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FOUR CORNERS

Second Edition

Student's Book
with Online Self-Study

JACK C. RICHARDS & DAVID BOHLKE



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

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

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

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

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

Mahyar Roustae
Managing Director

Iran Europe Language Institute

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

Mission and Vision

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

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

Values

Service

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

Integrity

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

Respect

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

Relationships

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

Innovation

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

Teamwork

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

Our Responsibilities – Your Rights:

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

Plus Points and Special Offers

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

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Scope and sequence

LEVEL 4	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
Unit 1 Pages 3–12			
The news A <i>Stories in the news</i> B <i>I totally agree.</i> C <i>Survival stories</i> D <i>Creating news</i>	Students can... <input checked="" type="checkbox"/> tell news stories <input checked="" type="checkbox"/> agree and disagree with opinions <input checked="" type="checkbox"/> ask questions and talk about a news story <input checked="" type="checkbox"/> discuss a news story	Verb tenses – statements Verb tenses – questions	News sections Actions in the news
Unit 2 Pages 13–22			
Communicating A <i>Language learning</i> B <i>One possibility is...</i> C <i>Have her message me.</i> D <i>Modern Communication</i>	Students can... <input checked="" type="checkbox"/> give and discuss language-learning tips <input checked="" type="checkbox"/> express interests <input checked="" type="checkbox"/> offer options <input checked="" type="checkbox"/> talk about ways of communicating <input checked="" type="checkbox"/> discuss their communication preferences	Present perfect continuous Verb + object + verb	Language-learning tips Communicate... or not?
Unit 3 Pages 23–32			
Food A <i>Street food</i> B <i>Sounds good to me.</i> C <i>Mix and bake</i> D <i>Future food</i>	Students can... <input checked="" type="checkbox"/> describe ways food is prepared <input checked="" type="checkbox"/> give and accept recommendations <input checked="" type="checkbox"/> describe steps in a recipe <input checked="" type="checkbox"/> discuss what people may eat in the future	Present passive Time clauses	Food preparation Tastes and textures
Unit 4 Pages 33–42			
Behavior A <i>The right thing to do</i> B <i>I didn't realize that.</i> C <i>Doing things differently</i> D <i>Acts of kindness</i>	Students can... <input checked="" type="checkbox"/> discuss how they would react to situations <input checked="" type="checkbox"/> express and acknowledge expectations <input checked="" type="checkbox"/> talk about past hypothetical situations <input checked="" type="checkbox"/> discuss ways to be kind	Second conditional Past modals for hypothetical situations	Polite and impolite behavior Word partners
Unit 5 Pages 43–52			
Travel and tourism A <i>Cities</i> B <i>I'll let someone know.</i> C <i>Travel experiences</i> D <i>My town, the best town</i>	Students can... <input checked="" type="checkbox"/> make comparisons about cities <input checked="" type="checkbox"/> report and respond to a problem <input checked="" type="checkbox"/> report commands and advice <input checked="" type="checkbox"/> discuss ideas for a festival in their town	Comparatives and superlatives Reporting commands and advice	Compound adjectives Travel talk
Unit 6 Pages 53–62			
The way we are A <i>Who I am</i> B <i>Sorry, but can I ask something?</i> C <i>Wishing for change</i> D <i>Alternative therapies</i>	Students can... <input checked="" type="checkbox"/> talk about character traits <input checked="" type="checkbox"/> interrupt politely <input checked="" type="checkbox"/> agree to an interruption <input checked="" type="checkbox"/> talk about present wishes <input checked="" type="checkbox"/> discuss ways to relax	Defining relative clauses <i>Wish</i>	Character traits Tips to manage stress

Functional Language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Agreeing with an opinion Disagreeing politely</p>	<p>Listening: Today's news News reports based on viewer-submitted photos Pronunciation: Reduced vowel sounds</p>	<p>Reading: "Citizen Journalism" A magazine article Writing: Become a citizen journalist</p>	<ul style="list-style-type: none"> Information exchange about news stories <i>Keep talking:</i> Interview about news-reading habits Opinions on reading the news Information exchange about headline news <i>Keep talking:</i> Board game to practice questions A news blog
<p>Interactions: Expressing interest Offering opinions</p>	<p>Listening: Options for English classes Favorite methods of communication Pronunciation: Unreleased final consonant sounds</p>	<p>Reading: "Too Much Information" A magazine article Writing: A conversation in writing</p>	<ul style="list-style-type: none"> Discussion of improving English to communicate successfully <i>Keep talking:</i> "Find someone who" activity about recent experiences Role play about language class options Personal anecdotes about communicating <i>Keep talking:</i> Role play of body language Class survey about most popular ways of communicating
<p>Interactions: Giving a recommendation Accepting a recommendation</p>	<p>Listening: Healthy eating habits The San Francisco Gourmet Chocolate Tour Pronunciation: Linked consonant and vowel sounds</p>	<p>Reading: "What Will You Be Eating 25 Years from Today?" A magazine article Writing: A recipe</p>	<ul style="list-style-type: none"> List of popular street foods <i>Keep talking:</i> Description of festival foods Role play about finding time to cook Description of an original snack <i>Keep talking:</i> Interview about fun food facts A plan for a food tour
<p>Interactions: Expressing an expectation Acknowledging an expectation</p>	<p>Listening: Cross-cultural differences Radio talk show about acts of kindness Pronunciation: Reduction of <i>have</i></p>	<p>Reading: "Make Someone Happy" A magazine article Writing: An act of kindness</p>	<ul style="list-style-type: none"> Interviews about reactions to different situations <i>Keep talking:</i> Information exchange about reaction to dilemmas Information exchange about customs in different countries Information exchange about past hypothetical situations <i>Keep talking:</i> Discussion of right and wrong decisions Discussion about kind acts
<p>Interactions: Reporting a problem Responding to a problem</p>	<p>Listening: Hotel problems City festivals Pronunciation: Linking of same consonant sounds</p>	<p>Reading: "Welcome to Medellin, Columbia – The City of Everlasting Spring" A website Writing: Creating a home page</p>	<ul style="list-style-type: none"> Comparison of different cities <i>Keep talking:</i> Travel adventure game Role play about a hotel situation Advice for foreign visitors <i>Keep talking:</i> Interview about solutions to travel problems A plan for a town festival
<p>Interactions: Interrupting politely Responding to an interruption</p>	<p>Listening: Type A and Type B personalities Guided imagery Pronunciation: Stress in thought groups</p>	<p>Reading: "Therapies That Work!" An article Writing: About relaxation</p>	<ul style="list-style-type: none"> Discussion about job and personality matches <i>Keep talking:</i> Discussion of birth order and personality Discussion about personality Information exchange about making wishes <i>Keep talking:</i> Board game about wishes Brainstorm creative ways to relax

LEVEL 4	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 63–72 New ways of thinking A <i>Inventions</i> B <i>Got any suggestions?</i> C <i>Accidental inventions</i> D <i>Making life easier</i>	Students can . . . <input checked="" type="checkbox"/> describe important inventions <input checked="" type="checkbox"/> elicit ideas <input checked="" type="checkbox"/> suggesting solutions <input checked="" type="checkbox"/> discuss how things have been improved <input checked="" type="checkbox"/> describe something they invented	<i>So and such</i> The passive	Positive and negative descriptions Verb and noun formation
Unit 8 Pages 73–82 Lessons in life A <i>Why did I do that?</i> B <i>I'm sure you'll do fine.</i> C <i>What if . . . ?</i> D <i>A day to remember</i>	Students can . . . <input checked="" type="checkbox"/> describe events in the past <input checked="" type="checkbox"/> express worry <input checked="" type="checkbox"/> reassure someone <input checked="" type="checkbox"/> talk about how things might have been <input checked="" type="checkbox"/> describe a memorable day	Past perfect Third conditional	Prefixes: <i>mis-</i> , <i>dis-</i> , and <i>re-</i> Expression with <i>make</i> and <i>get</i>
Unit 9 Pages 83–92 Can you believe it? A <i>Everyday explanations</i> B <i>I'm pretty sure that . . .</i> C <i>History's mysteries</i> D <i>Unexplained abilities</i>	Students can . . . <input checked="" type="checkbox"/> speculate about everyday situations <input checked="" type="checkbox"/> express probability and improbability <input checked="" type="checkbox"/> ask and speculate about historical events <input checked="" type="checkbox"/> discuss the power of memory	Past modals for speculating Embedded questions	Suffixes <i>-ful</i> and <i>-less</i> Mysterious events
Unit 10 Pages 93–102 Perspectives A <i>A traffic accident</i> B <i>As I was saying . . .</i> C <i>There's always an explanation</i> D <i>Seeing things differently</i>	Students can . . . <input checked="" type="checkbox"/> report what people say <input checked="" type="checkbox"/> change and return to the topic <input checked="" type="checkbox"/> report what people ask <input checked="" type="checkbox"/> discuss different perspectives	Reported statements Reported <i>yes / no</i> questions	Three-word phrasal verbs Verbs + prepositions
Unit 11 Pages 103–112 The real world A <i>Getting it done</i> B <i>Let me see . . .</i> C <i>Future goals</i> D <i>My career</i>	Students can . . . <input checked="" type="checkbox"/> talk about getting things done <input checked="" type="checkbox"/> take time to think in an interview <input checked="" type="checkbox"/> close an interview <input checked="" type="checkbox"/> ask and talk about future goals <input checked="" type="checkbox"/> discuss future careers	Causative <i>get</i> and <i>have</i> Future continuous vs. future with <i>will</i>	Word partners Setting goals
Unit 12 Pages 113–122 Finding solutions A <i>Environmental concerns</i> B <i>That's a good point.</i> C <i>My community</i> D <i>Getting involved</i>	Students can . . . <input checked="" type="checkbox"/> discuss environmental trends <input checked="" type="checkbox"/> support and not support an opinion <input checked="" type="checkbox"/> discuss ways to improve their community <input checked="" type="checkbox"/> discuss ways to raise awareness	Present continuous passive Infinitive passive Linking words	Preventing pollution Community improvement

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Citing an idea Suggesting a solution	Listening: Unusual solutions to unusual problems i-Cybie, a robot dog Pronunciation: Emphatic stress	Reading: “Technology Helps Japan’s Elderly” An article Writing: An Invention	<ul style="list-style-type: none"> • Discussion of inventions • <i>Keep talking:</i> Promoting creative products • Vote on inventive solutions • Discussion of improvements to early innovations • <i>Keep talking:</i> Discussion of product improvements • Description of an original invention
Interactions: Expressing worry Assuring someone	Listening: Worrisome situations Memorable days Pronunciation: Reduction of had	Reading: “Tuesday, January 9, 2007” A magazine article Writing: About a memorable day	<ul style="list-style-type: none"> • Information exchange about past experiences • <i>Keep talking:</i> Picture story • Role play about difficult situations • Description of personal experiences that might have been different • <i>Keep talking:</i> Discussion of possible outcomes in different situations • Description of a memorable day
Interactions: Expressing probability Expressing improbability	Listening: Mind-reading “The Magpies and the Bell,” a South Korean folktale Pronunciation: Intonation in embedded questions	Reading: “The Woman Who Can’t forget” A magazine article Writing: An origin myth	<ul style="list-style-type: none"> • Discussion of possible explanations for unusual everyday events • <i>Keep talking:</i> Speculations about pictured events • Information exchange about probability • Discussion of possible explanations for historical mysteries • <i>Keep talking:</i> Descriptions and speculations about unsolved mysteries • Story-telling from different cultures
Interactions: Changing the topic Turning to a topic	Listening: Three conversations about sports Interview for the Proust Questionnaire Pronunciation: Linked vowel sounds with /w / and /y /	Reading: “The Dress” A lecture Writing: Questionnaire results	<ul style="list-style-type: none"> • “Whisper the sentence” game to report what people say • <i>Keep talking:</i> “Find the differences” activity about eyewitness reports • Discussion about sports • “Find someone who” activity about famous people • <i>Keep talking:</i> Survey about general topics • Questionnaire about thoughts and values
Interactions: Selling time to think Using an interview	Listening: Plans to get things done A job interview Pronunciation: Reduction of will	Reading: “Jobs of the future” An article Writing: A letter of interest	<ul style="list-style-type: none"> • Discussion about ways to prepare for an interview • <i>Keep talking:</i> Match the places and the activities • Role play about a job interview • Discussion of future goals • <i>Keep talking:</i> Survey about life in the future
Interactions: Supporting an opinion Not supporting an opinion	Listening: Bottled water and the environment How people help solve community issues Pronunciation: Rise-falling and low falling tones	Reading: “El Sistema: Social Change Through Music” A magazine article Writing: A letter to a community leader	<ul style="list-style-type: none"> • Discussion of environmental trends • <i>Keep talking:</i> Board game about the environment • Comparison of opinions about issues • Discussion about ways to improve the quality of life of people in the community • <i>Keep talking:</i> A plan for a community improvement project • Information exchange about raising awareness

Classroom Language

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

Do you think this is correct?
 ✓ Do you want to join our group?
 I'm sorry for being late.

Is it all right if I...
 Which number are we on?
 Would you mind explaining that to me?



1

A Do you want to join our group?
 B That'd be great. Thanks.



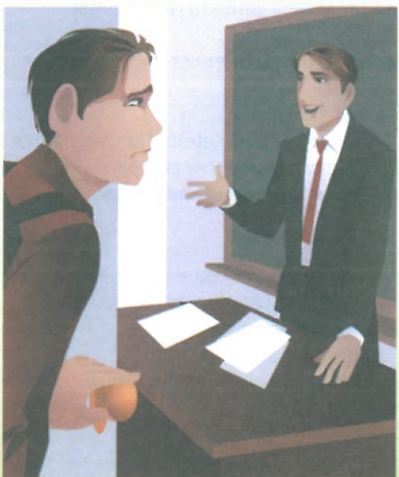
2

A _____
 B Sure. I think I understand it.



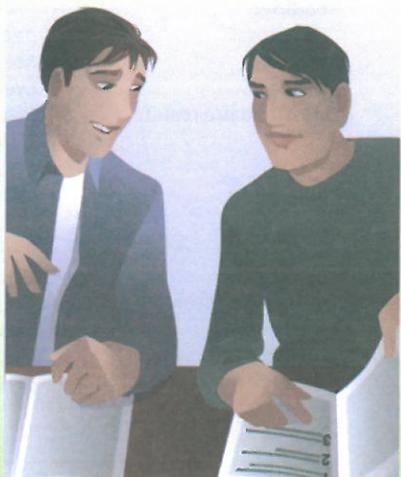
3

A _____
 B leave five minutes early tomorrow?
 I have a doctor's appointment.
 B Of course.



4

A _____
 B My last class ended late.
 B That's OK. Take your seat.



5

A _____
 B We just finished question two, so we're on number three now.



6

A _____
 B I don't think so. I think you need to use the past tense here.

B PAIR WORK Practice the conversations.

The news

LESSON A

- News sections
- Verb tenses – statements

LESSON B

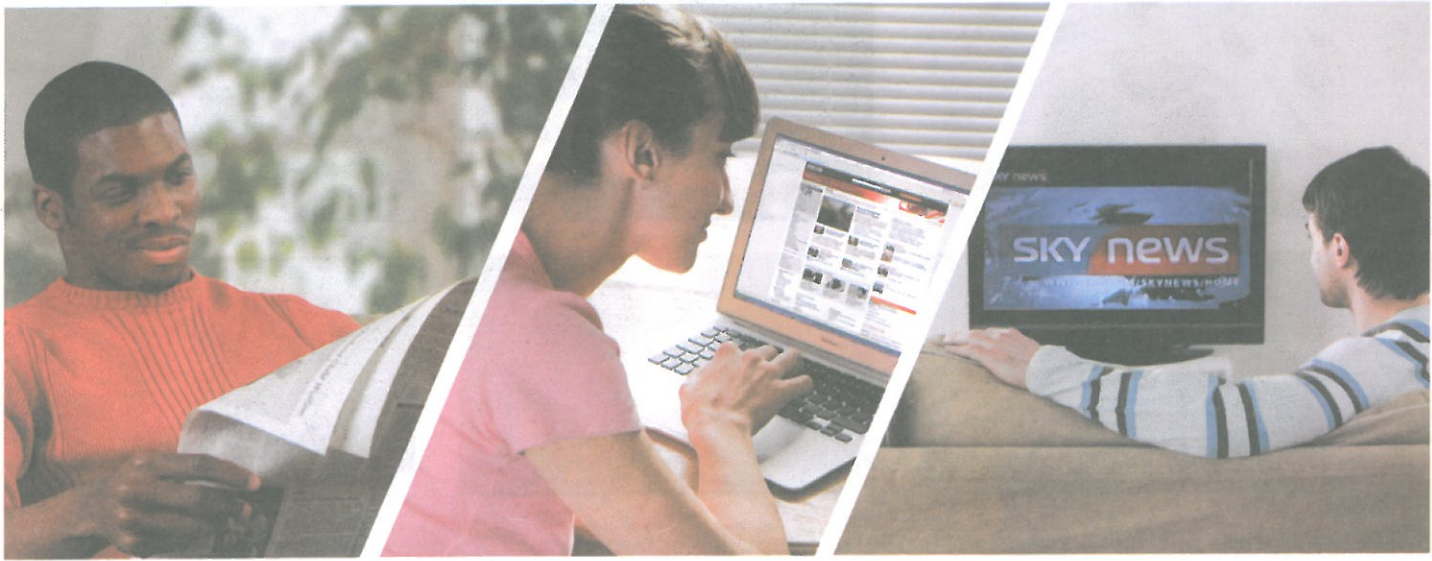
- Agreeing with an opinion
- Disagreeing politely

LESSON C

- Actions in the news
- Verb tenses – questions

LESSON D

- Reading: “Citizen Journalism”
- Writing: Become a citizen journalist



Warm Up

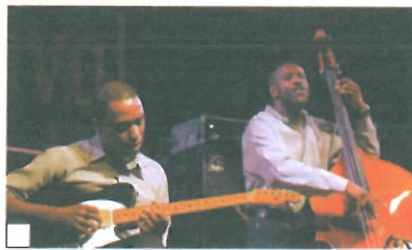
- A** Look at the pictures. How are the people getting their news?
- B** How do people you know get the news? How do you get the news?

A Stories in the news

1 Vocabulary News sections

A Listen to the names of news sections. In which news sections can you find the pictures? Compare your answers with a partner.

- | | | | | |
|-----------------|---|----------|------------------------|-----------|
| a Business | c Health | e Local | g Technology / Science | i Weather |
| b Entertainment | <input checked="" type="checkbox"/> d Lifestyle | f Sports | h Travel | j World |



"I think you can find the first picture in the Lifestyle section."

B PAIR WORK In which news section can you find these news stories? Discuss your ideas.

- | | |
|--------------------------------------|--------------------------------|
| the best new applications for phones | a meeting among world leaders |
| last night's soccer scores | a new coffeehouse in your town |

2 Language in context In the news

A Read the headlines and the beginning of each story. Match the headlines to the news sections in Exercise 1A where you can find these stories.

PHOTOS SHOW ANCIENT MARTIAN LAKE _____

New photos suggest that Mars had a large lake billions of years ago.

Town Recovering from Storm _____

The town of Jasper is slowly recovering from last week's storm.

OPEN FOR BUSINESS _____

Hawaii hopes to attract more business travelers.

Jason Parker Debuts New Visual Album at Lucid's _____

Jason was playing his new songs and videos to an excited audience until 2:00 a.m.

B What about you? Are you interested in these stories? Rank them from 1 to 4 in the order you would read them.

3 Grammar Verb tenses – statements

Simple present: Hawaii **hopes** to attract more business travelers.

Present continuous: Jasper **is recovering** from last week's storm.

Simple past: Mars **had** a large lake billions of years ago.

Past continuous: Jason **was playing** songs all night.

Present perfect: Café Bella **has opened** in Pelham.

Future with will: The Winter Olympics **will begin** next Monday.

Complete the news stories with the correct forms of the verbs. Then compare with a partner.

- The *Austin Sun Times* has closed (close) its doors – for now. The newspaper _____ (print) its last newspaper last Sunday, but it _____ (open) again next month as an Internet-only paper. Staff members _____ (learn) about digital publishing now, so they _____ (be) ready next month. Sadly, the *Austin Gazette* _____ (be) now the city's only "paper" newspaper.
- Pink _____ (be) a playful color, and it _____ (make) people smile. But last night William Maddox _____ (not / smile) when he _____ (stop) a fight in his store. "Two people _____ (argue) for about five minutes over the last pink T-shirt in my store. I _____ (ask) them to leave and then _____ (close) the store for the day," said Maddox.
- Fifteen-year-old Kate Moore _____ (be) the country's newest coding champion. Last Tuesday, she _____ (compete) against 20 other contestants and _____ (win) \$50,000 for her fast and accurate coding. Kate _____ (get) everything right. "No one _____ (know) how to solve one of the Math problems, except me! Winning _____ (mean) a lot to me. My parents _____ (watch)."

4 Speaking News stories

A PAIR WORK Think of a story from the news, or make one up. Complete the chart.

What happened?	
What else was happening at the time?	
What has happened since?	
What's happening now?	

B GROUP WORK Share your stories. What will happen in the future?

5 Keep talking!

Go to page 123 for more practice.

B I totally agree.

1 Interactions Agreeing and disagreeing

A Do you agree with this statement? Why or why not?

"The best place to get news is online."

B  Listen to the conversation. Why can't Carl check the news headlines?

Then practice the conversation.

Carl Hey, Jim. Catching up on the news?

Jim Oh, hi, Carl. Yeah, I like to know what's going on in the world.

Carl I feel exactly the same way. Do you read the paper every day?

Jim Every day. It's the best way to get the news.

Carl Really? I don't know about that. I get all my news online. I check the news several times a day, so I always know what's happening.

Jim Online news is OK, but I prefer reading an actual newspaper. So, what are the latest headlines online – right now?

Carl Let's see. . . . Oh, no! I can't get online. I guess there's no wireless signal here. Say, would you mind sharing your paper?

Jim No problem!



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

Agreeing with an opinion

I couldn't agree with you more.

I totally agree.

Disagreeing politely

I'm not sure about that.

I'm not sure that's really true.

D **PAIR WORK** Check (✓) the statements you agree with. Then give your opinions and agree or disagree with your partner.

It's important to read the news every day.

Social media is a good way to get news.

The Internet is a better way to get news than newspapers.

There's not enough positive news these days.

A: I think it's important to read the news every day.

B: I totally agree. It's important to know what's going on.

2 Pronunciation Reduced vowel sounds

A Listen and repeat. Notice the reduced vowel sound /ə/ in unstressed syllables.

agree totally even happening

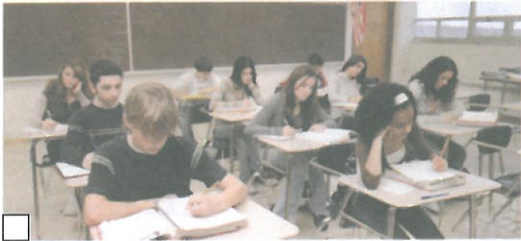
B Listen. Underline the reduced vowel sounds. Then practice with a partner.

signal about magazine travel section television

3 Listening Agree or disagree

A Listen to Ted and Carrie discuss today's news. What news are they talking about?

Number the pictures from 1 to 4.



B Listen again. Does Carrie agree or disagree with Ted? Circle the answers.

1 agree / disagree

2 agree / disagree

3 agree / disagree

4 agree / disagree

4 Speaking What do you think?

A Check (✓) the statements you agree with, and mark an X next to the statements you disagree with. Then write a supporting sentence for your opinion.

Statement	Supporting sentence
<input type="checkbox"/> News bloggers don't provide real news.	
<input type="checkbox"/> International news stories don't affect me.	
<input type="checkbox"/> It's important to follow local news.	
<input type="checkbox"/> Getting news 24 hours a day is helpful.	
<input type="checkbox"/> Newspapers hurt the environment.	

B **CLASS ACTIVITY** Walk around the class. Share your opinions with your classmates.

Agree or disagree politely.

A: In my opinion, news bloggers don't provide real news. They write opinions, not facts.

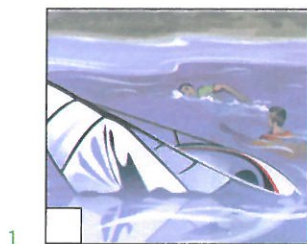
B: I'm not sure that's true. A lot of bloggers are really newspaper writers.

C Survival stories

1 Vocabulary Actions in the news

A Match the news headlines and the pictures. Then listen and check your answers.

- | | |
|--|---|
| a Shark Attacks Local Surfer | e Boat Overturns – All Swim to Safety |
| b Bear Chases Hiker Up Tree | f Firefighter Rescues Family Cat |
| c Pilot Crashes Plane – No One Hurt | g Hiker Survives Week in the Mountains |
| d Lightning Misses Golfer by One Foot | h Fire Threatens Historic Town |



B **PAIR WORK** Use each verb in Part A in a new headline.

“Swimmer Survives Three Days in Ocean”

2 Conversation Shark attack!

A Listen to the conversation. How did Wade stop the shark?

- Reporter** Wade, what happened?
Wade A shark attacked me! Can you believe it?
Reporter How are you feeling? Are you OK?
Wade Oh, I feel great! I survived a shark attack. That's pretty cool.
Reporter What were you doing when it happened?
Wade I was riding a killer wave.
Reporter Did you actually see the shark?
Wade Not at first. But then I fell off my board. The shark tried to bite me, so I hit it with my surfboard.
Reporter Have you seen your surfboard?
Wade Yeah. It has a big shark bite in it.
Reporter Amazing! So, what will you do next?



B Listen to the rest of the interview. What will Wade do next? When?

3 Grammar Verb tenses – questions

Wh- questions	Yes / no questions
Simple present: When do you plan on surfing?	Do you plan on surfing today?
Present continuous: How are you feeling ?	Are you feeling OK?
Simple past: What did you see ?	Did you see the shark?
Past continuous: What were you doing ?	Were you surfing ?
Present perfect: How long have you surfed ?	Have you surfed for a long time?
Future with will: What will you do next?	Will you go back in the water soon?

A Look at the yes / no questions the reporter asked Wade. Complete the questions with the correct forms of the verbs. Then compare with a partner.

- _____ you _____ (go) surfing every day?
- _____ anyone _____ (see) the shark before it attacked you?
- _____ other people _____ (surf) around you?
- _____ you _____ (buy) a new surfboard soon?
- _____ you _____ (speak) with your family yet?
- _____ you _____ (have) any advice for other surfers?



B Read the answers. Write *Wh-* questions about the underlined words. Then practice with a partner.

- Where did she crash the plane? _____ She crashed the plane in a forest.
- _____ He's been in the desert for a week.
- _____ The firefighter felt very proud.
- _____ The fire will threaten the town center tonight.
- _____ They were fishing when the boat overturned.
- _____ He's thinking about writing a survival book.

4 Speaking Tell me about it.

PAIR WORK Role-play a reporter and a survivor of one of the news stories in

Exercise 1. Then change roles.

Student A: Choose a headline from Exercise 1, and read it to your partner. Answer your partner's questions.

Student B: Ask your partner five questions about what happened.

A: Who were you sailing with?

B: I was sailing with some friends.

Questions

- Who were you sailing with?
- How exactly did the boat overturn?
- How often do you go sailing?
- Have you ever ... ?
- _____

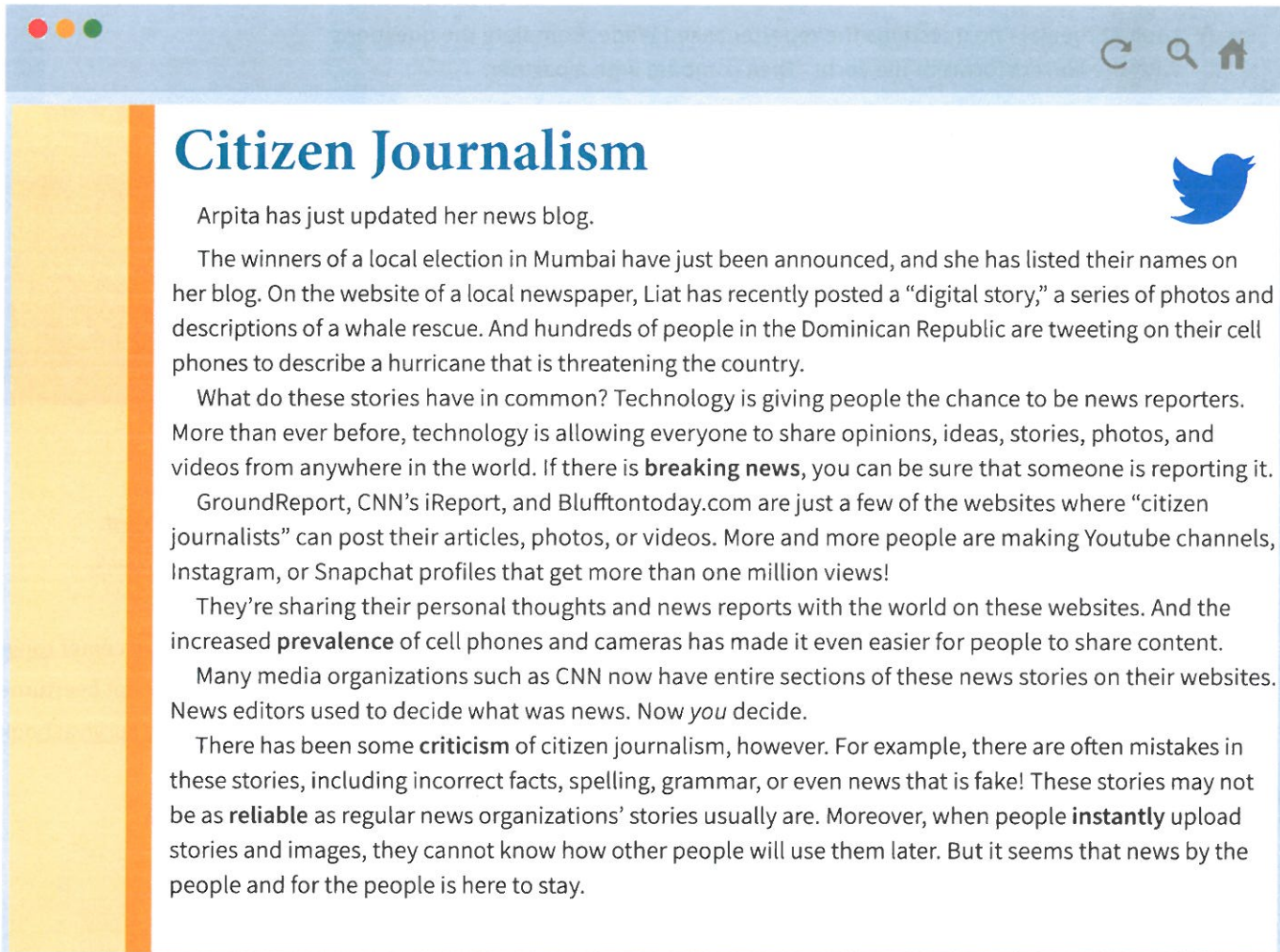
5 Keep talking!

Go to page 124 for more practice.

Creating news

1 Reading

- A** Look at the logos of the news websites in the article. Which websites have you looked at? What other news websites do you know?
- B** Read the article. Check (✓) the main idea of the article.
- Traditional news organizations are upset with citizen journalists.
 - Technology allows anyone to be a reporter, anytime and anywhere.



The screenshot shows a web browser window with a blue header bar containing navigation icons (refresh, search, home). The article title is "Citizen Journalism" in a large blue font. A blue Twitter bird icon is in the top right corner. The article text is as follows:

Arpita has just updated her news blog.

The winners of a local election in Mumbai have just been announced, and she has listed their names on her blog. On the website of a local newspaper, Liat has recently posted a "digital story," a series of photos and descriptions of a whale rescue. And hundreds of people in the Dominican Republic are tweeting on their cell phones to describe a hurricane that is threatening the country.

What do these stories have in common? Technology is giving people the chance to be news reporters. More than ever before, technology is allowing everyone to share opinions, ideas, stories, photos, and videos from anywhere in the world. If there is **breaking news**, you can be sure that someone is reporting it.

GroundReport, CNN's iReport, and Blufftontoday.com are just a few of the websites where "citizen journalists" can post their articles, photos, or videos. More and more people are making Youtube channels, Instagram, or Snapchat profiles that get more than one million views!

They're sharing their personal thoughts and news reports with the world on these websites. And the increased **prevalence** of cell phones and cameras has made it even easier for people to share content.

Many media organizations such as CNN now have entire sections of these news stories on their websites. News editors used to decide what was news. Now *you* decide.

There has been some **criticism** of citizen journalism, however. For example, there are often mistakes in these stories, including incorrect facts, spelling, grammar, or even news that is fake! These stories may not be as **reliable** as regular news organizations' stories usually are. Moreover, when people **instantly** upload stories and images, they cannot know how other people will use them later. But it seems that news by the people and for the people is here to stay.

- C** Find the words in **bold** in the article. Circle the correct meaning.
- | | | |
|------------------------|-----------------------|-----------------------------|
| 1 breaking news | a. news happening now | b. news about problems |
| 2 prevalence | a. lower cost of | b. frequent use |
| 3 criticism | a. high costs | b. opinions on what's wrong |
| 4 reliable | a. written well | b. trustworthy |
| 5 instantly | a. immediately | b. done without thinking |
- D** What's your opinion about citizen journalism? Do you think it's a good thing? Do you agree with the criticisms in the article? Do you have other ideas?

2 Listening Photos of the day

- A**  Listen to a TV newscaster discuss photos that four viewers have sent in.
Number the photos from 1 to 4.



- B**  Listen again. Answer the questions.

- 1 When did Rafael take the photograph?
- 2 How much of a discount was the store offering?
- 3 How long does it usually take Yumiko to get home?
- 4 What did Arlo do when he saw the animal?

- C** Which news stories in Part A interest you? Why? Where can you find out more about them?

3 Writing and speaking Become a citizen journalist

- A** Complete one of these headlines.

HUGE STORM TO ARRIVE _____

Lightning Misses _____

_____ Threatens High School

Technology Changes _____

LOCAL TEEN RESCUES _____ IN FOREST

Students Ask _____ for _____

- B** Write a short news blog. Use your headline from Part A and the model to help you.

Huge Storm to Arrive Friday

A huge storm is coming on Friday. Everyone is preparing for it. Most people have already bought food and water. . .

- C** **GROUP WORK** Share your news blogs. Ask questions to find out more information about each story.

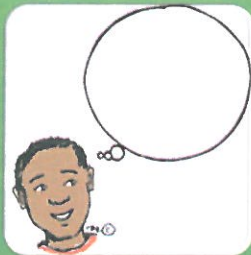
Wrap-up

1 PAIR WORK:

A. Think about one of your life experiences. The experience can be:

- Embarrassing
- Exciting
- Life-changing
- Emotional
- Frightening
- Funny
- Your choice

Your partner will ask you some questions about your experience. Answer the questions in full details.



STUDENT B

Ask your partner as many questions as you can about the details of their experience. You can get help from the clues below:

- time/ place
- people involved
- order of the events
- your partner's feelings
- the outcome
- what they learned

Now change roles.

B. What do you think of each other's experience? Whose experience was more interesting? Why?

2 In the real world

What is a breaking news story in your area? Go online or read a newspaper, and find an article in English about it. Then write about it.

- What section did you find the article in?
- What happened?

Oil Spill Threatens Animals

The national news reported an oil spill in the Gulf of Mexico. The oil will harm fish and birds.

2 Communicating

LESSON A

- Language-learning tips
- Present perfect continuous

LESSON B

- Expressing interest
- Offering options

LESSON C

- Communicate . . . or not?
- Verb + object + verb

LESSON D

- Reading: "Too Much Information"
- Writing: A conversation in writing



Warm Up

- A** Look at the pictures. What do you think the people are saying?
- B** Imagine you are going to travel to an English-speaking country. What do you think are the most useful English phrases or questions to know? Why?

A Language learning

1 Vocabulary Language-learning tips

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

Tips for Successful Language Learning
Watch online video clips.
Keep a vocabulary notebook.
✓ Make flash cards.
Talk with native speakers.
Watch movies with subtitles.
Talk to yourself out loud.

To remember vocabulary

Make flash cards.

To increase speaking fluency

To improve listening comprehension

B **PAIR WORK** What's your number one language-learning goal? Which tips in Part A do you use to reach your goal? Tell your partner.

"My number one goal is to improve my listening comprehension. I often watch online video clips in English."

2 Language in context Improving communication skills

A Read this online chat between a teacher and some of his students. What are they discussing?

Group Chat
Mr Phillips, Luisa, Jin, Marcus, Pe...

Mr. Phillips I hope you've been enjoying your vacation. And I hope you haven't forgotten your English! So, what have you been doing recently to improve your English?

Luisa Hello, Mr. Phillips. Hi, everybody! I've been reading magazines and comic books in English.

Mr. Phillips Excellent!

Jin I've been making vocabulary flash cards. They really work! And I've been keeping a vocabulary notebook.

Marcus I've been chatting online in English.

Mr. Phillips Fantastic! Have you been doing anything to improve your speaking?

Pedro I have. Omar and I have been starting conversations with native speakers. We were nervous about it at first, but we've been making new friends that way.

Luisa I've been having the best conversations of all. I've been talking to myself out loud in front of a mirror.

Marcus Very funny!

Mr. Phillips But very helpful, too. Good job, everyone! I'll see you in class on Monday.

B What about you? Which tips would you like to try? Which would you probably not want to try? Why?

3 Grammar Present perfect continuous

Use the present perfect continuous to emphasize the duration of an action that is in progress. How long, recently, and lately are often used with the present perfect continuous.

What **have you been doing** recently?

I've **been reading** magazines.

How long **has he been writing** in his notebook?

He's **been writing** in it for about a month.

Have they been talking to native speakers lately?

Yes, they **have**. No, they **haven't**.

Remember: some verbs are not usually used in the continuous form.

believe	like
belong	love
forget	need
hate	own
hope	remember
know	want

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

Then practice with a partner.

1 **A** _____ you _____ (do) anything recently to improve your vocabulary?

B Yes, I _____. I _____ (keep) a vocabulary notebook.

2 **A** How long _____ you _____ (study) English?

B I _____ (study) English since last year.

3 **A** What _____ you _____ (do) in class lately?

B We _____ (make) vocabulary flash cards.

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

4 Speaking Communicating successfully

A **GROUP WORK** What have these people been doing lately to improve their English?

What language goals do you think they have been trying to reach?



B **CLASS ACTIVITY** What else can you do to improve your speaking? Learn more vocabulary?

Improve listening comprehension? Discuss your ideas and make a class list of tips.

5 Keep talking!

Go to page 125 for more practice.

3 One possibility is ...

1 Interactions Interests and options

A How good is your English? Rate these areas 1 (good), 2 (fair), or 3 (not very good).


- reading writing speaking listening
 vocabulary grammar pronunciation idioms

B  Listen to the conversation. What idiom did Ralph learn?

Then practice the conversation.

- Ralph** Excuse me. Do you have a minute?
Mr. Hill Of course, Ralph. What's up?
Ralph Well, I'm trying to find a way to learn English idioms. Can you help me?
Mr. Hill Well, how about taking one of our conversation courses? I know Ms. Davis teaches a lot of idioms.
Ralph OK.
Mr. Hill But why are you so interested in idioms?
Ralph Oh, a friend and I were making plans, and he said, "Let's play it by ear." I asked him to repeat it, but I still didn't understand.
Mr. Hill I see. Well, "play it by ear" means you don't make plans ahead of time. You decide what seems best at the time.
Ralph Oh, I know that now. I looked it up online. But that's why I need to learn idioms.



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

Expressing interest

I'm interested in ...

I'm looking for ...

Offering options

One possibility is ...

You might want to consider ...

D **PAIR WORK** Express interest in improving your skills in one of the areas in Part A.

Your partner offers course options. Take turns.

Podcasting in English

Advanced Grammar

Academic Test Prep

Vocabulary for Science

Intermediate Listening

Pronunciation Workshop

2 Pronunciation Unreleased final consonant sounds

A  Listen and repeat. Notice how the final sounds /b/, /g/, /d/, /p/, /k/, and /t/ are not fully pronounced before other consonant sounds.

Film Club Group Discussions


Advanced Grammar

Travel Blog Writing

Intermediate Conversation

Academic Listening

Test Prep Course

B  Listen. Cross out the final sounds that are not fully pronounced. Then practice with a partner.

Create flash cards.

Set realistic goals.

Join group discussions.

Read books in English.

Memorize verb tenses.

Write a blog for practice.

3 Listening Fun classes

A  Listen to a man ask about options for English classes. Write the class names.

	Class name	One interesting thing
1		
2		
3		
4		

B  Listen again. Write one interesting thing about each class. Then circle the class the man chooses.

4 Speaking Consider all the options!

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

Student A: You are a new student at a language school. Student B has been taking classes at the school for a year. Ask about class options and choose one.

Student B: You have been taking classes at your language school for a year. Student A is a new student. Help Student A find the right class from the classes below.

Academic Listening

Tue. & Thur., 4:00–6:00 p.m.

Practice note-taking and intensive listening.

Vocabulary for Science

Mon. & Fri., 7:00–8:30 a.m.

Learn science vocabulary and academic skills.

Reading for Business

Wed., 2:00–5:00 p.m.

Practice reading notes, memos, and reports.

Advanced Speaking


Tue. & Thur., 6:00–8:00 p.m.


Improve your speaking skills.

A: I'm interested in a way to improve my reading.

B: One class possibility is Reading for Business. They practice reading memos.

A: Really? I don't know about that. . . .

I can express interests. 

I can offer options. 



Have her message me.

1 Vocabulary Communicate ... or not?

A Label the phrases C (ways to communicate) or A (ways to avoid communicating). Then listen and check your answers.

- 1 answer the phone C
- 2 call (someone) back _____
- 3 don't check voice mail _____
- 4 ignore a text _____
- 5 leave (someone) a voice message _____
- 6 let the call go to voice mail _____
- 7 respond to an email _____
- 8 screen your calls _____
- 9 turn off the phone _____
- 10 update your status online _____



B **PAIR WORK** How do you usually communicate? What things do you sometimes do to avoid communicating?

"I update my status online every day. That way my friends know what I'm doing."

2 Conversation Where's Beth?

A Listen to the conversation. How has Pete been trying to contact Beth?

- Akemi** Hello?
- Pete** Hi, Akemi. It's Pete.
- Akemi** Oh, hi, Pete. How are things?
- Pete** Good, thanks. Listen, have you seen Beth? I've left her a lot of voice messages, but she hasn't returned my calls.
- Akemi** That's strange. Maybe she's busy and just isn't checking her voice mail.
- Pete** She's probably screening her calls. It's too bad, because I really need to ask her to help me with something.
- Akemi** Have you tried emailing her?
- Pete** Several times, but so far she's ignored my emails – and my texts.
- Akemi** That's not like her. You know, I usually see her at the gym on Sundays.
- Pete** Oh, really? Could you ask her to call me back or to message me?
- Akemi** Sure, I can do that.



B Listen to a conversation between Pete and Beth. Why hasn't Beth been answering her phone? What's Pete planning?

3 Grammar Verb + object + verb

Some verbs are commonly followed by an object and the base form of another verb.

Would you **let** me **help**?

Please **make** them **be** quiet.

Could you **have** her **message** me?

Please **help** me **call** people.

Some verbs are commonly followed by an object and an infinitive (to + verb).

I **invited** you **to come**.

I'll **ask** her **to help** me.

Would you **tell** her **to call** me?

Could you **remind** them **to come** early?

A Circle the correct forms of the verbs. Then compare with a partner.

- You're talking to a friend on the phone and you get another call. What do you do?
 - I tell the caller **call** / **to call** me back later.
 - I have my friend **call** / **to call** me back.
- Your grandmother can't input numbers into her cell phone. What do you do?
 - I have someone **input** / **to input** the numbers for her.
 - I say, "Let me **help** / **to help** you."
- Your phone rings in the middle of the night. What do you do?
 - I let the call **go** / **to go** to voice mail.
 - I answer but ask the person **call** / **to call** back in the morning.
- An uninvited stranger shows up at your party. What do you do?
 - I invite the person **come** / **to come** in.
 - I make the person **leave** / **to leave**.
- A friend is always phoning you in class. What do you do?
 - I remind my friend **call** / **to call** later.
 - I ask my friend **stop** / **to stop** calling.
- Your sister has been secretly using your phone to send texts. What do you do?
 - I make her **pay** / **to pay** for using my phone.
 - I let her **continue** / **to continue** to use my phone.

B PAIR WORK Ask and answer the questions in Part A. Make the answers true for you.

4 Speaking Chat about it.

GROUP WORK Answer the questions. Give more information.

- Do you ever get texts, emails, or calls from companies trying to sell things? What do you do to make them stop calling?
- Has your computer or phone ever stopped working? Did you have someone fix it for you? Who?
- Would you let a stranger borrow your phone? Do you ever ask to borrow someone's phone? When?
- Have you ever sent an email to the wrong person? Who did you send it to? Did this person respond to your email? What did he or she say?

"I sometimes get calls from companies. I ask them to stop calling."

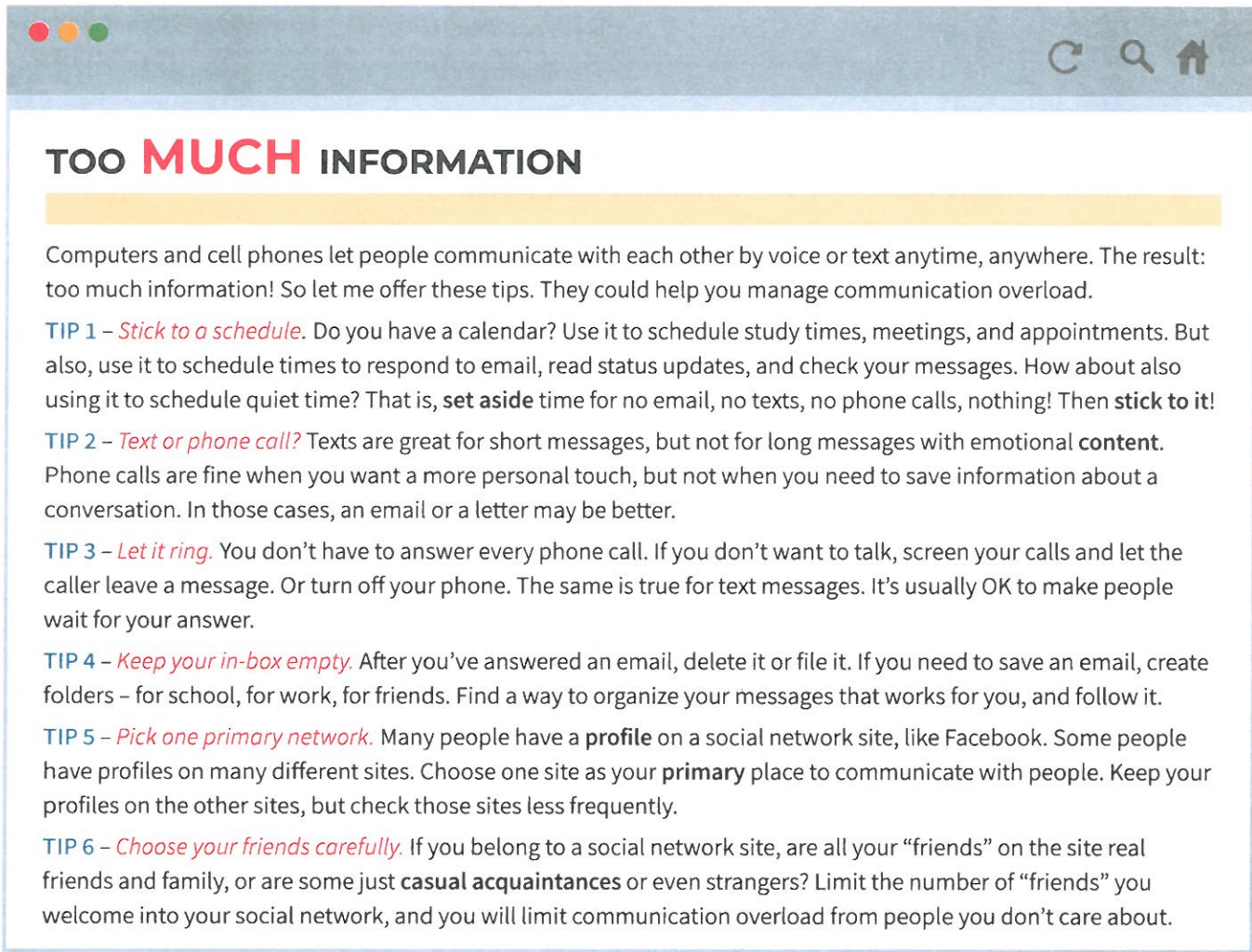
5 Keep talking!

Go to pages 126–127 for more practice.

D Modern communication

1 Reading

A Read the first paragraph of the article. What is “communication overload”?



TOO MUCH INFORMATION

Computers and cell phones let people communicate with each other by voice or text anytime, anywhere. The result: too much information! So let me offer these tips. They could help you manage communication overload.

TIP 1 – *Stick to a schedule.* Do you have a calendar? Use it to schedule study times, meetings, and appointments. But also, use it to schedule times to respond to email, read status updates, and check your messages. How about also using it to schedule quiet time? That is, **set aside** time for no email, no texts, no phone calls, nothing! Then **stick to it!**

TIP 2 – *Text or phone call?* Texts are great for short messages, but not for long messages with emotional **content**. Phone calls are fine when you want a more personal touch, but not when you need to save information about a conversation. In those cases, an email or a letter may be better.

TIP 3 – *Let it ring.* You don’t have to answer every phone call. If you don’t want to talk, screen your calls and let the caller leave a message. Or turn off your phone. The same is true for text messages. It’s usually OK to make people wait for your answer.

TIP 4 – *Keep your in-box empty.* After you’ve answered an email, delete it or file it. If you need to save an email, create folders – for school, for work, for friends. Find a way to organize your messages that works for you, and follow it.

TIP 5 – *Pick one primary network.* Many people have a **profile** on a social network site, like Facebook. Some people have profiles on many different sites. Choose one site as your **primary** place to communicate with people. Keep your profiles on the other sites, but check those sites less frequently.

TIP 6 – *Choose your friends carefully.* If you belong to a social network site, are all your “friends” on the site real friends and family, or are some just **casual acquaintances** or even strangers? Limit the number of “friends” you welcome into your social network, and you will limit communication overload from people you don’t care about.

B Read the article. Find the words in bold. What do they mean? Write the words next to the correct definition.


- | | | |
|------------------------------------|---------------|------------------------------------|
| 1 main _____ | primary _____ | 4 save for later _____ |
| 2 continue to do it _____ | | 5 information about yourself _____ |
| 3 people you don’t know well _____ | | 6 subject matter _____ |

C Check (✓) the statements the author would probably agree with.

- | | |
|--|---|
| <input type="checkbox"/> It’s always better to call. | <input type="checkbox"/> Create several email folders. |
| <input type="checkbox"/> It’s OK to be on more than one social network site. | <input type="checkbox"/> You should always communicate with people. |

D Do you think you suffer from communication overload? Why or why not?

2 Listening Communication preferences

- A**  Listen to four friends describe their favorite method of communicating. Write the method each person prefers.

	Method	Why he or she prefers it
Lynn		<input type="checkbox"/> It's fast, cheap, and easy. <input type="checkbox"/> She dislikes checking her voice mail.
Alex		<input type="checkbox"/> He forgets to answer texts. <input type="checkbox"/> He can talk to the person right away.
Anita		<input type="checkbox"/> She can communicate with a lot of people at the same time. <input type="checkbox"/> She can see what her friends are doing.
Dean		<input type="checkbox"/> It's more personal. <input type="checkbox"/> He can respond to email by phone.

- B**  Listen again. Check (✓) why they prefer their method of communication.

3 Writing A conversation in writing

- A** Write an answer to the question "What's the best way to communicate with people?" Use the model to help you.
- B** **GROUP WORK** Pass your answer to the classmate on your right. Read and respond to your classmate's answer. Continue to pass, read, and respond to all of the answers in your group.
- C** Read the answers and responses. Which way to communicate is the best?

Ming: The best way to communicate with people is to talk in person.

Ella: I don't think so. Sometimes people are too far away.

Justine: Then one possibility is calling the person to talk.

Eduardo: I'm not sure about that. ...

4 Speaking How I communicate

- A** **GROUP WORK** Answer the questions. Give more information.

- What is your primary way of communicating?
 - Who do you use it to communicate with?
 - What do you like about it? Is there anything you dislike about it?
 - Has your way of communicating with people changed in the past year? How?
 - Do you think you'll still use this method in one year? Five years? Why or why not?
- "I usually use my phone. I talk to everyone this way. ..."

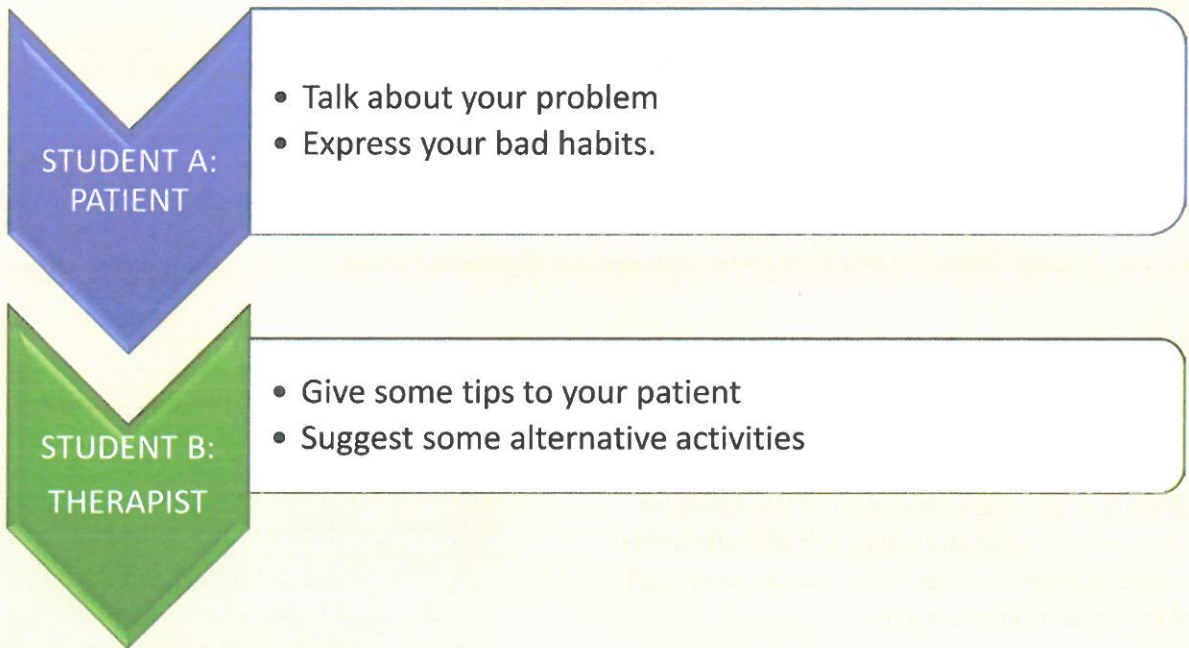


- B** **CLASS ACTIVITY** Take a class survey. What's the most popular way of communicating among your classmates?

Wrap-up

1 WARM UP: Is it possible to change a bad habit, even if you have had it for a long time?

PAIR WORK: Make a list of your bad habits in the past five years. Work in pairs as advised in the chart below.



Who was a better therapist?

2 In the real world

How did your grandparents use to communicate with their friends and family? Talk to one of your grandparents or an older friend. How did they communicate before there were computers and cell phones? Write about it.

How My Grandparents Used to Communicate

My grandmother talked to her friends on a phone in her house. She also wrote them letters.



Communication

Before you watch

A Label the pictures with the correct forms of communication. Then compare with a partner.

email face-to-face letter phone social networking texting



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Pair work Which methods of communication in Part A do you use? When do you use them? How often do you use each of them? Tell your partner.

C Group work Read the list of situations below. Which method of communication would you use in each situation, and why? Discuss your ideas.

- to communicate with many people
- when you don't want someone to see you
- to tell a friend that you'll be late for a movie
- to tell the doctor that you'll be late for an appointment
- to discuss a serious problem
- when you want to hear the other person's voice
- at 3:00 a.m.
- to set a time for a meeting
- to catch up on news with an old friend

While you watch

A Which methods of communication do people mention or use in the video? Check (✓) the correct answers.

- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> blogs | <input type="checkbox"/> greeting cards | <input type="checkbox"/> social networking |
| <input type="checkbox"/> mail | <input type="checkbox"/> letters | <input type="checkbox"/> texting |
| <input type="checkbox"/> face-to-face | <input type="checkbox"/> phones | <input type="checkbox"/> video |

B Match the people and their preferred methods of communication.

- | | |
|----------------------------|-------------|
| 1. texting _____ | a. Alicia |
| 2. face-to-face _____ | b. April |
| 3. email _____ | c. Ben |
| 4. social networking _____ | d. Danielle |
| 5. phone _____ | e. Nick |

C Circle the correct answers.

- Danielle explains that she can use more words in a(n) _____ than in a(n) _____.
 a. text . . . email b. conversation . . . email c. email . . . text
- Ben thinks it's easier to explain things on the phone or _____ than in an email.
 a. in person b. in a text c. in writing
- April thinks the phone is _____.
 a. boring and old-fashioned
 b. easy, fast, and personal
 c. convenient but impersonal
- Ben thinks the phone is more personal than _____ but not as personal as _____.
 a. face-to-face communication . . . texting
 b. email . . . social networking
 c. texting . . . face-to-face communication
- Ben says Alicia "is really into" social networking. This means Alicia _____.
 a. works for a social networking business
 b. has a page on a social networking site
 c. likes social networking very much



After you watch

A Pair work Make a list of the advantages and disadvantages of these methods of communication: texting, face-to-face conversation, and social networking.

Method of Communication	Advantages	Disadvantages
texting		
face-to-face conversation		
social networking		

B Group work Share your list with another pair. Do you agree or disagree on the advantages and disadvantages of each method of communication?

3 Food

LESSON A

- Food preparation
- Present passive

LESSON B

- Giving a recommendation
- Accepting a recommendation

LESSON C

- Tastes and textures
- Time clauses

LESSON D

- Reading: "What Will You Be Eating 25 Years from Today?"
- Writing: A recipe



Warm Up

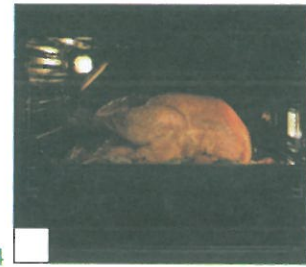
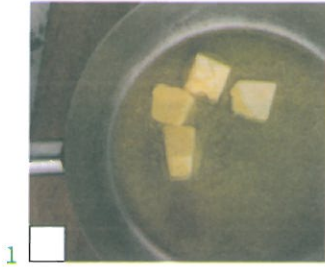
- A** Describe the pictures. What foods do you see?
- B** What have the foods been made into?

A Street food

1 Vocabulary Food preparation

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

a	bake	c	fry	e	melt	g	roast
b	boil	d	grill	f	microwave	h	steam



B **PAIR WORK** What food can you prepare with each method in Part A? What food can't you prepare with each method? Tell your partner.

"You can melt cheese, but you can't melt fish."

2 Language in context On every street corner

A Read the descriptions of popular street foods. What ingredients are mentioned?



Empanadas are a typical street snack in the Dominican Republic. They're dough that is filled with meat, vegetables, cheese, or a combination of all three. Then they're fried.



Bagels are a kind of bread that is sold by street vendors all over New York City. Bagels are boiled and then baked. They're often eaten with butter or cream cheese.



Satay is very popular in Indonesia. There are many types of satay, but usually meat is put on wooden sticks and then grilled. Satay is often served with peanut sauce.

B What about you? Do you have similar foods where you live? Which would you like to try right now?

3 Grammar Present passive

The active voice places the focus of a sentence on the doer of an action. The passive voice places the focus on the receiver of the action. Use the passive voice when the doer is not known or is not important.

Active	Passive
You serve satay with peanut sauce.	Satay is served with peanut sauce.
The cook fries the empanadas	The empanadas are fried .
The vendor boils and then bakes the bagels.	Bagels are boiled and then baked .

A Complete the sentences with the present passive voice. Then compare with a partner.

- Tamales are a traditional Mexican food. They _____ (sell) on street corners all over the country. They _____ (make) by filling dough with meat or vegetables. Then the dough _____ (wrap) in corn husks and it _____ (steam).
- Crepes _____ (eat) as a street snack all over France. Flour, eggs, and milk _____ (mix) together to make a batter. The batter _____ (pour) onto a hot, flat pan, and then it _____ (cook). Crepes _____ (fill) with a variety of ingredients, such as cheese, chocolate, or vegetables.
- In Japan, *taiyaki* is a popular snack that _____ (shape) like a fish. The sides of a mold _____ (cover) with batter. Then a filling such as sweet red bean paste _____ (add) to the mold. The mold _____ (close), and the taiyaki cakes _____ (cook) until they are golden brown.



B PAIR WORK What similarities can you find among the street foods in Exercises 2 and 3? Tell your partner.

"Both empanadas and crepes are filled."

4 Speaking Popular street foods

GROUP WORK List three popular street foods. Then discuss these questions for each one.

- How is it made?
- Where is it sold?
- When is it usually eaten?
- What is it served with?
- How much does it cost?
- What do you like about it?

"Lamb shish kebabs are popular in Turkey. Pieces of lamb are put on a stick and grilled."


5 Keep talking!

Go to page 128 for more practice.

B Sounds good to me.

1 Interactions Recommendations

A Do your friends or family ever give you recommendations for good places to eat? Do you ever recommend places to them? What qualities do you look for in a restaurant?

B  Listen to the conversation. What is each person probably going to order? Then practice the conversation.

Ralph I'm really glad we could meet for dinner.

Mai So am I. I've been studying so much lately. All I've been eating is junk food.

Ralph I know what you mean. Well, this is one of my favorite restaurants.

Mai Everything looks so good. I have no idea what to get.


Ralph Why don't you try the fish? This place is famous for it. It's grilled and served with fried rice or a baked potato, and a salad.

Mai That's a good idea. Are you going to get the same?

Ralph I'm not sure. I might try the roasted lamb with grilled vegetables.

Mai Oh, that sounds delicious. Will you let me try some?



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

Giving a recommendation

If I were you, I'd ...

My recommendation would be to ...

Accepting a recommendation

Sounds good to me.

OK, I think I'll do that.

D PAIR WORK Have a conversation like the one in Part B. Use these foods.



2 Pronunciation Linked consonant and vowel sounds

A Listen and repeat. Notice how consonant sounds are often linked to the vowel sounds that follow them.

if I were you a good idea for a long time rice or potatoes

B Listen to the conversation. Then practice with a partner. Pay attention to the linked sounds.

A: If I were you, I'd order the steak and shrimp.
 B: That's a good idea. Where's our waiter?

3 Listening Eating habits

A Listen to Tom talk to a nutritionist about his eating habits. Write the number of servings of each food Tom eats.

Food group	Number of servings	Recommendation
Grains (rice, bread, pasta, cereal, etc.)		more / less
Fruits (apples, berries, bananas, etc.)		more / less
Vegetables (lettuce, corn, carrots, etc.)		more / less
Dairy (milk, yogurt, cheese, etc.)		more / less
Protein (meat, fish, eggs, nuts, etc.)		more / less
Fats and oils (butter, olive oil, etc.)		more / less

B Listen again. Does the nutritionist recommend that Tom eat more or less of each food group? Circle your answers.

4 Speaking Good recommendation!

A Read the situation. Check (✓) your recommendations and add other ideas.

My friend has no time to cook. My recommendation would be to ...

- buy frozen dinners
- order takeout
- move back home with parents
- find a roommate who can cook
- visit friends at dinnertime
- other: _____
- other: _____
- other: _____

B **PAIR WORK** Role-play the situation. Then change roles.

Student A: You have no time to cook. Listen to Student B's recommendations.
 Accept one recommendation.

Student B: Student A has no time to cook. Give some recommendations.

A: I have no time to cook. I don't know what to do.
 B: If I were you, I'd buy frozen dinners.
 A: But I don't have a microwave.
 B: Well, why don't you ... ?

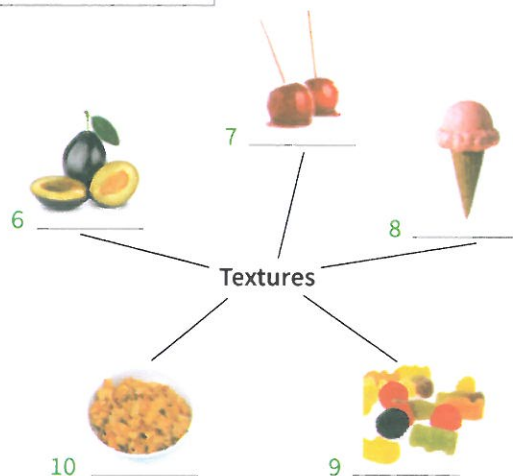
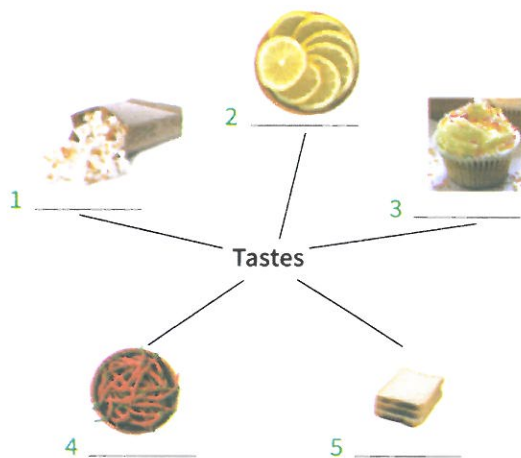


Mix and bake

1 Vocabulary Tastes and textures

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

bland salty sour spicy sweet chewy creamy crunchy juicy sticky



B **PAIR WORK** What are some foods that are both salty and crunchy? Sweet and juicy? Spicy and sticky? Sour and chewy? Bland and creamy? Tell your partner.
"Peanuts are both salty and crunchy."

2 Conversation A guest chef

A Listen to the conversation. What ingredients are in cheese popcorn?

Host Our guest today is chef Todd Brown. Welcome.

Todd Thank you. Today we're going to make a salty, spicy, and super crunchy snack – cheese popcorn.

Host Sounds good. What do we do first?

Todd Well, we need to make a cheese sauce. But before we do that, we need to make the popcorn. I have some here that I've already microwaved.

Host OK, so after you make the popcorn, you start the cheese sauce. And how do you do that?

Todd Heat some cheese and butter in a pan until they melt. Once the cheese and butter are melted, add some salt and red pepper.

Host Do you need to let the sauce cool?

Todd No. As soon as it's done, pour it over the popcorn. Then bake it for about 20 minutes.



B Listen to the rest of the conversation. What ingredients are in trail mix? How is it described?

3 Grammar Time clauses

Use time clauses to show the order of events.

Before you start the cheese sauce, you make some popcorn.

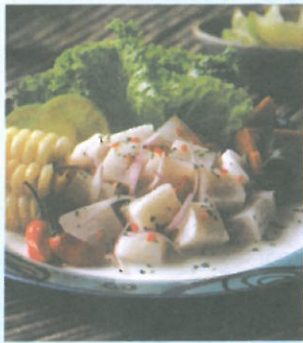
After you make the popcorn, you start the cheese sauce.

Heat some cheese and butter in a pan **until they melt**.

Once they're melted, add some salt and red pepper.

As soon as it's done, pour it over the popcorn.

- A** Read the recipe. Circle the correct words in the sentences below the recipe. Then compare with a partner.



PERUVIAN CEVICHE

Ingredients

1 kilogram of fresh fish
8 cloves of garlic
1 chili pepper
juice from 10 limes
salt
1 red onion

Directions

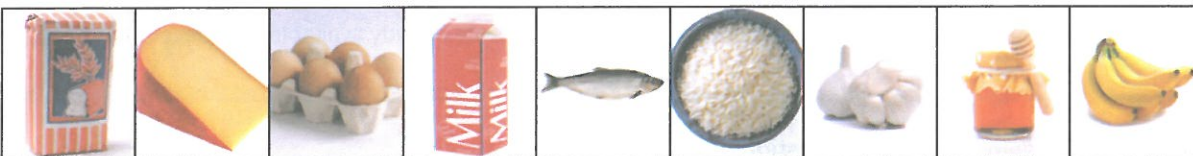
Cut the fish into small pieces. Put them in a bowl.
Chop the garlic and chili pepper. Add them to the fish.
Pour the lime juice in the bowl. This “cooks” the fish.
Add salt. Then mix everything together.
Slice the onion. Place it on top of the mixture.
Let everything sit in the refrigerator for two hours.
Mix and serve immediately with crunchy corn chips.

- Before / As soon as** you put the fish in a bowl, cut it into small pieces.
- Once / Until** the fish is in the bowl, chop the garlic and pepper.
- Before / After** you chop the garlic and pepper, add it to the fish.
- Add salt **after / before** you pour the juice over the mixture.
- Don't mix the onion with the fish **until / once** you remove it from the refrigerator.
- As soon as / Until** you mix the onion with the fish, serve it and enjoy!

- B** **PAIR WORK** Close your books. Tell your partner the recipe for ceviche.

4 Speaking A new snack

- A** **PAIR WORK** Use the food in the picture, or other food you know, and create an original snack. Give your snack a name, and describe how to make it.



“Here’s how to make Spicy Egg Surprise. Boil two eggs until they are done. Once ...”

- B** **CLASS ACTIVITY** Tell the class how to make your snack. Then vote on the best snack.

5 Keep talking!

Go to page 129 for more practice.

D Future food

1 Reading

A What new foods have you tried lately?

B Read the article. Which new foods and technologies are also about sustainability?

What will you be eating 25 years from today?

Long ago, people wouldn't have imagined that you could start your day with a bowl of corn flakes for breakfast, get a sandwich on sliced bread from a drive-through window, or have a bag of potato chips for a snack. That makes us wonder: How will the food we eat and the way we cook be different in 10 or 20 years from now?



Imagine:

You wake up on a Saturday and decide to bake sweet sticky buns for breakfast. You start with a cup of cricket flour – it's a sustainable food made from ground crickets, and it's high in protein. Next you add some honey from the beehive just outside your window – everybody has one now, to help to build the bee population – and bake for 10 minutes.



For lunch, a grilled burger sounds good. Head to your refrigerator and pull out some special meat – it's beef grown in a laboratory rather than in a real cow. If you're a vegetarian, you can get a juicy vegetable burger that is engineered to look, taste, and cook like real beef.

Or if you need to eat on the run, try a liquid supplement with 33 ingredients that has all the protein and other nutrients you need for a balanced meal. Just add water!



For an afternoon snack, grab a handful of crunchy, salty grubs from the worm farm in your kitchen that lets you grow your own super healthy bugs. Or for another nutritious snack, drink a glassful of algae, a tasty green, sustainable treat.



For dinner, roasted chicken sounds good, but you forgot to buy the chicken! No worries – just dip a special fork into a jar of flavored oil, and anything bland that you put in your mouth will smell and taste like roasted chicken.

Finally, for dessert, turn on your 3D food printer and create a delicious, creamy chocolate treat.

Here's a little secret – all of these foods and technologies are already available or in development today!

C Read the article again. Answer the questions.

- 1 Which dishes are – or could be – vegetarian?
- 2 Which foods require new technology in your home?
- 3 Which foods are high in protein?
- 4 Which foods are sweet?
- 5 Which foods can you eat on the run?
- 6 What are the sticky buns made of?

D **PAIR WORK** What kind of food do you imagine we'll eat in the future? What foods will disappear? What new technology will make it easier to prepare food?

2 Writing A recipe

- A** Make a list of your favorite dishes. Which dish is the most difficult to make? Which is the easiest?
- B** Write a simple recipe for one of your favorite dishes. Include the ingredients and the directions.
- C** **PAIR WORK** Share your recipe with a partner. Are the steps clear?

Chocolate-covered strawberries

20 strawberries
4–5 chocolate bars chopped nuts

Wash and dry the strawberries.
Boil some water, and then turn off the heat.
Place the chocolate in a bowl over the water.
Stir until it's melted. Remove the bowl from the heat.
Dip each strawberry in the chocolate. Then dip into the nuts.
Put in the refrigerator for 30 minutes.



3 Listening A tour for chocolate lovers

- A** Listen to Yumiko get information about the San Francisco Gourmet Chocolate Tour. Check (✓) the things that the tour includes.
 - a chocolate factory that makes chocolate bars
 - the winner of *SF Weekly's* "Best Chocolate" Award
 - chocolate that's made using fresh ingredients from local farms
 - a newsstand that sells 225 different kinds of chocolate
 - a sculpture that's made of both white and dark chocolate
 - hot chocolate that's prepared by one of the best chocolate makers in the city
 - a Swiss chocolate maker who is famous for chocolate truffles
 - a Mexican chef who makes a sauce from chocolate and chilies



chocolate truffles

- B** Listen to the rest of the conversation. Complete the information.

Cost	Meeting place	Times	Group size

4 Speaking A food tour

- A** **PAIR WORK** Plan a food tour of a restaurant, a farmers' market, or another place where you live. Answer these questions, and add your own ideas.
 - What food will your tour include?
 - Who will lead the tour?
 - What places will you visit?
 - What will be the cost, meeting place, time, and group size?
 - What will your tour do there?

A: Everyone likes ice cream. My recommendation would be to create an ice-cream tour.

B: That's a good idea. Or we could do something more unusual. How about a chili-pepper tour?

- B** **CLASS ACTIVITY** Share your tour plan. Which tours are the most interesting? Why?

Wrap-up

1 You can see the process of making catch-up below. The process is scrambled; work in pairs and unscramble the process.

pick tomatoes and put in basket



1

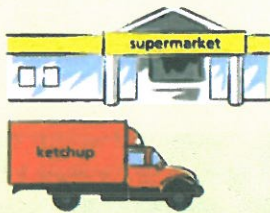
labelling



leave - two hours



remove



quality control



sort good and bad tomatoes



boiling



send



adding
sugar vinegar salt



to crush



15

2 In the real world

What's your favorite food? Go online or look in a magazine, and find a recipe for it in English. Then write about it.

- What is it?
- What are the ingredients?
- How do you make it?

Chicken and rice

Ingredients: chicken, rice, peanuts, oil, vegetables
Heat the oil. Fry the chicken and vegetables in the oil.
Cook the rice. Put the peanuts on top and serve.

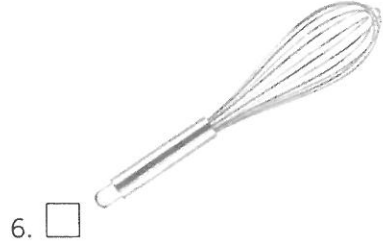
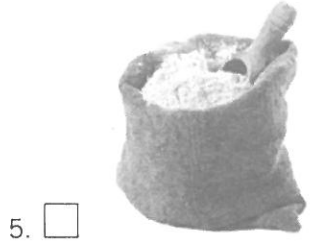
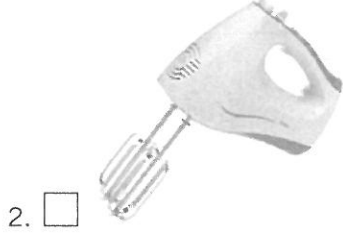
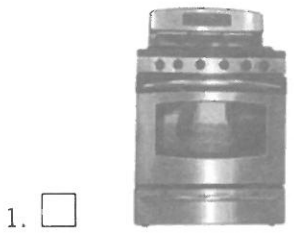


Food

Before you watch

A Match the words and the pictures. Then compare with a partner.

- | | | |
|----------|---------------|-----------------|
| a. flour | c. muffin pan | e. whisk |
| b. mixer | d. oven | f. wooden spoon |



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

- | | | |
|--------|-------|-------|
| crispy | moist | sweet |
|--------|-------|-------|

- When you add eggs to dry ingredients, they become _____.
- When you add sugar to food, it becomes _____.
- When you bake food in the oven, the outside may become _____, like the outside of fried foods.

While you watch

A Number the steps from 1 to 8.

- _____ Mix the ingredients in the second bowl.
- _____ Put the flour, baking powder, and salt in a large bowl.
- _____ Put the milk, eggs, sugar, vanilla, and butter in another bowl.
- _____ Bake for 15 minutes.
- _____ Pour everything from the small bowl into the other bowl and whisk it a little bit.
- _____ Whisk together the flour, baking powder, and salt.
- _____ Taste some chocolate chips before pouring them in.
- _____ Once the batter is mixed, pour it into the muffin pan.

B Circle the correct answers.

1. Irma teaches Danielle how to _____ the muffins.
a. roast b. microwave c. bake
2. Danielle says her grandmother's muffins are _____, chewy, and moist.
a. sweet b. crispy c. bland
3. Irma tells Danielle to mix the flour, baking powder, and salt with a _____.
a. spoon b. fork c. whisk
4. Danielle makes mistakes with _____.
a. the sugar and flour
b. an egg and the vanilla
c. the milk and the salt
5. Danielle says that her muffins are crispy on the outside and _____ on the inside.
a. chewy b. creamy c. crunchy
6. Irma says Danielle's muffins are _____.
a. delicious b. chewy c. crunchy



C What recipe information is *not* given in the video? Check (✓) the correct answers.

- | | |
|--|---|
| <input type="checkbox"/> how many eggs to use | <input type="checkbox"/> the temperature of the oven |
| <input type="checkbox"/> how much flour you need | <input type="checkbox"/> the amount of vanilla |
| <input type="checkbox"/> the amount of salt | <input type="checkbox"/> how much butter to add |
| <input type="checkbox"/> how many chocolate chips to add | <input type="checkbox"/> the cooking time in the oven |
| <input type="checkbox"/> the tools to use to mix ingredients | <input type="checkbox"/> the amount of milk |

After you watch

Pair work Discuss the questions.

- In the end, why can Irma “really taste the vanilla”? Why are the muffins “crunchy”?
- Have you ever made or tasted muffins? What were they like? Did you like them?
- Are you considered to be a good cook? Why or why not? Who does most of the cooking in your home?
- Was there a time when someone taught you how to cook something – or you taught someone else how to cook something? What was it? Tell your partner about it.

4 Behavior

LESSON A

- Polite and impolite behavior
- Second conditional

LESSON B

- Expressing an expectation
- Acknowledging an expectation

LESSON C

- Word partners
- Past modals for hypothetical situations

LESSON D

- Reading: "Make Someone Happy"
- Writing: An act of kindness




Warm Up

- A** Look at the picture. Which people are not behaving well?
- B** Is there behavior at the movies that makes you angry? Would that behavior be OK in a different place?

A The right thing to do

1 Vocabulary Polite and impolite behavior

A  Label the phrases P (polite behavior) or I (impolite behavior). Then listen and check your answers.



1 cut in line



2 admit a mistake



3 drop litter



4 talk loudly in public



5 give someone a compliment



6 offer someone your seat



7 keep someone waiting



8 give someone a gift

B **PAIR WORK** Have you done any of the things in Part A? What happened?

2 Language in context Typical behavior

A  Read the survey. Which answer did more than half of the people agree with?

1 What would you do if a stranger dropped litter in front of you?

20% said, "I would talk to the person."

28% said, "I would pick it up."

40% said, "I wouldn't do anything."

12% said, "Other."

20%
28%
40%
12%



2 If a stranger were talking loudly behind you in a theater, what would you do?

60% said, "I would ask the person to be quiet."

20% said, "I would change seats."

4% said, "I wouldn't do anything."

16% said, "Other."

16%
20%
60%
4%



B What about you? Do the responses surprise you? What do you think some of the "other" responses were for each question?

3 Grammar Second conditional

Second conditional sentences describe “unreal” or imaginary situations. Use a past tense verb in the if clause (the condition). Use would in the main clause. Use were for the past tense of be in the condition.

If a stranger **were talking** loudly behind you in a movie theater, what **would you do**?

I'd change seats. I **wouldn't** ask the person to be quiet.

If a stranger **dropped** litter in front of you, **would you pick it up**?

Yes, I **would**. I'd probably **throw** it away.

How **would you feel** if someone **gave** you a gift for no reason?

If someone **gave** me a gift for no reason, I'd **feel** happy.

A Complete the conversations with the second conditional. Then practice with a partner.

1 **A** If someone were playing (play) loud music on the subway, what would you do (do)?

B I ask (ask) the person to turn it down.

2 **A** What do you do (do) if a friend gives (give) you a compliment?

B I thank (thank) him.

3 **A** If someone cuts (cut) in line in front of you, what do you say (say)?

B I don't say (not / say) anything. I wait (wait) for my turn.

4 **A** What do you do (do) if an elderly man stands (stand) on your bus?

B I offer (offer) him my seat.

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

4 Speaking What would you do?

A Complete this question:

“What would you do if _____?”

B **CLASS ACTIVITY** Talk to different classmates and ask your question. Take notes on their answers.

A: What would you do if a friend gave you an unusual gift?

B: I'd probably laugh.

C: I wouldn't do that. I'd smile and say thank you.

C **GROUP WORK** Share what you found out. What were the most polite answers?



5 Keep talking!

Go to page 130 for more practice.

3 I didn't realize that.

1 Interactions Expectations


A Have you ever made a mistake because you didn't know a custom?

B  Listen to the conversation. What mistake did Ruben make?

Then practice the conversation.

- Diana** So, Ruben, how do you like it here?
- Ruben** Oh, I love it. The people, the food – but can I ask you something?
- Diana** Sure, anything.
- Ruben** Well, last night I was invited to a classmate's house for dinner. It was the first time. And I think I made a mistake.
- Diana** What happened?
- Ruben** Dinner was at 7:30. As usual in my country, I arrived a little after 8:00. My friend seemed kind of surprised.
- Diana** Here it's the custom to arrive on time or no more than 10 minutes late.
- Ruben** Really? I didn't realize that.
- Diana** Well, you'll know for next time.



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

Expressing an expectation

You're supposed to . . .

You're expected to . . .

Acknowledging an expectation

Oh, I didn't know that.

Oh, really? I wasn't aware of that.

D **PAIR WORK** Talk about expectations. Use this information and take turns.

the United States	Japan	Argentina
Leave a tip of 15 to 20 percent in most restaurants.	Take off your shoes before you enter someone's home.	Begin to eat only after the host or hostess invites you to.
China	Morocco	Russia
Greet the oldest person in a group first.	Bargain for lower prices on souvenirs in markets.	Bring a small gift if you are invited to someone's home.

A: In the United States, it's the custom to leave a tip of 15 to 20 percent in most restaurants.

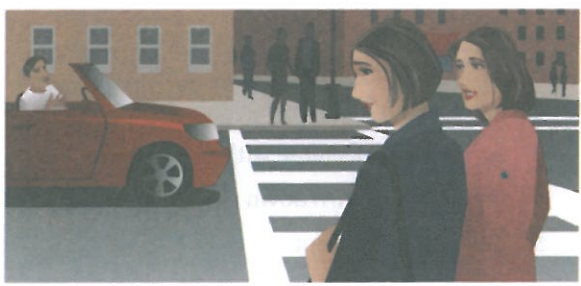
B: Oh, really? I wasn't aware of that.

2 Listening Cross-cultural differences

A Listen to four people talk about customs in their country. Write the country name.



1 _____
You're expected to _____.



2 _____
You're supposed to _____.



3 _____
It's the custom to _____.



4 _____
You're not supposed to _____.

B Listen again. What is the custom in each country? Write the sentences.

3 Speaking Good things to know

A Think about a country you know. Choose three topics below. What are the expectations for polite behavior there? How would you tell a visitor to behave?

- | | | |
|-----------------|------------------------|--------------------------|
| receiving gifts | eating in a restaurant | pointing and gesturing |
| cutting in line | giving gifts | talking loudly in public |
| doing business | greeting people | visiting someone's home |
| dropping litter | money and shopping | walking or driving |

B PAIR WORK Share your ideas.

A: In China, you're not supposed to open gifts immediately.
B: Really? I didn't know that.



Doing things differently

1 Vocabulary Word partners

A Circle the verbs or verb phrases in column A that partner with the nouns in column B. Then listen and check your answers.

A	B
1 <u>offer</u> / do / <u>accept</u>	an apology
2 tell / ask for / offer	an explanation
3 agree with / disagree with / turn down	an opinion
4 make / give / turn down	a request
5 deny / give / accept	a compliment
6 admit / ask for / return	a favor
7 reach / say / suggest	a compromise
8 say / accept / turn down	an invitation
9 make / offer / do	an excuse

B **PAIR WORK** Ask and answer the question “When was the last time you . . . ?” with four different word partners from Part A.

A: When was the last time you asked for a favor?

B: Last night. I asked my brother to help me with my homework.

2 Conversation I feel terrible.

A Listen to the conversation. Steve asked Paul for a favor. What was it?

Paul I made a terrible mistake.

Lydia Why? What happened?

Paul Well, you know Steve, the new guy in our class?

Lydia Yeah, I think so.

Paul Well, yesterday he asked me for a favor. He wanted to borrow my laptop. I said I didn't think it was a good idea, and now he's upset with me.

Lydia Really?

Paul Yeah. Should I have lent it to him? What would you have done?

Lydia I'm not really sure.

Paul Well, would *you* have let him use *your* laptop?

Lydia I don't know. I guess it would have depended. What did he need it for?



B Listen to the phone conversation. Why does Steve call Paul? What does Paul offer Steve?

3 Grammar Past modals for hypothetical situations

Use past modals to talk about hypothetical situations in the past. Use *should have* to talk about the right thing to do, *could have* to talk about possibilities, and *would have* to imagine your behavior.

I **should have lent** him my laptop.

Should I have lent it to him?

I **shouldn't have said** no.

Yes, you **should have**.

He **could have offered** you an explanation.

No, you **shouldn't have**.

It **would have depended**.

What **would you have done**?

Complete the conversations with past modals. Then practice with a partner.

- A My sister loves her new haircut. I told her I hated it. Now she's mad at me.
 B That wasn't nice! I wouldn't have said (wouldn't / say) that.
 You _____ (could / give) her a compliment instead.
- A _____ I _____ (should / invite) the whole class to my party? I didn't, and now some people are angry.
 B Yes, you _____. But your apartment is really too small.
- A My cousin asked me for a favor. He wanted to borrow my new car.
 What _____ you _____ (would / do)?
 B I _____ (would / say) no.
- A A few days ago, I broke the microwave at my office by accident.
 B You _____ (should / offer) to buy a new microwave.

4 Pronunciation Reduction of *have*

A  Listen and repeat. Notice how *have* is reduced in past modals.

You could have given her a compliment.

You shouldn't have said that.

I would have asked her for an explanation.

I wouldn't have done that.

B Practice the conversations in Exercise 3. Use the reduced form of *have*.

5 Speaking What would you have done?

A Have you done any of these things? What happened? Choose one and prepare to talk about it.

- You returned a favor.
- You made an excuse.
- You disagreed with an opinion.
- You suggested a compromise.

B **GROUP WORK** Share your experiences. Would you have done things differently? Discuss your opinions.

A: Last week, my friend lent me his car. When his car broke down this week, I returned the favor and gave him my car.

B: I would have done the same thing.

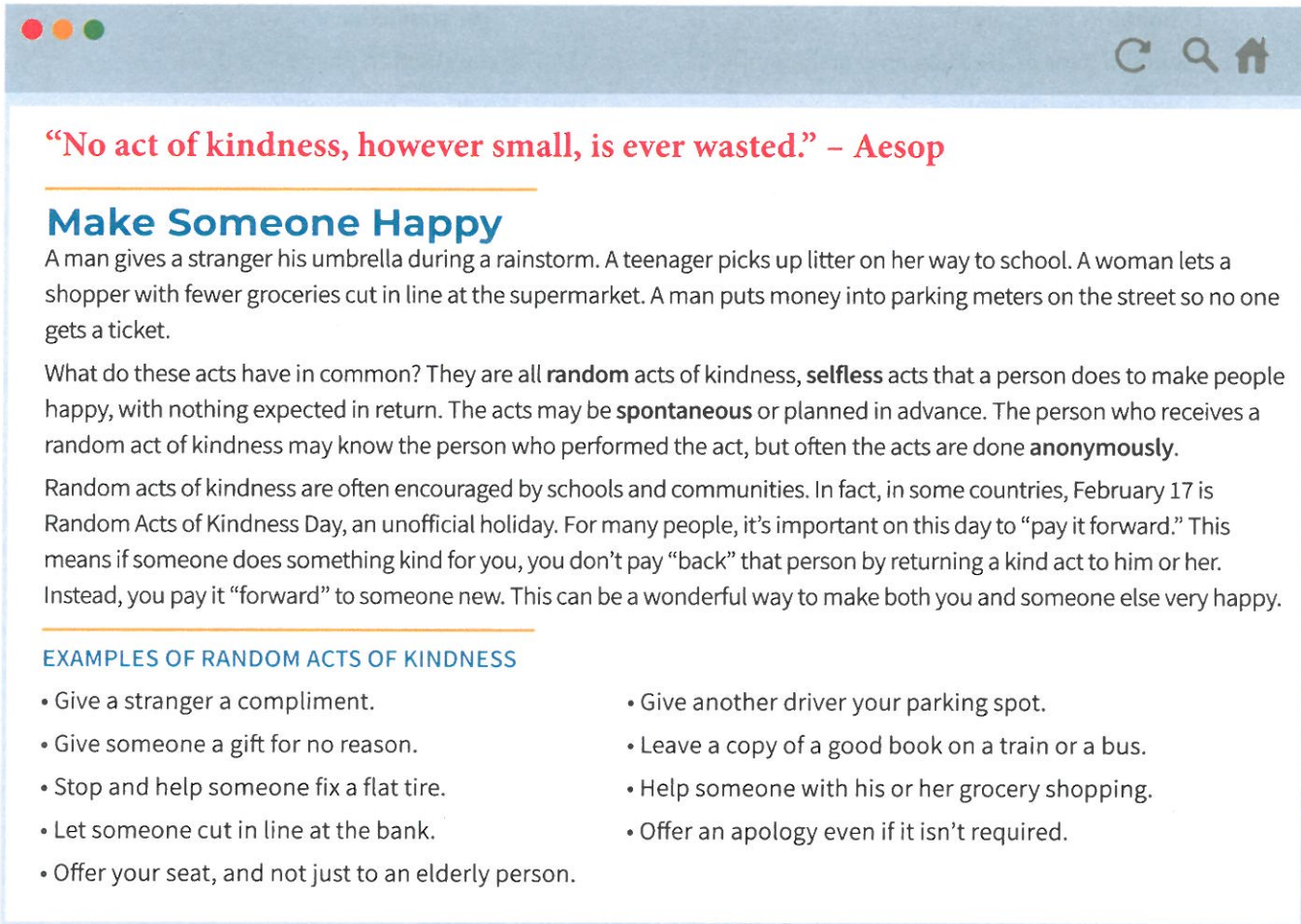
6 Keep talking!

Go to page 131 for more practice.

D Acts of kindness

1 Reading

A Read the quote. What do you think it means?



“No act of kindness, however small, is ever wasted.” – Aesop

Make Someone Happy

A man gives a stranger his umbrella during a rainstorm. A teenager picks up litter on her way to school. A woman lets a shopper with fewer groceries cut in line at the supermarket. A man puts money into parking meters on the street so no one gets a ticket.

What do these acts have in common? They are all **random** acts of kindness, **selfless** acts that a person does to make people happy, with nothing expected in return. The acts may be **spontaneous** or planned in advance. The person who receives a random act of kindness may know the person who performed the act, but often the acts are done **anonymously**.

Random acts of kindness are often encouraged by schools and communities. In fact, in some countries, February 17 is Random Acts of Kindness Day, an unofficial holiday. For many people, it’s important on this day to “pay it forward.” This means if someone does something kind for you, you don’t pay “back” that person by returning a kind act to him or her. Instead, you pay it “forward” to someone new. This can be a wonderful way to make both you and someone else very happy.

EXAMPLES OF RANDOM ACTS OF KINDNESS

- Give a stranger a compliment.
- Give someone a gift for no reason.
- Stop and help someone fix a flat tire.
- Let someone cut in line at the bank.
- Offer your seat, and not just to an elderly person.
- Give another driver your parking spot.
- Leave a copy of a good book on a train or a bus.
- Help someone with his or her grocery shopping.
- Offer an apology even if it isn’t required.

B Read the article. Find the words in **bold**. Circle the correct meaning.

- | | | |
|----------------------|---------------------------------|--------------------------------|
| 1 random | a. with no pattern | b. with a regular pattern |
| 2 selfless | a. putting your own needs first | b. putting others’ needs first |
| 3 spontaneous | a. with no planning | b. large and important |
| 4 anonymously | a. knowing the person’s name | b. without knowing the name |

C According to the article, which of these would be random acts of kindness?

Check (✓) the correct answers.

- | | |
|--|---|
| <input type="checkbox"/> You buy a friend dinner for no reason. | <input type="checkbox"/> You return a book that you borrowed. |
| <input type="checkbox"/> You let yourself sleep late on the weekend. | <input type="checkbox"/> You help a neighbor paint his house. |
| <input type="checkbox"/> You get a job to save money for college. | <input type="checkbox"/> You offer your seat to someone |

D **GROUP WORK** Choose an act of kindness from the reading and discuss it. What would you do if someone did it for you? How would you feel? Would you “pay it forward”? How?

2 Listening For no reason

- A Listen to four callers to a radio show talk about acts of kindness. Was each act performed or received by them? Check (✓) the correct answer.

	Performed	Received	Act of kindness
1 Jared	<input type="checkbox"/>	<input type="checkbox"/>	
2 Keisha	<input type="checkbox"/>	<input type="checkbox"/>	
3 Antonio	<input type="checkbox"/>	<input type="checkbox"/>	
4 Mei-li	<input type="checkbox"/>	<input type="checkbox"/>	

- B Listen again. What was each act of kindness? Write it in the chart.

3 Writing An act of kindness

- A **GROUP WORK** Choose one of these topics. Discuss what happened.

something nice someone did for you
 something nice you did for someone
 something nice you'd like to do for someone

- B Write a paragraph about your topic. Use the reading and the model paragraph to help you.
- C **CLASS ACTIVITY** Post your paragraphs around the room. Read your classmates' paragraphs. Then get more information about a paragraph that interests you.

An Act of Kindness

This happened to me last year. I was having a really bad day, so I went to an ice cream shop. I ordered some ice cream, and when I went to pay for it, I couldn't find my wallet. Just then, the person in front of me paid for it! Then she smiled and walked away. I couldn't believe it. She did it just to be nice.

4 Speaking Doing nice things

- GROUP WORK** Look at the picture. What would be some nice things to do? Discuss your ideas.



Wrap-up

- 1 You are going to play hot chair. One student is chosen accidentally to talk about his/ her biggest regret. Others should imagine themselves in the same situation and give their suggestions.



2 In the real world

What's polite and impolite in different countries? Go online and find three examples of polite and impolite behavior for an English-speaking country. Then write about it.

- What is the country?
- What is the behavior?

Behavior in Australia

In Australia, it's polite to come to meetings on time. It's impolite to miss a doctor's appointment and not call first.

Acts of kindness

Before you watch

A Pair work Interview your partner. Ask and answer questions for more information. Take notes.

Have you ever . . .	Yes	No	Extra information
given someone your seat?			
helped someone carry heavy bags?			
given a compliment to a stranger?			
helped a tourist who looked lost?			
helped a stranger fix a flat tire?			
helped a neighbor find a lost pet?			
given someone a gift for no reason?			
held a door open for another person?			
let someone go before you in a supermarket line?			
helped a stranger whose car had broken down?			

B Pair work Look at the random acts of kindness in Part A again. Has anyone ever done those things for you? Tell your partner.

While you watch

A Look at the pictures from the video. What random act of kindness does Ben do for each person? Check (✓) the correct answers.



- Ben offers her a seat on the park bench.
- Ben gives her another bag to carry all of her things in.
- Ben carries the bags for her.



- Ben helps him read the map.
- Ben takes the man to the place he's looking for.
- Ben buys him a new map.



- Ben pushes her car to the gas station.
- Ben gives her directions.
- Ben gets gas for her car.

B Circle the correct answers.

1. Ben offers to help the woman because _____.
a. she can't carry all of the bags b. her bags look heavy c. she's lost
2. The woman lives _____ blocks from where they are in the park.
a. five b. six c. nine
3. When Ben first sees the tourist, Ben _____.
a. says hello b. asks if he needs directions c. walks past him
4. The tourist asks Ben to _____.
a. recommend a restaurant b. help him with his bags c. look at the map
5. The woman in the car needs _____.
a. directions b. a new part for her car c. gas

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

1. In this video, Ben and Nick investigate uncommon situations in which people can be kind to each other. _____
2. At some point, Ben seems to regret, a little, his offer to help each person. _____
3. Nick thinks Ben did the right thing when he walked by the lost tourist. _____
4. To show their appreciation, each person Ben helps gives him a gift. _____
5. By the end of the video, Ben wishes he had never helped the three people. _____



After you watch

Group work Discuss the questions.

- In what situations might a person be uncomfortable when a stranger offers to help?
- Have you ever offered to help a stranger and then regretted your offer?
- Have you ever regretted *not* offering help to a stranger?
- Has a stranger ever been especially grateful when you offered to help?

5 Travel and tourism

LESSON A

- Compound adjectives
- Comparatives and superlatives

LESSON B

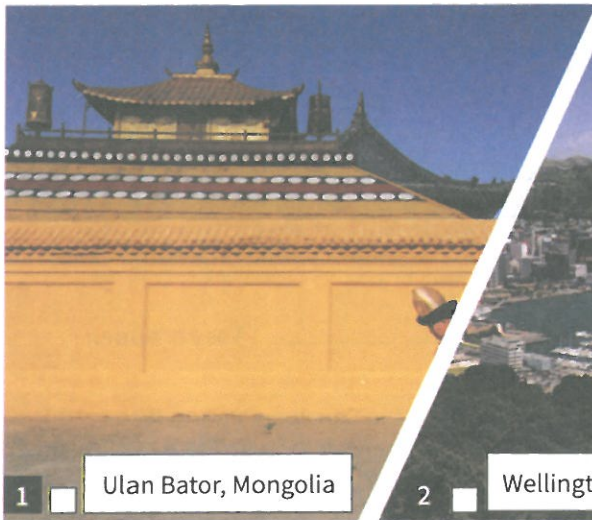
- Reporting a problem
- Responding to a problem

LESSON C

- Travel talk
- Reporting commands and advice

LESSON D

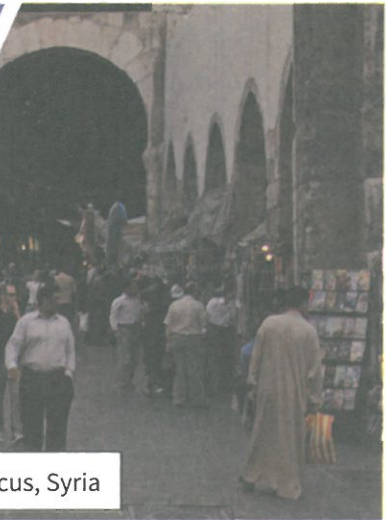
- Reading: "Welcome to Medellín, Colombia"
- Writing: Creating a home page



1 Ulan Bator, Mongolia



2 Wellington, New Zealand



3 Damascus, Syria



4 La Paz, Bolivia



5 Reykjavik, Iceland



6 Cairo, Egypt


Warm Up

A Look at the capital cities. Match them to their descriptions.

- | | | |
|---------------|---------------------|---------------------|
| a the coldest | c the oldest | e the highest |
| b the driest | d the most northern | f the most southern |

B What's your capital city like? What three adjectives do you think best describe it?

1 Vocabulary Compound adjectives

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

culturally diverse
densely populated
fun-loving
high-tech
highly educated
open-minded
slow-paced
well-planned
world-famous

- 1 Everyone knows New York City. It's a _____ city with many interesting places to visit.
- 2 Bangalore is a very _____ place. It's the center of India's computer industry.
- 3 For a capital city, Vientiane in Laos is a _____ place. It's a great place to not be in a hurry.
- 4 Lagos is a very _____ city. There are about 20,000 people per square kilometer.
- 5 Brasília is a _____ city. There are wide roads, a lot of green space, and great public transportation.
- 6 Singapore's people are _____. Many continue their studies after they finish high school.
- 7 The people in San Francisco are very _____. They are open to new ideas, opinions, and experiences.
- 8 There are a lot of _____ people in San Juan, Puerto Rico. They love to go out and have a good time.
- 9 London is an extremely _____ city. You can find people from all over the world there.

B **PAIR WORK** Which words in Part A describe people? Which describe places? Which describe people and places? Tell your partner.

2 Language in context My city

A  Listen to three people describe their cities. Where does each person live?

I used to live in Buenos Aires, but I live in Mendoza now. It's not as crowded as Buenos Aires, so it's slower-paced here. But I think the people are pretty fun-loving and open-minded. And there's a great music scene!

– Angela, Argentina

I live in St. Petersburg, but I was born in Moscow. I like both cities, but I prefer St. Petersburg. In the winter, it isn't as cold as Moscow. It's a well-planned city, and I think it's even a little cheaper than Moscow.

– Boris, Russia

I like Osaka for its shopping, but I love it for its food. I think the food is better than in Tokyo. In fact, I think it has the best food in Japan! We have a saying here: "Eat till you drop in Osaka!" I never want to move!

– Nozomi, Japan

B Which city do you think would be good for tourists? Students? Businesspeople? Why?

"Osaka would be good for tourists because the food is good and tourists love to eat!"

3 Grammar Comparatives and superlatives

Comparisons	Superlatives
St. Petersburg is cheaper than Moscow.	... is the cheapest city in Russia.
Buenos Aires is more crowded than Mendoza.	... is the most crowded city.
St. Petersburg is less expensive than Moscow.	... is the least expensive city.
The food in Osaka is better than in Tokyo.	... is the best food in the world.
Traffic here is worse than in St. Petersburg.	... is the worst traffic I've ever seen.
(not) as ... as	
St. Petersburg isn't as cold as Moscow.	Osaka is as high-tech as Tokyo.

A Complete the sentences with the comparative form of the adjectives.

- 1 Today's high temperature is 29°C in Bangkok and 26°C in Chiang Mai. Bangkok is _____ (hot) Chiang Mai.
- 2 The average cost of a new house in Tokyo is around 35 million yen. The average cost of a new house in Kinki is around 29 million yen. New houses in Tokyo are _____ (expensive) houses in Kinki.
- 3 There are 7,200 people per square kilometer in São Paulo, and 5,200 people per square kilometer in Rio de Janeiro. São Paulo is _____ (densely populated) Rio.
- 4 Mumbai usually gets 87 centimeters of rain and very little sunshine in July. In January, there is almost no rain, and the weather is mild and sunny. The weather in July is _____ (bad) in January.

B PAIR WORK Say each sentence in Part A in a different way. Use *not as ... as*.

"Chiang Mai isn't as hot as Bangkok."

C Complete the questions with the superlative form of the adjectives. Work with a partner. Ask and answer with your own information.

- 1 What's the most high-tech (high-tech) city in your country?
- 2 What's _____ (bad) restaurant in your town?
- 3 What's _____ (culturally diverse) city in your country?
- 4 What's _____ (less populated) part of your country?

4 Speaking Comparing three cities

GROUP WORK Compare three cities you know. Talk about:

education	food	shopping	transportation
entertainment	people	traffic	weather

- A: Why don't we compare Curitiba, São Paulo, and Belo Horizonte? OK.
 B: São Paulo is bigger than Curitiba.
 C: Curitiba is the most well-planned of the three.



5 Keep talking!

Go to page 132 for more practice.

B I'll let someone know.

1 Interactions

A What do you think are the most common hotel complaints? If you had a problem with a hotel room, what would you do?

B  Listen to the conversation. What's the problem? Then practice the conversation.

Clerk Front desk. Please hold.

.....

Clerk Thank you for waiting. How can I help you?

Lina Um, hi. I just checked in a few minutes ago. There's a problem with my Internet connection. I can't get a wireless signal.

Clerk I'm very sorry. I'll let someone know right away.


Lina Thank you. I'd appreciate it.

Clerk Is there anything else I can help you with?

Lina Um, yeah. Can you recommend a restaurant near the hotel?

Clerk Yes, there are several, but our hotel restaurant is one of the best in the city.



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

Reporting a problem

.....

I'm having a problem with ...

There seems to be a problem with ...

Responding to a problem

.....

I'll get someone to take care of it.

I'll have someone get on it right away.

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



The air-conditioning isn't working.



The table lamp doesn't have a bulb.



The bathroom sink is clogged.



The door has a broken knob.

2 Pronunciation Linking of same consonant sounds

👂 Listen and repeat. Notice the linking of the same consonant sounds at the end and beginning of words. The sound is pronounced only once.

There's no wireless signal.

The bathroom mirror is dirty.

The radio has a broken knob.

The table lamp doesn't have a bulb.

3 Listening How can I help you?

A 👂 Listen to three people call the front desk at a hotel. Check (✓) the problem.

	Problem	Response	Solved?
1	<input type="checkbox"/> She hears a strange noise. <input type="checkbox"/> She can't close her windows.		yes no
2	<input type="checkbox"/> The TV won't turn on. <input type="checkbox"/> There's no battery in the remote.		yes no
3	<input type="checkbox"/> There isn't any electricity. <input type="checkbox"/> The desk lamp needs a new bulb.		yes no

B 👂 Listen again. How does the man at the front desk respond to the problems? What does he say he will do? Write the sentences in the chart.

C 👂 Listen. A hotel worker comes to solve each problem. Does he? Circle yes or no.

4 Speaking Problems, problems, problems

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

Student A: Call the front desk three times to report three problems in your hotel room.

Student B: You work at the front desk. Answer the phone and respond to each problem.

A: There's a problem with my room. There are bugs on the wall.

B: I'll have someone get on it right away.



C Travel experiences

1 Vocabulary Travel talk

- A Read Luke's travel blog. Complete the chart with the bold words in the blog. Then listen and check your answers.

LUKE'S TRAVEL BLOG

Sunday, August 25th

My trip's been full of surprises so far. First, my flight here was **delayed**. I took the next one, and I was **upgraded** to first class! Then I discovered that my visa was **expired**, but I was **issued** one at the airport on arrival. Good thing! But they lost my luggage.

When I went to my two-star hotel, I found out it was **overbooked**. But I had a reservation, and it was **guaranteed**. So, they put me in a four-star hotel for the same price.

I read that the museums here are always **packed** and the restaurants are **overrated** and **overpriced**. But I went to a museum early this morning, and there were only a few people there. I even got a **discounted** ticket! After that, I went to a famous restaurant for lunch. It was priced right, and it was the best meal I've ever had.

Good experiences

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

Bad experiences

- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

- B What experiences have you had like Luke's? Which have you never had?

2 Conversation Welcome home!

- A Listen and practice. Where's Luke's luggage?

Jae-Sun Luke! Welcome home!

Luke Hi, Jae-Sun. Thanks for picking me up.

Jae-Sun That's what friends are for. I read your blog. I can't believe your flight was delayed and your hotel was overbooked.

Luke I know, but things turned out OK.

Jae-Sun Hey, where's your luggage?

Luke They never found it! The man at the airport told me to be patient.

Jae-Sun Patient? Are you serious? You've *been* patient.

Luke Well, he advised me to call in a few days to check on it. Anyway, look! I got you a souvenir.

Jae-Sun Really? Thank you!



- B Listen to a phone conversation between Luke and the man at the airport. Where is Luke's luggage now? When can he expect his luggage?

3 Grammar Reporting commands and advice

These reporting verbs are followed by an object + infinitive. Notice the placement of not.

The man said:

- | | |
|-----------------------------------|---|
| “Be patient.” | He told me to be patient. |
| “Don’t be impatient.” | He told me not to be impatient. |
| “Remember to take your room key.” | He reminded us to take our room key. |
| “Don’t forget your room key.” | He reminded us not to forget our room key. |
| “Call in a few days.” | He advised me to call in a few days. |
| “Don’t carry a lot of cash.” | He warned her not to carry a lot of cash. |

Look at your friend Maria’s travel advice. Rewrite her advice. Use reporting verbs. Then compare with a partner.

- | | | |
|----------------------------------|--------|---|
| 1 “Get a good guidebook.” | tell | <u>She told me to get a good guidebook.</u> |
| 2 “Don’t pack too much.” | tell | _____ |
| 3 “Buy a youth hostel card.” | advise | _____ |
| 4 “Get a visa.” | remind | _____ |
| 5 “Don’t go out at night alone.” | warn | _____ |
| 6 “Keep your passport safe.” | tell | _____ |
| 7 “Use ATMs to get cash.” | advise | _____ |
| 8 “Don’t forget to write.” | remind | _____ |

4 Speaking Good advice

A CLASS ACTIVITY Talk to different classmates. What advice would they give an overseas visitor to their city? Write their names and advice in the chart.

Advice about . . .	Name	Advice
a tourist attraction to avoid	Diego	Don't go to street fairs. They're packed and overrated.
a “must-see” tourist attraction		
a restaurant to avoid		
the best way to get around		
a good way to save money		

B GROUP WORK Imagine you are the overseas visitor. Report the advice you heard. Does everyone agree with the advice?

“Diego advised me not to go to street fairs. They’re packed and overrated.”

5 Keep talking!

Go to page 133 for more practice.

D My town, the best town

1 Reading

A Do you like to visit new places? What things do you especially like to see and do?

B Read the headings under *Travel essentials* and *Things to see and do*. What topics are covered under *Travel essentials*? What topics are covered under *Things to see and do*?

Welcome to Medellín, Colombia
the City of Everlasting Spring

TRAVEL ESSENTIALS

Climate
Medellín is located at about 5,000 feet (1,538 meters) above sea level. Its climate is not as hot as other cities located near the equator. The city's average temperature is a pleasant 72°F (22°C). [Read more](#)

Getting here
Medellín has an international airport, with flights from Miami, New York, Madrid, and many other cities. There are taxis and minibuses from the airport to downtown Medellín. [Read more](#)

Getting around
The quickest and cheapest way to get around Medellín is with the well-planned metro and tram system. The modern Turibus also goes around the city, showing parks, beautiful neighborhoods, and historical sites. [Read more](#)

Where to stay
There are many hotels, but hostels are also popular, especially when hotels are overbooked. Many hostels include hot showers, TV, laundry service, free Wi-Fi, private lockers, and Spanish lessons. [Read more](#)

THINGS TO SEE AND DO

Nightlife
The fun-loving people of Medellín love to dance. There are many places around the city to dance. One of the most famous is the Zona Rosa. Most clubs close at 3:00 a.m. [Read more](#)

Sightseeing
There are world-famous museums in the city, but one "must-see" is the Museo de Antioquia. It has a large collection of art, including paintings and sculptures by Fernando Botero. [Read more](#)

Festivals
Why not plan a trip around a festival? There's a poetry festival in July, a celebration of lights in December and January, and for two weeks in August, a flower festival – the city's most important cultural event. [Read more](#)

Day trip
Located just two hours from the city is the town of Guatapé where you can see the most wonderful views from the top of La Piedra, or The Rock. It has an elevation of about 7,000 feet (2,135 meters) above sea level, and 740 steps were built to reach the top. [Read more](#)

C Read the home page. Answer the questions.

- 1 How can you get from the airport to downtown? _____
- 2 What's the least expensive way to get around the city? _____
- 3 Where can you enjoy a fantastic view? _____
- 4 What's one of the most famous places to go to at night? _____
- 5 What can you find at the Museo de Antioquia? _____
- 6 When is the flower festival? _____

D Imagine you had only one day in Medellín. How would you spend your day?

2 Writing Creating a home page


- A** **GROUP WORK** What kind of information might appear on your town's home page? Make a list of topics. Use the topics in Exercise 1 to help you.
- B** **GROUP WORK** Create and design a home page for your town. Have each student write a paragraph about a topic from your list in Part A. Use Exercise 1 and the model to help you.

Shopping


Our town is a shopper's paradise! There is something for everyone, and the prices are great. You can buy textiles, jewelry, and the painted wooden creatures that so many tourists love...

- C** **CLASS ACTIVITY** Post your home pages around the room. Which home page best represents your town?

3 Listening City festivals

- A**  Listen to four people talk about city festivals. Complete the second and third columns of the chart.

	Name of the festival	Year started	Month of the festival	One thing to see or do
1	Milan Melon Festival			
2	Pusan International Film Festival			
3	Historic Center Festival Of Mexico City			
4	Edinburgh Festival Fringe			

- B**  Listen again. Complete the chart. Write one thing to see or do at each festival.
- C** Which festival would you most like to attend? Why?

4 Speaking A festival to remember

- A** **GROUP WORK** Plan a festival for your town. Use these ideas or ideas of your own for fun events at the festival.

a contest	a parade
a fashion show	a sporting event

- A:** Our town is well known for corn.
B: So why don't we have a Corn Festival?
C: We could have a corn-eating contest.

- B** **CLASS ACTIVITY** Share your ideas.



Wrap-up



BEFORE WATCHING:

Pair work: Discuss the problems in our subway system.

WHILE WATCHING: Watch the clip and pay attention to the similarities and differences.

AFTER WATCHING:

Pair work: A. Compare the subway systems.

B. If you could ask the mayor for any changes to improve the subway system, what would it be?

2 In the real world

What country would you like to visit? What two cities in that country would you like to see? Find information online or in a travel magazine about these cities.

Then write about them.

- Which city is more densely populated?
- Which city is slower-paced?
- Which city is cheaper?
- Which city has better weather?

Two Cities in Peru

I'd like to visit Lima and Arequipa in Peru.

Lima is more densely populated than Arequipa.

Travel and tourism

Before you watch

A Pair work Look at the pictures of different places in New York City. What can you do in each place? Would you like to go to each place? Why or why not?



5th Avenue



Broadway



Little Italy



SoHo

B Pair work What do you know or think about New York City? Have you ever been there, or do you know someone who has? How does it compare to other places you know? Tell your partner.

While you watch

A Complete the sentences with the correct names.



Emi



Elena



Lauren



Diego



Paul

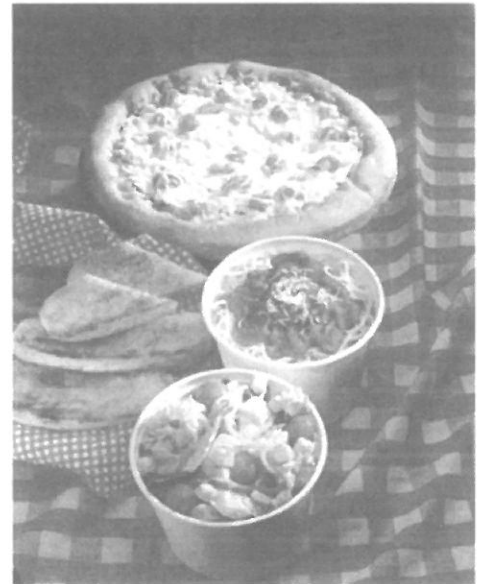


Kathy

- _____ advises tourists to buy Broadway tickets just minutes before the show.
- _____ describes New York City as fast-paced, culturally diverse, and fun-loving.
- _____ and _____ ate at an Italian restaurant.
- _____ tells tourists to go to SoHo.
- _____ says everything in SoHo is overpriced.
- _____ reminds everyone that you get what you pay for.
- _____ and _____ bought the same bag at Canal Street.
- _____’s co-workers warned him not to go to museums on Sundays or Mondays.

B Circle the correct answers.

1. Lauren says to shop on Canal Street because _____.
 - a. it's cheaper and more culturally diverse than SoHo
 - b. it has trendy restaurants and glamorous people
 - c. the products are high-quality there
2. Diego says to ask for directions because _____.
 - a. New York can be confusing
 - b. New Yorkers are friendlier than people think
 - c. it's easy to get lost in New York City
3. Paul and Kathy's friends told them to go to a restaurant in Little Italy for _____.
 - a. really good pizza
 - b. the best spaghetti
 - c. the best Italian food in New York City
4. Paul's co-workers said museums are really busy _____.
 - a. on Sunday
 - b. on Monday
 - c. every day



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

1. Elena and Lauren suggest that tourists go to SoHo. _____
2. Lauren's handbag isn't a real Giorgio Giorgio bag. _____
3. Diego says tourists should see a Broadway show. _____
4. It's not possible to get an inexpensive ticket to a Broadway show. _____
5. Kathy bought an expensive Giorgio Giorgio handbag. _____

After you watch

Pair work Discuss the questions.

- In the video, from whom do you think Kathy got "a great shopping tip"?
- In your opinion, was it a good tip? Why or why not?
- Which do you think are better – real, but very expensive, products or not real, but cheap, products? Why?

6 The way we are

LESSON A

- Character traits
- Defining relative clauses

LESSON B

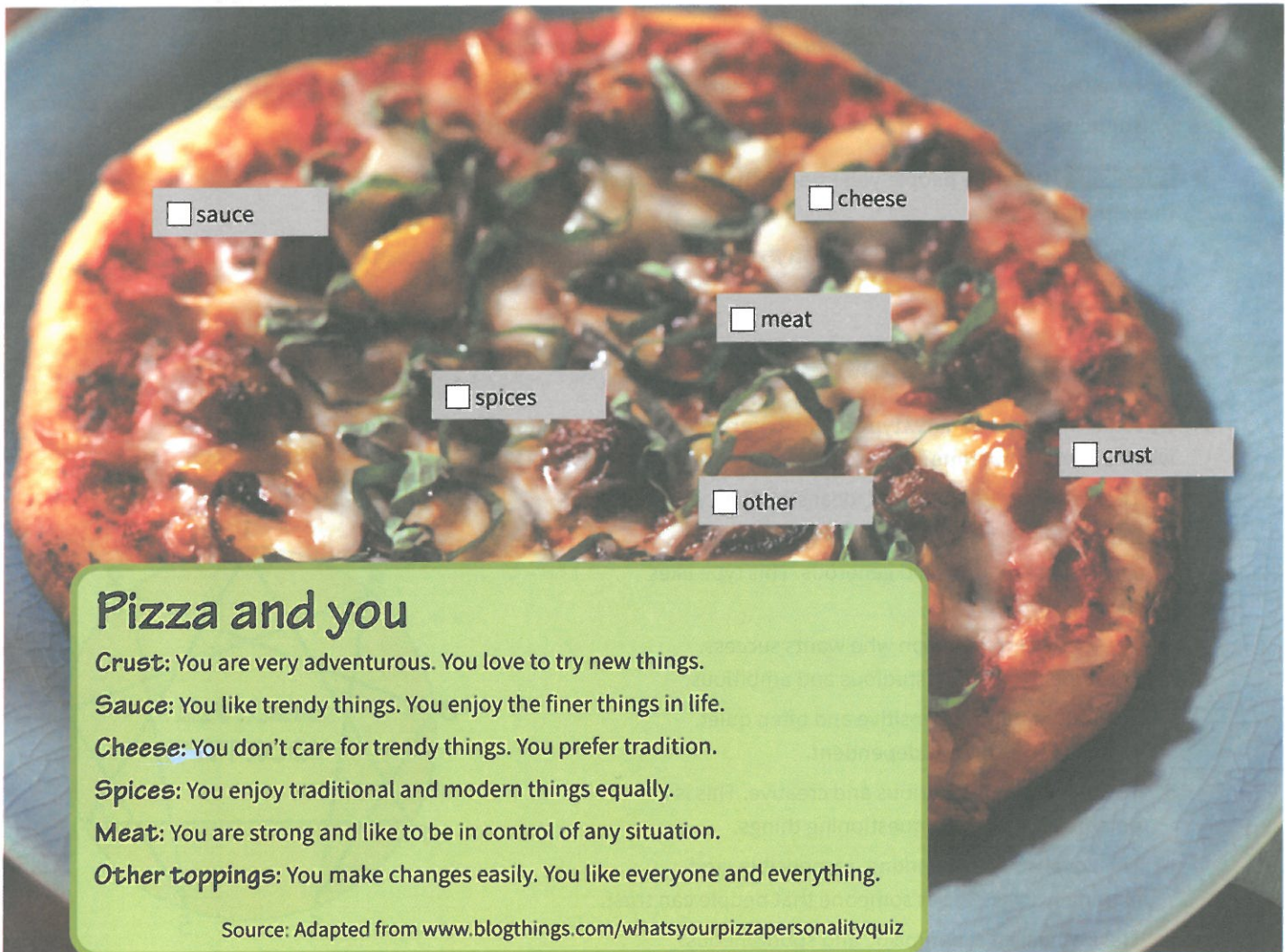
- Interrupting politely
- Agreeing to an interruption

LESSON C

- Tips to manage stress
- *Wish*

LESSON D

- Reading: "Therapies That Work!"
- Writing: About relaxation



sauce

cheese

meat

spices

other

crust

Pizza and you

Crust: You are very adventurous. You love to try new things.

Sauce: You like trendy things. You enjoy the finer things in life.

Cheese: You don't care for trendy things. You prefer tradition.

Spices: You enjoy traditional and modern things equally.

Meat: You are strong and like to be in control of any situation.

Other toppings: You make changes easily. You like everyone and everything.

Source: Adapted from www.blogthings.com/whatsyourpizzapersonalityquiz

Warm Up

- A** Look at the picture. What is your favorite part of a pizza? Check (✓) the box.
- B** Read the *Pizza and you* box. What does your answer in Part A show about your personality? Do you agree? Do you think personality tests like this can tell you about your personality?

A Who I am

1 Vocabulary Character traits

A 🎧 Match the adjectives and the descriptions. Then listen and check your answers.

- | | |
|---------------------|---|
| 1 competitive _____ | a. You believe you can make good things happen. |
| 2 energetic _____ | b. You want to be better than everyone else. |
| 3 idealistic _____ | c. You are active and enthusiastic. |
| 4 imaginative _____ | d. You think and act without help from others. |
| 5 independent _____ | e. You make decisions based on facts. |
| 6 logical _____ | f. You always think of new and creative ideas. |
| 7 loyal _____ | g. You spend time studying and learning new things. |
| 8 rebellious _____ | h. You do not follow other people's rules. |
| 9 studious _____ | i. You always support people and places you know. |



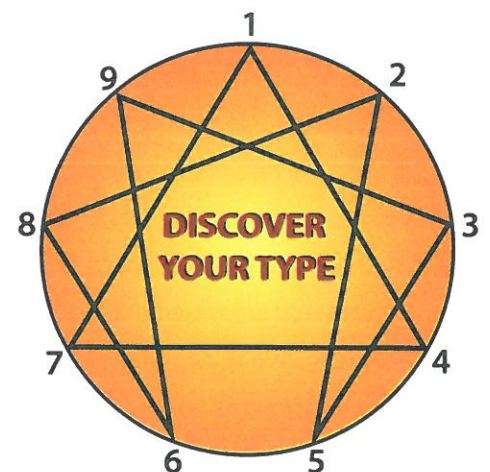
B PAIR WORK Describe people you know with these traits. How do they show these traits?

"My friend is very idealistic. She says she wants to make the world a better place, so she volunteers a lot."

2 Language in context Personality types

A 🎧 Read these personality types. Which personality type best describes someone who studies all the time? likes to have fun? makes decisions quickly?

- 1 The **Reformer** is logical and idealistic. This type of person wants everything to be perfect.
- 2 The **Helper** is caring and generous. This type likes to please people.
- 3 The **Achiever** is a person who wants success. This type of person is studious and ambitious.
- 4 The **Individualist** is sensitive and often quiet. This type likes to be independent.
- 5 The **Investigator** is curious and creative. This is a person who is always questioning things.
- 6 The **Loyalist** is hardworking, responsible, and extremely loyal. This is someone that people can trust.
- 7 The **Enthusiast** is optimistic and spontaneous. This type of person is cheerful and fun-loving.
- 8 The **Challenger** makes decisions that other people find difficult to make. This type is confident and powerful.
- 9 The **Peacemaker** dislikes situations which create conflict. This type is easygoing and agreeable.



Source: Adapted from www.enneagraminstitute.com

B What about you? What personality type are you?

3 Grammar Defining relative clauses

Defining relative clauses supply essential information about a noun. They answer the questions "what kind" or "which one(s)." Use the pronouns who or that for people. Use which or that for things.

- The Achiever is a person **who / that** wants success.
 - The Peacemaker dislikes situations **which / that** create conflict.
- The relative pronouns are optional when they are the object of the relative clause.*
- The Loyalist is someone **(who / that)** people can trust.
 - The Challenger makes decisions **(which / that)** other people find difficult to make.

A Complete the sentences with who or which.

- 1 My sister has a rebellious side _____ my parents never see.
- 2 I like friends _____ are easygoing and loyal.
- 3 I hardly ever do things _____ are spontaneous.
- 4 I have idealistic views _____ some people can't understand.
- 5 I was a studious child _____ was also very energetic.
- 6 My brother is a person _____ other people find competitive.

B Cross out who, which, or that when it's optional.

- 1 I'm the kind of person ~~that~~ other people think is very logical about things.
- 2 I can make decisions that others find difficult to make.
- 3 Do you think you have any personality traits which people dislike?
- 4 What would be a good job for someone who is independent and responsible?

C PAIR WORK Compare your answers in Parts A and B. Then complete these sentences with your own information.

- I like people who ...
- I like to do things which ...
- I'm someone that other people ...

4 Speaking Personality and jobs

A PAIR WORK Look at the personality types in Exercise 2. Which personality type(s) would be good for these jobs?

a businessperson a musician a police officer a politician a teacher

B GROUP WORK What kind of job do you think would be good for you? What are your character traits that would help you succeed?

"I'm a person who likes to be independent. I'd be good at a job that lets me work at home."


5 Keep talking!

Go to page 136 for more practice.

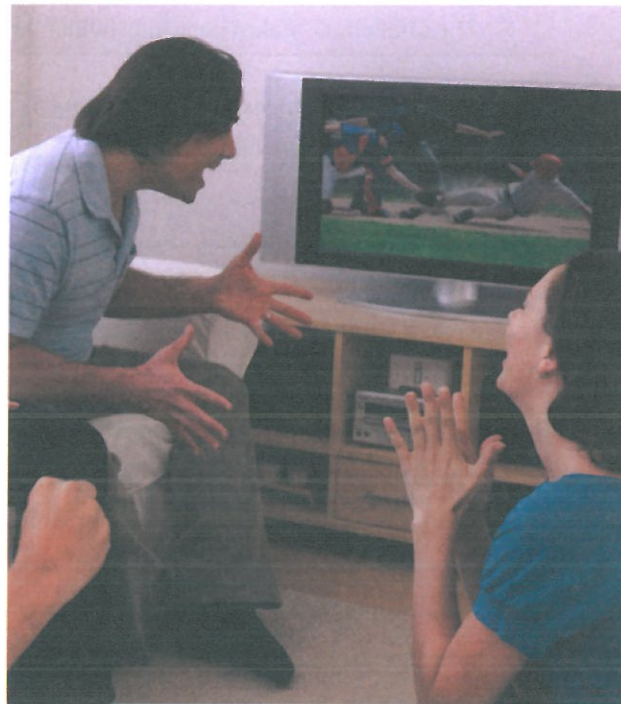
B Sorry, but can I ask something?


1 Interactions Interruptions

A Do you ever interrupt friends who are talking? What do you say to interrupt them?
When is it OK to interrupt someone, and when is it impolite?

B  Listen to the conversation. Why does Carol interrupt Kevin?

- Kevin** Did you see that? I can't believe he's safe!
- Carol** What a great play! He's one of the most competitive players I've ever seen. Why do you think some people are so competitive?
- Kevin** Well, maybe he's the middle child.
- Carol** What do you mean?
- Kevin** People who have an older and younger brother or sister are often very competitive. I just read something about that. And people who -
- Carol** Sorry, but can I ask something?
- Kevin** Sure. Go ahead.
- Carol** Where did you read that? That's crazy.
- Kevin** In a psychology magazine. I can show you. Anyway, as I was saying . . . the youngest person in the family is often the most outgoing and confident.
- Carol** That's me! Maybe it's not so crazy.



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

Interrupting politely

I'm sorry, but could I ask one thing?

Before you go on, could I ask something?

Agreeing to an interruption

Yeah, of course.

OK. Sure.

D PAIR WORK Number the sentences from 1 to 6. Then practice with a partner.

_____ **A** What about friends?

1 **A** Do you think a husband and wife should have similar personalities?

_____ **A** Well, before you go on, could I ask something else?

_____ **B** I think it's different with friends. But husbands and wives have to have some interests in common.

_____ **B** Similar personalities? No, it's better to be different. But I also think . . .

_____ **B** OK. Sure.

2 Pronunciation Stress in thought groups

A Listen and repeat. Notice how long sentences are divided into shorter thought groups. The most important word in each thought group receives stronger stress.

Why do you think / some people / are so competitive?

B Listen. Mark the stressed word in each thought group. Then practice with a partner.

1 Before you go on / could I ask something?

2 And the youngest person / in the family / is often / very outgoing / and confident.

3 Listening Type A and Type B personalities

A Listen to Emily give a presentation on Type A and Type B personalities.

How many times do her classmates interrupt?

B Listen again. How does Emily describe each personality type?

Check (✓) the words.

Type A		Type B	
<input type="checkbox"/> independent	<input type="checkbox"/> impatient	<input type="checkbox"/> easygoing	<input type="checkbox"/> imaginative
<input type="checkbox"/> hardworking	<input type="checkbox"/> energetic	<input type="checkbox"/> patient	<input type="checkbox"/> relaxed
<input type="checkbox"/> ambitious	<input type="checkbox"/> competitive	<input type="checkbox"/> logical	<input type="checkbox"/> idealistic

C Do you know someone who has a Type A personality? Do you know someone who has a Type B personality? How are they different? How are they the same?

4 Speaking Opinions on personality

A Choose a topic and take notes to prepare for a discussion.

Topic	Notes
1 Three qualities of a great friend	
2 Three good character traits	
3 Three reasons people are competitive	

B **GROUP WORK** Begin a discussion on your topic. Interrupt one another politely to add to the discussion.

A: A great friend is someone who is loyal and always ready to help.

B: Before you go on, could I ask something?

I can interrupt politely.

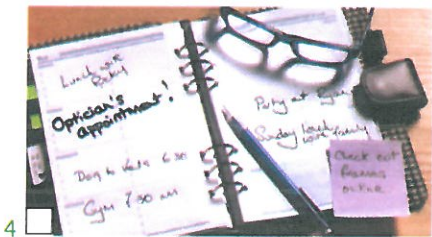
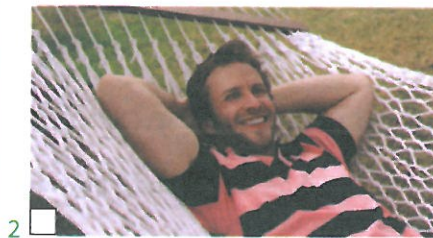
I can agree to an interruption.

C Wishing for change

1 Vocabulary Tips to manage stress

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

- | | | |
|-------------------------|------------------------------|------------------------|
| a balance work and play | c find time to relax | e live within a budget |
| b be more organized | d lead a healthier lifestyle | f manage time better |



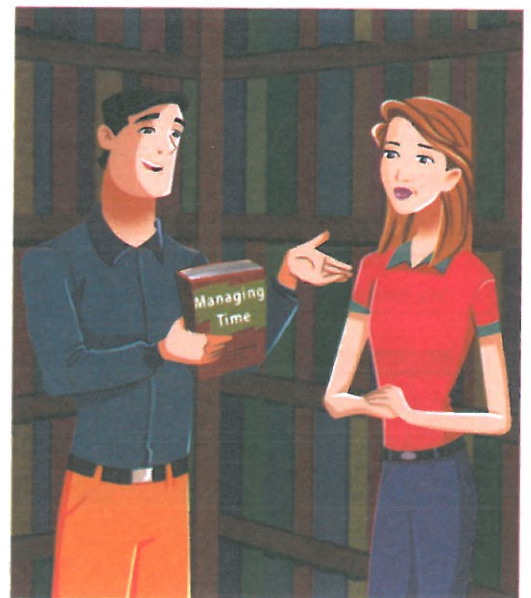
B **PAIR WORK** Which tips in Part A would help you? Why?

"I want to balance work and play. I work all the time. I don't have time to relax."

2 Conversation Stressed out

A Listen to the conversation. Why is Rosa stressed out?

- Rosa** How was your weekend?
- Jules** Great. I saw a movie, finished a great novel, and went out with friends.
- Rosa** Where do you find time to relax like that? I wish I had more free time.
- Jules** What's keeping you so busy?
- Rosa** Work and school, mostly. I wish there were more hours in the day.
- Jules** Listen, I have this book. It's about ways to manage stress. It has great tips on managing your time better.
- Rosa** Like what?
- Jules** Well, for example, it recommends making a plan of what you want to achieve each day.
- Rosa** I wish I could read it now, but it's not part of my plan! I don't have the time.



B Listen to the rest of the conversation. What causes Jules stress? What is he doing about it?

3 Grammar  *Wish*

Use *wish* + a past tense verb to talk about present wishes. For wishes with the verb *be*, use *were* with both singular and plural nouns and pronouns.

I have to study.	→	I wish I didn't have to study.
I don't have enough free time.	→	I wish I had more free time.
I can't read it now.	→	I wish I could read it now.
I am so busy.	→	I wish I weren't so busy.
I am not very organized.	→	I wish I were more organized.

A Complete the sentences with the past form of the verbs.

- I wish I _____ (not / worry) so much.
- I wish I _____ (can find) more time to relax.
- I wish I _____ (do) better in school.
- I wish my schedule _____ (not / be) so full.
- I wish I _____ (not / have) to do chores every day.
- I wish my brother _____ (can visit) me this week.

B Write sentences with *wish* and the phrases in the box.

balance work and play	be more organized	lead a healthier lifestyle
be more easygoing	be more studious	manage time better

- I'm always late for everything. _____
- I get stressed over little things. _____
- I don't get enough exercise. _____
- I'm not an organized person. _____
- I have trouble concentrating on my studies. _____
- I can't find time to relax. _____

C PAIR WORK Compare your sentences in Parts A and B. Which sentences are true for you?**4 Speaking** *Make a wish.***A Do you wish you could change any of these things? Write down three wishes.**

my friends and family	my possessions
my personality	my school or job
my clothes	my skills and abilities

B GROUP WORK Share your wishes.


A: I wish I had a car.

B: Me, too! I wish I could get a sports car.

C: I wish I had a driver's license!

5 Keep talking!

Go to pages 134-135 for more practice.

I can talk about present wishes. 

D Alternative therapies

1 Reading

A Are alternative therapies popular where you live? Have you ever tried one?

B Read the article. Which of these therapies are used in hospitals?

THERAPIES THAT WORK!

Aromatherapy helps calm stress with pleasant smells. Some smells relax people. Others make people more energetic. Popular scents include fruit, grasses, and flowers. In Japan, engineers have created aroma systems in public buildings. They send different scents into the air to create a better environment. For example, customers who are waiting in long lines at some banks might smell fresh flowers to help them relax.

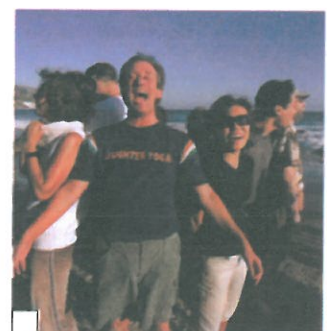


Pet therapy uses animals to help calm and comfort people, especially young patients in hospitals and older people in nursing homes. The animals are brought to the hospitals and homes so that patients can see and touch them. This has an amazingly relaxing effect. Pet therapists usually use dogs and cats, but sometimes rabbits, birds, horses, and even llamas are used.

Color therapy uses colors to change your mood and emotions. Color therapists believe that the colors around you can affect you in different ways. For example, the color blue can relieve pain, and the colors red and orange can make you energetic. Some therapists even believe different parts of the body are influenced by different colors. They believe that having the right colors around you can help you get better when you are sick.

Humor therapy helps you find ways to laugh or smile. Laughter reduces stress and fear and anger. Many hospitals encourage their nurses to laugh with their patients, or put funny pictures on the walls. In India there are “laughing clubs” where people come together in the morning to tell funny stories, just to have a good laugh to start the day. Laughter is often the best medicine.

C Read the article again. What therapies are pictured? Number the pictures from 1 to 4 in the order you read about them.



D What do you think of the therapies? Would you like to try any of them? Do you think they work? Do you think they could be harmful in any way?

2 Listening Guided imagery

A  Listen to a therapist discuss guided imagery. What is guided imagery?

Check (✓) the answer.

- a way to see new things a way to reduce stress a way to practice aromatherapy

B  Listen again. Check (✓) the true sentences.

- 1 Guided imagery uses your imagination.
- 2 One of the best things to use it for is to reduce pain.
- 3 You can only use the technique with a therapist.
- 4 It's important to be in a comfortable place.
- 5 Some people think it can help you learn.

C  Listen to an exercise in guided imagery, just for fun. Follow the directions.

How do you feel after listening?

3 Writing About relaxation

A What do you do to relax? Write about it. Use the questions and the model paragraph to help you.

- What techniques have you tried to help you relax?
- What worked?
- What didn't work?
- What do you wish you could try to help you relax?

B **PAIR WORK** Share your writing. Do you do similar things to relax?

Relaxing

My job is very stressful, so when I have some free time, I try to do things to help me relax. I've tried yoga and baking. Yoga really helps me relax my body and my mind, and I do it twice a week. Baking didn't work for me because I made a big mess in the kitchen, so I got more stressed because of that. I wish I could . . .

4 Speaking Relaxing creatively

A **GROUP WORK** Look at the ways that some people relax. Which do you think would work for you? Which wouldn't? Why not?

keeping a pet	painting
baking	shopping
cleaning the house	singing in the shower
dancing	watching a horror movie
keeping a journal	watching the stars
watching fish	writing poetry
listening to rock music	yelling alone in a forest



A: I think playing with a dog would help me relax.

B: Me, too. But writing poetry wouldn't. That would be stressful for me.

B **CLASS ACTIVITY** Brainstorm other creative ways to relax. Share them with the class.

Wrap-up

1

Pair work:

You and your partner are the leader of a gang. You are going to rob a bank and you need to employ five people.

You need driver, a vault breaker, a security camera expert, an inside man in the local police station, and a person who is good at using guns.

Discuss which personality type each person should have.

2 In the real world

Which therapy are you interested in? Who does it help? Go online and find information about one of these therapies. Then write about it.

- adventure therapy
- art therapy
- light therapy
- writing therapy

Light Therapy

Light therapy uses light to make you feel better. It is for people who live in places that don't get a lot of sunlight. They use bright lamps in their homes

The laugh club

Before you watch

A Who or what makes you laugh? Make a list.

People who make me laugh	Things that make me laugh
1.	
2.	
3.	
4.	
5.	
6.	

B Pair work Share your lists. Ask and answer questions for more information.

A: Mike Myers always makes me laugh. I love his movies!

B: Really? I don't think he's very funny. I think he's silly. Which movie of his is your favorite?

A: Well, it's hard to pick only one, but I'd say . . .

C Class activity Ask your classmates if the people or things on your list make them laugh, too. How many people agree or disagree with you? Which people or things are the most popular?

While you watch

A Read the sentences about Emi. Write T (true) or F (false).

1. Emi's busy and often stressed out. _____
2. She's competitive. _____
3. She's good at managing stress. _____
4. She wishes she could relax. _____
5. She wishes she were busier. _____



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

1. What do the people in the video say about laughing?

- It's a good form of exercise.
- It can help protect your heart from disease.
- It's a way to relieve stress.
- It can help you think more clearly.
- It can reduce pain.
- It's helpful even when the laughter isn't real.

2. What do they do in the laugh club?

- They just laugh.
- They look at funny pictures.
- They tell jokes.
- They watch funny movies.



C Circle the correct answers.

1. Emi is doing a video about _____.
a. humor b. clubs at the college c. laugh therapy
2. The members of the laugh club _____.
a. welcome her to the meeting
b. ask her a lot of questions before letting her join the group
c. don't want to be in the video
3. At first, Emi _____.
a. is excited about meeting new people
b. is uncertain about laughing at nothing
c. thinks laugh clubs don't help anyone
4. In the end, Emi _____.
a. promises to come to the next meeting
b. feels tired from all that laughing
c. feels great



After you watch

Group work Discuss the questions.

- Do you think Emi will go back to the laugh club? Why or why not?
- Would you ever go to a laugh club? Why or why not?
- What are some things you do when you're stressed out?

7 New ways of thinking

LESSON A

- Positive and negative descriptions
- *So* and *such*

LESSON B

- Eliciting an idea
- Suggesting a solution

LESSON C

- Verb and noun formation
- The passive

LESSON D

- Reading: “Technology Helps Japan’s Elderly”
- Writing: An invention



Warm Up

A Look at the pictures. What do you see?

B What problem did each of these creations try to solve? Do you think they were successful?

A Inventions

1 Vocabulary Positive and negative descriptions

A  Make the words negative. Write them in the chart. Then listen and check your answers.

convenient	creative	eventful	significant
conventional	effective	imaginative	successful

un-	in-

B **PAIR WORK** What do you think? Discuss the sentences. Circle the correct word.

- 1 The first computers were huge. They filled an entire room. They were very **convenient** / **inconvenient** for everyday use.
- 2 Coco Chanel's fashion designs are world famous. They were so **imaginative** / **unimaginative**. Many people have copied them.
- 3 The new hybrid car is **conventional** / **unconventional**. I've never seen one like it. It uses air, not gasoline.
- 4 One day in 1847, Joseph Fry discovered a way to make chocolate bars. What an **eventful** / **uneventful** day that was! What would we do without them?

2 Language in context Early inventions

A  Read the descriptions of early inventions. What was each invention used for?



The abacus is over 5,000 years old. It was used to count numbers. It was such an effective tool in China and the Middle East that it spread to other parts of the world and is still used in many countries today.



Rubber was first used by the ancient Mayans in Mexico and Central America about 3,500 years ago. They took rubber from trees, boiled it, and made rubber balls, which they used in ancient ball games.



More than 2,000 years ago, the ancient Romans built aqueducts to bring water into their cities from miles away. Some of these aqueducts were so well made that they still carry water today.

B What are some modern examples of these inventions? Do you know any other early inventions?

3 Grammar So and such

Use *so* and *such* with an adjective to make the adjective

so + adjective

It was **so** creative.

It was **so** well made.

such + a / an + adjective + singular noun

It was **such a** creative idea.

It was **such a** well-made aqueduct.

Use a *that* clause with *so* or *such* to show a result.

The abacus was **so** effective **that** it spread to other places.

The abacus was **such** an effective tool **that** it spread to other places.

A Complete the sentences with *so* or *such*. Then compare with a partner.

- The wheel was _____ a significant invention.
- Her ideas were _____ unimaginative.
- His inventions have been _____ successful.
- His thinking is _____ unconventional.
- She was _____ a creative woman.
- Wireless Internet access is _____ convenient.

B Complete the sentences. Use *so ... that* or *such ... that*. Then compare with a partner.

- Online streaming is _____ (popular) cable TV subscriptions have decreased.
- I think the Perfect Cake Cutter was _____ (an ineffective invention) no one wanted to buy it.
- Smartphones are _____ (inexpensive) almost everyone has one.
- MP3 players were _____ (a big success) they changed the way we listen to music.

4 Pronunciation Emphatic stress

A Listen and repeat. Notice the extra stress on *so* and *such* for emphasis.

That is **so** conventional. That is **such** a conventional thing to say.

B **PAIR WORK** Practice the sentences in Exercise 3A. Pay attention to your pronunciation of *so* and *such*.

5 Speaking Top inventions

GROUP WORK Discuss three important inventions in each category. Why are they so important?

communication technology transportation

6 Keep talking!


Go to page 137 for more practice.



B Got any suggestions?

1 Interactions Solutions

A Look at the picture in Part B. What problem do the people have?
How can they solve it?

B  Listen to the conversation. How do they plan to solve the problem?
Then practice the conversation.

Ralph Here we go . . . almost there.

Carl This sofa is going to look great in my living room.
Thanks again for helping me.

Jim No problem.

Ralph Wait a minute. It doesn't fit.

Carl What? Are you kidding?

Jim Did you measure it before you bought it?


Carl Of course. There should be enough room. I even made a sketch, see?

Ralph Well, I'm sure there's something we can do. Do you have any ideas?

Jim Well, one idea could be to turn the sofa the other way.

Carl It's worth a try. If that doesn't work, I'm not sure what else to do.



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

Eliciting an idea

Got any ideas?

Got any suggestions?

Suggesting a solution

Something we could try is to . . .

One solution might be to . . .

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



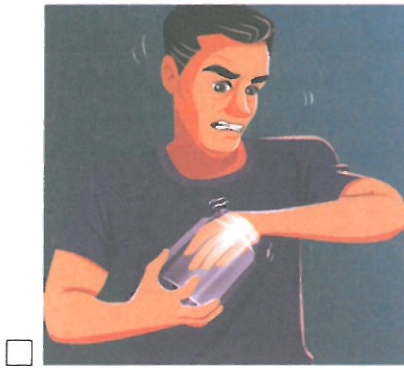
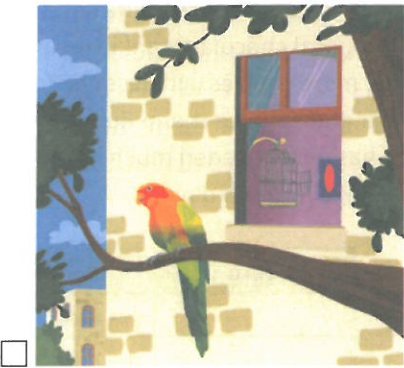
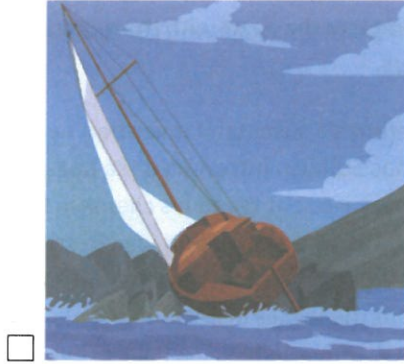
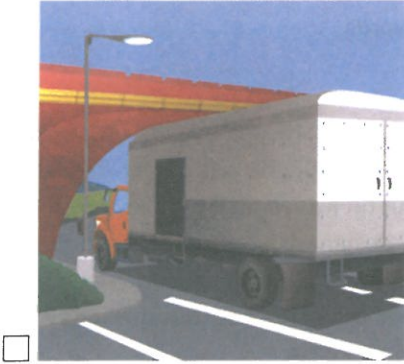
go through the window



remove the legs

2 Listening Sticky situations

A Look at the pictures. What problems do you see?



B Listen to people discuss how to solve the problems in Part A. Number the pictures in Part A from 1 to 4.

C Listen again. Check (✓) the solution they decide to try.

- | | |
|---|---|
| 1 <input type="checkbox"/> Stand on the reef and lift the boat. | 3 <input type="checkbox"/> Pour oil around the opening. |
| <input type="checkbox"/> Wait and let the tide lift the boat. | <input type="checkbox"/> Put the jar under hot running water. |
| 2 <input type="checkbox"/> Take the parrot's cage outside. | 4 <input type="checkbox"/> Add weight to push the truck down. |
| <input type="checkbox"/> Give the parrot treats. | <input type="checkbox"/> Remove all the air from the tires. |

3 Speaking Inventive solutions

A **GROUP WORK** What could you do in these situations? Discuss your answers.

- | | | | |
|---|---|--|--|
| 1 You forgot your wallet and have no money to pay for the dinner you have just eaten at a restaurant. | 2 Your pet cat is sitting at the end of a high tree branch. It's so scared that it won't come down. | 3 You realize you made plans with your best friend and your mother for the same night. | 4 You discover you locked your keys inside your apartment. |
|---|---|--|--|

A: Do you have any ideas about situation 1?

B: Well, one idea could be to call a friend for help.

C: Or one solution might be to wash the dishes to pay for your meal.

B **CLASS ACTIVITY** Share your solutions. Vote on the best solution for each situation.

I can elicit ideas.

I can suggest solutions.

C Accidental inventions

1 Vocabulary Verb and noun formation

A Read about the inventions. Complete the chart with the missing form of words. Then listen and check your answers.



Sometimes a successful **invention** happens by accident: the tea bag, for example. Thomas Sullivan **introduced** tea bags to the world in 1908. He was a New York tea importer. He sent tea to his clients in tin cans. But tin was so heavy and expensive that he needed a more convenient way to send it. So he **designed** inexpensive bags to hold the tea leaves and sent them instead. Thomas's customers were supposed to open the bags and put the leaves in hot water. Instead, they used the entire bag. But this **innovation** worked! Immediately, tea bags **proved** to be a big **success**.



Ruth Wakefield **created** another accidental invention in her Massachusetts hotel in 1930. One day, Ruth didn't have enough chocolate for her usual chocolate cookie recipe. So she cut a chocolate bar into small pieces and made more cookies with less chocolate. The chocolate chips didn't melt completely, but her guests loved them! Ruth **developed** the original chocolate chip cookie. And her recipe has never needed much **improvement**. It's still the world's most popular chocolate chip cookie recipe today.

Verb	Noun
invented	invention
	introduction
	design

Verb	Noun
innovated	
	proof
succeeded	

Verb	Noun
	creation
	development
improved	

B **PAIR WORK** Choose four of the words from the chart. Make sentences with these words about something you have done. Tell your partner.

2 Conversation A delicious discovery

A Listen to the conversation. Why did the chef get angry?

Dana Do you know how the potato chip was invented?

Emma I have no idea.

Dana Apparently, in 1853, a customer in a restaurant sent his French fries back to the kitchen several times because they weren't thin enough. The chef was so angry that he sliced them even thinner, fried them again, and sent them back to the customer.

Emma And the customer liked them?

Dana Yeah, he asked for more! The chef's creation was such a success that they were requested by other customers, too. At that time they were only salted, but since then, lots of different flavors have been developed.

Emma Fascinating. So, can I have my chips back?



B Listen to the rest of the conversation. What three countries do they mention? What flavors of potato chips are mentioned for each country?

3 Grammar The passive

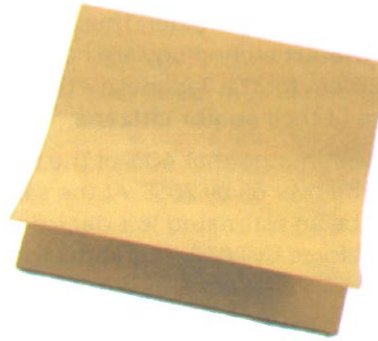
Active	Passive
<i>Simple present:</i> People still use her recipe today.	Her recipe is still used today.
<i>Simple past:</i> A chef invented it in 1853.	It was invented in 1853.
<i>Present perfect:</i> Companies have developed many flavors since 1853.	Many flavors have been developed since 1853.

A Rewrite these sentences. Use the passive voice. Then compare with a partner.

- Thomas Sullivan introduced tea bags to the world in 1908.
Tea bags were introduced to the world in 1908.
- Sullivan designed small bags to hold the tea.
- A man produced the first flavored potato chip in the 1950s.
- Potato chip makers have developed many unique flavors.

B Complete the sentences. Use the passive voice with the simple present, simple past, or present perfect form. Then compare with a partner.

The 3M company _____ (know) for its innovation for a long time. But there have been mistakes along the way. Today, employees _____ (encourage) to learn from past mistakes. That's how Arthur Fry learned about a special glue. It _____ (create) in the 3M lab in 1968. The glue wasn't strong enough, so it _____ (forget). But Fry found it in 1974 and used it to develop Post-it Notes. The original Post-it Notes _____ (improve) since then, and now they _____ (sell) all over the world.



4 Speaking Early innovations

GROUP WORK Look at these products. What improvements have been made to the products recently? Have all of the improvements been good ones?



"Tennis shoes have been made lighter. Their design has been improved a lot."

5 Keep talking!

Go to page 138 for more practice.

D Making life easier

1 Reading

A Look at the picture. What do you think this article is about?

B Read the article. Check (✓) the best title.

- Top Innovations in Japan Technology Helps Japan's Elderly
 The Future of Technology Growing Old in Japan



ONCE UPON A TIME,

there was a land where robotic bears helped lift the elderly out of bed and into wheelchairs. In this land, robotic seals comforted lonely people and were an **essential** part of elder care.

Is this science fiction? Not in Japan. These robots already exist, and you may actually experience them as you get older. These examples of **state-of-the-art** technology are helping to solve a big problem for the Japanese – the problem of taking care of their **senior citizens**.

It is estimated that 40% of the population in Japan will be over 65 by 2055. At the same time, there will be an estimated 16% decrease in the size of the workforce by 2030. This **shortage** of labor presents a serious challenge:

Who will look after all the people in their **golden years**? There are simply not enough younger people to care for this older population. And with the breakdown of traditional family responsibilities, a growing number of elderly are living away from their families and the family care they have been given in the past.



Robots to the rescue! Robotic beds that are controlled by voice can change from a bed to a wheelchair on command. The robotic bear nurse can lift patients who weigh up to 135 pounds (61 kilos). And for comfort and friendship, a soft robotic pet seal has been designed to show emotions with facial expressions, movement, and noises, and to respond to touch. These are just a few of the inventions that are so promising. Robots are the future of elder care.

C Find the words in **bold** in the article. Circle the correct meanings.

- | | | |
|---------------------------|---------------------------|--------------------------|
| 1 essential | a. necessary | b. unnatural |
| 2 state-of-the-art | a. the most advanced | b. imaginary |
| 3 senior citizens | a. elderly people | b. people who need help |
| 4 shortage | a. too much of | b. not enough of |
| 5 golden years | a. time before retirement | b. time after retirement |


D **CLASS ACTIVITY** What is your opinion of using robots and technology to help the elderly? What are some other ways that robots and technology are helping people? Discuss your ideas.

2 Listening A robot pet?

A  Listen to a commercial for i-Cybie, a robot dog. Check (✓) the things the i-Cybie can do.

- | | | |
|-------------------------------|--|--|
| <input type="checkbox"/> eat | <input type="checkbox"/> scratch its ear | <input type="checkbox"/> show emotion |
| <input type="checkbox"/> sing | <input type="checkbox"/> dance | <input type="checkbox"/> sleep |
| <input type="checkbox"/> play | <input type="checkbox"/> taste | <input type="checkbox"/> respond to commands |
| <input type="checkbox"/> sit | <input type="checkbox"/> smell | <input type="checkbox"/> do a yoga position |



B  Listen to Jason tell his friend Tina about his new i-Cybie. Write two things he likes and two things he doesn't like about his new pet.

What he likes	What he doesn't like
1 _____	1 _____
2 _____	2 _____

3 Writing and speaking An invention

A **GROUP WORK** Brainstorm inventions that would make your life easier. Make a list.

B Choose one of the inventions. Draw a picture of it. Then write a paragraph about it. Give it a name, explain who it's for, and discuss what it does.

Charger Baseball Cap

The Charger Baseball Cap is for anyone who loves laying out in the sun, but doesn't want to worry about their phone battery. The front of the cap has a solar charging panel that wirelessly charges your cell phone. It looks like a stylish baseball cap, but ...



C **CLASS ACTIVITY** Walk around the class. Show the picture of your invention to five people. Describe it and try to convince your classmates that they need your invention.

"You have to get a Charger Baseball Cap. You can charge your phone battery while you're outside, but you also ..."

D As a class, vote on and give these awards for the best inventions.

- | | |
|--|-------------------------------|
| the best overall invention | the most innovative invention |
| the greatest improvement to people's lives | the most useful invention |

Wrap-up

1 PAIR WORK: Read the situation below, and discuss it with your partner:

You are a lucky winner of a ticket to a luxurious vacation for a week.

Talk about the details of the services you would like to receive based on the following list.

- Food
- Spa
- Leisure activities
- Transportation
- Attractions to visit
- Accommodation



2 In the real world

What's a great invention? Find information online about one of these inventions, or choose your own idea. Then write about it.

computer mouse pencil sharpener Silly Putty TV remote control

- What is it?
- Who invented it?
- When was it invented?
- What do you think about the invention?

Silly Putty

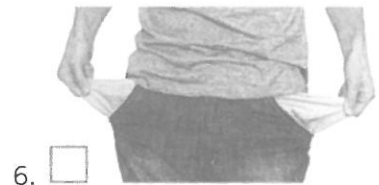
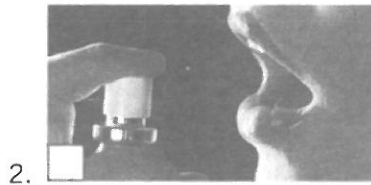
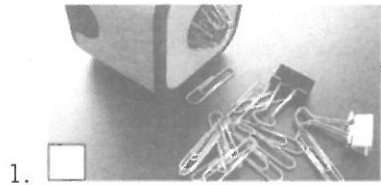
Silly Putty is a toy for children. It was invented by James Wright in the 1940s.

The amazing, transportable office necktie!

Before you watch

A Match the words and the pictures. Then compare with a partner.

- | | | |
|-------------------|----------------|-----------------|
| a. breath spray | c. necktie | e. pockets |
| b. business cards | d. paper clips | f. sticky notes |



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

- | | | | | | |
|-------------|-------------|------------|----------|--------|---------------|
| improvement | ineffective | innovation | inventor | secret | transportable |
|-------------|-------------|------------|----------|--------|---------------|

- If something is _____, it means that it doesn't work well, or it doesn't do what it was intended to do.
- A(n) _____ is a person who makes new things based on creative ideas.
- If something is _____, it means that it can move from place to place.
- A(n) _____ is a new product or idea that has been put into use.
- If something is a(n) _____ over something else, it means that it is better than what came before it.
- A(n) _____ is a piece of information that is unknown to most people.

While you watch

A For which items did Peter add pockets to his necktie? Check (✓) the correct answers.

- | | |
|---|--|
| <input type="checkbox"/> breath spray | <input type="checkbox"/> a credit card |
| <input type="checkbox"/> business cards | <input type="checkbox"/> paper clips |
| <input type="checkbox"/> car key | <input type="checkbox"/> a pen |
| <input type="checkbox"/> a comb | <input type="checkbox"/> sticky notes |



B Circle the correct answers.

- Peter Jones is a _____.
a. car salesman b. necktie salesman c. full-time inventor
- Peter used _____ to make the necktie.
a. a stapler b. a needle and thread c. his wife's sewing machine
- Peter says, "This is just a prototype." A prototype is a thing that is _____.
a. not well made b. convenient c. an example; the first one
- Wendy saw a similar necktie _____.
a. in a store b. online c. on a colleague
- The "amazing transportable pen holder" is _____.
a. a pocket on the tie b. his shirt pocket c. his ear

C Check (✓) the correct answers.



	Peter	Danielle	Wendy
1. Who thinks the amazing transportable office necktie is such an improvement over the conventional necktie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Who says it's inconvenient that the necktie doesn't have a pocket for a pen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Who thinks a shirt pocket is a good place for business cards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Who thinks the necktie will be a big success?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Who says such a necktie has already been invented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Who says the idea is unoriginal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you watch

A Consider the things that *you* carry with you – or would like to. Answer the questions.

- What things do you carry with you most days?

- Where do you put these things?

- What things would you *like* to carry with you if it weren't inconvenient?

B Group work Compare your answers. Are any of your items the same?

8 Lessons in life

LESSON A

- Prefixes: *mis-*, *dis-*, and *re-*
- Past perfect

LESSON B

- Expressing worry
- Reassuring someone

LESSON C

- Expressions with *make* and *get*
- Third conditional

LESSON D

- Reading: "Tuesday, January 9, 2007"
- Writing: About a memorable day



Warm Up

A Describe the pictures. What's happening? How do you think each person feels?

B What would you do if these things happened to you?

A Why did I do that?

1 Vocabulary Prefixes: *mis-*, *dis-*, and *re-*

A Read the sentences. Match the prefixes *mis-*, *dis-*, and *re-* and their meanings.

- 1 I **misspelled** your name. Can you correct it? _____ a. do something again
- 2 Please **disregard** my email. It wasn't important. _____ b. do something wrong
- 3 Let's **reconsider**. There might be a better way. _____ c. don't do something

B Add the correct prefixes to the words, and write them in the chart. Then listen and check your answers.

agree	continue	judge	make	regard	think
consider	do	like	pronounce	spell	understand

mis-

dis-

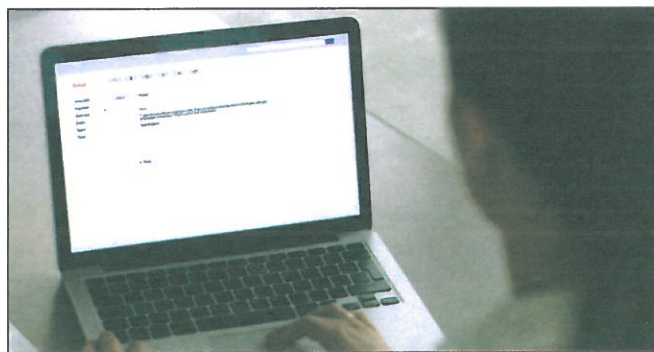
re-

C **PAIR WORK** Answer the questions.

- What word do you often misspell? What word do you often mispronounce?
- Do you ever disagree with your friends? Do you disregard their advice? Why?

2 Language in context Awkward situations

A Listen to two people describe awkward situations. What was awkward about each situation?



When I was emailing my classmate about a surprise party for my friend Leo, I hit "send" and it went to Leo. I'd sent the email to Leo before I realized my mistake. I called him and asked him to disregard the email. Luckily, he hadn't read it yet.

– John



The other day, my boss mispronounced my name in the elevator. He had done it once before, and I hadn't corrected him. But this time, I reconsidered. Unfortunately, by the time I started to say something, my boss had already left the elevator.

– Angelica

B What do you think? Did John and Angelica do the right thing? Has anything similar ever happened to you?

3 Grammar Past perfect

Use the past perfect to describe an action that took place before another action in the past.

I'd sent the email to Leo before I realized my mistake.

The words *yet* and *already* are often used with the past perfect.

I asked him to disregard the message. Luckily, he hadn't read it yet.

By the time I started to say something, my boss had already left.

Contraction I'd = I had

Complete the sentences. Use the simple past and past perfect in each sentence.

Then compare with a partner.

- I _____ (plan) on working all weekend, but then I _____ (reconsider) and went to the beach instead.
- I was so late this morning. By the time I _____ (get) to work, I _____ (miss) the whole meeting.
- Alice _____ (wake up) at 9:30 because she _____ (forget) to set her alarm clock for 8:00.
- Before Richard and Alex _____ (meet), they _____ (be) e-pals for a year.
- I _____ (call) my friend to cancel our plans. Luckily, he _____ (not / leave) yet.

4 Pronunciation Reduction of *had*

A  Listen and repeat. Notice how *had* is pronounced /d/ in the past perfect.

I'd sent the email to Leo. My boss had already left the elevator.

B **PAIR WORK** Practice the sentences in Exercise 3. Pay attention to your pronunciation of the past perfect.

5 Speaking I'd forgotten to ...

A Choose a situation and prepare to talk about it. Think about the events that happened *before* and *after*.

you disagreed with someone	you misjudged someone	you redid something incorrectly
you forgot something	you misunderstood someone	you were very late

B **GROUP WORK** Tell your classmates what happened. Answer any questions.

A: I was embarrassed at a job interview once. I'd forgotten to turn off my cell phone.

B: Really? Did the job interviewer say anything?

6 Keep talking!

Go to page 139 for more practice.

3 I'm sure you'll do fine.

1 Interactions Worries and reassurance


A In which of these situations do you feel the most confident? The least confident?

public speaking in English

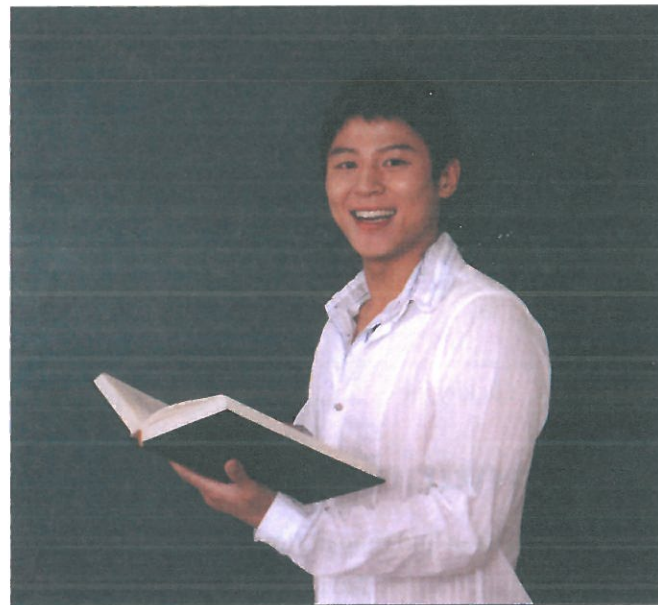
speaking in front of a large group


public speaking in your own language

speaking in front of a small group

B  Listen to the conversation. What is Feng worried about? Then practice the conversation.

- Mei** Hi, Feng. How are you?
Feng Oh, hi, Mei. I'm fine, I guess. But I have to give a presentation in my English class, and I'm kind of worried about it.
Mei Really? Why?
Feng Well, I always forget what I'm planning to say. I'm not confident speaking in front of people.
Mei Can you use notes?
Feng Yeah, I can, so that will help.
Mei I'm sure you'll do fine. You're great in front of people.
Feng Do you really think so?
Mei I do. Just try to relax.
Feng Well, thanks. We'll see how it goes.



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

Expressing worry

I'm a little anxious about it.

I'm pretty nervous about it.

Reassuring someone

I'm sure you'll be OK.

Don't worry. Everything will work out.

D PAIR WORK Number the sentences from 1 to 6. Then practice with a partner.

_____ **A** When is it?

_____ **B** Really? I'm not so sure. But thanks anyway.

___1___ **A** Hi, Bill. How are you?

_____ **B** It's this weekend.

_____ **A** This weekend? Well, I'm sure you'll do OK.

_____ **B** Fine, I guess. But I'm pretty nervous about my driver's test.

2 Listening Feeling anxious

A Listen to four friends talk about situations that worry them. Number the pictures from 1 to 4.



B Listen again. What do their friends say to reassure them? Write the sentences.

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

3 Speaking Please don't worry.

A **PAIR WORK** Role-play the situation.

Student A: You have been invited to a party. You are a little anxious about it. You're afraid you won't know anyone. Tell Student B how you feel.

Student B: Student A is a little anxious about going to a party. Find out why. Reassure your friend.

A: I'm pretty nervous about going to this party.

B: Why are you so nervous?

A: I won't know anyone there.

B: But you can meet new people there. Don't worry. . . .

B Change roles and role-play the situation.

Student A: You are changing schools. You are worried about it. You're afraid you might not make new friends easily. Tell Student B how you feel.

Student B: Student A is changing schools and is worried about it. Find out why. Reassure your friend.

C **PAIR WORK** Write a role play about reassuring someone in a difficult situation. Give it to another pair to role-play. Use one of these situations, or use your own ideas.

doing a home-stay abroad getting a new roommate traveling alone

I can express worry.

I can reassure someone.

C What if...?

1 Vocabulary Expressions with *make* and *get*

A  Match the statements. Then listen and check your answers.

- 1 I hate to **make a fool of myself**. _____
 - 2 I always **make an effort** to do my best in school. _____
 - 3 I often **make mistakes**. _____
 - 4 I never **make a big deal** about my birthday. _____
 - 5 I **make up my mind** easily. _____
 - 6 I never **get into trouble**. _____
 - 7 If someone isn't nice to me, I try to **get over it** quickly. _____
 - 8 I always try to **get out of** doing the dishes. _____
 - 9 My friends sometimes **get on my nerves**. _____
 - 10 I like to **get rid of** things I don't need. _____
- a. I sometimes don't even tell anyone.
 - b. I dislike it when people laugh at my mistakes.
 - c. I try very hard.
 - d. I am careless.
 - e. It's not difficult for me to decide things.
 - f. I just disregard it.
 - g. I always try to follow the rules.
 - h. I get annoyed when they play loud music.
 - i. It's my least favorite chore.
 - j. I don't like to keep unnecessary things.

B **PAIR WORK** Which statements in Part A are true for you?

Discuss your answers.

"I like to get rid of old newspapers and magazines, but my roommate likes to save them."

2 Conversation A new boyfriend

A  Listen to the conversation. What mistake did Alicia make?

Dan So, how was Aki's party?

Alicia Well, the party was fun. But I'd forgotten it was her birthday, so I was a little embarrassed.

Dan Why?

Alicia I didn't bring a gift. If I'd remembered, I'd have brought her something really nice.

Dan Well, I'm sure she didn't mind.

Alicia Then, I think I made a fool of myself at the party. We all had to sing, and you know how bad my voice is.

Dan Oh, come on.

Alicia I tried to get out of it, but I couldn't. And that's when I met Santiago. Just think. If I hadn't sung at the party, I wouldn't have met Santiago.

Dan Santiago? Who's Santiago?

Alicia He's my new boyfriend.

B  Listen to the rest of the conversation. What's Santiago like? What gets on Alicia's nerves?



3 Grammar Third conditional

Third conditional sentences describe hypothetical situations in the past.

Use the past perfect in the if clause and would have + past participle in the main clause.

If I'd remembered, I would have brought her something.

If I hadn't forgotten, I would have brought her a gift.

If she had missed the party, she wouldn't have met Santiago.

If she hadn't gone to the party, she wouldn't have met him.

Remember: I'd = I would or I had

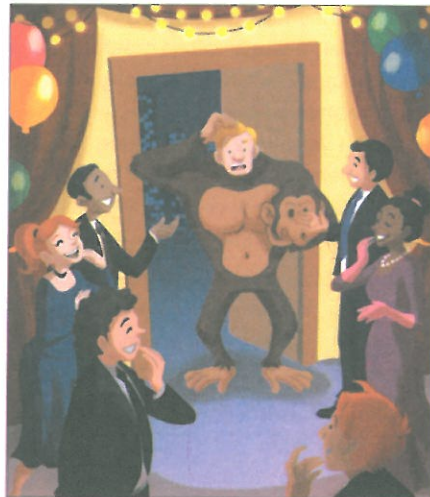
A Read the conditional sentences. Circle the true statements about them.

- If Henry had made an effort, he would have passed all of his exams.
 - Henry made an effort.
 - Henry didn't make an effort.
- If Mike had followed the instructions, he wouldn't have made a mistake.
 - Mike made a mistake.
 - Mike didn't make a mistake.
- If Luz hadn't become a doctor, she would have become an artist.
 - Luz became a doctor.
 - Luz didn't become a doctor.
- If Andrea hadn't sold her old books online, she wouldn't have gotten rid of them.
 - Andrea got rid of her books.
 - Andrea didn't get rid of her books.

B Complete the sentences with the third conditional.

Then compare with a partner.

- If I _____ (know) about the party,
I _____ (not / make) such a fool of myself.
- If you _____ (come) home before midnight,
you _____ (not / get) into trouble.
- If I _____ (not / get) rid of my old cell phone,
I _____ (let) you have it.
- I _____ (make) up my mind easily if
I _____ (not / have) so many choices.



4 Speaking If only I hadn't ...

A Check (✓) the things you've done.

- | | |
|---|--|
| <input type="checkbox"/> made a mistake | <input type="checkbox"/> gotten rid of something important |
| <input type="checkbox"/> made an effort to do something | <input type="checkbox"/> gotten out of something |
| <input type="checkbox"/> made a fool of yourself | <input type="checkbox"/> gotten into trouble |

B PAIR WORK Tell your partner the things you checked in Part A. What would have been different if you hadn't done these things? Share your stories.

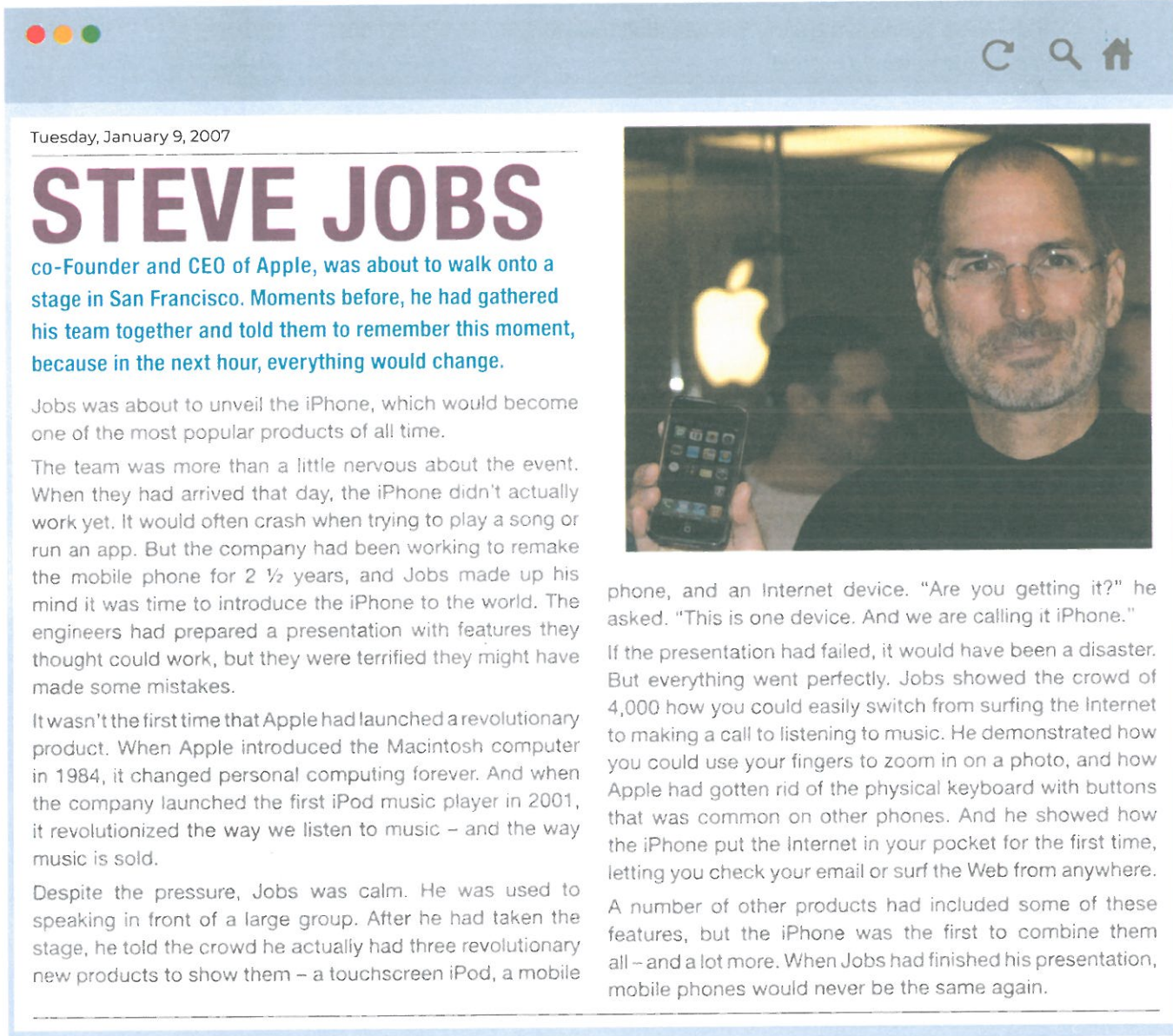
5 Keep talking!

Go to page 140 for more practice.

D A day to remember

1 Reading

A The great hockey player Wayne Gretzky once said: "I skate to where the puck is going to be, not where it has been." Why do you think Steve Jobs liked this quote so much?



The image shows a screenshot of a news article from Tuesday, January 9, 2007. The article is titled "STEVE JOBS" and describes the launch of the iPhone. It mentions that Jobs gathered his team together and told them to remember the moment because everything would change in the next hour. The article also includes a photograph of Steve Jobs holding the iPhone. The article text is as follows:

Tuesday, January 9, 2007

STEVE JOBS

co-Founder and CEO of Apple, was about to walk onto a stage in San Francisco. Moments before, he had gathered his team together and told them to remember this moment, because in the next hour, everything would change.

Jobs was about to unveil the iPhone, which would become one of the most popular products of all time.

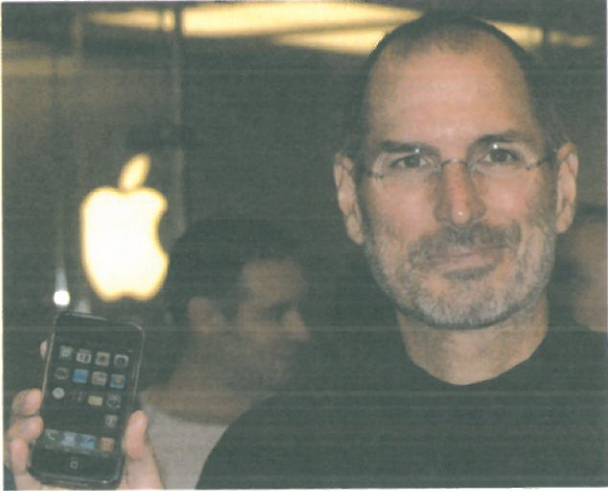
The team was more than a little nervous about the event. When they had arrived that day, the iPhone didn't actually work yet. It would often crash when trying to play a song or run an app. But the company had been working to remake the mobile phone for 2 ½ years, and Jobs made up his mind it was time to introduce the iPhone to the world. The engineers had prepared a presentation with features they thought could work, but they were terrified they might have made some mistakes.

It wasn't the first time that Apple had launched a revolutionary product. When Apple introduced the Macintosh computer in 1984, it changed personal computing forever. And when the company launched the first iPod music player in 2001, it revolutionized the way we listen to music – and the way music is sold.

Despite the pressure, Jobs was calm. He was used to speaking in front of a large group. After he had taken the stage, he told the crowd he actually had three revolutionary new products to show them – a touchscreen iPod, a mobile phone, and an Internet device. "Are you getting it?" he asked. "This is one device. And we are calling it iPhone."

If the presentation had failed, it would have been a disaster. But everything went perfectly. Jobs showed the crowd of 4,000 how you could easily switch from surfing the Internet to making a call to listening to music. He demonstrated how you could use your fingers to zoom in on a photo, and how Apple had gotten rid of the physical keyboard with buttons that was common on other phones. And he showed how the iPhone put the Internet in your pocket for the first time, letting you check your email or surf the Web from anywhere.

A number of other products had included some of these features, but the iPhone was the first to combine them all – and a lot more. When Jobs had finished his presentation, mobile phones would never be the same again.




B Read the excerpt again. Number the events from 1 to 8.


- | | |
|---|--|
| _____ Jobs told his team to remember this moment. | _____ Jobs demonstrated the iPhone's features. |
| _____ Jobs took the stage. | _____ Apple launched the iPod. |
| _____ The Apple team prepared a presentation. | _____ The Apple team developed the iPhone. |
| _____ Jobs made up his mind to unveil the iPhone. | _____ 1. Apple introduced the Mac computer. |

C Do you remember a time before the iPhone? What do you imagine that mobile phones were like at that time? How do you think people surfed the Internet, took pictures, listened to music, and followed maps before the iPhone?

2 Listening Looking back

- A**  Listen to four people talk about important days in their lives. Check (✓) which day they're talking about.

	Day	What made it a memorable day?
1	<input type="checkbox"/> first day of middle school <input type="checkbox"/> first day of high school	<input type="checkbox"/> Her friend was a teacher at the school. <input type="checkbox"/> Her friend was going to the same school.
2	<input type="checkbox"/> wedding day <input type="checkbox"/> birth of a child	<input type="checkbox"/> Their parents were there. <input type="checkbox"/> The announcement appeared in the newspaper.
3	<input type="checkbox"/> first day at work <input type="checkbox"/> last day at work	<input type="checkbox"/> His co-workers gave him a party. <input type="checkbox"/> He'd traveled on his own in Europe.
4	<input type="checkbox"/> first airplane trip <input type="checkbox"/> first trip over seas	<input type="checkbox"/> She could speak Korean with her host family. <input type="checkbox"/> Her hosts were so kind and friendly.

- B**  Listen again. Check (✓) what made the day memorable.

3 Writing and speaking About a memorable day

- A** Think about a memorable day. Use these ideas or your own ideas.

the day you got accepted to college	your first airplane ride
the day you spoke English to a native speaker	your first day at a new job
the first time you rode a bicycle	your first day of school
a special celebration	

- B** Write a paragraph about your memorable day. Use the questions and the model paragraph to help you.

- When was it?
- What made the day memorable?
- Did you look forward to this day?
- What did you do that day?
- How did you feel then?

A Memorable Day

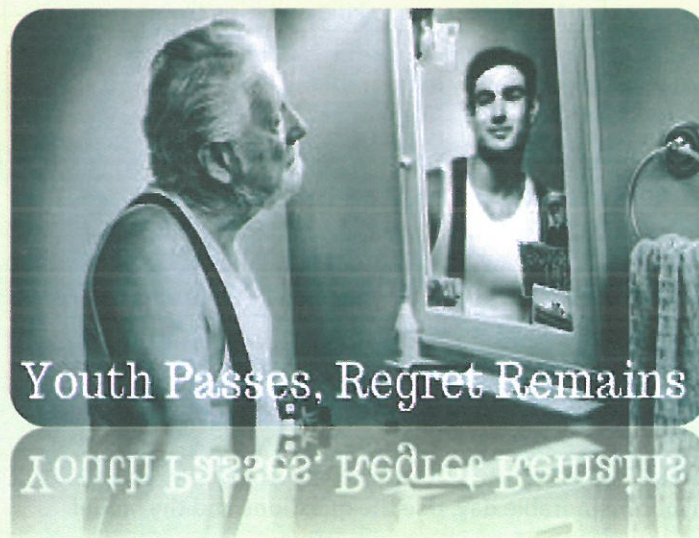
One of the best days of my life was when I got accepted to City University. I had always wanted to go there. I'd been pretty worried until I got my official acceptance letter. I remember I called some of my friends to tell them. Then that night, I went out with my family to celebrate. I was so happy that day.

- C** **GROUP WORK** Share your writing. Ask and answer questions about that day. As a group, decide which day was the most interesting, unusual, or exciting day.

Wrap-up

1 PAIR WORK: What do people regret when they reach to the end of their lives? Consider the items below:

- Job
- Marriage
- Field of study
- Friendship
- Habits
- Money



2 In the real world

What was the first day of school like for someone in your family or for a close friend? Interview the person. Then write about it.

First Day of School

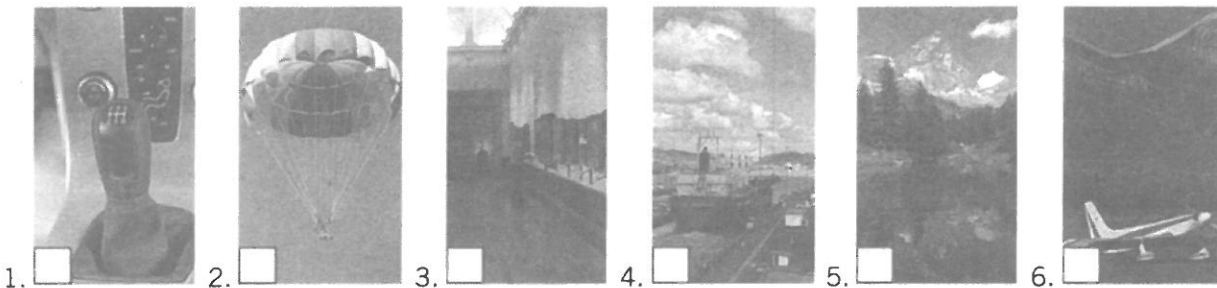
My father was nervous on his first day of school. His father, my grandfather, took him to school. My father met Charlie on the first day of school. Charlie became his best friend.

I'll always remember

Before you watch

A Match the words and the pictures. Then compare with a partner.

- | | | |
|-------------|------------------------|---------------|
| a. airfield | c. gallery | e. parachute |
| b. canal | d. manual transmission | f. reflection |






B Complete the sentences with the words from Part A.

- If you look in a mirror, you'll see your _____.
- The scariest part about jumping out of a plane is not knowing whether or not the _____ will open!
- The private jet took off from a small _____ outside of the city.
- It's difficult for artists to get their work shown in a _____.
- The boat traveled through the _____.
- My first car had a _____, not an automatic one.

While you watch

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

			
	Jasmine	Charlie	Reina
1. Who will always remember learning a new skill?			
2. Who will always remember a special vacation?			
3. Who will always remember trying an extreme sport for the first time?			
4. Who was nervous?			
5. Who talks about a friend?			
6. Who talks about a birthday present?			
7. Who became an artist?			

B Circle the correct answers.

- Jasmine's favorite city in Italy is _____.
a. Rome b. Florence c. Venice
- Jasmine was inspired by that city's _____.
a. ancient buildings b. art galleries c. light and reflections
- Charlie was _____ when he went skydiving.
a. 20 b. 21 c. 22
- Charlie never would have gone skydiving if it hadn't been for _____.
a. the instructor b. his friend Steve c. the other guys in the training session
- Reina had never driven a car before her friend William _____.
a. gave her a lesson b. bought her a car c. gave her his old car
- Reina was afraid she was going to _____.
a. get lost b. damage the car c. make a mistake

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

- According to Jasmine, photos can really show the light in Venice. _____
- If Jasmine hadn't gone to Venice, she wouldn't have become an artist. _____
- Charlie didn't enjoy Steve's gift. _____
- Charlie probably won't go skydiving anymore. _____
- According to Reina, a car with an automatic transmission is easier to drive than a car with manual transmission. _____
- It took Reina three days to learn to drive. _____



After you watch

A Think about a memorable experience from your life. Use one of the ideas below or your own idea. Take notes to prepare to talk about it.

- a time when you received wonderful (or terrible) news
- something that changed your life
- an "aha!" moment (when you suddenly understood something)

B Pair work Tell your partner about your memorable experience from Part A. Ask and answer questions for more information.

9 Can you believe it?

LESSON A

- Suffixes: *-ful* and *-less*
- Past modals for speculating

LESSON B

- Expressing probability
- Expressing improbability

LESSON C

- Mysterious events
- Embedded questions

LESSON D

- Reading: "The Woman Who Can't Forget"
- Writing: A story



Warm Up

- A** Describe the pictures. What do you see?
- B** Can you explain the pictures? Think of several possible explanations.

A Everyday explanations

1 Vocabulary Suffixes: *-ful* and *-less*

A 🎧 Circle the correct words to complete the sentences. Then listen and check your answers.

- 1 I can't get this old computer to work at all. It's **useful** / **useless** for me to even try.
- 2 The storm was so **powerful** / **powerless** that it destroyed a hundred homes.
- 3 I read about a man who raised a lion as his pet. He was totally **fearful** / **fearless**.
- 4 The police made people leave the building because the bad odor was **harmful** / **harmless** to their health.
- 5 Jane was fined \$300 for **careful** / **careless** driving.
- 6 I couldn't understand his explanations at all. They were so **meaningful** / **meaningless**.
- 7 Sara gave me a lovely graduation present. That was very **thoughtful** / **thoughtless** of her.
- 8 I'm **hopeful** / **hopeless** that I'll get a good grade on my exam. I have been studying a lot.

B **PAIR WORK** Make sentences about your experiences. Use the words you did *not* circle in Part A. Tell your partner.

2 Language in context Explainable behavior

A 🎧 Read the online chat between co-workers. Why are they talking about Kenny?

The screenshot shows a chat window titled "Online Chat" with participants "Maria, Ethan, James...". The messages are as follows:

- Maria:** Ethan, did you see Kenny yesterday?
- Ethan:** How could I miss him? He was wearing a suit. He looked so impressive in his suit and tie! 😊.
- Maria:** Yeah, I know. But it was really hot yesterday, so he couldn't have been comfortable in a suit.
- Ethan:** Did you ask him why he was so dressed up?
- Maria:** Yeah, but it was useless. He wouldn't say a word.
- Ethan:** He might have had a presentation to give.
- Maria:** Yeah, that's possible. Or maybe it wasn't meaningful at all. He could have simply felt like dressing up in a suit.
- James:** Hi, you guys. Did you hear about Kenny?
- Ethan:** Actually, we were just chatting about him.
- James:** Well, he called me earlier today. He said he had interviewed for a new job yesterday. And they offered it to him!
- Maria:** That explains it! He must have gone to his interview after work. He wasn't very careful about it, was he?

At the bottom, there is a text input field labeled "Write a Message..." and a "Send" button.

B What are some other reasons that people dress up for work?

3 Grammar Past modals for speculating

Speculating with more certainty

He **must have gone** to his interview.

It was really hot yesterday, so he **couldn't have been** comfortable in a suit.

Speculating with less certainty

He **might have had** a presentation.

He **could have felt** like dressing up.

A Complete the conversations with past modals. Then practice with a partner.

- 1 **A** Why hasn't Kate been answering her phone?
B Who knows? She could _____ (turn) off the ringer.
- 2 **A** Why did Randy quit his job yesterday?
B I'm not sure. He might _____ (get) a better one.
- 3 **A** Have you seen Nancy?
B No, she hasn't come to work yet. She could _____ (oversleep) again.
- 4 **A** Is Emma here? She's late for her appointment. That never happens.
B Something important must _____ (delay) her.
- 5 **A** What's wrong? Did Jack forget your birthday?
B He could _____ (not/forget) it. He always remembers.

B Read the questions in Part A. Write different explanations. Then practice with a partner.

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

4 Speaking Possible explanations

GROUP WORK Discuss possible explanations for these situations.

- 1 Your classmate seemed very forgetful today.
- 2 Your friend is fluent in Russian after only three months of study.
- 3 Your friend used to be very careless, but suddenly you can depend on her for anything.
- 4 Your cousin used to be afraid of animals, but now he is fearless.



"My classmate might have had very little sleep. That could have made him forgetful."

5 Keep talking!

Students A and B go to page 141 and Students C and D go to page 142 for more practice.

B I'm pretty sure that . . .

1 Interactions Probability and improbability

A PAIR WORK Try this experiment. Do it ten times, then change roles.

Student A: Think of a number between 1 and 10.

Student B: Try to read your partner's mind by guessing if the number is *even* (2, 4, 6, . . .) or *odd* (1, 3, 5, . . .).

Did you guess correctly? Who else in the class guessed correctly? How many times?

B  Listen to the conversation. How does Daniela explain mind-reading between twins? Then practice the conversation.

Daniela I saw a TV show yesterday about twins who read each other's minds. Do you think that's possible?

Jenny Well, twins spend a lot of time together. It's likely that they can read each other's thoughts.

Daniela Really?

Jenny Why not? When they're young, some twins develop a secret language only they understand. That shows that twins can be special.


Daniela But I doubt that anyone can really read minds. They could have guessed each other's thoughts because they spend a lot of time together. But that's not mind reading.

Jenny You are so skeptical.

Daniela I know. So, should we order now?

Jenny You just read my mind!



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

Expressing probability

I'm pretty sure that . . .

It's very probable that . . .

Expressing improbability

It's doubtful that . . .

It's highly unlikely that . . .

D **GROUP WORK** Check (✓) the sentences you think are probable. Then talk to your group about what is probable and what is improbable.

- Twins have a special relationship. Twins are more alike than different.
 Only some people can read minds. All twins can read each other's minds.

2 Listening Likely ... or unlikely?

A PAIR WORK Which of these things can help you know what others are thinking?

body language	emotions	hairstyles	memory
dreams	facial expressions	laughing	tone of voice

B Listen to Karl tell his friend Jenna about an article on mind-reading. How do people read minds? Look at Part A again, and circle the ways that are mentioned in the article.

C Listen to the rest of the conversation. Correct the statements.

- Strangers can read each other's minds ~~30%~~^{20%} of the time.
- Married couples can read each other's minds 45% of the time.
- No one can read minds more than 6% of the time.
- There's a big difference in how well men and women can read minds.
- It's likely that Jenna believes what Karl says about men and women.

3 Speaking Anything's possible.

A Read the statements. Do you think they are probable? Write P (probable) or I (improbable) next to each statement.



_____ People will travel through time someday.



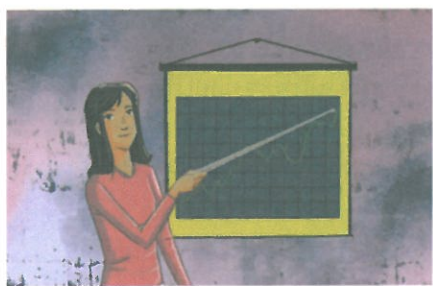
_____ Some people can remember their past lives.



_____ Some people can predict the weather.



_____ Some people can communicate with animals.



_____ Some people can predict trends in the stock market.



_____ Some people can heal themselves with their mind.

B GROUP WORK Share your ideas.

A: I doubt that people will travel through time someday.

B: I agree. It's highly unlikely.

C: I'm not so sure. I bet it will happen someday because ...



History's mysteries

1 Vocabulary Mysterious events

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

- | | |
|---|---------------|
| a | abduction |
| b | disappearance |
| c | discovery |
| d | escape |
| e | explosion |
| f | theft |

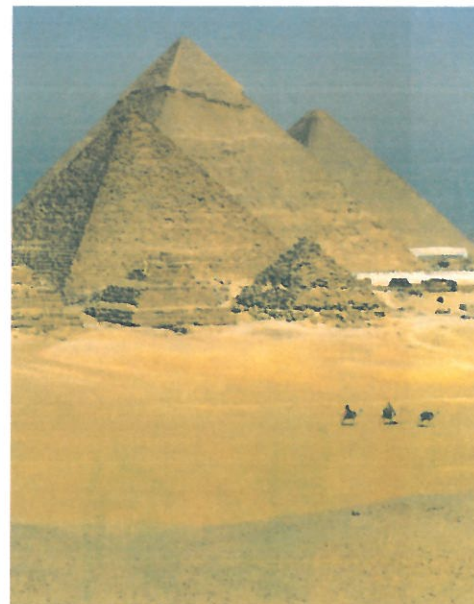
- | | | |
|--|--|---|
| 1 _____ In 1962, three men broke out of San Francisco's Alcatraz prison. They were never seen again. | 2 _____ In 1908, a huge object from space exploded over Siberia. It destroyed 80 million trees. | 3 _____ In 1937, Amelia Earhart disappeared during a flight over the Pacific Ocean. She was never seen again. |
| 4 _____ In 1961, Betty and Barney Hill claimed they were taken aboard a UFO by unfriendly aliens. | 5 _____ In 1985, divers found large rocks near Japan that some believe are a lost underwater city. | 6 _____ In 1990, robbers in Boston stole paintings worth \$300 million. They have never been recovered. |

B **PAIR WORK** Choose three words from Part A. What are other examples of these types of events? Tell your partner.

2 Conversation It remains a mystery.

A Listen to the conversation. What does the tourist learn about the Great Pyramid?

- Guide** No one really knows how the Egyptian pyramids were built. There are many theories and new discoveries, but it remains a mystery.
- Tourist** Do you have any idea how long it took to build them?
- Guide** Yes. It took about 20 years to build the tallest one, the Great Pyramid.
- Tourist** Can you tell me how tall it is?
- Guide** It's more than 450 feet, or about 139 meters. It was the tallest structure in the world for thousands of years.
- Tourist** Really?
- Guide** Yes. It was the world's tallest structure until the Eiffel Tower was built.
- Tourist** That's amazing! Do you know how many pyramids were built in Egypt?
- Guide** No one knows. But at least 80 pyramids have survived, and many more are still under the sand.



B Listen to the rest of the conversation. Why was the Sphinx built? What happened to its nose?

3 Grammar Embedded questions

An embedded question is a question included in another question.

Wh- questions	Embedded Wh- questions
How many pyramids were built?	Do you know how many pyramids were built ?
How long did it take to build?	Do you have any idea how long it took to build ?
How tall is the Great Pyramid?	Can you tell me how tall the Great Pyramid is ?
Yes / no questions	Embedded yes / no questions
Was the Sphinx painted?	Do you know if the Sphinx was painted ?
Are there any chambers?	Can you tell me if there are any chambers ?
Did its nose fall off?	Do you know if its nose fell off ?

Rewrite the questions. Use embedded questions. Then compare with a partner.

- Have there been many thefts from the pyramids?
A Do you know _____? **B** Yes, many.
- How long was the Great Pyramid the world's tallest structure?
A Do you know _____? **B** For 3,800 years.
- How many chambers are there in the Great Pyramid?
A Can you tell me _____? **B** There are three.
- Can tourists climb the Sphinx?
A Do you have any idea _____? **B** No, it's not allowed.
- Did aliens build the pyramids?
A Do you know _____? **B** It's highly unlikely.

4 Pronunciation Intonation in embedded questions

A  Listen and repeat. Notice the falling intonation in embedded questions.

Can you tell me how tall it is? Do you know if the Sphinx was painted?

B **PAIR WORK** Practice the embedded questions in Exercise 3. Pay attention to your intonation.

5 Speaking Endless possibilities

PAIR WORK Discuss possible explanations for the mysteries in Exercise 1.

- A:** Do you have an idea what happened to Amelia Earhart?
- B:** No one does. But she might have crashed on an island.



6 Keep talking!

Go to page 143 for more practice.

D Unexplained abilities

1 Reading

A “You don’t remember what happened. What you remember becomes what happened.” – John Green
What do you think this quote means? Do you trust your memory?

B Read the article. Do you think Jill Price views her ability as a gift or a curse?



THE WOMAN WHO CAN'T FORGET

Jill Price has a powerful memory. She can remember every detail of her life since age 14 — whether she wants to or not. “Since 1980, I remember everything.” She remembers where she was, what she felt, what she was wearing, who she was with, what the weather was, and what was in the news.



When she contacted memory researchers in 2000, she was hopeful they could explain her abilities. But they were stumped. After lots of tests, the researchers identified a new medical condition for her called hyperthymesia, meaning “superior memory.” Only a handful of people have been diagnosed with the condition.

Does she remember when the big plane crash in Scotland occurred? “December 21, 1988.” Can she recall the first time she heard the song, “Jessie’s Girl”? “March 7, 1981.” She was driving in a car with her mother. Does she know what she was doing on August 29, 1980? “It was a Friday,” she says. She went on a trip to the desert with her friends. Scientists have checked her memories against news reports and her own diaries. Her memories are right almost every time.

“I walk around with my life right next to me,” said Price, who lives in California. “I always explain it to people like I’m walking around with a video camera on my shoulder. And every day is a videotape. So if you throw a date out at me, it’s as if I pulled a videotape out...and just watch the day.”

She doesn’t remember everything — only things that happened in her own life. School was awful for her, she says, because she had problems remembering facts and numbers. “I can’t look at a phone book and memorize names. I don’t do that.”

Sometimes she might like to forget, especially when bad things happen in her life. “I still feel bad about stuff that happened 30 years ago,” Price said. “It’s not as though I’m looking back on the events with the distance of time and adult perspective; it’s as though I’m actually living through them again.”

Price’s condition reminds us that it’s probable our happiness might not only depend on what we remember, but what we are able to forget.

C Read the story again. Answer the questions.

- 1 Since what year does Jill Price remember every day of her life? _____
- 2 What kinds of things does Jill remember? _____
- 3 What thing does Jill have trouble remembering? _____
- 4 How many people have been diagnosed with the same condition as Jill? _____
- 5 How does Jill describe the experience of remembering a day in her life? _____
- 6 How do scientists know her memory is correct? _____

D PAIR WORK Would you want to be able to remember everything? Why or why not?

2 Listening “The Magpies and the Bell”

A Listen to a story from South Korea. Number the pictures from 1 to 6.



B Listen again. Answer the questions.

- 1 Where was the man going? _____
- 2 Who was the woman that the man met at the house? _____
- 3 What did the snake tell the man to do? _____
- 4 Who saved the man? How? Why? _____

C What lesson about life do you think the story tells?

3 Writing and speaking A story

A Think of a story in your culture that explains something. What does it explain? How does the story explain it?

B Write the story, or retell the story in Exercise 2. Use the model paragraph to help you.

C **GROUP WORK** Share your stories. Are there any similarities among your stories? Are there any similarities to other stories you know?

The Sleep Tree, a Myth

One day, a man in the rain forest saw a huge, old tree he'd never seen before. Its roots went deep into the ground, and its branches spread all across the sky. The man was amazed. He saw a large group of animals sleeping under the old tree. . .

Wrap-up

1 PAIR/GROUP WORK: Look at this image. Figure out if it is murder or suicide.



2 In the real world

Why are these animals unusual? Go online and find information in English about one of them. Then write about them. What do they look like? Where do they live? What do they eat?

- tree kangaroos
- magpies
- albino snakes
- wombats

Tree Kangaroos

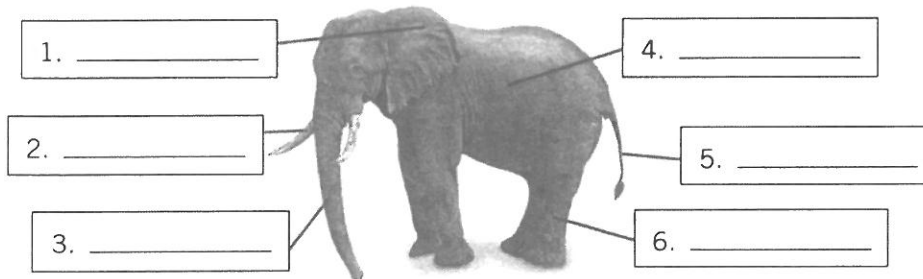
Tree kangaroos are unusual because they live in trees. They have shorter legs than most kangaroos. They live in Australia and Papua New Guinea.

The six blind men and the elephant

Before you watch

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

ear leg side tail trunk tusks



B Pair work What does each of these six parts of the elephant remind you of? What do you think they'd feel like? Share your opinions and ideas.

A: In my opinion, the elephant's ear looks a little bit like an umbrella.

It'd probably feel soft and smooth like the top of an umbrella if I touched it, too.

B: Really? An umbrella? I don't think the elephant's ear looks like an umbrella at all! If you ask me, it looks kind of like a . . .

While you watch

A Circle the correct answers.

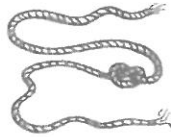
- The wise man tells the six blind men to use their sense of _____ to describe the elephant.
 - smell
 - hearing
 - touch
- Each of the six men was _____ about the elephant.
 - wrong
 - partly right
 - unable to describe anything
- The main idea of the story is that _____.
 - it's important to communicate with other people
 - each of us sees only a small part of what is true
 - people don't have patience to hear others' opinions



B What do the six blind men say each part of the elephant is like? Complete the sentences with the correct objects.



fan



rope



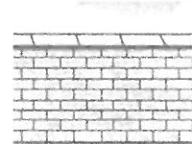
snake



spear



tree



wall

1. The elephant's leg is like a _____.
2. The elephant's tail is like a _____.
3. The elephant's trunk is like a _____.
4. The elephant's ear is like a _____.
5. The elephant's side is like a _____.
6. The elephant's tusk is like a _____.

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

1. The six men were born blind. _____
2. Some of the blind men agreed with each other. _____
3. The blind men got into a big argument. _____
4. The wise man said it was useful to argue. _____
5. At the end of the video, the blind men touch the whole elephant. _____

After you watch

A Pair work In the story, the fifth blind man says, "Actually, an elephant is like a wall!" The word *actually* means "in fact" or "in reality." We most often use it in one of these ways: 1) to correct a mistake; 2) to express surprise; or 3) to express a change of mind. Discuss what you think it means in each sentence below.

1. An elephant isn't like a fan at all. Actually, an elephant is like a wall!
2. I ordered a green salad, but I think I actually want a fruit salad, instead.
3. She actually survived the shipwreck and returned to her country.
4. It wasn't an abduction. He actually just quietly left the city without telling anyone.
5. The Amazing Gregory can't actually read minds in his stage act. He's just very good at reading body language and facial expressions.
6. I know you'll think I'm crazy, but I actually liked that movie!

B Think of a time when you had an opinion but later changed it when you learned more. What was your original opinion? What changed your mind? Take notes.

C Group work Tell your group about your experience in Part B. Try to use the word *actually* as you discuss your change of opinion. Ask and answer questions for more information.

10 Perspectives

LESSON A

- Three-word phrasal verbs
- Reported statements

LESSON B

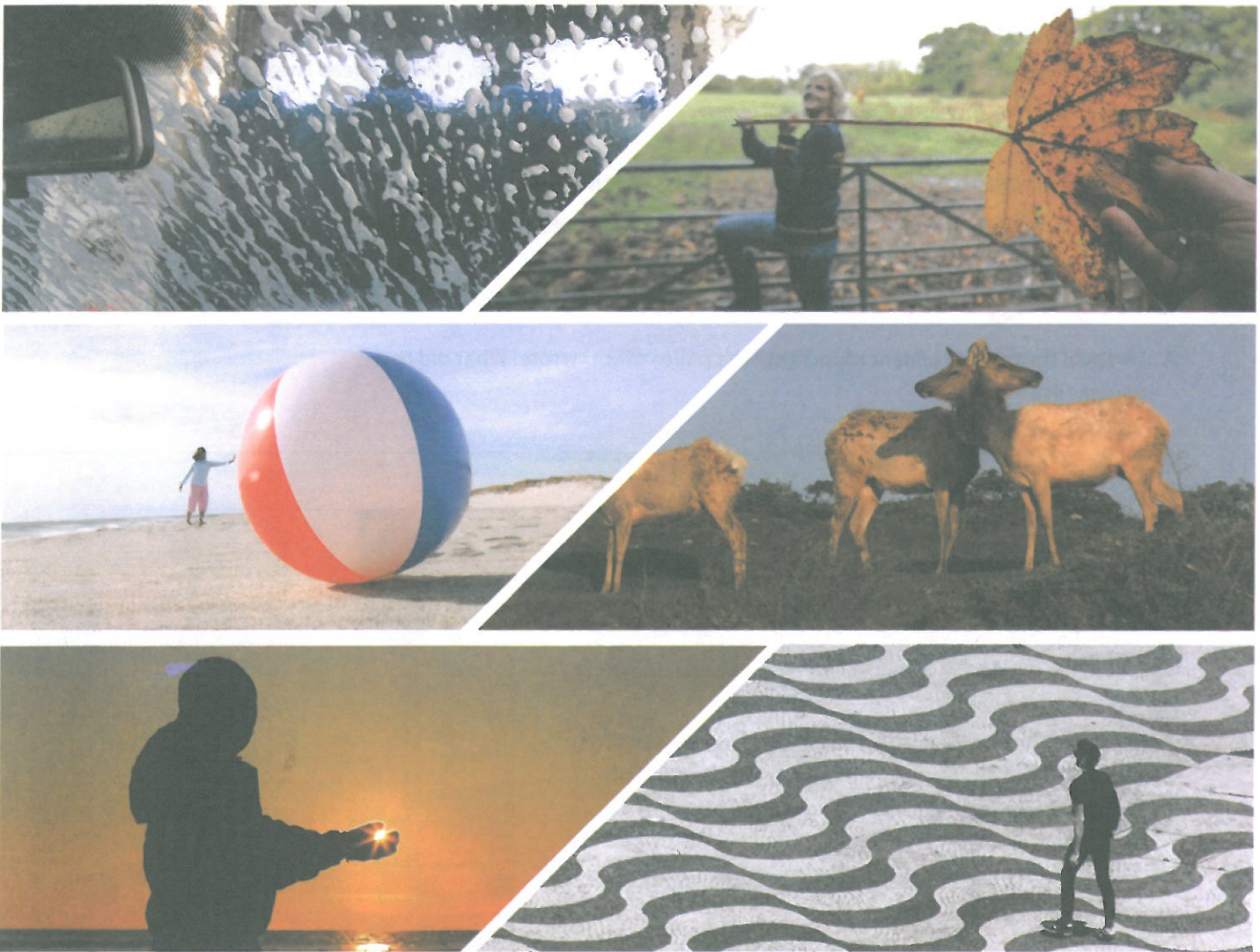
- Changing the topic
- Returning to a topic

LESSON C

- Verbs + prepositions
- Reported *yes / no* questions

LESSON D

- Reading: "The Dress" - A Lecture for Professor Lin's Psychology Class
- Writing: Questionnaire results



Warm Up

A Look at the pictures. What do you see? What is the most unusual perspective?

B Do you always see things the same way as your friends?

A A traffic accident

1 Vocabulary Three-word phrasal verbs

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

- | A | B |
|---|---|
| 1 I like to catch up with friends online. _____ | a. I really respect him. |
| 2 I can come up with imaginative ideas. _____ | b. We chat several times a week. |
| 3 I look up to my father. _____ | c. I'm a very creative person. |
| 4 I get along with everybody. _____ | d. The police should give more tickets. |
| 5 It's hard to keep up with my friends. _____ | e. People think I'm very friendly. |
| 6 I think that too many people get away with speeding. _____ | f. We don't have time to get together. |
| 7 I cannot put up with people who lie. _____ | g. I change the oil every six months. |
| 8 I try to take care of my car. _____ | h. I love to sleep late on weekends. |
| 9 I always look forward to Sunday mornings. _____ | i. I get very angry when people don't tell the truth. |

B **PAIR WORK** Which statements in Part A are true for you? Discuss your answers.

"It's hard to keep up with my friends. I have a lot of friends because I get along with everybody."

2 Language in context Whose fault was it?

A  Read the traffic accident report that the police officer wrote. What did the witness see?

Traffic Accident Report

Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 6:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away.

Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone.

Both the driver and the witness said that they would come in and make a full statement.



B What about you? Who do you feel is more responsible for the accident – the driver or the dog owner? Why?

3 Grammar Reported statements

Use reported speech to tell what a speaker has said without using the person's exact words. When using reported speech, you often have to change pronouns and the tense of the verb.

Direct speech	Reported speech
"I am in a hurry."	She told me (that) she was in a hurry.
"I am telling the truth."	She told me (that) she was telling the truth.
"I have an appointment."	She told me (that) she had an appointment.
"I saw the accident."	He said (that) he had seen the accident.
"The dog has disappeared ."	He said (that) the dog had disappeared .
"We will make a statement."	They said (that) they would make a statement.

A Complete the report with *said* or *told*. Then compare with a partner.

Car Accident on Main St.

Last night, Darren Jones, 18, was riding his bicycle when a car suddenly stopped in front of him. He crashed his bicycle into the car. Darren _____ police that he hadn't seen it stop. He _____ police he was sorry, but he _____ it hadn't been his fault. The driver, Lacey Reed, 45, _____ that she had stopped because a man was crossing the road. A witness, James Lee, 68, _____ police he had seen everything. Everyone _____ they would make a formal report.

B Rewrite these sentences. Use reported speech. Then compare with a partner.

- Lacey said, "I want to call my husband." Lacey said she wanted to call her husband.
- Darren told me, "It's not my fault." Darren told me
- James told me, "I heard a loud crash." _____
- James said, "I have seen accidents here before." _____
- Lacey told me, "I'll take care of the bills." _____

4 Speaking What did he say?

A Choose one question. Write the answer in one sentence.

- What do you do to catch up with your friends?
- What are you looking forward to doing?
- How do you keep up with the news?

B **GROUP WORK** Whisper your sentence to the person on your right. That person whispers your sentence to the person on the right. Continue until the sentence is reported back to you. Was it your sentence, or was it different?

- A: I'm looking forward to graduating next year.
 B: Jason told me he was looking forward to graduating next year.
 C: Maria said that Jason was looking forward to ...


5 Keep talking!

Student A go to page 144 and Student B go to page 146 for more practice.

B As I was saying . . .

1 Interactions Changing and returning to the topic

A Do you enjoy sports? Which do you prefer, watching sports live or on TV? Why? Have you ever disagreed with a referee's call?

B  Listen to the conversation. What topics are they discussing? Then practice the conversation.

Maria I don't believe it!

Kate What?

Maria He used his hands. That goal shouldn't have counted.

Kate Are you sure he used his hands?

Maria He did. I saw it clearly.

Kate That reminds me, did you see the game last weekend? I didn't see it, but my brother told me that the same player had scored the winning goal. They won 1-0.

Maria No, I missed it. But as I was saying, I don't think that was a real goal.

Kate Maybe the referee just didn't see it. I know it happens sometimes.

Maria That's possible. Referees are only human, after all.



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

Changing the topic

By the way . . .

I just thought of something.

Returning to a topic

To finish what I was saying . . .

To get back to what I was saying . . .

D Number the sentences from 1 to 6. Then practice with a partner.

_____ **A** I know. It was. I wish I could go to the game next Sunday, but I don't have tickets. And I have to -

_____ **A** I can't. Because to finish what I was saying, I have to study all weekend.

_____ **A** Did you see the soccer game last night?

_____ **B** I did. I watched it on TV. It was awesome.

_____ **B** That's too bad. But I have tickets for the game the following weekend, too. Want to go then?

_____ **B** Hang on. I just thought of something. I have two tickets! Want to go?

2 Pronunciation

Linked vowel sounds with /w/ and /y/

- A** Listen and repeat. Notice how the vowel sounds at the beginning and end of words are linked with a /w/ sound or a /y/ sound.

/w/
know if

/w/
do it

/w/
go over

/y/
say anything

/y/
see it

/y/
I am

- B** Listen. Write 'w' or 'y' over the linked sounds. Then practice with a partner.

//
pay any

//
how exactly

//
be in

//
too old

//
no one

//
who is

3 Listening

Sports talk

- A** Listen to three conversations between Alex and Celia. What do they discuss in each conversation? Check (✓) the answers.

What do they begin to discuss?		What is the topic changed to?
1	<input type="checkbox"/> extreme sports <input type="checkbox"/> the dangers of sports	
2	<input type="checkbox"/> sports on TV <input type="checkbox"/> the Olympics	
3	<input type="checkbox"/> sports fads <input type="checkbox"/> sports fans	

- B** Listen again. What is the topic changed to in each conversation? Write the topics in the chart.

4 Speaking

Stick to the topic

- A** Choose one of these topics or another related to sports. Prepare to talk about it for at least a minute.

extreme sports	a great team
ads in sports	sports equipment
benefits of sports	sports fads
a great athlete	sports fans

- B** **GROUP WORK** Take turns. Discuss your topic. The other students keep trying to change the topic. Return to your topic each time.

A: I think snowboarding is an amazing extreme sport.

B: I agree. You know, that reminds me, did you see the ice skating at the Olympics this year?

A: Um, no. I couldn't watch the games. But as I was saying, snowboarding is really ...





There's always an explanation.

1 Vocabulary Verbs + prepositions

A Match the verbs and the prepositions. Add the verbs to the chart. Then listen and check your answers.

believe	depend	forget	participate	rely
decide	dream	hear	plan	worry

about	

on	

in	

B PAIR WORK Complete these questions with the correct prepositions.

Ask and answer the questions. Do you see things the same way?

- 1 Do you believe _____ UFOs?
- 2 Who do you rely _____ the most?
- 3 What do you plan _____ doing in the future?
- 4 What's the most important news event you have heard _____ recently?
- 5 What did you dream _____ last night?
- 6 Do you participate _____ any community organizations?

2 Conversation Strange behavior

A Listen to the conversation. Who do you think Chad is?

Gina I'm worried. Chad's been acting strangely.

Marissa What do you mean?

Gina Well, I asked him if he wanted to see a movie on Friday. He told me he couldn't, but he wouldn't say why.

Marissa That's odd.

Gina Then last night he asked me if I was free for dinner on Saturday and if I'd ever been to Michel's.

Marissa I've heard about Michel's. It's one of the nicest places in town.

Gina I know. We never go to places like that. We usually just get a pizza and sodas as takeout.

Marissa Well, I wouldn't worry about it. Just enjoy your dinner.



B Listen to a phone conversation between Marissa and Chad. What did Chad do on Friday night? What's he planning to do on Saturday night?

3 Grammar Reported yes / no questions

Use reported yes / no questions to tell what a speaker has asked without using the person's exact words. When using reported yes / no questions you often have to change pronouns and the tense of the verb.

Direct questions

"Are you free for dinner?"

"Are you **having** a good day?"

"Do you **want** to see a movie?"

"Did you **speak** to your mother?"

"Have you **been** to Michel's?"

"Will you **marry** me?"

Reported questions

He asked me if I **was** free for dinner.

He asked me if I **was having** a good day.

He asked me if I **wanted** to see a movie.

He asked me if I **had spoken** to my mother.

He asked me if I **had been** to Michel's.

He asked me if I **would marry** him.

Rewrite the questions. Use reported questions. Then compare with a partner.

- Marissa asked Chad, "Have you spoken to Gina yet?"
Marissa asked Chad if he had spoken to Gina yet.
- Marissa asked Chad, "Are you planning on asking Gina to marry you?"

- Marissa asked Chad, "Are you worried about Gina's answer?"

- Chad asked Marissa, "Will Gina say yes?"

- Gina asked Marissa, "Do you believe in love at first sight?"

- Marissa asked Gina, "Did you dream about the perfect wedding as a child?"

- Marissa asked Gina, "Have you already decided on a wedding date?"

4 Speaking Ask me anything!

A CLASS ACTIVITY Imagine you are someone famous. Walk around the class. Find out who your classmates are. Ask and answer yes / no questions.

A: Hello. I'm Will Smith.

B: Can I ask you a question? Do you participate in any charities?

B GROUP WORK Report the most interesting questions and answers.

"Francesca asked me if I participated in any charities. I told her I had participated in a lot of charities – especially ones that work with safe water."



5 Keep talking!

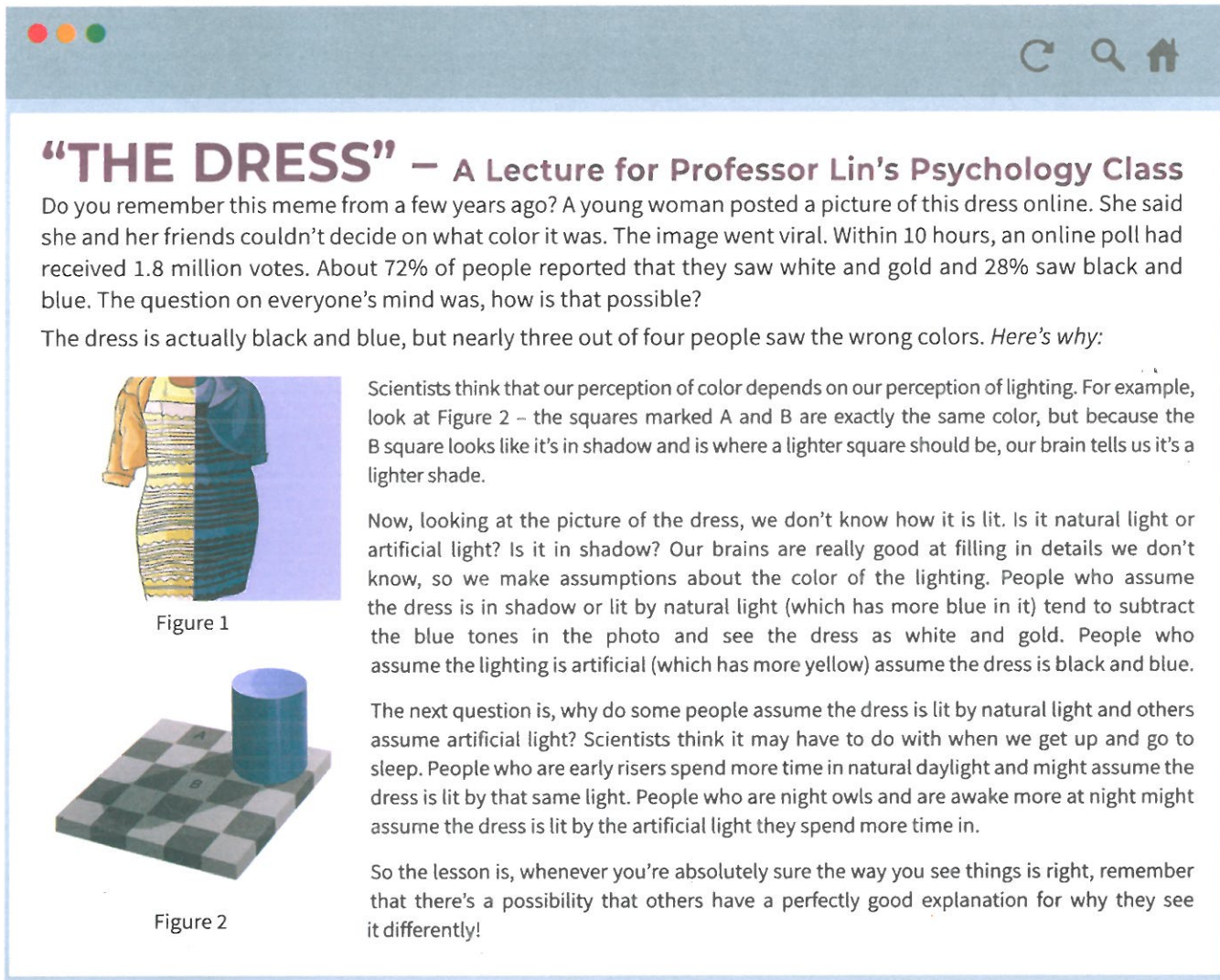
Go to page 145 for more practice.

D Seeing things differently

1 Reading

A What color is the dress below? How certain are you?

B Read the lecture by Professor Lin. What is the real color of the dress?



“THE DRESS” – A Lecture for Professor Lin’s Psychology Class

Do you remember this meme from a few years ago? A young woman posted a picture of this dress online. She said she and her friends couldn’t decide on what color it was. The image went viral. Within 10 hours, an online poll had received 1.8 million votes. About 72% of people reported that they saw white and gold and 28% saw black and blue. The question on everyone’s mind was, how is that possible?

The dress is actually black and blue, but nearly three out of four people saw the wrong colors. *Here’s why:*




Figure 1

Scientists think that our perception of color depends on our perception of lighting. For example, look at Figure 2 – the squares marked A and B are exactly the same color, but because the B square looks like it’s in shadow and is where a lighter square should be, our brain tells us it’s a lighter shade.

Now, looking at the picture of the dress, we don’t know how it is lit. Is it natural light or artificial light? Is it in shadow? Our brains are really good at filling in details we don’t know, so we make assumptions about the color of the lighting. People who assume the dress is in shadow or lit by natural light (which has more blue in it) tend to subtract the blue tones in the photo and see the dress as white and gold. People who assume the lighting is artificial (which has more yellow) assume the dress is black and blue.

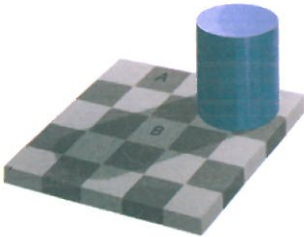


Figure 2

The next question is, why do some people assume the dress is lit by natural light and others assume artificial light? Scientists think it may have to do with when we get up and go to sleep. People who are early risers spend more time in natural daylight and might assume the dress is lit by that same light. People who are night owls and are awake more at night might assume the dress is lit by the artificial light they spend more time in.


So the lesson is, whenever you’re absolutely sure the way you see things is right, remember that there’s a possibility that others have a perfectly good explanation for why they see it differently!

C Read the dialogue again. Answer the questions using reported speech.

- 1 Why did the original user post the photo? She said she and her friends couldn't decide on the color.
- 2 How many votes did the poll receive? _____
- 3 How did scientists explain the difference in people’s perception of color? _____
- 4 What did Professor Lin say our brains are really good at? _____
- 5 According to scientists, who might assume the dress is lit by artificial light? _____

D **PAIR WORK** What are other things that people see very differently?
Can you imagine why they might have different opinions?

2 Listening Justin's turn

- A**  Listen to Allie ask her friend Justin some of the questions from a questionnaire. Number them from 1 to 5 in the order she asks them.

Questions	Answers
<input type="checkbox"/> What is your greatest fear?	
<input type="checkbox"/> What is your idea of perfect happiness?	
<input type="checkbox"/> What word do you most overuse?	
<input type="checkbox"/> What is your current state of mind?	
<input type="checkbox"/> What is your greatest regret?	

- B**  Listen again. Write Justin's answers.

3 Writing Questionnaire results

- A** Choose any two questions from Exercise 2, and write them in the chart. Think about your answers. Then ask each question to two classmates and write their answers.

	Questions	Name: _____	Name: _____
1			
2			

- B** Write about the questionnaire results in Part A. Use the model to help you.

Questionnaire Results

The three of us have very different regrets. Eun-ju said her greatest regret was quitting piano lessons. Antonio said that his was not listening to his grandfather's advice. I think my greatest regret is something I said to my brother once ...

- C** **GROUP WORK** Share your writing with your classmates.

4 Speaking Imagine that!

- A** Look at the questions below. Think about your own answers.

- If you could have one superpower, what would it be?
- What famous person do you think you look like?
- What song title best describes your feelings about life?
- If you could be any animal for a day, what would you be?
- If a movie were made about your life, what would the title be?

- B** **PAIR WORK** Ask your partner the questions in Part A. Write the answers.

- C** **GROUP WORK** Report the most interesting information you found out.

Wrap-up

1 WARM UP: Have you ever overheard or eavesdropped someone talking about:

- you
- someone you are curious to know about
- your family members
- co-worker
- your friend

PAIR WORK: Discuss these questions:

1. What did you hear?
2. To whom did you talk about?
3. What exactly did you say?
4. What was their reaction? What did they say/ask?



2 In the real world

Whose side are you on? Go online and find information in English about one of these topics. Then write about it. What do people think about it? What do you think?

- art made from recycled trash
- extreme sports
- hybrid cars
- reality shows

Trash Art

Many people think art made from recycled trash is good for the environment. Other people think it's ugly.

I agree with both opinions. It is good for the environment, but it's usually ugly!

A grandmother's perspective

Before you watch

A Complete the sentences with the correct forms of the phrases below.

come up with	get away with	look forward to
get along with	keep up with	put up with

- Jasmine forgot her homework in class, so she _____ an excuse. The teacher didn't believe her.
- Cindy didn't study for the test, but she still did well. I couldn't _____ that!
- Everyone is _____ summer vacation.
- Diego walks so fast! It's hard for me to _____ him!
- As a teenager I complained a lot about having to _____ my little brother, but, truthfully, he was a good kid.
- Surprisingly, my brother and I _____ each other really well when we were kids. We didn't fight like a lot of my friends and their siblings.

B Pair work Ask questions with each of the phrases from Part A. Answer with your own information or ideas. Be creative!

A: *Can you come up with a title for an action-adventure movie right now?*

B: *Sure! How about . . . The Last Boy Standing?*

A: *Sounds interesting!*

While you watch

A Circle the correct answers.

- Irma's idea of perfect happiness is _____ .
 - skydiving
 - playing video games
 - walking on the beach
- Irma's greatest fear is _____ .
 - recording a hip-hop album
 - nothing
 - not having a chance to do everything she wants



3. Irma's greatest regret is _____.
 a. not getting past Level 17 on the video game
 b. never seeing Bob Marley in concert
 c. marrying a short man
4. Irma's greatest achievement is _____.
 a. finally being able to reach Level 17 on the video game
 b. winning awards in journalism
 c. having a good relationship with Danielle

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

1. Irma jumped out of a plane as a journalist during the war. _____
2. Irma wants to record a hip-hop album. _____
3. The quality Irma admires most in a man is height. _____
4. Irma's husband couldn't keep up with her in a game of basketball. _____
5. Danielle thinks Irma is like many other grandmothers. _____

C Answer the questions.

1. What time was the interview supposed to begin?

2. How long has Irma been playing the video game?

3. For which class is Danielle making this video?

4. For how many years did Danielle's grandparents get along?

5. What level of the video game does Irma reach by the end of the interview?



After you watch

A Pair work Why does Danielle think Irma is an unusual grandmother? Do you agree with her? Share your ideas.

B Group work Discuss the questions Danielle asks Irma. Answer with your own information and ideas. What is your idea of perfect happiness?

- What is your greatest fear?
- What is your greatest regret?
- What quality do you most admire in a person?
- What is your greatest achievement?



11

The real world

LESSON A

- Word partners
- Causative *get* and *have*

LESSON B

- Taking time to think
- Closing an interview

LESSON C

- Setting goals
- Future continuous vs. future with *will*

LESSON D

- Reading: "Jobs of the Future"
- Writing: A letter of interest



Warm Up


A Match the jobs and the pictures.

- | | | |
|------------------|--------------------|-------------------------|
| 1 animal trainer | 4 fashion designer | 7 singer / songwriter |
| 2 archaeologist | 5 hairstylist | 8 tour guide |
| 3 DJ | 6 race-car driver | 9 social media marketer |

B What three jobs do you think would be the most interesting? What would you like about them? Why?

A Getting it done

1 Vocabulary Word partners

A  Cross out the words that do not go together. Then listen and check your answers.


- | | | |
|----|-------------|-----------------------------------|
| 1 | accept | a job offer / a job ad |
| 2 | apply for | a letter / a job |
| 3 | format | an interview / a résumé |
| 4 | prepare for | a business card / an interview |
| 5 | print | an email / a job |
| 6 | proofread | a résumé / a job offer |
| 7 | provide | a company / references |
| 8 | research | a job / a résumé |
| 9 | send | a thank-you note / a phone call |
| 10 | translate | a job / a letter |

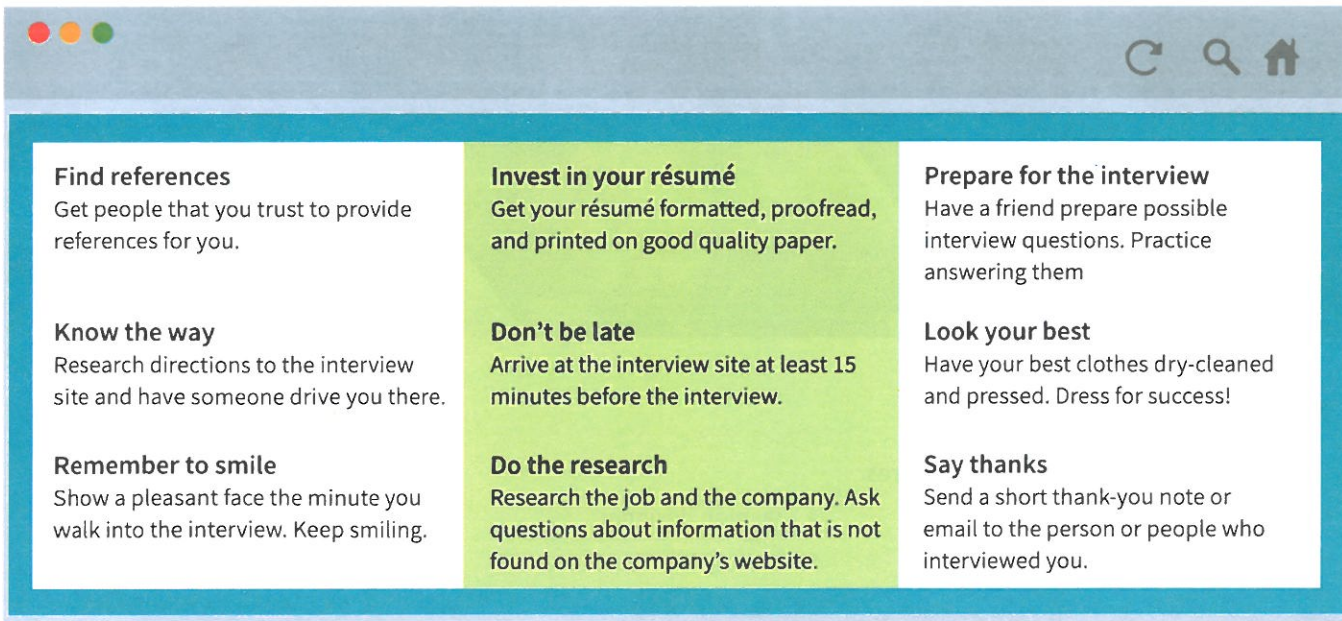


B **PAIR WORK** Ask and answer the questions.

- 1 If you were looking for a job, what things in Part A would you do?
- 2 Have you ever applied for a job? What was it?
- 3 What would you include on your résumé?

2 Language in context Tips from a recruiter

A  Read the tips from a recruiter to job hunters. Which tip should you do after the interview?



Find references Get people that you trust to provide references for you.	Invest in your résumé Get your résumé formatted, proofread, and printed on good quality paper.	Prepare for the interview Have a friend prepare possible interview questions. Practice answering them
Know the way Research directions to the interview site and have someone drive you there.	Don't be late Arrive at the interview site at least 15 minutes before the interview.	Look your best Have your best clothes dry-cleaned and pressed. Dress for success!
Remember to smile Show a pleasant face the minute you walk into the interview. Keep smiling.	Do the research Research the job and the company. Ask questions about information that is not found on the company's website.	Say thanks Send a short thank-you note or email to the person or people who interviewed you.

B What about you? Are all the tips appropriate in your culture? What other tips can you add?

3 Grammar Causative *get* and *have*

get + someone + to + verb

Get people to **provide** references for you.

get + someone + verb

I plan to **have** a friend **practice** with me.

get + something + past participle

Where can I **get** my résumé **printed**?

Have + something + past participle

I need to **have** my clothes **dry-cleaned**.

A Circle the correct words. Then compare with a partner.

- 1 My company is trying to get Greg **accept** / **to accept** / **accepted** our job offer.
- 2 I need to have someone **translate** / **to translate** / **translated** my résumé into English.
- 3 I'd like to get my former boss **provide** / **to provide** / **provided** a reference letter.
- 4 You should have your suit **dry-clean** / **to dry-clean** / **dry-cleaned** before the interview.
- 5 Where can I get some business cards **print** / **to print** / **printed**?

B Put the words in order. Then compare with a partner.

- 1 Paul / his brother / gets / his hair / cut / to Paul gets his brother to cut his hair.
- 2 I / to / a reference letter / got / write / my boss I _____.
- 3 Where / have / proofread / I / can / my résumé Where _____?
- 4 Jay / his house / on Saturday / had / cleaned Jay _____.
- 5 Liz / to get / proofread / her presentation / needs Liz _____.

4 Listening So much to do!

A Listen to three busy people talk about their plans. Write what they are going to do themselves.

	Do themselves	Have or get done
1		
2		
3		

B Listen again. Write one thing each person is going to have or get done.

5 Speaking Do it yourself?

GROUP WORK Imagine you are preparing for an interview. Look at the "to do" list.

What would you do yourself? What would you have or get done? Share your ideas.

- | | | |
|---|--|---|
| <input type="radio"/> cut my hair | <input type="radio"/> iron my shirt | <input type="radio"/> proofread my résumé |
| <input type="radio"/> dry-clean my suit | <input type="radio"/> photocopy my résumé | <input type="radio"/> take photos |
| <input type="radio"/> format my résumé | <input type="radio"/> print business cards | <input type="radio"/> translate my résumé |

A: I'd format my résumé, but I'd get someone else to proofread it.

B: Me, too. I'd have my résumé translated, and then I'd photocopy it myself.

6 Keep talking!

Go to page 147 for more practice.

I can talk about getting things done. 

B Let me see . . .

1 Interactions Interviewing

A Imagine you've applied for a job at a company and are preparing for an interview. What topics do you think you would discuss in the interview?

benefits	hours	salary	your education
break times	retirement plan	travel opportunities	your skills and abilities

B  Listen to the conversation. How does Mr. Reed describe himself?
Practice the conversation.

Interviewer I just have a few more questions, Mr. Reed.
Why do you want to work here?

Mr. Reed I'd like to get some experience in this field and put my skills to work.

Interviewer And what are your best skills?

Mr. Reed Oh, let's see. . . I'm responsible, hardworking, and can work independently.

Interviewer That's good. Can you work weekends?

Mr. Reed Sure. That's not a problem.


Interviewer Can you provide references?

Mr. Reed Of course.

Interviewer Well, it's been nice meeting you. I want to thank you for coming in for this interview.

Mr. Reed Thank you very much.



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

Taking time to think

Um, let me see . . .

Hmm, let me think . . .

Closing an interview

Well, it's been great talking to you.

Well, I've really enjoyed talking to you.

D Number the sentences from 1 to 8. Then practice with a partner.

_____ **A** You're welcome. We'll be in touch.

_____ **B** Thank you for the interview.

 1 **A** So, what skills do you have?

_____ **B** Good-bye. Thank you again.

_____ **A** Good. Well, it's been nice meeting you.

_____ **B** Um, let me see. I could start in a week.

_____ **A** That's good. What's the earliest you can start?

_____ **B** I'm good with people, and I can use all of the latest office software.

2 Listening Getting the job?

A  Listen to the last part of a job interview. Check (✓) the job the man is most likely applying for.

- TV host soccer coach radio DJ translator scientist

B Listen again. How does the man answer the interviewer's questions?

Complete the interviewer's notes.

- 1 What skills do you have? _____ and asking questions
- 2 What would you like about the job? the _____
- 3 What is your greatest strength? _____ skills
- 4 What is your greatest weakness? doesn't _____ some current _____
- 5 What is your career goal? host TV _____
- 6 Can you work weekends? can work _____ but not _____

C **PAIR WORK** Did the man interview well? Why or why not?

3 Speaking Help wanted

A Prepare for a job interview. Choose one of the jobs. Think of answers to the questions below.

JOBS

MAGAZINE COLUMNIST

Trendy magazine seeks outgoing person to write weekly column on what's hot around town. Latest knowledge of music, food, movies, and fashion required. Must be able to write quickly under pressure. Pay per word.

ASSISTANT COACH

Energetic and patient person needed to work as part-time assistant to head coach at local high school. No experience necessary. Strong ability in several sports desired. Applicant must be a team player. Pay negotiable.

ONLINE TUTOR

Work from home! Reliable tutor needed to teach English and / or math to high school students online. Must have own phone and computer and be able to work independently. Flexible hours. Hourly pay. Perfect for college students.

- Can you tell me a little about yourself?
- What skills do you have?
- What is your greatest strength?
- What is your greatest weakness?
- What is your career goal?
- Can you work weekends?
- How would your friends describe you?
- How do you cope with stress?

B **PAIR WORK** Role-play the job interview for a job in Part A. Then change roles.

Student A: Tell your partner which job you have chosen. Answer Student B's questions. Take time to think when you need to.

Student B: Interview Student A. Ask the questions in Part A and questions of your own. Then close the interview.

I can take time to think in an interview. 

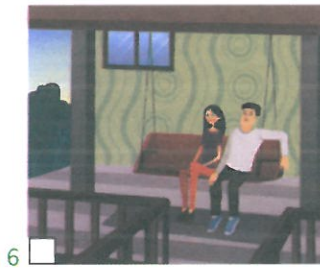
I can close an interview. 

C Future goals

1 Vocabulary Setting goals

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

- | | | | | | | | |
|---|----------------------------|---|-------------------------|---|----------------------|---|----------------------|
| a | be financially independent | c | have a big wedding | e | prepare for my exams | g | work as a journalist |
| b | do volunteer work | d | live in the countryside | f | study abroad | h | write travel books |



B **PAIR WORK** Do you have any of these goals? Which ones? Have you already reached any of these goals? Tell your partner.

2 Conversation Planning ahead

A Listen to the conversation. Who will Zac marry in five years?

Zac Guess what! I've decided to study abroad next year. At this time next year, I'll be studying in Paris!

Lucy Really? That sounds wonderful.

Zac I've been thinking a lot lately about what I want to achieve in my life. In five years, I'll be working as a journalist. In seven years, I'll be living in the countryside. In twenty years –

Lucy But what about family? Will you get married?

Zac Oh, yes. I'll have a big wedding in five years.

Lucy OK... and who will you marry?

Zac I have no idea. But I'm sure I'll meet someone.

B Listen to the rest of the conversation. What two things is Lucy doing these days? What job does she think she'll have in five years?



3 Grammar Future continuous vs. future with *will*

Use the future continuous form to describe actions in progress at a specific time in the future.

Where **will** you **be studying** next year?

I'll **be studying** in Paris. I **won't be working** as a journalist then.

Use the future with *will* verbs that are not usually used in the continuous form.

What **will** you **achieve** in twenty years? **Will** you **be** financially independent?


Yes, I **will**. But I'll **have to** work really hard.

Complete the conversations with the future continuous or future with *will*.

Then practice with a partner.

- A What _____ you _____ (do) a year from now?
 B I _____ (study) abroad.
- A What _____ (happen) to your friends after graduation?
 B Sam and Ann _____ (have) a big wedding. Jacob _____ (work) in the city.
- A Where _____ you _____ (live) in ten years?
 B I don't know, but I probably _____ (not / live) here.
- A What _____ your life _____ (be) like in the future?
 B I _____ (not / work) for a large company. I _____ (write) travel books.
- A _____ you _____ (go) on vacation in July?
 B Yes, I _____ (go) to Rome. I _____ (see) the Colosseum and the Trevi Fountain.

4 Pronunciation Reduction of *will*

A  Listen and repeat. Notice how *will* often gets reduced to 'll after *Wh-* question words and nouns.

When will your friends finish this class? What will they be doing afterwards?

John will still be studying, and Beth will be looking for a job.

B **PAIR WORK** Practice the questions and answers in Exercise 3A. Pay attention to the reduction of *will*.

5 Speaking My own goals

A What goals do you have? When do you hope to reach those goals?

B **GROUP WORK** Share your goals. Ask and answer questions to get more information.

A: I'll be married in five years. I think I'll be working for a large company.

B: What kind of large company will you be working for?

6 Keep talking!

Go to page 148 for more practice.

D My career

1 Reading

A The jobs of today may not be the jobs of the future. Which of these jobs do you think will exist in the future? Will they be different in any way? Which will disappear? Why?

cashier doctor farmer pilot reporter soldier teacher travel agent

B Read the article. What is it about? Check (✓) the main idea.

jobs that will appear

jobs that will disappear

current jobs that will stay the same



JOBS OF THE FUTURE

Drone Manager – More businesses and government agencies will be relying on drones to take video from the air, or even to deliver packages. Companies will need drone managers to keep track of all their drones, to make sure they operate within the law and don't cause damage or injuries.

Rewilder – Rewilders will help to repair environmental damage by returning developed areas to their natural state. From tearing down buildings and ripping up roads to replacing industrial areas with forests, rewilders will be undoing the damage that buildings, cars, factories, and human beings have done to the planet.

Robot Technician – Nearly half of all jobs today will be taken over by robots during this century. Companies will have robots to repair watches, make phone calls, sew clothing, and handle many other routine tasks. Robot programmers and technicians will be needed to tell the robots what to do and to take care of the mechanical problems that these robots will certainly have.

Space Tour Guide – More and more people will be taking vacations in space, and they will need tour guides. Several companies have already begun space programs with trips that cost between \$75,000 and \$2 million. In the future, these high prices should become more affordable, and more space guides will be needed.

Organ Designers – Millions of people today are waiting for new hearts, lungs, livers, and other organs. In the future, organ manufacturers will be making artificial organs, organs grown in a laboratory from a patient's own cells, or combinations of both. Organs will be designed to fit each individual patient.

C Check (✓) the true sentences. Then correct the false ones.

1 A drone manager may be a needed job in the future. _____

2 Rewilders will help build new roads and factories. _____

3 Robots will take over almost all future jobs. _____

4 Space travel for tourists has already begun. _____

5 Organs will be made only from a patient's own cells. _____

D PAIR WORK Which of the jobs in the article do you think is most likely to be a popular career? What qualifications would someone need for these jobs? Discuss your ideas.

2 Writing and speaking A letter of interest

A Read these job ads for positions at Carolina Industries. Then read the letter below.

What job is Teresa interested in?

Tech Support Officer

Maintain and ensure smooth running of computer systems and internal network. Must be familiar with latest hardware and software. Flexible hours.

Recruiter

Find, interview, and test applicants to locate qualified employees for job openings. Must be organized and able to travel to colleges and job fairs.

Marketing Assistant

Entry-level job for recent graduate. Assist staff in Marketing Department. Duties include filing, research, and working with new customers.

Your address	Portal Bravo #19D 37529 Leon, Mexico
Date	June 7, 2019
Name, title, company, and address of the person you're writing to	Ms. Susan Dodd Personnel Manager Carolina Industries 662 Beacon Road Salt Lake City, Utah 84110
Try to use the name of the person.	Dear Ms. Dodd:
State why you are writing.	I would like to express my interest in the marketing assistant job recently advertised on your website.
Briefly state your education and any experience or skills.	I will be graduating next month with a B.A. in Marketing from Monterrey University. I am fluent in English and Spanish, with a basic knowledge of Japanese. Enclosed is my résumé, which contains detailed information on my education and experience.
Say how you can be contacted.	I would appreciate the opportunity to discuss this position with you. I can be reached by cell phone at 319-555-8116 or by email at teresasanchez@cup.org .
Thank the person.	Thank you very much for your time and consideration.
Use a formal closing.	Sincerely,
Sign your name.	Theresa Sanchez Theresa Sanchez

B Choose a job from this lesson or use your own idea. Write a letter of interest.

C **GROUP WORK** Share your letters. What kinds of jobs are your classmates interested in? What do you think they will be doing in five years?

A: Jean is interested in the tech support job.

B: Really? I think Jean will be working as a space tour guide in the future, not a tech support officer. She's so friendly and outgoing.

Wrap-up

1 Watch the video.

Interview your future self in 2025.

A. Write down the possible questions you might have for your future self.

B. Share your questions with your partner and discuss how your future selves might be.

- Job
- Countries you wanted to visit
- Relationship
- Education
- Experiences
- etc.

3. What exactly did you say?

4. What was their reaction? What did they say/ask?

The Wedding Planner

Read the situation below and discuss it with a partner:

You are responsible for planning your best friend's wedding ceremony. You only have 48 hours and the following to-do list. You obviously need help and all your friends are ready to help. Talk to your partner. Pick one friend for each of these items and explain your choice.

- Cake
- Guest list
- Invitation cards
- Wedding dress
- Photography
- Decoration
- Flower
- Venue

2 In the real world

How can you prepare for jobs of the future? Go to a university website.

See what classes they offer, such as video-game design, robotics, or solar energy. Then write about a job of the future.

Preparing for Jobs of the Future

In the future, most jobs will be high-tech. Everyone will have to study math and science to get a good job. I want to design video games, so I will . . .

The time of your life: Finding a job

Before you watch

A Match the words and the definitions. Then compare with a partner.

- | | |
|--------------------------|---|
| 1. apply _____ | a. to read a document carefully and correct any mistakes |
| 2. business card _____ | b. previous jobs that contribute to a person's knowledge and skills |
| 3. interview _____ | c. to request something in an official way, usually by filling out a form |
| 4. format _____ | d. a meeting in which someone answers questions to try to get a job |
| 5. proofread _____ | e. to organize a written document a certain way |
| 6. work experience _____ | f. a small, thick piece of paper with someone's name, company, job title, and contact information printed on it |

B Pair work Ask and answer questions with each word in Part A.

While you watch

A Complete the sentences with the correct names of the characters from the video.



Wendy



Ben



Soon-mi



Nick

- _____ gets nervous during interviews.
- _____ isn't sure how résumés are formatted in the United States.
- _____ has a network to help find a job.
- _____ doesn't feel prepared for an interview.
- _____, _____, and _____ have interviews soon.

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

1. What does Ben tell Wendy he's already done?

- had his clothes dry-cleaned graduated from college
 gotten his résumé printed practiced answering interview questions

2. What does Wendy tell Soon-mi to include on her résumé?

- the colleges she has attended how long she worked at each job
 her date of birth the name of her junior high school
 the degrees she has received the name of her high school
 the jobs she has had a photo of herself

3. What is Wendy's advice to Nick?

- dress well look very serious relax smile

C Circle the correct answers.

1. According to Wendy, what's a network?

- a. an online community of co-workers
b. people who can help in your career
c. a television station

2. What do people in your network probably *not* do?

- a. have the kind of job you want to get
b. practice interviewing with you
c. know about jobs that are available

3. If you have trouble thinking of an answer to an interview question, what should you say?

- a. the first thing that comes into your head
b. "I'm sorry, but I don't know."
c. "That's a good question. Let me think."

4. What does Wendy *not* mention as one of the most important things to do when you're preparing a résumé?

- a. Write clearly and simply.
b. Get your résumé proofread.
c. Keep your résumé short (no more than one page).



After you watch

A Pair work What do you think about Wendy's advice to Nick? What situations make *you* nervous? What do you do when you're nervous and don't want to be? Tell your partner.

B Group work Discuss the questions.

- Who is in your network, and why? How can you build your network to help with your career goals?
- Have you ever gone on a job interview? What was the experience like? What did you learn from it?
- Will you be going on an interview soon? If so, how will you prepare for it?

12

Finding solutions

LESSON A

- Preventing pollution
- Present continuous passive; infinitive passive

LESSON B

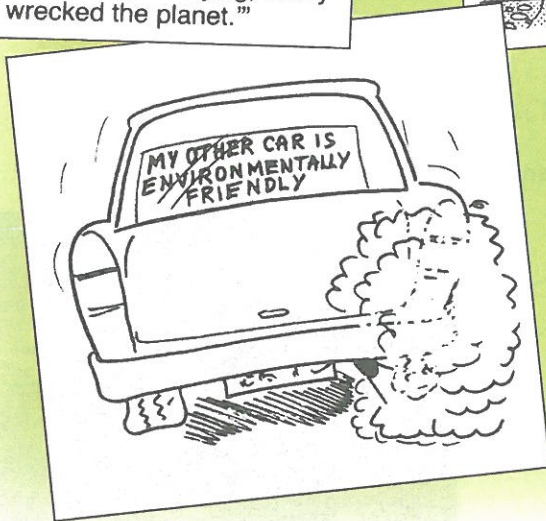
- Supporting an opinion
- Not supporting an opinion

LESSON C

- Community improvement
- Linking words

LESSON D

- Reading: "El Sistema: Social Change Through Music"
- Writing: A letter to a community leader



Warm Up

- A** Describe the cartoons. What are the problems in each cartoon?
- B** How do you feel about the problems?

A Environmental concerns

1 Vocabulary Preventing pollution

A  Match the bold words and their meanings. Then listen and check your answers.



Ways of preventing air pollution

- | | |
|---|---------------------------|
| 1 Combine tasks if you drive. _____ | a. don't use |
| 2 Commute by bicycle if possible. _____ | b. go to work |
| 3 Maintain your car so that it's more efficient. _____ | c. do together |
| 4 Avoid products that come in spray cans. _____ | d. keep in good condition |



Ways of preventing water pollution

- | | |
|--|-----------------------|
| 5 Store paint and chemicals in safe containers. _____ | e. save |
| 6 Limit your use of harmful cleaning products. _____ | f. put or keep |
| 7 Discard paint and batteries properly. _____ | g. throw away |
| 8 Conserve water whenever possible. _____ | h. control the amount |



Ways of preventing land pollution

- | | |
|---|-------------------|
| 9 Purchase products with little packaging. _____ | i. use again |
| 10 Recycle any item you can. _____ | j. find or locate |
| 11 Identify where trash cans are. _____ | k. put carelessly |
| 12 Never dump motor oil on the ground. _____ | l. buy |

B **PAIR WORK** Which things in Part A do you think you could do? Which do you already do? Tell your partner.

2 Language in context Promoting "green" travel

A  Read about a high-tech solution to traveling "green." What problem did it solve?

Bicycles are being parked in a whole new way in Tokyo. Commuters used to leave their bicycles on the sidewalks outside train stations, but people couldn't move around them and something clearly had to be done. Now, at Kasai Station, commuters can leave their bikes in a 10-level underground parking garage that is controlled by robots. Robots store nearly 10,000 bicycles a day. When commuters want their bicycles, they use cards to identify them. Within seconds, a robot finds and brings it to them. The Tokyo garage is so successful that more "green" garages are being considered.



B How does the underground parking garage help "green" travel? Could Tokyo's solution work for you?

3 Grammar Present continuous passive; infinitive passive

Use the present continuous passive to describe an action in progress when you want to focus on the receiver of the action instead of on the doer of the action.

Active

Commuters **are parking** bicycles in a new way.

Passive

Bicycles **are being parked** in a new way.

Use the infinitive passive after verbs like *have* and *need* when you want to focus on the receiver of the action instead of the doer of the action.

Active

Somebody **had to do** something.

People **needed to put** the bikes somewhere.

Passive

Something **had to be done**.

The bikes **needed to be put** somewhere.

A Rewrite these sentences in the passive. Then compare with a partner.

- 1 People are reusing more items every day. _____
- 2 People need to maintain cars for safety. _____
- 3 Guests are conserving water in hotels. _____
- 4 You have to discard old batteries properly. _____
- 5 Homeowners need to store chemicals safely. _____

B Complete the sentences with the present continuous passive or the infinitive passive.

Then compare with a partner.

The Billabong clothing company has found an unusual way to make clothes. Plastic soda bottles and discarded clothing _____ (combine) to make “eco-friendly” shorts.

The company says that with this new material, environmental pollution _____ (limit). For example, ten recycled bottles have _____ (use) to make one pair of Billabong shorts; that means ten fewer bottles in landfills. Currently, the shorts _____ (sell) for about \$50.



4 Speaking Environmental trends

A Which trends are happening in your town, city, or country? Check (✓) your answers.

- | | |
|---|--|
| <input type="checkbox"/> More products are being reused. | <input type="checkbox"/> More hybrid cars are being purchased. |
| <input type="checkbox"/> More water is being conserved. | <input type="checkbox"/> Money is being spent on “green” technology. |
| <input type="checkbox"/> The air is becoming less polluted. | <input type="checkbox"/> More solar energy is being produced. |

B **GROUP WORK** Compare your answers. What do you think is causing each trend?

Choose one trend that is not happening. What do you think needs to be done about it?

5 Keep talking!

Go to page 149 for more practice.

3 That's a good point.

1 Interactions Opinions

A Do you do any of these activities when you travel? How could these activities affect the environment?

bicycling camping hiking kayaking snorkeling viewing wildlife

B  Listen to the conversation. Where does Daniela want to stay on vacation? Then practice the conversation.

Elena Where are you going on vacation?

Daniela Maybe to this eco-friendly resort.

Elena What do you mean, "eco-friendly"?

Daniela Well, it combines eco-tourism and helping the local community. It's important to be responsible when you travel, don't you think?

Elena That's a good point.

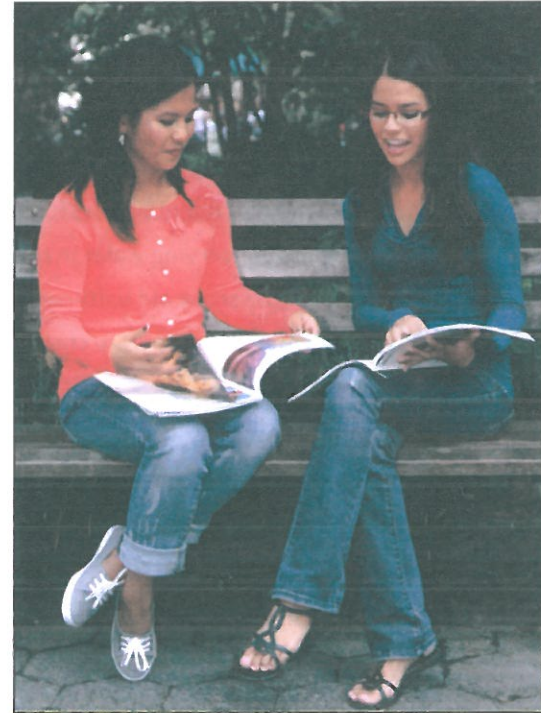
Daniela So, this place looks good. They're trying to conserve water. And they want you to purchase handmade objects from the local businesses.


Elena Do you know who owns it?

Daniela I have no idea. Why do you ask?

Elena Well, some eco-resorts are owned by big companies, so the money they make doesn't help the local community very much.

Daniela I don't see it that way. Eco-resorts give jobs to local people and help raise environmental awareness, no matter who owns them.



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

Supporting an opinion

I see what you mean.

You make a very good point.

Not supporting an opinion

I see it a little differently.

Actually, I have a different opinion.

D **PAIR WORK** Share your opinions about eco-tourism Use the ideas below or your own idea. Support or don't support one another's opinions.

builds environmental awareness

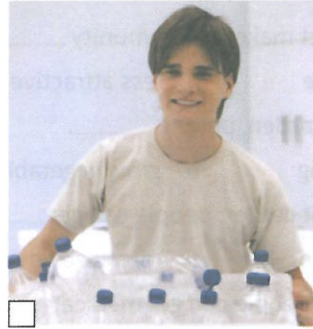
helps locals more than it hurts them

can actually damage the environment

is only a trendy marketing word

2 Listening A case for tap water?

- A**  Listen to the conversation between Eric and Mandy about bottled water. Number the pictures from 1 to 4.



- B**  Listen again. Complete the sentences with the correct numbers.

- 1 People in the U.S. spend more than _____ billion dollars a year on bottled water.
- 2 More than _____ % of bottled water is just tap water.
- 3 People are drinking _____ % more bottled water every year.
- 4 Manufacturing bottles uses _____ times the amount of water in the bottle.
- 5 The energy used to make plastic bottles can drive _____ million cars a year.
- 6 People in the U.S. buy _____ billion bottles of water a year.
- 7 Only _____ % of the bottles are being recycled.
- 8 It only costs _____ cents a gallon to get tap water in your home.

- C** **PAIR WORK** Does Eric approve of buying bottled water? How do you feel about buying bottled water?

3 Speaking Seeing both sides

- GROUP WORK** Check (✓) the opinions you agree with. Then compare and discuss your opinions.

- Schools should be required to serve only healthy food.
- Kids at school should be free to eat whatever food they want.
- Rich countries have to pay more to fight climate change.
- Every country has to pay more to fight climate change.
- The worst kind of pollution is air pollution.
- The worst kind of pollution is water pollution.
- The worst kind of pollution is land pollution.

A: I think the worst kind of pollution is air pollution.
If the air is dirty, people can't breathe.

B: I see it a little differently. Water pollution is worse because ...



C My community

1 Vocabulary Community improvement

A  Complete the sentences. Then listen and check your answers.

- 1 A **beautiful project** makes a community _____.
a. more attractive b. less attractive
- 2 At a **community garden**, people _____.
a. can go camping b. grow vegetables or flowers
- 3 At an **employment center**, people can get _____.
a. job information b. marriage advice
- 4 At a **health clinic**, people can get medical _____.
a. problems b. help
- 5 With a **neighborhood watch**, neighbors try to limit _____.
a. crime b. pollution
- 6 A **public library** is used by _____.
a. members only b. everyone
- 7 A **recreation center** is a place to _____.
a. help build homes b. play sports or games
- 8 A **recycling center** is a place to _____.
a. take used materials b. get housing advice



B **PAIR WORK** Which services in Part A do you have in your community? What other services do you have in your community? Who do these services help?

A: I know we have a public library, a health clinic, and a recreation center.

B: But I don't think there's a community garden.

2 Conversation A better place to live

A  Listen to the conversation. Who will a recreation center help?

Interviewer Hi. I'm with the community improvement board.

Mr. Brown Great. You guys are doing a fantastic job.

Interviewer Thank you. As you know, we no longer have a community garden because of a lack of interest. Would you want to build a recreation center instead?


Mr. Brown That's a good idea. We should build one so teens have a place to go.

Interviewer OK. Now, although we have a neighborhood watch, there's still crime. So we're planning on putting video cameras on streetlights –

Mr. Brown Great. There goes our privacy.

Interviewer So you won't support these cameras?



B  Listen to the rest of the conversation. Which community improvement would Mr. Brown support? Which one wouldn't he support?

3 Grammar Linking words

Reason: We no longer have a community garden **because of** a lack of interest.

Result: There's still crime, **so** we're planning to install video cameras.

Contrast: **Although** we have a neighborhood watch, there's still crime.

Condition: Teens will have a place to go **if** we build a recreation center.

Purpose: We should build a recreation center **so (that)** teens have a place to go.


A Circle the correct words. Then compare with a partner.

- The city stopped all beautification projects **because of** / **so that** a lack of money.
- Why don't you visit the employment center **if** / **so that** you need a job?
- Let's go to the public library **because of** / **so that** we can borrow some books.
- I'm not feeling well, **although** / **so** I'm going to go to the health clinic.
- Although** / **So** we have a community garden, few people know about it.
- Crime in our community is down **because of** / **so that** the neighborhood watch.


B PAIR WORK Complete these sentences with your own ideas.

Although our town is safe, ... If you want a place to relax, ...
I have a bag of empty cans, so ... We need to make changes because of ...

4 Pronunciation Rise-falling and low falling tones

 Listen and repeat. Notice the rise-falling and low falling tones in the responses. A rise-falling tone means you really mean what you're saying. A low falling tone can mean that you don't mean what you're saying.

A I'm with the community board.

B  Great. You guys are doing a fantastic job.

A We're putting in video cameras.

B  Great. There goes our privacy.

5 Speaking Quality of life

GROUP WORK How can you improve the quality of life for these people in your community? Share your ideas.

children	families	teenagers
the elderly	new arrivals	unemployed people

"Although there's playground equipment in the park, it's old. So I think we should raise money for new equipment."



6 Keep talking!

Go to page 150 for more practice.

D Getting involved

1 Reading

- A** What are some of the challenges young people face today?
- B** Read the article. According to Dr. Abreu, how can orchestra training help with the problems that children in poor neighborhoods face?

04/10/18

El Sistema: Social Change Through Music

In 1975, Dr. José Abreu, a musician and economist, wanted to do something about the poverty, violence, and hopelessness that many children experienced in his home nation of Venezuela. So he started an orchestra training program for children, known today as El Sistema.

It was not an obvious solution. At the time, there were just two orchestras in the entire country, and a classical music audience of only about 1,000. But Abreu believed that daily music instruction after school in a safe place would help protect children from violence on the streets. He thought that playing and learning together as a group could give children a sense of community and help them to learn to live in harmony with others. As Abreu says, “The orchestra is the only group that comes together with the sole purpose of agreement.”

El Sistema is very different than most music programs. In traditional music education, a student might have one lesson each week for 30 minutes. In El Sistema, students study three to four hours every day. El Sistema students play and study in groups, rather than practicing alone.

Every learner is expected to be a teacher—once students have mastered a skill, it is their responsibility and privilege to teach it to another student. And while many music programs are available only to the best musicians, El Sistema is free and open to any child who wants to participate and work hard to improve.



The impact of this program is remarkable. Venezuela today has hundreds of orchestras for children, youth, and adults, and hundreds of thousands of children are being given daily music education. El Sistema has spread to 60 countries throughout the world. Although most who participate in El Sistema will not become professional musicians, the program is helping countless children gain a sense of accomplishment, develop strong social connections, and build creative and leadership skills.

C Read the article again. Answer the questions.

- 1 Why did Dr. Abreu start El Sistema? _____
- 2 What does playing music together help children to do? _____
- 3 How much time do students study each day? _____
- 4 Who may join an El Sistema program? _____
- 5 What skills is El Sistema helping to build? _____

D **PAIR WORK** How might this program change the adults and children who participate in it? Discuss your ideas.

2 Writing A letter to a community leader

A Write a letter to a community leader about an issue that you feel needs to be addressed. Use these questions and the model to help you.

- Who are you?
- What is the issue?
- What is currently being done?
- What needs to be done?

B PAIR WORK Exchange letters with a partner. Do you agree?

Dear Councilman Perez,

I am a third-year student at Union University. I am writing to express my concern about how difficult it is for people in wheelchairs to enter many buildings on campus. Although some public buildings have wheelchair ramps, most do not. The city needs to require that all buildings have ramps. . . .

3 Listening Helping out

A Listen to three people talk about issues. Check (✓) the issue they're involved in.

	Issue	What they're doing to help
Fernando <i>Fortaleza, Brazil</i>	<input type="checkbox"/> translating <input type="checkbox"/> job training	
Aicha <i>Casablanca, Morocco</i>	<input type="checkbox"/> beautification projects <input type="checkbox"/> parking issues	
Ingrid <i>Düsseldorf, Germany</i>	<input type="checkbox"/> helping new arrivals <input type="checkbox"/> recreation centers	

B Listen again. What are they doing to help? Write one example in the chart.

C Which issue in Part A are you concerned about? What other ways can people help?

4 Speaking Raising awareness

A Work with a partner. Agree on a charity, a cause, or an organization you would like people to be aware of. Then plan a way to raise awareness of the problem or its solution. Consider these ideas and ideas of your own.

organize a community event
 create a social networking group
 give presentations at schools
 have a contest to raise money
 pass out information on the street
 put up informational posters around town
 run public-service announcements on the radio
 set up an information table on the sidewalk
 set up an email marketing campaign



B CLASS ACTIVITY Share your ideas with the class. Ask and answer questions for more information.

Wrap-up

1 Look at the pictures below.

Group work: Discuss the questions.

What possible difficulties do you think they are facing?

What has the government already done to solve their problems?

What other solutions do you have?

B. Choose the best idea in your group and retell it to the class.



2 In the real world

What is a problem in your community? Go online and find information about one of these problems, or choose your own idea. Find out about possible solutions. Then write about it.

- parking
- pollution
- traffic
- trash

Trash

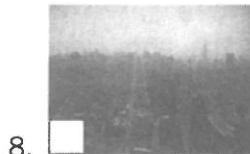
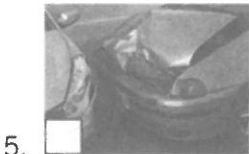
People dump trash everywhere. There aren't enough trash cans for people to throw things away in. Trash cans need to be put on every corner in every city.

Finding solutions

Before you watch

A Match the words and the pictures. Then compare with a partner.





a. bike lane	c. collision	e. parking space	g. pollution
b. car exhaust	d. commuters	f. pedestrian	h. traffic



B Pair work What do you think about the special lanes for bicyclists that are found in many cities? What are some advantages and some problems with them? Discuss your ideas.

While you watch

A Who would agree with each statement? Check (✓) the correct answers.

				
	Commuter	Store owner	Sonia	Diego
1. Bike lanes are bad for business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A lot more people are getting hit by bikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Bike lanes reduce traffic and therefore pollution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bike lanes make it possible to avoid traffic and go faster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Bike lanes reduce the number of parking spaces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. People don't hear bikes and don't step out of the way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Circle the correct answers.

1. What is Danielle reporting on?
a. traffic accidents b. bike lanes in Brooklyn c. air pollution
2. How often does the commuter use bike lanes?
a. once in a while b. every other day c. most days
3. When does the commuter *not* ride his bike to work?
a. on Mondays b. when it rains c. in the winter
4. What does the store owner sell?
a. refrigerators b. cars c. bicycles
5. According to Diego, collisions are increasing between whom?
a. bicyclists and pedestrians b. drivers and pedestrians c. bicyclists and drivers

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

1. The store owner thinks that she'll get new customers who ride bikes. _____
2. Sonia Green wants more bike lanes. _____
3. Sonia says one problem with bikes is that they can be expensive. _____
4. Sonia and Diego have the same opinion about bike lanes. _____
5. Danielle was surprised to find out that bike lanes are making some streets more dangerous for pedestrians. _____

After you watch

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

collisions	fit	lanes	pedestrians
exhaust	issue	owners	spaces

Danielle discovers that there are two sides to the _____ of bike _____. On the one hand, because of bike lanes, there are fewer cars in city traffic. This means less _____ from cars and therefore less air pollution. Also, bicycling is good exercise and keeps bike riders _____. On the other hand, some store _____ complain that there are fewer parking _____ for their customers. In addition, there are sometimes _____ between bicyclists and _____.



B Group work Discuss the questions.

- Do you ride a bike? If so, where do you ride? Do you do this for pleasure or for transportation?
- In your city, do a lot of people ride bikes? Are there special bike lanes for them?
- Which side of the issue do you agree with – that there are more advantages or more problems with bike lanes?
- What solutions can you think of for the problems that are mentioned in the video?

News survey

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

ARE YOU A NEWS LOVER?

Do you always like to be up-to-date on the latest news? Are you a news lover? Complete this survey and find out.

- Do you share interesting news stories with friends or family?
 yes no
- Did you read or listen to a news story yesterday?
 yes no
- Have you read or listened to a news story today?
 yes no
- What area of news are you interested in? You can check (✓) as many as you want.
 world news national news local news
- What types of news are you interested in? You can check (✓) as many as you want.
 business entertainment travel
 technology sports lifestyle
 health weather other: _____
- Where do you get your news? You can check (✓) as many as you want.
 newspapers radio the Internet
 magazines TV other: _____
- How much time do you spend learning about the news every day?
 0-5 minutes 6-15 minutes 16 minutes or more

B PAIR WORK Score your partner's answers. Add up his or her points to find the results.

Questions 1-3

no = 0 points

yes = 2 points

Questions 4-6

each ✓ = 2 points

Question 7

0-5 minutes = 0 points

6-15 minutes = 4 points

16+ minutes = 8 points

More than 20 points

You're definitely a news lover.
You always want to know what's happening in the news.



11-19 points

You're a well-informed person. You balance your interest in the news with other interests.

0-10 points

You don't follow the news every day. You may not know what's going on in the world.

C GROUP WORK Share the results. Do the results in Part B describe you well? What do you think the results say about your personality and interests?

What's the question?

A Read the sentences. Write a *Wh-* or *yes / no* question.

1 He likes to be outdoors when the weather is nice.

2 I'm planning my next outdoor adventure.

3 We made a small fire when it got dark.

4 They were walking down the street when they heard a loud car crash.

5 He's seen snakes on a hiking trail.

6 I'll go camping next weekend.



B **PAIR WORK** Compare your questions. How many of your questions are the same? What other questions can you make?

C **PAIR WORK** Write three sentences using words from the box and your own ideas. Then read the sentences to your partner. How many *Wh-* or *yes / no* questions can your partner make?

attack	camping	crash	miss	rescue
bear	car	experiences	mountain	survive
boat	chase	fire	news	

1 Sentence: _____

2 Sentence: _____

3 Sentence: _____

Finding out more

A Add two more topics to the chart.

Find someone who's been . . . lately.	Name	Extra information
listening to songs in English		
saving money to buy something		
skipping breakfast		
planning a vacation		
spending a lot of time at the mall		
studying for an important exam		
getting up early		
chatting online in English		
playing sports on the weekend		
watching online videos		

B **CLASS ACTIVITY** Find classmates who have been doing the things in Part A. Write their names and ask questions for more information. Write the extra information.

A: José, have you been listening to songs in English lately?

B: Yes, I have.

A: Really? What kinds of music have you been listening to?

C **CLASS ACTIVITY** Share the most interesting information.



Communication with body language

A Match each common North American gesture with its meaning.

Be quiet.	Come here.	Hello.	Stop.	What time is it?
Call me.	Go ahead.	Speak louder.	Wait a moment.	



1 _____
 2 _____
 3 _____

4 _____
 5 _____
 6 _____

7 _____
 8 _____
 9 _____

Festival food

A PAIR WORK Look at these popular festival foods. Which do you want to try? Which would you not want to try? Why? Tell your partner.



Shaved ice

Ice is first shaved, and then a choice of different fruit syrups is added.



Elephant ear

Dough is pressed flat, fried in a pan, and then covered with sugar and cinnamon.



Turkey leg

A turkey leg is covered with sugar, salt, and spices and then roasted slowly.



Meatballs on a stick

Meatballs are baked, put on a stick, and then covered with tomato sauce.



Corn on the cob

An ear of corn is roasted and buttered. Salt, pepper, or hot sauce is then added.



Fried candy bar

A whole chocolate candy bar is covered in batter and then fried. Whipped cream is sometimes added on top.

B PAIR WORK Close your books. Take turns. Describe one of the festival foods. Your partner guesses the food.

C GROUP WORK Discuss these questions.

- Which foods in Part A are healthy? Which aren't? In what way?
- Which foods and drinks are popular at festivals in your country?
- How are they made? Who usually eats them?
- Are these foods different from street foods? If so, how?
- How does food vary in your country from region to region?
- Think about your hometown. Is it known for a particular food?

Fun food facts

A PAIR WORK Interview your partner. Circle his or her answers. Do you agree?

Secrets of the chefs

How many food tricks do you know? Try this quiz to find out.



- 1 Sometimes salt gets sticky in a salt shaker. What can you put in the salt shaker to fix the problem?
 a. a coin b. rice c. tea leaves



- 2 What can you put on fruit as soon as you cut it so that it doesn't become brown?
 a. milk b. sugar c. lemon juice



- 3 After you have used your microwave, what can you boil in it to clean it?
 a. water and vinegar b. milk and butter c. coffee and sugar



- 4 Where can you put a green banana to make it become yellow?
 a. in the fridge b. in the sun c. in a paper bag



- 5 When you put an egg into salty water, it floats. What does this mean?
 a. It's fresh. b. It's not fresh. c. It's from a duck.



- 6 After you boil an egg, where can you put it so that you can peel it easily?
 a. in cold water b. in salty water c. in the microwave



- 7 What can you put in a cookie jar to make cookies stay soft and chewy?
 a. noodles b. sticky candy c. a piece of bread



- 8 Cutting onions makes people cry. What can you do to prevent this?
 a. Chew gum. b. Add salt to them. c. Hold your breath.

B PAIR WORK Check your guesses. How many food tricks did you know?

1. b 2. c 3. a 4. c 5. b 6. a 7. c 8. a

Dilemmas

A Read the questions. Circle your answers, or add your own ideas.

1 What would you do if you found a lost pet in the street?

- a. Tell someone.
- b. Follow it.
- c. Feed it.
- d. Take it home.

e. Other: _____



4 What would you do if you didn't have money to pay for dinner?

- a. Call someone.
- b. Go to an ATM.
- c. Let my friend pay.
- d. Take it home.

e. Other: _____



2 What would you do if you accidentally hit a parked car?

- a. Call the police.
- b. Wait for the owner.
- c. Leave a note.
- d. Drive away.

e. Other: _____

5 What would you do if you saw someone take something from a store?

- a. Talk to the person.
- b. Tell the manager.
- c. Call the police.
- d. Look the other way.

e. Other: _____

3 What would you do if you found a cell phone on the subway?

- a. Wait for someone to call.
- b. Call the last number dialed.
- c. Give it to a ticket agent.
- d. Keep it.

e. Other: _____

6 What would you do if you accidentally broke a cup at your friend's?

- a. Try to fix it.
- b. Offer to pay for it.
- c. Apologize.
- d. Hide it.

e. Other: _____



B **GROUP WORK** Discuss your answers. Do you agree?

A: What would you do if you found a lost pet in the street?

B: I'd probably tell someone. What would you do?

C: I'd look for a name tag. If it didn't have one, I'd call the police.

Right and wrong

A PAIR WORK Read the situations. Answer the questions. Discuss your answers.

- Did the people do the right thing?
- If not, what should or shouldn't they have done?
- What could they have done differently?
- Would you have done anything differently? Why?



Jill and her husband Frank were flying to Thailand on vacation. The flight attendant offered one empty seat in business class to them. Because he's tall, Frank took the seat. Jill also wanted it, but Frank didn't ask her opinion. Now she's angry.



Steven invited Chuck and his wife Maria to his wedding. They accepted the invitation. Later Steven changed the wedding date, but Maria had a business trip then. So Chuck called Steven, offered an apology, and said they had to turn down his invitation. Steven was disappointed.



Tim borrowed his brother Mike's jacket without asking. Tim's girlfriend Allison accidentally spilled grape juice on the jacket. Mike saw the jacket the next day and asked for an explanation. Tim told the truth. Mike made Tim buy him a new jacket.



Lisa came home late and couldn't find her key. Her roommate Sue was sleeping. So Lisa broke a window to get inside. A neighbor heard the noise and called the police. Lisa offered a good explanation, and the police let her go. But Sue was very angry.

A: I don't think that Frank did the right thing.

B: I agree. He shouldn't have moved up to business class. He could have . . .

B GROUP WORK Did any of your partner's answers surprise you? Do you and your partner agree on the people's behavior? Share your opinions.

Travel adventure game

GROUP WORK Work in a group of three. Play the game.

Rules of the game

Student A: Choose a pair of pictures and compare them.

Student B: Make another comparison about the same pictures.

Student C: Make a different comparison about the same pictures.

A: *New York is more exciting than Miami.*

B: *Maybe, but Miami is more relaxing.*

C: *Miami is sunnier, too.*

Continue making comparisons. If someone can't make a comparison, he or she is "out."

The last person to make a comparison about the pair of pictures "wins."

The winner chooses a new pair of pictures, and the game begins with another comparison.

Cities



New York



Miami

Countries



Canada



Singapore

Transportation



train



plane

Places to stay



campground



youth hostel

Natural wonders



the Amazon rain forest



the Sahara desert

Landmarks



the Eiffel Tower



the Parthenon

What to do?

A Imagine a friend has these travel problems. Write your advice.



- 1 Your friend reserved a city tour online, but the tour guide can't find his reservation.

My advice: Buy a new ticket.
My partner's advice: _____

- 2 Your friend's checking in for his overseas flight, but he finds out his passport is expired.

My advice: _____
My partner's advice: _____

- 3 Your friend's been traveling all day, and he now finds out his hotel is overbooked.

My advice: _____
My partner's advice: _____



- 4 Your friend's train is going to be delayed an hour. He doesn't know why, and he's already late for an appointment.

My advice: _____
My partner's advice: _____

- 5 Your friend's been waiting at the baggage claim for his luggage, but his luggage is missing.

My advice: _____
My partner's advice: _____

- 6 Your friend expected nice weather for his beach vacation, but it's been raining for two days.

My advice: _____
My partner's advice: _____

B PAIR WORK Interview your partner. Write your partner's advice.

C GROUP WORK Report your advice and your partner's advice. What are the advantages and disadvantages of each person's advice?

A: I told my friend to buy a new ticket. Mario told him not to get upset.

B: I reminded him to show his reservation number. Christina advised him to talk to the owner.

The wishing game

GROUP WORK Play the game. Put a small object on *Start*. Toss a coin.



Move 1 space.

Heads



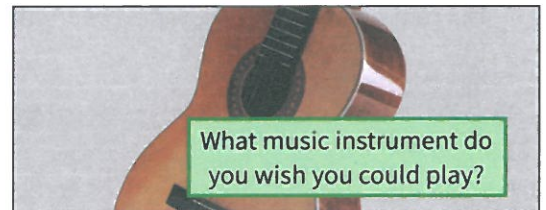
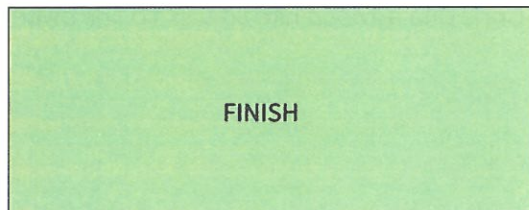
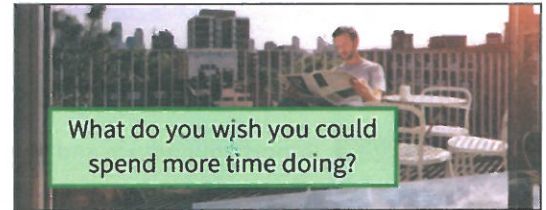
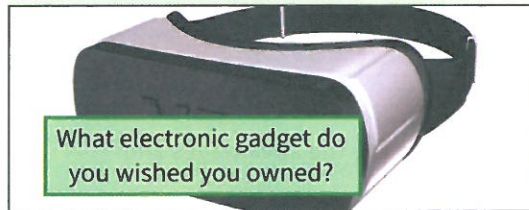
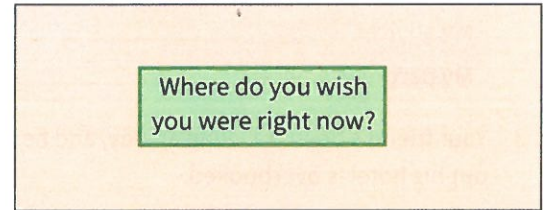
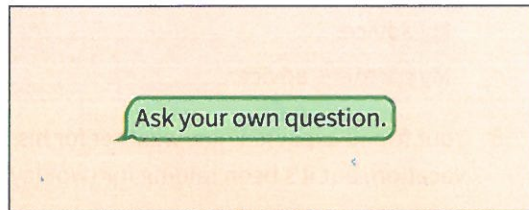
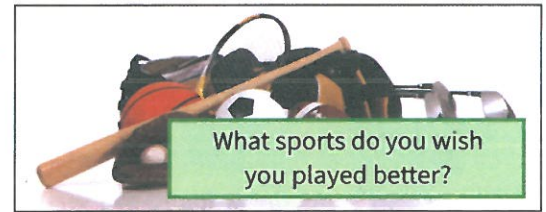
Move 2 spaces.

Tails

Read aloud the question and answer it. Then answer a follow-up question from each person in your group. If you land on *Ask your own question*, make up a question to ask someone else in your group.

A: "What do you wish you could spend less time doing?" I wish I could spend less time doing chores.

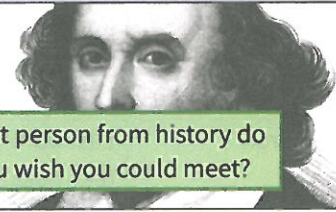
B: What is your least favorite chore?



What do you wish you could spend less time doing?

What do you wish you could change about yourself?

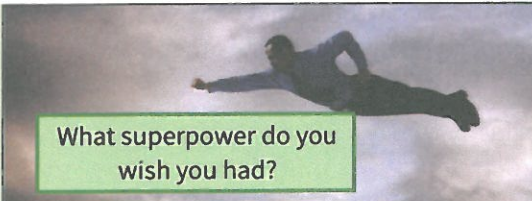
Who do you wish you could spend more time with?



What person from history do you wish you could meet?

What do you wish you could do in class?

Ask your own question.



What superpower do you wish you had?

Which city do you wish you could visit?

Birth order and personality

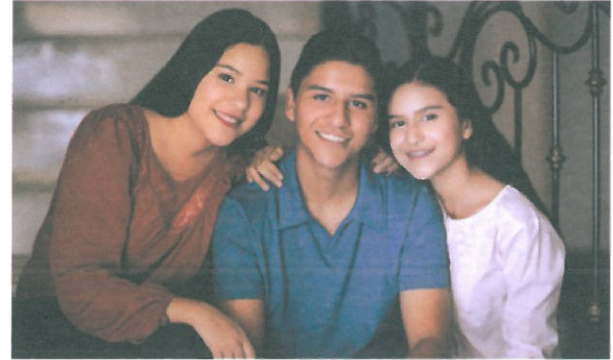
A CLASS ACTIVITY Find and write the names of two classmates who are:

The first born (the oldest) in their family:

The middle child:

The last born (the youngest):

An only child (no brothers or sisters):



B Read about your birth order. What does it show about your personality?

Birth order	Personality	Careers	Fun fact
First-born children	First-born children are often ambitious, confident, logical, studious, and very organized.	First-born children are often people who become lawyers, doctors, and scientists.	Of the first 23 astronauts, 21 were first-born children.
Middle-born children	Rebellious, competitive, independent, loyal, and imaginative are traits that often describe middle-born children.	Diplomats, artists, and designers are jobs that middle-born children are good at.	Middle-born children often make opposite decisions from first-borns.
Last-born children	Last-born children like to take risks. They are often hardworking, idealistic, outgoing, and very confident.	Firefighters, inventors, and actors are jobs that often attract last-born children.	Last-born children are often "the life of the party."
Only children	Only children are good problem-solvers. They're mature, responsible, energetic, and often very ambitious.	Similar to first-borns, only children are often lawyers, doctors, and scientists.	Elvis Presley, Indira Gandhi, and Frank Sinatra were all only children.

C PAIR WORK Talk to a classmate from Part A with the same birth order as you. What kind of person are you? Do you agree with your personality description? Do you think the other descriptions are accurate for people you know?

A: I don't agree with the description. I'm the first born in my family, but I'm a person who likes to take risks.

B: Really? I agree with the description. I'm the kind of person who is very organized.

You've got to have this!

A Read the ads below. Choose one. Make a list of reasons to buy the product. Use these ideas and your own ideas.



Flying alarm clock

Can't get up in the morning? When this alarm clock goes off, it flies around the room. You have to get out of bed to turn it off.



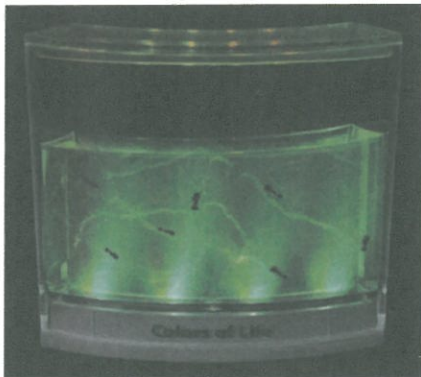
Keyboard waffle maker

Say good-bye to boring old waffles. This waffle maker makes the tasty breakfast treat in the shape of computer keyboards.



Bakery flash drives

Flash drives are such a great way to carry data. But why not make yours a little more interesting with these bakery items?



Gel ant house

Ants can be a little boring to watch – but not when they live in this world of green gel. When the ants move, the gel changes colors.



Mini motorcycle

Motorcycles have one wheel in front of the other, but this one has two side by side. Just turn it on, lean forward and go!



Umbrella light

No more walking home in the dark. This umbrella has a light inside. Just turn it on and you have a light – and a safe walk home.

B PAIR WORK Take turns. Describe your product from Part A. Try to convince your partner to buy the product.

"The umbrella light is such a convenient product that all of your friends will want one. You can keep it in your bag. It's so useful that you will never leave home without it."

C PAIR WORK Would you buy your partner's product? Would you buy any of the products? Why or why not? Share your ideas.

Product improvements

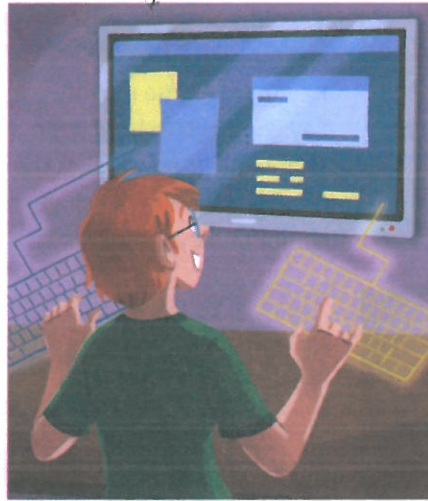
- A PAIR WORK** Choose a product. What is it used for? What features does it have? Brainstorm all the things the product does.

car	coffeemaker	hair dryer	refrigerator
cell phone	computer	headphones	TV

A: A cell phone is used to call people.

B: They're used to check the time, text people, and ...

- B PAIR WORK** Re-design your product. What words describe your product? What improvements have you made to your product? How is it used now?



- C GROUP WORK** Present your product to another pair.

A: We have developed a creative and useful product.

B: It is a flying car. It is terrific in traffic, and it will be very successful someday.

Lucky Larry

A PAIR WORK Make a story. Number the pictures from 1 to 9.



Some people were moving a piano into the upstairs apartment, but they hadn't gotten it inside yet.



It took a long time to get home. Earlier, a police officer had stopped him for speeding.



He was very thankful that he hadn't been in the car at the time.



He went to the concert with Gail because she'd given him the tickets for his birthday.



He then realized he hadn't taken his umbrella from his apartment.



By the time he parked his car in front of his apartment, it had started to rain.



After he'd locked his car, he ran to the front door in the rain.



1 Larry drove home one evening. He'd been at a piano concert with his friend Gail.



He heard a very loud noise, so he turned around. The piano had fallen on his car!

B GROUP WORK Join another pair. Take turns. Tell your stories. Are they the same?

C GROUP WORK Close your books. Tell the story in your own words from memory.

A different path?

A Read the topics in each box. Check (✓) three that were important moments in your life. Write an example of each and why these moments were important.

"If I hadn't gone to summer camp, I wouldn't have met my best friend."

"I bought a new computer last summer, and now I can work from home."

Important moments in life	Examples and explanations
<input type="checkbox"/> a job you got <input type="checkbox"/> a job you didn't get	
<input type="checkbox"/> someone you met who changed your life <input type="checkbox"/> someone you wish you hadn't met	
<input type="checkbox"/> something you said to a friend <input type="checkbox"/> something you didn't say to a friend	
<input type="checkbox"/> a place you visited <input type="checkbox"/> a place you didn't visit	
<input type="checkbox"/> something you bought <input type="checkbox"/> something you didn't buy	
<input type="checkbox"/> an exam you passed <input type="checkbox"/> an exam you didn't pass	
<input type="checkbox"/> something you learned to do <input type="checkbox"/> something you didn't learn to do	
<input type="checkbox"/> other: (your own idea)	

B **GROUP WORK** Take turns. Talk about the important moments in your chart. Ask each other questions for more details. Then find out: How would things have been different without these moments?

A: One time, I missed my plane to Los Angeles.

B: Why were you going to Los Angeles?

A: I had an interview for an internship.

C: Why did you miss your plane?

A: I made a mistake and turned off my alarm. If I hadn't turned off the alarm, I wouldn't have missed my plane. I would have had the internship. And I would have gotten it, I'm sure.

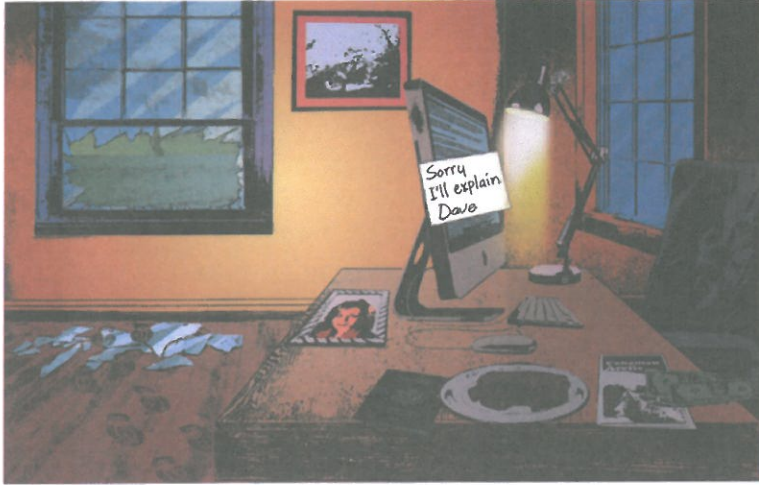
B: Too bad.



A logical explanation?

Students A and B

- A PAIR WORK** You have a picture of a home office AFTER something happened. What do you think might have happened? Think of as many explanations as you can.



- B GROUP WORK** Join classmates who have a BEFORE picture. Their picture shows the office five minutes before. Tell them what you think might have happened. Then find out what really happened.

A: We think that someone might have ...

B: Or someone could have ...

C: Actually, here's what really happened ...

- C PAIR WORK** Now you have a BEFORE picture of a restaurant. Describe the scene. What has happened? What's happening?

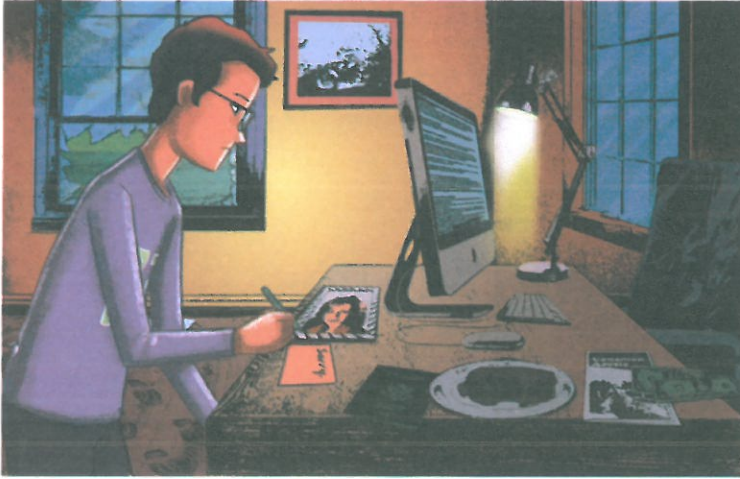


- D GROUP WORK** Join classmates who have an AFTER picture. Their picture shows the restaurant five minutes after your picture. Listen to their ideas about what might have happened. Then tell them what really happened.

A logical explanation?

Students C and D

- A PAIR WORK** You have a BEFORE picture of a home office. Describe the scene. What has happened? What is happening?



- B GROUP WORK** Join classmates who have an AFTER picture. Their picture shows the office five minutes after your picture. Listen to their ideas about what might have happened. Then tell them what really happened.

A: We think that someone might have ...

B: Or someone could have ...

C: Actually, here's what really happened ...

- C PAIR WORK** Now you have a picture of a restaurant AFTER something has happened. What do you think might have happened? Think of as many explanations as you can.



- D GROUP WORK** Join classmates who have a BEFORE picture. Their picture shows the restaurant five minutes before. Tell them what you think might have happened. Then find out what really happened.

Unsolved mysteries

A GROUP WORK Choose a different picture from others in your group. Read about the picture. How can you explain the unsolved mystery? Take turns. Describe the mystery and answer the questions.

A: There is a manuscript that no one can read.

B: Do you know where it's from?

A: Yes, it's from Italy, but the manuscript isn't in Italian.

C: Do you have any idea if . . . ?



The Voynich manuscript is a book that was written in the 15th or 16th century. The author and alphabet are unknown. The book was discovered in Italy, but the language isn't like any European language. Even modern computers haven't "cracked" the code. Who wrote it, and why?



The Nazca lines are hundreds of "pictures" that were created in the Nazca Desert of Peru. They include birds, fish, spiders, monkeys, llamas, and lizards. How were they made? And why would anyone create such complicated pictures that you can only see from the air?



In the 1930s, workers in the Costa Rican jungle discovered mysterious stone balls that were perfectly round. Some were as small as a tennis ball, but others were larger – very large! They are human-made, but who made them, and how? What were they used for?



In 1947, something crashed near Roswell, New Mexico. At first the U.S. military said it was a "flying disc," but later changed its story and said it was a secret weather balloon. Others believe it was an alien spaceship. They think the government is hiding the truth. What crashed at Roswell?

B CLASS ACTIVITY Describe other unexplained mysteries that you know about. Answer your classmates' questions.

Who said what?

A Write a *yes / no* question for each topic.

Topics	Questions	Notes: Who said what?
Work or school		
Entertainment		
Relationships		
Sports		
Past experiences		
Future goals		
other: (your own idea)		

B **CLASS ACTIVITY** Ask different classmates your questions. Write their names. Take notes on the most interesting answers.

A: Claudia, have you ever arrived to college late?

B: I have. I arrived an hour late once because there was an accident on the highway.

C **GROUP WORK** Report your most interesting questions and answers.

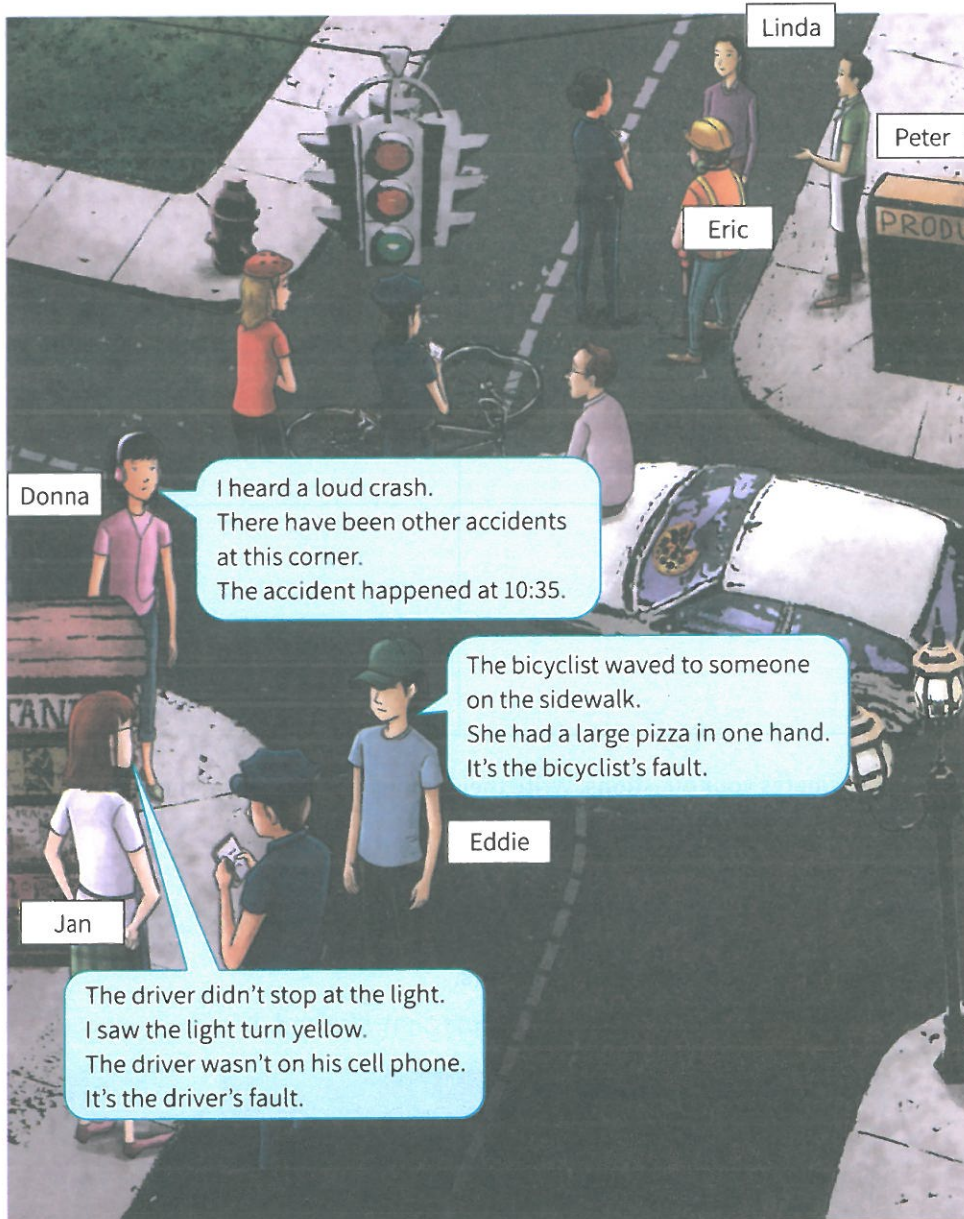
"I asked Claudia if she'd ever arrived to college late. She told me that she had . . ."



Find the differences

Student B

- A PAIR WORK** You and your partner have a picture of the same accident. Tell your partner what the witnesses said in your picture. Your partner will report what other witnesses said. Find four differences in their reports.



A: Peter told the police officer that the driver hadn't stopped at the light.

B: Jan also said he hadn't stopped at the light. She said that she'd seen the light turn yellow.

A: But Peter told the police officer he'd seen the light turn red. So that's different.

- B PAIR WORK** Who do you think are the most reliable witnesses? The least reliable? Why? Whose fault was it – the driver's, the bicyclist's, or both? Why?

Convenient services

A PAIR WORK Look at the picture of the shopping mall. Where can you have or get these things done?

- | | |
|------------------------------------|---------------------------|
| get a doctor's prescription filled | have a résumé photocopied |
| get a passport photo taken | have a skirt made |
| get photos printed | have a suit cleaned |
| get your hair cut | have a watch repaired |
| get your nails done | have your eyes checked |
| have a computer virus removed | have your glasses fixed |



A: You can get a passport photo taken at Picture It.

B: And maybe at Office Works.

B PAIR WORK What else can you get or have done at the places in the picture? Tell your partner.

C PAIR WORK Where do you get or have things done near you? Use the ideas in Part A and ideas of your own.

"I get my hair cut at Hair and Now. It's on Main Street, near my house."

Will that really happen?

A Add three more question topics to the chart about life in the future.

Find someone who believes . . . in the future.	Name
students will be finishing college in just three years	
most people will be eating only organic food	
women will be leading most countries in the world	
ocean levels will rise to dangerous levels	
the world's population will reach 10 billion	
children will work independently in classrooms	
people will be working a 20-hour workweek	
most people will be working until age 70	
most people will be speaking English as a native language	

B **CLASS ACTIVITY** Ask questions and find classmates who believe the possibilities in Part A will be happening in the future. Write their names. Ask questions for more information.

A: In your opinion, will students be finishing college in just three years in the future?

B: Yes, they will.

A: Why do you think that will happen?

B: College will be even more expensive, so students will try to finish college faster.



C **GROUP WORK** Share your opinions about the possibilities in the chart. Do you agree with your classmates?

The environmental game

PAIR WORK Play the game. Put a small object on Start. Toss a coin.



Move 1 space.

Heads



Move 2 spaces.

Tails

Answer the question: "What is being done in the picture?" Use the pictures and the words.
If your answer describes something that helps the environment, move forward one square.
If your answer describes something that hurts the environment, say what needs to be done and stay on the square.

A: Heads. Conserve. Water is being conserved. That helps the environment.

B: Tails. Waste. Energy is being wasted. That doesn't help the environment.
The lights need to be turned off.



Beautification project

- A** **GROUP WORK** Plan a community improvement project. Decide together on a project, and complete the information.

What you'll make more beautiful:

- a park a road a playground a wall
 a river a sidewalk a building other: _____

What you'll do:

- paint clean up rebuild plant other: _____

What you'll need:

- trash bags shovels brooms paint
 flowers / plants tree gloves other: _____

How long it will take:

Who will benefit:

Who will do which jobs:

What else you'll need to decide:

A: I think the front of the school needs to be more beautiful.

B: I agree. It looks old, so maybe we could paint it and plant flowers.

C: And if everyone helps, it will be a real school community project.

D: That's a good idea, although we would need to get permission first.

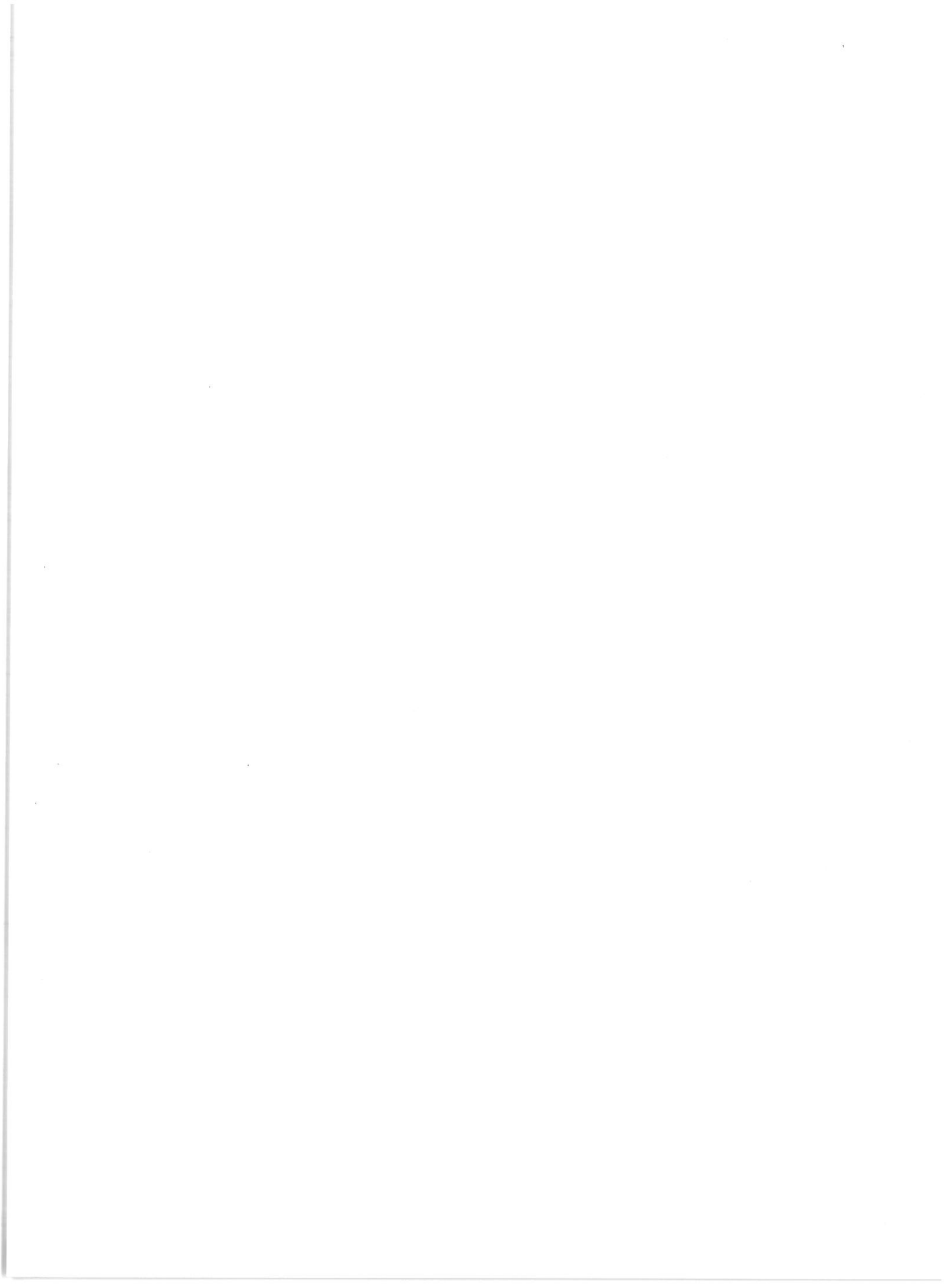
- B** **CLASS ACTIVITY** Share your ideas. Decide on one project. How could you work together to complete the project?



Irregular verbs

Base form	Simple past	Past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
keep	kept	kept

Base form	Simple past	Past participle
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



Video scripts

Unit 1 News

In this episode of *Street Talk*, Emi K. asks people, "How do you get your news?" She interviews a businesswoman who reads the newspaper and a taxi driver who listens to the radio. Finally, we meet Ben who gets the news from his smart phone, which tells him "everything that's happening in the world right now." He reads headlines such as "Plane Crashes in Jungle," "Boat Overturns," and "Fans Chase Rock Star," but remains oblivious to the real-life scene behind him of the fans chasing the rock star.

Female Announcer *Street Talk!* With Emi K.

Emi Hey, I'm Emi K., and this is *Street Talk*. Today's question is: "How do you get your news?" Take me. I watch the news on TV. Which channel do I watch? Cool TV, of course! Lifestyle news, entertainment news – Cool TV has it all. OK. So now I'll ask some other people where they get their news. Ready? Let's go!

Emi OK, everyone, this is Christine. And I won't even ask you how you get your news. You're reading the newspaper, so obviously . . .

Christine Well, yeah. Today, I'm relaxing with the newspaper, but that's because it's my day off. When I'm working, I don't have time to check the news at all.

Emi Wow. Not even online?

Christine I'm way too busy for that. Also, my company doesn't allow employees to read news online. We can only use the Internet for business.

Emi Oh, I see. Well, when you read the newspaper, what are your favorite sections?

Christine Oh, all of them, really. But I love the world news and the travel section. I've always wanted to quit my job and just see the world.

Emi What about the business section?

Christine Ugh, no. I get enough business at work!

Emi Thanks, Christine. Let's go!

Emi OK, everyone, this is – Tony, right?

Tony Yeah, Tony.

Emi And you're a taxi driver, right?

Tony Well, yeah. Listen, miss, I'm in a hurry.

Emi OK, OK. I just have one quick question. How do you get your news?

Tony I get all my news right here, on the radio. I like this station that gives traffic news every ten minutes.

Emi Thanks, Tony!

Emi All right, I'm here with Ben. He gets all his news from his phone. Isn't that right, Ben? Ben?

Ben What? Oh, right. This phone is all I need. I've stopped reading the paper and watching TV news shows. TV news is boring. I mean, people on TV news shows talk too much!

Emi TV news is boring? Oh, I'm not sure that's really true. TV news shows aren't all boring, are they?

Ben Sorry! I'm not talking about your show.

Emi That's OK.

Ben All I'm saying is, my phone is just better. I mean, I know exactly what's happening, right now, anywhere in the world.

Emi That's cool. What's happening right now?

Ben Let's see. . . . "Plane Crashes in Jungle" . . . "Boat Overturns" . . . "Blind Man Rescues Surfer" . . . "Fans Chase Local Rock Star." They probably chased him because his last song was terrible! Let's see. . . . Oh! There was an earthquake! . . . "Tourists Survive Bus Accident" . . . "Firefighter Rescues Local Cat" . . . oh, there's a really cute photo here. . . . Yep, I always know exactly what's happening!

Emi Well, there you have it. I'll see you guys soon. Thanks for watching!

Unit 2 Communication

In Ben's video report, he interviews friends about methods of personal communication. Danielle likes email because she can send or read it when she likes, and she can use a lot more words than when she texts. Nearby, Ben's roommate Nick is eating breakfast and keeps interrupting Ben's report with text messages. Ben calls April who loves the phone because it's faster and more personal. Before she hangs up, April tells Ben that Nick sent a text message asking him to pass the toast. Finally, Ben interviews Alicia who thinks social networking is best because it's like having a party online. Ben sums up his report saying that everybody has their own way of communicating, but Nick gets the last word – in the form of a text.

Ben Hey, everybody. I'm Ben, and this is my video report on methods of personal communication. And, my friend Nick is here. I invited him to help me. Hi, Nick! And that is exactly what my report is about. I mean, some people are so busy with electronic communication that they can't communicate with people face to face. Right, Nick? "Please pass the milk." OK. So, today I want to look at three methods of personal communication: the telephone, email, and social networking. First we'll hear from my friend Danielle, who likes email. She writes: "I like email because I can read an email or send an email whenever I like. And I can also use a lot more words than when I'm texting." Those are good points, Danielle. I agree that email is good for many things, but sometimes it's easier to explain something on the phone, or in person, face to face. Well, thanks, Danielle! "Could you get me a spoon?" No! I'm taping my report now. OK, next is my friend April, who's on the phone. Hi, April!

April Hi, Ben.

Ben So, April, I know you're a person who loves the phone.

April I do! I love hearing people's voices, I think it's easier to communicate, and it's faster, too. It feels more personal.

Ben I agree, it is more personal than texts. But it's not as personal as face-to-face communication, right?

April That's true. But sometimes I'm glad people can't see me. Like right now – I've been exercising, and I look pretty messy!

Ben Yeah, that's a good point! Well, thanks for your call, April! Bye.

April Hey, I just got a text from Nick. He wants you to pass the toast. Bye.

Ben Next is my friend Alicia, who is really into social networking. Here's her page. She writes: "Social networking is the best because I can communicate with lots of people at the same time. It's like having a party online!" I like social networking, too, but only for some kinds of communication. I mean, I don't use social networking to talk about something personal, or to ask someone to help me with a problem. I think face-to-face communication is the best. Oh, what a surprise! This is from Nick. "You haven't talked about texting. I can text whenever I want, and I don't have a problem with using a lot of words." That's true. You are very fast. "And when I text, I know the person will get my message right away." OK, Nick makes some good points. But some people text too much. And texting isn't very personal. Texts are best for short messages. And, Nick, why are you texting me when I'm sitting right next to you?! Well, I guess the point of my report is that everybody has their own way of communicating. And what works for me, obviously doesn't work for Danielle, for April, for Alicia, or for Nick. "Please pass the jelly."

Unit 3 Food

In this cooking video, Danielle's grandmother, Irma, shows her how to make chocolate chip muffins. They follow the recipe, step by step, but Danielle, who doesn't cook much, has a bit of trouble. She doesn't know how to use the whisk; she drops eggshells into the batter; and she adds too much vanilla. After the muffins come out of the oven, and they finally try them, Irma says that she can really taste the vanilla and that the muffins are kind of . . . crunchy. When Irma isn't looking, Danielle removes a piece of eggshell from her muffin! Oops!

Danielle Hey, friends and family, it's Danielle. And these are the world's most delicious chocolate chip muffins. They're sweet, chewy, and moist. And they're made by my awesome grandma, Irma Jones!

Irma Hi, everyone!

Danielle Grandma's going to show how these muffins are made. That way we can make them ourselves, any time.

Irma Well, let's get started! I'm a busy lady. I can't sit around all day making muffins for you people.

Danielle So, Grandma, what ingredients are in your muffins?

Irma Well, uh, let's see. They're made with flour, baking soda, salt, eggs, milk, some sugar, a little vanilla, and, of course, lots of butter.

Danielle And they're made with chocolate chips, right?

Irma Right. We can't forget the chocolate chips. So, first, we take the flour, the baking powder, and the salt, put it in this bowl, and whisk it together really well. No, honey. Whisk it. Use the whisk.

Danielle The what?

Irma This. The whisk.

Danielle Oh, right. Got it. Sorry, Grandma. I don't cook much.

Irma I can see that! OK, next. In this bowl, we put the milk, eggs, sugar, vanilla, and butter.

Danielle How much butter? A little? Half?

Irma All of it!

Danielle OK. What's next?

Irma Uh, two eggs. One cup of milk . . . a cup of sugar . . . and a tablespoon of vanilla. Uh, OK, after you add the vanilla, mix it all together.

Danielle With the whisk! Right?

Irma No, honey, with the mixer. OK, now, once you've finished mixing everything together, pour this into that.

Danielle Now, let me guess. I whisk it again!

Irma Yes, but just a little. And after that, we add the chocolate chips. Oh, wait. Before you pour the chocolate chips in, let's taste some.

Danielle Good idea!

Irma Tasting the chocolate chips is the most important step! I'm just stirring it until it's all mixed together. And once it's mixed, we'll just pour it right into the muffin pan.

Danielle After the muffins have been in the oven for 15 minutes, we'll take them out.

.....

Danielle OK, the muffins are done, and they're cool enough to eat. Let's try them!

Irma Hmm, they're very sweet. And I can *really* taste the vanilla this time.

Danielle They're crispy on the top, chewy on the inside.

Irma They're kind of crunchy. That's interesting. Well, now you all know how to make my muffins!

Danielle Thanks, Grandma!

Unit 4

Acts of kindness

Nick sends Ben to investigate what would happen if you were kind to somebody else in everyday situations. Ben struggles to help a woman carry heavy bags of groceries. Then he helps a tourist to his hotel and ends up carrying his heavy bags, too. Finally, Ben helps a woman who's run out of gas by pushing her car to the gas station. Nick asks Ben, "Why would you do acts of kindness?" Ben answers that they can help you feel good about yourself. Then we see that Ben's acts of kindness made the recipients feel good, too, as each one gives him a gift to say thank you.

Nick Hi guys, I'm Nick!

Ben And I'm Ben!

Nick Welcome to our video segment on acts of kindness.

Ben We wanted to look at everyday situations where somebody could be kind to somebody else.

Nick So, I sent Ben to investigate!

Ben That was very kind of you.

.....

Nick What would you do if you saw somebody in the street with some really heavy bags of groceries? This is what could happen . . .

Ben Hi!

Irma Hello . . .

Ben Can I help you with your bags?

Irma Why?

Ben Because . . . they look heavy.

Irma Well, yeah, they're not that heavy. Well . . . OK. Are you all right?

Ben Where do you live?

Irma Only five blocks from here!

Ben That's not far.

Irma My apartment is on the 6th floor. And there's no elevator. Come on!

.....

Nick What would you do if you met a tourist who was lost? Especially if he was really lost! Oh! So, you wouldn't help him? OK, this is what you should have done.

Ben Hi. Do you need some help?

Paul Oh, yes, please! I'm looking for the New Yorker Hotel.

Ben Let me show you on the map.

Paul Thank you!

Ben You know, actually, it's not that far from here. I'll take you there.

Paul Really?

Ben Sure, no problem!

Paul Thanks! Could you help me with these?

Ben Sure.
Paul OK.

Nick What would you do if you saw a woman with a car problem?
Ben Excuse me! Can I help?
Angela Thank you so much! Could you push me to that gas station over there?

Nick Why would you do these acts of kindness?
Well, they would make you feel good about yourself. And they would make the people you helped feel good about you!
Irma Hi!
Ben Hi!
Irma How are you?
Ben I'm good, thanks.
Irma This is for you.
Ben Thank you!
Paul Hi! The hotel is great.
Ben Oh, OK! Excellent!
Paul I bought you something – thanks for helping me.
Ben Thanks!
Angela Hi. This is for you!
Ben Thanks!

Unit 5

Travel and tourism

In this episode of Street Talk with Emi K., she asks New Yorkers, "What advice would you give to tourists?" First, she talks with two women: Elena, who says to go shopping in SoHo where she got a handbag for \$250, and her friend Lauren who prefers Canal Street because it's cheaper and more diverse. It's also where she got a bag that looks exactly the same as Elena's for only \$25. Next, we meet an actor who says that if you buy Broadway tickets just before the show, you can get them cheaper. He also says New Yorkers are friendlier than everybody thinks. Finally, Emi interviews a couple from Iowa who are tourists. They heard advice on where to eat the best spaghetti and where to find the best bargains on handbags. But then the tourist's bag from Canal Street breaks, proving that you get what you pay for!

Emi Hi guys, I'm Emi K. And today, like every day, I'm in a world-famous city. I'm in the best, the most fast-paced, the most culturally diverse, and the most fun-loving city ever. That's right. I'm in New York City! Now, New York has everything, and everything happens fast. If you're a tourist from somewhere more slow paced, it can be confusing. So today, we're asking New Yorkers, "What advice would you give to tourists?" Let's ask these girls.

Emi Excuse me! Ladies! Hi! I'm Emi K. with *Street Talk*. Can I ask you a quick question?
Elena Oh, sure! We know your show. I'm Elena. And she's Lauren. Only – why are you wearing that hat? Only tourists wear that hat.
Emi Yeah, I know. It's just because today's question is: "What advice would you give tourists who come here?"
Elena Oh, I get it. And that's an easy question. They should go to SoHo. It's the coolest part of the city. It's more expensive than other areas, but it has the trendiest restaurants, the best stores, the most glamorous people . . .
Lauren Oh, I don't know. Everything in SoHo is so overpriced. I prefer Canal Street. That's in Chinatown.
Emi Canal Street. Why there?
Lauren Well, for one thing, it's cheaper. And it's more culturally diverse.
Elena Yeah, but the shopping is better in SoHo. Look, I got this bag in SoHo. It's made by the designer Giorgio Giorgio. Isn't it great? Only \$250!
Lauren And I got the same one on Canal Street, but it was much cheaper! Only \$25!
Elena Yeah, but is it a real Giorgio Giorgio handbag?
Lauren No. But it looks as real as yours!

Emi OK, everyone, this is Diego. He's an actor. Now, Diego, what advice would you give tourists?
Diego Well, there's lots to do, but you should make time to see a Broadway show.
Emi OK, but aren't theater tickets expensive?
Diego Well, it's true. The best seats aren't cheap. But if you buy your tickets just minutes before the show, the prices are less expensive. You can get good seats that are cheaper. Sometimes the tickets are as cheap as \$15. I mean, that's almost as cheap as going to a movie.
Emi True. Any other advice for tourists?
Diego Yeah. Ask for directions. New Yorkers are friendlier than everybody thinks. Most people will be happy to help you find your way.
Emi All right, thanks, Diego!

Emi This is Paul and Kathy. They actually are tourists.
Paul That's right. We're from Iowa. That's in the middle of the United States.
Emi So, did you get any good advice about New York City?

Paul Well, when we first came to New York, we were told by our friends to go to this place in Little Italy where they have the best spaghetti. And they were right.

Kathy Paul loved the spaghetti so much that he decided to take it with him.

Emi Anything else?

Paul My co-workers had warned us not to go to the museums on Sunday and Monday. They're very busy on Sunday, and on Monday, most of the big museums are closed.

Emi That's true. Did you get any other good advice?

Kathy Actually, we got some really good advice this morning from two nice women we met. They gave us a great shopping tip. Thanks to the advice of one of the women, I bought this great Giorgio Giorgio bag at Canal Street for only \$25! It's the cheapest price I've ever seen for a Giorgio Giorgio bag.

Emi Well, New Yorkers may know where to get the best bargains, but there's one piece of advice you can take wherever you go: "You get what you pay for." I'm Emi K. See you next time on Street Talk.

Unit 6

The laugh club

In this video, Emi says that she's a competitive person who has trouble managing stress, so she visits a laugh club to find out if laughter is the best way to manage stress. Alicia, the club leader, tells Emi that laughter can make you feel better, relieve stress, and protect your heart from disease. Then Emi asks how it works, and Alicia explains that they just laugh. Emi doesn't understand, so Alicia tells her to try laughing. Eventually everyone starts laughing, and Emi leaves the club feeling great.

Emi Hi, it's me, Emi. I don't know about you, but I'm not a person who is very good at managing stress. I mean, I'm a competitive person. I'm usually busy, so I'm often stressed out. I wish I weren't so busy. And I wish I could relax more. Today, I'm going to visit a laugh club. What's that? A laugh club is a group of people who believe laughter is the best way to manage stress. Do you think a laugh club can help me manage stress? Let's find out!

Emi Excuse me?

Alicia Hi, there. Welcome to the laugh club!

Emi Hello, everyone! I'm Emi. I'm doing a video on laugh therapy.

Alicia Yes, we were expecting you.

Emi Well, I can see that you are people who like to have a good laugh. I'm pretty stressed out today. Can I join your meeting?

Marco Sure, come on in! You can sit here.

Ben Yeah, have a seat. Relax! Have a good time!

Emi So, how does this work?

Alicia Well, it's well known that laughing can make you feel better. It can help relieve stress, that's for sure. But it's also a great medicine – it can help protect your heart from disease.

Emi Really?

Alicia Yep. It can also help prevent and heal other diseases and can even reduce pain.

Emi That sounds great. So how does it work?

Alicia Well, every day we all come together here to laugh.

Emi What do you do? Tell funny jokes? Watch funny movies?

Alicia No. We just laugh.

Emi But what do you laugh at?

Alicia Nothing. We just start laughing, and pretty soon we can't stop.

Emi But if you're not laughing at something funny, then how can it reduce stress?

Alicia Your body doesn't know if your laughter is real or not. So making yourself laugh is just as helpful as laughing at something funny.

Emi I still don't understand.

Alicia Well, why don't we try it and see what you think?

Emi OK. How do we begin?

Alicia We just start laughing. Why don't you give it a try?

Emi Oh, OK. Ha ha.

Alicia Try it again.

Emi Ha ha ha.

Alicia Good, one more time.

Emi Ha ha hee hee! What? What?! What are you laughing at?! Well guys, I have to go, but thank you so much for letting me be a part of the laugh meeting! It was so fun – and really relaxing! I wish I could do this every day!

Alicia You should do this everyday!

Ben Yeah. I mean, we do this everyday! It's the best way to manage stress.

Marco Yeah! Come back again – anytime!

Alicia Bye, Emi! And remember: Don't forget to laugh!!!

Emi Well, that was amazing. I have never laughed so hard in my life. And I feel great right now. And I'm much less stressed. You really ought to try it. Well, bye!

Unit 7

The amazing, transportable office necktie!

Danielle's dad, Peter, is not only a car salesman, but he's also an inventor. He demonstrates his new invention: the amazing transportable office necktie. It's a necktie with secret pockets to hold paper clips, sticky notes, business cards, and breath freshener. He sewed the pockets on it himself. Danielle wonders why the tie doesn't have a pen holder. Then Peter's wife Wendy comes in and tells him that a tie like this has already been invented. Peter is disappointed, until he has another amazing idea – the transportable pen holder: his ear!

Peter Hello, I'm Peter Jones. You know, Peter Jones of Jones Quality Cars out on Route 31. I sell cars, but I'm also an inventor! And today, I want to show you my creative, imaginative, very convenient new invention. The amazing, transportable office necktie! Ta-dah! This is such a cool invention! It's also so effective because it solves a problem. Here, take a closer look. I've designed my necktie with secret pockets to hold my office supplies. See, each pocket is sewn to the back of the tie. I used my wife's sewing machine. Here's a pocket for my sticky notes. And here's another pocket for paper clips. My business cards go in this pocket. And, oh yeah, this pocket was made for my breath spray. You know, fresh breath is so important for a car salesman! Ahhhh! Yeah, the amazing, transportable office necktie is such an improvement over the conventional necktie. And it's so convenient for me as a car salesman because I'm seldom in the office. I'm usually outside, talking to customers and showing them cars. Before, I had to run back to the office to get more business cards and supplies. My life has been made so much easier by this tie. It's – Danielle! Come here! You've got to see what I invented.

Danielle What is that?

Peter What do you mean? It's the amazing transportable office necktie! Look! It has pockets, honey. Pockets!

Danielle Yeah, I see. But isn't that necktie a little, like, inconvenient? And heavy?

Peter Well, I guess it is a little heavy. But the pockets! See? My business cards, my sticky notes, my paper clips? See how they all go in these pockets? That's so cool. Right? I mean, how else would I carry these things?

Danielle Well, you know, one idea is to use your shirt pocket. And there's no place for a pen. That's so inconvenient. If you're going to carry sticky notes, you'll need to write on them, right?

Peter Yeah, OK, that's an area for improvement. I'll remember that. Well, this is just a prototype – you know, an example. It was made quickly, and . . .

Wendy Hey, what's all the excitement about? Peter, what did you do to your tie? Are those pockets?

Peter Yes, they're pockets. Come on, this is a real innovation. You guys don't wear ties. You don't understand. I think people would buy it. I think it would be so successful that we could make a million dollars!

Wendy Oh, honey. I am so sorry to have to tell you this, but it's already been invented. I saw a necktie with pockets on the Internet a few years ago.

Peter Oh. I see.

Wendy I'm so sorry.

Danielle Yeah, sorry, Dad.

Peter No, you're both right. It's not such an effective invention. And it's too heavy, and it looks funny, and the idea is unoriginal, and there's no place for a pen . . . Of course! A place for a pen. It's perfect!

Danielle Dad?

Peter I've got it! The perfect transportable pen holder. Watch! See? The amazing transportable pen holder! It goes perfectly with the amazing transportable office necktie!

Wendy I'm just glad you're happy, dear.

Peter Wow. The amazing transportable pen holder. The amazing transportable office necktie. That's two inventions. I invented two things in one day!

Unit 8

I'll always remember

In this video, three people talk about memorable experiences they've had. First, Jasmine remembers her first trip to Italy. On her trip, she'd already been impressed by Rome, and she'd seen fantastic art in Florence, but she was completely amazed by her visit to Venice. If she hadn't gone there, she wouldn't have become an artist. Next, Charlie remembers his first skydive. His friend had given him the dive as a birthday present. If it weren't for Steve, he'd never have done it. Charlie has gone skydiving about fifty times since then. Finally, Reina talks about the day she learned how to drive. She was 20 and had never driven before. Her friend taught her, but he hadn't told her that his car was a stick shift, which made it very difficult. Still, she finally learned to drive his car in three hours.

Jasmine I'll always remember the first time I went to Venice. It was my first trip to Italy, and I'd already been to Rome and Florence. I thought that Rome was really impressive, with the Coliseum and St. Peter's and all the ancient buildings. And I loved Florence, too. I'd seen some fantastic art there in the Uffizi Gallery. But I was completely amazed by Venice, because I hadn't known what to expect. I'd arrived there by train very early in the morning, and when I came out of the railway station I saw canals instead of streets! I took a waterbus down the Grand Canal and went under the Rialto Bridge. I'd seen lots of photos of the Grand Canal, but photos can't really show what the light in Venice is like. I mean, the reflections from the water and the buildings were something I'd never seen before. After I went to Venice, I decided that I wanted to learn to paint. If I hadn't gone there, I wouldn't have become an artist.

Charlie I'll always remember my first skydive. It was two days after my twenty-first birthday. My friend Steve had given me the skydive as a birthday present. Steve had already gone skydiving two weeks before, and he said it was the best thing he had ever done. So, he thought I should do it, too! If it hadn't been for Steve, I don't think I ever would have done it! It was a bright and sunny day, and I went out to an airfield just outside of town. After completing a training session, I got into a small plane with my instructor and a couple of other guys who'd never made a jump before. When the plane reached an altitude of about 5,000 feet, they opened the door. The instructor and I jumped out together. After the parachute opened, we just glided down to the ground. It all seemed really fast! I thought it was the best thing I'd ever done, and I've gone skydiving about fifty more times since then. Thank you, Steve!

Reina I'll always remember the day I learned how to drive. I was 20 years old, but I'd never driven a car before, and I decided it was time to learn. My friend William said he would teach me. So one Saturday, I tried to drive his car. I'd never even started a car before. I was pretty nervous. William's car had a manual transmission, a stick shift. If I had known how hard it would be to drive a stick shift, I would have chosen an easier car – you know, one with an automatic transmission. I wanted to stop driving several times, but William told me to keep driving. I was afraid I was going to damage his car. I think he was afraid of that, too, but he didn't say anything. Well, it took me three hours, but I finally learned how to drive that car!

Unit 9

The six blind men and the elephant

For his world history class, Nick tells the story of the six blind men and the elephant. Many years ago, in a village in India, a wise man asked six blind men a question: "Can you tell me what an elephant looks like?" The wise man said that the blind men must use their hands and touch the elephant. Each blind man touched a different part of the elephant and described the elephant to be like different objects: a rope, a snake, a wall, a fan, and a spear. The blind men argued in disagreement, each believing his description to be true. The wise man told them that they were each only partially right: "People fight because they believe that they alone know the truth. But in fact, each of us sees only a small part of what is true."

Nick The story of the six blind men and the elephant. Many years ago, in a village in India, a wise man asked six blind men a question: "Can you tell me what an elephant looks like?" "We have never seen anything at all because we were born blind," the men replied. "How can we know what an elephant looks like?" "You must use your hands. Touch the elephant and tell me what it is like," said the wise man. So the six blind men approached the elephant, and each man touched a different part of the elephant's body. The first blind man felt the elephant's leg. "An elephant is like a tree," he said, "because it is strong, tall, and powerful." The second blind man thought that the first couldn't have been right, for he was touching the elephant's tail. "No," he said. "An elephant is not like a tree. An elephant is like a rope, because it is long and thin." The third blind man was certain the second must have been wrong as well, for he was touching the elephant's trunk. "No, my friends," he said. "An elephant is not like a tree or like a rope. An elephant is like a giant snake." "I'm afraid I disagree," said the fourth blind man as he touched the elephant's ear. "An elephant is like a fan!" The fifth blind man, touching the elephant's side, said, "Actually, an elephant is like a wall!" And the sixth blind man, touching the elephant's tusk, said, "You are all wrong! An elephant is long and pointed like a spear!" Each of the blind men could not believe what the others had said. They all began to argue loudly. Each man shouted that he was right and that his friends were wrong. The argument became so strong that the men began to fight. Finally, the wise man stopped them. "My friends, it is useless to argue or fight. Each of you has touched an elephant. And each of you has said what you believe an elephant is like. But you are all only partly right. None of you has touched the whole elephant, so you can't see the big picture. Sadly, this misunderstanding happens all over the world," the wise man told them. "People fight because they believe that they alone know the truth. But in fact, each of us sees only a small part of what is true."

Unit 10

A grandmother's perspective

Danielle interviews her grandmother, Irma, about her personality and values for an English class assignment. Irma is busy playing a video game throughout most of the interview, but she pauses long enough to answer a few questions. She tells Danielle her idea of perfect happiness: skydiving! Her greatest fear, she says, is not getting past Level 17 on the video game she's playing! Upon second reflection, Irma says her greatest fear is not having the chance to do everything that she wants – like record a hip-hop album! Danielle asks more questions, including, "What is your greatest achievement?" And we witness Irma achieving it: getting a high score on the video game!

Danielle Today, I'm interviewing my grandmother, Irma, for my English class assignment. I'm asking her some questions to learn about her personality and values. You'll like her! She's a very inspiring woman. She's had some really interesting experiences, and she has a different perspective on life!

Danielle Grandma? Can I interview you now?

Irma Uh, not now. Catch me later, I'm kind of busy right now.

Danielle But Grandma! You told me if I came at 5 o'clock I could interview you.

Irma Really? Is it five? I've been playing this game since lunchtime? **ARRGH!** I'm so fed up with this video game. I can never get past Level 17! All right. Ask me your questions, honey.

Danielle OK, first question. What is your idea of perfect happiness?

Irma Jumping out of an airplane.

Danielle **WHAT!?**

Irma You know. Skydiving?

Danielle But . . .

Irma What did you think I would say?

Danielle Oh, I don't know. Maybe spending time with your family? Or taking a walk on a beach at sunset?

Irma I'm not like most grandmas, honey.

Danielle I know. When I told my friends you like hip-hop and video games, they thought I was joking. But when did you jump out of an airplane?

Irma During the war, honey.

Danielle But you told me you were a journalist during the war!

Irma Oh, I was. But, sometimes journalists jumped out of the airplanes with the soldiers. I did that.

Danielle Wow!

Irma **ARRGH!** You won't get away with that!

Danielle Uh . . . question number two?

Irma All right, go ahead. I'm looking forward to it.

Danielle What is your greatest fear?

Irma Not getting past Level 17 in this video game.

Danielle Be serious, Grandma, please?

Irma OK, well, somebody told me once that if you really want to live your life, you can't spend time being afraid of things.

Danielle That sounds like good advice.

Irma It is good advice. But, OK . . . my greatest fear is not having the chance to do everything that I want.

Danielle Really? Like what?

Irma Like recording a hip-hop album.

Danielle Right! Third question. What is your greatest regret?

Irma That's easy. My greatest regret is never seeing Bob Marley in concert.

Danielle I see. OK, next question. What is the quality you most admire in a man?

Irma Where did you come up with these questions?

Danielle I told you . . . it's for English class.

Irma Height.

Danielle What?!

Irma Height. I like tall men.

Danielle Really?! But you told me Grandpa was short. And you got along with him for 45 years!

Irma Well, he was short. But he could jump. I like a man who can keep up with me in a good game of basketball.

Danielle OK. Right! You're really amazing, Grandma!

Irma Yes, I am. Whoa-whoa-whoa!

Danielle Last question: what is your greatest achievement?

Irma You just saw it! Getting past Level 17 in this video game! That is my greatest achievement.

Danielle Oh, come on. You've jumped out of airplanes. You've won awards in journalism. You've met lots of important people . . . surely you must have an achievement that you're more proud of?

Irma Well, OK. Having a granddaughter like you who puts up with a strange grandma like me – *that's* my greatest achievement.

Danielle You're not so strange. Well, you're not like any other grandma I know. But that's why I love you.

Irma I love you, too, honey. Are we done? I have to get past Level 18!

Unit 11

The time of your life: Finding a job

In this episode of The time of your life, Wendy helps her audience learn how to network to find a job. Wendy demonstrates what a social network is and shows us how it works with her own example. Then she answers college student Ben's question about how to prepare for an interview. For practice, Wendy asks him the question, "Why do you want to work here?" Ben stutters, so Wendy tells him how to gain more time to think before answering. She also says to send a thank-you note after interviewing. Next, Soon-mi calls from South Korea. She wants to know how to format her résumé. Wendy explains how to prepare a résumé for the United States. Last, Nick says he gets nervous at interviews. Wendy tells him to smile and makes him practice.

Wendy Welcome, everyone. I'm Wendy Jones, and this is *The Time of Your Life*. Send me videos with your questions, and I'll help you organize your career, your home, and your life. Today, I will be talking about one way to find a job. It's called *networking*. A network is a group of people who can help you in your career. They might be people who are doing the kind of job you want to get, or people who know about jobs that are available. You should talk to all the people in your network and let them know you'll be looking for a new job soon. OK, this is my network. Everyone up on this board is a person who can help me in my career. For example, this is Carol. Carol used to be my boss. This afternoon, Carol introduced me to her friend, Susan. Here's her business card up on the board. Susan works for an Internet company, and she offered to show my résumé to her boss. Isn't that great? OK, so now I'll answer your questions about jobs. The first question is from Ben, a college student. Hi, Ben.

Ben Hi, Wendy! I'll be graduating from college this year, so I'm looking for my first job in the real world. Actually, I'll be going on an interview next week. I got my résumé printed on really nice paper, and I had my clothes dry-cleaned. But I still don't feel very prepared. What if they ask me a question I can't answer?

Wendy Well, Ben, you should prepare for an interview. For example, get a friend to practice possible interview questions with you. Actually, we could practice right now. I'll ask you a question, OK?

Ben Uh . . . OK.

Wendy Ben, why exactly do you want to work here?

Ben Uh, well . . . I . . . um . . . I mean, uh . . .

Wendy You don't want to answer like that at an interview, Ben. Here's a tip: If you need more time to think about a question, you can say "Hmm. That's a good question. Let me think." That will give you some time to think of an answer.

Ben Yeah, that's a good tip. Thanks, Wendy!

Wendy Oh, and another thing: Always, always send a thank-you note after an interview!

Ben Thanks, Wendy.

Wendy You're welcome. Now, here's a question from Soon-mi, all the way from Seoul, South Korea. Soon-mi?

Soon-mi Hi, Wendy. I'm in South Korea now, but I'll be applying for jobs in the U.S. soon. My question is, how should I format my résumé? In South Korea, people often include their date of birth, a photo of themselves, and the name of their junior high school on their résumé.

Wendy Well, a résumé in the U.S. should only include your education and work experience. You should list all the colleges or universities you've attended and all the degrees you've received. And you should describe all the jobs you've had and how long you were at each job. The most important thing is to write clearly and simply, and always get your résumé proofread.

Soon-mi Thanks very much, Wendy.

Wendy You're welcome, Soon-mi. And now we have a question from Nick.

Nick Hi, Wendy. Um, well, I'll be interviewing for a new job soon. The thing is, I get very nervous at interviews.

Wendy Well, Nick, most people get a little nervous at interviews. But you need to relax, so you don't look nervous. And you need to smile. You look very serious.

Nick Yeah, I know I should smile. But it's so difficult when I'm so nervous.

Wendy Let's practice. Watch me, OK? That was terrible, Nick! OK, let's try again, like this. That was great. You see, you have a beautiful smile!

Nick Thanks, Wendy!

Wendy Bye, Nick. OK. My next question is – oh, excuse me a moment, it's my phone . . . it's from Susan. Oh! This is great! I'll be interviewing with her boss next week. See, having a network really works! Anyway, I'd better start preparing, so that's all for today. See you all next time!

Unit 12

Finding solutions

Danielle gives a report about bike lanes in Brooklyn, New York. She interviews a bike rider, William, who says he can go a lot quicker with the bike lanes. But then Meena, a shop owner, comes out and complains that bike lanes hurt her business; she sells refrigerators, and people on bikes don't take refrigerators home. Next, Sonia, a campaigner for bike lanes, explains that bike riding reduces car pollution; however, Diego is concerned about the number of pedestrians who get hit by people on bicycles. Danielle finishes her report by saying that she learned there are two sides to every story.

Danielle Bike lanes are being introduced to many cities. This one is in Brooklyn, New York. I went to Brooklyn to find out what people think about bike lanes there. I'm on Kent Avenue in Brooklyn. There's a bike lane here that is being used by commuters going into the city.

.....
Danielle Do you commute by bicycle everyday?

William Yes, most days. But not if it rains!

Danielle Do you like bike lanes?

William They keep me away from all the traffic! And I can go a lot quicker.

Meena Are you talking about bike lanes?

Danielle Yes, we are!

Meena Bike lanes are bad for my business! All the parking spaces are being removed for bike lanes. My customers can't park near my store. Something has to be done!

William You make a good point. But maybe you'll get some new customers who are riding bikes.

Meena I sell refrigerators! Who is going to take a refrigerator home on a bike?!

William Huh. I see what you mean.

.....
Danielle I'm with Sonia Green, who has been campaigning for more bike lanes. And this is Diego Álvarez, who is not sure bike lanes are safe. So, Sonia, what are the advantages of bike lanes?

Sonia Well, bike lanes are good for several reasons. First, they encourage more commuters to ride bicycles. If more commuters ride bikes, then the amount of traffic – and, therefore, the amount of pollution – is reduced.

Danielle And do you ride a bike yourself?

Sonia Of course! Cycling is great. It keeps me fit, it's not expensive, and it's good for the environment!

Danielle Diego, you have a different view about bike lanes.

Diego I agree with Sonia that bike lanes reduce pollution because more people are encouraged to ride bikes. But bike lanes also create problems.

Danielle Can you give me an example?

Diego Sure. Well, the biggest problem is that the number of collisions between bicycles and pedestrians is increasing.

Danielle Really?

Diego Yeah, a lot more people are being hit by bikes.

Danielle Huh. Why's that?

Diego Well, bikes can go a lot faster in the bike lanes. See? That's what I'm talking about! People don't hear bikes, so they don't step out of the way.

Danielle Wow! That was close. As more bike lanes are being created for commuters, pollution from car exhaust is being reduced. That's the good news. But there are usually two sides to every story. It also seems that bike lanes are making some streets more dangerous for pedestrians. That wasn't something I expected to learn.

Class audio scripts

Unit 1

Lesson B, Exercise 3 [p. 7]

Level 4 Track 10

- 1 *Ted* Look at this, Carrie.
Carrie What is it, Ted?
Ted This article in the Science section. It says the government is planning to send people to Mars in the year 2025.
Carrie Wow!
Ted And it will cost . . . 50 billion dollars.
Carrie That's a lot of money. Why so much?
Ted Because the ship has to go there and then return. The government shouldn't spend money on sending people to Mars.
Carrie I don't know about that. That kind of thing is very important.
- 2 *Carrie* What are you looking at now?
Ted Oh, the Entertainment section. There's going to be a new exhibit at the art museum next month.
Carrie Oh, what kind?
Ted It's an exhibit of Japanese animation.
Carrie Cool!
Ted It's great that people see animation as a true art form.
Carrie I couldn't agree with you more. You know, I haven't been to a museum in a long time.
Ted Do you want to go?
Carrie Sure!
- 3 *Carrie* What's that about?
Ted Let's see. . . . Oh, it's a site about TV. Look, it even has reviews of TV shows.
Carrie Oh, yeah? What's your favorite show, Ted?
Ted I like that reality show called *Green Living*.
Carrie I know that show. People live in a green house for a month.
Ted It's a fantastic show – realistic, funny, interesting. It's the best show on TV.
Carrie I'm not sure about that. I think it's pretty boring.
Ted You're kidding!
- 4 *Carrie* Anything else happening?
Ted Listen to this. It's from the Local section. High schools want to have classes all day Saturday.
Carrie Classes on Saturday? All day? That's classes six days a week!
Ted Yeah. They were talking about adding one hour to the school day twice a week, but that wasn't enough. They need more time to teach everything.
Carrie It's an interesting idea.
Ted But they shouldn't have classes on the weekend.
Carrie I totally agree.
Ted You do?

Carrie Yeah. They should add an extra month to the school year instead.

Lesson C, Exercise 2, Part B [p. 8]

Level 4 Track 13

- Wade* What will I do next?!
- Reporter* Yeah, what are your plans?
Wade Well, I think I'll get back in the water, of course.
Reporter Oh, OK. And when do you plan to do that?
Wade As soon as I buy a new surfboard!

Lesson D, Exercise 2 [p. 11]

Level 4 Track 16

Newscaster That ends our local news . . . and brings us to our final segment: "Photos of the Day." These are photos that viewers like you have sent to us. Our first photo is from Rafael Luna from Veracruz, Mexico. Rafael took this photo after the storm yesterday. He says no one was hurt, and the cleanup has already started. I'm glad everyone is OK. Thank you, Rafael.

Our second photograph comes from David Parsons, from Calgary, Canada. David works at Wilson's Department Store and took this picture yesterday. The store was offering a 70 percent discount on all clothing items. And as you see, a few more customers came than they imagined. This is why I prefer to shop online.

Our third shot comes to us from Yumiko Kobayashi from Nagoya, Japan. This shows traffic returning from the recent Golden Week holiday there. It took Yumiko eight hours to get home after she visited her grandparents. It usually takes about three hours. Boy, and I thought holiday traffic was bad here!

And our final shot is from Ian Norton in Manchester, England. Ian went camping a month ago with his dog Arlo. But Arlo saw an animal, and he started to chase it. He never came back. Ian looked everywhere for his dog, but after two days he had to go home . . . very sad. Well, yesterday Arlo returned to Ian's house, almost 50 kilometers away. How did Arlo survive in the forest? And how did he get home? We hope you find out, Ian.

You can find these and other photos from our viewers on our Web site, along with video reports, blogs, and other news stories. That's it for me. See you tomorrow.

Unit 2

Lesson B, Exercise 3 [p. 17]

Level 4 Track 24

- Woman* Good morning. How can I help you today?
Man Well, I've been thinking about taking an English class. I'm interested in something fun, a little unusual, you know?
Woman Well, we have lots of classes. Are you looking for something in the morning, the afternoon . . .
Man In the afternoon, I think.

Woman OK. Well, one possibility is taking our English and Food class.

Man English and Food?

Woman Yes, you learn about cooking. Students cook and eat in class. Oh, and sometimes the teacher takes the class out to restaurants.

Man Hmm . . . maybe. What else do you have?

Woman How about taking English and Music?

Man Music? Really?

Woman Yes. You listen to songs in English. And then you discuss them. Sometimes you watch music videos with subtitles. At the end of the class, everyone sings a song in English.

Man That's a possibility, I suppose.

Woman Or you might want to consider Dramatic English.

Man Dramatic English? You mean you use drama to learn English?

Woman Exactly. You memorize plays . . .

Man Whole plays?

Woman Well, no, parts of plays. You read plays, such as Shakespeare's *Romeo and Juliet*. Then you choose one play and perform part of it for the school.

Man OK, well, . . .

Woman Or you could take Movies Today.

Man You watch movies and discuss them?

Woman Right. And you also write movie reviews, so you get some writing practice. You can post your reviews online. The teacher has a special Web page just for that. And you get to visit a local film festival.

Man That sounds great. I like that one.

Woman Oh, . . . I'm sorry. That one's in the evening.

Man What about the Dramatic English class?

Woman Yes, that's in the afternoon, on Mondays, Wednesdays, and Fridays, from 2:00 to 3:30.

Man That's good.

Woman OK, well, just fill in this form, and we'll get started . . .

Lesson C, Exercise 2, Part B [p. 18]

Level 4 Track 27

Pete Hello?

Beth Hi, Pete. It's Beth.

Pete Beth! I've been calling you all week. Is everything OK?

Beth I'm fine. I went camping for a few days, and I didn't take my phone.

Pete Oh, I was worried. Did you have a nice time?

Beth Yeah, it was fun. And you know, it was nice not to talk on the phone, or email, or text. But now I have to call everyone back, and respond to a million emails and texts. Anyway, what's up?

Pete Well, I'm planning a surprise party for Akemi, and I want to invite you to come.

Beth Thanks, I'd love to. Would you let me help with something?

Pete Actually, I could use some help. Could you help me call people and remind them to come early?

Beth Of course! So, when is the party?

Lesson D, Exercise 2 [p. 21]

Level 4 Track 30

Alex Lynn. Are you going to answer that? I think that's your phone.

Lynn No, I'll just let it go to voicemail.

Anita Lynn, I never see you talking on your phone.

Lynn Well, I don't really like to talk on the phone. I prefer texting. It's fast, cheap, and easy.

Alex Really? I don't like texting.

Dean So, Alex, do you text a lot?

Alex Not really. I prefer talking on the phone.

Lynn Why? Everybody texts these days.

Alex Maybe so, but I like talking on the phone because I can talk to the person right away.

Lynn So that's why you hardly ever answer my texts.

Alex Very funny. I answer your texts – sometimes. But feel free to call me anytime.

Dean What are you, Anita? Are you a phone person or a text person?

Anita Neither. I love social networking online.

Alex Really? Are you on a lot of networking sites?

Anita I guess so. I have my primary one for friends and family. But I'm also on a job site and a few other social sites.

Dean Interesting. Why do you prefer social networking?

Anita Oh, because I can communicate with a lot of people at the same time.

Lynn What do you mean?

Anita You know, I can update my status or post recent pictures. And everyone can see what I've been doing lately.

Dean I'm not sure I like social networking.

Alex Well, what do you like, Dean? I mean, how do you like to communicate?

Dean I used to like email and texting, but not anymore. Now I prefer talking to people – face-to-face.

Lynn Talking to people? Face-to-face? How . . . old-fashioned!

Dean Oh, come on. I like it because it's more personal. The other stuff is OK, but . . . well . . . look at us. What we're doing right now is so much better.

Alex Yeah, I know what you mean.

Lynn Me, too. And I think from now on – oh, hold on . . . I'm getting a text.

Unit 3

Lesson B, Exercise 3 [p. 27]

Level 4 Track 38

Nutritionist So, Tom, I understand you have some questions about your eating habits.

Tom Well, yes. I'm looking for a way to improve my eating habits. I've been eating the same way for a long time, and I'm not really sure I'm eating the best way.

Nutritionist I see. Well, it's great that you're taking these first steps. Why don't we talk about each food group first and see how many servings you're currently eating. Then I can make some recommendations.

Tom That's a good idea.
Nutritionist Lets start with grains, things like rice, bread, pasta, and cereal. How many servings of grains do you eat a day?
Tom Let's see. . . . Four, probably.
Nutritionist Four? OK. Well, my recommendation would be to eat more. We suggest six to eleven servings a day.
Tom Really? OK.
Nutritionist And what about fruits?
Tom Um, I eat a lot of fruit, about six servings, I'd say. That's good, right?
Nutritionist Well, fruit is better than candy, but if I were you, I'd try to eat less. You know, two to four servings is enough. Now, what about vegetables?
Tom I guess I have about two servings a day.
Nutritionist Hmm. Try to eat more, from three to five. That's what we recommend.
Tom OK. I'll do that.
Nutritionist And dairy? Things like milk, yogurt, and cheese.
Tom I don't really like dairy. I have . . . just . . . one serving.
Nutritionist Well, why don't you try more? Three to five servings would be better. How many servings of protein do you have every day?
Tom Well, I love meat. Grilled, roasted, fried – you name it. I have at least four servings a day.
Nutritionist Actually, two to three servings is enough. And try to eat healthy proteins, like nuts and tofu. OK. And finally, fats and oils.
Tom Hmm . . . that's difficult to answer. I'd say five servings.
Nutritionist My recommendation would be to eat less – only two to four small servings are necessary. You also might want to consider foods that are cooked with healthier oil, like olive oil.
Tom OK.
Nutritionist And if I were you, I would start a food journal. It can really help. Write down what you should eat and what you really eat. Then we can meet again in a few weeks.
Tom Sounds good to me. Thank you so much.

Lesson C, Exercise 2, Part B [p. 28]

Level 4 Track 41

Host You know, we're almost out of time. Do you have one more quick and easy snack to show us?
Todd Yes, this one is called trail mix. Just put some nuts, pieces of chocolate, and dried fruit in a bowl.
Host Nuts, chocolate, and dried fruit. That's all?
Todd Yes. Then just mix it together. Here, try some.
Host Oh, that's good. It's sweet, salty, chewy, and crunchy.

Lesson D, Exercise 3, Part A [p. 31]

Level 4 Track 44

Andrea Hello. San Francisco Gourmet Chocolate Tour.
Yumiko Yes, hi. I'm interested in taking your tour. Can I get some information?
Andrea Sure. Do you know our local newspaper, the *SF Weekly*? Well, we are the winner of the *SF Weekly*'s "Tastiest Walking Tour" Award.
Yumiko That's great. But, first, can you tell me, I mean, what do you do on the tour?
Andrea Well, this is a tour for chocolate lovers. We walk to seven different places in the city. At each one, we try some chocolate.
Yumiko Seven different places? Wow!
Andrea Yeah, so please don't eat before the tour.
Yumiko OK.
Andrea We visit a chocolate maker who uses fresh ingredients from local farms.
Yumiko I see.
Andrea We also go to a newsstand. There are lots of newsstands in the city, of course, but this one sells 225 different kinds of chocolate from over 15 countries.
Yumiko Sounds great.
Andrea We have hot chocolate that is prepared by one of the city's best chocolate makers. And we try some world-famous truffles at a Swiss chocolate maker's shop.
Yumiko Your tour sounds wonderful, and I'm definitely interested. Can I get some more information from you?

Lesson D, Exercise 3, Part B [p. 31]

Level 4 Track 45

Andrea More information? Sure.
Yumiko How much does the tour cost?
Andrea \$48. But remember, that includes free chocolate.
Yumiko And where does the tour start?
Andrea We meet at Justin Herman Plaza. Do you know where that is?
Yumiko Justin Herman? Can you spell that?
Andrea Justin. J-U-S-T-I-N. Herman. H-E-R-M-A-N Plaza.
Yumiko OK, I can find it. And when does it start?
Andrea On Wednesdays, we start at 10:30. On Fridays and Saturdays, the tour is at 2 o'clock.
Yumiko And how many people will be on the tour?
Andrea It depends, but usually about 12.
Yumiko OK. I think I'd like to book the tour for this Friday. It's for two people, and . . .

Unit 4

Lesson B, Exercise 2 [p. 37]

Level 4 Track 51

1 *Man 1* How was your meeting with Mr. González?
Man 2 Good. Thanks.

Man 1 I see you changed clothes after your meeting.

Man 2 What do you mean? I wore this to the meeting. Is something wrong?

Man 1 To be honest, I think it's a little too casual. Here in Mexico, you're expected to wear more formal clothes for business meetings, especially in big cities.

Man 2 Really? I didn't realize that. Should I call and apologize?

Man 1 No, I don't think so.

2 *Woman 1* That was nice.

Woman 2 What was?

Woman 1 That driver let us cross the street.

Woman 2 Yeah, drivers here in Australia are pretty polite. But you know, you're supposed to wave to say thank you.

Woman 1 Wave?

Woman 2 Yeah, just a short wave. I don't know, it's just what people do here.

Woman 1 That's good to know. I wasn't aware of that.

Woman 2 Yeah. It's just a friendly gesture.

3 *Woman 1* I think that went well.

Woman 2 Actually, can I offer you some advice?

Woman 1 Oh, no! What did I do wrong?

Woman 2 No, it's OK. It's just . . . well . . . it's the custom here in Korea to use both hands when you give someone a business card.

Woman 1 Sorry, I didn't know that.

Woman 2 That's OK. Let me show you.

Woman 1 Thanks.

4 *Man 1* Did you enjoy your dinner last night?

Man 2 Oh, yes. The food here in Iran is delicious. My host offered me so many new things. As soon as I finished eating a new dish, my host offered me more, and I immediately said yes. I ate so much! It was so good!

Man 1 Well, actually, you know, you're not supposed to accept more the first or even the second time it's offered. It's the custom to accept it on the third time.

Man 2 Oh, no! I wasn't aware of that.

Man 1 Yeah. It shows respect for the host.

Man 2 What should I do?

Man 1 I wouldn't worry. You'll know better the next time.

Lesson C, Exercise 2, Part B [p. 38]

Level 4 Track 54

Paul Hello?

Steve Paul? It's Steve.

Paul Oh, hi, Steve. Hey, listen, about yesterday. I'm really sorry. I . . .

Steve No, I'm sorry. I'm calling to apologize. I shouldn't have asked you for your laptop. I feel kind of embarrassed. I hope you can accept my apology.

Paul Please, don't worry about it. I shouldn't have just said no. I didn't even ask why you needed it. Listen, if you still want to use it, it's OK with me.

Lesson D, Exercise 2 [p. 41]

Level 4 Track 58

Host Welcome back to our show. I'm Rebecca Sanders, and today is Random Acts of Kindness Day, so we're sharing stories. We're talking about things we did to make other people happy. Let's take a call. We have Jared on line one. Jared, you're on the air.

Jared Hi. Great show so far. You know, something happened to me today. I was standing in line at the bank, and someone let me cut in line. The line was moving really slowly, and maybe I looked impatient or something. This person said, "Please go ahead." That made my day.

Host That's great, Jared. Did you do something for someone else?

Jared Not yet. But the day isn't over yet.

Host Well, thanks for your call. Now we have Keisha on the line. Keisha? Are you there?

Keisha Hello?

Host Yes, you're on the air. Did something good happen to you today?

Keisha Well, no, but I did something for someone else. I was driving home, and I saw a woman with a flat tire. I helped her fix it.

Host That's great, Keisha! You helped someone fix a flat tire.

Keisha Yeah. She was really happy about it, too.

Host Thank you for sharing your story, Keisha. Now let's talk to Antonio.

Antonio Hi, Rebecca. Thanks for taking my call. Something cool happened to me today. My friend gave me a gift for no reason. We don't usually give gifts to each other, so I was really surprised. He just bought it and gave it to me today.

Host That's a great example of a random act of kindness. Let's take one last call. We have Mei-li.

Mei-li Hi. First, I want to say that I think I was the woman who Keisha helped. I had a flat tire, and this kind woman stopped to help me. I didn't get her name, but I recognized her voice.

Host That's great!

Mei-li I'd like to say thank you now, if that's OK. Also, I decided to pay it forward, you know what I mean?

Host Pay it forward? Sure. You did something kind for someone else. What did you do?

Mei-li Well, after she helped with my flat tire, I drove to the supermarket. It was difficult to find a parking spot. I finally found one, but there was another driver there who wanted it, too. So I gave him the parking spot.

Host You gave someone your parking spot? That's a great thing to do.

Mei-li He was so surprised. I hope he pays it forward, too!

Host I hope so, too. Thanks so much for your call.

Unit 5

Lesson B, Exercise 3, Parts A and B [p. 47]

Level 4 Track 60

- 1 *Man 1* Hello, front desk. How can I help you?
Woman 1 Oh, hi. I just checked in a few minutes ago.
Man 1 Yes.
Woman 1 I'm having a little problem here. I hear a strange noise. It's not very loud, but it sounds like someone talking.
Man 1 Are your windows open or closed?
Woman 1 I closed them, but I can still hear it.
Man 1 Hmm, maybe the person next door is watching TV. I'll let someone know right away.
Woman 1 Thank you.
- 2 *Man 1* Front desk.
Man 2 Hi. I'm wondering if you can help me.
Man 1 I'll try.
Man 2 Is there a problem with the electricity in the hotel or something?
Man 1 No. Is something not working in your room?
Man 2 Yeah, there seems to be a problem with my TV. It won't turn on. I thought maybe it was the battery in my remote control, but it's not that.
Man 1 OK, please wait a moment. I'll get someone to take care of it.
- 3 *Man 1* Front desk. How can I help you?
Woman 2 There seems to be a problem with the electricity. Nothing in my room is working.
Man 1 Excuse me?
Woman 2 I think everything is broken.
Man 1 What do you mean?
Woman 2 Well, I turned on the light, the desk lamp, and the TV, and nothing worked.
Man 1 That's strange. The rest of the hotel has electricity. I'll have someone get on it right away. Can you wait in your room for a few minutes?
Woman 2 Of course.

Lesson B, Exercise 3, Part C [p. 47]

Level 4 Track 61

- 1 *Woman 1* Oh, hello. Thank you for coming so quickly.
Man 3 Where is the noise coming from?
Woman 1 Over here, by the bed.
Man 3 Um, you have your clock radio on. See this knob? That's the volume.
Woman 1 Oh, my! I feel so silly.
Man 3 That's OK. Oh, is that the baseball game?
- 2 *Man 3* Are you having a problem with your TV?
Man 2 Yeah, I don't know what's wrong with it.
Man 3 You say the battery is OK?
Man 2 Yeah, I tested it with the air conditioner remote.
Man 3 Maybe the remote is broken.
Man 2 I've tried everything. I'd really like to relax and watch some television. Do you think I can just change rooms?
Man 3 I don't know. You'll have to call the front desk and ask.
- 3 *Woman 2* Hello.
Man 3 You're having a problem with the electricity?

Woman 2 Yes, nothing works. Maybe I should get a new room.

Man 3 No, here's your problem. You need your key card to turn on the power. See, just put it here.

Woman 2 Oh, how embarrassing. Here?

Lesson C, Exercise 2, Part B [p. 48]

Level 4 Track 64

- Luke* Hello?
Man 3 Can I speak to Mr. Luke Anderson, please?
Luke This is Luke.
Man 3 Hello. I'm calling about your lost bag.
Luke Oh, did you find it?
Man 3 Yes, we found it, but I'm afraid it's in Mongolia.
Luke Mongolia?
Man 3 Yes, Mongolia. It was put on the wrong flight, as you know. But I told the airline to send it to you as quickly as possible. It should arrive at your hotel tomorrow.
Luke But I'm at home now. I'm not at the hotel.
Man 3 Oh, I see. OK, well, I'll tell them to send it your home address. You should have it in three or four days.

Lesson D, Exercise 3 [p. 51]

Level 4 Track 67

- 1 *Man 1* My hometown is Milan, Ohio. It's well known because it's the birthplace of Thomas Edison, who invented the lightbulb. But it's also known for something else – melons. Yes, we grow a lot of melons in Milan, and for three days every September, we have the Milan Melon Festival. We started the festival in 1958, and, in my opinion, it's one of the best festivals in the United States. There are only 1,500 people who live in Milan, but the festival brings about 100,000 people to our town every year! There are lots of events at the festival, so it's really fun for the whole family. There are races, a large parade, and eating contests. Those are fun to watch. Oh, and if you want to buy melons at the festival, you can.
- 2 *Woman 1* I'm from Pusan, South Korea, and we have the Pusan International Film Festival. The first festival was in 1996, and it's been growing every year. The festival has new films and new movie directors. It is always in the fall, but it's not always in the same month. Sometimes it's in August, sometimes in September, and sometimes in October. It lasts a little over a week. It's really exciting. There are, of course, a lot of films to watch. You can see documentaries, dramas, animation, comedies – you name it – from all over the world. At the festival, they give awards, and people give speeches. You can even take part in discussions of the films. My favorite awards are the Audience Award and the Asian Filmmaker of the Year Award.
- 3 *Man 2* The Historic Center Festival of Mexico City is one of my favorite festivals. It's held every year in April and lasts about three weeks. It started in 1985 to help "rescue" the historic downtown area of the city, especially the area

around El Zócalo, which is the main square. The festival helps preserve the culture and history of the area. In the 1960s and '70s, there was a big effort to rebuild the area. It's so beautiful now, and the festival has really helped to bring a lot of people to the area. There are many events and things to do. There is music, dance, theater, and storytelling. There are also things like art exhibits, museum tours, and games. It's different every year.

- 4 *Woman 2* There's a really cool festival in Scotland called the Edinburgh Fringe, but I think the official name is the Edinburgh Festival Fringe. It started in 1947 and takes place every August. It's a huge festival and lasts about three weeks. You can see all kinds of plays – classic ones like Shakespeare, or new ones. It's unusual because actors perform their plays in castles, conference centers, parks, or even in someone's home. A performance one year was held in the back of a taxi! There are also dance performances, children's shows, and music. It's the biggest festival of its kind in the world. One year there were over 30,000 performances.

Unit 6

Lesson B, Exercise 3 [p. 57]

Level 4 Track 75

- Teacher* OK, our last presentation is by Emily. Emily, are you ready?
- Emily* Yes. My presentation today is on personality. I'm going to talk about Type A and Type B personalities. This is a topic that has always interested me. So, first –
- Student 1* Sorry, Emily. Can I ask something?
- Emily* Um, sure. Go ahead.
- Student 1* I have a question. Which type are you?
- Emily* I'll let you guess the answer to that at the end of the presentation. Let's see. Where was I? Oh, yeah, we can put people into two groups based on their personality traits. In the past, people could discover what type they were by an interview. The interview took about five minutes. Some people still use this interview, but it takes a long time. And since the –
- Student 2* Before you go on, can I ask one thing?
- Emily* Of course.
- Student 2* Five minutes isn't really a long time, is it?
- Emily* Well, if you interview many people, it does take a long time. Not for the *interviewee*, but for the *interviewer*. Anyway, as I was saying, since the late 1970s, most people have used a pencil-and-paper test to see what personality type they are. But nowadays there are a lot of online tests you can take.
- Student 3* Could I ask one more question? So, what traits do Type A people have?
- Emily* Well, they are often impatient. And definitely very competitive. They're also hardworking – in fact, many Type A people are described as workaholics. They work all the time.

And they're often ambitious. Now, Type B personalities are very different from Type As. They're patient and relaxed, even easygoing. Some say they are more imaginative, too. Now, which is better? I'm not going to say. But, what was I saying? Oh, yeah, do you think I'm a Type A or a Type B? Anyone?

- Student 4* Well, you've been very relaxed during the presentation, and extremely patient with our interruptions, so I think . . .

Lesson C, Exercise 2, Part B [p. 58]

Level 4 Track 78

- Jules* Well, I know how you feel. I have a lot of free time, but I'm stressed out, too.
- Rosa* Really?
- Jules* Yeah, I'm having a hard time living within my budget. The more free time I have, the more I spend. But I'm getting better. I'm using the Internet to find good prices for things.
- Rosa* That's good. You can often find things cheaper online. Not always, but often.
- Jules* Yeah, and I'm not eating out, so I'm spending less on food. I'm becoming a pretty good cook! Say, why don't you come over for dinner this weekend?
- Rosa* OK. I don't really have the time, but I'll *make* the time.

Lesson D, Exercise 2, Parts A and B [p. 61]

Level 4 Track 81

- Man* Welcome to *Healthy Living*. Thank you for taking the time to talk with me.
- Woman* It's my pleasure.
- Man* So, I understand you work with guided imagery?
- Woman* That's right.
- Man* Can you explain what guided imagery is?
- Woman* Sure. With guided imagery, you use your imagination to help you relax.
- Man* So it reduces stress?
- Woman* Yes.
- Man* Do you need a therapist to help you?
- Woman* A therapist can help you, yes, but you can do it alone, too.
- Man* I see.
- Woman* In either case, it's important to be in a comfortable place. Let me give you an example. Close your eyes.
- Man* Excuse me?
- Woman* Close your eyes.
- Man* All right.
- Woman* Now imagine you are holding a lemon. How does it feel? Is it warm or cool? What does it look like? Smell it. Does it have a strong smell? Now, take the lemon and cut it in half. Imagine it. Smell it again. Now, imagine you are tasting it.
- Man* Wow, it's sour! My mouth is watering. But I thought this was supposed to relax me.
- Woman* Well, that was just an example. You can imagine many different things. Many people believe that guided imagery can help you get better when you're sick. It also can make you more creative, and even help you learn.
- Man* Very interesting.

Lesson D, Exercise 2, Part C [p. 61]

Level 4 Track 82

Woman Relax. Make yourself comfortable. Close your eyes. Breathe in and out slowly. Again . . . and again. In and out. In and out. Good.

Now think about your body. Start at your head and go all the way down to your feet. Let any stress in your body go. Relax your neck, drop your shoulders, let your arms feel heavy. Relax your legs and feet. Continue to breathe in and out. In and out. Let any worries go. Relax.

Now imagine you are walking. You are in the countryside, far from the city. It's a perfect day. The sun is shining. The wind is soft and gentle. Everything smells green and fresh. You see no one.

Continue your walk. Now you see a beautiful garden. Walk into it. You see green grass and flowers everywhere. You hear birds singing. Breathe deeply. Feel the light wind on your face. Listen to the birds. Relax.

Walk through the garden. Now you see a green forest. Go inside. The air is cooler. You hear water running. Walk toward it. It's a small river. Feel the water. It's clean and cool. Continue to breathe deeply. With every breath, you feel more and more relaxed. Find a nice place, a special place, the perfect place. Sit down and relax. Take your shoes off and put your feet in the water, if you like. You feel good, alone, happy, peaceful, safe.

It's now time to return. Walk back, through the cool forest to the beautiful garden. Don't hurry – take your time. Smell the flowers one last time. You leave this secret place for now. But you know that you can visit this place whenever you wish. When you're ready, take three deep breaths, and open your eyes.

Unit 7

Lesson B, Exercise 2, Parts B and C [p. 67]

Level 4 Track 89

- 1 *Man 1* It's no use. It isn't going to move. It's stuck.
Woman 1 What are we going to do?
Man 1 I'm sure we can get it off somehow.
Woman 1 Got any ideas?
Man 1 Well, maybe we could stand on the reef and lift the boat.
Woman 1 Lift it off? I don't think we're strong enough.
Man 1 Yeah, I guess you're right. Well, another idea could be to just wait until high tide. Wait for the water to lift it.
Woman 1 High tide! That's a better idea. Let's let the water do the work for us.
Man 1 So, when is high tide?
- 2 *Man 2* What happened?
Woman 2 I'm so worried about my parrot!
Man 2 How did Harry get in the tree?
Woman 2 I don't know. Poor Harry. We have to get him back home.
Man 2 But we don't want to hurt him or scare him away. So . . . got any suggestions?
Woman 2 I tried to give Harry a treat, but he didn't do anything.

Man 2 You know, one solution might be to take his cage outside. I read that works sometimes with birds.

Woman 2 Harry does like his cage and his toys. Maybe that will work.

Man 2 You go outside and talk to Harry. I'll follow with his cage.

Woman 2 OK, let's try your idea. I hope Harry wants to come home.

3 *Man 3* It's so stuck.

Woman 3 What were you thinking?

Man 3 I know, I know. Just help me, OK?

Woman 3 All right.

Man 3 Do you have any ideas?

Woman 3 Hmm. One solution might be to pour oil around the opening of the jar.

Man 3 Yeah, that's good.

Woman 3 Or something else we could try is to put the jar under hot running water.

Man 3 OK, they both sound like good ideas. Let's try the oil first.

4 *Man 4* This is so embarrassing.

Woman 4 It's totally stuck. It won't go forward . . . or backward.

Man 4 I almost made it.

Woman 4 Almost doesn't count. So what do we do? Got any suggestions?

Man 4 One idea could be to add weight to make the truck heavier.

Woman 4 Heavier? What do you mean?

Man 4 We add some heavy things to the truck. This will push the truck down. Then we can get it out.

Woman 4 Hmm . . . OK, but I think there's an easier way.

Man 4 What's that?

Woman 4 Remove all the air from the tires.

Man 4 Ahh! That's brilliant!

Lesson C, Exercise 2, Part B [p. 68]

Level 4 Track 92

Dana What are you doing?

Emma You made me curious. I'm looking online at some other chip flavors. I remember when I went to England, I tried garlic chips.

Dana Garlic? Oh, those are great. You can buy those here, too.

Emma Oh, this is interesting. Steak and onion chips are sold in Argentina.

Dana That sounds good. Are steak and onion chips healthier?

Emma I doubt it. Oh, look, roasted chicken chips.

Dana Roasted chicken? Really? That sounds interesting. Where can you get those?

Emma In France.

Lesson D, Exercise 2, Part A [p. 71]

Level 4 Track 95

Woman Do you want a pet, but don't want to feed it? Do you want a friendly, active dog that you can play with, but you don't have to walk every night? Then consider the revolutionary i-Cybie, the robot dog. It's not a conventional pet, of course, but the i-Cybie has proven to be a big success. Many i-Cybies have been sold around the world.

Made of 1,400 parts with 16 motors, the innovative i-Cybie has been developed to act like a regular dog, with a real personality. It responds with real dog-like moods. It walks around looking for attention. It likes you to pet it. It loves to play. It enjoys doing tricks and responds to your commands. It can sit. It can scratch its ear. It can even dance. It has been designed to do almost anything but taste and smell!

When it's lonely, sometimes i-Cybie walks around and looks for someone to play with. Don't ignore the dog, or it becomes sad, just like a real dog. If you don't play with it, i-Cybie may shut down and go to sleep. After about 30 minutes of sleeping, the dog goes into a yoga position. This tells you it's time to charge the batteries.

Treat your i-Cybie like you would a regular dog, and you and your new robot pet will enjoy many happy years together. Perfect for young and old alike.

Lesson D, Exercise 2, Part B [p. 71]

Level 4 Track 96

- Tina* What's that?
Jason Oh, that's my pet dog.
Tina That doesn't sound like a dog.
Jason Yeah, I know. It's my robot dog.
Tina What? Let me see.
Jason OK. Here, boy, come out and play.
Tina Oh, my! That is so cool! Show me what it can do.
Jason OK. Sit . . . dance . . . shake . . . stand on your head. It's a lot of fun.
Tina I want one. Do you really like yours?
Jason Yes and no. It's really fun to play with. Another good thing is that it has its own personality. It's like a regular dog in that way, you know what I mean? I love that.
Tina Was it expensive?
Jason Well, yeah. That's a little problem. I spent all my birthday money on it. Also the battery isn't very good. It doesn't last long.
Tina It's such an interesting pet. Can I tell it to do something? Jump! Beg! Roll over! Hey, it's not doing anything!
Jason It only knows my voice. Sorry. But you can watch me.

Unit 8

Lesson B, Exercise 2 [p. 77]

Level 4 Track 103

- 1 *Man 1* Hey, Jeff. How's it going?
Man 2 All right, I guess. I'm just thinking about Susan.
Man 1 Oh, yeah?
Man 2 I'm going to ask her to marry me.
Man 1 What?!
Man 2 Tonight at dinner. I have the ring and everything. Look.
Man 1 Wow! That's fantastic!
Man 2 I'm a little anxious about it. What if I can't say the words?
Man 1 I'm sure you'll do fine. I know she'll say yes.
Man 2 Thanks. I'll let you know how it goes.
Man 1 Good luck!
- 2 *Woman 1* Are you going out tonight?
Man 3 Yeah. I'm meeting some friends for karaoke.
Woman 1 That sounds fun.

- Man 3* I don't know. I'm a little anxious about it.
Woman 1 You're kidding. Why is that?
Man 3 I don't really like to sing in public. I know it's silly, but I get really nervous.
Woman 1 But it's just with friends.
Man 3 I know.
Woman 1 I'm sure you'll be OK.
Man 3 Say, why don't you join us?
Woman 1 I don't think so. Have you ever heard me sing?
- 3 *Man 4* What are you doing?
Woman 2 Oh, I'm just working on my presentation.
Man 4 You're giving a presentation?
Woman 2 Yeah, at tomorrow's sales meeting. This will be the first time I present to the vice president. I'm kind of worried about it.
Man 4 Worried? Why?
Woman 2 Well, I just don't feel very confident.
Man 4 I'm sure you'll do fine.
Woman 2 Do you think so?
Man 4 Of course. Just try to relax.
- 4 *Man 5* What's wrong, Melissa? Is everything OK?
Woman 3 Not really. I have to tell my parents something.
Man 5 What's that?
Woman 3 Well, last night my father lent me his car, and I had a . . . small accident.
Man 5 Were you hurt?
Woman 3 No, I'm fine, but the car isn't. I accidentally dented the bumper. I need to tell my dad, and I'm pretty nervous about it.
Man 5 Don't worry. Everything will work out. Just explain what happened.
Woman 3 I guess.
Man 5 He'll probably just be happy that it wasn't serious, and you weren't hurt.

Lesson C, Exercise 2, Part B [p. 78]

Level 4 Track 106

- Dan* So tell me about this new guy.
Alicia Santiago? Oh, he's amazing. And if he hadn't made an effort to talk to me at the party, I would never have noticed him.
Dan What's he like?
Alicia Friendly, talkative, funny.
Dan What does he do?
Alicia He's an actor. He used to be on a soap opera.
Dan Sounds like an interesting guy.
Alicia He is, but there is one thing that kind of gets on my nerves. He always talks about himself. He doesn't ask me questions very much. He really enjoys hearing his own voice.
Dan Hmm . . . that's not good.

Lesson D, Exercise 2 [p. 81]

Level 4 Track 109

- 1 *Woman 1* I'll always remember that day. I remember it because I was so nervous, and I didn't want to go. But my friend Kara was going to go to the same school, and that made me feel better. We had been students together the year before in middle school, and now we were starting high school together. We knew the next few years would be exciting, but a little scary, too. We walked to school together, found our classes, and saw some other familiar faces. That was almost 20 years ago. I'm now a teacher at that same school.

- 2 *Man 1* January 7th. I'll always remember that day. Actually, Pamela never lets me forget it! My wife Susan and I had been married for three years, and we'd wanted to start a family. The day my daughter Pamela was born was very magical. Susan had gone to the hospital the night before, and I met her there. My parents were there, and so were Susan's, so that made it special for us. I still have the announcement that appeared in the newspaper the next day. It's hard work being a dad, and it's a job I take very seriously. I can't imagine my life without my family.
- 3 *Man 2* I'd always wanted to travel on my own in Europe. Some of my friends had done it. Most had traveled before they started working, but not me. I was worried about finding a job. So about a week after I finished school, I was offered a job, and I took it. I worked for a couple of years but didn't like it very much. Then, I remember one day I thought, "Why am I doing this?" So, two weeks later I quit my job and said good-bye to everyone at work. Everyone was so happy for me. They gave me a party. That made it special, and I felt so great that day. I'd made good friends and gotten some experience. But I was ready to start the travel adventure I had saved for.
- 4 *Woman 2* This was about seven years ago, I think. I was still in high school, and I'd never been abroad before. I applied to a program in the U.S. It wasn't a long program, only two weeks, but I was so excited. I'd never been overseas before, you see. This was my first trip. I remember I was so nervous! What if my English wasn't good enough? What if I didn't like the food? But my older sister told me not to worry. I remember flying – I'd flown before, so that wasn't a problem. When I met my home-stay family, they were so kind and friendly. That was so great. And you know what? The daughter of my home-stay parents was the same age as me, and she was studying Korean in school. She was just starting, so she couldn't speak, but I helped her a lot with her homework.

Unit 9

Lesson B, Exercise 2, Part B [p. 87]

Level 4 Track 116

Jenna What are you reading, Karl?

Karl Oh, hi, Jenna. It's an article on reading minds. It's pretty interesting.

Jenna Mind-reading? Like guessing the color that I'm thinking of now?

Karl Kind of, but it talks about how *everyone* can read minds. For example, we often know what another person is *really* feeling or thinking. Think about it. You ask a friend if she likes your new hairstyle. She says yes, but you think that she probably doesn't like it, really. Or you tell a joke, and a friend laughs. But you think, "My friend didn't find the joke funny. She's just being polite." How do you know that?

Jenna I see what you mean. Yeah, I think it's very probable that we all do that.

Karl The article says we use body language, facial expressions, and tone of voice to guess what people are thinking and feeling. We also use our own memory and even emotions.

Jenna That makes sense.

Lesson B, Exercise 2, Part C [p. 87]

Level 4 Track 117

Jenna So can we always tell what another person is thinking?

Karl No, it's highly unlikely. It says . . . Where is it? . . . Here. . . . One researcher says that two strangers can tell what the other is thinking only 20% of the time.

Jenna That's not very high.

Karl But if you know a person well, the number goes up. Married couples can read each other's minds 35% of the time. But it's interesting that people who have just gotten married score higher than people who have been married a long time.

Jenna Higher? No way! That must have surprised the researchers.

Karl I know. And it also says that after you're married for a long time, you can get too confident, and you may not try very hard to really understand your husband or wife.

Jenna Can anyone read minds all the time?

Karl No. No one can do it more than 60% of the time.

Jenna So who is better at doing this – men or women? I bet that women are better.

Karl You might think so, but there is no difference.

Jenna How do they know that?

Karl They did an experiment. They asked one group of men and one group of women to say what someone else was thinking. The number of correct answers was the same for both groups.

Jenna Huh! Really! How interesting.

Karl I don't think you really believe that, do you?

Jenna Why do you say that?

Karl It's just a feeling.

Lesson C, Exercise 2, Part B [p. 88]

Level 4 Track 120

Guide The Sphinx was built around the same time as the pyramids. It was probably built to protect the pyramids.

Tourist It's beautiful.

Guide It's the largest stone statue in the world. It has the face of a man and the body of a lion.

Tourist Do you know if its face was painted? I think I read that once.

Guide Yes, the face and the body were painted red. The headdress, the part that covers the head, was painted yellow with blue stripes.

Tourist Do you have any idea where its nose is?

Guide Nobody knows, actually. It hasn't had its nose for a very long time. The disappearance of its nose is one of many mysteries around this incredible statue.

Lesson D, Exercise 2 [p. 91]

Level 4 Track 124

Man One of my favorite stories is from South Korea. It's called "The Magpies and the Bell." It goes like this:

Long ago, there was a young man who lived in a small village. He needed to go to a big city that was far away from his village. So he walked and walked for several days. One day, he heard a bird. "Caw! Caw! Caw!" He ran toward the sound and stopped below a tall tree. He looked up and saw a nest. A magpie's nest. Then, he looked again and saw a big snake. It was moving slowly toward the magpie and her babies. The man shot the snake with his arrow, and killed it. The man walked away, happy that he'd killed the snake and saved the baby magpies.

He continued to walk until it became dark. Then he thought, "Where will I spend the night?" As soon as he thought that, he saw a light. He walked toward it. And do you know what he saw? A big house. He knocked on the gate and called, "Hello! Is anybody home?" A beautiful young woman came out. He explained that he was walking to the city, and hoped he could stay there for the night. She said, "Of course! Come inside. You must be tired and hungry. I'll make you something to eat." After he ate, he fell asleep. Later that night, the man woke up. A large snake was around his neck. "Help!" he shouted. "Shouting is useless. No one can hear you!" said the snake. "I've been waiting for you." The young man then realized that the beautiful young woman was really a snake. The snake and the woman were the same.

The snake said, "You shot a snake earlier. That was my husband. We had a good life together. Snakes turn into dragons after a good life. Now we will never become dragons together. You killed him, and so I must kill you." The man said, "I didn't kill your husband because I hated him. I did it because I felt sorry for the magpies. Please don't kill me. Please!" "All right," the snake said, "I won't kill you – if you can do one thing. In the mountains, there is a very old building. In the building there's a bell. If you can ring that bell three times, I will let you live." "That doesn't sound so difficult," said the man. "Wait!" the snake continued. "You must ring the bell three times from right here. If you can do that, then I will let you go." Helpless, the man closed his eyes and waited to die. But suddenly, he heard three bell sounds. "Ding! Ding! Ding." As soon as he heard this, the snake turned into a dragon and disappeared. And at the same time, the house disappeared. The man was confused. He didn't know what had happened. Who had rung the bell?

The next morning, the man went to look for the old building. He walked and walked and finally found it. He then saw a big, beautiful, old bell. Just below the bell there were two magpies. The magpies must have rung the bell for the man who had saved their babies. And then they died.

Unit 10

Lesson B, Exercise 3 [p. 97]

Level 4 Track 132

- 1 *Alex* So, Celia, what are you doing this weekend? Do you have anything fun planned?
Celia Actually, I do. I'm going rock climbing.

- Alex* Really?
Celia Yeah. It's a lot of fun. Have you ever tried it?
Alex No. I don't really do extreme sports.
Celia I love them, especially rock climbing and snowboarding. This weekend –
Alex You know, I just thought of something. Have you checked the weather forecast for the weekend?
Celia No, why?
Alex I heard it's going to snow. Maybe it's not such a good idea to go rock climbing. You should go snowboarding, instead.
Celia Yeah, maybe. But to get back to what I was saying, I'm going rock climbing – indoors, not outdoors.
Alex Oh, that's good.

- 2 *Celia* So what are you doing this weekend?
Alex Actually, I'm planning on watching the Olympics.
Celia But they're not on now.
Alex I know, but I'm going to watch clips of the best parts on YouTube.
Celia Didn't you watch them when they were on TV?
Alex I saw some of them, but I was working, so I missed a lot and –
Celia That reminds me, I have to go. I'm sorry, but I'm late for work.
Alex Oh, OK. Do you want a ride?
Celia Sure, that would be great.
Alex No problem. Anyway, to finish what I was saying, there was one Olympic athlete who was amazing. I don't remember his name.
Celia There are a lot of great athletes at the Olympics. Do you remember where he was from?
- 3 *Celia* So, Alex, it sounds like you really like sports.
Alex I do. I like to watch them on TV, of course, but I prefer seeing live games. I love being around all the fans.
Celia I know what you mean. I'm a big sports fan.
Alex Some fans can act a little too wild, but most fans are great. I think good sports fans can really help their team win. Next week I'm going to go –
Celia By the way, have you ever been to a live soccer game? Soccer fans can act pretty wild.
Alex Funny you should say that. As I was saying, I'm going to a soccer game next week.
Celia Really?
Alex Yeah, soccer is my favorite sport.
Celia Not me. I played some in high school, but I didn't really enjoy it.

Lesson C, Exercise 2, Part B [p. 98]

Level 4 Track 135

- Marissa* Oh, hi, Chad.
Chad Hi, Marissa.
Marissa Listen, I was talking to Gina yesterday. She was a little upset. She told me that you couldn't get together on Friday.
Chad Um, yeah.
Marissa And then you asked if she would go to a fancy restaurant tonight. I think she's confused.

Chad OK, I'll tell you a secret. I couldn't meet her last night because I had to pick up a ring.
Marissa A ring? What kind of ring?
Chad An engagement ring. I'm going to ask her if she will marry me tonight. That's why we're going to Michel's. I'm pretty nervous about it.
Marissa Well, that explains it. There are always two sides to every story.
Chad So, do you think she'll say yes?

Lesson D, Exercise 2 [p. 101]

Level 4 Track 138

Allie Hi, Justin!
Justin Hey, Allie. What's up?
Allie Oh, I was just thinking about this questionnaire I answered. It was kind of interesting. It's called the Proust Questionnaire.
Justin I've never heard of it.
Allie I hadn't either. Hey, let me ask you some of the questions. Answer any way you like.
Justin OK. Why not?
Allie OK, number one. What word do you most overuse?
Justin What word?
Allie Yeah, you know, a word you use all the time.
Justin Oh, I know. It's "whatever." My mom told me I say "whatever" a lot.
Allie That's true. You do say it a lot.
Justin Whatever. [laughs]
Allie OK, another question. What is your idea of perfect happiness?
Justin Perfect happiness? Riding my bicycle.
Allie Nice. OK. What is your current state of mind?
Justin I don't know . . . let me think. I know. Thoughtful. How did you answer that?
Allie I said that I couldn't wait till summer.
Justin Good answer! I know what you mean.
Allie Another question. What is your greatest fear?
Justin Let me think about that. Oh, OK. I'll say being alone.
Allie Hmm, being alone. That's interesting.
Justin Yeah, I hate to be alone. I prefer to be around other people.
Allie OK, one more. What is your greatest regret?
Justin What did you say?
Allie I said not taking more risks.
Justin I'll say not learning to play an instrument.
Allie Really?
Justin Yeah, I've never learned one. I wanted to learn the piano as a kid.
Allie Well, it's never too late!

Unit 11

Lesson A, Exercise 4 [p. 105]

Level 4 Track 142

1 *Man* Oh, man, I am so busy these days. I have a job interview tomorrow – my first! I'm kind of nervous about it, to be honest. I've researched the company and the job online, and I have some questions that I want to ask. But I need to do a few things. First, I'm going to print some business cards on my computer. I hope they look OK. And then I'm going to get my suit dry-cleaned.

2 *Woman 1* My life has been crazy lately. I'm getting ready to go abroad. It will be my first trip overseas, so I'm pretty excited, but there's so much to do. My friend and I are planning to backpack in Ecuador for two weeks. I don't need a visa, so that's good, but I need a passport. So I'm going to apply for a passport tomorrow. I'm going to have my passport photo taken first. I hope the photo is good – it will be on my passport for a long time!
 3 *Woman 2* I have so much to do. I'm giving a big sales presentation at my company in three days. I've done presentations before, but this time, it will be in front of a lot of important people. I've already prepared the presentation and practiced it in front of a colleague, so that's good. Tomorrow, I'm going to print copies of the presentation. But first, I'm going to have the presentation proofread. I don't want any mistakes. Let's see. . . . Who can I get to do that for me?

Lesson B, Exercise 2 [p. 107]

Level 4 Track 145

Woman You have an interesting résumé. I see you majored in biology –
Man Yes, and I have a minor in Chinese language and literature. I spent my junior year abroad in Shanghai.
Woman Interesting. So, what skills do you have?
Man Well, let's see. . . . I'm good at listening and asking questions. I'd say I'm definitely a people person. I get along with everybody. I'm learning a lot about the business at my TV internship. Excuse me. Sorry about that.
Woman So, a people person . . . OK. Now, we've talked a little about this company and the job. What would you like about the job?
Man The late hours. I'm a night person.
Woman And what is your greatest strength?
Man Hmm . . . my greatest strength is my people skills. I can get along with all kinds of people.
Woman I see. And what's your greatest weakness?
Man Hmm, let me see. That's a difficult question. Well, I am only familiar with older music, so I wouldn't be able to talk about current music. I don't really know, for example, what high school kids are listening to.
Woman What is your career goal?
Man I'd really love to host my own TV talk show.
Woman All right. . . . Can you work weekends?
Man Sundays, yes, but not Saturdays. I have soccer practice then.
Woman Do you have any questions for me?
Man Just one. What is the salary?
Woman Why don't we discuss that later, if we offer you the job?
Man Oh, OK.
Woman Well, I've really enjoyed talking to you. Thank you for coming in.
Man Sure. See you later.

Lesson C, Exercise 2, Part B [p. 108]

Level 4 Track 148

Zac And what about you, Lucy? What are you doing these days?
Lucy Well, actually, I'm doing volunteer work at the local hospital.

Zac Really? That's great.
 Lucy I'm also preparing for my exams.
 Zac Wow! So what do you think you'll be doing in a year?
 Lucy Well, I'll still be in school. But in five years, I think I'll be working as a photographer.
 Zac No kidding!
 Lucy It's funny. A year ago, I set a goal for myself. I said that I wanted to take a photography class. I did, and it changed my life.
 Zac That's fantastic! Good luck, and let me know how things go.

Unit 12

Lesson B, Exercise 2 [p. 117]

Level 4 Track 157

Mandy Ahh. Eric, want some water? I have an extra bottle here.
 Eric Oh, hi, Mandy. No, thanks. I've stopped drinking bottled water. I read this blog and decided I'd just drink regular tap water from now on.
 Mandy But doesn't tap water have a lot of bad chemicals in it?
 Eric Yes, in some places, it's better to drink bottled water, but around here, it's perfectly safe to drink tap water. Here, let me just find that blog. It lists some interesting information. Here . . . It says Americans spend more than \$15 billion a year on bottled water. That's a lot of money! And look, more than 25% of the bottled water is really just tap water. So you're paying for water you could get for free.
 Mandy That's a good point.
 Eric And people are drinking 10% more bottled water every year. That's not good for the environment. Making the bottles causes pollution. It uses three times the amount of water in the bottle.
 Mandy That's crazy.
 Eric And listen to this. The energy that's being used to make the plastic bottles is equal to 50 million barrels of oil. That's enough to drive 3 million cars a year.
 Mandy Wow! Does it say anything about recycling?
 Eric Let me see. Yes . . . here. Americans buy 28 billion bottles of water a year, but only 20% of these are being recycled. You know, in some places you pay extra for the bottles.
 Mandy Yeah. But you can return the bottle and get your money back.
 Eric True. And in those places, between 65 and 95% of the bottles are returned.
 Mandy Well, that's good. You know, I've always thought bottled water was kind of expensive. But tap water costs money, too.
 Eric I see what you mean. But it says here that it only costs .002 cents a gallon for the tap water in your home.
 Mandy That's so cheap!
 Eric Bottled water can actually cost as much as gasoline.
 Mandy Well, you're pretty convincing. I guess I've never really thought about it much.

Lesson C, Exercise 2, Part B [p. 118]

Level 4 Track 160

Mr. Brown No, and I'll tell you why. Although videos may reduce crime, I don't want to have cameras watching me all the time. They're fine in banks and stores, but not in neighborhoods like ours.
 Interviewer All right. I'll make a note of that. Well, what community improvements would you like to see in the neighborhood?
 Mr. Brown Let's see. You know, there's a lot of litter in the park. There are signs that say, "No Littering," but they don't stop people from littering. There should be more garbage cans in the park.
 Interviewer I see what you mean. Well, OK, thanks for your help.

Lesson D, Exercise 3 [p. 121]

Level 4 Track 164

Man My name is Fernando da Silva, and I live in Fortaleza, in the northern part of Brazil. Job training is an issue I've become involved in recently. I do volunteer work at an employment center on weekends. The people who come to the center have lost their jobs and are having difficulty finding another one. Some are looking for jobs for the first time. Some people need to update their skills, so I teach a computer class. Another thing I do is help with résumés. If you've had a job for a long time, you may not even have a résumé. So I help people prepare the information that goes into their résumé.
 Woman 1 My name is Aicha Zoubair, and I'm from Casablanca. I got involved in beautification projects here in Casablanca a few years ago. Like many big cities, there's not enough green space here – you know, places like parks for people to enjoy. So I do two things, really. One is make the parks more beautiful. My group works with the city and sometimes gets school kids to help plant flowers. Another thing I do is try to create more parks. My group writes letters and tries to raise awareness for the need for more public green areas.
 Woman 2 I'm Ingrid Müller, and I'm from Düsseldorf, Germany. We have a lot of new arrivals in Germany from all over the world, and I work with an organization that helps new arrivals. The organization has a center and helps with translation, if needed, and makes sure people are treated fairly in their jobs. What I do is help with housing. It can be very difficult to rent a home here in Germany when you first arrive, so I go with people to look at the home, and answer questions. At the center, I'm also involved in some of the entertainment programs. We have a social event once a week, so I always help out with that. It's a way for new arrivals to meet other people.