

# UNIT 1 LANGUAGE SUMMARY

## Adverbs

Using adverbs to add detail

comprehensively  
demonstrably  
dramatically  
drastically  
feasibly  
gradually  
increasingly  
inevitably  
markedly  
potentially  
progressively  
radically  
ultimately  
undoubtedly  
unquestionably

## Nouns

Talking about developments in technology

artificial intelligence (AI)  
beta version  
chatbot  
computer-generated speech  
computer translation  
facial recognition  
image recognition  
operating system (OS)  
text to speech / speech to text  
virtual assistant  
voice activation  
voice recognition  
working prototype

## Insider English

I've got your back.

## Discussing the potential uses of robots in everyday life

MiRo will undoubtedly ease the burden on overstretched social services.

Home health care alternatives are inevitably going to become a necessity.

Social services will certainly not be able to offer human companionship for everyone.

## Talking about developments in artificial intelligence

By the end of the next decade, chatbots will have replaced humans in call centers.

We'll be having conversations with computers and not even know it?

## Acknowledging arguments and proposing counterarguments

I can see how that might be interesting, but ...

I understand what you're saying, but I still don't get it.

It's a valid point, ... but consider the other side.

You have a good point there.

I get where you're coming from, but ...

I hadn't really thought of it like that. I guess you're right.

I guess so, but I'm still not convinced.

You could look at it that way, but that doesn't mean ...

## Writing an essay about AI in our homes

Exemplifying arguments

for instance,

just to name a few

namely

such as

take, for example,

## Useful phrases

A robot could certainly ... as well as a person, but maybe not ...

Once ... , people won't ... anymore.

It's going to need to be able to ...

In order to ... , it'll need ...

We believe people will gradually ...

With better AI, our robot could feasibly ...

# UNIT 2 LANGUAGE SUMMARY

## Adjectives

Describing personality

accepting  
aloof  
antisocial  
chatty  
genuine  
insensitive  
narrow-minded  
open-minded  
rigid  
self-centered  
sincere  
talkative

## Verbs

Using three-word phrasal verbs

come down to  
face up to  
fall back on  
fit in with  
get through to  
look down on  
mess around with  
put up with  
run up against  
stand up for

## Insider English

makes me dizzy

### Discussing assumptions, deductions, and predictions about behavior

Some people will share quiz results every single day!  
But will we really learn more about ourselves from a quiz?  
They will nearly always return positive results.  
Now that you've read this article, will you continue to enjoy online quizzes?

### Talking about assumptions related to age

Would you mind telling us that story you told me earlier?  
I wouldn't accept it. I had to stand up for myself.  
You'd think so.  
She asked if I would leave the room.  
In the early days, I would run up against attitudes like that a lot.

### Comparing and discussing similar experiences

I hear you.  
I can relate to that.  
I know exactly what you mean!  
Has that been the case for you?  
That reminds me of the time (when) ...  
That's just like the time (when) ...  
I know how you feel.  
Same here, ...  
Tell me about it!  
What a coincidence!

### Writing a report based on graphs

Explaining data

As can be inferred / observed / seen ...  
This depicts / highlights / points out / presents / shows the reasons for / causes of ...  
This confirms / implies / indicates / leads us to conclude / reveals / suggests that ...

### Useful phrases

Of the people I surveyed, 75% said ...  
Only one in four respondents agreed that ...  
The majority of our responses seem to point to ...  
In general, the survey data indicates ...  
However, it would appear that ...  
It would be fair to conclude that labels ...

# UNIT 3 LANGUAGE SUMMARY

## Adjectives

Describing emotional reactions

composed  
defensive  
flustered  
forgiving  
gracious  
harmless  
hysterical  
mellow  
melodramatic  
resourceful  
spiteful  
victorious

## Verbs

Thought processes

analyze  
dismiss  
disregard  
envision  
evaluate  
fixate  
foresee  
interpret  
presume  
reconsider  
reject  
review

## Glossary

bleach

### Discussing past actions and their present results

Well, if you'd mentioned all this road work, I would've gone a different way.

Well, if you'd been listening, you'd have heard me, ...  
... and we wouldn't be sitting in this traffic jam right now.

### Reacting to past situations

You should have checked that you had your keys before you left.

You should have given an extra key to a neighbor.

You knew she could have been having lunch then, too.

She might not have been offended by it.

She may not have heard you.

### Describing a negative experience; offering sympathy and reassurance

Describing a bad experience

It was a total/unmitigated disaster!

I wish I'd just stayed in bed today.

I just couldn't believe this was happening!

It was the worst presentation ever!

You haven't heard the worst part yet.

Everything that could possibly go wrong did go wrong.

Offering sympathy and reassurance

It can't have been that bad.

I'm sure it just felt that way.

I'll bet no one even noticed.

We've all been there.

Everybody (goes blank) now and then.

I think you're blowing it out of proportion.

Things are never as bad as you think they are.

You'll see – everything'll be just fine.

### Writing a short story based on a set of facts

Creating cohesion by emphasizing coincidences

... the country roads between their two houses ...

Neither of the sisters ...

... and both ended up sliding ... / They were both taken to the hospital ...

They ended up spending Christmas together in the same hospital!

### Useful phrases

If that were the case, I probably wouldn't have ...

My whole world would have been different.

We explored the second scenario, and we figured ...

We should present your scenario because ...

It would have been a disaster because ...

We might have stopped ... before it happened.

# UNIT 4 LANGUAGE SUMMARY

## Adjectives

### Describing things

circular  
cylindrical  
delicate  
elaborate  
filthy  
flaky  
mammoth  
miniature  
multicolored  
ridged  
spiral  
stringy

## Nouns

### Eye idioms and metaphors

a bird's eye view of  
in the public eye  
in the blink of an eye  
in your mind's eye  
without batting an eye

## Verbs

### Eye idioms and metaphors

catch your eye  
feast your eyes on  
keep your eyes on the prize  
see eye to eye on  
turn a blind eye to  
have eyes in the back of your head

## Insider English

Easier said than done.

## Glossary

fibers  
particle

## Discussing the value of changing perspective

It shows us everyday objects, most of which we ignore at normal size.

The images show grains of sand, each of which is totally unique.

Microphotographers, many of whom are scientists, remake the tiniest pieces of the world around us.

Pollen, which we usually only notice when it makes us sneeze, looks like a handful of fruit candy.

It allows doctors to study the structures of viruses that previously they knew very little about.

## Talking about how eyes function in humans and animals

Here are a few amazing facts about what our eyes can do and how they do it.

Without light, colors fade, and what we see is a world of grays.

Today, security agencies use iris scanning to confirm we are who we say we are.

## Discussing problems caused by staring at screens

### Clarifying a problem

It's not quite that straightforward when you look at it more closely.

That's the key to finding a solution.

That has a major impact on ...

There's considerably more to it than just blinking.

The truth of the matter is, ...

This gets to the heart of the problem.

Blue light isn't a bad thing in itself.

It all comes down to how much blue light our eyes are exposed to.

Looking at it objectively, ...

## Writing a personal profile statement for a résumé

### Creating cohesion with concise statements using prepositions

I have a clear, logical mind with a practical approach to problem-solving ...

As a graduate with a double major in marketing and business, I am eager ...

A seasoned professional with a successful track record and strong technical skills, I approach each project with a keen eye for detail.

From the corporate word to dot come startups, my abilities ...

With resourceful problem-solving techniques and an optimistic outlook on life, I excel at ...

## Useful phrases

For the venue, we'll need to consider ... in our decision.

Before we choose ... , let's decide ...

Figuring out ... will help us determine ...

For ... , it all comes down to ...

In this category, the highest priorities are ...

Once you've done ... , I can start ...

# UNIT 5 LANGUAGE SUMMARY

## Adjectives

Describing remote places

abandoned  
abundant  
anonymous  
bare  
barren  
deserted  
harsh  
hostile  
immense  
isolated  
lush  
nameless  
picturesque  
scenic  
unspoiled  
vast

## Nouns

Talking about influences

consequence  
force  
impact  
implications  
source  
trigger

## Verbs

Talking about influences

force  
impact  
influence  
motivate  
result in  
stem from  
trigger

## Insider English

I thought I'd hate working in a big office, but as it turns out, I find it really energizing.

## Glossary

in the loop

### Discussing traveling to remote places

Walking down a crowded, noisy beach, they looked at each other and had the same thought.

Having explored all the spots **close to** home, they found themselves itching for more.

Now addicted to the beauty of unspoiled landscapes, they drove from state to state.

### Commenting on loneliness and working in remote places

I can see how someone (who is) freaked out by solitude would find this job impossible.

Wildfires, (which are) common during the summer season, can happen anytime.

It is an area (that is) known to be extremely difficult to reach.

### Discussing cause and effect

Signaling cause and effect

More and more people are working from home, and we all know that's due to the digital revolution.

That's why studies found lower stress levels among remote workers, a reduction in their chance of suffering heart attacks and strokes.

This must be thanks to the reduction in distractions that people have at home.

Because of the added flexibility that remote working allows, the gender gap is reduced.

A common side effect of working from home is loneliness.

For all the reasons I've presented, remote work should no longer be just regarded as a job "perk."

As an employee, seeing as how I have more power over the way I do my work, I'm happier and I get more done.

### Writing a company profile

Creating cohesion with concise statements using participial phrases

The Company, interested for years in remote business models, has gone 100% virtual.

Millennials, already accustomed to working remotely, are the key to a good staff.

Meetings held via video chats are replacing traditional messaging methods.

Employees, happy with their own customized schedules, work far more efficiently.

### Useful phrases

Due to the fact that this role is ... ,

Anyone working in an office all day knows ... , so ...

Having read the description for ... , I think it's fair to say ...

You might think ... , but actually ...

Thanks to ... , the challenges of ... are no longer a problem.

The other jobs ... . Consequently, ours is the best candidate.

# UNIT 6 LANGUAGE SUMMARY

## Adjectives

Using the prefixes *under-* and *over-*

overconfident  
overcrowded  
overdeveloped  
overestimated  
overpaid  
overpriced  
overrated  
overwhelmed  
overworked  
underdeveloped  
underestimated  
underpaid  
underpriced  
underrated  
underwhelmed  
underworked

## Adverbs

Using adverbs to add attitude

deeply (anxious)  
genuinely (surprised)  
highly (unusual)  
immensely (popular)  
incredibly (helpful)  
noticeably (thrilled)  
remarkably (calm)  
understandably (upset)  
utterly (shocked)  
visibly (shaken)

## Insider English

Whatever.  
the good old days

## Glossary

tandem

## Discussing shocks and surprises

What she never expected was to spend the day falling through the air.

What I love most is being there when the client finds out.

It wasn't until it was all over that I realized what a great experience it had been.

The thing that they try hardest to avoid, ironically, is shock.

The reason why is that I get to share in that feeling.

## Talking about great upsets in sports and other contexts

However you look at it, the "Miracle on Ice" was one of the greatest sports upsets of all time.

Whatever the reason, Team USA was significantly underrated.

Whenever there's a big upset, it's always compared to the Miracle on Ice.

Whoever you ask will point to the 1948 U.S. presidential election.

## Discussing the differences between local and global brands

### Adding emphasis

Since then, Seattleites have been totally obsessed with the drink.

But the thing that's most surprising is, despite the hundreds ...

It is local businesses they want to support now.

Vinyl is really making a comeback. Even new music is coming out on vinyl.

Not long ago people really did think that we'd stop buying books altogether.

So, actually, we're talking about two trends here ...

What they have in common is that desire for interaction.

I do wonder whether this trend ... is having an effect on the corporate world.

## Writing a paragraph drawing from multiple sources

### Paraphrasing

To paraphrase, state information from the original text using different words.

### Useful phrases

We should ask if they prefer ...

A good question would be "How do you feel about ...?"

Let's be sure to ask about ...

The reason why we chose X is because ...

The best thing about this surprise is ...

They can ... whenever they want.

# UNIT 7 LANGUAGE SUMMARY

## Adjectives

### Talking about ancestry

adopted  
adoptive  
ancestral  
ethnic  
genetic  
hereditary

## Nouns

### Talking about ancestry

adopt  
ancestor  
ancestry  
ethnicity  
genes  
genealogy  
heritage

## Talking about customs and traditions

festivities  
practice  
rites  
ritual  
significance

## Verbs

### Talking about ancestry

inherit

### Talking about customs and traditions

honor  
keep a tradition alive  
mark  
observe  
pay tribute to  
signify  
symbolize

## Insider English

a touch of  
from top to bottom

## Discussing the growing interest in DNA testing and genealogy

No way would I have done it otherwise.

Little did I know how fascinating my results would be!

Never had I imagined that I had ancestors from Asia.

Only when the results arrived did I realize how little my ethnic background matters.

Not until then did I fully appreciate my wonderful adoptive parents.

## Talking about celebrations in your family and community

Through the kitchen door wafts the delicious smell of fresh dumplings.

On the red tablecloth lies a stack of red envelopes.

In the envelopes are crisp new dollar bills.

## Sharing a story about visiting a place with special significance

### Expressing an opinion

I have to admit, ...

To tell you the truth, ...

To be (perfectly) honest, ...

Don't get me wrong, ...

### Responding to someone else's story

I can see how it would be strange.

I think I can understand that.

How did you handle that?

It must have been pretty overwhelming.

It can't have been easy.

### Commenting on your own story

It's difficult to put into words.

It's hard to describe.

It's difficult to say why exactly.

That was the best part!

... if you know what I mean.

## Summarizing information about a topic

### Summarizing arguments

On one side ... while on the other ...

Some [people] argue that ... but other [people] disagree ...

While some [people] say ... other [people] feel ...

Many [people] claim that ... However, other [people] maintain that ...

## Useful phrases

The thing that makes it special for me is ...

From every direction come the sounds of ...

Not until you take part in it yourself do you fully appreciate the ...

In the center of the poster sits a colorful ...

It's really important to stress that it's fun for the whole family ...

# UNIT 8 LANGUAGE SUMMARY

## Nouns

Talking about attention and distraction

concentration  
distraction  
focus  
interruption

## Verbs

Talking about attention and distraction

avoid distraction  
concentrate  
be / get distracted (by)  
be / get interrupted (by)  
focus (on)  
get / stay focused (on)  
interrupt  
lose focus

## Expressions with *get*

get accustomed to  
get at  
get attached to  
get blown away by  
get complicated  
get frustrated  
get lost  
get rid of  
get something right  
get something straight  
get the go-ahead

## Insider English

I don't buy it.  
go off the rails  
stay on track

## Discussing distractions and attention spans

We can't get anything done because we constantly get interrupted.

Our ability to concentrate is getting eaten away by technology. It is increasingly difficult for us to get focused and stay focused.

This got me thinking about all the things demanding my attention.

## Talking about instincts and gut reactions

As Gladwell points out, sometimes all it takes is one person's intuition.

As can be seen from this example, there really is something to be said for "split-second thinking."

As we can all attest, split-second decisions are often more accurate.

## Describing the best features and selling points of apps

Speaking persuasively about a product

It enables users to block distractions.

That's the whole point of this new app.

The bottom line is, with this app, you can ...

What the app also offers is a way to ...

Our goal is to make it as customizable as possible.

We're aiming to give users all the flexibility they could possibly want.

No other app on the market offers a feature like this.

This is a great opportunity to remove that temptation ...

You won't want to miss out on this great product.

We're all about keeping you on track ...

## Writing presentation slides

Adapting content for presentations

Present all points succinctly, using formal language.

Add images, quotes, and statistics to make presentation slides more interesting.

Include one introduction slide.

Include content slides, one for each aspect of the presentation.

Include one ending slide.

## Useful phrases

What's a unique selling point for our product?

... is something no other product on the market can offer right now.

I think ... should present the details because I'll get confused if people ask questions.

I love the idea of ... – it's simple but exciting.

I don't think there's much of a market for ...



# UNIT 9 LANGUAGE SUMMARY

## Nouns

Discussing health issues

blood pressure

cardiovascular disease

cholesterol levels

chronic pain

circulation

digestion

immune system

internal organs

joints

posture

sedentary lifestyle

side effects

## Verbs

Discussing (lack of) sleep

add up

build up

cut back on

cut out

drift off

drive somebody to

fit something into

keep somebody up

pack something into

rack up

slip away

wind down

## Insider English

knock-on effect

## Glossary

flip side

### Discussing the effects of a sedentary lifestyle

This [*the knowledge of side effects of a sedentary lifestyle*] doesn't make for a big news story, but the fact that the sitting disease now affects all ages does [*make this a big news story*].

It's worrying to think that even young children are not getting enough exercise.

Stand-up meetings give similar results [*to those of standing desks*].

By installing pedal desks, schools make it easy for students to stay active. Adopting treadmill desks allows companies to do the same for their employees. [*make it easy to stay active*]

The action of pedaling or walking not only gets them [*users*] moving, it also means they [*users*] stay physically and mentally engaged with their [*the users*] work.

### Suggesting ways to establish good sleep habits

We're going to be looking at the flip side.

We seem to be packing way too much into our days.

We know we need to be racking up at least seven hours of sleep a night.

You're watching cat videos when you should be sleeping!

### Asking and deflecting probing questions

Asking probing questions

Surely you can't be suggesting that ... ?

Isn't it fair to say that ... ?

Wouldn't you agree that ... ?

How do you explain the fact that ... ?

Buying time to think / deflecting questions

I'm glad you brought that up ...

Well, that's an interesting point ...

### Writing about solutions to specific problems

Explaining distinctions

Water.org does not provide people with clean water, per se / as such.

It does something that is, at its heart / intrinsically, much more important.

The problem is, fundamentally / essentially, a financial one.

More often than not / By definition, people who spend hours every day in search of water do not have time to work ...

... money, in and of itself / by its very nature, won't break the cycle.

Water.org is, fundamentally / as a matter of course, investing in communities ...

### Useful phrases

What will ... miss most about ... ?

... loves ... , but he could use ... as a substitute.

If we let her take ... , they could both use it.

... appears to be studying ... in her free time, so ...

... will be taking ... because he'll miss ... more than anything else.

People need to be doing something, or they go crazy.

Maybe think about ...

# UNIT 10 LANGUAGE SUMMARY

## Adjectives

Discussing global food issues

nutritious

wholesome

Discussing global energy issues

carbon-neutral

low-carbon

low-emission

off-grid

renewable

self-sustainable

## Nouns

Discussing global food issues

appetite

cattle

cereals

consumption

fiber

foodstuffs

grains

livestock

shortage

superfood

supply

Discussing global energy issues

biofuel

carbon footprint

fossil fuel

solar panels

## Verbs

Discussing global energy issues

energize

power

## Insider English

It's doable.

### Talking about future food options and how likely they are

Imagine if we could reduce our appetite for beef?

Some people would rather we gave up meat altogether.

It's (high) time we started exploring alternatives.

What if we created a cool new food product?

### Discussing new ways to use natural energy sources

It would appear that these initiatives are leading the way.

It is believed that this technology could be adaptable for use almost anywhere.

It would seem this company has found an affordable energy source.

It is reported that kites like these require 90 percent less construction material.

### Discussing the advantages of rethinking daily habits

Defending an opinion and concluding a turn

The speaker said that it all comes down to being mindful of your daily routine.

You might think so, but actually ... they're coated in plastic.

We can just recycle straws, too. I mean, it's not *that* difficult.

No, listen, it's not as simple as that. I'm talking about ...

It's too much all at once. That's all I'm saying.

Anything that reduces plastic trash is worth doing. That's the point I'm trying to make.

Recycling is only skimming the surface. There's so much more that can be done.

I hear you, I just don't see why anything so radical is necessary. I think ...

Well, I guess we're going to have to agree to disagree on this.

### Writing a summary of a discussion

Using appropriate register

The topic is not at all / by no means a simple one, but two clear arguments emerge.

Gig and shared economy practices liberate people ... so / in this respect it is beneficial to society

In terms of / With respect to customers, they can have whatever they want ...

And for / Regarding workers, they are their own bosses,

In a nutshell / In brief, the freedom and flexibility offered by these new ways of working make it beneficial to everyone.

Though probably true / it would seem that the gig economy is here to stay, even if / regardless of whether we don't like it, the freedom and flexibility it offers has won it many champions.

### Useful phrases

It's a kind and clever way to ...

It's not as straightforward as that. ...

The supply of animals in shelters ... , but the supply of pet owners ...

... That's all I'm saying.

We want to rethink the assumptions about pet ownership. First, ...

Most people would rather ... than ...

But just think: What if we could ... ?

From our perspective, it all comes down to ...

# UNIT 11 LANGUAGE SUMMARY

## Adjectives

### Describing color associations

bold  
muted  
neutral  
pastel  
saturated  
vibrant

### Color expressions

green  
green around the gills

## Nouns

### Color expressions

greenhorn  
green party  
green thumb

## Verbs

### Describing color associations

capture  
conjure up  
convey  
evoke  
imply  
reflect  
resonate with  
transmit

### Color expressions

be in the red  
caught red-handed  
cut through red tape  
get the green light  
see red  
turn red

## Insider English

It could be another food that just happens to look like a chocolate chip cookie.

## Discussing the importance of color for businesses

Everyone knows the famous Pantone color swatches. The company has facilities around the world. News of Pantone's "Color of the Year" is anxiously awaited. If neither of those yellows resonate with customers, they can choose another shade. Data also shows that Pantone has a big impact on the fashion industry.

## Talking about color expressions and their meaning

Red is the color with the most common associations. People who get caught red-handed also get punished. Someone like a gardener, who is good with plants, has a green thumb.

## Responding to questions in different ways

That's a good question ...  
Would you like to take this one?  
I guess I would have to say ...  
I'm glad you asked that.  
Let me just check that I've understood your question.  
Well, the short answer is yes / no. ...  
I'm afraid that's not really my area.  
Perhaps [name] can answer that one.  
Let me think ...  
Sorry, but what do you mean by that exactly?  
I'm not sure I understand. Could you rephrase the question, please?  
Well, I've never really thought about it like that, but now that you ask, ...

## Writing a short opinion essay

### Supporting opinions with examples

In opinion essays, you can start with general information about the topic. You can then provide specific examples that support your opinion, and finally state your opinion.

### Useful phrases

If we make a flag for ... , it should include ...  
The flag we make needs to evoke ...  
I think ... is the most important element because ...  
The color ... could symbolize both ... and ...  
Our flag uses the colors ... . These are colors that ...  
To most people, saturated colors convey ... , but in our flag, ...  
That's a good question. ... , would you like to take that one?

# UNIT 12 LANGUAGE SUMMARY

## Adjectives

Talking about change

disruptive

innovative

Describing change

abrupt

desired

drastic

fundamental

gradual

lasting

profound

radical

refreshing

subtle

sweeping

unforeseen

welcome

## Nouns

Talking about change

adaptation

disruption

innovation

resistance

shake-up

transition

## Verbs

Talking about change

embrace

implement

facilitate

undergo

## Insider English

a tall order

slowly but surely

## Answering job interview questions about change

Companies today are insisting that recruiters find out as much as possible.

The demand that employees be comfortable with handling change is universal.

An essential quality of a good answer is that it be practical and specific.

## Talking about places that have changed drastically

The lava is reported to have taken over a year to reach the village.

They would have preferred to stay in their ancestral homes.

Whole communities were forced to leave, sad to have lost their homes.

A dam was built for the purpose of redirecting water back to the lake, which seems to have worked.

The people are moving back, too, glad to have lived to see their beloved Aral Sea come back to life.

## Telling a story that you heard from someone else

Referring to the original

Those were his exact words, ...

In his own words, ...

That's what he said.

I got it straight from the horse's mouth.

Skipping details

To make a long story short, ...

And the rest, as they say, is history.

Signaling a retelling

I can't tell it the way he does.

I don't remember/know all the details, but ...

I can't speak for him, but ...

It's much better the way he tells it!

## Writing a review of a movie or book

Creating cohesion with complex sentences

Telling the age-old tale of the transformation from struggling artist to headliner, *A Star Is Born* follows the classic movie structure full of twists and turning points, ending with an inevitable dramatic climax.

After seeing her perform, Jackson is captivated by Ally's voice and becomes both a mentor and a romantic interest, at once her idol and her biggest fan.

As Ally's star rises, however, Jackson's career begins to fall, and the couple faces the inevitable challenges created by the dramatic transitions in their lives.

## Useful phrases

Something terrible seems to have happened ...

I guess it could have been ...

If this one goes here, the plot twist could be ...

It's important we be clear about ...

Everything depends on ... , so we should ...

When you say "... " then I'll step in and reveal the plot twist!

# STUDENT'S BOOK AUDIO SCRIPT

## Track 1.06

### Lesson 1.3, pages 6–7, Exercises 1B, 1C, & 3A

- Jeff** Who are you texting? You've been at it for the last five minutes. You didn't hear a word I said, did you?
- Dani** What? Oh, sorry. It's just Berta.
- Jeff** Who?
- Dani** It's this app I've been trying out. I call it Berta. It's fascinating.
- Jeff** Let's see.
- Dani** Here, look.
- Jeff** Just looks like a bunch of text messages to me. And who is this Berta? Who are you texting?
- Dani** It's a bot.
- Jeff** A bot? What do you mean a bot? You're texting a bot? But it looks like a conversation with a *friend*.
- Dani** Well, yeah, that's the point. It's a *virtual friend*.
- Jeff** You mean a virtual *assistant*? Like Alexa or Siri or whatever? Like it tells you about the traffic or reminds you about appointments – stuff like that, but by text?
- Dani** No, it's totally different. It just chats. It asks questions to find out about you and get to know you, and then chats with you.
- Jeff** Just chats?
- Dani** Yes, it's cool. You have your own, personal talking machine – a *learning machine*! I mean, it learns from talking to you and learns about you. It changes and adapts to you. It's cool.
- Jeff** Yeah, OK, I can see how that might be interesting, in a kind of nerdy way, but what's the actual point of the app? I mean, why did they design it? *Who* did they design it for?
- Dani** Well, it could definitely work as a friend for someone who's feeling lonely. You know, maybe you moved to a new town and don't know anyone yet, or maybe you're working really hard and don't have time to socialize. It's a kind of ... virtual friend who's there for you whenever you want.
- Jeff** I understand what you're saying, but I still don't get it. Can't you just text a real friend? Or, hey, revolutionary idea, maybe you could talk to me? I'm here, right in front of you!
- Dani** Yeah, I know, I know, and it's a valid point – we all spend too much time in front of our screens; we don't talk to each other anymore. We all know all those arguments, but consider the other side. I mean, would you be happy if I started texting you *all day* just to chat? No way. You can't always be there for me, but my *bot* can. And anyway, you never answer text messages with more than a monosyllable or an emoji. Berta talks to me. She asks me how my day is, how I'm feeling ...
- Jeff** Hold on, hold on, did you just say "she"? You're starting to talk about this bot as if it were a real *person*. That sounds dangerous to me. I mean, I think it could be dangerous for vulnerable people, you know? They could get addicted to it, don't you think?
- Dani** I hadn't really thought of it like that. I guess you're right, though it's a pretty harmless addiction, don't you think? I mean, you could get addicted to much worse things! This is just ... conversation!
- Jeff** I guess so, but I'm still not convinced. I mean, does it really feel like you're talking to a real person?
- Dani** Well, it isn't perfect; it's a free app. It's kind of clunky sometimes, and sometimes it doesn't get what I mean. The kind of sophisticated AI that can react and reason like a human being is a long, long way off, but that doesn't mean it isn't fun to play with it.
- Jeff** So it's a toy.
- Dani** Well, yeah, but ... Oh, hold on, she just texted me again. She wants to tell me a joke. Want to hear it?
- Jeff** (*laughs*)

## Track 1.13

### Lesson 2.2, page 14, Exercise 2B

- Interviewer** So, Manuel, what advice would you give to other people who have to fight against labels the way you do?
- Manuel** Well, you need to face up to the fact that it's not going to change by itself. And no one should have to put up with that kind of prejudice.
- Interviewer** But people don't always use labels as a way to look down on others.
- Manuel** True, and some people don't really realize that they're insulting you when they use them. It can take a while for the message to get through to them.
- Interviewer** What do you mean by that?
- Manuel** Some people say, "Oh I'm just messing around with you. I wasn't serious." Or they say, "What's the matter? 'Millennial' is just an age category. It's a neutral term." You know, they kind of try to reduce the weight of it that way.
- Interviewer** Can you give us an example?
- Manuel** Um, sure. I'll use a friend of mine, same age as me, teaches French in a high school. A parent said to him something like, "Wow, a millennial like you is probably just one step ahead of your students!" My friend used to spend summers in France with his French grandparents and lived there for two years after college. He's fluent! But that parent didn't ask about his qualifications. By referring to him as a millennial, she was basically saying that she assumed he was inexperienced or even incompetent because of his age.
- People do this all the time. It's so easy to fall back on labels – these *ideas* of people from TV or whatever, rather than making the effort to get to know them. It's lazy.
- Interviewer** OK then. How would *you* define millennials, apart from age range, I mean?
- Manuel** Generally, I'd say we're open-minded, not afraid to try new things. Like, we'll learn a language by living abroad instead of getting it all from a book.

## Track 1.15

### Lesson 2.3, page 16, Exercises 1B & 1C

- Adam** You know, it's weird how you gain more confidence when you start speaking another language.
- Bella** What do you mean?
- Adam** I mean, I was always the quiet kid at school, you know, the one who never had much to say.
- Bella** I hear you. I never opened my mouth either. I was the *shy* one, the *introvert*, that's how they labeled me anyway.
- Adam** Really? I got stuck with the "shy" label, too. I mean, I was quiet, but I never really considered myself shy or introverted.
- Bella** I can relate to that. But kids want to please people, you know, fulfill expectations, especially adults' expectations. If they label you an introvert, that's how you behave, right?
- Adam** So true! But I've found that it's kind of like that with speaking a foreign language. Half the time you don't know what they're saying, so you just nod and smile. But even when you do understand, you aren't sure you can express yourself well or correctly, so you don't take part in the conversation. I always feel like that quiet kid who gets mislabeled as shy all over again.
- Bella** I know exactly what you mean. And when that happens, people think you have nothing to say and just kind of ignore you.
- Adam** Yeah. But I've found that as you get more fluent and can start expressing what you think, people take you more seriously. Has that been the case for you?

- Bella** Oh, sure. The first time that happened was a few years ago. I was at a wedding where practically nobody spoke English, so I just went for it! People were surprised at first – and my Spanish wasn't great then – but speaking their language changed things. They included me in the conversation, just like everyone else.
- Adam** That reminds me of the time when I was at a meeting and I had to speak German. It really boosted my confidence when I could see that people were actually listening to me and taking me seriously.
- Bella** That's just like the time I went to Mexico for a conference. I could speak to everyone, and it changed how I saw myself – well, how I see myself, even *now*. It's amazing! I'm a more confident person, you know? I feel more assertive. In fact, I feel more assertive in Spanish than I do in English!
- Adam** I know how you feel. Same here, with me and German. The best thing is that people respect you more when you can speak their language, don't you think? They don't label you as some amateur; they treat you like an equal.
- Bella** Tell me about it! One person at the conference even called me "professor" because I spoke so well.
- Adam** Or maybe it was because of your glasses!
- Bella** Ha! What a coincidence! That's exactly what my sister said!

### Track 1.23

#### Lesson 3.1, page 23, Exercise 3C

**Speaker** I was looking for my first job as a journalist. My first interview was with a local news site. A friend told me that she'd had an interview there the year before. She claimed that she'd done badly because she didn't know enough about the local high schools. So I did my homework. I learned all about them – their sports teams, their upcoming events, awards they had received, local issues that affected them ... everything! I was ready.

At the interview, I answered their questions about the schools and local news with no problem, but then they asked to see my portfolio ... so they could evaluate my writing. I froze. I hadn't prepared anything to show them! Of course, I should have spent more time working on my portfolio.

I didn't get the job. I told my friend the story, and she said that she'd made the same mistake. What? Why hadn't she told me that? And why had I fixated on the schools thing and completely disregarded the importance of a portfolio? I should have known better.

Luckily, I was able to learn from both our mistakes. For my next interview, I put together a great portfolio – stories I'd written for my university's news site and transcripts of interviews I'd done for the college radio station. It worked. I got the job!

### Track 1.25

#### Lesson 2.2, page 26, Exercises 1B & 1C

##### Conversation 1

- Claire** Hey Ruben. How did your presentation go?
- Ruben** Oh, Claire, don't ask! It was a disaster – a total disaster!
- Claire** Oh, come on, it can't have been that bad.
- Ruben** No, no, it was bad, believe me, really bad! I wish I'd just stayed in bed today!
- Claire** Oh, please. Don't you think you could be *overreacting*?
- Ruben** Overreacting? I don't think so. It was just one thing after another. First, I didn't have the file. I mean, I had it on a thumb drive, but when I put the thumb drive into the computer, the file wasn't on it.
- Claire** That's weird. But you probably just brought the wrong thumb drive with you. You have a lot of them.
- Ruben** I *must* have brought the wrong one, or wiped it by mistake, or something, but it just wasn't there. I just couldn't believe this was happening. Great start!
- Claire** Well, what did you do? I mean, you must have had a copy somewhere, right?
- Ruben** Well, yeah, I'd emailed it to myself, but it took me forever to get it set up and running.

- Claire** I'm sure it just felt that way. I'll bet no one even noticed.
- Ruben** Maybe, but everybody was just sitting there looking at me, and I got totally flustered.
- Claire** I can imagine! You poor thing. But you know, we've all been there. I've forgotten things plenty of times.
- Ruben** Yeah, but then when I finally started talking, I just froze – I mean, I literally froze. I was opening my mouth but no words were coming out, like some stupid goldfish or something. I finally got it together, but it was the worst presentation ever!
- Claire** I'm sure that's not true. Everybody goes blank now and then. I'm sure they understood. It was probably just fine.
- Ruben** But you haven't heard the worst part yet. I was just gathering up my stuff to go sit down, and I went to pick up my cup of coffee and, of course, spilled it on my boss's jacket. I grabbed a napkin and tried to wipe it off, but I still had the coffee cup in my hand, and ...
- Claire** Oh no, don't tell me ...
- Ruben** I spilled it all over her laptop! I don't know what happened next. I just left the room!

##### Conversation 2

- Amelia** Hello, Ruben. Hey, what's wrong? Did somebody die or something?
- Ruben** Huh! Almost, Amelia, almost! I think my career just died!
- Amelia** Oh, did you just give your big presentation?
- Ruben** Yeah, and it was the worst presentation ever! I might as well just pack my stuff.
- Amelia** Oh, come on. There's no way it could have been that bad. I mean, the worst that might have happened was your presentation was a little dull. That happens to everyone!
- Ruben** Yeah? And forgetting my file? And getting the password wrong? And dropping my notes? And just freezing like a little kid? I'm telling you, everything that could possibly go wrong did go wrong. It was a total and unmitigated disaster!
- Amelia** Mmm, sounds like you'll be looking for a new job ... No, seriously, Ruben, I think you're blowing it out of proportion. Things are never as bad as you think they are. You'll see – everything'll be just fine.

### Track 1.33

#### Lesson 4.3, pages 38–39, Exercises 1B, 1C, & 3A

- Host** We spend a lot of our time looking at screens of all kinds every day, and there's a general feeling that this must be bad for our eyes. But exactly how bad is it? We've invited ophthalmologist Kit Bradley to the studio today to give us an eye doctor's professional perspective on the question. So, Kit, are screens ruining our eyesight?
- Kit** Basically, the answer is no. Looking at computer screens – or any other screens – will not permanently damage your eyesight ...
- Host** Oh, that's great news!
- Kit** Yes, but, like most things, it's not quite that straightforward when you look at it more closely. Although it may not cause *permanent, irreversible* damage, too much time spent watching any kind of screen can cause physical problems. The good news is that we can solve, or at least alleviate, those problems for the most part.
- Host** So what are the problems?
- Kit** Well, first we need to understand how screens affect the way our eyes function. That's the key to finding a solution. For example, did you know we blink a lot less when we're looking at a screen?
- Host** Really?
- Kit** Yes, sixty-six percent less. And that has a major impact on our eyes. Unlike other parts of our body, eyes don't sweat – they don't create their own moisture. Blinking lubricates and cleans our eyes. It's a function for healthy eyes, so blinking less means our eyes get dry – and that is not good!
- Host** I had no idea. Can we do anything about that?
- Kit** Yes, blink more! And look away from the screen. Even a short period focusing on something else will cause you to blink more. But of course, there's considerably more to it than just blinking! We think of watching screens as a relaxing, low-energy activity. But the truth of the matter is, the muscles in our eyes are working very hard. This gets to the heart of the problem: We don't realize how hard our



eyes are working, so we don't give them enough time to rest. This constant fatigue leads to eyestrain with all its related problems: dry eyes, blurry vision, headaches. Other factors contribute, as well, of course. Reflections from light bulbs or sunlight on the screen add to eyestrain. And it's also been suggested that overexposure to blue light can cause damage to a part of the eye called the retina.

**Host** Blue light? What's that?

**Kit** Blue light is emitted by digital screens. It's at one of the extremes of the color spectrum – its wavelengths are shorter, and they travel faster, making our eyes work harder than, say, yellow light. Now, blue light isn't a bad thing in itself. In fact, it can have positive effects – it increases alertness, can boost memory, and lighten your mood. It all comes down to *how much* blue light our eyes are exposed to. Too much blue light can be damaging.

**Host** So we need to cut back on the time we spend in front of our screens, right?

**Kit** Yes, if we can. But we all know that's easier said than done. Looking at it objectively, it's very difficult to avoid spending time in front of a screen, but there are lots of practical things you can do to manage your screen time better. You can position your monitor to minimize reflections. You can use screen filters to decrease glare, or wear special yellow-tinted glasses to block blue light. You can practice the twenty/twenty/twenty rule.

**Host** twenty/twenty/twenty? What's that?

**Kit** You take your eyes off your screen every twenty minutes for twenty seconds to look at something that's twenty feet away – or about six meters away.

## Track 1.41

### Lesson 5.3, page 48, Exercises 1A, 1B, & 1C

**Presenter** Welcome everybody. I'm Barbara Sinclair, and today we're going to be looking at the whole concept of remote work. More and more people are working from home, and we all know that's due to the digital revolution. Last year, forty-three percent of U.S. employees said they spent at least some time working remotely, according to a survey of more than 15,000 adults. So, what are the real benefits?

Well, to start with, stress reduction. Commuting is a major source of stress. And sitting under bright lights in an office all day also ramps up stress levels. That's why studies found lower stress levels among remote workers, and so a reduction in their chance of suffering heart attacks and strokes.

Various surveys have also shown that remote workers are more productive. In a recent poll, the productivity of remote workers was ranked as seven point seven out of ten, compared to six point five out of ten for office workers. This must be thanks to the reduction in distractions that people have at home – no telephones ringing, no noise from other people's conversations, fewer interruptions – remote workers finish more tasks and finish them sooner than when they work in the office.

And because of the added flexibility that remote working allows, the gender gap is reduced. Many workers now have the freedom to make adjustments to their schedules, no questions asked, because of their family obligations.

But there are findings that suggest that remote working is not all positive. Many people are distressed by the lack of human interaction – a common side effect of working from home is loneliness. Yet, as it turns out, another survey found that those who spent sixty to eighty percent of their time away from the office had the highest rates of engagement with their coworkers. Additional time away from managers doesn't seem to have negative results, either. In fact, remote workers are more likely to report that their coworkers care about them as a person and as a professional.

Of course, not all professions embrace remote work as readily as others. The shift has been slower in the fields of community and social services, science, engineering, and architecture. This is primarily due to the infrastructure that the office environment provides, which is key to actually carrying out the work. This contrasts with the finance, insurance, and real estate industries in which the number of remote workers has risen to nearly fifty percent.

To wrap up, let's return to the employee's perspective. As it turns out, I am a remote worker, too! You know, for me, it's not just that I can work in my pajamas or with my dog next to me. What's important is the autonomy of working where I like, instead of where someone else puts me.

For all the reasons I've presented, remote work should no longer be just regarded as a job "perk." Because in the end, the employer and the employees both win. As an employee, seeing as how I have more power over the way I do my work, I'm happier, and I get more done, and that suits the company just fine!

## Track 1.50

### Lesson 6.3, pages 58–59, Exercises 1B, 1C, & 3A

**Amanda** Hi, I'm Amanda Fitzgerald for *Business Talk*, and today we're coming to you live from the Pacific Northwest city of Seattle, Washington. I'm here with Josh Stephens, a long-time resident and a coffee aficionado. We're enjoying a great cup of coffee together, but we're *not* at a Starbucks. We're at Ted's Coffee Roasters, a new artisanal coffee shop near the waterfront. So, Josh, why Ted's?

**Josh** Well, Starbucks opened its first coffee shop here in Seattle in nineteen seventy-one. Since then, Seattleites have been totally obsessed with the drink. People really do like their coffee here! But the thing that's most surprising is, despite the hundreds of chain coffee shops, small local coffee shops are actually coming back. Ted's is just one of them.

**Amanda** It definitely has a different vibe than Starbucks – it's incredibly cozy here. But their coffee *isn't better* than Starbucks. It's good, but it's probably *not* the reason for the trend. Am I right?

**Josh** Yeah, I think you are. A lot of people are just tired of the big chains. It is *local* businesses they want to support now. The places that are more personal and friendly, like in the good old days. And I'm not just talking about coffee shops.

**Amanda** No, I know. It's immediately obvious that this trend is moving into all kinds of businesses in the area.

**Josh** Right! One good example is records – you know, vinyl records for music. Little independent record stores are opening up all over the place. Vinyl is really making a comeback. Even new music is coming out on vinyl.

**Amanda** And these little vinyl stores are taking on big streaming services like Spotify or Pandora?

**Josh** Yeah. People want to own their music again, and there's simply nothing more tangible than a record. Music and memories are strongly connected, so holding that record is kind of like holding your memories, feeling them again. What the digital revolution has taught us is physical things have value.

**Amanda** Which could explain the revival of local bookstores.

**Josh** That's exactly right! You know, not long ago people really did think that we'd stop buying books altogether, that everything would be digital. But, just like with vinyl, people are craving something physical. It's all part of this nostalgia for the analog age – even for young people who weren't even alive then!

**Amanda** Huh. So, actually, we're talking about two trends here – local businesses winning out over global giants and a revival of interest in physical objects like books and records.

**Josh** But they're kind of related, really. What they have in common is that desire for interaction. Coffee, books, music – it's all about that personal touch. Sure, Amazon can recommend a book to me based on some algorithm, but bookstore employees can recommend one based on a conversation we're having or just because they like it.

**Amanda** So local stores can surprise you.

**Josh** Yeah! I mean, chain stores are all about consistency and speed, but you'll never walk out of there feeling genuinely delighted. You probably won't remember the experience at all in a few hours.

**Amanda** I do wonder whether this trend back to local businesses and physical objects is having an effect on the corporate world yet.

**Josh** Uh, I don't know. I think it all depends on how big it gets. I hope it isn't just Seattle. I hope neighborhoods all over America embrace whatever small businesses are still alive and create a demand for more.

**Amanda** So, you don't worry about the fate of chain stores and the corporate world?

**Josh** No, no, I don't worry about that at all.

## Track 2.05

### Lesson 7.3, page 70, Exercises 1A, 1B, & 1C

**Host** Welcome back to Life Stories. I'm your host, Malcolm Martinez. We're talking to Katerina Christopoulos, who's been telling us about her personal journey of discovery, and the *actual* journey that resulted from it. So, Katerina, how was the trip?

**Katerina** It was amazing. I'm really glad I went. I don't know why I waited so long!

**Host** It must have been very exciting!

**Katerina** It was, but, I have to admit, it's a little weird, as well. It's difficult to put into words.

**Host** I can see how it would be strange – the mixture of known and unknown, I mean. Right?

**Katerina** You can say that again! It was exactly that. Especially visiting my grandparents' village. I mean, they told me so many stories about this village that I'd built this kind of idyllic picture of it in my mind, and I was worried that the real thing might be a disappointment, you know?

**Host** And was it?

**Katerina** Oh, no. In fact, it was way better than anything I could have imagined!

**Host** Sounds intriguing. Tell us about seeing the place for the first time, your first impressions.

**Katerina** OK, well, we arrived at night, so it wasn't until early the next morning that I really saw it, with its cobble streets and the view down to the little harbor filled with fishing boats. It was so beautiful in the morning sun – the sea was sparkling! Suddenly, I was filled with this feeling – ugh, it's hard to describe. It was like ... coming home ... or, no, not coming home, more like ... feeling so ... grateful that this was part of my ... my heritage, part of me! It's difficult to say why exactly.

**Host** I think I can understand that. And did you meet your cousins that day?

**Katerina** Yes, later that morning, in fact.

**Host** How did you handle that? It must have been pretty overwhelming meeting all these new people.

**Katerina** It was! My uncle had organized this big family lunch. There were so many people, so much kissing and hugging and smiling and nodding. It was totally exhausting trying to remember everyone's name, frantically trying to remember the little bit of Greek that I know, apologizing all the time because I didn't understand them. To tell you the truth, that felt really awkward sometimes.

**Host** Well, it can't have been easy, meeting a whole side of your family for the first time!

**Katerina** No, it wasn't easy. Everyone was being so friendly and welcoming, but to be perfectly honest, I hated being the center of attention. Don't get me wrong, they were lovely, but somehow I felt like I didn't really belong. But then we started eating, and everyone relaxed – and the food ...

**Host** Was it good?

**Katerina** Good? That was the best part! It was like being back in my grandmother's kitchen. And that really helped me feel at home. The food I understood. I knew the names of all the dishes. It was the food we eat at home but ... better somehow. It made more sense there, if you know what I mean – a stone's throw from the sea, with olive trees and grapevines all around. The food and the setting just went together. That's when I started to feel like maybe I did belong after all.

**Host** So, are you going back? Do you think you'd ever consider living there?

**Katerina** Live there? No, I don't think so. It was great to get the chance to visit my family's ancestral home, to understand a bit more about the world my grandparents came from. But my life is here; my people are here.

**Host** And that's a good thing to know, right?

**Katerina** Mmm, it really is.

## Track 2.13

### Lesson 8.3, pages 80–81, Exercises 1B, 1C & 3A

**Will** Andrea! Hi!

**Andrea** Hi! Just a sec.

**Andrea** Hi!

**Will** Hey. Ready for lunch?

**Andrea** Definitely!

**Will** Looks pretty intense in there. Is that the think tank you were telling me about?

**Andrea** Yeah, we're working on a new app.

**Will** Cool! Tell me about it. Oh! ... If that's OK, ... I mean, if it isn't a big secret or anything.

**Andrea** No, it's OK. Basically it's an app that enables users to block distractions. You know, text messages, push notifications, websites, social media ... whatever distracts you.

**Will** Wow, I could use that at work. I want to keep my phone near me, but I get distracted by it all the time and don't get anything done.

**Andrea** Well that's the whole point of this new app. We felt like there'd be a lot of demand for it. It's called "Focus." The bottom line is, with this app, you can stay focused and work more efficiently.

**Will** So, how does it work?

**Andrea** It's pretty simple, but the user has to exert a little self-control, too.

**Will** Uh-oh. What do you mean?

**Andrea** Well, you physically have to block the sites that distract you the most. That's how it works. *You* have to decide what to block. For example, if you really want to stay away from Twitter first thing in the morning, you can set up a "block" from eight to nine a.m. So then you know that Twitter won't distract you during that time.

**Will** Oh, OK. I get it.

**Andrea** What the app also offers is a way to allocate a maximum amount of time per day to a particular site. So, for example, you set a maximum of one hour on Facebook, and after that you can't log on.

**Will** OK, but what if a time limit or a short block isn't enough? What if you, like, really can't trust yourself for the whole day?

**Andrea** Oh! Then you create a "blacklist" of sites or tools that distract you the most. This feature makes sure those are in "off" mode for the time period you set.

**Will** Ah, but I still set it, right?

**Andrea** Oh yeah. Our goal is to make this as customizable as possible. So you can block things a little or a lot. We're aiming to give users all the flexibility they could possibly want.

**Will** And if I still find it too distracting?



**Andrea** Then you can go into “Locked Mode,” where you can block the entire internet at the flick of a switch. It basically turns your devices into something straight out of nineteen ninety-four! *And* you have to turn off the whole device in order to get back online, so that makes it a pain to get to your distractions. As far as I know, no other app on the market offers a feature like this.

**Will** So, who would you say this app is aimed at, Andrea?

**Andrea** It’s for everyone really, but especially for people who work remotely and students who need to be more disciplined about managing distractions. If you’re in an office with a boss looking over your shoulder, you can’t sneak peeks at social media. But remote workers have to control themselves. This is a great opportunity to remove that temptation and stay focused.

**Will** Can the app tell me what my biggest distractions are? I’m not even sure I would block the right things.

**Andrea** Oh! We’re working on an algorithm that will be able to identify the sites that most distract you and lock those down automatically during a set time frame. That’s going to be included in the next iteration of the Focus app, so if you’re a serious procrastinator, you won’t want to miss out on this great product.

**Will** That’s fascinating, Andrea ... So, what’s the app’s main aim, would you say? Give me the pitch.

**Andrea** It’s very simple – we’re all about keeping you on track at all times. “With the Focus app, you’ll never go off the rails.”

**Will** *Sold!* I’ll be your first customer!

**Andrea** Thanks!

## Track 2.15

### Lesson 8.3, page 80, Exercise 2B

- 1 We felt like there’d be a lot of demand for it.
- 2 You physically have to block the sites that distract you the most.
- 3 We’re aiming to give users all the flexibility they could possibly want.
- 4 where you can block the entire internet at the flick of a switch
- 5 So that makes it a pain to get to your distractions.
- 6 If you’re in an office with a boss looking over your shoulder

## Track 2.21

### Lesson 9.3, pages 90–91, Exercises 1A, 1B, & 3A

**Host** Good evening. We’re in Waylons, California, a town that is, unfortunately, best known for having some of the worst air pollution problems, not only in the state of California, but in the whole of the United States. We are joined this evening by a spokesperson for the Waylons Environmental Services Department, Nathan Locke.

Good evening, Mr. Locke. Thank you for joining us.

**Mr. Locke** Thank you for inviting me.

**Host** So, to start off with, could you just tell us, why is the air quality so bad here in Waylons?

**Mr. Locke** Well, first of all, let me just say that I think you’re underrating the town. There are a lot of good things about Waylons that just don’t make the news, and it’s totally unfair to focus solely on one story.

**Host** I’m sorry, are you suggesting that air quality is not really an issue in Waylons?

**Mr. Locke** No, not at all, but don’t you think maybe it’s getting too much attention?

**Host** What do you mean? Isn’t it fair to say that the situation is critical here? The level of pollutants in the air is dangerously high, and it’s directly affecting people’s health. Wouldn’t you agree that this is an issue that deserves attention?

**Mr. Locke** Yes, yes, of course it deserves attention, and it’s getting attention. But the situation isn’t as straightforward as it may seem. There are a lot of factors in play, and many of them are outside our control ...

**Host** Let me just stop you there for a moment. I think we need to give the audience some background before we go on. Waylons is a heavily industrialized town, with oil refineries and commercial dairy farms, both of which produce a lot of harmful pollutants that are compromising the health of the local residents, as reported by the American Lung Association. So, Mr. Locke, are you suggesting that there’s nothing that can be done to regulate those industries?

**Mr. Locke** No, I’m not saying that. There are laws in place that regulate those industries ...

**Host** But the current administration in Washington is planning to relax those regulations, and that could, in fact, make matters worse in Waylons. Is that a policy your department supports?

**Mr. Locke** I’m afraid I can’t comment on federal legislation. But I can say we’re doing everything we can to make sure that industries abide by the state and local regulations currently in place.

**Host** That’s not what activist groups are saying. They claim that your department is pro-industry and anti-community. What’s your reaction to that?

**Mr. Locke** Well, that’s certainly an interesting claim, but I’d like to see some facts to back that up, if you have any.

**Host** Well, the newspaper reports that the Environmental Services Department is going to be asking for restrictions to be lifted on industries in the area. Is that story not true?

**Mr. Locke** I’m sorry, I can’t confirm that at the moment. I’ll need to get back to you on that.

**Host** OK, let’s look at another issue. Cars, vans, trucks – what are you proposing to do to reduce pollution from personal and commercial vehicles?

**Mr. Locke** Well, of course, this is something we’re working on, and it’s obviously an area where there’s room for improvement ...

**Host** And how exactly are you proposing to make improvements? Do you have anything in the works?

**Mr. Locke** That’s a very good question. Yes, we are working on a number of measures that we hope will ease the situation ...

**Host** I’m sorry, but could you give me some concrete examples? What “measures”? How big of a difference will these measures make?

**Mr. Locke** I’m afraid I don’t have those figures in front of me ... but I do know that there are a lot of interesting initiatives being explored, which will have a significant impact ...

**Host** Mr. Locke, are you purposefully avoiding answering my questions? Is that the administration’s position?

**Mr. Locke** I’m sorry, but that isn’t fair! Do you really not suppose that the Environmental Services Department is doing everything in its power to alleviate the pollution problems in Waylons? The truth is that we are seeing some very positive results from our current efforts. When the numbers from the quarterly testing study are released next week, residents will see this for themselves.

**Host** Well, I’m sure we all look forward to reading that report. I’d like to thank our guest, Mr. Nathan Locke, from the Environmental Services Department for speaking with us today ...

## Track 2.22

### Lesson 9.3, page 90, Exercise 1C

- 1 Isn’t it fair to say that the situation is critical here at the moment?
- 2 Wouldn’t you agree that this is an issue that deserves attention?
- 3 Are you suggesting that there’s nothing that can be done to regulate those industries?
- 4 Is that a policy your department supports?
- 5 What’s your reaction to that?
- 6 Is that story not true?
- 7 Is that the administration’s position?

## Track 2.30

### Lesson 10.3, pages 102–103, Exercises 1B & 3A

- Grace** You know something, I watched this presentation online the other day called “A Plastic-Free Lifestyle,” and it really affected me.
- Jake** Yeah? How so?
- Grace** Well, when you think about how much plastic we use, it’s just obscene!
- Jake** I don’t know. I don’t think I use *that* much plastic.
- Grace** No one does. That’s the point. We don’t realize how much we use until we have to find alternatives. I was skeptical at first, too, but that talk really made me want to try it. So I decided to live plastic-free for one week. It’s doable, but let me tell you, it is *not* easy.
- Jake** OK, so tell me about it. How did you start?
- Grace** Well, ... by thinking. No, I mean it! The speaker said that it all comes down to being “mindful of your daily routine”; that’s when you notice things. And it’s true.
- Jake** OK, so you’re more *mindful*. Great. But what have you *done* about it?
- Grace** The first thing I did was buy a travel mug – you know, like a reusable coffee cup. The next morning, at the coffee shop, I counted twenty-seven people – so twenty-seven disposable cups – around me.
- Jake** But the cups they give you aren’t plastic, are they?
- Grace** You might think so, but actually it turns out that the cups are paper, but they’re coated in plastic, so it amounts to the same thing. They’re as bad as plastic straws! You know, some places are even banning straws.
- Jake** But straws don’t use that much plastic, I mean, it’s plastic bags that are the real problem, and people recycle that already. We can just recycle straws, too. I mean, it’s not *that* difficult.
- Grace** No, listen, it’s not as simple as that. I’m talking about not using plastic at all. You have to bring your own bag whenever you go shopping and refuse to accept plastic lids or straws whenever you get fast food.
- Jake** I know, but I’m not sure going totally plastic-free is something people will respond to. It could even be counterproductive. They’ll feel overwhelmed and just stop trying altogether. It’s too much all at once. That’s all I’m saying.
- Grace** For me, anything that reduces plastic trash is worth doing. That’s the point I’m trying to make.
- Jake** OK, I can see that. So, what other plastic things should we all give up, besides coffee cups and grocery bags, I mean?
- Grace** Well, there are a lot of products out there that come in plastic containers, like shampoo, deodorant, toothpaste, cleaning products, and it’s high time we started demanding alternatives there, too.
- Jake** But we have laws about recycling plastics.
- Grace** The requirement to recycle household plastics is only skimming the surface of the problem. There’s so much more that can be done. The government could certainly do more, but they don’t want to because businesses will complain.
- Jake** I hear you. I just don’t see why anything so radical is necessary. I think we should start small and let people get used to the changes gradually. Like, just raise consciousness about over-packaging of food, and make people pay for plastic bags so they’ll realize how many of those they actually use. Then move on to banning straws or whatever. I think that approach would be more successful in the long run.
- Grace** Well, I guess we’re going to have to agree to disagree on this.

## Track 2.39

### Lesson 11.3, pages 112–113, Exercises 1B, 1C & 3A

- Host** Well, that was fascinating. Thank you, Professor Harold Jenkins and Professor Angela Suarez. We’ll now take questions about their presentation from the floor. Yes?
- Person 1** What’s been the *most surprising* finding from your research into taste and color?
- Angela** Hmm. That’s a good question. Professor Jenkins, would you like to take this one?

- Harold** Sure ... I guess I would have to say ... the results of the experiment we did with different colored candies. Other results were interesting, but the candy study was really surprising. So, to explain, people in different groups ate the same candy but in different colors; then they reported on the taste. Red was reported to taste sweeter, yellow was imagined to have hints of lemon or citrus, and green conjured up mint.
- Person 1** So, would you say that our expectations always affect taste?
- Harold** I’m glad you asked that. Yes. Even with familiar foods, our expectations affect taste perception.
- Host** OK, thanks. Can we have another question please? Yes, there in the back.
- Person 2** So, it’s not just color then?
- Harold** Let me just check that I’ve understood your question. Are you asking if our expectations are based on more than just color?
- Person 2** Yeah, because the example was just about color.
- Harold** Ah, OK. I see. Well, the short answer is yes. All our senses, and memory, too, contribute to perception, ... but color associations are deeply integrated with those. For example, look at this cookie. From the brown color, I’d say it’s chocolate. But then I *smell* it and get new sensory information. If it smells salty rather than sweet, then it could be another food entirely that just happens to look like a chocolate cookie. Do you see? Color works in combination with the other senses.
- Host** Fascinating. OK, any more questions?
- Person 3** Yes, Professor Jenkins, are manufacturing companies using this research?
- Harold** Well, I’m afraid that’s not really my area. Perhaps Professor Suarez can answer that one.
- Angela** Uh-huh. Um, ... yes, they are, but it’s mostly just snack food companies right now. Um, let me think, uh ... Oh, I know – Oreos. Oreo cookies are a perfect example. Oreos are the best-selling cookie in the United States, and one reason they’re so popular is the color combination – black cookies with white cream between them. Everybody knows them. But now they’re using that familiarity, that *expectation*, to surprise people and make them see this very familiar product as something new and different. How? By simply changing the color. So, you’ll have a Halloween Oreo with orange filling or springtime Oreos with pastel fillings, that kind of thing. And sales go up every time, even though it’s the same cookie by taste.
- Person 4** So ... it’s also cultural?
- Angela** Sorry, but what do you mean by that exactly?
- Person 4** Well, only some people would associate orange with Halloween, right?
- Angela** Ah, I see what you mean. If you see Oreos with orange cream around the time of Halloween *and you live here in the States*, you’ll make the connection instantly. If you’re from somewhere else, maybe not. It’s the same with the different *flavors* of Oreos, too. I mean, ones with green filling are mint flavored here, but in Japan, they’re green tea flavored. You see what I mean? Manufacturers respect the cultural associations with color and use them to their advantage.
- Host** OK, we’re running out of time, so let’s have one final question, please. OK, yes, go ahead.
- Person 5** I was just wondering, does Professor Jenkins have any anecdotes like that?
- Harold** Uh, ... I’m not sure I understand. Could you rephrase the question, please?
- Person 5** Sure. Can you share an example from your own personal experience that supports your research?
- Harold** Oh, I see. Well, I’ve never really thought about it like that, but now that you ask, yes, I can. Blue corn chips from Mexico, ... you know, nacho chips. The first time I saw a blue corn chip, I assumed it was going to taste really weird, or at least be something totally new. I didn’t know that blue corn existed. But as we all know now, the taste is almost the same as any other corn chip, so I was actually kind of disappointed. ...

## Track 2.47

### Lesson 12.3, pages 122–123, Exercises 1B, 1C, 1D, & 3A

- Talia** Hey, Maggy, take a look at this picture.
- Maggy** Oh! Let me see ... What? ... Talia, is that really ... Barack Obama?
- Talia** Fooled you! But he really does look like him, doesn't he? A little younger and not quite as tall, but honestly, they're like twins!
- Maggy** Where did you meet him? I mean, did you just go up to him on the street or something?
- Talia** No. He's actually a friend of Gael's. His name's Sam; he's a sweet guy, hilariously funny! And he is so good at impersonating Obama. He has it all, the voice, the gestures, the facial expressions. I was really impressed. We all were. And I guess we should have been because, turns out, he's a professional impersonator.
- Maggy** A professional Obama impersonator? You mean, like, he does this for a living?
- Talia** Yeah. And he isn't even American. He's British, which is kinda freaky, 'cuz when he's not impersonating Obama, he's got this really thick English accent.
- Maggy** That must be weird – Obama with an English accent! So, how did he get into it?
- Talia** Well, he said he just kind of fell into it. I mean, those were his exact words, he "fell into it." It wasn't like he planned it. It all just happened.
- Maggy** Yeah, OK, but how did it start? Did someone discover him, or did he, I don't know, answer an ad or something?
- Talia** Oh, that's a great story. So funny! I can't tell it the way he does, of course, and the accent makes it even funnier. But OK, ... so ... he was working as a waiter in a hotel in London, and one night some American businessmen came into the restaurant. This was months before the presidential election in two thousand eight.
- Maggy** Oh, so a long time ago ...
- Talia** Yeah, so, anyway, one of the businessmen spotted him and shouted across the room, "Hey, Barack! Guys, look, it's Barack Obama!" Sam didn't even know who Obama was at the time, but he smiled and waved, and these guys went crazy. They took pictures with him, and made him do all these funny poses with them. They finally left, and he forgot about it.
- Maggy** So, then what happened? Did they come back?
- Talia** Well, I don't remember all the details, but it was like months later, Obama had won the election, and it seems one of the businessmen had a friend who was an event planner in London and desperately needed something special for this big corporate event she was planning. So, well, to make a long story short, she had seen her friend's pictures with Sam on social media, so they tracked Sam down, got him on a video call, and he got the gig!
- Maggy** Even with the accent?
- Talia** Yeah, Sam could already do a basic American accent, and the gig was more visual than audio, so she was cool with it.
- Maggy** Huh! So he didn't have to talk much.
- Talia** No, just a few words, but he wanted to do a good job. He didn't tell me how much they were paying him, but I got the feeling it was a lot, and he could see this might be his big break, so he really threw himself into it and just practiced and practiced and practiced. In his own words, he ate, slept, and breathed Barack Obama for three whole days.
- Maggy** And it paid off?
- Talia** Oh yeah! He did the event, and then everything changed. That's what he said. He said it was his moment, the moment when everything changed. He moved to Los Angeles, found an agent who specializes in celebrity impersonators – and the rest, as they say, is history.
- Maggy** Oh, come on. There are agents who only handle impersonators?
- Talia** Yes! I got it straight from the horse's mouth! And not just one or two. This is like, an industry!
- Maggy** I had no idea! But is he still doing it? I mean, Obama isn't president anymore.

- Talia** Yeah, but he still gets called for all kinds of different events, seems to be doing pretty well for himself.
- Maggy** So, is he just going to keep doing this forever? Doesn't he get bored?
- Talia** I ... well, I can't speak for him ... but he seems totally fine just doing the Obama thing for as long as the work lasts. But you can ask him about that yourself.
- Maggy** What? What do you mean? Are you ... ? I mean, is he ... ?
- Talia** We're meeting up for coffee later today. Come with me, and you can ask him to tell the story. Believe me, it's much better the way he tells it. And that accent!

## Track 2.49

### Lesson 12.3, page 122, Exercise 2B

- 1 Do you wanna meet 'er?
- 2 There're a lotta people who'd disagree.
- 3 It'll hafta be really quick.
- 4 I don wanna go 'cuz it's gonna rain.
- 5 I'm gonna hafta think it over.
- 6 A few of'em are askin' bout it.
- 7 Wudja like to try?
- 8 That's kina upta you.

# PHOTOCOPIABLE ACTIVITIES

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Grammar teacher's notes	<b>T-181</b>
Grammar activities	<b>T-189</b>
Vocabulary teacher's notes	<b>T-213</b>
Vocabulary activities	<b>T-221</b>
Speaking teacher's notes	<b>T-245</b>
Speaking activities	<b>T-249</b>

- There is a **Grammar activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Vocabulary activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Speaking activity** for each unit of the Student's Book, which encompasses the grammar and vocabulary points of each unit.

# Teacher's notes for photocopiable activities:

## GRAMMAR

### 1.1 ARE YOU SURE?

page T-189

Comment adverbs with future forms

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write on the board:  
*Soon, people will \_\_\_\_\_ start going to the moon for a vacation.*  
*By 2028, we \_\_\_\_\_ won't be eating meat or fish at all.*
- Ask Ss to give suggestions to fill in the blanks (*certainly; probably*).
- **Do the task** A Ss read and complete the chart with their own ideas and opinions.
- **B** Put Ss into pairs and tell them to take turns discussing each of the statements from the questionnaire. They should use a comment adverb from the box to give their opinion. For example: *Robots will undoubtedly look identical to humans. / I disagree. I think they will increasingly look like aliens.*
- **Review** Pairs work together to write a new sentence using each of the comment adverbs from the box with a future form. For example: *We are clearly about to see an increase in the number of robots we use. I will certainly get a robot to help me clean my apartment.* Ss then present their sentences to the class.

### 1.2 WHAT WILL YOU HAVE DONE?

page T-190

Future perfect and future continuous

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *By the end of the day, I will have taught English to 60 different Ss. I won't have had time to eat lunch, but I will have graded some assignments and drunk a lot of coffee.*  
Ask: *What will you have done by the end of the day?* Elicit answers from several Ss. Remind Ss that *will have taught, won't have had, will have graded, and [will have] drunk* are all in the future perfect.  
Say: *This time on Sunday, I'll be taking my kids to the park, and we'll be eating ice cream.*  
Ask: *What will you be doing this time on Sunday?* Elicit answers from several Ss. Remind Ss that *will be taking, will be eating, and will be doing* are all in the future continuous.

- **Do the task** A Ask one S in each group to choose a timeframe from the list and make a sentence using the positive form of the future perfect. Explain that they can say whatever they like. The next S repeats the first S's sentence in the negative form and adds a new sentence using the positive form of the future perfect. Ss continue until each S in the group has spoken.
- **B** Now put Ss into pairs. Tell them to take turns choosing a time and a verb from the box and making sentences using the future continuous. For example: *Twelve hours from now, I'll be sleeping.*
- **Review** Pairs work with a new pair of Ss and take turns asking and answering questions using the future perfect or the future continuous. For example: *What will you have done by the time you retire? / I'll have made a contribution to scientific research. What will be happening in the world in ten years? / We'll all be using electric cars, and we'll be trying to help the environment.* Ss then present their sentences to the class.

### 2.1 TRUE, POSSIBLE, OR OUTRAGEOUS?

page T-191

Uses of will

40 minutes

- **Prepare** Make one copy of the worksheet for each group of 3 or 4 Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:  
*By 2050, the world's population will be 20 billion people.*  
*I will usually be asleep in bed by nine o'clock every evening.*
- Ask: *What do you think about these statements? Are they true? Are they possible? Or are they outrageous?* Check Ss understand the meaning of *outrageous*. Elicit answers from several Ss. (The world population by 2050 is estimated to reach 9.8 billion.)
- **Do the task** One S in each group chooses a card and completes it with the correct form of *will*. Ss take turns reading what's on their card to the group. The group decides whether the statement is true, possible, or outrageous. Encourage Ss to defend their opinions. Ss continue until each S in the group has spoken. For example: *By the end of today, you will have taken just over 23,000 breaths. I think that's possible because people take about 16 breaths a minute, so if you calculate ... / I don't agree. It sounds like far too many breaths. Tomorrow I'll count my breaths and let you know!*
- **Review** Ask Ss to categorize the statements according to different uses of *will* (predictions, typical behavior, annoying behavior).  
Groups use each of the verbs in parentheses to write new sentences with *will*. For example: (take) *We will have taken big steps toward reducing plastic pollution by the time I'm 30.* Ss then present their sentences to the class.



## 2.2 IT'S A MATCH!

page T-192

Uses of *would*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:  
*I \_\_\_\_\_ lend you my phone, but I'm worried you might lose it.*  
*As a child I \_\_\_\_\_ sleep past 7 a.m. I was always up at sunrise!*  
Ask Ss to tell you how to fill in the blanks (*would/wouldn't*).
- **Do the task** Put Ss into groups and give each group a set of cards. Ss divide up the cards and fill in the blanks with the missing forms of *would*. Monitor and make sure Ss are completing the blanks correctly.
- When Ss have finished filling in the blanks, they put all the cards in a pile and take turns turning them over. Student A puts down the first card. Then Student B puts down a card. If the meanings of the two sentences match, Student B keeps both cards. For example: *Would you say that again, please? / Please repeat what you just said.* If the meanings do not match, then both cards stay on the table. Alternatively, non-matching cards can be put back in the pile and reshuffled. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- **Review** Go around the class eliciting new sentences using different uses of *would*. Tell Ss they cannot use the same use of *would* as the previous S. For example: *I would often listen to music while I was out jogging. / Would you like me to carry your bag for you? / You would think people could park their cars more carefully. / I wouldn't do that if I were you!*

### Answers

1 Would; 16 2 would/d; 29 3 would/d or would not/wouldn't; 25 4 wouldn't; 28 5 would; 20 6 would/d; 23 7 wouldn't; 9 11 Would; 30 12 would; 17 13 would/d; 32 14 would/d; 31 15 would/d; 24 18 wouldn't; 10 21 wouldn't; 8 22 Would; 27 26 wouldn't; 19

## 3.1 WHAT WOULD HAVE HAPPENED?

page T-193

Variations on past unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut the worksheets into cards.
- **Introduce** Write on the board:  
*If I hadn't forgotten my phone, ...*  
*If I'd called the restaurant beforehand, ...*  
*If I had been listening to the news last night, ...*
- **Ask:** *Did I forget my phone? Did I call the restaurant? Did I listen to the news last night?* Elicit answers from several Ss (yes, no, no).

- **Ask:** *What would have happened if I hadn't done those things?* Elicit sentence endings from several Ss. For example: *If I hadn't forgotten my phone, I would've seen your text. If I'd called the restaurant beforehand, I would've found out that it was closed.*
- **Do the task** Ask one S in each group to choose a card and read it to the group. Another S completes the sentence to make a past unreal conditional sentence. The next student uses the end of the last sentence to make a new past unreal conditional sentence. Ss continue around the group until everyone has spoken. Then another S takes a new card. Have three Ss read the example conversation aloud to model the task.
- **Review** Groups shuffle their cards and pass them out again. (If Ss have written on their cards, make new copies.) This time, groups try to be the first to complete all of the sentences with new endings and read them aloud. The group that finishes first and completes the sentences accurately wins.

## 3.2 WHAT COULD/SHOULD ... ?

page T-194

Commenting on the past

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *Last week I lost my bus pass, so I couldn't get to my uncle's house to help him move some furniture. I feel bad I didn't go. What should I have done?*
- Ask Ss to give suggestions using *could/should/may/might (not) have + past participle*. For example: *He might have been worried about you. You should have called to tell him what happened. Or you could have asked a friend for a ride.*
- **Do the task** Put Ss into groups of four and give each group a worksheet. Ss read the problems/situations. Explain that for each problem/situation, they should discuss the best advice to give. For example: *The neighbor should have warned them about the cat. They could have complained to the landlord.* Groups share their advice with the class.
- **Review** Ask groups to think of small problems they, or people they know, have experienced. Groups present a problem to the class. Ss take turns offering advice, for example: *My neighbor had problems this winter. Her apartment was very cold. She didn't want to say anything to the landlord. / She should have emailed the landlord. She could have talked to her neighbors. They might have had a similar problem. She could have gone online to check what her rights were.*

## 4.1 GETTING TO KNOW YOU

page T-195

Quantifiers and prepositions in relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets into A and B halves.

- **Introduce** Write on the board:  
*I have three very close friends, all of \_\_\_\_\_ are interested in astronomy.*  
*There are five different cooking shows on Netflix right now, none of \_\_\_\_\_ I have heard anything about.*
- Ask Ss how to complete the sentences (*whom, which*). Then ask Ss to give you some other examples of sentences that include quantifiers, for example: *I have two neighbors, both of whom I really like. I have an hour of free time every afternoon, most of which I spend reading.*
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss take turns asking and answering the questions on their worksheet. Explain that the information they need to answer their partner's questions is given in part B for Student A and in part A for Student B. Ss need to read this information and answer using relative clauses with quantifiers and prepositions.
- **Review** Put Ss with new partners. Ask each pair to ask and answer the questions on the worksheet with their own, true information, for example: *Have you had a lot of different jobs? / Yes, actually I have. I've had six jobs, all of which I've absolutely loved. / Have you seen any good movies lately? / Well, not really. I saw three movies last month, none of which I enjoyed.*

## 4.2 WHAT A RACE!

page T-196

### Noun clauses with question words

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Give each group one dice. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Write on the board:  
*My husband/wife always loves \_\_\_\_\_ I cook for him/her.*  
*Please ask me \_\_\_\_\_ I am late this morning.*  
*\_\_\_\_\_ a man walked on the moon, I will never know!*  
Ask Ss to suggest ways of completing the sentences (*what, why, How/Why*).  
Ask: *Are these questions? Do they use the same word order as questions?* (no)
- Elicit from Ss what is being substituted for each of the question words in the sentences on the board (*what* = the thing, *why* = the reason, *how* = the way).
- **Do the task** Put Ss into groups and give each group a worksheet. Ss take turns completing the sentences they land on with a noun clause, for example: *I'm amazed by what my child can do!* Note that many blanks have more than one possible correct answer.
- **Review** Write on the board:  
*what, where, when, how, why, which; It was ... ; The thing ...*
- Divide the class into two groups. Give them five minutes to write down as many noun clauses as they can using the words on the board. At the end of five minutes, ask groups to share their sentences. Score one point for each grammatically correct sentence. The group with the most points wins.

## 5.1 SOCIAL MEDIA: A CURE FOR ISOLATION?

page T-197

### Participle phrases in initial position

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Ask: *How does seeing friends' pictures on social media make you feel? What does interacting with people from other cultures do for us?*
- Elicit answers to the questions from several Ss. (Seeing friends' pictures makes me feel happy. Interacting with people from other cultures teaches us about the world.)
- Write on the board: *Seeing friends' pictures on social media, I feel happy. Having interacted with other cultures, I feel I understand people better.*
- Elicit from Ss where the participle phrase is in the sentences (at the beginning: *Seeing, Having interacted*).
- Ask: *Is there a subject in the participle phrase? (no) Is the subject of the participle phrase the same as the subject of the sentence? (Yes: it's I.)*
- **Do the task** Put Ss into groups of three and give each group a worksheet. Ss work together to write sentences in part A, using participle phrases in initial position, for each of the two opinions on social media (good and bad). Encourage Ss to add details. For example: *Scrolling through my newsfeed, I feel connected to my friends and family. Reading friends' posts, I sometimes feel jealous because they're having a better time than I am.*
- Next, ask Ss to write new sentences using participle phrases in part B. The sentences should reflect their own attitudes toward social media. For example: *After reading happy news stories on social media, I feel cheerful.* Groups then share their sentences with another group.
- **Review** Ask Ss to look at the "good" and "bad" attitudes on the worksheet again. Ask Ss which of the attitudes they agree or disagree with.

## 5.2 TIC-TAC-TOE

page T-198

### Reduced relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board: *The TV show that was filmed in our town was fantastic. and Hurricanes, which are common in the Caribbean islands, cause a lot of devastation.*
- Ask Ss to identify the relative clause in each sentence. Then ask Ss to suggest ways of reducing the relative clauses. (*The TV show that was filmed in our town was fantastic. Hurricanes, which are common in the Caribbean islands, cause a lot of devastation.*)

- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a grid on the board.
- Put Ss into pairs and give them a copy of the worksheet. Each S chooses X or O and takes a turn choosing a square and completing the sentence with a reduced relative clause.
- If the S completes the sentence correctly, they write X or O in the square.
- The first S with three Xs or Os in a row – horizontally, vertically, or diagonally – is the winner.
- Ss play two more games to determine the overall winner.
- **Review** Pairs work together to write six new sentences with reduced relative clauses. They present their sentences to the class.

## 6.1 THE THING IS ...

page T-199

Clefts

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Write on the board:  
*There's nothing I love more than snow!*  
*The ambassador flew in last Wednesday.*  
*We need a vacation.*
- Ask Ss to suggest ways of rewriting the sentences using clefts (*What I love most is snow. / The thing I love most is snow. It was last Wednesday that the ambassador flew in. What we need is a vacation.*).
- Ask: *Why do we sometimes use clefts?* (to add emphasis and draw attention to interesting or surprising information)
- Elicit from Ss different ways of starting a cleft (*What, The thing ... that, The reason ... why, It wasn't until ...*).
- **Do the task** Put Ss into groups and give each group a worksheet. Ss take turns completing the sentences they land on with a noun clause.
- **Review** Write on the board:  
*What; The thing ... that; The reason ... why; It wasn't until ...*
- Divide the class into two groups. Give them five minutes to write down as many cleft sentences as they can using the words on the board. At the end of five minutes, ask groups to say their sentences. Score one point for each grammatically correct sentence. The group with the most points wins.

## 6.2 HOW TOLERANT ARE YOU?

page T-200

Question words with *-ever*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Ask: *Who in this class thinks they are tolerant? Can you give me an example of being tolerant?* Elicit answers from several Ss. If Ss are unsure of the meaning of *tolerant*, have them use their dictionaries or phones to look it up.

- Write on the board: *how, what, where, when, which, who*. Ask Ss what suffix can be attached to all these words (*-ever*). Ask Ss to make a few sentences using the question words with *-ever*. (*Whatever you want to do is fine by me. I make friends wherever I go. However you decide to get there, please be at the meeting by 3:15.*)
- Ask: *Can we use these words as question words?* (No.)
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss work together to fill in the blanks in each question with a word from the box. Then Ss take turns asking and answering all the questions in the quiz and, finally, determining who is more tolerant.
- **Review** Ask Ss to tell the class what they found out about themselves and their partners from taking the quiz. For example: *I'm the type of person who will watch whichever movie everyone else wants to watch, even if I've seen it many times. I always dress however I want to dress – it's part of my personality.* Ask Ss, in pairs, to write three more quiz questions of their own. They present their questions to the class and elicit answers from other Ss.

## 7.1 DOMINOES

page T-201

Negative and limiting adverbials

40 minutes

- **Prepare** Make one copy of the worksheet for each group of three Ss. Cut the squares into dominoes. Alternatively, leave the worksheet as is and have Ss take turns making connections between the beginnings and ends of sentences, for example: *Not only does Santos love food ... he's also a brilliant chef.* They then cross out the ones they have used.
- **Introduce** Write on the board:  
*Never have I been ...*  
*Little did I think ...*  
*Not until I finish teaching ...*
- Elicit ways of ending the sentences from several Ss. (*Never have I been so happy. Little did I think I would marry a movie star. Not until I finish teaching will I get a chance to eat.*)
- Ask: *Which sentence contains a limiting adverbial?* (Little did I think ... ; the other two sentences contain negative adverbials.) *Can you give me an example of another limiting adverbial?* (Only when, Hardly, Only then)
- **Do the task** Give each group a set of dominoes to divide equally among them.
- Ss take turns placing one-half of a domino next to another so that the start of the sentence at the bottom of one can be combined with the end of the sentence at the top of the next, and so on. The combination must make sense and be grammatical. The first player to use all their dominoes is the winner. If they can't use all the pieces, the one with fewer pieces is the winner.
- **Review** Tell Ss to take turns choosing a domino that begins a sentence and creating a new ending for it. (*Little did the teacher know ... she would one day star in a movie.*)



## 7.2 WHERE ARE YOU?

page T-202

Fronting adverbials

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.

- **Introduce** Write on the board:

*A gentle breeze wafts across the beach.*

*Three humpback turtles lie on the golden sand.*

*Thousands of seashells are along the shore.*

- Ask Ss to suggest a different way of writing each of the sentences. (*Across the beach wafts a gentle breeze. On the golden sand lie three humpback turtles. Along the shore are thousands of seashells.*)
- **Do the task** Put Ss into pairs and give each pair a worksheet. Ss work together to rewrite the sentences using fronting adverbials. For example: *In front of the fire lies a large dog.* When Ss have completed each set of four sentences, they should try to guess the location or situation being described. Ss unscramble the letters to check their answers (*house, market, concert*).
- Next, ask Ss to agree on a new location or situation. Ss write four new sentences using fronting adverbials to describe the location. For example, *Through the kitchen door wafts a sweet smell of spices.* Pairs then share their sentences with another pair, who try to guess the location.
- **Review** Put Ss into small groups. Ask them to come up with six different beginnings for a story using fronting adverbials. For example: *In the corner sits an old man with a long gray beard and flashing white teeth. / In the distance lies the magnificent ocean with all its mysterious depths.* When they have finished writing their sentences, they share them with the class. The class can vote on the story they would most like to hear more of.

## 8.1 GET UP THE LADDER!

page T-203

Phrases with *get*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Give each group one dice. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Write on the board:  
*My hair is too long.*  
*My bedroom needs repainting, but I'm hopeless when it comes to painting.*  
*My laptop doesn't work, and I'm really annoyed because I can't fix it!*

- Elicit descriptions of your problems and solutions to them from Ss. Tell them their suggestions must include a form of the verb *get*. (*You need to get your hair cut. You need to get your bedroom repainted. You're getting frustrated.*) Ask students to give you more examples of sentences with causatives, for example: *I was reading an article, and it got me thinking about ... / I find it difficult to get focused when ... / I can't get anything done these days!*
- **Do the task** Tell Ss to work in groups of three or four. Ss roll the dice and move along the board. When Ss land on a square, they complete the sentence with a *get* phrase, for example: *I need to get my prescription filled. I've got a lot to do.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are completing the sentences correctly.
- **Review** Groups work together to write a new sentence using the words in each square of the worksheet and a phrase with *get*, for example: (fix) *I need to get my car fixed.* (frustrated) *Kids get frustrated when they don't have enough to do.* Ask the groups to share their sentences with the class.

## 8.2 AS WE KNOW ...

page T-204

Phrases with *as*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Write on the board:  
*As \_\_\_\_\_ points out ...*  
*As my mom always \_\_\_\_\_ ...*  
*As \_\_\_\_\_ seen in this example ...*  
*As this \_\_\_\_\_ illustrates ...*
- Elicit ways to complete the phrases. (*As the journalist points out ... / As my mom always used to say ... / As can be seen in this example ... / As this chart illustrates ...*). Ask Ss when we use *as* phrases (*to support a statement; to simplify introductory information*).
- **Do the task** Put Ss in small groups and give each group a copy of the worksheet. Ask Ss to read each of the debate topics and discuss whether they agree or disagree with the statement. Ask Ss to find one debate topic that they all agree on. Tell Ss to work together to write a short paragraph that they will use to defend their opinion. Direct Ss to look at the example given on the worksheet. Ss can use verbs from columns 1 and 2 to help them. Ask Ss to use phrases with *as* where appropriate, for example: (The effects of climate change are exaggerated.) *We completely disagree with that. As we can all attest, the weather is becoming more and more unpredictable. Just this year, we've seen hurricanes, wildfires, and flooding. As a journalist from the Washington Post pointed out ...*
- When Ss have finished writing their paragraphs, they present their opinions to another group.

- **Review** Groups work together to choose a debate topic they do not agree with. Tell Ss that they need to defend the statement, even though they don't agree with it. Ss write a new paragraph using verbs from the worksheet and phrases with *as*, for example: (Plastic products are cheap, convenient, and shouldn't be banned.) *We agree with this. As many experts have pointed out, plastic products are great for transporting many things, such as food.* Ask the groups to share their paragraphs with the class.

## 9.1 WHAT CAN YOU DO ABOUT IT?

page T-205

Referencing

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Say: *It was so hot last weekend! I bought some ice cream. The ice cream was delicious. I ate the ice cream on the way to the beach. When I got to the beach, I saw that the beach was very crowded. There were people all over the beach. The people were lying on towels, and the people were sitting on chairs.*
- Elicit ways of avoiding the repetition of the nouns *ice cream*, *beach*, and *people* from Ss. (*I bought some ice cream. It was delicious. I ate it on the way to the beach. When I got to the beach, I saw that it was very crowded . . .*). Ask Ss what other parts of speech we can avoid repeating (*verbs*) and how we can avoid repeating them (*Use an auxiliary verb – be, do, have*).
- **Do the task** Put Ss in pairs. Ask them to read the article. Then ask Ss to read the article again, paying attention to the words in bold. Tell Ss to work together to replace all the words in bold using a referencing technique. When Ss have finished rewriting in part A, ask them to tell another pair of Ss one interesting thing they read about. Ss should try not to repeat the nouns and concepts in the article.
- **Review** Tell Ss either to look on the internet for a similar article or to choose one of the reading texts from their Student's Book. Ask Ss to identify all the examples of referencing that they can find in the article they've chosen. Ss present their findings to the class.

## 9.2 CONVERSATION STARTERS

page T-206

Continuous infinitives

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss you will ask them three questions. They should try to answer using a continuous infinitive. Say:  
*How are you sleeping at the moment?* (Possible answer: I'm often awake when I should be sleeping.)  
*What's the public transportation like where you live?* (Possible answer: Public transportation in my neighborhood seems to be getting better and better.)  
*What are you doing this weekend?* (Possible answer: This weekend I'm going to be seeing a couple of friends and making a special meal for my family.)

- **Do the task** Put Ss in pairs and ask them to read the conversation starters. Tell Ss they each need to choose five of the topics to ask their partners about. Ss take turns asking and answering questions using continuous infinitives, for example: *What can you tell me about the technology you use? / It seems to be getting more expensive, but on the other hand, it's also getting a lot smarter and faster. My smartphone does so many things for me now!* Ss score five points for every correctly used continuous infinitive. The S with the most points at the end wins the game.
- **Review** Ss choose one or two topics and write a short paragraph using continuous infinitives. When Ss have finished writing, ask them to share their paragraphs with the class. For example: *In the next five years, I'm going to be doing a lot more studying. I'm planning on going to college to get a nursing degree. I seem to be wasting too much time at the moment, so I'd like to be doing something that has a real purpose.*

## 10.1 LET'S CHANGE THE WORLD

page T-207

Simple past for unreal situations

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *What do you think about a law that requires every adult to adopt a dog?*
- Elicit opinions from Ss. Encourage them to use the simple past with the phrases *what if, it's (high) time, if only, imagine if, I'd rather, supposing*. (*It's high time that people realized what a difference a dog can make to a person's quality of life. / Imagine if we all had dogs! There wouldn't be any space for people! / Supposing some people had a dog allergy. What would we do about that?*)
- **Do the task** Put Ss in small groups and give each group a copy of the worksheet. Ask Ss to read each of the statements first. Ss then take turns choosing one of the phrases from the box and one of the statements from the list to make a sentence using the simple past, for example: *What if we all did random acts of kindness every single day? Wouldn't that be great?* The rest of the Ss in the group have to argue against the statement, for example: *No, I don't agree at all. That might mean complete strangers would come up to you on the street. It might be very scary and weird.* Ss continue until they have run out of topics from the list or until everyone has had a chance to make a proposal.
- **Review** Groups work together to write two to four new proposals for changing the world. Tell Ss that their proposals can be serious or just for fun. Ss test out their ideas on another group, for example: *What if all children had to do some form of community service before they were 18? They could help out in a community garden or take care of an older person's shopping.* The other group then responds, for example: *That's a great idea, but supposing they started taking their "job" too seriously? They might not do their homework because they were so busy.* At the end, ask groups to vote on the best proposal for changing the world.

## 10.2 IT IS BELIEVED ...

page T-208

**It constructions**

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Tell Ss you will tell them three things about an activity. They should try to guess what the activity is. Say: *It is believed that this activity makes your core muscles stronger. It would seem that this activity helps people increase their flexibility. It would seem that this activity improves posture – that’s the way you stand and the way you hold your body. (It’s yoga.)*
- Ask Ss to give you other examples of *It* constructions (*It is reported, It would appear, It is thought, It is said, It is estimated*).
- **Do the task** Put Ss in pairs and ask them to read the activity boxes. Tell Ss they need to choose one of the activities to tell their partners about. Explain that they should use *It* constructions from the box and the information given for each activity. They should not mention the activity by name, for example: *It would appear that this activity improves your memory.* Ss take turns giving information about the activity they’ve chosen until their partner guesses the activity. In part B, they work individually to write a short paragraph about a new activity of their choosing. Ss take turns reading their paragraphs aloud and guessing what the activity is.
- **Review** Ask Ss to share their paragraphs with the class, for example: *This is an activity that is mostly done outside, either in a backyard or out in the countryside. It is said that this activity is extremely good for keeping people calm and focused. It’s an activity you don’t have to pay for, and anyone of any age can do it. It is estimated that there are nearly 60 million people in the U.S. who enjoy this activity. / Is it bird-watching? / Yes, it is!*

## 11.1 IS EVERYONE OK?

page T-209

**Subject–verb agreement**

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board:  
*My favorite team \_\_\_\_\_ going to win the game.*  
*Neither of my parents \_\_\_\_\_ ready to be a grandparent.*  
*\_\_\_\_\_ everyone in this class like pizza?*
- Ask Ss to tell you how to fill in the blanks (*is, was, Does*). Now ask Ss to think of two singular nouns that end in *-s* (such as *news, politics*) and two singular nouns that are Latin in origin and end in *-a* (such as *media, data*). Elicit from Ss that these nouns usually take a singular verb.
- **Do the task** Put Ss into pairs and give each pair a copy of the worksheet. Ss take turns going through the game board. At

each square, Ss complete the sentence using an appropriate form of the verb in parentheses. Their partner should check the answer. (If there is disagreement, they should ask you.) Monitor and make sure Ss are using the correct forms. The first pair to finish the race with all sentences correct is the winner.

- **Review** Ask Ss to select five subjects from the board and write new sentences of their own with them. Ask Ss to share their sentences with the class.

## 11.2 DINOSAUR OR JELLYFISH?

page T-210

**Articles**

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheets in half.
- **Introduce** Write on the board: *Tigers live in India. Coke is the drink with the most recognizable brand.* Ask Ss to tell you why there is no article in front of *tigers* (because it refers to tigers in general). Ask Ss why there’s a definite article before *drink* and *most* (*the* identifies a specific noun; *the* is used with superlatives). Elicit several sentences using indefinite, definite, and no articles from Ss. Write them on the board and check that Ss remember the rules.
- **Do the task** Put Ss into pairs and give each S half the worksheet. Explain to Ss that they are going to take turns reading sentences to each other. Every time they hear the word *dinosaur* or *jellyfish*, they will need to think what article is needed in its place. They repeat the sentence to their partner, inserting the appropriate article or no article, for example: (Student A) *I downloaded DINOSAUR great app today. It’s DINOSAUR app that tracks my sleep.* (Student B) *I downloaded a great app today. It’s an app that tracks my sleep.* Ss score one point for each correct sentence. Tell Ss that in some cases more than one answer may be correct.
- **Review** Ask pairs to write six new sentences of their own, replacing the articles with *dinosaur* or *jellyfish*. Pairs play the game with a new pair of Ss. Ask Ss to share the best sentences they heard with the class.

### Answers

Student A 1 a, an 2 the, an 3 the 4 no article, no article 5 a, the 6 a/the, The 7 The, no article 8 the 9 the

10 The/A, the/a 11 the, a/the/no article 12 the, the.  
Student B 1 no article, no article/the 2 a, the 3 the 4 no article, no article 5 the 6 a, an 7 the, the 8 an, the 9 no article, no article 10 the 11 the, a 12 no article, no article.

## 12.1 CROSSWORD PUZZLE

page T-211

### The present subjunctive

30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board: *I insist that all students \_\_\_\_\_ (be) on time. She suggested that Peter \_\_\_\_\_ (find out) as much as possible.* Elicit the correct verb form from Ss (*be, find out*). Ask what other parts of speech are often used with the present subjunctive (*nouns that are calls to action, e.g., suggestion or recommendation, and adjectives that suggest importance, e.g., essential or crucial*). Ask Ss to give examples of some sentences using these words.
- **Do the task** Give each pair of Ss a worksheet. Check that they know how to complete the puzzle. Monitor as necessary; then check the answers as a class.
- When they have completed the puzzle, tell Ss to do part B and use each of the clue answers from the puzzle to write a new sentence using present subjunctives. For example: *We suggest that they visit the Tenement Museum. I ask that you return my phone as soon as possible.*
- **Review** Put Ss into small groups. Ask each group to write six new sentences using present subjunctives and then to practice saying them. Explain that the sentences can be serious or fun. For example: *I absolutely insist that they invite me to their party next weekend! The college recommends that students complete their registration online.* Ask Ss to share their best examples with the class.

### Answers

Across

2 suggest 7 demands 8 imperative 9 asks 10 crucial

Down

1 recommendation 3 insists 4 vital 5 advise 6 important

## 12.2 TRICKY SITUATIONS

page T-212

### Perfect infinitive

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss.
- **Introduce** Say: *I drove the wrong way on the freeway!*
- Ask Ss to react to your statement using perfect infinitives with modals, for example: *You could have been pulled over! You should have been paying more attention. You must have been extremely tired to make that mistake! I might have done the same thing.* Elicit a list of modals that we use with perfect infinitives and write them on the board (*may, might, could, should, would, must, can't*). Ask several Ss to give example sentences using each of the modals.
- **Do the task** Put Ss in small groups and ask them to read the eight situations. Tell Ss to take turns choosing one of the situations and reading it aloud to their group. Explain that the group should react to the situation using perfect infinitives with modals, for example: *(I ran out of gas on the freeway. It was so embarrassing.) Don't worry. It could have been worse. At least you didn't have an accident. / You should have filled your gas tank before you got on the freeway. / You might have felt embarrassed, but no one else knew what had happened, so it's not so bad.* When Ss have used up all the situations, they work in pairs on part B. Ss complete each of the sentences in their own words using *to have + past participle*, for example: *I'm sorry to have interrupted you. We're delighted to have met our favorite singer. I'm relieved to have finished that job.*
- **Review** Ask Ss to write three new situations like those in activity A. Tell Ss to take turns sharing their situations with the class. The class reacts using perfect infinitives with modal verbs, for example: *I cooked this massive meal for my family last weekend, but I burned pretty much everything and put far too much salt in each dish. / You shouldn't have cooked for so many people. / You could have used a recipe book. / It might not have tasted as awful as you think it did.*