|------------------|
| accomplished | busy | fashion designer |
| advice | college | studio |

Martina has _____ something pretty cool! She graduated from Alicia's _____ seven years ago, and now she's a _____. Martina is working in her design _____. She is very _____ preparing for a fashion show, but she agreed to talk to Alicia. Alicia hopes Martina can give her some _____, because Alicia would like to become a fashion designer, too.



B PAIR WORK Have you ever asked anyone for advice about how to be successful at school, your job, or your future career? What did they say you needed to do? Tell your partner.

While you watch

A Correct the false sentences.

- 1 Alicia is a high school student.
- 2 Martina had a lot of training when she started designing.
- 3 Martina's three words of advice to Alicia are: creativity, flexibility, and talent.
- 4 Alicia bought the dress she is wearing.
- 5 Martina thinks Alicia should plan a career in business.



B Circle the correct answers.

- 1 Martina says making her own clothes was a way to _____.
a make money b be creative c stay busy
- 2 Other students wanted to _____ the dresses and skirts Martina made.
a make b sell c buy
- 3 Martina describes the samples of fabric as chic, _____, and tacky.
a old-fashioned b trendy c retro
- 4 Martina had to do her first sketch over _____ times.
a three or four b five or six c ten or twelve
- 5 Martina says, "You have to be _____ and not afraid to say what you like."
a brave b patient c flexible

C Who makes each comment? Write A (Alicia) or M (Martina).

- 1 "I like the color." _____
- 2 "I could give this one some thought." _____
- 3 "That's terrible." _____
- 4 "We'll talk it over." _____
- 5 "I don't think we should do that." _____
- 6 "Your dress is lovely." _____
- 7 "I think you should give those shoes away." _____
- 8 "I'm not sure it's the best idea." _____



Alicia

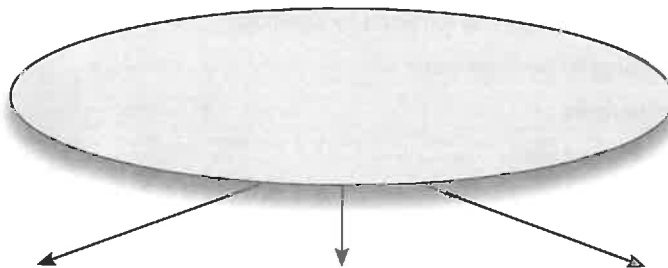


Martina

After you watch

A PAIR WORK How do you think Alicia felt after the interview with Martina? Why? Do you think Alicia will become a fashion designer? Discuss your ideas.

B Write a job you have – or would like to have – in the circle. On the lines, write three qualities that are necessary for success in that job.



C PAIR WORK Compare and discuss your diagrams in Part B.

"I would like to become a teacher after I graduate. To be a successful teacher, I think you need creativity, enthusiasm, and dedication."

C Music and me

1 Vocabulary Verb and noun formation

A Match the phrases and the pictures. Then listen and check your answers.

- | | | | |
|--------------------|-------------------------|------------------|-----------------------|
| a announce a tour | c compose music | e perform a song | g record a song |
| b appreciate music | d entertain an audience | f produce a song | h release a new album |



B Write the noun forms of the verbs in Part A. Then listen and check your answers.

- | | | | |
|-----------------------|---------|---------|---------|
| a <u>announcement</u> | c _____ | e _____ | g _____ |
| b _____ | d _____ | f _____ | h _____ |

C **PAIR WORK** Do you know any friends, artists, or other people who do or have done the things in Part A? Tell your partner.

2 Conversation I'm his biggest fan!

A Listen to the conversation. What does Andy tell Miranda to listen to?

- Andy** Oh, look! Richie Starr is going to perform here.
- Miranda** Yeah, I know. I'm planning to go.
- Andy** Really? Have you gotten a ticket yet?
- Miranda** Not yet. But I think you can still get them. I didn't know you were a fan.
- Andy** Are you kidding? I'm his biggest fan!
- Miranda** Have you heard his new album?
- Andy** He hasn't released it yet. But I've already downloaded his new single. Here, listen.
- Miranda** Nice! I hear he has a cool online fan club.
- Andy** He does. It gives information about new album releases and announces all upcoming performances.



B Listen to the rest of the conversation. Why didn't Andy know about the concert?

3 Grammar Present perfect with *yet* and *already*

In questions, use yet when you expect the action to have happened.

Have you **gotten** a ticket yet?
Has he **released** his album yet?

In responses, already means the action has happened earlier.

Yes, I've **already gotten** a ticket.
Yes, he's **already released** it.

In responses, yet means the action hasn't happened, but you expect it to.

No, I **haven't gotten** a ticket yet.
No, **not yet**. He **hasn't released** it yet.

A Write sentences in the present perfect with *already* and *yet* about a musician's goals. Then compare with a partner.

- 1 He has already written four new songs.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

B **PAIR WORK** Look at the musician's answers in Part A. Ask questions with *yet* and answer them.

My Music Goals

- write four new songs
- record two songs for his album
- release his new album
- entertain children at the hospital
- give a free performance in the park
- announce his retirement

4 Pronunciation Syllable stress

A  Listen and repeat. Notice how the stress stays on the same syllable when these verbs become nouns.

| | | | |
|--------------|---------------|-------------|------------|
| announce | entertain | perform | produce |
| announcement | entertainment | performance | production |

B  Listen. Circle the verb-noun pairs if the stress stays the same.

| | | | |
|--------------|-------------|-----------|---------|
| appreciate | compose | record | release |
| appreciation | composition | recording | release |

5 Speaking The latest

A **CLASS ACTIVITY** Complete the questions with your own ideas. Then find someone who has already done each thing, and ask questions for more information.

- Have you heard _____ (a new album or song) yet?
- Have you played _____ (a new video game) yet?
- Have you seen _____ (a new TV show or movie) yet?
- _____ ?

B **GROUP WORK** Share your information.

6 Keep talking!

Student A go to page 147 and Student B go to page 148 for more practice.

D Making your own music

1 Reading

A What are music streaming sites? What sites do you listen to?

B Read the guide. Why do musicians have to market their music?



A Guide To Breaking Into The Music Business

In the past, successful music acts were supported by record labels that marketed and promoted their music. Although very few artists got high-priced recording contracts, it gave the artists a better chance to become well-known if they got "signed." Today, however, musicians all over the world are creating and recording their own music, and marketing it to fans without the help of record companies. Artists like Chance the Rapper, Glass Animals, and Anne-Marie have succeeded by making their music available to fans through streaming websites.

Here's how to take your self-made music directly to fans.

- 1. Record.** If you haven't recorded something yet, you'll need to produce at least one great-sounding song and a music video to go with it.
- 2. Upload.** Create a website where fans can download your music and find out how to follow you. You should also upload your music to streaming sites like Bandcamp, where music lovers go to discover new artists and bands.
- 3. Market.** Go social. Try to gain followers on popular social media sites like Facebook, Twitter, Instagram, and Snapchat, and promote your music there. Don't forget to include links to your website.
- 4. Track.** When someone wants to view, buy or download your song, be sure to have them like your site, follow you on Twitter or get their email address first. Then you can send them news and information about new releases and performances.
- 5. Connect.** Use email, blogs, and social media to communicate with fans, giving them a personal connection to you, the artist.

Of course, now that anyone can take their music directly to fans, there is a lot more competition. Only a very few artists become rich and famous this way, but direct-to-fan marketing can help you find an audience that will appreciate your music.

C Read the guide again. Answer the questions.

- 1 In the past, how did artists become successful and well-known?
- 2 Where can artists promote their music now?
- 3 Why should musicians get email addresses of fans?
- 4 What does a musician need to do before marketing a song?
- 5 How do artists communicate with fans?

D **PAIR WORK** What kind of music do you like? How do you discover new music, artists and bands?

2 Writing A music review

A Write a review of an album (or a song) you'd recommend. Use the questions and the model to help you.

- What's the name of the album / song?
- When was it released?
- What do you like about the album / song?
- Is there anything you don't like about it?
- Why would you recommend it?

B **CLASS ACTIVITY** Post your reviews around the room. Read your classmates' reviews. Which songs or albums have you heard?

Momento

Bebel Gilberto's album *Momento* was released in 2007. All of the songs are good, but the title song is excellent. On the album, she blends Brazilian bossa nova with electronica and has a beautiful-sounding voice. The only thing I don't like about it is that there aren't enough songs! I'd recommend it because it was recorded with Japanese guitarist Masa Shimizu and ...

3 Listening Song dedications

A Listen to five people call a radio show to dedicate songs to family members. Who do they dedicate songs to? Write the people in the chart.

| | People | Song titles |
|---|--------|-------------|
| 1 | friend | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |



B Listen again. What are the song titles? Complete the chart.

C **PAIR WORK** Imagine you can dedicate a song to someone. What song would you dedicate and to whom? Why? Tell your partner.

4 Speaking Soundtrack of my life

A Make a list of three songs that remind you of particular times or events in your life.

| | Song titles | Memories |
|---|-------------|----------|
| 1 | | |
| 2 | | |
| 3 | | |

B **GROUP WORK** Discuss your songs and memories. Ask and answer questions for more information.

A: The song ... reminds me of middle school. It was my favorite song when I was 14.

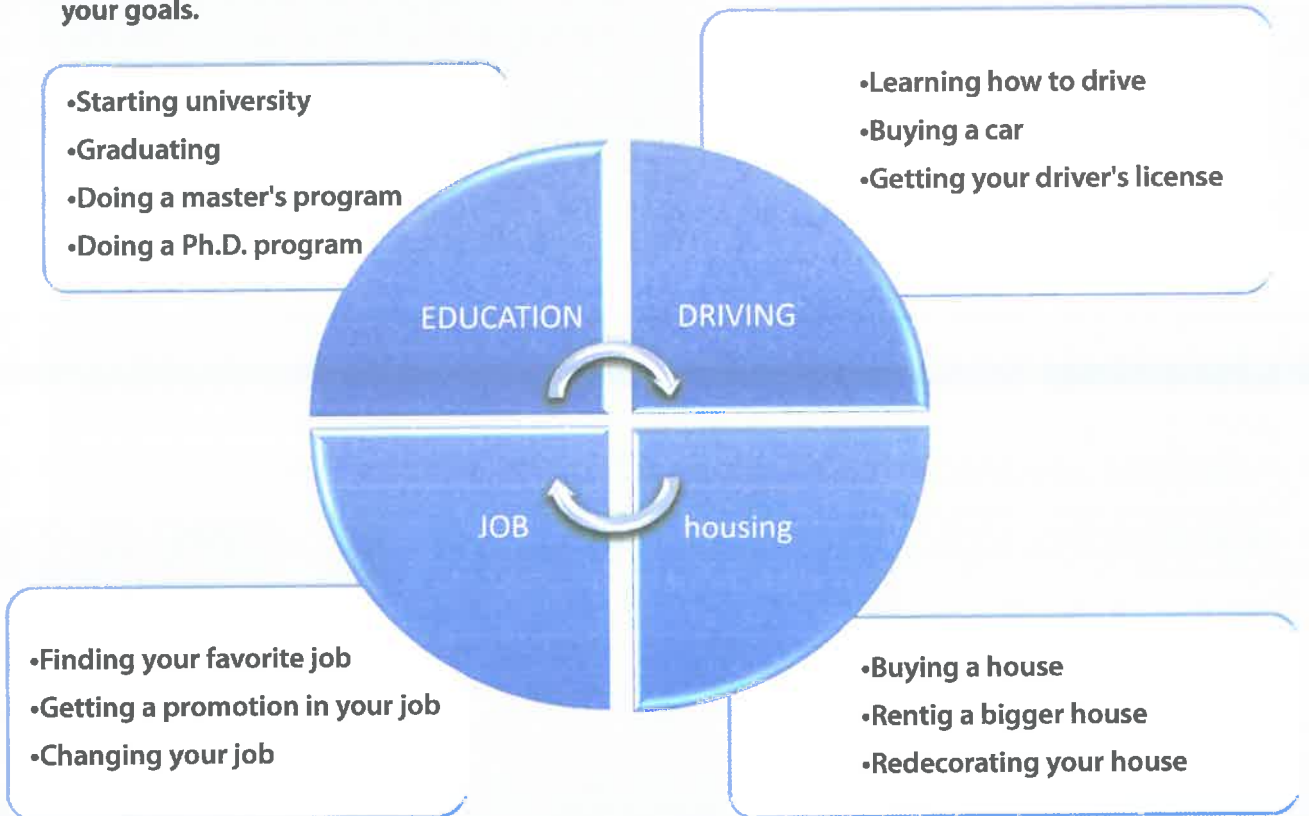
B: I know that song! How do you feel now when you hear it?

A: Oh, I feel totally embarrassed. I can't stand it now!

Wrap-up

1 PAIR WORK:

Look at the chart below about your own life and say which ones of these items are among your goals.



2 In the real world

Who is your favorite singer? Go to the singer's website, and find information about his or her albums. Then write about them.

- What was the singer's first album? When was it released?
- When was the singer's last album released? Did it have any hit songs?
- What's your favorite song by this singer? What's it about?

Taylor Swift

My favorite singer is Taylor Swift. Her first album was called *Taylor Swift*. It was released in 2006. I love it. My favorite song on the album is called "Tim McGraw," who is a famous country music singer himself. Taylor was only sixteen years old when the song was released. The song is about how one of Tim McGraw's songs always reminds her of...



12 On vacation

Lesson A

- Vacation activities
- Gerunds

Lesson B

- Asking about preferences
- Reminding someone of something

Lesson C

- Extreme sports
- Modals for necessity and recommendations

Lesson D

- Reading “A Taste of Cairo”
- Writing: A walking tour



Kenji M



Kenji M added 4 new photos. 33 minutes ago
Best trip ever! Check out these amazing animals and beautiful beaches.



♡ 15 💬 3



Kenji M added 2 new photos. December 17 at 9:47pm
The Grand Palace of Bangkok - wow!



♡ 18 💬 1



Kenji M added 2 new photos. December 16 at 11:02pm
My first day here was all about great bargains and delicious food.



♡ 16 💬 4

Warm Up

- A** Look at Kenji’s social media posts. Where did he go on his vacation? What do you think he did there?
- B** What do you like to do on vacation? What kinds of things do you usually bring back with you?

A Travel preferences

1 Vocabulary Vacation activities

A Match the phrases and the pictures. Then listen and check your answers.

| | | | |
|-------------------|------------------------|----------------------------|-------------------|
| a buy handicrafts | c listen to live music | e speak a foreign language | g visit landmarks |
| b go to clubs | d see wildlife | f try local food | h volunteer |

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |

B **PAIR WORK** Which things in Part A have you *never* done on vacation? Tell your partner.

2 Language in context Three types of tours

A Read the ads for three tours. Which tour is best for someone who likes volunteering? Someone who likes eating? Someone who dislikes planning?

10%
4:21PM

| | | |
|--|--|--|
|  <h3 style="text-align: center;">Cuisine Adventures</h3> <p>Trying local foods is a great way to learn about a culture. Call today if you are interested in joining our "Eat and Learn" tour.</p> | <h3 style="text-align: center;">ENVIRONMENTAL EXPERIENCES</h3>  <p>Are you concerned about protecting the environment? Volunteering is a rewarding way to spend a vacation. Choose from over 20 tours.</p> |  <h3 style="text-align: center;">No Worries Tours</h3> <p>Do you enjoy traveling by bus but dislike planning the details? We specialize in organizing tours with no stress.</p> |
|--|--|--|

B What about you? Which tour interests you? Why?

3 Grammar Gerunds

A gerund is an -ing word that acts like a noun. Gerunds may be the subject of a sentence, or they may appear after some verbs or prepositions.

As subjects: Trying local foods is a great way to learn about a culture.
Volunteering is a rewarding way to spend a vacation.

After some verbs: I enjoy traveling by bus.
I dislike planning the travel details.

After prepositions: I'm interested in joining the "Eat and Learn" tour.
I'm concerned about protecting the environment.

A Complete the conversations with the gerund forms of the verbs. Then compare with a partner.

be buy get go help lose meet ✓ travel try volunteer

- A** Do you enjoy traveling alone or in a group?
B I prefer _____ in a large group. It's more fun.
- A** Are you interested in _____ handicrafts when you travel?
B Not really. I like _____ to markets, but just to look.
- A** _____ local food is the best way to learn about a culture. Don't you agree?
B I'm not really sure. _____ local people is also good.
- A** Are you worried about _____ sick when you travel abroad?
B Not really. I'm more concerned about _____ my passport!
- A** Do you think _____ on vacation would be fun?
B I do. _____ other people is a great thing to do.

B **PAIR WORK** Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Travel talk

A Complete the questions with your own ideas. Use gerunds.

- Do you enjoy _____ when you're on vacation?
- Are you interested in _____ on vacation?
- Which is more interesting on vacation, _____ or _____?
- Are you ever concerned about _____ when you travel?
- As a tourist, is _____ important to you?
- _____?
- _____?



B **GROUP WORK** Discuss your questions. Ask and answer questions to get more information.

5 Keep talking!

Go to page 149 for more practice.

B Don't forget to ...

1 Interactions Preferences and reminders

A Where do you usually stay when you travel? A hotel? A youth hostel?

B  Listen to the conversation. What doesn't the guest need help with? Then practice the conversation.

- Clerk** Can I help you?
Guest Yes. I'm looking for a room for two nights.
Clerk Do you have a reservation?
Guest No, I don't.
Clerk Let me see what we have. Would you like a single room or a double room?
Guest A single is fine. I only need one bed.
Clerk I can give you room 13A. Please sign here. And there's a free breakfast from 7:00 to 9:00.
Guest Oh, great. Thank you very much.
Clerk Here's your key. Do you need help with your bag?
Guest No, that's all right.
Clerk OK. Remember to leave your key at the front desk when you go out.
Guest No problem.
Clerk Enjoy your stay.



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Asking about preferences

Would you prefer ... or ... ?

Would you rather have ... or ... ?

Reminding someone of something

Don't forget to ...

Let me remind you to ...

D Match the sentences and the responses. Then practice with a partner.

- | | |
|---|---|
| 1 May I help you? _____ | a. I don't know. Which one is cheaper? |
| 2 Would you like a single room? _____ | b. Eleven? I thought it was by noon. |
| 3 Would you prefer a garden or an ocean view? _____ | c. Actually, we need a double. |
| 4 Please remember to lock your door at night. _____ | d. Yes. I have a reservation for one night. |
| 5 Don't forget to check out by 11:00. _____ | e. I will. Thanks for the reminder. |

2 Listening At a hostel

A  Listen to a backpacker check into a hostel. Complete the form with the correct information.

Sydney Backpackers

Type of room:

single double triple dorm

Number of nights?

Bathroom? yes no Breakfast? yes no

Method of payment:

cash credit card

Room number:



B  Listen again. Answer the questions.

- 1 Why doesn't she get a single room?
- 2 What time is breakfast?
- 3 What floor is her room on?
- 4 What does the receptionist remind her to do?

3 Speaking Role play

PAIR WORK Role-play the situation. Then change roles.

Student A: You want a room at a hotel. Student B is the clerk at the front desk. Circle your preferences. Then check in.

- You want a **single** / **double** room.
- You want to stay for **two** / **three** / **four** nights.
- You **want** / **don't want** your own bathroom.
- You **want** / **don't want** breakfast.

Student B: You are the clerk at the front desk of a hotel. Check Student A in. At the end, remind him or her of something.

B: Can I help you?

A: Yes, thank you. I'd like a room, please.

B: All right. Would you prefer a single or a double?

A: I'd prefer ...

B: How many nights would you like to stay?

A: ...

B: ... And please don't forget ...



I can ask about preferences. 

I can remind someone of something. 

Before you watch

A Complete the sentences with the correct words. Then compare with a partner.

| | | | | | |
|------|----------|-------|--------|--------|------|
| bass | costumes | drums | guitar | lyrics | pets |
|------|----------|-------|--------|--------|------|

- A _____ is a type of _____.
It has four strings and plays very low musical notes.
- The _____ are the words to a song.
- Dogs and cats are common _____
in the U.S.A.
- _____ are clothes people wear in
theatrical plays and other performances to look like
someone else.
- _____ are musical instruments that
often provide the beat, or rhythm, to a song.



B PAIR WORK Do you know anyone who is (or was) in a band?
What is (or was) the band like? What kind of music do (or did)
they play? Tell your partner.

While you watch

A Circle the correct answers.

- The Bulldogs are in the studio recording their _____ album.
a first b second c third
- The band was named after their _____.
a pets b parents c favorite movie
- The Bull Dogs describe their music as rock, hip-hop, _____.
a gospel, and jazz b hip-hop, and electronic c jazz, and pop
- The band was started in college by _____.
a Chris, David, John, and Ian b four other guys c four women
- They've sold _____ copies of their album.
a five b five hundred c five thousand
- In college, they were given an award for _____.
a their record-breaking hit b best costume c worst-sounding band
- Chris's song is about someone who _____.
a is in love b is a successful singer c wants to be a star

B Check (✓) the correct answers.



| | Chris | David | Ian | John |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Who hasn't finished his part on the last song yet? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who has a cat named Bull? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who says they're <i>not</i> a well-known band? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who says they have a lot of fun? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who is shopping? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who has "a way with words" and writes the lyrics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C Write T (true) or F (false).

- John plays the drums. _____
- Danielle doesn't really think "Dog" is a creative name for Chris's pet. _____
- The band used to be called the Princesses. _____
- The Bulldogs have sold many albums. _____
- Chris finally sang his part of the song well, and the band recorded it. _____



After you watch

GROUP WORK Discuss the questions.

- What qualities does a band need to become successful?
- How would you describe the members of the Bulldogs?
- Do you think they have the qualities to become successful? Why or why not?
- Who is your favorite band? Why? Are they successful?

"I think you need talent to be a successful band..."

C

Rules and recommendations

1 Vocabulary Extreme sports

A Label the pictures with the correct words. Then listen and check your answers.

| | | | |
|----------------|---------------|--------------|---------------------|
| bungee jumping | paragliding | skydiving | waterskiing |
| kite surfing | rock climbing | snowboarding | white-water rafting |



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

B **PAIR WORK** Which sports would you consider trying? Which wouldn't you do? Why not? Tell your partner.

2 Conversation First-time snowboarder

A Listen to the conversation. Why does Sarah tell Kyle to stay in the beginners' section?

- Kyle** Hi. I'd like to rent a snowboard, please.
- Sarah** OK. Have you ever been snowboarding?
- Kyle** Um, no. But I've skied before.
- Sarah** Well, we offer lessons. You don't have to take them, but it's a good idea. You'll learn the basics.
- Kyle** All right. When is your next lesson?
- Sarah** At 11:00. You've got to complete this form here to sign up.
- Kyle** No problem. What else do I need to know?
- Sarah** After your lesson, you should stay in the beginners' section for a while. It's safer for the other snowboarders.
- Kyle** OK. Anything else?
- Sarah** Yes. You must wear a helmet. Oh, and you ought to wear sunscreen. The sun can be very strong.



B Listen to the conversation between Kyle and his instructor. Why is Kyle uncomfortable?

3 Grammar Modals for necessity and recommendations

| Necessity | Recommendations |
|---|---|
| You must wear a helmet. | You'd better be back before dark. |
| You've got to complete this form. | You ought to wear sunscreen. |
| You have to listen to your instructor. | You should stay in the beginners' section. |
| Lack of necessity | You shouldn't go in the advanced section. |
| You don't have to take a lesson. | |

A Circle the best travel advice. Then compare with a partner.

- 1 You **should** / **must** get a passport before you go abroad. Everybody needs one.
- 2 You **don't have to** / **'ve got to** visit every landmark. Choose just a few instead.
- 3 You **should** / **don't have to** book a hotel online. It's often cheaper that way.
- 4 You **ought to** / **shouldn't** get to your hotel too early. You can't check in until 2:00.
- 5 You **shouldn't** / **'d better** keep your money in a safe place. Losing it would be awful.
- 6 You **have to** / **should** pay for some things in cash. Many places don't take credit cards.
- 7 You **must** / **don't have to** show your student ID to get a discount. Don't forget it!
- 8 You **ought to** / **shouldn't** try some local food. It can be full of nice surprises!

B **PAIR WORK** What advice would you give? Complete the sentences with modals for necessity or recommendations. Then compare answers.

- 1 You _____ go paragliding on a very windy day.
- 2 You _____ have experience to go waterskiing.
- 3 You _____ have special equipment to go bungee jumping.
- 4 You _____ be in good shape to go kite surfing.

4 Pronunciation Reduction of verbs

A Listen and repeat. Notice the reduction of the modal verbs.

You've **got to** pay in cash. You **have to** check out by noon. You **ought to** try the food.

B **PAIR WORK** Practice the sentences in Exercise 3. Reduce the modal verbs.

5 Speaking Rules of the game

A **GROUP WORK** Choose an extreme sport from Exercise 1. What rules do you think there are? What recommendations would you give to someone who wanted to try it?

A: You *must* sign a form before you go bungee jumping.

B: Yeah. And you *should* wear a helmet.

C: Oh, and you *shouldn't* be afraid.



B **CLASS ACTIVITY** Share your ideas.

6 Keep talking!

Go to page 150 for more practice.

Seeing the sights

1 Reading

A Do you ever read food or travel blogs? Do you ever watch food or travel TV shows?

B Read the blog. Write the headings above the correct paragraphs.

A Delicious Dinner Juice Break The Market Sweet Shop

Home **About Arlen** **My Blog** **Q&A** **Messages** **Video** **Recipes**

A TASTE OF CAIRO

Cookbook author Arlen Gargagliano is always looking for new travel experiences. Join her on her blog as she takes a food tour of Cairo, Egypt.

1:45 p.m.
 Today I walked through the narrow streets of a famous Cairo market. There were many areas to explore, but my favorite was the spice market. Each shop had huge containers of colorful spices. I bought a bag of mixed spices for a friend and some dark henna to dye my hair red!

3:15 p.m.
 I stopped for one of my favorite drinks – sugar cane juice! A man took pieces of sugar cane, put them in a machine, and made juice. He gave me a glass of the juice, and I drank it quickly. It was sweet and delicious! It gave me lots of energy.

6:30 p.m.
 I ate dinner at the Abou el Sid restaurant. I tried several appetizers. My two favorites were a creamy bean dish in a spicy sauce and fried eggplant with garlic. I had them with fresh flatbread. I also tried a famous Egyptian dish made with a green vegetable. I want to live in this place!

8:00 p.m.
 Before walking back to the hotel, I made one last stop at a place that sells wonderful Egyptian sweets in el Hussein Square. It was busy, but I sat down and ordered a cup of tea and *basbousa*, a kind of cake made with semolina and sugar syrup. It was out of this world!

C Read the blog again. Write the initials of the blog headings (D, J, M, or S) in which Arlen did the activities below. (More than one answer is possible.)

- | | | |
|-----------------------|-----------------------------|--------------------------|
| 1 ate a meal _____ | 3 drank something _____ | 5 saw spices _____ |
| 2 bought a gift _____ | 4 had something sweet _____ | 6 tried vegetables _____ |

D **PAIR WORK** Would you enjoy a tour like this? Why or why not? Discuss your ideas.

2 Writing A walking tour

- A PAIR WORK** Choose a topic for an interesting walking tour in your town or city. Use one of the topics below or your own idea.

| | | |
|-------------------------|-------------------|------------------|
| architecture and design | historical sights | parks and nature |
| food and drink | nightlife | shopping |

- B PAIR WORK** Write a description of your walking tour.

Historic Old San Juan

To really learn about the history of Puerto Rico, you have to walk through Old San Juan. You should start your walking tour at the city walls. Follow these walls along the sea to San Juan Gate, which was built around 1635. Go through the gate, turn right, and walk uphill. At the end of the street you can see La Fortaleza ...



- C GROUP WORK** Present your tour to another pair. Did you include any of the same places?

3 Listening An adventure tour

- A** Listen to a guide talk to some tourists before a Grand Canyon rafting trip. What does the guide tell the tourists to do? Check (✓) the correct answers.

- | | | |
|---|---|--|
| <input type="checkbox"/> wear a safety vest | <input type="checkbox"/> wear sunscreen | <input type="checkbox"/> bring your cell phone |
| <input type="checkbox"/> drink a lot of water | <input type="checkbox"/> wear a hat | <input type="checkbox"/> wear a swimsuit |
| <input type="checkbox"/> bring water | <input type="checkbox"/> leave your camera | <input type="checkbox"/> wear tennis shoes |
| <input type="checkbox"/> bring food | <input type="checkbox"/> bring plastic bags | <input type="checkbox"/> listen to your guide |

- B** Listen again. Are the statements true or false? Write T (true) or F (false).

- The most important thing to remember is to have fun. _____
- The tourists need to wear safety vests at all times on the raft. _____
- There is no eating or drinking allowed. _____
- The tourists shouldn't leave their phones on the bus. _____

4 Speaking Dream trip

- A** Imagine you can go anywhere in the world for three weeks. Answer the questions.

- What kind of trip are you interested in taking?
- What places would you like to visit? Why?
- What would you like to do in each place?
- How long do you plan to spend in each place?
- How can you get from place to place?

- B PAIR WORK** Tell your partner about your dream trip. Ask and answer questions for more information.



Wrap-up

1 PAIR WORK:

You have these pieces of equipment. Make a game and set rules for it. Think about these aspects of the game:

- Number of players
- Scoring a point
- Penalties
- Size of the court
- Duration
- Number of referees



Hockey puck



baseball bat

2 In the real world

Go online and find recommendations in English for people who want to try a new sport. Use one of the sports below or your own idea. Then write about it.

sandboarding

downhill mountain biking

base jumping

bodyboarding

Sandboarding

Sandboarding is like snowboarding, but you do it on sand, not snow. You must have a sandboard for this sport. You should wear glasses so that you don't get sand in your eyes.

Travels with Nick and Ben: Fish and chips

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

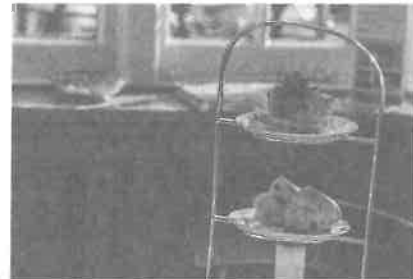
fish and chips ketchup high tea lamb kebabs vegetable curry vinegar



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

B PAIR WORK Have you ever had the food items in Part A? If so, did you like them? If not, would you like to try them? Why or why not? Tell your partner.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



| | Ben | Nick |
|--|--------------------------|--------------------------|
| 1 Who likes trying local foods on vacation? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who likes to eat French fries with ketchup? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who had Indian food at a restaurant on Brick Lane? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who was only interested in eating fish and chips? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who got a stomachache? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Who had high tea? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Who made fish and chips in the microwave? | <input type="checkbox"/> | <input type="checkbox"/> |

B Write T (true) or F (false). Correct the false sentences.

- 1 When Nick goes on vacation, he loves visiting landmarks. _____
- 2 Nick and Ben prefer trying local foods when they travel. _____
- 3 French fries are called mashed potatoes in England. _____
- 4 People in England eat chips with ketchup. _____
- 5 Many people in London think of kebabs as British food. _____

C Circle the correct answers.

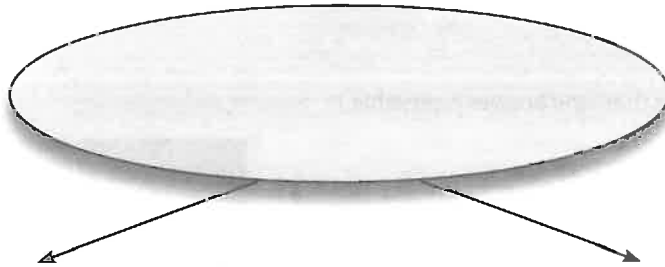
- 1 Nick says he does not like _____ on vacation.
a buying handicrafts b trying local food c traveling alone
- 2 Ben does *not* say the trip to London was _____.
a awesome b boring c delicious
- 3 Nick's lamb kebabs did *not* have any _____.
a fruit b lettuce c spicy sauce
- 4 Ben did *not* like the fish and chips from the _____.
a restaurant on Brick Lane b restaurant near Victoria Station c fast-food place
- 5 Ben and Nick do *not* say anything about _____ in the video.
a Buckingham Palace b Brick Lane c Hyde Park



After you watch

A **PAIR WORK** If you went to London, would you have a trip like Nick and Ben's? How would your trip be the same? How would it be different? Tell your partner.

B Write a city you know or have visited in the circle. On the lines, write two foods that are very good in that city and a good place to eat each one.



Food: _____

Food: _____

Place: _____

Place: _____

C **PAIR WORK** Compare and discuss your diagrams in Exercise B.

"You have to try the barbecue chicken in Ubon, Thailand. You can eat it at the night market."

Finding out more

A Read the chart. Then add two more.

| Find someone who ... | Name | Extra information |
|---------------------------------------|------|-------------------|
| is saving money for something special | | |
| is in a good mood today | | |
| has one brother and one sister | | |
| is reading an interesting book | | |
| wants to get a pet | | |
| is taking a different class | | |
| works on weekends | | |
| thinks English is fun | | |
| hates to talk on the phone | | |
| | | |
| | | |



B **CLASS ACTIVITY** Find classmates who do or are doing each thing in Part A. Write their names.

Ask questions for more information.

A: Are you saving money for something special?

B: Yes, I am.

A: Oh, really? What do you want to buy?

C **CLASS ACTIVITY** Share the most interesting information.

Similar behaviors

A Write your answers to the questions in the chart.

| Questions | Me | Name: _____ |
|---|----|-------------|
| 1 What do you do when you can't sleep at night? | | |
| 2 What do you do if you forget to do your homework? | | |
| 3 When you feel really happy about something, what do you do? | | |
| 4 What do you do if someone tells you something that isn't true? | | |
| 5 If a friend calls you and you don't want to talk, what do you do? | | |
| 6 What do you do when you are extremely angry at someone? | | |



B PAIR WORK Interview your partner. Complete the chart with his or her answers.

A: What do you do when you can't sleep at night?

B: I usually read a book. How about you?

A: When I can't sleep at night, I always listen to music.

C PAIR WORK Compare your information. Do any of your partner's answers surprise you?

Do you and your partner have any similar behaviors?

What was happening?

- A** Look at this picture for two minutes. What was happening when it started to rain?
Try to remember as many details as you can.



- B** **PAIR WORK** Cover the picture. Ask the questions and answer with the information you remember.

- 1 Where was the couple sitting when the rain started? What were they doing?
- 2 What was the police officer holding? What was she wearing?
- 3 What was the name of the café? What was on the café table?
- 4 What was the waiter holding? Where was he standing?
- 5 What was the young boy holding? What was he watching on TV?
- 6 What was the taxi driver doing? What was the name of the cab company?

- C** **PAIR WORK** Check your answers. How many answers did you remember correctly?

How does it end?

- A PAIR WORK** Imagine you are the people in one of the sets of pictures below. Tell a story that explains what happened. Choose your own ending to the story.

Story 1



Story 2



- B GROUP WORK** Tell your story to another pair. Can they think of another ending to your story? Which ending do you like better?

"This really happened to us. We were driving down the road in our car. The weather was very nice, and we were enjoying the ride. We were going to our friend's house. We had a map, but suddenly . . ."

- C CLASS ACTIVITY** Share your stories. Vote on the best one.

Then and now

Student A

- A PAIR WORK** You and your partner have pictures of Chuck. You have an old picture of what he used to look like, and your partner has a new picture of what he looks like now. Describe Chuck to find the differences between then and now.



Chuck – then

A: Chuck used to have long black hair.

B: He doesn't have long hair now.

A: So that's different. He used to . . .

- B PAIR WORK** You and your partner have pictures of Amy. You have a new picture of what she looks like now, and your partner has an old picture of what she used to look like. Describe Amy to find the differences between then and now.



Amy – now

Then and now

Student B

- A PAIR WORK** You and your partner have a picture of Chuck. You have a new picture of what he looks like now, and your partner has an old picture of what he used to look like. Describe Chuck to find the differences between then and now.



Chuck – now

A: Chuck used to have long black hair.

B: He doesn't have long hair now.

A: So that's different. He used to . . .

- B PAIR WORK** You and your partner have pictures of Amy. You have an old picture of what she used to look like, and your partner has a new picture of what she looks like now. Describe Amy to find the differences between then and now.



Amy – then

What's hot?

A PAIR WORK Write your own example of each thing in the chart.

| Give an example of . . . | Me | Name: |
|---|----|-------|
| something which looks tacky on young people | | |
| an area of town that's extremely trendy | | |
| a store that's very popular with young people | | |
| a male celebrity who's really fashionable | | |
| a female celebrity who's very glamorous | | |
| a fashion trend that was very weird | | |
| a fashion that you really like | | |
| someone that has influenced fashion | | |



B PAIR WORK Interview your partner. Complete the chart with his or her answers.

A: What is something which you think looks tacky on young people?

B: Well, I don't like those big sunglasses that some young girls wear. I think they're tacky.

C CLASS ACTIVITY Compare your information. Do you agree with everyone's opinion? Why or why not?

A: I think . . . is a celebrity who's very glamorous.

B: Really? I think her clothes are kind of weird.

C: I like most of the clothes that she wears. I think she has a lot of style.

I've never . . .

A Write examples of things you've never done.



a sport I've never played:



a TV show I've never watched:



a food I've never eaten:



a famous movie I've never seen:



a restaurant I've never been to:



a place I've never visited:

B **GROUP WORK** Tell your group about the things you've never done. Ask and answer questions for more information.

A: I've never played cricket.

B: Yeah, that's not popular here at all.

C: I've never played basketball.

D: You're kidding! Never? Not even in school?

C **CLASS ACTIVITY** Share your information. Which answers surprised you the most?

No kidding!

A Add two more questions about experiences to the chart.

| Have you ever ... ? | Me | Name: _____ |
|------------------------------------|----|-------------|
| seen a solar eclipse | | |
| watched three movies in one day | | |
| gone swimming in the rain | | |
| gotten a postcard from overseas | | |
| cooked a vegetarian dinner | | |
| seen a shooting star | | |
| had a really bad haircut | | |
| forgotten to pay an important bill | | |
| eaten in a French restaurant | | |
| lost something very special to you | | |
| | | |
| | | |



a solar eclipse



a shooting star

B **PAIR WORK** Interview your partner. Complete the chart with his or her answers.

A: Have you ever seen an eclipse?

B: Yes, I have. I saw a solar eclipse once.

A: No kidding! When did you see it?

C Share the most interesting information.

Impressive places

Student A

A You and your partner have information about impressive places. Do you know the answers to the questions on the left? Circle your guesses.

1 Which is taller?

- a. Eiffel Tower
(Paris, France)
- b. CN Tower
(Toronto, Canada)



a. 300.5 meters tall



b. _____ meters tall

2 Which is longer?

- a. Golden Gate Bridge
(San Francisco, the U.S.A.)
- b. Harbor Bridge
(Sydney, Australia)



a. _____ meters long



b. 1,149 meters long

3 Which is bigger?

- a. Red Square
(Moscow, Russia)
- b. Tiananmen Square
(Beijing, China)



a. 23,100 square meters



b. _____ square meters

4 Which has more riders?

- a. São Paulo subway system
(Brazil)
- b. London subway system
(the U.K.)



a. _____ riders a day



b. 4,250,000 riders a day

B PAIR WORK Ask and answer questions to fill in the missing information. Then check (✓) the correct answers in Part A.

How tall is . . . ?

How long is . . . ?

How big is . . . ?

How many riders does . . . have?

Saying large numbers

| | |
|-----------|---|
| 100.2 | "one hundred point two" |
| 3,456 | "three thousand four hundred (and) fifty-six" |
| 78,900 | "seventy-eight thousand nine hundred" |
| 120,000 | "one hundred (and) twenty thousand" |
| 3,450,000 | "three million four hundred (and) fifty thousand" |

C CLASS ACTIVITY How many of your guesses were correct? Can you make more comparisons?

Planning a visit

A PAIRWORK Imagine that a friend from another country is planning to visit you and asks you the questions in the email below. Discuss your responses.

[Reply](#) [Forward](#)

To: Beth <bettybeth@email.com>
From: Jane <jgal@email.com>
Date: March 17
Subject: Re: Planning my trip . . .

Hey!

Before I visit, I have some questions for you:

- What's the best way to travel around? Is it the fastest? Is it the cheapest?
- Which part of town has the best nightlife? When is the best time to go out?
- What's the most popular place for a tourist to visit? Have you been there?
- What's the most interesting traditional food to try? Where should I try it?
- What would make a nice day trip? Is it easy to get to?
- What's the best museum? What's it like? Should I go there?
- Which time of year has the nicest weather? Which has the worst?

I'm sorry that I'm asking so many questions. I'm just very excited, and I want to plan as much as I can!

Thanks in advance for the information. See you soon!

Take care,
Jane

A: The best way to travel around is by subway.

B: I think it's better to go by bus. It's faster than the subway.

B GROUP WORK Share your ideas with another pair. Do you have similar answers?



Impressive places

Student B

A You and your partner have information about impressive places. Do you know the answers to the questions on the left? Circle your guesses.

1 Which is taller?

- a. Eiffel Tower
(Paris, France)
- b. CN Tower
(Toronto, Canada)



a. _____ meters tall



b. 553.3 meters tall

2 Which is longer?

- a. Golden Gate Bridge
(San Francisco, the U.S.A.)
- b. Harbor Bridge
(Sydney, Australia)



a. 2,737 meters long



b. _____ meters long

3 Which is bigger?

- a. Red Square
(Moscow, Russia)
- b. Tiananmen Square
(Beijing, China)



a. _____ square meters



b. 440,000 square meters

4 Which has more riders?

- a. São Paulo subway system
(Brazil)
- b. London subway system
(the U.K.)



a. 3,500,000 riders a day



b. _____ riders a day

B PAIR WORK Ask and answer questions to fill in the missing information. Then check (✓) the correct answers in Part A.

How tall is . . . ?

How long is . . . ?

How big is . . . ?

How many riders does . . . have?

Saying large numbers

100.2

"one hundred point two"

3,456

"three thousand four hundred (and) fifty-six"

78,900

"seventy-eight thousand nine hundred"

120,000

"one hundred (and) twenty thousand"

3,450,000

"three million four hundred (and) fifty thousand"

C CLASS ACTIVITY How many of your guesses were correct? Can you make more comparisons?

The next two weeks

Student A

A Complete the calendar for next week and the week after it with the correct dates and any plans you have.

Next week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |

The week after next:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |



B **PAIR WORK** Ask and answer questions about your plans. Find a time to do something together.

A: What are you doing next Thursday afternoon?

B: Oh, I have my karate lesson then. What are you doing the day after that?

A: Nothing. Do you want to get together?

C **GROUP WORK** Tell another pair about the plans you made in Part B. Invite them to join you.

Are they free?

A: Barry and I are getting together on Friday.

B: We're meeting at Mr. Freeze for some ice cream. Do you want to join us?

C: I'm sorry, but I can't. I have a job interview on Friday

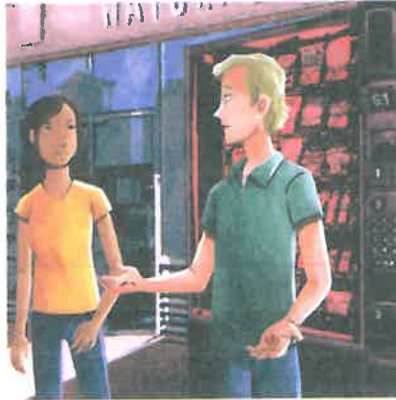
D: I'm not free, either. I have to go grocery shopping.

A helping hand

A PAIR WORK Imagine you're the people in the pictures. Role-play the situations.

Student A: Ask Student B for a favor.

Student B: Agree to Student A's request. Offer to help, and continue the conversation.



A: Could you do me a favor? Could you please take my picture?

B: No problem. I'll take it for you.

B PAIR WORK Change roles. Role-play the new situations.



C PAIR WORK Ask each other for two more favors.

Left brain / right brain

A PAIR WORK Interview your partner. Check (✓) his or her answers.

4:21PM

Left Brain vs. Right Brain

Do you use your right or left brain more often? Try this fun quiz and find out.

- How do you remember things?
 - a. with words
 - b. with pictures
 - c. both
- Which can you remember easily?
 - a. names
 - b. faces
 - c. both
- Which math subject do you like?
 - a. algebra
 - b. geometry
 - c. both
- How do you like to work in class?
 - a. alone
 - b. in groups
 - c. both
- How do you like to study alone?
 - a. quietly
 - b. with music playing
 - c. both
- Which activity do you enjoy?
 - a. writing
 - b. drawing
 - c. both
- What kinds of tests do you like?
 - a. multiple choice
 - b. essay
 - c. both
- How do you like things explained to you?
 - a. with words
 - b. with actions
 - c. both
- What do you use to make decisions?
 - a. the facts
 - b. my experience
 - c. both
- How do you like to solve problems?
 - a. one at a time
 - b. at the same time
 - c. both
- How do you manage your time?
 - a. very carefully
 - b. not very carefully
 - c. both
- Which animals do you like?
 - a. dogs
 - b. cats
 - c. both

Source: librarythinkquest.org

B PAIR WORK Score your partner's answers. Is he or she left-brained or right-brained? (More c answers or the same number of a and b answers means your partner has traits for both.)

| More a answers: Left-brained | More b answers: Right-brained |
|-----------------------------------|-------------------------------------|
| More verbal than visual | More visual than verbal |
| Likes to do things step by step | Likes to do things at the same time |
| Very organized | Not always organized |
| Follows rules without questioning | Often asks why |
| Strong sense of time | Little sense of time |
| Learns by seeing | Learns by doing |
| Uses few gestures when talking | Talks with hands |
| Listens to what is said | Listens to how something is said |

C GROUP WORK Do your results in Part B describe you well? What do you think your results say about your personality?

People on my mind

A Write the name of someone you know for each description. Then think about answers to the questions.



Someone I miss very much:

- How long have you known this person?
- When did you last see him or her?
- When will you see each other again?



Someone who gave me a special gift:

- What was the gift?
- How long have you had it?
- What made the gift special?



Someone I'd like to know better:

- How long have you known this person?
- When was the last time you spoke?
- What's he or she like?



Someone I've admired since I was a child:

- When did you first meet this person?
- What do you admire about him or her?
- Do you share any of the same qualities?

B PAIR WORK Interview your partner about each person. Ask questions for more information.

A: Who is someone you miss very much?

B: I miss my grandmother very much.

A: How long have you known her?

B: I've known her since I was born! But I haven't seen her since April.

A green quiz

A PAIR WORK Interview your partner. Circle his or her answers.

4:21PM

HOW GREEN ARE YOU?

Try this quiz to find out.

1 You're leaving for the weekend, but you're not taking your computer. What do you do?

- Put it to "sleep."
- Shut it down.
- Turn it off and unplug it.



5 You're buying a magazine, and the cashier starts to put it in a bag. What do you do?

- Take the bag and throw it away later.
- Take the bag, but reuse it.
- Just take the magazine.



2 You're planning to go to a movie with several friends. What do you do?

- Go in separate cars.
- Meet and go in one car.
- Take public transportation.



6 You have some old, unused medicine that you don't need. What do you do?

- Flush it down the toilet.
- Throw it in the garbage.
- Return it to a pharmacy.



3 You're walking and you see some empty bottles on the sidewalk. What do you do?

- Leave the bottles there.
- Put them in a garbage can.
- Put them in a recycling bin.



7 You're making a salad and realize you don't have enough lettuce. What do you do?

- Get any lettuce at the nearest store.
- Buy organic lettuce at a farmer's market.
- Pick some lettuce from your own garden.



4 Your school has water fountains for people to drink from. What do you do?

- Buy bottled water instead.
- Drink directly from the water fountains.
- Fill up your own water bottle.



8 A company in your neighborhood is harming the environment. What do you do?

- Nothing.
- Tell your friends.
- Write a letter to the local newspaper about it.



B PAIR WORK Score your partner's answers. How green is he or she? Are the results accurate?

a answers = 0 points

b answers = 1 point

c answers = 2 points

11—16 Congratulations! You lead a very green life.

6—10 You're green in some ways, but not in others.

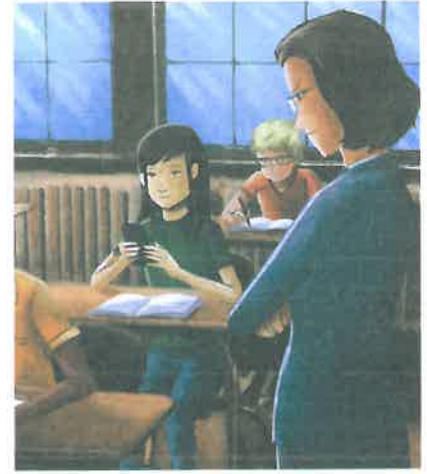
0—5 You're not very green. It's not too late to change!

C PAIR WORK What other things do you do to help the environment? Tell your partner.

Be an optimist!

A PAIR WORK Add two situations to the chart. Then discuss what will, could, or might happen in each situation. Take notes.

| if we . . . , | we will . . . | we might . . . |
|----------------------------|---------------|----------------|
| eat too much fast food | | |
| spend all day at the beach | | |
| use cell phones in class | | |
| read the news every day | | |
| never study English | | |
| watch too much TV | | |
| don't get enough sleep | | |
| spend too much time online | | |
| | | |
| | | |



A: What do you think will happen if we eat too much fast food?

B: If we eat too much fast food, we'll gain weight.

B GROUP WORK Share your ideas with another pair. Which ideas are the best? Do you have any other ideas?

What to do?

A **GROUP WORK** Imagine you have one of the relationship problems below. Your group gives you advice. Take turns.



My friend texts me constantly and then gets angry if I don't answer right away. Is it important to answer every text? I'm not sure what to do about this. I prefer to communicate by phone.



My sister has a new hairstyle, and I think it looks pretty awful. I don't really want to criticize her, but I think it's a good idea to say something to her. But what exactly do I say?



My co-worker won't talk to me. She says I gossiped about her. I guess I did, but it wasn't anything serious. It feels like she's judging me. I hope she can forgive me. After all, we need to work together.



My classmate always tries to copy my answers when we are taking tests or working on our own. It makes me angry. I don't want the teacher to think I'm cheating, too. Should I tell my teacher?

A: My friend texts me constantly and then ...

B: It's not important to answer every text. Just ignore them.

C: But it's not good to ignore them. Say something to your friend about it.

D: That's good advice. It's also a good idea to ...

B **GROUP WORK** Which advice was the best? Why? Tell your group.

"Maria gave the best advice. It's important to tell the truth."

C **GROUP WORK** Have you ever given relationship advice to someone? Who? What was the advice? Tell your group.

What do you think?

- A **PAIR WORK** Look at the picture. Make one speculation about each person. Use *must*, *could*, *can't*, *may*, or *might*.





A: Diego is buying a dress, but it can't be for his wife. It's too small.

B: Right. He might be buying it for his daughter.

A: Yeah. And he must be rich. The store looks very expensive.

B **GROUP WORK** Compare your speculations with another pair. Did you make any of the same ones?

Reflections

A CLASS ACTIVITY Find classmates who answer “yes” to each question. Write their names and ask questions for more information.

| Questions | Name | Extra information |
|---|------|-------------------|
| 1 Have you ever eaten an entire pizza by yourself? | | |
| 2 Do you learn better by studying in a group than by yourself? | | |
| 3 Did you teach yourself how to cook? | | |
| 4 Do you see yourself living in another country in five years? | | |
| 5 Have you ever traveled anywhere by yourself? | | |
| 6 Would you like to change something about yourself? | | |
| 7 Have you ever lived by yourself? | | |
| 8 Do you know someone who taught himself or herself a foreign language? | | |



A: Have you ever eaten an entire pizza by yourself?

B: Yes, I have!

A: Wow! That's a lot of pizza. What kind of pizza was it?

B: It had cheese, pepperoni, onions, and peppers on it.

B Share your information. What's the most interesting thing you learned? Who else in the class answered “yes” to each question?

Imagine that!

A Guess your partner's answers to the questions. Write your guesses in the chart.

| Questions | My guesses | My partner's answers |
|--|------------|----------------------|
| 1 What would you do if you saw your favorite celebrity? | | |
| 2 What would you do if your best friend moved to another country? | | |
| 3 How would you feel if someone brought up something embarrassing about you at a party? | | |
| 4 What would you do if you broke something expensive in a store? | | |
| 5 Where would you go if you had one week to travel anywhere in the world? | | |
| 6 What would you do if a friend borrowed some money from you and then didn't pay you back? | | |
| 7 What would you do if your grades in this class suddenly dropped? | | |

B PAIR WORK Interview your partner. Complete the chart with his or her answers. How many of your partner's answers did you guess correctly?



C CLASS ACTIVITY Do any of your partner's answers surprise you? Would you and your partner do any similar things? Tell the class.

Facts and opinions

A **GROUP WORK** Add two sets of questions about music to the list. Then discuss the questions.

Ask follow-up questions to get more information.

- 1 What bands were formed in the 1960s? '70s? '80s? '90s? What was their music like?
- 2 What male singer do you think has a nice-sounding voice? What female singer?
- 3 What well-known singers or bands do you not like very much? Why not?
- 4 Were any record-breaking hits released last year? What did you think of the songs?
- 5 Was any truly awful music released in the past few years? What made it so terrible?
- 6 What was the last music awards show you saw on TV? Who was on it?
- 7 Who are the best-selling singers from your country? Do you enjoy their music?
- 8 What are some easily learned songs in your native language? Do you know all the words?
- 9 _____ ? _____ ?
- 10 _____ ? _____ ?



The Rolling Stones, 1960s



ABBA, 1970s



R.E.M., 1980s



The Spice Girls, 1990s

A: The Rolling Stones were formed in the 1960s.

B: How was their music?

A: Their music was fantastic. It still is.

C: Can you name the band members?

B **CLASS ACTIVITY** Share any interesting information.

Find the differences

Student A

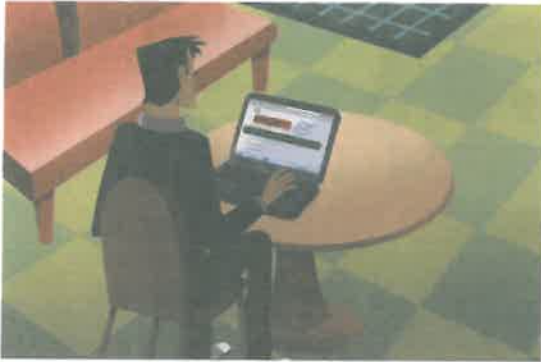
You and your partner have pictures of Monica and Victor, but they aren't exactly the same. Ask questions with *yet* to find the differences. Circle the items that are different.



see a movie



get a new TV



download a song



send a text



buy a video game



sing a song

A: Have Monica and Victor seen a movie yet?

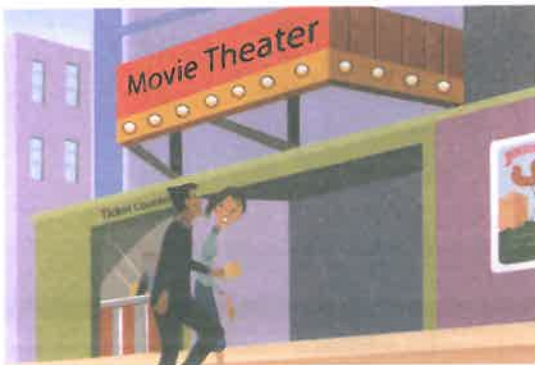
B: No, they haven't. In my picture, they haven't seen it yet. They're going inside.

A: So that's different. In my picture, they're leaving the movie theater.

Find the differences

Student B

You and your partner have pictures of Monica and Victor, but they aren't exactly the same. Ask questions with *yet* to find the differences. Circle the items that are different.



see a movie



get a new TV



download a song



send a text



buy a video game



sing a song

A: Have Monica and Victor seen a movie yet?

B: No, they haven't. In my picture, they haven't seen it yet. They're going inside.

A: So that's different. In my picture, they're leaving the movie theater.

Travel partners

A Add three questions about travel preferences to the chart. Then check (✓) your answers.

| When you travel, ... | | Me | | Name: _____ | |
|----------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Yes | No | Yes | No |
| 1 | do you like being in a large group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | are you interested in meeting new people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | is saving money important to you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | do you like trying new foods? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | is asking directions embarrassing to you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | do you like knowing your schedule in advance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | is camping more fun than staying in hotels? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | do you enjoy shopping for souvenirs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | do you like big cities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | do you like going to clubs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | is seeing everything possible important to you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



B PAIR WORK Interview your partner. Complete the chart with his or her answers.

C PAIR WORK Compare your answers. Would you make good travel partners? Why or why not?

A: We wouldn't make good travel partners. You like being in a large group. I don't.

B: Yes, but we're both interested in meeting new people.

A: Well, that's true. And saving money is important to us.

A backpacking trip

- A PAIR WORK** Imagine someone is planning a two-week backpacking trip to your country. What rules and recommendations would you give for each category? Take notes.

| | |
|-------------------|----------------|
| Packing | Communication |
| Health and safety | Places to stay |
| Transportation | Money |
| Food | Other |



- B GROUP WORK** Share your ideas with another pair. Did you have any of the same rules or recommendations? Can you think of any other rules or recommendations?

A: You shouldn't pack too many clothes.

B: Yes, but you have to have enough clothes!

C: Also, you ought to bring your cell phone.

Irregular verbs

| Base form | Simple past | Past participle |
|-----------|-------------|-----------------|
| be | was, were | been |
| become | became | become |
| break | broke | broken |
| build | built | built |
| buy | bought | bought |
| choose | chose | chosen |
| come | came | come |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| fly | flew | flown |
| forget | forgot | forgotten |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| know | knew | known |
| leave | left | left |

| Base form | Simple past | Past participle |
|-----------|-------------|-----------------|
| lose | lost | lost |
| make | made | made |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| stand | stood | stood |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| think | thought | thought |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Adjective and adverb formations

| Adjectives | Adverbs |
|--------------|------------------|
| agreeable | agreeably |
| amazing | amazingly |
| ambitious | ambitiously |
| angry | angrily |
| brave | bravely |
| careful | carefully |
| confident | confidently |
| considerate | considerately |
| creative | creatively |
| curious | curiously |
| decisive | decisively |
| disagreeable | disagreeably |
| dishonest | dishonestly |
| early | early |
| easy | easily |
| enthusiastic | enthusiastically |
| extreme | extremely |
| fair | fairly |
| fashionable | fashionably |
| fast | fast |
| fortunate | fortunately |
| glamorous | glamorously |
| good | well |
| hard | hard |
| honest | honestly |

| Adjectives | Adverbs |
|---------------|-----------------|
| immature | immaturely |
| impatient | impatiently |
| inconsiderate | inconsiderately |
| indecisive | indecisively |
| interesting | interestingly |
| late | late |
| lucky | luckily |
| mature | maturely |
| nervous | nervously |
| optimistic | optimistically |
| patient | patiently |
| quick | quickly |
| rare | rarely |
| reliable | reliably |
| sad | sadly |
| serious | seriously |
| similar | similarly |
| strange | strangely |
| stubborn | stubbornly |
| sudden | suddenly |
| surprising | surprisingly |
| unfair | unfairly |
| unfortunate | unfortunately |
| unreliable | unreliably |
| wise | wisely |

Answer Key

Unit 7 Lesson D (page 71)

Listening

This personality test is just for fun. Don't take the answers *too* seriously!

- 1 This person is the most important person in your life.
- 2 If you see a big animal, you think you have big problems.
- 3 If you have a big house, you are very ambitious.
- 4 If the door is open, you're happy for people to visit anytime. If it's closed, you prefer people to call first.
- 5 If there is food or flowers on the table, you are very optimistic.
- 6 If the material is strong (like metal or plastic), you have a strong relationship with the person in number 1.
- 7 If you keep the cup, you want to keep a good relationship with the person in number 1.

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Video scripts

Unit 1

A busy schedule

In A busy schedule, Danielle is making a video for her journalism class. She interviews her friend, Amy, about her life at school. Amy is very busy taking six classes. Danielle asks Amy about her classes, what she does when she's nervous about exams, and if she gets sleepy in class. Despite drinking a lot of coffee to get her through her busy schedule, Amy falls asleep during Danielle's interview.

Danielle Hi. I'm Danielle. This is my friend, Amy. We're seniors this year. My classmate April and I are studying journalism. This video is for my class. Say "Hi!" April.

April Hi!

Danielle I'm interviewing Amy about her life at school these days. So, Amy, are you taking a lot of classes?

Amy Yeah, I am. I'm taking six classes.

Danielle Six classes? Wow, that's a lot. I'm taking five classes, and I feel like I have a really busy schedule. So, which subjects are difficult for you?

Amy Oh, chemistry is very difficult. I have a big exam this week, and I'm kind of nervous about it.

Danielle When I'm nervous about something, I try not to think about it. What do you do?

Amy Well, if I'm nervous before a big exam, I eat a lot. And I drink a lot of coffee. Would you like some popcorn?

Danielle No, thanks. I'm not hungry.

Amy April?

Danielle If I have a big exam, I study. What about you?

Amy Yeah, sure. I mean, I really study a lot. I study every morning before class, and every night, and on weekends. I also eat a lot . . .

Danielle . . . and drink a lot of coffee.

Amy Yeah. Are you sure you don't want any popcorn?

Danielle No, thanks. I'm good. So, are you taking any fun classes?

Amy Yeah, I am. I'm taking art. That's a fun class. Hey, can I draw you?

Danielle Sure. Go ahead.

Amy Great! I really love art class. It's easy . . . and it's very relaxing.

Danielle Actually, it looks kind of stressful. Are you getting enough sleep?

Amy Yeah. No. Maybe. Well, I sleep about four hours a night, sometimes five.

Danielle That's not good. Don't you feel sleepy?

Amy Sleepy? No, not me. I'm fine.

Danielle What do you do if you feel sleepy in class? You can't drink coffee in class.

Amy Yeah, I know. And we're not allowed to eat in class. When I feel sleepy in class, I put my head on my hand like this. If I start to go to sleep, my head falls down . . . and I wake up!

Danielle I see. Well, uh . . . journalism is a fun class for me. I'm learning to write stories for newspapers and magazines. And I'm learning to interview people and make video stories . . . like this one! Amy? Are you sleeping?

Amy I'm awake! Where's my coffee?

Danielle OK, can I ask you one more question, Amy?

Amy Sure. I'm ready. I'm totally awake.

Danielle What job do you want someday?

Amy Well, I hope to be a doctor someday. Actually, I'm preparing for my medical school exams this year.

Danielle Wow, you're a very determined person, and very sleepy. Well, thanks for talking with us, Amy.

Amy No problem. Don't you want to see my drawing? I'm a pretty talented artist.

Danielle Sure.

Amy Pretty good, right?

Danielle Yeah. It's . . . really . . . interesting.

Amy It's yours, Danielle! Oh, I'm late for class. I'll see you later!

Danielle Uh, thanks. Bye!

Unit 2

An awful, terrible, embarrassing, really bad day!

For her art project, April makes an animated video about her awful, terrible, embarrassing, really bad day. April's dog eats her homework, she misses the bus, she embarrasses herself in front of a boy from her French class, and she loses her job.

April Well, last Tuesday, I had an awful, terrible, embarrassing, really bad day! I woke up late because my alarm clock didn't go off. Oh, no! I'm late! I was eating breakfast, when I saw my rabbit, Longfellow, eating my biology homework. He had little bits of paper all over his face. Bad boy! I ran for the bus – and, of course, I missed it. When I got on the next bus, Zach Smith was sitting there. He's a really cute and interesting guy from my French class. I was excited because no one was sitting next to him! So, I sat down next to Zach. We were talking about school when he said, "There's a big stain on your shirt." And of course, he was right! I spilled yogurt on my shirt when I was eating breakfast. The stain was disgusting, and I was embarrassed! Suddenly the bus stopped, and I spilled my orange juice on Zach. Now there was a big, disgusting stain on Zach's shirt. I was really embarrassed! "I'm sorry!" I said. Zach was not amused, and he moved to another seat. Unfortunately, I was late for biology class. I was telling my teacher about my rabbit and my biology homework, but he wasn't interested. He said, "If your dog is hungry, give him some food." When he said this, everyone in the class laughed. I felt really, really embarrassed! After school, I went to the store to buy some laundry detergent. I needed to wash my shirt. Surprisingly, the line was very long. I waited in line for 25 minutes! When I got to the counter, I didn't have enough money for the detergent. Now I was late for my job at the restaurant, so I had to run. Unfortunately, I missed the bus . . . again! I was very late for work. My boss was extremely angry, so I lost my job. Coincidentally, Zach Smith was in the restaurant. I was really, really, really embarrassed. And now he thinks I'm really weird! So last Tuesday, I got a bad grade on my biology assignment because Longfellow ate it. Sadly, Zach Smith won't talk to me, and I don't have a job. But fortunately, I had a lot of time to make this animation project for my art class. It is pretty cool, don't you agree?

Unit 3

What's your personal style?

In this episode of Street Talk, Emi K. interviews people about fashion and style. She speaks with an independent film director who likes to wear black and white, a librarian who likes bright colors, and a police officer who likes clothes that are comfortable and blue, like his uniform.

Female announcer Street Talk! With Emi K.

-
- Emi** Hi! Today, I'm asking some people on the street about their personal clothing style. Excuse me, sir. Hi, I'm Emi K. from *Street Talk*. Can I ask you a few questions about your personal clothing style?
- Jim** OK.
- Emi** Great! What's your name?
- Jim** Jim.
- Emi** OK, Jim. So, tell me about your clothes. What's your personal clothing style?
- Jim** Well, I usually wear clothes like these for work – nothing flashy or tacky.
- Emi** Uh-huh. And what do you do, Jim?
- Jim** I'm a director. I make independent films in black and white.
- Emi** I see. You really like black and white.
- Jim** I do, yes. I think black is always stylish. And black goes with everything.
- Emi** What about on the weekends?
- Jim** Well, on the weekends I usually wear jeans and a T-shirt.
- Emi** Black jeans and a white T-shirt?
- Jim** Yes, that's right. How did you know?
- Emi** Oh, I don't know . . . just a lucky guess! Well, thanks for talking with us, Jim!
- Jim** My pleasure. Good-bye!

Nick OK, so it took us about six hours to get there. But we finally made it to: El Capitan! This huge rock is called El Capitan. It's one of the most popular places in the world for rock climbing.

Ben Look at that! Don't you think that looks dangerous?!

Nick But you didn't go climbing. You stayed at the bottom.

Ben Where all those climbers could fall on me!

Nick Yosemite has some amazing waterfalls! This is Yosemite Falls. It's the highest waterfall in North America!

Ben Sure. It's high. It's 2,425 feet high. And we had to hike to the top!

Nick It was exciting and challenging. And it was a great view.

Ben It was stressful, it was frightening, and it was wet! And it was a long way down. Fortunately, we didn't fall.

Nick This is Bridalveil Falls. It's not as big as Yosemite Falls, but I think it's more beautiful.

Ben It is more beautiful, I agree.

Nick Thank you.

Ben And wetter.

Nick It was just a little bit of water. Water can't hurt you. Mariposa Grove has the largest number of giant sequoia trees in Yosemite National Park. There are hundreds of sequoias there.

Ben Hundreds of sequoias that can FALL ON YOU! You took me to a place not just where trees can fall on you, but where THE LARGEST TREES ON EARTH CAN FALL ON YOU!

Nick This tree is called "Grizzly Giant." It's the oldest sequoia tree in Mariposa Grove. It's probably more than 2,000 years old!

Ben And it looks like it might fall at any minute.

Nick This tree isn't as old as Grizzly Giant, but it's more unusual! It is called the "California Tunnel Tree." People can walk right through it! Was that dangerous?

Ben No. That was cool. I liked that.

Nick I really like El Capitan and the giant sequoia trees, but I think that Tuolumne Meadows is more beautiful. And nothing dangerous here.

Ben No, nothing dangerous at all . . . EXCEPT THIS GUY!

Nick We didn't see a mountain lion.

Ben No, but somebody told me that there are mountain lions there.

Nick We didn't see a mountain lion.

Ben No, we didn't.

Nick Finally, I think that the best time of the day in Yosemite is in the evening, when the sun goes down. Then it's more beautiful than any place I've ever visited!

Ben Yeah. But don't forget about Yosemite at night. Are you going to tell them about . . . the bear?

Nick Oh, yeah. The bear. Well, Ben and I were camping at Yosemite. We were sleeping in our tents one night. And, yeah, we left our food in the car.

Ben Hey, it wasn't me! You left the food in the car!

Nick I left the food in the car. And that night, a bear broke into our car and took our food. That happens a lot in Yosemite.

Ben Did you know that bears damage about 100 cars each year in Yosemite? Nick tells me this after we get home.

Nick But fortunately, the bear wanted our food . . . and not us.

Ben So that was our trip.

Nick And all of you out there watching can decide: Yosemite National Park – the most beautiful place on earth . . .

Ben Or the most dangerous?!

Unit 6

The time of your life

In The time of your life people call in to ask Wendy for help solving their time management problems. First, Nick calls in to ask Wendy to help him with his weekend schedule. She tells him he is trying to do too much, to take a deep breath, and make a list with the most important things at the top. Nick is thankful. Next, Soon-mi calls in because she doesn't have any time for her personal life. Wendy tells her she needs to learn to say no to people. Finally Wendy has to cut off the last caller because now she has run out of time!

Wendy I'm sorry I'm late. Are we rolling? Hi, everyone. I'm Wendy Jones, and this is *The Time of Your Life*, my web show about time management. Call me with your questions, and I'll answer them on the show. OK, our first question is from Nick, a college student. Hi, Nick.

Nick Hi, Wendy. I need your help!

Wendy Well, that's why I'm here! What's your question, Nick?

Nick I need help with my schedule. Uh, for example, this weekend – I work in the morning, and I'm having a birthday party for my nephew in the afternoon. I'm meeting my friends for dinner at six o'clock, then they want to see a film in the evening. It starts at seven-thirty. But I also have to study for an exam, uh . . . do my laundry, shop for groceries, clean my apartment, uh . . . pay my bills, call my mom . . .

Wendy Nick, Nick, NICK! Stop a second, OK? You're feeling stressed. Take it easy. Now, breathe slowly and deeply like this. There. Are you feeling better?

Nick Yeah, I am. Thanks, Wendy!

Wendy No problem. OK, good. Now, Nick, you're trying to do too much. Make a list of things to do, like me. Here's my list for the weekend: clean my room, do my homework, feed my pet snake . . . that's not my list! That's my son's list. I can't find my list. OK, here's what you do: make a list of everything you have to do, and put the important things at the top of your list.

Nick Um, but Wendy, all these things are important to me!

Wendy OK, Nick. Relax. Breathe. OK. Take your list of things you have to do and do them one at a time. For example, you have to study. You have to work. You don't have to go to the movies, right?

Nick Right. That's not too important . . .

Wendy That's right. Call your friends and say, "Would you mind going to the movies next week?" I'm sure they'll understand.

Nick Yeah, I see. OK. Thanks, Wendy. That helps. I love your show!

Wendy Thanks, Nick! You're so nice. OK . . . here's another question.

Soon-mi Hi, Wendy. My name is Soon-mi.

Wendy Hi, Soon-mi! How can I help you?

Soon-mi Well, Wendy, I'm always so busy all the time! I can't seem to find any time for my personal life. I mean, I commit to too much work, and I have a habit of doing a lot of other people's work, too. And I take on too many projects at school, and . . .

Wendy NO!

Soon-mi What?!

Wendy You have to learn to say no.

Soon-mi No?

Wendy That was terrible -- I couldn't hear you. Let's practice. Listen. Soon-mi, a classmate at school wants you to check her homework on Friday night. You have a date. What do you say?

Soon-mi No!

Wendy Good! That was much better! Now Soon-mi: A friend wants you to pick her up at the airport at eleven o'clock Sunday night. You have to be at work early on Monday. What do you say?

Soon-mi NO!

Wendy Very good! Your roommate wants you to do the grocery shopping for her.

Soon-mi NO!!

Wendy Excellent! Now, Soon-mi, have you learned to say no?

Soon-mi NO!!! Sorry, I mean, YES!

Wendy OK, great! Now you'll have more time for your life.

Soon-mi Thanks very much, Wendy!

Wendy Bye, Soon-mi. OK, here's another question.

Chris Hi, Wendy. I'm Chris. I have this band and . . .

Wendy Oh, Chris – I'm so sorry! I can't answer your question about time management right now because, unfortunately, I'm out of time! Sorry, everyone! But I'll answer all of your questions next time. Thanks for watching! This is Wendy . . .

Unit 7

Signs of the Zodiac

In this video for her psychology class, Danielle interviews her family members to see if their personalities match the descriptions of their astrological signs. As they speak on camera, they reveal their true character traits. Danielle's mom, Wendy, is a Virgo: She is ambitious, wants things done with no mistakes, and is not always open to new ideas. Her brother, Max, is an Aries: He is creative, knows what he wants, and is not good at sharing feelings. Her father, Peter, is a Capricorn: He is ambitious, good at business, and worries too much. Finally, Danielle confesses her traits: She is adventurous and loves to try new things. She is also creative, but unreliable, which is why her video report is late, just like a Gemini.

Danielle Hi! I'm Danielle. This video is a project for my psychology class. The question I want to ask is: Do my family members' personalities match the typical characteristics of their zodiac signs? I'm going to interview them to find out! First, I'm going to interview my mom. Her name is Wendy. She's worked as a time management expert for ten years. Her zodiac sign is Virgo. Virgos are ambitious. They want things done with no mistakes, and they are not always open to new ideas.

Danielle OK, mom! I'm recording. Here's my first question: Do you like everything to be perfect, with no mistakes?

Wendy Wait! I'm not ready! Is my hair OK?

Danielle Mom, you look totally fine!

Wendy Oh, no! Wait! This room a mess! Let me put these dishes away.

Danielle Mom! OK, here's another question. Are you ambitious and hardworking?

Wendy Look at these walls! The paint is old! I really should decorate this kitchen. I'll get some wallpaper and do it tonight!

Danielle Why don't you paint the walls? That's easier.

Wendy No, honey. You know me. I like to do things my way.

Danielle OK, Mom. Those are all my questions.

Wendy That's all? Were my answers OK? Are you sure my hair is OK . . . ?

Danielle OK. Next is my brother, Max. Max is an Aries. Aries are creative. They know what they want, but they have difficulty sharing their feelings.

Danielle So, Max, what do you do?

Max I'm a graphic designer. I work for a magazine.

Danielle How long have you been there?

Max I've worked there for two years.

Danielle And do you like the job?

Max Yeah, but I want to be an art director in two years.

Danielle Didn't your friend Andy get a promotion this month?

Max Yeah. He's our new art director.

Danielle I see. How do you feel about that?

Max I don't want to talk about it.

Danielle OK. Now it's my dad, Peter's, turn. He's a Capricorn. They're ambitious and good at business. But sometimes they worry too much. My dad owns a car dealership. He's owned it since 2003.

Peter Danielle, I'm late for work. Have you turned the camera on?

Danielle Yes, the camera's been on since I started the interview!

Peter Well let's go. I've got to get back to work! I've really set high goals for myself this year – I'm going to sell a hundred more cars. But I can't do that sitting here talking to you! It's late. You know I always worry about being late for work!

Danielle OK. So now you've seen my family, and I think I've answered my question. I mean, their personalities *really do* match their zodiac signs! Don't you think so? What about me? Well, I'm very adventurous; I love to try new things. I'm also pretty creative. But sometimes I can be unreliable. I mean, this video project was actually due *yesterday* . . . so, it's a *little* late. Better late than never, don't you agree? I hope my *teacher* agrees! So, what sign am I? You guessed it: I'm a Gemini.

Unit 8

Environmental superhero

April makes a video for her biology class. She interviews a man who lives in her apartment complex, Mr. Green, but April calls him "Environmental Impact Man." She takes a tour of his apartment and shows us his habits that positively impact the environment. Mr. Green uses ice instead of electricity in his refrigerator and candles instead of electric lights. He grows his own food and always takes a cloth shopping bag to the store. For helping with her video, April brings Mr. Green a gift of a green T-shirt.

- April* Hey, everyone in biology class. It's me, April. Now here's a question for you. Do you know someone who has had a positive impact on the environment? Well, I do. And he lives right here in my apartment complex! His real name is Henry Green. But I sometimes call him "Environmental Impact Man!" You see, he has changed many of his habits to become greener and to protect the environment. I'd like you to meet him. Don't worry. He knows we're coming. Hi, Mr. Green! Is this a good time to talk?
- Mr. Green* Well, hello, April. Yes, of course, come right in. Come in! Come in!
- April* I'm so happy you can talk with us. You know, this is a special video project for school.
- Mr. Green* I'm very happy to do it. So, where do we begin?
- April* OK. Well, tell us some habits you have changed to have a positive impact on the environment.
- Mr. Green* Sure. Now you know what this is.
- April* Of course. It's a refrigerator.
- Mr. Green* Well, not exactly. Look inside.
- April* Oh, there's ice in here!
- Mr. Green* That's right. I don't use much electricity. I use ice to keep my food cold. You know what people used to call a refrigerator before there was electricity?
- April* Hmm. I don't know.
- Mr. Green* An ice box!
- April* Oh, yeah. I remember my grandmother used to say that.
- Mr. Green* That's right. Now I have an ice box. Refrigerators use too much energy. I save more money with ice.
- April* That's interesting. What else do you do to help the environment?
- Mr. Green* Well, I don't use electric lights.

- April* Really? You don't use compact fluorescent light bulbs? I mean, they use less energy, and you save more money.
- Mr. Green* Yes, CFLs do use less energy. But I use something that uses even less energy.
- April* Candles!
- Mr. Green* That's right. If you look around my apartment, you'll see there are lots of candles.
- April* Wow, look at this. Are you growing your own food?
- Mr. Green* Yes, I grow some of my own vegetables. I prefer organic food without any chemicals. Of course, I can't grow enough food in this apartment, so I have to buy some things at the supermarket.
- April* Wait, don't tell me. When you go to the supermarket, you bring your own cloth shopping bag!
- Mr. Green* That's right! Here it is. I always bring my own bag.
- April* Unfortunately, people use too much plastic – especially plastic bags and water bottles – they end up in landfills and cause pollution.
- Mr. Green* People often throw plastic bottles in the garbage. They should use recycling bins.
- April* Well, there aren't always enough recycling bins. But fortunately, we have enough in our building.
- Mr. Green* Yes, we do. That's why I enjoy living here. And because nice young people like you live here, April.
- April* Oh, that's nice of you to say! And thank you so much, Mr. Green, for talking with us. I brought you a little gift, for helping me with my biology project.
- Mr. Green* Really? What is it?
- April* Well, you're kind of a superhero to me, so I brought you this . . .
- Mr. Green* "Environmental Impact Man"! Well, I hope I have a positive impact on the environment. We have one world, you know. So we must protect it.
- April* Well, thanks again, Mr. Green.
- Mr. Green* It was my pleasure, April.

Unit 9

She must be copying me!

In this video, Beth and Jessica meet at a coffee shop. Beth comments on Jessica's new bag and mentions that when she ran into Amanda a few minutes earlier, Amanda had a bag exactly like it. Jessica seems annoyed and says that Amanda must be copying her. Beth tells her not to worry about it and explains that Amanda might be upset because she broke up with Mark. Jessica is surprised to hear this. Then, Amanda shows up. Beth is surprised that Amanda seems fine since she broke up with Mark, which Amanda dismisses as gossip. Then Amanda notices that Jessica's bag and Beth's jacket are exactly like hers and accuses them of copying her.

Jessica Hi!

Beth Hi, Jessica. How are you?

Jessica Hey, Beth. I'm good. Is that a new jacket?

Beth Yeah, I've had it for a week. Do you like it?

Jessica Yeah, it's great. That color looks good on you.

Beth Oh, thank you! And is that a new bag?

Jessica Yes. Actually, it was a birthday present from my mom.

Beth Oh. It's beautiful! It's really unusual. But, you know, Amanda has one exactly like it.

Jessica What?! No! You're kidding me.

Beth No. I ran into Amanda a few minutes ago – she's shopping down the street – and she has a bag exactly like this.

Jessica That is so wrong. I know it's not good to criticize someone, but I find Amanda's behavior a little strange these days.

Beth Oh? In what way?

Jessica Well, the bag, for example.

Beth What do you mean?

Jessica Well, I think Amanda saw my bag, and then she bought one exactly like it!

Beth Really?

Jessica Yeah! And it's not the first time. A month ago, I bought some red shoes, and then Amanda got the same red shoes. And last week, I got a new denim skirt. And Amanda got exactly the same denim skirt! Why does she do that? She must be copying me!

Beth Hmm. Well, maybe . . . but don't judge Amanda too harshly. You know that she just broke up with Mark?

Jessica Wow! No, I hadn't heard about that.

Beth Yeah. It's awful when people break up. So, I mean, Amanda might be feeling upset or stressed out right now.

Jessica Yeah, OK. But I don't see why she has to copy my clothes.

Beth That's true, but the best thing is not to worry about it.

Jessica I guess you're right.

Beth And it's always good to forgive!

.....
Jessica I want to buy some shoes to go with my bag.

Beth You should go to that little shop downtown.

Jessica Come with me.

Amanda Hi, guys!

Jessica Hi, Amanda! How are you?

Amanda I'm good, thanks!

Beth Really? I heard you broke up with Mark.

Amanda No. We're still together.

Jessica What? You and Mark didn't break up?

Amanda No. Who said that? It must be gossip! Jessica! You have a bag exactly like mine! And Beth – you bought a jacket exactly like mine! Why did you do that? You must be copying me! What?

Unit 10

A cool accomplishment

In this video for her business class, Alicia interviews fashion designer Martina Diaz in order to get some advice on becoming a fashion designer herself. Martina explains that as a student, she didn't have much money, so she began sewing her own clothes. Other students liked them, so she began selling them. Martina tells Alicia that she has to know what she likes and not be afraid to say it. She finds out that Alicia made her own dress and tells her that she should plan a career in fashion.

- Alicia** Hi, business students. I'm here with Martina Diaz! Martina has accomplished something pretty cool – she graduated from *our* college seven years ago, and now she's a style designer!
- Martina** This is so-so. Do this one over. I love this.
- Alicia** She's very busy preparing for a style show, but she agreed to talk to me today. I'd like to get some advice about how to become a style designer myself.
- Martina** Hello, Alicia, welcome to my studio. Hello, students!
- Alicia** So, Martina, when did you first start designing clothes?
- Martina** I started designing when I was in college. I didn't have much money, so I made my own clothes. It was a way to be creative and to express myself. But other students loved my dresses and skirts. So I started selling them. This is chic! This is old-style! This is tacky!
- Alicia** Do you remember the first dress you made?
- Martina** Yes! I have it right here, in fact. I started with this sketch. It was hard at first. I had a lot of ideas and not as much talent or training. I made a lot of mistakes, and I had to do it over about five or six times. Yes. No. No.
- Alicia** What advice would you give if someone wanted to be a designer?
- Martina** Someone like you?
- Alicia** Yes, like me.
- Martina** Three words: enthusiasm, dedication, confidence. You have to know what you like, and you have to be brave and not afraid to say what you like. For example, . . . which one do you like? Point it out.

- Alicia** Um . . .
- Martina** Be honest – say what you think.
- Alicia** I like . . . that one.
- Martina** Why?
- Alicia** I . . . like the color?
- Martina** Ladies, let's try those out on her. So, what do you think, Alicia?
- Alicia** Well, I'm not sure it's the best idea.
- Martina** Next!
- Alicia** I could give this one some thought.
- Martina** That's a maybe, we'll talk it over. Next!
- Alicia** I don't think we should do that.
- Martina** Right. That's terrible.
- Alicia** Sorry I didn't like any of the outfits . . .
- Martina** Don't be sorry! I didn't like them myself. If I liked every idea, I wouldn't be a very good designer! Now, I *do* like *your* dress a lot. I think you should give those *shoes* away. But, your dress is lovely.
- Alicia** Really?!
- Martina** Did you make it?
- Alicia** Yes, I did, actually.
- Martina** Not bad. You have talent. If I were you, I would plan a career in fashion. But start today. Don't put it off, OK?
- Alicia** OK! Gosh! Thanks!
- Martina** You're welcome. Goodbye. Goodbye.
- Alicia** Goodbye.

Unit 11

I haven't made it yet.

In this video, Danielle interviews a band – the Bull Dogs: Chris, David, John, and Ian – as they record their second album. Throughout the interview, Chris tries to get one of their songs right for the album. Danielle asks how the band was formed, how it was named, and if they've had success yet. Chris tries to say that they're a well-known and award-winning band, but his band mates contradict him. Danielle asks how their songs were written and who writes the lyrics. The band demonstrates its songwriting technique. Finally, Chris sings the song well, but no one recorded it.

Danielle And tell me, how was the band formed?

Chris Great story there. The band was started in college.

David By some other people. Four women. But then all the women left, and we stayed.

Chris And the name was changed to "Bull Dog."

Danielle What was it before?

David The Princesses.

Danielle Good change.

David Yeah.

Danielle Have you had much success yet?

Chris We've had some success already. We're a well-known band.

John We're not a well-known band.

Chris We're well known here in the city.

John No we're not. We're not.

Chris We're well known here in the neighborhood. And we've recorded one album already.

John We've recorded one, but none have sold yet.

Chris We've sold a few . . .

John Five.

Chris And we're an award-winning band.

John We're not an award-winning band.

Chris We were given an award!

John For best costume in a contest at college.

Chris It's an award.

John We were dressed in dog costumes. It was horrible.

Danielle What's it like to play in a band?

David We have a lot of fun.

Chris [singing] I was told I might have a hit song every day. But it's been more than five years since I've been in the city. And I haven't found success yet, and I have nothing left to say. I'm going home! I'm going home! Yeah! I'm going home!

Danielle How were your songs written?

Chris It's easy, really. To start, we choose a style of music. Say, the blues. The first thing to do is come up with a hook. Show her, guys. Then we come up with some lyrics.

Chris [singing] "I don't know but I've been told, my little finger is ten years old. I've already seen a bear. Nothing's happened yet, I don't care."

Chris It's a start.

John That's why we don't let him write the lyrics.

Danielle So, who writes your lyrics?

John Ian writes the lyrics. He has a way with words.

Chris [singing] I was told I could be a star in New York City. I was told I might have a hit song every day. But it's been more than five years since I've been in the city. And I haven't found success yet, and I have nothing left to say. I'm going home! I'm going home! Yeah! I'm going home!

Chris Hey, guys!

Chris Yes! That was it! It was perfect! Perfect! It was recorded, right? You recorded it?

John We were recording?

Ian Now *that's* funny.

Unit 12

Travels with Ben and Nick: Fish and chips

In this travel video, Nick and Ben tell all about the delicious food they ate on their trip to London, England. Nick prefers to try local food. Ben says he does, too. On the first day, they tried fish and chips. On the second day, Nick had a vegetable curry, and Ben had fish and chips. On the third day, Nick had Middle Eastern kebabs. Ben had fish and chips from a fast-food place and got a stomachache. On the last day, Nick had high tea at a fancy hotel, and Ben found the best fish and chips in London.

Nick Hi everyone! I'm Nick.

Ben And I'm Ben. We're going to tell you all about our awesome trip to London – our delicious trip to London.

Nick When I go on vacation, I can't stand visiting landmarks and museums, and buying handicrafts, and boring stuff like that. I prefer trying local food.

Ben Yeah, me, too. Trying local food is a great way to learn about a culture. So, on the first day, we had a great local dish – fish and chips. Mmm, doesn't that look delicious? When you go to London, you have to have fish and chips. It's like, the national dish. See, here's the fish . . . and here's the chips.

Nick Yeah. People call them "chips" in England, not "French fries."

Ben And people have them with vinegar there. The first time, I was a little worried about having my fries with vinegar – I like to eat French fries with ketchup. But it was really delicious. You ought to try it!

Nick Yeah, fish and chips were good, but there are many other foods to try in London. The thing is, Ben enjoyed eating fish and chips so much, he wasn't interested in eating other foods!

Ben Yeah, well, I really liked fish and chips, so I was interested in finding the best fish and chips in London! It was a challenge!

Nick OK, so on day two, we went to Brick Lane. That's a street in the East End of London where you can find great Indian food. So I had this delicious vegetable curry from a great Indian restaurant.

Ben And I had fish and chips! They were a little spicy . . . but good.

Nick So the next day, day three, we went to a great little restaurant near Hyde Park. I had kebabs! There's lamb, lettuce, some other vegetables, and a really great spicy sauce. Kebabs are from the Middle East, but they've been popular in London for a long time. Many people in London think of them as British food. Eating kebabs and curry there is like eating hot dogs and hamburgers here in the U.S. So Ben, what did you have on day three?

Ben Well, that restaurant didn't have fish and chips . . .

Nick I told him, "You'd better eat something! Don't forget to eat!"

Ben And I only wanted fish and chips. So I went to a fast-food place and got fish and chips to go. But they weren't so good, and I got a stomachache!

Nick Well, on day four, I went to a fancy hotel and had high tea. It was a pretty expensive place. Look at all of those little sandwiches and cakes. And there were fancy dishes. I was worried about breaking something! Well, I really enjoyed that high tea.

Ben I, uh . . . wasn't there. I was looking for fish and chips.

Nick Looking for fish and chips was the only thing you did.

Ben I know, I know. But on that day, I found the best fish and chips in London! They were in a little restaurant near Victoria Station, one of the big train stations in London. Mmm! The fish was so tender and moist, and the chips were hot and delicious. If you ever go to London, you've got to find this place. Looking at it now is making me hungry.

Nick You really like your fish and chips, don't you?

Ben Yeah, I do. I miss them a lot.

Nick Well, my friend, I have a surprise for you today. A little memory of our trip . . .

Ben Wow! You got me fish and chips! Did you get these at a restaurant?

Nick Actually, I made them in the microwave. They were frozen.

Ben Thanks for the thought, but . . . go to London for your fish and chips!

Class audio scripts

Unit 1

Lesson B, Exercise 2 [p. 7]

Level 3, Track 9

- 1 *Joel* Oh, good morning, Mr. Brown.
Man 1 Welcome, Joel. I hope you enjoy your first day. If there is anything I can do to help, please just ask.
Joel Thank you.
Man 1 Um, I see you have your name tag. Did anyone mention the dress code to you? *Joel* Dress code?
Man 1 Yeah. You can't wear blue jeans in the office.
Joel Oh, I'm so sorry! I didn't know. When I had my job interview here, everyone had on jeans.
Man 1 Oh, that's right. You had your interview on a Friday. We have casual Fridays when you can wear jeans, but we follow a "smart casual" dress code from Monday to Thursday.
- 2 *Woman 1* Hi. Are you Joel?
Joel Yes.
Woman 1 I'm Clara. Welcome. First day?
Joel Yeah. I'm just putting some things away.
Woman 1 Is that your cell phone?
Joel Yeah. Is it OK to use your cell phone at the office?
Woman 1 Actually, you have to turn off your cell phone. That's a rule here.
Joel Oh, OK. I'll do that right now. Thanks for letting me know.
3. *Woman 2* Excuse me. Excuse me! Hello?
Joel Oh!!
Woman 2 Sorry, did I scare you?
Joel I didn't know you were there.
Woman 2 You know, you can't listen to music here.
Joel Even with headphones?
Woman 2 No. What if your phone rings? You may not hear it.
Joel Good point.
Woman 2 By the way, I'm Vickie.
- 4 *Joel* Excuse me.
Man 2 Yes?
Joel Is it all right if I leave my cup in the sink for the cleaning staff to wash?
Man 2 No, you need to wash your cup.
Joel Oh, OK. Thanks.
Man 2 No problem. It's just one of the rules around here. By the way, I'm Scott.
- 5 *Woman 3* Excuse me. Joel?
Joel Yes.
Woman 3 My name's Amanda. I'm the office manager. Sorry to bother you.
Joel No problem. I'm just having lunch.
Woman 3 Well, that's the thing. You're not permitted to eat at your desk.
Joel Really?

- Woman 3* Yeah. That's what the kitchen is for. Beverages are OK, though.
Joel Oh, I didn't know. No one told me. Thanks for letting me know.
- 6 *Joel* Your turn.
Man 3 Thanks. Um, excuse me.
Joel Yes?
Man 3 You have to put more paper in the copy machine. It's one of the rules here.
Joel Oh, isn't there any paper?
Man 3 No. It's empty.
Joel Oh, I didn't realize. I'm really sorry.
Man 3 That's OK.
Joel Um, where exactly is the photocopy paper?

Lesson C, Exercise 2, Part B [p. 8]

Level 3, Track 12

- Nate* Yeah, that's what I need to do.
Laura OK but listen, I want to talk to you about my friend Patty. You know her, right?
Nate Patty? Sure.
Laura Well, she's really angry with me about something. She's not talking to me or even texting me. And I don't know why.
Nate Why don't you just ask her what's wrong?
Laura I want to, but – oh wait, Patty's calling me – can I call you back?
Nate OK. Talk to you later.

Lesson D, Exercise 2 [p. 11]

Level 3, Track 16

- Man 1* So, Julie, you're a homeschooler.
Woman 1 That's right.
Man 1 And how old are you?
Woman 1 I'm 15. Last year was my first year as a homeschooler. I just finished my first year of high school.
Woman 2 Yes, and you got excellent grades, didn't you, Julie?
Woman 1 Yeah, Mom.
Man 2 We're very proud of our little girl.
Man 1 So you like homeschooling, Julie?
Woman 1 For the most part. I really like my teachers.
Man 1 Is there anything you find difficult or challenging?
Woman 1 Sure. Not seeing my friends in class. I see them after school, of course, and we talk on the phone and text each other, but I miss seeing them during the day.
Man 1 What advice would you offer possible homeschoolers?
Woman 1 Advice? Hmm. I think the most important thing is to remember – your parent is your teacher. Don't think of your teacher as Mom or Dad. You have to separate that. Your teacher is Mr. or Mrs. Wallace, not Mom or Dad.
Man 1 What do you like about homeschooling, Mr. and Mrs. Wallace? Whose idea was it?

Danielle My sister cuts it for me. She's very good, don't you think?

Man 1 Yes, definitely.

2

Woman 1 Hey, Todd. Where are you going?

Todd Swimming.

Woman 1 Oh. Are you going to the beach?

Todd No. I hate going to the beach.

Woman 1 You're kidding! Are you saying you never go? Don't you like to swim?

Todd Well, I like to go to the city swimming pool, just not the beach.

Woman 1 Why not? The beach can be a lot of fun.

Todd It's just difficult for me to get to, you know. I have to walk to the subway, take that, then take a bus, and then walk again.

Woman 1 I see what you mean.

3

Randy Hey, Jessica.

Jessica Hi, Randy.

Randy Where are you going?

Jessica To work.

Randy Oh. Do you want a ride?

Jessica No, thanks. I always walk to work.

Randy You mean you never drive?

Jessica Well, I sometimes drive if it's raining. What I mean is, I prefer to walk.

Randy Why?

Jessica I like the exercise.

Randy I see. Well, enjoy your walk.

Jessica Thanks. See you around.

4

Woman 2 Oh, look, Mitch. That new thriller is playing at the theater across town tonight. Do you want to go? I'm dying to see it.

Mitch Oh, thanks, but I never go to movie theaters.

Woman 2 What? Do you mean you don't like movies?

Mitch No, not at all. I love movies. I mean, I just don't see them in the theater.

Woman 2 Why not? Is it the ticket prices? They've gotten pretty expensive.

Mitch No, I just like to stream movies at home more. It's nice to sit at home and watch them. You can pause the movie, rewind it, watch the extras, watch it again . . .

Woman 2 I see what you mean, but it's not the same experience as in a theater.

Mitch I guess.

Lesson C, Exercise 2, Part B [p. 38]

Level 3, Track 52

Emma So, what are you going to have?

Alice I'm not sure. I can't decide between the crab cakes or the ravioli. Have you ever had either of them here?

Emma No, I haven't, but I've tasted some of their other Italian dishes. They were very good.

Alice OK. I'll try the ravioli, then. What are you going to get, Emma?

Emma I think I'm going to get the special.

Alice The frog legs!

Lesson D, Exercise 2 [p. 41]

Level 3, Track 55

Leo Grandma?

Grandma Yes, Leo.

Leo Could I ask you some questions for a school project? We're collecting biographies of our parents and grandparents. I need to give a presentation on the life of someone in my family, and I want to talk about your life.

Grandma I see. Well, I guess so, but I'm not sure my life is that interesting.

Leo First, where were you born?

Grandma In Germany. I came to this country when I was six years old.

Leo Really? Have you been back?

Grandma To Germany?

Leo Yes.

Grandma Oh, yes. Several times.

Leo Where else have you lived?

Grandma Well, of course here, in the United States. Oh, and your grandfather and I lived in Mexico for a short time. That was just after we got married.

Leo I didn't know that! Can you speak Spanish?

Grandma A little, sure.

Leo Cool. When did you meet Grandpa?

Grandma Oh, I met your grandfather when I was 22 years old. We met at his sister's house. She was a close friend of mine. She still is. That's your Aunt Joyce.

Leo OK, next question. What's something interesting you've done?

Grandma Something interesting? Oh, I don't think I've ever done anything that interesting.

Leo Come on. Everyone's done something interesting.

Grandma Let me think. Oh, how about this? I once met the famous artist Pablo Picasso.

Leo What? You met Picasso?

Grandma I did. I met him in Paris. Your grandfather and I went there on our honeymoon, and we saw him in a café. I went up to him and said hello. He was very nice.

Leo Did you get his autograph?

Grandma Oh, no. I just said hello and told him I liked his paintings.

Leo That's cool, Grandma!

Grandma I suppose. Any other questions?

Leo No, that's enough. Oh, I do have one more question. Can you help me with my Spanish homework?

Unit 5

Lesson B, Exercise 3 [p. 47]

Level 3, Track 64

Woman Hey, look at this. I'm reading this book about the city of Shibam. It sounds like a fascinating place.

Man Shibam?

Woman Yeah. It's a famous city in Yemen.

Man Oh? What's it famous for?
Woman Skyscrapers.
Man It is?
Woman It's sometimes called "Manhattan of the Desert" or "the oldest skyscraper city in the world." But all the buildings are made of mud.
Man No way!
Woman Yeah. Here, look at this picture.
Man Cool! How old is the city? It looks really old.
Woman Let's see . . . it's more than 2,000 years old.
Man Seriously? That's really old. How high are the tallest buildings?
Woman Um, some are more than 30 meters high.
Man Wow, that is high.
Woman And people still live in the city. What an interesting place to live.
Man I agree. How many people live there?
Woman I have no idea. Oh, here. It says about 7,000.
Man Really? I'd love to go there someday. Is it easy to get to?
Woman I don't have a clue. Let's see. . . .
Man Maybe we can find out online.
Woman Good idea.

Lesson C, Exercise 2, Part B [p. 48]

Level 3, Track 67

Guide So, are you here on business?
Sam No, just a short vacation. I'm here to surf, actually.
Guide You like to surf?
Sam I do.
Guide Well, you've come to the right place. Bali has some of the best places to surf in Indonesia.

Lesson D, Exercise 2 [p. 51]

Level 3, Track 70

Guide Can I have your attention, please? We're here. Welcome to the Great Barrier Reef. How is everyone feeling?
Tourists 1 and 2 Pretty good. / Not bad.
Guide Great. Now, before we start our snorkeling trip, I'd like to tell you a little bit about this reef, one of the wonders of the natural world. Many people think this is one large reef, but in fact, the Great Barrier Reef is made up of thousands of reefs. And hundreds of islands. But we still just call it the Great Barrier Reef, not the Great Barrier Reefs.
Tourist 1 Is it true you can see the reef from space?
Guide Yes.
Tourists 1 and 2 You can? / I don't believe it!
Guide Yes, it's true.
Tourist 2 How many kinds of coral are there?
Guide Good question. There are about 400 kinds of coral here. When you go snorkeling, you'll also see many kinds of fish. And you can see turtles near the reef.
Tourists 1 and 2 Really? / You're kidding!

Guide Now, about snorkeling. Most people are amazed, but sometimes people think the coral should be more colorful.
Tourist 1 What do you mean?
Guide Well, the coral you see on TV looks very colorful. That's because the photographers use bright lights. Luckily, today is very sunny.
Tourist 2 I heard that global warming can make the coral appear white.
Guide Yes, that's right. Unfortunately, some of the coral you will see are dead. So, are you ready for some snorkeling?
Tourist 2 Sure. Anything else we need to know?
Guide Yes. Please stay together.

Unit 6

Lesson A, Exercise 4 [p. 55]

Level 3, Track 74

Peter Hi, Nancy. How are things going?
Nancy Fine, fine. How about you?
Peter Great. Have any exciting plans for the weekend? A date perhaps?
Nancy Me? No, nothing special. I'm just staying home. You?
Peter Oh, I'm going to San Francisco.
Nancy San Francisco! You're kidding! Are you flying?
Peter No, I'm going by train.
Nancy Isn't it far?
Peter Yeah, but my train leaves Friday night at 8:30, so I'm going after work. I'm taking an overnight train, so I arrive there at 7:00 a.m.
Nancy Cool. Are you going just for fun?
Peter My grandmother is turning 70, so she's having a birthday party.
Nancy How fun!
Peter Yeah. I'm going there with my brother. You know Kevin, right?
Nancy Your brother? Yeah, I met him once. He's nice.
Peter Well, our grandmother's party is Saturday night, so on Saturday afternoon, Kevin and I are going to some museums and just walking around the city.
Nancy And what about Sunday?
Peter Well, our train back home leaves at 10 a.m. We get here in the evening. So that doesn't give us much time on Sunday.
Nancy Why don't you take another overnight train?
Peter Oh, no, we can't. I have a doctor's appointment on Monday morning, and my brother has a job interview.
Nancy Well, it sounds like a great weekend. Have a good trip.
Peter Thanks! Have a good weekend yourself.

Lesson B, Exercise 2, Parts A and B [p. 57]

Level 3, Track 77

1 *Man 1* Hello?
Man 2 Hi. Is Paul there?
Man 1 Just a minute, please. Paul! Paul! Sorry, he's not here. Can I take a message?

- Man 2* Sure. This is his brother, Kurt. Can you tell him that our parents' anniversary party is going to be at my place, not our sister's?
- Man 1* The party is at your place. Not your . . .
- Man 2* . . . sister's.
- Man 1* Right. Does he know the day and time?
- Man 2* Oh, yeah.
- Man 1* OK. I'll give him the message.
- Man 2* Thanks. Bye.
- Man 1* Bye.
- 2 *Woman 1* Hello?
- Man 3* Hello. Is Roberto there?
- Woman 1* Sorry. He's not here right now. He's at work, I think.
- Man 3* Oh, OK.
- Woman 1* Do you want to leave a message?
- Man 3* Yeah. This is Hank. I'm in his biology class. Could you let him know that class is canceled tomorrow?
- Woman 1* The class is canceled. Tomorrow you said?
- Man 3* Right.
- Woman 1* OK, got it. I'll make sure he gets the message.
- Man 3* Thanks very much.
- Woman 1* You're welcome.
- 3 *Woman 2* Hello?
- Man 4* Silvia?
- Woman 2* No, this Beth, her roommate.
- Man 4* Oh. Can I speak to Silvia?
- Woman 2* She's at her parents' house. Can I take a message?
- Man 4* Yes. I'm calling from Dr. Miller's office. She has an appointment tomorrow at 3:00. Could you tell her to come at 4:30, not 3:00?
- Woman 2* At 4:30. OK. I'll give her the message.
- Man 4* Thank you.
- Woman 2* You're welcome.
- 4 *Woman 3* Good afternoon. Manhattan Designs.
- Woman 4* Hi. Is Mr. Philips in, please?
- Woman 3* I'm sorry. Mr. Philips is on a conference call right now. May I take a message?
- Woman 4* Yes, thank you. My name is Julie Kim. I'm calling about his design for my office. Could you please let him know that I need his design by Friday. It's just a reminder.
- Woman 3* You need the design by Friday.
- Woman 4* Right.
- Woman 3* Anything else? Does he need your number?
- Woman 4* No, I don't think so.
- Woman 3* OK. I'll give him your message. Thanks for calling.
- Woman 4* Bye.

Lesson B, Exercise 2, Part C [p. 57]

Level 3, Track 78

- 1 *Man 2* Hello?
- Man 5* Kurt?
- Man 2* Yeah. Hey Paul, how are you?
- Man 5* Good. I got your message about Mom and Dad's party.
- Man 2* Yeah. I hope that's OK.

Man 5 No problem at all. But I did want to ask you – Hello? Hello? Kurt, can you hear me? Kurt? Kurt?

- 2 *Woman 5* Hello?
- Man 6* Um, hi. Can I speak to Hank?
- Woman 5* Hank?
- Man 6* Yeah.
- Woman 5* Sorry, I think you have the wrong number.
- Man 6* Oh, I'm sorry.
- Woman 5* That's OK.
- 3 *Man 4* Hello. You have reached the office of Dr. Frank Miller. The office is currently closed. Office hours are Monday to Friday, 8:00 a.m. to 6:00 p.m. If this is an emergency, please call 420-555-1274, or leave a message at the beep.
- Woman 6* Hi, this is Silvia Watson. I got your message. I just wanted to say I can't come in at 4:30. Can you return my call? Thank you.
- 4 [dials, then busy signal]

Lesson C, Exercise 2, Part B [p. 58]

Level 3, Track 81

- Ruth* Actually, that's kind of late for me. I need to get up early on Monday morning. I have an important business meeting then. Sorry.
- Kate* No, no, that's fine. It's asking a lot, I know.
- Ruth* Do you think you can ask someone else?
- Kate* I'll just take a taxi. It's not a big deal.

Unit 7

Lesson B, Exercise 3 [p. 67]

Level 3, Track 91

- Tina* Hey, Cal. What are you reading?
- Cal* Oh, hi, Tina. It's a book of proverbs. It's pretty interesting.
- Tina* I love proverbs. But I'm not sure I always agree with them.
- Cal* Really? How about this one? Beauty is only skin deep.
- Tina* Oh, like it's not what's on the outside that's important? It's what's inside that's really beautiful.
- Cal* Yeah, you know, it's your personality and character that is most beautiful. It's true, isn't it?
- Tina* Yeah, I agree with that.
- Cal* Me, too. How about this one? Better late than never.
- Tina* Hmm. You mean it's OK to be late for something. It's better than not doing something at all.
- Cal* Yeah.
- Tina* I don't really agree. Being late isn't good, of course. But it's OK not to do some things at all. Don't you agree?
- Cal* I'm not sure I really agree. I think it's better to do it. If you're late, you're late.
- Tina* Look at that one. Practice makes perfect. That's true, I think. I used to take piano lessons as a kid, and I hated it. But I still practiced a lot.

Cal And you play very well now, don't you?
Tina Yeah, I think so.
Cal I agree with that, too. It's the only way to be good at something. How about this? Two heads are better than one.
Tina What does that mean, exactly?
Cal Two opinions are better than one opinion.
Tina No, I don't agree with that. To me, that can just be confusing. Maybe it's just me, but I think you should just do it yourself.
Cal Yeah, I don't really agree with it, either. There's another proverb. Too many cooks spoil the broth. It kind of says the opposite.
Tina This is fun. Are there more?
Cal There are lots here. Let's look at some more and see. . .

Lesson C, Exercise 2, Part B [p. 68]

Level 3, Track 95

Jill Hello?
Lance Jill, hi. It's Lance. Do you have a minute?
Jill Um, sure.
Lance I just wanted to call and say I'm sorry for what happened. I was really inconsiderate.
Jill I'm sorry, too. Do you want to get together and talk? We haven't seen each other for a long time!
Lance Definitely. Why don't we meet. . .

Lesson D, Exercise 2 [p. 71]

Level 3, Track 98

Woman Let's try a personality test, just for fun. Listen carefully. I will describe a scene and ask you some questions. Don't worry – there are no right or wrong answers. Just write the first thing you think about. Relax. Take a deep breath. Are you ready?

Number one. You are walking in a forest. But you are not alone. Who are you with? Write the person's name.

Number two. You see an animal. What kind do you see? Write the kind of animal.

Number three. You continue to walk in the forest. Then you see a house. It is your dream house. How big is it?

Number four. You are looking at your dream house. You see the front door. Is it open or closed?

Number five. You enter the house. You go into the dining room. You see a dining room table. What do you see? What's on the table?

Number six. You now leave the house. You see a cup on the steps. Is it glass? plastic? metal? paper? Or something else? What's it made of?

Number seven. You pick up the cup. Do you keep it? throw it away? Something else? What do you do with it?

Unit 8

Lesson B, Exercise 2 [p. 77]

Level 3, Track 105

Woman Excuse me, sir. I'm conducting a short survey about shopping habits. Would you mind answering a few questions for me?
Man Um, how long will it take?
Woman Just a few minutes.
Man Um, all right, sure.
Woman Thank you so much. First, how often do you walk to the grocery store?
Man All the time. I live nearby.
Woman All . . . the . . . time. How often do you buy environmentally friendly products?
Man Very often.
Woman Great. . . Do you usually ask for paper or plastic bags?
Man Neither.
Woman Excuse me?
Man I bring my own cloth bags.
Woman OK. Do you ever shop for groceries online?
Man No, never.
Woman OK. How much do you spend on groceries every month?
Man I'd say about three hundred dollars.
Woman About three . . . hundred . . . dollars. All right. How many people are there in your household?
Man Um . . .
Woman You don't have to answer any question you don't want to.
Man No, no, it's OK. Three – me, my wife, and my son.
Woman What do you do for a living?
Man Um, I'd rather not say.
Woman No problem. Have your buying habits changed in the last year?
Man Yes. I don't buy plastic bottles.
Woman Plastic bottles?
Man Yeah. I mean, I used to buy water in plastic bottles. Now I just drink regular water.
Woman Oh, I see. OK, last question. What is the highest level of education you've completed?
Man I'd prefer not to answer that.
Woman That's fine.
Man Is that all?
Woman Yes. I want to thank you for taking the time to answer these questions. I appreciate it very much.
Man You're very welcome.

Lesson C, Exercise 2, Part B [p. 78]

Level 3, Track 108

Ina Wow! There are a lot of people on this subway!
Kendra I know. I don't see any seats.
Ina It is rush hour, but this is terrible.
Kendra If we get here a little earlier tomorrow, we might get a seat. This is the busiest time.
Ina OK. Let's do that. This is still better than driving.
Man 1 Excuse me. Here, please take my seat.
Ina Oh!
Man 2 And mine.
Kendra Oh, thank you!

Lesson D, Exercise 2 [p. 81]

Level 3, Track 111

- 1 *Woman 1* What are you doing?
Man 1 I'm reading the paper. This is interesting. It's about a 12-year-old who won an award for recycling.
Woman 1 What? A 12-year-old?
Man 1 Yeah. His name is Tayler McGillis. He started recycling cans two years ago. He's raised more than \$9,000 for local charities.
Woman 1 Wow! So he started this when he was 10?
Man 1 Yeah. He's collected more than 560,000 cans already. His new goal is to collect 175,000 cans every year. He sometimes speaks at schools about the importance of recycling.
Woman 1 Good for him!
- 2 *Woman 2* Did you hear about that student in Puerto Rico? It was on the news last night.
Man 2 No.
Woman 2 Her name is Gabriela McCall, I think. She started a project to help birds in Puerto Rico.
Man 2 Birds? What do you mean?
Woman 2 Well, she became concerned about a decrease in their numbers in her neighborhood. Then she had an interesting idea. She took photos of the birds and identified the different species. And she used this to start a project to help protect their forests.
Man 2 That's amazing.
Woman 2 And she even teaches children about the birds. She thinks that if the children become interested now, they will grow up and respect the environment more.

Unit 9

Lesson B, Exercise 2 [p. 87]

Level 3, Track 120

- 1 *Man 1* Hello?
Woman 1 Hi, Joseph?
Man 1 Yeah.
Woman 1 It's Charlotte. Listen, I'm sorry I didn't make it yesterday afternoon.
Man 1 What happened? We waited for you for about a half an hour.
Woman 1 I'm so sorry. I was at the mall and completely forgot the time.
Man 1 Really?
Woman 1 Yeah. I looked at my watch, and it was 4:00. I'm so sorry. I didn't have my cell phone with me.
Man 1 Well, don't worry about it. Too bad you missed the game, though. It was a lot of fun.
Woman 1 I heard we won.
Man 1 Yeah, we did. Their final score was 4 to 2!
- 2 *Man 2* Hello?
Woman 2 Hi, Fred? It's Jan.
Man 2 Where are you? Did something happen?
Woman 2 I'm still at home. Are you already at the restaurant?

- Man 2* Of course. We had a reservation for 7:30.
Woman 2 I'm so sorry. I washed my jeans last night, and the address was in my pocket. I can't read it!
Man 2 Oh, it's OK. The restaurant is at 32 Thomson Street. The name of the place is the Downtown Bistro.
Woman 2 OK. I'll see you as soon as I can.
- 3 *Man 3* Hello?
Woman 3 Hi. Is Larry there?
Man 3 Speaking.
Woman 3 Oh, Larry, hi. It's Anna.
Man 3 Anna. Where were you last weekend? We missed you.
Woman 3 I was out of town. My grandmother was in the hospital.
Man 3 Oh, no! Is she OK?
Woman 3 Yeah, she's fine. She's home now.
Man 3 That's good.
Woman 3 Sorry I didn't call.
Man 3 There's no need to apologize. You had other things on your mind. I understand.
Woman 3 Did a lot of people come?
Man 3 Yeah. People didn't go home until after midnight. We had a lot of fun.
- 4 *Woman 4* Hello. Dr. Martinez's office.
Man 4 Oh, hi. This is Brandon Smith. I had an appointment at 12:30.
Woman 4 Uh, yes, Mr. Smith. You were supposed to be here 15 minutes ago.
Man 4 Yeah, I'm really sorry. I'm in a meeting at work. I can't leave right now.
Woman 4 How long do you think you'll be?
Man 4 It's hard to say. Maybe 30 minutes or so.
Woman 4 Well, I think we should cancel the appointment. The doctor has another appointment after yours.
Man 4 OK. I'm really sorry.
Woman 4 That's OK. I appreciate your call. Can you come at the same time tomorrow?
Man 4 Sure. See you then.

Lesson C, Exercise 2, Part B [p. 88]

Level 3, Track 123

- Evan* Hello?
Ryan Hello, Evan? It's Ryan. I just wanted to see how you were. I know you must be really busy with your job and all . . .
Evan Yeah. But it's going OK. I'm sorry I haven't called you lately.
Ryan That's OK. There's no need to apologize.
Evan Listen, my job is OK, but I broke up with Cristina last week. So, I haven't wanted to go out lately.
Ryan Oh, I'm so sorry! I had no idea.

Lesson D, Exercise 2 [p. 91]

Level 3, Track 126

- Addy* Hello, and welcome to *Addy's Advice*. I'm your host, Addy Manson. Thanks for joining me. The topic this week is relationships, and I have four emails I want to start the show with. I'm not going to say the names – to keep their privacy. I hope you're listening.

Lesson C, Exercise 2, Part B [p. 118]

Level 3, Track 164

Kyle Oh, this is so hard!

Woman 2 Are you OK?

Kyle Yeah, I guess. What am I doing wrong?

Woman 2 Are your boots comfortable?

Kyle Actually, they feel really tight. But they should be tight, right?

Woman 2 Not really. Why don't you go and get a larger size. It should make things easier.

Kyle OK.

Lesson D, Exercise 3 [p. 121]

Level 3, Track 168

Guide Good morning, everyone, and welcome to Grand Canyon Adventure Tours. Are you all ready for some white-water rafting?

Tourists Yes. / Definitely. / You bet.

Guide Great. Well, my name is Joseph, and I'll be your guide today.

Tourist 1 Is this everyone in our group? Only six?

Guide Yes, we like to keep the groups small. OK, before we get on the bus and head down to the canyon, we need to go over a few things about the trip. The most important thing to remember is safety. While on the raft, you must wear your safety vest at all times. And the sun can get very hot, too. So you should drink lots of water.

Tourist 1 Do we have to bring the water?

Guide No, we'll bring enough water. Just don't forget to drink it!

Tourist 2 Do you also supply food?

Guide Yes, we provide all food – lunch, dinner, snacks. You won't be hungry! OK, so back to safety. Like I said, the sun is very strong, so you've got to wear sunscreen. And you'd better wear a hat if you have one.

Tourist 1 Can we take our cameras?

Guide Of course. We stop on the river in a few places for photographs. There's some amazing scenery on our trip, so yes, bring cameras.

Tourist 2 Don't the cameras get wet? Should we bring plastic bags or anything to keep them dry?

Guide No, don't worry about that. You definitely get wet, but your cameras won't. We keep them in a dry area up front. They're safer up there, too.

Tourist 2 What about cell phones? Is it OK to bring them on the raft?

Guide No, you definitely should not bring your phones. Please leave them with the rest of your stuff on the bus.

Tourist 1 Are we dressed OK?

Guide Yes. You should wear a swimsuit, like you are. But you have to wear something on your feet in the raft. Wear tennis shoes. The ones that can get wet are best, if you have them. We stop and do some short hikes on the way. Any other questions?

Tourists No. / Not me.

Guide OK. Well, we want to be safe. So, everybody must listen to me at all times.

Tourists OK. / Right.

Guide Great. Now I'll show you some of the basics of rafting, and we can get started. First, . . .

Woman 3 Next, lift the lid and put the record on the turntable. Now lift the needle.
Man 3 Like this?
Woman 3 Yes, good, and place it gently on the record.
Man 3 I can't hear anything.
Woman 3 Oh, turn the volume down.
Man 3 Turn the volume down?
Woman 3 Oops. I mean, turn the volume up.
Man 3 Did all music sound like this when you were young?

Lesson C, Exercise 2, Part B [p. 108]

Level 3, Track 150

Miranda So, Andy, why didn't you know about this concert?
Andy I haven't looked at his website for a couple of weeks.
Miranda Oh, well, I think it was announced last week.
Andy So, who are you going with?
Miranda My sister. Why don't we all go together? She won't mind.
Andy Great idea. Let's see if we can get the tickets online.

Lesson D, Exercise 3 [p. 111]

Level 3, Track 155

DJ Hello. Welcome to the K-XYZ Dedication Hour. This is Cara.
Caller 1 Hi, Cara. My name is Mike.
DJ Hi, Mike. Who would you like to dedicate a song to tonight?
Caller 1 My friend, Jackie.
DJ All right, Mike. What song would you like me to play for Jackie?
Caller 1 Can you play "Fire and Rain"?
DJ "Fire and Rain." By James Taylor?
Caller 1 Yes, please.
DJ Sure thing. Here's "Fire and Rain," from Mike to his friend, Jackie.
DJ K-XYZ Dedication Hour. This is Cara.
Caller 2 Hello, Cara?
DJ Yes. What's your name?
Caller 2 Melissa. I'm calling to dedicate a song to my sister Vanessa. Can you play something for me?
DJ Sure, Melissa.
Caller 2 "Beautiful," by Cristina Aguilera.
DJ "Beautiful." Sure, Melissa. Any special reason?
Caller 2 Vanessa is getting married this weekend. I just want her to know I love her.
DJ You're on the air.
Caller 3 Hi. Could you please play "Imagine," by John Lennon.
DJ "Imagine," one of my favorites. Is it for anyone in particular?
Caller 3 Yeah, I'd like to dedicate it to my best friend, Jason.
DJ OK. Here you go, Jason.
DJ This is Cara. Do you have a song dedication?
Caller 4 I do. My name is Caroline. My husband, Jeff, is in the army. He's overseas, and I want him to know I will see him soon.
DJ OK. What song can I play for you?
Caller 4 "I'll Be There."

DJ "I'll Be There," by the Jackson 5 or Mariah Carey?
Caller 4 Um, Mariah Carey.
DJ I can do that. If you're listening, Jeff, here's "I'll Be There," from your wife, Caroline.
DJ This is Cara. You -
Caller 5 Can you play "One Love"?
DJ Sorry?
Caller 5 You know, "One Love," by Bob Marley. I love that song!
DJ Sure. Who's calling please?
Caller 5 Oh, this is Ryan.
DJ And who would you like to dedicate the song to?
Caller 5 Dedicate? Oh. Yeah, um, can I dedicate it to my wife, Susan?
DJ You bet. Here's "One Love," from Ryan to Susan.

Unit 12

Lesson B, Exercise 2 [p. 117]

Level 3, Track 161

Man G'day. Welcome to Sydney Backpackers. Can I help you?
Woman Hi, yes, thanks. Do you have any rooms?
Man Sure. We have lots. What kind of room would you like?
Woman What kind of rooms do you have?
Man We have singles, doubles, triples, and dorm rooms.
Woman Hmm, how many people are there in a dorm room?
Man In a female dorm room? There are six beds per room. Dorm rooms are the cheapest, of course.
Woman How much are the single rooms?
Man They're \$60 per night.
Woman Sixty dollars? Hmm, that's a little expensive.
Man Here's a list of our prices.
Woman Thanks. Let me see. OK, I'd like a double. I'm sharing with another woman, right?
Man Of course. And how many nights?
Woman Three.
Man OK. Would you prefer a room with or without a bathroom? A bathroom is more.
Woman Without a bathroom is fine. I can share.
Man We offer breakfast from 8:00 to 10:30. It's four dollars.
Woman Um, sure. Can I pay by credit card?
Man Yes. We accept all major credit cards, but there is a fee for international purchases.
Woman Oh. I'll pay by cash, then. I have enough.
Man Great. I can put you in room 16A.
Woman What floor is that on?
Man The 16th.
Woman Hmm. Can I have something on a lower floor? I'm afraid of heights.
Man No worries. I can put you in 4B, on the fourth floor.
Woman That would be great.
Man Here's your key. It's good for the front door, too. When you go out, please remember to leave your key at the desk.
Woman OK. Thanks very much.

in the evening. I didn't work full-time, but sometimes it felt like it. Anyway, I'd say my biggest accomplishment was that I graduated. Sometimes I didn't think it would happen, but it did. I now have a degree and am looking for a job. I quit my job in the supermarket the day before my graduation.

Woman 1 What quality do you think led to your success?

Man 1 Dedication! It was really hard, and I wanted to quit both my studies and my job sometimes. But I never gave up.

Woman 1 Thanks for talking with me.

Man 1 No problem.

2 *Woman 1* How about you? Can you answer some questions for me?

Woman 2 Sure. What do you want to know?

Woman 1 I'm asking about accomplishments. What do you think was your biggest accomplishment of the past year?

Woman 2 Oh, that's easy. I got married.

Woman 1 Oh, congratulations!

Woman 2 Thanks. You know, planning a wedding is a lot of work. And things were always changing. I found that flexibility is so important.

Woman 1 I can imagine.

Woman 2 I didn't want any stress on my wedding day.

Woman 1 Well, again, congratulations, and thank you.

Woman 2 You're welcome.

3 *Woman 1* How about you, sir. Would you mind telling me about your biggest accomplishment?

Man 2 Well, I traveled to Europe by myself. I did that four years ago. It was fantastic.

Woman 1 Actually, I'm curious about an accomplishment of the past year.

Man 2 Oh, sorry. Let me think . . . Oh, I know. I made more friends. That might sound strange, but I didn't have very many friends before.

Woman 1 How did you do that, exactly?

Man 2 Well, I took a class on building confidence. I was always really shy. I never talked to people.

Woman 1 And this class helped?

Man 2 Yeah. We practiced things like public speaking. And that helped me develop my confidence. I talk to people more, and now have a larger group of friends.

Woman 1 That's great. Thanks for talking to me.

Man 2 Sure thing.

4 *Woman 3* Excuse me.

Woman 1 Yes?

Woman 3 Do you want to hear about my accomplishment? I heard you and that man talking.

Woman 1 Yes, sure.

Woman 3 Well, I won an award at my school. It was an award for playing the piano.

Woman 1 I see.

Woman 3 I never really liked playing – and I never use to go to my lessons as a kid – but I kept up with it, and now I play all the time. I have a lot more enthusiasm now.

Woman 1 How did your enthusiasm help you?

Woman 3 I got more and more enthusiastic as I improved, so that motivated me to continue practicing.

Woman 1 I see. Did you win first place?

Woman 3 Second. But there's always next year.

Unit 11

Lesson B, Exercise 2 [p. 107]

Level 3, Track 146

1 *Man 1* What's that?

Woman 1 It's my new GPS.

Man 1 How does it work exactly?

Woman 1 Oh, it's so easy. Here, take it. I'll tell you how.

Man 1 Oh, OK.

Woman 1 First, start it up.

Man 1 Like this?

GPS Hello. Where do you want to go today?

Man 1 That's cool.

Woman 1 Next, say your destination. It knows where we are now. We can use it to go to Kathy's party.

Man 1 OK. 357 Lincoln Street.

Woman 1 After that, just turn it off.

Man 1 Turn it off? Why?

Woman 1 Oh, I'm sorry. I meant to say, "Turn it up," so we can hear the voice better. We still need to follow the directions. The voice will tell us exactly what to do.

GPS Turn left at the corner of . . .

2 *Woman 2* Patrick, can you show me how to use this microwave?

Man 2 Don't you know how?

Woman 2 I've used microwaves before, but this one is confusing. Where is the Start button?

Man 2 OK, well, first, push this button. That opens the door.

Woman 2 Of course, thanks. Let me put my food in.

Man 2 Next, click here and choose your settings: high, medium, or low. After that, type in the time.

Woman 2 OK.

Man 2 To finish, press the Stop button. It's here.

Woman 2 The Stop button? What?

Man 2 Oh, wait. That's wrong. I mean, press the Start button here.

Woman 2 OK. Start.

Man 2 Right. And be sure to watch your food while it cooks. This microwave cooks things really fast!

Woman 2 Good tip. Thanks!

3 *Man 3* Mom, does this still work?

Woman 3 My record player? Sure.

Man 3 Can we play something?

Woman 3 Sure. I haven't played this for so long.

Man 3 Um, how does this work, exactly? Where is the remote?

Woman 3 This doesn't have a remote. The first thing to do is turn it on, here.

Man 3 OK.

The first one is from someone who might be losing his best friend over . . . a cat. His friend recently got a cat, and it's getting a lot of attention. I know you must be upset about this situation, but I think you should try to show some interest in your friend's cat. This can give you something in common. Your friend may begin to lose interest in the cat. After all, people often lose interest in things over time. Later, maybe your friend will have more time for you.

I have another email here from a woman with a problem with a co-worker. We've all had problems with co-workers, I'm sure. Anyway, this co-worker is always asking her to do things for her, and she's not her boss! Well, my advice is very simple. Just write your co-worker a short, polite note and explain how you feel. I'm sure she'll understand. Don't give in and continue to do things for her. Maybe this new co-worker doesn't realize she's annoying you with these requests.

Our third email is from a teenager. Her younger brother is causing a problem for her. She says her brother often picks on her in front of her friends. And he tells personal things. Well, I think you and your friends should go to someone else's house. Then your brother isn't there. You don't need to tell your parents or ask them to solve this problem for you. That will only make your brother more upset and more likely to bother you. He just seems to want attention. True, he may need to grow up and be more mature, but he is only 10 years old, after all!

Our fourth email is from someone who has a roommate problem. Let me read part of his email. It says his roommate "never does any chores around the house. He just sits around playing video games and watching TV. The apartment is always a mess, and I'm the one who has to clean it up." Well, he doesn't sound like a very good roommate. Don't throw him out. Give him a chance. You never mentioned speaking to your roommate. Talk to your roommate. Communicate with him. Discuss who will do which chores around the house.

Unit 10

Lesson B, Exercise 2 [p. 97]

Level 3, Track 134

- 1 *Tim* Hey, Jennifer. How are you doing?
Woman 1 Hi, Tim. All right, I guess.
Tim Are you sure?
Woman 1 Well, I'm taking a lot of classes, plus I have my part-time job.
Tim Hmm.
Woman 1 Yeah. Actually, I'm thinking about quitting my job.
Tim Really? Are you sure you want to do that?
Woman 1 I don't know.
Tim Well, I wouldn't recommend doing that.
Woman 1 I don't want to, but I'm not sure what to do.

Tim Work fewer hours. That will save you some time, but you'll still make money.

Woman 1 I'll give it some thought. Maybe I'll talk to my boss about it.

Tim Let me know what you decide.

Woman 1 I will. Thanks, Tim.

2 *Man* What do you think, Tim? Nice huh?

Tim Yeah. It's very nice. But do you need a leather jacket?

Man Well, no. But I think I'll get it.

Tim Wow! That's expensive! Do you have the money to buy this?

Man No, not at all. But that's what credit cards are for.

Tim Are you crazy? If you don't have the money, you shouldn't charge it. I don't think it's a good idea.

Man Oh, come on.

Tim Save your money. If you have enough money later, you can buy it then. Let's go somewhere else.

Man All right. I'll think about it. I can always come back if I want it.

3 *Woman 2* This is driving me crazy!

Tim What is?

Woman 2 This math problem. I keep getting it wrong. I don't understand how to do it.

Tim I'm not very good at math. Listen, do you want to get some coffee?

Woman 2 I really need to finish this assignment.

Tim Take a break. Sometimes it helps to step away from the problem for a little while.

Woman 2 Do you think it will help?

Tim It works for me.

Woman 2 I'll give it some thought. Let me just try it one more time. If I can't get it, I'll go get some coffee with you.

Tim OK. Sounds good. Good luck!

Lesson C, Exercise 2, Part B [p. 98]

Level 3, Track 137

Elliot So, Lucia, why do you want a fancy camera, anyway? Doesn't your cell phone take photos?

Lucia It does, but I want something that takes better quality photos. I want to become a professional photographer.

Elliot That makes sense.

Lucia I'm definitely going to buy one. It's just a question of when.

Lesson D, Exercise 2 [p. 101]

Level 3, Track 140

1 *Woman 1* Excuse me, sir. Would you mind answering some questions for me?

Man 1 Not at all.

Woman 1 Great. What has been your biggest accomplishment of the past year?

Man 1 The past year? Let's see. . . I've had a really busy year. I was a student – an engineering major – and I had a job in a supermarket. I had classes in the morning and afternoon, and then I went to work