

CAMBRIDGE

SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

4

MICHAEL MCCARTHY

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# Touchstone Level 4 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
<b>Unit 1</b> <b>Interesting lives</b> <b>pages 1–10</b>	<ul style="list-style-type: none"> <li>Ask questions to get to know someone</li> <li>Tell interesting stories about my life</li> <li>Highlight key moments in a story</li> <li>Highlight important information in a story</li> <li>Understand a conversation about an accident</li> <li>Understand a podcast about an athlete's life story</li> <li>Read about a person who overcame an obstacle</li> <li>Write an anecdote about facing a challenge</li> </ul>	<ul style="list-style-type: none"> <li>Simple and continuous verbs (review)</li> <li>Verb complements: verb + <i>-ing</i> or <i>to</i> + verb</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Reductions of auxiliary verbs and the pronoun <i>you</i> in questions</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Word stress</li> </ul>
<b>Unit 2</b> <b>Personal tastes</b> <b>pages 11–20</b>	<ul style="list-style-type: none"> <li>Talk about my tastes in clothes and fashion</li> <li>Compare how people look different over time</li> <li>Describe patterns, materials, and styles of clothing</li> <li>Show I understand by summarizing what people say</li> <li>Use <i>Now</i> to introduce follow-up questions</li> <li>Understand people discussing food, music, and movies</li> <li>Understand people discussing trends</li> <li>Read an article about how to develop a personal style</li> <li>Write interview questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>Comparisons with (<i>not</i>) <i>as . . . as</i></li> <li>Negative questions</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>Colors, patterns, materials, and styles of clothing</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Linking words with the same consonant sound</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Are the sounds the same or different?</li> </ul>
<b>Unit 3</b> <b>World cultures</b> <b>pages 21–30</b>	<ul style="list-style-type: none"> <li>Talk about my country's cultural traditions</li> <li>Talk about manners, customs, and appropriate behavior in my country</li> <li>Use expressions like <i>to be honest</i> to sound more direct</li> <li>Use <i>of course</i> to show I understand or agree</li> <li>Understand a conversation about living away from home</li> <li>Understand people explaining proverbs</li> <li>Read an article about proverbs</li> <li>Write an article about a favorite proverb</li> </ul>	<ul style="list-style-type: none"> <li>The simple present passive</li> <li>Verb + <i>-ing</i> and <i>to</i> + verb</li> <li>Position of <i>not</i></li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>Cultural items, icons, and events</li> <li>Manners, customs, and culturally appropriate behavior</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Silent syllables in which unstressed vowels are not pronounced</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Matching vowel sounds</li> </ul>
<b>Checkpoint Units 1–3 pages 31–32</b>				
<b>Unit 4</b> <b>Socializing</b> <b>pages 33–42</b>	<ul style="list-style-type: none"> <li>Talk about going out and socializing</li> <li>Talk about things I am <i>supposed to</i> do, things I think will happen, or plans that changed</li> <li>Check my understanding with "statement questions"</li> <li>Use <i>so</i> in different ways</li> <li>Understand people discussing their evening plans</li> <li>Understand someone talk about his social style</li> <li>Read an article about introverts and extroverts</li> <li>Write an article about my social style</li> </ul>	<ul style="list-style-type: none"> <li><i>be supposed to</i>; <i>was / were going to</i></li> <li>Inseparable phrasal verbs</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>Expressions with <i>get</i></li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Intonation of sentences when you are sure vs. when you are checking</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Pronunciation of <i>get</i> before vowels and consonants</li> </ul>
<b>Unit 5</b> <b>Law and order</b> <b>pages 43–52</b>	<ul style="list-style-type: none"> <li>Talk about what the legal age should be</li> <li>Discuss rules, regulations, crime, and punishment</li> <li>Use expressions to organize what I say</li> <li>Show someone has a valid argument</li> <li>Understand a conversation about a crime</li> <li>Understand a class debate about changing the law</li> <li>Read an article about privacy issues with smartphones</li> <li>Write a comment responding to a web article</li> </ul>	<ul style="list-style-type: none"> <li>The passive of modal verbs</li> <li><i>get</i> passive vs. <i>be</i> passive</li> <li><i>catch</i> + person + verb + <i>-ing</i></li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>Rules and regulations</li> <li>Crimes and offenses, the people who commit them, and punishments</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Saying conversational expressions</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Which sound in each group is different?</li> </ul>
<b>Unit 6</b> <b>Strange events</b> <b>pages 53–62</b>	<ul style="list-style-type: none"> <li>Talk about coincidences and superstitions</li> <li>Order events in the past and say why things happened</li> <li>Show things I have in common</li> <li>Repeat ideas in other words to be clear</li> <li>Use <i>just</i> to make what I say softer or stronger</li> <li>Understand someone talking about a coincidence</li> <li>Understand conversations about superstitions</li> <li>Read an article about identical twins</li> <li>Write about a family story</li> </ul>	<ul style="list-style-type: none"> <li>The past perfect</li> <li>Responses with <i>so</i> and <i>neither</i></li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>Strange events</li> <li>Superstitions from around the world</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Stressing new information</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Vowels with consonant sounds /y/ and /w/</li> </ul>
<b>Checkpoint Units 4–6 pages 63–64</b>				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> <li>Use the present tense to highlight key moments in a story</li> <li>Use <i>this</i> and <i>these</i> to highlight important people, things, and events in a story</li> </ul>	<p><b>A lucky escape</b></p> <ul style="list-style-type: none"> <li>Listen for details in a story, and retell it with a partner</li> </ul> <p><b>Facing a challenge</b></p> <ul style="list-style-type: none"> <li>Listen to a true story and answer questions</li> </ul>	<p><b>Blind Chef Christine Ha Crowned "MasterChef"</b></p> <ul style="list-style-type: none"> <li>A news story about a woman who lost her vision and how she won a prize as a TV chef</li> </ul>	<p><b>Facing a challenge</b></p> <ul style="list-style-type: none"> <li>Write a story about a time in your life when you faced a challenge</li> <li>Format for writing an anecdote or a story</li> </ul>	<p><b>An interview with . . .</b></p> <ul style="list-style-type: none"> <li>Pair work: Complete interesting questions to ask a classmate; then interview each other and note your partner's answers</li> </ul>	<p><b>Mottoes</b></p> <ul style="list-style-type: none"> <li>Write down the verb forms that can follow new verbs, and use them in sentences</li> </ul>
<ul style="list-style-type: none"> <li>Show understanding by summarizing things people say</li> <li>Use <i>now</i> to introduce a follow-up question on a different aspect of a topic</li> </ul>	<p><b>Broad tastes</b></p> <ul style="list-style-type: none"> <li>Listen for details and answer questions; then listen and choose the best responses</li> </ul> <p><b>Keeping up with trends</b></p> <ul style="list-style-type: none"> <li>Listen to four people talk about trends, identify the topics they discuss, and answer questions</li> </ul>	<p><b>How to develop your personal style</b></p> <ul style="list-style-type: none"> <li>An article about developing a personal style</li> </ul>	<p><b>Style interview</b></p> <ul style="list-style-type: none"> <li>Write questions to interview a partner on his or her personal style; write answers to your partner's questions</li> <li>Punctuation review: comma, dash, and exclamation mark</li> </ul>	<p><b>What's popular?</b></p> <ul style="list-style-type: none"> <li>Group work: Discuss questions about current popular tastes and how tastes have changed</li> </ul>	<p><b>Blue suede shoes</b></p> <ul style="list-style-type: none"> <li>Find and label pictures that illustrate new words</li> </ul>
<ul style="list-style-type: none"> <li>Use expressions like <i>in fact</i> to sound more direct when you speak</li> <li>Use <i>of course</i> to give information that is not surprising, or to show you understand or agree</li> </ul>	<p><b>Away from home</b></p> <ul style="list-style-type: none"> <li>Listen to a woman talk about being away from home, and choose true statements</li> </ul> <p><b>Favorite proverbs</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about proverbs; number and match them with English equivalents</li> </ul>	<p><b>Proverbs: The wisdom that binds us together</b></p> <ul style="list-style-type: none"> <li>An article about the study of proverbs</li> </ul>	<p><b>Explain a proverb</b></p> <ul style="list-style-type: none"> <li>Write an article about your favorite proverb and how it relates to your life</li> <li>Useful expressions for writing about proverbs or sayings</li> </ul>	<p><b>Traditions</b></p> <ul style="list-style-type: none"> <li>Pair work: Ask yes-no questions to guess traditional cultural items</li> </ul>	<p><b>Travel etiquette</b></p> <ul style="list-style-type: none"> <li>Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet</li> </ul>

**Checkpoint Units 1–3 pages 31–32**

<ul style="list-style-type: none"> <li>Check your understanding by using statement questions</li> <li>Use <i>so</i> to start or close a topic, to check your understanding, to pause, or to let someone draw a conclusion</li> </ul>	<p><b>Going out</b></p> <ul style="list-style-type: none"> <li>Listen to a couple discussing their evening plans</li> </ul> <p><b>Extrovert or introvert?</b></p> <ul style="list-style-type: none"> <li>Take a quiz; then listen to a woman describe her social style, and answer the quiz as she would</li> </ul>	<p><b>Examining the "Extrovert Ideal"</b></p> <ul style="list-style-type: none"> <li>A magazine article about a book on introverts living in an extroverted society</li> </ul>	<p><b>Extrovert or introvert?</b></p> <ul style="list-style-type: none"> <li>Write an article about your own social style as an extrovert, an introvert, or a little of both</li> <li>Uses of <i>as</i></li> </ul>	<p><b>Pass on the message</b></p> <ul style="list-style-type: none"> <li>Class activity: Play a game where you pass a message to a classmate through another classmate, and then tell the class about the message you received</li> </ul>	<p><b>Get this!</b></p> <ul style="list-style-type: none"> <li>Expressions with <i>get</i> in context</li> </ul>
<ul style="list-style-type: none"> <li>Organize your views with expressions like <i>First (of all)</i></li> <li>Use <i>That's a good point</i> to show someone has a valid argument</li> </ul>	<p><b>We got robbed!</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation; answer questions and check true sentences</li> </ul> <p><b>Different points of view</b></p> <ul style="list-style-type: none"> <li>Listen to a debate, answer questions, and respond to different views</li> </ul>	<p><b>Is your smartphone too smart for your own good?</b></p> <ul style="list-style-type: none"> <li>An article about online invasions of privacy</li> </ul>	<p><b>Posting a comment on a web article</b></p> <ul style="list-style-type: none"> <li>Write a comment responding to the online article about privacy issues</li> <li>Use <i>because</i>, <i>since</i>, and <i>as</i> to give reasons</li> </ul>	<p><b>Do you agree?</b></p> <ul style="list-style-type: none"> <li>Pair work: Discuss controversial topics</li> </ul>	<p><b>It's a crime!</b></p> <ul style="list-style-type: none"> <li>Write down new words in word charts that group related ideas together by topic</li> </ul>
<ul style="list-style-type: none"> <li>Repeat your ideas in another way to make your meaning clear</li> <li>Use <i>just</i> to make your meaning stronger or softer</li> </ul>	<p><b>It's a small world!</b></p> <ul style="list-style-type: none"> <li>Listen to a story, and answer questions</li> </ul> <p><b>Lucky or not?</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about superstitions; decide if things are lucky or unlucky; write down the superstitions</li> </ul>	<p><b>Separated at birth, then happily reunited</b></p> <ul style="list-style-type: none"> <li>An article about the true story of twins who found each other after growing up in different adoptive families</li> </ul>	<p><b>Amazing family stories</b></p> <ul style="list-style-type: none"> <li>Write a true story from your own family history</li> <li>Prepositional time clauses</li> </ul>	<p><b>What do you believe in?</b></p> <ul style="list-style-type: none"> <li>Group work: Discuss unusual beliefs and strange events in your life</li> </ul>	<p><b>Keep your fingers crossed.</b></p> <ul style="list-style-type: none"> <li>Use word webs to group new sayings or superstitions by topic</li> </ul>

**Checkpoint Units 4–6 pages 63–64**

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
<b>Unit 7</b> Problem solving pages 65–74	<ul style="list-style-type: none"> <li>• Talk about things you have other people do for you</li> <li>• Talk about things that need to be fixed</li> <li>• Use short sentences in informal conversations</li> <li>• Use expressions like <i>Uh-oh</i> when something goes wrong</li> <li>• Understand a conversation about planning an event</li> <li>• Understand people talk about things they need to fix</li> <li>• Read an article about problem-solving skills</li> <li>• Write a proposal presenting a solution to a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Causative <i>get</i> and <i>have</i></li> <li>• <i>need</i> + passive infinitive and <i>need</i> + verb + <i>-ing</i></li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>• Errands</li> <li>• Household problems</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>• Short question and statement intonation</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>• Categorizing vowel sounds</li> </ul>
<b>Unit 8</b> Behavior pages 75–84	<ul style="list-style-type: none"> <li>• Talk hypothetically about reactions and behavior</li> <li>• Describe emotions and personal qualities</li> <li>• Speculate about the past</li> <li>• Share experiences</li> <li>• Use <i>like</i> in informal conversations</li> <li>• Understand people sharing experiences</li> <li>• Understand a conversation about rude behavior</li> <li>• Read an article on making apologies</li> <li>• Write a note of apology</li> </ul>	<ul style="list-style-type: none"> <li>• Past modals <i>would have</i>, <i>should have</i>, <i>could have</i></li> <li>• Past modals for speculation</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>• Emotions and personal qualities</li> <li>• Expressions describing behavior</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>• Reduction of <i>have</i> in past modals</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>• Are the sounds the same or different?</li> </ul>
<b>Unit 9</b> Material world pages 85–94	<ul style="list-style-type: none"> <li>• Talk about possessions and materialism</li> <li>• Discuss money management</li> <li>• Report things that people said and asked</li> <li>• Report the content of conversations</li> <li>• Quote other people or sources of information</li> <li>• Understand an interview about possessions</li> <li>• Understand people say what they couldn't live without</li> <li>• Read a blog about decluttering</li> <li>• Write a survey article about possessions</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech</li> <li>• Reported questions</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>• Expressions to describe ownership and possession</li> <li>• Money</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>• Intonation of finished and unfinished ideas</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>• Silent letters</li> </ul>
<b>Checkpoint Units 7–9 pages 95–96</b>				
<b>Unit 10</b> Fame pages 97–106	<ul style="list-style-type: none"> <li>• Talk hypothetically about the past using <i>if</i> clauses</li> <li>• Talk about celebrities and being famous</li> <li>• Use tag questions to give views or check information</li> <li>• Use tag questions to soften advice</li> <li>• Answer difficult questions</li> <li>• Understand someone giving advice</li> <li>• Read an article about child stars</li> <li>• Write a profile of a successful person</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>if</i> clauses with the past perfect form of the verb to talk hypothetically about the past</li> <li>• Tag questions</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>• Expressions to describe becoming famous, being famous, and losing fame</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>• Intonation of tag questions</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>• Weak syllables</li> </ul>
<b>Unit 11</b> Trends pages 107–116	<ul style="list-style-type: none"> <li>• Talk about social changes</li> <li>• Talk about environmental problems</li> <li>• Link ideas with expressions like <i>although</i>, <i>because of</i>, <i>in order to</i>, and <i>instead</i></li> <li>• Refer back to points made earlier in the conversation</li> <li>• Use formal vague expressions</li> <li>• Understand a discussion about workplace trends</li> <li>• Read an article about success via the Internet</li> <li>• Write a post for a website about technology</li> </ul>	<ul style="list-style-type: none"> <li>• Passive of present continuous and present perfect</li> <li>• Linking ideas</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>• Expressions to describe change</li> <li>• Environmental problems</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>• Reducing auxiliary verbs</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>• Which sound in each group is different?</li> </ul>
<b>Unit 12</b> Careers pages 117–126	<ul style="list-style-type: none"> <li>• Talk about career planning and job prospects</li> <li>• Highlight important information</li> <li>• Talk about my future career plans</li> <li>• Use expressions to introduce what I say</li> <li>• Say <i>I don't know if ...</i> to involve others</li> <li>• Understand a conversation with a personal trainer</li> <li>• Understand a discussion about a job advertisement</li> <li>• Read an article about preparing for a job interview</li> <li>• Write a cover letter for a job application</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What</i> clauses and long noun phrases as subjects</li> <li>• The future continuous and future perfect</li> </ul> <p><b>Extra practice</b></p>	<ul style="list-style-type: none"> <li>• Expressions to describe a job search</li> <li>• Areas of work, professions, and jobs</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>• Stressing <i>I</i> and <i>you</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>• Categorizing vowel sounds</li> </ul>
<b>Checkpoint Units 10–12 pages 127–128</b>				

Interaction	Skills				Self study
	Conversation strategies	Listening	Reading	Writing	Free talk
<ul style="list-style-type: none"> <li>Speak informally in "shorter sentences"</li> <li>Use expressions like <i>Uh-oh!</i> and <i>Oops!</i> when something goes wrong</li> </ul>	<p><b>Wedding on a budget</b></p> <ul style="list-style-type: none"> <li>Listen to people plan a wedding; check what they agree on and what they'll do themselves</li> </ul> <p><b>Fix it!</b></p> <ul style="list-style-type: none"> <li>Match conversations with pictures; then check which problems were solved</li> </ul>	<p><b>Developing your problem-solving skills</b></p> <ul style="list-style-type: none"> <li>An article about an interesting problem-solving technique</li> </ul>	<p><b>A good solution</b></p> <ul style="list-style-type: none"> <li>Write a proposal presenting a solution to a problem at work</li> <li>Format for presenting a problem and its solution</li> </ul>	<p><b>Who gets help with something?</b></p> <ul style="list-style-type: none"> <li>Class activity: Ask and answer questions to find out who gets help</li> </ul>	<p><b>Damaged goods</b></p> <ul style="list-style-type: none"> <li>Find out if new words have different forms that can express the same idea, and use them in sentences</li> </ul>
<ul style="list-style-type: none"> <li>Use expressions such as <i>That reminds me (of) . . .</i> to share experiences</li> <li>Use <i>like</i> informally in conversation</li> </ul>	<p><b>Similar experiences</b></p> <ul style="list-style-type: none"> <li>Listen to two people share experiences, and number the incidents in order; then answer questions</li> </ul> <p><b>Good and bad apologies</b></p> <ul style="list-style-type: none"> <li>Listen to conversations; match the people to the apologies; then decide if they were effective</li> </ul>	<p><b>Apologies: The key to maintaining friendship</b></p> <ul style="list-style-type: none"> <li>An article about the importance of apologizing and suggesting ways to do so</li> </ul>	<p><b>A note of apology</b></p> <ul style="list-style-type: none"> <li>Write an email apologizing for something</li> <li>Expressions for writing a note of apology</li> </ul>	<p><b>How did you react?</b></p> <ul style="list-style-type: none"> <li>Group work: Tell a story about an incident, and listen and respond to classmates' stories</li> </ul>	<p><b>People watching</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary by making a connection with something or someone you know, and write true sentences</li> </ul>
<ul style="list-style-type: none"> <li>Report the content of conversations you have had</li> <li>Quote other people or other sources of information</li> </ul>	<p><b>Who's materialistic?</b></p> <ul style="list-style-type: none"> <li>Listen to someone answer questions, and take notes; then report his answers</li> </ul> <p><b>I couldn't live without . . .</b></p> <ul style="list-style-type: none"> <li>Listen to four people talk about things they couldn't live without, and complete a chart; then listen and write responses to opinions</li> </ul>	<p><b>This Stuff's Got to Go!</b></p> <ul style="list-style-type: none"> <li>A blog post about a woman who declutters her home</li> </ul>	<p><b>I couldn't live without . . .</b></p> <ul style="list-style-type: none"> <li>Write an article about your classmates and things they feel they couldn't live without</li> <li>Use of reporting verbs for direct speech and reported speech</li> </ul>	<p><b>Material things</b></p> <ul style="list-style-type: none"> <li>Pair work: Ask and answer questions about material things</li> </ul>	<p><b>Get rich!</b></p> <ul style="list-style-type: none"> <li>When you learn a new word, notice its collocations – the words that are used with it</li> </ul>

**Checkpoint Units 7–9 pages 95–96**

<ul style="list-style-type: none"> <li>Use tag questions to soften advice and give encouragement</li> <li>Answer difficult questions with expressions like <i>It's hard to say</i></li> </ul>	<p><b>Great advice</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation and answer questions</li> </ul> <p><b>Success is . . .</b></p> <ul style="list-style-type: none"> <li>Listen to four conversations about success, and complete a chart</li> </ul>	<p><b>Three Child Stars Who Beat the Odds</b></p> <ul style="list-style-type: none"> <li>A magazine article about actors who have managed to avoid "Child Star Syndrome"</li> </ul>	<p><b>A success story</b></p> <ul style="list-style-type: none"> <li>Write a paragraph about someone you know who has achieved success, and explain why that person became successful</li> <li>Topic and supporting sentences in a paragraph</li> </ul>	<p><b>Quotations</b></p> <ul style="list-style-type: none"> <li>Group work: Define success</li> </ul>	<p><b>Do your best!</b></p> <ul style="list-style-type: none"> <li>Learn new idioms by writing example sentences that explain or clarify meaning</li> </ul>
<ul style="list-style-type: none"> <li>Refer back to points made earlier in a conversation</li> <li>Use more formal vague expressions like <i>and so forth</i> and <i>etc.</i></li> </ul>	<p><b>Trends in the workplace</b></p> <ul style="list-style-type: none"> <li>Listen to conversations about trends, and identify advantages and disadvantages</li> </ul> <p><b>Trends in technology</b></p> <ul style="list-style-type: none"> <li>Listen to four people talk about trends, and write notes on their views</li> </ul>	<p><b>The Internet – The new pathway to success?</b></p> <ul style="list-style-type: none"> <li>An article about the recent trend of using the Internet to become successful</li> </ul>	<p><b>Trends in technology</b></p> <ul style="list-style-type: none"> <li>Write a comment on a web article about trends in technology</li> <li>Expressions for describing trends</li> </ul>	<p><b>What's trending?</b></p> <ul style="list-style-type: none"> <li>Group work: Discuss trends</li> </ul>	<p><b>Try to explain it!</b></p> <ul style="list-style-type: none"> <li>Write definitions in your own words to help you learn the meaning of new words and expressions</li> </ul>
<ul style="list-style-type: none"> <li>Introduce what you say with expressions like <i>The best part was (that) . . .</i></li> <li>Use <i>I don't know if . . .</i> to introduce a statement and involve the other person in the topic</li> </ul>	<p><b>An interesting job</b></p> <ul style="list-style-type: none"> <li>Listen to a personal trainer talk about her job; write notes</li> </ul> <p><b>A fabulous opportunity!</b></p> <ul style="list-style-type: none"> <li>Complete a job ad, and listen to check and answer questions</li> </ul>	<p><b>Ace that Interview!</b></p> <ul style="list-style-type: none"> <li>An article about how to answer the most common questions in job interviews</li> </ul>	<p><b>A fabulous opportunity!</b></p> <ul style="list-style-type: none"> <li>Write a cover letter in response to an ad</li> <li>Format for writing a cover letter for a job application</li> </ul>	<p><b>The best person for the job</b></p> <ul style="list-style-type: none"> <li>Group work: Interview the members of your group for a job</li> </ul>	<p><b>From accountant to zoologist</b></p> <ul style="list-style-type: none"> <li>When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly</li> </ul>

**Checkpoint Units 10–12 pages 127–128**

## Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

I've already interviewed you, haven't I?

Where are we?

We're on number \_\_\_\_\_.

We haven't quite finished yet.

Neither have we.

We still need more time – just a few more minutes.

So do we.

One interesting thing we found out was that \_\_\_\_\_.

\_\_\_\_\_ told us that \_\_\_\_\_.



## Checking with the teacher

Would it be all right if I missed our class tomorrow? I have to \_\_\_\_\_.

I'm sorry I missed the last class. What do I need to do to catch up?

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

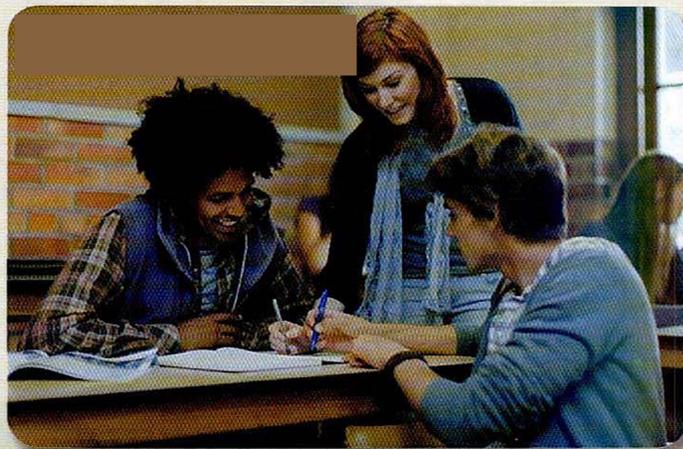
I'm sorry. I haven't finished my homework. I was going to do it last night, but \_\_\_\_\_.

Will we be reviewing this before the next test?

"\_\_\_\_\_ " means " \_\_\_\_\_ , " doesn't it? It's a regular verb, isn't it?

I'm not sure I understand what we're supposed to do. Could you explain the activity again, please?

Could I please be excused? I'll be right back.



# Interesting lives



**Can Do!** In this unit, you learn how to . . .

## Lesson A

- Get to know your classmates using simple and continuous verbs

## Lesson B

- Tell your life story using verbs followed by verb + *-ing* or *to* + verb

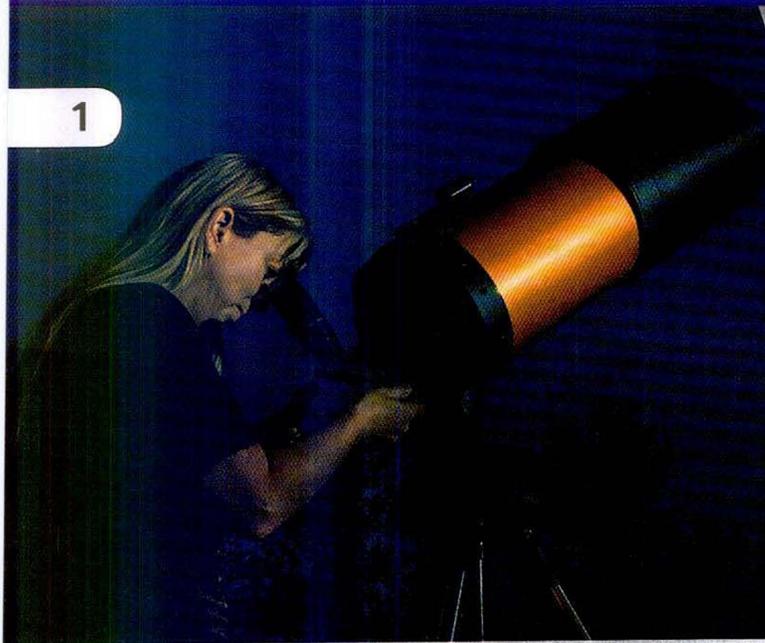
## Lesson C

- Highlight key moments in a story with the present tense
- Use *this* and *these* to highlight information

## Lesson D

- Read an article about a person who overcame an obstacle
- Write an anecdote about facing a challenge

1



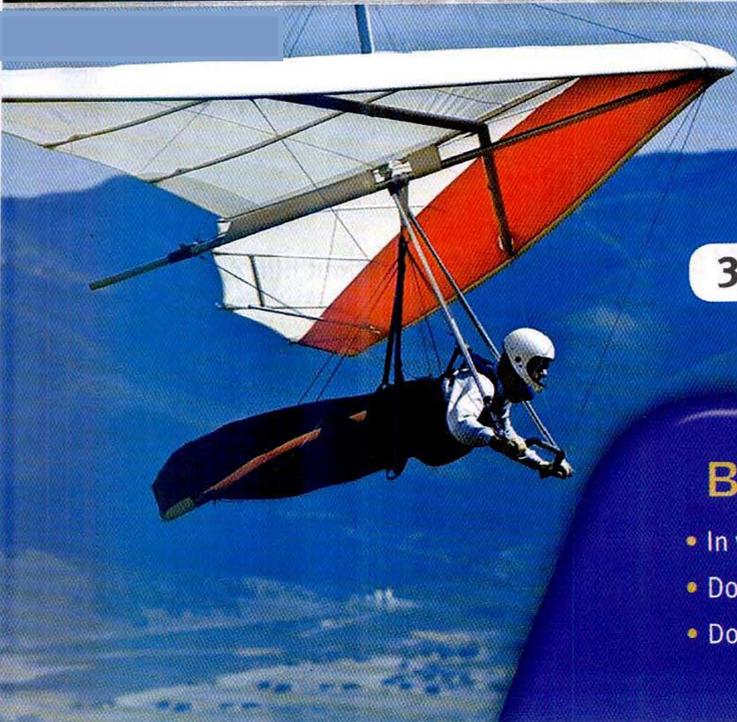
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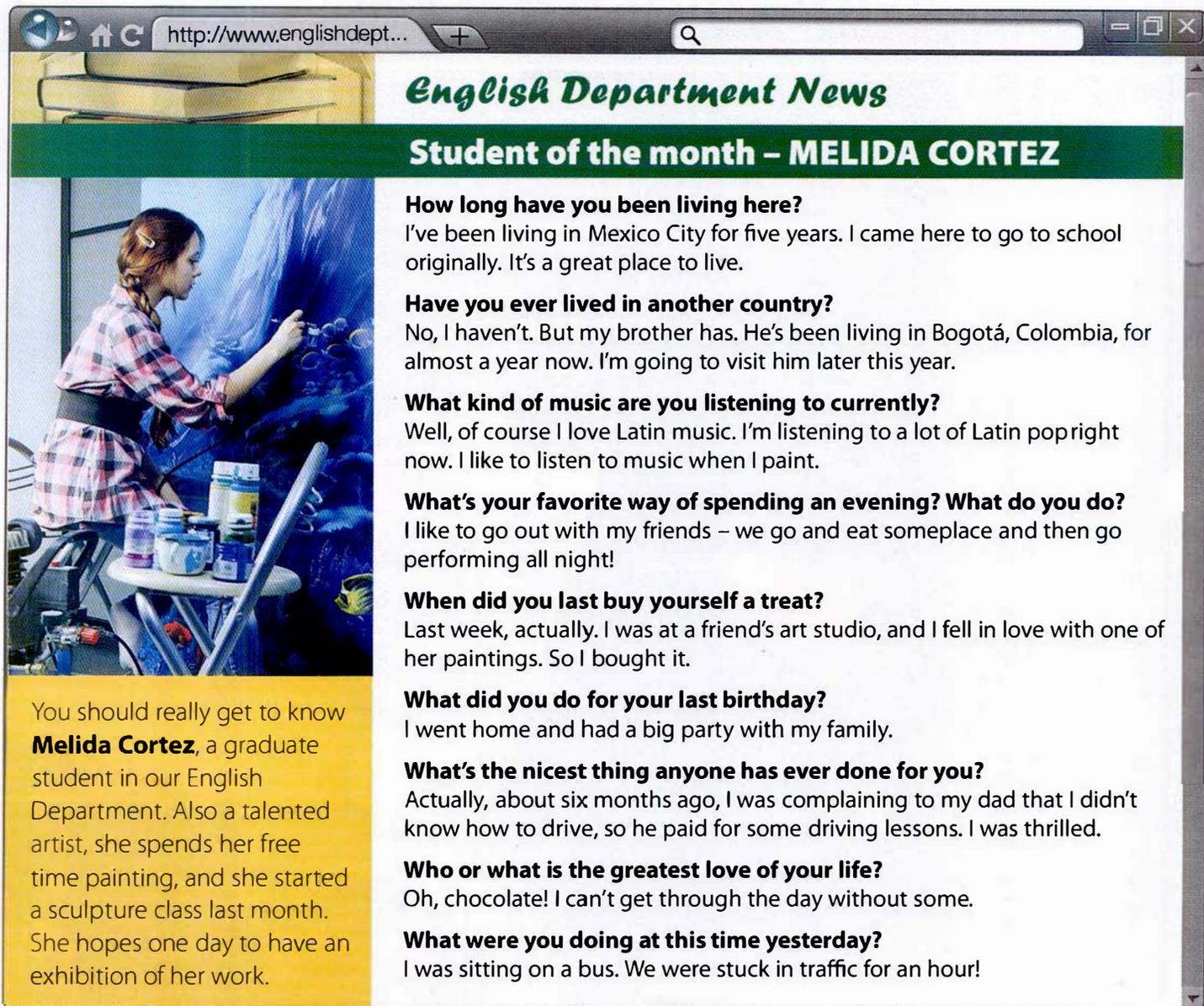


3



## Before you begin . . .

- In what way are these people's lives interesting?
- Do you know anyone who does things like these?
- Do you know any interesting people? Why are they interesting?



**English Department News**

**Student of the month – MELIDA CORTEZ**

**How long have you been living here?**  
I've been living in Mexico City for five years. I came here to go to school originally. It's a great place to live.

**Have you ever lived in another country?**  
No, I haven't. But my brother has. He's been living in Bogotá, Colombia, for almost a year now. I'm going to visit him later this year.

**What kind of music are you listening to currently?**  
Well, of course I love Latin music. I'm listening to a lot of Latin pop right now. I like to listen to music when I paint.

**What's your favorite way of spending an evening? What do you do?**  
I like to go out with my friends – we go and eat someplace and then go performing all night!

**When did you last buy yourself a treat?**  
Last week, actually. I was at a friend's art studio, and I fell in love with one of her paintings. So I bought it.

**What did you do for your last birthday?**  
I went home and had a big party with my family.

**What's the nicest thing anyone has ever done for you?**  
Actually, about six months ago, I was complaining to my dad that I didn't know how to drive, so he paid for some driving lessons. I was thrilled.

**Who or what is the greatest love of your life?**  
Oh, chocolate! I can't get through the day without some.

**What were you doing at this time yesterday?**  
I was sitting on a bus. We were stuck in traffic for an hour!

You should really get to know **Melida Cortez**, a graduate student in our English Department. Also a talented artist, she spends her free time painting, and she started a sculpture class last month. She hopes one day to have an exhibition of her work.

## 1 Getting started

**A** Do you know someone that other people should get to know? Tell the class about him or her.

*"You really should get to know my friend Frank. He's . . ."*

**B**  1.02 Listen and read. Do you have anything in common with Melida? Tell a partner.

Figure it out

**C** Choose the best verb form to complete the questions. Use the interview above to help you. Then ask and answer the questions with a partner.

1. What book do you read / are you reading currently?
2. What did you do / were you doing for your last birthday?
3. Have you ever been living / lived in the United States?

## 2 Grammar Simple and continuous verbs (review) 1.03

Extra practice p. 140

**Simple verbs are for completed actions or permanent situations.**

**Present** What kind of music **do** you **listen** to?  
I **love** Latin music. I **listen** to it a lot.

**Present Perfect** **Have** you ever **lived** in another country?  
No, I've never **lived** anywhere else.

**Past** What **did** you **do** for your last birthday?  
I **went** home and **had** a big party.

**Continuous verbs are for ongoing actions or temporary situations.**

What kind of music **are** you **listening** to currently?  
I'm **listening** to a lot of Latin pop right now.

How long **have** you **been living** here?  
I've **been living** here for five years.

What **were** you **doing** at this time yesterday?  
I **was sitting** on a bus.

### Common errors

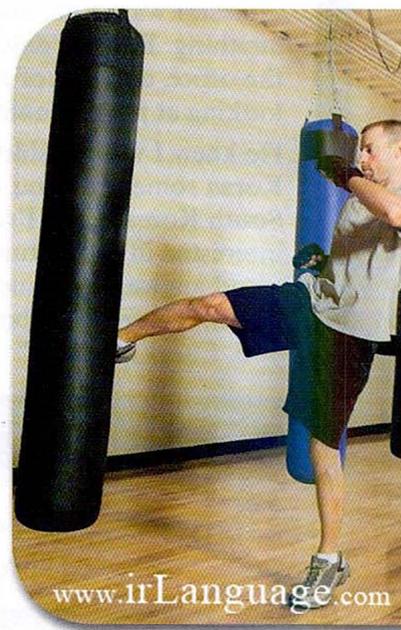
Use the simple past for completed events, not the past continuous.

*My birthday was great. My friends came to visit.*

(NOT *My friends were coming to visit.*)

**A** Complete the conversations. Use the simple or continuous form of the verb in the present, present perfect, or past. Sometimes more than one answer is possible. Then practice.

- A What have you been doing (do) for fun lately?  
B Well, I \_\_\_\_\_ (take) kickboxing classes for the past few months. It's a lot of fun, and I \_\_\_\_\_ (get) in pretty good shape.
- A Who's the most interesting person you know?  
B Well, I \_\_\_\_\_ (think) my best friend is interesting. She \_\_\_\_\_ (live) in Europe for three years when she \_\_\_\_\_ (grow up).
- A \_\_\_\_\_ you ever \_\_\_\_\_ (meet) anyone famous?  
B No, but last year, I \_\_\_\_\_ (see) a TV star on the street. We \_\_\_\_\_ both \_\_\_\_\_ (wait) in line for ice cream.
- A When \_\_\_\_\_ you last \_\_\_\_\_ (exercise)?  
B Actually, I \_\_\_\_\_ (not exercise) in months. I \_\_\_\_\_ (be) really busy at work, so I haven't had time.
- A What \_\_\_\_\_ you \_\_\_\_\_ (do) for a living?  
B Actually, I \_\_\_\_\_ (not work) right now. I \_\_\_\_\_ (look) for a job for six months, but I \_\_\_\_\_ (not find) anything yet.



About you

**B Pair work** Ask and answer the questions above. Give your own answers.

## 3 Speaking naturally Reductions in questions

How long **have you** been learning English?  
What **do you** like to do in your English class?

Why **are you** learning English?  
What **did you** do in your last class?

**A** 1.04 Listen and repeat the questions. Notice the reductions of the auxiliary verbs (*have, do, are, did*) and *you*. Then ask and answer the questions with a partner.

About you

**B Pair work** Interview your partner. Ask the questions in the interview on page 2. Pay attention to your pronunciation of the auxiliary verbs and *you*.

# 1 Building vocabulary and grammar

**A**  1.05 Listen to Dan's story. Answer the questions.

1. Where did Dan live before he moved to Seoul?
2. Why did he want to go to South Korea?
3. How did he get his job there?
4. What did his new company offer him?

## LIVING ABROAD: Dan's story

Dan Anderson was born in the U.S.A. He's now living in South Korea. We asked him, "How did you **end up** living in Seoul?"

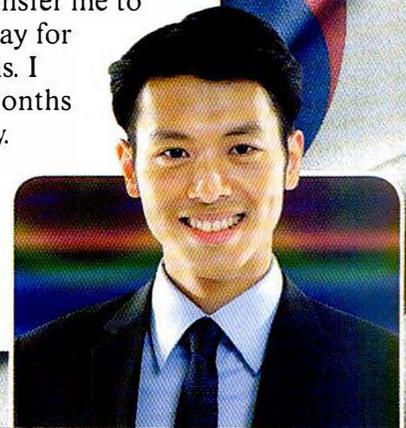
**Dan:** Well, it's a long story! Before I came here, I **spent** three years working for a small company in Tokyo while I **finished** doing my master's in business. To be honest, I wasn't **planning on** leaving or anything. But one day, I **happened** to be in the office, and one of the salespeople was looking at job ads online.

He knew I was **considering** going to South Korea someday – you see, my mother's South Korean, and I've always been interested in the culture and everything – and anyway, he leaned over and said, "Dan, this **seems** to be the perfect job for you. Check this out."

I looked at the ad, and I **remember** thinking, "Should I **bother** to apply?" But I **decided** to go for it, even though I didn't **expect** to get it, and to make a long story short, I got the job!

The company **offered** to transfer me to Seoul, and they **agreed** to pay for my Korean language lessons. I **started** working here two months later. And the rest is history.

I mean, I **miss** living in Japan, but you can't have it both ways, I guess. Actually, I can't **imagine** living anywhere else now!



Word sort

**B** Can you sort the verbs in bold above into the correct categories in the chart? Which verbs are followed by *to* + verb, verb + *-ing*, or a particle or preposition + verb + *-ing*?

Verb + <i>to</i> + verb	Verb + verb + <i>-ing</i>	Verb + particle / preposition + verb + <i>-ing</i>
<i>happen (to be)</i>	<i>spend (three years working)</i>	<i>end up (living)</i>

 Vocabulary notebook p. 10

Figure it out

**C** Complete the sentences with the correct forms of the verbs given. Use Dan's story to help you.

1. I considered \_\_\_\_\_ (study) electronics, but I ended up \_\_\_\_\_ (do) math.
2. I expected \_\_\_\_\_ (graduate) in three years. Then I decided \_\_\_\_\_ (change) my major.

**2 Grammar** Verb complements: verb + *-ing* or *to* + verb  1.06

Extra practice p. 140

<b>Verb + verb + <i>-ing</i>:</b> consider finish imagine miss mind spend (time)	I <b>finished doing</b> my master's in business. I <b>spent</b> three years <b>working</b> in Tokyo.
<b>Verb + particle / preposition + verb + <i>-ing</i>:</b> end up keep on think about plan on	How did you <b>end up living</b> here? I wasn't <b>planning on leaving</b> Japan.
<b>Verb + <i>to</i> + verb:</b> agree decide happen offer seem intend expect	They <b>agreed to pay</b> for Korean lessons. I didn't <b>expect to get</b> the job.
<b>Verb + <i>-ing</i> or <i>to</i> + verb with the same meaning:</b> begin bother continue start like love hate	Should I <b>bother applying</b> ? Should I <b>bother to apply</b> ?
<b>Verb + <i>-ing</i> or <i>to</i> + verb with a different meaning:</b> remember stop try	I <b>stopped talking</b> to him. (We don't talk now.) I <b>stopped to talk</b> to him. (I stopped walking.)

**A** Complete the conversations with the correct forms of the verbs given. Then practice with a partner.

- A How did you end up studying (study) here?

B My friend recommended this school. I remember \_\_\_\_\_ (think) his English was good, so I decided \_\_\_\_\_ (sign up) for this class. How about you?

A Well, I wasn't planning on \_\_\_\_\_ (learn) English, but my company offered \_\_\_\_\_ (pay) for my classes. I agreed \_\_\_\_\_ (come), and here I am! I want to keep on \_\_\_\_\_ (take) classes if I can.
- A What are you thinking about \_\_\_\_\_ (do) next summer?

B Well, it depends. I just started \_\_\_\_\_ (work) in a new job, so I don't expect \_\_\_\_\_ (get) much vacation time. I intend \_\_\_\_\_ (take) a couple of long weekends off, though. You have to stop \_\_\_\_\_ (work) occasionally! Anyway, I love \_\_\_\_\_ (surf), so I hope I can spend a weekend \_\_\_\_\_ (visit) my cousins at the beach, too.

**In conversation**

*Begin, bother, continue, like, love, and hate* are followed more often by *to + verb*. *Start* is followed more often by *verb + -ing*.

**Common errors**

Don't use *to + verb* after these verbs.  
*I finished reading the ad.* (NOT... ~~to read~~)  
*I considered applying.* (NOT... ~~to apply~~)  
*I don't mind working hard.* (NOT... ~~to work~~)

**About you** **B Pair work** Take turns asking the questions. Give your own answers.

**3 Talk about it** Why did you stop doing that?

**Pair work** Take turns asking each other questions using the ideas below. Ask follow-up questions.

**Can you think of someone you ... ?**

- ▶ don't miss seeing
- ▶ expect to see next week
- ▶ happened to run into recently
- ▶ intended to see but didn't
- ▶ keep on calling
- ▶ love to hang out with

*"I don't miss seeing my old math teacher."*

**Can you think of something that you ... ?**

- ▶ agreed to do recently
- ▶ are considering doing soon
- ▶ can't imagine doing in the future
- ▶ finished doing recently
- ▶ never bother to do
- ▶ stopped doing recently

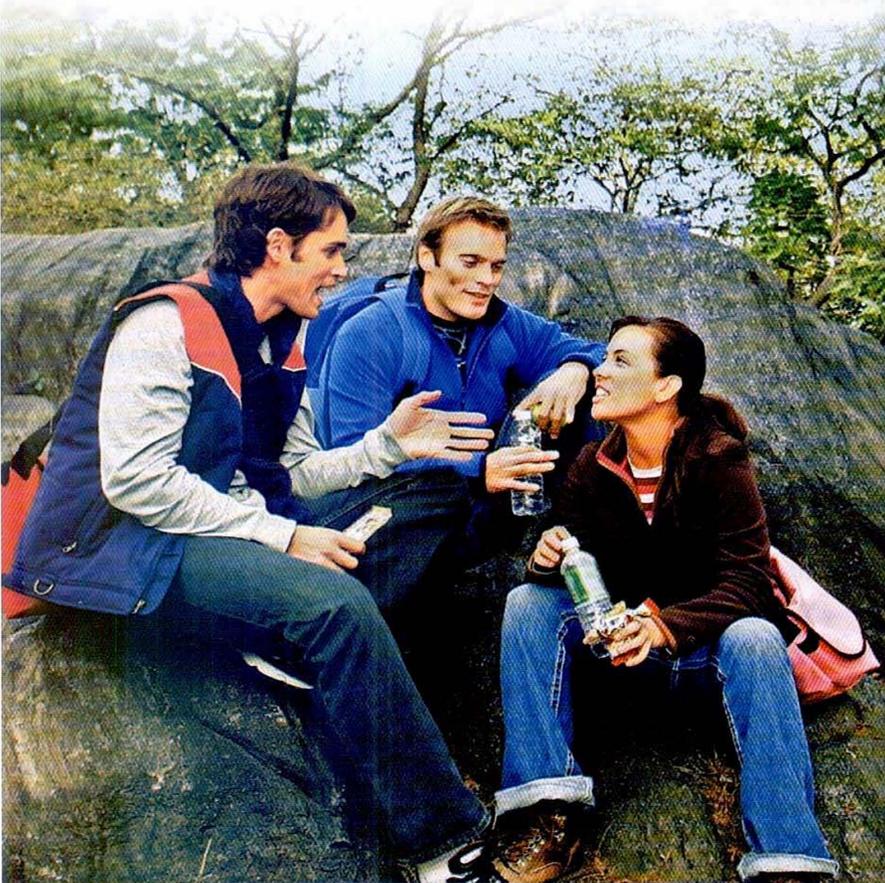
*"Why's that? Were you bad at math?"*

 Sounds right p. 137

## 1 Conversation strategy Highlighting key moments in a story

**A** Think of a time when you got lost. What happened? Tell the class.

**B**  1.07 Listen. How did Mateo and Bryan get lost?



**Mateo** Remember that time we were hiking in Utah?

**Bryan** When we got lost? That was funny.

**Kim** Why? What happened?

**Mateo** We were on this trail, and it was getting dark. Then Bryan says, "Where are we?"

**Bryan** Yeah, we couldn't see a thing, and we walked off the trail. It was that bad.

**Mateo** Yeah, there were all these trees around us, and we were so lost. And we're thinking, "Oh, no." And we're both getting kind of scared. We just wanted to get out of there.

**Kim** I bet.

**Mateo** And Bryan says, "Should we jog a little?" And I go, "Yeah. I was thinking the same thing. Let's go."

**Bryan** So we started jogging, . . .

**Mateo** And we said to each other, "We've got to stick together, in case anything happens."

**C Notice** how Mateo changes to the present tense at key moments in his story. It makes them more "dramatic." Find more examples in the conversation.

*"We're both getting kind of scared."*

**D**  1.08 Read more of their conversation. Change the underlined verbs to the simple present or present continuous to make the story more dramatic. Then listen and check your answers.

**Bryan** Yeah. And all of a sudden, we heard this noise.

**Mateo** And I looked over at Bryan, and I saw his face was white, and he was starting to run fast.

**Bryan** Well, yeah. I mean, it was a weird noise.

**Mateo** So, I was thinking, "Wait a minute. What happened to our plan to stick together?" So I started to run with him.

**Bryan** Yeah, we were running through the trees, scared to death. It was hilarious! It was just like in a movie.

## 2 Strategy plus *this* and *these* in stories

When you tell stories, you can use **this** and **these** to highlight important people, things, and events.

We were on this trail, . . .

There were all these trees . . .



**A** Replace *a*, *an*, and *some* with *this* or *these* in the story below. Then take turns telling the story with a partner.

"I have **a** friend who's always getting into funny situations. One time she was invited to **a** going-away party, and she ended up getting totally lost and wandering around a neighborhood she didn't know. Anyway, she finally sees **a** house with **some** cars outside, and **some** people were barbecuing in the backyard. So she knocks on the door, and **a** nice guy lets her in. He thought she was one of his wife's friends. Anyway, she spent about an hour talking to **some** people before **some** guys bring out a big birthday cake and candles and everything. Then she finally realized it was the wrong party!"



About you

**B** **Pair work** Tell about a time you or a friend got into a funny situation.

## 3 Listening and strategies A lucky escape

**A** You're going to hear a story about a skiing accident. Aaron was skiing with friends when one of them fell down the mountain. Circle four questions you want to ask Aaron.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. Where were you skiing?        | 5. Did you get help? How?             |
| 2. How far did your friend fall? | 6. Did he have to go to the hospital? |
| 3. What did you do when he fell? | 7. When did this happen?              |
| 4. How badly was he hurt?        | 8. Is he OK now?                      |

**B** 1.09 Listen. Write answers to the questions you chose. Then share answers with a partner. Can you remember the entire story together?

About you

**C** **Pair work** Think of a time when something went wrong or when you or someone you know had an accident. Tell a partner the story.

*" . . . And suddenly she falls off the climbing wall and lands next to this guy. And all these people run over to see if she's hurt. She was OK. A little embarrassed, but OK!"*

# 1 Reading

- A** What kinds of competitions are there on TV shows? Do you ever watch them?
- B** Read the article. What was Christine Ha's disadvantage in the MasterChef competition? What advantage did she have?

## Reading tip

Read the quotes in a news story first. They often give you a quick summary of the article.

## Blind Chef Christine Ha Crowned "MasterChef"

From the moment she took those first tentative steps onto the national stage, amateur chef Christine Ha captured America's heart.

During the season 3 "MasterChef" finale, Ha won the title, \$250,000, and a cookbook deal, beating out about 100 other home chefs. But that's not what makes her so inspiring. Ha is blind – the first blind contestant on the show.

"I think there are a lot of people who completely discounted me," Ha said. "People will say, 'What is she doing? Is she going to cut her finger off?' But I cooked at home for years without vision, so if I can do it at home, I don't see why I can't prove to everyone else I can do it on national TV."

Week after week, the 33-year-old, who lives in Houston, Texas, managed to whip up culinary masterpieces with only her senses of taste, smell, and touch to guide her.



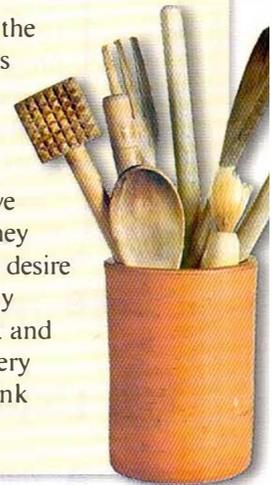
"I couldn't see what anyone else was doing, I was solely focused on myself, and I think that helped me. It gave me an advantage," she said. "When I came out of it, it was the most stressful, intense experience of my life, it was amazing."

Ha lost nearly all of her eyesight about five years ago after being diagnosed with an autoimmune disease that attacks the optic nerves.

"When I lost my vision, there was one time I tried to make a peanut butter and jelly sandwich," she said. "I recall getting it all over the counter. I just started crying and was wondering if I would ever cook again."

But she did more than pick herself up off the counter. She started her own blog, which is how the producers of "MasterChef" discovered her.

Now an official "MasterChef," Ha said, "I just want people to realize that they have it in themselves if they really want to. If they have that passion, that fire, that drive, that desire . . . you can overcome any obstacle and any challenges to really achieve what you want and prove yourself to the world. Everyone is very capable. Much more capable than they think they are."



- C** Find the words below in the article. Which of the two meanings is used in the article? Circle *a* or *b*. Then compare with a partner.

- |  |   |
|--|---|
| 1. tentative<br>a. not final<br><b>(b)</b> not certain or confident                  | 5. whip up<br>a. make quickly and easily<br>b. mix quickly until light and fluffy                   |
| 2. a cookbook deal<br>a. the chance to publish her own cookbook<br>b. free cookbooks | 6. pick herself up<br>a. stand up after falling down<br>b. recover from a difficult situation       |
| 3. beating out<br>a. mixing rapidly in a bowl<br>b. winning against                  | 7. drive<br>a. determination<br>b. use a car  |
| 4. discounted<br>a. reduced the price<br>b. did not consider seriously               | 8. overcome any obstacle<br>a. beat or solve a problem<br>b. climb over something that's in the way |

**D** Read the article again and answer these questions. Compare your answers with a partner.

1. Why do you think Ha “captured America’s heart”? Has she captured yours from your reading of the article?
2. After losing her vision, what did Ha try to do in the kitchen? In what way is this anecdote significant?
3. What do you think Ha means by “people have it in themselves”? Do you agree with her view?

## 2 Listening and writing Facing a challenge

**A**  1.10 Listen to a podcast about Bethany Hamilton. Complete the sentences with the correct information. Choose *a*, *b*, or *c*.

1. As a child, Bethany surfed almost every day with   **b**  .  
 a. her parents                      b. her friend Alana                      c. Alana’s father
2. Bethany decided to return to surfing \_\_\_\_\_ after the shark attack.  
 a. a couple of weeks                      b. a month                      c. three months
3. Bethany managed to stay on her surfboard because \_\_\_\_\_ added a handle.  
 a. her mother                      b. her father                      c. Alana’s father
4. In the World Junior Championship, Bethany took \_\_\_\_\_ place.  
 a. first                      b. second                      c. fifth
5. Since Bethany lost her arm, she has \_\_\_\_\_.  
 a. written a book                      b. starred in a movie                      c. received help from a charity
6. Bethany is described above all else as a great \_\_\_\_\_.  
 a. athlete                      b. role model                      c. traveler



About you

**B Pair work** Think about a time in your life when you faced a challenge. How did you feel? Did someone help you? How did you feel afterward?

**C** Read the story and the Help note. Then write a story about your challenge.

**My biggest challenge**

When I was in high school, chemistry was a required subject, but I wasn't very good at it. . . .

One day, the teacher asked us to give a speech about chemistry in our everyday lives. . . .

On the day of the speech, I was extremely nervous. I remember looking at all those faces, and I wanted to run away. . . .

It was a big challenge for me to make that speech, but it helped me become much more confident. . . .

**Help note**

**Writing an anecdote or a story**

- Set the general time or place.
- Set the particular time or place.
- Describe what happened.
- End the story and, if possible, link the events to now.

**D Pair work** Read a partner’s story. Then ask questions to find out more about the story.

Free talk, p. 129



## Learning tip Verb patterns

When you learn a new verb, write down the verb form(s) that can follow it. Then use it in a sentence. For example:

imagine verb + -ing	I can't imagine having lots of money.
decide to + verb	I've decided to be a doctor.
start verb + -ing	I'm going to start saving money.
start to + verb	I'm going to start to save money.

**1** Write down the form(s) of the verbs that can follow the verbs below. Then complete the mottoes. Use the correct form(s) of the verbs given.

- agree to + verb "Never agree \_\_\_\_\_ (lend) money to strangers."
- intend \_\_\_\_\_ "If you don't intend \_\_\_\_\_ (do) something properly, bother \_\_\_\_\_ don't bother \_\_\_\_\_ (start) it!"
- stop \_\_\_\_\_ "Never stop \_\_\_\_\_ (do) the things you enjoy \_\_\_\_\_ (do)."
- keep on \_\_\_\_\_ "Keep on \_\_\_\_\_ (try) until you find success."
- consider \_\_\_\_\_ "Consider \_\_\_\_\_ (take) every opportunity you get in life."
- seem \_\_\_\_\_ "Things aren't always what they seem \_\_\_\_\_ (be)."

**2 Word builder** Find out the meanings of these verbs, and write down the verb form(s) that can follow them. Then make up your own motto for each verb.

give up    promise    put off    refuse



### On your own

Make a flip pad for the new verbs you have learned in this unit. Write each new verb in a sentence. Every time you have a spare minute, learn a verb!



### Can Do! Now I can ...

I can ...       I need to review how to ...

- ask questions to get to know someone.
- tell interesting stories about my life.
- highlight key moments in a story.
- highlight important information in a story.
- understand a conversation about an accident.
- understand a podcast about an athlete's life story.
- read an article about a person who overcame an obstacle.
- write an anecdote about facing a challenge.

# Personal tastes



**Can Do!**

In this unit, you learn how to . . .

## Lesson A

- Talk about fashion and makeovers
- Make comparisons with *(not) as . . . as*

## Lesson B

- Ask negative questions when you expect someone to agree
- Describe clothing

## Lesson C

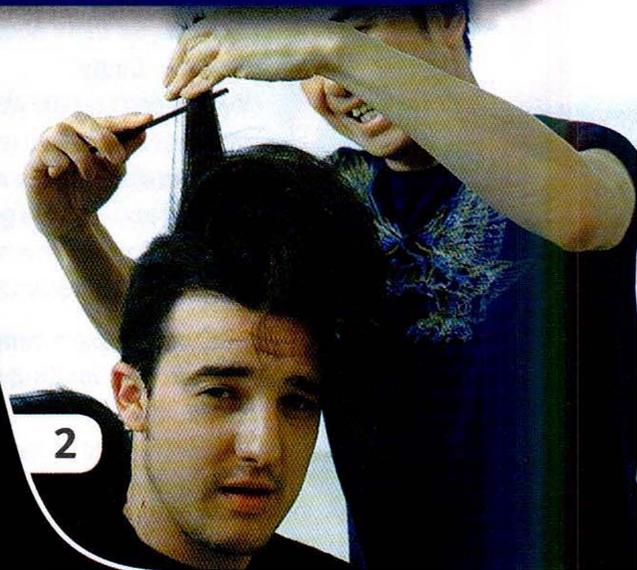
- Show understanding by summarizing what people say
- Use *Now* to introduce follow-up questions

## Lesson D

- Read an article about how to develop a personal style
- Write questions and answers for an interview about personal style



1



2



3



4

## Before you begin . . .

### What kind of . . .

- music do you like?
- hairstyle looks good on you?
- clothes do you wear?
- car would you like?

Do you and your classmates have similar tastes?

## Would you let a friend give YOU a makeover?




*before*

**We gave Cindy and Scott, two very good friends, the chance to choose a new look for each other. How did they do? Here's the verdict!**



*before*

**What do you think about your new look, Cindy?**  
I love it! I don't usually wear these colors, but this dress is really nice. I like it. I wouldn't usually wear this much makeup – I try to get ready as quickly as I can in the morning – but it looks good. I'm really pleased.

**Scott, you chose a completely different look for Cindy. How do you like it?**  
I like it a lot. I tried as hard as I could to find a style that suits her personality better. Her hair looks great. I mean, I don't usually like short hair as much as long hair, but it looks good on her, I think. And I like the dress on her. She looks great.

**How do you like your new look, Scott?**  
Well, I kind of like it. I'm not used to wearing pants like these, but they're just as comfortable as my jeans. And Cindy made a good choice with the suede jacket. It's cool. Yeah, I don't look as scruffy as I did!

**Cindy, do you like Scott's new look? He looks very different!**  
Yes, I really like it. He doesn't pay as much attention to his appearance as he should. Actually, the pastel shirt I chose doesn't look as good on him as the bright colors he usually wears. I don't think I like pastels that much, after all. But overall, he looks a lot better! I like his hair short like that.



*after*

## 1 Getting started

- A** Look at the “before” and “after” pictures of Cindy and Scott. What has changed?
- B**  1.11 Listen. What do Cindy and Scott think about their makeovers? Do you agree with their comments?
- C**  How do Cindy and Scott actually say these things? Find the sentences in the article above. Compare with a partner.
- Scott** These pants and my jeans are equally comfortable.
  - Scott** I used to look scruffier.
  - Cindy** He should pay more attention to his appearance.
  - Cindy** I try to get ready quickly in the morning – I can't get ready faster.

## 2 Grammar Comparisons with (not) as . . . as 1.12

Extra practice p. 141

You can make comparisons with (not) as . . . as with adjectives, nouns, and adverbs.

**Adjectives** The pants are just **as comfortable as** my jeans. (They're the same.)  
 The pants are **not as comfortable as** my jeans. (They're less comfortable.)  
 I **don't look as scruffy as** I did. (I was scruffier before.)

**Nouns** She spends **as little time as** possible on her makeup.  
 She **doesn't wear as many bright colors as** she should.  
 He **doesn't pay as much attention** to his appearance **as** he should.

**Adverbs** I tried **as hard as** I could to find the right style for her.  
 I **don't like short hair as much as** long hair.

### Common errors

Don't forget the first *as*.  
*Jeans aren't as nice as pants.*  
 (NOT *Jeans aren't nice as pants.*)

**A** Complete the sentences. Use the words in parentheses and *as . . . as*.

- Older people don't care as much as (not care / much) younger people about their appearance.
- Makeover shows \_\_\_\_\_ (not be / interesting) other reality shows on TV.
- Men \_\_\_\_\_ (spend / much) money on themselves \_\_\_\_\_ women do.
- When I choose clothes, looks \_\_\_\_\_ (be / important) comfort.
- I \_\_\_\_\_ (not have / many) clothes and shoes \_\_\_\_\_ I'd like.
- I \_\_\_\_\_ (spend / little time) possible shopping for clothes.
- Today's styles \_\_\_\_\_ (not be / attractive) the styles of ten years ago.
- Women \_\_\_\_\_ (get haircuts / often) men.



**About you** **B** **Pair work** Do you agree with the statements above? Explain your views.

## 3 Speaking naturally Linking words with the same consonant sound

*big glasses*     *wear red*     *dark colors*     *some makeup*     *stylish shoes*

**A** 1.13 Listen and repeat the expressions above. Notice that when the same consonant sound is at the end of one word and at the start of the next, it is pronounced once, but it sounds longer.

**About you** **B** 1.14 Now listen and repeat these statements. Are they true for you? Discuss with a partner.

- I think men look **cool** in shirts and ties.
- I don't like **big glasses**. They're **less stylish** than small glasses.
- I **like casual** clothes. I can't stand **dressing up** for anything.
- I think women should always wear **some makeup**.
- I own a lot of **black clothes**. I **hate to wear bright colors**, and I never wear **red**.
- There are a lot of **stylish shops** in my neighborhood. They sell some **good designer** stuff.

## 1 Building language

**A**  1.15 Listen. Why doesn't Ben like the jacket? Practice the conversation.

Yoko Oh, don't you just love this jacket? I mean, isn't it great?

Ben Hmm. I don't know.

Yoko Don't you like it? I think it's really nice.

Ben It's OK. It's kind of bright.

Yoko But don't you like the style? It'd look good on you, don't you think?

Ben Well, maybe.

Yoko Well, don't you want to try it on, at least?

Ben Not really. And anyway, isn't it a little expensive?

Yoko Oh, isn't it on sale?

Ben No. It's full price. The sale rack is over there. Hey, look at those jackets. Aren't they great?



Figure it out

**B** How does Yoko actually say these things? Underline what she says in the conversation.

1. I love this jacket!
2. I think you should try it on.
3. I'm surprised you don't like it.

## 2 Grammar Negative questions 1.16

Extra practice p. 141

When you want or expect someone to agree with you, you can use negative questions.

**To express an opinion**

**Isn't** this jacket great?

**Don't** you think it's great?

**Doesn't** that look good on him?

**To suggest an idea**

**Aren't** they a little expensive?

**Don't** you think it's too bright?

It'd look good, **don't** you think?

**To show surprise**

**Isn't** it on sale?

**Don't** you like it?

**Doesn't** she like it?

Look at the rest of Yoko and Ben's conversation. Rewrite the underlined sentences as negative questions. Then practice with a partner.

Ben Look at these jackets. I think they're nice.

Yoko Well, I'm not sure about the color. They're kind of plain.

Ben Really? I'm surprised you don't like them. Look. This one looks good.

Yoko Um . . . it's a little tight. It looks kind of small.

Ben No, it's just right. I think I'll get it!

Yoko And it's not as cheap as the other jackets.

Ben Oh, it's not the same price. Well, maybe we should look around a bit more.



*Aren't they nice? / Don't you think they're nice?*

### 3 Building vocabulary

**A Pair work** Read the product descriptions on the website. What do you think about each item?

*“Those rubber boots are cool.” “Aren’t they a bit bright?”*

The screenshot shows a website interface with a search bar and a navigation menu. The main content area features seven numbered product cards:

- 1** Choose from our huge selection of men's and women's **leather** and **suede** jackets.
- 2** Luxury **cashmere** scarves and **silk** ties make perfect gifts.
- 3** Men's **wool** turtleneck and **V-neck** sweaters will keep you warm all winter.
- 4** Women's **long-sleeved cotton** tops are available in a range of **solid colors**. Shown here in **neon green**, **dark green**, and **light green**.
- 5** Looking for **denim** jeans? Whether you want **boot-cut** or **flared**, **fitted**, **skinny**, or **baggy** – we have jeans to fit you!
- 6** Women's **short-sleeved striped** shirts in **polyester**. **Floral-print** and **plaid** shirts also available.
- 7** Our **rubber** boots come in a variety of patterns. Shown here in **turquoise** with a **polka-dot** pattern.

Word sort

**B** Complete the chart with the words in bold above, and add your own ideas. Then compare with a partner. Do any of these words describe clothes that you and your classmates are wearing?

Colors	Patterns	Materials	Styles
<i>neon green</i>	<i>striped</i>	<i>leather</i>	<i>V-neck</i>

### 4 Talk about it Different styles

Vocabulary notebook p. 20

**Group work** Discuss the following questions. Use negative questions where possible.

- ▶ What styles are in fashion right now? What colors? What fabrics? Do you like them?
- ▶ What kinds of styles look good on you? How about your friends?
- ▶ What colors are the clothes in your closet? What materials are they made of?
- ▶ Are there any colors you won't wear? Why?
- ▶ Would you buy any of the items on the website above? Why? Why not?

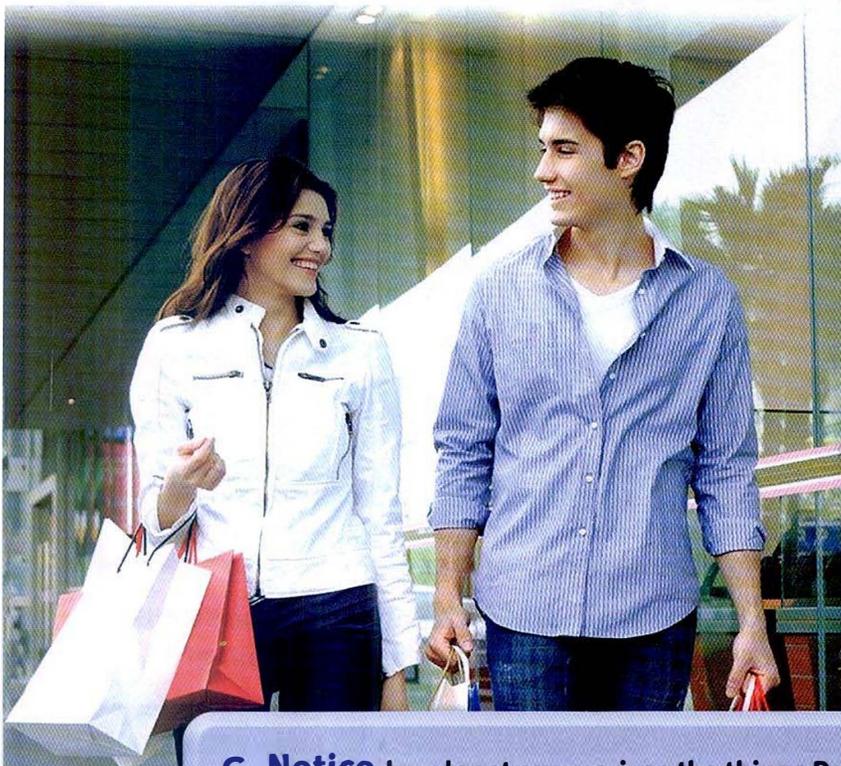
*“Well, skinny jeans are in fashion, but don't you think they look kind of ugly?”*

Sounds right p. 137

## 1 Conversation strategy Summarizing things people say

**A Pair work** Who do you buy gifts for? What do you usually buy? Tell the class.

**B**  1.17 Listen. What do you find out about Don's sister?



**Janet** What do you want to get for your sister? What kind of things does she like?

**Don** Well, she likes to read. She likes music. She likes to cook, sew . . .

**Janet** She seems to have a lot of different interests.

**Don** Yeah. I'm not sure what to get her. She has hundreds of books already.

**Janet** She has a big collection, then.

**Don** Yeah. And she has a ton of music and as much stuff for the kitchen as she could ever want.

**Janet** Sounds like she has everything she needs.

**Don** Yeah. She doesn't really need anything.

**Janet** Now, doesn't she travel a lot? Because you could get her an e-reader or a tablet or something.

**Don** Actually, that's a great idea. She's always complaining about carrying her books everywhere. I think I'll do that.

**C Notice** how Janet summarizes the things Don says. It shows she's involved in the conversation and is following what Don is saying. Find more examples.

*"She seems to have a lot of different interests."*

**D Match** each statement with the best response. Write the letters *a* to *g*. Then practice with a partner.

1. I only download free books or go to the library. \_\_\_\_
2. I've downloaded thousands of songs. \_\_\_\_
3. A friend of mine never seems to like the gifts I give her. \_\_\_\_
4. It's hard to buy gifts for my dad. He never wants anything. \_\_\_\_
5. My mom reads a lot. She knows everything. \_\_\_\_
6. My friend remembers the lyrics of every song he hears. \_\_\_\_
7. I read all kinds of stuff, from romance to science fiction. \_\_\_\_

- a. Sounds like she's a walking encyclopedia.
- b. Yeah. What do you buy the man who has everything?
- c. Wow. He has a fantastic memory.
- d. Gosh. You have really broad tastes.
- e. Sounds like she's really choosy.
- f. You have a huge collection, then.
- g. Right. You don't buy books, then.

## 2 Strategy plus *Now*

**Now** is often used to introduce a follow-up question. It shows that you want to move the conversation on to a different aspect of a topic.

### In conversation

*Now* is one of the top 100 words. About 20% of the uses of *now* are to introduce questions.



She doesn't really need anything.

Now, doesn't she travel a lot?

Find two follow-up questions for each conversation. Write the letters *a* to *f*. Then practice with a partner. Ask the questions again and give your own answers.

- |   |                                      |
|---|--------------------------------------|
| a. Now, do you have an idea before you start looking? | d. Now, do you have similar tastes?  |
| b. Now, do you like to do all the tourist things?     | e. Now, do you usually go alone?     |
| c. Now, does she have a background in design?         | f. Now, do you ask what people want? |

- A Do you like to shop for gifts?  
 B Yeah. I like to look for something really unusual. You know, something different.  
 A So you put some thought into it. \_\_\_\_\_
- A So, are you good at decorating your home? Like choosing colors and fabrics?  
 B No, not at all! My wife does all that stuff. She loves buying cushions and things like that.  
 A So you're not interested in that. \_\_\_\_\_
- A So, I heard you like to travel a lot?  
 B Yeah, I really like going to a new city and seeing the sights.  
 A So you like exploring. \_\_\_\_\_

## 3 Listening and strategies Broad tastes

**A** 1.18 Listen to three conversations. Who has broad tastes? Write the name or names. Then listen again and answer the questions below.

- What happens in the cooking show? How did Mary learn to cook?
- What is Nick listening to? How did Nick get into that kind of music?
- Why is James exhausted? How did James get into sci-fi?

**B** 1.19 Now listen to three excerpts from the conversations. Circle the best response.

- |  |  |
|--|--|
| 1. a. So you don't do it much anymore.     | b. Wow. You know what you're doing.    |
| 2. a. Really? You play everything.         | b. So you gave it up.                  |
| 3. a. You think anything's possible, then. | b. Right. It doesn't seem real at all. |

About you

**C** **Pair work** What kind of tastes do you have in movies, food, and music? Discuss with a partner.

*A I love classic movies. I think they're just as good as the movies they make these days.*

*B Really? So you're into old movies. Now, what genres do you like? Sci-fi or . . . ?*

## 1 Reading

**A** Can you think of some ways to dress well without spending a lot of money? Tell the class.

**B** Read the article. Does it mention any of your ideas?  
Which ideas are the best? Which ideas have you tried?

### Reading tip

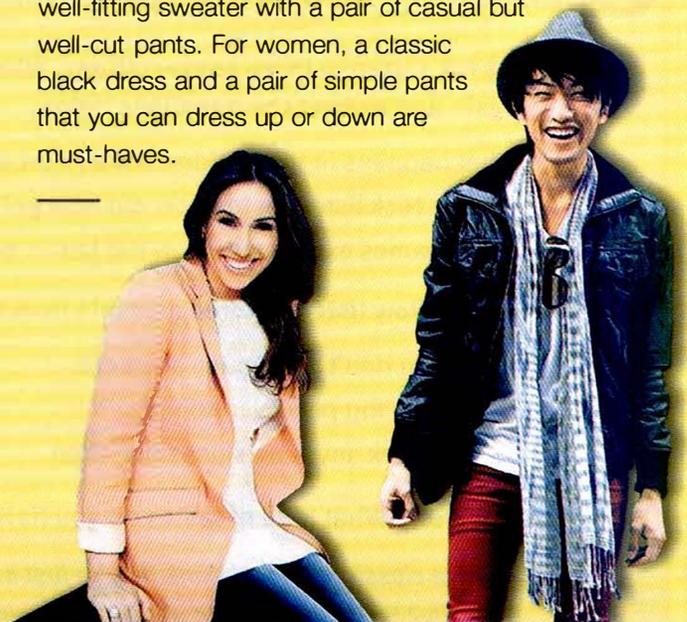
Read the first sentence of each tip to see what the article covers.

## HOW TO DEVELOP YOUR PERSONAL STYLE

Do you ever worry that you don't look as great as you could? Maybe you don't have as much time – or money – as you'd like to spend on yourself. But dressing well is important because knowing you look good makes you feel more confident.

Developing your own personal style is not as hard (or as expensive) as you might think! Even jeans and a T-shirt can look as stylish as a dressy outfit – if you know how to put them together. Here are some quick, inexpensive tips to help you create your own fabulous personal style.

- 1 Don't wear clothes that are too "old" or too "young" for you, and choose styles that are appropriate for your lifestyle. \_\_\_\_ You want to feel as comfortable as possible.
- 2 Flip through a magazine to find styles you like. Use the photos as a guide. \_\_\_\_
- 3 Look at photos of yourself wearing a variety of outfits. Which ones look good on you? Which ones aren't particularly flattering? Notice what you like and dislike about different outfits. Is it the fabric? The color? The style?
- 4 Think about your life goals. Are you looking for a job? To impress potential employers, liven up your professional look by adding some accessories to the suit you already have. How about a scarf? A colorful new tie?
- 5 Call attention to your best features. Choose colors that bring out the color of your eyes. \_\_\_\_ If you're not as slim as you'd like to be, buy tailored clothes that fit well. Don't just wear baggy outfits to cover up those few extra pounds. Choose the best fabrics for your shape. Silk may feel nice, but be careful – shiny fabrics can make you look heavier. Cashmere, on the other hand, can make you look slimmer and looks especially good on muscular men.
- 6 Clean out your closet. \_\_\_\_ Get rid of stained, out of shape, torn, faded, or out-of-style clothing and scuffed shoes. Sell them at a consignment store, and use the extra cash to jazz up your wardrobe.
- 7 Update an outfit you already have. Add a new belt. If your jeans are worn at the bottom, cut them off to make a pair of capris.
- 8 Make sure you have a few essentials. Men need a well-fitting sweater with a pair of casual but well-cut pants. For women, a classic black dress and a pair of simple pants that you can dress up or down are must-haves. \_\_\_\_



- C** Where do these sentences fit in the article? Write the correct letters in the spaces.
- If you want to look taller, wear clothes with vertical stripes.
  - Bring the pictures with you when you go shopping.
  - And for both men and women, a pair of classic black shoes is a necessity.
  - Take out everything that doesn't fit you anymore.
  - If you walk everywhere, be sure to buy shoes that are comfortable as well as stylish.

## 2 Listening and speaking Keeping up with trends

**A** 1.20 Listen to four people talk about trends. Number the topics 1 to 4. There is one extra topic.

- hairstyles     fashion     technology     cars     sports and fitness

**B** 1.20 Listen again. Do the people keep up with trends? Circle *Yes* or *No*. Write one thing they do or don't do.

	Keeps up with trends?	What do they do or not do?
1. Maddy	Yes / No	
2. Frank	Yes / No	
3. Laura	Yes / No	
4. Nate	Yes / No	

**About you** **C** **Pair work** What are the current trends in each area in Exercise A? Do you keep up with the trends? Why? Why not?

## 3 Writing Style interview

**A** Read the question and answer below and the Help note. Add commas (,) where needed and a dash (-), and change one period to an exclamation mark (!).

*How would you describe your tastes in clothes?*

*I like to wear fashionable clothes when I go out with my friends. I get ideas from men's clothing stores magazines and from my friends. At home I like to wear something more comfortable my old jeans a T-shirt and sneakers. I look completely different.*

### Help note

#### Punctuation

- Use commas (,) in lists.  
*My clothes are fun, colorful, and unusual.*
- Use a dash (-) to add or explain more about something.
- Use an exclamation mark (!) for emphasis.

*I wear every color under the sun - sometimes all at once!*

**About you** **B** Write three questions about personal style. Then exchange papers with a partner. Write answers to your partner's questions.

**C** **Pair work** Read your partner's answers to your questions. Check the punctuation.



### Learning tip *Labeling pictures*

When you want to learn a new set of vocabulary, find and label pictures illustrating the new words. For example, you can use a fashion magazine to label items of clothing, styles, colors, patterns, and materials.

### In conversation

#### Shades of blue

The top ways of describing *blue* in conversation are:

1. *navy* blue
2. *dark* blue
3. *royal* blue
4. *bright* blue
5. *light* blue
6. *deep* blue

1 What styles of clothing, colors, and patterns can you see in the picture? What materials do you think the clothes are made of? Label the picture with words from the box and other words you know.

- |                 |               |
|-----------------|---------------|
| ✓ baggy         | polka-dot     |
| dark brown      | short-sleeved |
| fitted / skinny | silk          |
| flared          | striped       |
| floral-print    | ✓ suede       |
| leather         | turquoise     |
| light blue      | turtleneck    |
| long-sleeved    | V-neck        |
| neon orange     | wool          |



2 **Word builder** Find out what these words mean. Then find an example of each one in the picture above, and add labels.

- |              |        |           |
|--------------|--------|-----------|
| ankle-length | gold   | navy blue |
| beige        | maroon | plastic   |
| crew-neck    | mauve  | tweed     |



### On your own

Find a fashion magazine and label as many of the different styles, materials, patterns, and colors as you can in ten minutes.

### Can Do! Now I can . . .

- I can . . .       I need to review how to . . .

- |  |  |
|--|--|
| <input type="checkbox"/> talk about my tastes in clothes and fashion.          | <input type="checkbox"/> understand conversations about food, music, and movies. |
| <input type="checkbox"/> compare how people look different over time.          | <input type="checkbox"/> understand people discussing trends.                    |
| <input type="checkbox"/> describe patterns, materials, and styles of clothing. | <input type="checkbox"/> read an article about how to develop a personal style.  |
| <input type="checkbox"/> show I understand by summarizing what people say.     | <input type="checkbox"/> write interview questions and answers.                  |
| <input type="checkbox"/> use <i>Now</i> to introduce follow-up questions.      |  |

# World cultures



**Can Do!** In this unit, you learn how to . . .

## Lesson A

- Talk about your culture using the simple present passive

## Lesson B

- Talk about customs and manners using verb + *-ing* and *to* + verb

## Lesson C

- Use expressions like *to be honest* to sound more direct
- Use *of course* to give information that is not surprising, or to agree

## Lesson D

- Read an article about proverbs
- Write an article about a favorite proverb



## Before you begin . . .

What are some of the cultural traditions in your country? Think of a typical . . .

- dish or drink.
- festival.
- type of music or performance.
- item of clothing.
- symbol.
- handicraft.

# What not to miss . . .

**WE ASKED PEOPLE:**

What's one thing you shouldn't miss on a visit to . . . ?



**SOUTH KOREA**

"Oh, Korean food! We have so many different dishes. One typical dish is *kimbap*. It's made with rice and vegetables and wrapped in dried seaweed. And it's eaten cold. It's delicious." –Min-hee Park



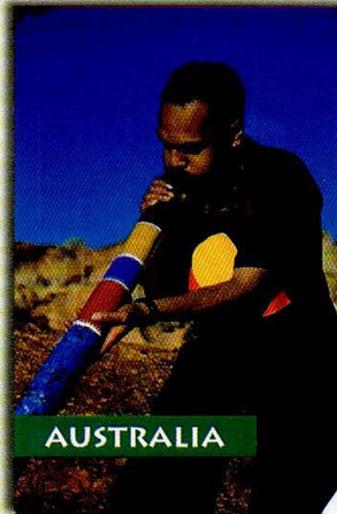
**PERU**

"Well, Peru has some beautiful handicrafts. A lot of them are exported nowadays, and they're sold all over the world. But it's still worth visiting a local market. These earrings are made locally. They're made of silver." –Elena Camacho



**JAPAN**

"A Japanese festival like the Sapporo Ice Festival – that's really worth seeing. It's held every February. They have all these sculptures that are carved out of ice – and they're carved by teams from all over the world. It's amazing." –Sachio Ito



**AUSTRALIA**

"Oh, you should go to a performance of traditional Aboriginal music. They play this instrument – it's called a *didgeridoo*. It's made out of a hollow piece of wood and painted by hand. It makes a really interesting sound." –Robert Flynn



## 1 Getting started

**A** Look at the countries above. What do you know about each country? Make a list of ideas.

**B** 1.21 Listen. What aspect of their country's culture does each person talk about?

Figure it out

**C** Rewrite the sentences below, but keep the same meaning. Use the comments above to help you.

- You eat *kimbap* cold.
- People make earrings like these locally.
- They export a lot of handicrafts.
- Teams from all over the world carve the sculptures.

- Kimbap* \_\_\_\_\_ cold.
- Earrings like these \_\_\_\_\_ locally.
- A lot of handicrafts \_\_\_\_\_ .
- The sculptures \_\_\_\_\_ by teams from all over the world.

## 2 Grammar The simple present passive 1.22

Extra practice p. 142

Use the passive when the “doer” of the action is not known or not important.

### Active

How do they make *kimbap*?  
They make it with rice and vegetables.

Do they eat it hot or cold?  
They eat it cold. They don't eat it hot.

They carve the sculptures out of ice.

### Passive

How **is kimbap made**?  
It's **made** with rice and vegetables.

**Is it eaten** hot or cold?  
It's **eaten** cold. It's not **eaten** hot.

The sculptures **are carved** out of ice.

If the “doer” of the action is important, you can introduce it with **by**.

The sculptures **are carved by** teams from all over the world.

### In conversation

The most common passive verbs are *made*, *done*, and *called*.

### Common errors

Be sure to use the verb *be* in the present simple passive.

*The sculptures are carved out of ice.*  
(NOT ~~The sculptures carved out of ice.~~)

About you

**A** Rewrite the questions about your country. Then write true answers. Use the simple present passive.

- When do people sing the national anthem?  
*When is the national anthem sung? It's sung . . .*
- How do you make your favorite traditional food? Do you serve it cold?
- Do both men and women play your country's national sports?
- When do people celebrate your most important festivals? Does everybody celebrate them?
- When do people wear the national costume? Do people wear it a lot?
- Do people play traditional folk music?
- Do people make traditional handicrafts? Where do they sell them?

About you

**B** **Pair work** Compare your answers with a partner. Can you add more ideas?

## 3 Speaking naturally Silent syllables

~~ev~~ry   ~~diff~~erent   ~~int~~eresting   ~~veg~~etable

**A** 1.23 Listen and repeat the words. Notice that the unstressed vowels are not pronounced.

**B** 1.24 Listen to people talk about their cities. Cross out the vowel that is not pronounced in the underlined words. Then read the sentences to a partner.

- Broc, Switzerland: We're known for our chocolate, which is sold all over the world. If you're really interested, you can visit a factory to learn about the history of chocolate and how it's made.
- Coober Pedy, Australia: The average temperature here in summer is almost 40°C, so it's much cooler to live underground. It's definitely something different for travelers!
- Akihabara, Japan: If you want a camera, then you have to shop here. Practically every brand of electronic and computer goods is displayed here!
- Boyacá, Colombia: Emeralds are mined all over the world, but our region has some of the best and most valuable stones. They're mostly exported and made into jewelry.

About you

**C** Choose a city, region, or country, and tell the class what it's known for. Guess the places your classmates talk about.

*"This place is known for its wooden dolls. They're painted by local artists."*

## 1 Building vocabulary and grammar

**A**  1.25 Listen. Are these statements true in your country? Check (✓) True or False.



	True	False
1. Eating food on a subway or bus is bad manners.	<input type="checkbox"/>	<input type="checkbox"/>
2. It's rude to <b>cut in line</b> .	<input type="checkbox"/>	<input type="checkbox"/>
3. You should try to <b>keep your voice down</b> in public.	<input type="checkbox"/>	<input type="checkbox"/>
4. You can offend someone by not <b>bowing</b> or <b>shaking hands</b> when you meet.	<input type="checkbox"/>	<input type="checkbox"/>
5. People might <b>stare</b> at you for <b>walking around barefoot</b> .	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Having an argument</b> in public is considered bad manners.	<input type="checkbox"/>	<input type="checkbox"/>
7. It's impolite to walk into someone's home without <b>taking off your shoes</b> .	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Showing affection</b> in public – <b>holding hands</b> or <b>kissing</b> – is inappropriate.	<input type="checkbox"/>	<input type="checkbox"/>
9. You should try not to <b>stand too close</b> to people. It's considered rude.	<input type="checkbox"/>	<input type="checkbox"/>
10. It's acceptable not to <b>tip</b> cab drivers.	<input type="checkbox"/>	<input type="checkbox"/>
11. You should be careful not to <b>point at people</b> .	<input type="checkbox"/>	<input type="checkbox"/>
12. It's customary to <b>bargain</b> with street vendors to get something cheaper, but it's not acceptable to do this in a store.	<input type="checkbox"/>	<input type="checkbox"/>

Word sort

**B** What behaviors are considered acceptable in your country? Complete the chart with ideas from above. Add your own ideas. Then compare with a partner.

It's acceptable to . . .	It's not acceptable to . . .
<i>take your shoes off in the house.</i>	<i>stand too close to people.</i>

Figure it out

**C** Circle the correct choices. Are the sentences true in your country? Discuss with a partner.

 Vocabulary notebook p. 30

1. **Cut / Cutting** in line is bad manners.
2. You might offend someone by **standing / stand** too close.
3. You can offend your host by not **taking / to take** off your shoes.
4. It's polite **bow / to bow** when you meet someone.
5. It's customary not **to tip / tip** cab drivers.

## 2 Grammar Verb + *-ing* and *to* + verb; position of *not* 1.26

Extra practice p. 142

### Verb + *-ing* as a subject

**Eating** in public is bad manners.

**Not shaking** hands is impolite.

### Verb + *-ing* after prepositions

You can offend people by **eating** in public.

People might stare at you for **not shaking** hands.

### *to* + verb after *It's* . . .

It's bad manners **to eat** in public.

It's impolite **not to shake** hands.

### Position of *not*

**Not** comes before the word it negates.

Be careful **not** to point at people.

You can offend people by **not** bowing.

### Notice the difference in meaning:

It's acceptable **not** to tip cab drivers.

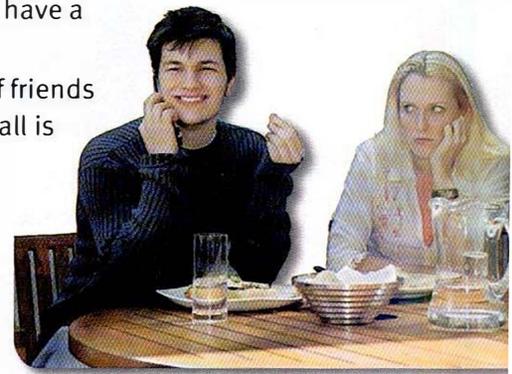
(It's optional.)

It's **not** acceptable to tip cab drivers.

(You shouldn't do it.)

### A Complete the sentences about eating at restaurants. Use verb + *-ing* or *to* + verb.

- If a friend invites you out to dinner, it's inappropriate \_\_\_\_\_ (take) another friend with you.
- It's bad manners \_\_\_\_\_ (not / call) the restaurant if you have a reservation and you decide to cancel your plans.
- \_\_\_\_\_ (arrive) a little late when you meet a big group of friends at a restaurant is acceptable. \_\_\_\_\_ (not / show) up at all is impolite.
- If you get to the restaurant before your friend, it's fine \_\_\_\_\_ (sit) down at the table.
- It's not acceptable \_\_\_\_\_ (complain) to your server if you don't like your meal.
- People might be upset with you for \_\_\_\_\_ (not / pay) your fair share of the bill.
- \_\_\_\_\_ (talk) with your mouth full is considered rude. \_\_\_\_\_ (take) phone calls during dinner is also bad manners.
- You can offend the server by \_\_\_\_\_ (not / leave) a tip. But \_\_\_\_\_ (give) a smaller tip is fine if the service is bad.
- \_\_\_\_\_ (ask) the server for a box to bring your leftover food home is acceptable.
- It's bad manners \_\_\_\_\_ (not thank) the person who paid afterwards. \_\_\_\_\_ (not say) thank you is really impolite.



About you

### B Pair work Discuss the statements above. Which ones do you agree with? Can you add more etiquette advice?

A *Yeah. Taking another friend with you is rude – especially if you're not paying.*

B *But it's not rude to invite another friend if it's a casual evening out.*

About you

### C Pair work What etiquette advice can you think of for the following situations? Make a list and then share with another pair.

visiting someone's home    going to a birthday party    going to an interview

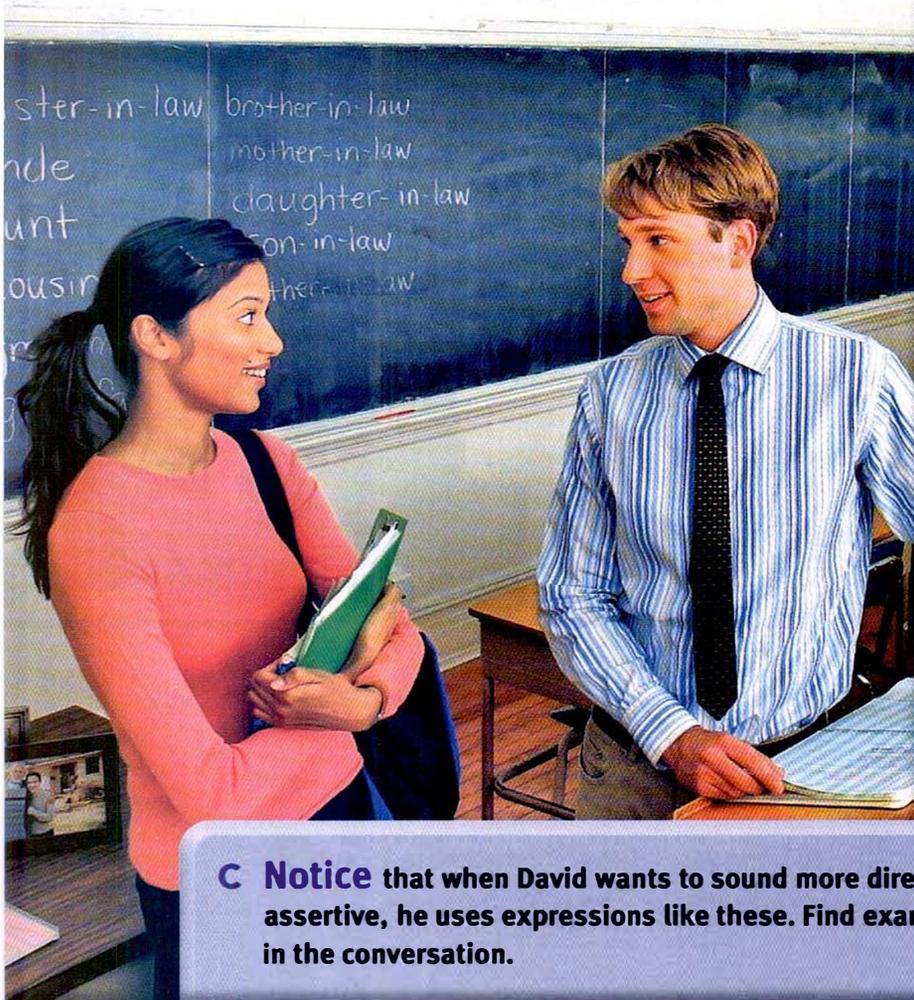
*"Well, when you visit someone's home, you might offend the host by not bringing a gift."*

Sounds right p. 137

**1** Conversation strategy Sounding more direct

**A** What kinds of things do people miss about home when they move abroad? Make a list.

**B**  1.27 Listen. What would David miss if he left Brazil?



**Hilda** So, when you're living here, do you miss home?

**David** Um, I don't miss too much, to be honest. Um, I miss my family, of course. . . .

**Hilda** Right.

**David** But I definitely don't miss the food! Um, I miss my family. That's about it.

**Hilda** So, if you went back home, would you miss lots of things about Brazil?

**David** Oh, yeah. I'd absolutely miss the food here. Yeah. But actually, I think the biggest thing would be . . . it would be weird for me to live in a country where I knew the language already, where all I have to do is work. I just don't see a challenge in that. You know, here every day is a challenge, speaking the language.

**Hilda** Uh-huh.

**David** In fact, living back home would be boring, I think. I honestly don't know what I'd do.

**C** Notice that when David wants to sound more direct or assertive, he uses expressions like these. Find examples in the conversation.

*absolutely, definitely, really, actually, certainly, honestly, in fact, to be honest, to tell you the truth*

About you

**D** Make these statements about living in another country more direct. Use the expressions given. Then discuss each statement with a partner. Do you agree?

1. I'd miss my friends. (definitely) I'd miss everyone. (in fact)
2. I wouldn't miss the weather. (certainly) But I'd miss the food. (really)
3. I'd enjoy living in a different culture. (actually)
4. Learning the language would be a challenge. (to be honest)
5. I wouldn't miss the lifestyle here. (to tell you the truth)
6. I think I'd be scared to go abroad on my own. (honestly)

**A** *If I lived in another country, I'd definitely miss my friends!*

**B** *Well, yes, but to be honest, it's good to make new friends too.*

## 2 Strategy plus *of course*

***Of course*** usually means, "This idea is not surprising. It's what you expect."

You can also use ***Of course*** in responses to show you agree or understand.

A I really miss my family.  
B Of course.

I miss my family, of course.



### Note

Be careful when you use ***of course***. It can sound abrupt or rude as an answer to a question.

A Do you miss your family?  
B Oh, yes, I really do.  
(NOT ~~Of course.~~)

### In conversation

***Of course*** is one of the top 50 expressions.

**A** Read the conversations. Which response is more polite? Circle *a* or *b*.

- Do you think living in another country would be exciting?
  - Of course it would.
  - Absolutely. Of course, I'd probably feel homesick at times.
- Would you learn all about a country before you went?
  - Well, I guess I'd like to know all about its culture. And, of course, its traditions.
  - But of course. You really should learn something.
- Would you take something with you to remind you of home?
  - Of course.
  - Probably. Maybe a photo of my bird. Of course, I couldn't take the bird with me, but...

About you

**B** Pair work Ask and answer the questions above, giving your own answers. Use ***of course*** in your answers, but be careful how you use it.

## 3 Listening and strategies Away from home

**A** 1.28 Listen to Val talk about her experience. Answer the questions.

- Why is she living away from home?
- What has been challenging for her?
- What has been going well?
- How does she keep in touch with family? When?

**B** 1.28 Listen again. What would Val's friend say about her experience? Check (✓) the sentences.

- To tell you the truth, Val's host sister is pretty unfriendly.
- To be honest, she hasn't gotten to know many people.
- She's definitely learning about the culture.
- Of course, she doesn't like having to be home at ten.
- She's certainly homesick. In fact, she wants to go back home right now.

About you

**C** Group work Think about a time you were away from home. Who and what did you miss? How did you keep in touch? Talk about your experience.

"When I was an exchange student, I missed my friends. Of course, I missed my family, too."

## 1 Reading

- A** Think of a proverb in your language. When is it used, and why?
- B** Read the article. Do you have similar proverbs in your language? Are proverbs used in the same ways?

### Reading tip

Read the first sentence of each paragraph. What do you think each paragraph will be about?

## PROVERBS: The wisdom that binds us together

Proverbs exist in every language and culture and are a way of passing down folk wisdom, or “common sense,” from generation to generation. Who doesn’t remember a time when they were struggling with a problem or dilemma, and someone quoted a proverb that aptly summed up or explained the situation? “All’s fair in love and war” describes the injustice that is often encountered in a romantic relationship and may help some of us accept it. “Absence makes the heart grow fonder” is meant to give hope when a loved one is far away. When that same relationship is brought to an end by distance, we hear, “Out of sight, out of mind.”

Proverbs have lasted for thousands of years, probably because they’re so memorable. Some are short and concise, like “Practice makes perfect” and “Haste makes waste,” while others use a poetic language such as metaphors, repetition, and rhymes. The metaphor “Out of the frying pan and into the fire” is easy to visualize when you are faced with a difficult situation that just got even worse. The repetition of the consonant “t” makes it easy to remember “It takes two to tango.” The rhyme “When the cat’s away, the mice will play” comes to mind as soon as the boss leaves on vacation, and the repetition of the structure in “Once bitten, twice shy” makes this an extremely catchy phrase.

Some scholars who study proverbs look for examples that are unique to a particular culture as a key to understanding cultural differences. Others focus on the proverbs that appear in almost every language as a way of defining a common wisdom that binds all humans together.

Proverbs don’t always offer up universal truth, however, and they are frequently contradictory. People say, “Clothes make the man,” to reflect the importance of appearance as part of one’s personal identity. On the other hand, they also say, “You can’t judge a book by its cover,” to point out that appearances can be deceptive. And with “Handsome is as handsome does” they stress the value of good behavior over good looks.

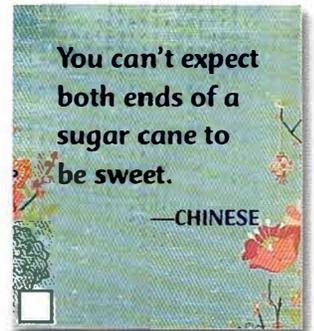
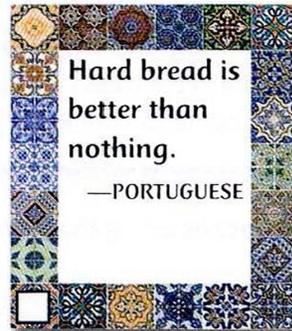
So while proverbs can help us grasp some universally shared wisdom, they also force us to recognize that life is complex and that there are no easy answers. The complexity of the human condition as reflected in proverbs is yet another thing that is shared by people around the world.

- C** Read the article again. Can you find these things? Compare with a partner.

1. a function proverbs serve in different languages and cultures
2. two different ways scholars look at proverbs
3. two proverbs that are memorable because they use rhyme
4. three proverbs that are memorable because they repeat consonants, words, or structures
5. two pairs of proverbs that are contradictory
6. two things we can learn when we study proverbs from different cultures

## 2 Listening and speaking Favorite proverbs

**A** Can you guess the meaning of the proverbs below? Discuss with a partner.



**B** 1.29 Listen to four people talk about their favorite proverbs. Number the proverbs above 1 to 4. What do they mean? Did you guess the meaning correctly?

**C** 1.30 Match each proverb above with a similar English proverb below. Write the numbers. Then listen again as someone comments on each proverb, and check your answers.

- You can't have your cake and eat it, too. \_\_\_\_
- Every cloud has a silver lining. \_\_\_\_
- If you can't stand the heat, get out of the kitchen. \_\_\_\_
- Beggars can't be choosers. \_\_\_\_

About you

**D** **Pair work** Which of the proverbs above is your favorite? Why? When would you use it?

*"Beggars can't be choosers' is used a lot in our house. My mom is always saying it. It's great because . . ."*

## 3 Writing Explain a proverb

**A** Read the article below. Find the useful expressions from the Help note, and underline them.

**Just one watermelon at a time!**

One of my favorite Arabic proverbs is "You cannot carry two watermelons in one hand." It's often said when a person is taking on too much work or too many challenges. It means that you need to focus on one important task at a time and do it well. A similar proverb in English is "Don't bite off more than you can chew." I like the proverb about watermelons because it's an excellent metaphor. Whenever I have to decide about a new project, I can see myself trying to carry two watermelons, and I stop and think about how much work I can handle.

### Help note

#### Useful expressions

*One of my favorite proverbs is "... "*

*It's often said when ...*

*It means that ...*

*A similar proverb in English is "... "*

*I like it because ...*

**B** Write a short article about your favorite proverb. Say why you like it and what it means. Then read your classmates' articles. Did anyone choose the same proverb?

Free talk p. 130



### Learning tip *Finding examples*

When you learn a new expression, find examples on the Internet. Type the expressions into an Internet search engine with quotation marks (" ") around it.



### 1 Complete the sentences using the words and expressions in the box.

bowing    having an argument    kissing    to take off    walking around barefoot  
 eating    to keep your voice down    to cut in line    to shake hands

- In Japan, \_\_\_\_\_ is customary when two people introduce themselves.
- In the United States, it's polite \_\_\_\_\_ firmly when you are introduced to a colleague.
- In South Korea, \_\_\_\_\_ food on the subway is considered rude.
- In many places of worship in Asia, it's polite \_\_\_\_\_ your hat and shoes.
- In Chile, people often say hello by \_\_\_\_\_ each other on the cheek.
- In Australia, \_\_\_\_\_ is acceptable at beach resorts, but not in public buildings.
- In Taiwan, \_\_\_\_\_ in public is considered impolite. It's better \_\_\_\_\_.
- In Great Britain, it's considered rude \_\_\_\_\_. You should always wait your turn.

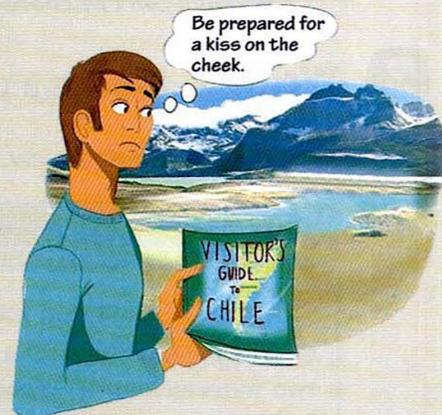
### 2 Word builder Find the meaning of the words and expressions. Write a tip for each one.

blow your nose    burp    offer your seat to someone    swear



#### On your own

Find a travel guide for a country you'd like to visit. Find six things you should or shouldn't do if you go there.



Can Do!

### Now I can ...

I can ...

I need to review how to ...

- talk about my country's cultural traditions.
- talk about manners, customs, and appropriate behavior in my country.
- use expressions like *to be honest* to sound more direct.

- use *of course* to show I understand or agree.
- understand a conversation about living away from home.
- understand people explaining proverbs.
- read an article about proverbs.
- write an article about a favorite proverb.

## 1 Is it polite?

**A** Complete the questions with the correct forms of the verbs.

1. Would you ever consider not tipping (not tip) a server in a restaurant?
2. Do you remember \_\_\_\_\_ (stare) at people when you were little?
3. Do you feel it's rude \_\_\_\_\_ (not say) hello to your neighbors?
4. Is \_\_\_\_\_ (hold hands) OK on a first date?
5. Do you bother \_\_\_\_\_ (bargain) with street vendors when the items are already very cheap?
6. Do you ever offer \_\_\_\_\_ (help) people with their bags on the bus or subway?
7. Have you and a friend ever ended up \_\_\_\_\_ (argue) in public?
8. Have you ever offended someone without \_\_\_\_\_ (intend) \_\_\_\_\_ (be) rude?

**B Pair work** Ask and answer the questions. Show that you understand your partner's answers by summarizing what he or she says.

*"I'd never consider not tipping – I used to be a server myself." "So you always tip the server."*

## 2 Think, Bob, think!

**A** Complete the conversation with the correct forms of the verbs.

**Officer** Have you seen (see) these people before?

**Bob** Yes, they're my neighbors. They \_\_\_\_\_ (live) upstairs.

**Officer** How long \_\_\_\_\_ they \_\_\_\_\_ (live) there?

**Bob** I guess I \_\_\_\_\_ (know) them for six months.  
They \_\_\_\_\_ (move) here in August.

**Officer** When \_\_\_\_\_ you last \_\_\_\_\_ (see) them?

**Bob** Um, about a week ago, I think. Last Tuesday.

**Officer** What \_\_\_\_\_ they \_\_\_\_\_ (do) when you  
\_\_\_\_\_ (see) them?

**Bob** Well, as I \_\_\_\_\_ (come) home, they  
\_\_\_\_\_ (carry) a big suitcase to the car.

**Officer** \_\_\_\_\_ you \_\_\_\_\_ (speak) to them?

**Bob** I \_\_\_\_\_ (say), "Hi! Where \_\_\_\_\_ you  
\_\_\_\_\_ (go)?" And they \_\_\_\_\_ (reply),  
"On vacation."

**Officer** What time \_\_\_\_\_ they finally \_\_\_\_\_ (leave)?

**Bob** Oh, um, it was pretty late, around 11 at night, I guess.

**Officer** Can you remember what they \_\_\_\_\_ (wear)?

**Bob** Let me think. . . .

**B** Write Bob's answer to the police officer's last question. How much detail can you give? Compare with a partner.



### 3 Can you complete this conversation?

**A** Complete the conversation with the words and expressions in the box. Practice the conversation.

✓ definitely    don't you think    now    of course    these    this    to be honest

**Anna** Bella used to live in Japan. You loved living there, right?

**Bella** Oh, definitely. I lived there for nine years, working for a Japanese advertising company.

**Chris** Nine years? Wow! Didn't you ever get homesick?

**Bella** Occasionally. But, \_\_\_\_\_, I didn't really miss living at home. I was too busy. I mean, \_\_\_\_\_ I missed my family.

**Chris** Oh, I bet you did. \_\_\_\_\_, how did you get that job? Did they hire you over here, or...?

**Bella** Actually, I was already in Japan on an exchange program, staying with \_\_\_\_\_ family. And the father starts bringing home all \_\_\_\_\_ documents from his work to translate into English. Anyway, I started helping him, and his company ended up hiring me.

**Anna** And they transferred her here. It's a cool story, \_\_\_\_\_?



**B Pair work** Choose a topic below and have a conversation. Ask and answer questions.

- something difficult you did once
- a time you missed someone
- an interesting experience you had
- an unusual person you once met

*A Can you think of a time you missed someone?*

*B Yes. My mom went on a trip when I was five. I wanted to go with her.*

### 4 As bad as that?

**Pair work** Compare these things using (*not*) *as... as*. Try to use negative questions to give opinions or to suggest ideas.

- folk music / country music
- old buildings / new buildings
- baked potatoes / fries
- cheap watches / expensive watches

*A Folk music isn't as popular as country music. You don't hear it as much.*

*B But don't you think it's just as good? I like folk as much as country.*

### 5 Guess the dish!

**A** Write questions in the simple present passive, using the words below. Then think of a traditional dish, and answer the questions.

- eat / hot or cold
- When / eat
- How / cook
- What / make / with
- What / serve / with
- What / call

**B Pair work** Take turns asking and answering the questions. Can you guess your partner's dish before question 6?



# Socializing



In this unit, you learn how to . . .

## Lesson A

- Say what should happen with *be supposed to*
- Talk about weekend plans using *was / were going to*

## Lesson B

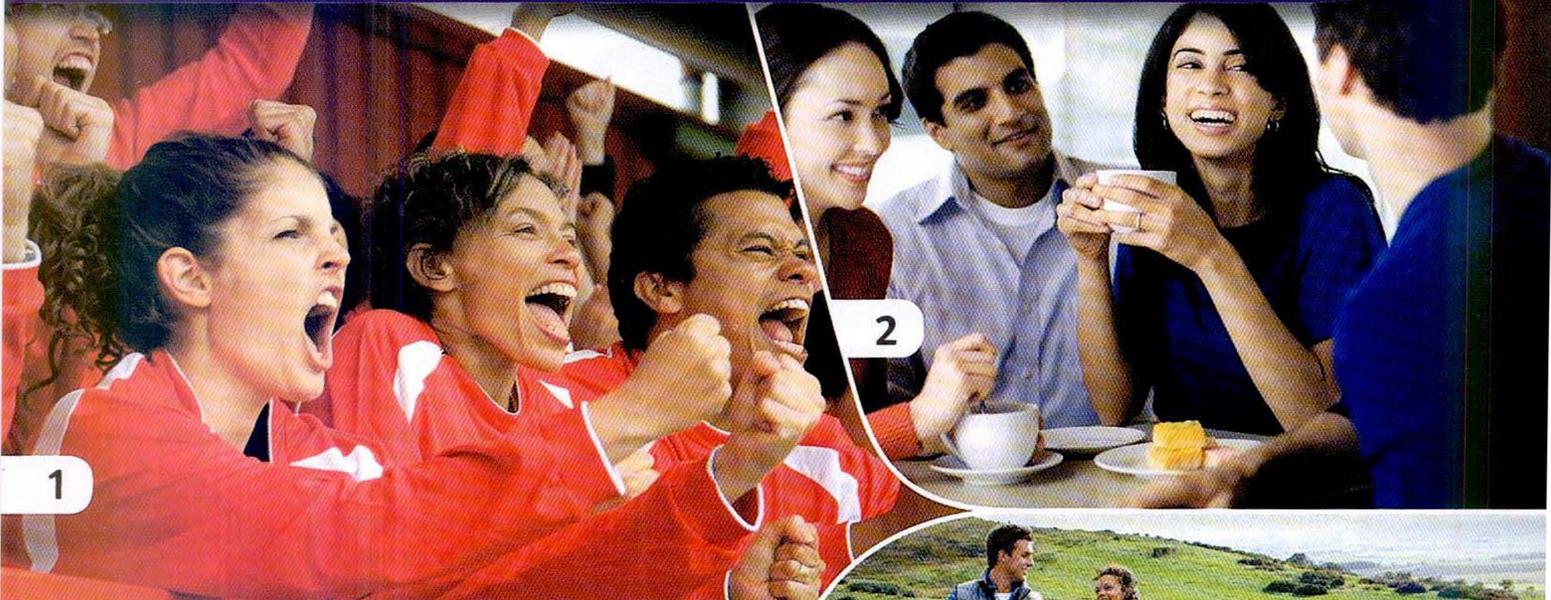
- Talk about going out and formal events using *get* expressions

## Lesson C

- Check your understanding with “statement questions”
- Use *so* to start or close topics, pause, or check understanding

## Lesson D

- Read an article about introverts and extroverts
- Write an article about your social style



## Before you begin . . .

- Who do you usually socialize with?
- Do you usually go out in small groups, large groups, or with just one person?
- Where are some good places to go out with friends in your town or city?

**Marco**: Are you going to Brad and Gayle's party?

**Anna**: Well, I wasn't going to go, but maybe I will. I'm supposed to be studying for an exam. Are you going?

**Marco**: Yeah. The party's at their house, right? Do you know where they live?

**Anna**: Not exactly. Brad was going to call and give me the address, but he didn't. Maybe Ellen knows.

**Ellen**: What kind of party is it?

**Phil**: I think it's supposed to be a barbecue.

**Ellen**: That'll be fun. Have you heard the weather forecast?

**Phil**: Yeah. I heard it's supposed to be a really nice evening.

**Patty**: Are we supposed to bring anything?

**Sue**: I don't think so. I was going to make some potato salad, but I didn't have time.

**Patty**: Well, I bought them a box of chocolates. Do you think that'll be OK?

**Sue**: I don't know. Isn't Brad on a diet? He's not supposed to eat stuff like that. But Gayle will like them.

**Jen and Martin**: Jen and Martin are late. They were supposed to pick me up at 7:00.

**Patty**: Gosh, it's 7:30 already. Maybe they forgot. Do you want me to come and get you? I can take you home, too.

**Junko**: That'd be great. But I'm supposed to be at work early tomorrow, so I can't stay late.

**Junko**: That's OK. I think the party's supposed to end at 11:00, but we can leave a bit earlier.

## 1 Getting started

**A** What do you do to get ready for a party? Tell the class.

**B** 2.01 Listen. Brad and Gayle are having a party tonight, and their friends are getting ready. What do you find out about the party?

**Figure it out** **C** How might Brad and Gayle's friends say the things below? Replace the underlined words with an expression each person has already used above.

- |          |   |          |  |
|----------|---|----------|--|
| 1. Phil  | They say it's going to be really warm.  | 4. Anna  | I <u>should</u> be working on a paper.             |
| 2. Sue   | Brad <u>shouldn't</u> eat chocolate.    | 5. Patty | Jen and Martin <u>agreed</u> to be here by 7:00.   |
| 3. Patty | I <u>have to</u> get up early tomorrow. | 6. Sue   | I <u>intended</u> to make a dessert, but I didn't. |

## 2 Grammar *be supposed to; was / were going to* 2.02

Extra practice p. 143

***Be supposed to* can mean “They say . . . .”**

It's **supposed to** be a barbecue.

It's **supposed to** rain later.

**It can also mean “have to” or “should.”**

I'm **supposed to** work tomorrow.

He's **not supposed to** eat chocolate.

**It can contrast what should happen with what does or will happen.**

I'm **supposed to** be studying for an exam (but I'm not).

I'm **not supposed to** stay out late (but maybe I will).

***Was / Were supposed to* can mean what was expected didn't or won't happen.**

They **were supposed to** come at 7:00 (but they didn't).

I **wasn't supposed to** go by myself (but I'll have to).

***Was / Were going to* has a similar meaning and can also mean “intended to.”**

He **was going to** give us directions (but he didn't).

I **wasn't going to** go to the party (but I guess I will).

### In conversation

Over 60% of uses of *be supposed to* are in the present tense. About 10% are negative.

Complete the conversations with the correct form of *be supposed to* or *was / were going to* and the verb. Sometimes more than one answer is possible. Then practice in pairs.

1. A It \_\_\_\_\_ (rain) tonight. Do you want to go see a movie?

B Yeah. I want to see that new Stephen King movie.

It \_\_\_\_\_ (be) good. I \_\_\_\_\_ (see) it last weekend, but I ended up going to a party instead.

2. A Do you have plans for the weekend? I heard the weather \_\_\_\_\_ (not / be) very good.

B Yeah. I \_\_\_\_\_ (go) to a family reunion, but I'm not really looking forward to it.

A Why not? Reunions \_\_\_\_\_ (be) fun.

B Well, I \_\_\_\_\_ (make) 80 cupcakes. I \_\_\_\_\_ (buy) them, but my husband said that's cheating!

3. A What did you do last night? Did you go out?

B No. I \_\_\_\_\_ (cook) dinner for a friend. I mean, I \_\_\_\_\_ (not / make) anything special, but then he called, and it turned out he \_\_\_\_\_ (go) to soccer practice or something, so he didn't come. So I had a TV dinner! How about you?

A Actually, I \_\_\_\_\_ (go) to a movie, but then I decided to stay home.

### Common errors

Be sure to use the correct form of *be supposed to*.

*I'm supposed to work tomorrow.*  
(NOT ~~I suppose to work tomorrow.~~)

## 3 Talk about it Weekend fun

**Group work** Discuss the questions about this weekend.

- ▶ What's the weather supposed to be like?
- ▶ Are there any events that are supposed to be fun?
- ▶ Are you supposed to go anywhere or see anyone in particular?
- ▶ Are you supposed to do anything that you're not looking forward to?
- ▶ Is there anything you were going to do last weekend that you're going to do this weekend instead?

**A** *What's the weather supposed to be like this weekend?*

**B** *I heard it's supposed to be nice.*



**1** Building vocabulary and grammar

**A** 2.03 Listen. Where are Luis and Rosa going? Do they want to go? Practice the conversation.

**Luis** Rosa, it's 6:00. We're supposed to be there by 7:00. Weren't you supposed to **get off** work early today?

**Rosa** Well, my boss called a meeting, and I couldn't **get out of** it. I had to go. Anyway, I don't **get it** – why is your cousin getting married on a Friday and not a Saturday, like everyone else?

**Luis** I don't know. All I know is that my mother will never **get over** it if we walk in late. So we have to **get going**.

**Rosa** OK. Uh, do you think I can **get away with** wearing pants?

**Luis** No way! It's supposed to be a formal wedding. Look, I got your silk dress ready for you.

**Rosa** Oh, I'll never **get used to** dressing up for these fancy weddings. Can we try to **get home** early?

**Luis** Rosa, I **get the feeling** that you don't really want to go.

**Rosa** Well, I just hope I can **get through** the reception.

**Luis** Oh, come on. Let's just go and enjoy it. It's a chance for you to **get to know** my family better. By the way, did you **get around to** buying a gift?

**Rosa** Weren't *you* supposed to do that?



Word sort

**B** Find a *get* expression from the conversation above to complete each sentence below. Are the sentences true for you? Compare with a partner.

<i>get around to</i>	1. I was so busy last week that I didn't <u>get around to</u> doing my homework.
	2. Sometimes I _____ that people are annoyed with me for being late.
	3. It's hard for me to finish long novels. I just can't _____ them.
	4. Why don't some people dress up for weddings? I don't _____.
	5. I'll never _____ wearing formal clothes. They don't feel right.
	6. I wish I could _____ wearing jeans to work. They're so comfortable.

**C** Find six more *get* expressions in the conversation above. Write a sentence with each expression. Compare your sentences with a partner.

*get off* - My sister gets off work early all the time.



Figure it out

**D** Circle the correct choice to complete the questions. Use the conversation to help you.

- Will Luis's mother **get over it** / **get it over** if they're late?
- Rosa had to attend a meeting at work. Why couldn't she **get out of it** / **get it out of**?
- Can Rosa get away with **wear** / **wearing** pants?

## 2 Grammar Inseparable phrasal verbs 2.04

Extra practice p. 143

With these verbs, the object always comes after the particle or preposition.

### Verb + particle + object

Weren't you supposed to **get off work** early?  
 She'll never **get over feeling embarrassed**.  
 I'm sure she'll **get over it**.  
 I hope I can **get through the reception**.  
 I know you can **get through it**.

### Verb + particle + preposition + object

Can I **get away with wearing pants**?  
 No. You can't **get away with it**.  
 Couldn't you **get out of the meeting**?  
 No, I couldn't **get out of it**.  
 Did you **get around to buying a gift**?  
 No, I never **got around to it**.

About you

Complete the questions. Put the words in order, and use the correct form of the verbs. Then ask and answer the questions with a partner.

- If you weren't ready for a test, would you try to get out of it (of / out / it / get)?
- Do you find it hard to \_\_\_\_\_ (the day / through / get) without texting your friends?
- Do you know anyone who tries to \_\_\_\_\_ (of / get / go / out) to parties because they are shy? Is it possible to \_\_\_\_\_ (get / feel / over) shy?
- Have you ever told a "white lie" to \_\_\_\_\_ (of / get / an invitation / out)? Did you \_\_\_\_\_ (get / it / away / with)?
- How do you feel about buying gifts? Does it take you a long time to \_\_\_\_\_ (to / get / choose / around) something?
- Do you often argue with your friends? How long does it take you to \_\_\_\_\_ (over / get / an argument)?
- Does it take you a long time to \_\_\_\_\_ (start / to / get / around) your homework assignments because you're on social networking sites?

## 3 Speaking and listening Going out

About you

**A Pair work** Discuss the sentences below. Which choice is most like you?

- |   |   |
|---|---|
| <p>1. <b>I'm one of those people who ...</b><br/>           a. gets ready at the last minute.<br/>           b. spends ages getting ready.</p>          | <p>3. <b>When I go out, I always ...</b><br/>           a. make an effort to dress up.<br/>           b. try to get away with wearing jeans.</p>                            |
| <p>2. <b>If I'm late for something, I usually ...</b><br/>           a. hurry to try to be on time.<br/>           b. take my time and arrive late.</p> | <p>4. <b>If a friend cancels plans we made, ...</b><br/>           a. I stay home and feel disappointed.<br/>           b. I get over it and do something else instead.</p> |

**B**  2.05 Listen to Paula and Roberto talk about their plans for tonight. What happens?

**C**  2.05 Listen again. How would Roberto complete the sentences above? Circle his choices.

About you

**D Pair work** What other habits do you have when you get ready or go out?

*"I always say yes to invitations and then regret it and try to get out of them."*

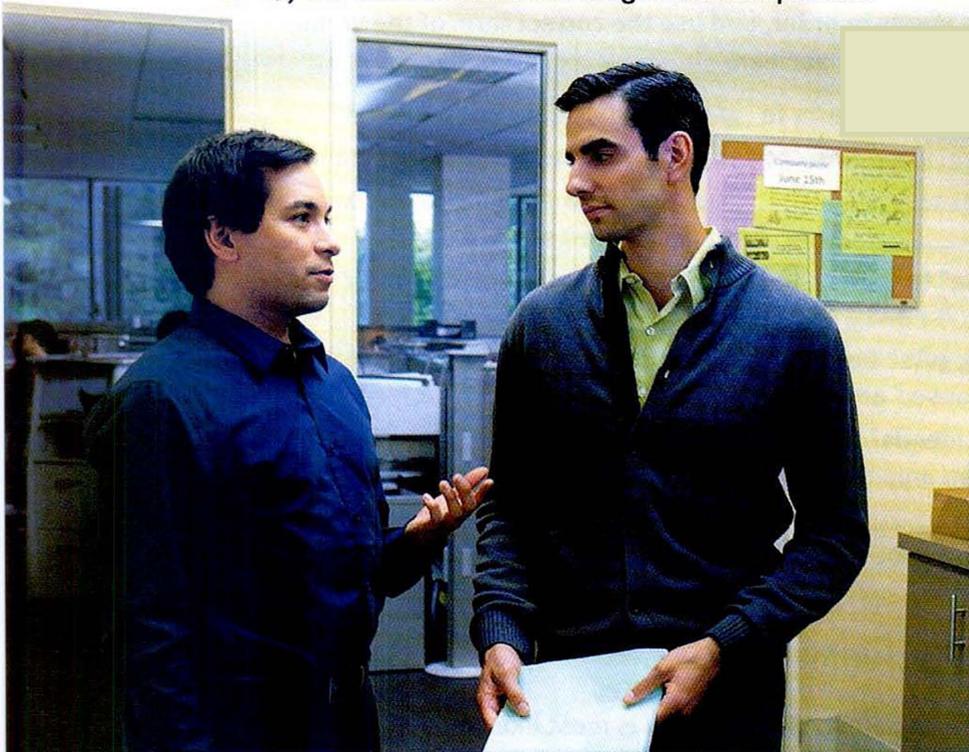
 Sounds right p. 137

**1** Conversation strategy Checking your understanding

**A** Check (✓) which statements are true for you. Tell the class.

- I love going to big parties where I don't know many people.
- I prefer going to small parties with a few friends I know well.
- I like going to parties with my co-workers or classmates.

**B**  2.06 Listen. How does Greg feel about parties?



**Hugo** So, there's another work party on Friday. You're going this time, right?

**Greg** I don't know. To be honest, I hate those things.

**Hugo** Really? Why's that?

**Greg** Well, I know it's supposed to be fun, but I'm just not very good at all that small talk.

**Hugo** So parties aren't your thing, huh?

**Greg** Not really. I just don't like big groups of people. I'd rather talk one on one, so . . .

**Hugo** So you're not going to go?

**Greg** No. I'll probably try and get out of it somehow. So, yeah. I'll just say I have other plans.

**C** Notice how Hugo checks his understanding. He asks questions in the form of statements. People often add *huh, right, or then* at the end of questions like these. Find more examples.

*"So parties aren't your thing, huh?"*

**D**  2.07 Read more of Hugo and Greg's conversation. Change the questions to "statement questions." Then listen and notice what they say.

Hugo So, aren't you going to show up at all? So you aren't going to show up at all, huh?

Greg No. Those work parties aren't my thing. Do you like them? \_\_\_\_\_

Hugo Yeah. But don't you want to network? You may get a promotion. \_\_\_\_\_

Greg Yeah. But I'm happy in my job right now. I'm not looking for a promotion or anything.

Hugo Oh. Don't you want to work your way up in the organization? \_\_\_\_\_

Greg Actually, um, no. Not really. So are you pretty ambitious? \_\_\_\_\_

Hugo I guess I am. But, the parties are fun anyway, and the people are interesting.

Greg So, do you know a lot of people in the company? \_\_\_\_\_

## 2 Strategy plus *so*

You can use **so** in many ways, including:

**To start a topic, often with a question**

*So, there's another work party on Friday.*

**To check your understanding**

*So parties aren't your thing, huh?*

**To pause or let the other person draw a conclusion**

*I'd rather talk one on one, so . . .*

**To close a topic**

*So, yeah. I'll just say I have other plans.*

So parties aren't  
your thing, huh?

In conversation

So is one of the top 20 words.

**A** Find three places where you can use *so* in each conversation. Change the capital letters and add commas where necessary. Then practice with a partner.

- A So, <sup>w</sup>What do you think of surprise parties?

B \_\_\_\_\_ I don't know. \_\_\_\_\_ I've never had one or been to one, \_\_\_\_\_ . . . .

A \_\_\_\_\_ No one has ever given you one? Do you think your friends would ever do that \_\_\_\_\_ ?

B \_\_\_\_\_ No. My friends don't do that kind of thing.
- A \_\_\_\_\_ Have you thrown any parties in the past year?

B \_\_\_\_\_ Actually, yes. I had one last month. \_\_\_\_\_ A lot of people came.

A \_\_\_\_\_ All your friends came?

B \_\_\_\_\_ Yeah, they did. \_\_\_\_\_ It was great.

About  
you

**B Pair work** Ask and answer the first question in each conversation above. Give your own answers.

## 3 Speaking naturally Being sure or checking

**If you are sure:** *So your birthday's on Friday.*

**If you are checking:** *So your birthday's on Friday?*

*So all your friends came.*

*So all your friends came?*

**A** 2.08 Listen and repeat the sentences. Notice how the intonation falls when you say something you are sure about and rises when you're checking information.

**B** 2.09 Listen to four conversations. Are the speakers sure (S), or are they checking (C)? Add a period or a question mark, and write S or C.

- So you go out a lot \_\_\_\_\_
- So you're a real people person \_\_\_\_\_
- So you don't like parties very much \_\_\_\_\_
- So you never celebrate your birthday \_\_\_\_\_

About  
you

**C Pair work** Ask and answer the questions. Check your understanding and use *so* where you can.

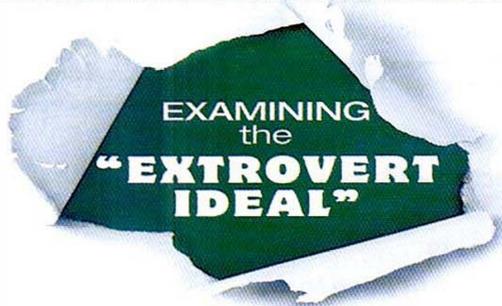
- How often do you go to parties?
- Do you like to go out in large groups?
- What do you do on Saturday nights?
- What do you usually do on your birthday?

## 1 Reading

- A** What kinds of behaviors are typical of extroverts and introverts? Make two lists. Scan the article for more ideas.
- B** Read the article. What does Susan Cain think our society can learn from introverts? Why?

### Reading tip

Writers often use these words and expressions to say what people think or say: *argue, believe, contend, explain, according to (someone)*.



“Solitude matters. And for some people, it is the air they breathe.” Susan Cain, author of *Quiet: The Power of Introverts in a World That Can’t Stop Talking*, firmly believes this to be true. She also believes that introverts struggle in our society because of the deep bias against them. She says that “our most important institutions, our schools and our workplaces, they are designed mostly for extroverts, and for extroverts’ need for lots of stimulation.”

According to Cain, introverts are sensitive to overstimulation and tend to enjoy quiet, contemplative environments. They think before they speak and are usually good listeners. In contrast, extroverts tend to be socially confident and quick on their feet.

Unfortunately for introverts, modern professional and academic settings are not planned with them in mind. People are expected to behave like extroverts – chatty, confident, and charismatic. Cain emphasizes that this proves difficult for those who identify as introverts – nearly half of all

Americans – and they regularly face discrimination when they fail to act like their more outgoing counterparts.

In the competitive world we live in, Cain explains, there is pressure to stand out in a crowd. There is an expectation that being dominant will lead to success. As a result of this “Extrovert Ideal,” workplaces and classrooms nowadays are often uncomfortable for introverts, who are frequently left feeling overlooked or disrespected. Collaborative brainstorming sessions are the norm. Talkers are considered smarter. Workers with strong “people skills” are praised, and “open plan” offices are common. While the assumptions that extroverts have better ideas or make better leaders are simply not true, introverts’ valuable contributions are nevertheless likely to go unnoticed.

Furthermore, Cain contends that workplace innovation and productivity suffer when extroverts are valued more than introverts. In fact, research indicates that brainstorming in groups results in lower quality ideas, whereas there is a strong link between solitude and creativity. In general, open office plans reduce concentration, lower productivity, and make it difficult to retain good employees. “Our most important institutions are designed for extroverts. We have a waste of talent,” says Cain.

Ultimately, Cain believes our society can learn a great deal from introverts. “It’s a very powerful thing to be quiet and collect your thoughts.”

- C** Can you find words or expressions in the article that mean these things? Underline them.

- |                      |                            |                   |
|----------------------|----------------------------|-------------------|
| 1. too much activity | 4. charming and attractive | 7. bossy or pushy |
| 2. thoughtful        | 5. prejudice               | 8. says or argues |
| 3. on the other hand | 6. look or be different    | 9. keep (staff)   |





### Learning tip *Expressions in context*

When you learn a new expression, write an example sentence that uses it in context. Think of something you might want to say, and add ideas that set the scene or help you remember its meaning.

### In conversation

#### Get into it!

These are the top 10 particles and prepositions after *get*:

- |         |          |
|---------|----------|
| 1. out  | 6. up    |
| 2. into | 7. on    |
| 3. in   | 8. away  |
| 4. to   | 9. off   |
| 5. back | 10. down |

### 1 Complete the sentences using a *get* expression from the box.

get away with it	get it	get out of it	get to know
get going	get off	get over it	get used to

- I'm late. I'd better \_\_\_\_\_.
- I love meeting new people. I think it's a lot of fun to \_\_\_\_\_ people.
- Weekends seem so short. I wish I could \_\_\_\_\_ work early every Friday.
- You're not supposed to go into clubs under the age of 18, but I know some kids manage to \_\_\_\_\_.
- I'll never \_\_\_\_\_ wearing a suit to work.
- I don't understand why some people stay home all the time. I just don't \_\_\_\_\_.
- I was going to go to my class reunion. But I've decided to try and \_\_\_\_\_.
- When I failed the exam, I thought I would never \_\_\_\_\_, but actually, I'm enjoying taking this class again.

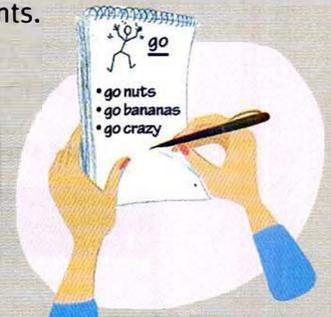
### 2 Word builder Find out the meaning of the *get* expressions in the sentences below. Then write another sentence before each one that provides a context for the expression.

- \_\_\_\_\_ She **gets on my nerves**.
- \_\_\_\_\_ I just need to **get away from it all** so I can relax.
- \_\_\_\_\_ Maybe there's a way to **get around** that problem.
- \_\_\_\_\_ I don't want to **get behind** on my payments.



### On your own

Get a flip pad. Make different sections for common verbs like *get*, *go*, *do*, and *have*. Write as many expressions as you can for each verb.



Can Do!

## Now I can . . .

- I can . . .       I need to review how to . . .

- |   |  |
|---|--|
| <input type="checkbox"/> talk about going out and socializing.                        | <input type="checkbox"/> use <i>so</i> in different ways.                  |
| <input type="checkbox"/> talk about things I am <i>supposed to do</i> .               | <input type="checkbox"/> understand people discussing their evening plans. |
| <input type="checkbox"/> talk about things I think will happen or plans that changed. | <input type="checkbox"/> understand someone talk about her social style.   |
| <input type="checkbox"/> check my understanding with "statement questions."           | <input type="checkbox"/> read an article about introverts and extroverts.  |
|   | <input type="checkbox"/> write an article about my social style.           |

# Law and order



In this unit, you learn how to . . .

## Lesson A

- Talk about the legal age for activities using the passive of modal verbs

## Lesson B

- Talk about crime and punishment using the *get* passive

## Lesson C

- Organize your views with *First of all*, etc.
- Show someone has a valid argument with expressions like *That's a good point*.

## Lesson D

- Read an article about privacy issues with smartphones
- Write a comment responding to a web article



## Before you begin . . .

Do you have laws about these things in your country? What are they?

- Getting rid of trash and recycling
- At what age you can ride a motorcycle and what you have to wear
- Wearing seat belts and using a cell phone in a car

## The Age of MAJORITY

In many countries, the law permits you to engage in new activities at the age of 18. We asked people what they think about 18 as the "age of majority."

**When you turn 18, you can go see an "R-rated" movie – a movie that's restricted to adults. What do you think about that?**

"What do I think? Well, I think the law ought to be changed – 18 is too young. Actually, I think R-rated movies should be banned altogether. They're far too violent."  
– Bill Hughes



**You can get your own credit card at the age of 18. Is this too young?**

"I don't think so. I mean, young people have to be given their freedom at some point. You know, they ought to be encouraged to manage their own finances and things. They can always learn from their mistakes."  
– Jared Blake



**Do you think you should be allowed to vote at 18?**

"I guess. I mean, you can do everything else at 18. Why not vote? It's too bad more young people don't vote, though. I think everyone should be made to vote."  
– Aiko Nakano



**Do you think you should be able to get married before you're 18?**

"No way. In fact, you shouldn't be allowed to get married until you're at least 21 or even older. Then there might be fewer divorces.

Actually, I think a law should be passed that says if you want to get married, you have to take marriage classes first!"  
– Maya Diaz



**The legal age for most things is 18, but in many places you can drive at 16. Is that a good idea, do you think?**

"I must say I've always thought 16 is too young. Too many teenagers get involved in traffic accidents, and something really must be done about it. The legal age for driving could easily be changed to 18 or 21 or something like that."  
– Pat Johnson



### 1 Getting started

**A** At what age can you do the following things in your country?

drive a car	get a part-time job	see a violent movie
get a credit card	get married	vote in an election

**B** 2.11 Listen to the interviews above. What five things do the people talk about? Do they think 18 is the right age to start doing these things?

**Figure it out** **C** How do the people above say these things? Find the sentences in the article, and underline them. Do you agree with these views? Discuss with a partner.

1. They should ban R-rated movies.
2. They shouldn't allow you to get married until you're 21.
3. You have to give young people their freedom at some point.
4. They could easily change the legal age for driving to 18.
5. They ought to encourage young people to manage their own finances.

## 2 Grammar The passive of modal verbs 2.12

Extra practice p. 144

The passive of modal verbs for the present is modal verb + **be** + past participle.

R-rated movies **should be banned**.

You **shouldn't be allowed** to marry at 18.

They **have to be given** their freedom.

The legal age **could easily be changed**.

Something **must be done** about it.

The law **ought to be changed**.

**A** Rewrite these comments about different laws. Start with the words given.

- They should ban plastic shopping bags.  
*Plastic shopping bags should be banned.*
- They ought to stop employers from reading employees' personal email. *Employers . . .*
- They have to do something about all the litter on the buses and in subways. *Something . . .*
- They shouldn't allow people to eat food on public transportation. *People . . .*
- They ought to fine people for making noise after midnight. *People . . .*
- They really must do something about speeding on freeways. *Something . . .*
- They shouldn't make movies with violent scenes. *Movies with . . .*
- They could encourage people to stop smoking if there were more anti-smoking laws. *People . . .*
- They have to do something about people who download music illegally. *Something . . .*
- They shouldn't allow children to quit school until they are 18. *Children . . .*

### In conversation

**Must** means "have to" in 10% of its uses. In this meaning, it is often used in expressions like *I must admit* and *I must say*.

90% of the uses of **must** are for speculation:

*Things must be hard for couples who marry young.*

About you

**B Pair work** Discuss the sentences above. Which do you agree with?

*A Well, I agree that plastic bags should be banned – especially in supermarkets.*

*B Yeah. They could easily be replaced with paper bags or something like that.*

## 3 Speaking naturally Saying conversational expressions

*I mean, you can do everything else at 18. Why not vote? You know what I mean?*

*You know, they ought to be encouraged to manage their own finances and things.*

*The legal age for driving could easily be changed to 18 or 21 or something like that.*

**A**  2.13 Listen and repeat the sentences above. Notice how the expressions in bold are said more quickly, even when the speaker is speaking slowly.

About you

**B Group work** Discuss the questions in the interviews on page 44. Use the conversational expressions above. Then decide on . . .

- three laws that should be passed.
- three things that people should be encouraged to do.
- three things people ought to be allowed to do.

*"You know, something should be done about movie ratings. They ought to be made stricter. You know what I mean?"*

## 1 Building vocabulary and grammar

**A** 2.14 Read the questions and answers on the website below. What questions are the people answering? Number the questions 1 to 8. Then listen and check.

**Ask** What punishment best fits the crime?

**QUESTIONS:**

<input type="checkbox"/> <b>8</b> Q: What's the right <b>penalty</b> for <b>jaywalking</b> ?	<input type="checkbox"/> Q: Should they <b>arrest</b> drivers who get caught <b>speeding</b> ?	<input type="checkbox"/> Q: What should happen to someone who is <b>convicted of burglary</b> ?
<input type="checkbox"/> Q: How should <b>vandals</b> be <b>punished</b> ?	<input type="checkbox"/> Q: What punishment should you get for <b>robbing</b> someone?	
<input type="checkbox"/> Q: What kind of <b>sentence</b> should you get for <b>kidnapping</b> ?	<input type="checkbox"/> Q: What should happen if you get caught <b>shoplifting</b> from a store?	<input type="checkbox"/> Q: Should all <b>murderers</b> be sentenced to <b>life in prison</b> ?

**BEST ANSWERS:**

**1** I think **shoplifters** should be **fined** at first, but if they **get caught stealing** again and again, they should **go to jail**.

**2** That depends. If you **commit armed robbery**, you know, use **a gun** or **a knife**, you should be sent to prison.

**3** Well, **vandalism** can be serious, so they should pay for any damage. And **vandals** should be made to clean up any **graffiti** they paint.

**4** You don't usually **get arrested** for speeding unless you cause an accident, and that seems fair. But if you get stopped a lot, you should **lose your license**.

**5** I don't know. Some people **get sentenced** to only 10 or 15 years for **murder**. **Killing** another person is the worst crime, but it's a complex issue.

**6** **Kidnappers** should go to prison for a long time. I mean, **taking someone captive** is a very serious offense.

**7** **Breaking into** someone's home is serious. But first-time **burglars** should just be **put on probation**.

**8** A **fine**, maybe? I know it's **against the law** to just cross the street anywhere, but it's a relatively minor **offense**. And the law doesn't **get enforced** much.

**Word sort** **B** Make word webs like these. Add other words you know, and compare with a partner. Then discuss the crimes and say what punishments are appropriate.



**Figure it out** **C** Circle the correct words to complete the sentences. Use the article to help you. Are the sentences true in your country? Discuss with a partner.

1. Murderers usually get **sentenced** / **sentencing** to life in prison.
2. Burglars who get **catch** / **caught** are never sent to prison.
3. If you are caught **shoplift** / **shoplifting**, you usually get **arrest** / **arrested**.

**2 Grammar** *get* passive vs. *be* passive **2.15**

Extra practice p. 144

The passive is usually formed with *be*, but sometimes you can use *get*.

People who speed **don't** usually **get arrested**.  
Some murderers **get sentenced** to only 10 years.

After *should*, the *be* passive is more common.

People who speed should **be arrested** if they cause an accident.  
Some murderers should **be sentenced** to life in prison.

**Notice: Use *catch* (+ person) + verb + *-ing*.**  
What happens if they **catch** you **shoplifting**?  
What happens if you **get caught shoplifting**?

**In conversation**

People use the *get* passive much more frequently in speaking than in writing.

**A** Complete the comments about law enforcement. Use the *get* passive or *be* passive with the verb given, and use the correct form of the verb after *catch*.

1. People who hack into computers should be punished (punish) more severely. I mean, cyber crime is really serious.
2. Careless drivers hardly ever \_\_\_\_\_ (stop) by the police. The laws against speeding and other driving offenses should \_\_\_\_\_ (enforce) more strictly.
3. Lots of executives \_\_\_\_\_ (catch / steal) from their companies, and they often \_\_\_\_\_ (send) to prison for a long time. White-collar crime is a big problem.
4. When vandals \_\_\_\_\_ (arrest), they shouldn't \_\_\_\_\_ (punish) so severely. I mean, they should just \_\_\_\_\_ (sentence) to a month of community service.
5. More people \_\_\_\_\_ (catch / shoplift) these days because of all the cameras they have in stores. But most shoppers are honest, and they really shouldn't \_\_\_\_\_ (record).
6. A big problem is that most criminals never \_\_\_\_\_ (catch), and the ones that \_\_\_\_\_ (arrest) often \_\_\_\_\_ (not convict).

About you

**B Pair work** Discuss the opinions above. Do you agree?

**Common errors**

Remember to include *get* in *get* passives.

*Shoplifters often get fined.*

(NOT ~~Shoplifters often fined.~~)

**3 Listening** We got robbed!

**A** **2.16** Listen to Jenny talk about a burglary. Answer the questions.

1. When did the burglary happen?
2. Who discovered it and how?
3. What was stolen?
4. Did the burglars get caught?

**B** **2.16** Listen again. How does Jenny feel about the burglary?

Check (✓) the sentences that are true.

- She never expected it to happen.
- She thinks it was inconvenient.
- She was scared.
- She thinks it was funny.
- She was upset.
- She felt disappointed with the burglars' punishment.

**C Pair work** Discuss the burglars' punishment in Jenny's case and the questions in Exercise 1A on page 46. What punishments are appropriate?

*"Well, in Jenny's case, I don't think the punishment was severe enough. I mean, if burglars get caught, then they should be sentenced to at least two years in prison."*



## 1 Conversation strategy Organizing your views

- A** Where do you often see security cameras? Make a list. Do you think they're a deterrent? If so, what against? Or are they intrusive and an invasion of privacy?
- B**  2.17 Listen. What do Adam and Selina think about security cameras on buses?



- Adam** Did you hear they have cameras on all the buses now?
- Selina** Yeah. They should be put in all public places.
- Adam** So, you're in favor of them?
- Selina** Oh yeah. For a couple of reasons. I mean, first of all, they're a good deterrent – people know they'll get caught if they cause trouble or whatever. And second, they make sure people pay.
- Adam** Yeah . . . that's true.
- Selina** And another thing is, for the drivers – especially late at night. I mean, basically, it's safer for them.
- Adam** Well, you've got a point there. But on the other hand, don't you think all these cameras are a little intrusive? The thing is, it's like an invasion of privacy – someone watching you all the time.
- Selina** I must admit, I never really thought of it that way.

**C Notice** how Selina and Adam organize what they say by using expressions like these. Find the ones they use.

Giving main ideas: *(Well,) basically . . . The point / thing is . . .*

Adding ideas: *Another thing is . . .*

Introducing a list: *There are two problems . . .*  
*. . . for a couple of reasons.*

Ordinal numbers: *First (of all), . . . Second (of all), / Secondly, . . .*

Numbers or letters: *(Number) One, . . . Two, . . . or A, . . . B, . . .*

- D Pair work** Have a conversation about security cameras. Use these ideas or your own, and organize what you say. Take turns arguing for and against.

### For security cameras

They help the police solve crimes.  
They make people feel safer.  
They're a deterrent.

### Against security cameras

They're intrusive, and an invasion of privacy.  
They're expensive. They're a waste of money.  
They give people a false sense of security.

*A Do you think there should be security cameras everywhere?*

*B Well, basically I think it's a good idea to have them. I mean, for a couple of reasons. First, . . .*

## 2 Strategy plus *That's a good point.*

You can use ***That's a good point*** and other expressions like these to show someone has a valid argument – even if you don't completely agree:

*That's true.*  
*You've got a point (there).*  
*I never (really) thought of it that way.*

They're a good deterrent.

Yeah, that's true.

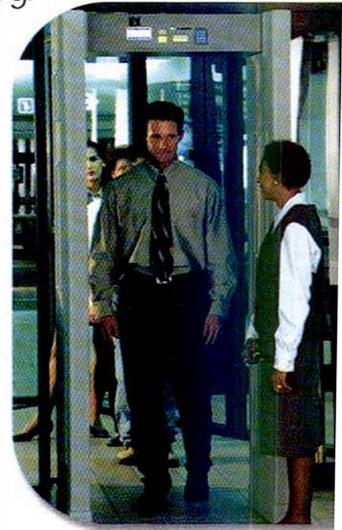
In conversation

*That's true* is the second most common expression with *That's*, after *That's right*.

**A** Respond to each comment. Use an expression above and add a different view.

- I think metal detectors should be used in all public buildings. It'd be safer.  
*You've got a point, but we shouldn't be made to go through one in every building.*
- If kids get caught skipping school without permission, then their parents should be fined.
- More police should be put on the streets. That would help reduce crime.
- Cameras should be installed in cars that teenagers drive. It could prevent accidents.
- I think kids as young as 12 or 13 should be held responsible for their crimes.

**B Pair work** Take turns presenting the views above. Continue your arguments.



## 3 Listening and strategies Different points of view

**A** 2.18 Listen to the class debate. Answer the questions.

- Which of these topics is the class discussing? Check (✓) the topic.
 

<input type="checkbox"/> Raising the age limit to get married	<input type="checkbox"/> Banning cars from city areas
<input type="checkbox"/> Sending dangerous drivers to prison	<input type="checkbox"/> Raising the legal age for driving
- What two arguments are given *in favor of* changing the law and *against* it? Take notes.

About you

**B** 2.19 Listen to five opinions from the debate again. Prepare a response to each point of view. Use an expression from the box, and add your own opinion.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Useful expressions

That's a good point, but . . .  
 Absolutely! I agree with that.  
 Maybe, but on the other hand, . . .  
 That's a good idea.  
 I'm not sure about that for two reasons.

About you

**C Group work** Discuss the topics in part A above. Organize your views, and remember to show that your classmates have valid arguments. Do you share the same views?

*"I think the age limit to get married should be raised for two reasons. First of all, . . ."*

## 1 Reading

- A** What kind of privacy issues do people worry about? Make a list. Do you worry about them, too?
- B** Read the article. What types of information does it mention? Which of the ideas you discussed above does it include?

### Reading tip

Articles sometimes describe the background to a problem and then list a set of problems and possible solutions.

http://www.smartphoneprivacy...

### Is your smartphone too smart for your own good?

Gone are the days when a cell phone just made calls. We use our smartphones to text, take and post photos online, access email and social networks, get directions, check prices in stores, find nearby restaurants, and even find nearby friends. However, the risks smartphones pose can be underestimated. The truth is that smartphones are a bit too smart when it comes to gathering and sharing our personal information, such as location, contacts, messages, photos, and even financial data. Obviously, laws can be passed to protect us against invasions of privacy, but lawmakers simply haven't kept up with changes in technology. Why should anyone be concerned?

First of all, smartphone service providers typically save information about who you call, what messages you send, where you are, and much more. They often share this information with third parties, such as marketers who want to know your location, friends, and personal tastes. Ask your provider how to "opt out" of this part of your contract. Also, if you don't want your phone to keep track of your location, turn off this feature.

Second, your smartphone apps may be quietly collecting your private data. Perhaps this shouldn't be allowed, but it is. So before you download a new app, read the privacy statement. If it collects information that it doesn't really need, you probably shouldn't download it.

Third, think twice before you use the Wi-Fi in a coffeehouse as there's always a chance that someone will use illegal "malware" to spy on your private data, such as your bank account details. To avoid getting hacked, don't use public Wi-Fi to access sensitive personal information.

Finally, think about what would happen if your phone got stolen. Unless you have good password protection, your personal and financial data could be accessed immediately. Choose a password that can't easily be guessed. Also, don't let your smartphone remember your other passwords. Have every website request your password each time you access it. In addition, you can use programs that allow you to erase all the data from your phone if it's lost or stolen. Ask your service provider for information.

Laws may need to be passed to ensure smartphone privacy, but in the meantime, it's up to you to "outsmart" your smartphone.



### C Find expressions in the article to complete these sentences.

- You usually need to type in a password in order to access your email.
- The risks of smartphones are often \_\_\_\_\_. People think they're safer than they actually are.
- It's worrisome that apps collect private information without your permission. You should be \_\_\_\_\_.
- The company that you pay for your phone service is called your \_\_\_\_\_.
- Sometimes you can \_\_\_\_\_ of certain parts of your phone contract — you can choose not to accept them.
- Many apps know where you are as you move from place to place — they \_\_\_\_\_ of your location.
- Criminals sometimes use \_\_\_\_\_, or malicious software, to access your financial data.
- If you use Wi-Fi in a coffeehouse, your computer could get \_\_\_\_\_ by a criminal.
- You need to \_\_\_\_\_ your smartphone — and be smarter than your phone is.

**D Read the article again and answer these questions.**

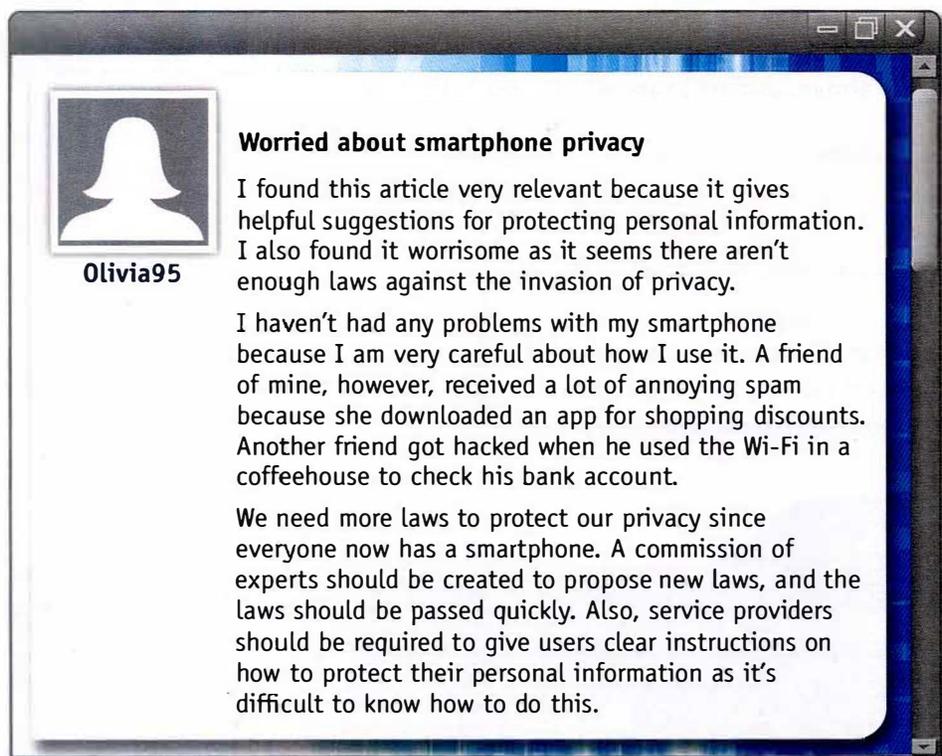
1. Why are there so few laws against the invasion of privacy through smartphones?
2. What should you do in order to keep your location private?
3. Why do you think third parties want to know your location and personal tastes?
4. What should you do before you download a new app?
5. What two pieces of advice does the article give about passwords?
6. What else do you know about protecting your privacy?

**2 Speaking and writing** Posting a comment on a web article

**About you** **A Pair work** Answer the questions about the article on page 50. Take notes on your answers. Then discuss the questions with a partner.

1. What did you think of the article? Did you find the information relevant and helpful?
2. Are you concerned about all the personal information that is collected by smartphones?
3. Have you ever had a problem because personal information was shared by a service provider or app?
4. Do you know anyone who has gotten hacked by a criminal with malware?
5. What should be done about the invasion of privacy through smartphones?

**B Read the comment below and the Help note. Underline the clauses that give reasons.**



**Olivia95**

**Worried about smartphone privacy**

I found this article very relevant because it gives helpful suggestions for protecting personal information. I also found it worrisome as it seems there aren't enough laws against the invasion of privacy.

I haven't had any problems with my smartphone because I am very careful about how I use it. A friend of mine, however, received a lot of annoying spam because she downloaded an app for shopping discounts. Another friend got hacked when he used the Wi-Fi in a coffeehouse to check his bank account.

We need more laws to protect our privacy since everyone now has a smartphone. A commission of experts should be created to propose new laws, and the laws should be passed quickly. Also, service providers should be required to give users clear instructions on how to protect their personal information as it's difficult to know how to do this.

**Help note**

**Giving reasons**

You can use **because**, **since**, and **as** to give reasons.

You can use **because** in all cases.

*I found this article very relevant **because** it gives . . .*

Use **since** only to give reasons the reader already knows or can guess.

*We need more laws to protect our privacy **since** everyone now has a smartphone.*

**As** is more formal.

*I also found it worrisome **as** it seems there aren't enough laws . . .*

**C Use the notes you took in Exercise A to write a comment on the article on page 50. Give reasons for your comments.**

**D Group work** Read your classmates' comments. Which do you agree with? Are there any ideas that you don't agree with? Discuss.



### Learning tip *Word charts*

One way to write down new words is to use word charts. You can group related ideas together, which will help you learn and remember them.

### In conversation

#### Get paid, not fired!

The top six *get* passive verbs are:

- 1. get *paid*
- 2. get *caught*
- 3. get *hurt*
- 4. get *killed*
- 5. get *elected*
- 6. get *fired*

1 Complete the word chart about crime using the words and expressions in the box.

burglar    murderer    steals from stores    paints on public buildings  
murder    shoplifting    vandalism    breaks into a building to steal

Crime	Criminal	Activity
<i>burglary</i>		
	<i>vandal</i>	
		<i>kills or murders people</i>
	<i>shoplifter</i>	

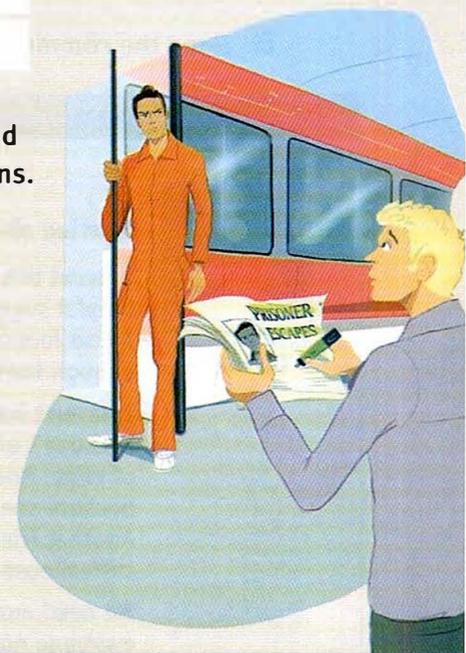
2 **Word builder** Find out the meaning of the words below. Then make and complete a chart like the one above, adding more words and definitions.

arson    blackmail    hijacking    joyriding    mugging



### On your own

Look through an English-language newspaper, and highlight all the words that are connected with crime and law. How many of them do you already know?



### Can Do! Now I can ...

I can ...       I need to review how to ...

- talk about what the legal age should be for different activities.
- discuss rules and regulations.
- talk about crimes and what punishments should apply.
- use expressions like *Basically, ...* to organize what I say.
- use expressions like *That's a good point* to show someone has a valid argument.
- understand a conversation about a crime.
- understand a class debate about changing the law.
- read an article about privacy issues with smartphones.
- write a comment responding to a web article.

# Strange events


**Can Do!**

In this unit, you learn how to . . .

**Lesson A**

- Talk about coincidences using the past perfect

**Lesson B**

- Talk about superstitions
- Show things in common in responses with *So* and *Neither*

**Lesson C**

- Repeat ideas to make your meaning clear
- Use *just* to make what you say stronger or softer

**Lesson D**

- Read an article about identical twins
- Write about a family story

1



When you see an unexplained object in the sky, you might be seeing \_\_\_\_\_.

When you have the strange feeling that you have been somewhere or experienced something before, you are having \_\_\_\_\_.

2

3



When you can tell what someone else is thinking, you are experiencing \_\_\_\_\_.

4

When you unexpectedly run into someone you know – for example, in another city – you call it \_\_\_\_\_.

## Before you begin . . .

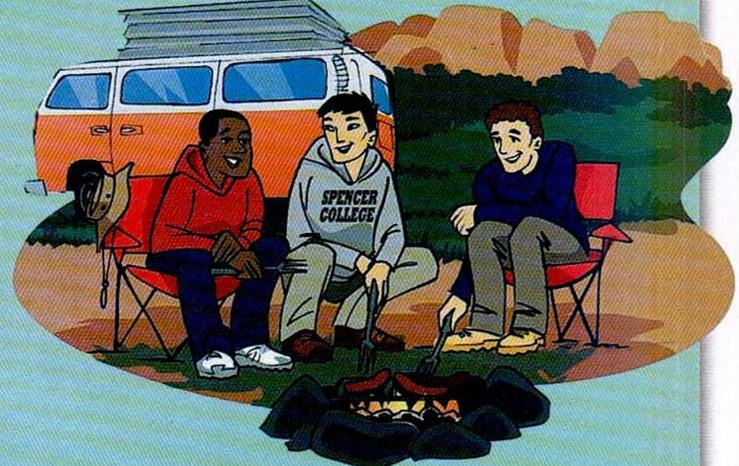
Complete the sentences with the words below.

- telepathy
- a coincidence
- déjà vu
- a UFO (unidentified flying object)

Have you ever had experiences like these?

Do you know anyone else who has?

## Have you ever experienced an AMAZING COINCIDENCE?



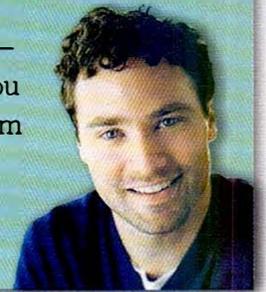
"Oh, yeah, I think life is full of coincidences. I remember one time – I had just met my husband-to-be, and we hadn't known each other long. Well, he was showing me photos of an old friend that he hadn't seen or spoken to in years, a college friend who'd moved to Spain, Gerry. Anyway, there we were, looking at these photos, when the phone rang, and – you'll never believe it – it was his friend Gerry! He just called out of the blue!"

—Emma Rivers



"Actually, yeah. One thing that sticks in my mind is . . . years ago, I was out in the Australian outback, driving through the desert. One night, I had set up camp and was cooking, and this van appeared out of nowhere with two guys in it. It was nice to have company because I hadn't spoken to anyone in days – I'd gone on this trip by myself, you see. Well, it turned out one of them had graduated from the same college I did. Small world, huh?"

—Glen Hutt



### 1 Getting started

**A** What kinds of coincidences happen to people? Make a list.

*You meet a stranger, and you realize you both know the same person.*

**B** 2.20 Listen. What coincidences did Emma and Glen experience? Were they on your list?

Figure  
it out

**C** Complete the answers. Use the anecdotes above to help you.

- |   |   |
|---|---|
| 1. What did Emma find out about Gerry?  | He _____ to Spain years ago.                |
| 2. Were Emma's husband and Gerry close? | Yes, but they _____ to each other in years. |
| 3. Why was Glen alone?                  | Because he _____ on the trip by himself.    |
| 4. Why was Glen happy to have company?  | Because he _____ to anyone in days.         |

## 2 Grammar The past perfect 2.21

Extra practice p. 145

Use the past perfect to talk about things that happened before an event in the past.

I **had set up** camp and was cooking, and this van appeared out of nowhere.

I **had just met** my husband-to-be, and he was showing me photos . . . when the phone rang.

The past perfect is often used to give explanations or reasons why things happened.

It was nice to have company because I **hadn't spoken** to anyone in days.

Gerry was a college friend that he **hadn't seen** in years. He'd **moved** to Spain.

Questions and short answers in the past perfect

Had you **gone** by yourself?  
Yes, I **had**.

Had they **been** in touch?  
No, they **hadn't**.

Where **had** he **moved** to?  
To Spain.

**A** Complete the stories with either the simple past or past perfect. Sometimes both are possible. Then practice with a partner.

- A Have you ever been talking about someone and then they got in touch with you?

B Yeah. In fact, last week I was talking about a friend who I \_\_\_\_\_ (not speak) to in a long time. I think he \_\_\_\_\_ (change) his cell phone and he \_\_\_\_\_ (not give) me the number. Anyway, he \_\_\_\_\_ (text) me out of the blue because he \_\_\_\_\_ (run into) my brother at a restaurant, and they were talking about me. So he \_\_\_\_\_ (decide) to get in touch. It \_\_\_\_\_ (be) great to hear from him.
- A Have you ever been thinking about someone and then you've run into them?

B Not really, but I experienced another coincidence recently. I \_\_\_\_\_ (go) to the post office because we \_\_\_\_\_ (get) someone else's mail. It \_\_\_\_\_ (happen) before, three or four times. So anyway, I was waiting in line, and I \_\_\_\_\_ (start) talking to this guy who \_\_\_\_\_ (come) in right after me. He was there because he \_\_\_\_\_ (not / receive) some of his mail. So I \_\_\_\_\_ (ask), "You don't know a Mr. Ling, do you?" And he said, "Yeah, that's me." I couldn't believe it! I \_\_\_\_\_ (have) his mail!
- A Have you ever met anyone with the same birthday as you?

B Actually, on my last birthday, my friend \_\_\_\_\_ (decide) to take me to this restaurant that she \_\_\_\_\_ (go) to with some friends. I \_\_\_\_\_ (hear) about it, but \_\_\_\_\_ (not / have) a chance to go there. Anyway, we \_\_\_\_\_ (show) up at the restaurant, and my co-worker was there, celebrating her birthday, too.

About you

**B Pair work** Ask and answer the questions above. Tell your own stories.

## 3 Listening It's a small world!

**A** 2.22 Listen to Elena tell a friend about a coincidence. Answer the questions.

- Why had Elena joined an online chess forum?
- What does she think about her online chess partner?
- How had Elena and Derek met?
- What did Elena discover about Derek? How did she find out?
- What does Elena say about coincidences?



**B Pair work** Take turns retelling Elena's story. How many details can you remember?

## 1 Building vocabulary

A Read the superstitions. How many do you know? Do you have similar ones in your country?

### SUPERSTITIONS FROM AROUND THE WORLD

**TAIWAN** If you see a crow in the morning, you will have a bad day.



**JAPAN** It's lucky to find a tea leaf floating upright in a cup of green tea.

**THAILAND** Dream of a snake holding you tightly, and you will soon meet your soul mate.



**BRAZIL** If you leave your purse on the floor, your money will disappear.

**VENEZUELA** If someone sweeps over an unmarried woman's feet with a broom, she'll never get married.



**SOUTH KOREA** If you give a friend a pair of shoes, he or she will leave you.

**ARGENTINA** Pick up any coins you find, and you'll soon come into money.



**PERU** If you put clothes on inside out, you will get a nice surprise.

**MEXICO** If a bride wears pearls, she will cry all her married life.



**TURKEY** Your wish will come true if you stand between two people with the same name.

Word sort

B Complete the chart with the superstitions above. Add ideas. Then compare with a partner.

It's good luck to ...	It's bad luck to ...
<i>find a green tea leaf floating upright.</i>	<i>leave your purse on the floor.</i>

## 2 Speaking and listening Lucky or not?

Vocabulary notebook p. 62

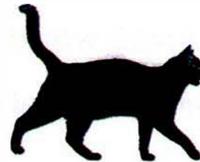
A Do you know any superstitions about the things below? Tell the class.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

B 2.23 Listen to four people talk about superstitions. Number the pictures above 1 to 4. Is each superstition lucky (L) or unlucky (U)? Write L or U.

C 2.23 Listen again. Write down each superstition. Then compare with a partner.

### 3 Building language

**A**  2.24 Listen. Is Angie superstitious? How about Terry? Practice the conversation.

**Angie** Gosh, this looks good. I'm so hungry.  
**Terry** So am I. Could you pass the salt?  
**Angie** Sure. . . . Whoops! You know, it's supposed to be unlucky to spill salt.  
**Terry** It is? I didn't know that.  
**Angie** No, neither did I, until I read it on the Internet.  
**Terry** Actually, I don't believe in all that superstitious stuff.  
**Angie** Oh, I do. Now I always throw a pinch of salt over my shoulder if I spill it. And I never put shoes on the table.  
**Terry** Well, neither do I. But that's because they're dirty.  
**Angie** And I always walk around a ladder – never under it.  
**Terry** Oh, so do I. But that's so nothing falls on my head!



Figure it out

**B** Find responses with *so* and *neither*. What do they mean? What do you notice about them?

### 4 Grammar Responses with *So* and *Neither* 2.25

Extra practice p. 145

**Present of *be***

I'm hungry.  
**So am I.** (I am too.)  
 I'm not superstitious.  
**Neither am I.** (I'm not either.)

**Simple present**

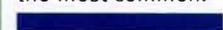
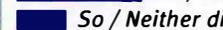
I walk around ladders.  
**So do I.** (I do too.)  
 I don't believe in superstitions.  
**Neither do I.** (I don't either.)

**Simple past**

I knew that.  
**So did I.** (I did too.)  
 I didn't know that.  
**Neither did I.** (I didn't either.)

**In conversation**

Responses in the present tense are the most common.

-  *So / Neither do I.*
-  *So / Neither am I.*
-  *So / Neither did I.*
-  *So / Neither have I.*
-  *So / Neither was I.*

**A** Respond to each of these statements with *So* or *Neither*. Then practice with a partner.

1. I'm not at all superstitious. *Neither am I.*
2. I always pick up coins when I see them on the sidewalk.
3. I don't know many superstitions.
4. I didn't know the superstition about putting shoes on a table.
5. I'm usually a very lucky person.
6. I've never found a four-leaf clover.
7. I've always avoided walking under ladders.
8. I was superstitious when I was a kid.

About you

**B** **Pair work** Take turns making the sentences true for you and giving true responses.

*A* Actually, I'm a little superstitious.

*B* So am I. But I think it's habit. OR Really? I'm not superstitious at all.

About you

**C** **Group work** Do you believe in any superstitions? Tell the group. Are there any that you all have in common?

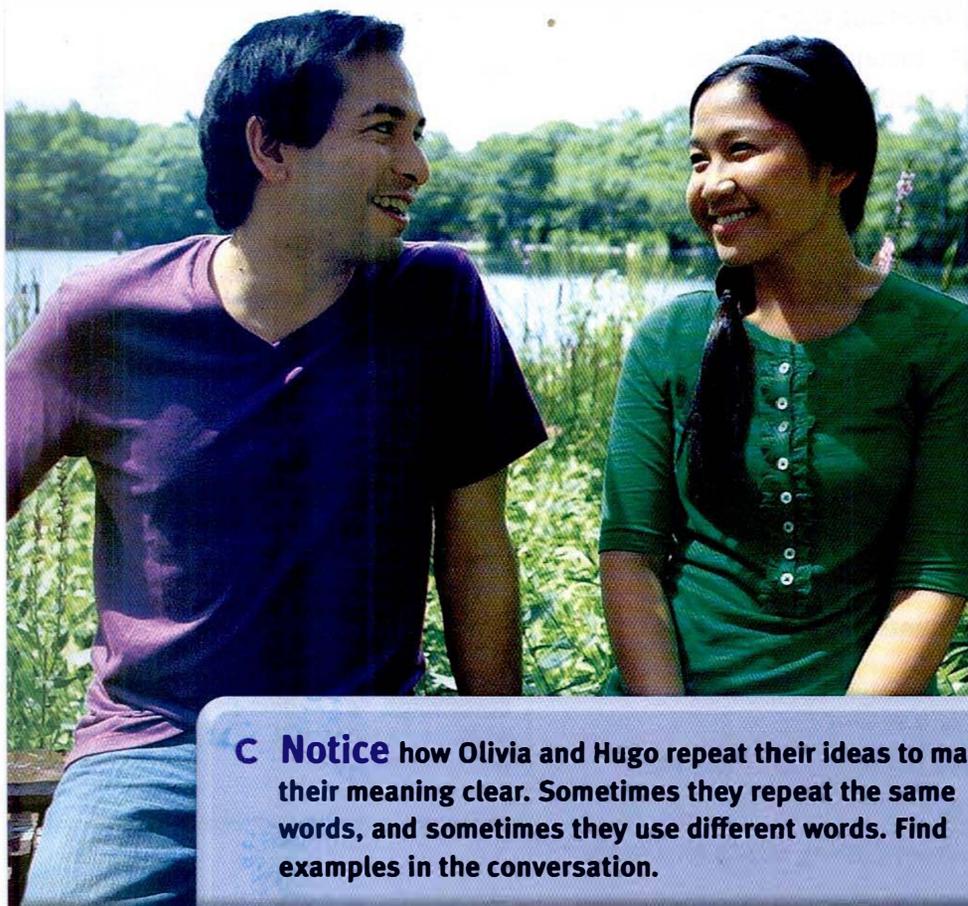
*"I always make a wish when there's a full moon."*

*"So do I, if I remember."*

## 1 Conversation strategy Making your meaning clear

**A** Do you ever remember your dreams?  
What do you dream about? Tell the class.

**B**  2.26 Listen. What kinds of dreams does Olivia usually have? What about Hugo?



**Hugo** Do you ever remember your dreams?

**Olivia** Yeah, sometimes. I mean, occasionally, not every time, and I often have the same dream, too – you know, a recurring dream. Like I dream I’m sitting in a garden, waiting for someone.

**Hugo** Yeah? Who?

**Olivia** I don’t know. I always wake up before they get there.

**Hugo** Yeah? Is it upsetting?

**Olivia** No, it’s a nice dream, a happy dream. It’s just a little strange. I always have pleasant dreams. They’re never bad or scary or . . .

**Hugo** So, you never have nightmares or anything?

**Olivia** Not really.

**Hugo** That’s good. I often have weird dreams, really weird, I mean, just off the wall. Like I dream I’m falling or flying. Then I wake up and I’m like, “Whoa! Where am I?”

**C Notice** how Olivia and Hugo repeat their ideas to make their meaning clear. Sometimes they repeat the same words, and sometimes they use different words. Find examples in the conversation.

*“I often have weird dreams, really weird, I mean, just off the wall.”*

**About you D** Complete each sentence by using a word from the list to repeat the main idea. Then discuss the statements with a partner. Do you agree with them?

fascinating    frightening    scared    terrible    unusual    worried

- It’s interesting to find out what dreams mean. It’s \_\_\_\_\_, actually.
- Dreams about your childhood can mean you’re anxious. You know, \_\_\_\_\_.
- You know, nightmares can be very scary. They can be really \_\_\_\_\_.
- Insomnia must be just awful. I mean, not being able to sleep is \_\_\_\_\_.
- It’s silly to be afraid of the dark. I mean, there’s no point being \_\_\_\_\_.
- Talking in your sleep is pretty common. It’s nothing \_\_\_\_\_. A lot of people do it.

## 2 Strategy plus *just*

You can use ***just*** to make what you say stronger. It can mean “very” or “really.”

**In conversation**

*Just* is one of the top 30 words. Over half of its uses are to make ideas stronger or softer.

I often have weird dreams, just off the wall.



You can also use ***just*** to make what you say softer. It can mean “only.”



It's just a little strange.

**A** 2.27 Listen. Are these people using *just* to make what they say stronger or softer?

Check (✓) the boxes.

	Stronger	Softer
1. I often think about people and then they call me. It's just amazing.	<input type="checkbox"/>	<input type="checkbox"/>
2. I just love all those TV shows about telepathy. They're fascinating.	<input type="checkbox"/>	<input type="checkbox"/>
3. I don't believe people can read minds. They just make good guesses.	<input type="checkbox"/>	<input type="checkbox"/>
4. I believe you can make wishes come true. You just have to try, that's all.	<input type="checkbox"/>	<input type="checkbox"/>
5. I think people who believe in UFOs are just crazy.	<input type="checkbox"/>	<input type="checkbox"/>
6. I just don't believe in coincidences.	<input type="checkbox"/>	<input type="checkbox"/>
7. I don't really believe in luck. I just think people make their own good luck.	<input type="checkbox"/>	<input type="checkbox"/>
8. Coincidences are just events that you notice more than others.	<input type="checkbox"/>	<input type="checkbox"/>

About you

**B** **Pair work** Are any of the sentences above true for you? Tell a partner.

*"I often think about people and then I see them or they call. But I think it's just a coincidence."*

## 3 Speaking naturally Stressing new information

*I have some strange **dreams** . . . some **weird** dreams. **Really** weird dreams. And they're **scary**. They're **always** scary.*

**A** 2.28 Listen and repeat what the woman says about her dreams. Notice how the new information in each sentence gets the strongest stress.

**B** 2.29 Can you predict which words have the strongest stress in the conversation below? Underline one word in each sentence. Then listen and check.

A Do you ever have bad dreams?

B You mean scary dreams? Like nightmares?

A Yeah. Dreams that make you all upset.

B No. I usually have nice dreams. Fun dreams. What about you?

A Oh, I never dream. At least, I never remember my dreams. So, do you ever have recurring dreams?

B Not really. My dreams are always different. But they're always happy dreams.

About you

**C** Practice the conversation above with a partner. Use your own information.

## 1 Reading

**A** What do you know about twins? Make a class list.

*“They can be identical.” “They’re often very close.”*

**B** Read the article. Why did it take so long for these identical twins to meet?

### Reading tip

The title of a news article is often a summary of the story.

http://www.twinstories... Q

## SEPARATED at birth, then happily REUNITED

Like many identical twins, Mary Holmes and Elaine Logan are extremely close. They talk on the phone several times a week, and they spend holidays and vacations together. They’re so close, in fact, that it’s amazing to think that they didn’t even meet until they were 30 years old.

Mary and Elaine were born in England after World War II. Their mother, who was renting a small room in a house, was unable to look after the girls. Another renter in the house, a soldier named Patrick Logan, adored the little girls, and with his wife, decided to adopt one of them – Elaine. The second twin, Mary, was adopted by another family from the Logans’ hometown, the Blacks, on the condition that the two girls would never meet.

Nevertheless, the twins became aware of each other early on. When Mary Black was five, she saw a poster of some local school children. One of the children looked exactly like her. Mary thought it was a photo of herself. In fact, it was her twin sister, but her mother offered no explanation. Then, some years later during a doctor’s visit, a little girl in the waiting room insisted on calling her “Elaine.” Mary’s parents decided it was time to tell Mary that she was adopted and that she had a twin sister in the same town. However, Mary’s mother was still determined that Mary would never meet her twin.



Elaine Logan and Mary Holmes the year they met for the first time

Around the same time, Elaine Logan’s mother pointed out a girl across the street one day. She explained that it was Elaine’s sister, but that Elaine couldn’t talk to her because the girl’s mother wouldn’t allow it. Elaine already knew she was adopted, but she was dumbfounded to find out she had a sister!

Mary decided not to contact her sister until she was 21 years old to avoid hurting her mother. However, at age 21, Mary got married and moved to Singapore. She still hadn’t contacted her sister. Coincidentally, just three months later, Mary got word from a friend that her sister had tried to find her. Elaine had gone to the office where Mary had worked, but after learning that Mary was now in Singapore, she had left discouraged, and didn’t even ask for Mary’s address.

Several years later, after moving back to the UK, Mary figured out a way to contact Elaine. The two sisters spoke on the phone soon after and hit it off immediately. When they finally met, it was as if they had known each other all their lives.

By now, well over 30 years have passed, and it seems unimaginable that Mary and Elaine spent their first 30 years in totally separate worlds.

**C** Read the article again and answer these questions.

1. What condition did the Blacks set before they would adopt Mary?
2. How did Mary learn about Elaine? How did Elaine learn about Mary?
3. What happened the first time Elaine tried to contact Mary?
4. How did the twins feel when they first met in person?
5. In your opinion, why are identical twins often so close to each other?

**D** Find the expressions below in the article. Can you guess what they mean from the context? Match them with the meanings given.

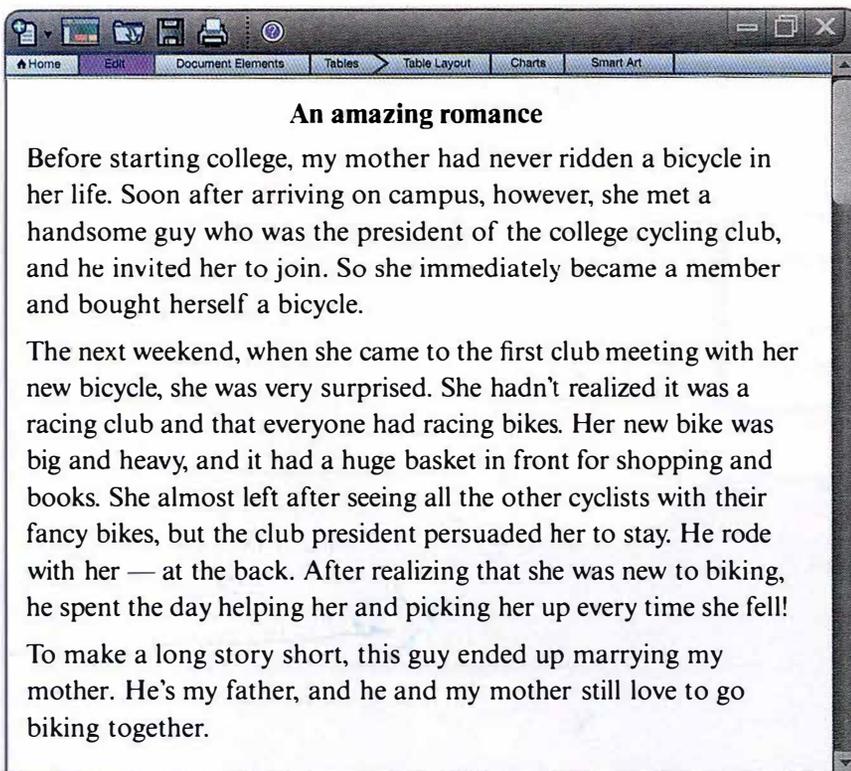
- |                          |   |
|--------------------------|---|
| 1. look after _____      | a. shocked and surprised                            |
| 2. become aware of _____ | b. receive news                                     |
| 3. insist on _____       | c. learn that something or someone exists           |
| 4. dumbfounded _____     | d. become friends quickly                           |
| 5. get word _____        | e. take care of                                     |
| 6. hit it off _____      | f. continue to do something, though others disagree |

## 2 Speaking and writing Amazing family stories

**About you** **A Pair work** Discuss the questions below. Do you have any family stories to tell? Write notes about a family story you have.

1. What's your family's background or history? Does your family have an interesting story?
2. How did your parents meet? How about your grandparents? What stories do they tell?
3. Does anyone in your family have an interesting profession? How did he or she get into it?
4. Are there any "colorful" characters in your family? Do you have any anecdotes about them?
5. Are you close to one particular member of your family? How did you become close?

**B** Read the article below and the Help note. Underline the four examples of prepositional time clauses.



**An amazing romance**

Before starting college, my mother had never ridden a bicycle in her life. Soon after arriving on campus, however, she met a handsome guy who was the president of the college cycling club, and he invited her to join. So she immediately became a member and bought herself a bicycle.

The next weekend, when she came to the first club meeting with her new bicycle, she was very surprised. She hadn't realized it was a racing club and that everyone had racing bikes. Her new bike was big and heavy, and it had a huge basket in front for shopping and books. She almost left after seeing all the other cyclists with their fancy bikes, but the club president persuaded her to stay. He rode with her — at the back. After realizing that she was new to biking, he spent the day helping her and picking her up every time she fell!

To make a long story short, this guy ended up marrying my mother. He's my father, and he and my mother still love to go biking together.

### Help note

#### Prepositional time clauses

**Before starting** college, she had never ridden a bicycle. = "Before she started college, she had never ridden a bicycle."

**Soon after arriving** on campus, she met a guy. = "Soon after she arrived on campus, she met a guy."

She almost left **after seeing** all the other cyclists. = "She almost left after she saw the other cyclists."

**About you** **C** Use your notes, and write a story about your family. Use at least three time clauses. Then read your classmates' stories. Which story interests you most? Tell the class.



## Learning tip *Grouping vocabulary*

A good way to learn sayings, like proverbs or superstitions, is to group them according to topics, using word webs.

### In conversation

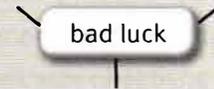
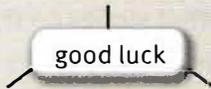
#### Good luck!

More than 50% of the uses of the word **luck** are when people talk about or wish others **Good luck!**

Less than 5% of its uses are to talk about **dumb, bad, poor, tough, or rotten luck.**

1 For each topic below, find and write superstitions from this unit.

*Dream of a snake, and you'll find your soul mate.*



2 **Word builder** Can you complete these superstitions? If you don't know them, you can look them up in quotation marks (" ") on the Internet. Then add them to the word webs above.

Bringing a new broom into a new house ...  
Cut your nails on Friday, ...  
Finding a ladybug ...

If you open an umbrella indoors, ...  
Leave a house by the same door ...  
Putting clothes on with your left arm first ...



### On your own

Ask five people if they are superstitious about anything. Translate their superstitions into English.



ENGLISH TEST  
9 a.m.

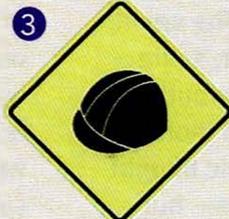
## Can Do! Now I can ...

I can ...       I need to review how to ...

- talk about coincidences and superstitions.
- talk about the order of events in the past.
- give reasons for why things happened.
- show things I have in common.
- repeat ideas in other words to be clear.
- use *just* to make what I say softer or stronger.
- understand someone talking about a coincidence.
- understand conversations about superstitions.
- read an article about identical twins.
- write about a family story.

## 1 What are you supposed to do?

What do these signs mean? Write an affirmative and a negative sentence for each sign using *be supposed to*. Compare with a partner. Where might you see these signs?



A *This one means you're not supposed to use your cell phone. You're supposed to turn it off.*

B *Yeah. You're supposed to turn cell phones off in hospitals, I think. And on planes.*

## 2 You can say that again!

A Can you complete the second sentence so that it repeats the main idea of the first sentence? Add *just* to make the meaning stronger or softer. Compare with a partner.

- I really enjoy going to parties. I just love going to parties.
- I sometimes get a bit nervous when I meet new people. I \_\_\_\_\_.
- I don't go out every night because it's too expensive. It \_\_\_\_\_.
- I'm never on time when I have to meet friends. I \_\_\_\_\_.

B Make the sentences true for you. Tell a partner your sentences. Use statement questions to check that you understand your partner's sentences.

A *I really don't enjoy going to parties. I just hate being with a lot of people.*

B *Really? So you prefer to stay home?*

## 3 Crime doesn't pay.

A How many ways can you complete the sentences below? Make true sentences.

	Crime		Punishment		Criminals		Punishment
People who are convicted of	<u>shoplifting</u>	usually get	<u>fined.</u>	I think	<u>shoplifters</u>	should be	<u>fined.</u>
	_____		_____		_____		_____
	_____		_____		_____		_____
	_____		_____		_____		_____

B **Pair work** Organize and explain your views. Say when your partner makes a good point.

A *People who are convicted of shoplifting usually get fined. I think shoplifters should be fined. First, because it's not a really serious crime, and second, . . .*

B *That's a good point. But I think sometimes shoplifters should be sent to jail for repeat offenses or when they steal something really expensive.*

## 4 A weird week

**A** Read the story and answer the questions below. Use the past perfect in your answers.

Last week, Eric had some bad luck and some good luck. Monday was a bad day. First, he saw a crow on his car when he left for work. After work, he went shopping with his classmate. She spent all her money on an expensive sweater, so he had to buy them both dinner. In the restaurant, Eric yelled at her for spending so much money, and she got very angry. On Tuesday, Eric bought her a gift to apologize – some sneakers – but she was still mad, and on Wednesday, she broke up with him.

On Thursday, Eric had a strange dream about a snake winding itself tightly around his leg. He didn't sleep well and overslept on Friday morning. He got dressed in a hurry and accidentally put his sweater on inside out. Later, while he was waiting in line at the bank, a woman behind him said, "Excuse me. Your sweater is inside out." He turned around and realized she was his old college friend, Sarah. He hadn't seen her since their graduation six years ago. What a nice surprise! Eric remembered his dream and suddenly thought, "This is the woman I'm going to marry."

1. Why did Eric pay for his classmate dinner?
2. Why did Eric want to apologize?
3. Why did he oversleep on Friday morning?
4. Why was his sweater inside out?
5. Why was it a surprise to see Sarah?
6. Why did Eric have that last thought?

*"Eric had to pay for his classmate dinner because she had spent all her money on a sweater."*

**B Pair work** Look at the superstitions on page 56. How might a superstitious person explain the events in the story? How many superstitions can you use? Discuss your ideas.

*"Maybe Eric had a bad day on Monday because he'd seen a crow in the morning."*

## 5 Get this!

Fill in the blanks with the correct forms of the *get* expressions in the box. Then practice the conversation.

get around to    get over    get through    ✓get it    get the feeling    get used to

**Ann** My sister and her friend just broke up. She's so upset.

**Bill** I don't get it. They were the perfect couple.

**Ann** I \_\_\_\_\_ that she was expecting it. She'll \_\_\_\_\_ it soon.

**Bill** Did they ever get engaged? Or didn't they \_\_\_\_\_ it?

**Ann** They did, but she'll soon \_\_\_\_\_ being single again.

**Bill** It's a tough time, but she'll \_\_\_\_\_ it.



## 6 Things in common?

Complete the sentences and compare with a partner. Say if you are the same or different. If you are the same, use *So* or *Neither*.

I believe in . . .    I don't believe in . . .    I was going to . . .  
Once I tried . . .    I'm not a fan of . . .    I'm not supposed to . . .

*"I believe in UFOs."*

*"So do I. I think I saw one once."*

# Problem solving



**Can Do!**

In this unit, you learn how to . . .

## Lesson A

- Talk about things others do for you using *get* and *have*

## Lesson B

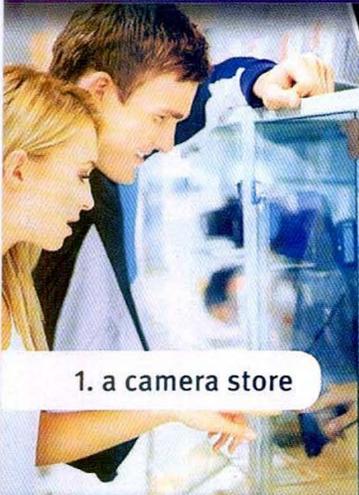
- Describe household problems using *need* + passive infinitive or *need* + verb + *-ing*

## Lesson C

- Speak informally in “shorter sentences”
- Use expressions like *Uh-oh* and *Ouch* when things go wrong

## Lesson D

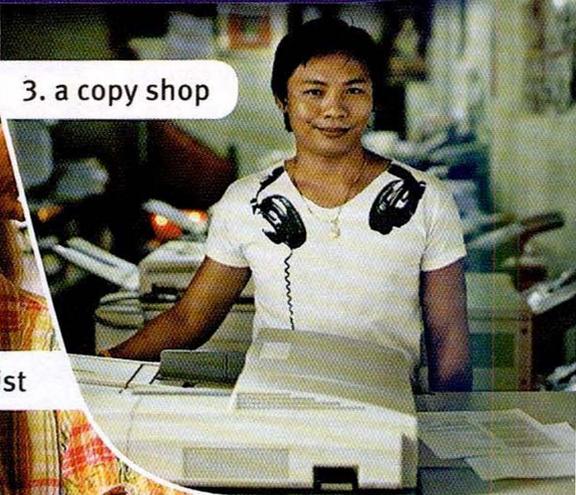
- Read an article about problem solving
- Write a proposal on how to solve a problem



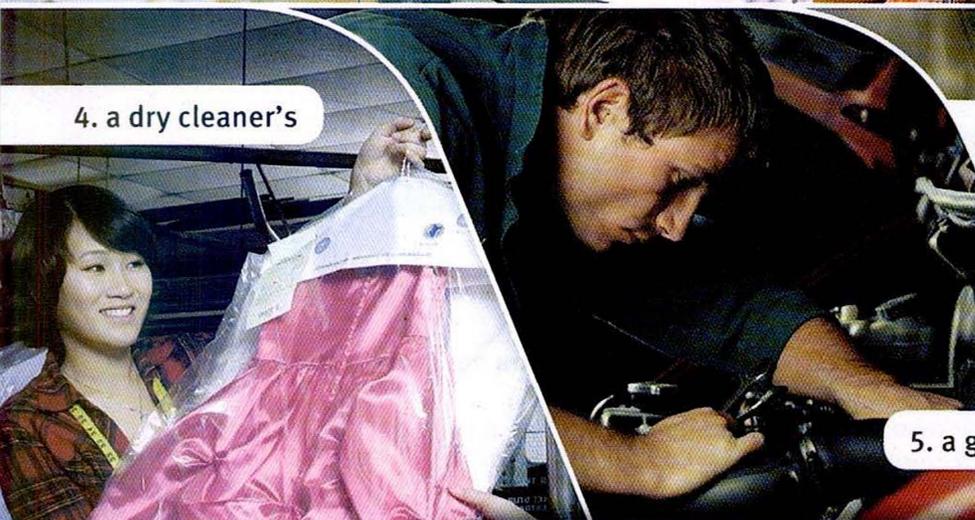
1. a camera store



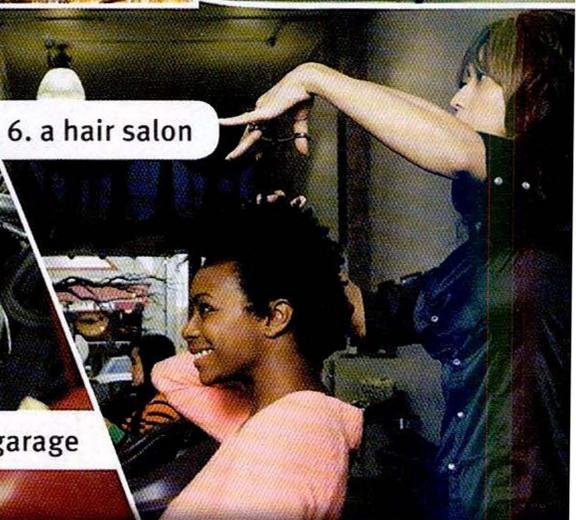
2. an optometrist



3. a copy shop



4. a dry cleaner's



6. a hair salon

5. a garage

## Before you begin . . .

Where do you go when . . .

- you need a haircut?
- there's a big stain on your jacket?
- you need new glasses?
- you need a memory card for your camera?
- you need some photocopies?
- your car or motorcycle breaks down?

## Do it yourself!

We asked people what jobs they do themselves in order to save money. Here's what they said:

### Have you ever cut your own hair to save money?

"I have, actually. But it looked so bad that I went to the most expensive place in town and had a hairdresser cut it again. I'll never try that again! Now I always get it cut professionally at a good hair salon, though I get a friend to cut my bangs occasionally. That saves me some money."

—Min-sook Kim, Seoul, South Korea



### Do you do your own car repairs?

"Well, I can do routine things like put oil in the car. But, to be honest, I get my brother to fix most things. And if there's something seriously wrong with my car, I have my uncle take a look at it at his garage. I can get it fixed there pretty cheaply. I also have it serviced there once a year."

—Marcus Aldóvar, Bogotá, Colombia



### Do you do your own home decorating?

"My wife and I are having a new house built right now, but we're going to do all the painting and decorating ourselves. We've done it before. My sister's an interior designer, so we'll have her choose the colors and get her to pick out curtains, too. She's got great taste."

—Martin and Jill Snow  
Calgary, Canada



### Do you ever do your own repairs around the house?

"Not anymore! Once I tried fixing the dishwasher myself because I didn't want to pay to have someone come and repair it. But I didn't realize I had to turn off the water first. So I fixed the problem, but I flooded the entire apartment! And it cost a fortune to have the water damage repaired."

—Bella Clark, Miami, U.S.A.



## 1 Getting started

**A** Which of these things do you do yourself? What other jobs do you do? Make a class list.

cut your own hair      do your own repairs around the house      put oil in your car  
decorate your home      fix your computer

**B** 3.01 Listen. What jobs have the people above done themselves? Were they successful?

Figure it out

**C** Complete *b* so it has a similar meaning to *a*. Use the interviews to help you.

- |  |  |
|--|--|
| 1. a. I ask my brother to fix things.            | b. I _____ my brother _____ things.        |
| 2. a. We'll ask my sister to choose the colors.  | b. We'll _____ my sister _____ the colors. |
| 3. a. Someone in a salon cuts my hair.           | b. I _____ my hair _____ at a good salon.  |
| 4. a. I had to pay someone to repair the damage. | b. I had to _____ the damage _____.        |

**2 Grammar** Causative *get* and *have* 3.02

Extra practice p. 146

You can use *get* and *have* to talk about asking other people to do things for you.

When you want to show who you ask, you can use *get + someone + to + verb* or *have + someone + verb*.

I **get my brother to fix** my car.  
 We'll **get my sister to choose** colors for our house.  
 My hair looked bad, so I **had a hairdresser cut** it again.  
 I didn't pay to **have someone repair** my dishwasher.

When who you ask is not important, use *get or have + something + past participle*.

I **get my car fixed** at my uncle's garage.  
 I always **get my hair cut** professionally.  
 We're **having a new house built** now.  
 It cost a lot to **have the water damage repaired**.

About you

**A** Circle the correct options, and write your own answers to the questions. Then ask and answer the questions with a partner.

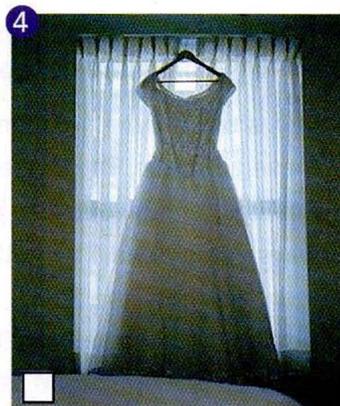
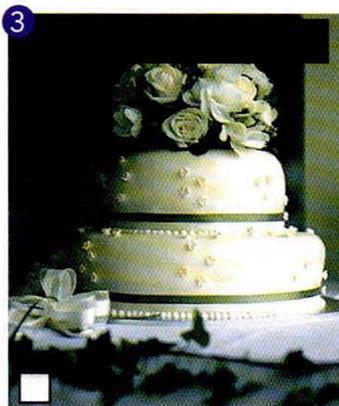
- Do you usually get your hair **cut** / **to cut** professionally? How often do you get it cut?  
*I always get my hair cut professionally. I usually . . .*
- Have you ever **had** / **got** a friend cut your hair? How did it turn out?
- Do you have a bicycle, motorcycle, or car? Where do you get it **fixed** / **fix**?
- If you had a flat tire, would you get someone **to change** / **change** it for you or do it yourself?
- Do you ever take clothes to the dry cleaner's? Is it expensive to get things **to clean** / **cleaned**?
- Do you iron your own clothes? Do you ever get someone **iron** / **to iron** things for you?
- Do you ever fix things around the house, or do you have small jobs **done** / **do** by a professional?

**B Pair work** What things do people often have done professionally? Make a list. Then discuss each item on your list. Where do you get them done? Is it expensive?

*"Well, people often get their cars cleaned professionally. We get a local company to clean ours."*

**3 Listening** Wedding on a budget

**A** 3.03 Listen to Molly and Mark talk about things they need to do to get ready for their wedding. What topics do they agree on? Check (✓) the boxes.



**B** 3.03 Listen again. Which things are Molly and Mark going to have done professionally? Which things are they or their families going to do themselves? Make two lists.

About you

**C Pair work** Imagine you are organizing a wedding or a family event. What things would you do? What would you have someone else do?

*"If I had to organize a wedding, I'd get my friends to take the photos."*

## 1 Building language

**A**  3.04 Listen. What is Isaac good at fixing? Practice the conversation.

**Anna** Isaac, something's wrong with the shower. It won't turn off completely. It keeps dripping.

**Isaac** Yeah? Maybe the showerhead needs replacing.

**Anna** Oh, it's probably just a washer or something that needs to be replaced. Can you take a look at it?

**Isaac** Me? I'm not a plumber. I don't even know what's wrong with it.

**Anna** I know. But you're always so good when the TV needs to be fixed. You know, when the screen needs adjusting.

**Isaac** Yeah, well, that's an emergency!

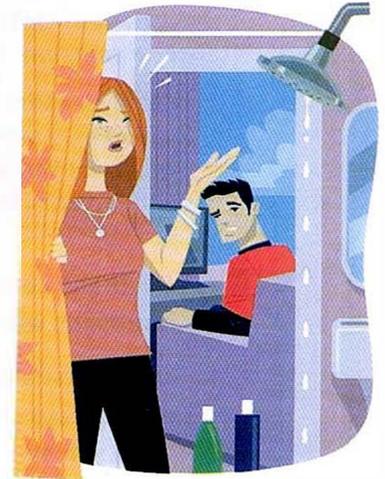


Figure it out

**B** Find two different ways to say *We need to replace the showerhead* in the conversation. Complete the sentences below.

The showerhead needs \_\_\_\_\_ . OR The showerhead needs \_\_\_\_\_ .

## 2 Grammar *need + passive infinitive and need + verb + -ing* 3.05

Extra practice p. 146

You can use *need* to talk about things that should be done.

***need + passive infinitive***

The TV needs **to be fixed**.

The screen needs **to be adjusted**.

***need + verb + -ing***

The TV needs **fixing**.

The screen needs **adjusting**.

The structure *need + verb + -ing* is mainly used for everyday chores like fixing, changing, cleaning, adjusting, replacing, recharging, etc.

### Common errors

Don't use *I need + verb + -ing* to say what you are going to do.

*I need to change my tire.*  
(NOT *I need changing my tire.*)

**A** Complete the sentences below in two ways. Use *need + passive infinitive* and *need + verb + -ing*. Compare with a partner.

- My computer's very slow. Maybe the memory needs to be upgraded / needs upgrading (upgrade).
- There's a problem with our car. The brakes \_\_\_\_\_ (adjust).
- I can't make any calls right now because my cell phone \_\_\_\_\_ (recharge).
- My camera is always going dead. The batteries \_\_\_\_\_ (replace) constantly.
- The closet light won't turn on. The bulb \_\_\_\_\_ (change or tighten).
- Our air conditioner isn't working very well. Maybe the filter \_\_\_\_\_ (clean).
- One of our bookshelves is falling apart. It \_\_\_\_\_ (fix).
- There are bills and papers all over the house. They \_\_\_\_\_ (file).
- Our piano is out of tune. It really \_\_\_\_\_ (tune).

About you

**B Pair work** Are any of the sentences above true for you? Do you have any similar problems?

**A** *I don't have any problems with my computer, but some software needs to be upgraded.*

**B** *Yeah? My keyboard needs replacing. Some of the keys aren't working properly.*

### 3 Building vocabulary

**A** Anna is pointing out more problems to Isaac. Can you guess the things she's talking about? Complete the sentences below. Then compare answers with a partner.



1. "The microwave **isn't working**. Nothing's happening. It **won't turn on**."
2. "The \_\_\_\_\_ **is leaking**. And there's a **dent** in the door."
3. "The \_\_\_\_\_ **keeps flickering** on and off. And I **got a shock** from it."
4. "The \_\_\_\_\_ **is loose**. If it **falls off**, we won't be able to open the door."
5. "The ceiling \_\_\_\_\_ **is making a funny noise**."
6. "The \_\_\_\_\_ has a big **scratch** on it."
7. "That \_\_\_\_\_ **is torn**. And look – there's a big **hole** in the other one."
8. "There's a coffee **stain** on the \_\_\_\_\_."
9. "The \_\_\_\_\_ is a half hour **slow**. Actually, it **stopped**. The battery must be **dead**."

Word sort

**B** Can you think of two items for each of the problems below? Do you have any things like these that need to be fixed? Tell a partner.

Things that often . . .	Things that are often . . .	Things that often have . . .
leak: <i>refrigerator, pen</i>	scratched:	a dent in them:
fall off:	torn:	a stain on them:
make a funny noise:	loose:	a hole in them:
won't turn on:	slow:	dead batteries:

Vocabulary notebook p. 74

**C Pair work** Make a "to do" list for Anna and Isaac, and prioritize each task. How can they get the problems fixed? Which things need to be done right away?

*A They need to get their microwave fixed. They should get someone to look at it.*

*B Actually, I think it probably needs to be replaced.*

**1** Conversation strategy Speaking in “shorter sentences”

**A** What kinds of jobs do you get your friends to help you with? Make a class list.

**B**  3.06 Listen. What are Kayla and Hector trying to do? Do they succeed?



**Kayla** Hi, there. . . . Ooh! Want some help?  
**Hector** Sure. Just take that end. Got it?  
**Kayla** Yeah. Think so. Oops! Wait a second.  
**Hector** OK. . . . Ready? One, two, three, lift.  
**Kayla** Ooh, it's heavy! . . . Ow! Just broke a nail.  
**Hector** Ouch! You OK?  
**Kayla** Yeah. But hurry up!  
**Hector** There. Shoot! It's not straight.  
**Kayla** Want me to fix it? . . . Better?  
**Hector** Yeah, . . . up a bit on the left.  
**Kayla** There you go. Done.  
**Hector** Thanks. Like it?  
**Kayla** Love it. It looks good. Really good.  
**Hector** Want some coffee?  
**Kayla** No, thanks. Can't drink it. Got any soda?  
**Hector** Sure. . . . Uh-oh! Don't have any. Sorry.

**C Notice** how Kayla and Hector speak in “shorter sentences.” They leave out words like *I* or *you* and verbs like *do*, *be*, and *have*. People often do this in informal conversations, especially when it's clear who or what they're talking about. Find more examples.

*“(Do you) Want some help?”*  
*“(I) Just broke a nail.”*  
*“(Are) You OK?”*

**D** Rewrite the conversation with shorter sentences. Compare with a partner and practice.

- A Do you need this screwdriver? Here it is.
- B Thanks. I can't get this shelf off the wall.
- A Do you want me to try getting it off for you?
- B Yes, thanks. Are you sure you've got time?
- A Yes. . . . OK. That's done. Do you need help with anything else?
- B Thank you. No, there's nothing else. Would you like a drink?
- A I'd love one. Have you got any green tea?



## 2 Strategy plus *Uh-oh!*

You can use words like ***Uh-oh!*** and ***Oops!*** when something goes wrong.

- Ooh!* = when you see a problem
- Uh-oh!* = when you suddenly discover a problem
- Oops! / Whoops!* = when you make a small mistake
- Ow! / Ouch!* = "That hurt." / "It sounds like that hurt."
- Shoot!* = "Oh, no!" (a general reaction)
- Ugh! / Yuck!* = "It's disgusting."



Write an expression you can use in each situation. Can you think of more expressions you can use? Compare with a partner.

1. You drop a hammer on your toe. Ow!
2. You miss an important phone call. \_\_\_\_\_
3. You spill coffee on the table. \_\_\_\_\_
4. A friend tells you how she broke her arm. \_\_\_\_\_
5. You realized you just missed a class. \_\_\_\_\_
6. You put too much sugar in your coffee. \_\_\_\_\_

## 3 Speaking naturally Short question and statement intonation

Questions: *Ready?* *OK?*      Statements: *Ready.* *OK.*

**A** 3.07 Listen and repeat the words above. Notice the rising intonation for short questions and falling intonation for short statements.

**B** 3.08 Listen. Is each sentence a question or a statement? Add a question mark (?) or a period (.).

1. Better ?
2. Got it \_\_\_\_\_
3. Broke a nail \_\_\_\_\_
4. Left a bit \_\_\_\_\_
5. Done \_\_\_\_\_
6. You need help \_\_\_\_\_
7. Got a drink \_\_\_\_\_
8. Ready \_\_\_\_\_

## 4 Listening and strategies Fix it!

**A** 3.09 Listen to four people talk about things they are trying to fix. Number the pictures 1 to 4. There is one extra picture.



**B** 3.09 Listen again. Do they solve the problems? Write *Yes* or *No* on the lines.

**C Pair work** Choose one of the pictures, and write a conversation using shorter sentences. Perform it to another pair. Can they guess what activity you are doing?

*A You OK? Need some help?*

*B Yeah. This just fell off. Can't get it back on.*

## 1 Reading

**A** What's the best way to solve problems? Do you do any of these things? Tell the class.

- |   |   |
|---|---|
| <input type="checkbox"/> Ignore the problem and do something else.    | <input type="checkbox"/> Try different solutions until one works.     |
| <input type="checkbox"/> Brainstorm or make a mind map.               | <input type="checkbox"/> Concentrate on the problem in a quiet place. |
| <input type="checkbox"/> Watch your favorite comedy before you start. | <input type="checkbox"/> Take enough time to think of ideas.          |

**B** Read the article. Which of the ideas above are recommended?

### Reading tip

As you read, highlight two or three useful collocations you can use in your daily life, such as *tackle an assignment*, *solve a problem*.

## DEVELOPING YOUR PROBLEM-SOLVING SKILLS

### Can you solve these two classic puzzles?

1. You have a candle and a box of thumbtacks. How can you attach the candle to the wall?
2. Two ropes hang from the ceiling. They're too far apart for you to hold both ropes at the same time. They need to be tied together. How can you tie them?

Daily life presents us with a huge variety of problems, many of which seem to have no ready or easy solutions. From deciding which apartment to rent to figuring out how to tackle an assignment at school or work, or even handling relationships, day in and day out we have to find ways of solving our problems. Techniques like brainstorming, mind mapping, or listing the pros and cons of different options take an analytical approach and involve "left-brain" thinking. While these techniques can be successful and lead to solutions, good problem solvers tend to switch between this analytical (left-brain) thinking and a more creative and emotional (right-brain) approach.

However, recent research into the brain's behavior while problem solving suggests that traditional techniques for solving problems — concentrating on a task and focusing on finding a solution — may not be the most effective after all. What might be more significant is simply inspiration — that sudden "aha" moment when the solution to a problem appears.

Neuroscientist Mark Beeman's studies into brain activity show that inspiration happens in the brain's right temporal lobe — an area that *isn't* associated with concentration at all. It's an area of the brain that's responsible for facial recognition, connecting memories, and understanding language. Brain imaging scans show

a constant low frequency activity in this area, indicating that it's always quietly working in the background of our minds. Beeman suggests that when you're *not* focused on a particular task, for example when you're relaxing before bed or taking a walk, the constant brain "chatter" quiets and the temporal lobe can make connections between distant, unrelated memories. Less than two seconds before inspiration hits, there's a burst of high frequency activity, and eureka! You have a solution.

Now that scientists know *where* problem solving happens, they're beginning to understand *how* to improve it. In tests, people solved more puzzles after watching funny videos than after watching boring or scary movies. This is probably because the people who were watching the funny videos were more relaxed, thus allowing the temporal lobe to perform more effectively.

People were also more likely to solve the puzzles in an "aha!" moment than by analysis. Beeman suggests this is because when people are happy, their brains notice a wider range of information.

The conclusion seems to be that if you want to solve a problem, don't focus on it. Let your brain be quiet and the answer might arrive in a sudden flash of inspiration. Now try solving the problems in the box again. Aha — did it work?

**ANSWERS:**  
 1. Tack the box to the wall and stand the candle on top.  
 2. Attach something heavy to one of the ropes and swing it toward the other.

**C** Are the statements below true or false according to the article? Check (✓) the boxes.

	True	False
1. Good problem solvers use the right side of their brain more than the left.	<input type="checkbox"/>	<input type="checkbox"/>
2. The right temporal lobe is active all the time.	<input type="checkbox"/>	<input type="checkbox"/>
3. When the brain is busy, it makes faster connections between memories.	<input type="checkbox"/>	<input type="checkbox"/>
4. Watching videos makes it more difficult for people to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>
5. When people are in a good mood, they are more able to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>

**D** Read the article again. Answer the questions. Then discuss with a partner.

1. What does the latest research say about the traditional techniques for problem solving?
2. What are three things that happen in the brain's right temporal lobe?
3. How does brain activity change in the moments before you find a solution to a problem?
4. What kind of videos should you watch to improve your problem-solving ability?
5. What *shouldn't* you do if you want to make inspiration more likely to arrive?

## 2 Speaking and writing A good solution

**A Group work** Read the problem below. Discuss your ideas and agree on a solution.

The events management company that you work for is holding a Movie Awards Ceremony in your city five days from now. Famous actors and directors are attending as well as the international media. However, you have just received very bad news. A serious fire has completely destroyed the concert hall where the event is supposed to be. The Awards Committee wants to cancel the event, but you will lose millions of dollars, and the city is depending on the awards to boost its tourism industry. What can you do to save your event?

**B** Read the proposal below. Then write your own proposal persuading the Awards Committee to agree to your ideas. Describe the problem and how you plan to solve it.

**Proposal for a venue alternative**

The fire at the concert hall means it is impossible to hold the Movie Awards there next week. Cancelling the event would result in losses of millions of dollars in advertising and ticket refunds.

We could solve this problem by using an alternative venue near the city. The venue is smaller, but we propose to show the ceremony on big screens outside. This would benefit the event in several ways. First of all, people who don't have tickets could also watch it. . . .

Changing venues will mean a lot of reorganization in a short time. We have several plans to make this possible. A local company will provide the screens in exchange for free advertising . . .

**Help note**

**Presenting a solution**

- Present and explain the problem.
- Offer a solution and explain its benefits.
- Explain how the solution will be implemented.



**C** Read your classmates' proposals. What are the best ideas?

Free talk p. 132

### Learning tip *Different forms of the same word*

When you learn a new word, find out what type of word it is – a verb, a noun, an adjective, etc. – and whether it has a different form that can express the same idea.

*There's a leak in the bathroom. (noun)      There's a scratch on this DVD. (noun)*  
*The pipe is leaking. (verb)                      This DVD is scratched. (adjective)*

- 1 What's wrong with Mark's things? Complete the two sentences for each problem. Use the words in the box.**

dent / dented    leak / leaking    scratch / scratched    stain / stained    tear / torn

- There's a big \_\_\_\_\_ in the wheel of Mark's mountain bike. It's \_\_\_\_\_.
- There's a dark \_\_\_\_\_ on his T-shirt. It's \_\_\_\_\_.
- His shorts are \_\_\_\_\_. There's a \_\_\_\_\_ in them.
- His sunglasses are \_\_\_\_\_. They have a \_\_\_\_\_ on them.
- There's a \_\_\_\_\_ in his water bottle. It's \_\_\_\_\_.



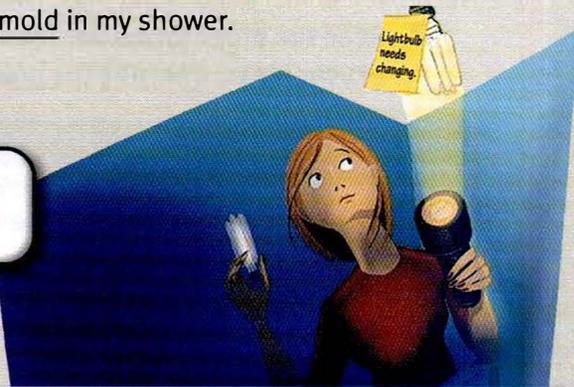
- 2 Word builder** Find out the meaning of the underlined words below. Then rewrite the sentences using a different form of the underlined word.

- My coffee mug is chipped.
- The mirror is cracked.
- There's a lot of rust on my car.
- There's a lot of mold in my shower.



### On your own

Look around your home. What problems are there? Label each one. Remove the label when the problem is fixed!



### Can Do! Now I can ...

I can ...                       I need to review how to ...

- |   |   |
|---|---|
| <input type="checkbox"/> talk about things you have other people do for you.          | <input type="checkbox"/> understand a conversation about planning an event.       |
| <input type="checkbox"/> talk about things that need to be fixed.                     | <input type="checkbox"/> understand people talking about things they need to fix. |
| <input type="checkbox"/> use short sentences in informal conversations.               | <input type="checkbox"/> read an article about problem-solving skills.            |
| <input type="checkbox"/> use expressions like <i>Uh-oh</i> when something goes wrong. | <input type="checkbox"/> write a proposal presenting a solution to a problem.     |

# Behavior

UNIT

# 8



In this unit, you learn how to . . .

## Lesson A

- Talk hypothetically about the past using *would have*, *should have*, and *could have*

## Lesson B

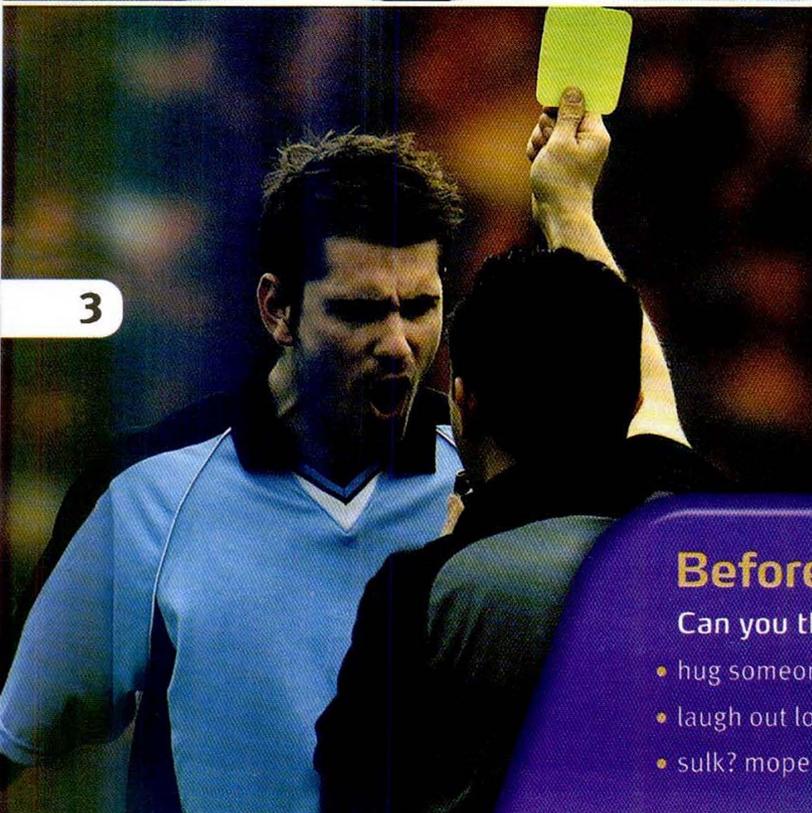
- Describe emotions and personal qualities
- Speculate about the past using *must have*, *may have*, *might have*, and *could have*

## Lesson C

- Share experiences using expressions like *That reminds me (of)*
- Use *like* in conversation

## Lesson D

- Read an article on making apologies
- Write a note of apology



## Before you begin . . .

Can you think of any situations that would make you . . .

- hug someone?
- lose your temper?
- laugh out loud?
- hang up on someone?
- sulk? mope?
- get mad and yell at someone?



Last night this guy called, trying to sell me something. Normally, I would have been more polite – you know, I would have just said no and then hung up. But he was the fourth caller in three hours, and it was after 10:00. So I just lost it. I yelled at him for several minutes, and I finally hung up on him. At that point, I couldn't have done much else, I don't think, because I was too mad. I know I shouldn't have lost my temper – he was just doing his job – but, I mean, what would you have done? Would you have gotten mad? I suppose I could have apologized. Or I could have asked him to put me on their “do not call” list. Actually, that's what I should have done. I'll do that next time!

## 1 Getting started

**A** What kinds of unwanted calls do people get? If you get unwanted calls, what do you say?

*“Well, I get calls from people who are trying to sell things. I usually say . . .”*

**B** 3.10 Listen to Amelia tell her friends about a phone call she got last night. What made Amelia lose her temper? How did she behave toward the caller?

Figure it out

**C** What does Amelia say about her behavior? What do you think? Complete the sentences. Then compare with a partner.

Amelia says . . .

- I shouldn't \_\_\_\_\_.
- I could \_\_\_\_\_.
- What would you \_\_\_\_\_?

I think . . .

- Amelia shouldn't \_\_\_\_\_.
- I would \_\_\_\_\_.
- I wouldn't \_\_\_\_\_.

## 2 Speaking naturally Reduction of *have* in past modals

Amelia should **have** been more polite. (*should've*)  
 She shouldn't **have** lost her temper. (*shouldn't've*)  
 She could **have** apologized. (*could've*)

She couldn't **have** done much else. (*couldn't've*)  
 I would **have** said no and hung up. (*would've*)  
 I wouldn't **have** yelled at him. (*wouldn't've*)

**A** 3.11 Listen and repeat the sentences. Notice the reduction of *have*.

About you

**B** **Pair work** Which sentences do you agree with? Tell a partner.

*A Amelia really should have been more polite.*

*B I agree. She shouldn't have lost her temper.*

### 3 Grammar Past modals 3.12

Extra practice p. 147

You can use **would / should / could + have + past participle** to talk hypothetically about the past.

**Imagine your behavior in a situation:** What **would** you **have done**?  
I **would have said** no politely.  
I **wouldn't have lost** my temper.

**Would** you **have gotten** mad?  
Yes, I probably **would have**.

**Say what was the right thing to do:** What **should** she **have done**?  
She **should have said** no politely.  
She **shouldn't have yelled** at him.

**Should** she **have yelled** at him?  
No, she really **shouldn't have**.

**Say what other possibilities there were:** What else **could** she **have done**?  
She **could have told** him not to call again.  
She **couldn't have done** much else.

**Could** she **have been** more polite?  
I feel she **could have**.

#### In conversation

*I would* is 20 times more common than *I'd* with past modals.

About you

**A** Read the situations and complete the questions. Then write your own answers. How many ideas can you think of?

- Josh saw someone in a parked car throw litter out of the window. He picked it up and threw it right back into the car. Should he have thrown (throw) it back in? What else could he \_\_\_\_\_ (do)?  
*He shouldn't have thrown it back in the car. He could have . . .*
- Sofia was late for a meeting because she slept late. She called the office and told them she'd gotten tied up in traffic. What other excuses could she \_\_\_\_\_ (make)? Should she \_\_\_\_\_ (tell) the truth?
- Dan was in a parking lot. He saw a driver accidentally hit another car. The driver left thinking that no one had seen him. What could Dan \_\_\_\_\_ (say)? What should the driver \_\_\_\_\_ (do)?
- Katy saw her friend talking to another girl. She called him, told him she didn't want to see him again, and then hung up. Should she \_\_\_\_\_ (hang) up? How else could she \_\_\_\_\_ (react)?
- Andrea's friends were making too much noise late one night. Her father yelled at them and asked them to leave. Should he \_\_\_\_\_ (lose) his temper? How else could he \_\_\_\_\_ (respond)?
- Jun was in a café. A girl pushed past him and spilled his coffee on him. She just walked away. Could she \_\_\_\_\_ (offer) to clean it up? Should she \_\_\_\_\_ (apologize)?



**B Pair work** Compare your ideas and discuss the situations above. What would you have done?

*"Actually, I don't think I would have done anything. I would have been annoyed, but . . ."*

### 4 Talk about it True stories

**Group work** Take turns telling true stories about the situations below. Listen to your classmates and make suggestions. How should they have reacted? What could they have done differently?

Think about the last time you . . .

- ▶ weren't very polite.
- ▶ had an argument.
- ▶ hung up on someone.
- ▶ lost your temper.
- ▶ sulked or moped.
- ▶ made a complaint.

## 1 Building vocabulary

**A** Read the article. Do you agree or disagree with the statements? Check (✓) the boxes.

### EMOTIONAL INTELLIGENCE

*Emotional intelligence* is the ability to manage your own and other people's emotions. Emotionally intelligent people can express their feelings clearly and appropriately, and they are generally optimistic and positive, with high self-esteem. Take the quiz and find out if you have high EQ. (Answer below.)

#### SELF-AWARENESS

1. I'm **decisive**. I know what I want.
2. I'm not **impulsive**. I think before I act.
3. **Jealousy** is not part of my life. I am not a **jealous person**.

#### MANAGING EMOTIONS

4. I don't feel **guilty** or **ashamed** about things I've done in the past.
5. **Aggressive** people don't **upset** me. I can cope with their **aggression**.
6. I don't get **angry** and **upset** if people disagree with me.

#### MOTIVATION

7. I'm very **motivated**, and I set **realistic** goals for myself.
8. I have the **confidence**, **determination**, and **self-discipline** to achieve my goals.
9. My main **motivation** in life is to make others **happy**.

AGREE  
DISAGREE

#### EMPATHY

10. I know when my friends feel **sad** or **depressed**.
11. I'm very **sympathetic** when a friend has a problem.
12. I think it's important to be **sensitive** to how other people are feeling.

#### SOCIAL SKILLS

13. If friends want to do things I don't want to do, I try to be **flexible**.
14. I think it's good to express emotions like **grief**, **hate**, and **anger**, but in private.
15. **Honesty** is important to me. I'm **honest** with people unless it will upset them.

AGREE  
DISAGREE

People with good EQ would agree with the statements above. The more Agree answers you gave, the higher your EQ score.

**About you** **B Pair work** Compare your answers. Are you alike? Give more information.

*"I'm usually pretty decisive. It doesn't take me long to make decisions."*

**Word sort** **C** Complete the chart with nouns and adjectives from the article. Then choose five words from the chart, and make true sentences about people you know to tell a partner.

noun	adjective	noun	adjective	noun	adjective
aggression	<i>aggressive</i>	guilt		realism	
	angry	happiness		sadness	
	confident	honesty			self-disciplined
depression			intelligent	sensitivity	
	determined	jealousy		shame	
flexibility			motivated	sympathy	

## 2 Building language

**A**  3.13 Listen. What guesses do Paul and Ella make about why their friends are late?

Paul So, where are Alexis and Sam? Do you think they might have forgotten?

Ella They couldn't have forgotten. I talked to Alexis just yesterday. They must have gotten tied up in traffic.

Paul Or they might have had another one of their fights. Maybe Sam is off somewhere sulking, like the last time.

Ella Either way, Alexis would have called us on her cell phone.

Paul Well, she may not have remembered to take it with her. She forgets things when she's stressed out.

Ella That's true. . . . Oh, guess what? My phone's dead! So she could have tried to call and not gotten through.

Paul Oh, my gosh! The movie's about to start. We'd better go in.

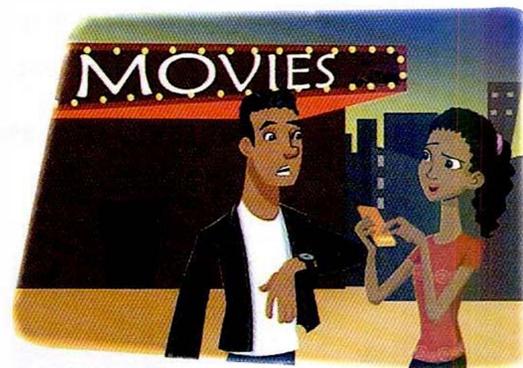


Figure it out

**B** Can you think of some reasons why Alexis and Sam are late? Complete the sentences below. Use the conversation to help you.

1. They must \_\_\_\_\_ .      2. They could \_\_\_\_\_ .      3. They may \_\_\_\_\_ .

## 3 Grammar Past modals for speculation 3.14

Extra practice p. 147

**You can use *must / could / may / might + have + past participle* to speculate about the past.**

They **must have gotten** tied up in traffic. = *I'm sure they got tied up in traffic.*

She **could have tried** to call. = *It's possible she tried to call.*

They **may / might have had** a fight. = *Maybe they had a fight.*

She **may not / might not have remembered.** = *It's possible she didn't remember.*

**Use *could not + have + past participle* to say what is not possible.**

They **couldn't have forgotten.** = *It's not possible they forgot.*

### In conversation

Affirmative statements with past modals are much more common than negative statements.

**A** Imagine these situations. Complete the two possible explanations for each one.

- One of your co-workers hasn't shown up for a meeting. She may \_\_\_\_\_ (forget), or she could \_\_\_\_\_ (get) tied up in another meeting.
- You've sent your friend several text messages. She hasn't replied. She must \_\_\_\_\_ (not / receive) my messages. Her phone might \_\_\_\_\_ (die).
- A friend promised to return a book he borrowed. He hasn't. He's normally very reliable. He could \_\_\_\_\_ (lose) it. On the other hand, he might \_\_\_\_\_ (not / finish) it yet.
- A friend walked past you in the street and didn't stop to talk. She looked upset. She could \_\_\_\_\_ (not / see) you. She must \_\_\_\_\_ (have) something on her mind.
- Your brother is supposed to drive you to the airport. He's already 20 minutes late. His car must \_\_\_\_\_ (break) down. Or he may \_\_\_\_\_ (not / remember).

### Common errors

Use the past participle, not the base form of the verb.

*They could have tried to call.*  
(NOT ~~They could have try to call.~~)

**B Pair work** Think of two other explanations for each situation above. Discuss the possibilities.

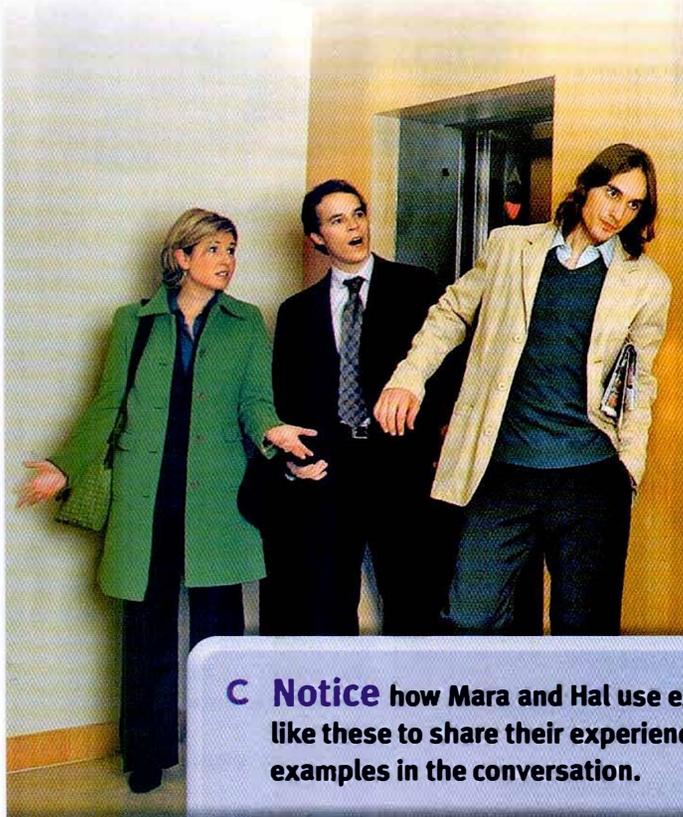
 Sounds right p. 138

## 1 Conversation strategy Sharing experiences

**A** Think of different ways to complete this sentence. Tell the class.

I get upset when people \_\_\_\_\_ on the subway.

**B**  3.15 Listen. What annoys Mara and Hal?



**Mara** Hey! That guy almost knocked you over getting off the elevator.

**Hal** Yeah. He acted like we were in his way.

**Mara** I get so annoyed with people like that.

**Hal** Me too. Like, I get upset when people push on the subway. It's so rude.

**Mara** Yeah, and speaking of rude people, how about the people who stand right in front of the subway doors and won't let you get off?

**Hal** Oh, I had that happen to me just last night. These guys were like totally blocking the doors. And when I tried to get past them, they were like, "What's your problem?"

**Mara** That reminds me of the time I got on the subway with my grandfather, and all these people pushed ahead of him to get seats.

**Hal** Isn't he like 80 years old?

**Mara** Yeah. I probably should have said something, but I didn't.

**C Notice** how Mara and Hal use expressions like these to share their experiences. Find examples in the conversation.

*I had that happen to me. That reminds me (of) . . .*

*That happened to me. That's like . . .*

*I had a similar experience. Speaking of . . .*

**D Match** the comments and responses. Then practice with a partner.

- |   |  |
|---|--|
| <p>1. I hate it when you're going to park your car and someone takes your parking spot. ____</p> <p>2. We went to this restaurant once. The waiter got our orders all wrong. He was terrible. ____</p> <p>3. Don't you hate it when people start texting in the middle of a movie at the theater? ____</p> <p>4. I was in line at an ATM last week, and this guy cut in line – he walked right in front of me. It was so rude. ____</p> | <p>a. Yeah. That's like when people are talking, and you miss something. It's so annoying.</p> <p>b. I had that happen to me. This woman almost hit my car. I should have said something to her.</p> <p>c. Speaking of rude people, I had a similar experience in the bank today. Someone pushed ahead of me.</p> <p>d. That happened to me, so I complained. The manager just said sorry. We should have gotten a free dessert, at least!</p> |
|---|--|

About you

**E Pair work** Do you agree with the people above? Have you had similar experiences? Discuss.

*"I had that happen to me. Someone took my parking spot. They nearly hit my car."*

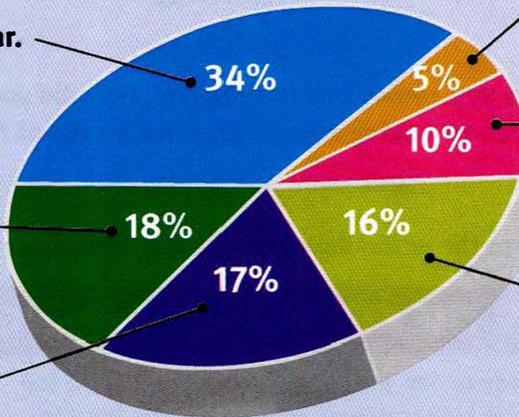
## 2 Strategy plus like

You can use **like** . . .

**To say something is similar.**  
He acted **like** we were in his waw.

**To highlight something.\***  
They were **like** totally blocking the doors.

**To mean other things, including the verb like.**



**To say "approximately."\***  
Isn't he **like** 80 years old?

**To report what someone said.\***  
They were **like**, "What's your problem?"

**To give an example.**  
**Like**, I get upset . . .

\*Use in very informal conversations only.

### In conversation

**Like** is one of the top 15 words. It is about six times more frequent in conversation than in writing.

3.16 Read the comment below. Use **like** to replace the underlined words, and add other words you need. Then listen and check your answers.

"One of my friends is kind of sensitive. For example Like , she thinks I'm criticizing her all the time when I'm just – how can I say this? – \_\_\_\_\_ trying to make a suggestion. She says, \_\_\_\_\_, "Stop telling me what to do all the time." I guess I'm just more decisive than she is. I know I annoy her sometimes, but otherwise we get along really well. I guess we've been friends for about \_\_\_\_\_ ten years. It's funny. In other ways we're just the same as \_\_\_\_\_ each other."

## 3 Listening and strategies Similar experiences

A 3.17 Listen to two people talk about their experiences with taxicabs. Number the incidents 1 to 5 in the order that they talk about them.

- The cab driver wanted a tip.
- The cab driver scratched another vehicle.
- The cab driver nearly caused an accident.
- The cab driver got lost.
- The cab driver was having an argument on his phone.



B 3.17 Listen again. Complete the sentences. Then answer the questions.

- The woman says, "I had a similar experience \_\_\_\_\_." What happened?
- The man says, "That reminds me of the time I was taking a cab home \_\_\_\_\_." Why did the cab driver make rude comments?
- The man says, "That's like when they \_\_\_\_\_." What example does he give?
- The woman says, "I had that happen to me. The taxicab \_\_\_\_\_." What happened?

About you

C **Pair work** Have you had any similar experiences with taxicabs? Discuss with a partner.

## 1 Reading

**A** Think of a time when you apologized to someone. How did you do it? What advice do you have for someone making an apology? Make a list of “dos and don’ts.”

*“Don’t wait too long.”*

*“Make sure your apology is sincere.”*

**B** Read the article. Does the writer have any of the same advice?

### APOLOGIES: THE KEY TO MAINTAINING FRIENDSHIPS

It’s not always convenient or easy to say you’re sorry. Sometimes we’re too preoccupied to notice when we’ve hurt someone, or if we do, too busy to make a proper apology. In other cases, personal pride keeps us from admitting we’ve done something wrong. There are probably times when deep down we feel that we weren’t entirely at fault, that the other person owes us an apology! Nevertheless, if we want to maintain good relationships with friends and colleagues, it’s essential to know when and how to apologize:



1. \_\_\_\_\_ Even if it feels awkward to say you’re sorry, do it as soon as possible. If you wait for the perfect moment, you may end up not apologizing at all. At the same time, if you’ve waited a bit too long, remember that it’s never too late to say you’re sorry and set things right.

2. \_\_\_\_\_ Don’t let your personal pride get in the way of apologizing. Accept fully that you might have said or done something hurtful. Don’t say, “I’m sorry if I offended anyone” or “I’m sorry you feel that way.” This implies that you didn’t really do anything wrong, that the other person is just overly sensitive. None of us is perfect, and there’s no reason to feel embarrassed about needing to apologize.

3. \_\_\_\_\_ Our mistakes often have unpleasant consequences. An apology isn’t complete unless you take responsibility both for hurting someone’s feelings and for the specific problems you may have caused in that person’s life.

4. \_\_\_\_\_ To show you’re sincerely sorry, offer to repair any damage you’ve done. If you’ve broken something, offer to replace it. If you forgot a birthday, offer to take your friend out to dinner. Or if you’re not sure what to do, say, “How can I make this up to you?”

5. \_\_\_\_\_ After admitting that you made a mistake, promise not to do it again, and keep to your commitment! If you have to apologize over and over for the same offenses, you’ll soon lose the confidence of your friends.

Finally, sometimes we hesitate to say we’re sorry because we feel the other person is more at fault and should apologize first! In these cases, remember that there are rights and wrongs on both sides of any conflict. Even if what happened wasn’t 100 percent your fault, be the first to come forward and offer an apology. This act of kindness will make it clear just how much you value the other person’s friendship. And it will make you feel better, too.

**C** Write the missing subheadings in the article.

- Offer to make things right.
- Apologize right away.
- Promise to act differently in the future.
- Acknowledge any damage caused.
- Admit you did something wrong.

#### Reading tip

Read the subheadings in an article first to see what it covers.

**D** Find expressions in the article that are similar to the underlined expressions in the questions. Then ask and answer the questions with a partner.

1. Do you ever get so busy thinking about something that you forget to do things?
2. Have you ever said you were sorry, but secretly in your mind didn't mean it?
3. Can you think of any situations where it feels really uncomfortable to apologize?
4. What kinds of things keep people from apologizing?
5. Have you ever said to anyone, "How can I compensate for this?" What had you done?

## 2 Speaking and listening Good and bad apologies

**A** 3.18 Listen to four conversations. Why is each person apologizing? Match the person to the reason. Write the letter. There is one extra reason.

- |                  |                                  |                          |
|------------------|----------------------------------|--------------------------|
| 1. Alex _____    | a. forgot to meet a friend.      | d. offended a friend.    |
| 2. Nora _____    | b. handed in an assignment late. | e. got into an argument. |
| 3. Gregory _____ | c. forgot someone's birthday.    |                          |
| 4. Adriana _____ |                                  |                          |

**B** 3.18 Listen again. Were the apologies effective? Give reasons. Complete the chart.

	Was it effective?	Why or why not?
1. Alex	Yes / No	_____
2. Nora	Yes / No	_____
3. Gregory	Yes / No	_____
4. Adriana	Yes / No	_____

**About you** **C** **Pair work** How would you apologize in the situations above? Discuss your ideas.

## 3 Writing A note of apology

**A** Read the email and the Help note. Underline the expressions Jason uses to apologize. Does his email follow the advice from the article on page 82?

**Help note**

**Writing a note of apology**

*I just wanted to say I'm sorry for (not) \_\_\_\_\_ ing . . .*

*I would like to apologize for . . .*

*I feel I should apologize for . . .*

*I promise not to \_\_\_\_\_ again.*

*It was my fault entirely.*

**About you** **B** Think of a time when you apologized or should have apologized to someone. Write an email to apologize. Then read your classmates' emails. Are the apologies effective?



### Learning tip *Making connections*

When you learn new vocabulary, make a connection with something or someone you know. Think of how or when you would use the word or expression to talk about your life.

#### 1 Think of a person you know for each of the qualities below.

- \_\_\_\_\_ has a lot of self-confidence.
- \_\_\_\_\_ is very good at controlling his or her anger.
- \_\_\_\_\_ has no sympathy for people who complain a lot.
- \_\_\_\_\_ has the motivation and determination to do well at work.

#### In conversation

##### Happy talk

People say *happy* more than they say *sad* or *unhappy*.

*happy*

*sad*

*unhappy*

#### 2 Write a sentence for each adjective. Make a connection with a person or an experience.

aggressive    flexible    impulsive    sensitive  
depressed    guilty    jealous

*My sister says she feels guilty when she eats too much chocolate.*

#### 3 Word builder Find and write the meaning of these expressions. Use words in Unit 8 to help you.

- be / feel down in the dumps \_\_\_\_\_
- be full of yourself \_\_\_\_\_
- be / turn green with envy \_\_\_\_\_
- be heartless \_\_\_\_\_
- be set on doing something \_\_\_\_\_
- go nuts / bananas \_\_\_\_\_



#### On your own

Do some people watching! The next time you are out and about, watch the people around you. Write notes when you get home.



Can Do!

### Now I can ...

I can ...

I need to review how to ...

talk about reactions and behavior.

talk hypothetically about the past.

describe emotions and personal qualities.

speculate about the past.

use expressions like *That reminds me (of)* to share experiences.

use *like* in informal conversations.

understand people sharing taxi experiences.

understand a conversation about rude behavior.

read an article on making apologies.

write a note of apology.

# Material world

# 9



**Can Do!** In this unit, you learn how to . . .

## Lesson A

- Talk about possessions and being materialistic
- Report things that people said

## Lesson B

- Discuss money management
- Report questions that people asked

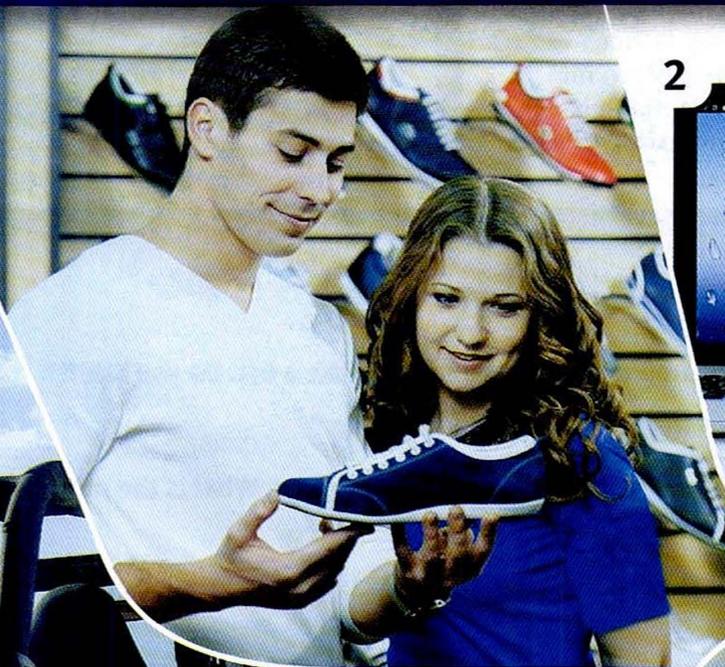
## Lesson C

- Report the content of conversations
- Quote other people or sources of information

## Lesson D

- Read a blog about decluttering
- Write a survey article about your classmates' possessions

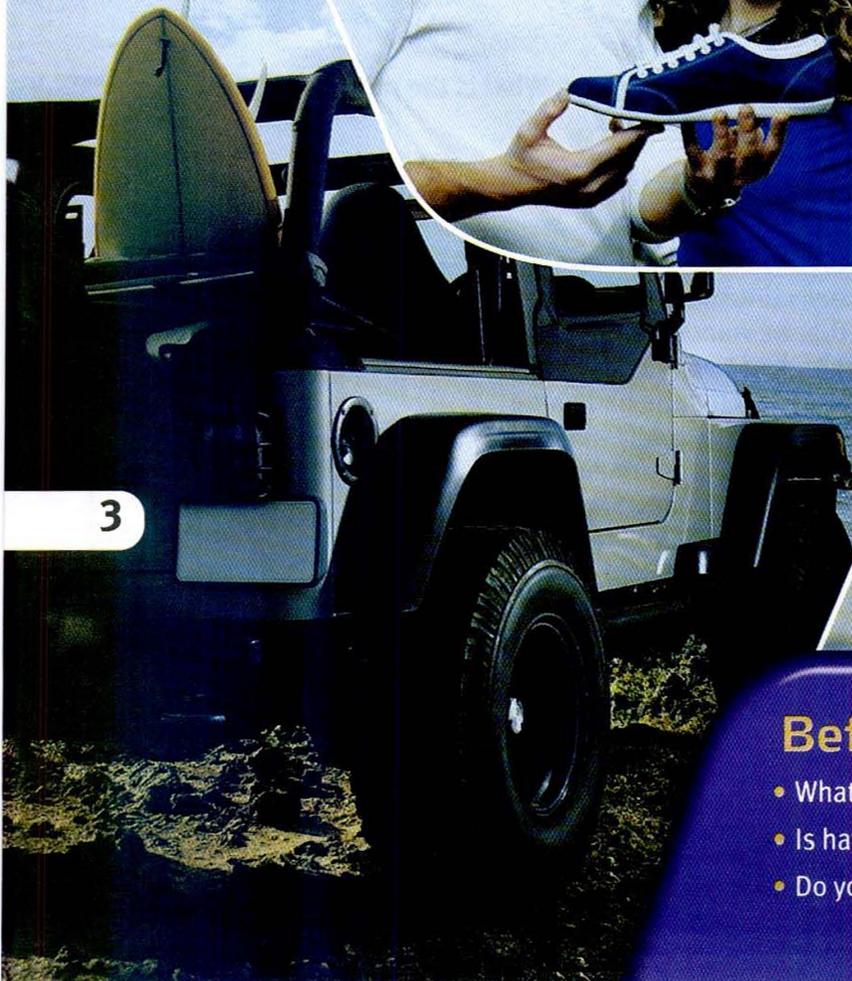
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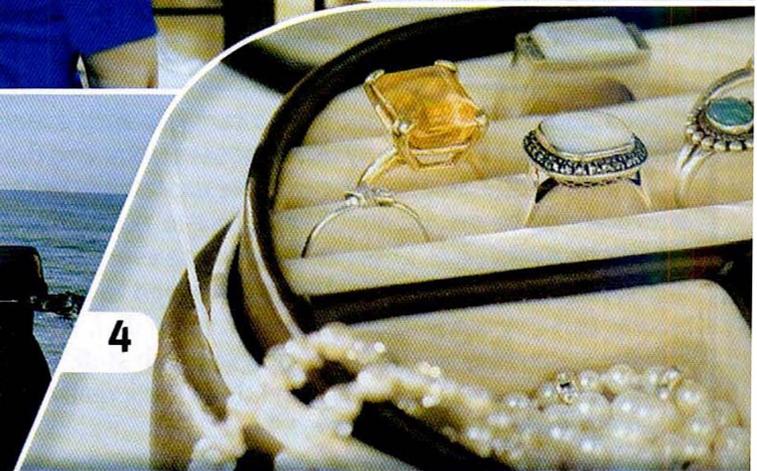
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3



4



## Before you begin . . .

- What are your most important possessions?
- Is having a lot of possessions a good thing or bad thing?
- Do you think you are materialistic?



## BUT IS IT ART?

*British artist destroys his possessions.*

“My goal is to destroy all my possessions. I have been making an inventory of everything I own, and it comes to 7,006 items, from televisions to reading material to records to old love letters to my Saab 900. These are the things I have accumulated in the 37 years of my life. Some of them are hard to part with, like my father’s sheepskin coat, which he gave to me many years ago. But I have made a conceptual decision as an artist to shred and granulate everything.”

“... I am also destroying artwork – my own as well as some by my friends. They said it was OK. They understand my project. At the end of this week, after my possessions are turned into granules, I want to bury them underground in a shopping center. I haven’t found the right shopping center yet.”



*A conveyor belt takes Michael Landy’s possessions to a shredding machine.*

### 1 Getting started

**A** What kind of art do you see around your town or city? Make a list. Do you like it?

*“You see a lot of sculptures in the park. Some are interesting.”*

**B** Read what artist Michael Landy says about one of his projects. What is the project? Could you do the same thing with all your possessions?

**C**  3.19 Listen to Ginny talk about the article. Which facts didn’t she get right? Do you agree with her opinion?

“I read about this British artist who came up with a really unusual art project. He said his goal was to destroy all his possessions and that he wanted to bury them in a parking lot! Can you believe it? He explained that he had been making a list of everything he owned and that it came to 17,000 items! And that he had made an artistic decision to shred and granulate everything. You can actually watch him destroying all his things. Someone explained to me that this is ‘performance art.’ I guess this guy really hates materialism. So do I, but I can’t throw anything away. Just the same, maybe I’ll stop buying so much stuff. . . . You know, I wonder why he didn’t just give his stuff away. But I think it’s a really interesting idea. I’d like to know more about this type of art.”



Figure  
it out

**D** Complete these sentences to report what Michael Landy said. Use Ginny’s interview to help you.

- Landy said his goal \_\_\_\_\_ to destroy all his possessions.
- He explained some things \_\_\_\_\_ hard to part with.
- He said his inventory \_\_\_\_\_ to 7,006 items.
- He said he \_\_\_\_\_ a decision to bury them, but he \_\_\_\_\_ the right place yet.

**2 Grammar** Reported speech  3.20

Extra practice p. 148

**When you report the things people said, the verb tense often “shifts back.”****Direct speech**

Michael Landy:

“My goal **is** to destroy all my possessions.”“I **want** to bury them underground.”“My father **gave** me a sheepskin coat.”“I **haven’t found** the right shopping center.”“I **have been making** an inventory.”

Ginny:

“I **can’t** throw anything away.”

“Maybe I’ll stop buying so much stuff.”

**Reported speech**

He said (that) . . .

his goal **was** to destroy all his possessions.he **wanted** to bury them underground.his father **had given** him a sheepskin coat.he **hadn’t found** the right shopping center.he **had been making** an inventory.

She said (that) . . .

she **couldn’t** throw anything away.maybe she **would** stop buying so much stuff.**When you report information that is still true, the verb tense often remains the same.**Someone explained to me that this **is** what you call “performance art.”

Here are some things people said about their possessions. Complete the sentences to report what they said. Compare with a partner. Do you know any people like these?

- “I’m not at all materialistic – I have very few possessions.”  
A friend of mine said that he wasn’t materialistic and that he had very few possessions.
- “My closets are all full, but I can’t stop buying new clothes.”  
Someone at work told me that her closets \_\_\_\_\_, but she \_\_\_\_\_.
- “I’m always throwing things away. Once I threw out an antique vase by mistake.”  
My aunt said that she \_\_\_\_\_ and that once she \_\_\_\_\_.
- “We’re in debt because we’ve spent too much money on stuff for our apartment.”  
My brother told his wife that they \_\_\_\_\_ because they \_\_\_\_\_.
- “I have a huge collection of comic books that I just don’t have room for.”  
One of my teachers told me that he \_\_\_\_\_.
- “We’ll have to have a yard sale to get rid of all the junk we’ve been buying at yard sales.”  
My neighbors said they \_\_\_\_\_.
- “I never throw things away. I just leave things in the garage.”  
Years ago, my cousin told me he \_\_\_\_\_.

**3 Speaking and listening** Who’s materialistic?

About you

**A Pair work** Discuss the questions. How materialistic are you?

- Do you like to have all the latest gadgets?
- How thrifty are you? Are you careful with money?
- Are you very attached to your possessions?
- Have you ever gotten upset because you lost or broke something valuable?
- Do you often buy things you don’t need?

**B**  3.21 Listen to Howard answer the questions above. Take notes on one thing he says in answer to each question. Then compare with a partner. How much detail can you remember?*“Howard said that he wasn’t really interested in gadgets at all.”*

**1** Building vocabulary

**A**  3.22 Listen and read the questionnaire from a money magazine.  
What kind of money manager are you?

**What kind of money manager are you?**

Go through our checklist to find out. Tally your answers and read your profile.

	Yes	No
1. Do you have a <b>monthly budget</b> and <b>stick to</b> it? .....	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you <b>keep track of</b> how much you spend each week? .....	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you give yourself an <b>allowance</b> for special "treats"? .....	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you <b>pay</b> all your <b>bills</b> on time? .....	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you <b>set aside money</b> each month in a <b>savings account</b> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you have a bank account that <b>pays</b> good <b>interest</b> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you <b>invest money in</b> reliable <b>stocks</b> and <b>bonds</b> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you <b>put</b> enough <b>money away</b> for "a rainy day"? .....	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you <b>pay in cash</b> or <b>by check</b> to avoid <b>charging</b> too much to a <b>credit card</b> ? .....	<input type="checkbox"/>	<input type="checkbox"/>
10. When you borrow money from friends or family, do you <b>pay</b> it <b>back</b> right away? .....	<input type="checkbox"/>	<input type="checkbox"/>
11. If you <b>took out</b> a <b>loan</b> , would you <b>pay</b> it <b>off</b> as soon as you could? .....	<input type="checkbox"/>	<input type="checkbox"/>
12. If you <b>got into debt</b> , would you know how to <b>get out of debt</b> ? .....	<input type="checkbox"/>	<input type="checkbox"/>

0-6 **Yes** answers: You're relaxed about managing your money. You're not worried about how much money you have, but you might need to do something to get things under control.

7-12 **Yes** answers: You're very systematic and careful with your money. Managing your money is important to you. You might need to make sure it doesn't make you feel stressed.

Word sort

**B** **Pair work** What are your money habits? Complete the chart with sentences. Use ideas from the questionnaire, and add your own. Compare with a partner.

I ...	I don't ...
<i>have a monthly budget.</i>	<i>invest money in stocks.</i>

*"I have a monthly budget, but I don't always stick to it."*

## 2 Building language

**A**  3.23 Listen. What did the market researcher ask John? Practice the conversation.

**John** I was stopped by one of those market researchers today. She was doing a survey on money.

**Mother** Really? What kind of things was she asking?

**John** She wanted to know whether I was a spender or a saver and how I usually paid for things.

**Mother** Hmm. Did you tell her I pay for everything?

**John** Uh, no. . . . Anyway, then she asked me how many times I'd used a credit card in the past month. I told her I didn't have one, and the next thing I knew, she asked if I wanted to apply for one!

**Mother** But you're only 18!

**John** Well, I filled out the application anyway. The only thing is, . . . she asked if a parent could sign it, so . . .



Figure it out

**B** How would John report these questions? Write sentences starting with *She asked me . . .*

- Are you a regular saver?
- Do you want a credit card?
- How many times have you spent too much?
- Can you sign this form?

## 3 Grammar Reported questions 3.24

Extra practice p. 148

### Direct questions

The market researcher:

"Are you a spender or a saver?"

"How **do** you usually **pay** for things?"

"How many times **have** you **used** a credit card?"

"Can one of your parents **sign** the application?"

### Reported questions

She asked (me) . . . / She wanted to know . . .

if / whether I **was** a spender or a saver.

how I usually **paid** for things.

how many times I'd **used** a credit card.

if / whether one of my parents **could sign** it.

**A** Imagine the market researcher asked you these questions.

Write reported questions.

- "What is your main source of income?"  
*She asked me what my main source of income was.*
- "Are you relaxed about spending money?"
- "Do you usually pay in cash, or do you often charge things to a credit card?"
- "Can you stick to a monthly budget?"
- "Have you taken anything back to a store recently?"
- "How many times have you borrowed money from friends or family?"
- "How much money can you spend on treats each month?"
- "Do you have any loans? Are you paying them off as soon as you can?"

### Common errors

Use statement word order in reported questions.

*She asked how I usually paid for things.*

(NOT *She asked how ~~did~~ usually pay for things.*)

About you

**B Pair work** Take turns reporting the questions and giving your answers.

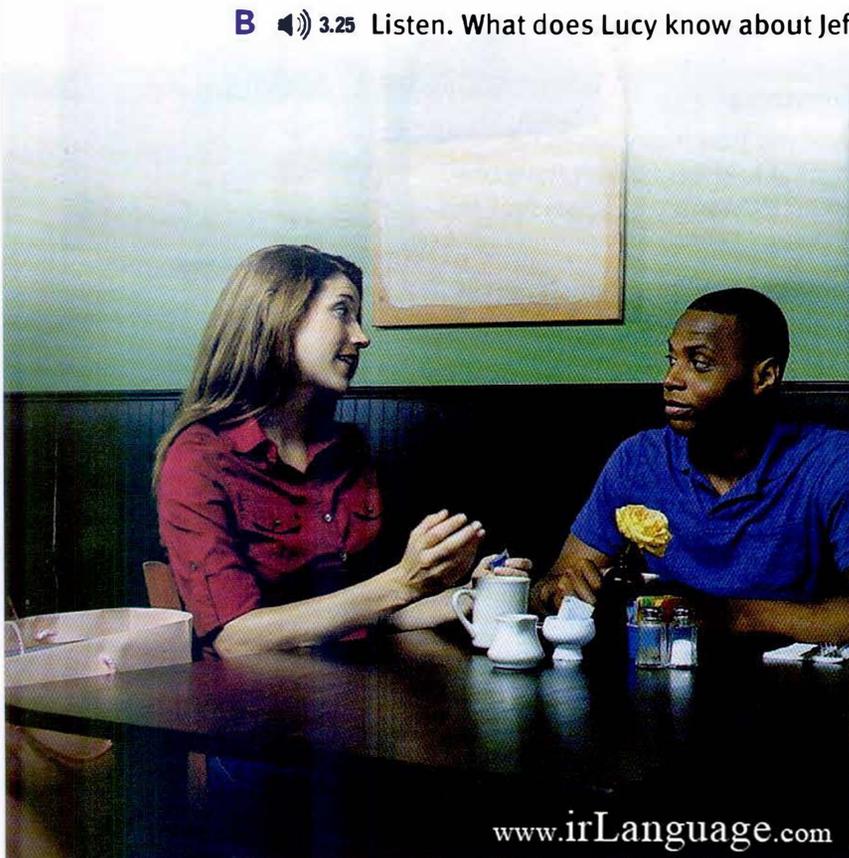
*"She asked me what my main source of income was, and I told her it was my parents!"*

 Sounds right p. 139

## 1 Conversation strategy Reporting the content of a conversation

**A** Do you agree with the saying, “Money can’t buy happiness”? Tell the class.

**B**  3.25 Listen. What does Lucy know about Jeff and Lee?



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**Lucy** I ran into Max last week. He was telling me that Jeff and Lee aren’t getting along that well. They’ve only been married six months. Apparently, they’re having money problems.

**Omar** But I heard they’re pretty wealthy. Or so someone was telling me.

**Lucy** Yeah, well, evidently the honeymoon and the diamond ring and everything were all paid for on credit cards. Max was telling me that Lee had no idea they were in debt.

**Omar** Really? How could she *not* know? There’s got to be something wrong, you know, if she had no idea what was going on.

**Lucy** Yeah, that’s what Max was saying. He went to see them, and he was saying how much stuff they have in their house. But as he said, “Money can’t buy happiness.”

**Omar** Obviously not.

**C Notice** how Lucy talks about her conversation with Max. She uses past continuous reporting verbs to focus on the content rather than the actual words she heard. Also, she generally doesn’t “shift” tenses. Find examples.

*“Max was telling me that Jeff and Lee aren’t getting along that well.”*

**D** Imagine people you know said the things below. Rewrite the sentences to report what they said. Use past continuous reporting verbs.

1. A friend of yours: “I’m saving up to buy a car. I want a little two-seater sports car.”  
*A friend of mine was telling me she’s saving up to buy a car. She was saying . . .*
2. Your classmate: “My fiancée and I are going to have a small wedding. We decided big weddings are a waste of money. We’d rather have a nice honeymoon, so we’ve set aside some money for a trip to Sydney.”
3. Your neighbors: “We want to put in a new kitchen, but we’re going to have to take out a loan to pay for it. It’s expensive.”
4. Your co-worker: “I’m thinking of leaving my job and going back to school. I want to become a teacher. I think I’ll be happier in that kind of a job than I am now.”

About you

**E Pair work** What have people told you recently? Tell a partner.

## 2 Strategy plus Quoting information

**When you quote information you've heard, use these expressions to identify the source:**

*Max was telling me / was saying / told me . . .*  
*(As) he said, " . . . " According to Max, . . .*

**Use these when you don't identify the source:**

*Apparently, . . . Evidently, . . .*  
*I was told . . . I('ve) heard . . .*  
*They say . . . I('ve) read . . .*

Apparently, they're having money problems.

As he said, "Money can't buy happiness."

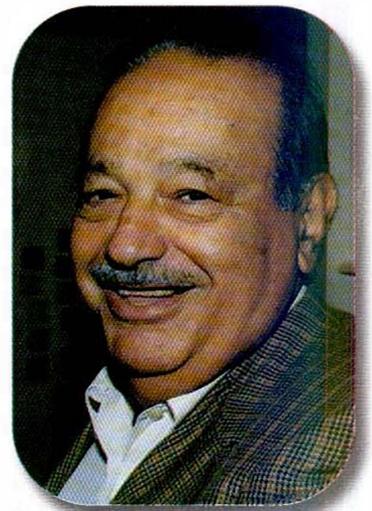


**Pair work** Discuss the questions. Use the expressions above in your answers to talk about what you've heard or read.

1. Who's the richest person in the world?
2. What's a good way to invest money?
3. What's the best way to set money aside for college?
4. What's the quickest way to make a million dollars?
5. Which businesses have been successful in your city?
6. What's the most expensive thing you think you'll ever buy?
7. What's the best way to keep track of your spending?
8. Which jobs pay the best salaries? the worst?
9. Where's a good place to get a part-time job?

*A Isn't it Carlos Slim Helú? I've heard he's worth billions.*

*B Yeah. My friend was telling me there are a lot of billionaires in Mexico now.*



## 3 Speaking naturally Finished and unfinished ideas

*Sue was telling me about her job.*

**Finished idea:**

*It pays really well.*

**Unfinished idea:**

*It pays really well . . .*

**A** 3.26 Listen and repeat the sentences above. Notice how the intonation falls to show the speaker has finished an idea and rises to show there's more to say.

**B** 3.27 Listen. Which of these sentences are finished ideas (F)? Which sound unfinished (U)? Write *F* or *U*.

1. Dan was telling me about his new career \_\_\_\_\_
2. Evidently he's quit his job \_\_\_\_\_
3. He has no other source of income \_\_\_\_\_
4. He's trying to sell his art online \_\_\_\_\_
5. It all seems a little risky to me \_\_\_\_\_
6. I hope it pays off for him in the end \_\_\_\_\_

**C** 3.28 Now listen to the full extract, and check your answers. Do you think Dan's situation is risky?

About you

**D** **Group work** What are some good ways to make money? Which jobs pay well? Which don't? Tell your group about things you've heard and read.

*"My sister was telling me her friend is a stockbroker. Apparently, he makes a fortune."*

## 1 Reading

- A** Have you ever bought things that you don't use? What are they? Tell the class.
- B** Read the article. What was Leda's problem? What did she do about it?

### Reading tip

Journalistic feature articles and blogs sometimes pretend to "speak" to the reader, e.g., *You know what?* Don't do this in academic writing.

8:33 p.m. September 26

### This Stuff's Gotta Go!

Apparently, we only use 20 percent of the stuff we own on a regular basis. The rest just sits in our drawers and closets, cluttering up our lives.

I'm sure that's true in my case. As of last month, every corner of my apartment was crammed with cardboard boxes, full of junk that I "could never live without." Most of those boxes I hadn't opened in years. And you know what? I hadn't missed any of it. Actually, I didn't even *remember* what was in those boxes.

And it wasn't just the boxes. I had closets overflowing with clothes I didn't wear, books I was attached to but never read, old electronics that no longer worked – in short, my home was full of clutter, and I didn't have room for it all.

I knew I had to get things under control, so I called up my friend Willow. You know, that super-organized, less-is-more kind of friend that many of us have? Yeah, her. She said that I should go through all of my belongings and make an inventory. She then told me I needed to give away or sell anything I had more than one of . . . like the *three* coffee pots I had. (*Three* coffee pots? How did I even get three coffee pots?) Finally, Willow asked me how often I used my things. She explained that she keeps her home clutter-free by getting rid of anything that she hasn't worn or used in the last year. She added that I could keep things that had sentimental value, as long as they were *really* important and special.

So, in the past month, I've gotten rid of more than TWENTY boxes of junk and bags of clothes. Some of it I donated, recycled, or trashed, but most of it I sold. Decluttering has been an enormous task, but it has felt great to reclaim the space in my home again. And the best part? The cash I earned helped me pay off my credit card debt – something I had, no doubt, because I had bought too much stuff in the first place. ☺

- C** Read the article again. Are these sentences true or false? Check (✓) the boxes. Find the sentences in the article that support your answers.

	True	False
1. The writer says people use most of their things on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>
2. She used to think she needed most of the things in her boxes.	<input type="checkbox"/>	<input type="checkbox"/>
3. She had plenty of space in her closet for her clothes.	<input type="checkbox"/>	<input type="checkbox"/>
4. The writer's friend, Willow, told her to make a list of her belongings.	<input type="checkbox"/>	<input type="checkbox"/>
5. Willow told her to keep one thing out of each box.	<input type="checkbox"/>	<input type="checkbox"/>
6. Willow believes you should only keep things you use and need.	<input type="checkbox"/>	<input type="checkbox"/>
7. The writer found decluttering difficult but is happy that she has done it.	<input type="checkbox"/>	<input type="checkbox"/>
8. The writer solved another problem with the money she made from selling her stuff.	<input type="checkbox"/>	<input type="checkbox"/>



**D** Find expressions in the article to replace the underlined expressions below. Then ask and answer the questions with a partner.

1. Do you think you use only 20 percent of your things regularly?
2. Do you have closets that are full of things you don't need?
3. Which of your possessions are you especially fond of?
4. Could you get rid of anything that has a deep, emotional meaning for you?
5. Have you ever tried to get rid of things you don't want in your home? Was it a big job?

## 2 Listening and writing I couldn't live without . . .

**A** 3.29 Listen to four people talk about things they couldn't live without. What do they talk about? Why couldn't they live without these things? Complete the chart.

	He / She couldn't live without . . .	because . . .
1.	Bruno	
2.	Diana	
3.	Midori	
4.	Max	



**B** 3.30 Listen again to the opinions. Do you agree? Write a response to each person.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**C Class activity** Ask your classmates, "What's one thing you couldn't live without? Why?" Take notes on three interesting ideas.

**D** Read the Help note and the article below. Underline the verbs used for reporting speech. Then write an article about your classmates. Use both direct speech and reported speech.

**Things my classmates couldn't live without**  
 One of my classmates, Mieko, said she couldn't live without her violin. "It's my most valuable possession," she explained. She got her first violin at the age of six. "I was so excited," she recalled. She took lessons in school and practiced every day. She is now an accomplished violinist. "I couldn't live without it," she concluded.

### Help note

#### Reporting verbs for direct and reported speech

- Saying and explaining:  
*"It's valuable," she **said / told me / explained**.*  
*She **said / told me / explained** that it was valuable.*
- Remembering:  
*"I lost it once," she **remembered / recalled**.*  
*She **remembered / recalled** that she had lost it once.*
- Adding and finishing:  
*"I love my violin," she **added / concluded**.*  
***added / concluded** that she loved her violin.*

**E** Read a classmate's article. Then tell the class about something one of your classmates couldn't live without. Which thing is the most interesting or unusual?



### Learning tip Collocations

When you learn a new word, notice its *collocations* – the words that are used with it. In this example, *open* and *close a bank account* are collocations.

*bank account:* You can open and close a bank account.

#### 1 Cross out the words that are *not* collocations of the verbs below.

- make a credit card / a budget / a living
- apply for a job / a credit card / a bill
- open a savings account / a restaurant / a debt
- pay off a debt / a budget / a loan
- invest in loans / bonds / stocks

#### In conversation

##### Talk about money

The top 10 verbs that collocate with **money** are *spend, save, earn, make, have, invest, get, pay, borrow, and owe.*

#### 2 Write collocations for these words and expressions. How many ideas can you think of?

##### Find verbs for these nouns

- an allowance
- a bank account
- a bill
- a budget

##### Find adjectives for these nouns

- allowance
- account
- a budget

*earn / make / spend money*

#### 3 Word builder Find the meanings of the words and expressions below. Use them in a sentence.

credit limit due date interest rate nest egg overdrawn account



#### On your own

Make a wish list of your financial goals. What would you like to accomplish in the next 5 years? 10 years? 20 years?



#### Can Do! Now I can ...

I can ...  I need to review how to ...

- talk about possessions and materialism.
- discuss money management.
- report things that people said.
- report questions that people asked.
- report the content of conversations I've had.
- quote other people or sources of information.
- understand an interview about possessions.
- understand people talking about what they couldn't live without.
- read a blog about decluttering.
- write a survey article about my classmates' possessions.

## 1 What would you have done?

**A** Complete the story using the correct forms of the verbs and expressions in the box.

apply for a credit card    get out of debt    invest money in    pay good interest    set aside money  
 ✓ get an allowance    have a budget    keep track of    pay in cash    take out a loan

When Andrew was growing up, he was careful with his money. He got an allowance every week from his parents, and because he wanted to go to college, he \_\_\_\_\_ every month. He opened a savings account that \_\_\_\_\_, so his savings grew. When he started college, he didn't have much money, but he \_\_\_\_\_ and stuck to it. He \_\_\_\_\_ the money he spent, and when he bought things, he always \_\_\_\_\_.



But then, Andrew won \$1 million in a lottery, and everything changed. He didn't \_\_\_\_\_ stocks and bonds. Instead, he went on a spending spree. He bought a house, a car, designer clothes, and a laptop, and he spent a lot on travel and entertainment. Soon he had nothing left, so he \_\_\_\_\_ and started charging his everyday expenses. To pay his college tuition fees, he \_\_\_\_\_, which he is still paying off. Andrew graduated from college and has a good job now, but he still hasn't \_\_\_\_\_.

**B** Answer the questions using past modals *would have*, *should have*, *could have*, *must have*, *might have*, or *may have*. Discuss your answers with a partner.

1. What should Andrew have done with the money he won?
2. Is there anything he shouldn't have done?
3. What would you have done differently? What wouldn't you have done?
4. How do you think he must have felt after he'd spent all the money?
5. Why do you think Andrew went on a spending spree?

**C** **Pair work** Take turns retelling Andrew's story. Use the expressions *Apparently*, *Evidently*, and *I heard that*. Does it remind you of similar stories? Share them using *That reminds me* or *That's like*.

## 2 How many words can you remember?

Complete the charts. How many words can you think of to describe personal qualities or emotions? Compare with a partner. Then ask and answer questions using words from your charts.

Nouns			Adjectives		
honesty			happy		

"Is honesty important to you?"

"Are you generally a happy person?"

### 3 So what were they saying?

**A** Complete these quotations with a problem and then add a solution, using the appropriate form of the verb given.

1. John: "I went rock climbing, and I got this really big hole / tear in my backpack. It needs to be sewn / sewing (sew). Are you good at sewing?"
2. Alice: "My kitchen faucet keeps \_\_\_\_\_, and I can't turn it off. It needs \_\_\_\_\_ (fix), but I can't afford to get a plumber \_\_\_\_\_ (do) it right now. Can you take a look at it?"
3. Robert: "I have this big oil \_\_\_\_\_ on my good jacket. I have to have it \_\_\_\_\_ (clean) before my job interview next week. Which dry cleaner's has the fastest service?"
4. Maria: "My watch has been running \_\_\_\_\_. I've never had the battery \_\_\_\_\_ (change), so it probably needs \_\_\_\_\_ (replace). How much will a new battery cost?"
5. Hilary: "I had a car accident, and one of my doors got a big \_\_\_\_\_ in it. I've been looking for a place to get it \_\_\_\_\_ (fix). Who fixed your car after your accident?"

**B** Report the general content of each person's problem, using *was saying (that)* or *was telling me (that)*. Then report exactly what the person said and asked about the solution, shifting the tenses back.

*"John was saying that he got a hole in his backpack when he went rock climbing. He said that it needed to be sewn, and then he asked if I was good at sewing!"*

### 4 Want some help?

**A** Complete the conversations with words like *Yuck, Ow, Ouch, Oops, Ooh, Ugh, Uh-oh, and Shoot*. Sometimes more than one answer is possible. Then practice with a partner.

1. A Ow! I just got an electric shock. I should get that iron fixed.  
B \_\_\_\_\_ I bet that hurt. Are you OK?
2. A \_\_\_\_\_ My computer just crashed again. I can't understand it. It keeps happening.  
B \_\_\_\_\_ Maybe you have a virus. Do you want me to look at it?
3. A \_\_\_\_\_ I'm hungry. Do you want a snack?  
B Sure. Let's see. Do you want some scrambled eggs?  
A \_\_\_\_\_ I can't stand eggs.  
B \_\_\_\_\_ I just dropped them. Oh, well, never mind.
4. A \_\_\_\_\_ I forgot to hand in my homework today.  
B \_\_\_\_\_ Will your teacher be mad?  
A Probably. \_\_\_\_\_ look, it's all messed up. And  
oh \_\_\_\_\_ . There's chewing gum stuck to it.

**B Pair work** Make each sentence shorter if possible, and practice again. Can you continue the conversations?

*A Ow! Just got a shock. I should get that fixed.*

*B Ouch! Bet that hurt. You OK?*

*A Yeah. Think so. Guess I ought to . . .*

## Fame



Can Do!

In this unit, you learn how to . . .

## Lesson A

- Talk about celebrities' rise to fame
- Use *if* clauses to say how things might have been different

## Lesson B

- Talk about achieving and losing fame
- Use tag questions to give opinions or check information

## Lesson C

- Use tag questions to soften advice and give encouragement
- Answer difficult questions with expressions like *It's hard to say*

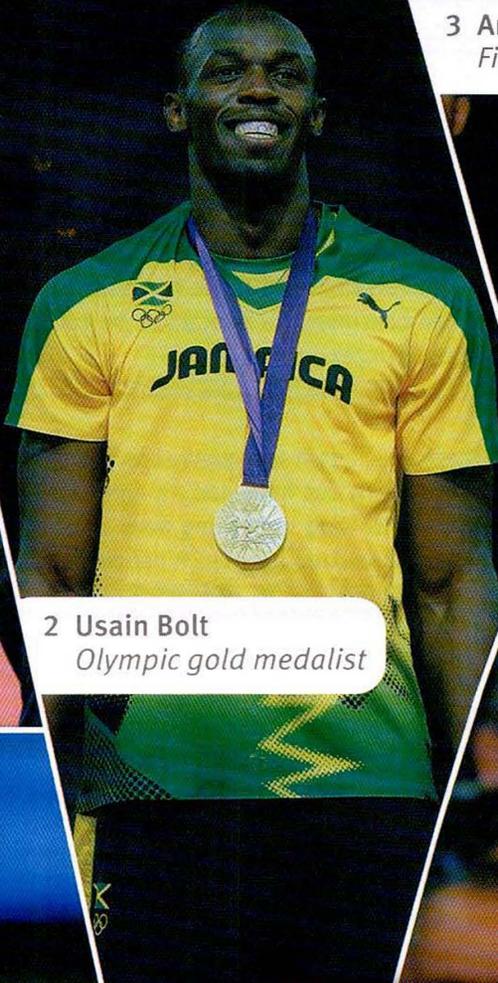
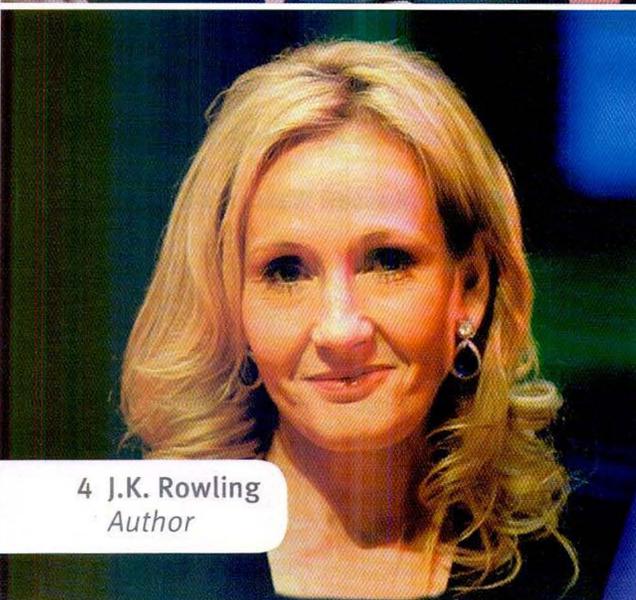
## Lesson D

- Read an article about child stars
- Write a profile of a successful person

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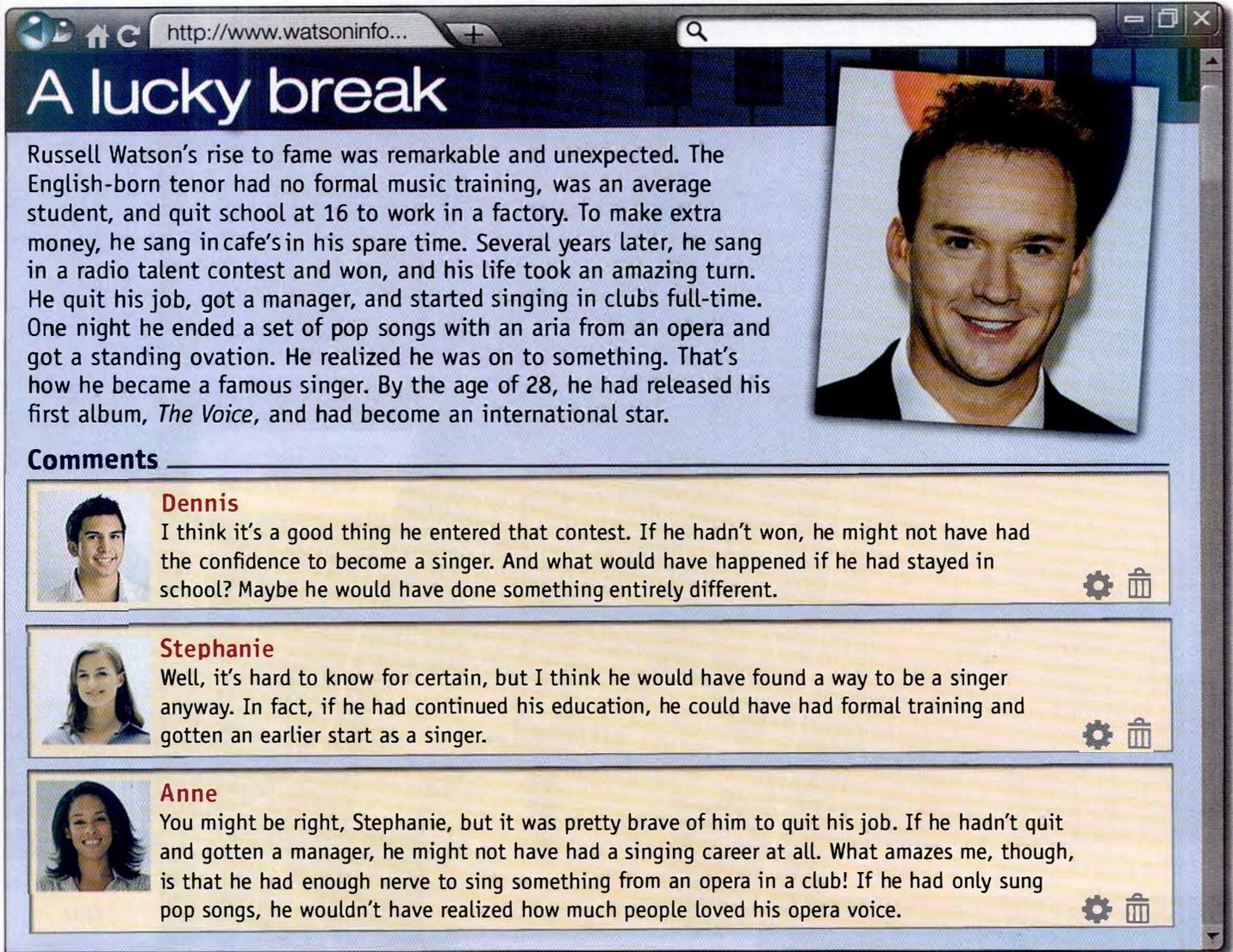


1 Duke and Duchess of Cambridge

2 Usain Bolt  
Olympic gold medalist3 Ang Lee  
Film director5 Javier Bardem  
Actor4 J.K. Rowling  
Author

## Before you begin . . .

- What are some ways that people become famous?
- What do you think is the best thing about being famous?
- What is the worst thing about being famous?



**A lucky break**

Russell Watson's rise to fame was remarkable and unexpected. The English-born tenor had no formal music training, was an average student, and quit school at 16 to work in a factory. To make extra money, he sang in cafe's in his spare time. Several years later, he sang in a radio talent contest and won, and his life took an amazing turn. He quit his job, got a manager, and started singing in clubs full-time. One night he ended a set of pop songs with an aria from an opera and got a standing ovation. He realized he was on to something. That's how he became a famous singer. By the age of 28, he had released his first album, *The Voice*, and had become an international star.

**Comments**

**Dennis**  
I think it's a good thing he entered that contest. If he hadn't won, he might not have had the confidence to become a singer. And what would have happened if he had stayed in school? Maybe he would have done something entirely different.

**Stephanie**  
Well, it's hard to know for certain, but I think he would have found a way to be a singer anyway. In fact, if he had continued his education, he could have had formal training and gotten an earlier start as a singer.

**Anne**  
You might be right, Stephanie, but it was pretty brave of him to quit his job. If he hadn't quit and gotten a manager, he might not have had a singing career at all. What amazes me, though, is that he had enough nerve to sing something from an opera in a club! If he had only sung pop songs, he wouldn't have realized how much people loved his opera voice.

## 1 Getting started

- A** What kinds of talent contests can you enter? Would you enter one?
- B** Read the article "A lucky break" above. How did Russell Watson get his start as a professional singer?
- C**  **4.01** Listen to the comments that people posted on the website about Russell Watson's career. Which comments do you agree with?

Figure it out

- D** Can you complete the sentences below? Compare with a partner.

1. If Russell Watson had stayed in school, maybe he \_\_\_\_\_ had a very different career.
2. If he \_\_\_\_\_ won that talent contest, he might not have become a singer.
3. If he had only sung pop songs, he \_\_\_\_\_ known people loved his opera voice.
4. What \_\_\_\_\_ happened if he had only sung pop songs?

## 2 Grammar Talking hypothetically about the past 4.02

Extra practice p. 149

You can use sentences with *if* to talk hypothetically about the past. Use the past perfect form in the *if* clause and a past modal in the main clause.

### If + past perfect

If Watson **had stayed** in school,  
If he **hadn't won** the talent contest,  
If he **had continued** his education,

### Past modal *would have, could have, might have, etc.*

maybe he **would have done** something entirely different.  
he **might not have had** the confidence to become a singer.  
he **could have gotten** formal music training.

### Hypothetical questions about the past

What **would have happened** if he **had stayed** in school?  
What **would he have done** if he **hadn't won** the talent contest?  
**Would he have become** a singer?

### In conversation

People often say *If I would have* instead of *If I had*, but this is not considered correct in writing.

### Common errors

Use *if* + past perfect, not simple past.

*If he hadn't quit his job, he wouldn't have become a singer.*

(NOT *If he didn't quit his job . . .*)

- A** Read the extract about a woman who became famous through the Internet. Then complete the sentences using the verbs given.



Rebecca Black became an online sensation when her mother paid a record company to produce a music video of her daughter singing a song called "Friday." The video was uploaded onto a video-sharing website and watched by millions of people. Many music critics and viewers didn't like it, and some people called it "the worst song ever." Black appeared on several talk shows, and "Friday" soon became the most-watched video of the year. Black became a "viral star" and is now a successful artist.

- If Rebecca's mother hadn't paid (not pay) the record company, they wouldn't have produced (not produce) the video, and they \_\_\_\_\_ (not upload) it.
- If the record company \_\_\_\_\_ (not upload) the video, millions of people \_\_\_\_\_ (not watch) it, and Rebecca \_\_\_\_\_ (might not become) a viral star.
- What \_\_\_\_\_ (happen) if the song \_\_\_\_\_ (got) good reviews? \_\_\_\_\_ Black \_\_\_\_\_ (become) famous if more people \_\_\_\_\_ (like) the song? It's hard to tell, but it \_\_\_\_\_ (might receive) less media attention.
- If Black \_\_\_\_\_ (not have) all the bad publicity, her music career \_\_\_\_\_ (might not take) off. She \_\_\_\_\_ (miss) out if she \_\_\_\_\_ (listen) to all the critics.

About you

- B** Write about two things that have happened to you. Use the ideas below or your own. How would your life have been different if these things hadn't happened?

a job you got    a person you met    something fun that happened to you    a trip you took

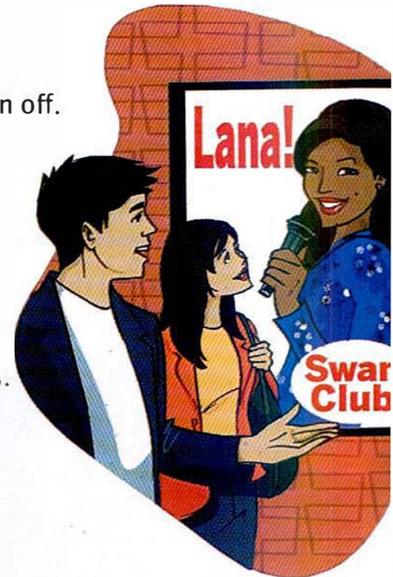
*Getting my current job is one of the best things that has happened to me. If my friend hadn't told me about the job, I wouldn't have gotten it. If I had stayed in my old job, . . .*

- C** **Pair work** Take turns talking about each situation. Ask your partner questions for more information.

**1** Building vocabulary and grammar

**A** 4.03 Listen. How did Lana become famous? Practice the conversation.

- Jon Look. Lana's at the Swan Club! You haven't seen her show yet, have you?  
 Kylie No, but I'd love to go. . . . She's a blues musician, isn't she?  
 Jon Actually, she's an **up-and-coming** music star. She's been **in the headlines** a lot recently.  
 Kylie Really? I guess I'm a little out of touch, aren't I?  
 Jon She was on that talent show, and since then, her **career's** really **taken off**.  
 Kylie Oh, I know who she is! She won the show this year, didn't she?  
 Jon Yeah, she did. Last year she was a student, and now she's **making headlines** as a musician. It's amazing, isn't it?  
 Kylie Huh. She must have **had connections**.  
 Jon I don't think so. She **got discovered** in a karaoke club by one of the show's producers. She was just **in the right place at the right time**.  
 Kylie I wonder what happened to the guy who won last year – Java Thomas. He's kind of **dropped out of sight**, hasn't he?  
 Jon Well, he got a lot of **bad press** when he got caught shoplifting.  
 Kylie Shoplifting? That wasn't too smart, was it?  
 Jon No, it wasn't, and his **career** has really **gone downhill**.



**Word sort** **B** Complete the chart using expressions in the conversation. Then tell a partner about someone famous. What do you know about him or her?

Ways to become famous	When you're becoming famous	When things don't work out
You get <u>discovered</u> by someone.	Your career _____.	Your career _____.
You're just in _____.	You make _____.	You get bad _____.
You have _____.	You're _____ a lot.	You _____ of sight.
	You're an _____ star.	



**Figure it out** **C** How would Jon and Kylie make these statements into questions?

- Lana's a musician, \_\_\_\_\_?
- She won a talent show, \_\_\_\_\_?
- Java Thomas wasn't too smart, \_\_\_\_\_?
- His career hasn't taken off, \_\_\_\_\_?

**2** Speaking naturally Intonation of tag questions

**You're not sure and want to check something:** **You're sure and think someone will agree:**

*You haven't seen her **show** yet, **have** you?* *It's **amazing**, **isn't** it?*

4.04 Listen and repeat the questions above. Notice how the intonation rises or falls depending on the purpose of the question. Then practice Jon and Kylie's conversation again.

### 3 Grammar Tag questions 4.05

Extra practice p. 129

Tag questions are statements followed by short questions in the same tense, called "tags."

#### Affirmative statement + negative tag

It's amazing, **isn't it?**  
 That was a dumb thing to do, **wasn't it?**  
 She won the talent show, **didn't she?**  
 He's dropped out of sight, **hasn't he?**

#### Answer *yes* to agree.

She won the talent show, **didn't she?**  
**Yes, she did.**

#### Negative statement + affirmative tag

It's not easy to become famous, **is it?**  
 That wasn't too smart, **was it?**  
 She didn't have connections, **did she?**  
 His career hasn't taken off, **has it?**

#### Answer *no* to agree.

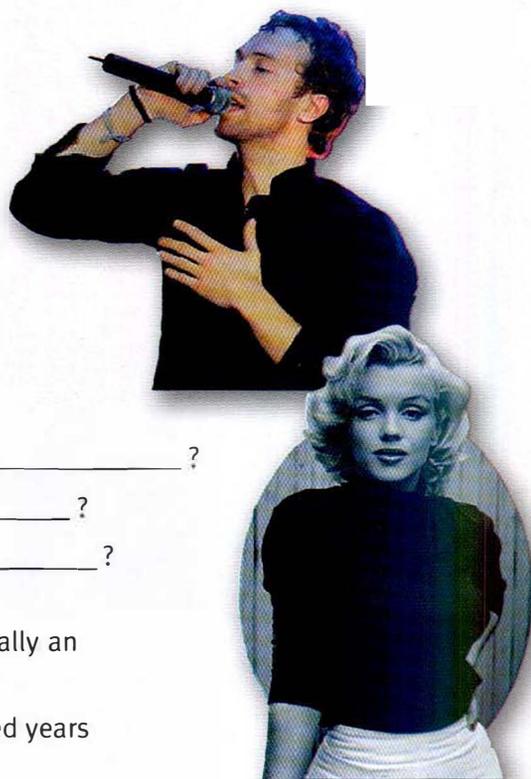
That wasn't too smart, **was it?**  
**No, it wasn't.**

 In conversation

Negative tags are much more frequent than affirmative tags.

#### A Complete the conversations with tag questions.

- A You've heard of Chris Martin, \_\_\_\_\_ ?  
 B I think so. He sings with a musicband, \_\_\_\_\_ ?  
 A Yeah. He's their lead singer.  
 B Right. They're not American, \_\_\_\_\_ ?  
 A No, they're British. I love their music. They're a great band, \_\_\_\_\_ ?  
 B Oh, yeah. They've raised a lot of money for charity, too, \_\_\_\_\_ ? I mean, they do a lot of charity concerts and stuff, \_\_\_\_\_ ?  
 A Yeah. I went to one. It was amazing.
- A When was Marilyn Monroe famous? It was in the 1950s, \_\_\_\_\_ ?  
 B Yeah, but she made a movie in the 1960s, too, \_\_\_\_\_ ?  
 A I think you're right. She was mainly a movie star, \_\_\_\_\_ ? I mean, she wasn't a singer, \_\_\_\_\_ ?  
 B Well, she sang in some of her movies, but she was basically an actress. You've seen her movies, \_\_\_\_\_ ?  
 A No, but I'd like to. It's amazing, \_\_\_\_\_ ? She died years ago, but she's still famous.



**B Pair work** How would *you* say the tags above: with rising intonation (you're checking), or with falling intonation (you think your partner will agree)? Practice the conversations.

### 4 Talk about it Who's hot? Who's not?

**Group work** Discuss the questions. Who knows the most about people in the news?

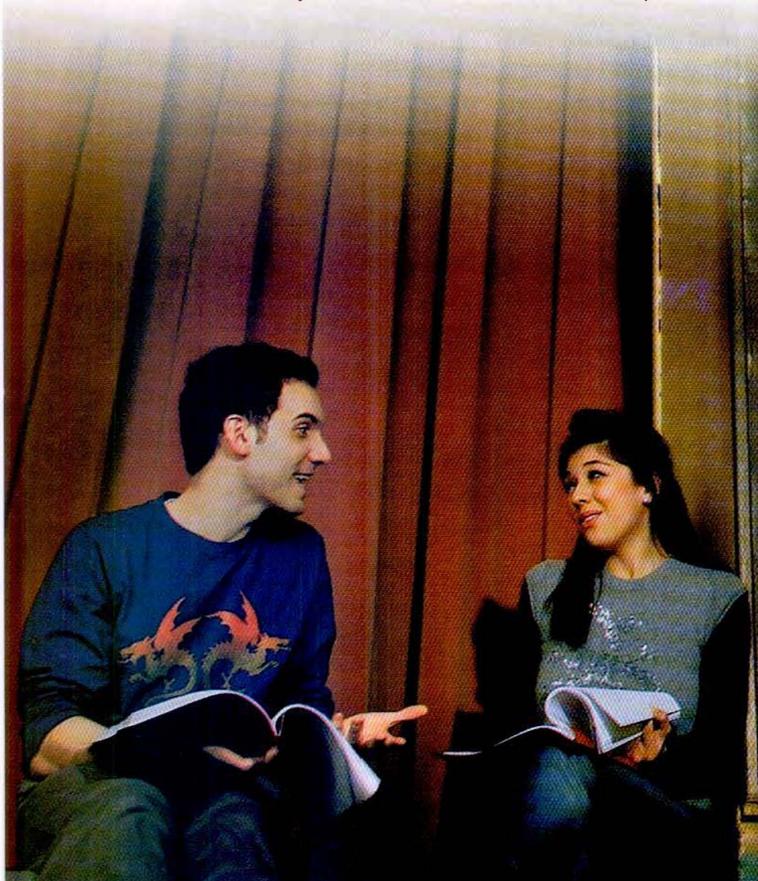
- ▶ Where do you find out the latest celebrity news?
- ▶ Who's in the headlines these days? Why? Is anyone getting bad press?
- ▶ Who are the up-and-coming celebrities right now? Whose careers have taken off recently? Why?
- ▶ Can you think of any stars who have dropped out of sight? Why do you think their careers went downhill?

 Sounds right p. 139

# 1 Conversation strategy Giving encouraging advice

**A** What advice would you give a friend who is not learning much from a class? Make a list of ideas.

**B**  4.06 Listen. What is Nela's problem, and what is Steve's advice?



**Steve** So, how's your acting class going?

**Nela** It's hard to say. It's fun, but I'm not learning much.

**Steve** Well, you could look for another class, couldn't you?

**Nela** Maybe. The thing is, I like the teacher, but she hardly notices me. She never gives me any feedback.

**Steve** Hmm. How can you get her attention?

**Nela** Good question. I wish I knew. Actually, I'm thinking of dropping out.

**Steve** Well, before you do that, it would be good to talk with her, wouldn't it?

**Nela** I'm not sure I want to know what she thinks! I mean, most of the other students have been acting since they were kids. Do you think that if I'd gotten an earlier start, I'd be a better actor by now?

**Steve** That's a tough one. I don't know. But you've only been in the class a few weeks. You should at least give it a chance, shouldn't you?

**Nela** You're right. I guess I should.

**C Notice** how Steve uses tag questions to soften his advice and give Nela encouragement. Find examples in the conversation.

*"You could look for another class, couldn't you?"*

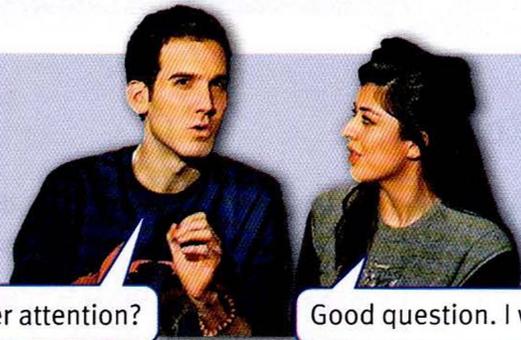
**D Match** the problems and advice. Then role-play the conversations, and take turns giving your own advice.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. I'd really like to record my own podcast. But I'm not sure what topic to choose. ____</li> <li>2. I really want to be a contestant on one of those TV game shows. But I'm not sure what kind of people they're looking for. ____</li> <li>3. If I'd had formal training when I was young, I think I could have been a singer. ____</li> <li>4. I'd like to act in a college play, but I get scared when I perform in front of people. ____</li> </ol> | <ol style="list-style-type: none"> <li>a. Well, it's never too late. You could still get voice lessons now, couldn't you?</li> <li>b. It would help if you just practiced speaking out loud at home, wouldn't it? That might help with stage fright.</li> <li>c. Well, you should pick something you know about, shouldn't you? Or something that interests you.</li> <li>d. You could just look online, couldn't you? Though I bet they want confident people.             <ul style="list-style-type: none"> <li>• Or people with a sense of humor.</li> </ul> </li> </ol> |
|---|--|

## 2 Strategy plus *It's hard to say.*

You can use expressions like these when a question is difficult to answer.

*It's hard to say.*  
*(That's a) Good question.*  
*That's a tough one.*



How can you get her attention?

Good question. I wish I knew.

About you

**Pair work** Ask and answer the questions. Use the expressions above if the question is difficult.

1. Would you like to be famous? Why or why not?
2. How would being famous change your lifestyle?
3. Do you think being famous would change you as a person? How?
4. If you became famous, would you keep all of your old friends?
5. They say everyone gets 15 minutes of fame. What would you like to be famous for?
6. What would you have done if you hadn't continued your education?

**A** *Would you like to be famous?*

**B** *Well, good question. I mean, it could be exciting. But I think I'd get tired of all the attention.*

## 3 Listening and strategies Great advice

**A** 4.07 Look at some advice for making a band successful. What else could you do? Then listen to Tom talk to George about his band. Check (✓) the things Tom needs to do.

- |  |  |
|--|--|
| <input type="checkbox"/> practice more                   | <input type="checkbox"/> record music and put it online    |
| <input type="checkbox"/> write more new songs            | <input type="checkbox"/> get a manager                     |
| <input type="checkbox"/> play more "gigs"                | <input type="checkbox"/> choose a catchy name for the band |
| <input type="checkbox"/> contact the local radio station |  |

**B** 4.07 Listen again. Answer the questions. Circle *a* or *b*.

1. What kinds of songs does the band play?
  - a. their own original songs
  - b. other bands' songs
2. Where have they played?
  - a. at local colleges
  - b. at one or two big clubs
3. What does George think about getting the band's name known?
  - a. He says it's hard.
  - b. He thinks it's easy.
4. What does Tom think of his band's name?
  - a. It's a cool name.
  - b. He doesn't really like it.

About you

**C** Imagine you want to become famous. Choose an idea below or think of your own. What would you like to achieve? What problems would you face? Make a list.

become an athlete   start a band   go on a TV show   create a popular blog

**D** **Pair work** Discuss your ideas. Take turns giving advice.

**A** *Actually, I already write a blog, but I would like to get a wider audience. How do you do that?*

**B** *Well, that's a tough one. It would help if you added some useful links to your blog, wouldn't it?*

## 1 Reading

- A** Can you think of any child stars? How do you think their lives are different from other children's lives?
- B** Read the magazine article. What is "Child Star Syndrome"? How have some actors coped with it?

### Reading tip

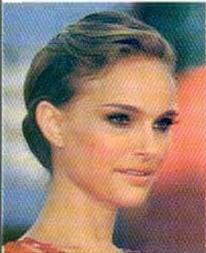
Writers often use words like *some*, *others*, and *many* to avoid repeating the same noun (e.g., child actors).

## Three Child Stars Who Beat the Odds

### "Child Star Syndrome"

So many former child actors reach their teens and end up in the headlines as they lose control of their lives. Some face pressure from parents and spend their early years working long hours, trying to achieve stardom. Others are unable to manage all the money, attention, and the glamorous lifestyle as they get older. Many simply find it difficult to grow up under the scrutiny of the media, and as they become adults, their careers often go downhill, or they eventually drop out of sight. However, not all child stars fail under the pressures of fame. Some have shown that it is possible to balance an acting career with a normal life.

### Natalie Portman: In the Right Place at the Right Time

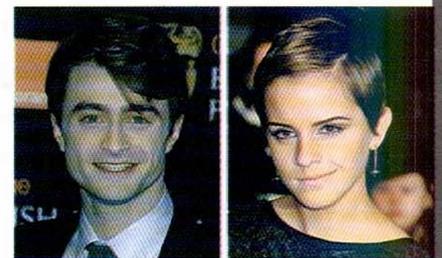


Actress Natalie Portman was 11 when she got discovered by an agent in a pizza shop. She became well known for her role in the *Star Wars* series beginning in 1999. The support of Portman's parents helped keep her life stable. They encouraged her to concentrate on her education even when she was traveling

and filming. She even skipped the premiere of her first blockbuster movie to study for high school exams. In 2000, Portman took time off from acting to focus on her studies, and in 2003, she received a degree in psychology from Harvard University. After graduation, she starred in several movies, and in 2010, she won an Academy Award for her performance in the movie *Black Swan*. She admits that nothing is more important than her family life.

### The Talented Young Stars of *Harry Potter*

English-born Daniel Radcliffe and Emma Watson were barely 11 years old when they began acting in the world-famous *Harry Potter* series in 2001. Fame and fortune certainly



changed their lives, but with the support of their families (their parents were never impressed by fame) and the other actors on the set, they had healthy childhoods. Both Watson and Radcliffe earned excellent grades in school, and Watson was accepted into Brown University in Rhode Island and later Oxford University. As young adults, neither of them was interested in the glamorous lifestyle that their wealth would allow them to have. Their down-to-earth attitude hasn't stopped their ambitions, though. Both have secured leading roles in movies and the theater.

### What's Their Secret?

If these actors hadn't had the support of parents and other adults, and if they hadn't had a high level of maturity, strength, and confidence, they might not have become the successful adult actors they are today. They've managed to cope extraordinarily well with the pressures of fame – a great achievement when you consider what could have gone wrong in their young lives.

- C** Find words and expressions in the article to replace the underlined words in the questions. Then ask and answer the questions with a partner.

1. What can happen to child actors who grow up in the public eye?
2. Is it possible to combine an acting career with an education?
3. What very successful movies has Natalie Portman starred in?
4. What did Portman decide to concentrate on in 2000?
5. How old were the *Harry Potter* stars when filming began – 10, or only just 11?
6. What types of parts have Daniel Radcliffe and Emma Watson managed to get?

**D** Which of these ideas does the article suggest? Check (✓) the boxes.

- All child actors have problems as they grow up.
- It is possible to be both a successful child and adult actor.
- Portman's career went downhill for a while.
- If Portman's parents hadn't made her study, she would have failed school.
- Radcliffe and Watson were both good students.
- As adults, all these former child actors are still successful.
- These actors became successful only due to the support of their parents.

## 2 Speaking and listening Success is . . .

**A Pair work** How do you define success? Discuss the ideas below and add your own.

being famous                      having an important job                      finding the right partner  
 enjoying life every day        doing fulfilling work                      having lots of money

*"I think you're successful if you become famous."*

**B** 4.08 Listen to four people talk about success. What does success mean to them? Complete the sentences with ideas from above.

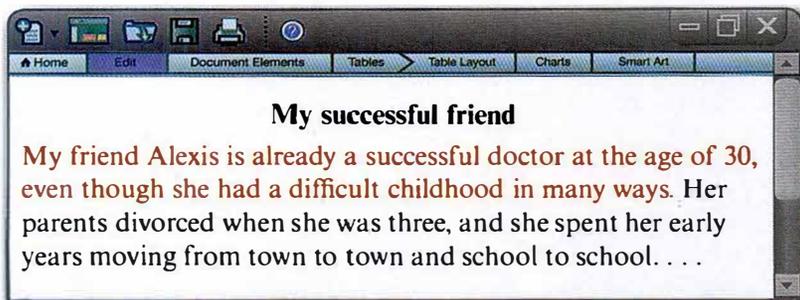
1. For Isabel, success is \_\_\_\_\_.
2. For Claire, success is \_\_\_\_\_.
3. For Carlo, success is \_\_\_\_\_.
4. For Vivian, success is \_\_\_\_\_.

**C** 4.08 Listen again. Do they think they have achieved success? Complete the chart.

	Are they successful?	Why do they think they are or aren't successful?
1. Isabel	Yes / No	_____
2. Claire	Yes / No	_____
3. Carlo	Yes / No	_____
4. Vivian	Yes / No	_____

## 3 Writing A success story

**A** Think of someone you know who has achieved success in some way. Make a list of reasons why he or she became successful. Then write a paragraph about him or her.



**Help note**

**Topic and supporting sentences**

**Topic sentences** state an idea or a theme.

**Supporting sentences** add more information or give examples.

**B** Read your classmates' paragraphs. Are any of the stories inspiring?

Free talk p. 133



### Learning tip *Learning idioms*

Idioms are expressions in which the meaning isn't obvious from the individual words. When you learn a new idiom, it helps to write an example sentence that explains or clarifies its meaning.

### In conversation

#### Fame and fortune

The words most likely to be used with *fame* are:

1. fame *and* fortune
2. *gained* fame
3. *hall of* fame
4. *claim to* fame
5. *achieved* fame

### 1 Match these sentences containing idioms with the explanations on the right.

- |  |   |
|--|---|
| 1. He's been <u>in the headlines</u> a lot lately. <u>c</u>  | a. His career is going really well.             |
| 2. He's <u>getting</u> a lot of <u>bad press</u> . _____     | b. People think he's going to be a great actor. |
| 3. He's an <u>up-and-coming</u> actor. _____                 | c. He's been in the news.                       |
| 4. His <u>career</u> has really <u>taken off</u> . _____     | d. You don't hear about him anymore.            |
| 5. He <u>got discovered</u> very young. _____                | e. He knew people who helped his career.        |
| 6. He had <u>connections</u> in the industry. _____          | f. He's getting fewer and fewer acting roles.   |
| 7. He's really <u>dropped out of sight</u> . _____           | g. He started his career at a young age.        |
| 8. His acting <u>career</u> is <u>going downhill</u> . _____ | h. The news media are criticizing him.          |

### 2 Word builder Now write explanation sentences for these idioms.

Find out the meaning of any expressions you don't know.

1. A lot of young people really look up to pop stars. \_\_\_\_\_
2. My friend is a great singer. He's going to go a long way. \_\_\_\_\_
3. Some music bands are still going strong after 20 or 30 years. \_\_\_\_\_
4. That young actor is going to make a name for himself. \_\_\_\_\_
5. She knew the right people, so she got the part. \_\_\_\_\_
6. He came to the city to try to get into show business. \_\_\_\_\_



### On your own

Make a list of 10 famous people you like. Can you use a different idiomatic expression about each person?

I really **look up to** him.



Basketball Heroes



### Can Do! Now I can ...

I can ...       I need to review how to ...

- |  |   |
|--|---|
| <input type="checkbox"/> talk hypothetically about the past.                       | <input type="checkbox"/> answer difficult questions with expressions like <i>It's hard to say</i> . |
| <input type="checkbox"/> talk about celebrities and being famous.                  | <input type="checkbox"/> understand someone giving advice.  |
| <input type="checkbox"/> use tag questions to give opinions and check information. | <input type="checkbox"/> understand people talking about success.                                   |
| <input type="checkbox"/> use tag questions to soften advice.                       | <input type="checkbox"/> read an article about child stars.   |
|  | <input type="checkbox"/> write a profile of a successful person.                                    |

## Trends



Can Do!

In this unit, you learn how to . . .

## Lesson A

- Talk about social changes using the passive of the present continuous and present perfect

## Lesson B

- Discuss the environment
- Use expressions like *although*, *because of*, *in order to*, and *instead*

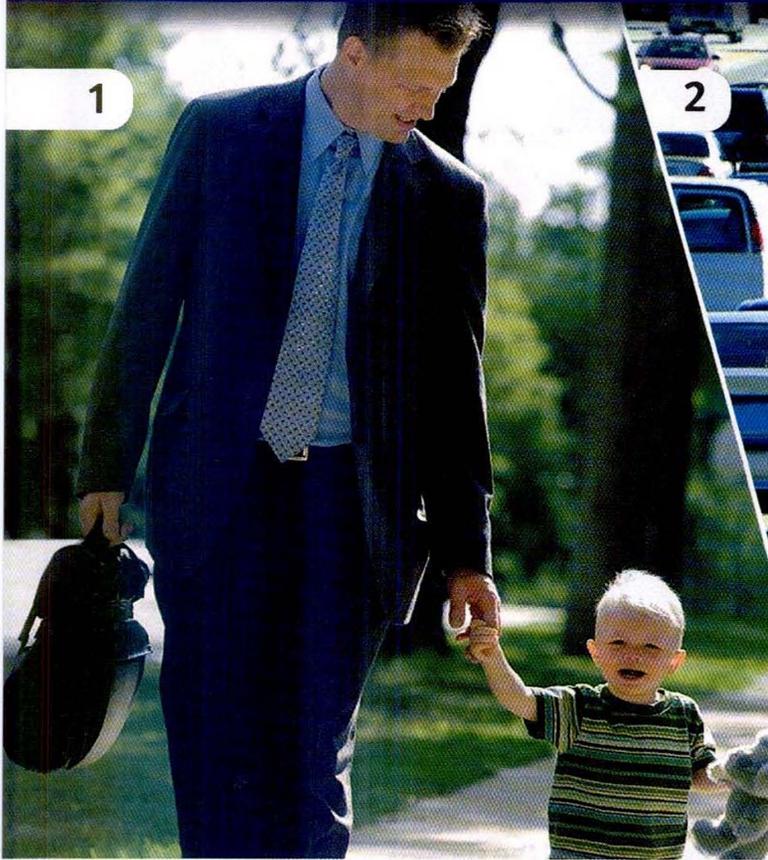
## Lesson C

- Use expressions like *As I said* to refer back in a conversation
- Use vague expressions like *and so forth*

## Lesson D

- Read an article about success via the Internet
- Write a post for a website about technological trends

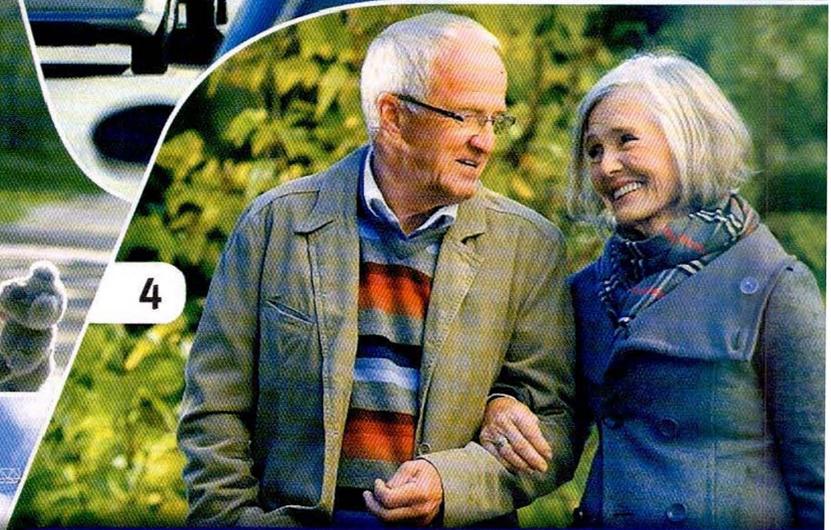
1



2



4



3



## Before you begin . . .

Do any of these issues affect your city or country? Is the situation changing? What is the trend?

- traffic congestion
- an aging population
- work / life balance
- urban development
- pollution
- high unemployment

## What social changes have you noticed recently?

**1** "A lot of people are obsessed with losing weight and eating healthy foods. So the fast-food chains have been forced to change their menus. Now you can get salads and healthy stuff there as well as burgers and fries. And that's a good thing because obesity has become a big problem."

– Jake,  
New York City



**2** "Well, people are talking about losing their jobs. In many places, unemployment is going up, and a lot of people have been laid off. And that's partly because their jobs are being outsourced to workers in other countries."

– Letitia,  
Detroit



**3** "I think, like everywhere else, the main thing is the spread of technology. I mean, almost everyone I know has a cell phone now . . . and wireless Internet access is being made available in more and more places."

– Daniela,  
Monterrey



**4** "We have a lot of problems with traffic congestion. Fortunately, a lot of new highways have been built, and there's a new monorail, but the problem hasn't been completely solved. So, commuting can still be a real problem."

– Somchai,  
Bangkok



**5** "Well, young people are still being encouraged to go to college, which is good. It can be tough, though, because tuition fees have just been increased, and we're not being given enough financial support."

– Oliver,  
Manchester, UK



**6** "Well, with the economic boom in recent years, one thing here is the shortage of skilled labor. There's a big demand for that now, so skilled workers are being recruited overseas, and then they're being brought in to fill the jobs."

– Ivan,  
Moscow



### 1 Getting started

**A** Have any of these issues been in the news recently? Why? Tell the class.

college tuition fees     obesity     shortage of skilled workers  
 new technology     outsourcing jobs     traffic congestion

**B** 4.09 Listen. Which of the issues above are the people talking about? Number the issues 1 to 6.

**Figure it out** **C** How do the people express the ideas below? Rewrite the sentences.

1. They are encouraging young people to go to college.
2. They are not giving us enough financial support.
3. People have forced fast-food chains to change their menus.
4. They haven't completely solved the problem.

## 2 Grammar The passive 4.10

Extra practice p. 150

### The passive of present continuous and present perfect

Use the active form of a verb to focus on the “doer” or cause of the action.

Companies **are recruiting** workers overseas.  
They **are making** Internet access available.

Companies **have laid off** a lot of people.  
They **haven't solved** the traffic problem.

Use the passive form to focus on the “receiver” of the action.

Workers **are being recruited** overseas.  
Internet access **is being made** available.

A lot of people **have been laid off**.  
The traffic problem **hasn't been solved**.

### A Rewrite the comments, using the passive forms of the underlined verbs.

Then compare with a partner.

*That problem hasn't been solved yet. . . .*

- Teen car accidents are still a big concern for parents. They haven't solved that problem yet. However, they are advertising tracking devices. They've developed these devices to track speed. Some even turn the radio down. Apparently, they have saved a lot of lives.
- They're providing healthier lunches in high schools now. They haven't taken junk food off menus completely. But they're not using processed food – well, not as much. Also, they're servicing more organic foods.
- They're developing the city center. They've knocked down a lot of older buildings, and they've built a lot of new hotels and offices. They're not solving the housing shortage, though. They're building too few homes.

About you

### B Group work Discuss the different trends in this lesson. Which are good? Which are not? Which are happening where you live? What other trends are there?

*“Some roads in the city center are being closed to traffic. It's great. There are more outdoor cafés . . .”*

## 3 Speaking naturally Reducing auxiliary verbs

The education system **is being reformed**. (system's being)

The education system **has been reformed**. (system's been)

A lot of new schools **are being built**. (schools're being)

A lot of new schools **have been built**. (schools've been)

### A 4.11 Listen and repeat the sentences above. Notice the reduction of the auxiliary verbs.

About you

### B 4.12 Listen and complete the sentences. Are they true in your country? Are they good ideas? Discuss your views with a partner.

- More women \_\_\_\_\_ encouraged to train as science and engineering teachers.
- Bilingual programs \_\_\_\_\_ offered to elementary school students.
- Students \_\_\_\_\_ required to do community service.
- Education \_\_\_\_\_ given more funding.
- Technology \_\_\_\_\_ introduced into more classrooms.
- Courses \_\_\_\_\_ made available for more people in the community.

**1** Building vocabulary and grammar

**A** Complete the article with words and expressions from the box. What do you learn?

air pollution    drought    environmentally friendly    a landfill    toxic chemicals  
 biodegradable    energy-saving    global warming    ✓natural resources    water consumption

What can **YOU** do to protect the environment?

Although environmental problems can seem overwhelming, there is hope if everyone gets involved in protecting our natural resources. Here's what you can do:

**CONSUME LESS ENERGY.** Climates are changing and ocean levels are rising because of \_\_\_\_\_. This growing problem is due to increased levels of carbon dioxide in the atmosphere as a result of the burning of oil, coal, and gas. In order to save electricity, use \_\_\_\_\_ lightbulbs, and turn the air-conditioning down or off when possible. To conserve gas or oil, turn down the heat by 2°F (1°C). You'll also cut 10 percent off your bill!

**DON'T USE YOUR CAR IF YOU DON'T HAVE TO,** because cars consume energy and also cause \_\_\_\_\_. So instead of driving everywhere, use public transportation. Or ride a bicycle – you'll get good exercise and help improve your city's air quality.

**AVOID TOXIC CLEANING PRODUCTS.** Look for \_\_\_\_\_ brands, even if they're more expensive. This helps cut down on the \_\_\_\_\_ that contaminate our rivers and oceans and are generally harmful to the environment.

**RECYCLE ALL OF YOUR GARBAGE.** Recycle newspapers, magazines, batteries, and all packaging such as cartons, bottles, cans, and plastics so that they don't end up in \_\_\_\_\_. Packaging that is not \_\_\_\_\_ can take years to decompose. And recycling paper, glass, plastic, and metal saves energy.

**CONSERVE WATER.** Even though 1.2 billion people in the world lack safe drinking water, people in developed countries use 15 bathtubfuls of water a day! You can cut your \_\_\_\_\_ in half by taking showers instead of baths. And water your lawn only once a week. Some people water lawns daily in spite of water shortages and \_\_\_\_\_ warnings.

Word sort

**B** Which problems are you concerned about (or not)? What do you do, or not do? Make a chart like this with ideas from the article, and add your own. Compare with a partner.

I'm concerned about . . .	I'm not concerned about . . .
<i>global warming. I don't use my car for short trips.</i>	<i>conserving water. I take baths. I don't take showers.</i>

Figure it out

**C** Can you choose the correct expression to complete each sentence? Compare with a partner. Are the sentences true for you?

Vocabulary notebook p. 116

- I buy rechargeable batteries **in spite of / even though** the extra cost.
- Because / Because of** cars cause air pollution, I always take public transportation.
- I turn down the air conditioning **in order to / so that** use less electricity.
- I recycle cans **instead of / so** throwing them in the trash.

## 2 Grammar Linking ideas 4.13

Extra practice p. 150

- Contrast** **Although / Even though** environmental problems are overwhelming, there is hope. Some people water their lawns daily **in spite of / despite** drought warnings.
- Reason** Climates are changing **because of / as a result of / due to** global warming. Carbon dioxide levels are increasing **because** we are burning oil, coal, and gas.
- Purpose** Turn down the air-conditioning (**in order**) to save electricity. Recycle garbage **so (that)** it doesn't end up in a landfill.
- Alternative** Use public transportation **instead of** driving your car. Take showers **instead of** baths.

**Notice:***in order to / to + verb**although / even though / because / so that / so + clause**in spite of / despite / because of / as a result of / due to / instead of + noun (or verb + -ing)*

**A** Link the ideas in these sentences using expressions from the grammar chart. How many ways can you complete each sentence? Compare with a partner.

- Even though / Although* there are a lot of environmental problems, the situation isn't hopeless.
- It's better to use everyday items to clean your home \_\_\_\_\_ buying expensive cleaning products. For example, you can use vinegar to clean your mirrors \_\_\_\_\_ toxic chemicals.
- \_\_\_\_\_ cut down on the paper you use, get all your bills delivered online.
- A lot of vegetables from local areas are being sold in stores \_\_\_\_\_ consumer pressure. This is good \_\_\_\_\_ it supports local farmers and cuts down on transportation.
- A lot of areas are being affected by air pollution \_\_\_\_\_ efforts to improve air quality. Ride a bicycle or walk \_\_\_\_\_ using the car. Or, if you buy a new car, get a hybrid vehicle \_\_\_\_\_ you can save on gas.
- If you buy bottled water, make sure the bottle is biodegradable \_\_\_\_\_ you can prevent buildup in landfills.
- There is more solar and wind power now \_\_\_\_\_ advances in technology. However, \_\_\_\_\_ recent advances, they're not being used as widely as they could be by consumers.
- \_\_\_\_\_ we need to preserve our natural resources, we also need to use oil and gas for energy.

**Common errors**

Don't write *even though* or *in spite of* as one word.

**Even though** fuel is expensive, I drive my car a lot.  
(NOT ~~Eventhough~~ fuel is expensive, I drive my car a lot.)

About you

**B Pair work** Discuss the ideas above. Which ones do you agree with?

## 3 Talk about it Saving the planet

**Group work** Discuss the environmental problems below. What other problems are there? Which are the most serious? What is being done to solve the problems? What else could be done?

- ▶ air and water pollution
- ▶ depletion of oil reserves
- ▶ garbage in landfills
- ▶ global warming
- ▶ nuclear waste disposal
- ▶ endangered species

**A** *Even though air pollution is getting worse, not much is being done about it.*

**B** *Well, "no-drive" days are being introduced in order to cut down on traffic on the worst days.*

Sounds right p. 139

**1** Conversation strategy Referring back in the conversation

**A** Read the comment below. What other workplace trends are making companies family-friendly?

*Adam "I think there's a trend toward companies becoming family-friendly. For example, a lot of men are being offered paid leave when they become fathers."*

**B**  4.14 Listen. What other changes in the workplace do Adam, Celia, and Greg talk about?



**Adam** As I was saying, companies are definitely more family-friendly these days. And like I said, there's more paternity leave, flexible hours, child-care centers, and so on.

**Celia** Yeah. There are definitely more benefits and incentives for working parents. I think companies need to attract and keep good employees.

**Greg** Right. And going back to what you were saying about benefits, a lot more people are being encouraged to telecommute instead of working at the office.

**Celia** I think companies do it in order to save on costs. And with things like email, and web conferencing, and so forth, it's no problem.

**Greg** I'm sure they get increased productivity, too. Fewer interruptions, fewer meetings, etc.

**Adam** You mentioned earlier, Celia, about saving on costs. There seems to be a trend, too, toward offering internships to young people.

**Celia** Right. I mean, it's a great way to get experience and contacts, and so forth . . .

**Greg** Yeah, but basically it's just unpaid work.

**C** Notice how Adam, Celia, and Greg use expressions like these to refer back to things said earlier. Find examples.

*You / I mentioned . . . earlier.*

*As / Like*

*I said / I was saying . . .*

*Going back to what*

*you said / you were saying . . .*

**D**  4.15 Listen to more of the conversation. Write the expressions you hear. Then discuss the ideas with a partner. Do you agree with any of them?

Greg I mean, \_\_\_\_\_, Celia, companies want to save on costs.

Celia But \_\_\_\_\_, it's good experience. And internships can lead to full-time jobs.

Adam True. And companies can see if someone is a good fit before they hire them. \_\_\_\_\_, Celia, they need good employees. It's \_\_\_\_\_, people want good benefits.

Celia Right. And \_\_\_\_\_, Greg, telecommuting is a kind of benefit.

## 2 Strategy plus *and so forth*

In more formal settings, use vague expressions like *and so forth*, *and so on*, and *etc.*, instead of informal expressions like *and things like that*.

*etc.* = *et cetera*

And like I said, there's more paternity leave, flexible hours, child-care centers, and so on.

### In conversation

Informal vague expressions like *and things like that* are more common than formal ones.

*and things like that*  
 *and so forth*  
 *and so on*  
 *etc.*

About you

Complete the sentences with the words in the box, and add a vague expression. Then discuss with a partner. Do you agree?

equal pay   health insurance   improve their résumés   less time off   restaurants

1. Due to the state of the economy, people are being forced to work harder, with longer hours, \_\_\_\_\_.
2. Companies should offer more benefits, like more vacation days, better \_\_\_\_\_.
3. Men and women should be treated equally, with equal chances of promotion and \_\_\_\_\_.
4. Young people do internships because of the opportunity they get to gain experience, \_\_\_\_\_.
5. In order to survive, people are being forced to work into their 70s and 80s, in stores and \_\_\_\_\_.

*"People are being forced to work harder. Most people I know work late and work on the weekends, and so on."*

## 3 Listening and strategies Trends in the workplace

**A** Look at the sentences below. Can you guess what else the people might say?

- As I was saying, working from home has some disadvantages, for example . . .
- Going back to what you were saying about desk sharing, it's good because . . .
- Going back to what you said about working flexible hours, it makes sense because . . .
- I mentioned earlier that calls and email are being monitored more. It's necessary . . .
- As I said, paternity leave isn't being offered in some companies, but . . .

**B** 4.16 Listen to extracts from four conversations. Which of the topics above are the people discussing? Number the sentences 1 to 4. There is one extra sentence.

**C** 4.16 Listen again. Write one advantage and one disadvantage of each trend.

About you

**D** **Pair work** Discuss each trend. What other advantages are there? What are other disadvantages? Which benefit would you most like to have?

## 1 Reading

**A** How do people use the Internet to promote themselves? List as many ways as possible.

*"They post videos of their singing or acting."*

*"They create websites on a specific topic. They write interesting blogs."*

**B** Read the article. What are the three people mentioned in the article famous for?

### Reading tip

As you read, ask yourself questions like, "Is this true?"  
"So, what does this mean?"  
"What examples can I think of?"

http://www.internetsuccesses... 

### The Internet — The new pathway to success?

Years ago, the path to success in the world of entertainment seemed long and arduous. Aspiring artists often waited years before being noticed by the public. There were endless stories of actors waiting tables in Hollywood hoping to get discovered; of writers sending off hundreds of manuscripts to publishers only to accumulate a pile of rejection letters; of singers working for next to nothing in small clubs as they waited to get signed by a record company. Nowadays, however, instead of depending on big media companies to decide their future, more and more artists are following the trend of displaying their talents online – often with spectacular results.

Pop star Justin Bieber is perhaps the best-known Internet success story. This self-taught musician was a fifteen-year-old Canadian high school student whose only claim to fame was a second-place prize in a local talent show. When his mother began posting videos of Justin singing on the Internet, he became an "overnight sensation." Within months he was signing a contract with a major record label, and his first full-length album, *My World 2.0*, hit the charts around the world.

A growing number of novelists are gaining recognition on the Internet, too. That's where Darcie Chan self-published her first novel as an e-book even though it was rejected by ten publishers and more than a hundred literary agents. The novel, *The Mill River Recluse*, sold 400,000 copies in its first year. As a result of that success, Chan is now being courted by major publishers and even by movie studios.

A different sort of fame has been achieved by Michelle Phan, who got her start with online video tutorials on beauty and cosmetics. Within a few years, she had over 200 videos to her credit, and more than one *billion* Internet views. She has now been hired by a major cosmetics company to promote their products online.

Clearly, because of the Internet, talented people are increasingly less dependent on the power of the publishing, music, and movie industries. Of course, most stories of Internet success are much more modest. When a video of a cat playing the piano or a child singing opera goes viral, the fame doesn't last very long. As the artist Andy Warhol famously predicted in 1968: "In the future, everyone will be world-famous for 15 minutes." It's a prediction that certainly appears to be coming true. Who knows who or what trend will emerge in the next 15 minutes? Your guess is as good as mine.




**C** Rewrite the questions below, replacing the underlined words with similar expressions from the article. Then read the article again, and ask and answer the questions with a partner.

1. When Justin Bieber was in high school, what was his reason for being well known?
2. Who helped Justin Bieber become an instant success on the Internet? How did it happen?
3. How did the Internet help Darcie Chan become respected as an author? What were the results?
4. How many video tutorials does Michelle Phan have that she has made herself? What evidence is there of her success?
5. What are some examples of Internet videos that become extremely popular very quickly?

**D Pair work** Discuss the questions with a partner.

1. What are some things aspiring artists used to do in order to get noticed? Name three things.
2. Do you know of other people who followed the same route to success as Justin Bieber, Darcie Chan, or Michelle Phan?
3. In what way is Andy Warhol's famous prediction coming true? Can you think of examples?
4. How will things change for publishers, record labels, and movie studios in the future?

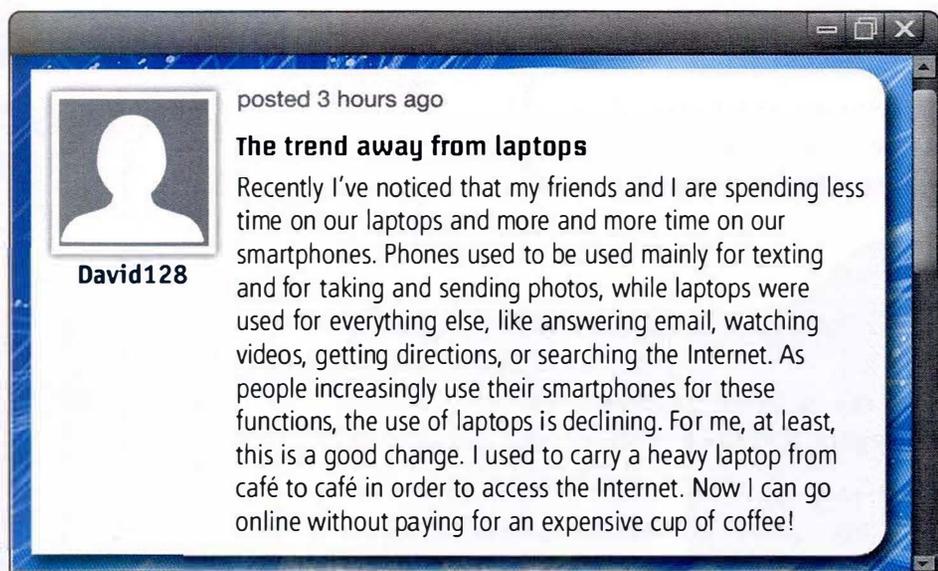
**2 Listening and writing** Trends in technology**A**  4.17 Listen to four people talk about recent trends. What trends are they talking about?

Write *a* to *d*. Then decide if the person feels positive (P) or negative (N) about the trend. Circle P or N.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. Adam _____ (P / N)    | a. home media systems             |
| 2. Emily _____ (P / N)   | b. typing technology              |
| 3. Tyler _____ (P / N)   | c. phone use in social situations |
| 4. Madison _____ (P / N) | d. online shopping                |

**B**  4.17 Listen again. Why does each person like or dislike the new trend? Write at least one reason.

1. Adam: \_\_\_\_\_
2. Emily: \_\_\_\_\_
3. Tyler: \_\_\_\_\_
4. Madison: \_\_\_\_\_

**About you****C Pair work** Think of a trend in technology that has affected you. How has it changed your life? Do you feel positive or negative about it? Write down some notes. Then discuss it with your partner.**D** Read the comment on a technology website and the Help note. Underline the expressions the writer uses to describe a trend. Then use your notes from Exercise C to write a similar post.


posted 3 hours ago

**The trend away from laptops**

Recently I've noticed that my friends and I are spending less time on our laptops and more and more time on our smartphones. Phones used to be used mainly for texting and for taking and sending photos, while laptops were used for everything else, like answering email, watching videos, getting directions, or searching the Internet. As people increasingly use their smartphones for these functions, the use of laptops is declining. For me, at least, this is a good change. I used to carry a heavy laptop from café to café in order to access the Internet. Now I can go online without paying for an expensive cup of coffee!

David128

**Help note****Describing trends**

*We're spending more and more time on our smartphones.*

*We're spending less time / fewer hours on our laptops.*

*People increasingly use their phones for a variety of functions.*

*The use of laptops is decreasing / declining.*

*The number of smartphones is increasing / growing.*

**About you****E Group work** Read your group's posts. Have you all noticed the same trends? Discuss.



### Learning tip *Writing definitions in your own words*

When you learn a new word or expression, you can write a definition or explanation in your own words to help you remember its meaning.

#### In conversation

##### It's in the air!

The type of pollution people talk about most is *air pollution*.

### 1 Match the expressions with their definitions or explanations.

- |   |  |
|---|--|
| 1. The <b>atmosphere</b> refers to <u>e</u>               | a. you use it up, and it can't be used again.      |
| 2. <b>Carbon dioxide</b> is a gas in the atmosphere _____ | b. there isn't enough water for people.            |
| 3. If you <b>consume</b> something, _____                 | c. you use it again instead of throwing it away.   |
| 4. <b>Air quality</b> refers to _____                     | d. it contaminates or pollutes the environment.    |
| 5. When there is a <b>water shortage</b> , _____          | e. the air around the Earth.                       |
| 6. If something is <b>toxic</b> to the environment, _____ | f. that is produced when things burn or decay.     |
| 7. When you <b>recycle</b> something, _____               | g. it decays, or breaks down into simple elements. |
| 8. If something <b>decomposes</b> , _____                 | h. how much pollution is in the air.               |

### 2 Write sentences that define or explain these words.

air pollution    drought    global warming    toxic chemicals  
 biodegradable    environmentally friendly    a landfill    water consumption

### 3 Word builder Find out the meaning of these words and expressions.

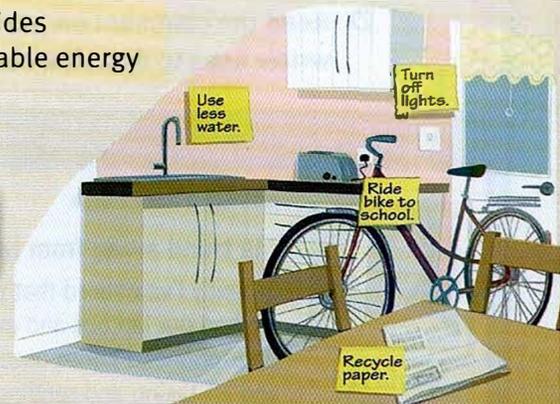
Then write a sentence to define or explain each one.

deforestation    fossil fuels    hybrid cars    pesticides  
 extinction    the greenhouse effect    the ozone layer    renewable energy



#### On your own

Post notes around your home in English reminding you to turn off the lights, recycle bottles, and so on.



### Can Do! How I can ...

I can ...       I need to review how to ...

- |   |  |
|---|--|
| <input type="checkbox"/> talk about social changes.   | <input type="checkbox"/> use formal vague expressions.                             |
| <input type="checkbox"/> talk about environmental problems.   | <input type="checkbox"/> understand a discussion about workplace trends.           |
| <input type="checkbox"/> link ideas with expressions like <i>although</i> , <i>because of</i> , <i>in order to</i> , and <i>instead</i> . | <input type="checkbox"/> understand conversations about technology trends.         |
| <input type="checkbox"/> refer back to points made earlier in the conversation.   | <input type="checkbox"/> read an article about success via the Internet.           |
|   | <input type="checkbox"/> write a comment for a website about technological trends. |

# Careers

UNIT

# 12



In this unit, you learn how to . . .

## Lesson A

- Discuss career planning using *What* clauses and long noun phrases

## Lesson B

- Discuss job prospects
- Talk about your career plans using the future continuous and future perfect

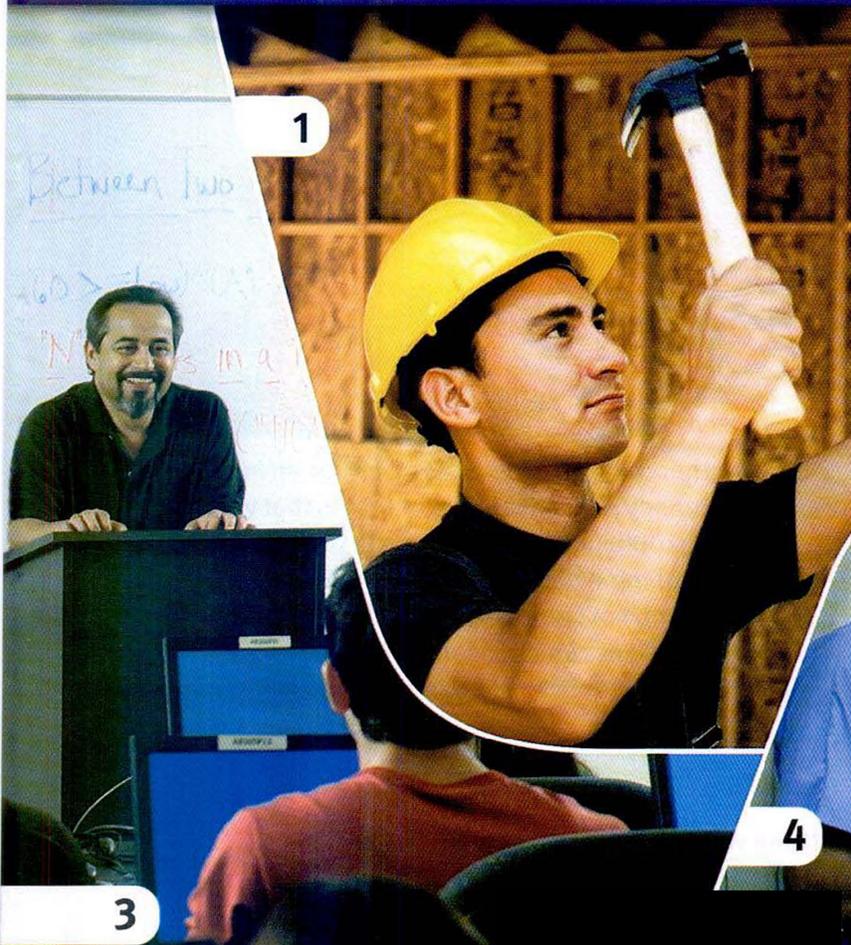
## Lesson C

- Introduce what you say with expressions like *What I read was*
- Say *I don't know if . . .* to introduce ideas

## Lesson D

- Read an article on how to answer tough interview questions
- Write a cover letter for a job application

1



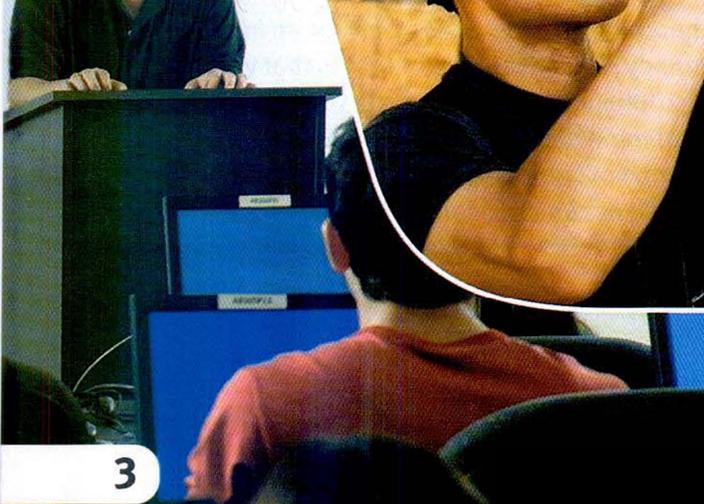
2



4



3



## Before you begin . . .

Which of these areas of work are hard to get into? Which are easier?  
Which are the highest paid? Which are the most popular with your friends?

- the media
- hotel and tourism
- medicine
- law
- finance
- entertainment
- social work
- teaching
- trades (carpentry, plumbing)

## What's the best way to go about choosing a career?

Laura

I think the first thing to do is to decide on an area you're interested in. And then do some research to find out what jobs you can do in that area. I mean, what I'd do first is talk to people and find out what jobs they do. And maybe find out more on the Internet. The main thing you need is lots of information.

Jacob

Yeah, for sure. What you should do is think about what you really enjoy doing with your time. And then see if you can make a career out of it. The good thing about that is you end up with a job you love. I guess what I'm saying is that you need to choose a career you'll really like.

Jason

Right. And one thing I would do is see a career counselor and take one of those personality tests to find out what your strengths and weaknesses are. And then the career counselors . . . well, what they do is tell you what kinds of jobs you'd be good at.

Jenny

Another thing you can do is apply for an internship with a company. The advantage of that is that you get some work experience while you're still in school. What a friend of mine did was interesting. What she did was call up a bunch of companies and offer to work for free on her vacations. She got some great experience that way.

### 1 Getting started

**A** Which of these do you think are the best three ways to choose a career? Tell the class.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> do an internship           | <input type="checkbox"/> do research online | <input type="checkbox"/> take a personality test |
| <input type="checkbox"/> talk to a career counselor | <input type="checkbox"/> go to a job fair   | <input type="checkbox"/> ask a friend for advice |

**B**  4.18 Listen to four students talk about ways to choose a career. Which of the ideas above do they mention? Check (✓) the ideas. What other ideas do they suggest?

Figure it out

**C** How do the people above say these things? Underline what they say in the discussion.

- Jenny** A friend of mine did something interesting. She called up a bunch of companies.
- Jacob** I guess I'm saying that you need to choose a career you'll really like.
- Laura** First you need to decide on an area you're interested in.
- Jason** I would see a career counselor.

## 2 Grammar *What* clauses; long noun phrase subjects 4.19

Extra practice p. 151

**What clauses and long noun phrases introduce important information. They are often the subject of the verb *be*, which can be followed by a word or a phrase (noun, adjective, or verb) or by a clause.**

### What clauses

**What you need** is lots of information.

**What my friend did** was interesting.

**What I would do** is talk to people.

**What I'm saying** is (that) you need to choose a career you'll really like.

### Long noun phrases

**The main thing you need** is information.

**Something my friend did** was interesting.

**The best thing to do** is (to) talk to people.

**The good thing about that** is (that) you end up with a job you love.

### A Choose the best expression on the right to complete each sentence.

*Once you've chosen a career, how do you go about getting your dream job?*

- Well, the best thing to do is to make contacts and network with people. \_\_\_\_\_ is ask all my friends and family if they know anyone who could help me.  
\_\_\_\_\_ is it could help you get an interview.
- \_\_\_\_\_ is get some work experience.  
\_\_\_\_\_ is it helps you find out if you'd really like a job in that area. \_\_\_\_\_ is try it out first.
- \_\_\_\_\_ was get an internship. She said \_\_\_\_\_ is a good reference letter. Then \_\_\_\_\_ was interesting. She just walked into several different companies and introduced herself.
- \_\_\_\_\_ is a good résumé.  
\_\_\_\_\_ was good. She got hers done professionally. \_\_\_\_\_ is you make a really good first impression.

the good thing about that  
✓ the best thing to do  
what I would do

what I'm saying  
the advantage of that  
what I would do first

the main thing you need  
something my friend did  
what she did

the best thing about that  
what my classmate did  
what you need

About you

### B Pair work How would you go about getting your dream job? Discuss ideas.

A *What I'd do first is update my social networking site and say I'm looking for a job.*

B *That's a good idea. The best thing to do is tell all your contacts.*

## 3 Speaking naturally Stressing *I* and *you*

**Anne** *What would you do if you found your dream job and then hated it?*

**Matt** *I don't know. What would **you** do if **you** hated your dream job, Cate?*

**Cate** *I have no idea what I'd do.*

**Enzo** *I know what **I** would do. I'd quit immediately. Life's too short. How about **you**?*

### A 4.20 Listen and repeat the conversation. Notice how *I* and *you* are sometimes stressed to make clear who you are talking about. Then practice and continue the conversation with a partner.

### B Group work Discuss the questions. Stress *I* and *you* if you need to.

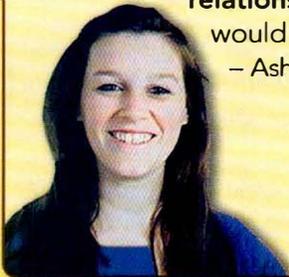
- What's the best way to choose a career?
- What have some of your friends done to find work?
- What can you do if you can't decide on a career?

## 1 Building vocabulary and grammar

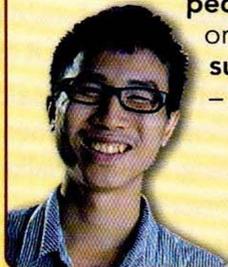
A 4.21 Listen and read the interviews. What career plans do these students have?

Where do you think you'll be working five years from now?

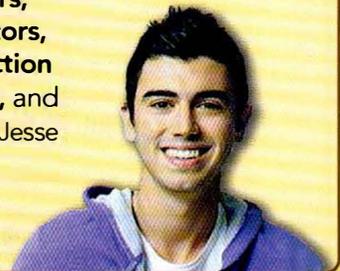
Well, I'll have finished my degree in media studies by then, and what I really want to do is get a job in **communications**. You won't be seeing me on TV or anything – I'm not cut out for that – but I may be working in, like, **publishing** or **journalism** as an **editor** or writer or something. Or maybe I'll have gotten a job in **advertising** or **public relations**. That would be fun.  
– Ashley



Well, in two years, I'll be graduating with a degree in **nursing** – so I'll be working in the field of **health care**. One thing I think I'd like to do is be a **psychiatric nurse**, but I'm not sure. Hopefully my wife will have graduated from medical school by then, too. She'd like to be a **pediatrician** . . . or else a **surgeon**.  
– Albert



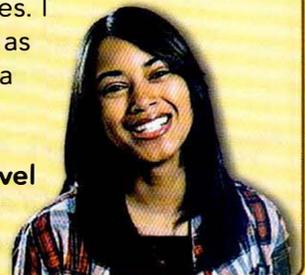
I won't be doing what I'm doing now – **telemarketing** – that's for sure! This fall, I'll be starting a degree in **business management**, so in five years, I'll have graduated and gotten a job in the **construction industry**. I probably won't have had much experience, but I'll be working with **civil engineers, contractors, construction workers**, and so on. – Jesse



Hopefully I'll be working as a **financial analyst** in an investment bank. My dad's a **stockbroker**, and my mom's a **tax adviser**, so I guess I'm following them into the **financial sector**. – Simone



I don't really know. I just hope I'll be using my languages. I might be working as an **interpreter** or a **translator** – or maybe I'll be working in the **travel industry**. – Cheryl



Word sort **B** Make a word web for each area of work. Add more jobs. Then compare with a partner. Which jobs do you think would be interesting? fun? well paid? rewarding?

- |                          |                          |
|--------------------------|--------------------------|
| Construction industry    | Medicine and health care |
| Financial services       | Travel industry          |
| Media and communications | Sales and marketing      |

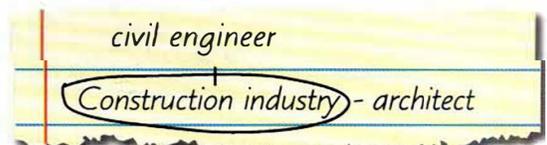


Figure it out **C** Can you make these sentences true by changing the underlined words? Compare with a partner.

1. Jesse will be working in telemarketing in five years.
2. In two years, Albert won't be graduating with a degree in nursing.
3. Cheryl will be working as a translator five years from now.
4. Five years from now, Ashley will be studying for her degree in media studies.



## 2 Grammar The future continuous and future perfect 4.22

Extra practice p. 151

**Use the future continuous for ongoing activities in the future.**

I'll **be working** in health care.

I **won't be working** in this job.

**Also use it for events you expect to happen.**

I'll **be graduating** in two years.

I'll **be starting** a degree this fall.

**You can use *might* and *may* instead of *will*.**

I **may be working** in publishing.

**Use the future perfect for events that are in the past when you "view" them from the future.**

My wife **will have graduated** by then.

I probably **won't have had** much experience.

### In conversation

The future continuous is much more common than the future perfect.

**A** Complete the conversations using the future continuous or future perfect. Then practice with a partner.

- A What do you think you'll \_\_\_\_\_ (do) five years from now?  
 B I hope I'll \_\_\_\_\_ (work) as an architect. I'll \_\_\_\_\_ (finish) all the exams by then. How about you?  
 A Well, by then I'll \_\_\_\_\_ (graduate), too – I hope to finish my nursing degree in two years. I might \_\_\_\_\_ (work) in a medical practice.
- A Do you have any idea what your life will be like in ten years?  
 B Well, I hope I'll \_\_\_\_\_ (enjoy) life. I think my friend and I will \_\_\_\_\_ (get) married by then, and maybe we'll \_\_\_\_\_ (buy) our own home. I'm not sure if we'll \_\_\_\_\_ (start) a family, but if we have kids, I think I'll \_\_\_\_\_ (take) care of them, and I may \_\_\_\_\_ (work) part-time, too.
- A What do you think you'll \_\_\_\_\_ (do) when you're 60?  
 B Well, I probably won't \_\_\_\_\_ (stop) working, but I hope I won't \_\_\_\_\_ (work) long hours every day.  
 A Me too. Maybe by then I'll \_\_\_\_\_ (retired), and I'll \_\_\_\_\_ (live) by the ocean.
- A What kinds of jobs do you think people will \_\_\_\_\_ (do) 20 years from now?  
 B I think more people will \_\_\_\_\_ (work) in health care because people will \_\_\_\_\_ (live) longer. Also the retirement age will \_\_\_\_\_ (rise), too, so people might still \_\_\_\_\_ (work) when they're 70.

About you

**B Pair work** Ask and answer the questions. Give your own answers. Do you have similar hopes and dreams?

## 3 Talk about it Working lives

**Group work** Discuss the statements. Do you agree with them?

Ten years from now, . . .

- ▶ more people will be working from home.
- ▶ fewer people will have had a college education.
- ▶ people will be retiring at a younger age.
- ▶ people will still be learning English to help them with their careers.
- ▶ the working day will have become shorter.

### Common errors

When you are making arrangements, use the future continuous to announce your intentions.

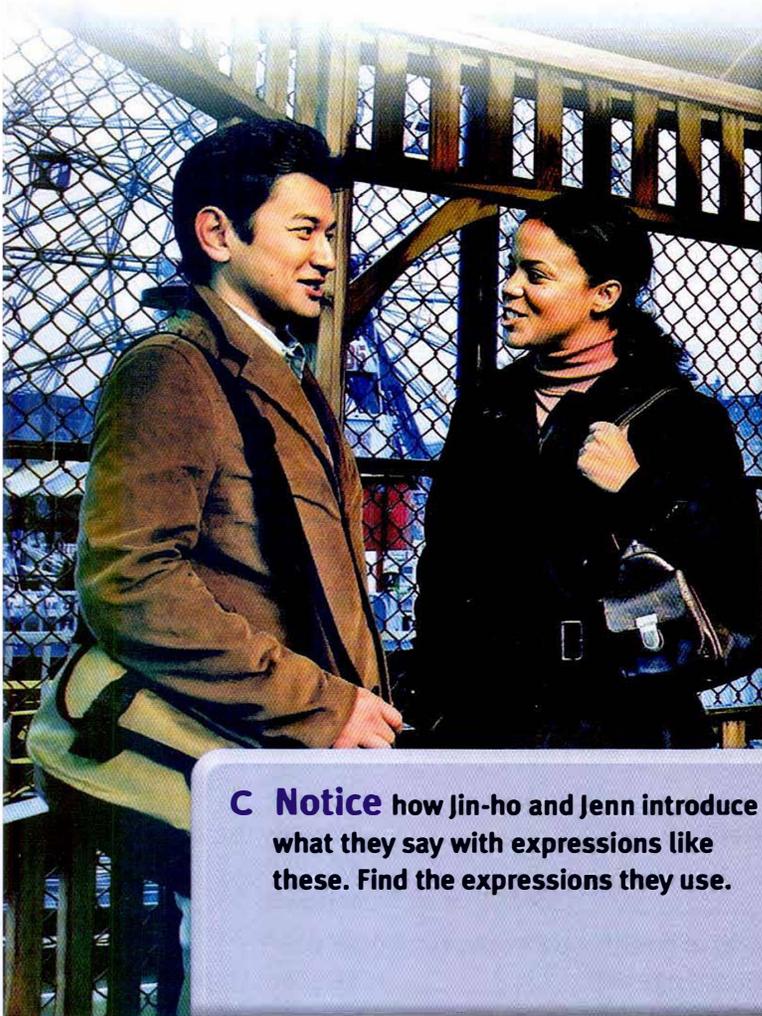
See you at 6. I'll be waiting for you in the lobby. OR I'll wait . . . (NOT ~~I'm waiting~~ . . .)

Sounds right p. 139

## 1 Conversation strategy Introducing what you say

**A** What kinds of summer jobs do students do? Make a list.

**B**  4.23 Listen to Jin-ho and Jenn. What does Jenn say about working at the theme park?



- Jin-ho** Didn't you work in that theme park last summer?  
**Jenn** Yeah. In the ticket booth for the concert arena.  
**Jin-ho** Really? How was it? The reason I ask is I was wondering about applying for a job there myself.  
**Jenn** It was good. I mean, the best part was that I got to go on all the rides for free. I don't know if you know, but you get a free season pass.  
**Jin-ho** Cool.  
**Jenn** Yeah. And what I thought was really good was I got to see a lot of the concerts and meet some of the performers backstage.  
**Jin-ho** Great. Now, what I heard was that it's hard to get a job there.  
**Jenn** Well, yeah. What I was going to tell you was that they have a job fair in the spring. I don't know if you're familiar with one, but you go around the park and interview for different jobs.  
**Jin-ho** Yeah? Maybe I should go to that.

**C Notice** how Jin-ho and Jenn introduce what they say with expressions like these. Find the expressions they use.

*What I thought was good was (that) . . .*

*The best part is / was (that) . . .*

*What I heard / read was (that) . . .*

*The reason I ask is (that) . . .*

*What I was going to tell you / say was (that) . . .*

**D**  4.24 Listen. Write the expressions Jin-ho and Jenn use. Then practice.

- Jenn** Have you had any experience? \_\_\_\_\_ it helps when you have previous work experience.  
**Jin-ho** Actually, yeah. I worked in a restaurant one time. \_\_\_\_\_ I got good tips.
- Jin-ho** So what will you be doing during summer break?  
**Jenn** I'll be working as a camp counselor this year. My friend did it last year. She said it was great. \_\_\_\_\_ she got to go rafting and everything with the kids *and* she got paid for it.
- Jin-ho** How old were you when you got your first job? \_\_\_\_\_ my sister wants to work, but she's only 15.  
**Jenn** \_\_\_\_\_ you have to be 16 before you can get a job. But I'm not sure.

About you

**E Pair work** Discuss the questions above. Give your own answers. Introduce what you say with expressions from the box.

**2 Strategy plus** *I don't know if...*

***I don't know if...***  
**can introduce a statement, often  
 to involve the other person in the topic.**



I don't know if you know, but you get a free season pass.

**In conversation**

Some of the most common expressions with *I don't know if* are:

- I don't know if you've (ever) heard...*
- I don't know if you're familiar with...*
- I don't know if you've (ever) seen...*

**A Rewrite the sentences. Use *I don't know if* to introduce the topics.**

1. Have you ever worked in a restaurant? It's really hard work.  
*I don't know if you've ever worked in a restaurant, but it's really hard work.*
2. Have you ever sent out your résumé? Often companies don't bother to reply.
3. Have you read about this? One of the most popular careers is engineering.
4. Do you know? The main thing employers want is reliable workers.
5. Have you heard? More and more people work while they're on vacation.
6. Are you familiar with all those jobs websites? You can post your résumé on them.
7. Did you read? 80% of people are not satisfied with their jobs.
8. Have you heard this? On average, people in the U.S. change jobs seven times before they turn 30.

**B Pair work** Take turns saying the sentences to start conversations.

**3 Listening and strategies** An interesting job

**A** 4.25 Can you answer any of the questions below? Then listen to a personal trainer talk about her work. Which questions does she answer? Check (✓) the questions.

- |  |   |
|--|---|
| <input type="checkbox"/> What is a personal trainer's main role?     | <input type="checkbox"/> Are all trainers certified?            |
| <input type="checkbox"/> Why do people hire personal trainers?       | <input type="checkbox"/> What are the disadvantages of the job? |
| <input type="checkbox"/> How do you become a personal trainer?       | <input type="checkbox"/> How much do personal trainers earn?    |
| <input type="checkbox"/> Is a personal trainer's job rewarding? Why? | <input type="checkbox"/> How do you find a good trainer?        |

**B** 4.25 Listen again. How does the personal trainer answer the questions? Write two pieces of information for each question.

About you

**C Group work** Discuss the questions.

- What's the most unusual or interesting job you've heard about?
- What jobs do people you know have? Which is the most challenging? Why?
- Are there any jobs that you really wouldn't want to do? Why not?
- What's the first job you ever did? Was it fun?
- What would be an exciting job? Why?

*"Well, I don't know if you've ever seen the work of an interior designer, but they seem to have a really interesting job. What I heard was..."*

## 1 Reading

**A** What would you do to prepare for a job interview? Make a class list.

*“One thing you need to do is research the company.”*

**B** Look at the three interview questions in the article. How would you answer them? Compare your ideas with a partner. Then read the article. How would you change your answers?

### Reading tip

Try to predict the “great answers” to the questions before you read them.



http://www.jobhunting... Q [-] [ ] [X]

## Ace that Interview!

Tough Questions, Great Answers



Nothing can trip you up during an interview like an unexpected or difficult question. Whether you're applying for an internship, trying to get into college, or interviewing for a new job, here are a few questions that might stump you – along with the kinds of answers interviewers like to hear.

**“Tell me about yourself.”**  
Be ready to describe what makes you special as an individual. “What I *don't* want to hear is your life history,” explains Dennis B., Director of Admissions at a major university. “I don't care how many siblings you have or where you were born. I want to know what makes you special. I want to see how well you project yourself, if you're articulate, and to hear your reasons for applying to do this course of study.” The same applies at a job interview. Be concise and give concrete examples: “The main thing you should know about me is that while I was in college, I had a side job retrieving lost data from computers. I set up and marketed the business myself. I had 80 customers in the first year.”

**“What draws you to this line of work?”**  
Know what you're getting yourself into. “Publishing is a tough profession,” says Tracy P., Editorial Director at a publishing house in New York City. “Unfortunately, some people want to get into it for the wrong reasons. Many candidates mention how much they love books and reading. However, that doesn't necessarily mean that editing or the business side of publishing is a good profession for you. You might be better suited to

teaching, for example. If someone doesn't understand the profession, the chances are they won't be a good fit for this type of work.” In other words, show that you understand what the job involves in your response to the question and give an example of how you have acquired the relevant skills: “One skill you need to work in publishing is attention to detail. I worked on the college magazine and edited articles . . .”

**“Tell me about a time you made a serious mistake. How did you handle it?”**  
“Many of our candidates get hired right after they graduate from college, before they've had a chance to get much work experience,” notes Anita M., head of recruiting at a Fortune 500 financial company. “The reason I ask this question is that it's a tough question for everybody, and how a person answers is very revealing. It's important that people admit when they've made a mistake, rather than blame others. What I'm saying is that I expect candidates to be honest, and I look for signs that they've learned from the mistake.” So, don't say you have never really made a mistake. Instead, try something along these lines: “One thing I did while I was working on a project in college was let down my team. I didn't complete my part of the project on time. I apologized. I also explained to the professor it was my fault and asked for an extension. Then I made it up to my teammates by working all weekend to finish the project. It taught me how to manage my time and not leave things until the last minute.”

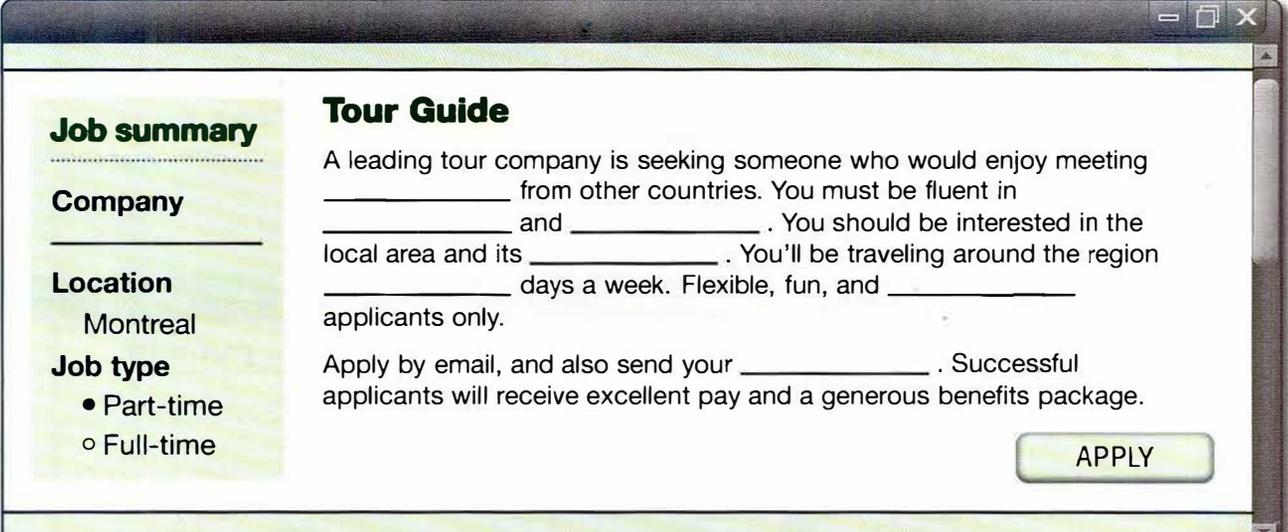
► **Remember:** Speak clearly and at a normal pace of conversation. Don't rush your words because you're nervous. Be calm and speak with confidence.

**C Pair work** Discuss your answers to the questions below.

1. What trips up some candidates during an interview, according to the article?
2. What mistake do some candidates make when they are asked to talk about themselves?
3. What two things do you need to tell an interviewer to show you're right for the job?
4. Why is it revealing when candidates talk about mistakes they have made?
5. Which question do you think is the most difficult one to answer? Why?

## 2 Listening and writing A fabulous opportunity!

- A**  4.26 Read the online job advertisement. Can you guess the missing words? Then listen to Maria talk about the ad with her friend Alex. Were any of your guesses correct?



**Job summary**

**Company**

**Location**  
Montreal

**Job type**

- Part-time
- Full-time

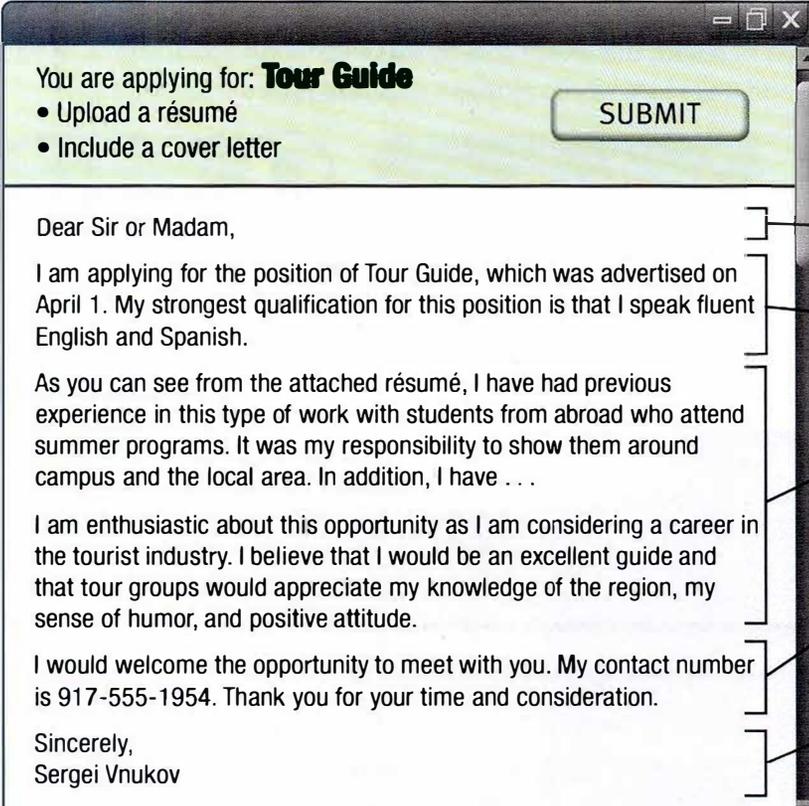
**Tour Guide**

A leading tour company is seeking someone who would enjoy meeting \_\_\_\_\_ from other countries. You must be fluent in \_\_\_\_\_ and \_\_\_\_\_. You should be interested in the local area and its \_\_\_\_\_. You'll be traveling around the region \_\_\_\_\_ days a week. Flexible, fun, and \_\_\_\_\_ applicants only.

Apply by email, and also send your \_\_\_\_\_. Successful applicants will receive excellent pay and a generous benefits package.

**APPLY**

- B**  4.26 Listen again. Why is Maria perfect for this job? Write four reasons.
- C** Imagine you want to apply for the job above. Read the Help note and write a cover letter like the one below.



You are applying for: **Tour Guide**

- Upload a résumé
- Include a cover letter

**SUBMIT**

Dear Sir or Madam,

I am applying for the position of Tour Guide, which was advertised on April 1. My strongest qualification for this position is that I speak fluent English and Spanish.

As you can see from the attached résumé, I have had previous experience in this type of work with students from abroad who attend summer programs. It was my responsibility to show them around campus and the local area. In addition, I have . . .

I am enthusiastic about this opportunity as I am considering a career in the tourist industry. I believe that I would be an excellent guide and that tour groups would appreciate my knowledge of the region, my sense of humor, and positive attitude.

I would welcome the opportunity to meet with you. My contact number is 917-555-1954. Thank you for your time and consideration.

Sincerely,  
Sergei Vnukov

### Help note

#### Writing a cover letter

- Use the name of the person if you can. If you don't know it, use *Sir or Madam*.
- Opening paragraph: State what the position is, how you heard about it, and what your strongest qualification for it is.
- Middle paragraph(s): Say why you are suitable – give more information about your qualifications or experience, and describe your strengths.
- Closing paragraph: Restate your interest and offer to meet for an interview. Thank the person for his or her time.
- End the letter like this.

- D Group work** Read your classmates' cover letters. Who do you think should get the job?



### In conversation

**Teachers are tops!**

The job people talk about most is *teacher*.

### Learning tip *Word building with roots and collocations*

When you learn a new word, you can expand your vocabulary quickly by learning

- other words with the same root.
- some common collocations.

*journalism*   *journalist*

*political journalist*   *freelance journalist*

### 1 Complete the chart with the areas of work and the jobs.

Area of work	Job	Area of work	Job	Area of work	Job
accounting	accountant		interpreter	psychiatry	
architecture		law			psychologist
	carpenter		manager		publisher
counseling			nurse	sales	
	dentist	pediatrics			surgeon
design			photographer	telemarketing	
editing		physical therapy			translator
	engineer		plumber		zoologist
financial analysis					

### 2 Word builder Match the words in A with the words in B to make common collocations. How many jobs can you make? Can you add any more words to make different job combinations?

A	
civil	psychiatric
construction	social
laboratory	systems
pediatric	

B	
analyst	technician
engineer	worker
nurse	



### On your own

Find a jobs website. Write the names of 20 different jobs in English.



**Can Do!**

**Now I can . . .**

I can . . .

I need to review how to . . .

- talk about career planning.
- highlight important information.
- talk about professions and job prospects.
- talk about my future career plans.
- use expressions to introduce what I say.

- say *I don't know if . . .* to involve others.
- understand a conversation with a personal trainer.
- understand a discussion about a job advertisement.
- read an article about preparing for a job interview.
- write a cover letter for a job application.

## 1 Talking about jobs

Match the two parts of each sentence. Then discuss them with a partner. Add ideas and expressions like *and so on, and so forth, and etc.*

- |   |  |
|---|--|
| 1. Being a surgeon is very rewarding, <u>c</u>        | a. even though really good jobs are hard to get.     |
| 2. Stockbrokers are under a lot of stress _____       | b. in order to fill all the jobs in construction.    |
| 3. It's easy to get health-care jobs these days _____ | c. in spite of the long hours you have to work.      |
| 4. Workers are being brought into the country _____   | d. so that you can set realistic goals.              |
| 5. Plan your career in five-year blocks _____         | e. because of the shortage of nurses.                |
| 6. More students are taking media studies, _____      | f. as a result of outsourcing to other countries.    |
| 7. There are fewer telemarketing jobs _____           | g. due to the constant changes in financial markets. |

*"I imagine being a surgeon is rewarding, in spite of the long hours and the stress and so on."*

## 2 How many words can you think of?

**A** Add six words and expressions to each category, and compare with a partner.

Being famous		The environment	
<i>in the headlines</i>			

**B Pair work** Choose four items from each category to use in a conversation. How many different expressions can you remember to introduce what you say?

*A I don't know if you've heard, but Angelina Jolie is in the headlines right now.*

*B Oh, yeah. What I heard was she recently . . .*

## 3 What will life be like in 2030?

**A** Complete the sentences using the future continuous or future perfect.

- Hopefully, by 2030, people will be buying (buy) more and more environmentally friendly products, and we \_\_\_\_\_ (find) new ways to save energy, so we \_\_\_\_\_ (live) in a cleaner environment.
- Ideally, we \_\_\_\_\_ (slow) global warming by then. We \_\_\_\_\_ (not use) fuels like coal anymore. More countries \_\_\_\_\_ (start) to use cleaner, more efficient fuels.
- By 2030, people \_\_\_\_\_ (eat) healthier food, and the number of obese people \_\_\_\_\_ (decrease).
- Because we \_\_\_\_\_ (live) longer, the percentage of older people in society \_\_\_\_\_ (rise) by then.

**B Group work** Discuss the sentences. Refer back to what people say with expressions like *As you said, Like you were saying, and Going back to . . .* Add your opinions.

## 4 What if . . . ?

"I applied for an internship at a public relations company after college. At the end of my interview, they offered me a job. Now, 20 years later, I'm still there, and I'm vice president."

– Alice



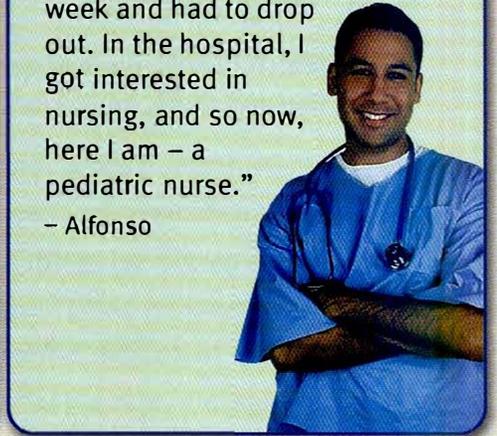
"I was bored with my job at the bank, so I saw a career counselor and took some personality tests. They showed I was creative! So I went into advertising, and I love it."

– Martin



"I was going to major in math at college, but I got sick the first week and had to drop out. In the hospital, I got interested in nursing, and so now, here I am – a pediatric nurse."

– Alfonso



- A** Read the comments above. How might these people's lives have been different? Write sentences using *if* + the past perfect form and *would have*, *could have*, or *may / might have*.

*If Alice hadn't applied for an internship at that company, she wouldn't have ended up working there.*

- B** **Pair work** Talk about three big decisions you've made in life. Ask and answer hypothetical questions. If a question is difficult to answer, use an expression like *Good question*.

## 5 Check it out.

What do you know about your partner? Complete the sentences, adding tag questions. Then ask your partner.

1. You live in \_\_\_\_\_, *don't you* ?
2. You've studied English for \_\_\_\_\_ years, \_\_\_\_\_ ?
3. You don't like \_\_\_\_\_ music, \_\_\_\_\_ ?
4. You're a \_\_\_\_\_, \_\_\_\_\_ ?
5. You went to \_\_\_\_\_ on vacation once, \_\_\_\_\_ ?

## 6 Any suggestions?

Complete the sentences using the passive of the present continuous or present perfect. Then role-play with a partner. Take turns making suggestions.

1. "We *'re being given* (give) too much homework these days."
2. "I \_\_\_\_\_ (ask) to do volunteer work, but I'm too busy."
3. "I \_\_\_\_\_ (promote) at work, but I prefer my old job!"
4. "People \_\_\_\_\_ (lay off) at work recently. I'm worried because I \_\_\_\_\_ (pay) more than my co-workers."

**A** *We're being given too much homework these days.*

**B** *You could talk to your teacher about it, couldn't you?*

## UNIT 1 An interview with . . .

1 Think of interesting things to ask a classmate. Complete the questions below with your own ideas.

How long have you been \_\_\_\_\_ ?

When did you last \_\_\_\_\_ ?

What's your favorite \_\_\_\_\_ ?

Have you ever tried \_\_\_\_\_ ?

What do you like to \_\_\_\_\_ ?

Who do you \_\_\_\_\_ ?

What do you remember about \_\_\_\_\_ ?

What were you doing \_\_\_\_\_ ?

How did you end up \_\_\_\_\_ ?

2 **Pair work** Take turns asking and answering your questions. Give as many details as you can.

A *So, how long have you been living in this city?*

B *Oh, for about two years. My dad got a job here. He was working for this big company and . . .*

3 **Class activity** Share the most interesting questions and answers with the class.

## UNIT 2 What's popular?

**Group work** Discuss the questions. Do you agree on your answers?

<p><b>TV</b></p> <ul style="list-style-type: none"> <li>• What TV shows are popular?</li> <li>• Have TV shows gotten better or worse in the last five years?</li> </ul>	<p><b>Fashion</b></p> <ul style="list-style-type: none"> <li>• What's in fashion right now?</li> <li>• Do you like the new styles as much as last year's?</li> </ul>	<p><b>Cars</b></p> <ul style="list-style-type: none"> <li>• Which cars are popular right now?</li> <li>• What kind of car would you like?</li> </ul>	<p><b>Hairstyles</b></p> <ul style="list-style-type: none"> <li>• Which hairstyles are trendy right now?</li> <li>• How have hairstyles changed over the last few years? Has yours?</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• What bands are popular right now?</li> <li>• Have you downloaded any songs lately? Which ones?</li> </ul>	<p><b>Food</b></p> <ul style="list-style-type: none"> <li>• What diets and foods are popular?</li> <li>• Is your diet as healthy as it could be?</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• What gadgets are popular at the moment?</li> <li>• What are some popular apps for phones and tablets?</li> </ul>	<p><b>Personal tastes</b></p> <ul style="list-style-type: none"> <li>• How have your personal tastes changed over the last five years – for example, in fashion, music, and food?</li> </ul>

*"Well, talent shows are still popular, but I don't watch them as often as I used to."*

## UNIT 3 Traditions

1 You have two minutes. Write ideas that your classmates might not think of.

Think of . . .

- a traditional instrument. \_\_\_\_\_
- a national holiday. \_\_\_\_\_
- a national sport. \_\_\_\_\_
- a traditional handicraft. \_\_\_\_\_
- a festival. \_\_\_\_\_
- a folk song. \_\_\_\_\_
- a national food or dish. \_\_\_\_\_



2 **Pair work** Ask your partner questions. Try to guess the things on his or her list.

A *OK, so what is your instrument made from?*

B *It's made from wood.*

A *And where is it played?*

## UNIT 5 Do you agree?

1 **Pair work** What is your opinion about the issues below? Think of two or more reasons to support your view on each topic.

*"Well, to be honest, I think they should, for two reasons. First of all, . . ."*

Do you think . . .	Name
1. manufacturers should be made to produce only energy-efficient appliances?	
2. consumers should be encouraged to stop using plastic bags?	
3. schools should be required to provide only healthy food for lunches?	
4. 16-year-olds should be allowed to vote in some types of elections?	
5. vending machines with candy and soda should be banned from schools?	
6. the speed limit should be reduced to 20 miles per hour (32 kilometers per hour) on all city streets?	
7. homework should not be given to students before high school?	
8. elementary school students should be required to take a national reading test?	
9. manufacturers should be forced to produce cars that don't use gasoline?	
10. the parents of children who regularly skip classes should be fined?	

2 **Class activity** Now survey your classmates. Find someone who answers no to each question. Find out why. Write his or her name in the chart above.

UNIT

4

## Pass on the message

**Class activity** You are going to play a message game. Follow the instructions below.

**STEP 1** Write your name on a piece of paper, fold it, and put it on your teacher's desk. Then pick another piece of paper from the pile. Read the name, but keep it a secret.

**STEP 2** Think of a place you'd like to go with the person whose name you picked. Complete the chart with information about your plans.

a place you would like to go	
when you would like to go	
what you would like to do or see	
what the event is supposed to be like	
a time and a place to meet	
what the weather is supposed to be like	
what to wear	
how much it costs	
one thing to bring along	

**STEP 3** **Pair work** Follow the instructions below, and then change roles.

**Student A:** Ask your partner to pass on a message to the person on your paper. Make sure you give all the details of your plans.

**Student B:** Listen carefully to your partner's message. You have to pass the message on later, so check your understanding!

*A Please tell Rodrigo I'd like to go to a concert in Riverside Park with him tonight.*

*There's a band playing, and they're supposed to be really good. Tell him . . .*

*B Ok. Wait. So you're going to Riverside Park, right?*

**STEP 4** Pass on the message you have just heard. Then listen to the message for you. Do you want to go to the event? Are you free?

*"So, Rodrigo, Andrew would like you to go to a concert with him tonight. The band's supposed to be really good, and . . ."*



UNIT

16

## What do you believe in?

**Group work** Discuss the topics below. What are your views?

**Childhood beliefs** Children often believe in things that are not true (e.g., the tooth fairy). What did you believe in as a child? What do you think about parents who encourage their children to believe in these things?

**Good fortune** Some people seem to be luckier than others. Why is this? Are you a lucky person? Tell about a time you were lucky.

**Aliens** A lot of people believe that there is life on other planets. Do you? Do you believe the stories about alien spacecraft that have been sighted around the world?

**Coincidences** Some people say that coincidences are just events that we notice. Other people think that everything happens for a reason. Do you agree? What coincidences have you or your friends experienced?

**Dreams** Some people think that dreams are a way of making decisions about your life – and that they tell you important messages. Do you agree? Have you ever “listened” to a dream?

*“I used to believe in the tooth fairy. Every time I lost a tooth, I’d put it under my pillow. Then, in the morning, the tooth was gone, and there would be some money. Of course, it came from my parents! It’s funny. But I think it’s nice to keep traditions like that.”*

UNIT

17

## Who gets help with something?

**Class activity** Ask and answer the questions. Find someone who answers yes. Ask questions to find out more information.

**Do you know anyone who . . .**

- gets family photos taken professionally?
- got someone to run an errand for them recently?
- has something at home that needs to be fixed?
- is having their house decorated?
- often gets a friend to help with homework?
- likes to get pizza delivered at home?
- got a tech center to solve a computer problem recently?
- owns something that is old and needs replacing?



## UNIT

## 8

## How did you react?

- 1 Think of a time an incident happened to you. Use the ideas below or one of your own.

something went wrong with a cab ride      someone got mad at you  
 you yelled at someone                      you had to get out of a date or appointment  
 you were late for something                someone was rude to you

- 2 Prepare your story about the incident to tell the group. What happened? How did you react? How did the people around you react? Think of as many details as you can.
- 3 **Group work** Take turns telling your stories. Listen to your classmates' stories. Ask questions. Think about what happened and say why. Have you had a similar thing happen to you? Tell the group.

So one time, I was driving with my friend, and this car was behind us, and the driver was trying to get past us. And he kept honking and flashing his lights. And my friend got really mad and called the police on his cell phone . . .

The driver behind you must have been in a hurry. He could have been on his way to the hospital.

Yeah, but he shouldn't have driven like that. It's dangerous.

I had something like that happen to me one time. . . .

## UNIT

## 10

## Quotations

- 1 **Group work** Look at the quotations below. Do you agree with them? Which one is your favorite?

A man is a success if he gets up in the morning and gets to bed at night, and in between does what he wants to do. — Bob Dylan

You don't have to be famous. You just have to make your mother and father proud of you. — Meryl Streep

All you need in this life is ignorance and confidence; then success is sure. — Mark Twain

Having a lot of money does not automatically make you a successful person. What you want is money and meaning. You want your work to be meaningful, because meaning is what brings the real richness to your life.

— Oprah Winfrey

Success is a state of mind. If you want success, start thinking of yourself as a success.

— Dr. Joyce Brothers

Success is really about being ready for the good opportunities that come before you.

— Eric Schmidt

- 2 Can you think up your own definition of "success"? Complete the sentence below.

Success is \_\_\_\_\_.

- 3 **Class activity** Now go around the class and find out your classmates' definitions. Choose the two you like best, and write them down with your classmates' names. Then share your new "quotations" with the class.

## Material things

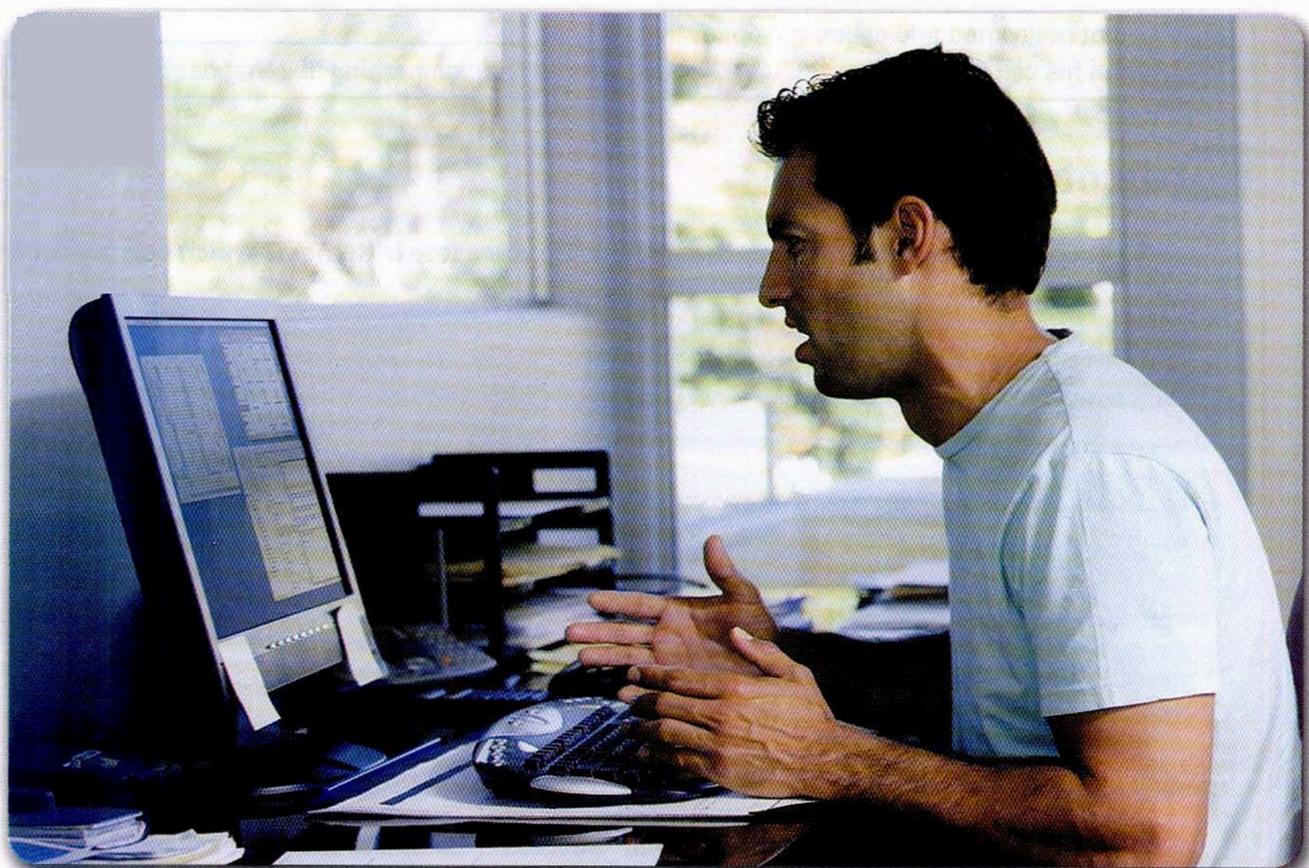
1 Complete the questions below with your own ideas on the topic of “material things.”

### Material things

1. Can you imagine life without \_\_\_\_\_ ?
2. How many \_\_\_\_\_ do you own?
3. Have you ever bought \_\_\_\_\_ ?
4. Are you good at \_\_\_\_\_ ?
5. \_\_\_\_\_ money?
6. When did you last \_\_\_\_\_ ?
7. Do you think you'll ever own a \_\_\_\_\_ ?
8. Do you think people \_\_\_\_\_ ?

2 **Pair work** Ask and answer your questions. Remember the questions your partner asks.

3 **Pair work** Find a new partner. Tell each other the questions you were asked, and say how you answered them.

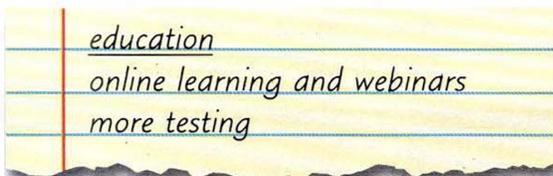
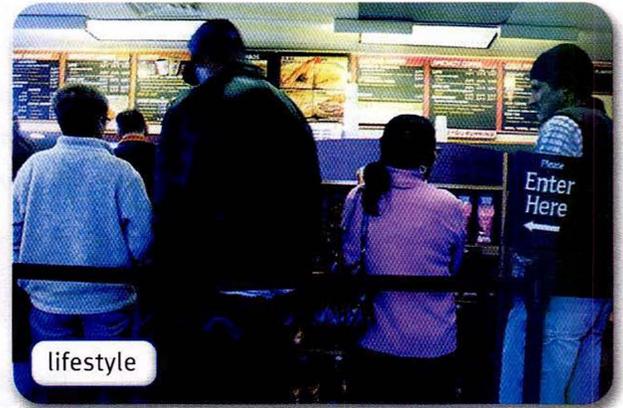


*“Mario asked me if I could imagine life without the Internet. I told him I had to go without the Internet last weekend, and it was awful!”*

UNIT

## 11 What's trending?

- 1 **Pair work** Look at the topics below. What trends have you noticed in each of these areas? Brainstorm ideas and make a list.



- 2 **Group work** Join another pair. Discuss the trends on your list. What are they a result of? What impact do you think they will have? Can you predict any trends for the future in these areas?

*A Well, online learning is definitely being introduced into schools in this area.*

*B It's interesting, don't you think? I mean, why is that?*

*C I think it's a result of the demand for more flexible learning opportunities.*

## UNIT 12 The best person for the job

1 Look at the different jobs below. Choose a job that you'd like to apply for, and prepare for a job interview. Think of answers to the following questions.

- Why are you interested in this job?
- What experience and qualifications do you have?
- What are your main strengths and weaknesses?
- What qualities do you think someone needs to do this job well?
- Where do you see yourself in five years?

### Help Wanted

<b>OFFICE ASSISTANT</b> Office assistant needed in busy head office of an international trading company. Needs good computer skills and customer service skills.	<b>TUTORS</b> Tutors needed in English and Math to teach first-year college students who need extra help in these subjects.
<b>STUDENT COUNSELORS</b> Student counselors needed by foreign student exchange agency to assist students from overseas with all aspects of life in a foreign country.	<b>TECHNOLOGY STAFF</b> Major technology company needs part-time staff to set up exhibitions around the country, and explain the features of our new products, including cameras and cell phones.

2 **Group work** "Interview" each person for the job they want to apply for. Take turns asking the questions above. At the end of the interview, hold a group vote, and decide if the person should be hired.

*"So, Amelie, why are you interested in a job as a student counselor?"*

UNIT 1 **4.27** Listen and repeat the verbs. Is the stress in each verb like the stress in *bother*, *agree*, or *consider*? Write the words from the list in the correct columns below.

- |             |            |              |
|-------------|------------|--------------|
| 1. begin    | 5. finish  | 9. offer     |
| 2. continue | 6. happen  | 10. remember |
| 3. decide   | 7. imagine |              |
| 4. expect   | 8. intend  |              |

• • <b>bother</b>	• • <b>agree</b>	• • • <b>consider</b>
	<i>begin</i>	

UNIT 2 **4.28** Listen and repeat the pairs of words. Notice the underlined sounds. Are the sounds same (S) or different (D)? Write S or D.

- |   |   |
|---|---|
| 1. <u>shoe</u> / <u>cool</u> <u>S</u>     | 6. <u>color</u> / <u>solid</u> ____         |
| 2. <u>boot</u> / <u>wool</u> ____         | 7. <u>cashmere</u> / <u>fashion</u> ____    |
| 3. <u>flared</u> / <u>scarves</u> ____    | 8. <u>polka-dot</u> / <u>polyester</u> ____ |
| 4. <u>attention</u> / <u>stylish</u> ____ | 9. <u>scruffy</u> / <u>comfortable</u> ____ |
| 5. <u>baggy</u> / <u>plaid</u> ____       |   |

UNIT 3 **4.29** Listen and repeat the words. Notice the underlined sounds. Match the words with the same underlined sounds.

- |                              |                    |
|------------------------------|--------------------|
| 1. <u>affection</u> <u>e</u> | a. <u>barefoot</u> |
| 2. <u>bargain</u> ____       | b. <u>bowing</u>   |
| 3. <u>down</u> ____          | c. <u>carved</u>   |
| 4. <u>keep</u> ____          | d. <u>holding</u>  |
| 5. <u>point</u> ____         | e. <u>offend</u>   |
| 6. <u>showing</u> ____       | f. <u>people</u>   |
| 7. <u>wear</u> ____          | g. <u>voice</u>    |

UNIT 4 **4.30** Listen and repeat the expressions. Check (✓) the expressions in which the *t* in *get* sounds like a quick *d*. (Hint: Look at the sound that follows *get*.)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1. ge <u>t</u> around to | <input type="checkbox"/> 6. ge <u>t</u> out of      |
| <input type="checkbox"/> 2. ge <u>t</u> away with            | <input type="checkbox"/> 7. ge <u>t</u> over        |
| <input type="checkbox"/> 3. ge <u>t</u> going                | <input type="checkbox"/> 8. ge <u>t</u> ready       |
| <input type="checkbox"/> 4. ge <u>t</u> home                 | <input type="checkbox"/> 9. ge <u>t</u> the feeling |
| <input type="checkbox"/> 5. ge <u>t</u> off                  |   |

UNIT 5 4.31 Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the word with the sound that's different.

- |                                      |                    |                       |                                     |
|--------------------------------------|--------------------|-----------------------|-------------------------------------|
| 1. <u>a</u> gainst                   | <u>a</u> rrest     | freed <u>o</u> m      | <u>k</u> idn <u>a</u> pp <u>e</u> r |
| 2. inv <u>a</u> s <u>i</u> on        | prob <u>a</u> tion | pun <u>i</u> sh       | <u>s</u> h <u>o</u> uld             |
| 3. k <u>i</u> lling                  | shopl <u>i</u> ft  | vandal <u>i</u> sm    | <u>v</u> iolent                     |
| 4. <u>c</u> augh <u>t</u>            | <u>l</u> aw        | <u>o</u> ugh <u>t</u> | <u>y</u> oung                       |
| 5. <u>j</u> ail                      | leg <u>a</u> l     | majority              | manag <u>e</u>                      |
| 6. <u>l</u> ic <u>e</u> n <u>s</u> e | pr <u>i</u> son    | privac <u>y</u>       | <u>s</u> entenced                   |

UNIT 6 4.32 Listen and repeat the words. Notice the underlined sounds. These words have the sound /y/ or /w/ before the underlined sounds, although the letters y and w don't appear. Circle the correct sound.

- |                         |                 |                              |            |
|-------------------------|-----------------|------------------------------|------------|
| 1. any <u>o</u> ne      | /y/ or <u>w</u> | 7. langu <u>a</u> ge         | /y/ or /w/ |
| 2. Austr <u>a</u> lian  | /y/ or /w/      | 8. m <u>u</u> sic            | /y/ or /w/ |
| 3. be <u>a</u> utiful   | /y/ or /w/      | 9. <u>q</u> uest <u>i</u> on | /y/ or /w/ |
| 4. co <u>i</u> ncidence | /y/ or /w/      | 10. <u>q</u> ui <u>e</u> t   | /y/ or /w/ |
| 5. comp <u>u</u> ter    | /y/ or /w/      | 11. <u>s</u> uede            | /y/ or /w/ |
| 6. Eur <u>o</u> pe      | /y/ or /w/      | 12. un <u>u</u> sual         | /y/ or /w/ |

UNIT 7 4.33 Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *enoy*, *choose*, *doone*, *serviced*, *straight*, or *there*? Write the words from the list in the correct columns below.

- |                      |                       |                   |                          |
|----------------------|-----------------------|-------------------|--------------------------|
| 1. adj <u>u</u> st   | 4. em <u>e</u> rgency | 7. no <u>i</u> se | 10. rep <u>a</u> ir      |
| 2. cur <u>t</u> ains | 5. flo <u>o</u> ded   | 8. <u>o</u> il    | 11. <u>r</u> outine      |
| 3. decor <u>a</u> te | 6. <u>h</u> air       | 9. <u>p</u> aint  | 12. scre <u>w</u> driver |

<u>e</u> n <u>o</u> y	cho <u>o</u> se	do <u>o</u> ne	serv <u>i</u> ced	str <u>a</u> ight	th <u>e</u> re
		<i>adjust</i>			

UNIT 8 4.34 Listen and repeat the pairs of words. Notice the underlined sounds. Are the sounds the same (S) or different (D)? Write S or D.

- |   |  |
|---|--|
| 1. stress <u>e</u> d / <u>d</u> ead <u>S</u>          | 6. dec <u>i</u> sive / d <u>i</u> scipline ____          |
| 2. em <u>o</u> tional / g <u>o</u> tten ____          | 7. <u>a</u> ggr <u>e</u> ssion / dep <u>r</u> essed ____ |
| 3. <u>a</u> ggr <u>e</u> ssive / <u>a</u> ngry ____   | 8. sym <u>p</u> athetic / g <u>u</u> ilty ____           |
| 4. jeal <u>o</u> us / intell <u>i</u> gent ____       | 9. <u>c</u> onfidence / <u>h</u> onesty ____             |
| 5. <u>s</u> h <u>o</u> uld / motiva <u>t</u> ion ____ |  |

UNIT **9**  **4.35** Listen and repeat the words. Underline the silent letter in each word.

1. answer    3. debt    5. honest    7. sign    9. could    11. half  
 2. budget    4. gadget    6. should    8. walk    10. might    12. listen

UNIT **10**  **4.36** Listen and repeat the words. Notice that one or more syllables in each word are unstressed. They have a weak vowel which sounds like the /ə/ sound in *person*. Circle the weak vowels.

1. albom                                      4. confidence                                      7. famos                                      10. recently  
 2. amazing                                      5. connections                                      8. happened                                      11. seminar  
 3. career                                      6. extra                                      9. millionaire                                      12. talent

UNIT **11**  **4.37** Listen and repeat the words. Notice the underlined sounds. Which sound in each group is different? Circle the word with the sound that's different.

- |                        |                    |                    |                     |
|------------------------|--------------------|--------------------|---------------------|
| 1. consumption         | <u>n</u> atural    | o <u>c</u> ean     | sh <u>o</u> rtage   |
| 2. con <u>g</u> estion | en <u>e</u> rgy    | gar <u>b</u> age   | g <u>a</u> s        |
| 3. con <u>s</u> erve   | con <u>s</u> ume   | rec <u>y</u> cle   | ris <u>i</u> ng     |
| 4. <u>c</u> arbon      | outs <u>o</u> urce | w <u>a</u> rming   | w <u>a</u> rning    |
| 5. <u>c</u> hange      | <u>c</u> hemical   | pack <u>a</u> ging | tech <u>n</u> ology |
| 6. bec <u>a</u> use    | brou <u>g</u> ht   | drou <u>g</u> ht   | tal <u>k</u>        |

UNIT **12**  **4.38** Listen and repeat the words. Notice the underlined sounds. Are the sounds like the sounds in *analyst*, *apply*, *construction*, *engineer*, *personality*, or *recruit*? Write the words from the list in the correct columns below.

- |                         |                         |
|-------------------------|-------------------------|
| 1. advert <u>i</u> sing | 7. exper <u>i</u> ence  |
| 2. bus <u>i</u> ness    | 8. psych <u>i</u> atric |
| 3. cho <u>o</u> se      | 9. publ <u>i</u> shing  |
| 4. car <u>e</u> er      | 10. res <u>e</u> arch   |
| 5. civ <u>i</u> l       | 11. sur <u>e</u> geon   |
| 6. lov <u>e</u>         | 12. sch <u>o</u> ol     |

anal <u>y</u> st	appl <u>y</u>	constr <u>u</u> ction	engin <u>e</u> er	pers <u>o</u> nality	recr <u>u</u> it
	<i>advertising</i>				

# Extra practice

UNIT

1

## Lesson A Simple and continuous verbs (review)

**A** Complete the questions. Use the correct forms of the verbs given.

1. What were you doing (do) at this time last week?
2. \_\_\_\_\_ you \_\_\_\_\_ (play) a sport last weekend?
3. What kind of music \_\_\_\_\_ you \_\_\_\_\_ (like) nowadays?
4. How long \_\_\_\_\_ you \_\_\_\_\_ (know) your best friend?
5. Who \_\_\_\_\_ you usually \_\_\_\_\_ (spend) time with on weekends?
6. How often \_\_\_\_\_ you \_\_\_\_\_ (go) to the movies?
7. \_\_\_\_\_ you \_\_\_\_\_ (travel) somewhere interesting on your last vacation?
8. How long \_\_\_\_\_ you \_\_\_\_\_ (learn) English?

### Common errors

Avoid continuous forms with verbs like *believe, know, like, and want*.

**Have you known** each other for long?  
(NOT ~~Have you been knowing~~ each other for long?)

About you

**B** Pair work Ask and answer the questions above with a partner.

UNIT

1

## Lesson B Verb complements: Verb + -ing or to + verb

**A** Complete the conversations with the correct forms of the verbs. Sometimes there is more than one correct answer.

1. A Why did you decide \_\_\_\_\_ (study) English?  
B I'm considering \_\_\_\_\_ (get) into hotel management, and hotels expect you \_\_\_\_\_ (speak) English well.
2. A What are you planning on \_\_\_\_\_ (do) tonight?  
B Well, I'm thinking about \_\_\_\_\_ (go) to the movies.  
A Well, if you go, remember \_\_\_\_\_ (call) me.
3. A Do you remember \_\_\_\_\_ (meet) your best friend for the first time?  
B Let me think . . . I guess I don't remember the exact moment we met, but I know we really liked \_\_\_\_\_ (play) together when we were little kids.
4. A What do you intend \_\_\_\_\_ (do) next summer?  
B I'm going to stop \_\_\_\_\_ (work) at the beginning of August so I can spend a couple of weeks \_\_\_\_\_ (relax) at the beach.
5. A Are you going to continue \_\_\_\_\_ (take) English classes after you've finished this course?  
B Yes, I definitely want to keep on \_\_\_\_\_ (learn) English!
6. A Do you remember \_\_\_\_\_ (get) your first-ever job?  
B Yeah. I worked in this new store. Luckily, I remembered \_\_\_\_\_ (show up) early, because they did the training an hour before we started.

### Note

Notice the difference in meaning:  
*I remember paying the bill.*  
(I remember now – I paid it before.)  
*I remembered to pay the bill.*  
(I remembered, then I paid it after.)

About you

**B** Pair work Take turns asking and answering the questions above.

UNIT

2

## Lesson A Comparisons with (not) as ... as ...

**A** Complete the *b* statements so they have the same meaning as the *a* statements.

Use (not) as ... as ...

1. a. Sneakers are more comfortable than boots.  
b. Boots \_\_\_\_\_.
2. a. Women usually dress more fashionably than men.  
b. Men \_\_\_\_\_.
3. a. I like pastels more than bright colors.  
b. I don't like bright colors \_\_\_\_\_.
4. a. Long hair and short hair are equally stylish.  
b. Short hair \_\_\_\_\_.
5. a. I spend very little money on clothes – the least possible.  
b. I spend \_\_\_\_\_.
6. a. Women and men both have to work hard to look stylish.  
b. Men have to \_\_\_\_\_.
7. a. When I buy shoes, I pay the most I can afford.  
b. When I buy shoes, I pay \_\_\_\_\_.
8. a. Designer clothes and clothes from cheap stores can look equally stylish.  
b. Clothes from cheap stores \_\_\_\_\_.

### Common errors

Don't use *so* instead of *as*.

She wears **as many bright colors as she can**.

(NOT She wears ~~so many bright colors as she can.~~)

About you

**B** Pair work Do you agree with the *b* statements above? Tell a partner.

UNIT

2

## Lesson B Negative questions

**A** Complete the negative questions in the conversations with *isn't*, *aren't*, *don't*, or *doesn't*. Then practice with a partner.

1. A \_\_\_\_\_ you love these shoes?  
B I'm not crazy about them, actually. I mean, \_\_\_\_\_ that style kind of boring?
2. A \_\_\_\_\_ these glasses cool?  
B Yeah, they're great. \_\_\_\_\_ they kind of expensive, though?
3. A I'm thinking about changing my hair. \_\_\_\_\_ this a great style?  
B I don't know. \_\_\_\_\_ it seem too short?
4. A \_\_\_\_\_ this sweater seem a little too bright for me?  
I'm afraid I'd never wear it.  
B Really? \_\_\_\_\_ you like bright colors?



About you

**B** Practice the conversations. Replace B's lines with your own opinions. Then change roles.

## Lesson A The simple present passive

**A Complete the conversations. Use the simple present active or passive form of the verbs given.**

- A What \_\_\_\_\_ people \_\_\_\_\_ (wear) during Carnival in Latin America?  
B Lots of people \_\_\_\_\_ costumes.
- A What \_\_\_\_\_ Chinese children \_\_\_\_\_ (give) by their parents on New Year's?  
B They \_\_\_\_\_ red envelopes filled with money.
- A What's the most popular sport that \_\_\_\_\_ (play) by men and women?  
B Well, soccer \_\_\_\_\_ by both men and women. So I guess it's soccer.
- A What \_\_\_\_\_ people \_\_\_\_\_ (eat) on Thanksgiving in the United States?  
B Most people \_\_\_\_\_ turkey.
- A In Korea, \_\_\_\_\_ Children's Day \_\_\_\_\_ (celebrate) in May or in June?  
B It \_\_\_\_\_ in May.
- A What kinds of things \_\_\_\_\_ (buy) during the holidays in the U.S.?  
B It depends on the holiday. Like on the Fourth of July, people \_\_\_\_\_ fireworks and stuff.
- A What kinds of events \_\_\_\_\_ (hold) during the traditional festivals in Japan?  
B Well, people \_\_\_\_\_ (play), and lanterns \_\_\_\_\_ (put) in front of the houses.  
It's really pretty.

About you

**B Pair work** Write five questions about holidays or festivals in your country. Use the passive. Then take turns asking a partner your questions. Can you answer your partner's questions?

A *So, when is the Dragon Boat Festival celebrated?*

B *That's easy. It's celebrated in June.*

## Lesson B Verb + -ing and to + verb; position of not

**A Write the sentences about texting etiquette another way. Use verb + -ing or to + verb.**

- Texting during class is not acceptable. *It's not acceptable to text during class.* \_\_\_\_\_
- It's impolite to text friends when you're having dinner with someone. \_\_\_\_\_
- Texting too many times in a day can offend people. \_\_\_\_\_
- Not responding to a text message immediately is acceptable. \_\_\_\_\_
- It's appropriate to read text messages during a business meeting. \_\_\_\_\_
- Letting your text messages beep during a meeting is not acceptable. \_\_\_\_\_
- It's OK not to spell words out in full in emails. \_\_\_\_\_
- Sending a lot of texts to someone is bad manners. \_\_\_\_\_

About you

**B Pair work** Discuss the statements above. Do you agree with them? Why or why not?

UNIT

4

## Lesson A *be supposed to; was / were going to*

**A** Rewrite the sentences with the correct form of *be supposed to* or *was / were going to*.

- I expected my friend to arrive at 7:00 tonight, but he didn't show up until 9:00.  
*My friend was supposed to arrive at 7:00, but he didn't show up until 9:00.*
- You should bring a small gift when you go to a friend's house for dinner.
- I heard there'll be a storm this weekend.
- I wanted to send out invitations to my birthday party, but I didn't have time.
- My sister planned to have a party this weekend, but then she decided not to.
- I'm planning to go to a concert tonight. My friends say it's going to be fun.

### Common errors

Be sure to spell *supposed* correctly.

It's **supposed** to rain later.

(NOT ~~supossed~~ / ~~supose~~ / ~~supossed~~)

About you

**B** **Pair work** Make a list of things you're supposed to do and not supposed to do in English class. Is there anything you were supposed to do last week for English class but didn't do?

UNIT

4

## Lesson B *Inseparable phrasal verbs*

**A** Rewrite the underlined parts of the sentences using an expression in the box.

get along with	get away with	get over	get through to
get around to	✓ get out of	get through	look forward to

- I find work parties boring. I usually try to avoid them.  
*get out of them*
- It takes me ages to find time to return friends' calls. I'm surprised I have any friends.
- If a friend tells me a lie, I never stop being upset by it. I never trust that person again.
- I'm not good at buying gifts for people, so I usually try to avoid criticism and buy gift cards.
- It annoys me when friends can't make it to the end of dinner without looking at their phones.
- My dad wants a big party for my twenty-first birthday. I hate parties, but he won't listen, and I can't make him understand.
- My friends are all pretty easygoing. I have a great relationship with them all.
- I like to spend Friday evenings all by myself. I can't wait for them.

### Note

Other inseparable phrasal verbs + prepositions are: *get along with, look forward to, get through to* (= make someone understand)

About you

**B** **Pair work** Make the sentences above true for you. Then read your sentences to a partner.

UNIT

5

## Lesson A The passive of modal verbs

### A Complete the conversations with the active or passive form of the verbs given.

- A I think 15-year-olds \_\_\_\_\_ (should / allow) to have jobs. They're old enough.  
 B Well, I think they \_\_\_\_\_ (should / spend) their time studying, not working.  
 A Yes, but I still think they \_\_\_\_\_ (ought to / give) a choice about whether to work.  
 Some kids \_\_\_\_\_ (need to / earn) money, and they \_\_\_\_\_  
 (should / encourage) to work.
- A People \_\_\_\_\_ (should / not / allow) to get credit cards until they're 21. They're not responsible enough.  
 B But young people \_\_\_\_\_ (need to / learn) to manage their money, don't they?  
 A Yes, but they \_\_\_\_\_ (not / have to / give) credit cards. They \_\_\_\_\_  
 (could / use) debit cards instead.
- A Something \_\_\_\_\_ (ought / do) about dangerous drivers who've caused an accident. Maybe their licenses \_\_\_\_\_ (could / take) away for life or something.  
 B But people learn from mistakes. They \_\_\_\_\_ (should / not / lose) their licenses forever.  
 A Well, maybe they \_\_\_\_\_ (should / required) to take a driving test every year, then.

About you

### B Pair work For each conversation above, do you agree with speaker A or speaker B? Give reasons for your opinions.

UNIT

5

## Lesson B get passive vs. be passive

### A Complete the comments on transportation in other countries. Use the *get* or *be* passive with the verbs given. Both forms are possible.

- People who \_\_\_\_\_ (catch) speeding in Norway can \_\_\_\_\_ (fine) 10 percent of their annual income. Sometimes they \_\_\_\_\_ (sentence) to 18 days in jail, too. That's pretty harsh. I mean, they should just \_\_\_\_\_ (sentence) to community service instead. – *Lars, Norway*
- Here in Germany, people \_\_\_\_\_ (not / arrest) for speeding on the freeway because many areas don't have a speed limit. I love to drive fast, so I definitely think these laws should \_\_\_\_\_ (not / change). But you know, people \_\_\_\_\_ (fine) for running out of gas on the freeway. I guess it's dangerous, so . . . – *Lena, Germany*
- It's interesting, but in some European countries, if your car breaks down, and you get out of the car without a visibility vest, you could \_\_\_\_\_ (fine). I really think laws like that should \_\_\_\_\_ (not / enforce). Actually, things like that should \_\_\_\_\_ (not / make) into laws at all. It should be your own choice. – *Jill, United States*

#### Note

After a modal verb (e.g., *can, should, etc.*), you can use a *get* passive, but *be* passives are over 90 times more frequent.

About you

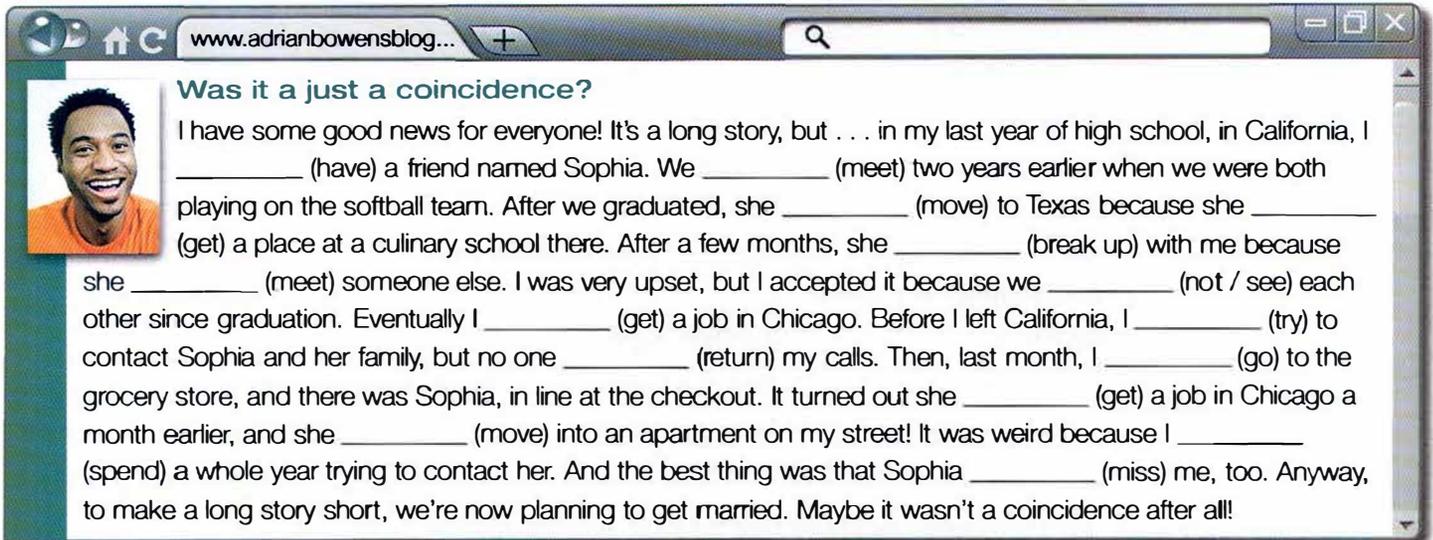
### B Pair work What do you think about the laws above? What laws are there about driving in your country? Are they fair? Are there any laws that should be changed?

UNIT

6

## Lesson A The past perfect

**A** Complete the blog post with the simple past or past perfect. Sometimes both are possible.



**Was it a just a coincidence?**

I have some good news for everyone! It's a long story, but . . . in my last year of high school, in California, I \_\_\_\_\_ (have) a friend named Sophia. We \_\_\_\_\_ (meet) two years earlier when we were both playing on the softball team. After we graduated, she \_\_\_\_\_ (move) to Texas because she \_\_\_\_\_ (get) a place at a culinary school there. After a few months, she \_\_\_\_\_ (break up) with me because she \_\_\_\_\_ (meet) someone else. I was very upset, but I accepted it because we \_\_\_\_\_ (not / see) each other since graduation. Eventually I \_\_\_\_\_ (get) a job in Chicago. Before I left California, I \_\_\_\_\_ (try) to contact Sophia and her family, but no one \_\_\_\_\_ (return) my calls. Then, last month, I \_\_\_\_\_ (go) to the grocery store, and there was Sophia, in line at the checkout. It turned out she \_\_\_\_\_ (get) a job in Chicago a month earlier, and she \_\_\_\_\_ (move) into an apartment on my street! It was weird because I \_\_\_\_\_ (spend) a whole year trying to contact her. And the best thing was that Sophia \_\_\_\_\_ (miss) me, too. Anyway, to make a long story short, we're now planning to get married. Maybe it wasn't a coincidence after all!

**B Pair work** Read Adrian's blog again. Then close your books. Take turns telling the story. How much detail can you remember?

### Common errors

The past perfect is *had + past participle*. Don't use *had + simple past*.

*I'd just seen . . .*  
(NOT *I'd just saw . . .*)

UNIT

6

## Lesson B Responses with *So* and *Neither*

**A** Read the conversations. Circle the correct responses. There may be more than one. Then practice with a partner.

- A When I was a kid, I never went anywhere without my good luck charm.

B Really? That's funny. **Neither was I.** / **Neither did I.** / **I did too.** / **I di dn'teither.**
- A So many people claim they've seen UFOs, but I've never seen one.

B **Neither have I.** / **I wasn't either.** / **I haven't either.** Actually, I don't believe they exist.
- A I always make a wish before I blow out the candles on my birthday cake.

B **I am too.** / **So do I.** / **I don't either.** But my wishes never come true!
- A A few times, I've had the strange feeling I've been somewhere before – you know, like *déjà vu*.

B **So have I.** / **I haven't either.** / **I am too.** It's weird, isn't it?
- A I'm always losing things – my umbrella, my keys, and stuff like that.

B **So am I.** / **So do I.** / **Neither did I.** / **I am too.** I guess we're both a bit forgetful.
- A Something weird happened to me once. Like really weird. I had a dream, and it came true.

B Really? **So did I.** / **Neither did I.** / **I did too.** / **I was too.** Actually, it scared me a little.
- A Some people believe in telepathy, but not me. I don't believe you can read people's minds.

B **Neither do I.** / **I'm not either.** / **I don't either.** I never know what other people are thinking.

About you

**B Pair work** Practice the conversations again, this time making the sentences true for you and giving true responses.

# Extra practice

UNIT

7

## Lesson A Causative *get* and *have*

**A** Complete the sentences. Use the verbs given.

1. I don't have my clothes cleaned (clean) professionally.
2. We usually have my brother \_\_\_\_\_ (repair) things around the house.
3. My friends get me \_\_\_\_\_ (fix) their computer problems.
4. I've never had my hair \_\_\_\_\_ (color).
5. I often get my sister \_\_\_\_\_ (cook) for me.
6. My neighbor gets his windows \_\_\_\_\_ (wash) every week.
7. When I throw a party, I get friends \_\_\_\_\_ (help) me.
8. I don't have my car \_\_\_\_\_ (service) regularly.
9. I always get people \_\_\_\_\_ (help) me when I try to fix anything in the house.
10. I don't buy new shoes very often. I like to get them \_\_\_\_\_ (repair). In fact, I'm having a pair of boots \_\_\_\_\_ (repair) right now.

About you

**B** **Pair work** Are the sentences above true for you? How do you get these things done? Discuss with a partner.

UNIT

7

## Lesson B *need* + passive infinitive and *need* + verb + *-ing*

**A** Complete the list of things that need doing in Mia's apartment.

- front door doesn't close – fix the lock
- some lights don't work – change the bulbs
- large crack in window – replace the glass
- shelves in kitchen aren't straight – adjust them
- TV making a strange noise – repair it
- leaking bathroom faucet – tighten the faucet
- dirty rug – clean it
- stain on kitchen wall – paint it

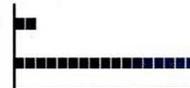
1. The lock needs to be fixed / fixing.
2. Some bulbs need \_\_\_\_\_.
3. The glass in the window needs \_\_\_\_\_.
4. The shelves need \_\_\_\_\_.
5. The TV needs \_\_\_\_\_.
6. The faucet needs \_\_\_\_\_.
7. The rug needs \_\_\_\_\_.
8. The wall needs \_\_\_\_\_.

### In conversation

*need* + passive infinitive is more common than *need* + verb + *-ing*.

*need* + verb + *-ing*

*need* + passive infinitive



About you

**B** **Pair work** Do any of the things above need doing in your apartment? Tell a partner. What else needs fixing?

UNIT

8

## Lesson A Past modals *would have, should have, could have*

**A** ~~Cross out~~ the incorrect words. Then write answers to the questions.

- Dan's daughter was sick and couldn't go to school. Dan took her to work with him. What could / ~~would~~ he have done instead? \_\_\_\_\_
- Ashley had a meal at a restaurant. The food was tasteless, and the service was rude. She complained politely and left. What else could / would she have done? \_\_\_\_\_
- There were six cartons of milk left at the grocery store. A man pushed in front of me and picked up all six. I really needed one. Should / Would I have said something? \_\_\_\_\_
- Sara borrowed a dress of Kate's. She spilled coffee on it. She gave it back with a stain on it without saying anything. What should / would she have done? \_\_\_\_\_
- Josh bought a camera. It should have cost \$500, but the salesperson charged him the wrong price of \$395. Should / Would Josh have said anything? \_\_\_\_\_
- Hal had an important meeting that he hadn't prepared for. He said he wasn't feeling well and went home. Would / Should you have done the same thing? \_\_\_\_\_

About you

**B** **Pair work** Discuss your answers to the questions above. Do you have the same views?

**Common errors**

Use *should have*, not *must have*, + past participle, to talk about the right thing to do.

She **should have** called me.  
(NOT ~~She must have called me.~~)

UNIT

8

## Lesson B Past modals for speculation

**A** Write a sentence to explain each situation. Start the sentences with the words given. There may be more than one correct answer.

- You're stuck in a traffic jam, and you're sure there's been an accident.  
"There must have been an accident \_\_\_\_\_."
- You're in a nice restaurant, and the couple at the table next to you aren't talking to each other. You think it's possible they've had a fight.  
"They \_\_\_\_\_."
- You don't think it's possible that you left your credit card at the store.  
"I \_\_\_\_\_."
- When you arrive at the dentist for an appointment, they tell you that you are an hour late. You think it's possible you wrote down the wrong time.  
"I \_\_\_\_\_."
- You call your sister, but someone else answers. You're sure that you called the wrong number.  
"I \_\_\_\_\_."
- Your mother didn't send you a birthday card. It's not possible that she has forgotten.  
"She \_\_\_\_\_."

About you

**B** **Pair work** Compare your answers. Have you ever been in situations like the ones above? Share stories.

**C** **Pair work** Imagine that you're at a coffee shop. You can't find your wallet to pay. Think of as many reasons as you can why this is possible. Tell your partner.

*"I must have left my wallet at home."*

# Extra practice

UNIT

9

## Lesson A Reported speech

**A** Read what Pablo says. Then complete the sentences to report what he said.

*"I don't think that I'm very materialistic. I'm moving to a new apartment soon, and so I've been trying to get rid of the things I don't want. I actually think I'm very self-disciplined – I only spend money on things I really need. I mean, I've kept a few gifts that I've never used. You know, things that close friends gave to me. And I've kept some old family photos that I can't throw away, obviously. But over the years, I've bought a lot of books, and I'll probably give most of them away."*

1. Pablo said that he didn't think that he \_\_\_\_\_ very materialistic.
2. He said he \_\_\_\_\_ to a new apartment, and so he \_\_\_\_\_ to get rid of the things he \_\_\_\_\_.
3. He said he \_\_\_\_\_ that he \_\_\_\_\_ very self-disciplined and said he only \_\_\_\_\_ money on things he really \_\_\_\_\_.
4. He said that he \_\_\_\_\_ a few gifts that he \_\_\_\_\_ – things that close friends \_\_\_\_\_ to him.
5. He said he \_\_\_\_\_ some old family photos that he \_\_\_\_\_ throw away.
6. He said that over the years, he \_\_\_\_\_ a lot of books and that he \_\_\_\_\_ probably give most of them away.

About you

**B** **Pair work** Ask your partner, "Are you materialistic? Could you give away your possessions?" Then find another partner and report the answers.

**Note**

Present continuous forms in direct speech shift back to past continuous forms in reported speech.

*"I'm destroying all my things."*  
→ He said that he **was destroying** all his things.

**Common errors**

Don't use *say + me, him, them*, etc.

*She said she wasn't materialistic.*

(NOT ~~*She said me she wasn't materialistic.*~~)

UNIT

9

## Lesson B Reported questions

**A** Imagine a market researcher asked you these questions. Write the reported questions.

1. Are you saving up for anything special? *He asked me if...*
2. How much money have you spent today?
3. What's your favorite store?
4. Could you live without your smartphone?
5. How do you keep track of your money?
6. Does your bank account pay good interest?
7. How often do you check your bank account?
8. Do you ever spend too much on things?

About you

**B** **Pair work** Ask and answer the questions. Then find another partner and report the questions and your first partner's answers.

**In conversation**

... *asked if* and ... *wanted to know if* are much more frequent than ... *asked whether* and ... *wanted to know whether*.

**Common errors**

Don't use *tell* to report questions.

*She asked me if I owned any stocks.*

(NOT ~~*She told me if I owned any stocks.*~~)

UNIT

10

## Lesson A Talking hypothetically about the past

**A** These people are talking hypothetically about the past. Complete the sentences.

1. If I had worked (work) harder at school, I might have gotten a better job.
2. If I hadn't quit my job, I \_\_\_\_\_ (would not meet) my new friends.
3. If my family \_\_\_\_\_ (not encourage) me, I wouldn't have had the confidence to apply for my current job.
4. If my neighbor \_\_\_\_\_ (take) different subjects, he would have had better job opportunities.
5. If I'd gotten better grades, I \_\_\_\_\_ (could get) into grad school.
6. If I had studied English at an earlier age, I \_\_\_\_\_ (might take) this class years ago.
7. If my parents hadn't set aside the money, they \_\_\_\_\_ (could not afford) a big house.
8. If we \_\_\_\_\_ (grow up) 50 years ago, our lives might have been very different.

About you

**B** **Pair work** Make four of the sentences above true for you, and tell a partner. Give more information.

*"If my friend Robin had worked harder in school, she would have passed more exams and she would have gotten a better job."*

UNIT

10

## Lesson B Tag questions

**A** Complete the sentences with a tag question.

1. Celebrity couples often have problems with their marriages, don't they ?
2. People are not really watching reality shows anymore, \_\_\_\_\_ ? They've lost interest in them.
3. You don't have to have a lot of confidence to go on a talent show, \_\_\_\_\_ ?
4. It's easier to become an Internet celebrity these days, \_\_\_\_\_ ?
5. Some actors don't deserve all the bad press they get, \_\_\_\_\_ ?
6. To be successful in Hollywood, you have to have connections, \_\_\_\_\_ ?
7. Some singers are just terrible when they perform live, \_\_\_\_\_ ? I'm not the only one who thinks that, \_\_\_\_\_ ?
8. The old black and white movies were much better than today's movies, \_\_\_\_\_ ?
9. Some actors have dropped out of sight completely, \_\_\_\_\_ ?
10. They're making a lot of violent movies these days, \_\_\_\_\_ ? I'm right about that, \_\_\_\_\_ ?

**Note**

Notice how to make tag questions when the verb in the statement is *have* or a continuous verb.

*You **have** a guitar, **don't you**?*

*She **didn't have** connections, **did she**?*

*He's **doing** really well, **isn't he**?*

*They **were getting** bad press, **weren't they**?*

Notice how to make tag questions with *I'm ...* and *I'm not ...*

*I'm **right**, **aren't I**?*

*I'm **not wrong**, **am I**?*

About you

**B** **Pair work** Start conversations with the sentences above. Do you agree? Give your own views.

# Extra practice

UNIT

11

## Lesson A Passive of present continuous and present perfect

**A** Which of the sentences below need a passive, not an active, verb? Correct the sentences.

- being created*
1. Fewer jobs are creating in the construction industry.
  2. Fast food chains are providing healthier meals.
  3. Skilled workers have recruited from other countries.
  4. Smoking has banned in public places.
  5. A lot of older houses have knocked down to make room for new buildings.
  6. In the last few years, young people haven't encouraged to go to college.
  7. Plans to address water shortages have not discussed.
  8. More and more life-saving medicines have developed in the last ten years.
  9. A large number of bank employees have laid off because their jobs have outsourced to other countries.
  10. New gyms and swimming pools are building in some neighborhoods because people are demanding better facilities.

### Common errors

Don't forget to use the passive when you don't know who is doing the action.

*More roads **are being built** every year.  
(NOT ~~More roads are building every year.~~)*

About you

**B** **Pair work** Which of the sentences above are true where you live? Discuss with a partner.

UNIT

11

## Lesson B Linking ideas

**A** Rewrite the sentences using the expressions given.

1. I think it's better to get around by bicycle than to drive your car everywhere. (instead of)  
*I think it's better to get around by bicycle instead of driving your car everywhere.*
2. I'm concerned that carbon dioxide levels are rising because of increased burning of fuels. (due to)  
\_\_\_\_\_
3. I'm worried that congestion on the roads is still a problem, even though there have been improvements. (in spite of)  
\_\_\_\_\_
4. It's annoying that people often throw away plastic bottles when you can recycle them. (even though)  
\_\_\_\_\_
5. I think we should use things like lemon juice as a cleaning product – then we won't need to buy so many toxic chemicals. (so that)  
\_\_\_\_\_
6. We should reduce our energy use so we can protect the environment. (in order to)  
\_\_\_\_\_
7. It worries me that obesity in children is becoming more of a problem because of unhealthy eating habits. (as a result of)  
\_\_\_\_\_

About you

**B** **Pair work** Do you agree with any of the concerns above? Brainstorm solutions to the problems.

UNIT **12**

## Lesson A *What* clauses and long noun phrases as subjects

**A** Rewrite these sentences to give someone advice about starting a new job. Start with the words given.

- Making a good impression is really important.  
What \_\_\_\_\_.
- A friend of mine offered to help the manager.  
Something \_\_\_\_\_.
- My sister introduced herself to everyone.  
What \_\_\_\_\_.
- Smile – that’s the best thing you can do.  
The \_\_\_\_\_.
- I would try to listen and learn from your co-workers.  
What \_\_\_\_\_.
- I like to find out as much about the job as possible before starting. Then you feel prepared.  
What \_\_\_\_\_.  
The advantage of that \_\_\_\_\_.

About you

**B** **Pair work** Do you agree with this advice? What other advice do you have for someone on their first day at work?

UNIT **12**

## Lesson B The future continuous and future perfect

**A** Read what Natalie says about her future. Then complete the sentences.

*“I’m finishing my degree in math right now. I hope I do well on my exams because I’ve applied to go to medical school next year. The program lasts four years, and then there are three to seven years of internship to do after that. I don’t know what type of medicine I want to work in yet, but I have a lot of time to decide. I might go and work in another country. Who knows?”*

- In a few months, Natalie \_\_\_\_\_ (finish) her degree in math, and she \_\_\_\_\_ (get) ready to go to medical school.
- Five years after that, she \_\_\_\_\_ (leave) medical school, and she \_\_\_\_\_ (do) an internship somewhere.
- She probably \_\_\_\_\_ (not decide) which area of medicine she’d like to work in by then.
- She doesn’t know who she \_\_\_\_\_ (work) with or where she \_\_\_\_\_ (live).
- She \_\_\_\_\_ (might move) to a different country to work.

About you

**B** **Pair work** Think of three ideas for each question. Tell your partner.

What will you be doing . . .

- 24 hours from now?
- in three months?
- in five years?

What will you have done by then?



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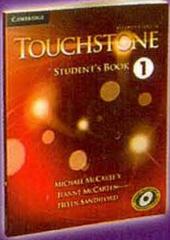
## Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

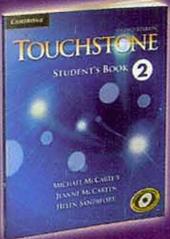
Base form	Simple past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

SECOND EDITION

# TOUCHSTONE



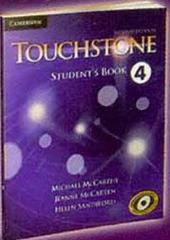
Beginning



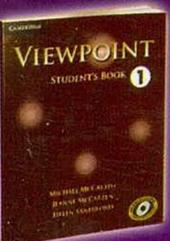
High Beginning



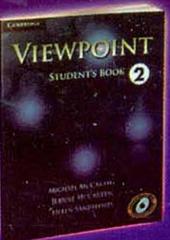
Low Intermediate



Intermediate



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### CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
C1	VIEWPOINT 1
	VIEWPOINT 2

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