ALASTAIR GRANT
PHILLIP MCELMURAY

SPEAK YOUR MIND



WORKBOOK
+ access to Audio

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UNIT 1

Incredible Lives

LESSON 1 **Life-Changing Technology**

READING

PREDICT INFORMATION

When we predict information, we look at the title of the text and any accompanying pictures. We can also quickly look over the text for any repeated words. All of these can give us an idea of what the text might be about.

A Look at the text. What do you think you are going to read about?

a how to stay positive when you are stressed at work
b how to work better in an office
c a computer program that helps certain people

B Read the text and choose the correct answers.

Looking Forward



Ted Henter knew he had made a mistake as soon as he saw the other car driving toward him. As an American in England, he sometimes forgot that he had to drive on the left and they crashed. A few weeks after the accident, he was told that he was blind.

Before this crash in 1978, Ted had been a motorcycle racer. But continuing this career was impossible as soon as he lost his eyesight. As an engineer, Ted knew that he could find a solution: "I'm just going to have to figure out how to make this work." He wanted to make a difference for himself and for other blind people. Then in 1987, he met up with blind businessman Bill Joyce.

Joyce invested some money and together, they created the Henter-Joyce company. They invented a piece of computer software called JAWS (Job Access With Speech) which helps blind people read the text on their computer screens. The program turns text into speech or braille, the writing system for blind people.

Blind people use JAWS to access the internet, write documents, create presentations, and use email. In fact, with a few exceptions, such as playing computer games, JAWS allows blind people to use nearly all aspects of computers. JAWS also recognizes the user's voice so they can talk to their computer.

As well as his business success, since the accident, Ted became a snow skier, a canoe racer, and was six times US champion at water skiing. Now, Ted's attitude to the accident and becoming blind is that "you get over it."

1 How did Ted have the accident?
a on a motorcycle **b** in a car **c** at a race

2 How did Ted feel after the accident?
a determined to continue **b** sad about what had happened **c** frustrated with his job

3 What kind of company was Henter-Joyce?
a an investment company **b** a software company **c** an engineering company

4 What can't JAWS help the user with?
a writing emails **b** making presentations **c** playing computer games

5 What has Ted become since the accident?
a a snow-skiing champion **b** a canoe-racing champion **c** a water-skiing champion

VOCABULARY

A Complete these sentences with a word or phrase from the box.

able-bodied achieve disabled disease impossible recognize select turn into

1 Type 2 Diabetes is a very common _____ and can be controlled by exercising regularly and eating healthily.
2 People with serious food allergies like online shopping, because they can _____ the food they eat very easily.
3 Even though I hadn't seen her for years, I knew I would _____ her immediately when we met at the café.
4 Come on! If we miss our flight, this vacation is going to _____ a disaster!
5 Natalia Partyka, the Polish table tennis player, has no right hand but still competed against _____ players in the 2008 Olympics.
6 I really don't understand how you finished that marathon! That would be _____ for me!
7 Most museums in New York City have special access for _____ people, like people who use wheelchairs.
8 This year I want to _____ my goal of walking the Appalachian Trail. It's over 2,000 miles long, so it will take about seven months!

GRAMMAR

A Complete the rules with a word from the box. There is one word you do not need.

believe dynamic progressive simple stative *think* *watch*

1 _____ verbs like *love* and _____ describe states.
2 _____ verbs like *run* and _____ describe actions.
3 Stative verbs are not usually used in _____ tenses.
4 Verbs like *be* and _____ can be used as stative or dynamic with a different meaning.

B Complete the text with the correct forms of the verbs in parentheses.

Using a wheelchair for the first time

If you have a physical disability, or if currently, you 1 _____ (**recover**) from an injury or disease, you may need to use a wheelchair. If you 2 _____ (**think**) about ways to use a wheelchair properly, this site will help you find information to help you with first time wheelchair use.

a Make sure you 3 _____ (**be**) comfortable. This might sound obvious, but being comfortable means that you can use the chair in the best possible way.

b Speaking of comfort, experienced wheelchair users 4 _____ (**know**) that a cushion is one of the best things you can buy if you are going to use it for a long time!

c Never travel too fast. Again, this sounds obvious, but even if you 5 _____ (**need**) to get somewhere quickly, go slowly and safely, or you could have an accident.

d 6 _____ (**you** / **have**) problems moving your wheelchair properly? It might be because there is not enough air in the wheels. Always make sure that the wheels are properly inflated.

Remember that a wheelchair is a vehicle, and like all vehicles, you need to be safe!

VOCABULARY

A Complete the text with the correct forms of the words in parentheses.

Chess is not often in the news, but back in 1986, Judit Polgar won a chess game against Dolfi Drimer, a 52-year-old chess Grandmaster. This is obviously a great **1** _____ (**achieve**) for anyone, but at time of the match, Judit was only 10 years old. Her **2** _____ (**develop**) was very impressive, and all her opponents said she had a "killer" instinct.

She then became the youngest ever Grandmaster herself at the age of 15. In 1993, she showed that women playing in a special type of chess competition called an "Interzonal tournament" was not an **3** _____ (**impossible**) when she became the first woman to do it. In the same year, she also trained with the chess Grandmaster Bobby Fischer, who later left chess after suffering from a suspected mental **4** _____ (**ill**).

Things were not always easy for Polgar. One of the greatest Grandmasters, Gary Kasparov, said that because Polgar was a woman, she would not become a great chess player. Kasparov never showed any **5** _____ (**kind**) towards her and in 1994, Kasparov was even suspected of cheating against her in a World Championship match. They had an **6** _____ (**argue**) but Kasparov never accepted **7** _____ (**responsible**) for what had happened.

There's a **8** _____ (**possible**) that Kasparov's attitude distracted her from winning, as she played badly for the rest of the tournament.

However, she returned in 2002 and after some incredible playing, she finally beat Kasparov. After losing, Kasparov left the event and would not even speak to journalists.

LISTENING



A 1.1 Listen to the podcast and choose the correct answer.

1 Savants have incredible abilities for **everyday** / **particular** tasks.
2 There is **more than one** / **only one** theory about how savants' minds work.
3 Savants are **better** / **worse** at processing facts and information.
4 Dustin Hoffman's character in the movie *Rain Man* remembers the **order** / **colors** of the cards.
5 Kim Peek **was given** / **won** an important award after the movie.

RECOGNIZE SIGNPOSTS

When we recognize signposts, we listen for specific words or phrases that introduce the next part of what someone is saying. These words or phrases tell us the function of what follows (an example, a further detail, etc.).

B 1.1 Listen again and choose the correct answer.

1 In _____ edition of Mindworks, we are discussing ...
a this month's **b** this week's
2 _____ with, we will look at ...
a To commence **b** To begin
3 For _____, Peek had great difficulty getting dressed ...
a example **b** instance
4 _____ idea comes from specialists ...
a Another **b** A further
5 Savants on _____ hand, focus far less on themselves ...
a another **b** the other

GRAMMAR

A Complete the sentences using the words from the box. You will need to use some of the words more than once.

difficulty general past present

1 Some people with Savant Syndrome **can** instantly count even very large numbers of objects.
We use *can* to describe a _____ ability in the _____.

2 If he studies hard enough for his exam, I think he'll **manage to** pass it.
We use *manage to* + infinitive for an ability, often despite some kind of _____.

3 In high school, I was able to play basketball for hours. Why am I not able to do that now?
We use *able to* for a _____ ability in the _____ or the _____.

4 He has been training for a long time, so I'm sure he'll **succeed in** becoming a world chess champion.
We use *succeed in* with an *–ing* verb for an ability, often despite some kind of _____.

5 When he was only ten years old, Stevie Wonder **could** play four different musical instruments.
We use *could* for a _____ ability, in the _____.

B Choose the correct answer. Choose more than one option if possible.

1 Last week, I **succeeded in** / **managed to** finishing my project. It's taken me months to complete it!
2 Picasso was a child genius who **could** / **can** paint when he was only nine.
3 Yesterday I finally **managed to** / **could** save enough money to take a vacation.
4 Stephen Wiltshire is a savant artist who **can** / **manages to** draw incredibly accurate pictures of cities.
5 It's amazing how you **are able to** / **can** speak four languages! How do you do it?

C There is a mistake in each sentence. Find and correct them.

1 Judit Polgar succeeded in become a chess Grandmaster at the age of 15.
2 Being multilingual is common in Holland, and many people could speak French, Italian, and German.
3 After a lot of hard work, Jane could get the promotion that she wanted.
4 Do you think we be able to finish our homework by 7pm? I want to go to the movies tonight.
5 When I was younger, I can speak French very easily, but not anymore.

D Write the correct form of *can*, *could*, *be able to*, *manage to*, or *succeed in*. There may be more than one correct answer.

Ines: Hi David, what's the matter? You don't look very happy!
David: I'm not, really. I'm learning to play the guitar, and I have an exam next week, and I **1** _____ play this song!
Ines: Ah yeah, I know how you feel. When I started playing the guitar, it took me a long time to learn to play my first song. I only **2** _____ doing it after about a month's practice!
David: Wait, do you play the guitar, then? Will you help me?
Ines: Sure! Let me see which song you're learning. Oh, I know that one! That's hard. It was about a year before I **3** _____ play that one!
David: In my case, it was about a year before I finally **4** _____ playing a chord, not even a song!
Ines: Don't worry! I'll help you. With enough practice, I'm sure that we'll **5** _____ work it out before your exam.

VOCABULARY

A Choose the correct answer.

1 Picasso created a new form of art called Cubism and painted many thousands of paintings, so he was an extremely ... artist.
a reliable **b** curious **c** creative

2 I don't think you need to check on Francisca so much, you know. She's a very ... student.
a independent **b** selfish **c** curious

3 You seem extremely ... considering you have a test tomorrow! I think you should be studying!
a generous **b** brave **c** calm

4 We need to tell Donna about the party. She's getting very ..., and she's asking a lot of questions.
a selfish **b** reliable **c** curious

5 Can you ask Max to look after the cat when we're on vacation? He's a very ... person, so I'm sure he'll feed her every day.
a calm **b** reliable **c** independent

6 As well as being a brilliant programmer, Steve Jobs was also a very ... man and gave millions to charity.
a confident **b** generous **c** brave

B Complete the sentences using a word from the box.

brave confident curious independent reliable calm creative generous selfish

1 Thalia was a very _____ student and always asked her teachers a lot of questions.
2 The other players got very stressed, but Naomi Osaka stayed _____ and won the tennis championship.
3 They were so _____ they were going to pass the exam that they didn't even study for it.
4 I love J. K. Rowling's novels, because she builds magical worlds. She is so _____.
5 It was very _____ of you to give James some money for the movies!
6 I can't believe that Stefi's late again! She really is the least _____ person I have ever met!
7 Charlie goes to school on the bus by himself now, and he's only eleven years old. He's very _____, and he doesn't need my help at all.
8 I was so _____ when I was a kid. I never let anyone else play my video games!
9 Ben doesn't think he'd ever be _____ enough to try bungee jumping.

LISTENING

A 1.2 Listen and choose the correct answers.

1 The man and woman talk about **a climber's achievement** / **a climber who had an accident.**
2 The man they are talking about **changed** / **didn't change** his hobbies after what happened.

LISTEN FOR SPECIFIC INFORMATION

When we listen for specific information, we listen for names, places, dates, times, numbers, amounts, and other details. We don't need to understand every word to hear the right information. We sometimes need to listen for the same idea in different words.

B 1.2 Listen again and choose *True* or *False*.

1 Aron is from Utah. True / False
2 Aron had the accident in 2003. True / False
3 Aron left hand was trapped in the accident. True / False
4 Aron was trapped for 5 days in total. True / False
5 Aron was climbing again only two years after the accident. True / False
6 Aron and his wife started a family in 2010. True / False

WRITING

A Label the different sections of the story with the correct phrase.

Hi everyone! **a** I'm going to tell you a story from 1994, an incredible story of survival in the desert. **b** An Italian man called Mauro Prosperi was competing in a running event called *Marathon Des Sables* in Morocco. **c** Then, six days into the race, there was a sandstorm, and Prosperi got completely lost. After the storm, Mauro didn't know where to go, and he ran in the wrong direction. After 24 hours, he had no food or water left. **d** Eventually, he found a very small building to sleep in. But because he had no food, he had to survive by eating bats!

e I hate the idea of being lost anywhere, especially in the desert! I'd be terrified. You need to be very calm and independent to survive in that environment. **f** I think Prosperi was very brave in that horrible situation. He had to be creative to find a solution to his problem. If you are curious, there are a few documentaries you can watch about it. Tell me what you think in the comments below!

follow

1 _____ A personal reaction
2 _____ The first event in the story
3 _____ The person involved
4 _____ The end of the story
5 _____ Opinions on the person involved
6 _____ When the story happened

Progress Check

Lesson 1

I can learn about how disabled people are using technology.
To review, go to READING **B**, p. 8 in your Student's Book. ☐

I can use stative and dynamic verbs to talk about working with disabled people.
To review, go to GRAMMAR **B**, **C**, & **D**, p. 9 in your Student's Book. ☐

I can discuss technology and disability.
To review, go to SPEAKING **A** & **B**, p. 9 in your Student's Book. ☐

Lesson 2

I can form nouns using suffixes.
To review, go to VOCABULARY **A**, p. 10 in your Student's Book. ☐

I can learn about people with remarkable abilities.
To review, go to LISTENING **B** & **C**, p. 10 in your Student's Book. ☐

I can use different ways of expressing ability to talk about my abilities.
To review, go to GRAMMAR **A**, **B**, & **C**, p. 11 in your Student's Book. ☐

I can describe a personal achievement.
To review, go to SPEAKING **A** & **B**, p. 11 in your Student's Book. ☐

Lesson 3

I can describe people's characters.
To review, go to VOCABULARY **A** & **B**, p. 12 in your Student's Book. ☐

I can learn about stories of survival.
To review, go to LISTENING **B**, p. 12 in your Student's Book. ☐

I can write about a story of survival.
To review, go to WRITING **A**, **B**, & **C**, pp. 12–13 in your Student's Book. ☐

I can talk about survival and personal qualities.
To review, go to SPEAKING **B**, p. 13. in your Student's Book. ☐

UNIT 2

The Animal Connection

LESSON 1 **Animal Intelligence**

READING

UNDERSTAND EXAMPLES

When we understand examples in a text, we look for specific things that match certain criteria. For example, if we are asked to find "a bird that can't fly," we scan the text for birds that are mentioned and whether they can fly or not.

A Read the text and the questions below. Find and write examples from the text. There is one answer for each gap.

Just how smart are elephants?



A new test has shown that elephants are even more intelligent than we thought. They have already proven that they can pass the mirror test. This new test tells scientists that elephants have a level of "self-understanding" that we rarely see in the animal world.

So what is this self-understanding that elephants seem to have? In the new test, they seem to understand that they are separate from the objects around them. The objects in the test were simple: a stick and a mat the size of a large rug. Researchers at the Anantara Golden Triangle camp in Chiang Rai, Thailand, asked the elephants to hand them the stick. They used instructions such as "pick up," "come," and "go" to get the elephants to carry out the task. It seems really simple, but the trick is that the stick is tied to the mat, and the elephants are standing on the mat at the beginning of the test. This meant that the elephants had to step off the mat in order to deliver the stick to the researcher. The test is similar to one that was performed with young children under the age of 2, who couldn't carry out the task. The elephants, aged 4 to 40, carried out the task successfully 87 percent of the time.

The test proves that the elephants have "body awareness." They can understand that their own bodies may be keeping them from doing something. We see these characteristics in the great apes, such as chimpanzees and orangutans, but seeing them in animals that are not closely related to these animal types, such as elephants, is incredible.

follow

1 things that were used in the test: _____, _____
2 things that researchers said to animals: _____, _____, _____
3 animals that are not great apes: _____

B Read the text again and choose the correct answer.

1 The article is about a test that is **exactly like** / **similar to** the mirror test.
2 The test studies how elephants relate to **objects** / **other elephants.**
3 In the test, elephants stand **on top of** / **next to** a mat with a stick attached to it.
4 To succeed at the test, elephants had to get **off** / **on** the mat.
5 A similar test showed that children under two **can** / **cannot** do what the elephants did.
6 "Body awareness" is knowing that **your body affects how you do things** / **you are different from others.**

VOCABULARY

A Choose the word that best fits each description.

1	We use this to describe something that is nice and attractive.	intelligent / cute
2	This is how a person or animal acts in different situations.	behavior / sight
3	We use our noses when we use this sense.	sight / smell
4	We use this to describe how smart someone or something is.	cute / intelligent
5	We use our eyes when we use this sense.	smell / sight

B Complete the sentences with the words from the box.

behavior cute intelligent sight smell

1 I think chimpanzees are so _____! I could look at them all day!
2 Cats have very good _____. They can often see very well at night.
3 My dog is quite _____. He knows his name, and he knows what many different words mean.
4 Wild animals often run away from people when they see them. It's a part of their _____.
5 Animals use their sense of _____ to find food that they can't see.

GRAMMAR

A Complete the grammar rules with one word in each gap.

1 When the main verb in a sentence is *be*, we form a tag question with the verb _____ and an appropriate pronoun.
2 When the main verb in a sentence is in the present simple and is another verb apart from *be*, we form a tag question with the verb _____ and an appropriate pronoun.
3 When the main verb in a sentence follows a modal, we form a tag question with the _____ and an appropriate pronoun.
4 When the verb in the main part of the sentence is positive, the verb in the tag question is _____.
5 When the verb in the main part of the sentence is negative, the verb in the tag question is _____.

B Write tag questions for these sentences.

1 Chimpanzees are intelligent animals, _____?
2 A baby elephant is very cute, _____?
3 Dogs use smell and sound more than sight, _____?
4 The mirror test isn't a difficult test, _____?
5 Dogs can't pass the mirror test, _____?
6 We aren't the only intelligent species on the planet, _____?

C 2.1 Listen to these four short dialogues and complete the tag questions that you hear in each.

1	_____ he?	_____ they?
2	_____ they?	_____ it?
3	_____ she?	_____ you?
4	_____ there?	_____ it?

D Each sentence has an error with its tag question. Find the error and correct it.

1 Dolphins don't live in rivers, don't they?
2 Your dad studies animal behavior, studies he?
3 A chimpanzee is related to an orangutan, doesn't it?
4 Orcas aren't a type of land animal, aren't they?
5 Your cat can't open the front door to your house, does he?
6 Eurasian magpies are found in Europe and Asia, don't they?

Working with Animals

LISTENING

USE KEY INFORMATION TO PREDICT CONTENT

When we use key information to predict content, we listen to specific details in order to have an idea about what we will hear next. If we hear someone describing a job, we can guess that we will probably hear more specific details about that job in the rest of the conversation.

A 2.2 **Listen to the first part of a talk. Then choose the best option for what you will hear in the rest of the talk.**



1 Sonia will describe her routine as a dog trainer / her coworkers at the shelter.
2 Sonia will talk about the people who use seeing-eye dogs / her experience as a dog trainer.
3 Sonia will say how many pets are at the shelter / the things she teaches dogs to do.

B 2.3 **Listen to the rest of the talk and answer the questions.**

1 Sonia begins training dogs when they are ...
a about two to three months old
b old enough to leave their mothers
c 2 to 3 months after they leave their mothers

2 Sonia takes the puppies out in public ...
a as soon as she starts training them
b right after they learn basic commands
c when they are a bit older

3 Sonia teaches puppies how to ignore other animals ...
a after they have become adult dogs
b as soon as she takes them out in public
c as soon as they get used to their surroundings

4 Sonia says the most important thing to teach dogs is ...
a how to recognize traffic intersections
b how to avoid low-hanging branches
c how to lead a person forward

5 Sonia suggests that if people want to become dog trainers, they should first ...
a study at a four-year college
b get some experience working with animals
c apply for a license at a shelter

VOCABULARY

A **Complete the job descriptions with the job titles from the box.**

breeder dog handler horse trainer marine biologist veterinarian wildlife photographer zookeeper zoologist

1 This person studies animals that live in the sea. _____
2 This person's job is to study the behavior of all animals. _____
3 This person is a doctor who helps sick animals feel better. _____
4 This person makes sure a zoo runs properly. _____
5 This person raises young animals and sells them. _____
6 This person works with horses to make them follow instructions. _____
7 This person takes pictures of animals in their natural habitat. _____
8 This person takes care of dogs and teaches them how to follow instructions. _____

B Decide which career would be best for these people.

1 Darius: loves animals and is very good with a camera
marine biologist / wildlife photographer
2 Tomas: enjoys spending time with cats and dogs, loves medicine
dog handler / veterinarian
3 Isabella: rides horses often, likes to teach them new things
horse trainer / breeder
4 Adele: enjoys knowledge of animals on a scientific level
zookeeper / zoologist
5 Carlotta: likes whales, dolphins, and seals; loves being near water
veterinarian / marine biologist
6 Miguel: likes to take dogs for walks, loves to teach them new tricks
breeder / dog handler

GRAMMAR

A Choose the correct answer to complete the rules.

1 We use the indefinite article (*a*, *an*) ...
a with singular countable nouns and when there is only one of something (*sun*, *moon*, *sky*, etc.)
b with singular countable nouns when we are not being specific or when we mention something for the first time
2 We use the definite article (*the*) ...
a with singular and plural countable nouns, when we are being specific, and when there is only one of something
b with singular countable nouns when we mention something for the first time
3 We use no article ...
a with uncountable nouns and plural countable nouns when we are talking generally
b with singular and plural countable nouns, when we are being specific, and when there is only one of something

B Choose the correct answer.

1 A person who trains horses is **a** / **—** / **the** horse trainer.
2 It's important to have **the** / **a** / **—** academic qualifications to treat animals.
3 Maria saw a dog on the street, but when she got near **a** / **—** / **the** dog, it started to growl.
4 It's interesting that **—** / **a** / **the** snake venom is used to treat snake bites, because it comes from snakes!
5 This animal seems to be sick, so we need to give it **an** / **the** / **a** examination.
6 If animals stay out in **the** / **—** / **a** sun too long, it can harm them, just like it would us!

C Complete the sentences with *a*, *an*, *the*, or — for no article.

1 _____ zookeeper takes care of animals in _____ zoo. If _____ animal becomes sick, _____ zookeeper will help it get better.
2 _____ horse trainer prepares _____ horses for races, riders, and horse shows. _____ trainer helps the horses get used to wearing _____ special equipment for riding.
3 _____ dog handler trains _____ dogs for work. The dogs help _____ police, firefighters, and _____ search and rescue organizations.
4 _____ marine biologist studies animals that live in _____ ocean. They spend time in _____ water, but they also work in _____ laboratory.
5 _____ veterinarian is _____ animal doctor. They can give animals _____ medicine, and they can perform surgery on _____ animal.
6 _____ zoologists watch _____ animal behavior very closely. They want to learn how _____ animals interact with each other and with _____ environment.

Endangered Species

VOCABULARY

A Choose the correct word to complete the sentences.

1 Polar bears / Whales are the largest animals on the planet.
2 If you scare a turtle / hippo, it will hide in its shell.
3 Pumas / Sharks look like our friendly house cats, but they're very dangerous in the wild.
4 A porcupine / dolphin can hurt you if you touch the sharp quills coming out of its skin.
5 If you travel to the Arctic Circle, you might see a polar bear / puma.
6 Hippos / Tigers are very large and very beautiful cats that live in the jungles of Asia.
7 Whales / Hippos are very large animals that like to spend time in rivers.
8 A shark / whale is a very dangerous fish, and you do not want to meet one in the ocean.
9 A turtle / crocodile is like a giant lizard, but they have very sharp teeth and a strong, deadly bite.
10 Dolphins / Pumas are friendly, intelligent creatures that use a wide variety of sounds to communicate.

B Place the animals into the correct category.

dolphin hippo polar bear porcupine puma shark tiger whale

Land animals	Marine animals

LISTENING

LISTEN FOR KEY WORDS

When we listen for key words, we listen for the important words that contain the most information. These are usually nouns, adjectives, verbs, or short phrases. When we are asked to listen to find the answers to questions, it helps if we underline key words in the questions. We then listen for those key words or other words and phrases that mean the same thing.

A Read the questions and underline two to three key words that you will listen for in the talk, in order to answer the questions.



1 How many square miles can a wildlife park be?
2 What examples of natural habitats does the narrator mention?
3 How is a wildlife park not 100% natural according to the narrator?
4 What endangered animals does the narrator mention?
5 How does the wildlife park use the money it makes?

B 2.4 Listen to the talk and complete the statements.

1 The narrator says that wildlife parks can cover _____ of square miles.
2 The narrator mentions forests, jungles, open plains, lakes, and _____ as natural habitats.
3 The wildlife park isn't 100% natural, because there is a _____ that animals can't cross.
4 The endangered animals that the narrator mentions are lions, tigers, and _____.
5 The two ways the wildlife park uses the money it makes is for park maintenance and for the _____ of animals in the wild.

WRITING

A **Read the texts and answer the questions.**

Are horse competitions bad for horses?

A

I believe horse competitions are dangerous and harmful. To begin with, it is a difficult sport for the horse. They have to run long distances very quickly, and they sometimes have to jump over obstacles, which can cause injury if they don't do it right. What's more, having a heavy person sitting on their back can cause serious damage. Lastly, horses like to live in open fields, but these horses have to live in barns, and they travel from competition to competition, far from a natural habitat. We should stop supporting this sport!

B

Horse competitions can be good for horses if they are done safely. Firstly, horses are active, social animals, and they like to run and jump, especially with other horses. So, when horses perform together in events, they have a good time because they are with other horses. In addition, the horses are cared for the people who handle them. My parents raise sport horses, and the horses are healthy and well fed. If they get sick, my parents immediately call a veterinarian. As long as the horses are taken care of, a horse competition is a good form of exercise.

1 Which of these arguments is not mentioned in Text **A**?
a The people who ride horses don't like them. **b** The horses don't get to live in the wild.

2 Which of these arguments is not mentioned in Text **B**?
a The horses get the very best medical care. **b** The horses live in comfortable spaces.

3 Which text includes three reasons of support?
a Text **A** **b** Text **B**

Progress Check

Lesson 1

I can learn about a test of animal intelligence. ☐
To review, go to READING **B**, p. 18 in your Student's Book.

I can use tag questions to confirm and check information. ☐
To review, go to GRAMMAR **A** & **B**, p. 19 in your Student's Book.

I can talk about animal intelligence. ☐
To review, go to SPEAKING **A** & **B**, p. 19 in your Student's Book.

Lesson 2

I can talk about different careers with animals. ☐
To review, go to VOCABULARY **A** & **B**, p. 20 in your Student's Book.

I can learn about careers with animals. ☐
To review, go to LISTENING **B** & **C**, p. 20 in your Student's Book.

I can use articles correctly. ☐
To review, go to GRAMMAR **A** & **B**, p. 21 in your Student's Book.

I can talk about what careers with animals might interest me. ☐
To review, go to SPEAKING **A** & **B**, p. 21 in your Student's Book.

Lesson 3

I can talk about animals that may be endangered. ☐
To review, go to VOCABULARY **A** & **B**, p. 22 in your Student's Book.

I can learn about the work of zoos. ☐
To review, go to LISTENING **B** & **C**, p. 22 in your Student's Book.

I can write about my opinion of zoos. ☐
To review, go to WRITING **A**, **B**, & **C**, p. 23 in your Student's Book.

I can talk about exotic pets. ☐
To review, go to SPEAKING **A** & **B**, p. 23 in your Student's Book.

UNIT 3

Think About It

LESSON 1 **How We Think**

READING

IDENTIFY THE TOPIC

When we identify the topic, we read a text and think about the general meaning of it. The topic is the main subject of the text. It can also refer to the main subject of a paragraph.

A Choose the correct summary of each paragraph.

Donald: Hey everyone! I need some advice. After spending a really long time trying to decide on a new cell phone, I finally bought one at the mall. That might sound great, but the problem is that I'm already regretting my decision! It's a really good phone, and I had to make an effort to save up the money to buy it, but I'm not sure I got the right one.

I researched all the phones that meet my needs, based on functions, memory size, camera, and price, and I thought I found the perfect phone. However, I rarely make a purchase like this, and as I was walking around the mall, there were so many different options that I started thinking I made the wrong decision. Now I'm back home, and I'm feeling a little depressed. Should I take it back to the store and get a refund? Help! Like • Reply - 2 days ago

Sabrina: Hi Donald! Hey look, don't worry about it. The same thing happened to me! But I've read about this, and apparently, it's quite a common psychological issue and it's not about the phone you bought! It's called "buyer's remorse," and it's when you are presented with so many options that any option you eventually choose seems like the wrong one! Apparently, once you have decided on buying something significant, like a cell phone, you only pay attention to all the good things about the cell phones you *didn't* buy!
Like • Reply - 1 day ago

Milo: Yeah, Sabrina, I've heard of that, too! When you are constantly comparing your expectations to what you've chosen, you inevitably regret your decision. You also ignore the evidence of good things about the one you chose, even if you know your decision was the right one. Don't worry about it. Companies know about "buyer's remorse," which is why your cell phone probably has a money-back guarantee! I'm sure your new cell phone is fine anyway. Just focus on all that research you did before you made your purchase!
Like • Reply - 2 minutes ago

1 The first paragraph is about ...
   a Donald's thoughts about his new cell phone.
   b Donald's new cell phone.

2 The second paragraph is about ...
   a why Donald feels the way he does.
   b what Donald saw in the shopping mall.

3 The third paragraph is about ...
   a what happened to Sabrina last year.
   b how Donald's feelings are very normal.

4 The fourth paragraph is about ...
   a how Donald can get his money back.
   b why Donald should feel happy with his new cell phone.



VOCABULARY

A Complete the article with words and phrases from the box.

concentrate on evidence ignore make an effort pay attention to rarely relevant

One of the most interesting aspects of how we think is called "cognitive dissonance." Although that sounds like a complicated psychological term, you'll soon see how **1** _____ it is to our everyday lives.

Have you ever been in a situation, for example, where you did a lot of work on something and you were then told that it wasn't necessary? If you have, you'll probably remember that you had to **2** _____ the fact that you'd wasted your time, because it wasn't a nice thing to think about! In fact, in a situation like this where you **3** _____ and it's unnecessary, you would probably only **4** _____ the positive things about it. For example, you might learn something new as you **5** _____ finishing the work.

If you look at it this way, cognitive dissonance is a positive experience. Why? Because we **6** _____ allow ourselves to feel bad about something we have put a lot of effort into, so we just "forget" about the **7** _____ that we wasted our time and focus on the good feeling we get from knowing we have worked hard on something.

GRAMMAR

A Complete the rules with the words in the box. There is one word you don't need.

after before doesn't future present specific will

Harry will meet us ***as soon as we arrive at the station.***

1 Time clauses show that something will happen at a _____ time in the future.
Harry will meet us as soon as we arrive at the station.

2 We use the _____ tense in the main clause.
Harry will meet us ***as soon as we arrive at the station.***

3 We use the _____ tense in the time clause.
As soon as we arrive at the station, Harry will meet us.

4 The time clause can come _____ or _____ the main clause. The meaning _____ change.

B Complete the sentences using the correct form of the words in parentheses.

1 What college _____ (you / attend) after you _____ (finish) school?
2 I know what Jake's like. As soon as he _____ (buy) that new car, he _____ (regret) it immediately!
3 I _____ (not / go) to work until I _____ (have) some coffee!
4 Before we _____ (drive) to the airport, we _____ (put) gas in the car.
5 _____ (you / get) some more milk when you _____ (be) at the supermarket?

C Choose the correct answer.

1 Julieta will be / is tired when she gets home tonight.
2 I won't buy a new cell phone until / as soon as I've seen everything they have in the store.
3 Do you think he'll be angry when he finds / will find out that he didn't need to do any of that work?
4 Before / Until you buy tickets, will you check what time the movie is?
5 Why won't James come with us to the party after / as soon as the exam? He has nothing else to do!

LISTENING

LISTEN FOR ATTITUDE

When we listen for attitude, we try to understand the way the speaker feels about something. We listen for the speaker's positive and negative opinions, and we listen to the words they use to understand how they feel about things.



A 3.1 **Listen to the podcast and answer the questions.**

1 In general, the speaker is **worried** / **not worried** about the safety of A.I.
2 Hollywood movies usually show the **positive** / **negative** side of A.I.
3 The speaker is **impressed** / **unimpressed** by the A.I. in Google maps.
4 Grady Brooch is **confident** / **not confident** about trusting A.I.
5 The speaker feels that we should **be afraid** / **not be afraid** of using our cell phones.

B 3.1 **Listen again and choose the correct answers.**

1 Which are the "good" characters in Hollywood movies about A.I.?
a people **b** robots **c** computers
2 What does the podcast say about this idea of A.I. being evil?
a It's not true. **b** It might happen. **c** Not all types of A.I. are evil.
3 How does Google Maps help with your route, according to the speaker?
a by measuring the speed of your vehicle
b by measuring the speed of vehicles in the region
c by measuring the distance between you and your destination.
4 How does your email account prevent you from getting spam?
a by learning to allow you to see emails only from people you want to get emails from
b by learning to read your emails and identify the word "spam"
c by learning to read your emails to see who you like to buy things from
5 How accurate is DeepFace software?
a 85% accurate **b** 90.5% accurate **c** 97.5% accurate
6 What effect does the podcast say that A.I. is *not* having on our lives?
a making it better organized. **b** making it less difficult. **c** making it more frightening.

VOCABULARY

A **Complete the sentences with the correct form of words from the box. You will use some words more than once.**

create danger employ power solve think

1 John McCarthy was a very _____ man. He contributed to many developments in the field of artificial intelligence.
2 Artificial intelligence relies on the development of faster and more _____ computers.
3 We can find a _____ to this problem if we spend some more time on it.
4 You know, I really don't think that A.I. is _____, so we shouldn't worry about it.
5 I really want to find a new job. My _____ isn't interested in my professional development.
6 I think that A.I. is humanity's most significant _____ in the last hundred years.
7 Sorry, but the director says that you can't take any extra time off work. I'm _____ to do anything.
8 Hey, I have a _____. Why don't we throw the party at my place? Then we can save some money.
9 I'm an _____ at Google and it's my job to make sure that the systems are all working properly.

GRAMMAR

A Complete the sentences with a word or phrase from the box. There are two words or phrases you will not use.

been *has/have* *for* past present perfect result simple past *since*

1 We form the present perfect progressive with _____ + past participle + *–ing*.
2 We use the present perfect progressive to talk about an activity that started in the _____ and is still in progress now.
3 We also use the present perfect progressive to talk about the _____ of a recent continuing action.
4 To talk about a finished action in the past that has results in the present, we use the _____.
5 When we mention the point the action began, we use _____.
6 When we mention the duration of the action, we use _____.

B Choose the correct answer.

1 I have cleaned / have been cleaning the house all morning and I'm exhausted!
2 I'm really happy with my cell phone. I has / have been using it for / since a year, and it still works perfectly.
3 The Japanese company Honda has had / been developing robots to do housework since / for 1996.
4 I haven't seen you before. How long have you been worked / working here?
5 People have / have been worrying about A.I. since / for years, but I think it's perfectly safe.
6 Can you help me? I have tried / been trying to finish my project since / for Monday, but I don't know what to do next!

C There is an error in each sentence. Find and correct the errors.

1 We use A.I. every day. In fact, you has been using A.I. in your smartphone since the day you bought it!
2 Come on, you need to take a break. You've been painting that wall since three hours.
3 Can I show you something? I've been working on a new app for last weekend, and I think it's ready.
4 You speak Spanish really well! How long have you was living in Mexico?
5 I don't think Marcela's going to come to the party because she hadn't been feeling well since last night.
6 I'm sorry I'm late! Have you been waiting since a long time?

D Complete the email with the correct form of the words in parentheses.

New Message

Hi, Tomas!

How are you? What **1** _____ (**you / do**) since we last spoke? **2** _____ (**you / enjoy**) your vacation? And why **3** _____ (**not / you / upload**) any photos to your social media accounts? I want to see what New York looks like! Sorry for disappearing for the last few weeks, but I **4** _____ (**work**) a lot recently.

So, you wrote to me a few weeks ago, and you asked me to recommend a smartphone app to help you remember things. I **5** _____ (**test**) a few since we last spoke, and I found one that will be very helpful. In fact, it might be one that you already have on your phone!

If you don't have it already, you can download Assistant for free. It's an app that uses A.I. to learn about your daily routine and help you so that you don't forget appointments. I **6** _____ (**not / use**) it for long, only about a week, but I already find it very helpful. It can remember all the things you need to do and it reminds you about them.

You can also talk to Assistant and it can send messages and emails for you. And since my sister installed it on her cell phone last month, she **7** _____ (**use**) it every day.

Try it out and let me know how it goes!

See you soon,
Alexa

Send

VOCABULARY

A Choose the correct answers.

1 There is a company in Tokyo that has managed to **give up** / **come up with** / **take up** a new idea to help blind people use computers.
2 Jane isn't telling me the truth. Why does she always **make up** / **look up** / **give up** some story?
3 Come on, don't **rely on** / **give up** / **come up with**! We've nearly finished our project!
4 If you're bored, why don't you **take up** / **make up** / **rely on** a new sport?
5 Yes, of course I'll help you with your homework. You know that you can always **look up** / **rely on** / **give up** me.
6 I think Alex cheated in his test. He told me that he likes to **make up** / **take up** / **look up** the answers on the internet.

B Complete each sentence with a phrase from the box.

come up with give up look up make up rely on take up

1 No, don't _____ an excuse. If you don't want to come to my party, just tell me.
2 Toby and Sarah are coming to the club this evening, because they want to _____ a new sport.
3 Thank so much for your help in the marathon. I was so tired that I wanted to _____, but you helped me to continue.
4 I really _____ this new app to help me find my way around the city.
5 Well, if you don't know anything about Elon Musk, you can _____ information about him online.
6 The local government is going to _____ a new plan for keeping the park clean, because it looks awful.

LISTENING

LISTEN FOR THE MAIN IDEAS

When we listen for the main ideas, we try to understand the most important information in what we hear. Don't worry about anything you don't understand. You can still understand the main ideas. Identify and listen for key words.



A 3.2 Listen to the podcast and choose the correct answers.

1 Grace and Pablo are **teachers** / **students**.
2 They **have** / **have not** decided what they will do the presentation about.
3 **Divergent** / **Convergent** thinking is about going through specific stages to get to a solution.
4 **Brainstorming** / **Deferring judgement** is trying to think of as many ideas as possible.
5 **Brainstorming** / **Deferring judgement** is about not making a choice too fast.

B 3.2 Listen again and choose *True* or *False*.

1 Grace and Pablo are studying philosophy. True / False
2 Pablo has had some very interesting ideas. True / False
3 Grace and Pablo have had the same difficulty. True / False
4 Grace thinks they should do their presentation on a topic that isn't on their course. True / False
5 Grace believes they should consider all alternatives before making a choice. True / False
6 Pablo rejects Grace's idea. True / False

WRITING

A Put the email in the correct order by labeling the different sections.

a Maxi
b First of all, it's a good idea to read about things that you aren't normally interested in. As soon as you do that, you will be able to open your mind and see things in a different way! And it also helps you to then think of solutions for the problems in your life.
c Hi Tom,
d I had a chat with a friend who works as a life coach about creative thinking, and I thought you would be interested in it. She said there are many easy and powerful ways to think more creatively, and she gave me some great advice.
e Hope you find this useful. Let me know what you have been doing since I last saw you!
f Regards,
g The second thing she mentioned was eating differently. We rarely change what we eat, but apparently when you can't come up with any new ideas, you should change to a healthy diet. Apparently, there is evidence that you will start thinking and acting much more creatively. And you will obviously feel healthier too!
h I'm sorry I didn't write before now. I have been traveling a lot, but I'm coming home tomorrow.

1 a greeting with *Hi* or *Dear* _____
2 a piece of personal news _____
3 a general description of the rest of the email _____
4 the first main point _____
5 the second main point _____
6 a short wish or hope _____
7 a closing expression such as *Love*, *All the best*, etc. _____
8 the writer's first name _____

Progress Check

Lesson 1

I can learn about a thinking habit. ☐
To review, go to READING **B**, p. 28 in your Student's Book.

I can use time clauses to talk about plans. ☐
To review, go to GRAMMAR **B**, **C**, & **D**, p. 29 in your Student's Book.

I can discuss my thinking habits. ☐
To review, go to SPEAKING **A** & **B**, p. 29 in your Student's Book.

Lesson 2

I can listen to opinions on artificial intelligence. ☐
To review, go to LISTENING **B** & **C**, p. 30 in your Student's Book.

I can form different words connected to artificial intelligence. ☐
To review, go to VOCABULARY **A** & **B**, p. 30 in your Student's Book.

I can use the present perfect progressive to talk about expert systems. ☐
To review, go to GRAMMAR **C**, p. 31 in your Student's Book.

I can talk about expert systems in my chosen career. ☐
To review, go to SPEAKING **A** & **B**, p. 31 in your Student's Book.

Lesson 3

I can use phrasal verbs. ☐
To review, go to VOCABULARY **A** & **B**, p. 32 in your Student's Book.

I can learn about ways to be creative. ☐
To review, go to LISTENING **A** & **B**, p. 32 in your Student's Book.

I can write an email to a friend. ☐
To review, go to WRITING **A** & **B**, p. 33 in your Student's Book.

I can brainstorm to find creative connections. ☐
To review, go to SPEAKING **A** & **B**, p. 33 in your Student's Book.

UNIT 4

Beyond Words

LESSON 1 Good Communicators

READING

READ FOR GIST

When we read for gist, we look at the beginning of a text to learn what the topic is, and we read through the rest of the text quickly to get a general idea of what it describes. It is not necessary to read every word.

A Read the article quickly and choose the words to complete the summary.

Are you an active listener?



We've all been there before: we're listening to someone talking, and our mind begins to wander. Some might look off to the side. Others nod as if they are listening, but they have no idea if they should be nodding their head in approval or shaking it in disbelief. Here are some tips to help you improve this often-ignored part of effective communication.

Making eye contact

Staring off to the side is not only the sign of a bad listener … it's just plain rude! Maintaining eye contact helps the listener stay active in the conversation. The eyes don't lie, so if you're looking the speaker directly in the eye, you're forced to listen, and they will believe you are being honest about listening.

Picture it

Another effective tip for active listening is to picture what the person is trying to say. Let's say the speaker is talking about making better personal connections. You might want to picture a person in your life, and, as the speaker carries on with their talk, change the scene in your mind according to what they say.

Feel it

This is similar to picturing what they are saying. Try to feel what they're saying as well. If they're describing a happy moment—for example, when they found out they have something in common with a coworker—try to think about what that would feel like. It would be as if you shared the experience with them.

So, if you have trouble being an active listener, try these tips and see if they work for you.

Some people have trouble being an active **1** speaker / listener, but there are some things people can do to improve this part of their communication. One is to maintain good **2** eye contact / body language with the speaker. Another is to **3** agree with / imagine in your mind what the speaker is saying. A third effective tip is to try to **4** feel / respond to what they're saying.

B Choose the correct answer.

1 The writer says that some people nod …
   a because they know they should.
   b even though they're not listening.
2 The writer says that not making eye contact with someone means …
   a people might think you're not honest.
   b you might not be listening.
3 To follow what someone is saying, it helps if …
   a we use a mental image in our mind that matches their words.
   b we draw what the speaker is saying on a piece of paper.
4 When we feel what a speaker is saying, …
   a we tell them about experiences that gave us the same feeling.
   b we think of a similar experience that would make us feel the same way.

VOCABULARY

A Choose the definition that fits each word.

1 persuade
a to get people to do what you want in a polite way
b to do what people want you to do

2 connection
a a relationship with someone else
b a form of communication

3 honest
a intelligent
b truthful

4 have in common
a own something with someone else
b share things, ideas, beliefs, etc. with someone else

B Complete the sentences with these words.

common connection honest persuade

1 Manuel doesn't want to take a class in communication, but I will _____ him to do it by telling him it will be good for him.
2 Maria and I are the only two people in our class who like to give speeches. So, we have something in _____!
3 A good way to make a _____ with someone is to find out if you share the same interests.
4 You won't have a lot of trouble communicating with people if you are _____ about your thoughts and feelings at all times.

GRAMMAR

A Complete the grammar rules with the phrases from the box. Use the example sentences to help you.

after some adjectives after some verbs after some verbs + direct object to express a purpose

We use the infinitive with *to* ...

1 *People often use their hands to communicate without words.*
_____.

2 *A good communicator persuades people to do the right thing.*
_____.

3 *Danny agreed to take the new coworkers at his company out to lunch.*
_____.

4 *It's easy to see how speaking in front of an audience can be stressful.*
_____.

B Write the correct form of these verbs.

1 I think suits are very formal, so for my speech, I want _____ (wear) something more casual.
2 Are you ready _____ (appear) in front of the audience now?
3 You should keep some water next to you _____ (drink) while you speak.
4 The presenter told the audience _____ (take) their seats.
5 We ask people questions about themselves _____ (learn) more about them.
6 Believe it or not, I'm excited _____ (give) my speech at work tomorrow.

C 4.1 Listen to these dialogues and choose the verb that is in the infinitive form with *to*.

1 make / try / find / have
2 think / communicate / speak / be
3 say / tell / practice / feel
4 behave / imagine / smile / know
5 raise / give / listen / ask
6 not like / persuade / let / do

What Do You Really Mean?

VOCABULARY

A Write the correct word from the box for each of these definitions.

distance position space speed tone touch volume

1 _____—how loud a sound is
2 _____—how fast something or something does an action
3 _____—how far something is from something else
4 _____—the quality of a sound that shows it is friendly, unfriendly, etc.
5 _____—the area around something or someone
6 _____—the action of putting our hands on something or someone
7 _____—the place where you put something and how you put it

B Choose the correct word to complete the sentences.

1 The **distance** / **space** from my home to my work is about 5 blocks.
2 "If you want these chores done, do them yourself!" "I don't like your **volume** / **tone**!"
3 My teacher talks at a high **speed** / **position**. I had to ask him to slow down!
4 Sonia could feel the nice **tone** / **touch** of her friend's hand on her shoulder.
5 You shouldn't speak to people you're trying to get to know with your arms folded. This **space** / **position** might show that you don't want to be friends with them.
6 The **volume** / **speed** of your voice is how loud it is.
7 Some people need a lot of personal **space** / **position** when they talk to other people, so they might stand back a little farther.

LISTENING

A 4.2 Listen to the talk and answer the questions.

1 What is the talk about?
a communicating without words **b** communicating in different languages

2 What does the interviewer want to know about first?
a facial expressions **b** handshakes

3 How does Lars say some Asians feel about a firm handshake?
a It's a sign of confidence. **b** It's a sign of aggression.

LISTEN FOR SPECIFIC INFORMATION

When we listen for specific information, we listen for details such as dates, times, names, specific years, a specific opinion or attitude, a specific object, etc. Look at the questions before you listen to see what specific information you should be listening for.

B 4.2 Listen to the talk again and complete the sentences.

1 In parts of Southern Europe, they use **just one hand** / **both hands** to shake hands.
2 In **South America** / **Africa**, the handshake is very loose.
3 In Asia and Africa avoiding eye contact is a sign of **aggression** / **respect**.
4 If you avoid eye contact in Western cultures, people think that you are **honest** / **not honest**.
5 As far as touching while speaking is concerned, people in Southern Europe think that it is **not appropriate** / **appropriate**.
6 There is a hand gesture that will get you in trouble with the police in **Greece** / **the Philippines**.

GRAMMAR

A Complete the rules with the words from the box.

always can never noun

1 With separable phrasal verbs, you _____ put a noun between the verb and the particle.
2 With non-separable phrasal verbs, you can't put a _____ between the verb and the particle.
3 With separable phrasal verbs, we _____ separate the verb and the particle when the object is a pronoun (*me*, *you*, *it*, *her*, *him*, *us*, *them*).
4 With phrasal verbs that have a particle plus a preposition, we _____ separate the verb or any of its parts.

B Complete these sentences with the phrases in bold in the correct order. Write the verb and particle separately where it is possible to do that.

1 The call was finished, but Sam forgot to _____ (hang up / the phone).
2 She didn't hear the bus driver, so she didn't know to _____ (get off / the bus).
3 He didn't want everyone to know why he was late, so he decided to _____ (make up / an excuse).
4 I'm not sure what we should do today, but I'll _____ (come up with / a plan).
5 I forgot what "personal space" meant, so I had to _____ (look up / it).
6 The students in your class are from different countries. Do you _____ (get along with / them)?

C Complete the dialogue with the phrases from the box in the correct order.

down / it into / it off / it on / it out / it up / it

Gabriella: Do you use a translation app?
Tomas: I do. I actually rely **1** _____ quite a lot.
Gabriella: Does it help you with every word or phrase?
Tomas: Yes, it does. In fact, it's fantastic. I'm always looking for an excuse to show **2** _____!
Gabriella: Can I try it?
Tomas: Sure. Just say a word into the app. It may take a few seconds to figure **3** _____.
Gabriella: OK ... Hmm, I don't hear anything. I think the volume's too low. Can you turn **4** _____?
Tomas: Oh, sorry. I didn't want my phone to ring in class, so I turned **5** _____. Here we go, now try again.
Gabriella: *(listens to phone)* Oh, yes. It works! That's great. I might want to get this for my phone, so I'll have to look **6** _____.

D Write sentences. Add words where necessary and separate the phrasal verb where possible.

1 I / need / call back / my sister

2 my paper / wasn't good, / so I / need / do over / it

3 can you / fill out, / this form / please / ?

4 if / you get / bad grade, / it's hard / get over / it

5 our test / tomorrow, / so we / have / look over / Unit 3

6 when I / ran into / Sonia, / I stopped / chat

From Words to Pictures

LISTENING

A 4.3 **Listen to the introduction to a talk and answer the questions.**

1 What is the speaker's talk going to be about?
a what communication was like many years ago
b how communication has changed over the years
c how communication has worsened over the years

2 What does the speaker think is different about communication today?
a There are a lot more words than there are images.
b People pay less attention to communication in general.
c There are a lot more images that there are words.

3 Where does the speaker think is a good place to observe this?
a in books
b in spoken languages
c in advertising

LISTEN FOR THE ORDER OF EVENTS

When we listen for the order of events, we listen for words such as *first*, *next*, *then*, *after that*, and *finally* to determine in what order the events took place. We can also use dates and years to determine a timeline of events.

B 4.4 **Listen to the rest of the talk and label the following from 1 to 4 in order of how the speaker says they appeared in history.**

_____ Imagery of famous people with a bit of text which expressed an idea
_____ Illustrations with text that focused on personal experiences
_____ Illustrations with a great deal of text
_____ Advertisements that flash and play videos

VOCABULARY

A **Choose the correct word that matches the emoji.**



1 clap / shake hands



2 wave / smile



3 point / thumbs up



4 smile / clap

WRITING

A **Read the text message and choose the appropriate sentence to complete each gap.**

Hi Ricardo! **1** _____ I got promoted at work! Let's meet up and celebrate—my treat! **2** _____ I love their food! **3** _____ I get off work at 5. **4** _____ I hope so! **5** _____ **6** _____ Juan

1 I have some positive news to share with you. / Guess what?
2 How does the Blues Café sound? / I would like to suggest that we arrange to meet at the Blues Café?
3 Is 5:30 OK? / Is 5:30 p.m. an appropriate time to meet?
4 Are you able to make the arrangement? / Can you come?
5 Please write back at your earliest convenience. / Text me back and let me know.
6 Sincerely, / See you later!

B Read the text. Complete the sentences below using phrases from the box. Then replace the underlined sentences. There are two phrases you will not need.

Dear colleagues,

I am writing to inform you that our company will be having our annual get-together next month. **1** It's May 4th, Park Pavilion, Central Park. Food and refreshments will be provided, so you needn't worry about bringing anything. **2** Bring someone if you want. Please inform us as soon as possible if you will be attending and if you plan on bringing a guest. **3** See you!

Pamela Rodriguez, Human Resources Manager

be there bring a guest come along take place look forward

1 The event will _____ on May 4th at the park pavilion in Central Park.
2 You're allowed to _____, if you would like to do so.
3 We very much _____ to seeing you there.

Progress Check

Lesson 1

I can learn about good communicators. ☐
To review, go to READING **B**, p. 38 in your Student's Book.

I can use infinitives with *to* to talk about public speaking. ☐
To review, go to GRAMMAR **C** & **D**, p. 39 in your Student's Book.

I can give a short presentation. ☐
To review, go to SPEAKING **A** & **B**, p. 39 in your Student's Book.

Lesson 2

I can talk about ways to communicate. ☐
To review, go to VOCABULARY **A**, p. 40 in your Student's Book.

I can learn about verbal and non-verbal communication. ☐
To review, go to LISTENING **B**, p. 40 in your Student's Book.

I can use separable and non-separable phrasal verbs. ☐
To review, go to GRAMMAR **A** & **B**, p. 41 in your Student's Book.

I can try to persuade another person to believe something. ☐
To review, go to SPEAKING **A** & **B**, p. 41 in your Student's Book.

Lesson 3

I can learn about the history of communication. ☐
To review, go to LISTENING **B** & **C**, p. 42 in your Student's Book.

I can talk about emojis. ☐
To review, go to VOCABULARY **A**, p. 42 in your Student's Book.

I can write an email. ☐
To review, go to WRITING **A** & **B**, p. 43 in your Student's Book.

I can talk about different means of communication. ☐
To review, go to SPEAKING **A** & **B**, p. 43 in your Student's Book.

UNIT 5

One Planet

LESSON 1 Climate Change

VOCABULARY

A Complete the sentences with the correct option.

1 I really prefer the mountain ... in the south of Argentina. because it's cooler.
a weather **b** climate

2 Many people agree that it is bad for the ecosystem to ... wild animals and put them in zoos.
a melt **b** trap

3 In 2018, there was a terrible ... in California that killed over a hundred people.
a forest fire **b** degree

4 One of the many problems of global warming is that it makes the polar ice caps ... and so the sea level rises.
a trap **b** melt

5 You should take an umbrella with you. Apparently, the ... is going to be terrible today.
a weather **b** climate

6 If the temperature on Earth increased by even one ..., it would have a very negative effect on the environment.
a degree **b** forest fire

READING

A Read the article and choose the correct answers.

It's getting hot in here. Or is it?

When you look up "climate change" on the internet, you get nearly a billion results, and there seems to be more in the news about it every day. But does everyone feel the same way about it? According to a recent survey in the US, 17% of people believe that man-made climate change is a myth. Other people think that the media tries to make global warming sound worse than it really is. So why is this, and what's the reality?

The idea that climate change is a myth is also called "climate change denial." Climate change deniers are people who tend to ignore scientific proof about climate change. There are different reasons for this. Some people do not see what is happening to the environment because they don't think it's personally affecting them. Some people even make money from activities that can damage the environment and so they do not want governments to make them stop.

So, what are their arguments? Climate change deniers often say that carbon dioxide is not bad for the environment, because plants and trees need it to grow. The reality is that the amount of carbon dioxide that human activity produces is dangerous. This is because there is a limit to the amount of carbon dioxide that plants can store, and so the earth is now getting hotter.



Climate change deniers also say that even if climate change exists, the climate has always changed, so we shouldn't worry. The reality is that unless we do something about this, the planet will continue to get warmer.

Even though climate change is very real, there is, says the *Guardian* newspaper, a "denial industry" who reject the facts about climate change, so that they can continue to make money and, unfortunately, pollute the environment.

So, this is why, if someone tells you that the increase in forest fires has nothing to do with global warming, or that the polar ice caps don't melt because of human activity, tell them to check their facts! A United Nations report states that if we allowed even a 1.5-degree increase, it would mean more extreme weather events. And we already have more than we can manage!

1 The article says that **not everyone** / **everyone** feels the same about climate change.
2 Some people agree that global warming is **as bad as** / **not as bad as** the media says.
3 Some businesses make money from activities that can **reduce** / **contribute to** climate change.
4 A small rise in the Earth's temperature could have **serious** / **few** consequences for the environment.

IDENTIFY EXPLANATIONS, DEFINITIONS, AND EXAMPLES

When we identify explanations, definitions, and examples, we look for specific words that demonstrate a particular concept. Sometimes, they are introduced by phrases such as *In other words*, *This means*, or *For example*.

B Choose the correct answer to complete the sentences.

1 The phrase "17% of people believe that man-made climate change is a myth" is an explanation of ...
a the fact that not everyone thinks that climate change exists.
b what "climate change denial" is.

2 The phrase "people who tend to ignore scientific proof about climate change" is a definition of ...
a big businesses.
b climate change deniers.

3 The phrase "carbon dioxide is not bad for the environment, because plants and trees need it to grow" is an example of _____
a why we do not need to worry about climate change.
b what climate change deniers believe.

4 The phrase "who reject the facts about climate change, so that they can continue to make money" is a definition of ...
a a group who do not want to stop global warming
b a group of worldwide journalists.

GRAMMAR

A Read the sentences and choose the correct words or phrases from the box to complete the rules. You need to use some words or phrases more than once.

base verb simple present verb simple past verb *will/won't* *would/wouldn't*

1 If we burn fossil fuels like oil and gas, they produce carbon dioxide.
In the zero conditional, we use *If/Unless* + _____, + _____.

2 Unless people learn about the reality of climate change, they won't care about it.
In the first conditional, we use *If/Unless* + _____, + _____ + _____.

3 If we allowed even a 1.5 degree increase, it would mean more extreme weather events.
In the second conditional, we use *If/Unless* + _____, + _____ + _____.

B Complete the email with the correct form of the words in parentheses.

New Message

Hi, Silvia!

I'm really sorry to hear that you've been sick! My brother Shaun had a really bad headache last month and if Shaun gets a headache, he normally **1** _____ (**feel**) terrible, so we had to see the doctor.

Anyway, I'm replying to your email about the homework. Mr. Riley asked us to do a short presentation about renewable energy. So far, I've discovered that fossil fuels still produce nearly 80% of the world's energy, which is a big problem because unless we **2** _____ (**change**) to renewable energy, oil will run out in about fifty years.

I know that we **3** _____ (**have**) a better way to make energy if governments invested in alternatives! Did you know that in Brazil they have cars that use sugar as fuel? It's amazing!

Now, if I **4** _____ (**am**) you, I'd use the Energy Information Association (EIA) website or the Word Wildlife Fund website. Obviously, if you don't use an official website, you **5** _____ (**need**) to check that the information is reliable.

It's nice to be helping you for a change! I am always the one who **6** _____ (**call**) you if I need help!

See you on Monday!
Alesha

Send

VOCABULARY

A Choose the correct answers.

1 I think that companies should at least **reduce** / **require** / **provide** the amount of fossil fuels that they burn.
2 A famous car company said that their cars were more ecologically friendly than they really were, and so the company had to **create laws** / **pay a fine** / **reduce.**
3 There are many local governments that **create laws** / **don't allow** / **pay a fine** people to simply throw out all of their trash together. People have to separate it.
4 Most supermarkets still **reduce** / **require** / **provide** plastic bags, but you have to pay for them. This is better because people don't use as many.
5 One problem with eating meat is that food-processing plants **require** / **reduce** / **create laws** a lot of fossil fuel to maintain their production.
6 In my opinion, governments should **create laws** / **don't allow** / **pay a fine** to stop people from dropping litter on the street.

B Complete each sentence with a word or phrase from the box.

create laws don't allow pay a fine provide reduce require

1 The local government is going to _____ all homes with special trash cans, so that people can separate their trash.
2 Our teachers _____ us to use our cell phones in class. It's so unfair!
3 If people had to _____ every time they wasted water, everyone would be much more careful with it!
4 The public transportation system where we live is very good now, so we've been able to _____ the number of times we use our car.
5 In the future, I think that governments should _____ to make sure that people are more careful with the electricity they use at home.
6 I want to study medicine at college, but I find science very hard, so it's going to _____ a lot of work!

LISTENING

LISTEN FOR MAIN IDEAS

When we listen for main ideas, we try to understand the most important information in what we hear. Don't worry about anything you don't understand. You can still understand the main ideas. Listen for key words.



A 5.1 Listen to the podcast and choose the correct answer.

1 It's **not important** / **essential** to have someone significant talking about a cause.
2 Greta **has always** / **hasn't always** been a very good speaker.
3 Her parents changed things **they were doing** / **Greta was doing** that damaged the environment.
4 Greta **had** / **didn't have** a lot of people with her at the start of her first protest.
5 **Everybody** / **Not everybody** wants to hear what Greta says about climate change.

B 5.1 Listen again and choose *True* or *False*.

1 Greta's first big talk was for the European Parliament. True / False
2 Greta started talking about climate change at school. True / False
3 Greta's parents didn't try to make her talk when she was depressed. True / False
4 Greta's father no longer eats meat because of her. True / False
5 Greta's parents were happy to let Greta speak at the climate change event. True / False
6 Greta wanted people at the World Economic Forum to feel optimistic about climate change. True / False

GRAMMAR

A Complete the sentences with words or phrases from the box. There is one word you do not need.

can *could* present progressive simple past simple present *would*

1 *I wish big businesses didn't pollute the environment.*
We talk about something that we would like to be true in the present but which isn't by using:
wish + _____.

2 *I hope Greta convinces the United Nations to create a new law on climate change.*
We talk about something that we want and expect to happen in the future by using:
hope + *will*, *can* or _____.

3 *I hope you're eating healthily!*
We talk about something that we want and expect to be true in the present by using:
hope + simple present, _____, or *can*.

4 *I wish we could live in a world without global warming.*
We talk about something that we would like to happen in the future but which probably won't by using:
wish + _____ or _____.

B Choose the correct answer.

1 I hope our local government **will** / **would** provide recycling facilities on every street.
2 I wish you **will stop** / **would stop** throwing things away instead of recycling them! It's terrible!
3 I wish it **were** / **is** easy to stop companies contributing to global warming, but it just isn't!
4 I hope Jenny **is working** / **could work** hard now that she's in college.
5 I hope our company **would stop** / **stops** polluting the river soon.
6 I wish the United Nations **could** / **will** take more action to prevent climate change.

C Find and correct the mistakes.

1 I really wish that Jade will turn the lights off when she leaves the room, because it's such a waste of energy!
2 The company has paid for our hotel, so I hope we will staying somewhere nice!
3 There is so much plastic waste in the ocean. I wish they will make a law to stop it happening in the future.
4 Oh no, I really wanted to go for a picnic today. I wish it would not be raining.
5 I hope you could take some time to help me with my project tonight.
6 I really want to buy a new cell phone, so I hope we got paid soon.

D Write the correct form of the verbs in parentheses. Add any other words you need.

Jack: Hey Kate, have your heard about this? Apparently, there's a protest against climate change downtown on Friday. I wish I **1** _____ (go) but I can't. I have to work.
Kate: Yeah, I heard about the protest, and I hope I **2** _____ (be) there, but it might be difficult for me, too. I'm meeting my tutor on Friday morning to talk about my project. I wish I **3** _____ (have) so much work all the time.
Jack: I know what you mean. Wait ... it says on the website that the protest starts at 4 p.m. Hmm. I hope I **4** _____ (leave) work a bit earlier today. I'll speak to my manager now.
Kate: I hope she **5** _____ (be) in a good mood today.
Jack: Yeah, she often seems to be stressed. I wish she **6** _____ (relax) a bit. I hope she **7** _____ (have) a good day. Wish me luck!

Hope for the Future

LISTENING

A 5.2 **Listen and choose the correct answer.**



1 What does Dr. Hamilton speak about?
a recycling materials
b using materials in other ways
2 What solutions does Dr. Hamilton talk about?
a solutions to provide water and heat
b solutions to provide fresh air and rubber
3 How are the environmental solutions described?
a simple but effective
b complicated and expensive

LISTEN FOR DETAILS

When we listen for details, we listen carefully to understand exactly what someone says. Remember, the question is often different from the exact words the speaker uses. Try to think of different ways in which the same idea can be expressed and listen out for those.

B 5.2 **Listen again and choose the correct answer.**

1 What does the first environmental solution involve?
a wind **b** earth **c** water
2 What are most air wells made of?
a steel **b** aluminum **c** stone
3 When does the air well produce water?
a during the day **b** during the night **c** in the morning
4 What is the process of turning a product that is hard to recycle into something useful?
a recycling **b** upcycling **c** downcycling
5 What is inside the tires that are used in tires walls?
a rubber **b** earth **c** concrete
6 What does a tire wall do for the house at night?
a It makes it warmer. **b** It makes it colder. **c** It protects it.

VOCABULARY

A **Choose the correct answers.**

1 The **pot** / **roof** / **steel** of this eco-home has glass bottles inside it that keep the house insulated.
2 A lot of school playgrounds have bits of **rubber** / **pot** / **net** on the ground to make a safe surface for children to play on.
3 Some governments are trying to stop fishermen from using a large fishing **net** / **coconut** / **flip-flop**, because they can trap larger animals like dolphins.
4 This door is made of a metal called **tire** / **steel** / **pot**, so it's very strong.
5 While Franca was playing on the beach yesterday, she lost her right **coconut** / **net** / **flip-flop**. She went back to look for it this morning, but she couldn't find it.
6 We made a flower **tire** / **pot** / **roof** from an old glass bottle, which I then painted.
7 You should really try **rubber** / **coconut** / **roof**. The milk is delicious, and then you can eat the white part inside, too.
8 I need to get a new **flip-flop** / **steel** / **tire** for the wheel of my truck, because this one is about five years old now.

WRITING

A **Complete the essay by choosing the correct phrase.**

This country has changed a lot in recent decades. Thirty years ago, the light and soil pollution were terrible. At night, the lights were so bright that **1** _____. Because of all the garbage on the ground, **2** _____. The government has now created an anti-light pollution law. People can only use outdoor lights that turn on and off automatically. Now, if people pollute the soil with garbage, **3** _____. My city has introduced new recycling trash cans and stopped supermarkets from giving people plastic shopping bags.

The results from the changes have been positive, but more should be done to help with problems like glaciers melting and the extinction of so many species. If schools had courses to teach students about global warming, **4** _____. In my city, they give people free access to a wildlife park. I believe that **5** _____ if all cities did that, and people could learn about endangered species. Another thing that helps with the problem of light pollution, and with global warming in general, is only having lights on when they are needed. If governments encouraged people to turn their lights off, **6** _____, and it would be easier to see the night sky.

Read more

a nocturnal animals would not be harmed
b there would not be so many animals dying
c the soil was also very polluted
d they have to pay big fines
e kids wouldn't waste electricity at home
f it harmed wildlife by confusing nocturnal animals

Progress Check

Lesson 1

I can learn about climate change. ☐
To review, go to READING **A** & **B**, pp. 48–49 in your Student's Book.

I can use conditionals to talk about climate change. ☐
To review, go to GRAMMAR **A** & **B**, p. 49 in your Student's Book.

I can talk about how global warming is affecting my country. ☐
To review, go to SPEAKING **A**, p. 49 in your Student's Book.

Lesson 2

I can talk about taking action on climate change. ☐
To review, go to VOCABULARY **A**, p. 50 in your Student's Book.

I can learn about environmental problems. ☐
To review, go to LISTENING B & C, p. 50 in your Student's Book.

I can use present and future hopes and wishes to talk about environmental problems. ☐
To review, go to GRAMMAR **A** & **B**, p. 51 in your Student's Book.

I can talk about environmental issues in my country. ☐
To review, go to SPEAKING **A**, p. 51 in your Student's Book.

Lesson 3

I can learn about environmental solutions. ☐
To review, go to LISTENING **B** & **C**, p. 52 in your Student's Book.

I can talk about materials and products. ☐
To review, go to VOCABULARY **A**, p. 52 in your Student's Book.

I can write an essay on environmental projects in my country. ☐
To review, go to WRITING **B** & **C**, p. 52 in your Student's Book.

I can talk about new programs or products to help the environment. ☐
To review, go to SPEAKING **A** & **B**, p. 52 in your Student's Book.

UNIT 6

Moments in Time

LESSON 1 Decades of Change

READING

A Read the article and choose *True* or *False*.

The Most Important Technological Advancements of All Time



As we look around us today, we see many technological advancements—computers, cell phones, the internet, to name a few. But there are some that are not so obvious, and this is probably because we take them for granted.

For example, we use paper on a daily basis and it's useful for every single field of work. But there was a time when paper didn't exist. Before the invention of paper by the Chinese in 100 B.C., people had used rough materials like stone and papyrus for communication. Paper was cheap and easy to make, and it was eventually used to make books.

Another overlooked invention is optical lenses, or eyeglasses. These were used in ancient Babylon as early as 750 B.C. The eyeglasses we use today weren't developed until 1286, when a glass cutter in Italy made a pair of eyeglasses. Before that, the ancient Greeks and Romans had filled small round glass objects with water to make lenses.

A revolutionary invention that we also take for granted is the printing press. Invented by German goldsmith Johannes Gutenberg in the 15th century, this machine revolutionized how information spreads. Before Gutenberg's creation, people had written books by hand. This was a process that took days and had to be done for every single copy. So, the printing press was a major development for literature, communication, and science.

Finally, there is one invention that is fairly obvious—electricity. Technically speaking, we didn't "invent" electricity, we discovered that it exists, but we did have to invent ways of using it. Many scientists had experimented with electricity before Benjamin Franklin took a great interest in the 1700s. His research led to huge advances in how electricity is used and understood.

So, the next time you see someone reading a book with a pair of eyeglasses next to a lamp, remember that these major technological advancements allowed this to happen!

Read more

1 The article discusses four of the most important technological advancements in human history. True / False
2 None of the technological advancements involved the use of high tech, such as computers. True / False
3 The article gives us the name of an inventor or discoverer for each invention or discovery. True / False
4 The writer tries to tie all of the inventions and discoveries together at the end of the article. True / False

SCAN

When we scan, we look through a text quickly to help us find answers to questions. We look at the questions first to see what information we need to find. We then look through the text, without reading every word, until we find the information.

B Scan the article to find information to complete these sentences. Use the underlined words to help you

1 Paper was invented by _____ in 100 B.C.
2 Before the invention of paper, people had written on _____ like stone.
3 A type of eyeglass existed in _____ in 750 B.C.
4 Someone in Italy made a modern pair of eyeglasses in _____.
5 Johannes Gutenberg invented the printing press in the _____.
6 In the 1700s, a man by the name of _____ took an interest in electricity.

VOCABULARY

A **One of the three words next to the word in bold is not a synonym. Find it and cross it out.**

1	**enormous**	tiny / huge / large	4	**creation**	invention / destruction / design
2	**end**	completion / close / opening	5	**major**	small / important / significant
3	**particularly**	usually / especially / extremely	6	**improvement**	failure / progress / development

B **Complete the sentences with words from the box.**

creation end enormous improvement major particularly

1 The invention of the electronic computer was a _____ event of the 20th century.
2 Things like refrigerators, microwave ovens, and dishwashers brought about a general _____ in people's everyday lives.
3 Travel has become faster over time, _____ with the invention of the airplane.
4 A(n) _____ number of people use the internet every single day.
5 What great inventions will we have by the _____ of the 21st century?
6 Alexander Graham Bell invented the telephone. His _____ has forever changed how we communicate.

GRAMMAR

A **Complete the grammar rules. Use the example sentences to guide you.**

When my grandmother was born in 1939, ***they had already invented the telephone.***
Had people stopped writing letters *by the time email came around?*
1 We use the _____ to talk about an action that happened before another action in the past.
By the time I started college, *the internet had become a part of everyday life.*
Some people had heard about e-readers ***before the first one hit the market.***
2 We use the _____ to talk about an action that happened after another action in the past.
When Helena returned from lunch, the program ***had*** *already* ***finished*** *downloading.*
By the end of the day, they still ***hadn't figured out*** *how to use the machine.*
3 We form the past perfect with _____ + a past participle.

B **Circle the correct words.**

1 When Geraldo checked his email inbox, he **already received** / **had already received** fifty emails.
2 Paula's phone battery had run down by the time she **had gotten** / **got** to work.
3 By the time people **had started** / **started** driving cars, we had used horses for travel for millennia.
4 The electronics store **went** / **had gone** out of business when Freddy visited it to buy a new computer.
5 When Luis **remembered** / **had remembered** to get his food from the microwave, it had already burned.
6 An internet start-up firm **hired** / **had hired** Lisa by the time she graduated from college.

C 6.1 **Listen to these dialogues. Choose the first event that the second speaker mentions.**

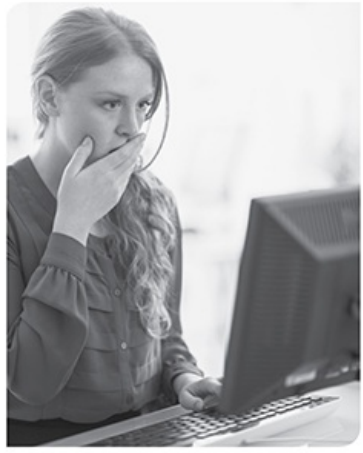
1	bought an e-reader / friend found a cheaper one	4	forgot about the event / called to remind
2	not installed the software / made a video call	5	left class / posted a short video
3	received lots of likes / visited the site	6	not used a tablet / started grade school

D **Each sentence has one error. Find the error and correct it.**

1 When I got my first computer, I already learned how to use one.
2 I had turned thirteen before I had set up my first Facebook account.
3 By the time Vicky got home, her video went viral.
4 Posting videos online hadn't become popular before YouTube had first appeared.
5 By the end of the 20th century, people didn't start using smart phones.
6 Artists started releasing their music videos on YouTube by 2010.

LISTENING

A 6.2 **Listen to the radio show call-in and answer the questions.**



1 The radio host is asking people ...
   a what they enjoy about tech.
   b what bothers them about tech.
   c what they want to see in tech.
2 The type of tech that Sofia discusses involves ...
   a things we use to do our work or schoolwork on.
   b things we use to take photos.
   c things that aren't connected with wires.
3 The suggestion that the host gives to Sofia is to ...
   a use a password on her devices.
   b get rid of her devices.
   c call the police if anything is stolen.

LISTEN FOR SUPPORTING DETAILS

When we listen for supporting details, we listen for details that explain or give more information about ideas that we hear. For example, if we hear a speaker say "Technology is good for us," we then listen for the supporting details they give to support their opinion, such as "It helps us communicate more quickly."

B 6.3 **Listen to the rest of the radio show and answer the questions.**

1 The reason Sofia is not very worried is because she uses passwords / often changes devices.
2 The kind of tech Sam is most worried about involves automobiles / robots.
3 The reason Sam gives for being worried is that things might get put together wrong / he might lose his job.
4 The kind of tech Trish is most worried about involves airplanes / drones.
5 The reason Trish gives for her fear is she has concerns about spying / she might get hit by something.

VOCABULARY

A **Choose the correct adjective for each sentence.**

1 Maria was really boring / amazed / bored at the tech show. She didn't enjoy it at all!
2 The audience was amused / boring / amusing by the inventor's cute demonstration of his new product.
3 A car that drives itself might be relaxed / disappointing / relaxing, since you can just sit back and let it take you where you need to go.
4 I rode in a driverless car once and I really loved it—it was amazed / disappointing / amazing!
5 The invention did not do well at all and sales were quite disappointed / entertaining / disappointing.
6 I didn't like my new electric floor sweeper, but my cat was entertaining / entertained / bored by it!

B **Complete the sentences with the correct adjective form of the word in bold.**

1 I was quite _____ (amaze) by what the 3-D printer could make.
2 This invention is really _____ (bore). It doesn't do anything fun!
3 The scientist gave an _____ (amuse) demonstration of his new device—an electronic puppy that can roll over and bark.
4 People were _____ (disappoint) that the camera didn't do what it promised.

GRAMMAR

A Complete the rules with words from the box. Use the example sentences to help you. You will use one word twice.

object person place that time *when* *where* *which* *who*

For defining relative clauses, we use the relative pronoun:

- **1** _____ to refer to a(n) **2** _____ —*Is this the engineer who invented the 3D printer?*
- **3** _____ to refer to a(n) **4** _____ —*There's the shop where I bought my wireless headset.*
- **5** _____ to refer to a(n) **6** _____ —*The evening is the time when I'm online the most.*
- **7** _____ to refer to a(n) **8** _____ —*The notepad which you were using is waterproof!*

Instead of *who* or *which*, we can use the relative pronoun **9** _____ .

B Choose the correct relative pronoun.

1 Miguel works in a factory **that** / **where** they make driverless cars.
2 If you want to know more about this invention, you should ask the man **who** / **when** invented it.
3 Is this a camera **who** / **that** can take 360° photos?
4 Do you know of a 3-D printer **which** / **where** can build a whole house?
5 Some bike lanes are a bit narrow. It's better to make lanes **which** / **where** there is plenty of space to ride.
6 The time of the day **when** / **that** I feel most creative is after an afternoon nap.

C Complete the text with words from the box. You will use some words more than once.

that when where who

A driverless car is a car **1** _____ uses a computer to drive on the roads. These cars have a long way to go before they are considered safe. First, some of us know that scary moment **2** _____ a person steps onto the street accidentally. A driver **3** _____ has their eyes focused on the road can stop quickly to avoid hitting the person. But can a computer think fast enough to do that? Computers use equipment **4** _____ can "think" very fast, but it's not nearly as fast as our brains work. Another problem is wet or icy roads. If the computer comes to an area **5** _____ there is ice or rainwater, the computer might not "see" it. For these reasons and more, it will be difficult to find a person **6** _____ trusts a driverless car enough to buy one.

D Choose the correct answer to complete the sentences.

1 Do you remember the museum ...?
a when you met the inventor **b** where you saw the invention **c** who made this device

2 Think of a creator ...
a who inspires you the most **b** when you are most creative **c** where you do your best thinking

3 What is the invention ...?
a who amazes you the most **b** when you were most amazed **c** that amazes you the most

4 For me, the 20th century was the century ...
a where the best inventions were made **b** who made the best inventions **c** when people made the greatest inventions

5 Name three scientists ...
a where the greatest discoveries were made **b** that have done the most for science **c** when science progressed very quickly

6 Would you like to have a device ...?
a which can read people's minds **b** who can read people's minds **c** where you can read people's minds

LISTENING

A 6.4 **Listen to the podcast and write what each person created or discovered.**

a source of a disease a type of jetpack a type of television an optical system

1 Ellen Ochoa: _____
2 Carlos Finlay: _____
3 Guillermo Gonzalez Camarena: _____
4 Juan Manuel Lozano Gallegos: _____

LISTEN FOR NUMERICAL INFORMATION

When we listen for numerical information, we listen for numbers such as dates, times, years, a decade (the 1980s), a century (the 20th century), phone numbers, street numbers in an address, or a person's age. Remember that the same number can sometimes be expressed in different ways, for example, the year 2025 could be "two thousand twenty-five" or "twenty twenty-five."

B 6.4 **Listen to the podcast again and complete the sentences with a number.**

1 Ochoa was born in _____.
2 She first flew into space in _____.
3 She spent _____ days in space.
4 Finlay was born in Cuba in _____.
5 Camarena was born in Mexico in _____.
6 Camarena made his creation when he was _____.
7 Camarena sold his first TV set in _____.
8 Camarena's first TV set sold for $_____.
9 Camarena's set would be worth $_____ in today's money.
10 Lozano spent _____ years developing his invention.
11 Lozano's invention sells for $_____.
12 Lozano's jetpack lasts for _____ seconds in the air.

VOCABULARY

A **Complete the sentences with the correct adjective. The first letter and number of letters in the word has been given.**

1 Someone who is able to do something is _____ of doing it. (c, 7)
2 Someone who appreciates something is _____ for it. (t, 8)
3 Someone who succeeds at doing something is _____ at it. (s, 10)
4 If you feel like something is possible, you are _____ that it will happen. (h, 7)
5 Someone that is amazing and wonderful is _____. (i, 10)
6 A situation can seem _____ when it seems too difficult to deal with. (h, 8)

B **Complete these sentences with a word from the box and the correct suffix.**

cap– hope– hope– incred– success– thank–

1 Paulina spent years working on her invention, and she was _____ that it would finally work.
2 Mary Anderson was _____ at making an invention that people needed.
3 Is this cardiac surgeon _____ of performing a heart transplant?
4 Marco was _____ for all the help he received in making his invention a reality.
5 I've tried so many times to get this invention to work, but it won't. It's simply _____!
6 If there were a device that could cure all health problems immediately, that would be _____!

WRITING

A **Read this short biographical essay and choose the correct answers.**

George Washington Carver



a In the late 19th century, farmers faced difficulties in growing food and raising animals. The cost of feeding animals was high, and as the US population grew, more food was needed to feed everyone. **b** Luckily, a man named George Washington Carver invented techniques which greatly improved farming.

c Carver was born in 1864 near Diamond, Missouri on a small farm where corn and other crops were grown. As a child, the young George was interested in plants, and he eventually learned about plant diseases and how to cure them. Local farmers loved him and called him "the plant doctor." As an adult, he taught farmers that they could feed their animals seeds from trees, which helped with costs. He also encouraged farmers to grow foods which helped improve the soil, such as sweet potatoes, peanuts, and soybeans. Carver invented ways of using these crops as well.

d After Carver passed away in 1943, US President Franklin D. Roosevelt decided that Carver would receive a monument to honor his efforts to help American farmers.

1 Sentence a gives biographical facts about the person / gives an idea of what the text will be about.
2 Sentence b sets a specific angle for the article / gives an idea of what the topic will be.
3 Sentence c restates the angle of the story / gives biographical facts about the person.
4 Sentence d sets a specific angle for the article / restates the angle of the article.

Progress Check

Lesson 1

I can learn about technology in the 20th and 21st centuries. ☐
To review, go to READING **A**, p. 58 in your Student's Book.

I can use the past perfect to talk about changes in technology. ☐
To review, go to GRAMMAR **B** & **C**, p. 59 in your Student's Book.

I can talk about generational changes in technology. ☐
To review, go to SPEAKING **A**, **B**, & **C**, p. 59 in your Student's Book.

Lesson 2

I can learn about 21st century inventions. ☐
To review, go to LISTENING **B** & **C**, p. 60 in your Student's Book.

I can learn the difference between *–ed* and *–ing* adjectives. ☐
To review, go to VOCABULARY **A** & **B**, pp. 60–61 in your Student's Book.

I can use defining relative clauses to talk about my life and opinions. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, p. 61 in your Student's Book.

I can give my opinions of recent inventions. ☐
To review, go to SPEAKING **A** & **B**, p. 61 in your Student's Book.

Lesson 3

I can learn about important people in history. ☐
To review, go to LISTENING **A** & **B**, p. 62 in your Student's Book.

I can form adjectives using suffixes. ☐
To review, go to VOCABULRY **A** & **B**, pp. 62–63 in your Student's Book.

I can write a short biography. ☐
To review, go to WRITING **B**, p. 63 in your Student's Book.

I can write talk about historical facts. ☐
To review, go to SPEAKING **A** & **B**, p. 63 in your Student's Book.

UNIT 7

Looking Back

LESSON 1 Famous Mistakes

READING

SYNTHESIZING

When we synthesize, we try to match information in one form with information in another form. For example, synthesizing may involve matching summaries of some key information in a text with the texts themselves. We look at the general ideas of the texts and try to connect them to the correct summary.

A Read the text and match the correct people to the mistake.

Mistakes that will live forever



When we do something wrong, we can't regret it forever, right? Yes, but some mistakes are just so big that it seems impossible not to feel stupid about it for years afterwards. We've looked into some of the biggest mistakes ever, so you can judge for yourself.

1 Don't let me down

It wasn't unusual for Dick Rowe from Decca recording studios in London to reject a band. So, on January 1, 1962, Rowe had a choice of two bands to join Decca and he decided on a group called The Tremeloes. The other band were from 220 miles away in Liverpool, which would make their travel very expensive. So, Rowe told the other band that they had "no future." And who had Rowe rejected? The Beatles.

2 A long time ago in a galaxy far, far away

Back in 1975, actor Al Pacino was one of the biggest names in Hollywood. He was famous for The Godfather and Serpico, and everyone wanted him in their movies, including the director George Lucas, who sent him the script of a new film where Pacino would play a pilot of a spaceship. But when Pacino read the movie, he didn't really understand the story at all. So, Pacino said no to Lucas. Pacino soon realized that this was a mistake. Why? Well, Al Pacino had turned down the part of Han Solo in Star Wars.

3 Hot off the press

When the writer V. S. Naipaul decided to put some of his unpublished papers into storage in London in the 1970s, he thought they would be safe. Unfortunately, it was a big mistake. In 1992, his wife tried to get the papers out of storage, but couldn't find them. After an investigation she discovered that, a few years earlier, the storage place people had incinerated all boxes which had the word "NITRATE" on them. They had seen a box with the name "NAIPAUL" and not read it properly ... and all his papers were burned.

1 Someone who rejected something because he was confused
a Dick Rowe **b** Al Pacino **c** V. S. Naipaul

2 Someone who thought that he had made a decision to keep something secure
a Dick Rowe **b** Al Pacino **c** V. S. Naipaul

3 Someone who made a decision to reduce his costs
a Dick Rowe **b** Al Pacino **c** V. S. Naipaul

VOCABULARY

A Choose the correct answer.

1 Hey, look at these old photos I **looked into** / **came across** / **turned out** when I was clearing out the attic yesterday. I looked so funny when I was a kid!
2 The satellite **gone up** / **found out** / **burned up** in the atmosphere after two years in orbit around the Earth.
3 I really don't believe this. Do you remember that lottery ticket that we threw out last week? It **turned out** / **looked into** / **went up** that it was the winning ticket!
4 When V. S. Naipaul's wife **looked into** / **burned up** / **found out** what had happened with her husband's papers, she discovered that they had been destroyed by accident.
5 Sales of Nokia cell phones **came across** / **turned out** / **went up** massively after Keanu Reeves used one in the 1999 movie *The Matrix*.
6 I sold my old laptop last week for $300, but I then I **found out** / **turned out** / **burned up** that it's worth $500. I feel terrible!

GRAMMAR

A Read the sentences and complete the rules with the correct words or phrases from the box. You will need to use some words or phrases more than once.

have *not* past past participle *should*

1 *Al Pacino should have accepted the role of Han Solo in Star Wars.*
We use *should* _____ + a verb in the _____ to express recommendations in the _____.

2 *Dick Rowes shouldn't have rejected The Beatles.*
When the sentence is negative, we put _____ between _____ and _____.

B There is a mistake in each sentence. Find and correct the mistakes.

1 Romina looks so tired today. I really think she should has gone to bed earlier last night.
2 I didn't know you were in town yesterday! You should have send me a text!
3 I really should have eaten all that pizza. I feel a bit sick now.
4 That movie was terrible! We shouldn't have waste our money on it.
5 Tim went to the interview in jeans and a T-shirt. Do you think he shouldn't have worn a suit?
6 Yes, I know, but it was a difficult decision. What do you think I should had done?

C Complete the text using the correct form of the words in parentheses with *should* or *shouldn't have*.

Always look on the bright side of life

A few years ago a woman from Las Vegas made a big mistake with a lottery ticket—a really big mistake. She was waiting in line and choosing her numbers. She chose numbers that somehow related to something in her life. But the line was getting longer, and the people behind her were getting impatient. What do you think she **1** _____ (**say**) to them? As it turns out, she **2** _____ (**ignore**) the people behind her and just continued waiting. But instead, she tore up the ticket and threw it away. The next morning, she and her husband discovered that she **3** _____ (**destroy**) that ticket! The numbers that she had chosen were the winning numbers. She had just lost $15 million.

She and her husband were very upset about this! There was nothing they could do, and they couldn't help thinking about what they **4** _____ (**do**) differently. But eventually, they changed their view of what had happened. Instead of thinking about how they **5** _____ (**act**), they thought of reasons why it was actually OK that they did what they did. They realized that people tend to allow bad situations to dictate how they feel. Then, they saw something in the news about a man who had won the lottery getting attacked. So, they started thinking that actually they **6** _____ (**behave**) any differently anyway!

Why Did I Buy That?

VOCABULARY

A Choose the correct answers.

1 I can't believe I can't find my wallet again! I always **spend** / **lose** / **waste** my money!
2 Just because it's expensive, doesn't mean it's better. If you always buy big brands, you just **spend** / **lose** / **waste** a lot of money.
3 Don't sell your house to that guy. He's offering you very little, and you'll **spend** / **lose** / **waste** money on the sale.
4 Each party **spends** / **loses** / **wastes** a lot of money during elections to try to get people to vote for them.
5 This new cell phone I bought is so slow! I feel like I've just totally **spent** / **lost** / **wasted** my money!
6 She didn't **spend** / **lose** / **waste** as much as she thought she would on running shoes, because she got a discount.

B Complete each sentence with a word or phrase from the box.

lose spend waste

1 We've decided to go to Hawaii on vacation. I'm very excited, but have to _____ at least $2,000 on the flights. It's so expensive!
2 My brother's going to sell his car only a month after he bought it. He's selling the car for about half the price he paid for it, so he's going to _____ a lot of money.
3 I don't think you should buy that dress. it's not very nice. And if you're going to _____ so much money, you should buy something that looks better.
4 We mustn't _____ our money on eating out at expensive restaurants. I think it's totally unnecessary.
5 Don't buy her chocolates for her birthday, she hates them! You're just going to _____ your money!
6 You always leave money all over the house! If you're not careful, you'll _____ it!

LISTENING

A 7.1 Listen and choose the correct answer.

1 The host thinks that people generally think **positively** / **negatively** about things.
2 Diana says counterfactual thinking is **pointless** / **essential.**
3 Lucia says that people **can** / **cannot** feel good about something that goes wrong.



LISTEN FOR REASONS

When we listen for reasons, we listen for the explanations that people give. We listen for descriptions of how one thing causes another. We listen for words and phrases that often introduce reasons, such as *because*, *since*, *that's why*, etc.

B 7.1 Listen again and decide who gives each reason, Diana or Lucia.

1 We all regret things, because we can't avoid it. _____
2 Regret feels bad, because we always think of different realities. _____
3 The problem with regret is that we can't change the past. _____
4 Counterfactual thinking about the past can be positive, because it can help us in the future. _____
5 It's useful to think about negative future consequences to help us get what we want. _____
6 You might feel better if you do worse on an exam, because you see the situation differently. _____

GRAMMAR

A Read the sentences and complete the rules with the correct words or phrases from the box. There are three words or phrases you don't need.

agreed didn't agree didn't go *had* past participle simple past went *wish*

I wish I had gone to that party.

1 This means that I _____ to the party, and I am not happy about it.

Carlos wishes he had never agreed to help Julia with her project.

2 This means that Carlos _____ to help Julia with her project, and he is not happy about it.

3 For a wish about the past, we use _____ + _____ (*not/never*) + _____.

B Choose the correct answer.

1 I feel seasick. I wish we had flew / had flown / hadn't flown instead of taking the boat.
2 Don't you wish you made / had make / had made more money when you were younger? We could be millionaires now!
3 Gisela really doesn't like her boyfriend, and she wishes that she had never met / never met / had never meet him.
4 Oh come on! We had a great time in London! Why do you wish we had gone / had never gone / hadn't go there?
5 I am so tired today. I really wish I had gone / had never gone / hadn't gone to bed so late last night.
6 They wish they hadn't thrown / hadn't throw / hadn't threw away that lottery ticket!

C Find and correct the mistakes.

1 John and I had a really bad experience at that new restaurant last week. I wish we complained about the food and the service! We just paid the bill, and we didn't say anything.
2 Do you ever wish that you had did more traveling? I feel like I don't really know any of the world at all.
3 George says that his new laptop was too expensive, and it's really slow. He wishes he had ever bought it.
4 It's a shame that Faith and Stephen moved to Canada, you know. I wish we have seen them more while there were still here.
5 I can't believe you've broken your new cell phone already! I really wish you took more care of it!
6 I wish I told Lydia how I felt about her when I had the chance.

D Complete each second sentence so it means the same as the first.

1 I didn't go to the bank before 5 p.m., so I couldn't take any money out.
I _____ to the bank before 5 p.m., because I couldn't take any money out.
2 Nora lost her credit card, and she can't pay for the flight to New York.
Nora _____ her credit card, because she can't pay for the flight to New York.
3 We moved to this town last year, and we hate it here.
We _____ to this town, because we hate it.
4 I spent the whole year going to parties instead of studying. I think I'm going to fail my exams.
I _____ the whole year going to parties instead of studying, because I think I'm going to fail my exams.
5 Richard was fired from his job, because he sent a rude email to his boss.
Richard _____ a rude email to his boss, because he was fired from his job.
6 I chose to study physics, and I really don't understand any of it.
I _____ to study physics, because I don't understand any of it.

LISTENING

LISTEN FOR THE MAIN IDEAS

When we listen for main ideas, we try to understand the most important information in what we hear. Don't worry about anything you don't understand. You can still understand the main ideas. Listen for key words.



A 7.2 **Listen to the podcast and choose the correct answer.**

1 Cris says that there is **something** / **nothing** positive about the way she's been feeling.
2 Cris and her boyfriend **are still together** / **have separated.**
3 Cris is **going to** / **not going to** study in the UK.
4 Cris thinks others may **criticize** / **praise** her decision about college.
5 Cris feels like there is **an** / **no** explanation for why things happen to us.

B 7.2 **Listen again and choose *True* or *False*.**

1 Cris knows that she allowed negative feelings to affect her. True / False
2 Troy is no longer an important person for Cris. True / False
3 Cris regrets the fact that she and Troy argued so much. True / False
4 Cris and Troy have decided that they won't get back together again. True / False
5 Cris rejected a college's offer after thinking about it for a few days. True / False
6 Cris is going to try to find a college that is near to her. True / False

VOCABULARY

A **Complete each sentence with a word or phrase from the box.**

break up get in lose miss stay spend turn down waste

1 Hurry up and call the travel company. You don't want to _____ the chance to get those cheap tickets to Hawaii.
2 I can't come to the party tonight. If I want to get this assignment finished, I'm going to have to _____ at least two hours on it.
3 Daria is really upset about the idea that she and her best friend Lianne might _____ touch, because they are going to different colleges.
4 You mustn't _____ that job in New York. It's good money, and it'll be perfect for you.
5 You have to do what you love in life. You can't _____ time doing a job you hate.
6 I really have no idea how to fix this program. I think I should try and _____ touch with my old ICT teacher.
7 It's very hard to _____ with someone you have been in a relationship with for a long time, and you often regret it as soon as it happens.
8 It's a good idea to _____ in touch with old friends from school. You never know when they might be able to help you!

WRITING

A **Choose the correct phrase to complete each gap.**

There are some people who believe that we should never regret anything. In their opinion, we shouldn't worry about things that we should or shouldn't have done in the past. Some people **1** say / tell that we should do what we want to do in life and not miss chances or turn down opportunities. Others **2** believe / experience that we should only regret the things we didn't do, because we might never get the chance to do them again.

I have mixed **3** feelings / thoughts about this. In my **4** opinion / thought, sometimes people have to take chances in order to reach their goals. I **5** feel / speak that we are wasting time if we think about what we should have done differently. **6** In / On my experience, however, it is unrealistic to think that we can go through life without regretting anything.

B **Complete the text by writing a phrase from the box in each gap.**

Another argument is | I also believe | I have mixed feelings about | I think that | We are told that

We see a lot of people on social media telling us that we shouldn't have any regrets. **1** _____ there is no point worrying about things we should have done differently. These people say that we shouldn't look back and say "I wish I hadn't gone to that terrible school," or "I shouldn't have lost touch with my old friend." **2** _____ that we should only regret the opportunities that we didn't take.

Personally, **3** _____ these ideas. We all take chances to get what we want, and sometimes things don't go so well, and we feel bad about it. But **4** _____ we shouldn't have a lot of regrets and that we should focus on the present, not the past. However, **5** _____ that we can't really go through life without regretting anything at all.

Progress Check

Lesson 1

- ☐ I can learn about famous errors that companies made.
  To review, go to READING **B**, p. 68 in your Student's Book.
- ☐ I can use *should/shouldn't have* to give opinions of past events.
  To review, go to GRAMMAR **A** & **B**, p. 69 in your Student's Book.
- ☐ I can talk about things that a company should have done differently.
  Review? Go to SPEAKING **A** & **B**, p. 69 in your Student's Book.

Lesson 2

- ☐ I can learn about things that many people regret buying.
  To review, go to LISTENING **B**, p. 70 in your Student's Book.
- ☐ I can talk about spending, losing, and wasting money.
  To review, go to VOCABULARY **A** & **B**, p. 70 in your Student's Book.
- ☐ I can use past perfect for wishes about the past.
  To review, go to GRAMMAR **A** & **B**, p. 71 in your Student's Book.
- ☐ I can talk about things I wish I hadn't bought.
  To review, go to SPEAKING **A** & **B**, p. 71 in your Student's Book.

Lesson 3

- ☐ I can learn about common regrets.
  To review, go to LISTENING **B** & **C**, p. 72 in your Student's Book.
- ☐ I can use common collocations.
  To review, go to VOCABULARY **A**, p. 72 in your Student's Book.
- ☐ I can write a blog post about having regrets.
  To review, go to WRITING **A**, **B**, & **C**, p. 73 in your Student's Book.
- ☐ I can talk about my regrets.
  To review, go to SPEAKING **A** & **B**, p. 73 in your Student's Book.

UNIT 8

A New Home?

LESSON 1 What If ...?

VOCABULARY

A Choose the correct word for these descriptions.

1	This is a very high body of water that can crash into a shore.	crater / tidal wave
2	This is the situation when there is not a single animal in a certain species alive anymore.	debris / extinction
3	This is an animal that only eats plants.	herbivore / carnivore
4	This is a very large rock that moves around in space.	asteroid / crater
5	This is the black dust that results from something burning.	debris / soot
6	This is a big hole in the ground that is created when a large rock hits the Earth.	tidal wave / crater
7	This is an animal that only eats meat.	carnivore / herbivore
8	This is a bunch of randomly scattered matter that results from the destruction of something.	soot / debris

B Complete the sentences with words from the box.

asteroid carnivore crater debris extinction herbivore soot tidal wave

1 Do you know if a parrot is a _____, or does it also eat meat?
2 If we don't help polar bears survive climate change, we might drive them to _____.
3 After the fire, you could see a layer of _____ covering everything around.
4 This _____ was formed when a large rock weighing 300,000 tons hit the Earth.
5 Scientists think a large _____ may hit the Earth one day, so we need to be prepared.
6 The trucks cleared away all the _____ when the building fell down.
7 A lion is a _____, and it eats antelopes, zebras, and other African animals.
8 A _____ struck the beach hotel and washed away all the outside furniture.

READING

PREDICT

When we predict, we guess what will happen in the future. When we use prediction in reading, we look at the title and any headings of an article to predict what we will read. We also read the first sentence of a paragraph, which is usually the topic sentence, to predict what the paragraph will be about. The photos and imagery around a text can also help us to predict the content.

A Read these titles and topic sentences and choose what you think you will read about.

1 *Earthquakes and Their "Ripple Effect"*
a the things that cause earthquakes to happen **b** the things that happen after earthquakes strike

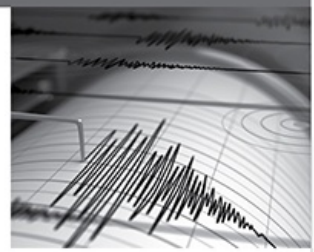
2 *Earthquakes happen every day; although most are small, occasionally one causes a catastrophe and can even affect the whole planet.*
a descriptions of several types of earthquakes **b** a description of one earthquake in particular

3 *Disaster strikes*
a what to do in case of a disaster **b** a description of a disastrous event

4 *The lasting aftermath*
a long-term changes from a natural disaster **b** what happens just after a natural disaster

B **Read the article and choose *True* or *False*.**

Earthquakes and Their "Ripple Effect"



Earthquakes happen every day; although most are small, occasionally one causes a catastrophe and can even affect the whole planet. This "ripple effect" happened when the strongest earthquake in the last 20 years hit Southeast Asia. It created the "Boxing Day Tsunami," and it even changed a few things about the Earth.

Disaster strikes

The 9.1 earthquake struck Indonesia on December 26, 2004, one day after Christmas Day. An earthquake of this strength destroys buildings in the area and even changes the landscape. If you had been in the area when the earthquake struck, you would have fallen to your knees. Shortly after the earthquake struck, a giant tidal wave, known as a tsunami, rose out of the sea and sped toward coastal regions. The wave, which was actually a series of waves, was 100 feet high and traveled across the Indian Ocean at speeds of 500 miles per hour. The waves struck Thailand, an area with many high-end resort hotels. Although they slowed as they got closer to land, beachside vacationers had to run into their hotels. If they hadn't escaped to the rooftops, the waves would have swept them inland. The tidal wave also struck East Africa eight hours later, and it was still so powerful that some people lost their lives.

The lasting aftermath

The effects of this earthquake on the planet were shocking. It changed the rotation of the Earth slightly and caused a decrease in the length of a day. Of course, if you had been in outer space looking at Earth, you wouldn't have seen it happen. The 2004 earthquake had so much power, though, that it moved the North Pole by a few centimeters and changed the Earth's shape. From Indonesia to Thailand, from Africa to the North Pole, the "ripple effect" of this earthquake spread far and wide.

Earthquakes the size of the one featured in the article:

1	could happen every day on the Earth	True / False
2	would not be felt by many people in the area	True / False
3	would affect other countries	True / False
4	could cause the length of our day to be different	True / False
5	would affect the Earth's polar regions	True / False
6	would change the shape of the Earth	True / False

GRAMMAR

A **Complete the rule with the words and phrases from the box.**

if hypothetical past participle past past perfect

We make a third conditional sentence as follows:

1 _____ + **2** _____ , *would/might/could have* + **3** _____.
We use the third conditional to describe the results of a **4** _____ event that did not happen in the **5** _____.

B **Complete the sentences with the correct form of the verbs in parentheses.**

1 If the tidal wave _____ (hit) our hotel in 2004, we _____ (would lose) all our belongings.
2 If we _____ (stay) at that resort in Malaysia, we _____ (might feel) the earthquake.
3 If a fire _____ (start) in this forest last summer, it _____ (could not burn) down all these trees.
4 Humans _____ (might face) extinction thousands of years ago if a very large asteroid _____ (strike) the planet.
5 Soot _____ (would cover) everything in the area by now if the volcano _____ (erupt).
6 We _____ (would not discover) much about Mars if the missions to the red planet _____ (fail).

VOCABULARY

A Circle the correct word to complete these sentences.

1 A space **station** / **shuttle** takes off from the ground and, once in space, it orbits around the Earth.
2 How long can a human being live in **outer** / **zero** space?
3 Astronauts return to Earth in a small space **shuttle** / **capsule** that is launched from the ship.
4 When you're in **zero** / **outer** gravity, you weigh nothing, and you float around.
5 The International Space **Stop** / **Station** was launched in 1998, and 230 people from 18 countries have visited it.

B Complete the sentences with words and phrases using "space."

1 Engineers have made all kinds of _____ over the years, from very small ones large enough for one or two people, to large ones several times bigger than an airplane.
2 Astronauts from many different countries have lived and worked on board the _____ since 2000.
3 It is very dark and freezing cold in _____, and there is no air.
4 This _____ fits on the nose of the ship, and it can withstand the high temperatures that objects experience when they enter Earth's atmosphere.
5 The last _____ to fly was the *Atlantis*, which launched on July 8, 2011.

LISTENING

A 8.1 Listen to the interview about future missions to Mars and choose *True* or *False*.



1 The host believes that Mars is the perfect place to visit. True / False
2 Nina says that we should visit Mars, because traveling to another planet has always been a goal. True / False
3 Nina thinks that we should visit Venus. True / False
4 Nina believes that standing on another planet would be sad. True / False

LISTEN FOR SPECIFIC INFORMATION

When we listen for specific information, we listen for details such as dates, times, names, specific years, a specific opinion or attitude, a specific object, etc. Look at the questions before you listen to see what specific information you should be listening for.

B 8.1 Listen to the interview again and answer these questions.

1 As far as distance goes, Mars is the _____ planet to Earth.
2 The distance from Earth to Mars can be between _____ million miles.
3 Nina believes it could take _____ months to reach Mars.
4 The longest amount of time that someone has spent in space is _____ days.
5 The temperature of Mars can range from _____ degrees Celsius.
6 Nina says the three things astronauts would do on Mars is building structures, _____, and maintaining their environment.

GRAMMAR

A Complete the rules with words and phrases from the box.

after *be* before *if* or *whether* *yes/no*

Direct questions have the verb **1** _____, or the auxiliary words (*will*, *did*, etc.) **2** _____ the subject.

Indirect questions have a main verb that comes **3** _____ the subject.

When changing direct **4** _____ questions to indirect questions, add **5** _____.

B Choose the correct phrases.

1 Can you tell me when **the first person traveled** / **did the first person travel** into space?
2 Could you explain how **can astronauts live** / **astronauts can live** on a space station for so long?
3 Do you know **will people live** / **if people will live** on Jupiter's moons?
4 Can you explain how **do you move** / **you move** around easily in a space suit?
5 Could you tell me **if Mars has** / **Mars has** an atmosphere?
6 Do you know if **there is** / **is there** water on the Moon?

C Complete the dialogue using prompts from the box in the correct form.

astronauts / return Earth / look it / travel people / can get the temperature / become zero gravity / feel

Ana: Professor, you know all about life in space. Could you tell me what **1** _____ like from outer space?
Professor: Well, you can see the oceans and the continents, but you can't see any countries, of course.
Pedro: And can you explain what **2** _____ like?
Professor: Yes, it feels like you're floating. It's an incredible feeling, for sure.
Ana: **3** _____ sick in space?
Professor: Yes, they can, from the lack of gravity, but also from a cold, if they have one before the mission.
Beto: So how **4** _____ to Earth?
Professor: They reenter Earth's atmosphere in a space capsule.
Beto: Do you know how high **5** _____?
Professor: I do. It can reach 1,700°C. Luckily, the capsule can handle it.
Pedro: Could you tell us how fast **6** _____?
Professor: Sure. If you can believe this, it travels at over 27,000 kilometers per hour. That's a lot faster than the speed of sound.

D Form indirect questions from these direct questions.

1 What would it be like to live on Mars?
Could you tell us _____?
2 How do you eat food in space?
Could you explain _____?
3 Do people in space get taller?
Do you know _____?
4 How far can you go outside the spacecraft?
Can you explain _____?
5 What would it be like to stand on Jupiter?
Can you imagine _____?
6 Will we ever travel to Pluto?
Do you know _____?

Do We Need Space Exploration?

LISTENING

MAIN IDEAS

When we listen for main ideas in a talk, we listen for the topic and the main points of the talk, which are usually mentioned in the beginning. The main ideas are supported by other ideas mentioned throughout the talk. The main ideas are often also repeated or summarized at the end of a talk.

A 8.2 **Listen to the first part of this panel discussion and choose the correct answer.**

1 The main idea of the talk is ...
   a how we fund space programs.
   b if space exploration is useful.
   c what we should study in space.
2 Viola's position is ...
   a the government shouldn't be involved in space exploration.
   b space exploration allows us to see unknown threats.
   c we have spent too much money on space exploration.
3 Julio's position is based on ...
   a human survival.
   b asteroid exploration.
   c Earth studies.

B 8.3 **Listen to the rest of the panel discussion and choose *True* or *False*.**

1	Jeff thinks it's possible that other life in the universe, besides us, is plant life.	True / False
2	Jeff believes that it is possible that there is no form of life out there at all.	True / False
3	Jeff believes that life out there may not know how to contact us.	True / False
4	Steve mentions examples of how space exploration benefits Earth.	True / False
5	Steve talks about how space exploration helps medicine.	True / False
6	Steve is unsure that space exploration can help life on Earth.	True / False

VOCABULARY

A **Complete these definitions with two-word phrases.**

1 These help you be able to drink from the faucet safely. _____
2 These allow you to hear music and you can move all around the room if you like. _____
3 This is a substance that keeps the shape of things even after you get off of it. _____
4 This helps keep the place where you live warm and dry. _____
5 These allow you to keep your floors clean without having to unplug them as you go from room to room. _____
6 These are particularly useful in an emergency for people who have been trapped out in the cold for a very long time. _____

B **Find the mistake in each sentence and correct it.**

1 My mom bought a cordless blanket, so she could clean the floors more easily.
2 We need to change the water insulation, as this water tastes terrible.
3 Our lake cabin doesn't have very good home foam, and it's quite cold in the winter.
4 My pillow is made of memory vacuum, and because it's a bit thicker, it's more comfortable for my head.
5 If you use a wireless filter, you know how nice it is to dance around the room without having to deal with any cords.
6 Rescue workers handed out a foil headset to the man who had been trapped in the cave.

WRITING

A **Read the opinion article and complete it with the words from the box. There is one extra word that you do not need.**

and but furthermore however nevertheless

Is it time to find a new home planet?

27. Sept. 9:15

I'm beginning to think that the Earth isn't big enough for all of us. With a population of more than seven billion people, we constantly need more space for homes, **1** _____ we need more land for farms in order to grow more crops. For example, in South America, a lot of rainforest has been destroyed. If they hadn't needed the land for more farms, they would have preserved the forest. **2** _____, cites all over the world have expanded into natural habitats. Animals wouldn't have lost their homes if builders hadn't destroyed them to build new neighborhoods.

It's true that Mars is a long way from Earth, **3** _____ that doesn't mean we can't travel there. I imagine that if we hadn't successfully reached the Moon, we wouldn't have started planning trips to Mars. Now that we have, it's time to think about finding a new home. It might be incredibly difficult to succeed at this mission. **4** _____, it's an exciting solution to the problems our planet faces. Wouldn't you like to live, work, and play on another planet in the near future?

Read more

Progress Check

Lesson 1

I can learn about how an event in space may have led to the extinction of the dinosaurs. ☐
To review, go to READING **B**, p. 78 in your Student's Book.

I can use the third conditional to talk about unreal situations in the past. ☐
To review, go to GRAMMAR **A** & **B**, p. 79 in your Student's Book.

I can talk about hypothetical events in history. ☐
To review, go to SPEAKING **A** & **B**, p. 79 in your Student's Book.

Lesson 2

I can use phrases connected to space. ☐
To review, go to VOCABULARY **A**, p. 80 in your Student's Book.

I can learn about space travel. ☐
To review, go to LISTENING **B** & **C**, p. 80 in your Student's Book.

I can use indirect questions. ☐
To review, go to GRAMMAR **A** & **B**, p. 81 in your Student's Book.

I can role-play an interview with an astronaut. ☐
To review, go to SPEAKING **A** & **B**, p. 81 in your Student's Book.

Lesson 3

I can learn pros and cons of space exploration. ☐
To review, go to LISTENING **B** & **C**, p. 82 in your Student's Book.

I can talk about space program inventions. ☐
To review, go to VOCABULARY **A**, p. 82 in your Student's Book.

I can write an opinion blog about space exploration. ☐
To review, go to WRITING **A**, **B**, & **C**, p. 83 in your Student's Book.

I can talk about my opinions of space exploration. ☐
To review, go to SPEAKING **A** & **B**, p. 83 in your Student's Book.

UNIT 9

The World of News

LESSON 1 News in the 21st Century

READING

IDENTIFY TEXT TYPES

When we identify text types, we look at the shape of the text, and we look for any specific designs, like logos, or details, like hashtags. We also look at the way the text is written and the style the writer has used. We try to identify what type of text it is based on all this information.

A Read the texts and answer the questions.

1

The Nordic Diet is "one of the best in the world."



Although there have been many different diets that are presented as the perfect diet, there is evidence that the Nordic Diet is one of the best. The diet is said to be healthy because it focuses on vegetables and fish, but rejects processed meats and sugar. Several studies have shown that the Nordic Diet can reduce blood pressure and cholesterol. A 2017 study in Denmark demonstrated that the Nordic Diet can also help people lose weight. A further point to be made in its favor is that Iceland, a country that inspired this diet, was rated one of the healthiest countries in the world in 2019.

2

OK, so who else saw that stuff on the news about this Nordic Diet? I totally don't believe it. They always say there's some amazing diet that will change our lives. Whatever! They always tell us, like, "Don't eat hamburgers or pizza." That's SO obvious. Anyway, we can eat what we like, just not too much, right? And who wants to eat fish and fruit every day? No way! I'm not going to change the way I eat because the news says I should. I think all this stuff's just in there as a human-interest story anyway, because they haven't got anything better to tell us. Forget it!

3

You might have seen that there was this new "wonder diet" all over the news last week. I have serious doubts about this kind of journalism. Would they be telling us about this if there were more important things to report? We all know that the fast food industry has a terrible effect on the way people eat, but I really don't think it's necessary to talk about a new diet like it's a miracle. Eating fish and vegetables is obviously good, but it's not a revolution. I've reposted the story below if you want to see what I'm talking about. Let me know what you think.

posted by oliverj 11.37 follow

1 What type of text is Text 1?
a a blog post **b** a news article **c** a web page

2 What type of text is Text 2?
a a news article **b** an email **c** a social media post

3 What type of text is Text 3?
a a web page **b** a news article **c** a blog post

B Read the texts again and choose *True* or *False*.

1 The writer of Text 1 uses facts to give evidence about the topic. True / False
2 The writer of Text 1 gives a point of view on the topic. True / False
3 The writer of Text 2 does not feel strongly about the topic. True / False
4 The writer of Text 2 writes in an informal style. True / False
5 The writer of Text 3 gives a point of view about the topic. True / False
6 The writer of Text 3 does not invite other people to add their opinion. True / False

VOCABULARY

A Complete these sentences with a word or phrase from the box.

effect government human-interest story industry trend

1 I general, I think that our _____ is doing a good job of managing the country.
2 Jane's studying math with a private teacher, and it's had a very positive _____ on her grades.
3 In my opinion, the current _____ of people uploading photos of everything they do in their lives is such a waste of time.
4 There is often a _____ at the end of a news program to make people smile at the end of the day.
5 In the last few years there has been a lot of criticism of the meat _____ because of its contribution to global warming.

GRAMMAR

A Read the sentences and choose the correct words from the box to complete the rules. You need to use some words more than once.

adjective adverb *enough* noun

1 This is such a shocking story.
such + _____ + _____
2 The fans were so delighted that they sang for the whole match. Their team played so well that they won easily.
so + _____/_____
3 Some people say that it's too late to do anything about global warming, but they behave too selfishly to think about future generations.
too + _____/_____
4 The government's proposal is not good enough. It wasn't planned carefully enough to get people's support.
(*not*) + _____/_____ + _____

B Choose the correct answer.

1 In my opinion, modern journalism is **not enough good** / **not good enough** / **so good enough**, and people don't trust it.
2 This is **so a** / **a too** / **such a** great story that I think everyone will want to read it.
3 If we get to the airport **such** / **too** / **enough** late, we'll miss the flight!
4 The design for the new sports center was **so** / **such** / **too** good that it won an award.
5 I like football **too much** / **so much** / **so enough** that I play every day.
6 To be honest, I am **not hungry enough** / **hungry enough** / **such hungry** to eat yet. Is it OK if we have lunch later?
7 *The World Today* is **so** / **such** / **too** a good news program. You should watch it.
8 I won't do any more work tonight. I'm **enough** / **so** / **too** tired to look at my laptop anymore.

C Complete the sentences with *so, such, too,* or *enough*.

1 It was _____ a beautiful day that we decided to go to the beach.
2 It isn't hot _____ to wear shorts. I'd be freezing in the evening!
3 I speak Chinese, but he spoke _____ quickly that I couldn't understand a word.
4 When I was a kid, I used to be _____ excited to sleep the night before my birthday.
5 I think you are working _____ hard. You need to take a break!
6 I don't care about getting an A. If I pass the test, that will be good _____ for me.
7 She opened the door quietly _____ not to wake her brother.
8 The movie was _____ dull that we left after fifteen minutes.

News Reporting—Who Do You Trust?

VOCABULARY

A Choose the correct answers.

1 It is important to check whether a story is ... before you repost it on social media.
a trust **b** truthful **c** accurate

2 I'm trying to ... if this story is true. It sounds a bit strange to me.
a prove **b** figure out **c** think

3 Unfortunately, it's hard to ... the things that you read in the news these days.
a prove **b** figure out **c** trust

4 Good journalists ... that their stories are true by providing evidence.
a trust **b** prove **c** think

5 News websites often use a shocking ... to get people to read the story.
a journalism **b** line **c** headline

6 It's a good idea to get the news from good quality ..., not just believe what you read on social media.
a sources **b** headlines **c** resources

LISTENING

LISTEN FOR INFORMATION ORDER

When we listen for information order, we try to follow the different steps in the information we hear. We think about what came first, next, and so on. We listen for specific words or phrases that tell us this, such as *in the beginning*, *then*, and *finally*.

A 9.1 Listen to the podcast and put the steps in the correct order.

a Many people thought Blair's stories were funny. 1 _____
b Blair closed his websites. 2 _____
c People complained. 3 _____
d Blair wrote stories during the US election. 4 _____
e Blair shared his stories on Facebook. 5 _____
f Advertisers wanted to use his websites. 6 _____

B 9.1 Listen again and choose the correct answers.

1 What makes Blair's news stories different?
a He writes only about politicians.
b He write stories that are not true.
c He writes for the BBC.

2 What does the speaker say about Blair's stories?
a They amused people.
b People lied about liking them.
c People thought they were true.

3 How did Blair make money from his stories?
a from people giving him money
b from advertising on his websites
c from Facebook

4 What was the first thing that happened because of the publicity Blair's stories got?
a People complained about his stories.
b He was able to leave his job.
c He had to change something on a website.

5 When did Blair close some of his websites down?
a early 2016
b November 2016
c December 2016

6 What does the speaker say is definitely true about Blair?
a His stories are funny.
b You can trust his stories.
c He tells people how to think.

GRAMMAR

A Read the sentences and choose the correct words from the box to complete the rules. You need to use some words more than once.

be *can't* *might* *must* true

1 *This story is written by Christopher Blair, so it can't be true.*
We use _____ + _____ here, because we are 99% sure that this story is fake.

2 *We haven't read anything about that story, but a lot of people have told us about it, so it might be true.*
We use *could*, *may*, or _____ + _____ here, because we are not sure if the story is _____ or not.

3 *That story must be true because we trust all of those news sources.*
We use _____ + _____ here because we are 99% sure that story is _____.

B Choose the correct answer.

1 Francisca must / may / can't be at home, because the lights are all off.
2 I think it might / can't / must be true, but I am not completely certain.
3 Look, it's dark outside. It can't / could / must be late.
4 Danny's party must / can't / may be at six o'clock, but I didn't ask him, so I don't really know.
5 This could / must / can't be the right street, but I don't have a map, so I'm not sure.

C There is an error in each sentence. Find and correct the errors. More than one correct answer is sometimes possible.

1 Roberto must be sick, because I saw him at the theme park this afternoon.
2 The sun is out, and it's the middle of summer, so it may be hot today.
3 The party must be next week, but I'm not sure.
4 This story could definitely be true, because I've seen it in three different newspapers today.
5 I think she can't be too busy to come to the barbecue tomorrow, but you should ask her.

D Complete the blog post with words from the box. More than one correct answer is sometimes possible.

can't could may might must

Followers

Hey guys. So, as you know I've been hunting fake news stories: the kind of stories that **1** _____ be true but actually aren't. For example, I was reading this story about how a guy who won the lottery lost all his money today. The website says that he won $500,000 last month, but then he was fined for leaving trash outside the house of his ex-boss! Guess how much he was fined? Yes, $500,000. Well, it's a funny story and I wish it was true, but it **2** _____ be.

Why am I so sure about this? Well, on the one hand it **3** _____ be fake, because it's just too much of a coincidence that the man lost the exact same amount of money as he won. But apart from that, you need to look at the way the story was written. You see, a study by Lancaster University has shown that real news stories are written in a different way to fake ones.

You can check if a story **4** _____ be fake, because fake stories are usually shorter, easier to read, and are less formal. If you think a news story **5** _____ be a lie, it's also a good idea to see if there are any dates in it. You see, dates mean facts, so it's almost certain that if a news story has no dates at all, it **6** _____ be untrue.

And if there's a way for us to check whether news stories are fake these days, then that **7** _____ be a bad thing! Good hunting! Let me know how you get on!

follow

A News Career

VOCABULARY

A Complete each sentence with a word or phrase from the box.

foreign correspondent investigative journalist news anchor newspaper editor
photojournalist reporter sports journalist translator

1 I love being a _____ because I've taken some amazing photos of some of the most famous people in the world.
2 She speaks fluent Japanese, so she now works as a _____ for the embassy in Tokyo.
3 Because of the work done by the _____, the police were able to arrest a gang of criminals.
4 Unfortunately, because the ambassador was in Australia and the _____ was in the studio in New York, there was a delay and they couldn't hear each other.
5 Our _____ was very nervous last week because he had to interview Lionel Messi, the famous soccer player.
6 Amalia is the new _____ in Afghanistan and she has to travel around the country every day reporting on the news.
7 I have to totally rewrite the story I did last week because the _____ isn't happy with it.
8 After the fire at City Hall was put out, the _____ interviewed a lot of local people at the scene.

B Choose the correct answers.

1 It must be so exciting being a **photojournalist** / **reporter** / **news anchor**, because you get to be on the scene of all the latest events.
2 Tina Bradshaw, the **investigative journalist** / **photojournalist** / **sports journalist** for Channel 37 News, has recently discovered a lot of criminal activity.
3 I think it could be a bit frustrating being a **reporter** / **newspaper editor** / **news anchor** because you always have to correct and change what other people have written.
4 I'm glad I'm not a celebrity. I'd hate to have a **photojournalist** / **translator** / **reporter** trying to take pictures of me every day.
5 My job as a **sports journalist** / **news anchor** / **newspaper editor** is very difficult because I need to be in the studio on live TV reporting on all the different news stories.

LISTENING

LISTEN FOR OPINIONS

When we listen for opinions, we listen to a speaker's comments on a subject and decide what view they are expressing. We listen for words and phrases connected to expressing opinion, such as *I believe*, *I feel*, *in my view*, etc., as well as the gist of what the speaker is saying.

A 9.2 Listen and match the speakers to the opinions.

	Which speaker ...
Brian _____	**a** thought they had made the wrong decision about their job?
Jason _____	**b** feels embarrassed about something that happened at work?
Leyla _____	**c** thinks something they did at work was useless?
Casey _____	**d** felt very proud about something they did?
Renee _____	**e** thinks they make a positive difference in their job?

B 9.2 Listen again and choose *True* or *False*.

1 Brian thought the project was a good idea at the beginning. True / False
2 Jason says that journalists don't like doing what he says. True / False
3 Leyla now works as a translator in Colombia. True / False
4 Casey didn't find it difficult to learn Danish. True / False
5 Renee wasn't able to tell the producer about the problem. True / False

WRITING

A **Choose the correct word or phrase.**



FACT FILE: Sports Journalist
NAME: Ignacio Colombo
AGE: 22

I work as a sports journalist. I travel around the country to different events so that I can interview sports people. **1** I **feel** / **think** like I have an exciting job, especially today, because I'm on my way to Barcelona to interview a famous soccer player. My job is to speak to sports people before and after they have competed so that the fans can hear their opinions. I love **2** **it** / **to it**, but it can be a hard job, because I am away from home a lot. **3** I **find** / **tell** it fascinating, because I get to experience the emotions of some of the world's most famous sports people. Some people might find it hard to be away from home so much. **4** **As** / **But** for me, I really enjoy it. **5** **From** / **In** my opinion, it's the most amazing job in the world!

Progress Check

Lesson 1

I can learn about journalism. ☐
To review, go to READING **B**, p. 88 in your Student's Book.

I can use *so*, *such*, *too*, and *enough* to talk about amounts. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, p. 89 in your Student's Book.

I can talk about the effects of social media on news reporting. ☐
To review, go to SPEAKING **A** & **B**, p. 89 in your Student's Book.

Lesson 2

I can learn vocabulary connected to news stories. ☐
To review, go to VOCABULARY **A** & **B**, p. 90 in your Student's Book.

I can learn about spotting fake news. ☐
To review, go to LISTENING **A** & **B**, p. 90 in your Student's Book.

I can use modals of deduction to talk about the present. ☐
To review, go to GRAMMAR **B** & **C**, p. 91 in your Student's Book..

I can talk about real and fake news stories. ☐
To review, go to SPEAKING **A**, **B**, & **C**, p. 91 in your Student's Book.

Lesson 3

I can use words and phrases connected to news careers. ☐
To review, go to VOCABULARY **A**, p. 92 in your Student's Book.

I can learn about different jobs in journalism. ☐
To review, go to LISTENING **B** & **C**, pp. 92–93 in your Student's Book.

I can write about working as a journalist. ☐
To review, go to WRITING **A** & **B**, p. 93 in your Student's Book.

I can role-play a job interview for a news career. ☐
To review, go to SPEAKING **A** & **B**, p. 93 in your Student's Book.

UNIT 10

Got It?

LESSON 1 Artists—Born with Talent?

READING

RECOGNIZE FACT AND OPINION

To recognize fact and opinion in a text, it's important to know what makes a fact and what makes an opinion. Facts are details such as numbers, data, evidence, and the results of studies and surveys. Opinions change from person to person and are often introduced by verbs such as *feel*, *believe*, and *think*.

A Read the blog post and choose *Fact* or *Opinion*.

Julio's Blog

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Talent or Hard Work—Which is Better?



April 27

I've been reading about this subject a lot, and a study I recently read goes against what I've always believed. I used to think that hard work was better than talent. If you think about it, that's what people want to believe. When we believe that, it gives us hope that if we work hard, we can be anything.

Well, the study I read on talent versus hard work, by Kell, Lubinski, and Benbow, followed more than 2,000 people who scored very highly on a college entrance exam. These people fell into two groups: those that scored better than 99.1% of all test takers, and those that scored better than 99.9%. As the researchers followed these students through life, the 99.9% group were three to five times more likely to earn a doctorate degree, publish literary work, or secure a patent for an invention. The students who were talented performed much better than the others. So now, I've changed my mind. I feel that talent is very important.

I want to know what other people think. Share your thoughts below!

follow

First of all, thanks for your blog posts. I read them frequently! I read about that study, too, and I feel like it's really unfair! I believe it's possible to do great things through hard work.

I recently read about a study which gives hard workers hope. Researchers analyzed the general population and they discovered the following facts: people with great natural talent are rare, and, as it turns out, people who work hard are also rare. So, when you're competing with someone in the entertainment business, the science world, or wherever, you're competing against people who probably don't have talent and don't work hard! The researchers of this study say that in the end, talented, hardworking people win, but those that work hard will be more successful than those who are just talented and don't work to improve it, or those who lack talent. I think that the study is really inspiring. Ana, Riverside

1	what people want to believe	Fact / Opinion
2	who Kell, Lubinski, and Benbow followed	Fact / Opinion
3	people with talent perform better than others	Fact / Opinion
4	talent is very important	Fact / Opinion
5	the study is unfair	Fact / Opinion
6	it is possible to do great things through hard work	Fact / Opinion
7	talented people are rare	Fact / Opinion
8	hardworking people are rare	Fact / Opinion
9	the study is really inspiring	Fact / Opinion

VOCABULARY

A Choose the correct answer.

1 Juan and Jesus are talents / identical twins. I can't tell them apart!
2 Susie has such great potential / talent as a singer. She has already won so many awards.
3 What's your memory / theory about what's behind Marco's success? He's not a good performer.
4 Benny really showed theory / potential as a musician, so his parents signed him up for musical lessons.
5 Joshua has an incredible theory / memory. He can tell you what someone said in a conversation and be right nearly all of the time.

GRAMMAR

A Complete the tense changes and the rules that follow. Use the examples to help you.

1	"Maria sings well." **Direct speech tense:** simple present	He said (that) Maria sang well. **Reported speech tense:** _____
2	"They're practicing the violin." **Direct speech tense:** present progressive	She told me (that) they were practicing the violin. **Reported speech tense:** _____
3	"You've appeared on TV before." **Direct speech tense:** present perfect	He mentioned (that) she had appeared on TV before. **Reported speech tense:** _____
4	"I didn't play well yesterday." **Direct speech tense:** simple past	She admitted (that) she hadn't played well the day before. **Reported speech tense:** _____
5	"You'll perform one song for us." **Direct speech tense:** future with *will*	He explained (that) I would perform one song for them. **Reported speech tense:** _____

6 We use quotation marks for _____ speech.
7 In reported speech, the verb tense in the noun clause changes to the _____ form.

B Complete the statements.

	Direct Speech	**Reported Speech**
1	"Frankie has potential in soccer."	He said that _____.
2	"She _____."	He said she played very well.
3	"I'm practicing the guitar."	She told me that _____.
4	"_____."	They remarked I would do well in math.
5	"You have lost the competition."	We explained to him that _____.
6	"_____," I said to my friend.	I admitted to my friend that they had done very well.

C 10.1 Listen to these dialogues and complete the second speaker's words in reported speech.

1 Fran's coach told her that _____.
2 Helen said that _____ a great song.
3 Harry admitted that _____ in the competition.
4 Helen told Igor that _____ that routine before.
5 He said that _____ a chess champion.
6 She explained that _____ in public.

LISTENING



IDENTIFY ATTITUDE

When we identify attitude, we listen for the speaker's positive and negative opinions to understand how they feel about things. We listen for words and phrases often used to describe attitude, such as *love*, *enjoy*, *good*, *bad*, etc.

A 10.2 **Listen to this street interview and answer the questions.**

How does Donna feel about ...

1 ... TV talent shows?
- **a** She loves them.
- **b** She thinks they're fine.
- **c** She hates them.

2 ... TV in general?
- **a** She really enjoys it.
- **b** She doesn't like it at all.
- **c** She's not a huge fan.

3 ... most people in talent shows?
- **a** She thinks they're great.
- **b** She feels sorry for them.
- **c** She doesn't have an opinion.

4 ... talented people in talent shows?
- **a** She thinks they're not very important for the show.
- **b** She really enjoys seeing them.
- **c** She doesn't enjoy watching them.

B 10.3 **Listen to two more street interviews and choose the correct word or phrase.**

1 Garry's favorite talent show is **a singing contest** / **a dance contest**.
2 Garry's sister was on a talent show and she came in **first** / **second**.
3 Garry's believes that the talent on talent shows has **improved** / **gotten worse** compared to the past.
4 Vero believes that talent shows **help** / **harm** people.
5 Vero **laughs** / **is not happy** when she sees people without talent on TV.
6 Vero prefers to watch **sci-fi series** / **love stories** over talent shows.

VOCABULARY

A **Choose the correct answer.**

1 Gregory was disappointed because the director **turned** / **kept** him down at the audition.
2 How was the opening night of your play? Did a lot of people **turn** / **fill** up?
3 Can I borrow a pen so I can **keep** / **fill** out this form?
4 The director loved Miguel's performance and asked him to **turn** / **come** back next week.
5 She was singing the wrong lyrics to the song, but she just **kept** / **stayed** on singing.
6 My daughter is really talented so we want her to **come** / **keep** on dancing.
7 Sometimes the producers **turn** / **keep** people down after just a couple of minutes of singing!
8 I hate this theater. I am never going to **come** / **stay** back!
9 Why do they always make these forms so difficult to **turn** / **fill** out?
10 If your friends don't **show** / **fill** up soon, I'm watching the movie without them.

B **Write one word in each gap.**

1 If they don't like your audition, they probably won't ask you to come _____.
2 She filled _____ the application wrong and asked to have another one.
3 Paulina gave a great performance at her audition, but they turned her _____ anyway.
4 If you miss one of your dance steps, don't worry about it. Just try to keep _____ dancing.
5 I think I did well in my audition today. I hope they call me soon to ask me to come _____ for another round.

GRAMMAR

A Choose the correct answers to complete the rules.

1 The tense changes in reported questions are ... the tense changes in reported statements.
a the same as **b** different from

2 We use ... in reported *yes/no* questions.
a *if* or *whether* **b** question words

3 We use ... in reported information questions.
a *if* or *whether* **b** question words

4 We ... the auxiliary verbs *do* in reported questions
a use **b** don't use

5 We ... a question mark at the end of reported questions.
a use **b** don't use

6 The word order in reported questions is ... the word order in affirmative sentences.
a the same as **b** different from

B Choose the correct words for the reported speech.

1 He asked, "Do you enjoy dance class?" → He asked **if she enjoyed** / **does she enjoy** dance class.
2 I asked, "How long have you been performing?" → I asked how long **had they been** / **they had been** performing.
3 She asked, "Where is the lead performer?" → She asked where **was the lead performer** / **the lead performer was.**
4 I asked Tim, "Have you seen the new talent show?" → I asked Tim whether he **had** / **has** seen the new talent show.
5 Raul asked, "Who is coming to the play?" → Raul asked who **was coming** / **came** to the play.
6 He asked, "Do professionals make the costumes?" → He asked **do** / **if** professionals made the costumes.

C Write the six questions from this dialogue as reported questions on the lines below.

Emilio: Hey, Rosa. Did you hear about the talent contest?
Rosa: I did. I enrolled, and I'm very excited about it. I've already starting practicing.
Emilio: Great! What are you practicing?
Rosa: I'm putting together some poems, and I want to read them for the audience. Will you enter the contest?
Emilio: I'm not sure. I can play the guitar, but I don't think I'm very good.
Rosa: Have you taken lessons? There are some great schools out there.
Emilio: I haven't taken lessons. Where is a good music school?
Rosa: There's one on Elm Street, near my house. I know a teacher there, Mr. Sanchez. Well, he goes by Manny. He's a great guy. He gives lessons every day in the afternoon. What day is the best for you?
Emilio: Oh, thank you! Fridays are the best. Let me know if that's OK.
Rosa: I'll text you as soon as I find out. See you later!

1 Emilio asked Rosa _____.
2 Emilio asked Rosa _____.
3 Rosa asked Emilio _____.
4 Rosa asked Emilio _____.
5 Emilio asked Rosa _____.
6 Rosa asked Emilio _____.

D Each reported question has an error. Find the error and correct it.

1 "Who are your favorite comedians?"
He asked who are my favorite comedians.
2 "Is your dad performing in a magic show?"
She asked me was my dad performing in a magic show.
3 "Have you decided to go to the audition?"
She asked had I decided to go to the audition.
4 "What theaters has Rebecca performed in?"
I asked what theaters has Rebecca performed in.
5 "Did they turn up to Jose's show?"
He asked have they turned up to Jose's show.
6 "Why aren't you feeling confident?"
She asked why am I not feeling confident.

VOCABULARY

A Complete the sayings with words and phrases from the box.

be hungry | be in the right place | dream | have your heart | set your sights | who you know

1 Don't settle for a small role in an average play at a little-known theater. _____ big!
2 Sometimes, to be really successful, you have to _____ for success.
3 Winning a talent show can take hard work. If you _____ set on winning, you should practice every day until the show.
4 You may know a lot about acting, but you don't know anyone in the business. And as they say, it's not what you know, it's _____.
5 If you want to become a famous singer, and you've got what it takes, then _____ on it.
6 You need a bit of luck to be successful. You've got to _____ at the right time.

LISTENING

A 10.4 Listen to this dialogue and choose *True* or *False*.

1 Delia is feeling positive about the challenges in her job. True / False
2 Mateo has had some bad experiences in his career. True / False
3 Mateo let what one store owner said to him change his career path. True / False
4 Delia says she can't finish pieces because she runs out of ideas. True / False
5 Mateo suggests not putting a lot of energy into a big event if you're not an experienced designer. True / False

LISTEN TO TAKE NOTES

When we listen to take notes, we write down pieces of important information that we hear in a talk. We often don't write in complete sentences. Instead, we write only the most important information. So, if you hear something like *Michelle's goals were to own a record company and sign some great bands*, your notes might look like: *Michelle's goals: own a record company, sign great bands*.

B 10.4 Listen to the dialogue again and choose the correct answers to complete the notes.

Being a successful fashion designer

- Never give up on yourself!!
- Dream big, and create fashion that **1** pleases people / inspires you
- Set your sights on a goal, e.g., **2** set a work time limit / spend time on one piece
- Be in the right place at the right time and **3** spend time in your work studio / attend many events
- What you know is important, so **4** focus that into your work / expand your knowledge
- Be hungry for success: **5** do every kind of show you can / focus on a big show



WRITING

A **Read the email. Choose the correct purpose for each numbered part of the email (1–4).**

> **1** Hi Sonia,
>
> **2** I'm writing to see if you're available for a show I'm putting on. I need someone who really knows set design, and I think you'd be perfect **3** ! I really loved what you did for Townsend Street Theater's production of Mamma Mia. We start work in two weeks. Can you let me know if you're up for it, when you get a chance?
>
> **4** Looking forward to hearing from you!
>
> Mona

1 signature / informal greeting
2 reason for replying / reason for writing
3 formal punctuation / informal punctuation
4 informal closing / signature

B **Read the reply to the email in A. Choose the best informal style for rewriting the numbered items.**

> **1** Dear Mona,
>
> Many thanks for your email. **2** I appreciate your praise for my work at the Townsend Street Theater. I would love to work with you on your new show. I am available in two weeks. **3** Please inform me of any details that I should know about.
>
> **4** Sincerely,
>
> Sonia

1 **a** To whom it may concern,
b Hi Mona,
2 **a** I'm so glad you loved my work in Mamma Mia!
b Thank you for acknowledging my previous work.
3 **a** Let me know all the details when you get a chance.
b Please send me the details at your earliest convenience.
4 **a** Yours truly,
b Talk to you soon,

Progress Check

Lesson 1

I can learn about where talents come from. ☐
To review, go to READING **B**, p. 98 in your Student's Book.

I can use reported speech in statements. ☐
To review, go to GRAMMAR **B** & **C**, p. 99 in your Student's Book.

I can talk about my talents and abilities. ☐
To review, go to SPEAKING **A** & **B**, p. 99 in your Student's Book.

Lesson 2

I can learn about TV talent show auditions. ☐
To review, go to LISTENING **B** & **C**, p. 100 in your Student's Book.

I can use phrasal verbs. ☐
To review, go to VOCABULARY **A**, p. 100 in your Student's Book.

I can use reported speech in questions. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, p. 101 in your Student's Book.

I can role-play an audition for a TV talent show. ☐
To review, go to SPEAKING **B** & **C**, p. 101 in your Student's Book.

Lesson 3

I can learn idioms and sayings connected to success. ☐
To review, go to VOCABULARY **A**, p. 102 in your Student's Book.

I can learn about success in the music industry. ☐
To review, go to LISTENING **B** & **C**, p. 102 in your Student's Book.

I can write an informal email. ☐
To review, go to WRITING **A** & **B**, p. 103 in your Student's Book.

I can report what my classmates say about succeeding in the music industry. ☐
To review, go to SPEAKING **B** & **C**, p. 103 in your Student's Book.

UNIT 11

Money in the Bank

LESSON 1 The Gig Economy

READING

MAIN IDEAS

When we read for the main ideas, we try to understand the most important information. Don't worry about anything you don't understand. You can still understand the main ideas.

A Choose the correct answer to complete the sentences.

Get a job (or two, or three, or four ...)

Not long ago, people used to have what were called "jobs for life," the kind of job where they would sign a contract and work for years and then live off their pension. But many people don't want, or need, these kinds of job anymore. They want independence and choice. Welcome to the "gig economy," where people have a series of temporary jobs and are more independent. According to the Gig Economy Index of 2019, at least 40% of US citizens are "gig" workers.



Where did it start?

Some people have always had short-term jobs. Before the Industrial Revolution, doing a number of small jobs was a common way of making a living. But the modern gig economy came into being with the spread of the internet. It suddenly became a lot easier to connect with someone who could offer a service. One of the first examples was Airbnb, which was founded in 2008. Now anyone could rent out their apartment or house and make money. This idea of offering a service on a self-employed basis, often through the internet or an app, is at the heart of the gig economy.

For example?

Uber is the perfect example of our modern-day gig economy. In many parts of the world, instead of calling a cab company, you can now download the Uber app for your cell phone and get in touch with your nearest driver directly. And that driver will have various different jobs—they are probably an Uber driver in the evening to earn some extra money. A larger example are online marketplaces, such as TaskRabbit. TaskRabbit is a website where you can ask for someone to do a job for you, like cleaning your home. TaskRabbit finds the closest person to do the job and then connects you both.

How do I get a gig?

Everyone can become part of the gig economy, because everyone has something that they are good at. It might be doing accounting or walking dogs, but everyone can specialize in something. So, the next time someone asks you what you want to do when you grow up, you don't have to think of one permanent job. You can give them a whole list!

Read more

1 The first paragraph says that working in the same job for a long time is **what** / **not what** everyone wants to do these days.
2 The second paragraph says that the gig economy is **completely different from** / **similar to** how some people worked in the past.
3 The third paragraph says that Uber and TaskRabbit are platforms that connect you to **another person's cell phone** / **the person you need.**
4 The fourth paragraph says that in a gig economy, people can make money **from their strengths** / **either accounting or dog walking.**

VOCABULARY

A Complete the blog post with the words from the box.

contract hire in exchange for lay off pension permanent

As you guys all know, a few weeks ago my manager told me that they needed to **1** _____ some employees and, unfortunately, one of them was me. It was really annoying, because I've been working for the company for three years, and I've really enjoyed it.

The good thing is that it made me realize I don't want a **2** _____ job anymore. I didn't like being in the same place all day every day. I also didn't have a very good **3** _____, because I only had about two weeks' vacation every year, which is very little.

So I started doing some work for friends **4** _____ cash, just little things like fixing their computers or looking after their pets. I started doing a little bit every day, and it'd just got bigger and bigger, which is amazing.

The thing is, I've now got so much work that I'm having trouble doing everything. It's going so well, and I'm thinking that I might need to **5** _____ some employees myself soon. I won't be able to give them a **6** _____ for when they retire, but, if I keep getting this much work, I'll be able to pay them well.

GRAMMAR

A Read the example sentences and choose the correct words from the box to complete the rules. You need to use one word more than once.

do forcing paying persuading

1 *I have/get my hair washed when I go to the hairdressers.*
We use *have* or *get* to talk about _____ or asking someone to do something for us.
subject + *have/get* + object + past participle

2 *She made him get out of the car.*
We use *make* when we talk about _____ or persuading someone to do something.
subject + *make* + object + base form of the verb

3 *He had a painter redecorate his apartment.*
We use *have someone* _____ *something* to talk about someone who does a job for you.
subject + *have* + person + base form of the verb

4 *We got Juan to take us to the party.*
We use *get someone to do something* when we talk about asking, _____, or paying someone to do something for you.
subject + *get* + person + infinitive

B Choose the correct answers.

1 Tomas retired last year, and he **gets** / **makes** his pension paid directly into his bank account.
2 I finally got my parents **pay** / **to pay** my college tuition. Thank goodness!
3 She's going to have a professional dog walker **to look** / **look** after her dogs while she's on vacation.
4 You know, I think he got his assignment **wrote** / **written** by someone else. It's way too good.
5 Our teacher is very strict. She **gets** / **makes** us do tests every single class.
6 We need to **get** / **have** an electrician fix the washing machine. It's broken again.

Giving Away Money

VOCABULARY

A Choose the correct answer to complete the sentences.

1 We still have a lot of food left over from the party, so why don't we make a **donor** / **donate** / **donation** to the food bank?
2 I'm very happy to say that because of the money we got from a **contribution** / **contributor** / **contribute** of ours called Jane, we have enough to get the roof of the sports center fixed.
3 Don't throw those old books away. We should **donate** / **contribute** / **donor** them to a local school.
4 The NGO posted a video on social media to thank the **donation** / **donor** / **contribution** who gave them the money to help the pandas.
5 I know it's expensive, but if we all make a **contribute** / **contribution** / **donation**, we can buy a new TV for the youth center.
6 All our neighbors are going to **donate** / **contribute** / **contributor** to building the new hospital in town.

B Complete each sentence with the correct form of donate or contribute.

1 Hi there, would you like to make a small _____ to our charity? We're only asking for five dollars per person.
2 We have a team of people who are helping to pay for the village's water system, and all the _____ are making a big difference.
3 Since that company stopped giving us money, we need a new _____ for our project, or we can't continue with it.
4 I believe that everyone can make a difference, and that's why I think we all have something to _____ to this charity.
5 Everyone's bringing something different to the charity picnic tomorrow. I've made two cakes and lots of cookies, so that's my _____.
6 I have so many clothes I don't wear anymore, so I'm going to _____ them to a local charity.

LISTENING



A 11.1 **Listen to the podcast and choose the correct answers.**

1 The woman talks about why **giving money is important** / **knowing where our money goes is important.**
2 The woman says that people are often most concerned with **feeling better about themselves** / **making a real difference in the world.**

LISTEN FOR SPECIFIC INFORMATION

When we listen for specific information, we listen for details such as dates, times, names, specific years, a specific opinion or attitude, a specific object, etc. Look at the questions before you listen to see what specific information you should be listening for.

B 11.1 **Listen again and choose *True* or *False*.**

1 It doesn't always feel good to give money to charity. True / False
2 We don't always give money to charity for the right reasons. True / False
3 If we want to make a positive difference, we need to give more money. True / False
4 Giving money isn't enough, and we need to know what happens to it next. True / False
5 Tim Harford says that we sometimes give to the charity that is the most convincing. True / False
6 We should ask charities two important questions before we donate. True / False

GRAMMAR

A Read the sentences. Complete the rules with words from the box.

agree decide deny hate keep love prefer offer suggest

1 *I want to give money to charity but I don't know which charity to give it to.*
Verbs that are followed by infinitives include *want* and other verbs such as:
_____
_____
_____

2 *We should consider finding another donor for the new hospital.*
Verbs that are followed by gerunds include *consider* and other verbs such as:
_____
_____
_____

3 *I really like to help people who have less than I do.*
Verbs that are followed by both infinitives and gerunds include *like* and other verbs such as:
_____
_____
_____

B Choose the correct answer. Choose more than one option if possible.

1 Do you want donating / to donate some money to our new community center?
2 You know, I really hate to tell / telling you this, but I don't eat meat.
3 Ollie really enjoys to play / playing football, so why don't you take him to the park?
4 Great! My dad agreed driving / to drive us to the movie theater later, so we don't have to get the bus.
5 I think skiing's a nice idea, but Delia prefers being / to be on a beach, so let's go to Mexico.

C Find and correct the mistakes.

1 Remember we have the dance competition later. Have you practiced to dance the tango?
2 He denied to eat the chocolate cake from the refrigerator.
3 If you plan going to college, you may need to study harder.
4 Silvia doesn't enjoy to watch horror movies, so let's choose something else.
5 You should avoid to give money to charities if they can't tell you what they do with it.
6 You know, I really want working for a charity teaching project in Borneo.

D Complete the sentences with the correct form of the verb in parentheses. Sometimes more than one correct answer is possible.

1 I don't think we should have salmon, because Fede really dislikes _____ (eat) fish.
2 Would you ever consider _____ (work) for that charity store downtown?
3 If you really hate _____ (give) presentations, you should have told me. I would have done it.
4 Carolina enjoys _____ (volunteer) at the animal shelter on the weekends.
5 I can't come. I'm sorry. I've already planned _____ (go) to the movies with my sister.
6 I really hate _____ (waste) money on expensive gifts.
7 We offered _____ (lend) her money, but she refused.
8 I want to keep _____ (work) for this charity, but we need to find new donors for our new project.
9 They like _____ (spend) time with their grandparents on the weekend.
10 Camila suggested _____ (hire) an accountant to manage our company's expenses.

VOCABULARY

A Complete the text with words and phrases from the box.

cash machine cash change contactless payment credit cards debit card

There are so many ways to pay these days that it can get a bit confusing, and things have changed a lot. We have had **1** _____ for a long time, and people still use them as a convenient way to pay, as they can pay for big purchases in instalments.

Using a **2** _____ is a safe way of paying for things directly from your account. And even if you lose your card, no one can access your money from the **3** _____ without your personal identification number (PIN).

A great option these days is **4** _____, where you simply move your card near the reader, and it takes the money out for you. The danger with this is that you can spend a lot of money on little things and not notice how much you are spending.

What about the traditional way of paying, with **5** _____? These days, not all stores accept cash. Some stores will only take other forms of payment, because they are worried about being robbed. Of course, if you do pay this way, make sure the store gives you back the correct **6** _____. People normally don't realize there's been a mistake until they've already left the store.

LISTENING

LISTEN FOR THE MAIN IDEAS

When we listen for the main ideas, we try to understand the key points a speaker is making. It's not necessary to understand every word. You can still understand the main ideas even if there are some things you don't understand.

A 11.2 Listen to the conversation and choose the correct answers.

1 Maria has spent too much money / had money stolen from her.
2 Maxi initially thinks it is / is not Maria's fault.
3 There were no / some unusual payments made from Maria's account.
4 Maria thinks / doesn't think it's Maxi's fault that he had some money stolen from his account.
5 They agree that they will need to pay by cash / credit card.

B 11.2 Listen again and choose the correct options.

1 What was Maria trying to pay for?
a a trip **b** a computer **c** cell phone
2 What has Maxi previously suggested that Maria use?
a another bank account **b** an accountant **c** an app
3 How much does Maria's bank say she spent?
a $15 **b** $500 **c** $1,500
4 What happened to Maxi last year?
a He was robbed.
b He didn't remove his card from the cash machine.
c His security number was stolen.
5 Which way can they not use to pay?
a debit card **b** cash **c** credit card



WRITING

A Complete the email by writing the correct phrase from the box in each gap.

if I were you	I'd say that you should consider	in my opinion it's better
I think it would be best if	my advice is to	you should only bring

Hi, Jordan!

Thanks so much for your email! It's great that you're visiting us soon. I'm writing with some advice about money, just like you asked.

So, **1** _____ enough cash for the whole trip. Don't worry about getting it changed over there, because **2** _____ to do it here. You'll get about 45 pesos in exchange for $1 these days.

You also asked me about using your debit card and credit card to take money out at the ATMs. You can if you want, but I wouldn't **3** _____, because the bank will charge you a lot of money! But **4** _____ bring your cards anyway. You might need them in an emergency.

For day-to-day expenses, **5** _____ spending around $30 on food. Shopping and sightseeing are a bit more expensive. A pair of jeans will cost you around $20, and a trip to the coast will cost about $40.

I hope that helps! Please let me know if there is anything you need at all. **6** _____ I have my brother pick you up from the airport when you get here, so you don't have to hire a cab!

See you soon!

Eric

Progress Check

Lesson 1

I can learn about the gig economy. ☐
To review, go to READING **B**, p. 108 in your Student's Book.

I can use causatives with *have*, *get*, and *make*. ☐
To review, go to GRAMAMR **B** & **C**, p. 109 in your Student's Book.

I can talk about what I would get people to do for me. ☐
To review, go to SPEAKING **A**, **B**, & **C**, p. 109 in your Student's Book.

Lesson 2

I can use money verbs and nouns. ☐
To review, go to VOCABULARY **A**, p. 110 in your Student's Book.

I can learn about ways to give away money. ☐
To review, go to LISTENING **B** & **C**, p. 110 in your Student's Book.

I can use verbs with the gerund, infinitive, or both. ☐
To review, go to GRAMMAR **B** & **C**, p. 111 in your Student's Book.

I can speculate about what I would do with $1 million. ☐
To review, go to SPEAKING **A** & **B**, p. 111 in your Student's Book.

Lesson 3

I can learn words and phrases connected to paying for things. ☐
To review, go to VOCABULARY **A**, p. 112 in your Student's Book.

I can learn about managing money. ☐
To review, go to LISTENING **B** & **C**, p. 112 in your Student's Book.

I can write an email giving advice about money. ☐
To review, go to WRITING **A** & **B**, p. 113 in your Student's Book.

I can talk about how I budget. ☐
To review, go to SPEAKING **A** & **B**, p. 113 in your Student's Book.

UNIT 12

Inside Advertising

LESSON 1 **Advertising Regulations**

READING

A Read the article, ignoring the blanks, and choose the correct answers for the statements.



Our Complicated Relationship with Advertising

Our relationship with advertising is an interesting one. Advertising is often hated by the public. People think their choices are being taken away from them. As a result, people don't want to pay attention to ads. **1** _____

If people resist ads, how are they still being affected by them? As it turns out, there is a science behind advertising. Ad messages are studied by psychologists, and ad companies use their findings to create better ads. One example is with something called FOMO ads. FOMO stands for "fear of missing out." **2** _____ It's very effective, although it has been proven to cause stress.

Another example is when ad companies change the way we think about other companies. Our world is polluted by oil companies, so people have negative feelings about them. **3** _____ The truth is, these companies are still digging up oil. They could just stop digging up oil, right? They don't, and instead, they create ads that try to trick people into believing they are responsible.

What about when celebrities get into trouble and the company that features them in their ads suffers? Psychologists have identified something called a "Duchenne smile," which is basically a really nice, genuine smile. New ads are created with the celebrity smiling like this, and people begin to think differently. Shouldn't the company drop the celebrity? **4** _____

How can we escape these tricks? Ads are always going to influence us, but the best way to fight it is to think about what you buy before you buy it.

1 FOMO is used as a type of research / advertising strategy.
2 Ad companies create ads to change people's minds about ad companies / oil companies.
3 Ad companies use the "Duchenne smile" technique for problematic celebrities / in most of their ads.

IDENTIFY MISSING SENTENCES

When we identify missing sentences in a text, we look at the text before and after the blank and we try to find links between the text and the missing sentence. We can look for pronouns that link to nouns as well as ideas and synonyms that link to each other. After we decide on a sentence, we read the whole text with the sentence included to check that it makes sense.

B For each blank in the article, choose the sentence that fits correctly.

a Researchers found that if a person believes that a product may not be available to them sometime in the future, they will hurry to buy it.
b They should, but that would be more expensive than trying to fix their image.
c However, it's quite certain that people are affected by advertising, now more than ever.
d Oil companies, however, will run ads that show how they are researching different types of fuel that could reduce carbon dioxide.

1 _____
2 _____
3 _____
4 _____

VOCABULARY

A Match words from the box to the correct descriptions.

ban complaint criticize permission remove

1 When someone gives you this, you are given the right to do something. _____
2 If you tell someone that he or she did something badly, you do this. _____
3 When you take something down or away from a place, you do this. _____
4 If you make an official statement that says you are not happy about something, you make this. _____
5 When the government or other institution officially says that something cannot be done, they do this. _____

B Choose the correct words or phrases.

1 If you want to place an ad in this part of the building, you have to make a complaint with / ask for permission from the building supervisor.
2 This product has been banned / removed by the government, because it is not safe for the public.
3 The ad company was removed / criticized for encouraging bad habits in children.
4 Many people gave their permission / sent written complaints to the authorities, because the ad made false claims.
5 The advertising company had to remove / ban the ad from the side of the road because it was causing traffic problems.

GRAMMAR

A Choose the correct phrases.

Tense	Example
1 simple present passive / present progressive passive	Ads are banned when they offend many people.
2 past perfect passive / simple past passive	The ads were removed after people complained about them.
3 present perfect passive / present progressive passive	A new slogan is being developed for this product.
4 simple past passive / present perfect passive	A new logo has been designed for the device.
5 past perfect passive / simple past passive	The online ad had been clicked on over 1 billion times.

We use the passive voice when the action is **6** more important / less important than the person doing it.

We use the passive voice when we **7** know / don't know who did the action.

We only use the passive voice with **8** intransitive / transitive verbs.

B Choose the correct answers.

1 The company was criticized / is criticized after it published an ad promoting fast food to children.
2 The new ad is being shown / is shown on TV at the moment.
3 Advertising campaigns are important to companies as billions of products have been sold / had been sold because of them.
4 Before they took the ad off the radio, it has been heard / had been heard by millions of listeners.
5 This product didn't ban / wasn't banned, but there were changes to the rules, and now you can't find it anywhere.
6 The controversial product launched last week, and since then, over two thousand complaints had been made / have been made.

How Does Advertising Work?

VOCABULARY

A Choose the correct answers.

1 When you **manage a budget** / **promote a product**, you make decisions on how to spend money on a project.
2 When a company **comes up with a slogan** / **designs a logo**, they think of a picture or image that would go well with their product
3 When a group of advertising executives try to **launch a product** / **come up with a slogan**, they think of words or phrases to sell a product.
4 A company **promotes a product** / **identifies the target market** by creating ads to attract people's attention to it.
5 When a company decides to **launch a product** / **identify a target market**, they finally make a product they have been developing available for sale.
6 When employees try to **identify the target market** / **promote a product**, they try to find out which groups of customers will buy their company's product.

B Complete the sentences with phrases from the box.

come up with a slogan design the logo identify the target market launch the product
manage the budget promote the product

1 Executives were angry that the team couldn't _____ that sounded good.
2 When the company decided to _____, they threw a big party to celebrate.
3 The account manager was fired, because he couldn't _____ for the advertising campaign. He spent too much money on developing ads.
4 While they were trying to _____ for their new product, they talked about making it green or blue and how large it should appear on the packaging.
5 Do you have any ideas of how we should _____? What would be the best way to attract people's attention to the product's benefits?
6 In order to _____, advertising employees asked different groups of people over a period of several weeks if they would be interested in buying their product.

LISTENING

LISTEN FOR INFERENCE

When we listen for inference, we listen in order to understand things that are not said explicitly. For example, we can listen to two people speak and understand what their relationship is even if they don't specifically say what it is (two close friends, a parent and a child, an employee and his or her boss, etc.).



A 12.1 Listen to these four situations and choose which sentences are true. There can be more than one answer for each situation.

1 **a** The two people are a boss and an employee.
b The two people work in the same company.
c The two people are speaking inside the company.
2 **a** The meeting is between an employer and her employees.
b The people in the meeting are calm and relaxed.
c The people in the meeting are under stress.
3 **a** The two people are talking about products at home.
b The two people are talking about products in a supermarket.
c The two people are part of a larger family.
4 **a** The two people are related.
b Both people want to get a new phone.
c Both people don't like to pay a lot of money for things.

GRAMMAR

A Choose the correct answers to complete the rules. Use the examples to help you.

1 We understand simple ad images more easily than a lengthy message.
Most **comparative** / **superlative** adverbs are formed with *more* + the adverb.

2 Out of all ads, online ads appear the most frequently.
Most **comparative** / **superlative** adverbs are formed with *the most* + the adverb.

3 Ads with serious messages sometimes hit harder than they should.
Irregular / **Regular** comparative and superlative adverbs don't end in *–ly*.

4 I could understand that ad if they spoke more clearly.
The verb usually goes **after** / **before** the adverb.

B Choose the correct answers.

1 The company came up with a slogan ... than they designed a new logo.
a more slow **b** more slowly **c** the most slowly

2 In public service announcements, speakers speak ... than in product ads.
a more careful **b** more carefully **c** the most carefully

3 The first ad played music ... than the other two.
a more loudly **b** the most loudly **c** the loudest

4 She's a genius in advertising, and her campaigns work ... than her colleagues' campaigns.
a the most successfully **b** successfully **c** more successfully

5 If you want people to buy this product, you have to say the lines ... than you are.
a more serious **b** more seriously **c** the most seriously

C Read the text and correct four errors with comparative adverbs.



We see ads everywhere all the time, but we often don't pay attention to them. We're often looking at our smartphones the most closely than these random, everyday ads. However, when we are thinking of buying a product, such as a new TV or a new phone, we view ads careful than we normally would, especially when we see the product we want. This is why companies spend so much money making eye-catching ads. When the time comes for a person to make a purchase, they want to make sure you choose their product over a competitor's. Clever ads sell products fast than boring ones. So, are we choosing wiser when we choose a product for its ad than for the actual product itself? It depends on how you look at it! No matter how good the ad is, remember to check the details of the product before you buy it.

D Complete the sentences with the correct form of the words in parentheses.

1 They didn't do market research in the country, and their product sold _____ (**bad**) than they imagined it would.

2 Out of all the slogans I've had to come up with recently, I came up with the one for laundry detergent _____ (**easy**).

3 The singer in that ad sings _____ (**beautiful**) than most pop stars.

4 They knew the ban would affect product demand, but sales fell _____ (**hard**) than they thought they would.

5 It seems like people lose interest in an ad _____ (**quick**) than they used to.

6 All of the executives were upset about the product failure, but the CEO reacted _____ (**angry**).

The "Unreal" World of Advertising

VOCABULARY

A Cross out the two discourse markers that do not belong in each list.

1 adding information: also / too / and / because / furthermore / as well as / in addition / such as
2 giving examples: for example / however / for instance / as a result / such as
3 giving reasons: because / too / although / so / therefore / as a result / due to
4 contrasting different ideas: but / however / on one hand / for instance / on the other hand / as well as / although / whereas

LISTENING

A 12.2 Listen to the first part of this interview and choose *True* or *False*.

1 Gerri is going to talk about what it's like to work in an advertising company. True / False
2 Gerri isn't concerned about certain types of false advertising, only those that relate to health. True / False
3 Gerri believes some people avoid visiting the doctor because they were tricked by an advertisement. True / False
4 Gerri discusses a claim connected to a product children like. True / False
5 Gerri talks about an ad with a celebrity in which a false claim was made. True / False
6 Gerri says it's generally safe to believe a label that reads "All Natural." True / False



RECOGNIZE DISCOURSE MARKERS

When we recognize discourse markers, we listen for words that add information (e.g., *also, furthermore*), give examples (e.g., *for example, for instance*), give reasons (e.g., *because, therefore*) and contrast different ideas (e.g., *on the one hand, on the other hand*). These discourse markers help us understand how the information we are hearing fits into the dialogue.

B 12.2 Listen to the interview again and choose the correct answer.

1 How does Gerri use the company POM Wonderful regarding false ad claims?
a as an example **b** as a reason **c** as a contrasting idea

2 Gerri says the FTC found out a claim made by Kellogg's was false. Why does she then say Kellogg's was forced to remove the claim?
a to show a result **b** to show a contrasting idea **c** to give an example

3 Gerri says a judge made Activia Yogurt pay money. Why does she say they had to change their labels?
a to give a reason **b** to give an example **c** to give additional information

4 Gerri says we are able to choose good foods successfully. Why does she then say there are companies to watch out for?
a to show an example **b** to give additional information **c** to show a contrasting idea

WRITING

A **Read the essay prompt and the student's answer to it. Choose *True* or *False*.**

PROMPT: "Ads that target children should be banned."
Over the years, advertising companies have been criticized for creating ads that target children. For instance, advertisers often create ads for games and toys around Christmas time, so that children will ask their parents to buy these things for them. Children are affected by ads more easily than adults. When a child sees a toy they like, they will ask their parents for it over and over again. Parents often give in and get their child what he or she wants. This teaches children that if they insist long enough, they'll get their way. Therefore, I believe that advertising companies are encouraging bad habits, and I think ads that target children are a part of this problem. I agree that they should be banned.

1 The student has written a response that is in favor of the prompt. True / False
2 The student gives his or her opinion about the prompt in the first sentence. True / False
3 The student provides an example for the reader that sets up the argument. True / False
4 The student gives a detailed set of reasons that support their position. True / False
5 The student ends the essay by restating what they wrote in the beginning. True / False
6 The student states his or her position clearly in the conclusion. True / False

Progress Check

Lesson 1

I can learn about advertising controls. ☐
To review, go to READING **B**, p. 118 in your Student's Book.

I can use the passive voice with different tenses to talk about ads. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, p. 119 in your Student's Book.

I can talk about banning some ads. ☐
To review, go to SPEAKING **A** & **B**, p. 119 in your Student's Book.

Lesson 2

I can use phrases connected to ad campaigns. ☐
To review, go to VOCABULARY **A**, p. 120 in your Student's Book.

I can learn about ad campaigns. ☐
To review, go to LISTENING **B** & **C**, p. 120 in your Student's Book.

I can use comparative and superlative adverbs to talk about ads. ☐
To review, go to GRAMMAR **B** & **C**, p. 121 in your Student's Book.

I can talk about my favorite ads. ☐
To review, go to SPEAKING **A** & **B**, p. 121 in your Student's Book.

Lesson 3

I can use discourse markers to talk about ads. ☐
To review, go to VOCABULARY **A**, p. 122 in your Student's Book.

I can learn about opinions of advertising. ☐
To review, go to LISTENING **B** & **C**, pp. 122–123 in your Student's Book.

I can write a for-and-against essay using discourse markers. ☐
To review, go to WRITING **A**, **B**, & **C**, p. 123 in your Student's Book.

I can have a class debate about the effects of advertising. ☐
To review, go to SPEAKING **A** & **B**, p. 123 in your Student's Book.

Exam Training

READING

MULTIPLE-CHOICE GAPPED TEXT

- Read the instructions to check what you have to do.
- Read through the text first and ignore the missing sentences. Try to get an idea of what the text is about.
- Read through the sentences and look for key words that match certain areas of the text. Those areas might be where the sentences go.
- Some sentences may have language markers. Look for phrases such as *for example*, *however*, *on the one hand*, *in the end*, etc. These give you clues as to where to place the sentences.
- In some cases, you will need to read the sentence for its overall meaning to see where it goes. Make sure it matches the text before the gap as well as the text after the gap.
- After you have completed your answers, reread the whole text with your chosen sentences to check that the text reads correctly.

A Read the text and complete it with the missing sentences (a–f). There is one extra sentence which you do not need.

Comparing Robots To Humans: Who Wins At What?

Robots are becoming more common in our world. They are often used to do jobs that require manual labor, and not a lot of thinking. **1** _____ They don't get tired, and of course, they don't need to be paid! But what else are they better at?

Changing for the situation

One of the best things about humans is they are able to change when the environment changes. Robots, on the other hand, are made for a specific purpose. **2** _____ They would have to be completely remade. Humans, on the other hand, only need to learn a new skill, which they can often do easily.

Doing the right thing

This is where things get tricky. Sometimes humans have a problem with doing the right thing. Why? Humans are emotional, and emotions can affect a person's judgment. Robots, however, don't have emotions to manage. **3** _____

Hearing voices

Robots are able to understand people's voices in some ways. This technology is used in customer service phone systems. **4** _____ This "robot" can decide what to do with the speaker's request. This is an amazing advancement in technology. Nevertheless, humans are better at recognizing the very small differences in a person's voice, so they can understand a greater sense of meaning than robots.

Decisions, decisions

You might think robots would be good at making decisions about the future. Because they don't have an issue with judging situations, it seems that they would be good at this kind of decision making. **5** _____ Humans can imagine a hundred different things when they make decisions about their future. Robots can really only make decisions that they are already programmed to make.

a In that sense, they might be better than humans.
b Therefore, robots can judge a situation better, because their programming doesn't include feelings.
c Some of those different purposes are putting cars together or even helping doctors.
d If they are designed to put cars together, you can't suddenly make them build computer parts.
e However, robots can't plan ahead.
f For example, when a person calls a company, a computerized voice may answer.

TRUE / FALSE / NOT GIVEN

- Read the instructions to check what you have to do.
- Read the text quickly to understand the gist.
- Read through the statements to get an idea of what you will look for in the text.
- Read the text again and stop at a part when there may be an answer for one of the statements.
- Read that part of the text carefully to determine the answer for the statement. Remember to reread the text after you've answered all the statement to check your answers.
- The information in the text is often worded differently from the statements, so you will need to know the meanings of words in order to know if the statement is true or false.
- For "Not Given" answers, be extra careful that the information in the statement is not actually in the text.

A Mark the following statements *True, False,* or *Not Given* according to the text below.

1 J.K. Rowling wrote twelve books before the Harry Potter series. True / False / Not Given
2 At one point in her life, Rowling had significant financial problems. True / False / Not Given
3 Rowling began writing her first novel in the cafés of Edinburgh. True / False / Not Given
4 Rowling is not as organized as most other writers. True / False / Not Given
5 Rowling knew the seven titles of the books before finishing the first one. True / False / Not Given
6 After many publishers said they didn't want her book, Rowling quit trying for some time. True / False / Not Given
7 Rowling's young daughter thought the book would be a success. True / False / Not Given
8 Rowling is an extremely generous individual. True / False / Not Given

What A Mistake That Was!

We all know and love the Harry Potter book series. They have been a huge success for writer J. K. Rowling and for her publisher as well, Bloomsbury Publishing. The books have sold over 500 million copies, and Rowling has earned over $1 billion from the whole series. These books made Rowling the richest author in the world. Would you believe that twelve other book publishers passed on Rowling's first novel, *Harry Potter and the Sorcerer's Stone?*

Before her Harry Potter success, Rowling lived in a small apartment in Edinburgh, Scotland, and she could barely afford to pay her rent. She lived with her young daughter and spent her days writing the first Harry Potter novel in local cafés. She had begun writing it in Portugal, where she lived with her former husband. After their divorce, Rowling was having a very hard time with her life, but she continued writing.

What makes JK Rowling different from other writers is that she is a very detailed planner. She plans each moment of the story and she always knows what will happen next. She says that from the moment she first thought of the idea of Harry Potter, she knew it was going to be a seven book series. JK Rowling spent a total of five years planning out all seven books while she was finishing the first novel.

With her finished novel in hand, she approached the first publisher, who showed no interest. The same went for the second, third, fourth, and so on. However, Rowling believed she had a story that people would want to read, and she continued looking for a publisher. When the book reached Bloomsbury Publishing, one of the company's editors decided to give the book a chance, because his eight-year-old daughter said she wanted to read more of it. Nevertheless, the editor thought the book would be a failure.

Rowling's first Harry Potter novel was published in 1997, and it became a success immediately. The series as a whole is the best-selling book series ever. For her first novel, Bloomsbury paid Rowling £2,500, which was worth about $4,100 at the time. Rowling isn't a billionaire today, but that's only because she's donated $160 million to charity.

SENTENCE COMPLETION

- Read the instructions to check what you have to do.
- Read the information you are given and the questions.
- Try to predict what words could go in the gaps and remember that the words in the recording will not be exactly the same as the words in the questions.
- Remember that you only listen once, so you need to concentrate.
- As you listen, use the subheadings as a guide.
- Always try to write something, even if you are not certain that it is correct.

A Exam Training 1 **Listen to a podcast and complete the notes below. Write one word only for each answer.**

The Role of Psychology in Advertising

The background

- advertisers need to **1** _____ people to buy things
- people are generally guided less by their **2** _____ and more by their emotions
- advertisements with rational content not **3** _____ as much as those with emotional content

John Watson and psychology in advertising

- Watson's first major advertisement was for a well-known toothpaste 4_____
- advertisers try to understand how we **5** _____ to things, and have done for a long time

Color in advertising

- the color blue creates feelings of **6** _____
- the color **7** _____ gives people an increase in appetite

Advertising online

- FOMO works by putting a time **8** _____ on purchasing something
- with FOMO, we believe that we need to **9** _____ to get a product
- apparently, humans have not **10** _____ very much

SHORT TEXTS, MULTIPLE-CHOICE QUESTIONS

- Read the instructions to check what you have to do.
- Read the information you are given and the questions.
- Look for key words in the questions. Think about what you are going to hear.
- Look at the three answer choices. You must listen closely to choose the correct one.
- When you listen the first time, think about the general idea and choose the best option.
- When you listen for the second time, check your answer is correct.

A Exam Training 2 **For each question, choose the correct answer.**

1 You will hear two people talking about a friend with a disability. How did their friend feel about the situation?
a calm **b** frustrated **c** angry

2 You will hear two friends talking about artificial intelligence, or A.I., in cell phones. They both agree that A.I. ...
a isn't very useful. **b** is very impressive. **c** is very scary.

3 You will hear two people talking about climate change. What do they decide to do?
a turn lights off **b** recycle paper **c** stop burning fossil fuels.

4 You will hear two people talking about something that one of them regrets. What is the girl's advice?
a Go to bed earlier. **b** Be more organized. **c** Stop going to parties.

5 You will hear two people talking about a news story. They think that ...
a there are too many people sharing news stories on social media.
b it's hard to know whether news stories on social media are true.
c people don't check the facts before they post a new story on social media.

6 You will hear two people talking about a problem with money. What's the situation?
a The man's sister has wasted money.
b The man's sister spends too much money.
c The man's sister is losing money.

MULTIPLE ANSWER

- Read the instructions to check what you have to do.
- Read the information you are given and the questions.
- Look for key words in the question. Think about what you are going to hear.
- Look at the four answer choices. You must listen closely to choose the two choices that are *both* true about the question.
- When you listen the first time, think about the general idea and take notes as you listen. Then choose the best two options.
- When you listen the second time, check that your answer is correct.

A **Exam Training 3** **Listen to the lecture and answer the questions.**

1 Why is touch important for babies? Choose 2 answers.
a Touch can prevent stress.
b Touch can cause depression.
c Children who are touched have fewer problems with sleep.
d Children learn to eat through touch.

2 Which of these countries are examples of high-contact cultures? Choose 3 answers.
a Mexico
b Brazil
c Ecuador
d Canada

3 Why is it important to be careful with haptic communication? Choose 2 answers.
a Different situations have different appropriate responses.
b Everybody hugs, but in different ways.
c It is important to know how people feel.
d Nobody uses touch at work.

4 What is true about haptic communication? Choose 2 answers.
a It only happens in certain cultures.
b It happens in a lot of different ways.
c It makes people more relaxed.
d It is not absolutely necessary for babies.

- Read the instructions to check what you have to do.
- Read the task and its three questions. You will need to include a response to each of the questions in your answer.
- When you write your answer, keep in mind the situation described in the writing task. You can use details from the writing task in your answer if that helps you.
- Remember to check the word limit. If you write more than the word limit, go back and try to remove words that you don't need. Be sure, though, that your answer still makes sense.
- Read your answer after you've finished writing it and make sure you have included answers for each of the three points in the task.
- Remember to check your spelling, punctuation, and grammar, and check that you have used appropriate language, either formal or informal.

A **Read the answer to the task below. Which question in the article wasn't answered very well—the first, second, or third question? Write *First, Second,* or *Third*.**

You see this notice on an English-language website.

Good communication

- What is your idea of good communication?
- What are some different ways that people communicate?
- What advice can you give to someone who needs help with their communication skills?
- Write your answer in about 100 words.

Good communication

People communicate in many different ways. They communicate in person, over the phone, and through emails and text messages. They also communicate through video calls, which are useful when people can't visit each other's workplace.

For every type of communication, there is a good way to do it. I would advise someone who's having trouble with emails and messages to think about the words they use and to make sure their message is clear and organized.

If they have trouble in person, I would advise them to consider their tone of voice, and watch their distance from the other person.

B **Put these sentences and phrases in the correct order (1–6). Use the exam task in A to help you.**

I can think of several ways to communicate, such as in person, through phone calls, and through written messages.
However, if we have trouble with speaking in person, there might be an issue with our tone or our talking speed.
With some help, anyone's communication can improve.
In my opinion, a good communicator is a person with a clear voice, an honest message, and an ability to connect with people.
For each of these ways to communicate, there is a different way to make it work right.
If we have trouble with writing, maybe our message isn't organized or very clear.
People have their own opinion about what makes a good communicator.