Connectivity

LEVEL 2







Student's Book and Interactive eBook

with Online Practice

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity

LEVEL 2

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity 2

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Pearson Education, 221 River Street, Hoboken, NJ 07030 USA

Text composition: EMC Design Ltd

Library of Congress Cataloging-in-Publication Data: A catalog record for the print edition is available from the Library of Congress.

Printed in the United States of America

ISBN-13: 978-0-13-683447-2

ScoutAutomatedPrintCode

english.com/connectivity

Joan Saslow

Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

Ms. Saslow has a BA and MA in French from the University of Wisconsin, Madison.

Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, program administrator, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the International English Language Institute at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

**Top Notch* and *Summit* are both recipients of the Association of Educational Publishers' Distinguished Achievement Award. Additionally, *Top Notch* third edition is the recipient of a Textbook and Academic Authors' Textbook Excellence Award. *Summit* third edition is the winner of the same award.

AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions during the development of *Connectivity*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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Leu**, Soochow University, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Taiwan • **Chi-Fan Lin**, Shih Hsin University, Taiwan • **Linda Lin**, Tatung Institute of TecŽology, Taiwan • **Patricio David López Logacho**, Quito, Ecuador • **Patricia Martins**, IBEU, Rio de Janeiro, Brazil • **Patricia McKay**, CEL LEP, São Paulo, Brazil • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Maria Helena Meyer**, ACEU, Salvador, Brazil • **Johana Melo**, Centro Colombo Americano, Bogotá, Colombia • **José Manuel Mendivil**, CBA, La Paz, Bolivia • **José de Jesús Mendoza Rivas**, Universidad Tecnológica de León, Mexico • **José Minaya Minaya**, CIVIME Language School, Lima, Peru • **Hiroko Miyake**, Tokyo Kasei University, Japan • **Luis Fernando Morales Severiche**, CBA, Santa Cruz Bolivia • **Andy Morera Calzada**, B-able-2 Academy, Quito, Ecuador • **Jason Moser, PhD**, Kanto Gakuin University, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Jaime Núñez**, Universidad Católica de Honduras, Honduras • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Juan Camilo Ortegón**, Colombo, Cali , Colombia • **Lcdo. 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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Making New Friends** page 1	• Get to know someone • Cheer up a friend • Discuss differences among siblings • Discuss friendship	• Personality • Some hobbies • Adjective + preposition collocations • Kinds of friends	• Gerunds and infinitives • Gerunds after prepositions **GRAMMAR EXPANDER** • Spelling rules for -ing forms of verbs • Gerunds and infinitives: function within sentences • Negative gerunds and infinitives
2 **Sharing Life Experiences** page 13	• Catch up with an old friend • Suggest tourist activities • Describe greeting customs • Talk about a memorable experience	• Greeting customs • Tourist activities • Participial adjectives	• The simple past tense and the present perfect • The present perfect: indefinite time in the past (ever, before, yet, never, already) **GRAMMAR EXPANDER** • The simple past tense and the present perfect: more on meaning and use • Indefinite time: common errors
3 **Talking about Movies** page 25	• Apologize for being late • Choose a movie to watch • Express an opinion about a movie • Discuss what makes a movie great	• Movie genres • Explanations for being late • Adjectives to describe movies	• The present perfect: for and since • The present perfect: other uses • Would rather to express preferences **GRAMMAR EXPANDER** • The present perfect: information questions • Expressing preferences: review, expansion, and common errors
4 **Away from Home** page 37	• Leave and take telephone messages • Check in to and out of a hotel • Request services in a hotel • Choose vacation accommodations	• Kinds of accommodations • Facilities and amenities • Telephone messages • Kinds of hotel rooms and beds • Ways to request services in a hotel	• The future with will • The real conditional **GRAMMAR EXPANDER** • Will and be going to • Other uses of will • Can, should, and have to: future meaning • The real conditional (present and future): usage and common errors
5 **Looking Good** page 49	• Ask for something in a store • Make an appointment for personal care • Discuss cosmetic procedures • Define inner and outer beauty	• Personal care tools and products • Kinds of personal care • Cosmetic procedures	• Quantifiers for indefinite quantities and amounts: some and any • Quantifiers for indefinite quantities and amounts: a lot of / lots of, many and much • Indefinite pronouns: someone / no one / anyone **GRAMMAR EXPANDER** • Some and any: indefiniteness • Too many, too much, and enough • Comparative quantifiers fewer and less • Indefinite pronouns: something, anything, everything, and nothing

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Clarify a request for information with "Well, for example . . ." • Buy time to respond with "Let me think . . ." • Say "Oh, yeah!" to indicate that you have just come up with a response or idea • Say "What a coincidence!" when you discover shared interests • Ask "What's up?" to get someone to talk about why he or she feels down • Reinforce a willingness to help with "Are you sure?"	**Listening Skills** • Listen for details • Understand from context • Listen to summarize **Pronunciation** • Reduction of to in infinitives	**Texts** • A personality test • An illustrated conversation • A magazine interview: differences among siblings • A magazine survey • Quotations about friendship **Skills / Strategies** • Understand from context • Identify supporting details • Summarize	**Task** • Write a paragraph describing a good friend or a soul mate **WRITING HANDBOOK** • Parallel structure **SOFT SKILLS BOOSTER** • Leadership: Acknowledge the contributions of others
• Use expressions like "It's been a long time!" and "Nice to see you again!" to greet someone you haven't seen for a while • Catch up with someone by asking, "So what have you been up to?" • Politely end a conversation with "Listen, I've got to go" • Indicate strong agreement with, "Absolutely" • If you're worried that a question may not be polite, say, "I hope you don't mind my asking, but . . ."	**Listening Skills** • Listen to classify • Listen to summarize **Pronunciation** • Sound reduction in the present perfect	**Texts** • Tourist activities survey • An illustrated conversation • A magazine article about greeting customs around the world **Skills / Strategies** • Recognize main idea • Identify supporting details	**Task** • Write about a memorable experience **WRITING HANDBOOK** • Avoiding run-on sentences **SOFT SKILLS BOOSTER** • Empathy: Show interest in what other people say
• Apologize and provide an explanation for being late • Offer to pay with expressions like "The tickets are on me", "My treat", etc. • Decline an offer with "That's really not necessary" • Show resolve with "I insist" • Say "That works for me" to agree with a plan of action • Soften an objection with "No offense, but . . ."	**Listening Skills** • Listen for main idea • Listen to infer • Listen to draw conclusions **Pronunciation** • Reduction of the /h/ sound in natural speech	**Texts** • Movie genres survey • An illustrated conversation • An article about what makes a movie great **Skills / Strategies** • Recognize main idea • Activate new words • Draw conclusions	**Task** • Write a two-paragraph review of a movie **WRITING HANDBOOK** • Paragraphs and topic sentences **SOFT SKILLS BOOSTER** • Communication: Ask someone to elaborate
• Soften a disappointing response with "I'm sorry" • Say "Is that all?" to express willingness to do more • Say "Here you go" as you hand someone something they've requested • Say "By the way" to introduce a new thought	**Listening Skills** • Listen to confirm content • Listen for details • Listen to summarize **Pronunciation** • Contractions of subject pronouns with will	**Texts** • Hotel facilities and amenities survey • An illustrated conversation • A website listing for a short-term vacation rental **Skills / Strategies** • Identify supporting details • Make personal connections	**Task** • Write a review of one kind of accommodation **WRITING HANDBOOK** • Avoiding sentence fragments with because or since **SOFT SKILLS BOOSTER** • Decision-making: Offer a new perspective or contrasting information
• Get the attention of a salesperson with "Excuse me" • Say "Oh, I'm sorry" in response to a problem or expression of disappointment • Express willingness to help with "No problem" • Acknowledge someone's effort with "I appreciate it" • Propose a time to receive a service with " . . ., if possible" • Ask someone to wait for requested information with "Let me check" • Say "That won't work" to decline a suggested time	**Listening Skills** • Listen to infer • Listen to confirm content • Listen for details **Pronunciation** • **Pronunciation** of unstressed vowels	**Texts** • Personal care survey • An illustrated conversation • A store directory • A staff directory at a spa • An advice column on a teen website **Skills / Strategies** • Understand from context • Draw conclusions	**Task** • Write a letter of response to someone asking for advice **WRITING HANDBOOK** • Writing a formal letter **SOFT SKILLS BOOSTER** • Collaboration: Respond to a request for feedback

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **Eating Well** page 61	• Make an excuse for declining food • Describe changes in eating habits and tastes • Discuss diet choices • Describe favorite dishes in detail	• Classes of foods • Reasons for declining food • Reasons for adopting a diet • Describing foods	• Negative yes / no questions • Use to / used to **GRAMMAR EXPANDER** • Negative yes / no questions: short answers • Use to / used to: form and use, common errors • Be used to and get used to • Repeated actions in the past: would + base form, common errors
7 **Driving Around** page 73	• Discuss reasons for getting a new car • Describe an accident • Rent a car • Discuss good and bad driving	• Kinds of cars and small trucks • Dangerous driving habits • Major car systems and parts • Traffic accidents • Separable phrasal verbs • Driving behavior	• Unfinished or continuing actions: the present perfect continuous • The past continuous **GRAMMAR EXPANDER** • Present perfect continuous: questions • Spelling rules for the present participle: review • The past continuous: expansion • Nouns and pronouns: review
8 **Doing the Right Thing** page 85	• Return someone's property • Discuss ethical choices • Describe good and bad character traits • Talk about honesty	• Talking about property • Adjectives for describing good and bad character	• Whose and which / Possessive pronouns • The unreal conditional **GRAMMAR EXPANDER** • Possessive nouns: review and expansion • Pronouns: summary • Expressing ethics and obligation: expansion ○ should, ought to, had better ○ have to, must, be supposed to
9 **Enjoying the Arts** page 97	• Comment on a piece of art • Ask about and describe objects • Describe what makes an artist appealing • Recommend a place to enjoy the arts	• Forms of visual arts • Styles of art • Materials and handcrafted objects • Passive participial phrases	• The passive voice: present and past • The passive voice: questions **GRAMMAR EXPANDER** • Transitive and intransitive verbs • The passive voice: other tenses • Yes / no questions in the passive voice: other tenses
10 **Technology** page 109	• Troubleshoot problems with devices • Compare software and services • Describe your Internet use • Discuss the downsides of the Internet	• Frustrations with a device • Solutions to problems with devices • Computer systems, software, and services	• The infinitive of purpose • Comparisons with as . . . as **GRAMMAR EXPANDER** • Expressing purpose with in order to and for • Comparatives and superlatives: review • Comparison with adverbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Offer food at the table with "Please help yourself" • Politely decline an offer of food with "Thanks, but I'll pass on . . ." • Reassure someone who has apologized with "No worries", "It's OK", etc. • Say "No way!" to express surprise about someone's point of view	**Listening Skills** • Listen for details • Listen to confirm content **Pronunciation** • Sound reduction: use to / used to	**Texts** • Classes of foods survey • An illustrated conversation • An article about diet choices • A questionnaire about diet choices **Skills / Strategies** • Understand from context	**Task** • Write about food in your country **WRITING HANDBOOK** • Connecting Ideas: subordinating conjunctions **SOFT SKILLS BOOSTER** • Communication: Ask for clarification or repetition when you're not sure you understand
• Express emphatic concern with "No way!" • Express frustration with "I've had it," "That settles it," or "Enough is enough." • Introduce new information with "You know, . . ." • Show concern with expressions like "I'm so sorry." when someone has bad news • Ask "Are you OK?" of someone who has been in an accident • Express relief with expressions like: "Thank goodness!", "What a relief!", etc.	**Listening Skills** • Listen for details **Pronunciation** • Stress in phrasal verbs	**Texts** • Dangerous driving habits survey • An illustrated conversation • Customer profile cards • A father's letter to his teenaged daughter about safe driving • A survey about aggressive drivers **Skills / Strategies** • Identify supporting details	**Task** • Write a letter or email, giving advice to a new driver. **WRITING HANDBOOK** • Connecting words and sentences: and, in addition, furthermore, and therefore. **SOFT SKILLS BOOSTER** • Critical thinking: Expand on someone's argument to show support
• Respectfully get the attention of an adult you don't know with "Sir" or "Ma'am" • Express personal gratitude with "That's so nice of you" • Acknowledge someone's gratitude with expressions like "Don't mention it" • Say "Uh-oh." to indicate there's a problem • Offer to collaborate to solve a problem with "Let me have a look"	**Listening Skills** • Listen to infer • Listen for main idea • Listen for details **Pronunciation** • Blending in questions with would you	**Texts** • Ethics self-test • An illustrated conversation • Quotations by famous people • A research study on honesty **Skills / Strategies** • Summarize • Draw conclusions • Make personal connections	**Task** • Write two paragraphs expressing your views about honesty **WRITING HANDBOOK** • Introducing conflicting ideas **SOFT SKILLS BOOSTER** • Self-management: Take time to think before responding
• Use "Not really" to soften a negative response to a negative yes / no question • Say "Let's see" to indicate you're going to look for requested information • Say "Check this out." to call someone's attention to surprising information • Say "Oh" to indicate that you now understand • Politely ask for permission with "Can I . . .?" • Introduce an offer to help with "Let me . . ."	**Listening Skills** • Listen to classify • Listen to draw conclusions **Pronunciation** • Emphatic stress	**Texts** • Styles of art survey • An illustrated conversation • A gallery catalogue • A questionnaire about artists • An article about the roles of museums **Skills / Strategies** • Understand information from a graph • Understand from context • Identify supporting details	**Task** • Write about three artists **WRITING HANDBOOK** • Providing supporting details **SOFT SKILLS BOOSTER** • Active listening: Summarize another person's statements and ideas
• Ask if someone is available to talk with "Got a minute?" • Ask for a description of the issue with "What's wrong?" • Make a suggestion with "Have you tried . . .?" • Suggest a course of action with "Suppose we . . ."	**Listening Skills** • Listen to confirm content • Listen for supporting details **Pronunciation** • Stress in as . . . as phrases	**Texts** • A survey about frustrations with devices • An illustrated conversation • A questionnaire about Internet use • An article about the downsides of the Internet **Skills / Strategies** • Understand main idea • Understand from context	**Task** • Write two or three paragraphs about the upsides and downsides of using the Internet **WRITING HANDBOOK** • Organizing ideas **SOFT SKILLS BOOSTER** • Teamwork: Give constructive feedback

Reference Charts ..... page 123
Grammar Expander ..... page 126
Writing Handbook ..... page 143
Soft Skills Booster ..... page 153

For the Teacher

***Connectivity* makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

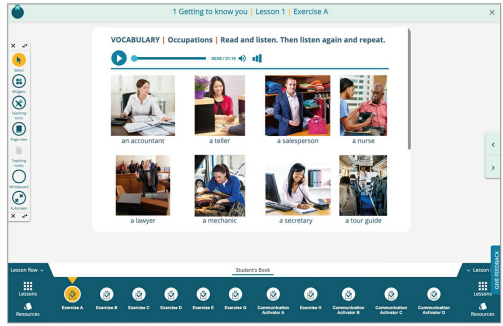
Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.

Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious *Connect TV* sitcom.

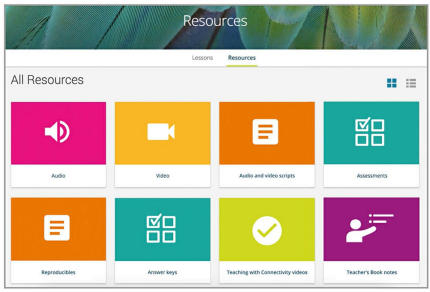
The Presentation Tool is also available to download, enabling you to teach offline.



Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide choice of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity's* course pedagogy and presents best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- ready-made achievement tests, with a test generator.

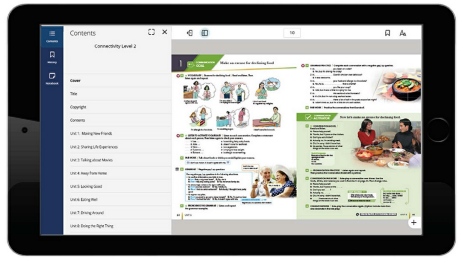
For the Student

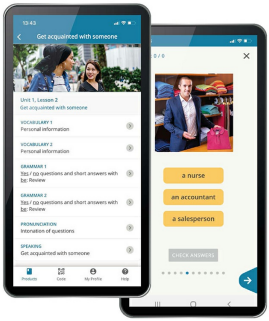
A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

Student's Interactive eBook

Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

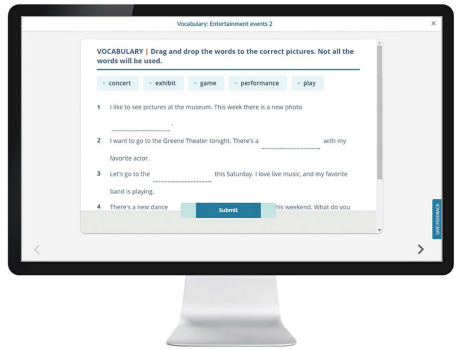
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a gradebook that allows you to monitor progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for Grammar Expander and Writing Handbook.

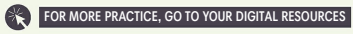
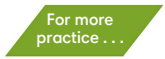
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the Pearson English Portal (the access code is provided on the inside front cover). Audio and video are also available in the Student's Interactive eBook and Pearson Practice English App.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	Coach videos that extend the content of the Grammar and Pronunciation presentations in each Student's Book unit
	*Keep Talking* videos that provide a dramatized model of how students can expand their Conversation Pair Work

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: • Unit Review: Printable exercises for extra listening comprehension and language practice • *Connect TV*: A hilarious sitcom for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- repeated exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- dynamic integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. Additionally, an optional Soft Skills Booster (*Levels 1–3*) provides applied language practice of selected skills.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity*'s listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. A video Pronunciation Coach and a Grammar Coach provide additional guidance. The *Keep Talking* video increases oral production and fluency. Finally, *Connect TV*, a hilarious situation comedy, keeps students laughing and learning.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

UNIT 1

Making New Friends

Warm-Up

Where do you like to meet new friends?













UNIT 1 COMMUNICATION GOALS

Lesson 1
Get to know someone

Lesson 2
Cheer up a friend

Lesson 3
Discuss differences among siblings

Lesson 4
Discuss friendship

Topic Warm-Up

A PERSONALITY | Take the self-test.

Are you an extrovert or an introvert?

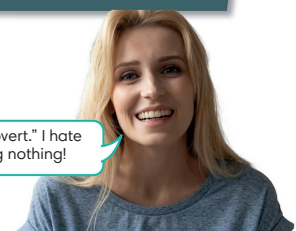
Instructions: For each pair of personality traits, check one that sounds like you. At the end, give yourself one point for each checkmark. Then decide if you're an extrovert or an introvert.

Extroverts tend to . . .		Introverts tend to . . .
1 ○ enjoy being in a group, interacting with others.		○ enjoy being alone and avoid interacting unnecessarily. 1
2 ○ be active and seek excitement.		○ be quiet and seek peace. 2
3 ○ be interested in events.		○ be interested in feelings. 3
4 ○ talk without thinking and express their opinions openly.		 ○ think without talking and keep their ideas to themselves. 4
5 ○ be easy to understand.		 ○ be hard to understand. 5
6 ○ know many people a little.		 ○ know only a few people, but well. 6
____ TOTAL POINTS		TOTAL POINTS ____

RESULTS ○ I'm an extrovert. ○ I'm an introvert. ○ I'm a little of both!

B VOCABULARY | Personality | Listen and repeat.

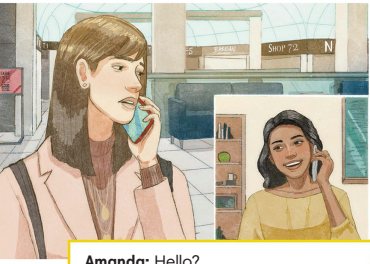
C PAIR WORK | Compare your results. Provide examples from your life. Do you agree with the results?



Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation between two friends. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Amanda = American English (standard)
Lily = American English (standard)





Amanda: Hello?

Lily: Hi, Amanda, it's me. Hey, I know it's pretty short notice, but Ed and I have just asked a few people over tonight, and we'd love to include you. Are you and Peter up for that?

Amanda: Thanks for thinking of us, Lily, but probably some other time. I just don't feel like going out tonight.

Lily: Sure. No worries. . . . Hey, you sound a little down. Is something wrong?

Amanda: Nothing serious. I'm just feeling a little blue these last couple of days.

Lily: Did something happen? Are you and Peter not getting along?

Amanda: Oh, we're fine. I thank my lucky stars for that man every day. I don't know what I'd do without him.

Lily: So what's up? Is it your job?

Amanda: Yeah. I guess. Or, actually, it's my boss. He's so critical. My work's never good enough for him. I don't want to quit my job, but I just can't stand the guy, and I don't see any alternative.

Lily: That sounds awful. Hey, how about getting together to brainstorm a solution? Two heads are better than one.

Amanda: Are you sure?

Lily: Definitely. If you don't mind waiting 'til tomorrow, I'd love to put our heads together to figure this one out.

B UNDERSTAND FROM CONTEXT | **Complete each statement.**

1 When Lily says "it's pretty short notice," she means ..... .
   a I'm not giving you a lot of time to decide **b** this is a very short phone call
2 When Lily asks whether Amanda and Peter are "up for that," she's asking if ..... .
   a they're in the mood for that **b** the time is past their bedtime
3 When Amanda says she's "feeling a little blue," she means she feels ..... .
   a cold **b** unhappy
4 When Amanda asks whether Lily and Peter aren't "getting along," she wants to know if they're ..... about things.
   a disagreeing **b** agreeing
5 When Lily says, "I thank my lucky stars for that man," she means she is ..... her husband.
   a happy with **b** angry at
6 When Amanda says, "I don't know what I'd do without him," about her husband, she means ..... .
   a she doesn't really need him **b** he helps her a lot
7 When Lily asks Amanda, "So what's up?" she's asking if ..... .
   a she's angry at Peter **b** something is wrong
8 When Lily says, "Two heads are better than one," she means ..... .
   a it's too bad Amanda doesn't have two bosses **b** it's easier to solve a problem if two people work on it

SPEAKING **PAIR WORK** | **Discuss the questions.**

1 Compare Amanda and Lily: Who is more of an extrovert? Explain, using examples from Zoom-In.
2 Do you think people are either 100% introvert or 100% extrovert, or are most people a little bit of each? Talk about yourself or provide examples of people you know.

1 COMMUNICATION GOAL

Get to know someone

A GRAMMAR | Gerunds and infinitives

Gerunds and infinitives come from verb forms but function as nouns.

Gerund = an -ing form of a verb
She enjoys **making** new friends.

Infinitive = to + a base form of a verb
He wants **to make** a lot of new friends.

Use a gerund after these verbs and phrases: avoid, discuss, dislike, don't mind, enjoy, feel like, keep, practice, quit, and suggest.

Use an infinitive after these verbs and phrases: agree, choose, decide, expect, hope, learn, need, seem, want, wish, and would like.

Use either a gerund or an infinitive after these other verbs and phrases: begin, can't stand, continue, hate, like, love, prefer, start, and try.

Remember: There are two other -ing forms.
She is **working**. (present participle)
Her job is **boring**. (adjective)

GRAMMAR EXPANDER p. 126
- Spelling rules for -ing forms of verbs
- Gerunds and infinitives: function within sentences

B GRAMMAR PRACTICE | Circle the correct word or phrase to complete each sentence.

1 She suggested (to go / going) to the late show with their new friends.
2 Lisa hopes (to quit / quitting) her job and study nursing next year.
3 If you don't mind (to meet / meeting) me at the restaurant, I can be there at 1:00.
4 Greg couldn't stand (to ask / asking) his boss for a change in his responsibilities, but he did it anyway.
5 If they decide (to invite / inviting) Millie to the party, I can drive her there.

C GRAMMAR PRACTICE | Complete the article about how to get to know someone new.

HOW TO MAKE A NEW FRIEND A GOOD FRIEND

OK. You've just met someone new, and you _____ (1 would like / become) real friends with him or her. Let's suppose you're an extrovert. You _____ (2 love / talk) about yourself. But if you _____ (3 want / get) to know this person well, you should _____ (4 avoid / say) too much about yourself. Instead, _____ (5 learn / act) a little bit like an introvert for a change. Ask questions about his or her interests and _____ (6 try / discover) what you both have in common. This almost always works because people _____ (7 enjoy / talk) about themselves. And you should _____ (8 practice / listen) **instead of doing all the talking!**

However, let's suppose you're an introvert and you _____ (9 dislike / talk) too much about yourself: Just tell this person a little bit about your interests and _____ (10 keep / ask), "What about you?" If the person likes movies or concerts, you can _____ (11 suggest / go) to a movie or a concert together. Talking will be easier after that because you can talk about the film or the music. Good luck!



D PRONUNCIATION | Reduction of to in infinitives | Read and listen. Notice how an unstressed to reduces to /tə/. Then listen again and repeat.

1 He decided to try to meet some new friends at school.
2 We agreed to meet at the theater in the mall.
3 People hate to stay in the same job year after year.
4 Introverts usually don't like to talk too much about themselves.

COMMUNICATION ACTIVATOR

Now let's get to know someone.



A CONVERSATION MODEL | Read and listen.

A: So tell me about yourself.
B: Sure! What would you like to know?
A: Well, for example, do you have any hobbies?
B: Hobbies? Not really.
A: What about other interests?
B: Well, I like cooking and watching classic movies.
A: Me too! And is there anything you definitely don't enjoy?
B: Let me think . . . Oh, yeah! I really don't like driving.
A: Me neither! What a coincidence! We have a lot in common.

Social language
Say "What a coincidence!" when you discover shared interests.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | On the notepad, list your likes and dislikes in gerund form.

Likes	Dislikes
singing	*exercising*

Likes	Dislikes

D CONVERSATION PAIR WORK | Personalize the conversation with your own hobbies or other interests. Then change roles.

A: So tell me about yourself.
B: Sure! What would you like to know?
A: Well, for example, do you have any hobbies?
B: Hobbies? ..... .
A: What about other interests?
B: Well, I like ..... .
A: ..... . And is there anything you definitely don't enjoy?
B: Let me think . . . Oh, yeah! I really don't like ..... .
A: ..... .

KEEP TALKING!

- **Ask your partner when he or she does his or her hobby.**
- **Ask why he or she dislikes certain things.**

Watch the video for ideas!

Some hobbies | Listen and repeat.


repairing motorcycles


gardening


baking


playing video games


collecting coins

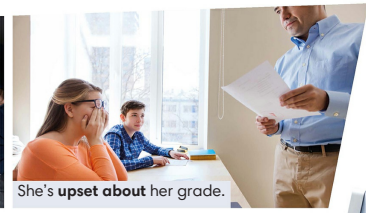
E CHANGE PARTNERS | Personalize the conversation again.

2 COMMUNICATION GOAL — Cheer up a friend

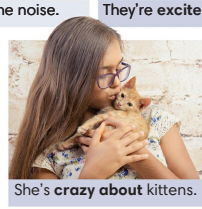
A VOCABULARY | Adjective + preposition collocations | Read and listen. Then listen again and repeat.

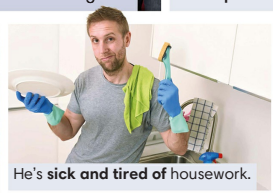

She's **angry about** the noise.

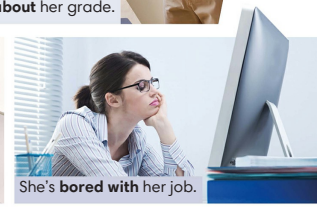

They're **excited about** the game.


She's **upset about** her grade.


He's **afraid of** the spider.


She's **crazy about** kittens.


He's **sick and tired of** housework.


She's **bored with** her job.

B ACTIVATE VOCABULARY | With a partner, use the Vocabulary to make true statements.

"I'm sick and tired of chores!"

Adjective + preposition collocations

angry about	sad about
crazy about	upset about
excited about	afraid of
happy about	sick and tired of
unhappy about	

Verb + preposition collocations

complain about	apologize for
talk about	believe in
think about	object to
worry about	bored with

C COACH GRAMMAR | Gerunds after prepositions

Use a gerund—not an infinitive—after a preposition.

I'm	**crazy about**	**cooking**.	
She's	**bored with**	**watching**	TV.
They	**apologized for**	**being**	late.

Use a gerund after What about, How about, and instead of.

What about **going** to a movie instead of **staying** home?

GRAMMAR EXPANDER p. 127
Negative gerunds and infinitives

D GRAMMAR PRACTICE | Complete the descriptions with prepositions and gerunds.

SUZANNE



Suzanne is an extrovert.

She ..... (1 believe / say) ..... what's on her mind, and she tells the truth ..... (2 instead / keep) ..... her ideas to herself. She rarely ..... (3 apologize / be) ..... direct.

Suzanne ..... (4 believe / multitask) ..... . She's ..... (5 crazy / exercise and work) ..... at the same time because it saves time. Her boss is ..... (6 not afraid / give) ..... her a lot to do, and Suzanne never ..... (7 complain / have) ..... too much on her plate. Also she ..... (8 not object / stay) ..... late at the office.



CHARLOTTE



Charlotte is Suzanne's friend, but she's an introvert and is quite different from Suzanne. She ..... (9 not believe / say) what's on her mind all the time. She ..... (10 not object / talk) about herself, but she ..... (11 worry / bore) others with too many details about her life.

At work, Charlotte is ..... (12 unhappy / have to) write so many reports. She's ..... (13 sick and tired / work) long hours every day, and she's ..... (14 bored / go) to a lot of meetings. Right now, Charlotte is ..... (15 think / take) a vacation in New York, and she's ..... (16 excited / go) to all the museums there.



COMMUNICATION ACTIVATOR

Now let's cheer up a friend.



A CONVERSATION MODEL | Read and listen.

A: Hey, Leon, what's up? You look down.
B: Just some minor problems at work. Thanks for asking. It's nothing serious.
A: Are you sure?
B: Well, actually, I'm thinking of quitting my job. The situation is impossible.
A: I'm so sorry. Is there anything I can do?
B: Probably not, but I appreciate your concern.
A: Well, how about meeting to see a movie sometime? That might cheer you up.
B: OK! How's this weekend?

Social language
Ask "Are you sure?" to reinforce your willingness to help.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Make a suggestion. Then change roles.

A: Hey, ..., what's up? You look ..... .
B: Just some minor problems at ..... . Thanks for asking. It's nothing serious.
A: Are you sure?
B: Well, actually, ...
A: ..... . Is there anything I can do?
B: Probably not, but I appreciate your concern.
A: Well, how about ..... ? That might cheer you up.
B: . . .

Ideas
- going out for [a cup of coffee]
- taking a walk [in the park] with ___
- taking a day off

KEEP TALKING! ●●●

Ask specific questions.
Is your boss very critical?
Invite your friend to say more.
Anything else?
Make more suggestions.
How about calling your [dad]?

Watch the video for ideas!

D CHANGE PARTNERS | Role-play the conversation again.

3 COMMUNICATION GOAL Discuss differences among siblings

A READING | **Read a discussion about birth order and personality. Are you a first child, middle child, youngest child, or an only child?**



Does birth order determine **personality**?

Are first-born children more likely to succeed than their siblings? And if they are, why? For a personal view of the birth order theory, read psychologist Dr. Priya Khurana's interview of Rose Jackson, mother of three children 10, 12, and 15.

PK: In the past, it was popular to believe that your place in the birth order affected your personality: the first (or only) child was successful and followed the rules. The middle child was difficult and broke the rules. The youngest child was creative and funny. Most people now say children's development doesn't fit such a predictable pattern. But I'm curious whether you think your children match up with that theory.

RJ: So my first child, Grace, definitely conforms to the theory. She works hard and plays by the rules. She tends to be a bit self-critical though. Even when she succeeds, she thinks she could do more.

PK: Well, the theory was that first children were self-critical because parents pushed them to succeed, giving them the message they had to be good at everything.

RJ: Interesting! When Grace was little we took her to a ton of classes—music, swimming lessons—maybe we *did* give her that message.

PK: What about your second one, Emily?

RJ: Well, you know what they say about middle children—it's hard for them to feel special. They're not the first and they're not the "baby." And in Emily's case, her younger sister, Violet, was born when Emily was only fourteen months old. Emily never really had a chance to be the baby of the family. She's a happy popular kid, but she's often jealous of Grace and Violet. She feels they get more attention.

PK: That's understandable.

RJ: I think this made her a bit of a rebel. If we want her to wear nice shoes when we go out, she insists on wearing flip flops—that sort of thing. So maybe she *is* a typical middle child.

PK: And what about Violet, the "baby"? Is Violet a typical youngest?

RJ: Well, Violet is very independent. Maybe that's because when she was born her sister Emily was really still a baby herself. Violet needed to work to get attention. One way she does this is by being a clown. She's really funny . . . Just as an example: When she was six she got our attention by painting the dining room wall with her finger paints!

PK: Oh, no! Well, the theory says the youngest child is the most creative! . . . So thank you so much, Rose, for your fascinating perspective on how your children's birth order affected their development. Let's check back in a few years to see if they've changed as they get older.



B UNDERSTAND FROM CONTEXT | **Complete each statement with the correct word from the list.**

1 People who always think they should do better are _____.
2 A person who isn't the first, the only, or the youngest child is the _____ child.
3 Another name for the youngest child is the _____.
4 A person who is unhappy because others have more or better things than she or he does is _____ of them.
5 People who don't do what others expect or want them to do are called _____.
6 People who are funny and can make others laugh are often called _____.

baby
jealous
rebels
clowns
self-critical
middle

C **IDENTIFY SUPPORTING DETAILS** | **Read the following statements. Write T (true) or F (false). Then, with a partner, support your answer with information from the text.**

..... **1** Grace always feels successful.
..... **2** The birth order theory suggested that first children tended to be self-critical because of their parents' success.
..... **3** Grace's parents took her to a lot of classes when she was very young.
..... **4** Emily was the baby of the family for a long time.
..... **5** Rose thinks Emily is a rebel because she was jealous of the attention her siblings got.
..... **6** Violet gets attention by making everyone laugh.

> "Rose says, 'Even when she succeeds, she thinks she could do more.'"

D **SUMMARIZE** | **With a partner, describe the personality of each of Rose's children and explain what she thinks affected their development.**

> "Rose says she thinks Grace is self-critical because . . . "

COMMUNICATION ACTIVATOR

Now let's discuss the differences among siblings.

A **TALKING POINTS** | **Complete the checklist for yourself.**

1 What's your birth position in your family?

- ☐ I'm the first child or the only child in the family.
- ☐ I'm a middle child.
- ☐ I'm the "baby."

2 What are your personality traits? (Check all that are true.)

- ☐ I'm self-critical. I always feel I should do better.
- ☐ I'm a rebel.
- ☐ I'm popular. I have a lot of friends.
- ☐ I feel less important than my older or younger siblings.
- ☐ I'm an introvert and tend to keep to myself.
- ☐ I'm hard-working and play by the rules.
- ☐ I'm pretty independent.
- ☐ I'm an extrovert, and I love to interact with others.
- ☐ I love to clown around and make people laugh.
- ☐ I'm creative.
- ☐ I often feel jealous of my siblings.





B **GROUP WORK** | **Form groups of three, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.**

Group 1 first or only children **Group 2** middle children **Group 3** youngest children

C **DISCUSSION** | **Talk about how you think birth order can affect the development of a person's personality, according to your experience.**

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: "You know what they say about . . . "

Ideas

- Your parents' or siblings' behavior
- The atmosphere at home or at school

4 COMMUNICATION GOAL Discuss friendship

A VOCABULARY | Kinds of friends | Read and listen. Then listen again and repeat.

AN ACQUAINTANCE
A person you know but don't know well
Rand is **an acquaintance** from my company, but I'm getting to know him better and I think we're becoming friends.

A CLOSE FRIEND
A friend you can talk about anything with—especially things you don't talk about with others
Mary has a lot of friends, but only two really **close friends**—Natalie and Kate.

A BEST FRIEND
A person who is your closest friend
Tom and Andy are **best friends**. They do almost everything together.

A FAIR-WEATHER FRIEND
A person who likes to be with you when things are going well, but who stays away when you have problems
Kim is just **a fair-weather friend**. I can't trust her to help me out when things are bad.

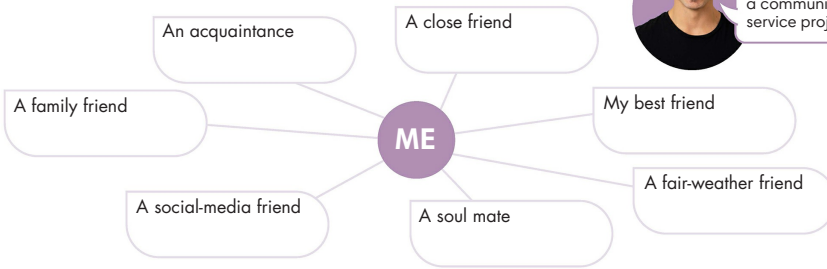
A SOUL MATE
A special person—such as a spouse, a boyfriend or girlfriend—who shares almost all your beliefs, values, and tastes and who understands your every thought, sometimes even before you state it
He's my **soul mate**. Sometimes I don't even have to say what I'm thinking and he already knows what I'm thinking.

A SOCIAL-MEDIA FRIEND
A person in your online social network who you don't often interact with face to face
I have more than 500 **social-media friends**. Some of them are my real friends, but there are some I don't even know!

A FAMILY FRIEND
A person you know because he or she is a friend of your parents or siblings
Blanche is **a family friend**. She's much older than I am, and even though she's not a relative, my sister and I always call her "Aunt Blanche."

B PAIR WORK | Complete the chart with names of your friends, or write none. Then, with a partner, describe each of your friends and say how you met.





C LISTEN FOR DETAILS | Read the statements. Then listen and check True or False for each statement.

		True	False
1	Claire and Todd are in Los Angeles.	☐	☐
2	Todd's sister, Emma, is getting engaged.	☐	☐
3	Leo is Emma's fiancé.	☐	☐
4	Emma and Todd's parents didn't know about Emma's plans.	☐	☐
5	Todd is certain he told Leo not to tell anyone about Emma's plans.	☐	☐
6	Todd apologized to Emma.	☐	☐
7	Leo apologized to Todd.	☐	☐

D UNDERSTAND FROM CONTEXT | **Listen again. Circle the words the speakers use in the conversation to complete each sentence.**

1 Information that you have to keep to yourself and not share with others is (a secret / a betrayal).
2 If someone tells you something (in confidence / in friendship), you should keep it to yourself and not tell others.
3 If you believe that a person will not do anything bad to you, you (betray / trust) that person.
4 If you "find out" something, you learn about something you (already knew / didn't yet know).

E LISTEN TO SUMMARIZE | **With a partner, summarize what happened to Todd. Use words from the box and the Vocabulary from Exercise A. Listen again if necessary.**

private information a secret trust betray find out

COMMUNICATION ACTIVATOR

Now let's discuss friendship.

A TALKING POINTS | **Read the quotations about friendship. Check the ones that you agree with.**

> "It takes a year to make a friend, but you can lose one in an hour."
> – Chinese proverb

> "A friend is someone who understands your past, believes in your future, and accepts you just the way you are."
> – Unknown

> "The best time to make friends is before you need them."
> – Ethel Barrymore

> "Friends show their love in times of trouble, not in happiness."
> – Euripides

> "If you want to go fast, go alone. If you want to go far, go together."
> – African proverb

B PAIR WORK | **Discuss one or more of the quotations. Explain why you agree or disagree with them. Provide examples to support your opinion.**

C DISCUSSION | **What is a friend? Discuss different kinds of friends and what they mean to you. Use the Vocabulary and personal examples.**

SOFT SKILLS BOOSTER p. 153

RECYCLE THIS LANGUAGE

I thank my lucky stars for [him / her / them].
I don't know what I'd do without [him / her / them].
We get along really well.
We love to put our heads together to figure things out.
He / She always cheers me up.
We have a lot in common.



WRITING Write a paragraph about a good friend or a soul mate. Explain why your friend is important to you.

Erica is my soul mate. When I'm feeling blue, she . . .

WRITING HANDBOOK p. 143
- Parallel structure
- Guidance for this writing exercise

TWENTY-ONE

- Work with a partner. Put two coins on START. Flip another coin to decide who goes first. Then flip that coin again to move. Heads = move 1 square. Tails = move 2.
- When you land on a square, you have 15 seconds to ask a question using the verb in the square and one of the activities in the center of the board. Your partner has 15 seconds to answer. Be careful! You have to use gerunds and infinitives correctly.
- You get one point for a correct question and one point for a correct answer. When you both reach finish, the student with the most points wins.

My scorecard TOTAL

My partner's scorecard TOTAL



PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Get to know someone.
- ☐ Cheer up a friend.
- ☐ Discuss differences among siblings.
- ☐ Discuss friendship.

UNIT 2

Sharing Life Experiences

Warm-Up

How do you usually greet people?

PRONUNCIATION | Listen and repeat.













Or do you greet people in some other way?

UNIT 2 COMMUNICATION GOALS

Lesson 1 Catch up with an old friend

Lesson 2 Suggest tourist activities

Lesson 3 Describe greeting customs

Lesson 4 Talk about a memorable experience

Topic Warm-Up

A TOURIST ACTIVITIES | Take the survey.

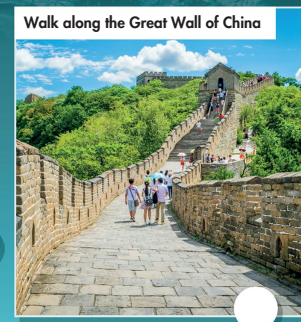
If you could travel the world, what would you like to do the most?
Rate your top three choices on a scale of 1 to 3, with 1 being your first choice.



Take a tour of London


Climb Mount Fuji in Japan


Go sightseeing in New York


Walk along the Great Wall of China


Try Greek food in Greece


Go to the top of a skyscraper like the Burj Khalifa Tower in Dubai


Take pictures of the Great Pyramid of Giza in Egypt


Ride the famous cable car in Bogotá, Colombia

B VOCABULARY | Tourist activities | Listen and repeat.

C PAIR WORK | Compare and explain your choices in the survey. Are there some things you would NOT like to do? Use the adjectives.

awesome	exciting	relaxing	scenic
boring	interesting	scary	terrific

I'd really like to ride that cable car! It looks like a lot of fun.

I don't know . . . It looks kind of scary to me!

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation in a hotel. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Ping = Mandarin Chinese
Marta = Spanish



Ping: Hold the elevator! . . . Could you hit ground floor, please?

Marta: Sure. No problem.

Ping: I'm sorry . . . but you look familiar. Have we met somewhere before?

Marta: I don't *think* so.

Ping: I know . . . yesterday! We didn't actually meet, but you and your family were on the tour at the art museum, right?

Marta: As a matter of fact, we were!

Ping: So were we!

Marta: Oh, now I recognize you!

Ping: By the way, my name is Ping. And this is my husband, Li. He doesn't speak English.

Marta: Nice to meet you both! I'm Marta, from Ecuador. . . . Where are you from, if you don't mind my asking?

Ping: Not at all. We're from Beijing.

Marta: Really? I've always wanted to go there!

Ping: Well, if you do, please let me know. I'd love to show you around! Here's my card.

Marta: Thanks! That's so nice of you!

Ping: My pleasure. Actually, we're going to the airport *now*.

Marta: Well, I'll text you my contact info. If you're ever in Ecuador, please look me up.

Ping: Thanks so much!

Marta: Don't mention it! And have a safe flight.

B UNDERSTAND FROM CONTEXT | Complete each statement, based on the conversation.

1 When Ping says "you look familiar," she means she thinks .....
   a she knows Marta from somewhere **b** Marta is famous
2 When Marta says, "I recognize you," she means .....
   a she's happy to meet Ping **b** she remembers meeting Ping
3 When Marta says, "If you don't mind my asking," she means .....
   a "Is it OK to ask you?" **b** "I'm going to ask you"
4 When Ping says, "I'd love to show you around," she means she wants to .....
   a visit Ecuador **b** take Marta on a tour
5 When Marta says, "Look me up," she means Ping should .....
   a contact her **b** think of her

C THINK AND EXPLAIN | Answer the questions about the conversation in Zoom-In. Explain your answers.

1 Why does Ping think Marta looks familiar?
2 Does Marta remember meeting Ping and her husband on the tour?
3 Would Ping like Marta to visit her hometown?
4 Where are Ping and her husband going right now?

SPEAKING PAIR WORK | Role-play a conversation similar to the one in Zoom-In. Use the featured language and ideas from Zoom-In and start like this:



Use this language
- As a matter of fact, ...
- Now I recognize you!
- By the way, . . .
- If you don't mind my asking, ...?
- Here's my card.
- I'd love to show you around!
- Please look me up.

1 COMMUNICATION GOAL Catch up with an old friend



A GRAMMAR | The simple past tense and the present perfect

The simple past tense

Use the simple past tense to describe an action that took place at a definite or specific time in the past.

Hana and I **met** at Carla's Café last Sunday. We **had** lunch and **ate** lots of great food. (= actions occurred at a definite time in the past: last Sunday)

The present perfect

Use the present perfect to describe an action that took place at an indefinite or unspecific time in the past.

Hana and I **have met** at Carla's Café many times. We'**ve had lunch** and **eaten** lots of great food. (= actions occurred at some time in the past—exactly when is not important)

Form the present perfect with have / haven't or has / hasn't + a past participle

Statements

They'**ve called** a few times.
We **haven't met** them.
She'**s gone** to the airport.
He **hasn't left** the office.

Questions

Have they **called**? (Yes, they have. / No, they haven't.)
Has she **gone** to the airport? (Yes, she has. / No, she hasn't.)

Contractions

've met = have met
haven't met = have not met
's met = has met
hasn't met = has not met

Be careful!

Yes, he has. NOT Yes, ~~he's.~~

Past participles

For regular verbs, the past participle is the same as the simple past tense form:

Regular verbs

walk → walk**ed** try → tr**ied**

Irregular verbs

base form	simple past	past participle
be	was / were	**been**
come	came	**come**
do	did	**done**
eat	ate	**eaten**
go	went	**gone**
have	had	**had**
leave	left	**left**
make	made	**made**
meet	met	**met**
ride	rode	**ridden**
see	saw	**seen**
speak	spoke	**spoken**
take	took	**taken**
write	wrote	**written**

For more irregular verb forms, see page 123.

GRAMMAR EXPANDER p. 127
The simple past tense and the present perfect: more on meaning and use

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the questions and short answers, using the present perfect.

1 **A:** ..... ?
you / meet / our new teacher
B: No, ...

2 **A:** ..... ?
you / see / Stella's photos from her cruise
B: Yes, ...

3 **A:** ..... ?
your brothers / ride / on their new motorcycles
B: No, ...

4 **A:** ..... ?
you and your wife / try / the new Greek restaurant
B: Yes, ...

5 **A:** ..... ?
your parents / go / on vacation this year
B: Yes, ...

6 **A:** ..... ?
Rick / tell / you about his trip to Japan
B: No, ...

D PAIR WORK | Practice the conversations from Exercise C.

E PRONUNCIATION | Sound reduction in the present perfect | Listen to how the sound /t/ in negative contractions "disappears" in natural speech. Then listen again and repeat.

1 I haven't been to that class.
2 He hasn't met his new teacher.
3 They haven't taken the test.
4 She hasn't heard the news.

F **GRAMMAR PRACTICE** | **Complete the social media post with the present perfect when possible. When not possible, use the simple past tense. Use contractions.**



Name: Francine Harris
Status: single
Hometown: Toronto
Currently living in Rio de Janeiro, Brazil

Hi, everyone! How have you been? I ..... (1 be) very busy since I moved to Rio, and I ..... (2 not / have) much time to post. So, when I woke up this morning, I ..... (3 decide) to post something new. Let me tell you what I ..... (4 be) up to. A month ago, I ..... (5 start) my new job in my company's Rio office, and I love it. I ..... (6 meet) a lot of very nice people in the office. Last week, I ..... (7 move) into my new apartment, and now I can actually walk to work every day. I ..... (8 fall) in love with my neighborhood and my beautiful kitchen. I ..... (9 not / use) the new stove, but yesterday I ..... (10 call) my new colleague and friend Fernanda and ..... (11 invite) her for dinner this weekend. This is my big chance to use the stove and practice my Portuguese! So that's my story. Let me know what you're all up to!

COMMUNICATION ACTIVATOR

Now let's catch up with an old friend.



A **CONVERSATION MODEL** | **Read and listen.**

A: Daniel! It's been a long time! How have you been?
B: Cody! Nice to see you again! I've been fine, thanks. And you?
A: Not bad. So what have you been up to?
B: Actually, I've been on vacation. I took a cruise. What about you?
A: Me? I've been pretty busy. I just started a new job this week.
B: That's great! Listen, I've got to go. But I'd love to catch up some time.
A: Absolutely. Let's get together soon.

Social language
When you haven't seen someone recently, say . . .

It's been a long time!	Nice to see you again!
It's been too long!	Great to see you again!
It's been months / years!	So glad to see you again!

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play a conversation between two friends who haven't seen each other recently. Then change roles.**

A: ..... ! It's been ..... ! How have you been?
B: ..... ! ..... . I've been fine, thanks. And you?
A: ..... . So what have you been up to?
B: Actually, ... What about you?
A: Me? ..... .
B: ..... ! Listen, I've got to go. But I'd love to catch up some time.
A: ..... . Let's get together ..... .

Ideas
You've gotten [engaged].
You've [changed careers].
You've [moved].
Nothing has changed.

KEEP TALKING!

Ask more questions about what your partner has been up to.
Did you [have a good time]?
Where did you [go]?
Where did you meet [your fiancée]?
Provide more details.
We got married [two weeks ago]!
I went to [Hawaii].

Watch the video for ideas!

D **CHANGE PARTNERS** | **Role-play the conversation again.**

2 COMMUNICATION GOAL Suggest tourist activities

A GRAMMAR | The present perfect: Indefinite time in the past (ever, before, yet, already, never)

Questions

Use ever to ask whether something has occurred at least one time in the past.

A: Have you **ever** been on a cruise?
B: No, I haven't. Have you?

Use before to ask whether something is occurring for the first time.

A: Welcome to Los Angeles! Have you been here **before**?
B: Yes, I have. This is my second time.

Use yet to ask whether something has occurred in the recent past.

A: Welcome to Japan! Have you visited Kyoto **yet**?
B: Yes, I have. I was there two days ago.

Statements

Use never or not ever to indicate that something hasn't occurred at any time in the past.

A: I've **never** tried Thai food. Have you?
B: No. I haven**'t ever** tried it.

Use before in affirmative or negative statements to indicate that something has occurred at some time in the past.

A: I haven't been on a bumpy flight **before**. Have you?
B: No. But I've been on some pretty bumpy bus trips **before**.

Use already in affirmative statements and yet in negative statements to indicate that something has (or hasn't) occurred in the recent past.

We've **already** been to the top of the Empire State Building.
Uh-oh. We haven't bought tickets for the museum tour **yet**.

Placement

Place ever, never, and already before the past participle. Before always comes at the end of a statement or question. Yet usually comes at the end of a negative statement.

GRAMMAR EXPANDER p. 128
Indefinite time: common errors

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then listen again and complete the questions and short answers.

1 **Q:** ..... ?
yet / go to top of / Taipei 101
A: ....., he . . .

2 **Q:** ..... ?
yet / climb / the Pacaya Volcano
A: ....., he ..... .

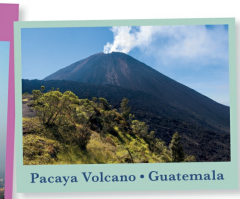
3 **Q:** ..... ?
before / go sightseeing / in Osaka
A: ....., he ..... .

4 **Q:** ..... ?
before / take a tour of / the Galápagos Islands
A: ....., she ..... .

5 **Q:** ..... ?
already / take a picture of / a camel
A: ....., she ..... .

6 **Q:** ..... ?
ever / try / bulgogi
A: ....., she ..... .













D PAIR WORK | Practice the conversations from Exercise C.

E GRAMMAR PRACTICE | Write five questions you could ask a visitor to your city or country about local tourist activities. Use yet, ever, and before.

1 .....
2 .....
3 .....
4 .....
5 .....

COMMUNICATION ACTIVATOR

Now let's suggest tourist activities.



A CONVERSATION MODEL | Read and listen.

A: I hope you don't mind my asking, but where are you from?
B: Me? I'm from Brazil.
A: Welcome to Tokyo! Have you been here before?
B: Actually, it's my first time. I arrived last Tuesday.
A: Have you gone shopping in the Ginza yet?
B: No, I haven't.
A: Well, it's awesome. You should go.
B: Thanks for the suggestion!

Social language
If you're worried that a question may not be polite, say "I hope you don't mind my asking, but . . . "

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | On the notepad, write five tourist activities in your city or country. Use the Vocabulary from Topic Warm-Up on page 14 and other ideas.

Activity	Description
take a tour of the National Museum	*It's really interesting!*

Activity	Description

D CONVERSATION PAIR WORK | Role-play the conversation, suggesting activities from your Talking Points to a visitor to your city or country. Then change roles.

A: I hope you don't mind my asking, but where are you from?
B: Me? I'm from ..... .
A: Welcome to .....! Have you been here before?
B: Actually, ...
A: Have you .....? . . .

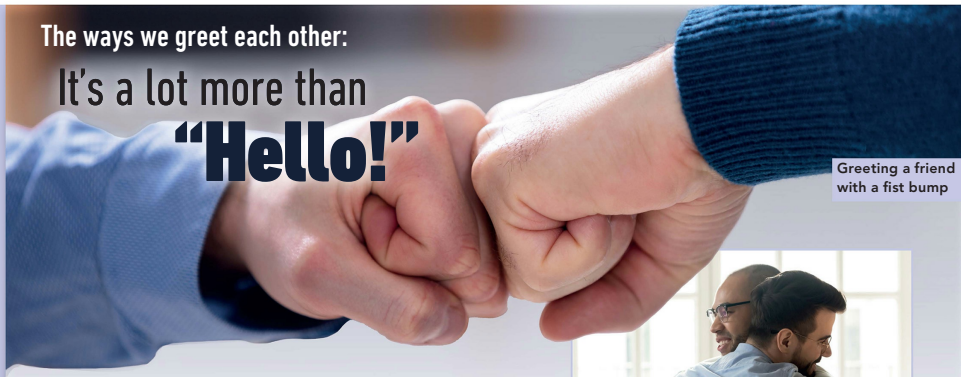
KEEP TALKING!
- Ask about other tourist activities and places to visit.
- Make other suggestions.

Watch the video for ideas!

E CHANGE PARTNERS | Role-play the conversation again.

A READING | Read about greeting customs around the world. Which greetings do you use?

The ways we greet each other: It's a lot more than "Hello!"



Greeting a friend with a fist bump

A hug and a slap on the back between friends

It's natural to think that people all over the world greet each other in the same ways we do. However, the way people greet each other differs from country to country. Here are some greeting customs from around the world.

In some countries, such as the U.S., a short firm handshake while looking the other person in the eye is the traditional greeting. But in other places, such as Turkey, a tight grip isn't polite, so it's important to shake hands with a looser grip there. And don't be surprised if that handshake lasts a long time!

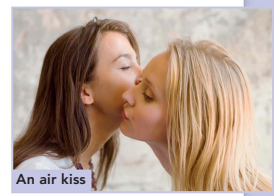
In the U.S. and Canada, more informal greeting customs have become common. For example, some people use a "fist bump" to greet friends. Men often greet each other with a hug while slapping each other on the back. Some people simply wave and say "Hi" when greeting acquaintances.



Greeting a friend with a wave

In Latin America, greeting customs depend on which country you're in. In most, men and women greet with one or more kisses on the cheek, while men shake hands or hug—depending on whether the person they're greeting is someone they already know.

However, be aware that customs for kissing get very complicated from country to country—and sometimes from city to city! For example, in Paris people give two kisses. In the city of Langeac to the south, it's three. And on the French island of Corsica, they give five! In some countries, like Italy, many people "air kiss"—they make a kissing sound, but the lips don't actually touch the face.



An air kiss

In Japan, people bow. If you're greeting someone older, or someone in a more senior position—for example, a boss—it's important to bow down even more. In the Philippines, you show respect to someone older by taking his or her hand and touching it to your forehead. In Thailand and India, you put the palms of your hands together and bow slightly.

You can learn a lot about greeting customs before you travel abroad by doing some research online. Or simply watch carefully to see what others do.



Putting the palms together and bowing in Thailand

B **RECOGNIZE MAIN IDEA** | **Check the statement that best expresses the main idea of the article.**

- ☐ **a** Greeting customs in the U.S. have become less formal.
- ☐ **b** You can learn a lot on the Internet about greeting customs around the world.
- ☐ **c** The ways people greet each other are different around the world.

C **IDENTIFY SUPPORTING DETAILS** | **Write the number of each custom in the place (or places) where people practice it, according to the article. Support your choices with details.**

> "The article says people bow down more when greeting older people in . . . "

1. There are special customs for a younger person greeting an older person.
2. In addition to bowing, people do something with their hands.
3. A greeting includes more than four kisses.
4. During a handshake, people continue to grip the other person's hand for a while.
5. People seem to be kissing, but don't actually kiss each other on the cheek.
6. Some newer greeting customs have become common.

Corsica
Thailand
the Philippines
India
Switzerland
Paris
Japan
the U.S. and Canada
Turkey
Italy

COMMUNICATION ACTIVATOR

Now let's describe greeting customs.

A **TALKING POINTS** | **With a partner, discuss meeting and greetings customs in your country or city and write notes to describe them.**

When you meet someone for the first time, you . . .
should shake hands. You don't have to kiss.

When you meet someone for the first time . . .

When you greet a person who's older than you, you . . .

When you greet children, you . . .

When good friends get together, they . . .

When acquaintances see each other, they . . .

When you greet a colleague, you . . .

When you greet your manager, you . . .

When you meet a visitor from another city or country, you . . .

Do you think any greeting customs are changing? How?



In the United Arab Emirates, men often greet each other by touching noses.

B **DISCUSSION** | **Compare the ways you described greeting customs.**

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: " . . . be aware that . . . "

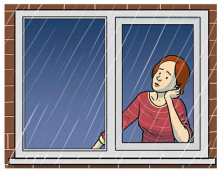
4 COMMUNICATION GOAL Talk about a memorable experience

A VOCABULARY | Participial adjectives | Read and listen. Then listen again and repeat.

Participial adjectives end in either -ing or -ed. The -ing form describes a cause. The -ed form describes an effect.



The hike was **tiring**.
Zack is **tired** now.



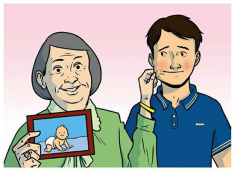
The weather was **depressing**.
Gina was **depressed**.



The dessert was **disappointing**.
She was **disappointed**.



The directions were **confusing**.
Jan and Gary were **confused**.



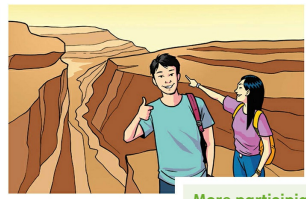
The photo was **embarrassing**.
He was **embarrassed**.



The news was **surprising**.
They were **surprised**.



The bear was **terrifying**.
Carl was **terrified**.



The view was **amazing**.
They were **amazed**.

More participial adjectives
relaxing / relaxed
boring / bored
exciting / excited
interesting / interested

B VOCABULARY PRACTICE | Circle the correct form of the participial adjective to complete each sentence.

1 When their flight to Rome was canceled, they were so (disappointing / disappointed).
2 The movie we were watching last night was so (boring / bored)! We both fell asleep.
3 My dad was really (embarrassing / embarrassed) when he couldn't remember his neighbor's name.
4 I want to use my new virtual assistant, but the instructions are too (confusing / confused).
5 Sometimes Tracy gets (depressing / depressed) because her family lives so far away.
6 We think our new teacher is really (amazing / amazed). We're learning a lot from her!
7 I'm not really (interesting / interested) in traveling abroad.
8 Tyler was (surprising / surprised) when so many people came to the party.

C PERSONALIZE NEW VOCABULARY | With a partner, take turns completing the statements with true information.

I'm bored when . . .
I'm amazed when . . .
I'm embarrassed when . . .
I'm depressed when . . .
I'm confused when . . .
I'm terrified when . . .
I'm tired when . . .



D LISTEN TO CLASSIFY | Listen to three stories and write the number of the speaker described by each statement.

..... **a** wanted to surprise a colleague
..... **b** enjoys doing something exciting, but isn't super active
..... **c** had a pretty scary experience
..... **d** wasn't interested in hiking
..... **e** was confused about the date
..... **f** likes excitement and is very active







E LISTEN TO SUMMARIZE | On a separate sheet of paper, answer the questions, using participial adjectives if you can. Then use the answers to summarize each story. Listen again if necessary.

1 Chris Needham's story
   a What does he say people should NOT do if they see a brown bear?
   b What does he say he's always wanted to do?
2 Kim Gardner's story
   a How did she prepare for the event?
   b Why was she so embarrassed in the end?
3 Cecilia Ramírez's story
   a What did she think was so great about taking the train from Cuzco?
   b Why did she and her colleague decide not to hike to get to Machu Picchu?

COMMUNICATION ACTIVATOR

Now let's talk about a memorable experience.

A TALKING POINTS | Write notes about one or more of your experiences. Include as many details as you can. Then use your notes to share your experiences with a partner. Ask and answer questions.

a terrifying experience	a confusing or embarrassing experience
an amazing or surprising experience	**a super-tiring experience**

Ideas
Did you ___?
Why did you ___?
How did you ___?
Have you ever ___?

SOFT SKILLS BOOSTER p. 154

B PRESENTATION | Tell your classmates about one of the interesting experiences your partner told you about.

> "Last year, Sofia went sports fishing. For a long time, nothing happened and she felt really bored. But then . . . "

WRITING Write about one of the experiences you wrote notes about in Talking Points. Include as many details as you can. Use participial adjectives.

When I was eighteen, I went on a trip to Miami in the U.S. It was a great experience, but something embarrassing happened. After I arrived . . .

WRITING HANDBOOK p. 144
- Avoiding run-on sentences
- Guidance for this writing exercise

MIXER

- You have 20 minutes to find someone for each square.
- After 20 minutes, the classmate who has completed the most squares is the winner.
- Then tell your class about what you've learned.

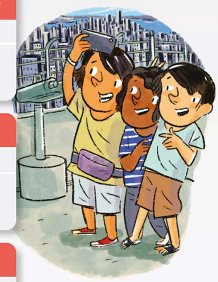
Have you ever . . . ?
What . . . ?
Where . . . ?
When did you . . . ?
Why . . . ?

Find someone who has . . .

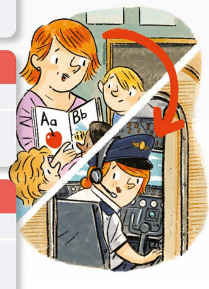


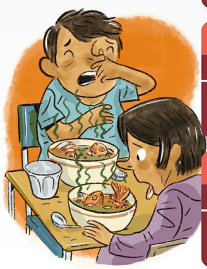
done something dangerous.	played in a rock band.
NAME	NAME
DETAILS	DETAILS
met someone very famous.	lost his or her wallet.
NAME	NAME
DETAILS	DETAILS
traveled to another country.	been to the top of a skyscraper.
NAME	NAME
DETAILS	DETAILS
ridden a cable car.	missed a flight.
NAME	NAME
DETAILS	DETAILS
climbed a mountain.	taken a really scary trip.
NAME	NAME
DETAILS	DETAILS
taken a very scenic trip.	changed careers.
NAME	NAME
DETAILS	DETAILS
eaten in a very bad restaurant.	seen a famous performer live.
NAME	NAME
DETAILS	DETAILS











PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Catch up with an old friend.
- ☐ Suggest tourist activities.
- ☐ Describe greeting customs.
- ☐ Talk about a memorable experience.

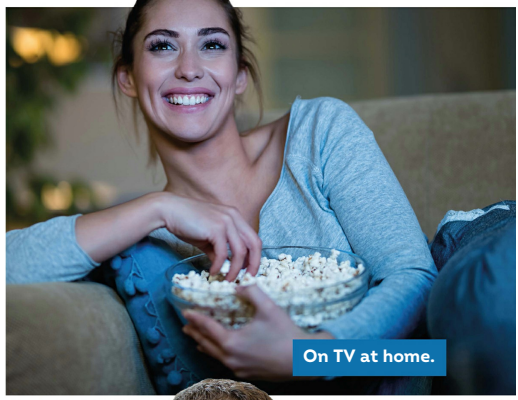
UNIT 3

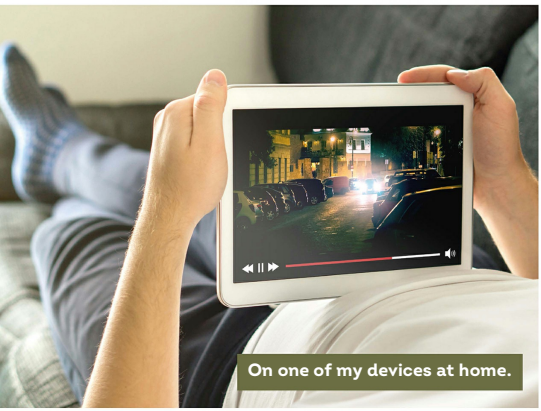
Talking about Movies

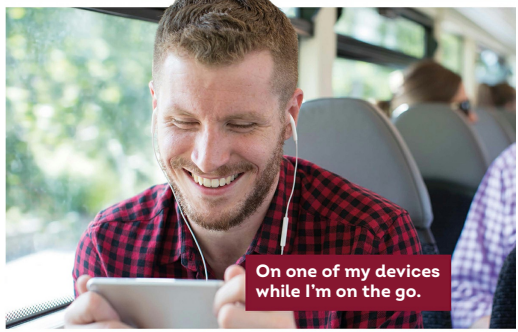
Warm-Up

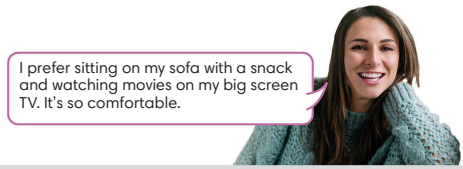
Where do you like to watch movies? Explain your reasons.


In a movie theater.


On TV at home.


On one of my devices at home.


On one of my devices while I'm on the go.


I prefer sitting on my sofa with a snack and watching movies on my big screen TV. It's so comfortable.

UNIT 3 COMMUNICATION GOALS

Lesson 1 Apologize for being late

Lesson 2 Choose a movie to watch

Lesson 3 Express an opinion about a movie

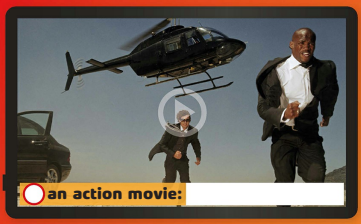
Lesson 4 Discuss what makes a movie great

Topic Warm-Up

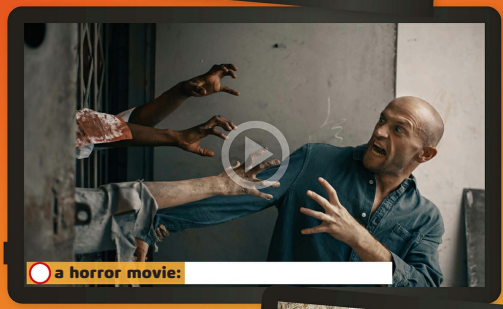
A MOVIE GENRES | Complete the survey.

Did you know?
While *movie* and *film* have the same meaning, speakers of American English use *movie* much more frequently.

Write the name of a movie for each genre. Then check your three favorite genres.



○ an action movie:



○ a horror movie:



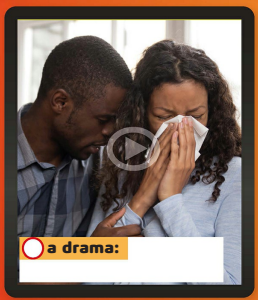
○ a science-fiction movie:



○ an animated movie:



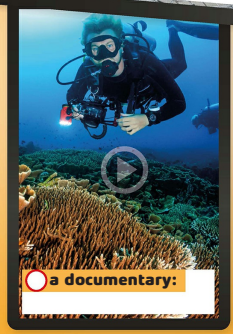
○ a comedy:



○ a drama:



○ a musical:



○ a documentary:

B VOCABULARY | Movie genres | Listen and repeat.

C PAIR WORK | Tell your partner about the movies you listed. What did you like about them?

I've actually seen *Soul* two times. But I'd like to see it again. I just love animated movies.

Personally, I don't watch a lot of movies. I stream a lot of great TV drama series.

Language Warm-Up

UNDERSTAND A VARIETY OF ACCENTS
Kayla = American English (standard)
Max = American English (standard)
Jim = American English (regional)
Elena = Spanish

A ZOOM-IN | **Read and listen to a conversation in a restaurant. Notice the featured words and phrases.**







Kayla: I wonder where Elena and Jim are. It's already after six.

Max: Maybe we should go ahead and order.

Kayla: Let's wait a bit . . . Hey, do you want to go to a movie after?

Max: Actually, I'd rather not. I'm beat . . . I've been up since 5:00.

Kayla: OK, then let's just go back home and stream something from PicFlicks, OK?

Max: I'm fine with that.

Max: I wouldn't mind seeing a good sci-fi movie.

Kayla: Hey, what about this one? I've heard *A Star is Born* is great. It stars Lady Gaga and Bradley Cooper.

Max: Sorry. You know I can't stand love stories.

Kayla: Then how about *Home Alone*? It's pretty old, but it's a classic.

Max: *Home Alone*? I've seen it like a million times. But what the heck! It's really funny. And I could use a good laugh . . . Hey, there they are!

Max: So we're going back to our place to watch *Home Alone*. Want to join us?

Jim: I love that movie! Elena?

Elena: Sounds like fun! Listen, let us get the bill this time. Our treat.

Kayla: Elena, that's really not necessary.

Jim: We insist. You paid last time.

Max: OK then. Thanks. We'll go on ahead and get the coffee going.

B UNDERSTAND FROM CONTEXT | **Find the featured word or phrase in Zoom-In for each meaning.**

An expression you use when . . .

1 you'd like to see something funny. .....
2 you offer to pay the bill. .....
3 you're not sure you want to do something, but you decide to do it anyway. .....
4 you want to emphasize your willingness to pay. .....
5 you're really tired. .....
6 you describe an old movie that people still love today. .....

C THINK AND EXPLAIN | **Why, in your opinion, do streaming services offer so many classic movies? Why do you think they're so popular?**

SPEAKING PAIR WORK | **Discuss your favorite and least favorite movie genres. Explain your reasons.**

I can't stand horror movies. They're too scary for me.

Really? I think they're a lot of fun. They're just entertainment.

1 COMMUNICATION GOAL — Apologize for being late

A VOCABULARY | Explanations for being late | Read and listen. Then listen again and repeat.



I overslept.


I missed the bus.*
*OR the train / the plane


I couldn't get a taxi.


I couldn't find parking.


I got stuck in traffic.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Complete the statements by inferring what happened. Use the Vocabulary.

1 Ryan's late because .....
2 Melissa's late because .....
3 Andrew's late because .....
4 Mark's late because .....
5 They're late because .....

C GRAMMAR | The present perfect: For and since

Use the present perfect with for and since to describe actions or situations that began in the past and continue in the present.

Verbs most commonly used with for and since are non-action (stative) verbs and work, live, study, and teach.

Use for to describe a length of time between when the action or situation began and now.
I've worked at the bank **for three years**.
That documentary has been at the theater **for two weeks**.
We haven't seen any good musicals **for a long time**.

Use since to indicate the specific time or date the action or situation began.
She's worked there **since 2015**.
I've loved animated films **since I was eight years old**.

GRAMMAR EXPANDER p. 129
The present perfect: information questions

Some non-action verbs

be	know	need
dislike	like	see
have	love	want

Be careful!
Don't use since with a length of time.
They've been here **since** 7:00.
NOT They've been here ~~since an hour~~.

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete each sentence with for or since.

1 I've known Marcy ..... more than ten years.
2 We've wanted to see that new Bong Joon-ho movie ..... it opened last month.
3 They've disliked horror movies ..... they were teenagers.
4 Lena hasn't been to a movie theater ..... a few months.
5 Jeff has had a bad headache ..... he saw that film.

F GRAMMAR PRACTICE | Circle the correct words to complete the paragraph.

Greta Gerwig is an actor, screenwriter, and director from the U.S. Originally from California, Gerwig (**1** lived / has lived) in New York City—where she studied acting—(**2** for / since) she was 19. The first time I saw her act was in the movie *Hannah Takes the Stairs*, and I (**3** was / have been) a huge fan (**4 for / since**) more than ten years. I've actually (**5 saw / seen**) every film she's been in since 2010. It wasn't until 2017 that she made it really big with the movie *Ladybird*, which she (**6 wrote / has written**) and directed. Since she completed the film *Little Women* two years later, Gerwig (**7** received / has received) tons of praise for her writing and directing talent.



G **GRAMMAR PRACTICE** | **Complete each conversation, using the present perfect with for or since.**

1 **A:** ..... (you / see / any good documentaries) we last met?
B: Actually, no. I haven't seen any.

2 **A:** Has Ellen always wanted to be a movie star?
B: Yes, she has. ..... (she / want to be / in the movies) years.

3 **A:** What animated film is your son's favorite?
B: Well, ... (he / love / *The Lion King*) we first saw it ten years ago.

4 **A:** Who's your favorite movie director?
B: ..... (I / be / a big fan of Sofia Coppola) a long time.

H **PAIR WORK** | **Practice the conversations from Exercise G.**

I COACH **PRONUNCIATION** | **Reduction of the /h/ sound in natural speech** | **Read and listen to how the sound /h/ disappears. Then listen again and repeat.**

1 Has *h*e been here long?
2 Ted has been here for an hour.
3 Ann and Ben have been actors since 2015.
4 What have you been up to?
5 When did her friend arrive?
6 What's his favorite movie?

COMMUNICATION ACTIVATOR

Now let's apologize for being late.

A **CONVERSATION MODEL** | **Read and listen.**

A: Sorry I'm late. I couldn't find parking. Have you been here long?
B: For about five minutes. But no worries.
A: Have you checked the show times?
B: Yes. Unfortunately, the 7:00 show for *Funny Weekend* is sold out. But *The Cable Car* is playing at 7:10.
A: That sounds good. Hey, the tickets are on me.
B: That's really not necessary.
A: My treat. I insist!

Social language
Offer to pay
[The tickets] are on me.
My treat.
Let me get [the tickets].
I'll get [the tickets].



SHOWTIMES

Bad Traffic	6:55 SOLD OUT	9:10	11:20
	7:10	9:30	
	7:20 SOLD OUT	9:40	11:50
	7:30	9:50	midnight
	8:05	10:20	

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Add four movies to the showtimes. Use them to change the conversation. Then change roles.**

A: Sorry I'm late. ..... . Have you been here long?
B: For about ..... . But no worries.
A: Have you checked the showtimes?
B: Yes. ..... .
A: That sounds ..... . Hey, ...
B: That's really not necessary.
A: My treat. I insist!

KEEP TALKING!
Ask about the movie.
Who's in it?
What's it about?
Is it [a comedy]?
Discuss what to do after the show.
Watch the video for ideas!

D **CHANGE PARTNERS** | **Change the conversation again.**

RECYCLE THIS LANGUAGE
I wouldn't mind ___ .
How about ___ ?
I've heard ___ is pretty good.
I can't stand ___ .
I've seen that one before.
That's way past my bedtime.
I'm not a ___ fan.
That's not for me.

2 COMMUNICATION GOAL Choose a movie to watch

A GRAMMAR | The present perfect: Other uses

with ordinals
This is **the second time** we've seen *The Avengers*.

with superlatives
Black Car is **the most amazing** film I've ever seen.

with always
I've **always** wanted to see that movie!

with recently or just (= not long ago)
Have you seen any good movies **recently**?
We've **just** seen *The Lost Boat*—what a great movie!

with still or so far (= until now)
A: I **still** haven't seen *The Angry Athlete*.
B: Really? I've seen it three times **so far**.



I **still** haven't seen the movie *La La Land*. I've **always** wanted to see that one.

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write your own responses to the questions, using the present perfect with the words and expressions from the Grammar chart. Then compare and discuss your responses with a partner.

1 Is there an old movie or TV series you've always wanted to see?
Yes, there is. I've always wanted to see Coco!

1 Is there an old movie or TV series you've always wanted to see?

2 Have you seen any great movies recently?

3 What's the best movie you've ever seen?

4 What's the most boring movie you've ever seen?

5 How many times have you streamed movies in the last few weeks?

6 Is there a recent movie that you still haven't seen?

D GRAMMAR | Would rather to express preferences

Use would rather + a base form to express a preference between two or more choices.
Use would rather not + a base form to express a negative preference.

Statements
My wife **would rather watch** TV than go out tonight.
I'**d rather not get** stuck in traffic again.

Contraction
'd rather = would rather

Questions
Would they **rather see** an action film or a romance?
What **would** you **rather do**—go out to see a movie or stay home?
Would you **rather see** a comedy? (Yes, I would. / No, I wouldn't. OR No, I'd rather not.)

Be careful!
NOT Yes, ~~I'd rather.~~
NOT No, ~~I wouldn't rather.~~



La La Land? I've already seen it a million times. To tell the truth, I'**d** much **rather see** a new movie!

GRAMMAR EXPANDER p. 129
Expressing preferences: review, expansion, and common errors

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F **GRAMMAR PRACTICE** | **Circle the correct answers to complete the conversations about preferences.**

1 **A:** I'd love to see the movie *Yesterday*. What do you think?
B: Actually, I've already seen that one. (I'd rather / I'd rather not) see something else.

2 **A:** What would you rather (see / to see): a comedy or a drama?
B: Me? Neither. (I'd rather / I'd rather not) see a good science-fiction movie.

3 **A:** Would you like to go out to see a movie tonight?
B: Actually, (I'd rather not / I wouldn't rather). I'm totally beat.

4 **A:** (I'd rather / I wouldn't rather) stay home and stream a movie tonight. What do you think?
B: Me? (I'd rather / I'd rather not). I feel like going out.

G **PAIR WORK** | **Practice the conversations from Exercise F.**

COMMUNICATION ACTIVATOR

Now let's choose a movie to watch.



A **CONVERSATION MODEL** | **Read and listen.**

A: Hi, Liz! How about a movie tonight?
B: That works for me. What are you in the mood for—a good love story?
A: No offense, but I can't stand love stories. I think I'd rather see a classic film like *Men in Black*. What do you think?
B: That sounds good. I've always wanted to see that one.

Social language
Say "That works for me" to agree to a plan of action.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **TALKING POINTS** | **Complete the information on the notepad.**

Movies I'd like to see again	Movies I've always wanted to see

D **CONVERSATION PAIR WORK** | **Role-play the conversation, using other genres and the movies from Talking Points. Then change roles.**

A: Hi, ...! How about a movie tonight?
B: That works for me. What are you in the mood for—a .....?
A: No offense, but I can't stand .....I think I'd rather see .....What do you think?
B: .....

KEEP TALKING!

- **Suggest other movies and movie genres.**
- **Ask more questions.**
  Who's in it?
  Have you seen it before?
- **Say more about specific movies.**
  It's the [best / worst] movie I've ever seen.

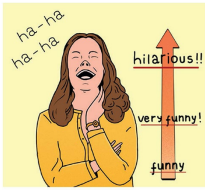
Watch the video for ideas!

E **CHANGE PARTNERS** | **Role-play the conversation again, using other movies and genres.**

3 COMMUNICATION GOAL

Express an opinion about a movie

A VOCABULARY | Adjectives to describe movies | Read and listen. Then listen again and repeat.



hilarious



unforgettable

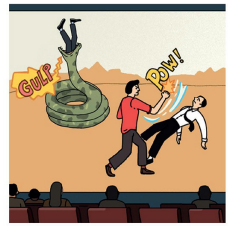


thought-provoking


romantic



silly



violent

Remember also:

amazing	funny
boring	interesting
confusing	relaxing
depressing	scary
disappointing	terrifying
exciting	weird

B ACTIVATE VOCABULARY | With a partner, discuss one movie you've seen for each adjective in the Vocabulary.

> "I really liked *Go Away*. Parts of it were hilarious, but the ending was pretty violent."

C LISTEN FOR MAIN IDEA | Listen to the movie reviews. Check what each reviewer thought of the movie.

1

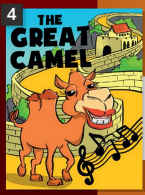

- ◯ doesn't recommend it
- ◯ thought it was just OK
- ◯ recommends it

2


- ◯ doesn't recommend it
- ◯ thought it was just OK
- ◯ recommends it

3


- ◯ doesn't recommend it
- ◯ thought it was just OK
- ◯ recommends it

4


- ◯ doesn't recommend it
- ◯ thought it was just OK
- ◯ recommends it

5


- ◯ doesn't recommend it
- ◯ thought it was just OK
- ◯ recommends it

6


- ◯ doesn't recommend it
- ◯ thought it was just OK
- ◯ recommends it

D **LISTEN TO INFER** | **Listen again and circle one or more adjectives to describe each movie, based on the reviewer's opinion.**

1 *The Sibling* (silly / unforgettable / terrifying)
2 *Cantata* (boring / unforgettable / exciting)
3 *My Friend Keisha* (weird / hilarious / thought-provoking)
4 *The Great Camel* (confusing / hilarious / romantic)
5 *I Need a Taxi* (romantic / silly / disappointing)
6 *Fists of Power* (confusing / unforgettable / violent)

E **LISTEN TO DRAW CONCLUSIONS** | **Listen to the reviews again and, with a partner, discuss what you think the genre of each movie is. Explain your reasons.**

F **ACTIVATE VOCABULARY** | **Tell your partner which movie you'd like to see. Explain why it sounds good to you. Use the Vocabulary. Listen again if necessary.**

> "Personally, I'd like to see *I Need a Taxi*. The story sounds so interesting and unusual."

COMMUNICATION ACTIVATOR

Now let's express an opinion about a movie.

A **TALKING POINTS** | **Write notes about two movies or TV series you've seen recently.**

MOVIE #1	MOVIE #2
Title:	Title:
When did you see it?	When did you see it?
Genre:	Genre:
Actors:	Actors:
Adjectives:	Adjectives:
What's it about?	What's it about?

B **GROUP WORK** | **Tell your classmates about your movies from Talking Points. Ask your classmates about their movies.**

RECYCLE THIS LANGUAGE

I've seen that one before.
I've always wanted to see that.
It's the funniest movie I've ever seen.
Was it [funny / violent / exciting]?
How many stars do you give it?
Is it appropriate for children?
Would you like to see it again?
How many times have you seen it?



WRITING **Write a two-paragraph review of a movie you've seen. The movie could be one of the ones from Talking Points or another one. Describe who's in it, what it's about, and how you felt about it.**

One of my all-time favorite movies is the classic action love story Titanic. It stars the U.S. actor Leonardo DiCaprio and the British actor Kate Winslet. The music is beautiful, and the story is . . .

WRITING HANDBOOK p. 145
- Paragraphs and topic sentences
- Guidance for this writing exercise

A READING | Read about what makes us love a movie. Which aspects of a movie are most important to you?

WHAT IS IT ABOUT OUR FAVORITE MOVIES?



Special effects can make dinosaurs look real.

Have you ever thought about what it is that excites us about the movies we love? It all starts with a good screenplay. The screenwriter develops the movie's characters and tells their story. A bad screenplay can leave us confused or bored to tears. Here are the main reasons people love movies.



Alfonso Cuarón with his Oscars for *Roma*

An actor's performance is probably one of the main reasons we say we love a movie. Some actors are famous for playing a particular type of character in all their movies. For example, Chinese actor Jackie Chan excites audiences because of his ability to wow us with his fists and do the amazing things he does in his action movies. And he knows how to make his audience laugh. Some actors are multi-talented. U.S. actor Meryl Streep is famous for her ability to copy accents and play completely different characters from movie to movie. And she can sing, too!

While we all have favorite actors, not everyone has a favorite director. Perhaps that's because we don't actually see the director in the movie. However, the director decides how to tell the story. She or he works with a cinematographer to make decisions about lighting or when to use close-ups. Some directors are famous for their ability to help their actors produce their best performances. For example, Mexican director Alfonso Cuarón, (who won an Oscar for Best Director for the film *Roma*) made a decision not to tell his actors about a scene until one or two days before it was shot. *Roma* also received acclaim for acting as well as cinematography.

Special effects have excited movie-goers since the early days of the movies. Today, most special effects are computerized and look completely real. In the movie *Jurassic World*, for example, advanced technology created a variety of terrifying life-like dinosaurs—and audiences loved it. Action films, like *The Avengers*, use special effects so their superhuman characters are able to do impossible things like jumping off buildings and walking through walls.

What excites *you* the most when you see a movie?

B RECOGNIZE MAIN IDEA | Check the statement that best expresses the main idea of the article.

- ☐ **a** The director is the most important person in the making of a film.
- ☐ **b** There are several aspects of movie making that affect how we feel about a movie.
- ☐ **c** The actors in a movie are the main reason people like it.

C **ACTIVATE NEW WORDS** | **Complete each statement with these words from the article.**

cinematographer screenplay characters special effects audiences

1 In a movie, the actors play the ..... that are in the screenplay.
2 Advanced technology can create ..... to excite and wow audiences.
3 A ..... helps a director make decisions about lighting and close-ups.
4 A good ..... often has interesting characters and is thought-provoking.
5 ..... can feel either confused or bored if a screenplay isn't very clear.

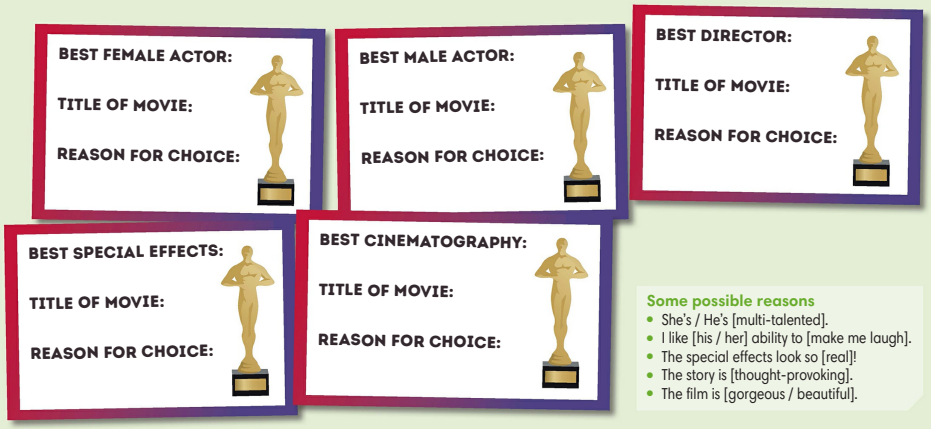
D **DRAW CONCLUSIONS** | **In pairs or small groups, discuss the following questions.**

1 Why do you think some actors get famous for playing the same kind of character in movie after movie?
2 Do you think that an actor who often plays only one kind of role has less talent than another one who plays a greater variety of roles? Explain.
3 Why do you think Cuarón didn't tell his actors about a scene until right before the filming?
4 It's unpleasant to feel terrified. So why do you think *Jurassic World*'s audiences like to be terrified?
5 Why do you think directors choose to use special effects?

COMMUNICATION ACTIVATOR

Now let's discuss what makes a movie great.

A **TALKING POINTS** | **Write the person or movie title you would nominate for each category. Include your reasons for each choice.**



Some possible reasons
- She's / He's [multi-talented].
- I like [his / her] ability to [make me laugh].
- The special effects look so [real]!
- The story is [thought-provoking].
- The film is [gorgeous / beautiful].

B **GROUP WORK** | **Present your nominations from Talking Points to your classmates and explain the reasons for your choices. Ask your classmates questions about their nominations.**

SOFT SKILLS BOOSTER p. 155

OPTIONAL Underline new words or phrases in the Reading you can use in your Group Work. Example: "play a [particular type of] character"

C **VOTE** | **Write all the nominations for each category on the board. Your class votes for the winners.**

Let's make A MOVIE!

- Work with a small group. Choose one of the movie ideas. Write notes about your movie on the card.
- Present your movie idea to the class.
- You and your classmates choose the class's three best movie ideas.



Movie Idea 1



Movie Idea 2



Movie Idea 3



Movie Idea 4

Title:	
Genre:	
Summary of the story:	
Who are the characters?	
Adjectives to describe your movie:	
Your preferred actors:	
Your preferred director:	

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Apologize for being late.
- ☐ Choose a movie to watch.
- ☐ Express an opinion about a movie.
- ☐ Discuss what makes a movie great.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

UNIT 4

Away from Home

Warm-Up

When you've traveled, which kinds of accommodations have you stayed in?

PRONUNCIATION | Listen and repeat.











UNIT 4 COMMUNICATION GOALS

Lesson 1 Leave and take telephone messages

Lesson 2 Check in to and out of a hotel

Lesson 3 Request services in a hotel

Lesson 4 Choose vacation accommodations

Topic Warm-Up

A HOTEL FACILITIES AND AMENITIES | Take the survey.

Rate the following hotel facilities and amenities in order of importance to you, with 1 being essential, 2 being desirable, and 3 being unnecessary.

Facilities



a fitness center 1 2 3



a pool 1 2 3



a sauna 1 2 3



a gift shop 1 2 3



a restaurant or coffee shop 1 2 3



a business center 1 2 3



a concierge 1 2 3



extra towels 1 2 3



lots of hangers 1 2 3



skirt hangers 1 2 3



a bathrobe 1 2 3



a safe 1 2 3



a hair dryer 1 2 3



a minibar 1 2 3



an iron and ironing board 1 2 3

B VOCABULARY | Facilities and amenities | Listen and repeat.

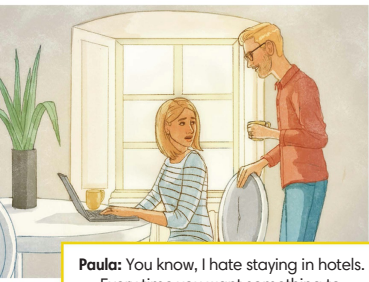
C PAIR WORK | Talk about a time you stayed in a hotel or other accommodation. Tell your partner about the facilities and amenities there.



Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about planning a vacation. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Paula = American English (regional)
Brad = American English (standard)





Paula: You know, I hate staying in hotels. Every time you want something to eat you have to call room service.

Brad: I'm with you. And it costs an arm and a leg.

Paula: So why don't we look for a bed and breakfast, or maybe one of those short-term vacation rentals?

Brad: Great idea. That would be more like home. Which do you prefer?

Paula: Not sure. B&B's have their upsides and downsides.

Brad: Like what?

Paula: Well, for example, breakfast is included, but you have to make small talk with the other guests. I'm not unfriendly, but I don't want to talk to strangers first thing in the morning.

Brad: Me neither. I like my privacy.

Paula: So maybe the rental is the way to go?

Paula: Here . . . this one's nice. Lots of four-star reviews. Non-smoking. Should we make a reservation?

Brad: Uh-oh! Look at the fine print: If you want to do laundry, you have to ask permission. And there's a fee for cleaning! We shouldn't have to pay for that.

Paula: Good point, but it's right in the restaurant district.

Brad: True, but it's got a lot of downsides. Let's look for something else, OK?

B UNDERSTAND FROM CONTEXT | Look at the featured words and phrases in Zoom-In. Circle the correct answer.

1 When Brad says "I'm with you," what does he mean?
   a He agrees. **b** He wants to travel with her.
2 When Brad says that room service "costs an arm and a leg," what does he mean?
   a He doesn't like calling for things. **b** It's very expensive.
3 When Brad says, "Look at the fine print," what does he mean?
   a You should read it carefully. **b** It looks good.
4 When Brad says there's "a fee" for cleaning, what does he mean?
   a Guests have to pay for cleaning. **b** Guests have to clean the house or apartment.

C THINK AND EXPLAIN | Look at the featured words and phrases again. With a partner, explain what each person means.

1 Paula: " . . . you have to make small talk with the other guests."
2 Brad: "I like my privacy."
3 Paula: "Good point."
4 Brad: "It's got a lot of downsides."

SPEAKING PAIR WORK | Which kind of the accommodations in Warm-Up on page 37 do you prefer? Use the Vocabulary from the survey on page 38.





Leave and take telephone messages

A VOCABULARY | Telephone messages | Read and listen. Then listen again and repeat.

an answering machine	a device that automatically answers a phone call and records a caller's message when a person doesn't answer the phone.
a greeting	a recorded voice that responds and asks a caller to call back or leave a message.
a voicemail	an audio message that a caller leaves when no one answers the phone.
an answering service	a service that answers peoples' phones and takes and delivers messages to them.
an operator	a person who provides telephone assistance to people who call companies, hotels, or other businesses.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the phone calls. Complete the statements with words or phrases from the Vocabulary.

1 This is ..... on ..... .
2 The speaker works for ..... .
3 The person who answered the phone is ..... .
4 This is ..... .



C GRAMMAR | The future with will

You can use the modal will or won't + a base form to talk about the future.
Remember: Modals don't use -s in the third-person form.

Affirmative statements
She'll call back tomorrow.

Negative statements
We won't be at the meeting this afternoon.

Questions
Will you meet us at the coffee shop? (Yes, we will. / No, we won't.)
Will he go swimming when he arrives? (Yes, he will. / No he won't.)
When will the pool open? (In a few minutes.)
Where will you go this afternoon? (I'm not sure.)
Which hotel will they be in? (The Barton, I think.)
Who will Bella call when she gets here? (Her parents.)
BUT Who will call her parents? (Bella will.)

Contractions
'll = will
won't = will not

Be careful! Use full forms, not contractions, in affirmative short answers.
Yes, I will. NOT Yes, I'll.

Other ways to express the future (review)
They're meeting at noon. (present continuous)
I'm going to call again at 2:00. (be going to)
Our flight leaves in an hour. (simple present tense)
The meeting is at 4:00. (present form of verb be)

GRAMMAR EXPANDER p. 130
- Will and be going to
- Other uses of will
- Can, should, and have to: future meaning

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete the statements and questions in the messages, using will or won't. Use contractions when possible.

1 Message for Ms. Heller: Your husband's flight is delayed. ..... (he / not arrive) ..... from the airport before 6:00.
2 Message from Jan Lang: ..... (the conference call / start) ..... at 3:00 tomorrow Berlin time.
3 Message for David West: The game started late. ..... (your children / not be) ..... home until after 5:00.
4 Message from Mr. Gibbs: ..... (I / have to) ..... come into the office early tomorrow?
5 Message from Ava Reed: ..... (who / drive) ..... us to the airport after the meeting?
6 Message for Ms. Tate: Marie Sills called. ..... (she / call back) ..... this evening at 7:00.
7 Message for John Anders: ..... (where / you / meet) ..... us tomorrow morning?

F LISTEN FOR DETAILS | Listen to the phone messages. Then listen again and complete the message slip, according to the information you hear. Use the future with will in each message.

1

WHILE YOU WERE OUT . . .
FOR: Dan Raines
FROM ☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr. .....
☐ Please call ☐ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE: He'll be at . . .

2

WHILE YOU WERE OUT . . .
FOR: Ben Young
FROM ☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr. .....
☐ Please call ☐ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE:

3

WHILE YOU WERE OUT . . .
FOR: Lauren Coates
FROM ☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr. .....
☐ Please call ☐ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE:

4

WHILE YOU WERE OUT . . .
FOR: Dr. Linden
FROM ☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr. .....
☐ Please call ☐ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE:

G COACH PRONUNCIATION | Contractions of subject pronouns with will | Read and listen. Notice how each contraction is one syllable. Then listen again and repeat.

1 I'll call back later.
2 She'll be at the Frank Hotel.
3 He'll bring his laptop.
4 We'll need a taxi.
5 You'll have to leave at 6:30.
6 They'll meet you in an hour.

H ACTIVATE PRONUNCIATION | With a partner, take turns reading each message from Exercise F aloud, using correct pronunciation.

COMMUNICATION ACTIVATOR

Now let's leave and take telephone messages.



A CONVERSATION MODEL | Read and listen.

A: Hello? I'd like to speak to Jack Bates.
B: I'll ring that room for you. . . . I'm sorry. He's not answering. Would you like to leave a message?
A: Yes. Please tell him that Chris Oliver called.
B: Could you spell your last name for me?
A: Sure. It's O-L-I-V-E-R. Oh. And please tell him that I'll meet him at the Clancy Hotel at 6:00 this evening.
B: Is that all?
A: Yes, thanks.

Social language
Say "Is that all?" to express willingness to do more.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation, using your own ideas. Your partner writes the message. Then change roles.

A: Hello? I'd like to speak to ..... .
B: I'll .... I'm sorry. ..... .
Would you like to leave a message?
A: Yes. Please tell ..... that ..... called.
B: Could you spell your last name for me?
A: Sure. It's ..... . And please tell ..... that ..... .
B: Is that all?
A: .....!

KEEP TALKING!

- **Leave another message.**
- **Confirm that you've understood the message correctly.** Could you please repeat that?
- **Ask for more information.**

Watch the video for ideas!

D CHANGE PARTNERS | Role-play the conversation again. Leave other messages.

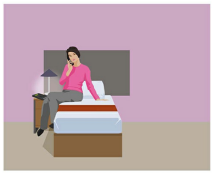
2 COMMUNICATION GOAL Check in to and out of a hotel

A VOCABULARY | Kinds of hotel rooms and beds | Read and listen. Then listen again and repeat.

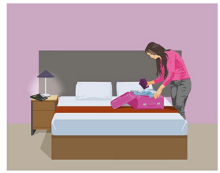

a double room

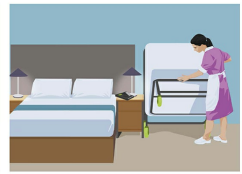

a single room


a suite


a twin bed


a queen-size bed


a king-size bed


a rollaway bed

B PAIR WORK | Talk about what kind of room and what kind of bed is best for a traveler who's traveling alone? For a family on vacation?

C GRAMMAR | The real conditional

If you **call** Housekeeping, they**'ll bring** you a rollaway bed.



Conditional sentences express the results of actions or conditions. They have an if clause and a result clause.

If clause (the condition)	**result clause (the result)**
If the business center is still open,	I'll print the programs for the meeting.

Real conditional sentences express factual or future results. When the result is in the future, use will in the result clause.

Factual result = Use present in both clauses
If you **reserve** a suite, you **get** a living room.
If a hotel **doesn't have** a room, I always **call** a bed and breakfast to see if they have one.

Future result = Use will in the result clause
If he **calls** her before noon, she'**ll** still **be** home.
If the Atlantic Hotel **doesn't have** a room, I'**ll call** the Pacific to see if they have one.

Questions
Where **will** you **stay** if they **don't have** a room for tonight?
If there**'s** no coffee shop at the hotel, where **will** we **have** breakfast?

In conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma when the if clause comes first.
If the restaurant is still open, I'll have dinner in the hotel.
I'll have dinner in the hotel if the restaurant is still open.

Be careful! Never use will in the if clause.
If you check your voicemail, you'll hear the message.
NOT If you ~~will check~~ your voicemail, you'll hear the message.

GRAMMAR EXPANDER p. 131
The real conditional (present and future): usage and common errors

D **UNDERSTAND AND PRACTICE THE GRAMMAR** | **Complete with the real conditional. Then write factual if the sentence expresses a fact. Write future if it expresses a future result.**

1 If ..... (she / get) a suite on her next cruise, ... (she / be) more comfortable.

2 The hotel's policy has always been that if..... (guests / want) a double room, ... (they / have to) request one when they make the reservation.

3 ..... (someone / give) me a hand at the airport if ..... (I / need) help with my luggage?

4 If ..... (you / request) a rollaway bed right now, ... (they / bring) one to your room.

5 If ..... (they / not have) a king-size bed, ... (they / always give) you two queens.

COMMUNICATION ACTIVATOR

Now let's check in to and out of a hotel.



A **CONVERSATION MODEL** | **Read and listen.**

Checking in

A: Hello! I'm checking in. The name's Arnold.
B: Do you have a reservation?
A: Yes. For a double room with two queen-size beds.
B: Oh, yes. Here it is. May I have your credit card?
A: Here you go.

Checking out

A: Hello. I'm checking out of room 211. Here's the key.
B: Thank you. Did you have anything from the minibar?
A: Yes, I did. A bottle of water.
B: OK. I'll add that to your bill. Would you like to put this on your credit card?
A: Yes, please. Here you go. By the way, I need to go to the airport.
B: No problem. If you step outside, you can get the airport shuttle.

Social language
Say "By the way" to introduce a new thought.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play checking in to and out of a hotel. Then change roles.**

Checking in

A: .....I'm checking in. The name's ..... .
B: Do you have a reservation?
A: Yes. For a ..... .
B: Oh, yes. Here it is. May I have your credit card?
A: . . .

Checking out

A: .....I'm checking out of room ..... . Here's the key.
B: Thank you. Did you have anything from the minibar yesterday?
A: ....
B: ..... . Would you like to put this on your credit card?
A: Yes, please. By the way, I need ..... .

Ideas
the airport shuttle
a taxi
the subway
a city bus

KEEP TALKING! ●●●

Guest:
Ask about services and amenities.
Is the business center open?
Report a problem.
Actually, my TV wasn't working.
Ask about transportation.
Is there [a bus stop] near here?
Ask for directions to places near the hotel.
How do I get to [the National Museum]?

Clerk:
Ask the guest about her or his stay.
How was your [stay / room]?
Give directions and other information.
Turn left at the corner and walk two blocks.

Watch the video for ideas!

D **CHANGE PARTNERS** | **Role-play checking in to and out of a hotel again.**

3 COMMUNICATION GOAL Request services in a hotel

A VOCABULARY | Ways to request services in a hotel | Read and listen. Then listen again and repeat.



I'd like to order room service, please.



Could someone please take away the dishes?



I'd like a wake-up call, please.



Could someone please pick up the laundry?



Could someone please make up the room?



Could we get some extra [pillows / towels / hangers]?

B ACTIVATE VOCABULARY | With a partner, take turns reading each situation and requesting the service you need.

Situation 1: It's 4:00 and your room is a mess.
YOU ..... .

Situation 2: It's noon and your breakfast dishes are on the floor outside your room.
YOU ..... .

Situation 3: You have a lot of dirty clothes.
YOU ..... .

Situation 4: It's midnight and you have an early meeting. You're afraid your alarm won't work.
YOU ..... .

Situation 5: You and your husband have both taken showers, but now your children want baths.
YOU ..... .

Situation 6: It's 9:00 P.M. and you're hungry, but you don't want to go out.
YOU ..... .

C LISTEN TO CONFIRM CONTENT | Listen to each conversation. Write T (true), F, (false), or NI (no information).

..... 1 Ms. Matthews can't remember the code to open the safe.
..... 2 The electrician fixes the air conditioner.
..... 3 The man gives the woman extra towels.
..... 4 It's not necessary to iron the clothes.
..... 5 The guest finds something she likes on the menu.

D LISTEN FOR DETAILS | Listen again and circle the correct answer to complete each statement.

1 The guest is complaining about her (safe / laptop).
2 The (air conditioner / minibar) in the room is making a weird sound.
3 The guest needs (a wake-up call / extra glasses).
4 The guest wants (laundry / room) service.
5 The guest would like (room service / a wake-up call).

E LISTEN TO SUMMARIZE | Summarize the problem each person is having. Listen again if necessary. Compare summaries with a partner.

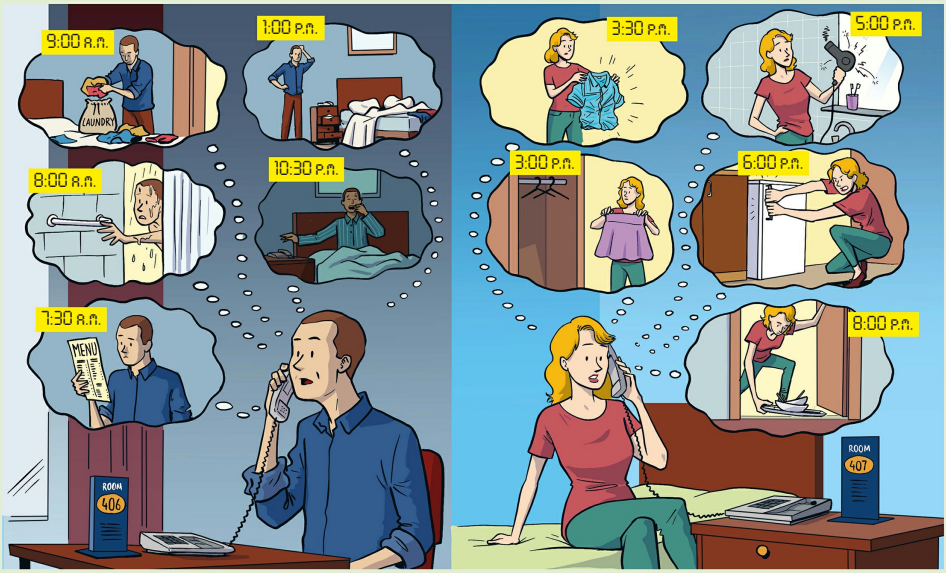
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

COMMUNICATION ACTIVATOR

Now let's request services in a hotel.

A TALKING POINTS | Look at the situations in rooms 406 and 407. On a separate sheet of paper, make a list of what each guest should say to the hotel staff when he or she calls.

Room 406
I'd like to order room service.



B ROLE PLAY | Role-play two phone conversations. First, Partner A is the guest and Partner B is the hotel staff person. Then change roles. Use the information you wrote in Talking Points and the Vocabulary from page 38 in your role play. Say as much as you can. Start like this:

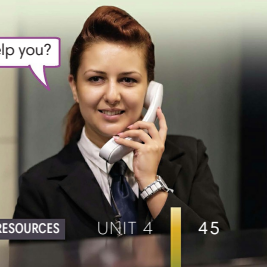
A: Hello. [Room Service / Front Desk / Housekeeping].

B: Hello, this is ..... in Room ....

RECYCLE THIS LANGUAGE

Guest
___ won't open / close / turn on / turn off
___ isn't working / is broken / is clogged
___ is making a weird sound

Staff
I'll connect you with ___ .
I'm sorry about that.
That's ridiculous.
We'll send someone to ___ .



A READING | Read a listing for a short-term vacation rental on a website. What do you think are some upsides and downsides to staying at this rental property?

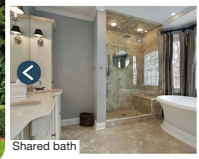
H2H MyHouse=YourHotel

"Rent an entire house or just a private room—perfect for your vacation!"

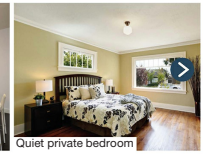


Large private bedroom and shared bath in large house
• Bedford Falls • 1–2 guests

★★★★☆ (754 Reviews)


Shared bath


Shared kitchen


Quiet private bedroom



Owners Ivan and Miranda

We leave early and come back late, so we love having someone in our house. We usually eat out on weeknights, so the kitchen will be all yours! On weekends, we sleep late and are rarely home. While we won't be at the house much during your stay, feel free to contact us with any questions! We also have a lot of local recommendations to share.

Check calendar for price per night

CHECK-IN	CHECKOUT
MM-DD-YYYY	MM-DD-YYYY

GUESTS 0 GUESTS

CHECK AVAILABILITY

Reviews (newest first) ★★★★☆ (754 Reviews)



Raymond
Kuala Lumpur
September 2021

★★★★☆ **The house is awesome!** It's super-clean and comfortable, but a little small. Even though the kitchen is shared with owners Miranda and Ivan, they don't cook much, so you feel like the whole house is yours! And when they're there, they're so much fun to talk to. I'd like them to be there more! One of the things I like most about these rentals is getting to know the owners. Near the art museum and everything else.



CityGirl
New York
August 2021

★★☆☆☆ **Beware!** Site doesn't mention the no-guest and no-pet policy. I go everywhere with my dog, Puffy. But when I arrived, Ivan told me the dog had to stay outside. I have friends in Bedford Falls, and I was looking forward to inviting them for drinks and some good conversation. But Ivan said that if I wanted to invite guests, I had to ask permission first. Next time, I'll remember to ask a lot of questions! Upside? The bedroom door has a lock and the owners never use the kitchen, so it's all yours.



GourmetGary
Atlanta
July 2021

★★★★★ **This was our second stay, and it was even better than the first.** Excellent location. Walking distance to a 24/7 supermarket. I'm a gourmet cook, and I like a kitchen where I can create classic French dishes. This place has a truly great gourmet kitchen. But if you feel like eating out, it's near lots of restaurants. Owners are always available for information, and especially for restaurant recommendations. But they're never in your way. Great place if you like privacy. If you want a home away from home, you won't be disappointed.

B IDENTIFY SUPPORTING DETAILS | Circle one or more answers to each question. With a partner, identify the source of your answers.

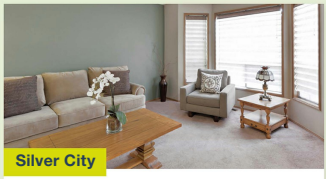
"GourmetGary says it's a 'great place if you like privacy.'"

1 Who appreciates privacy? (Raymond / CityGirl / GourmetGary)
2 Who recommends this rental property? (Raymond / CityGirl / GourmetGary)
3 Who thinks the lock on the bedroom door is important? (Raymond / CityGirl / GourmetGary)
4 Who posted positive comments about the kitchen? (Raymond / CityGirl / GourmetGary)

C MAKE PERSONAL CONNECTIONS | Which of the three guests are you most like? Discuss with a partner.

Now let's choose vacation accommodations.

A **TALKING POINTS** | **Look at two listings for vacation rental properties. Make notes of the upsides and downsides of each property for you on the notepad.**



Silver City

Modern 2BR apartment in town center

- Near theaters, restaurants, shopping
- $$
- Air conditioning
- Washer / dryer
- Microwave
- Coffee maker
- Dishes and utensils
- Towels
- Wi-Fi

See more amenities

Categories
$$ = budget
$$$ = affordable
$$$$-$$$$$ = luxury

Policies

- Check-in 4:00 P.M.
  Check-out 10:00 A.M.
- No parties / events
- No smoking
- No pets
- No parking
- Children welcome



Gold Coast

Luxurious 5 BR beachfront house

- Right on the beach. Walk to Sunset Island Ferries
- Total privacy
- $$$$$
- Air conditioning
- Satellite / Cable TV
- Ultra-fast Internet
- Private parking
- Washer / dryer
- Full gourmet kitchen
- Espresso machine
- Hot tub
- Towels
- Wi-Fi

See 30 additional amenities

Categories
$$ = budget
$$$ = affordable
$$$$-$$$$$ = luxury

Policies

- Check-in 3:00 P.M.
- Check-out 2:00 P.M.
- No smoking
- No children under 12

Silver City
Upsides
affordable
Downsides
only has two bedrooms

Silver City
Upsides

Downsides

Gold Coast
Upsides

Downsides

B **DISCUSSION** | **Choose the property that you would like to rent. Discuss your reasons with a partner.**

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "a no-smoking policy"

"I'd like to rent the Gold Coast house, but it looks too expensive. But I'm not sure about the Silver City apartment because it doesn't have parking."

SOFT SKILLS BOOSTER p. 156

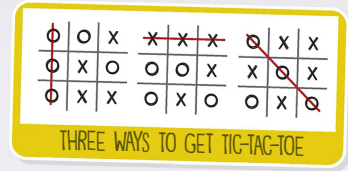
WRITING **Look at the kinds of accommodations in the Warm-Up on page 37. Choose one kind that you have stayed in and write a review of the place. (Note: If you haven't ever stayed in one of those, interview someone who has and write a review from that person's perspective). Describe its amenities, its upsides, and its downsides. Write what you enjoyed about the place and what you didn't like.**

Last December, my family and I went to Disney World in the United States. We stayed in an inexpensive hotel not far from the park. It had a kitchen, so we made our own breakfast instead of going to a restaurant. But at night, we had to look for a place to eat. The room was very comfortable, but it wasn't very clean. . . .

WRITING HANDBOOK p. 146
- Avoiding sentence fragments with because or since
- Guidance for this writing exercise

TIC-TAC-TOE WHAT WILL THEY DO?

- Play with a partner. Flip a coin to decide who goes first. That person is "X," and the other is "O."
- Choose any square and answer the question in a complete sentence, using the future with will and language from Unit 4. If your partner agrees your answer is correct, write an X on your square. Then your partner chooses a square and, if you agree the answer is correct, writes an O on that square.
- The first person to get three squares in a row says, "Tic-Tac-Toe!" and wins.

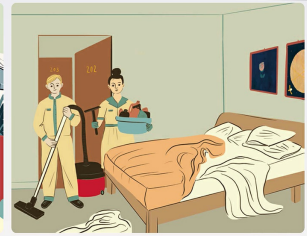




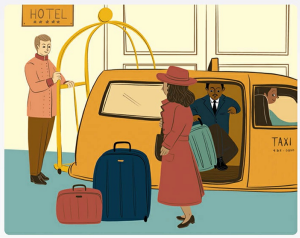
What hotel service will he call?



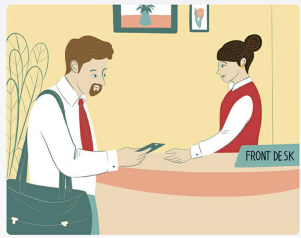
How will she get to the airport?



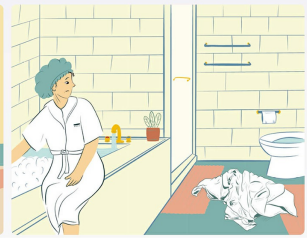
What will they do?



What will they do next?



How will he pay for his room?



What will she ask for?



What will they do while they're eating?



What will he ask for?



What will she leave?

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Leave and take telephone messages.
- ☐ Check in to and out of a hotel.
- ☐ Request services in a hotel.
- ☐ Choose vacation accommodations.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 5

Looking Good

Warm-Up

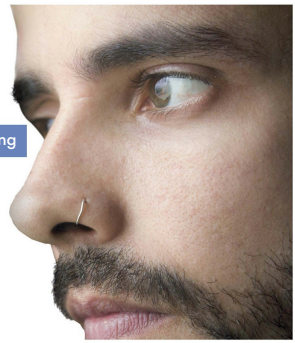
Which of these would you consider for yourself?



PRONUNCIATION | **Listen and repeat.**


multiple ear piercings

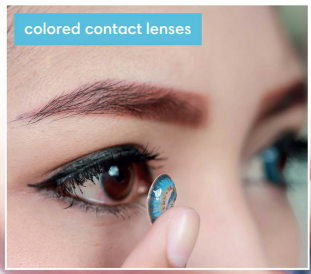
a nose ring



nail art



colored contact lenses



artistic tattoos



unnatural hair colors

UNIT 5 COMMUNICATION GOALS

Lesson 1 Ask for something in a store

Lesson 2 Make an appointment for personal care

Lesson 3 Discuss cosmetic procedures

Lesson 4 Define inner and outer beauty

Topic Warm-Up

A PERSONAL CARE | Take the survey.

How often do you use these *tools and products?*

✓✓ = One or more times a week
✓ = Once in a while
✗ = Never

Tools



☐ 1 a comb



☐ 2 a brush



☐ 3 a toothbrush



☐ 4 a nail clipper



☐ 5 a nail file



☐ 6 a razor

Products



☐ 1 soap



☐ 2 deodorant



☐ 3 shaving cream



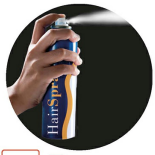
☐ 4 aftershave



☐ 5 toothpaste



☐ 6 shampoo



☐ 7 hairspray



☐ 8 hair gel



☐ 9 hand and body lotion



☐ 10 dental floss



☐ 11 sunscreen

makeup



☐ 12 mascara



☐ 13 lipstick



☐ 14 eye shadow



☐ 15 face powder



☐ 16 nail polish

B VOCABULARY | Personal care | Listen and repeat.

C PAIR WORK | Compare surveys. Do you use the same tools and products? Which ones don't you use?

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation between a wife and a husband at home. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Julie = British English
Sam = American English (standard)





Julie: OK, Sam, tell me the truth: What do you think of my salt and pepper hair*? I'm thinking of dyeing it so it's brown again.

Sam: Oh, no! I think the gray makes you look distinguished. Like a powerful corporate executive or a university professor.

Julie: Distinguished? Really? I never thought of that.

Sam: Yes, distinguished and *gorgeous*—no matter what color your hair is.

Sam: While we're at it, though, I'm thinking of hair transplants. Tell *me* the truth: Do you think that's a bad idea? I just hate going bald.

Julie: A bad idea? No. Are they painful?

Sam: I don't know. And I've heard they aren't cheap. But I'd just like to do something.

Julie: You know, Sam, I don't care if you go bald. You'll always be handsome to me.

Sam: Aw, thanks. But I really think I'm ready to take the plunge.

Julie: I guess I am, too. Dyeing my hair isn't much of a risk. The dye's not permanent. I can wash it out if I don't like it. What do you think?

Sam: I think we should both go for it.

***salt and pepper hair:** dark hair that is beginning to be mixed with gray hair

B UNDERSTAND FROM CONTEXT | **Write the letter of the featured phrase from Zoom-In to complete each statement.**

..... **1** If you don't mind if something happens, you can say you ..... .

..... **2** If you want to continue discussing a certain topic from a slightly different perspective, you can say ..... .

..... **3** When you want to enthusiastically support someone's decision, you can say ..... .

..... **4** When you want to announce that you've made a decision to act, you can say you're going to ..... .

a "while we're at it . . . "
b "take the plunge"
c "go for it"
d "don't care"

C THINK AND EXPLAIN | **In what ways are Julie and Sam kind to each other? Support your opinion with the things they say.**

SPEAKING PAIR WORK | **Why do people spend so much time, money, and effort on personal care? Use language and ideas from Warm-Up, Topic Warm-Up, and Zoom-In to support your opinion.**



1 COMMUNICATION GOAL Ask for something in a store



A GRAMMAR | Quantifiers for indefinite quantities and amounts: Some and any

Use some and any with both plural count nouns and non-count nouns when talking about indefinite quantities and amounts.*

Affirmative statements: some
She bought **some** razors. Now she has **some**.
He needs **some** sunscreen. I have **some**.

Negative statements: any
I don't have **any** nail clippers. I don't want **any**.
We don't want **any** makeup. We don't wear **any**.

Questions: some or any
Do you have **some** small combs?
OR Do you have **any** small combs?
Does she need **some** dental floss?
OR Does she need **any** dental floss?

* A quantity or amount is indefinite when we don't know or don't indicate how many or how much.

Remember: Count nouns name things you can count. Non-count nouns name things you can't count.

count nouns	non-count nouns		
a comb	soap	hair gel	mascara
a brush	deodorant	sunscreen	eye shadow
a toothbrush	aftershave	dental floss	face powder
a razor	toothpaste	lotion	nail polish
a nail clipper	shampoo	lipstick	shaving cream
a nail file	hairspray	makeup	

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Circle some or any to complete each conversation.

1 **A:** Please get (some / any) shaving cream when you go to the store, OK? There isn't (some / any).
B: Let me look upstairs. I just bought (some / any) on Tuesday. I don't think we need (some / any).

2 **A:** Kate let me use (some / any) of her sunscreen at the beach. We didn't have (some / any).
B: I'm sorry! I thought we had (some / any) in the bathroom cabinet, but I guess I was wrong.

D PAIR WORK | Practice the conversations from Exercise C.

E GRAMMAR | Quantifiers for indefinite quantities and amounts: A lot of / lots of, many, and much

Use a lot of or lots of with both plural count nouns and non-count nouns in statements and questions. (They have the same meaning.)
I have **a lot of** (or **lots of**) combs and brushes.
I don't have **a lot of** (or **lots of**) shampoo.
Do you have **a lot of** (or **lots of**) hairspray?

Use many and much in negative statements.
With plural count nouns: many
The store doesn't have **many** brands of lotion.
With non-count nouns: much
It doesn't have **much** toothpaste either.

Note: You can use the quantifiers without mentioning the noun if it's clear what the quantifier is referring to.
A: Do you have any dental floss?
B: Yes, I have **some**. But I don't have **much**.
A: How about razors? Do you have **any**?
B: Yes. I have **lots**.



GRAMMAR EXPANDER p. 132
- Some and any: indefiniteness
- Too many, too much, and enough
- Comparative quantifiers fewer and less

F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G **GRAMMAR PRACTICE** | **Complete the conversations. Then practice them with a partner.**

1



A: Where can I find razors? I need (some / much), and I didn't see (much / any) on the shelf.

B: Really? We had (much / lots of) razors this morning. Let me go check.

2

A: I'm going shopping. Here's my list. I forgot to check the bathroom. Is there (any / many) shaving cream?

B: No, honey. There isn't (some / any). We need (much / some). And there isn't (a lot of / many) shampoo. Could you get (some / much) while you're at the store?



3



A: Daniel? Could you pick up (any / some) toothpaste when you're at the store? There isn't (many / any) in the kids' bathroom.

B: Again? I can't believe there isn't (some / any). What do the kids do with it—eat it?

COMMUNICATION ACTIVATOR

Now let's ask for something in a store.

A **CONVERSATION MODEL** | **Read and listen.**

A: Excuse me. I'm looking for dental floss.
B: Dental floss? That should be in aisle 4, in the tooth care section.
A: I looked and there wasn't any.
B: Oh, I'm sorry. Let me get you some from the back. Anything else?
A: Actually, yes. I need a toothbrush.
B: No problem. There are some right over there.
A: Thanks.
B: And I'll be right back with your dental floss.
A: Thanks. I appreciate it.



Social language
Acknowledge someone's effort with "I appreciate it."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play the conversation. Ask for the location of other items. Then change roles.**

A: Excuse me. I'm looking for .....
B: ..... ? That should be in ..... .
A: I looked and there ..... any.
B: Oh, I'm sorry. Let me get you ..... from the back. Anything else?
A: Actually, yes. I need ..... .
B: No problem. There ..... right over there.
A: . . .

KEEP TALKING!

Ask questions about the products.
How much is [this sunscreen]?
How much are [those nail files]?
Can I get this [body lotion] in a [larger] size?
Can I get this nail polish in [purple]?
Do you have any cheaper [razors]?

Watch the video for ideas!

STORE
Directory

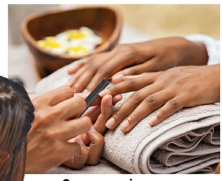
	AISLE
Tooth care	4
Shaving supplies	3
Nail care	2
Hair care	2
Skin care	1
Makeup	1

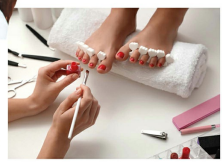
D **CHANGE PARTNERS** | **Role-play the conversation again.**

2 COMMUNICATION GOAL Make an appointment for personal care

A VOCABULARY | Kinds of personal care | Read and listen. Then listen again and repeat.


1 a haircut


2 a manicure


3 a pedicure


4 a shave


5 a facial


6 a massage

B COACH PRONUNCIATION | Pronunciation of unstressed vowels | The vowel in an unstressed syllable is often pronounced /ə/. Read and listen, paying attention to the syllable or syllables marked with /ə/. Then listen again and repeat.

1 ma ssage /ə/
2 fa cial /ə/
3 ma ni cure /ə/
4 pe di cure /ə/
5 de o do rant /ə/ /ə/

C LISTEN TO INFER | Listen to people making appointments for personal care services at a salon. Complete each statement with the service.

1 He wants ..... because it's date night with his wife.
2 She needs ....., fast!
3 He wants Kristy to give him ..... right away.
4 She wants both ..... and ..... .

D COACH GRAMMAR | Indefinite pronouns: Someone / no one / anyone

GRAMMAR EXPANDER p. 133
Indefinite pronouns: something, anything, everything, and nothing

Someone, no one, and anyone are indefinite pronouns. Use indefinite pronouns when the identity of the person is unknown or unimportant.

Affirmative statements: someone and no one

Someone / No one	is at the front desk.	
Someone / No one	is waiting for a massage.	
I called **someone** at the salon.		

Questions: anyone and someone

Can	anyone / someone	give me a pedicure?
Is there	anyone / someone	in the salon?
Did you see	anyone / someone	waiting for a shave?

Negative statements: anyone

There isn't **anyone** calling.
I didn't see **anyone** at the front desk.

Be careful!
Use anyone, not no one, with the negative form of a verb.
I didn't speak to **anyone**. NOT I didn't speak to ~~no one~~.

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F **GRAMMAR PRACTICE** | **Complete each statement or question with someone, no one, or anyone. In some cases, more than one answer is correct.**

1 There's ..... at the front desk.
2 ..... told me the salon offers half-price haircuts on Tuesdays.
3 There will be ..... here to give you a massage in an hour.
4 They didn't tell ..... about the long wait.
5 Did you see ..... giving shaves?
6 I didn't ask ..... about the price.
7 ..... can give you a pedicure at 11:00 if you can wait.
8 Please don't tell ..... the price. It was so expensive!
9 ..... called and left you this message while you were at the salon.
10 I don't have the combs. I gave them to ..... .
11 I didn't speak to ..... about this terrible manicure.
12 There wasn't ..... there when I called for an appointment.

COMMUNICATION ACTIVATOR

Now let's make an appointment for personal care.



A **CONVERSATION MODEL** | **Read and listen.**

A: Hello. Omni Salon and Spa.
B: Hi. This is Carl Miller. I'd like to make an appointment for a haircut.
A: When would you like to come in, Mr. Miller?
B: Today, if possible.
A: Let me check. . . . Rob has an opening at 12:30.
B: Actually, that won't work. I have a business lunch at 1:00. Is someone available after 4:00?
A: Yes. Eva can see you then. What time would be good?

Social language
Say "That won't work" to decline a suggested time.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play the conversation. Call to make an appointment, choosing names from the Omni staff list. Then change roles.**

A: Hello. Omni Salon and Spa.
B: ..... . This is ..... . I'd like to make an appointment for ..... .
A: When would you like to come in, ... ?
B: ....., if possible.
A: Let me check . . . . has an opening at ..... .
B: Actually, that won't work. ..... . Is someone available ..... ?
A: Yes. ..... can see you then. . . .

KEEP TALKING!
- Ask about other services.
- Ask about prices and ways to pay.

Watch the video for ideas!

RECYCLE THIS LANGUAGE
Is someone available on / at ___ ?
How much is [a pedicure]?
How long is [a massage]?
Can someone [give me a facial]?
While we're at it, . . .
I need [a shave].
Is the tip included?
Do you accept [the Ultra Card]?

D **CHANGE PARTNERS** | **Role-play the conversation again. Make an appointment for other services.**

OMNI
SALON AND SPA

haircut	Eva / Rob
pedicure	Karla / Jun
shave	Frank / Nick
manicure	Marie / Rose
massage	Rachel / Eric
facial	Sofia / Violeta

3 COMMUNICATION GOAL Discuss cosmetic procedures

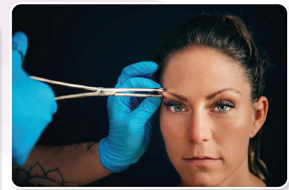
A VOCABULARY | Cosmetic procedures | Read and listen. Then listen again and repeat.



get a tattoo



pierce my ears



pierce my eyebrow (OR nose / lip)



shave my head



have a hair transplant



dye my hair



have cosmetic surgery

B VOCABULARY PRACTICE | Complete each statement with the Vocabulary.

1 If you're going bald and you don't want to be bald, you can ..... .
2 If you'd like to wear a ring in your nose, you should ..... .
3 If you'd like to have a picture on your back, you can ..... .
4 Some people like the way it looks to be bald, so they ..... .
5 If you'd like pink hair, you can ..... .

C LISTEN TO CONFIRM CONTENT | Listen to the conversations. Write T (true), F (false), or NI (no information).

Conversation 1: Mia's hair

..... 1 Mia is happy with the color of her hair.
..... 2 Catelyn likes the color of Mia's hair.

Conversation 2: Jayden's grandmother's tattoo

..... 1 Jayden's grandmother went to Jamaica with his grandfather.
..... 2 Jayden's friend Dylan thinks Jayden should be embarrassed about the tattoo.

Conversation 3: Tyler's nose ring

..... 1 Tyler's father called Tyler's mother because he wanted to tell her about the nose ring.
..... 2 Tyler's father doesn't have any tattoos.

D LISTEN FOR DETAILS | Listen to the conversations again. Circle the best answer to each question.

Conversation 1

1 What did Mia use to dye her hair?
- **a** baking soda
- **b** hair dye from the store
- **c** Cool Made

2 Why can't Mia go to the kitchen?
- **a** because her mother's there
- **b** because Catelyn isn't there
- **c** because she has to wash her hair

Conversation 2

3 Why is Jayden embarrassed about Trudie's tattoo?
- **a** because everyone will be able to see it
- **b** because she's giving a speech at graduation
- **c** because tattoos aren't cool

4 What is Jayden worrying about?
- **a** Other people will notice his grandmother's tattoo at his graduation.
- **b** His parents will be embarrassed at his graduation.
- **c** His grandmother won't come to his graduation.

Conversation 3

5 How do we know that Tyler's not embarrassed about the nose ring?
- **a** because he was surprised that his dad was shocked
- **b** because it hurt
- **c** because he can take it out

6 What advice does Tyler's mother give to Tyler's father?
- **a** He should tell Tyler to take out the nose ring.
- **b** He shouldn't worry so much about Tyler.
- **c** He should paint the garage.

COMMUNICATION ACTIVATOR

Now let's discuss cosmetic procedures.

A TALKING POINTS | Compare yourself with other generations in your family. Check who would approve of each procedure.

	You	Your parents	Your grandparents
get a tattoo	○	○	○
pierce one's ears	○	○	○
pierce one's nose	○	○	○
dye one's hair a wild color	○	○	○
shave one's head	○	○	○
get unusual contact lenses	○	○	○
have cosmetic surgery	○	○	○
have a hair transplant	○	○	○

SOFT SKILLS BOOSTER p. 157

B PAIR WORK | Compare and explain your responses in Talking Points. Provide personal examples.



4 COMMUNICATION GOAL Define inner and outer beauty

A READING | Read an advice column on a teen website. What are they concerned about?

Advice and guidance | What we do | Contact us | New post

TEENS ANONYMOUS

A website where teens and young men and women share their thoughts—but not their identities



Today we look at the ability of the media and social media to define beauty for us. Wayne and Amy share their experience coping with these powerful messages as they distinguish the difference between inner and outer beauty.

To the editor:
I'm 19 years old, and I'm healthy and athletic. I'm not bad looking—I mean sometimes I get skin problems like most teens, nothing serious. And I don't have the greatest hair. I'd love someone to explain to me how to get my hair like the actor Zac Efron's.

But that's not the reason for this letter. So here's my question: Lately, I'm noticing that my friends from school all look so good in their social media posts. I mean really good, movie-star good—it's almost unreal, nothing like they look in person! Do they know something I don't know? I'm aware this isn't really important in comparison with all the real problems in the world, but I'm beginning to think I'm just uncool.

Plain Wayne in Atlanta



Dear Wayne,
Visual images are very powerful. In fact, it's often said that a picture is worth a thousand words. With the marriage of social media and digital photography came the ability to create an idealized, and many would say false, image with a picture. It hasn't taken long for people to figure out that they can create idealized images of themselves, too, so they look like people in advertisements, on TV, and in movies. You seem to have a good handle on what's really important in the world, but I can still feel your pain. Remember that photos you see on social media provide a very superficial image of a person's real attractiveness.

As you grow in experience, you'll learn that true beauty is inner beauty that comes from the human qualities that can't be seen in a digital image. Hope that helps!

To the editor:
I'm an eighteen-year-old university student, and I'm finding lately that my friends are all obsessed with their appearance and spend hours and hours exercising. I think they're all trying to look like fashion models and movie stars. I tell them that they look great just the way they are, and that it's their character and their personalities that count. But they all have this weird idea that "beauty" is only about how they *look*. I'm worried about them.

Amy in Allentown



Dear Amy,
Day and night the media presents us with images of ideal beauty that almost no one can achieve. Because social media is so visual, we use it to post pictures of ourselves. It's only natural then for us to compare our images with the ones we see from advertisers. I congratulate you for understanding that. You can be a good friend by helping your friends be aware of the way media affects us all and helping them recognize that *true* beauty—kindness, generosity, humor—isn't skin deep.

B UNDERSTAND FROM CONTEXT | Circle the word or phrase that completes each statement.

1 If you don't share your identity, people don't (know / care) who you are.
2 An example of a visual image is (an idea / a photo).
3 If something is idealized, it appears (more beautiful than / equally beautiful as) reality.
4 If you have a good handle on something, you (disagree with / understand) it.
5 A person's appearance is the way she or he (seems / looks).

C **DRAW CONCLUSIONS** | What are Wayne and Amy discovering about the power of social media and the difference between inner and outer beauty? Discuss with a partner, using specific examples from the letters.

COMMUNICATION ACTIVATOR

Now let's define inner and outer beauty.

A **TALKING POINTS** | Choose two people, either people you know or famous people. Complete the chart.

1 A person of great "outer" beauty	
Name:	**Relation to you:**
Describe the person:	

2 A person of great "inner" beauty	
Name:	**Relation to you:**
Describe the person:	

RECYCLE THIS LANGUAGE

- an acquaintance
- a close friend
- a best friend
- a soulmate
- a family friend
- a relative
- extrovert / introvert
- kind
- generous
- interesting
- exciting
- relaxed
- amazing
- hilarious
- unforgettable
- romantic
- friendly
- nice
- happy
- fun
- [curly] hair
- [brown] eyes
- short / tall
- old / young
- athletic
- strong

B **DISCUSSION** | **Talk about the people in your chart. Describe the traits of outer and inner beauty you identified, using adjectives and other descriptions. Say as much as you can.**





OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: "A picture is worth a thousand words."

WRITING Reread the letters to Teens Anonymous on page 58. Choose one of the letters and write your own response, using your own opinion and making your own suggestions. Express your understanding of the person's problem.

WRITING HANDBOOK p. 147
- Writing a formal letter
- Guidance for this writing exercise

WHAT'S HAPPENING?

- Partner B: Go to page 121.
- Partner A: Study the picture of your salon on this page for three minutes. Then close your book.
- Answer Partner B's questions about what's happening in your salon. Partner B gives you one point for each correct answer.
- Then look at Partner B's salon on page 121. Ask Partner B ten questions about the salon. Give Partner B one point for each correct answer.
- The partner with the most points wins.

Is someone getting a pedicure in your salon?

No. There isn't anyone getting a pedicure.

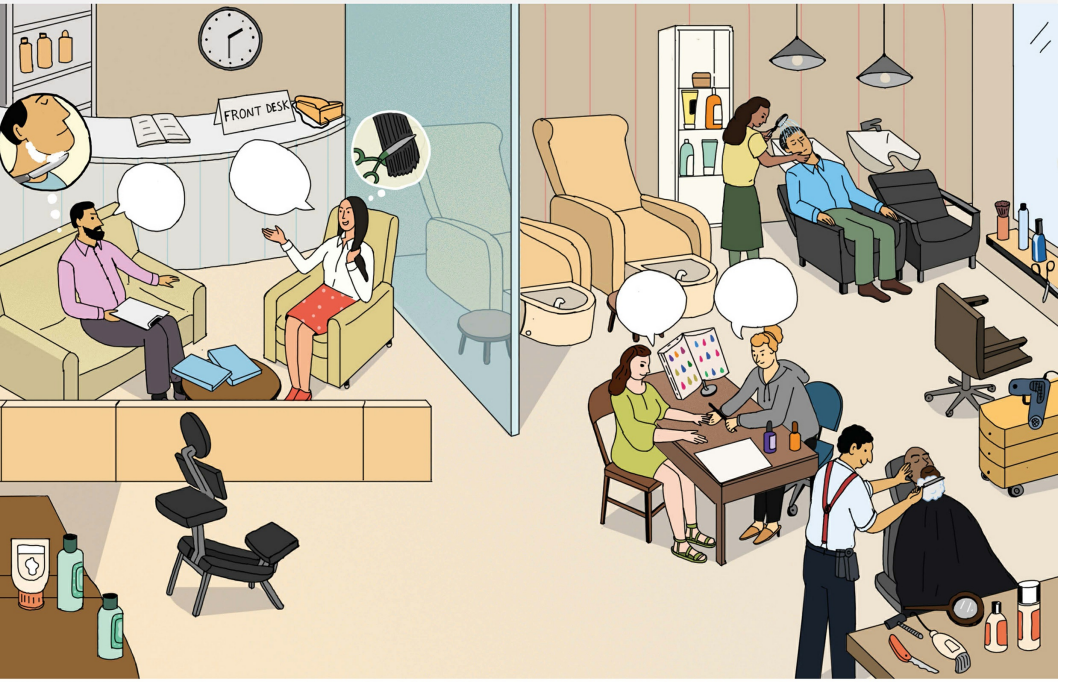
Option: Role Play Activity
Choose two people in your salon. Role-play the conversation between them.

What color nail polish would you like?

Hot pink, please.

Partner A's salon

✓ PARTNER A's correct answers



PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Ask for something in a store.
- ☐ Make an appointment for personal care.
- ☐ Discuss cosmetic procedures.
- ☐ Define inner and outer beauty.

UNIT 6

Eating Well

Warm-Up

What are your food passions?

PRONUNCIATION | Listen and repeat.



UNIT 6 COMMUNICATION GOALS

Lesson 1 Make an excuse for declining food

Lesson 2 Describe changes in eating habits and tastes

Lesson 3 Discuss diet choices

Lesson 4 Describe favorite dishes in detail

Topic Warm-Up

A CLASSES OF FOODS | Take the survey about foods you think people should eat.



B VOCABULARY | Classes of foods | Listen and repeat.

C GROUP WORK | Compare opinions with your classmates. Do you agree on the number of servings of each food a person should eat?

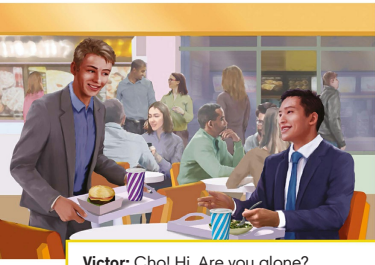
In my opinion, people should eat at least three servings of protein foods a day. They make you strong.

No offense, but I think most people eat too much meat. I think people should eat meat rarely.

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about diet. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Cho = Korean
Victor = Spanish





Victor: Cho! Hi. Are you alone?

Cho: I am. Please join me. . . . I can't believe how packed this place is today!

Victor: Me neither! It's usually empty at this hour. I wonder what's going on.

Cho: Isn't there a grand opening or something at that new health food store on the lower level?

Victor: Oh, yeah. You're right. They're giving away some kind of vegan snacks. They think it'll bring in new customers.

Cho: Speaking of vegan snacks, didn't you use to be a vegan?

Victor: Me? A vegan? No way. Vegans don't eat *any* animal products—not even cheese. I was a vegetarian, but even *that* was too limited for me. I just couldn't live without meat.

Cho: Really?

Victor: Really. But you know, raising animals for meat is really bad for the environment. I feel a little guilty about eating meat at all.

Cho: Couldn't you just cut down on your meat consumption? That wouldn't be as extreme as giving it up completely?

Victor: Maybe. . . . Hey, that's a mighty small salad. Won't you be hungry later?

Cho: Actually, I'm on a diet. I'm cutting calories—no sweets, no sodas, very little oil or butter. I'd like to lose a few pounds.

B UNDERSTAND FROM CONTEXT | Match the numbered items with the featured words and phrases from Zoom-In.

A way to say

..... **1** you feel bad about doing something
..... **2** you don't know what's happening
..... **3** you're going to stop eating a certain thing
..... **4** you're decreasing consumption of something
..... **5** you've changed your eating habits in order to lose weight
..... **6** it's impossible for you to stop eating something

a I can't live without it.
b I'm cutting down on it.
c I'm on a diet.
d I'm giving it up.
e I feel guilty about it.
f I wonder what's going on.

SPEAKING PAIR WORK | Talk about a food or type of food you can't live without, and discuss these questions.

- In your opinion, is that food good for you or not good for you?
- Would you ever give up a food you can't live without? Explain the reason.





1 COMMUNICATION GOAL — Make an excuse for declining food

A VOCABULARY | Reasons for declining food | Read and listen. Then listen again and repeat.



Coffee **doesn't agree with me.**



I'm **on a diet**. / I'm **trying to lose weight**.



I don't eat beef. **It's against my religion.**



I'm **allergic to** chocolate.



I'm **avoiding** sugar.



I don't care for broccoli.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. Complete a statement about each person. Then listen again to check your answers.

..... **1** Lee . . .	**a** is avoiding fatty, salty foods.
..... **2** Jake . . .	**b** doesn't care for seafood.
..... **3** Nora . . .	**c** is a vegetarian.
..... **4** Suzanne . . .	**d** is trying to lose weight.
..... **5** Richard . . .	**e** is allergic to something.

C PAIR WORK | Talk about foods or drinks you avoid. Explain your reasons.

> "I don't eat melon. It doesn't agree with me."

D GRAMMAR | Negative yes / no questions

Use negative yes / no questions in the following situations:

- **to confirm information you think is true.**
  A: Isn't Ruby a big meat eater? **B:** Yes, she is.
  A: Didn't they stop eating pasta? **B:** Yes, the whole family did.
- **to encourage someone to agree with you.**
  A: Don't you love seafood? **B:** Yes, I totally do.
  A: Wasn't that an awful restaurant? **B: Actually, I thought it was pretty good.**
- **to express surprise.**
  A: Don't you want to go out to dinner tonight? **B:** No, I'm just too tired.
  A: Hasn't he tried the tofu? **B:** No, it doesn't agree with him.



GRAMMAR EXPANDER p. 134
Negative yes / no questions: short answers

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F **GRAMMAR PRACTICE** | **Complete each conversation with a negative yes / no question.**

1 **A:** ..... you been on a diet?
B: Yes, but it's driving me crazy!

2 **A:** ..... David's chicken stew delicious?
B: It was awesome.

3 **A:** ..... your husband allergic to chocolate?
B: Yes, he is. ..... that a shame?

4 **A:** ..... you like your soup?
B: I did, but it was a little too spicy for me.

5 **A:** ..... this seafood salad fantastic?
B: It's OK. But I'm not a big seafood eater.

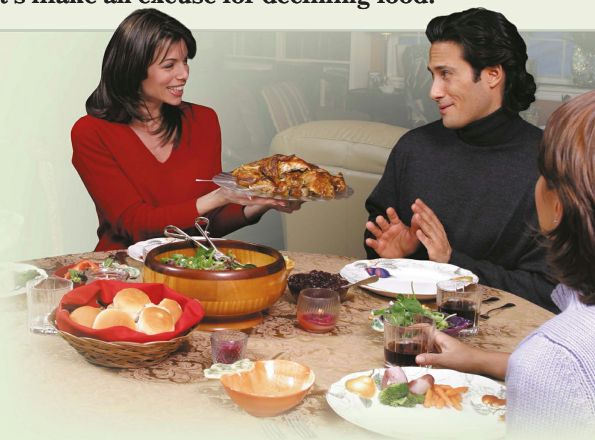
6 **A:** ..... there a lot of salt in the pasta sauce last night?
B: I didn't think so, but I'm a little bit of a salt addict.



G **PAIR WORK** | **Practice the conversations from Exercise F.**

COMMUNICATION ACTIVATOR

Now let's make an excuse for declining food.



A **CONVERSATION MODEL** | **Read and listen.**

A: Please help yourself.
B: Thanks, but I'll pass on the chicken.
A: Don't you eat chicken?
B: Actually, no. I'm avoiding meat.
A: Oh, I'm sorry. I didn't know that.
B: No worries. There are lots of other things on the table I can eat.

Social language
Reassure someone who has apologized with:
No worries.
It's OK.
Not a problem.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play a conversation over dinner. Use the foods, drinks, and reasons you used in Exercise C on page 64. Then change roles.**

A: Please help yourself.
B: Thanks, but I'll pass on the ..... .
A: Don't you eat ..... ?
B: Actually, no. ..... .
A: Oh, I'm sorry. I didn't know that.
B: ..... . There are lots of other things on the table I can eat.

KEEP TALKING!
- **Offer drinks and other foods.**
- **Talk about your food passions.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
be / not be crazy about ___
be a big ___ eater / drinker
be a(n) ___ addict
can't stand ___
not care for ___

D **CHANGE PARTNERS** | **Role-play the conversation again. (Option: Include more than one classmate in the role play.)**

2 COMMUNICATION GOAL

Describe changes in eating habits and tastes



A GRAMMAR | Use to / used to

Use use to and used to + the base form of a verb to describe things that were true in the past but are no longer true in the present.

I **used to be** crazy about chocolate, but now I'm allergic to it.
My daughter **didn't use to eat** meat, but now she wants it twice a day.
Did you **use to eat** a lot of sugar? | Yes, I did. / No, I didn't. OR | Yes, I used to. / No, I didn't use to.
Didn't you **use to eat** a lot of pasta? (Yes, and I still do!)
What **did** you **use to have** with your coffee? (Milk, but now I like it black.)
Why **did** you **use to eat** so many eggs? (Because I liked them!)

Be careful!

They **used** to . . . BUT | They **didn't use** to . . . / **Did** they **use** to . . .

GRAMMAR EXPANDER p. 134

- Use to / used to: form and use, common errors
- Be used to and get used to
- Repeated actions in the past: would + base form, common errors

B NOTICE THE GRAMMAR | Look at Zoom-In on page 63. Find an example of use to / used to.

C PRONUNCIATION | Sound reduction: use to / used to | Notice how the pronunciation of to changes to /tə/. Read and listen. Then listen again and repeat.

1 I used to be a big meat eater.
2 Jack used to like sweets.
3 Sally used to be crazy about fries.
4 They didn't used to like seafood.
5 Who used to teach this class?
6 Did you used to drink a lot of coffee?

D GRAMMAR PRACTICE | Complete each sentence with used to or didn't use to. Use the context to help you. Then write two sentences about yourself.

1 Jeremy ..... eat a lot of starchy vegetables. But he doesn't care for them anymore.
2 April ..... like eggs. But now she's crazy about them.
3 Glen ..... be a meat addict, but now he's a vegetarian.
4 Jason ..... drink a lot of coffee. But lately he's become a big coffee drinker.
5 Ernie ..... drink a lot of soda. But now he's not much of a soda drinker.
6 Victoria ..... love canned fish. But now she can't stand it.
7 Clark ..... drink a lot of milk. But now he's a soy milk lover.
8 Naomi ..... be crazy about white rice and bread. But now she's avoiding refined grains.
9 (used to) I .....
10 (didn't use to) I .....

E PAIR WORK | Take turns reading the sentences from Exercise D aloud. Pay attention to the pronunciation of to.

F GRAMMAR PRACTICE | Write statements with used to or use to. Use contractions.

1 The weather / be / cooler here .....
2 The Mini-Market / not sell / almond milk .....
3 They / give you / information on the package .....
4 There / not be / so many vegetarians .....

G PAIR WORK | Take turns using the statements from Exercise F to ask your partner questions. Add two new questions.

Didn't the weather use to be cooler here?

Not really. It used to be warmer.

COMMUNICATION ACTIVATOR

Now let's describe changes in eating habits and tastes.



A CONVERSATION MODEL | Read and listen.

A: Look at these gorgeous strawberries!
B: They *are* beautiful. But I don't eat strawberries anymore.
A: Really? Don't you like them?
B: Well, I used to be crazy about them, but I just stopped liking them.
A: No way! I couldn't live without them.

Social language
Say "No way!" to express surprise about someone's point of view.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation, using the photos and your own ideas. Then change roles.

A: Look at .....!
B: ..... But I don't eat ..... anymore.
A: Really? Don't you like ..... ?
B: Well, I used to ....., but .....
A: No way! I couldn't live without .....

Ideas
I just stopped liking ___.
I just don't care for ___ anymore.
I just lost my taste for ___
I just got sick of ___.


lamb chops


cake


tofu


bread


grapes


chicken cutlets


broccoli


donuts


cookies


beans


cheese

KEEP TALKING!

- Ask your partner to talk about more tastes and habits that have changed.
- Explain why you avoid certain foods or drinks.

Watch the video for ideas!

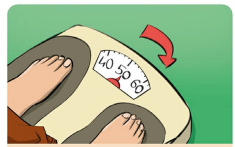
D CHANGE PARTNERS | Personalize the conversation again.

3 COMMUNICATION GOAL Discuss diet choices

A VOCABULARY | Reasons for adopting a diet | Read and listen. Then listen again and repeat.



to lose weight



to gain weight


to stay healthy



to avoid disease



to avoid killing animals


to protect the environment

B READING | Read about diet choices. In your opinion, what's the most important reason to adopt a particular approach?

The ideal diet?

Hard for the average person to judge

Researchers admit: low-fat diet may NOT be the best

Experts disagree on diet for **WEIGHT LOSS**

THE KEY TO FITNESS IS A HIGH-CARB DIET, SCIENTISTS SAY.

Although the word "diet" generally refers to the customary foods eaten by a particular person or group, for many people the word "diet" has only one meaning: an eating plan for weight loss. For people who are somewhat overweight or obese (extremely overweight), losing weight can improve health and prevent some ailments or diseases that can be caused by obesity, such as arthritis, heart disease, high blood pressure, or diabetes.

But weight loss isn't the only—or even the best—motivation to make changes in what we eat. An important consideration for many people is maintaining good health or preventing disease. It seems that every day we hear that if we increase consumption of certain "beneficial" foods or limit certain "harmful" foods we will improve our health, prevent disease, and live longer. It's difficult for the average person to know what to believe. It seems that expert advice often changes radically: One day we hear that carbohydrates are bad, and the next we hear that a new study has found the opposite to be true.

Another motivation for adopting a particular diet is an ethical one. More and more people (and some religions) believe it's wrong to kill animals. Furthermore, recent research suggests that raising animals for meat has a damaging impact on the environment. One study reports that livestock farming produces 18% of the greenhouse gases responsible for the rising temperatures the earth is experiencing. It's not possible for the average person to know if this figure is accurate, but many people feel not eating meat is an ethical choice.

Low-fat diet best for **heart health**

ANIMAL FARMING causing catastrophic environmental damage

NEW RESEARCH! Best diet for disease prevention: **VEGETARIAN**

Since research about the ideal diet for weight loss or health conflicts, many people have simply given up trying to evaluate the continually changing advice from "experts." Most people simply adopt a commonsense approach towards diet—choosing to balance the kinds of foods we eat so we get a variety of nutrients, maintain a reasonable weight, and avoid disease. And no matter what restrictions we impose on ourselves, everyone cheats from time to time. We humans just don't always stick to an ideal diet.

C UNDERSTAND FROM CONTEXT | Complete the definitions, according to the article.

1 Motivation is what causes us to (do / avoid) something.
2 A diet that limits carbohydrates (permits / doesn't permit) the dieter to eat a lot of carbohydrates.
3 Beneficial and harmful are two words with (similar / different) meanings.
4 An average person is someone (with / without) special scientific training.
5 If something changes radically, it changes (a lot / just a bit).
6 The word ethical relates to the concept of what's (right or wrong / healthful or not healthful).

COMMUNICATION ACTIVATOR

Now let's discuss diet choices.



A TALKING POINTS | Complete the questionnaire about your diet choices.

WHICH ONE IS YOU?

1 I have (recently or in the past) changed the way I eat in order to lose weight. ☐ yes ☐ no

(If not, go to item 2.)

If so, what have you done?

☐ I just ate less food overall: portion control.
☐ I limited fats.
☐ I limited carbs.
☐ I limited sweets.
☐ I reduced calories.
☐ Other things I limited or reduced:

_____

☐ I chose a popular diet. Name of diet:

_____

Were you successful? ☐ yes ☐ no

Why or why not? Explain.

_____



Some popular weight-loss diets:

- a high-protein diet
- a low-fat diet
- a low-carb diet

2 I have (recently or in the past) changed the way I eat in order to improve my health or to prevent disease. ☐ yes ☐ no

(If not, go to item 3.)

If so, what are some of the changes you have made?

☐ I stopped eating fast food.
☐ I started eating whole grains.
☐ I started eating more fruits and vegetables.
☐ Other changes:

_____

☐ Did you adopt a different diet from the one you used to have?

If so, which diet?

_____

Were you successful? ☐ yes ☐ no

Why or why not? Explain.

_____

Some popular diets for health:

- a vegetarian diet
- a vegan diet
- a low-fat diet
- a low-salt diet

3 I have never changed the way I eat in order to lose or gain weight, improve my health, or prevent disease.

Why not? Explain.

_____

Do you think you will change the way you eat in the future? ☐ yes ☐ no

If so, which of the following are true for you?

☐ I would like to lose or gain weight.
How?
By limiting: _____
By eating more: _____

☐ I would like to improve my health.
How?
By limiting: _____
By eating more: _____

☐ I would like to prevent disease.
How?
By limiting: _____
By eating more: _____

4 I have or I have thought about changing the way I eat for ethical reasons or in order to protect the environment.

In what way?

_____



B PAIR WORK | Compare questionnaires. Explain why you or other people adopt the kind of diet you have.

OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work. For example: "More and more people . . . "

4 COMMUNICATION GOAL — Describe favorite dishes in detail

A VOCABULARY | Describing foods | Read and listen. Then listen again and repeat.



It looks terrific.



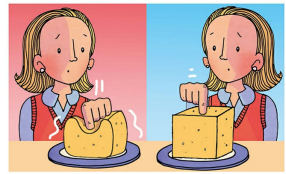
It smells terrible.



It tastes { sweet. spicy. salty. sour.



It looks like
It tastes like
It smells like } chicken.



It's { **soft.** **hard.**



It's { **chewy.** **crunchy.**

B PAIR WORK | Use the Vocabulary to describe foods you know.

"Carrots are crunchy and sweet."

C LISTEN FOR DETAILS | Listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and circle all the words that complete each description.

..... **1** It's (hard / chewy / soft), and it's a little (sour / sweet / salty).
..... **2** They're (chewy / hard / soft), and they're (spicy / sweet / sour), and they're so colorful.
..... **3** It's (crunchy / hard / soft), and it tastes (salty / sweet / spicy).
..... **4** It's (chewy / soft / crunchy), and it tastes (salty / spicy / sweet).
..... **5** It's usually (crunchy / chewy / hard), and it tastes (sour / salty / spicy).
..... **6** It's (chewy / crunchy / soft), and they taste (salty / sweet / spicy).













D LISTEN TO CONFIRM CONTENT | Listen again and check T (true), F (false), or NI (no information).

	T	F	NI
1 Ethiopians eat injera with most meals.	☐	☐	☐
2 Camotes are both a vegetable and a sweet.	☐	☐	☐
3 Peanut butter is a popular breakfast food.	☐	☐	☐
4 Khachapuri is usually a main course.	☐	☐	☐
5 Sauerkraut is delicious with sausages.	☐	☐	☐
6 Japchae is a noodle dish with vegetables.	☐	☐	☐

E PAIR WORK | Listen again. Then discuss with a partner which food you would like to try. Explain why or why not.

> "I'd love to try sauerkraut, but cabbage doesn't agree with me. Also, I've heard it has a lot of salt. I'm avoiding that."

COMMUNICATION ACTIVATOR

Now let's describe favorite dishes in detail.

A TALKING POINTS | Think of three dishes you would like to introduce to a visitor to your country and write notes for each one.

1
Name of dish:
Peruvian stuffed rocoto peppers
Description:
spicy and soft
What's in it?
peppers, cheese, beef eggs, raisins, onions, oil, garlic



2
Name of dish:
Description:
What's in it?

3
Name of dish:
Description:
What's in it?

4
Name of dish:
Description:
What's in it?

B PAIR WORK | Role-play a conversation in which one of you is a visitor to your country. Introduce and describe your three favorite dishes to the "visitor." Use the Vocabulary.

Have you tried stuffed rocoto peppers?

No, I haven't. What are they like?

Well, they look great, and they taste great. But be careful! They can be a little spicy!

SOFT SKILLS BOOSTER p. 158

RECYCLE THIS LANGUAGE

Ask about the dish
What's in [it / them]?
Is it / Are they [spicy / sweet]?
How do you make [it / them]?
Is it / Are they [popular]?
Does it / Do they taste [salty]?

Comment on the dish
It sounds / They sound [delicious]
I'm crazy about ___ .
I'm a big ___ eater.
I'm a(n) ___ [addict / lover].
I [used to / didn't use to] eat ___ .
I don't care for ___ .
I'm allergic to ___ .
I'm avoiding ___ .
___ [don't / doesn't] agree with me.
___ [is / are] against my religion.
I'm not much of a(n) ___ [eater].
I'm [on a diet / trying to lose weight].

WRITING

Write two paragraphs about the food in your country. In the first paragraph, write about the typical diet—the types of foods most people eat. In the second paragraph, describe one or two dishes that are popular in your country.

The diet of my country used to be a healthy diet. People ate a lot of whole grains and fruits and vegetables. However, lately, people don't have time to cook, and more people are eating fast food . . .

WRITING HANDBOOK p. 148
- Connecting Ideas: subordinating conjunctions
- Guidance for this writing exercise



THE "I GOT 20!" GAME



- Circulate around the class and find classmates who can answer **the questions correctly. (If necessary, answers can be checked in Unit 6.)**
- Write each classmate's name and the correct answer on the chart.
- When your chart is complete and correct, shout, "I GOT 20!" The first person to say "I GOT 20!" is the winner.



FIND SOMEONE WHO . . .	NAME	ANSWER
can name two crunchy foods.		
knows the opposite of "hard."		
can name two kinds of diets for health.		
can name two high-calorie foods.		
can name three fruits.		
knows a way to express a food passion.		
knows the main ingredient of sauerkraut.		
knows the name of a Korean noodle dish.		
can name something Americans put on bread.		
can name a protein food that's not meat.		
can give a reason for declining a food.		
can name two kinds of weight-loss diets.		
can name two grain foods.		
knows a way to say he or she loves a food.		
can name a kind of poultry.		
knows the name of an Ethiopian bread.		
knows the main ingredient of camotes.		
knows where khachapuri comes from.		
can name a spicy pepper dish.		
can name a dairy food that's not yogurt.		







PROGRESS SELF-CHECK NOW I CAN

For more practice . . . *Connect TV* | Unit Review; Test-Taking Skills Booster

- ☐ Make an excuse for declining food.
- ☐ Describe changes in eating habits and tastes.
- ☐ Discuss diet choices.
- ☐ Describe favorite dishes in detail.

UNIT 7

Driving Around



Warm-Up

Which of these vehicles would you like to have or drive? Explain your reasons.

PRONUNCIATION | Listen and repeat.

a full-size sedan

a convertible

a compact car

a sports car

a minivan

a pickup truck

a plug-in car

an SUV

UNIT 7 COMMUNICATION GOALS

Lesson 1 Discuss reasons for getting a new car

Lesson 2 Describe an accident

Lesson 3 Rent a car

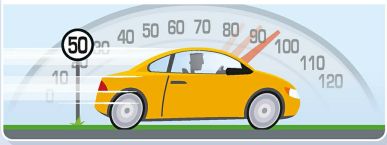
Lesson 4 Discuss good and bad driving

Topic Warm-Up

A DANGEROUS DRIVING HABITS | Complete the survey about driving.

How many drivers where you live . . .

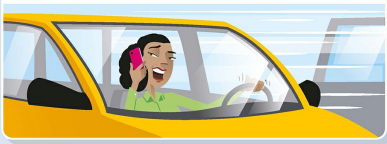
1 speed?
☐ none ☐ a few ☐ most ☐ all



2 tailgate?
☐ none ☐ a few ☐ most ☐ all



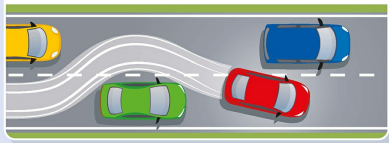
3 talk on the phone?
☐ none ☐ a few ☐ most ☐ all



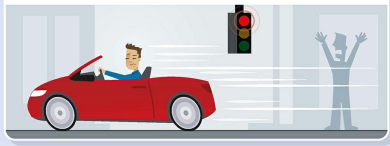
4 text while driving?
☐ none ☐ a few ☐ most ☐ all



5 weave through traffic?
☐ none ☐ a few ☐ most ☐ all



6 don't stop at red lights?
☐ none ☐ a few ☐ most ☐ all



7 don't signal when turning?
☐ none ☐ a few ☐ most ☐ all



8 pass in a no-passing zone?
☐ none ☐ a few ☐ most ☐ all



B VOCABULARY | Dangerous driving habits | Listen and repeat.

speed	tailgate	talk on the phone	text while driving
weave through traffic	not stop at red lights	not signal when turning	pass in a no-passing zone

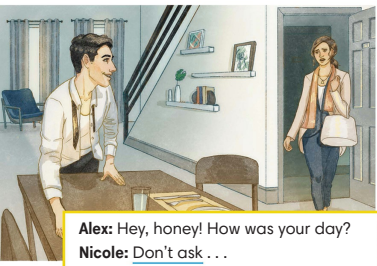
C PAIR WORK | Compare surveys. Discuss your answers.

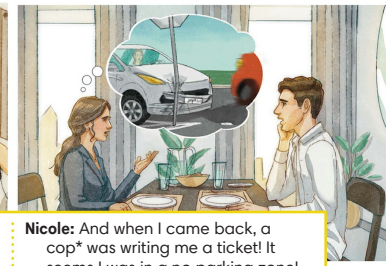
"Lots of people text while driving. It's so dangerous!"

Language Warm-Up

A **ZOOM-IN** | **Read and listen to a conversation about an accident. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Alex = American English (standard)
Nicole = Portuguese





Alex: Hey, honey! How was your day?

Nicole: Don't ask . . .

Alex: Why? What happened?

Nicole: You want the good news or the bad news? . . . Actually, I'll start with the worst. I had an accident on the way to work.

Alex: Oh, no!

Nicole: Nothing serious, just a fender bender. The good news is that I'm OK and no one was hurt.

Alex: Thank goodness for that! So what happened?

Nicole: The first thing that happened was I had a flat tire. But no big deal. I changed the tire one-two-three—just like they taught me in driving school.

Alex: OK.

Nicole: So I drove off, and then ten minutes later the car died! It just stopped cold.

Alex: No way!

Nicole: I know, right? So I called roadside assistance to get a tow truck. And while I was waiting for the tow truck, I went to get a cup of coffee.

Alex: OK . . .

Nicole: And when I came back, a cop* was writing me a ticket! It seems I was in a no parking zone!

Alex: So what about the *accident*?

Nicole: Oh, right. . . . So the tow truck towed me to the service station and they put in a new battery. When I was pulling out of the station, a car cut me off. I was trying to avoid him, and I hit a stop sign! There isn't much damage, but still . . .

*cop: an informal word for "police officer"

B **UNDERSTAND FROM CONTEXT** | **Look at the featured words and phrases in Zoom-In. Circle the best way to complete each statement.**

1 If you respond "Don't ask" to someone's question about what happened, you mean ..... .
   a something bad happened
   b nothing happened

2 A fender bender is a ..... accident.
   a minor
   b serious

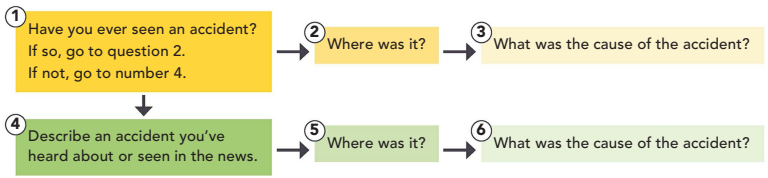
3 If you say, "No big deal," you mean that something was ..... .
   a easy
   b difficult

4 If something has stopped cold, it is no longer ..... .
   a warm
   b moving

5 If you pull out of somewhere when you are driving, that means you are ..... .
   a arriving
   b leaving

6 If a car has cut you off when you are driving, it has suddenly ..... .
   a driven in front of you
   b stopped next to you

SPEAKING **DISCUSSION** | **Discuss an accident and its cause. Let the diagram guide your discussion and include language from Topic Warm-Up and Zoom-In.**

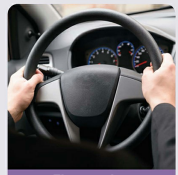


1 COMMUNICATION GOAL Discuss reasons for getting a new car

A VOCABULARY | Major car systems and parts | Read and listen. Then listen again and repeat.



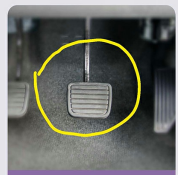
The engine / the motor
makes the car move.



The steering
enables the driver to turn left or right.



The battery
provides electricity to start the engine.



The brakes
enable the driver to slow or stop the car.

B ACTIVATE VOCABULARY | Complete the conversations with the correct word from the Vocabulary. Then read the conversations with a partner.

1 **A:** I've been having a problem with .....
B: That could be serious. Are you able to stop the car?
A: Yes, but they've been making a funny sound.

2 **A:** I was ready to drive to work, but the car wouldn't start.
B: Is something wrong with the engine?
A: No. It was just ..... I got a new one, and now the car starts fine.

3 **A:** Roadside assistance? Good. I need help. I had a little trouble turning, but then suddenly the car turned to the right. The car went off the road.
B: Are you OK?
A: Yes, but I don't want to drive because there's definitely a problem with .....

4 **A:** Mrs. Brown says the car's making a weird sound.
B: OK. Let's have a look. . . . Uh-oh.
A: Wow. Look at ..... This car isn't going anywhere. I'll call her and tell her she needs a new car.

C GRAMMAR COACH | Unfinished or continuing actions: The present perfect continuous

Use the present perfect continuous with for and since to describe actions that began in the past and continue in the present. We usually use action verbs, not stative verbs, in these sentences. Form the present perfect continuous with have been or has been + a present participle.
They've been driving since they were teenagers.
She's been looking for a convertible for a month.

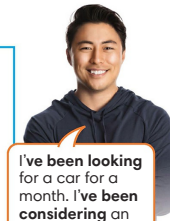
Some stative verbs

be	believe
have	feel
want	love
need	like
like	hate
know	dislike

Remember: We use the present perfect with for and since to describe situations that began in the past and continue in the present. We usually use non-action ("stative") verbs to describe situations.
I've been in this car for three hours!
He's needed a new car since he changed jobs.

Note: The verbs work, live, and teach are used with for and since in both the present perfect and the present perfect continuous. The meaning is the same.
She's taught English for six years = She's been teaching English for six years.

Use the present perfect continuous without for or since for continuing actions that have begun recently and the specific start time is unimportant.
I've been driving my kids to school all week.
My son's been studying for his driver's test.



GRAMMAR EXPANDER p. 136
Present perfect continuous: questions

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E **GRAMMAR PRACTICE** | **Complete the sentences with the present perfect continuous.**

1 Norma and Matt ..... (drive) that old car for twenty years.
2 My family ..... (buy) cars at the Martinson Dealership since 2010.
3 Sandra ..... (wait) for the new Atlantis to come out. She doesn't want any other kind of car.
4 I ..... (go) to the mountains on all my vacations for years.
5 We ..... (travel) by taxi since the accident.

COMMUNICATION ACTIVATOR

Now let's discuss reasons for getting a new car.



A **CONVERSATION MODEL** | **Read and listen.**

A: I was on my way to work yesterday, and the car just died.
B: No way! What was wrong?
A: This time? The engine. I've had it! It's time for a new car.
B: You know, I've been thinking of getting one, too. We've been having brake trouble.
A: That's no fun. What kind are you going to get?
B: A minivan. Used, if we can find a good one with low mileage.

Social language
To express frustration, say:
I've had it!
That settles it!
Enough is enough.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play the conversation. Change the kind of trouble you've been having. Then change roles.**

A: I ....., and the car .....
B: No way! What was wrong?
A: This time? ..... I've had it! It's time for a new car.
B: You know, I've been thinking of getting one, too. We've been having ..... trouble.
A: That's no fun. What kind are you going to get?
B: ....., if we can find .....

D **CHANGE PARTNERS** | **Role-play the conversation again, talking about other reasons for getting a new car.**

KEEP TALKING!

Say more about what happened.
My car went off the road.
It just stopped cold.
I couldn't turn left or right.
It was making a weird sound.
It smelled.
It wouldn't [start / turn].

Make suggestions.
You should get [a minivan].
Why don't you get a [used car]?

Watch the video for ideas!

2 COMMUNICATION GOAL Describe an accident

A VOCABULARY | Traffic accidents | Read and listen. Then listen again and repeat.



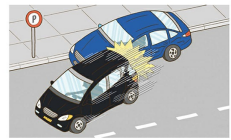
1 They **had a collision**.



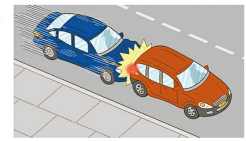
2 They **had a head-on collision**.



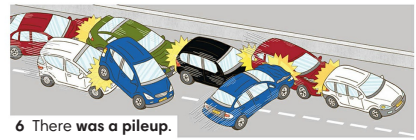
3 The van **hit** a tree.



4 He **sideswiped** a parked car.



5 She **rear-ended** the other car.



6 There **was a pileup**.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations about traffic accidents. Complete the statement about each accident with the Vocabulary.

1 Someone ..... a stop sign.
2 Someone ..... another car.
3 Someone ..... another car.
4 Someone had a ..... .
5 There was a ..... involving twenty cars.
6 A truck had a ..... with a car.

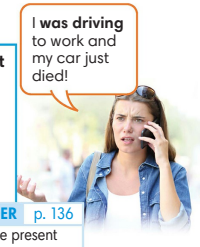
C GRAMMAR | The past continuous

The past continuous describes an activity that continued during a period of time in the past or at a specific time in the past. Form the past continuous with was or were and a present participle.

The brakes **were making** a weird sound before the collision.
Was she **talking** on the phone while she **was driving**? (Yes, she was. / No, she wasn't.)
Who **were** you **walking** with this morning when I saw you?
BUT Who **was driving** the blue minivan?

Remember: The simple past tense describes a completed action. Use when for a completed action that occurred during a continuing one.

past continuous / simple past tense
It **was raining** hard when she **sideswiped** the other car.



GRAMMAR EXPANDER p. 136
- Spelling rules for the present participle: review
- The past continuous: expansion

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E NOTICE THE GRAMMAR | Look at Zoom-In on page 75. Find four examples of the past continuous.

F GRAMMAR PRACTICE | Circle the past continuous or the simple past tense to complete each sentence.

1 Mark (was tailgating / tailgated) when the car in front of him suddenly (was turning / turned) and caused a pileup.
2 They were in a car that (was hitting / hit) a tree.
3 A police officer (was stopping / stopped) Ellie and (was giving / gave) her a ticket.
4 He (was texting / texted) me two minutes ago that he was on his way home.
5 I (was parking / parked) my car when someone (was sideswiping / sideswiped) me.
6 The collision? Well, the driver (wasn't paying / didn't pay) attention, and she (was rear-ending / rear-ended) a garbage truck. Then she just (was driving / drove) off!

G PAIR WORK | Take turns imagining how each accident in Exercise A happened. Use the past continuous.

"I think they had a collision because one driver was texting."

H LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations about traffic accidents again. Complete the sentences about what the driver was doing. Use the past continuous form of the verbs from the box.

pass in a no passing zone
speed
tailgate
~~talk on a cell phone~~
text
weave through traffic

1	The driver	was talking on a cell phone.
2	Uncle Alfonso	
3	The red car	
4	The second driver	
5	The first driver	
6	The food truck driver	

COMMUNICATION ACTIVATOR

Now let's describe an accident.



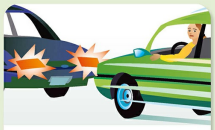
A CONVERSATION MODEL | Read and listen.

A: I was in an accident.
B: I'm so sorry. Are you OK?
A: I'm fine. No one was hurt.
B: Thank goodness. How did it happen?
A: Well, the other driver wasn't paying attention, and he hit my car.
B: Oh, no! Was there much damage?
A: No. Luckily it was only a fender bender. Nothing serious.
B: What a relief!

Social language
Respond with concern
I'm so sorry.
Oh, no!
How awful!
I'm sorry to hear that.
That's terrible.
Respond with relief
Thank goodness.
What a relief!
Oh, that's good!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Use the past continuous to write sentences about what the driver was doing wrong.



1 The driver wasn't paying attention.



2 .....



3 .....



4 .....

D CONVERSATION PAIR WORK | Role-play the conversation, using the pictures from Talking Points. Respond with concern or relief. Then change roles.

A: ..... in an accident.
B: .... OK?
A: ..... .
B: ..... . How did it happen?
A: Well, ... , and ..... .
B: .....! Was there much damage?
A: ..... .
B: .....!

KEEP TALKING! ●●●

- **Provide more details about the accident.**
  It was a [head-on collision].
  There was a huge pileup.
  The driver [rear-ended / sideswiped] my car.
  Did [anyone] get a ticket?
  [I] had to go to the hospital.
- **Ask about the location and the other driver.**

Watch the video for ideas!

E CHANGE PARTNERS | Role-play the conversation again. Discuss other accidents.

3 COMMUNICATION GOAL Rent a car

A VOCABULARY AND GRAMMAR | Separable phrasal verbs | Read and listen. Then listen again and repeat.



fill out the form
(OR **fill** the form **out**)



pick out a vehicle
(OR **pick** a vehicle **out**)



pick up the keys
(OR **pick** the keys **up**)



fill up the tank
(OR **fill** the tank **up**)



drop off the car
(OR **drop** the car **off**)

Be careful!
I'll drop **it off**. NOT I'll drop ~~off it~~.

GRAMMAR EXPANDER p. 137
Nouns and pronouns: review

B PRONUNCIATION | Stress in phrasal verbs | Stress changes when an object pronoun comes before the particle. Read and listen. Then listen again and repeat.

1 **A:** I'd like to pick up my car.
B: OK. What time can you pick it up?
2 **A:** They need to drop off the keys.
B: Great. When do they want to drop them off?

C PRONUNCIATION PRACTICE | On a separate sheet of paper, unscramble the words to write statements or questions, placing the direct objects correctly. Then take turns reading the sentences aloud, using correct stress.

1 The rental agency is expecting the car at 10:00. (off / drop / at 10:00 / I'll / it)
2 Hi, Ms. Lane. We repaired the brakes in your car. (it / pick / What time / can you / up)
3 The car is almost out of gas. (up / it / You / fill / should / at the next gas station)
4 There are so many nice cars here. (He / out / one / pick / can / now)
5 Here's the form. (going to / Who's / it / out / fill)

D LISTEN FOR DETAILS | Listen and complete the information. (You won't have to fill in every line.)

1
name Daniel Kraus | city of rental Quito
vehicle type
pickup location
drop-off location
WORLDWIDE Galaxy Rent-a-Car
pickup confirmed? yes / no | If not, state reason:

2
name Mildred Wilson | city of rental Portland
vehicle type
pickup location
drop-off location
WORLDWIDE Galaxy Rent-a-Car
pickup confirmed? yes / no | If not, state reason:

3
name Robert Liddle | city of rental Seoul
vehicle type
pickup location
drop-off location
WORLDWIDE Galaxy Rent-a-Car
pickup confirmed? yes / no | If not, state reason:

4
name Abigail Ritter | city of rental Riyadh
vehicle type
pickup location
drop-off location
WORLDWIDE Galaxy Rent-a-Car
pickup confirmed? yes / no | If not, state reason:

Now let's rent a car.

A **PAIR WORK** | **Read about each customer at Galaxy Car Rentals. With a partner, choose the best car for each person. Discuss your reasons.**

> "Mr. Han should get a convertible. A convertible is great for a vacation in a warm and sunny place."

1 **Customer Profile**



Han Joon is a tourist from Busan, South Korea. **Mr. Han studies** Spanish and wants to get to know Mexico and practice his **Spanish. He's traveling** with two classmates. Together they plan to drive from Oaxaca to Huatulco, an eight-hour road trip, and spend three days on the beach. They will drive back to Oaxaca at the end of their beach vacation.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

2 **Customer Profile**



Dr. Gabriela Romero is a medical researcher from Quito, Ecuador, traveling to Shanghai, China, for an international meeting. **She's traveling alone, but her husband** will be joining her at the end of the meeting. They have just married and want to make one or two romantic day trips to Hangzhou and Suzhou nearby.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

3 **Customer Profile**



Lucille Gaines is a banker from Toronto, Canada. Ms. Gaines is traveling to Atlanta for a meeting with managers of her bank **from around the world.** She's traveling alone and needs a car for local city driving and for getting to and from the airport. She doesn't want to spend a lot of money for gas.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

4 **Customer Profile**



Nakano Yuki is a tourist from Osaka, Japan. Mr. Nakano and his wife and teenaged daughter **are arriving in Boston** and then driving to **the U.S. cities of New York, Philadelphia,** and Washington, D.C. They plan to visit museums and historical sites in each city, but they know parking is difficult. They plan to take very little luggage.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

5 **Customer Profile**



Miguel Muñoz is an **environmental scientist** from Cochabamba, Bolivia. Mr. Muñoz is traveling to Boulder, in the U.S., for a fishing vacation in Rocky Mountain National Park. The roads are bumpy, and the driving will be difficult. He'll have his tent, his fishing equipment, and his luggage with him. He believes in protecting the environment and preventing climate change.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

B **ROLE PLAY** | **Role-play a telephone conversation between one of the customers and a Galaxy Rent-a-Car agent, arranging to rent a car for your trip. Then change roles and choose a different customer. (OPTION: Plan a trip for yourself.)**

RECYCLE THIS LANGUAGE

Agent's role	Renter's role
Galaxy Rent-a-Car. How can I help you?	I'd like to make a reservation.
What kind of car were you thinking of?	I'll need [an SUV].
Where will you pick up / drop off the car?	I'm traveling [alone].
How many days [How long] will you need the car?	It's a business trip / vacation.
How many people are traveling with you?	I [have / don't have] a lot of [equipment / luggage].
You can fill out the forms [online / at the rental office].	Do I have to fill up the tank?
Do you have an international driver's license?	

4 COMMUNICATION GOAL Discuss good and bad driving

A VOCABULARY | Driving behavior | Read and listen. Then listen again and repeat.

Bad or aggressive drivers . . .



honk their horns.


stare at other drivers.


gesture at other drivers.


flash their lights at other drivers.

Good drivers . . .


pay attention.



observe the speed limit.


maintain a safe following distance.

And don't forget . . .

speed
tailgate
talk on the phone
text while driving
weave through traffic
not stop at stoplights or stop signs
not signal when turning
pass in a no-passing zone

B PAIR WORK | In your opinion, which of the bad and aggressive habits are the most dangerous? Why?

"I think flashing your lights is very dangerous. When drivers flash their lights, it's hard for other drivers to see the road."

C READING | Read a father's letter to his teenaged daughter. What is the purpose of the letter?

Today's Family received this open letter from the father of a new driver to his daughter. We hope his heartfelt message will be helpful to our readers.

Dear Sophie,

Tomorrow you turn 18! Where has the time gone! Soon you're going to start driving lessons, pass your driver's test, and have your license! So it's both with joy and a little bit of sadness that I realize the day will soon come when you won't want advice from your old mom and dad anymore. But while you're still listening ☺, I put together a little daddy-made driving advice based on a lifetime of driving. Here goes:

Control your speed. Of course, you'll observe the speed limit you see on the road signs. But simply staying within the speed limit doesn't guarantee safety. Be aware of the condition of the roadway. Is it wet? If it is, slow down, even if it means driving below the speed limit. Braking on a wet road takes longer than on a dry one, and if you get scared and apply your brakes too hard, you can skid and hit something.

Don't expect other drivers to do what you think they should do. Some people are just bad or aggressive drivers. And I hate to say it, but there are people who drink alcohol and then get behind the wheel. Watch for drivers who are weaving through traffic, speeding, or just driving poorly. Be ready to get out of their way.

Avoid distractions. Never take your eyes off the road to text, change radio stations, or look at any sort of screen. One moment's inattention can lead to tragedy. And if you're hungry, for goodness' sake pull over and get something to eat. Eating while driving can be just as dangerous as talking on a phone.

Plan ahead. Check your gas gauge and fill the tank up before you run out of gas! Check your tire pressure frequently to help prevent flat tires. Always carry enough money or a credit card to put gas in your car—even if it's just enough to get home. There's nothing more dangerous than running out of gas and not being able to move your car out of the pathway of other cars.

Respect other drivers. No matter how angry or upset you might feel about someone else's driving, don't even think of gesturing, staring, honking, or flashing your lights. Not only do those actions distract other drivers, which makes an accident more likely, but they also can anger people, and you can't predict what they might do.

Always maintain a safe following distance. That ensures that you'll be able to avoid rear-ending the car in front in case of a sudden stop. There are some terrible chain reaction pileups that result from following too closely.

Sophie, Mom and I are so proud of how grown up and mature you've become. I offer this advice to you with love.

Dad

D **IDENTIFY SUPPORTING DETAILS** | **Circle the correct answer to each question, according to the advice in the letter. Support each answer with information from the letter and / or your own experience.**

1 When should you drive at a speed below the speed limit?
   - **a** when roads are dry
   - **b** when roads are wet
   - **c** when there's no speed limit

2 What can cause a car to skid?
   - **a** a chain reaction
   - **b** following too closely
   - **c** braking too hard on a wet road

3 Which can cause distracted driving?
   - **a** changing radio stations
   - **b** pulling over
   - **c** flashing your lights

4 Why should you check your tire pressure frequently?
   - **a** so you don't run out of gas
   - **b** so you don't get a flat tire
   - **c** so you don't have braking problems

E **PAIR WORK** | **In your opinion, which distracted driving activity is the most dangerous? Why?**

COMMUNICATION ACTIVATOR

Now let's discuss good and bad driving.

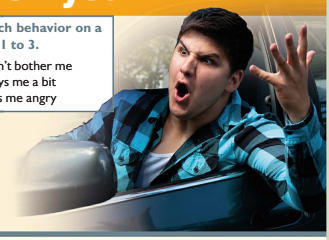
A **TALKING POINTS** | **Complete the survey and then compare your results with a partner.**

How much does other people's aggressive driving bother you?

- ☐ Making rude gestures at others
- ☐ Honking excessively
- ☐ Staring angrily at other drivers
- ☐ Tailgating to make others go faster or get out of the way
- ☐ Flashing lights to signal others to move out of the way
- ☐ Weaving in and out of traffic
- ☐ Driving too slowly
- ☐ Cutting other drivers off
- ☐ Not signaling
- ☐ Passing in a no-passing zone

Total your score ☐

Rate each behavior on a scale of 1 to 3.
1 =Doesn't bother me
2 =Annoys me a bit
3 =Makes me angry



If your score is

24–30
Calm down. Don't take other people's bad driving personally. They're not thinking about you.

17–23
Stay focused. Don't permit bad drivers to distract you. Pay attention to your own driving instead.

10–16
Congratulations! You're cool as a cucumber.

B **DISCUSSION** | **Discuss good and bad driving, using Sophie's dad's letter and the survey from Talking Points for support. What percentage of drivers do you think are bad or aggressive?**

SOFT SKILLS BOOSTER p. 159

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: " . . . makes an accident more likely."

WRITING **Write a letter or an email to a new driver, giving that person advice. Use the format Sophie's dad used in his letter.**

Dear Richard,
Soon you'll have your driver's license! Congratulations! I've been driving for a few years, and I'd like to give you some advice. First, . . .

WRITING HANDBOOK p. 149
- Connecting words and sentences: and, in addition, furthermore, and therefore
- Guidance for this writing exercise

ACCIDENT TALES

OPTION: Tell your story

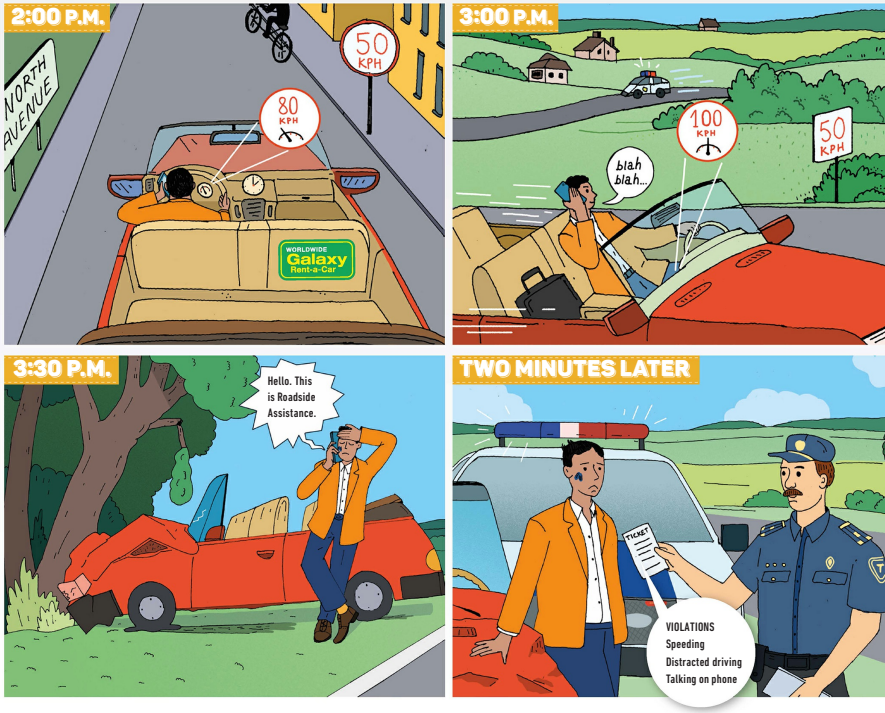
Take turns telling each other the story of your own accident. Ask questions. Be sure to express concern and relief. Say as much as you can. Then tell your partner's story to the class.

- **Partner B:** Go to page 122.
- **Partner A:** Study the pictures on this page for three minutes. Then close your book.
- Answer Partner B's questions about your pictures. Partner B gives you one point for each correct answer.
- Then look at Partner B's pictures on page 122. Ask Partner B ten questions about the pictures. Give Partner B one point for each correct answer.
- The partner with the most points wins.

PARTNER A'S ACCIDENT

PARTNER A's correct answers

LAST MONDAY



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss reasons for getting a new car.
- ☐ Describe an accident.
- ☐ Rent a car.
- ☐ Discuss good and bad driving.

For more practice . . . *Connect TV* | Unit Review | Test-Taking Skills Booster

UNIT 8

Doing the Right Thing

Warm-Up

What's the problem? What do you think the man will do?



UNIT 8 COMMUNICATION GOALS

Lesson 1 Return someone's property

Lesson 2 Discuss ethical choices

Lesson 3 Describe good and bad character traits

Lesson 4 Talk about honesty

Topic Warm-Up

A ETHICS | Take the self-test.

Do the right thing?

Look at each situation. What should the people do?

1



She undercharged him for the shoes.

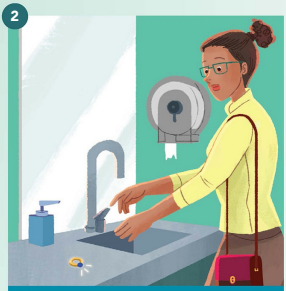
Should he tell the cashier the price is wrong? If not, what should he do?

Your advice?

_____

_____

2



Someone left an expensive ring in a public bathroom.

Should she keep the ring? If not, what should she do?

Your advice?

_____

_____

3



No one saw him accidentally hit the car with the door of his car.

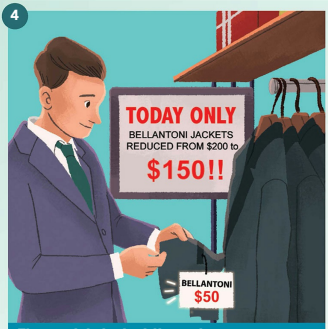
Should he leave a note on the car with his contact information? If not, what should he do?

Your advice?

_____

_____

4



They mislabeled the price of the jacket.

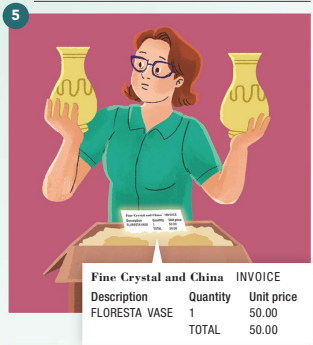
Should he call the salesclerk and ask about the price on the label? If not, what should he do?

Your advice?

_____

_____

5



Fine Crystal and China INVOICE

Description	Quantity	Unit price
FLORESTA VASE	1	50.00
	TOTAL	50.00

They sent her one she didn't pay for.

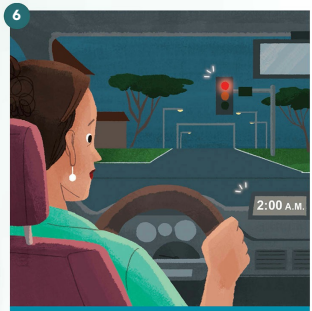
Should she send it back to the store? If not, what should she do?

Your advice?

_____

_____

6



No one will see if she doesn't stop at the red light.

Should she stop at the light? If not, what should she do?

Your advice?

_____

_____

B PAIR WORK | Compare the advice you gave for each situation. When you disagree, explain your reasons.

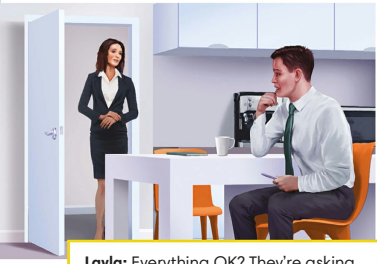
The woman in the car should stop at the red light. It could prevent an accident.

That's silly. There are no other cars nearby.

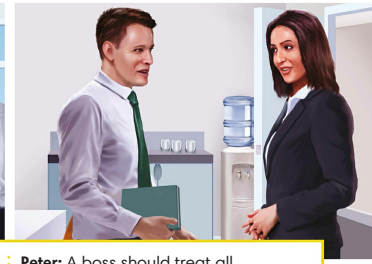
Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about a problem at work. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Layla = Arabic
Peter = American English (standard)







Layla: Everything OK? They're asking about you at the company party upstairs. Aren't you coming?

Peter: I don't think so. I'm not in a party mood.

Layla: Why so glum? Did something happen?

Peter: Well, nothing that doesn't happen every single day. It's Chris and Pat. They were gossiping about me again when I got in.

Layla: How do you know they were talking about *you*?

Peter: They stopped talking the minute they saw me. It was a dead giveaway. But it's not just them. I've complained to Bob about their behavior several times, but he thinks Chris and Pat can do no wrong. He's no help. He just takes their side.

Layla: Bob definitely plays favorites. We all know that.

Peter: A boss should treat all employees equally. He's just not fair.

Layla: If I were you, I'd talk to Chris and Pat directly. Tell them to cut it out. Enough is enough.

Peter: And what if they don't stop?

Layla: Well, there's not much else you can do. But at least you'd be standing up for yourself.

B UNDERSTAND FROM CONTEXT | What does each statement or question mean? Circle the correct answer.

1 "Why so glum?"
   a Why are you feeling down?
   b Why are you eating here?

2 "They were gossiping about me again."
   a They were talking about me.
   b They were working with me.

3 "It was a dead giveaway."
   a It was clear why they stopped talking.
   b They went away.

4 "He thinks Chris and Pat can do no wrong."
   a He doesn't think they cause problems.
   b He thinks they make a lot of mistakes.

5 "He's no help."
   a They don't help Bob.
   b Bob doesn't solve these problems.

6 "Bob definitely plays favorites."
   a He treats all employees well.
   b He treats some employees better than others.

7 "Tell them to cut it out."
   a Tell them to leave the office.
   b Tell them to stop.

8 "You'd be standing up for yourself."
   a You'd be telling them you don't accept their behavior.
   b You'd be ready to get up and leave.

SPEAKING PAIR WORK | What should they do? Complete the chart and compare opinions with a partner. Support your opinion with reasons.

Peter	He should stand up for himself. He shouldn't stay quiet.
Bob	
Chris and Pat	
Layla	

"I agree. If Peter stands up for himself, I think Chris and Pat will stop gossiping."

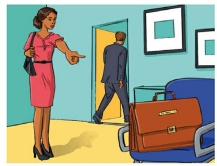
1 COMMUNICATION GOAL

Return someone's property

A VOCABULARY | Talking about property | Read and listen. Then listen again and repeat.



"Whose umbrella is this?"


"Whose briefcase is that?"


"Whose suitcase is this?"


"Hey! That backpack is mine!"


"Excuse me? Is this watch yours?"


"Uh-oh. I think this bag is theirs."



"Oh, my goodness! Are all these newspapers and magazines ours?"

B COACH GRAMMAR | Whose and which / Possessive pronouns

Use Whose to ask about possession.
A: Whose bag is this? **B:** It's my daughter's. (= It's her bag.)

You can replace the noun or noun phrase with a possessive pronoun.
A: And whose umbrella is this? **B:** That's also **hers**. (= my daughter's)

Use Which to clarify a choice between two or more things.
A: **Which** is Jim's suitcase? **B:** The one over there is his.
A: And **which** backpack is Anne's? **B:** This one is hers.

subject pronouns	possessive adjectives	possessive pronouns	
I	my	**mine**	Those are my sunglasses. / They're **mine**.
you	your	**yours**	Your ring is nice. / **Yours** is nice.
he	his	**his**	Are these his gloves? / Are these **his**?
she	her	**hers**	She took her books back. / She took **hers** back.
we	our	**ours**	These are our newspapers. / These are **ours**.
they	their	**theirs**	They found their suitcase. / They found **theirs**.

Be careful!
Don't use a possessive adjective in place of a possessive pronoun.
Is this purse **yours**?
NOT Is this purse ~~your~~?
Don't use a noun after a possessive pronoun.
These gloves are **mine**.
NOT These are ~~mine gloves~~.

GRAMMAR EXPANDER p. 137
- Possessive nouns: review and expansion
- Pronouns: summary

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D GRAMMAR PRACTICE | Circle the correct adjectives and pronouns to complete the conversations.

1 **A:** Whose backpack is this, (her / hers) or (him / his)?
B: I'm not sure. Ask them if it's (their / theirs).
2 **A:** Is that (our / ours) suitcase?
B: No. I already got (our / ours).
3 **A:** Which bag did they put the shoes in—(our / ours) or (they / theirs)?
B: I'll check, but I think it was in (our / ours).
4 **A:** Is that (their / theirs) laptop bag?
B: No, (their / theirs) is on the desk.
5 **A:** I just found this gorgeous watch near Rose's chair. Do you think it's (her / hers)?
B: No, it's (my / mine) watch. Thank goodness someone found it!

6 **A:** Whose briefcase is this? Joe's or (your / yours)?
B: They all look alike, right? Oh, it's (him / his).
7 **A:** Which umbrella is (you / yours)? This one or the big one under the chair?
B: The big one is (my / mine). I think that one is (her / hers).
8 **A:** Excuse me. Is this magazine (your / yours)?
B: Actually, it's not (my / mine). . . . Let me ask my husband. I think it's (him / his).

E **PAIR WORK** | **Practice the conversations from Exercise D.**

F **GRAMMAR PRACTICE** | **Replace the noun phrases with possessive pronouns.**

1 Those books are ~~his books~~ *his*.
2 That's her sweater.
3 The gloves on the chair are Ms. Klein's.
4 Are those my keys or her keys?
5 Are these dishes your family's?
6 Their shoes are newer than our shoes.
7 The green hat is my mom's hat.
8 Is that great drawing your dad's drawing?
9 The wallet on the car seat is his brother's wallet.
10 Is that car your car or your parents'?

G **GROUP WORK** | **Collect personal items from your classmates. Place them on a table. Ask about each item, using Whose and answer, using possessive pronouns.**

Whose earbuds are these?

Those are his.

COMMUNICATION ACTIVATOR

Now let's return someone's property.



A **CONVERSATION MODEL** | **Read and listen.**

A: Excuse me? Sir? Is this umbrella yours?
B: It is! I guess I left it behind.
A: No problem. Here you go.
B: Thanks so much. That's so nice of you.
A: Don't mention it.

Social language
Respectfully get the attention of an adult you don't know with "Sir" or "Ma'am."

Variations
Don't mention it. / My pleasure. / You're welcome. / Not at all.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Change the conversation, using the Vocabulary, the pictures, or the items you collected in Exercise G. Then change roles.**

A: Excuse me? ..... ? ..... yours?
B: ..... ! I guess I left ..... behind.
A: No problem. Here you go.
B: ..... . That's so nice of you.
A: ..... .















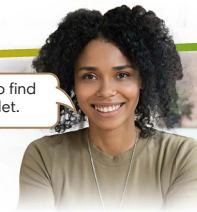
KEEP TALKING! ●●●

Discuss where the object was.
Say something about it.
Ask about other objects.

Watch the video for ideas!

D **CHANGE PARTNERS** | **Change the conversation again.**

2 COMMUNICATION GOAL Discuss ethical choices



A GRAMMAR | The unreal conditional

Unreal conditional sentences describe the results of unreal conditions or actions.

condition	result
If I were you,	I'd go home. [unreal: I am not you, so I won't go home.]
If I found a wallet,	I'd try to return it. [unreal: I haven't found a wallet, so I can't try to return it.]

'd = would

Formation

In the if clause, use the simple past tense. For the verb be, always use were. In the result clause, use would + a base form.

condition	result (if the condition or action were real)
If I **broke** a plate in a store,	**I'd tell** the manager.
If he **didn't know** how to drive,	**would** he **call** a taxi?
If she **had** to choose a career today,	she **wouldn't choose** teaching.
If I **were** there,	**I'd make** you dinner.
If you **weren't** my friend,	what **would I do**?
If they **spoke** to the manager,	he'd definitely **change** their room.

Note: If clauses and result clauses can occur in either order. Use a comma when the if clause comes first.
If I were you, I'd go home. OR I'd go home if I were you.

Remember: Conditional sentences describe the results of conditions or actions. They have an if clause and a result clause. Use the real conditional to describe the results of real conditions.
If I **find** your wallet, I'**ll return** it to you.

Be careful!
Don't use would in the if clause.
If I **knew** his name, I would tell you.
NOT If I ~~would know~~ his name, . . .

GRAMMAR EXPANDER p. 138
Expressing ethics and obligation: expansion
- should, ought to, had better
- have to, must, be supposed to

B UNDERSTAND THE GRAMMAR | Check the conditional sentences that describe unreal conditions.

- ☐ **1** If a restaurant undercharges me, I tell the server.
- ☐ **2** If I were you, I'd leave before the rain starts.
- ☐ **3** If I knew whose ring this was, I'd return it.
- ☐ **4** She'd worry if her teenaged daughter came home after midnight.
- ☐ **5** If we go there tomorrow, I'll drive.
- ☐ **6** If you want to travel out of the country, you need a passport.

C GRAMMAR PRACTICE | Complete each unreal conditional sentence with the correct form of the verbs.

1 I _____ (ask) the manager to give me a special price if I _____ (buy) more than one sweater.
2 I think I _____ (say) something if a store _____ (undercharge) me for a pair of shoes.
3 If I _____ (give) you a free ticket, _____ you _____ (go) to the movies with me tonight?
4 If she _____ (leave) her watch in a public bathroom, she _____ (not expect) anyone to return it.
5 If I _____ (be) you, I _____ (pay) the correct amount for the Bellantoni jacket.
6 What _____ you _____ (do) if someone _____ (steal) your wallet?

D PRONUNCIATION | Blending in questions with would you | Notice how the /d/ and /y/ sounds blend to /dʒ/. Read and listen. Then listen again and repeat.

1 What would you do if they didn't charge you for dessert?
2 What would you do if you found a wallet on the street?
3 Who would you call if you were sick?
4 Where would you go if you wanted a great meal?

E PAIR WORK | Complete the questions. Ask a partner the questions, using blending with would you. Then answer your partner's questions.

1 What would you do if ..... ?
2 Where would you go if ..... ?
3 When would you eat if ..... ?

COMMUNICATION ACTIVATOR

Now let's discuss ethical choices.



A CONVERSATION MODEL | Read and listen.

A: Uh-oh. They gave us too much change.
B: Really? Let me have a look. . . . You're right.
A: We should tell the cashier.
B: But no one would know.
A: Well, *I* would know. If I kept the money, I'd feel terrible.
B: Actually, I would, too. Let's go back. It would be wrong to keep the money.

Social language
Offer to collaborate with "Let me have a look."

Variations
I'd feel terrible.
I couldn't live with myself.
I'd feel guilty.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use another situation that presents you with an ethical choice. Then change roles.

A: Uh-oh. ..... .
B: Really? Let me have a look. . . . You're right.
A: We should ..... .
B: But no one would know.
A: Well, *I* would know. If I ..... , I ..... .
B: Actually, I ..... . Let's ....

Situations that present an ethical choice
- They gave [you] more than [you] ordered.
- They undercharged [you] for ___ .
- They forgot to charge [you] for the [appetizer].
- They sent you [two sweaters] but you only ordered one.
- Your own situation: ___

KEEP TALKING! ●●●

Describe other consequences of not doing the right thing.
The store would lose money.
The [server] would have to pay instead.

Watch the video for ideas!

RECYCLE THIS LANGUAGE
Good point.
I'm with you.
Go for it.
While we're at it, . . .
I don't care if . . .

D CHANGE PARTNERS | Practice the conversation again. Use another situation that presents you with an ethical choice.

3 COMMUNICATION GOAL Describe good and bad character traits

A VOCABULARY | Adjectives for describing good and bad character | Read and listen. Then listen again and repeat.



The salesman is lying. He isn't **honest**. / He's **dishonest**.



John's not **reliable**. / He's **unreliable**.



She's not **loyal** to her friend. / She's **disloyal**.



She's playing favorites. / She's not **fair**. She's **unfair**.

B ACTIVATE VOCABULARY | With a partner, use the Vocabulary to explain the situation in each picture.

> "The salesman says the car is like new, but it has a terrible engine problem!"

C LISTEN TO INFER | Listen to the conversations. Infer which of the Vocabulary words would best complete each statement and circle it. Explain your reasons.

1 Ed is (disloyal / unfair).
2 Kate is (unreliable / dishonest).
3 Rob is (disloyal / unreliable).
4 Jack isn't (reliable / loyal).

D LISTEN FOR MAIN IDEA | Listen to a talk. What is Dr. James Murray's most important message?

- ☐ **a** Personality and character both describe behavioral traits.
- ☐ **b** The apple never falls far from the tree.
- ☐ **c** Good behavior can be a choice at any time of life.

E LISTEN FOR DETAILS | Listen to the talk again. Circle the correct answer to complete each statement, according to the author's talk.

1 Your individuality comes from those behavioral traits that are (typical of you / different from yours).
2 An example of a character trait is (extroversion / honesty).
3 The difference between personality and character is that our (character / personality) remains fairly constant and doesn't change.
4 We are not born with our (personality / character) traits. We learn them.
5 A way to teach good behavior is to (model / explain) the behavior yourself.
6 The saying "the apple doesn't fall far from the tree" means that children (will probably / definitely won't) imitate their parents and behave in the way their parents do.
7 The author believes that we (can / can't) choose to have good character.

F MAKE PERSONAL CONNECTIONS | Do you agree that "the apple doesn't fall far from the tree"? Explain why or why not, using personal examples.

"I don't agree. I have a friend who is very reliable, but his parents didn't model that trait!"

COMMUNICATION ACTIVATOR

Now let's describe good and bad character traits.

A TALKING POINTS | Check the character traits you would like the important people in your life to have. Then compare and discuss your answers with a partner. Provide reasons for your choices.

"I like my friends to be loyal. It's terrible if a friend gossips about you."

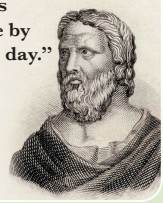
	a friend	a mate*	a colleague	a teacher	a boss	other:
honesty	○	○	○	○	○	○
reliability	○	○	○	○	○	○
loyalty	○	○	○	○	○	○
fairness	○	○	○	○	○	○
kindness	○	○	○	○	○	○
friendliness	○	○	○	○	○	○
other:	○	○	○	○	○	○

*a mate = a boyfriend / girlfriend / fiancé / fiancée / spouse

B DISCUSSION | Read quotations from some famous people in history. Tell a partner if you agree or disagree. Support your ideas with examples.

"I agree with Einstein. If someone lied to me and I knew it, I wouldn't trust that person again."

"Good character is not formed in a week or a month. It is created little by little, day by day."



Heraclitus
Greek philosopher
Fifth century BCE

"A man who lacks reliability is utterly useless."



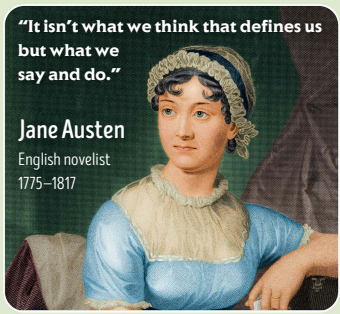
Confucius
Chinese philosopher and politician
551–479 BCE

"People grow through experience if they meet life honestly and courageously. This is how character is built."



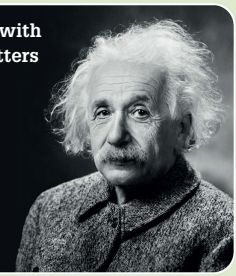
Eleanor Roosevelt
American political figure, diplomat, and activist; first lady of the U.S.
1884–1962

"It isn't what we think that defines us but what we say and do."



Jane Austen
English novelist
1775–1817

"Whoever is careless with the truth in small matters cannot be trusted in important affairs."



Albert Einstein
German-born American theoretical physicist
1879–1955

A READING | Read about a research study on honesty. What, if anything, do you find surprising?



How honest is THE AVERAGE PERSON?

If you lost your wallet in a public place, would you expect someone to return it to you? Most people figure that no one would. But a recent study would prove you wrong. In fact, the study found that people are even more likely to return a wallet with cash in it than a wallet with none.

U.S. and Swiss researchers conducted the study in 355 cities across 40 different countries. They placed more than 17,000 transparent plastic wallets (so anyone could see what was inside of them) in banks, theaters, museums, post offices, hotels, police stations, and even a court of law. Researchers then "found" the wallets and took them to an employee at each place, saying they had found a wallet and asked the employee to "take care of it."

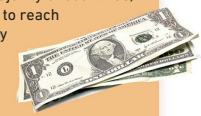


Each wallet contained a grocery list, a key, and contact information on the "owner's" business card, and the employee could see those items through the transparent plastic. But some wallets also had cash in them—approximately US $14 in local currency—while others did not. The researchers wanted to see if the subjects of the study would contact the wallet's owner to report that they had found it.



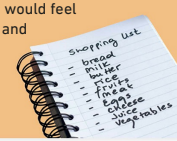


While the rates of reporting the wallet to the owner differed in different countries, in the majority of countries, surprisingly, subjects were more likely to reach out to the owner if the wallet had money in it than if it did not.



Researchers then wondered what would happen if they increased the amount of money in the wallet. So they conducted a second experiment in three countries this time. In this experiment they increased the amount of money so the wallet contained the equivalent of US $95, a much larger sum. To their surprise, they found that an even higher percentage of subjects returned the wallet when it contained more money.

It's impossible to know why the presence of cash encouraged people to return the wallets, and why when there was even more cash in the wallets even more people returned them. Some researchers speculate that the subjects of the study knew they would feel guilty if they were dishonest and did not return the wallets.



B SUMMARIZE | Read the article again and describe the study in your own words.

C DRAW CONCLUSIONS | In pairs or small groups, discuss the following questions.

1 Why did the researchers choose to use a transparent wallet?
2 Why do you think people were more likely to return a wallet with money than one without money?
3 Why do you think people were even more likely to return the wallet when it had even more money?

D MAKE PERSONAL CONNECTIONS | Talk about a time you (or someone you know) behaved ethically and did the right thing.

COMMUNICATION ACTIVATOR

Now let's talk about honesty.

A **TALKING POINTS** | Look at each unreal situation. Complete the unreal conditional sentences about yourself. Then write what you think most people would do.

1 **If I broke something in a store, and no one saw me do it, . . .**



I could . . .

I should . . .

I would . . .

What would most people do?
They would . . .

2 **If I found a wallet full of cash in a restaurant, . . .**



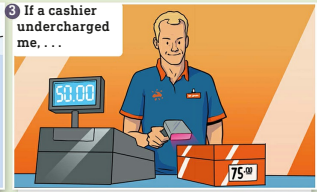
I could . . .

I should . . .

I would . . .

What would most people do?
They would . . .

3 **If a cashier undercharged me, . . .**



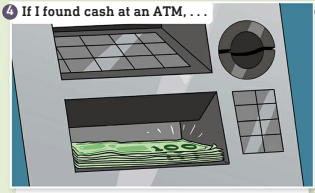
I could . . .

I should . . .

I would . . .

What would most people do?
They would . . .

4 **If I found cash at an ATM, . . .**



I could . . .

I should . . .

I would . . .

What would most people do?
They would . . .

5 **If I found a watch in a department store dressing room, . . .**



I could . . .

I should . . .

I would . . .

What would most people do?
They would . . .

6 **If I saw someone drop something while crossing the street, . . .**



I could . . .

I should . . .

I would . . .

What would most people do?
They would . . .

B **GROUP WORK** | Tell your classmates what you would do in each situation.

SOFT SKILLS BOOSTER p. 160

"If I found cash near an ATM, I would keep it. It would be impossible to find the owner."

OPTIONAL Underline new words or phrases in the Reading you can use in your Group Work. Example: " . . . the majority of . . . "

WRITING **Write two paragraphs expressing your views about honesty. In the first paragraph, summarize your personal response to the results of the study in the Reading. In the second paragraph, write about one or more situations you know of where a person demonstrated honesty, especially when it seemed surprising.**

I think that most people are honest, so I am not surprised by the results of the study . . .

WRITING HANDBOOK p. 150
- Introducing conflicting ideas
- Guidance for this writing exercise

THE "IF I . . ." GAME

- Play in a group of four, using one student's book. Flip a coin to decide who is Student A. Then continue flipping to decide which students are B, C, and D.
- Take turns. Student A: Choose one of the if clauses on your card and read it aloud. Students B, C, and D look at their result clauses. If one of them can complete Student A's statement, with one of her or his result clauses, she or he says, "I have one!"
- If the sentence makes sense, both students cross off the clauses they have used. Play continues with Student B. The first student to cross off all her or his clauses wins.

STUDENT A

If clauses	Result clauses
If I visited Germany,	I would get a massage.
If I didn't like horror movies,	I would lift weights.
If I had bananas and oranges in my fridge,	I would make onion soup.
If I went to a salon right now,	I wouldn't go see *Peter the Parrot*.

STUDENT B

If clauses	Result clauses
If I visited the U.S.,	I would get a haircut.
If I couldn't stand romances,	I wouldn't go see *Vegan Warriors of Outer Space*.
If I had only onions in my kitchen,	I would make an omelet.
If I went to a spa tomorrow,	I would eat Japchae.

STUDENT C

If clauses	Result clauses
If I had only eggs in my fridge,	I would eat sauerkraut.
If I visited Italy,	I would go running.
If I were in a gym,	I would make pasta salad.
If I hated animated films,	I wouldn't go see *Love in the Rain Forest*.

STUDENT D

If clauses	Result clauses
If I visited South Korea,	I would eat peanut butter.
If I had only pasta in my kitchen,	I would eat spaghetti.
If I were in a park right now,	I would make fruit salad.
If I weren't a sci-fi lover,	I wouldn't go see *Hairy Monster*.

PROGRESS SELF-CHECK NOW I CAN

- ☐ Return someone's property.
- ☐ Discuss ethical choices.
- ☐ Describe good and bad character traits.
- ☐ Talk about honesty.

For more practice . . . *Connect TV* | Unit Review | Test-Taking Skills Booster

UNIT 9

Enjoying the Arts

Warm-Up

Which forms of the visual arts do you find the most appealing?

PRONUNCIATION | Listen and repeat.











UNIT 9 COMMUNICATION GOALS

Lesson 1 Comment on a piece of art

Lesson 2 Ask about and describe objects

Lesson 3 Describe what makes an artist appealing

Lesson 4 Recommend a place to enjoy the arts

Topic Warm-Up

A STYLES OF ART | Complete the survey.

Choose the style of art you prefer in each pair.



realistic

or

abstract





traditional

or

modern





digital

or

handcrafted



B VOCABULARY | Styles of art | Listen and repeat.

C PAIR WORK | Compare your responses to the survey. Explain your choices.

"I love abstract art. When I look at an abstract painting, it makes me think."

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation between two people attending a conference. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Luis = Spanish
Yumi = Japanese







Luis: So, Yumi, do you think you'll come to the conference next year when it's in Mexico City?

Yumi: I wouldn't miss it for the world. That's your hometown, right?

Luis: Right. If I were you, I'd plan on staying a couple of extra days. There are a lot of fun things to do there.

Yumi: I will. You know, I've been fascinated by Frida Kahlo ever since I saw an exhibition of her work. Is it true that her house was turned into a museum?

Luis: It was. It's called the Blue House, and it's one of the most popular attractions in the city. Believe it or not, I've never been there.

Yumi: No way!

Luis: It's true. I've heard it has some of her most important work. And you can also see her personal possessions . . . her letters, even her cookware. And there's traditional furniture and folk art . . . stuff like that.

Yumi: Speaking of which . . . I'd like to bring back some Mexican handicrafts.

Luis: Actually, there's a nice market not far from the Blue House.

Yumi: What about Kahlo's husband? Is there a museum that features Diego Rivera's paintings?

Luis: Definitely. There's one not far from the Blue House. You can get there by bus. Tell you what . . . I'll send you some links with the information.

Yumi: That would be great. And in the meantime, you should plan on a visit to the Blue House yourself!

Luis: Better yet, maybe I can join you when you come to Mexico City.

Yumi: It's a deal!

B UNDERSTAND FROM CONTEXT | Answer the questions, selecting one of the featured phrases from Zoom-In.

What do you say to . . .

..... **1** introduce surprising information?
..... **2** indicate you were just reminded of something?
..... **3** introduce an offer to do something helpful?
..... **4** suggest an action to take before another one?
..... **5** increase the value of an offer?
..... **6** say you agree to a suggested action?

a In the meantime, . . .
b Believe it or not, . . .
c It's a deal!
d Speaking of which . . .
e Tell you what . . .
f Better yet, . . .


Frida Kahlo


Diego Rivera

C THINK AND EXPLAIN | Answer the questions with a partner. Explain your answers with information from Zoom-In and your own ideas.

1 Why does Yumi respond with "No way!" to Luis when they talk about the Blue House?
2 What does Luis say that makes Yumi think of Mexican handicrafts?

SPEAKING PAIR WORK | Discuss what you'd recommend to a visitor to your town or city if that person wanted to see local arts and handicrafts.



1 COMMUNICATION GOAL Comment on a piece of art

A GRAMMAR | The passive voice: Present and past

In the active voice, the subject of the sentence performs the action of the verb. In the passive voice, the receiver of the action becomes the subject and focus of the sentence.

Active voice: My wife **took** this photo in San Francisco.

Passive voice: This photo **was taken by** my wife in San Francisco.

Form the passive voice with a form of be and a past participle.

Vincent van Gogh's paintings **are loved** by everyone.
The Guggenheim Museum in Spain **was designed** by architect Frank Gehry.
Naotaka Hiro's drawings **have been bought** by a number of museums.

Use a by phrase when it is important to know the performer of the action.

The *Mona Lisa* was painted in the sixteenth century **by Leonardo da Vinci**.

A by phrase is optional when we don't want to say, don't need to say, or don't know who or what performed the action.

The *Mona Lisa* was painted in the sixteenth century.
Beautiful handicrafts are sold in street markets in many countries.
This sculpture was found in Egypt.



GRAMMAR EXPANDER p. 140
- Transitive and intransitive verbs
- The passive voice: other tenses

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find three examples of the passive voice in Zoom-In on page 99.

D UNDERSTAND THE GRAMMAR | Cross out the by phrase if it's not necessary.

1 The J. Paul Getty Museum was built by workers in Los Angeles in the late 1990s.
2 Rome's ancient Colosseum was used by people as a stadium for more than four centuries.
3 The Oscar-winning film *Bohemian Rhapsody* was directed by Bryan Singer.
4 Handcrafted objects are sold by people at the Central Market.
5 These amazing self-portraits were painted by the Mexican artist Frida Kahlo.
6 The *Mona Lisa* was stolen by someone from the Louvre in 1911.

E GRAMMAR PRACTICE | Rewrite each active voice sentence in the passive voice. Use a by phrase.

1 My son took those photographs in Beijing five years ago.
2 Donatella Versace designed this dress for the actor Angelina Jolie.
3 Japanese artist Naoki Urasawa created the comic book *Yawara!* in 1986.
4 My brother found this small sculpture at a market near São Paulo, Brazil.
5 Four teenagers discovered the 17,000-year-old Lascaux cave paintings in 1940.
6 I made this drawing of a house when I was three years old.

F PRONUNCIATION | Emphatic stress | Notice how stress is emphasized to show enthusiasm or surprise. Read and listen. Then listen again and repeat.

1 That's unbeLIEvable!
2 No KIDDing!
3 That's aMAzing!
4 How INteresting!
5 That's CRAzy!

G PRONUNCIATION PRACTICE | With a partner, take turns reading a passive voice sentence aloud from Exercise E. Respond to your partner with enthusiasm or surprise.

COMMUNICATION ACTIVATOR

Now let's comment on a piece of art.



A CONVERSATION MODEL | Read and listen.

A: I love this drawing, don't you?
B: Not really. I'm not a big fan of realistic art. Who's the artist?
A: Let's see . . . Melvin Mellon.
B: Never heard of him. Have you?
A: Actually, I haven't either. . . . Hey, check this out. It was sold for $8,000.
B: That's unbelievable!

Social language
Say "Check this out" to call someone's attention to surprising information.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation, using the Downtown Gallery catalogue. Then change roles.

A: I love this ....., don't you?
B: .... Who's the artist?
A: Let's see . . . .
B: Never heard of ..... . Have you?
A: Actually, I haven't either. Hey, check this out. ..... .
B: .....!

RECYCLE THIS LANGUAGE
traditional / modern
realistic / abstract
Believe it or not, . . .
Better yet, . . .
Speaking of which . . .

KEEP TALKING! ●●●

Say more about the art.
I like the [colors / faces / eyes / buildings / people].
It's very [relaxing / interesting / thought-provoking / funny / serious].

Ask about your partner's opinion.
Do you prefer [modern art?]
What do you think of [this one]?

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

DOWNTOWN GALLERY WINTER SHOW



Artist: JOHN P. CHING
Title: SUMMER IN THE TETONS
US $4,000 SOLD



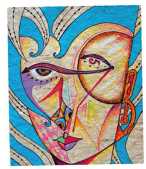
Artist: MARSHALL STANTON
Title: THE GULLS
US $1,800



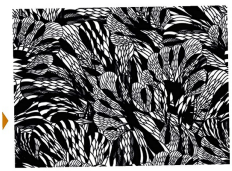
Artist: PAULA YAKAMOTO
Title: THE DREAM
US $3,000



Artist: AMY ROSSI
Title: WEEKEND
US $1,200 SOLD



Artist: SADIE ALTMAN
Title: MIRANDA
US $900



Artist: EDWARD SOTO
Title: UNTITLED
US $7,000

2 COMMUNICATION GOAL Ask about and describe objects

A VOCABULARY | Materials and handcrafted objects | Read and listen. Then listen again and repeat.



B PAIR WORK | Tell your partner about some of your favorite objects in your home or in the homes of people you've visited. Use the Vocabulary.

> "My mother has a beautiful old glass bowl on a shelf in the dining room. It was given to her by her grandmother, so I think it's very special."

C GRAMMAR | The passive voice: Questions

Was that pitcher **made** in Japan?	(Yes, it was. / No, it wasn't.)
Are these bowls **used** for cooking?	(Yes, they are. / No, they aren't.)
Were these wallets **designed** by Gucci?	(Yes, they were. / No, they weren't.)
When **was** the museum **built**?	(In 1985.)
Where **were** those figures **made**?	(In Japan.)
How **are** those bags **cleaned**?	(You have to hand-wash them.)



GRAMMAR EXPANDER p. 141

Yes / no questions in the passive voice: other tenses

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete the passive voice questions in the interview.

We interviewed Vladimir Fedorov at the Museum of Decorative and Folk Art in Moscow about the world-famous matryoshka figures—also known as "matryoshka dolls" or "Russian nesting dolls."



Q: When were the first matryoshka dolls ..... (1 make) ?
A: The very first ones were made in 1890.
Q: ..... they typically ..... (2 make) of?
A: They're made of wood from the linden tree, a tree commonly found in Russia.
Q: ..... they ..... (3 paint) by hand?
A: Yes, they are.
Q: ..... individual figures ..... (4 include) in each set?
A: There are usually between five and ten in each one.

COMMUNICATION ACTIVATOR

Now let's ask about and describe objects.

A CONVERSATION MODEL | Read and listen.

A: I love those pitchers. Where were they made?
B: The glass ones?
A: No, the ceramic ones.
B: Oh, those were made in the U.S.
A: Really? They're very nice. Can I take a closer look?
B: Of course. Let me get them for you.

Social language
Politely ask for permission with "Can I ___ ?"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Ask about and describe the objects in the pictures. Then change roles.

A: I love ..... . Where ..... made?
B: The ..... ?
A: ....

KEEP TALKING!
- Ask about other objects.
- Ask about materials.
- Ask about prices.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again. Choose different objects.

E PAIR WORK | Describe objects in your own home. Your partner asks questions about them.

On a table next to my bed, I have a painted wood figure of a horse. It has really nice colors.

Where was it made?



3 COMMUNICATION GOAL Describe what makes an artist appealing

A VOCABULARY | Passive participial phrases | Read and listen. Then listen again and repeat.

be inspired by I'm inspired by artists who achieve success. Hearing their stories makes me feel like I can be successful, too.

be influenced by Her fashion designs were influenced by the work of the designer Valentino. She has her own style, but you can see some similarities.

be fascinated by I'm fascinated by the Brazilian photographer Sebastião Salgado. He's so interesting—I want to learn more about him.

be moved by My husband and I were moved by the Italian singer Andrea Bocelli's performance when we saw him in concert. His singing really touches the audience emotionally.

B ACTIVATE VOCABULARY | Complete the chart with examples. Then share your examples with your partner, using passive participial phrases. Use the sentences in Exercise A as a model.

> "I'm inspired by my mom. She's been very successful even though she's had lots of problems in her life."

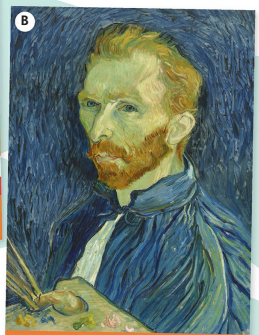
Someone or something that . . .	
inspires you. (Explain how.)	fascinates you. (Explain how.)
has influenced you. (Explain how.)	has moved you. (Explain how.)

C LISTEN TO CLASSIFY | Listen to four speakers discuss the impact one of these artists had on them. Write the letter of the artist next to the correct description, according to the speakers.

..... **1** This artist makes people think.
..... **2** This artist creates work that reflects the artist's ethics.
..... **3** This artist helps people see the world in a different way.
..... **4** This artist has used art to deal with life's difficulties.



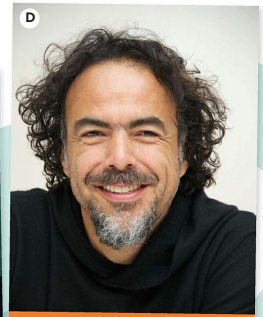
Yayoi Kusama, mixed media artist



Vincent van Gogh, painter



Stella McCartney, fashion designer



Alejandro González Iñárritu, filmmaker

D LISTEN TO DRAW CONCLUSIONS | Listen to each of the speakers again. Discuss the following questions.

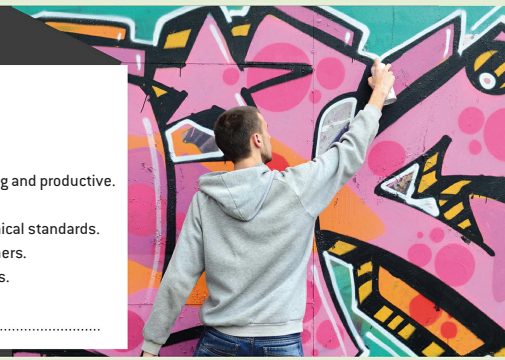
1 Why do you think the first speaker was moved by her visit to the town where the artist spent the last months of his life? Why was she fascinated by van Gogh's life story?
2 In what way does the second speaker think McCartney's work was influenced by her parents? How was the speaker inspired by McCartney?
3 In what ways do you think the third speaker, as a writer, is inspired by Iñárritu's films?
4 Do you think Kusama was disappointed by her experience living in New York? Why do you think the fourth speaker was moved by Kusama's story?

COMMUNICATION ACTIVATOR

Now let's describe what makes an artist appealing.

A TALKING POINTS | Complete the questionnaire. Then compare your responses with a partner.

Which qualities do you think make an artist—in the visual arts or performing arts—appealing?



I like an artist who . . .

- ☐ makes you think.
- ☐ makes you laugh.
- ☐ makes you comfortable.
- ☐ makes you uncomfortable.
- ☐ makes you see the world differently.
- ☐ communicates well.
- ☐ has a fascinating life story.
- ☐ has overcome difficulties.
- ☐ is easy to understand.
- ☐ is not so easy to understand.
- ☐ is popular.
- ☐ is a rebel.
- ☐ is creative.
- ☐ is hard-working and productive.
- ☐ is intelligent.
- ☐ has strong ethical standards.
- ☐ influences others.
- ☐ inspires others.
- ☐ moves others.
- ☐ other: .....

B GROUP WORK | Use your Talking Points for ideas to write notes about three of your favorite artists in the visual or performing arts. Then tell your classmates about your artists. Ask them about theirs. Say as much as you can.

SOFT SKILLS BOOSTER p. 161

	Name	Type of artist	Why I like this artist
1	*Hayao Miyazaki*	*Filmmaker*	*His animations are so creative!*

	Name	Type of artist	Why I like this artist
1			
2			
3			

Types of artists

In the visual arts . . .
- a painter
- a sculptor
- a filmmaker / director
- a fashion designer
- a photographer
- a craftsperson
- a mixed-media artist

In the performing arts . . .
- a singer
- an actor
- a dancer
- a musician

WRITING Write about the three artists you discussed with your classmates. Describe the impact they have had on you and why you find them appealing.

I'm fascinated by hard-working and talented people, and these three artists are both. My favorite artists are . . .

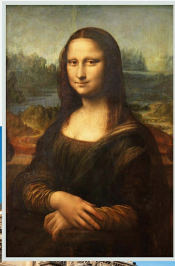
WRITING HANDBOOK p. 151
- Providing supporting details
- Guidance for this writing exercise

A READING | Read about the roles of museums. What is the main difference in the roles of the two museums described in the article?

TO EDUCATE, MOVE, AND INSPIRE

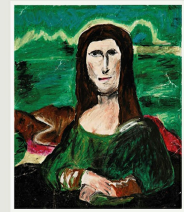
What's the world's largest art museum? It's the Louvre in Paris. Opened in 1793, today this world-famous—and enormous—museum is also the world's most visited. For centuries, Europe's greatest paintings and sculptures were kept in the homes of the rich and powerful, and only they could see these works of art. Believe it or not, Leonardo da Vinci's sixteenth century masterpiece, the *Mona Lisa*, was hidden from public view on a wall in the bedroom of French emperor Napoleon Bonaparte. Today, however, millions of ordinary people, who are neither rich nor powerful, wait for hours to get a quick glimpse of the world's most famous portrait—and perhaps the most easily recognized woman—at the Louvre. One of the roles of art museums is to make it possible for great art to be seen by everyone—to educate, move, and inspire.

There are approximately 55,000 museums around the world. Of the world's top three most popular museums, two are art museums. And the other, although focused on Chinese history, is filled with some of China's finest artistic masterpieces that help tell that history; through paintings, sculptures, gold and silver jewelry, and handicrafts. Museums have always played a number of important roles beyond the exhibition of art, such as educating the public about science and technology, cultural traditions, and history, or telling stories about people and events. Some museums are designed for children and offer special programs and activities. And many museums are quite small, located in storefronts or old historic houses.



The part of the Louvre where the *Mona Lisa* is displayed is always packed with tourists.

On the other hand, not all art museums display great art—some even specialize in the weird and unusual. In 1994, Scott Wilson found a painting in the garbage on the street—he was mainly interested in the frame around the painting rather than the painting itself. While he and a friend agreed the painting was not very good, they thought it would be interesting to recognize the artist's time and effort, and the Museum of Bad Art (MOBA) was born, with Wilson as its director. Located near Boston in the U.S., MOBA displays art that would probably never be shown in any other museum. Many of the museum's paintings and sculptures are actually donated by the artists themselves. In fact, many don't get accepted by the museum because they are, according to the museum, "not bad enough." The museum calls its collection "too bad to be ignored." According to one art critic, it's "so bad it's good." Most importantly, MOBA encourages visitors to think about and discuss what they see (another important role of museums) . . . in this case, what the visitors think is "good" or "bad" art and why.



The Museum of Bad Art's *Mana Lisa*.

World's top three most visited museums



B UNDERSTAND INFORMATION FROM A GRAPH | Which statement is true, based on the information in the graph? Explain your choice.

- ☐ **a** These are the three biggest museums in the world.
- ☐ **b** These are the three most popular museums in the world.
- ☐ **c** These are the three most interesting museums in the world.

C UNDERSTAND FROM CONTEXT | **Find these words in the article. Then match each word with its meaning.**

.....	**1** enormous	**a**	give something to an institution or organization
.....	**2** masterpiece	**b**	like most people—not rich and powerful
.....	**3** ordinary	**c**	huge
.....	**4** glimpse	**d**	a painting, drawing, or photo of a person
.....	**5** portrait	**e**	a quick look at something
.....	**6** donate	**f**	a great piece of art



D IDENTIFY SUPPORTING DETAILS | **Write T (true) or F (false) about each statement. Find information in the article to support your answer.**

..... **1** The *Mona Lisa* was painted before the Louvre was opened to the public.
..... **2** Napoleon Bonaparte is an example of someone who was rich and powerful.
..... **3** The three most visited museums in the world all focus on art.
..... **4** Beijing's National Museum of China is the third most popular museum in the world.
..... **5** The Museum of Bad Art chooses not to accept some donations of art because they are too good.

E THINK AND EXPLAIN | **Discuss the following questions.**

1 Which of the museums in the article would you like to visit? Why?
2 Why do you think an artist would want to donate his or her own art to MOBA?
3 Do you think it's appropriate to call any art "good" or "bad?" Explain your reasons.

COMMUNICATION ACTIVATOR

Now let's recommend a place to enjoy the arts.

A TALKING POINTS | **List museums, galleries, markets, or other places where a visitor to your town or city can go to see art, handicrafts, or historical artistic treasures. Write notes to describe why it's worth going there.**

	Name	Why go there?
	Pelourinho	*It's a historic neighborhood. To see beautiful old buildings. Built in the 1700s.*

	Name	Why go there?
1		
2		
3		

Some reasons
- It has a(n) ___ collection of ___.
- It educates the public about ___.
- It tells the story of ___.
- It's thought-provoking.
- ___ are sold there.

OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work.
For example: " . . . is filled with . . . "

B PAIR WORK | **Role-play a conversation in which one of you is a visitor to your town or city. Talk about things to do and recommend the places you identified in Talking Points.**

RECYCLE THIS LANGUAGE
Believe it or not, . . .
Speaking of which, . . .
Tell you what, . . .

KEEP MOVING FORWARD!

- Work with a partner. Put two coins on START. Decide who goes first. Take turns flipping coins. Heads = move one square. Tails = move two squares.
- When you land on a square, follow the instructions. BUT if your partner has already landed there, flip again. If your response is correct, stay on the square. If your response is incorrect, go back one square and wait for your next turn.
- Note: All responses need to be in complete sentences. The first person to reach the END is the winner.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Comment on a piece of art.
- ☐ Ask about and describe objects.
- ☐ Describe what makes an artist appealing.
- ☐ Recommend a place to enjoy the arts.

For more practice . . . *Connect TV* | Unit Review
Test-Taking Skills Booster

UNIT 10

Technology

Warm-Up

Which phone apps are the most essential to have? Tell your classmates about your apps.



UNIT 10 COMMUNICATION GOALS

Lesson 1 Troubleshoot problems with devices

Lesson 2 Compare software and services

Lesson 3 Describe your Internet use

Lesson 4 Discuss the downsides of the Internet

Topic Warm-Up

A FRUSTRATIONS WITH A DEVICE | Complete the survey.



B VOCABULARY | Frustrations with a device | Listen and repeat.

C PAIR WORK | Talk about a problem you've had with a device.

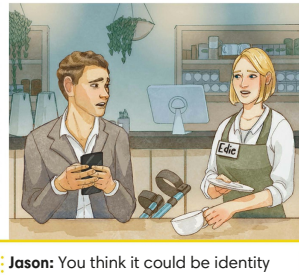
> "Last month, I thought my smart phone was overheating. I was really worried."

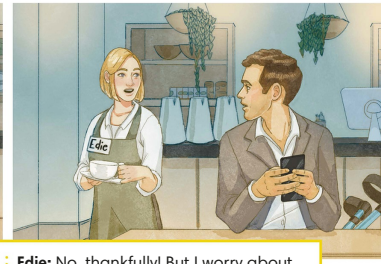
Language Warm-Up

A ZOOM-IN | Read and listen to a conversation between two people in a coffee shop. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Jason = American English (standard)
Edie = Russian







Jason: Wait . . . what? How can this be?

Edie: Something wrong with your coffee?

Jason: No. Someone got a hold of my credit card number and charged a bunch of stuff on it. I don't get it. I've got the card right here in my pocket.

Edie: Maybe someone cloned it.

Jason: Cloned it?

Edie: Yeah. They just make an electronic copy of it. It's pretty common.

Jason: You think it could be identity theft? Maybe they have *all* my personal info.

Edie: I wouldn't jump to conclusions. It's not necessarily that serious. But you should definitely contact the bank now to cancel that card. They can send you a new one.

Jason: I really don't have time for this! What a pain in the neck.

Edie: Well, better safe than sorry.

Jason: Has this ever happened to you?

Edie: No, thankfully! But I worry about identity theft, too—I have an ID protection app to make sure it doesn't happen.

Jason: Really? What's the name of the app?

Edie: Houdini. It's not the only one, and its fee isn't as low as some of the others, but it's really good. I think it's worth it.

Jason: Well, it's certainly worth it if it gives you peace of mind. Why worry if you don't have to?

B UNDERSTAND FROM CONTEXT | Look at the featured words and phrases in Zoom-In. Complete each statement.

1 When you say "I don't get it," you mean I ..... it.
   a don't understand **b** haven't bought
2 When you "jump to conclusions," you think there's a problem ..... .
   a before you know for sure **b** after studying the facts
3 When you say something is "a pain in the neck," you think it's ..... .
   a dangerous **b** a lot of trouble
4 When you say "better safe than sorry," you're recommending ..... now in order to avoid trouble later.
   a doing something **b** being sorry
5 When you say something gives you "peace of mind," it means you ..... .
   a need to have it **b** have no more worries about it

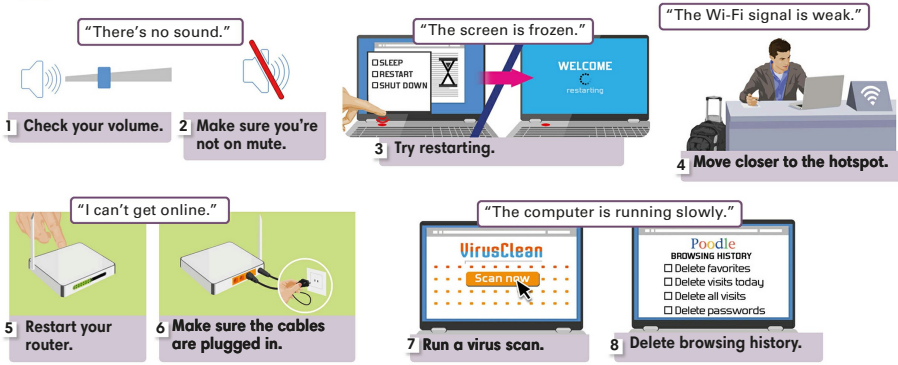
SPEAKING PAIR WORK | Discuss which of these problems is the biggest pain in the neck. What would you suggest someone do for some peace of mind?

a frozen screen	no sound	no Wi-Fi connection
a device overheating	losing a file	a virus
identity theft	a dead battery	a slow device



Troubleshoot problems with devices

A VOCABULARY | Solutions to problems with devices | Read and liste n. Then listen again and repeat.



B PAIR WORK | Use the Vocabulary to discuss solutions you choose for problems with your devices.

"When I can't get online, I always check my router cables."

C GRAMMAR | The infinitive of purpose



Did you run a virus scan **to see** if you have a virus?

An infinitive can be used to explain a reason or purpose.
I contacted Online Support **to get** some help with my laptop.
We checked the cables **to make sure** they were plugged in.
I got a new practice app **to improve** my English.

In speaking, you can answer a Why question with an infinitive of purpose.

A: Why should he run a virus scan? **B:** **To see** whether the problem is a virus.
A: Why should I delete these apps? **B:** **To speed up** your computer!
A: Why did she install Remembo? **B:** **To get** help managing her passwords.

GRAMMAR EXPANDER p. 141
Expressing purpose with in order to and for

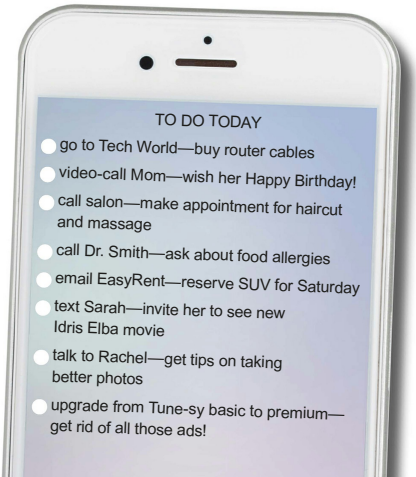
D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E NOTICE THE GRAMMAR | Find two infinitives of purpose in Zoom-In on page 111.

F PAIR WORK | Look at Laura's to-do list. Ask and answer questions, using infinitives of purpose.

Why is Laura going to go to Tech World?

To . . .



G **GRAMMAR PRACTICE** | **Shorten B's statement, making it a phrase with an infinitive of purpose. Then practice the new conversations with a partner.**

1 **A:** Why did you call the bank?
B: ~~Because I wanted to cancel my credit cards.~~ *To cancel my credit cards.*

2 **A:** Why did you order from Instant Dinner?
B: Because I needed to get dinner in less than an hour. .....

3 **A:** Why did you get that new contactless credit card?
B: Because I want to avoid handing it to people. .....

4 **A:** Why should most people have antivirus software on their computer?
B: Because it prevents viruses and malware. .....

5 **A:** Why do you think I should upgrade my router?
B: Because it'll make your computer run faster. .....

6 **A:** Why did you just restart your computer?
B: Because I wanted to speed up its performance. .....

COMMUNICATION ACTIVATOR

Now let's troubleshoot problems with devices.



A **CONVERSATION MODEL** | **Read and listen.**

A: Hey, Olivia. Got a minute?
B: Sure! Is something wrong?
A: So I'm in the airport, and the Wi-Fi signal is so weak.
B: Have you tried moving closer to the hotspot to get a stronger signal?
A: Sounds like a good place to start. Thanks!
B: In any case, it's worth a try. Good luck and take care.

Social language
Ask if someone is available to talk with "Got a minute?"

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Change the conversation, using different problems and solutions.**

A: Hey, ... Got a minute?
B: Sure! .....?
A: ..... .
B: Have you tried ..... to .....?
A: ....

Ideas for solutions
- delete your browsing history [to make it run faster]
- check the volume [to make sure you're not on mute]
- restart it [to fix the problem]
- restart your router [to see if that's the problem]
- run a virus scan [to see if it's a virus]

KEEP TALKING! ●●●

Describe your progress.
I tried restarting, but it's not working.
OK, that's better!

Ask more questions.
Is your battery OK?
Can you get online now?

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I have no sound.
My [laptop] is running slowly.
My screen is frozen.
I can't get online.
There's no Wi-Fi connection.
It's overheating.
I think I have a virus.
My file didn't save.
I don't get it.
Don't jump to conclusions.
What a pain in the neck!
Better safe than sorry.
That should give you some peace of mind.

D **CHANGE PARTNERS** | **Change the conversation again. Use other problems and solutions.**

2 COMMUNICATION GOAL Compare software and services

A VOCABULARY | Computer systems, software, and services | Read and listen. Then listen again and repeat.

an application computer software that enables a user to perform tasks such as creating documents, presentations, and other media and file types

a cloud storage service a service that stores a user's computer files in an online location so it's not necessary to use too much storage space on a computer

a streaming service an online service that enables a user to listen to music or watch video on demand

an online backup service a service that automatically saves files a computer user creates and stores them so they cannot be lost if the computer is damaged

an Internet browser an application for accessing information online

an anti-virus program an application that identifies and removes computer viruses

an email account a service that enables users to send, receive, and store email messages

a password manager an application that creates and stores a variety of secure passwords

B PAIR WORK | Talk about the software and services you have on your devices and why you have them.

"I use an online backup service to store my files automatically. Who wants to worry?"

C GRAMMAR | Comparisons with as . . . as

To express similarity

Use as . . . as with an adjective to describe how two things are equal or the same. You can use the adverb just for emphasis.

My new email account is **as secure as** my old one.
The Spendora music streaming app is **just as ad-free as** Singafy, and it has a lot more songs.

Use the adverb almost in affirmative statements to describe how two things are very similar but not exactly the same.

MyCloud is **almost as popular as** Flopbox, but it's a bit more expensive.

To express difference

Use not as . . . as to describe how two things are different. Use not quite when the difference is very small. Use not nearly to indicate that there's a big difference.

My old antivirus program wasn**'t as quick as** my new one.
This new version of Document isn**'t quite as efficient as** the older one, in my opinion.
Flick Me video streaming service isn**'t nearly as good as** House Tickets.

You can just use as + an adjective when the meaning is clear.

eCloset is excellent, but Flopbox is just **as good.** (= just as good as eCloset)

The Lockout password manager is**n't as easy to use as** the FastPass.



GRAMMAR EXPANDER p. 142
- Comparatives and superlatives: review
- Comparison with adverbs

D GRAMMAR PRACTICE | Compare the software or services using as . . . as and the cues.

1 My new antivirus program is reliable. My old one is reliable.
(just) .....

2 My editing application is user-friendly. Yours is much more user-friendly.
(not nearly) .....

3 The Unforgettable password manager is secure. The Memo password manager is less secure.
(not quite) .....

4 Flopbox and eCloset are both affordable. Flopbox is just a little bit more affordable.
(almost) .....

E PRONUNCIATION | Stress in as . . . as phrases | Read and listen. Then listen again and repeat.

1 This new laptop is as slow as the old one.
2 Flopbox is just as safe as eCloset.
3 My podcast app isn't nearly as good as yours.
4 The Riviera 2.3 operating system isn't quite as cheap as the 2.2.

F PAIR WORK | Take turns reading the statements you wrote in Exercise D aloud, paying attention to stress in as . . . as phrases.

G GRAMMAR PRACTICE | Write five statements with as . . . as comparing things you are personally familiar with. Then share your opinions with a partner.

In my opinion, the Super Workout gym isn't nearly as good as Live Long Fitness Center.

Things to compare
- gyms
- cars
- electronic devices
- stores
- restaurants
- other: ___

COMMUNICATION ACTIVATOR

Now let's compare software and services.



A CONVERSATION MODEL | Read and listen.

A: I think it's about time I got a new password manager.
B: What's wrong with your old one?
A: It's just too complicated. It's time to replace it.
B: Do you have a particular one in mind?
A: Well, I've heard Safekeep isn't as complicated as mine.
B: Suppose we ask my friend Glenn for advice. He's always up on the latest stuff.

Social language
Suggest a course of action with "Suppose we . . . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Choose apps and software from the icons. Then change roles.

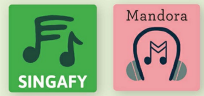
A: I think it's about time I got a new .....
B: What's wrong with your old one?
A: It's ..... It's time to replace it.
B: Do you have a particular one in mind?
A: Well, I've heard ..... as ..... as .....
B: Suppose we .....

Ideas

not ad-free	not secure
not affordable	not user friendly
not convenient	not good
not easy to use	too expensive
not efficient	too pricey
not reliable	too slow

KEEP TALKING!
- Talk about other new things you need.
- Suggest other ways to get information.

Watch the video for ideas!



music streaming services



e-mail services



cloud storage systems



anti-virus programs



presentation applications



password managers

D CHANGE PARTNERS | Role-play the conversation again. Choose other apps and software from the icons.

3 COMMUNICATION GOAL Describe your Internet use

A **PAIR WORK** | Compare and discuss reasons for using the Internet.

I use the Internet . . .

1. to find information



2. to read my favorite blogs, newspapers, and magazines



3. for self-improvement



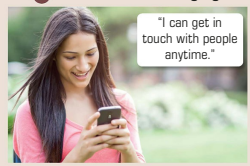
4. for job hunting



5. to book travel services



6. for instant messaging



7. for friendship and dating

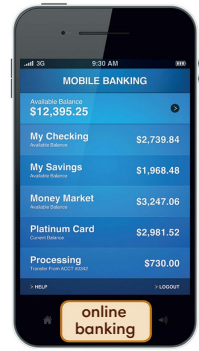


B **LISTEN TO CONFIRM CONTENT** | Listen to the different ways each person uses the Internet. Then complete the statements.

1 Caller 1 discusses .....
2 Caller 2 discusses .....
3 Caller 3 discusses .....


video conferencing


screen sharing



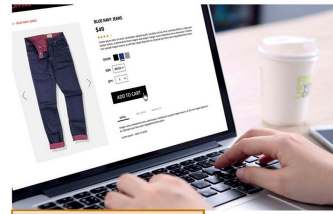
online banking


ordering groceries online


paying with an e-wallet

ordering food from a meal delivery service




buying clothes online

C LISTEN FOR SUPPORTING DETAILS | **Read these true statements. Then listen again to find the information that supports them. With a partner, explain how you know the statement is true.**

1 Han-bin doesn't like to wait a long time for things.
2 Han-bin's meal delivery habits are common in Korea.
3 Lisa's clients don't have to travel to work with her.
4 Lisa doesn't often go to the bank.
5 Isabel didn't take a traditional job.
6 Isabel doesn't have much time to cook.

COMMUNICATION ACTIVATOR

Now let's describe your Internet use.

A TALKING POINTS | **Check the activities that you do on the Internet.**

I USE THE INTERNET TO . . .

EDUCATION
- ○ take online classes
- ○ practice English
- ○ take exams
- ○ do extra classwork
- ○ other: _____

ENTERTAINMENT
- ○ watch movies or TV
- ○ listen to music, radio, or podcasts
- ○ listen to audiobooks
- ○ read news, magazines, or blogs
- ○ play games
- ○ other: _____

SELF-IMPROVEMENT
- ○ get guidance while I exercise
- ○ help me meditate or sleep better
- ○ learn how to improve my diet or nutrition
- ○ other: _____

COMMUNICATION
- ○ read and post on social media
- ○ text-message
- ○ share photos
- ○ send and receive emails
- ○ do video conferencing or video calls
- ○ screen share
- ○ other: _____

TRAVEL
- ○ make reservations
- ○ buy tickets
- ○ other: _____

EMPLOYMENT
- ○ look for opportunities
- ○ apply for jobs
- ○ other: _____

BANKING AND FINANCE
- ○ pay bills
- ○ manage my money
- ○ other: _____

SHOPPING
- ○ buy clothing and other products
- ○ buy or order food
- ○ order meals at home
- ○ other: _____



B PAIR WORK | **Compare and discuss your responses. Ask and answer information questions with How, Why, Where, When, and How often. Then discuss with the class.**

How can the Internet help you sleep better?

I have a great meditation app. I use it every night to relax.

4 COMMUNICATION GOAL Discuss the downsides of the Internet

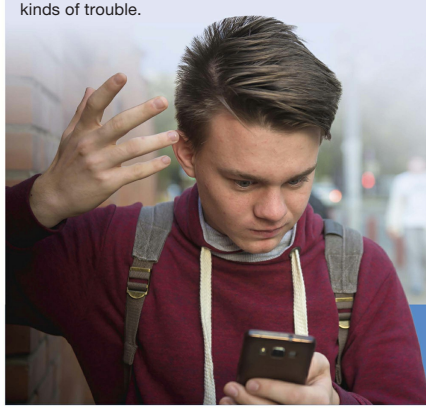
A READING | Read about some downsides of the Internet. Which of the problems in the article do you think are the most serious?

The Downsides of the Internet

It's hard to imagine a world without the benefits of the Internet—connections with old and new friends on social media, choices of entertainment, access to more products, and instant access to information. However, the Internet has also introduced a number of downsides to anyone who expects to be able to use it worry-free.



Cyber predators—criminals who look for Internet users they can take advantage of—regularly search online for email addresses and phone numbers they can use to "phish" for, or get access to, personal information or a way to enter your device. Claiming to work for a government agency or a well-known company, they may call or email and offer to solve a problem for you—but they say they just need your credit card number in order to do that. Or they might send a text message with an attachment, saying "I thought you'd like this!" However, if you click on the attachment, a virus enters your device to cause all kinds of trouble.



Social media provides a place where young people learn to interact with each other. But one all too common problem is cyberbullying: kids posting terrible comments about less popular kids they consider "uncool." Face-to-face bullying has always existed in schoolyards and playgrounds, but cyberbullying has moved bullying into the privacy of the bedroom. Psychologists explain that kids feel freer to bully other kids on social media than they ever would in person, especially if they can do it anonymously. More than 30% of children and teens say they have been victims of cyberbullying.

A more recent practice on the Internet is "trolling," or posting negative messages to an online group. These messages are designed to produce strong emotional responses from group members. For example, if a group regularly discusses political issues, a "troll" might post numerous messages taking an opposing view—not to have an interesting discussion, but to make people angry. The result might be that other people avoid posting messages or even decide to leave the group. "Trolls" also often post false information about the news, celebrities, politics, and more. So it's important not to believe everything you see on the Internet and to check sources to determine if information is true.

The Internet offers us all so many advantages. However, we all need to be careful as we make use of it.

B UNDERSTAND MAIN IDEA | Check the statement that expresses the main idea of the article.

- ☐ **a** Bullying is a common problem for children and teens in playgrounds.
- ☐ **b** Cyber criminals, cyberbullies, and trolls are some downsides of the Internet.
- ☐ **c** Clicking on an attachment from an unknown person can cause a virus to enter your device.

C **UNDERSTAND FROM CONTEXT** | **Circle the correct answer to complete each sentence.**

1 A "cyber predator" is someone who .....
   a works for a government agency
   b phishes for personal information
2 If you "take advantage of" someone, you .....
   a help that person do something
   b cause that person to do what you want
3 A "cyberbully" is someone who .....
   a posts hurtful things online about someone
   b sends messages anonymously
4 "Privacy" is something you have when you are .....
   a alone
   b with other people
5 A "victim" of cyberbullying is someone who .....
   a has been bullied online
   b has never experienced bullying online
6 An Internet "troll" is someone who tries to .....
   a create strong emotional reactions online
   b begin thoughtful discussions online

D **DISCUSSION** | **What do you think someone should do if he or she encounters a cyber predator, a cyberbully, or a troll while online?**

COMMUNICATION ACTIVATOR

Now let's discuss the downsides of the Internet.

A **TALKING POINTS** | **With a partner, write the upsides and the downsides of each online activity.**

Using social media	Finding information	Shopping
Upsides	Upsides	Upsides
Downsides	Downsides	Downsides

B **DISCUSSION** | **Do you think the Internet has more upsides or downsides? Support your opinions with examples from Talking Points.**

I think there are more upsides than downsides. It's so easy to find information there. If you're careful, you don't have to worry.

I disagree. I've stopped using a credit card to shop online. Better safe than sorry.

SOFT SKILLS BOOSTER p. 162

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "It's hard to imagine a world without . . ."

WRITING **Write two or three paragraphs about the upsides and downsides of using the Internet in life and in work. Include information about how to avoid any dangers.**

Most people today can't even imagine life without the Internet. From the time they get up in the morning until the time they go to bed, and even in the middle of the night, the Internet has become a part of everyone's lives. The Internet has many benefits. First of all, . . .

WRITING HANDBOOK p. 152
- Organizing ideas
- Guidance for this writing exercise

COMPARATHON!

IDEAS

affordable / unaffordable
expensive / inexpensive
comfortable
convenient
good / bad
nice
safe
quiet / noisy
large / small
near / far
up-to-date

Form two teams of two students each.

GAME 1 Study the pictures and descriptions of the two cars and write comparisons with as . . . as about the cars. You have ten minutes to write as many statements as you can. The team with more correct comparisons wins.



Car 1 Description

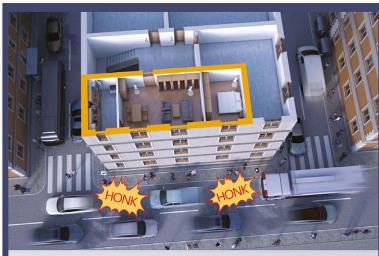
8 passengers
Safety rating: ★★★★
Features:
10 inch / 25.4 centimeter screen
US $26,500



Car 2 Description

4 passengers
Safety rating: ★★★
Features:
7.1 inch / 18 centimeter screen
Price: US $25,000

GAME 2 Study the pictures and descriptions of the two apartments and write comparisons with -er or more and as . . . as about the apartments. You have ten minutes to write as many statements as you can. The team with more correct comparisons wins.



Apartment 1 Description

Three rooms on 4th floor
No elevator
US $1,800 per month
Downtown location, near two malls
Supermarkets and restaurants nearby
Subway station two blocks away
Full-service gym around the corner
On-the-street parking



Apartment 2 Description

Six rooms on 8th floor
Two elevators
US $2,500 per month
Quiet location
Air conditioned
Twenty-minute drive to nearest shopping mall
Fitness center in building with swimming pool
Parking garage

PROGRESS SELF-CHECK NOW I CAN

For more practice . . . *Connect TV* | Unit Review
Test-Taking Skills Booster

- ☐ Troubleshoot problems with devices.
- ☐ Compare software and services.
- ☐ Describe your Internet use.
- ☐ Discuss the downsides of the Internet.

WHAT'S HAPPENING?

- Partner B: Look at Partner A's salon on page 60. Ask Partner A ten questions about the salon. Give Partner A one point for each correct answer.
- Then study the picture of your salon on this page for three minutes. Then close your book.
- Answer Partner A's questions about what's happening in your salon. Partner A gives you one point for each correct answer.
- The partner with the most points wins.

Is someone getting a pedicure in your salon?

No. There isn't anyone getting a pedicure.

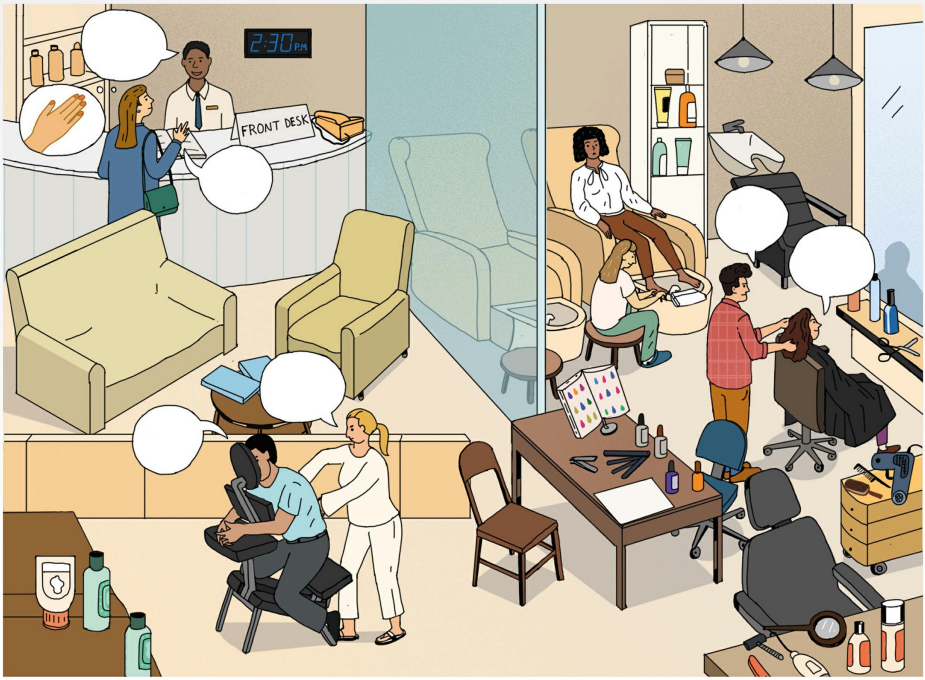
Option: Role Play Activity
Choose two people in your salon. Role-play the conversation between them.

What color nail polish would you like?

Hot pink, please.

Partner B's salon

✓ PARTNER B's correct answers



ACCIDENT TALES

OPTION: Tell your story

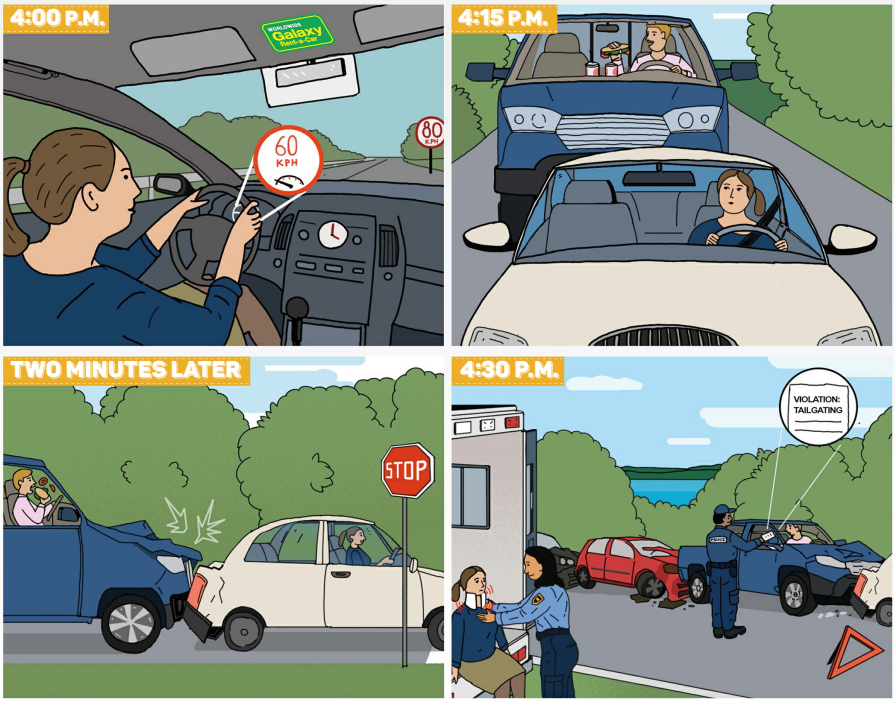
Take turns telling each other the story of your own accident. Ask questions. Be sure to express concern and relief. Say as much as you can. Then tell your partner's story to the class.

- **Partner B:** Look at Partner A's pictures on page 84. Ask Partner A ten questions about the pictures. Give Partner A one point for each correct answer.
- Then study the pictures on this page for three minutes. Then close your book.
- Answer Partner A's questions about your pictures. Partner A gives you one point for each correct answer.
- The partner with the most points wins.

PARTNER B'S ACCIDENT

PARTNER B's correct answers

LAST THURSDAY



REFERENCE CHARTS

PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	b**ea**t, f**ee**d
ɪ	b**i**t, d**i**d
eɪ	d**a**te, p**ai**d
ɛ	b**e**t, b**e**d
æ	b**a**t, b**a**d
ɑ	b**o**x, **o**dd, f**a**ther
ɔ	b**ough**t, d**o**g
oʊ	b**oa**t, r**oa**d
ʊ	b**oo**k, g**oo**d
u	b**oo**t, f**oo**d, fl**u**
ʌ	b**u**t, m**u**d, m**o**ther
ə	b**a**n**a**n**a**, **a**mong
ɚ	sh**ir**t, m**ur**der
aɪ	b**i**te, cr**y**, b**uy**, **eye**
aʊ	**ou**t, h**ow**
ɔɪ	v**oi**ce, b**oy**
ɪr	d**eer**
ɛr	b**ar**e
ɑr	b**ar**
ɔr	d**oor**
ʊr	t**our**

Consonants

Symbol	Key Words	Symbol	Key Words
p	**p**ack, ha**pp**y	z	**z**ip, plea**s**e, goe**s**
b	**b**ack, ru**bb**er	ʃ	**sh**ip, ma**ch**ine, sta**t**ion, spe**c**ial, discus**s**ion
t	**t**ie		
d	**d**ie	ʒ	mea**s**ure, vi**s**ion
k	**c**ame, **k**ey, **qu**ick	h	**h**ot, **wh**o
g	**g**ame, **g**uest	m	**m**en
ʧ	**ch**urch, na**t**ure, wa**tch**	n	su**n**, **kn**ow, **pn**eumonia
ʤ	**j**udge, **g**eneral, ma**j**or	ŋ	su**ng**, ri**ng**ing
f	**f**an, **ph**otogra**ph**	w	**w**et, **wh**ite
v	**v**an	l	**l**ight, **l**ong
θ	**th**ing, bre**th**	r	**r**ight, **wr**ong
ð	**th**en, bre**th**e	y	**y**es
s	**s**ip, **c**ity, **ps**ychology		
t	bu**tt**er, bo**tt**le		
t̚	bu**tt**on		

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

base form	simple past	past participle
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read /rid/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

1 THE PRESENT OF BE

Statements

I	am	late.
You We They	are	
He She It	is	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak English.
He She	speaks English.

Yes / no questions

Do	I you we they	know them?
Does	he she	eat meat?

Short answers

Yes,	I you we they	do.
	he she it	does.

No,	I you we they	don't.
	he she it	doesn't.

Information questions

What do	you we they	need?
When does	he she it	start?
Who	wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
Is	he she it	

Short answers

Yes,	I	am.
	you	are.
	he she it	is.
	we they	are.

No,	I'm not. you aren't / you're not. he isn't / he's not. she isn't / she's not. it isn't / it's not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST OF BE

Statements

I He She It	was late.
We You They	were early.

(THE PAST OF BE continued)

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.
	we you they	were.

No,	I he she it	wasn't.
	we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it?	

5 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 123.

Statements

I You He She It We They	stopped working.

I You He She It We They	didn't start again.

Yes / no questions

Did	I you he she it we they	make a good dinner?

Short answers

Yes,	I you he she it we they	did.

No,	I you he she it we they	didn't.

Information questions

When did	I you he she it we they	read that?
Who		called?

6 THE FUTURE WITH BE GOING TO

Statements

I'm You're He's She's It's We're They're	going to	be here soon.

I'm You're He's She's It's We're They're	not going to	be here soon.

Yes / no questions

Are	you we they	going to want coffee?
Am	I	going to be late?
Is	he she it	going to arrive on time?

Short answers

Yes,	I	am.
	you	are.
	he she it	is.
	we they	are.

No,	I'm not. you aren't / you're not. he isn't / he's not. she isn't / she's not. it isn't / it's not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to see?
When	is	he she it	going to shop?
Where	am	I	going to stay tomorrow?
Who	is		going to call?

GRAMMAR EXPANDER

The Grammar Expander is optional. It offers a variety of information and extra practice. Sometimes it further explains the unit's grammar and points out common errors. In other cases, it expands on the unit's grammar with key related topics, or it reviews and practices previously learned grammar that would be helpful when learning the new grammar from the unit. If you use the Workbook, you will find a separate section in each unit with extra exercises for the Grammar Expander. The Grammar Expander content is not tested on any *Connectivity* test.

UNIT 1 Lesson 1

Spelling rules for -ing forms of verbs

Add -ing to the base form of the verb.
speak → speaking

If the base form ends in a silent -e, drop the -e and add -ing.
have → having

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (C-V-C) series, double the last consonant and then add -ing.
C V C
s i t → sitting

Be careful! Don't double the last consonant in words that end in -w, -x, or -y.
know → knowing
mix → mixing
play → playing

In verbs of more than one syllable that end in a consonant-vowel-consonant series, double the last consonant only if the stress is on the last syllable.
be • gin → beginning **BUT** or • der → ordering

A Write the -ing form for these base forms.

1 find	7 go	13 come	19 forget .....
2 be	8 make	14 leave	20 eat .....
3 get	9 tell	15 meet	21 pay .....
4 bring	10 speak	16 drive	22 think .....
5 say	11 hear	17 run	23 buy .....
6 write	12 let	18 give	24 see .....

Gerunds and infinitives: function within sentences

Gerunds (-ing form of a verb) and infinitives (to + base form) function as nouns within sentences.

Gerunds

Like nouns, gerunds can be subjects, subject complements, direct objects, and objects of prepositions.
Baking is my favorite hobby. (subject)
My favorite hobby is **baking**. (subject complement; usually follows be)
I enjoy **baking**. (direct object)
I read a book about **baking**. (object of the preposition about)

Infinitives

Infinitives can be subjects, subject complements, and direct objects.
To bake well is a talent. (subject)
My dream is **to bake**. (subject complement; usually follows be)
I want **to bake**. (direct object)

B Underline the gerunds and circle the infinitives in these sentences. How is each used in the sentence? Write S for subject, SC for subject complement, DO for direct object, or OP for object of a preposition.

..... 1 I enjoy gardening on the weekends.
..... 2 His goal was to become a doctor.
..... 3 This is a great book about the history of painting.
..... 4 Making new friends is very easy for some people.
..... 5 My cousin plans to study architecture.

UNIT 1 Lesson 2

Negative gerunds and infinitives

A gerund or infinitive can be made negative by using a negative word before it.

They complained about **not having** enough money.
They complained about **never having** enough money.
He told me **never to be** late.
He told me **not to be** late.

A **Complete each sentence with an affirmative gerund or negative gerund with not.**

1 I'm afraid of ..... (fly), so I usually take a train.
2 Megan is an introvert. She hates ..... (go) to a party alone.
3 Amy is an extrovert. She hates ..... (see) her friends very often.
4 I'm afraid of ..... (have) enough time to get to the airport. We should leave early.
5 I suggest ..... (join) a gym. They're too expensive!
6 I prefer ..... (drink) coffee at night because I can't sleep.

B **Complete each sentence with an affirmative or negative infinitive.**

1 Most people would prefer ..... (travel) in bad weather.
2 Chris and Amy hope ..... (move) to a bigger house next year.
3 I need ..... (learn) more about gardening.
4 Try ..... (make) too much noise when the baby is sleeping.
5 We both agreed ..... (work) on the weekends so we can relax.
6 He decided ..... (cook) at home instead of going to a restaurant.

UNIT 2 Lesson 1

The simple past tense and the present perfect: more on meaning and use

Use the simple past tense to describe an action that took place at a definite or specific time in the past.

We **rode** bicycles when we were children. (But we don't ride them now.)
They **walked** all morning. (But they aren't walking now.)
We **were** students then. (But we're not students now.)
They **were** sick last week. (But they're not sick now.)

Use the present perfect to describe an action that took place at an indefinite or unspecific time in the past.

I **have been** to Thailand once.
We**'ve eaten** at that restaurant many times.

A **Complete each sentence with the simple past tense or the present perfect form of the verb.**

1 Ellen ..... (read) that book at least five times. It's her favorite.
2 Greg ..... (buy) the tickets for the movie this morning.
3 I ..... (be) a student in 2018.
4 ..... Jake ..... (meet) your brother?
5 We ..... (not travel) anywhere last year.
6 I ..... (wave) when I ..... (see) Mary this afternoon.
7 I ..... (go) on vacation to Hawaii many times. It's so relaxing!
8 ..... you ..... (visit) Mexico City? You would love it.

Indefinite time: common errors

Before

Use before (not ever or yet) in affirmative statements.
I've been there **before**. NOT I've ~~ever~~ been there. / I've been there ~~yet~~.

Don't place before at the beginning of a sentence or between have / has and the past participle.
DON'T SAY: ~~Before~~ I've been there. OR I've ~~before~~ been there.

Already

Use already in affirmative (not negative) statements.
I've **already** been there. NOT I haven't ~~already~~ been there.

Remember: Place already before the past participle. Don't place already at the beginning of a statement.
DON'T SAY: I ~~already~~ have been there. OR ~~Already~~ I've been there.

Never

Don't use never with a negative verb.
I've **never** been there. NOT I ~~haven't never been~~ there.

With a negative verb, use ever instead.
I have**n't ever** been there.

Don't place never at the beginning or end of a sentence.
DON'T SAY: ~~Never~~ I have been there. OR I have been there ~~never~~.

Ever

You can use ever and before together in questions and negative statements.
Have you **ever** been there **before**? / I have**n't ever** been there **before**.

But don't use ever with yet or already.
DON'T SAY: Have you ever been there ~~yet~~? OR We haven't ever been there ~~already~~.

Don't place ever at the beginning or end of a sentence or question.
DON'T SAY: ~~Ever~~ have you been there? OR I haven't been there ~~ever~~.

Yet

Don't place yet at the beginning of a statement.
I haven't been there **yet**. NOT ~~Yet~~ I haven't been there.

A **On a separate sheet of paper, correct the errors in the following questions and statements. In some cases, more than one answer is correct.**

1 Already she has seen the movie and read the book.
2 They haven't ever gone ice skating already.
3 I haven't never tried squid.
4 Has she before baked a cake?
5 Have you been already to Hawaii?
6 He has before been to Australia.

B **On a separate sheet of paper, rewrite each statement either with already or yet.**

1 I haven't had lunch.
2 They've been to Hawaii, Australia, and South Africa.
3 We haven't called home.
4 She's finished her class.

C **On a separate sheet of paper, rewrite each question or statement, using the cues and making necessary changes. In some cases, more than one answer is correct.**

1 (before) Have you gone snorkeling?
2 (yet) I haven't visited the Metropolitan Museum.
3 (already) He has seen this movie three times.
4 (ever) We haven't eaten at this restaurant.
5 (ever) We haven't tried Indian food.
6 (before) I have met her.
7 (yet) Has the taxi arrived?
8 (never) They haven't gone surfing.

UNIT 3 Lesson 1

The present perfect: information questions

Form information questions by inverting have and the subject of the sentence.

What **has** Greta Gerwig **made** movies about?
Which horror movie **have** you **enjoyed** the most?
Where **have** they **created** the best special effects?
How **has** her documentary **changed** our thinking about the food we eat?
How many Almodóvar films **have** you **seen**?
How many times **has** she **streamed** the drama and love story *Titanic*?
Why **hasn't** he ever **directed** a science fiction movie?
Who **have** they **given** the most Oscar awards to for best director?

Note: When Who is the subject of the sentence, there is no inversion.

Who **has received** the most Oscar awards for best actor?

A On a separate sheet of paper, write information questions. Use the present perfect.

1 what / they / see / in the movie theater
2 where / she / work / before
3 which Ken Burns documentaries / you / watch
4 how many times / you / get / free tickets to a show
5 which reviews / they / read
6 why / they / take / *Bird City* out of the theaters
7 how / this week's movies / be
8 who / stream / *Mt. Fuji Wedding*

UNIT 3 Lesson 2

Expressing preferences: review, expansion, and common errors

Use like and want + a direct object to express likes, dislikes, and desires.

They **like** comedies. We **don't like** musicals.
She **wants** a ticket to the 8:00 show.

Use would like + a direct object to make a polite offer or a request.

A: **Would** you **like** tickets for *Unforgettable*?
B: Yes, please. We'**d like** two tickets for the 6:00 show.

Use would like + an infinitive (to + base form) to make a polite offer or to express wants.

Would you **like to stream** a movie?
Where **would** you **like to go**?
I'**d like to go** to the movies.
He'**d like to see** a science-fiction film.

Use would rather + a base form to express a preference for an activity.

A: Would you like to see a movie at the theater or at home?
B: I'**d rather see** it at the theater.

Use than with would rather to contrast preferences.

I'**d rather** stream a movie **than** watch a movie on TV.
They'**d rather** go to a horror film **than** a documentary.

Be careful!

Don't use a base form after would like.

My husband **would like to meet** at the restaurant.
NOT My husband ~~would like meet~~ at the restaurant.

Don't use an infinitive after would rather.

We'**d rather get** tickets for the late show. NOT ~~We'd rather to get~~ tickets for the late show.

A **On a separate sheet of paper, write sentences and questions using these words and phrases.**

1 they / rather / Would / watch TV or listen to music?
2 Who'd rather / see / not / a horror movie?
3 Jake / get / would like / something to eat.
4 you / What time / would rather / meet?
5 Her parents / not / would rather / watch / a musical.
6 They / see / would like / the new animated movie.
7 I'd rather / tonight / watch / a comedy.
8 Who / go / would like / to the movies?

B **Correct the errors in these sentences.**

1 Do they rather watch TV or movies?
2 My wife likes two tickets to the concert.
3 My friends and I would like watch a movie on TV.
4 Who would like go to the movies with me tonight?
5 I would rather to go out than to stay home.
6 Would they rather to see an action film than a comedy?
7 He would like buy a ticket for tonight's show.

C **On a separate sheet of paper, answer each question in a complete sentence, expressing your own preference.**

1 What genre of movie do you usually like?
2 What movie do you want to see this weekend?
3 What would you like to have for dinner tonight?
4 Would you rather see a comedy or a horror movie?
5 Would you like to stream a movie at home or go to the movies?

UNIT 4 Lesson 1

Will and be going to

Use will or be going to for predictions about the future. The meaning is the same.
It'll rain tomorrow. = It's going to rain tomorrow.

Use be going to, NOT will, when you already have a plan for the future.
A: Are you going to take a taxi to the airport?
B: No. I'm going to drive. NOT No. ~~I'll drive~~ .

Other uses of will

Use will, NOT be going to, to talk about the immediate future when you do not already have a plan.
Maybe I'll drive to the airport. NOT Maybe ~~I'm going to drive~~ to the airport.

Use will, NOT be going to, to express willingness.
I'll pay for the airport shuttle, but I won't pay for the Wi-Fi. (= I'm willing to pay for the airport shuttle, but I'm not willing to pay for the Wi-Fi.)

Can, should, and have to: future meaning

Can and should are modals and should never be used with will. Use be able to instead. Never follow a modal with another modal.
I won't be able to come to your party. NOT I ~~won't can~~ come to your party.

You can use can alone to express future possibility.
Tomorrow you can ask the concierge for a restaurant recommendation.
We can't go to the museum today. It's closed on Tuesdays.

You can use should alone to express future advice.
You should eat in the hotel restaurant. It's great.

However, you can use will with have to + a base form to express future obligation.
I'll have to leave for the airport at 11:00.
We won't have to make a reservation at the restaurant.

A **Complete the sentences, using will or won't and the cues.**

1 ..... (we / not have to / cancel) our reservation.
2 ..... (I / have to / leave) a message.
3 ..... (they / have to / reserve) their tickets online.
4 ..... (you / not have to / take) a taxi if there's an airport shuttle.
5 ..... (he / have to / meet) us at the hotel.
6 ..... (I / have to / arrive) at the office by 9:00.

B **On a separate sheet of paper, write five sentences with will or won't for willingness on one of the following topics.**

Topics
- kinds of exercise you're willing (or not willing) to do
- kinds of vacation accommodations you're willing (or not willing) to stay in
- kinds of clothes you're willing (or not willing) to wear

Kinds of exercise you're willing (or not willing to do)
In the morning, I'll take a nice walk, but I definitely won't go swimming!

UNIT 4 Lesson 2

The real conditional (present and future): usage and common errors

Use the present real conditional to express general and scientific facts. Use the simple present tense or the present tense of be in both clauses.
If the weather **is** bad, flights **are** delayed. [fact]
If you **heat** water to 100 degrees, it **boils**. [scientific fact]

In present real conditional sentences, when (or whenever) is often used instead of if.
When (or **Whenever**) the weather is bad, flights are delayed.
When (or **Whenever**) you heat water to 100 degrees, it boils.

Use the future real conditional to express what you believe will happen in the future under certain conditions or as a result of certain actions. Use the simple present tense or the present of be in the if clause. Use a future form (will or be going to) in the result clause.
If I **go** to sleep too late tonight, I **won't be able to** get up on time. (future condition, future result)
If the weather **is** horrible, I**'m not going to walk** to work. (future condition, future result)

Remember: Use a comma when the if clause comes first. Don't use a comma when the if clause comes at the end of the sentence.
If I see him, I'll tell you. I'll tell you if I see him.

Be careful! Don't use a future form in the if clause.
If I **see** him, I'll tell you. NOT If I ~~will see~~ him, I'll tell you. NOT If ~~I'm going to~~ see him, I'll tell you.

A **On a separate sheet of paper, write present real conditional sentences.**

1 She (run) in the park if the weather (be) warm.
2 They (go) on vacation every December if they (not have) too much work.
3 In my company, if you (work) late, you (make) extra money.
4 Whenever my son (take) his umbrella to school, he (forget) to bring it home.
5 Water (freeze) when you (lower) its temperature below zero degrees.

B **Circle the correct form to complete each future real conditional sentence.**

1 **(Are you going to study / Do you study)** French if **(they'll offer / they offer)** it next year?
2 If you **(buy / are going to buy)** some tomatoes, **(I'll make / I make)** pasta for dinner.
3 If they **(have / will have)** time tomorrow, **(they visit / they'll visit)** us.
4 If they **(like / will like)** the movie, **(they see / they'll see)** it again.
5 **(I'm going to talk / I talk)** to him if **(he's going to do / he does)** that again.

C **On a separate sheet of paper, complete each future real conditional sentence with true information. Use a comma when the if clause comes first.**

1 If the weather is nice this weekend . . .
2 My family will be angry if . . .
3 If I have a day off from work or school . . .
4 I'm going to take a vacation if . . .
5 If I live to be 100 . . .
6 I will buy new shoes if . . .

Some and any: indefiniteness

Some and any are indefinite quantifiers. They indicate an indefinite number or amount.

There are **some** brushes in aisle 4. (We don't know how many.)
They are buying **some** hairspray. (We don't know how much.)
Could I get **some** razors? (We're not asking for a specific number of razors.)
Do they have **any** shampoo in this store? (We're not asking specifically how much.)

Be careful to use some and any correctly with count and non-count nouns:

Some: with non-count nouns and plural count nouns in affirmative statements.

non-count noun — plural count noun

We need **some toothpaste** and **some toothbrushes**. They have **some** here.

Any: with non-count nouns and plural count nouns in negative statements.

non-count noun — plural count noun

A: I don't want **any sunscreen**, and I don't need **any nail files**.
B: Good! We don't have to buy **any**, then. I'm out of cash.

Any or some: with count and non-count nouns in questions.

Do we need **any** toothbrushes or dental floss?
Do they have **some** razors or aftershave?

Remember:
Count nouns name things you can count individually. They have singular and plural forms (1 nail file, 3 combs). Non-count nouns name things you cannot count individually. They don't have plural forms. Use containers, quantifiers, and other modifiers to make non-count nouns countable.

a bottle of shampoo / aftershave / deodorant
a tube of toothpaste / lipstick / sunscreen
a bar of soap
a can of hairspray / shaving cream
250 milliliters of hand lotion

A On a separate sheet of paper, change these sentences from affirmative to negative.

There is some soap in the bathroom. *There isn't any soap in the bathroom.*

1 There are some nail files in the cabinet.
2 We have some shaving cream.
3 They need some combs for their children.
4 She's buying some hairspray.
5 I need some new nail polish.
6 We need some sunscreen for our trip.
7 There are some brushes in aisle 6.
8 She wants to buy some new mascara.

B Complete each sentence with some or any.

1 I don't need ..... dental floss.
2 There isn't ..... toothpaste in the bag.
3 They need ..... soap to wash their hands.
4 We don't see ..... razors in the whole store.
5 I know I had ..... nail files. Now I can't find them.
6 Would you like ..... sunscreen?
7 It's too bad that there isn't ..... nail polish.
8 I need ..... hair gel. I'm going to a party and I want my hair to look good.

Too many, too much, and enough

The phrases too much and too many indicate a quantity that is excessive—more than someone wants or needs. Use enough to indicate that a quantity is satisfactory.

Use too many and not too many for count nouns.
There are **too many customers** waiting in line.

Use too much and not too much for non-count nouns.
There is **too much sugar** in this coffee.

Use enough and not enough for both count and non-count nouns.
There's **enough toothpaste**, but there aren't **enough toothbrushes**.

C Complete each sentence with too many, too much, or enough.

1 I'm going to call the front desk. We don't have ..... towels in our room.
2 This menu has ..... choices! I can't decide what to order.
3 It's impossible to park here. There are ..... cars.
4 Do we have ..... sunscreen for our vacation or should I buy more?
5 I don't want to spend ..... money on makeup. I'm trying to save money.
6 Check in the fridge to see if we have ..... eggs to make this recipe.
7 You should take the bus tour. It's great and doesn't take ..... time.
8 Can you recommend a good shampoo? There are ..... brands to choose from.

Comparative quantifiers fewer and less

Use fewer for count nouns. Use less for non-count nouns.

The Ultra Beauty store has **fewer brands** of nail polish than Expo.
I buy **less makeup** than my sister.

D Complete each sentence with fewer or less.

1 The bed and breakfast has ..... amenities than the Palace Hotel.
2 This healthy ice cream has ..... sugar than regular ice cream.
3 Which class has ..... students—the art class or the music class?
4 The travel-size bottle has a lot ..... shampoo than the regular size.
5 Unfortunately, I have much ..... free time than I used to.
6 The CineRoyale has ..... movies this weekend than usual.

UNIT 5 Lesson 2

Indefinite pronouns: something, anything, everything, and nothing

Use something, nothing, or everything in affirmative statements.

There's **something** in this box.
Nothing can convince me to shave my head.
This store has **everything** we need.

Use anything in negative statements.

There isn't **anything** to watch on TV.

Use something, anything, or everything in yes / no questions.

Do you have **something** to say?
Is there **anything** you want from the store?
Do we have **everything** we need?

Nothing has the same meaning as not anything. Don't use nothing in negative statements.

There **isn't anything** to watch on TV. = There's **nothing** to watch on TV.
NOT There ~~isn't nothing~~ to watch on TV.

A Choose the correct indefinite pronoun to complete each sentence.

1 Why don't we watch (something / nothing) on TV?
2 Don't say (something / anything) about the party. It's a surprise.
3 There is (anything / nothing) to eat in the kitchen.
4 I need to go to the grocery store to buy (something / anything).
5 My sister and I do (everything / anything) together.
6 Is there (nothing / anything) I can do to help?
7 I won't buy (something / anything) in this store. (Everything / Something) is too expensive.

UNIT 6 Lesson 1

Negative yes / no questions: short answers

Answer negative yes / no questions the same way as you would answer affirmative yes / no questions.

Isn't Kate a vegetarian? (Is Kate a vegetarian?)	Yes, she is. / No, she isn't.
Don't they **taste** good? (Do they taste good?)	Yes, they do. / No, they don't.

A **Answer each negative question with a short answer. (Use the information for your answer.)**

1 **A:** Isn't Tracy a teacher?
B: ..... . She's not a teacher.

2 **A:** Doesn't Jill have an aunt?
B: ..... . She has an aunt named Beatrice.

3 **A:** Haven't you been to Shanghai before?
B: ..... . I've never been there before.

4 **A:** Aren't you studying at a university now?
B: ..... . I'm studying chemistry at the university.

5 **A:** Wasn't Ted at the party last night?
B: ..... . He didn't come to the party.

6 **A:** Don't Nancy and Brad like pizza?
B: ..... . They're pizza lovers.

UNIT 6 Lesson 2

Use to / used to: form and use, common errors

Use to and used to express a past habitual action, but one that is no longer true today.

When I was younger, I **used to eat** meat. But now I'm a vegetarian.
Gary and Lisa **used to live** in Miami, but now they live in Toronto.
Mark **didn't use to live** in an apartment, but now he does.

Remember: In questions and negative statements, use use to NOT used to.

I **didn't use to like** vegetables. Now I love them. NOT I didn't use ~~d~~ to like vegetables.
Did you **use to go** to concerts more often? NOT Did you use ~~d~~ to go to concerts more often?

A **On a separate sheet of paper, change each statement into a yes / no question.**

I used to go running every morning. *Did you use to go running every morning?*

1 I used to be a vegan.
2 We used to go dancing every weekend.
3 Glynn used to have blue hair.
4 Their grandmother used to make this dish every Sunday.

B **On a separate sheet of paper, use the prompts to complete the sentences with negative or affirmative forms of use to / used to.**

1 Tina and I / get a lot of exercise, but now we go swimming every day.
2 There / be a movie theater on Main Street, but now there isn't.
3 I / be crazy about broccoli, but now it's my favorite vegetable!
4 Frank / work at Central Bar. He started working at Tom's Restaurant this month.
5 They / be my neighbors, but now they live in another city.

Be used to and get used to

Compare use to / used to with be used to.

Use to / used to + the base form of a verb describes an action or situation that no longer exists.
I **didn't use to eat** healthy food. But now I do.

Be used to + a noun phrase describes something one now accepts or is now accustomed to.
I'**m used** to the food here now. But at first, I really didn't like it. (be used to + a noun phrase)

Get used to + a noun phrase means to become accustomed to something.
She **got used to** the traffic in the city after a few weeks.

Be careful! With be used to, don't change used in negative statements or questions.
He **wasn't used to** the cold weather there. NOT He wasn't ~~use~~ to the cold weather there.
Are you **used to** the long hours at your job? NOT Are you ~~use~~ to the long hours at your job?

C **Check (✓) the sentences in which used to means "accustomed to something."**

- ☐ **1** She used to drink a lot of coffee, but now she doesn't.
- ☐ **2** In my class last year the teacher used to be very nice.
- ☐ **3** At the end of our trip, we were finally used to driving on the other side of the road.
- ☐ **4** This sweater used to be comfortable, but now it's too small.
- ☐ **5** At first the food was too spicy for me, but I got used to it.
- ☐ **6** Because we lived in a small town, we weren't used to busy traffic.
- ☐ **7** I'm sure she'll get used to getting up at 6:00 for her new job.

D **Check (✓) the sentence if it is correct. Write ✗ if it is incorrect and make corrections.**

- ☐ **1** I'll never get use to the cold weather here.
- ☐ **2** We didn't use to eat in restaurants very often.
- ☐ **3** Is she use to her new office yet?
- ☐ **4** Will he ever get use to a vegan diet?
- ☐ **5** What did you used to do on the weekends for fun?
- ☐ **6** Did you use to like a lot of salt in your food?

E **On a separate sheet of paper, write two sentences about things you're used to and two sentences about things you're not used to.**

Repeated actions in the past: would + base form, common errors

You can also use would + the base form of a verb to describe repeated past actions. In this use, would has the same meaning as used to.
When we were children, we **would go swimming** in the summer. (= **used to go swimming** in the summer.)

Be careful! With non-action verbs that don't describe repeated actions, use used to, not would.
I **used to have** a bicycle. NOT I ~~would have~~ a bicycle.
She **used to live** in La Paz. NOT She ~~would live~~ in La Paz.
We **used to be** terrible students. NOT We ~~would be~~ terrible students.
My friends **used to hate** basketball. NOT My friends ~~would hate~~ basketball.

F **If it is possible, complete the sentence with would. If it isn't possible, use a form of used to.**

1 They ..... go to the beach every weekend.
2 I ..... have a large kitchen in my old apartment.
3 My sister never ..... like coffee, but now she's crazy about it.
4 When I lived in Puebla, I ..... eat camotes all the time.
5 Before I was a vegetarian, I ..... love fish.
6 Jennifer ..... be an assistant, but now she's a manager.
7 There ..... be a lot of restaurants in town, but now there's only one.

UNIT 7 Lesson 1

Present perfect continuous: questions

Yes / no questions

Form yes / no questions by inverting have and the subject of the sentence.

Have you **been living** in Mexico?
Has he **been teaching** English for many years?

Information questions

To form information questions, begin with a question word and invert have and the subject of the sentence.

What **have** you **been doing** on your vacation?
Where **has** she **been living** this year?
How **has** your son **been feeling**?
How long **have** you **been studying** English?
Why **have** they **been traveling** so much?
Who **have** you **been talking** to?

Note: When Who is the subject of the sentence, there is no inversion.

Who **has been working** with you?

A Complete each yes / no or information question with the verb in the present perfect continuous.

1 What classes ..... (you / take) this year?
2 ..... (your daughter / learn) to drive?
3 What kind of car ..... (your brother / think) of getting?
4 Where ..... (you / work) since I last saw you?
5 How ..... (you / get) to work this week?
6 ..... (you / travel) very much this year?
7 How long ..... (they / work) on repairing that transmission?
8 (Who / teach) ..... you to drive?

UNIT 7 Lesson 2

Spelling rules for the present participle: review

The spelling rules for the formation of the present participle are the same as those for the formation of the gerund. See page 126 to review the rules.

A Write the present participle for these base forms.

1	be	.....	4	fix	.....	7	go	.....	10	permit	.....
2	begin	.....	5	forget	.....	8	let	.....	11	run	.....
3	drive	.....	6	give	.....	9	order	.....	12	tell	.....

The past continuous: expansion

The past continuous describes an action that was continuous until (and possibly after) the moment at which another action took place. The words when or while are often used in sentences that contrast continuing and completed actions.

She **was driving** to work when she **saw** the accident. (continuous action; completed action)
I **met** my best friend while I **was working** in a bookstore. (completed action; continuous action)

The past continuous also describes two continuing actions occurring in the same period of time.

While she **was talking** on the phone, the music **was playing**.
They **were driving**, and it **was raining**.

B On a separate sheet of paper, use the prompts to write logical sentences. Use the past continuous and the simple past tense in each sentence.

1 While / Barbara / shop at the bookstore / she / see / an old friend.
2 Our neighbor / work in the garden / when / the storm / begin.
3 While / I / watch the news on TV / the children / come home.
4 They / do their homework / when / they / hear the phone ring.
5 While / Greg / drive home / the car / run out of gas.
6 Anna / make dinner / while / Tim / do the laundry.

UNIT 7 Lesson 3

Nouns and pronouns: review

A noun is a word that names a person, place, or a thing. Nouns are either common or proper. A proper noun is capitalized.

common nouns: car, battery, breakfast, shampoo, movie
proper nouns: John, China, Tom's Restaurant, North Stage Theater

Two functions of nouns in sentences are subjects and direct objects. The subject performs the action of the verb. The object receives the action.

subject		direct object	
Tom's Restaurant	serves	breakfast	all day long.

A pronoun is a word that represents or replaces a noun. Pronouns also function as subjects and direct objects.

subject pronouns: I, you, he, she, it, we, they
object pronouns: me, you, him, her, it, us, them

subject		direct object	
My brother / He	drove	the car / it	to the supermarket.

A First, underline the noun subjects and circle the noun direct objects in each sentence. Then label each of those nouns as either "common" or "proper." Finally, put a check (√) above each pronoun. (Note: Not every sentence contains a pronoun.)

proper common
Americans like big cars.

1 David drives an old pickup truck.
2 The children lost my car keys!
3 Mrs. Taylor got a ticket this morning.
4 Evan loves convertibles, and his wife loves them, too.
5 I parked the car on the street.
6 The battery just died again, and it was new!
7 A man in an SUV hit our compact car.

UNIT 8 Lesson 1

Possessive nouns: review and expansion

Add an apostrophe + s ('s) to a name or a singular noun.

Where is Helen's car? What is your son's middle name?
This is Mr. Jameson's briefcase. I love Isabel Allende's books.

Add an apostrophe to plural nouns that end in s. For irregular plurals, such as women or children, add 's.

the boys' clothes the Whites' car the women's room

Add 's to the name or noun that comes last in a list of two or more.

Rob and Claire's house

A Correct the following sentences, adding an apostrophe or an apostrophe + s to the possessive nouns.

Amy's sweater is under the table.

1 Evan and Tracy children are at the Orchard School.
2 That man keys are on the floor.
3 Mrs. Park English is really fluent.
4 The Thomsons apartment is on the 12th floor.
5 The two girls backpacks are lost.
6 The children sweaters were left in the classroom.
7 The teacher office is down the hall.
8 Tom friend sister is going to get married tomorrow.

Pronouns: summary

Subject pronouns

Subject pronouns represent subject nouns and noun phrases. The subject pronouns are I, you, he, she, we, they, and it.

Anne didn't break the glass. = **She** didn't break the glass.
The science class is at 3:00. = **It** is at 3:00.

Object pronouns

Object pronouns represent nouns (and noun phrases) that function as direct objects, indirect objects, and objects of prepositions. The object pronouns are me, you, him, her, us, them, and it.

They gave James the book for the children. = They gave **it** to **him** for **them**.

Possessive pronouns

Possessive pronouns replace nouns that express ownership. The possessive pronouns are mine, ours, yours, his, hers, its, and theirs. Possessive pronouns have no apostrophes.

The umbrella is **mine**. It's not **hers**.

Demonstrative pronouns

Demonstrative pronouns replace a noun that a speaker or writer wants to point out. The demonstrative pronouns are this, that, these, and those.

That was my mom's car.
Whose bag is **this**?

Note:
this, that, these, and those are also demonstrative adjectives that modify a particular noun.
That jacket wasn't very expensive.
Do you like **these** watches?

B On a separate sheet of paper, rewrite the sentences, replacing the underlined nouns and noun phrases with pronouns.

1 Our parents love golf.
2 Betty and I never buy clothes at that store.
3 Do Sam and Matt have the book at their house?
4 Ms. Hall is teaching the students about nature.
5 Jill's friends always laugh at her jokes.
6 My children are taking an art class today.
7 It's my coat, not my mom's.
8 This shirt is John's.
9 All the students are enjoying the class very much.
10 Does Tim need to give the book to his mother?
11 Kyle and Brandon returned the phone to the man.

UNIT 8 Lesson 2

Expressing ethics and obligation: expansion

Should, ought to, had better

Use should or ought to + a base form to state an opinion or give advice, especially about an ethical choice. Ought to has the same meaning as should, but ought to is slightly more formal.

You **should** (or **ought to**) **return** the watch. You **shouldn't keep** it.

Use had better + a base form to state an opinion or give stronger advice. The meaning is similar to should and ought to, but had better expresses the idea that there is a consequence for not doing something.

You'**d better tell** the waiter that the check is wrong. If you don't, he'll have to pay.
You'**d better not eat** at Modern Café. I got sick there the last time I did.

Remember: Should, ought to, and had better precede other verbs and give them a special meaning. They never change form.

Note:
In American English it's very uncommon to use ought to in negative statements or questions. Use should or shouldn't instead.

A **On a separate sheet of paper, complete the statements about an ethical choice, expressing your own ideas.**

1 We ought to tell the store owner when .....
2 You forgot to pay your check? You'd better .....
3 We had better not ..... It's too expensive.
4 Parents of young children should not .....
5 A good manager should .....
6 Colleagues in an office should .....

You'd better not take the local bus if you're in a hurry. It's unreliable.

B **On a separate sheet of paper, write five suggestions to a visitor to your country, using had better or had better not.**

Have to and must

Use have to or the modal must + a base form to express obligation when there is no other choice of action available.
All students **must take** the final exam.
You **have to take** the 7:20 bus to get to school on time.

Use don't have to (NOT must) to express a lack of obligation.
You **don't have to make** a reservation. You can get a table without one.

Use must not (NOT don't have to) for a strong or legal prohibition.
Passengers **must not leave** suitcases unattended.

Note:
Must is very formal and not very common in speaking. It is generally used by a person in authority (e.g. a teacher or manager) to state policy or law. Have to is much more common in both speaking and writing. The more informal have got to is also common in spoken English.
Sorry. **I've got to hurry**. I don't want to be late.

Be careful!
Don't use must not for a lack of obligation. Use don't have to or doesn't have to.

Be supposed to

Use be supposed to (or not be supposed to) + a base form to express an expected, but not a required, action. The degree of obligation is weaker than with have to or must.
We're **supposed to pay** our check at the cashier, not at the table. (The restaurant expects people to pay at the cashier.)
Hotel guests **are not supposed to use** the pool at night.

C **On a separate sheet of paper, write each sentence two ways: with must and have to.**

1 Employees / arrive at 9:00 in the morning.
2 In this restaurant / customers / wear formal clothing.
3 Drivers / obey the traffic rules.
4 Tourists / have an international driver's license if they want to drive in Egypt.

D **On a separate sheet of paper, write five sentences that describe actions your school or company expects from its students or employees.**

Students have to come on time to class. They're not supposed to be late.

E **Choose the sentence closer in meaning to each numbered statement or question.**

1 Do you think the Ocean Café is a good place to eat?
   a Do you think I should eat at the Ocean Café?
   b Do you think I have to eat at the Ocean Café?
2 If you don't have a reservation, the restaurant won't give you a table.
   a The restaurant is supposed to give you a table.
   b You had better have a reservation.
3 Don't wear shorts in the restaurant.
   a You must not wear shorts in the restaurant.
   b You don't have to wear shorts in the restaurant.
4 They don't accept credit cards in this restaurant. They only accept cash.
   a You have to pay with cash.
   b You ought to pay with cash.

Transitive and intransitive verbs

A transitive verb can have a direct object. Transitive verbs can be used in the active voice or passive voice.

active voice		passive voice
Picasso **painted** *Guernica* in 1937.	→	*Guernica* **was painted** in 1937.

An intransitive verb cannot have a direct object. With an intransitive verb, there is no "receiver" of an action. An intransitive verb cannot be used in the passive voice.

The drawing **arrives** next week.
Guernica **will stay** at the Reina Sofía Museum.
That new painting **looks** like a Mondrian.

Remember:
The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

Common intransitive verbs

arrive	happen	sit
come	laugh	sleep
die	live	stand
fall	rain	stay
go	seem	walk

A Check (✓) each sentence that has an intransitive verb.

- ☐ **1** Hayao Miyazaki's new film arrives in theaters next spring.
- ☐ **2** An Australian art collector has bought two of da Vinci's drawings.
- ☐ **3** Someone stole Fernando Botero's sculpture *Maternity* in 2017.
- ☐ **4** The painter Pablo Picasso lived in the south of France for many years.
- ☐ **5** The Museum of Modern Art in New York sent *Starry Night* by van Gogh on a world tour.
- ☐ **6** The traveling collection of the Chinese Terracotta Army is coming to London this year.
- ☐ **7** The Louvre opened a new gallery last month.

The passive voice: other tenses

Form the passive voice with a form of be and the past participle of a verb.

	Active voice	Passive voice
Simple present tense	Film festivals **show** films from all over the world.	Films from all over the world **are shown** at film festivals.
Present continuous	The International Film Center **is showing** Pablo Larraín's films.	Pablo Larraín's films **are being shown** at the International Film Center.
Present perfect	Sebastián Lelio **has directed** some of my favorite films.	Some of my favorite films **have been directed** by Sebastián Lelio.
Simple past tense	Frank Gehry **designed** the Guggenheim Museum in Bilbao.	The Guggenheim Museum in Bilbao **was designed** by Frank Gehry.
Past continuous	In 2018, the museum **was showing** contemporary Chinese art.	In 2018, contemporary Chinese art **was being shown** by the museum.
Modal can	Visitors **can take** pictures in the museum.	Pictures **can be taken** by visitors in the museum.
Modal should	Everyone **should see** this show.	This show **should be seen** by everyone.
Modal could	One million people **could visit** the museum this year.	The museum **could be visited** by one million people this year.
Future with will	Bong Joon-ho **will direct** a new film next year.	A new film **will be directed** by Bong Joon-ho next year.
Future with be going to	The National Gallery **is going to show** Cezanne's paintings next year.	Cezanne's paintings **are going to be shown** at The National Gallery next year.

B **On a separate sheet of paper, rewrite each sentence in the passive voice. Use a by phrase only if it is important to know who is performing the action.**

1 Someone stole two Picasso paintings a few years ago.
2 Zaha Hadid designed this museum in 2009.
3 Someone will repair the painting if it is damaged.
4 People have paid millions of U.S. dollars for Cezanne's paintings.
5 People can see the Nazca Lines from an airplane.
6 They are showing a few new movies at the theater this weekend.
7 The Louvre is going to exhibit drawings by Leonardo da Vinci.
8 Frida Kahlo was painting these pieces while she was sick in bed.

C **On a separate sheet of paper, rewrite the sentences in Exercise A that have a transitive verb, changing the active voice to the passive voice.**

UNIT 9 Lesson 2

Yes / no questions in the passive voice: other tenses

To form yes / no questions in the passive voice, move the first auxiliary verb before the subject.

Simple present tense	**Are** new international films **are shown** at the Burns Film Festival?
Present continuous	**Are** Pablo Larraín's films **are being shown** at the film center?
Present perfect	**Has** your favorite artist **has been chosen** for the exhibit?
Simple past tense	**Was** the museum **was designed** by Frank Gehry?
Past continuous	**Was** Chinese art **was being discussed** in your class?
Modal can	**Can** pictures **can be taken** in the museum?
Modal should	**Should** this show **should be seen** by everyone?
Modal could	**Could** the new art museum **could be built** quickly?
Future with will	**Will** a new film **will be directed** by Bong Joon-ho next year?
Future with be going to	**Are** Cezanne's paintings **are going to be moved** to London?

A **On a separate sheet of paper, rewrite the sentences as yes / no questions in the passive voice.**

1 This painting could be taken to the Prado Museum for a special show next year.
2 A new exhibit is going to be opened at the Tate Modern this week.
3 The galleries in the National Gallery should be updated to show more artists.
4 That new film about Van Gogh is being directed by Julian Schnabel.
5 The opera *The Magic Flute* was written by Mozart.
6 A rare ceramic sculpture from the National Palace Museum in Taipei will be sent to the Louvre museum in Paris.
7 Only seventeen paintings by Johannes Vermeer can be seen in museums.
8 Some new sculptures have been bought by the Metropolitan Museum of Art.

UNIT 10 Lesson 1

Expressing purpose with in order to and for

In order to

You can use in order to with a base form of a verb to express a purpose. The following three sentences have the same meaning.

I used the Internet **in order to read** the news.
I used the Internet **because I wanted to read** the news.
I used the Internet **to read** the news.

For

You can use for to express a purpose before a noun phrase or gerund phrase.

She called me **for some advice.**
They shop online **for clothes.**
I use my tablet **for streaming movies.**

Be careful! Don't use for before an infinitive of purpose.

He emailed me to ask a question. NOT He emailed me ~~for~~ to ask a question.

A **On a separate sheet of paper, rewrite the sentences with in order to.**

1 He used social media to make new friends.
2 Carla uses the Internet to order groceries online.

3 Alex uses online banking to transfer money.
4 They are using the Internet to look for new jobs.
5 I don't use a password manager to create passwords.
6 She uses a streaming service to listen to music.

B **Complete each sentence with for or to.**

1 My friend emailed me ..... say he got a new job.
2 Megan shops online ..... shoes.
3 I used my smart phone ..... order food from a restaurant.
4 James uses social media ..... share pictures of his travel.
5 Sometimes I used my tablet ..... stream movies.
6 We both use the Internet ..... health information.
7 I use this program ..... screen sharing in meetings.
8 When my computer is running too slowly, I restart it ..... speed it up.

UNIT 10 Lesson 2

Comparatives and superlatives: review

Comparatives

Use comparatives to show how two things are not equal. Use than if the second item is mentioned.

My smartphone is **larger than** Kyle's (is). OR My smartphone is **larger**.
This GPS app is **less reliable than** that one. OR This GPS app is **less reliable**.

Superlatives

Use superlatives to show how one thing is different from two or more other things. Remember to use the with the superlative.

Forget-me-not, Memocode, and Safekeep are all good. But Safekeep is **the best.**
Flopbox is **the least expensive** cloud storage service.

A **Correct the error in each sentence.**

1 I checked out the three top virus scan apps, and Cleanit was definitely the better.
2 MovieMovie is most affordable streaming app there is.
3 My old tablet didn't have as many problems than my new tablet.
4 Maxwell's laptops are much more expensive as their desktops.
5 The Safekeep app isn't as cheaper as Macropass.
6 Of all the smart phones I looked at, the X320 is definitely larger.

Comparison with adverbs

Comparatives

My new laptop **runs faster than** my old one.
The Cleanit app **operates more quickly than** Anti-bug.

Superlatives

Of these three tablets, the Pro8 **starts up the most slowly**.

Comparison of adverbs with as . . . as

My new printer **works as well as** my old one.
Flopbox **doesn't run quite as efficiently as** MyCloud.

Remember:
Adverbs often give information about verbs.
My phone works **well**. My printer prints **fast**.
Many adjectives can be changed to adverbs by adding -ly.

loud	→	**loudly**	bad	→	**badly**
quiet	→	**quietly**	slow	→	**slowly**
quick	→	**quickly**	efficient	→	**efficiently**

B **On a separate sheet of paper, rewrite each pair of sentences into a single sentence using comparatives. Then write single sentences using as . . . as.**

1 The Printbox printer prints loudly. The EasyPrint doesn't print loudly.
2 Your old laptop works well. My new laptop doesn't work well.
3 My brother's tablet downloads music quickly. My tablet doesn't download quickly.
4 Cleanit doesn't run efficiently. Anti-bug runs efficiently.
5 My new computer doesn't run slowly. My old computer ran slowly.

WRITING HANDBOOK

The Writing Handbook is optional. It is intended to teach students the conventions of written English. Each unit's Writing Handbook is focused both on a skill and its application to the Writing exercise from the unit.

UNIT 1

Parallel structure

When writing a series ofwords or phrases in a sentence, be sure that all items in the series are in the same grammatical form. This feature of good writing is called "parallel structure."

Megan is creative. She likes **painting**, **drawing**, and **playing** the guitar. (all items in the series are gerunds)

Be careful! Don't combine gerunds and infinitives in the same series.

Don't write: Megan is creative. She likes painting, ~~to draw~~, and playing the guitar.

In a series of infinitives, it is correct to use to before each item in the series or to use to only before the first item.

✓ I wanted **to sing**, **to dance**, and **to play** the piano at the concert.
✓ I wanted **to sing**, **dance**, and **play** the piano at the concert.
✗ I wanted to sing, dance, and ~~to~~ play the piano at the concert.

Remember: When a sentence includes a series of more than two words or phrases, separate them with commas. Use and before the last item in the series. The comma before and is optional.

two items (no comma) **three items (commas)**
Jenny and James have three favorite activities: **swimming, playing tennis, and going hiking**.

A **Correct the errors in parallel structure in the sentences. In some cases, more than one answer is correct.**

1 I began studying information technology and to learn engineering.
2 They don't like playing video games or to bake.
3 The Clarks love to swim, going snorkeling, and to surf.
4 He's both hard-working and social. He prefers to study in the afternoon and going out at night.
5 Introverts don't mind being alone and to think without talking.
6 Samantha is a classic extrovert. She prefers knowing many people, talk a lot, and to be in a group.

Guidance for Writing (page 11) **On a separate sheet of paper, write sentences to answer some or all of the following questions about the friend or soul mate you chose. If appropriate, use verbs and phrases from the box on the right. Be careful to use parallel structure. Use the sentences in your paragraph about the person.**

- Who is the person?
- What kind of friend is he or she to you?
- Who are the people in his or her family?
- How many siblings does he or she have?
- What kind of personality does he or she have?
- What are his or her likes and dislikes?
- Are there some things he or she is excited about, bored with, angry about, or worried about right now?

Words to describe likes / dislikes

avoids	enjoys	is happy about
hates	expects	is excited about
can't stand	hopes	is bored with
doesn't mind	would like	is sick and tired of

UNIT 2

Avoiding run-on sentences

An independent clause is a sentence with a subject and a verb.

subject	verb
I	saw a picture of the pyramid.
It	looked very big.

In writing, avoid "run-on sentences." Don't combine independent clauses without using a coordinating conjunction, such as and or but.

Run-on sentence ✗ ~~I saw a picture of the pyramid it looked very big.~~

Correct a run-on sentence by:

(a) using a period to separate it into two sentences

✓ I saw a picture of the pyramid. It looked very big.

or

(b) using a coordinating conjunction to combine the two independent clauses. A comma before the conjunction is optional.

✓ I saw a picture of the pyramid, and it looked very big.

Be careful! Don't use a comma to combine independent clauses. Use a period to separate them.

Run-on sentence ✗ ~~A new teacher arrived today, he is from Miami.~~

✓ A new teacher arrived today. He is from Miami.

Remember:
A sentence begins with a capital letter and ends with a period.

A Write ✗ if the item contains a run-on sentence. Check (✓) the item if it is written correctly.

- ☐ 1 We haven't tried Ethiopian food, but we have tried Moroccan food.
- ☐ 2 Amy and Elizabeth went out last night. They stayed up until 2:00 A.M.
- ☐ 3 They're good students they study a lot.
- ☐ 4 Some people think cities are exciting I don't agree.
- ☐ 5 Claire is French she doesn't speak Spanish.
- ☐ 6 I visited Mount Fuji in Japan, and it was really beautiful.
- ☐ 7 I have been to three foreign countries, I have never been to Egypt.
- ☐ 8 My cousin is a doctor, she lives in Lima.
- ☐ 9 I have never been to the top of the Burj Khalifa in Dubai, I have been to the top of Taipei 101 in Taipei.

B On a separate sheet of paper, write each of the run-on sentences in Exercise A correctly.

Guidance for Writing (page 23) After you write about your memorable experience, check carefully to see if you have written any run-on sentences. Use a period to separate the independent clauses, or use the coordinating conjunctions and or but to combine them.

UNIT 3

Paragraphs and topic sentences

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains sections about a variety of topics, it is a good idea to divide it into separate paragraphs.

When there is more than one paragraph, it is customary, though not required, to include **a topic sentence** in each paragraph that summarizes or announces the main idea of the paragraph. The other sentences in the paragraph traditionally include details or facts that support the main idea. Using topic sentences makes paragraphs clearer and easier to understand.

In the writing model to the right there are two paragraphs, each beginning with a topic sentence (highlighted in yellow).

In the first paragraph, the topic sentence informs us that the paragraph will contain details about violence in movies "before the 1960s."

In the second paragraph, the topic sentence informs us that the paragraph will shift focus. The word "Today" lets the reader know what the focus of the paragraph will be.

Without the topic sentences, the ideas would run together and be difficult to follow.

Remember: Indent the first word of each new paragraph so readers know that a new section of the writing is beginning.

Indent

[ ]Before the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You're dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late 1960s, filmmakers such as Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as *Bonnie and Clyde* and *The Wild Bunch*. They believed that if audiences could see how truly horrible real violence was, people would be less violent in their own lives.

Today, special-effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today: ". . . filmmakers can create any image that they can dream up." So, Prince believes, because of technology, movies today are more and more violent and bloody.

A **Choose the best topic sentence for each paragraph.**

1

..... Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, doing the same things themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

a Many people say violence in movies can be harmful.
b People have different opinions about how violence can affect viewers.
c People imitate violent behavior they see in movies.

2

..... This 1967 Arthur Penn movie is about a real gang of violent bank robbers who terrorized the U.S. Southwest in the 1930s. Bonnie (Faye Dunaway) and Clyde (Warren Beatty) and their gang were believed to be responsible for thirteen deaths and many robberies before they were finally killed.

a *Bonnie and Clyde* is an example of a violent movie based on a true story.
b Arthur Penn is one of the most famous directors of the 1960s.
c There were a lot of bank robberies in the 1930s.

3

..... The film shows the kind of real violence that was common in the wild west. Peckinpah thought showing this kind of graphic violence would disgust audiences and make them less likely to celebrate it in movies. He later admitted he was wrong, and that audiences seemed to enjoy the violence rather than being horrified by it.

a *The Wild Bunch* was one of Martin Scorsese's favorite movies.
b Audiences reacted negatively to Sam Peckinpah's film *The Wild Bunch.*
c In 1969, Sam Peckinpah made the controversial violent film *The Wild Bunch.*

B On a separate sheet of paper, write a paragraph of three to five sentences about a time you (or others) were late to meet someone for an event. Include a topic sentence and details about what happened.

Guidance for Writing (page 33) On the notepad, write notes about a movie you've seen. Use your notes as a guide for your two paragraphs about the movie. Include a topic sentence for each paragraph to summarize your main idea.

Title of movie:
Who's in it:

What it's about:

My opinion:

UNIT 4

Avoiding sentence fragments with because or since

Remember: You can use the subordinating conjunctions because or since to give a reason. Because and since answer a Why question. A clause that begins with because or since is called a dependent clause. A dependent clause gives information about an independent clause.

independent clause	dependent clause
I prefer bed and breakfasts	**because** (or **since**) they're very comfortable.

A dependent clause with because or since can also come at the beginning of a sentence. If it comes first, use a comma.

Because they're very comfortable, I prefer bed and breakfasts.

In writing, a dependent clause alone is an error called a "sentence fragment." It is not a sentence because it does not express a complete idea.

sentence fragment

I prefer bed and breakfasts. ~~Because they're very comfortable.~~

To correct a sentence fragment with because or since, make sure it is combined with an independent clause. Another way to correct a fragment is to rewrite the sentence without because or since, making it an independent clause.

✓ I prefer bed and breakfasts **because** they're very comfortable.
✓ I prefer bed and breakfasts. They're very comfortable.

A In the following paragraph, underline four sentence fragments with because or since.

Last summer, I went on a great vacation. I wanted to go to the beach. Because it was summer. I stayed in a hotel. Since it was located very close to the water. It was very comfortable and convenient. It was more expensive than a hostel or short-term rental. Because it has a lot more amenities. There was a spa, a fitness center, and a great restaurant. I would definitely stay there again. Since I had such a great experience.

B On a separate sheet of paper, write the paragraph again. Correct all the sentence fragments. Combine the dependent clauses with independent clauses to make complete sentences.

Guidance for Writing (page 47) In your review about one kind of accommodation, include at least three sentences that contain because or since. Then check carefully to make sure that there are no sentence fragments.

UNIT 5

Writing a formal letter

There aren't many rules for informal social communication such as emails, text messages, and handwritten notes. There are, however, important rules and conventions for formal written communication, such as business letters. For these, be sure to include the following elements:

- your contact information
- the recipient's name, position, and mailing address
- the date
- a salutation
- a complimentary close
- your handwritten signature above your full name

Note: When business correspondence is an email, it's not necessary to include street addresses or a handwritten signature.

If you know the recipient's name, the salutation should use the following format: Dear [title + last name]. It's common in a formal letter to use a colon (:) after the name. In less formal letters, a comma is appropriate.

Dear Mr. Clark: Dear Sarah,

If you don't know the recipient's name or gender, you can use this neutral salutation:

To whom it may concern:

If you are writing to a person who occupies a position such as a manager and you don't know the person's name or gender, it's polite to use this traditional salutation:

Dear Sir / Madam:

Follow the layout and punctuation in the writing model to the right.

your contact information — 324 Hampton Boulevard, Ocean View, Maryland, email: ebridge@vmail.gr

date — December 29, 2021

Manager
The Pine View Spa
Pine View Hotel
875 Alpine Lane
Mount Lofty, Vermont

recipient's address

Dear Sir / Madam: **salutation**

I'm writing to tell you that I was very happy with the service provided by the staff of the Pine View Spa when I was in Mount Lofty last week. The manicurist gave me a wonderful manicure, and the masseur was fantastic. I particularly enjoyed the relaxing music that played in the spa. Finally, the prices were fair, the staff were very friendly, and I left the spa feeling great.

I want you to know that I am recommending the Pine View Spa to all my friends and have told them that they should visit you even if they are staying in another hotel or if they are only in Mount Lofty for a day. In fact, I have told them that it's worth traveling to Mount Lofty just to visit the spa.

Sincerely, **complimentary close**

Eleanor Bridge **handwritten signature**

Eleanor Bridge **your full name**

Other common complimentary closes
Regards, Sincerely yours,
Cordially, Best regards,

Ideas for adjectives:
fair, affordable, excellent, fantastic, relaxing, good, safe, effective

A **Imagine you visited a salon or spa and received three services, like the ones from Lessons 2 and 3. On the notepad below, write notes about the three services and your experience.**

name of the salon / spa:
services you received:
names of staff:

adjectives to describe the experience:

B **On a separate sheet of paper, write a letter of thanks to the manager of the salon or spa in Exercise A. Explain what you like about the services. Use your notes and the writing model as a guide.**

Guidance for Writing (page 59) **In your letter, be sure to include:**

- the date
- a salutation
- a complimentary close

Whether your letter is printed or handwritten, include:

- your contact information
- your handwritten signature above your full name

UNIT 6

Connecting ideas: subordinating conjunctions

A subordinating conjunction connects a dependent clause to an independent clause.

independent clause	dependent clause
I'm eating more vegetables these days	**because** I want to stay healthy.
I'm not crazy about chocolate	**even though** I'm a dessert lover.

A dependent clause can also come at the beginning of a sentence. Use a comma after the dependent clause when it comes first.

dependent clause — independent clause

Because I want to stay healthy, I'm eating more vegetables these days.
Even though I'm a dessert lover, I'm not crazy about chocolate.

Use the subordinating conjunction <u>if</u> to express a condition. Use the subordinating conjunction <u>unless</u> to express a negative condition.

You will help protect the environment **if** you eat less meat.
You stay healthy **unless** you eat too much fast food. (= if you don't)

Use the subordinating conjunctions <u>although</u>, <u>even though</u>, or <u>though</u> to express a contradiction.

Although
Even though
Though | they knew dessert was unhealthy, people enjoyed it anyway.

Remember: Use the subordinating conjunctions <u>because</u> or <u>since</u> to give a reason.

A **Circle the best subordinating conjunction to complete each sentence.**

1 (Though / If / Unless) she drinks a lot of coffee, she won't sleep well.
2 (Even though / Because / If) he plays a lot of sports, he doesn't eat healthy foods.
3 I always order chocolate ice cream (although / because / unless) I'm a chocolate addict.
4 (Unless / Although / Since) it's hard to go running every day, I enjoy it.
5 She has to avoid salty foods (because / unless / though) they are bad for her heart.
6 I started eating less pasta and carbs (even though / if / unless) I didn't want to.
7 (Even though / Because / Unless) my grandfather is 80 years old, he is very healthy.
8 (Unless / Because / Since) I'm at a party, I usually don't eat dessert.
9 She won't eat broccoli (because / unless / although) she has to.
10 (Unless / Even though / Since) he doesn't eat most kinds of meat, he eats fish.

B **Read each sentence. Then, on a separate sheet of paper, write and connect a clause to the sentence, using the subordinating conjunction.**

1 Many people try different diets. (even though)
2 Avoiding specific foods is necessary for some people. (if)
3 Eating sweets is OK. (unless)
4 Some people change what they eat. (because)
5 Most people continue to eat unhealthy foods. (although)

1 Many people try different diets even though they don't want to lose weight.

Guidance for Writing (page 71) **Using four different subordinating conjunctions, write four sentences: two describing the typical diet in your country and two describing one or two dishes. Use your sentences in your two paragraphs.**

UNIT 7

Connecting words and sentences: and, in addition, furthermore, and therefore

And

And connects two or more words in a series. Use commas to separate words when there are more than two in the series. (The last comma is optional.)

Aggressive and dangerous driving are a big problem in my city. (no comma: and connects two adjectives.)

Aggressive drivers sometimes **tailgate and weave** through traffic while they drive. (no comma: and connects two verbs with the same subject.)

Speeding, honking, and texting while driving are three things you should avoid doing. (a comma is necessary: and connects more than two words in a series. The comma after honking is optional.)

Remember: And can also combine two separate complete sentences into one sentence. In the new sentence, the two original sentences are called "independent clauses." The comma is common but optional.

—— **complete sentence** —— – **complete sentence** –
Honking your horn is aggressive. It distracts other drivers.
—— **independent clause** —— - **independent clause** –
Honking your horn is aggressive, **and** it distracts other drivers.

A **Insert commas where necessary or optional in the sentences.**

1 He was tailgating talking on the phone and gesturing at the other drivers.
2 I don't like driving compact cars and other small cars.
3 My brother and sister-in-law are renting a car.
4 They're traveling to Montreal Toronto and Ottawa.
5 I'm taking driving lessons and studying for my driver's test.
6 This rental company has nice convertibles and sports cars.

B **On a separate sheet of paper, combine each pair of sentences into one sentence consisting of two independent clauses. Use and.**

1 They made a call to the car rental company. They reserved an SUV for next week.
2 He was tailgating. He had a fender bender.
3 We rented a convertible. We opened the roof because it was sunny.
4 I was parking the car. I sideswiped another car.
5 We can pick up the keys in the morning. We should drop the car off tomorrow before five o'clock.

In addition, furthermore, and therefore

Use in addition and furthermore to add to the ideas in a previous sentence. In addition and furthermore are approximately equal in meaning, but furthermore is a little more formal. You can use both in the same writing to avoid repetition.

Good drivers should observe the speed limit. **In addition**, they should maintain a safe following distance.
I think texting while driving is very dangerous. **Furthermore**, it has been shown to cause accidents.

Note:
It's customary to use a comma after in addition, furthermore, and therefore.

Use therefore to introduce a result.

—— **result** ——
I didn't pass my driver's test. **Therefore**, I didn't get my license.

C **Complete the statements with in addition / furthermore or therefore.**

1 The other driver was talking on the phone. ....., she was tailgating.
2 The accident was just a fender bender. ....., we don't have to get a new car.
3 I was traveling with my four children. ....., I rented a large minivan.
4 They want to rent a plug-in car for their trip to California. ....., they want to find a pet-friendly hotel so they can bring their dog.

Guidance for Writing (page 83) **In your letter or email, giving advice to a new driver, use and, in addition, furthermore, and therefore. Then check your letter or email carefully to see if you have used commas correctly.**

UNIT 8

Introducing conflicting ideas

Use on the one hand and on the other hand to present conflicting ideas or two sides of an issue. The following two sentences present the two sides together, one right after the other.

On the one hand, I want to be honest. **On the other hand,** I don't want to pay more.

Remember: You can also present conflicting or contradictory information with even though, although, and however.

Even though I'm usually a reliable person, I am sometimes late for work.
Although Bob is a good boss, he isn't always fair.
Tim wanted to tell the server they were undercharged. **However**, Kelly didn't agree.

When one paragraph presents one side of an issue and the next one presents the other, writers don't usually use on the one hand in the first paragraph. Instead, they just begin the next paragraph with on the other hand to let the reader know that the conflicting idea will follow. Look at the writing model to the right.

Being honest has many advantages. If you always tell the truth, you don't have to remember an untruth you said before. People who tell the truth don't have trouble sleeping. They can look at themselves in the mirror and feel good.

On the other hand, there are times when telling a lie makes sense. For example, your friend Andrew might ask you if you like his new jacket, and you think it's ugly. If you told him that, it would hurt his feelings. It's possible that not being absolutely truthful might be kinder.

A **Reread the Zoom-In on page 87. Write a summary of the story in three to five sentences. Answer the questions below.**

- Where were Peter and Layla?
- Why was Peter upset?
- Who are Chris and Pat? Who is Bob?
- What did Peter and Layla discuss?

B **Answer the questions below. Write three to five sentences about Peter's choices. Then write the consequences of each choice. Use if and the unreal conditional in at least one sentence.**

- What should he do?
- What could he do?
- What would most people do?

C **Write three to five sentences about what you would do if you were Peter. Answer the questions below.**

- What would you do?
- What would happen if you did that?
- What would happen if you didn't?

Guidance for Writing (page 95) **In your paragraphs about honesty, use on the one hand, on the other hand, even though, although, and however to connect conflicting ideas.**

Providing supporting details

Remember: A good paragraph has a topic sentence that clearly states what the main idea of the paragraph is.

In addition, a paragraph should have sentences with appropriate supporting details—that is, information that provides support for, and is clearly tied to, the topic sentence.

Be careful! If a detail doesn't support the topic sentence or isn't tied to it clearly, then it may not belong in the paragraph.

In the writing model to the right, the topic sentence of the paragraph is highlighted in yellow. The sentences that follow provide supporting details.

Two of the sentences are crossed out because they do not support the topic sentence and should not be included in the paragraph. These two sentences do not provide information about the sculpture and do not indicate why the writer likes the sculpture.

The remaining sentences contain supporting details—they all support the topic sentence and are clearly tied to it. They provide more information about the sculpture and they explain why the writer likes the sculpture.

In my living room, my favorite possession is a small ceramic sculpture of a tree. My grandparents gave it to me when I was 15. ~~Sculptures can be expensive if they are very old or made of expensive materials.~~ It has lots of memories for me because it was in my grandparents' house when I was a child. ~~It's important to take very good care of ceramic sculptures.~~ The sculpture is beautiful, and I have it on a table where I see it every day.

A **Read each topic sentence. Circle the sentence that does not support the topic sentence.**

1 Many European artists of the 20th century were inspired by African art and sculpture.
   - **a** Today, African art is very popular for collectors.
   - **b** Looking at the work of modern artists, it is clear they chose to use some African elements in their paintings and sculptures.
   - **c** A lot of European artists had collections of African sculptures.

2 I love abstract art, but my sister hates it.
   - **a** Jackson Pollock is my favorite abstract artist.
   - **b** My sister prefers more realistic art.
   - **c** Traditional art is very popular with tourists in my city.

3 Michelangelo's statue, *David*, is one of the most famous sculptures in the world.
   - **a** People travel from all over the world to the city of Florence to see it.
   - **b** Michelangelo was born in 1475.
   - **c** The image of *David* can be seen in popular art and advertisements.

4 On the wall in my living room, I have a painting I bought on my trip to Mexico City.
   - **a** Its beautiful colors feature blue, green, and pink.
   - **b** You should visit Frida Kahlo's house when you are in Mexico City.
   - **c** I bought it in a small gallery from a local artist.

5 My brother has always had a lot of musical talent.
   - **a** We get along well, and we like a lot of the same things.
   - **b** He has played the piano, guitar, and drums since he was a child.
   - **c** I think he will be a musician when he is older.

6 The designer Stella McCartney has a very talented family.
   - **a** McCartney's father is the famous musician Paul McCartney.
   - **b** She has been a vegetarian since she was a child.
   - **c** Her mother, Linda, was a very successful photographer.

Guidance for Writing (page 105) **On a separate sheet of paper, write the name of one of the artists you discussed with your classmates. Create a topic sentence that states the most important thing you want to say about that artist. Write five detail sentences that each support your topic sentence. Then repeat with the other two artists you discussed.**

UNIT 10

Organizing ideas

When you want to write about several aspects of a topic, there are different ways you can organize your ideas. For example, if you are writing about the upsides and downsides of smart phones, here are three approaches.

Approach 1: In one paragraph

One way is to describe all the upsides and downsides in one paragraph. Following are notes of the details that will be included in the paragraph.

THE UPSIDES AND DOWNSIDES OF SMART PHONES
Upsides: makes it easy to keep in touch with friends, you can shop online, listen to music, and watch videos everywhere
Downsides: cyberbullying, identity theft, make people dependent

This approach is good for a short piece of writing. However, if you want to develop those ideas in more than just a few sentences, it is easier for the reader to follow if you can organize the details in one of the following ways:

Approach 2: In two paragraphs

In this approach, you can use a first paragraph to describe all the upsides. Then you can use a second paragraph to describe all the downsides. Following are notes of the details that will be included in each paragraph.

Paragraph 1: SMART PHONES HAVE UPSIDES
makes it easy to keep in touch with friends, you can shop online, listen to music, and watch videos everywhere
Paragraph 2: BUT THEY ALSO HAVE DOWNSIDES
cyberbullying, identity theft, make people dependent

Approach 3: In more than two paragraphs

In this approach, you can use a separate paragraph to focus on each different topic. In each paragraph, you can describe both upsides and downsides. Following are notes of the details that will be included in each paragraph.

Paragraph 1: (THEY KEEP US CONNECTED) social media makes it easy to keep in touch with friends, but enables cyberbullying
Paragraph 2: (THEY'RE CONVENIENT) you can shop online wherever you are, but identity theft is a big danger
Paragraph 3: (THEY'VE CHANGED OUR LIVES) you can listen to music and watch videos everywhere, but you can also become dependent on your phone

A **Using Approach 2, organize the following ideas into two paragraphs: paragraph 1, about the upsides of renting a car; paragraph 2, about the downsides. Write 1 or 2 next to each idea.**

..... It gives you the freedom to go wherever you want.
..... You can visit places you can't get to by bus or train.
..... You could have a car accident on your trip.
..... You can take as much luggage as you want.
..... There may be unfamiliar driving rules or customs where you travel.
..... If you travel with a group of people, it could be less expensive than buying bus or train tickets.
..... If you're traveling alone, the rental fees and gas could be more expensive than a bus or train ticket.
..... You can travel at the time you want to, not when a bus or train is scheduled.
..... It may not be easy to find parking everywhere you go and at your hotel.
..... Traffic can make your travel less convenient.

B **On a separate sheet of paper, practice using Approach 3. Organize the sentences from Exercise A by topic into three or more separate paragraphs. Don't forget to include a topic sentence.**

Guidance for Writing (page 119) **Use your notes on page 119 to write your paragraphs about the upsides and downsides of using the Internet in life and in work. Choose Approach 2 or Approach 3 to organize your writing.**

SOFT SKILLS BOOSTER

The Soft Skills Booster is optional. The Booster gives students an opportunity to develop soft skills increasingly valued by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in a work setting. The skills in this Booster also contribute to students' success in academic settings and in everyday life. Each unit of the Booster focuses on one key soft skill and provides communication practice linked to one Communication Activator exercise from the corresponding *Connectivity* Student's Book unit. As students accumulate new soft skills, they can apply them in other activities throughout the *Connectivity* course.

UNIT 1 Soft skill: LEADERSHIP — Acknowledge the contributions of others

(For Exercise B, page 11)

A **Study the example and possible responses.**

Acknowledge the contributions of others

Example

"I agree with the proverb that says 'It takes a year to make a friend, but you can lose one in an hour.'"

That's a good point. It's a lot easier to lose a friend than to make one.

Possible responses

- **That's a good point.**
- **That's so true.**
- **You make a good point.**
- **You're right.**

Tip: Acknowledging someone else's idea can encourage participation.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart**

1
A: "I really like this quote from Euripides: 'Friends show their love in times of trouble, not in happiness.' I think a true friend is always there for you."
B: .....

2
B: "I'm not sure I agree with Ethel Barrymore, who said, 'The best time to make friends is before you need them.' I don't think it's ever too late to make a new friend."
A: .....

3
A: "I love this idea: 'A friend is someone who understands your past, believes in your future, and accepts you just the way you are.' That's why friends are so important, in my opinion."
B: .....

4
B: "I'm not crazy about the proverb that says: 'If you want to go fast, go alone. If you want to go far, go together.' I think some people are very good at doing things alone."
A: .....

5
A: "I really like Walter Winchell's statement about friendship, that 'A real friend is one who walks in when the rest of the world walks out.' I think that is what a friendship is all about."
B: .....

6
B: "The quote about friendship by David Tyson seems a little weird to me. He said that 'True friendship comes when the silence between two people is comfortable.' In my opinion, a true friendship is never silent."
A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 11.

UNIT 2 Soft skill: EMPATHY — Show interest in what other people say

(For Exercise A, page 23)

A **Study the example and the possible responses.**

Show interest in what other people say

Example

"Last year I went hiking with my family and I saw a bear."

No way!

Possible responses

- **No way!**
- **I can't believe it!**
- **Wait, what?**
- **That's unbelievable!**
- **They / She / You / It did?**

Tip: Expressing genuine interest demonstrates that you care about the experience of others.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "My trip to Australia was very tiring. The flight took 23 hours!"
   B: .....
2. **B:** "I was so embarrassed! I called my boss by the wrong name."
   A: .....
3. **A:** "I came home on my birthday and found two round-trip tickets to Hawaii!"
   B: .....
4. **B:** "My brothers climbed a huge mountain last weekend. They hiked for 8 hours to get to the top."
   A: .....
5. **A:** "When I arrived at the airport, my passport wasn't in my bag. I left it at the hotel!"
   B: .....
6. **B:** "I got stuck in traffic and was 2 hours late on the first day of my new job."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE A TALKING POINTS ON PAGE 23.

UNIT 3 Soft skill: COMMUNICATION — Ask someone to elaborate

(For Exercise B, page 35)

A **Study the example and the possible responses.**

Ask someone to elaborate

Example

"I think Will Ferrell has made the funniest comedies."

Which ones do you mean?

Possible responses

- **Which one(s) do you mean?**
- **Which, for example?**
- **Why do you think that?**
- **What makes you say that?**
- **In what way?**

Tip: When you ask others to elaborate, you demonstrate respect for and interest in their point of view.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "My favorite director is Martin Scorsese. His movies are amazing."
   B: .....
2. **B:** "The special effects in the 'Star Wars' movies are the best!"
   A: .....
3. **A:** "The most talented female actor of all time is Helen Mirren. I love all the roles she plays."
   B: .....
4. **B:** "In my opinion, the best movies are dramas."
   A: .....
5. **A:** "To me, Alfonso Cuarón's movies are the most fascinating."
   B: .....
6. **B:** "I've always loved the movies Daniel Craig stars in."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 35.

UNIT 4 Soft skill: DECISION-MAKING

Offer a new perspective or contrasting information

(For Exercise B, page 47)

A **Study the example and the possible responses.**

Offer a new perspective or contrasting information

Example

"This house is right on the beach!"

On the flip side, it's pretty expensive.

Possible responses

- On the flip side, . . .
- But on the other hand, . . .
- But then again, . . .
- But at the same time, . . .

Tip: Offering a new perspective or contrasting information facilitates better decisions.

ALSO

- True, but . . .
- Good point, but . . .

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "You can't check-in to the house until 3:00 P.M."
   B: .....
2. **B:** "The apartment is near theaters and restaurants."
   A: .....
3. **A:** "This listing is in the budget category."
   B: .....
4. **B:** "The house has a full gourmet kitchen and an espresso machine."
   A: .....
5. **A:** "This listing has ultra-fast Internet and Wi-Fi."
   B: .....
6. **B:** "The apartment doesn't have parking."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 47.

UNIT 5 Soft skill: COLLABORATION — Respond to a request for feedback

(For Exercise B, page 57)

A **Study the example and the possible responses.**

Respond to a request for feedback

Example

"Do you think it's a good idea to get a tattoo?"

Personally, I wouldn't get one. It's too permanent for me.

Possible responses

- **Personally, . . .**
- **In my experience, . . .**
- **In my view, . . .**
- **For me, . . .**

Tip: When asked for feedback, introducing it as your own personal view can make it sound non-judgmental.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "What do you think of unusual contact lenses?"
   B: .....
2. **B:** "Do you think it's a bad idea to shave your head?"
   A: .....
3. **A:** "What's your opinion of multiple ear piercings?"
   B: .....
4. **B:** "Tell me the truth: What do you think of cosmetic surgery?"
   A: .....
5. **A:** "Do you think it's OK to have a hair transplant?"
   B: .....
6. **B:** "Do you like wild hair colors, such as green and blue?"
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 57.

UNIT 6 Soft skill: COMMUNICATION

Ask for clarification or repetition when you're not sure you understand

(For Exercise B, page 71)

A Study the example and the possible responses.

Ask for clarification or repetition when you're not sure you understand

Example

"My favorite local dish is chicken mole."

I'm sorry?

Possible responses

- I'm sorry?
- Sorry, what was that?
- I'm sorry. I didn't catch that.
- What's that again?

Tip: Asking for clarification or repetition demonstrates to others that you care about what they are telling you and want to make sure you understand.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "You should try japchae when you're in Korea."
   B: .....
2. **B:** "A famous dish from this region is shellfish paella."
   A: .....
3. **A:** "Have you tried sauerkraut? It's a sour cabbage dish from Germany."
   B: .....
4. **B:** "Try camote. It's made from sweet potatoes."
   A: .....
5. **A:** "People here are crazy about a delicious noodle dish called ramen."
   B: .....
6. **B:** "You have to try injera! It's a delicious kind of bread."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 71.

UNIT 7 Soft skill: CRITICAL THINKING

Expand on someone's argument to show support

(For Exercise B, page 83)

A **Study the example and the possible responses.**

Expand on someone's argument to show support

Example

"In my opinion, cutting another driver off is something only bad drivers do."

And on top of that, it often causes accidents.

Possible responses

- **And on top of that, . . .**
- **And what's more, . . .**
- **Not only that, but . . .**
- **And besides, . . .**

Tip: When you expand on someone's argument, you contribute to objective discussion.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "Weaving in and out of traffic can be very dangerous."
   B: .....
2. **B:** "It's important to signal, even when there aren't a lot of cars on the road."
   A: .....
3. **A:** "Speeding is a dangerous driving behavior."
   B: .....
4. **B:** "I think honking is rude and aggressive."
   A: .....
5. **A:** "I hate it when other drivers drive too slowly."
   B: .....
6. **B:** "Some people think flashing their lights is helpful, but I think it's very aggressive."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 83.

UNIT 8 Soft skill: SELF-MANAGEMENT Take time to think before responding

(For Exercise B, page 95)

A **Study the example and the possible responses.**

Take time to think before responding

Example

"What would you do if you found cash at an ATM?"

Hmm. **That's a good question . . .** I would probably keep it.

Possible responses

- **That's a good question . . .**
- **That's a tough one . . .**
- **I'm not sure. Let me think about that . . .**
- **Let's see . . . I need to think about it . . .**

Tip: Taking time to think before responding ensures an accurate expression of your ideas.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "Do you think most people would return a lost wallet?"
   B: .....
2. **B:** "Would you keep cash you found lying on the street?"
   A: .....
3. **A:** "What would you do if you found a gold watch in a dressing room?"
   B: .....
4. **B:** "If a cashier undercharged you, what would you do?"
   A: .....
5. **A:** "What would you do if someone else paid for your coffee at a coffee bar?"
   B: .....
6. **B:** "Do you think most people are honest?"
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 95

UNIT 9 Soft skill: ACTIVE LISTENING

Summarize another person's statements and ideas

(For Exercise B, page 105)

A **Study the example and the possible responses.**

Summarize another person's statements and ideas

Example

"Stella McCartney is my favorite fashion designer. Her designs are beautiful, and she also cares about the environment and animal rights. She doesn't use leather or other animal products in her designs."

In other words, you think she has strong ethical standards.

Possible responses

- **In other words, . . .**
- **To put it another way, . . .**
- **So what you're saying is . . .**
- **If I understand what you're saying, . . .**

Tip: Summarizing what someone has said shows that you respect them and that you have been paying attention.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1
A: "Frida Kahlo is a great artist, and I was fascinated by the movie about her life. She had a terrible accident when she was young and had to paint in bed for a long time. She was married to another artist and knew a lot of important people. You can see a lot of her interesting life in her art."
B: .....

2
B: "I love Yayoi Kusama because her work is so original. Her Infinity Mirror Rooms really changed my perspective and made me think, and I love her sculptures too. She has a very special view of the world."
A: .....

3
A: "I'm fascinated by the photographs and work of Sebastião Salgado. He cares about the earth and, in addition to making art, he works to protect nature. His beautiful photos influence others to help protect the environment, too."
B: .....

4
B: "I'm always surprised by Alejandro González Iñárritu's films. I love movies that are weird or make me uncomfortable, like *Bird Man* and *The Revenant*. He does so much work to make his movies incredible!"
A: .....

5
A: "To me, there's no more fascinating painter than Vincent van Gogh. I love paintings that represent reality but change it—a little abstract, and with bright colors! His art really changes the way you look at things."
B: .....

6
B: "Andrea Bocelli's music is so moving! It is so relaxing, and I could listen to it every day. I heard him sing in a concert once, and the whole audience was really emotional. It's not surprising he's so popular!"
A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 105.

UNIT 10 Soft skill: TEAMWORK Give constructive feedback

(For Exercise B, page 119)

A **Study the example and the possible responses.**

Give constructive feedback

Example

"I worry about identity theft on the Internet."

Have you thought about getting an ID protection app?

Possible responses

- **Have you thought about . . . ?**
- **You may want to consider . . .**
- **In my opinion, you should think about . . .**
- **I'd suggest . . .**

Tip: Introducing your feedback with one of these phrases softens it and makes it sound less like an instruction.

B **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "One of my friends has a problem with cyberbullying on social media."
   B: .....
2. **B:** "Sometimes when I look for news online, I'm not sure the information is true."
   A: .....
3. **A:** "I worry about how little privacy there is now."
   B: .....
4. **B:** "Shopping online is convenient, but I don't want my credit card number to get stolen."
   A: .....
5. **A:** "I like to talk to my friends on social media, but it's not the same as seeing them face-to-face."
   B: .....
6. **B:** "I sometimes buy clothes online, but the sizes are not always right."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 119.

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Unit 5 Page 49 (TR): Fizkes/Shutterstock; 49 (ear piercings): Yasemin G/Shutterstock; 49 (nose ring): Luma creative/Shutterstock; 49 (nail art): Dany2703/Shutterstock; 49 (contact lenses): Tcareob72/Shutterstock; 49 (hair color): Focus and Blur/Shutterstock; 49 (tattoo): Studio Peace/Shutterstock; 50 (comb): Winai Tepsuttinun/Shutterstock; 50 (brush): Africa Studio/Shutterstock; 50 (toothbrush): Oksana2010/Shutterstock; 50 (nail clipper): Darak77/Getty Images; 50 (nail file): Glovatskiy/Shutterstock; 50 (razor): cifotart/123RF; 50 (soap): Antonio Gravante/123RF; 50 (deodorant): Anton Starikov/Shutterstock; 50 (shaving cream): Mile Atanasov/Shutterstock; 50 (aftershave): Aigars Reinholds/123RF; 50 (toothpaste): Israel Mckee/Shutterstock; 50 (shampoo): Alhovik/123RF; 50 (hairspray): Showcake/Shutterstock; 50 (hair gel): Gabor Balazs/Shutterstock; 50 (sunscreen): Stephen Coburn/Shutterstock; 50 (dental floss): MBI/Getty Images; 50 (lotion): Sandra Besic/Shutterstock; 50 (mascara): Ronstik/Shutterstock; 50 (lipstick): Yellow Cat/Shutterstock; 50 (eye shadow): Jon Barlow/Pearson Education Ltd; 50 (powder): Luisa Leal Photography/Shutterstock; 50 (nail polish): elitsa/123RF; 51: Shutterstock; 52 (T): Kzenon/Shutterstock; 52 (B): Olga Yastremska/123RF; 53 (1): Dmitry Kalinovsky/Shutterstock; 53 (2): Weedezign/Shutterstock; 53 (3, L): InnerVisionPRO/Shutterstock; 53 (4, R): Pressmaster/Shutterstock; 53 (B): Jovan Mandic/123RF; 54 (haircut): Dmitry Kalinovsky/Shutterstock; 54 (manicure): Rido/Shutterstock; 54 (pedicure): Serezniy/123RF; 54 (shave): Antoniodiaz/Shutterstock; 54 (facial): tomwang/123RF; 54 (massage): Sir Chopin/Shutterstock; 55 (woman): VGstockstudio/Shutterstock; 55 (man, inset): Sam Wordley/123RF; 56 (tattoo): Sergei Aleshin/Shutterstock; 56 (pierced ears): Iryna Kalamurza/Shutterstock; 56 (pierced eyebrow): Microgen/Shutterstock; 56 (shaved head): SoleilC/Shutterstock; 56 (hair transplant): Satyrenko/Shutterstock; 56 (hair dye): Voyagerix/Shutterstock; 56 (cosmetic surgery): Anzhelika Voloshyna/Shutterstock; 57 (L): Plotulit/123RF; 57 (C): Cathy Yeulet/123RF; 57 (R): F8 studio/Shutterstock; 57 (background): Jag_cz/Shutterstock; 58 (man in glasses): Diana Bargan/123RF; 59 (white cellphone): Skoda/Shutterstock; 59 (woman's picture on cellphone): Tetsu/amanaimagesRF/Getty Images; 59 (woman using cellphone): Leungchopan/Shutterstock; 59 (black cellphone): Skoda/Shutterstock; 59 (man's picture on cellphone): Gareth Boden/Pearson Education Ltd; 59 (man using cellphone: Jules Selmes/Pearson Education Ltd.

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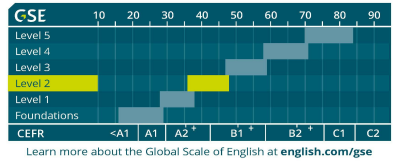
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