

2nd edition



open Mind

Student's Book Premium Pack

Mickey Rogers
Joanne Taylore-Knowles
Steve Taylore-Knowles

Concept development:
Mariela Gil Vierma

Level 2



MACMILLAN

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Big tree

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MACMILLAN

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Grammar review

1 Complete the sentences with the correct form of the verb be.

- 1 What _____ their names?
- 2 How old _____ he?
- 3 I _____ interested in taking guitar lessons.
- 4 Jane and I _____ not going out this weekend.
- 5 My brothers' names _____ Jack and Toby.
- 6 _____ we cooking dinner tonight?

2 Put the questions in the correct tense using the prompts. Then match the questions to the correct answers.

- 1 Who / your parents / meet yesterday?

- 2 Where / he / go last night?

- 3 When / you / start your new job?

- 4 What / Ella / do / on weekends?

- 5 Why / Ryan and Jake / like action movies?

- 6 Paulina / go to the gym every day?

- a) I started it last month.
- b) No, only on Saturday mornings.
- c) She plays tennis and meets her friends.
- d) Because they're exciting.
- e) My aunt and her new boyfriend.
- f) To the new movie theater on Cross Street.

3 Complete the sentences with a, an, the, or – (nothing).

- 1 I'm _____ teacher at _____ Saint Martin's Academy. _____ school specializes in language education.
- 2 I would like to be _____ pilot because _____ pilots travel all the time.
- 3 Do you think _____ nurses work long hours?
- 4 Rob Lawley is _____ actor in _____ TV program *Case Files*.
- 5 Sophie wants to be _____ writer or _____ artist.

4 Circle the correct option to complete the sentences.

- 1 *Jack's* / *Jacks'* eyes are blue and his hair is blond.
- 2 *Who* / *Whose* laptop is on the table?
- 3 Jenny doesn't have Martin's keys, but she found *hers* / *her*.
- 4 What are your *sisters'* / *sister's* names?
- 5 My father's mother is *my* / *mine* grandmother.
- 6 Carla doesn't have a book. She can borrow *my* / *mine*.

5 Rewrite the sentences using the word in parentheses. Use the correct punctuation.

1 I change my clothes and put on my gym shoes. Then, I play badminton. (*before*)

2 The basketball team wins an important game. Then they celebrate with a party. (*after*)

3 I stay in the office. I leave when I finish my work. (*until*)

4 Valeria goes to the gym about twice a year. (*rarely*)

5 They have no free time. They are busy all day, every day. (*always*)

6 Andrew got the job. He was happy. (*when*)

6 Circle the correct option to complete the sentences.

1 There are *several* / *any* rock concerts in California this summer.

2 *Are* / *Is* there a restaurant near here?

3 There is *a* / *some* bread in the cupboard.

4 There *aren't* / *isn't* any ice cream.

5 There *is* / *are* a lot of museums in Washington D.C.

6 My mom doesn't want *any* / *some* vegetables.

7 I don't eat *much* / *many* cake.

8 There *aren't* / *isn't* any tomatoes.

7 Correct the mistakes with the imperatives in four sentences. Check the two correct sentences.

1 Sitting down and being quiet!

2 Please turn off your phones.

3 Don't forget to take your passport.

4 Please not to use my computer right now.

5 Not talk so loudly.

6 Please to open your books at page three.

8 Complete the sentences with the words in parentheses using the simple present or the present progressive.

1 _____ to go to New York this year. (*we* / *want*)

2 What classes _____ now? (*you* / *take*)

3 _____ tennis three times a week. (*he* / *play*)

4 _____ horror movies. (*she* / *not like*)

5 _____ Spanish and Russian at university this year. (*he* / *take*)

6 Right now, _____ (*he* / *not work*) in a school.

9 Check the correct sentence. Correct the incorrect sentences.

- 1 Shelly is more funny than Martin.

- 2 The new smartphone is user-friendly than the old one.

- 3 She can play the piano good.

- 4 An e-reader isn't cheaper than a laptop.

- 5 Johanna can't speak French easy.

- 6 Louisa and Caroline cook wonderful.

10 Choose the correct option.

- 1 a) This pants really suit you.
b) These pants really suit you.
- 2 a) Let's have some chocolate ice cream for dessert.
b) Let's to have some chocolate ice cream for dessert.
- 3 a) Would you like to try the soup of the day?
b) Would you like try soup of the day?
- 4 a) I prefer this blue shirt over there.
b) I prefer that blue shirt over there.

11 Complete the sentences with the verbs in parentheses. Use the correct tense.

- A: Hi, Rosanna! How (1) _____ (be) your weekend?
 B: It was great, thanks. On Sunday, I (2) _____ (go) for lunch with some friends.
 When I (3) _____ (get) home I watched some DVDs. What about you?
 A: I (4) _____ (not do) much. But next weekend, I'm going to see Daft Punk in concert.
 I (5) _____ (love) them! I'm so excited. I (6) _____ (buy) the tickets last year.
 What (7) _____ (you / do) next weekend?
 B: I'm going to study because I (8) _____ (take) my university entrance exams next month.

12 Rewrite the sentences. Replace the underlined words with object pronouns.

- 1 I told Mary that I liked Jack.

- 2 Abby gave Jenna and me some ice cream.

- 3 A: Who wrote A Hundred Years of Solitude?
 B: Gabriel García Márquez wrote A Hundred Years of Solitude.

- 4 She gave her brother a gift.


- 5 Sally told her parents she would be home late.

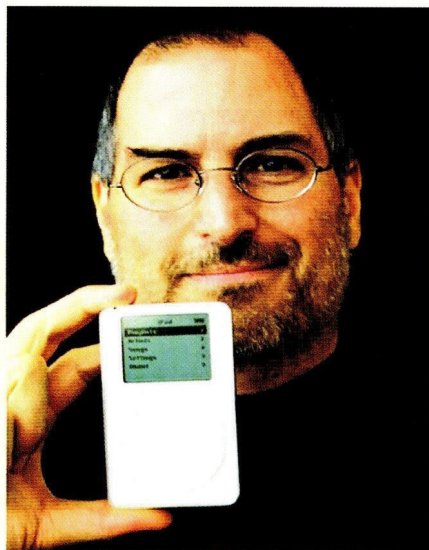
- 6 A: Who is making dinner?
 B: Sasha is making dinner for you and me.


UNIT 1 NEW MILLENNIUM

IN THIS UNIT YOU

- learn language for talking about cultural trends and important events
- read about key events during a recent decade: pronoun reference
- ask and answer questions about people's lives during a specific period in the past: asking follow-up questions
- listen to a talk about generational trends
- write about an important event in the past
- watch a video about world events in the new millennium

A  Work in pairs. Look at the pictures. Which of these things from the first decade of the new millennium do you recognize or remember?



B  Work in pairs. What other things do you remember or know about from those years?

- A: What's that?
 B: I think it's the first iPod™.
 C: Ah, yes! Do you remember when it first came out?
 D: Yes, I think it was 2001. I was still in elementary school.

LIFE SKILLS

Learn to identify different sources of information

STUDY & LEARNING

1 LISTENING: to a talk


A  **01** Underline the characteristics that you think are typical of Millennials—the generation born after 1980. Then listen to a talk and check your answers.

Millennials ...

- learned to use technology as young children.
- are “connected” through social networks.
- are interested in global issues.
- are very self-confident.
- respect authority.
- want to find a permanent job.
- prefer to work alone.
- prefer to work in teams.

B Listen again and choose the correct answers.

- | | | |
|--|--|--|
| <p>1 What does the speaker say is the main characteristic of Millennials?</p> <p>a) They're technology natives</p> <p>b) They're multicultural.</p> <p>c) They're self-confident.</p> | <p>2 What do Millennials want to do in their jobs?</p> <p>a) stay with a company for a long time</p> <p>b) work in other countries</p> <p>c) make decisions</p> | <p>3 What characteristic makes Millennials good at working in teams?</p> <p>a) They're sociable.</p> <p>b) They're self-confident.</p> <p>c) They're multicultural.</p> |
|--|--|--|

C  Work in pairs. Are you a Millennial? If so, which of the characteristics mentioned in the talk do you have?

A: I'm a Millennial, and I definitely know a lot about technology.

B: I'm a Millennial, too. I'm not very good with technology, but I like social networks.

2 VOCABULARY: internet activities


A Do you use a computer? Check the things you use it for.

- ☐ sending and checking emails ☐ shopping ☐ playing games ☐ social networking ☐ other

B Read the article about the internet in the 21st Century. Write each of the words in bold next to its definition.

Many people all over the world started using the internet in the 1990s. One of the first things people could use the internet for was email. Then, many companies set up websites and started selling their products **online**. Millions of people also started using the internet to play games, **download** music or movies, or **blog** about their lives. It became completely normal to **browse** the internet to find information instead of using books. In the 21st Century, there was an explosion of social media use. People can now **post** photos or status updates, and message their friends on Facebook. They can also **google** new business contacts, **upload** home videos to YouTube, and **tweet** on their phones.

- | | |
|---|--|
| <p>1 <input type="checkbox"/> write an online journal = _____</p> <p>2 <input type="checkbox"/> put photos or videos on the internet = _____</p> <p>3 <input type="checkbox"/> look at different websites = _____</p> <p>4 <input type="checkbox"/> to put a message, photo, or blog entry online = _____</p> | <p>5 <input type="checkbox"/> on the internet = _____</p> <p>6 <input type="checkbox"/> use the Google search engine to look for someone/something = _____</p> <p>7 <input type="checkbox"/> get files from the internet = _____</p> <p>8 <input type="checkbox"/> write a short message using Twitter = _____</p> |
|---|--|

C  Check the internet activities in Exercise B that you do often. Then compare with a partner.

A: I often download music, but I never shop online.

B: I use Twitter and Facebook a lot.

3 GRAMMAR: past progressive

A LANGUAGE IN CONTEXT Read the blog. How is Stephanie's life different now?

THE MILLENNIAL BLOG

Hey, Millennials—is your life constantly changing, or is it routine and boring? Stop and reflect. What were you doing this time two years ago? If the answer is “The same things that I’m doing now,” you need to make some changes!

Steph24: What was I doing two years ago? That’s easy! I was studying for my last exam before graduation. It was my final semester in college, and I was taking classes and working part-time at an electronics store. I wasn’t going out with friends because I didn’t have time! Now I’m working, not studying, and I’m socializing a lot more. Life is getting more interesting!

B ANALYZE Read the text in Exercise A again.

Form Complete this table with examples from Exercise A. Then choose the correct option to complete the rule below.

Affirmative	Negative	Question
I (1) _____ _____ for my last exam. He/She/It was studying. We/You/They were studying.	I (2) _____ going out with friends. He/She/It wasn’t going out. We/You/They weren’t going out.	What (3) _____ I _____ two years ago? What was he/she/it doing? What were we/you/ they doing?

NOTICE!

Look back at the blog and circle the verbs that refer to Stephanie’s life two years ago.

We form the past progressive with was/were and the ... form of a verb.

- a) -ing b) base

Function Choose the correct option to complete the sentence.

- 1 We use the past progressive to talk about something that ... at a particular moment in the past.
a) started and finished b) was in progress

C PRACTICE Complete the blog with the past progressive form of the verbs in parenthesis.

This week’s question: What

(1) _____ you
_____ (do) at midnight on
December 31, 1999?



Mouse12: Hmm. Good question. I think I (2) _____ (dance) with my boyfriend at a high school party.

Aiden300: I (3) _____ (sleep)! I was only five years old in 1999.

MelissaK: My family and I (4) _____ (watch) the celebrations on TV.

Marco: We (5) _____ (have) dinner at my grandparents’ house. In my country, we have a big family dinner on New Year’s Eve.

Kenny: I (6) _____ (work) on a big project for a college class, so I (7) _____ (not celebrate) that night.

D NOW YOU DO IT Work in pairs. Ask and answer questions about what you were doing at particular moments in the past.

A: Kaylie, what were you doing at this time yesterday?

B: I was working. Paul, what were you doing last New Year’s Eve at midnight?

4 SPEAKING: asking follow-up questions

To show that you are interested in what someone is saying, ask them follow-up questions. It's a good way to get more information from them, and it helps to keep the conversation going. You can also use phrases to show interest.

A **02** Listen to a conversation between two friends who meet on the street. Check the follow-up questions that they ask.

- | | |
|---|--|
| <input type="checkbox"/> a) Oh, yeah? How come? | <input type="checkbox"/> d) And what about you? |
| <input type="checkbox"/> b) Yeah? Where? | <input type="checkbox"/> e) Really? Why? What were you doing? |
| <input type="checkbox"/> c) Wow! Did you like it? | <input type="checkbox"/> f) Oh, no. That's awful! What happened? |

B Now read the conversation and put the follow-up questions from Exercise A in the correct place. Listen again and check.

Lisa: Hey, Jessie! I can't believe it's you! How are you?
 Jessie: I'm good, thanks. I think the last time we saw each other was in the summer three years ago. I went to Mexico after that. I was living with my brother for a while.
 Lisa: (1) _____
 Jessie: Oh, I was traveling and working in a restaurant there.
 Lisa: (2) _____
 Jessie: Yeah. It was great! (3) _____
 Lisa: Well, the last time I saw you I was working with my dad, but I wasn't enjoying it very much.
 Jessie: (4) _____
 Lisa: Well, we ...









C Work in pairs. Ask and answer these questions. Use follow-up questions.

- | | |
|--|---------------------------------|
| 1 What were you doing in 2009? | A: What were you doing in 2009? |
| 2 What were you doing this time last year? | B: I was living in Chicago. |
| 3 Where were you living five years ago? | A: Really? How come? |
| 4 Who were you living with two years ago? | |

5 VOCABULARY: describing reactions

A Match the adjectives with the pictures.

- | | |
|-----------------------|-----------------------|
| 1 upset about _____ | 5 interested in _____ |
| 2 excited about _____ | 6 worried about _____ |
| 3 amazed by _____ | 7 surprised by _____ |
| 4 angry at _____ | 8 happy about _____ |

 A I lost my job.	 B My cat is very sick!	 C I have a new laptop!	 D Really? You're kidding!
 E Our team won!	 F I got an A!	 G That's interesting.	 H You lied to me!

B Work in pairs. Make a list of important events during your life. Tell your partner how you reacted to each event.

- A: I was about ten when Michael Jackson died, so I remember that. I was shocked by it.
 B: I remember when Barack Obama became president. I was really excited!

6 PRONUNCIATION: vowel + consonant sound + e

A **03** Listen to the pronunciation of these words. Notice that the first vowel in words with *e* at the end has a 'long' sound.

at ate hid hide hop hope mad made not note us use

B Listen again and categorize the words in the table.

'short' vowel

mad

'long' vowel

made

C **04** Work in pairs. Practice these sentences. Then listen and check.

- 1 He hid the note in the cake.
- 2 I hope you are not playing that game I hate.
- 3 They made us hide the bikes.
- 4 We're going to arrive late!

7 READING: pronoun reference

Pronouns are words such as *he* and *them*. They refer to nouns. It is important to understand exactly what the pronouns refer to. Usually this information comes in the clause or sentence before.

Looking Back

Key events of the 2000s

1 _____
"My family was living there at the time, before we moved to the U.S.A. for my father's job. **(1) They** were fantastic! It was like being at the center of the universe for two weeks. Our athletes did really well. Of course, **(2) we** all really wanted **(3) them** to win! I know they were really expensive, but it was a once-in-a-lifetime experience. I was too young to be one of the volunteers back then—I was only 12—but I loved seeing **(4) them** in their amazing clothes. I really wanted to be a volunteer, too!"

Lien, Boston

2 _____
"I remember that **(5) it** happened just at the end of the summer. It's usual to get **(6) them** at that time of year, but everyone was worried. They knew it was a big storm. A lot of people left New Orleans, but many stayed. When the storm hit, it caused a lot of damage. I saw it on TV here in Argentina. But the big problem was with the floods. **(7) They** totally destroyed some parts of the city. A lot of places in the city are below sea level, and when the water came out of the lake, **(8) they** were flooded. I went there a few years ago. Everything was getting back to normal, but it was still shocking to see some of the effects."

Rodrigo, Buenos Aires

A Read this magazine article about important events of the 2000s. Write the correct event above each description. There is one event that is not described.

The 2008 Olympic Games in Beijing The blackout in New York City in 2003 Hurricane Katrina in 2005

B Look at the pronouns in bold in Exercise A. Who or what does each one refer to? Write the number of the pronoun that refers to each of these things.

Text 1

- a) the athletes ☐
- b) the Olympic Games ☐
- c) the volunteers ☐
- d) the writer and her family ☐

Text 2

- e) places in the city ☐
- f) hurricanes ☐
- g) the floods ☐
- h) the hurricane ☐

C Answer the questions about the details of the stories. Then scan the stories quickly to check your answers.

- 1 Where was Lien living during the event she describes?
- 2 Does she think the Olympic Games were a good thing or a bad thing for the country?
- 3 Was Rodrigo in the U.S.A. when the disaster happened?
- 4 What was the biggest problem?
- 5 Why were lots of places affected?

8 GRAMMAR: past progressive and simple past

A LANGUAGE IN CONTEXT Read the article.
Why does Carol use the word “miracle”?

Carol Simmons met Barbara and Sonia while she was staying in a hotel in Phuket, Thailand.

On December 26th the three women were at the hotel pool. The sun was shining. Carol was reading while her friends were swimming. Then it happened. Carol was looking up at the beautiful sky when she saw an enormous wall of water. Seconds later, the tsunami crashed over them. They were under water for about two minutes, but fortunately, all three women survived.

After the tsunami passed, all of the survivors started looking for friends and family members. Carol was very worried about her friends, but while she was walking around and calling their names, she heard an answer! When she looked behind her, she saw Barbara and Sonia walking toward her. Sonia was holding Barbara's hand and a Thai man was helping her walk. “It was a miracle!” Carol says.



“It was a miracle!”

Clauses with *when* and *while* can go at the beginning or the end of the sentence. Use a comma after a *when* or *while* clause at the beginning of a sentence:

I was working at a law office when I met my girlfriend.
When I met my girlfriend, I was working at a law office.

NOTICE!

Look back at the text. Do the words **when** and **while** refer to time or place?

B ANALYZE Read the text in Exercise A again.

Function Choose the correct option to complete the sentences in column 1.
Then complete column 2 with examples from Exercise A.

Past progressive

We use the past progressive to describe the (1) *background scene* *events and actions*.

Simple past

We use the simple past to describe the (4) *background scene* / *events and actions*.

when and while

We use the past progressive to talk about an action that was in progress when another short action happened. We use the simple past for the short action. We use (7) *when* / *while* to introduce the action in progress. We use (8) *when* / *while* to introduce the short action.

The sun (2) _____.

Carol (3) _____.

The tsunami (5) _____ over Carol.

All three women (6) _____.

She was looking up at the beautiful sky (9) _____ she saw an enormous wall of water.

She met Barbara and Sonia (10) _____ she was staying in a hotel in Phuket.

WATCH OUT!

- ✓ She was living in Mexico when she met her husband.
- ✗ She lived in Mexico while she was meeting her husband.
- ✗ She was living in Mexico while she was meeting her husband.

C PRACTICE Complete the text with the correct form of the verbs in parentheses.

Many Thais and tourists from other countries (1) _____ (enjoy) a beautiful day at the beach on December 26, 2004. The sun (2) _____ (shine), and a light breeze (3) _____ (come) from the ocean. It seemed like a perfect place for a relaxing vacation. But while some people (4) _____ (swim), they (5) _____ (notice) that the water around them was moving away from the beach. Others (6) _____ (look) at the beautiful ocean view when they suddenly (7) _____ (see) a wave that looked like a wall. It was 30 meters high, and sadly, most people could not escape. The Indian Ocean tsunami was one of the worst disasters in history.

D NOW YOU DO IT Work in pairs. Use the prompts to tell your partner about an experience in your life. The experience can be positive or negative.

A: While I was studying for my exams, my mom got sick. It was a difficult time.

B: I was traveling in Latin America when I got my exam scores.

9 WRITING: about an event

A Read about this person's experience. Does the accident happen to the writer of the story or to someone else?

When I was about 12, I went with my family to Marine Land to see the aquarium and the marine animals. While we were there, we went to a dolphin show. The dolphins were doing a lot of tricks, and some of the trainers were swimming with them. My little brother was standing next to me. While I was watching the show, I heard a big splash. My brother was in the water! I yelled, "Dad, Sammy's in the water!" My dad jumped in the water when he saw Sammy in the tank, but Sammy disappeared under the water! While my dad was swimming around, looking for Sammy, I saw an enormous gray shape near him. The dolphin's head came out of the water, and it was holding my brother in its mouth! When it saw my dad, it swam to him and put Sammy in his arms! It was a really scary experience, but thanks to that dolphin, my little brother was fine.



B Think of an event or experience that you want to write about. It can be something that happened to you personally, or that you heard about on the news or from another person. Complete the notes.

What happened:

When and where it happened:

What you or other people were doing when it happened:

What you or other people did when it happened:

How it ended:

How you or other people felt, or what the event was like:

HOW TO SAY IT

What happened after ...?

What did you/the people do when ...?

How did you feel when/after ...?

Was it exciting/scary/dangerous/fun?

C Use your notes to write about the event.

D Work in pairs. Read each other's stories. Ask questions to get more information about your partner's story.

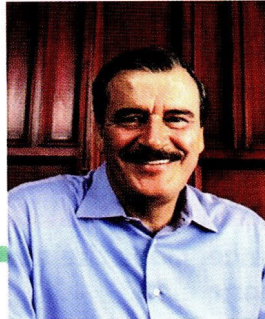
lifeSkills

IDENTIFYING SOURCES OF INFORMATION

- Decide what information you need.
- Identify resources that can give you that information.
- Find useful information.

A Read the class assignment and check what the students have to do.

- ☐ do research on a specific topic
- ☐ find out about all three topics
- ☐ write an essay
- ☐ prepare notes for an oral report



Class assignment

History and culture 203: The New Millennium

Form small groups. Choose one of the three topics below and find out as much as possible about it. Use the questions as a guide. Use a variety of information sources for your research. Prepare a short report to present to your group.

1 The first decade of the 21st Century

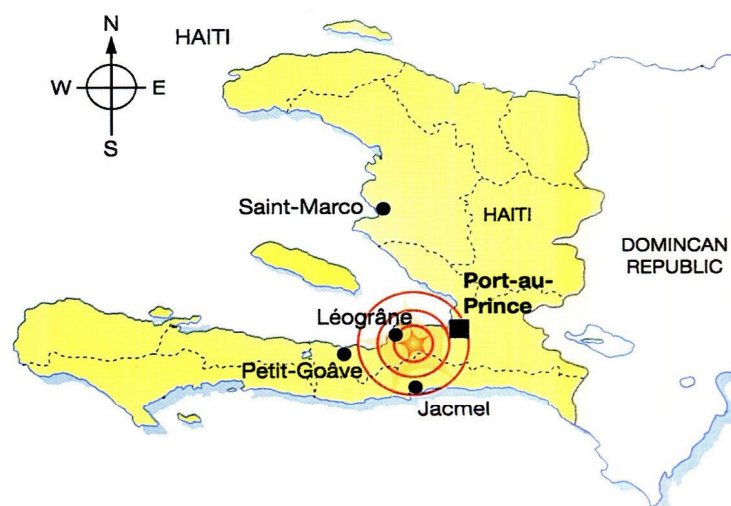
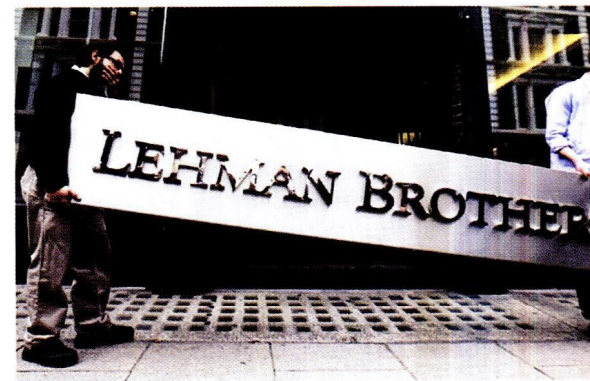
What were some important local or world events during that decade?
What were people doing when they heard about each of these events?
How did they feel, and what did they do when they heard the news?

2 Culture and entertainment

What were people doing for fun at the beginning of the decade? At the end?
What were the popular movies, books, bands, etc., of the decade?
What important events happened in the world of culture and entertainment during the decade?

3 Technology

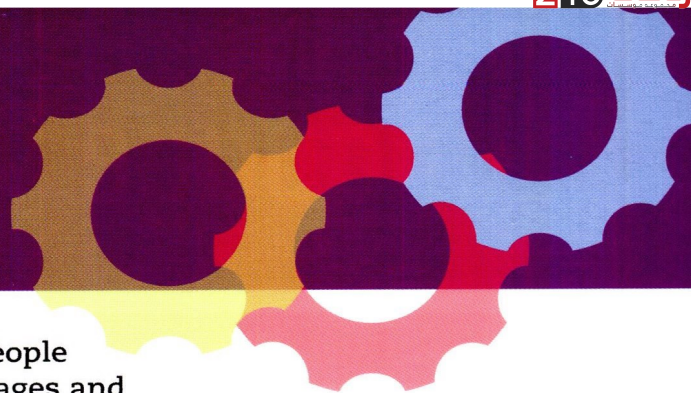
How were people communicating at the beginning of the decade? At the end?
How did communication and social media influence important events?
What were some of the big technology successes and failures of the decade?



Self and Society

Work and Career

Study and Learning



B Work in small groups. Look at the resources people can use to find out information. What are the advantages and disadvantages of each one?

Resources	Advantages	Disadvantages
books/newspapers/magazines		
official websites from organizations, governments, etc.		
online encyclopedias		
blogs and online chat rooms		
other people (teacher, parents, etc.)		
other resources		

C With your group, choose a topic from Exercise A. Decide what information you need for your topic. Discuss which of the resources in Exercise B will be the best place to find information for your topic.

- A:** There were a lot of magazine and newspaper articles about important events.
B: Yes, but looking for magazines and newspapers takes a lot of time.
C: We can also find lots of information about important events on the internet.
B: Yes, but on some websites the information isn't correct.

D Resources you can use for your topic are your teacher and your classmates. Find out as much information as you can from them and make notes.

- A:** Do you remember any important events from 2000 to 2009?
B: Yes, I remember Hurricane Katrina. My cousin and her family were living in New Orleans, and we were really worried!
A: Oh, wow! What were they doing when the hurricane arrived?
B: They were driving. They were leaving the city.

E Share the information you found out with your group.

HOW TO SAY IT

Talking about the advantages and disadvantages of sources of information

(Newspapers) are ...
 easy / difficult to get
 expensive / free

(Official websites) ...
 give correct information / may give incorrect or false information

Getting information from (books) ...
 takes / doesn't take a lot of time



REFLECT ... How can the skill of identifying sources of information be useful to you in **Work and Career** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Complete the sentences with the words in the box. (8 points)

blog browse download google online post tweet upload

- 1 I'm going to _____ a home video to an online file-sharing site so my friends can see it.
- 2 James can _____ some music from the internet onto your MP3 player.
- 3 It's easy to shop _____. You just click to order something and pay with a credit card.
- 4 You can't use more than 140 characters in a _____. They are very short.
- 5 Paul likes to _____ the internet for an hour before he starts work.
- 6 Why don't you _____ the name of that book you wanted to find?
- 7 When my sister went to Thailand, she wrote a _____ about her experiences there.
- 8 Can you show me how to _____ a status update on Facebook?

B Match the beginnings 1–7 with the endings a–g. (7 points)

- | | |
|---|--|
| 1 I'm very worried | a) in animals. |
| 2 We were very shocked | b) about losing my phone. It was new. |
| 3 I'm really excited | c) about John. He's two hours late. |
| 4 I am amazed | d) about my vacation in Thailand. I can't wait! |
| 5 I'm studying zoology because I'm interested | e) by Michael Jackson's death. It was so unexpected. |
| 6 My sister is angry | f) at how good Jake is at using a computer—he's three! |
| 7 I was upset | g) at her boyfriend because he didn't call her last night. |

11–15 correct: I can talk about internet activities and describe reactions to events.

0–10 correct: Look again at Sections 2 and 5 on pages 10 and 12.

SCORE: /15

2 GRAMMAR

Complete the sentences with the simple past or past progressive form of the verbs in parentheses. (15 points)

- 1 **A:** What _____ you _____ (*do*) when I called you last night?
B: I _____ (*watch*) a TV show about music from about 15 years ago. It was really bad!
- 2 The story begins on a stormy night. The wind _____ (*blow*) and it _____ (*rain*).
- 3 I _____ (*see*) Greg yesterday. He _____ (*walk*) in the park.
- 4 While we _____ (*play*) soccer, Katy _____ (*break*) her foot.
- 5 **A:** What _____ you _____ (*listen*) to a minute ago? It was really good.
B: I _____ (*play*) a CD by The Foo Fighters.
- 6 We _____ (*live*) in Costa Rica when my younger brother _____ (*start*) school.
- 7 I couldn't come to the door because I _____ (*take*) a shower when you arrived.
- 8 We _____ (*watch*) TV when the electricity _____ (*go*) off.

11–15 correct: I can use the simple past and the past progressive.


0–10 correct: Look again at Sections 3 and 8 on pages 11 and 14.

SCORE: /15

UNIT 2 CULTURE VULTURE

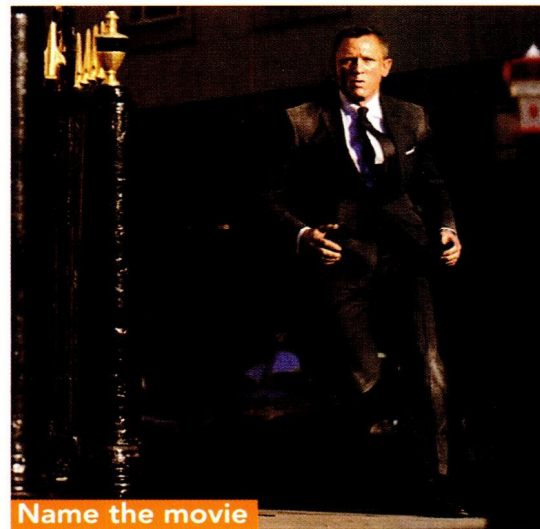
IN THIS UNIT YOU

- learn language for expressing opinions and talking about cultural activities
- listen to people giving their opinions about books: identifying speakers' opinions
- write about a famous cultural icon: linking sentences
- read a review of a movie
- talk about cultural activities that you enjoy
- watch a video about a cultural festival

A  Work in pairs. Take the culture quiz and test your cultural knowledge.



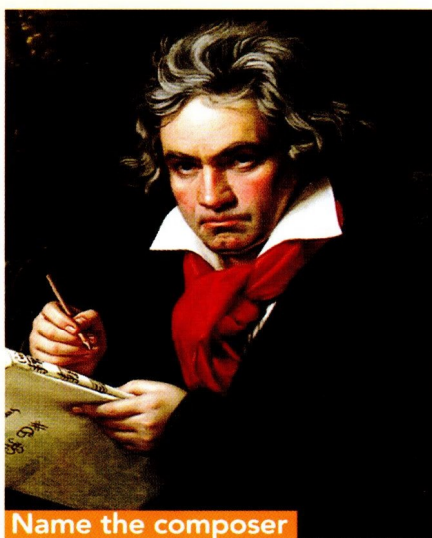
Name the pop star



Name the movie




Name the artist



Name the composer



Name the play

B  Share your answers with your classmates. What else do you know about the things and people in the pictures?

A: That's Beyoncé. I think she's American.

B: Yes, that's right. She's from Texas, and she lives in ...

LIFE SKILLS

SELF & SOCIETY

Learn to develop cultural awareness


1 VOCABULARY: adjectives for expressing opinions

A Look at the adjectives. Write (+) for positive and (-) for negative. Then match each adjective to its synonym.

- | | |
|--------------------|----------------|
| 1 very good | a) incredible |
| 2 strange | b) ridiculous |
| 3 boring | c) hilarious |
| 4 amazing | d) awesome |
| 5 very interesting | e) awful |
| 6 very dumb | f) fascinating |
| 7 very bad | g) weird |
| 8 very funny | h) dull |

B Circle the correct adjective to complete the sentences.

- Dali's paintings are very *weird* / *dull*. They have all kinds of strange objects and shapes.
- In my opinion, horror movies are so *good* / *dumb*. They're very unrealistic, so they aren't scary.
- To me, opera is *dull* / *fascinating*. I just don't think it's an interesting art form.
- That was such a *hilarious* / *boring* movie. I couldn't stop laughing.
- Shakespeare's plays are *awesome* / *terrible*. The stories are great!
- Abstract art is *amazing* / *awful*. I don't understand it, but I really like it!

C  Work in pairs. Give your opinions about the following art forms. Give reasons.

classical music hip-hop dancing modern sculpture reality TV shows

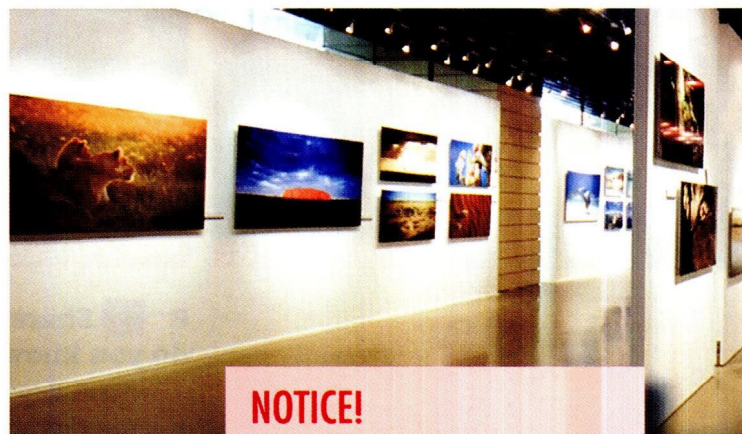
A: In my opinion, reality TV shows are really interesting. I like to watch real people.

B: Really? I think they're boring. The people don't do anything interesting.

2 GRAMMAR: comparatives with *as ... as* / *not as ... as*

A  **05 LANGUAGE IN CONTEXT** Listen to a conversation between two friends at a photography exhibition. Which picture do both women like?

- Sarah:** So, which picture is your favorite?
- Kate:** Well, I love the picture of the flowers. You know, the black and white one.
- Sarah:** Yeah, I like that one, too, but it isn't as nice as the picture of the elephant. That's amazing!
- Kate:** I don't know. I thought it was dumb.
- Sarah:** Did you see that picture of the chair? Now, that was ridiculous!
- Kate:** Yeah, but I thought the picture of the elephant was just as dumb as the picture of the chair. They were both weird. I didn't understand them at all.
- Sarah:** Maybe we're just not as smart as everyone else.
- Kate:** You're probably right!



NOTICE!

Underline the sentences in the conversation with *as ... as*. What word comes between the first and second *as*?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from Exercise A.

Affirmative be + as + adjective + as	The picture of the elephant was just (1) _____ _____ the picture of the chair. They were both weird.
Negative be + not as + adjective + as	It (2) _____ _____ the picture of the elephant. That's amazing!

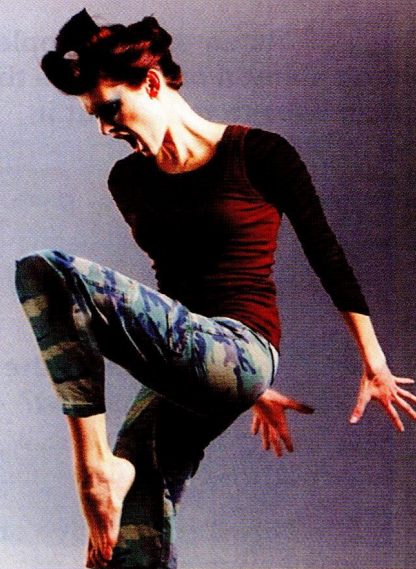
Function Read the examples below. Then match the halves of the sentences to complete the rules.

This painting is as expensive as that one. = Both paintings are the same price.
 This painting isn't as expensive as that one. = This painting is less expensive than that one.
 = That painting is more expensive than this one.

- 1 We use *as ... as* to say that a) one thing is more or less than another thing.
- 2 We use *not as ... as* to say that b) two things are equal in some way.

C PRACTICE Complete the opinions with *be + as ... as* or *(not) as ... as* and the adjectives in parentheses.

- 1 To me, modern dance _____ (good) ballet.
I like them both equally.
- 2 I like hip-hop dancing because it _____ (weird) other types of modern dance. It's better.
- 3 Classical music _____ (boring) jazz. Jazz is much more boring.
- 4 I think the special effects in the old Star Wars movies _____ (amazing) modern special effects.
They're fantastic!
- 5 Do you think these pictures _____ (interesting) those? I can't decide.
- 6 In my opinion, plays can _____ (realistic) movies if the actors are good.



D NOW YOU DO IT Work in groups. Use *be + (not) as ... as* to talk about the categories in the box. Use adjectives from Exercise A and any other adjectives that you want to use.

WATCH OUT!

- ✓ Modern dance is as difficult as ballet.
- ✗ Modern dance is as difficult than ballet.

two bands or musicians	two concerts	two genres of movies	two museums
two periods of art	two TV shows	two types of dance	two types of music

- A: Modern art isn't as good as traditional art. I prefer realistic paintings.
 B: I agree. The artists definitely aren't as talented.
 C: I don't agree. I think modern art is better than traditional art. It's more interesting.

3 PRONUNCIATION: *as ... as / not as ... as*

A 06 Listen to these people giving their opinions. Notice that the stress is on the adjective and not on *as ... as*.

I think Brazil is as beautiful as Mexico.

In my opinion, museums aren't as dull as art galleries.

B 07 Work in pairs. Practice saying these sentences. Remember not to stress the word *as*. Listen and check.

- 1 Latin music is as good as rock music.
- 2 I don't think painting is as interesting as taking pictures.
- 3 São Paulo isn't as big as Mexico City.
- 4 Many people think that trains are not as comfortable as cars.

4 LISTENING: identifying speakers' opinions

Listen for words and phrases that can help to identify a person's opinion. They can be positive or negative adjectives such as *amazing* or *boring*, or verbs such as *like*, *don't like*, and *enjoy*. A person's tone of voice (bored, interested, etc.) can also indicate what their opinion is.

A **08** Listen to two people, Meg and Lauren, talking about a book. Circle the words each person uses to talk about it.

Meg:

awesome dull fascinating great interesting

Lauren:

awesome dull fascinating great interesting



B Listen again and circle the correct answers. How do you know?

- Meg *liked* / *didn't like* the book.
- Lauren *liked* / *didn't like* the book.

C **09** Now listen to five other people talking about books. Choose the correct answers.

- Speaker 1 says she ...
a) liked a different book better. b) thought the book was amazing.
- Speaker 2 thought the book was ...
a) interesting. b) boring.
- Speaker 3 says he ...
a) didn't like the book. b) liked the book.
- Speaker 4 preferred ...
a) the writer's first book. b) the writer's second book.
- Speaker 5 says she ...
a) prefers nonfiction. b) prefers fiction.

5 VOCABULARY: cultural activities

A Complete the table with words in the box. Then add two ideas of your own to each column.

a book club a comedy show a language course a museum a music society
an exhibition a photography course architecture sculpture the theater

learn about	take	go to see	join	go to

B Work in pairs. Say which of the activities in Exercise A you would like to do and which you would not like to do. Give reasons.

- A:** I'd like to join a book club. I love reading books and talking about them.
B: I wouldn't like to join a book club. I think reading is boring. I want to take another language class. I'd like to learn Russian.

6 SPEAKING: talking about cultural activities

A Read the questionnaire and add one or two more activities to each list. Then complete the questionnaire.

Are you a Culture Vulture?

Find out with our questionnaire.
Check the boxes that apply to you.

Last year, I ...

- ☐ went to see a new band.
- ☐ joined a music group.
- ☐ went to the theater.
- ☐ went to a comedy show.
- ☐ went to the ballet.
- ☐ went to an art exhibition.
- ☐ joined a book club.
- ☐ took a language class.
- ☐ went to a museum.
- ☐ saw a foreign movie.



Score one point for each box you checked.

Score 0–3: Cultural activities are definitely not for you!

Score 4–7: Why not try some different cultural activities?

Score 8–10: You're a real Culture Vulture!

B Work in groups. Compare your answers to the questionnaire.
Discuss any other cultural activities that you do regularly.

A: So, did you go to the theater last year?

B: Yes, I did. I went a lot. What about you?

C: No, I don't go to the theater very often, but I do go to the movies a lot!

C Tell the class about the activities that people do. Say which are popular.

In our group, a lot of people go to the theater. But the theater isn't as popular as the movies.

7 GRAMMAR: superlatives

A LANGUAGE IN CONTEXT Read the blog. Did the writer like the movie?



I'm in a movie club, and we watch movies from different periods and different genres. We watch good and bad movies, and we vote on the best one and the worst one from each decade and each genre. This month we're watching horror movies from the 1980s. Some of the horror movies we saw were really scary, but we all thought the scariest movie we saw was *The Shining* (1980) with Jack Nicholson. It was scarier than all the others. In general, I think horror movies

are dumb, but *The Shining* was really interesting. In fact, I think it's the most interesting horror movie I know because it's really a psychological drama. Jack Nicholson is great, of course. But the greatest actor in the movie, in my opinion, is Danny Lloyd, who plays Jack Nicholson's son. He was just a little boy at the time, but he was already an incredible actor!

NOTICE!

Circle the adjectives in the text. Do all of the adjectives have the same form?

B ANALYZE Read Exercise A again.

Function Choose the correct option to complete the sentence.

- 1 We use superlative adjectives to compare a characteristic of
a) two things. b) more than two things.

Form Choose the correct option to complete the rule. Then complete the table with examples from Exercise A.

- (1) We *always* / *never* use *the* with superlative adjectives. We *always* / *never* use *than*.

WATCH OUT!

- ✓ He's the thinnest man.
- ✗ He's the thineast man.
- ✗ He's the most thin man.

One-syllable adjectives	For most one-syllable adjectives, add -est: old—the oldest dull—the dullest great—the (2) _____
	For adjectives that end in consonant-vowel-consonant, double the final consonant and add -est: thin—the thinnest fat—the fattest big—the biggest
Adjectives ending in consonant + -y	Change the y to i and add -est: happy—the happiest easy—the easiest scary—the (3) _____
Adjectives with two or more syllables	Use most or least: important—the most important interesting—the (4) _____
Irregular adjectives	good—the (5) _____ bad—the (6) _____

C PRACTICE Complete these sentences with the superlative form of the adjective in parentheses.

- I think Luciano Pavarotti was the _____ (great) singer in history.
- Taking a class is one of the _____ (good) ways to meet new people.
- The _____ (interesting) shows on TV are animal shows.
- The _____ (funny) movie that I ever saw was *The Mask* with Jim Carrey.
- Marilyn Monroe was the _____ (beautiful) cultural icon of the 1950s.
- I think hip-hop is the _____ (bad) type of music. I hate it!
- Maroon 5's new album is the _____ (hot) CD of the year.
- In my opinion, that was the _____ (boring) movie ever!

D NOW YOU DO IT Choose one of these topics, or use your own idea. Tell a partner one or two details about it.

- the funniest TV show
- the best group in concert
- the most popular singer in your country

A: The funniest TV show is *Modern Family*. I really like all the actors.

B: Really? I think the funniest TV show is ...

8 READING: a movie review

A Read this movie review. Did the writer enjoy *The Simpsons Movie*?

PLAY IT AGAIN, SAM

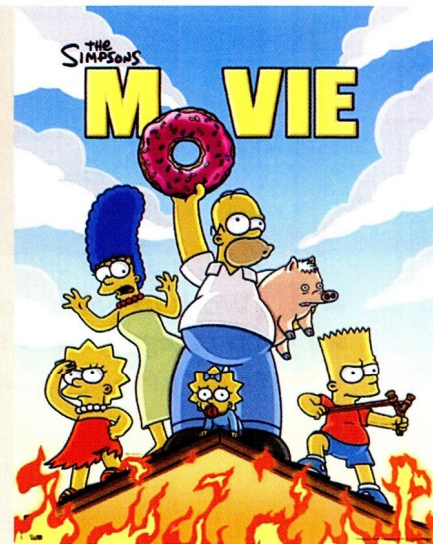
The website for the greatest movies of all time

Check out this site to read reviews of movies you missed when they were new, and to remember favorites that you want to see again (and again!). This week we're focusing on movies from the recent past—the 2000s.

The Simpsons Movie has to be one of my favorite movies of all time. I love it because it's as funny as the cartoons, but it's longer than the TV episodes, so there are lots more laughs! The story is that Homer causes a leak in the nuclear power plant where he works, and has to save the city and his family from disaster. As usual, he encounters lots of problems, and lots of funny things happen. I think the funniest part of the movie was when Homer takes a pig home from a restaurant. He calls him *Spider-Pig*, and he

loves him more than he loves his kids! This is one of the most entertaining movies I know, but it has some serious elements, too. The main message of the movie deals with some of the most important social and political issues of our time, like the effect of human beings on the environment, and the dangers of pollution and nuclear disaster. If you missed this movie in 2007, check it out now! I definitely recommend it!

Sean Green, Ontario, Canada
The Simpsons Movie (2007)



B Circle T (true) or F (false) for each statement. Then read the movie review again to check your answers.

- | | |
|--|-------|
| 1 This website has reviews of old and new movies. | T / F |
| 2 The movie in the review above is a comedy. | T / F |
| 3 The reviewer says the movie isn't as good as the TV shows. | T / F |
| 4 The movie has some serious subjects. | T / F |
| 5 The movie is from the first decade of the new millennium. | T / F |

C Think about two movies that you saw recently: one good and one bad. Tell a partner about the best and worst parts of these movies.

Recently, I saw ... The best part was when ...
The worst part of the movie was when ...



9 WRITING: linking sentences

We use the words *so* and *because* to link ideas. *Because* is used to introduce the reason for something, and *so* is used to introduce the result of something.

A Read this description. Which famous cultural icon does it describe?

It was first invented in 1886 by Dr. John Pemberton in a pharmacy in Atlanta, Georgia (1) *because* / *so* he wanted to make a "health drink." Pemberton said that it was good for people's health (2) *because* / *so* it was made from sparkling water. Pemberton sold the drink in his store for the very cheap price of five cents a

glass, (3) *because* / *so* it very quickly became one of the most popular drinks with his customers. By 1887, the business was too big for Pemberton, (4) *because* / *so* he sold part of the company to a businessman named Asa Griggs Candler. Candler started the company as we know it today.

B Read the text in Exercise A again and circle the correct linking words.


C Choose either *because* or *so* in each sentence. Then complete the sentences with your own ideas.

- Potato chips are one of the most popular snacks *because* / *so* _____.
- I love sweet things, *because* / *so* _____.
- I think _____ taste(s) horrible *because* / *so* _____.
- I don't eat _____, *because* / *so* _____.

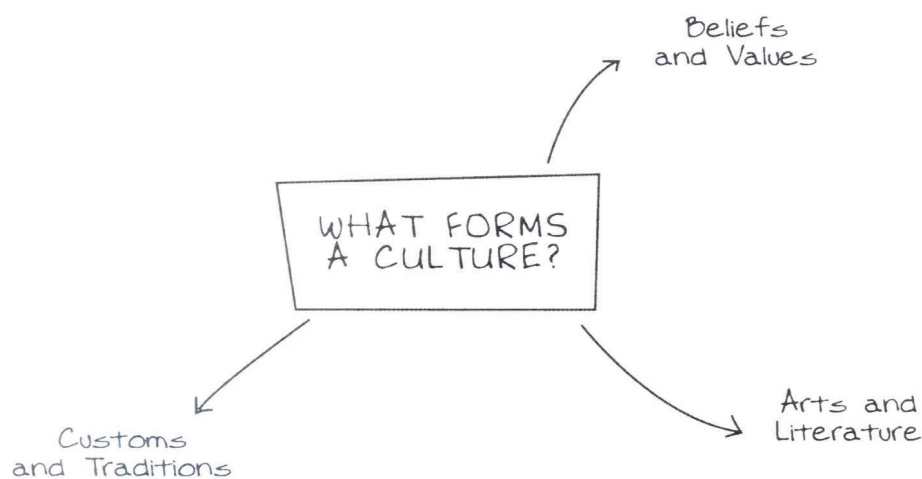
lifeSkills


SELF AND SOCIETY: DEVELOPING CULTURAL AWARENESS

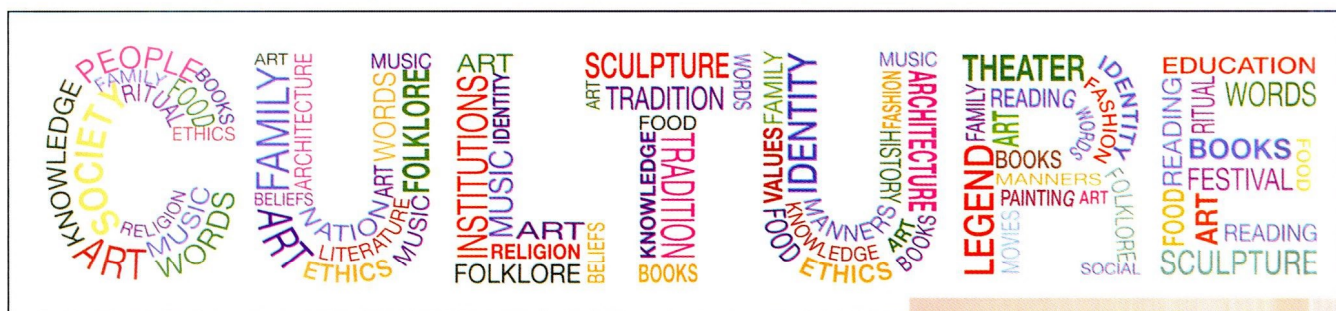
- Brainstorm ideas or aspects of life that form a country's culture.
- Identify areas in which a country's cultural characteristics are expressed.
- Reflect on your own culture to identify its specific characteristics.


A  Work in pairs. Look at the mind map and brainstorm more ideas for each category. Add them to the map.

When I greet a friend, I usually hug them.



B  Join with another pair and compare your mind maps. Do you have any ideas in common? Then look at the poster below. How many of the words on the poster did you include in your mind maps?



C  Work in pairs. Choose three ideas from Exercises A and B and discuss examples of these in your own culture.

- A:** Let's talk about food in our culture.
- B:** Yes, good idea. So, I guess family lunches on Sundays are a big part of our culture.

HOW TO SAY IT

What about ...?

I suppose ...

You know how we ...

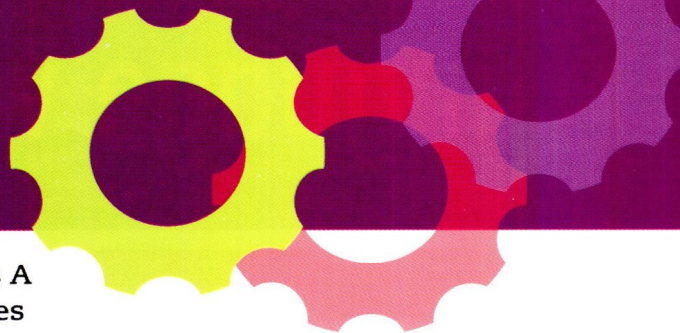
What else?

... is another ...

Self and Society

Work and Career

Study and Learning



D Look at the pictures. Choose words from Exercises A and B to discuss which aspects of culture these images represent.



Scotland, U.K.




Peru



Kenya



Texas, U.S.A.

E  Work in pairs or small teams. Develop a culture collage about your country or a different country that you are interested in. Your collage could include photos, drawings, newspaper clippings, or even items that represent aspects of a culture. Present your culture collage to the class.



REFLECT ... How can having awareness of your own culture and other cultures be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

A Complete the sentences with words in the box. (6 points)

amazing awful dull fascinating hilarious weird

- 1 I think the way this artist uses color is great! His paintings are _____!
- 2 That movie was so _____ I almost fell asleep!
- 3 The main character in that movie made me feel uncomfortable. He was really _____.
- 4 I don't like reality TV shows. I think they're _____.
- 5 What a _____ book! The ideas are really interesting and original.
- 6 I thought *The Simpsons Movie* was _____. I couldn't stop laughing.

B Circle the correct words to complete the conversation. (9 points)

- A: I'm bored. There's nothing to do around here.
- B: I'm (1) *going to* / *going to see* a play at the theater tonight. Do you want to come? Or there's a comedy show on Saturday nights. My friends and I often (2) *go to* / *join* that.
- A: No, thanks. I don't like comedy shows. I never find them that funny.
- B: Oh, OK. Well, how about (3) *taking* / *going to see* a sculpture exhibition with me tomorrow?
- A: I don't want to (4) *go to* / *learn about* sculpture. I don't like it.
- B: Well, would you like to (5) *join* / *go to* a museum?
- A: Yes, maybe. I would like to (6) *go to see* / *learn* more about history, actually.
- B: So why don't you (7) *take* / *go to see* a history class at the college? And you should (8) *join* / *take* a book club. You love reading!
- A: That's a great idea. Then I can (9) *join* / *learn* about literature, too!

11–15 correct: I can use adjectives for expressing opinions and talk about cultural activities.

0–10 correct: Look again at Sections 1 and 5 on pages 20 and 22.

SCORE: /15

2 GRAMMAR

Complete these statements with **as ... as** or the superlative form of the adjective in parentheses. (15 points)

- 1 I love *CSI: Los Angeles*. It's (1) _____ (good) TV show on right now. I also like *CSI: NY*, but it isn't (2) _____ (good) *CSI: Los Angeles*, so I don't watch every show.
- 2 Going to the theater isn't (3) _____ (cheap) going to the movies, but it isn't (4) _____ (expensive) going to a restaurant. That's very expensive.
- 3 Ronaldo is (5) _____ (amazing) soccer player in the world. People say Pelé was the best player, but I don't think he was (6) _____ (talented) Ronaldo.
- 4 In my opinion, sculpture is (7) _____ (fascinating) form of art. I love it! To me, painting isn't (8) _____ (interesting) sculpture. Rodin's sculptures are (9) _____ (beautiful) sculptures I've ever seen.
- 5 A burger without cheese is (10) _____ (good) a burger with cheese. They're the same. But a burger with no ketchup is (11) _____ (bad) thing in the world!
- 6 I love comedy movies, and I think *Groundhog Day* is (12) _____ (hilarious) movie of all. *Ghostbusters* was amazing, too, but it wasn't (13) _____ (funny) *Groundhog Day*.
- 7 All of these paintings are really weird, but this is (14) _____ (weird) one of all! And the artist's photographs are (15) _____ (strange) her paintings.

11–15 correct: I can use **as ... as** / **not as ... as** and superlatives.

0–10 correct: Look again at Sections 2 and 7 on pages 20 and 24.

SCORE: /15

UNIT 3 TICKETS, MONEY, PASSPORT!

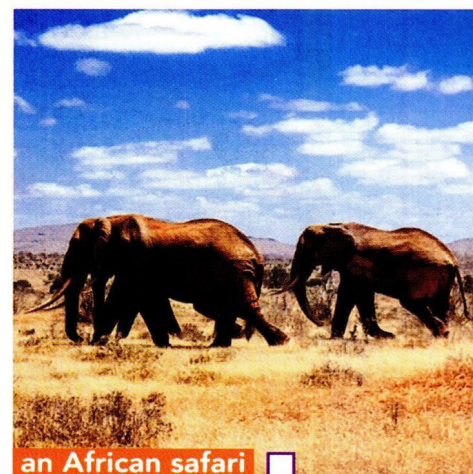
IN THIS UNIT YOU

- ⚙ learn language for talking about travel and making requests
- ⚙ read a text with advice for Americans traveling to the U.K.: pronoun reference
- ⚙ ask for permission and make requests, and respond to them: responding appropriately
- ⚙ listen to someone talking about his/her travel plans
- ⚙ write a blog about a travel experience
- ▶ watch a video about people discussing different vacation destinations

A Where would you like to go on vacation?
Number the pictures in order of preference.



a diving vacation in Australia ☐



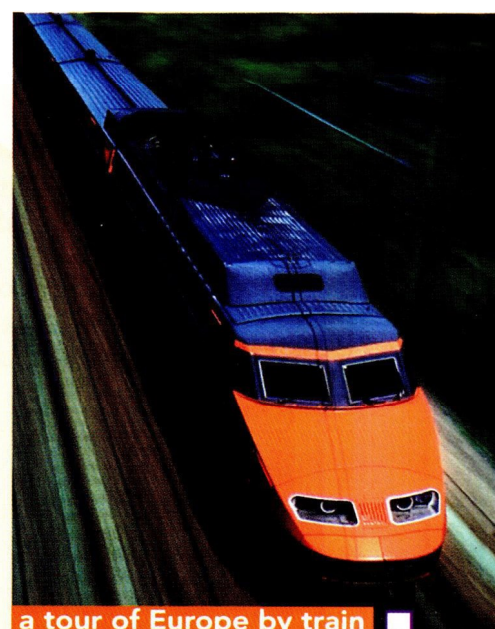
an African safari ☐




a hiking vacation in the U.S.A. ☐



a skiing trip in Canada ☐



a tour of Europe by train ☐

B  Work in pairs or small groups. Talk about which vacation you would like to go on and why.

A: I'd like to go on an African safari because I love animals.

B: Really? I think safaris are scary!

LIFE SKILLS

STUDY & LEARNING

Learning ways to estimate or guess

1 VOCABULARY: travel essentials

A **10** Listen and match the words to the pictures.

- | | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> a map | <input type="checkbox"/> a suitcase | <input type="checkbox"/> a passport | <input type="checkbox"/> a driver's license | <input type="checkbox"/> tickets |
| <input type="checkbox"/> sunscreen | <input type="checkbox"/> sunglasses | <input type="checkbox"/> a wallet | <input type="checkbox"/> a guidebook | <input type="checkbox"/> a toothbrush |



B Choose the top five essential things in Exercise A to take on a summer vacation. Then compare your answers in pairs.

A: I think a toothbrush is essential.

B: Well, you can buy a toothbrush, but your passport is essential if you want to go to a different country!

2 LISTENING: travel plans

A **11** Listen to the first part of a conversation. Check the place where Alison is going on vacation.

B Listen to the rest of the conversation. Write Alison's travel essentials in two lists below. Compare your answers in pairs.

Things she already has

Things she needs to buy



Mexico ☐

Vietnam ☐

C Answer these questions about the conversation. Then listen to the whole conversation again and check your answers.

- Is Alison going on vacation with a tour group? _____
- What two short tours is she going to do? _____
- Who organized Alison's trip? How? _____
- How did she pay for the trip? _____

D Work in pairs. Talk about a vacation or trip you are planning. Tell your partner what things you need to take. What things do you already have and what things do you need to buy?



3 GRAMMAR: reflexive pronouns

A  **12 LANGUAGE IN CONTEXT** Listen to the conversation below. Where do you think the men are?

- Paul:** I guess we have to carry our suitcases **ourselves**. There isn't anyone to help.
- Lucas:** Yeah, I guess so. I can carry the bags, but can you go up the stairs by **yourself**, or do you need help? I can take the bags up and then come back to help you.
- Paul:** No, don't worry. I can do it, and I can carry my backpack **myself**. It isn't very heavy.
- Lucas:** OK, but don't hurt **yourself**!
- Paul:** Don't worry, I'm fine.

NOTICE!

Look at the words in bold. What words come before **-self** or **-selves**?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from Exercise A.

Subject pronouns	Reflexive pronouns
Singular	
I	(1) _____
you	(2) _____
he	himself
she	herself
it	itself
Plural	
we	(3) _____
you	yourselves
they	themselves

Function Match the functions 1 and 2 with the examples A and B.

We use reflexive pronouns ...

- 1 when the subject and the object of the sentence are the same.
 - 2 to indicate *without help from another person*.
- a) I can carry my suitcase myself.
- b) I bought myself a birthday gift.


We also use reflexive pronouns in the expression *by myself/himself/ourselves*, etc, to mean *alone*.
I like traveling by myself.

C PRACTICE Circle the correct pronoun to complete the sentences.

- 1 I made *me* / myself a cake!
- 2 Do you want me to help *you* / yourself?
- 3 My brother is going to camp by *him* / himself.
- 4 Sometimes people hurt *them* / themselves on adventure trips.
- 5 Please call *us* / ourselves when you arrive.
- 6 Look. I painted this picture *I* / myself.
- 7 My sister wants to buy her ticket *her* / herself.
- 8 This computer program automatically updates *it* / itself.

WATCH OUT!

- ✓ I burned myself.
- ✗ I burned me.

D  **NOW YOU DO IT** Work in groups. Discuss these questions.

- 1 What things can you do yourself when you travel, and what things do you ask other people to do for you?
- 2 Do you like traveling by yourself? Why or why not?
- 3 What is something that you were recently able to do yourself, without help from another person?

4 READING: pronoun reference page 13

Pronouns, and words like *this*, *that*, *here*, *there*, *these*, and *those* can replace noun phrases and even entire sentences. Read the sentences that come before a pronoun to help you identify what the pronoun refers to.

A Read this article and check the sentence that best expresses the main idea.

- ☐ Americans are very interested in British culture.
☐ There are some differences between the U.S.A. and the U.K.

BLOG AROUND THE WORLD

The United Kingdom



- 1** Many people from the U.S.A., and all over the world, are fascinated with the U.K. **They** dream of traveling **there**, so here are some tips, dreamers!
- 2** Bring comfortable walking shoes. Believe me, you are going to need **them**. In London, when you ask people how far something is, the answer is always "about a five-minute walk." Do not believe **them**. The British are all world-class speed walkers.
- 3** Americans, a subway is not a subway. If you go down some stairs next to a sign that says SUBWAY, you are simply going to go under a street and back up to the other side of **it**. You are not going to catch the next train to Piccadilly Circus. If you want to get a train to go **there**, look for the London Underground sign. Of course, subway tunnels under streets are a very good idea because the British drive on the wrong side of the road!
- 4** When you check into a hotel, ask for a short lesson about the bathroom. No two of **these** in Britain are the same. I usually have to look around for several minutes before I can figure out how to flush the toilet. And I can almost never operate the shower without instructions. I once had to get out of a shower in Oxford and go downstairs to ask the hotel receptionist how to turn **it** off. There is actually a postcard called *The British Bathroom*, with everything on **it** labeled to help tourists!
- Seriously, though, if you are going to travel to the U.K., or to any other foreign country, spend some time learning about **it** before you go. Your trip will be much more fun and less stressful!

Tips for trips

B Find the pronouns listed below in the text. Who or what does each one refer to? Choose the correct option.

- | | | | |
|--------------------------------|-----------------------|---------------------------|---------------|
| 1 there (paragraph 1, line 3) | a) all over the world | b) the U.K. | c) the U.S.A. |
| 2 them (paragraph 2, line 5) | a) the shoes | b) people | c) walkers |
| 3 it (paragraph 3, line 11) | a) the subway | b) the underground | c) the street |
| 4 these (paragraph 4, line 17) | a) hotels | b) lessons | c) bathrooms |
| 5 it (paragraph 4, line 21) | a) downstairs | b) the hotel receptionist | c) the shower |

C Work in pairs. Find the pronouns below in the text. Read the sentence containing the pronoun and the previous sentence. Say who or what the pronoun refers to.

- 1 They (paragraph 1, line 2): _____
 2 them (paragraph 2, line 7): _____
 3 there (paragraph 3, line 13): _____
 4 it (paragraph 4, line 23): _____

D Circle the correct completion for each statement. Then look back at the text to check your answers.


- 1 According to the writer, the British walk very *fast* / *slowly*.
- 2 The American word for trains that go under streets is *underground* / *subway*.
- 3 In the U.K., a subway is a *train* / *tunnel*.
- 4 The writer thinks British bathrooms are *similar to* / *different from* bathrooms in other countries.

5 VOCABULARY: travel

A Complete the phrases with the correct words in the box.

change check in find make pack rent take (x2)

- | | |
|-----------------------|--|
| 1 _____ a reservation | 5 _____ a car |
| 2 _____ money | 6 _____ a restaurant / a museum |
| 3 _____ your suitcase | 7 _____ a train / a bus to the airport |
| 4 _____ a tour | 8 _____ at a hotel / at an airport |

B  Work in pairs. Discuss which activities from Exercise A you should do before you travel and which activities you should do after you arrive.

- A: I think it's a good idea to rent a car before you travel.
 B: Why? You can do it when you arrive.
 A: Yes, but it's often cheaper to rent before you travel.

6 WRITING: a travel blog

A Read the blog. What was unusual about this travel experience?

BLOG AROUND THE WORLD

Thailand



I recently spent two weeks in beautiful Thailand. The capital, Bangkok, has several amazing markets, such as the enormous Chatuchak weekend market, where you can buy traditional Thai clothes and handicrafts. One day, I was looking at silk blouses in one of the thousands of stalls in the market, and I wanted to try on a blouse. The vendor spoke only a little English, and of course, I don't speak Thai at all! I indicated that I wanted to try on the blouse, but she said no. At that moment, a Thai woman was walking past the stall. She stopped and said to me, "I'll help you." She convinced the vendor to let me try on the blouse, and I bought it. But here's the amazing part! We started talking, and it turned out that we both live in a very small community near San Antonio, Texas. That was a big coincidence, but that's not all. It also turned out that she owns my favorite Thai restaurant! So that is how I met the owner of Thai Spice in San Antonio, Texas, in the middle of the city of Bangkok (population 9 million), in the middle of a market with thousands of stalls and thousands of people!

To get to the Chatuchak market in Bangkok: take the Skytrain (BTS) to the Mochit station (five-minute walk from there).

B Choose a place you visited or that you know well and make some notes for a blog entry like the one in Exercise A. Use the questions below to help you.

- 1 Where did you go? When did you go there?
- 2 What experiences or places were especially memorable? Why?
- 3 What information do you want to include for other travelers?

C Now write your blog entry. "Post" it on the wall in the classroom.

7 GRAMMAR: modals of permission, request, and offer

A  **13 LANGUAGE IN CONTEXT** Listen to the conversations below. Where do you think each one takes place?

Conversation 1

Man: Can we check in, please?
Woman: Certainly. May I see your passports, please, sir?
Man: Yes. Here you are.
Woman: Thank you. Shall I order you a meal for the flight?
Man: Yes, vegetarian, please. Oh, and could I have a window seat?
Woman: I'm sorry, sir, I'm afraid you can't change seats now. The flight is full.
Man: Oh, well. Never mind.

Conversation 2

Man: Can I help you with your bags? They look heavy.
Woman: Oh, thank you. That's very kind. May I have the bill, please?
Man: Certainly, madam.
Woman: And could I ask you something?
Man: Of course.
Woman: Can you call me a taxi to the airport?
Man: No problem. I'll call one now and ask the driver to wait outside.
Woman: That would be great. Thank you.

B ANALYZE Read the conversations in Exercise A again.

Form Choose the correct option to complete the sentence.

We always use ... with modal verbs.

- a) the base form of a verb b) the infinitive with to

Function Choose the correct option(s) to complete the sentences. Then complete the grammar table with examples from Exercise A.

- We use *can*, *could*, and *may* with *I* or *we* to
 - ask permission.
 - make a request.
 - make an offer.
- We use *can* and *could* with *you* to
 - ask permission.
 - make a request.
 - make an offer.
- We use *I* or *we* with *can* and *will* to
 - ask permission.
 - make a request.
 - make an offer.
- We use _____ to deny permission and refuse requests.
 - can't*
 - couldn't*
 - wouldn't*

NOTICE!

Find and underline *could*, *may*, and *can* in the conversations. What form is the main verb of the sentence in?


Permission	Requests	Offers
(5) _____ check in, please?	(8) _____ call me a taxi?	(11) _____ help you with your bags?
(6) _____ ask you something?	(9) _____ have a window seat, please?	(12) _____ call one now and ask the driver to wait outside.
(7) _____ see your passport?	(10) _____ have the bill, please?	

C PRACTICE Complete this conversation using modals of permission, request, and offer. In some cases, there is more than one correct answer.

Hazel: Good morning. (1) _____ I see some information about trips to Japan, please?
Lara: Yes, of course. We have several brochures, but (2) _____ you complete this questionnaire first?
Hazel: OK. (3) _____ I sit here?
Lara: Yes, of course. I (4) _____ move these books for you.
Hazel: Oh, and (5) _____ I use your pen, please? I don't have one.
Lara: Of course. Now, (6) _____ I get you a drink? Tea? Coffee?
Hazel: No, I'm fine, thanks.


WATCH OUT!

- ✓ Can you give us another room key?
- ✓ Excuse me. May I use your phone?
- ✗ May you help me with my suitcase?
- ✗ Will we please have some more towels?

D  **NOW YOU DO IT** Work in pairs. Look at the situations below. Ask and answer questions for these situations using modals of permission, request, and offer.

- You are at the train station and would like help with your suitcase.
- Your friend is thirsty, and you want to get them a drink.
- You are in a taxi and want to go downtown.
- Your friends are having a party and you can bring some snacks.
- You are in a café and would like to see the menu.

8 SPEAKING: responding appropriately

 Choose a few positive and negative short responses that you can use when people make requests or ask permission to do something. Memorize and practice them so that you're ready to use them at the right moment.


A Look at these pictures and match them to the correct questions.

- 1 May I sit here, please?
- 2 Can I close the window, please?
- 3 Could you tell me where the gas station is, please?
- 4 Could you turn down your music, please?



B Look at these responses for each question above. Check the responses that are possible.

- | | | |
|---------------------------------------|---|--|
| 1 <input type="checkbox"/> Sure. | <input type="checkbox"/> I'm sorry, I can't. | <input type="checkbox"/> Certainly. |
| 2 <input type="checkbox"/> Go ahead. | <input type="checkbox"/> Yes, of course. | <input type="checkbox"/> Sorry, but I'd rather you didn't. |
| 3 <input type="checkbox"/> Go ahead. | <input type="checkbox"/> Sorry, I don't know. | <input type="checkbox"/> Yes, sure. |
| 4 <input type="checkbox"/> Of course. | <input type="checkbox"/> No problem. | <input type="checkbox"/> I'm sorry, you can't. |

C  **Work in pairs. Take turns making requests and answering them.**



A: Could I use your pen, please?

B: Sure, go ahead.

9 PRONUNCIATION: /s/ vs. /ʃ/

A  **14** Listen and choose the word you hear each time. Then practice saying the words.

- 1 self / shelf
- 2 sort / short
- 3 see / she
- 4 sip / ship
- 5 sign / shine
- 6 sock / shock
- 7 so / show

B  **15**  **Work in pairs. Practice the tongue twister. Listen and check.**

She sells seashells on the seashore.

lifeSkills

ESTIMATING AND GUESSING

- Understand what you need to estimate or guess.
- Do some simple calculations.
- Compare your estimate to other data.

A Read this extract from an environmental textbook. Follow the instructions.

Carbon footprint

Your carbon footprint is how much carbon dioxide (CO₂) gas you produce in your everyday life. This comes from things such as traveling, cooking, and heating your home. Your carbon footprint is bigger, for example, when you drive your car a lot, especially if you usually drive to school or work by yourself. It's also bigger if you take a lot of flights, or when you

live in a big house. It's smaller when you use public transportation (like buses and trains) to get around, when you use a bike, or when you recycle clothes and furniture. Travel of any kind makes up the largest part of a person's carbon footprint. To get a basic idea of the size of your own carbon footprint, check the activities that you do below.

Bigger carbon footprint

- ☐ go on a lot of foreign vacations
- ☐ travel by car/taxi
- ☐ cook with gas/oil
- ☐ buy food from large supermarkets
- ☐ live in a large house

Smaller carbon footprint

- ☐ go on vacation close to home
- ☐ travel by bus/train/bicycle
- ☐ cook with electricity
- ☐ buy food from local markets
- ☐ live in a small house or apartment



B In order to estimate your carbon footprint, you need to do some simple math. Follow these instructions from the Be Greener website.

BE GREENER

Do you want to get an idea of how big your carbon footprint is? You can get a pretty good idea just by analyzing your travel and transportation habits. You need to estimate how many kilometers you travel per year using different forms of transportation. Here are some examples to help you:



MEGAN WATKINS, 25, OFFICE MANAGER

Megan estimated how much she used cars and taxis in a week: **210 KM**

Then she calculated her total for a year: $210 \times 52 = 10,920 \text{ KM}$

Then she estimated how much she traveled by plane last year: **1 TRIP FROM SAN FRANCISCO TO LONDON = 8,641 KM**

Then she estimated how much she used buses and trains in a week: **40 KM**

Then she calculated her total for a year and divided it by two, because you produce less carbon dioxide when you use public transportation. $40 \times 52 \div 2 = 1,040 \text{ KM}$

Megan's total estimated travel for last year:

20,601 KM



Self and Society

Work and Career

Study and Learning

BE GREENER

Now do similar calculations to estimate how many kilometers you travel per year using these different forms of transportation:

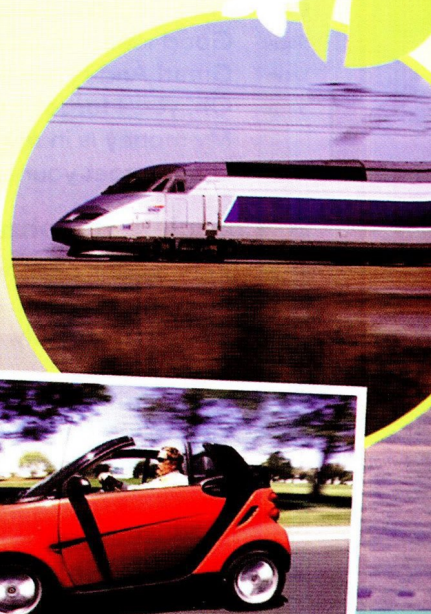
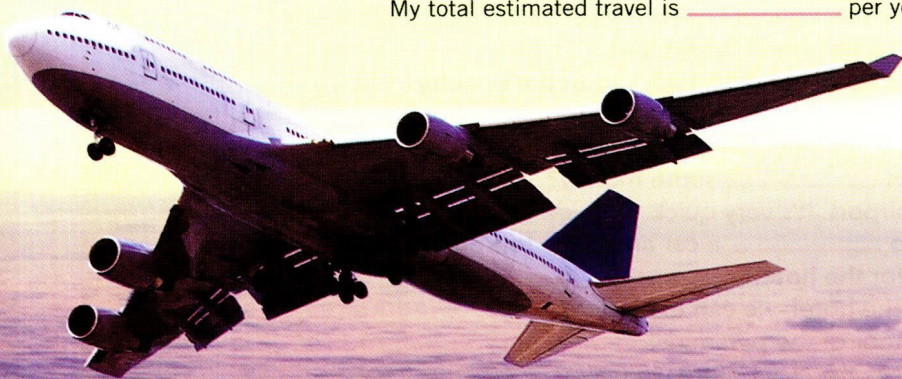
- 1 My total estimated car and taxi kilometers are _____ this year.
- 2 My total estimated air kilometers are _____ this year.
- 3 My total estimated bus and train kilometers are _____ this year.


Remember to divide the total by two.

Finally, add your estimates 1–3 together to obtain a total estimate.

My total estimated travel is _____ per year.


*THIS CALCULATION IS A VERY SIMPLE ESTIMATE OF ONE ASPECT OF THE CARBON FOOTPRINT. FOR A MORE COMPLETE CALCULATION, PLEASE LOOK FOR A CARBON FOOTPRINT CALCULATOR ONLINE.



C  Work in groups. Compare the estimates you made in Exercise B. Based on transportation use, who has a large carbon footprint? Who has a small carbon footprint?

A: I think I have a small carbon footprint. I only drive about 3,200 kilometers per year. I almost never fly, so maybe 1,000 kilometers for that. What about you?

B: I also think mine is small. I almost always ...

D  Everyone can do something to reduce their carbon footprint. Match the topics (1–5) to the things you can do (a–e), and tell your group what you could do to reduce your carbon footprint.

- | | |
|------------------|---|
| 1 Vacations | a) Use buses and trains. |
| 2 Food | b) Don't go by plane. |
| 3 Getting around | c) Don't drive by yourself. Share a ride. |
| 4 Electricity | d) Always turn off the lights. |
| 5 Driving | e) Don't buy things that arrive in your country by plane. |

I could use buses and trains more.



REFLECT ... How can the skill of estimating and guessing be useful to you in **Work and Career** and **Self and Society**?



tickets, money, passport!

Language wrap-up

1 VOCABULARY

A Complete this conversation with words in the box. (8 points)

backpack driver's license guidebook map passport sunscreen tickets wallet

- Lisa: The (1) _____ for our vacation in Morocco arrived yesterday. I'm so excited!
- Sara: Me, too! But I'm not ready yet. What do I need to bring?
- Lisa: Well, you definitely need (2) _____. Morocco is really sunny!
- Sara: OK. And what should I pack my clothes in?
- Lisa: Well, I'm taking a (3) _____ to carry everything in because it's easier than a suitcase.
- Sara: Good idea. I'm going to bring a (4) _____, too, so we will know what to see.
- Lisa: Great! And I have a (5) _____ so we know where to go when we're driving around.
- Sara: Oh, yes, I forgot we were renting a car. I guess I need my (6) _____. What else?
- My money is in my (7) _____, so I won't forget that.
- Lisa: Don't forget your (8) _____! You'll need it to get out of the country.

B Complete the phrases with the correct verb. (7 points)

- Is there a bank near here where I can _____ some money?
- We can _____ a train to the airport. It's very quick.
- When we get to Italy, we're going to _____ a car and drive to Rome.
- Did you _____ a reservation for the hotel?
- After we arrive and _____ at the hotel, we can explore the city!
- In Egypt, it's nice to _____ a tour of the pyramids.
- We need to _____ our suitcases the day before we leave.

11–15 correct: I can talk about travel essentials and travel.

0–10 correct: Look again at Sections 1 and 5 on pages 30 and 33.

SCORE: /15

2 GRAMMAR

A Complete the sentences with the correct pronoun in the box. (8 points)

her herself him himself myself them themselves yourself

- My dad burned _____ while he was cooking, and we had to take _____ to the hospital.
- Do you ever buy _____ a birthday gift? I do. I love shopping for _____ on my birthday!
- My grandparents are getting old, and they can't really take care of _____ now, so my brother and I help _____ on weekends.
- Can you help my sister with that suitcase? It's too heavy for _____, and she can't carry it by _____.

B Choose the correct option to complete the questions and sentences. (7 points)

- Could* / *May* you pass me the salt, please?
- Will* / *Can* I help you with something?
- Please *will* / *may* I use your bathroom?
- Can *you* / *I* move these chairs for me, please?
- Could *you* / *we* have some more cake, please? No, I'm afraid you *couldn't* / *can't*.
- May* / *Can* I give you a lift home after work?

11–15 correct: I can use reflexive pronouns and modals of permission, offer, and request.

0–10 correct: Look again at Sections 3 and 7 on pages 31 and 34.

SCORE: /15

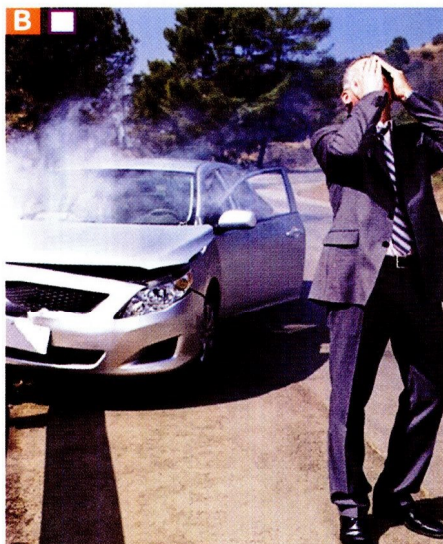
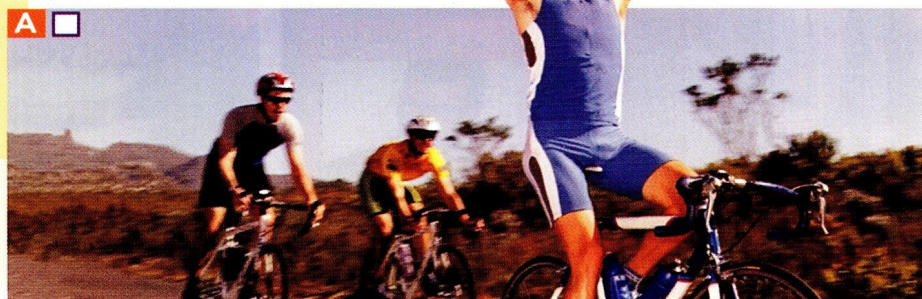
UNIT 4 IT COULD HAPPEN TO ANYONE!

IN THIS UNIT YOU

- learn language for talking about experiences, feelings, and opinions
- listen to a conversation in which two people express their opinions identifying speakers' opinions
- write about changes in your life: linking sentences
- read about someone's lucky experiences
- talk about important life changes and experiences
- watch a video about people discussing unusual or challenging experiences

A Look at these pictures and match them to the people's statements.

- 1 "I feel angry when bad things happen to me."
- 2 "Money can definitely buy you happiness."
- 3 "When things go wrong, I try to be positive."
- 4 "Winning is the most important thing."



B Tell your classmates which of the opinions in Exercise A you share.

A: I agree with statement 3.

B: Me, too! I think it's really important to be positive in life.

**LIFE
SKILLS
SELF
& SOCIETY**

Learn to listen actively

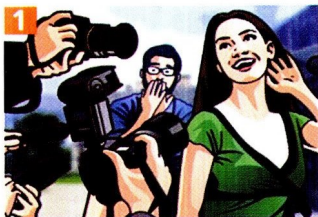
It could happen to anyone!

UNIT 4 39

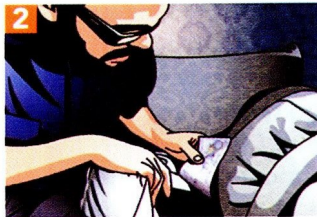
1 VOCABULARY: good and bad experiences

A Look at the pictures and complete these phrases with verbs in the box.

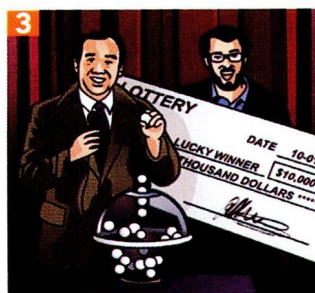
fail find get have lose miss see win



a celebrity



some money



the lottery



a flight



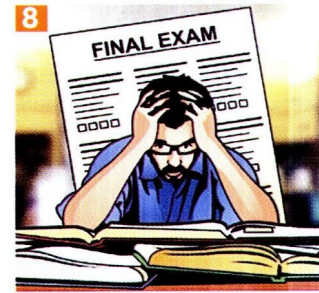
your wallet



a promotion



an accident



a test

B Work in pairs. Talk about some of your experiences. Use ideas from Exercise A.

A: Once I found some money on the street.

B: Really? How much?

WATCH OUT!

✓ I missed my flight.

✗ I lost my flight.

2 GRAMMAR: present perfect — ever/never

A **16 LANGUAGE IN CONTEXT** Listen to the conversation. What activity does Lola want to do?

Lola: I'm tired of winter. I need a vacation!

Richard: Me too! But I don't know where to go ...

Lola: What about Tanzania? Have you ever been there?

Richard: No, I haven't. It's in Africa, right? It sounds exciting! Have you been there before?

Lola: No, but I've seen pictures on the internet. I want to go swimming with turtles. Have you ever done that?

Richard: Well, I've never swum with turtles, but I've swum with sharks in Australia.

Lola: My sister's been to Australia. She says it's amazing!

B ANALYZE Look at the conversation in Exercise A again.

Function Choose the correct option to complete the rules.

1 We use the present perfect to talk about experiences *in the present* / *in the past*.

2 The exact time the experience happened is not known or *is not important* / *is very important*.

3 We use *ever* in *questions* / *statements* to ask about experiences. It means *at any time up to now*.

4 We use *never* in *questions* / *statements* to talk about experiences. It means *at no time up to now*.

NOTICE!

Look at the phrases in bold. Are Richard and Lola talking about ...

a) what they are doing now?

b) experiences in the past?

Form Complete the table with examples from Exercise A.

Affirmative	Negative	Question	Short answers
(1) _____ _____ with sharks in Australia.	I haven't been to Tanzania.	(3) _____ _____ there before?	Yes, I have. No, I (4) _____.
My (2) _____ _____ to Australia.	She hasn't been to Tanzania.	Has she been to Tanzania?	Yes, she has. No, she hasn't.
Never	Ever		
(5) _____ He has never been to Australia.	Have (6) _____ that? Has he ever visited Tanzania before?		

The present perfect with go

To talk about places you have visited, use the past participle *been*, not *gone*:

A: Have you ever been to Miami?

B: Yes. I've been there three times.

WATCH OUT!

- ✓ I haven't visited Africa.
- ✗ I haven't visit Africa.
- ✓ I've never visited Africa.
- ✗ I haven't never visited Africa.

C PRACTICE Complete these questions with you and the correct form of the verb in parentheses. Then answer them.

- _____ (ever / find) a \$100 bill? *Yes, I have. / No, I've never found a \$100 bill.*
- _____ (ever / eat) Chinese food? _____
- _____ (ever / work) in a café? _____
- _____ (ever / go) to another country? _____
- _____ (ever / see) an elephant? _____
- _____ (ever / watch) American Idol? _____

D NOW YOU DO IT Write questions with *Have you ever...?* and the prompts below, and answer them for yourself. Then ask your classmates the questions and make a note of their answers. Finally, compare with a partner. How many people have had each experience?

- have an accident
- lose your wallet
- find some money
- go to the U.S.A.
- miss a flight

A: How many people have had an accident?

B: Four on my list.

A: And two on my list, so that's six out of ten people.

3 PRONUNCIATION: initial clusters

A 17 Listen to these pairs of words. Notice that the second word in each pair has an extra sound. Then practice saying the words.

- state / estate
- blow / below
- sport / support
- sleep / asleep
- claps / collapse
- kick / quick

B 18 With your partner, practice saying these sentences. Then listen and check.

- There is a drive to support local sports in our state.
- While I was asleep, I had a strange dream about skating with the queen!

4 READING: an article

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

B Read the article and answer the questions.

- 1 Where do we normally find fortune cookies?
- 2 What kind of information is normally on the paper inside the fortune cookie?
- 3 Where does Ms. Nakamachi think fortune cookies started?
- 4 How does she think the custom arrived in the U.S.A.?
- 5 According to Ms. Nakamachi, how did fortune cookies become associated with Chinese food?



A Fortunate Dessert

Have you ever eaten a fortune cookie? If you've ever been to a Chinese restaurant, the answer is almost certainly yes! Most people who have eaten in Chinese restaurants have tried these cookies and have read the fortunes on the little pieces of paper inside them. Sometimes there is a prediction, sometimes advice, and sometimes a lucky number. We usually laugh at the fortunes, leave them on our plates, and forget about them. However, not everyone ignores these messages. In fact, a surprising number of people have won lottery money with numbers from fortune cookies! Has a prediction from a fortune cookie ever come true for you?

And what about the origin of this popular tradition? Have you ever wondered where fortune cookies started? They obviously come from China, right? Wrong! In fact, many people in China have never heard of fortune cookies. There are several different theories about the origin of the cookies, and many researchers think they are an American invention that started in California

after World War II. However, a Japanese researcher, Yasuko Nakamachi, believes that fortune cookies have their origin in her country. She says that bakeries near a temple outside the city of Kyoto have produced similar cookies with little messages for many generations, and she has found many references to fortune cookies in Japanese history and literature. It is possible that the custom traveled to California with Japanese immigrants in the 19th Century.

So why do we get fortune cookies in Chinese restaurants and not Japanese restaurants? Ms. Nakamachi thinks it's because in the 1920s and 30s, many Japanese families in California owned chop suey restaurants and served Americanized Chinese food. So it seems that fortune cookies are actually a Japanese-Chinese-American invention!



C  Work in groups. Discuss these questions.

- 1 Where do you think fortune cookies originated? Why?
- 2 Has a prediction from a fortune cookie, horoscope, or similar source ever come true for you? If so, what was it?
- 3 Why do you think these types of predictions sometimes come true?

5 LISTENING: identifying speakers' opinions

page 22




A Look at these phrases that we use to give our opinions. Write them in the correct column.

I don't think ... I know. In my opinion ... I think ... Oh, I don't think so.
Personally, I ... That's not true. That's right. Yes, that's true.


Phrases used to introduce
your opinion

Phrases used to agree
with someone

Phrases used to disagree
with someone

B  **19** Listen to two friends talking about someone they know. Circle the correct words to complete their opinions.

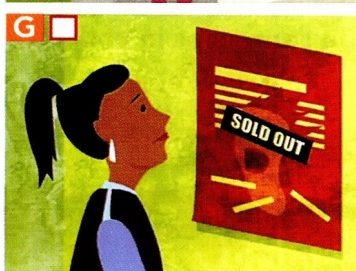
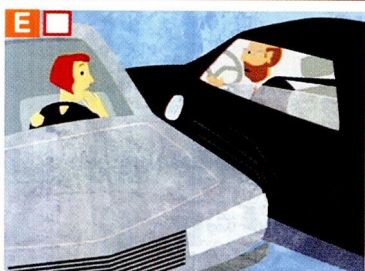
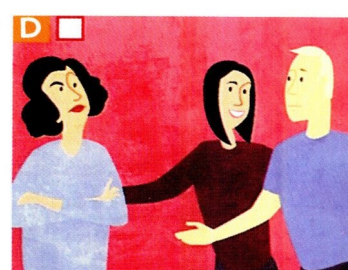
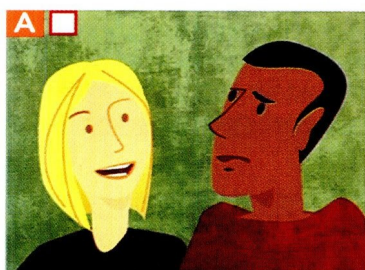
- 1 Amy *is / isn't* surprised that Katrina had an accident.
- 2 Amy thinks Katrina is a *good / bad* driver.
- 3 Diana thinks Katrina is a *good / bad* driver.
- 4 Diana thinks Katrina *is / isn't* organized.
- 5 Amy thinks Katrina *is / isn't* organized.

C  Listen again. Then work in pairs or groups and answer the questions.


- 1 Why did Katrina have an accident?
- 2 Have both Amy and Diana ridden in a car when Katrina was driving?
- 3 Where was Katrina trying to fly to last week?
- 4 Why did she miss her flight?
- 5 In general, how has Katrina's life been lately?

6 VOCABULARY: feelings

A Match the sentences to the pictures.



- 1 I've never felt so **scared** before! It was horrible!
- 2 I hit my teacher's car. I'm so **embarrassed**.
- 3 I'm **confused**. Can you say that again, please?
- 4 I feel really **proud** of myself. I passed my driver's test!
- 5 I've never met my girlfriend's mom before. I feel a little **uncomfortable**.
- 6 Have you ever been to dance classes before? They make you really **exhausted**.
- 7 I was so **disappointed** when I didn't get tickets for the concert.
- 8 I was **thrilled** when I won the lottery.

B  Work in pairs. Ask and answer questions about these experiences. Say how you felt.

- hear strange noises outside your house at night
- get 100% on a test
- go to a party and not know anyone
- dance all night
- be in another country and not speak the language
- forget someone's name

A: Have you ever heard strange noises outside your house at night?

B: Yes, once.

A: How did you feel?

B: Really scared.

7 GRAMMAR: present perfect — *How long and for/since*

A  **20 LANGUAGE IN CONTEXT** Listen to this interview with a politician who is living on a tropical island for a reality TV show. Why are some people criticizing him?

Interviewer: I'm here on this tropical island to talk to a controversial participant on the reality TV show *Celebrity Survival*. Kenneth Jameson has been a member of the U.S. House of Representatives for eight years. Congressman, how long have you been on the show?

Kenneth: I've been here for two weeks.

Interviewer: Some of your colleagues say that it's wrong to take time off to do something like this. What is your response?

Kenneth: I've missed only two sessions of Congress since June 3rd, when the show started. We don't meet every day, you know!

Interviewer: OK, thank you for talking to me, Congressman, and good luck!

NOTICE!

Find and underline *for* and *since* in the interview above. What words come after *for*? What words come after *since*?

B ANALYZE Read the interview in Exercise A again.

Function Choose the correct option to complete the rules.

- We use *How long* and *for/since* to ask or give information about *time* / *place*.
- We use the present perfect to talk about ...
 - an action that started in the past and continues to the present.
 - an action that started and finished in the past.

Form Choose the correct option to complete the sentences in column 1. Then complete the sentences in column 2 with examples from Exercise A.


	Example
We use the present perfect and <i>for</i> with (1) <i>a specific time</i> / <i>a period of time</i> .	I've been here for (4) _____. Kenneth Jameson has been a politician for eight years.
We use the present perfect and <i>since</i> with (2) <i>a specific time</i> / <i>a period of time</i> .	I've missed two sessions since (5) _____.
We use (3) <i>how long</i> / <i>how much</i> to ask time questions with the present perfect.	(6) _____ have you been on the show?

C PRACTICE Complete these questions and answers with the present perfect form of the verb in parentheses and *for* or *since*.

- A:** How long _____ Jim _____ (know) Mary?
B: _____ a long time.
- A:** How long _____ Ella _____ (work) here?
B: _____ 2007.
- A:** How long _____ you _____ (know) Mike?
B: _____ last year.
- A:** How long _____ they _____ (live) here?
B: _____ several months.
- A:** How long _____ Derek _____ (be) a firefighter?
B: _____ May.
- A:** How long _____ you _____ (have) your car?
B: _____ three years.

WATCH OUT!

- ✓ I've lived here for two years.
- ✗ I've lived here since two years.
- ✓ How long have you lived here?
- ✗ How long do you live here?

D  **NOW YOU DO IT** Interview two classmates about their experiences. Use these prompts to make questions with *How long* and the present perfect.

- live in this city
- be in this English class
- be here today
- know your best friend
- know your teacher

A: How long have you lived in this city?

B: For about five years now.


8 SPEAKING: talking about important life changes and experiences


A Read the questionnaire below and choose the correct answer to this question.

What is the main topic of the questionnaire?

- a) past experiences b) plans for the future


1	a	Have you ever made an important life change?	Yes / No	_____
	b	Has your life been better or worse since you made the change?		_____
2	a	Have you ever changed your job/school/college?	Yes / No	_____
	b	How long have you been in your job/at your college?		_____
3	a	Have you ever moved to a new house or neighborhood?	Yes / No	_____
	b	How long have you lived in your house or neighborhood?		_____
4	a	Have you ever changed your appearance?	Yes / No	_____
	b	Has it made a difference to your life?	Yes / No	
5	a	What has been the best change in your life?		_____
	b	Why?		_____

B  Work in pairs. Ask the questions from the questionnaire, and complete it with your partner's answers.

C  Work in groups. Tell your group what you found out about your partner.

Lois has changed her job twice. Now she works for a TV company. She's worked there since 2012.

9 WRITING: linking sentences page 25


 When you write, try to use a variety of linking words such as *and*, *but*, *or*, *so*, and *because* to make your writing more interesting to read.

A Read these sentences and underline the linking words. Match each linking word to its function.

- | | |
|---|-----------------------------|
| 1 I've lived in this neighborhood for three years, but we're moving soon. | a) to add extra information |
| 2 We've decided to get married because we're in love. | b) to give a reason |
| 3 My dad lost his job, so I might have to leave school. | c) to contrast two points |
| 4 I have a new car and a new apartment. | d) to give an alternative |
| 5 Do you want to change anything about your life, or are you happy? | e) to give a result |

B Match the two parts to make complete sentences.

- | | |
|--|--|
| 1 I've never failed an exam, ... | a) because they're planning to travel around Asia. |
| 2 My sister has been in Canada for three years now ... | b) and she's very happy there. |
| 3 Corinne and Danny have quit their jobs ... | c) or medicine at university. |
| 4 John has never won anything, ... | d) so he thinks he's unlucky. |
| 5 Mike has decided to study law ... | e) but I always feel nervous before I take one. |

C  Write three sentences about yourself and the changes you have made in your life in the past year. Use appropriate linking words. Share your experiences with your classmates.

I've started exercising because I want to be healthier.

- 1 _____
- 2 _____
- 3 _____

ACTIVE LISTENING

- Stop what you're doing and focus on the speaker.
- Use verbal and nonverbal techniques to show you are listening.
- Respond to what you have heard.

A Look at these pictures of people talking to each other. Write the phrases in the box in the correct column.

bored facial expression "closed" body language (e.g. arms are folded) eye contact
interested facial expression no eye contact "open" body language (e.g. arms aren't folded)



A Good active listening

B Poor active listening

[illegible]

B Read the information about active listening. Then read the sentences, and circle T (true) or F (false).

- 1 Most people are good at active listening. T / F
- 2 We remember most of what we hear. T / F
- 3 Good listeners use verbal and nonverbal techniques. T / F

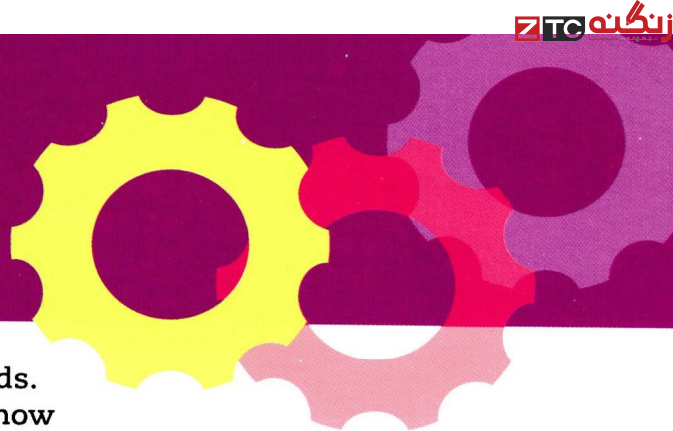
Active listening is one of the most important skills you can develop. It is important at work and at home. Unfortunately, most people are not very good at listening actively. Studies have shown that we remember only about 25–50 percent of what we hear. This means that in a ten-minute conversation with your boss, parents, or friends, they really listen to you for only two and a half to five minutes. Similarly, when we are receiving directions or obtaining information, we don't listen to everything, so it is easy to miss important details.

Good listeners have a number of things in common. They use "interested" body language. This means that they look at the speaker's eyes, they show interest with their facial expressions, and they often lean a little bit toward the speaker. Good listeners also use verbal techniques to indicate that they are interested in what the other person is saying. They ask questions, and they use words and expressions like "How interesting!" or "That's amazing!" Becoming an active listener can help your social relationships, and it can also help you remember important information.

Self and Society

Work and Career

Study and Learning



C **21** Listen to a conversation between two friends. Choose the words and phrases the listener uses to show that he is listening actively.

Awesome! Cool! Oh, how nice! Really? That's amazing!
That's great! Uh huh? Wow! You're kidding!

D Work in groups of three: Student A, B, and C. Read your instructions below and do your tasks. Then switch roles twice so you all take turns speaking, listening, and evaluating.

Student A: You are going to talk about one of the topics below. If you like, you can make notes to help you remember what to say.

- an important change that you have made in your life recently
- an amazing experience
- a lucky occurrence
- an unlucky or bad experience



Make eye contact.

Use "open" body language.

Have an interested facial expression.

Use expressions of interest.

Student B: You are going to listen to Student A and practice the active listening techniques above.

Student C: You are going to watch Student A and Student B and evaluate Student B's listening skills using the form on the right.

A: I went on an amazing trip recently.

B: Oh, yeah? Where did you go?

A: Hawaii. It's really, really beautiful.

B: Oh, wow! I've never been there, but I've heard that it's fantastic.

E In your groups, share your evaluation forms. Answer any questions, and make any appropriate suggestions.

Name of speaker:

Name of listener:

The listener made eye contact. yes ☐ no ☐

The listener used "open" body language. yes ☐ no ☐

The listener had an interested facial expression. yes ☐ no ☐

The listener used expressions of interest. yes ☐ no ☐

I give (name) a score of out of 10 for his/her active listening techniques.



REFLECT ... How can the skill of active listening be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

Circle the correct words to complete the text. (15 points)

One of the unluckiest people I know is my uncle, Jack. He has never (1) *won* / *lost* the lottery, and he's never (2) *won* / *gotten* a promotion even though he's worked at the same company for years. In fact, he (3) *did* / *had* an accident on his first day at work and was (4) *scared* / *confused* that he could lose his job. Last month, he booked a vacation to Mexico—and (5) *lost* / *missed* his flight because he got (6) *confused* / *uncomfortable* about the flight times! He and his family were so (7) *proud* / *disappointed*. And when he has a little good luck, it usually goes wrong. He (8) *found* / *failed* a \$100 bill on the sidewalk, and put it in his wallet—but then he (9) *missed* / *lost* it! He was (10) *thrilled* / *disappointed* when he (11) *saw* / *won* a celebrity that he likes in a club, but he was so (12) *exhausted* / *uncomfortable* when he shook the celebrity's hand that he couldn't speak! He was really (13) *embarrassed* / *proud* about that. Another time, he was in a race, and he was winning, but then he got (14) *confused* / *exhausted* at the end, and another runner passed him. The best thing about Uncle Jack, though, is that he's a really happy person, and he's very (15) *embarrassed* / *proud* of his family. What a great man!

11–15 correct: I can talk about good and bad experiences and feelings.

0–10 correct: Look again at Sections 1 and 6 on pages 40 and 43.

SCORE: /15

2 GRAMMAR

A Complete the sentences with the words in the box. There are two extra words. (7 points)

- 1 Has Francesca ever _____ to Argentina?
- 2 I _____ never visited South America.
- 3 James _____ been to China twice.
- 4 Have you _____ tried Japanese food?
- 5 I've _____ been to Brazil, but I would love to go there one day.
- 6 **A:** Has Louisa ever won the lottery?
B: No, she _____. She isn't a lucky person!
- 7 **A:** Have you swum with sharks?
B: No, I _____. And I wouldn't like to!

been
ever
gone
has
hasn't
have
haven't
never
seen

B Complete the conversations with the present perfect form of the verbs in parentheses and *for* or *since*. (8 points)

- 1 **A:** How long (1) _____ you _____ (know) Andy?
B: (2) _____ last summer. We met at a party.
- 2 **A:** I (3) _____ (not/see) Eliot for a long time.
B: Yeah, he hasn't visited us (4) _____ Christmas.
- 3 **A:** How long (5) _____ your sister _____ (be) married?
B: (6) _____ eight months.
- 4 **A:** How long (7) _____ you _____ (have) your car?
B: Oh, (8) _____ about a year, I guess.

11–15 correct: I can use the present perfect to talk about experiences and actions that started in the past and continue to the present. I can use *for* and *since*.

0–10 correct: Look again at Sections 2 and 7 on pages 40 and 44.


SCORE: /15

UNIT 5 MUSICAL NOTES

IN THIS UNIT YOU

- learn language for describing types of music and giving opinions about music
- read about how musical styles combine to make new styles: prediction
- learn how to start and end a conversation in a social situation: starting and ending a conversation
- listen to people giving their opinions about types of music
- write an informal review of a concert
- watch a video about the history of a music genre

irlanguage

A  **22** Listen and write the number of each piece of music next to the correct country.



Cuba



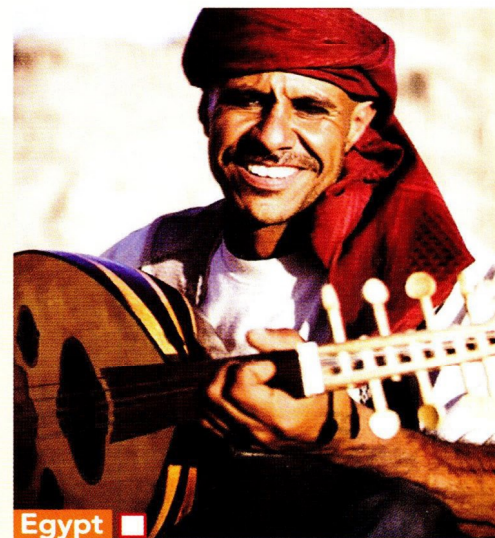
Ireland




Nigeria



France



Egypt

B  Share your opinions with the class. Which piece of music was your favorite?

A: I liked the music from ... best.


B: Yes, me too. My least favorite was the music from ...

**LIFE
SKILLS**

**SELF
& SOCIETY**

Learn how to prepare and give a short presentation

1 VOCABULARY: types of music

A  **23** Listen and match the music you hear with the words in the box.


classical country heavy metal hip-hop
jazz Latin pop R&B reggae rock

- | | | |
|---------|---------|----------|
| 1 _____ | 5 _____ | 8 _____ |
| 2 _____ | 6 _____ | 9 _____ |
| 3 _____ | 7 _____ | 10 _____ |
| 4 _____ | | |



B Circle the correct words to complete the sentences.

- Country music / Classical music is the music of rural people in the U.S.A.
- Pop music / Hip-hop started in the African-American community. It's like rap music.
- Heavy metal / Latin music originally started in countries like Mexico, Cuba, and Brazil.
- Classical music / Dance music is music from Europe from the 18th and 19th Centuries.
- Reggae / Rock came from traditional African and Caribbean music.
- Heavy metal / Jazz is a kind of rock music that is very loud!


C  **Work in pairs. Think of a composer, artist, or band that represents each type of music in Exercise A. Which of the types of music do you like?**

- A:** Can you think of a reggae artist?
B: Yes. I think Bob Marley and the Wailers were a reggae band.
A: Yes, they were. I really like them.
B: Me, too!



HOW TO SAY IT

Talking about music icons
 I think ... is a pop music artist.
 ... is/are a heavy metal band.

2 PRONUNCIATION: /æ/ vs. /e/

A  **24** Listen and repeat each pair of words. Can you hear the difference?

/æ/	/e/
bad	bed
band	bend
had	head
man	men
pat	pet
sat	set

B  **25**  **Work in pairs. Practice saying these sentences. Listen and check.**

- The bad man has a pet on his bed.
- The sad men are in a jazz band.

3 GRAMMAR: present perfect and simple past

A 26 LANGUAGE IN CONTEXT

Listen to the conversation below. Did Jessica like the concert she saw? How do you know?

- Jessica:** Look! Adele is going to give a concert here next month! Have you ever seen her?
- Damien:** No, have you?
- Jessica:** Yeah, I saw her two years ago. She was amazing!
- Damien:** Really?
- Jessica:** Yeah, she sang all of her best songs, and her band was great.
- Damien:** Well, apparently, her new album is really good. Let's go to the concert!
- Jessica:** Yeah, OK!

NOTICE!

What verb tense does Jessica use to give specific details about the concert she saw?

B ANALYZE Look at the conversation in Exercise A again.

Function Choose the correct option to complete the sentences. Then write an example from Exercise A for each rule.

- We use the present perfect to talk about things that happened at a *specific* / *non-specific* time in the past.
Example: _____
- We use the simple past to talk about things that happened at a *specific* / *non-specific* time in the past.
Example: _____

WATCH OUT!

- ✓ I saw Adele four years ago.
- ✗ I have seen Adele four years ago.

C PRACTICE Choose the correct option to complete the sentences.


- A:** *Did you ever been* / *Have you ever been* to a hip-hop concert?
B: No, but I *have listened* / *listened* to a lot of hip-hop on the radio.
- A:** *Did you see* / *Have you seen* that big concert on TV last night?
B: No. *Has it been* / *Was it* good?
- A:** Who *played* / *has played* at the Continental Club the last time you went?
B: Down Home. They *played* / *have played* for four hours. They *were* / *have been* awesome!
- A:** How many songs *have you downloaded* / *did you download* in your life?
B: I don't know. A lot! I *have downloaded* / *downloaded* four albums last month.
- A:** *Have you been* / *Did you go* to a lot of concerts?
B: No. *I've never been* / *I didn't go* to a concert before.

D NOW YOU DO IT Work in groups. Talk about concerts you've seen live or on TV. Give details.

- A:** Has anybody seen Adele in concert?
- B:** Yes, I have. I saw her in 2012.
- C:** Was the concert good?
- B:** It was awesome. She sang ...



4 READING: prediction

 Reading is faster and easier if you can predict what the text is about before you read it. Use titles, headings, pictures, and what you already know about the topic to make predictions.

A Look at the title, the headings, and the picture in Exercise B. Think about what you know about different types of music. Predict whether these statements about the text are T (true) or F (false).

- 1 Musical fusion is the combination of musical styles to create a new style. T / F
- 2 Fusion music is not popular today. T / F
- 3 Fusion music is always a combination of different types of American music. T / F
- 4 Fusion music is only in English. T / F

B Now read the text and check your answers in Exercise A. How many of the answers did you predict correctly?

Musical Fusion

It's all in the mix ...

Musical fusion is about bringing different musical genres together. Often, this can create exciting new music styles. Did you know that rock and roll is the result of this mixing of music? In the 1950s, American artists started combining country music, traditional blues music, and gospel music from churches to make an exciting new sound. Rock and roll then traveled across the Atlantic Ocean to Britain, and the British added their own style. The result was bands like The Beatles and The Rolling Stones in the 1960s. These bands created music that was a fusion of British and American rock that people all over the world loved.

Fusion today

Since then, many popular musical styles have fused to create different types of music. There are artists like Taylor Swift, whose music is a fusion of country, rock, and pop. Artists like the Red Hot Chili Peppers successfully mix rock, R&B, and soul music to create their own style. Nu-metal artists like Korn and Linkin Park fuse heavy metal, rock, and hip-hop. In Britain, Asian fusion is especially popular, with artists like Talvin Singh, who combines electronic dance with classical Indian music.

Music without borders


Music constantly crosses from country to country and language to language. Musicians from all over the world have had great success in English-speaking countries. South Korean rap-pop star Psy became an international sensation in 2012 with his song *Gangnam Style*. Manu Chao is a French singer who sings in French, Spanish, English, Italian, Arabic, and Portuguese. Latin American musicians, such as Shakira from Colombia and the Brazilian hip-hop group Racionais, have also been successful all over the world with songs both in English and in their native languages.

Listen for yourself

There is fantastic fusion music from all over the world, and the internet gives us access to many types of music and musicians we've never heard of before. If you haven't heard much international music, search for "world fusion music" on the internet to listen to samples.




Talvin Singh—electronic dance + classical Indian

C  **Work in groups.** Discuss these questions about fusion music and make recommendations.

- 1 What fusion music do you know?
- 2 Is it a fusion of musical styles from your country, or of international styles?

5 VOCABULARY: adjectives for describing music

A  Work in pairs. Read the conversation. Then decide which of the underlined adjectives are positive and which are negative. Write them in the correct column of the table.

Rakesh: I love this song! It's really good for dancing.

Meera: Really? I don't like it. I think hip-hop is too loud. I always have to turn down the volume!

Arjun: I like most hip-hop. I think the beat is catchy—you know, you have to move! And the lyrics have good social messages.


Meera: I guess I prefer pop. It's really upbeat, you know. It makes you feel good.

Arjun: I find most pop songs just silly. The lyrics aren't relevant or interesting. And it's so repetitive! You know, the same tune or words over and over again ...

Meera: What about jazz? Now that's repetitive! And it's really old-fashioned, like from when our grandparents were young.

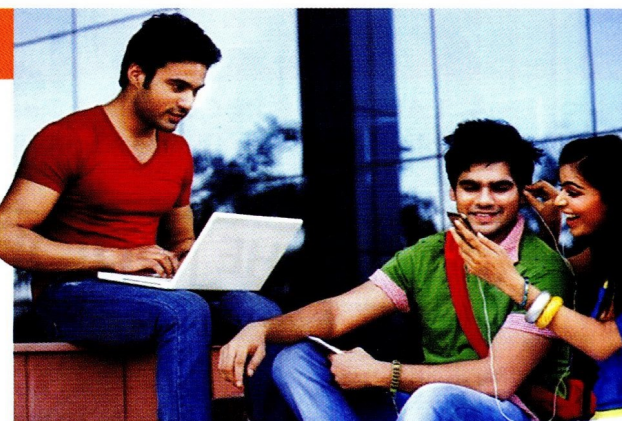
Arjun: I disagree. For me, the really old stuff is fantastic. I like to listen to it in the evenings—I find it really relaxing.

Positive	Negative
interesting	boring
fun	awful
happy	violent

B  Work in groups. Use adjectives from the table above to give your opinions about different types of music.

A: I think classical music is great.

B: Really? I don't like it. I think it's old-fashioned, and I find it boring because it doesn't have lyrics.



HOW TO SAY IT

Describing music

I think (rock music) is ...

I find (classical music) really ...


To me, it's ... because it's ...

The lyrics are ...

The beat is ...

The tune is ...


6 LISTENING: different opinions

A  27 Listen to a conversation about musical preferences. Check the music the people like.

	Hip-hop	Pop	Rock
Andy			
Jon			

B Listen again and circle the correct words to complete the sentences.

- Jon can't stand hip-hop because he thinks it's awful / too loud.
- Jon also thinks hip-hop is boring / dumb.
- Andy likes hip-hop because the lyrics are good for dancing to / interesting.
- Andy doesn't like pop music because he thinks it's awful / dumb.
- Andy thinks pop music all sounds the same / sounds horrible.

C  Work in groups. Discuss these questions and take notes. Then report the results to the class.

- How many people in your group like each of the three types of music above?
- Which bands, singers, and albums do you recommend for each type of music?
In our group, two people like pop music. We all like rock. Only Steve likes hip-hop.
He recommends the new album by ... called ... We think the most popular rock band is ...

7 GRAMMAR: *should* and *ought to* for advice

A LANGUAGE IN CONTEXT Read this advice column. Match each problem 1–2 with the advice A–B.

WHAT'S THE PROBLEM?

This week several readers wrote with problems related to, believe it or not, music!

1 I'm not sure what to do. My sound system is OK at a low volume, but if I turn up the volume, it doesn't sound good. So I need a new one. But the problem is, I don't have a lot of money ... What do you recommend? Should I buy the most expensive brand anyway?

A This is a very common problem, and the solution isn't easy. You ought to respect your neighbors' wishes because they have a right to peace and quiet in their home. Perhaps you should get some headphones if you want to listen to loud music.

2 I love all kinds of music, and I like to turn up the volume when I listen to it. The problem is that I live in an apartment, and my neighbors complain. I never listen to loud music late at night, so I don't understand why it bothers them! What should I do? Do I have to turn down my music all the time?

B Well, if you love music, you should buy some new equipment. And if you want great sound, you shouldn't buy a really cheap brand. We think you ought to save up your money and buy something good quality. It doesn't have to be the most expensive, though.

B ANALYZE Look at the text in Exercise A again.

Function Choose the correct option to complete the sentence.

We use *should* and *ought to* to ...

- a) give advice and make recommendations. b) give a warning.

Form Complete the table with examples from Exercise A.

	Affirmative	Negative	Questions	Short answers
Subject + <i>should</i> + base form of the verb	You (1) _____ get some headphones.	You (2) _____ buy a really cheap brand.	What (3) _____ I do? (4) _____ I buy the most expensive brand?	Yes, you should. No, you shouldn't.
Subject + <i>ought to</i> + base form of the verb	You (5) _____ respect your neighbors' wishes.			

NOTICE!

Circle all the examples of *should* and underline the examples of *ought to* in the text. Which is more common?

C PRACTICE Use the prompts to write complete sentences with *should*, *ought to*, or *had better*. In two of the sentences, more than one modal is possible.

- 1 You / buy / some better speakers.
- 2 You / not / listen to loud music through headphones.
- 3 Everyone / respect / other people's taste in music.
- 4 We / get / our tickets online?
- 5 You / not / download music illegally.
- 6 What CD / I / buy / for my brother?

D NOW YOU DO IT Work in groups. Give advice for these problems.


- 1 "My sister listens to music when she studies. I can't study with music on, and her music bothers me." —Gina
- 2 "My friends don't like the same music as I do, so I don't have anyone to go to shows with." —Ryan
- 3 "I love music, but my girlfriend gets angry if I listen to my MP3 player when we're together." —Ollie

WATCH OUT!

- ✓ You should buy the new Adele album.
- ✗ You'd better buy the new Adele album.

8 SPEAKING: starting and ending a conversation

To start a conversation in a social situation with a person you don't know, you can make a comment, or ask a question about the present situation. To end a conversation, it is polite to make an excuse.


A  **28 Match the conversation starters to the responses.**

Then listen and check your answers.

- | | |
|-----------------------------------|---|
| 1 Hi. Great party! | a) No, I haven't, but I think they're great! |
| 2 Are you enjoying the concert? | b) We're in the same art class. How about you? |
| 3 So, how do you know Katy? | c) Yeah, it is. My name's Rachel. What's yours? |
| 4 Have you seen this band before? | d) Yes, it's awesome! How about you? |

B Choose the phrase that should not be in the list. Explain why.

- I'm sorry, I should go now. It was nice to meet you.
- Oh, excuse me. It's late, so I'd better call home.
- Excuse me. What time is it?
- Sorry, can you excuse me for a minute?

C  **Work in pairs. Choose a situation and have a conversation. Student A, start the conversation. Student B, end the conversation.**

Situation 1: You're at a concert listening to a band.

Situation 2: You're at a party. It's a little boring.

9 WRITING: an informal review

A Read this review of a concert. What did the person like about the concert?

COOL CONCERTS >

The website for **music lovers!**


Mumford and Sons

Hey, everyone! Have you ever seen Mumford and Sons in concert? I saw them in Chicago last summer, and the concert was fantastic! They played for almost two hours—some old stuff, but lots of songs from newer albums like *Babel*. Their blues-rock style music is loud, fast, and great for dancing. I thought Marcus Mumford's vocals were excellent, and he's also a great guitarist. And of course, Ted Dwane is an amazing drummer. So if you get a chance to see them, you should definitely go for it!



B In your notebook, use the guidelines on the right and make notes about a concert you have been to.

C Write your review of the concert.

D  **Put your review on the wall. Read your classmates' reviews. Then discuss these questions in groups.**

- 1 Have you seen any of the bands or singers your classmates wrote about? If so, do you agree with the comments about the concert?
- 2 Which bands or singers do you want to see? Did you already want to see them, or did the review convince you?

Band or singer:
Place and date of concert:
How long they/he or she played:
Songs they/he or she played:
What you liked/didn't like:

lifeSkills

NARROWING THE FOCUS OF A PRESENTATION

- Narrow the general topic to a specific area.
- Narrow the topic more. Decide on the main points related to your topic.
- Choose some specific details to say about each point.



HOW TO SAY IT

Making suggestions for topics

- I think we should talk about ...*
- We'd better (not) try to include ...*
- We ought to tell people about ...*
- We shouldn't talk about ...*

A Work in pairs. You are going to give a three-minute presentation on one of these topics. Discuss which topic you want to choose and check the box.

music festivals ☐ a band ☐ playlists ☐ a type of music ☐

B In your pairs, discuss aspects of the topic you chose in Exercise A that you think are interesting or important. Make a list. Here are some ideas.

Music festivals

- history
- types of festivals
- famous festivals
- a festival you've been to
- festivals you recommend

A band

- musicians
- musical style
- history
- recent CDs and tours
- albums you recommend

Playlists

- how playlists started
- where to find them
- celebrity playlists
- how to make playlists for different occasions
- your recommendations for a playlist

A type of music

- origins
- type of audience
- characteristics (types of instruments, vocals, etc.)
- why you like it
- bands and albums you recommend

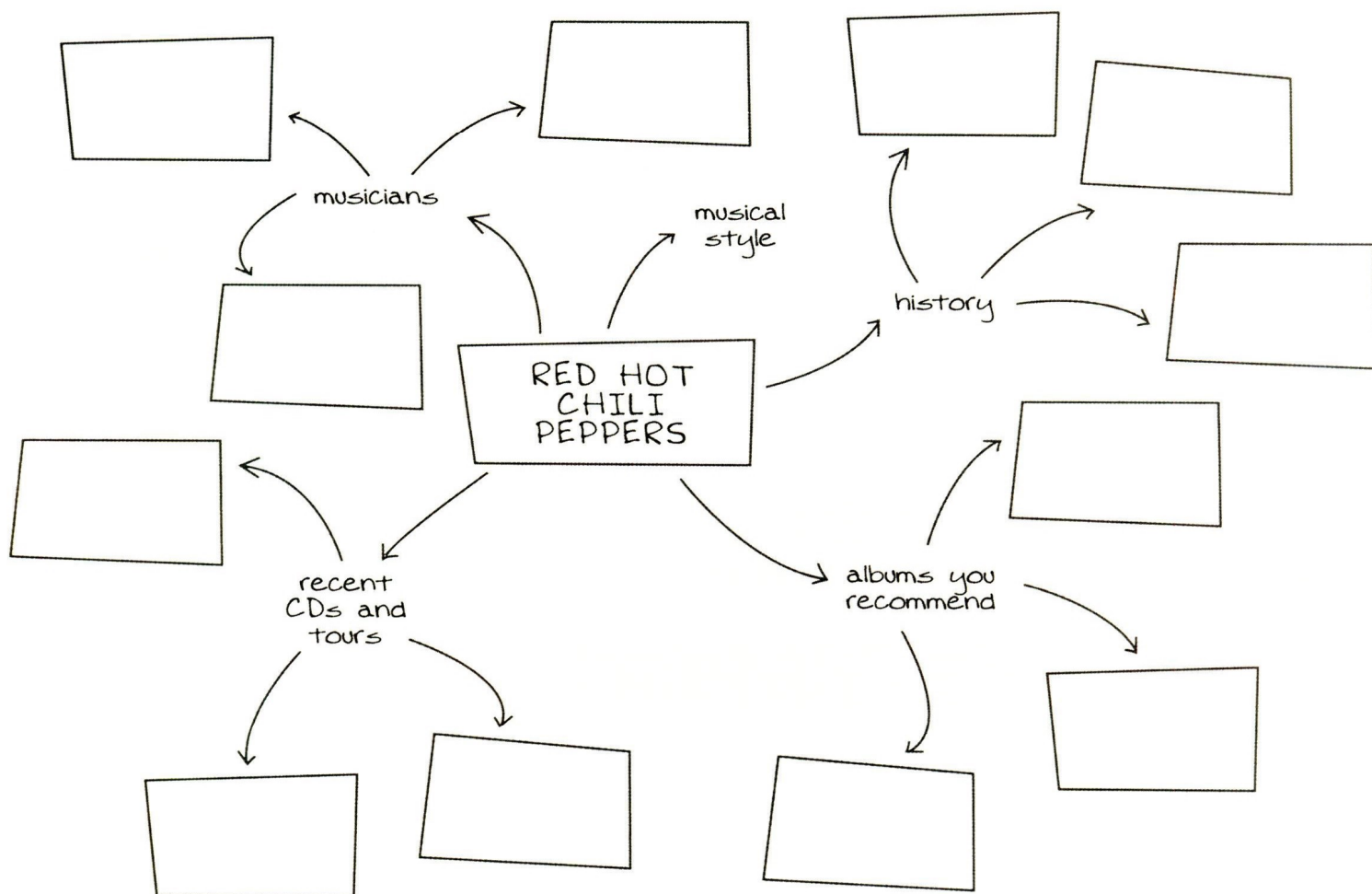
Self and Society

Work and Career

Study and Learning



C Now choose one item from the list you made in Exercise B to focus on in your presentation. Make a mind map like the one below showing the main points you want to include. Then add details.



D Write notes for your presentation on note cards. At the top of your note card, write the main point and list details below it.

Red Hot Chili Peppers

- Anthony Kiedis, Michael Peter Balzary, Chad Smith, Josh Klinghoffer
- rock/funk rock
- started in 1983



REFLECT ... How can the skill of narrowing the focus of a presentation be useful to you in **Work and Career** and **Study and Learning**?

irlanguage

E Do your presentation in front of the class.

Language wrap-up

1 VOCABULARY

Look at the pictures and complete the sentences with the words in the box. Then circle the correct option in each sentence. (15 points)

classical country hip-hop jazz rock

- John likes (1) _____. He thinks it's (2) *fun* / *loud*, but I don't. It's too (3) *upbeat* / *old-fashioned*. I prefer new music.
- My parents hate (4) _____. They say it's too (5) *romantic* / *loud*. But I love it because it's (6) *fun* / *repetitive*.
- I never listen to (7) _____ music. I think it sounds really (8) *fun* / *sad*. My sister listens to it when she studies because she says it's (9) *repetitive* / *relaxing*.
- Do I like (10) _____ music? No, I don't! It's awful! The music is (11) *repetitive* / *upbeat* and the lyrics are usually (12) *good for dancing* / *dumb*.
- My sister loves (13) _____. She says it's really (14) *good for dancing* / *repetitive*. I like it because the lyrics are interesting and the music is (15) *upbeat* / *romantic*.

11–15 correct: I can use adjectives to talk about different types of music.

0–10 correct: Look again at Sections 1 and 5 on pages 50 and 53.

SCORE:

/15



2 GRAMMAR

A Complete the conversation with the correct present perfect or simple past form of the verbs in parentheses. Use short forms where possible. (10 points)

- Luke:** Guess what! I (1) _____ (get) two tickets last week for the Bruno Mars concert next month.
- Jack:** Wow! That's fantastic! (2) _____ you _____ (ever/see) him before?
- Luke:** No, (3) I _____. (4) I _____ (never/go) to a concert before.
- Jack:** Are you kidding? (5) I _____ (go) to loads of concerts! Maybe 40.
- Luke:** Wow! Who's the best singer (6) you _____ (ever/see)?
- Jack:** I (7) _____ (see) Justin Timberlake last year, and he (8) _____ (be) amazing. But I (9) _____ (go) to a music festival last summer, and Lady Gaga (10) _____ (play). She was amazing.

B Check the correct sentence. Correct the incorrect sentences. (5 points)

- Ought we to buy more milk? _____
- You shouldn't to make promises you can't keep. _____
- Where ought I to go to buy the best speakers? _____
- What should I wear to the party tonight? _____
- You ought apologize to Miriam for what you said. _____

11–15 correct: I can use the present perfect and the simple past to talk about past experiences and events, and *should*, *ought to*, and *had better* to give advice and warnings.

0–10 correct: Look again at Sections 3 and 7 on pages 51 and 54.

SCORE:

/15

UNIT 6 LIVING SPACES

IN THIS UNIT YOU

- learn language for talking about homes and household chores
- listen to a lecture about designing a room: understanding instructions and processes
- write topic sentences for paragraphs about living away from home: indentifying paragraph structure
- read about the use of Feng Shui in room design
- talk about where you live
- watch a video about some very special living spaces

A Look at the rules of Feng Shui for a bedroom. Which Feng Shui rules do the bedrooms in the pictures follow? Which ones don't they follow?

B Think about your bedroom. How do you feel when you are in it? Which things follow the rules of Feng Shui? Which do not? Tell a partner.

The walls in my bedroom are white, and it's very neat. I always feel calm there.



Feng Shui: the Chinese art of creating a harmonious environment

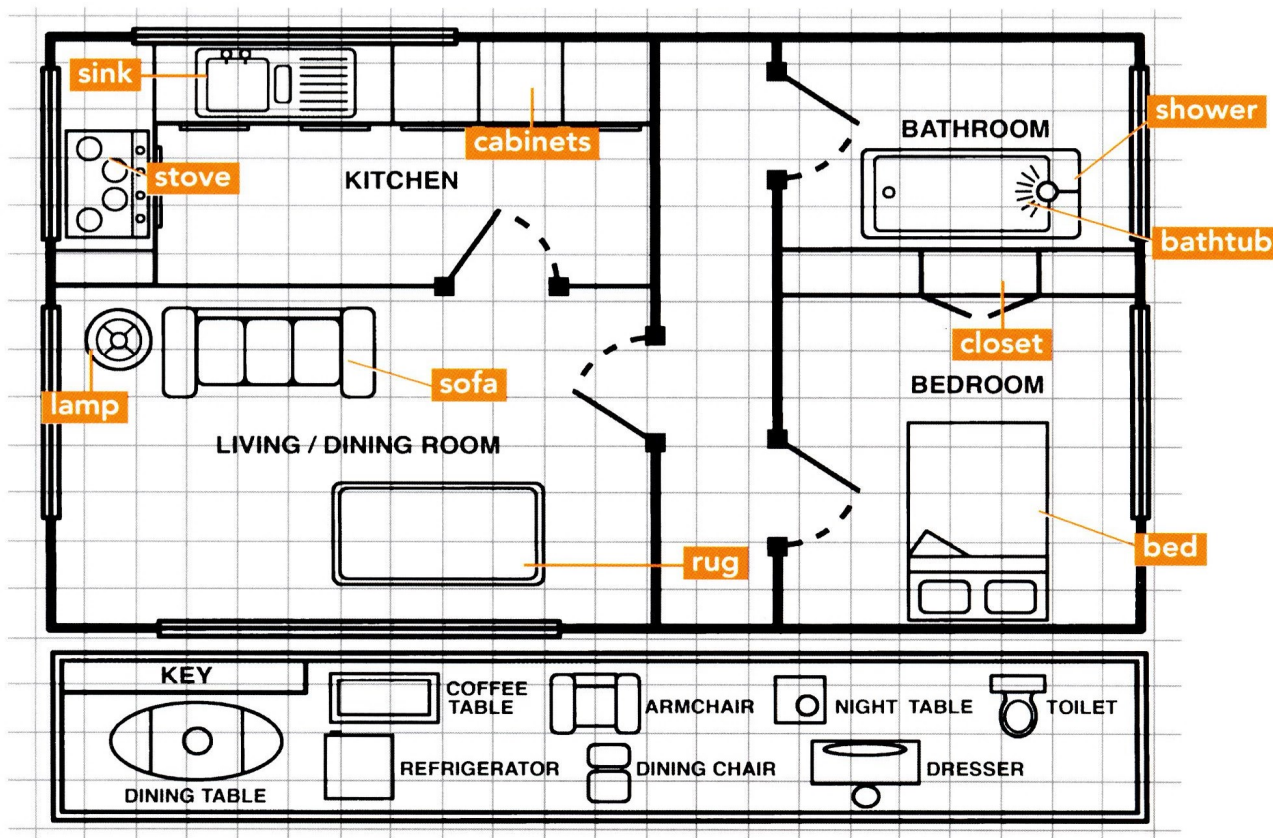
- Use soft, relaxing colors like peach, beige, or a pastel color on the walls.
- Position your bed so you can see the door to the room. Your feet should not point to the door.
- Keep your bedroom organized, not messy. Messy rooms create negative energy.
- Do not keep work, study, or exercise things in your bedroom if possible.

LIFE SKILLS STUDY & LEARNING

Learn ways to consider the different options in order to make a decision

1 VOCABULARY: objects in a house

A Draw and label the missing items in the architect's house plan. Use the symbols in the key. You can use the items more than once.



B Work in pairs. Compare your house plans.

A: In my plan, there's a sofa and two armchairs in the living room. There's a coffee table in front of the sofa.

B: What about your bedroom?

2 SPEAKING: describing living spaces

A Work in pairs. Look at the words and phrases in the box. What do they refer to? Categorize them in the table.

by the bed bright red dark green in the corner light blue
next to the sofa pale yellow under the window

Colors

Positions

HOW TO SAY IT

Describing where you live

My favorite room is ...

The walls are pale blue.

The carpet is black and white.

There's a lamp in the corner.

There are two armchairs by the window.

B Think of your favorite room in your home. Draw a diagram of the room in your notebook and label the furniture. Think about the colors in the room and the position of the furniture.

C Work in pairs. Look at your diagram and describe your room to your partner.

3 GRAMMAR: *have to* for obligation and *need to* for necessity

A  **29 LANGUAGE IN CONTEXT** Listen to the conversation below. Why do you think Sarah and Zack have so many things to do?

- Zack:** Let's make a list of what we need to do.
Sarah: Good idea. OK, first, we **have to** contact the gas company and the power company.
Zack: Yes, and we **have to** contact the telephone company about connecting the phone line.
Sarah: Why? We **don't need to** get a home phone line, Zack. We both have cell phones.
Zack: But we need a home phone line for the internet.
Sarah: That's true.
Zack: Let's see, what else? We **don't have to** paint the bedroom because the paint is OK in there, but we **need to** paint the kitchen and the living room because the walls in those rooms are an awful color.



NOTICE!

Look at the words in bold in the conversation. What kind of word comes after each one?

B ANALYZE Read the text in Exercise A again.

Function Match the modal verbs with their functions.

- | | |
|--------------------------------|---|
| 1 <i>have to</i> | a) It's a necessity. |
| 2 <i>need to</i> | b) It's an obligation. |
| 3 <i>don't/doesn't have to</i> | c) It isn't necessary. There's no obligation to do something. |

Form Complete the tables with examples from Exercise A.


Affirmative	Negative
have to	don't/doesn't have to
We (1) _____ contact the gas company.	We (3) _____ paint the bedroom.
need to	don't/doesn't need to
We (2) _____ paint the kitchen.	We (4) _____ get a home phone line.

C PRACTICE Complete the sentences with appropriate affirmative or negative verbs of obligation and necessity.

- Great! We _____ come to class tomorrow because it's the weekend!
- My brother _____ help my cousin move to her new house on Saturday.
- You always _____ read the instructions before you use an electric tool.
- My dad _____ buy my mom a birthday gift for Tuesday.
- Your stove isn't working very well. Maybe you _____ buy a new one.
- I want to organize my room, but I _____ do it right now, so let's go shopping.

WATCH OUT!

- ✓ You don't have to get up early on Sundays.
- ✗ You haven't to get up early on Sundays.
- ✓ I need to study tonight.
- ✗ I need study tonight.

D  **NOW YOU DO IT** Work in groups. Talk about the following:

- something you have to do today
- something you don't have to do today because you can do it another day
- something you need to buy on the weekend

4 LISTENING: understanding instructions and processes

When you listen to instructions, you need to identify the main steps of the process and then listen for specific instructions in each step. Instructions often start with sequencing words and/or imperatives.

A Listen to a lecture about interior design and number the three main stages of the design process in the correct order.

- a) Create a general design concept. ☐
- b) Create an architectural plan for the room. ☐
- c) Find out what the client wants. ☐

B Listen to the lecture again. Number the two sub-stages within each main stage in the correct order. Listen again and check. What sequencing words did you hear?

Stage 1

- ☐ a) Ask what the client likes and dislikes about the room.
- ☐ b) Find out how the client uses the room.

Stage 2

- ☐ c) Choose colors, materials, and styles of furniture for the room.
- ☐ d) Meet with the client and then make any changes to the concept.

Stage 3

- ☐ e) Make any final changes.
- ☐ f) Meet with the client to present the architectural plan.

C Check your answers with a partner.



5 GRAMMAR: comparative and superlative adverbs

A LANGUAGE IN CONTEXT Read the advertisement. According to this company, is there a connection between stress and disorganization?

B ANALYZE Read the text in Exercise A again.

Function Choose the correct option to complete the rule.

We use comparative and superlative adverbs to compare *actions / things*.

Form Choose the correct option to complete the rules. Then complete the table with examples from Exercise A.

- We form most comparative adverbs with ... + adverb.
a) more or less b) the most or the least
- We form most superlative adverbs with ... + adverb.
a) more or less b) the most or the least
- Irregular comparative and superlative adverbs *end* / *do not end* in -ly.

Regular adverbs	Comparative	Superlative	Irregular adverbs	Comparative	Superlative
slowly	more slowly	the most slowly	fast	(9) _____	the fastest
stressfully	more stressfully	(6) _____	often	more often	(11) _____
carefully	more carefully	(7) _____	well	(10) _____	the best
regularly	(4) _____	(8) _____	badly	worse	the worst
efficiently	(5) _____	the most efficiently			

We can help!

Studies show that people who live the least stressfully ...

- organize their files the most carefully.
- clean their houses the most often.
- work in their backyards the most regularly.

Do you want to have a more peaceful, less stressful life, and work or study faster and more efficiently? Then clean up and organize your living space more regularly!

We can help you get started! We promise that after our visit, you will be better organized and you will have to clean up less often than before!

Visit our website to find organizers in your area: www.theorganizedpeople.com

NOTICE!

Underline all the adverbs in the ad. Which words appear immediately before the adverbs?

C PRACTICE Circle the correct option to complete the sentences.

- 1 My sister organizes her files *more* / *the most* carefully than my brother.
- 2 In our family, my dad works in the backyard *the more* / *the most* frequently of all of us.
- 3 My brother cooks *the better* / *the best* of all.
- 4 I clean up my room *more* / *most* often than my brother and sister.
- 5 I also take out the trash more *regular* / *regularly* than they do.
- 6 I study *the more* / *the most* efficiently when I'm alone.
- 7 My mom goes to the supermarket *less* / *least* often than my dad.
- 8 I clean the windows *the less* / *the least* often of all my chores because I hate doing it!

WATCH OUT!

- ✓ I write better than my brother.
- ✗ I write more well than my brother.

D NOW YOU DO IT Work in groups. Compare your habits.

- 1 What chores does everyone in the group do at home? Who does chores the most frequently?
- 2 Who organizes their English notebook the most carefully? How can you organize your notebook better?
- 3 Who in the group seems to live the least stressfully? What is their secret?

6 VOCABULARY: phrasal verbs

A Match the sentences to the pictures.

DO YOU
NEED
TO GET
ORGANIZED?



HERE ARE SOME TIPS:

- 1 Pick up things off the floor.
- 2 Hang up your clothes at night.
- 3 Put away clean clothes in drawers.
- 4 Take out the trash regularly.
- 5 Clean up the kitchen after you eat.
- 6 Throw away and recycle your trash every week.
- 7 Give away anything you don't need anymore to charity.



A ☐



B ☐



C ☐



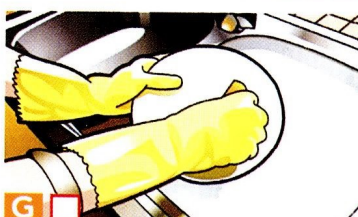
D ☐



E ☐



F ☐



G ☐

B Work in pairs. Talk about the things you do and don't do. Who is the most organized?

- A: Do you clean up your room every day?
 B: Yes. I clean up my room before I go to bed. What about you?
 A: I don't clean up my room every day, but I take out the trash every evening.
 B: I never take out the trash because my brother does it, but I always clean up the kitchen.



WATCH OUT!

- ✓ I always take out the trash.
- ✓ I always take the trash out.
- ✓ I always take it out.
- ✗ I always take out it.

7 PRONUNCIATION: stress patterns with phrasal verbs

A  **31** Listen and repeat these sentences. Notice that the particle in the second sentence is stressed.

- 1 I picked up my jacket. I picked it up.
- 2 We put away the books. We put them away.
- 3 He cleaned up the kitchen. He cleaned it up.

B  **32**  Work in pairs. Practice saying the pairs of sentences with the correct stress. Listen and check.

- 1 I gave away my old coat. I gave it away.
- 2 We didn't throw away the bottles. We didn't throw them away.
- 3 Hang your clothes up. Hang them up.
- 4 Please take out the trash. Please take it out.

8 READING: an online forum

A Read these comments on a website forum. Who agrees with the concepts of Feng Shui? Who does not agree?

Hi guys! What does everyone think about Feng Shui? The idea is to make positive energy flow more freely through your home. For example, in your bedroom, you have to take out things like electronics or exercise equipment because their energy interrupts your sleep. They say you should have soft, relaxing colors like beige or pastels for walls, rugs, and curtains. You don't have to eliminate all bright colors, but you should use them for small objects only. There are also rules about furniture. You need to sleep with your feet facing away from the door, for example. I'm thinking of doing it in my bedroom, but I'm not sure. Is it really worth it, or is it a lot of change for nothing?

JO

I wanted to feel calm and relaxed in my room, so I did all of those things. The result? More stress! Now I have to use my computer in the living room while my family is watching TV. And my exercise stuff is in the garage! Those relaxing colors? They're really boring! My conclusion is that your room has to have colors and styles that you like, and it has to be functional.

DANI


I never follow trends in decorating. I know what I like, and I don't need advice from "experts." I prefer to create my own style. But last month, I read a lot about Feng Shui, and I decided to redesign my bedroom. The walls were dark blue, so I painted them peach. I moved my bed, so now my feet don't face the door, and I also put some plants in my bedroom for positive energy. I'm really messy, and I never hung up my clothes or put away books and papers. Now I put everything away at night. Maybe it's just a coincidence, but I sleep much better now! So I really recommend it! In fact, I'm going to Feng Shui my living room ...

LIZ



B Read the comments on the forum again and answer these questions.


- 1 What is the main concept of Feng Shui?
- 2 What is the problem with electronics?
- 3 Why is it a good idea to use beige and pastel colors?
- 4 What did Dani do with her electronic and exercise equipment?
- 5 How does Dani feel about the colors in her bedroom?
- 6 What changes did Liz make in her bedroom?
- 7 What bad habit did Liz change?
- 8 How does Liz feel about the results?

C  **Work in groups. Compare your answers to Exercise C. Then answer the questions. Would you like to use some of the ideas of Feng Shui in your bedroom? Which ones?**

A: I agree that electronics can interrupt your sleep. They make noise! What do you think?

B: I disagree. I have my computer and a TV in my bedroom, and ...

9 WRITING: identifying paragraph structure

 A paragraph is a unit of text containing one main idea or topic. The topic sentence gives the main idea of the paragraph. It is often, but not always, the first sentence in the paragraph.

A Read the first paragraph of an article. What is the main idea, or topic, of the paragraph? Find and underline the topic sentence that introduces the main idea.

At HOME or AWAY

Young people have to make many decisions when they graduate from high school. For example, they have to decide if they want to go to college or get a job, and what to study or what type of job to look for. In some countries, one of the biggest decisions for young adults is where to live. Do they continue to live with their family or move out? Young people who are going to college

in a different town often live in a dormitory (dorm) on campus. Many parents like this option because their children are living away from home, but they have rules and adult supervision in a dorm. Some young people choose to rent a room in a house. Others decide to rent a house or an apartment to share with friends. This last option is more common for people age 20 or older.

B Read the second paragraph of the article. Choose the best topic sentence from the choices below.


- a) Living away from the family can be very positive for young adults for several reasons.
- b) Of course, living away from home is fun.
- c) All young people should try living away from home to see if they like it.

First, they learn to be more responsible. They have to buy food, cook, and clean the house. They also learn to manage money, especially if they are paying rent. Finally, if they have roommates, they learn to get along with other people. They have to figure out solutions to their problems without a parent to help. In general, learning to manage a home is a very positive experience for young people.

C Read the paragraph and choose the main idea from these phrases.

- a) advantages of living away from home
- b) disadvantages of living away from home
- c) problems with schoolwork

Young people sometimes don't have the self-discipline to live away from adult supervision. This can affect their schoolwork. Also, rent is expensive, so it can be much cheaper to live at home. And living away from family can be lonely, even if you have roommates. Young people can suffer from depression caused by missing people they love. Living away from home is not the right thing for every young person.

D  **Work in pairs. Write an appropriate topic sentence for the third paragraph. Remember that the topic sentence tells the reader the main idea of the paragraph.**

lifeSkills

CONSIDERING DIFFERENT OPTIONS

- Decide on important criteria.
- Look at options and make a list of the pros and cons (advantages and disadvantages) of each one.
- Decide which is the best option.

A You are going to choose a place to live with two or three friends. First read the criteria below and check the things that are important to you. Add any other ideas you have.

What's important to me?

- ☐ price
- ☐ location
- ☐ size of the rooms
- ☐ number of rooms
- ☐ style of property
- ☐ furnished
- ☐ unfurnished
- ☐ garden

- ☐ bath
- ☐ dishwasher
- ☐ pets allowed
- ☐ pets not allowed
- ☐ _____
- ☐ _____
- ☐ _____


B Now look at your list and decide which things are essential, and which things you could compromise on.



Self and Society

Work and Career


Study and Learning

C  Work in a group with two or three other students. Compare and discuss your criteria, and decide which are the most important things, and which things you can compromise on. Agree on a list of features the property must have, and what things would be preferable.

HOW TO SAY IT

Discussing requirements

For me, the property has to be ...	It would be good for it to be/have ...
The property must have ...	Ideally, I'd like ...
It's really important for it to have ...	We definitely need ...
I'd prefer it to have ...	It can't be too (expensive) because ...
It doesn't have to be/have ...	

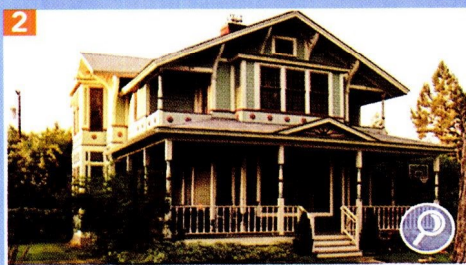
D  In your group, read the property advertisements below, and make a list of pros and cons (advantages and disadvantages) of each one, according to your shared criteria.



1 Large furnished house on university bus route. Three large bedrooms, bathroom has bathtub and shower, big kitchen with new fridge and stove, central heating, small yard, no pets.
\$1,200 a month.

[Contact agent for more details](#)

[Save to favorites](#)



2 Pretty unfurnished house in rural area 20 minutes from the city center. Four small bedrooms and three bathrooms, cozy living room, large yard, fireplace, large kitchen includes stove, fridge, and dishwasher.
\$2,400 a month.

[Contact agent for more details](#)


[Save to favorites](#)



3 Tenth-floor furnished apartment for rent near university and park. Two large bedrooms, large living room, kitchen has new stove and fridge, bathroom with shower, fantastic balcony with views over the city, pets OK.
\$900 a month.

[Contact agent for more details](#)

[Save to favorites](#)

E  Now discuss which would be the best property for all of you.

- A:** I think property ... is the best one for all of us. It's got ...
B: Yes, and the best thing about it is ...
C: What about property ..., though? It has a lot of advantages, too.



REFLECT ... How can the skill of considering different options be useful to you in **Work and Career** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Label the objects in a house. (8 points)

B Complete the text with the correct form of verbs in the box. (7 points)

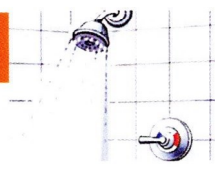
clean up give away hang up pick up put away take out throw away

My brother is so messy! He doesn't (1) _____ his room or (2) _____ his clothes and shoes in the closet at night. He doesn't even (3) _____ his jacket _____ when he gets home; he just leaves it on a chair, or even on the floor! He leaves books and papers all over the floor, too, and he doesn't (4) _____ them _____. He knows he has a problem, and he says he is going to (5) _____ a lot of his old magazines and papers when he (6) _____ the trash _____. He also wants to (7) _____ the magazines to people who will enjoy reading them.

11–15 correct: I can talk about objects in a house and household chores.

0–10 correct: Look again at Sections 1 and 6 on pages 60 and 63.

SCORE: /15



1



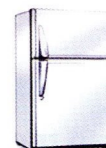
2



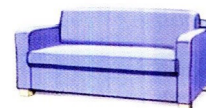
3



4



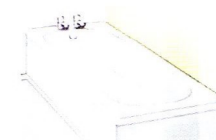
5



6



7



8

2 GRAMMAR

A Circle the correct verb to complete the sentences. (7 points)

- Paul *has to* / *doesn't have to* study tonight because he has a test tomorrow.
- My brother *needs to study* / *doesn't need to study* hard if he wants to pass history.
- We're happy because tomorrow is a holiday and we *have to* / *don't have to* go to work!
- You *don't have to* / *can't* smoke in public buildings.
- I *don't have to* / *can't* finish my report now. I can do it later.
- Do we *have to* / *can* stop for gas now?
- I *can't* / *don't have to* forget to buy my sister a birthday gift!

B Complete the sentences with the correct comparative or superlative form of the adverbs in parentheses. (8 points)

- I run _____ than my brother. He's really fast! (*slowly*)
- Paulo speaks English _____ than everyone in the class. (*well*)
- Our neighbor paints his house _____ of everyone in the area. (*frequently*)
- Cameron works _____ than anyone else in the office. He takes lots of breaks! (*efficiently*)
- Mario finished his exam in 20 minutes—he worked _____ than all the other students. (*fast*)
- Statistics say that people who have pets live _____ than people who do not. (*happily*)
- People who clean their houses _____ don't have stressful lives. (*often*)
- This computer works _____ out of all of these computers. Let's buy it! (*well*)

11–15 correct: I can use *have to* for obligation and *need to* for necessity. I can use comparative and superlative adverbs.

0–10 correct: Look again at Sections 3 and 5 on pages 61 and 62.

SCORE:

/15

UNIT 7 A QUESTION OF TASTE

IN THIS UNIT YOU

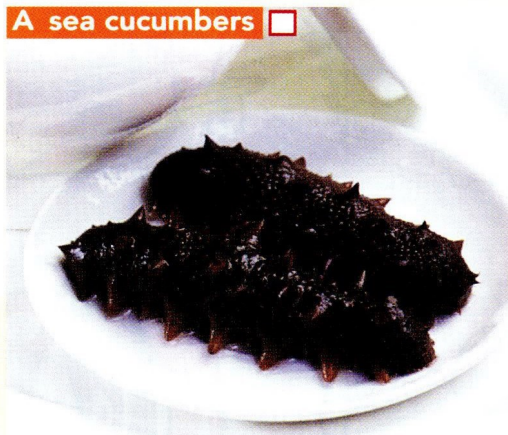
- learn language for describing food and talking about diet and recipes
- read about a food tradition: prediction
- learn how to explain what you mean when you don't know a word: explaining what you mean
- listen to people making complaints in a restaurant
- write a recipe
- learn how write a survey
- watch a video about a food market

irlanguage

A Match the countries to the foods.

- 1 France 2 China 3 the U.S.A. 4 Thailand 5 Mexico

A sea cucumbers ☐



B rattlesnake meat ☐



C roasted scorpions ☐




D fried crickets ☐



E frogs' legs ☐



B  Have you ever tried any of these foods? Tell your classmates about any other new foods you have tried.

- A: I've tried frogs' legs. They were pretty good. They tasted a bit like chicken.
B: I've tried snail ice cream. It wasn't very good.

**LIFE
SKILLS
SELF
& SOCIETY**

Learn how to write a survey

1 VOCABULARY: adjectives to describe food

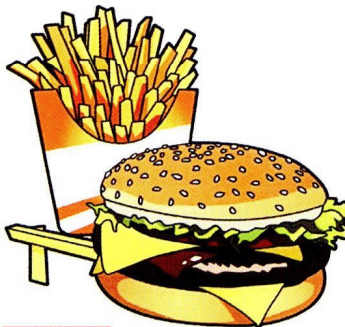
A Write appropriate adjectives next to each food below.



creamy



crunchy



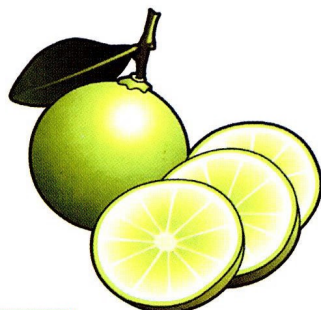
greasy



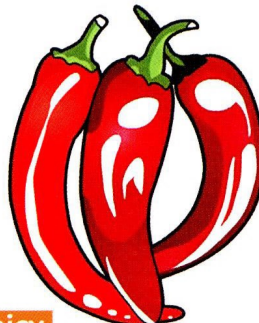
juicy



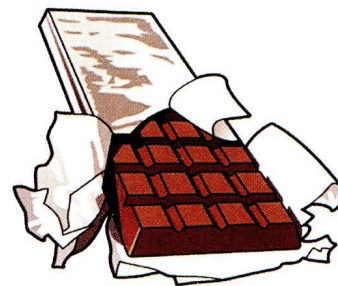
salty



sour



spicy



sweet

- | | | |
|----------------------|-------------------------|----------------|
| 1 cereal _____ | 3 yogurt _____ | 5 grapes _____ |
| 2 potato chips _____ | 4 pepperoni pizza _____ | 6 lemons _____ |

B Work in groups. Do you like these foods? Say why or why not.

- | | | |
|---------------------|-------------|--------------|
| • fried chicken | • avocados | • grapefruit |
| • sweet chili sauce | • ice cream | • oranges |

A: Do you like fried chicken?

B: Yes, but I don't like it when it's greasy.

2 PRONUNCIATION: multisyllable adjectives

A 33 Listen to the adjectives and write them in the table. Notice that the two-syllable words all have the stress on the first syllable, and the three-syllable words have the stress on the second syllable.

creamy crunchy delicious disgusting greasy juicy

Two syllables

Three syllables

B 34 Work in pairs. Practice saying these sentences. Listen and check.

- Oranges are juicy and delicious.
- Bananas and yogurt are nice and creamy.
- Greasy food is disgusting.

3 GRAMMAR: *too, enough, not ... enough*

A 35 LANGUAGE IN CONTEXT

Listen to the conversation below. Are the people completely happy with their dinner?

- Jeff:** My chicken isn't hot enough. It's practically cold. And there's a lot of salt in the sauce. In fact, it's too salty.
- Tiffany:** This Szechuan shrimp isn't spicy enough for me. It needs more chili.
- Sean:** My beef is really good. It has a lot of flavor, and it's spicy enough. But the vegetables are disgusting. They aren't cooked enough.
- Jeff:** Well, the rice is good.
- Tiffany:** Yes, it is, and the soup is delicious.
- Sean:** Yeah, and anyway, the food wasn't expensive.



NOTICE!

Look at the underlined sentences. Does Jeff want the chicken to be hotter or colder?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from Exercise A.

too + adjective	adjective + enough	not + adjective + enough
The sauce is (1) _____	The beef is (2) _____	The chicken isn't (3) _____
		The vegetables aren't (4) _____

Function Match the words to their definitions.


- | | |
|------------------|---------------------------|
| 1 too | a) sufficient |
| 2 enough | b) more than it should be |
| 3 not ... enough | c) less than it should be |

WATCH OUT!

- ✓ The food isn't hot enough.
✗ The food isn't enough hot.

C PRACTICE Complete the conversation with *too*, *enough*, or *not ... enough*, and the adjective in parentheses.

- Jana:** Excuse me, my French fries are (1) _____ (greasy). I can't eat them.
- Server:** Sorry. I'll change them for you, of course. How is your food, sir?
- Paul:** Well, the fish is really good, but the potatoes are (2) _____ (hot). They're actually cold.
- Server:** OK, and what about the vegetables? Are they (3) _____ (hot) or would you like them heated up?
- Paul:** Yes, they are (4) _____ (hot). But they're (5) _____ (salty). I can't eat them with so much salt.
- Server:** I'm very sorry. I'll bring you a new meal, and, of course, it will be free!
- Jana:** Oh, thank you very much.

D  NOW YOU DO IT Work in groups. Prepare a role-play complaining about the food in a restaurant. Use the conversation in Exercise C to help you. Act out your role-play for the class.



4 LISTENING: complaints

A **36** Listen to Ella and Andrew talking about a restaurant they went to. Who liked the restaurant and who didn't?

B Listen again and circle the name of the person who complains about each thing.

The food	Who complains	The complaint
the pasta	(1) Ella / Andrew	really tasteless
the soup	(2) Ella / Andrew	(6) _____
the coffee	(3) Ella / Andrew	(7) _____
the cake	(4) Ella / Andrew	(8) _____
the price	(5) Ella / Andrew	(9) _____

C Listen once more and make a note about each complaint. What dishes didn't they complain about?

D Think of a dinner that you had recently. Make notes about the good things and the bad things. Then tell the rest of the class.

I went to a friend's wedding at the Lakeside Hotel. The wedding was fun, but the food wasn't very good. The meat was too salty. I don't really like salty food. The potatoes were good, but the ...

5 VOCABULARY: food containers

A Match the phrases to the objects in the picture.



- | | |
|--|--|
| 1 <input type="checkbox"/> a package of cookies/rice | 4 <input type="checkbox"/> a box of chocolates/cereal |
| 2 <input type="checkbox"/> a can of soup/soda | 5 <input type="checkbox"/> a bottle of water/ketchup |
| 3 <input type="checkbox"/> a jar of mayonnaise/jelly | 6 <input type="checkbox"/> a bag of potato chips/flour |

B Work in pairs. Look at the picture for 30 seconds. Student A, close your book and try to remember what's on the shelves. Student B, check and make corrections. Then switch roles.

A: There are five cans of soup.

B: No, there are four.

C What other things can come in these containers? Ask your classmates for their ideas.

A: What else comes in a can?

B: Let's see, vegetables and ...



6 GRAMMAR: quantifiers

irLanguage

A LANGUAGE IN CONTEXT Read the article. Why is junk food bad for you?

Health Alert!

Many people these days eat too much junk food and not enough real food. The definition of junk food is food that is not healthy because it contains too much fat, salt, and sugar, and not enough nutrients. How many bags of potato chips do you eat every week? If your answer is more than two bags, that's too many potato chips! You'd be surprised how much oil is used to make them ... A few potato chips or a little oil isn't going to hurt you, but they need to be part of a healthy, balanced diet. The problem is that many people today eat fewer vegetables, less fruit, more salt, and more processed foods than before. The result? A population that is not very healthy!



B ANALYZE Read the text in Exercise A again.

Form Complete the table with words from Exercise A.

With count nouns	With noncount nouns
(1) a _____ potato chips	(6) a _____ oil
(2) _____ processed foods	(7) _____ salt
(3) _____ vegetables	(8) _____ fruit
(4) too _____ potato chips	(9) too _____ fat
(5) _____ nutrients	(10) _____ real food

NOTICE!

Look back at the text and circle the phrases with count nouns. Underline the phrases with noncount nouns.

Function Choose the correct option to complete the sentences.

- 1 **Too many** and **too much** mean *more* / *less* than you want.
- 2 **Not enough** means *more* / *less* than you want.
- 3 **A few** means *not very many of* / *a lot of* something.
- 4 **A little** means *not very much of* / *a lot of* something.
- 5 **More, fewer,** and **less** are used to *ask questions* / *make comparisons*.

WATCH OUT!

- ✗ I eat too many sugar.
- ✓ I eat too much sugar.
- ✓ I eat less sugar than you.
- ✗ I eat fewer sugar than you.

C PRACTICE Choose the correct option to complete the sentences.

- 1 I eat *more* / *fewer* fruit than my sister.
- 2 Oh, that's *too many* / *too much* salad! Please give me *less* / *fewer*.
- 3 You should eat *more* / *too many* bananas.
- 4 I want *a few* / *a little* sugar on my strawberries.
- 5 You shouldn't eat *too much* / *enough* salt. It isn't good for you.
- 6 I eat *too much* / *too many* junk food.
- 7 I don't eat *enough* / *a little* vegetables.
- 8 *Too much* / *A little* fat is good for you.
- 9 We should try to drink *less* / *fewer* sodas.

D NOW YOU DO IT Discuss your eating habits in groups. How many people think they should have healthier eating habits?

HOW TO SAY IT

Talking about eating habits

- I (don't) eat a lot of ...
- I want to eat/drink less/fewer/more ...
- I (don't) eat enough ...
- I eat too much/many ...

7 READING: prediction page 52

The last sentence in a paragraph often helps you predict the topic of the next paragraph.

A Look at the title and the picture in Exercise B. What do you think the article is about?

B Read paragraphs 1–3 of the article, one at a time. Choose one option to predict the topic of the next paragraph. Then read the next paragraph to check.

The Fastest Pancake in Two Countries!

The small town of Olney, in England, is very famous on one Tuesday every year. Shrove Tuesday is in February, and it's a special day. In some places, this is called Carnival or Mardi Gras, but in the U.K. it's called Pancake Day. Traditionally, this is a day when people empty their kitchen cabinets to use up foods like eggs and butter. They make a lot of delicious pancakes and eat them with lemon juice and sugar. So why is Olney famous on Shrove Tuesday?


- 1 I think the topic of the next paragraph is going to be
 - a) the history of Shrove Tuesday in Olney.
 - b) a description of the town of Olney.



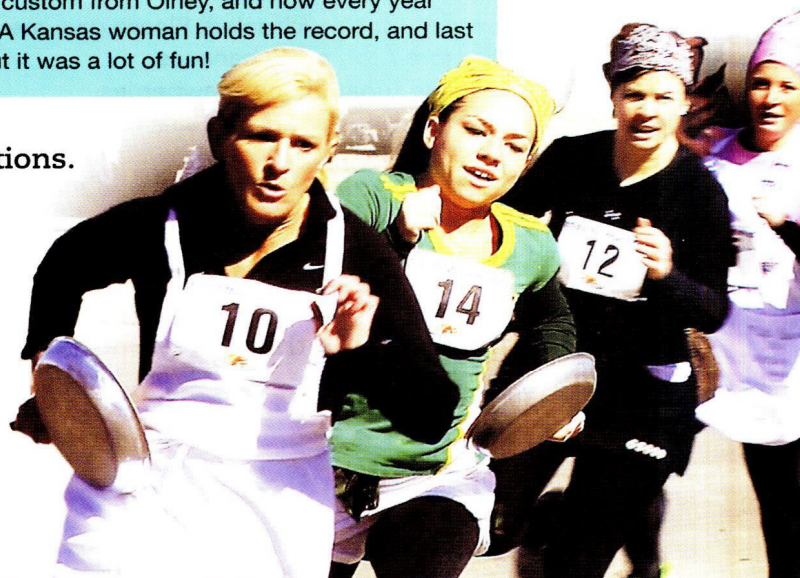
The story is that in 1445, a woman in Olney was making pancakes on Shrove Tuesday when the church bells rang. She didn't want to be late, so she ran out of her house. She was wearing the typical apron and headscarf of 15th Century housewives. She was also carrying a frying pan with a pancake in it when she arrived at the church! Today, the people of Olney remember that event with a Pancake Race every year on Shrove Tuesday.

- 2 I think the topic of the next paragraph is going to be
 - a) an explanation of how to make pancakes.
 - b) a description of the pancake race.

For the race these days, contestants still have to wear an apron and a headscarf, and carry a frying pan with a pancake in it, just like the housewife in 1445! It's difficult enough to run with a frying pan, but contestants must also flip their pancakes at the beginning and the end of the race! The race starts at 11:55 a.m., and the contestants run about 380 meters. Of course, the Olney contestants compete against each other, but they also compete with a small town in the state of Kansas, in the U.S.A.! They adopted the Pancake Race custom from Olney, and now every year the two towns compete for the fastest time in the race. A Kansas woman holds the record, and last year, I decided to enter the Kansas race. I didn't win, but it was a lot of fun!

C  **Work in groups. Discuss these questions.**

- 1 What does the title of the story refer to?
- 2 Why do people traditionally eat pancakes on Shrove Tuesday?
- 3 What was the housewife doing when she heard the church bells?
- 4 What did she take to church?
- 5 What do contestants these days wear for the race?
- 6 Which two places compete for the fastest time in the race?

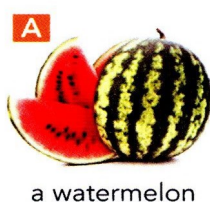



8 SPEAKING: explaining what you mean

When you don't know the English word for something, or you need to explain a word to someone else, you can use a description to explain what you mean. You can talk about the item's appearance, what it's made of, or you can compare it to similar things.

A Match the descriptions to the pictures. Notice the phrases in bold.

- 1 **It's a type of fruit.** It's **similar to** an orange, but smaller and sweeter.
- 2 **It's like** a chicken, but really big.
- 3 **It's a very large fruit.** It's green on the outside and red on the inside.
- 4 **It's a kind of sauce.** It's made of tomatoes, and **it comes in** a bottle.
- 5 **It's made of** eggs. It **sometimes has** cheese or vegetables in it.



B  **Work in pairs. Use the expressions in bold in Exercise A or your own ideas to describe the foods and dishes in the pictures below. Take turns guessing the foods.**



9 WRITING: a recipe

A Read the salad recipe. Would you like to try it? Why or why not?

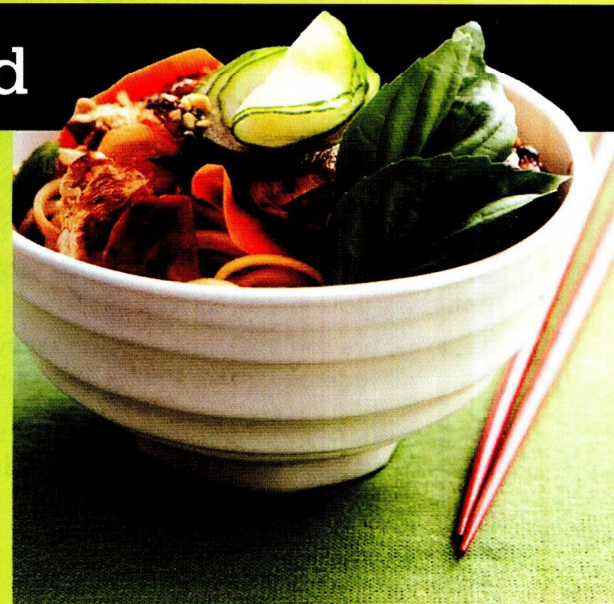


Asian Chicken Salad

Ingredients

- some cooked chicken
- a package of noodles
- a carrot
- some cucumber
- some roasted peanuts
- some soy sauce
- a little sesame oil
- a few red pepper flakes or a little chopped chili pepper (optional)
- a little Thai basil (to serve)

First, cook the noodles. While the noodles are cooking, thinly slice the carrot and cucumber. Put them in a bowl. Then, add the chicken and the peanuts. When the noodles are ready, add them to the other ingredients. Add some chili pepper if you like spicy food. Finally, add some soy sauce and a little sesame oil, and mix all of the ingredients together. Serve in warm bowls with some Thai basil.



B  **Work in groups. Write a recipe for a dish that is easy to make. Share your recipes with the class. Vote for the best one.**

A: Let's write a recipe for pizza.

B: Good idea. First, make some dough ...

lifeSkills


WRITING A SURVEY

- Decide what specific information you want to find out about and brainstorm a list of things to ask about.
- Write questions and clear answer options.
- Conduct the survey and work out the results.

YOUR PROJECT


Prepare a survey about healthy eating habits. Then use it to interview people to find out about their eating habits.



A  Work in pairs. Brainstorm healthy and unhealthy foods and drinks, and write a list in your notebook. Then circle eight things on your list that you want to ask about.

A: What are some healthy and unhealthy foods?

B: Well, vegetables are healthy. Too much sugar is unhealthy ...

B  With your partner, write a survey in your notebook with eight questions about the things you circled on your list in Exercise A. Use the question model below.

1 How much salt do you put on your food?
a)
b)
c)

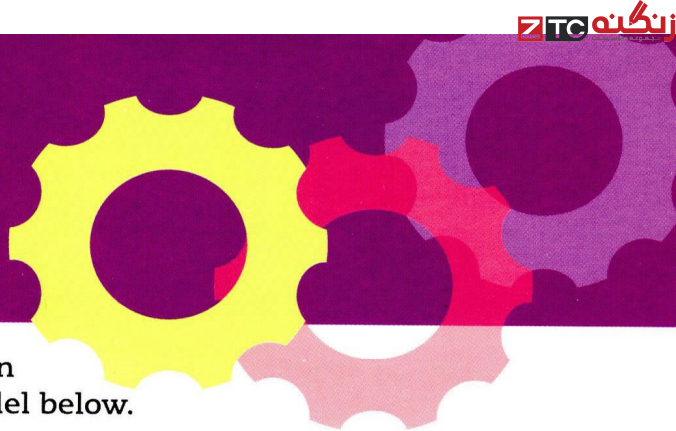
Student 1

Student 2

Self and Society

Work and Career

Study and Learning



C Write three answer options for each question in your survey. Use the Answer option guide and the model below.

ANSWER OPTION GUIDE

- One option should be very healthy; one should be in the middle, neither very healthy nor very unhealthy; one should be unhealthy.
- Assign the points as follows:

2 points = very healthy

1 point = neither healthy nor unhealthy

0 points = unhealthy

	Student 1	Student 2
1 How much salt do you put on your food? a) none (2) b) a little (1) c) a lot (0)		
2 How many sodas do you drink in a week? a) none (0) b) less than 5 (1) c) more than 5 (2)		

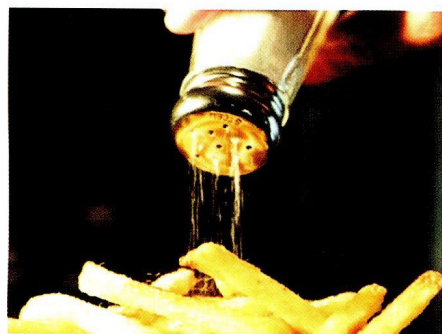
HOW TO SAY IT

OK, what answer options should we put for question number 3?

Let's put ...

And which answer gets two points?

Option b is two points ...



D Interview another pair. Ask your questions and tell them the answer choices. Do not show them the points. Write their scores in the final two columns of your survey.

- A: How much salt do you put on your food?
B: None, a little, or a lot?
C: I use a lot of salt.
A: And you?
D: None.

E Calculate each student's total score. Then write a short opinion to give to each person.

Your score was 6, so maybe your diet isn't healthy enough. You eat a lot of vegetables, but you also eat too much junk food. Maybe you ought to drink a lot more water and less soda.



REFLECT ... How can the skill of writing a survey be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

A Circle the correct word to complete the sentences. (9 points)

Leo: What are your favorite kinds of foods?

Maura: Well, I love (1) *salty* / *sweet* foods, so I always have dessert in restaurants. I love ice cream.

Leo: Really? I prefer (2) *salty* / *sweet* foods. Although I really like fruit. I love watermelon and oranges because they're so (3) *juicy* / *greasy*. And I like fresh lemonade if it's nice and (4) *sour* / *salty* and not too sweet.

Maura: Do you eat meat?

Leo: Yes, but I don't like meat if it's (5) *sour* / *salty*. My favorite meal is (6) *creamy* / *crunchy* fried chicken with really (7) *creamy* / *sour* mashed potatoes.

Maura: I prefer roast chicken because fried chicken is usually too (8) *greasy* / *juicy*. And I only like potatoes if they're (9) *salty* / *sweet*. Otherwise, they have no flavor.

B Complete the phrases with the words in the box. (6 points)

cookies chocolates jelly potato chips soup water

- | | | |
|----------------------|------------------|---------------------|
| 1 a package of _____ | 3 a jar of _____ | 5 a bottle of _____ |
| 2 a can of _____ | 4 a box of _____ | 6 a bag of _____ |

11–15 correct: I can use adjectives to describe food and describe the containers food comes in.

0–10 correct: Look again at Sections 1 and 5 on pages 70 and 72.

SCORE: /15

2 GRAMMAR

A Complete the sentences with *too*, *enough*, and *not ... enough*, and the adjectives in parentheses. (7 points)

- This potato is cold. It is _____ (hot).
- Is the chicken _____ (spicy), or would you like some more hot sauce?
- This hamburger is _____ (big). I can't finish it!
- These French fries are _____ (greasy). I can't eat them.
- How can you eat this ice cream? It's _____ (sweet) for me!
- This soup is _____ (salty). It doesn't need any more.
- The cake is very small for eight people. It is _____ (big).

B Circle the correct options to complete the sentences. (8 points)

John: I'm going to have some soda. I'm really thirsty after the gym. Do you want some?

Paula: No, thanks. I drink (1) *too much* / *too many* soda. I think I need to drink (2) *more* / *much* water.

John: Me too. I drink (3) *much* / *too much* coffee, and I don't drink (4) *enough* / *a little* water.

Paula: Well, let's try and be healthier together! I want to eat (5) *less* / *fewer* salt and fat, and (6) *more* / *many* vegetables. And I'm trying not to eat (7) *too much* / *too many* greasy things like French fries.

John: Great! But let's start tomorrow ... I feel like having (8) *a few* / *a little* French fries today ...

11–15 correct: I can use *too*, *enough*, and (not) ... *enough*. I can use quantifiers.

0–10 correct: Look again at Sections 3 and 6 on pages 71 and 73.

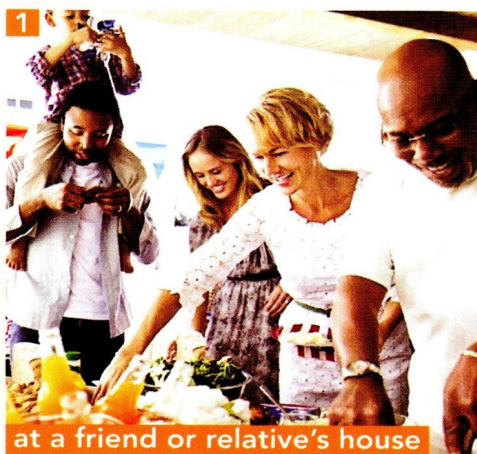
SCORE: /15

UNIT 8 LOVE AND ROMANCE

IN THIS UNIT YOU

- learn language for talking about relationships and dating
- listen to a lecture about Emperor penguins: understanding instructions and processes
- write sentences in the correct order to make a paragraph about a special bird: identifying paragraph structure
- read advice about relationships
- talk about dating customs in different countries
- watch a video about how different couples first met

A According to an online survey by a major magazine, these are the top places for young people in the U.S.A. to meet people. Which ones do you think are good ways to meet people in your country? Which are not? Give reasons.



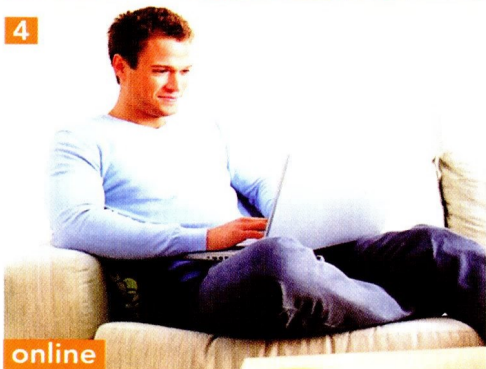
1 at a friend or relative's house



2 at a party



3 at a community event



4 online



5 at work or at college



6 at the gym, walking your dog, or at the supermarket

B Where is a good place to meet new people in your country? Have you, or has someone you know, ever met a new friend or someone to date in an unusual place or way? Share your stories and ideas in groups.

A: I met my best friend at college. We were in the same math class.

B: That's interesting. I think college is a great place to meet people ...

**LIFE
SKILLS**

**SELF
& SOCIETY**

Learn how to use information to make recommendations

1 VOCABULARY: relationships


A Write the words and phrases next to their definitions.

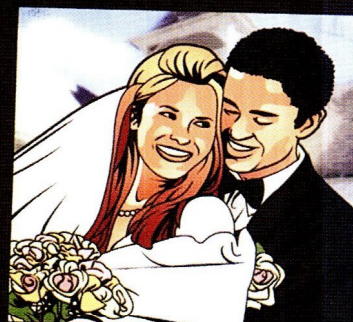
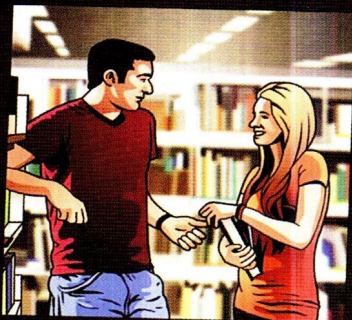
ask out break up get divorced get engaged get married
go on a date go on a blind date go out with

- 1 _____ to invite someone to go with you to a movie, restaurant, etc., because you want to start a romantic relationship with him or her
- 2 _____ to go on a date with someone that you don't know, usually arranged by a friend or relative
- 3 _____ to end a romantic relationship
- 4 _____ to go out somewhere with someone you are romantically interested in
- 5 _____ to promise to marry someone
- 6 _____ to have a romantic relationship with someone
- 7 _____ to enter into a legal partnership with someone as husband and wife
- 8 _____ to legally end a marriage

B Complete these questions with words and phrases from Exercise A.

- 1 Do people usually go on _____ in your country? Where do they go?
- 2 How do people usually _____ someone _____? On the phone, by email, or in person?
- 3 How long should you _____ someone before you _____ to be married?
- 4 Have you ever gone on a _____ with someone you didn't know? How was it?
- 5 What problems can cause couples to _____ after ten years of marriage?

C  **Work in groups. Discuss the answers to the questions in Exercise B.**



2 GRAMMAR: expressing likes, desires, and preferences

A  **37 LANGUAGE IN CONTEXT** Listen to the conversation below. What does Cindy want to do on her date?

- Cindy:** I'm so nervous! A guy I met at work asked me to go on a date with him. He's really nice, but I don't know what to do on a date! I think I would rather not go at all!
- Emma:** Don't be silly. Just imagine you're going out with a friend. What would you like to do? You like going out for dinner. What about that?
- Cindy:** I know, but I think I'd prefer not to go out to dinner. What if we don't have anything to talk about? I wouldn't like to be in that situation.
- Emma:** Well, going to the movies is always a good option.
- Cindy:** Yeah, but I don't like going to the movies on a first date. You can't get to know the person. I think I'd like to go dancing. That way, we can talk, but we don't have to talk all the time.
- Emma:** Yeah, I agree. I think I would rather go dancing than go to a movie.

NOTICE!

Look back at the conversation. Are Cindy and Emma talking about things they like and dislike, or things they did in the past?

B ANALYZE Read the conversation in Exercise A again.

Function Match the beginnings 1–3 to the endings a–c to make the correct rules.

- | | |
|---|--------------------------------------|
| 1 We use <i>would like</i> to express | a) a general enjoyment of something. |
| 2 We use <i>would prefer</i> and <i>would rather</i> to express | b) a desire to do something. |
| 3 We use <i>like</i> to express | c) a preference. |

Form Complete the table with examples from Exercise A.

Affirmative	Negative	Questions
like + -ing form of the verb You like (1) _____ out for dinner.	I (4) _____ going to a movie on a first date.	What do you like doing?
would like + the infinitive of the verb I (2) _____ to go dancing.	I (5) _____ to be in that situation.	What (8) _____ like to do?
would prefer + the infinitive of the verb I'd prefer to go to the movies.	I'd (6) _____ _____ to go out to dinner.	What would you prefer to do?
would rather + base form of the verb I would rather (3) _____ dancing.	I would (7) _____ _____ go.	What would you rather do?

Would in would like, would rather, and would prefer is often shortened to 'd.

WATCH OUT!

- ✓ We'd rather eat dinner early.
✗ We'd rather to eat dinner early.

C PRACTICE Circle the correct verb form in each sentence.

- Would you like *go* / *to go* to the museum on Friday?
- Comedies are OK, but I would prefer *see* / *to see* an action movie tonight.
- Would you rather *to have* / *have* Italian or Chinese food for lunch?
- I'd *not rather* / *rather not* go out tonight. I'm so tired.
- Carol *would prefer not to* / *wouldn't prefer to* eat a big lunch.
- My brother likes *play* / *playing* video games.
- I don't want to go dancing. I *rather* / *would rather* go to the movies.
- Do you like *hiking* / *hike*?

D NOW YOU DO IT Complete these sentences about going on a date in your notebook. Then talk about your sentences in pairs. Give reasons.

- | | |
|------------------------------|--|
| 1 On a date, I'd like to ... | A: On a date, I'd like to go to a restaurant because you can talk a lot. What about you? |
| 2 I wouldn't like to ... | |
| 3 I'd rather ... | B: I'd rather go to the movies. You don't have to talk! |
| 4 I'd prefer not to ... | |

3 PRONUNCIATION: -ould


A 38 Listen and repeat the words. Notice that in *would*, *could*, and *should* the letter *l* is silent.

would – wouldn't should – shouldn't could – couldn't

B 39 Work in pairs. Practice saying the questions. Pay attention to the words with silent letters in them. Listen and check. Then ask and answer the questions.

- | | |
|--|--|
| 1 Could we go to the beach this weekend? | 3 Should the man always pay on a date? |
| 2 Would you go on a blind date? | 4 When should teenagers start dating? |

4 SPEAKING: talking about dating customs

A  Read about dating around the world. Tell each other what you have found out.

A: In Finland, they ...

B: Really? They don't do that in ...

C: What do they do in Thailand?

AROUND THE WORLD

Finland

Women often ask men out and couples pay equally on a date.

Same ☐ Different ☐

Australia

Young people often go on dates in big groups. Sometimes up to 15 couples go to a movie together!

Same ☐ Different ☐

Thailand

A girl often takes a female friend on the first two or three dates with a boy.


Same ☐ Different ☐

The Arab Gulf

Couples do not go on dates alone. Sometimes the young people meet each other only after their parents have arranged their marriage.

Same ☐ Different ☐



B  Work in groups. Discuss these questions.

- Which of the customs in Exercise A are the same or similar in your country? Which are different?
- Which of the customs would you like to have in your country? Which would you rather not have?

A: I'd like to pay equally on a date.

B: I'd rather not go on a date with other couples.

HOW TO SAY IT

Talking about cultural differences

Dating customs in ... are the same as/similar to/different from customs in my country.

In my country, young people always/never ...

I would/wouldn't like to pay equally ...

5 GRAMMAR: gerund phrases as subject and object

A  **40 LANGUAGE IN CONTEXT** Listen to the conversation. What does Ryan dislike about weddings?

Carol: Are you going to Dan and Lisa's wedding?

Ryan: Yeah, I guess so. I'd rather not, though. Going to weddings isn't my favorite thing to do.

Carol: Really? Why not? Weddings are great! Even if you don't like the ceremony, you like going to the parties before and after, right?

Ryan: Oh, yeah, the parties are good. Actually, watching the ceremony is OK, too. No, the problem is I hate shopping for wedding gifts! I never know what to get, and walking around the stores all day is really boring. I'm considering not buying them anything, in fact ...

Carol: Ryan, buying gifts is so easy now! You just go to a website to find the couple's "gift list," choose something they want, and buy it online. I'm thinking of getting them a toaster. It's on their list!

Ryan: Really? I'm good at shopping online, so I'll do that. Thanks, Carol!



NOTICE!

Look at the underlined phrases. What is the subject of the verb *isn't* in the first sentence? What is the object of the verb *like* in the second sentence?

B ANALYZE Read the conversation in Exercise A again.

Form Choose the correct option to complete the rule. Then complete the table with examples from Exercise A.

A gerund is the *-ing* form of the verb that functions as a *noun / verb*.

A gerund phrase can come *before / after / before or after* the verb.

Gerund phrases as subjects	Gerund phrases as objects	Gerund phrases after prepositions
Going to weddings isn't my favorite thing to do. (1) _____ the ceremony is OK, too. (2) _____ around the stores all day is really boring. (3) _____ gifts is so easy now!	You like going to the parties before and after weddings, right? (4) I hate _____ for wedding gifts! (5) I'm considering not _____ them anything.	I'm thinking of getting them a toaster. (6) I'm good at _____ online.

WATCH OUT!

- ✓ Going to a wedding alone isn't much fun.
- ✗ Go to a wedding alone isn't much fun..

C PRACTICE Write complete sentences using gerunds.

- 1 plan / a wedding / be / a lot of / work
- 2 some people / like / watch / wedding shows on TV
- 3 shop / for clothes / for a wedding / can be expensive
- 4 lots of people / worry about / choose / the right wedding gift
- 5 go to weddings / be / a good way / to meet new people
- 6 everyone / enjoy / dance / and / eat / at weddings

Planning a wedding is a lot of work.

D NOW YOU DO IT Work in groups. Use the questions as a guide to discuss your opinions about weddings.

- What do you like about weddings? Is there anything that you dislike?
- What is the most stressful thing about a wedding for the bride and groom?

6 WRITING: identifying paragraph structure page 65

- ⚙ The sentences in a paragraph should all relate to the topic of the paragraph. They support or explain the main idea in the topic sentence.

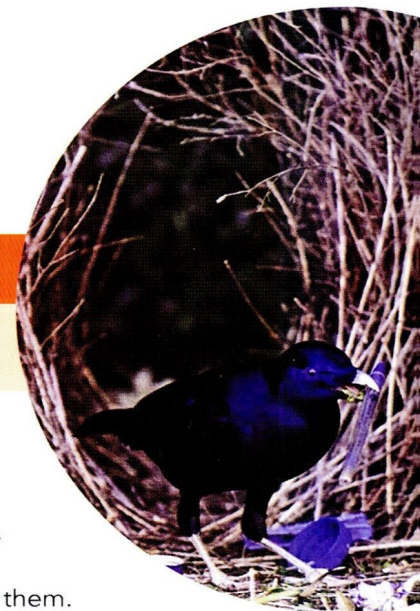
A Read the topic sentence of the paragraph. Then cross out the sentences that do not relate to the topic of the paragraph.

Topic sentence: *Bowerbirds have an elaborate ritual for choosing a mate.*

- ☐ Finally, she returns to the bowers of her favorite males for a third visit, and chooses her mate.
- ☐ Second, a female bird visits the bowers when the males are not there and inspects them.
- ☐ Bowerbirds live in Australia and New Guinea.
- ☐ Then, if a female likes a bower, she visits a second time when the male is at home.
- ☐ First, the male bird builds a bower—a structure made of twigs.
- ☐ On this second visit, he entertains her with a special dance and a song.
- ☐ There are several species of bowerbirds.
- ☐ The female then goes to another bower to see another male dance.
- ☐ After she sees all the males dance, she leaves for a week to build her nest.
- ☐ Bowerbirds eat fruit, berries, and insects.

B Number the remaining sentences in Exercise A in a logical order.


C Now write the paragraph in your notebook. Include the topic sentence.



7 LISTENING: understanding instructions and processes page 62

A You are going to listen to a lecture about Emperor penguins. First, think about what you already know about them. Read these statements and guess the answers. Circle T (true) or F (false).

- | | | |
|---|---|-------|
| 1 | Emperor penguins reproduce twice a year. | T / F |
| 2 | The female lays only one egg. | T / F |
| 3 | Penguins lay eggs in the summer. | T / F |
| 4 | The male penguins incubate the eggs. | T / F |
| 5 | Only female penguins can feed the babies. | T / F |
| 6 | Baby penguins become independent at about two months old. | T / F |

B  **41** Now listen to the lecture and check your answers to Exercise A.

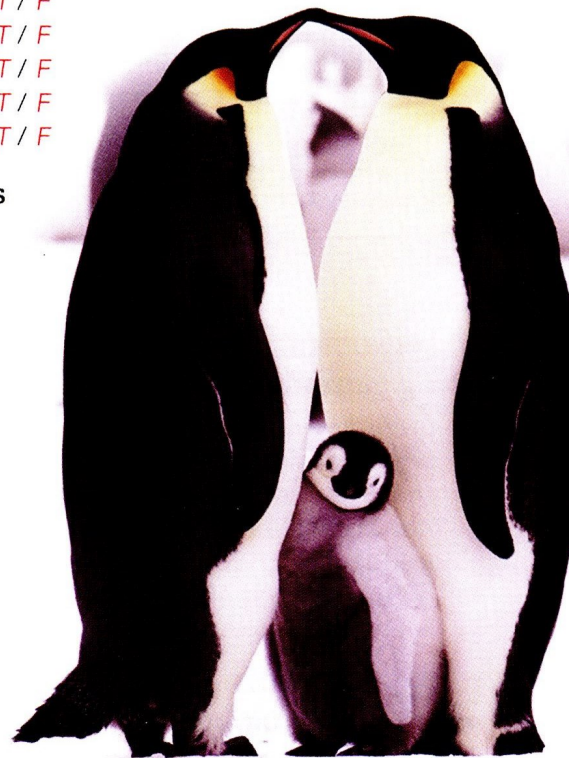
C Listen again. Number these stages in the penguin's reproductive cycle in the correct order 1–8.

- | | | |
|----|---|--------------------------|
| a) | The female travels over the ice to reach the ocean. | <input type="checkbox"/> |
| b) | The egg hatches. | <input type="checkbox"/> |
| c) | The female passes the egg to the male. | <input type="checkbox"/> |
| d) | Male and female penguins form a pair. | <input type="checkbox"/> |
| e) | The male incubates the egg. | <input type="checkbox"/> |
| f) | The female lays an egg. | <input type="checkbox"/> |
| g) | The female goes to the ocean to hunt. | <input type="checkbox"/> |
| h) | The female returns. | <input type="checkbox"/> |

D  **Work in pairs.** Discuss what you learned about Emperor penguins.

A: I learned that Emperor penguins lay their eggs in the winter.

B: Yes, and ...




8 VOCABULARY: get + adjective

A  **Work in pairs.** Complete the story with the words in the box.

better bored hungry mad sick thirsty tired worried

My wife Laurie and I went to Bali on our honeymoon. The first day, we went hiking. It was fun, but we got (1) _____ and wanted to go back to the hotel. It was hot and I got really (2) _____, so I drank some water from a river. That evening, after our walk, we got (3) _____, so we went out for a big dinner. Unfortunately, I got (4) _____ that night. Laurie got (5) _____ and took me to the hospital. I stayed in the hospital for four days. I got very (6) _____! When I got (7) _____, I left the hospital and went back to the hotel. I felt fine, and I wanted to celebrate. We went to a restaurant, and I ate too much food! Laurie got (8) _____ because she thought I was going to get sick again. The next day we had to come home. Our honeymoon was awful!

B  **Work in groups.** Tell each other about the last time you did these things.

- got mad
- got sick
- got worried
- got bored
- got really hungry

The last time I got really mad was last month. My boyfriend ...

9 READING: an advice column

A Read the letters below. What is the general topic of the letters?

DEAR DEBBIE GIVES

EXPERT ADVICE

1

Dear Debbie,

I'm going out with a really nice man. We've been together for two years now. He's older than me, and he got married when he was really young. They got divorced after five years, and he was really upset, so now he doesn't like thinking about marriage at all. He says he would rather wait to see how things work out, but getting married and having a family are important to me. What if he never wants to get married again? I really love him, but I don't know what to do! Should I wait for him?

Anonymous

2

Dear Debbie,

I have a problem with my girlfriend. I love going out, and I always go out on Friday and Saturday nights. I like having a good time and dancing. My girlfriend isn't as sociable as I am and often, when I want to go out on the weekend, she gets angry and we argue. Most of the time, she's really fun and interesting, and I love being with her, but I really hate arguing. Should I break up with her? I would rather not, because I love her, but maybe we're just too different.

James

3

Dear Debbie,

They say that love is blind. I think that's true because my best friend is going out with a man who isn't very nice to her. If she says she would like to go to a concert or a party, he says yes, but then at the last minute he says he doesn't want to go. He doesn't call her for days, and his behavior is making her unhappy. I think she should break up with him, but maybe it's none of my business. Should I try to convince her to break up with him?

Worried friend

Submit your letters to Dear Debbie at www.daysmag.com/deardebby or send them to Dear Debbie, Days Magazine, 400 Old Oak Parkway, Denver, Colorado, 80222

B Read the letters again and answer the questions.

- 1 Why does the writer's boyfriend in letter 1 not want to get married?
- 2 What would the writer of letter 1 like to do?
- 3 What does the writer of letter 2 like doing on weekends?
- 4 Why does he think he should break up with his girlfriend?
- 5 Why doesn't the writer of letter 3 like her friend's boyfriend?
- 6 What does she think her friend should do?

C  Work in pairs. Discuss the questions.

- 1 Do you think the writer of letter 1 has ever been married? Why do you think that?
- 2 Do you think James and his girlfriend can resolve their differences? Why or why not?
- 3 Do you think "worried friend" should advise her friend, or is it none of her business?

A: I don't think she has been married because ...


B: But maybe she ...

lifeSkills

USING INFORMATION TO MAKE RECOMMENDATIONS

- Find out as much as possible about the person or people you are going to make recommendations to.
- Consider the options and brainstorm further options.
- Narrow the list of options to four possible recommendations.

A You are going to make recommendations for a classmate's date. Prepare a list of questions to find out what kinds of things your partner likes doing.

B  Work in pairs. Ask your partner your questions and make notes of their answers.

C Look at the website below and read the ideas. Then think of two more ideas for each category and add them to the table.

HOW TO SAY IT

Talking about preferences

What do you like ...?

What do you prefer to ...?

Would you rather do something unusual/normal/active/relaxing?

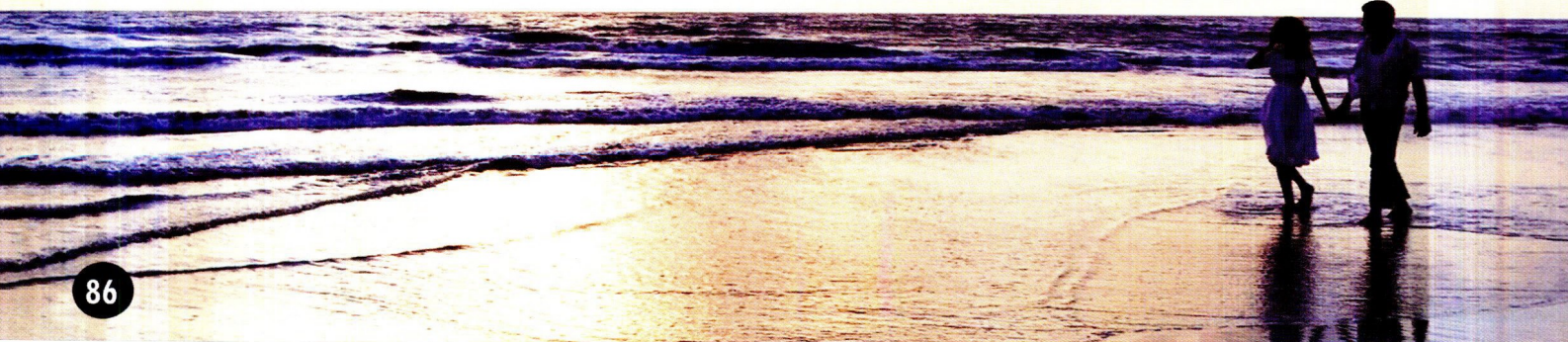


Dates with a difference



Have you run out of ideas for things to do on dates? Do you want to impress someone on a first date? Here are some unusual and fun ideas for a "date with a difference"!

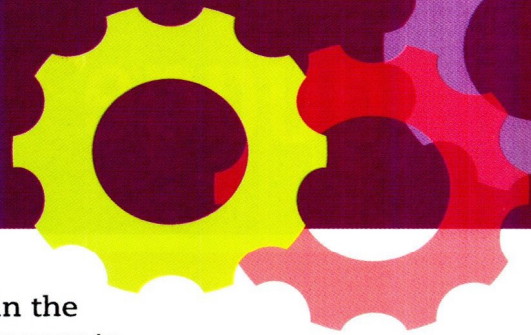
Sporty	Outdoors	Cultural	Special occasions
go to a sports event	go on a picnic	go to a museum or art gallery	buy holiday gifts
walk your dogs in the park	go for a walk	go to a flea market	go to a classic car show
take a horseback-riding lesson	go to the zoo	go on a tour of your city	go to a birthday party
play Frisbee™	go to an aquarium	take a dance class	go to a festival or parade




Self and Society

Work and Career

Study and Learning



D Look at the notes you took about your partner's preferences in Exercise B, and consider the options in the table in Exercise C. Choose one option from each category to recommend to your partner.

E  Make recommendations to your partner. Give reasons for your choices. Listen to your partner's recommendations for your date, and say which ones you think are good ideas.

A: You like history. How about meeting at the History Museum?

B: I don't think so. What if he/she doesn't like history or going to museums?
I'd rather do something more active.

A: OK. Why don't you go for a walk in the park?

B: That's a good idea.

HOW TO SAY IT

Making suggestions

How about ...?

Why don't you ...?

You could ...

Another idea is to ...



REFLECT ... How can the skill of using information to make recommendations be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

A Complete the sentences with the phrases in the box. (7 points)

asked me out broke up going on a date got divorced got engaged got married went out

Hi, Izzy!

Guess what! I met a great guy, and he (1) _____. His name is John, and we met at my friend Kaylee's wedding. Do you remember her? She (2) _____ with Kenny for a while, but they (3) _____ after a few weeks. Anyway, she (4) _____ to Brad last winter, and they (5) _____ last week. The ceremony was beautiful! And John is Brad's brother! He was married for two years, but he (6) _____ from his wife a few years ago. We're (7) _____ next week. I'm so excited! What should I wear? Help!

Paula

B Circle the correct option to complete the sentences. (8 points)

- 1 My brother ate some bad food, and he got really *sick* / *tired*.
- 2 Even when you disagree with someone, you should try not to get *worried* / *mad*.
- 3 I was sick last week, but when I got *hungry* / *better*, I went back to work.
- 4 The sun was hot, and we got really *thirsty* / *mad*. We had cold lemonade.
- 5 I got really *tired* / *worried* yesterday when I lost my wallet.
- 6 I got really *tired* / *scared* after working all day in the backyard.
- 7 If you get *hungry* / *bored*, I'll make you a sandwich.
- 8 I didn't know anyone at the party, and I got *bored* / *mad*, so I went home.

11–15 correct: I can talk about relationships and use get + adjective.

0–10 correct: Look again at Sections 1 and 8 on pages 80 and 84.

SCORE: /15

2 GRAMMAR

Complete the conversation with the correct form of the verbs in parentheses. (15 points)

- Ben:** So, Lucy, tell me about yourself. What do you like (1) _____ (do)?
- Lucy:** Well ... I love (2) _____ (go) to see plays. I love anything to do with the theater, in fact. (3) _____ (act) is a major passion of mine! And I'm thinking about (4) _____ (take) a class in stage management, too. What about you?
- Ben:** I really enjoy (5) _____ (swim). (6) _____ (stay) in shape is important to me, so I play a lot of sports.
- Lucy:** I'd like (7) _____ (play) more sports. I go dancing every Friday, though.
- Ben:** (8) _____ (dance) is great. Especially swing dancing!
- Lucy:** I agree! Hey, would you like (9) _____ (go) swing dancing on Saturday?
- Ben:** Sure! That sounds great. I don't want (10) _____ (do) anything active tonight, though. I'm too tired after work! I think I'd prefer (11) _____ (go) to the movies. I'd like (12) _____ (see) that movie with Hugh Jackman. What do you think?
- Lucy:** Hmm, I'm not sure. I'd rather (13) _____ (see) that comedy with Ben Stiller.
- Ben:** Oh! I was planning on (14) _____ (see) that with my roommate. But I'd prefer (15) _____ (not go) to the movies with him, anyway. He always talks the entire time!

11–15 correct: I can use express likes, desires, and preferences. I can use gerund phrases as subject and object.

0–10 correct: Look again at Sections 2 and 5 on pages 80 and 82.

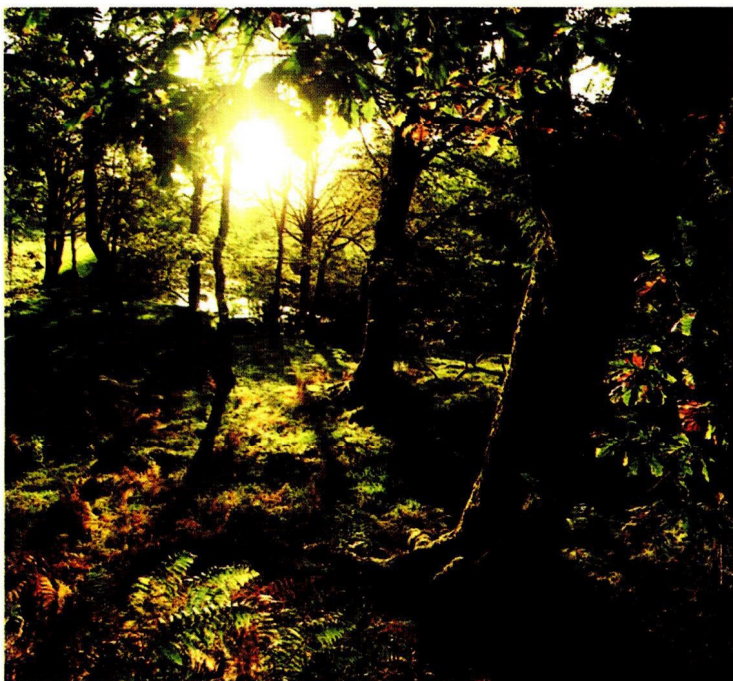
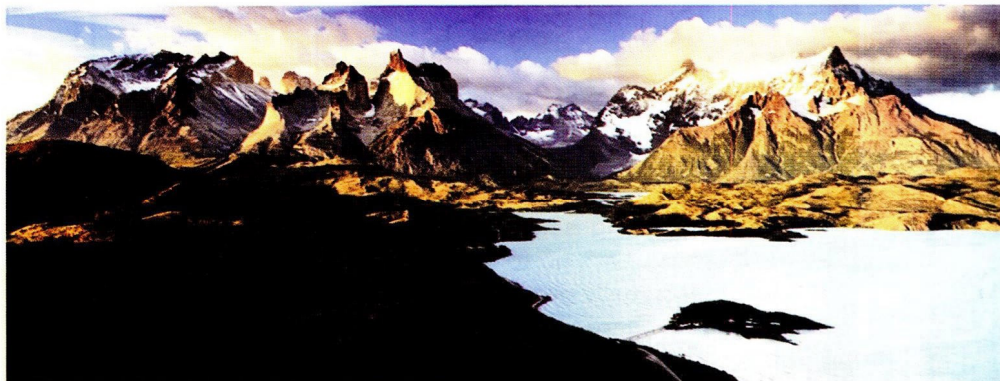
SCORE: /15

UNIT 9 OUR PLANET

IN THIS UNIT YOU

- ⚙️ learn language to talk about the weather, climate change, and the natural world
- ⚙️ read an article about climate change: understanding meaning from context
- ⚙️ learn how to interrupt politely: interrupting
- ⚙️ listen to a weather forecast
- ⚙️ write a description of a place
- ▶️ watch a video about climates in two locations

A ⚙️ How do you feel about these places as vacation destinations? Work in pairs, and say what you like and dislike about each one.



B ⚙️ What place in the world would you most like to visit? Why? Tell your partner.

A: I'd most like to go to Argentina. It looks amazing.

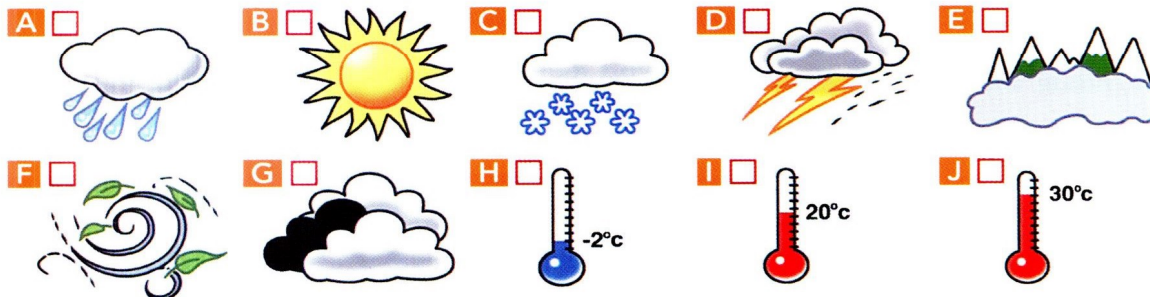
B: Yes, it does. I'd love to go to the U.S.A. as well. I've always wanted to visit New York.

**LIFE
SKILLS
WORK
& CAREER**

Learn to evaluate different plans

1 VOCABULARY: the weather

A Match the pictures to the sentences.



- 1 Take an umbrella with you when you go out. It's a rainy day.
- 2 I couldn't sleep last night because it was so stormy. It was really scary.
- 3 Now that the spring is here, it's getting warm.
- 4 It's sunny today. Let's go to the beach!
- 5 The weather is really depressing today. It's just gray and cloudy.
- 6 I love it when it snows. I like the way everything gets covered in white.
- 7 It was so windy that I couldn't even stand up!
- 8 It's very cold today. You'll need a jacket.
- 9 I can't see more than ten feet in front of me because it's so foggy.
- 10 It's too hot today. I'm going to go inside for a cold drink.

HOW TO SAY IT

Weather verbs

It's a rainy day. It's raining. It rains all the time.

It's a snowy day. It's snowing. It snows a lot in the winter.

B Work in pairs. Look at the pictures and describe the weather.



C Work in pairs. Describe the typical weather where you live during these seasons.

spring summer fall winter

HOW TO SAY IT

Describing the weather

In the spring, it's usually (rainy and warm). Sometimes ...

Summer is (hot) and ...

It's often very (windy) in the fall.

In the winter, the weather gets very (cold) ...

2 GRAMMAR: may, might, and will for future possibility

A LANGUAGE IN CONTEXT Read this email. How is Greg traveling to visit Matt?

Hi, Greg!

I'm writing about the plans for your visit this weekend. We've planned lots of activities, but it all depends on the weather. We may go up to the mountains to show you some of the local area, so bring your walking shoes, just in case! It might be a little windy, possibly, but it probably won't rain. We've had some really good weather recently, so it will probably be really sunny. But you never know in the fall, do you? I might not have to work on Friday when you arrive. I don't know yet. But I'll see you in the evening, in any case. And Jill will definitely meet you at the train station, so don't worry!

See you soon!

Matt

NOTICE!

Underline the phrases that talk about future possibility in the email. Which form of the verb follows may, might, and will?

B ANALYZE Read the email in Exercise A again.

Function Choose the correct options to complete the sentences.

- We use *may*, *might*, and *will* to talk about things that are possible in *the present or the future / the past*.
- We use *may* or *might* when we are *not very certain / very certain*.
- We use *probably will* when we are *quite certain / not very certain*.
- We use *will* or *definitely will* when we are *somewhat certain / very certain*.

WATCH OUT!

- ✓ I might be late tomorrow.
- ✗ I might to be late tomorrow.

Form Complete the table with examples from Exercise A.

Affirmative	Negative
subject + <i>may/might/will</i> + base form	subject + <i>may/might/will not</i> + base form
We (1) _____ up to the mountains.	We may not go up to the mountains.
It (2) _____ windy.	I (5) _____ to work on Friday.
<i>will</i> is often contracted to 'll	<i>will not</i> is often written as <i>won't</i>
I (3) _____ you in the evening.	I won't leave tomorrow.
Notice the word order of <i>will</i> with <i>definitely</i> and <i>probably</i> :	It (6) _____ rain.
It will definitely be really sunny.	We definitely won't stay at home all weekend.
Jill (4) _____ you at the station.	

C PRACTICE Complete these sentences with *may*, *might*, *will*, or *won't*.

More than one answer might be possible.

- I don't know, but the largest state in the U.S.A. _____ be Alaska.
- I think I _____ definitely go for a walk this weekend.
- They _____ probably be here tomorrow.
- I definitely _____ have time to see you this evening, but we can meet tomorrow.
- They haven't decided, but they _____ go to the beach on Monday.
- I'm not sure, but Ben _____ go fishing this weekend.
- I probably _____ be able to go on vacation with you because I have too much work.
- The letter _____ arrive today. I only mailed it this morning.

D NOW YOU DO IT Complete these sentences in your notebook. Then tell a partner.

- Tomorrow, I might ...
- This weekend, I may ...
- This evening, I'll definitely ...
- Next week, I definitely won't ...

3 PRONUNCIATION: /eɪ/

A **42** Listen to this sound and the words. Can you hear the /eɪ/ sound? Now listen again and repeat.

/eɪ/ place may rain

B **43** Listen and circle the three words in each group that contain the /eɪ/ sound. Practice saying the words.

- lake water change make
- today stay always eye
- wait pair again email

C **44** Work in pairs. Practice saying these sentences. Pay close attention to the /eɪ/ sound. Listen and check.

- They may want to make a cake for Dan.
- Can you always say the name of the whale?
- The man came late to the lake today.

4 SPEAKING: interrupting

- ⚙️** You may need to interrupt a person when he or she is talking to somebody else. First, use body language (smile and make eye contact) to get his or her attention. Then interrupt politely and say what you need briefly and clearly.

A **👂** **45** Listen to the conversations below. Underline the phrases used to interrupt.

Conversation 1

Jim: So, what are you doing this weekend?

Paul: Well, if it's sunny, I might go to the beach.

Andy: Sorry to interrupt, but do you know what the homework was?

Conversation 2

Janet: Richard might have the information you need.

Frances: OK. I'll give him a call.

Emilia: Sorry, can I interrupt for a second? Frances, can you sign this letter, please?

Conversation 3

Mr. Jones: It's raining really hard. Do you think we should cancel the class trip?

Mr. Lee: Let's wait. It may stop soon.

Alan: Excuse me, can I ask a quick question? Have you seen Mr. Reed?

B **🗣️** Work in groups. Students A and B, have a short conversation. Student C, think of a reason to interrupt the conversation, and interrupt politely. Then switch roles.

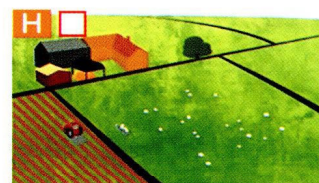
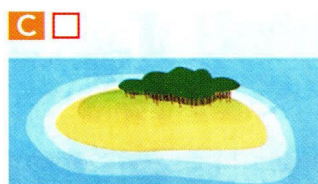
A: So, what are you doing this weekend?

B: I might visit my cousins.

C: Sorry to interrupt, but ...

5 VOCABULARY: the natural world

A Match the pictures to the definitions.



- 1 A **forest** is a large area with lots of trees.
- 2 A **field** is an area of land on a farm.
- 3 An **island** is a piece of land with water all around it.
- 4 A **lake** is a large area of water with land all around it.
- 5 A **mountain** is a high piece of land, often with snow on top.
- 6 The **ocean** is a large area of salty water.
- 7 A **hill** is a high piece of land that is smaller than a mountain.
- 8 A **river** is a long area of water that flows into the ocean.

B **🗣️** Work in pairs. Think of a natural place you have visited. Describe the geography of that area.

I've been to ... There's a big lake, a forest, and some fields ...

6 READING: understanding meaning from context

When you see a word you don't know in a text, use the context to help you figure out the meaning. Think about the meaning of the whole sentence and decide what the meaning of the word might be.

A Quickly read this article, ignoring any words or phrases you don't know. Then read the sentences and circle T (true) or F (false).

- 1 When people talk about climate change, they usually mean changes in the last century.
- 2 The way the weather changes every day is the same as climate change.
- 3 In the past, the Earth got very cold.

T / F
T / F
T / F

What is climate change?

The word *climate* means the average weather conditions over a number of years, including temperature, wind, and rainfall. When we talk about climate change, we mean the unusual changes in the Earth's weather patterns that have happened over the last 100 years.

It is true that the weather is always changing, and sometimes the weather changes in ways we really don't expect. For example, we might have a warm, sunny day in the middle of winter, or a cold, windy day in the middle of summer. Recording the temperatures of each day helps us find the average temperature for the whole year. Doing this in many different parts of the world lets us find the average global temperature. When all temperatures are taken together, we would expect any ups and downs in the year to cancel each other out, and the average temperature to stay roughly the same from one year to the next. However, scientists have found that the temperature is not staying the same, and our planet is actually getting warmer each year. This is called global warming, and it is a major part of climate change.

Extreme changes in climate are nothing new on Earth. In its long history, there have been times when the Earth's climate became warmer, causing ice to melt and sea levels to rise, so that much more of our planet was covered in water. At other times the Earth has been very cold; these ice ages saw huge areas of the planet covered in snow and ice. These might sound like drastic changes in the Earth's climate, but they happened very gradually over thousands of years.

B Read this sentence. What does *weather patterns* mean? Look at the underlined words. Then choose the correct answer.

When we talk about climate change, we mean the unusual changes in the Earth's weather patterns that have happened over the last 100 years.

- a) repeated weather b) rainy weather

C Work in pairs. Read the text in Exercise A again. Find and underline these words and phrases. For each one, look carefully at the context where it appears, and choose the correct meaning.

- | | | |
|--------------|---|---------------------------|
| 1 expect | a) think will happen | b) think is unusual |
| 2 cancel out | a) stop something from having an effect | b) make something smaller |
| 3 roughly | a) exactly | b) approximately |
| 4 major | a) important | b) unimportant |
| 5 melt | a) become ice | b) become water |

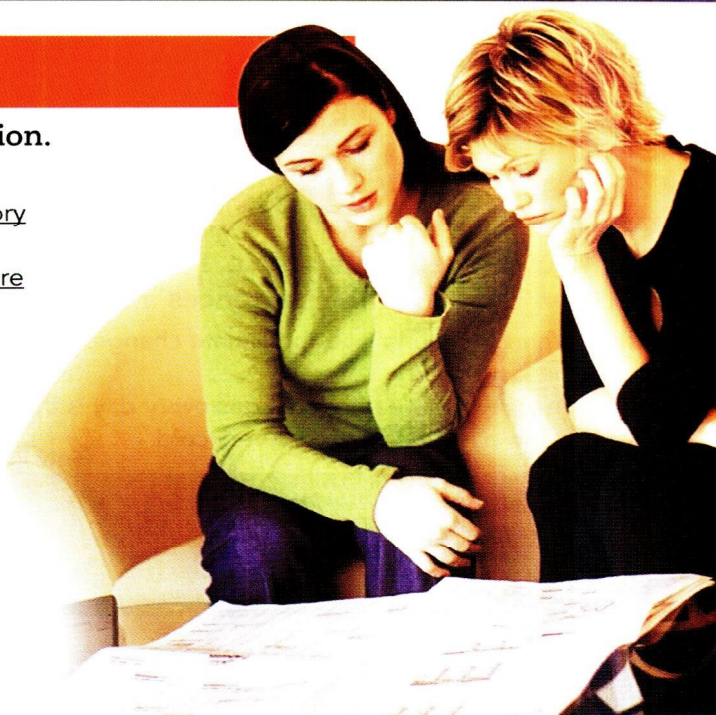
D Find any other words and phrases in the text you don't understand. Try to figure them out from the context. Then check your ideas in a dictionary.



7 GRAMMAR: *will* and *going to*

A LANGUAGE IN CONTEXT Read this conversation. What are the two women upset about?

- Phoebe:** Look at this! (1) They are going to build a new factory outside town!
- Emily:** What? Oh, no! That'll be terrible. (2) There'll be more pollution and more traffic.
- Phoebe:** You're right. And (3) it's going to affect tourism. It'll be a disaster for this area.
- Emily:** I wonder if there's anything we can do.
- Phoebe:** Well, (4) I'm going to write to the newspaper. I know lots of people who won't be happy about this.
- Emily:** (5) I'll help you.
- Phoebe:** Great! We could start an online campaign.
- Emily:** They're going to have a fight on their hands! (6) I'll get my tablet and we can start writing.



B ANALYZE Read the conversation in Exercise A again.

Function Complete the table with checks or crosses.

We use ...	to make predictions.	to talk about plans / intentions.	to talk about spontaneous decisions.
<i>will</i>	✓	✗	✓
<i>going to</i>			

NOTICE!

Look at the underlined phrases 1–6. Which ones

- a) make predictions about future events?
- b) talk about future plans?
- c) show spontaneous offers and decisions?

C PRACTICE Complete the sentences with the correct form of *will* or *going to*. Sometimes there is more than one possible answer.

- We have to do something or the problem _____ get worse.
- What _____ you _____ do this weekend?
- A:** This is really heavy!
B: I _____ help you.
- I _____ take the bus to work from now on instead of my car.
- Without our help, the blue whale _____ survive.
- A:** I need to return this book to the library, but I'm late for class already!
B: I _____ do it for you.

WATCH OUT!


- A:** What are you doing this evening?
- ✓ **B:** I'm going to stay home and work this evening.
- ✗ **B:** I will stay home and work this evening.

D NOW YOU DO IT Work in pairs. One of the following is going to happen in your area. Role-play a conversation like the one above. Say what you think the results will be, and say what you are going to do about it.

- new houses in an area that is now a park
- a new shopping mall in an area that is now a forest
- a new factory next to a river

- A:** They're going to build more houses in the area.
B: Really? Where?
A: Where the park is. It'll really ruin the area.
B: I agree. There'll be more ...


8 LISTENING: a weather forecast

A  **46** Listen to a weather forecast and choose the activity you could do tomorrow in each area.

- 1 In the north
 - a) go to the beach
 - b) go skiing
 - c) go for a walk
- 2 In the east
 - a) make a snowman
 - b) go for a walk
 - c) fly a kite
- 3 In the west
 - a) go skiing
 - b) go to the beach
 - c) go to the movies
- 4 In the south
 - a) go for a walk
 - b) make a snowman
 - c) go to the beach

B Listen again. Are the sentences T (true) or F (false)?

- 1 In the north, the weather is going to stay the same all day. T / F
- 2 In the east, it will be warmer tomorrow than today. T / F
- 3 In the west, the weather is going to stay the same all day. T / F
- 4 In the south, the weather will be better than in the west. T / F

C  Work in pairs. Predict what the weather will be like in your area:

- tomorrow
- this weekend
- next week

HOW TO SAY IT

Making predictions

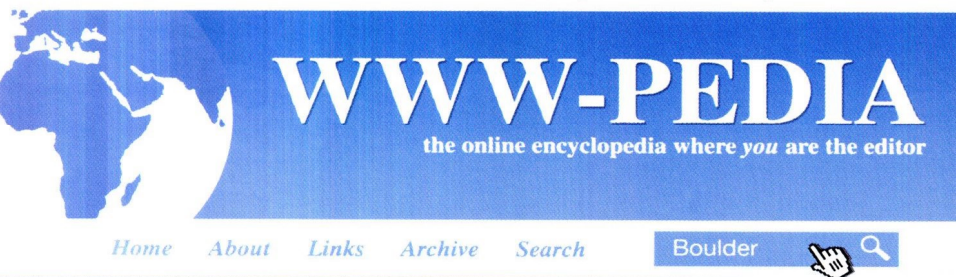
I think it's going to be ... tomorrow.

This weekend, it's probably going to be ...

It's the spring, so next week it will be ...

9 WRITING: a description of a place

A Read this description of a place. Are any of the facts about Boulder also true for the place where you live?



Boulder

Boulder is a city in the state of Colorado, in the U.S.A. It has mountains to the west, called the Flatirons, which are part of the Rocky Mountains. A river named Boulder Creek runs through the city. The population is around 100,000. Boulder has cold winters, and it is often very snowy. It has warm, sunny summers. In the past, the main industry was mining. Today, the city is better known for its academic life, its healthy lifestyle, and its culture. The main things to see and do in Boulder include hiking in the mountains, visiting the Boulder History Museum, and going shopping in the historic downtown neighborhood.



B Think about your home village/town/city. Make notes.

- | | | |
|--------------|-----------|-----------------------|
| • geography | • climate | • what it's known for |
| • population | • history | • main attractions |


C Write a description of your home village/town/city.




lifeSkills

EVALUATING DIFFERENT PLANS

- Establish which factors are important.
- Evaluate how each plan affects these factors.
- Put the plans in order of preference.

A  Work in groups. Think about the people who live in your village/town/city. Which of these factors do you think are most important to them? Check four.

- | | | | |
|---|--|---------------------------------------|---|
| <input type="checkbox"/> jobs | <input type="checkbox"/> good roads | <input type="checkbox"/> good schools | <input type="checkbox"/> good public transportation |
| <input type="checkbox"/> places to enjoy nature | <input type="checkbox"/> cheap houses/apartments | <input type="checkbox"/> clean air | <input type="checkbox"/> places to go shopping |

B  You work for your local village/town/city council. The council is considering three development plans for the green area in the picture. Read the information about each plan. Circle T (true) or F (false) about each plan.



Plan A

The council is planning to use this area for urban development. They are going to build a large number of new houses as well as other facilities, such as schools and a shopping mall. They are also going to create more roads and provide public transportation to the area. They will allow a few companies to build facilities near the new development.

This plan means ...

- | | | |
|---|---|-------|
| 1 | a lot of people will come to live in this area. | T / F |
| 2 | there will be more jobs in the area. | T / F |
| 3 | local people will be able to enjoy nature. | T / F |

Self and Society

Work and Career

Study and Learning

Plan B

The council is going to create a large park for people to enjoy. They plan to clean up the area and provide facilities such as picnic tables, barbecues, and a playground for children. They are going to build several new roads to the park, but they won't allow the construction of houses, schools, or stores in the green area.

This plan means ...

- 4 local people will have a place to relax. T / F
- 5 there will be lots of new jobs in the area. T / F
- 6 people will be able to enjoy clean air. T / F

Plan C

The council is planning to sell the green area to private developers. The developers want to build a small number of large, expensive houses. They are going to build new streets and a small park. The park will be exclusively for residents. The council is going to provide a bus service to the area for people who work in the houses.

This plan means ...

- 7 there will be some new jobs in the area. T / F
- 8 everyone in the village/town/city will enjoy the new park. T / F
- 9 a lot of people will come to live in the area. T / F

C Write the four factors you checked in Exercise A in the first column of this table. Then look at Plans A–C again and follow these steps.

- 1 Consider Plan A. Give it a score for each factor:
+2 = the plan will have a very good effect on this
0 = the plan will have no effect on this
–2 = the plan will have a very bad effect on this
- 2 Write your scores in the Plan A column of the table.
- 3 Repeat steps 1–2 for Plans B and C.

Factor	Plan A	Plan B	Plan C
1			
2			
3			
4			
Total			

HOW TO SAY IT

Talking about effects and consequences

What effect will Plan A have on ...?
With Plan A, there will be a lot of ... / they will create ...
Plan A will have a (very) bad/good effect, so let's give it minus two / plus two.

D Add up the total score for each plan and write it in the table in Exercise C. Your preferred plan is the one with the highest score. Complete this list.

First choice: Plan _____
Second choice: Plan _____
Third choice: Plan _____

E Work with another group. Compare your answers in Exercise D. Did you put the plans in the same order? What is different?



REFLECT ... How can the skill of evaluating different plans be useful to you in **Study and Learning** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Complete these sentences with words in the box. (7 points)

- When I was young, there were _____ around our house with very tall trees.
- Did you know that Greece has 1,400 _____ in the ocean off the mainland?
- I love it when there's snow and we can go skiing in the _____.
- The Amazon in South America is one of the longest _____ in the world.
- There are big _____ outside the city with lots of flowers.
- We often go sailing on the _____ near my home.
- Marine animals, such as fish, dolphins, and whales, live in the _____.

fields
forests
islands
lakes
mountains
oceans
rivers

B Circle the correct word to complete the sentences. (8 points)

- It was so *stormy* / *warm* last night that we didn't need the heat on.
- The sky is really gray and *cloudy* / *sunny*. I think it's going to rain.
- It was so *windy* / *foggy* that I couldn't see more than a few feet in front of me.
- When it *snows* / *rains*, we can go skiing. When it is *windy* / *cold*, we can fly a kite.
- It's very *cloudy* / *hot* today. Let's go for a swim in the lake.
- We get a lot of *cold* / *hot* weather in the winter and we need to wear warm clothes.
- I hope it's going to be *sunny* / *foggy* for our picnic this weekend.

11–15 correct: I can talk about the natural world and the weather.

0–10 correct: Look again at Sections 1 and 5 on pages 90 and 92.

SCORE: /15

2 GRAMMAR

A Complete the conversation with *will*, *won't*, and *may/might*. (8 points)

- Amy:** What are you doing next weekend?
- Kerry:** My cousin (1) _____ be here. She's visiting from Los Angeles.
- Amy:** I'm sure you (2) _____ have a great time. What are you going to do?
- Kerry:** We (3) _____ go to the beach, but I'm not sure. It depends on the weather.
- Amy:** The forecast says that the weather probably (4) _____ be good. They think it (5) _____ probably rain.
- Kerry:** Really? Oh, OK. Well, we (6) _____ definitely go to the movies, then. We want to see the new James Bond movie. It definitely (7) _____ be at the local movie theater, but it (8) _____ be on in the big one in town. I need to check.

B Complete the sentences with *will* or *going to* and the correct form of the verb in parentheses. In three cases, both are correct. (7 points)

- This summer, I _____ (work) in my uncle's shop to earn money.
- I think the weather _____ (be) nice this weekend. Let's go to the beach!
- A:** What _____ you _____ (buy) Georgia for her birthday?
B: I haven't thought about it... Wait, I know! I _____ (get) her that book she was talking about.
- A:** Do you think we _____ (live) longer in the future?
B: I don't think so. I actually think that we _____ (have) lots more health problems than we do now.
- I've thought a lot about it and this year, I _____ (try) to meditate more often.

11–15 correct: I can use *may*, *might*, and *will* for future possibility. I can use *will* and *going to* for future predictions.

0–10 correct: Look again at Sections 2 and 7 on pages 90 and 94.

SCORE: /15

UNIT 10 PARTY ANIMALS

IN THIS UNIT YOU

- ⚙️ learn language to talk about parties, social plans, and events
- ⚙️ listen to people discussing parties: understanding agreement and disagreement
- ⚙️ learn how to write paragraphs: writing topic sentences
- ⚙️ read about parties and customs in different cultures
- ⚙️ learn how to ask for and offer help
- ▶️ watch a video about birthday celebrations around the world

A 🗣️ Do these pictures look like parties in your country? What is similar and what is different?



B 🗣️ What do people in your country have parties for? Think of as many examples as you can.

A: In my country, people have parties for birthdays.

B: In my country, a person's 21st birthday is very important.

**LIFE
SKILLS
WORK
& CAREER**

Learn how to be assertive

1 VOCABULARY: parties

A Complete the phrases with words in the box.

conversation gift guests house music snacks

- 1 welcome the _____
- 2 bring some _____
- 3 give a _____
- 4 decorate the _____
- 5 play _____
- 6 have a _____

B Complete the email with words in Exercise A in the correct form.



Hi, Donna!

Sorry you missed Tim's birthday party. It was great! There were about 50 (1) _____. He invited almost everyone from our class. I (2) _____ some snacks for everyone to eat and a DVD for Tim. Everyone else gave him birthday (3) _____, too. He (4) _____ his house so that it was like a horror movie! Some of the guests brought their favorite CDs, and they (5) _____ some really cool music. I met Tim's new girlfriend, Sarah. She's really nice. She's a biology major, too. We (6) _____ a really interesting conversation about her thesis. Anyway, I hope you can come to my party next month. I'll send you an invitation soon. Bye for now!

Jennifer

2 GRAMMAR: infinitives of purpose

A LANGUAGE IN CONTEXT Read this description. Are any of the traditions similar to traditions in your country?

Hawaiian wedding traditions

Hawaii has many wedding traditions, some old and some modern. Here are a few of them!

- ☀ The bride and groom wear *leis*, garlands of flowers or leaves, to symbolize love and respect for each other. Each *lei* contains around 40 to 50 flowers, with a colorful ribbon to hold them all together. No celebration in Hawaii is complete without *leis*!
- ☀ Another tradition is blowing the *pu*. The *pu* is a large conch shell. It is blown to announce the wedding to everyone, or to announce the arrival of the bride. It might also be blown in order to show that the ceremony is over, and that the happy couple are now husband and wife.
- ☀ The person running the ceremony might bless the wedding rings. They fill a bowl made from Koa wood with water, and then use a Ti leaf to sprinkle the water over the rings three times. This is done in order to bring the couple health, happiness, and a strong marriage.



NOTICE!

Underline all the verbs in the text with the infinitive.

B ANALYZE Read the text in Exercise A again.

Function Choose the correct option to complete the sentence.

We use infinitives of purpose, and *in order to*, when we say *how* / *why* someone does something.

Form Choose the correct option to complete the sentences.

- 1 Infinitives of purpose use the infinitive *with to* / *without to*.
- 2 In negative sentences, we use *in order not to* / *the infinitive + not*.

C PRACTICE Complete each sentence using the correct form of the verbs in parentheses. Where appropriate, use *in order to* or *to* with the infinitive of purpose.

- In Finland, the bride (1) _____ (go) from house to house (2) _____ (collect) her wedding gifts. A married man (3) _____ (hold) an umbrella over the bride (4) _____ (symbolize) protection and shelter.
- In the U.S.A., the bride (5) _____ (wear) something blue (6) _____ (bring) good luck. The bride (7) _____ (not let) the groom see her in her dress before the wedding (8) _____ (not bring) bad luck.
- In the Philippines, the groom (9) _____ (give) the bride 13 gold coins (10) _____ (bring) her happiness in the future.
- In Europe, the groom often (11) _____ (carry) the bride into their new home in order (12) _____ (protect) her from bad luck.

D NOW YOU DO IT Take turns describing wedding traditions in your country. Use infinitives of purpose to describe why you have some traditions. If you aren't sure, guess.

- A: One wedding tradition we have is that people put money on the bride's dress.
 B: Why do you think they do that?
 A: I think they do that to bring the couple good luck and money in the future.

WATCH OUT!

- ✓ I called him to arrange the party.
- ✗ I called him for arrange the party.

3 PRONUNCIATION: /ɔɪ/

A **47** Listen to this sound and the words. Can you hear the /ɔɪ/ sound? Now listen again and repeat.

/ɔɪ/ boy loyal point

B **48** Read the words and circle the odd one out. Then listen and check.

- | | | |
|---------|---------|-------|
| 1 toy | choice | horse |
| 2 coin | own | enjoy |
| 3 story | annoyed | oil |

C **49** Work in pairs. Practice saying these sentences. Pay close attention to the /ɔɪ/ sound. Listen and check.

- 1 The boys played with the coins with great joy.
- 2 Make a choice and avoid those toys.

4 READING: a magazine article

A Read this article and match each country to the correct custom.

- | | |
|--------------|--|
| 1 Vietnam | a) Say goodbye to each guest. |
| 2 Turkey | b) Give a gift that's red. |
| 3 China | c) Take snacks for the children. |
| 4 the U.S.A. | d) Don't talk about some subjects. |
| 5 Norway | e) Everyone celebrates their birthday on the same day. |



THE WORLD

Different countries around the world have different party customs. And saying or doing the wrong thing can be embarrassing! Don't worry, though! Here's our handy guide for when you're not sure.

You might be invited to many different kinds of parties. Many cultures have birthday parties to celebrate the day someone was born. In some countries, such as Vietnam, everyone celebrates their birthday on the same day—New Year's Day! As well as birthdays, you might also get an invitation to a party to celebrate moving to a new home—a housewarming party—in the U.S.A., India, and other countries. In some places, people have farewell parties to say goodbye to someone who is leaving a job, school, or a neighborhood. And in some countries, parties celebrate national holidays, like Independence Day in Mexico.

Should you take a gift for your host? The answer is often yes. In Turkey, it's polite to bring snacks—and make sure you take something for the children to eat! People in China like to receive gifts from guests, too, especially if they're red, because red is a lucky color. Be careful, though! Never give a clock as a gift in China. Clocks are bad luck because the Mandarin word for "clock" is similar to the word for "death"!

During a party, you may need to be careful about conversation topics. In some countries, it's OK to ask people how much



money they earn. But in the U.K. and the U.S.A., it's better to talk about more neutral topics, such as what job a person does, or his or her hobbies. Finally, if you're at a party in a Scandinavian country such as Norway or Sweden, make sure you say goodbye to each guest individually in order not to offend anyone. However, in some other countries, it's enough just to wave goodbye to everyone as you leave.

B Read the text in Exercise A again. Answer the questions.

- What does a housewarming party celebrate?

- What does a farewell party celebrate?

- What national holiday does the article mention?

- Why shouldn't you give a clock as a gift in China?

- What topics of conversation are appropriate for a party in the U.K. and the U.S.A.?

C **Work in groups. Discuss these questions.**

- Which of the customs in the article are similar to, or the same as, customs in your country?
- Which of the customs are different?

HOW TO SAY IT

Contrasting

In the U.S.A., they ... but here, we ...

In China, it's different from here because ...

Mexican traditions aren't the same as ours because...

5 VOCABULARY: adjectives for describing events

A Read the conversation below. Then complete the word web with the adjectives in bold.

- Ryan:** Hey, James. Did you go to Taylor's party last night?
- James:** Yeah. It was **awful**! The place was **empty**! There were only about ten people. Where were you?
- Ryan:** Oh, I went to Nick's party. It was **great**!
- James:** Really? Where was it?
- Ryan:** It was at that new club, JC's. There were lots of people and the place was **crowded**, and it had a really **lively** atmosphere. Everyone was talking, laughing, and dancing.
- James:** It sounds **fun**.
- Ryan:** Yeah, it was. There was even a band playing live music. It was really **loud**, but they had another room with **soft** music so you could talk, and there was a really **relaxed** atmosphere.
- James:** Well, I'll know which party to go to next time!



B Work in groups. Describe a party you have been to.

I went to a fun party last month. It was for my friend's birthday, and it was at her house ...

6 WRITING: topic sentences



When you write a paragraph, it is important to start with a topic sentence. A topic sentence tells the reader what the paragraph is about. It clearly states the main idea. The rest of the paragraph provides more information.

A Read this paragraph outline. What is the topic?

B Now choose the best topic sentence for the information in Exercise A.

- 1 There are lots of reasons to have a party.
- 2 Having a party doesn't need to be expensive.
- 3 It's easy to plan a party if you're organized.

- decide who you are going to invite
- decide where the party is going to be
- estimate how much food and drink you need

C Read these two paragraphs. What is the topic of each one?

1


Remember that everyone else is there to meet people, too! Whether the party is lively or more relaxed, you can usually find a quieter place with soft music where you can talk to people. Introduce yourself to someone and start a conversation. Ask what he or she thinks about the music, or how he or she knows other people at the party.


2

First of all, ask yourself if the person would really like a surprise party. Not everyone enjoys loud music and crowded places! Then decide who you can trust to keep the party secret. It's better if only a few people know about the party in the beginning. Make a list of guests, but don't send out the invitations immediately.

D Look at the paragraphs in Exercise C again. Write a topic sentence for each one.

7 LISTENING: understanding agreement and disagreement

 Listening for key phrases that we use to agree or disagree can help you understand people's opinions.


A  **50** Listen to these short extracts from two conversations. Check the phrases that the speakers use to agree or disagree.

Extract 1

- ☐ I completely agree.
- ☐ I don't really agree.
- ☐ You're right.

Extract 2

- ☐ Yes, that's true.
- ☐ I'm not sure I agree with you.
- ☐ That's not true!

B  Work in pairs. Are the sentences T (true) or F (false)? Listen again and check your answers.

- 1 The two speakers in Extract 1 decide to hold the party at Kyle's house.
- 2 The people from the tennis club aren't going to the party.
- 3 They can't tell Richard about the party because he isn't good at keeping secrets.
- 4 The woman in the Extract 2 thinks Carnival in Brazil must be fun.
- 5 Both speakers in Extract 2 enjoyed the Halloween party.
- 6 The woman thinks people in her country are good at large public celebrations.

T / F
T / F
T / F
T / F
T / F
T / F

8 GRAMMAR: review of future forms

A LANGUAGE IN CONTEXT Read this extract from an email. What does Helen decide as she is writing?

Oh, I forgot to tell you about Saturday! We're having a party at the new pizza place, Antonio's, for Carla's birthday. It opens at 5 p.m., and **the party starts at 5:30**. I'm going to bake a cake! I know—imagine me in the kitchen! I'm not sure what flavor yet. Oh, I know! I'll make a chocolate cake! Yum! It's too bad you can't be here, but I'll send you lots of pics!



B ANALYZE Read the text in Exercise A again.

Function Match each structure 1–4 with the functions a–d. Then complete the table with examples from Exercise A.

	Function	Example
1 simple present	<input type="checkbox"/>	The party _____ at 5:30.
2 present progressive	<input type="checkbox"/>	We _____ a party.
3 going to	<input type="checkbox"/>	I _____ a cake!
4 will	<input type="checkbox"/>	I _____ a chocolate cake!

- a) to talk about things in the future that we have already arranged to do
- b) to make predictions about the future, to talk about plans, and to talk about intentions when we decide something before the moment of speaking
- c) to make predictions about the future, and for spontaneous decisions when we decide something at the moment of speaking
- d) to talk about future events that are at a specific time on a schedule

NOTICE!

Look at the phrase in bold. Does this refer to the present or the future? How many other ways to refer to the future can you find in the text? Underline them.

lifeSkills

BEING ASSERTIVE

- Identify patterns of assertiveness (or lack of assertiveness) in your behavior.
- Identify techniques for being more assertive.
- Plan what you are going to say and say it clearly and calmly.

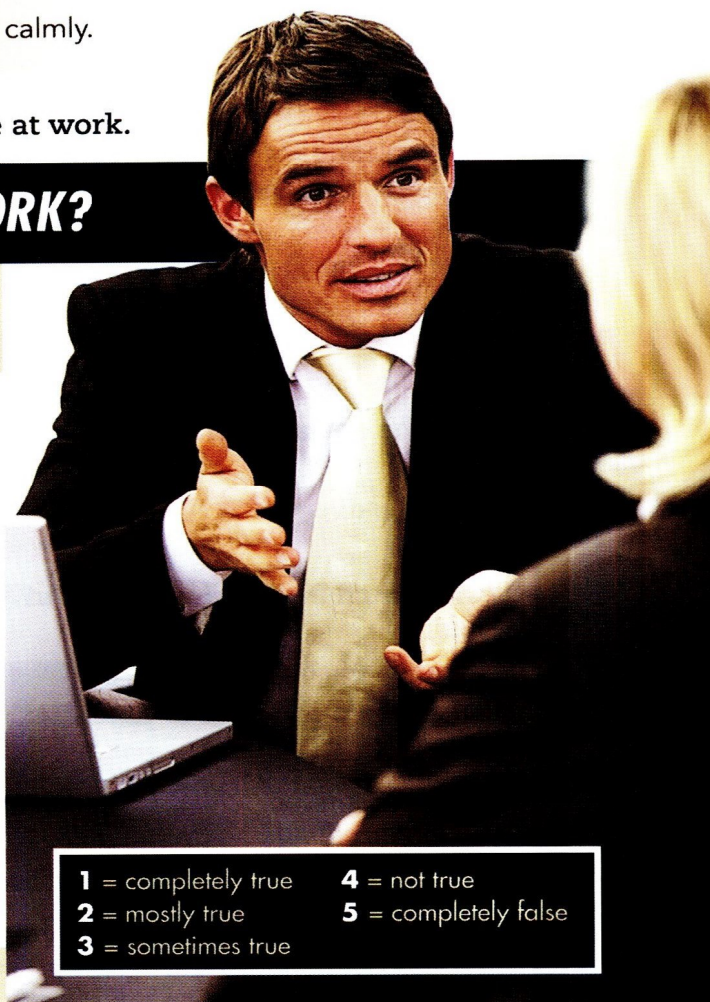
A Take the quiz to find out how assertive you are at work.

HOW ASSERTIVE ARE YOU AT WORK?

Do you say what you want in a work situation? Or do you find it hard to say "no"? Find out with our quiz. Simply read each statement, and circle a score from 1 to 5.

I often agree to do someone a favor, even when I'm really busy.	1 2 3 4 5
It's hard for me to tell people when I think they are making a mistake.	1 2 3 4 5
I don't like talking about myself to other people.	1 2 3 4 5
I say negative things about myself to other people.	1 2 3 4 5
I hate it when colleagues argue with each other in meetings.	1 2 3 4 5
I often don't express my feelings because I want to avoid an argument.	1 2 3 4 5
I try to agree with people at work when I can.	1 2 3 4 5
I often say everything's fine when my boss asks, even if it isn't.	1 2 3 4 5
I find it hard to say "no" and I agree to do things I don't really want to do.	1 2 3 4 5
It's easier to say "yes" than to explain why you can't do something.	1 2 3 4 5

TOTAL



1 = completely true 4 = not true
2 = mostly true 5 = completely false
3 = sometimes true

B Add up your score for each statement to calculate your total score. Read your result. Does it seem accurate to you?

10-20

You may have a problem with being assertive. When people ask you to help, you often say, "I'll do it," even when you're thinking, "I'm too busy!" You may think that being assertive means arguing, but it doesn't. Read our article about assertiveness techniques to take more control of your life.

21-40

Sometimes you are assertive, and sometimes you aren't. It depends on the situation. You don't like arguments, but you know that sometimes disagreement is necessary. Can you always judge the situation correctly, though? There is always more to learn about being assertive. Read our article about assertiveness techniques and become even better at it.

41-50

You probably don't have a problem with being assertive, but it is possible to be too assertive! Are you always sensitive to other people's needs? You may not listen to other people enough, and sometimes you hurt their feelings. Read our article about assertiveness techniques and avoid all that conflict.


Self and Society Work and Career Study and Learning

C Read this information about being assertive. Do you already use any of these specific techniques?

SIMPLE STEPS TO BEING MORE ASSERTIVE AT WORK

Most of us find it hard to be assertive in certain situations. This can be a particular problem at work. You might be afraid of offending colleagues, or possibly even losing your job if you don't do everything you are asked to. However, being assertive can actually help you become a more effective employee if you do it in the right way. There are a few simple things you can do to be more assertive:

- ▶ **Be assertive in meetings.**
Part of this is your body language. Sit or stand in a confident, relaxed way and look at people when you are talking to them. Make sure your voice is calm and clear. Listen to others, but make sure your voice is heard, too.
- ▶ **Use assertive language with colleagues.**
Remember that everyone has the right to say "no," even at work and even to a superior. If necessary, explain why in a calm, polite way. Use sentences that start with *I...* and explain how you feel and what you want.
- ▶ **Manage other people with clear explanations.**
When you need someone to do something for you, explain what you want clearly. If necessary, repeat yourself, maybe using different words. Check the other person's understanding, and welcome any suggestions he or she makes.
- ▶ **Manage clients carefully and assertively.**
When you are dealing with clients or customers, particularly ones who are not happy with your service, show that you understand their problems. Try to avoid saying what you *can't* do and focus more on what you *can* do. Clearly explain the advantages of any suggestions you have.

D  Work in pairs. Read this information. Decide which role each of you will take: Student A or Student B. Spend a few minutes planning what you are going to say.

Student A


You and Student B work together. Ask Student B to help you do these things:

1) photocopy a very long document, 2) call some important customers.

Be assertive, but polite, respectful, and sensitive to Student B's feelings. Accept the situation if he/she really can't help you.

Student B

You and Student A work together. Student A wants you to help him/her, but you are really busy with your own work. Tell Student A that you can't help. Be assertive, but polite, respectful, and sensitive to Student A's feelings. Try to get him/her to accept that you can't help.

E  Practice being assertive. Role-play the conversation between you and your colleague. Remember to clearly explain what you want and how you feel.

HOW TO SAY IT

Refusing politely

I'm afraid I can't because ...

The problem is ...

I'd like to, but ...

Unfortunately, it's not possible because ...



REFLECT ... How can the skill of being assertive be useful to you in **Study and Learning** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Circle the correct option to complete the sentences. (6 points)

- For the party, we can *decorate* / *welcome* the house with lights.
- Gail's boyfriend *offered* / *gave* her a beautiful dress for her birthday.
- Do you have an MP3 player to *bring* / *play* the music for the party?
- I *had* / *talked* a very long conversation with your teacher.
- Can you *take* / *bring* some snacks tomorrow night?
- Jonathan was ready to *bring* / *welcome* his guests at the door.

B Complete this email with the words in the box. (9 points)

awful crowded empty fun great lively loud relaxed soft

Hi, Sara!

How are you? Sorry you missed Nathan's party. It was (1) _____. We had a really good time—not like that (2) _____ party we went to where there were no people and the place was (3) _____. Nathan invited everyone from our class, and his house was (4) _____ with so many people. There was a band and they were (5) _____. We all danced, and there was a really (6) _____ atmosphere. But, one of the neighbors got mad because the music was too (7) _____. So, the band went home. Nathan played his guitar and we all listened to the (8) _____ music. The atmosphere was really (9) _____.

11–15 correct: I can talk about parties and describe events.

0–10 correct: Look again at Sections 1 and 5 on pages 100 and 103.

SCORE: /15

2 GRAMMAR

A Check the correct sentences. Correct the incorrect sentences. (7 points)

- ☐ We had a party to celebrate my birthday.
- ☐ Keep the party a secret in order surprise Jenny.
- ☐ People buy the couple a gift so wish them good luck.
- ☐ To not be late, we should get a taxi now.
- ☐ I called Tanya to let her know about the party.
- ☐ I need some eggs for make a birthday cake.
- ☐ Don't tell Ed in order not spoil the surprise!

B Circle the correct option to complete the sentences. (8 points)

- My flight *will leave* / *leaves* at 9 p.m. on Tuesday.
- Can I borrow that CD? I *will* / *am going to* give it back tomorrow.
- We *go* / *are going to go* on vacation together this summer. I booked the tickets last week.
- We *are driving* / *drive* to the beach this weekend.
- Are you going to* / *Do you* eat that cookie, or can I have it?
- A:** The phone's ringing. **B:** Don't worry. I *will answer* / *am answering* it.
- My best friend *will come* / *is coming* over next weekend. I can't wait to see her.
- I'm sorry we can't come to your party on Saturday, but we *will* / *are going to* visit our grandparents.

11–15 correct: I can use infinitives of purpose and talk about the future using different forms.

0–10 correct: Look again at Sections 2 and 8 on pages 100 and 104.

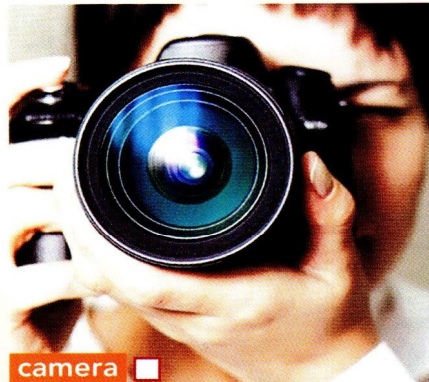
SCORE: /15

UNIT 11 INNOVATE!

IN THIS UNIT YOU

- learn language to talk about materials and technology
- read about 3D printing: understanding meaning from context
- learn to express uncertainty: expressing uncertainty
- listen to a description about how plastic is made
- write a review of a product
- watch a video about the process of making chocolate

A Number these inventions in order from 1 (I couldn't live without it!) to 8 (I could easily live without it!).



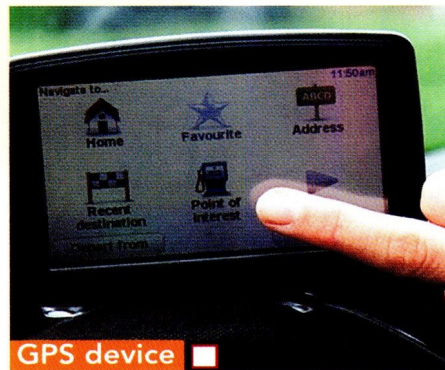
camera ☐



game console ☐



tablet ☐



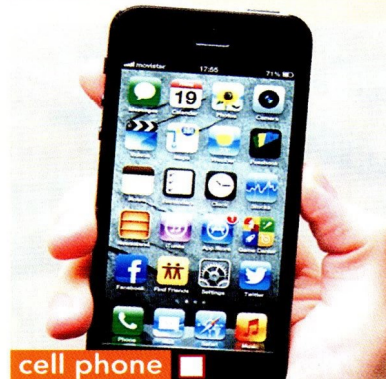
GPS device ☐



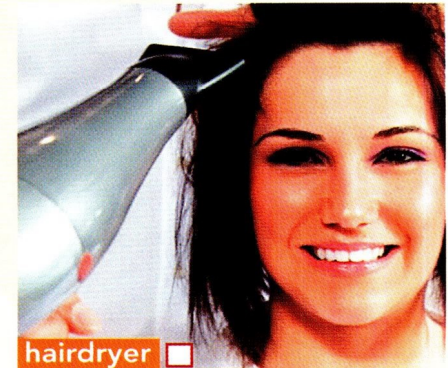
microwave oven ☐



freezer ☐



cell phone ☐



hairdryer ☐

B Compare your choices in pairs. Do you agree on any of them?

A: I couldn't live without my cell phone. I use it all the time!

B: Oh, I could easily live without my phone. I hate it! But, I couldn't live without my camera.

**LIFE
SKILLS
WORK
& CAREER**

Learn to think creatively

1 VOCABULARY: materials

A Write *natural* or *manufactured* for each material. Check your answers in pairs.



cotton

1 _____



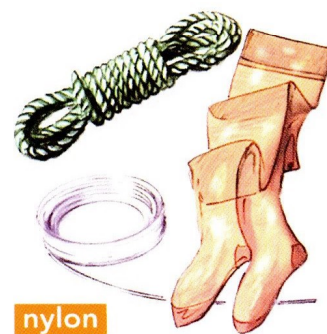
glass

2 _____



metal

3 _____



nylon

4 _____



plastic

5 _____



rubber

6 _____



wood

7 _____



ceramic

8 _____

B Work in pairs. Look at the pictures and say what materials these objects are made of.



guitar



astronaut's suit



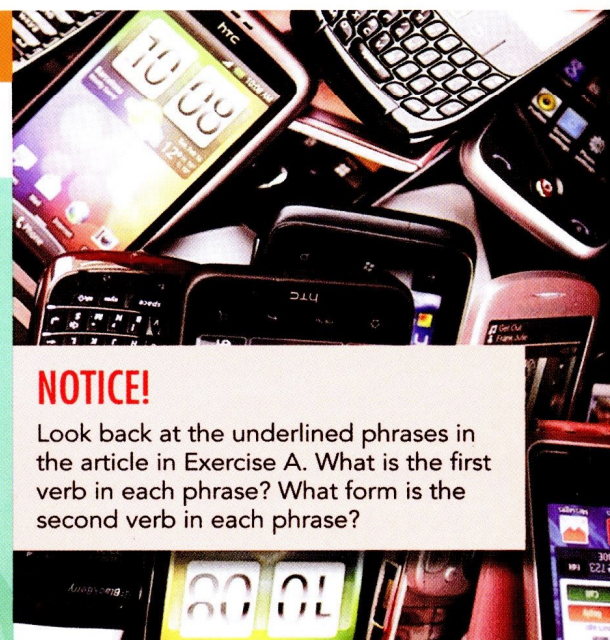
car

The astronaut's suit is made of metal, plastic, ...

2 GRAMMAR: simple present passive

A LANGUAGE IN CONTEXT Read the article. What do you think is the most surprising fact?

Have you ever thought about how green your cell phone is? This question isn't asked very often, but it's important. All cell phones contain plastic and metal. The main metals are usually zinc, aluminum, and lead, which are found in rocks, rivers, and the ocean. But lead is dangerous, and when plastic is made, toxic gases are produced, so your cell phone causes pollution before you have even bought it. Also, most cell phones are only used for 18 months before they are replaced. The old cell phones are thrown away because many people don't realize that they can be recycled. In fact, more than four million old cell phones are recycled every year!



NOTICE!

Look back at the underlined phrases in the article in Exercise A. What is the first verb in each phrase? What form is the second verb in each phrase?

B ANALYZE Read the text in Exercise A again.

Function Check the TWO correct options to complete the sentence.

We use the passive when:

- a) we do not know who or what does something. ☐
- b) we are not interested in who or what does something. ☐
- c) the person who does something is more important than the action. ☐

Form Complete the table with examples from Exercise A.

Affirmative	Negative	Questions	With modal verbs
simple present of be + past participle of the verb	simple present of be + not + past participle of the verb		Modal verb + be + past participle of the verb
When plastic (1) _____, toxic gases (2) _____.	This question (3) _____ very often.	Is zinc found in rocks? Are toxic gases produced?	Many people don't realize that they (4) _____.

C PRACTICE Complete with the passive form of the verbs in parentheses.

- 1 English _____ (speak) all over the world.
- 2 Cotton _____ (grow) in the U.S.A.
- 3 These clothes _____ (make) from a new kind of material.
- 4 Rubber _____ (use) to make car tires.
- 5 Some metals _____ (find) in the ground.
- 6 Lots of new things _____ (invent) every year.
- 7 Batteries can _____ (recycle).
- 8 A new metal might _____ (discover) next year.

WATCH OUT!

- ✓ Most cell phones are only used for 18 months.
- ✗ Most cell phones are only use for 18 months.

D NOW YOU DO IT Work in pairs. Take turns to describe these objects or other objects in the room. Say what the object is made of, and what it's used for. Guess the object.

- a pencil
- a supermarket bag
- dinner plates
- a mirror
- spoons

A: This object is made of plastic, and it's used for writing.

B: A pen?

A: That's right!

3 LISTENING: a description of a process

A Work in pairs. Look at this diagram. What do you think it shows?

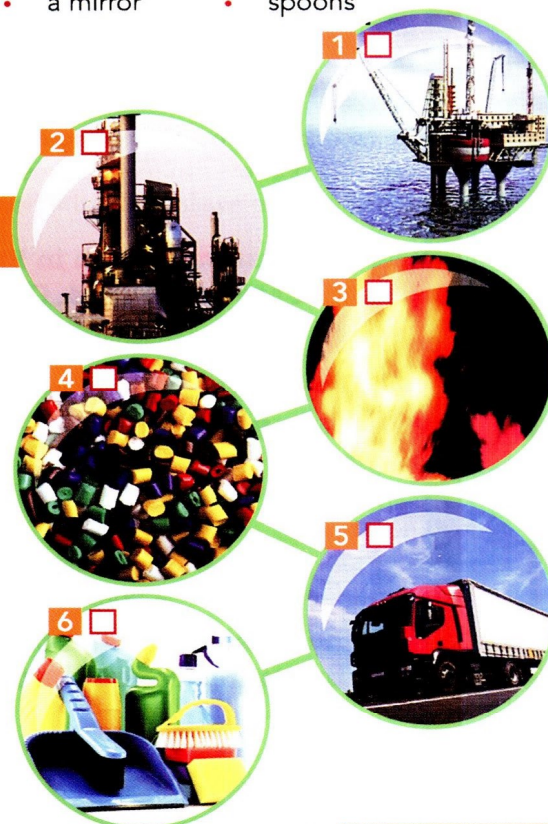
B Listen to someone describing the process in the diagram. Match each stage a-f below to the correct picture.

- a) Pellets are sent to companies.
- b) Ethylene and propylene are heated to make a polymer.
- c) The oil is processed at a refinery. Ethylene and propylene are produced.
- d) The polymer is made into small balls called pellets.
- e) Plastic products are made from the pellets.
- f) Oil is extracted from the ground.

C Work in pairs. Compare your answers to Exercise B.

A: First, oil is extracted from the ground.

B: Then, ...



4 READING: understanding meaning from context page 93

Look at the other sentences in the text to help you figure out the meaning of unfamiliar words. An explanation, definition, or synonym of the unfamiliar word might be in a different part of the text.

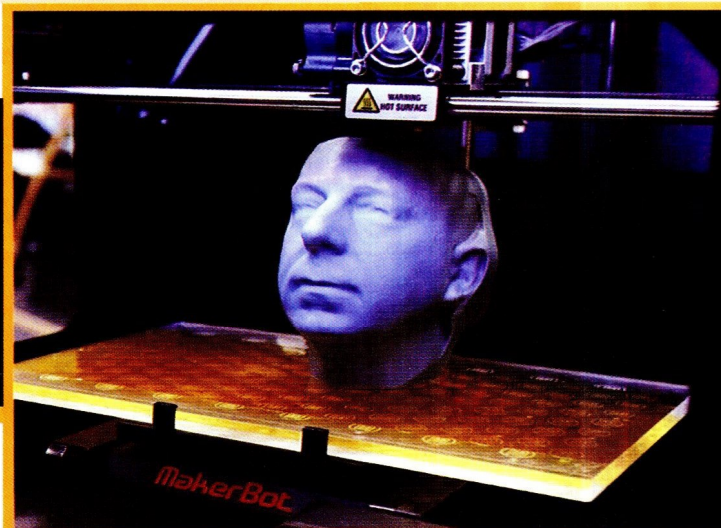
A Read this page from a website. Then read the sentences and circle T (true) or F (false).



3D PRINTING

A printer is a machine that takes words and pictures and makes a hard copy of them on paper in two dimensions, right? Not anymore! These days, 3D printers are changing the way we think about **manufacturing**. Many everyday objects are made in a factory, but special buildings for making things could soon be a thing of the past. In the future, we'll just choose a design and print the object we need!

The idea was first demonstrated in the mid-80s, although the term *3D printing* didn't appear until the mid-90s. A number of different technologies can be used, but most work in a similar way. A design is created on computer, often by **scanning** an existing object. A laser passes over the object and creates a 3D picture of the shape. The shape is then broken down into **layers**. Each one is only about 0.1 mm thick, and the object might be made of thousands of them. The printer makes the object one layer at a time.



The way it does this depends on the type of printer. Some use plastic, glass, or metal powder, which is melted by a laser into the correct shape. Others use hot plastic, which they put in place like **icing** on a birthday cake. In the same way that bakers cover a cake using a pastry bag, the hot plastic comes out of a tiny **nozzle**, which moves over the surface of the object. The hole opens and closes to control the flow of plastic.

Right now, companies are working on producing 3D printers for the home. One day soon, you might be cooking and realize you need a frying pan. Instead of going to the store, you'll tell your computer what you need, and your 3D printer will do the rest! The possibilities are endless.

- 1 The technology for 3D printing has been around for more than 10 years. T / F
- 2 Some 3D printers can make cakes. T / F
- 3 3D printers are available for the home now. T / F

B Read the first paragraph in Exercise A again. Look at the first word in bold and the phrases that are underlined. Choose the best definition below for the word *manufacturing*.

- a) making things using machines b) making things at home

C Look at the other words in bold in the text. For each one, underline the parts of the text that help you figure out what the word means. Then choose the correct definition for each word.

- | | | |
|------------|--------------------------|-----------------------------|
| 1 scanning | a) passing a light over | b) making by hand |
| 2 layers | a) objects | b) thin parts of an object |
| 3 icing | a) sweet layer on a cake | b) a plastic object |
| 4 nozzle | a) a printer | b) a small tube with a hole |

D Find any other words and phrases in the text you don't understand. Try to figure them out from the context. Then check your ideas in a dictionary.

5 GRAMMAR: simple past passive

A LANGUAGE IN CONTEXT Take the quiz. Check the correct answers.

HOW MUCH DO YOU KNOW ABOUT INVENTIONS? TRY OUR QUIZ!

- The iPad was released in
☐ 2005 ☐ 2007 ☐ 2010
- The first automobile was invented in
☐ 1769 ☐ 1855 ☐ 1915
- The first photograph was taken in
☐ 1825 ☐ 1892 ☐ 1921
- Music CDs were sold for the first time in
☐ 1976 ☐ 1982 ☐ 1989
- Google Inc. was created by two students in
☐ 1998 ☐ 2001 ☐ 2003

NOTICE!

Look at the quiz. Underline the verb phrases. How is the simple past passive similar to the simple present passive? How is it different?

We can use the word *by* to say who or what did something in a passive sentence, if we know.

B ANALYZE Read the quiz in Exercise A again.

Function Choose the correct option to complete the sentence.

We use the passive when the action is *more* / *less* important than the person.

Form Read the sentence below and complete the table with examples from Exercise A.

The object of an active sentence becomes the subject of a passive sentence.

Simple past (active)

subject + verb + object

Two students created Google Inc.

Someone first sold music CDs in 1982.

Simple past passive

object + was / were + past participle (+ *by* + subject)

Google Inc. (1) _____ by two students.

Music CDs (2) _____ for the first time in 1982.

C PRACTICE Rewrite each sentence using the simple past passive and *by* when necessary.

- Someone used a cell phone for the first time in 1973.
- Someone invented the computer mouse in 1963.
- When did they create the internet?
- A British scientist created the World Wide Web.
- James sent this email on Monday.
- Someone took my cell phone from my bag.

D NOW YOU DO IT Work in pairs. Discuss these inventions and number them in the order you think they were invented. Then compare with another pair.

HOW TO SAY IT

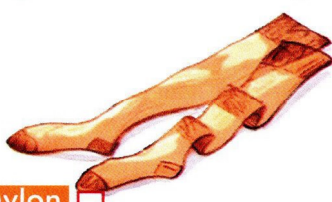
Talking about inventions

I think nylon was invented before ...

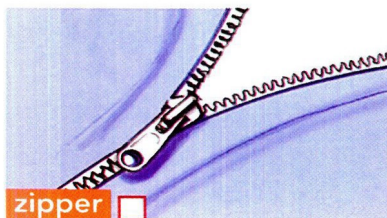
The zipper came after ...



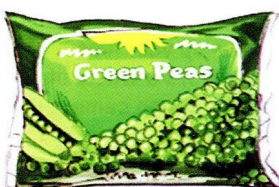
microwave oven ☐



nylon ☐



zipper ☐



frozen food ☐



pocket calculator ☐



ballpoint pen ☐

6 VOCABULARY: technology


A Match 1–8 to a–h to complete the definitions.

- | | |
|---|--------------------------|
| 1 When you install an app , | <input type="checkbox"/> |
| 2 When you click on an icon , | <input type="checkbox"/> |
| 3 When you add a contact , | <input type="checkbox"/> |
| 4 When you right-click on a link , | <input type="checkbox"/> |
| 5 When you back up your files , | <input type="checkbox"/> |
| 6 When you print out a document , | <input type="checkbox"/> |
| 7 When you type in your password , | <input type="checkbox"/> |
| 8 When you log on to a website , | <input type="checkbox"/> |

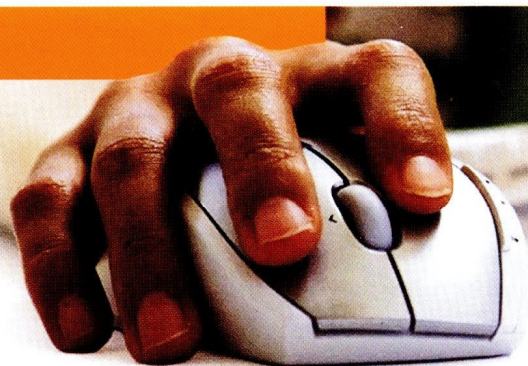
- a) you enter your secret code using the keyboard.
 b) you save your pictures and documents somewhere to keep them safe.
 c) you make a copy of it on paper.
 d) you press the left-hand button on your mouse when the cursor is over a small picture or graphic.
 e) you press the right-hand button on your mouse when the cursor is over words.
 f) you download a new program to your phone, such as a game, etc.
 g) you put someone's personal details into your phone.
 h) you put in your username and password to identify yourself.

B When was the last time you did the actions described in Exercise A? Make brief notes on what you did and why.

yesterday—installed an app—a new game someone told me about

C  **Work in pairs. Ask and answer questions about your use of technology.**

- A: When was the last time you clicked on an icon?
 B: I think it was this morning when I was looking at a news website.
 A: Why did you click on it?
 B: It was a story I was interested in. It was about ...



7 WRITING: a product review

A Read these reviews. What does each person like and dislike about his or her tablet computer?

JakeR94, posted on July 12

I've had the Apricot miniTab for a month now, and I couldn't live without it! It's fast and easy to use, and it's very easy to install apps. The screen display is not as attractive as some other tablets, but you don't notice after a while. I use mine for watching videos, listening to music, and surfing the internet. I've never used it for work, so I can't comment on that, but I'd recommend it for play!

User rating: ★★★★★

janice c., posted on February 18

When the miniTab was released, I was the first in line. I loved the Tab, and in some ways the miniTab is better. It fits in your pocket easily, so I can take mine with me everywhere. It's fast, and it even automatically backs up your files. But why did they spoil it by putting such a cheap camera on it? It's a waste of time. This is still the best tablet computer for the price, but the cheap camera is disappointing.


User rating: ★★★★★




B You are going to write a review of a piece of technology you own. It could be a tablet computer, a smartphone, a game console, or something else. First, make some notes to describe:

- your general impression of the gadget.
- what you like/don't like about it.
- what the gadget does.


C Now write your review.

D  Work in pairs. Read each other's reviews. Then tell the class what your partner likes/doesn't like about his or her piece of technology.



8 PRONUNCIATION: /aɪ/

A  **52** Listen to this sound and the words. Can you hear the /aɪ/ sound? Now listen again and repeat.

/aɪ/ fine night try

B  **53** Listen and circle the three words in each group that contain the /aɪ/ sound. Practice saying the words.

- 1 device fine print time
- 2 nylon lovely frying by
- 3 might enough right light


C  **54**  Work in pairs. Practice saying these sentences. Pay close attention to the /aɪ/ sound. Listen and check.

- 1 The shy bird replied with a sigh.
- 2 We tried the nightclub, but it was tiny and bright.

9 SPEAKING: expressing uncertainty



When you are speaking and you are uncertain about something, there are different phrases you can use to express your uncertainty.

A  **55** Listen to the conversation below. What is Jenny's problem? Does she solve it?

Jenny: Oh, this phone! I just got it, and I don't understand it.

Matthew: What do you want to do?

Jenny: I want to send a text. Do you know how to do it?

Matthew: Um, I'm not sure. Try clicking on that icon.

Jenny: Is that for messages?

Matthew: I think so. It looks similar to my phone.

Jenny: OK. Do I put the number in here?

Matthew: I guess so. Try it.

Jenny: OK. Yes, I think that's right. Thanks.

B Listen to the conversation in Exercise A again and underline the phrases Matthew uses to show he isn't sure.


C  Work in pairs. Role-play a conversation like the one in Exercise A.

- Student A, you just bought a new smartphone and you don't understand it.
- Student B, you want to help. You aren't sure how the smartphone works, but it looks similar to your phone.
- Ask and answer the questions about these things.
how to take a picture how to play a video how to add a contact

lifeSkills

THINKING CREATIVELY

- Understand the problem.
- Try different ways of generating ideas.
- Identify the best solution.

A  **Work in groups. You work at a company that designs smartphones. You and your team have received this email from your manager. What does she want you to do?**

Dear all,
As you know, the C-600 has been on the market for some time now. I think we should start thinking about the features and apps for our next smartphone, the C-710. It needs to be modern, and it needs to be cool! I want to hear what ideas you have. Have a meeting and see what you can think of. Then we can get together and discuss it. Good luck, and be creative! Remember—even crazy ideas might work!
Gillian Edgar
Product Manager

B  **One creative way of generating ideas is to use random words. Follow these steps to generate ideas using random words.**

- Open a dictionary and choose any noun.
- Think about how that noun might be related to the new phone.
- Find more words in the dictionary, and think of more ideas for the phone.
- If you don't have a dictionary, choose one or more of these words.



A: What about "dog?"

B: The phone could have a dog whistle app on it! The whistle could be programmed to sound like the owner's whistle.

HOW TO SAY IT

What about ...?

... could have ...

Let's think about ...

Maybe the phone could ...

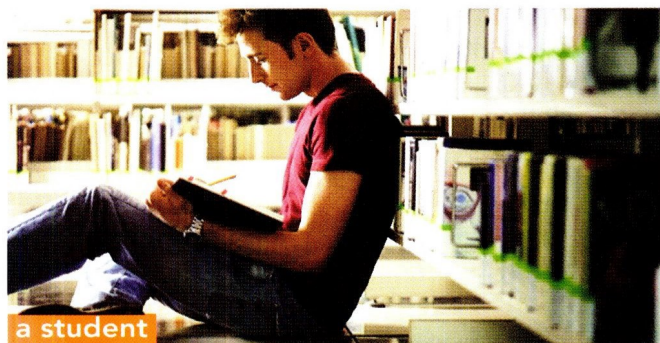
Self and Society

Work and Career

Study and Learning



C Another creative way of generating ideas is to look at the problem from different perspectives. Think about what each of the people below might like or need from a smartphone. Discuss your ideas and write them in the table below.



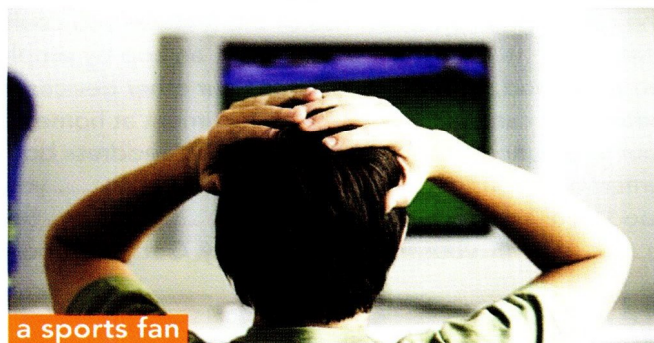
a student



a businesswoman



a young mom



a sports fan

What features/apps do they want from the new C-710?

a student

a businesswoman

a young mom

a sports fan

a good calculator

HOW TO SAY IT

Speculating

A sports fan might want ...

A young mom probably wants ...

A student will definitely need ...

D Look at all of the ideas that were generated in Exercise C and answer these questions.

Which features or apps will ...

- 1 everyone be interested in?
- 2 people use most often?
- 3 probably be too expensive?
- 4 people use only rarely?

E Think about your answers to the questions in Exercise D and choose three features or apps for the new smartphone.

New feature/app 1: _____

New feature/app 2: _____

New feature/app 3: _____

F Tell the rest of the class about the features/apps that you chose for the new smartphone. When you have listened to all of the groups, vote for the best smartphone.



REFLECT ... How can the skill of thinking creatively be useful to you in **Study and Learning** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Circle the correct word to complete the sentences. (8 points)

- 1 That *nylon* / *plastic* rain jacket will keep you dry.
- 2 We bought a beautiful new kitchen table made of *rubber* / *wood*.
- 3 The *cotton* / *ceramic* bowls we use for soup were made by my grandfather.
- 4 *Rubber* / *Plastic* comes from trees and is used for car tires.
- 5 For my vacation at the beach, I'm taking cool *metal* / *cotton* clothes.
- 6 You have to pay for *glass* / *plastic* bags in some stores now.
- 7 Cars are made of *metal* / *nylon* because it's such a strong material.
- 8 We get our milk in bottles made of *glass* / *wood*.

B Complete the text with the words in the box. (7 points)

back up contact an icon install log onto password print out

The new Viva SmartTablet has all the features you could want. The powerful 64GB processor makes it very fast. It's easy to (1) _____ an app by simply clicking on (2) _____. The wireless range is good, and you can link to your other devices very easily. The remote-printing function means you can (3) _____ a document at home, and you can also add a (4) _____ to your smartphone directly from the tablet's address book. You can also personalize your tablet. It remembers your details so you can (5) _____ your favorite websites automatically. Security is good, too. You have to type in your (6) _____ before you can start the computer, and it will (7) _____ your files automatically. Get yours today!

11–15 correct: I can talk about materials and ways of using technology.

0–10 correct: Look again at Sections 1 and 6 on pages 110 and 114.

SCORE:

/15

2 GRAMMAR

Write the correct simple present or simple past passive form of the verbs in parentheses. (15 points)

Millions of remote controls (1) _____ (use) in homes around the world every second of every day. They (2) _____ (find) everywhere that people watch TV, listen to music, or watch DVDs. These days, it seems as if everything from computers to garage doors (3) _____ (operate) by remote control. But when (4) _____ they _____ (use) for the first time? A very early form of a remote control (5) _____ (develop) in 1898 by Nikola Tesla, and it (6) _____ (use) to steer a boat. The idea (7) _____ later _____ (develop) to control other things. The TV remote control (8) _____ (invent) in 1950. It (9) _____ (call) "Lazy Bones," and it (10) _____ (connect) to the TV by a wire. It could turn the TV on and off and change the channel. It sounds simple to us now, but people then (11) _____ (impress). In 1955, the first wireless remote control (12) _____ (produce): the "Flashmatic." It used light to operate the TV. Today, remote controls use light we cannot see. When a button (13) _____ (press), the light (14) _____ (send) to the TV. This light can (15) _____ (see) if you look at your remote control through the camera on your cell phone.

11–15 correct: I can use the simple present passive and simple past passive.

0–10 correct: Look again at Sections 2 and 5 on pages 110 and 113.

SCORE:

/15

UNIT 12 ACROSS THE GENERATIONS

IN THIS UNIT YOU

- learn language to talk about relationships and values
- listen to short conversations about different values: understanding agreement and disagreement
- learn how to write paragraphs: writing topic and supporting sentences
- read an online debate about the generation gap
- learn to talk about your ambitions
- ▶ watch a video about differences between generations

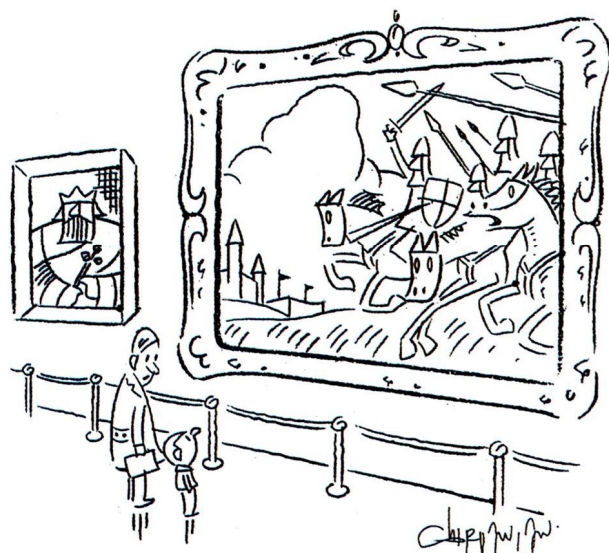
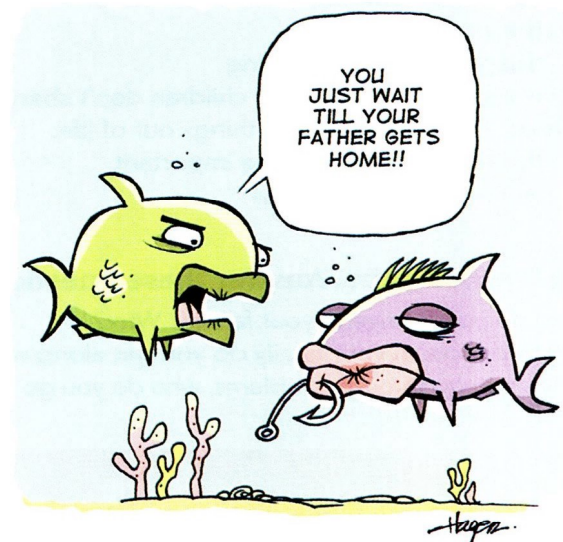
A Look at these cartoons. Which one do you think is the funniest?



"I'm too tired to listen to a story tonight, mom. Just e-mail something and I'll read it tomorrow."

B What differences are there between your generation and your parents' generation?

- A:** One big difference is that we use computers for everything.
- B:** Yes, my mom and dad don't even have a computer or cell phone!



"It's a painting. There is no sound."

LIFE SKILLS WORK & CAREER

Learn how to reach a compromise in work situations

1 VOCABULARY: describing relationships

A Read each sentence. Choose the correct option that means the same as the verb in bold.

- 1 I **admire** my father because he works hard.
 - a) respect
 - b) dislike
- 2 Did you and Richard **have an argument**? Why aren't you speaking to him?
 - a) become friends
 - b) disagree about something
- 3 Some parents feel that their children don't **share** their values. They want different things out of life.
 - a) think the same things are important
 - b) let them use their things
- 4 I **get along with** my parents. We don't argue.
 - a) have a bad relationship with
 - b) have a good relationship with
- 5 When you **go through** problems with your family, you feel closer at the end of it.
 - a) experience
 - b) don't have
- 6 I often argue with my parents, but we always **make up** soon after.
 - a) become friends again
 - b) get angry

B  **Work in pairs. Answer these questions.**

- 1 Who do you admire in your family? Why?
- 2 Which people in your family do you get along with best?
- 3 When you go through problems, who do you go to for help, your family or your friends?

2 READING: an online debate

A Read this debate. Do the two people agree or disagree at the end?

Daily Messenger | news | opinion | sport | technology | business archive

"The Generation Gap"

Every week at the *Daily Messenger* we invite two experts to debate an issue. Today, we have psychologist Marie Denham and Lisa Armitage, TV host and mother of four.

Marie: The phrase "generation gap" has been used since the '60s to describe the differences in views of young people and their parents. Personally, I don't think it's a useful idea. Some young people have traditional opinions, and some older people don't. We need to look at individuals, not generations.

Lisa: I agree that it's important to consider people as individuals. On the other hand, I know from my own experience that the generation gap is real. My kids definitely see the world in a different way from me. They expect to get everything they want, and they expect to work less for it.

Marie: But your parents probably said exactly the same about you, Lisa! I think part of the problem is that each generation thinks it's so different from the others. We think our children are less respectful of older people, for example. But our parents, and their parents before them, thought exactly the same thing! And so will our children! Every generation faces the same problems, but just doesn't realize it.

Lisa: I think we have to agree to disagree, Marie! With my children, I complain about the same things that my parents did with me, but there's also a big difference in values between my children's generation and mine. The world has changed, and people have changed with it. For example, I think technology has made people lazier. Hard work and family are important to me, and I worry that my kids don't share those values.

B Write each person's name next to their ideas. Then look back at the online debate to check your answers.

- 1 People of different generations have very different opinions. _____
- 2 Not all young people think the same way. _____
- 3 This new generation is completely different from the one before. _____
- 4 Our parents and grandparents felt just like we do. _____
- 5 People are changing, and that creates problems. _____

C  **Work in pairs. Discuss the ideas in the debate.**

- A:** I think it's true that people are individuals with their own opinions.
B: I agree, but don't you think people of our generation are different from our parents?

3 GRAMMAR: zero and first conditionals

A LANGUAGE IN CONTEXT Read what these people say. Who thinks teenagers can learn from their parents?

"I think the problems start when teenagers want to control their own lives. I think, in general, when people have more freedom, they are happier. If parents allow teenagers to make their own decisions, they will learn more. They will make mistakes, but they will also grow up faster."

Amanda, Vancouver

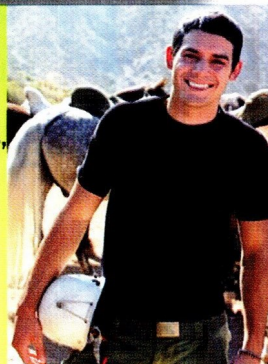


NOTICE!

Look at the underlined sentence in Exercise A. Which action happens first: teenagers making their own decisions, or teenagers learning more?

"I think teenagers need to remember that they are still very young. In my opinion, if teenagers listen to their parents, they don't make as many mistakes. Your parents know more about the world than you do. If you take their advice, you won't have so many problems!"

Oscar, Lima



B ANALYZE Read the texts in Exercise A again.

Form Complete the tables with examples from Exercise A.

	Conditional clause	Result clause
zero conditional	if/when + simple present If teenagers (1) _____ to their parents, they (2) _____ make as many mistakes. When people (3) _____ more freedom, they (4) _____ happier.	simple present
first conditional	if + simple present If parents (5) _____ teenagers to make their own mistakes, they (6) _____ more. If you (7) _____ their advice, you (8) _____ so many problems.	will/won't/may/might/could + base form of the verb

Function Choose the correct option to complete the sentences.

- We use zero conditionals when we know or think that things
a) are generally true. b) are impossible.
- We use first conditionals when we know or think that things
a) couldn't happen. b) are real possibilities.

We can also use modal verbs like *may*, *might*, and *should* in zero and first conditional sentences:
If you ask him, he may help you.

C PRACTICE Circle the correct words to complete these sentences.

- If I *admire* / *will admire* someone, I have a lot of respect for him or her.
- If you *talk* / *will talk* to older people, you will learn a lot from their lives.
- If I *will need* / *need* help, I ask my parents for their advice.
- If teenagers want freedom, their parents should *give* / *giving* it to them.
- If you *don't* / *will* discuss things, you won't be able to help.
- I *ask* / *asked* my friends for advice if I have a problem.
- If you need help, your parents *will support* / *are supporting* you.
- If teenagers *make* / *will make* mistakes, parents should try to understand.


WATCH OUT!

- ✓ If you have a problem, your parents will help you.
- ✗ If you will have a problem, your parents will help you.


D NOW YOU DO IT Complete these sentences in your notebook with your own ideas. Then tell a partner.

- If you listen to your parents, ...
- If you ..., you won't get along with your parents.
- Young people admire their parents if they ...
- If ..., your parents won't respect you.

4 PRONUNCIATION: /au/ – /ou/

A  **56** Listen to the sounds and the words. Can you hear the difference?
Now listen again and repeat.

/au/ sound now mouth brown
/ou/ slow boat phone so

B  **57** Categorize the words in the table. Then listen and check.

know cow allow throne slow suppose round coat go loud

/au/

/ou/

C  **58**  **59** Work in pairs. Practice saying these sentences. Listen and check.

- 1 How do you count slow brown cows?
- 2 I suppose you know the phone is brown.
- 3 I'm not allowed to row the loud boat.

5 VOCABULARY: values

A Circle the correct verb to complete the phrases.

- | | |
|--|---|
| 1 <i>helping</i> / <i>being</i> your community | 6 <i>being</i> / <i>having</i> job satisfaction |
| 2 <i>having</i> / <i>expressing</i> good friendships | 7 <i>having</i> / <i>being</i> status |
| 3 <i>working</i> / <i>having</i> power | 8 <i>having</i> / <i>working</i> security |
| 4 <i>being</i> / <i>finding</i> independent | 9 <i>helping</i> / <i>finding</i> adventure |
| 5 <i>working</i> / <i>helping</i> hard | 10 <i>expressing</i> / <i>working</i> your creativity |

B Complete the conversation with the words in Exercise A.

Miranda: I was talking to my parents about different values, and it made me think about what's important to me.

Brooke: Really? In what way?

Miranda: Well, I've always believed in (1) _____. My parents taught me you have to earn success. And I've always thought (2) _____ was important.

Brooke: Yeah, we can't live without money.

Miranda: But I think it's better to love your job. My job is secure, but it's boring and I hate it! (3) _____ is really important to me.

Brooke: Me, too. I'm lucky. In my job as a designer, (4) _____ my _____ is the most important thing. I'm not interested in (5) _____, like a politician, or (6) _____ and becoming a manager or a CEO of a company.

Miranda: That's true. There's more to life than having a big house and car! I think I need something more in my life. I need to feel I'm (7) _____ my _____. Maybe I'll volunteer to work with homeless people in my town.



Brooke: Wow! What a great idea. But, will you keep your current job? You should leave if you hate it so much. What would you really like to do?

Miranda: Travel! I'd love to go off on my own and experience new things.

Brooke: Yeah! (8) _____ and doing things on my own and (9) _____ in new and exciting places are the most important things in life!

Miranda: And (10) _____—like ours!



C  **60**  **61** Work in pairs. Ask and answer these questions.

- 1 What things in life are most important to you? Do either of the people in the conversation in Exercise B share your values?
- 2 If you had to choose just two values as the most important, what would you choose? Why?

6 LISTENING: understanding agreement and disagreement page 104

When expressing agreement or disagreement, people don't always say clearly that they agree or disagree. People often indicate that they agree by adding a further point, or indicate that they disagree by presenting a contrasting point.

A Look at these phrases. Decide which you would use to agree, and add a further point. Decide which you would use to disagree and present a contrasting point. Circle the correct option.

- | | |
|---------------------------------|------------------|
| 1 Yes, and I'd like to add ... | agree / disagree |
| 2 And another thing is that ... | agree / disagree |
| 3 But what about ...? | agree / disagree |
| 4 Not really, because ... | agree / disagree |
| 5 A good example of that is ... | agree / disagree |
| 6 You're forgetting about ... | agree / disagree |



B 59 Listen to three conversations. For each one, choose the best answer.

Conversation 1

A young woman and her mother are talking. What does the woman think of her mother's opinion?

- a) She agrees with it. b) She disagrees with it.

Conversation 2

Two friends are talking. What does Manuel think of Phoebe's opinion?

- a) He agrees with it. b) He disagrees with it.

Conversation 3

A young man and his father are talking. What does the father think of his son's opinion?

- a) He agrees with it. b) He disagrees with it.

C Listen again and circle T (true) or F (false).

Conversation 1: The mother thinks that teenagers these days don't have many friends. T / F

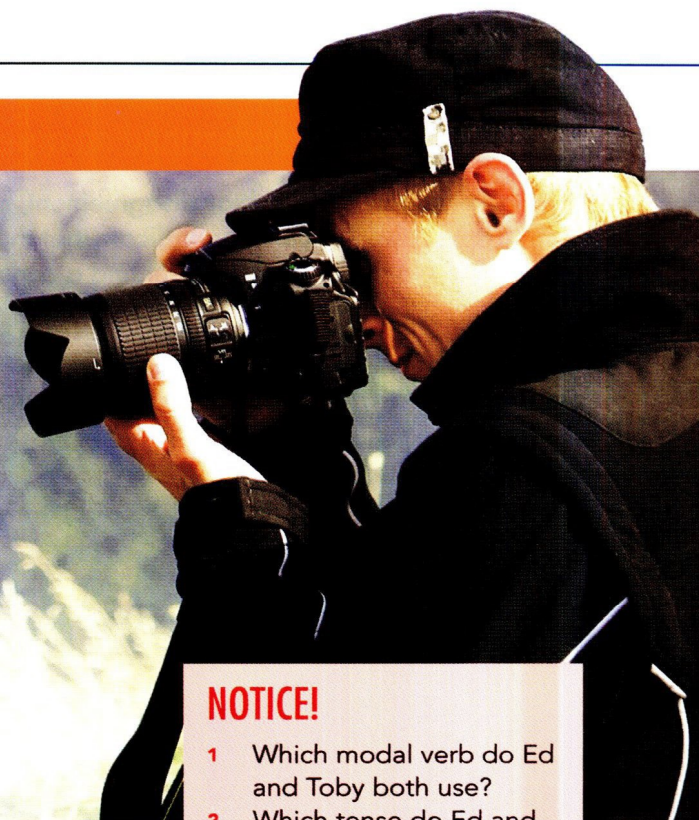
Conversation 2: The woman's boss thinks there is a generation gap. T / F

Conversation 3: The son says Tom is able to see his children grow up. T / F

7 GRAMMAR: second conditional

A LANGUAGE IN CONTEXT Read this conversation. What is Ed's problem?

- Toby:** Hey, Ed. Are you listening to me?
Ed: Oh, sorry, Toby. I was just thinking about my parents. They're putting me under a lot of pressure to find a job and settle down.
Toby: If I were you, I wouldn't worry about it.
Ed: But they said I might have to move out! My real ambition is to be a photographer, but they don't seem to understand. Would you feel the same if you were in my situation?
Toby: I'd try to reason with them and say that I want to be independent, but it's not easy. If you explained it to them, they would know how you feel.
Ed: I've tried. If I got a job, life would be easier.
Toby: Yes, but if you didn't have any job satisfaction, you would be unhappy. How would they feel if you took a photography class?
Ed: I'm not sure. Maybe I'll ask them. Thanks for the idea!



NOTICE!

- Which modal verb do Ed and Toby both use?
- Which tense do Ed and Toby both use after *if*?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from Exercise A.

	Conditional clause	Result clause
second conditional	if + simple past	would/could/might + base form of the verb
	If I (1) _____ a job, life (2) _____ easier.	
	If you (3) _____ it to them, they (4) _____ how you feel.	

In second conditional sentences, we use the simple past form *were* with *I, he, she, and it*.

If I (5) _____ you, I wouldn't worry about it.

We can also use *might* and *could* in second conditional sentences: *If I got a job, life might be easier.*

Function Choose the correct options to complete the sentence.

We use second conditionals to talk about *real / unreal* situations in *the present / the present and the future*.

C PRACTICE Choose the correct option to complete the sentences.

- If I *win / won* the lottery, I'd buy a new house!
- Will / Would* you move out if your parents told you to?
- If I wanted a job, I *could / can* easily get one.
- I *won't / wouldn't* be happy if I didn't get along with my family.
- What *would / will* you say if I told you I'd found a job?
- If you didn't waste so much time, you *may / might* finish sooner.
- I'm sure your girlfriend *understands / would understand* if you spoke to her.
- How *do / would* you feel if it happened to you?


WATCH OUT!

- ✓ If I had enough money, I would move out tomorrow.
- ✗ If I would have enough money, I would move out tomorrow.

D NOW YOU DO IT Complete the sentences in your notebook with your own ideas. Then tell a partner.

- If my parents asked me to move out, ...
- If I had an argument with my parents, ...
- If I won the lottery, ...
- If ..., I wouldn't be happy.

8 SPEAKING: imagining a different life

A  **60** Listen to Jenna talking about her life. Decide whether the following statements are T (true) or F (false).


Jenna has ...

- | | | |
|---|-----------------------------|-------|
| 1 | brothers and sisters. | T / F |
| 2 | an interesting job. | T / F |
| 3 | a good social life. | T / F |
| 4 | enough money to live alone. | T / F |
| 5 | her own apartment/house. | T / F |

B Look at this list and check the statements that are true for you.

I have ...

- | | | |
|---|-----------------------------|--------------------------|
| 1 | brothers and sisters. | <input type="checkbox"/> |
| 2 | an interesting job. | <input type="checkbox"/> |
| 3 | a good social life. | <input type="checkbox"/> |
| 4 | enough money to live alone. | <input type="checkbox"/> |
| 5 | my own apartment/house. | <input type="checkbox"/> |

C  **Work in pairs. Look at the statements in Exercise B. Discuss what your life would be like if things were different.**

A: *If I didn't have a brother and a sister, I would be less happy.*

B: *Why's that?*

A: *Well, I would be alone, and wouldn't have people to turn to if I had a problem.*



9 WRITING: topic sentences page 103



After starting a paragraph with a topic sentence, you need to give more information and details. These provide evidence and examples to support the main idea expressed in the topic sentence. Connect supporting details with linking words and phrases.

A Read this topic sentence and write four supporting details for the paragraph.

Topic sentence

Young people today have many ambitions for the future.


Supporting details

Many young people want to get a degree.

- | | |
|---|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |

B Use your ideas in Exercise A to write a paragraph in your notebook. Start with the topic sentence. Use these words and phrases to link your supporting details.

- *For example* to give examples
- *Also* and *In addition* to add information
- *Finally* to make a final point

C  **Work in pairs. Read your partner's paragraph and circle Yes or No.**

- | | | |
|---|--|----------|
| 1 | Are all the supporting details relevant to the topic sentence? | Yes / No |
| 2 | Are the ideas connected using linking words and phrases? | Yes / No |


lifeSkills

REACHING A COMPROMISE


- Decide what you want.
- Explain your position.
- Look for a solution that everyone is happy with.

A Read this text. What is a compromise? Underline the definition in the text.

It's not always possible to get exactly what we want. When we need to agree with another person, we often have to reach a compromise. This means finding a solution that everyone is happy with. Both people might not get exactly what they want, but they are flexible and agree on a solution that is in the middle.

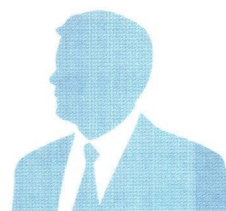
B  Check the things below that you think are important in reaching a compromise. Compare your choices with a partner's.

- | | |
|--|--|
| <input type="checkbox"/> make realistic suggestions | <input type="checkbox"/> try not to be too emotional |
| <input type="checkbox"/> listen to the other person's position | <input type="checkbox"/> be prepared to change your position |
| <input type="checkbox"/> make unrealistic demands | <input type="checkbox"/> get angry |
| <input type="checkbox"/> repeat your opinion many times | <input type="checkbox"/> never change your position |

C  Read this information about different generations in the workplace. Complete the table with phrases in the box. Then discuss if you think the descriptions fit you and people you know.

all online media emails formal letters and memos meetings in person phone calls

EACH GENERATION HAS ITS OWN VALUES AND PREFERRED WAY OF WORKING. THIS TABLE SUMMARIZES THE KEY DIFFERENCES.



GENERATION	CORE VALUES	WORK	PREFERRED COMMUNICATION AT WORK
Baby Boomers (born 1946–1964)	teamwork, optimism, strong family	workaholics who question authority	1 _____
Generation Xers (born 1965–1980)	fun, informality, independence	want a good work/life balance	2 _____
Generation Yers / Millennials (born 1980–2000)	extreme fun, social groups, realism	like to work in teams with creative people	3 _____

Self and Society

Work and Career

Study and Learning

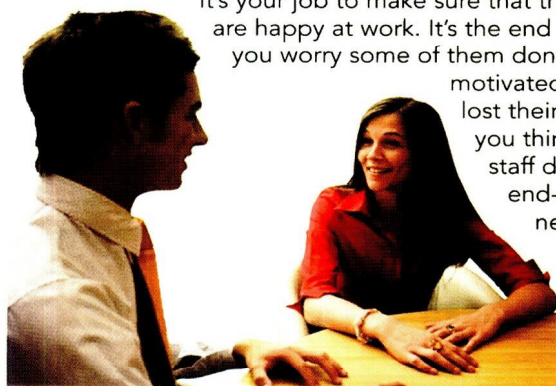


D **Work in pairs (Student A and Student B). Read the information below that applies to you, and answer the questions.**

- 1 What is your main responsibility?
- 2 Underline the key points you need to bear in mind.

Student A

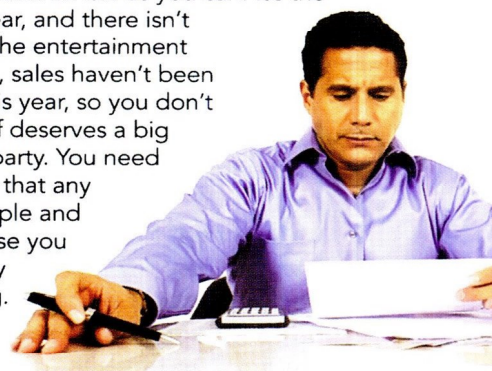
You work in HR (human resources) for a company. You are part of Generation Y, born in 1990. You are responsible for the staff. It's your job to make sure that the staff members are happy at work. It's the end of the year, and you worry some of them don't seem very



motivated. Some people lost their jobs this year, so you think the remaining staff deserve a big end-of-year party. You need to make sure that any plans are fun and exciting because your priority is staff motivation.

Student B

You work in accounting for a company. You are part of the Baby Boomer generation, born in 1960. You are responsible for costs. It's your job to keep costs as low as you can. It's the end of the year, and there isn't much left in the entertainment budget. Also, sales haven't been very good this year, so you don't think the staff deserves a big end-of-year party. You need to make sure that any plans are simple and cheap because you have to justify any spending.



E **Follow the instructions below using the information from Exercise D.**

You have been asked to plan the staff end-of-year event. Role-play the meeting. Use these steps to guide you.



HOW TO SAY IT

Reaching a compromise

Perhaps one thing we could consider is ...

I agree that ... is important, so ...

Why don't we ...?

Let's meet in the middle. I suggest ...

Student A

Start the meeting. Explain the situation and say what you think is important. Make a suggestion for a staff end-of-year event that you think is suitable.



Student B

Respond to Student A. Explain the situation and say what you think is important. Make a suggestion for a different event that you think is suitable (or you can even suggest no event).



Student A

Try to persuade Student B to agree with you. Emphasize the key points.



Student B

Try to persuade Student A to agree with you. Emphasize the key points.



Both try to reach a compromise. Decide together on a staff end-of-year event that you are both happy with.

F **Tell the rest of the class what compromise you have reached. Explain what kind of event you have agreed on. Did other groups reach a similar compromise? Did your idea of the generation of your character affect your role-play?**



REFLECT ... How can the skill of reaching a compromise be useful to you in **Study and Learning** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Circle the correct option to complete the sentences. (6 points)

- 1 I don't want to *have an argument* / *make up* with my dad, but I need to tell him that he's wrong.
- 2 Baby Boomers and people from Generation Y don't *admire* / *share* the same values.
- 3 Do you *get along* / *become friends* with your family, or are things difficult?
- 4 I really *admire* / *get along with* my mom for the way she raised us.
- 5 It's normal for every family to *make up* / *go through* problems when children are growing up.
- 6 Did you and Olivia *have an argument* / *make up* after your disagreement?

B Complete the sentences with the words in the box. (9 points)

- 1 Having good _____ is important. I really value the support I get from mine.
- 2 I want a permanent job that means I have _____ and don't have to worry.
- 3 Many politicians are very ambitious. They want _____, and lots of it!
- 4 I'm _____ and like doing things for myself because I left home when I was 18.
- 5 It's important to have a good _____ and work hard.
- 6 I want to help my _____. Maybe I'll volunteer to read in a school.
- 7 Enjoying what I do and having job _____ is more important than a good salary.
- 8 If I can't express my _____ at work, I'll be very unhappy.
- 9 I'm going to travel the world and find _____!

adventure
community
creativity
friendships
independent
power
satisfaction
security
work ethic

11–15 correct: I can describe relationships and talk about values.

0–10 correct: Look again at Sections 1 and 5 on pages 120 and 122.

SCORE: /15

2 GRAMMAR

A Circle the correct option to complete the sentences. (8 points)

- 1 I feel happy when it *is* / *will be* sunny.
- 2 We *watch* / *will watch* a movie if you get bored.
- 3 If Martha *doesn't* / *won't* arrive soon, we'll leave without her.
- 4 If you come to dinner on Friday, we *cook* / *will make* pizza.
- 5 You won't pass your exams if you *don't* / *won't* study.
- 6 If you *have* / *will have* a problem, it's good to talk about it.
- 7 When it's cold, water *becomes* / *will become* ice.
- 8 If I leave work on time tonight, I *am not* / *won't be* late.

B Complete the conversation with the second conditional form of the verbs in parentheses. (7 points)

- Kate:** I know what I (1) _____ (do) if I (2) _____ (win) \$10 million.
- Mel:** Yes, you (3) _____ (spend) it all on shoes!
- Kate:** Maybe at first, but after that, I (4) _____ (do) something for other people.
- Mel:** (5) _____ you _____ (stay) in your job?
- Kate:** Definitely not! But I (6) _____ (not want) to do nothing.
- Mel:** Yes, I agree. It would be so boring if you (7) _____ (have) nothing to do all day.

11–15 correct: I can use the zero and first conditional to talk about general truths and real possibilities.

I can use the second conditional to talk about unreal possibilities.

0–10 correct: Look again at Sections 3 and 7 on pages 121 and 124.

SCORE: /15

Irregular verbs

Infinitive

be
become
begin
break
bring
build
buy
catch
choose
come
cost
cut
do
draw
drink
drive
eat
fall
feed
feel
find
fly
get
give
go
grow
hang
have
hear
hit
hold
hurt
keep
know
leave
let
lose
make
meet
pay
put
read
ride
ring
rise
run
say
see
sell
send
set
sing
sit
speak
stand
stick
take
teach
tell
think
throw
understand
wake
wear
win
write

Simple past

was/were
became
began
broke
brought
built
bought
caught
chose
came
cost
cut
did
drew
drank
drove
ate
fell
fed
felt
found
flew
got
gave
went
grew
hung
had
heard
hit
held
hurt
kept
knew
left
let
lost
made
met
paid
put
read
rode
rang
rose
ran
said
saw
sold
sent
set
sang
sat
spoke
stood
stuck
took
taught
told
thought
threw
understood
woke
wore
won
wrote

Past participle

been
become
begun
broken
brought
built
bought
caught
chosen
come
cost
cut
done
drawn
drunk
driven
eaten
fallen
fed
felt
found
flown
gotten
given
gone
grown
hung
had
heard
hit
held
hurt
kept
known
left
let
lost
made
met
paid
put
read
ridden
rung
risen
run
said
seen
sold
sent
set
sung
sat
spoken
stood
stuck
taken
taught
told
thought
thrown
understood
woken
worn
won
written

Pronunciation symbols

Vowels

ɪ did, near
e bed, neck, there
æ bad, hand
ʌ but, mother
ʊ book, good, tour
ə banana, computer
i feed
ɑ father, box, guitar
ɔ tall, door
u boot, food, student
ʒ shirt, birthday
eɪ date, table
aɪ cry, eye
ɔɪ boy
oʊ comb, post
aʊ about, how

Consonants

p park, happy
b back, hobby
t tea
d die
k came, kitchen, quarter
g game, go
f face, photographer
v vegetable
θ thing, math
ð then, that
s city, summer
z please, goes
ʃ she, shop
ʒ leisure
h hot, who
tʃ chicken, watch
dʒ jacket, orange
m men
n sun, know
ŋ sung, singer
w week, white
r rain, writer
l light, long
j yes, use, music

Communicative wrap-up

Units 1–2

1 MEMORY CHAIN

Work in groups. Read the rules below and play the game.

- Player A starts the game by telling the group one thing they did yesterday.
- Player B repeats what Player A said, and adds one sentence about what they did yesterday.
- When a player forgets or makes a mistake, they are out of the game.
- The winner is the person who can remember the most sentences correctly!

A: Yesterday, I surfed the internet.

B: Yesterday, Mike surfed the internet, and I saw a comedy show.

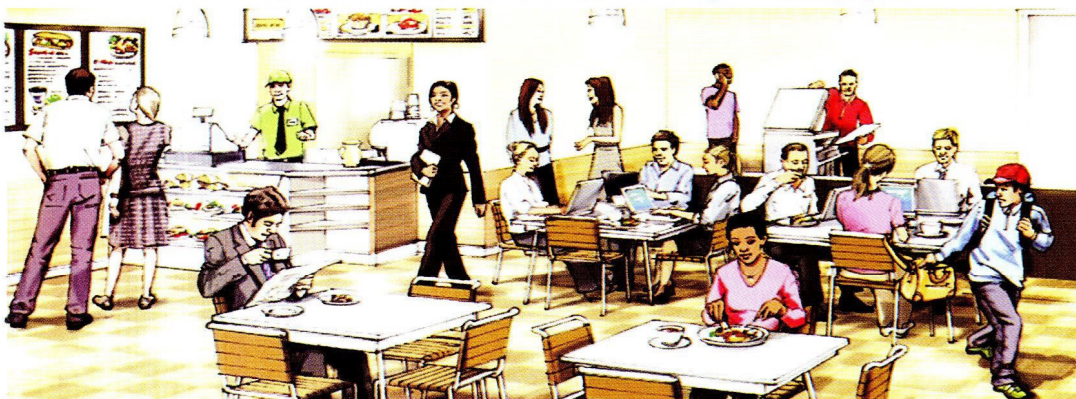
C: Yesterday, Mike surfed the internet, Lily saw a comedy show, and I watched a movie ...

2 PICTURE THE DETAILS

Work in pairs. Study the picture for two minutes. Then close your books and take turns completing the sentence in as many ways as you can. Use the past progressive.

When the thief stole the woman's purse, ...

When the thief stole the woman's purse, a man was reading the newspaper.



3 REACTION CHARADES

Work in pairs. Mime an activity and your reaction to it. Your partner guesses what you are miming and then asks follow-up questions to get more information.

Activity

going on vacation/a date	seeing a foreign movie
getting your exam scores	hearing some news
checking your email	

Reaction

excited about	interested in
amazed at	worried about
angry at	

A: Are you interested in an email you received?

B: Yes, I am! Very.

A: Really? Why?

B: Because it's from an old friend.

4 CULTURE WEEKEND

Work in groups. You are on a weekend city trip together. Decide which activities from the list below you would like to do. You can't spend more than \$50 each! Compare your ideas with the other people in the group. Give your opinion about the activities below.

- seeing a musical at The Grand Theater—student tickets \$15
- going to the Museum of Film and Television—free on Mondays
- visiting an art exhibition at the National Gallery—\$10
- having lunch in Chinatown—\$20
- going to an open-air music festival in the park—\$50 (ticket for two days)
- taking a "Fast-a-Pasta" Italian cooking class—\$25
- taking a bus tour of the city—\$5

5 INTERNET SURVEY

A Think about the internet activities you do. Take this survey about your internet use.

Please rate these internet activities 1–5 in order of importance to you (1 = the most important; 5 = the least important). Please also state how many times you did each activity in the last seven days.

	Importance	How many times in the last seven days?
playing games online	<input type="checkbox"/>	_____
checking emails	<input type="checkbox"/>	_____
sending emails	<input type="checkbox"/>	_____
uploading pictures	<input type="checkbox"/>	_____
shopping online	<input type="checkbox"/>	_____
downloading music	<input type="checkbox"/>	_____
browsing the internet	<input type="checkbox"/>	_____
blogging	<input type="checkbox"/>	_____

B Compare your answers to the survey in pairs.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy, and 1 for things that are difficult.

I can ask follow-up questions.	5	4	3	2	1
I can talk about the past.	5	4	3	2	1
I can describe people's reactions.	5	4	3	2	1
I can express my opinion about cultural activities.	5	4	3	2	1
I can talk about internet activities.	5	4	3	2	1

If you give yourself 1 or 2 for any of the statements, look at the material in Units 1 and 2 again.

Communicative wrap-up

Units 3–4



1 CHAIN GAME

Work in groups of four to six people. Follow these instructions for playing a memory game.

- Decide which person starts the game. That person begins the game with the following: I went on vacation, and I took ...
- The next person repeats the first person's item, and adds another item: I went on vacation, and I took ... and ...
- Each player repeats all of the previous items, and adds another item. When someone makes a mistake, that person is out of the game.
- The last person remaining without making a mistake is the winner.

Example:

A: I went on vacation, and I took my wallet.

B: I went on vacation, and I took my wallet and my passport.

C: I went on vacation, and I took my wallet, my passport, and some sunscreen.

D: I went on vacation, and I took my wallet, my passport, some sunglasses, and a camera.

Other players: Not sunglasses, sunscreen. You're out.


2 CLASS AUCTION

 Work in pairs or small groups. Follow the instructions and hold a class auction.

- First, decide which of the sentences below are correct and which are incorrect. Put a check (✓) or a cross (✗) next to each sentence.
- How certain are you about each sentence? You have \$1,000 to spend. Write an amount next to each sentence (e.g. \$100). If you are certain the sentence is correct or incorrect, write a large amount. If you are not very certain, write a smaller amount. You must put some money on every sentence. Remember, you only have \$1,000!
- Your teacher will then say which sentences are correct and which are incorrect.
- Calculate your score as follows: if you correctly identified a sentence as correct or incorrect, you double the money you put on it. If you incorrectly identified a sentence as correct or incorrect, you lose the money you put on it.
- The winner is the pair or group who made the most money.

✓ or ✗		Amount (\$)
1	<input type="checkbox"/> We've lived in San Diego since 2005.	_____
2	<input type="checkbox"/> Have you ever been to Cuba?	_____
3	<input type="checkbox"/> Could you turn off the lights, please?	_____
4	<input type="checkbox"/> How long do you live here?	_____
5	<input type="checkbox"/> My mother lives by itself.	_____
6	<input type="checkbox"/> What time can we check in at the airport?	_____
7	<input type="checkbox"/> Have you ever have an accident?	_____
8	<input type="checkbox"/> I never have seen the movie, but I have read the book.	_____
9	<input type="checkbox"/> I haven't seen my cousin since a long time.	_____
10	<input type="checkbox"/> May I open the window, please?	_____
11	<input type="checkbox"/> I made this cake myself.	_____
12	<input type="checkbox"/> How long are you working here?	_____

3 GUESS WHO?

A  Make guesses to complete the statements with the names of your classmates. Then write questions using the present perfect to ask your classmates about the good and bad experiences.

- 1 I don't think *Cristian* has ever been late for an appointment.
Have you ever been late for an appointment?
- 2 I think _____ has found some money on the street.

- 3 I think _____ has won the lottery.

- 4 I think _____ has had an accident.

- 5 I think _____ has seen a celebrity.


- 6 I don't think _____ and _____ have missed a flight.

- 7 I don't think _____ has ever lost his/her wallet.

- 8 I think _____ has had a promotion.

- 9 I don't think _____ has ever failed a test.

- 10 I think _____ has fallen asleep on the bus/train and missed their stop.

B  Go around the class asking your questions. Find out if your guesses about your classmates were correct, and report back to the rest of the class.

A: *I was correct. Iris has found some money on the street twice!*

B: *Well, I was wrong. Ling has never won the lottery.*

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy, and 1 for things that are difficult.

I can list travel essentials.	5	4	3	2	1
I can identify correct and incorrect sentences.	5	4	3	2	1
I can ask and answer questions about experiences.	5	4	3	2	1
I can talk about good and bad experiences.	5	4	3	2	1


If you give yourself 1 or 2 for any of the statements, look at the material in Units 3 and 4 again.



Communicative wrap-up

Units 5–6


1 MUSICAL GUESSWORK

A  Work in pairs. What do you know about your partner's taste in music? Circle T (true) or F (false) to guess the answers you think they will give.

My partner ...


has seen Mumford and Sons in concert.
first went to a concert when he/she was a teenager.
hasn't been to many concerts.
liked classical music when he/she was a child.

T	F	has listened to Indian music.	T	F
T	F	has been to a hip-hop concert.	T	F
T	F	has heard Adele's latest album.	T	F
T	F	downloaded some music last week.	T	F

B  Ask your partner questions to see if you guessed correctly. Ask follow-up questions to find out more information.

A: Have you seen Mumford and Sons in concert?
B: Yes, actually I have.
A: Wow! When did you see them?
B: It was three years ago. They...

2 ADVICE COLUMN

A  Work in pairs. Choose one of these problems and discuss what advice to give.

I'm in college away from my hometown. I live in an apartment with two roommates. We each put \$30 a week into a jar to pay for household expenses like bills, cleaning materials, and food. The problem is that one of the guys, Tony, sometimes takes almost all of the money to buy things we don't really need, like plants, decorations for the house, or new video games. He says they make the house look nicer and, of course, we all use the video games. We like the stuff he buys, but we often have to put in extra money for food or bills because there isn't enough in the jar, and Sean and I can't really afford it. What should we do?

Leo

Please tell me what to do! My boyfriend, Kyle, gave me a really beautiful necklace for my birthday. He gave it to me along with some flowers. It was so romantic! But when one of my friends saw the necklace, she looked really surprised. I asked her why, but she didn't want to tell me at first. Then she told me that Kyle gave an identical necklace to his ex-girlfriend, Stephanie, for her birthday! Now I feel terrible! What should I do? Should I give him back the necklace? Should I break up with him?

Cory

A: I think Leo should ...
B: I disagree. I think he ought to ...

B  Work with a pair who discussed the other problem. Read the problem. Then listen to their advice. Say whether you agree or disagree with them. Give reasons.

3 DESIGN WORKSHOP

Work in pairs. You are designers who design unusual living spaces. A friend has bought the apartment in the picture and wants you to choose furniture to put in it, and design it for him to live in. There is no limit to the amount of money you can spend! Discuss what you will put in the room and where. Use your imagination!

- A:** OK. Let's put the sofa in front of the big window, and a coffee table there, too.
B: I think a big white rug will look nice, and white curtains.
A: Where should we put the bed?



4 LIFESTYLES

A Answer the quiz about your lifestyle.

House and home

- 1 How often do you tidy your house or your room?
- 2 Do you usually put away your clothes and other things after you use them?
- 3 How often do you organize your computer files or photos?

Money

- 4 How often do you buy things on impulse?
- 5 Do you regularly put money in a savings account?
- 6 Do you always know where you have spent your money at the end of the day or week?

Leisure and entertainment

- 7 How often do you go to see a play or a concert?
- 8 How often do you go to parties or go out with friends?
- 9 Do you have a creative hobby like art, or playing music?

B Work in groups. Compare your answers. Based on the answers to the quiz, decide who in your group fits each category below.

The person who lives the most tidily.

The person who uses the computer the most efficiently.

The person who manages money the most carefully.

The person who has the most exciting social life.

The person who spends his/her free time the most creatively.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy, and 1 for things that are difficult.


I can talk about different types of music.	5	4	3	2	1
I can ask about experiences in the past.	5	4	3	2	1
I can give advice.	5	4	3	2	1
I can talk about objects in a house.	5	4	3	2	1
I can compare my lifestyle to other people's lifestyles.	5	4	3	2	1

If you give yourself 1 or 2 for any of the statements, look at the material in Units 5 and 6 again.

Communicative wrap-up

Units 7–8

1 EXPLAIN

A  Work in groups. Choose one of the discussion questions each and take a few minutes to think about your answer. Use the ideas in the boxes to help you.

- 1 Think of a typical dish from your country. Which words can you use to describe it to a person from another country?

Taste: salty/spicy/sweet/sour

Consistency: crunchy/creamy/juicy/greasy

Ingredients: rice/chicken/pasta/fruit

- 2 Think of a couple you know well, such as your parents or grandparents. Explain what you know about their relationship, and how they met.

My dad met my mom on a blind date / at a wedding / at a party.

Dad asked Mom out, and they finally got engaged after a year.

They split up for a while, but then they got back together again.

Two years later, they got married, and I was born two years after that!

- 3 Think of things your friends or family like doing, but you don't like doing. Explain what you prefer doing instead.

My friend, Melissa, likes listening to music, but I'd rather go shopping!


My family all like cooking, but I prefer going out to a restaurant to eat.

My friends like meeting for coffee, but I don't like sitting and talking for too long.


I prefer getting up and doing something!

A: *I would rather not answer Question 1. I don't know much about cooking!*

B: *I'd prefer to answer Question 3, if that's OK.*

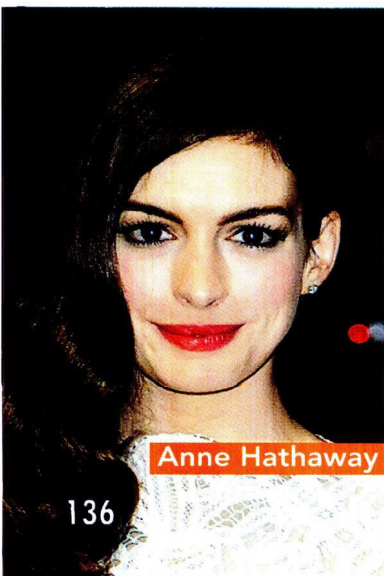
B  Tell your group about the situation you chose in Exercise A.

2 CELEBRITY DATE

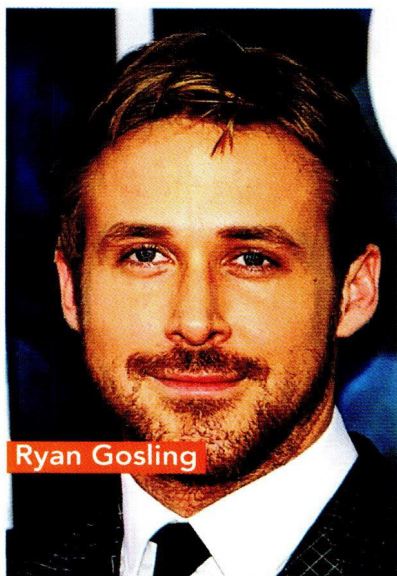
 Work in pairs. You and your partner have won an evening out with one of these celebrities. First, decide which person you would like to spend an evening with and what you would like to do. Then tell the class which person you chose, why, and what you would like to do on your date.

A: *I'd rather not go out with Selena Gomez.*

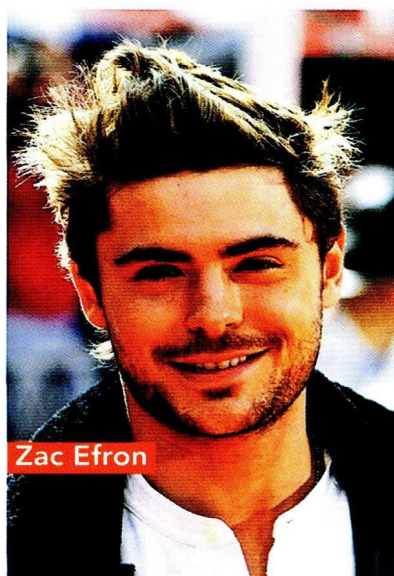
B: *Are you crazy? Why not?*



Anne Hathaway



Ryan Gosling



Zac Efron



Selena Gomez

3 WHAT'S THE PROBLEM?

Work in pairs. Each person in this scene has a problem. Say what the problem seems to be. Suggest what each person should do.



- A: Let's see. It looks like the tray is too heavy for the waiter! He's getting tired.
 B: Yes, he's not strong enough to carry it! Maybe he should get some help.
 A: Or take some things off the tray. Then it'll be light enough for him to carry it.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy, and 1 for things that are difficult.


I can talk about different dishes, and about relationships.	5	4	3	2	1
I can express likes, desires, and preferences.	5	4	3	2	1
I can talk about quantities in general terms.	5	4	3	2	1

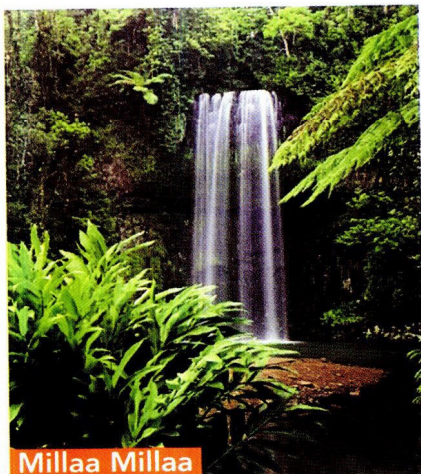
If you give yourself 1 or 2 for any of the statements, look at the material in Units 7 and 8 again.

Communicative wrap-up

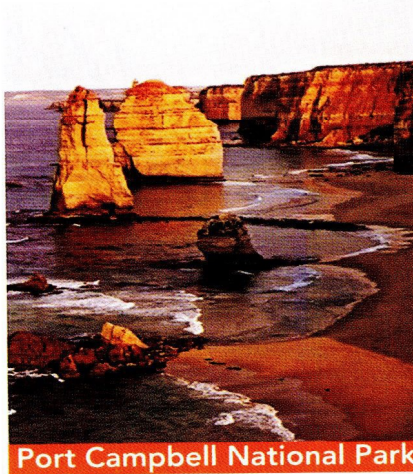
Units 9–10

1 GOING ON VACATION

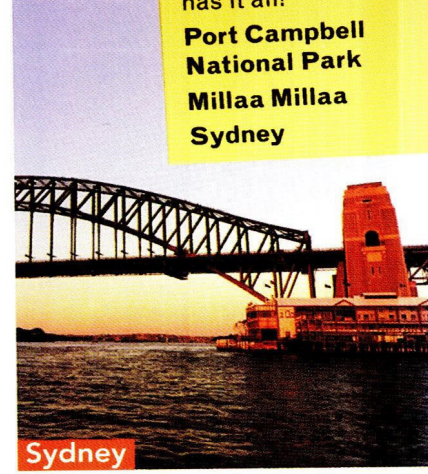
A  Work in pairs. You are going to visit Australia. Choose one place from the poster to visit. Talk about what you think the place might be like, what the weather might be like, and what you might do there.



Millaa Millaa



Port Campbell National Park




Sydney

AUSTRALIA


The country of your dreams!

Sightseeing, fishing, swimming, walking, or just relaxing. Australia has it all!

Port Campbell National Park
Millaa Millaa
Sydney

B  Tell the class which place you are going to visit. Describe what you think the place and the weather might be like and what you are going to do there.

2 EVALUATING AN EVENT

 Work in pairs. Follow the instructions and do a role-play. Then swap roles and repeat.

- Student A, think of an organized event you attended, e.g. a concert, a party, etc. Answer the questions that Student B asks you. Give as much information as possible.
- Student B, your company organized the event that Student A attended, and you are in charge of evaluating it. Interview Student A and complete the evaluation form. Ask follow-up questions. Make a note of this in the Comments column.

Event Evaluation Form

Event: _____

Key: Excellent (E), Very good (VG), OK (OK), Poor (P), Very poor (VP), or Not relevant (NR).

	E	VG	OK	P	VP	NR	Comments
Place							
Music							
Food/Drinks							
Atmosphere							
General impression							


B: So, what did you think of the place?

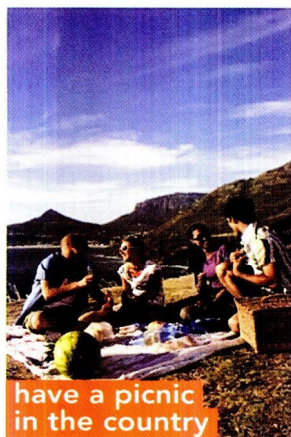
A: Oh, I thought it was good.

B: Why?

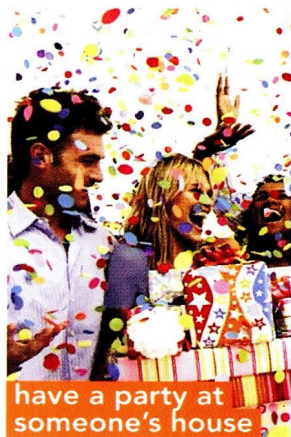
A: Well, it was easy to get to, but I thought it was a little small.

3 ORGANIZING A CELEBRATION

A  Work in pairs. Think of an important event (e.g. a birthday, a graduation, moving into a new house, etc.) that is going to happen in your life soon. Look at the list of different ways of celebrating it and discuss the questions.



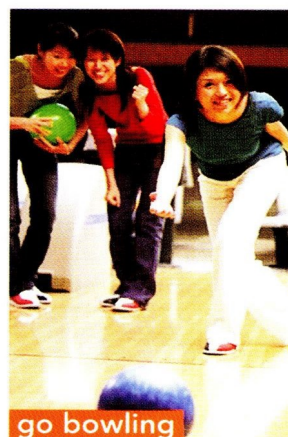
have a picnic in the country



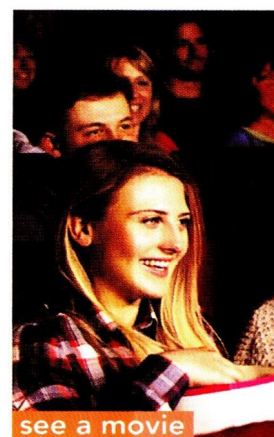
have a party at someone's house



have a meal in a restaurant




go bowling



see a movie

- 1 What are the advantages and disadvantages of each way of celebrating an important event?
- 2 Which option would you choose to celebrate your event?
- 3 Which option do you think your friends would choose? And your family?

B  Choose a way to celebrate the important event you thought of in Exercise A. Follow the instructions and do a role-play.


- Discuss how you are going to organize the celebration. Think about these things.
- Decide who is going to do what.

A: How are we going to invite people to the picnic?

B: Well, I can call some people, and maybe you could email the others.

A: OK. I'll create an e-invitation to send to them. Could you make a list of guests?

invitations
music
food and drinks
place
decorations

C  Explain to the class what you are going to celebrate and how. Describe how you are going to organize the celebration.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.


I can describe places and the weather.	5	4	3	2	1
I can describe and evaluate an event.	5	4	3	2	1
I can talk about different ways of celebrating an important event.	5	4	3	2	1
I can make offers and requests to plan a celebration.	5	4	3	2	1

If you give yourself 1 or 2 for any of the statements, look at the material in Units 9 and 10 again.

Communicative wrap-up

Units 11–12

1 DESIGN A VIDEO GAME

A  Work in groups. Design a video game for young children learning English. Read the instructions and use the questions below to help you organize your ideas.

Your video game should:

- teach a simple language point
- be fun for young children
- be easy to play

1 What language point are you going to teach?

2 What kind of game are you going to create?


3 How is the game played (what do the players have to do)?

4 Does the game have any characters? What do they look like? How are they controlled?

5 What is your game called?

A: We could design a game to teach spelling.

B: Good idea. Let's use a jungle theme.

B  Explain to the class how your video game works.

Our game is played by one player. You control an explorer in a jungle. The explorer is controlled by using the keyboard. You jump onto the platforms and collect the objects. If you collect an object beginning with the right letter, you get a point. If you collect the wrong object, you lose a point. If children play the game, they will practice spelling in a fun way.



2 PAST AND FUTURE LIVES

🗣️ Think about what the lives of your grandparents were like when they were your age. Think about what the lives of your grandchildren will be like when they're your age. Discuss these topics.

- **homes**
What were homes like in the past? What were things made of?
What will homes be like in the future? What will things be made of?
 - **entertainment**
What did people do?
 - **technology**
What gadgets were there in the past?
What gadgets will there be in the future? What will they do?
 - **clothes**
What did people wear in the past? What were clothes made of?
What will people wear in the future? What will clothes be made of?
- A:** Our grandparents' homes were very simple, and they didn't have a lot of things. Furniture was usually made of wood.
- B:** What about our grandchildren? I think their homes will be very different from ours.

3 LIVING WITH TEENAGERS

A 🗣️ Work in pairs. Read this tweet about a competition. Discuss what problems you think parents of teenagers face.

What's the secret to a happy family life with #teenagers?
Send us a video clip on "If I had teenage kids!" Best clip wins a family vacation!

B 🗣️ In pairs, make a list of four pieces of advice you might give to parents of teenagers. Explain why they're good ideas.

Parents of teenagers should ... because if you don't, ...

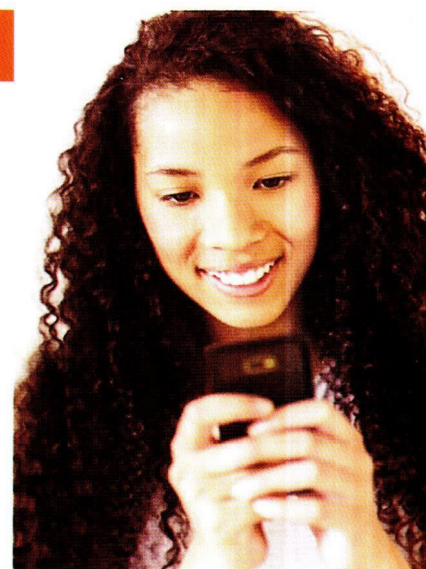
C 🗣️ Make your video clip. Start with "If I had teenage kids, ...", and explain what you would do, and what advice you want to give to parents of teenagers. Either tell your group, or video each other and watch the video clips together!

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy, and 1 for things that are difficult.

I can think creatively to design a game, and talk about how it works.	5	4	3	2	1
I can talk about technology and different types of materials.	5	4	3	2	1
I can give advice on parenting teenagers.	5	4	3	2	1

If you give yourself 1 or 2 for any of the statements, look at the material in Units 11 and 12 again.



Grammar reference

UNIT 1

PAST PROGRESSIVE

Form

We form the past progressive with **was/were** and the **-ing** form of the verb.

	Affirmative	Negative	
I/He/She/It	was	was not (wasn't)	studying.
We/You/They	were	were not (weren't)	

Yes/No questions

Was I/he/she/it	studying?
Were we/you/they	

Short answers

Yes / No	I/he/she/it	was / wasn't.
	we/you/they	were / weren't.

Information questions

What	were	you	doing	three years ago?
Where	was	she	living	in 2009?

Function

We use the past progressive to describe an action that was in progress at a particular moment in the past.
In 2007, I was living in Granada.

1 Complete the sentences with the past progressive form of the verbs in parentheses.

- What _____ you _____ (watch) on TV last night?
- I _____ (surf) the internet at 6 p.m. yesterday evening.
- Where _____ they _____ (go) so early in the morning?
- This time last year, some friends from the U.S.A. _____ (visit) us.
- He _____ (not drive) to the movie theater at 8:15 last night. He was at home.

2 Make questions in the past progressive using the prompts. Then match the questions to the correct answers.

- | | |
|--|--------------------|
| 1 who / dance at the party? _____ | a) Yes, we were. |
| 2 Melanie / sing? _____ | b) Yes, he was. |
| 3 you / play / music all night? _____ | c) Everyone. |
| 4 people / wear / formal clothes? _____ | d) Yes, they were. |
| 5 dad / cook meat / on the barbecue? _____ | e) No, she wasn't. |

PAST PROGRESSIVE AND SIMPLE PAST

Function

We use the **past progressive** to describe the background scene.

*The sun **was shining** and the radio **was playing** my favorite song.*

We use the **simple past** to describe events and actions.

*The storm **hit** the coast and **caused** a lot of damage.*

We use the **past progressive** to describe an action that was in progress when another short action happened.

*We **were sitting** on the beach.
Suddenly, it **started** to rain.*

We use the **simple past** to describe the short action.

We use **while** + **past progressive** to introduce the action in progress.

***While** we **were sitting** on the beach, it started to rain.*

We use **when** + **simple past** to introduce the short action.

*We were sitting on the beach **when** it **started** to rain.*

Use a comma after a *when* or *while* clause at the beginning of a sentence:

I was working at a law office when I met my girlfriend.

When I met my girlfriend, I was working at a law office.

1 Complete the sentences with *when* or *while*.

- 1 My parents met _____ they were studying at college.
- 2 Mischa was shopping _____ she realized she didn't have her phone.
- 3 _____ Bruno drove by and offered her a ride, Lana was waiting at the bus stop.
- 4 _____ we were living in Italy, my brother and I learned Italian.
- 5 Were you sleeping _____ I got home?

2 Complete the sentences with the past progressive or simple past form of the verbs in parentheses.

- 1 I _____ (do) the dishes this morning when the mail _____ (arrive).
- 2 We _____ (find) the Guggenheim museum while we _____ (walk) around the city center.
- 3 When she _____ (meet) Jack, Rachel _____ (work) part-time at a school.
- 4 While Melanie _____ (listen) to music, there _____ (be) a power outage.
- 5 What _____ (do) when you _____ (fall)?

UNIT 2

COMPARATIVES WITH *AS ... AS* / *NOT AS ... AS*

	Form	Function
Affirmative	<i>be + as + adjective + as</i>	to say that two things are equal in some way
	The movie is as good as the book. (The book and the movie are both equally good.)	
Negative	<i>be not + as + adjective + as</i>	to say that one thing is more or less than another thing
	The Eiffel Tower is not as high as The Empire State Building. (The Empire State Building is higher than the Eiffel Tower. / The Eiffel Tower is shorter than the Empire State Building.)	

1 Correct the mistakes.

- 1 100 cm is long as 1 m. _____
- 2 This dress is as expensive than that one. _____
- 3 Black tea is not as stronger as coffee. _____
- 4 Mount Kilimanjaro is not as high Mount Everest. _____
- 5 Jemma is good at chess as me. _____

2 Rewrite the sentences using *as ... as*, or *not as ... as*.

- 1 Both New York and Chicago are interesting. _____
- 2 Learning French is easier than learning Japanese. _____
- 3 Philadelphia is older than Seattle. _____
- 4 Both Jack and Amy are funny. _____
- 5 The Empire State Building is taller than the Chrysler Building. _____

SUPERLATIVES

Function

We use superlatives to compare the characteristics of more than two things.
The Nile is the longest river in Egypt.

Form

We always use *the* with superlative adjectives; we never use *than*.

Most one-syllable adjectives	Add -est	old – the oldest
One-syllable adjectives ending in consonant-vowel-consonant	Double the final consonant and add -est	big – the biggest
Adjectives ending in -e	Take off the -e and add -est	late – the latest
Adjectives ending in consonant + y	Change the y to i and add -est	happy – the happiest
Adjectives with two or more syllables and some one-syllable adjectives e.g. <i>fun, real</i>	Use <i>the most</i> or <i>the least</i> + adjective	boring – the most boring fun – the most fun
Irregular adjectives		good – the best bad – the worst

1 Write the superlative form of the adjectives.

- 1 fat _____ 2 young _____ 3 fascinating _____ 4 bad _____
 5 real _____ 6 nice _____ 7 interesting _____ 8 pretty _____

2 Write superlative sentences using the prompts and an adjective from the box.

scary good popular rich important

- 1 The CEO / person / in a company _____
 2 Chichén Itzá and Machu Picchu / archaeological sites / Latin America _____
 3 Real Madrid / soccer club / history _____
 4 *The Return of the Alien* / TV series / at the moment _____
 5 Jennifer Lawrence / actress / in the 2013 Academy Awards® _____

UNIT 3

REFLEXIVE PRONOUNS

Form

Subject pronouns	I	you	he	she	it	we	you	they
Reflexive pronouns	myself	yourself	himself	herself	itself	ourselves	yourselves	themselves

Function

We use reflexive pronouns:

- when the subject and the object of the sentence are the same.
I looked at myself in the mirror.
- to indicate *without help from another person*.
I can wash the car myself.

We can also use reflexive pronouns with *by* to mean *alone*.
Everyone is out, so I'm here by myself.

1 Complete the sentences with the correct reflexive pronoun.

- 1 People hurt _____ doing extreme sports.
- 2 He cut _____ shaving.
- 3 Why can't you do this _____?
- 4 I chose it _____.
- 5 We didn't prepare the presentation _____.

2 Rewrite the sentences using reflexive pronouns.

- 1 I bought a gift. The gift is for me.
I _____.
- 2 He decorated the house without anyone else.
He _____.
- 3 Alan and I made the dinner. Nobody helped.
We _____.
- 4 Isabel made a dress. The dress is for her.
Isabel _____.
- 5 Robin is learning to play the guitar. He doesn't have a teacher.
He _____.

MODALS OF PERMISSION, REQUEST, AND OFFER

Form / Function

We always use same structure with all modal verbs: subject + modal verb + base form of the verb

Asking for permission			Short answers: giving or denying permission
Could	I	make a reservation, please?	Yes, you can. / No, you can't.
May	we	see your e-ticket, please?	Yes, you may. / No, you may not.
Can		take a photo?	
Making a request			Short answers: accepting or refusing a request
Could	you	open the door, please?	Yes, I can.
Can		carry these bags for me?	No, I can't.
Making an offer			
Can	I	book a room for you?	
	we	help you with anything?	
I	will	call a taxi for you.	
We		reserve you a seat.	

1 Write the words in the correct order to make sentences.

- 1 please / to / I / may / next / window / sit / the / ?

- 2 carry / suitcases / you / could / the / ?

- 3 in / the / not / cell phone / use / your / may / you / library

- 4 lend / me / you / could / pen / a / please / ?

- 5 passport / your / see / can / I / ?

2 Complete the conversation with could, can, can't, may or will.

- A: Excuse me, (1) _____ you take my order, please?
B: Certainly, what would you like?
A: (2) _____ I have a cappuccino and a piece of cake, please?
B: Anything else?
A: Yes, I'm not happy with this table. (3) _____ you find us a table outside, please?
B: I'm sorry, but guests (4) _____ sit outside today. I (5) _____ see if there's a table by the window. Is that OK?

UNIT 4

PRESENT PERFECT – EVER/NEVER

Function

We use the present perfect to talk about experiences in the past. The exact time that the experience happened is not known or is not important.

We have visited Egypt.

Form

We form the present perfect with *have* and the past participle. We can also use *never* and *ever* between *have* and the past participle.

Statements

I/You/We/They	have ('ve)	(never)	sung karaoke.
He/She/It	has ('s)		

We use *never* in statements. It means *at no time up to now*.

I have never learned to scuba dive.

Yes/No questions

Have	I/you/we/they	(ever)	sung karaoke?
Has	he/she/it		

We use *ever* in questions. It means *at any time up to now*.

Have you ever ridden a motorcycle?

We can also use *before* in questions. It means the same as *ever*.

Have you ridden a motorcycle before?

Short answers

Yes/No	I/you/we/they	have/haven't.
	he/she/it	has/hasn't.

Information questions

Where	have	you	been?
What	has	he	learned?

Regular past participles have the same form as the simple past. See page 129 for the list of irregular past participles.

Go

The verb *go* has two past participle forms: *been* and *gone*.

Use *been* to talk about places you have visited in the past:

She has been to Egypt. (She visited Egypt at some point in the past. Now she is back at home.)

Use *gone* to explain where a person is at the moment.

She has gone to Egypt. (She is on a trip to Egypt and she is still there.)

1 Correct the sentences.

1 I haven't never met anyone famous.

2 My friend has ever tried oysters.

3 Has he ever gone to Ireland?

4 We have never eated lobster.

5 Lindsey and Catherine have never swam in the ocean.

2 Write sentences in the present perfect using the prompts and *ever* or *never*.

- 1 You / break / a bone / ?

- 2 They / make / sushi / ?

- 3 She / not go / tropical country

- 4 We / not see / a tornado

- 5 He / write / a love letter / ?

PRESENT PERFECT – HOW LONG AND FOR/SINCE

Function

We use *how long* with the present perfect to ask about the duration of an activity, or action that began in the past and continues up to the present.

How long have you known Joe?

We use the present perfect with *for* to talk about a length of time.

I've known Joe for two years.

We use the present perfect with *since* to talk about a point in time when an action started.

I've known Joe since 2012.

Form

How long + present perfect

How long	have	I/you/we/they	lived here?
	has	he/she/it	

Present perfect + *for/since*

I/You/We/They	have	lived here	for	two weeks / three days / five years / years.
He/She/It	has		since	Monday / last month / yesterday / 2008.

1 Complete the sentences.

- 1 How _____ have you had your car?
- 2 How long _____ Denise been a student?
- 3 How long have you _____ on a diet?
- 4 I haven't eaten Chinese food _____ a long time.
- 5 I have failed my driving test three times _____ February.

2 Complete the questions using the prompts in parentheses. Then complete the answers using the words in parentheses and *for* or *since*.

- 1 How long _____ ? (Sandra and Jon / have / a dog)
_____ . (last week)
- 2 How long _____ ? (your sister / study / chemistry)
_____ . (six months)
- 3 How long _____ ? (he / live / in Portland)
_____ . (two years)
- 4 How long _____ ? (your dad / work / at the factory)
_____ . (1999)
- 5 How long _____ ? (you / be / here)
_____ . (45 minutes)

UNIT 5

PRESENT PERFECT AND SIMPLE PAST

Function

We use the simple past to talk about things that happened at a specific time in the past.

I went to Mount Rushmore last month.

We use the present perfect to talk about things that happened at a non-specific time in the past.

I have (I've) been to Mount Rushmore.

1 Choose the correct option.

- He *has been* / *went* white water rafting last summer.
- They *'ve never been* / *didn't go* to a wedding in a foreign country before.
- Did you ever see* / *Have you ever seen* a movie in another language?
- I *'ve lost* / *lost* my wallet yesterday.
- Francisca *has lived* / *lived* in Bogotá when she was young.

2 Complete the conversation with the words in parentheses in the simple past or present perfect, and ever or never, if necessary.

- A: (1) _____ (you go) to the Newport Jazz Festival?
 B: Yes I (2) _____ (go) last year.
 A: (3) _____ (you meet) a famous musician?
 B: No, I haven't, but I (4) _____ (have lunch) with a well-known actor.
 A: I (5) _____ (sit) next to Antonio Banderas on a flight to Los Angeles many years ago.

SHOULD AND OUGHT TO FOR ADVICE

Function

We use *should* and *ought to* to ask for and give advice, and make recommendations.

You should go to the doctor.

He ought to exercise more.

Should I tell them about this?

Form

We always use the same structure with modal verbs: subject + modal verb + base form of the verb.

Affirmative	You	should ought to	go to bed earlier.	Information questions			
				What	should	I	do?
Negative	You	shouldn't	go to bed so late.				
Yes/No questions				Short answers			
Should	I	get a part-time job?		Yes/No	you	should/shouldn't.	

1 Check the correct sentences. Correct the incorrect sentences.

- He oughts to go to the doctor.

- People ought use public transportation more often.

- Should I use my credit card for all my shopping? No, you should.

- You should check the spelling in a dictionary.

- We should to email them about the party.

2 Complete the sentences, using the verb in parentheses and the correct form of *should* or *ought to*.

- 1 I can't wake up early in the morning.
You _____ to bed so late. (go)
- 2 I feel really dizzy when I stand up.
You _____ a doctor. (see)
- 3 Helena wants to be an engineer.
She _____ math and science at school. (study)
- 4 If I want to improve my English, _____ to Australia? (go)
Yes, you should. They speak English there. And the weather is really nice!
- 5 Should I _____ about making mistakes in class? (worry)
No, _____. Making mistakes helps you learn.

UNIT 6

HAVE TO FOR OBLIGATION AND NEED TO FOR NECESSITY

Form

We always use the same structure with modal verbs: subject + modal verb + base form of the verb.

Function

We use *need to* and *have to* to talk about an obligation or necessity.

I need to finish this essay before 5 p.m.

You have to show your passport to immigration officials.

We use *don't/doesn't have to* or *don't/doesn't need to* when it's not necessary to do something, or when there is no obligation.

You don't have to attend the meeting. (It's optional.)

1 Choose the correct option.

- 1 You *don't have to* / *have to* put your phone on silent in class.
- 2 Nurses *need to* / *don't need to* wear a uniform while they are working.
- 3 Passengers *need* / *need to* buy a ticket to travel on the subway.
- 4 I *have to* / *have* go. I'm late for an appointment.
- 5 You *don't have to* / *haven't to* be a citizen of the U.S.A. to apply to an American university.

2 Complete the sentences using the verb in parentheses and *(don't) have to* or *(don't) need to*.

- 1 You _____ (complete) a registration form on arrival.
- 2 You _____ (leave) room keys at reception when you go out, but you _____ (pay) for lost keys.
- 3 Guests _____ (go) on the tours. They are optional.
- 4 You _____ (take) towels to the pool. There are extra towels there.
- 5 Guests _____ (check out) before 1 p.m.

COMPARATIVE AND SUPERLATIVE ADVERBS

Function

We use comparative and superlative adverbs to compare actions.
I talk *more slowly* in English than in my own language.

Form

We form most comparative adverbs with *more* or *less* + adverb.

Anna attends the class *more regularly* than Sophia.

We form most superlative adverbs with *the most* + adverb.

Rania writes *the most* often.

Most regular comparative and superlative adverbs end in *-ly*, but some are irregular.

Irregular adverbs

Adverb	fast	often	well	bad	hard	loud
Comparative	faster	more often	better	worse	harder	louder
Superlative	the fastest	the most often	the best	the worst	the hardest	the loudest

1 Choose the correct option.

- I speak English *more worse* / *worse* than my brother.
- The new director schedules meetings *more* / *the most* regularly than the old one.
- David usually tidies up *more* / *the most* often than the other students.
- Mariana draws *the best* / *better* of all the new students.
- He drives *the least* / *less* carefully of all my friends.

2 Complete the sentences using adverbs from the box in their comparative or superlative form.

well quickly badly early often

- My sister cooks _____ my brother. He can only make eggs and toast.
- I take out the garbage _____ in our house. I never do it.
- I sing _____ than my sister does. I'm terrible!
- His health improved _____ we thought. That's good news!
- Zoe gets up _____ in the family. She gets ready and leaves the house at 6:30 a.m.

UNIT 7

TOO, ENOUGH, NOT ... ENOUGH

Function

We use *too* + adjective when we say there is more than we need.

I can't swim in the sea today. It's *too cold*.

We use adjective + *enough* when the amount is sufficient.

The soup is *hot enough*. It's *just right*.

We use *not* + adjective + *enough* when we say there is less than we need.

The food is *tasteless*. It isn't *spicy enough*.

Form

too + adjective	adjective + enough	not + adjective + enough
The soup is too cold.	The chicken is hot enough.	The sauce isn't spicy enough. The drinks aren't cold enough.

1 Complete the sentences with *too* or *enough*.

- I like a lot of outdoor space. This yard isn't big _____.
- These curry dishes don't need more chilli. They're spicy _____.
- Jeremy won't eat fried potatoes. He says they're _____ greasy.
- Fast food is often delicious, but it's not nutritious _____.
- Ugh! How much sugar did you put in the tea? It's _____ sweet.

2 Complete the sentences using the adjective in parentheses and *too*, *enough*, or *not ... enough*.

- This shrimp risotto is delicious. It has the right amount of cream in it. (*creamy*)
The shrimp risotto _____.
- I think you should put less salt in the beef stroganoff next time. (*salty*)
The beef stroganoff _____.
- Should I turn up the music a little? The party is very quiet. (*loud*)
The music _____.
- Max is only seven. He can't walk to school by himself. (*old*)
Max _____ to walk to school by himself.
- The English exam was very difficult. I couldn't do it. (*hard*)
The exam _____.

QUANTIFIERS

Function

Too many and *too much* mean more than you want.
Not enough means less than you want.
A few means not very many.
A little means not very much.
More, *fewer*, and *less* are used to make comparisons.

Form

Uncountable nouns

There's too much butter.
There isn't enough salad.
There's only a little rice.
He wants less cream.
He wants more bread.

Countable nouns

There are too many chips.
There aren't enough bananas.
There are only a few vegetables.
He wants fewer potatoes.
He wants more tomatoes.

1 Choose the correct answer.

- Let's try and drink *fewer* / *less* sodas.
- Would you like *a little* / *a few* fruit?
- There aren't enough *eggs* / *sugar* to make this dish.
- There are too *much* / *many* cakes. I don't know which one to buy.
- I would like to eat *less* / *fewer* salt.

2 Look at the recipe and the ingredients Carla has. Complete the sentences with foods from the recipe.

Recipe

100 grams butter
150 grams chocolate
100 grams sugar
4 bananas
10 digestive biscuits
200 ml cream

Carla's kitchen

100 grams butter
50 grams chocolate
500 grams sugar
8 bananas
5 digestive biscuits
150 ml cream

- Carla has enough _____.
- She doesn't have enough _____.
- She needs fewer _____.
- She needs less _____.
- She needs more _____.

UNIT 8

EXPRESSING LIKES, DESIRES, AND PREFERENCES

Function

We use *would like* to express a desire to do something.

I would like to see the new Leonardo DiCaprio movie.

We use *like* to express a general enjoyment of something.

They like eating out now and then.

We use *would prefer/would rather* to express a preference.

I would prefer to do indoor activities than go outside.

They would rather stay in tonight.

Form

	Affirmative	Negative	Questions
like + -ing form	He likes <i>visiting</i> museums.	They <i>don't</i> like <i>shopping</i> online.	Do you like <i>swimming</i> ? What do you like <i>doing</i> ?
would ('d) like + the full infinitive	I'd like to order a salad, please.	She <i>wouldn't</i> like to go on a blind date.	Would he like to come with us?
would ('d) prefer + the full infinitive	We would prefer to stay at home tonight.	We would prefer <i>not</i> to drive.	Would you prefer to <i>shop</i> online?
would ('d) rather + base form	I would rather eat fish instead of chicken.	He would rather <i>not</i> play video games.	Would you rather <i>have</i> rice with your meal?

1 Correct the sentences.

1 Michael and Emma would prefer get take-out tonight.

2 I don't like to wearing jeans to work.

3 They'd rather to split the bill on the first date.

4 Would you like use my phone?

5 I'd not rather watch TV today.

2 Complete the sentences using the prompts.

1 I _____ pasta for dinner. (*rather / have*)

2 My family _____ to Canada on vacation. (*prefer / go*)

3 People in my country _____ their summer vacations in the city. (*not like / spend*)

4 My sister _____ in a city far away from home. (*would not like / study*)

5 I _____ part in marathons. (*like / take*)

GERUND PHRASES AS SUBJECT AND OBJECT

Form

The gerund is the *-ing* form of the verb which can function as a noun. It can come before or after the verb. When it comes before the verb, it is the subject of the sentence. When it comes after the verb, or after a preposition, it is the object.

Gerund phrases as subjects	Gerund phrases as objects	Gerund phrases after prepositions
Swimming is a great form of exercise.	I like <i>reading</i> non-fiction books.	I'm thinking of <i>buying</i> a new laptop.

1 Complete the sentences using the verbs in the box in the gerund form.

arrive give go join have

- 1 He's not good at _____ relationship advice.
- 2 _____ late for a job interview gives a bad impression.
- 3 Frances is planning on _____ eggs for breakfast.
- 4 I don't like _____ to formal dress parties.
- 5 _____ a sports club is a good way to meet people.

2 Check the correct sentence. Correct the incorrect sentences.

- 1 To eat fruit and vegetables is good for your health.

- 2 I enjoy to cycle because it's a great form of exercise.

- 3 I'm thinking of join an online dating site.

- 4 I'm good at talking to new people.

- 5 I really like make gifts for my friends and family.

UNIT 9

MAY, MIGHT AND WILL FOR FUTURE POSSIBILITY

Function

We use *may/might* and *will* to talk about things that are possible in the present or future.

We use *may/might* when we are not very certain.

We might go to the beach next weekend. We're not sure.

We use *probably will* when we are quite certain.

It's sunny today, so we'll probably have a barbecue.

We use *will* or *definitely will* when we are certain or very certain.

We left five minutes ago so we'll definitely be late.

Form

Affirmative

may/might/will + base form

I *may* visit my aunt next week.

It *will* (It'll) be sunny and dry tomorrow.

Negative

may/might/will not + base form

He *might not* take the full-time position.

I *won't* be at work next week.

Note the word order when we use *probably*, or *definitely*, with *will*:

Affirmative

will + definitely / probably

I'll *definitely* see you this evening.

He'll *probably* arrive late.

Negative

definitely / probably + won't

I *definitely won't* see you tomorrow.

He *probably won't* arrive on time.

Short answers

definitely / probably + will / won't

Will you buy it? I *definitely will*.

Will you buy it? I *probably won't*.

1 Choose the correct option to complete the sentences.

- 1 In the future, people *will* / *won't* probably stop reading paper books.
- 2 The 2024 Olympics *might* / *will* definitely be in Toronto, Canada, or Nairobi, Kenya.
- 3 Nicole definitely *will* / *won't* come tonight. She's going to a wedding.
- 4 I'm thinking about going to the beach tomorrow because it *might* / *won't* be hot.
- 5 They aren't sure, but scientists think that there *will* / *may* be life on other planets.

2 Complete the sentences using the words in parentheses and will or won't.

- 1 I _____ book the tickets tomorrow. I promise! (*definitely*)
- 2 He _____ come for dinner. He wasn't feeling well yesterday. (*probably*)
- 3 Next year, Susan _____ travel to India, but nothing is certain yet. (*probably*)
- 4 This Saturday, we _____ have a barbecue as the weather _____ be bad. (*definitely* / *definitely*)

WILL AND GOING TO

Function

We use *will* and *going to* to make predictions about the future.

It will be windy and foggy tomorrow.

It's going to rain later.

We use *will* for spontaneous decisions – things we decide to do at the moment of speaking.

Are we meeting at your place for coffee? Great, I'll bring a cake.

We use *going to* to talk about future plans and intentions.

I'm going to walk more this year.

1 Read the sentences and choose the function. Write *plan*, *intention*, *prediction*, or *decision*.

- 1 We are going to organize a craft fair this weekend.
- 2 I'm really tired lately. I'm going to go to bed at 10 p.m. from now on.
- 3 **A:** I've forgotten my dictionary.
B: It's OK. I'll lend you mine.
- 4 What are you going to buy Joanna for her birthday?
- 5 I think people will work less in the future.

2 Choose the correct option to complete the sentences.

- 1 Are you hungry? *I'll* / *I'm going to* make you something to eat.
- 2 We're not free this Saturday evening. *We'll* / *We're going to* go to the movie theater.
- 3 My new year's resolution is that *I'm going to* / *I'll* study harder.
- 4 **A:** Oh, no! It's 5 o'clock already.
B: Don't worry. *I'm going to* / *I'll* give you a ride.
- 5 Did you hear the news today? *They'll* / *They're going to* build a new shopping center.

UNIT 10

INFINITIVES OF PURPOSE

Function

We use infinitives of purpose and *in order to* to say why someone does something.

Form

Infinitives of purpose use the form of the verb with *to*.

He exercises regularly to keep in shape.

In negative sentences we use *in order not to*.

He backs up his files on his hard drive in order not to lose anything.

1 Check the correct sentence. Correct the incorrect sentences.

- 1 Pass the exam, you need a score of at least 50%.

- 2 Patricia entered the room quietly in order to wake her roommates.

- 3 Could you call the bakery find out the cost of the cake?

- 4 I'm going to buy a magazine in order to have something to read on the train.

- 5 You need three years of management experience in order for apply for the job.

- 6 I'll put the keys on the table not to forget them when I leave.

2 Complete the text with affirmative or negative infinitives of purpose using the verbs in the box.

attract celebrate symbolize sweep

Chinese families get together on the first day of the lunar calendar

(1) _____ Chinese New Year. The day before, family members clean the house (2) _____ away bad luck and make room for good fortune. It's bad luck to clean on New Year's Day. People decorate their houses in red (3) _____ prosperity and happiness. For their main New Year dinner, the Chinese eat dumplings. After dinner, families play cards and board games. They do not turn the lights off until after midnight (4) _____ evil spirits.

REVIEW OF FUTURE FORMS

Function

simple present	To talk about future events which are at a specific time, on a schedule.	My tennis lesson <i>starts</i> at 9 a.m. every Saturday.
present progressive	To talk about future events we have already arranged to do.	<i>I'm seeing</i> Joshua on Friday at 10 a.m.
going to	To make predictions about the future. To talk about plans and intentions decided before the moment of speaking.	I think it's <i>going to be</i> sunny this weekend. They're <i>going to get</i> married this year.
will	To make predictions about the future. To talk about spontaneous decisions we make at the moment of speaking.	I think we <i>will finish</i> early tomorrow. <i>I'll pick</i> you up.

1 Choose the correct answer.

- 1 The train *leaves* / *is going to leave* at 2:30 p.m. every day.
- 2 We're *going to* / *going to go to* Lisa and Toby's wedding on Saturday.
- 3 That jacket you bought Paul is really nice. He *is loving* / *will love* it!
- 4 We *have* / *are having* a party this weekend. Do you want to come?
- 5 Would you like to go for a drink later? I can't. I *'ll meet* / *'m meeting* my book club friends.

2 Complete the conversation with the correct future form of the verbs in parentheses.

- A: What (1) _____ (do) on Saturday morning, Tim?
 B: I (2) _____ (have) a guitar lesson at 10 a.m. Why?
 A: I (3) _____ (go) shopping to buy a gift for Adam. Do you want to come after your class?
 B: I'm sorry, I can't. I (4) _____ (have) an exam on Monday and I need to study. I (5) _____ (spend) the whole weekend studying!

UNIT 11

SIMPLE PRESENT PASSIVE

Function

We use the passive when we do not know, or are not interested in who, or what, does something. The action is more important than the person who does it.

Cheese is made from milk.

We also use the passive when we want to mention important information first, by making the object of the active sentence, the subject of the passive sentence.

Moscow is visited by millions of people every year.

(Millions of people visit Moscow every year. We use the passive to put the emphasis on *Moscow*, not on the *millions of people*.)

Form

Affirmative	simple present <i>be</i> + past participle	<i>New Year is celebrated</i> in April in Bangladesh.
Negative	simple present <i>be</i> + <i>not</i> + past participle	The flight to Spain <i>is not delayed</i> .
Questions	simple present <i>be</i> + subject + past participle	<i>Is cheese made</i> from milk? <i>Where are tigers found</i> ?
With modals	modal verb + <i>be</i> + past participle	Old phones <i>should be recycled</i> .

1 Match 1–5 to a–e to make sentences.

- | | |
|------------------------------|---|
| 1 The mail | a) are asked to create a password. |
| 2 About 200,000 songs | b) is collected at 5 p.m. |
| 3 Travelers to North America | c) be sent travel updates on their cell phones. |
| 4 Passengers should | d) are required to carry a visa. |
| 5 Facebook users | e) are downloaded every second. |

2 Complete the sentences with the passive form of the verbs in the box.

serve grow speak teach recycle

- Coffee _____ in Brazil and Colombia.
- Plastic bags and aerosol cans cannot _____.
- In Switzerland, four languages _____.
- I'm sorry, but breakfast _____ after midday in the hotel.
- Which courses _____ at your college?

SIMPLE PAST PASSIVE

Form

The simple past passive has the same form as the simple present passive for affirmative, negative, and questions, but it uses the simple past of *be*.

simple past *be* + past participle

The first photograph was taken in 1826.
Radium *wasn't* discovered in 1850.
Was radium discovered in 1898?
Why was the zipcode invented?

To make a passive sentence from an active sentence, move the object of the active sentence to the subject of the passive sentence. If we want to keep the subject from the active sentence, we use *by*.

Active	subject + active verb + object	Wallace Carothers discovered <u>nylon</u> in 1935.
Passive	active object + passive verb (+ <i>by</i> + active subject)	<u>Nylon</u> was discovered in 1935 (by Wallace Carothers).

1 Complete the sentences with the simple past passive form of the verbs in parentheses.

- The first Beatles' concert in the U.S.A. _____ in 1964. (*celebrate*)
- The first YouTube videos _____ in 2005. (*upload*)
- The Museum of Modern Art _____ by millions of tourists last year. (*visit*)
- Penicillin _____ by Fleming in 1928. (*discover*)
- The first electric cars _____ in the 19th Century. (*drive*)

2 Rewrite these sentences in the passive. Use *by* if possible.

- A French writer won the award.

- People did not eat a lot of food at the party.

- Someone found a wallet on the floor.

- Police arrested two suspects last night.

- Apple invented the iPhone.

UNIT 12

ZERO AND FIRST CONDITIONALS

Form

	Conditional clause	Result clause
Zero conditional	if/when + simple present <i>If you mix red and white, you get pink.</i> <i>When you mix red and white, you get pink.</i> <i>Do you get pink when you mix red and white?</i> <i>What color do you get when you mix red and white?</i>	simple present
First conditional	if + simple present <i>If it rains this weekend, we won't have a barbecue.</i> <i>If you apply for the job, you might get it.</i> <i>Will we have a barbecue if it rains?</i> <i>What will we do if it rains?</i>	will/won't/may/might/could + base form

The conditional clause can come before or after the result clause. If it comes before, use a comma.
If it comes after, do not use a comma.
If you have to study, we won't go out. We won't go out if you have to study.

Function

We use the zero conditional to talk about things which are generally true.

When you heat water to 100°C, it boils.

We use the first conditional to talk about things which are real possibilities.

If I see Holly later, I'll ask her to call you.

We can also use *may/might/could* in the result clause of first conditional sentences to express less certainty.

If I get an interview, I might buy a new suit.

1 Correct the sentences.

- When you will heat ice, it melts.

- Plants die if they won't get enough water.

- If I miss the train, I don't arrive on time.

- If we go out tonight, we get a taxi home.

- If I will have to work late on Thursday, I won't come to the movie theater.

2 Complete the sentences with the correct form of the verbs in parentheses.

- When you _____ (want) to log onto Twitter, you have to enter a password.
- If I have enough money this summer, I _____ (go) to Japan.
- Dana might arrive late if there _____ (be) a lot of traffic.
- If I _____ (not get) the job, I will take an online course.
- Even if it rains this evening, I _____ (take) the dog for a walk.

SECOND CONDITIONAL

Form

if + simple past, would/wouldn't/might/could + base form

If I had a different career, I would be a vet.

If he didn't watch TV all the time, he would have other interests.

Would you finish it if I helped you? Yes, I would./No, I wouldn't.

Where would you go if you won \$10,000?

In second conditional sentences, we use the simple past form *were* with *I, he, she, and it*, instead of *was*.

If I were you, I would tell her the truth.

Would is often contracted to *'d*.

If I had more money, I'd buy a better car.

Function

We use the second conditional to talk about unreal situations in the present and future.

If you spoke French, you could work in the Montreal office. (But you don't speak French, so you can't work there.)

1 Choose the correct option to complete the sentences.

- 1 If I **win** / **won** the lottery, I'd go on a safari in South Africa.
- 2 I wouldn't need a car if I **live** / **lived** near a train station.
- 3 Who **will** / **would** you be if you were a famous person for the day?
- 4 I'd swim in the Great Barrier Reef if I **went** / **might go** to Australia.
- 5 If I didn't have to go to work, I **would** / **will** study and paint.

2 Complete the sentences with the correct form of the verbs in parentheses.

- 1 If I _____ (have) a different job, I _____ (be) a writer. I don't like writing.
- 2 If I _____ (find) lots of money, I _____ (tell) the police. I wouldn't keep it.
- 3 If I _____ (be) rich, I _____ (travel) all over the world. I want to see everything.
- 4 If I _____ (win) some money, _____ (buy) lots of clothes. There are more important things.
- 5 If I _____ (have to) study, we _____ (go) out this evening.

open Mind

Level 2

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COMMON EUROPEAN FRAMEWORK

A1	A2	B1	BI+	B2	CI
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Level indicator is an exit level.



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System requirements for online components

Windows

	Windows 7 & 8
CPU Speed (equivalent)	Any 2 GHz dual core processor or above.
Browser	IE 9, 10, 11 / Firefox / Chrome

Apple Macintosh OS

	10.7	10.8	10.9
CPU Speed (equivalent)	Any 2 GHz dual core processor or above.		
Browser	Safari 6		

Internet connection required

RAM: 1GB (32-bit), 2GB (64-bit), Display: 1024 x 768 pixels, 32-bit colour, Audio sound card

While the online components may work for other browsers, we encourage using the browsers specified in the system requirements.

For customer support please contact help@macmillan.com