Connectivity

LEVEL 3



Student's Book and Interactive eBook

with Online Practice

Joan Saslow
Allen Ascher

Pearson

GSE Global Scale of English

Connectivity

LEVEL 3

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity 3

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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.

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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Becoming Culturally Literate** page 1	• Introduce people who may have something in common • Make small talk • Develop cultural awareness • Discuss gender and culture	• Manners and etiquette	• Modals must, may, and might • Tag questions: use and form **GRAMMAR EXPANDER** • Expressing possibility with maybe • Drawing conclusions with probably and most likely • Modals: common errors • Can and be able to: present and past • Be able to: present perfect • Tag questions: short answers (expansion)
2 **Getting Help** page 13	• Ask for and offer to do favors • Arrange to get something done • Recommend service providers • Persuade someone to use your services	• Services • Service businesses	• The causatives have and get • Passive causatives **GRAMMAR EXPANDER** • The causative make to indicate obligation • Let to indicate permission • The passive causative: by phrases (review)
3 **What We Read** page 25	• Recommend a good book • Talk about a newspaper or magazine article • Describe tastes in leisure reading • Discuss formats of educational materials	• Genres of books • Ways to describe a book • Some formats for reading	• Noun clauses that function as direct objects • Noun clauses: embedded questions **GRAMMAR EXPANDER** • Verbs followed by noun clauses (expansion) • Adjective complements • Embedded questions with whether • Embedded questions: usage and common errors • Embedded questions: punctuation
4 **Taking Care of Yourself** page 37	• Explain why you can't come to work or class • Express wishes and regrets • Recommend treatments and medications • Compare approaches to health care	• Medical procedures • Symptoms and conditions • Types of medications	• The past perfect • Wish to express regrets and desires **GRAMMAR EXPANDER** • Verb usage: present and past (overview) • Wish versus hope
5 **Coping with Disasters and Emergencies** page 49	• Warn of a dangerous situation • Start a conversation about a disaster in the news • Discuss epidemics • Prepare for an emergency	• Emergency supplies • Disasters • Natural disasters • Emergency readiness and supplies	• Indirect speech: imperatives • Indirect speech: say and tell—tense changes **GRAMMAR EXPANDER** • Direct speech: punctuation rules • Indirect speech: optional tense changes

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Express enthusiasm for a happy discovery • Express pleasure to discover a connection with "What a coincidence!" • Acknowledge a minor error • Politely introduce a correction to someone's assumption with "Actually, ..." • Ask about proper address • Talk about the weather to begin a conversation with someone you don't know • Use question tags to encourage someone to make small talk • Answer a "Do you mind ...?" question with "Absolutely not" to indicate agreement	**Listening Skills** • Listen for main ideas • Listen to summarize **Pronunciation** • Rising intonation of tag questions • Falling intonation of tag questions	**Texts** • A questionnaire about formality • An illustrated conversation • A questionnaire about your culture • Letters asking for advice • A graph about paid and unpaid work **Skills / Strategies** • Understand from context • Activate language from a text	**Task** • Write a formal and an informal email message telling someone about your country **WRITING HANDBOOK** • Formal email etiquette **SOFT SKILLS BOOSTER** • Creativity: Provide a hypothetical scenario to stimulate imagination
• Introduce a request for a favor with "I'm sorry to bother you" • Politely turn down a request or favor • Express gratitude for an offer to help with "I'd appreciate that" • Check if something's possible with "I'm wondering if ..." • Politely insist • Make a tentative promise with "Let me see what I can do"	**Listening Skills** • Listen to infer • Listen to summarize **Pronunciation** • Emphatic stress to express enthusiasm	**Texts** • A questionnaire about solving problems • An illustrated conversation • A section of an employee training manual **Skills / Strategies** • Identify main idea • Understand from context	**Task** • Write recommendations for businesses and services **WRITING HANDBOOK** • Supporting an opinion with personal examples **SOFT SKILLS BOOSTER** • Communication: Use verbal cues to focus attention
• Express strong surprise by beginning a question with "You mean ...?" • Introduce statements of common belief • Say "I actually don't know" to admit that perhaps you should • Use actually to express a surprising fact • Say "Duh" to admit you should have thought of something earlier • Acknowledge someone's good idea with "Why didn't I think of that?"	**Listening Skills** • Listen for main ideas • Listen to take notes • Paraphrase **Pronunciation** • Sentence stress in short answers with so and not	**Texts** • A self-test • An illustrated conversation • A questionnaire about reading tastes • An article about the formats of educational materials **Skills / Strategies** • Understand main idea • Understand details	**Task** • Write a review of something you've read **WRITING HANDBOOK** • Summarizing **SOFT SKILLS BOOSTER** • Active listening: Encourage others to elaborate
• Agree to do what someone suggests with "Will do" • State your willingness to help with "Don't hesitate to ask" • Express remorse for an error with "I could kick myself" • Reassure someone who regrets a mistake • Encourage someone to look on the bright side with "It's not the end of the world"	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • Intonation of lists	**Texts** • A questionnaire about medical procedures • An illustrated conversation • An article about alternative options for health care **Skills / Strategies** • Find supporting details • Apply real-world knowledge	**Task** • Write a comparison of two approaches to health care **WRITING HANDBOOK** • Comparisons and contrasts **SOFT SKILLS BOOSTER** • Teamwork: Be supportive while politely offering alternatives
• Introduce shocking information with "You won't believe ..." • Ask someone to wait • Express shock with "Oh, wow!" • Express disbelief with "No way!" • Begin a conversation about something • Express extreme dismay with "What a horror!" • Ask for confirmation of someone's shocking information with "You're kidding" • Ask to see something with "Let me have a look" • Say "Here you go" to indicate you're handing something to someone	**Listening Skills** • Listen to infer • Listen for details • Listen for main ideas • Listen for instructions • Paraphrase **Pronunciation** • Direct and indirect speech: rhythm	**Texts** • An emergency checklist • An illustrated conversation • An article about deadly outbreaks **Skills / Strategies** • Understand from context • Confirm facts	**Task** • Write about how to prepare for an emergency **WRITING HANDBOOK** • Organizing detail statements by order of importance **SOFT SKILLS BOOSTER** • Decision-making: Politely ask others to explain their reasoning

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **Plans and Choices** page 61	• Express resolutions for creating a better life • Examine past actions • Discuss factors that promote success • Prepare for a job interview	• Making resolutions • Employment qualifications	• The future as seen from the past: was / were going to and would • Perfect modals **GRAMMAR EXPANDER** • Expressing the future (review) • The future with will and be going to (review) • Regrets about the past: should have, ought to have, and wish + the past perfect
7 **Holidays and Traditions** page 73	• Exchange holiday greetings • Ask about local traditions • Compare holidays • Describe wedding customs	• Types of holidays • Ways to celebrate or commemorate a holiday • Describing the purpose of an event	• Adjective clauses with relative pronouns who and that • Adjective clauses: subject and object relative pronouns **GRAMMAR EXPANDER** • Adjective clauses: common errors • Reflexive pronouns • By + reflexive pronouns • Reciprocal pronouns: each other and one another • Adjective clauses: whom in formal English
8 **Innovations** page 85	• Describe new kinds of products • Imagine a different past outcome • Describe inventors and their inventions • Consider the impact of historical inventions	• Adjectives for describing products, processes, or ideas • Archaeology	• The unreal conditional (review and expansion) • The past unreal conditional **GRAMMAR EXPANDER** • Real and unreal conditionals (review) • Unless in conditional sentences • The unreal conditional: variety of forms
9 **Discussing Global and Local Issues** page 97	• Agree and disagree politely • Ask about political views • Debate different sides of an issue • Discuss solutions to global and local problems	• Controversial issues • Stating a position on an issue • Political points of view • Political and governmental systems	• Verbs followed by an object + an infinitive • Non-count nouns that represent abstract ideas **GRAMMAR EXPANDER** • Infinitives and gerunds (review) • Infinitives: passive forms • Count and non-count nouns (review and expansion)
10 **The Natural World** page 109	• Ask about a location on a map • Warn about possible dangers in the outdoors • Recommend a destination of natural beauty • Describe a country's geography	• Adjectives for warnings • Compass directions • Dangers in the outdoors • Geographical features	• Some geographical features • Warnings with had better **GRAMMAR EXPANDER** • Prepositions of place (expansion) • Proper nouns: capitalization • Proper nouns: use of the • Suggestions and advice with could, should, ought to, and had better

Reference Charts ..... page 122
Grammar Expander ..... page 126

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
• Start a new topic of conversation asking a question with "So, ...?" • Encourage someone's effort with "I wish you luck" • Express empathy that someone didn't reach a goal with "I'm sorry" • Encourage someone to persevere • Introduce a statement of regret with "I should have ..." • Suggest someone isn't to blame with "You couldn't have known that" • Say "Maybe so" to gently acknowledge someone's regret about an action • Agree to consider a suggestion with "I'll give that some thought"	**Listening Skills** • Listen to infer **Pronunciation** • Reduction of have in perfect modals	**Texts** • A job aptitude test • An illustrated conversation • An article about factors that promote success **Skills / Strategies** • Understand from context • Activate language from a text • Summarize	**Task** • Write a profile of yourself **WRITING HANDBOOK** • Dividing an essay into topics **SOFT SKILLS BOOSTER** • Enthusiasm: Validate others' contributions
• Exchange holiday greetings • Say "I wonder if I could ask you ..." to introduce a question that might be sensitive • Respond warmly to a request with "Of course" • Acknowledge the value of information with "That's really helpful" • Reassure someone that it's OK not to know about local customs	**Listening Skills** • Listen for main idea • Listen to compare and contrast **Pronunciation** • Thought groups	**Texts** • A self-test about holidays • An illustrated conversation • An article about wedding customs **Skills / Strategies** • Understand from context • Relate to personal experience	**Task** • Describe two holidays that are celebrated in your country **WRITING HANDBOOK** • Descriptive details **SOFT SKILLS BOOSTER** • Leadership: Suggest a new perspective for consideration
• Change an opinion after giving it more thought with "Now that I think about it, ..." • Admit you're having a change of heart about a decision with "I guess not" • Introduce a new possibility or idea with "So what about this?" • Introduce an interesting fact with a question beginning with "You know what ...?" • Introduce a probable cause with "Apparently, ..."	**Listening Skills** • Listen for main idea • Listen for details • Summarize **Pronunciation** • Contractions with 'd in spoken English	**Texts** • A survey about new inventions • An illustrated conversation • An article about a famous inventor **Skills / Strategies** • Understand from context • Find supporting details	**Task** • Write about the advantages, disadvantages, and historical impact of an invention or discovery **WRITING HANDBOOK** • Summary statements **SOFT SKILLS BOOSTER** • Collaboration: Express strong agreement with others' opinions
• Buy time to construct an answer to a personal question with "Me?" • Reveal a personal view with "To be honest, ..." • Soften a statement of strong opinion with "I have to disagree" or "I'm not sure I agree" • Soften a statement of disagreement with "Do you think so?" • Begin a statement of strong opinion with "In my view, ..." • Respond willingly to "Would you mind" or "I hope you don't mind" with "Not at all" • Soften a refusal with "Actually, as a general rule, ..." • Say "I hope you don't mind" when refusing to answer a question	**Listening Skills** • Understand point of view • Listen to summarize **Pronunciation** • Emphatic stress	**Texts** • A survey about controversial issues • An illustrated conversation • A quiz about political literacy • On-the-street interviews **Skills / Strategies** • Understand from context • Paraphrase • Critical thinking	**Task** • Write about the pros and cons of a suggested solution to a global or local problem **WRITING HANDBOOK** • Contrasting ideas **SOFT SKILLS BOOSTER** • Problem-solving: Confirm the value of someone's idea
• Recommend enthusiastically • Express disappointment • End a request informally with "OK?" • Begin a conversation with someone you don't know with "Excuse me" • Express shock with "Are you serious?" • Show appreciation for a warning with "Thanks for the heads-up!"	**Listening Skills** • Listen for details • Listen to classify **Pronunciation** • Voiced and voiceless th	**Texts** • A self-test about warnings • An illustrated conversation • An article about different environments **Skills / Strategies** • Classify • Understand details • Understand from context	**Task** • Write a description of your country **WRITING HANDBOOK** • Organizing by spatial relations **SOFT SKILLS BOOSTER** • Communication: Lend support by sharing what you have in common

Writing Handbook ..... **page 144**
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.**

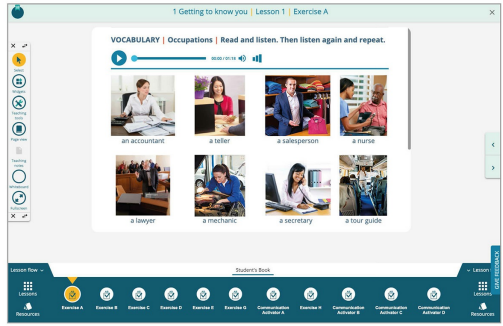
Presentation Tool

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.

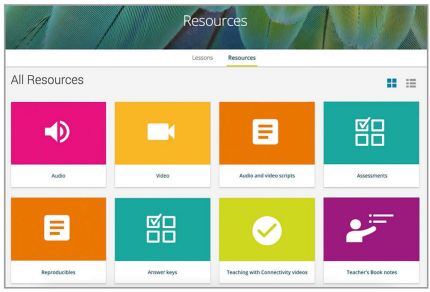
The Presentation Tool is also available to download, enabling you to teach offline.



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.

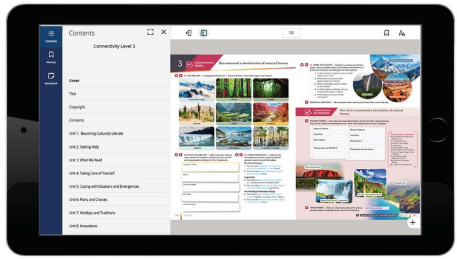
For the Student

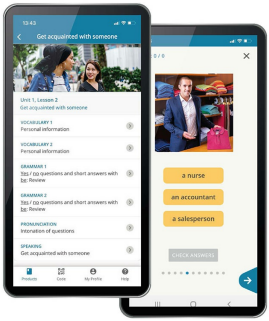
A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

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.

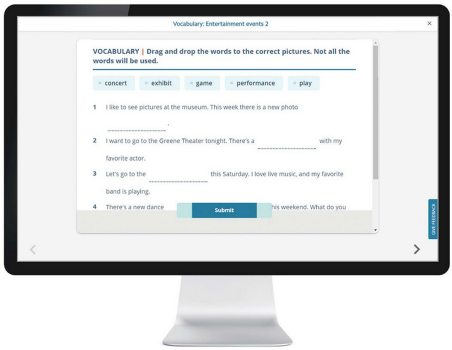
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

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 Vocabulary Expander and Guided Writing.

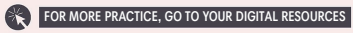
KEY TO ICONS IN THE STUDENT'S BOOK

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: Back-of-the-book exercises for extra listening comprehension and language practice • Practi-Chant: Fun lyrics set to a beat • *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

Becoming Culturally Literate

UNIT 1

Warm-Up

Are these people doing anything wrong? If so, what?













UNIT 1 COMMUNICATION GOALS

Lesson 1
Introduce people who may have something in common

Lesson 2
Make small talk

Lesson 3
Develop cultural awareness

Lesson 4
Discuss gender and culture

Topic Warm-Up

A MEETING AND GREETING | Complete the questionnaire.

How formal are you?

What would you like to be called in these situations?

At school

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



At work

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



At social events

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



When I travel

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



B PAIR WORK | Compare responses. If you checked "Sometimes," explain what those situations are. Explain why you prefer one form of address over another.

I'd like to be called by my title and family name at work when I'm introduced on the first day.

Me too. But after that, I'd prefer to be called by my first name. I like an informal work situation.

Language Warm-Up

A **ZOOM-IN** | **Read and listen to a conversation in the Miami office of an international company. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Leslie = American English (regional)
Antonio = Spanish
Minsoo = American English (standard)







Leslie: You must be Antonio, from the Mexico City office! How nice to meet you! I'm Leslie Reed, the sales director.

Antonio: Leslie! I was in your video conference last week. So nice to meet you in person.

Leslie: Same here! You're planning to be here in Miami for the whole month, aren't you?

Antonio: Yes, that's right. But I may take a couple of vacation days here before heading back.

Antonio: Minsoo? What are *you* doing here?

Minsoo: Antonio? I can't believe it! I thought you were at Éxito, in Mexico City?

Antonio: I was, until about two weeks ago. But I was offered a position at Galaxy. I'm here for orientation and training.

Minsoo: Leslie, this is unbelievable. Antonio and I used to work together for Éxito in Los Angeles!

Leslie: Small world! . . . Minsoo, would you be nice enough to help Antonio get settled? He'll be in Jack's old office.

Antonio: So, I need to get a handle on company culture here. . . . Is everyone on a first-name basis?

Minsoo: Absolutely. Except when there are clients present, in which case we tend to be a little more formal—you know, suits and ties, etc. With visitors we usually start with titles and last names, unless they suggest otherwise.

Antonio: Good to know.

B **UNDERSTAND FROM CONTEXT** | **Look at the featured words and phrases in Zoom-In. Then answer the questions with a partner.**

1. What's the difference between meeting someone in a video conference and meeting someone "in person"?
2. Where is Antonio "heading back" to after his short vacation?
3. Why does Minsoo say "I can't believe it!" when he sees Antonio?
4. Why do you think Leslie says "Small world!" when Minsoo tells her he and Antonio know each other?
5. When Antonio says he "needs to get a handle on" company culture, what kind of information does he want Minsoo to give him?
6. If you're "on a first-name basis" with people in the office, what do you avoid calling them by?
7. If you call people by their title and last name and they "suggest otherwise," what will you probably call them?

SPEAKING **PAIR WORK** | **Discuss ways to get a handle on local customs and expected behavior in an unfamiliar culture. Provide examples of how to do this.**



1 COMMUNICATION GOAL

Introduce people who may have something in common

A GRAMMAR | Modals must, may, and might

Use must + a base form to draw a conclusion or to indicate that you think something is probably true.
A: I got home from the movie after midnight last night.
B: Wow. You **must be** really tired this morning!

A: Where's Ed? He should be here by now.
B: He **must not know** that the schedule changed.

Use may or might + a base form to express an uncertain possibility.
I **may** (or **might**) **be** a little late tomorrow. I have to take my daughter to school.
I **may not** (or **might not**) **recognize** Kate. I haven't seen her in years.

Combine may, might, or must with be able to + a base form to express possibility or to draw a conclusion.
You **might be able to get** an appointment today.
We **must be able to park** here. I don't see a no parking sign.



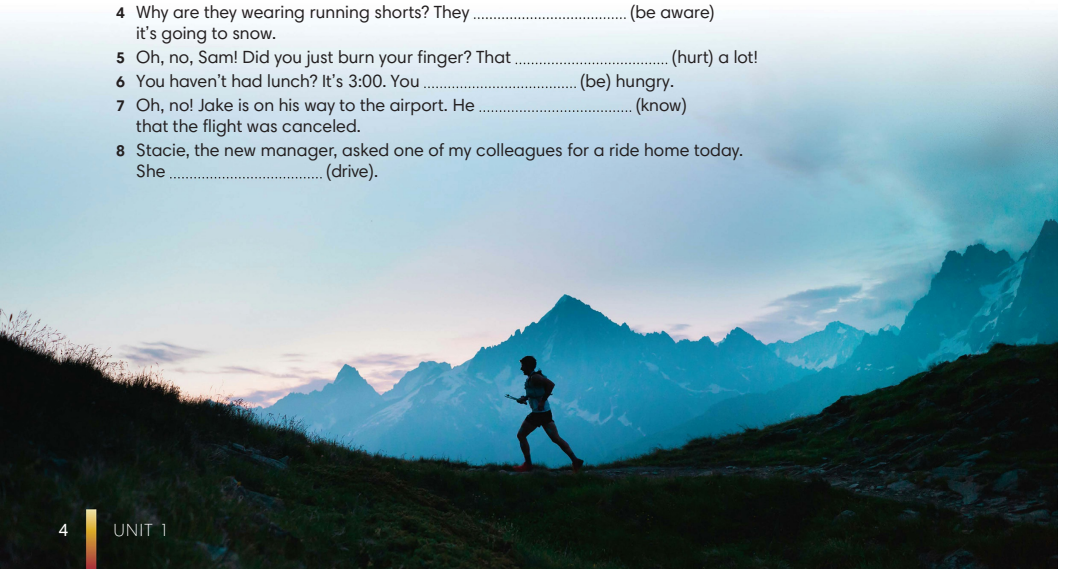
GRAMMAR EXPANDER p. 126
- Expressing possibility with maybe
- Drawing conclusions with probably and most likely
- Modals: common errors
- Can and be able to: present and past
- Be able to: present perfect

Be careful!
Don't follow may, might, or must with can.
Don't say: I might ~~can~~ get an appointment today.
Don't say: We must not ~~can~~ park here.

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

C GRAMMAR PRACTICE | Complete the statements by using must or must not to draw conclusions.

1 If you've been running every morning for a month, you ..... (be) a terrific runner.
2 Shelly was going to meet us here at 6:30. It's 6:45, and she isn't here. She ..... (be) lost.
3 Lisa's son is getting married. She ..... (feel) so happy.
4 Why are they wearing running shorts? They ..... (be aware) it's going to snow.
5 Oh, no, Sam! Did you just burn your finger? That ..... (hurt) a lot!
6 You haven't had lunch? It's 3:00. You ..... (be) hungry.
7 Oh, no! Jake is on his way to the airport. He ..... (know) that the flight was canceled.
8 Stacie, the new manager, asked one of my colleagues for a ride home today. She ..... (drive).



D **GRAMMAR PRACTICE** | **Complete each conversation with might, might not, might be able to, or must not be able to and the base form.**

1 **A:** Anne just sent me a text that she's on her way to the CineArt theater. Didn't that place close last month?
B: Yes, it did. She ..... (know).

2 **A:** Excuse me, do you have this sweater in a size small?
B: We ..... (have) one in the back. Let me check.

3 **A:** I've been calling Isabel for over an hour. I'm sure she's there, but no one's answering.
B: She ..... (hear) the phone. She has problems with her hearing, and they're doing construction on the street outside her house.

4 **A:** I need a haircut today. Is anyone available this afternoon?
B: I'm not sure, but I think Sean ..... (see) you at 2:30. Does that work for you?

E **PAIR WORK** | **Practice the conversations from Exercise D.**

COMMUNICATION ACTIVATOR

Now let's introduce people who may have something in common.



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

A: Ben, you may already know Kate, but in case you don't, meet Kate Sykes.
B: Hi, Kate. I'm Ben Tanner.
C: Nice to meet you. Did you say "Tanner"?
B: Yes, that's right.
C: You must be Jim's brother! You look just like him.
B: I *am* Jim's brother! What a coincidence. How long have you known Jim?
C: Actually, for years. We used to work together.
B: That's amazing! I can't wait to tell Jim I met you today.

OR If you have no previous connection . . .

C: You must be Jim's brother. You look just like him.
B: Actually, I don't have a brother.
C: Oops. My mistake.

Social language

To express enthusiasm for a happy discovery, say:
That's amazing / incredible / fantastic!

To acknowledge a minor error, say:
Oops. My mistake.

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

C **CONVERSATION GROUP WORK** | **Role-play a conversation in which someone introduces two classmates to each other. Then change roles.**

A: ....., you may already know ....., but in case you don't, ...
B: Hi, ... I'm ..... .
C: Nice to meet you. Did you say " ..... "?
B: Yes, that's right.
C: You must be ....
B: . . .

KEEP TALKING! ●●●

Draw other conclusions.
You must be [from out of town / a new student].
You look familiar. Aren't you ___ ?
You look familiar. You must be ___ .

Watch the video for ideas!

D **CHANGE PARTNERS** | **Introduce two other classmates to each other.**

2 COMMUNICATION GOAL Make small talk



A GRAMMAR | Tag questions: Use and form

You can use a tag question when you want to confirm information you believe is true or to encourage someone to make small talk with you.

The number 6 bus leaves from here, **doesn't it?** (confirms information)
Beautiful day, **isn't it?** (encourages small talk)

When the statement is affirmative, the tag question is negative. When the statement is negative, the tag question is affirmative. Use the same verb tense or modal in the tag question as in the statement.

affirmative statements	(negative tags)	negative statements	(affirmative tags)
You're Amy,	**aren't you?**	You're not Tom,	**are you?**
He speaks Arabic,	**doesn't he?**	I don't know you,	**do I?**
She's going to work,	**isn't she?**	We're not going to stay,	**are we?**
They'll call back,	**won't they?**	It won't start late,	**will it?**
There are a lot of cars,	**aren't there?**	There aren't any job openings,	**are there?**
There's enough salt,	**isn't there?**	There isn't any traffic,	**is there?**
You were here,	**weren't you?**	She wasn't teaching,	**was she?**
They went home,	**didn't they?**	We didn't eat there,	**did we?**
It's been really cold,	**hasn't it?**	He hasn't been home long,	**has he?**
Ben would like La Paz,	**wouldn't he?**	You wouldn't say that,	**would you?**
They can swim,	**can't they?**	She can't speak Portuguese,	**can she?**
They have to be here by 6:00,	**don't they?**	We don't have to be early,	**do we?**

Be careful!

Use pronouns, not names or other nouns, in tag questions.
Ron is in New York, **isn't he**?
NOT Ron is in New York, ~~isn't Ron~~?

Use aren't I for negative tag questions.
I'm on time, **aren't I?** BUT I'm not late, **am I?**

GRAMMAR EXPANDER p. 128
Tag questions: short answers (expansion)

B PRONUNCIATION | Rising intonation of tag questions | Rising intonation indicates that the speaker is asking someone to confirm information or an opinion. Read and listen. Then listen again and repeat.

1 People use first names here, don't they?
2 That meeting was great, wasn't it?
3 It's a beautiful day for a walk, isn't it?

C PRONUNCIATION | Falling intonation of tag questions | Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

1 People use first names here, don't they?
2 That meeting was great, wasn't it?
3 It's a beautiful day for a walk, isn't it?

D GRAMMAR PRACTICE | Circle the correct tag question.

1 You're taking the train, (don't you / aren't you)?
2 She's not going to make lunch today, (isn't she / is she)?
3 You've used all the milk, (didn't you / haven't you)?
4 Sam will be late for the play, (will he / won't he)?
5 Adam can't eat strawberries, (can't he / can he)?
6 I'm going to pass this test, (aren't I / are I)?
7 There aren't any eggs for breakfast, (are they / are there)?
8 They didn't want coffee, (didn't they / did they)?
9 Martha speaks great English, (doesn't she / doesn't Martha)?
10 She doesn't have to buy milk, (has she / does she)?

E **GRAMMAR PRACTICE** | **Complete each tag question.**

1 They serve dinner until 11:00, ... they?
2 Your brother would never eat dairy, ... he?
3 English is your first language, ... it?
4 People don't drive as well as they used to, ... they?
5 I'm late, ... I?
6 I won't have to be there before Tuesday, ... I?
7 Some people are so rude, ... they?
8 You don't have to speak Japanese at the office, ... you?
9 Beth and Larry aren't going out for dinner tonight, ... they?
10 You can't play tennis today, ... you?

F **ACTIVATE GRAMMAR** | **Complete each statement and tag question. Then take turns responding to your partner. Make small talk. Use falling intonation.**

Awful weather today, isn't it?

It really is.

1 ..... weather today, ... ?
2 The ..... game last ..... was great, ... ?
3 ..... 's movies are hilarious, ... ?
4 ..... 's Restaurant has gotten really popular, ... ?
5 There's too much traffic on ..... , ... ?
6 The ..... about ..... on TV last ..... wasn't very interesting, ... ?
7 I think the actor ..... is really ..... , ... ?

COMMUNICATION ACTIVATOR

Now let's make small talk.



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

A: Good morning. I'm John Boyce.
B: Jack Kelly. Nice to meet you.
A: Nice to meet you, too.
B: Beautiful day, isn't it?
A: It really is. By the way, do you mind if I call you Jack?
B: Absolutely not. Please do.
A: And please call me John.

Social language
To ask about proper address, say:
Do you mind if I call you [Ron]?
Is it OK if I call you [Will]?
Can I call you [Kate]?

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

C **CONVERSATION PAIR WORK** | **Personalize the conversation. Ask each other how you would like to be addressed. Make small talk. Then change partners.**

A: Good ..... . I'm ..... .
B: ..... . Nice to meet you.
A: Nice to meet you, too.
B: ..... ?
A: ..... . By the way, ... ?
B: . . .

KEEP TALKING! ●●●

Continue making small talk.
Our teacher's great, [isn't he / she]?
Learning English is fun, isn't it?
You were in my class last year, weren't you?
There's no class next week, is there?

Get to know your new acquaintance better.
So are you married?
Where are you from?
Do you have any children?

Watch the video for ideas!

3 COMMUNICATION GOAL Develop cultural awareness

A **VOCABULARY | Manners and etiquette | Read and listen. Then listen again and repeat.**

etiquette rules for polite behavior in society or among a particular group

cultural literacy knowing about and respecting the culture of others

table manners rules for polite behavior when eating with other people

punctuality the habit of being on time

impolite not polite, rude

offensive extremely rude or impolite

customary usual or traditional in a particular culture

taboo not permitted because of very strict cultural or religious rules

B **VOCABULARY PRACTICE | Circle the correct word or phrase.**

1 People who are accustomed to interacting with others from many places around the world develop their (cultural literacy / punctuality). As a result, they are able to get along with people with diverse traditions.
2 In some places, eating with one's hands is an example of bad (cultural literacy / table manners).
3 When planning to visit a country with an unfamiliar culture, it's good to learn some of the (taboos / etiquette).
4 (Cultural literacy / Punctuality) is considered very important in some cultures, and arriving late is rude.
5 In more conservative cultures, it's (taboo / impolite) to address someone by his or her given name without being invited to, but it isn't considered truly offensive.
6 In some cultures, it's (offensive / customary) to take pictures of people without permission, so few people do it.
7 Eating pork is (taboo / bad table manners) for people of certain religious traditions.
8 In some cultures, it's (offensive / customary) to name children after a relative who is no longer alive, so many people observe that tradition.

C **LISTEN FOR MAIN IDEAS | Read the cultural topics in the chart. Listen to three episodes of a radio show. After each episode, check the topics that are discussed. Then compare answers with a partner. Listen again to confirm your choices.**

Topics	1: Farid and Hoshi	2: Kulap and Sonia	3: Alisha and Silvio
table manners			
greetings			
dress and clothing			
male / female behavior			
taboos			
offensive behavior			
punctuality			
language			





D **LISTEN TO SUMMARIZE | Take notes as you listen again to the tips given in each episode. Then work with a partner to write a summary of the tips given in each one.**

Now let's develop cultural awareness.

A TALKING POINTS | Complete the questionnaire with a partner. When you have finished, compare responses with other classmates. Were there a lot of differences of opinion?

KNOW YOUR OWN CULTURE

When we meet someone for the first time, we shake hands.

But when we see someone we already know, we kiss.



GREETING CUSTOMS

1 How do people greet each other when meeting for the first time?

2 How about when they already know each other?

3 How are greeting customs different for men and women?

FORMS OF ADDRESS

1 When and how do people address each other in formal situations?

2 What about in informal situations?

TABLE MANNERS

1 What are some do's?

2 What are some don'ts?

3 What (if any) foods are taboo?

4 What (if any) beverages are taboo?

CONVERSATION TOPICS

1 What are good small talk topics?

2 What topics are offensive or taboo?

PUNCTUALITY

1 If you were invited to a social event at 7:00, what time would you arrive?

2 If you had a class, an exam, or a doctor's appointment at 2:00 P.M., what time would you arrive?

CLOTHING (FOR MEN OR WOMEN)

1 What clothes are always appropriate?

2 What clothes are never appropriate?

3 What clothes are sometimes appropriate? Provide details.

B DISCUSSION | Why might it be valuable to know about the culture of a place you are visiting for the first time? What could the consequences be of not knowing anything about cultural traditions?

If you know how to greet people, you'll feel comfortable and confident.

True. When you don't know the local etiquette, you might be embarrassed.

SOFT SKILLS BOOSTER p. 153

WRITING Write two email messages—one formal and one informal—explaining the cultural traditions in your country. Review the questionnaire in Talking Points for topics.

- Formal email: Imagine you are writing to a businessperson who is coming to your country on business.
- Informal email: Imagine you are writing to a friend who is coming to your country as a tourist.

WRITING HANDBOOK p. 144
- Formal email etiquette
- Guidance for this writing exercise

4 COMMUNICATION GOAL Discuss gender and culture

A READING | Read letters asking for advice. What do the two letters have in common?

SOCIAL Q AND A'S

Dear Culture Guru,

I'm writing about my daughter Lily, who's a top-notch soccer player and who wants to become a professional player. She has just been offered a scholarship to study at a U.K. soccer academy that combines academic study with professional soccer training and the promise of helping her launch a professional career. My concern is that the financial outlook for professional female soccer players is very poor. I don't want to stand in the way of her happiness, but I think she should prepare for a career with a better outlook. Having grown up male, I didn't realize until I had a daughter the consequences of sexism in women's lives. Any advice for me—or for her?

Loving Dad in Dallas



Dear Loving Dad in Dallas,

You are indeed right to be concerned. The gender pay gap between male and female players is enormous. Although there are signs of improvement, a 2018 study by the International Federation of Professional Footballers reported that 49% of professional female soccer players do not even earn a salary and that 87% of female players finish their career before they're 25 due to low pay or lack of pay. If I were you, I'd encourage Lily to play soccer since she's got her heart set on it, but to have a backup plan and prepare for the years after her career ends. Hopefully, we'll see a reduction in sexism in the near future, but I wouldn't hold my breath.

Dear Culture Guru,

I'm the CEO of a nationwide, family-owned tire business that's been in operation for almost a hundred years. My dad used to run the company, but he retired last year and I took the reins. My husband is a stay-at-home dad, an amateur cook, and a pretty successful food blogger. I work long hours—as does my husband, who takes care of our house and three children! The problem is my dad. He's embarrassed that my husband doesn't have a high-powered career. Dad makes little comments and jokes about him, especially when we're with other people. Any ideas that could help us?

Happy in Honolulu



Dear Happy in Honolulu,

No matter how much progress we think we've made, many people still have a double standard when it comes to traditional gender roles. Even though most people now accept the idea of women's professional success, many still hold on to the idea that a man should be the breadwinner of the family. I'd suggest you take your dad aside and tell him that you love him but that his comments and jokes are hurtful to you and your husband. He needs to understand that he made his lifestyle choices and you have the right to make yours. Hope that helps!

B UNDERSTAND FROM CONTEXT | Complete the statements, according to the Reading.

1 A "financial outlook" is ..... .
   - **a** the expected earnings from future work
   - **b** the earnings one gets from working outside the home

2 "Sexism" is the belief that men and women ..... equal.
   - **a** are
   - **b** are not

3 A "gender pay gap" is ..... .
   - **a** the difference in the pay men and women receive for the same job
   - **b** the amount of money women make

4 A "backup plan" is ..... .
   - **a** the last thing you think of before making a decision
   - **b** an alternative choice in case a preferred one is not successful

5 An example of a "double standard" is ..... .
   - **a** the practice of paying men double what women earn
   - **b** when there is one set of rules for men and another set for women

6 An example of "traditional gender roles" is when ..... .
   - **a** men and women have the same roles at home and at work
   - **b** men earn the money and women take care of the house and children

7 A "breadwinner" is someone who ..... .
   - **a** earns most of the money that supports a family
   - **b** takes care of the children while his or her spouse earns money

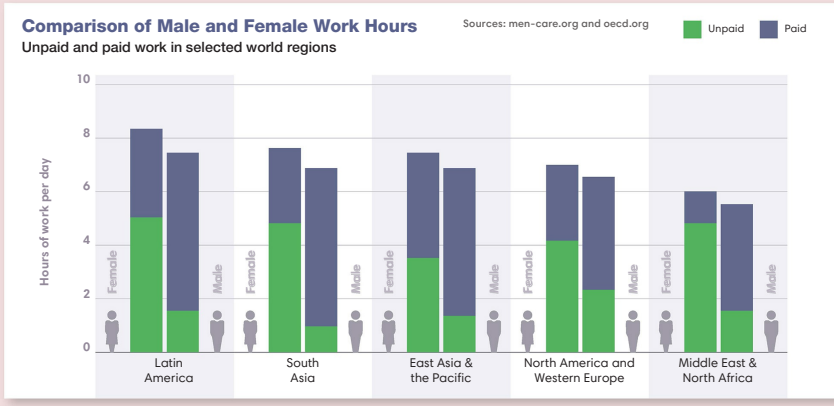
C **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, discuss the questions, using the words and phrases from Exercise B when possible.**

1 Do you think you might be a sexist? Why or why not?
2 Why is it important to have a backup plan when making a choice of career or occupation?
3 Can you think of an example of a double standard based on gender?
4 Do you have an opinion about who should be the breadwinner in a family? Can there be more than one?

COMMUNICATION ACTIVATOR

Now let's discuss gender and culture.

A **TALKING POINTS** | **Study the graph about paid and unpaid work. Check the statements that are true, according to the graph.**



The graph indicates that . . . in these regions.

- ☐ men work more hours than women
- ☐ men do more paid work than women
- ☐ men work fewer hours than women
- ☐ men do less unpaid work than women

B **PAIR WORK** | **Discuss and support your answers with information from the graph.**

C **GROUP WORK Answer the questions to discuss gender and culture.**

1 Does your experience or knowledge support or contradict the information in the graph? Provide examples.
2 What, in your opinion, has caused the differences in paid and unpaid work shown in the graph?
3 Do you think the differences in paid and unpaid work might change in the future? How? If not, what cultural factors will prevent change?

OPTIONAL In the Reading, underline new words or phrases you can use in your Group Work.
Example: "Although there are signs of improvement, . . . "



Trends are changing. In the future, I think men and women will be more equal, and they will be able to share the work that traditionally has been done by only one gender.

RECYCLE THIS LANGUAGE

sexism	gender pay gap
double standard	traditional gender roles
financial outlook	breadwinner

To tell the truth

Complete the ten statements. Five statements should be true and five should be false.

Take turns reading one of your statements to your partner. Your partner guesses whether the statement is true or false and asks a tag question to confirm. (Use falling intonation if you're confident the guess is correct, or rising intonation if you're not sure.)

I think it's true. You were born in Paris, weren't you?

I don't think that's true. You weren't born in Paris, were you?

Tell your partner if his or her guess was correct. Your partner writes a checkmark for each correct guess. (Option: Then have a short discussion, asking for more information about your partner's statement.)

The partner with the most checkmarks wins.

My Statements

I was born in _____

I grew up in _____

I've never been to _____

I'm really afraid of _____

Tonight I'm going to _____

My favorite sport is _____

My favorite food is _____

I never _____

My best friend is _____

On my last vacation, I went to _____

My partner's statement is . . .	A checkmark = a correct guess
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Introduce people who may have something in common.
- ☐ Make small talk.
- ☐ Develop cultural awareness.
- ☐ Discuss gender and culture.

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

UNIT 2

Getting Help

Warm-Up

If you had a problem in your home, what would you typically do?





I'd immediately call an expert.



I'd try to fix it myself.



I'd ask a friend or a relative for advice.



I'd just wait until it got worse.

I'd do something else.

UNIT 2 COMMUNICATION GOALS

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Ask for and offer to do favors	Arrange to get something done	Recommend local service providers	Persuade someone to use your services

Topic Warm-Up

A SOLVING PROBLEMS | Complete the questionnaire.

HOW WOULD YOU SOLVE EACH PROBLEM?



PROBLEM 1

Your favorite shoes are getting old.

- ○ I'd buy a new pair.
- ○ I'd take them to a shoe repair shop.
- ○ Other: .....



PROBLEM 2

You're going on a two-week trip, and you have a pet cat.



- ○ I'd ask a friend or a relative to drop by my home and feed the cat.
- ○ I'd pay someone to take care of the cat.
- ○ Other: .....

PROBLEM 3

Your laptop or tablet has stopped working just when you need it to finish a class project.

- ○ I'd ask if I could use a friend's device.
- ○ I'd take it to a tech support store right away.
- ○ Other: .....



PROBLEM 4

You've been really busy lately, and you've had no time to do the laundry.

- ○ I'd pay someone to do it for me at a laundry service.
- ○ I'd think about buying more clothes so I could do laundry less frequently.
- ○ Other: .....



PROBLEM 5

Someone gave you a nice pair of pants as a gift. But they're too long.

- ○ I'd ask a tailor to shorten them.
- ○ I'd give them to a tall friend.
- ○ Other: .....

B PAIR WORK | Compare your responses to the questionnaire. Explain your choices.

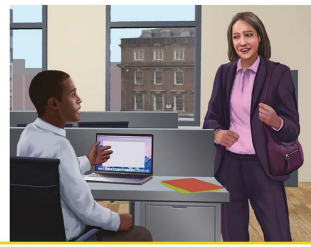
> "When my shoes get old, I always take them to a shoe repair shop. It's cheaper than buying new ones."

Language Warm-Up

A ZOOM-IN | Read and listen to two conversations. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Cody = American English (regional)
Mia and Ed = American English (standard)







Cody: Mia! How was your vacation?

Mia: Great! So did I miss anything while I was gone?

Cody: Don't ask!

Mia: Uh-oh. What's been happening?

Cody: They decided to move the sales meeting up a month.

Mia: No way! A month earlier?

Cody: Right. You're going to have a lot on your plate this week. I'd suggest you check your email ASAP*.

Mia: Thanks for the heads up.

*ASAP = as soon as possible

Cody: So I'll bet your cat's happy you're back.

Mia: Totally. Thank goodness I was able to get my brother to drop by every day to feed her.

Cody: That was nice of him.

Mia: Ed's a lifesaver. I don't know what I would have done otherwise. Listen . . . I won't keep you any longer. I'm sure you have a lot to do too.

Mia: Hi, Ed! Thanks a million for your help. Sorry it was so last minute. I owe you one.

Ed: My pleasure. How was the flight back?

Mia: Fine, till the airline lost my luggage.

Ed: No way! Did they find it?

Mia: Not right away. But they had it delivered to my house this morning, so no harm done.

Ed: Glad that worked out.

B UNDERSTAND FROM CONTEXT | Choose what you would say in each situation. (One item has two answers.)

..... **1** Say this to indicate that something wasn't a problem.
..... **2** Say this to thank someone for his or her help.
..... **3** Say this when you don't want to bother someone who is very busy.
..... **4** Say this to explain that you are very busy.
..... **5** Say this to thank someone for calling your attention to a problem.

a I owe you one!
b I've got a lot on my plate.
c I won't keep you any longer.
d You're a lifesaver!
e Thanks for the heads-up.
f No harm done.

SPEAKING PAIR WORK | Is it difficult for you to ask someone to do you a favor? On a scale of 0 to 3 (with 3 being "very difficult"), how difficult is it for you to make these requests? Then compare responses with your partner.

0 1 2 3 Ask someone to take care of my pet
0 1 2 3 Ask someone to water my plants
0 1 2 3 Ask someone to pick up or drop off something for me
0 1 2 3 Ask someone to drive me somewhere
0 1 2 3 Ask someone to fix something for me
0 1 2 3 Ask someone to give me advice about a problem



1 COMMUNICATION GOAL Ask for and offer to do favors



A GRAMMAR | The causatives have and get

The causative indicates that one person "causes" another person to do something.

Use a form of have + an object and a base form to indicate the action of asking or telling someone to do something.

	object	base form	
I'll have	my assistant	call	you.
We had	someone	deliver	sandwiches at noon.
Have we had	anyone	confirm	the time the meeting starts?

Use a form of get + an object and an infinitive to indicate the action of persuading someone to do something.

	object	infinitive	
I'll get	my brother	to help	you.
We finally got	someone	to open	the door.
Did you get	anyone	to feed	your cat?

Be careful!

Don't use an infinitive with the causative have.
Don't say: I'll have my assistant ~~to call~~ you.

Don't use a base form with the causative get.
Don't say: I'll get my brother ~~help~~ you.

GRAMMAR EXPANDER p. 129
- The causative make to indicate obligation
- Let to indicate permission

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

C NOTICE THE GRAMMAR | Find an example of the causative get in Zoom-In on page 15.

D LISTEN TO ACTIVATE GRAMMAR | Listen to six conversations. Complete the causative in each statement.

1 He's going to have Max ..... lunch.
2 She's going to get Rosa ..... for the dinner.
3 He tried to get Karen ..... at the party the night before.
4 They're going to get someone ..... their picture.
5 She's going to have her husband ..... the kids.
6 He's going to have the front desk ..... someone up to his room.

E GRAMMAR PRACTICE | Complete each sentence.

1 Thank goodness Diana was able to get her friends (help / to help) her move to her new apartment!
2 What a mess! Why don't you get someone (clean / to clean) up this room?
3 If your neighbor's too sick to go out, can't she get someone (go / to go) shopping for her?
4 You haven't eaten anything? Why don't you have someone at the front desk (recommend / to recommend) a nice restaurant?
5 We're running late. Let's have the server (bring / to bring) us the check right away.



F **GRAMMAR PRACTICE** | **Complete each sentence with the causative have or get.**

1 Why don't you ..... (have) Amy ..... (give) our visitors a ride to the meeting?
2 She should ..... (get) her kids ..... (wash) the dishes this week.
3 We could ..... (have) someone ..... (make) our hotel reservations for us.
4 I might be able to ..... (get) my sister ..... (buy) us tickets for the show.
5 ..... (have) your friend ..... (call) me if he's interested in a position at our company.
6 You can ..... (get) the taxi driver ..... (wait) for you while you're shopping.

COMMUNICATION ACTIVATOR

Now let's ask for and offer to do favors.



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

A: I'm sorry to bother you, Jake, but could you possibly do me a favor?
B: Sure, Diana. What do you need?
A: Well, I'm going to be on a conference call for the next hour. Could you pick up something for me for lunch?
B: Gee, I'm afraid I can't. I'm leaving for a doctor's appointment in ten minutes. But maybe I could try to get Gavin to do that for you.
A: Could you? I'd appreciate that.

Social language
To politely turn down a request for a favor, say:
I'm afraid I can't.
I'm sorry. I wish I could.
Sorry, I won't be able to.

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

C **CONVERSATION PAIR WORK** | **Change the conversation, asking for a different favor.**

A: I'm sorry to bother you, ..., but could you possibly do me a favor?
B: Sure, ... What do you need?
A: Well, ... Could you ..... ?
B: Gee, ... I ..... . But maybe I could try ..... to do that for you.
A: ..... ? I'd appreciate that.

Some possible favors
- drive [me] to ___
- pick up someone
- pick up something
- give someone a message
- other: .....

Some possible reasons
- have an important meeting
- have an appointment
- am too busy
- have to pick up my kids from school
- am working late
- am not feeling well
- other: .....

KEEP TALKING!

Offer other ideas.
How about asking [Kate]?
Maybe [Tom] can help.

Show appreciation.
You're a lifesaver!
I owe you one!
Thanks! I won't keep you any longer.

Watch the video for ideas!

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

2 COMMUNICATION GOAL — Arrange to get something done

A GRAMMAR | Passive causatives

Use a past participle after causatives get or have to give the action a passive meaning, focusing on the object instead of the subject.

	object	past participle
My sister **had**	her kitchen	**painted** last week.
She'**ll get**	the forms	**completed** by her students.
Did you **have**	the car	**washed** yesterday?
They'**d like to have**	the package	**sent** today.
When **will** Amy **get**	her hair	**cut**?



GRAMMAR EXPANDER p. 129
The passive causative: by phrases (review)

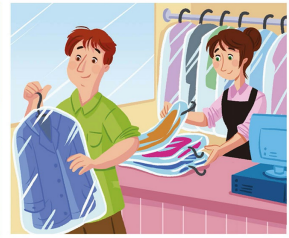
B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find an example of a passive causative in Zoom-In on page 15.

D VOCABULARY | Services | Read and listen. Then listen again and repeat.


repair [a clock]

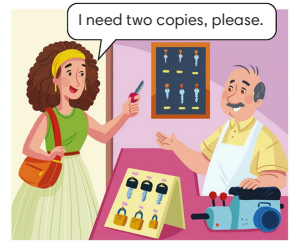

deliver [a package]


dry-clean [a suit]


shorten / lengthen [a pair of pants]



renew [a passport]



make [new keys]

E LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR | Listen to each conversation. Using the passive causative, complete each statement with the item and the service.

1 She needs to get her ..... .
2 He wants to have a(n) ..... .
3 She needs to get her ..... .
4 He needs to have his ..... .
5 She needs to have her ..... and her ..... .
6 He needs to get a(n) ..... fast.
7 He wants to get his ..... .

F **GRAMMAR PRACTICE** | **Write statements and questions, using passive causatives.**

1 Can I make an appointment to / my teeth / clean / next week?

.....

2 She / her hair / cut / very short last year.

.....

3 They want to / their luggage / bring up / to their room.

.....

4 How many pages / would you like to / copy?

.....

5 I need to / those photos / scan / ASAP.

.....

6 Can I / my hair / dye / too?

.....

COMMUNICATION ACTIVATOR

Now let's arrange to get something done.



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

A: Hello? I'm wondering if it's too late to get some flowers delivered today. I know it's really last minute.

B: Oh. That might be difficult. We close early today.

A: I understand, but it's pretty urgent. It's my mother's birthday, and it totally slipped my mind.

B: Let me see what I can do. Can I call you back in a few minutes?

A: Sure. I'm at 476-0193.

B: OK. I'll get back to you ASAP.

Social language
To politely insist, say:
I understand, but . . .
I'm sorry, but . . .
Forgive me, but . . .

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

C **CONVERSATION PAIR WORK** | **Change the conversation, using other objects and services. Provide a reason why the request is urgent. Then change roles.**

A: Hello? I'm wondering if it's too late to ..... today. I know it's really last minute.

B: Oh. That might be difficult. ..... .

A: ..... it's pretty urgent. ..... , and it totally slipped my mind.

B: Let me see what I can do. Can I call you back in a few minutes?

A: Sure. I'm at ..... .

B: OK. I'll get back to you ASAP.

KEEP TALKING!
- **Negotiate the time it will take.**
- **Add another request.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

Can I get it [by 3:00]?
How about [Tuesday]?
Gee, I'm sorry. I'm afraid I can't.
I wish I could.
I know you've got a lot on your plate.
I owe you one!
You're a lifesaver!
Thanks a million!

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

3 COMMUNICATION GOAL Recommend local service providers

A READING | Read suggestions for good customer service. Which are the most important?

Customer Service: The True View Way

At True View Appliances and Repair, we treat our customers as if they are the most important people in the world—because they are! We all know our products are awesome and our repair service first rate, but customer satisfaction depends on the quality of the relationships we build. A loyal True View customer is one who will recommend our products and service to family, friends, and colleagues—and come back for more. Great customer service is crucial to our success.



BE KNOWLEDGEABLE Customers are going to be counting on you for product information and advice, so be sure you know our products well. Sometimes you won't know the answer to a question. But don't just say "I don't know." Say "I'll find out." Your expertise about the Robo-Clean Vacuum will have even more value if you can get the customer to believe that the Robo-Clean is exactly what he or she has always wanted.

BE RELIABLE Our customers always remember what you do more than what you say, so don't let them down. If you promise to have a Zip Hot Microwave delivered to the customer in 24 hours, but then it isn't, that's what the customer will remember. It's always better to promise less but do more. If you make a mistake, apologize immediately and offer a solution ASAP. Research shows that 70% of customers who have their complaints successfully addressed are likely to come back again.

BE ATTENTIVE Be an active listener. When you get a complaint, summarize the problem in your own words; for example: "So the dryer stops before your laundry is dry?" This shows customers that you're paying attention.

BE HELPFUL Take the extra step to help customers get what they need. Respond quickly to requests. If our customers don't believe we're being helpful, they'll go elsewhere to find a company that will.

So let's treat our customers right and get them to keep coming back to **True View.**

True View Appliances and Repair — Employee Training Manual

B IDENTIFY MAIN IDEA | What's the main purpose of this section of the True View Employee Manual?

a to make sure customers are knowledgeable about the company
b to teach employees how to respond to customer needs
c to develop employees' loyalty to the company

C UNDERSTAND FROM CONTEXT | Complete each statement with one of these words from the manual.

attentive satisfaction knowledgeable expertise loyal

1 A customer experiences ..... with a company's services when his or her needs are met.
2 If a company has ..... employees, it can be sure customers will be provided with up-to-date product information and advice.
3 ..... customers will keep coming back and recommend your company to others.
4 If your employees really know about the products they sell, customers will be thankful for their ..... .
5 Customers believe that an employee is a good listener when he or she is ..... to their needs.

D **PERSONALIZE** | **With a partner, discuss and name companies and businesses that you think . . .**

1 are attentive to customer needs.
2 create a high level of customer loyalty.
3 have employees with a high level of expertise.

E **PRONUNCIATION** | **Emphatic stress to express enthusiasm** | **Read and listen. Then listen again and repeat. Finally, read each statement aloud on your own, paying attention to emphatic stress.**

1 They're REALly knowledgeable.
2 They're SO helpful.
3 They're exTREMEly reliable.
4 They're inCREDibly attentive.

COMMUNICATION ACTIVATOR

Now let's recommend local service providers.

A **TALKING POINTS** | **Use the chart to list services you use—or that someone you know uses. For each service, name a service provider and reasons you would recommend it.**

Type of service	Name of business	Reasons for recommendation
repair	*Bob's Bike Shop*	*I like Bob's high-quality work.*

Type of service	Name of business	Reasons for recommendation
repair		
delivery		
personal care		
cleaning		
printing and copying		
pet care		
other:		

Reasons
- attentiveness
- expertise / knowledge
- friendliness
- helpfulness
- location
- quality
- price
- reliability
- other: .....



B **PAIR WORK** | **Recommend a service provider from Talking Points. Discuss why you or other customers use their services, and provide personal examples. Use active and passive causatives when possible.**



I always get my groceries delivered by Fresh Stuff. They're incredibly professional and very dependable. Last month, I ordered at the last minute for a party and . . .

SOFT SKILLS BOOSTER p. 154

OPTIONAL Underline new words or phrases in the Reading to use in your discussion. Example: "come back for more"

RECYCLE THIS LANGUAGE
I owe them one!
It worked out.
[He's / She's] a lifesaver!
They always have a lot on their plate.
It depends.

WRITING **Write recommendations for the businesses and services that you think are the best in your neighborhood or town. Use active and passive causatives when possible.**

WRITING HANDBOOK p. 145
- Supporting an opinion with personal examples
- Guidance for this writing activity

4 COMMUNICATION GOAL

Persuade someone to use your services

A VOCABULARY | Service businesses | Read and listen. Then listen again and repeat.



catering



organizing



translating



babysitting



dog grooming

B PAIR WORK | Would you ever want to have a business that provides any of the services in the Vocabulary? Discuss and explain your reasons.

> "A babysitting service would be very interesting. I love kids and I'm reliable. But organizing isn't for me. I'm not good at that."

C LISTEN TO INFER | Listen to five ads for professional services. Infer the service each is offering.

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

D SUMMARIZE | With a partner, listen to each ad again and take turns summarizing the main message of the ad. Each summary should be at least three sentences long and use one of the words in the word bank. Listen again, if necessary.

attentive warm experienced professional reliable

COMMUNICATION ACTIVATOR

Now let's persuade someone to use your services.

A **TALKING POINTS** | **Create a list of at least three services that would be successful in your neighborhood and write your reasons.**

Some services
- a dry cleaner
- a copy or print shop
- a delivery service
- an appliance repair shop
- a shoe repair shop
- a tailor

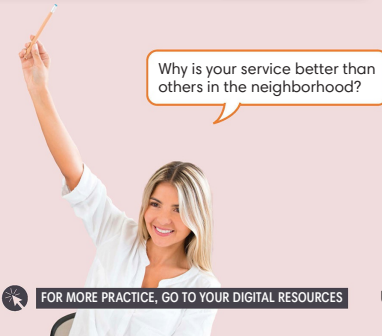
	Type of service	Reasons it would be successful
	a dog walking service	*Many people are too busy to walk their own dogs.*
1		
2		
3		

B **PAIR WORK** | **Choose one of the services you each listed in Talking Points. Then create an advertisement to market that service.**

Invent a name for your company. *Happy Healthy Dogs*	Design a company logo. 
Provide a slogan for your company message. *"We're never too busy for your dog!"*	Create an advertising strategy. *Put ads on social media*

Invent a name for your company.	Design a company logo.
Provide a slogan for your company message.	Create an advertising strategy.

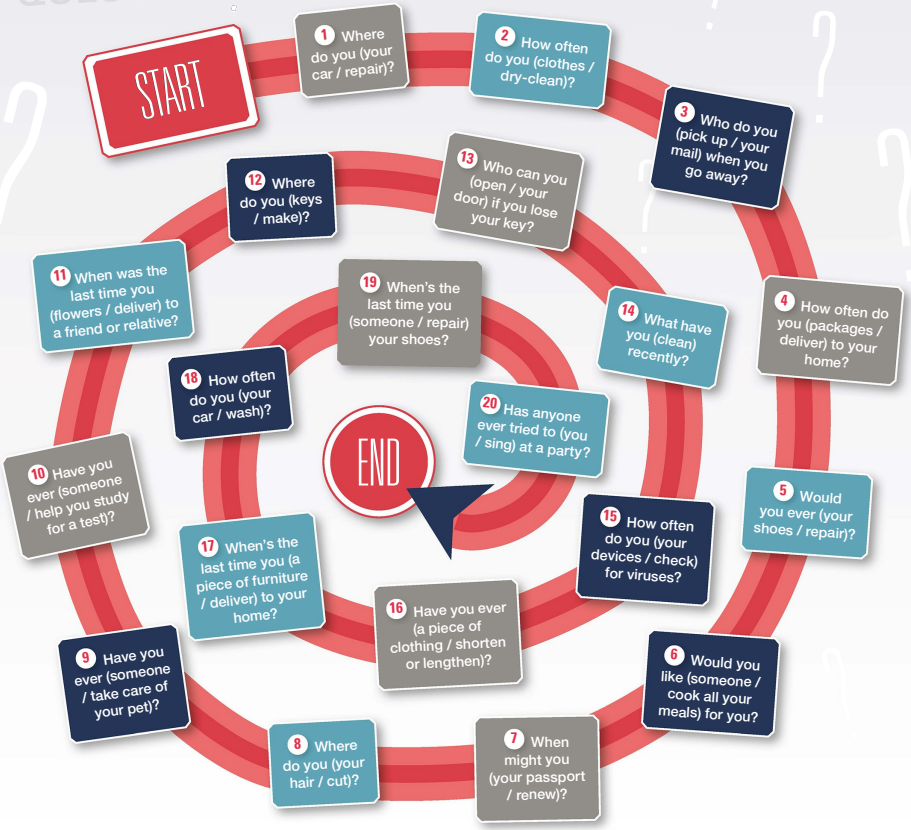
C **PRESENTATION** | **Present your company and service to your classmates. Ask questions about your classmates' services.**



TWENTY QUESTIONS

- You and your partner place two coins on START. Flip a third coin to decide who goes first and to move on the board. Heads = Go two spaces. Tails = Go one space.
- Use the prompt on your space to ask your partner a question, correctly using either an active or passive causative. Your partner answers the question and takes the next turn.
- If your question is grammatically incorrect, go back one space. Your partner takes a turn.

The first partner to get to END is the winner.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask for and offer to do favors.
- ☐ Arrange to get something done.
- ☐ Recommend local service providers.
- ☐ Persuade someone to use my services.

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

UNIT 3

What We Read

Warm-Up

Which of these do you read the most?













UNIT 3 COMMUNICATION GOALS

Lesson 1 Recommend a good book

Lesson 2 Talk about a newspaper or magazine article

Lesson 3 Describe tastes in leisure reading

Lesson 4 Discuss formats of educational materials

Topic Warm-Up

A GENRES OF BOOKS | Take the self-test.

Browse category

Search Book

Menu

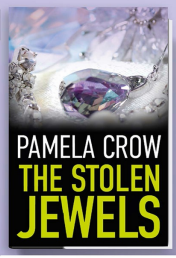
Reading Habits Self-Test

Which genres do you like? Which books look interesting to you?

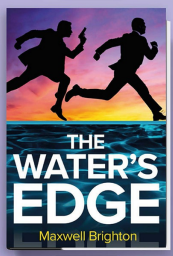
Fiction



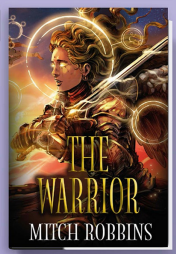
a novel



crime fiction / a mystery



a thriller



a fantasy

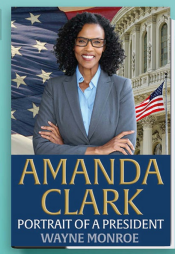


a romance

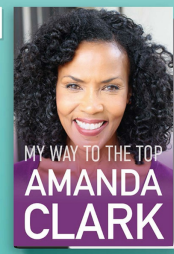


a science fiction book

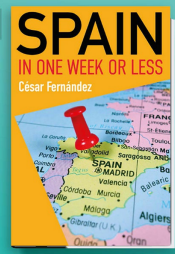
Non-Fiction



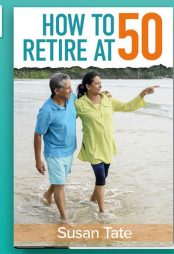
a biography



an autobiography



a travel book



a self-help book



current events

B VOCABULARY | Genres of books | Read and listen. Then listen again and repeat.

C DISCUSSION | Compare your responses. Discuss your favorite genres and your favorite books.

Language Warm-Up

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

UNDERSTAND A VARIETY OF ACCENTS
Abbie = American English (standard)
Diana = Spanish







Abbie: I'm looking for a good read. Any suggestions?

Diana: Definitely! This Tania Nelson thriller. Did you know she wrote a new one? I just can't put it down. You'd love it.

Abbie: Actually, I'm not big on thrillers. The plots are way too complicated. I get distracted for one second, and then I'm lost. Any good non-fiction to recommend?

Diana: You know, you'd be better off asking my sister Liz about non-fiction. She's always up on the latest best-sellers.

Abbie: I'll do that. Not to change the subject—but how's your daughter Gabi doing?

Diana: Pretty good, but speaking of reading, I'm kind of concerned that I never see her reading a book. When I was her age I was totally hooked on reading.

Abbie: Well, just because you don't see her reading traditional books doesn't mean she's not reading. She's 16—a Generation Z*, right? Those kids were all born with a cell phone in their hands.

* Generation Z (or "Gen-Z") are people born between the mid-1990s and 2010s.

Abbie: They're all digital natives—they do all their reading on a screen.

Diana: You're right. And you know what? We millennials** aren't all that different. Just look at me with my tablet!

Abbie: Interesting. You and I *are* both millennials, but I've never switched over to reading on a screen. To my mind, nothing beats the feeling of real paper in my hands.

** Millennials were born between 1981 and the mid-1990s.

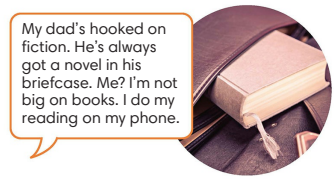
B **UNDERSTAND FROM CONTEXT** | **With a partner, answer the questions about the featured language.**

1 When Diana says about Tania Nelson's thriller, "I can't put it down," what does she mean?
2 When Abbie says she's "not big on thrillers," what does she mean?
3 When Diana says Abbie would "be better off" asking Liz for a recommendation, what does she mean?
4 When Diana says that Liz is always "up on" the latest best-sellers, what does she mean?
5 When Diana says she was "totally hooked on reading" when she was younger, what does she mean?
6 When Abbie says she's never "switched over to" reading on a screen, what does she mean?
7 When Abbie says "nothing beats" the feeling of real paper in her hands, what does she mean?

C **THINK AND EXPLAIN** | **Discuss the questions. Support your answers with information from Zoom-In.**

1 Why is Diana worried about her daughter Gabi?
2 What does Abbie mean when she says Gen-Zs are born with cell phones in their hands?

SPEAKING **PAIR WORK** | **Do you think that your generation has different reading habits from other generations'? In what ways are they different? In what ways are they the same? Use language from Zoom-In in your discussion.**



1 COMMUNICATION GOAL Recommend a good book

A VOCABULARY | Ways to describe a book | **Read and listen. Then listen again and repeat.**

It's a **best-seller**.	It's very popular and lots of people are buying it right now.
It's a **page-turner**.	It's so interesting that you want to keep reading it without stopping.
It's a **cliff-hanger**.	It's so exciting that you can't wait to find out what will happen next.
It's a **fast read**.	It's enjoyable and easy to finish in a short period of time.
It's **hard to follow**.	It's difficult to understand.
It's **trash**.	It's very poor quality or contains offensive material.



B PAIR WORK | What kind of book do you most enjoy reading? Use the Vocabulary.

I like best-sellers. If everyone's buying and reading a book, it must be good.

I actually disagree. I think best-sellers are usually trash.

C COACH GRAMMAR | Noun clauses that function as direct objects

A noun clause functions as a noun within a sentence. Noun clauses are frequently direct objects. The use of that is optional.

direct object

I hear (that) Dan Brown is writing a children's book.
She thinks (that) travel books are a waste of time.
Did you know (that) Robert Ludlum just published a new thriller?

Affirmative short answers
Use so to replace a noun clause after the verbs think, believe, guess, and hope.
A: Does James Patterson have a new book out?
B: I think so. / I believe so. / I guess so. / I hope so.
[so = (that) James Patterson has a new book out]

Negative short answers
Use not . . . so with think and believe. Use not after guess and hope.
I don't think so. / I don't believe so.
I guess not. / I hope not. NOT I ~~don't guess so~~. / I ~~don't hope so~~.

Verbs that often introduce noun clauses

agree	guess	say
believe	hear	see
doubt	hope	suppose
feel	know	think
forget	remember	understand

GRAMMAR EXPANDER p. 130
- Verbs followed by noun clauses (expansion)
- Adjective complements

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

E NOTICE THE GRAMMAR | Find and underline an example of a noun clause functioning as a direct object in Zoom-In on page 27.

F GRAMMAR PRACTICE | Use the prompts to write statements and questions with noun clauses. Use that.

1 I didn't know / American songwriter and author Bob Dylan / win / the Nobel Prize for Literature in 2016.
2 Did you forget / Indian author Aravind Adiga / write / *The White Tiger* in 2008?
3 She says / her favorite book by Malaysian novelist Tan Twan Eng / be / *The Gift of Rain*.
4 Did you know / U.S. author Philip Roth / write / twenty-seven novels during his life?
5 I believe / Mexican novelist Carlos Fuentes / be / born in Panama, not in Mexico.
6 I think / South Korean writer Han Kang's novel *The Vegetarian* / receive / what is now called the Booker International Prize for fiction.
7 No offense, but I thought / the new Lisa Owen thriller *Mama's Boy* / be / just plain trash.

G PAIR WORK | Take turns reading the statements and questions from Exercise F, omitting that.

H PRONUNCIATION | Sentence stress in short answers with so and not | Read and listen. Notice the stress on the verb. Then listen again and repeat.

1 Are there a lot of characters in the story? I **THINK** so.
2 Has she read that book yet? I don't **THINK** so.
3 Do you think this thriller will be good? I **HOPE** so.
4 Does the story have a happy ending? I be**LIEVE** so.
5 Will this be Grisham's last novel? I **HOPE** not.

I PAIR WORK | Write five yes / no questions about your partner's future plans. Then read your questions aloud. Your partner responds with short answers, using think, hope, believe, or guess.

Are you going to read anything this weekend?

I **think** so.

COMMUNICATION ACTIVATOR

Now let's recommend a good book.



A CONVERSATION MODEL | Read and listen.

A: I'm looking for a good read. Any suggestions?
B: Have you read anything by Odette Sorell?
A: Odette Sorell? No, I haven't, but they say her mysteries are great.
B: You mean you haven't read *Fracas in Caracas*? It's a best-seller.
A: I didn't know she wrote that. I've heard it's a real page-turner.
B: It is. Would you like to borrow my copy? I have it at home.
A: I definitely would. Thanks so much.

Social language
To introduce statements of common belief, say:
They say . . .
I've heard . . .

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

C TALKING POINTS | Write notes about a book you've read. Use the Vocabulary in your description.

Title:	
Genre:	Author:
What's it about?	
Your opinion of it:	

D CONVERSATION PAIR WORK | Personalize the conversation, using the Vocabulary and your notes from Talking Points. Then change roles.

A: I'm looking for a good read. Any suggestions?
B: Have you read anything by .....?
A: .....? No, I haven't, but they say ..... .
B: You mean you haven't read .....? It's ..... .
A: I didn't know ..... wrote that. I've heard it's ..... .
B: . . .

KEEP TALKING!

Ask questions about the book.
What's it about?
Where does the story take place?
Why did you decide to read it?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
Positive adjectives

amazing	funny
awesome	hilarious
excellent	inspiring
exciting	interesting
fantastic	thought-provoking

E CHANGE PARTNERS | Personalize the conversation again.

2 COMMUNICATION GOAL Talk about a newspaper or magazine article



A GRAMMAR | Noun clauses: embedded questions

GRAMMAR EXPANDER p. 130
Embedded questions:
- with whether
- usage and common errors
- punctuation

An embedded question is a kind of noun clause.
Use if to begin an embedded yes / no question.

Yes / no questions	Embedded yes / no questions
Did you like the article?	Tell me **if you liked the article**.
Was the story hard to follow?	My husband would like to know **if the story was hard to follow**.
Have you read anything good lately?	Could you tell me **if you've read anything good lately**?

Use a question word to begin an embedded information question.

Information questions	Embedded information questions
What's the article about?	I can't remember **what the article's about**.
Why have you decided not to read it?	I can't understand **why you've decided not to read it**.
Whose magazine is this?	We're not sure **whose magazine this is**.
When was it written?	No one knows **when it was written**.
Where is the author from?	Do you know **where the author is from**?
Where does he live?	Can you tell me **where he lives**?
Who wrote the book?	I don't know **who wrote the book**.
Who did she speak to?	They don't know **who she spoke to**.

Be careful!
Use normal word order (not question word order).
Don't say: Do you know ~~where is the author from~~?

Punctuation **If an embedded question is . . .**
- **within a statement, use a period.**
  I wonder what her name is.
- **within a question, use a question mark.**
  Do you know what her name is?

B GRAMMAR PRACTICE | Change the questions to embedded questions.

1 Do their parents like any news websites?
I wonder .....
2 Where can I buy a copy of this month's *SportsToday Magazine*?
Do you know .....
3 Who's the author of the *Out and About* blog?
I can't remember .....
4 Why don't you read a digital newspaper?
I just don't understand .....
5 When does next month's issue of *Good Cooking* come out?
I'd like to know .....
6 Is this today's *San Antonio Times*?
Could you tell me .....

C GRAMMAR PRACTICE | List some print and digital publications you like and don't like to read. Then discuss your lists with a partner, using embedded questions.

"Tell me why you're so interested in travel blogs."

My favorite websites or blogs	My favorite print or digital magazines	My favorite print or digital newspapers
Some websites or blogs I don't like	Some print or digital magazines I don't like	Some print or digital newspapers I don't like

Ways to introduce embedded questions
Tell me . . .
I'd like to know . . .
Can you tell me . . . ?
I can't understand . . .
I don't know . . .
I wonder . . .
I can't remember . . .

COMMUNICATION ACTIVATOR

Now let's talk about a newspaper or magazine article.



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

A: Do you know where I can get a copy of the *Newton Times*?

B: I actually don't know. Maybe at the newsstand on the corner?

A: I tried there, but they were sold out. There's an article about a doctor for a soccer team in there I'm dying to read.

B: Oh, it was great. If I had the paper, I'd give it to you, but I always read it online.

A: Duh! Why didn't I think of that?

Social language
To acknowledge someone's good idea, say:
Why didn't I think of that?

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

C TALKING POINTS | **Choose a print publication from Exercise C on page 30. Think about one article you read in that publication (or invent one). On the notepad, write what the article was about.**

Name of publication:

What the article was about:

D CONVERSATION PAIR WORK | **Change the conversation, using your information from Talking Points. Then change roles and use the article from your partner's notepad.**

A: Do you know where I can get a copy of .....?

B: I actually don't know. Maybe at .....?

A: I tried there, but they were sold out. There's an article in there about ..... I'm dying to read.

B: Oh, it was ..... If I had the ....., I'd give it to you, but I always read it online.

A: ..... Why didn't I think of that?

KEEP TALKING!

- **Say more about the article.**
- **Explain why you want to read it.**
- **Suggest other ways to find the article.**

Watch the video for ideas!

E CHANGE PARTNERS | **Change the conversation again, using other articles.**

3 COMMUNICATION GOAL Describe tastes in leisure reading

A VOCABULARY | Some formats for reading | Read and listen. Then listen again and repeat.



B PAIR WORK | Check the times and places you like to read. Compare your ideas. Explain why.

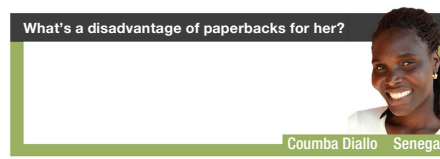
- ☐ while I'm driving in a car
- ☐ while I'm in bed before I go to sleep
- ☐ while I'm taking a bath
- ☐ while I'm commuting on public transportation
- ☐ while I'm eating lunch
- ☐ other: .....

C LISTEN FOR MAIN IDEAS | Listen to the speakers talk about their tastes in reading. Then circle the correct answers.

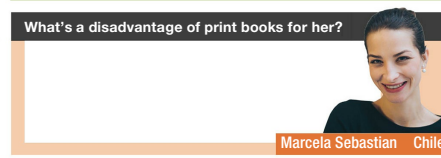
1 What's Edgar Wilson's favorite kind of book?
   a a traditional print book **b** an audiobook
2 What's Coumba Diallo's favorite kind of book when she travels?
   a a digital book on her tablet **b** a traditional print book
3 What's Seth Milgrom's favorite kind of book?
   a an actual print book **b** a digital book on a phone
4 What's Marcela Sebastian's favorite thing to read?
   a news and current events **b** novels

D LISTEN TO TAKE NOTES | Read the questions. Then listen again. Write notes about what each speaker says.









E **PARAPHRASE** | **With a partner, briefly paraphrase what each person says about his or her favorite format for reading. Listen to one or more of the speakers again if necessary.**

> "Edgar loves audiobooks because he likes to listen to someone reading to him."

COMMUNICATION ACTIVATOR

Now let's describe tastes in leisure reading.

A **TALKING POINTS** | **Complete the questionnaire.**

What are your reading tastes?



1 Are you a big reader? Why or why not?

_____

_____

_____

2 How often do you read for pleasure?

_____

3 Check what you read for pleasure. Then write the types you like; i.e. science fiction, self-help books, etc.

- ☐ fiction _____
- ☐ non-fiction _____
- ☐ other: _____

4 Do you have any favorite authors of fiction? If so, who are they?

_____

_____

5 If you read fiction, which is your favorite format?

☐ print ☐ digital ☐ audio ☐ I don't read fiction.

6 Do you have any favorite authors of non-fiction? If so, who are they?

_____

_____

7 Do you have any favorite news journalists that you like to read? If so, who are they?

_____

_____

8 If you read non-fiction, which is your favorite format?

☐ print ☐ digital ☐ audio ☐ I don't read non-fiction.

9 What's your favorite format for news and current events?

☐ print ☐ digital ☐ audio ☐ TV

10 Write one advantage and one disadvantage of each format.

print: advantage _____
disadvantage _____

digital: advantage _____
disadvantage _____

audio: advantage _____
disadvantage _____

11 Is there anything else you want to say about about your reading habits?

_____

_____

B **GROUP WORK** | **Write a list of interview questions, using Talking Points for ideas. Role-play an interview show, with one classmate using the interview questions to interview the others.**

So, I understand you're big on biographies. Tell us what you've been reading lately.

You're right. I'm crazy about biographies. I just picked up one about the fashion designer, Valentino, and started reading it this morning.

SOFT SKILLS BOOSTER p. 155

RECYCLE THIS LANGUAGE

- a mystery
- a thriller
- a fantasy
- a romance
- a science fiction book
- a biography
- an autobiography
- a travel book
- a self-help book
- a magazine
- a blog
- fashion
- sports
- entertainment
- travel
- technology
- I [think / guess / hope] so.
- Any suggestions?
- I can't put it down
- I'm better off with ___
- I'm hooked on ___
- I've switched to ___
- Nothing beats ___
- Could you tell me if . . .
- I'd like to know if . . .
- Duh!
- Why didn't I think of that?

A READING | Read an article about the role of reading in learning. Do most students prefer print or digital sources?

PRINT OR DIGITAL? WHAT THE RESEARCH TELLS US



Today, educational publishers offer students and teachers an array of digital educational materials that are attractive and less expensive than traditional print materials. Additionally, a growing number of students use random websites for study as well, although these can be less trustworthy than materials created by established educational publishers. High school and college students, who are all digital natives, believe they can read faster from a digital source than from a traditional print textbook. However, when they are asked which kind of materials they prefer to learn from, surprisingly, many prefer print.

Studies have shown that students are correct about speed. And speed would seem to be an advantage because an education requires a vast amount of reading. Unfortunately, however, there are recent indications that speed doesn't necessarily improve learning outcomes. As an example, one recent study of ninety university students found that when students read a text longer than one page, their comprehension of main ideas was equally good from print and digital sources. But when the students were tested on key details or specific information, they performed better when they had learned from print.

What could account for this difference? Some believe that identifying details in a text longer than one page requires more focus than simply understanding its main ideas. Researchers believe that the reason comprehension of key details is lower when students learn from a digital source is distraction. It has been found that the act of scrolling through digital material (as opposed to turning the pages of a book) disrupts students' attention. Another theory is that online sources contain numerous hyperlinks that distract students by drawing their focus away from the original article. Clicking on links and reading them makes it hard for students to remember what they had been reading.



So is the trend towards digital learning a good thing? In many ways it is. Nevertheless, in spite of the advantages of cost and convenience (and the fact that students can read digital texts faster), several recent studies have indicated that when students are given a choice between print and digital course materials, a majority of them choose print. Some say that it's easier to underline or highlight important points and then find them again when they need to study. Others say that they want to keep their book after the course is finished. Many e-textbooks are only available for one semester and then students lose access.

One study of more than 500 U.S. college students found that, of students who had used both print and digital texts, 57% preferred print, although 21% liked a mixture of both. A newer study found that 92% of college students say they preferred physical books.

We know that digital educational materials are here to stay, and their use is growing. Over time, students' preferences may change, especially if publishers can offset some of the things students say they don't like about digital materials.

B UNDERSTAND MAIN IDEA | Which represents the main idea of this article?

a Students believe that they can read an e-textbook faster than a traditional print textbook.
b Digital textbooks are less expensive and more convenient than traditional printed textbooks.
c While there are advantages and disadvantages to both print and digital formats of educational materials, a majority today still prefer print.

C **UNDERSTAND DETAILS** | **Circle the correct word or phrase.**

1 Students believe they can read a text faster when it's in (digital / print) format.
2 A recent study has discovered that when students read texts longer than a page, their comprehension of (main ideas / key details) is the same from either print or digital sources.
3 When students study from a digital text, their comprehension of key details is (better / worse) than when they study from print.
4 Researchers have suggested some reasons why some types of comprehension suffer when students read from (print / digital) texts.
5 When students are asked which kind of textbook they like better, print or digital, several studies report that most choose (print / digital).

COMMUNICATION ACTIVATOR

Now let's discuss formats of educational materials.

A **TALKING POINTS** | **Answer the questions about the best ways for you to learn. Explain your answers.**

1. What online sources do you use for your studies?
Wikipedia. I trust the information, and it's easy to use.

1. What online sources do you use for your studies?

2. What are some differences between learning from a digital textbook and from a website?

3. What distractions do you face, or do you think you would face, when you learn from online sources?

4. Which kind of source (a printed textbook or a digital textbook) makes comprehension easier for you?

5. Which is more convenient, in your opinion: a printed textbook or a digital textbook?

B **DISCUSSION** | **With a partner, compare your opinions of the value of digital and print sources in your studies. Discuss how different formats affect your learning.**

Ideas
speed
comprehension
concentration
focus

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: ". . . (are) here to stay."

WRITING

Write a review of something you've read—a book or an article from a print or digital magazine or newspaper. It can be something you liked or didn't like.

- **Summarize what it was about.**
- **Explain why you thought it was good or not good.**
- **Tell the reader whether you recommend it or not.**

WRITING HANDBOOK p. 146
- Summarizing
- Guidance for this writing exercise

THE DO YOU KNOW? GAME

TO PLAY Play with a partner. Place your coins at START outside of the circle.
PLAYER 1: Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Change the question on the space where you land to an embedded question.
PLAYER 2: Respond to the embedded question or say, "I don't know." If the answer is incorrect or if you say, "I don't know," Player 1 goes again and asks you another question. If the answer is correct, take your turn.

TO SCORE POINTS You get one point for each correct embedded question. For each correct answer, you get the number of points indicated on the board. To determine if a response is correct, check the answer key on page 121.

TO WIN The first player to get ten points or reach the end is the winner.

EXAMPLE: What's the capital of France?

Tell me what the capital of France is.

Paris.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Recommend a good book.
- ☐ Talk about a newspaper or magazine article.
- ☐ Describe tastes in leisure reading.
- ☐ Discuss formats of educational materials.

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

UNIT 4

Taking Care of Yourself

Warm-Up

Have you ever had . . .











SOME OTHER KIND OF PAIN?



UNIT 4 COMMUNICATION GOALS

Lesson 1
Explain why you can't come to work or class

Lesson 2
Express wishes and regrets

Lesson 3
Recommend treatments and medications

Lesson 4
Compare approaches to health care

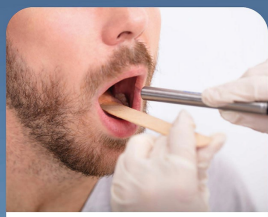
Topic Warm-Up

A MEDICAL PROCEDURES | Complete the questionnaire.

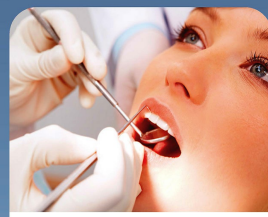
WHICH OF THESE **PROCEDURES** SCARE YOU?

Rate each procedure as follows:

Doesn't scare me at all. | I'm not sure. | Makes me a little nervous. | Terrifies me!



a medical checkup



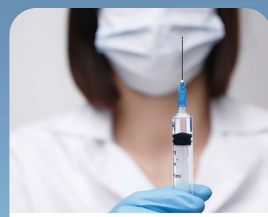
a dental examination



an eye test



an X-ray



a shot



a blood test



a filling



surgery

B VOCABULARY | Medical procedures | Listen and repeat.

C PAIR WORK | Compare your responses to the questionnaire. Explain your responses.

> "Most of the procedures don't scare me. But, to be honest, surgery terrifies me. I hope I never need that!"

D GROUP WORK | Which procedures made the most group members nervous or terrified? Why?

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation at an international meeting at a hotel. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Mick = American English (standard)
Nora = Spanish
Doctor = Hindi







Mick: Good morning. . . . Nora, you don't look so well. Are you OK?

Nora: I woke up with an upset stomach. I think I've come down with some sort of virus . . . or maybe it was something I ate last night.

Mick: You mean, food poisoning? What did you have at the dinner?

Nora: The "New Orleans Catfish" special. Ugh . . . I can't even think about it . . .

Mick: Did you get any sleep?

Nora: Not really. I just tossed and turned in bed all night. And when the alarm went off, I realized I hadn't slept a wink.

Mick: No wonder you look so tired! Look, let's put off your presentation till tomorrow so you can go see a doctor instead, OK?

Nora: Oh, I don't think that's necessary. It's probably nothing serious.

Mick: Maybe. But better safe than sorry. I'm sure someone at the front desk can help you make an appointment.

Nora: You're probably right. I'll go talk to someone after I finish my tea.

Doctor: Well, you're definitely running a fever. I think you probably picked up a virus. There's been one going around lately.

Nora: So it wasn't anything I ate?

Doctor: I doubt it. A fever is usually a sign of a virus.

Nora: That's a relief. But I wish I hadn't gotten sick on my first trip to New Orleans!

Doctor: No worries. I'll give you something to settle your stomach. This bug usually lasts about twelve hours. So you'll be up and about in no time. But please call me if you aren't.

B UNDERSTAND FROM CONTEXT | With a partner, answer the questions about the featured language.

1 When Nora says she thinks she's "come down with something," what does she mean?
2 When Nora says she "tossed and turned all night," what does she mean?
3 When Nora says she didn't "sleep a wink," what does she mean?
4 When Mick suggests that Nora "put off" her presentation, what does he mean?
5 When the doctor says that Nora probably "picked up" a virus, what does she mean?
6 When the doctor says something's been "going around," what does she mean?
7 When the doctor says "I doubt it," what does she mean?
8 When the doctor says that Nora will be "up and about in no time," what does she mean?

SPEAKING PAIR WORK | If you had these health problems in a foreign country, would you see a doctor (or dentist) there? Complete the chart and compare responses.

hurting an ankle	YES	NO	coming down with the flu	YES	NO
eating something that made you sick	YES	NO	having a bad headache	YES	NO
having a runny nose	YES	NO	having a bad cough	YES	NO
running a fever	YES	NO	breaking a tooth	YES	NO

"If I broke a tooth but I didn't have pain, I'd put off going to a dentist until I was home."

1 COMMUNICATION GOAL

Explain why you can't come to work or class

A VOCABULARY | Symptoms and conditions | Read and listen. Then listen again and repeat.



[feel / be] short of breath


[feel / be] dizzy


[feel / be] nauseous


throw up / vomit



sneeze


have a swollen [foot]


have a rash



have an itch


have a bruise

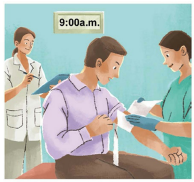
Also
have a stomachache
have a headache
have an earache
have a toothache
have a backache
have a sore throat
have a fever
have a cough
have a runny nose

B PAIR WORK | Have you ever had any of the symptoms and conditions in the Vocabulary? Tell your partner about it.

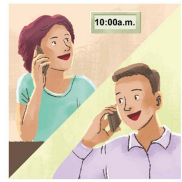
> "Last month, I was very sick. I felt really nauseous, and I couldn't come to class."

C GRAMMAR COACH | The past perfect

Use the past perfect to clarify the time sequence of two events in the past. Form the past perfect with had + a past participle.
When Lou's wife called him, he **had** already **seen** the doctor.



(First, Lou went to the doctor for a checkup.)



(Then Lou's wife called him.)

The past perfect is often used with time markers such as by, already, and yet.
I **had forgotten** my doctor's instructions by the end of my checkup.
The assistant **had** already **taken** the patient's X-rays when the dentist arrived.
When I called the hospital, my dad's surgery **hadn't begun** yet.

Note: In informal speech, you can use the simple past tense instead of the past perfect when the order of events is clear.
Eva **had** (OR **had had**) lots of dental problems before she started seeing the dentist regularly.

GRAMMAR EXPANDER p. 132
Verb usage: present and past (overview)

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

E NOTICE THE GRAMMAR | Find an example of the past perfect in Zoom-In on page 39.

F **GRAMMAR PRACTICE** | **Check the correct meaning for each statement.**

1 Bob realized that he couldn't call his dentist because he had left his phone in his car.
- ☐ First, Bob realized he couldn't call his dentist. Then he left the phone in his car.
- ☐ First, Bob left the phone in his car. Then he realized he couldn't call his dentist.

2 I called my doctor, but he had gone home.
- ☐ First, I called my doctor. Then my doctor went home.
- ☐ First, my doctor went home. Then I called him.

3 My shoulder started to hurt after I had finished my workout.
- ☐ First, my shoulder started to hurt. Then I finished my workout.
- ☐ First, I finished my workout. Then my shoulder started to hurt.

G **LISTEN TO ACTIVATE GRAMMAR** | **Listen to each conversation. Then complete each statement, using the past perfect.**

1 The nurse asked him if he ..... any medication before coming to see the doctor.
2 By the time she got out of bed, she realized that she ..... all night.
3 He told the doctor that he fell after he ..... too quickly.
4 She told the nurse that this was the first time she ..... a condition like this.
5 Before his ankle started hurting, he ..... .

COMMUNICATION ACTIVATOR

Now let's explain why you can't come to work or class.



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

A: Evelyn? Mark. I'm sorry, but I won't be able to come in today.
B: Is something wrong?
A: Probably nothing serious, but I woke up with a bad sore throat. And I've been coughing all morning.
B: Oh, no. Do you think you should call a doctor?
A: I'm not sure. I think I'll give it an hour or two and see what happens.
B: Well, please text me later and let me know if you're OK.
A: Will do. Thanks.
B: And if there's anything I can do, don't hesitate to ask.

Social language
To agree to do what someone suggests, say:
Will do.
I will.

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

C **CONVERSATION PAIR WORK** | **Role-play the conversation, describing other symptoms. Say what you won't be able to do, and explain what you were doing when the symptoms began.**

A: ..... ? ..... . I'm sorry, but I won't be able to ..... .
B: Is something wrong?
A: Probably nothing serious, but ..... .
B: ..... . Do you think you should ..... ?
A: . . .

KEEP TALKING! ●●●

Ask about other symptoms.
Are you in a lot of pain?
Do you have [a sore throat]?
Are you running a fever?
Make other suggestions and offer to help.
Ask for a favor.
Could you [pick up something from the pharmacy]?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
- I've come down with something.
- I tossed and turned all night.
- I realized I hadn't slept a wink.
- Don't put off seeing a doctor!
- You probably picked up a virus.
- Something's been going around.
- Better safe than sorry.

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

2 COMMUNICATION GOAL Express wishes and regrets



A GRAMMAR | Wish to express regrets and desires

Use wish + a noun clause to describe a condition you would like to be different. The use of that is optional.

- **For present conditions, use the simple past tense or were / weren't.**
  I feel awful today. I wish (that) I **felt** better!
  He wishes (that) he **weren't** so sick today.
- **For present and future conditions, use would, could, or were / weren't.**
  That's a terrible cough! I wish (that) you**'d see** a doctor.
  Karen wishes (that) she **could stop** coughing and get some sleep!
  He wishes (that) he **weren't having** surgery tomorrow.
- **For past conditions, use the past perfect.**
  I wish (that) my dad **had had** a checkup last year.
  Derek wishes (that) he **hadn't canceled** his appointment yesterday.

Be careful!
Don't confuse wish and hope. Hope expresses optimism or encouragement, not regret. Don't use a conditional form after hope. Don't use a base form after wish.
I hope you feel better.
NOT I hope you ~~felt~~ better.
I wish you felt better.
NOT I wish you ~~feel~~ better.

GRAMMAR EXPANDER p. 133
Wish versus hope

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

C NOTICE THE GRAMMAR | Find an example of wish + a noun clause in Zoom-In on page 39. Is it a present, future, or past condition?

D GRAMMAR PRACTICE | Complete the wishes for present or future conditions, using contractions when possible.

1 I'm worried about being late. I really wish ..... (you / drive) faster so we can get to the appointment on time.
2 I wish ..... (there / be) a good dentist near my home. I hate having to travel so far to get my teeth cleaned!
3 My dad still has that awful cough. I wish ..... (he / stop) smoking cigarettes.
4 That guy keeps coughing with his mouth open. I wish ..... (he / not do) that. He's going to make everyone sick!

E GRAMMAR PRACTICE | Complete each statement to describe a past condition, using wish and the prompts. Use contractions when possible.



"I cut my finger while I was making dinner. I ..... (I / be) more careful!"



"My husband is so tired today. I think he ..... (he / not stay) up so late last night."



"I told her not to touch the stove. I ..... (she / listen) to me."



"This cold is awful. I ..... (I / not go) skiing yesterday."



"Wow! These really help! I ..... (I / get) glasses years ago."



"My dad's so out of shape! I'm sure he ..... (he / exercise) more when he was younger."

F **GRAMMAR PRACTICE** | **Complete the sentences, using wish with could.**

1 This headache is killing me. And there's a test tomorrow. I ..... get some sleep.
2 You're going to be late for your dentist's appointment. I ..... leave work earlier.
3 It's too bad Mary doesn't feel well. I ..... join us for dinner.

COMMUNICATION ACTIVATOR

Now let's express wishes and regrets.



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

A: Oh, no! I could kick myself. I missed my doctor's appointment!
B: Was it for something urgent?
A: Sort of. I need an X-ray. . . . I just forgot.
B: Mimi, that could happen to anyone.
A: Well, I feel bad about it. I wish I had set a reminder on my phone!
B: Don't be so hard on yourself. It's not the end of the world. Just call the office and reschedule.

Social language
To reassure someone who regrets a mistake, say:
That could happen to anyone.
It's not the end of the world.
Don't be so hard on yourself.
These things happen.

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

C **CONVERSATION PAIR WORK** | **Change the conversation, using the ideas below or other procedures from Topic Warm-Up on page 38. Say what you wish you had or hadn't done. Then change roles.**

A: .....! I could kick myself. I missed my ..... appointment!
B: Was it for something urgent?
A: .....I need ..... I just forgot.
B: .....
A: Well, I feel ..... about it. I wish .....!
B: ..... Just .....

Ideas
a shot
a blood test
a filling

KEEP TALKING!
- **Ask your partner for more details.**
- **Tell your partner about a time you missed an appointment.**

Watch the video for ideas!

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

3 COMMUNICATION GOAL Recommend treatments and medications

A VOCABULARY | Types of medications | Read and listen. Then listen again and repeat.


an antacid


an antibiotic


an antihistamine


a cold tablet

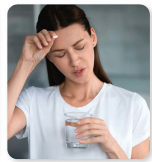

cough medicine


an ointment



a vitamin

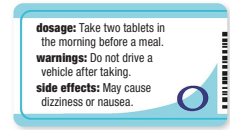

eye drops


a painkiller


a nasal spray / a decongestant

a prescription: a medication a doctor orders
an over-the-counter medication: one you can buy without a prescription

A medication label



B PAIR WORK | Discuss how you would use each medication.

"I might use an ointment if I burned my hand while I was cooking."

C LISTEN FOR MAIN IDEAS | Listen to each conversation with a doctor. Complete each patient's chart.

Envin González	Sara Kincaid	Kumiko Tanaka
What are the patient's symptoms?	What are the patient's symptoms?	What are the patient's symptoms?
Is the patient currently taking any medications? ☐ Yes ☐ No If so, which ones?	Is the patient currently taking any medications? ☐ Yes ☐ No If so, which ones?	Is the patient currently taking any medications? ☐ Yes ☐ No If so, which ones?

D LISTEN FOR DETAILS | Listen to the conversations again. Complete the information about the medications the doctors prescribe.

PATIENT: Envin González
DOSAGE: One tablet _____ a day with _____
SIDE EFFECTS? ☐ YES ☐ NO
IF SO, WHAT ARE THEY? _____

PATIENT: Sara Kincaid
DOSAGE: One tablet _____ a day
SIDE EFFECTS? ☐ YES ☐ NO
IF SO, WHAT ARE THEY? _____

PATIENT: Kumiko Tanaka
DOSAGE: Apply to eyes _____ a day and _____ your hands _____ times a day
SIDE EFFECTS? ☐ YES ☐ NO
IF SO, WHAT ARE THEY? _____

E PRONUNCIATION | Intonation of lists | Use falling intonation on the last item in a list. Use rising intonation on each item before it. Read and listen. Then listen again and repeat.

1 I feel dizzy and nauseous.
2 I've been taking an antacid, painkillers, and cough medicine.
3 I have a headache, a backache, a rash, and a sore throat.

F PAIR WORK | Take turns using the Vocabulary on pages 38, 40 and 44 to make statements with lists of symptoms, medical procedures, or medications. Practice correct intonation.

"I had a checkup, an X-ray, and a blood test."

COMMUNICATION ACTIVATOR

Now let's recommend treatments and medications.

A TALKING POINTS | Imagine you're visiting a doctor. Complete the patient information form.

B ROLE PLAY | Imagine you're in another country, and you don't feel well. With a partner, role-play the two scenes, using the information from Talking Points.

Scene 1
Your partner is a friend, colleague, or relative traveling with you. Include these topics:
- how you feel
- when and how you began to feel bad
- what you should do

Scene 2
Your partner is a doctor. Include these topics:
- your symptoms
- medications you've taken
- medications or procedures you need
- dosages, warnings, and side effects

Astoria Medical Center
Last name _____ First name _____
Your symptoms
coughing | dizziness | pain Where? | itching | swelling Where? | a bruise Where? | a rash Where? | shortness of breath | sneezing | nausea | vomiting | other symptoms?
How long have you had these symptoms? _____
Are you currently taking any medications?
No | Yes, prescription. (Which ones?) | Yes, over-the-counter. (Which ones?)
Are you allergic to any medications?
No | Yes (Which ones?)

RECYCLE THIS LANGUAGE

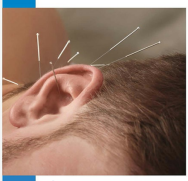
I've come down with [something].
I think I picked up a [cold / virus].
It's been going around.
Are you running a fever?
When I went to bed, I'd already [started coughing].
I tossed and turned all night.
[I haven't] slept a wink.
I wish [I'd gotten more sleep].
I could kick myself!
These things happen.
[It] could happen to anyone.
Why don't you [make an appointment]?
You might need [a shot].
Please [text / call] me later and let me know if you're OK.
If there's anything I can do, don't hesitate to ask.
Will do. Thanks.
I hope you feel better soon.

A READING | **Read about some alternatives people choose for their own health care. Which is closest to your own approach?**

CHOOSING FROM

THE OPTIONS

Conventional Western medicine has made great progress over the last century in the development of medications, surgical techniques, and treatments for many diseases, conditions, and injuries. However, the United Nations World Health Organization reports that a majority of the world's population uses some form of alternative approach to health care. This includes therapies that claim to maintain good health rather than fight disease, such as Ayurveda (from India), Chinese traditional remedies, and homeopathy (which originated in Germany), as well as mind and body practices such as meditation, tai chi, and yoga.



Acupuncture

While conventional treatments are scientifically tested, people tend to claim success with alternative approaches based on personal experience. For example, someone takes the herb echinacea to avoid catching colds and, if that person doesn't come down with one, he or she is convinced that echinacea works. According to a 2012 survey, about 30% of U.S. adults choose to use alternative remedies—instead of conventional medicine—for the treatment of a variety of conditions such as depression, neck and back pain, and the common cold. In both the U.S. and the U.K., use of alternative approaches has been increasing in recent years.

A growing number of patients, however, choose to take a "complementary" approach to their health care in which they see a doctor who practices conventional medicine but choose to supplement that treatment with another approach. For example, a patient taking conventional medications to fight cancer may choose acupuncture or massage to ease side effects of cancer medications such as stomach pain or nausea.



Meditation

Some doctors and clinics offer an "integrative" (or "holistic") approach to health care—one that, in addition to conventional therapies, considers treatment of all patient needs, including physical, emotional, and social needs. For example:

- Pain relief (meditation, acupuncture, or massage therapy)
- Psychological support (social support groups, in which patients can share experiences)
- Exercise (physical therapy, tai chi, yoga)
- Dietary support (advice about food choices and vitamin supplements)

Most conventional doctors support their patients' use of other therapies that complement conventional treatments. However, they request that their patients keep them informed because there are some herbs and supplements that can cause certain conventional medications to stop working. And there are some exercises and diets that can be dangerous in certain situations. Open communication allows doctors to support their patients' choices while keeping their patients safe.



Tai chi

B FIND SUPPORTING DETAILS | **Look at the four health care approaches. Then read each situation and write the letter of the health care approach it illustrates. Explain your reasons.**

a a conventional approach
b a complementary approach
c an alternative approach
d an integrative approach

.....**1** Tom is taking the medications his doctor prescribed for his heart. However, he has also decided to search online for ways to improve his diet.

.....**2** Pam's doctor prescribed medication for her severe arthritis. He also suggested she join an online support group so she can chat with other people dealing with the same issues.

.....**3** Jim has taken prescription painkillers for his severe back pain, but his doctor says she thinks surgery will correct the condition.

.....**4** Ned's doctor suggested an over-the-counter medication for his cold. However, Ned has decided instead to drink a lot of orange juice, have chicken soup, and take vitamin C to treat it.

C **APPLY REAL-WORLD KNOWLEDGE** | **Why do you think so many people around the world choose to use alternative approaches to health care? Discuss with a partner.**

D **RELATE TO PERSONAL EXPERIENCE** | **Discuss the questions.**

1 Have you or someone in your family ever tried a non-conventional treatment? Was the approach one of the ones in the Reading? Was it helpful?
2 What kinds of treatments have been the most effective for you or someone in your family?

COMMUNICATION ACTIVATOR

Now let's compare approaches to health care.

A **TALKING POINTS** | **Describe the treatments or remedies you think are the best for each ailment. Then, with a partner, discuss and compare your approaches and the experiences you've had with each treatment.**

Ailment	My treatments and remedies
a cold	*I usually just rest and drink a lot of tea. But for a bad cold, I prefer an over-the-counter medication.*

Ailment	My treatments and remedies
a cold	
a headache	
nausea	
pain	
a fever	
a cough	
a sore throat	
a stomachache	
a bruise	

It sounds like you take a conventional approach for a bad cold. Is that right?

I guess so. But I've had success with some alternative cold remedies, like drinking lemon juice in hot water. What about you?

SOFT SKILLS BOOSTER p. 156

B **DISCUSSION** | **As a class, compare the kinds of treatments you and your classmates listed. Tell the class what you learned about your partner.**

OPTIONAL Underline new words or phrases in the Reading to use in your Discussion. Example: "based on personal experience"

"My partner prefers conventional treatments. But he wishes he'd tried my lemon juice remedy the last time he had a cold."

WRITING **In two paragraphs, compare two approaches to treating health conditions. Consider the following questions:**

- **How are they similar or different?**
- **Which do you think is more effective?**
- **Why might someone choose each treatment?**

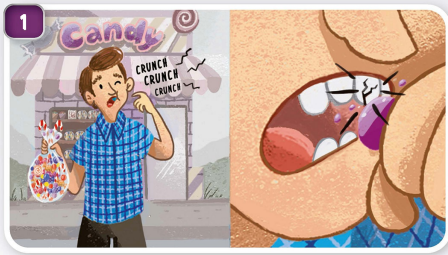
WRITING HANDBOOK p. 147
- Comparisons and contrasts
- Guidance for this writing activity

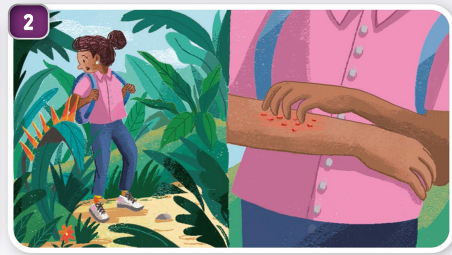
LIGHTS! CAMERAS!

With a partner, choose one of the situations in the pictures. Work together to create a movie scene script, expanding on the situation in the picture, including what happened before and afterwards. Use your imagination and write as much as you can. Rehearse and then memorize your script. When you're ready, perform – without reading – your movie scene for the class.

The class votes and awards three prizes:

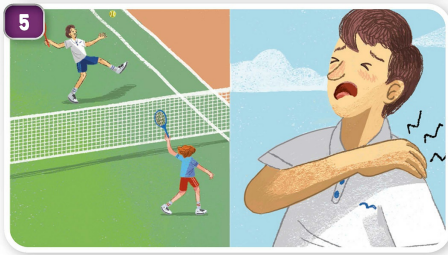














PROGRESS SELF-CHECK

NOW I CAN

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

- ☐ Explain why I can't come to work or class.
- ☐ Express wishes and regrets.
- ☐ Recommend treatments and medications.
- ☐ Compare approaches to health care.

Coping with Disasters and Emergencies

UNIT 5

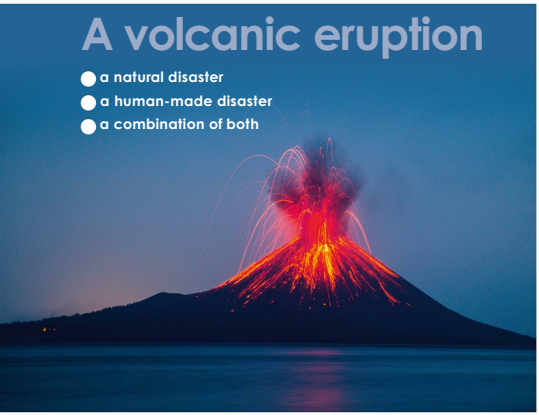
Warm-Up

Which of these disasters are caused by humans? Which are natural disasters? Which might be a combination of both?



A volcanic eruption is a natural disaster. No one can cause one or prevent one.

PRONUNCIATION | Listen and repeat.









UNIT 5 COMMUNICATION GOALS

Lesson 1 Warn of a dangerous situation

Lesson 2 Start a conversation about a disaster in the news

Lesson 3 Discuss epidemics

Lesson 4 Prepare for a local emergency

Topic Warm-Up

A EMERGENCY CHECKLIST | Read the checklist of things to have on hand for an emergency.



B VOCABULARY | Emergency supplies | Read and listen. Then listen again and repeat.

C PAIR WORK | Discuss the purpose of each item on the checklist.

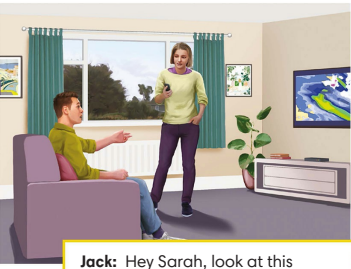
You need blankets to stay warm if you have to sleep outside in an emergency and the weather is cold.

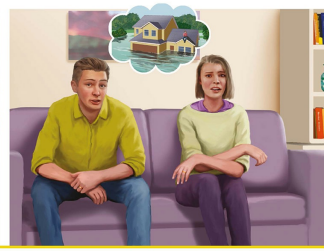
And you need scissors if you have to cut sterile gauze if someone has an injury.

Language Warm-Up

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

UNDERSTAND A VARIETY OF ACCENTS
Jack = American English (regional)
Sarah = American English (standard)







Jack: Hey Sarah, look at this breaking news! You know that monster storm in the Midwest?

Sarah: I just read about it online. They say it's going to hit here late tomorrow or early Wednesday. And it's already raining cats and dogs now!

Jack: Yeah. This is like the third huge storm in two months. What is going on with the weather?

Sarah: Who knows? They say it's global warming.

Jack: Look at those pictures! Everything's underwater! And the people in boats! And that guy on the roof! What a catastrophe!

Sarah: And it's still coming down in buckets there. Man oh man. Is that what's in store for us?

Jack: Let's hope not. But everything's already so wet here from the last two storms. Mud everywhere.

Sarah: You know, Jack, this is serious. The weather service said not to take it lightly.

Jack: They're right. Should we go to your mom's? She's up in the hills.

Sarah: We're OK for the time being. We won't know until tomorrow. Maybe let's wait till morning to decide. We've got a tank full of gas, and lots of emergency supplies.

Jack: OK. What do you say we pack up the car now so we can leave on a moment's notice if necessary tomorrow?

Sarah: Good idea. Then let's get a good night's sleep!

B UNDERSTAND FROM CONTEXT | Find the featured words and phrases in the conversation. Answer the questions with a partner.

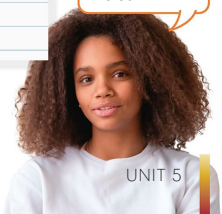
> "Breaking news is news that's happening right now."

1. What's the difference between "news" and "breaking news"?
2. What are two ways to tell someone that it's raining really hard outside?
3. How does Jack express the fact that the storm in the Midwest is a disaster?
4. What's Sarah wondering when she says, "Is that what's in store for us?"
5. What did the weather service mean when it said "not to take (the storm) lightly"?
6. If you're OK "for the time being," how long are you OK for—a long time or just right now?
7. When Jack says they can leave "on a moment's notice" if necessary, what does he mean?

SPEAKING PAIR WORK | If you and your partner were Sarah and Jack, what would you put on your to-do and to-have lists for the next morning?



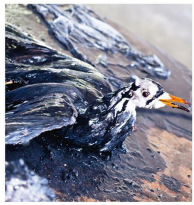
To do	To have in the car



1 COMMUNICATION GOAL Warn of a dangerous situation

A VOCABULARY | Other disasters | Read and listen. Then listen again and repeat.


an explosion


an oil spill


a bridge collapse

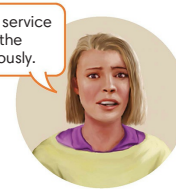

a plane crash


a train wreck

B ACTIVATE THE VOCABULARY | Tell your partner about a disaster you've heard of. Say when and where it was.

> "There was an oil spill near the beaches last year. It was terrible. It caused the deaths of a lot of birds and fish."

C COACH GRAMMAR | Indirect speech: imperatives



You can report what someone says, using direct or indirect speech.

Direct speech records exactly what another person says, using quotation marks.
Jeanette said, **"Turn on the news."**

Indirect speech reports what someone says without quoting his or her exact words.
Jeanette said **to turn on the news**.

An imperative in direct speech becomes an infinitive in indirect speech.
He said, "**Bring** a flashlight." → He said **to bring** a flashlight.
The announcer said, "**Don't take** the warning lightly." → The announcer said **not to take** the warning lightly.

Change the pronouns in indirect speech as necessary for logic.
Eric said, "Tell **me** when **you** hear the news." → Eric said to tell **him** when **I** hear the news.
He told her, "Please text **me** when **you** get back." → He told her to text **him** when **she** gets back.

Note:
The speech reported in direct and indirect speech is a noun clause. It functions as the direct object of a reporting verb such as say, tell, or ask.

GRAMMAR EXPANDER p. 134
Direct speech: punctuation rules

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

E NOTICE THE GRAMMAR | Find and underline three examples of indirect speech in Zoom-In on page 51.

F GRAMMAR PRACTICE | Rewrite each statement in indirect speech. Make necessary changes to the pronouns.

1 Martha told them not to go out until the danger is over.

1 Martha told them, "Don't go out until the danger is over."
2 The newspaper says, "Get emergency supplies of food in case the roads are closed."
3 Mark told me, "Call me when you find out what's going on with the oil spill."
4 My sister is saying, "Leave home before the fire spreads to this neighborhood."
5 The radio news just said, "Keep your doors and windows closed."

G **PAIR WORK | For each sentence, say what you think the speaker's original words were. Take turns.**

1 She told him to call her when the trains are running again.
2 They told their daughter and son-in-law to read the emergency instructions in the newspaper.
3 Dan told me to call the local police for information about the explosion.
4 My grandparents called to tell me to turn on the TV to see pictures of the oil spill.
5 Rob told me not to wait until the fire gets too close.
6 They told the passengers not to get off the bus.

> "Please call me when the trains are running again."

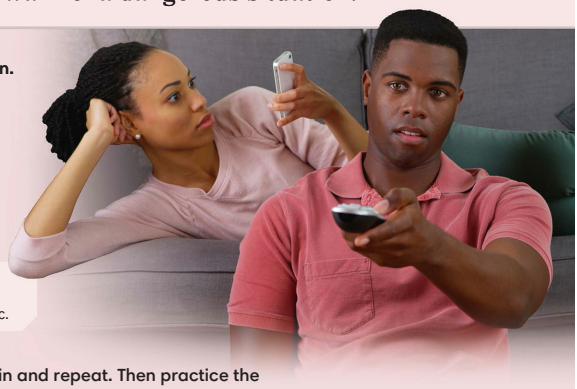
H **PRONUNCIATION | Direct and indirect speech: Rhythm | Read and listen. Then listen again and repeat.**

1 She said, [*pause*] "Be home before dark." → She said to be home before dark.
2 I told my classmates, [*pause*] "Don't go out until the teacher says it's safe." → I told my classmates not to go out until the teacher says it's safe.

I **PAIR WORK | Take turns reading aloud sentences from Exercise F on page 52. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.**

COMMUNICATION ACTIVATOR

Now let's warn of a dangerous situation.



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

A: John! You won't believe what's going on.
B: What?
A: An explosion and a fire downtown. Your dad just texted to tell us to turn on the TV.
B: OK. . . . Just a second.
A: Oh, wow. Look at that!
B: No way. Let's hope no one got hurt!

Social language
To ask someone to wait, say:
Just a second. One second / minute. Hold on a sec.

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

C **CONVERSATION PAIR WORK | Change the conversation, using another disaster. Change what you've been told to do, using an infinitive. Then change roles.**

A .....! You won't believe what's going on.
B: What?
A: .... just ..... to tell us ..... .
B: OK. . . . .
A: Oh, wow. Look at .....!
B: ....

Ideas
- turn on the TV
- look out the window
- go online
- look in the newspaper
- call [George]

KEEP TALKING!

Say more about what you see or hear.
That looks awful, doesn't it?
There must be a lot of injuries.
I wonder what caused it.

Watch the video for ideas!

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

RECYCLE THIS LANGUAGE

What a catastrophe!
I can't believe it!
I'm wondering if . . .
I'd like to know if . . .
Let's hope not.
Thanks for the heads-up.

2 COMMUNICATION GOAL

Start a conversation about a disaster in the news

A VOCABULARY | Natural disasters | Read and listen. Then listen again and repeat.


a hurricane / a typhoon


a tornado


an earthquake


a flood


a landslide


a drought


a tsunami / a tidal wave

B LISTEN TO INFER | Listen to the news reports. Write the kind of event each report describes.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....

C LISTEN FOR DETAILS | Listen again. Write T (true) or F (false) about each statement. Then, with a partner, correct the false statements.

..... **Report 1:** It hasn't rained in fourteen days.
..... **Report 2:** It will continue to rain for at least the next six hours.
..... **Report 3:** The rain has damaged the corn and vegetable crops.
..... **Report 4:** He said the water had come in during the night.
..... **Report 5:** Tall buildings outside the city were damaged the most.
..... **Report 6:** Mud and stones began to move suddenly down the mountain.
..... **Report 7:** People should go to their basements to avoid danger.

"False. It's been raining for fourteen days."

D COACH GRAMMAR | Indirect speech: say and tell—tense changes

In indirect speech, use tell when you mention the listener. Use say when you don't.
I **told my children** to close the windows. (listeners mentioned)
I **said** to close the windows. (listeners not mentioned)

When the reporting verbs say and tell are in the simple past tense, the verb in the indirect speech statement will often shift to a past form if the statement is reporting a past event.
She told me, "Tom **is** here." → She told me (that) Tom **was** there.
I said, "It**'s raining** cats and dogs." → I said (that) it **was raining** cats and dogs.
Ana said, "We **forgot** the key." → Ana said (that) they **had forgotten** the key.
Bob said, "I'**ll be** home soon." → Bob said (that) he **would be** home soon.
She told me, "They **can leave**." → She told me (that) they **could leave**.

Backshifts in indirect speech
Present becomes past.
Present continuous becomes past continuous.
Past becomes past perfect.
Present perfect becomes past perfect.
Will becomes would.
Can becomes could.
May becomes might.

Be careful!
If the reporting verbs are in the present tense, the verbs don't usually change: She **says**, "**I'm arriving** at 3:00." → She **says** she**'s arriving** at 3:00.

GRAMMAR EXPANDER p. 134
Indirect speech: optional tense changes

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

F GRAMMAR PRACTICE | Circle the correct verbs.

1 They (said / told) the drought was terrible.
2 We (said / told) everyone in the family to just stay home until after the hurricane.
3 No one (said / told) us there was a flood downtown.
4 The newspaper (said / told) that public transportation wasn't working today.
5 She (said / told) she thanked her lucky stars that the firefighters had been able to put out the fire quickly.

G **GRAMMAR PRACTICE** | **Change each statement from direct speech to indirect speech. Change the verb tense in the indirect speech statement.**

1 She said, "The earthquake in Chile was one of the worst in history."
2 She went on to say, "It caused a tremendous tsunami as well."
3 I called to tell my family, "Our house escaped damage."
4 I also said, "No one was hurt."
5 They said on TV, "There will be a hurricane within a day and a half."
6 The newspaper article said, "People can find shelter in the high school gym."
7 They told us, "People may be stuck in traffic because of the train wreck."

She said the earthquake in Chile had been one of the worst in history.

COMMUNICATION ACTIVATOR

Now let's start a conversation about a disaster in the news.



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

A: You know that earthquake yesterday in Albania?
B: Yeah. I'm reading about it right now. What a horror.
A: Would you believe there was just another one?
B: You're kidding.
A: I wish I were. I just saw it in the *Post Online*. It says thousands of people have been killed.
B: Let me have a look.
A: Sure. Here you go.

Social language
To begin a conversation about something recent in the news, say:
You know that ___?

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

C **TALKING POINTS** | **Read the headlines. To prepare for Exercise D, rewrite each one, using indirect speech.**

The Post says thousands of people have been killed.

NORTH INDIA JOURNAL
Heavy rain causes severe floods and landslides
Thousands of houses underwater

DAILY TIMES
Severe drought in Catalonian region of Spain
Barcelona has to import water by ship from France for the second time in ten years

Digital News
People flee monster storm in Caribbean Islands
Tornados touch down at multiple locations

HOUSTON HERALD
Hurricane hits Florida coast
Winds reach 200 kilometers per hour
Storm will continue for the next two days

Weekly Gazette
15,000 killed in huge earthquake and tsunami
More than 80,000 homeless on Pacific coast

D **CONVERSATION PAIR WORK** | **Change the conversation, using one of the headlines. Then change roles and headlines.**

A: You know ..... in .....?
B: Yeah. I'm ..... What a .....
A: Would you believe .....?
B: You're kidding.
A: I wish I were. I just saw it in the ..... It says .....
B: . . .

KEEP TALKING!
- Discuss other disasters in the news.
- Express your reaction to the news.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

Respond with concern
Oh, no!
How awful!
I'm sorry to hear that.
That's terrible.

Respond with relief
Thank goodness.
What a relief!

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

A READING | Read the article. What's the difference between an epidemic and a pandemic?

CONTAGION: THE DEADLIEST OUTBREAKS

Everyone catches one or two colds or minor stomach viruses in a year, and these are, for the most part, more of an inconvenience than a true health threat. And most people over 50 remember local epidemics of contagious childhood diseases like measles, mumps, or chicken pox that seemed to spread to every child in their school or neighborhood. These are now largely prevented by routine vaccinations. Though some of these diseases, especially measles, can cause life-threatening complications, most people survive them with no long-term ill effects. Contagion is generally limited to local areas, not spread all over the world in a short period of time

Throughout history, however, outbreaks of some deadly contagious diseases, such as Ebola, have begun locally and then spread to create a regional epidemic. Others, such as influenza, SARS, MERS, and COVID-19, have spread more widely, reaching people in countries all over the world. Epidemics of this size are referred to as pandemics. Pandemics have occurred periodically for thousands of years.

There is evidence that one such deadly contagious disease, smallpox, afflicted Egyptians 3,000 years ago, but it's believed that it has infected humans for at least 10,000 years. In the twentieth century alone, smallpox killed between 300 and 500 million people before a vaccine eradicated it worldwide in 1980. Over the centuries, smallpox was responsible for repeated epidemics and pandemics on all continents of the globe, killing on average 30% of people infected.

Attempts to prevent smallpox have existed since the late tenth century. At that time, Chinese doctors "inoculated" people with material taken from the skin of sick patients, hoping it would make healthy people immune so they would be unable to get the disease. Inoculation with smallpox virus, however, was dangerous because in some cases, patients developed the actual disease from it. In 1796, Edward Jenner discovered that inoculation with material from a related less serious



Jenner administering the first safe smallpox vaccine

disease, cowpox, could safely make a person immune to smallpox without the risk of causing smallpox. Jenner called inoculation with cowpox "vaccination," from the word *vacca*, which is Latin for *cow*. Modern vaccinations for smallpox are made from another related virus—vaccinia, not cowpox.

Although there are successful vaccines against measles and smallpox (among others), epidemics and pandemics of other diseases continue to occur. Until there are vaccines or effective treatments for contagious diseases, public health measures can limit their spread. Some, such as these, have been used with success for hundreds of years.

- ✓ careful and frequent handwashing
- ✓ wearing face masks
- ✓ quarantining of sick people away from others
- ✓ social (physical) distancing

B UNDERSTAND FROM CONTEXT | Circle the answers, according to the article.

1 Which is more serious, a threat or an inconvenience?
   - **a** a threat
   - **b** an inconvenience

2 What's a contagious disease?
   - **a** a disease people can catch from each other
   - **b** a serious disease

3 Who usually got measles, mumps, and chickenpox before there was a vaccine?
   - **a** people over 50
   - **b** children

4 What does a vaccination do?
   - **a** It treats a disease.
   - **b** It prevents a disease.

5 What are complications?
   - **a** symptoms
   - **b** remedies

6 What's another way to say someone is infected with a disease?
   - **a** He or she has gotten it.
   - **b** He or she has died from it.

7 If a disease has been eradicated worldwide what happens?
   - **a** It has spread worldwide.
   - **b** No one in the world gets it anymore.

8 What does a treatment do?
   - **a** It prevents a disease.
   - **b** It fights a disease.

C **CONFIRM FACTS** | **Answer the questions, according to information in the article. Use indirect speech. Begin each answer with "The article says that . . . "**

1 What do most people over the age of 50 remember?
2 What can measles cause?
3 What is a modern vaccine for smallpox made of?
4 What is an example of a public health measure that has been successful in limiting the spread of contagious diseases?

The article says that most people over 50 remember epidemics of childhood diseases.

COMMUNICATION ACTIVATOR

Now let's discuss epidemics.

A **TALKING POINTS** | **Work with two partners. Each partner reads one fact sheet below and tells the others about it.**

"The Plague of Justinian occurred between 541 and 750. It was spread by rats . . . "

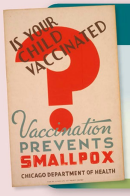


EVENT: PLAGUE OF JUSTINIAN*

Date: 541–750 CE
Place: Byzantine Empire: Constantinople and port cities around the entire Mediterranean Sea
How it was spread: Rats carrying fleas on merchant ships, probably also person to person
Deaths: 25–50 million people
Other fact: At the time of the first outbreak, the plague killed approximately 13% to 26% of the world's population.

EVENT: BLACK DEATH

Date: 1347–1352 CE
Place: Mostly Europe, but also China, India, Persia, Syria, and Egypt
How it was spread: Rats carrying fleas, also person to person
Deaths: 50 million people
Other fact: In five years, it killed approximately 60% of the population of Europe.



EVENT: SMALLPOX

Date: 10,000 BCE to 1979 CE
Place: Throughout the world
How it was spread: Sneezing and contact with infected clothing
Deaths: 500 million people in the last 100 years of its existence
Other fact: Smallpox has been eliminated since 1980 by vaccination.

* All dates and death rates are rough estimates and vary widely since these occurred so long ago and details are difficult to confirm.

B **RESEARCH** | **With a partner, choose an epidemic. Find information about it. Create a fact sheet like the ones above.**

EVENT:
Place: **Date:**
How it was spread:

Deaths or people affected:
Other fact:

Epidemics and pandemics
- Leprosy epidemic of the 11th century
- Fiji measles epidemic of 1875
- Polio epidemic, 1940s and 1950s
- Ebola epidemic of West Africa, 2014–2020
- Seventh Cholera Epidemic, 1961–1975
- Covid-19 pandemic, 2019–

C **PRESENTATION** | **Just for fun, write an imaginary newscast about the epidemic you researched. Present it to your class.**

OPTIONAL Underline new words or phrases in the Reading to use in your Presentation. Example: "There is evidence that . . . "

4 COMMUNICATION GOAL Prepare for a local emergency

A VOCABULARY | Emergency readiness and supplies | Read and listen. Then listen again and repeat.

evacuate	remove all people from an area that has or will become too dangerous
a shelter	a safe place where people can go when they have been evacuated from their homes
a power outage	an interruption in the flow of electrical power over a large area
a generator	a battery- or gasoline-powered machine that can provide electrical power in a power outage
a first-aid kit	a portable box or package containing supplies to treat minor injuries or illnesses
non-perishable food	food that doesn't need refrigeration, such as canned or dried food

B PAIR WORK | Discuss the questions about possible emergencies in your local area. Use the Vocabulary.

1 If people had to be evacuated from your neighborhood, what would be a good shelter for them?
2 What would happen if there were a power outage in your city or community? What could people do or use to help them cope with the situation?

C LISTEN FOR MAIN IDEAS | Listen to the broadcast. Write one or two sentences to describe the emergency the broadcast is reporting.

D LISTEN FOR DETAILS | Listen again and circle the emergency supplies the broadcaster mentions.

a generator	matches	burn cream	bandages	non-perishable food
flashlights	scissors	bottled water	painkillers	cell phone chargers
batteries	cash	a can opener	antibiotics	a hand-cranked radio
candles	blankets	a first-aid kit	antiseptic	

E LISTEN FOR INSTRUCTIONS | Correct each of the false statements, using indirect speech. Listen again if necessary.

Example: She said people should turn off their refrigerators and freezers.

She said to turn them to very cold and not open them unless necessary.

1 She said people should cover broken windows with wooden boards.
2 She said that you should read the newspapers for the location of shelters in the area.
3 She said people should put valuable documents near the door in case of flooding.

F PARAPHRASE | With a partner, answer each question by paraphrasing what the announcer said. Use indirect speech. Listen again if necessary.

1 What should you do to get your car ready for a possible evacuation?
She said .....
2 What should you do with outdoor furniture?
She said .....
3 What should you buy for flashlights and portable radios?
She said .....
4 What should you take with you if evacuation becomes necessary?
She said .....



Now let's prepare for a local emergency.

A **TALKING POINTS** | **In a small group, choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.**



Kinds of emergencies
a bridge collapse
a drought
an earthquake
an epidemic
an explosion
a famine
a fire
a flood
a hurricane or typhoon
a landslide
an oil spill
a tornado
a train wreck or shipwreck
a volcanic eruption

Type of emergency: *a hurricane*

Plans	Reasons
Get candles and matches	*To provide light in case of a power outage*

Type of emergency:

Plans	Reasons

B **PRESENTATION** | **Choose one of the options.**

1 Form a group with others who prepared for the same emergency in Talking Points. Combine the plans you made. Tell the class what type of emergency you planned and present your plans to the class.

> "Our group prepared for a possible flood. We said to be sure to charge our cell phones because a power outage might occur. . . ."

SOFT SKILLS BOOSTER p. 157

2 Create an emergency radio broadcast announcing the emergency and providing instructions to the community. Make your broadcast to the class.

WRITING **Write about how to prepare for an emergency. Choose an emergency and include information about what supplies to have and what preparations to make.**

WRITING HANDBOOK p. 148
- Organizing detail statements by order of importance
- Guidance for this writing exercise

Say and tell

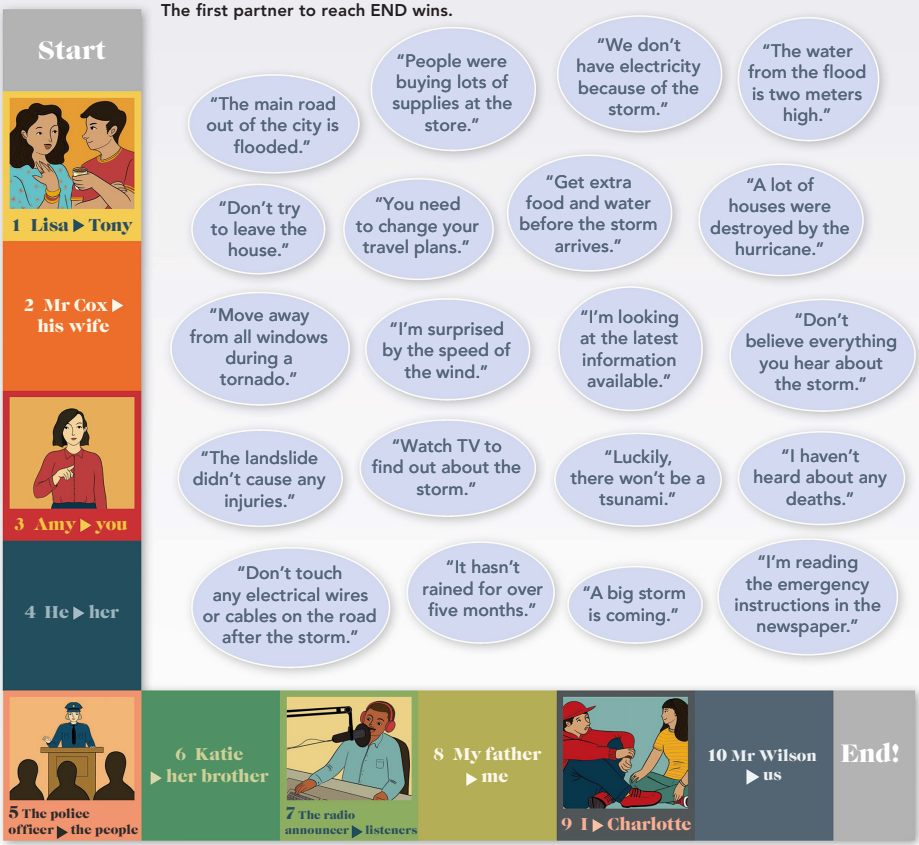
- Play with a partner. Place your coins at START. Player 1: Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Take turns.
- To play: When you land on a square, your partner chooses one of the direct quotes and reads it aloud. You then change the quote to reported speech two times, once with said and once with told.
- If both your statements are correct, stay on that square; then it's your partner's turn. If only one is correct, move back one square. If neither is correct, move back two squares.

Note: Cross out each direct quote after it is used.

The first partner to reach END wins.

"A big storm is coming."

Lisa told Tony a big storm was coming. / Lisa said a big storm was coming.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Warn of a dangerous situation.
- ☐ Start a conversation about a disaster in the news.
- ☐ Discuss epidemics.
- ☐ Prepare for a local emergency.

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

UNIT 6

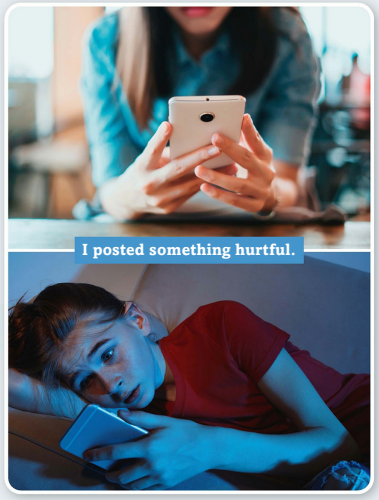
Plans and Choices

Warm-Up

Are you sorry about any of these things?











UNIT 6 COMMUNICATION GOALS

Lesson 1 Express resolutions for creating a better life

Lesson 2 Examine past actions

Lesson 3 Discuss factors that promote success

Lesson 4 Prepare for a job interview

Topic Warm-Up

A CAREER FIELDS | Take the job aptitude self-test.

Are you training for the right career?

On a scale from 0 to 5, how much do these activities interest you?



Business

	0	1	2	3	4	5
starting a new company	○	○	○	○	○	○
planning a way to increase sales	○	○	○	○	○	○
planning a marketing strategy	○	○	○	○	○	○
updating a company's information technology	○	○	○	○	○	○



Science

	0	1	2	3	4	5
doing scientific experiments in a laboratory	○	○	○	○	○	○
helping people improve their health	○	○	○	○	○	○
developing new medical technology	○	○	○	○	○	○
finding a cure for a dangerous disease	○	○	○	○	○	○



Social Work

	0	1	2	3	4	5
helping families or couples with problems	○	○	○	○	○	○
teaching adults how to read	○	○	○	○	○	○
running a program to support new parents	○	○	○	○	○	○
helping elderly adults who are widowed or alone	○	○	○	○	○	○

Arts & Entertainment



	0	1	2	3	4	5
creating visual arts	○	○	○	○	○	○
performing in front of an audience	○	○	○	○	○	○
writing articles, books, or plays	○	○	○	○	○	○
directing movies or plays	○	○	○	○	○	○



Crafts

	0	1	2	3	4	5
creating handicrafts	○	○	○	○	○	○
making rugs or weavings	○	○	○	○	○	○
restoring antique furniture or cars	○	○	○	○	○	○
building houses	○	○	○	○	○	○

B GROUP WORK | Poll the class. Which career field had the most interest? Which had the least?

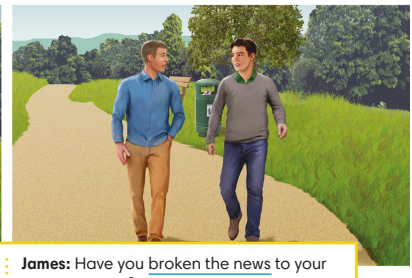
> "In our class, most students were interested in business and science."

Language Warm-Up

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

UNDERSTAND A VARIETY OF ACCENTS
Scott = American English (standard)
James = American English (regional)





Scott: So I've decided I'm dropping out of law school.

James: Whoa. That's a pretty drastic change! Was it a sudden decision?

Scott: Actually, no. I've been mulling it over for a while.

James: Wow. I had no idea you weren't enjoying law school. What happened?

Scott: It wasn't just one thing. But mainly I don't think I'm competitive enough. Winning isn't everything to me.

James: But law's a really good profession. Lawyers make a good living. You could earn a lot of money.

Scott: That's true, but I realized that I just wasn't cut out for it. I hate conflict.

James: I don't get it. What does conflict have to do with it?

Scott: Every case is just one big argument with "the other side." You've got to win if you want to be successful.

James: Have you broken the news to your parents yet?

Scott: Yeah. They're not happy. They tried to talk me out of it. . . . I probably should have thought about this sooner, but better to make the change now before it's too late.

James: Have you given any thought to what you'd like to do instead?

Scott: Actually yes. . . . Are you ready?

James: Shoot.

Scott: I've decided to go into social work. I'd like to do something that makes a difference—instead of just a lot of money.

B UNDERSTAND FROM CONTEXT | With a partner, explain what each person means.

1 What does Scott mean when he says he's been "mulling it over" for a while?
2 What does James mean when he says that lawyers "make a good living"?
3 What does Scott mean when he says he realized that he "wasn't cut out for" a career in law?
4 What does James mean when he asks if Scott has "broken the news" to his parents?
5 What does Scott mean when he says his parents tried to "talk him out of" dropping out of law school?
6 What does James mean when he says "Shoot"?

C THINK AND EXPLAIN | With a partner, discuss the questions.

1 How are Scott's and James's opinions about a career in law different?
2 Why does Scott prefer social work to law?

SPEAKING PAIR WORK | Complete the chart with notes about one or more important life plans you have changed. Then compare charts with a partner.



	What change did you make?	What was the reason?	Do you regret it?
In my studies			
In a job			
In my career			
In a relationship			
In my marital status			
Other			

1 COMMUNICATION GOAL

Express resolutions for creating a better life

A VOCABULARY | Making resolutions | Read and listen. Then listen again and repeat.

1


2


3


4


5


Others
- eat a healthier diet
- exercise regularly

B ACTIVATE VOCABULARY | Listen. Complete the resolutions with the Vocabulary.

1 She's going to .....
2 She's going to .....
3 He's going to .....
4 He's going to .....
5 She's going to .....

C GRAMMAR | The future as seen from the past: was / were going to and would

Describe intentions, resolutions, and plans for the future that we had in the past with was / were going to + a base form. We often use was / were going to for intentions, resolutions, or plans that changed or weren't successful.

I **was going to stop** smoking, but I never did.
They **were going to join** a gym, but it was too expensive.
Weren't you **going to visit** your parents last night? (Yes, I was. / No, I wasn't.)
Who **was** she **going to invite** to the party? (Adam and Lyn, but they were out of town.)
BUT Who **was going to graduate** in December? (Ken's twins, but they took a year off.)

Another way to express past intentions and plans is with would + a base form. Use would in a noun clause after thought, believed, felt, was / were sure, guessed, or imagined.

Clare **thought** her painting **would win** first prize. Unfortunately, it didn't.
We always **believed** Mike and Liz **would divorce**. Happily, they didn't.

Note: You can use was / were going to in a noun clause after the verbs above.
She **was sure** she **was going to study** graphic design (but she didn't).

GRAMMAR EXPANDER p. 135
- Expressing the future (review)
- The future with will and be going to (review)

Be careful!
Would + a base form can only be used in a noun clause.
Say: He **was going to be** a writer.
Don't say: He ~~would be~~ a writer.

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

E **GRAMMAR PRACTICE** | **Look at the pictures and complete each statement, using was / were going to.**

1 MY PLAN? "I'm going to marry a prince and live happily ever after."



WHAT HAPPENED? I ..... a prince, but instead I married Wayne.

2 OUR PLAN? "We're going to be world-class race car drivers."



WHAT HAPPENED? We thought we ..... race car drivers, but then we realized how dangerous it was.

3 MY PLAN? "I'm going to study medicine and be a great doctor!"



WHAT HAPPENED? I ..... a doctor, but I became an engineer instead.

F **GRAMMAR PRACTICE** | **Write sentences about the reasons the people changed plans, using would + a base form.**

1 Ken (think / be) a photographer, but he found it hard to make a living as a photographer.
2 My daughter (believe / study) law, but unfortunately, she didn't do well on the entrance exam.
3 Charles (be sure / divorce) Talia, but his family talked him out of it.
4 They (imagine / get married), but they changed their mind.

COMMUNICATION ACTIVATOR

Now let's express resolutions for creating a better life.

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

A: So, have you made any resolutions for the new year?
B: Yes, I have. I'm going to start running every morning before breakfast.
A: I wish you luck. I was going to do that last year, but it was just too hard.
B: I'm sorry. But just because you haven't yet doesn't mean you never will.
A: That's true, but I was really sure I would.
B: Well, don't give up. Change can be hard.



Social language
To encourage someone to persevere, say:
Don't give up. Don't lose heart. Keep trying.

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

C **CONVERSATION PAIR WORK** | **Role-play a new conversation. Encourage your partner to persevere. Then change roles.**

A: So, have you made any resolutions for the new year?
B: Yes, I have. I ..... .
A: I wish you luck. I was going to ..... .
B: ..... .
. . .

KEEP TALKING!

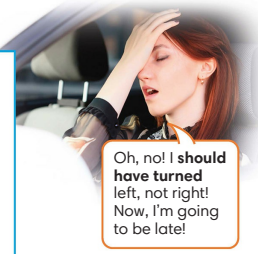
- **Ask your partner why he or she made the resolution.**
- **Say more about the difficulty of achieving it.**

Watch the video for ideas!

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

2 COMMUNICATION GOAL Examine past actions

A GRAMMAR | Perfect modals



Remember: Modals add meaning to the base form of a verb.
A perfect modal is used to talk about past actions.

Regrets or judgments: should have + past participle
I **should have gone** to the early show. But unfortunately, I didn't.
They **shouldn't have turned** left there. But unfortunately, they did.

Possibility: may have / might have + past participle
She **may** (or **might**) **have left** her purse at home. It isn't in the car.
I **may** (or **might**) **have called** the wrong number. A person I don't know answered.

Ability (or possibility): could have + past participle
You **could have gotten** a better job. You decided too fast.
She **couldn't have known** he was my cousin. No one ever told her.

Certainty: would have + past participle
Why didn't you buy those red shoes? They **would have been** perfect for the party.
I'm glad you didn't order the clam soup. You **wouldn't have liked** it.

Conclusions: must have + past participle
Ben didn't get off the plane. He **must have missed** it.
He didn't take the job. The salary **must not have been** high enough.

GRAMMAR EXPANDER p. 135
Regrets about the past: should have, ought to have, and wish + the past perfect

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

C GRAMMAR PRACTICE | Choose the modal that logically completes each sentence. Write it and the verb in the perfect modal form.

1 I always loved science, but my parents convinced me to study law. Now I think I ..... (might / should) choose the wrong career.
2 We ..... (must not / should not) buy the SUV. It uses too much gas.
3 I'm so sorry you didn't meet Tom when he was here. You ..... (could / would) like him a lot.
4 Doug ..... (would not / must not) be ready to take his driver's test. He didn't pass.
5 Martha ..... (could not / should not) know that they had canceled the party. Her phone was turned off.
6 She ..... (could / should) sell her house years ago. It's really too big for one person living alone.
7 Duh! We ..... (could / must) eat at George's Café when we were in the neighborhood! Why didn't I think of that?

D PAIR WORK | Take turns providing a possible explanation for each fact, using the modal shown.

1 Jenna quit her job. (must)
2 My cousin Jim decided not to marry Ellen. (may not)
3 They invited only eight people to their wedding. (might not)
4 I decided to take the train across the U.S. (could not)
5 Lisa arrived more than two hours late to work. (may)

"She must have hated it."

E PRONUNCIATION | Reduction of have in perfect modals | Notice the reduction of have. Read and listen. Then listen again and repeat.

/ʃʊdəv/
1 I should have married Marie.
/maɪtəv/
2 They might have left.
/mʌstəv/
3 She must have missed the bus.
/nɑtəv/
4 We may not have seen it.

COMMUNICATION ACTIVATOR

Now let's examine past actions.

A TALKING POINTS | Write some regrets you have about your past actions. Write what you think you should, might, or could have done instead.

Regret	What should / might / could you have done instead?
I didn't study psychology.	*I could have taken one class to see if I liked it.*

Regret	What should / could / might you have done instead?

Ideas
a field of study
a job / career choice
a purchase
a marriage / divorce
a boyfriend / girlfriend choice
a breakup
a move
a vacation
an argument
other: .....

B CONVERSATION MODEL | Read and listen.

A: I shouldn't have bought this car!
B: Why do you say that?
A: Well, it costs an arm and a leg to maintain.
B: You couldn't have known that.
A: I'm not so sure. I should have read the reviews.
B: Maybe so. . . . Why don't you just try to sell it and buy a more reliable one?
A: I'll give that some thought.

Social language
To agree to consider a suggestion, say:
I'll give that some thought.



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

D CONVERSATION PAIR WORK | With a partner, use your Talking Points to personalize the conversation. Discuss and explain your regrets and what you should, might, or could have done instead. Reassure your partner and offer advice. Then change roles.

A: I (should / shouldn't) have .....!
B: Why do you say that?
A: Well, ...
B: You couldn't have known that.
A: I'm not so sure. I .....
B: Maybe so. . . . Why don't you just .....?
A: I'll give that some thought.

E CHANGE PARTNERS | Change the conversation again.

KEEP TALKING!

Ask your partner more questions about his or her regrets.
Could / Couldn't you have [studied medicine] instead?
Express empathy.
I'm sorry to hear that.
You must feel [awful].
Offer more advice.
Why don't you [get married]?
Maybe you could [get some training in another field].

Watch the video for ideas!

RECYCLE THIS LANGUAGE
[You'd] be better off ___.
I can't believe it!
Don't put it off.
What a catastrophe!
Too many downsides.
Don't ask.
Better safe than sorry.

A READING | Read the article about factors that promote success. Which do you think is the most important?

FIVE KEYS TO SUCCESS *in almost everything*

No matter what you do—study for a career, work at a job or a profession, care for a home or a business, or nurture a family—these principles are often the keys to success.

1 AVOID DISTRACTIONS

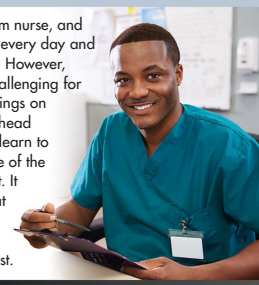
I was promoted into my current position after my boss suddenly quit. My first assignment was to plan a sales meeting for seventy-five employees on short notice: meals, rooms, transportation, you name it. It was all on my shoulders. To avoid distractions, I turned off my personal phone and screened my office calls to see if they were urgent. What ordinarily might have taken me a week to plan took only two days!



Theresa Bowles / Houston, U.S.

2 PRIORITIZE

I'm an emergency room nurse, and I love my job because every day and every case is different. However, nursing school was challenging for me. I had too many things on my plate. To keep my head above water, I had to learn to prioritize—to take care of the most urgent things first. It turns out this was great training for the ER, where prioritizing patients' cases is a must.



Paul Boucher / Montreal, Canada

3 PERSEVERE



I'm a teen tour guide in the American West. On a recent trip, one girl, Lucie, had to deal with conditions that were personally difficult for her. She had always been afraid of snakes, and as luck would have it, she saw a snake outside her tent on the very first night. She wanted to go home, saying the trip "wasn't worth it." The other girls convinced her to stay for one more day, and then one more day, and then just one more. Lucie could have gone home, but persevering till the end will be a key to her future success.

Alix Moore / Boulder, U.S.

4 MAINTAIN BALANCE

So, I've got a high-pressure job in the financial industry. Some traders in the office work all night long. I was recently offered a promotion to the Asia desk, which could have doubled how much money I made. Because of the time difference, Asia trades take place in the middle of our Chicago night, and I started thinking about my two-year-old twins, and, hey, sometimes you just have to say no. In the end, I decided that no amount of money was worth losing that work-life balance for, so I turned it down.



Peter Choi / Chicago, U.S.

5 PRESENT A GOOD IMAGE

I'm a casual kind of guy, so I wore nice jeans and a gray tee every day to my entry-level job. Before long, though, I noticed my co-workers were moving up and I wasn't. My work was as good as theirs, so what was *that* about? An older colleague took me aside and said: "You should dress for the *next* job you want, not the one you have." Dressing (and behaving!) like a manager made all the difference in the world. Look at me now—on the fast track to a job in management.



Ethan Mark / Charleston, U.S.

B **UNDERSTAND FROM CONTEXT** | **Complete each statement. Use the article to help you determine the meaning of the phrases in quotation marks.**

1 When something is "all on your shoulders," it's ..... .
a urgent **b** your responsibility

2 When you "keep your head above water," you ..... failure.
a avoid **b** cause

3 If something is "urgent," it ..... immediate attention.
a requires **b** prevents

4 Another word for "takes place" is ..... .
a moves **b** happens

5 When you "turn down" an opportunity, you choose to ..... it.
a accept **b** not accept

6 Something that "makes all the difference in the world" is something that has ..... impact.
a a huge **b** no

C **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, write a definition for each of these five terms.**

1 "Avoid distractions" means . . .
2 "Prioritize" means . . .
3 "Persevere" means . . .
4 "Maintain balance" means . . .
5 "Present a good image" means . . .

D **SUMMARIZE** | **With a partner, take turns summarizing each person's story.**

COMMUNICATION ACTIVATOR

Now let's discuss factors that promote success.

A **TALKING POINTS** | **On the notepad, write an example of how you have used at least three of the keys to success. Your examples can come from your studies, your work, or your relationships with friends or family.**

I avoided distractions — *Last night my sister had a problem and wanted to talk, so I turned off my phone and paid complete attention to her. Because I listened to her, I was able to suggest a solution.*

I avoided distractions.

I prioritized.

I persevered.

I maintained balance.

I presented a good image.

Another thing I did:

B **DISCUSSION** | **Use your Talking Points to discuss the ways you have been successful. Provide specific details. Ask about your classmates' experiences.**

OPTIONAL Underline new words or phrases in the Reading to use in your Discussion.
Example: " . . . , you name it."

SOFT SKILLS BOOSTER p. 158



4 COMMUNICATION GOAL Prepare for a job interview

A VOCABULARY | Employment qualifications | Read and listen. Then listen again and repeat.

ability an ability that you have to learn, such as using a software program or driving
Video editing is an essential skill for a job in social media.

talent an ability that you seem to have been born with
Ben's parents became aware of his musical talent when he was 4.

experience time spent working at something, such as teaching
Margot has three years' experience teaching yoga.

training time spent learning how to do something and practicing it
This company provides management training to all new managers.

B ACTIVATE VOCABULARY | Explain the following in your own words. Use specific examples from your life to support your explanation.

- the difference between a talent and a skill
- the difference between experience and training

C LISTEN TO INFER | Listen to eight people being interviewed for employment at an international job fair. Stop after each interview and match the interviewee with his or her main strength. Listen again if necessary.



Interviewee		Strength
c 1	Carolina Soto	a common sense
2	Carlo Angelini	b creativity
3	José Alves	c flexibility
4	Mia Kim	d leadership
5	Bonnie Kells	e listening
6	Katherine Cummings	f problem solving
7	Tom Mayor	g willingness to learn
8	Marjorie Clark	h being a team player

D PAIR WORK | With a partner, decide whether each of the strengths identified in Exercise C is a skill or a talent. Agree or disagree. Support your opinion with reasons and examples.

Skill	Talent

I think you're born a team player. Some people get along well with others and like working towards the same goal.

I don't agree. You learn to be a team player through experience.

E PAIR WORK | Which of the strengths from Exercise C do you think you have? Discuss, providing examples from your own life.

COMMUNICATION ACTIVATOR

Now let's prepare for a job interview.

A **TALKING POINTS** | **Take the skills inventory to prepare your thoughts for an interview for a job or for entrance into a school, program, or university.**

My background

Check the fields you are knowledgeable about or have skills, talents, experience, or training in.

- ☐ business
- ☐ education
- ☐ languages
- ☐ arts
- ☐ management
- ☐ athletics
- ☐ science
- ☐ finance
- ☐ other: _____

My qualifications

- ☐ I have common sense.
- ☐ I'm flexible.
- ☐ I'm a good listener.
- ☐ I'm a team player.
- ☐ other: _____
- ☐ I'm creative.
- ☐ I have leadership skills.
- ☐ I'm a problem solver.
- ☐ I'm willing to learn new things.

Experience

Briefly note relevant experience, skills, talents, and training that you feel would make you a good candidate for admission or employment. Provide one example. If you need more space, continue on a separate sheet of paper.

Experience: _____

Skills: _____

Talents: _____

Training: _____



B **PAIR WORK** | **Use the information from Talking Points to role-play one of the interviews. Use the examples you provided when you discussed your strengths in Exercise E on page 70.**

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional or other kind of school.

"Please come in. Have a seat."

"What kind of work experience do you have?"

"Tell me something about yourself."

"Do you have any special skills?"

"Is there anything you think you should have done differently?"

RECYCLE THIS LANGUAGE

I have experience in [banking].
I don't have much experience, but ___.
I have talent in [art].
I've had some [management] training.
I avoid distractions.
I'm good at [prioritizing].
I can persevere.
I try to present a good image.

C **GROUP WORK** | **Tell your classmates what you learned about your partner in the interview.**

My partner has experience working with children. She's a good problem solver.



WRITING

Write a profile of yourself. Divide your profile into paragraphs, choosing from the topics below, and give each paragraph a heading. Include your successes and, if you'd like, some failures, as well as the factors that may have led to them. If you have any regrets, express them, using perfect modals.

your childhood
your family
your studies
your job
your career
your strengths and weaknesses

WRITING HANDBOOK p. 149
- Dividing an essay into topics
- Guidance for this writing exercise

The SHOULDA COULDA WOULDA MUSTA MIGHTA GAME

With a partner, choose one of the conversation starters. Develop a complete conversation in which you guess what happened, using the perfect modals on the list.

Here's an example of Conversation Starter 1:



A: So here's a surprise. Marie didn't get the position as the orchestra director.
B: That's unbelievable. She had great qualifications.
A: I can't imagine what happened. She must have been having a bad day.
B: Well, I've heard she couldn't play three instruments. That was one of the qualifications for the job.
A: Really? Why is it necessary to play three instruments if you're the director?
B: She should have asked them why. And she might not have told them about all her other experience.
A: That's not possible. I'm sure it was on her application. She wouldn't have forgotten to include her experience.
B: Maybe. But I've heard Marie doesn't have a lot of common sense . . .

You have 10 minutes to prepare your conversation and write it on a separate sheet of paper.

Present your conversation to the class.

The winner is the longest conversation that used all the required perfect modals.

CONVERSATION STARTER 1



*might not have / wouldn't have / must have / should have

CONVERSATION STARTER 2



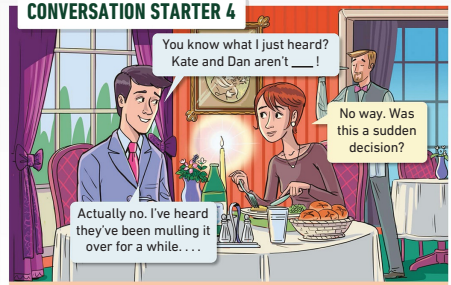
*should have / couldn't have / must not have / I wish he had

CONVERSATION STARTER 3



*might have / must have / shouldn't have / would have

CONVERSATION STARTER 4



*must not have / shouldn't have / might not have

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Express resolutions for creating a better life.
- ☐ Examine past actions.
- ☐ Discuss factors that promote success.
- ☐ Prepare for a job interview.

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

UNIT 7

Holidays and Traditions

Warm-Up



Can you name a holiday from your country for each type below?

PRONUNCIATION | Types of holidays | Listen and repeat.





NATIONAL HOLIDAYS



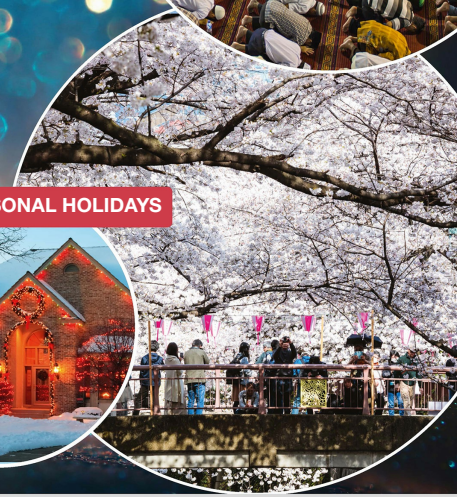
RELIGIOUS HOLIDAYS

FAMILY HOLIDAYS



SEASONAL HOLIDAYS





UNIT 7 COMMUNICATION GOALS

Lesson 1 Exchange holiday greetings

Lesson 2 Ask about local traditions

Lesson 3 Compare holidays

Lesson 4 Describe wedding customs

Topic Warm-Up

A HOLIDAY CUSTOMS | Complete the self-test.

Write the name of a holiday in which . . .

most offices, businesses, and schools are closed.



people do a lot more shopping than usual.



it's traditional to do a lot of cleaning.



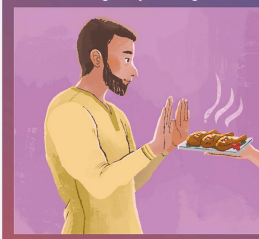
people give gifts.



people travel to get together with their families.



people fast—that is, they stop eating.



people visit or clean the graves of their loved ones.



people sing traditional songs.



people wear a traditional type of clothing.



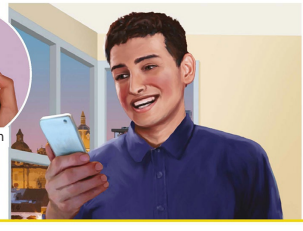
B PAIR WORK | Compare your responses on the self-test. What are some other typical holiday customs you are familiar with?

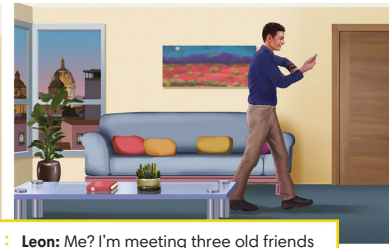
Language Warm-Up

A ZOOM-IN | Read and listen to a conversation on a video call. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Leon = Spanish
Mieko = Japanese







Leon: Hey, Mieko! What a nice surprise!

Mieko: Happy New Year, Leon!

Leon: Is it already New Year's there? We still have hours to go.

Mieko: Actually, it's 7 A.M.

Leon: Wow! Have you been up all night?

Mieko: Ha! No. I got up super early. It's a Japanese tradition to see the year's first sunrise. It's supposed to bring you good luck for the new year.

Leon: Then I wish you a happy—and lucky—new year!

Mieko: Thanks, Leon!

Leon: So, what did you do on New Year's Eve?

Mieko: Last night? I got together with my family for the last meal of the year.

Leon: Is that a Japanese tradition, too?

Mieko: It is. We always eat *soba*, a kind of noodle. But what about you? What are your plans for tonight?

Leon: Me? I'm meeting three old friends who I've known since middle school. We always get together to do something fun on New Year's Eve. It's become a tradition for us.

Mieko: So how are you going to celebrate this time?

Leon: We're going to a huge street party that's pretty popular here. Oops! Sorry, Mieko. I'm late. Gotta run!

Mieko: No problem. I hope you have a blast!

Leon: Thanks! Great hearing from you!

B UNDERSTAND FROM CONTEXT | Circle the correct answers.

1 When Leon says, "We still have hours to go," he means ..... .
   a he celebrated the new year hours ago
   b the new year hasn't come yet

2 When Leon asks Mieko if she's "been up" all night, he's asking if she ..... .
   a ever went to sleep
   b slept well all night

3 When Mieko says seeing the sunrise is "supposed to" bring you good luck, she means ..... bring you luck.
   a most people believe it will
   b it will definitely

4 When Mieko says she hopes Leon "has a blast," she means she hopes he ..... .
   a doesn't arrive late
   b has a lot of fun

C THINK AND EXPLAIN | Discuss the questions.

1 Why has Mieko already celebrated the new year, but Leon hasn't?
2 What's different about the traditions Mieko describes and the traditions Leon describes?

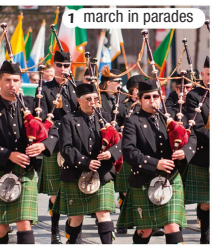
SPEAKING PAIR WORK | Complete the chart about what people do on your favorite holiday. Then compare charts with a partner.

My favorite holiday:	_____
Traditions and customs:	
1	_____
2	_____
3	_____
4	_____
5	_____



1 COMMUNICATION GOAL Exchange holiday greetings

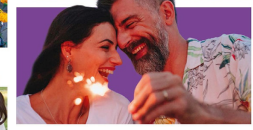
A VOCABULARY | Ways to celebrate or commemorate a holiday | Read and listen. Then listen again and repeat.


1 march in parades


2 put up decorations


3 remember the dead


4 set off fireworks


7 wish each other well


6 have picnics


5 wear costumes


8 pray

B LISTEN TO ACTIVATE VOCABULARY | Listen to three people talk about holidays. Use the Vocabulary to complete the chart.

	What do people do to celebrate?
Carnaval (Brazil)	
Independence Day (U.S.)	
Chuseok (Korea)	

C PAIR WORK | Discuss what people do on holidays you are familiar with.

> "Everyone puts up decorations a week before the holiday."

D GRAMMAR | Adjective clauses with relative pronouns who and that

An adjective clause identifies or describes a noun.
Use that to introduce adjective clauses about nouns that describe things.
The dishes **that are popular for Thanksgiving** are made from seasonal vegetables.
The costumes **that are worn for Carnaval** can take thousands of hours to make.

Use who or that to introduce adjective clauses about nouns that describe people.
France's Bastille Day's a great holiday for people **who** (OR **that**) **love fireworks**.
The man **who's** (OR **that's**) **wearing a funny hat in this photo** is my brother.

Be careful!
An adjective clause should immediately follow the noun it identifies or describes.
Don't say: The costumes can take thousands of hours to make ~~that are worn for Carnaval~~.
Don't use a subject pronoun after the relative pronouns who or that.
Don't say: The man ~~who he's~~ wearing . . . .

GRAMMAR EXPANDER p. 136
- Adjective clauses: common errors
- Reflexive pronouns
- By + reflexive pronouns
- Reciprocal pronouns: each other and one another

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

F NOTICE THE GRAMMAR | Find two examples of adjective clauses in Zoom-In on page 75.

G **UNDERSTAND THE GRAMMAR** | **Underline the adjective clause and circle the relative pronoun. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.**

1 In Japan, the sweet rice cakes that are eaten to celebrate the new year are called *mochi*.
2 Mardi Gras attracts visitors who come to New Orleans from all over the world.
3 Bastille Day is a national holiday that commemorates the beginning of the French Revolution.
4 People who throw water at each other during Thailand's Songkran festival also wish each other well.

H **ERROR CORRECTION** | **Correct the error in the adjective clause in each sentence. Explain each correction to a partner.**

1 The costumes ~~who~~ that are worn in the Mardi Gras parade in New Orleans are fun to see.
2 The experts who they set off the fireworks have to plan the event in advance.
3 Most of us love the traditional dishes that they are served on our favorite holidays.
4 The woman is going to march in the parade who she is wearing that amazing dress.

"Only use who for people."

I **GRAMMAR PRACTICE** | **Write five sentences with adjective clauses about holiday traditions you know.**

Thanksgiving is a seasonal holiday that takes place in November in the U.S. and in October in Canada.

COMMUNICATION ACTIVATOR

Now let's exchange holiday greetings.



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

A: Did you know that there's a holiday next week?
B: No, I didn't. What holiday is that?
A: Independence Day. It's a national holiday that always takes place on July 4th.
B: So, what do people usually do on that day?
A: Well, during the day, we have picnics or watch parades. And in the evening, we set off fireworks.
B: Sounds like fun! Well, have a great holiday!
A: Thanks! Same to you!

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

C **CONVERSATION PAIR WORK** | **Role-play a conversation with a visitor to your country. Ask about and describe a holiday and exchange greetings. Then change roles.**

A: Did you know that there's a holiday .....?
B: No, I didn't. What holiday is that?
A: .....It's a(n) ..... holiday that takes place .....
B: So, what do people usually do on .....?
A: Well, ...
B: Sounds .....! Well, ...!
A: Thanks! .....!

D **CHANGE PARTNERS** | **Exchange greetings for another holiday.**

Social language
To exchange holiday greetings and wish each other well, say:
- Have a [good / nice / wonderful / happy] holiday!
- Best wishes for the holiday!
- Enjoy yourself on [the Fourth of July]!
- Same to you! / You too!

KEEP TALKING!
Ask and answer more questions.
What else do people do?
Do people [give gifts]?
What kinds of food do people eat?
Where do people celebrate?
Watch the video for ideas!

RECYCLE THIS LANGUAGE
It's supposed to bring you good luck.
They get together with [their families].
It's a tradition.
Have a blast!

2 COMMUNICATION GOAL Ask about local traditions

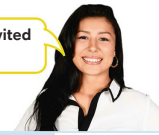
A GRAMMAR | Adjective clauses: subject and object relative pronouns

The relative pronouns who and that can function as the subject or object in an adjective clause.

"that" = subject of the clause
It isn't customary to thank the person **that gave the gift**. (The person gave the gift.)

"that" = object of the clause
The gifts **that people give** are usually not very expensive. (People give the gifts.)

Be careful!
When the relative pronoun who or that is an object, it is optional and can be omitted. However, a subject relative pronoun cannot be omitted.
The holiday **(that) I love the most** is the Dragon Boat Festival.
Don't say: It's unnecessary to thank the person ~~gave the gift~~.



In formal spoken and written English, whom is often used as an object relative pronoun for people. However, it is rarely used in informal speech.
INFORMAL: The person (**who** OR **that**) you invite should bring a gift.
FORMAL: The person **whom** you invite should bring a gift.

GRAMMAR EXPANDER p. 137
• Adjective clauses: whom in formal English

B UNDERSTAND THE GRAMMAR | Check the sentences that are correct. If the sentence needs a relative pronoun, add one.

- ☐ 1 Canada Day is a national holiday that takes place on July 1st and celebrates its birthday.
- ☐ 2 I paid a lot for the gifts I gave my nieces and nephews for Christmas.
- ☐ 3 The kids sang the song today were practicing for the holiday party next week.
- ☐ 4 On the Day of the Dead, Mexicans clean the graves of family members have died.
- ☐ 5 The purpose of the red flower everyone is wearing today is to remember the people who died in the war.

C GRAMMAR PRACTICE | Complete the adjective clause in each sentence, using the prompts. Omit the relative pronoun when possible.

1 The traditional Korean outfit ..... (She's wearing it.) ..... is called a hanbok.
2 Memorial Day is a U.S. holiday ..... (People celebrate it.) ..... to remember soldiers who died in wars.
3 Tourists ..... (They plan to visit another country.) ..... should research local customs on the Internet.
4 Children ..... (They receive red envelopes.) ..... during the Chinese New Year celebration are happy to find money inside.
5 The "mooncakes" ..... (People eat them during the Harvest Moon Festival.) ..... are best eaten with tea.



D PRONUNCIATION | Thought groups | Notice how sentence rhythm clarifies how thoughts are grouped. Read and listen. Then listen again and repeat.

1 The colleagues we invited to the party were from Brazil.
2 The music they played for us this morning is from Mexico.
3 La Tomatina is a festival they celebrate in Spain by throwing tomatoes.
4 Anyone who plans to travel to another country should ask about local customs.

COMMUNICATION ACTIVATOR

Now let's ask about local traditions.





A CONVERSATION MODEL Read and listen.

A: I'm not familiar with the way people do things here. So I wonder if I could ask you a question about gifts.

B: Of course. What would you like to know?

A: If someone gives you a gift, is it OK to open it right away?

B: That's not something we would normally do. We usually wait till later.

A: Thanks. That's really helpful.

B: But I wouldn't worry. Most people understand that you're not from here.

Social language
To reassure someone that it's OK not to know about local customs, say:
I wouldn't worry.
It's no big deal.
It's really not a problem.

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

C TALKING POINTS | Complete a question about each topic. Use the ideas.

Holiday traditions



1 On ..... (name of holiday), ... ?

Table manners



2 If I'm in a restaurant and I have to sneeze, ... ?

Meeting people



3 When I'm introduced to someone, ... ?

Invitations



4 If someone invites me to dinner at a restaurant, ... ?

Ideas
- is it OK to . . . ?
- should I . . . ?
- would it be better to . . . ?
- is it customary to . . . ?
- would it be offensive to . . . ?
- is it a good idea to . . . ?

"On New Year's Eve, is it customary for people to hug at midnight?"

D CONVERSATION PAIR WORK | Change the conversation, using your Talking Points to ask about other traditions. Then change roles.

A: I'm not familiar with the way people do things here. So I wonder if I could ask you a question about ..... .

B: ..... . What would you like to know?

A: If ....., is it OK to ..... ?

B: ..... .

A: Thanks. That's really helpful.

B: But ..... . Most people understand that you're not from here.

KEEP TALKING!
- Ask more questions.
- Explain other customs.

Watch the video for ideas!

E CHANGE PARTNERS | Change the conversation again.

3 COMMUNICATION GOAL Compare holidays

A VOCABULARY | Describing the purpose of an event | Read and listen. Then listen again and repeat.



a celebration (n) an event, usually a happy one, in which people do something special to acknowledge a particular occasion; **celebrate** (v)



a ceremony (n) a formal event that includes traditional actions and words



a commemoration (n) a ceremony in which words and actions remind people of the importance of an event; **commemorate** (v)

a memorial service (n) a ceremony for the purpose of remembering people who have died; **memorialize** (v)

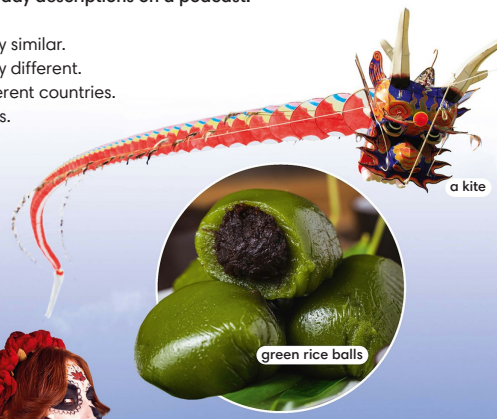
B PAIR WORK | Provide examples you are familiar with for each type of event from the Vocabulary.

> "On that day, we memorialize the people who died in the fight for our country's independence."

C LISTEN FOR MAIN IDEA | Listen to two holiday descriptions on a podcast. Choose the main idea.

a These are two national holidays that are very similar.
b These are two national holidays that are very different.
c These are two similar holidays from two different countries.
d These are two very different types of holidays.





D LISTEN TO COMPARE AND CONTRAST Listen again and complete the chart, according to the speakers' descriptions.

	Day of the Dead	Qingming
When does this holiday take place each year?		
What do people do on this holiday?		
clean their relatives' graves	☐	☐
fly kites	☐	☐
have parades	☐	☐
have picnics	☐	☐
make traditional holiday dishes	☐	☐
participate in sports events	☐	☐
place "money" on their loved ones' graves	☐	☐
place photos of their loved ones on their graves	☐	☐
pray	☐	☐
put up decorations	☐	☐

E DISCUSSION | In small groups, answer the questions.

1 Why do you think people play in sports events and fly kites during Qingming?
2 Why do you think people—for both holidays—place food on their loved ones' graves?
3 In what ways do you think each of these two holidays is a celebration of life rather than a commemoration of death?
4 Are similar holidays celebrated in other countries? If so, where?

COMMUNICATION ACTIVATOR

Now let's compare holidays.

A TALKING POINTS | With a partner, choose four types of holidays in your country. Discuss and complete the chart together.

Name of holiday:	..... (a national holiday)	..... (a religious holiday)	..... (a seasonal holiday)	..... (a family holiday)
Purpose				
Typical food				
Typical music				
Typical clothing				
Typical activities				
Other traditions				

B PRESENTATION | Choose two holidays from Talking Points and present your information to your classmates. Answer their questions.

RECYCLE THIS LANGUAGE

remember / celebrate / commemorate
[We] get together with ___.
It's customary to ___.

It would be offensive to ___.
___ is taboo.
It's traditional to ___.

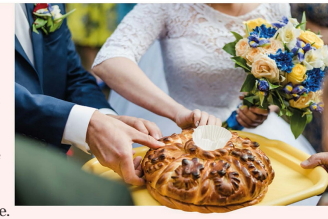
A READING | Read a website about wedding customs around the world. How do the Polish and Indian customs differ? How are they similar?

Some WEDDING CUSTOMS *around the Globe*

A wedding is perhaps the most important "rite of passage" in a couple's life together, but what the bride and groom and their guests are expected to do varies greatly around the world. Compare these customs.



POLAND



A couple can choose between a traditional wedding in a church or religious institution, or a modern ceremony at a location of their choice. Most traditional weddings in Poland begin on a Friday evening with friends and family coming to the bride's home to break glass dishes outside. The bride and groom then have to clean the glass up while everyone sings. According to tradition, the more they sweep, the happier their marriage will be.

The actual wedding is then held on Saturday. As the newlyweds leave the wedding ceremony, friends and family throw coins at the couple and take pictures as the couple pick up the coins. Then the first thing the newlyweds do is visit their parents—and new in-laws—who welcome them with bread and salt.

That evening at the wedding reception, guests are invited to eat, sing, and dance till Sunday morning. Male guests at the reception pay to dance with the bride. The maid of honor (usually an unmarried female friend or relative) collects the money, which the bride and groom use to pay for their honeymoon—their first trip together after **getting married.**

INDIA

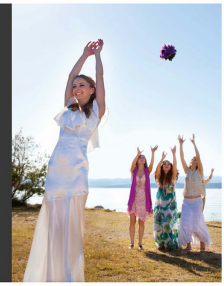
Wedding celebrations can last five days or longer. In fact, preparations begin at least a year before, when the couple get engaged. The date is chosen carefully, based on the couple's birthdays, to ensure good luck.

Two days before the wedding, musicians, relatives, and neighbors visit the groom's home, beginning as early as four o'clock in the morning. The groom is "washed" with oils, and an older relative drops by with a gift of money. At the bride's home on the day of the wedding, her relatives begin painting her face, arms, hands, and feet with red designs, which takes hours to complete.

When the bride and groom arrive for the ceremony that evening, there's lots of noise and music. Their feet are washed, and their relatives throw flowers and water on them. The couple sit beneath a wood and cloth structure, and the bride's parents "give her away." Then the couple walk for seven steps together as they recite their marriage vows, promising to support and love each other. Finally, they place flowers around each other's necks. One by one the guests come to wish the newlyweds well and throw rice grains at their heads. Then the reception begins—and everyone eats!

Other customs from around the globe . . .

In the U.S., a bride throws her bouquet to the unmarried female guests. The one who catches it is supposed to be the next to get married. At the reception, the bride and groom cut the first piece of the wedding cake together.





Click here for more.

B **UNDERSTAND FROM CONTEXT** | **Circle the correct answer.**

1 A Polish bride chooses a friend or family member to be her (in-laws / maid of honor / groom) and help her during the wedding.
2 Polish newlyweds go on their honeymoon together (before / during / after) the wedding.
3 In both Poland and India, the (ceremony / reception / tradition) is a time for music and eating.
4 Marriage vows are part of a wedding (ceremony / reception / honeymoon).
5 At a wedding in the U.S., a (bride / groom / guest) tries to catch the bouquet.

C **CLASSIFY** | **Write the name of the country or countries in which people follow each wedding tradition.**

1 The ceremonies continue for at least three days. .....
2 The guests throw things at the newlyweds. .....
3 The bride throws something to some of the guests. .....
4 People visit the bride and groom before the wedding. .....
5 The bride and groom have to clean something up. .....

D **RELATE TO PERSONAL EXPERIENCE** | **How are the customs on the website different from the wedding customs in your country? How are they similar?**

COMMUNICATION ACTIVATOR

Now let's describe wedding customs.

A **TALKING POINTS** | **With a partner, make a list of wedding customs in your country.**

Getting engaged	Preparing for the ceremony
At the ceremony	After the ceremony

B **PRESENTATION** | **Imagine you are describing your wedding customs to a group of visitors to your country. Present your description to your classmates.**

OPTIONAL Underline new words or phrases in the Reading you can use in your Presentation. Example: "The ___ is then held on ___."

C **DISCUSSION** | **Would you change any of your country's wedding customs if you could? What would you change?**

> "I think people spend too much money on their weddings. I would definitely change this custom."

SOFT SKILLS BOOSTER p. 159

WRITING **In two paragraphs, describe two holidays that are celebrated in your country. Include as many details as you can about each.**

- **What kind of holiday is it?**
- **When and how is it celebrated?**
- **What do people do / eat / wear, etc.?**

WRITING HANDBOOK p. 149
- Descriptive details
- Guidance for this writing activity

THE CLAUSE WHEEL

Play with a partner. Place your coins on start. Decide who goes first.

Take turns. With your eyes closed, touch a key on a smartphone keypad to highlight a number. For example, if you have touched "8," move eight spaces. You have 1 minute to use the cue to create a statement using an adjective clause.

If your statement is correct, you get 5 points. If it's not, your partner moves to your space and tries to create a correct statement for 5 points. The player who creates a correct statement takes the next turn. (If you land on a space a second time, you must create a different adjective clause to get your points.)

Continue around the wheel for 30 minutes. The winner is the player who earns the most points.



"A microwave is an appliance you can find in most modern kitchens."



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Exchange holiday greetings.
- ☐ Ask about local traditions.
- ☐ Compare holidays.
- ☐ Describe wedding customs.

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

UNIT 8

Innovations

Warm-Up

Look at four historical innovations. Which are inventions? Which are discoveries? What's the difference?

PRONUNCIATION | Listen and repeat.



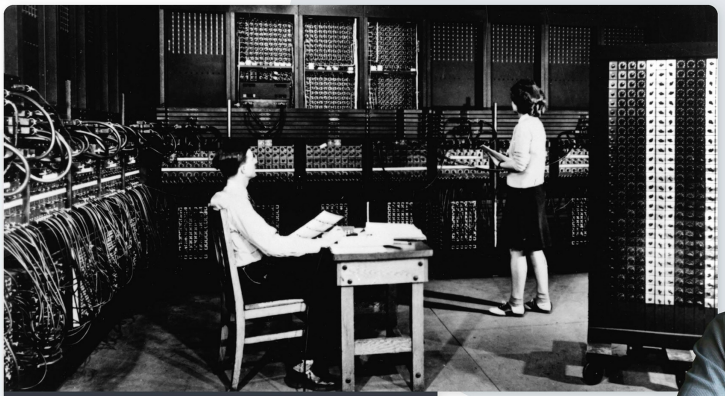
THE PRINTING PRESS, 1440



PENICILLIN, 1928



THE WHEEL, 3500 BCE



THE DIGITAL COMPUTER, 1946



UNIT 8 COMMUNICATION GOALS

Lesson 1 Describe new kinds of products

Lesson 2 Imagine a different past outcome

Lesson 3 Describe inventors and their inventions

Lesson 4 Consider the impact of historical inventions

Topic Warm-Up

A INVENTIONS | Take the survey.



NEW INVENTIONS?

Check the activities for which you'd like to see some new inventions.

- ☐ making cars safer
- ☐ improving home safety
- ☐ organizing things at home
- ☐ cooking and preparing food
- ☐ eating or snacking
- ☐ getting into shape
- ☐ raising children
- ☐ caring for pets
- ☐ relaxing at home
- ☐ learning or reading faster
- ☐ learning a new language
- ☐ preparing for a natural disaster
- ☐ preparing for tests
- ☐ planning and scheduling
- ☐ other activities:



B PAIR WORK | Choose one of the activities you checked and describe an invention you'd like to see.



Language Warm-Up

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

UNDERSTAND A VARIETY OF ACCENTS
Rob = American English (regional)
Dan = American English (standard)





Rob: So I've just done something dumb. I wasted a lot of money on something I didn't need.

Dan: What was it?

Rob: This special system for making juice—the Veg-Me-Up. Have you heard of it? They advertise the heck out of it.

Dan: Actually, I saw it online, but I didn't really see the point. Can't you just throw some fruits and veggies into a blender and get juice without a system?

Rob: Well, if I'd given it two seconds' thought, I would have figured that out. But I've been promising myself I was going to start eating better, and when I saw the ad, I just fell for it. I didn't realize how ridiculous the whole thing was.

Dan: So what's the big deal? It's only money. You can afford it.

Rob: I could just kick myself for being so gullible.

Dan: Aside from all that, how's the juice?

Rob: It's actually pretty good. You order everything online and they ship you the vegetables, already cleaned and cut up in this special air-tight packet. You just stick the packet into the machine, press the button, and out comes the fresh juice in a second.

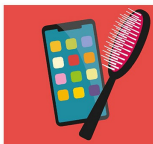
Dan: Wait, what? You can't use your own veggies?

Rob: That's the kicker. If I don't buy the veggies from them, the Veg-Me-Up won't veg me up anymore!

B UNDERSTAND FROM CONTEXT | **Read the statements with a partner. Write T (true) or F (false). If a statement is false, explain what you think it really means, based on the conversation.**

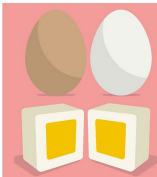
.....1 "I wasted a lot of money on something" means "I spent a lot of money for a good purpose."
.....2 "They advertise the heck out of it" means "They advertise it a lot."
.....3 "I didn't really see the point" means "I didn't understand what was so good about it."
.....4 "I just fell for it" means "I believed the Veg-Me-Up was ridiculous."
.....5 "That's the kicker" means "That's the good thing."

SPEAKING PAIR WORK | **Rate the usefulness of these gadgets from 1 (very useful) to 3 (entirely useless). Explain. Then name each gadget.**



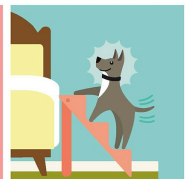
A smart hairbrush: tells you how much you've brushed and how much more brushing you need. Takes the guesswork out of brushing.

Rating .....
Name .....



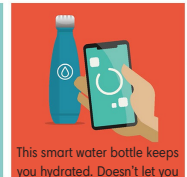
Makes square eggs for neater sandwiches. A great conversation starter!

Rating .....
Name .....



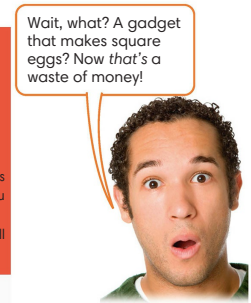
Helps even the shortest pets get up on the beds and sofas they love. Kind. Humane.

Rating .....
Name .....



This smart water bottle keeps you hydrated. Doesn't let you forget to drink water and records your consumption all day, all week, or all month.

Rating .....
Name .....



1 COMMUNICATION GOAL Describe new kinds of products

A GRAMMAR | The unreal conditional (review and expansion)

Contractions
would → 'd

Remember: Unreal conditional sentences describe unreal conditions or actions—ones that don't exist—and their results. Use the simple past tense or were in the if clause. Use would in the result clause if the result is certain.

if clause (unreal action or condition)	result clause
If you **took** the high-speed train,	you**'d arrive** there in an hour.
If this **were** the best fitness tracker,	**I'd buy** it for my husband.

Be careful!
Never use would in an if clause.
Don't say: If she ~~would be~~ here, . . .

Use could or might in the result clause if the result is not certain.
If they **wanted** to use less fuel, they **could buy** a plug-in vehicle.
If a water bottle **were** truly "smart," I **might get** it.

The if clause can occur first or last. When the if clause comes first, end it with a comma.
If the car were less expensive, they might buy it. OR They might buy the car if it were less expensive.

Questions
If the car rental company **had** self-driving cars, **would** you **rent** one? (Yes, I would. / No, I wouldn't.)
Where **would** they **go** if someone **offered** them a free air ticket?
Who **would** you **call** if you **had** an accident?

If I were you, **I'd buy** a smart fridge. It tells you when to go shopping!



GRAMMAR EXPANDER p. 138
- Real and unreal conditionals (review)
- Unless in conditional sentences

B UNDERSTAND THE GRAMMAR | Check the statements that describe unreal conditions.

- ☐ **1** If they have high performance tires at the tire store, I'll buy them.
- ☐ **2** If they gave you penicillin for that infection, it would cure it.
- ☐ **3** If you get a wireless keyboard, you won't have to sit at your desk to work.
- ☐ **4** She would buy those new earring speakers if they didn't cost an arm and a leg.

C GRAMMAR PRACTICE | Circle the correct words.

1. If we (had / would have) a self-driving car, we (can / could) take a nap on the way to work.
2. If someone (invented / would invent) an improved app to take a picture of food and tell you the calorie count, a lot of people (will / would) buy it.
3. If there (would be / were) a portable gadget to freeze water, I (might / would) definitely get it for my camping trip.
4. (Will / Would) you buy one of those heavy blankets if they (wouldn't be / weren't) so expensive?

D PAIR WORK | Complete the statements. Then share your statements with the class.

1 If I were an inventor, . . . **2** People would get robots if . . . **3** I wouldn't buy a self-driving car if . . .

E VOCABULARY | Adjectives for describing products, processes, or ideas | Read and listen. Then listen again and repeat.

high-tech	using advanced technology *A smart refrigerator is a high-tech appliance that is connected to your smart phone.*
low-tech	using simple traditional or mechanical technology *A solar bottle light bulb is a low-tech light made with a plastic water bottle and a solar panel.*
cutting-edge	using the very newest stage in the development of a product or process *3D printing is a cutting-edge process that allows you to create objects using a digital design.*
innovative	using a new method or idea *A hamburger made with "meat" created from plants instead of animals is an innovative way to satisfy people's love of meat without killing animals.*
revolutionary	bringing about a major change *The Internet was a revolutionary invention that forever changed the way we get information.*
novel	new and unlike other products, processes, or ideas *A jacket with built-in reflectors is a novel way to keep pedestrians safe at night.*

F **ACTIVATE VOCABULARY** | **With a partner, identify one product, process, or idea that can be described by each adjective.**

> "I have an innovative wallet that protects my credit cards with RFID-blocking technology."

COMMUNICATION ACTIVATOR

Now let's describe new kinds of products.



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

A: Now here's a novel idea. Look at this pressure-sensitive alarm clock.

B: The Get-U-Up? That's so cool. If I had one of those, I'd never oversleep.

A: Would you actually buy one?

B: Well, now that I think about it, I guess not. It's kind of silly. I could just set the alarm on my phone and put it on the other side of the room.

A: So what about this? The portable water purifier. It would be great on a camping trip, wouldn't it?

B: And you know what I like about it? It's low-tech. There's nothing to break.

Social language
To change an opinion after giving it more thought, say:
Now that I think about it . . .

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

C **CONVERSATION PAIR WORK** | **Change the conversation, using one of the products, or other ones you've seen. Then change roles.**

A: Now here's ..... idea. Look at this ..... .

B: The ..... ? That's ..... . If I had one of those, I ..... .

A: Would you actually buy one?

B: Well, now that I think about it, I guess not. ..... .

A: So what about this? The ....

B: ..... .

Reasons not to buy something
- I don't really need that.
- I'll bet it's pretty expensive.
- I already have something like it.
- It sounds like [a waste of money / a scam].

KEEP TALKING!
- Express a fuller opinion of the products in the pictures.
- Talk about products you have or would like to have.
- Explain what they're good for.

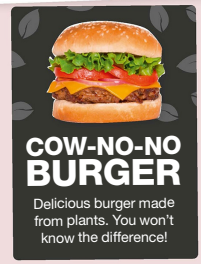
Watch the video for ideas!











D **CHANGE PARTNERS** | **Change the conversation again, using other products and ideas.**

2 COMMUNICATION GOAL Imagine a different past outcome



A GRAMMAR | The past unreal conditional

The past unreal conditional describes unreal conditions or actions—ones that didn't exist—and their results. Use the past perfect in the if clause. Use would have in the result clause for a result that was certain.

If she'd seen the weather forecast, she wouldn't have gone to the beach.
(But she didn't see the forecast.)
If there hadn't been a late flight, he would have had to wait until the next day.
(But there was a late flight.)

Use could have or might have in the result clause for a result that wasn't certain.

If they'd wanted a high-tech car, they could have bought the Z900.
If I hadn't decided to be a veterinarian, I might have chosen to be an inventor.

Questions

Could they have avoided catching the virus if they'd worn respirator masks?
(Yes, they could have. / No, they couldn't have.)
What would you have done if you'd lost your wallet?

GRAMMAR EXPANDER p. 139
• The unreal conditional: variety of forms

Be careful!
In short answers, use have after would, could, or might.
Yes, I would have.
NOT: Yes, I ~~would~~.

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

C UNDERSTAND THE GRAMMAR | Circle the correct meaning of each past unreal conditional sentence.

1 They would have taken the high-speed train if a ticket had been available.
   a They took the train. b They didn't take the train.
2 They might have had enough room for their friends if they'd rented the SUV.
   a They rented the SUV. b They didn't rent the SUV.
3 If she hadn't gotten an X-ray, she wouldn't have realized that her wrist was broken.
   a She got an X-ray. b She didn't get an X-ray.
4 If the authorities had known there would be a flood, they could have evacuated the city.
   a They evacuated the city. b They didn't evacuate the city.

D GRAMMAR PRACTICE | Complete the sentences with the past unreal conditional. Use would.

1 If we ..... (have) an opportunity to fly on a supersonic helicopter, we ..... (take) it.
2 If Ben ..... (not / tell) Dr. Bell that his brother had the flu, she ..... (not / give) Ben a flu shot.
3 Who ..... you ..... (call) if you ..... (get) a flat tire?
4 If you ..... (buy) the Wi-Fi-enabled pressure cooker, you ..... (love) it.
5 Mark ..... (not / have) that interview at QuickStart if he ..... (not / take) a course in 3D printing.

E PRONUNCIATION | Contractions with 'd in spoken English | Notice the pronunciation of the spoken contractions of did, would, and had. Read and listen. Then listen again and repeat.

1 /wɛrd/ "Where'd you go?"
2 /hud/ "Who'd you see?"
3 /ɪd͡ʒəd/ "It'd be OK."
4 /wid/ /ɪd͡ʒəd/ /wid/ "If we'd known it'd be so late, we'd have called."

Note: Where'd, When'd, Who'd, Why'd and It'd are contracted in speech, but not in writing.

F LISTENING AND PRONUNCIATION PRACTICE | Listen and repeat the sentences you hear. Then listen again and write the full, not contracted, forms.

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

COMMUNICATION ACTIVATOR

Now let's imagine a different past outcome.



A CONVERSATION MODEL | Read and listen.

A: You're not going to believe what happened.
B: What?
A: Jack showed up at his boss's house for dinner on the wrong day.
B: Are you kidding? How did that happen?
A: Apparently, he thought the invitation said Tuesday.
B: That's so embarrassing!
A: Right. I told him if he'd put it in the calendar on his phone, this wouldn't have happened.
B: Good point.

Social language
To introduce a probable cause, say:
Apparently, . . .

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

C TALKING POINTS | Read each situation. On a separate sheet of paper, complete the sentence about how the situation could have been avoided. Use the past unreal conditional.

My brother got a speeding ticket. If he'd seen the speed limit sign, he would have slowed down.

1 Your sister lost her job. If she ....., ...
2 Someone stole your mother's phone on the bus. If ....., ...
3 You closed an important file without saving. If I ....., ...
4 Your father got the flu. If he ....., ...
5 Your friend's brakes failed and he rear-ended another car. If he ....., ...

D CONVERSATION PAIR WORK | Use your Talking Points to role-play the conversation. Then change roles.

A: You're not going to believe what happened.
B: What?
A: ..... .
B: Are you kidding? How did that happen?
A: Apparently, ...
B: That's ..... !
A: Right. I told ..... if ....., ...
B: Good point. . . .

KEEP TALKING!

Ask more questions about what happened.
Could [he] have ___ ?
What happened next?
Provide an excuse for the person who made the mistake.
Maybe [he] ___ .

Watch the video for ideas!

RECYCLE THIS LANGUAGE
That could happen to anyone.
It's not the end of the world.
No harm done.
These things happen.
Don't be so hard on [yourself].
Better safe than sorry.
Believe it or not, ...

E CHANGE PARTNERS | Role-play the conversation again.

A READING | Read about a famous inventor. How did his invention lead to the sunglasses we wear today?



A LENS ON Edwin Land

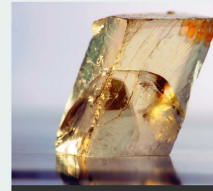
Do you wear polarized sunglasses—glasses that make it possible to see even through the glare of the brightest sunlight? Did you know polarized sunglasses came from a teenager's invention?

One dark summer night in 1922, 13-year-old Edwin Land was riding in a car that almost hit a team of horses because the car's headlights weren't bright enough. Headlights were dim in those days because of the concern that their glare would shine in other drivers' eyes, blinding them. Edwin thought that if the car he was in had had brighter headlights, the driver would have seen the horses while they were still far away.



Edwin Land, 1909–1991
Seen here with Polaroid camera photo samples.

At about the same time, at summer camp, a counselor showed Edwin and his friends a kind of trick. He told them to look at the blinding glare of the sun on a shiny tabletop, and he then put a special crystal in front of the boys' eyes. The crystal, known as Iceland spar, magically eliminated the glare, and the boys could see the tabletop clearly through the crystal. The Iceland spar was able to "polarize" the bright light by changing the direction of the light waves that caused the glare. Edwin immediately remembered the incident with the horses, wondering if there was a material such as this crystal that could polarize light coming from bright headlights.



Tenth-century Viking sailors used Iceland spar to help them navigate by the sun, even when it was hidden behind thick clouds.

Edwin would spend the next six years of his life experimenting with polarization, hoping to invent a practical material that could be used to polarize light. If he were successful, he thought, his first goal would be to convince automobile manufacturers to use his invention to make brighter headlights that didn't cause glare. He believed such an invention would make him rich and famous.

At the age of 19, Edwin's invention—a plastic sheet polarizer—was finally ready. He presented it to the automobile industry and tried for many years to convince them of its value. But that goal was never achieved. Other newer technologies permitted drivers to lower the direction of headlights so they wouldn't shine into other drivers' eyes. And the growth of highways with two lanes of traffic in each direction made the glare problem less serious.

But Edwin's work took him in other directions. He knew his plastic sheet polarizer had other uses as well. One was to revolutionize sunglasses, which at that time were made from ordinary dark glass that could reduce bright light but couldn't screen out glare. Edwin took his invention to American Optical, an eyeglass manufacturer, and the company began making polarized sunglasses with Edwin Land's polarized sheet.

In the end, Land achieved many successes with his inventions and did become rich and famous. He is best known for the Polaroid camera, which made and instantly printed paper photographs long before there were digital cameras and the Internet. Land's plastic polarizer is used in camera lenses today and is found in everything from car windshields to LCD screens.

B UNDERSTAND FROM CONTEXT | Write T (true) or F (false), based on the article.

..... **1** A dim light is very bright.
..... **2** Glare can make it hard to see both during the daytime and at night.
..... **3** Something that blinds you makes it easier to see.
..... **4** Headlights are the lights inside a car.
..... **5** Land didn't believe the sheet polarizer would have other uses.
..... **6** A goal is something you hope to achieve.

C **FIND SUPPORTING DETAILS** | **Answer the questions in your own words. Compare answers with a partner, explaining each answer with information from the Reading.**

1 How and when did Edwin Land understand that glare could be eliminated?
2 Why did the car Land was in almost hit a team of horses?
3 What would have prevented the near collision with the horses?
4 Why did Land connect polarization with making better headlights?
5 Why did Land think polarization would improve sunglasses?
6 What are some of the applications of Land 's plastic polarizer?

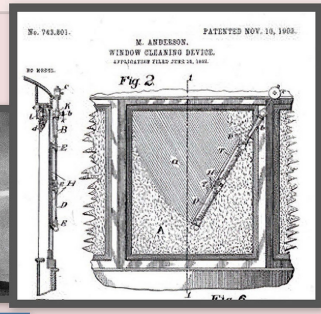
COMMUNICATION ACTIVATOR

Now let's describe inventors and their inventions.

A **TALKING POINTS** | **Choose one or more of the inventors. Find information on the Internet. Then write about the inventor and the invention in 50 words or less.**

Inventor / Birth date: Mary Anderson / *1866*
Nationality:
Her invention:







Inventor / Birth date: Alfredo Moser /
Nationality:
His invention:

Inventor / Birth date: Deepika Kurup /
Nationality:
Her invention:





Inventor / Birth date: Momofuku Ando /
Nationality:
His invention:

B **PRESENTATION** | **Sit with classmates who chose the same inventor. Put together your information from Talking Points and present your inventor, his or her life, and his or her invention to the class.**

OPTIONAL Underline new words or phrases in the Reading you can use in your Presentation. Example: "In the end, . . . "

RECYCLE THIS LANGUAGE

high-tech	innovative
low-tech	revolutionary
cutting-edge	novel

4 COMMUNICATION GOAL Consider the impact of historical inventions

A VOCABULARY | Archaeology | Read and listen. Then listen again and repeat.

1 **an archaeologist** a person who studies human history and pre-history from what was left behind



Archaeologists dig in the ground to search for tools from long ago.

2 **a fossil** the preserved remains of something that lived long ago



This is a fossil of an animal that lived millions of years ago.

3 **a cave** a natural space, either underground or in rocks, where animals and people can find shelter

4 **a campfire** a fire built by humans for cooking, warmth, or light



Early humans lived in caves and stayed warm by the heat of the campfire.

B LISTEN FOR MAIN IDEA | Listen to a conversation with an archaeologist. Which statement expresses her main point?

a Neanderthals are an earlier human species than Homo sapiens.
b Neanderthals were able to capture fire from natural sources.
c Fire enabled modern humans to develop physically and culturally.

C LISTEN FOR DETAILS | Listen again. Answer the questions.

1 What are two kinds of "natural" fires?
   a ones caused by lightning and volcanoes
   b ones Neanderthals used for cooking and warmth
2 What is the earliest date Homo sapiens appeared in the "fossil record"?
   a about 45,000 years ago b millions of years ago
3 What does it mean to "control" fire?
   a prevent fire from burning caves
   b capture fire from a natural source and use it
4 How did archaeologists determine that Neanderthals could control fire?
   a They found evidence of fire inside Neanderthal caves.
   b They found tools Neanderthals used to make fires.
5 Which group is also known as "modern humans"?
   a Homo sapiens b Neanderthals

D SUMMARIZE | With a partner, summarize three ways that fire helped create the life modern humans developed. Listen again if necessary.

COMMUNICATION ACTIVATOR

Now let's consider the impact of historical inventions.

A TALKING POINTS | Look at some key discoveries and inventions in three categories. With a partner, choose one from each category. Write notes about: (1) what life was like before it or them and (2) what changes it or they caused.

Navigation



the 206 BCE: magnetic compass

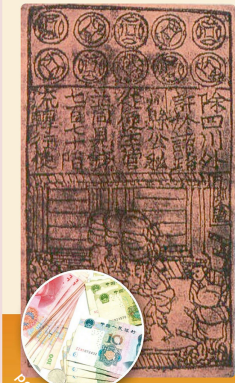


17th century: first commercially sold **road maps**



1973: first satellite-based **Global Positioning System** (or GPS)

Currency



paper money

11th century:
Paper money enabled people to pay for goods and services with paper instead of large quantities of coins.



coins

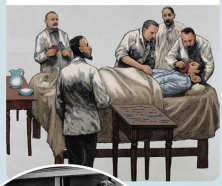
Medicine and Science

General anesthesia makes surgery and dentistry painless.

before there was anesthesia



1840s: anesthetizing a surgical patient



modern anesthesia



1862: Louis Pasteur discovers that **pasteurization** with heat prevents growth of bacteria, making foods safe to eat.



Louis Pasteur



bacteria in raw, unpasteurized milk

products that can be pasteurized

Foods		Liquids
butter	nuts	milk
cheese	sauerkraut	honey
cream cheese	eggs	vinegar
sour cream	crabmeat	fruit juices
yogurt	ice cream	lemon juice

B DISCUSSION | Choose inventions and discoveries from Talking Points, or from any other part of Unit 8. Discuss their impact on history and people's lives. Be sure to make at least one statement with the past unreal conditional in your discussion.

> "After anesthesia was invented, patients could have surgery without pain. If anesthesia hadn't been invented, many people would have chosen to die instead of having an operation."

SOFT SKILLS BOOSTER p. 160

WRITING Choose one of the inventions or discoveries from Unit 8, or another invention or discovery. Describe its advantages, disadvantages, and historical impact.

WRITING HANDBOOK p. 150
- Summary statements
- Guidance for this writing exercise

7 OOPS!

Form teams of two players. Play against another team.

With your partner, read about seven imaginary situations that had bad outcomes. Together, write a past unreal conditional statement of how you could have avoided each mistake. Check each one off as you go. When you have a statement for all seven, say "7 OOPS!" The first pair to say "7 OOPS!" wins. NOTE: Only grammatically correct answers count!

When all teams are finished, winners read their statements to the class.

"If I hadn't ..."

"If I had ..."

☐ **OOPS!**

You were making strawberry jam, but you weren't paying attention. Instead of sugar, you put in salt, because, hey, sugar and salt look almost the same. You had to throw away the jam.



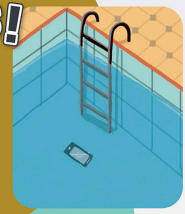
☐ **OOPS!**

You were invited to a party for your friend, but you didn't know it was a surprise party and you said, "See you tomorrow at your party." The surprise was ruined and your friends were angry at you.



☐ **OOPS!**

You wanted to play a game on your dad's smartphone, but your brother grabbed it from you and accidentally dropped it into a swimming pool. Your dad said you have to pay to replace the phone.



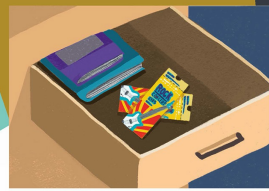
☐ **OOPS!**

You bought a VEG-ME-UP juicer as a present for your sister. You didn't know she would have to buy all her vegetables from the VEG-ME-UP company. Your sister didn't like that idea.



☐ **OOPS!**

You had tickets to a concert, but you left them in the desk at your office. You couldn't go back to get them because the office was locked and you didn't have the key. You couldn't go to the concert.



☐ **OOPS!**

You bought a lot of groceries and left them in the trunk of the car for two hours. The weather was really hot, and when you opened the trunk, a few things didn't smell very good.



☐ **OOPS!**

Your boss asked you to drive her to the airport, and you felt good that she had asked you and not someone else. But you forgot to check how much gas you had, and on the way to the airport you ran out of gas.



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe new kinds of products.
- ☐ Imagine a different past outcome.
- ☐ Describe inventors and their inventions.
- ☐ Consider the impact of historical inventions.

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

Discussing Global and Local Issues

UNIT 9

Warm-Up

Which of the following issues do you think present the biggest global challenges? Which are the most urgent and important to solve?

In my opinion, poverty is the most important issue to solve right now. I think poverty makes some of the other issues worse.



PRONUNCIATION Listen and repeat.



UNIT 9 COMMUNICATION GOALS

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Agree and disagree politely	Ask about political views	Debate different sides of an issue	Discuss solutions to global and local problems

Topic Warm-Up

A CONTROVERSIAL ISSUES | Complete the survey.

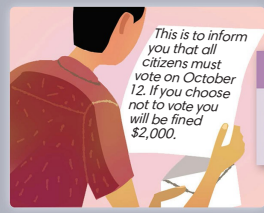
Check your opinion about each ISSUE.

CENSORSHIP
- It's always wrong.
- It's sometimes necessary.
- I have no opinion about it.



PROHIBITING SMOKING INDOORS
- It's a good idea.
- It's a bad idea.
- I have no opinion about it.





LOWERING THE DRIVING AGE
- It's a good idea.
- It's a bad idea.
- I have no opinion about it.



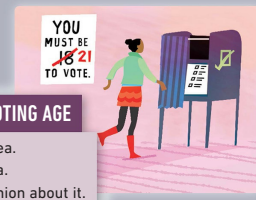
RAISING TAXES
- It's never a good idea.
- It's sometimes a bad idea.
- I have no opinion about it.

Molly's Cafe

Sandwich	$6.50
Coffee	$3.25
Subtotal	$9.25
Sales tax 8%	$0.74
TOTAL	$9.99

Dear Customer,
Note that the sales tax will increase from 8% to 9% in April.

RAISING THE VOTING AGE
- It's a good idea.
- It's a bad idea.
- I have no opinion about it.

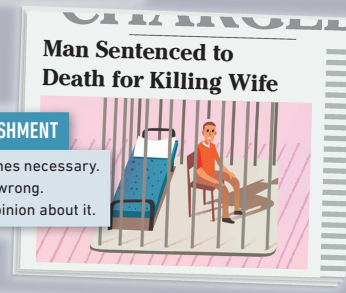


COMPULSORY MILITARY SERVICE
- It's necessary.
- It's not necessary.
- I have no opinion about it.



COMPULSORY VOTING
- It's a good idea.
- It's a bad idea.
- I have no opinion about it.

CAPITAL PUNISHMENT
- It's sometimes necessary.
- It's always wrong.
- I have no opinion about it.



LAMONT SERVICES, INC. — **EARNINGS STATEMENT**

PERIOD ENDING: April 3

Kate Beaumont

Earnings	Rate	Hours	This period
	$25.00	40.00	$1,000.00
Gross Pay			$1,000.00
Deductions			
	Federal income tax		- $265.00
	Local income tax		- $83.00
NET PAY			$652.00

B VOCABULARY | Controversial issues | Listen and repeat.

C PAIR WORK | Compare your opinions on the survey. Explain your responses.

I think censorship is sometimes necessary. Some books and ideas can be dangerous.

Really? I don't think ideas are ever dangerous. Censorship is always wrong.

Language Warm-Up

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

UNDERSTAND A VARIETY OF ACCENTS
Marcela = Spanish
Jay = American English (standard)





Marcela: Jay, I've got a question about politics for you. . . . Isn't there an election coming up this month?

Jay: Yes, there is. We've got local elections in two weeks.

Marcela: So how does that work? Does everyone have to vote?

Jay: Not at all. You have to be 18 to vote, but it's up to you whether or not you do. Isn't it the same in Peru?

Marcela: Actually, no. Voting is compulsory there.

Jay: Really? What does that mean exactly?

Marcela: It means the government requires everyone over 21 to vote. If you don't, you have to pay a fine.

Jay: You have to vote no matter what?

Marcela: Well, there are exceptions, of course, like if you're sick or if there's been a death in the family.

Jay: Wow, interesting. I wonder if we should try something like that here.

Marcela: Maybe. But there are both pros and cons to it.

Jay: Like what?

Marcela: Well, on the plus side, many people take their responsibility more seriously. But on the other hand, who wants the government to tell you what to do? I've heard that a lot of people show up to vote, but they don't write anything on their ballots.

Jay: Wow! It never occurred to me anyone would do that! I guess there's more to it than meets the eye.

Marcela: That's true.

B UNDERSTAND FROM CONTEXT | With a partner, complete each statement.

1 When Marcela asks, "How does that work?" she means she ..... .
   a wants more information **b** wants to know how to vote
2 If "something is up to you," you ..... .
   a are free to make your own choice **b** must do it
3 If you have to do something "no matter what," it means you ..... .
   a don't have to in certain circumstances **b** have no choice in the matter
4 When Marcela says there are both "pros and cons" to compulsory voting, she means ..... .
   a it's always a good idea **b** it causes both positive and negative results
5 You say, "On the plus side," to introduce an argument ..... .
   a for something **b** against something
6 If something "never occurred to you," it means you never ..... .
   a thought about it **b** understood it
7 When "there's more to something than meets the eye," it means it may be ..... .
   a more complicated than you had imagined **b** difficult to meet people

SPEAKING PAIR WORK | Imagine one of you is a visitor to your country. Choose one of the issues on page 98 and ask about how things work.

"I've got a question for you. . . . Isn't voting compulsory here?"

1 COMMUNICATION GOAL Agree and disagree politely

A VOCABULARY | Discussing controversial issues | Read and listen. Then listen again and repeat.

"**I'm in favor of** compulsory military service. I think it's a good idea."

STATING A POSITION

pro	con
• I'm in favor of ___ .	• I'm not in favor of ___ .
• I'm for ___ .	• I'm against ___ .

AGREEING



- I agree with you on that one.
- I'm with you on that.
- I couldn't agree more.
- Actually, that's exactly what I think.
- I couldn't have said it better myself.

DISAGREEING



- To be honest, I have to disagree.
- No offense, but I just don't agree.
- Actually, I'm afraid I don't agree.
- I'm really not sure I agree.
- I guess we'll have to agree to disagree.

B ACTIVATE VOCABULARY | With a partner, take turns stating a position on an issue in the Topic Warm-Up survey on page 98. The other partner agrees or disagrees politely.

C GRAMMAR | Verbs followed by an object + an infinitive

Remember: Certain verbs can be followed directly by an infinitive.
Everyone **deserves to have** a happy life.

However, these verbs must have an object before the infinitive.

advise	cause	encourage	invite	persuade	remind	tell	warn
allow	convince	force	order	permit	require	urge	

	object	infinitive
She **urged**	**her friends**	**to vote**.
They **didn't allow**	**them**	**to take** photos.
The president **convinced**	**the company**	**not to move** abroad.

The following verbs can be followed by an object + an infinitive OR just an infinitive:
ask, **expect**, **need**, **promise**, and **want**.
They **asked to see** my passport. I **asked them to explain** why.

Be careful!
These verbs can be followed directly by an infinitive. But don't use an object before the infinitive:

agree	deserve	plan
appear	hope	pretend
can't afford	learn	refuse
can't wait	manage	seem
decide	offer	

GRAMMAR EXPANDER p. 139
- Infinitives and gerunds (review)
- Infinitives: passive forms

D GRAMMAR PRACTICE | Circle the correct word or phrase.

1 I don't think we should (allow / refuse) anyone to vote until he or she is 21 years old.
2 Do you think we need to (offer / encourage) young people to serve in the military?
3 The article (caused us / caused) to think about what we could do about poverty.
4 Does anyone believe that the government will (permit / decide) teens to drive?
5 We (urge / urge everyone) to write their local government officials about lowering taxes.

E INTEGRATED PRACTICE | Listen to each conversation and circle agree or disagree. Then complete each statement, using an object and an infinitive.

1 They (agree / disagree) about whether the government should allow _____ (eighteen-year-olds / vote) in elections.

2 They (agree / disagree) about whether it's OK for the government to tell _____ (people / not smoke) in restaurants.

3 They (agree / disagree) about whether the law should permit _____ (young people / drive) before they're 21 years old.

4 They (agree / disagree) about whether someone should warn _____ (parents / be) more careful.

5 They (agree / disagree) about whether to urge _____ (people / not pay) their taxes.

COMMUNICATION ACTIVATOR

Now let's agree and disagree politely.



A CONVERSATION MODEL | Read and listen.

A: Are you for or against lowering the voting age to 16?
B: I'm against it. I don't think it's a good idea.
A: Really? How come?
B: Well, in my opinion, we can't expect teenagers to be able to make important decisions. What do you think?
A: Me? To be honest, I have to disagree. I think most sixteen-year-olds have a good handle on how important voting is. In my view, they're ready to vote.
B: Do you think so? I'm not sure I agree.

Social language
To soften a statement of disagreement, say:
Do you think so?

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

C CONVERSATION PAIR WORK | Change the conversation to discuss other issues. Use the ones on page 98 or your own ideas. Agree and disagree politely. Then change roles.

A: Are you for or against _____?
B: I'm _____. I _____ it's a(n) _____ idea.
A: Really? How come?
B: Well, in my opinion, _____. What do you think?
A: Me? _____. In my view, _____.
B: _____. . .

KEEP TALKING!
- **Ask your partner's opinion of more issues.**
- **Offer other arguments to support your opinion.**

Watch the video for ideas!

Ideas
We should allow ___.
We can't permit ___.
They shouldn't expect ___.
They don't deserve ___.
I wouldn't encourage ___.
If they agree ___.

D CHANGE PARTNERS | Change the conversation again.

2 COMMUNICATION GOAL — Ask about political views

A VOCABULARY | Political points of view | Read and listen. Then listen again and repeat.

conservative *adj.* generally against changes to political, social, or religious customs and traditions — **a conservative** *n.*

liberal *adj.* generally in favor of changes to political, social, and religious customs and traditions — **a liberal** *n.*

independent *adj.* not committed to any particular political view — **an independent** *n.*

moderate *adj.* generally in favor of ideas that most people see as neither too liberal nor too conservative — **a moderate** *n.*

radical *adj.* having extreme political, social, or religious ideas and beliefs — **a radical** *n.*

B ACTIVATE VOCABULARY | Listen to each conversation. Complete the statements.

1 The woman thinks the man's views are too	**a** liberal	**b** conservative	**c** radical
2 The woman thinks her views are more ..... than the man's.	**a** liberal	**b** conservative	**c** moderate
3 The man thinks the woman's views are way too	**a** liberal	**b** conservative	**c** moderate
4 The woman thinks the man's views are pretty	**a** liberal	**b** moderate	**c** conservative
5 Compared to the man, the woman is more	**a** radical	**b** conservative	**c** independent

C COACH GRAMMAR | Non-count nouns that represent abstract ideas

Nouns that represent abstract ideas are always non-count nouns.

advice	education	information	peace	success	war
corruption	equality	life	politics	terrorism	work
crime	health	patience	poverty	time	

GRAMMAR EXPANDER p. 140
- Count and non-count nouns (review and expansion)

Remember: A non-count noun is not singular or plural. Don't use a / an or the.

Politics interests me.
Don't say: Politics ~~interest~~ me.
Don't say: ~~The politics~~ interests me.

Poverty is a global problem.
Don't say: ~~Poverties are~~ a global problem.
Don't say: ~~A poverty~~ is a global problem.

D GRAMMAR PRACTICE | Correct one or more errors in each statement.

1 Drugs are causing an increase in ~~the crime~~ crime.
2 More people are living in the poverty now because they can't find works.
3 Educations are important for everyone.
4 I hope the new government can establish the peace.
5 You can find a lot of the informations online about the politics.

E GRAMMAR PRACTICE | Circle the correct form of the nouns and verbs.

Experts from the State University presented their ideas for improving the system of (① education / the education) in a live debate. George Marion, professor of political science, argued that the government needs to address the causes of (② poverty / the poverty). He suggested a radical approach in which the government would greatly increase spending on (③ healths / health) and job creation. In response, professor of sociology Carrie David took a more conservative position. Her (④ advice / advices) (⑤ was / were) to continue with the way things have been done successfully in the past. However, Noor Hamadi, professor of economics, made the case that David's conservative position has not resulted in any progress. She urged government officials to keep sharing (⑥ information / informations) until new solutions could be found. She said, "(⑦ Politics / The politics) (⑧ has / have) no place in this discussion."

F PRONUNCIATION | **Emphatic stress** | **Use stress in a sentence to emphasize meaning. Read and listen. Then listen again and repeat.**

1 **A:** Are you a **LIB**eral?
B: No. I'm more of a con**SERV**ative.

2 **A:** Is your **SON** a liberal?
B: No. **HE'S** a conservative. **I'M** a liberal.

3 **A:** Is **JACK'S** wife a liberal?
B: No. **MATT'S** wife's a liberal.

4 **A:** Are your **PAR**ents conservatives?
B: No. My **GRAND**parents are conservatives.

G PAIR WORK | **Take turns practicing the statements in Exercise F.**

COMMUNICATION ACTIVATOR

Now let's ask about political views.



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

A: Would you mind if I asked you a political question?
B: Not at all. What would you like to know?
A: Well, would you say you're more liberal or conservative?
B: That depends. I'm pretty independent as a general rule. What about you?
A: I guess I'd call myself a liberal.

If you'd prefer not to discuss politics . . .

A: Would you mind if I asked you a political question?
B: Actually, as a general rule, I prefer not to get into politics. I hope you don't mind.
A: Not at all. That's why I asked.

Social language
To respond willingly to "Would you mind" or "I hope you don't mind," say:
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, asking a different political question. Start like this:**

A: Would you mind if I asked you a political question?
B: . . .

KEEP TALKING!

Ask about specific issues.
Would it be OK if I asked another question?
Are you [in favor of / for / against] ___ ?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
- Would it be [terrible / a problem / offensive / a bad idea] if . . .
- Of course not. / No problem. / Shoot.
- I think [liberals] have [good] ideas.
- best / worst / old / new / most interesting / smartest / etc.

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

3 COMMUNICATION GOAL Debate different sides of an issue

A **PAIR WORK** | Check the correct term for each definition. Then look at the answers.



Are you politically literate?

COMPLETE THE QUIZ!

1 **A group of people and institutions that make decisions and enact laws**
☐ a government ☐ a constitution

2 **A set of basic laws and principles that govern a country and cannot be easily changed**
☐ politics ☐ a constitution

3 **A group that represents a particular set of political views**
☐ a party ☐ a legislature

4 **A part of government that writes and passes laws**
☐ a legislature ☐ a representative

5 **An opportunity to choose—or vote for—people to serve in government positions**
☐ an election ☐ a government

6 **A member of a legislature, usually representing a particular party**
☐ a government
☐ a representative

7 **A country in which a king or queen has a role in the government**
☐ a monarchy ☐ a legislature

8 **A country in which its citizens vote to elect their government officials**
☐ a democracy ☐ a monarchy

9 **A country in which a leader or political party has complete power**
☐ a dictatorship ☐ a democracy

10 **A decision by a small group of government officials or the military to take control of the government without elections**
☐ a legislature ☐ a coup



Answer key
1 a government 2 a constitution 3 a party 4 a legislature 5 an election
6 a representative 7 a monarchy 8 a democracy 9 a dictatorship 10 a coup

B **VOCABULARY** | **Political and governmental systems** | **Read and listen. Then listen again and repeat.**

a constitution	a democracy	an election	a legislature	a party
a coup	a dictatorship	a government	a monarchy	a representative

C **ACTIVATE VOCABULARY** | **Complete the statements with the Vocabulary.**

1 According to the laws and principles of our country's _____, the state collects taxes to support our _____.
2 Because corruption had gotten so out of control, the government was taken over in a non-violent _____. The military ran the country as a(n) _____ with no voting, led by a high-ranking army general until new elections could be held and a(n) _____ could be restored.
3 A(n) _____ is held every four years to select thirty _____ to serve in the country's _____ and make new laws.

D UNDERSTAND POINT OF VIEW Listen to the debate. Then listen again and check the two statements that express the point of view of each of the speakers.



Paula Green

- ☐ Democracy makes it more difficult to make important decisions quickly.
- ☐ In a dictatorship, the cost of elections makes economic development more difficult.
- ☐ A dictatorship can be trusted to make decisions for the good of the country's citizens.
- ☐ Elections cause people to work together peacefully to solve the country's problems.

Lance Bateman

- ☐ In a dictatorship, decisions are easily made for the good of the country's citizens.
- ☐ Democracies can be trusted even more than dictatorships to make right decisions for the good of a country.
- ☐ We should be happy to spend money on electing representatives to serve in a legislature.
- ☐ A dictatorship works best when citizens listen to each other's views and work together.



E LISTEN TO SUMMARIZE On a separate sheet of paper, summarize Green and Bateman's arguments for and against the debate topic in three sentences each—a total of six sentences.

F DISCUSSION | Whose point of view do you agree with more? Did either debater make any good points? Explain your reasons.

COMMUNICATION ACTIVATOR

Now let's debate different sides of an issue.

A TALKING POINTS | As a class, vote for two issues to debate. Then, with a partner, write arguments in favor (pro) and against (con).

Issue #1:	
Arguments in favor	Arguments against
Issue #2:	
Arguments in favor	Arguments against

Some issues to debate

- Monarchies have some important advantages.
- Drivers who text while driving should be punished.
- A military coup is sometimes necessary.
- Corruption can only be stopped in a democracy.
- Your own idea: ___

B DEBATE | Choose an issue from Talking Points. One team argues in favor and the other team argues against. Take turns presenting your team's position and supporting arguments. Agree and disagree politely. Then debate the second issue your class chose.

RECYCLE THIS LANGUAGE

Stating a position
I'm [in favor of / not in favor of] ___.
I'm [for / against] ___.
I think ___ is a(n) ___ idea.
On the plus side, ___.
But on the other hand, ___.

Agreeing
I agree with you on that one.
I'm with you on that.
I couldn't agree more.
That's exactly what I think.
I couldn't have said it better myself.

Disagreeing
I have to disagree.
No offense, but I just don't agree.
I'm afraid I don't agree.
I'm really not sure I agree.
I guess we'll have to agree to disagree.

4 COMMUNICATION GOAL

Discuss solutions to global and local problems

A READING | **Read the on-the-street interviews. Whose views are the closest to your own?**

Q: WHAT DO YOU THINK IS THE BIGGEST GLOBAL CHALLENGE THAT THE WORLD IS FACING TODAY?

Oh, that's easy: climate change. Scientists all say that it's the number one issue today—and I couldn't agree more. The problem is that, for the last century, human activity has caused the earth to get warmer. They say there's going to be terrible flooding, which will force whole populations of people to have to move. This will have an awful impact, politically and economically. We're already seeing an increase in disasters, from forest fires to hurricanes. If something isn't done, many animals and plants are going to disappear. I know some people think climate change isn't a real threat. But I'm afraid I disagree. In my opinion, this is something that the governments of all the world's countries need to work on together to solve. No one can solve this problem alone.



The biggest challenge? I think it's poverty. I've heard that more than 1.2 billion people in the world live on less than US $1.25 a day. I find that shocking. Children go hungry and are denied a basic education and health care. In many places, corruption at the government level makes the powerful richer while the poor struggle to find food or clean water. Famine, disease, and disasters hurt the poor more than anyone else. Someone once said, "It isn't that the poor don't work hard enough. It's that the rest of us don't care enough." I couldn't have said it better myself. The solution? We've got to pay attention and start spending tax money on programs that change people's lives for the better—on improving nutrition, education, and health care. In this day and age, no one should go hungry.



Me? It's definitely racial and ethnic discrimination. The unfair treatment of anyone whose skin is a different color, or who comes from a different culture, has been a terrible problem in many places around the world for centuries. In many cases, a majority group dominates "the other," treating them unfairly—for example, not allowing them to get a good education or live in good housing. In extreme cases, discrimination leads to genocide—an attempt to remove or kill entire racial or ethnic groups. I believe we need to address discrimination with strong laws against it and combat racism through education about what people have in common. We need to learn to live with each other so we can create a more peaceful world.



I'd say it's drug trafficking. There's been a huge increase in violence lately. Tens of thousands of people have been killed by the criminal gangs that sell drugs. And, if that's not enough, government corruption has increased because there's so much money to be made from the drug trade. For the most part, drugs are produced in developing countries, and they often bring a lot of money to the local economies. The drugs are sold to addicts in developed countries, who keep the trade going strong. I hate to say it, but I think decriminalization of drugs is a novel idea that's worth thinking about. If drugs were legal, they could be sold like any other controlled medical product. You'd get a doctor's prescription, and criminal gangs would no longer be the addicts' source of drugs. And the violence would stop.



B UNDERSTAND FROM CONTEXT | **Match each definition with the correct word.**

.....1	an attempt to kill a whole ethnic or racial group	**a**	decriminalization
.....2	not treating ethnic or racial groups equally	**b**	force
.....3	changing something that's illegal into something legal	**c**	gang
.....4	a group of criminals that work together	**d**	trade
.....5	make people do something they don't want to do	**e**	discrimination
.....6	have a difficult time doing something	**f**	genocide
.....7	business	**g**	struggle

C **PARAPHRASE** | **On a separate sheet of paper, paraphrase the solutions the people suggest for each of these problems. Then compare with a partner.**

Climate change	Poverty
Racial and ethnic discrimination	Drug trafficking

D **CRITICAL THINKING** | **Discuss each of the questions.**

1 What do you think are the main causes of climate change? Do you think the problem can be solved?
2 What do you think are the main causes of poverty? What are some of the effects that poverty has on a country's economy?
3 Why do you think violence is associated with the drug trade? Do you think decriminalization is a good idea?
4 Why do you think some people hate other groups of people? Do you think people can change their ideas?

COMMUNICATION ACTIVATOR

Now let's discuss solutions to global and local problems.

Global and local problems
- corruption
- drug trafficking
- climate change
- poverty
- terrorism
- war
- racial or ethnic discrimination

A **TALKING POINTS** | **Choose two problems you think are the most important to solve. In the chart, write some possible solutions for each problem and some pros and cons of your approach.**

Problems	Solutions	Pros and cons
1 *drug trafficking*	*spend more money on drug treatment programs*	*pro: the result would be fewer people buying drugs* *con: there might be less money available for police actions*

Problems	Solutions	Pros and cons
1		
2		

B **DISCUSSION** | **In a small group, compare your solutions. Which of the problems do you think are the most difficult to solve? Why?**

> "I agree that climate change is the number one issue. But I think drug trafficking is the most difficult to solve. Everyone would be better off if . . . "

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "Oh, that's easy."

SOFT SKILLS BOOSTER p. 161

RECYCLE THIS LANGUAGE
They've wasted a lot of money on ___.
Here's a [novel / innovative / revolutionary] idea.
I wish someone had ___.
We need to get a handle on ___.
It just dawned on me that ___.
We shouldn't put it off.
For the time being, we should ___.
No matter what, they should ___.
What a [catastrophe / disaster]!
That's the kicker.
What's the big deal?
How would that work?
It never occurred to me.

WRITING **Choose one of your solutions to a global or local problem. Write at least two paragraphs in which you present the pros and cons of your suggested solution.**

WRITING HANDBOOK p. 151
- Contrasting ideas
- Guidance for this writing exercise

"ON-THE-STREET" INTERVIEWS

Walk around the classroom and find someone who fits each description. When you find someone, use the questions to get more details. Write the answers in the chart. The first person whose questions are all answered wins. Then tell your class what you learned about your classmates.

FIND SOMEONE WHO . . .

. . . knows about someone who has experienced some kind of discrimination. 	**Interview questions** Who was it? What happened?
. . . is worried about climate change. 	**Interview questions** What worries you about it? What do you think people should do about it?
. . . has changed his or her opinion on a controversial issue. 	**Interview questions** What was the issue? How did your opinion change?
. . . doesn't agree with a relative about politics. 	**Interview questions** What do you disagree about? How would you describe that relative's political views?
. . . loves to talk about politics. 	**Interview questions** Who do you discuss politics with? What are your favorite issues?
. . . has a novel idea for how to fight government corruption. 	**Interview questions** What's the idea? Why do you think it could work?
. . . finds it difficult to explain or talk about his or her political views. 	**Interview questions** Why is it difficult? What are the most difficult topics?
. . . considers herself or himself to be a moderate. 	**Interview questions** Why do you call yourself that? What are the pros and cons of being a moderate?

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Agree and disagree politely.
- ☐ Ask about political views.
- ☐ Debate different sides of an issue.
- ☐ Discuss solutions to global and local problems.

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

UNIT 10

The Natural World

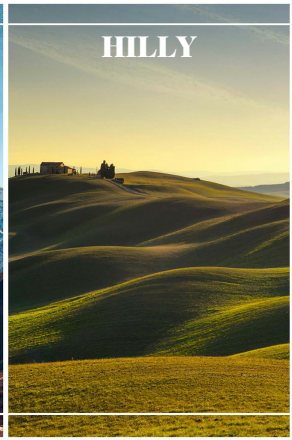
Warm-Up

Which kinds of places do you find the most appealing?



PRONUNCIATION | Listen and repeat.











UNIT 10 COMMUNICATION GOALS

Lesson 1
Ask about a location on a map

Lesson 2
Warn about possible dangers in the outdoors

Lesson 3
Recommend a destination of natural beauty

Lesson 4
Describe a country's geography

Topic Warm-Up

A WARNINGS | Take the self-test.

BE CAREFUL!

Which of these warnings would make you think twice about going somewhere? Which wouldn't worry you at all? Write A, B, or C.

A = Wouldn't be a problem.
B = I'm not sure.
C = No way I'd go there!



○ **BE CAREFUL! The road is dangerous.**



○ **WARNING:** The path is very rocky.



○ **CAUTION: THE CLIMB IS EXTREMELY EXHAUSTING.**



○ **BEWARE:** The mountain path is very steep.



○ **Watch out!** The stairs can be slippery when wet



○ **FYI:** The beach can get very buggy after a rain.



○ **Danger! The cliffs get very foggy in cool weather.**



○ **Warning: It can get very dark in the cave.**



○ **Be careful! The water can get very rough on windy days.**

B VOCABULARY | Adjectives for warnings | Read and listen. Then listen again and repeat.

dangerous rocky exhausting steep slippery buggy foggy dark rough

C PAIR WORK | Compare your responses on the self-test. Explain your choices.

"There's no way I'd go mountain biking on a road like that! It would be crazy."

Language Warm-Up

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

UNDERSTAND A VARIETY OF ACCENTS
Dong Mei = Mandarin Chinese
Kady = Caribbean English







Dong Mei: Good morning. Is this the way to the waterfall?

Kady: Yes. It's straight ahead . . . about a five-minute hike. Just follow the signs.

Dong Mei: That sounds easy enough. Thanks.

Kady: And I suggest you be careful. The path there can be pretty slippery.

Dong Mei: Thanks for the warning. Are the falls worth it?

Kady: Definitely. They're breathtaking. You don't want to miss them.

Dong Mei: I hope you don't mind my saying so, but you have a beautiful accent.

Kady: Thank you! I'm Kady, by the way. From Jamaica.

Dong Mei: I'm Dong Mei. From Beijing.

Kady: Nice to meet you, Dong Mei. Were you planning on going into the cave, too?

Dong Mei: Definitely. I've heard it's a must-see.

Kady: I thought it was spectacular. But it's pretty dark inside, so you'd better take a flashlight with you.

Dong Mei: Thanks. I always have one in my backpack. . . . Hey, have you been to the volcano yet?

Kady: Not yet. It's supposed to be extraordinary. But I have no clue where it's located. Do you?

Dong Mei: I think it's about 20 kilometers north of here. But I'm not sure how to get there without a car.

Kady: Actually, I rented a car for the week. If you don't have plans tomorrow, maybe we could drive up there together.

Dong Mei: I'd love to! That's so nice of you.

Kady: My pleasure! It'll be fun.

B UNDERSTAND FROM CONTEXT | Look at the featured words or phrases in Zoom-In. Circle the best way to complete each sentence.

1 If you ask someone if something "is worth it," you want to know if ..... .
   a it's affordable or not **b** he or she recommends it or not
2 If you say "You don't want to miss" something, you are ..... it.
   a recommending **b** not recommending
3 If you say something "is a must-see," you are strongly ..... it.
   a recommending **b** not recommending
4 If you say "I have no clue," you mean ..... .
   a you don't understand **b** you don't know

C ACTIVATE LANGUAGE FROM A TEXT | Find and write three strong positive adjectives from the conversation in Zoom-In that are similar in meaning to fantastic. Make a statement with each of them.

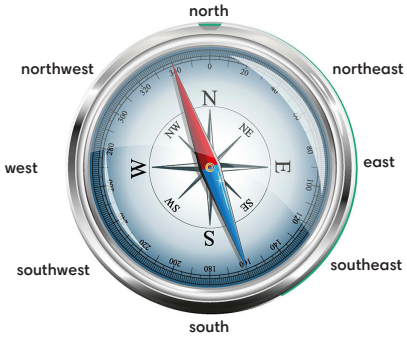


SPEAKING PAIR WORK | Talk about places you know, using each of the adjectives.

breathtaking	buggy	dangerous	exhausting	foggy	steep

1 COMMUNICATION GOAL — Ask about a location on a map

A VOCABULARY | Compass directions | Read and listen. Then listen again and repeat.



Adjective forms
north → **northern** south → **southern**
east → **eastern** west → **western**



B VOCABULARY PRACTICE | Look at the map of Freeport and circle the correct locations.

1 (Kenna / Shetland / Maxwell) is in the west.
2 (Ludlow / Maxwell / Wade) is in the east.
3 (Newton / Tess / Baker Island) is in the southeast.
4 (Dellwood / Kenna / Maxwell) is in the north.
5 (Ludlow / Parker / Kenna) is in the southwest.

C ACTIVATE VOCABULARY | Take turns asking and answering questions about places and their locations in your country.

"Is Green Lake in the south?"

Some geographical features
an island a lake a river

D GRAMMAR | Prepositions of geographical place on, in, of, to

Look at the map and study the examples.
The capital, Shetland, is **on** the western coast of Freeport.
Newton is **on** (OR **on** the northern shore of) Lake Freed.
Kenna is located **on** the James River.
Dellwood is **on** the border of Freeport and Broadpass.

The city of Parker is **in** Broadpass.
Maxwell is located **in** the central part of Freeport.
Lake Freed is **in** the north (OR **in** the northern part).

Freeport is located south **of** (OR to the south **of**) Broadpass.
Lake Freed is east **of** Shetland.
Baker Island is off the southwestern coast **of** Freeport.

Freeport is **to** the northeast of Baker Island.

GRAMMAR EXPANDER p. 141
- Prepositions of place (expansion)
- Proper nouns: capitalization
- Proper nouns: use of the

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

F **GRAMMAR PRACTICE** | **Complete the sentences with on, in, of, or to.**

1 The city of Chicago is ..... Lake Michigan in the United States.
2 Uluru, or Ayers Rock, is ..... the central part ..... Australia.
3 Uruguay is located ..... the south ..... Brazil.
4 The city of Nanjing ..... China is approximately 900 kilometers south ..... Beijing.
5 The city of Jeddah is located ..... the western coast ..... Saudi Arabia.
6 Quito is ..... the northern part ..... Ecuador, and Cuenca is ..... the south.
7 The United States and Canada are ..... the north ..... Mexico.
8 In India, Kolkata is located ..... the Hooghly River.

G **VOCABULARY AND GRAMMAR PRACTICE** | **With a partner, use a map to choose five places in or near your country. Write sentences describing the location of those places, using the Vocabulary from page 112 and the correct prepositional phrases.**

H COACH **PRONUNCIATION** | **Voiced and voiceless th** | **Read and listen. Then listen again and repeat.**

Voiced th	/ð/	this	there	the west	southern	northern
Voiceless th	/θ/	thing	thanks	southwest	south	north

I **PRONUNCIATION PRACTICE** | **Take turns reading the words.**

voiced th: weather clothes these though either
voiceless th: northeast lengthen thought cloth healthy

COMMUNICATION ACTIVATOR

Now let's ask about a location on a map.



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

A: So where did you say you were?
B: I'm at Lake Freed. It's about 25 kilometers east of Shetland.
A: Lake Freed? That's supposed to be nice. What's it like?
B: Spectacular! A must-see.
A: Sounds great. Be sure to send me some pictures, OK?
B: I'll text you some now.

Social language

To recommend:
Spectacular! / Extraordinary! / Breathtaking! / A must-see. / Don't miss it!

To express disappointment:
Disappointing / Overrated / A let-down / A waste of time

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

C **CONVERSATION PAIR WORK** | **Change the conversation, using locations on the Freeport map on page 112 (or use a real map.) Enthusiastically recommend the place or express disappointment. Then change roles.**

A: So where did you say you were?
B: I'm ..... . It's ..... .
A: ..... ? That's supposed to be ..... . What's it like?
B: ..... .
A: . . .

KEEP TALKING!

Ask more questions about the place.
Is it [really buggy]?
Say more to describe the place.
It's [so lush and hilly].

Watch the video for ideas!

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

2 COMMUNICATION GOAL

Warn about possible dangers in the outdoors



A GRAMMAR | Warnings with had better

Use had better + a base form to give strong advice and warn of a possible negative consequence. Had better is stronger than should. In spoken English, had better is almost always contracted with a subject pronoun.

Kate **had better take** a raincoat if she's going to Crater Lake. It almost always rains there.
They**'d better not go** to Perkins Park in June. It gets really buggy then.

It is not common to use had better in yes / no questions. Use should instead. Note, however, that had better is commonly used in short answers.

Should we bring flashlights? (We**'d better.** They say it gets pretty dark early.)
Should she pack a snack? (She**'d better not.** It might attract bears.)

Contractions
'd better = had better
'd better not = had better not

GRAMMAR EXPANDER p. 143
- Suggestions and advice with could, should, ought to, and had better

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

C GRAMMAR PRACTICE | Complete each statement, using had better or had better not. Use contractions when possible.

1 Tom ..... be careful near the waterfall. The rocks can be very slippery.
2 You ..... take that path to the lake. It's too buggy at this time of year.
3 We could go swimming here, but we ..... . The water looks a little too rough to me.
4 She ..... think twice before she packs any snacks for the hike. The smell might attract bears.
5 **A:** Should I check my GPS?
B: You ..... . I think we're lost.

D VOCABULARY | Dangers in the outdoors | Read and listen. Then listen again and repeat.

Remember:
spiders
bears



E **ACTIVATE VOCABULARY** | **Listen to each conversation and complete the statements with the Vocabulary.**

1 Maggie is warning Bill about ..... .
2 Carla came in contact with some kind of ..... .
3 He's worried that there may be ..... near Katie's hotel.
4 Becky warns Jim to watch out for ..... and ..... .
5 Eileen warns Nick to stay on the path to avoid the ..... .

F **GROUP WORK** | **Talk about some of the dangers in places you're familiar with.**

> "They say you can find scorpions on North Mountain. I'm not going there!"

COMMUNICATION ACTIVATOR

Now let's warn about possible dangers in the outdoors.



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

A: Excuse me. Is this the way to the cave?
B: Yes. It's straight ahead. Just follow the signs.
A: Thanks. Is it worth the hike?
B: Absolutely. But you'd better keep an eye out for snakes.
A: Snakes? Are you serious?
B: Actually, I am. Better safe than sorry.
A: Thanks for the heads-up!

Social language
To show appreciation for a warning, say:
Thanks for the heads-up!

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

C **CONVERSATION PAIR WORK** | **Role-play a similar conversation with a different warning. Use the Vocabulary from this lesson and Topic Warm-Up on page 110.**

A: Excuse me. Is this the way to ..... ?
B: Yes. It's ..... . Just follow the signs.
A: Thanks. Is it worth the ..... ?
B: ..... . But you'd better keep an eye out for ..... .
A: ..... ? Are you serious?
B: Actually, I am. Better safe than sorry.
A: Thanks for the heads up!

KEEP TALKING!

Ask for more information.
Is the path very [steep]?
Are there [a lot of mosquitos]?
Ask more about directions.
Should I go [east or west]?
Warn about other risks.
Watch out for [thorns].
Be careful near [the cliffs].

Watch the video for ideas!

RECYCLE THIS LANGUAGE

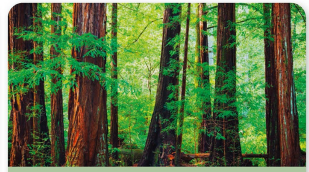
It's down the path.
It's just north of here.
Is it worth [the climb / the drive / the time]?
It's [spectacular / extraordinary / breathtaking].
It's a must-see! / You don't want to miss it!
It's [disappointing / a let-down].
It's [overrated / a waste of time].
Watch out [for snakes].

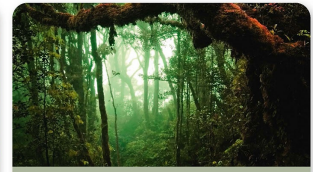
D **CHANGE PARTNERS** | **Role-play a new conversation.**

3 COMMUNICATION GOAL Recommend a destination of natural beauty

A VOCABULARY | Geographical features | Read and listen. Then listen again and repeat.


a mountain range


a forest


a jungle

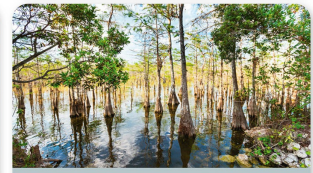

a desert


a valley


a canyon


a glacier


a hot spring


a marsh / a swamp

B ACTIVATE VOCABULARY | With a partner, write as many names or locations of places as you can for each geographical feature in the Vocabulary.

canyons or valleys

deserts

forests or jungles

hot springs

mountain ranges

C LISTEN FOR DETAILS | Listen to the descriptions of some amazing natural wonders and circle all that apply.

The Grand Canyon

1 You can see (a desert / a hot spring / a glacier / waterfalls / a river) there.
2 You can hear (bears / the wind / cars / music / the sun) there.

Angel Falls

3 The falls are (two / three / five / eight / ten) times as tall as the Eiffel Tower.
4 You can take a (bus / train / direct flight / non-stop flight / boat) to get there.

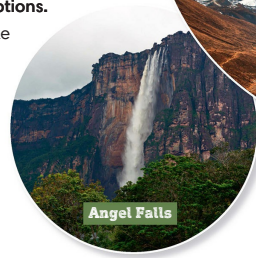
The Himalayan Mountain Range

5 The world's (five / fifteen / fifty / sixty / sixteen) highest mountains are in Nepal.
6 You can see (hot springs / valleys / snow / rivers / canyons) there.

D LISTEN TO CLASSIFY | **Read the questions and listen again. Write A (Angel Falls), H (Himalayan Mountains), or G (Grand Canyon), according to the descriptions.**

.....1 In which place or places can you take a boat on a river?
.....2 Which place or places offer opportunities for hiking?
.....3 Which description warns visitors to be careful?
.....4 In which place or places can you find beautiful green valleys?
.....5 Which place can you visit by helicopter?







E PERSONAL RESPONSE | **Tell a partner which place you'd most like to visit and why.**

COMMUNICATION ACTIVATOR

Now let's recommend a destination of natural beauty.

A TALKING POINTS | **Describe two travel destinations known for their natural beauty that you've visited or would like to visit. Write notes about them on your notepad.**

Name of place:
Location:
Description:
Things you can do there:

Name of place:
Location:
Description:
Things you can do there:

RECYCLE THIS LANGUAGE
It's located [in the southern part of] the country.
It's on [Lake Superior].
It's [north of the capital].
It's a must-see.
You don't want to miss it.
It's [breathtaking / extraordinary].
It's [rocky / foggy / buggy / steep / slippery].
It's [exhausting / tiring / dangerous / scary].
Watch out for [crocodiles / sharks].
Be careful. There are [thorns].









B GROUP WORK | **Tell your classmates about the places you described in Talking Points. Use the Vocabulary.**

SOFT SKILLS BOOSTER p. 162

A READING | Read about the world's variety of environments. Which do you think are the most difficult places for humans to live?

OUR SPECTACULAR WORLD

A variety of environments either support or discourage human settlement. Read about some of them.

THE CHALLENGE OF HIGH ALTITUDES



Snow-covered peak of Mount Rainier

A "tree line" is the point on a mountain above which forests cannot grow because of the cold temperatures and winds that occur at high altitudes. For example, on Mount Rainier in the U.S., the tree line is at approximately 2,000 meters above sea level. Near the tree line, trees are typically evergreens—trees that have needles instead of leaves. Above approximately 3,000 meters, humans risk severe altitude sickness. Since temperatures go down as the elevation increases, high mountain peaks are often covered with ice and snow, and their glaciers provide much of the world's drinking water. The Bolivian city of La Paz, the world's highest capital, is located in the Andes Mountains at an elevation of 3,650 meters. Visitors from lower elevations are warned that they had better take it easy for a day or two before doing anything strenuous.

THE APPEAL OF LIVING ON PLAINS



Colorful wildflowers and green grasses on the plains

Created by glaciers millions of years ago, the world's plains can be very flat or consist of gently rolling hills. Plains are generally located at lower elevations. Throughout history, humans have settled on plains because they offer a great environment for growing and raising food, and they are an important source of water. In spring, when the weather turns warmer, plains are often covered with native grasses and wildflowers—a beautiful landscape that continues as far as the eye can see.

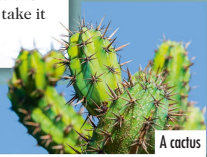
THE IMPORTANCE OF FORESTS



Evergreen needles, the leaves of a deciduous tree, and a tropical palm leaf

About 80% of the world's trees, plants, and animals live and grow in lush forests and jungles. However, these green places cover only about 7% of the Earth's surface. All are important for cooling the Earth and providing oxygen so we can breathe. In warmer tropical regions—where temperatures and rainfall are high all year—rainforests and jungles are overgrown with plant life and are often more difficult to walk through than forests in cooler climates. Forests located in northern or southern regions usually contain two kinds of trees: evergreens and deciduous trees (which lose their leaves in winter).

THE HARSH WORLD OF DESERTS



A cactus

Depending on their location, deserts are some of the hottest places on Earth. Yet temperatures can drop to freezing at night. All deserts are arid, with little rainfall throughout the year. Some get an occasional rainstorm with flash floods. Deserts are difficult places for plants and animals to live. Plants that do survive in a dry desert environment, such as cacti, often have no leaves and require very little water. About one third of the Earth's surface is covered by deserts.

THE BEAUTY OF COASTS



A rocky coastline

Where land meets the world's seas and oceans, coasts have always attracted human settlement. Fishing has provided food. The oceans have carried humans from one continent to another. And their natural beauty has inspired writers and artists. When warm and cold air meet, a beautiful sunny day gets very foggy. And when it's windy and the water is rough, waves pound the coastline. They change the shape of its sandy beaches and rocky cliffs—and only beach grasses and, in warmer climates, palm trees, survive.

B **CLASSIFY** | **Answer the questions with a partner, according to the Reading.**

1 Which two places are difficult for people to live in?
2 Which place changes as the weather changes?
3 Which is probably the most comfortable environment for humans to live in?
4 Which three places are probably the most challenging for certain kinds of plants to live in?
5 Which is probably the easiest place for a variety of plants to live in?

C **UNDERSTAND DETAILS** | **Read each statement and circle T (true) or F (false). Find information in the Reading to support your responses.**

1 Evergreen forests are able to grow above a mountain's tree line. T F
2 Evergreens can be found in more than one region. T F
3 People settled on plains because they provide food and water. T F
4 Some deserts are not arid. T F
5 Wind and water are two challenges for plant life on a coastline. T F

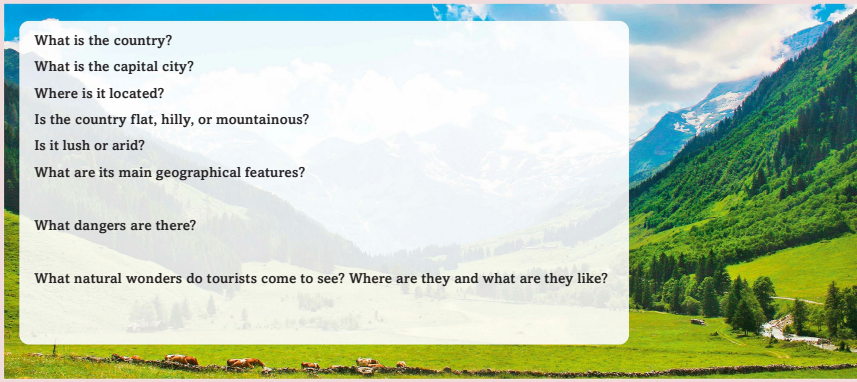
D **UNDERSTAND FROM CONTEXT** | **Complete each definition, according to the Reading.**

1 A "mountain peak" is a mountain's ..... .
a bottom **b** tree line **c** top
2 "Elevation" describes how ..... a mountain is.
a high **b** cold **c** dangerous
3 "Settled" means ..... .
a climbed **b** came to live **c** traveled
4 A "source" is a place where you can ..... something.
a grow **b** see **c** get
5 "Deciduous trees" are trees that ..... once a year.
a lose their leaves
b lose their needles
c require little water

COMMUNICATION ACTIVATOR

Now let's describe a country's geography.

A **TALKING POINTS** | **With a partner, choose a country to describe. Answer the questions.**



B **PRESENTATION** | **With your partner, present your information and answer your classmates' questions.**

WRITING **Write a description of your country. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.**

WRITING HANDBOOK p. 152
- Organizing by spatial relations
- Guidance for this writing exercise

"HAD BETTER" JEOPARDY!

- Form two teams and take turns.
- Choose a category. The other team chooses the number of a square in that category for your team. Using the picture on your square, the Unit 10 Vocabulary, and your imagination, make a statement of warning, using had better or had better not. If everyone agrees the statement is correct, write a checkmark on the square and record the points on the scorecard.
- **The team with the most points after all the squares have been used is the winning team.**



MY TEAM'S SCORECARD TOTAL

DANGEROUS ANIMALS FOR 10 POINTS	ANNOYING PLANTS FOR 20 POINTS	ARID PLACES FOR 30 POINTS	WET PLACES FOR 40 POINTS	DARK PLACES FOR 50 POINTS
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

PROGRESS SELF-CHECK NOW I CAN

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

- ☐ Ask about a location on a map.
- ☐ Warn about possible dangers in the outdoors.
- ☐ Recommend a destination of natural beauty.
- ☐ Describe a country's geography.

THE DO YOU KNOW? GAME

ANSWER KEY

1 yellow
2 100 degrees Celsius (or 212 degrees Fahrenheit)
3 Helsinki

Answers will vary. Possible answers include:

1 taxi, train, plane, car, subway, ferry, bus, motorcycle, bicycle
2 7 (Africa, Antarctica, Asia, Australia, Europe, North America, and South America)
3 Canada, Australia, Nicaragua, Guatemala, Jamaica, Panama, Paraguay, United Arab Emirates, United States of America

Answers will vary. Possible answers include:

1 nose, eyes, mouth
2 Dubai
3 Japan

1 26
2 J. K. Rowling
3 Leonardo da Vinci

1 eggs
2 28 or 29
3 nineteenth century

REFERENCE CHARTS

PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	beat, feed
ɪ	bit, did
eɪ	date, paid
ɛ	bet, bed
æ	bat, bad
ɑ	box, odd, father
ɔ	bought, dog
oʊ	boat, road
ʊ	book, good
u	boot, food, flu
ʌ	but, mud, mother
ə	banana, among
ɚ	shirt, murder
aɪ	bite, cry, buy, eye
aʊ	about, how
ɔɪ	voice, boy
ɪr	deer
ɛr	bare
ɑr	bar
ɔr	door
ʊr	tour

Consonants

Symbol	Key Words	Symbol	Key Words
p	pack, happy	z	zip, please, goes
b	back, rubber	ʃ	ship, machine, station, special, discussion
t	tie		
d	die	ʒ	measure, vision
k	came, key, quick	h	hot, who
g	game, guest	m	men
ʧ	church, nature, watch	n	sun, know, pneumonia
ʤ	judge, general, major	ŋ	sung, ringing
f	fan, photograph	w	wet, white
v	van	l	light, long
θ	thing, breath	r	right, wrong
ð	then, breathe	y	yes
s	sip, city, psychology		
t	butter, bottle		
t̚	button		

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bit / bitten
bleed	bled	bled
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
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
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
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
leave	left	left
lend	lent	lent
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
sew	sewed	sewn
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
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 / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	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	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
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.
	you 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.
	you aren't / you're 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 CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

(The past continuous–continued)

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE

Statements

I He She It	was	late.
We You They	were	early.

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.	No,	I he she it	wasn't.
	we you they	were.		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?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.

Yes / no questions

Did	I you he she we they	make a good dinner?

Short answers

Yes,	I you he she it we they	did.
No,		didn't.

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL

Affirmative and negative statements

I You He She It We They	will / won't	stop at five o-clock.

Yes / no questions

Will	I you he she It we they	be on time?

(The future with will–continued)

Affirmative and negative short answers

Yes,	I you he	will.
No,	she it we they	won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO

Statements

I'm You're He's She's It's We're They're	going to / 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.
	you 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.
	you aren't / you're 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	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT

Affirmative and negative short answers

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you we they	have.
No,		haven't.
Yes,	he she it	has.
No,		hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE

Form the passive voice with a form of be and the past participle of the verb		
	ACTIVE VOICE	**PASSIVE VOICE**
simple present	Art collectors **buy** famous paintings	Famous paintings **are bought** by art collectors.
present continous	The Cineplex **is showing** that film.	That film **is being shown** at the Cineplex.
present perfect	All the critics **have reviewed** that book.	That book **has been reviewed** by all the critics.
simple past	Vera Wang **designed** this dress.	This dress **was designed** by Vera Wang.
past continous	Last year, World Air **was** still **selling** tours to the Ivory Coast.	Last year, tours to the Ivory Coast **were** still **being sold.**
future with will	The children **will return** the books tomorrow.	The books **will be returned** tomorrow.
be going to	Bart's Garage **is going to repair** my car this afternoon.	My car **is going to be repaired** at Bart's Garage this afternoon.

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* tests.

UNIT 1 Lesson 1

Expressing possibility with maybe

Remember: You can also express possibility with maybe. Maybe is usually placed at the beginning of a sentence. You can use maybe with all verb tenses and with modals.

Maybe he'll arrive on time. (= He may arrive on time.)
Maybe they missed the plane. (= It's possible they missed the plane.)
Maybe the weather's too bad for the beach. (= The weather might be too bad for the beach.)
Maybe I should stay home. (= It might be a good idea to stay home.)

Be careful! Don't confuse maybe and may be.

She **may be** at the office. NOT She ~~maybe~~ at the office.
Maybe she's at the office. NOT ~~May be~~ she's at the office.

A On a separate sheet of paper, rewrite each sentence with maybe.

1 She may be the new manager.
2 It may rain this evening.
3 The cinema may be closed.
4 He may be able to get an appointment tomorrow.
5 They may be lost.

Drawing conclusions with probably and most likely

To draw conclusions with less certainty than with must, you can use probably or most likely.

In the affirmative, probably and most likely are usually placed after the verb be.

They**'re probably** (OR They**'re most likely**) in traffic.
It**'s probably** (OR It**'s most likely**) going to snow.

In the negative, place probably or most likely before isn't or aren't. With is not or are not, place probably before not.

She **probably** (OR She **most likely**) **isn't** feeling well.
She**'s probably** (OR She**'s most likely**) **not** feeling well.

Always place probably or most likely before verbs other than be.

He **probably** (OR He **most likely**) **went** home early. NOT He ~~went probably~~ home early.
She **probably** (OR She **most likely**) **doesn't have** a car. NOT She ~~doesn't have most likely~~ a car.

Remember:
You can also use Most likely or Probably at the beginning of a full sentence.
Most likely (OR **Probably**) he went home early.
Most likely (OR **Probably**) she doesn't have a car.

B On a separate sheet of paper, rewrite each sentence with probably or most likely.

1 She must be very tired.
2 He must be buying the tickets.
3 They must not have a car.
4 He must not know the theater is closed.
5 They must be Harry's brothers.
6 She must be a great runner.

Modals: common errors

Never add the -s ending to a modal. Modal verbs do not have a third-person form.

She **should** have studied engineering. NOT She ~~shoulds~~ have studied engineering.

Never follow a modal with an infinitive or a gerund. Always use a base form.

I **can go** swimming tomorrow. NOT I can ~~to~~ go swimming tomorrow.
They'**ll stay** in a vacation rental apartment. NOT They'll ~~staying~~ in a vacation rental apartment.

Don't follow a modal with another modal, except when using modal-like expressions be able to and have to.

He **must not be able to** get tickets to the late show. NOT He must ~~cannot~~ get tickets to the late show.
I **will have to** work late. NOT I will ~~must~~ work late.

C **Correct the errors in the sentences.**

1 Carla mights have already gone to class.
2 The people in this office must to be called by their title and last name.
3 They will can take a tour of the Shanghai office this afternoon.
4 We may not driving to the office tomorrow. They say the traffic will be bad.
5 Eric must to not know the address of the theater.

Can and be able to: present and past

You can use can or be able to + base form for ability or possibility. Can is more frequent in spoken language.

He **can drive**. = He's **able to drive**. (ability)
Valeria **can meet** Mike at two. = Valeria **is able to meet** Mike at two. (possibility)
She **can't play** tennis. = She **isn't able to** play tennis. (ability)
We **can't go** kayaking tomorrow. = We **aren't able to go** kayaking tomorrow. (possibility)

Use could or was / were able to + base form to talk about ability in the past.

When I was four, I **could read**. OR When I was four, I **was able to read**.
You **couldn't speak** English before you were fifteen. OR You **weren't able to speak** English before you were fifteen.

Use was / were able to (NOT could) for affirmative past statements of possibility. Use couldn't or wasn't / weren't able to for negative past statements of possibility.

Mark **was able to be** at the party yesterday. NOT Mark ~~could be~~ at the party yesterday.
We **couldn't go** to the meeting last week. OR We **weren't able to go** to the meeting last week.
They **couldn't understand** the map. OR They **weren't able to understand** the map.

D **On a separate sheet of paper, change can to be able to in the sentences.**

1 She can ride a mountain bike.
2 I can't meet you downtown because my wife is using the car.
3 Ed can take you to the bank tomorrow.
4 Silvia can't find a parking space.
5 I can understand Portuguese, but I can't speak it.
6 She can be here before six.

E **On a separate sheet of paper, change the statements from the present to the past. More than one correct answer may be possible.**

1 They're able to help us.
2 Margaret and Kate can't go to the game.
3 I'm able to get there before noon on most days.
4 Marcia can bring a fishing rod for the kids.
5 Morgan and Clark aren't able to go hiking on vacation.

Be able to: present perfect

Use be able to (NOT could) with the present perfect.

I **have been able to** swim since I was 8 years old. NOT ~~I've could~~ swim since I was 8 years old.
She **hasn't been able to** travel outside of the country for the last five years. NOT She ~~hasn't could~~ travel outside of the country for the last five years.

F **Correct the errors in the sentences, using a form of be able to.**

1 I haven't could get my new passport yet, so I can't make a reservation for the flight right now.

2 Have they could call the restaurant to see if it's open today?

3 She's could get to the beach must faster since they repaired the old road.

4 We've been away for a month, so we haven't could visit our kids.

Tag questions: short answers (expansion)

Tag questions are yes / no questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all yes / no questions, use the same tense or modal as the question. Below are the short answers to the tag questions from page 6.

	Short answers
You're Amy, **aren't you?**	Yes, I am. / No, I'm not.
He speaks Arabic, **doesn't he?**	Yes, he does. / No, he doesn't.
She's going to work, **isn't she?**	Yes, she is. / No, she isn't.
They'll call back, **won't they?**	Yes, they will. / No, they won't.
There are a lot of cars, **aren't there?**	Yes, there are. / No, there aren't.
There's enough salt, **isn't there?**	Yes, there is. / No, there isn't.
You were here, **weren't you?**	Yes, I was. / No, I wasn't.
They went home, **didn't they?**	Yes, they did. / No, they didn't.
It's been really cold, **hasn't it?**	Yes, it has. / No, it hasn't.
Ben would like La Paz, **wouldn't he?**	Yes, he would. / No, he wouldn't.
They can swim, **can't they?**	Yes, they can. / No, they can't.
They have to be here by 6:00, **don't they?**	Yes, they do. / No, they don't.
You're not Tom, **are you?**	Yes, I am. / No, I'm not.
I don't know you, **do I?**	Yes, you do. / No, you don't.
We're not going to stay, **are we?**	Yes, we are. / No, we're not.
It won't start late, **will it?**	Yes, it will. / No, it won't.
There aren't any job openings, **are there?**	Yes, there are. / No, there aren't.
There isn't any traffic, **is there?**	Yes, there is. / No, there isn't.
She wasn't teaching, **was she?**	Yes, she was. / No, she wasn't.
We didn't eat there, **did we?**	Yes, we did. / No, we didn't.
He hasn't been home long, **has he?**	Yes, he has. / No, he hasn't.
You wouldn't say that, **would you?**	Yes, I would. / No, I wouldn't.
She can't speak Portuguese, **can she?**	Yes, she can. / No, she can't.
We don't have to be early, **do we?**	Yes, we do. / No, we don't.

A **Complete each conversation by circling the correct tag question and completing the short answer.**

1 **A:** Helen would like to study architecture, **(would / wouldn't)** she?
B: Yes, ...
2 **A:** The flight is very long, **(is / isn't)** it?
B: No, ...
3 **A:** They went to college together, **(did / didn't)** they?
B: Yes, ...
4 **A:** We have a meeting later, **(haven't / don't)** we?
B: No, ...
5 **A:** Their trip was delayed, **(wasn't it / weren't there)**?
B: Yes, ...
6 **A:** You made an appointment, **(did / didn't)** you?
B: No, ...
7 **A:** They haven't called yet, **(have / did)** they?
B: Yes, ...
8 **A:** We can park here, **(can't / don't)** we?
B: No, ...
9 **A:** The meeting is by video conference, **(is** it **/ isn't it)**?
B: Yes, ...
10 **A:** There isn't any sugar, **(is there / is it)**?
B: No, ...

B **Correct the error in each item.**

wouldn't
She'd like to work abroad, ~~would~~ she?

1 It's a short meeting, is it?
2 You're Becca's sister, weren't you?
3 Bill didn't take the train, didn't he?
4 Greg saw that movie twice, hasn't he?
5 Lisa has been to Australia, hasn't Lisa?
6 There were a lot of people at the meeting, wasn't it?
7 The students don't know about the test, don't they?
8 They'd prefer to eat in a restaurant, would they?
9 It's very important to dress appropriately, aren't they?
10 I'm late, wasn't I?

UNIT 2 Lesson 1

The causative make to indicate obligation

The causative make is used to express the idea that one person forces another person to do something. Use a form of make + an object and the base form of a verb.

		object	base form	
They	make	their kids	wash	the dishes after dinner.
His dad	made	him	wear	a tie

A **Complete the statements and questions, using the correct form of the causative make.**

Are you going to ..... (your brother / drive) you to the airport?
Are you going to make your brother drive you to the airport?

1 Our boss may ..... (us / sign) the forms.
2 Last week, Kelly's mother ..... (her / apologize) to her friend.
3 Is he going to ..... (us / turn off) our phones?
4 We always ..... (our kids / do) their homework before dinner.
5 If the clothes are bad quality, you can ..... (the store / give) you your money back.
6 The restaurant is so formal they ..... (you / wear) a suit.

Let to indicate permission

Let has the same meaning as permit. Use let to indicate that permission is being given to do something.

The boss **let** her assistant **leave** the office early.
He doesn't **let** his children **watch** a lot of TV.

Use an object and the base form of a verb with let.

	object	base form	
I	let	my sister	drive my car.

Be careful! Don't use an infinitive after let.
Don't say: I let my sister ~~to drive~~ my car.

B **On a separate sheet of paper, rewrite each sentence, using let.**

1 They don't permit their son to drink soda.
2 Don't permit them to move the meeting up a month.
3 I wouldn't permit my dog to sleep in my bed.
4 You should permit your sister to wear your dress to the party.
5 My parents didn't permit me to go to the mall alone.
6 You should always permit people to make their own decisions.
7 Our boss didn't permit us to take extra vacation days.

UNIT 2 Lesson 2

The passive causative: by phrases (review)

As with all passives, use a by phrase to add specific or important information. If knowing who performed the action is not important, you don't need to include a by phrase.

I had my dog groomed **by someone** at Doggie Spa. (not necessary)
I had flowers delivered **by Flora's Flower Service**. (specific information)

A **On a separate sheet of paper, use the cues to write advice about services, using You should and the passive causative get or have. Use a by phrase if the information is specific or important.**

pants / shorten / the tailor / George's Men's Shop
You should get your pants shortened by the tailor at George's Men's Shop.

1 computer / fix / Valerie / Genius Tech Support
2 dog / walk / Ken / Pets and Friends
3 clothes / dry-clean / Mr. Snyder / Village Cleaners
4 hair / cut / Eva / Sunflower Salon
5 shoes / repair / someone / Leather Experts

UNIT 3 Lesson 1

Verbs followed by noun clauses (expansion)

The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, that is optional.

He	agrees thinks believes feels	(that) mystery novels are better than science fiction.	I	assume suppose doubt guess	(that) this blog is very popular right now.
We	hear see understand hope	(that) the author is working on a new book.	She	forgot noticed realized remembered knew	(that) the newspaper was sold out.
They	decided discovered dreamed learned	(that) there would be a new manager next year.			

Adjective complements

Use a clause after a predicate adjective of emotion to explain a reason. That is optional.

I'm	afraid angry	(that) I will be late to the concert.
We're	worried ashamed	(that) we won't finish reading the book before class.
They're	happy sad	(that) the year is almost over.
He's	sorry unhappy	(that) the event is canceled.
She's	surprised disappointed	(that) not many people bought the book.

A On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.

1 I'm really happy . . .
2 In the future, I hope . . .
3 In the last year, I learned . . .
4 Last week, I forgot . . .
5 Last year, I decided . . .
6 Not long ago, I remembered . . .
7 Now that I study English, I know . . .
8 Recently, I dreamed . . .
9 Recently, I heard . . .
10 Sometimes I'm worried . . .
11 This year, I was surprised to discover . . .
12 When I was young, I couldn't believe . . .
13 (Your own idea)
14 (Your own idea)

UNIT 3 Lesson 2

Embedded questions with whether

You can also use whether to begin embedded yes / no questions.
Whether has the same meaning as if.

Tell me **if that book is a page-turner**. = Tell me **whether that book is a page-turner**.
I'd like to know **if he read the article**. = I'd like to know **whether he read the article**.
Could you tell me **if the newsstand has closed**? = Could you tell me **whether the newsstand has closed**?

In spoken English, people commonly use "whether or not" as an alternative to "whether." The meaning is the same.
I'd like to know **whether or not** it's going to rain tomorrow.

A On a separate sheet of paper, rewrite each embedded question, using whether.

1 Do you know if this book is a best-seller?
2 Have you heard if the movie is sold out?
3 We're not sure if the flight is canceled.
4 Could you tell me if you're going to be late?
5 I can't remember if that book has a happy ending.
6 I wonder if the concert was very long.

Embedded questions: usage and common errors

You can use an embedded question to ask for information more politely.

Am I late? → Can you tell me **if I'm late**?
What time is the play? → Would you mind telling me **what time the play is**?
Why isn't it working? → Could you explain **why it isn't working**?
Where's the movie theater? → Do you know **where the movie theater is**?
How do I get to the train station? → Can you show me **how I get to the train station**?

Phrases that are often followed by embedded questions

I don't know . . .
I'd like to know . . .
Let me know . . .
I can't remember . . .
Let's ask . . .
I wonder . . .
I'm not sure . . .
Do you know . . . ?
Can you tell me . . . ?
Can you remember . . . ?
Could you explain . . . ?
Would you mind telling me . . . ?

Embedded questions: punctuation

Sentences with embedded questions are punctuated according to the meaning of the whole sentence.

If an embedded question is in a statement, use a period.
I'd like to know (something). → I'd like to know **where it is**.

If an embedded question is in a question, use a question mark.
Can you tell me (something)? → Can you tell me **where it is**?

Be careful! Do not invert the subject and verb in embedded questions. Use regular statement word order.

Do you know **why she doesn't like** the book?
NOT Do you know why ~~doesn't she like~~ the book?
Can you tell me **whether the train is** on time?
NOT Can you tell me ~~is the train~~ on time?

B On a separate sheet of paper, combine each phrase and question to write a statement or question with an embedded question.

1 They'd like to understand **(Why was the meeting canceled?)**
2 We're not sure **(What time is the party?)**
3 Please let me know **(When is the concert?)**
4 Can you tell me **(How do I get to the bank?)**
5 Please tell the class **(What is your favorite book?)**
6 I wonder **(Who painted this picture?)**

C On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions. Begin each one with a different phrase.

Where's the newsstand?
Can you tell me where the newsstand is?

1 When is the next bus?
2 Who made the hotel reservation?
3 Where is the nearest pharmacy?
4 What time is the movie?
5 Why is this e-reader not working?
6 How long is the audiobook?

D Correct the wording and punctuation errors in each item.

1 Can you tell me how much does the newspaper cost.
2 Do you remember when was it written?
3 I was wondering where is the bathroom.
4 I'm not sure why did he dislike the book.
5 I'd like to know who is the author?
6 I wonder will it rain tomorrow?
7 Could you please tell me when does the train arrive?

UNIT 4 Lesson 1

Verb usage: present and past (overview)

Use the simple present tense (but NOT the present continuous):

- **for facts and regular occurrences.**
  I **study** English. Class **meets** every Tuesday. Water **freezes** at 0 degrees Celsius.
- **with frequency adverbs and time expressions.**
  We always **eat** lunch at 1:00.
- **with stative (non-action) verbs.**
  I **know** them very well.
- **to express future actions, especially those indicating schedules.**
  The next train to Cuzco **leaves** at 3:45.

Use the present continuous (but NOT the simple present tense):

- **for actions happening now (but NOT with stative or non-action verbs).**
  They**'re reading** in the library.
- **for actions occurring during a time period in the present.**
  This year, I**'m studying** history.
- **for some future actions, especially those already planned.**
  Next week, I**'m going** on vacation.

Use the present perfect or the present perfect continuous:

- **for unfinished or continuous actions that began in the past.**
  We**'ve lived** in this city since 2018. OR We**'ve been living** in this city since 2018.
  I**'ve studied** history for three years. OR I**'ve been studying** history for three years.

Use the present perfect (but NOT the present perfect continuous):

- **for completed or non-continuing actions that occurred at an unspecified time in the past.**
  I**'ve read** that book four times.
  I**'ve** already **traveled** there.
  She**'s met** him before.

Use the simple past tense:

- **for actions completed at a specified time in the past.**
  I **ate** at that restaurant on Monday. NOT ~~I've eaten~~ at that restaurant on Monday.

Use the past continuous:

- **for one or more actions in progress at a time in the past.**
  At 5:00, we **were working**.
  He **was reading**, and I **was talking** on the phone.

Use the past continuous and the simple past tense:

- **for a continuing action in the past that was interrupted.**
  I **was making** dinner when the phone **rang**.

Use <u>use to</u> / <u>used to</u>:

- **for past situations and habits that no longer exist.**
  I **used to be** a vegetarian, but now I'm not.
  They **didn't use to travel** a lot, but now they do.

Use the past perfect:

- **to indicate that one past action preceded another past action.**
  When I called, they **had** already **left** the house.

Stative (non-action) verbs

appear	know	see
be	like	seem
believe	look	smell
belong	love	sound
contain	need	suppose
cost	notice	taste
feel	own	think
hate	possess	understand
have	prefer	want
hear	remember	weigh

Remember:
The present continuous for the future can also be used with schedules (because these are already planned).
The next train to Cuzco **is leaving** at 3:45.

Remember:
The simple present tense can be used for the future, especially when describing schedules (because those are already planned).

A Correct the verbs in the sentences.

1 This afternoon, we play soccer outside.
2 Every Saturday, I'm visiting my grandmother.
3 The bus is always arriving at 8:30.
4 I drive to the pharmacy right now.
5 I have been seeing that movie three times.
6 Greg is wanting to go home soon.
7 Yesterday we studied when the phone rang.
8 He's usually eating healthy food.
9 She used to wear glasses since 2015.
10 She talks to the doctor about her symptoms now.

B **Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.**

☑ The Smiths have lived here since January.
The Smiths have been living here since January.

☐ **1** She has already seen the doctor.
☐ **2** The kids have played soccer all day.
☐ **3** How many times have you been to London?
☐ **4** How long have they studied medicine?
☐ **5** This is the first time I've tried Thai food.
☐ **6** I have waited here for you for an hour!
☐ **7** Have you met my sister, Alice?
☐ **8** She has seen Dr. Thomas since 2017.
☐ **9** He has lived alone for two years.
☐ **10** I still haven't bought a new car.

C **Complete each conversation with the past perfect when possible. Otherwise, use the simple past tense or the present perfect. Use contractions and already if you can.**

1 **A:** I hope we're not late. I'm worried that the meeting ..... (start).
B: No worries. It's only ten to. We'll be there on time.

2 **A:** You look really tired. Are you OK?
B: I'm fine. But I ..... (not / sleep) very well last night.

3 **A:** ..... you ..... (meet) Brian? He's the new assistant.
B: Actually, Brian and I ..... (meet) this morning.

4 **A:** How did the video call go?
B: Very well, thanks. By the time the call ended, we ..... (discuss) everything we needed to.

5 **A:** Let's go see *The Apartment* this weekend. I hear it's a great movie.
B: Sorry, but I ..... (see) it.

6 **A:** ..... you ..... (have) a good time last night?
B: Yes and no. When I got home, I realized I ..... (forget) my purse at the restaurant!

UNIT 4 Lesson 2

Wish versus hope

Be careful! Don't confuse wish and hope. Hope expresses optimism or encouragement, not regret. Don't use a conditional form after hope.

I hope (that) you feel better. NOT I ~~hope (that) you felt~~ better.
I wish (that) you felt better. NOT I ~~wish (that) you feel~~ better.

A **Complete each sentence with wish or hope.**

1 We ..... you all have a great time on your vacation!
2 Do you ever ..... you didn't have to do any household chores?
3 That test was really difficult. I ..... I never have to take it again!
4 Tom had a great trip to Thailand. He ..... he can go back there again.
5 I called Meryl this morning. She said she ..... she didn't have such a bad cold.
6 Everyone..... the future will be better than the past.

UNIT 5 Lesson 1

Direct speech: punctuation rules

When writing direct speech, use quotation marks to indicate the words the speaker actually said. Put final punctuation marks before the second quotation mark.

Ellen said, "Don't forget an umbrella."

Use a comma after the verb or verb phrase that introduces the quoted speech.

He said, "Call me when you get home."

Begin the quoted speech with a capital letter.

I said, "Please close all the windows before the storm."

A **On a separate sheet of paper, write and punctuate each of the statements in direct speech.**

They said don't take the warning lightly

They said, "Don't take the warning lightly."

1 Megan told me bring a flashlight
2 My parents said please come home early
3 I said there's a flood downtown
4 She said look at today's newspaper
5 He said don't forget to buy milk on the way home
6 I told them please call me when you can
7 Tim said I'm sorry I can't visit you tomorrow

B **On a separate sheet of paper, change each statement in indirect speech to direct speech.**

They told us not to use public transportation.

They told us, "Don't use public transportation."

1 The teacher told us to use the stairs, not the elevator.
2 My friend called and said to turn on the news.
3 They said not to call after 10 p.m.
4 Carla told me not to drive during the storm.

UNIT 5 Lesson 2

Indirect speech: optional tense changes

When the reporting verbs say or tell are in the simple past tense, it's not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:

When the statement refers to something JUST said:

I just heard the news. They said an earthquake **is** coming.
OR I just heard the news. They said an earthquake **was** coming.

When the quoted speech refers to something that's still true:

Harry told us he **wants** to buy emergency supplies.
OR Harry told us he **wanted** to buy emergency supplies.

When the quoted speech refers to a scientific or general truth:

They said that tsunamis **are** caused by earthquakes.
OR They said that tsunamis **were** caused by earthquakes.

Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.

They **say** the hurricane **is** expected to arrive this evening.
NOT They say the hurricane ~~was~~ expected to arrive this evening.

A **On a separate sheet of paper, write each direct speech statement in indirect speech. Change the verb in the indirect speech only if necessary.**

1 They just said, "This hurricane is going to be the worst in years."
2 Kelly said, "The earthquake caused a fire downtown."
3 They told me, "Don't wait for us if we're late."
4 He said, "Turn on the TV. There's an awful storm in Hawaii."
5 They say, "It's safer to take the stairs than the elevator during an emergency."
6 The news is saying, "Watch out for floods in your neighborhood."
7 My husband just told me, "We should find shelter immediately."
8 When I was a child, my parents told me, "Being prepared for an emergency is very important."

UNIT 6 Lesson 1

Expressing the future (review)

These forms can express or imply the future:

The present continuous

My shoulder has hurt for days. I'**m calling** the doctor tomorrow.
What **are you doing** this evening? I'**m going** to the movies.

The simple present tense

The store is usually open until 8:00, but it **closes** at 5:00 tomorrow.

Although should, could, ought to, may, might, can, and have to are not future forms, they often imply a future action.

You **could call** her (tomorrow).
We **should visit** them (this summer).

A Read each sentence. Check the sentences that have future meaning.

- ☐ **1** They're taking me out for dinner tonight.
- ☐ **2** Craig washes the dishes after dinner.
- ☐ **3** We should be back by 8:00 p.m.
- ☐ **4** I watch TV while I make dinner.
- ☐ **5** They might go to the beach this weekend.
- ☐ **6** I call her as often as I can.
- ☐ **7** Dr. Wu should call me after she gets my results.
- ☐ **8** Our class is ending early tonight.
- ☐ **9** Their flight is arriving at 4:30.
- ☐ **10** Laura is doing her homework.

The future with will and be going to (review)

Use will or be going to to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.

Buying a new computer **will cost** a lot of money. = Buying a new computer **is going to cost** a lot of money.

Use be going to to express a plan.

My tooth has been killing me all week. I'**m going to call** a dentist. NOT ~~I will call~~ a dentist.

Be careful! Will is also used for willingness. This use of will doesn't have a future meaning. Be going to cannot be used for willingness.

A: Is it true that you **won't go** to the beach?
B: I'**ll go** to the beach, but I **won't swim** in the ocean. NOT ~~I'm going to go~~ to the beach, but ~~I'm not going to swim~~ in the ocean.

B Complete the conversations, using will or be going to.

1 **A:** Would you like to go to biking with us? We ..... (leave) in an hour.
B: Sure! I'd love to.
2 **A:** Are you a vegetarian?
B: No. The only thing I ..... (not eat) is red meat.
3 **A:** Wow! You are cooking a lot of food.
B: We ..... (have) a big party tomorrow.
4 **A:** Have you seen the news? They say there ..... (be) a big storm this weekend.
B: Oh no! That's awful.
5 **A:** Are you free tomorrow night? Would you like to go to the movies?
B: Maybe another time. Tomorrow I ..... (go) to a concert.

UNIT 6 Lesson 2

Regrets about the past: should have, ought to have, and wish + the past perfect

Should have and ought to have + past participle

Ought to have has the same meaning as should have.

I **should have left** for the airport earlier. = I **ought to have left** for the airport earlier.
I **shouldn't have ordered** two desserts. = I **ought not to have ordered** two desserts.

Wish + the past perfect

I **wish** I **had studied** medicine. I would have loved to be a doctor.
Do you **wish** you **had played** on a soccer team?

Note: American English speakers commonly use should have instead of ought to have in negative statements and in questions

A **On a separate sheet of paper, rewrite the statements and questions, changing wish + the past perfect to should have or ought to have.**

She wishes she had started a new company. (ought to)
She ought to have started a new company.

1 They wish they had taken the train instead of driving. (should)
2 I wish I had called to make a reservation at the restaurant. (ought to)
3 Do you wish you had taken the business class? (should)
4 He wishes he had studied more for the test. (ought to)
5 We wish we hadn't gotten tickets for the late show. (should)

B **On a separate sheet of paper, answer each question with a statement, using wish + the past perfect.**

1 Katie said, "I should have gotten more sleep." *What does Katie wish?*
2 Jason said, "I shouldn't have dropped out of business school." *What does Jason wish?*
3 Ted's friend said, "You ought to have bought a plug-in car." *What does Ted's friend wish?*
4 Ms. Cooke said, "I ought to have spent less money on my vacation." *What does Ms. Cooke wish?*

UNIT 7 Lesson 1

Adjective clauses: common errors

Remember:
Use the relative pronouns who or that for adjective clauses that describe people. Use that for adjective clauses that describe things.
Carnaval is a holiday that is very popular in Brazil. NOT Carnaval is a holiday ~~who~~ is very popular in Brazil.

Don't use a subject pronoun after the relative pronoun.
Don't say: Carnaval is a holiday that it is very popular in Brazil.

A **On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use who whenever possible. When it isn't possible, use that.**

The tour guide was very helpful. / She told us about the local traditions.
The tour guide who told us about the local traditions was very helpful.

1 The store is closed today. / It sells decorations.
2 The costumes are very beautiful. / They are worn in the parade.
3 My friend is coming to visit next year. / She lives in Seattle.
4 The hotel is very expensive. / It has a swimming pool.
5 The student is always late! / He sits next to me.
6 The festival is my favorite. / It's next week.

Reflexive pronouns

A reflexive pronoun should always agree with the subject of the verb.
They really enjoyed **themselves** watching the fireworks.
I taught **myself** to cook some traditional holiday dishes.

Common expressions with reflexive pronouns

be proud of oneself	They **were proud of themselves** after their presentation.
believe in oneself	**Believing in yourself** is an important part of success.
enjoy oneself	The kids **enjoyed themselves** at the parade.
feel sorry for oneself	He shouldn't sit around **feeling sorry for himself**.
give oneself (something)	I decided to **give myself** a treat, so I got a massage.
help oneself (to something)	We **helped ourselves** to some more *mochi*.
hurt oneself	Zelda **hurt herself** while playing soccer.
introduce oneself	She **introduced herself** to me at the party.
take care of oneself	I try to **take care of myself** and get enough sleep.
talk to oneself	Are you talking to me or are you **talking to yourself**?
teach oneself (to do something)	Barry **taught himself** to play the piano.
tell oneself (something)	I **told myself** I would get up early to see the sunrise.
work for oneself	Vanessa has **worked for herself** for several years now.

Reflexive pronouns

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

B **Complete the sentences with reflexive pronouns.**

1 The cake was delicious, so I helped ..... to some more.
2 My aunt has been working for ..... ever since she started her own company.
3 Their son really hurt ..... playing near the stove.
4 My friend and I really enjoyed ..... on our vacation.
5 I met your sisters yesterday! We were at a party and they introduced ..... .
6 Have you been teaching ..... how to cook?
7 After the accident, I didn't want to stay at home feeling sorry for ..... , so I visited some friends.

C **Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.**

1 You need to be careful with fireworks or you'll ..... .
2 How did you ..... how to play the guitar?
3 It's important to ..... when you are sick.
4 .....
5 .....

By + reflexive pronouns

Use by with a reflexive pronoun to mean "alone."
She has an apartment where she lives **by herself**.
It's not possible to learn to drive **by yourself**. You need help from a qualified driver.

D **Complete each sentence with by and a reflexive pronoun.**

1 Did he put up decorations for the party ..... ?
2 She was able to fix his car ..... .
3 Very young children shouldn't cross the street ..... .
4 I just wanted to relax, so I went on vacation ..... .

Reciprocal pronouns: each other and one another

Each other and one another have the same meaning, but one another is more formal.
On some holidays, people give **each other** (or **one another**) gifts.
We talk to **each other** (or **one another**) on the phone every day.

Be careful! Reciprocal pronouns don't have the same meaning as reflexive pronouns.
They looked at **themselves**. (Each person looked at himself or herself in a mirror.)
They looked at **each other**. (Each person looked at the other person.)

E **On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own.**

At La Tomatina, in Spain, people throw tomatoes at other people.
At La Tomatina, in Spain, people throw tomatoes at each other.

1 In most places in the world, people wish other people well at New Year celebrations.
2 At Carnaval in Brazil, people dance with other people in parades in the streets.
3 In many countries, people give gifts to other people on Christmas.
4 During the Thai Songkran festival, people throw water at other people and wish other people well.
5 .....

UNIT 7 Lesson 2

Adjective clauses: whom in formal English

In formal written or spoken English, use who for subject relative pronouns and whom for object relative pronouns.

subject
The tour guide **who** showed us the Grand Canyon was great.
The tour guide was great. She showed us the Grand Canyon.

object
The tour guide **whom** we paid for the tickets was great.
The tour guide was great. We paid her for the tickets.

Remember: An object relative pronoun can be omitted.
The tour guide we paid for the tickets was great.

A Complete each formal sentence with who or whom.

1 The colleague ..... you met at the meeting is getting a promotion.
2 The dancers ..... performed last night were amazing.
3 The friends ..... we invited for dinner had to cancel.
4 The woman ..... works at the bank was very helpful.
5 Are you someone ..... I can ask to help me?
6 The woman ..... I met at the hotel recommended a great restaurant.
7 The manager ..... I work for is moving to another city.
8 I was really happy with the tailor ..... you recommended.
9 My relatives ..... live in London are coming to visit me.
10 The assistant ..... you are going to speak to is named Mark.

UNIT 8 Lesson 1

Real and unreal conditionals (review)

Real conditionals

Real (or "factual") conditionals express factual results or future results of real conditions.

***Factual results:* Use the present of be or the simple present tense in both clauses.**
If you **press** this button, the machine **makes** juice.
If the temperature of water **goes** below 0 degrees Celsius, it **freezes**.

***Future results:* Use the present of be or the simple present tense in the if clause. Use a future form (the future with will, be going to, or the present continuous with future meaning) in the result clause.**
If I **oversleep**, I'**ll be** late for work.

Unreal conditionals

Unreal conditionals express the results of conditions that don't exist. Use the simple past tense or were in the if clause. Use would + a base form in the result clause. The clauses can be in either order. Use a comma when the if clause comes first.
If the high-speed train **were** less expensive, I **would buy** a ticket.
If they **had** a robot in their house, it **would clean** for them.
I **would remember** to drink more water if I **had** a smart water bottle.

Remember:
Conditional sentences have two clauses: an if clause and a result clause.
- **Don't use a future form in an if clause.**
  Don't say: If I ~~will be~~ late, I'll call you.
- **Don't use would in an if clause.**
  Don't say: If they ~~would be~~ here, they would love the food.

A Correct the errors in the conditional sentences. More than one correct answer may be possible.

1 If you will get a smart fridge, it will make shopping easier.
2 Most people would like the plant hamburger if they try it.
3 If the weather will be warmer, I'd to go the beach.
4 Will you walk to work if your car broke down?
5 If I was you, I would call them now.
6 Where would you go if you would go on vacation?
7 This phone will be OK if you got a new battery.
8 If I would have a chance, I would work closer to where I live.

Unless in conditional sentences

You can use unless instead of if + not.
Unless you buy a water purifier, you won't have clean water on your camping trip.
(= If you don't buy a water purifier, . . .)
He wouldn't go for a long run **unless** he had his fitness tracker with him.
(= . . . if he didn't have his fitness tracker with him.)

B On a separate sheet of paper, rewrite the sentences, changing if + not statements to unless and making any necessary changes.

If you don't leave now, you'll be late to the airport. *Unless you leave now, you'll be late to the airport.*

1 If you don't have a new phone, the app doesn't work.
2 If you aren't in a hurry, you should go by bike.
3 Scott doesn't buy a new gadget if it's not cutting-edge.
4 The juicer doesn't work if you don't buy the vegetables from the company.

UNIT 8 Lesson 2

The unreal conditional: variety of forms

Unreal conditional sentences can have a variety of active and passive forms in either clause.

If I **had gone** to bed early, I **wouldn't have been** so tired in the morning.
If the train **had been delayed** for one more hour, we **would have missed** the wedding!
If email **hadn't been invented**, we **would** still **be using** fax machines for fast correspondence.
If they **had rented** a plug-in car, they **wouldn't have had to stop** to get gas.
If I **were choosing** a car to buy today, I **wouldn't buy** an SUV.
If Melanie **had studied** medicine, she **would be** a doctor today.

A **On a separate sheet of paper, complete the unreal conditional sentences in your own way, using either active or passive forms. Refer to the presentation above for some possibilities.**

1 If I had a self-driving car, . . .
2 The smartphone would have been less expensive if . . .
3 If we had checked the weather report, . . .
4 If this tablet had been available when I was looking for one . . .
5 . . . , we would have wasted a lot of money.
6 . . . , I wouldn't be studying English now.

UNIT 9 Lesson 1

Infinitives and gerunds (review)

Form

Infinitives: An infinitive is a verbal noun. It is formed with to + the base form of a verb.

vote → **to vote** increase → **to increase**

Gerunds: A gerund is also a noun formed from a verb. All gerunds end in -ing. To form a gerund, add -ing to the base form of a verb.

discuss → discuss**ing**

If the base form ends in a silent -e, drop the -e and add -ing.

change → chang**ing**

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (CVC) sequence, double the last consonant and then add -ing to the base form.

C V C
s i t → sit**t**ing

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

grow → grow**ing** fix → fix**ing** say → say**ing**

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

occur → occur**r**ing BUT order → order**ing**

Usage

Infinitives can function as subjects, direct objects, and subject complements within sentences.

To solve climate change should be our biggest goal. (subject)
I like **to discuss** political issues with friends. (direct object of verb like)
My biggest dream for the future is **to work** in politics. (subject complement after be)

Gerunds can also function as subjects, objects, and subject complements within sentences.

Debating different sides of issues is my favorite activity. (subject)
I love **learning** about science. (direct object of verb love)
I read an article about **voting**. (object of preposition about)
My favorite outdoor activity is **skiing**. (subject complement after be)

A **Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using gerunds and infinitives in the two ways shown.**

1 to lower
- **a** (as a direct object)
  They voted to lower the driving age.
- **b** (as a subject complement)
  His goal is to lower the cost of housing in the city.

2 to vote
- **a** (as the subject of a sentence)
- **b** (as a subject complement)

3 censoring
- **a** (as the subject of a sentence)
- **b** (as the object of the preposition of)

4 smoking
- **a** (as a direct object)
- **b** (as an object of the preposition to)

5 raising
- **a** (as the object of the preposition of)
- **b** (as a subject complement)

Infinitives: passive forms

Verbs that must be followed directly by an object before the infinitive can also be stated in the passive voice. Notice how the object in the active voice becomes the subject in the passive voice.

She allowed her kids to eat junk food on weekends. → Her kids **were allowed to eat** junk food on weekends.

They convinced everyone to stay for the meeting. → Everyone **was convinced to stay** for the meeting.

The school director urged students to register for classes early. → Students **were urged** by the school director **to register** for classes early.

B **On a separate sheet of paper, rewrite each active voice sentence in the passive voice. A by phrase is optional.**

1 The police ordered the protesters to go home.
2 We persuaded my mother to come live with us.
3 Gail reminded us to prepare for next week's meeting.
4 The company requires all employees to use a company credit card.
5 We've already told everyone to bring a dish to the party.
6 The news program warned people to evacuate before the hurricane hits.

UNIT 9 Lesson 2

Count and non-count nouns (review and expansion)

Count nouns name things that can be counted individually. They have singular and plural forms.

a moderate / moderates	a liberal / liberals	a candidate / candidates
a government / governments	an election / elections	an issue / issues

Non-count nouns name things that are not counted individually. They don't have singular or plural forms and they are not preceded by a or an. Use a singular verb with non-count nouns. To express a specific quantity of a non-count noun, use unit expressions.

a piece of information	a cup of coffee	three kilos of rice	an act of corruption

Many nouns can be used as count or non-count nouns, but the meaning is different.

He is studying **education** at the university. (= an academic subject)
She got **a** great **education** at Boston College. (= one person's specific education)

Crime is one of the biggest problems in the city. (= a general topic)
They went to the police station to report **a crime**. (= a specific incident)

I love **salad**. (the food, in general)
I had **a salad** for lunch. (one actual salad)

She has blond **hair**. (in general = all of her hair)
She got **a hair** in her eye. (= one individual strand of hair)

A **Complete each sentence with the correct form of each noun.**

1 The president has announced a new plan to fight ..... (poverty).
2 He's ..... (radical) who wants a lot of big changes to our government.
3 If ..... (education) doesn't improve, people will elect new leaders.
4 Some ..... (candidate) are more independent than others.
5 If I could give you one piece of ..... (advice), it would be to vote.
6 I think we should have ..... (election) more frequently.
7 It's impossible to end all ..... (crime).

UNIT 10 Lesson 1

Prepositions of place (expansion)

It's **in**	the Province of Quebec. the Ural Mountains. the Jordan Valley. the Atacama Desert. the Pacific Ocean. the state of Sonora.	It's **on**	the Korean Peninsula. Easter Island. Coronado Bay. the Amazon River. the coast. Lake Victoria.	It's in the central part It's northwest It's about 20 kilometers north **of** London.

A **Write the correct prepositions of place, using in, on, or of.**

1 Iquitos, Peru, is ..... the Amazon River, ... the province of Maynas.
2 Seoul is ..... the northern part ..... the Republic of Korea, ... the Han River.
3 Bolivia is north ..... Argentina.
4 Honolulu is ..... the southeast coast ..... Oahu.
5 Toronto is ..... the province of Ontario, ... Lake Ontario.
6 Tulum is ..... the Yucatán Peninsula.
7 The capital, Beijing, is located ..... the northern part ..... China.
8 The Canary Islands are 100 kilometers west ..... Morocco, ... the Atlantic Ocean.
9 Puno is ..... Lake Titicaca in Peru.
10 Santorini is a Greek island ..... the Mediterranean Sea, 150 kilometers north ..... Crete.

Proper nouns: capitalization

Capitalize names of:

places	Japan, Europe, Buenos Aires
languages / nationalities	German, Spanish, Korean
buildings and public places	the Paris Theater, the Burj Khalifa, Tower Bridge
organizations	the E.U., the World Health Organization, the U.N.
names and titles	John, John Taylor, Dr. John Taylor
days / months / holidays	Monday, January, New Year's Day
religions	Christianity, Hinduism, Islam
historic times or events	the Renaissance, the Cold War, the Edo Period

When a proper noun has more than one word, each word is capitalized, except for articles (the) and prepositions (of).

Buenos Aires	the Gulf of Alaska	Mount Kilimanjaro
Iguazu Falls	the Bay of Bengal	the University of the Arts

Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters. If an article or a preposition is the first word of a title, capitalize it.

One Hundred Years of Solitude	*Murder on the Orient Express*
The Economist	*Of Mice and Men*

B On a separate sheet of paper, rewrite each sentence with correct capitalization.

i'm watching the movie the avengers.
I'm watching the movie The Avengers.

1 i would like to visit the museum of modern art.
2 my friend works at the national stock exchange.
3 the olympic stadium in barcelona was built in 1927.
4 we loved the documentary about the ganges river.
5 my sister is studying italian.
6 california is in the western part of the united states.
7 our parents speak japanese and english fluently.
8 she's reading a book about the middle ages.
9 the tower of london is very interesting to visit.
10 their daughter was born last tuesday.
11 my aunt works for the european central bank.
12 i go to the highlight cinema every weekend.

Proper nouns: use of the

When a proper noun uses a political word such as republic, empire, or kingdom, use the.

the Czech Republic	the Roman Empire	the United Kingdom

When a proper noun includes the word of, use the.

with the	without the
the Republic of Korea	Korea
the City of Los Angeles	Los Angeles
the Kingdom of Norway	Norway

When a proper noun includes a geographical word such as ocean, desert, or river, use the. BUT do not use the with these geographical words: lake, bay, mountain, island, or park.

with the	without the
the Indian Ocean	Lake Michigan
the Sahara Desert	San Francisco Bay
the Persian Gulf	Monarch Mountain
the Seine River	Singapore Island
the Arabian Peninsula	Centennial Park

When words like east or southwest are used as the name of a geographical area, use the. Do not use the when they are used as adjectives.

with the	without the
the Middle East	Eastern Europe
the Far North	Northern Ireland
the West	West Virginia

When a proper noun includes a word that is a kind of organization or educational group, use the. Do not use the with a university or college (unless the name uses of).

with the	without the
the Culinary Institute	Boston College
the United Nations	Kyoto University
the World Bank	
the University of Edinburgh	

Do not use the with acronyms.

L.A. (Los Angeles)
NATO (the North Atlantic Treaty Organization)
APEC (Asia-Pacific Economic Cooperation)

C **Correct the errors in the sentences. Explain your answers.**

1 The Iceland is an island nation in North Atlantic Ocean.
2 I can't wait to visit the Berlin.
3 He is a very popular singer in the Korea.
4 I have met a lot of people from United States of America.
5 I lived in Central African Republic for about six months.
6 We studied together at University of Dublin.
7 Dominican Republic and the Haiti are neighbors on the same island.
8 He is interested in working for World Health Organization.
9 When she traveled to the Brazil, she brought her children with her.
10 Jennifer is a student at Technical Institute.
11 The Lebanon is a country in Middle East.
12 They are experts in the art history of Far East.

UNIT 10 Lesson 2

Suggestions and advice with could, should, ought to, and had better

Remember: The modal should is used with a base form to give advice. The modal could is used with a base form to suggest an option. Had better + a base form is used to give strong advice and warn of possible negative consequences.

They **should stay** on the path.
You **could take** a bus to see the volcano if you're not driving.
She'**d better be** careful.
They **shouldn't go** hiking when it's dark.
He'**d better not go** swimming alone at that beach.

Ought to + a base form can also be used to give advice. It has the same meaning as should, but it's slightly more formal. In American English, it's very uncommon to use ought to in negative statements or questions. Use shouldn't instead. However, ought to and should can both be used in embedded questions.

They **ought to stay** on the path.
Do you think **we ought to call** the hotel?

Remember:
Ought to have is used to express a regret about the past.
I ought to have married Ethan.

A **Rewrite what each person says, using ought to.**

1 "My advice? Go to the top of the Shanghai Tower."
You .....
2 "Your friends should make their reservations early."
Your friends .....
3 "I suggest that Max use his GPS to find that restaurant."
Max .....
4 "I have an idea. Text your wife and let her know you arrived safely."
You .....
5 "Here's my suggestion for you and your husband. Bring flashlights when you visit the cave."
You and your husband .....
6 "Do you think I should wear hiking boots when I go see the waterfall?"
Do you think I .....?

B **Using should, could, ought to, and had better, write four sentences in which you give advice to visitors to your country about places to see and things to do.**

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

Formal email etiquette

Social emails between friends are informal and have almost no rules. Friends use "emoticons" and abbreviations and don't mind seeing spelling or grammar errors.

However, email is also commonly used in business communication between people who have a more formal relationship. When writing a more formal email, it is not acceptable to use the same informal style you would use when communicating with a friend.

Emoticons

☺
☹

Abbreviations

LOL = "Laughing out loud"
LMK = "Let me know"
BTW = "By the way"
IMHO = "In my humble opinion"
FYI = "For your information"

For formal emails. . .

Do:

- Use a person's title and last name followed by a colon or comma in the salutation, unless you are already on a first-name basis (Note: A colon is considered a bit more formal.):
  Dear Mr. Taylor:
  Dear Dr. Madison,
  If you are on a first-name basis, it's appropriate to address the person with his or her first name and a comma:
  Dear Lisa,
- Write in complete sentences, not fragments or run-on sentences.
- Check and correct your spelling.
- Use capital and lowercase letters correctly.
- Use correct punctuation.
- Use a complimentary closing as in a formal letter, such as:
  Sincerely, Cordially, Thank you,
  Best (wishes / regards),
- End with your name, even though it's already at the top of the email.

Don't:

- Use emoticons.
- Use abbreviations such as "LOL" or "u" for "you."
- Use all lowercase or uppercase letters.
- Date the email the way you would a written letter. (The date is already at the top of the email.)

A **Circle all the formal email etiquette errors in the email to a business associate. Then explain your reasons.**

To: Steven Gallenti | From: Liam Byrne | Re: meeting

Steve, it was great to see u at the presentation last week. I was wondering if we could meet again sometime this week. Maybe on Thursday at your office? There's still a lot we need 2 discuss. 2 PM would be best for me LMK if u wanna change the time.

Guidance for the Writing Exercise (on page 9) **Use the do's and don'ts for formal emails to check the two email messages you wrote.**

UNIT 2

Supporting an opinion with personal examples

Use these expressions to state your opinions. Follow the punctuation style in the examples.

In my opinion,	**In my opinion,** it's usually best to get an expert's advice.
To me,	**To me,** it's good to try to fix things yourself first.
From my point of view,	**From my point of view,** if you aren't reliable, you're not going to do a good job.
I believe	**I believe** that good customer service is as important as being knowledgeable.
I find	**I find** being well organized helps a person get more done.

Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.

It's usually best to get an expert's advice, **in my opinion**.
Being well-organized helps a person get more done, **I find**.

Use personal examples to make your opinions clear and interesting to readers.

For example,	I'm usually very reliable. **For example,** I'm always on time.
For instance,	I don't mind doing favors for friends. **For instance,** I fed my friend's cat while she was on vacation.
. . . , such as . . .	I have excellent customer service skills, **such as** attentiveness and friendliness.
Whenever	Some problems require an expert. **Whenever** I have a problem with my car, I call the mechanic right away.
Every time	**Every time** I try to fix something myself, the problem gets worse.
When I was . . .	I had to learn how to be well organized. **When I was** a child, my room was always a mess.

Be careful! Do not use for example or for instance to combine sentences.
Don't write: I'm usually very reliable, ~~for example~~, I'm always on time.

Remember:
Use a comma before such as when it introduces an example.

A **On a separate sheet of paper, write a sentence expressing your personal opinion in response to each of the questions.**

1 Do you think it's important to be well organized?
2 Do you think it's OK to wear casual clothes in an office?
3 Do you think people should be loyal to businesses they know, or should they look for the business with the best price?

B **On a separate sheet of paper, provide a personal example for the positive or negative form of each of the statements.**

1 I (don't) like to ask friends and family for advice.
2 I'm (not) good at fixing things myself.
3 I (don't) often do favors for friends and family.
4 I (don't) always do the things I promise to do.

Guidance for the Writing Exercise (on page 21) **List the businesses and services that you would like to recommend. For each business you have visited or service you have used, write a sentence about your personal experience there, using the active or passive causative if possible. Was it a positive or negative experience? Use these personal examples in your writing.**

Summarizing

A good summary provides only the main ideas of a much longer reading, movie, or event. It should not include lots of details.

Here are two effective ways to write a summary:

1 **Answer basic information questions:** For a longer reading, one approach to writing a summary is to think about the answers to the basic questions of: Who?, What?, When?, Where?, Why?, and How?

2 **Focus on main ideas instead of details:** For a shorter reading, identify the main ideas. Sentences that are main ideas provide enough information to tell the story. After you have identified the sentences that express the main ideas, rewrite them in your own words.

Some basic information questions:

Who is the book about?
The book I read is about Nelson Mandela.

Who was Mandela?
Mandela was the president of South Africa from 1994 to 1999.

Why was he important?
He fought against apartheid and unified the country.

A **Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.**

1 Who is the movie about?
2 When does the movie take place?
3 Where does the movie take place?
4 In three to five sentences, what is the movie about?
5 What actors are in the movies? Who is the director?
6 (Add your own information question.)

B **Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.**

Forty years ago, most people in the United States didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work, on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and in some offices, suits and ties were rarely seen. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office.

Years later, some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Now the etiquette for dress in some companies is beginning to change back again.

After you have completed Exercise B, read this summary. How does it compare with the sentences you underlined in the article?

Forty years ago, most people in the United States didn't think about what to wear to work in an office. But in the 1990s, that started to change. During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work, on Fridays. The policy quickly became popular with employees. Years later, some people began to change their minds about casual dress at work. Now the etiquette for dress in some companies is beginning to change back again.

Guidance for the Writing Exercise (on page 35) **Using the reading material you've chosen, answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary of the material within your review.**

1 What is the title of the reading material you chose?
2 Who is the writer?
3 Who is it about?
4 What is it about?
5 Where does it take place?
6 When does it take place?
7 Why was it written?
8 Why is it important?
9 Did you like it? Why or why not?
10 Would you recommend it to others? Why or why not?

UNIT 4

Comparisons and contrasts

COMPARISONS — Use this language to compare two things:

To introduce similarities

be alike	Chinese traditional remedies and homeopathy **are alike** in some ways.
be similar to	Homeopathy **is similar to** Chinese traditional remedies in some ways.

To provide details

both	**Both** acupuncture and massage therapy are methods of pain relief. OR Acupuncture and massage therapy are **both** methods of pain relief.
and . . . too	Acupuncture is a method of pain relief, **and** massage therapy is **too**.
and . . . (not) either	Acupuncture isn't conventional Western medicine, **and** massage therapy **isn't either**.
also	An integrative approach **also** considers treatment of patients' emotional and social needs.
as well	An integrative approach considers treatment of patients' emotional and social needs **as well**.
Likewise,	A complementary approach supplements conventional medicine. **Likewise,** an integrative approach considers treatment of all patient needs.
Similarly,	**Similarly,** an integrative approach considers treatment of all patient needs.

CONTRASTS — Use this language to contrast two things:

To introduce differences

be different from	Conventional Western medicine **is different from** alternative approaches in a number of ways.

To provide details

but	Some doctors practice only conventional medicine, **but** others offer an integrative approach.
while / whereas	Some doctors practice only conventional medicine, **while** (or **whereas**) others offer an integrative approach. OR **While** (or **Whereas**) some doctors practice only conventional medicine, others offer an integrative approach.
unlike	An integrative approach considers patients' emotional and social needs, **unlike** conventional medicine. OR **Unlike** conventional medicine, an integrative approach considers patients' emotional and social needs.
However,	Most conventional doctors support their patients' use of complementary therapies. **However,** they request that their patients keep them informed.
In contrast,	Conventional treatments are scientifically tested. **In contrast,** people tend to claim success with alternative approaches based on personal experience.
On the other hand,	Conventional treatments are scientifically tested. **On the other hand,** people tend to claim success with alternative approaches based on personal experience.

A **On a separate sheet of paper, make comparisons, using the cues in parentheses.**

1 It can be scary to have a toothache while traveling. Feeling dizzy while on the road can be a frightening experience. (likewise)
2 Painkillers can often be bought without a prescription. Antihistamines can often be bought without a prescription. (both)
3 A broken tooth requires a visit to the dentist. A lost filling requires a visit to the dentist. (and . . . too)
4 An X-ray doesn't take much time to do. A blood test doesn't take much time to do. (and . . . not/either)
5 You may have to wait for the results of an X-ray. The results of a blood test may not be ready for several days. (similarly)

B **On a separate sheet of paper, make contrasts, using the cues in parentheses.**

1 If you feel pain in your back, you can try taking a painkiller. If you have pain in your chest, you should see a doctor. (on the other hand)
2 Homeopathy is fairly common in Europe. It is not as popular in the United States. (while)
3 An integrative approach considers patients' social needs. Other types of treatments do not. (unlike)
4 Conventional medicine and acupuncture have been used for thousands of years. Homeopathy was only introduced in the late eighteenth century. (whereas)
5 Many people choose conventional medicine first when they need medical help. About 30% of U.S. adults choose to use alternative remedies for some conditions. (however)

Guidance for the Writing Exercise (on page 47) **Write three statements that show similarities in the two approaches you chose to write about and three statements that show contrasts. Use the language of comparison and contrast in each statement. Use these statements in your writing.**

UNIT 5

Organizing detail statements by order of importance

One way to organize supporting details within a paragraph is by order of importance, usually beginning with the most important thing and ending with the least important. Or, if you wish, it is possible to reverse the order, beginning with the least important and building to the most important.

Imagine you are writing about how to prepare for a trip. Use words and expressions that indicate the relative importance of details to the reader.

First (of all), [OR **First and most important(ly)**,] make sure your passport is up-to-date. Nothing can be worse than arriving at the airport and not being able to get on the plane. **Second**, [OR **Next**, OR **Then** OR **Following that**,] check the weather for your destination. This will ensure that you bring the right clothes. It's terrible to arrive somewhere and find out that the weather is unusually cold for this time of year. The last thing you want to do is have to go shopping! **Last(ly)**, [OR **Finally**,] write down the phone number and address of your hotel or resort. It can be hard to get that information if your phone dies or doesn't have Internet access when you are out of your own country.

The following are two ways to construct the paragraph:

1 Write a topic sentence stating the main idea of the paragraph and then begin describing the details in order of importance.

The severity of an earthquake is determined by several factors. First and most important, the magnitude of the quake can make a huge difference. Really strong earthquakes cause lots of damage, even to well-constructed buildings, no matter where or when they occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, . . . etc.

2 Write a topic sentence that states the details in order of importance.

The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing. The magnitude of an earthquake is by far the most significant factor in its destructive power . . . etc.

A **On a separate sheet of paper, rewrite the paragraph, putting the tips in order of importance (in your opinion) and inserting words to indicate the relative importance of each item.**

Here are some things not to forget when preparing for an emergency. Have a discussion with all family members about the importance of listening to emergency broadcasts. Be sure they understand the importance of following all emergency instructions carefully: Their lives could depend on that. Keep a supply of blankets and warm jackets in case of power outages or flooding. Tell family members that if they have to leave home to call or text relatives in other places so they don't worry.

Guidance for the Writing Exercise (on page 59) **Look at the list of supplies and resources. Number them in order of their importance for the emergency you chose. Write notes about why each one is important. Use your notes to help you write about how to prepare for your emergency.**

Type of emergency: .....

	Supplies and resources	Notes
	non-perishable food	
	bottled water	
	batteries	
	smartphones	
	GPS devices	
	medications	
	phone numbers / addresses	

UNIT 6

Dividing an essay into topics

An essay is a composition, or piece of writing, on a subject. It is usually organized into a number of paragraphs. To help make the essay easy to understand, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

A **Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections.**

Childhood

Vincent Van Gogh was born in a small village in the Netherlands on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing – and he was very good at it.

.....

Before he became an artist, Vincent tried several other kinds of work. He sold paintings by other artists, was a teacher, and worked in a bookstore, but he was not successful at any of these jobs. He wanted to study at the University of Amsterdam, but he failed the exams he needed to take to get in. After all these failures, Vincent's brother Theo finally convinced him to focus on art.

.....

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

.....

In 1888, he moved to Arles, a town in southern France. While he lived there, he developed his unique style and created his most famous paintings. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money, and Van Gogh began to have serious mental health problems.

.....

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Van Gogh was respected by other important artists, but he did not become successful during his lifetime. In 1890, he died at only 37 years old. In his short, sad life, Van Gogh painted 200 paintings, but he sold only one of them.

Guidance for the Writing Exercise (on page 71) **Use headings like these to organize your profile by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your profile.**

Some headings:
My childhood
My family
My studies
My job
My career
My strengths and weaknesses
(other)

UNIT 7

Descriptive details

To describe an event, be sure to provide descriptive details that express these four senses:

sight	The fireworks are like beautiful red and white flowers in the sky. There's a huge parade with thousands of people, and everyone is dancing.
sound	In the city center, you can hear music and people singing. The fireworks are so loud that you have to cover your ears.
smell	As you walk down the street, you can smell meat grilling. There are flowers everywhere that smell so sweet!
taste	The cakes are as sweet as candy. The dish is sour and tastes like lemon.

Try using these structures in some of your details:

like	This traditional dessert looks **like** a beautiful white cloud.
as . . . as	When it's in season, this local fruit is **as sweet as** honey.
so . . . that	The rice cakes are **so delicious that** you can't stop eating them.

A **On a separate sheet of paper, write a sentence for each of the topics. Try to use like, as . . . as, and so . . . that in your descriptions.**

1 Describe a smell in someone's kitchen.
2 Describe a sound in your classroom.
3 Describe the taste of your favorite food.
4 Describe the taste of something you liked as a child.
5 Describe something you see early in the morning.
6 Describe something you hear in a park.
7 Describe something you see in a park.

Guidance for the Writing Exercise (on page 83) **Complete the chart with the two holidays you chose and descriptive details related to the four senses. Use these details in your writing.**

Holiday	Sights	Sounds	Smells	Tastes

UNIT 8

Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

If you're buying a car today, there are many more options than there used to be. In addition to traditional gas-powered cars, there's a growing variety of cars that don't run on fossil fuels. Electric cars run on batteries and are plugged in to an outlet to recharge. Hybrid cars rely on both fossil fuels as well as batteries in order to save energy. Electric cars are advertised as being the most "environmentally friendly" because they use no pollution-causing gas. However, they can only drive a certain distance before they need to be recharged, which can limit drivers' trips, and in many places, it's still much easier to find a gas station than an electric charging station. Hybrid cars allow drivers to travel farther on one tank of gas than regular cars and don't need to be plugged in. Many are smaller than regular cars, though, for maximum fuel efficiency. For this reason, they're not always the best option for larger families that need more space. Electric and hybrid cars tend to contain more digital controls than older gas-powered cars, and repairing those requires an expert mechanic. Therefore, for some people a gas-powered car is still the best option.

With the new technology in the cars available today, drivers have more choices, but also various pros and cons to consider. It's important for drivers to think about how they will use their car and what options are best for them and their budget.

A **Read the paragraphs and underline the main ideas. Then write your own summary statement.**

There are a number of excellent presentation apps available today that make giving a presentation a breeze. A few of the most popular ones are Microsoft PowerPoint, Keynote, and Google Slides. No matter which technology you use, here are some do's and don'ts that will make your presentations more successful.

First, the do's: Keep your slides concise. Keep the amount of text on them to a minimum, because it's hard for the audience to focus on your main points when there is too much text. Use only a few colors and fonts and keep them consistent throughout the presentation. If you present your slides in a bright room, light-colored text on a dark background will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read quickly. Never use dark letters on a dark background. The presentation will be too hard to read. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

Your summary statement:

.....

.....

.....

Guidance for the Writing Exercise (on page 95) After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

UNIT 9

Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

- **in contrast**
- **on the one hand / on the other hand**
- **however**
- **nevertheless**
- **even though**

A technique to help organize contrasting ideas is to make two lists: **pros** (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. In your notes, include everything that comes to your mind. You may not use every detail in your final writing, but it doesn't hurt to include it in your notes. The actual essay can be organized two ways:

1 The pros and cons can be presented together, using contrasting sentences within each paragraph. OR:
2 The ideas in favor can be presented in one paragraph, and the ideas against can be presented in another paragraph.

Pros
- injuries will be less serious in case of accidents
- lives will be saved
- medical costs will be lower in case of accidents
- people don't have good judgment, so the government has to make decisions for them
- they look cool

Cons
- it limits a person's freedom
- people should drive carefully to prevent most accidents
- if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
- the government shouldn't interfere with adults' decisions
- they mess up your hair

A **Read the essay. It is organized into two paragraphs. Write the main idea of each paragraph. Which of the two ways to organize an essay does this essay use: 1 or 2?**

Should motorcycle drivers be required to wear helmets?

Main idea: .....

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it's well known that motorcycles can be very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. On the one hand, some accidents are so severe that drivers cannot survive, even if they are wearing a helmet. But on the other hand, if a driver is wearing a helmet, the chance of fatal head injury is greatly reduced in the majority of accidents, so lives will be saved and medical costs will be lower. Unfortunately, even though drivers know that helmet use could save their lives, many think an accident won't happen to them. However, if there is a law requiring drivers to wear helmets, lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

Main idea: .....

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel that they have a justification for reckless driving. In contrast, if people don't wear helmets, they will drive more carefully. Other people object to helmet laws because they feel that the government shouldn't interfere with the adults' decision-making. They argue that if drivers get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often feel that personal freedom is very important, and the government shouldn't get involved in this kind of decision.

Guidance for the Writing Exercise (on page 107) Write the global or local problem and the solution you chose. Make a list of pros and cons of your suggested solution. Use your notes to organize and write your essay.

UNIT 10

Organizing by spatial relations

To describe a place, organize details according to spatial relations.

1 Choose a starting point (for example, the capital city or the largest city). Describe its location.

Lima is the capital of Peru. It is located **on** the west coast of the country.
The largest city in China is Shanghai. It is located **in** the southeast.

2 Describe where things are located in relation to that point, following a logical order.

to the [north] of	The city of Campinas is **to the north of** São Paulo.
in the [south] of	The city of Kao-hsiung is **in the south of** the island.
[east] of	**East of** Tokyo is the city of Chiba.
next to	**Next to** Washington, D.C. is the city of Baltimore.
in the middle / center of	Madrid is **in the center of** Spain.
along the [coast / river]	**Along the coast** are the cities of Valparaíso and Viña del Mar.
at the start of	The city of Fairbanks, Alaska is **at the start of** the Pan-American Highway.
at the end of	**At the end of** the Volga River is the Caspian Sea.

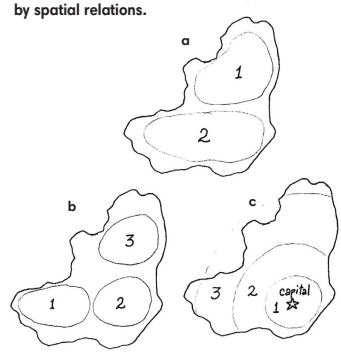
A **On a separate sheet of paper, write a sentence describing the location of each of these places, using the language above. Use the map on page 112.**

1 Maxwell
2 Shetland
3 Baker Island
4 Dellwood
5 Lake Freed
6 James River

Guidance for the Writing Exercise (on page 119)

Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

Here are three possible ways to organize details by spatial relations.



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: CREATIVITY — Provide a hypothetical scenario to stimulate imagination

(For Exercise B, page 9)

A **Study the example and the possible responses.**

Provide a hypothetical scenario to stimulate imagination

Example

Why do you think it would be important to know about differences in greeting customs?

So let's say you're being introduced to colleagues from another country. It might be embarrassing if you did something inappropriate.

EXTEND-IT

For instance, you might think it's OK to greet with a kiss, but it isn't.

Possible responses

- **(So) let's say . . .**
- **(Well,) suppose that . . .**
- **(Well,) imagine that . . .**

Tip: Providing a hypothetical scenario allows you to be more specific in your answer, to provide clarity, and avoid misunderstanding.

B **Take turns. Answer your partner's question by using any of the possible responses from the chart to introduce a hypothetical scenario. Then, when you see EXTEND-IT, extend it with your own words and ideas.**

1. **A:** Why do you think it would be important to know about how to greet older people in another country?
   B: _____, EXTEND-IT _____ . . .
2. **B:** Why is knowing about appropriate forms of address important?
   A: _____, EXTEND-IT _____ . . .
3. **A:** Why is it a good idea to know how to explain your own culture's table manners?
   B: _____, EXTEND-IT _____ . . .
4. **B:** Why do you think some conversation topics aren't appropriate in other countries?
   A: _____, EXTEND-IT _____ . . .
5. **A:** Why do you think people need to know about rules for punctuality in other cultures?
   B: _____, EXTEND-IT _____ . . .
6. **B:** Why do you think visitors need to know about dress codes in this country?
   A: _____, EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 9.

UNIT 2 Soft skill: COMMUNICATION Use verbal cues to focus attention

(For Exercise B, page 21)

A **Study the example and the verbal cues.**

Use verbal cues to focus attention

Example

So who would you recommend in your neighborhood for getting clothes dry cleaned?

Rose Cleaners. **Let me tell you why.** They're really fast and very reliable.

EXTEND-IT

Sometimes tey can do the work in just an hour or two if you need something urgently.

Verbal cues

- **Let me tell you why.**
- **Here's why.**
- **Let me explain.**
- **Here's the reason.**

Tip: Using a verbal cue before providing a reason gives your opinion more weight and clarity and builds respect for your thinking.

B **Take turns answering your partner's question. Use any of the verbal cues to focus your partner's attention on your reasons. Then, when you see EXTEND-IT, extend your response with more details.**

1. **A:** So who would you recommend in your neighborhood for getting pants shortened?
   B: _____. EXTEND-IT _____ . . .

2. **B:** Which company do you think is the best for delivering packages?
   A: _____. EXTEND-IT _____ . . .

3. **A:** Is there a hair salon near your home that you'd recommend?
   B: _____. EXTEND-IT _____ . . .

4. **B:** What if you needed to repair an electronic device? Where would you go?
   A: _____. EXTEND-IT _____ . . .

5. **A:** Where would you recommend taking my dog for grooming?
   B: _____. EXTEND-IT _____ . . .

6. **B:** My printer isn't working, and I need to get some documents copied ASAP. Any recommendations?
   A: _____. EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 21.

UNIT 3 Soft skill: ACTIVE LISTENING Encourage others to elaborate

(For Exercise B, page 33)

A **Study the example and the possible responses.**

Encourage others to elaborate

Example

I'm actually not a big reader. I prefer audio books and podcasts.

Interesting. Can you tell me more about that?

EXTEND-IT Well, I guess I just never developed a reading habit. But I love hearing people talk about a topic.

Possible responses

- **Interesting. Can you tell me more about that?**
- **Really? Why do you think that is?**
- **No kidding. Why is that?**

Tip: Encouraging others to elaborate on their ideas demonstrates your interest and shows that you're paying attention.

B **Take turns listening to your partner's statement. Use any of the possible responses to encourage your partner to elaborate. Then, when you see EXTEND-IT, your partner extends the original statement with more details.**

1. **A:** I'm actually a huge reader. I can't get enough crime fiction and thrillers.
   B: _____ ?
   A: EXTEND-IT _____ . . .

2. **B:** I don't really have much time to read just for pleasure.
   A: _____ ?
   B: EXTEND-IT _____ . . .

3. **A:** I read a lot, but I guess I don't really have any favorite authors.
   B: _____ ?
   A: EXTEND-IT _____ . . .

4. **B:** To tell the truth, I do a lot more reading online than in print.
   A: _____ ?
   B: EXTEND-IT _____ . . .

5. **A:** I'm not really interested in reading about current events. As a matter of fact, I generally don't pay attention to the news.
   B: _____ ?
   A: EXTEND-IT _____ . . .

6. **B:** I don't see any advantages to reading in print.
   A: _____ ?
   B: EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 33.

UNIT 4 Soft skill: TEAMWORK

Be supportive while politely offering alternatives

(For Exercise A, page 47)

A Study the example and the possible responses.

Be supportive while politely offering alternatives

Example

When I catch a cold, I usually try to get some rest and drink a lot of tea.

That makes a lot of sense, but I prefer to take medicine right away.

EXTEND-IT

I don't like to miss class or work, and medicine usually helps me to feel better faster.

Possible responses

- **That makes a lot of sense, but I prefer to . . .**
- **That could work. But I . . .**
- **Another thing you could try is . . .**

Tip: Complimenting others on their thinking encourages them to contribute even more to the team.

B **Take turns listening to your partner's statement and use any of the possible responses to be supportive while politely offering an alternative. Then, when you see EXTEND-IT, extend your statement with more information or details.**

1. **A:** In my opinion, when you have a lot of pain in your back or shoulder, you should put some ice on it.
   B: _____, EXTEND-IT _____ . . .

2. **B:** When I have a sore throat, what I do is drink lots of tea and honey.
   A: _____, EXTEND-IT _____ . . .

3. **A:** If you have a really bad headache, it's a good idea to lie down for a while in a dark room.
   B: _____, EXTEND-IT _____ . . .

4. **B:** If I had a stomachache that didn't go away after a couple of hours, I'd call my doctor.
   A: _____, EXTEND-IT _____ . . .

5. **A:** Someone once told me to take a hot bath if I have a high fever. But that doesn't seem like a good idea to me. A cool bath would be better.
   B: _____, EXTEND-IT _____ . . .

6. **B:** If I discovered that an alternative treatment for my backache actually worked, I'd tell my friends about it.
   A: _____, EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE A TALKING POINTS ON PAGE 47.

UNIT 5 Soft skill: DECISION-MAKING

Politely ask others to explain their reasoning

(For Exercise B, page 59)

A **Study the example and the possible responses.**

Politely ask others to explain their reasoning

Example

Our group decided to prepare for a flood.

So, was there a particular reason for that?

EXTEND-IT

Yeah. We thought a flood is an emergency that could really happen here.

Possible responses

- **So, was there a particular reason for that?**
- **So, why did you decide that?**
- **So, what made you do that?**
- **So, what was your reasoning?**

Tip: Asking others to explain a decision allows them to either validate their choice of action or reflect on how to make better choices in the future.

B **Take turns listening to your partner's statement. Use any of the possible responses to ask him or her to explain. Then, when you see EXTEND-IT, your partner extends the conversation with her or his reasons.**

1. **A:** Our group decided that it would be important to charge our cell phones before a storm.
   B: _____ ?
   A: EXTEND-IT _____ . . .

2. **B:** We thought packing extra blankets would be a good idea.
   A: _____ .
   B: EXTEND-IT _____ . . .

3. **A:** We included listening to the news to confirm where the nearest shelters are located.
   B: _____ ?
   A: EXTEND-IT _____ . . .

4. **B:** We recommended making sure to have enough canned foods.
   A: _____ .
   B: EXTEND-IT _____ . . .

5. **A:** We decided to include picking up extra medications from the pharmacy.
   B: _____ ?
   A: EXTEND-IT _____ . . .

6. **B:** We weren't sure about a first-aid kit, but we decided to include it on our list.
   A: _____ .
   B: EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PRESENTATION ON PAGE 59.

UNIT 6 Soft skill: ENTHUSIASM Validate others' contributions

(For Exercise B, page 69)

A **Study the example and the possible responses.**

Validate others' contributions

Example

I had way too many distractions in my office. So I decided to turn off my computer and my phone for an hour.

EXTEND-IT

That's so smart!

I should try doing that sometime. It would help me think more clearly.

Possible responses

- That's so smart!
- What a great idea!
- Good thinking!
- Makes total sense!

Tip: Enthusiastically acknowledging others' contributions builds their self-confidence and increases their willingness to participate more.

B **Take turns. Listen to your partner's statement and use any of the possible responses to validate your partner's contribution to the discussion. Then, when you see EXTEND-IT, extend your response by acknowledging how your partner's ideas might be helpful.**

1
A: If there are too many distractions when I'm trying to study at home, I go to a coffee shop instead.
B: _____, EXTEND-IT _____ . . .

2
B: When I have a lot on my plate, I find it helpful to prioritize the things I need to do.
A: _____, EXTEND-IT _____ . . .

3
A: Sometimes you just need to persevere. No matter how difficult it may be to do something, I just have to decide I'm going to finish it before doing anything else.
B: _____, EXTEND-IT _____ . . .

4
B: When I need to maintain balance in my life, I try to remember that work is important, but so is time with my family and friends.
A: _____, EXTEND-IT _____ . . .

5
A: I like to present a good image at my job, so I always make sure my laundry gets done on the weekend.
B: _____, EXTEND-IT _____ . . .

6
B: I've decided to take better care of my health. I've started running three times a week!
A: _____, EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 69.

UNIT 7 Soft skill: LEADERSHIP Suggest a new perspective for consideration

(For Exercise C, page 83)

A **Study the example and the possible responses.**

Suggest a new perspective for consideration

Example

I wouldn't change anything about our wedding customs. I think they're wonderful.

I see what you mean. But here's a question.

EXTEND-IT

Do you think people should continue to pay so much money for their weddings?

Possible responses

- **I see what you mean. But here's a question.**
- **I get that. But I wonder what you think of this.**
- **Good point. But here's something to consider.**

Tip: Validating others' thinking while politely suggesting a different perspective enables a leader to steer thinking in another direction.

B **Take turns. Listen to your partner's statement and use any of the possible responses to offer a new perspective on the issue. Then, when you see EXTEND-IT extend your response with a specific question.**

1
A: I think our wedding customs are way too complicated. Personally, I prefer a more casual approach.
B: _____ . EXTEND-IT _____ ?

2
B: Most of our wedding customs are beautiful. But I think people spend too much money on the receptions.
A: _____ . EXTEND-IT _____ ?

3
A: Before getting married, I think a couple should consider whether any of the wedding traditions are sexist. Then they can decide whether or not they want to change any of them.
B: _____ . EXTEND-IT _____ ?

4
B: I don't think any of our wedding customs or traditions should ever be changed. There are good reasons that people have followed them for so long.
A: _____ . EXTEND-IT _____ ?

5
A: I'd like to see shorter wedding ceremonies and fewer guests. It's all just too much!
B: _____ . EXTEND-IT _____ ?

6
B: I think too many of our wedding traditions have already been changed. I say, "Enough!"
A: _____ . EXTEND-IT _____ ?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C DISCUSSION ON PAGE 83.

UNIT 8 Soft skill: COLLABORATION

Express strong agreement with others' opinions

(For Exercise B, page 95)

A **Study the example and possible responses.**

Express strong agreement with others' idea

Example

In my opinion, if anesthesia had been invented earlier, a lot of lives would have been saved.

EXTEND-IT

That's absolutely true.

I can't imagine surgery without anesthesia. We're so lucky!

Possible responses

- **That's absolutely true.**
- **You can say that again.**
- **That's exactly right.**
- **That's for sure.**

Tip: Expressing strong agreement with the opinions of others demonstrates respect for their thinking and improves the quality of the work or study environment.

B **Take turns listening to your partner's statement and use any of the possible responses to express strong agreement. Then, where you see EXTEND-IT, add a detail to confirm your response.**

1. **A:** If vaccines hadn't been available for many common diseases over the last fifty years, a lot more people would have suffered or died.
   B: _____. EXTEND-IT _____ . . .

2. **B:** Here's what I think. If they hadn't made paper money available as an alternative to coins, it would have been a lot more trouble to buy things.
   A: _____, EXTEND-IT _____ . . .

3. **A:** I think it was very important that Louis Pasteur discovered how to prevent the growth of bacteria in milk. If he hadn't, milk wouldn't have been safe to drink.
   B: _____, EXTEND-IT _____ . . .

4. **B:** I'm glad archaeologists keep discovering new details about how humans used to live. It makes history so interesting!
   A: _____, EXTEND-IT _____ . . .

5. **A:** Who wants to carry around paper maps everywhere? Thank goodness they invented the GPS!
   B: _____, EXTEND-IT _____ . . .

6. **B:** Can you imagine if humans hadn't discovered how to use fire? Our lives today would be pretty different without it.
   A: _____, EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 95.

UNIT 9 Soft skill: PROBLEM-SOLVING Confirm the value of someone's idea

(For Exercise B, page 107)

A **Study the example and possible responses.**

Confirm the value of someone's idea

Example

If we offered more drug treatment programs for addicts, fewer of them would want to buy illegal drugs.

EXTEND-IT

Right. **That's the thing.**

We have to give addicts an alternative.

Possible responses

- **That's the thing.**
- **That says it all.**
- **That's it in a nutshell.**

Tip: Confirming the value of someone's idea brings you closer to finding a solution to a problem.

B **Take turns listening to your partner's statement and use any of the possible responses to call attention to your partner's main idea. Then, when you see EXTEND-IT, paraphrase your partner's solution.**

1
A: If we taught children about the dangers of drugs at an earlier age, I think we'd see a decrease in drug addiction among teenagers.
B: Right. ____ , EXTEND-IT ____ . . .

2
B: If we're ever going to address racial discrimination, we need to discuss the problem openly.
A: Exactly. ____ , EXTEND-IT ____ . . .

3
A: Poverty affects all of us, not just the people who are poor. That's why I think we need to spend more money to help families in need.
B: I agree. ____ , EXTEND-IT ____ . . .

4
B: If we don't do something about climate change ASAP, our children are going to have to live with the consequences. The whole world needs to come together to address this problem.
A: Good point. ____ , EXTEND-IT ____ . . .

5
A: I can't understand why anyone should have to go hungry these days. In my opinion, the government has to focus more on solving this problem.
B: I agree. ____ , EXTEND-IT ____ . . .

6
B: If we reduced the demand for illegal drugs, criminal gangs wouldn't be able to stay in business.
A: True. ____ , EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 107.

UNIT 10 Soft skill: COMMUNICATION

Lend support by sharing what you have in common

(For Exercise B, page 117)

A **Study the example and possible responses.**

Lend support by sharing what you have in common

Example

Lake Oberlin is definitely a must-see. The water is an amazing blue color. You just want to take a ton of pictures.

Wow. Sounds nice. **That reminds me of** Lake Sussex.

EXTEND-IT

I was there last year, and it was a must-see too.

Possible responses

- **That reminds me of ___ .**
- **That makes me think of ___ .**
- **That brings back memories of ___ .**

Tip: Supporting the ideas of others with your own experiences builds mutual confidence

B **Take turns responding to your partner's statement. Use any of the possible responses to introduce your own experience. Then, when you see EXTEND-IT, lend support by sharing more details.**

1
A: Lake Thomas was spectacular. It was just huge. And the mountains around it were breathtaking. It definitely wasn't a waste of time!
B: Wow. Sounds nice. _____ , EXTEND-IT _____ . . .

2
B: Everyone says Mount Clark is a must-see. They say it's not too difficult to climb to the top, and the views are amazing.
A: Thanks for the tip. _____ , EXTEND-IT _____ . . .

3
A: Personally, I'd say hiking to North Beach isn't worth it. You have to walk really far, it's buggy, and there isn't much to see when you get there.
B: That's good to know. _____ , EXTEND-IT _____ . . .

4
B: The waterfall is fantastic, but getting there's a little dangerous. The path is very steep and slippery, so you have to be very careful.
A: OK. Thanks for the warning. _____ , EXTEND-IT _____ . . .

5
A: Don't miss taking the train to Peterson! It's really scenic and very relaxing.
B: Great! _____ , EXTEND-IT _____ . . .

6
B: I'm not sure I'd like Hanover Cave. They say it's a must-see, but I hear it's very dark inside and a little scary.
A: I know what you mean. _____ , EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 117.

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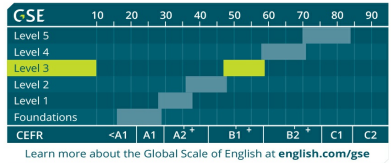
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