

EVOLVE

SECOND EDITION

WORKBOOK

with Audio

Samuela Eckstut with Cara Norris

4



CAMBRIDGE

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1 Vocabulary: Qualities and skills

A Circle the words to complete the phrase.

- 1 break a fear / **a record**
- 2 face a fear / a medal
- 3 get a business / a lot of likes
- 4 have a good joke / a sense of humor
- 5 rise to a challenge / a goal for myself
- 6 run a business / a good joke
- 7 set a goal for myself / pride in something
- 8 take a medal for something / pride in something
- 9 tell a goal for myself / a good joke
- 10 win a medal / a record
- 11 work with my hands / a business
- 12 take part in a sense of humor / a marathon



B Complete the sentences with phrases from exercise 1A.

- 1 When you run a business , you organize or control a business.
- 2 When you _____ , you say something to make people laugh.
- 3 When you _____ , you create something for your job.
- 4 When you _____ , you get a prize in a competition.
- 5 When you post something online that many people think is good, you _____ .
- 6 When you _____ , you feel good about something you have done.
- 7 When you _____ , you deal with something you are afraid of.
- 8 When you _____ , you deal with a difficult job or opportunity successfully.
- 9 When you _____ , you are involved in a really long race.
- 10 When you _____ , you do something faster or better than anyone else.
- 11 When you _____ , you decide something you want to do in the future.
- 12 When you _____ , you are able to understand funny things and to be funny yourself.

C Imagine you are in these situations. What might you say? Use the phrases from exercise 1A to write a sentence for each.

- 1 at a party: Miranda, tell us a good joke.
- 2 at a job interview: _____
- 3 at a sports event: _____

2 Grammar: Tense review (simple and continuous)

A Some of the underlined verbs are not correct. Correct the mistakes.

- 1 I ^{went} ~~was going~~ to a party last night. It was fun.
2 What do you do right now? Are you busy?
3 Jorge has gotten a job, but Rosa has looked for six months and is still looking.
4 Have you heard the news? Tony and Ana have been getting married.
5 I talked to Achara when you called. She was telling me a funny story.

B Complete the paragraph with the correct form of the verbs in the box. Some verbs will be used more than once.

be get (not) see take talk wait walk

There ¹ have been strange events in my neighborhood recently. I ² _____ down the street the other night when I ³ _____ bright, colorful lights in the sky. Yes, that's right, the northern lights! You ⁴ _____ often _____ the northern lights in this part of the United States. In fact, I ⁵ _____ never _____ it so far south. But last Monday at sunset, there ⁶ _____ bright lights filling the sky. Drivers ⁷ _____ out of their cars. A lot of people ⁸ _____ photos. People in the neighborhood ⁹ _____ to each other about the lights ever since. We ¹⁰ _____ to see what the next strange event will be.



C Write true sentences about you. Replace X with a word or phrase to complete each sentence.

- 1 In my entire life, I / never / see / X

In my entire life, I've never seen the northern lights in my city.

- 2 I / walk / down the street the other day when / X

- 3 You / often / (not) see / X / in my neighborhood

- 4 Once / I / X / but / I / never / X / it again

- 5 I / X / right now because I / X

- 6 I / try to / X / for a long time / but / I / still / X

1 Vocabulary: Describing key qualities

A Check (✓) the sentences with correct underlined words. Correct the incorrect words.

- 1 Eun-Hee is a very ^{responsible}~~responsibility~~ person. ☐
- 2 Harika has the right qualifications for the job. ☒
- 3 Research suggests that curious helps us learn better. ☐
- 4 The email says that my job application has been success. ☐
- 5 Parents should encourage independence in their children. ☐
- 6 Recruiters are often asking job applicants how ambitious they are. ☐
- 7 Anita is very experience in managing a team. ☐
- 8 Fabio is known for his good manners and polite. ☐
- 9 Fashion careers require technical skills and a lot of creativity. ☐
- 10 Some candidates don't show much enthusiastic in job interviews. ☐
- 11 It is important to know the truthfulness of all information. ☐
- 12 Can you speak with confident in work meetings? ☐

2 Grammar: Dynamic and stative verbs in the present

A Read each pair of sentences. Then write *S* (stative verb) or *D* (dynamic verb).

- 1 a My friend is being very patient with me. D
- b Yes, she is a very kind person. S
- 2 a We are interviewing job applicants. _____
- b How many do you usually interview? _____
- 3 a I am thinking of starting my own business. _____
- b I don't think that's a good idea. _____
- 4 a Do you know your responsibilities as a team member? _____
- b No, I need some help. _____
- 5 a Why do you hate your job? _____
- b Because I am experiencing a lot of stress. _____



B Complete each pair of sentences with the stative and dynamic use of the verb in parentheses ().

- 1 (see) a Xavier is seeing a movie with his friends this afternoon.
 b I see her now. She is walking down the road.
- 2 (have) a Nari has ten years' experience as a teacher.
 b The doctor's in the cafeteria. She is having lunch.
- 3 (look) a Petra looks like her sister.
 b What is you looking for? Have you lost anything?
- 4 (smell) a He is smelling the fish. Maybe there's something wrong with it.
 b Everything is smelling delicious. Let's eat!
- 5 (weigh) a The suitcase weighs 22 kilos.
 b I don't know the price yet. The man is weighing the tomatoes now.



3 Grammar and Vocabulary

A Complete the job reference for Alex Martinez. Use the correct form of the verbs in parentheses (). What qualities from exercise 1A does he have? Circle them.

I ¹ know (know) Alex well. I ² have known (know) him for ten years. He ³ has worked (work) at the company for six. He is a responsible person and ⁴ takes (take) his job very seriously. He is definitely qualified for the job. He ⁵ has (have) two degrees and many years of experience. He's ambitious and clearly ⁶ wants (want) to be successful. He ⁷ has set (set) goals for himself and then ⁸ does (do) the work to achieve them. He is curious and loves to learn new things. He ⁹ talks (talk) to a lot of people who are different from him and ¹⁰ tries (try) to learn from them. In fact, right now he ¹¹ is taking (take) two classes at the local community college in different subjects. I'm not surprised that Alex ¹² is looking (look) for a job with more responsibilities. His confidence is just another one of his excellent qualities. We will be sorry to lose him.

B Use the word prompts to write part of a job reference for someone you know. Replace X with a word or phrase to complete each sentence.

- 1 They / work / at this company / X years
They have worked at this company for three years.
- 2 They / X / employee
They are very hardworking.
- 3 Right now / they / X
They are working on a new project.
- 4 Their / X / one of their excellent qualities
One of their excellent qualities is their teamwork.

1 Functional language: Meeting someone you don't know; introducing someone to others

A Match the sentence halves.

- | | | |
|----------------------------|-------|--------------------------|
| 1 Do you ... | c | a here, right? |
| 2 I don't think ... | _____ | b met my assistant? |
| 3 You're new ... | _____ | c know anyone here? |
| 4 Do you two know ... | _____ | d first day? |
| 5 Have you ... | _____ | e to a couple of people. |
| 6 Let me introduce you ... | _____ | f we've met before. |
| 7 Is this your ... | _____ | g each other? |

B Put the conversation in the correct order.

- Alvin** Yes, I just started this morning. _____
- Alvin** It's nice to meet you, Sofia. _____
- Sofia** Hello. I don't think we've met before. 1 _____
- Sofia** My name is Sofia. _____
- Sofia** It's nice to meet you, too. Is this your first day? _____
- Alvin** No, we haven't met yet. I'm Alvin. _____

2 Real-world strategy: Responding to an introduction

A Complete the conversations. Use the words in the box.

go going haven't hi I'm love met see sure went

- 1 **Dan** Have you met Sandra?
Haruki I'm not sure, but _____, I'm Haruki.
- 2 **Dan** Do you know Sandra?
Chris Yes, we _____ way back. We _____ to school together. How's it _____, Sandra?
- 3 **Dan** Have you met Sandra?
Sakura No, I _____, but I'd _____ to. Hi, Sandra. _____ Sakura.
- 4 **Dan** Do you two know each other?
Kai Yes, we _____ this morning! Nice to _____ you again, Sandra.

3

A

1 Armando

You're new

Kiara

Armando

Kiara

Armando

Tom

Armando

Kiara

2 Sara

I'm Sara.

Riku

Sara

Riku

Sara

Zack

Riku

B

Situation 1:

Situation 2:

Situation 3:

A

B

A

B

A

B

1 Reading

A Read the article. Then check (✓) the best title.

- 1 Preparing for an interview? ☐
- 2 Getting the job you want! ☐
- 3 Dress for success! ☐

After sending out a lot of applications, you've finally gotten an interview. Now you're busy preparing for it. You've researched the company and thought about the questions you want to ask and the questions they might ask you.

What else is there? What you're going to wear, of course. The way you look is very important. At the end of the interview, you want people to be talking about your skills and experience, not your appearance.

What should you wear? Suits and ties for guys, and dresses for women? That's not always necessary. It depends on the type of job you're interviewing for.

Is it a job in the tech industry? You might not need a suit or a dress, but that doesn't mean you can go in a T-shirt and jeans. You need to look like you're going to work, not out for the night with friends. So, guys, put on a nice shirt and formal pants. And, women, a nice sweater or blouse with a skirt or pants will be fine.

If you're interviewing for a finance job, you need to wear what people in the business world wear. That means a suit and tie for men and dresses or suits for women.

Dress for the job you want. Make sure your clothes are clean and ironed. Avoid wearing strong perfume, and don't wear too much makeup or jewelry. Strong scents can bother people, and too much makeup can look unprofessional. Lastly, choose shoes that are as formal as your clothes are.



Remember: If people are talking about your appearance after the interview, you probably won't hear from them again. So dress right and look good. Your career may depend on it.

B **Read for gist** Complete the statements. Use the phrases in the box.

goes to a lot of job interviews	has interviewed people	buy clothes
is going to go to a job interview	get a job	interview people

- 1 The person who wrote the article is someone who _____.
- 2 The person who reads the article is someone who _____.
- 3 The purpose of the article is to help someone _____.

2 Listening

A **1.01** Listen to the conversation. Answer the questions.

- 1 When is the man's interview? _____
- 2 Where has he applied for a job? _____
- 3 What should he wear? _____
- 4 What's the problem? _____

3 Writing

- A** Read the comments in response to the article in exercise 1A. Underline the sentence that shows agreement. Circle the sentence that shows disagreement. Put a box around the sentences that show appreciation.

Comments

1 Thanks for the tips. They're really useful, especially since I'm a recent graduate and I'm looking for a job. I'll pay attention to what to wear when I have my interviews.

2 I'm sorry, but I don't think you're right about not wearing perfume. I sweat when I wear a suit, so I think perfume helps.

3 I enjoyed your post. I completely agree that people should dress appropriately for the job. A suit is not always necessary, but you must look good.

- B** Write two comments in response to the article in exercise 1A. In one comment, show appreciation and agreement. In the second comment, show disagreement. Which comment reflects your true opinion?

Check and review

Read the statements. Can you do these things?

Unit
1

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 expressions to talk about qualities and skills.	page 2
☐ use nouns and adjectives to talk about key qualities employers look for.	page 4
Grammar	
☐ use a variety of simple and continuous verb forms.	page 3
☐ use dynamic and stative verbs in the present to talk about actions, habits, and states.	page 5
Functional language	
☐ meeting someone you don't know; introduce someone to others.	page 6
☐ respond to an introduction.	page 7
Skills	
☐ write a comment in response to an article.	page 9
☐ agree, disagree, and show appreciation.	page 9

1 Vocabulary: Describing trends**A Choose the correct phrase to complete the sentences.**

- 1 Selfies are all over social media. They're still **dated** / **on the way out** / **(all the rage)**.
- 2 My friends painted their bedroom walls gray, but I think beige is **fashionable** / **out of style** / **dated** now.
- 3 Skinny jeans look good on me. I hope they **are old-fashioned** / **come back in style** / **lose popularity**.
- 4 I hope people don't **gain interest** / **gain popularity** / **lose interest** in recycling.
- 5 When people realize how much healthier vegetarian diets are, eating meat will **go out of style** / **be all the rage** / **be the next big thing**.
- 6 Companies are getting better at packaging their products. Packaging that uses too much plastic is **trendy** / **on the way out** / **the latest thing**.

B Answer the questions about trends.

- 1 What is something you think is a fad?
In my opinion, clown shoes are a fad. I don't think they'll be popular next year.
- 2 What is a type of clothing you think is dated?

- 3 What is a type of music that is gaining popularity?

- 4 What is a wasteful practice that is going out of style?

- 5 What type of diets are trendy right now?

- 6 What do you think will be the next big thing in fashion?

- 7 What healthy habits are all the rage right now?

- 8 What is something you think is old-fashioned?



2 Grammar: Real conditionals

A Put the words in the correct order to make sentences.

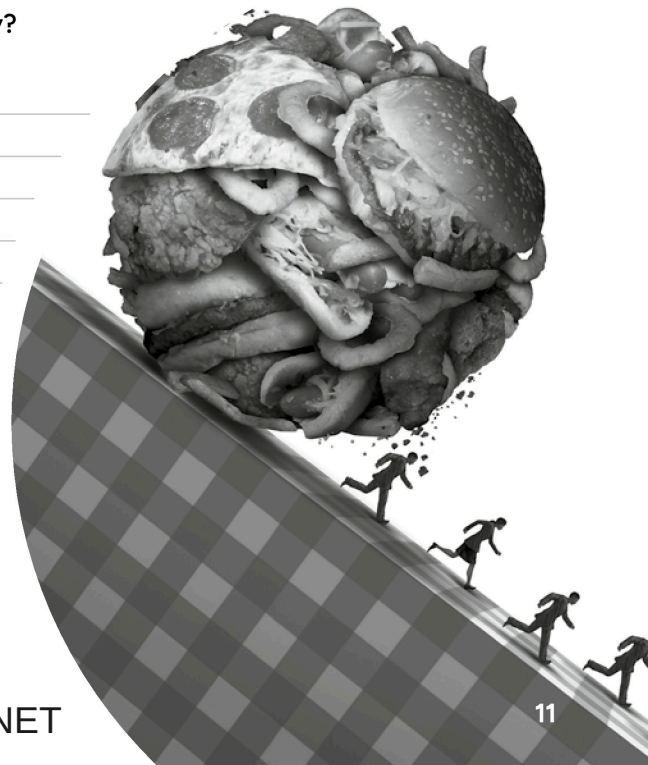
- 1 the server / to waste / want / for a doggy bag / ask / don't / you / the food / if
If you don't want to waste the food, ask the server for a doggy bag. **OR** Ask the server for a doggy bag if you don't want to waste the food.
- 2 people won't / just a fad / for very long / if / do / it's / it
- 3 more sustainably / to eat / want / if / you / grow / your own food
- 4 to waste food / if / get worse / the problem / continue / will / we
- 5 on social media / everyone / something / trending / pays attention / if / is
- 6 a lower carbon footprint / a restaurant / if / it / locally sourced food / has / serves

B Complete the sentences. Use the words in parentheses ().

- 1 Fish is (be) good for you if it isn't (not / be) fried.
- 2 If we (not / put) the meat in the fridge soon, it (go) bad.
- 3 If you (be) vegan, (not / eat) the cake. It has eggs.
- 4 (not / drink) coffee at night if you (have) trouble falling asleep.
- 5 If you (make) dinner tomorrow, I (cook) it tonight.
- 6 (not / order) takeout if you (want) to reduce waste. The plastic containers are bad for the environment.

C How can people waste less food, eat better, and save money? Write your ideas. Use *if*.

If you don't eat a lot of fast food, you'll have a healthier diet.





1 Vocabulary: Preparing food

A Cross out the food that is in a different food group.

- | | | |
|-------------|-----------|----------|
| 1 pineapple | garlic | mint |
| 2 eggplant | tuna | zucchini |
| 3 garlic | shrimp | tuna |
| 4 cabbage | pineapple | zucchini |
| 5 ginger | mint | zucchini |

B Complete the sentences with words from exercise 1A. More than one answer may be possible.

- 1 Mariel likes to put a little bit of _____ in her tea.
- 2 Do you have a stick of gum or a breath mint? The pasta I had for lunch had too much _____ in it.
- 3 One of the most consumed fish in the world is _____, which mainly comes from the Pacific Ocean.
- 4 I have to remove the shells from these _____ before we cook them. Can you help me?
- 5 _____ is probably my favorite vegetable to grow. I just love its purple color.
- 6 Pickled _____ is popular around the world. For example, people eat kimchi in Korea and sauerkraut in Germany.

C Complete the sentences. Use the words in the box.

barbecue boil chop fry rinse stir

- 1 If you barbecue a steak, you usually do it outside.
- 2 Before you make a salad, _____ the vegetables in cold water.
- 3 You need a spoon to _____ something.
- 4 If you _____ water, it becomes very hot.
- 5 You need a knife to _____ something.
- 6 You need oil to _____ something.

D Answer the questions with your own information.

- 1 Which foods in exercise 1A do you like?

- 2 Are there foods in exercise 1A you have never tried?

- 3 How often do you use the cooking methods in exercise 1C?

- 4 What vegetarian dish can you make that uses a food from exercise 1A and a cooking method from exercise 1C?

2 Grammar: Clauses with *after*, *until*, *when*

A Underline the event in each sentence that happens first.

- 1 The sauce will change color when you add the garlic.
- 2 As soon as the food is done, we'll eat.
- 3 Before the water boils, put in the cabbage.
- 4 Add the zucchini after you fry the fish.
- 5 Cook the rice until there's no more water in the pot.
- 6 Once we finish lunch, we'll wash the dishes.

B Combine the sentences. Use the time expression in parentheses ().

- 1 I'm going to reserve a table. Then I'll tell you the time. (after)
After I reserve a table, I'll tell you the time. OR I'll tell you the time after I reserve a table.
- 2 We'll get to the restaurant. Then we'll message you. (when)

- 3 We'll wait outside. You will arrive. (until)

- 4 We'll choose what to eat from the menu. We'll order. (as soon as)

- 5 We'll finish our coffee. Then we'll ask for the check. (once)

- 6 We'll have dinner. Then we'll go to the movies. (before)

C Write the correct form of the verb in parentheses (). Then complete the sentence with your own information.

- 1 When I cook (cook) a big meal, I'll invite all my friends.
- 2 After I _____ (get up) tomorrow morning, _____.
- 3 I _____ (not go) to bed until _____.
- 4 As soon as I _____ (have) some free time, _____.
- 5 Once I _____ (save) enough money, _____.



1 Functional language: Making, accepting, and refusing offers

A Change the underlined words in the sentences without changing the meaning. Use the words in the box.

I'm OK	a refill	care for	get	here
Awesome	offer	Oh	wonderful	want

- 1 **A** Can I get you another juice?
B I'd better not, thanks.
- 2 **A** Would you like some avocado salsa?
B That'd be great.
- 3 **A** Can I get you another dessert?
B Yes, that's great.
- 4 **A** Can I have another spring roll, please?
B Sure, there you go.
- 5 **A** Anyone else care for some cake? We have three different kinds.
B That's great, I'll check them out.



2 Real-world strategy: Acknowledging an acceptance

A Read each conversation. Use the words below to complete each response.

back	got	right	sure
------	-----	-------	------

- 1 **A** Can I offer you anything to drink?
B Yes. Some coffee would be great.
A I'll be right _____ with that.
- 2 **A** Would you pass me the salad, please?
B _____ thing.
- 3 **A** Is there any more iced tea?
B Coming _____ up!
- 4 **A** Could I have a little more chicken?
 It's delicious.
B You _____ it!

B Write two conversations. Speaker A makes an offer of food or drink. Speaker B accepts or refuses.

- 1 **A** _____
B _____
A _____
- 2 **A** _____
B _____
A _____

3 Functional language and Real-world strategy

A What do people often offer in these situations? Write three things.

On an airplane	At a party	At a business meeting	At a restaurant
something to drink			
a snack			
a blanket			

B Write conversations for each remaining situation in exercise 3A. Have people accept and refuse the offers.

Flight attendant Would you like something to drink?

Passenger Yes, I'd love a glass of water.

Flight attendant Coming right up!

Flight attendant Can I get you a snack?

Passenger I'd better not, thanks.

Flight attendant Would you care for a blanket?

Passenger That'd be wonderful.



Conversation 1

A

B

A

B

A

B

A

Conversation 2

A

B

A

B

A

B

A

Conversation 3

A

B

A

B

A

B

A

1 Listening

A  **2.01** **Listen for gist** Listen to a conversation between a man and a woman. Where do they decide to have lunch? Why?

B  **2.01** Listen again. Read the statements. Write *T* (true) or *F* (false). Correct the statements that are false.

1 The woman is on a gluten-free diet because she wants to lose weight. _____

2 The woman has avoided eating things with gluten for the past six months. _____

3 The woman's family is also on a gluten-free diet. _____

4 The man and the woman are definitely going to lunch at Anna's. _____

2 Reading

A Read about the results of a survey about sustainable diets. **Circle** the questions that the survey asked. Answer the questions you circle.

Sustainable diets seem all the rage nowadays. You can see sustainably caught fish in supermarkets and restaurants. Influencers' opinions about which foods can be sustainably produced and which are terrible for the environment are all over social media. But what do people really know about sustainable foods? Our survey results have some surprises.

A majority of the people who responded said that sustainably produced foods are hard to find. About 22% said they know which foods are sustainable and which are not.

A quarter of the people in the survey thought that sustainable diets are less balanced than the American average diet. The truth is just the opposite.

More than a third of the people interviewed thought that sustainable foods are more expensive. However, there is no research that proves this to be true. In fact, studies have shown that sustainable eating is cheaper and can reduce food costs.

- 1 Are sustainably produced foods harder to find?

- 2 Do you know which foods are sustainable and which are not?

- 3 Does sustainable food have less flavor?

- 4 Are sustainable diets less balanced than the average American diet?

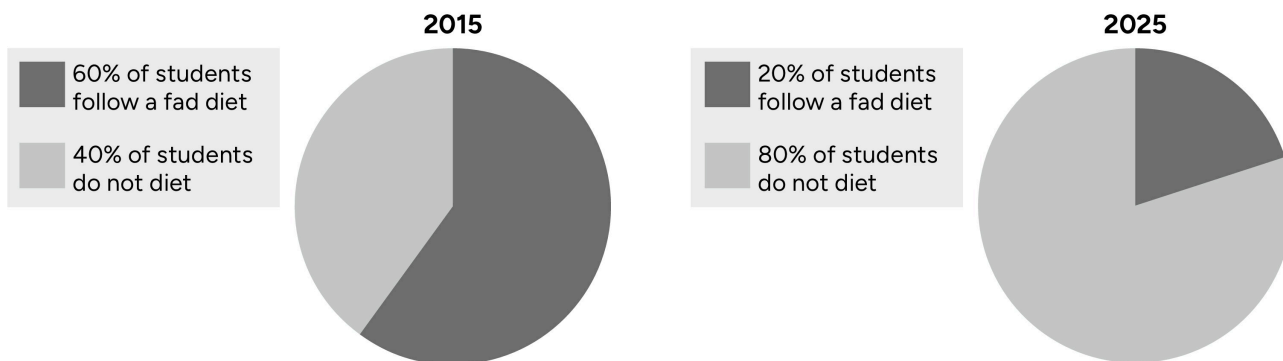
- 5 Are sustainable foods more expensive?



3 Writing

A Look at the charts from a college survey on diet fads. What trends do they show?

Students who follow fad diets to lose weight



B Write a short report about the survey results. You can use the phrases below. Make sure you include numbers from the chart.

gain/lose popularity
be a thing of the past

be trendy
be the next big thing

be on the way out

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

- ☐ use expressions to describe trends.
☐ use the correct words to describe food preparation.

page 12
page 14

grammar

- ☐ use real conditionals.
☐ refer to the future with time clauses using *after*, *until* and *when*.

page 13
page 15

functional language

- ☐ make, accept, and refuse offers.
☐ acknowledge an acceptance.

page 16
page 17

skills

- ☐ write survey results.
☐ reference numbers and statistics.

page 19
page 19

1 Vocabulary: Talking about work-life balance

A Circle the correct words to complete the sentences.

- 1 If you can't afford to do something, you don't have the **time** / **money**.
- 2 If you have a good work-life balance, the amount of time you spend at work and doing things you enjoy are **about the same** / **very different**.
- 3 When a job allows hybrid working, you **have to** / **don't have to** travel to work every day.
- 4 The cost of living is the amount of money you need for **food, housing, and other basic things** / **parties, vacations, and other fun things**.
- 5 Your lifestyle is the **days of your life** / **way that you live**.
- 6 If you have a good quality of life, you have a lot of **money** / **satisfaction**.
- 7 Your standard of living is how much **money and comfort** / **money and family** you have.
- 8 If you take a cut in salary, your salary goes **down** / **up**.
- 9 If your job offers remote working, you can work **in** / **outside** the company's office.
- 10 If you have flexible working hours, you **can** / **can't** choose when you work.
- 11 If you value something, it is **expensive** / **important to you**.
- 12 If something is worth it, it is difficult but **cheap** / **useful**.

B Complete the sentences with your own information.

- 1 I can't afford to move to a nicer place right now.
- 2 The thing I like most about my lifestyle is _____.
- 3 You know you don't have a good work-life balance when _____.
- 4 I would give up _____ to lower my cost of living.
- 5 What I value most of all is _____.
- 6 One disadvantage of remote working is _____.
- 7 It's worth it to take a cut in salary _____.
- 8 In order to have a good quality of life, it is important to _____.



2 Grammar: *too* and *enough*

A Answer the questions. Use the words in the box, and *too* or *enough*.

close difficult experienced free time money sick

- 1 Why can't Javier get a job? Because he isn't experienced enough.
- 2 Why don't you walk to work? Because my office isn't _____.
- 3 Why isn't Xiaoling in the office today? Because she's _____ to go to work.
- 4 Why don't you join a club? Because I don't have _____.
- 5 Why do you need a second job? Because I don't make _____.
- 6 Why can't you solve this problem? Because it's _____ to solve.

B Write sentences. Use the words in parentheses () with (*not*) *too*, *too much*, *too many*, or *enough*, and the infinitive.

- 1 I want to go to the beach, but it's only 63°F outside. (cold)
It's too cold to go to the beach.
- 2 Ramón can't go to the club. He isn't 21 yet. (old)

- 3 Orhan is tired after work, but he still cooks dinner. (tired)

- 4 Fumiko wants to take a long vacation, but she has only five vacation days. (time off)

- 5 Matias can't come to the meeting. He needs to complete his project. (busy)

- 6 I don't have much information. I can't finish my report. (information)

C Write sentences that are true for you. Use *enough*, *too*, *too much*, or *too many*.

- 1 I / spend / time studying
I spend too much time studying. OR I don't spend enough time studying.
- 2 I / have / things to do today

- 3 I / make / money

- 4 I / receive/send / messages every day

- 5 My neighborhood / be / lively / at night

- 6 I / have / friends on social media

- 7 I / work / hard



1 Vocabulary: Talking about prices and value

A Complete the chart. Write each verb under the correct preposition.

charge	come up	depend	have an effect
invest	rely	make the most	pay a fair price
play an important role	suggest a price	take advantage	treat myself
for	on	of	
charge			
in	to	with	

B Complete the sentences with the verbs and prepositions in exercise 1A.

- 1 You should make the most of the beautiful weather today. It's going to rain tomorrow.
- 2 Prices _____ what people are willing to pay.
- 3 The availability of streaming options _____ how many people go to movie theaters.
- 4 On my birthday, I _____ something expensive I wouldn't usually buy.
- 5 I like to wait for sales to _____ the lower prices.
- 6 I am willing to _____ food, but I think \$18 for a sandwich is too much.
- 7 You can _____ good shipping from that store. It's always fast.
- 8 To be successful, businesses need to _____ new ideas on a regular basis.
- 9 Should I _____ Sam's business? I'll make money if it's successful.
- 10 I'll never go back to that restaurant. They _____ a glass of water!

C Use at least three of the phrases in exercise 1A to write about shopping.

The last time I went shopping, the cashier forgot to charge me for two things.



2 Grammar: Modifying comparisons

A Compare the bakeries below. Use the words in parentheses () and *a bit, a little, much, a lot, more, way more, or by far*.

	Bob's Bakery	Cake Queen	Sweet Surprises
Price for cakes	\$15	\$25	\$12
Busy times	11 a.m.–3 p.m.	all day	12 p.m.–2 p.m.
Likes	255	765	450
In business since	1952	2020	2023

- 1 Cake Queen has been open _____ **a little longer** _____ than Sweet Surprises. Of the three, Bob's Bakery has been open _____. (long)
- 2 Cake Queen is _____, but Bob's Bakery is _____ than Sweet Surprises. (expensive)
- 3 Sweet Surprises is _____ than Bob's Bakery, but Cake Queen is _____. (popular)
- 4 Cake Queen is _____ of the three. Bob's Bakery is _____ than Sweet Surprises. (busy)

B Complete the sentences with *as ... as* and *almost, nearly, nowhere near, or just*.

- 1 The pizza at Arturo's is much better than the pizza at Gina's.
Gina's pizza is not nearly as good as Arturo's.
- 2 The servers at Gina's are a little friendlier than the servers at Arturo's.
Arturo's servers are _____ Gina's are.
- 3 The seats at Gina's are really comfortable. Arturo's seats aren't comfortable at all.
Arturo's seats are _____ Gina's are.
- 4 Arturo's and Gina's are big. They both have 25 tables.
Gina's is _____ Arturo's is.
- 5 Gina's and Arturo's are new. Gina's opened in June. Arturo's opened six months later.
Gina's is _____ Arturo's is.

C Write sentences to express your opinion. Replace X and Y with a word or phrase to complete each sentence.

- 1 X / by far / exciting / thing / I've ever seen
The circus is by far the most exciting thing I've ever seen.
- 2 X / by far / good / gift / I've ever gotten
- 3 X / nowhere near / popular / Y
- 4 X / way / easy / Y
- 5 X / a bit / expensive / Y
- 6 X / just / intelligent / Y



1 Functional language: Making an apology and explaining what happened

A Complete the conversation. Use the words in the box.

can't didn't don't dumbest how so **sorry** what

Gael I'm really ¹ sorry, but I just did the
² _____ thing.

Azul Oh no, ³ _____ tell me something happened to my laptop. Did someone steal it?

Gael No, no. The laptop's on your desk. It's just that I had a small accident. You'll never guess ⁴ _____ I did.

Azul What happened?

Gael While I was running for the bus, I tripped on a stone and dropped your laptop. I can't tell you ⁵ _____ sorry I am.

Azul Did you get hurt?

Gael No, I'm fine. But the laptop won't turn on. I ⁶ _____ believe I ⁷ _____ see the stone. I am ⁸ _____ sorry. I'll pay for the damage.

Azul Don't worry. It's a new laptop and still under warranty. But first, let me see it.



2 Real-world strategy: Responding to an apology

A Respond to the apologies. Put the words in the correct order.

1 **Glen** I'm so sorry I missed your party.

Andy deal / it's / big / really / no

2 **Delcy** I can't believe I forgot to tag you on that post.

Nate over / don't / yourself / it / beat / up

3 **Ron** I'm really sorry I interrupted your presentation.

Hee-an end / the / the / not / world / it's / of





3 Functional language and Real-world strategy

A Write a conversation for each situation. Use the language you practiced in exercises 1A and 2A.

- 1 Victor lost Azra's book. He left it on the train. Azra doesn't want him to feel bad about it.

Victor Azra, I can't believe I did this but ...

Azra Oh no, what?

Victor I left your book on the train. I can't tell you how sorry I am.

Azra It's just a book. Don't beat yourself up over it.

- 2 Keiko forgot about a meeting. She didn't put it on her calendar. Do-yun doesn't want her to feel bad about it.

Keiko _____

Do-yun _____

Keiko _____

Do-yun _____

- 3 Joao sent Max the wrong address, and Max got lost. Max doesn't want him to feel bad about it.

Joao _____

Max _____

Joao _____

Max _____

- 4 Alex is out of town. His friend Lin is staying at his apartment. Lin calls Alex to tell him something has happened and to apologize. Alex thinks Lin is going to tell him he broke the TV.

Lin _____

Alex _____

Lin _____

Alex _____

- 5 Hector says he burned Alice's birthday cake. Alice doesn't want him to feel bad about it.

Hector _____

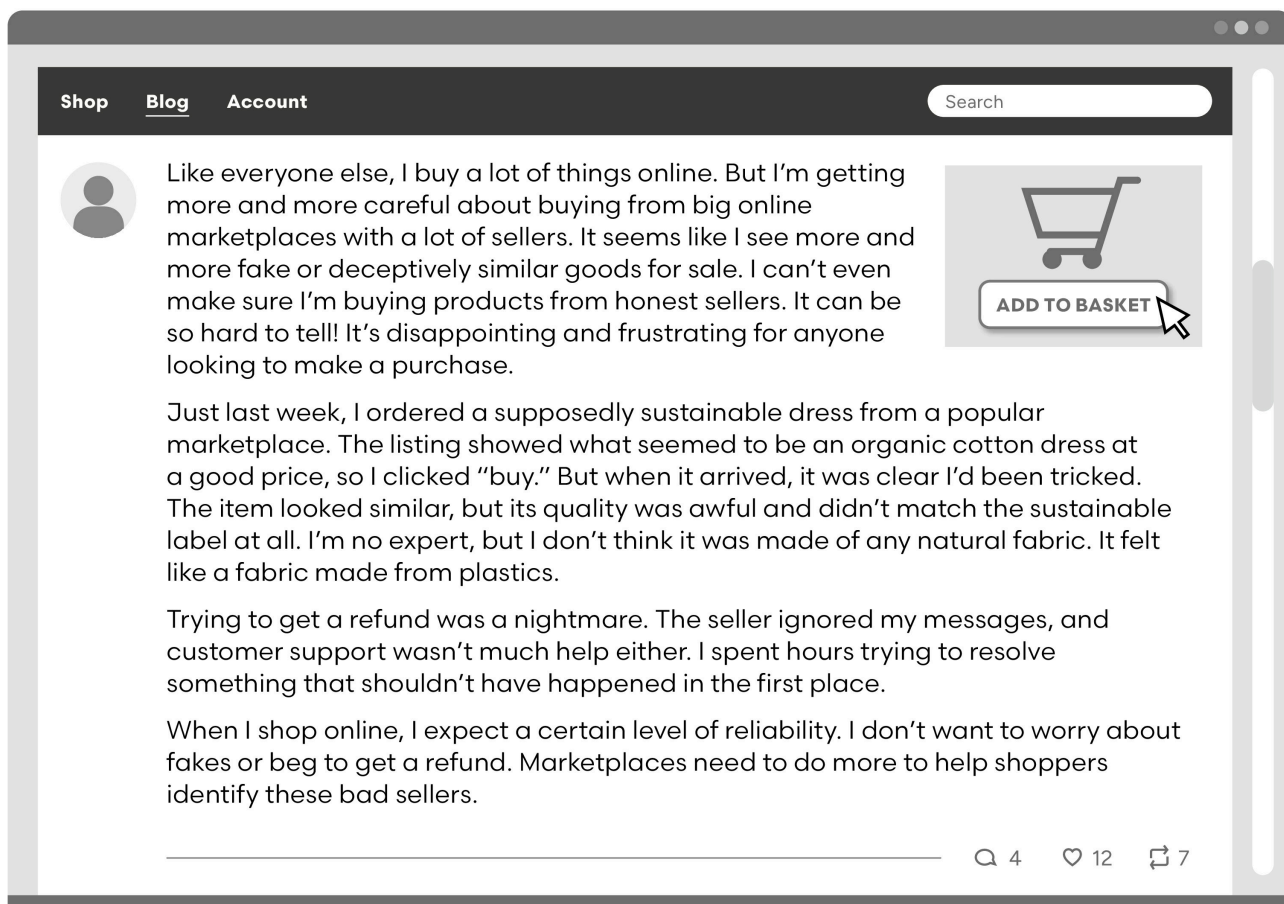
Alice _____

Hector _____

Alice _____

1 Reading

A Read the blog post about shopping. Is the blogger writing about shopping online or in a store?



Like everyone else, I buy a lot of things online. But I'm getting more and more careful about buying from big online marketplaces with a lot of sellers. It seems like I see more and more fake or deceptively similar goods for sale. I can't even make sure I'm buying products from honest sellers. It can be so hard to tell! It's disappointing and frustrating for anyone looking to make a purchase.

Just last week, I ordered a supposedly sustainable dress from a popular marketplace. The listing showed what seemed to be an organic cotton dress at a good price, so I clicked "buy." But when it arrived, it was clear I'd been tricked. The item looked similar, but its quality was awful and didn't match the sustainable label at all. I'm no expert, but I don't think it was made of any natural fabric. It felt like a fabric made from plastics.

Trying to get a refund was a nightmare. The seller ignored my messages, and customer support wasn't much help either. I spent hours trying to resolve something that shouldn't have happened in the first place.

When I shop online, I expect a certain level of reliability. I don't want to worry about fakes or beg to get a refund. Marketplaces need to do more to help shoppers identify these bad sellers.

4 12 7

B **Read for detail** Read the post again. Circle the correct option to answer the questions.

- 1 What does the blogger say about online sellers?
 - a They may offer cheap goods.
 - b They may sell fake goods.
- 2 What was the blogger tricked into?
 - a Buying clothing that didn't match the description.
 - b Paying too much for the dress.
- 3 What other problem did the blogger have?
 - a She had to wait too long to receive the dress.
 - b It was difficult to get a refund.

2 Listening

A  3.01 Listen to the conversation. Answer the questions.

- 1 What kind of business does the woman work at? _____
- 2 Who gives her problems at work? _____
- 3 What did the Milk Lady do? _____
- 4 Why can't the woman fix the problem? _____

3 Writing

- A** Read the product review. Underline the sentence that shows the reviewer's feelings. Circle the positive and negative features of the product. Put a box around the sentence that gives a recommendation.

Product review

I highly recommend EarthSaver reusable food storage bags. I recently bought the gallon size. They are great for storing leftovers. With these bags you can reduce food waste and use less plastic at the same time. They're easy to clean, too: you can clean them in the dishwasher. My only complaint is that they don't come in very many sizes. The only choices are large and small. Maybe they will come out with a medium size soon. I'd definitely buy these bags again.

- B** Think of a product you have bought recently. Write a short review of the product.

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	☐ use expressions to talk about work-life balance.	page 22
	☐ use verb phrases to talk about prices and value.	page 24
Grammar	☐ use <i>(not) too</i> and <i>(not) enough</i> to talk about quantity.	page 23
	☐ use modifiers in comparisons.	page 25
Functional language	☐ make an apology and explain what happened.	page 26
	☐ respond to an apology.	page 27
Skills	☐ write a product review.	page 29
	☐ describe feelings and give recommendations.	page 29

4.1

More than just a jersey

1 Vocabulary: Talking about advertising

A Complete the sentences with words in the box.

advertise	ad/advertisement	brands	commercials	fashion statement
logo	merchandise	merchandising	products	slogan
sponsor (n)	sponsor (v)	status symbols		

- Al's Pizza pays to support our basketball team. They are our sponsor. We have their _____ – "Best pizza in town!" – on our jerseys.
- Louisa wears bright colors to make a _____.
- Diego's business was not doing well, so he decided to _____ on the Internet. He also hired an artist to design a new _____ for his business.
- Have you seen the _____ for that new TV show? It looks really funny.
- _____ from famous _____, like Lululemon and Alo Yoga, are often more expensive because they are _____.
- Disney makes a lot of its profits from _____. The company charges other companies to put its characters on their products.
- Many websites make money by hosting _____ for other companies and products.
- Many companies will _____ a local charity or a sports team because they know it is good for their reputation.
- The band has an online store that sells the band's _____.

2 Grammar: Modals of speculation

A Circle the correct words.

- The fans are going to their seats. They **can't** / **must** have tickets.
- Li Hua was in second place in the race last time. She **might** / **must** win this time.
- Andreas always wears a Patriots jersey. He **could** / **must** like the team.
- There's a man talking to the players. He **must** / **could** be the coach, or maybe he's the referee.
- Some fans are leaving the game early. They **can't** / **might** be bored.
- Nobody is wearing a jacket. It **can't** / **could** be cold.



B Complete the conversations. Use *could, might, must, or can't* and the verb in parentheses ().

- 1 **A** Does Victor know Eve?
B He must know (know) her. They're taking the same class.
- 2 **A** Are there tickets available for tomorrow's game?
B There are (be) tickets left. Let's look online and see.
- 3 **A** He's a famous actor.
B He is (be) that famous. I've never seen him in any movies.
- 4 **A** Does Esma like soccer?
B She likes (like) it. She talks about it all the time.
- 5 **A** We have a meeting tomorrow, right?
B We do (have) a meeting. Bruno hasn't decided yet.
- 6 **A** Tomio's at the door.
B Tomio is (be) at the door. He's at work.

3 Grammar and Vocabulary

A Write an explanation for each fact. Use modals of speculation and the words in the box or your own ideas.

be rich	be well known	help people to remember
help to sell merchandise	look good	make (someone) feel good about themselves

- 1 Karina likes to make a fashion statement with her choice of clothes.

It might be important for her to look good.

- 2 Nike has had the slogan "Just do it" for years.

- 3 People like to buy eco-friendly brands.

- 4 Commercials with music are more successful than commercials without music.

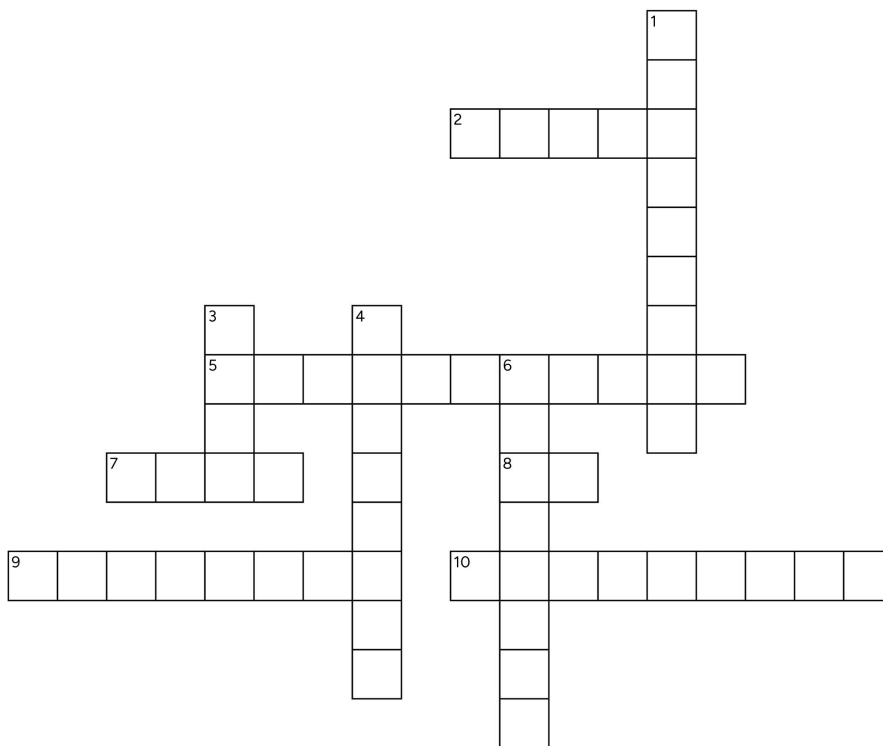
- 5 People buy Birkin bags because they are a status symbol.

- 6 A good logo is very important for a company.



1 Vocabulary: Talking about people in the media

A Read the clues and complete the crossword.



Across

- 2 This person gets paid to wear the latest designs.
 5 This word has a similar meaning to **performer**.
 7 Beyonce is more than just a singer.
 She's a cultural ...
 8 This person plays music so people can dance.
 9 This person is paid to tell jokes.
 10 This is someone who is famous.

Down

- 1 This word has a similar meaning to **director**.
 3 This is someone who is brave or who people admire.
 4 This person makes new fashions.
 6 At a concert, these are the people in the crowd.

2 Grammar: Subject and object relative clauses

A Write *where, which, who, that, or –* (if a relative pronoun is not necessary).

- 1 I like stores that OR which have a lot of different products.
 2 I never rent a car in countries _____ people drive on the opposite side of the road.
 3 My friends _____ live far away message me all the time.
 4 I like all the products _____ I buy online.
 5 I don't like problems _____ keep me awake at night.
 6 Physics is a subject _____ many students find difficult to understand.
 7 Taylor Swift is the famous music artist _____ I'd most like to meet.

B Combine the sentences. Use relative pronouns where necessary.

- 1 Some stories are outrageous. The stories go viral.

Some stories that go viral are outrageous.

- 2 The stories are about celebrities. I like those stories the most.

The stories that I like the most are about celebrities.

- 3 People must have a lot of free time. These people post a lot of videos.

- 4 People share memes. They think the memes are funny.

- 5 There's a video with a shark. The shark is dancing.

- 6 Once I saw a video of a house. A hip-hop star lived in the house.

- 7 One great video still makes me laugh. I saw the video last year.

- 8 My friends thought it was funny, too. My friends saw the video.

3 Grammar and Vocabulary

A Write sentences that are true for you. Use relative pronouns where necessary.

- 1 I / follow / influencers / think differently / from me

I follow influencers who/that think differently from me. OR I don't follow influencers who/that think differently from me.

- 2 I / like / podcasters / always / talk / about politics

- 3 the icons / I / admire / be / all from my country

- 4 it / be / fun / to be in an audience / I / don't know anyone

- 5 the photos / share / be / always / selfies

- 6 the clothes / I / buy / be / usually / by famous designers



1 Functional language: Exchanging and discussing opinions

A Match the columns to complete the conversations.

- | | |
|--|--|
| 1 I really think professional athletes are paid too much. _____ | a As I see it, they have a responsibility to be good role models. |
| 2 I find it very unfair that women athletes earn less than men. _____ | b Yes, absolutely. There's no reason they should earn less. |
| 3 I don't really think it's better to watch sports live than on TV. _____ | c It's not so much that it's better. It's just different. |
| 4 High school students should focus on their studies, not on sports. _____ | d Just a second. Pro athletes train really hard. They earn their salaries. |
| 5 Don't you think we expect too much from professional athletes? _____ | e OK, that's a good point, but sports help young people stay healthy and active. |

B Complete the conversation with the expressions in the box.

I really think I found it	just a second it's just that	as I see it that's true but	that's a good point it's not so much that
------------------------------	---------------------------------	--------------------------------	--

- Ozan** So, Elisa, what did you think of the movie?
- Elisa** I hated it. ¹ _____ really boring.
- Ozan** Yeah, me too. ² _____ it's the worst movie we've seen this year.
- Tae-hyun** Now, ³ _____. I liked it. It was so different from the stuff we usually watch.
- Elisa** ⁴ _____, but being different doesn't mean it was good.
- Tae-hyun** Well, Ozan, I'm surprised you didn't like it. You usually love science fiction.
- Ozan** ⁵ _____ this movie was more about the relationship between the two main characters, not really about the space travel. ⁶ _____, this movie was really more of a love story.
- Tae-hyun** ⁷ _____ it's a love story, ⁸ _____ love is an important part of the story. I still think it's science fiction.

2 Real-world strategy: Making opinions more emphatic

A Correct the mistakes in the responses.

- A** Real Madrid is the best team in the league.

B Sorry, I can't disagree more!
- A** Romantic comedies are always so dumb.

B That's not true in all!
- A** Kathy Jordan wasn't that great of a tennis player.

B You have it wrong!



3 Functional language and Real-world strategy

- A** Read the conversation. Circle the expressions that discuss or exchange opinions. Underline the expressions that make opinions more emphatic.

Mateo What are you doing?

Luna Just reading one of those online gossip sites.

Mateo Why do you read that trash?

Luna Now just a second, there's a lot of really good celebrity news here.

Mateo As I see it, it's mostly just lies. Hardly any of that stuff is true.

Luna That's not true at all. When Taylor Swift got a new boyfriend, where do you think I read about it? On this site. That wasn't made up, was it?

Mateo OK, that's true, but it's still just gossip. It's not news – it doesn't have any effect on your life.

Luna You have it all wrong. I don't read this site for news. I read it to be entertained. Not every news site has to be serious.

Mateo It's not so much that I think all news has to be serious, it's just that I think the stories on this site are so dumb. I don't even find them entertaining.

Luna Well, I couldn't disagree more. Now, if you don't mind, I'm going to finish reading this article.

- B** Read Yusef's and Abigail's opinions on camping. Then write a conversation between Yusef and Abigail about camping. Use expressions to discuss and exchange opinions, and to make opinions more emphatic.

Yusef I love camping! I love getting out of the city and away from all the noise. It's just a lot of fun. You get to sleep outside and see the stars, cook over a fire, and maybe see some wildlife. It's really my favorite way to spend a weekend.

Abigail Camping is the worst! You have to sleep outside, and there are bugs everywhere. And I'm constantly scared that I'll see a bear or some other wild animal. I guess cooking over a fire is OK, but I can barbeque in my backyard!

Yusef _____

Abigail _____

Yusef _____

Abigail _____

Yusef _____

Abigail _____

Yusef _____

Abigail _____



1 Listening

A  4.01 Listen for gist Listen to the podcast. What does the speaker talk about?

B  4.01 Listen for detail Listen again. Answer the questions. Write Y (yes) or N (no).

- 1 Does the speaker say that every company can be successful internationally? _____
- 2 Should a company that does not have enough customers at home sell abroad? _____
- 3 Could a company fail abroad if it doesn't understand the culture of a country? _____
- 4 Is it important for companies to adjust their products to local tastes and preferences? _____



2 Reading

A Read the article. Write the missing information.

< 
Q Search

Lululemon Athletica is an example of an international success story. The brand has become so popular that people don't even realize that it started as a small design and yoga studio in Vancouver, Canada.

The founder, Chip Wilson, got the idea for Lululemon when he began doing yoga. He saw some people practicing yoga in baggy pants and others wearing leggings that ballet dancers wear. He had the idea to create a new kind of stretchy legging specifically for yoga.

Today Lululemon is a Canadian-American multinational athletic clothing retailer with more than 700 stores around the world. It also sells online. It has expanded to sell other athletic wear, lifestyle clothing, accessories and personal care products. With the explosion of athletic wear worn in everyday life, it has become a lifestyle icon.

- 1 When Lululemon was founded, it was only a small _____ studio.
- 2 The name of the founder is _____.
- 3 The founder became interested in athletic clothing when he started _____.
- 4 Lululemon's pants are made of a _____ fabric.
- 5 As more and more people are wearing athletic clothing everywhere, Lululemon has grown into _____.

3 Writing

A Read the social media comment. Underline the five words and phrases that mean “because (of)” and “so.”



Strong local brands can become global ones. As a result, they can export the best of our culture while strengthening our economy. Due to the fact that global brands dominate everywhere, local businesses are at risk. People lose jobs. As they no longer have jobs, they spend less. Consequently, other businesses feel the impact. Our government should help local brands expand to compete globally. Thanks to the internet, even small businesses can reach international markets quickly. Let's support local brands that have the potential to go global.

Like Comment Share

B Write a comment about one of the topics in the box. Use at least three of the words or phrases you underlined in exercise 3A.

your opinion about buying global brands

a brand you always buy

a local brand you used to like that no longer exists

Check and review

Read the statements. Can you do these things?

Unit 4

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 advertising.

page 35

☐ talk about people in the media.

page 36

grammar

☐ make speculations using modal verbs.

page 35

☐ use pronouns in relative clauses.

page 37

**functional
language**

☐ exchange and discuss opinions.

page 38

☐ make opinions more emphatic.

page 39

skills

☐ write a comment about local and global brands.

page 41

☐ write about cause and effect.

page 41

5.1

That's another story!

1 Vocabulary: Describing stories

- A** Complete the sentences with words in the box.
There may be more than one answer.

family saga	horror story	personal tragedy
tall tale	feel-good story	human interest story
mystery	hard-luck story	love story
success story	tear jerker	

- This kind of story is long and is about many different family members and events. family saga
- In this kind of story, the main character faces death, injury, or great difficulties. _____
- In this kind of story, we feel sorry for the problems someone has. _____
- This kind of story is about two people who develop strong positive feelings for each other. _____
- This kind of story is about someone who has a lot of achievements. _____
- This kind of story is about something strange or unusual that happened. _____
- In this kind of story, someone tells us something he or she says is true, but that is hard to believe. _____
- This kind of story is intended to make us feel sorry for the person who tells the story. _____
- This kind of story gives people happy feelings about life. _____
- This kind of story surprises people and makes them afraid. _____
- In this kind of story we connect emotionally with a person's problems, concerns, or achievements. _____



2 Grammar: Past perfect

- A** Complete the sentences with the simple past or past perfect form of the verbs in parentheses ().
Use the negative form if necessary. Then underline the events that happened first.

- I failed the exam. I hadn't studied. (study)
- My sunglasses weren't in my purse. I _____ them. (lose)
- Su-Jin wasn't at home. She _____ shopping. (go)
- Asahi had missed the train. He _____ 10 minutes late. (arrive)
- Ademir couldn't leave work on time. He _____ his report. (complete)
- Larissa woke up late. She _____ to set her alarm clock. (forget)

B Complete the paragraph below. Use the past perfect form of the words in the box.

be break open put take throw

Julio and Marcella came home late from a party one evening. They were shocked to see that one of the living room windows was broken. Someone ¹ had broken the glass. The back door was unlocked. Someone ² _____ the door. The dog was in the basement. Someone ³ _____ the dog there. They found their books and important papers on the floor. Someone ⁴ _____ them off the desk. Their laptops were gone. Someone ⁵ _____ them. Julio and Marcella called the police because they ⁶ _____ robbed.

3 Grammar and Vocabulary

A Read the story below. Put the events in the correct order. Then decide: Is it a personal tragedy, a feel-good story, or a family saga?

- _____ The boy's parents are very worried.
_____ 1 A teenage boy goes hiking with his dog.
_____ The dog is missing for 12 hours.
_____ After a few hours, the dog gets lost.
_____ His parents are very happy.
_____ Luckily, the boy helps find the dog.

B Complete the story from exercise 3A. Use the simple past, past continuous, and past perfect.

A teenage boy had gone hiking with his dog. After a few hours,



1 Vocabulary: Making and breaking plans

A Complete the phrasal verbs with *up, ahead, down, out, forward, or together*.

Malisa Hi, Chai. What happened last night? We all got ¹ together at the new noodle place in town. We thought you were coming but then we gave ² _____ on you.

Chai Yeah, I know. Sorry I let you ³ _____. I don't mean to make ⁴ _____ excuses, but yesterday was just the worst day. First, my bike was stolen. I ended ⁵ _____ taking three buses to Aree's place. Then she split ⁶ _____ with me.

Malisa Really? I'm so sorry. That's terrible. A day like that could mess ⁷ _____ your whole month.

Chai Thanks, Malisa. Right now I'm just trying to stay positive. Anyway, I'm headed to lunch now. Should I wait for you or go ⁸ _____ without you?

Malisa Don't wait. I'm going to be held ⁹ _____ here a little longer. Do you want to do something later today, maybe to cheer you ¹⁰ _____ ?

Chai Thanks, but tonight I'm going to hang ¹¹ _____ with my family. And I also feel like I'm getting a cold.

Malisa Well, I'm sure you're looking ¹² _____ to your vacation at least. Vacations always make me feel better.

Chai Definitely. After all this, it will be nice to get away for a couple of days. But let's get ¹³ _____ when I'm back.

2 Grammar: *was/were going to; was/were supposed to*

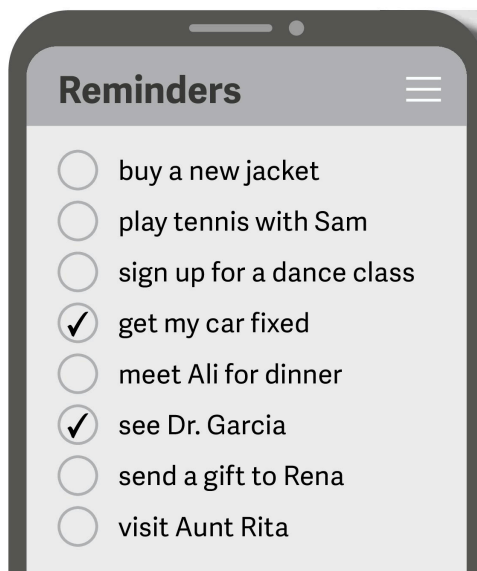
A Check (✓) the correct sentences.

- | | |
|---|-------------------------------------|
| 1 I was going visit New York, but I had to change my plans. | ☐ |
| 2 We were going to move to Mexico, but we were offered good jobs here. | ☒ |
| 3 Your parents were suppose to retire at 60. Why are they still working? | ☐ |
| 4 You going to finish the report last week. My manager is still waiting for it. | ☐ |
| 5 It supposed to be sunny all day, but it never stopped raining. | ☐ |
| 6 Was I supposed to meet Professor Yu yesterday? I can't remember. | ☐ |

B Now correct the incorrect sentences from exercise 2A.

I was going to visit New York, but I had to change my plans.

- C** Manuel checked the things he did last week. Complete the sentences about the things he did not do. Use *was/were going to* in 1–3 and *was/were supposed to* in 4–6.



- 1 _____ He was going to buy a new jacket _____, but he didn't.
- 2 _____, but he didn't.
- 3 _____, but he didn't.
- 4 _____, but he didn't.
- 5 _____, but he didn't.
- 6 _____, but he didn't.

3 Grammar and Vocabulary

- A** Complete the text. Use the words in parentheses () and the correct form of the phrasal verbs in the box.

cheer up ~~get together~~ go ahead hang out make up mess up split up

Felipe had a bad weekend. On Saturday, he ¹ _____ was going to get together _____ (going to) with his friends for a rock concert, but the concert was cancelled. The band he wanted to see ² _____ (not supposed) before their last show, but the musicians wanted to go their separate ways. He and his friends ³ _____ (going to) at the mall in the evening, but the mall closed early.

On Sunday, his parents had planned a party, but he wasn't feeling well. They ⁴ _____ (going to) with the party, but they changed their minds. They only invited his grandparents, who ⁵ _____ (supposed to) Felipe, but he was still miserable.

In the evening, he downloaded some video games on his mom's laptop. Playing video games ⁶ _____ (not supposed to) her laptop, but it sure did. He ⁷ _____ (going to) an excuse for breaking her laptop, but in the end he told her the truth.

1 Functional language: Reacting to problems and trying to find a solution

A Read the reactions to a problem. Circle the correct words. Then label each sentence *reaction*, *escalation*, or *resolution*.

- 1 **There is / Is there** someone **else / more** I can speak to about this, please? escalation
- 2 I 'm not / don't get it. _____
- 3 I'm just glad **that / that's** settled. _____
- 4 **You can / Can you** check again, please? _____
- 5 **That's / This is** quite all right. _____
- 6 **Will / Would** you mind **take / taking** another look? _____
- 7 I don't **get / understand**. _____
- 8 There **can / must** be something you **can / must** do. _____
- 9 There **might / must** be a / **some** kind of mistake. _____
- 10 I like / 'd like to speak to **manager / the manager**, please. _____

2 Real-world strategy: Accepting bad news

A Put the words in order to complete the responses.

- 1 **Manager** You can't work remotely in this job.
You that's not / to hear / but / what / can you / do / I hoped / what _____ ?
- 2 **Server** I'm sorry, but there's no more shrimp today.
You it / it / what / is / well / is _____ .
- 3 **Instructor** You failed your driving test. You need to take more driving lessons.
You life / well / that's _____ .
- 4 **Help line** I'm sorry, but your package hasn't shipped yet.
You too / that's / bad _____ .





3 Functional language and Real-world strategy

A Jason is in a store and is speaking to Alma at the cash register. Put the sentences in the correct order.

Alma The shirt is \$75. It's \$60 if you pay in cash. _____

Alma The sign says \$60. Then in small letters it says "Cash." _____

Jason Here's my credit card for the shirt. It's \$60, right? _____ **1**

Jason There must be some kind of mistake. The sign says \$60. _____

Alma The manager is busy. How about I give you this \$40 tie for only \$30? _____

Jason That's not right. Is there someone else I can speak to about this, please? _____

Jason Well, OK. I've never heard of a credit card difference in price, but I'm glad it's settled. Thanks. _____

B Read the situation. Then complete the conversation using the expressions from exercises 1A and 2A.

Situation: Arturo lost his credit card yesterday. Today he checked online and noticed a lot of new charges on his credit card. He calls the credit card company to ask them to remove the charges and cancel his card.

Credit card worker Max One credit card. How may I help you?

Arturo Hi. I lost my credit card yesterday, and today there are some charges on my card that I didn't make. I'd like to have those charges removed and have my credit card canceled.

Credit card worker Well, I can cancel your credit card, but I can't remove the charges, sir.

Arturo _____

Credit card worker I'm sorry, sir, but there isn't. You will be responsible for those charges.

Arturo _____

Credit card worker Of course, sir. I'll transfer you right now.

Manager Hello, sir. How can I help you?

Arturo Well, I'm trying to get some charges removed from my credit card account. I lost my card yesterday, and I guess someone else found it and used it.

Manager I'm sorry to hear that. But since you didn't report your card as lost yesterday, I can't totally remove the charges. But I can reduce them by 50%.

Arturo _____

1 Reading

- A** Read the blog post about apologies. Does the writer think apologies matter a little or a lot? How do you know?

[Home](#) [Blog](#) [About](#) [Search](#)

Apologies

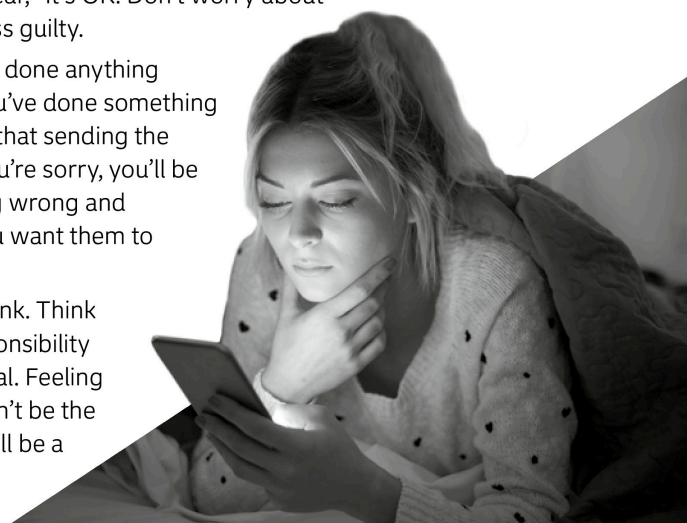
Why do we find it so hard to apologize? We teach children from a very young age to say, "I'm sorry." But as adults, we can find it hard to say.

Imagine a situation which deserves an apology: It's late at night. You're very angry with someone. You post something terrible about that person. What happens next?

That depends. Do you wake up in the morning and realize you've done something awful? Do you feel guilty? If you do, you apologize right away. You hope you'll hear, "It's OK. Don't worry about it." You need that **forgiveness** so that you can feel less guilty.

But what about if you wake up and can't admit you've done anything wrong? What if it's very hard for you ever to admit you've done something wrong? You're less angry now, and maybe you know that sending the message was the wrong thing to do. But if you say you're sorry, you'll be admitting a **flaw**. People will know you did something wrong and you're not perfect. They'll think you're weak when you want them to think you're strong.

You know what? Stop worrying about what others think. Think about what you think of yourself. When you take responsibility and express true **remorse**, you'll grow as an individual. Feeling sorry for what you have done is a good thing. You won't be the weak person you were in the middle of the night. You'll be a strong person who can **recognize** your mistakes.



- B** **Understanding meaning from context** Match the words from the reading (1–4) with their meaning (a–d). Then underline the words in the text that helped you guess the meaning.

- | | |
|---------------------|---|
| 1 forgiveness _____ | a the feeling that you are sorry for something bad you have done |
| 2 flaw _____ | b admit that something that is often unpleasant is true |
| 3 remorse _____ | c something about us that shows we are not perfect |
| 4 recognize _____ | d no longer being angry at someone who has done something bad to you |

2 Listening

- A**  **5.01** Listen to the conversation. Check (✓) the things the man and the woman mention.

- | | |
|--|--------------------------|
| 1 The man says what he did wrong. | ☐ |
| 2 The woman gives advice about making apologies. | ☐ |
| 3 The woman tells Marco words he should not use in an apology. | ☐ |
| 4 The man says what happened after he apologized. | ☐ |

3 Writing

- A** Read the hotel's apology in response to a bad review. Underline the parts where the writer uses the same language in two different sentences. Then replace the repeated words with words in the box.

offer you this gift his behavior his service

Reviews



Sarah Yeomans 1w 4d • Like • Reply

Rating ★☆☆☆☆

Don't stay here! The receptionist is the worst. I booked connecting rooms, but he tried to put my kids in a room far away from mine. When I refused to take the rooms, he wouldn't give me a refund for my deposit! And of course I still had to pay for another hotel.



Hotel Manager

His behavior

Please accept our apologies for the way the receptionist treated you. The way the receptionist treated you was unacceptable. The manager has spoken to him, and we can assure you it will not happen again. We hope you will contact us so that we can refund your deposit and additionally give you a free night's stay at one of our hotels. We would really like to give you a free night's stay because of what happened. We are truly sorry.

- B** You are the owner of a clothing store. Last week, a sales clerk in your store was rude to a customer. Write an apology to the customer. Use the message in exercise 3A as an example.

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 specific terms to describe different types of stories.	page 44
	☐ use expressions to talk about making and breaking plans.	page 46
grammar	☐ order events in the past using the past perfect.	page 45
	☐ use <i>was/were going to</i> and <i>was/were supposed to</i> for plans in the past that changed or were cancelled.	page 47
functional language	☐ react to problems and try to find a solution.	page 48
	☐ accept bad news.	page 49
skills	☐ write a formal apology.	page 51
	☐ avoid repetition in writing.	page 51

6.1

Helping out

1 Vocabulary: Discussing good works

A Complete the conversations with the words in the box.

bring together	connect with	donate
get involved with	get to know	help out
join	pass on	take care of
take part in	volunteer	

- 1 A I'm helping clean up the beach next week. Would you want to go with me?
B Yes, I'd like to take part in that.
- 2 A Would you like to become a member of our organization?
B Yes, I'd really like to _____.
- 3 A I was wondering if you'd like to give some money to our organization.
B Sure, I'd be happy to _____.
- 4 A Who watches your children when you're at work?
B My parents _____ them.
- 5 A Do you have a lot of friends in your new neighborhood?
B Not really. I need to _____ more people.
- 6 A I don't get paid for the time I work at the library. I do it for free.
B It's very nice of you to _____.
- 7 A I met a lot of new people at the work conference.
B It's good to _____ people who work in the same industry.
- 8 A Let me carry those bags for you.
B It's very kind of you to _____. Thank you.
- 9 A Let's have a street party so that all the neighbors have fun together.
B Yes, it will be good to _____ everyone in the neighborhood.
- 10 A These are the websites that will answer everyone's questions.
B OK, thanks. I'll _____ the information.
- 11 A Why did you start to volunteer at the after-school center?
B I wanted to _____ a group that helps children.

B Complete the sentences so that they are true for you.

- 1 I connect with people by talking about sports.
- 2 I've never donated to _____, but I'd like to.
- 3 It would be fun to join _____.
- 4 I want to get involved with _____ soon.
- 5 A good way to bring coworkers together is by _____.
- 6 It's important to take care of _____.



2 Grammar: Present and past passives

A Underline the object of the sentence. Then rewrite the sentence using the present or past passive form.

1 Someone donated millions of dollars.

Millions of dollars were donated.

2 People know the organization all over the world.

3 Someone started the shelter 50 years ago.

4 People give free clothes away every day.

5 Somebody serves the food three times a day.

6 People left their pets on the streets.

B Complete the sentences with passive verb forms. Use the verbs in parentheses ().

1 I am given (give) different things to do every week. That's why I like to volunteer.

2 We _____ (help) right away. It didn't take long for someone to see us.

3 The people _____ (send) to a different shelter because this one was full.

4 The students _____ (test) every Monday. They never like it.

5 A doctor _____ (call) when there is an emergency.

6 Our dog _____ (hit) by a car. We were so upset.

C Write yes/no and information questions. Use the passive. Then look online for the answers.

1 when / the United Nations Children's Fund / create

When was the United Nations Children's Fund created?

It was created in 1946.

2 UNICEF / found / by a Polish physician

3 what / UNICEF / originally / establish / to do

4 what / UNICEF / award / in 1965

5 the largest UNICEF's warehouse / build / in the USA



1 Vocabulary: Describing good deeds

A Circle the correct words.

- 1 People should be **grateful** / **ungrateful** for the **kind** / **kindness** of others.
- 2 You can show your **appreciate** / **appreciation** by saying "thank you."
- 3 I'm sorry Tom was so **grateful** / **ungrateful** after you helped him all weekend.
- 4 The only **reward** / **rewarding** I want is your success. That will be very **reward** / **rewarding**.
- 5 Sometimes I get advice that is really **helpful** / **unhelpful**. People say things to me without thinking.
- 6 I **appreciate** / **appreciative** everything you have done for me.
- 7 We were very **appreciate** / **appreciative** of their **act** / **action** of kindness.
- 8 It was very **appreciative** / **thoughtful** of our neighbors to send food after the fire. I hope we showed our **grateful** / **gratitude**.
- 9 When you help someone with something, you are **lending a helping hand** / **showing your appreciation**.
- 10 It was a **thoughtful** / **rewarding** gesture to offer to help repair the broken window.

B Answer the questions. Use your own ideas.

- 1 How do you show your appreciation for acts of kindness?

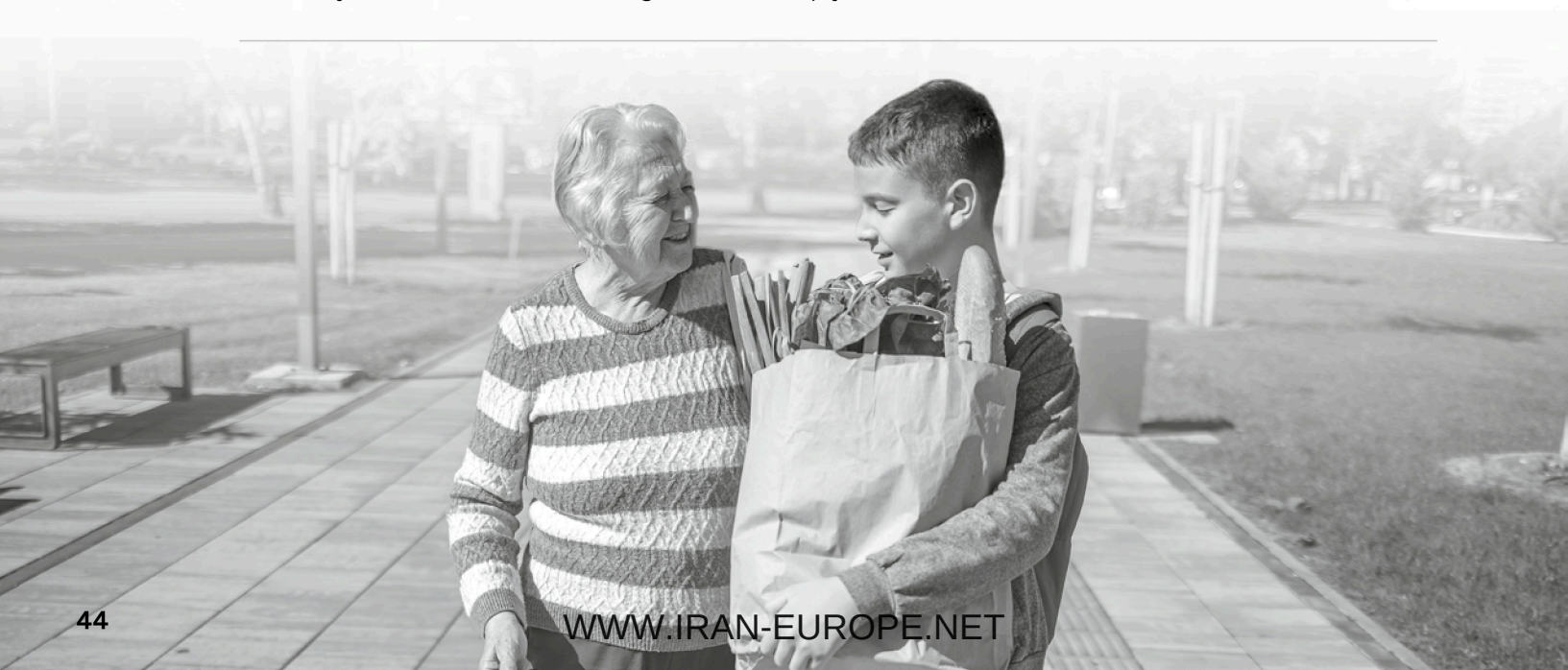
- 2 Who do you like to lend a helping hand to?

- 3 Why are thoughtful gestures important?

- 4 What kinds of things are you grateful for?

- 5 Do you think helping others is its own reward?

- 6 How do you react if someone is ungrateful for help you offer?



2 Grammar: Passive with modals

A Match the sentence halves.

- | | | |
|--|---|------------------------------|
| 1 Birds in the park should not | c | a be remembered. |
| 2 Your homework must | | b be taught to be polite. |
| 3 Donations to the charity can | | c be given any kind of food. |
| 4 New homes might | | d be found for the homeless. |
| 5 Thank you so much for everything. Your kindness will | | e be finished by tonight. |
| 6 Young children should | | f be sent at any time. |

B Complete the sentences using the passive with modals. Use the words in parentheses ().

- Before you help people, they should be asked (should / ask) if they want help.
- I promise that your dog _____ (will / walk) every day while you are away.
- This software _____ (can't / install) on your computer. You don't have enough disk space.
- Tori _____ (might / offer) a job at the animal shelter.
- I think more money _____ (should / spend) on children in need.
- The boy's injury is serious. He _____ (must / take) to a hospital right away.

C Answer the questions using the passive with modals and the words in parentheses (). Then write another answer to the question using the passive with modals and your own ideas.

- What can happen at home? (food / cook in a microwave oven)

Food can be cooked in a microwave oven.

Clothes can be washed in a washing machine.

- What must happen at airports? (bags / check)

- What should happen in animal rescue centers? (injured animals / treat)

- What will happen at your next conference? (you / invite to give a speech)

- What might happen in stores? (customers / overcharge for an item)



1 Functional language: Making, accepting, and refusing offers

- A** Complete the conversations. Use the words in the box. Write two more conversations using your own ideas.

anyway	appreciate	can	good
kind	let	like	manage

- 1 **A** Would you _____ to sit down?
B I'm OK. Thanks _____.
- 2 **A** _____ I help you with those grocery bags?
B Thanks, I really _____ it.
- 3 **A** _____ me get the door for you.
B I can _____.
- 4 **A** Do you need a hand with that?
B That's very _____ of you.
- 5 **A** I'm getting up. Do you want my seat?
B Nope, it's all _____.
- 6 **A** _____
B _____
- 7 **A** _____
B _____



2 Real-world strategy: Imposing on somebody

- A** What do the people request? Put the words in the correct order. Write a response either accepting or refusing the request. Then think of two more requests and responses.

- 1 I'm / but / sorry / is it / if / OK

Ana _____ I use your charger for a moment? My phone is out of battery.

- 2 I / don't / but / mind / rude / would you / to be / mean

Joe _____ letting me go ahead of you in line? I only have a few items, and I'm in a rush.

3 _____

4 _____

3 Functional language and Real-world strategy

A Offer to help the person in the photo. Then write the person's response.

1



A _____

B _____

2



A _____

B _____

3



A _____

B _____

4



A _____

B _____

B Read the situations. Write a request and a response. Use *I'm really sorry to have to ask ...* or *I don't mean to be rude ...* to make the requests.

1 Bernardo and Marta are coworkers. Their boss is waiting for their report by 5 p.m., but Bernardo gets a call that his son is sick. Bernardo has to leave. Marta doesn't have to leave.

A _____

B _____

2 Your neighbors never separate their trash for recycling and throw everything in one bin.

A _____

B _____

1 Listening

A  6.01 Listen for gist Listen to the conversation about guerilla gardening. Check (✓) the topics that Angela mentions.

- 1 What guerilla gardening is ☐
- 2 Why she started guerilla gardening ☐
- 3 The places she has done guerilla gardening ☐
- 4 Other countries where guerilla gardening happens ☐
- 5 Some of the problems with guerilla gardening ☐

B  6.01 Listen for detail Listen again. Write T (true) or F (false).

- 1 Greg and Angela both do guerrilla gardening. F
- 2 People do guerrilla gardening to improve public spaces. _____
- 3 City governments help with guerrilla gardening projects. _____
- 4 People can send donations if they want to support guerrilla gardening. _____
- 5 Guerrilla gardening groups exist only in North America. _____
- 6 Businesses are helping guerilla gardening groups. _____

2 Reading

A Read about more reasons for guerilla gardening. Circle the correct answers.



The modern guerilla gardening movement has more goals than just making urban spaces beautiful, and it uses a variety of tactics. Many guerilla gardeners focus on sustainability. They plant seeds throughout neglected spaces in their neighborhoods, even in very small patches of ground. They believe gardeners should plant native plants that are well-adapted to the local climate. These plants have a better chance of surviving through periods of bad weather or very little rain. Some guerilla gardeners also focus on plants that are good for pollinators, like butterflies and bees, to help their populations grow. Others' tactics include building balls of seeds and compost and throwing them into hard-to-reach places. This method of spreading seeds could contribute to biodiversity by increasing the variety of plant species growing in a city. According to these gardeners, we should work toward increased biodiversity, more native plants, and healthier pollinator populations.



- 1 Guerrilla gardeners work on areas that are **being cared for** / **neglected**.
- 2 Native plants require **more** / **less** care than non-native plants.
- 3 Guerilla gardeners **need** / **don't need** large plots of land.
- 4 Guerilla gardeners want to attract **more** / **fewer** bees to urban environments.
- 5 Seed balls are one way of distributing seeds over **small** / **inaccessible** patches of land.
- 6 People participating in guerrilla gardening think **urban development** / **sustainability** is very important.

3 Writing

- A** Read the report. Find the quotations and circle the phrases that are used to introduce them. Then underline the verbs that are used in the phrases.

The city has a lot of empty space that could be used for guerrilla gardening. A recent report by Our Community Together has made a list of the possible places. One of the leaders of the group claimed that "many parts of the city are ugly because nobody takes care of them. Using those spaces to grow plants will make the city more beautiful."

When asked for comment, one resident said, "I think this is an excellent idea. We could start with the Greenwood section of town. Right now it is full of trash. It should be cleaned up."

However, not everybody agrees. One person in city government pointed out that "the city has a lot of needs. The empty space could be used for childcare centers and libraries."

It is true that cities have many needs, but we must accept that having beautiful spaces is one of those needs.

- B** Think of an empty space in your town that guerrilla gardening could improve. Write a report about the space. Write about where it is, how big it is, what the space looks like right now, and how it could be changed. Include at least one quotation. You can make up the quotation.

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 verbs and verb phrases to discuss good works.	page 54
	☐ use expressions and different forms of words to talk about good deeds.	page 56
grammar	☐ use the passive voice in the simple present and simple past.	page 55
	☐ use the passive voice with the modals <i>can</i> , <i>might</i> , <i>must</i> , and <i>will</i> .	page 57
functional language	☐ make, accept, and refuse offers.	page 58
	☐ politely impose on somebody.	page 59
skills	☐ write a report about a community project.	page 60
	☐ introduce quotes.	page 60

7.1

A common language



1 Vocabulary: Communication verbs

- A** Use the words in the box to describe the quotes. Sometimes there is more than one correct answer.

catch up with	congratulate	criticize for
explain	gossip	keep in touch with
persuade to	reply	respond to

1 We were so excited to hear about the new baby. We're so happy for you!

congratulate

2 Well, I got a new job, and the baby is now walking! What's new with you?

3 Well, the reason that I was late was that my car broke down.

4 I just got your message. Yes, I will buy milk and bread.

5 Here are all the reasons we should get a dog.

6 Mike didn't do a great job on this report. He made several mistakes.

7 Hey. It's been a while since we talked, so I figured I'd call and say "hi."

8 Did you hear the news? Diana and Bernardo have broken up.

- B** Circle the correct words to complete the sentences.

- No one **informed** / **contacted** me that the date of the interview had changed.
- Jia was angry until Eduardo **gossiped** / **explained** that he missed the party because he was sick.
- Haru didn't know about the hurricane until he saw it **reported** / **informed** on TV.
- While we were catching up, Ben also **mentioned** / **recalled** that he got a new dog.

2 Grammar: Reported statements

- A** Read the conversation. Then complete the reported statements with the correct forms of *say/tell* and the verb.

Julia I went to Chicago.

1 Julia told Aras that she had gone to Chicago.

Aras I haven't been there.

2 Aras _____ that he _____ there.

Julia It's a beautiful city.

3 Julia _____ it _____ a beautiful city.

Aras The jazz clubs there are great.

4 Aras _____ Julia the jazz clubs there _____ great.

Julia I didn't visit any jazz clubs.

5 Julia _____ that she _____ any jazz clubs.

Aras That's too bad.

6 Aras _____ that _____ too bad.

B Rewrite the sentences in reported speech.

1 "I haven't gotten any messages in a week."

She said that she hadn't gotten any messages in a week.

2 "Sorry I'm late. I didn't know where to go."

He told us

3 "I haven't really kept in touch with Mike."

She said that

4 "I'm trying to persuade my husband to get a dog."

She told us that

5 "My boss criticized me for being late a couple times last week."

He explained that

6 "I don't recall having sent that email."

He claimed that

3 Grammar and Vocabulary

A Report what the people said. Replace *said* or *told* with one of the verbs in the box.

commented explained informed persuaded recalled replied reported

1 "Jake needs to fill in two different forms," Risa said.

Risa explained that Jake needed to fill in two different forms.

2 "No, I haven't been able to contact Jane," Yumi said.

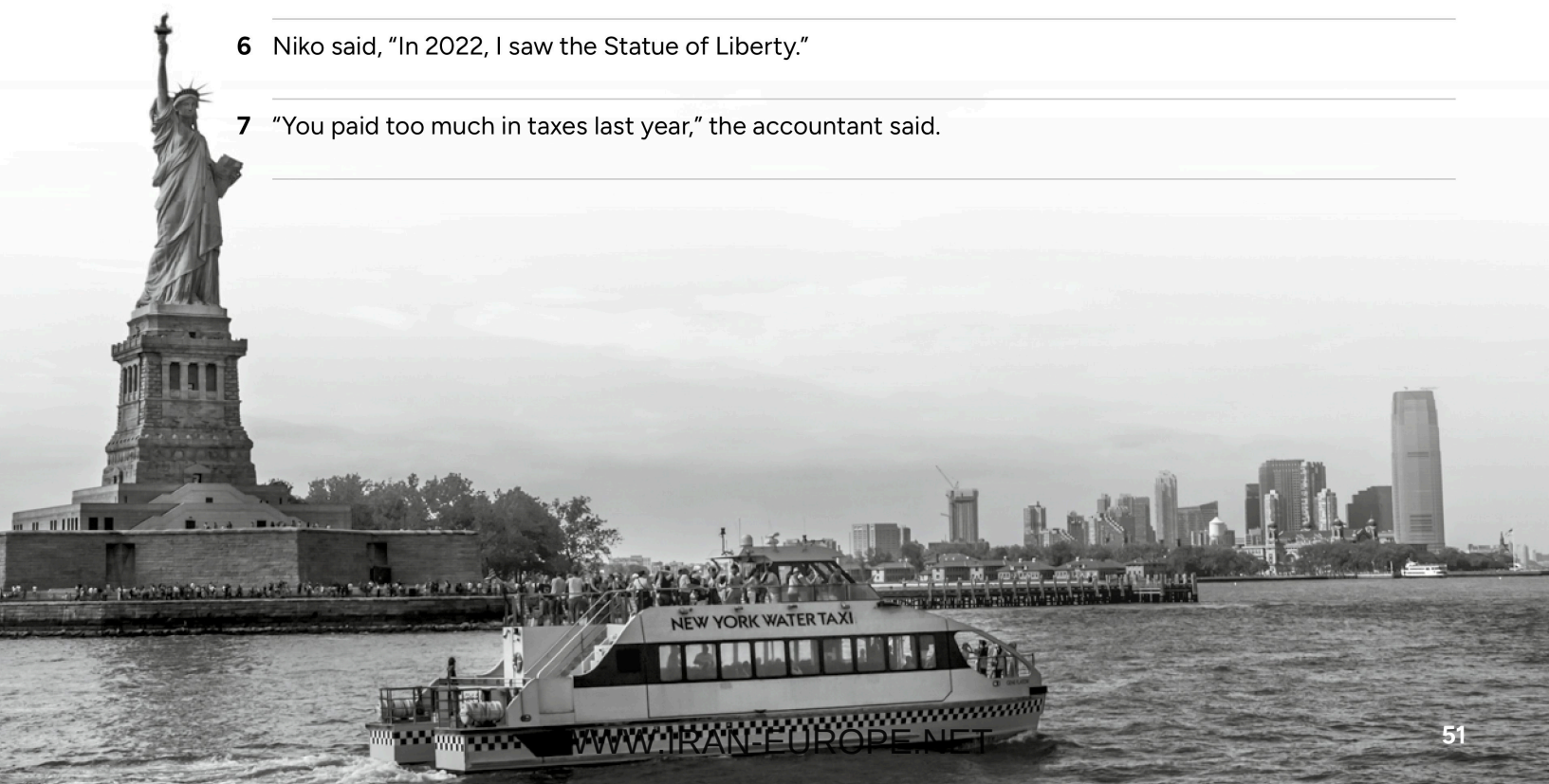
3 "The post is very funny," Victor said.

4 "Your son failed his math class," the teacher told Mr. Kung.

5 "Take plenty of warm clothes on your trip," Sara told John. (He did what she said.)

6 Niko said, "In 2022, I saw the Statue of Liberty."

7 "You paid too much in taxes last year," the accountant said.



1 Vocabulary: Communicating online

A Complete the definitions with the words in the box.

clickbait	geo-tag	hashtag	doomscrolling	lurker	meme	newsfeed
podcaster	profile	status update	tag	timeline	trending topic	

- 1 A lurker reads other people's comments and posts, but doesn't make their own comments or posts.
- 2 _____ is an article that is designed to get attention but that may not be true.
- 3 A _____ shows information about important things happening around the world.
- 4 You can find someone's photos and posts on their _____.
- 5 A _____ is a piece of information (usually funny) that spreads very quickly on the Internet.
- 6 A _____ is something that a lot of people are currently posting about.
- 7 When you _____ a photo online, people know where the photo was taken.
- 8 When you post a _____, you put new information online about yourself.
- 9 Your _____ has a description of you and your interests on a website.
- 10 When you _____ something online, you add information to it.
- 11 A _____ helps to connect an online post with other posts on the same topic.
- 12 If you are a _____, you host an online talk show.
- 13 Constantly _____ and reading bad news is harmful to your mental health.

2 Grammar: Reported questions

A Put the words in the reported questions in the correct order.

- 1 social media / asked / use / I / she / how often

She asked how often I use social media.

- 2 social media / asked / my parents / he / what / was on / sites / they

- 3 were / she / my favorite / what / blogs / asked

- 4 me / they / a tablet / used / if / asked / I / in high school / had

- 5 him / he / I / had / asked / met / if / anyone online

- 6 if / share / asked / to / me / liked / memes / they / I



B Write the direct questions from exercise 2A.

1 How often do you use social media?

2

3

4

5

6

3 Grammar and Vocabulary

A An interviewer asked Maria questions. Complete her answers with words from exercise 1A.

1 Maria replied, "No, I never tag myself in my photos."

2 "I use _____ because more people see my ideas that way."

3 "I _____ my photos so people can see where I've been."

4 "I update my professional _____ every six months."

5 "No, I don't get all of my news from _____."

6 "My favorite _____ is Francine Veronica. I love her audio stories."

7 "I often read about _____ since everyone is talking about them."

8 "I never click on _____. The headlines are too obvious."

B Report the questions the interviewer asked.

1 The interviewer asked Maria if she ever tagged herself in her photos.

2

3

4

5

6

7

8



1 Functional language: Recounting conversations and stories

A Complete the conversations. Use the phrases in the box.

Apparently	I heard that	What happened was that
Who told you that	Wow, that's terrible	

Gloria So how was Tom's retirement party? ¹ I heard that Tom's son, Steve, didn't go.
² _____, he had an argument with his dad the night before.
Hope ³ _____? That's all wrong. ⁴ _____ Steve missed
 his flight. He was stuck miles away. That's why he missed the party.
Gloria ⁵ _____!

in the end	it turns out that	someone told me that	was like	what happened was that
------------	-------------------	----------------------	----------	------------------------

Ray Did you hear what happened to Ahsan last week?
Ivan ⁶ _____ he got fired for yelling at his boss.
Ray No, no, no. You see ⁷ _____ his boss
 told him he had to work over the weekend. And Ahsan
⁸ _____, "I can't. It's my team's
 championship game." Well, his boss told him that he had to work
 anyway, and Ahsan got mad and quit.
Ivan Really? Wow. That's too bad for Ahsan.
Ray Maybe not. You see, ⁹ _____ he was
 already thinking about looking for a new job.
 So, ¹⁰ _____ it might be for the best.

apparently	it turns out that	the funny thing is
you'll never believe this	what happened was	

Ariana Hey Mario. Did you hear about Sara?
Mario No. What?
Ariana ¹¹ _____, but she moved to Miami last weekend!
Mario Get out of here! I didn't even know she was thinking about leaving town.
Ariana ¹² _____ she wasn't.
¹³ _____ she went to her high school reunion last month,
 and her best friend from school was there. ¹⁴ _____ she
 had started a successful company in Florida, and ¹⁵ _____
 she offered Sara a great job. So anyway, now they work together.
Mario Well, good for her. I hope she likes it there.



2 Real-world strategy: Getting back on track

A Complete the conversation with the phrases in the box.

I lost my train of thought as I was saying what was I saying where was I? Oh yeah

Ji-yoo Did you see the photo Joo-won added to his profile?

Ha-rin No, I didn't. Was it bad?

Ji-yoo He looks fine in it, it's not that. I mean, his hair never looks great, but ¹ _____, the new profile photo. You know he and Seo-yun just split up yesterday, right?

Ha-rin Of course. I talked to her about it for hours. She was like, "It was so sudden. I had no idea he was upset about anything." And I was like, "He's the worst."

Ji-yoo I agree, he was never good for her. Wait, ² _____ ?

Ha-rin The profile photo.

Ji-yoo Right. So, ³ _____, it turns out he already has a new girlfriend. His new profile photo is a picture of them together.

Ha-rin You're kidding!

Ji-yoo Look. It's right here. Looks like he posted another meme, too. How does this guy have the time to make so many memes? He posts them constantly. They're not even that funny.

Ha-rin But about the new girlfriend.

Ji-yoo Right, sorry. ⁴ _____. I don't recognize her, do you?

Ha-rin Let me see. Oh, I think I do know her. The funny thing is, she works with Seo-yun.

Ji-yoo Really? That's terrible.

3 Functional language and Real-world strategy

A Imagine you know the woman in the photo. Make up a story about what happened to her. Write a conversation telling a friend about it. Your friend interrupts at least one time.

You You'll never believe what happened to

Friend _____

You _____

Friend _____

You _____

Friend _____

You _____

Friend _____



1 Reading

A **Read for main ideas** Read the article. Underline the sentences that express the writer's main idea.



When is an emoji not just an emoji? Well, it might depend on how old you are. Surveys indicate that different generations use emojis differently. In some cases, they might have different favorites for a particular feeling, and in others, they might think an emoji means something different. This can complicate things when we communicate with our favorite tiny faces.

That's funny. To indicate that they think something is funny, the older generation, Baby Boomers, might type out "lol." Their children, Gen X and Millennials, will probably use 😊. The younger generation, Gen Z, might use 💀. If your boss doesn't know what 💀 means, she won't think your reply to her joke is very funny!

Tell us how you really feel. Surveys indicate that your age might also affect your reasons for using emojis. While Boomers are more likely to use emojis to give a literal meaning, Millennials are more likely to use them to emphasize the emotional tone of a message. Which message are you more likely to send: ☕ at 2:00, or I think the baby's waking up 😬? If the first message is you, you're using the emoji ☕ to mean *drinking coffee*: you're using it literally. If the second message is you, you're using 😬 to express the emotional tone of your message.

Take a look at your own texting habits. How often do you use emojis, and why? What do they mean to you? And maybe be patient with the people you exchange messages with. You might be able to use the same 😊 in every language, but they might not mean the same thing.

B **Read for opinions** Read the article again. Circle the correct words to complete the statements.

- The writer says that people in different age groups can easily **understand** / **misunderstand** each other when using emojis.
- The writer believes that Baby Boomers, Gen X, and Millennials **use** / **don't use** the same emoji to respond to funny things.
- The writer thinks people **should** / **shouldn't always** feel that they know what an emoji means.

2 Listening

A **7.01** Listen to a discussion about using emojis in the classroom. Read the opinions. Write **G** for Gina's opinion, **K** for Ken's opinion, **B** for both, or **X** if something is not mentioned.

- | | | |
|---|--|-------------------|
| 1 | Emojis improve communication. | <u> G </u> |
| 2 | Emojis help make creative work easier and more fun. | <u> </u> |
| 3 | Students like what is familiar. That's why they prefer to use emojis to learn languages. | <u> </u> |
| 4 | Emojis can help with students who have clear communication difficulties. | <u> </u> |
| 5 | Emojis can't help students understand difficult material like Shakespeare. | <u> </u> |
| 6 | Just because students are interested doesn't mean they learn something well. | <u> </u> |
| 7 | There are more benefits from using emojis for younger students than older ones. | <u> </u> |
| 8 | There are many different kinds of activities students can do with emojis. | <u> </u> |

3 Writing

- A** Write an informal email telling someone you are going to miss a meeting. In your email, apologize and suggest a new time for the meeting.

- B** Now write a formal email that contains the same information from exercise 3A.

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	☐ use verbs and verb phrases to describe communication.	page 66
	☐ use terms for different types of online communication.	page 68
grammar	☐ report statements that were made in different tenses.	page 67
	☐ report questions that were asked in different tenses.	page 69
functional language	☐ recount conversations and stories.	page 70
	☐ get back on track after an interruption.	page 71
skills	☐ write a formal and an informal email.	page 73

1 Vocabulary: Describing jobs

A Circle the correct option to complete the sentences.

- I'm good at my job, but it's too easy. I'm looking for something more **stressful** / **challenging** / **permanent**.
- Kai is willing to work at a stressful job as long as it is also **tough** / **temporary** / **high-paying**.
- My sister isn't an employee at a company. She is a **freelance** / **tiring** / **permanent** worker.
- Beatrice is tired of jobs that only last a few months. She is looking for a **temporary** / **permanent** / **challenging** position.
- Juan has to complete a lot of work very quickly, and his boss is demanding. His job is **freelance** / **high-paying** / **stressful**.
- Ricardo is a college student. He's just looking for a **temporary** / **permanent** / **stressful** job for the summer break.
- Omar is an emergency room nurse. He works long hours and is on his feet all day. His job is **permanent** / **high-paying** / **tiring**.
- Salvino's manager is very demanding and has high expectations: she's a **freelance** / **tough** / **high-paying** boss.

B Complete the sentences. Use the words in the box.

desk job	dream job	full-time job	government job
main job	part-time jobs	second job	

- Teri is an accountant for the city of New York. She has a government job.
- Magda wants to work 40 hours a week, but she can't find a _____. Instead, she's working two _____: one in a store for 15 hours a week and one in a restaurant for 20 hours a week.
- Hector enjoys working with his hands and working outdoors. That's why he's so unhappy with his _____.
- Suki's a high school teacher. That's her _____. But she needs more money, so she has a _____. She works in a restaurant on weekends and during summer vacation.
- I love traveling and I love boats. So my _____ would be to work on a cruise ship and see the world.



2 Grammar: Present unreal conditionals

A Put the words in order to form unreal conditional sentences.

- 1 big house / if / I would / I lived / have / lots of space / in a
If I lived in a big house, I would have lots of space. OR I would have lots of space if I lived in a big house.
- 2 if / to the beach / didn't rain / more often / so much / it / we / would go
_____.
- 3 my neighborhood / always / so noisy / there / weren't / a lot of traffic / wouldn't / be / if
_____.
- 4 far away / miss them / my family / lived / I / would / if
_____.
- 5 a dog / allergies / I would / didn't / if / get / I / have
_____.

B Complete the sentences with the correct form of the verb in parentheses ().

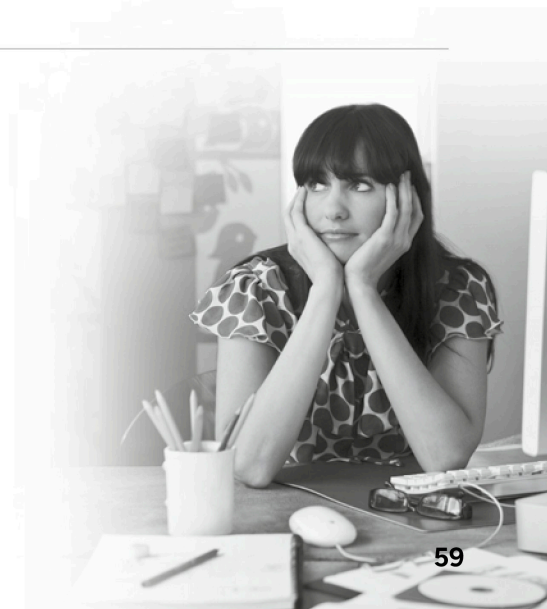
- 1 If I didn't need the money, I wouldn't work two jobs. (not need)
- 2 I'd spend more time with my kids if I _____ all the time. (not work)
- 3 I _____ to a new city if I got a high-paying job there. (move)
- 4 Would you start your own business if you _____ enough money? (have)
- 5 If you won the lottery, _____ you _____ your job? (quit)
- 6 If my mom _____ happier with her job, she wouldn't be so stressed. (be)

3 Grammar and Vocabulary

A Write an unreal conditional sentence to show the opposite of each situation. Then write two more conditional sentences using the words from exercises 1A and 1B.

- 1 I don't live in a big house. I don't have a lot of space.
If I lived in a big house, I would have a lot of space. OR I would have a lot of space if I lived in a big house.
- 2 My job is only part-time. I don't earn a lot of money.
_____.
- 3 My job is very challenging. I'm always tired when I get home.
_____.
- 4 My job is far away. It's not my dream job.
_____.
- 5 I don't do freelance work. I am not my own boss.
_____.
- 6 I have a desk job. My job is very boring.

_____.
- 7 _____
_____.
- 8 _____
_____.



1 Vocabulary: Talking about time management

A Circle the correct option to complete the sentences.

- 1 My family life is the **place I live** / **(time I spend)** with my family.
- 2 When you have me time, you **do things with others** / **relax on your own**.
- 3 When you have downtime, you **don't do very much** / **have a little time**.
- 4 If you have a 9-to-5 job, you spend most of the **day** / **night** in an office.
- 5 When you take time off, you are **doing** / **not doing** your usual work or studies.
- 6 At a seminar, a **large** / **small** group of people have a discussion with a teacher or expert.
- 7 Someone who is always connected can do things on **the Internet** / **a phone** all the time.
- 8 When you have an assignment, someone has given you work you **like to** / **have to** do.
- 9 If you have a busy schedule, you **have** / **don't have** a lot of free time.
- 10 When you work the **day** / **night** shift, you might work from 4 p.m. to midnight.
- 11 During a lecture, the professor speaks for **less** / **more** than ten minutes.
- 12 During office hours, professors are available to **talk to** / **test** their students.
- 13 When you have a busy social life, you spend a lot of time with your **coworkers** / **friends**.
- 14 When you have a commitment, you have something you **must** / **want to** do.

2 Grammar: I wish

A Read the sentences. Do they express present, past, or future wishes?

- | | |
|---|----------------|
| 1 I wish I had more time off. | <u>present</u> |
| 2 I wish I hadn't moved here. | _____ |
| 3 I wish you hadn't quit school. | _____ |
| 4 I wish I didn't have to travel next week. | _____ |
| 5 I wish I could go to the gym tonight. | _____ |
| 6 I wish you had taken that job. | _____ |
| 7 I wish I weren't so busy. | _____ |
| 8 I wish you had listened to me. | _____ |



B Write the correct form of the verb in parentheses ().

- 1 I wish I could go with you, but I have to study for the exam. (can go)
- 2 I wish I _____ these suits. The dress code at my new job is informal. (not buy)
- 3 I wish I _____ a new job next week. I really want to go on vacation. (not start)
- 4 I wish I _____ fewer commitments on the weekend. I need more me time. (have)
- 5 I wish I _____ go to the office. I prefer working from home. (not have to)
- 6 I wish I _____ in a bigger city where there are more job opportunities. (live)
- 7 I wish I _____ to a less expensive college. Then I wouldn't have to repay a large student loan. (go)
- 8 I wish I _____ that to my coworker. Now he's angry with me. (not say)



3 Grammar and Vocabulary

A Write sentences that are true for you. Use *wish* and the phrases in the box.

(not) be always connected

have a (more exciting) social life

(not) have a 9-to-5 job

(not) work the night shift

have a (better) family life

~~have (more) downtime~~

take it easy (more)

have (more) time off

(not) have a lot of commitments

(not) have a busy schedule

1 I wish I had more downtime at work.

2

3

4

5

6

7

8

9

10

1 Functional language: Talking through options and encouraging actions

A Match the sentence halves.

- | | | |
|--------------------------|---|---|
| 1 I would if _____ | f | a I were you. |
| 2 Have you _____ | | b you can do it next week? |
| 3 It wouldn't _____ | | c you could offer to talk about the problem. |
| 4 You might _____ | | d to lose. |
| 5 Maybe _____ | | e tried talking to someone about the problem? |
| 6 I'd try that if _____ | | f I were in your shoes. |
| 7 You have nothing _____ | | g want to suggest another solution. |
| 8 Is there any way _____ | | h hurt, right? |

2 Real-world strategy: Offering a warning

A Correct the mistakes in the responses.

- 1 A I'm going to tell my boss how I really feel.
B You don't want do that.
You don't want to do that.
- 2 A I'm going to skip the office party.
B I couldn't do that if I were you!

- 3 A I'm going to complain to my boss about the job.
B You might to not want to do that.

- 4 A I'm going to lie to Sam about where I was last night.
B I'll avoid that if I were you.

- 5 A I'm going to tell my son that I don't like his career choices.
B I wouldn't do that if I was you.

- 6 A I'm going to change all my passwords to 12345.
B I'd avoid that if I'd were you.





3 Functional language and Real-world strategy

A Read the statements. Write advice.

1 **A** I have real sleeping problems. Some nights I don't fall asleep for two hours.

B Have you tried drinking warm milk? I've heard that helps.

2 **A** My pants don't fit well. I'm not going to eat any bread, meat, or fruit until they fit again.

B I wouldn't do that if I were you! A healthy diet includes all types of foods.

3 **A** I can't believe I'm still living at home. I wish I could afford to get my own place.

B _____

4 **A** I can't seem to find a permanent job. For the past two years, I've only gotten temporary ones.

B _____

5 **A** I have a 9-to-5 job that I really hate. I'm so bored that I want to quit.

B _____

6 **A** I've been working the night shift for two years. I've asked to work the day shift a few times, but I never get it.

B _____

7 **A** I'm going to take a trip around the world. I don't have much money, but I've heard it's not too hard to find work in other countries.

B _____

8 **A** I moved here six months ago and still don't know anyone. I'm lonely.

B _____

9 **A** I owe a friend some money, but I can't pay him back.

B _____

10 **A** A good friend of mine lost his job. I don't know what to do to help.

B _____

1 Listening

A  **8.01** Listen to the conversation. What made Selena's digital detox successful?

B  **8.01** **Listen for attitude** Listen again. Write *T* (true) or *F* (false) for each statement.

- 1 Selena understands why Josh thinks she didn't enjoy her vacation. _____
- 2 Josh is surprised that Selena's digital detox worked. _____
- 3 Selena doesn't understand why Josh doubts the digital detox app. _____
- 4 At the end of the conversation, Josh changes his opinion of the digital detox app. _____

2 Reading

A Read the text. Check (✓) the benefits the writer mentions.



The benefits of turning off notifications on your phone

A recent study has shown that young people get over 200 phone notifications a day, on average. That is a shocking number, and it can't be good for us. Here are three ways turning off notifications on your phone can help:

- 1 Notifications interrupt our focus, making it harder to complete important tasks. Studies show that even a brief interruption can take several minutes to recover from. Turning off notifications helps us stay focused and get more done in less time.
- 2 Being free from constant alerts allows people to spend more quality time with others. Instead of checking their phones every few minutes, they can focus on conversations and strengthen relationships with family, friends, and coworkers.
- 3 Turning off notifications reduces stress. Constant pings create a sense of urgency, even when there's no real need to respond right away. Without the pressure to check every alert, you'll feel calmer and more in control of your time.

- | | |
|------------------------|--------------------------|
| 1 Better education | ☐ |
| 2 Better mental health | ☐ |
| 3 Better concentration | ☐ |
| 4 Better jobs | ☐ |
| 5 Better relationships | ☐ |



3 Writing

- A** Read the comments that listeners left on the podcast web page. Look at the underlined phrases. Then choose the correct answer.

Comments

- 1** This week's podcast was really interesting. To be honest, I hadn't thought a lot about how often I use my phone. As you said, it's strange that my friends and I get together and then spend so much of the time looking at our phones. I have a question about where to go for digital detox. You point out that it is a good idea to go to a place where everybody is trying to do a digital detox. Does it matter if the people are friends or strangers? I mean, if a friend of mine wants to do a digital detox, could we go together or would that be a bad idea? I look forward to hearing your reply!
- 2** I really enjoyed this week's podcast. There was one thing in particular that interested me. I never knew there were places that focus on technology-free experiences. I was wondering if you could give me the names of two or three places like that.

These people use the underlined phrases to:

- A** give an opinion about what he or she heard in the podcast.
B refer to a statement or opinion he or she heard in the podcast.
- B** Write a comment about the conversation you heard in exercise 1A. Use phrases that reference the speakers' statements or opinions.

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	☐ use adjectives and noun phrases to describe jobs and work situations.	page 76
	☐ discuss time management.	page 78
grammar	☐ use present unreal conditionals.	page 77
	☐ express dissatisfaction with <i>I wish</i> .	page 79
functional language	☐ talk through options and encourage actions.	page 80
	☐ offer a warning.	page 81
skills	☐ write a comment about a podcast.	page 83
	☐ make reference to points other people make.	page 83

9.1

Reading the signs

1 Vocabulary: Talking about places

A Complete the sentences with the places. The first letter of each word or phrase is given to you.



1 On a long highway trip, you often have to stop and pay at a toll plaza.



2 Cars need to drive slower in a residential area where there are lots of houses.



3 People like to walk down the beach and watch the boats.



4 Lawyers and judges work in a courtroom.



5 Watch out for kids running around in the park.



6 Local government officials work in city hall.



7 You must always wear a hard hat when you're on a construction site.



8 On a long road trip, it's convenient to stop at a rest stop to get something to eat.



9 This medical laboratory processes people's blood tests.

B Cross out the word that does not belong.

- | | | | | |
|-------------------------|-------------|-------------------|------------|--------------|
| 1 Government buildings: | city hall | construction site | courthouse | consulate |
| 2 City buildings: | arts center | city hall | consulate | rest stop |
| 3 Outdoor areas: | boardwalk | laboratory | playground | public space |

2 Grammar: Prohibition, permission, obligation (present)

A Circle the correct answer.

- 1 You **aren't allowed to** / **aren't required to** wear shorts in the swimming pool.
- 2 You **are allowed to** / **are required to** pay taxes.
- 3 You **are allowed to** / **are supposed to** put your phone on silent in the movie theater.
- 4 You **are supposed to** / **may not** use a camera during the concert.
- 5 You **are allowed to** / **shouldn't** eat and drink during the break, but not during class.
- 6 You **may** / **must** leave the meeting early if you want to.

B Complete the sentences. Use the verbs in parentheses () and (not) be allowed to, (not) be supposed to, (not) be required to, or may (not).

- 1 There's a stop sign. You are required to stop (stop).
- 2 You _____ (charge) your phone here.
The sign says it's OK.
- 3 On the day of the exam, you _____ (leave) your phone at home. If you don't, the teacher will take it away.
- 4 You _____ (turn) right when the sign says "no right turn."
- 5 All students _____ (take) the final exam. They can't pass the course without it.
- 6 I _____ (be) here until 9 o'clock. I hope it's OK that I'm a little early.



3 Grammar and Vocabulary

A Write rules for each place. Use (not) be allowed to, (not) be supposed to, (not) be required to or may (not).

- 1 airport terminal (prohibition)

You are not allowed to go through security without a ticket.

- 2 boardwalk (permission)

- 3 city hall (obligation)

- 4 construction site (obligation)

- 5 courthouse (permission)

- 6 consulate (prohibition)

- 7 public space (permission)

- 8 residential area (prohibition)

1 Vocabulary: Talking about rules

A Write **N** if the underlined part of the sentence is a noun. Write **V** if it is a verb.

- | | | |
|--|----------|--|
| 1 Your car needs to be <u>registered</u> . _____ | V | 9 You have my <u>permission</u> to go. _____ |
| 2 Where's the <u>registration</u> ? _____ | N | 10 We are <u>required</u> to leave by 8. _____ |
| 3 You are not <u>permitted</u> to park here. _____ | | 11 I know my <u>limits</u> . _____ |
| 4 There's a <u>ban</u> on noise after 11 p.m. _____ | | 12 He is <u>prohibited</u> from entering. _____ |
| 5 He lost <u>control</u> of the car and hit a tree. _____ | | 13 It's your <u>obligation</u> to help. _____ |
| 6 The rule <u>limits</u> the number of cars. _____ | | 14 Driving school isn't a <u>requirement</u> . _____ |
| 7 There's a <u>prohibition</u> on smoking here. _____ | | 15 We are <u>obliged</u> to have a license. _____ |
| 8 Cars are <u>banned</u> from some parts of the downtown area. _____ | | 16 Who <u>controls</u> the parking lot? _____ |

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

- Your life changes when you become a parent, because parents have many obligations.
- There's a new _____ on plastic bags in my city. You have to bring your own bag when you go shopping.
- There's a _____ on how much pollution companies can emit.
- The city assigns police to _____ traffic when there's an accident or a large event.
- The city _____ you to get a business license before you can open a new business.
- Drivers of electric cars are _____ to park in special spots with charging stations.

C Complete the sentences with your ideas.

- If I were the leader of my country, it would be a requirement for people to vote.
- There should be a ban on _____.
- If I were the teacher, I would limit _____.
- I don't think teenagers should be permitted to _____.
- I don't think governments should control _____.
- The prohibition against _____ should be removed.



2 Grammar: Prohibition, permission, obligation (past)

A Write the missing words.

- 1 I _____ could _____ not watch TV after school when I was young.
- 2 Victor was _____ to work last weekend, so he couldn't go to the game.
- 3 Were you allowed _____ drink soda when you were a child?
- 4 I _____ supposed to wear a suit at my last job, but sometimes I didn't.
- 5 The kids were _____ to play in the park until their parents came to get them. They always had fun.
- 6 Did you _____ to move, or did you move because you wanted to?

B Write about the march for climate action Sasha participated in last month. Use (not) allowed to, could (not), had to, supposed to, and required to.



- 1 Sasha was allowed to take photos at the event.
- 2 Sasha _____ have a big bag or backpack with her. Big bags are a security risk.
- 3 Sasha _____ arrive on time.
- 4 Sasha _____ bring a water bottle with her.
- 5 Sasha _____ bring a protest sign with her.
- 6 Sasha _____ march on private property. She had to stay on public sidewalks and roadways.

C Rewrite the sentences. Use the words in parentheses (). Then check (✓) any sentences that used to be true in your country.

- 1 It was a requirement for a child to start school at the age of 4. (require) ☐
A child was required to start school at the age of 4.
- 2 Students had to stand when the teacher entered the room. (require) ☐
- 3 It was necessary for students to wait until the teacher called on them before they spoke. (supposed to) ☐
- 4 Children could play outside until nighttime. (allow) ☐
- 5 A child couldn't talk when the family was having a meal. (allow) ☐



1 Functional language: Making generalizations

A Correct the mistakes in the sentences.

- 1 I ~~general~~^{generally} don't eat a big breakfast.
- 2 I tend have just a cup of coffee.
- 3 On whole, mealtime isn't very important to me.
- 4 Generally speak, I don't eat dinner with my family.
- 5 In average, I eat with my family once or twice a week.

B Complete the conversation. Sometimes there may be more than one answer.

- A We're so happy you accepted our offer. Welcome to the company!
- B Thank you. I'm really excited to join the company.
- A You start next week, so do you have any questions?
- B Uh, yeah a couple. Is there a dress code?
- A ¹ _____, no. You can dress pretty casually – unless we have a big meeting scheduled or something like that.
- B That's good to know. What about start times? Do most people ² _____ have a 9-to-5 schedule, or do some people start later or earlier?
- A ³ _____, it's 9-to-5. But if there's a reason you need to work a different schedule, we can talk about it.
- B No, 9-to-5 works fine for me. I was just curious. What about lunch? How much time do people take?
- A ⁴ _____, about 30 minutes. Some people take a full hour and work a little later, though.

2 Real-world strategy: Contrasting information

A Read what speaker A says. Put the words in speaker B's response in the correct order. Which are true for you?

- 1 A We tip 20% to a taxi driver.
B that / nearly / don't / much / tip / as / we / as
We don't tip nearly as much as that.
- 2 A Strangers kiss each other's cheeks when they meet.
B country / we / do / that / don't / in / it / way / my
_____.
- 3 A Friends give each other a hug when they meet.
B really? / that / do / we / where / from / don't / come / I
_____.
- 4 A All residents get health insurance from the government.
B back / differently / things / home / we / do
_____.

3 Functional language and Real-world strategy

A Read Mathilde's comments about the French way of life. Respond with generalizations about your country.

1 Mathilde: On average, French people work 35 hours a week.
On average, in Colombia we work more than 40 hours a week.

2 Mathilde: On the whole, children in my region go to school four and a half days a week.

You: _____

3 Mathilde: Generally speaking, French people go on vacation in August.

You: _____

4 Mathilde: French people generally don't eat a sandwich for lunch.

You: _____

5 Mathilde: Young people tend to live with their parents until they're in their twenties.

You: _____

6 Mathilde: In general, French restaurants are open from noon to 2:30 p.m. and from 7 p.m. to 10:30 p.m.

You: _____

B Check (✓) the generalizations about mealtime that are the same in your country. Write contrasting information for the sentences you do not check.

1 We eat our main meal at noon. ☐

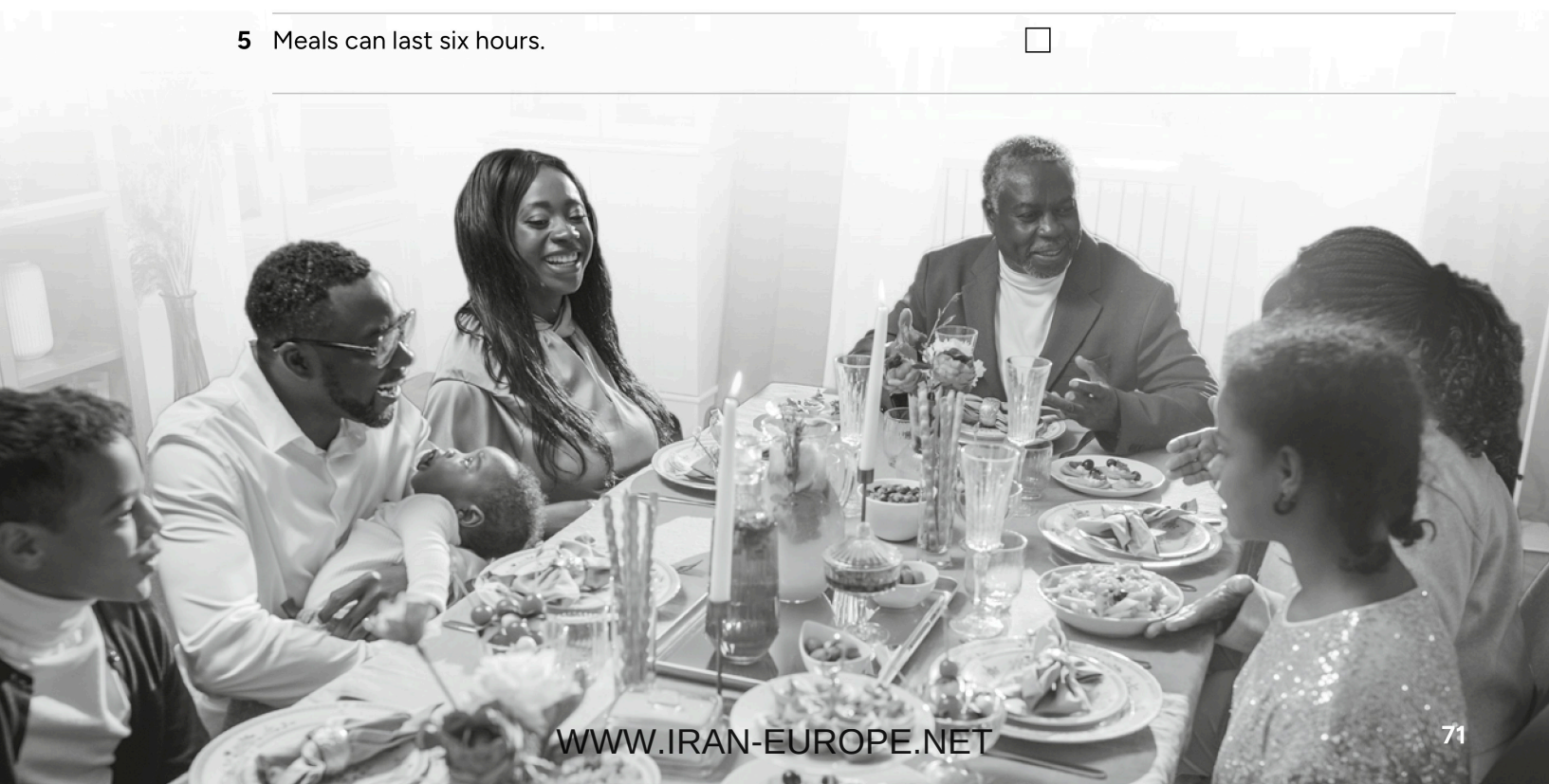
We do things differently back home. We eat our main meal at 6 in the evening.

2 In general, people eat cheese at the end of meals. ☐

3 We never have a meal without bread. ☐

4 Generally speaking, the whole family eats together on Sundays. ☐

5 Meals can last six hours. ☐



1 Reading

A Read the article. Why are some parks modifying their hiking trails?



Accessible trails

For people who use wheelchairs, traditional trails can pose significant challenges. Uneven paths, steep slopes, and lack of proper facilities can make exploring nature difficult, if not impossible.

Hiking trails usually wind through forests or up mountains. Hiking is a wonderful experience for many. But for people who use wheelchairs or need other walking assistance aids, trails can be impossible or dangerous. They are uneven, sometimes have obstacles like rocks or tree roots, and can have steep inclines. Fortunately, some parks are making modifications to their trails so everyone can enjoy them.

Take, for example, the changes made to a popular nature reservation north of Boston, Massachusetts. The park added a wheelchair accessible trail paved with stone dust and wooden decking. These smooth surfaces make it possible for people in wheelchairs to move easily along the entire quarter-mile trail, whether on their own or with assistance. The trails also feature gradual inclines instead of steep hills, allowing for a safer experience.

The Charles W. Ward Reservation didn't stop at just building an accessible trail. They also installed an accessible viewing platform overlooking a beautiful body of water. The platform is spacious enough for wheelchairs to maneuver, ensuring great views for all visitors. Benches and rest areas have been added along the trail as well, providing shaded spots for people to take breaks.

It takes time and resources to create accessible trails, but the benefits are enormous. These modifications promote inclusion, offering access to individuals who may have felt excluded before. By making these changes, parks are creating spaces where everyone can enjoy nature for years to come.



B **Recall key information** Look at the questions. Can you remember the information? Then check your answers in the article.

- 1 Where is the Ward Reservation located?
- 2 What materials did the Ward Reservation use to pave their accessible trail?
- 3 How long is the Ward Reservation's accessible trail?
- 4 What feature allows wheelchair users to enjoy the scenery at Ward Reservation?

2 Listening

A **9.01** Listen to part of a talk show. Check (✓) the topic the people discuss. Do you agree with Vince or with Carla? Why?

- | | |
|---|--------------------------|
| if people ever have trouble with their monkey helpers | ☐ |
| if monkey helpers get enough training | ☐ |
| if it is dangerous to have monkeys in people's home | ☐ |
| if it is right to use monkeys to help people | ☐ |

3 Writing

A Read the response to exercise 2A and circle the words that show the writer's attitude.

I have to say that I completely agree with Carla here. It's obviously important to help the disabled be as independent as possible, but we're forcing these monkeys to lead unnatural lives. Sadly, this is the case with many service animals. Frankly, I think it's very unfair to the animals.

B Do you agree or disagree with the use of service animals to help the disabled? Why? Use adverbs to show your attitude.

Check and review

Read the statements. Can you do these things?

Unit 9

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 and compound nouns to name different places.	page 86
	☐ talk about rules.	page 88
grammar	☐ express prohibition, permission, and obligation in the present.	page 89
	☐ express prohibition, permission, and obligation in the past.	page 89
functional language	☐ use phrases to make generalizations.	page 90
	☐ give contrasting information.	page 91
skills	☐ express opinions in writing.	page 93
	☐ use adverbs to show attitude.	page 93

1 Vocabulary: Talking about discoveries**A** Circle the correct word to complete the collocations.

- 1 make a **phenomenon** / **a connection** / knowledge
- 2 face **research** / a solution / a challenge
- 3 provide **insight** / a discovery / a challenge
- 4 make **research** / insight / a breakthrough
- 5 notice **research** / a phenomenon / a challenge
- 6 make a **challenge** / a phenomenon / a discovery
- 7 carry out **research** / insight / solution
- 8 gain a **phenomenon** / knowledge / a challenge
- 9 provide a **solution** / a discovery / research

2 Grammar: Past unreal conditionals**A** Read the situations. Then choose the sentence that explains the situation.

- 1 We went out to eat because there was no food in the fridge.
 - a We wouldn't have gone out to eat if there had been food in the fridge.
 - b There would have been food in the fridge if we had gone out to eat.
- 2 Jia was late for the audition because she missed the bus.
 - a If Jia had been on time for the audition, she wouldn't have missed the bus.
 - b If Jia hadn't missed the bus, she would have been on time for the audition.
- 3 The forest fire started because someone at a campsite was careless.
 - a If the forest fire hadn't started, someone at a campsite wouldn't have been careless.
 - b If someone at a campsite hadn't been careless, the forest fire wouldn't have started.
- 4 George lost the race because he started one second late.
 - a George wouldn't have lost the race if he hadn't started one second late.
 - b George wouldn't have started one second late if he hadn't lost the race.



B Put the words in the correct order to form sentences with past unreal conditionals.

1 known / I / would / had / if / have / come / I

I would have come if I had known. OR If I had known, I would have come.

2 them / you / helped / asked / if / boys / have / the / had / would

3 more careful / fallen / been / you / you / if / had / have / wouldn't

4 we / the / been / sick / gone on vacation / have / baby / hadn't / if / would

5 you / if / would / seen you / the doctor / an appointment / earlier / have / made / had

6 you / you / would / had / I / me / texted / have / if / told

3 Grammar and Vocabulary

A Complete the sentences with the phrases in the box. Then rewrite the sentences with past unreal conditionals.

breakthrough challenges a connection ~~the phenomenon~~ research a solution

1 The researchers didn't predict its impact on the environment because they didn't understand the phenomenon .

The researchers would have predicted its impact on the environment if they had understood the phenomenon. OR If the researchers had understood the phenomenon, they would have predicted its impact on the environment.

2 The team didn't discover the cause of the disease because they didn't carry out thorough

3 The scientists found _____ to the problem because they worked with experts from other fields.

4 The study wasn't successful because the team didn't overcome the technical _____ they faced during the experiment.

5 The researcher didn't correct the errors in his initial study because he didn't make _____ between the two experiments sooner.

6 The scientists made a significant _____ in technology because they were able to explore space.

1 Vocabulary: Discussing right and wrong

A Do these sentences mean the same thing? Write **S** (same) or **D** (different).

- | | | |
|-------------------------------------|-------------------------------------|---------------|
| 1 It was a blunder. | It was a small mistake. | <u> D </u> |
| 2 You'll have to correct the error. | You'll have to correct the mistake. | <u> S </u> |
| 3 He blames me. | He says it's my fault. | <u> </u> |
| 4 It was a real blunder. | It was a big mistake. | <u> </u> |
| 5 I'll fix the problem. | I'll make it right. | <u> </u> |
| 6 There was confusion. | There was an error. | <u> </u> |
| 7 I got it wrong. | I made it right. | <u> </u> |
| 8 There was a mix-up. | There was a misunderstanding. | <u> </u> |
| 9 They didn't get it right. | They made an error. | <u> </u> |

2 Grammar: Modals of past probability

A Complete the sentences. Use the words in parentheses (). Add **not** where necessary.

- Why didn't you tell me you were applying for the job? I could have given (could / give) you a reference.
- I told you the storm was about to start. You _____ (should / go) to the woods.
- It's too bad you didn't apologize to your coworker. It _____ (might / help).
- I didn't know you had an appointment. I _____ (could / give) you a ride.
- Your mom has been worried about you. You _____ (should / call) her.
- I wish I hadn't taken my phone out at the restaurant. If I'd left it in my bag, I _____ (might / lost) my phone.
- Ali was supposed to finish the experiment in the lab, but he left early. He _____ (may / forget) about it.
- Elif locked herself out of the house. She _____ (should / bring) her keys with her.

B Write responses to the sentences. Use *could*, *might*, and *should* and the words in the box.

accept their job offer
leave for work earlier

fix it
receive some gifts

get the position
walk

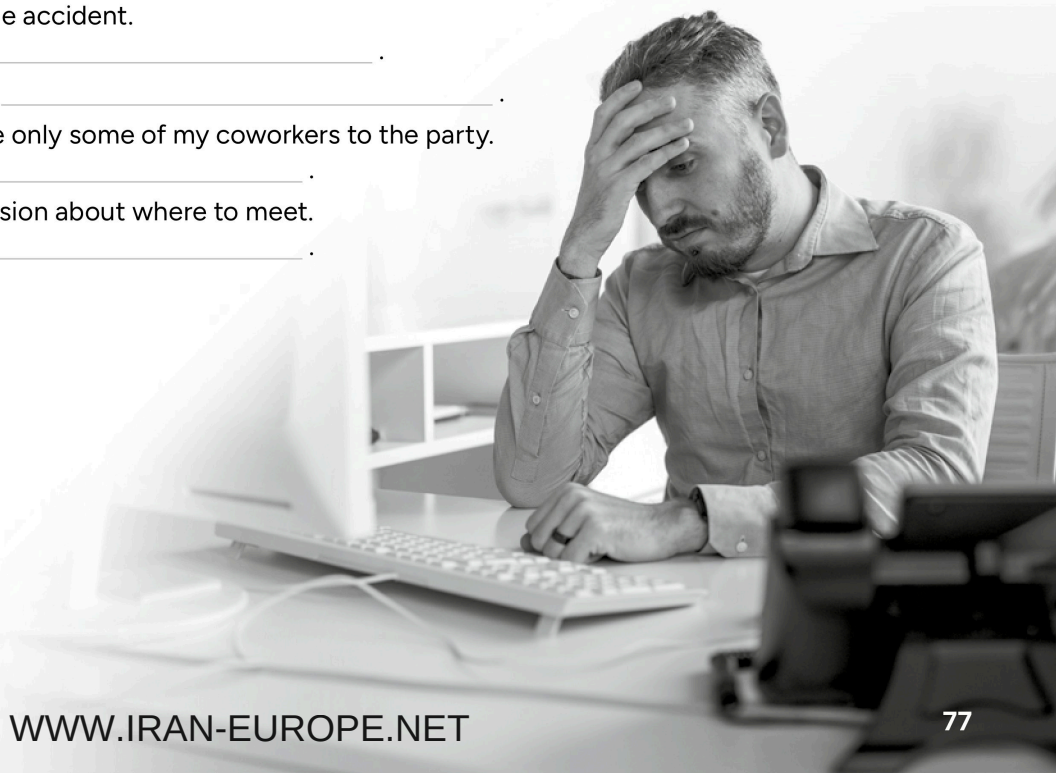
have a good time
win

- 1 It's too bad you didn't run in the race.
You might have won. **OR** You could have won.
- 2 Why didn't you apply for the job?
- 3 It's too bad Araceli didn't come to the party.
- 4 It was a mistake not to take the other job.
- 5 It's too bad Josh was late for work.
- 6 Why didn't you tell us it was your birthday?
- 7 Why did you take the bus?
- 8 Why did they blame me for the problem?

3 Grammar and Vocabulary

A Complete the sentences with your own ideas.

- 1 Maxine didn't correct the mistake until a month later.
She should have corrected it right away.
- 2 It wasn't your fault. You couldn't _____.
- 3 I couldn't fix the problem by myself. I should _____.
- 4 I thought Martin told you the meeting had been canceled. It was a mix-up.
I should _____.
- 5 Kara was to blame for the accident.
She shouldn't _____.
- 6 It was a blunder. I might _____.
- 7 It was a mistake to invite only some of my coworkers to the party.
I should _____.
- 8 There was a lot of confusion about where to meet.
I should _____.



1 Functional language: Keeping your listener engaged

A **Circle** the correct words.

- 1 You won't **believe** / **think** this, but the hotel gave our room to someone else.
- 2 Well, you **can** / **do** imagine. We were really upset.
- 3 Yeah, but you know **how** / **what**? We ended up getting a free stay at a hotel owned by the same company.
- 4 **Are you** / **Do you get** ready for this?
- 5 They upgraded us to the penthouse suite. **Is** / **Isn't** that amazing?
- 6 But we were hungry, so we went to the hotel restaurant, and **don't** / **wouldn't** you know it? The dinners cost over \$150 each.
- 7 So in the end, we spent more on dinner than we did on the first hotel. But that's not **it** / **all**! They charged us for parking, too!

2 Real-world strategy: Showing interest in a story

A Complete the conversation with the expressions in the box.

Let me guess – you ~~Don't tell me you~~ You must be joking. That's so awful

- A My boss is really angry at me.
- B ¹ Don't tell me you were late for work again!
- A Yup. That's the third time this month.
- B ² _____ forgot to set your alarm.
- A No, I set it. But my phone ran out of battery overnight.
- B ³ _____. You have the worst luck.
- A Yeah, tell me about it. Anyway, I tried to explain, but my boss said if it happens again he'd fire me.
- B ⁴ _____. What are you going to do?
- A Get to work on time! What else can I do?





3 Functional language and Real-world strategy

A Complete the conversation with the expressions from exercises 1A and 2A.

Ari You're back from your vacation. You look great! How was the hotel where you stayed?

Dia We never got there. You'll never ¹ guess what happened .

Ari What?

Dia We took the wrong shuttle from the airport. You won't ² _____ , but twenty minutes after we left the airport, we got a flat tire.

Ari Seriously? A flat tire on a hotel shuttle?

Dia We weren't happy. You can imagine. Anyway, while the driver was trying to change the tire, a man from the island stopped and asked if we needed help. The whole group was starving, and it was lunchtime, so he invited us to have lunch with his family.

Ari Don't ³ _____ you went to a stranger's home for lunch!

Dia Everyone in the family was so friendly. They were happy to have us for lunch. Their home was next to the beach. ⁴ _____ ? The house was enormous, and they had extra rooms, and we ended up staying there.

Ari You must ⁵ _____ ! The whole week?

Dia Yeah. The whole week. Isn't ⁶ _____ ? The funny thing is we didn't need the hotel at all.

B Imagine you are Dia. Something else surprising happened during the vacation. Write the conversation with expressions from exercises 1A and 2A. Use an idea in the box or your own idea.

You took the wrong suitcase at the airport.
Your flight home was canceled.

A famous person was at the beach every day.

Dia You'll never guess what else happened to me.

Ari _____

Dia _____

Ari _____

Dia _____

Ari _____

Dia _____

Ari _____

1 Listening

A  10.01 Listen to a conversation. What things do the man and woman agree they could not live without?

B  10.02 Listen for tone Listen to the tone of the speakers' voices. Circle the correct answers.

- 1 "You mean like air, food, and water?"
 - a She is trying to be funny.
 - b She wants information.
- 2 "Paper and pen?"
 - a She is asking if he needs paper and a pen.
 - b She is surprised.
- 3 "I just love them."
 - a He is saying a fact.
 - b He is not serious.
- 4 "Really, I couldn't live without either of my parents."
 - a He is saying a fact.
 - b He is trying to be funny.
- 5 "Sunsets at the beach?"
 - a She is asking him to repeat the question.
 - b She is surprised.



2 Reading

A Read the story. What did Olivia learn about living without the things she had loved before?

When Olivia Stanton lost her job, she seemed to have lost everything. First it was her apartment and all the things she couldn't take when she moved in with her sister. There was her piano, her furniture, and the books she loved. The only thing she kept with her the whole time was her laptop and her phone. Without them, she wouldn't have been able to look for a job or stay in touch with friends.

For the first few months, Olivia found it very hard to live without all of her things. But as time went on, she learned she actually enjoyed life more with less stuff. She started looking for other things she could live without. She got rid of her car and started walking more or taking the bus. She gave up her gym membership and started running in the park instead.

She also started a blog about her new stuff-free lifestyle. From that blog, she got an offer to write a book and a \$25,000 advance. With the \$25,000, Olivia has been able to re-establish her life. She moved out of her sister's house and got a new apartment – a smaller one that fits with her new lifestyle. She has no desire to get back all the things she had before. Aside from the laptop, she has found that the only things she can't live without are her friends and the opportunities she found online.

B Circle the correct answers.

- 1 Olivia moved out of her apartment after / before she lost her job.
- 2 Olivia got rid of most of her things **when she moved to her sister's** / because she needed the money.
- 3 Olivia found that without all of her things life got **better** / worse.
- 4 Olivia was able to get a new apartment because she got a **new job** / an offer to write a book.

3 Writing

- A** Read the post from Olivia's blog. Circle the words that show contrast and underline the words that show similarity.

When I think about my old lifestyle, it really couldn't be more different from how I live now. My life was full of things. I mean, I owned a lot of stuff, but the things I owned didn't really make me happy. I had a nice car, but I was always worried it would get scratched or dented whenever I drove somewhere. Similarly, I had a lot of really nice clothes, but I worked so much to afford them that I never had time to wear the outfits I liked so much. Now, on the other hand, I have a lot fewer things. But the things I do own are things I truly enjoy, and I also have time to actually enjoy them now.

- B** Write a comment about what is and is not important in your life. Use the words from exercise 3A to help you.

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

☐ use verb phrases to describe research, investigation, and discovery.

page 98

☐ talk about right and wrong.

page 100

grammar

☐ use past unreal conditionals to describe imagined past situations.

page 99

☐ use modals of past probability to criticize or suggest alternatives to events from the past.

page 101

functional language

☐ keep your listener engaged.

page 102

☐ show interest in a story.

page 103

skills

☐ write a comment on a blog post.

page 105

☐ use words to show similarity and contrast in writing.

page 105

1 Vocabulary: Talking about college education

A Use the words in the box to complete the posts on the social media site.

association grades	campus majors	degrees professors	dorms semester	facilities societies	faculty undergraduate	freshman
-----------------------	------------------	-----------------------	-------------------	-------------------------	--------------------------	----------




Gabe35games • 8h ago
 Does anyone here go to Western University? I'm thinking about going there. I know it's in a cool city, but what's the ¹ campus like? Do most people live off-campus or in the ² _____? What clubs or ³ _____ are there? About the courses of study: what are the most popular ⁴ _____?

 Replies _____


Thea84sings • 6h ago
 I go to Western University. I'm in my first year – I'm a ⁵ _____ – so I might not have all the answers, but I'm happy to help.
 The campus is nice, with good facilities and green spaces. I've heard some of the ⁶ _____ can be tough, but my ⁷ _____ have all been very supportive. If you work hard, your ⁸ _____ should be fine.
 We have a student ⁹ _____, a film society, and clubs for just about any interest. It seems like new clubs start up every ¹⁰ _____.
 I'm not sure about the majors, but I know a lot of people getting ¹¹ _____ in computer science or engineering. The labs and other science ¹² _____ here are great. Overall, I think it's a great place to be an ¹³ _____.

2 Grammar: Gerund and infinitive after *forget*, *remember*, *stop*

A Check (✓) the correct sentences. Then correct the mistakes in the incorrect sentences.

- | | |
|---|---|
| 1 I'll never forget climbing that mountain. It was so exciting. ☒ | 5 I stopped playing video games a few years ago. I was playing them too much. ☐ |
| 2 Do you remember to see ^{seeing} my phone anywhere? ☐ | 6 Sorry. I didn't remember bringing your book. I'll bring it tomorrow. ☐ |
| 3 You forgot messaging me again. Why can't you remember? ☐ | 7 I remember meeting the owner of the business, but I can't remember his name. ☐ |
| 4 I stopped buying some milk. Here it is. ☐ | 8 I stopped at the ATM machine to get some money. ☐ |

B Complete the conversations. Use the words in parentheses ().

- 1 **A** I can't find my bag.
B I remember seeing (remember / see) you with it a short time ago.
- 2 **A** I didn't tell Anita and Diego about the meeting.
B I'll _____ (remember / tell) them later on.
- 3 **A** I'm going out now.
B Don't _____ (forget / get) something for dinner.
- 4 **A** What is something you will never forget?
B I'll never _____ (forget / meet) my wife for the first time.
- 5 **A** Are these flowers for me?
B Yes, I _____ (stopped / buy) them for you on my way home from work.
- 6 **A** Are you a vegetarian?
B Yes, I _____ (stopped / eat) meat when I was in high school.

3 Grammar and Vocabulary

A Complete the conversations using the words in the box and the words in parentheses ().

campus dorm facilities grades professor semester society

- 1 **A** Thank goodness! My _____ are finally improving.
B That's great. What are you doing differently?
A I _____ (stop, play) so many video games.
- 2 **A** Did you finish your research paper?
B What paper? I _____ (not, remember, have) a paper due this week!
A Well, we have one. The _____ assigned it a month ago.
- 3 **A** So are you joining the theater _____ ?
B No. I _____
(forgot, sign up) by the deadline.
A That's too bad. Well maybe you can join next _____.
- 4 **A** Well, I'm back from my tour of the college.
B Did you _____
(remember, ask) about the gym and the swimming pool?
A Yeah, we saw them. They're really nice _____.
- 5 **A** Did you live in a _____ in college?
B At first. But I had the messiest roommate. He never cleaned up. I couldn't take it. I had to _____
(stop, live) with him and move into an apartment just off _____.

1 Vocabulary: Talking about science

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

science scientist scientific scientifically proven

- 1 Something that is scientifically proven has been studied for a long time.
- 2 Chemistry is my favorite type of _____.
- 3 Chris likes to read books about _____ subjects.
- 4 Have you always wanted to be a _____?

research (n) researcher research (v) research-based

- 5 _____ studies can take many years to complete.
- 6 _____ shows that sleep is necessary.
- 7 The _____ talked about the results of her study.
- 8 We have to _____ how to solve the problem.

proof prove proven scientifically proven

- 9 Ginger is a _____ remedy for an upset stomach. Research has been done about it.
- 10 You have to _____ your ideas.
- 11 What _____ do you have?
- 12 This is a _____ fact.

base (n) basis base (v) based science-based

- 13 The report is _____ on research from three different universities.
- 14 What is the _____ of the study?
- 15 Students need a good _____ in mathematics.
- 16 You should _____ your research on children between the ages of 8 and 14.
- 17 All of the information is _____. The research took place over 10 years.

medicine medical medically-approved

- 18 The _____ exercises are helping my back pain. I should thank my doctor for showing them to me.
- 19 Do you look for _____ information online?
- 20 My cousin is studying _____. She wants to be a doctor.



2 Grammar: Causative verbs *help, let, make*

A Circle the correct words.

- 1 My parents **let** / **make** me choose which college to attend.
- 2 The teachers **help** / **make** us finish the project by staying after class to answer questions.
- 3 The coach **lets** / **makes** the players run extra laps for being late.
- 4 The librarian **lets** / **makes** us borrow extra books for our research.
- 5 This funny video **lets** / **makes** everyone laugh so hard.
- 6 Our friends will **help** / **let** us carry the heavy boxes upstairs.

B Complete the sentences. Use *help, let, or make* and the correct pronoun.

- 1 A Do you like to read before you go to sleep?
B Yes, reading helps me fall asleep.
- 2 A Why do you listen to that loud music?
B It _____ relax.
- 3 A Do you stay out late at night?
B Yes, my parents _____ stay out late.
- 4 A Did you solve the math problem easily?
B No, it _____ feel frustrated at first.
- 5 A Did Ji-ho agree to lend you his bicycle?
B Yes, he _____ borrow it.

3 Grammar and Vocabulary

A Answer the questions. Try to use the words from exercise 1A in your answers.

- 1 What's something that helps scientists conduct research?

- 2 What can doctors do to make people trust them more?

- 3 Should we let people take medicines that aren't medically-approved?

- 4 What is a popular belief that is not science-based?



1 Functional language: Discussing alternatives and responding to suggestions

A Complete the conversation. Use the words in the box.

also	alternative	another	can	else	great
is	like	might	that	work	

Customer Hello. I'm looking for a book for my 12-year-old nephew.

Bookseller This book has always worked well with boys of that age.

Customer 1 Can you suggest an alternative? My nephew doesn't like sports very much.

Bookseller You could 2 _____ try this book. It's very popular with boys and girls.

Customer It 3 _____ not be the best option. He could think it's for girls. 4 _____ there something different?

Bookseller Don't worry. We have plenty of books for that age group.

5 _____ option would be this book about famous people in history.

Customer That could 6 _____. Do you have anything 7 _____?

Bookseller I also have these books on the animal world. They're a good 8 _____.

Customer Hmm. I don't think they're a 9 _____ choice. He's never shown an interest in animals.

Bookseller Then how about these comic books? They're very interesting. Boys love them.

Customer That looks 10 _____ a good alternative.

Bookseller I also have these funny novels. They make kids laugh a lot.

Customer I like 11 _____ option, too. Now I have to decide which is better. It's not an easy choice!



2 Real-world strategy: Giving a personal recommendation

A Complete the conversations with personal recommendations. Use your own ideas.

1 **A** I've been having trouble sleeping lately. What do you think I should do?

B If I were you, _____.

2 **A** My phone battery dies so quickly. Do you have any tips?

B I've always had luck with _____.

3 **A** I've been struggling to stay focused while studying. What do you think I should do?

B _____ has always worked well for me.

4 **A** I keep forgetting important dates like birthdays and appointments. What should I do?

B _____.

5 **A** I've been feeling really nervous before giving presentations. Any tips?

B _____.

3 Functional language and Real-world strategy

A Emma is discussing choosing a new hobby with her friend Liam. Follow the instructions in parentheses () to complete the conversation. Use the expressions in exercises 1A and 2A.

Emma I'm thinking about starting a new hobby. Do you have any ideas?

(Liam suggests painting.)

Liam ¹ If I were you, I'd try painting. It's relaxing and creative.

Emma ² _____ But I'm looking for something more active.

³ _____

(Liam suggests rock climbing as an alternative to hiking.)

Liam Hiking is great for staying active and enjoying nature. ⁴ _____

(Emma discusses the disadvantages of being outdoors.)

Emma ⁵ _____ I'm not sure I'd enjoy hiking because I don't like bugs.

(Liam suggests yoga.)

Liam ⁶ _____

(Emma responds to the suggestion.)

Emma ⁷ _____

(Liam recommends dance classes as another active hobby.)

Liam ⁸ _____ Dance classes are fun, social, and a great workout.

(Emma likes that option.)

Emma ⁹ _____ I'll find a dance studio.



1 Reading

A Read the article. Is the writer for or against driverless cars?

People rarely like change. They find it frightening. Technology introduces something new, and people say they don't want it or need it.

How do you feel about riding in an elevator? You are probably comfortable. Can you imagine people ever being against an elevator? That is exactly what happened when elevators first appeared. At first, it was someone's job to operate the elevator. People on the elevator just had to get used to going up and down. But when elevators became automatic, people did not like the change at all. There was no human in control. People were scared to let a machine do everything.

So what happened? People got used to elevators. A soft voice gave instructions. There was relaxing music to calm the riders. Now it has been more than 150 years since the invention of the elevator, and people are against another invention: the driverless car. I hear my friends saying things like, "How will I be in control? The car will do anything it wants!"

But driverless cars might turn out to be safer than cars driven by human beings. People sometimes fall asleep at the wheel. They get distracted by their phones or by other passengers. And some people are just not very good drivers. With a driverless car, all of these problems disappear.

In the end, I predict the driverless car will become just like the elevator. People will be just as comfortable in a driverless car as they are in an elevator that is moving them from the first to the twenty-first floor.



B Identifying arguments Read the article again. Check (✓) the arguments the writer uses to support her opinion.

- | | |
|---|--------------------------|
| 1 New technology is frightening. | ☐ |
| 2 People did not like elevators, but eventually got used to them. | ☐ |
| 3 Driverless cars are unsafe for small children and the elderly. | ☐ |
| 3 People are already unsafe drivers, and driverless cars will be safer. | ☐ |
| 4 Driverless cars will be much more comfortable than driving ourselves. | ☐ |

2 Listening

A 11.01 Listen to the conversation. Write T (true) or F (false).

- | | |
|--|-------|
| 1 The woman wants a driverless car. | _____ |
| 2 The man will never want a driverless car. | _____ |
| 3 The man likes to drive. | _____ |
| 4 The woman doesn't think driverless cars are safer. | _____ |

3 Writing

- A** Read the comment in response to the article. Circle the transition phrase that starts an opinion. Underline the transition phrases that add to the opinion. Draw a box around the transition phrase that ends the opinion.

I'm not a car lover. I drive only because I have to. That doesn't mean I love the idea of driverless cars.

First of all, driverless cars are really just computers on wheels. Computers are hacked all the time. What will prevent a hacker somewhere in the world from getting control of my car?

More importantly, what will stop other people from making my car do dangerous things? It's also important to remember that driverless cars can make mistakes. They have been involved in traffic accidents. Additionally, if driverless cars make driving long distances too easy, there might be more cars on the road. That would be bad for the environment. Finally, think of all the people who will lose their jobs if drivers are no longer needed. What will happen to them?

- B** Write a response to the article in exercise 1A. Give your opinion about driverless cars. Use the correct transition phrases.

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 college life.

page 108

☐ use different word forms to discuss science.

page 110

grammar

☐ change meaning by using gerunds or infinitives after *forget*, *remember*, and *stop*.

page 109

☐ use causative verbs *help*, *let*, and *make* to indicate effects caused by someone or something else.

page 111

functional language

☐ discuss alternatives and respond to suggestions.

page 112

☐ give a personal recommendation.

page 113

skills

☐ write a comment in response to an article.

page 115

☐ use transition phrases to add to and conclude arguments.

page 115

12.1

Photo stories

1 Vocabulary: Talking about the senses**A Match the descriptions (1–14) with the adjectives (a–n).**

- | | | |
|--|----------|----------------|
| 1 the way a piece of cake should taste | <u>e</u> | a bright |
| 2 the way a baby's cheek feels | _____ | b colorful |
| 3 the way a song can sound | _____ | c damp |
| 4 the way old books can smell | _____ | d stinky |
| 5 the way a man's voice can sound | _____ | e flavorful |
| 6 the way a small child's voice can sound | _____ | f scented |
| 7 a day when the sun is shining | _____ | g high-pitched |
| 8 the way a wet towel can smell | _____ | h melodic |
| 9 the way the skin of a lemon feels | _____ | i tasty |
| 10 the way grass can smell after it rains | _____ | j rough |
| 11 a shirt that is orange, yellow, green, and blue | _____ | k smooth |
| 12 the way something unpleasant smells | _____ | l deep |
| 13 having an added smell | _____ | m fresh |
| 14 having a delicious flavor | _____ | n musty |

B Write sentences about what you like and don't like. Use the adjectives in exercise 1A and the nouns in the box, or your own ideas.

clothes fruit music soap sounds summer days voices weather

- 1 I like the sound of high-pitched voices. I think they are cute.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Grammar: Adding emphasis**A Check (✓) the sentences that add emphasis to an idea. Then underline the words that add emphasis.**

- 1 What I do in my free time is not your concern. ☒
- 2 The thing I like most about my city is the people. ☐
- 3 What do you remember most about elementary school? ☐
- 4 The thing I love about my sister is her sense of humor. ☐
- 5 What I don't want is another problem with my house. ☐
- 6 What do you mean when you say you don't understand? ☐

B Complete the sentences. Use the words in parentheses (). Write two sentences with your own ideas.

- 1 The thing I like most about Florida is the weather. (I like most about Florida)
- 2 What _____ the pollution. (bothers me a lot)
- 3 What _____ a vacation. (I need)
- 4 What _____ her name. (I can never remember)
- 5 What _____ losing my job. (worries me all the time)
- 6 The _____ saying goodbye. (I hate most)
- 7 What _____ action movies. (I really like to watch)
- 8 The _____.
- 9 What _____.

3 Grammar and Vocabulary

A Answer the questions. Add emphasis to your ideas. Try to use the words from exercise 2B in your responses.

- 1 What was the thing you most liked to eat when you were a child?
The thing I most liked to eat was a banana.
- 2 What do you like most about your home?

- 3 What do you want most of all in the future?

- 4 What is something you love doing on the weekend?

- 5 What do you dislike most about your town?

- 6 What is the thing you enjoy most on social media?



1 Vocabulary: Describing memories

A Complete the sentences with the words in the box.

brings back	childhood	clear	distant	early
long-term	look back on	recall	recent	recognize
reminds me of	short-term	vague	vivid	

- Although the photo was taken years ago, the moment is as vivid to me as if it happened yesterday.
- My memories from _____ are full of games, laughter, and sunny afternoons.
- I vaguely _____ what we learned in chemistry last year – it's already a blur!
- The smell of fresh cookies always _____ memories of my grandmother's kitchen.
- When I _____ my high school days, I remember how much fun we had at school dances.
- She has a great memory for faces, so she can _____ people she met years ago.
- My _____ memory helps me remember where I parked, but I always forget things after a day or two.
- The details of our vacation last month are still fresh in my mind because it was so _____.
- The event happened so long ago that it feels like a _____ memory now.
- I don't have a _____ memory of that conversation – it's all a bit hazy.
- My memories of my _____ childhood include playing with toys and learning to ride a bike.
- My _____ memory isn't perfect, but I can still recall key moments from 20 years ago.
- Her face seemed so familiar – it really _____ someone I used to know.
- I only have a _____ memory of visiting my grandparents' house, so I can't remember any details.

B Complete the sentences with words from exercise 1A. Don't use the same word twice. Then rewrite the sentences so that they are true for you.

- The thing I recall most about my childhood is my family's farm.
The thing I recall most about my childhood is playing with my brother and sister.
- When I _____ my childhood, I get sad.

- Going back to my old neighborhood _____ me of the past.

- I have very _____ memories of my grandparents. It's like they are still here with me.

- Getting together with all my cousins _____ wonderful memories.

- I have a _____ memory of my first school. I remember the outside but not the classrooms.

2 Grammar: Substitution and referencing

A Circle the correct option to complete the sentences.

- 1 If you have a favorite childhood memory, write about **(it) / one / them** in your journal.
- 2 If these old photographs don't bring back memories, find **them / ones / it** that are more meaningful to you.
- 3 If you can't recall a specific memory for your story, you can create **them / it / one**.
- 4 I found some old family letters. I hope you enjoy reading **it / ones / them**.
- 5 Do you remember the story Grandma told us? If **not / so / do**, let's share it with the kids.
- 6 Do you understand the assignment? If **not / so / do**, please ask.
- 7 I didn't remember to call my mom on her birthday, but my brother **does / did / so**.
- 8 I don't keep journals anymore, but many people **so / did / do**.

B Underline the words that are repeated. Then replace the underlined words.

- 1 If you don't remember the address, I can give the address to you.
- 2 Do you want to improve your concentration? If you want to improve your concentration, read this.
- 3 My brother doesn't remember our childhood well, but I remember.
- 4 I played with my cousins on Sundays. I got together with my cousins at my grandparents' home.
- 5 I don't recall a pink bicycle, but I remember a green bicycle.
- 6 Does Hannah remember? If Hannah doesn't remember, ask Nick.

C Look at the sentences with substitutions or referents. Write the sentences that come before them. Use your own ideas.

- | | | |
|---|--|-----------------------------------|
| 1 | <u>Are you going to do the dishes?</u> | If not, I'll do them. |
| 2 | _____ | I have brown ones. |
| 3 | _____ | , but I did. I went often. |
| 4 | _____ | I felt bad because I was the only |
| | one who didn't. | |
| 5 | _____ | , but I do. |
| 6 | _____ | If so, let me know. |



1 Functional language: Prompting a response and recalling a memory

A Correct five mistakes in the conversation.

Asel I love this picture.

Yusuf Where was that taken?

Asel Don't ~~say to~~ ^{tell} me you don't remember the high school picnic.

Yusuf Which picnic?

Asel The picnic when it started to rain.

Yusuf Oh yeah. That rings. We all ran under a tree. That was really dumb.

Asel Well, are you remembering the time it started to rain at the soccer game?

Yusuf No. I didn't recall rain at a soccer game. Are you sure I was there?

Asel Absolutely. You were the only one who had an umbrella. We all tried to get under it.

Yusuf Yeah. It all comes back to me now. That was funny!

2 Real-world strategy: Sharing experiences

A Complete the conversation. Use the phrases in the box.

had a similar experience of a story that ever happened that's like the time

Lucia Once I was on a boat. I took off my bracelet and it fell in the lake. That was the end of that bracelet! Has ¹ _____ to you?

Renata Well, I haven't lost anything in a lake, but that reminds me ² _____.
³ _____ that I lost my sunglasses. I'd put them on the top of the car.
I started driving. Then I realized I wasn't wearing them. When I got out of the car, they weren't there anymore.

Diego You know, I ⁴ _____ once, but in my case I had left my house keys on top of the car. When I got home, I had to break the window to get into the house.





3 Functional language and Real-world strategy

A Read the stories. Then complete the conversation. Use the facts in the stories and your own ideas.

Amanda and Pedro took a bike trip with other friends a few years ago. One day they were in a village. A dog ran across the road right in front of Amanda. She tried to avoid hitting the dog and fell off the bike. She couldn't get up because she was in a lot of pain. Some villagers came to help her. One of them took her to the local hospital. Her friends rode their bikes there. It was a very small hospital. It turned out she had broken her ankle and couldn't continue on the bike trip.

Manuel once fell off a horse when he was on vacation. He'd been riding the horse when something scared it. The horse threw Manuel off and ran away. At first, Manuel's shoulder hurt, but he was OK. He was able to walk and found the horse about a mile down the road.

Amanda Do you remember that time _____ I broke my ankle on the bike trip?

Pedro That trip's a bit vague for me. _____

Amanda Don't tell me you don't remember, Pedro. _____

Pedro Oh yeah, that rings a bell. _____

Amanda _____

Pedro Yeah, it's all coming back to me now. _____

_____ Has that ever happened to you, Manuel?

Manuel That reminds me of a story, but not with a bike. That's like the time that _____

Pedro You know, I had a similar experience once with a horse. _____

1 Listening

A  **12.01** Listen to the conversation. Answer the questions.

- 1 Who are Lily and Chelsea?
- 2 What does the woman dislike about Dan's dog?
- 3 According to Dan, how does the dog show happiness?
- 4 According to Vic, what does Dan do that is dangerous?

B  **12.01** **Listen for examples** Listen again. Put the words and phrases from the conversation in the order that you hear them. Then check (✓) whether they are transitions to change from one topic to another or examples to support an argument.

	Transition	Example
_____ The thing is	☐	☐
_____ like (jumping)	☐	☐
_____ In fact	☐	☐
_____ I mean ... just think about	☐	☐
_____ For instance	☐	☐
1 _____ Actually	☒	☐



2 Reading

A Read advice for training a dog to be child friendly. Then choose the best title for each piece of advice.

Dog training

Reviews

| Blog

| Contact us

¹To make your dog safe around children, begin with simple commands like "sit," "stay," and "leave it." These are the foundation for controlling your dog's behavior in new or exciting situations. Practice in a quiet space and gradually add distractions, like toys or sounds, to help your dog learn to focus.

²When your dog stays calm near children, offer praise or a small treat. Dogs quickly learn to associate calmness with rewards. Be consistent – reward the behavior you want every time. This will help your dog understand that being relaxed around children is a good thing.

³Help your dog understand how to behave gently. For example, train the dog to sit before meeting a child or to wait for permission to go up to a child. Always watch interactions closely and look for signs of stress in your dog, like barking or pacing. If your dog seems uncomfortable, calmly redirect its attention with a toy or command.



- | | |
|---|---|
| a Make your dog want to come when you call | d Start with basic training |
| b Teach boundaries and gentleness | e Train your dog not to touch dangerous things |
| c Reward calm behavior | f Give consequences for bad behavior |

3 Writing

- A** Read a summary of an opinion about dog training classes. Underline contrasting ideas. Circle the words that link them.

The speaker argued that dog training classes should not be required. She claimed that many dogs still misbehave despite having had training. She argued that some types of dogs are just naturally more obedient, and that other types of dogs naturally resist training. Personally, I disagree. While it is true that some dogs are more naturally obedient, all dogs benefit from training, and there's not a dog that can't be trained with enough work.

- B**  12.01 Listen again. Take notes on Vic's and Dan's arguments. Write a summary contrasting their opinions. Mention the points that you agree and disagree with. Conclude your summary with a general opinion.

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	☐ use adjectives to talk about the senses.	page 118
	☐ describe and share memories.	page 120
grammar	☐ emphasize something by using the structure <i>What I remember ...</i> or <i>The thing I (liked) ...</i>	page 119
	☐ use substitution and referencing to avoid repetition.	page 121
functional language	☐ prompt a response and recall a memory.	page 122
	☐ share experiences.	page 123
skills	☐ write a summary of an opinion.	page 125
	☐ write about contrasting ideas.	page 125

Extra activities

1.5 Time to speak Job interviews

- A** Which of the following do you think are common interview questions in your country? Write two more interview questions. Why do you think companies ask these questions?

Where do you see yourself in five years? ☐

Are you married? ☐

What is your greatest weakness? ☐

How much did you make in your last job? ☐

- B** How would you answer the questions you checked in exercise A? Write your answers.

2.5 Time to speak Rescue the restaurant!

- A** Think of a restaurant you don't like in your town. Make a list of the things you don't like about it.

- B** Write a letter to the owner offering suggestions on how he/she can improve the restaurant.

3.5 Time to speak Damage control

- A** Read the beginning of Erika's story below. What's her problem? How can she solve it? Does she need to change anything in her lifestyle? Complete her story. Go online and find three pictures to help illustrate your ideas.

In college, Erika wanted to travel the world. But a year after Erika graduated college, she was still living with her parents. She hadn't found a job yet, and she certainly didn't have money to travel. This was not how she had planned her life. So she decided to ...

- B** Share the photos in the next class. Can anyone guess your story?

4.5 Time to speak Design an ad

- A** Look online for an ad written in English. Write a description of the ad.

- What product is it selling?
- Where does the ad appear? On television? On a website? On a billboard?
- What advertising techniques does it use?
- Do you think the ad is effective? Why or why not?

- B** Describe the ad in your next class. Are your classmates familiar with the ad? Do they agree with your opinion of the ad?

5.5 Time to speak A chance meeting

- A** Look back at the story on page 52 of the Student's Book. Then answer the questions.
- What happens in the story?
 - What kind of story is it?
- B** Choose one of the story types below. Change the details of the story on page 52 of the Student's Book to fit the new story type.
- coming-of-age story
 - mystery
 - success story
 - tear jerker
- C** Present your new story at the next class. Can your classmates guess the new story type?

6.5 Time to speak Your urban art project

- A** Go online and find an urban art project somewhere in the world that you think is interesting.
- What is the project?
 - Where is it?
 - Who is involved in the project?
 - What are the goals of the project?
- B** Write a report about the project and bring it to the next class. Explain it and discuss it with the rest of the class.

7.5 Time to speak Online communication survey

- A** Choose one of the online activities below or think of a different online activity.
- online dating
 - online shopping
 - online gaming
 - watching online videos
 - listening to podcasts
- B** Create a survey about the activity you chose. Think of four or five questions to ask about it. Give the survey to your family and friends or post it on one of your social media accounts.
- C** Bring the results to your next class. Explain your survey and present the results to the rest of the class.

Extra activities

8.5 Time to speak Planning a digital detox

- A** Try a digital detox between now and your next class. What online activities are you willing to give up?
- ☐ checking your social media accounts
 - ☐ reading articles online
 - ☐ watching videos online
 - ☐ texting/messaging friends and family
 - ☐ using apps on your phone
- B** Make a digital detox plan to help you give up the activities you checked in A.
- C** In your next class, describe your plan for a digital detox and report back to the class. Were you successful? Why or why not?

9.5 Time to speak Making a difference

- A** Go online and research a technology, device, or service that helps people with a disability.
- What is the technology, device, or service?
 - What type of disability is it for?
 - How does it help a disabled person?
 - Who pays for it? (the disabled person, the government, a charity ...)
- B** Write a summary of the technology, device, or service you researched.
- C** Bring the summary to your next class. Explain the technology, device, or service to the class.

10.5 Time to speak Turning points

- A** Think of the kinds of events that can change people's lives completely (a turning point). Think of a friend or family member who has had an interesting turning point in his/her life. Make a video asking the person about the turning point, or go online and find someone talking about a turning point in his/her life.
- B** Bring the video to your next class. Explain how the person's life would be different if the turning point had not happened.

11.5 Time to speak Mediation

- A** Think of a time you mediated a disagreement between coworkers or friends.
- What was the disagreement about?
 - What solution did you suggest?
 - Were both people happy with the solution you suggested? Why or why not?
- B** In your next class, describe the disagreement and the solution you suggested.

12.5 Time to speak Where were you when ... ?

- A** Choose one of the events below that you remember, or go online and choose a different historic event that has occurred in your lifetime.
- November 10, 1989 – the fall of the Berlin wall
 - April 5, 1994 – the death of Kurt Cobain
 - December 31, 2000 – the world prepared for Y2K ... and nothing happened
 - June 30, 2002 – Brazil defeats Germany to win its fifth World Cup
 - January 20, 2009 – Barack Obama becomes the first African American president of the US
 - December 5, 2013 – the death of Nelson Mandela
- B** Make notes about what you remember most about the event you chose.
- C** In your next class, describe the event and what you remember about it. Do your classmates remember the event as well? Do their memories match yours?

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Key: U = Unit

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