

EVOLVE

SECOND EDITION

WORKBOOK

with Audio

Mari Vargo with Ashleigh Martinez

3



CAMBRIDGE

EVOLVE

SECOND EDITION

WORKBOOK

with Audio

Mari Vargo with Ashleigh Martinez

3



هلدينگ آموزشي ايران اروپا



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

WWW.IRAN-EUROPE.NET

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press & Assessment is a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009822923

© Cambridge University Press & Assessment 2026

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

First published 2019

Second edition 2026

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in the United Kingdom by A Printer Ltd, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-55028-4 Student's Book with eBook

ISBN 978-1-009-55118-2 Student's Book with Digital Pack

ISBN 978-1-009-55124-3 Student's Book with Digital Pack A

ISBN 978-1-009-80604-6 Student's Book with Digital Pack B

ISBN 978-1-009-82292-3 Workbook with Audio

ISBN 978-1-009-82297-8 Workbook with Audio A

ISBN 978-1-009-82300-5 Workbook with Audio B

ISBN 978-1-009-80595-7 Teacher's Edition with Digital Pack

ISBN 978-1-009-80609-1 Teacher's Digital Pack

ISBN 978-1-009-80714-2 Student's Digital Pack

ISBN 978-1-009-82286-2 Student's Digital Pack A

ISBN 978-1-009-82289-3 Student's Digital Pack B

ISBN 978-1-009-80708-1 Full Contact with Digital Pack

Additional resources for this publication at www.cambridge.org/evolve

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press & Assessment does not guarantee the accuracy of such information thereafter.

For EU product safety concerns, contact us at Calle de José Abascal, 56, 1º, 28003 Madrid, Spain, or email eugpsr@cambridge.org.

Contents

1	Who we are	2
2	So much stuff	10
3	Smart moves	18
4	Think first	26
5	And then ...	34
6	Impact	42
7	Entertain us	50
8	Getting there	58
9	Make it work	66
10	Why we buy	74
11	Pushing yourself	82
12	Life's little lessons	90
	Extra activities	98

1 Vocabulary: Describing personality

A Read a woman's descriptions of three people she knows. Then check (✓) three words that describe each person.

- 1 My friend Anna is always in a good mood. She doesn't get upset about little problems like missing the bus or losing her keys. She spends a lot of time with friends, but we all know that she'll probably be about 30 minutes late because she can't ever find her keys!
- ☒ cheerful ☐ nervous ☐ easygoing ☐ sociable ☐ reliable
- 2 Marco is eight years older than me. He's my brother, but sometimes he's more like a parent. He gives me money when I need it for food or car repairs. He gave me a room in his house when I first started school. He even protected me from our neighbor's angry dog when I was little. He's great, but he doesn't always tell me the truth. I mean, he never tells me when he has a problem. He doesn't want me to worry.
- ☐ brave ☐ generous ☐ honest ☐ selfish ☐ helpful
- 3 My friend James is the smartest person I know. He reads one or two books a week. I don't see him very often because he's always at home reading or studying. When we get together, we have interesting conversations about science and politics. I like talking with him, but some people don't feel the same way because he always tells them when they say something that's wrong.
- ☐ easygoing ☐ intelligent ☐ nervous ☐ serious ☐ honest

B Describe a friend or family member. Use the personality words from exercise 1A.



2 Grammar: Information questions

A Put the words in the correct order to write questions. Then match the questions with the answers.

- 1 you / do / work / kind of / What / do / ? d
What kind of work do you do?
- 2 you / Why / Japanese / are / learning / ?

- 3 teacher / your / Who's / Japanese / ?

- 4 do / in / Which / you / live / neighborhood / ?

- 5 is / next / When / class / your / ?

- 6 class / in / are / history / you / Whose / ?



- a** It's Professor Kubota.
- b** I'm in Professor King's class.
- c** It's at 2:00 p.m.
- d** I'm a nurse.
- e** I'm going to Japan this summer.
- f** I live near the university.

3 Grammar and Vocabulary

A Imagine a new student has just joined your class, and you want to find out about his or her personality. What questions can you ask? Complete the questions with your own ideas.

- 1 What is the most _____ ?
- 2 Where do you love to _____ ?
- 3 How do you feel when _____ ?
- 4 When was the last time you _____ ?
- 5 Who do you spend _____ ?
- 6 Why _____ ?

B Answer the questions from exercise 3A so they're true for you.

1 Vocabulary: Giving personal information

A Complete the sentences with the words and phrases in the box.

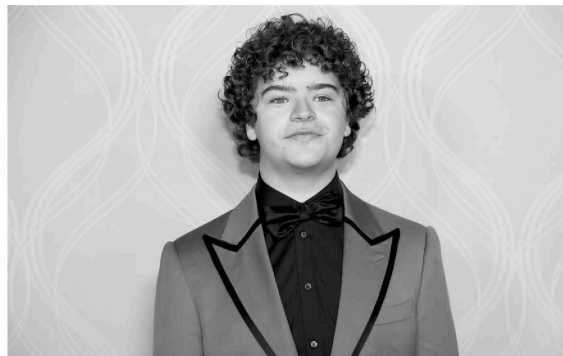
am into	is married	are single	celebrate
live alone	live with my family	was born	was raised

- 1 I _____ in the 1990s. My birthday is June 18, 1991.
- 2 I _____ in a big city. I loved growing up in Seoul.
- 3 Both of my brothers _____. I don't have any sisters-in-law.
- 4 My best friend _____ to my sister. Now my best friend is also my brother-in-law!
- 5 I _____. I can't have my own apartment until I get a better job and finish school.
- 6 My oldest brother says it's fun to _____. He can play loud music whenever he wants.
- 7 I _____ video games. Sometimes I play them all night long.
- 8 I usually _____ my birthday with my family. We usually go out to dinner and have cake at home.

2 Grammar: Indirect questions

A Complete the conversation with the questions and answers in the box.

Do you know where he was born?
 I want to find out what kinds of things he's into.
~~Can you tell me what TV shows he was in?~~
 I wonder how old he is.
 I wonder when he started acting.



A I'm reading about the actor Gaten Matarazzo. Do you know who he is?

B I don't know. ¹Can you tell me what TV shows he was in?

A He's Dustin in the series *Stranger Things*.

B Oh, yeah. I like him! ²_____

A He was born in 2002, so he's about the same age as us.

B ³_____

A This article says he was born in Connecticut.

B ⁴_____

A Here it says he started in theater. He had big roles on Broadway. ⁵_____

B Well, we know he's into acting and singing.

A Do you know if he's in any movies?

B Yes, he's done some movies. It says here ...

- B** Complete each indirect question to match the answer. Include the correct punctuation – a period or a question mark. Remember: Do not use *do/does* in indirect questions.

- 1 **A** Do you know _____ how old she is?
B She's 21 years old.
- 2 **A** Can you tell me _____
B She's into soccer.
- 3 **A** I wonder _____
B She was born in Guayaquil, Ecuador.
- 4 **A** Do you know _____
B She was raised in Quito.
- 5 **A** I'd like to know _____
B She lives with her sister.



3 Grammar and Vocabulary

- A** Imagine you are having a conversation with a friend about a famous person. Complete the indirect questions. Then write responses to the questions. You can make up information about the famous person or check on the internet.

Choose the famous person:

Find out how old the person is.

- A** Do you know ¹ _____ when _____ he/she ² _____ ?
B _____

Ask where the person lived as a child.

- A** I wonder ³ _____ he/she ⁴ _____ .
B _____

Find out if the person is single or married.

- A** I'd like to know ⁵ _____ he/she ⁶ _____ .
B _____



1 Functional language: Making introductions, saying how you know someone, and ending a conversation

A Put each sentence in the correct place in the chart.

I work with Pablo.

I'm Madoka.

~~This is Silvia, my wife.~~

It was nice talking to you.

It was really nice to meet you.

How do you know Noah?

Introductions	Saying how you know someone	Ending a conversation
This is Silvia, my wife.		

B Complete the conversation using sentences from exercise 1A. You do not need to use all of the sentences.

A Hi! ¹ _____.

B Nice to meet you. So, ² _____?

A Well, we had some of the same classes in college.

B Cool. Well, I should let you go. ³ _____.

A It was good talking to you, too.

2 Real-world strategy: Meeting someone you've heard about

A Put the conversations in order.

Conversation 1

It's nice to meet you, Emir. I've heard _____

good things about you. _____

Hello. I'm Andi. I work with Hande. _____

Oh, that's nice. _____

Hi, Andi. I'm Emir. I'm Hande's brother. _____

Conversation 2

Hi, Jack. I'm Luis. It's nice to meet you. _____

I've heard a lot about you. _____

Yes, only good things! _____

Hi, I'm Jack. I'm Hande's husband. _____

Good things, I hope! _____



3 Functional language and Real-world strategy

A Read the information. Then complete the conversations with the correct words and phrases in the box.

Conversation 1

Daniel is Heather's husband.

Heather and Mateo are in school together.

I've heard good things about you! in my English class ~~my husband~~ Oh, that's nice.

Heather Hi, Mateo. This is Daniel, ¹ my husband. Daniel, this is Mateo.
He is ² _____.

Daniel Hi, Mateo. It's great to meet you. ³ _____

Mateo ⁴ _____ I've heard good things about you, too!

Conversation 2

Vincent is Laurie's brother.

Carlo works with Vincent.

Julia is Carlo's wife.

Laurie is married to Sam.

husband wife Good things I hope!
work with sister I've heard a lot about you!

Carlo Hi, I'm Carlo. I ⁵ _____ Vincent. How do you know him?

Laurie Hi, Carlo. I'm Laurie, Vincent's ⁶ _____.

Carlo ⁷ _____

Laurie ⁸ _____

Carlo Yes, only good things! This is my ⁹ _____, Julia.

Laurie Hi, Julia. It's so nice to meet you. This is my ¹⁰ _____, Sam.

B Now imagine you are at a party with a friend, and you see a classmate. Introduce them. Have them say that they've heard good things about each other. Then end the conversation.

You Hi, _____! How nice to see you here! This is my friend _____.

Friend _____

Classmate Hi, _____.

Friend _____

Classmate _____

Friend _____

Classmate _____

You _____



1 Reading

A **Listen for detail** Read the email. Then read the statements and check (✓) *True*, *False*, or *Not given*.

< Inbox

To

ericanyc@mail.org

From

ditamx@mail.org

Subject

Info about Boston

Hi Erica,

My name is Dita. I live in Mexico City. You work with my sister, Belen, in New York. She gave me your email address. I hope that's OK. I'm writing because I want to go to Boston, Massachusetts, next summer, and I'd like to find out more about it. Belen told me that you were raised in Boston. Can you tell me a little bit about the city?

I'm wondering what the weather is like in Boston in the summer. I'd also like to find out how much money I need. Do you know how much an apartment in the city costs? My friend Marta wants to come, too. She wants to live with me, so we need a two-bedroom apartment.

Marta and I are both into music. Do you know if there are any good places to listen to music? Can you tell me if there are any big concert halls in Boston? What else can we do there?

Hope to hear from you soon.

Dita

- | | True | False | Not given |
|---|--------------------------|-------------------------------------|--------------------------|
| 1 Dita lives in New York. | ☐ | ☒ | ☐ |
| 2 Belen works in New York. | ☐ | ☐ | ☐ |
| 3 Erica was born in Boston. | ☐ | ☐ | ☐ |
| 4 Dita wants to go to Boston. | ☐ | ☐ | ☐ |
| 5 Belen goes to school with Erica. | ☐ | ☐ | ☐ |
| 6 Dita works at an office in Mexico City. | ☐ | ☐ | ☐ |

2 Listening

A **1.01** Listen to the conversation and circle the correct answers.

- 1 Erica is talking to _____.
a Dita **(b)** Belen **c** Marta
- 2 Erica _____ Dita's email.
a read **b** answered **c** didn't get
- 3 Erica says that Boston is _____.
a an expensive city **b** a safe city **c** a busy place
- 4 Boston has a lot of _____.
a sports teams **b** rain **c** colleges



3 Writing

A Imagine Dita is asking you about your city. Reply to her email. Write paragraphs about your city.

< Inbox

Hi, Dita.

It was great to hear from you. _____



Check and review

Read the statements. Can you do these things?

Unit 1

Mark the boxes. ☒ I can do it. ☐ I am not sure.

I can ...

If you are not sure, go back to these pages in the Student's Book.

Vocabulary	☐ use adjectives to describe personality.	page 2
	☐ give personal information.	page 4
Grammar	☐ ask information questions.	page 3
	☐ use indirect questions.	page 5
Functional language	☐ make introductions, say how you know someone, and end a conversation.	page 6
	☐ meet someone you've heard about.	page 7
Skills	☐ use paragraphs in an email.	page 9
	☐ use different opening and closing sentences in an email.	page 9

2.1

My garage

1 Vocabulary: Describing possessions

A Find 11 more vocabulary words or phrases in the word search.

M	O	D	C	G	M	N	I	D	L	V	U	A	I	Z
B	U	S	E	F	U	L	U	G	O	T	M	N	N	P
Y	B	O	N	W	R	F	P	C	V	B	X	L	G	M
T	R	S	A	Y	C	N	S	I	C	O	M	M	O	N
U	A	G	M	O	D	E	R	N	C	U	P	T	O	K
D	N	F	D	D	A	L	O	I	F	G	Z	U	D	T
U	D	O	T	T	M	N	M	A	B	D	Y	S	C	G
S	N	P	I	X	A	D	G	D	M	L	N	E	O	U
C	E	V	N	A	G	C	U	S	O	O	T	L	N	L
P	W	A	C	I	E	O	U	T	D	A	T	E	D	A
X	O	M	F	B	D	L	V	Z	A	F	C	S	I	C
U	P	T	G	M	H	F	A	N	C	Y	U	S	T	U
S	P	E	C	I	A	L	E	N	K	D	S	M	I	C
E	C	R	D	R	A	H	C	I	U	B	P	G	O	V
D	B	T	O	D	U	M	F	L	P	L	A	I	N	I

brand new
common
damaged
fancy
in good
condition
modern
outdated
plain
special
useless
useful
used

B Complete the sentences with the words and phrases in the box.

brand new in good condition outdated special useless

- My comic books might be worth a lot of money some day, so I keep them in a _____ box.
- This sweater is _____. I just bought it yesterday.
- I need a new phone. Mine is really _____.
- Why do you want a new bike? Your old one is still _____.
- I need to recycle this broken printer. It's _____ to me.

2 Grammar: Present perfect with *ever*, *never*, *for*, and *since*

A Circle *ever*, *never*, *for*, or *since* to complete each sentence.

- I've had this phone **ever** / **never** / **for** / **since** three years.
- Have you known Mike **ever** / **never** / **for** / **since** a long time?
- These old computer games have **ever** / **never** / **for** / **since** worked!
- You haven't been here **ever** / **never** / **for** / **since** last year.
- Have your friends **ever** / **never** / **for** / **since** given you something really special?
- We've ridden the same bikes **ever** / **never** / **for** / **since** years.
- He's lived here **ever** / **never** / **for** / **since** 2021.

- B** Complete the conversations. Use the present perfect forms of the verbs in parentheses (). Use *for* or *since* in the answers.

- 1 **A** How long have you had these shoes? (have)
B I them a long time. (have)
- 2 **A** you ever this guitar? (play)
B Yes, I guitar lessons I was ten years old. (take)
- 3 **A** How long this television damaged? (be)
B It damaged last year. (be)
- 4 **A** you this bike recently? (use)
B No, I it about a year. (use)
- 5 **A** How long your brother this car? (have)
B He it he finished college. (own)



3 Grammar and Vocabulary

- A** Read the ads for used items. Find the words and phrases the sellers use to describe their possessions. Underline the positive words and phrases. Circle the negative ones.

FOR SALE

Used modern bike great for folding and carrying with you. In good condition! The seat is slightly damaged.

Call 213-555-8742 for more details.



FOR SALE



Fancy electric guitar from the 1970s. It's my dad's, but he doesn't play anymore. It's useless to me! Email hendrix@mail.org for more details.

FOR SALE

Special comic books from the 1970s, '80s and '90s. Many different types still in their original packaging!



Email collector@mail.org for more details.

- B** Write questions for the sellers in the present perfect. Use the information in parentheses to help you.

- | | |
|---|--|
| 1 How many years have you had the bike?
(how many years / you / have the bike) | 2 <u> </u>
(you / ever / change the wheels) |
| 3 <u> </u>
(how long / have / the comic books) | 4 <u> </u>
(ever / open them) |
| 5 <u> </u>
(ever / change the guitar strings) | 6 <u> </u>
(your dad / ever / play the guitar) |

- C** Imagine you're the sellers. Write answers to the questions from exercise 3A. Use *never*, *for*, or *since* and your own ideas.

- 1 I've had the bike since 2020.
 2
 3
 4
 5
 6

1 Vocabulary: Tech features

A Match the two parts of the sentences to complete the definitions.

- | | |
|---|--|
| 1 A device is _____ | a you make it ready to use. |
| 2 If you delete something, _____ | b you match the two things so they have the same information. |
| 3 A folder is _____ | c you erase or remove it. |
| 4 Your home screen is _____ | d one type of that thing, such as a phone or a car. |
| 5 A model of something is _____ | e it functions well, or it is successful. |
| 6 If you set something up , _____ | f the screen you see when you start using your phone or computer. |
| 7 The storage on a computer is _____ | g an object or machine for a special job. |
| 8 If you sync a phone to a computer, _____ | h you use it for the first time to see what it is like. |
| 9 If you try something, _____ | i a place on a computer or phone where you organize files and apps. |
| 10 If something works , _____ | j the space where a computer saves everything, including photos, music, and apps. |

2 Grammar: Present perfect with *already* and *yet*

A Complete the conversation with *already* or *yet*.

- A** Have you set up your new phone ¹ _____ *yet* _____ ?
- B** Yes, and I've ² _____ downloaded my favorite apps. I love it!
- A** That's great! Do you know how to sync a new laptop with an old phone?
- B** I think so! Have you ³ _____ bought your new laptop?
- A** Yes, I have, but I haven't set it up ⁴ _____. I just asked Lee to help, but he hasn't responded to my message ⁵ _____.
- B** Don't worry. I've ⁶ _____ done it with my laptop. Let's see ...

B Find one mistake in each sentence. Then rewrite the sentence correctly.

- 1 She's taken already that computer class.

- 2 Have yet you used your new laptop?

- 3 We haven't seen the new model already.

- 4 He's set up already his phone.

- 5 I've downloaded that app yet, but I'm going to later.

3 Grammar and Vocabulary

- A** Read José's and Hana's to-do lists. What things have they finished? What do they still have to do? Write sentences using the present perfect with *already* or *yet*.

< Notes
↶
↗
⋮
Done

José's To-Do List

- ☒ set up my new phone
- ☐ sync all my devices
- ☒ delete folders on my home screen
- ☒ try my new apps
- ☐ buy more storage for my computer

< Notes
↶
↗
⋮
Done

Hana's To-Do List

- ☒ set up my new phone
- ☐ sync all my devices
- ☒ delete folders on my home screen
- ☐ change the photo on my home screen
- ☒ delete old emails

1 They've already set up their new phones.

2 They _____

3 They _____

4 José _____

5 Hana _____

6 José _____

7 Hana _____

- B** Write your to-do list from yesterday. Check (✓) two things you've already done. Leave one thing you haven't done yet.

< Notes
↶
↗
⋮
Done

My To-Do List

- ☐ _____
- ☐ _____
- ☐ _____



- C** Write sentences about your notes in exercise 3B. Use *already* and *yet*.

1 _____

2 _____

3 _____

1 Functional language: Introducing new topics, changing the subject, and staying on track

A Complete the conversation with the correct words and phrases.

anyway by the way guess what oh, before I forget ~~you know~~

A Hi, Aylin. What are you up to?

B Hi, Heather. Funny you should ask. ¹ You know how much I've always loved clothes, right?

A Yes, I know. I've never seen a closet like yours!

B ² _____! I'm selling most of it. Actually, I've already sold a lot.

A Really? What happened?

B I started reading about how much the fashion industry damages the environment. I had no idea!

A Yeah, making clothes uses a lot of water and energy.

B It's horrible! ³ _____, I had so many clothes that were brand new! I think I liked buying them more than wearing them.

A A lot of people have shopping problems! ⁴ _____, where are you selling your clothes?

B There's a great app for secondhand clothes. Let me show you. ⁵ _____, I still have that red jacket you've always liked. I've only worn it twice. Would you like to come over and try it on?

A Sure!

2 Real-world strategy: Using short questions to show interest

A Put the conversation in the correct order.

A I went to Catalina Island last week with my brother. _____ 1

B There are? I didn't know that. _____

B It does? That's fast! So, did you have fun? _____

A We did a lot of water sports, but I wanted to see the bison. _____
There are about 150 bison there!

A We took a ferry from Los Angeles. It only takes an hour! _____

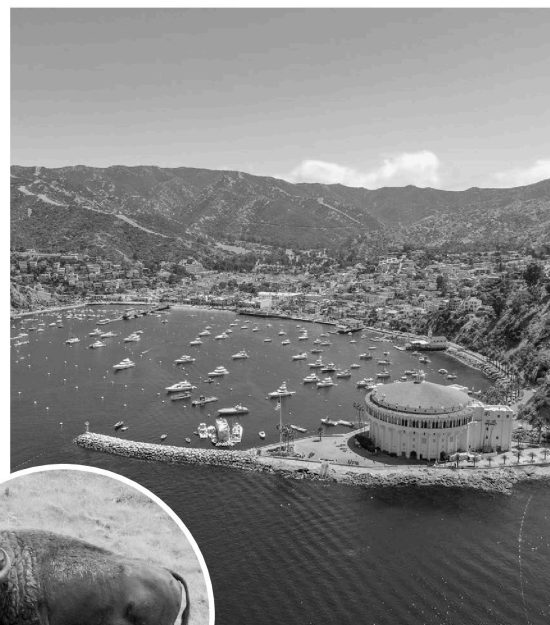
B It was? What did you do? _____

B You did? How did you get there? _____

A Filmmakers brought the bison for a movie, and they left them there when they left. _____

B They did? That's crazy! I'd like to see them, too. _____

A Yeah, we had a great time, but the trip was too short. _____



3 Functional language and Real-world strategy

A Find and correct three errors in each conversation.

Conversation 1

A You know I collect old toy cars, right?

B You did? I didn't know that.

A Yeah, I do, and guess where! I found a box full of toy cars in my uncle's garage!

B You were? Wow, that's great!

A I know, and they're in really good condition, too.

Conversation 2

A My roommate and I cleaned our apartment last weekend, and we gave away a bunch of stuff.

B You are? What did you give away?

A Mostly clothes and books. By the way, I found your sweater. You left it at my house.

B I was? When did I leave it there?

A I think you left it last week. I can bring it to class tomorrow.

B Thanks.

B Complete the conversation with your own ideas. Use phrases to introduce new topics, change the subject, and stay on track. Include short questions to show interest.

A So, you know I like to go to garage sales.

B Yeah, you always find a lot of really cool old stuff.

A That's right. Well, ¹ _____!
I found ² _____ yesterday!

B ³ _____? Where did you find it?

A It was ⁴ _____.

B ⁵ _____? How much did you pay for it?

A Kind of a lot. The guy wanted
⁶ _____ for it.

B Wow! How much do you think it's actually worth?

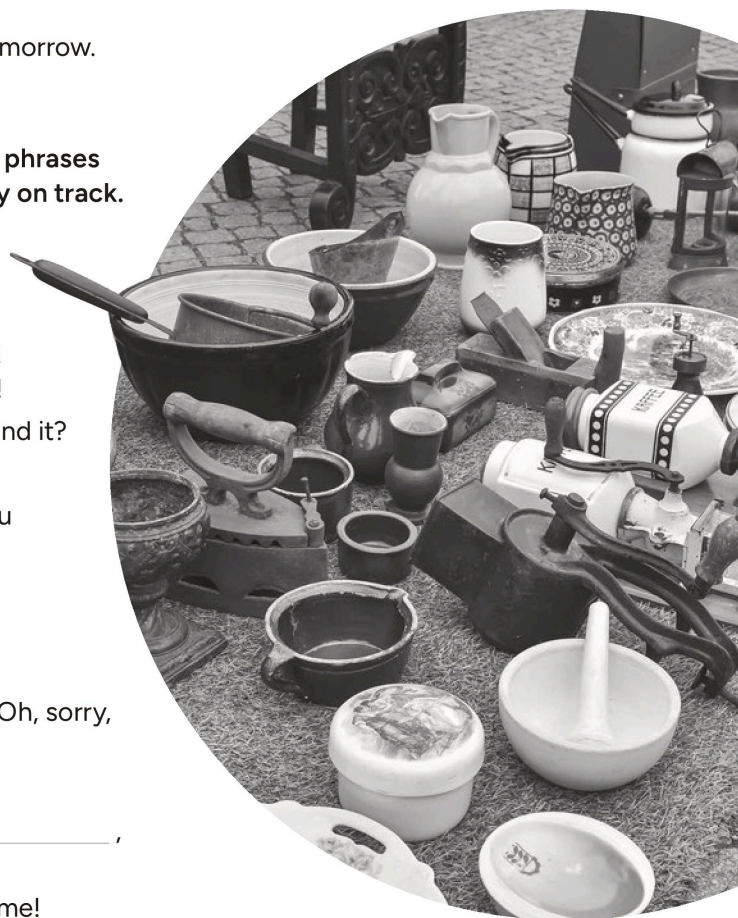
A It's worth about ⁷ _____! Oh, sorry,
my phone is ringing.

B That's OK.

A Hmm ... It's a wrong number. ⁸ _____,
isn't that amazing?

B Yeah, it is. By the way, I want to go with you next time!

A Of course! Why don't you come with me on Sunday?



1 Listening

A **2.01** Listen for detail Listen to the conversation. Read each statement and write true (T) or false (F).

- 1 James is at Kevin's house. _____
- 2 Kevin's dad collected a lot of different things. _____
- 3 Kevin's dad wants Kevin to organize everything and give it away. _____
- 4 James can help Kevin because he isn't busy today. _____
- 5 James agrees that Kevin should give everything away. _____

B **2.01** Listen to the conversation again. Circle the correct answers.

- 1 What did Kevin's dad collect?
 - a coins, stamps, and watches
 - b books, coins, and baseball cards
 - c watches and chairs
- 2 What does Kevin have to do?
 - a sell everything online
 - b put everything in the garage
 - c count everything
- 3 What is worth \$500?
 - a a coin
 - b a book
 - c a baseball card
- 4 How does James find the price?
 - a He looks in a book.
 - b He looks online.
 - c He asks Kevin's dad.

2 Reading

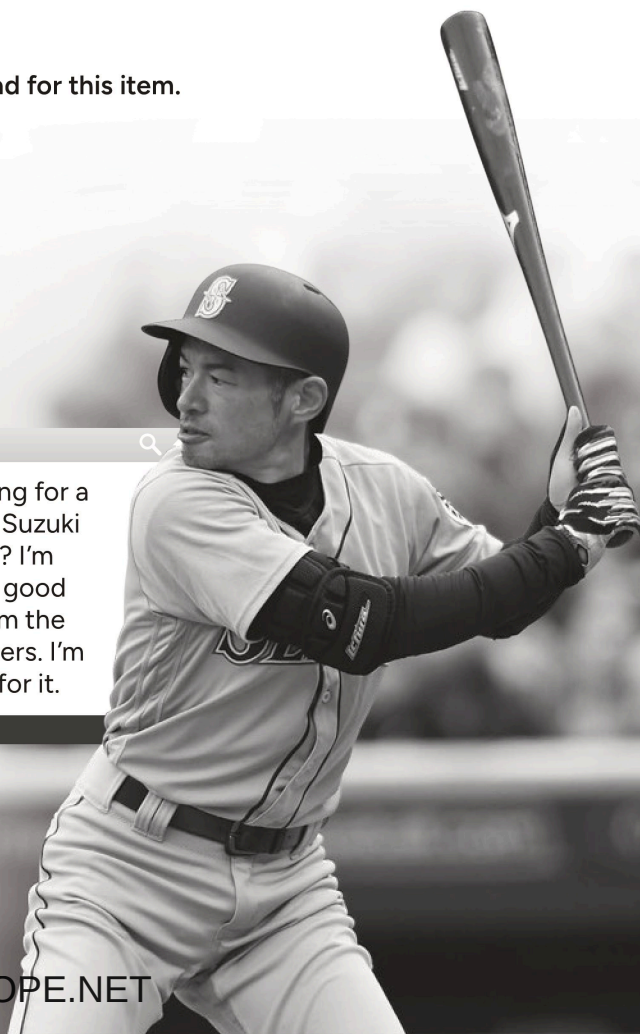
A Read Kevin's notes for his first ad. Then circle the best ad for this item.

baseball card 2001
 Ichiro Suzuki signed on front
 Seattle Mariners \$400
 Good condition

a I'm selling a baseball card. It is in good condition and is signed on the front. Suzuki played for the Seattle Mariners.

b Are you looking for a signed Ichiro Suzuki baseball card? I'm selling one in good condition from the Seattle Mariners. I'm asking \$400 for it.

c This Ichiro Suzuki baseball card is in good condition. It is from 2001 and has Suzuki's signature on the front. \$400



3 Writing

- A** Think of something that you want to sell. What does the item look like? Make notes and suggest a price.

Condition: _____

Age: _____

Color: _____

Other: _____

Price: _____

- B** Use the information from exercise 3A to write an ad for your item. Use *one* and *ones* to avoid repetition.

This image shows a single sheet of white paper with horizontal ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Check and review

Read the statements. Can you do these things?

Unit 2

Mark the boxes. ☒ I can do it. ☐ I am not sure. I can ...		If you are not sure, go back to these pages in the Student's Book.
Vocabulary	☐ describe possessions.	page 12
	☐ talk about tech features.	page 14
Grammar	☐ use the present perfect with <i>ever</i> , <i>never</i> , <i>for</i> , and <i>since</i> .	page 13
	☐ use the present perfect with <i>already</i> and <i>yet</i> .	page 15
Functional language	☐ introduce new topics, change the subject, and stay on track.	page 16
	☐ use short questions to show interest.	page 17
Skills	☐ write an ad for something I want to sell.	page 19
	☐ use <i>one</i> and <i>ones</i> to avoid repetition.	page 19

3.1

Ins and outs

1 Vocabulary: City features

A Look at the photos and check (✓) the things you see.



- 1 ☐ bridge, hostel, tunnel
☒ bridge, ferry, highway
☐ parking lot, sidewalk



- 2 ☐ clinic, hostel, sculpture
☐ fire station, sculpture, tunnel
☐ monument, sculpture



- 3 ☐ fire station, parking lot
☐ ferry, sculpture
☐ fire station, sidewalk



- 4 ☐ clinic, parking lot
☐ sidewalk, hostel, tunnel
☐ parking lot, tunnel



- 5 ☐ monument, tunnel
☐ embassy
☐ hostel, sidewalk



- 6 ☐ highway, hostel
☐ bridge, parking lot, tunnel
☐ highway, tunnel

2 Grammar: Articles

A Match each sentence with the correct rule.

- | | |
|---------------------------------|--|
| 1 He's at the airport. _____ | a Don't use an article when you talk about something in general. |
| 2 I don't like milk. _____ | b Use a/an to talk about singular nouns. |
| 3 My brother is a doctor. _____ | c Use the with ordinal numbers and superlative adjectives. |
| 4 She's the best athlete. _____ | d Use the with something your listener already knows about. |

B Complete the sentences with the words and phrases in the box. Add *a*, *an*, or *the* where necessary.

bank grocery store Madrid Pine Street tallest building trains

- | | |
|---|--|
| 1 I live in _____, but I didn't grow up in the city. | 4 I think my friend lives on _____. |
| 2 Is there _____ near here? I need to get some money. | 5 That's _____ in town – it has 40 floors. |
| 3 Buses are slower than _____. | 6 Can you please get some milk at _____? |

C Circle *a, an, the, or Ø* (no article).

- 1 We saw a / **an** / **the** / **Ø** beautiful monument today. I don't know what it's called.
- 2 I think **a** / **an** / **the** / **Ø** Tokyo is the most exciting city in the world.
- 3 I'm looking for **a** / **an** / **the** / **Ø** apartment downtown.
- 4 We're not far from **a** / **an** / **the** / **Ø** hotel. You can go get a jacket from your room.
- 5 Close **a** / **an** / **the** / **Ø** door. It's cold.
- 6 **A** / **An** / **The** / **Ø** first train leaves at five in the morning.
- 7 **A** / **An** / **The** / **Ø** best shopping is on **a** / **an** / **the** / **Ø** Fifth Avenue.
- 8 Have you ever been to **a** / **an** / **the** / **Ø** Balboa Park in **a** / **an** / **the** / **Ø** California?

3 Grammar and Vocabulary

A Complete each question with a noun or noun phrase in the box and the correct article (or no article).

bridges clinic hostels monuments most beautiful sculpture parking lot

- 1 What is _____ in your city? Where is it? Who is the artist?
- 2 If you're sick, is there _____ nearby that you can go to?
- 3 Are there any _____ or cheap hotels for travelers in your city?
- 4 Are there any _____ in town? Are they for driving or for walking?
- 5 Where can we leave our car? Is there _____ by the restaurant?
- 6 Does your city have any _____ or other landmarks? What are they for?

B Now answer the questions in exercise 3A about your city.

- 1 _____

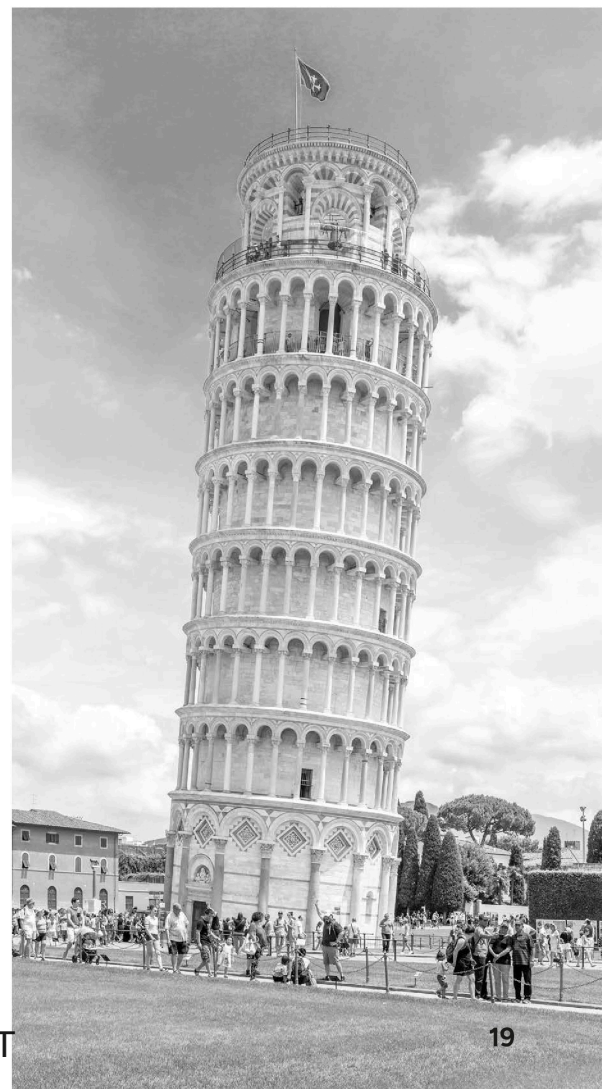
- 2 _____

- 3 _____

- 4 _____

- 5 _____

- 6 _____



1 Vocabulary: Transportation

A Unscramble the letters to make words related to public transportation.

1 arfe _____
 2 lein _____
 3 oobk _____
 4 otuer _____
 5 recdit _____

6 rrviea _____
 7 maltinre _____
 8 duchslee _____
 9 tpreda _____
 10 otnrreesavi _____

B Complete the words in the ad. You will use one word two times.



Have you tried the Airport Train?



¹**Book** _____ your train tickets to the city with the Airport Train!
 It has ²**d** _____ service to downtown.

- Line A ³**d** _____ from Terminal 4.
- ⁴**L** _____ B leaves from Terminal 8.
- Both A and B ⁵**a** _____ at Central Plaza in only 45 minutes.
- They're the fastest and cheapest ⁶**r** _____ to the city!
- ⁷**F** _____ : \$8.95
- Same-day ⁸**r** _____ only. You can't buy a ticket for a different day.
- Please see the ⁹**s** _____ on our website for exact times.

You can find Airport Train ticket machines in all airport ¹⁰**t** _____ .
 See you on the train!

2 Grammar: Modals for advice

A Put the conversation in the correct order.

- A** How do you pay for it? _____
B You don't need to book them. _____
 The bus is always available.
A Would you take a taxi to the city? 1 _____
A OK. Thanks. _____
B I'd take the airport express bus. _____
A Which bus would you take? _____
B No, I wouldn't. I'd take a bus. _____
A How can we book our tickets? _____
B You can use your credit card or _____
 phone on the bus. It's easy!



- B** Complete the conversations with modals for advice and the verbs in parentheses ().
Different answers are possible.

- 1 **A** You ¹ could take a bus. (take)
B Which bus ² _____ I ³ _____ ? (take)
A Well, I usually take the cross-town express bus.
- 2 **A** You ⁴ _____ by ferry. (go)
B OK. How ⁵ _____ I ⁶ _____ my ticket? (book)
A Just buy a ticket at the terminal.
- 3 **A** You and your friend ⁷ _____ to the airport too late. (not / get)
B When ⁸ _____ we ⁹ _____ ? (leave)
A At least three hours before your flight.
- 4 **A** Which train ¹⁰ _____ we ¹¹ _____ to the park? (take)
B You ¹² _____ to the park. It's not far. (walk)

3 Grammar and Vocabulary

- A** Complete the instructions with words in the box and modals for advice.

arrives direct fare line schedule terminal

< Inbox

To Alex Kim

From Juan Santos

Subject How to get to my place

Hey, Alex!

I'm so excited for your trip here! You're going to love this city. I know it's your first time flying, so here are some tips:

First, you ¹ _____ book a ² _____ flight so you don't have to stop anywhere on the way. I ³ _____ get a flight that ⁴ _____ early because I have to work until 5:00 p.m. You ⁵ _____ take a taxi here, but I ⁶ _____ take the train. A train ticket is much cheaper than a taxi ⁷ _____. You can get to the train station from any ⁸ _____ in the airport. You ⁹ _____ take the L, M, or N ¹⁰ _____. You ¹¹ _____ check the train ¹² _____ to see what time the trains leave and pick the best one. You ¹³ _____ get off the train at the 9th Street or 10th Street station. My apartment is between the two stations.

Let me know when you've bought your ticket.

Talk soon,

Juan

1 Functional language: Asking for and giving directions

A Match the sentence halves.

- | | | |
|---------------------------|-------|-----------------------------|
| 1 Can you tell me how | _____ | a meeting room 22 is on? |
| 2 Which way | _____ | b the first hallway. |
| 3 Do you know which floor | _____ | c to get to the elevator? |
| 4 How do I | _____ | d in the lobby. |
| 5 It's on | _____ | e is on your right. |
| 6 Go down | _____ | f get to the main entrance? |
| 7 Room 332 | _____ | g is room 332? |
| 8 It's downstairs | _____ | h the second floor. |

2 Real-world strategy: Repeating details to show you understand

A Complete the conversations. Repeat details to show you understand.

- 1 A Where's the closest restroom?
B _____ ? It's down the hall on your right.
- 2 A Excuse me. Can you tell me how to get to the train station downtown?
B _____ ? Sure, just go down Stark Avenue, and it's on the left.
- 3 A I'm really hungry. Where's the cafeteria?
B _____ ? It's in building B.
- 4 A Which way is the library?
B _____ ? It's upstairs on the third floor.
- 5 A Do you know which floor Dr. McCarthy's office is on?
B _____ ? It's upstairs on the fourth floor.



3 Functional language and Real-world strategy

- A** Imagine you work at your favorite restaurant or café. Complete the customers' questions using the phrases in the box. Then repeat the details to show you understand and give answers.

do I get to way is the you tell me where

Conversation 1

A Excuse me, which ¹ _____ nearest ATM?

B ² _____ ? Just go out the front door and ³ _____.
But did you know you can pay with a credit card here?

A You can? That's great. Thank you.

Conversation 2

A Excuse me, how ⁴ _____ the bathroom?

B ⁵ _____ ? It's ⁶ _____. Do you see the sign that says "restrooms"?

A The sign that says "restrooms" ... Yes, I see it. Thank you!

Conversation 3

A Sorry, I'd like to hang up my jacket. Can ⁷ _____ the coat closet is?

B ⁸ _____ ? It's ⁹ _____. Wow, it's really raining out there! Would you like me to take your umbrella, too?

A My umbrella? Sure, that would be great. Thank you.

- B** Complete the questions about your home. Use the phrases in the box and the instructions in parentheses (). The phrases will be used more than once. Then answer the questions so they are true for you. Repeat details to show you understand.

Can you tell me how to get to How do I get to Which way is

1 **A** _____
the kitchen? (from your living room)

B _____

2 **A** _____
the front door? (from your living room)

B _____

3 **A** _____
the bathroom? (from your kitchen)

B _____

4 **A** _____
the bedroom? (from the bathroom)

B _____

5 **A** _____
the living room? (from the bedroom)

B _____



1 Reading

A **Read for detail** Read the ad. Then answer the questions.

The 25th Annual Cross-City 10K Race is happening on May 27 – join the race or volunteer!

› Run

The race route will take runners through the whole city. The race starts at the ferry terminal and ends at the soccer field in Miller Park. Sign up for the race online. The deadline to sign up is May 15. Click [here](#) to sign up.

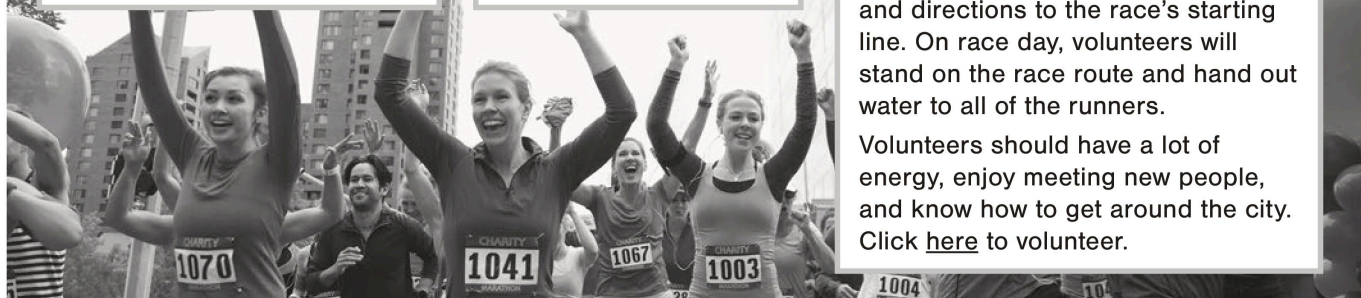
› Watch

Stand along the race route and cheer the runners on. After the race, stay and enjoy free food and drinks and a concert in the park. Click [here](#) to see the concert schedule.

› Volunteer

Several of our runners are coming from out of town. A couple of days before the race, we need volunteers to meet them at the airport or the train station and tell them which buses or trains to take to get to their hotels. These volunteers will also give runners race information, schedules, and directions to the race's starting line. On race day, volunteers will stand on the race route and hand out water to all of the runners.

Volunteers should have a lot of energy, enjoy meeting new people, and know how to get around the city. Click [here](#) to volunteer.



- 1 What is the ad about?

- 2 What are three things that volunteers will have to do?

- 3 What three characteristics should volunteers have?

2 Listening

A **3.01** Listen to the conversation. **Circle** the correct answers to the questions.

- 1 What does Anna want to do?
 - a run
 - b volunteer
- 2 What does Robin want to do?
 - a run
 - b volunteer
- 3 Why does Anna know the city well?
 - a She's lived there for a long time.
 - b She goes to school in the city.
- 4 Why doesn't Robin know the city well?
 - a She doesn't go out very much.
 - b She moved there a few months ago.
- 5 Has Robin ever run in a race?
 - a yes
 - b no

3 Writing

- A** Imagine you want to be a volunteer for the race in exercise 1A. Complete the application. Then check your punctuation and grammar.

1 Why do you want to be a volunteer?

2 Have you ever volunteered for anything before?

3 Why do you think you would be a good volunteer?

4 Do you like meeting new people? Why or why not?

5 Do you know the city well? Write directions from one place in the city to another place.

Check and review

Read the statements. Can you do these things?

Unit 3

Mark the boxes. ☒ I can do it. ☐ I am not sure.

I can ...

If you are not sure, go back to these pages in the Student's Book.

Vocabulary

- ☐ identify different features in my city.
☐ talk about traveling and transportation.

page 22
page 24

Grammar

- ☐ use articles correctly.
☐ use modals to give advice.

page 23
page 25

Functional language

- ☐ ask for and give directions.
☐ repeat details to show I understand.

page 26
page 27

Skills

- ☐ complete an application.
☐ check my own writing for accuracy and correct use of grammar and punctuation.

page 29
page 29

1 Vocabulary: Describing opinions and reactions

A Complete the conversation with the words in the box. Add the correct ending.

amuse	annoy	disappoint	embarrass
fascinate	frighten	shock	surprise

Max Hi, Kim! You look happy this morning.

Kim My boss just told me to take Monday off! I'm ¹ shocked !
I worked really late last night, but I didn't expect that.

Max You had to work really late on a Friday night? That's ² _____ !

Jose Wow! That's great you have Monday off! I was ³ _____ by
my boss this week, too. She attended a meeting on Monday dressed as
a shark! Everyone started laughing when she walked in – it was very
⁴ _____ !

Kim I'm really scared of sharks! They're ⁵ _____ !

Jose Yes, but this was not scary. People were laughing at her! I would be so ⁶ _____ !
But my boss didn't care. She said we need to be braver and more confident like sharks.
We need to sell more to customers. She told us interesting facts about sharks, too.
They're ⁷ _____ animals!

Max That sounds like a fun meeting! Unfortunately, my week was ⁸ _____. I didn't get
enough sales at work. Maybe I should go to one of your shark meetings!



2 Grammar: *be going to* and *will* for predictions

A Put the words in the correct order to write predictions.

1 get / work / He / won't / to / time / on / .

He won't get to work on time.

2 she's / going / us / think / to / I / don't / with / come / .

3 to / great / going / We're / time / have / a / .

4 well / this / I'll / do / school / year / in / .

5 and / late / Mark / dinner / I / be / for / will / .

6 like / idea / He's / to / this / going / not / .

B Correct the mistake in each sentence.

I'm going to

- 1 It's raining and I didn't bring my umbrella so I ~~will~~ get wet.
- 2 I think it is sunny tomorrow.
- 3 Their English are going to improve quickly.
- 4 I think she learn a lot when she starts working at this company.
- 5 I don't feel well and I'll be sick.
- 6 Next year, we going to travel to Asia.

3 Grammar and Vocabulary

A Complete the predictions with the correct form of the phrases in parentheses () and the words in the box.

amused annoyed disappointed frightened surprising

- 1 My son is scared of storms, and it is going to thunder tonight. (be going to / thunder)
I hope he doesn't feel too _____.
- 2 My mom _____ this funny animal video. (will / love) She'll be so _____ !
- 3 Do you think your friends _____ really sad you can't go to the show? (be going to / be) I hope they aren't too _____.
- 4 My phone says the bus _____ 15 minutes late this morning. (will / arrive) I'm so _____ !
- 5 I don't think my boss _____ anything about my new hair color. (will / say)
Things like that aren't usually very _____ to her.

B Complete the predictions with your own ideas. Use *will* or *be going to*.

- 1 My parents are going to be surprised when I come home for my mother's birthday.
- 2 My _____ annoyed when _____.
- 3 I don't think my _____ shocked when _____.
- 4 It _____ frightening when _____.
- 5 I think it _____ disappointing when _____.
- 6 It _____ amusing when _____.



1 Vocabulary: Making decisions and plans

A Match the sentence halves to complete your friends' list for their trip next month.

- | | |
|--|---|
| ☐ 1 Arrange a <u> e </u> | a bring copies of our passports. |
| ☐ 2 Think about which _____ | b transportation options to the hotel. |
| ☐ 3 Don't forget to _____ | c museums we want to visit. |
| ☐ 4 Look into different _____ | d know our trip details. |
| ☐ 5 Deal with _____ | e guided tour of the city. |
| ☐ 6 Let family members _____ | f the hotel reservation. |

B It's the day before your friends' trip. Complete the sentences on their most recent list.

check get meet up remind

- ☐ 1 Check the bus schedule to get to the hotel.
- ☐ 2 _____ Alex that he's taking us to the airport tomorrow.
- ☐ 3 _____ in touch with the tour company to confirm the city tour.
- ☐ 4 _____ for coffee in front of Alex's house tomorrow at 11 a.m.

2 Grammar: *will* for sudden decisions; present continuous for future plans

A Choose the correct verb form to complete each question. Then answer the questions.

- 1 **A** What **will you do** / **(are you doing)** this weekend?
B I'm driving to the beach with my family.
- 2 **A** **Will you leave** / **Are you leaving** for the airport this afternoon?
B _____
- 3 **A** Someone is at the door. **Will you see** / **Are you seeing** who it is?
B _____
- 4 **A** **Will you take** / **Are you taking** a vacation in December?
B _____
- 5 **A** It's too late for your parents to call now. **Will they call** / **Are they calling** tomorrow?
B _____
- 6 **A** I don't want to cook tonight. **Will you buy** / **Are you buying** something for dinner on your way home?
B _____
- 7 **A** It's the twins' birthday on Friday. **Will they have** / **Are they having** a dinner party?
B _____

3 Grammar and Vocabulary

A Write answers to the questions with *will* or *be going to*, the words in parentheses (), and your own ideas. Write four sentences with *will* and four sentences with the present continuous.

1 **A** What are you doing this weekend?

B (meet up) I'm meeting up with John to play basketball in the park on Saturday.

2 **A** Are we getting close to your cousin's house?

B (check) _____

3 **A** I think we're going to be about twenty minutes late. Erica might be worried.

B (let Erica know) _____

4 **A** Have you talked to Leo lately?

B (meet up with) _____

5 **A** Have you made hotel reservations yet?

B (deal with) _____

6 **A** I hope I don't forget to pack my phone charger.

B (remind) _____

7 **A** When can I talk to your boss about a job?

B (arrange) _____

8 **A** Do you want to go to the movies Friday night?

B (think about) _____

9 **A** Do you know where you're going for your vacation?

B (look into) _____



1 Functional language: Offering and responding to reassurance

A Complete the conversations with the sentences in the box.

I hope so.
I really appreciate it.
There's no need to worry.
He'll be fine.
Thanks, but I feel so bad.
~~It's no problem.~~
Don't worry about the dinner.



Conversation 1

A I'm so sorry that I broke your coffee mug.

B ¹ It's no problem. I didn't really like that mug, anyway.

A ² _____

B It's OK. These things happen sometimes.

Conversation 2

A I'm so worried.

B ³ _____

A But it looked like Alan really hurt himself.

B ⁴ _____ The doctors will take good care of him.

A ⁵ _____

Conversation 3

A I'm so sorry I couldn't come to your dinner party last night.

B ⁶ _____ I'm just glad you're feeling better today!

A Me, too! You know, everyone said your dinner was delicious! You're a great cook, Carter.

B Thanks, ⁷ _____

2 Real-world strategy: Using *at least* to point out the good side of a situation

A Match the sentences.

1 I have to work late on Friday.

 b

a At least we can work inside where it's warm.

2 I didn't get the job.

b At least you have the weekend off.

3 It's so cold today.

c At least you're not hurt.

4 I didn't do well on my English test.

d At least you can take the test again.

5 My bike broke down on the way to work.

e At least you have two more job interviews this week.

3 Functional language and Real-world strategy

- A** Write a response to each statement with a sentence in the box. You can use the sentences more than once. Then write another response with *at least*. Add your own ideas.

It'll be fine.

Don't worry about it.

These things happen sometimes.

There's no need to worry.

- 1 **A** I need to save money, so I'm going to bring lunch from home.

B It'll be fine. You'll probably eat healthier food, too.

C At least you'll learn how to cook.

- 2 **A** We're late for our 6:00 class at the gym.

B _____

C _____

- 3 **A** Oh no! My phone is almost dead, and I don't have my charger.

B _____

C _____

- 4 **A** I forgot to invite Michael to my party. I think I hurt his feelings.

B _____

C _____

- 5 **A** I left your sweater on the bus! I'm sorry!

B _____

C _____

- 6 **A** My phone is really slow. I think I use too many apps.

B _____

C _____

- 7 **A** I lost my house keys.

B _____

C _____



1 Listening

A  **4.01 Listen for main ideas** Listen to the conversation and check (✓) the five ideas that Sam and David discuss. Underline the idea that they agree on.

- | | |
|--|--|
| ☐ a party at Alex's house | ☐ a party at the community center |
| ☐ dinner at David's house | ☐ a concert |
| ☐ a basketball game | ☐ dinner at a restaurant |
| ☐ a day at the beach | ☐ a party at the park |

B  **4.01 Listen for detail** Listen again and write the reasons they say "no" to four of the ideas and "yes" to one idea.

- 1 First idea: _____
- 2 Second idea: _____
- 3 Third idea: _____
- 4 Fourth idea: _____
- 5 Fifth idea: _____

2 Reading

A Read the invitation. Then answer the questions.

You're invited!

Mateo's Going Away Party
On June 2nd at the Community Center
From noon to 5:00 p.m.

Mateo is moving to Costa Rica next month! Come and celebrate with us! To start, some of us are going to meet there at 9:00 a.m. Please let us know if you can help. We're going to set up the music and a video. At the same time, we're going to make posters and blow up balloons. After that, we're all going to hide so we can yell "Surprise!" when Mateo arrives. (He thinks he's coming to help Sam clean the floors. 😊)

We're planning to barbecue hamburgers. Please bring something to share. We need salads, desserts, and drinks. There's a pool, so be ready to swim!

We hope you can come! Remember – this is a surprise, so don't tell Mateo!

David and Sam

Click to reply: Yes, I'll be there. No, I won't be there. Maybe.

- 1 Where and when is the party? _____
- 2 Why are they having a party? _____
- 3 What three things do David and Sam want people to do?
 - Bring _____
 - Help _____
 - Don't _____

3 Writing

A Imagine that you are going to have a surprise party for a friend's birthday. Complete the email invitation.

You're invited!

_____ 's Birthday Party

On _____ at _____

From _____ to _____

Come and celebrate with us!

To start, some of us are going to meet at _____

to get ready. Please let us know if you can help.

We're going to _____. At the same time,

we're going to _____.

After that, we're all going to _____.

We're planning to _____, and we'd like you

all to bring _____.

We hope you can come! Remember – this is a surprise, so don't

tell _____!

See you there,

Check and review

Read the statements. Can you do these things?

Unit
4

Mark the boxes. ☒ I can do it. ☐ I am not sure.		If you are not sure, go back to these pages in the Student's Book.
I can ...		
Vocabulary	☐ use adjectives to describe opinions and reactions.	page 34
	☐ use verbs and verb phrases for decisions and plans.	page 36
Grammar	☐ use <i>be going to</i> and <i>will</i> for predictions.	page 35
	☐ use <i>will</i> for sudden decisions and present continuous for future plans.	page 37
Functional language	☐ offer and respond to reassurance.	page 38
	☐ use <i>at least</i> to point out the good side of a situation.	page 39
Skills	☐ write an email describing plans for an event.	page 41
	☐ use linking words to show the order of events.	page 41

5.1

Lost ... and then found

1 Vocabulary: Losing and finding things

A Circle the correct words to complete the story.

Can you imagine losing something and it ¹**appearing** / **disappearing** a quarter of a century later? April Bolt can. In 1992, April ²**left her purse behind** / **got her purse back** on a boat on South Carolina's Lake Hartwell. Before she could go back for it, it ³**appeared** / **disappeared**. Maybe it ⁴**fell off** / **dropped** the boat. Or maybe someone picked it up and ⁵**fell off** / **dropped** it in the lake. She ⁶**searched for** / **located** it, but she never found it. But all that changed in 2017! While 11-year-old Brodie Brooks was fishing on Lake Hartwell with his family, he ⁷**discovered** / **searched for** a purse. When Brodie opened the purse and found the owner's driver's license, his relative Ben Myers recognized the woman in the photo. It was April Bolt – a family friend! He ⁸**returned** / **located** April and ⁹**left behind** / **returned** her purse to her. April was shocked that someone found it, but she was happy to finally ¹⁰**get it back** / **leave it behind**.



2 Grammar: Simple past

A Write the affirmative simple past form of each verb. Then use the past forms to write sentences that are true for you.

	Present	Past	
1	know	knew	My friend knew that I dropped his phone.
2	leave		
3	find		
4	take		
5	cry		
6	buy		
7	go		
8	get		

B Find the mistake in each sentence. Then write the correct sentence.

- | | | |
|---|---------------------------------------|----------------------|
| 1 | How did you lost it? | How did you lose it? |
| 2 | I find your sunglasses yesterday. | |
| 3 | Did you left them behind somewhere? | |
| 4 | Did he gets his phone back? | |
| 5 | Someone taked my wallet this morning. | |
| 6 | Did you tried to find it? | |
| 7 | I don't looked for it at school. | |
| 8 | You drop it under your car yesterday? | |

3 Grammar and Vocabulary

- A** A friend has returned from a family vacation in the mountains. Write questions in the simple past to ask your friend about their trip. Use the ideas in the chart. Add two nouns to the chart. Use your imagination!

Question words	Verbs	Nouns
who	discover	animal
what	drop	backpack
where	locate	keys
when	return	phone
how	search for	wallet
why	fall off	your ideas:
did	get back	_____

1 Did you discover anything cool in the mountains?

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

- B** Answer the questions from exercise 3A. Include two negative statements.

1 Yes, I did. I found an old backpack. Maybe it fell off someone's bike!

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____



1 Vocabulary: Needing and giving help

A Complete each story with the words and phrases in the box.

broke down	felt sorry	figured out	gave a ride	got lost
showed	took care of	warned	was in trouble	were grateful

A My friends and I were driving to a concert in the desert when we saw a woman on the side of the highway. It looked like her car ¹ broke down. We ² _____ for her and stopped to help. No one's phone was working, so we ³ _____ her _____ to a gas station. She ⁴ _____ us her concert ticket – she was going to the same concert! She called a mechanic and ⁵ _____ the problem with her car. Then we all met at the concert and had a great time!

B A family was camping in a forest when their cat ⁶ _____. They looked for the cat for several days. They knew their pet ⁷ _____, but they had to go back home. Two months later, they received a call from a stranger. The cat was alive! A woman found it and ⁸ _____ it. She ⁹ _____ the family that the cat looked sick and tired, but it was safe. They ¹⁰ _____ and thanked the woman. Nobody knew how the cat traveled over 500 miles to find its family!



2 Grammar: Past continuous and simple past

A For each sentence, underline the events that were in progress and circle the interrupting actions. Then complete two more sentences so they are true for you.

- We were getting on the train when I dropped my phone.
- Last night, I heard a loud noise while I was brushing my teeth.
- While I was cooking dinner, my phone rang three times.
- Jack was helping me with my homework when you came over.
- When I saw you, you were getting on a bus.
- While I was _____ last week, _____.
- _____ yesterday when _____.

B Use the words to make sentences with one event in progress and one interrupting action.

- 1 in progress: I / read _____ interrupting action: Nasir / send me a message
_____ I was reading _____ when _____ Nasir sent me a message _____ .
- 2 in progress: we / watch TV _____ interrupting action: lights / go out
While _____ ,
_____ .
- 3 interrupting action: I / fall _____ in progress: I / run for the train
_____ while
_____ .
- 4 in progress: I / have a coffee in the airport lounge _____ interrupting action: I / see an old friend
_____ when
_____ .
- 5 in progress: I / write a message _____ interrupting action: I / miss the bus
While _____ ,
_____ .
- 6 in progress: we / walk home _____ interrupting action: the storm / start
While _____ ,
_____ .

3 Grammar and Vocabulary

A Circle the correct phrases to complete the conversations.

- 1 **A** I **was sleeping** / **slept** on the train when someone **woke me up** / **was waking me up** at the end of the line.
B Wow! I bet you **felt sorry for him** / **were grateful** / **were in trouble**.
- 2 **A** While my nephews **rode** / **were riding** the roller coaster, it **broke** / **was breaking**.
B Oh no, it sounds like they **felt sorry for him** / **were grateful** / **were in trouble**.
- 3 **A** I saw your friend **dropped** / **was dropping** the cake while he **was carrying** / **carried** it to his girlfriend.
B Yeah, we **felt sorry for him** / **were grateful** / **were in trouble**.

B Complete each sentence. In the first blank, write the correct form of a verb in the box. In the second blank, write your own idea. Remember to use the past continuous for events that were in progress when something else happened.

break down figure out get lost give ... a ride ~~take care of~~ warn

- 1 My neighbor went on vacation. I was taking care of his bird when it flew out of the cage .
- 2 Our GPS wasn't working yesterday. We _____ somewhere in Tokyo while we _____ .
- 3 Two different companies offered me a job yesterday. When I _____ what to do, _____ .
- 4 I found out there was going to be a big storm. I _____ all my neighbors about the storm when _____ .
- 5 I really need a new car. My car _____ while I _____ .
- 6 I couldn't find my car keys. My sister _____ me _____ to work when _____ .



1 Functional language: Giving surprising news and reacting with surprise

A Complete the conversation with words and phrases in the box. There are two extra words or phrases.

can't believe real surprise	kidding serious	never guess seriously	not going to true
--------------------------------	--------------------	--------------------------	----------------------

A So, I had a ¹ real surprise this morning when I was getting ready for class.

B What happened?

A Well, I was watching TV, and you'll ² _____ who I saw.

B Who?

A It was Eduardo from our math class last year.

B You're ³ _____ ! Why was he on TV?

A He plays the guitar in a band! And they're famous!

B Famous? Are you ⁴ _____ ? I didn't even know he was a musician.

A I didn't know either. And you're ⁵ _____ believe this. He writes all the songs!

B Wow, that's amazing!

A I know. I ⁶ _____ it.

2 Real-world strategy: Repeating words to express surprise

A Circle the repeated words that best express surprise.

1 **A** I'm visiting my cousin in Istanbul this week!

B In Istanbul? / Visiting your cousin?

2 **A** I earned \$500 in tips at work today!

B At work? / \$500?

3 **A** Rosa was horseback riding and fell off the horse!

B Fell off the horse? / Horseback riding?

4 **A** I saw an old friend today for the first time in ten years!

B An old friend? / Ten years?

5 **A** Wow, I walked 12 miles yesterday.

B Twelve miles? / Yesterday?



3 Functional language and Real-world strategy

A Respond to each piece of surprising news. Use an expression for reacting with surprise and repeated words.

1 **A** You'll never guess who I saw when I went to the store today! I saw Adele!

B Adele? Are you serious?

A Yes! I was so amazed that I just stood there. When I tried to take out my phone, she was already walking away.

2 **A** You're not going to believe this. I found a diamond ring in the park while I was running this morning.

B _____

A Yeah, but I think I'm going to take it to the police station.

3 **A** I had a real surprise this morning. Remember the ring I lost last year? I found it in a jar of pickles!

B _____

A Yes, it was so funny.

4 **A** I can't believe it. I had such a hard time this semester, but I got As in all of my classes.

B _____

A Uh-huh, I feel so good about it!

5 **A** You're not going to believe this. Harper lived next door to me when we were kids.

B _____

A Yeah, we were shocked. Our parents remember each other, but we don't!

B Write short conversations about surprising things that happened to you. Include expressions for giving surprising news, expressions for reacting with surprise, and repeated words. You can use the ideas given or your own ideas.

saw someone you knew a long time ago found something valuable won a game or contest

Conversation 1

A _____

B _____

Conversation 2

A _____

B _____

Conversation 3

A _____

B _____

1 Reading

A **Read for detail** Read Anna's story. Then read the statements and check (✓) *True*, *False*, or *Not given*.

When I was young, I was afraid of the dark, so I always slept with a small table lamp on. One night, I couldn't sleep. I got out of bed and went to the kitchen to get a glass of water. When I came back into my room, I stepped on something. As I fell onto the floor, the glass of water flew out of my hand, and the light went out. It was so dark, and I was so scared. I was sure that there was a monster in my room and that I had stepped on its foot! I screamed and screamed. My parents came running into the room to see what was wrong. By then I was crying, and I couldn't really talk. My father turned my bedroom light on, and my mother picked me up off the floor and put me into my bed. After I calmed down, I said that a monster turned my lamp off when I stepped on its foot. Then my father bent over and picked something up. It was a stuffed animal! I tripped on it and accidentally unplugged the lamp as I fell down! We all laughed and laughed about it. Then my parents plugged my lamp back in and cleaned all the water off my floor.

	True	False	Not given
1 The writer was afraid of the dark.	☐	☐	☐
2 She couldn't sleep because she was afraid.	☐	☐	☐
3 When the light went out, she got back into bed.	☐	☐	☐
4 Her parents came in when they heard her screaming.	☐	☐	☐
5 She fell because she stepped on some water.	☐	☐	☐

2 Listening

A  **5.01** Listen to two people discussing the story in exercise 1A. Then answer the questions.

1 What does Karen think of Anna's story?

2 Which of the four Ss does Karen think Anna did not include?

3 How does Karen think Anna should change her story?

4 What did Karen think Anna stepped on in the story?

3 Writing

A Write a short story like the one in exercise 1A. It can be true or you can make it up. Remember the four Ss: *simple; shared experiences; show, don't tell; and surprise.*

[illegible]

Check and review

Read the statements. Can you do these things?

Unit 5

Mark the boxes. ☒ I can do it. ☐ I am not sure. I can ...		If you are not sure, go back to these pages in the Student's Book.
Vocabulary	☐ use verbs for losing and finding things.	page 44
	☐ use verbs for needing and giving help.	page 46
Grammar	☐ use the simple past.	page 45
	☐ use the past continuous and the simple past.	page 47
Functional language	☐ give surprising news and react with surprise.	page 48
	☐ repeat words to express surprise.	page 49
Skills	☐ write a short story.	page 51
	☐ use storytelling expressions.	page 51

6.1

Moving to a megacity

1 Vocabulary: Urban problems

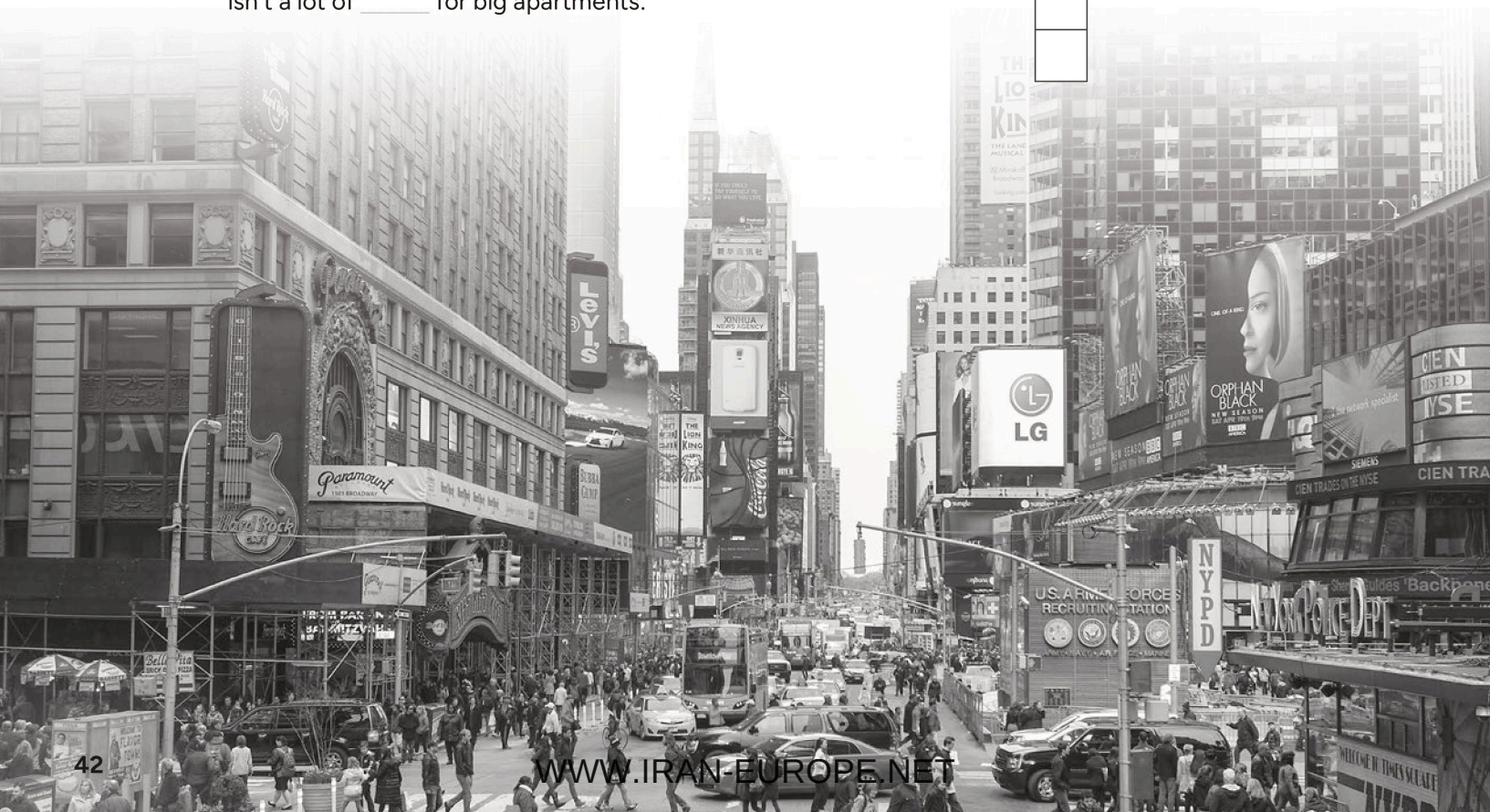
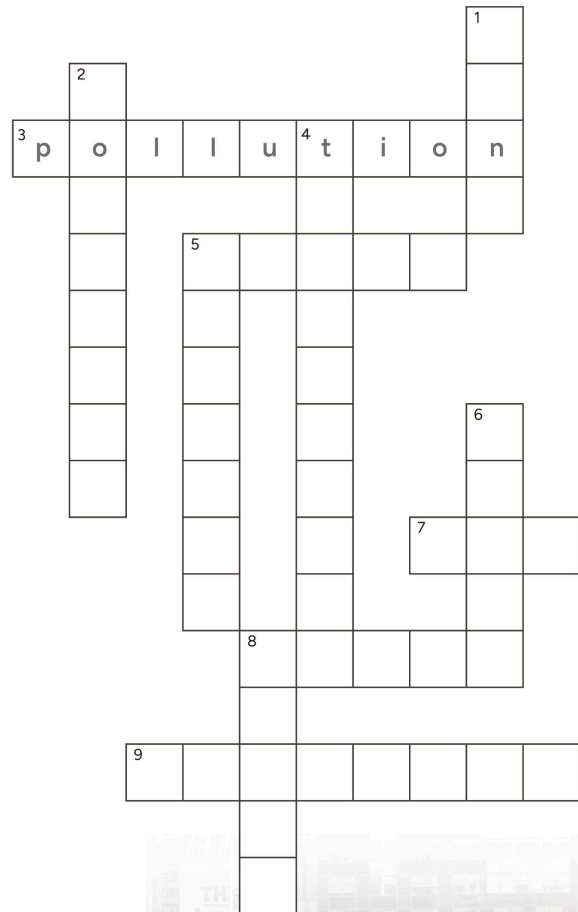
A Use the clues to complete the crossword puzzle.

Across:

- 3 Factories can cause _____ in the water.
 5 Old candy wrappers and used tissues are _____.
 7 We all want to breathe clean _____.
 8 If something burns, it makes _____.
 9 A picture spray-painted on the wall of a building is called _____.

Down:

- 1 There is not a lot of open _____ in big cities.
 It's all covered by buildings and roads.
 2 Sidewalks are made of _____.
 4 In a _____, cars move very slowly or not at all.
 5 There is a lot of _____ on the roads when
 everyone is on their way to work.
 6 Big cities are not usually quiet – there is a lot
 of _____.
 8 City apartments are usually small because there
 isn't a lot of _____ for big apartments.



2 Grammar: Quantifiers

A Choose the correct quantifiers to complete the sentences.



CityLife4Me
2w ago

What does the city of Greenfield need?

Share your thoughts here! Let's make our city better!

Comments



CatLady • 1w ago

There is ¹**so many** / **so much** noise with the new construction on Main Street. They should put up ²**a few** / **a little** walls around the construction area to reduce the noise.



DowntownGal • 1w ago

We have ³**so much** / **so many** sidewalks downtown, but in other parts of the city, there are ⁴**almost none** / **almost no**. We need more space to walk and enjoy the city.



Runner4Life • 5d ago

The city should build ⁵**a few** / **a little** more apartment buildings by the lake. We have ⁶**so much** / **so many** land by the lake. Let's build more and help Greenfield grow!



SmallTownGuy • 3d ago

Outside the city, there are ⁷**very few** / **very little** transportation options. ⁸**So many** / **so much** people work in Greenfield but live in other towns. There are only ⁹**a few** / **a little** trains between Greenfield and towns nearby. We don't want more cars!

B Correct the mistake in each sentence.

- 1 There are so ^{many}~~much~~ people in this city.
- 2 Almost all of the peoples here live in apartments.
- 3 There is very few space left for new people.
- 4 There is almost no trashes on the streets in my neighborhood.
- 5 Several building downtown have graffiti on them.
- 6 There is so many graffiti on the building where I work.

3 Grammar and Vocabulary

A Write sentences with quantifiers about the place where you live. Use the quantifiers in the box.

almost all of almost no a lot of several very few very little

- 1 In my hometown, almost all of the old buildings have grafitti.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

1 Vocabulary: Adverbs of manner

A Complete the photo descriptions with the correct adverbs of manner.

angrily
dangerously

beautifully
loudly

calmly
politely

clearly
quietly

completely
safely

correctly



The people are listening ¹ calmly to the music.

The man plays the piano ² _____.



The drivers are yelling ³ _____.

One of them was driving ⁴ _____.

Was the other person driving ⁵ _____?

They're lucky they didn't destroy their cars ⁶ _____.



The teacher is explaining the topic ⁷ _____.

Some students are raising their hands ⁸ _____.

Did the students answer the teacher's question ⁹ _____?



Shhh! The women in the library are not speaking ¹⁰ _____.

They are laughing ¹¹ _____!

2 Grammar: Present and future real conditionals

A Circle the correct words to complete the sentences.



Keep Brookview's Public Spaces Beautiful!

- 1 When **there is** / **will be** a lot of trash, our city **looks** / **will look** ugly.
- 2 If there **won't be** / **aren't** any trash cans, people **will throw** / **would throw** their garbage on the street.
- 3 When **it is** / **will be** hot outside, the trash **starts** / **starting** to smell bad.
- 4 If the city **will get** / **gets** more polluted, visitors **don't want** / **won't want** to come here.
- 5 People **move** / **will move** away if we **will take** / **don't take** care of our city.
- 6 If we **will keep** / **keep** our parks clean, more people **will visit** / **visiting** them.
- 7 When lots of people **use** / **will use** a public space, the city usually **is spending** / **spends** more money to maintain it.
- 8 Musicians **will come** / **are coming** to perform concerts at our parks if parks **will be** / **are** clean, popular, and beautiful.



Come to the Brookview Park Cleanup on Saturday! See you at 11 a.m.!

3 Grammar and Vocabulary

A Write *P* if the sentence describes a present real situation or *F* if it describes a future real situation.

- 1 If you speak angrily, no one will want to listen to you. F
- 2 When you answer test questions correctly, you get a good grade on the test. _____
- 3 When people drive safely, they help prevent car accidents. _____
- 4 If people drive dangerously, they put other drivers in danger. _____
- 5 If you play your music loudly, the neighbors will get upset. _____
- 6 If you don't explain your idea clearly, your teacher will be confused. _____
- 7 If you change your hair completely, your friends won't recognize you. _____

B Change the *if* clauses from exercise 3A to express the opposite idea. Then write the new results with the correct present real or future real verb form.

- 1 If you speak calmly, people will pay more attention.
- 2 When you don't answer test questions correctly, ...
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

C Complete the sentences with your own ideas. Use adverbs of manner and present real or future real conditionals.

- 1 If I don't agree with my boss completely , I will ask her questions .
- 2 If someone speaks _____ on the bus, _____ .
- 3 When someone helps me _____ , _____ .
- 4 If a coworker doesn't do their job _____ , _____ .
- 5 When people ride bikes _____ , _____ .



1 Functional language: Expressing concern and relief

A Complete the conversations with the sentences in the boxes.

Conversation 1

Are you all right? What a relief! Is anything wrong?

A ¹ _____

B I had a terrible night last night. My apartment building caught on fire.

A Oh no! ² _____

B Yeah, the fire was pretty bad, but I'm OK. My neighbors are all right, too.

A ³ _____

Conversation 2

That's such a relief! I'm glad to hear that. I was really worried. Is everyone OK?

A Hey, I heard there was an earthquake near you last night. ⁴ _____

B Thanks for calling. Yeah, we're all OK.

A ⁵ _____ Did your house get damaged?

B No, it's fine. A few things fell off the shelves, but that's all.

A ⁶ _____ ⁷ _____

2 Real-world strategy: Using *though* to give a contrasting idea

A Add *though* to the sentences where it is appropriate. Remember to include a comma.

, though

1 No one got hurt. It was scary.

2 I fell on the beach and hurt my arm. I didn't break it. The sand was soft.

3 I left my phone on a park bench. I got it back. It was still on the bench when I went back.

4 The storm was really bad. The whole building was flooded. No one was hurt.

5 There was a huge accident on the highway. We were stuck in traffic for two hours. We had a good conversation in the car.

6 I missed my bus this morning. I got to work on time. My friend saw me at the bus stop and gave me a ride.

B Imagine that you are describing the situations to someone. Write sentences with *though*.

1 Your neighbor had a party last night. You couldn't sleep at all. You took a long nap today.

My neighbor had a party last night, and I couldn't sleep at all. I took a long nap today, though.

2 You fell on an icy sidewalk. You scratched your leg. You didn't break it.

3 You cut your hand. It looked bad. You didn't have to go to the hospital.

4 A lot of people got sick from eating bad shrimp at your office party. You didn't get sick. You didn't have any shrimp.

5 You got lost on your vacation. You had a great time. You met some nice people.

3 Functional language and Real-world strategy

A Put the conversations in order.

Conversation 1

B I'm fine. My bike is broken, though.

A That's a relief.

B Yeah, I just need to buy some new parts.

A Are you all right? I heard you had a bicycle accident.

A Oh no! Can you fix it?

Conversation 2

A Why? What happened?

A I saw an ambulance in front of your house today. Is anything wrong?

B No, we're fine.

B None of us was hurt. The ambulance driver is in trouble, though.

B He drove to the wrong house!

A What a relief! I was really worried.

B Complete the conversation with *though* and expressions of concern and relief.

A ¹ _____ Lee saw you at the hospital today. ² _____

B Thanks, I'm fine. I was just visiting my sister.

A ³ _____ But I hope your sister is OK.

B She was really sick. She's feeling a lot better now, ⁴ _____.

A ⁵ _____



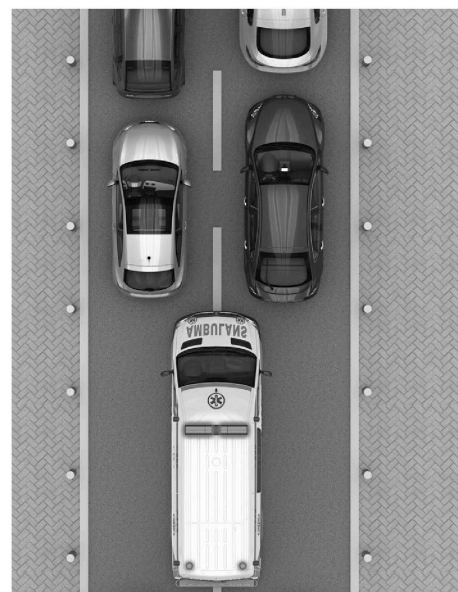
1 Listening

A **6.01** Listen for detail Listen to the podcast. Choose the correct answers.

- 1 What is the podcast about?
 a self-driving cars b underwater cars c flying cars
- 2 What is Teresa designing a car for?
 a emergencies b entertainment c to solve traffic problems
- 3 Does she think everyone will have one of these cars?
 a Yes. b No. c She's not sure.
- 4 When does Teresa think we will have these cars?
 a in a few years b in several years c never

B **6.01** Read each line from the podcast. Who said it? Check (✓) Steve or Teresa. Then listen to the podcast again to check your answers.

- | | Steve | Teresa |
|---|--------------------------|--------------------------|
| 1 A lot of sci-fi movies show people driving around in the sky. | ☐ | ☐ |
| 2 My goal is to develop flying cars for emergencies. | ☐ | ☐ |
| 3 ... do you think flying cars will solve our traffic problems? | ☐ | ☐ |
| 4 Can you tell us why? | ☐ | ☐ |
| 5 Flying ambulances won't have that problem. | ☐ | ☐ |
| 6 We still have a lot of work to do ... | ☐ | ☐ |



2 Reading

A Read the comment by a podcast listener, Opinionzzz. Check (✓) the topics that he writes about. Circle the ones that Steve and Teresa already mentioned.



Opinionzzz wrote:

Why are flying cars and flying ambulances a bad idea? Well, first of all, we already have medical helicopters that can move people in an emergency. Helicopters can't get to all places in a busy city, but they can be a good option in many situations.

Second, if everyone is flying cars in the sky, we'll have traffic jams in the air! And imagine a car accident in the air – flying car parts might fall onto people on the ground. People in the flying cars might even fall out!

Third, we already have a lot of air pollution. I think that flying cars would create more of it. The air in big cities would be horrible.

Fourth, cars break down all the time. When your car breaks down, you just pull over to the side of the road. What will you do if your car breaks down in the air? Your car would probably just fall to the ground. That might destroy your car and even hurt someone else ... or worse.

I definitely don't think we should have flying cars. Let's find other ways to get ambulances to people more quickly.

- | | | |
|--|---|---|
| ☐ flying too fast | ☐ cars breaking down | ☐ air pollution |
| ☐ traffic in the sky | ☐ falling out of the sky | ☐ being afraid of flying |
| ☐ medical helicopters | ☐ too much noise | |

3 Writing

A Write your own comment responding to Steve's podcast and Opinionzzz's comment. Decide if you think flying ambulances are a good idea or not. Give reasons and use questions to make points.



Check and review

Read the statements. Can you do these things?

Unit 6

Mark the boxes. ☒ I can do it. ☐ I am not sure.

I can ...

If you are not sure, go back to these pages in the Student's Book.

Vocabulary	☐ use nouns to talk about urban problems.	page 54
	☐ use adverbs of manner.	page 56
Grammar	☐ use quantifiers.	page 55
	☐ use present and future real conditionals.	page 57
Functional language	☐ express concern and relief.	page 58
	☐ use <i>though</i> to give a contrasting idea.	page 59
Skills	☐ write a post giving your point of view.	page 61
	☐ use questions to make points.	page 61

7.1

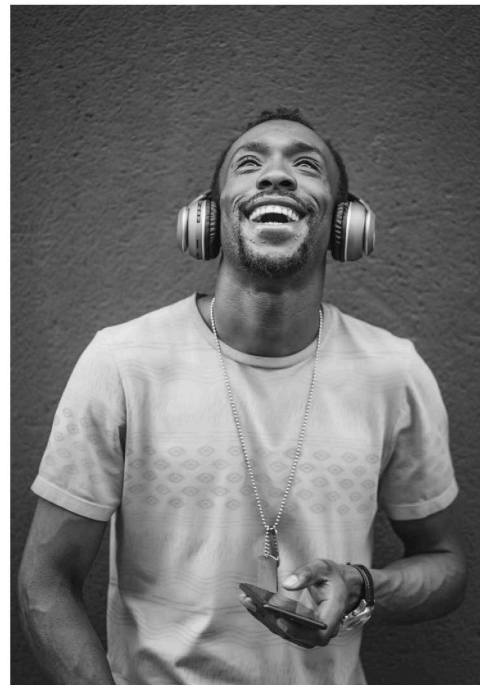
The perfect playlist?

1 Vocabulary: Music

A Find nine more vocabulary words in the word search.

classical country EDM folk heavy metal hip-hop jazz pop reggae rock

C	D	L	A	B	H	R	T	I	M	W	X	P	D	E	R	Y
A	C	O	U	N	T	R	Y	N	S	N	H	E	K	M	F	O
C	E	Y	V	D	F	E	U	S	Q	K	F	W	C	P	O	P
E	X	E	E	K	W	C	D	E	L	V	R	U	O	S	L	E
B	H	E	C	R	O	S	Q	A	H	E	V	Y	B	E	K	P
S	I	L	J	R	E	G	G	A	E	S	Y	V	B	U	W	X
H	P	C	U	R	F	K	L	W	A	B	E	D	M	R	P	E
D	H	L	W	J	X	U	S	F	V	K	E	H	D	W	C	J
Q	O	U	J	A	Z	Z	E	C	Y	H	O	L	L	W	E	B
M	P	S	A	L	O	M	S	W	M	A	J	I	E	C	R	L
K	E	D	V	Y	E	W	H	I	E	C	Y	G	N	R	E	I
T	R	T	S	I	V	A	R	E	T	E	C	H	N	O	D	A
S	T	A	S	K	W	L	O	E	A	S	B	E	Y	C	M	Q
W	C	L	A	S	S	I	C	A	L	S	X	Y	N	K	B	I
X	T	R	O	N	W	C	I	S	U	D	D	U	M	T	H	Y

2 Grammar: *used to*A Complete each sentence with the subject and verb in parentheses (). Add the correct form of *used to*.

- A Where did you use to get new music? (you / get)

B downloaded it off the internet. (I / download)
- A listened to rock music when he was a teenager? (he / listen)

B No, didn't like rock music. (he / not like)
- A What kind of music did your mother like when she was younger? (your mother / like)

B loved heavy metal. (she / love) didn't like classical music, but she likes it now. (she / not listen to)
- A used to go to a lot of concerts before you were born? (your parents / go)

B Yes, used to drive for hours to go to concerts in different cities. (they / drive)
- A "Shape of You" by Ed Sheeran was my favorite song when I was in high school. (be)

B hated that pop song! (I / hate) played it everywhere you went! (they / play)

B Circle the correct words to complete the sentences.

- 1 I **used to go** / **went** to a dance class three times a week, but I didn't always like the music.
- 2 I **used to come** / **came** home at 6:00 a.m. after the New Year's Eve dance party last year.
- 3 Last year was the first time my parents **didn't sing** / **didn't use to sing** "Happy Birthday" to me!
It's only because I'm away at college.
- 4 My best friend **used to make** / **made** the best playlists for our weekend picnics at the park.

3 Grammar and Vocabulary

A Complete each sentence with the correct form of *used to*, the verb in parentheses (), and a word or phrase in the box.

classical EDM heavy metal jazz pop hip-hop reggae

- 1 Maria **used to listen to classical** music a lot – her favorite composers were Mozart and Tchaikovsky. (listen to)
- 2 Jack _____, but he listens to quieter music now. He still likes Metallica, though. (enjoy)
- 3 Akari _____ music because the musicians spoke too fast and she couldn't understand all the words. (not like)
- 4 Sam _____, but after his vacation to Jamaica, he started to listen to it all the time. His favorite singer is Bob Marley. (not listen to)
- 5 Linda's grandfather _____ in a band. He was the saxophone player. (play)
- 6 I _____ music a lot, but I don't like much of the new music. I still love Rihanna and Taylor Swift, though! (like)
- 7 My friends _____, but then I took them to some dance clubs, and now they love it! (not care about)

B Correct the mistake in each sentence.

- 1 My friends and I use to go to concerts a lot. My friends and I used to go to concerts a lot.
- 2 Did you used to listen to pop music? _____
- 3 I wasn't use to like reggae. _____
- 4 Where did you usually use to listen to music? _____
- 5 Do you use to have a favorite band? _____
- 6 What kind of music do your favorite band used to play? _____

C Answer the questions in exercise 3B and add details. For the statements, rewrite them as questions.

- 1 Did you and your friends use to go to concerts a lot? _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

- 6 _____



1 Vocabulary: TV shows and movies

A Match the words with the correct movie genre.

- | | | |
|---|-------|-------------------|
| 1 serious, worry, excitement, action | c | a animated movie |
| 2 drawings, computers, talking animals and objects | _____ | b comedy |
| 3 magical, creatures, ancient stories, different worlds | _____ | c drama |
| 4 laughing, jokes, amusing | _____ | d fantasy |
| 5 singing, dancing | _____ | e horror |
| 6 exciting, suspense, surprise ending | _____ | f musical |
| 7 future, technology, space travel, imaginary | _____ | g romantic comedy |
| 8 frightening, shocking, fear | _____ | h thriller |
| 9 love, romance, laughing | _____ | i science fiction |

B Complete the conversation with the words and phrases in the box.

documentary ~~game shows~~ news reality shows soap opera talk show

- A Let's see what's on TV. We can watch *Did You Know That?* and see what crazy facts people have to know to win money.
- B I think ¹ game shows are boring. Is there anything more exciting?
- A Sure, there's always *Central Hospital*! Every day you have the same doctors with new patients and unbelievable stories. I can't believe it's still on TV!
- B My aunt loves that ² _____. How about something more real?
- A Let's see who Dr. Andrew is interviewing on his ³ _____. He sometimes has some interesting guests.
- B I'll check ... hmm, today it's a famous author, but I don't know who she is. What about *Trapped on an Island*? This season the people have to escape off an island in Indonesia, I think.
- A I don't like ⁴ _____. They say everything is real, but it's not.
- B Yeah, that's true. Well, we can watch the ⁵ _____ and learn about what's happening in the world.
- A That's more interesting, but what if we choose just one story and watch a ⁶ _____? Look, here's one about different food customs all over the world.
- B Oh, let's watch that! Maybe it'll give me some ideas for dinner!



2 Grammar: Comparisons with (not) as ... as

A Unscramble the words to make sentences with *not as ... as*.

1 as / not / The second / good / first movie / as / the / movie is / .

2 like the / you / season / season / as / second / much / the first / Did / as / ?

3 movie is / good / The / as / not / the book / as / .

4 shows have / dramas / as / as / Reality / excitement / much / .

3 Grammar and Vocabulary

A Read the situations. Then write sentences with the words in parentheses () and *(not) as ... as*.

1 She always likes learning things. She sometimes likes scary movies.

(not like / horror movies / documentaries)

She doesn't like horror movies as much as documentaries.

2 It's kind of fun to watch people talk. It's a lot of fun to watch people answer questions for money.

(talk shows / not fun / game shows)

3 I like watching serious movies. I also like watching movies about space or the future.

(like / dramas / science fiction movies)

4 Movies about magical creatures and ancient stories are really interesting. Movies made on a computer are also really interesting.

(fantasy movies / interesting / animated movies)

B Write sentences with *(not) as ... as* that are true for you. Use the words in parentheses () from exercise 3A. Add details.

1 I don't like science fiction as much as documentaries. Documentaries about technology are more fascinating!

2

3

4



1 Functional language: Refusing invitations and responding to refusals

A Put the conversations in order.

Conversation 1

B I'm sorry. Unfortunately, I have plans on Sunday. _____

B I'd love to, but I have to work on Saturday. _____

A I understand. Let me know if your plans change. _____

A Do you want to go out for coffee on Saturday morning? _____

A Oh, that's too bad. How about Sunday? _____

Conversation 2

A I think I want to stay home on Friday. But thanks for asking. _____

B I have to finish my paper first. Maybe after that. _____

A Yeah. Tonight is the last night. _____

A I understand. Let me know if you change your mind. _____

B Tonight? _____

A Do you want to go to the free concerts in the park? _____

B OK. Oh, are you free on Friday? Jack and I are going to the movies. _____

2 Real-world strategy: Softening comments

A Soften each comment with *kind of* or *sort of*.

1 Unfortunately, I'm busy tonight. _____

2 I'd love to, but I'm tired. _____

3 I'm sorry, but I think romantic comedies are silly. _____

4 No, thanks. I think talk shows are boring. _____

5 Unfortunately, it's late. _____

3 Functional language and Real-world strategy

- A** Write conversations using the ideas in the photos. One speaker makes an invitation and the other speaker refuses the invitation. Soften the refusals.



Conversation 1

A Do you want to go to the movies with me tonight?

B I'd love to, but I'm kind of tired. I want to go to bed early.

A _____



Conversation 2

A _____

B _____

A _____



Conversation 3

A _____

B _____

A _____

1 Reading

A **Read for detail** Read the article and complete the sentences.

Why Do We **Binge-watch** TV Shows?

How do you watch shows? Do you watch one episode a week? One a day? Or do you sometimes watch entire seasons in a weekend? If you like watching episode after episode of a series, you're not alone. Binge-watching has become more and more popular in the past decade. But why?

Stress relief When we binge-watch, we escape from our real lives for a few hours. While we're watching, we don't think about our problems or responsibilities. That can help us relieve stress.

Happiness According to experts, when we binge-watch, our brains produce dopamine – a chemical that makes us feel happy. As soon as one episode is over, we start the next one because we want to keep feeling good.

Caring Psychologists say that our brains can experience things we watch on TV almost the same way that they experience real events. We often become attached to characters and really care about what happens to them. Because our brains aren't always good at separating TV from real life, we have a strong desire to keep watching to find out what happens next.

Based on this information, binge-watching seems like a good thing – at least in the short term. However, over time, experts say that it can cause depression. When we finish binge-watching a show, we can feel a sense of loss. We can also feel sad because our brains stop producing dopamine. In addition, many of us binge-watch at home while we sit on a couch. We might watch hours of a show and not move much at all. This lack of exercise is bad for our bodies and our brains. Exercise can improve our moods and reduce stress. If we're sad after a show ends, we can do some exercise to produce more dopamine.



- 1 When we binge-watch, we can forget about our _____ and _____.
- 2 Binge-watching helps us get rid of _____.
- 3 Binge-watching makes us feel _____.
- 4 When we see something happen in a TV show, our brains think we're experiencing it _____.

B Do you think it's a good idea to binge-watch shows? Why or why not?

2 Listening

A **7.01** Listen to the conversation. Then read the statements and check (✓) *True*, *False*, or *Not given*.

- | | True | False | Not given |
|--|--------------------------|--------------------------|--------------------------|
| 1 Ken's favorite movie takes place on a weekday. | ☐ | ☐ | ☐ |
| 2 The main characters are in the same class. | ☐ | ☐ | ☐ |
| 3 The story takes place in the school cafeteria. | ☐ | ☐ | ☐ |
| 4 It's a musical. | ☐ | ☐ | ☐ |
| 5 The movie shows us that people are alike. | ☐ | ☐ | ☐ |

3 Writing

- A** Write a conversation in which you recommend a movie you have seen to a friend. Include the kind of movie it is, a short description, and at least three reasons why you like it.

A

B

A

B

A

B

A

B

A

B



Check and review

Read the statements. Can you do these things?

Unit 7

Mark the boxes. ☒ I can do it. ☐ I am not sure.
I can ...

If you are not sure, go back to these pages in the Student's Book.

Vocabulary

- ☐ talk about different types of music.
☐ talk about TV shows and movies.

page 66
page 68

Grammar

- ☐ use *used to*.
☐ make comparisons with *(not) as ... as*.

page 67
page 69

Functional language

- ☐ refuse invitations and respond to refusals.
☐ soften comments.

page 70
page 71

Skills

- ☐ write a movie review.
☐ organize ideas.

page 73
page 73

1 Vocabulary: Describing experiences

A Match each word with its example.

- | | | |
|---|-------------|---|
| 1 | achievement | d |
| 2 | challenge | |
| 3 | change | |
| 4 | opportunity | |
| 5 | project | |

- a** I had a chance to meet my favorite actor!
- b** I'm taking more classes than usual this semester. It's hard!
- c** I'm going to give a class presentation about climate change.
- d** I graduated from college!
- e** I moved to a new city.

B Match more words with their examples.

- 1 chore _____
- 2 process _____
- 3 job _____
- 4 success _____

- a** My boss gave me a great evaluation.
- b** I am a news reporter.
- c** I have to wash the dishes.
- d** The company is slowly replacing the old technology.

2 Grammar: Present perfect continuous

A Write a *yes/no* question and an information question for each situation. Use the words in parentheses () to help you.

- 1** I'm at the library. I've been here all weekend.

- A** Have you been drinking a lot of coffee? (drink a lot of coffee)

- B** What have you been studying? (what / study)

- 2** I want to move. I'm looking at apartments for rent.

- A** (look in this neighborhood)

- B** (how long / live / at your house)

- 3** What a week! I'm really tired.

- A** (sleep well)

- B** (what / do / this week)

- 4 I've found some new music.

- A** _____ (listen to any podcasts)

- B** (what / listen to)

- 5** I didn't go out all weekend. I've been watching a lot of TV.

- A** _____ (follow any cooking shows)

- B** (what shows / watch)

- 6** I haven't been to work or class all week.

- A** _____ (rest at home)

- B** _____ (how / feel)



B Answer the information questions in exercise 2A so they're true for you.

1 I've been studying English and Japanese. I want to become a translator.

2

3

4

5

6

3 Grammar and Vocabulary

A Complete the sentences with the present perfect continuous form of the verbs in parentheses () and a word in the box.

achievement chores job process project

1 He has been doing chores at home all morning – vacuuming, doing laundry, and washing dishes. (do)

2 I on a new at the office. It's almost finished. (work)

3 I about the of creating a handmade book. There are a lot of steps. (learn)

4 I for a new . I'm not happy at work. (look)

5 She hard for this . She just bought an apartment. (work)

B Answer the questions. Give examples.

1 What opportunities have you been taking advantage of lately?

2 In what area of your life have you been having the most success? Think about school, home, your hobbies, or your work. Explain.

3 What kinds of challenges have you been dealing with in your academic or professional life?



1 Vocabulary: Describing progress

A Circle the correct phrase to complete the email.

< Inbox

Hello Team D,

I'm writing about your English project. Is your team ¹**having trouble** / **didn't have a chance** with the project? No one on your team was ²**taking it easy** / **concentrating on** the project in class yesterday. You were watching videos, laughing, and ³**having problems** / **taking it easy**. I want you to enjoy the work, but from what I've seen this week, you're ⁴**getting nowhere** / **making good progress**. You should be ⁵**having problems** / **making good progress** and not ⁶**wasting time** / **concentrating**.

I'm ⁷**doing my best** / **concentrating on** to go around class and help as much as I can. I ⁸**having trouble** / **didn't have a chance** to speak to your team much yesterday, so please be ready to show me your progress on Friday. If you're ⁹**having problems** / **doing my best** and need help, you can email me or stay after class. Remember that team presentations start on Monday!

Talk soon,
Professor Diamond

B Complete the conversation with the correct forms of the verbs in the box.

have save spend waste

- A You've been ¹_____ a lot of time working on your new website lately, haven't you?
- B Yeah, I learned how to code, so I can ²_____ time and work more quickly.
- A That's great. Do you think you'll ³_____ time to help me with my website?
- B Well, not today. My computer crashed! I've ⁴_____ a lot of time trying to fix it. I can't figure it out.

2 Grammar: Present perfect vs. present perfect continuous

A Write two sentences with the correct verb form.

- 1 Madoka started looking for a job three months ago. She still hasn't found one.

A Madoka has been looking for a job for three months.

(look for a job / for three months)

B Madoka has had four job interviews so far.

(have / four job interviews so far)

- 2 José had his first English class last week.

A _____ (take English classes / for one week)

B _____ (not have his first test)

- 3 Katerina and Henry started making cooking videos in January.

A _____ (make 15 videos / since January)

B _____ (learn new recipes / every week)

B Find and correct mistakes in four of the sentences. If a sentence is correct, write *correct*.

1 I've read three books this month.

correct

2 She been spending a lot of time with her family lately.

3 We've clean the whole house.

4 I've been worked all day.

5 He have gone to Istanbul twice.

6 We've been traveling for a week.



3 Grammar and Vocabulary

A Complete each sentence with the present perfect or present perfect continuous form of the verb in parentheses () and a word or phrase in the box.

a chance a lot of time it easy my best nowhere

1 I decided that I need a break, so I _____ lately. (take)

2 I _____, but I still can't work as quickly as you can. I'll keep trying. (do)

3 Oh no! This is the wrong paint! I _____. Now I have to paint all the walls again. (waste)

4 I _____ on this project after three days of work, so I'm moving onto a different one. (get)

5 I _____ to read this book yet, but I'm going to start it tonight. (not / have)

B Answer the questions.

1 Have you been having trouble at work or school? Who do you talk to about it? Why?

2 What's one area of your life in which you've been making good progress? Describe two things that you've done to help achieve a goal.

3 What have you been doing to relax when you're not at school or work?

1 Functional language: Catching up with people's news

A Put the conversations in order.

Conversation 1

B I know. I haven't seen you since last summer! _____

B Good, thanks. What have you been up to? _____

A Hi, Mateo! It's been a long time. _____

B The same as usual. _____

A So, how have you been? _____

A Not much. I've just been going to school. What's going on with you? _____

Conversation 2

A The same as usual. She works all the time. What have you been up to? _____

A I've been really busy. I have to travel a lot for my job. Oh, hey, I saw Nari last month. _____

B Not much. I've been looking for a new job. _____

A It's great to see you again, Hannah! It's been a long time. _____

B I know. What have you been doing? _____

B Really? What's going on with her? _____

2 Real-world strategy: Using *that would be* to comment on something

A Write a comment about each statement using *that would be* and the best adjective in the box.

awful exciting fun great interesting

1 **A** I heard that Alan might have to quit his job if the company moves.

B _____. He really likes that job.

2 **A** Do you want to get some tacos after work at Roberto's Taco Shop?

B _____. I love that restaurant.

3 **A** Sook and I are going ice-skating tomorrow. Do you want to join us?

B _____. Sook always makes me laugh.

4 **A** I'm thinking about traveling around France for a month.

B _____. You should do it!

5 **A** Do you want to come with me to a lecture about space travel?

B _____. I've read a lot of books about the future of space travel.

3 Functional language and Real-world strategy

A Read the situations. Complete the sentences with the phrases in the box.

have you been haven't seen you it's been the same as not much what have you

- You see someone you knew when you were 10 years old.
Hey, ¹ _____ a long time! How ² _____ ?
- You run into an old classmate.
Wow, I ³ _____ since last semester! ⁴ _____ been up to?
- An old teacher asks you what you've been doing since last year.
Oh, ⁵ _____. Just ⁶ _____ usual.

B Complete the conversations. Use the text in parentheses () to help you.

Conversation 1

- A** It's so good to see you, Lucas! ¹ *I haven't seen you since the beginning of summer.*
(Say how long it's been.)
- B** I know! ² _____ (Ask about their news.)
- A** ³ _____ (Answer.) I'm still going to school,
and I've been working full-time since July. Hey, do you have time to grab some coffee?
- B** ⁴ _____ (Use *that would be* to comment.)

Conversation 2

- A** Hi, Eva. ⁵ _____ (Say how long it's been.)
- B** I know. I'm so happy to see you. How have you been?
- A** ⁶ _____ (Answer.)
⁷ _____ (Ask about their news.)
- B** I've been taking it easy. Hey, are you busy right now? Do you want to grab some dinner?
- A** ⁸ _____ (Use *that would be* to comment.)



1 Listening

A  **8.01** Listen for main and supporting ideas Listen to the podcast. Answer the questions.

- 1 What is the first tip? _____
- 2 What is an example of the first tip? _____
- 3 How is the first tip helpful for Tina? _____
- 4 What is the second tip? _____
- 5 How is the second tip helpful for Tina? _____
- 6 According to Andrew, which of the two tips can save you more time? _____

2 Reading

A Read the comment by BusyBee221. Then read the statements and check (✓) the ones that are true.



BusyBee221 wrote:



After I listened to the latest episode of *Tips with Tina*, I immediately decided to try Andrew's tips for saving time. Like Tina, I'm always losing my keys. I also spend a lot of time looking for my wallet in the morning. So, I put a bowl on the dresser in my bedroom, and I started putting my keys and my wallet in it when I got home every evening. I tried it for a week, and it really made a difference. Before, I used to feel rushed every morning, and I would sometimes get to class late, but now I feel less stressed. I got to class on time every day last week, and I even had time to take a walk through the park on the way.

The second tip was harder to follow, but I did my best. I managed to say "no" to one invitation last week when my friend invited me over to play video games. I felt guilty about it for a while, but I was really glad that I refused the invitation. Instead of playing video games, I finished my paper for my history class. It felt great!

So far, Andrew's tips are working for me. I think they'll keep saving me time in the future.

reply

- ☐ 1 BusyBee221 tried Andrew's tips.
- ☐ 2 He started putting his wallet and keys in a bowl by the front door.
- ☐ 3 He didn't have to look for his keys, but he still got to class late every morning.
- ☐ 4 He said "no" to one friend's invitation.
- ☐ 5 He was able to write a paper because he didn't go to the movies with his friend.
- ☐ 6 He wishes that he had said "yes" to his friend.

3 Writing

- A** Write your own comment responding to Tina's podcast and BusyBee221's comment.
Decide if you think Andrew's tips are helpful.

✕



Check and review

Read the statements. Can you do these things?

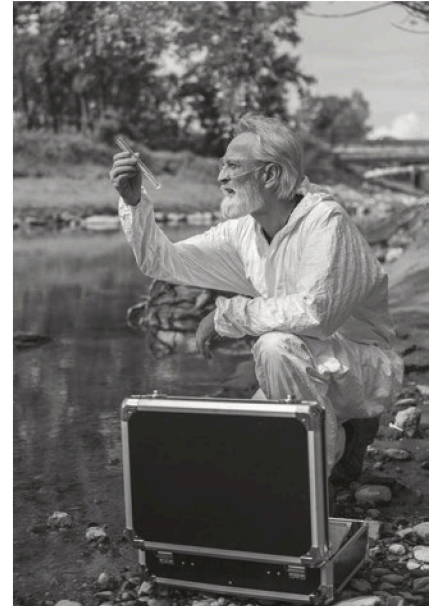
Unit
8

Mark the boxes. ☒ I can do it. ☐ I am not sure.		If you are not sure, go back to these pages in the Student's Book.
I can ...		
Vocabulary	☐ describe experiences.	page 76
	☐ describe progress.	page 78
Grammar	☐ use the present perfect continuous.	page 77
	☐ use the present perfect and the present perfect continuous.	page 79
Functional language	☐ catching up with people's news.	page 80
	☐ use <i>that would be</i> to comment on something.	page 81
Skills	☐ write a post about managing your time.	page 83
	☐ use time expressions.	page 83

1 Vocabulary: Fields of study

A Match each subject with a possible job description.

- | | | |
|-------------------------|---------------|------------------------------------|
| 1 architecture | _____ h _____ | a build machines and bridges |
| 2 biology | _____ | b help people learn |
| 3 business | _____ | c study chemical reactions |
| 4 chemistry | _____ | d work on climate change solutions |
| 5 computer science | _____ | e start your own company |
| 6 economics | _____ | f take care of sick people |
| 7 education | _____ | g study how light and energy work |
| 8 engineering | _____ | h design buildings |
| 9 environmental science | _____ | i understand the rules of society |
| 10 law | _____ | j develop software |
| 11 medicine | _____ | k study living things |
| 12 physics | _____ | l study the way people use money |

2 Grammar: Modals of necessity: *have to*, *need to*, *must*

A Circle the correct words to complete the sentences.

Welcome, students!

Join us for the New Student
Information Session!

Williams Hall
Tonight at 7 p.m.
Orange Groves
Community College

Students ¹**must** / **don't have to** attend the information session, but it's a great way to meet other students. We'll cover some useful points:

- All students ²**need to** / **needs to** sign up for classes by Friday.
- Most first-year students ³**don't have to** / **need to** choose a major now. They can wait one year.
- Second-year students ⁴**need to** / **have** report their major to their counselor.
- Architecture students ⁵**must** / **need** choose their major the first year. Space is limited!
- All students ⁶**have to** / **has to** meet with their career counselor once a year. Sign up online!

B Find the mistakes and write correct questions. Then answer with true information.

1 Did you had to study English in high school?

Did you have to study English in high school?

Yes, I did. All students had to study a foreign language.

2 Do you need write or speak more English for your field of study?

3 Do you need to taking a business class to get a good job?

4 Is it true that trade school students must to be at least 18 years old?

5 Does a new student at your language school has to take an English test?

6 Do we have to going to class next Monday?

3 Grammar and Vocabulary

A Write answers to the questions. Use *have to*, *don't have to*, and *must* in your answers.

1 If you want to help sick people get better, what kinds of classes do you have to take?

2 Eduardo wants to study law. What are some courses that he doesn't need to take?

3 Henry wants to design houses. What kinds of classes does he need to take?

4 Fatma is taking business classes. What do you think her career goal is?

5 What is your career goal? What kinds of classes do you need to take to succeed in that career?



1 Vocabulary: Employment

A Unscramble the letters to make words.

- 1 eemloyrp employer
 2 gmnaae _____
 3 eiofoprssn _____
 4 aeerrc _____
 5 wigknor orhsu _____
 6 aweg _____

- 7 lyapp _____
 8 ccattonr _____
 9 eeettirrmn _____
 10 eihr _____
 11 refi _____
 12 lsryaa _____

B Complete the email with the correct form of the words from exercise 1A. The first letter of each word is given to you.

< Inbox

To All students

From President Galarza

Subject New work-readiness course

Are you getting ready to graduate and start a new ¹ career ? The university is now offering a work-readiness course to prepare you for any ² p – from architect to accountant. Learn how to ³ a for a new position, get a fair ⁴ s or ⁵ w, and successfully ⁶ m other workers. You may need to ⁷ f an employee one day. How will you handle that situation? Learn essential people skills to succeed in any situation from the moment you are ⁸ h until ⁹ r. Instructors will discuss different kinds of ¹⁰ e, work environments, and ¹¹ w. They can also offer advice before you sign a ¹² c. Please visit the university's homepage to sign up.

2 Grammar: Modals of prohibition and permission

A Decide if each underlined sentence has the same meaning as the first sentence. Write T (True) or F (False). Then correct the false sentences so they have the same meaning.

- 1 Personal emails are not allowed.
You may send personal emails. F You must not send personal emails.
- 2 You have permission to call your boss.
You could call your boss. _____
- 3 Employees don't have permission to change their working hours.
Employees can change their working hours. _____
- 4 Coffee is always available for free.
You don't have to pay for coffee. _____
- 5 Employees don't have permission to work from home.
Employees may work from home. _____

- B** Complete the sentences with the words in the box. Different answers are possible.

can can't could may must not

- 1 This is the third time you've been late. You can't / must not be late for work again.
- 2 _____ I take a break now? I need to eat something.
- 3 You _____ work from home on Friday. I need you to be here in person for the meeting.
- 4 He _____ come to the meeting. He might have some good ideas to share.
- 5 _____ I work on the project, too? It sounds like fun.



3 Grammar and Vocabulary

- A** Think of someone you know who can work from home sometimes. Answer the questions.

- 1 What is their profession?

- 2 Who is their employer?

- 3 What is their salary or hourly wage? If you're not sure, you can guess.

- 4 How often can they work from home? Are there times when they *can't* work from home?

- 5 How often must they have a meeting or check in with their boss? Explain.

- 6 What are their working hours from home? May they change their working hours if they want?

- 7 Now imagine your dream job. Could you do it from home? Why or why not?



1 Functional language: Expressing confidence and lack of confidence

A Match each statement with a follow-up statement.

- | | | |
|--|-------|--|
| 1 I could never teach small children. | _____ | a That concerns me a little. |
| 2 The manager wants me to lead the project team.
I don't know – I already have a lot of work. | _____ | b That doesn't bother me. |
| 3 I don't like that my boss never lets me share my ideas. | _____ | c I don't think I'm patient enough. |
| 4 I might have to move to New York for my new job,
but I love New York! | _____ | d I think I can handle that. |
| 5 My new boss is always asking me questions,
but she's really nice. | _____ | e I'm not sure I can handle that. |
| 6 I want to apply for the new manager position. | _____ | f That won't be a problem. |

2 Real-world strategy: Focusing on reasons

A Insert the phrase *The thing is* in the correct place in each sentence.

The thing is,

- 1 Soccer? I'm not sure I can handle that. ^ I can't kick very well.
- 2 Thanks for inviting me, but I can't go. I have to study for a test.
- 3 I'd love to go, but I already have plans. I'm organizing a beach cleanup.
- 4 I don't think I'm strong enough. I broke my ankle a few months ago. I was bike riding with some friends.
- 5 I don't think I can make it. But thanks for asking. I had to work late last night, and I'm really tired.



3 Functional language and Real-world strategy

A Complete each conversation with a phrase in the box and *The thing is*.

I don't think I'm strong enough.
I'm not sure I can handle that.
That concerns me a little.

Conversation 1

A Would you like to go skateboarding with me and some of my friends on Saturday?

B No thanks. ¹ _____ *The thing is* _____, I've never skateboarded before.

A It's easy! And it's fun. We usually skate down that big hill by the park.

B That sounds really scary! ² _____

A Oh, I think you can. You should at least try it once.

Conversation 2

A Do you want to go to a yoga class with me?

B ³ _____

A You don't have to be. It mostly involves stretching.

B Thanks for asking, but I don't think so. ⁴ _____, I don't think I'll like it.

Conversation 3

A How long is this hike going to be?

B It's not a long hike – just a couple of miles. And it ends at the top of a mountain! It's beautiful.

A ⁵ _____, but I guess it will be OK.

B What are you worried about?

A I'm worried about going to the top of the mountain. ⁶ _____, I'm kind of afraid of heights.



1 Reading

- A** Read the job ad for a computer programmer and the two résumés. Then choose the best person for the job.

The best person for the job is _____.

Position

Computer programmer

Responsibilities

You will help us create computer programs and applications. You will also write reviews of other companies' programs and apps. You can make your own working hours, but you must come into the office in downtown Los Angeles once a week.

Qualifications

You need to have a four-year degree in computer science. You should have at least two years of work experience. You must have good communication and writing skills and work well with a team.

Amara Sukhum

Dallas, Texas 75001
214-555-9921
amara_s@mail.org

Professional profile

I have a degree in computer science and five years of experience as a computer programmer at an online startup. I was a technology journalist for my college newspaper, where I worked closely with a group of writers, editors, and photographers.

Elisa Gómez García

Los Angeles, California 90015
310-555-2910
egomezgarcia@mail.org

Professional profile

I have a degree in computer science with two years of experience creating smartphone apps for a large international company. In college, I worked as an assistant at the Technology Maintenance department. I worked with a team of five to repair and maintain the college computers. In addition, I wrote a newsletter for the computer science department.

- B** **Read for detail** Identify the information in the profile of the best candidate that makes her the right person for the job.

- 1 degree: _____
- 2 experience: _____
- 3 writing skills: _____
- 4 teamwork: _____
- 5 location: _____

2 Listening

- A  9.01 Listen to Min-kyu talking to Laura about his work experience. Then read the statements and check (✓) *True*, *False*, or *Not given*. Then listen again and correct the false statements.

	True	False	Not given
1 Min-kyu has a degree in business.	☐	☒	☐
He has a degree in law.			
2 He was an office assistant in a law office.	☐	☐	☐
3 He organizes schedules in his current job.	☐	☐	☐
4 He wrote computer programs.	☐	☐	☐
5 He studied Korean in college.	☐	☐	☐

3 Writing

- A Think of someone you know who has an interesting or unusual job. Imagine what information is on that person's résumé. Complete the résumé with information about that person. Use parallel structures in your bulleted lists.

Contact information	
Experience • • • • •	Skills • •
	Education • •

Check and review

Read the statements. Can you do these things?

Unit 9	Mark the boxes. ☒ I can do it. ☐ I am not sure.	If you are not sure, go back to these pages in the Student's Book.
	I can ...	
	Vocabulary ☐ talk about fields of study.	
	☐ talk about employment.	
	Grammar ☐ use modals of necessity <i>have to, need to, must</i> .	
	☐ use modals of prohibition and permission.	
Functional language	☐ express confidence or lack of confidence.	page 86
	☐ use <i>the thing is</i> to focus on reasons.	page 88
Skills	☐ write the main part of a résumé.	page 87
	☐ use parallel structures.	page 89
		page 90
		page 91
		page 93
		page 93

10.1

Green clothes

1 Vocabulary: Describing materials

A Check (✓) all of the adjectives that describe each item.

	Hard	Soft	Natural	Artificial
1 cotton T-shirt	☐	☒	☒	☐
2 glass vase	☐	☐	☐	☐
3 leather belt	☐	☐	☐	☐
4 metal key	☐	☐	☐	☐
5 plastic bag	☐	☐	☐	☐
6 polyester jacket	☐	☐	☐	☐
7 stone wall	☐	☐	☐	☐
8 wood house	☐	☐	☐	☐
9 wool sweater	☐	☐	☐	☐

B Write two objects that match each description. For each item, choose one object from the box and add one of your own ideas.

a big box of books	a bookshelf	a scarf
a pencil	a pair of rain boots	a water glass

- | | | |
|---------------|---------------|--|
| 1 fragile: | a water glass | |
| 2 heavy: | | |
| 3 light: | | |
| 4 strong: | | |
| 5 warm: | | |
| 6 waterproof: | | |

2 Grammar: Simple present passive

A Circle the correct verb forms to complete the sentences.

Buildings ¹**are made / make** of many materials, but which ones are the most popular? Metal ²**prefers / is preferred** for skyscrapers because it's strong. The Burj Khalifa in Dubai is the tallest building in the world – it ³**has / is had** over 30,000 tons of steel metal! Glass ⁴**is chosen / chooses** for a lot of modern architecture, too. Glass buildings provide natural light and great views. One of the most famous glass buildings ⁵**is located / locates** in Paris at the Louvre Museum. Wood ⁶**considers / is considered** one of the oldest materials for building. Wood is good for the environment, too. It ⁷**is made / are made** out of trees and ⁸**doesn't pollute / isn't polluted** the environment. Look around you! What materials ⁹**are used / use** in your classroom or home?





B Complete the sentences with the simple present passive forms of the verbs in the box.

buy check display divide give spend use

- 1 Old clothes are given to the secondhand clothing store.
- 2 Each article of clothing _____ for damage.
- 3 The clothing _____ into two groups: damaged clothes and good clothes.
- 4 The damaged clothes _____ to make new clothes.
- 5 The good clothes _____ in the secondhand clothing store.
- 6 The clothes _____ at reduced prices by store shoppers.
- 7 The money the store makes _____ on educational programs in local communities.

3 Grammar and Vocabulary

A Make sentences with the phrases and verbs in the chart. Add two of your own ideas. Use the simple present passive forms of the verbs.

Fragile objects	make	in the earth
This T-shirt	use	easily
Most boots	break	of cotton
Metal	need	in the winter
Waterproof materials	find	in rain boots
A warm coat		of leather
_____		_____
_____		_____

- 1 Fragile objects are broken easily.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

1 Vocabulary: Production and distribution

A Match each set of words to a photo.

catch and freeze
import and export

design and manufacture
~~store and ship~~

grow and pick
transport and deliver



1 store and ship



2 _____



3 _____



4 _____



5 _____



6 _____

2 Grammar: Simple past passive

A Find the mistakes and write correct sentences.

1 These trees was cut down many years ago.
These trees were cut down many years ago.

2 The old wood was recycle by the carpenter.

3 The wood table designed on the computer.

4 The design was chose by the customers.

5 The table built in one week.

6 The table were transported to the customers' home.



B Use the words to write sentences or questions in the simple past passive.

1 these vegetables / grow / on nearby farms / ?

Were these vegetables grown on nearby farms?

2 the tea / not produce / here / .

3 the fruit / freeze / before / it / transport / .

4 all of the honey / make / by local beekeepers / .

5 where / these dishes / create / ?

3 Grammar and Vocabulary

A Circle the best verb for each sentence. Then complete each sentence with the simple past passive form of the verb.

1 Too many fish were caught last year, so fishing is not allowed this year.

a manufacture

b grow

c catch

2 This meat _____, and sometimes the cold temperature changes the taste.

a export

b pick

c freeze

3 Where _____ your phone _____? In China?

a manufacture

b import

c grow

4 The package _____ yesterday. Did you receive it?

a export

b deliver

c produce

5 These strawberries are really fresh. They _____ this morning.

a pick

b freeze

c design

1 Functional language: Questioning and approving of someone's choices

A Circle the best expressions to complete the conversations.

Conversation 1

A I think I'm going to get a new phone.

B ¹ **Do you really need a new phone?** / **Why would you want to buy a new phone?** You said you needed to save money.

A That's true. I guess my phone works fine. I don't need a new one.

B ² **Why would you want to buy that?** / **I think you made the right choice.** Your phone is only two years old.

Conversation 2

A I'm going to buy this purse.

B ³ **Are you sure you want to get that?** / **Now that's a good idea.** It's small and not very useful.

A I know, but I love the color.

B ⁴ **Do you really need another purse?** / **I think you made the right choice.**

A No, I guess not. I'll put it back.

B ⁵ **Are you sure you want to get that?** / **That's what I would do.**

2 Real-world strategy: Changing your mind

A In each conversation, write the bold expression in the correct place. Write an X where the expression can't go.

1 On second thought,

A I'm going to buy a chicken to cook for dinner.

B That sounds good. _____ How are you going to cook it?

A Maybe I'll roast it. _____ I'm going to make ramen.
_____ We had chicken last night.

B I love ramen. _____ Can I come over for dinner?

A Sure!

2 Now that I think about it,

A This looks like a fun game. I'm going to get it.

B I think I played that game at Sam's house.

A Oh, really? _____ I thought it was new.

B _____ It's been out for about a month.

A Oh. _____ I already have it at home! _____
I forgot I had it.

3 Functional language and Real-world strategy

A Complete the conversation with the phrases in the box.

On second thought Now that's a good idea. Why would you want to buy a new one?

A I'm going to buy a new scooter this weekend.

B Don't you already have one?

A Well, I used to have one, but I gave it to my sister.

B That's very generous! Why did you give it to her?

A She needed a faster way to get to school. And anyway, I always use my bike.

B ¹ _____ You never used your old scooter!

A That's true. ² _____, maybe I'll save my money.

B ³ _____

B Read the situation about two people. Write a conversation like the one in exercise 3A.
Use the phrases in the box.

Person A wants to buy a jacket. It's too small, but it's on sale.

Person B tries to convince Person A not to buy the jacket.

I think you made the right choice. Are you sure you want to get that?
Now that I think about it,

A _____
B _____
A _____
B _____
A _____
B _____
A _____
B _____



1 Listening

A  **10.01** **Listen for detail** Listen to the podcast. Answer the questions.

1 What kind of company do Jackie and Christopher have?

It's a cookie company.

2 When did they close their company?

3 Why did they start their business again?

4 How is the business different now?

5 Where are their customers?



2 Reading

A Read a customer's feedback about Cookie Bites. Answer the questions.

Shop
Reviews
Account
Basket


EDISON
3
18
5

I ordered four boxes of your Cookie Bites last week because a friend of mine recommended them to me. They were delivered yesterday, and they're almost all gone! My roommates and I loved them. I had to hide one box in my room so they wouldn't be eaten by my hungry roommates. I bought four different flavors: chocolate chip, peanut butter, double chocolate, and coconut. The chocolate chip and peanut butter were my favorite kinds. Although I love chocolate, the double chocolate ones were a little too rich and sweet for me. I'm sure the coconut cookies were delicious. However, I never got to try one because my roommates ate them all. I'm so excited to try the rest of the flavors!

1 What product is Edison's feedback about?

It's about Cookie Bites.

2 What is his general opinion about the product?

3 Is his feedback all positive, all negative, or a little of both? Explain.

4 Who did he share the product with?

5 Is he going to buy the product again? How do you know?

3 Writing

A Think of a product that you use every day and don't really think about, such as toothpaste, dish soap, or shampoo.

■ What is the product?

■ Why do you continue to buy the same product?

■ What do you like about it?

■ What do you dislike about it?

B Write a post giving feedback about the product from exercise 3A. Use *however* and *although* to contrast ideas.

Check and review

Read the statements. Can you do these things?

Unit 10

Mark the boxes. ☒ I can do it. ☐ I am not sure.

I can ...

If you are not sure, go back to these pages in the Student's Book.

Vocabulary

☐ describe materials.

page 98

☐ talk about production and distribution.

page 100

Grammar

☐ use the simple present form of the passive.

page 99

☐ use the simple past form of the passive.

page 101

Functional language

☐ question or approve of someone's choices.

page 102

☐ use expressions for changing your mind.

page 103

Skills

☐ write feedback about company products.

page 105

☐ use *however* and *although* to contrast ideas.

page 105

11.1

Secrets of success

1 Vocabulary: Succeeding

A Complete the story with the words in the box and the correct prepositions (*at, out, over, or up*).

figure	get	gave	give	kept
set	stand	work	worked	

My sister and I have been making soap since high school. We ¹ set up our business after graduation. The beginning was hard! We almost ² _____ after six months. We were fighting a lot and were always stressed, but we decided we needed to ³ _____ our fighting. We couldn't ⁴ _____ our company after only six months. We had to ⁵ _____ ways to get quality ingredients at good prices. Customers didn't know our brand, so we had to ⁶ _____ our sales and marketing skills. We needed to make our soap ⁷ _____ from other soaps on the market. We ⁸ _____ a customer rewards program: the more our customers bought from us, the more they saved. It took time, but we ⁹ _____ our hard work. Sister Scents has now been in business for five years, and we couldn't be prouder!



2 Grammar: Phrasal verbs

A Check the answer that uses the pronoun correctly.

- | | | |
|---|---|--|
| 1 I can't figure out <u>these problems</u> . | ☒ a figure these out | ☐ b figure out these |
| 2 I want to give up <u>junk food and soda</u> . | ☐ a give up them | ☐ b give them up |
| 3 I haven't gotten over <u>my ex-girlfriend</u> . | ☐ a gotten her over | ☐ b gotten over her |
| 4 I need to work at <u>my writing</u> . | ☐ a work at it | ☐ b work it at |
| 5 I'm so glad I worked out <u>the problems</u> . | ☐ a worked out them | ☐ b worked them out |
| 6 I need to keep up <u>my exercise routine</u> . | ☐ a keep it up | ☐ b keep up it |
| 7 I had trouble setting up <u>my account</u> . | ☐ a setting it up | ☐ b setting up it |
| 8 I want <u>my work</u> to stand out. | ☐ a to stand it out | ☐ b it to stand out |

B Change the underlined parts of sentences 1–8 in exercise 2a so they're true for you.

1 I can't figure out the new computer program at work.

2

3

4

5

6

7

8

3 Grammar and Vocabulary

A Find the errors in the phrasal verbs. Write correct sentences.

1 It's important to stand it out at job interviews.

It's important to stand out at job interviews.

2 I'm going to set my new computer out today.

3 Your work has been excellent. Keep up it.

4 I'm working out being a better listener because I want to be a good manager.

5 When you fail, it can be hard to get it over.

6 Can you help me figure out it?

7 Don't give it up! You can do it!

B Answer the questions.

1 Have you ever had an idea that you tried and didn't work out? What was it?

2 Have you ever given up and quit a job, a class, a club, or something else? What was it?
Why did you give up?

3 How do you get over big disappointments?

4 Do you like to stand out? Why or why not?

1 Vocabulary: Opportunities and risks

A **Circle** the correct words to complete the text.

One year ago, I was in a unique ¹**situation** / **effects**.
I was a recent college graduate, and I had two
²**options** / **consider**: volunteer abroad for a year or start
a master's degree in environmental science. I had to
³**purpose** / **consider** my decision carefully. If I traveled,
I would run the ⁴**risk** / **research** that my ⁵**effects** / **goals**
might change. My ⁶**results** / **purpose** of traveling was
to volunteer in South America to help the environment.
But a lot can happen in one year. I was worried that
traveling might have negative ⁷**effects** / **situation** on
my career plan.

I did a lot of ⁸**advantages and disadvantages** /
research. I talked to friends who had traveled.
They told me about the ⁹**rewards** / **options**: you make
lifelong connections and learn every day. Some friends
still live abroad. Others were happy to return home
after one year. But everyone was happy they traveled.

I decided that every situation has
¹⁰**advantages and disadvantages** / **goals**. I could
always go to school, but I may not always be able to
travel. That was one year ago! I'm still working for
an organization in Brazil, and I'm going to start my
master's degree online and continue my work here.
I'm happy with the ¹¹**options** / **results** of my decision
so far, and I'm just getting started!



2 Grammar: Present and future unreal conditionals

A **Match the sentence halves.**

- | | | |
|--|--------------------|---|
| 1 If it were nice outside, | <u> d </u> | a if her company allowed it. |
| 2 If I had to choose a place to go for dinner, | <u> </u> | b if you met her. |
| 3 You would like my friend Sarah | <u> </u> | c I would visit my sister more often. |
| 4 I would be happier with my job | <u> </u> | d I wouldn't have to wear this big coat. |
| 5 If I had more free time, | <u> </u> | e he would study architecture. |
| 6 Michael would start his own business | <u> </u> | f they would buy a condo in the city. |
| 7 Cynthia would join the gym nearby | <u> </u> | g if he had more startup money. |
| 8 If David went back to school, | <u> </u> | h I would pick a Vietnamese restaurant. |
| 9 If Vince and Mary sold their house, | <u> </u> | i if the membership weren't so expensive. |
| 10 Michelle would work from home | <u> </u> | j if it weren't so far away. |

B Complete each sentence with the correct forms of the verbs in parentheses (). Then answer the questions so they are true for you.

1 **A** If I owned (own) a big house, I _____ (ask) my family to live with me. Would you?

B No, but I think I'd ask all my friends to live with me if I owned a big house!

2 **A** I _____ (not quit) my job if I _____ (have) a million dollars. What about you?

B _____

3 **A** If my friends _____ (move) far away, I _____ (be) sad. How would you feel?

B _____

4 **A** If you _____ (can make) your own schedule, what your working hours _____ (be)?

B _____

5 **A** _____ the people you live with _____ (be) happy if you _____ (buy) a huge TV?

B _____

6 **A** Where _____ you _____ (live) if you _____ (have) the chance to live anywhere?

B _____

7 **A** If you _____ (win) a free trip to a beautiful island, who you _____ (take) with you?

B _____

3 Grammar and Vocabulary

A Complete the sentences with your own ideas.

1 I would consider moving to a new town or city if _____.

2 I wouldn't mind risking my job if _____.

3 If I were in a scary situation in a strange city, _____.

4 I would have more advantages if _____.

5 If I knew that I would definitely get a good result, _____.



1 Functional language: Asking for agreement and agreeing

A Complete the conversations with the words in the box.

agree don't especially know mean point right

- A** I've worked for this company for five years, and I've never gotten a promotion. I should have gotten one by now, ¹ don't you think?
- B** Yeah, ² _____ when you've been working so hard.
- A** That's true. I've been thinking that maybe I should take some leadership classes. That would make me a better candidate for a promotion, ³ _____?
- B** Yes, you're right.
- A** It would be great if I could find some classes to take at night, you ⁴ _____?
- B** Yeah, I ⁵ _____ with you. You could check out what night classes the local community colleges offer.
- A** Good ⁶ _____.
- B** Have you thought about talking to your boss? Maybe she could give you some ideas.
- A** Like what?
- B** Well, maybe she'll have some suggestions on classes or things you can do to get a promotion.
- A** I see what you ⁷ _____. I'll send her an email and ask for a meeting. Thanks for your help.

2 Real-world strategy: Softening an opinion

A Rewrite the opinions. Use *I guess* or *I feel like* to soften them. More than one answer is possible.

- 1 The TV is so loud. We should ask him to turn it down.

The TV is so loud. I guess we should ask him to turn it down.

- 2 I don't see the house. We're going the wrong way.

- 3 It's too late to call Enrique. Let's call him tomorrow.

- 4 We've been waiting for a long time. The bus isn't going to come.

- 5 This cake tastes terrible. They used salt instead of sugar.

B Match the scenarios with the opinions.

- 1 Jaime is running late to the dinner party. _____
- 2 You went to the address of the florist you used last year, but there's a shoe store there now. _____
- 3 You had a job interview and you couldn't answer a lot of the questions. _____
- 4 You missed the last train to the airport. _____
- 5 Sandra is very unhappy at work, and she complains about it a lot. _____

- a "I guess the store went out of business."
- b "I feel like she should quit her job."
- c "I guess he got stuck in traffic."
- d "I guess I have to take a taxi."
- e "I feel like I'm not going to get the job."

3 Functional language and Real-world strategy

A Complete the conversation using the expressions in the box. Use at least two expressions from each column.

Don't you think? ... , right? Don't you agree? ... , you know?	Yeah, especially when Yeah, I would agree with you. Good point. I see what you mean.	I guess I feel like
---	---	------------------------

A I'm trying to choose between two jobs. One of them is for a law office. It pays really well, but I'm not interested in the work. The other is for an online magazine. It doesn't pay as much, but I would be doing something I love.

B You don't really need a lot of money right now because you're living with your parents.

Don't you think?

- A** _____
- B** _____
- A** _____
- B** _____
- A** _____



1 Reading

A Read for detail Read the article. Then answer the questions.



The Helper Experiment

by Thomas Holley

I recently heard that helping others is a good way to achieve happiness. I wondered if this could be true, so I decided to try it. I came up with an experiment: for one month, I would do at least one nice thing for another person every day. This could be anything from holding a door open to taking care of a sick friend.

On the first day, I saw my elderly neighbor carrying a heavy trash bag to the trash can outside. She was really struggling. I went up to her and asked if I could help her. She gratefully gave me the bag, and we started walking back toward our apartment building. When we got to the front door, she thanked me and invited me into her apartment for a cup of tea. We chatted over our tea for a while,

and then I went home. I have to say, I felt great! I felt like I did something important that day and made my neighbor's life a little easier.

Over the next few days, I found myself doing more than one nice thing per day. On my day off the first week, I spent almost the whole day looking for people to help. I wanted to figure out exactly why helping people was making me happy, so I did some research. I found out that there are a number of ways that helping people affects us. For example, helping people can increase our self-esteem and confidence. Doing something nice for another person can also give us a sense of purpose. In addition, when we volunteer on a regular basis, we feel a sense of belonging to a group.

During that month, I think I probably did at least a hundred nice things for others. Since then, I've kept up doing at least one helpful thing per day. If I didn't have to work, I would help people all day long! I've even started volunteering at the hospital. I think everyone should try this experiment. It can make us all happier.

- 1 What point of view does the writer use? **first person**
- 2 Why did the writer decide to try the "helper experiment"? _____
- 3 Who did the writer help first? _____
- 4 How did the writer feel after the first day of the experiment? _____
- 5 What are three reasons that helping people makes us happy? _____

2 Listening

A 11.01 Listen to the podcast. Complete the sentences.

- 1 The speakers are both _____.
- 2 Helping others can have _____ on our brains.
- 3 It can produce chemicals that _____.
- 4 These chemicals make us want to _____.
- 5 Helping people can reduce _____.

3 Writing

A Write a personal story about a time when you helped someone or a time when someone helped you. Explain what happened and how it made you feel.

Check and review

Read the statements. Can you do these things?

Unit 11

Mark the boxes. ☒ I can do it. ☐ I am not sure. I can ...		If you are not sure, go back to these pages in the Student's Book.
Vocabulary	☐ talk about succeeding.	page 108
	☐ talk about opportunities and risks.	page 110
Grammar	☐ use phrasal verbs.	page 109
	☐ use present and future unreal conditionals.	page 111
Functional language	☐ ask for agreement and agree.	page 112
	☐ soften an opinion.	page 113
Skills	☐ write a personal story.	page 115
	☐ use <i>On the one hand</i> and <i>On the other hand</i> to compare opposite ways of thinking.	page 115

12.1

Accidents happen

1 Vocabulary: Describing accidents and mistakes

A Match the words with their definitions.

- | | | |
|--------------------|----------|---|
| 1 be mad at | <u>g</u> | a to fall to the ground or when something falls to its side |
| 2 blame | _____ | b to feel sorry for something you did |
| 3 damage | _____ | c to accidentally hit something and make it fall |
| 4 destroy | _____ | d to cause some harm, like scratches or dents |
| 5 fall off | _____ | e to make something stop burning |
| 6 fall on | _____ | f to accidentally drop liquid |
| 7 fall over | _____ | g to feel angry with |
| 8 feel bad (about) | _____ | h to drop from something toward the ground |
| 9 knock off | _____ | i to think something is someone's fault |
| 10 leave out | _____ | j to move something around quickly |
| 11 pick up | _____ | k to break so badly that repair is impossible |
| 12 put out | _____ | l to lift something with your hands |
| 13 shake | _____ | m to suddenly move out of the correct position or place |
| 14 slip | _____ | n to come down onto someone or something below |
| 15 spill | _____ | o not to include someone or something |

B Circle the correct answers to complete the text.

What a morning! I ¹**left out** / **blame** a glass of water that my cat ²**knocked off** / **fell off** the table. Water ³**spilled** / **slipped** on the floor, but I didn't see it, so I ⁴**spilled** / **slipped** and ⁵**fell on** / **fell off** a chair behind me. Now my back hurts, but I can't ⁶**be mad at** / **put out** my cat. She is just a kitten and plays with everything! I can only ⁷**blame** / **shake** myself.

2 Grammar: Indefinite pronouns

A Complete the sentences with the words in parentheses ().

- (something, somewhere, someone)
Can _____ pick up _____ cheap for dinner _____ on the way home? I'm starving!
- (everywhere, everyone, everything)
_____ is destroyed because _____ is throwing things _____ !
- (anyone, anywhere, anything)
I can't find _____ interesting to read _____ in this bookstore.
Can _____ recommend a good book?
- (nothing, no one, nowhere)
_____ is home today. I have _____ to go and _____ to do, so I'm going to enjoy the silence and take a nap!



B Complete the conversation with indefinite pronouns.

A I'm trying to plan my sister's going-away party. I want to make a video, but I'm not very good at that stuff. Do you know ¹ anyone who is?

B Yeah, I know ² _____. You know her, too. It's Tamara.

A Oh, great! Do you think she would help me? I can pay her ³ _____ for her time.

B I'm sure she'd love to help, but I don't think she'll charge you ⁴ _____. She's on summer break from college, so she has ⁵ _____ to do.

A OK, great, I'll send her a message.

B So is your sister going ⁶ _____ exciting where we can visit?

A She's going ⁷ _____ in Mexico to teach English ... I think it's Guadalajara?
⁸ _____ says it's famous for *mariachi* music.

B Cool! I've never been, but I'd love to go ⁹ _____ in Mexico. Let's plan a trip!

3 Grammar and Vocabulary

A Answer the questions.

1 What do you usually do when you're mad at someone?

2 What would you do if you accidentally damaged something in a friend's home?

3 When was the last time you felt bad about something you did or said? Explain.

4 What would you do if someone blamed you for something, but you didn't do anything wrong?

5 Imagine this: You're cooking dinner for friends. Some of the food falls on the kitchen floor after you've cooked it. No one sees this happen, but everyone knows that the food is ready. What would you do?

1 Vocabulary: Describing extremes

A Write each word in the correct place in the chart.

boiling	enormous	exhausted	freezing	huge	magnificent
miserable	starving	terrific	terrified	thrilled	tiny

Temperature	Size	Emotions/Feelings	Opinions
boiling			

B Complete the sentences with the correct words from exercise 1A.

- I'm _____ that I got the promotion! I can't wait to start my new job!
- Don't touch that water! I just turned off the heat and it's still _____!
- I have to give a presentation to 500 people tomorrow. I'm _____!
- This museum is _____. We've been here four hours, and we still haven't seen everything.
- My coworker is sick, so I've been doing his job as well as mine for the past week. I'm _____!
- I'm always _____ by about 11:00 a.m. I guess I should have a bigger breakfast.
- We just saw my friends' new kitten. She's so _____ that she fits in my hands!
- It's still snowing, and our heater just broke. The house is _____!



2 Grammar: Reported speech

A Match the direct speech with the reported speech.

- | | | |
|--------------------------------------|-------------------|--|
| 1 Mike: "I'm on a call with João." | <u> b </u> | a Anna said she was calling João. |
| 2 Anna: "I'm calling João." | <u> </u> | b Mike said he was on a call with João. |
| 3 Mike: "I'm going to call João." | <u> </u> | c Mike said they could call João. |
| 4 Anna: "I was on a call with João." | <u> </u> | d Anna said she had been on a call with João. |
| 5 Mike: "We can call João." | <u> </u> | e Mike said he was going to call João. |
| 6 Anna: "I'll call João." | <u> </u> | f Anna said she would call João. |

3 Grammar and Vocabulary

A Complete the conversation with the words in the box.

exhausted freezing miserable starving terrific

Mila How was your hike on Saturday?

Kai It was ¹ miserable ! I was uncomfortable the whole time.

Mila Oh no, why?

Kai It was ² _____ , and I didn't bring a warm coat.

Mila That doesn't sound like much fun.

Kai It wasn't, but maybe I'll try it again in the summer.

How was your weekend?

Mila It was ³ _____. I went on a bike ride and then went out to dinner with some friends.

Kai Your weekend sounds a lot better than mine. Hey, do you want to go get something to eat? I'm ⁴ _____ , and I have nothing to eat at home.

Mila Sorry, I can't. I've been working long hours, and I'm going to be ⁵ _____ tomorrow if I don't go to bed early.



B Answer the questions with reported speech. Use the information from the conversation in exercise 3A.

1 How was Kai's hike?

He said _____.

2 What was the weather like on the hike?

He said _____.

3 Is Kai going to do that hike again?

He said _____.

4 What did Mila do over the weekend?

She said _____.

5 Why does Kai want to get something to eat?

He said _____.

6 Why doesn't Mila want to get something to eat?

She said _____.

C Read the situations. Use reported speech to tell what the people said to you. Add details.

1 a time a friend was thrilled about some good news

My best friend Marina said she got a big promotion at work.

2 a time when a family member was miserable about some bad news

3 a time that someone you know felt terrified

4 a time when someone in your class or at your job was exhausted

1 Functional language: Describing, asking about, and guessing feelings**A** Complete the words to make sentences. The first letter of each word is given to you.

- 1 You must have been f_____.
- 2 What a n_____!
- 3 I bet that made you feel g_____.
- 4 Actually, I was s_____.
- 5 How did that make you f_____?
- 6 I bet that made you feel b_____.

B Complete the conversations with the sentences in exercise 1A.**Conversation 1****A** Hey, you got back yesterday from your trip, right? How did it go?**B** Actually, we're still here. All the trains were canceled yesterday. We didn't even find out until we got to the train station.**A** ¹ _____**B** I was at first! We went to complain, but then they explained the situation. The thing is, it was raining really hard, and they canceled the trains because parts of the city were flooded.**A** You're kidding! ² _____**B** Yeah, it did. People have lost their homes, their cars, and so much more. It's awful! The damage to the city is pretty bad in some areas.**A** ³ _____**B** Miguel and I have decided to stay a few extra days and volunteer. These people need all the help they can get.**A** I'm so glad you can help, but be careful!**Conversation 2****A** How was your weekend? Did you have a good birthday dinner with your friends?**B** I did, but I had a real surprise on Friday. I was late to the restaurant because of traffic, and when I got there, no one was there. The huge table I had reserved was empty.**A** Oh no! ⁴ _____**B** I guess, I was confused ... ⁵ _____

Then, I started to feel sad ... until a friend sent me a message to tell me she would be late to the dinner – the dinner on Saturday.

A On Saturday?**B** Yes, I got the days confused! I told my friends the dinner was on Saturday, not Friday.**A** Seriously? So, what did you do?**B** Well, I told my friends. The restaurant was fully booked on Saturday, so one of them offered to have the dinner at his house. Everyone brought something to eat, and it was great!**A** ⁶ _____

After all that, your birthday was a success!

2 Real-world strategy: Ending a story

A Write endings to the stories to show they ended in a good way. Use *After all that* and *In the end*.

Conversation 1

A I was really sick at the end of last year, and I missed my family reunion.

B You must have been so upset!

A Yeah, I was. I really wanted to meet some cousins that live abroad. But it's OK, _____

Conversation 2

A I didn't know my phone was in my pocket when I jumped into the pool yesterday.

B Oh no! Was it ruined? I bet you were so annoyed.

A Yeah, I was, at first. But _____

Conversation 3

A My bike got a flat tire when I was riding home late last night.

B What a nightmare! Were you terrified?

A I was a little scared. _____

3 Functional language and Real-world strategy

A Put the conversation in the correct order.

Mari I bet that made you feel good. _____

Mari So what did you do? _____

Mari You must have been furious! _____

Mari Hey, didn't you go on a long road trip a few months ago? 1 _____

Yoo-mi I was lucky. I ran into an old friend. He loaned me some money. _____

Mari How did that make you feel? Did you feel strange taking the money? _____

Yoo-mi Yeah, I did. It was fun at first, but my money and credit cards were stolen. _____

Yoo-mi No, I was so happy! To say thanks, I cooked dinner for him. We had so much fun. _____

Yoo-mi It did. I couldn't stop smiling. In the end, we talked every day for three months, and now we're going to get married! _____

Yoo-mi Actually, I was shocked because I'm always really careful. What a nightmare! _____



1 Listening

A  **12.01 Listen for detail** Listen to the lecture. Then complete the sentences.

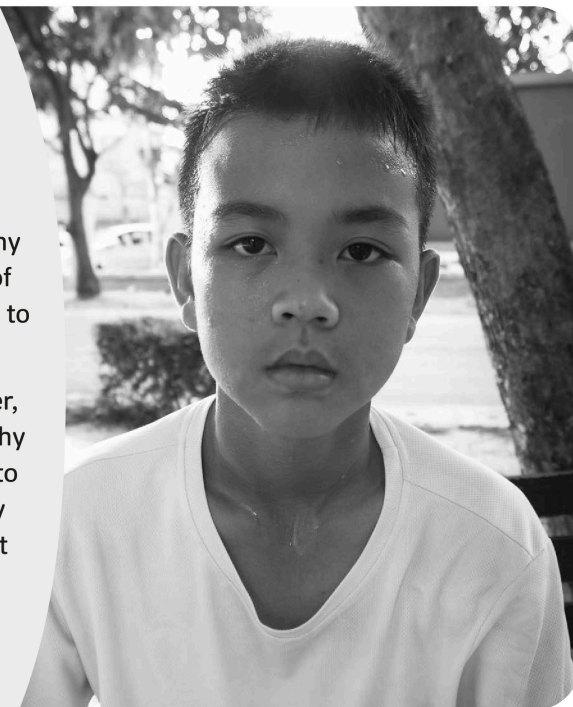
- 1 We can't change the past, but we can talk to people who have _____.
- 2 The speaker spoke with people who are _____.
- 3 She learned that important life lessons are _____.
- 4 Rose taught her that we need to take time to _____.
- 5 She said that we need friends who we can call _____.
- 6 Joe told her that people shouldn't _____.

2 Reading

A Read the anecdote. Answer the questions.

When I was about 12 years old, I was mad at my best friend Andy because another boy told me that Andy had said mean things about me. I was so upset. Andy asked me what was wrong, but I wouldn't tell him. I wouldn't say anything. After a while, Andy was mad at me, too. We stopped talking to each other. I was miserable and I didn't know what to do. I wanted my best friend back, but I was still angry with him. After a couple of weeks, Andy and I both made new friends and we never talked to each other again.

That was a mistake that I won't make again. As I've gotten older, I've learned that it's important to tell your friends and family why you're mad. You might find out that there's actually no reason to be angry. Or you might discover that they had no idea that they had done something you didn't like. Years later, I found out that the other boy had lied to me. I felt bad that I had destroyed my friendship with my best friend just because I didn't tell him what was bothering me.



- 1 Why was the writer upset with Andy?

- 2 What did the writer do about his situation with Andy?

- 3 How did the situation affect his friendship with Andy?

- 4 What did the writer later learn about the other boy?

- 5 What life lesson did the writer learn from this situation?

3 Writing

- A** Think about a mistake you made in the past that you wouldn't make today. What lesson did you learn? Write an anecdote. Use different expressions to avoid repetition.

Check and review

Read the statements. Can you do these things?

Unit 12

Mark the boxes. ☒ I can do it. ☐ I am not sure. I can ...		If you are not sure, go back to these pages in the Student's Book.
Vocabulary	☐ describe accidents and mistakes.	page 118
	☐ describe extremes.	page 120
Grammar	☐ use indefinite pronouns.	page 119
	☐ use reported speech.	page 121
Functional language	☐ describe, ask about, and guess feelings.	page 122
	☐ use <i>In the end</i> or <i>After all that</i> to end a story.	page 123
Skills	☐ write an anecdote about a life lesson.	page 125
	☐ use different expressions to avoid repetition.	page 125

Extra activities

1.5 Time to speak What makes a leader?

- A** Decide if you would or would not like to be a leader – for example, a leader of your school or of your country.
- Make a list of the good things about being a leader.
 - Make a list of the difficult things a leader has to do.
 - Decide whether being a leader is mostly good or mostly bad.
- B** Make an audio recording about the good and bad things about being a leader. End your recording with your decision about whether it is mostly good or mostly bad to be a leader.
- C** Bring your recording to class and listen to your classmates' recordings. How many of you think being a leader is mostly a good thing? How many of you think it is mostly bad?

2.5 Time to speak Things to bring

- A** Imagine that someone has an item that you really want, but they won't take money for it. They will only exchange it for something that is very important to you. Write a description of the thing you will exchange.
- B** Bring your description (and, if possible, your item or a photo of your item) to class. Talk with your classmates, showing your items and sharing your descriptions. Then exchange your description for the description of something that you would like to have.

3.5 Time to speak Secret spots

- A** Research secret spots in a city that you have visited or would like to visit.
- Search for "secret spots in [city]."
 - Write down three secret spots that look interesting to you.
 - Take notes on where each spot is and what you can do there.
 - Print out a map of the city and mark the spots on your map.
 - Find out how to get from each spot to the next.
 - Write directions from each spot to the next one.
- B** Make a video of yourself giving a presentation about the secret spots. In your video:
- Show the spots on your map.
 - Describe each spot.
 - Explain how to get from one spot to the next.

4.5 Time to speak Microadventures

- A** Think of an idea for a microadventure that you could go on with friends. Go online and research it.
- Write detailed notes about what the microadventure involves (where it is, how you could get there, what you could do there, how long it would take, and who you could go with).
 - Make a list of pros (or benefits) of the microadventure.
 - Make a list of cons (or possible problems) of the microadventure.
- B** Invite your class on the microadventure. Use your notes to tell them all about it. How many of your classmates would like to go on your microadventure? What are their reasons for going or not going?

5.5 Time to speak Believe it or not ...

- A** Go online and find a surprising story about something that was lost and then found years later. Or tell a surprising personal lost-and-found story.
- Take notes on the story.
 - Write the story in your own words.
 - Add one detail to the story that is made up (it didn't really happen).
 - Make an audio recording of your story.
- B** Bring your recording to class. Listen to each other's recordings. Guess which detail of each story is made up.

6.5 Time to speak A 15-minute city

- A** Go online and research 15-minute cities. Find some examples in different countries. Choose one of them to focus on.
- Take notes on the 15-minute city.
 - Describe the key features that make it a 15-minute city.
 - Make a poster to illustrate these features and highlight their benefits.
- B** Bring your poster to class and present the 15-minute city to your classmates. Ask your classmates to discuss its benefits and possible problems. Then ask them to decide if they want to live in the city.

Extra activities

7.5 Time to speak Changing tastes

- A** Think of a movie, TV show, or song that you liked five to ten years ago, but don't like anymore.
- Take notes on why you used to like it. Think of at least three reasons.
 - Take notes on why you don't like it anymore. Think of at least three reasons.
- B** Make a video of yourself describing your movie, TV show, or song. Explain why you used to like it and why you don't like it now. Share your videos in class. Did anyone have similar reasons why they used to like something? Did anyone have similar reasons why they don't like that thing now?

8.5 Time to speak Building a better life

- A** Go online and research two time-saving tips that you haven't tried yet.
- Take notes on the tips.
 - Try each tip for a couple of days.
 - Take notes on your experiences with the tips.
- B** Make an audio recording. Record yourself explaining the tips and giving a review. Tell whether the tips worked or didn't work for you.

9.5 Time to speak Design your perfect job

- A** Go online and find an advertisement for a job that sounds fun to you.
- Take notes on the qualifications and requirements. What kind of education and skills do you need to get this job?
 - Write a résumé for a person who is qualified for the job.
- B** Print out the job ad and present the ad and the résumé to the class. See if your classmates can think of other education or skills to add to the résumé.

10.5 Time to speak Shopping psychology

- A** Think of a product people buy because they want to improve themselves or because they feel fear. Go online and find a photo or a commercial for the product.
- Take notes about the product: What is it? How do people use it?
 - How does the photo or commercial show what the product does to improve peoples' lives or make them feel safer? Take notes.
- B** Show the photo or commercial for your product to your class. Describe what the product is. Explain how the photo or commercial convinces people to buy it. Do your classmates think the product can really improve peoples' lives or help them feel less fear?

11.5 Time to speak Success stories

- A** Think of someone who became successful after appearing on a TV competition. You can find ideas on the Internet.
- Take notes on the person's life before their success: Where did they live? What did they do? How were they trying to be successful? Why were they having trouble?
 - Take notes on the TV competition. What kind of competition was it? What were the rules? What did the winner receive?
 - Write a short summary of the person's life and how success changed it.
- B** Present your summary to your class. If possible, show a short video clip of the person from their TV competition.

12.5 Time to speak Skillful fun

- A** Think of something you had a difficult time learning when you were a child. For example, you might have had trouble figuring out how to tie your shoes, understanding the rules of soccer, or learning how to play an instrument.
- Take notes on the situation: What were you learning? Why was it difficult? How did you feel about the situation?
 - Take notes on how the situation ended: Did you keep trying or did you give up? Why? What did you learn?
 - Make a video of yourself describing your experience.
- B** Share your video with your class. Explain why you think this was or was not a valuable experience for you. If possible, demonstrate the skill to the class.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgments on reprinting and in the next update to the digital edition, as applicable.

Key: U = Unit

Photography

All the photographs are sourced from Getty Images.

U1: Johnner Images; shapecharge/E+; Dia Dipasupil/Getty Images Entertainment; JohnnyGreig/E+; Milko/E+; Westend61; andresr/E+; J.M.F. Almeida/Moment; Tuul & Bruno Morandi/Photolibrary; **U2:** AleksandarDickov/iStock/Getty Images Plus; Yackers/iStock/Getty Images Plus; crisserbug/iStock Unreleased; Vlad Kochelaevskiy/iStock/Getty Images Plus; feedough/iStock/Getty Images Plus; Thomas De Wever/iStock/Getty Images Plus; burnsboxco/iStock/Getty Images Plus; Hannah Foslien/Getty Images; SportYaroslavKryuchka/iStock/Getty Images Plus; **U3:** CHUNYIP WONG/E+; Trevor Carpenter/Moment; CactuSoup/E+; bjones27/iStock/Getty Images Plus; steinphoto/E+; Hero Images; seksan Mongkhonkamsao/Moment; vuk8691/iStock/Getty Images Plus; Nataniil/DigitalVision Vectors; GorynVD/iStock/Getty Images Plus; Prostock-Studio/iStock/Getty Images Plus; Drazen Zigic/iStock/Getty Images Plus; MoMo Productions/DigitalVision; **U4:** knape/E+; Oliver Rossi/DigitalVision; Viktor Cvetkovic/E+; Adam Gault/OJO Images; mixetto/E+; **U5:** Bryan Powell/500px; Kseniya Ovchinnikova/Moment; skynesher/E+; Arda ALTAY/iStock/Getty Images Plus; PM Images/Stone; petekarici/E+; The Good Brigade/DigitalVision; **U6:** Bim/iStock/Getty Images Plus; UrchenkoJulia/iStock/Getty Images Plus; tacojim/E+; DariaSuperman/iStock/Getty Images Plus; Mana Works/iStock/Getty Images Plus; petrovv/iStock/Getty Images Plus; Ashley Cooper/Corbis Documentary; Aratehortua/iStock/Getty Images Plus; puruan/iStock/Getty Images Plus; Emreturanphoto/Moment Unreleased; Tom Merton/OJO Images; Purestock; JackF/iStock/Getty Images Plus; shaunl/E+; Mystockimages/E+; Prasert Krainukul/Moment; johavel/iStock/Getty Images Plus; **U7:** Westend61; Briony Campbell/DigitalVision; Maca and Naca/E+; Yuichiro Chino/Moment; Eduard Figueres/iStock/Getty Images Plus; SeventyFour/iStock/Getty Images Plus; Damir Khabirov/iStock/Getty Images Plus; filadendron/E+; Dusan Stankovic/E+; RobertoDavid/iStock/Getty Images Plus; Phynart Studio/iStock/Getty Images Plus; Vladimir Vladimirov/E+; skynesher/E+; **U8:** Clovera/iStock/Getty Images Plus; Goodboy Picture Company/E+; momcilog/E+; EMS-FORSTER-PRODUCTIONS/DigitalVision; alla_snesar/iStock/Getty Images Plus; Pulse/The Image Bank; **U9:** D-Keine/E+; sunshiny/iStock/Getty Images Plus; skynesher/E+; NicolasMcComber/E+; Keith Brofsky/DigitalVision; chanakon laorob/iStock/Getty Images Plus; simonkr/E+; **U10:** Rudy Sulgan/The Image Bank; burwellphotography/E+; AnnaStills/iStock/Getty Images Plus; kelvn/iStock/Getty Images Plus; EvrenKalinbacak/iStock/Getty Images Plus; Mike Harrington/DigitalVision; Atli Mar Hafsteinsson/Connect Images; Monty Rakusen/DigitalVision; sturti/E+; Halfpoint Images/Moment; RyanJLane/E+; **U11:** DragonImages/iStock/Getty Images Plus; simon2579/E+; NickyLloyd/E+; humanmade/E+; draganab/E+; kadirKaba/DigitalVision; Dejan Marjanovic/E+; **U12:** FG Trade Latin/E+; StudioThreeDots/E+; FluxFactory/E+; Istockxstock/E+; Akaradech Pramoonsin/Moment.

Front cover photography by Luis Alvarez/DigitalVision.

Audio

Audio produced by CityVox, New York.

Typeset

Typesetting by EMC.