RHONA SNELLING

SPEAK YOUR MIND

TEACHER'S EDITION 4

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Speak Your Mind Philosophy

In the 21st century, it is no longer enough just to teach subject matter. Teachers need to help their students develop important skills that can lead to success in whatever they choose to do.

The core objective of ***Speak Your Mind*** is to help students become confident communicators. The focus is on using English to communicate in both local and global contexts. Most students may not live in an English-speaking country, but it is probable that they will need to use English in the course of their academic and professional lives. Being a confident and competent communicator involves going beyond language skills. Students need to be able to analyze ideas, think critically and creatively, work effectively in teams, and solve problems.

Job readiness consists of more than just strong academic performance. The ability to communicate effectively in English and to use 21st-century skills is essential in order for young adults to enter successfully into or advance within the complex, global world in which they live. ***Speak Your Mind*** is designed to help students achieve their goals.


UNIT 3 Blending Worlds

WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about culture and customs in your country. Discuss these questions:
- How do you define *culture*?
- What things define the culture of your home country?

THINK AND PREPARE

2 Do you agree or disagree with this statement?
Individual cultures are being lost. They are being replaced with a "global culture."

3 IN GROUPS Prepare for a speech about global culture. Make notes about your position and reasons. Consider these points:
- the definition of a global culture
- the negative effects of a global culture
- the positive effects of a global culture
- the factors that may have caused the development of a global culture (e.g., global business, the internet, international travel)

VIDEO
Watch the video as you prepare for the speech, and learn how to speak from notes.

SPEAK YOUR MIND

4 Give a speech about global culture to the class. Try to persuade others to your point of view.

In this unit, you will ...
- talk about your eating habits and suggest ways to get used to new customs.
- focus on Mediation: develop intercultural communication.
- focus on a Thinking Skill: recalling.
- read about studying abroad and culture shock.
- learn about cultural awareness and assess your ability to adapt.
- practice your written exam skills by identifying parts of speech.

32 Unit 3 Blending Worlds

Speak Your Mind has a number of features that help students in their academic, professional, and everyday lives:

- Every lesson in ***Speak Your Mind*** ends with a specific communicative outcome. In Lessons 1 and 2 of each unit, students do a collaborative task in which they use target language from the lesson to communicate their ideas and express their opinions on a subject related to the topic of the lesson. In Lesson 3, the last page of the lesson is a CONFIDENT COMMUNICATOR section, in which students learn and practice strategies to boost their oral communication skills.
- Students learn skills that transfer from the classroom to real life. Each unit contains a THINKING SKILL section that focuses on a particular aspect of critical thinking and a LIFE SKILLS section that develops real-life skills such as self-management, problem-solving, and effective teamwork.
- Young-adult students already have a great deal of knowledge about the world, and they are encouraged to transfer their real-life knowledge to the classroom. The topics in ***Speak Your Mind*** allow students to express their opinions on real-world events and issues and to learn more about those topics. Students are often asked to give opinions or to say what they already know about a topic before listening to or reading a text on the subject.
- Videos further help students connect their language learning to real life. Unit Opener videos in each unit present communication strategies to help students express their ideas effectively. For even-numbered units, there are documentary-style Skills For Pros videos that follow human resource professionals as they present 21st-century work skills.



Unit Opener

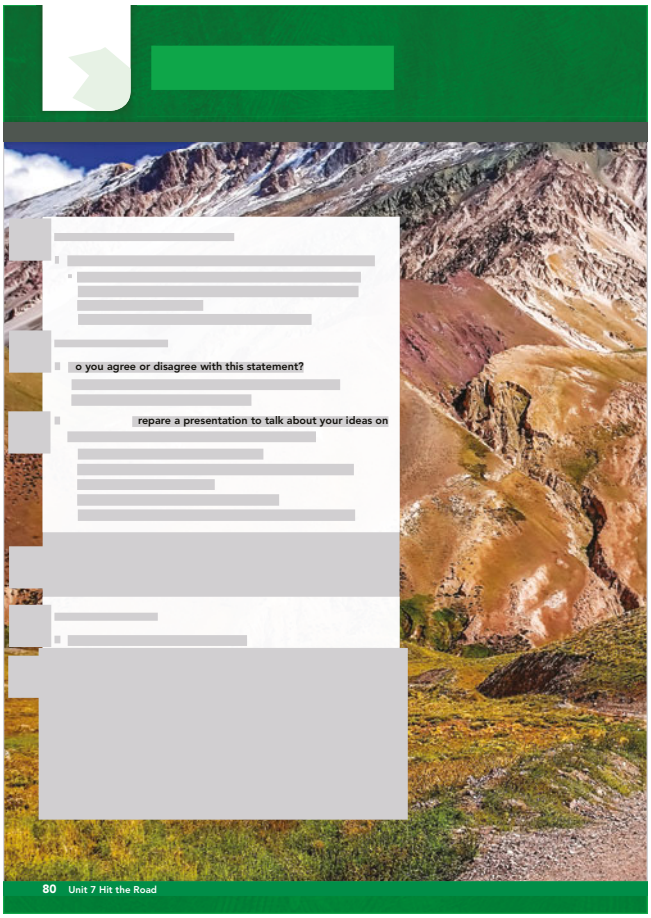
Each Unit Opener introduces the general topic of the unit in a way that will stimulate the interest and curiosity of young adults. The Unit Openers give students the opportunity to discuss questions related to the unit theme and decide whether they agree or disagree with a statement, based on their own opinions and knowledge of the subject. They then discuss or debate the issue with their classmates. Each Unit Opener features a video that supports oral communication for presentations, discussions, and debates.

Considering related questions before a final discussion and having time to think and plan are important learning strategies. Having an opportunity to prepare what they are going to say helps students approach a speaking activity with greater confidence.

Another important concept in today's classrooms is cooperative learning. Once students have talked about some initial questions and have thought about and made notes on their opinions, they work in groups to prepare for the final debate, discussion, speech, or role-play.

PROCEDURE: Teaching the **Unit Opener** in *Speak Your Mind*

1. **Opening questions.** Students begin by talking about an issue in their own lives. Have students work in groups to discuss the questions. This helps build their confidence by orienting them to the unit topic and discovering whether they already know something about the topic. It also allows them to learn more about the topic from their classmates. The personalization questions in this step help students prepare for the *SPEAK YOUR MIND* statement in the next step.
2. **Preparation.** In groups, students prepare a debate, discussion, or role-play. They can work with their group from Step 1 or in different groups. Go over the suggested points for consideration, and ask if they want to add others. Have them share notes they made in Step 2 and add others as necessary. Point out that to argue effectively, they should consider both sides of each issue. If the preparation is for a role-play, explain that they can make notes to indicate the order and main points of the conversation, but they shouldn't write it out word for word.
3. **Debate, discussion, speech, or role-play.** Have students work in new groups. Make sure that there are people on both sides of the argument in each group. For discussions, explain that there is no specific speaking order, but students shouldn't interrupt each other. For debates, they should organize themselves with the pros together and the cons together. Students that would like to respond to a particular point should raise their hands. For speeches, it's a good idea to have each person in the group give part of the speech so that they all get practice in this skill. In role-plays, students should work in their groups from Step 3, as they will have prepared their role-play in a specific way.
4. **Video.** A short, optional video accompanies each THINK AND PREPARE section. These videos provide input that can support students in the communication of their argument. Note that the videos are intended to provide tips and instructions for the discussion, debate, or speech, but the



Vocabulary

Vocabulary plays a very prominent role in ***Speak Your Mind***. Each lesson has a VOCABULARY section to present and practice new vocabulary related to the specific lesson topic. There are opportunities for students to use vocabulary from the unit in the context of the tasks. At the end of each unit, there is a review page with a vocabulary section that tests students' understanding and recall of the words.

In ***Speak Your Mind***, vocabulary is presented within the context of the reading or listening text in the lesson. Sometimes the vocabulary is pre-taught in order to help students understand it when they encounter it as they read or listen. Other times, the VOCABULARY section follows the READING or LISTENING section, and students are encouraged to use the context of the text to help them figure out the meaning of the words.

PROCEDURE: Teaching **Vocabulary** in *Speak Your Mind*



Lexical sets. These are particularly relevant at lower levels, but there are still important lexical sets to be learned at upper levels. Some lexical sets are entirely new, such as those related to higher-level topics in science or technology, and others build on previously learned lexical sets, such as movies or travel expressions.

When a lexical set is presented, ask students if they know or want to know any other words related to the set. This is a good way to utilize peer teaching, to make students feel that they are participating in the learning process, and to expand the target vocabulary to include words that students are interested in knowing.

Remember to have students practice saying vocabulary words that are intended for active use. It is also important for them to learn how to spell the words.

Grammar

Grammar in ***Speak Your Mind*** is taught through an inductive approach in which students are encouraged to observe grammatical structures in context and to go through an analytical process that allows them to figure out rules of structure and function. At the beginning of the course, explain to students that they will be asked to actively participate in their own learning by using observation and thinking skills to figure out grammar rules about form and function. Point out that we tend to learn more effectively when we figure something out for ourselves rather than just being told. Each unit has two GRAMMAR sections: one in Lesson 1 and one in Lesson 2. In Lesson 3 and in the Unit Review page at the end of each unit, students have opportunities to use the grammar they have just learned.

PROCEDURE: Teaching **Grammar** in *Speak Your Mind*

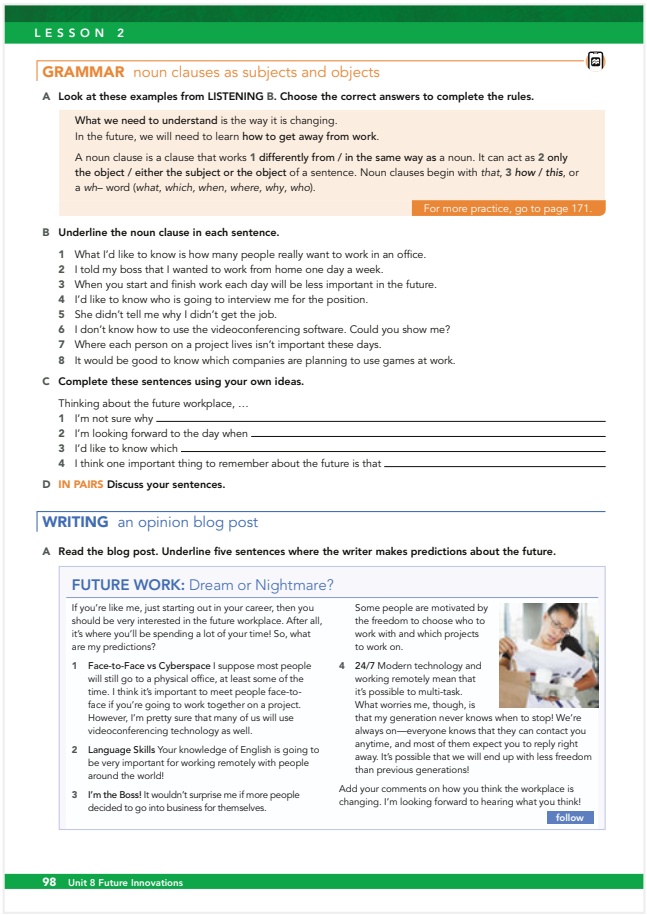
1. **Notice the grammar in context.** Students are exposed to the new grammar structure in the context of a reading or listening text before they are asked to study and work with the grammar itself. You may want to point out one or two examples of the new structure in a reading text or explain that students will hear examples of new grammar in a listening text. It is not necessary to pre-teach the grammar in order for them to understand the text. Part of learning a new language is learning to use context to understand the meaning of new grammar and vocabulary.

2. **Complete the rule.** Ask students to look at examples of the grammar from the reading or listening text. The examples are usually included in the GRAMMAR section, but sometimes students are asked to look for examples in the text. Explain that they should notice the form of the grammar and also think about the meaning, or the function, of the grammatical structure. Then ask them to do the activity that follows the examples. The activity asks them to complete grammar rules or answer questions about the grammar in order to show that they have understood it. When going over the rules, have students point out the grammar structures in the example sentences that confirm the rules.

3. **Practice.** The analysis of the grammar rules is followed by one or more written activities to practice the new structure. Let students compare their answers in pairs before checking answers as a class. This will provide an opportunity for cooperative learning.

   If students have had trouble with an activity, refer back to the grammar rules as you go over each answer to make sure that students understand why the answer is what it is.

4. **Oral practice.** The GRAMMAR sections often include a short pair or group communicative activity to practice the new grammar. Make sure that everyone has an opportunity to use several examples of all forms of the new grammar. For example, if they are learning questions and answers with a verb tense, make sure that students are practicing both the question forms and the answer forms.



LESSON 2

GRAMMAR noun clauses as subjects and objects

A **Look at these examples from LISTENING B. Choose the correct answers to complete the rules.**

What we need to understand is the way it is changing.
In the future, we will need to learn **how to get away from work.**

A noun clause is a clause that works **1 differently from / in the same way as** a noun. It can act as **2 only the object / either the subject or the object** of a sentence. Noun clauses begin with *that*, **3** ***how / this***, or a *wh–* word (*what, which, when, where, why, who*).

For more practice, go to page 171.

B **Underline the noun clause in each sentence.**

1 What I'd like to know is how many people really want to work in an office.
2 I told my boss that I wanted to work from home one day a week.
3 When you start and finish work each day will be less important in the future.
4 I'd like to know who is going to interview me for the position.
5 She didn't tell me why I didn't get the job.
6 I don't know how to use the videoconferencing software. Could you show me?
7 Where each person on a project lives isn't important these days.
8 It would be good to know which companies are planning to use games at work.

C **Complete these sentences using your own ideas.**

Thinking about the future workplace, …
1 I'm not sure why _____
2 I'm looking forward to the day when _____
3 I'd like to know which _____
4 I think one important thing to remember about the future is that _____

D **IN PAIRS** **Discuss your sentences.**

WRITING an opinion blog post

A **Read the blog post. Underline five sentences where the writer makes predictions about the future.**

FUTURE WORK: Dream or Nightmare?

If you're like me, just starting out in your career, then you should be very interested in the future workplace. After all, it's where you'll be spending a lot of your time! So, what are my predictions?

1 **Face-to-Face vs Cyberspace** I suppose most people will still go to a physical office, at least some of the time. I think it's important to meet people face-to-face if you're going to work together on a project. However, I'm pretty sure that many of us will use videoconferencing technology as well.

2 **Language Skills** Your knowledge of English is going to be very important for working remotely with people around the world!

3 **I'm the Boss!** It wouldn't surprise me if more people decided to go into business for themselves.

Some people are motivated by the freedom to choose who to work with and which projects to work on.

4 **24/7** Modern technology and working remotely mean that it's possible to multi-task. What worries me, though, is that my generation never knows when to stop! We're always on—everyone knows that they can contact you anytime, and most of them expect you to reply right away. It's possible that we will end up with less freedom than previous generations!

Add your comments on how you think the workplace is changing. I'm looking forward to hearing what you think!

follow

Speak Your Mind provides a number of opportunities for further practice of the grammar:

- The *Grammar Quiz* before Unit 1 is a quick test of what students should have learned before beginning the course.
- The *Grammar Review* after Unit 10 is a review of what students should have learned in the prior level.
- The **Student's App** contains further grammar practice. An indicates where there is practice in the app.
- A *Grammar Reference* section at the end of the **Student's Book** gives further explanations and practice activities for the grammar points in each unit.
- Grammar practice activities in the **Workbook** reinforce the GRAMMAR sections in the lessons.

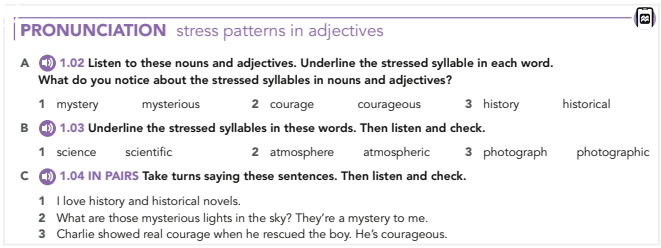
Pronunciation

In ***Speak Your Mind***, pronunciation is taught through a combination of observation and practice. There is a PRONUNCIATION section in each unit, and three main areas are emphasized: word stress, sentence stress and intonation, and juncture and reduction.

Students are first asked to listen to examples and to notice a pattern or confirm a rule. It is important to allow them to listen and understand the pronunciation point before asking them to try to produce it.

The noticing activity is followed by practice of the pronunciation point, sometimes as a whole class and other times in pairs.

PROCEDURE: Teaching **Pronunciation** in *Speak Your Mind*



PRONUNCIATION stress patterns in adjectives

A 1.02 **Listen to these nouns and adjectives. Underline the stressed syllable in each word. What do you notice about the stressed syllables in nouns and adjectives?**

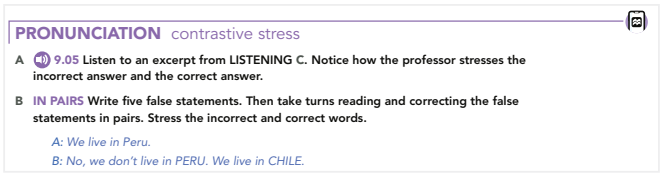
1 mystery mysterious 2 courage courageous 3 history historical

B 1.03 **Underline the stressed syllables in these words. Then listen and check.**

1 science scientific 2 atmosphere atmospheric 3 photograph photographic

C 1.04 **IN PAIRS Take turns saying these sentences. Then listen and check.**

1 I love history and historical novels.
2 What are those mysterious lights in the sky? They're a mystery to me.
3 Charlie showed real courage when he rescued the boy. He's courageous.



PRONUNCIATION contrastive stress

A 9.05 **Listen to an excerpt from LISTENING C. Notice how the professor stresses the incorrect answer and the correct answer.**

B **IN PAIRS Write five false statements. Then take turns reading and correcting the false statements in pairs. Stress the incorrect and correct words.**

A: We live in Peru.
B: No, we don't live in PERU. We live in CHILE.

1. **Word stress.** Students are asked to listen and identify stressed syllables in specific words, and they are often also asked to identify stress patterns in types of words. Have them listen and underline the stressed syllable in each word. It's a good idea to have them practice the words in isolation before going on to practice them in the context of sentences.
2. **Sentence stress and intonation.** Read the sentences aloud before students practice them. In this way, you can exaggerate the stressed words or the intonation pattern to make sure students can recognize the pattern.
3. **Juncture and reduction.** Many languages do not have juncture and reduction features similar to the ones in English, so this can be a difficult concept for students. It is very important to make sure that they understand the explanations of these features. However, it is more important for students to be able to understand native speakers when they reduce unstressed vowels or combine words than for students to be able to produce them perfectly.

Reading

Good readers unconsciously use a number of different skills when they read in their own language. When learning a second language, people often need to become aware of those skills and learn how to use them when reading in the second language. Reading is considered a receptive skill, but that does not mean that it is a passive activity. Reading involves interacting with a text by reading it with questions in mind, comparing one's own knowledge or opinions to the information in the text, and applying skills to help one understand and interpret the text.

In the classroom, reading is usually done to develop reading skills or as a vehicle for language study. However, a text will be more effective for academic purposes if students find it interesting. In ***Speak Your Mind***, reading texts on a wide variety of topics in a number of different genres are designed to engage students' interest while providing work on key reading skills and general reading comprehension.

PROCEDURE: Teaching **Reading** in *Speak Your Mind*

1. **Pre-reading.** Every READING section begins with a prereading activity to remind students of the knowledge they already have or to raise their interest in the topic. Before students read the text, have them discuss what they know or would like to know about the topic. Have them predict what information they think will be in the text, or have them give their opinions about the topic.
2. **Reading skill.** For reading skill activities, check that students understand what the skill is and why it is useful before asking them to do the activity. Each unit of the **Workbook** has an explanation of the skill presented in the **Student's Book**, as well as further practice. You may want to direct students to the explanation in the **Workbook** before they do the activity in the **Student's Book**. Note that the reading skill can be presented before or after students read the text, depending on the skill being addressed.
3. **Reading.** The ***Speak Your Mind*** reading texts introduce vocabulary words in bold to help students focus on them. As students read, they should circle words they don't know and keep reading, then go back to unknown words and guess their meaning. Audio recordings are available for reading texts.
4. **Glossary.** Most of the reading texts include a glossary under the text to help students with words they may not know and may not be able to figure out from the context.
5. **Comprehension.** The READING section includes general comprehension activities. For these activities, have students read the questions before reading the text in order to help them quickly identify key information while reading. Good readers usually have an idea of what information they want to get from a text before they begin reading. Ask students to underline key words and information as they read or to make notes or write questions in the margin next to the text.

Further reading. For further practice of reading skills and general reading comprehension, there are *Reading Worksheets* available in the **Student's Resource Center**. These provide more extensive reading practice than the texts contained in the **Student's Book**. See page xxiv for more information about the *Reading Worksheets*.



LESSON 1 ENGINEERING AND SOCIETY

READING

A Do you agree or disagree with these statements?

Engineers should concentrate on finishing a project on time and within the budget they are given. That's what they are being paid to do.

Engineers should think carefully about the social and environmental effects of the projects they work on.

B 8.01 READING SKILL—Understand main ideas Read this article. Then answer the questions.

The Impact of Engineering

New technology often has unexpected social and environmental consequences. Few of the people who developed the automobile, for example, could have predicted the environmental effects of pollution or the kinds of urban social change that the car would bring. Today, engineers need to **watch out for** the possible social and environmental consequences of the projects that they work on. They can no longer **get away with** considering profit alone.

The cell phone, which has increased in popularity over the past two decades, is a very good example of technology that has had enormous social and environmental effects. In developing areas of Africa and Asia, for example, farmers can use cell phones to get the products that they grow to market easily. It also means they can check prices and not be cheated. They can access information on how to grow their crops better and find ways to solve problems they **come up against**, such as diseases or pests. People in developing areas can open bank accounts and manage their money, which is something that was impossible in the past.

However, the cell phone has also had serious negative effects in some areas. First of all, cell phones contain rare chemical elements, which are often mined in Africa. The need for these elements sometimes means that people are forced to work in dangerous conditions to **keep up with** the demand for cell phones. When people throw away their old cell phones, the chemicals can get into the environment, which causes pollution. Even if cell phones are recycled, there's still a chance they will be thrown away one day. Then, the e-waste may be burned, which adds to the problem of pollution.

Engineers now realize that they need to look at the social and environmental consequences of the products they design from the beginning. This has led to some innovative thinking in cell phone manufacturing. One good example is the Fairphone 2, which is described by the manufacturers as "the world's first ethical, modular smartphone."

"Ethical" means the manufacturers try to make a product that respects people and the environment. They try to use materials that are less toxic and easily recycled, and they work with the mines to treat the workers fairly and offer safe working conditions.

Ethical manufacturing tries to be sustainable by using "modular" technology. This means parts of phones can be repaired or replaced, **doing away with** the need to replace the entire phone. With the Fairphone 2, you can replace the battery, the camera, the volume button, or even the vibration mechanism. A phone that can be repaired continues working longer, and that reduces the carbon footprint of the device. The Fairphone 2 is an example of responsible engineering.

GLOSSARY

e-waste (n): old electronic products, such as computers and cell phones, that are no longer in use

1 What positive effects of cell phones does the writer mention?

2 What negative effects of cell phones does the writer mention?

C Read the text again. Choose *True* or *False*.

1 The people who developed the first automobiles did not predict the effect of cars on society and the environment. True / False
2 Engineers now think more about the social and environmental effects of their work. True / False
3 The cell phone has made life more difficult for farmers and businesspeople in Africa. True / False
4 Recycling your cell phone stops dangerous chemicals from getting into the environment. True / False
5 The Fairphone 2 needs to be replaced more often than other smartphones. True / False
6 The manufacturers of the Fairphone 2 choose the sources of their materials carefully. True / False

PROCEDURE: Teaching **Listening** in *Speak Your Mind*



LESSON 1 A FAMILY BUSINESS

LISTENING

A **Discuss the questions as a class.**

1 Are decorated pastries (cakes, cookies, and pies) popular in your country? If so, for what occasions?
2 Have you ever eaten a designer cupcake? What did it look like? What flavor was it? Was the taste as good as the design?

B 2.01 IN GROUPS **Listen to the interview. Then discuss the questions.**

1 Why did the Carter family decide to start a cupcake business?
2 How did they decide each person's role in the company?
3 What six tips do the Carters give to people who want to start a family business?

C LISTENING SKILL—Understand opinion and attitude **Write the words and phrases from the interview in the correct columns of the table.**

actually amazingly | definitely I'm afraid | if you ask me no doubt | of course surprisingly | the truth is to be honest | unfortunately

Saying that something is true	Saying that something is definite	Expressing surprise	Saying that something is good or bad	Introducing an opinion
to tell you the truth	*obviously*	*unbelievably*	*fortunately*	*I think*

D IN GROUPS **Discuss the questions. Include words and phrases from C.**

1 What are the pros and cons of having a family business?
2 Would you like to have a family business? Why or why not?

VOCABULARY phrasal verbs in business

A **Match each phrasal verb to its definition.**

fill in | get ahead | run by | sell out | set up | take on | take over | work on

1 start (e.g., a business, a project) _____
2 ask for someone's opinion _____
3 take the place of someone _____
4 start doing a job that someone else had _____
5 be successful _____
6 to sell all the products you have so you have nothing left _____
7 spend time creating, producing, or building something _____
8 add more work or responsibilities to what you have now _____

22 Unit 2 Starting Up

1. **Pre-listening.** Pre-listening activities help students prepare for listening by asking them to predict what speakers will say or to talk about what they already know about a topic.

2. **Listening comprehension.** Even at upper levels, students often need a lot of support for listening comprehension. It is a good idea to allow them to read through a comprehension activity before listening in order to give them an idea of what to listen for. Ask students to listen to the recording once before attempting to do the activity. After they listen, give them a few minutes to do the activity and then play the recording again for them to check their work.

3. **Listening skill.** As with reading, every LISTENING section includes the development of a listening skill. Check that students understand what the skill is and why it is useful. You may want to refer them to the explanation of the listening skill in the relevant unit of the **Workbook**.

Speaking

Foreign-language teachers often comment that students just don't want to speak. There are a number of reasons for this. Sometimes they are afraid of making mistakes. This is especially true of young-adult and adult students who are used to thinking of themselves as competent. Other times students are just not prepared when asked to speak. It can be very difficult for them to think of what to say and how to say it if they are not able to prepare beforehand, even at upper levels. It is important to create a classroom environment in which students feel confident and motivated to communicate in English.

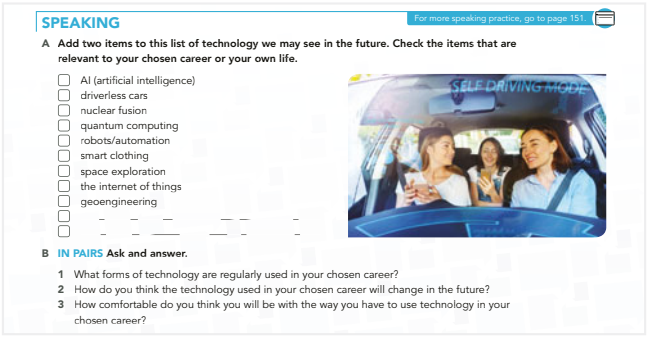
It is important to provide frequent opportunities for students to speak. In ***Speak Your Mind***, there is a strong emphasis on speaking, and students are given many opportunities throughout the lessons to voice their ideas and to practice the language that they are learning:

- Unit Openers have cooperative learning opportunities and group discussion questions. The Unit Opener Videos also provide contexts for discussion. For more information, see page vi.
- Pre-reading and pre-listening activities often involve class discussions.
- THINKING SKILL and LIFE SKILLS sections have questions for group or class discussions.
- GRAMMAR and VOCABULARY sections frequently include group or pair speaking activities.
- Lessons 1 and 2 end with a SPEAKING section, which allows students to use the grammar and vocabulary of the lesson to talk about a related topic.
- CONFIDENT COMMUNICATOR sections in Lesson 3 are designed to develop communication strategies as students work through interactive activities.
- There is further speaking practice on pages 148–152 of the **Student's Book**. Each unit has two sets of questions, one each for Lessons 1 and 2. Each set contains three questions—one related to the SPEAKING section of the lesson and two related to other sections or topics in the unit.
- Worksheets on the *OneStopEnglish* website provide even more opportunities for speaking practice. For more information, see page xxiv.

PROCEDURE: Teaching **Speaking** in *Speak Your Mind*

1. **Preparation.** SPEAKING sections are scaffolded in order to give students the support they need when they speak. They first think about the topic and make notes, fill in a form, or in some other way plan what they are going to say. Give students enough preparation time so they feel confident when they start speaking. Add a class preparation stage before asking students to work on their own, have a class brainstorming session to help them come up with ideas, or elicit vocabulary and grammar structures that they may need for the speaking activity.
2. **Communication.** Once students have had a chance to prepare, they work in pairs or groups to share their ideas. Make sure they understand what they are going to do and what their roles are. There may be one or two communication activities, depending on how the SPEAKING section is organized.

   Be sure to allow plenty of time for the speaking activities, as this is the communicative outcome of the lesson. The SPEAKING section frequently takes up less space on the page than other sections in the lesson, so it is easy to make the mistake of thinking that the activity is very short. In fact, it may require the most time. Allow enough time for preparation and for each student to have the chance to speak.



SPEAKING

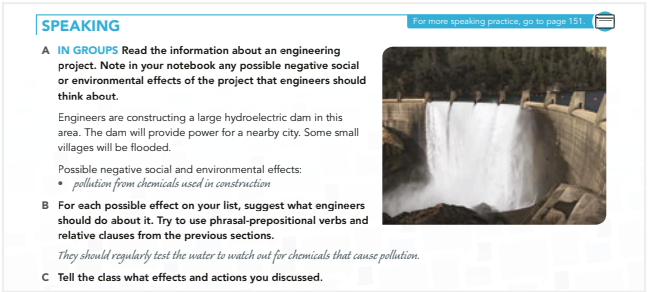
For more speaking practice, go to page 151

A **Add two items to this list of technology we may see in the future. Check the items that are relevant to your chosen career or your own life.**

- ☐ AI (artificial intelligence)
- ☐ driverless cars
- ☐ nuclear fusion
- ☐ quantum computing
- ☐ robots/automation
- ☐ smart clothing
- ☐ space exploration
- ☐ the internet of things
- ☐ geoengineering
- ☐ _____
- ☐ _____

B **IN PAIRS Ask and answer.**

1 What forms of technology are regularly used in your chosen career?
2 How do you think the technology used in your chosen career will change in the future?
3 How comfortable do you think you will be with the way you have to use technology in your chosen career?



SPEAKING

For more speaking practice, go to page 151

A **IN GROUPS Read the information about an engineering project. Note in your notebook any possible negative social or environmental effects of the project that engineers should think about.**

Engineers are constructing a large hydroelectric dam in this area. The dam will provide power for a nearby city. Some small villages will be flooded.

Possible negative social and environmental effects:
- *pollution from chemicals used in construction*

B **For each possible effect on your list, suggest what engineers should do about it. Try to use phrasal-prepositional verbs and relative clauses from the previous sections.**

They should regularly test the water to watch out for chemicals that cause pollution.

C **Tell the class what effects and actions you discussed.**

Writing

The ability to communicate effectively in writing is more important than ever for professional success. In the past, a great deal of business communication was conducted on the phone, but now most business communication is done via email. Email is no longer considered just an informal mode of written communication. Emails, like letters in the past, can have varying degrees of informality or formality, and young adults who are about to enter a very competitive professional world will have to be able to communicate competently in writing.

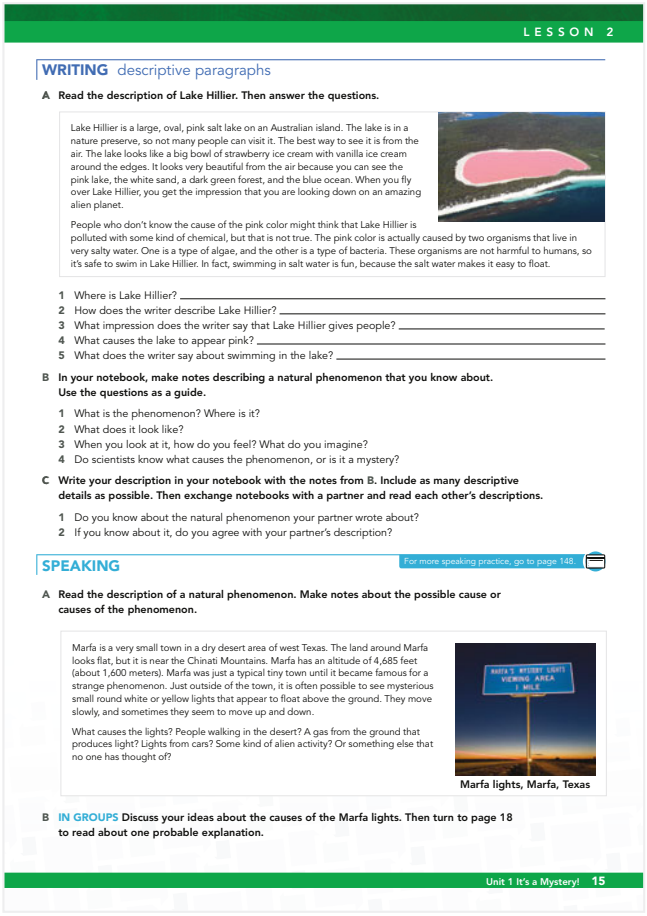
Teaching students to communicate in written English is complicated by the fact that many students do not have good writing skills, even in their own language. In ***Speak Your Mind***, students are taught basic writing skills like planning before starting to write, reviewing and editing their work after they write, and constructing different genres of written communication. Learning to write short texts in different genres gives students practice in skills such as reporting on a situation or event, presenting an argument, writing an online review, or presenting a proposal. While the topics they write about may not be directly related to a profession, the skills they learn can be applied later on in business communications, both in English and in their own language. There is a WRITING section in every unit in ***Speak Your Mind***.

Remember that the purpose of writing is to communicate ideas, so it is always a good idea to have students share their finished work. You could have them read their texts aloud in small groups and then have a discussion, or you could have them work with a partner and read each other's texts. They can then get together to discuss their ideas or report on each other's texts to different partners.

There is further practice in writing mechanics and editing skills in the **Workbook**. In ***Speak Your Mind***, students are given the support and the practice they need in order for them to become competent writers in English.

PROCEDURE: Teaching **Writing** in *Speak Your Mind*

1. **Read the model.** A model text is provided, either in the WRITING section or in another section in the lesson. Students read the text and do an activity that asks them to notice elements of content, organization, or language commonly used in a specific genre. You may want to have students read the text and then ask some general comprehension questions before having them do the activity if the activity does not already include comprehension questions.
2. **Organize (pre-writing).** After students have worked with the model text, they are given a task to help them organize their ideas for their own text. You may want to start with a class brainstorming session to help generate ideas. As they work, give individual help with ideas and vocabulary as needed.
3. **Write and share.** Once students have written their texts, give them time to review and correct their work. This may be done individually or in pairs. If it is done in pairs, it is a good opportunity for cooperative learning. You may want to go over some common grammar or spelling errors before they start editing their work in order to help them spot their own errors.



LESSON 2

WRITING descriptive paragraphs

A **Read the description of Lake Hillier. Then answer the questions.**

Lake Hillier is a large, oval, pink salt lake on an Australian island. The lake is in a nature preserve, so not many people can visit it. The best way to see it is from the air. The lake looks like a big bowl of strawberry ice cream with vanilla ice cream around the edges. It looks very beautiful from the air because you can see the pink lake, the white sand, a dark green forest, and the blue ocean. When you fly over Lake Hillier, you get the impression that you are looking down on an amazing alien planet.

People who don't know the cause of the pink color might think that Lake Hillier is polluted with some kind of chemical, but that is not true. The pink color is actually caused by two organisms that live in very salty water. One is a type of algae, and the other is a type of bacteria. These organisms are not harmful to humans, so it's safe to swim in Lake Hillier. In fact, swimming in salt water is fun, because the salt water makes it easy to float.

1 Where is Lake Hillier? _____
2 How does the writer describe Lake Hillier? _____
3 What impression does the writer say that Lake Hillier gives people? _____
4 What causes the lake to appear pink? _____
5 What does the writer say about swimming in the lake? _____

B **In your notebook, make notes describing a natural phenomenon that you know about. Use the questions as a guide.**

1 What is the phenomenon? Where is it?
2 What does it look like?
3 When you look at it, how do you feel? What do you imagine?
4 Do scientists know what causes the phenomenon, or is it a mystery?

C **Write your description in your notebook with the notes from B. Include as many descriptive details as possible. Then exchange notebooks with a partner and read each other's descriptions.**

1 Do you know about the natural phenomenon your partner wrote about?
2 If you know about it, do you agree with your partner's description?

SPEAKING For more speaking practice, go to page 148.

A **Read the description of a natural phenomenon. Make notes about the possible cause or causes of the phenomenon.**

Marfa is a very small town in a dry desert area of west Texas. The land around Marfa looks flat, but it is near the Chinati Mountains. Marfa has an altitude of 4,685 feet (about 1,600 meters). Marfa was just a typical tiny town until it became famous for a strange phenomenon. Just outside of the town, it is often possible to see mysterious small round white or yellow lights that appear to float above the ground. They move slowly, and sometimes they seem to move up and down.

What causes the lights? People walking in the desert? A gas from the ground that produces light? Lights from cars? Some kind of alien activity? Or something else that no one has thought of?

Marfa lights, Marfa, Texas

B **IN GROUPS Discuss your ideas about the causes of the Marfa lights. Then turn to page 18 to read about one probable explanation.**

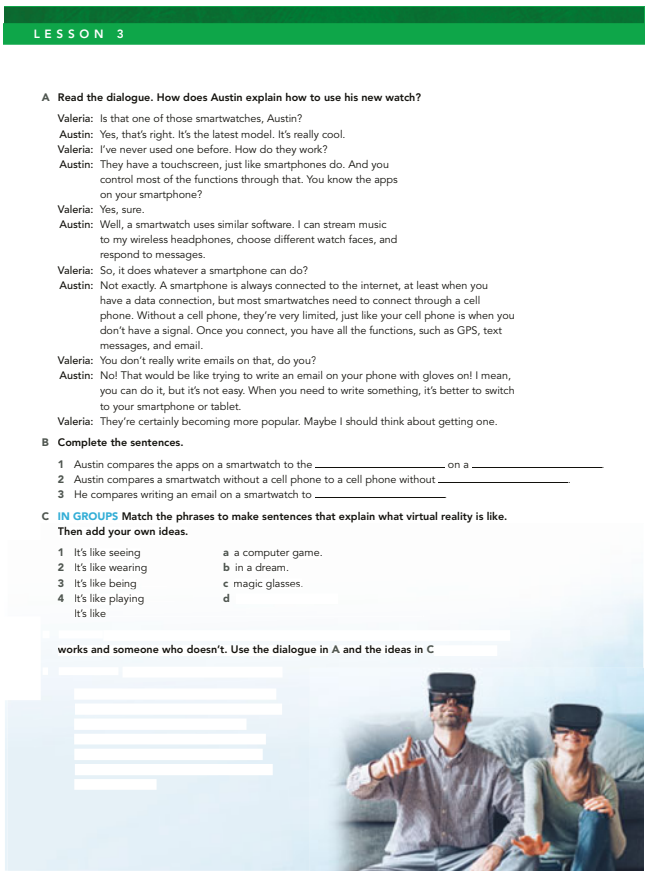
Confident Communicator

One of the core objectives of ***Speak Your Mind*** is that students should become confident users of English—that is, confident communicators. In ***Speak Your Mind*** **Student's Books 4** and **5**, Lesson 3 of every unit ends with a CONFIDENT COMMUNICATOR page that is an extended speaking activity. The purpose of these activities is to develop strategies referred to in the CEFR Correlations document as "mediating actions." For more information on the CEFR Correlations document, see page xxiv. Speakers of English as a foreign language will often find themselves in the position of mediating between people who do not speak English and those who speak the mediator's native language, so the mediator helps those people communicate with each other. Mediation also occurs in situations where everyone speaks the same language. For example, group leaders function as mediators in group discussions or decision-making situations.

In the CONFIDENT COMMUNICATOR pages, students read a text that explains or demonstrates what the mediation strategy is and how it works. They then work through a series of activities in pairs or groups to plan a task and do the task to practice the strategy. Finally, they have an opportunity to reflect on what they have learned, how well the mediation process worked, and what they could do to make it work better in the future.

When applied to language learning, the old saying "Practice makes perfect" should probably be changed to "Practice makes perfectly adequate." Wanting students to be confident communicators does not mean that everything they say should be perfectly constructed. In our own languages, we often communicate with incomplete sentences or even just facial expressions or gestures. The goal of the CONFIDENT COMMUNICATOR pages is not for students to use language perfectly, but to give them strategies that will help them be more confident in their ability to express their ideas in English, and also to make them more effective communicators in general, whether in English or in their own language.

PROCEDURE: Using the **Confident Communicator** page in *Speak Your Mind*



LESSON 3

A **Read the dialogue. How does Austin explain how to use his new watch?**

Valeria: Is that one of those smartwatches, Austin?
Austin: Yes, that's right. It's the latest model. It's really cool.
Valeria: I've never used one before. How do they work?
Austin: They have a touchscreen, just like smartphones do. And you control most of the functions through that. You know the apps on your smartphone?
Valeria: Yes, sure.
Austin: Well, a smartwatch uses similar software. I can stream music to my wireless headphones, choose different watch faces, and respond to messages.
Valeria: So, it does whatever a smartphone can do?
Austin: Not exactly. A smartphone is always connected to the internet, at least when you have a data connection, but most smartwatches need to connect through a cell phone. Without a cell phone, they're very limited, just like your cell phone is when you don't have a signal. Once you connect, you have all the functions, such as GPS, text messages, and email.
Valeria: You don't really write emails on that, do you?
Austin: No! That would be like trying to write an email on your phone with gloves on! I mean, you can do it, but it's not easy. When you need to write something, it's better to switch to your smartphone or tablet.
Valeria: They're certainly becoming more popular. Maybe I should think about getting one.

B **Complete the sentences.**

1 Austin compares the apps on a smartwatch to the _____ on a _____
2 Austin compares a smartwatch without a cell phone to a cell phone without _____
3 He compares writing an email on a smartwatch to _____

C **IN GROUPS** **Match the phrases to make sentences that explain what virtual reality is like. Then add your own ideas.**

1 It's like seeing	**a** a computer game.
2 It's like wearing	**b** in a dream.
3 It's like being	**c** magic glasses.
4 It's like playing	**d**
It's like	

works and someone who doesn't. Use the dialogue in A and the ideas in C

Thinking Skill

Reading or listening to information should cause us to think. In some cases, we may agree or disagree with information we are exposed to. In other cases, the information may raise further questions about a topic, or it may excite and motivate us to share the information with others or to take some kind of action. While young-adult students of a foreign language, even at upper levels, do not have a perfect command of the language, they nevertheless possess adult-level thinking skills. It is more motivating for them to communicate in the second language if they know that they will be able to interact with the topics in a way that takes into account their cognitive abilities.

In each unit of ***Speak Your Mind***, there is a section to help students develop a key thinking skill. Thinking skills fall into three general categories. The first category is understanding information, which contains skills such as recalling, summarizing, symbolizing, role-taking, and categorizing. The second category is manipulating information, with skills like analyzing information, applying information, inducing and deducing, and problem-solving. The third category, generating information, include skills like brainstorming, synthesizing, predicting, questioning, and evaluating information.

PROCEDURE: Teaching the **Thinking Skill** in *Speak Your Mind*

LESSON 3

VOCABULARY physical actions

A **IN PAIRS** **Explain the physical actions involved in doing each of these things. Use as many of the words from the box as you can. Can you use more words than your partner?**

adjust blink charge enter insert lift press push scan twist unlock

1 buying something in a store
You lift the product from the shelf, and you put it in your shopping cart. You take it to the cashier. The cashier scans the product and tells you the cost. To pay by credit card or debit card, you insert your card into the machine. Then you push the buttons to pay.
2 using your cell phone
3 starting a car
4 turning on a laptop or tablet

MAKE IT YOURS
Which of your common actions are easy to describe? Look online for ways to describe your common actions.

B **IN PAIRS** **What technology to improve human abilities would you like to see? Design a device and draw a sketch. Use the words from A to describe how it works.**

We'd like to see a display screen inserted into your arm. When you press on it, it displays all the information you'd see on your smartphone, but it's always there. You can also scan it to pay for things at the store or to unlock your computer at work …

THINKING SKILL speculating

A **Read the definition and steps for speculating.**

Speculating is forming an opinion or making a prediction based on incomplete information. We have to guess what might be true or what might happen. To do this, we need to:

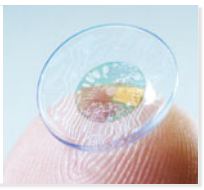
- think about what we know.
- think about possible consequences based on what we know. These include the effects on people, the economy, and the environment.
- think about how likely different possible consequences are.
- reach a tentative or temporary conclusion.
- adjust the conclusion as needed when you receive more information.

B **IN PAIRS** **In what situations is speculating an important skill? Think of examples from school, work, and everyday life.**

C **IN GROUPS** **Read about this product. Speculate on how the product will affect different areas of life. Note down your ideas.**

The Future Vision Smart Contact Lens is a revolutionary new way of seeing the world. In addition to correcting your vision, it also provides:

- instant access to the internet, with information displayed right in front of your eyes!
- the ability to record or photograph anything you see!
- instant face recognition, with the ability to remind you of a person's name, so you never need to worry about forgetting a face!
- the ability to stream what you see directly to your social media feeds!



D **Tell the class what ideas you discussed.**

PROCEDURE: Using the **Make It ...** features in *Speak Your Mind*

Speaking Practice

Every SPEAKING section in ***Speak Your Mind*** has additional speaking practice located in the back of the **Student's Book**. The speaking practice is composed of question-and-answer boxes relating to the topic of the corresponding lesson. These boxes can be used to give students more conversation practice in either a structured way or in a freer way. All questions are left open in order to encourage students to extend their conversations.

PROCEDURE: Using **Speaking Practice** in *Speak Your Mind*

SPEAKING PRACTICE

Unit 1, p. 12

ASK ABOUT IT
- Which birds or animals migrate to/from your area?
- What are some other mysterious or interesting animal facts that you know?
- Has your pet ever acted strangely? What happened?

TALK ABOUT IT
- Monarch butterflies migrate to Mexico in March …
- I once read that cats don't meow to communicate with each other. They only do it to get attention from humans …
- My dog barks when she hears other dogs on TV …

Unit 1, p. 15

ASK ABOUT IT
- What mysteries interest you now or interested you as a child?
- Which wonders of the ancient world would you like to visit?
- What mystery would you like to solve?

TALK ABOUT IT
- I loved dinosaurs as a child, and I always wondered why they disappeared …
- I would like to visit Stonehenge, especially at midsummer …
- I would like to find out if there is intelligent life somewhere in our universe …

Unit 2, p. 24

ASK ABOUT IT
- What famous family businesses are there in your area?
- Do you think running a family business is easy? Why or why not?
- Is there any role in a family business you wouldn't want? What job is it? Why wouldn't you want it?

TALK ABOUT IT
- There is a family in my hometown that has been running a bookstore for 30 years …
- I think working with family can be tricky because people work in different ways and they don't always agree …
- I don't think I'd enjoy being the accountant. Having to talk to my family about how they spend money could be really difficult …

For more speaking practice, go to page 148.

1. **Locate the speaking practice for the lesson.** Look at the top right of each SPEAKING section to find the corresponding page.
2. **Ask about it.** Pair students, or have them work in small groups. For structured conversation, have one student ask a question from the list. For freer conversations, encourage students to use the given questions to start a conversation, adding their own questions.
3. **Talk about it.** For structured conversation, have students use the suggested answer as a starter, and tell them to use their own ideas to complete the sentence. For freer conversations, encourage students to use the starter phrase as needed and expand on their own ideas.

Mediation Practice

The CONFIDENT COMMUNICATOR section in Lesson 3 of each unit focuses on mediation skills. More practice in mediation in speaking and writing can be found in the **Teacher's Resource Center**. The *Mediation Worksheets* can be used to practice paraphrasing or simplifying information, adapting language, relaying information, collaboration, and other mediating communication. Teacher's notes are supplied to help you guide students through a task and assess their competency with a mediation rubric.

The Oral Intralinguistic Assessment Rubric can be used to assess speaking practice in CONFIDENT COMMUNICATOR section and SPEAKING PRACTICE. The rubric is on page 147 of this Teacher's Edition.

SPEAKING ASSESSMENT

Oral Intralinguistic Mediation Rubric

SCORING	Does not meet expectations 1 point	Meets expectations 2 points	Exceeds expectations 3 points	TOTAL
Range	• Insufficient use of vocabulary and grammar of the level.	• Sufficient use of vocabulary and grammar of the level.	• Wide range of vocabulary and grammar of the level used.	
Accuracy	• Lack of grammatical and lexical control. Errors impair communication.	• Appropriate grammatical and lexical control. Errors do not impair communication.	• Good grammatical and lexical control. Very few errors occur.	
Coherence and cohesion	• Unclear and incoherent speech with insufficient use of linking mechanisms.	• Clear and coherent speech with appropriate though limited use of linking mechanisms.	• Clear speech and overall progression with good use of linking mechanisms.	
Pronunciation, fluency, and intonation	• A lot of errors in pronunciation, intonation, and fluency cause difficulties in understanding.	• Pronunciation, fluency, and intonation are appropriate for the level, with some errors.	• No or very few minor errors in pronunciation, fluency, and intonation.	
Mediation of the text microstrategies: • Selection • Summary • Paraphrase • Streamlining • Extension • Interpretation • Other	• Does not take into account the context and the needs of the interlocutor in selecting information. Relevant points are omitted, and the task is not fulfilled.	• Selection of the key information taking into account the context and the needs of the interlocutor. Some relevant points might be omitted, although the fulfillment of the task is not hindered.	• Selection of the key information taking into account the context and the needs of the interlocutor. No relevant points are omitted.	
	• Unable to communicate the information using the microstrategies required.	• Communicates with some difficulty, the information using the microstrategies required.	• Clearly communicates the information using all the microstrategies required.	
Cultural mediation	• Relevant cultural connotations in the source text are not communicated, impeding understanding.	• Any relevant cultural connotations in the source text are communicated although incompletely or with some omissions.	• All relevant cultural connotations in the source text are clearly communicated.	
Register	• The register, length, and content are not appropriate for the interlocutor and/or the situation.	• The register, length, and content are appropriate for the interlocutor and/or the situation.	• A very good fulfillment of the task in relation to register, length, and content.	
Task fulfillment	• Unable to mediate or with significant difficulties doing so.	• Mediation is carried out with little difficulty.	• Mediation is carried out with no difficulty.	
			Total Score	

Unit Review

Every unit in ***Speak Your Mind*** includes an end-of-unit review of the target grammar and vocabulary from the unit. The activities are designed as a general review to help students and teachers identify areas of strength and weakness so that students know what to focus on when studying for their exams.

PROCEDURE: Teaching the **Unit Review** in *Speak Your Mind*

1. **Review.** The VOCABULARY and GRAMMAR review sections each have one or two activities for a total of 10 items per section. The activities are written in a variety of formats that reflect the different activity types that students may encounter on an exam.

   For *Unit Tests*, *Mid-course Tests*, and *End-of-Course Tests*, use the *Ready-to-Go* tests in the **Teacher's Resource Center**. You can also make customized tests with the ***Speak Your Mind*** **Test Generator**. For more information on the tests, go to page xxiv. If possible, it is a good idea to have students do the Unit Review section a couple of days before a unit exam so that they have plenty of time to study their weak areas before the exam. The Unit Review may be assigned as homework or done in class as a practice test.

2. **Score.** There are 10 points per section for a combined total of 20 points for the two sections. Students should write the number of correct answers in the blank in each section and the total number of correct answers in the *Total Score* box. Point out the score interpretations under the *Total Score* box. Remind students that they will be tested on the grammar and vocabulary of the unit, and if they have a low score on the Unit Review, they need to go back to the relevant sections in the unit and study the material.

   When you go over the answers to the Unit Review section, make sure that students understand their errors and that they know which section of their **Student's Book** to study for each incorrect item. Remind them that they need to study all of the vocabulary items in the three VOCABULARY sections in the unit—not just the items that were included in the Unit Review activities.

   Further grammar practice. At the end of the **Student's Book**, there is a *Grammar Reference* section that provides further explanations and practice of the grammar points in each unit. See page xxiii for a full description of this section.

3. **Exam Skills / Skills For Pros.** Please see the following pages for explanations of the EXAM SKILLS and SKILLS FOR PROS sections on the Unit Review page.



PROCEDURE: Teaching **Exam Skills** in *Speak Your Mind*

EXAM SKILLS **SPEAKING** talk about photographs

Look at the photograph. Write down (a) five things you can see in it and (b) five adjectives to describe how the people might feel.



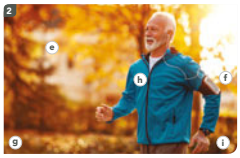
*Go to **Exams Skills** on page 128 to learn how to prepare to talk about photographs.*

UNIT 1

Talk about photographs

In some tasks, you are given two photographs. You have to describe, compare, and contrast the photographs and you sometimes have to answer a question based on them.





TACTIC 1: **Understand different ways to describe a photograph.**

A Match the phrases from the box to the correct part of the photographs (a–i).

in the background	in the bottom left corner	in the bottom right corner
in the center	in the foreground	in the top left corner
in the top right corner	on the left-hand side	on the right-hand side

a _____	b _____	c _____
d _____	e _____	f _____
g _____	h _____	i _____

B Look at Photograph 1. Complete the sentences (a–e) with words and phrases from the box. What are the main tenses used to describe the photograph?

can see	it is either	it looks like	likely
possibly	seems	there is	

a In this picture, I _____ a young family in a park.
b _____ spring or summer, because the sun is shining and the children are wearing T-shirts.
c _____ they are having a picnic. The child on the left is reaching for the grapes, and _____ a large picnic basket on the right-hand side.
d There are flowers in the background, so _____ they are going to collect flowers.
e The place _____ very peaceful and relaxing, and it is _____ that they are having a good time because they are smiling.

Skills For Pros

Speak Your Mind has a strong emphasis on professional readiness, and in every other unit, a professional skill is highlighted in a section called SKILLS FOR PROS. At the end of the Unit Review section in even-numbered units, there is a discussion activity to generate interest in a particular professional skill. The SKILLS FOR PROS reading in the back of the **Student's Book** expands information on the skill. Finally, a video shows the skill in action as a professional explains why it's important to acquire.

PROCEDURE: Teaching **Skills For Pros** in *Speak Your Mind*

1. **Discuss.** Ask students to read the question, quote, or proverb at the end of the Unit Review and discuss its meaning. You could have the discussion in groups or as a whole class. Then ask students to go to the corresponding section at the back of the **Student's Book**.

2. **Read about a professional skill.** Ask students to read the text that explains a professional skill and gives examples of how it can be used in different jobs and professions. When students have finished reading, have them answer the comprehension questions individually. Check the answers as a class. Also check that students understand what the skill is and why it is useful.

3. **Apply the skill.** In the following activities, students work in pairs or groups to discuss their personal understanding and experience with the skill. Have them practice the skill by using it to solve a problem or achieve a goal in a given professional situation. Walk around and monitor students' work to make sure they are able to apply the skill effectively to do the activity.

4. **Personalize the skill.** After students have practiced the skill in an activity, ask them to have a class discussion to talk about how the skill can be used in their own professional, academic, or personal lives.

5. **Watch the video.** A video demonstrates how the professional skill is used in a particular job or professional field. There is an option to view the video script, if desired. Have students watch the video and discuss the questions. For this activity, students work in small groups. It is a good idea to have students read the questions before they watch the video so that they can more easily pick out the information that they need to remember. You may want to play the video once without the video script and ask students to answer the questions as well as they can, and then play it again with the video script in view to reinforce their comprehension. They can then go back and complete or revise their answers to the questions. There is further information about the Skills For Pros videos on the next page.

Unit Opener Videos

The THINK AND PREPARE section of the Unit Opener features an optional ***Speak Your Mind*** video. The video provides information and tips for oral communication. Each video focuses on one skill associated with oral communication and shows how to put the skill into practice. Students learn different aspects of making presentations, participating in discussions, giving speeches, or engaging in role-plays. These light-hearted videos can be used separately to teach communication skills for speaking activities that involve public speaking.

PROCEDURE: Using the **Unit Opener Videos** in *Speak Your Mind*

Before viewing. Introduce students to the topic of the video.

After viewing. Have students recall the steps, tips, or questions that will help them with their oral communication skills.

After watching. Have students use the oral communication skill as they prepare their presentation, discussion, debate, or role-play for the Unit Opener.



Skills For Pros Videos

The Skills For Pros videos demonstrate how professional skills are used in a particular job or professional field. Have students watch the video and discuss the questions. For this activity, students work in small groups.

The Skills For Pros videos demonstrate how professional skills are used in a particular job or professional field. Experts in Human Resources or Recruiting explain which soft skills employers are looking for when they hire, and they give tips for acquiring those skills. Have students watch the video and discuss the questions. For this activity, students work in small groups.

PROCEDURE: Using the **Skills For Pros Videos** in *Speak Your Mind*

Before viewing. After reading the Skills For Pros text, students should have a good idea of the skill that is being addressed in the unit. Have students read the questions. They might predict the answers in what they will view before they watch.

Watch the video. You may want to play the video once without the video script and ask students to answer the questions as well as they can. Then play it again with the video script in view to reinforce their comprehension. They can then go back and complete or revise their answers to the questions.

Discuss. Discuss any information that was different from what students predicted or that they found particularly surprising or helpful.



Grammar Quiz

Before students begin their course, have them take the *Grammar Quiz* on pages 6 and 7 in the **Student's Book**. This quiz is a quick review of language from the previous level of ***Speak Your Mind***. For a longer review, go to the *Grammar Review* section on pages 154–155.

Grammar Review

At the back of the ***Speak Your Mind*** **Student's Book**, there is a *Grammar Review* section. The section starts with a page containing a list of common irregular verbs on page 153 of the **Student's Book**.

The *Grammar Review* pages review language that was taught in the previous level of ***Speak Your Mind***. You can use the *Grammar Review* when students begin their level to test what they have retained from previous levels.

Grammar Reference

Following the *Grammar Review* are the *Grammar Reference* pages. They provide an expanded explanation of the function of the grammar points. The form of the grammar is shown in a table. Practice activities follow the explanation. Note that the *Grammar Reference* section is in the **Student's Book** only, but the *Answer Key* for the practice activities in this section is at the back of this **Teacher's Edition**. Grammar points are labeled clearly with a heading.

The *Grammar Reference* pages can be used in several ways:

- **Further practice.** When a new grammar point is introduced in a unit, you may want to refer students to the relevant section in the *Grammar Reference* and go over the explanations of form and function with them, pointing out the examples in the table(s). You could do this before or after doing the grammar presentation in the unit.
- **Homework.** You may want to do the grammar practice activity in the unit in class and assign the activities in the *Grammar Reference* section for homework, along with or instead of the activities in the **Workbook**.
- **Review.** The *Grammar Reference* activities can be used for review before an exam.

Resource Centers

The following features are accessible via the ***Speak Your Mind*** **Resource Centers**.

Student's Resource Center

- **Reading Worksheets**
- **Student's Book** and **Workbook** audio files
- **Student's Book** videos
- **Word Lists**

Teacher's Resource Center

- **Reading Worksheets**
- **OneStopEnglish Worksheets**
- **Mediation Worksheets**
- **Student's Book** and **Workbook** audio files
- **Student's Book** videos
- **Printable Ready-to-Go Tests**
- **CEFR Correlations**
- **Word Lists**

Reading Worksheets



Each unit of ***Speak Your Mind*** has three extensive *Reading Worksheets*, for a total of 30. The topics of the worksheets extend the themes and vocabulary sets of the units in the areas of general English, business, science, and services. They are designed to appeal to students who are studying academic subjects and young adults who are already working in their careers.

The *Reading Worksheets* have a text with a vocabulary activity and comprehension questions. A thinking question at the end of the worksheet can be used for classroom discussion or a writing assignment for homework.

OneStopEnglish Worksheets

The *OneStopEnglish Worksheets* give students further speaking practice in a fun and engaging way. ***Speak Your Mind*** has chosen select worksheets from the *OneStopEnglish* website, the world's number one teacher resource site for English language teachers. The *OneStopEnglish Worksheets* have been adapted for the course, with one worksheet for each unit. The worksheets consist of one page of teacher's notes, which includes the goal, procedure, and estimated activity time, and one page with the student's activity.

Mediation Worksheets

The *Mediation Worksheets* give students further speaking practice in real-life situations. The worksheets consist of one page of teacher's notes, a task that requires spoken or written mediation, and a mediation rubric that assesses students' competency.

Printable Ready-to-Go Tests

All the tests for ***Speak Your Mind*** can be found in the **Teacher's Resource Center**. This includes a *Placement Test*, *Unit Tests*, a *Mid-course Test*, and an *End-of-Course Test*. All tests are available as ready-to-print PDFs. Tests can be customized using the **Test Generator** (see the "How to Use the Digital Components" section, page xxvii).

- The *Placement Test* places students in a ***Speak Your Mind*** level.
- The *Unit Tests* include vocabulary, grammar, listening, reading, writing, and speaking items for each unit.
- The *Mid-course Test* includes vocabulary, grammar, listening, reading, writing, and speaking items for Units 1–5.
- The *End-of-Course Test* includes vocabulary, grammar, listening, reading, writing, and speaking items for Units 6–10.

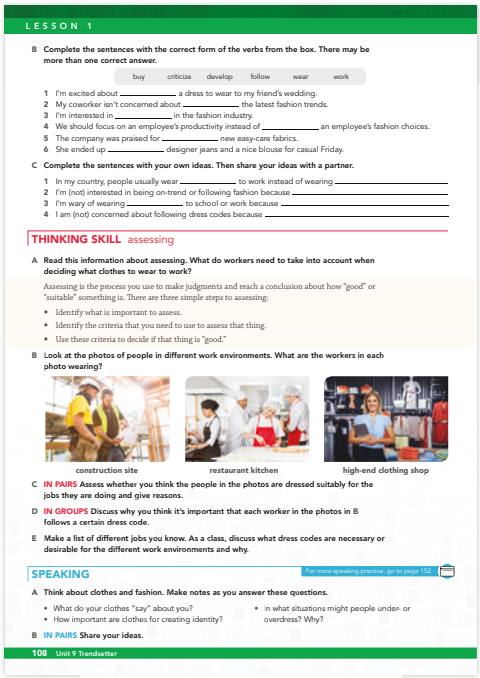
CEFR Correlations

The Common European Framework of Reference for Languages (CEFR) is an international standard that aims to provide a transparent, coherent, and comprehensive means of describing language ability. It describes what language learners can do in different skills across six broad levels, from A1 to C2, and consists of a set of scales containing descriptors indicating what a learner can do in that context. The *CEFR Correlations* document is a map that is organized unit by unit, which allows you to browse the course's learning outcomes chronologically. These are mapped to the relevant CEFR descriptors, levels, and scales.

Word Lists

The *Word Lists* are a list of the main vocabulary that appears in ***Speak Your Mind***. These include words that appear in the **Student's Book** and **Student's App** VOCABULARY sections, as well as the glossaries of the **Student's Book** READING sections. The *Word Lists* include the word, part of speech, IPA pronunciation, definition, and frequency, as well as an example sentence using the word.

How to Use the Teacher's Edition



LESSON 1

B **Complete the sentences with the correct form of the verbs from the box. There may be more than one correct answer.**

buy criticize develop follow wear work

1 I'm excited about _____ a dress to wear to my friend's wedding.
2 My coworker isn't concerned about _____ the latest fashion trends.
3 I'm interested in _____ in the fashion industry.
4 We should focus on an employee's productivity instead of _____ an employee's fashion choices.
5 The company was praised for _____ new easy-care fabrics.
6 She ended up _____ designer jeans and a nice blouse for casual Friday.

C **Complete the sentences with your own ideas. Then share your ideas with a partner.**

1 In my country, people usually wear _____ to work instead of wearing _____
2 I'm (not) interested in being on-trend or following fashion because _____
3 I'm wary of wearing _____ to school or work because _____
4 I am (not) concerned about following dress codes because _____

THINKING SKILL assessing

A **Read this information about assessing. What do workers need to take into account when deciding what clothes to wear to work?**

Assessing is the process you use to make judgments and reach a conclusion about how "good" or "suitable" something is. There are three simple steps to assessing:

- Identify what is important to assess.
- Identify the criteria that you need to use to assess that thing.
- Use these criteria to decide if that thing is "good."

B **Look at the photos of people in different work environments. What are the workers in each photo wearing?**

construction site | restaurant kitchen | high-end clothing shop

C **IN PAIRS Assess whether you think the people in the photos are dressed suitably for the jobs they are doing and give reasons.**

D **IN GROUPS Discuss why you think it's important that each worker in the photos in B follows a certain dress code.**

E **Make a list of different jobs you know. As a class, discuss what dress codes are necessary or desirable for the different work environments and why.**

SPEAKING For more speaking practice, go to page 152.

A **Think about clothes and fashion. Make notes as you answer these questions.**

- What do your clothes "say" about you?
- How important are clothes for creating identity?
- In what situations might people under- or overdress? Why?

B **IN PAIRS Share your ideas.**



LESSON 2

LIFE SKILLS innovation

A **Read the definition of innovation. What products do you think are innovative? What have these products contributed to their fields or industries?**

Innovation refers to the use of creative ideas to design or improve new products. People who are innovative look for new materials or new methods to make something. Innovation often requires knowledge of the industry (engineering, for example) and the people who will use the product. In many cases, innovation occurs after years of research and development.

B **IN PAIRS Look at the photos and answer the questions.**

1 Do you wear sneakers? If so, when do you wear them?
2 Which style of sneakers do you prefer? Why?
3 What materials are your sneakers made from: leather, cotton, polyester, nylon, rubber, or plastic?

C 9.02 **Listen to a fashion blogger talk about three kinds of innovative, eco-friendly sneakers. Write the materials each kind of sneakers is made from.**

1 Gumshoes: made from _____
2 Stella McCartney sneakers: made from _____
3 nat-2 sneakers: two kinds made from _____, _____

D **IN GROUPS Think of an innovative idea for a new product. Make notes about the following things:**

- what the product is
- what it is made from
- what is innovative about it
- who you would market the product to and why

E **Share your ideas with the class. Whose idea is the most innovative?**

F **Reflect on the following questions.**

1 How easy did you find it to come up with innovative ideas?
2 Do you think innovations in fashion are important? Why or why not?
3 What innovations in other areas do you think are significant?

MAKE IT DIGITAL

Search for other innovations in the fashion industry, such as clothes made from new or nontraditional sources. Share the innovations with your class.

MAKE IT DIGITAL

Have students (alone or in pairs) search online for eco- or innovative clothing that is available to purchase (e.g., yoga pants with built-in sensors, bags with color-changing fabric, self-cleaning clothes, clothes made from recycled materials). Have students share a list of the products, and have the class choose their favorite three.

How to Use the Workbook

GRAMMAR

A Unscramble to complete the sentences with noun clauses.

1 to / Jean / What / my work space / was / did
_____ make it more comfortable for me.

2 care about / working / managers / that / our / environment
It's nice to know _____

3 discover / When / is / we / the problem
_____ the perfect time to start solving it.

4 best / products / work / the / which
Our customers will tell us _____

5 their work / completes / important / How / less / a person / is
_____ than the quality of that work.

6 the meeting time / why / to the staff / changed / was
Lena explained _____

WRITING

A Read the writing task and check the notes you would include in your task.

You're going to write a blog post about the future of robots in the workplace. Include aspects as to how they will affect jobs. Write your predictions and give your opinions.

Notes for exam task:

Aspects:
- ☐ 1 Number of jobs lost to robots
- ☐ 2 Robots becoming more human
- ☐ 3 Types of jobs lost to robots
- ☐ 4 How to build robots
- ☐ 5 People's attitudes toward robots

Predictions:
- ☐ 6 More people will use robots at home.
- ☐ 7 Factory jobs will be replaced.
- ☐ 8 Advanced robots could make serious decisions and/or mistakes.

Opinions:
- ☐ 9 Robots need to be controlled.
- ☐ 10 Companies must protect jobs for people.
- ☐ 11 Robots have to be friendly and show emotion.



Teacher's App

The ***Speak Your Mind*** **Teacher's Edition** comes with an innovative **Teacher's App**, which gives access to the **Classroom Presentation Kit**, **Homework Manager**, **Progress Tracker**, **Test Generator**, and **Teacher's Resource Center**.

Classroom Presentation Kit

The **Classroom Presentation Kit** is a page-faithful view of the **Student's Book and Workbook**. It is designed to be displayed on an interactive whiteboard or using a projector. It is user-friendly for teachers and students, with activities clearly visible for the whole class.

The **Classroom Presentation Kit** allows teachers to play the audio tracks, show the course videos, and present the interactive versions of the book activities from the page. Teachers can zoom in on each activity with one click, then move smoothly through the activities or zoom out to see the whole page. The answer-reveal feature enables teachers to elicit students' responses and check answers one by one or all together.

Embedded tools make it possible to highlight and annotate texts to prompt noticing or self-correction. Teachers also have the option to show scripts when listening to the audio or watching the video for easy clarification. There is also the option to create a whiteboard area for additional notes.

Homework Manager

Using the practice activities available in the **Student's App**, teachers can assign homework by selecting and publishing content directly to their students' devices. Students will then be alerted by a push notification telling them they have activities to complete. This enables teachers to personalize the amount and kind of practice students have each week and to track their progress using the **Progress Tracker**.

Progress Tracker

The **Progress Tracker** gives teachers an overview of students' progress, allowing teachers to monitor scores and see at a glance that students are performing well or that they may need additional support. Student data is presented in a way that is clear and easy to understand.

Test Generator

Ready-to-Go print tests are available in the **Teacher's Resource Center** for teachers who want to give a test on every skill. If you prefer to customize tests for your students, you can do so through the **Test Generator** in the **Teacher's App**. The **Test Generator** allows you to create tests by selecting only the activities you want from a menu. You can save and print out the tests from the **Test Generator**. You may also use a randomized function to create different tests for the same unit.



Student's App

Each **Student's Book** includes a code for the **Student's App**, which gives access to new **On-the-Go Practice** activities, **Progress Tracker**, **eBook**, **Digital Workbook**, and the **Student's Resource Center**.

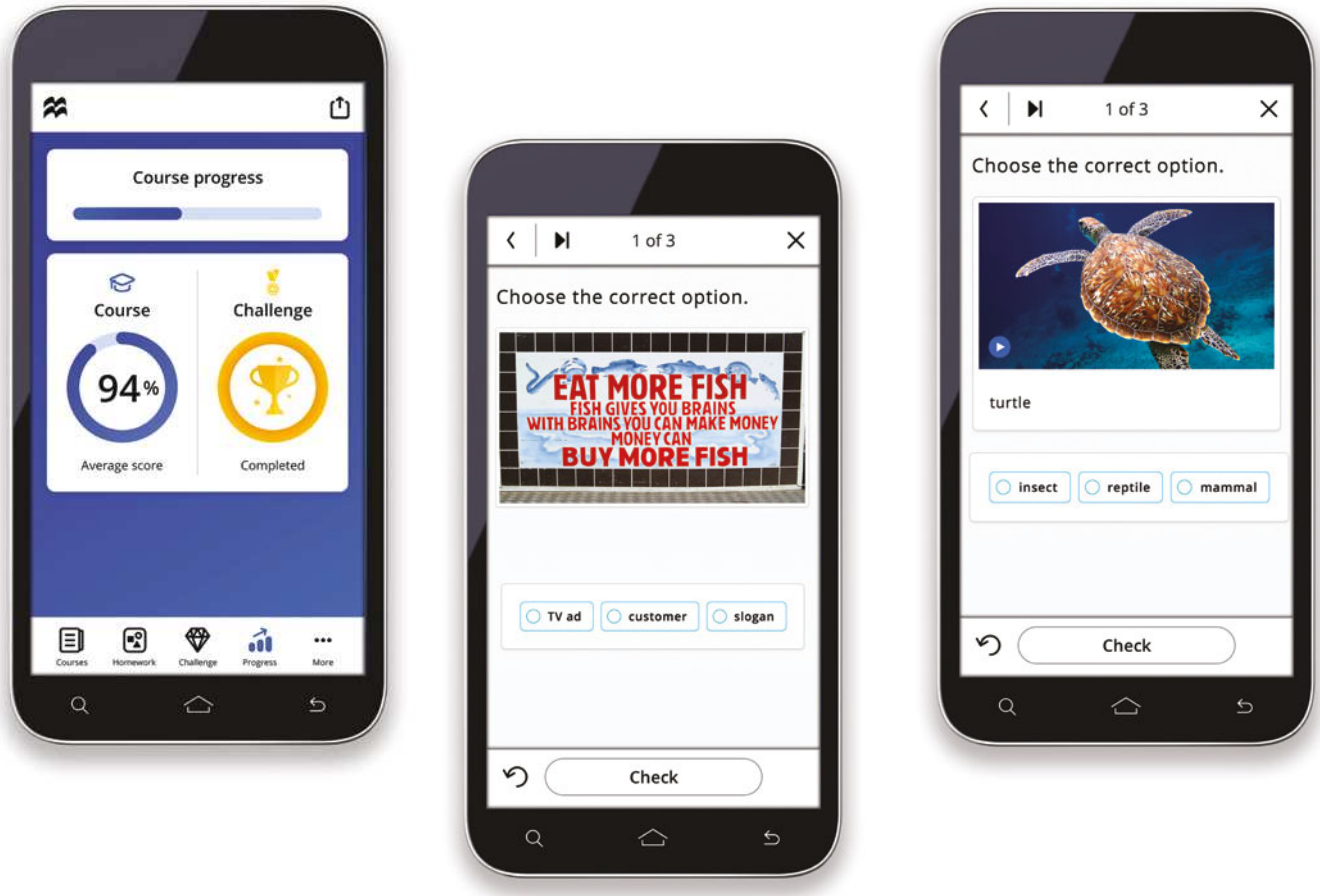
On-the-Go Practice

Through the **Student's App**, students will have access to new grammar, vocabulary, and pronunciation activities that have been mapped to the course scope and sequence. These bite-sized activities have been specifically designed for use on smartphones. They include game-like elements to encourage repetition and deeper retention of key language. Questions are shown in random order to increase interest and ensure a thorough understanding of each language point. Students are able to complete activities in a standard practice mode or in a more difficult challenge mode, where they can earn medals based on their performance.

Each **Student's App** unit also contains a new speaking activity that recycles the Unit Opener video, providing an opportunity to review the Unit Opener topic and the language encountered throughout the unit. These activities have been designed to increase students' confidence as they see how their language competence has developed over the course of each unit, while reinforcing what they have learned.

Progress Tracker

The **Student's App** gives a clear overview of students' progress, clearly highlighting areas of strength and areas for improvement. Students have the opportunity to review their weakest activities and repeat them to improve their scores.

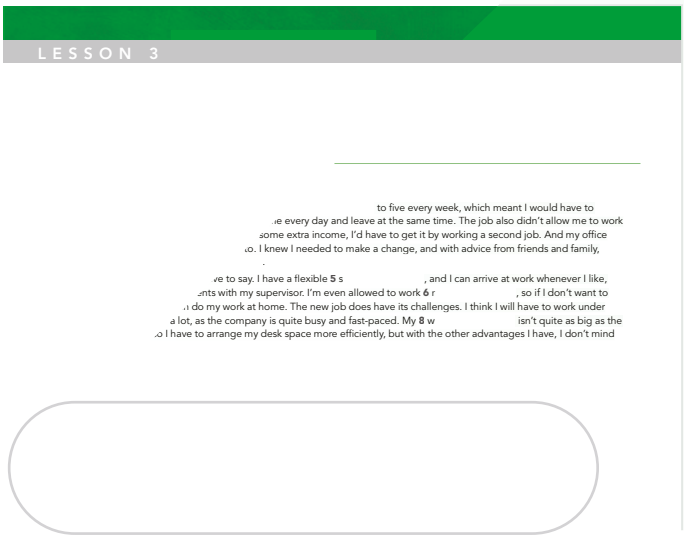


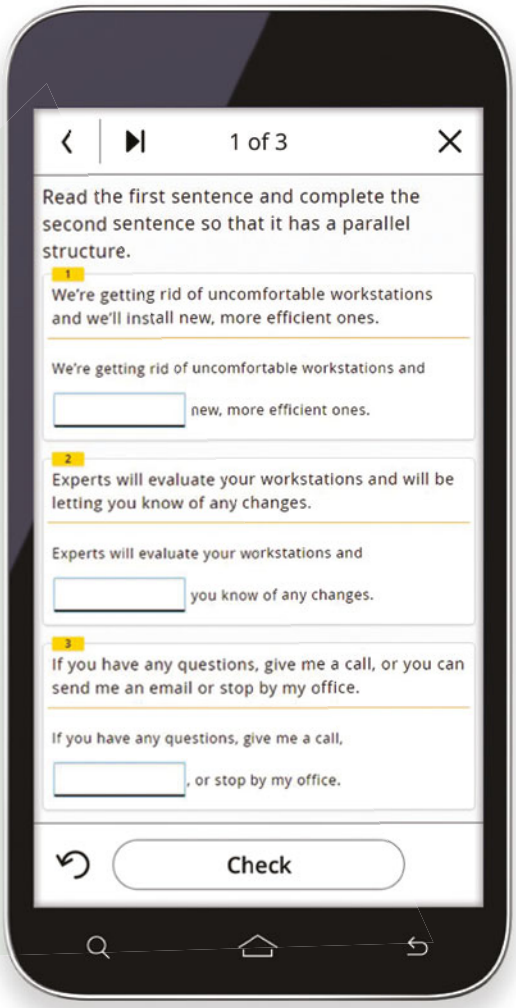
Digital Student's Book

The **Digital Student's Book** is a digital version of the **Student's Book** containing activities, including audio and video, that can either be accessed from the digital book page using a desktop computer or directly on a student's smartphone. Teachers are able to follow a student's progress through the **Digital Student's Book** using the **Progress Tracker**.

Digital Workbook

The **Digital Workbook** is a new, digital version of the students' **Workbook** designed to be accessible on students' devices. The **Digital Workbook** contains digital versions of the **Workbook** activities designed to work across mobile, tablet, and desktop to provide a rich interactive experience. The **Workbook** audio and video files can be accessed from the page so students have everything they need in one place. Built-in answer keys give instant feedback, while students' scores feed to the **Progress Tracker** for easy monitoring.





Intermediate Plateau

Susi Pearson
Senior Trainer, Norwich Institute for Language Education (NILE)

When students start learning English, many things seem new—the grammar they are learning; new phrases and chunks of language; and information about sounds, sentence, and word stress. Even the methods and approaches their teachers use may feel different from how they learned (or are learning) other subjects at school. As they continue to study English, students will be aware of their progress and gain a sense of accomplishment when they are able to do something they could not do before, such as telling the class about their weekend or understanding a dialogue in their coursebook. Even simple lessons seem interesting, and students are often engaged and invested in their learning. However, once they reach a certain level of language, this feeling can start to change. In Jack Richards's book *Moving Beyond the Plateau*, he states that students who reach a particular level (typically between A2 and B1) often "appear to have reached a plateau in their language learning and do not perceive that they are making further progress" (Richards 1). This common classroom experience is known as the intermediate plateau.

How can you as a teacher recognize that your learners have hit this plateau? You may notice they are not as motivated as they were. They may look at their coursebook and feel that it is covering language points they have studied previously ("*But we did the present perfect last semester!*"). They may start to believe they are not making clear and tangible progress.

However, it is important to point out that the plateau "is considered as a temporary cessation in learning development" (Mirzaei and Zoghi 196), meaning that there are clear actions that teachers can take to help their students. So, what can we do to help learners overcome the intermediate plateau and push through to real fluency?

1. **Make students aware of the intermediate plateau challenge and suggest ways they can move their language learning forward.**

   - **Create success criteria for writing tasks.** This will give your students a clear guide to what is expected from the task. The following table shows some examples of success criteria for the task of writing a product review.

Success criteria	*I/You have done this well.*	*I/You need to do this better.*	*Next time I do this, I/you need to …*
Give an outline of the product.			
Describe the positive points of the product.			
Describe the negative points of the product.			
Give your rating and recommendation.			

   By using this kind of table, students can see all of the challenges of the task and then self-assess or peer assess how well they met those challenges. Students can also plan how to move their language learning forward by setting goals for future pieces of work.

   - **Prepare for speaking tasks.** Give students time to prepare for a speaking task, and provide functional language for their preparation. For the task of describing a natural phenomenon, you might give them time to prepare what they are going to say and a list of key words and phrases they are going to need. They can challenge themselves to use those words and phrases in their speaking tasks.

SPEAKING

For more speaking practice, go to page 148.

A Read the description of a natural phenomenon. Make notes about the possible cause or causes of the phenomenon.

Marfa is a very small town in a dry desert area of west Texas. The land around Marfa looks flat, but it is near the Chinati Mountains. Marfa has an altitude of 4,685 feet (about 1,600 meters). Marfa was just a typical tiny town until it became famous for a strange phenomenon. Just outside of the town, it is often possible to see mysterious small round white or yellow lights that appear to float above the ground. They move slowly, and sometimes they seem to move up and down.

What causes the lights? People walking in the desert? A gas from the ground that produces light? Lights from cars? Some kind of alien activity? Or something else that no one has thought of?



Marfa lights, Marfa, Texas

B IN GROUPS Discuss your ideas about the causes of the Marfa lights. Then turn to page 18 to read about one probable explanation.

Examples of functional language for this task could include:

- describing the cause of the lights.
  I think the lights are caused by …
  It may be that …
  It could be to do with …
- responding to your partner's explanations.
  You might be right.
  That's an interesting idea—I hadn't thought of that.
  If that was true, don't you think …?

- **Search for the listening or reading text for language.** Listening and reading texts can be a great way to challenge students to extend their vocabulary. Students can look for chunks of language in texts after doing the comprehension tasks. This could be done as a reading race. For example, you could ask questions with the text below, such as:
  - In paragraph 1, what verb goes with *viral*?
  - In paragraph 2, what preposition goes with *work* ___ *a social media company*. What about *work* ____ *social media*?

Listening and reading tests practice receptive skills, but at this level students really need to step up their productive skills. Listening and reading texts should act as a springboard for developing speaking and writing.

Make your students, especially the fast finishers, the listening and reading experts. Have them find useful chunks of language in a text and share what they have learned with the class. They'll extend their vocabulary and feel more in control of their learning.

Getting a Job in Social Media

Written by: Katie Owens — June 21

You're a digital native. You're on several different social media sites. Your social media handle is perfect, and you have hundreds of followers. You know how to create avatars, GIFs, memes, and mashups. Some of your videos have gone viral. You know how to use hashtags effectively to link your posts to things that are trending online. You have even created a webinar to teach teenagers to use social media safely. Your social media skills should make it easy for you to get a job in social media, right? Maybe not. Getting a job in social media is not only about



a Monday, you guys, companies are not going to be very interested in you, no matter how many technical skills you

2. **Involve your students in classroom decisions.** Students at any level should be involved in making decisions, but students who are in the intermediate plateau will feel more motivated when they see that you are involving them in their learning and putting them and the language they produce at the forefront of your teaching.

- **Help students become language researchers.** Have students bring in examples of language that you have focused on in class and share them with their classmates. For example, after studying modal verbs for obligation, permission, and prohibition in Unit 2, they could bring in further examples that they find on the internet or in song lyrics.

You can also have the students use the *Make It Yours* boxes to increase their vocabulary on the topics presented in the coursebook. For example, in Unit 8, students can research additional ways to describe their physical actions.



VOCABULARY physical actions

A **IN PAIRS Explain the physical actions involved in doing each of these things. Use as many of the words from the box as you can. Can you use more words than your partner?**

adjust blink charge enter insert lift press push scan twist unlock

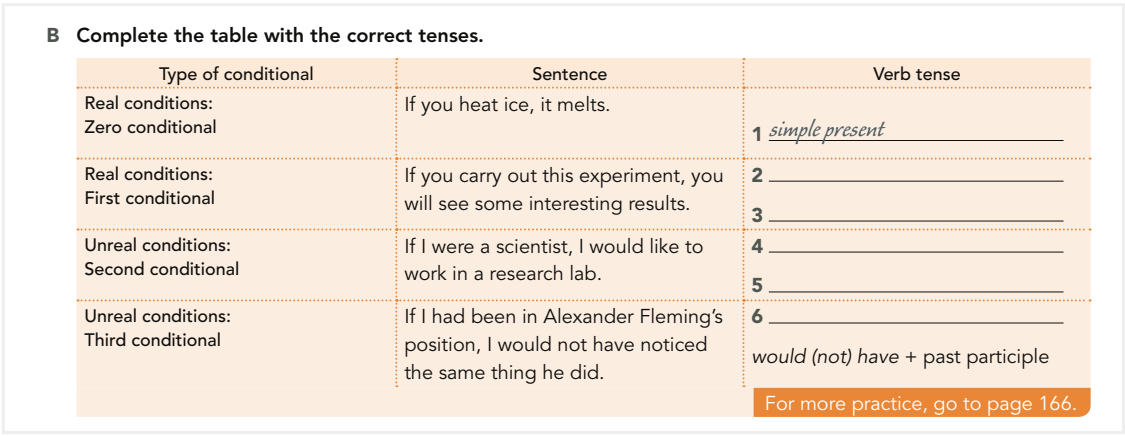
1 buying something in a store
You lift the product from the shelf, and you put it in your shopping cart. You take it to the cashier. The cashier scans the product and tells you the cost. To pay by credit card or debit card, you insert your card into the machine. Then you push the buttons to pay.
2 using your cell phone
3 starting a car
4 turning on a laptop or tablet

MAKE IT YOURS

Which of your common actions are easy to describe? Look online for ways to describe your common actions.

3. **Help students see the progress they are making**

- **Set clear and achievable goals.** You can ask the learners to establish clear and achievable short-term goals for their learning and promote self- and peer assessment. These can be specific goals about how they improve their approach to a similar task next time (as with the success criteria table previously) or more general goals (e.g., *"I'd like to learn five new collocations per week."*). By crossing goals off a list, students will be much more aware of how they are progressing and will no longer consider that the ability to "speak English" is their only goal. If speaking English is the goal, it can mean that students put their focus on the performance instead of the process of learning. However, as Fan Yi (2007) observes, "performance is not merely 'the goal of learning' (the end), but one of the ways in which learning itself takes place (the process)" (167).
- **Keep a vocabulary record.** Keeping a vocabulary box of new words or a word wall in your classroom can be an effective way to help students see how much new vocabulary they are learning—and provide a ready source for recycling games and activities in class. Equally, students can keep an individual record in their notebooks.
- **Show students how to resolve the problems they face with language.** If you are going to teach grammar, you could "flip" your classroom by getting them to research the language point before class. This will help students see that they can study independently and resolve many of the problems they are facing with the language. Students could do this research online, or use the *Grammar Reference* pages at the back of the **Student's Book**. They could even do the grammar analysis tasks in the **Student's Book**—for example, in this review of conditionals:



B **Complete the table with the correct tenses.**

Type of conditional	Sentence	Verb tense
Real conditions: Zero conditional	If you heat ice, it melts.	1 *simple present*
Real conditions: First conditional	If you carry out this experiment, you will see some interesting results.	2 _____ 3 _____
Unreal conditions: Second conditional	If I were a scientist, I would like to work in a research lab.	4 _____ 5 _____
Unreal conditions: Third conditional	If I had been in Alexander Fleming's position, I would not have noticed the same thing he did.	6 _____ *would (not) have* + past participle

For more practice, go to page 166.

By dedicating valuable class time to answering questions that students *actually* need support with, there will be more class time for practice and production. In terms of motivation, if students can solve many of the problems they face independently, they will not only be able to see their progress but also be able to develop ways to continue to move forward with their language learning.

The intermediate plateau is a very common student experience; however, taking a few clear, practical steps can help students change their opinion of their language learning and become motivated again.

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- Richards, Jack. 2008. *Moving Beyond the Plateau. From Intermediate to Advanced Levels in Language Learning.* Cambridge, UK: Cambridge University Press.
- Yi, F. 2007. *Plateau of EFL Learning: A Psycholinguistic and Pedagogical Study.* wlkc.nbu.edu.cn/jpkc_nbu/daxueyingyu/download/014.pdf.

Student's Book Scope and Sequence

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 It's a Mystery! pp. 8–19	• Talk about animal mysteries • Describe a natural phenomenon • Ask and answer questions about ancient mysteries	• Adjectives with *–al*, *–ic*, *–ical*, *–ious*, or *–ous* • The natural world • Verb collocations	• Present and past tenses • Adjective order	• Create a story about a mysterious disappearance • Discuss the causes of a natural phenomenon
			Grammar Reference pp. 156–157	Speaking Practice p. 148
	Life Skills—Global Competence			
Unit 2 Starting Up pp. 20–31	• Share your ideas about family businesses • Compare management styles • Discuss different work environments	• Phrasal verbs in business • Compound nouns • Collocations with *work*	• Quantifiers • Obligation, permission, prohibition	• Talk about starting a family business • Discuss preferences in management styles
			Grammar Reference pp. 158–159	Speaking Practice p. 148
	Life Skills—Self-management			
Unit 3 Blending Worlds pp. 32–43	• Examine cultural habits and customs • Share ideas on culture shock • Analyze cultural diversity in different environments	• Prefixes: *un–*, *in–*, *im–* • Feelings • Dependent prepositions	• Verbs + gerund/ infinitive: changes in meaning • *be/get used to*	• Talk about your eating habits • Discuss causes of culture shock
			Grammar Reference pp. 160–161	Speaking Practice p. 149
	Life Skills—Cultural Awareness			
Unit 4 Lifelong Learning pp. 44–55	• Talk about the characteristics of a good educator • Compare and contrast learning situations and styles • Discuss the benefits of using the time during and after college	• Topic word formation • Phrasal verbs • Skills	• Past perfect vs past perfect progressive • *Prefer / would prefer / would rather*	• Discuss what makes a good educator • Talk about skills you would like to learn
			Grammar Reference pp. 162–163	Speaking Practice p. 149
	Life Skills—Empathy			
Unit 5 Media Matters pp. 56–67	• Talk about trends in movies • Evaluate the pros and cons of fame • Share ideas on careers in social media	• Movies • Noun suffixes • Social media	• Creating emphasis • Reported speech	• Discuss your movie preferences • Give an oral summary
			Grammar Reference pp. 164–165	Speaking Practice p. 150
	Life Skills—Resilience			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress patterns in adjectives	Read an article about animal migration • Skill—Identify the purpose of parts of a text	Listen to an interview about ancient engineering • Skill—Listen for key words	Write about a natural phenomenon using descriptive paragraphs	Questioning	Effective group work
Unit Review p. 19	**Exam Skills** p. 128—Speaking: Talk About Photographs				
• Sentence stress with quantifiers	Read an article about management styles • Skill—Use a graphic organizer to take notes	Listen to an interview about a family business • Skill—Understand opinion and attitude	Write an informal email using parallel structure	Evaluating	Developing ideas in a group
Unit Review p. 31	**Skills for Pros** p. 130—Fostering Teamwork ▶				
• *Be/get used to*	Read about a student exchange trip • Skill—Identify main ideas	Listen to people talk about diversity • Skill—Identify the speaker	Write a blog about eating habits in your home country using sentence variety	Recalling	Intercultural communication
Unit Review p. 43	**Exam Skills** p. 132—Reading: Identify Parts of Speech				
• *Been*—pronunciation in connected speech	Read online comments • Skill—Identify text type	Listen to a college radio show • Skill—Identify reasons	Write a pro and con essay	Comparing and contrasting	Encouraging group discussion
Unit Review p. 55	**Skills for Pros** p. 134—Interpersonal Effectiveness ▶				
• Emphatic stress for contrast	Read an article about social media jobs • Skill—Use knowledge to predict content	Listen to a talk about movie-making trends • Skill—Listen for details	Write a movie review	Summarizing	Adapting language
Unit Review p. 67	**Exam Skills** p. 136—Writing: Write a Short Message				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 6 In the Lab pp. 68–79	• Share ideas on the factors that lead to success • Consider the ethics in science • Identify, interpret and simplify information	• Adverb + adjective collocations • Science word formation • Magnetism	• Conditionals review • Conditional conjunctions and phrases	• Discuss factors for academic success • Talk about ethical situations
			Grammar Reference pp. 166–167	Speaking Practice p. 150
	Life Skills—Openness			
Unit 7 Hit the Road pp. 80–91	• Share stories about traveling • Discuss tourist development • Talk about marketing vacation destinations	• Travel expressions • Compound adjectives • Marketing	• Past modals of deduction • Verb + object + infinitive	• Tell an amusing travel story • Discuss renovation vs rebuilding
			Grammar Reference pp. 168–169	Speaking Practice p. 151
	Life Skills—Communication			
Unit 8 Future Innovations pp. 92–103	• Share ideas on the positive and negative impacts of engineering • Talk about future changes to the workplace • Consider the impact of a technological product	• Phrasal-prepositional verbs • Suffixes forming verbs • Physical actions	• Relative clauses • Noun clauses as subjects and objects	• Talk about an engineering project • Discuss technology of the future
			Grammar Reference pp. 170–171	Speaking Practice p. 151
	Life Skills—Inquiry			
Unit 9 Trendsetter pp.104–115	• Discuss clothes and fashion • Talk about innovative products • Analyze trends in language	• Fashion collocations • Noun modifiers • Trends in language	• The gerund as an object of a preposition • Future passive and passive review	• Talk about clothes and fashion • Do an oral product review
			Grammar Reference pp. 172–173	Speaking Practice p. 152
	Life Skills—Innovation			
Unit 10 Mind Over Matter pp. 116–127	• Share feelings toward procrastination • Discuss ways to have and plan for big dreams • Talk about the psychology of selling	• Phrasal verbs • Verb phrases • Prefixes	• Future in the past • Future progressive	• Discuss whether or not you are a procrastinator • Talk about plans for your future dreams
			Grammar Reference pp. 174–175	Speaking Practice p. 152
	Life Skills—Growth Mindset			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Intonation in conditionals	Read an article about ethical science • Skill—Identify reasons	Listen to a lecture about magnetism • Skill—Identify key information	Write a for/against essay	Interpreting	Simplifying information
Unit Review p. 79 **Skills for Pros** p. 138—Analytical Thinking ▶					
• Pausing for dramatic effect	Read interesting travel stories • Skill—Identify the order of events	Listen to a radio interview about tourist development • Skill—Listen to distinguish fact and opinion	Write a persuasive argument	Brainstorming	Translating for everyday situations
Unit Review p. 91 **Exam Skills** p. 140—Listening: Use Visuals to Predict What You Will Hear					
• Phrasal-prepositional verbs	Read an article about engineering • Skill—Understand main ideas	Listen to an interview about work in the future • Skill—Make inferences	Write an opinion blog post	Speculating	Linking to previous knowledge
Unit Review p. 103 **Skills for Pros** p. 142—Fostering Innovation ▶					
• Contrastive stress	Read an article about dressing at work • Skill—Develop active reading	Listen to a professor talk about language • Skill—Use form to guess meaning	Write an online product review	Assessing	Leading a group
Unit Review p. 115 **Exam Skills** p. 144—General: Use Your Time Wisely					
• Word stress with prefixes	Read about the psychology of selling • Skill—Identify topic sentences	Listen to a class discussion about procrastination • Skill—Listen for specific words	Write a formal email	Drawing conclusions	Translating for formal communication
Unit Review p. 127 **Skills for Pros** p. 146—Stress Management ▶					

GO TO page xxiii
for **GRAMMAR REVIEW** step-by-step instructions.

Grammar Quiz: What Do You Already Know?

A Read the text. Choose the correct options.

Allie Mercer **1 can't** / couldn't move her body like other babies when she was one year old. It was then that her parents learned she had a condition called cerebral palsy. This made it hard for Allie **2 move** / to move her legs. Now Allie is 12, and she uses a wheelchair to move around. Assistance from her friends and family is useful when she has to have some things **3 to do** / done for her, but Allie is a very independent person.

Doctors have suggested **4 to try** / trying a treatment called hippotherapy. It has nothing to do with hippos. Instead, it is actually horses that help Allie strengthen her leg muscles. The smooth, gentle rhythm of a horse's gait is similar to a child's walk. This has helped Allie **5** get / **getting** better coordination, balance, and strength.

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

1 She won't believe that story until she checks (**check**) its source.
2 I wouldn't have called (**not call**) you if I had known you were sick in bed.
3 Plants die unless they get (**get**) enough water.
4 We would save (**save**) more money if we recycled more.
5 I hope you will tell (**tell**) us about your latest trip sometime.

C Rewrite the sentences and questions as reported speech.

1 "Mike has been working very hard."
She said that Mike had been working very hard.
2 "We will be at her son's performance."
We promised that we would be at her son's performance.
3 "When did you decide to be an actor?"
I asked him when he had decided to be an actor.
4 "Do they enjoy performing live?"
I asked them if/whether they enjoyed performing live.
5 "Diana is stopping by later today."
He mentioned that Diana was stopping by later that day.

D Read the text. Choose the correct options.

Stevie Wonder **1** has been performing / **was performed** / **was performing** music for more than 60 years. He became blind shortly after he was born in 1950. He **2 was learned** / **has been learning** / had learned to play piano, drums, and the harmonica by the time he was ten. He sang **3 good** / **well** / better than people much older. Motown Records was **4** so / **too** / **such** impressed when they heard him sing that they offered him a contract immediately. He had his first hit at the age of 12. Motown knew they could **5 count him on** / count on him / **count Stevie on** to deliver hit after hit. He has sold over 100 million records worldwide, making him one of the best-selling musical acts of all time.



GRAMMAR QUIZ

This quiz tests students' knowledge of language presented in Student's Book level 3. For further review of level 3, have students do the Grammar Review on pages 154–155.

E Match the statements (1–5) to the responses (a–e).

1 This phone isn't working. b
2 It took three flights and ten hours to get here. e
3 I told my sister her new hairstyle looked bad. a
4 I just ate a huge meal. c
5 I dropped my phone on the street. d

a You shouldn't have said that.
b It might not have any power.
c You can't possibly be hungry again.
d You should have been more careful.
e You must be totally exhausted.

F Find one error in each sentence. Write the correct sentence.

1 I am thinking the course is getting harder.
I **think** the course is getting harder.

2 Do you remember the time where we lost our keys?
Do you remember the time **when** we lost our keys?

3 Birds make very good pets, aren't they?
Birds make very good pets, **don't** they?

4 Do you have any idea we have an exam today?

5 Where can I get an information on graduate schools?
Where can I get **information** on graduate schools?

G Read the text. Choose the correct options.

Ever heard the expression "There is no use crying over spilled milk"? It describes a situation that you have to accept even when you wish you **1** had done / did do things differently. Typically, the situation does not actually involve milk but it did for Brooklyn delivery driver, Steven Jackson! Made late by the New York traffic, Steven packed his milk truck quickly and got on the highway. If only he **2** spent / had spent more time checking he had locked the doors! As he was driving, he looked in the mirror and saw one of the back doors come open. Steven told police that he **3** had never felt / never feels so bad. "I should have **4** known / knew better!" said Steven. He said he **5** had / 'd had tears in his eyes as he saw thousands of bottles of milk fall from his truck. That would make anyone cry!



H Complete the sentences with the correct form of the verb in parentheses.

1 She was given (give) an interview for the job the day after she sent her résumé.
2 He had his suit cleaned (clean) for his first day in the office.
3 They were shown (show) how to use the equipment they needed for the job.
4 The advertisement was banned (ban) from TV in some countries.
5 She has her lunch delivered (deliver) directly to her office.

Go to the Grammar Review on pages 154–155.

4 Do you have any idea **if** we have an exam today? / Do you have any idea **whether** we have an exam today?

WHAT DO YOU ALREADY KNOW?

Ask students to name the planets in the solar system in order (*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto [by 2019 the NASA classified Pluto as a dwarf planet]*).

Read the question and have a brief discussion, and/or elicit some ideas before the group discussions. If students are struggling, provide some examples to help them get started: *air, food, water, sunlight, oxygen.*

2 Of all the migratory species, perhaps it is the Monarch butterfly whose migration is the most . No single butterfly has ever made the whole trip of up to 4,750 km., because the time it takes to m:

dramatically because of the disappearance of milkweed. Figures show that the number of Monarch butterflies from the Western US has been falling sin

/armer temperatures make it unlikely an increase in population will continue.

3 Scientists had been asking themselves questions about the butterflies' migration for many years, but hadn't found a , explanation. How did the butterflies travel so far without getting lost? How did they know when to start on their journey? What was happening inside their bodies when they were migrating? Butterfly migration seemed to be one of life's great mysteries.

4 Now, scientists believe they may have solved the mystery. They have discovered a "compass" in the butterflies' brains which gives them two pieces of information: the time of day and the sun's position. The butterflies combine that information to find the right direction. Their eyes follow the sun, and their antennae pick up details about their environment. These signals to the brain tell the butterflies to travel north or south.

MAKE IT REAL

Ask students if, in addition to *life's great mysteries*, they know of any *wonders of the world*. This term is usually used for an incredible place that was built in ancient times, such as the Great Pyramid of Giza in Egypt. Ask students to search online for lists of wonders of the world.

C READING SKILL—Identify the purpose of parts of a text **Match the paragraphs (1–4) to the purposes (a–d).**

Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____
Paragraph 4 _____

a describes the Monarch butterflies' journey.
b defines the term *migration*.
c explains scientists' discoveries about Monarch butterflies.
d asks questions scientists have.

D IN PAIRS **Underline the parts of each paragraph that helped you decide its purpose. Then share your ideas with a partner.**

VOCABULARY forming adjectives with *–al*, *–ic* or *–ical*, and *–ous* or *–ious*

A **Look back at the article in READING B. Find and underline eight adjectives that end with *–al*, *–ic/–ical*, and *–ous/–ious*. If you don't know the meaning of a word, use a dictionary.**

B **Complete the sentences with an adjective from A.**

1 _____ changes, such as very cold weather, force some bird species to migrate early.
2 A recent _____ discovery shows that a zebra's stripes actually protect it from insect bites.
3 The milkweed plant is not _____ to Monarch butterflies, but it is harmful to some animals.
4 Flamingos stop off on their migration in warm _____ areas by the ocean.
5 What small, _____ steps can we take to slow climate change?
6 Certain whales produce a _____ sound called a whale song that can be heard over 5 miles away.
7 If butterflies have a "compass" that helps them migrate, is it _____ to think other animals also have one?
8 Animals migrate in groups because it is less _____.

MAKE IT YOURS

Make a list of adjectives you know that use the suffixes *–al*, *–ic* or *–ical*, and *–ous* or *–ious*.

GRAMMAR review of present and past tenses

A **Look at the underlined words in these sentences from READING B. Write the correct tense from the box.**

past perfect	past progressive	present perfect progressive
past perfect progressive	present perfect	simple past

1 No single butterfly has ever made the whole trip … _____
2 … the number of Monarch butterflies … has been falling since the 1980s … _____
3 Scientists had been asking themselves questions … for many years … _____
4 … but hadn't found a logical, scientific explanation. _____
5 What was happening inside their bodies when they were migrating? _____
6 Butterfly migration seemed to be one of life's great mysteries. _____

B **Complete the grammar rules with the correct tense from A.**



GO TO page 152 for AUDIO SCRIPT.

C 1.05 **Listen to the talk and complete the table.**

Phenomenon	Cause	Restrictions on tourism
Northern Lights		none, but Northern Lights aren't seen all the time
Moving Rocks		
Lake Hillier		

Northern Lights: Cause—particles mixed with gases in the atmosphere

Moving Rocks: Cause—rocks slide on the wet dirt Restrictions—driving on the dirt surface is prohibited

Lake Hillier: Cause—algae and bacteria in the water cause the pink color Restrictions—no swimming because sunscreen and other oils hurt the algae and bacteria

GLOSSARY

slide (v): to move quickly across a smooth surface
surface (n): the top layer or part of something
trail (n): a mark or path that an object or animal leaves on the ground

D IN GROUPS **Select an interesting natural phenomenon in your country and discuss the questions.**

1 Are there any restrictions on tourism to this place?
2 Should there be more or fewer restrictions to protect the natural phenomenon?
3 Do the restrictions have an impact on tourism and the economy of the region?

MAKE IT DIGITAL

Research the Grand Canyon in Arizona, US, and the rules and restrictions that protect this area. Create a similar tourist page for a website about the natural phenomenon you chose in **D**.

GRAMMAR adjective order

A **Look at the examples in the table. Then write the adjectives from 1–3 in the correct columns in the table.**

1 a small, square white rock 2 a long, thin dirt trail 3 the amazing, big, pink salt lake

Quantity/ number	Quality/ opinion	Size	Age	Shape	Color	Origin	Material/ function	Noun
four		*big*	*old*	*square*			*wooden*	*houses*
a	*pretty*	*little*			*blue*	*French*	*electric*	*car*
a		small		square	white			*rock*
a		long		thin			dirt	*trail*
the	amazing	big			pink		salt	*lake*

For more practice, go to page 157.

B **Write the adjectives in the correct order.**

1 big / unusual / an / round / building
an unusual, big, round building
2 three / stone / incredible / ancient / monuments
three incredible, ancient stone monuments
3 old / a / beautiful / French / town
a beautiful, old French town
4 electronic / new / silver / a / tablet
a new, silver, electronic tablet

C **Identify three objects in your classroom. In your notebook, write descriptions of them using as many adjectives as possible. Don't write the names of the objects.**

D IN GROUPS **Take turns reading your descriptions from C and guessing the objects.**

LIFE SKILLS

In LIFE SKILLS **C**, elicit the type of information students should provide—a full sentence or notes? Remind students that note taking is about listening for and writing key words and information; the notes do not need to be grammatically correct or full sentences.

As this is the first listening activity, assess how your students coped. Did they struggle with the speed and language? If so, you may want to make copies of the audio script; allow students to use it after the activity has finished, and play the audio again for students to follow along. This may help give them confidence for the next listening task.

GRAMMAR Extra Practice

Ask students to add more adjectives to the table in GRAMMAR **A**. Dictate the following adjectives 1–3 to students:

1. *two strange, red vehicles*
2. *a tall, old, metal table*
3. *some tiny, oval, blue objects*

WRITING descriptive paragraphs

A Read the description of Lake Hillier. Then answer the questions.



Lake Hillier is a large, oval, pink salt lake on an Australian island. The lake is in a nature preserve, so not many people can visit it. The best way to see it is from the air. The lake looks like a big bowl of strawberry ice cream with vanilla ice cream around the edges. It looks very beautiful from the air because you can see the pink lake, the white sand, a dark green forest, and the blue ocean. When you fly over Lake Hillier, you get the impression that you are looking down on an amazing alien planet.

People who don't know the cause of the pink color might think that Lake Hillier is polluted with some kind of chemical, but that is not true. The pink color is actually caused by two organisms that live in very salty water. One is a type of algae, and the other is a type of bacteria. These organisms are not harmful to humans, so it's safe to swim in Lake Hillier. In fact, swimming in salt water is fun, because the salt water makes it easy to float.

1 Where is Lake Hillier? In a nature preserve on an Australian island
2 How does the writer describe Lake Hillier? _____
3 What impression does the writer say that Lake Hillier gives people? _____
4 What causes the lake to appear pink? A type of algae and a type of bacteria
5 What does the writer say about swimming in the lake? It's safe, and you float because it's salt water.

B In your notebook, make notes describing a natural phenomenon that you know about. Use the questions as a guide.

1 What is the phenomenon? Where is it?
2 What does it look like?
3 When you look at it, how do you feel? What do you imagine?
4 Do scientists know what causes the phenomenon, or is it a mystery?

C Write your description in your notebook with the notes from B. Include as many descriptive details as possible. Then exchange notebooks with a partner and read each other's descriptions.

1 Do you know about the natural phenomenon your partner wrote about?
2 If you know about it, do you agree with your partner's description?

SPEAKING

For more speaking practice, go to page 148.

A Read the description of a natural phenomenon. Make notes about the possible cause or causes of the phenomenon.

Marfa is a very small town in a dry desert area of west Texas. The land around Marfa looks flat, but it is near the Chinati Mountains. Marfa has an altitude of 4,685 feet (about 1,600 meters). Marfa was just a typical tiny town until it became famous for a strange phenomenon. Just outside of the town, it is often possible to see mysterious small round white or yellow lights that appear to float above the ground. They move slowly, and sometimes they seem to move up and down.

What causes the lights? People walking in the desert? A gas from the ground that produces light? Lights from cars? Some kind of alien activity? Or something else that no one has thought of?



Marfa lights, Marfa, Texas

B IN GROUPS Discuss your ideas about the causes of the Marfa lights. Then turn to page 18 to read about one probable explanation.

GO TO page xiii
for **WRITING** step-by-step instructions.

2 A large, oval, pink salt lake, a big bowl of strawberry ice cream with vanilla ice cream around the edges

3 The impression that you are looking down on an amazing alien planet.

Marfa is in the desert, but it is not completely flat. It is near some mountains, and there is a highway that goes from the mountains toward Marfa. The lights that people see are almost certainly lights from cars on the highway. The heat from the desert ground rises at night and combines with humidity in the air. This creates strange visual effects that make the light from the headlights look like strange floating objects.

WRITING

For WRITING **B**, brainstorm various natural phenomena as a class, or offer some examples from the country you are teaching in. Remind students that preparation is an essential part of good writing. Encourage them to think carefully about the questions and make notes or do further research. Allow certain students who would benefit from it to work together for this preparatory stage, but then have them write their own descriptions for WRITING **C**.

SPEAKING Extra Practice

Ask students to choose a place of natural beauty that they have visited or know about. For example, students could refer to photos they've taken of a sunset, a flower, a landscape, rocks, or the ocean. Have students talk about the place and/or photo using suitable descriptive adjectives.

For further speaking practice, go to page 142.



country can you see these pyramids?

a Mexico **b** Greece **c** Egypt

2 What was the purpose of the pyramids?

a a place for the pharaohs' bodies **b** housing for people **c** places to store food

3 The Great Pyramid of Giza is the biggest pyramid. How tall was it when it was built?

a 56 meters **b** 147 meters **c** 331 meters

4 When was the Great Pyramid of Giza built?

a 2550 BCE **b** 550 BCE **c** 550 CE

5 The stone blocks in the Great Pyramid weigh over two tons each. How many stone blocks are in the Great Pyramid?

a 1,500 **b** 550,000 **c** 2.3 million

B 1.06 **Listen again to the first part of the interview. Choose *True* or *False*.**

1 The Great Pyramid was taller than any other building for a long time. / **False**

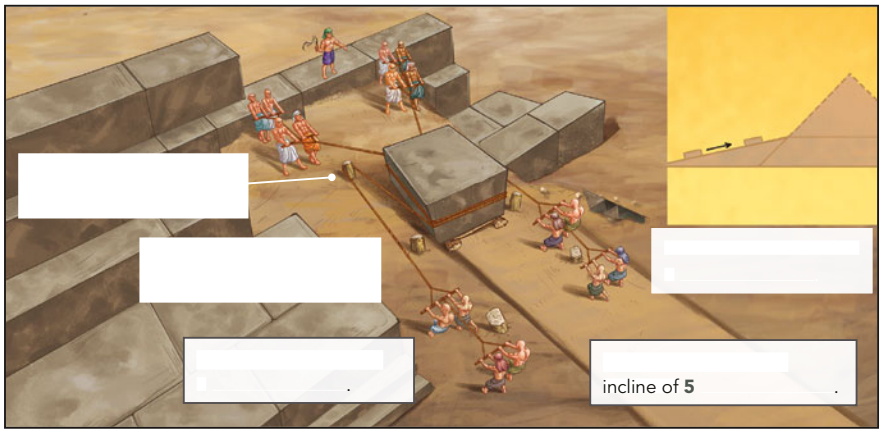
2 The Egyptians used the stars to build the pyramids in the right direction. / **False**

3 The Egyptians used a map to plan each pyramid. **True** /

4 We know how the Egyptians moved the stone blocks to the tops of the pyramids. **True** /

5 The Egyptians used iron tools to build the pyramids. **True** /

C 1.07 **LISTENING SKILL—Listen for key words Listen to the next part of the interview. Complete the sentences in the diagram with a short word or phrase.**



GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION CONFIDENT COMMUNICATOR effective group work

A Read the dialogue. Do these people work well together as a group? Why or why not?

Yes, these people work together well as a group. They communicate well and ask for each other's opinion and agreement.

Rosa: OK. So, what do we have to do?
Antonio: **a** We need to plan a presentation to explain what we've learned about cave paintings. That's right, isn't it, Alicia?
Alicia: Yes, it is. **b** I've been using PowerPoint a lot recently, so I could put our ideas into that.
Rosa: That's a good idea. We could make notes first and then, we could all help you make the PowerPoint. **c** Does that sound like a good plan, Antonio?
Antonio: I think that's a good idea. I'll write our ideas down. How do we want to start?
Alicia: **d** Why don't we start by describing the cave paintings … where they are, when they were discovered … things like that? Then I suggest we go on to consider different theories about them, or perhaps we could start by asking people questions and making it a fun quiz. **e** Which would you prefer, Rosa?
Rosa: I like the idea of a fun quiz. What about you, Antonio?
Antonio: I agree. It sounds like a great idea. Let's start writing some quiz questions, then.



B Find places in the dialogue where people do these things.

1 define the task in a simple way — a
2 ask whether other people agree — c
3 offer to do something — b
4 ask for another person's opinion — e
5 make a suggestion — d

C IN GROUPS Decide on a topic and plan a presentation. As you plan, check the effective group work skills you used.

Did you …?
- ☐ define the task
- ☐ ask whether people agree
- ☐ offer to do something
- ☐ ask for someone else's opinion
- ☐ make a suggestion

D Discuss the following questions.

1 What worked well in your planning? What did not work well?
2 What could you do in your next discussion to help your group work together even better?

Answer to page 15 Speaking B

Marfa is in the desert, but it is not completely flat. It is near some mountains, and there is a highway that goes from the mountains toward Marfa. The lights that people see are almost certainly lights from cars on the highway. The heat from the desert ground rises at night and combines with humidity in the air. This creates strange visual effects that make the light from the headlights look like strange floating objects.

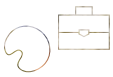
CONFIDENT COMMUNICATOR Extra Practice

For CONFIDENT COMMUNICATOR **B**, ask students to read the dialogue in **A** again and identify useful questions for group work (*Why don't we …? Which would you prefer …? What about you …? That's right, isn't it?*) and statements of agreement (*I agree. I think that's a good idea. I like the idea of …*).

CLASSROOM MANAGEMENT

For CONFIDENT COMMUNICATOR **C**, have an assessor for each group. The assessor listens and observes the group planning and assesses how well the group interacts and works together. However, make sure the assessor can change roles and join a group at some point in the planning, so that the assessor also has the chance to participate and be assessed. At the end, ask the assessors to give feedback on the performance. If time allows, have groups give their presentations to the class. The class can then comment on how well they think the group worked together using the checklist.







B **Complete the paragraph with the correct forms of the phrasal verbs in A.**

Followers

When I was about 13, the owner of the motorcycle repair shop where my dad worked as a mechanic decided to retire. My dad felt that if he was going to **1** get ahead in life, he needed to take some risks, and he decided to buy the business. Of course, he **2** ran it by my mom before he made a final decision, but she agreed that it was a good idea. So my dad bought the shop and **3** set up his own business. He **4** worked on improving customer service and started selling motorcycle accessories, and the business started to grow. The motorcycle accessories are so popular, the shop often **5** sells out of them. When I was about 16, I started **6** filling in on Saturdays when my dad needed extra help. I learned about motorcycles and about running a business. Gradually, I **7** took on more and more responsibility, and when I get my college degree in management, I'll completely **8** take over the business side of the company, because what my dad really loves is fixing motorcycles.

GRAMMAR quantifiers

GO TO page viii
for **GRAMMAR** step-by-step instructions.

A **Read the sentences from LISTENING B. Then choose the correct option to complete the grammar rules.**

You can see a few of their beautiful, delicious cupcakes on their website!
There were very few places in town to get decorated cupcakes.
I need a little rest sometimes!
I have little knowledge of accounting.
Each cupcake is a work of art!
We run every decision by Sam and Lydia.

1 *A few* and *few* are followed by **countable** / **uncountable** nouns.
2 *A little* and *little* are followed by **countable** / **uncountable** nouns.
3 *Each* and *every* are followed by **countable** / **uncountable** nouns.

For more practice, go to page 158.

B **Read the sentences from LISTENING B. Match the underlined words to the definitions.**

1 You can see a few of their beautiful, delicious cupcakes on their website!
a a small number **b** not as many as expected or needed
2 There were very few places in town to get decorated cupcakes.
a a small number **b** not as many as expected or needed
3 I need a little rest sometimes!
a a small amount **b** not as much as expected or needed
4 I have little knowledge of accounting.
a a small amount **b** not as much as expected or needed
5 Each cupcake is a work of art!
a emphasizes a group **b** emphasizes individual things in a group
6 We run every decision by Sam and Lydia.
a emphasizes a group **b** emphasizes individual things in a group



C **Complete the conversation with quantifiers from A.**

Sam: Here are **1 few** / **a few** / **a little** design ideas for the cupcakes. Four ideas, actually.
Lydia: Hmm. I like some of them, but I think we need more color on most of them.
Sam: Why don't we put some candy on top? Not too much—just **2 few** / **little** / **a little** candy.
Lydia: Good idea. We can use a different color of candy for **3 every** / **each** cupcake.
Sam: OK. Unfortunately, there is **4 a little** / **a few** / **little** time to bake them. We have to start right away. What about the cake flavors? I have chocolate, vanilla, and lemon.
Lydia: Oh, we have to have **5 each** / **every** flavor possible. We'll sell more if we have more flavors.

VOCABULARY Extra Practice

Write the following questions on the board. Have students form groups of three and ask each other:

- *Is it common for families to work together in your culture?*
- *What are the advantages of running a business with people who are not your family?*
- *Who in your family would you like to work with?*
- *If your family set up or took over a business, what type of business would it be?*

GRAMMAR

Explain to students that:

1. intensifiers like *very* or *quite* can be used with *a few*, *few*, and *little* for emphasis: ***quite*** *a few*, ***very*** *few*, ***very*** *little*.
2. *a few* or *a little* describe what there is (positive), and *few* or *little* describe what there isn't or what is lacking (negative).
3. *each* describes an individual thing, whereas *every* describes a singular thing within a larger group of things.

D **IN GROUPS** **Look at two ideas for cupcakes for a beach party. Say whether you like them and make suggestions for improving the designs. Include quantifiers as appropriate.**





A: Let's put a few coconuts on the palm trees.

B: How about a little chocolate?

GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

PRONUNCIATION sentence stress with quantifiers

A 2.02 **Listen to the sentences. Underline the stressed word or words in each sentence.**

1 There are few chocolate cupcakes.
2 I need a little help with this.
3 I'm working every night this week.
4 Each design is unique.
5 I have a few good ideas, but little money to start a business.

B **IN PAIRS** **Practice saying the sentences. Emphasize the quantifiers.**

GO TO page xii
for **SPEAKING** step-by-step instructions.

SPEAKING

For more speaking practice, go to page 148.

A **IN GROUPS** **Imagine you are a family and want to start a family business. Write an idea for your family business. List the roles and responsibilities for the business and who will take on each role.**

Business Idea:		
Student name	Role	Responsibility
Juan	*accountant*	*manage finances*

B **Tell the class about your group's family business. Use phrasal verbs and quantifiers in your descriptions.**

Our family is starting a fashion business. Enrique will be the general manager, since he has a lot of experience managing people. Camila will take on the role of fashion designer, since she is artistic and likes making clothes ...

Statistics on family businesses

70% of family businesses fail in the first generation,* so only 30% pass to the second generation. Only 12% of family businesses pass to a third generation.

*According to Smallbiztrends.com

GRAMMAR

After **D**, put students in small groups, and ask them to choose an occasion and a pastry to celebrate that occasion. Groups then tell the class about the occasion and the pastry, using quantifiers to describe their pastry design. For example, *Every cookie for the baby shower has a little sugar on the top.*

PRONUNCIATION

Have students write three more sentences with quantifiers. Students can continue with the theme of starting a business, or they can describe their work/study or home life. Put students in pairs to take turns saying their sentences. Encourage students to listen carefully to their partner and check the quantifier is stressed.

SPEAKING Alternative Activity

Have groups read their descriptions about their family business, but have them "blank out" the phrasal verbs. The rest of the class should call out or write the missing phrasal verbs. The group reading the description then confirms the answers by reading the complete description.

For further speaking practice, go to page 142.

Management Styles in the 21st Century

In the past, almost all companies had a traditional management structure. This basically meant that the decision-making was done by the managers, and the employees were told what to do. This structure worked very well in companies where there were very clear differences in skills between managers and workers, but in modern companies, the differences are often not as clear. Employees often have a lot of experience and knowledge in their field, and they have excellent thinking skills. Many are good at problem-solving and are very creative. Quite a few companies, and even whole industries, still use a traditional management structure, but many companies are changing to a more collaborative management style.

In a traditional management structure, company executives work alone or with each other to solve problems and make decisions. The employees under them then have to carry out those decisions, and they are not allowed to question the decisions very often. Employees are given only as much information as they need to do their specific jobs. Managers often don't let their employees make suggestions. Employees are required to follow very clear rules about everything from their roles and responsibilities to office hours to dress codes.

In a collaborative management structure, the workplace is very different. There are still managers, but the office culture is based more on cooperation and individual responsibility. Managers think the employees under them should participate in problem-solving and decision-making. There is a high level of information sharing. Teamwork is important, and employees are encouraged to offer ideas and suggestions. Rules are often more flexible; employees don't have to follow strict dress codes, and sometimes, office hours are flexible.

There are pros and cons to both business models. Decision-making is faster when only a few people are involved, and managers often have more experience and knowledge than other employees. However, involving more people means there are more ideas to choose from, and younger employees may have new, fresh ideas. If a lot of information is shared with employees, they might leave the company and give information to competitors, so it may be safer for only a few people to have it. However, having more information about the company may help employees do their work more effectively. Strict rules can create a professional, productive atmosphere in a company, and many people like knowing exactly what they are supposed to do and what the rules are. Other people work better in a more collaborative environment. They feel more motivated if they think the company values their knowledge and ideas.

One of the most important decisions that companies have to make in the 21st century is which management style will work best for their type of business and for their employees. In some cases, it is possible to have a combination of traditional and nontraditional characteristics so that employees can choose how they want to work that best fits the situation.

VOCABULARY compound nouns

A **Look back at the article in READING B. Circle the 13 compound nouns. Then write them in the correct categories.**

1 noun + noun (one word): website, _____, _____
2 noun + noun (two words): company rules, _____, _____, _____, _____, _____, _____, _____
3 noun + gerund: staff meeting, _____, _____, _____, _____

B **IN PAIRS Combine the words in the first box with the words in the second box in as many ways as possible to make compound nouns.**

1		2	
business	management	manager	school
language	teaching	office	style

MAKE IT YOURS

What management styles have you seen in different workplaces? Look online for other compound nouns which describe those workplaces.

GRAMMAR obligation, permission, prohibition

A **Complete the table with the underlined phrases in the article in READING B.**

	Obligation	Permission	Prohibition
modal + base verb	should _____	may leave could work _____	shouldn't leave may not leave can't wear
be + past participle + infinitive	be required to follow be _____	be allowed to go be _____	be _____ be not supposed to go
verb + infinitive	have to _____	don't _____	
verb + object + base verb	make them stay	let them wear	don't let _____

For more practice, go to page 158.

B **Choose the correct options.**

Sally: I don't like the fact that we **1** / **should** to dress up for work at my company. I don't think the company should make us **2 to do** / that.
Melissa: I disagree. I think we **3 have** / dress nicely when we're at work. We're **4** / **have to** look professional, and we can't do that if we're wearing casual clothes.
Jeff: I think it's OK. I don't **5 required to** / wear a suit if I don't want to, and my manager **6 makes** / us wear jeans on Fridays.
Greg: At my company, we **7 don't have to** / wear jeans at all. Men always **8** / **may** wear dress shirts, and we **9 can** / wear suits when we meet with clients. That's a strict rule. I guess we **10** / **may** ask to wear less formal clothes on Fridays if we wanted to, but I think most people like dressing up for work.

C **IN GROUPS Discuss the questions about your English class or your workplace. Use as many phrases as possible from the table in A.**

1 What are some rules that you have to follow? What do you think about those rules?
2 What are some things that you don't have to do?
3 What are some things that you are encouraged to do to help you improve your English or your work? How many of them do you do?

SPEAKING

For more speaking practice, go to page 148.

A Take the quiz to find out what kind of management style you prefer.

Management Style Quiz

1 Office rules
- **a** I prefer clear rules about things like cell phone use, clothing, and office hours.
- **b** I'm a responsible person, and I prefer to have a flexible office culture.

2 Decision-making
- **a** I want someone else to make big decisions. Then I'll work hard to carry them out.
- **b** If I'm involved in making important decisions, I'm more motivated to do my job.

3 Working style
- **a** I prefer to have specific responsibilities that I can carry out on my own.
- **b** I prefer teamwork, where everyone works together.

4 Information sharing
- **a** I don't want a lot of extra information. I just want the information I need to do my job.
- **b** I want to know as much as possible about my company and its business.

5 Supervision
- **a** I like to have frequent meetings with my manager to check progress and ask questions.
- **b** I don't want to be required to make frequent reports on my work during a project.

6 Problem-solving
- **a** If I have a problem with my work, I want my manager to help me solve it.
- **b** I would prefer for my manager to let me try to solve problems on my own.

7 Advancement
- **a** I'm not interested in management. I'm more interested in doing the job I have well.
- **b** I want to advance as much as I can in a company. I would like to become a director someday.

Results:
Mostly **a** answers: You prefer a more formal, traditional management style.
Mostly **b** answers: You prefer a more flexible, collaborative management style.

Go back

NEXT PAGE

B IN GROUPS Compare your quiz results and discuss the questions.

1 How many students prefer each management style?
2 Why do you think you like one management style more than the other? Give reasons.
3 Do you agree with the quiz results? Why or why not?

I prefer a traditional management style, because …





GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION CONFIDENT COMMUNICATOR developing ideas in a group

A Read some tips for developing ideas. Then read the conversation. Which techniques does the group use? Underline sentences in the conversation that support your answers.

How to develop ideas in a brainstorming session

- Brainstorm individually before you talk about your ideas in a group. There will be more ideas to talk about if people have time to think about the problem.
- Set a time limit for writing down ideas individually. If people don't have a deadline, they may not do the task.
- If helpful, draw a picture of an idea and add words if necessary. Sometimes a picture really is worth a thousand words!
- Don't be afraid to be silly! Sometimes an idea that seems funny or crazy can work with just a few changes.
- Listen to everyone's ideas before you accept or reject them. At this stage, the goal is to get as many different ideas as possible, not to make decisions.

John: Good morning, everyone. As you know, we've been talking about how to make the company more modern and attractive to younger employees. I asked you to take a couple of days to think about the problem and write down some ideas. OK, let's hear your ideas. Kayla?

Time limit

Brainstorming

Kayla: Well, I thought maybe we could change the dress code. I think younger people feel more comfortable and more creative if they can wear casual clothes.

John: Hmm. I don't know. We do want to look professional. I'm not sure what clients would think.

Marco: The office looks pretty boring. Maybe we could let the employees decorate the walls or bring in some furniture or decorations that they like. It would be fun, and it might look really cool!

Being silly

John: This is kind of a crazy idea, but maybe we could do something like have one wall where people could put up photos, or their kids' artwork, or whatever.

Andrea: And maybe we could create some informal meeting areas with sofas and comfortable chairs. Here's a drawing that I did to show how it might look.

Drawing

John: Thanks, Andrea. I guess we could think about that, but I'm not sure we have space. Also, I worry that people will spend more time sitting around in those areas than working at their desks. Anyway, thanks for your ideas. I'll think about them and make some decisions soon.

Listen

B IN GROUPS Read the problem. Then use the tips and dialogue in A as a guideline to brainstorm ideas.

As experienced language learners, you have been asked to help a local English language institute improve its learning environment to make it more attractive to young adult students. On the right is a photo to give you an idea of what the classrooms look like.

Teachers say that the students act bored in their classes and don't seem motivated to learn English. The teachers say that they give the students a lot of practice in grammar and vocabulary, but they still make a lot of mistakes, and they don't really want to talk much in class. Suggest ideas to make the learning space and the lessons appeal to the students.



C Share your ideas with the rest of the class. As a class, decide on the best ideas for helping the language school.

D Discuss these questions.

1 In your brainstorming session, which tips in **A** did you use?
2 What could you do in your next brainstorming session to make it work even better?

CONFIDENT COMMUNICATOR

After **A**, have students close their books. Ask for four confident students to act out the conversation in **A**. The class listens and says what the people are discussing (*ways to make a company more modern and attractive to younger employees*). Have students try to recall some of the suggestions from the conversation.

Additional Activity

After **C**, have students prepare a presentation for the language school on how to help its students. Students can refer back to their notes from the previous unit. Depending on your class, you can have students prepare and give their presentation alone, in pairs, or in small groups.

CLASSROOM MANAGEMENT

After **D**, have students refer back to the tips in **A** and add more tips and change or remove tips according to their own ideas. Give students 5 minutes for this task. Then put students in pairs or small groups to compare ideas. Have a short feedback session with the class to share new tips.



UNIT
3

B **Write a word from the box in A next to the correct definition.**

1	embarrassed or nervous	uncomfortable
2	really amazing or really bad	unbelievable
3	relaxed and casual	informal
4	not able to be done	impossible
5	dirty	unclean
6	rude; not kind	impolite
7	wrong; not true	incorrect
8	artificial	unnatural

GRAMMAR verbs + gerund/infinitive: changes in meaning

GO TO page viii for **GRAMMAR** step-by-step instructions.

A **Read these sentences from LISTENING C. Choose the correct meaning of each sentence.**

1 I remember being surprised by one interesting tradition.
a I have a memory of this. **b** I should do this in the future.

2 The most important thing is to remember to respect this tradition …
a I have a memory of this in the past. **b** I should do this in the future.

3 … but as we went on feeding each other, I got used to it.
a We continued the action for some time. **b** We did something different after a period of time.

4 … I went on to write a blog about living there …
a I continued the action for some time. **b** I did something different after a period of time.

5 … don't forget to call or text us …
a You didn't do this in the past. **b** You should do this in the future.

6 I'll never forget feeling uncomfortable.
a I have a memory of this. **b** I should do this in the future.

7 I hope you stopped to appreciate your experience there.
a You stopped an action or habit. **b** You stopped an action in order to do something else.

8 I stopped eating meat about ten years ago.
a I stopped an action or habit. **b** I stopped an action in order to do something else.

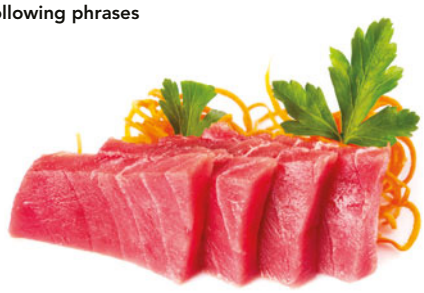
For more practice, go to page 160.

B **Complete the sentences with the gerund or infinitive form of the verbs in parentheses.**

1 After working as a chef, Mariela went on to buy (**buy**) her own restaurant.
2 Do you remember trying (**try**) crocodile pizza when we were in Australia?
3 Don't forget to take (**take**) a gift when you're invited for dinner.
4 I stopped to eat (**eat**) my lunch before getting back to work.
5 You never forget seeing (**see**) Paris for the first time!
6 Did you remember to buy (**buy**) a cake for Maria's birthday?

C **IN PAIRS** **Talk about an unforgettable meal. What did you eat? What do you remember about it? Why was it special? Try to use the following phrases where possible:**

I remember eating …
I'll never forget trying …
We went on to have …
Then we stopped what we were doing and …



VOCABULARY Extra Practice

Read the following words aloud, and ask pairs to choose the correct prefix (*un–*, *in–*, or *im–*) for each word: *appropriate*, *common*, *convenient*, *mature*, *patient*, *satisfactory*. When checking answers, check students use the correct syllable stress and correct any errors (*in**appro**priate*, *un**co**mmon*, *incon**ve**nient*, *imma**ture***, *im**pa**tient*, *unsatis**fac**tory*). Drill the words with the class. Ask students for the meaning of the words or an example sentence with the words.

GRAMMAR Additional Activity

Write the following sentences on the board, and have students identify the gerund or infinitive verb. Then ask them to change the gerund verbs to infinitive verbs and vice versa and discuss if the sentences are correct and if the meaning changes or not.

- *An older man started to read a poem about his ancestors.* (*An older man started reading a poem about his ancestors.*)
- *I'll always remember meeting those people.* (*I'll always remember to meet those people.*)
- *They remembered to say thanks to their hosts.* (*They remembered saying thanks to their hosts.*)

1 Brooke regularly plays beach volleyball at home. True / False
2 Brooke feels uncomfortable with people hugging and kissing when they meet. True / False
3 Brooke speaks English with her host family. True / False
4 Brooke is enjoying discovering different parts of Rio. True / False

GLOSSARY

cultural diversity (phrase): the existence of a variety of different cultures in one place
culture shock (phrase): the confused feeling a person gets when they arrive in a place that has a very different culture from their own

C READING SKILL—Identify main ideas Read the text again. Circle the keywords and phrases in each paragraph that tell you what the main idea of that paragraph is.

D Match the main idea of each paragraph to its date.

Daily life — August 22
Getting down to work — August 18
Becoming fluent — August 20
Making friends — July 28
Missing home — August 1

VOCABULARY feelings

A Match the words to their definitions.

1 homesick — b
2 self-conscious — e
3 relieved — d
4 exhausted — a
5 determined — f
6 upbeat — c
7 laid-back — h
8 frustrated — g

a very tired
b sad and alone because you are far from family and friends
c happy, positive, and confident
d very glad that something bad didn't happen
e worried about what others think of you
f not willing to let anything stop you from succeeding
g annoyed and impatient because you are not succeeding
h relaxed and calm

B How would you feel in these situations? Choose the most appropriate word from A.

1 You arrive at a party to find that you don't know anyone there. self-conscious
2 You've been studying for eight hours without a break. exhausted
3 You miss the last bus home, but then a friend offers you a ride in their car. relieved
4 You failed your driving test for the fifth time. frustrated
5 You want to become a doctor and will do whatever you can to achieve your goal. determined
6 You've been away from your family for a while and miss them. homesick
7 You feel sure your team is going to win the match tomorrow. upbeat
8 You don't have to do anything all weekend except relax and take it easy. laid-back

GRAMMAR *be/get used to*

A Look at these sentences from READING B. Choose the correct meaning of the phrases *be/get used to*.

1 It's taken me the last three weeks to get used to the hours.
2 I'm used to eating dinner earlier, though.
3 I'm not used to being away from home.

b **a** feel that an action or habit is normal or usual
a **b** begin to feel comfortable doing a new action or habit
c **c** feel that an action or habit is still not normal or usual

For more practice, go to page 161.

B Underline five more examples of *be/get used to* in the Reading section. Then answer the question.

What structure follows *be/get used to*? *be/get used to* is followed by a noun phrase or gerund (*–ing* form)

C Underline another phrase from READING B with the same meaning as *not be used to*.

READING SKILL—Identify main ideas

For READING **C**, remind students that key words and phrases often (but not always) appear in the first sentence of a paragraph. Have students tell you the main idea of each paragraph once they have found the key words. Do the first paragraph from **B** as a class (*making new friends from another culture*).

VOCABULARY Extra Practice

Write the following words in two columns on the board:

- **left column:** *homesick, frustrated, determined, self-conscious*
- **right column:** *about, for, to, with*

In pairs, have students match the columns (*homesick for, frustrated with, determined to, self-conscious about*). If needed, allow students to use their dictionaries.

GRAMMAR

Briefly revisit *used to*. Ask students what form of the verb follows *used to* (*the base form*) and what its usage is (*to describe a repeated action in the past or a current activity or situation you are familiar with or do often*).

Common errors include omitting the final *–d* in written positive sentences and confusion with the verb *use* (i.e., *She is used to writing the recipes in a notebook.*).

D **Complete the text with the correct option.**

Three years ago, I moved to Guayaquil, Ecuador, to teach English. I come from Maine, in the northeast corner of the United States, so it took me a while to **1** a the fact that in Guayaquil it's fairly warm during the day all year round. I was not used to **2** c up in the morning to such heat and humidity! I **3** b it after about six months. I speak Spanish, but it took me a while to **4** c the accent of the people here. Everyone is very friendly, and it's easy to make friends, but I still **5** a gotten used to the fact that the sun sets about the same time every day. That still feels strange even after three years!

1	**a** get used to	**b** be used to	**c** used to
2	**a** wake	**b** be waking	**c** waking
3	**a** get used to	**b** got used to	**c** am used to
4	**a** accustomed	**b** accustomed to	**c** get accustomed to
5	**a** haven't	**b** have	**c** not

E **IN PAIRS** **Imagine that you are working or studying in these cities. What would be hard to get used to? What would be easy? Ask and answer questions to find out.**

Tokyo, Japan
Madrid, Spain
Sydney, Australia

A: What would be hard to get used to in Tokyo?
B: I think it would be hard to get used to the language, but I think I'd get used to the food quickly.

PRONUNCIATION *be/get used to*

A 3.03 **Listen to the sentences. Is *to* pronounced clearly?**

1 I'm used to driving on the right.
2 I used to eat out all the time.
3 We got used to living in Mexico City.

B 3.04 **IN PAIRS** **Practice saying these sentences.**

1 She used to work late in the office.
2 I'm used to speaking English with friends.
3 Have you gotten used to living on your own?

GO TO page ix for **PRONUNCIATION** step-by-step instructions.

No, it is not pronounced clearly. *To* is pronounced as /tə/.

SPEAKING

For more speaking practice, go to page 149.

A **Imagine that a group of international students is coming to your local area to study in an exchange program. Look at the photos and list some things they would have to get used to. What might cause culture shock for them?**

B **IN PAIRS** **Share your ideas. What similarities and differences were there in your lists?**

A: They would need to get used to the food. People here eat a lot of meat!
B: I think they'd have to get used to speaking Spanish.


currency and money


climate and weather


eating habits


language

PRONUNCIATION

Put students in pairs. Ask pairs to take turns reading the sentences in the text in GRAMMAR **D** using the weak form of *to*. Ask the student who is listening to pay attention to the weak forms and to advise if the word was correctly pronounced or not. Monitor and correct as necessary.

SPEAKING Alternative Activity

Put students in pairs for a role-play. Ask one student to role-play the part of Brooke from READING **B** and one student to play the part of Brooke's friend from her own country. Have pairs ask and answer questions about the things Brooke has to get used to and how the experience in Rio is going. If you notice students are struggling, brainstorm some questions and ideas with the class. For example, *What was the most difficult thing to get used to? Have you gotten used to speaking Portuguese now?*

For further speaking practice, go to page 143.

DIVERSITY



MAKE IT YOURS

You will see dependent prepositions (with verbs, adjectives, and nouns) very often in written English, e.g.,

She's *good* ***at*** soccer. (i.e., has a skill or ability)
He's *good* ***with*** children. (i.e., able to deal with well)
What are you *good at* doing? Look for words online that describe your abilities.

THINKING SKILL recalling

A How good are you at recalling information? Is it easy or hard to remember facts, numbers, or names?

B Read these tips on recalling information. Check the ones that might be useful for you.

- Try to break the information into separate pieces or "chunks." ☐
- Repeat the information in your head again and again. ☐
- Try to create a mental picture in your head of the information. ☐
- Most people can only store about four pieces of information in their short-term memory. Therefore, choose four things to remember, and try to remember them accurately. ☐

C IN PAIRS Read this text about cultural diversity. Use the tips from B to help recall information.

D IN PAIRS Cover the text and take turns asking and answering the questions.

Our planet is currently home to around 8 billion people. According to the United Nations, this is expected to reach 10 billion by the year 2050. Today, approximately 7,000 different languages are spoken throughout the world, although this number is constantly changing. Languages such as English, Mandarin Chinese, and Spanish are spoken by a large majority of the world's people, but there are rare and endangered languages spoken by smaller groups. For example, Pirahã is spoken by a small group of several hundred people in Brazil, and Ottawa is spoken in small communities in southern Canada.

One of the most culturally diverse countries in the world is the island of Papua New Guinea in the Pacific Ocean. Over 850 different languages are spoken by a population of around 8 million people. English is considered to be the "official" language, but it is only spoken by one to two percent of the population.

World cities that are considered to be among the most culturally diverse include Amsterdam, Paris, and Los Angeles. LA is home to people from around 140 different countries. You may know some of their languages from the foods commonly found in the city, such as *dim sum* from China, *bratwurst* from Germany, *ceviche* from Peru, and *sashimi* from Japan.



Read more

1 How many different languages are spoken in Papua New Guinea?
2 Name three languages that the article describes as widely spoken.
3 What country does *bratwurst* come from?
4 Name three cities that the article describes as being culturally diverse.
5 Approximately how many languages are spoken around the world?
6 What is the world population expected to be in 2050?
7 Where is Ottawa spoken?
8 What percentage of people in Papua New Guinea speak English?

E IN GROUPS Discuss the article. Did any information surprise you? Try and recall the information from the article without looking back at it.

MAKE IT YOURS

For stronger classes, have students give other examples where the meaning changes according to the preposition used. If you notice students are struggling, you can provide some examples: *This fruit is* ***good for*** *you.* (It has a beneficial effect.) *He is always* ***good to*** *his parents.* (He is respectful and helpful.)

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION CONFIDENT COMMUNICATOR intercultural communication

A Read these tips on how to improve your communication skills with people from different cultures. Check the tips that you think are the most useful.

Intercultural Communication: Easy Steps to Making It Work



- ☑ If possible, learn a little bit about the culture of the people you are going to meet.
- ☑ Learn a few key phrases such as *Hello, Good morning,* and *Thank you* in their language.
- ☑ Be accepting of other people's behavior. Don't expect them to change their behavior to suit you.
- ☑ Speak slowly and clearly. Clarify information as needed to make sure there is no misunderstanding.
- ☑ Pay attention to nonverbal communication. Gestures, eye contact, and body language are all clues as to how someone is feeling.
- ☑ Don't forget to relax and enjoy yourself!

GO TO page 156
for **AUDIO SCRIPT**.

B 3.06 **Listen to two people from different cultures meet for the first time. Do they communicate effectively? Why or why not?**

They do communicate effectively. They both say *Good morning* in the other person's native language. She acknowledges that lunch is eaten later and makes a point that she's looking forward to trying Mexican food. They also clarify the times of the meetings and lunch to make sure there is no misunderstanding.

MAKE IT REAL

Before you start the role-play, think about what to say when you first meet, and do any research that you think will be useful. Useful phrases for introducing yourself are:

Hello. How are you? I'm … We've spoken on the phone before.

Could you remind me how to pronounce your name / last name?

I hope I haven't kept you waiting.

C IN PAIRS Role-play a situation where two people from different cultures meet for the first time. Follow the instructions. Then change roles.

Student A: You come from a culture where it's important to be on time for meetings and people behave formally in business situations. The person you are meeting arrives 30 minutes late. Introduce yourself and ask and answer questions to try to get to know one another.

Student B: You come from a culture where it's not that important to be on time for meetings and people behave informally in business situations. You arrive later than the other person. Introduce yourself and ask and answer questions to try to get to know one another.

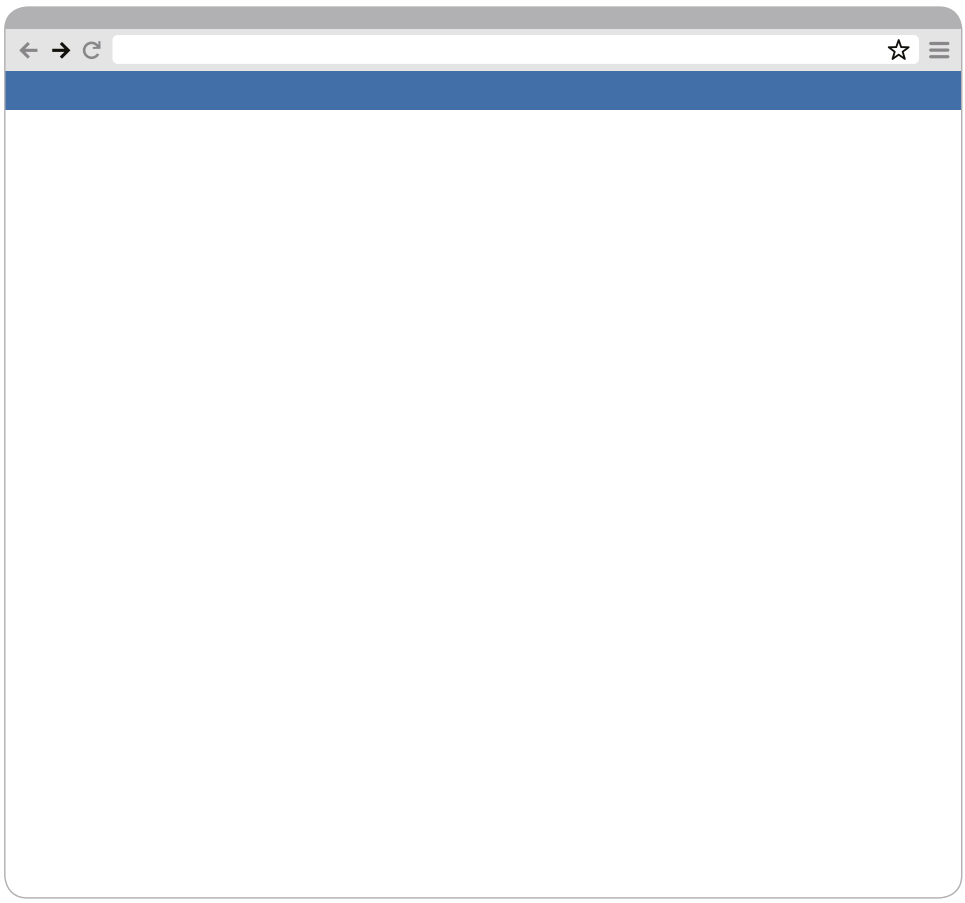
D Give feedback on how well you were able to communicate. Share your experience with another pair.

MAKE IT REAL

If you notice students are struggling to think of useful phrases, you can provide some specific contexts, such as how people can politely communicate the importance of being punctual (e.g., *I've been waiting 30 minutes, and I'm very busy today. For our next meeting, would you mind arriving on time? Then, we can have a productive meeting.*) or how people can discuss the benefits of being more informal or formal in a meeting (e.g., *In my country, we like to have informal meetings because we believe a more relaxed environment is good for exchanging ideas. What do you think?*).

CONFIDENT COMMUNICATOR

For **C**, divide the class into an even number of groups and tell half the groups they are Student As and the other half they are Student Bs. Have students work together in their groups and prepare the role-play. Then put students in pairs (one Student A and one Student B) for the role-play.



D Answer the questions in your notebook.

1 In what ways is empathy important in your personal life?
2 In what ways is empathy important in your professional life?
3 How can people develop their ability to empathize?

MAKE IT DIGITAL

Go online and read the poem "Theme for English B." How does the character feel? Are you able to empathize with him?

VOCABULARY topic word formation

GO TO page vii
for **VOCABULARY** step-by-step instructions.

A IN PAIRS Complete the table by using the words in bold in Reading B and your own ideas. Then check your answers in a dictionary.

	Noun (thing)	Noun (person)	Adjective	Verb
1		athlete		********
2				educate
3		********		respect
4		scholar		********
5				study
6			********	tutor

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

1 Would you like to participate in _____ **(athlete)** when you're at college?
2 Thanks for your presentation. I found it very _____ **(education)**.
3 We have invited several _____ **(respect)** lecturers to speak to students this semester.
4 Did you get the college _____ **(scholar)** you applied for?
5 Were you very _____ **(study)** when you were in high school?
6 The librarian's _____ **(tutor)** on how to find sources for research papers was very helpful.

GRAMMAR past perfect vs past perfect progressive

GO TO page viii
for **GRAMMAR** step-by-step instructions.

A Write the correct tenses.

1 The _____ describes a completed action that happened before a moment in the past.
By the time he finished the fifth grade, John had given up trying to read.
2 The _____ describes an action in progress for a period up to a moment in the past.
By the time he retired as a teacher, John had been teaching for 17 years.

For more practice, go to page 162.

B Choose the correct options.

1 Mozart / **had been writing** his first pieces of music by the time he was five years old.
2 When I passed my final piano exam, I **had played** / the instrument for ten years.
3 By the time he was two years old, Tristan Pang / **had already been learning** how to solve high school math problems.
4 By the time he died, Einstein / **had been changing** the world of physics forever.
5 Our lecturer forgot that we / **had already been taking** the test and she gave it to us again!
6 When my tutor finally arrived, I **had waited** / for twenty minutes.

MAKE IT DIGITAL

Have students search for empathy poems online, then choose one and read it to the class. Remind students to focus on particular phrases they liked or the general message of the poem. Reading English-language fiction will help them develop the habit of reading for interest and broaden students' lexical knowledge.

VOCABULARY Additional Activity

After VOCABULARY **A**, ask pairs to look at the "Verb" column and decide which syllable is stressed (*the first*). If needed, drill the verbs first, and have students identify the stress pattern. Repeat for the "Noun (person)" column. Ask stronger pairs to read the words to each other and listen for the stressed syllable.

GRAMMAR

Briefly revisit the simple past (used for a single completed action [when there are two related past actions, the past perfect shows which happened first]) and the past progressive (used for a series of completed actions [when the actions are related to a past event, the past progressive is used]).

C **Complete the article. Use the past perfect or past perfect progressive forms of the verbs in parentheses.**

Peter Tabichi

Winner of the 2019 Global Teacher Prize

When science teacher Peter Tabichi won the 2019 Global Teacher Prize, he **1** had been working **(work)** at Keriko Mixed Day Secondary School in Kenya for three years. His family **2** had inspired **(inspire)** him to become a teacher many years earlier.

His school is in a remote area in the Rift Valley, and around 95% of his students are very poor. Tabichi introduced a Talent Nurturing Club, because for many years, the school **3** had been struggling **(struggle)** with the problems of children being absent from school and dropping out of school. Within three years, the number of students **4** had doubled **(double)**. Tabichi also helped his students achieve national fame. The year before he won the prize, his school **5** had won **(win)** first place among public schools in the Kenya Science and Engineering Fair. Tabichi **6** had guided **(guide)** his students in developing a device that allows blind and deaf people to measure objects. Tabichi has transformed his school. As an example of his commitment to teaching, he gives 80% of his salary to the school.



GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

PRONUNCIATION *been*—pronunciation in connected speech

A 4.02 **Listen to and complete the sentences.**

1 I hope you haven't been waiting long!
2 I've been working hard all week.
3 Has it been raining?

B **IN PAIRS** **Discuss how the word *been* is pronounced in each sentence in A. Then practice saying the sentences.**

GO TO page xii
for **SPEAKING** step-by-step instructions.

SPEAKING

For more speaking practice, go to page 149.

A **Read this text on what makes a good educator. Check (✓) how much you agree or disagree with each statement.**

A good educator …	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree
• has good communication skills.	☐	☐	☐	☐	☐
• is fair to all students.	☐	☐	☐	☐	☐
• admits when he/she doesn't know something.	☐	☐	☐	☐	☐
• loves what he/she teaches.	☐	☐	☐	☐	☐
• is strict and keeps control of the class.	☐	☐	☐	☐	☐
• lets students choose what to study.	☐	☐	☐	☐	☐
• listens to students' problems.	☐	☐	☐	☐	☐
• expects students to work hard.	☐	☐	☐	☐	☐

B **IN PAIRS** **Compare and explain your choices in A. Then ask and answer these questions.**

1 Do you think you would be a good teacher? Why or why not?
2 What are the most enjoyable things about being an educator? The least enjoyable?

PRONUNCIATION Additional Activity

Write the weak (/bɪn/) and strong (/biːn/) forms of *been* on the board in phonetic transcript, and circle the vowel sounds. Drill the vowel sounds with the class, and have students identify the long sound (/iː/). Remind students that the ː symbol is used for long vowel sounds. Explain that accurate use of strong and weak forms improves spoken competence and that recognition of the forms improves hearing comprehension.

SPEAKING

For SPEAKING **A**, you may wish to run this as a class mingle where students stand up and move around the room asking a different student for their opinion on one of the statements (i.e., a different student for each statement). Remind students that there are no right or wrong answers; it is about expressing their opinions. Encourage students to explain their viewpoint, if possible.

For further speaking practice, go to page 143.

LESSON 2

LISTENING

A **Check (✓) the statements that are true for you. Then compare with a partner.**

- ☐ I like to listen to music when I'm studying.
- ☐ I have to have complete silence when I'm studying.
- ☐ I enjoy studying with other people.
- ☐ I learn best when I study alone.

B 4.03 **Listen to this college radio show. Match each person to their statements. There are two statements you do not need.**



Zach _____



Taylor _____



Kayla _____

a It's easier to learn through a physical activity.
b You need to repeat some things a lot in order to learn them.
c I read my notes very carefully and try to remember them.
d Away from class, I need to concentrate on just one thing.
e I like to listen to detailed explanations.

C 4.03 **LISTENING SKILL—Identify reasons** **Listen again and complete the reason for each person's opinion.**

1 Zach prefers to work in a group sometimes because _____.
2 Zach likes learning as part of a group in class because _____.
3 Taylor thinks you need to practice a physical skill because _____.
4 Taylor likes studying with other people because _____.
5 Kayla thinks listening to explanations isn't a good way of learning because _____.

VOCABULARY phrasal verbs

A **Match the phrasal verb in each sentence (1–7) to the definition (a–g).**

1 When I *come across* a new word, I try to guess the meaning. _____
2 It's hard to *get down to* studying when the TV is on. _____
3 I always *go through* my notes from my lectures at the end of the day. _____
4 My classmates are really smart. It's hard to *keep up with* them. _____
5 To *pick up* new skills, I have to practice a lot. _____
6 I try to find time to *think over* what I've learned in class. _____
7 I remember lectures best when I *write down* my notes. _____

a to read or study carefully
b to write on paper
c to start doing something seriously
d to learn at the same speed as
e to find something unexpectedly
f to consider carefully
g to learn something new

MAKE IT YOURS

How do you study? Do you *go through* your notes by yourself or with friends? Look online for other ways to describe how you study.

B **IN PAIRS** **Do you agree or disagree with each statement in A? Give reasons.**

LESSON 2

GRAMMAR *prefer / would prefer / would rather*

A **Read these sentences from LISTENING B. Match each one to the correct structure.**

General preference

1 I prefer going through my notes alone to studying in a group. a
2 I'd rather study with other people than study by myself. c
3 I prefer to do things rather than listen to an explanation. b
4 Do you prefer electronic books to paper books? e

Future preference

5 I'd prefer to major in chemistry. d

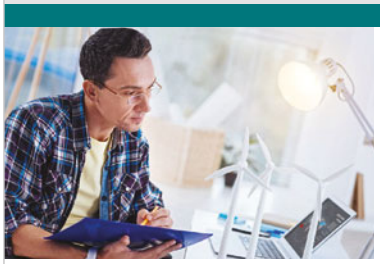
a *prefer* (gerund) *to* (gerund)
b *prefer* (infinitive) *rather than* (base form)
c *would rather* (base form) *than* (base form)
d *would prefer* (infinitive)
e *prefer* (noun) *to* (noun)

For more practice, go to page 163.

B **Check (✓) the sentences that are correct. Correct the verbs in the incorrect sentences.**

1 I'd prefer to study at the library rather than study at home. ✓
2 Would you rather ~~reading~~ a textbook or watch an educational video? read
3 Do you prefer working in a group or ~~work~~ alone? working
4 Many people prefer to learn a language in a class rather than learn on their own. ✓
5 Would you prefer ~~learning~~ Chinese or Japanese? to learn
6 I ~~had~~ rather pick up a language by talking to people than taking an online class. would
7 I prefer taking lecture classes to ~~take~~ lab classes. taking

C **Choose the correct options to complete the article.**



Learning Styles

It is certain that many of us prefer learning in some ways **1 than / to** learning in others. But do we all have different learning styles? The idea of learning styles has had an important effect on education. Supporters of one common theory argue that there are four kinds of learners: visual, auditory, reading/writing, and kinesthetic. According to this theory, visual learners would **2 prefer / rather** learn by seeing. They like to get information from diagrams and images. Auditory learners prefer **3 hear / to hear** information rather **4 they / than** read it. Reading/writing learners prefer studying the written word to **5 listen / listening** to someone speak. Kinesthetic learners would rather **6 are / be** active and learn by doing.

However, critics of the theory point out a few problems with the idea of learning styles. First of all, people's preferences can change depending on the subject. A person may prefer **7 learn / to learn** history through reading, but the same person might prefer to learn chemistry by doing experiments, **8 rather than / rather** reading. Second, there is no evidence that following someone's learning preferences makes them learn more effectively. Third, we all learn in many different ways, even if we express a preference. Learning things in many different ways may be the best approach.

D **IN GROUPS Discuss these questions.**

1 Do you think your learning preferences have changed over time?
2 Do you have different learning preferences depending on the subject?
3 Have you heard of any other learning preferences? If so, what are they?

GRAMMAR

Note a common error with the grammatical pattern: including the word *to* in the second infinitive. For example, *I **prefer to** do things **rather** than ~~to~~ listen to explanations.* In spoken English, this can be further shortened with the omission of *rather*: *I prefer to do things ~~rather~~ than listen to explanations.* This is less common in written English.

Tell students to note the different sense of time with these structures. For example, we use *prefer* to talk about general preferences, whereas we use *would prefer* to respond to a specific future. We also use *would rather* to talk about future choices.

Extra Practice

For GRAMMAR **A**, have students change the sentences so that they are true for them. Then put students in small groups to share their sentences and report their preferences to the class; for example, *Ana and Maria prefer going through notes alone, but Diego prefers to study in a group.*

THINKING SKILL comparing and contrasting

A **Read about comparing and contrasting. When might you compare and contrast two things?**

When we compare and contrast two or more things, we think about ways in which they are similar and different. To compare, we list things they have in common. To contrast, we list their differences. We often use that information to make a decision or come to a conclusion.

B **List features of each learning situation in the table.**

Lecture hall	Online course	Tutor
in the same room as teacher/other students	*in a different room from other students*	*in the same room as tutor*







C **Compare and contrast the features of each learning situation. Which one would you prefer? Give reasons.**

SPEAKING

For more speaking practice, go to page 149.

A **Check the things you would like to learn. You can also add your own ideas.**

- ☐ computer programming
- ☐ cooking
- ☐ French
- ☐ gardening
- ☐ guitar
- ☐ horseback riding
- ☐ Japanese
- ☐ piano
- ☐ other ____ _ _ _ _____

B **IN PAIRS Discuss how you would like to learn one of the skills you checked in A. Take turns explaining how you would like to learn it while taking notes on what your partner says.**

Carlos wants to learn to drive a motorcycle.

- *wants lessons from an expert*
- *may watch instructional videos online*
- *needs the chance to practice as much as possible*

C **Share the information about your partner with the class.**

GO TO page xvi for **THINKING SKILL** step-by-step instructions.

You might compare and contrast when you have to choose between two alternatives, such as two subjects to study at school, two movies to see, two restaurants to go to for lunch, etc.

Similarities: You learn from a teacher. The teacher explains things. You can ask questions.

Differences: You must be at a lecture at the same time each week, but you can change the time of a private lesson / an online lesson. You can only ask one or two questions in a lecture, but you can ask as many as you want with a tutor / an online course. You only listen in a lecture, but with a tutor / an online course you may have the chance to do things. In an online course, your teacher might be anywhere in the world, whereas lectures and classes with tutors must be with someone in the same location.

THINKING SKILL

If students are struggling with **B**, you can provide some examples:

- **Online course:** *study at a time and place convenient to you*
- **Tutor:** *receive instruction tailored to your individual needs*

Encourage students to include both positive and negative features—for example, costs and social/time commitment. You could also have students include features of other learning environments, such as sports, crafts, or practical subjects, to broaden the discussion.

SPEAKING Extra Practice

After SPEAKING **A**, put students in groups according to the things they would like to learn (i.e., students who want to learn computer programming become a group). If one thing has only one student interested in it, ask that student to make a second selection and join that group. Have groups work together and plan how they will learn the new skill. Have groups present their ideas to the class.

For further speaking practice, go to page 143.

VOCABULARY skills

A Read the sentences. Then choose the skill from the box that each person demonstrated.

curiosity | empathy | flexibility | leadership | positive attitude | respect

1 Alice faced difficulties in her studies, but she never gave up. She knew if she kept trying, she would understand the material. positive attitude
2 Ben was researching an essay when he realized his first idea wouldn't work. He thought about it for a while and came up with a better idea. flexibility
3 Candice knows that her classmates all have different opinions. She doesn't always agree with them, but she listens carefully to their points of view. respect
4 Denise helped organize a class trip. She asked her classmates for their suggestions and researched possible places to visit. leadership
5 Ethan heard a radio program about a topic that interested him. He decided to research it on the internet and then bought a book about it. curiosity
6 Faye could see that one of her classmates was struggling with the assignment. She found a good time to speak to the person and offered to help. empathy

B IN PAIRS Describe a time when you showed each of the following.

- leadership
- a positive attitude
- flexibility

WRITING a pro and con essay

GO TO page xiii
for **WRITING** step-by-step instructions.

A IN PAIRS What are the pros and cons of taking a year off after finishing college? Make a list.

Pros (+)	*Cons (-)*
You have some time to think carefully about the future.	*You might need to look for a job right away.*

B Read the beginning of an essay. Choose the correct words and phrases to complete the text.

The Pros and Cons of Taking a Year Off After College

Taking a year off after college is becoming more popular. There are a number of advantages to taking the time to really discover what you want to do after college. **1** Although / However, there are also some disadvantages.

A year off before beginning your job search gives you the opportunity to travel the world. Many people go backpacking or work as a volunteer overseas. On **2** one / this hand, this is good way to learn more about yourself by facing challenges. On **3** another / the other hand, it may not be the best way to prepare for your future career.

Doing volunteer work may be a better option for many students who want to get work experience after college, **4** although / despite not everyone can afford this opportunity. Volunteer work can be a very good way to learn about your chosen career, **5** despite / in spite the fact that you won't earn any money.

C Write an essay describing the pros and cons of having a part-time job while you are in college. Before you write, make a note of your main ideas.

VOCABULARY Extra Practice

Have students work alone and underline the skills they feel they could develop further. Then put students in small groups. If students feel at ease with each other, ask them to give one another advice or tips on how to improve the skills their classmates wish to develop. If students are less comfortable, ask the group to work together and think about general ways to improve each of the skills.

WRITING

Have students identify the different parts of the essay: title, introduction (*first paragraph*), the pros (*second paragraph*), and the cons (*third paragraph*). Then have students identify the missing part of the essay (*the conclusion in a final paragraph*) and what it should include (*a short comparison of the pros and cons, and the writers' personal opinion and conclusion*). Have students make notes for this final paragraph and include it in their essay.

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

Grace helps the group have a good discussion.

MEDIATION CONFIDENT COMMUNICATOR encouraging group discussion

A Read the dialogue. Who helps the group have a good discussion?



John: I think schools should invest more money in STEM subjects—you know, science, technology, engineering, and math.
Grace: I'm not sure I agree. Why do you think that, John?
John: We need to train people for the jobs that will exist in the future. We should be focusing on those subjects much more in high schools.
Esme: But what about the humanities and the arts? They're also an important part of any future society.
Grace: Do you mean we need to think about more than just finding employment and making money?
Esme: Exactly. People also need great literature and beautiful art in their lives.
John: But you don't need to go to school to learn about those things. Art should be a personal matter.
Grace: What do you mean when you say art should be a personal matter?
John: I mean if people want to spend money studying art, it's their personal choice. But we shouldn't spend our taxes teaching young people about art or literature. If people want to read books or look at art in their own time, then fine.
Esme: There are all kinds of skills involved in appreciating art and literature that also benefit society.
Grace: I never thought of that. Tell us more about that, Esme.
Esme: Well, you learn empathy and tolerance through art and literature. As our societies change in the future, those are going to be even more important than they are now. In fact, some people now talk about investing in STEAM fields, with the A standing for "art."
Grace: That's a very interesting point. Personally, I agree with Esme.

B Match the lines from the dialogue (1–4) to the functions (a–d).

1 Tell us more about that, Esme. c
2 Do you mean we need to think about more than just finding employment and making money? d
3 What do you mean when you say art should be a personal matter? b
4 Why do you think that, John? a

a asking someone the reason for their opinion
b asking someone to explain their thinking
c asking someone for more information
d checking their understanding of someone's point

C IN GROUPS Discuss one of the following questions.

- Should there be separate high schools for boys and girls?
- Should the government do more to help people from low-income backgrounds go to college?
- Should the government limit the size of high school classes?

D Tell the class what your group discussed and if you reached a conclusion.

E Discuss the question as a class.

Did anyone in your group use any of the functions from **B** to encourage group discussion? If so, what phrases did they use?

CONFIDENT COMMUNICATOR Extra Practice

Before the group work in CONFIDENT COMMUNICATOR **C**, have students work alone and make a short list of pros and cons (referring to WRITING **A**, if they wish) for each of the three questions in **C**. This will encourage all students to start thinking about the topics and be better prepared to contribute to the group-work stage. Then put students in groups to continue with the discussion in **C**.

CLASSROOM MANAGEMENT

For CONFIDENT COMMUNICATOR **C**, have an assessor for each group. The assessor will listen to the group's discussion and note which functions from **B** are used and which student uses them. However, do not have a single assessor for the duration of the discussion; have two or three assessors per group who take turns in the role so that all group members have the opportunity to participate in the discussion.

GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

studious
come across
get down to
curiosity
attitude
keep up with
pick up
empathy
go through
academic

had been waiting
had flown
had been studying
had attended
hadn't finished

study
take
reading
to have
work

SKILLS FOR PROS interpersonal effectiveness



Read this quote. Do you agree?

"The most important thing in communication is to hear what isn't being said."

—Peter F. Drucker, Austrian-born American management consultant, educator, and writer (1909–2005)

Turn to **Skills for Pros** on page 134.

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

Suggested answer about meaning of quote: What is unspoken in the pauses and what can be read from facial expressions and body language are just as important, or more, as what is said aloud.

CLASSROOM MANAGEMENT

Divide the class in small groups. Half the groups work on the VOCABULARY section, while the others work on the GRAMMAR section. Encourage students to work together in their groups and complete their sections. Then have students work in pairs with someone from another group and share the answers to their section.

FURTHER DISCUSSION

Write the following questions on the board. Then have students form groups of three and ask each other:

- What is the difference between empathy and sympathy?
- Which teacher would you nominate for the Global Teacher Prize (from Lesson 1, GRAMMAR **C**)?
- Do you find it difficult to get down to studying?
- How would you describe your learning preferences or style?

GRAMMAR creating emphasis

A Read the sentences from the talk in LISTENING B. Match the underlined structures to their functions.

b 1 … more and more people are streaming movies and TV shows.
c 2 The better the technology gets, the more successful superhero movies are ….
a 3 … and the more people *do* go to the theater to see them

a Emphatic *do/does/did*: to emphasize a contrasting idea
b Repeated comparative: to emphasize an increase or decrease in something
c Double comparative: to emphasize a cause and effect

For more practice, go to page 164.

B Rewrite the sentences to create emphasis. Use the form of emphasis in parentheses.

1 More movies are available on the internet. I go to theaters less. (double comparative)
The more movies are available on the internet, the less I go to theaters.

2 There is a lot less variety in types of movies these days. (repeated comparative)
There is less and less variety in types of movies these days.

3 I don't usually like to go to the theater, but I like seeing sci-fi movies on a big screen. (emphatic *do/does/did*)
I don't usually like to go to the theater, but I do like seeing sci-fi movies on a big screen.

C IN PAIRS Complete the sentences with your opinions. Then share with a partner. Do you agree with your partner's opinions?

1 I think movies are becoming more and more _____.
2 The more superhero movies they make, _____.
3 I don't really like _____ movies, but I do like _____ movies.

WRITING a movie review

A IN GROUPS Read the movie review. Then discuss the questions on the next page.

Movie Review: *Bohemian Rhapsody*

★ 9.0/10

Bohemian Rhapsody tells the story of the band Queen and its lead singer Freddie Mercury. The band formed in 1971. They had great success with songs like "Bohemian Rhapsody" and "We Are the Champions," but the band broke up when Mercury decided to start a solo career. The band reunited for the Live Aid concert in 1985. Mercury died in 1991, but Queen's music is still popular today.

Bohemian Rhapsody is more of a story about a person's life than a story about a band. The saying "The bigger they are, the harder they fall" describes what can happen to a person who becomes one of the most famous people in the world. The movie follows Freddie Mercury from the beginning of his career and lets the audience see that fame can be wonderful and terrible at the same time. The more famous Mercury became, the unhappier he was. This is a story that could happen to anyone at any time.

All of the acting in *Bohemian Rhapsody* is excellent, but the main actor, Rami Malek, is definitely the star. He seems to actually become Freddie Mercury in the movie. He moves and talks exactly like the real Freddie Mercury. Malek makes the audience feel what it was like to be Freddie Mercury—his sadness, his creative energy, and his love of music.

The most amazing cinematography in *Bohemian Rhapsody* is at the end of the movie, with the Live Aid concert scene. The scene was shot in an exact replica of Wembley Stadium in London, and it looks exactly like a real concert. How did they get 70,000 people for the concert audience? They didn't. They hired 2,000 extras and used special effects to make them look like 70,000. Of course, the other incredible thing about this movie was the soundtrack. I knew Queen's music a little bit because my parents were fans, but if you see the movie in a theater with a great sound system, you will become a Queen fan, too!

GO TO page viii
for **GRAMMAR** step-by-step instructions.

GO TO page xiii
for **WRITING** step-by-step instructions.

GRAMMAR

For GRAMMAR **A**, check that students understand that a repeated comparative means repetition of the same word: ***more*** *and* ***more***. Have students think of other comparatives that could be used in this way. If students are struggling, provide examples: *less and less, fewer and fewer, bigger and bigger, better and better.*

Alternative Activity

In **C**, have students share their sentences. Correct grammatical errors, and have students repeat the correct version. Put students in pairs to write three more sentences using the structures in **A**. Have pairs share their sentences, and correct any errors on the spot.

WRITING Additional Activity

After WRITING **A**, write the following list on the board: *Queen, a person's life, Rami Malek*. Ask pairs to scan the review for these words and write questions for each to share with the class. Praise all grammatically and factually correct questions; for example, *What was the band's name? What's the movie about? Who's the main actor?*

GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

1 He had to try to get recording studios to listen to his music, and he had to play in small clubs where nobody heard him.

2 Somebody claimed he didn't write his original songs, and people attacked his songs, voice, and appearance. His instant fame was also hurting his relationships with his family and friends.

3 He didn't let the attacks stop him from doing something he loved with his love of music—getting a degree and becoming a music teacher. He realized he loved his music more than he loved being famous. He never stopped writing songs.

LESSON 2

VOCABULARY noun suffixes

A **Add suffixes from the box to the words in the table to make nouns from LIFE SKILLS B.**

–ance *–ence* *–er* *–ian* *–ness* *–sion*
–ment *–hood* *–ity* *–ship* *–tion*

Nouns from verbs			Nouns from adjectives			Nouns from other nouns		
different	→	*difference*	confident	→	confidence	music	→	musician
explain	→	explanation	important	→	importance	neighbor	→	neighborhood
excite	→	excitement	happy	→	happiness	relation	→	relationship
appear	→	appearance	real	→	reality			
decide	→	decision						
teach	→	teacher						

B **Choose the correct nouns from the table in A.**

I wanted to be a **1** musician, so I made the **2** decision to study music in college. It's hard to make money with music, so I also studied education. Now I teach music at a high school right in my **3** neighborhood. I love my job, and it brings me a lot of **4** happiness. Many of my students have a lot of talent, but they don't have much **5** confidence. I have a good **6** relationship with my students. I really love seeing the students' **7** excitement before a performance! And the applause and good reviews they get after a performance really make a positive **8** difference in their lives.

GRAMMAR reported speech

A **Read the examples in the table. Then choose the correct options to complete the rules below.**

Common reporting verbs: *say, tell, ask, think, claim, report, insist, mention, explain, admit, announce*

	Direct speech	Reported speech
Tense change	"Do you <u>have</u> any final thoughts?" "You <u>have</u> enough talent." "You <u>didn't write</u> the original songs."	Lorena asked if Sean <u>had</u> any final thoughts. They insisted that I <u>had</u> enough talent. Somebody claimed that I <u>hadn't written</u> the original songs.
Modal change	"I won't be able to sing …" "<u>Can</u> we interview you?"	I thought I <u>wouldn't</u> be able to sing … the local TV station asked if they <u>could</u> interview me.
No change to tenses	"What<u>'s</u> it like to become a famous singer …?" "You <u>should</u> try out for a talent show." "I <u>hadn't imagined</u> what it would be like …"	Sean is going to tell us what it<u>'s</u> like to become a famous singer …. Some of my friends said that I <u>should</u> try out for a talent show. You told me that you <u>hadn't imagined</u> what it would be like …

For more practice, go to page 165.

1 If the reporting verb is in the past tense, the main verb in the present tense **stays in the present** / changes to the simple past.
2 If the reporting verb is in the past tense, the main verb in the simple past **stays in the past** / changes to the past perfect.
3 If the reporting verb is in the past tense, a present modal **stays in the present** / changes to a past modal.
4 If the reporting verb is in the present or future tense, the main verb **changes** / does not change.

VOCABULARY Additional Activity

Write the following noun formation exercise on the board. Have students work in pairs to write the noun forms for each of the words. Allow students to check their answers in their dictionaries.

- **from verbs:** *manage, organize, sing, perform, comprehend, prefer* (*management, organization, singer, performance, comprehension, preference*)
- **from adjectives:** *responsible, distant, patient, kind* (*responsibility, distance, patience, kindness*)
- **from other nouns:** *child, friend, electricity* (*childhood, friendship, electrician*)

GRAMMAR Extra Practice

For the GRAMMAR section, have students look at the "Direct speech" column and find the main verbs in each of the three sections (*the underlined words*) and then look at the "Reported speech" column and identify the reporting verbs in each of the three sections (*asked, insisted, claimed, thought, asked, tell, said, told*). Encourage students to make this connection between the grammar used in direct speech and reported speech.

5 In reported speech, past modals **change** / form.
6 If the main verb is in the past perfect, it **changes** / in reported speech.
7 If a question is being reported, there is / **no** change in word order.

B Change the direct quotes to reported speech.

1 "I can sing opera."
He said that he _____ sing opera.
2 "I'm not a good singer."
She said that she _____ not a good singer.
3 "I've decided not to enter the competition."
He said that he _____ not to enter the competition.
4 "I wouldn't like to sing in public."
She said that she _____ like to sing in public.
5 "The winner is Katie Miller!"
They announced that the winner _____ Katie Miller.
6 "The winner had competed three times before."
The newspaper reported that the winner _____ three times before.

MAKE IT REAL

Native speakers of English do not always make tense changes in reported speech.
He said he went to the concert.
She told me that she'll call me tomorrow.

C 5.03 IN PAIRS Listen again then take turns asking and answering the questions about the interview in LIFE SKILLS B. Use the phrases in parentheses to help you.

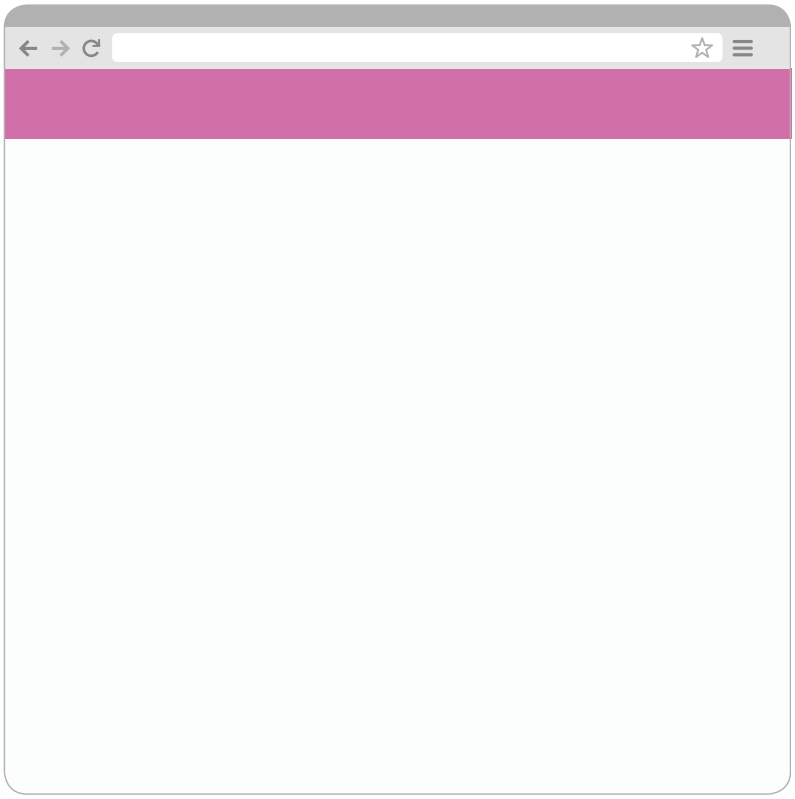
1 How did Sean let people hear his music in the beginning? (He explained that …)
2 Why didn't Sean want to try out for the show at first? (He thought …)
3 How did Sean feel when he found out that he had made the show? (He told the interviewer that …)
4 A person claimed that Sean hadn't written his original songs. What did the person do later? (He admitted that …)
5 What did Sean say about becoming famous? (He mentioned that …)

SPEAKING

For more speaking practice, go to page 150.

A IN PAIRS Student A, read the first part of a newspaper article. Student B, read the second part of the article. Underline the most important points in the text. You will use it to summarize your part of the article for your partner.

Crazy House



Getting a Job in Social Media

Written by: Katie Owens June 21

You're a digital native. You're on several different social media sites. Your social media handle is perfect, and you have hundreds of followers. You know how to create avatars, GIFs, memes, and mashups. Some of your videos have gone viral. You know how to use hashtags effectively to link your posts to things that are trending online. You have even created a webinar to teach teenagers to use social media safely. Your social media skills should make it easy for you to get a job in social media, right? Maybe not. Getting a job in social media is not only about social media.

When you think about jobs in social media, you may think that means working for one of the large international social media companies. Some people do work in those companies, but more often working in social media means that you work for a company and use social media to help promote its products or services. A social media job is most often a marketing job.

A common entry-level social media job is social media coordinator, which usually involves writing posts about things the company is doing, working with the marketing department to create messages that represent the image of the company, working with company or marketing managers to plan strategies for how best to use social media, and reading and responding to messages from clients or from the public. When managers want to hire someone for a social media job, they will usually look at the job candidate's social media presence. They want to know what social media platforms you use, what avatars or photos you use, what kinds of content you post, and how well you write.

If your avatar or photo is a grumpy cat, and your posts don't say much more than *Ugh! This cat is totally me on a Monday, you guys*, companies are not going to be very interested in you, no matter how many technical skills you have. They want to know that you can write well and that you have something interesting to say.



To prepare for a career in social media, there are several things you should do. First, make sure you are on at least four or five social media sites, and become an expert at using each of them. Use them to post meaningful, interesting content, not just photos of your pets and comments about your last beach vacation. Second, attend conferences or take online courses on how to use social media in business. Learn the language and terms specific to social media. Third, expand your social media network to include people and organizations in your industry. This will show employers that you are serious and professional. Finally, find people who have the types of jobs you might want and connect with them. Follow them to learn about what they do and possibly to find out about job openings.

Most social media jobs require a college degree. Since one of the main requirements for a social media job is writing skills, a degree in language or communication, along with a strong social media presence, is a good choice. Because most social media jobs are focused on marketing, a degree in advertising or marketing is also an excellent qualification.

Read more

B **IN PAIRS** **Explain the writer's main points.**

According to the writer, …

1 what is usually the main focus of a job in social media?
2 what does a social media coordinator's job involve?
3 how do managers at a company evaluate candidates for a social media job? Why?
4 how should you prepare for a job in social media?

C **IN GROUPS** **Discuss the questions.**

1 Do you use any social media sites? If so, which ones? What do you use them for?
2 How can you use social media in your current or future career?
3 Do you want a job in social media? If yes, what skills and qualifications do you already have? What skills and qualifications do you need to develop?

1 marketing
2 writing posts, working with the marketing department, planning social media strategies, and reading and responding to messages from clients or the public
3 They look at the person's social media presence to see if they can write and what kinds of content you post.
4 Become an expert on several social media sites, post interesting content, take courses and attend conferences, make connections with people in your industry in your network, and follow people who have the kinds of social media jobs you want.

READING OPTIONAL 5.04 Additional Activity

Write *digital native* on the board. Have students work in pairs to write a definition for the term (*someone who has grown up using technology such as the internet and cell phones*). Then ask pairs to brainstorm jobs in social media. If you notice students are struggling, you can provide some examples: *copywriter, graphic designer, video editor, market research analyst, promotions manager, sales executive, vlogger.*

FURTHER DISCUSSION

Write the following sentences from the article on the board. Then have students form groups of three and discuss the ideas in the sentences:

- A social media job is most often a marketing job.
- When managers want to hire someone for a social media job, they will usually look at the job candidate's social media presence.
- One of the main requirements for a social media job is writing skills.

MEDIATION CONFIDENT COMMUNICATOR adapting language

A Read about techniques for adapting language. Then underline examples of adapting language in the conversation below.

If someone doesn't understand what another person is saying, you can help them understand by adapting the language. Three techniques for doing this are simplifying, explaining, or giving examples. Here is how these techniques can be used to adapt some complex language.

Speaker: *In preparation for a career in social media, make sure that you engage with your followers in a meaningful way.*

a Simplifying: If you want to have a career in social media, you should write in a way that means something to the people who read your work.
b Explaining: The word *followers* means someone who chooses to read the social media posts of a particular person or company.
c Giving examples: One way to write something meaningful is to read your followers' comments and choose a frequently mentioned topic.

Alan: I think a lot of companies have dinosaur execs who are completely out of the loop with social media.
Sergio: What do you mean by "dinosaurs"?
Alan: In many companies, the executives don't understand how social media works. They're still using dinosaur technology.
Anita: I agree with you. They think social media is just something that kids use to chat with their friends and watch videos all day. They don't know that they can use it as a tool.
Sergio: How can you use it as a tool?
Anita: Well, one way to use social media as a tool is by producing ads.
Alan: Yeah, and you don't have to be a total geek to get a job in social media. You really just have to be able to write well and use several different social media sites.
Sergio: What's a geek?
Lynn: It's a slang word that means a person who is really interested in and knows a lot about computer technology.
Sergio: Thanks. I don't think I could get a job in social media. I'm only on a couple of sites. You guys seem like real social media experts!



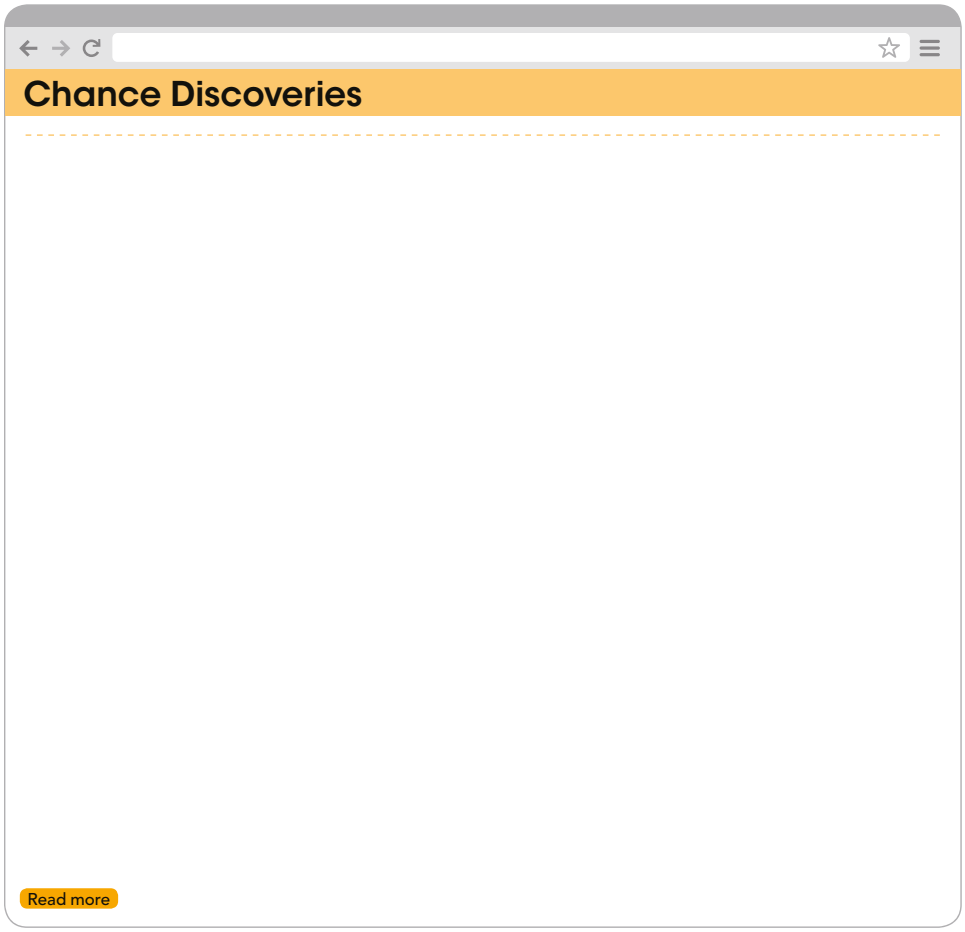
B IN PAIRS Read the excerpt from a talk. How would you help someone understand what the speaker said? Use techniques from the box in A to adapt the underlined parts of the excerpt.

Speaker: **1** Social media undeniably now plays an important role in ad placement. Social media companies sell the personal information of their users so that advertisers can do **2** direct marketing to people who they think will be most interested in their products. For example, if your social media profile says that you have pets and that you love camping, you will see ads for products related to those things when you use the internet. Some social media CEOs say that users want to see **3** targeted advertising, but **4** many people see it as an invasion of privacy.

C IN GROUPS Discuss your opinions of direct marketing on social media. Adapt your language to explain your meaning when necessary.

D Discuss the questions as a class.

1 In your discussion, did you ask for clarification? If so, what language did you use?
2 Did you have to adapt anything you said? If so, which techniques from **A** did you use?


Chance Discoveries
Read more

MAKE IT YOURS

Do you know any friends or family members who took advantage of luck or who were open to new opportunities in their field of study or business? Look online for words that could describe how they used those opportunities.

absolutely correct, totally wrong,

GRAMMAR conditionals review

y

c a hypothetical present
d a hypothetical past

B **Complete the table with the correct tenses.**

Type of conditional	Sentence	Verb tense
Real conditions: Zero conditional	If you heat ice, it melts.	1 *simple present*
Real conditions: First conditional	If you carry out this experiment, you will see some interesting results.	2 simple present 3 future / *will* + base form
Unreal conditions: Second conditional	If I were a scientist, I would like to work in a research lab.	4 simple past 5 *would*
Unreal conditions: Third conditional	If I had been in Alexander Fleming's position, I would not have noticed the same thing he did.	6 past perfect *would (not) have* + past participle

For more practice, go to page 166.

C **Write conditional sentences using the prompts. There may be more than one answer in some cases.**

1 work hard / can create / you / your own luck / if / you / . If you work hard, you can create your own luck.
2 you / if / have / you / will be / an open mind / more successful in your career / . If you have an open mind, you will be more successful in your career.
3 if / paid more attention / they / people / more lucky opportunities / might see / . If people paid more attention, they might see more lucky opportunities.
4 Fleming / life for the last hundred years / hadn't discovered penicillin / would have been / very different / if / . _____

4 If Fleming hadn't discovered penicillin, life for the last hundred years would have been very different.

D **Say if you agree or disagree with each of the sentences you wrote in C.**

GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

PRONUNCIATION intonation in conditionals

A 6.02 **Listen to this sentence. Choose the correct intonation.**

1 If I were a scientist, I'd research climate change. 2 If I were a scientist, I'd research climate change.

B 6.03 **Practice saying these sentences with the correct intonation. Listen and check.**

1 If you train as a scientist, you learn to expect the unexpected.
2 If you work hard, you'll pass your anatomy exam.

GO TO page xii
for **SPEAKING** step-by-step instructions.

SPEAKING

For more speaking practice, go to page 150.

A **What do you think leads to academic success? Look at the ideas in the box and write your ideas in your notebook. Then compare with a partner.**

ability to handle stress	curiosity	hard work
an open mind	family support	luck

B **IN GROUPS** **Discuss these statements. Decide as a group whether you *Agree*, *Disagree*, or are *Not sure*.**

1 You have to have the right attitude to be successful. Agree / Not sure / Disagree
2 Successful people focus on being good at just one thing. Agree / Not sure / Disagree
3 Most successful people have been lucky in their lives. Agree / Not sure / Disagree

C **Share your answers with the class. Explain the reasons for your choices.**

PRONUNCIATION

Explain to students that there are two intonation patterns within the conditional sentence: one for each clause. Ask students when we generally use rising intonation (*to ask a question or before continuing to speak*) and when we use falling intonation (*when the answer to a question is known or when the speaker has finished speaking*). After PRONUNCIATION **B**, have students practice saying the sentences in GRAMMAR **B** in pairs.

SPEAKING

Have students think about the statements in SPEAKING **B** and choose their own answers before beginning the group discussion. For the discussion, encourage students to explain their reasons but to show openness (to practice what was presented in the LIFE SKILLS section) to other viewpoints.

If time allows, you could extend **C** into a whole-class discussion (encouraging groups to persuade others to change their opinion), or you could have a class vote on students' opinions of each statement.

For further speaking practice, go to page 144.



According to Nathan, …

1 parents should be allowed to choose their children's characteristics. True / False
2 regular citizens should decide on ethical rules for scientists. True / False
3 scientists should be left to make decisions. True / False

According to Hannah, …

4 there should be no ethical rules controlling scientists. True / False
5 some useful research is prevented because of ethical rules. True / False
6 organ transplants and genetically modified plants are positive research developments. True / False

C READING SKILL—Identify reasons Complete the sentences with each person's reasons for his or her opinion.

Nathan

1 We need clear, ethical rules because some scientific developments are too dangerous.
2 We can't trust scientists to make ethical decisions because there are pressures on them from companies.

Hannah

3 There is a misunderstanding of genetics because of the way it is presented in the media.
4 We have organ transplants and genetically modified plants now because scientists continued their research in spite of ethical objections.

VOCABULARY science word formation

A Complete the table with the correct words. Check in a dictionary if needed.

Noun (thing)	Noun (person)	Verb	Adjective	Adverb
1 benefit	beneficiary	benefit	2 beneficial	3 beneficially
4 curiosity	********	********	curious	5 curiously
6 development	7 developer	develop	8 developing 9 developed	********
10 discovery	discoverer	discover	discoverable	********
gene 11 genetics	12 geneticist	********	13 genetic	14 genetically
medicine	15 medic	********	16 medical	17 medically
science	18 scientist	********	19 scientific	20 scientifically

GRAMMAR conditional conjunctions and phrases

A Underline sentences in READING B with these conditional conjunctions and phrases.

as long as | once | since
in case | provided that | unless

B Match each conditional conjunction to the correct meaning. You will use one meaning twice.

1 as long as d
2 in case a
3 once c
4 provided that d
5 since e
6 unless b

a because it is possible that
b except if
c at the moment something happens
d only if
e because it is true that

For more practice, go to page 167.

READING Extra Practice

Encourage students to search online for information and opinions on the control over scientific research. Have them find opinions that are for and against it. Remind them of the importance of verifying facts by using reputable sources and checking against original sources.

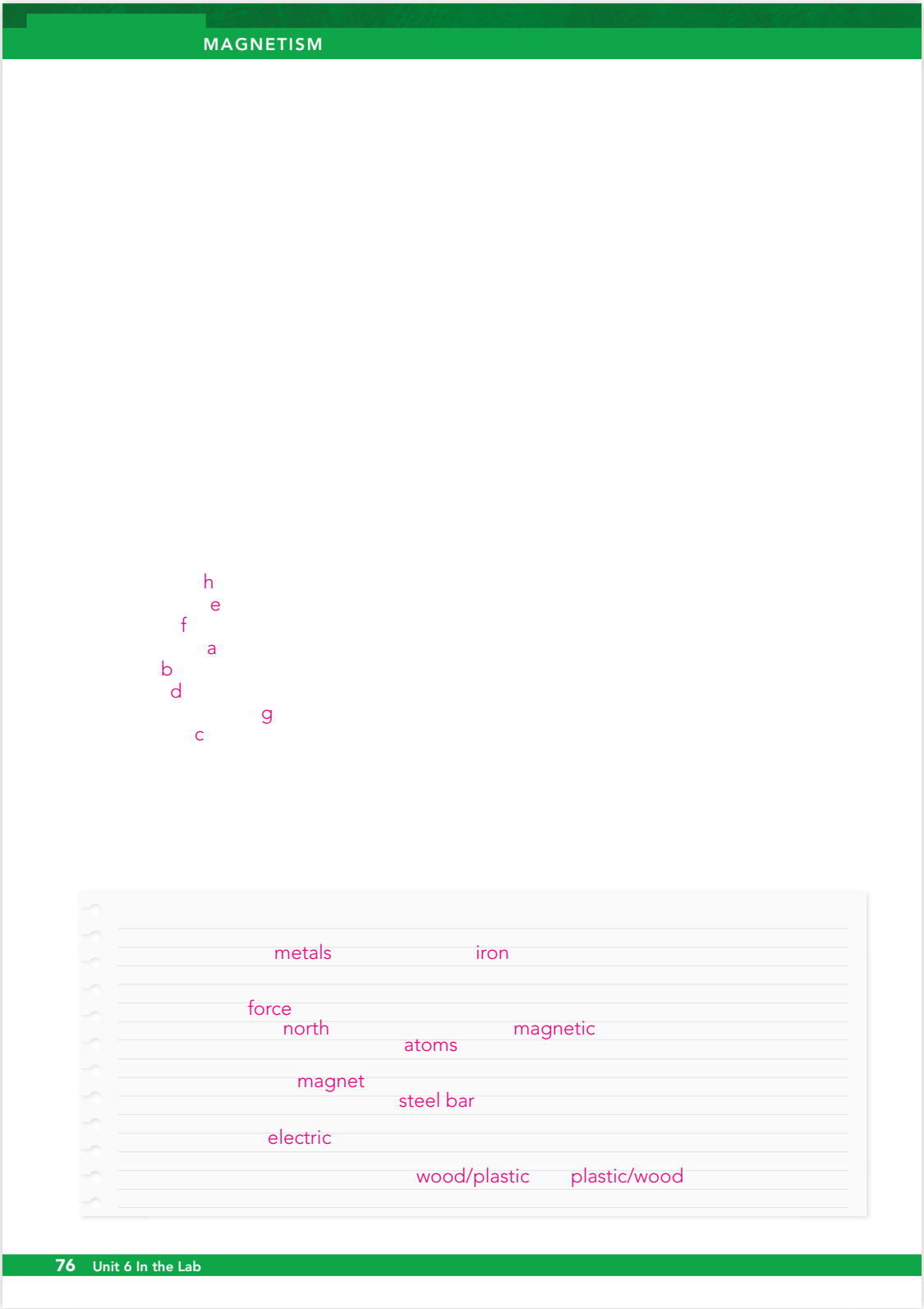
VOCABULARY

Have students decide which words can be further modified with a prefix (e.g., *undeveloped*, *overdeveloped*, *redevelop*, *rediscover*). Write the target words on the board, or allow students to consider all the words in the table.

GRAMMAR Extra Practice

Remind students that conditional conjunctions have the same function as *if* conditionals; that is, one clause describes something that has happened or will happen if the conditions in the other clause have been or are satisfied. Have students check which conjunctions are used at the beginning (*once*, *since*, *as long as*) and middle (*in case*) of the sentences in READING **B**. Remind students that these can be used in both positions.


Exams



GO TO page xi
for **LISTENING** step-by-step instructions.

GO TO page 159
for **AUDIO SCRIPT**.

VOCABULARY Additional Activity

Play *Pictionary*. Divide the class into two teams. Ask one student from the first team to come to the board and draw the word you give them. The team has 1 minute to guess the word. Repeat for the second team.

LISTENING

For LISTENING **A**, encourage students to describe the magnet if they don't know the English word. For example, for the magnetic strip on credit and debit cards, *It is on the back of a bank card.* You can provide some examples: *refrigerator magnets, purse and bag closures, hard disks in computers, medical equipment.*

LISTENING SKILL—Identify key information

Remind students that they need to listen for specific words, not the overall idea. Play the lecture without stopping, and give pairs time to check their answers. Play the lecture again, and stop after each section with an answer, so students can focus and revise their answers.

C 6.05 **Listen again. Choose *True* or *False*.**

1 The center of the Earth is made of steel. True / / False
2 The Earth acts like a giant magnet. True / / False
3 A steel bar acts as a magnet when its atoms face different ways. True / / False
4 To create an electromagnet, you need a piece of iron, a wire, and an electric current. True / / False

MAKE IT DIGITAL

Go online and find out about other uses of magnetism. Then tell your classmates what you learned.

THINKING SKILL interpreting

A This graph shows the percentage of female college graduates in selected subject areas. Look at the graph and answer the questions below.

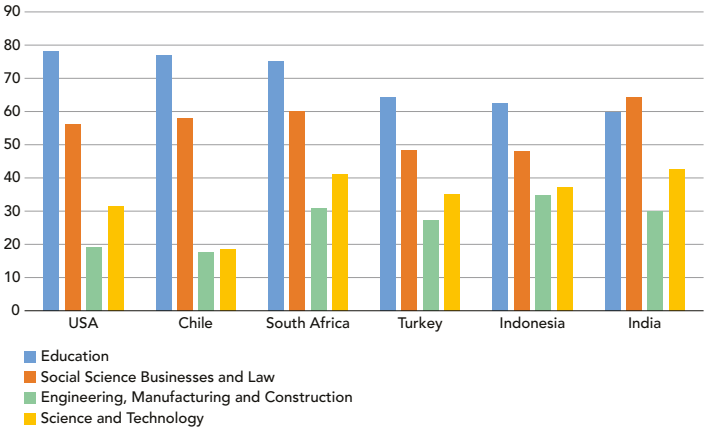


Figure 1: Percentage of female graduates from tertiary degrees in selected subjects (2014)

1 Which country has the highest percentage of female graduates in Science and Technology? Which country has the lowest percentage?
2 How does the percentage of female graduates for Social Sciences, Business, and Law compare to the precentage for Engineering, Manufacturing, and Construction in South Africa?
3 How do the percentages of female graduates for Education compare to the percentages for Science and Technology in all countries?
4 What statements are true for all countries?

B IN PAIRS Discuss how the percentage of female graduates in science and technology might be increased. Talk about how effective each of these suggestions would be and add your own ideas.

- teach about famous female scientists and engineers in high school
- avoid stereotyping men and women in specific careers when speaking with children
- teach what is involved in different scientists' roles
- show the social benefits of different scientific work
- invite female scientists to speak to high school students

C Share your discussion with the class.

MAKE IT DIGITAL

Have students go online and search for videos about science and magnets—for example, an experiment with magnets, how liquids affect magnets, or different types of magnets. Have students choose an interesting video and make notes on what they learned. Then have students share their findings in small groups or with the whole class.

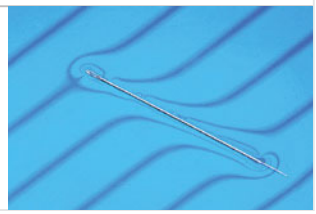
GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION **CONFIDENT COMMUNICATOR** simplifying information

A Read the text and the conversation. Who makes the information in the text easier to understand? How does he or she do that?

Make Your Own Compass

To conduct the experiment, a needle and a magnet are required, along with a glass of water. In addition, a small piece of tissue paper is required. The needle is magnetized by rubbing the magnet along its length in one direction a number of times. The tissue paper is placed on the surface of the water and the needle is then placed on the tissue paper. When the tissue paper is pushed under the surface of the water, the needle continues to float due to surface tension. Since it is magnetized and free to float, the needle acts as a compass and lines up with the Earth's magnetic field. Note that the needle now points toward north.



Victoria: So, we're going to do this experiment. I have the instructions here, but it's a little complicated.
Chris: Yes, I know. It's not easy to understand.
Emily: Let's break it down into simple steps. First of all, we need a glass of water, a needle, a magnet, and some tissue paper. I have those things here.
Victoria: Good. What's the next step? I don't get what we have to do.
Emily: We need to magnetize the needle. In other words, we make it into a magnet. We do that by touching it with the magnet. Move the magnet in one direction. Do you understand?
Chris: Yes, I see. OK, I've done that. What's next?
Emily: Put the tissue paper on the water. Then put the needle on the tissue paper.
Chris: It's floating. Then the text says something about pushing it. I don't get that.
Emily: Use your finger to put the tissue paper under the water so it goes down. Now the needle is on the water.
Victoria: Is that it? I'm not sure what I'm learning from that.
Emily: The needle is a compass. This way is north.
Victoria: Oh, I see! We've made a compass. That's cool!

Emily does a good job of making the information in the text easier to understand. She does that by breaking it down into simple steps. She also uses simpler language (*we need* instead of *is required*). She explains (*In other words, …*). She checks understanding (*Do you understand?*). She uses simple imperatives to give instructions (*Put the tissue paper on the water*).

B Read these tips on simplifying information. When might you need to simplify information for someone?

When you need to simplify information for another person, it is helpful to follow these steps.

- Break the information down into smaller pieces. When you are simplifying instructions, break large steps down into smaller steps.
- Use clear language. Express the information in a simpler way, for example, by using the active voice instead of the passive voice or by using simple vocabulary.
- Check understanding. Make sure the other person understands before you move on to the next point or step.

You might need to simplify information for someone when you are talking about a subject you know a lot about but that the other person doesn't know very well.

C IN GROUPS Read the instructions for another experiment. Role-play a conversation like the one in A. Take turns simplifying the information.

Make an Electromagnet

A nail, or any other similar object with a high iron content, is required, as is a length of copper wire. A power source, such as a battery, is needed. The wire is coiled around the nail a number of times. The more times the wire is coiled around the nail, the higher the strength of the electromagnet. The ends of the wire are then attached to the opposite ends of the battery. Testing the electromagnet can be done using small steel objects, such as paper clips. In addition to strengthening the electromagnetic force by increasing the number of turns in the wire, increased strength can also be achieved by using a stronger battery.



D Discuss these questions.

1 What steps from **B** did you use to simplify the information? Give examples.
2 What do you need to be careful of when you simplify information?

1 Students' own answers
2 You need to be careful that you don't change the meaning of the original information.

CONFIDENT COMMUNICATOR Extra Practice

After CONFIDENT COMMUNICATOR **A**, have students in groups of three, look at the conversation again and find examples of the speaker not understanding (*It's a little complicated. I don't get what we have to do. I don't get that. I'm not sure what I'm learning from that.*) and understanding (*Oh, I see!*). Then have students find expressions that help to simplify information (*Let's break it down into simple steps. First of all …, In other words …, We do that by …, Use … so*) or check understanding (*Do you understand?*). Have groups role-play the conversation, paying attention to the expressions they have identified.

Alternative Activity

For **C**, have students underline the difficult information in the instructions and then compare ideas in pairs. Then have pairs use the tips from **B** to simplify the instructions. Do the first sentence as an example. If you wish, break the information down: *First of all, we need a nail and some copper wire.*

C READING SKILL—Identify the order of events **Read each story again. Order the events from 1 to 3.**

Story 1
3 Joseph became an internet star.
1 Joseph went on vacation to Las Vegas.
2 Joseph's son posted a video on YouTube.

Story 2
3 Sam gave her extra money for travel expenses.
1 Sevelyn posted photoshopped images on a social media page.
2 Sam paid for a trip to China for Sevelyn.

Story 3
1 Jordan's relationship with his girlfriend ended.
3 Jordan and Elizabeth visited eight countries around the world.
2 Jordan advertised for someone to come with him on his trip.

Story 4
2 Adam was told he needed to pay extra money to change his ticket.
3 Adam changed his name.
1 Adam's stepfather booked Adam's trip to Ibiza, Spain.

D **Underline any time expressions that helped you find the answers for C.**

VOCABULARY travel expressions

GO TO page vii
for **VOCABULARY** step-by-step instructions.

A **Match the phrases from Reading B to their definitions.**

explore the globe | jet off | take the trip of a lifetime | travel on a shoestring
hit the road | rough it | travel light

1 to travel without a lot of luggage travel light
2 to take a trip using very little money travel on a shoestring
3 to start a trip, especially where you are driving hit the road
4 to live without modern comforts and conveniences rough it
5 to fly somewhere in a plane jet off
6 to travel around the world explore the globe
7 to take a very unusual or special vacation take the trip of a lifetime

MAKE IT REAL

Rough it and *jet off* are informal ways to describe travel. Other informal travel expressions include *to couchsurf*, *to go glamping*, and *to take a red-eye*. Look up these and other expressions online.

B **Complete the sentences with the correct form of an expression from A.**

1 We took the trip of a lifetime for our honeymoon. We went to the Bahamas and swam with sharks!
2 The whole three-week vacation cost us only $300 each. We traveled on a shoestring!
3 Kiera often travels to different countries for work. She's always jetting off somewhere!
4 I usually travel light. I can't stand carrying a lot of luggage.
5 We really roughed it on our camping trip. We slept in tents and had no running water or showers.

PRONUNCIATION pausing for dramatic effect

GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

A 7.02 **Listen to a person tell a story. Write a diagonal line (/) when the person pauses for dramatic effect.**

Did you hear about the guy who was looking for flights online?/No?/Well, he wanted to get from New Zealand to England. So, he typed in his dates/and when he looked at the information,/it said that he had a layover in Bangkok, and the layover was over 400,000 hours./That's 47 years!!!/It must have been one of the longest layovers ever!/That really made me laugh …

B **IN PAIRS** **Read the second part of the story. Write diagonal lines where you would pause for dramatic effect. Then take turns reading it with a partner, pausing at the diagonal lines.**

So, the guy emailed the company's website and asked if they had any ideas for what to do on a layover in Bangkok for 47 years. He got this reply./"Unless you love airports, we suggest you spend that time getting to know the city!"/At least they saw the funny side of it, too!

C 7.03 **Listen to the second part of the story and check your answers.**

VOCABULARY

A common error with this type of expression is forgetting to change the tense of the verb. For example, *He ~~hit~~ the road next month. –> He's **hitting** the road next month.* Ask students if they have experienced any of the situations in VOCABULARY **A**, and either elicit a sentence or give an example: *Last year I jetted off to Europe for the summer.*

MAKE IT REAL

Have groups share the expressions they looked up online. Then write the following expressions on the board. Have groups guess the meaning, check their dictionaries, or go online: *When in Rome, do as the Romans do. (when visiting a different country, follow the customs of those people); hitchhike (to travel by asking other people, usually strangers, to take you in their vehicle); wanderlust (a strong wish to travel)*

PRONUNCIATION

Explain that *dramatic pause* is a useful skill not only for storytelling but also for any spoken mode (e.g., presentation, advertising, lecture) where the speaker wishes for the listener(s) to remain fully engaged in what the speaker is saying. The effect should be that the listener is literally waiting for the speaker to continue with the next piece of information. Have pairs practice with the story in **A**.

GRAMMAR verb + object + infinitive

A Match the underlined phrases from LISTENING B to the correct grammar structure.

1 We don't expect everyone to like all our ideas …
2 We ask them not to contact us by phone …
3 We encourage visitors to stay here …

a verb + object + infinitive
b verb + object + *not* + infinitive
c negative verb + object + infinitive

For more practice, go to page 169.

Verbs that are followed by an object + infinitive include:

- advise
- allow
- ask
- encourage
- expect
- force
- get
- invite
- need
- permit
- persuade
- tell
- want
- warn
- would like

B Rewrite the sentences. Use the pattern in A and the verbs in parentheses.

1 "I suggest that you check in two hours before your flight," the travel agent told me.
The travel agent _____ two hours before my flight. (**advised**)

2 "You mustn't stay in the country longer than 90 days," the official said to Edwin.
The official _____ in the country for longer than 90 days. (**warned**)

3 "Can both of you sign the form, please?" the hotel clerk said to John and Martha.
The hotel receptionist _____ sign the form. (**asked**)

4 "Don't walk on the grass!" the gardener said to Elizabeth.
The gardener _____ on the grass. (**told**)

5 "Would you like to go on vacation with me?" Jane asked Nelly.
Jane _____ on vacation with her. (**invited**)

C Think about times when someone did the following things. Tell a partner about the situations.

- someone told you not to do something
- someone persuaded you to do something
- someone encouraged you to do something

A: My teacher encouraged me to major in art.
B: Really? My parents advised me to major in business or engineering.



WRITING presenting a persuasive argument

A Read this report. Is the city council for or against the proposed redevelopment?

Report: Proposed Redevelopment of the City

By: City Council



2 a The City Council was asked to prepare a report on the redevelopment of a local area popular with tourists. The area is visited by approximately one million visitors each year, and it is in the historic part of the city. Many of the buildings were built in the 19th century.

1 b Although the area is popular with tourists, very little money has been spent on it in recent years. The roads are damaged, and many buildings are empty and in need of repair. The Hotel Lidia needs modernizing. The number of tourists visiting each year has fallen by 45% since 2018.

3 c Some people argue that redevelopment would be expensive and would not help the local community. In fact, figures from 2016 show that income from tourism was five million dollars. Tourists spend money in local shops and restaurants. Hotels, shops, and restaurants in the area employ 500 local residents. 5

d If we don't provide first-class facilities, the number of tourists will decrease even more. We must persuade residents to see the advantages of spending money on redevelopment. In our opinion, it would be very shortsighted not to redevelop the area, as tourists will likely go elsewhere. 4

Read more

GO TO page xiii for **WRITING** step-by-step instructions.

The city council is in favor of the redevelopment. Not much money has been spent on the area, that the Hotel Lidia needs modernizing, that tourism brings in money to the area, and that if the area isn't redeveloped, tourist numbers will fall even more.

B Match the headings (1–4) to the correct paragraphs (a–d). Write the letter of the paragraph.

1 Arguments against redevelopment c
2 Introduction a
3 Arguments for redevelopment b
4 Conclusion d

C Read the report again. Underline where the writer does each of the things listed below. Which information is most persuasive?

1 reveals the position for an argument
2 presents information (a statistic, question, quote, or statement) to grab the reader's attention
3 reveals the position against an argument
4 gives a personal opinion
5 shows why a particular argument is wrong by providing evidence

Answers may vary
Students should give reasons.

D You have been asked to write a report on a tourist attraction in your country and ways to improve it. Write 150–200 words. Be sure to include all the information in C.

SPEAKING

For more speaking practice, go to page 151.

A Read this statement. Do you agree or disagree with it? Make notes to support your argument.

Where possible, we should renovate old buildings in tourist areas, rather than rebuild them.

B IN GROUPS Share your ideas. What is the class's general view?

WRITING Additional Activity

For weaker classes, ask students to read the report again after WRITING **C** and find examples of points for the argument (*damaged roads, empty buildings, hotel needs modernizing, number of tourists falling*) and against the argument (*expensive, not helping the local community, high income from tourism, tourist areas employ local residents*). Remind students to include examples for each viewpoint in their report, ideally using the same number of points for each argument because this demonstrates fairness.

SPEAKING Alternative Activity

Check that students understand the difference between *renovate* (*to make something old look new again by repairing and improving it*) and *rebuild* (*to build something again after it has been damaged or destroyed*).

Divide the class into two groups: one in favor of renovation and one in favor of rebuilding. Ask the groups to work together to brainstorm ideas to support their arguments. Then put students in pairs (one from each group) to discuss the argument.

For further speaking practice, go to page 145.







LIFE SKILLS

If students are struggling with 1 in **D**, provide examples of marketing: *use TV advertising, advertise on the side of planes and at airports, use social media and smartphone advertising, create destination videos that play on travel websites, highlight what's new in an area with leaflets, offer price reductions to destinations.*

Ideas for **E** include: marketing on social media; focusing on local events and developing campaigns; advertising in luxury travel magazines; advertising for eco-project volunteers; marketing hotels offering special deals for solo travelers.

MAKE IT YOURS

Have students make notes on the marketing strategy used for the product they found and liked. Have them consider its unique selling points (USPs), social media presence, any product placement, and target age group. Encourage students to research similar products that are trying to target the same customers and compare the products. Then have students share their findings in groups.

VOCABULARY marketing

A Write a word or phrase from the box next to the correct definition.

boost sales	end-user	marketing strategy	promo
celebrity endorsement	forecast	product placement	USP (unique selling point)

1 _____: the use of a famous person to advertise a particular product
2 _____: the thing that makes a product or service special
3 _____: to make a statement about what is likely to happen in the future
4 _____: something that advertises a product
5 _____: a plan for encouraging people to buy a product over a long period of time
6 _____: the use of a product in a movie or TV show as a way to advertise it
7 _____: to encourage more purchases of a product
8 _____: someone who buys or uses a product

B Complete the marketing job ad with the correct form of words or phrases from A.

Are you looking for a job in marketing? We're a small company based in the Miami area looking for new marketing execs to join our growing team. You will work with the head of marketing to develop new **1** _____ for our products. Responsibilities will also include developing creative ideas for **2** _____ videos and looking at ways to **3** _____ of a variety of products through **4** _____ in different TV shows and movies. Knowledge of our **5** _____ (aged 18–30) would be really helpful. Apply online.

C IN PAIRS Imagine you work for a marketing company. You have been assigned to develop a marketing campaign to boost tourism in your country. Which celebrities would you approach to feature in the advertising campaign and why?

THINKING SKILL brainstorming

A Think about a local tourist attraction. Is it popular with international visitors? Why or why not?

B You are going to brainstorm ideas for ways to make a local tourist attraction more appealing to visitors. Read these steps to brainstorming ideas.

Step 1: Individual brainstorming
- Set a time limit of about three minutes.
- List all the ways you can think of to make the attraction more appealing to visitors.

Step 2: Group brainstorming
- Make the group as diverse as possible.
- Get one person to record ideas.
- Be creative!
- Rank your ideas in order.

Step 3: Group brainstorming in new groups
- Move into different groups.
- Repeat Step 2.

Step 4: Share your best or most creative ideas with the class.

C Follow the steps in B to brainstorm ideas and share them with the class.

MAKE IT DIGITAL

Make a short promo video for the tourist attraction. Decide whose promo you think would be most effective in making the tourist attraction appeal to English-speaking visitors.



VOCABULARY Additional Activity

Play *Spelling Tag*. Have students close their books. Tell them you will say a phrase from **A** (e.g., *promo*) and nominate one student to say the first letter of the word; that student says the letter and nominates another student to continue spelling, giving the next letter and nominating another student. This continues until the word has been spelled correctly. If someone makes a mistake, another student can volunteer to say the letter.

THINKING SKILL

Students have used the skill of brainstorming for earlier activities, so allow students time to read the steps in THINKING SKILL **B** and say if this approach seems logical or familiar. Encourage students to explain other approaches if appropriate.

For **C**, make sure that the role of recording ideas is swapped between students, so that as many students as possible have both the chance to speak and the responsibility to record.

MAKE IT DIGITAL

Ask students to go online and search for promo videos for tourist attractions in their country or in other countries. You could also have students look at the attraction's social media posts in comparison to the official website and see if there are any differences in content. Have students present their findings in groups or to the whole class.

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION **CONFIDENT COMMUNICATOR** translating for everyday situations

A **Read this dialogue. Where are the people having this conversation? What is the situation?**



Tourist: I bought this a few days ago, but I think it's broken.
Owner: Sorry, my English is not good.
Shopper: Maybe I can help you.
Tourist: Oh, yes, thanks. I want to return this because it's broken, but I don't have a receipt.
Shopper: OK, I'll explain that to the store owner for you.

They are having the conversation in a store. The tourist has bought something that they think is broken but doesn't have a receipt. The store owner doesn't speak English well, but another shopper offers to help translate between them.

B **Read these tips on how to act as a translator. Put the tips in the correct order.**

Tips for translating in everyday situations

___3___ Respond briefly to their explanations and check that you understand.
___2___ Listen to both points of view.
___4___ Make suggestions to both people/groups on how to solve the problem.
___1___ Ask the people/groups to explain the situation.

Remember to remain neutral in order not to cause embarrassment to either person/group.

C IN GROUPS **Read the instructions for a roleplay. Make sure that you understand what you have to do.**

Tourist instructions:
You are an English-speaking tourist who has bought an item from a local store, but you do not have a receipt. The store owner doesn't speak very much English.

Before you start, decide what the item is, the problem you have, what happened to the receipt, and what you want the store owner to do.

Mediator instructions:
You are shopping in a local store. You notice a tourist who needs help communicating with a store owner. Translate from English into your native language when speaking to them. Try to resolve the situation so that everyone is happy.

Store owner instructions:
You are a store owner. You don't speak very much English. You want the tourist to prove that they bought the item from your store, and then you will happily replace the item or refund the money. You will be speaking in your native language.

Before you start, decide why you need a receipt and what your policy is for replacing items or refunding money.

Useful phrases
Mediator
Can you tell me what the problem is?
Did you get a receipt when you bought it?
Did you pay by cash or by credit or debit card?
Do you want a refund or a replacement?
Are you happy with that?
No problem. You're welcome!

Tourist
When I left the store, I noticed it was …
I paid X for it using cash / my credit / debit card.
I'd like a full refund.
Yes, that's OK with me.
Thanks so much for your help.

D **Think about these questions.**

1 Mediators: How was the experience of working in two languages?
2 Tourists/Store owners: How was the experience of working with a mediator?
3 How important was it that the information was translated accurately?

CONFIDENT COMMUNICATOR

Ask groups to brainstorm other real-life situations where they might need to translate for a tourist, so that students appreciate how important this communication is. If you notice students are struggling, you can provide some examples to help them get started: *a tourist trying to use a ticket machine to travel, a tourist trying to make a reservation at a restaurant, a tourist asking for some help in an emergency situation.*

Alternative Activity

For CONFIDENT COMMUNICATOR **C**, divide the class in groups of four: one tourist, one mediator, one store owner, and one assessor. Have students read all the instructions, so they are aware of their own role *and* the others' roles. Tell the assessor their role is to listen for useful phrases and check that the tips in **B** are being followed.

If time allows, have students switch roles within their groups so they have the opportunity to play the other roles and assess their group.

EXAM SKILLS

LISTENING use visuals to predict what you will hear

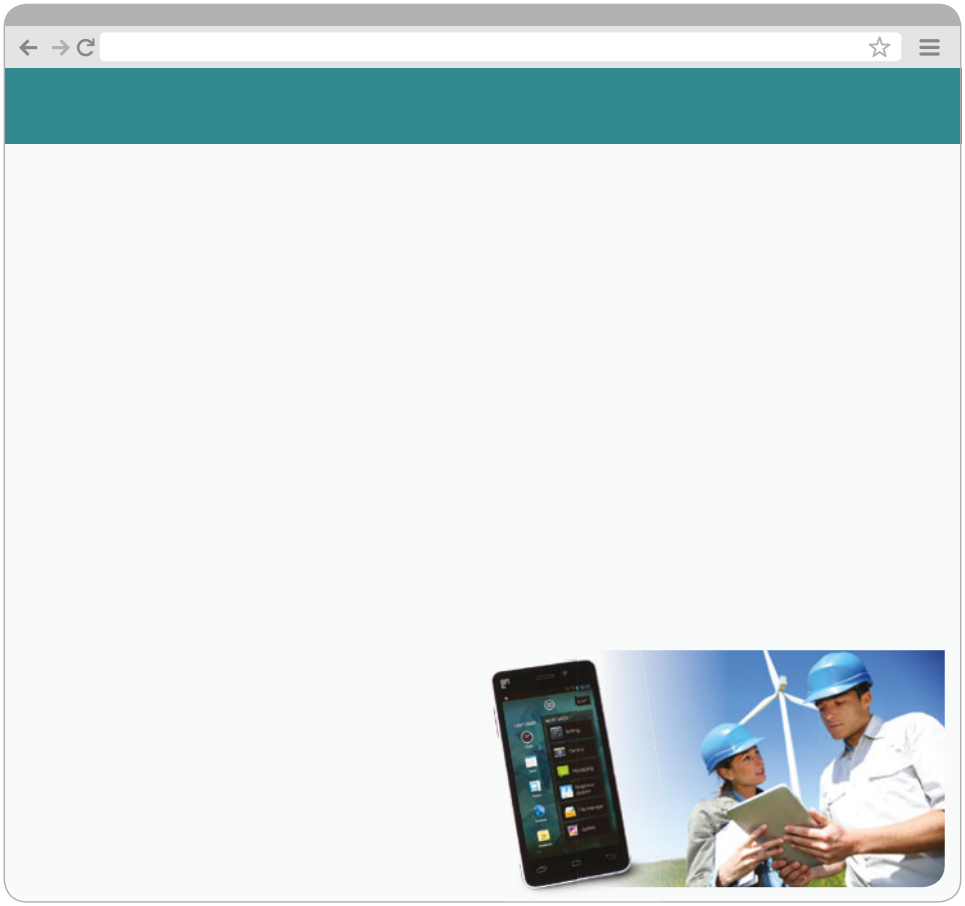
Look at the photograph and the four sentences below.
Which two sentences do **not** describe the photograph?



1 The woman is wearing a backpack and taking a photo.
2 The square is busy with several tourists.
3 The woman is putting her camera into her backpack.
4 There are colorful buildings along the water.



Go to **Exam Skills** on page 140 to learn how to use visuals to predict what you will hear.



C Read the text again. Choose *True* or *False*.

1 The people who developed the first automobiles did not predict the effect of cars on society and the environment. True / False
2 Engineers now think more about the social and environmental effects of their work. True / False
3 The cell phone has made life more difficult for farmers and businesspeople in Africa. True / False
4 Recycling your cell phone stops dangerous chemicals from getting into the environment. True / False
5 The Fairphone 2 needs to be replaced more often than other smartphones. True / False
6 The manufacturers of the Fairphone 2 choose the sources of their materials carefully. True / False

VOCABULARY phrasal-prepositional verbs

GO TO page vii
for **VOCABULARY** step-by-step instructions.

A Look at the phrasal verbs in these sentences. Choose the correct definition.

1 Today, engineers need to **watch out for** the possible social and environmental consequences of the projects that they work on.
a explain clearly b notice; anticipate c make less
2 They can no longer **get away with** considering profit alone.
a plan to do b suggest c avoid punishment for
3 They can access information on how to grow their crops better and find ways to solve problems they **come up against**, such as diseases or pests.
a produce b learn more about c encounter
4 The need for these chemical elements sometimes means that people are forced to work in dangerous conditions to **keep up with** the demand for cell phones.
a go at the same speed or level as b increase c forget about
5 This means parts of phones can be repaired or replaced, **doing away with** the need to replace the entire phone.
a removing b creating c explaining

B Look at the phrasal-prepositional verbs in the box. Choose the correct answer to complete each sentence.

look up to: admire
make up for: provide something when another thing is taken away
put up with: tolerate

1 Environmentalists refuse to ___a___ high levels of pollution.
a put up with b make up for c look up to
2 I ___c___ my engineering professor, because she cares about the environment.
a put up with b watch out for c look up to
3 Engineers need to find ways to ___a___ the negative consequences of cell phone production.
a make up for b look up to c get away with

GRAMMAR relative clauses

GO TO page viii
for **GRAMMAR** step-by-step instructions.

A Match each underlined clause to the correct explanation.

1 Today, engineers need to watch out for the possible social and environmental consequences of **the projects** that they work on. ___b___
2 **The cell phone**, which has increased in popularity over the past two decades, is a very good example of technology that has had enormous social and environmental effects. ___a___

a This is a non-defining relative clause. It gives extra information about the words in bold. Without it, the sentence makes complete sense.
b This is a defining relative clause. It gives specific information about the words in bold. Without it, the sentence doesn't make complete sense.

For more practice, go to page 170.

VOCABULARY Additional Activity

Put students in teams of five or six. Tell teams you will say a verb (e.g., *watch*). If someone in the team knows the preposition(s) that follow the verb, they should raise their hand. The first team to show a raised hand is allowed to send a student to the board to write the full phrasal-prepositional verb (e.g., *watch out for*). Award one point to the team. The team with the highest number of points wins. You could increase the difficulty by having teams write a sentence with the phrasal-prepositional verb.

GRAMMAR

Write the sentences on the board to demonstrate the effect of omitting the clauses. In 1, erase the relative clause and ask if the sentence still makes sense (*no*). Repeat for 2 (*yes, it makes sense*), and then point out the use of commas on either side of the non-defining relative clause.



GRAMMAR noun clauses as subjects and objects

A Look at these examples from LISTENING B. Choose the correct answers to complete the rules.

What we need to understand is the way it is changing.
In the future, we will need to learn **how to get away from work**.

A noun clause is a clause that works **1 differently from / in the same way as** a noun. It can act as **2 only the object / either the subject or the object** of a sentence. Noun clauses begin with *that*, **3** ***how*** **/** ***this***, or a *wh–* word (*what*, *which*, *when*, *where*, *why*, *who*).

For more practice, go to page 171.

B Underline the noun clause in each sentence.

1 What I'd like to know is how many people really want to work in an office.
2 I told my boss that I wanted to work from home one day a week.
3 When you start and finish work each day will be less important in the future.
4 I'd like to know who is going to interview me for the position.
5 She didn't tell me why I didn't get the job.
6 I don't know how to use the videoconferencing software. Could you show me?
7 Where each person on a project lives isn't important these days.
8 It would be good to know which companies are planning to use games at work.

C Complete these sentences using your own ideas.

Thinking about the future workplace, …
1 I'm not sure why _____
2 I'm looking forward to the day when _____
3 I'd like to know which _____
4 I think one important thing to remember about the future is that _____

D IN PAIRS Discuss your sentences.

Suggested answers:
1 so many people will want to work from home.
2 it's usual to work with people all around the world.
3 companies will be the best to work for.
4 everyone will need to be ready to train for new jobs.

GO TO page xiii for **WRITING** step-by-step instructions.

WRITING an opinion blog post

A Read the blog post. Underline five sentences where the writer makes predictions about the future.

FUTURE WORK: Dream or Nightmare?

If you're like me, just starting out in your career, then you should be very interested in the future workplace. After all, it's where you'll be spending a lot of your time! So, what are my predictions?

1 **Face-to-Face vs Cyberspace** I suppose most people will still go to a physical office, at least some of the time. I think it's important to meet people face-to-face if you're going to work together on a project. However, I'm pretty sure that many of us will use videoconferencing technology as well.

2 **Language Skills** Your knowledge of English is going to be very important for working remotely with people around the world!

3 **I'm the Boss!** It wouldn't surprise me if more people decided to go into business for themselves. Some people are motivated by the freedom to choose who to work with and which projects to work on.



4 **24/7** Modern technology and working remotely mean that it's possible to multi-task. What worries me, though, is that my generation never knows when to stop! We're always on—everyone knows that they can contact you anytime, and most of them expect you to reply right away. It's possible that we will end up with less freedom than previous generations!

Add your comments on how you think the workplace is changing. I'm looking forward to hearing what you think!

follow

GRAMMAR Extra Practice

Write the following sentences on the board. Have students listen as you say the sentences and identify the main sentence stress (*the noun clause / first part*) and where the slight pause is (before *is*). Say the sentences with this intonation pattern and have students repeat:

- *Which office you work in isn't relevant.*
- *How employees feel about their work is important to us.*
- *What you do with your time is up to you.*

WRITING

Before WRITING **A**, have students close their books. Write the blog post's title and paragraph heads on the board. Have students predict what the writer might say about each topic. Encourage students to consider positive and negative points for each heading. Then have students read the blog post and check their ideas.

B **Think about your future career. Make notes in the table predicting different aspects of your future workplace. Then add your opinion about each aspect.**

Aspect	Prediction	Opinion
Where working from (office or home)		
What languages used		
Who working for (boss or self)		
When working (days, nights, 24/7)		
Other:		

C **Write a blog post with predictions and opinions about your future workplace. Use the blog in A and your notes from the table in B to help you. Make sure you include:**

- An introduction to the topic
- Numbered predictions
- An invitation for readers to respond

MAKE IT REAL

In informal contexts, we can use *so* at the beginning of a question to signal that what we are about to ask is relevant to what went before. For example, *I heard you had a job interview. So, did you get the job?*

SPEAKING

For more speaking practice, go to page 151.

A **Add two items to this list of technology we may see in the future. Check the items that are relevant to your chosen career or your own life.**

- ☐ AI (artificial intelligence)
- ☐ driverless cars
- ☐ nuclear fusion
- ☐ quantum computing
- ☐ robots/automation
- ☐ smart clothing
- ☐ space exploration
- ☐ the internet of things
- ☐ geoengineering
- ☐ _____
- ☐ _____



B **IN PAIRS** **Ask and answer.**

1. What forms of technology are regularly used in your chosen career?
2. How do you think the technology used in your chosen career will change in the future?
3. How comfortable do you think you will be with the way you have to use technology in your chosen career?

WRITING Additional Activity

For a collaborative approach, put students in groups of four for WRITING **B** and **C**. Have groups discuss and make notes on their ideas. Then, each student in the group should choose and write one of the four paragraphs for the blog post. Finally, have groups write a short introduction together.

MAKE IT REAL

Write the following examples on the board. Have pairs complete a *So* question for each:

- *The job advertisement said you need to speak three languages. So, …?*
- *We need to have a meeting next week. So, …?*
- *Your colleagues are going to the conference. So, …?*

SPEAKING Extra Practice

After SPEAKING **B**, have students switch their chosen careers with another student. Have students think about the new career and answer 1 and 2 alone. Then have them discuss their ideas about the careers they have been given with the student whose real chosen career it is.

For further speaking practice, go to page 145.

LIFE SKILLS inquiry

A **Read the definition of inquiry. When you want to know more about new technology, where do you go to find information?**

Inquiry is the process of finding out information through research, examination, or asking questions. Inquiry requires skill in research, critical thinking, creativity, and problem-solving.

B **Look at these photos. Write two questions that you have about each innovation.**

VOCABULARY physical actions

A IN PAIRS Explain the physical actions involved in doing each of these things. Use as many of the words from the box as you can. Can you use more words than your partner?

adjust blink charge enter insert lift press push scan twist unlock

1 buying something in a store
You lift the product from the shelf, and you put it in your shopping cart. You take it to the cashier. The cashier scans the product and tells you the cost. To pay by credit card or debit card, you insert your card into the machine. Then you push the buttons to pay.
2 using your cell phone
3 starting a car
4 turning on a laptop or tablet

MAKE IT YOURS

Which of your common actions are easy to describe? Look online for ways to describe your common actions.

B IN PAIRS What technology to improve human abilities would you like to see? Design a device and draw a sketch. Use the words from A to describe how it works.

We'd like to see a display screen inserted into your arm. When you press on it, it displays all the information you'd see on your smartphone, but it's always there. You can also scan it to pay for things at the store or to unlock your computer at work …

THINKING SKILL speculating

GO TO page xvi for **THINKING SKILL** step-by-step instructions.

A Read the definition and steps for speculating.

Speculating is forming an opinion or making a prediction based on incomplete information. We have to guess what might be true or what might happen. To do this, we need to:

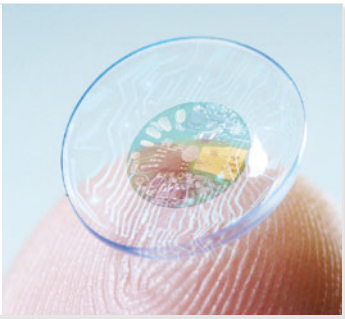
- think about what we know.
- think about possible consequences based on what we know. These include the effects on people, the economy, and the environment.
- think about how likely different possible consequences are.
- reach a tentative or temporary conclusion.
- adjust the conclusion as needed when you receive more information.

B IN PAIRS In what situations is speculating an important skill? Think of examples from school, work, and everyday life.

C IN GROUPS Read about this product. Speculate on how the product will affect different areas of life. Note down your ideas.

The Future Vision Smart Contact Lens is a revolutionary new way of seeing the world. In addition to correcting your vision, it also provides:

- instant access to the internet, with information displayed right in front of your eyes!
- the ability to record or photograph anything you see!
- instant face recognition, with the ability to remind you of a person's name, so you never need to worry about forgetting a face!
- the ability to stream what you see directly to your social media feeds!



D Tell the class what ideas you discussed.

VOCABULARY Additional Activity

For review, play a miming game. Split the class in three or four teams. Have one student from one team come to the front of the class and show them a word from VOCABULARY **A** (i.e., point to the word in the book, but avoid *adjust* and *enter*). The student then mimes the physical action of the word, and their team guesses the word, winning a point for a correct guess. If possible, time how quickly the team guesses the word. Repeat for the next team. The team with the most points and/or the quickest correct guesses wins.

THINKING SKILL

If you notice students are struggling with THINKING SKILL **B**, you can provide some examples:

- **school:** *learning about a new topic, preparing a presentation, working collaboratively*
- **work:** *deciding a course of action, creating a report or recommendation, being a "team player"*
- **everyday life:** *making decisions about products to buy, planning trips or vacations, taking up a hobby*

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION CONFIDENT COMMUNICATOR linking to previous knowledge

A Read the dialogue. How does Austin explain how to use his new watch?

He tries to explain something Valeria doesn't know much about (the smartwatch) in terms of something that she does know a lot about (the smartphone).



Valeria: Is that one of those smartwatches, Austin?
Austin: Yes, that's right. It's the latest model. It's really cool.
Valeria: I've never used one before. How do they work?
Austin: They have a touchscreen, just like smartphones do. And you control most of the functions through that. You know the apps on your smartphone?
Valeria: Yes, sure.
Austin: Well, a smartwatch uses similar software. I can stream music to my wireless headphones, choose different watch faces, and respond to messages.
Valeria: So, it does whatever a smartphone can do?
Austin: Not exactly. A smartphone is always connected to the internet, at least when you have a data connection, but most smartwatches need to connect through a cell phone. Without a cell phone, they're very limited, just like your cell phone is when you don't have a signal. Once you connect, you have all the functions, such as GPS, text messages, and email.
Valeria: You don't really write emails on that, do you?
Austin: No! That would be like trying to write an email on your phone with gloves on! I mean, you can do it, but it's not easy. When you need to write something, it's better to switch to your smartphone or tablet.
Valeria: They're certainly becoming more popular. Maybe I should think about getting one.

B Complete the sentences.

1 Austin compares the apps on a smartwatch to the software on a smartphone.
2 Austin compares a smartwatch without a cell phone to a cell phone without a signal.
3 He compares writing an email on a smartwatch to writing an email on a phone with gloves on

C IN GROUPS Match the phrases to make sentences that explain what virtual reality is like. Then add your own ideas.

1	It's like seeing	d	**a** a computer game.
2	It's like wearing	c	**b** in a dream.
3	It's like being	b	**c** magic glasses.
4	It's like playing	a	**d** a movie in your head.
5	It's like	Answers may vary	

D IN PAIRS Role-play a conversation between someone who understands how virtual reality works and someone who doesn't. Use the dialogue in A and the ideas in C to help you.

E IN GROUPS Discuss the following questions.

1 Which examples did you use to link virtual reality to the person's previous knowledge? Which examples were most helpful?
2 What other technological devices might you need to explain to friends or family members? What examples or ideas could you link to them?



CONFIDENT COMMUNICATOR

If you notice students are struggling with **C** or **D**, provide some basic information about virtual reality (VR): it refers to images and sounds produced by digital equipment (e.g., a helmet with an internal screen) to make the user feel like they are in a real three-dimensional space. Explain that VR can be fully immersive (like the helmet), semi-immersive (virtual content within a real physical environment), or non-immersive (like a video game).

CLASSROOM MANAGEMENT

Before starting the role-play in **D**, allow students time to think of questions and ideas. For larger classes, run this as a group activity. Put students in groups of three (one student asks questions, and two students answer and explain) or four (two students ask questions, and two students answer and explain). If needed, this format can be used for students to have extra support from another classmate doing the same role.



how they develop
- who follows different trends
-

E **Read the text again. Then cover the text and write down the key points you remember.**

F **IN PAIRS** **Compare your answers from E. Talk about the key information you remembered correctly.**

VOCABULARY fashion collocations

A **Complete the fashion collocations from READING C with a word from the box.**

code down follow in on over statement under up

1 make a fashion statement: to be fashionable in a daring way
2 dress down: to wear clothes that are more informal than usual
3 in fashion: fashionable or popular at a particular time
4 under dressed: not wearing clothes that are formal enough
5 dress code: a set of rules about what to wear to a specific event or in a specific place
6 on-trend: fashionable; trendy
7 follow fashion: to be interested in clothes and fashion trends
8 over dressed: wearing clothes that are too formal for the situation
9 dress up: to wear clothes that are more formal than usual

B **Complete the text with the correct forms of fashion collocations from A.**

The trend we now call "casual Friday" began in the 1960s in Hawaii, when the **1** _____ for government workers was made less strict. People were able to make a colorful **2** _____ by wearing their lightweight, colorful Hawaiian shirts in the hot summer months. This developed into "Aloha Fridays," when employees were allowed to **3** _____ once a week and wear more casual clothing.

At the start of the 21st century, tech companies became known for their relaxed atmosphere. People stopped **4** dressing up for work in suits and ties. If you showed up to work in jeans and a T-shirt, no one thought you were **5** underdressed

The idea, of course, is that casual Fridays are supposed to make employees feel happier and more excited that the weekend is only a few hours away!

MAKE IT YOURS

Are you always on-trend? Do you often overdress or underdress? Look online for words to describe your style.

GRAMMAR the gerund as an object of a preposition

A **In these examples, underline the gerunds and circle the prepositions before them. Then match each example to the grammar structure.**

1 She advises her clients to be wary (of) dressing too casually. d
2 … don't even think (about) wearing sandals … c
3 Employees are allowed to dress down for a day instead (of) wearing their usual business clothes. b
4 If you're looking forward (to) wearing "casual" clothes, think "business casual." a
5 For me, it's not (about) following fashion. e

a phrasal verb + gerund
b two-word preposition + gerund
c verb + preposition + gerund
d adjective + preposition + gerund
e preposition + gerund

For more practice, go to page 172.

It's hard to know what clothes to wear on casual Fridays.

It's better to be overdressed than underdressed.

In Australia, the dress code on casual Fridays is the same for men and women, but sandals are not acceptable.

In the USA, the casual Friday dress code varies from one part of the country to another. It is likely to be more casual the farther west you go.

GO TO page vii
for **VOCABULARY** step-by-step instructions.

1 dress code
2 fashion statement
3 dress down

GO TO page viii
for **GRAMMAR** step-by-step instructions.

VOCABULARY Alternative Activity

Play *Vocab Volleyball*. Divide the class into two groups. Tell groups they need to "throw" collocations to each other. The first group says one part of a collocation (e.g., *make a fashion …*), and the second group says the missing part (e.g., *… statement*). The second group then says one part, and the first group completes it, and so on. For *dress … and … dressed*, have groups give a definition.

GRAMMAR Extra Practice

If further comprehension support is needed for GRAMMAR **A**, write the sentences on the board. Have students form questions about each. For example, for 1, *Is there*:

- *a phrasal verb? (No, so the structure is not "a.")*
- *a two-word preposition? (No, not "b.")*
- *a verb followed by a preposition? (No, not "c.")*
- *an adjective followed by a preposition (Yes, "wary of.") and then a gerund? (Yes, "dressing"; "d" is the correct structure.)*

Repeat for each sentence.



LESSON 2

VOCABULARY noun modifiers

A Match the words (1–8) to the definitions (a–h).

1	production line	f	**a** a person who collects garbage from sidewalks
2	manufacturing process	c	**b** a person who creates drawings and plans for clothing
3	chewing gum	e	**c** a series of steps for making a product
4	design concept	g	**d** containers used for drinks
5	retail price	h	**e** a type of candy that you do not swallow
6	street cleaner	a	**f** the place in a factory where products are made in different stages
7	plastic bottles	d	**g** an idea or a drawing of a new product
8	fashion designer	b	**h** the amount of money something sells for

B Put the underlined words in the correct order to complete the sentences.

1 The 1 The can manufacturing soft drink process uses 95% aluminum. / The soft drink can manufacturing process uses 95% aluminum.

2 A fire in a children's clothing / Brasilia / factory caused two million dollars in damage.
A fire in a Brasilia children's clothing factory caused two million dollars in damage.

3 There are over 7,000 uniformed / street / city / cleaners working on the streets of New York.
There are over 7,000 uniformed city street cleaners working on the streets of New York.

4 Francesco works on a car / line / production / luxury in Kansas City.
Francesco works on a luxury car production line in Kansas City.

5 The new concept / design / sportswear is proving to be popular in Japan.
The new sportswear design concept is proving to be popular in Japan.

GRAMMAR future passive and passive review

A Read these sentences. Choose *Active* or *Passive*.

1 People collect the grass and flowers in Austria and Germany. Active / Passive
2 The grass and flowers are collected in Austria and Germany. Active / Passive

B Complete the rules for forming the future passive.

1 past participle
2 *not; be;* past participle
3 *be;* past participle

We use the simple future passive to talk about things that we think will (or won't) happen in the future without mentioning who or what does the action.

1 affirmative: Maybe plastics will be used to make clothes.
will be + _____
2 negative: Shoes won't be sold in stores.
will + _____ + _____ + _____
3 question: How will sneakers be made?
question word + *will* + subject + _____ + _____

For more practice, go to page 173.

C Rewrite these sentences in the future passive.

1 Designers will use recycled materials in their fashion collections.
Recycled materials will be used in their (designers') fashion collections.
2 Clothing companies will make more unisex clothing.
More unisex clothing will be made.
3 Governments will reduce taxes on eco-friendly clothing.
Taxes on eco-friendly clothing will be reduced.
4 City organizations will provide facilities for recycling unwanted clothes.
Facilities for recycling unwanted clothes will be provided.

VOCABULARY

A noun modifier is a noun that modifies or qualifies another noun. For example, in the compound noun *language school*, the noun *language* qualifies the type of school (i.e., a *language* school, not a *dance* school). Note that the noun modifier is placed immediately before the noun it modifies or qualifies. Another way of modifying the noun is to use a modifying clause after the noun. For example, *It is a **school** for **language**.*

GRAMMAR

If needed, ask concept-check questions for GRAMMAR **A**: *Which sentence mentions people?* (*sentence 1*) *Which sentence doesn't mention people?* (*sentence 2*) Remind students that the passive form does not mention *who* (i.e., the people) is or was responsible for the action, usually because the meaning of the sentence is clear without this additional information or because the people are not relevant. Ask students which sentence shows the passive form (*sentence 2*).

D **IN GROUPS** **What do you think clothing and shoes will be like in the year 2050? Discuss your ideas.**

A: What materials do you think clothing will be made of in 2050? *B: I think that in 2050, clothes will …*
A: What types of shoes do you think will be worn in 2050? *B: In my opinion …*

WRITING a product review

GO TO page xiii for **WRITING** step-by-step instructions.

A **IN PAIRS** **Have you ever written a product review online? Do you read product reviews? How useful are they?**

B **Read the product review. Then write the letters of the parts of the review next to their functions.**



a I had wanted to try the new brand of eco-friendly yoga wear for some time. Last month, I bought the leggings. They come in a variety of different colors and sizes, and the retail price is $65. **b** They looked great and were good quality—you would never know they are made from recycled plastic bottles! **c** However, they are much more expensive than my usual brand. The sizes run small, so I had to return them and get a larger size. **d** Overall, I would definitely recommend them. Four out of five stars. ★★★★☆

1 state any positive points of the product: Sentence b
2 recommend or do not recommend the product and give it a rating out of five: Sentence d
3 give an outline of the product (e.g., its use, cost, color, size, and design features): Sentence a
4 state any negative points of the product: Sentence c

C **Read the sentences from some product reviews. Is the writer making a positive or negative point?**

1	I was really impressed with it. It was well made, and lots of people commented on it.	Positive / Negative
2	Because it was cheap, it didn't work properly. I only used it twice.	Positive / Negative
3	A total waste of money. I had to return it.	Positive / Negative
4	They looked really good, but they were really uncomfortable to wear.	Positive / Negative
5	I'd definitely recommend it. It wasn't cheap, but it was good value for the money.	Positive / Negative
6	I have nothing bad to say about it.	Positive / Negative
7	They looked good in the online photos, but they looked terrible on me.	Positive / Negative
8	The instructions were clear, and it was easy to use.	Positive / Negative

D **Think about a product that you bought recently. Make notes about it using the model and plan in B. Then write a 75–100 word review.**

SPEAKING

For more speaking practice, go to page 152.

A **Imagine you are going to do an online review for a product that has an interesting, innovative feature. Make notes about what you want to say about the product.**

B **IN PAIRS** **Practice reviewing your product. You can record the review on your smartphone to share with the rest of the class.**

C **IN GROUPS** **Whose product review was the most professional? Why? Discuss.**

WRITING Additional Activity

Have students search online for product reviews of sneakers or clothing. Have them check one or two reviews against the four functions listed in WRITING **B**. Have pairs share their review(s) and the analysis of its functions.

If students have written a product review online (as discussed in **A**), you could ask them to check it against the functions in **B** or translate it into English for further written practice.

SPEAKING Alternative Activity

If needed, allow students to use the innovative product they created in LIFE SKILLS **D** for their review, but remind them to think about the product as a user would think about it (rather than as a biased creator would).

Alternatively, students could read aloud their online review from WRITING **D**. Encourage students to try memorizing some sentences of the review so that they can practice speaking without referring to notes.

For further speaking practice, go to page 146.



B **Read these definitions for the words from A that are made by joining two words together. What two words are they formed from?**

1 staycation (n): a vacation that you spend at home
stay and vacation

2 flexitarian (n): a person who is mainly vegetarian but who sometimes eats meat or fish
flexible and vegetarian

3 hangry (adj): bad-tempered because of hunger
hungry and angry

4 brunch (n): a late-morning meal
breakfast and lunch

5 smog (n): hazy weather made worse by pollution
smoke and fog

C 9.03 **Listen to a college professor talk about language. Then answer the questions.**

1 When was the word *predictive* first used? 1637
2 When was the word *photobomb* first used? 2008
3 What does the acronym *FOMO* mean? fear of missing out
4 What is a *mocktail*? a cocktail that doesn't contain any alcohol
5 What language does the word *barista* come from? Italian
6 What is the slang meaning of the word *sick*? excellent

D 9.04 **LISTENING SKILL—Use form to guess meaning** **You are going to listen to some sentences. Based on the information you have heard in the lecture about how new words are formed, try and guess what you think these words mean.**

1 def (adverb) _____
2 ASAP (initialism) _____
3 frenemy (noun) _____
4 tsunami (noun) _____
5 dancercise (noun) _____

E **IN PAIRS** **Compare your answers.**

F **Can you think of a word in your language that expresses an idea that does not exist in English? If so, share it with the class.**

MAKE IT REAL

Many initialisms used in messages are based on similar phrases e.g.
BRB (Be Right Back),
BBS (Be Back Soon),
BBL (Be Back Later)



PRONUNCIATION contrastive stress

A 9.05 **Listen to an excerpt from LISTENING C. Notice how the professor stresses the incorrect answer and the correct answer.**

B **IN PAIRS** **Write five false statements. Then take turns reading and correcting the false statements in pairs. Stress the incorrect and correct words.**

A: We live in Peru.
B: No, we don't live in PERU. We live in CHILE.

1 definitely (informal)
2 as soon as possible
3 someone who is supposed to be a friend, although both people know they don't really like one another; a portmanteau of *friend* and *enemy*
4 a large wave caused by an underwater earthquake
5 an exercise class where the people dance to music; a portmanteau of *dance* and *exercise*

GO TO page 163 for **AUDIO SCRIPT**.

GO TO page 164 for **AUDIO SCRIPT**.

GO TO page ix for **PRONUNCIATION** step-by-step instructions.

GO TO page 164 for **AUDIO SCRIPT**.

LISTENING SKILL—Use form to guess meaning

Have pairs identify how the words are formed by using the items in LISTENING **A** (*a: defo; b: ASAP; c: frenemy, dancercise; d: tsunami*). Then ask questions to help pairs guess meanings:

- *1: What adverb begins with def–?*
- *2: What phrase referring to time is made of words beginning with A, S, A, and P?*
- *3 and 5: What two words could make up these words?*
- *4: What language is this word from?*

PRONUNCIATION Extra Practice

Write sentences 1 and 2 on the board. Say them using contrastive stress, and drill with the whole class. Have pairs change the words in bold and practice saying their new sentences using contrastive stress. Have a few pairs say their sentences to the class.

1. *She's a **barista**. She's not a **manager**.*
2. *They went to **Mexico** last week. They didn't go to **Colombia**.*

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION CONFIDENT COMMUNICATOR leading a group

A **Read this feedback report from a group discussion. Do you think the group leader was successful? Why or why not?**

Yes, the group leader was successful because she gave clear instructions at the start of the task, kept notes, kept the group focused, asked questions, and encouraged all group members to speak.

Feedback Report

By Helen McNamara

Attendees: human resource managers and team leaders
Group leader: Ashley Martinez



Overall, I thought the discussion was very positive. I was particularly impressed with the way the group leader:

- gave simple, clear instructions about the task.
- assigned a group member to take notes throughout the meeting.
- kept the group focused on the discussion.
- asked the other group members questions to check she understood their points.
- encouraged all group members to speak.

I thought the group leader could have focused better on:

- summarizing the main points at the end of the discussion.
- managing time. (The meeting ran over time by 20 minutes.)

B **IN GROUPS Imagine that you are part of a marketing research team. You are going to discuss how current trends in your country differ from past trends. Choose a group leader and one of these topics:**

- clothing
- language
- movies
- music
- technology

C **IN GROUPS Discuss your ideas. Use the points in the feedback report in A as a guide and try to keep your discussion to five minutes.**

Useful phrases
I'm happy to lead the group to begin with, if that's OK with everyone.
Let's start by thinking about …
Could you repeat that point, please?
I'd like to add to that by saying …
Let me summarize the main points of our discussion …

D **IN GROUPS Change roles so that everyone has the chance to lead the group and choose a different trend to discuss.**

E **Discuss these questions.**

1 How easy/difficult was it to lead the group discussion?
2 Which points from **A** did your group follow well?
3 Which points from **A** could your group have done better?
4 In general, what difference does a good group leader make to the way a discussion happens?

CONFIDENT COMMUNICATOR

Check that students understand when to use each phrase in **C** by asking which shows someone volunteering as the leader (*I'm happy to lead the group …*), which initiates the discussion (*Let's start by …*), and which concludes the discussion (*Let me summarize …*). Tell students the other phrases can be used at any point during the discussion.

Additional Activity

Before **C**, have the class refer to **A** and identify the seven points of leading a group. (*In **A**, there are five points in the main part and two in the final part.*) Then have groups nominate an assessor who will observe the discussion and assess the leader according to the seven points identified; they will *not* take part in the discussion. After 5 minutes, allow the leader to reflect on how they led and have the assessor give their oral feedback. Remind students that self-reflection is an important part of learning and developing as a student.

WHAT DO YOU ALREADY KNOW?

Explain that in the phrase *mind over matter*, *matter* refers to a challenging or unpleasant situation (similar to the question *What's the matter?*, which is asked when someone is upset). Have students define the meaning of *mind over matter* (*the ability to control a challenging situation by using your strength of mind*).

B Choose the correct phrasal verbs to complete the conversation.

Katia: It's going to be a terrible weekend. I finally have to **1** get down to / **do over** working on my biology project. I've been **2 catching it up** / putting it off for weeks.

Mike: Yeah, I have to **3** catch up on / **do over** some work, too. I wasted too much time doing other stuff during the week and didn't **4 get over with** / get around to doing my assignments. Now I have three deadlines on Monday, and it is really **5 putting me off** / stressing me out!

Katia: I'm going to work on my project all weekend because I just want to **6 do it over** / get it over with. I'm going to start on Saturday morning and **7** stick with / **get down to** it until I finish. I want to do a good job because I definitely don't want to have to **8** do it over / **put it off**.

GRAMMAR future in the past

GO TO page viii for **GRAMMAR** step-by-step instructions.

A Read the examples. Then match the sentences to the descriptions.

Ways to refer to plans or obligations that were in the future at the time someone said or thought them:

c 1 **Yesterday, I was going to start on my term paper**, but I spent most of the day trying to decide between two topics.

b 2 **Last weekend, I was supposed to start reading a book for my English class next week**, but I couldn't get motivated to do it.

d 3 In the last class, I assigned your term papers, and in theory, **you were all starting on them last weekend**, right?

a 4 At the beginning of this semester, **I promised myself I wouldn't put things off**, but I'm still doing it.

a Someone reported something he/she had said or thought about the future.
b Someone had an obligation to do something but didn't do it.
c Someone had a plan or an intention but didn't do it.
d Someone had a definite, scheduled activity for a specific time in the future.

For more practice, go to page 174.

B Answer the questions about your past plans and obligations.

1 What is something that you were supposed to do last week that you didn't do? Why didn't you do it?

2 Have you ever said that you would do something that you didn't do? If so, what?

3 What is something that you were going to do last month that you never got around to doing?

4 What is something that you were *definitely* doing by this year that you haven't done yet?

C IN PAIRS Share your answers to the questions in B.



GRAMMAR

Remind students that like the simple future, future in the past has two different forms: *would* and *was going to*. *Would* is used to volunteer or promise, and *was going to* is used to plan.

Have students classify the following sentences as *plan*, *volunteer*, and *promise*: *I told you she was going to come to the movies.* (*plan*) *Jack promised he would send flowers.* (*promise*) *Mom knew dad would make breakfast.* (*volunteer*)

Extra Practice

In 1 and 2 in GRAMMAR **A**, *was/were going to* and *was/were supposed to* are often used to express intentions that did not happen, as is the case in both sentences.

In 3, they may or may not have done what was expected of them.

In 4, the person did not do what they had planned. If the final clause was missing, then we wouldn't know if they had or hadn't done the action.



C **Write down one of your dreams for the future. Be as specific as possible. Then make a list of possible obstacles and how you could overcome them.**

D **IN GROUPS** **Share your dream and the possible obstacles and solutions you thought about. As a group, discuss other solutions to the obstacles.**

E **As a class, reflect on these questions.**

1 How useful was it to …
- write down your dream?
- list possible obstacles to your dream?
- talk about your dream and possible obstacles?
- discuss solutions to the obstacles?

2 Do you think you are a person who "reaches for the stars"?

VOCABULARY verb phrases

A **Complete the sentences with the phrases in the box.**

break down | dream big | get in the way | have the courage | put my mind to | turn down

1 Sometimes our fears can _____ and stop us from being successful.
2 I don't know if I _____ to quit my job and go back to school.
3 If you _____, you have ambitious ideas about your life in the future.
4 I'm going to _____ the job offer because I would have to move to another city.
5 If you have a difficult problem, it helps to _____ it _____ into smaller parts.
6 I think I can achieve my dreams if I _____ it.

B **IN GROUPS** **Discuss the questions.**

1 Is there anything that you don't have the courage to do? If so, what is it?
2 Have you ever turned down an invitation or offer? If so, why?
3 Do you think you can do anything if you put your mind to it? Why or why not?
4 What kinds of things can get in the way of your goals?

MAKE IT YOURS

When you dream big about your future career, what do you think about? How could you make your dream come true? Look online for ways to describe your dream life.



LESSON 3 PSYCHOLOGY SELLS

READING

A **Discuss the question as a class.**

When you buy something, what is most important: the price, the brand, or the design?

B 10.03 **Look at the image and read the article. Then complete the sentences below.**

It is _____ that marketing is based on figuring out what consumers need and what they want, and that those often may not be the same thing. What may be surprising is that in the 21st century, companies are still using a theory from 1943 to evaluate people's needs and wants. In 1943, psychologist Abraham Maslow introduced a hierarchy of human needs, which ranged from basic to advanced. As shown in the image, the hierarchy is shown as a pyramid. Basic needs, like food and water, are in the broad base of the pyramid; the most advanced needs, like personal growth and creativity, are at the top of the pyramid. The pyramid shape reflects both the relative importance of each category and the number of people who fit into each category. In other words, the things in the bottom two sections of the pyramid are necessary for physical survival. On the other hand, the top three sections of the pyramid are social and psychological issues that are _____, or at least less important, until the more basic needs are satisfied.

Maslow's theory has been criticized by psychologists who say that it _____ how people think. They point out that people still care about social and psychological needs even if some of their more basic needs are _____. While it is true that people do not fit perfectly into the categories in the image, Maslow's theory does have uses in marketing and advertising.

In marketing and advertising, many products and services fulfill more than one need, but most marketing is aimed at the higher-level categories of self-esteem and self-actualization. For example, a hotel satisfies the basic needs for sleep and shelter, but ads for hotels are often aimed at self-actualization by projecting images of beauty, entertainment, and relaxation. They may also aim at _____ by projecting images of wealth and luxury.



Companies also market different types of the same product in different ways, according to the needs of different market segments. For example, if an auto manufacturer has a mid-priced SUV and a high-priced sports car, the market segments for the two cars are very different, and the advertising will be aimed at very different needs in Maslow's hierarchy. The ads for the SUV will probably focus on its reliability and safety, and maybe love and belonging, because many buyers will be families with children. They will not buy a car that they consider to be _____. The sports car buyer, on the other hand, has different needs, so the ads will focus on the top two segments of the pyramid— _____ and _____.

While the hierarchy may not perfectly describe how human needs function, most companies do not _____ the importance of needs analysis in their marketing strategies. Companies often _____ their advertisements if they feel that they have _____ the needs of their target markets. Sometimes products even _____ for a while and then _____ with different packaging and different advertising that better reflects the needs that the product is supposed to satisfy. It is likely that businesses will still be using Maslow's hierarchy as a model for needs analysis far into the future for one important reason. While products change over time, human psychology really doesn't change much at all.

1 According to Maslow's hierarchy, the most basic human needs are …
a food and love. **b** safety and shelter. **c** love and self-esteem.

2 After people have the physiological necessities and safety, they start to want things like …
a health. **b** a place to live. **c** social relationships.

3 Some psychologists think that Maslow's hierarchy is …
a too complicated. **b** too simple. **c** not based on facts.

4 Marketing is typically designed for people who focus on …
a physiological needs **b** safety and security **c** self-esteem

5 Businesses use Maslow's hierarchy because the way people think …
a is theoretical **b** doesn't change over time **c** is easy to understand

MAKE IT DIGITAL

Look at three online ads. For each ad, make notes about who the target market is and what types of needs the ad focuses on. Then report back to your class.

C READING SKILL—Identify topic sentences **Read the description of a topic sentence. Then underline the topic sentence in each paragraph in the article in B.**

A topic sentence states the main topic of a paragraph. The topic sentence is often the first sentence of the paragraph, but it can also be the second sentence or the last sentence. Sometimes it can even be stated in two sentences.

VOCABULARY prefixes

A Match the prefixes to the meanings.

dis– *mis–* *over–* *re–* *under–* *un–*

1 ___re–___: do something again
2 ___mis–___: do something incorrectly
3 ___dis–___: reverse something or get rid of something
4 ___un–___: not
5 ___under–___: too little
6 ___over–___: too much

MAKE IT REAL

There are often informal equivalents of formal words, e.g. *fade away* is the same as *disappear*.

B IN PAIRS Underline words with the prefixes in the article in READING B. Discuss their meanings.

PRONUNCIATION word stress with prefixes

A 10.04 Listen to the words. Are the prefixes stressed or unstressed? Then practice saying the words.

unimportant	unsurprising	oversimplify	overestimate	reappear	rework
underestimate	underpay	disappear	discover	misunderstand	mistake

The prefixes are unstressed.

GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

WRITING a formal email

A IN PAIRS Read the email. Is it formal or informal? How do you know?

To: James Walker Cc Bcc

Subject: 1 ___e___ Presentation of Sparkle Water campaign

2 ___d___ Dear Mr. Walker,

3 ___b___ I am pleased to inform you that the details of the new advertising campaign for your product Sparkle Water have been finalized. As discussed, we have prepared ads for both television and online promotion of the product.
4 ___a___ I would like to propose a meeting next week for our creative team to present several ideas to you for discussion. Would Wednesday at 3:00 be convenient for you? If not, we will be happy to reschedule at a more suitable time.
5 ___c___ I want to thank you for your confidence in us, and we look forward to presenting our proposals for the Sparkle Water campaign.

6 ___f___ Best regards,

Susan Keller
Creative Director
RKT Advertising Agency

Send

GO TO page xiii
for **WRITING** step-by-step instructions.

Suggested answer: The email is formal. Formal emails have formal greetings and closings, titles and last names, formal phrases like *I am pleased to inform you …*, no contractions, and formal-sounding grammar.

B Label these elements in the email.

a statement of purpose
b introduction
c closing remarks
d formal greeting
e clear subject line
f formal closing

C IN PAIRS Write a formal email to your school director. Request a meeting to discuss how to advertise your English program and report your ideas so far. Include all of the parts of a formal email.

VOCABULARY

After **B**, have students scan the article in READING **B** again and look for a prefix that uses a hyphen (*self-*). Have students guess (or tell them) what the two *self-*words mean by using the context (*self-esteem: the feeling that you are as important as others and deserve to be treated well, self-actualization: the achievement of your full potential*). Elicit what the prefix means (*relating to yourself*).

WRITING Extra Practice

Have students write formal phrases that mean:

- *I'm happy to tell you …* (*I am pleased to inform you that …*)
- *Like agreed, …* (*As discussed, …*)
- *I suggest …* (*I would like to propose …*)
- *Is Friday OK for you?* (*Would Friday at 3:00 be convenient for you?*)
- *Or we can do another time?* (*If not, we will be happy to reschedule at a more convenient time.*)
- *Thanks for …* (*I want to thank you for …*)

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

MEDIATION **CONFIDENT COMMUNICATOR** translating for formal communication

A Discuss these questions as a class.

1 When might you have to translate from English to your own language or from your language to English in a formal situation?
2 What things do you think are important to do or not to do when you are translating to others?

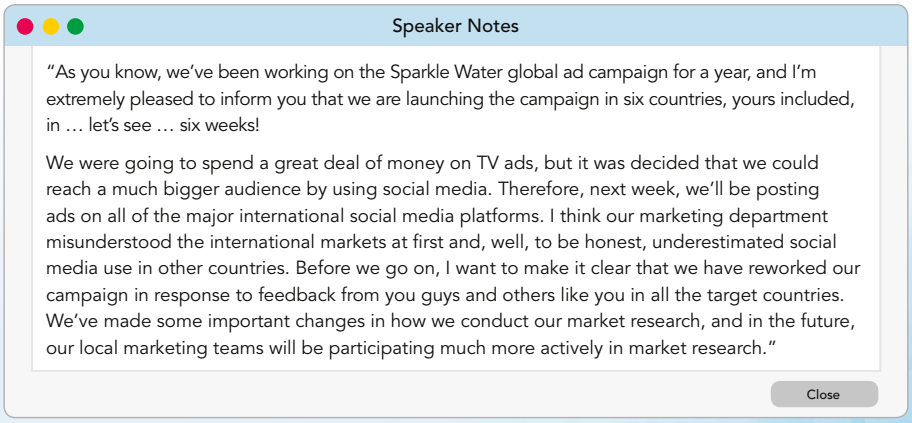
B IN PAIRS Read the tips for translating. Then discuss the questions below.

In today's global world, translation is often necessary in business or other formal situations. You may need to translate at business meetings or during presentations. To translate accurately and effectively, follow these guidelines:

- Listen carefully to what the speaker is saying. Take notes if necessary.
- The speaker should pause every minute or two to give you the chance to translate what has just been said. Don't try to translate too much at one time. If the speaker does not stop automatically, interrupt politely: *Excuse me. May I translate what you just said?*
- Do not translate literally, word for word. Think about how ideas are usually expressed in your language and use the appropriate expressions. Consider whether a grammatical structure in English is commonly used in your language or whether it would be better to use a different structure.
- It isn't necessary to include everything a speaker says. Use reported speech and paraphrase what the speaker said. Make the translation short but accurate.
- If you are not sure about something the speaker has said, ask for clarification before translating.

1 Why might it be important to take notes while you are listening to what a speaker is saying?
2 Would you use the same grammatical structures to say this sentence in your language?
We have agreed that we will be starting the new ad campaign when we have finished with the current one.
3 How would you paraphrase this sentence?
I think—well, that's the plan anyway—that we will be hiring some new salespeople in, I guess, uh … about six months.

C IN GROUPS Discuss how you might translate what an international marketing director says in a company meeting in your country. Follow the tips in B.



D Discuss these questions as a class.

1 What was most difficult about oral translation?
2 What might you do differently in a future translation situation?

CONFIDENT COMMUNICATOR Additional Activity

After CONFIDENT COMMUNICATOR **A**, remind students that they have studied translating in everyday situations (Unit 7, CONFIDENT COMMUNICATOR). Revisit the tips for the informal situation (*ask speakers to explain, check you understand, listen to both speakers, make suggestions*), and have students explain the main differences between translating informally and formally. (*Informal is more collaborative, and the translator's opinion is relevant; formal is a one-way process unless the translator is checking understanding.*)

Alternative Activity

For **C**, have one student in each group be the director and read aloud the text. The director should pause at the end of each sentence, and one student then translates the sentence into their first language. Then, the director continues with the next sentence and then pauses, and the next student says their translation. Continue until the director has finished speaking. Then switch roles in the group and repeat.



GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

UNIT 2

SKILLS FOR PROS Fostering Teamwork



A Read about fostering teamwork. Check (✓) the things that make a good team member or leader.

FOSTERING TEAMWORK

To "foster" means to help something develop over a period of time. Fostering teamwork means learning to work better as part of a team and/or helping other people work more effectively as a team.

Good team members work hard on the tasks they are responsible for and contribute ideas to help the team achieve its goals. They listen to other people's ideas and consider all contributions seriously. Some people naturally tend to be the dominant voices on a team, and that may cause less outgoing team members to feel that they are not as important as others. If only a few people present most of the ideas, the team may miss out on some good ideas. Good team members are not the ones who do the most work or offer the most ideas. They are the ones who listen carefully to everyone and make constructive comments. They support good ideas and react positively to the contributions of others. It also means that if they disagree with an idea or a proposal, they offer criticism in a positive way by pointing out areas of agreement before explaining areas of disagreement. They offer alternatives or solutions and not just criticism. Finally, good team members give help and support when other team members need it. People who do not want to share their knowledge with others are not "team players."

Good team leaders understand the strengths and weaknesses of each member on the team, and they assign roles and tasks that allow the members to use their skills and abilities. They also work with members, or have members work together, in ways that can help people improve in their weaker areas. These leaders also encourage everyone on the team to participate, and they don't allow the more talkative members to dominate meetings and conversations. Finally, good team leaders encourage cooperation not only among members of the team, but also with other teams or departments.

Fostering teamwork is very important in any profession where people have to work together. For example, many people think small business owners make all of the decisions in their companies and just tell everyone else what to do. In fact, business owners have to be both team leaders and team members. They are not afraid to share their knowledge with other people in the company because they know it will help people do their jobs better. They have to be good team leaders to encourage the people under them to contribute new and creative ideas, but they also have to be good team members. Successful business owners listen more than they talk in meetings. They give feedback on their team's ideas, but they don't try to tell people exactly what to do or how to do it.

Even jobs that are not usually considered team jobs involve some teamwork. For example, at a publisher, accountants have to work with department managers to decide on budgets. Authors and editors have to work together as a team in order to create the content of a book or a magazine. Then editors and designers have to work together to produce the book or magazine in an attractive way. Every job in a company requires at least some amount of teamwork.

A good team member …

1. ☑ listens and responds in a positive and useful way to other team members' ideas.
2. ☐ offers to do more work than others on the team.
3. ☑ expresses disagreement in a positive way by emphasizing points of agreement and by making positive suggestions to find solutions.
4. ☐ presents his/her best ideas to the team leader or boss before the group meeting.
5. ☑ helps others when they need it.
6. ☑ shares his/her expertise and knowledge with others.

A good team leader …

7. ☐ tells each member of the team exactly how to do his/her tasks.
8. ☑ asks team members to do things that reflect their strengths.
9. ☑ has team members who can help each other work together.
10. ☐ doesn't worry about what other teams or departments are doing.

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SKILL DEFINITION—FOSTERING TEAMWORK

Fostering teamwork involves developing, over time, a team's ability to work together. As explained in **A**, teamwork should be fostered by members of the team and also by the leader. It is important that students understand that their responsibilities and the way they develop teamwork will change according to their role.

ALTERNATIVE ACTIVITY

After **A**, form small groups, and have them choose a team leader. Give each group a task that requires them to reach a consensus and that ranks a selection of items in order of usefulness. Then have them analyze their role in the group and see if they showed the characteristics described in **A**.

FURTHER PAIR WORK

- Do you prefer to lead or be part of a team? Why?
- Which of the characteristics of a good team member/leader do you have?
- How could you become a better team member/leader?

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

UNIT 8



A Read about fostering innovation. Choose the correct heading (a–f) for each tip (1–4). There are two headings you do not need.

FOSTERING INNOVATION

Innovation comes in many forms. It may involve coming up with new ideas, new products, new services, or new ways of doing things. Fostering innovation is a very important professional skill. Business leaders should create an environment where innovation is encouraged and people can collaborate on new ideas. There are a number of things that can be done to achieve this:

• 1 d

You can only have successful innovation when you have lots of unsuccessful innovation! The way you respond to other people's ideas that aren't a success makes a real difference. Anyone involved in innovation needs to feel that their contribution is valued, even when it isn't entirely successful.

• 2 b

The piece of information someone needs to innovate may be in a coworker's head in another department. Have a system so that people can see what everyone is working on and what they're thinking about. This may involve encouraging informal meetings between departments or using project management software that allows that kind of communication.

• 3 e

Develop groups of people who work together well. You will need to consider different personality types and different working styles. In that way, the strengths of some people will help to make up for any weaknesses that the team might have.

• 4 a, c, and f are not used

One of the enemies of innovation is "groupthink," when everyone views things in the same way. Try to bring people who have different opinions together and see what develops from the interaction.

Fostering innovation is important in many professions. It is clearly important to people such as software developers, who have to keep up with a profession that changes very quickly. They need to constantly foster innovation in the software they produce, either by adding new features or by making the software available in different ways. However, it's not just people who work in information technology who need good skills in fostering innovation. All businesses need to innovate. A salesperson in a company may need to develop new ways of finding customers or offer new services to existing customers. It's also a very important skill for people who work in creative industries. Writers, artists, and musicians need to find new audiences for their work and new ways of communicating with their fans and followers. Innovations in social media marketing have helped them do that.

a Encourage diverse thinking
b Help people share
c Copy other people's ideas
d Reward failure
e Build strong teams
f Create teams without weaknesses

B IN PAIRS Discuss the questions.

1 Can you think of a time when you came up with a new solution to a problem? Explain what happened.
2 What important lessons have you learned from failure?
3 Do you find it easier to come up with new ideas when working on your own or with other people? Why?
4 What personal qualities do you think help when you need to find a new approach or a new solution to a problem?

SKILL DEFINITION—FOSTERING INNOVATION

Fostering innovation involves creating an atmosphere in which people are encouraged to be innovative and work together on new ideas, and failure is a crucial part of innovation. It's important that students feel comfortable experimenting with new ideas and know their contributions are important, especially when working in a new language.

ALTERNATIVE ACTIVITY

Have students brainstorm as many ideas as possible in 5 minutes on the name for the company in **C**. Randomly assign students to an "encouraging" or a "discouraging" group. Encouraging students record all suggestions and react positively. Discouraging students only record "good" ideas. Compare which approach was the most effective.

FURTHER PAIR WORK

- What do you do to encourage innovation in others?
- When is it difficult to come up with new ideas? What could help in that situation?
- Do you wait for inspiration to arrive? Is that a good approach?

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

UNIT 10

A Read about stress management. Check (✓) the tips that are good for avoiding high stress at work.



STRESS MANAGEMENT

Before looking at ways to manage stress, it is useful to understand that stress is not an entirely negative phenomenon. It is the body's natural defense mechanism. In ancient times, the body had to prepare physically for dangerous situations. To do that, it produces large amounts of cortisol, adrenaline, and noradrenaline, which cause an increased heart rate, a temporary increase in muscle strength, and an alert mental state. The body prepares for what is called "fight or flight," which means that it is ready either to run away and escape the danger or to fight off an attacker.

The problem for modern humans is that the body reacts to stressful situations, like an argument with the boss, in the same way it would have reacted to being attacked by wild animals in ancient times. Because there are numerous stressful situations in daily life, many people exist in an almost permanent state of "fight or flight."

Stress management is the ability to maintain self-control and to keep functioning effectively in stressful situations. People who successfully manage stress know how to stay calm and control their emotions when they are under pressure. It is especially important for people to be able to control how they respond to criticism. It is easy to feel that even mild criticism is a personal attack, especially if one is feeling stressed already. People who are the most successful in handling stress are often those who can see humor in a difficult situation. A few jokes can make everyone feel better!

Everyone experiences stress at times, and a little stress can give us energy and motivate us to do a good job. However, part of stress management is knowing how to prevent high levels of stress whenever possible. For example, people tend to think that working more intensively for longer hours will help them get more done. However, that is usually counter-productive. When people are mentally and physically exhausted, they do less, not more. Levels of stress in the workplace are lowered when employees take breaks, take their vacations, exercise, and have social time together.

Some types of jobs naturally cause more stress than others. One of the most stressful jobs in the world is air traffic control. Controllers have to make very fast decisions that may be the difference between safe air travel and disaster. Another stressful job is taxi driving. It is stressful because drivers are in traffic all day and they deal with all kinds of people. One way to prevent excessive stress is to understand your own tolerance for working under pressure and to try to choose a job that doesn't cause more stress than you can comfortably handle. For example, if you are going to be a doctor, your comfort with stress should be one factor in deciding whether you become a trauma surgeon or a dermatologist.

1 ☒ Work extra hours to avoid feeling stressed by deadlines.
2 ☑ Leave work more or less on time every day.
3 ☑ Participate in company social functions.
4 ☑ Learn how to say "no." Don't promise to do more than you are able to do.
5 ☒ Eat lunch at your desk frequently to better utilize the hours in the workday.
6 ☑ Take all the vacation time the company allows.
7 ☒ Try to find a job that causes little to no stress.
8 ☑ Record the methods you successfully use to deal with problems so as to use them again.
9 ☒ Stop worrying about getting angry with people because everyone experiences stress.

B IN PAIRS Discuss the questions.

1 In what areas of your life do you feel the most stress?
2 Do you think you are good at managing stress? Why or why not?
3 What do you do to avoid or lower stress?

SKILL DEFINITION—STRESS MANAGEMENT

Stress management is continuing to work effectively even if you are in a stressful situation. Stress in a professional situation is normal, and in small, easily managed amounts, it can be positive and motivational. Students should know when their stress has risen above a positive level and how to manage it.

ALTERNATIVE ACTIVITY

In small groups, ask students to think of a time when they were under a lot of stress. Have them discuss how they managed their stress and share which techniques were the most effective. Put students in new groups and have them advise their classmates on ways to manage stress.

FURTHER PAIR WORK

- Who do you know who manages stress really well? What do they do that works?
- Are there times of the day when you feel more stress? Does it help knowing this?
- How could you help your friends in stressful situations?

Oral Intralinguistic Mediation Rubric

SCORING	Does not meet expectations 1 point	Meets expectations 2 points	Exceeds expectations 3 points	TOTAL
Range	• Insufficient use of vocabulary and grammar of the level.	• Sufficient use of vocabulary and grammar of the level.	• Wide range of vocabulary and grammar of the level used.	
Accuracy	• Lack of grammatical and lexical control. Errors impair communication.	• Appropriate grammatical and lexical control. Errors do not impair communication.	• Good grammatical and lexical control. Very few errors occur.	
Coherence and cohesion	• Unclear and incoherent speech with insufficient use of linking mechanisms.	• Clear and coherent speech with appropriate though limited use of linking mechanisms.	• Clear speech and overall progression with good use of linking mechanisms.	
Pronunciation, fluency, and intonation	• A lot of errors in pronunciation, intonation, and fluency cause difficulties in understanding.	• Pronunciation, fluency, and intonation are appropriate for the level, with some errors.	• No or very few minor errors in pronunciation, fluency, and intonation.	
Mediation of the text microstrategies: • Selection • Summary • Paraphrase • Streamlining • Extension • Interpretation • Other	• Does not take into account the context and the needs of the interlocutor in selecting information. Relevant points are omitted, and the task is not fulfilled.	• Selection of the key information taking into account the context and the needs of the interlocutor. Some relevant points might be omitted, although the fulfillment of the task is not hindered.	• Selection of the key information taking into account the context and the needs of the interlocutor. No relevant points are omitted.	
	• Unable to communicate the information using the microstrategies required.	• Communicates with some difficulty, the information using the microstrategies required.	• Clearly communicates the information using all the microstrategies required.	
Cultural mediation	• Relevant cultural connotations in the source text are not communicated, impeding understanding.	• Any relevant cultural connotations in the source text are communicated although incompletely or with some omissions.	• All relevant cultural connotations in the source text are clearly communicated.	
Register	• The register, length, and content are not appropriate for the interlocutor and/or the situation.	• The register, length, and content are appropriate for the interlocutor and/or the situation.	• A very good fulfillment of the task in relation to register, length, and content.	
Task fulfillment	• Unable to mediate or with significant difficulties doing so.	• Mediation is carried out with little difficulty.	• Mediation is carried out with no difficulty.	
			Total Score	

Grammar Review

A **1** have been making **2** were made **3** are designed **4** have been helping **5** have been working **6** are programmed **7** looks **8** don't feel

B **1** shouldn't **2** could **3** should **4** can **5** must **6** can't

C **1** get **2** will melt **3** would have died **4** goes **5** will send **6** invested **7** had been **8** cared

D **1** to be **2** to be **3** to have **4** hiring **5** to provide **6** guide **7** done

E **1** Marcus was a very talented pianist / that Marcus was a very talented pianist **2** she was studying violin and cello / that she was studying violin and cello **3** where I was going after class **4** if I always performed alone / whether I always performed alone **5** where I was from **6** he had never sung in a talent show / that he had never sung in a talent show **7** if I had studied music / whether I had studied music **8** they would practice their routine later / that they would practice their routine later

F **1** c **2** b **3** e **4** a **5** f **6** d

G **1** I like her story, even though she made **it up**. **2** It would be **so** interesting to be an astronaut. **3** You don't fear artificial intelligence, **do** you? / You **fear** artificial intelligence, **don't** you? **4** My paper isn't **good enough**, so I have to rewrite it. **5** A veterinarian is someone who cares for animals. **6** He works more **successfully** alone than with a team. **7** Can you explain how this **works**? **8** **Venom** is something a snake uses for protection.

Grammar Reference

UNIT 1

review of present and past tenses

A **1** have been studying **2** has always been **3** had flown **4** installed **5** discovered **6** had been taking **7** found **8** were using

adjective order

A **1** Taxco is a pretty Mexican town. **2** Pisa's ancient stone tower is famous. **3** We visited many charming places. **4** I bought three square silver boxes. **5** I saw two large, colorful rocks. **6** I have several lovely Thai shirts.

B **1** Bali has some beautiful sandy beaches. **2** The Louvre contains a large glass pyramid. **3** Central Laos has many mysterious stone jars. **4** I like that square copper Indian box. **5** I received a cheap plastic necklace. **6** She has a ninety-year-old Persian carpet. **7** We received three old, purple French sofas. **8** I own a beautiful, round, blue Moroccan bowl.

Unit 2

quantifiers

A **1** a little **2** a few **3** little **4** a few **5** a little **6** Few **7** Few **8** little

B **1** each **2** every **3** each **4** every **5** every **6** each

obligation, permission, prohibition

A **1** lets **2** have to **3** required **4** don't have to **5** can **6** makes **7** supposed **8** allowed

B **1** You should wear a jacket at work. **2** You are encouraged to give your feedback. **3** We aren't supposed to wear sandals at work. / We're not supposed to wear sandals at work. **4** I'm supposed to take notes during meetings. **5** We're not allowed to eat at our desk. / We aren't allowed to eat at our desk. **6** We may work from home. **7** We're required to use our own laptops. **8** We can't ask questions.

Unit 3

verbs + gerund/infinitive: changes in meaning

A **1** f **2** c **3** d **4** b **5** e **6** a

B **1** to thank **2** picking **3** to sing **4** to add **5** to turn off **6** cooking **7** eating **8** trying

be/get used to

A **1** get **2** gotten **3** is **4** getting **5** get **6** is

B **1** I'm not used to living on my own. **2** It took several weeks to get used to the food. **3** Have you gotten used to school hours yet? **4** It was hard at first, but I am now used to chopsticks. **5** He's used to having more vegetables in his diet. **6** I'm slowly getting used to the humid weather here. **7** I have never gotten used to eating after 9:00 p.m. **8** We're not used to sharing just one bathroom.

Unit 4

past perfect vs past perfect progressive

A **1** had heard **2** had known **3** had been studying **4** had passed **5** had been studying **6** had been living **7** had been waiting **8** hadn't seen

B **1** had been riding **2** had been living **3** had been teaching **4** had written **5** had appeared **6** had become

prefer / would prefer / would rather

A **1** b **2** e **3** c **4** g **5** f **6** d **7** a

B **1** a **2** b **3** b **4** a **5** a **6** b **7** b **8** a

Unit 5

creating emphasis

A **1** do **2** better and better **3** The sooner **4** did **5** the less likely **6** more and more expensive **7** does **8** The more comfortable

B **1** faster, easier **2** more, more boring **3** more diverse, more interesting **4** younger, more likely **5** harder, harder **6** better, better **7** more, more violent **8** better, easier

reported speech

A **1** He said (that) Samantha had been studying music for a long time. **2** She predicted (that) Ricardo would be a star someday. **3** He mentioned (that) Jesse might be late for the performance. **4** She told me (that) Kal was working hard on his dance routine. **5** He says (that) Quinn wants to be famous. **6** She explained (that) Joel had practiced for hours. **7** He wants to know if/whether Young plans to try out for the talent show. **8** She says (that) Paul understands the price of fame. **9** He is going to announce who the winners are.

Unit 6

conditionals review

A **1** push **2** had **3** publishes **4** join **5** would be **6** would do **7** hadn't majored **8** mix

B **1** would volunteer **2** don't follow **3** would have learned **4** keep **5** miss **6** allowed **7** hadn't done **8** will pass

conditional conjunctions and phrases

A **1** I won't finish the paper unless I get help. **2** Check your science report in case there are mistakes. **3** You should pass the exam provided you studied. **4** I wouldn't understand your research even if I read it. **5** I can go to the conference as long as I get permission. **6** People won't teach unless the salaries are higher. **7** Save your notes in case you need them later. **8** You will do fine in the debate as long as you practice.

B **1** even if **2** as long as **3** in case **4** Even if **5** in case **6** Provided **7** As long as **8** unless

Unit 7

past modals of deduction

A **1** e **2** f **3** d **4** a **5** b **6** c

B **1** couldn't have seen **2** must have made **3** might have forgotten **4** could have said **5** may not have known **6** must have been

verb + object + infinitive

A advise, allow, expect, invite, order, persuade, warn

B **1** allowed Mark to take **2** encouraged Lisa to get **3** warned David not to eat **4** invited Mayumi to go **5** reminded Wendy to bring **6** told Antonio not to drink

Unit 8

relative clauses

A **1** c **2** b **3** f **4** a **5** d **6** e

B **1** My uncle, who is an engineer, has helped build several skyscrapers in the Middle East. **2** Engineering projects that/which make their surroundings more beautiful are in demand. **3** Zaha Hadid is the architect who/that designed the Guangzhou Opera House. **4** The Falkirk Wheel, which I saw when I went to Scotland, is an engineering marvel. **5** People are becoming more interested in hotels that/which have innovative designs.

noun clauses as subjects and objects

A **1** When you start your day **2** Where you do your work from **3** What you choose to wear at work **4** That you take a day off **5** That everyone works as a team **6** How well you get along with others **7** That you get your work done on time **8** What you can contribute

B **1** Let's focus this meeting on what can benefit everyone. **2** It would be good to know who is open to more training. **3** I want you to remember that we need to work together. **4** He has no idea what to do with the spreadsheet.

Unit 9

the gerund as an object of a preposition

A **1** a, h **2** c, f **3** d, j **4** b, g **5** e, i

B **1** designing **2** becoming **3** thinking **4** applying **5** financing **6** starting

future passive and passive review

A **1** will be made **2** will be forced **3** will be banned **4** will be purchased **5** will be expected **6** will not / won't be used **7** will be built **8** will not / won't be introduced

B **1** More hand-made clothing will be worn. **2** Environmentally conscious clothes will be expected. **3** Fur and leather won't be banned on the runway. **4** Clothes that don't require washing will be created. **5** Performance-enhancing shoes won't be worn in sports events. **6** Modern technology will be integrated into clothing. **7** Eco-friendly apartment buildings will be designed. **8** Most of the house chores will not be done.

Unit 10

future in the past

A **1** was going to start **2** was supposed to be **3** was meeting **4** were going to get **5** were supposed to give **6** were planning to come **7** would be **8** was giving

B **1** was suppose = was supposed **2** would missing = would miss **3** were going = was going **4** is going = was going **5** is meeting = was meeting **6** supposed call = supposed to call

future progressive

A **1** will be working **2** will be running **3** will be raising **4** will be dancing **5** will be living **6** will be earning **7** will be studying **8** will be teaching

B **1** be paint = be painting **2** be go = be going **3** will performing = will be performing **4** be live = be living **5** we be = we'll be/we will be **6** I'll calling = I'll be calling **7** we be = we'll be/we will be **8** be decorate = be decorating

Irregular Verbs

Infinitive	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation Symbols

Vowels

ɪ	d**i**d
ɛ	b**e**d
æ	b**a**d
ʌ	c**u**p
ʊ	b**oo**k
ə	b**a**nan**a**
i	f**ee**d
ɑ	f**a**ther, b**o**x
ɔ	t**a**ll
u	st**u**dent, f**oo**d
ɝ	sh**i**rt, b**i**rthday
eɪ	d**a**te, t**a**ble
aɪ	cr**y**, **ey**e
ɔɪ	b**oy**
oʊ	c**o**mb, p**o**st
aʊ	ab**ou**t, h**ow**

Consonants

p	**p**ark, ha**pp**y
b	**b**ack, ho**bb**y
t	**t**ea
d	**d**ie
k	**c**ame, **k**itchen, **q**uarter
g	**g**ame, **g**o
f	**f**ace, **ph**otographer
V	**v**egetable
θ	**th**ing, ma**th**
ð	**th**en, **th**at
s	**c**ity, **s**ummer
z	plea**s**e, goe**s**
ʃ	**sh**e, **sh**op
ʒ	lei**s**ure
h	**h**ot, **wh**o
tʃ	**ch**icken, wa**tch**
dʒ	**j**acket, oran**g**e
m	**m**en
n	su**n**, **kn**ow
ŋ	su**ng**, si**ng**er
w	**w**eek, **wh**ite
r	**r**ain, **wr**ite**r**
l	**l**ight, **l**ong
j	**y**es, **u**se, m**u**sic

Unit 1

Track 02

1 mystery, mysterious
2 courage, courageous
3 history, historical

Track 03

1 science, scientific
2 atmosphere, atmospheric
3 photograph, photographic

Track 04

1 I love history and historical novels.
2 What are those mysterious lights in the sky? They're a mystery to me.
3 Charlie showed real courage when he rescued the boy. He's courageous.

Track 05

Good afternoon. Our topic today is mysteries in nature. Everyone loves a good mystery, right? People spend hours together on social media discussing mysterious phenomena in nature. Is the government doing secret experiments that cause those Northern Lights? Are they caused by aliens trying to communicate with us? Unfortunately for you future scientists, most of nature's mysteries have scientific explanations, so you won't be able to have fun imagining amazing alien communications, or whatever!

Let's start with the Northern Lights, or Aurora Borealis. This phenomenon also happens in the southern hemisphere, where it's called Aurora Australis. As the sun's temperature changes, small particles escape from the sun's surface and become solar winds. These solar winds travel toward Earth, and when the particles mix with gases such as oxygen and nitrogen in the Earth's atmosphere, they produce beautiful colored lights.

The next picture is of a small, square white rock with a long, thin dirt trail behind it, showing that the rock has moved! Did a person or an animal move it? There are many rocks with trails behind them in this area of Death Valley, California, and how they moved was a mystery until geologists discovered the answer. When it rains, the wet dirt becomes very slippery. Strong winds blow, and the rocks slide on the ground and leave a trail behind them.

Finally, the amazing, big pink salt lake in the last picture is on an island off the coast of Australia. Some people think the lake must be polluted with some kind of chemical that causes the pink color. However, the color is caused by a type of algae and a type of bacteria that grow in the water, and they are not dangerous to humans or other forms of life.

So, I'm sorry to say that none of these amazing phenomena are caused by aliens or secret experiments! It's all just science.

There is one more thing I should mention. Not all of these interesting phenomena are easy to see. The auroras are visible from many different places, but you'll need some luck to see them. Sometimes they happen, sometimes they don't. Tourism to Death Valley is not limited, but it is difficult to get to the area of the moving rocks because driving on the dirt surface is prohibited. You have to park in a parking lot and walk about half a mile to see the rocks. Visiting Lake Hillier is a little more difficult. It is not easy to get to the island, and most visitors book a tour with a tour guide. There are now signs and barriers to keep people from swimming in the lake because sunscreen and other oils can damage the algae and bacteria that create the pink color. We have to find the right balance between letting people enjoy amazing natural phenomena and protecting them.

OK, that's it for today. Please read chapter 4 for next Wednesday.

Track 06

Host: Hello, and welcome to Engineering World. Today, I'm talking to Zoe Robertson, who is an engineer. We're talking about the ancient Egyptian pyramids. Zoe, welcome to the show.

Zoe: Thanks. It's great to be here.

Host: As an engineer, what can you tell us about the pyramids?

Zoe: The pyramids were impressive places that held the bodies of pharaohs that died, and they are also amazing engineering achievements. First of all, they are big. The largest pyramid, the Great Pyramid of Giza, was 147 meters tall when it was built in 2250 BCE. In fact, the Great Pyramid of Giza was the tallest building in the world for over 3,800 years. The pyramids were built so that the positions of the pyramids point exactly north to south. We think the ancient Egyptians used the stars to decide where to position the pyramids. We also think they created an outline on the ground to show exactly where to place the pyramids.

Host: So how did they build the pyramids so high?

Zoe: Scientists have analyzed the evidence and we still aren't sure exactly how the Egyptians built them. We know that they used huge, heavy stone

blocks that weighed over two tons each. The blocks had to be transported to the site, and then each block had to be lifted into position. Remember that the Egyptians didn't have any iron tools at that time. They didn't have the wheel, and scientists estimate that there are 2.3 million blocks that had to be transported for the Great Pyramid!

Host: Have people proposed any theories as to how they moved the blocks?

Zoe: Oh, yes. Scientists have reached the conclusion that around 20,000 men built the Great Pyramid. They worked in large teams. We think they poured water on the sand to make it easier to move the blocks of stone. And we think they pulled the stones using long ropes. We're still not sure how they got the huge stones up to the top of the pyramid.

Track 07

Host: So how were the men able to pull such heavy blocks?

Zoe: We think they used ramps. They made ramps out of sand so they could slide the stones up. They put the block of stone on a wooden sled. Then the men pulled up on long ropes to slide the stone blocks up the ramp.

They used a low ramp, with an incline of 10%. That means it goes one meter up for every 10 meters it goes forward. It would still be very hard to get stone blocks to the top of a pyramid with a 10% incline.

Host: So how *did* they get the stone blocks to the top?

Zoe: Archeologists recently discovered a ramp with large holes at the sides. They think these holes had large wooden poles in them. They could put a rope around the wooden poles and around the block of stone. That means you can have two groups of men: the ones at the top pull up and the ones at the bottom pull down. That gives you more power.

Host: How does that help?

Zoe: It means you can have a higher incline. Instead of an incline of 10%, you can have 20%. That makes it more realistic that you can get to the top of the pyramid with this method. We can't prove the idea, but it's certainly possible. There are more than 100 pyramids in Egypt, so using this method to build all of them is truly incredible.

Host: Zoe, thanks for joining us on Engineering World.

Zoe: Thanks for having me.

Unit 2

Track 01

Host: Welcome to *It's Your Business*. I'm Mark Mason, and my guests are Sam and Molly Carter and their daughter, Lydia, and son, Alan. They have a successful business called Cupcake Creations. You can see a few of their beautiful, delicious cupcakes on their website! OK, Carter family, tell our listeners about your business. First, why cupcakes?

Molly: Well, we talked about several different types of businesses and finally chose cupcakes because, to be honest, we all love cake! Also, there were very few places in town to get decorated cupcakes, so we thought it was a good idea.

Host: So who does what?

Sam: Well, when we first set up the business, Molly was pretty much doing everything, but then I decided to bake full time. I took over the baking, because I love creating new recipes. Lydia has a degree in design, so she decorates the cupcakes. Each cupcake is a work of art! She's also very good at baking, so she sometimes fills in for me when I get tired. I'm afraid I'm getting older, and I need a little rest sometimes!

Host: What about the business side? Who manages things like finances and advertising?

Sam: Molly and Alan do. I have little knowledge of accounting, but Molly is good at it, so she does that. Alan studied marketing and advertising, so he manages those things. Right now, he's working on a new design for our website.

Host: That sounds like a good system. So, what are your best-selling cupcakes?

Lydia: People love to order cupcakes for parties, so we get a lot of orders for holiday themes like Halloween or New Year's, and also for birthdays. We sold out of our Halloween cupcakes in three hours last year! Amazingly, a lot of people are choosing to have cupcakes instead of large cakes for their weddings, so we do quite a few wedding cupcakes, too.

Host: Well, you have a very successful family business. What tips can you give to people who might want to start their own family business?

Molly: First, you have to communicate honestly with each other. Sometimes that's hard for friends or family members, but it's necessary. For example, Alan and I manage the business, but we run

every decision by Sam and Lydia. If you ask me, good communication is the most important factor.

Sam: That's right. Another thing that's important is to treat other employees the same way you treat your family members in your business. We have several people in the company who are not family members, and they have no doubt that they're treated equally.

Lydia: In a family business, it's easy for parents to think of younger family members as kids, but we're part of the company too. It's important for the older generation to listen to the ideas of the younger people in the company, both family members and other employees. Our parents are great about that, and actually, Alan and I have some pretty good ideas!

Alan: It's definitely very important to make a plan for when the older people in the business retire. If the kids take on responsibilities from the beginning, they'll be able to take over when their parents retire. Lydia and I want to keep the business going.

Molly: It's also really important to create goals and objectives. If you want to get ahead, you have to work hard, and everyone will do that if they share the same goals.

Sam: Finally, the truth is, having your own business is very hard work. If you're going to start a business, you have to love what you're doing. I have the perfect job because I get to work with people I love, and I get to eat all the delicious cupcakes I want!

Track 02

1 There are few chocolate cupcakes.
2 I need a little help with this.
3 I'm working every night this week.
4 Each design is unique.
5 I have a few good ideas, but little money to start a business.

Track 04

Susan: Today on *Work It Out*, we are talking about traditional and nontraditional working environments. My panelists are Gavin Newton, who works in the high-tech industry, and Debra Randall, who works in finance. OK, let's get to work! I would like for each of you to describe your working environment and the skills you need at your job. You can also comment on what you feel are the pros and cons of your office culture. Gavin?

Gavin: Thanks, Susan. I work at a large tech company in Los Angeles. We work under a lot of pressure, and we're required to be very creative because there's a lot of competition in software development. A lot of high-tech companies have changed the way offices look and function to support creativity.

Susan: OK, tell us about the office building you work in.

Gavin: Sure. Our offices are nontraditional. First, nobody has a private office, not even the executives. There are conference rooms where people can have meetings, but no offices. In fact, we don't even have our own desks or workstations. The idea is that people get bored and are less creative if they always sit in the same place all day every day. There are desks, so we can use a desk if we want to, or we can sit at a table in the office café or lie on a sofa and work on our laptops.

Debra: Wow, that's amazing! I can't imagine lying on a sofa at work!

Gavin: Yeah, it's different, for sure. Also, the office has a lot of bright colors, and there's a rec room with things like ping-pong tables and dominoes so that we can take breaks and relax our minds a little. There's even a room where people can take a nap if they get tired. The work is really intense, so sometimes a nap is necessary!

Susan: And can you wear anything you want?

Gavin: Sure. Most people wear jeans, T-shirts, and sneakers. Some of the execs dress up a little more if they have meetings with clients, I guess, but really nobody wears suits and ties.

Susan: And does everybody work the same hours, or is the schedule pretty flexible?

Gavin: The execs usually work nine to five, but the techies not so much. Some employees work on a flexible schedule, which means that people start and finish work at different times of the day. For example, I work better in the evening, so I work from one to nine p.m. Actually, we have a few people who don't live in the area, so they work remotely from their homes. We all work a lot of overtime, especially when we have a big project. We have to be able to manage our time very well, because even though the offices are informal, and the work hours are flexible, we still have to meet strict deadlines.

Susan: Debra, you work in finance, so I imagine your working environment is a little more traditional than Gavin's.

Debra: Yeah, you're right. Our office has lots of workstations in the middle and executive offices and conference rooms around the sides. Everybody has a desk with a desktop computer. The colors are mostly beige and gray. We do have a café, but it's nothing fancy—sandwiches and salads.

Susan: What about the hours?

Debra: Everyone works nine to five, although we sometimes have to work overtime. Knowing how to manage your time is very important because we have a set schedule and things need to get done before the end of the day. Let's see … oh yeah, dress codes. We have to wear traditional office clothes except on casual Fridays, when we can wear jeans. And we definitely don't have ping-pong tables or nap rooms!

Susan: What do you both think is good and bad about your working environments?

Debra: Well, I think in finance, clients expect us to look and act serious and professional, so I think our dress code is necessary. However, I think it's true that people get bored and tired always working in the same place, at the exact same time every day. In a traditional workplace, it's definitely a plus if you like the same work routine.

Gavin: I think a lot of young people want more variety in their working day. We're encouraged to be as creative as we can be, and we need an environment that helps us do that. Nobody can be creative if they have to wear and do the same things every day. That said, I think some people probably spend more time in the nap room than on their computers!

Susan: Yes, there are always pros and cons to any work environment, I guess. Thanks to you both for sharing your ideas with us.

Unit 3

Track 01

Lucy: Good morning, listeners. Welcome to this morning's show with me, Lucy French. To start the show, we thought we'd take some calls on the topic of "interesting foods and dining customs around the world." Have you ever visited a place and discovered some amazing or unusual food items? Or perhaps you have some interesting food stories from your own culture that you'd like to share. Give us a call, send us an email or a text, and let us know. So, our first caller this morning is … Greg from Austin. Good morning, Greg.

Greg: Good morning, Lucy.

Lucy: So, Greg, what interesting foods or eating customs would you like to share?

Greg: Well, I lived and worked in Ethiopia for six years. That was plenty of time to get used to the food and learn about some of the different traditions they have.

Lucy: I'm interested to know what Ethiopian food is like …

Greg: Well, it's like a lot of the food of Africa actually—lots of thick, spicy vegetable or meat dishes that are served on *injera*—a type of large, flat bread. Most people don't use cutlery, or knives and forks. They eat with their hand—always the right hand by the way, because the left hand is considered "unclean." They pick the food up with the bread. It looked impossible at first, but once I got used to it, it was easy. It makes eating feel more informal and relaxed, and I liked that.

Lucy: And did anything surprise you about the food?

Greg: Nothing really about the food. People eat fairly similar things to us, you know, rice, lentils, meat, and snacks like popcorn, nuts, and dried fruit. I stopped eating meat about ten years ago, and I thought it might be difficult to find things to eat, but I was incorrect on that point. Many Ethiopians are vegetarians for religious reasons.

Lucy: Yes, that's very common across different cultures, isn't it?

Greg: Yes, definitely. I remember being surprised by one interesting tradition. I went to a family meal at a friend's house, and the family did what they call *gursha*.

Lucy: What's that?

Greg: It's feeding someone else with your hands. It's a typical act of hospitality to show someone that you like and trust them. It's very impolite if you refuse. I'll never forget feeling uncomfortable, but as we went on feeding each other, I got used to it. It felt unnatural, but I think the most important thing is to remember to respect this tradition and to adapt to it. It's about appreciating different ways of doing things, I guess.

Lucy: Sure. Well, Greg, it sounds like Ethiopia was an interesting place. I hope you stopped to appreciate your experience there.

Greg: I did, but I was so busy working I didn't have enough time. It's only now I'm back home that I can fully appreciate it. I really loved it. In fact, I went on to write a blog about living there. It was an unbelievable experience.

Lucy: Well, thanks for sharing, Greg. Enjoy the rest of your day …

Greg: You too. Bye.

Lucy: Listeners, don't forget to call us with your food stories from around the world … Now let's listen to our next caller on line 1 …

Track 03

1 I'm used to driving on the right.
2 I used to eat out all the time.
3 We got used to living in Mexico City.

Track 04

1 She used to work late in the office.
2 I'm used to speaking English with friends.
3 Have you gotten used to living on your own?

Track 05

Speaker 1

It would be almost impossible in my industry not to work with people from different countries! I mean, that's what we do. We deal with tourists, international visitors, conference meeting guests … It's all in a day's work for us. And that's what I love about the job. As the resort manager, I have to meet the needs of people from all over the world, and I rely on my staff, who comes from all over the world, to do that job to the best of their ability. It's a very culturally diverse industry and that's why the job appealed to me in the first place. I like to think I'm good at concentrating on the similarities we have as people—wherever we come from in the world.

Speaker 2

Working in this place is fantastic for meeting people from other countries, and I guess that's why I wanted to take a year off and travel. I've met people from Thailand, Peru, Canada, the US—all while working in cafes and restaurants. You have to allow for communication problems when people are speaking different languages in the kitchen, but there are real advantages to working with people from different cultures. I come from a small town, so it was important for me to travel and meet people who might have different ideas or lifestyles. I'm really interested in sharing ideas with other people and finding out what we have in common.

Speaker 3

At the university where I work in Toronto, I'd say that about 45% of our students come from abroad to study. It's a big benefit for a number of reasons. A recent study from Colombia Business School found something really interesting. The study measured the creativity of a group of students at the start and end of the semester. It found a connection between higher creativity and students who had relationships or friendships with people from different cultures. I'm not going to argue with that! Look at me. My parents are Turkish, I was born in Canada, and I married a woman from Norway!

Speaker 4

It's hard to imagine not working with people from around the world these days, really. Working with a diverse group of people is one way of developing innovative ideas. And certainly, having a knowledge of the local market can make a business like ours more competitive. In fact, my company has to follow strict rules about employing people from different countries and cultures. Everyone is connected to everyone else through the internet, and it feels like there's a "global culture" among my generation. That's why working in my profession, creating TV commercials, is so interesting. The only thing we complain about in the Washington office is that the different time zones around the world make it hard to organize meetings between everyone!

Track 06

Carlos: *Bonjour*, Helene. Welcome to Puebla! How are you?

Helen: Ah, *buenos días*, Carlos! Nice to meet you.

Carlos: Did you have a good flight?

Helen: Yes, it was fine. I had a good night's sleep, so I'm ready for a full day of meetings!

Carlos: OK, that's good news. Please have a seat.

Helen: Thank you.

Carlos: If it's OK with you, I thought we'd have our first round of meetings with the sales team now, and then take a break for lunch at around 2. I've scheduled a meeting with marketing for 4 p.m., and we should be finished by around 6.

Helen: 2 p.m. lunch and meetings until 6. Yes, that's fine. I hear you eat lunch later here than we do in France! And I'm looking forward to trying some Mexican food.

Carlos: Great! There's a nice restaurant close by. The food is highly recommended. I hope you'll like it.

Helen: I'm sure I will. I've never had, how do you say it, *Mole Poblano*. Everyone tells me Puebla is the best place to try it!

Carlos: Ha! Yes, it definitely is. So, let's get the sales team in and we can start the meeting …

Helen: Sure. Let's do that.

Unit 4

Track 02

1 I hope you haven't been waiting long!
2 I've been working hard all week.
3 Has it been raining?

Track 03

Host: Welcome back to *Around Campus*, the show that asks you what you think about our topic of the day. And today's topic is how we prefer to study. We want to know about you and your preferences. Our reporter, Haley Parker, went out to interview people around campus.

Haley: I'm outside the college library, and I'm going to ask a few people how they prefer to study … Excuse me. Can I ask what your name is?

Zach: Uh, sure. It's Zach.

Haley: How do you like to study, Zach?

Zach: How do I like to study? Um … it depends. I'm studying Japanese. With some things, such as learning vocabulary, I prefer going through my notes alone rather than studying in a group. It gives me time to think over what I learned. However, I find it very hard to motivate myself when I study alone, so I try to study with other people sometimes. I think we motivate each other, and we share our ideas when we come across something new. It helps when you know that other people are facing the same difficulties you are!

Haley: Thanks. And what about you? What's your name, and how do you prefer to study?

Taylor: Me? Oh, my name's Taylor. I like to learn different things in different ways. I play the piano, and I learned by constantly practicing alone. It's the only way. It's a physical skill and your muscles need a lot of repetition. However, studying music theory is different. It's kind of boring. I'd rather study with other people than study by myself. It gives me a chance to discuss what I'm learning and see if I'm keeping up with everyone else. That's why I try to study with friends.

Haley: Thanks, Taylor. Let's ask one more person. Can I ask you to give us your name and tell us how you prefer to learn something new?

Kayla: Sure. I'm Kayla. I prefer to do things rather than listen to an explanation. It's easy to miss key points when I'm listening and taking notes. When I do something active, I pick things up without making a lot of effort. My major is biology, and I learn much more by doing an experiment than by reading about it. When I get down to doing an experiment, I remember the steps I followed, the materials I used, and the results I got. My biology professors give a lot of lectures, so I'm thinking of changing my major. I'd prefer to major in chemistry. There's more lab work than lectures in chemistry.

Haley: Thanks, Kayla. Now back to the studio.

Host: Thanks, Haley. Haley will be around campus next week asking, "Do you prefer electronic books to paper books?" That's next week …

Unit 5

Track 01

Good afternoon. There are a lot of young people in the audience, and I understand that quite a few of you are or soon will be working in movie or TV production. I want to talk about four current trends in the filmmaking industry.

Definitely the most important trend—in the US, at least—is that more and more people are streaming movies and TV shows instead of going to movie theaters. Here's the effect of streaming: the more people watch movies at home, the less variety there is in movies in theaters. If people don't go to the theaters, the big movie studios can't make as much money on ticket sales … so they make big blockbuster movies that will appeal to international audiences. As a result, they make more and more action movies and superhero movies, which tend to be popular all over the world. The blockbusters tend to be movie franchises, which means that there are two, three, or even more of each movie, so we get things like 10 movies for the franchise *The Fast and the Furious*.

The movie studios have also realized that people watch action and superhero movies in theaters, not at home. Cinematography today is amazing, and the capabilities of CGI—computer-generated imagery—mean that special effects get better and better. CGI is especially important for creating the special effects in superhero movies. These movies look amazing on a big screen, and the soundtracks sound incredible on the theater

sound systems. The better the technology gets, the more successful superhero movies are … and the more people go to the theater to see them.

A second trend also associated with streaming is the increase in long-form TV shows. Filmmakers are now producing TV series that are broadcast over several seasons. There might be six to ten episodes each season. Viewers can either watch new episodes each week during the season, or binge-watch, that is, watch all the episodes at once after a season is over. Independent filmmakers and streaming companies are having a lot of success with multi-hour TV shows.

Now there *is* a third trend that seems to be the opposite of big blockbuster action movies. We're seeing more and more interest in independent movies—movies that are not made by big studios—and foreign films. These movies appeal to young people, ages 18–30—which is the millennial generation. Independent filmmakers are doing some interesting things such as using screenplays that were not written by Hollywood writers. Or, they're shooting movies with different kinds of cameras, such as hand-held cameras. These things can make movies seem authentic and more interesting than traditional movies. Sometimes, the more unusual a movie is, the more millennials like it. They also like independent movies because they often have strong social or political messages that young adults can identify with.

The fourth trend is an increase in diversity in filmmaking. More and more women and minorities are getting top roles in American movies. There is also a growing number of non-American actors in major American movies, and there are more movies that are produced in cooperation with movie companies in other countries. An interesting example of some new trends in filmmaking was the 2018 movie *Roma*. The movie had a Mexican director. It was shot in black and white, and it was in Spanish. It was produced by Netflix and not by a traditional movie studio. The fact that it was nominated for ten Academy Awards in 2019 and won three awards shows that the movie industry is changing a lot.

I'll just close by saying that in our industry, it doesn't matter how creative you are or how successful you've been in the past. If you don't pay attention to the trends that are happening … that is, the types of movies that people want to watch and how they want to watch them, you will not succeed in the future. Thank you, and I'll take questions if you have any.

Track 02

1 I shouldn't use up my data streaming movies, but I should use it to for research.
2 I don't go to theaters very often, but I do stream a lot of movies on my TV.
3 I'm not going to see the new sci-fi movie, but I am going to see that new horror movie!

Track 03

Lorna: Welcome to *Considerations*. I'm Lorna Ramos, and my guest today is Sean Morrison. Sean is going to tell us what it's like to become a famous singer/songwriter almost overnight. Sean, before the show, you told me that you hadn't imagined what it would be like to suddenly be in the news all the time. How did you become a big news story?

Sean: You know, I think in the past, it was a lot harder to become well-known very suddenly. When I started, I had to try hard to get recording studios to listen to my music. I played in small clubs where almost nobody heard me. One day, I started posting my songs online, and, well, people liked them and pretty soon I had millions of followers.

Lorna: But you still weren't really in the news. How did that happen?

Sean: Some of my friends said that I should try out for a TV talent show. I didn't think I was good enough, but they insisted that I had enough talent, so I went ahead and auditioned … and I got picked.

Lorna: How did you feel when they told you that you were going to be on the show?

Sean: Oh, I was really nervous. I couldn't eat or sleep before the first show. There's a big difference between performing online and performing live! I thought I wouldn't be able to sing in front of all those people, but I did it.

Lorna: Did you think you could win?

Sean: No way! Several of the contestants had a lot more experience than I did, but my coach on the show was wonderful. Her explanations about how to make my music better were really helpful, and she taught me the importance of self-confidence.

Lorna: When did you start to feel like you were really becoming famous?

Sean: Well, when I became a finalist on the show, the local TV station asked if they could interview me. Then the newspaper did a story on me. After that, everything went crazy. It seemed like everyone in my whole town, not just my neighborhood, knew who I was.

Lorna: And that was before you won.

Sean: Yeah. I couldn't believe it when the judges announced that I had won. I felt so much happiness and excitement!

Lorna: But then things started to go wrong, didn't they?

Sean: Yeah. Somebody claimed that I hadn't written the original songs that I'd been performing online, and the false claim went viral. I made a video and explained that the claim wasn't true, but it didn't help, even when the person who had said it admitted that he had made it up. People started posting all kinds of crazy stuff about my songs, my voice, and even my appearance. I realized that the reality of being famous and in the news was a lot harder than I thought.

Lorna: So how did you deal with the personal attacks?

Sean: I talked to my parents and my friends and realized that I was stressed all the time. I wasn't spending enough time on my music, and this "instant fame" was hurting my relationships with my family and my friends. It wasn't how I wanted to live my life. I knew I could do better.

Lorna: So what are you doing now?

Sean: Well, I made some money from a few of my songs, and I'm using it to help pay for a degree in music.

Lorna: Before we started, I think you mentioned that you might want to teach. Is that right?

Sean: Yes. I'm majoring in music education, and I'm already giving voice lessons to kids on weekends. I really enjoy it, and I think I'll be a good teacher.

Lorna: OK, Sean. It was so interesting to hear your story. Do you have any final thoughts?

Sean: Well, it was a shock to see false stories about myself on TV and online. People who didn't even know me thought it was OK to say anything they wanted about me, true or not. It made me realize that I love my music more than being famous. After overcoming all the negative comments, I understand that I can fill my life with positive people and positive actions. If I become famous, that's OK. If not, I will always have my music.

Unit 6

Track 02

If I were a scientist, I'd research climate change.

Track 03

1 If you train as a scientist, you learn to expect the unexpected.
2 If you work hard, you'll pass your anatomy exam.

Track 05

Good morning, and welcome to today's lecture on magnetism. On one hand, magnetism is a very simple topic, and something that we're all familiar with on an everyday basis. On the other hand, there are also some complicated aspects to it, and I hope to explain a few of those today. Some materials, in particular metals, can be magnetized. Iron is a good example. Most magnets you're familiar with are made of iron or steel, which contains iron. So let's look at how you create a magnet.

One way is by force. If you take a steel bar and hit it several times with a hammer, it is possible to magnetize it. To do that, you need to be facing north. This works because of the Earth's magnetic field. The center of the Earth is made of iron, which means the Earth acts like a giant magnet. That's how compasses work—they are basically magnets that line up with the magnetic pole of the Earth. You've probably used a compass in the past to find the direction of north.

Each atom in a steel bar acts like a very small magnet, but the steel bar itself isn't a magnet. That's because the atoms are all pointing in different directions. When you hit a steel bar, you make the atoms line up with the magnetic pole of the Earth. When enough of the atoms are facing the same way, the steel bar acts as a magnet.

You can also create a magnet by using another magnet. You move the magnet along the steel bar in one direction, and this lines the atoms up.

And a third way of creating a magnet is to use electricity. This is an electromagnet. To do this, you need a piece of iron with a wire coiled around it. When an electric current passes through the wire, it turns the piece of iron into a magnet.

One question you may have is, "Why can you magnetize metal, but not wood or plastic?" The answer lies in the atomic structure of those materials. And it's the same reason why metals conduct electricity and wood and plastic don't. It's all about electrons. Metals have electrons that are free to move around, while wood and plastic don't.

Now, one of the main uses of magnets is in electric motors, and I'd like to explain that now.

Unit 7

Track 02

Did you hear about the guy who was looking for flights online? No? Well, he wanted to get from New Zealand to England. So, he typed in his dates and when he looked at the information, it said that he had a layover in Bangkok, and the layover was over 400,000 hours!

That's 47 years!!! It must have been one of the longest layovers ever! That really made me laugh …

Track 03

So, the guy emailed the company's website and asked if they had any ideas for what to do on a layover in Bangkok for 47 years. He got this reply. "Unless you love airports, we suggest you spend that time getting to know the city!" At least they saw the funny side of it, too!

Track 04

Dan: Hi, I'm Dan Glass and I'm talking today to Tanya Bristow about the possible redevelopment of the area around Watson's Cove on the northeast coast. Tanya, first, why develop this beach area instead of putting money into a densely populated urban area, such as a large city?

Tanya: That's a good question, Dan. We considered what type of development would, in the long term, have the greatest benefit for the greatest number of local people. And the answer was "tourism."

Dan: Why not develop both and keep everyone happy?

Tanya: Well, like most areas, we have a tight budget—in this case 12 million dollars. So we have to choose what we're going to spend our money and time on carefully.

Dan: 12 million dollars? That seems like a lot of money.

Tanya: Well, yes, it is, but this is a huge project for the area. Can I just add at this point, though, that we're planning to introduce a tourist tax to help pay for a large part of the development? This means that tourists will pay a small amount of tax in addition to their accommodation costs for every night of their stay. We plan to set this at two dollars per person each night.

Dan: Tourist tax on hotels will bring in some money. I know they have that in place in countries like New Zealand.

Tanya: Yes, and in many European countries like Spain.

Dan: And what's the view of local residents on this redevelopment project?

Tanya: Well, as with all our redevelopment projects, we have to be very sensitive to the fact that there are local people who might not want us to develop the area. One of my responsibilities is to explain the advantages that tourism brings.

Dan: I understand. I don't think that's going to be an easy task.

Tanya: No, I don't think so, either. We don't expect everyone to like all our ideas, but we're hoping they can be open-minded about them.

Dan: And can you give us some idea of the kind of developments you're planning?

Tanya: Well, we're working on improving the roads around Watson's Cove, and the highway to the airport also needs improvement. Obviously, we want to increase the number of hotels in the area to encourage visitors to stay there rather than in the larger all-inclusive hotels further along the coast. That way, tourists will need to visit the local restaurants and bars, which better supports the businesses in the local community. We are also inviting residents to send us their own ideas about what can be improved.

Dan: I see. And how can they do that?

Tanya: They can email their ideas to us, but we ask them not to contact us by phone. We don't have the staff available to take calls.

Dan: Great. So, I guess the question on everyone's mind is: What about the environment?

Tanya: Well, we want to get people to visit, but to have as little impact on the environment as possible. It's my belief that protecting the environment is at the heart of the development. We're planning to build a number of sustainable ecolodges on the edge of the Watson's Cove area. We're also hoping to start a program where visitors stay with local families. It would be very shortsighted of us if we didn't think about the environment. There are also endangered plant and animal habitats on our doorstep, which means there are strict rules about where we can and can't build.

Dan: So, when is redevelopment scheduled to take place?

Tanya: Work will start in the spring of next year, and the redevelopment will take three years.

Dan: Well, thank you, Tanya, I'm sure you've given listeners a lot to think about.

Track 05

Speaker 1

I can't stress enough how important it is to have a marketing strategy in place for the area you have in mind. When I first started out, I worked on a team that was developing a marketing strategy for "polar tourism"—the "Ultimate Arctic Adventure" was our particular USP, or unique selling point. At the time, vacations to the North Pole were just beginning to become popular. We decided the best way to boost

sales was to use traditional methods of marketing. So, we went for ads in magazines, newspapers, and on billboards. We really pushed the adventure aspect of travel. After all, the only reason anyone would want to spend a vacation in temperatures of minus 40 is if they loved adventure! It seemed to work. Polar vacations are on the rise—even though they're still very, very expensive!

Speaker 2

I'm working on marketing campaigns for several hotels. It's important that we appeal to a younger market in some tourist areas—our customers are aged roughly 18 to 30. To do that, we made the decision to use social media influencers who have an interest in the travel industry. These are vloggers—that is, video bloggers—who have a large following on social media. We approach them and ask them if they'd be interested in doing some product placement for us. For example, we might ask travel vloggers to do a short promo about our hotel on their social media channel. In exchange, we offer them a few nights in one of our boutique hotels. Generally speaking, product placement is quite an inexpensive way of generating interest in our hotels. It's impossible to forecast how much impact it's going to have on bookings, but when it works it can really make a difference.

Speaker 3

Young travelers are at the heart of the marketing decisions that we make. We basically have to understand what they want and need and adapt our marketing to fit that. That's where locals come in. One of our USPs is that we produce downloadable tourist guides that are written by local people. They're easy to read and are translated into seven languages. There are lots of tips about how to get an inside look at the city that most ordinary tourists won't experience. Our guides to Venice and New York are probably our bestsellers at the moment. We managed to get a celebrity endorsement when a famous soccer player admitted to using our guide to São Paolo. Sales went through the roof!

Speaker 4

Have you heard the expression "stay ahead of the curve"? It means that we are the first to do something. Well, there's no better way to describe marketing—whether it's marketing a car, a vacation, or a grocery store. We try to create social media interest around a particular tourist destination in different or new or entertaining ways. One of our recent marketing campaigns centered on the internet craze of "challenges." People challenge their social media friends to do something and then post photos or ideas online. For example, we had people share ideas about what to do with 24 hours in Lisbon. These challenges really spread fast, and the response was amazing! Thousands and thousands of people submitted ideas. We selected one winner and the prize was a VIP trip to Lisbon. Basically, our company gives customers the opportunity to do the marketing for us. We definitely made the right decision on this one!

Unit 8

Track 02

1 Engineers need to watch out for the possible social and environmental consequences.
2 They can no longer get away with considering profit alone.

Track 03

Josh: I'm Josh Hudson, and this is the *Future Look* podcast. On this week's episode, I'm joined by businesswoman Jenny Lynch, who's going to be talking to me about the future workplace. Jenny, welcome, and let me start by asking you how you see the workplace changing.

Jenny: It's great to be here, Josh. Let me begin by asking you a question: What do telemarketers, librarians, and bank tellers all have in common?

Josh: I don't know.

Jenny: They're all professions that probably won't exist in their current form in the future. I don't want to frighten anyone, but robots and AI, artificial intelligence, are going to have a big effect on the workplace. Some manual jobs will no longer exist, and all that work will be done by machines that will automate the work. Let me emphasize that the workplace is changing all the time. What we need to understand is the way it's changing. Anyone who can't train for new jobs will find it hard to make a living.

Josh: So it seems like new technology will threaten current jobs. Won't this have a negative effect on the workplace?

Jenny: It will for some, but it'll also have many positive effects. Technology will allow people a lot of choice about how and where they work. You know, offices were created because companies needed everyone in the same physical space so they could work together. That's not true today, and it will be even less true in the future. People will work from home a lot more, and when a meeting is necessary,

they will use videoconferencing technology. Videoconferencing will allow people from around the world to work together on the same project. We have to broaden our definition of a "workplace."

Josh: Will there be any negative effects from being connected all the time from any place?

Jenny: Many people today feel that they are "always on." In other words, they receive emails, texts and other messages from work all the time—evenings and weekends included—and there is pressure on them to respond immediately. That will get worse.

Josh: I think that's an effect that many people criticize.

Jenny: In the future, we will need to learn how to get away from work. That will be very important for people's mental health.

Josh: In what other ways is the workplace changing?

Jenny: The recruitment process is changing. What employers want is to find a person who can demonstrate the right skills for the job. One way they do that is to use online services that match the job with the right person. It's going to become more important in the future to have the right online profile that shows what you can do.

Josh: So people looking for jobs will need to personalize their online profiles.

Jenny: Exactly. You know, there are other interesting developments in recruitment. Some companies are starting to add video games to their job interviews!

Josh: Really? How does that work?

Jenny: The people they interview play a game where they are given a situation, such as a problem to be solved. The way they solve the problem tells the company a lot about how they think. It shows how easily they give up or how good they are at coming up with new ideas. The company considers that information, along with what's on the candidate's résumé. We might see more of that kind of thing in the future.

Josh: So all those hours playing video games might not be wasted!

Jenny: They say that people who play a lot of video games don't have an advantage because it's not about speed or practice. It's about how you react to a situation.

Josh: I've also heard about something called "gamification." Can you explain what that is?

Jenny: Yes, of course. Some companies are trying to make work feel more like a game to motivate their employees.

Josh: How?

Jenny: For a long time, companies have created competition between employees based on performance data, you know, how well people do their jobs. They gave awards like salesperson of the month, that kind of thing. Now, they're measuring each worker's performance more closely, and they're taking the concepts of level, leaderboards, and earning badges from games and applying them to the workplace. For example, workers might earn a badge when they complete a certain amount of training. Companies can also encourage workers to cooperate in teams by making a project feel more like a game. They might give the team a prize for completing a stage of the project, or each person might score points for how well they work with other people. We should expect to see more use of ideas from games in the workplace.

Josh: Jenny, this has been a fascinating look into the workplace of the future. I hope you'll join us again on a future episode. Thanks very much.

Jenny: My pleasure, Josh. I'd love to come back.

Track 04

Anna: Have you seen this website, Leon? It's all about how people are adding things to their bodies or using technology to make themselves better or stronger.

Leon: Really, Anna? Like what?

Anna: Well, for example, some people have a microchip inserted into their arm. It produces a kind of radio signal. You can scan your arm to do things like unlock your front door or even pay for things. It sounds really cool! I'm always losing my keys, so that would stop me from locking myself out of the house! What do you think?

Leon: Yeah, you'd find it really useful. I can imagine other uses for it, like getting on public transportation, or identifying yourself to security systems. But I'm not comfortable with having electronic devices inside my body. Are there any dangers?

Anna: It doesn't hurt or cause any medical problems, but it says here that you could get a computer virus that you can then pass on to other devices. I think some people are also concerned about data privacy.

Leon: Yes, that would be one of my concerns, too.

Anna: Here's another device, a powered exoskeleton. It's like a robot that you wear. People are starting to use them in factories. Exoskeletons allow people to lift much more weight and carry things farther. With some of the exoskeletons, you can lift around 90 kilograms easily. It makes you into a kind of superhuman. It would be useful for firefighters and other emergency services.

Leon: I'd be worried that I'd break something! And what would happen if you forgot to charge it and you were in the middle of carrying something and it lost power?

Anna: They're totally safe. You would get a warning when the power was low. Hmm, it says here that powered exoskeletons might help people walk again after an accident. I think we're going to see a lot more of that technology.

Leon: I'm sure you're right.

Anna: Here's another thing we're going to see more of: translating earbuds. You wear them in your ears like normal earbuds, and they translate what you hear into your own language in real time. You need to connect them to an app on your phone. It means two people can have a conversation without speaking the same language. The manufacturers claim that they work with around 40 languages.

Leon: That sounds great, but it means that everything you say goes through their translation system. What if you wanted your conversation to be private?

Anna: Maybe that's a problem, but if they work well, it means everyone could communicate with everyone else without spending years learning a foreign language. That would be amazing!

Leon: So, am I taking language lessons for nothing?

Anna: Ha! That technology won't be in use for a while, so don't stop your language lessons just yet!

Unit 9

Track 02

So, now we turn to my favorite fashion item—the good old sneaker. Everyone has at least one pair, and some people never wear anything else. I'll tell you a secret. I actually own about 15 pairs! But some of the things I've learned this week have really impressed me. Did you know that about 400 million pairs of sneakers will have been made in one year by just one company? That's Adidas, by the way. How incredible is that?

What I discovered is that the process of getting a new sneaker from design concept to store takes about 18 months. Now, thanks to new developments in the manufacturing process, such as 3D printing, the time will be reduced to about four months. That's good news for all you sneaker fans out there who can't wait for the latest styles!

It's not just the manufacturing process that's changing. Different materials are now being used to make sneakers. I've just heard that there's an innovative brand of sneakers called Gumshoes from Europe. Gumshoes are the first sneakers to have been made from a kind of rubber that we call … chewing gum! And they look amazing. They come from the Netherlands and were first produced in 2018. According the website, gumshoe.amsterdam, 1.5 million tons of gum is cleaned from the streets of the Netherlands every year. That gum can stay on the streets for 20 to 25 years before it decomposes. Pretty disgusting, huh?

So, what happens is that the gum is collected by street cleaners and then it's taken to a factory. It is processed and broken down into a new type of rubber. This rubber is then mixed with a more traditional type of rubber. This is then used to make the sole, or bottom, of the sneakers. Finally, a map of the city of Amsterdam is printed on the bottom of the shoes. And the rest of the sneaker is made of leather. And the best thing? These sneakers actually smell like gum. In fact, the pink sneakers—they come in black, too—look a little bit like a piece of gum to me. They're sold in the US for a retail price of about $230.

Other materials that are being used to make sneakers include recycled plastic bottles and unwanted stuff such as cotton and wool. Last season, the fashion designer Stella McCartney previewed a sneaker that had been made from 100% recyclable materials. In Germany, a company called nat-2 is producing a sneaker made in part from dried grass and flowers. The grass and flowers are collected in Austria and Germany and then sent to Italy where the shoes are produced. They also use other natural materials. Some of their sneakers are made from recycled coffee grounds.

What will sneakers be made of in the future, I wonder? My guess is that by 2050 they will be made from all kinds of stuff. Mushroom sneakers, anyone?

So, thanks for listening, and I'll catch you guys later.

Track 03

Professor: Thank you all for coming this afternoon. In today's lecture, we're going to be taking a look at trends in language and the ways that new buzzwords are created in English. As

I'm sure you know, thousands of new words enter the English language each year. In some languages, new words don't develop very often, but it happens a lot with English, because native speakers like to play around with the language.

The technology of the 2000s increased the addition of new tech words and phrases. For example, *predictive* is an adjective whose first use was recorded back in 1637. But the phrase *predictive text*, which is what happens when your smartphone automatically uses a word, when you've typed just a few letters, was added to the *Macmillan Dictionary* in 2013. Other examples of new tech words include *photobomb*—the first-known use of that was in 2008—and *pocket-dial*, which was added to the *Oxford English Dictionary* in 2015. The explosion of social media use in the 2010s also increased associated words, so we get buzzwords such as *tweetheart* for people who are liked or admired on Twitter, and *selfie* for taking photos of yourself to post online.

The use of initialisms increased with the development of the cell phone. An initialism is when you take the first letter of each word in a phrase and pronounce each letter individually. You'll all be familiar with *these* words I'm sure—LOL stands for … anyone?

Amy: Laugh out loud!

Professor: Of course. What about FYI?

Amy: For Your Information.

Professor: Exactly. And JSYK?

Chad: Um … Just Saying You Know?

Professor: No, not *saying*, but *so—Just So You Know*. Here's something like an initialism, but you pronounce the initial letters like a word. For example, FOMO made of the letters ef-oh-em-oh? It's called an acronym. Does anyone know what FOMO means? No? Well, that one is *Fear of Missing Out*. It means feeling anxious because an interesting event is happening somewhere, but you're not there. People usually realize they are missing out from posts on social media!

New words are also created by adding two words and their meanings together. The words *brunch*, *hangry*, and *mocktail* are all examples of "blended" words. If you didn't know, a "mocktail" is a cocktail without any alcohol in it. It's a combination of "mock" and "cocktail."

Shortening words to create new ones is also common. These are called "abbreviations," and shortened words include *dis*—which means to show disrespect to someone—and *info* —as in *information*. For example, "Do you have any info on that?" or "That's a lot of info to take in!"

Finally, we can see how in our globally connected world we borrow words and phrases from other languages. *Tsunami* and *karaoke* from Japanese, *barista*—which is the Italian word for someone who works in a bar—and **à** *la carte*, from the French for "chosen from the menu."

The last point I want to make before I stop to answer any questions is that words can develop different meanings over time. Slang, or informal language, often develops when we take a word and use it in its opposite sense. Let me give you an example … the word *sick*. Now, we know that *sick* the adjective means *ill* or *not well*. But the first use of it as a synonym for *excellent* was recorded in the US in 1983. Since then, it's become very common—particularly in the skateboarding and snowboarding culture. A similar thing has happened with the words *bad* and *wicked*, which are both used informally to emphasize that something was great. "That movie was wicked good!" is something you hear among young people in New England. Who knows what new words will be used in the future?

Track 04

1 I'm *def* going to Erin's party. How about you?
2 Can you let me know ASAP if you can come to the party or not?
3 That's Jack. I pretend I like him, but we're actually *frenemies*!
4 An early-warning system notifies people that a tsunami is likely to hit land.
5 How was the *dancercise* class? You look like you've had a really good workout!

Track 05

Professor: Exactly. And JSYK?

Chad: Um … Just Saying You Know?

Professor: No, not *saying*, but *so—Just So You Know*.

Unit 10

Track 01

Dr. Mills: How many of you often put off doing important things like writing a paper or doing a project? Raise your hand. Almost everyone, but one. And how do you feel when you procrastinate?

Adam: Terrible. I know I should be working or studying, and I feel really guilty when I can't get down to it. At the beginning of this semester, I promised myself I wouldn't put things off, but I'm still doing it.

Clara: Me, too. I know I waste a lot of time worrying about things I have to do instead of doing them. Yesterday, I was going to start on my term paper, but I spent most of the day trying to decide between two topics, and I never got around to actually starting the paper.

Ben: Yeah. Last weekend I was supposed to start reading a book for my English class next week, but I couldn't get motivated to do it, so now I'll have to read it really fast to catch up on my work.

Nicole: I don't really procrastinate too often. It makes me so stressed to put something off. I would rather just do it and get it over with.

Dr. Mills: Well, here's the good news for procrastinators. First, procrastination is completely normal. In fact, most people procrastinate at least some of the time. Second, procrastination can actually be good for you. Why do you think that is?

Adam: I guess maybe it's not good to try to do something if you're not feeling motivated to do it. You may do a bad job and just have to do it over.

Clara: I agree. If I know that I'm not going to do something well, it's usually better to do something else first and wait until I'm ready to do the other thing. Then I'm more relaxed when I start the important task.

Dr. Mills: Yes, lack of motivation is one reason for putting things off. Another reason is that your first idea is not necessarily your best idea, so if you don't start a task right away, you may come up with a better idea.

Ben: Oh, that's really true for me.

Dr. Mills: It is for a lot of people. Finally, you may actually get more done if you put off working on a big task for a while. One of the main ways to procrastinate is to do smaller tasks to avoid doing the big one. So you may finally clean out your closet or vacuum the floor while you're waiting to get motivated to do the big task!

Nicole: That all makes sense, Dr. Mills, but are you saying that it's better to procrastinate than not to? If so, I may try to learn to procrastinate more! I was going to start on a new project tomorrow, but maybe I'll clean my apartment or something!

Dr. Mills: No, Nicole. In fact, I was just getting ready to talk about the negative effects of procrastination. While procrastination can sometimes be productive, like when you get other important things done while you're thinking about that big task or project, it can sometimes just be wasting time. If your form of procrastination is lying on the sofa watching TV, then that really is not productive.

Clara: You mean that procrastination can stress you out more than actually completing your task?

Dr. Mills: Yes. Some people relax if they don't try to force themselves to get started on something before they're ready, but most people feel pretty stressed out when they think they're not doing what they need to do. Finally, I mentioned that putting something off can sometimes result in better ideas, but the opposite can also be true. If you wait too long to start the job, you'll have to do it very quickly and the result may not be very good.

Ben: So are you basically saying that there's good procrastination and bad procrastination?

Dr. Mills: Yes, I guess so, Ben. Psychologists have good arguments both for and against procrastination. I think you have to see what works best for you psychologically. If putting off a job gives you time to think more creatively, then do it. On the other hand, if getting other things done makes you feel productive and ready for the big project, then go for it.

Nicole: But if you're like me, and procrastinating makes you feel worried and stressed, then it's better to get started and just stick with it until you get it done, right?

Dr. Mills: That's right. OK, I just have one final question. In the last class, I assigned your term papers, and in theory, you were all starting on them last weekend, right? So how many people

actually started? Ah, about four people. OK, all you procrastinators, don't forget that your papers are due in three weeks!

Track 04

unimportant
unsurprising
oversimplify
overestimate
reappear
rework
underestimate
underpay
disappear
discover
misunderstand
mistake

Exam Skills

Unit 1 Track 01

Both photographs show people enjoying themselves in nature. In the first photograph, I can see a family with young children in a park. In the second photograph, an older man is running with headphones. The trees are not very green in this photo, so it's probably fall, whereas there is green grass in the background of the first photo, so it is either spring or summer there. One thing both photos have in common is that the people are wearing comfortable clothes. The children are wearing T-shirts, because the sun is shining, and it's hot. In contrast, the older man is wearing a light jacket because it's cool out. I think the people in both pictures are enjoying themselves even though they're doing different things. The man seems to be happy that he's exercising in the fresh air, while the family seems to be enjoying their picnic. Overall, I think the people in both photos really like being outside because it's relaxing, healthy, and fun.

Unit 7 Track 01

Brian: I'm really looking forward to vacation. Should we go camping again like last year?

Lucia: Camping was fun, but it wasn't very relaxing. I didn't like sleeping in a tent. How about the beach? We can relax or get some exercise, like swim or go for walks if we like.

Brian: But we went to the beach two years ago. Maybe we should try something different, like visit a city that has an interesting history and some good museums. What do you think?

Lucia: I like sightseeing so that's a good idea. We can always go to the beach another time. As long as we don't go camping, I don't care!

Unit 7 Track 02

1

a There are many people on the beach.
b The family is enjoying the beach.
c The children are walking behind their parents.
d The family is running because it's raining.

2

a The family is walking on a trail in the woods.
b The children are walking in front of their parents.
c The boy is climbing one of the trees.
d The road has heavy traffic.

Unit 7 Track 03

Hi, Kaja! Sorry I missed your call earlier. I was having lunch at the beach in a really beautiful restaurant with fantastic views of the ocean. You should try it some time. Yes, dinner tomorrow night sounds great. If you like, we could go for a picnic. I think there is a park nearby that has tables, although it might get cold in the evening. We could also cook at my apartment and eat on the balcony—I think that's a better idea. Do you want to come around 7 p.m.? Tomorrow you should go to that beach restaurant. The food is great! Let me know.

Unit 1

Lesson 1

READING A **1** introduces, poison **2** describes, dangerous **3** gives examples of, unusual **4** concludes, defense mechanisms

READING B **1** b **2** b

VOCABULARY B **1** dangerous **2** logical **3** scientific **4** basic **5** mysterious **6** coastal **7** poisonous **8** seasonal

GRAMMAR A **1** present perfect **2** simple past **3** present perfect progressive **4** past perfect **5** past progressive **6** past perfect progressive

GRAMMAR B **1** had been studying **2** read **3** Has Jane volunteered **4** was working **5** have been hiking **6** hadn't seen

GRAMMAR C **1** trying **2** was watching **3** have never seen **4** have **5** applied **6** left

Lesson 2

VOCABULARY A **1** Algae **2** atmosphere **3** rock **4** nitrogen **5** oxygen **6** hemisphere **7** particle **8** ice sheet **9** bacteria **10** chemical

VOCABULARY B **1** chemical **2** oxygen **3** rock **4** atmosphere **5** ice sheet

LISTENING A **1** in many parts of the world **2** do not completely

LISTENING B **1** True **2** False **3** False **4** True **5** False **6** False

GRAMMAR A **1** a beautiful multicolored rainbow **2** two new tables **3** a big, old truck **4** a small, round white **5** a huge, square, stone castle **6** beautiful, little Swiss clock

GRAMMAR B **1** massive white **2** incredible green and blue **3** ugly, little, old, steel-framed **4** round green **5** stunning, huge **6** Italian wooden

WRITING A **1** large, blue man-made **2** so it's quite remote **3** In the winter **4** under the surface **5** that comes from plants **6** by bacteria **7** because it is flammable

Lesson 3

LISTENING A **1** measure, size, planet, Eratosthenes, used **2** first person, propose, theory, Earth, round **3** Aristotle, proved, Earth, round, year **4** Eratosthenes, Syene, had heard **5** Alexandria, Eratosthenes observed shadows, measure **6** interesting fact, Eratosthenes's measurements, today's knowledge

LISTENING B **1** c **2** a **3** b **4** c **5** c **6** c

VOCABULARY A **1** evidence **2** theory **3** alternatives **4** idea **5** conclusion

CONFIDENT COMMUNICATOR A **1** effective, works, reach **2** not effective, doesn't work, have trouble reaching

CONFIDENT COMMUNICATOR B **1** b **2** b **3** a

Skills for Life

THINKING SKILL A **1** b **2** a **3** b

LIFE SKILLS A **1** private transportation **2** cooking **3** people who live in the area **4** homes **5** educational

LIFE SKILLS B **1** Perfect Planet (All of the food provided on your trip is produced by local farmers.) **2** Perfect Planet (To minimize our use of fossil fuels, you'll travel in our new solar-powered bus.) **3** Both (at Perfect Planet we compensate for some of our carbon emissions by buying carbon credits with green projects / we offset our carbon emissions by investing in global projects to reduce the use of fossil fuels) **4** Perfect Planet (We even replant trees to replace the paper we use at work.) **5** Both (work with local guides to provide educational programs about the local wildlife / Because of our excellent relationships with local schools and universities, we offer a unique chance to get close to and study a country's diverse plant and animal life.) **6** TerraTrek (you'll be able to buy items and support local artisans)

LIFE SKILLS C Ximena should choose Perfect Planet, since they specifically offer the chance to speak with guides about local efforts to protect wildlife, they use solar-powered transportation, and they buy food from local farmers. These three things match the class's priorities. TerraTrek does some but not all of these things.

Unit 2

Lesson 1

LISTENING A 1 b 2 b 3 a 4 b 5 b

LISTENING B 1 textile 2 kitchen 3 invested 4 uncle 5 ideas 6 advantage 7 heated

VOCABULARY A 1 ahead 2 over 3 by 4 out 5 in 6 up 7 on 8 on

VOCABULARY B 1 take 2 set 3 take 4 work 5 run 6 sell

GRAMMAR A 1 countable 2 uncountable 3 a small number of things 4 less or fewer of something than expected 5 a group 6 individual things

GRAMMAR B 1 few 2 a little 3 little 4 Each 5 a few 6 a little 7 few

GRAMMAR C 1 a few 2 few 3 every 4 a few 5 a little 6 little 7 each

Lesson 2

READING A 1 the decision-making process 2 communication styles

READING B 1 b 2 b

VOCABULARY A 1 company 2 dress 3 office 4 company 5 business 6 office 7 management

GRAMMAR A 1 c 2 a 3 c

GRAMMAR B 1 make them stay 2 are not / aren't allowed to go 3 are supposed to tell 4 have to treat 5 is allowed to use 6 don't let 7 are encouraged to attend 8 is not / isn't supposed to eat

GRAMMAR C 1 may 2 don't have to 3 allow 4 supposed 5 can't 6 can

Lesson 3

VOCABULARY A 1 nine 2 get 3 overtime 4 out 5 schedule 6 remotely 7 pressure 8 workstation

WRITING A 1 installing 2 will let 3 send me an email

WRITING B 1 b 2 a 3 b 4 a 5 b 6 b 7 a

CONFIDENT COMMUNICATOR A 1 a 2 c

CONFIDENT COMMUNICATOR B Students should choose ideas 2, 3, 5, and 6.

Skills for Life

LIFE SKILLS A 1 c 2 e 3 b 4 a 5 d 6 a

LIFE SKILLS B 1 work methods improvement 2 performance evaluation 3 correspondence management 4 team communication 5 self-confidence 6 stress management

THINKING SKILL A 1 great potential for promotion 2 easy to be "lost in the crowd" 3 able to be involved from the beginning 4 company might fail in a few years' time 5 able to control own work schedule 6 will constantly have to look for work

Unit 3

Lesson 1

VOCABULARY A 1 correct 2 correct 3 unclean 4 impossible 5 impolite 6 correct 7 correct 8 incorrect

VOCABULARY B 1 impossible 2 uncomfortable 3 impolite 4 unclean 5 informal 6 unnatural

GRAMMAR A 1 using 2 to give 3 to feed 4 studying 5 to check 6 talking 7 laughing 8 to shake

WRITING A 1 c 2 d 3 g 4 a 5 e

Lesson 2

READING A 1 loved 2 other foreigners 3 more difficult 4 culture 5 extremes of emotion

READING B 1 False 2 True 3 True

VOCABULARY A 1 c 2 b 3 c 4 a 5 c 6 b 7 a

GRAMMAR A 1 not used to 2 gotten used to 3 is not used to 4 got used to 5 am used to 6 am used to

GRAMMAR B 1 am not used to eating 2 am not used to being 3 was used to getting 4 is used to giving 5 got used to doing

Lesson 3

LISTENING A 1 understanding cultural diversity 2 everyone in the classroom

LISTENING B 1 c 2 c 3 c 4 a

VOCABULARY A 1 to 2 to 3 on 4 with 5 on

VOCABULARY B 1 Watching a Japanese film with English subtitles didn't appeal **to** any of my housemates. 2 Natalia spoke to Eliana and apologized **for** accidentally breaking her cell phone. 3 We need to find a solution, because I really don't want to argue **about** this. 4 I know you have some great vacation ideas, but let's just concentrate **on** a trip to Greece for now. 5 Kelly didn't like the idea of eating raw fish at first, but when she tried it, the taste really **appealed** to her.

6 I love living in Vietnam, but I find the written language really hard to deal **with**. **7** When I was traveling around Peru, I had to **rely** on a cell phone app to find my way around.

CONFIDENT COMMUNICATOR A **1** False **2** True **3** False

CONFIDENT COMMUNICATOR B **1** f **2** d **3** e **4** b **5** a **6** c

Skills for Life

LIFE SKILLS A **1** False **2** False **3** True **4** True **5** False **6** False

THINKING SKILL A **1** (*underline section about eating food on the subway*); They should not eat food in public. **2** (*underline section about asking for directions in English*); He should learn some basic phrases in Japanese. **3** (*underline section about wearing a sleeveless T-shirt and shorts*); They should wear more conservative clothes. **4** (*underline section about leaving a big tip for the waiter*); They should not tip at all, as it is considered rude. **5** (*underline section about trying to give everyone a "high five"*); They should try to bow to greet people in Japan. **6** (*underline section about giving her mom the scarf as a gift*); They should bring food as a gift to her mom's house.

Unit 4

Lesson 1

READING A **1** Vera **2** Ricardo **3** Amy

READING B **1** a **2** c **3** c

VOCABULARY A **1** studious **2** tutorial **3** lecturer **4** education **5** scholarship **6** academy

GRAMMAR A **1** Past Perfect Progressive **2** Past Perfect **3** Past Perfect **4** Past Perfect **5** Past Perfect Progressive

GRAMMAR B **1** hadn't yet prepared **2** had been listening **3** had you been studying **4** Had Louis applied **5** had already accepted

GRAMMAR C **1** Had you taken **2** had not/hadn't been **3** had been considering **4** had/'d called **5** had been giving **6** had been wondering

Lesson 2

LISTENING A **1** b **2** c **3** a

LISTENING B **1** True **2** False **3** False **4** True **5** True

VOCABULARY A **1** thought **2** pick **3** keeping **4** write **5** came **6** got **7** gone

GRAMMAR A **1** prefer taking, to attending **2** would rather use, than read **3** prefer to figure out, rather than ask **4** prefer study groups, individual learning **5** would prefer to attend

GRAMMAR B **1** to do **2** Would you rather **3** libraries **4** I'd **5** studying **6** prefer **7** assigning **8** pick

GRAMMAR C **1** to learn **2** hear **3** show **4** to see **5** listening **6** looking

Lesson 3

READING A **1** b **2** c **3** a

VOCABULARY A **1** c **2** c **3** a

WRITING A **1** Con **2** Pro **3** Con **4** Pro **5** Pro

CONFIDENT COMMUNICATOR A **1** b **2** a **3** b **4** a

Skills for Life

LIFE SKILLS A **1** b **2** b

LIFE SKILLS B **1** Sympathy **2** Empathy **3** Sympathy **4** Empathy

THINKING SKILL A **1** Compassionate **2** Emotional **3** Cognitive

THINKING SKILL B **1** All **2** Compassionate **3** All

Unit 5

Lesson 1

VOCABULARY A **1** blockbuster **2** screenplay **3** handheld **4** cinematography **5** movie franchise **6** computer-generated graphics **7** special effects **8** soundtrack **9** shoot **10** stream

LISTENING A **1** a **2** b **3** c

GRAMMAR A **1** double **2** increase **3** repeated **4** effect **5** *do/does/did* **6** contrasting

GRAMMAR B **1** People say there is more and more equality in the film industry these days, but I don't think that's true. **2** Juana doesn't like documentaries at all, but she does like watching wildlife programs. **3** The less funding independent movie companies get, the worse films become.

WRITING A **1** b **2** d **3** a **4** c

Lesson 2

LISTENING A **1** False **2** True **3** False **4** True **5** True **6** True

VOCABULARY A **1** happiness **2** excitement **3** appearance **4** neighborhood **5** reality **6** decision **7** explanation **8** musician **9** teacher **10** importance **11** relationship **12** confidence

VOCABULARY B **1** reality **2** explanation **3** neighborhood **4** difference **5** musician **6** excitement **7** importance **8** relationship **9** decision **10** happiness **11** teacher

GRAMMAR A **1** changes to the simple past **2** changes to the past perfect **3** changes to a past modal **4** does not change

GRAMMAR B **1** had thought **2** earn **3** would **4** should **5** had never made **6** were

GRAMMAR C **1** He asked me when I **had seen** the new *Toy Story* movie. **2** The studio claimed that it **was** hard to pay their actors' salaries. **3** They asked if I **could** sing as well as dance. **4** She told me that she **had gone** to an audition for a part in the new Tom Hanks's movie last week. **5** Jack insisted that there **was** no chance of me getting a part in the new movie.

GRAMMAR D **1** claimed that his acting was much better than anyone else's **2** announced that their new superhero movie would be released next year **3** insisted that I must never go out late in Rolling Pines **4** admitted that he had broken my cell phone **5** asked me if I could come for an audition soon

Lesson 3

VOCABULARY A **1** hashtag **2** follower **3** trending **4** meme

READING A **1** sometimes **2** might share it with others **3** is not **4** generally **5** security settings **6** do not own

CONFIDENT COMMUNICATOR A **1** False **2** True **3** False

CONFIDENT COMMUNICATOR B **1** a **2** c **3** b

Skills for Life

LIFE SKILLS A **1** False **2** False **3** True **4** False **5** True **6** True

LIFE SKILLS B **1** c **2** b **3** a **4** d

LIFE SKILLS C **1** place blame where it belongs **2** give yourself time **3** state the facts **4** reframe

THINKING SKILL A **1** e **2** a **3** d **4** c **5** g **6** f **7** b

Unit 6

Lesson 1

READING A **1** True **2** True **3** False **4** False **5** False **6** True

VOCABULARY A **1** a highly **2** absolutely **3** highly **4** totally **5** completely **6** absolutely

VOCABULARY B **1** successful **2** amazed **3** different **4** new **5** accurate **6** perfect

GRAMMAR A **1** simple present **2** simple present **3** simple present **4** future **5** simple past **6** *would* + infinitive **7** past perfect **8** *would* + *have* + past participle

GRAMMAR B **1** a **2** b **3** b **4** b

GRAMMAR C **1** If you freeze water, it becomes a solid. **2** If you win first place in the science competition, you'll receive $1,000. **3** If Tom didn't work so hard, he wouldn't be a successful scientist. **4** If Frieda had studied more often, she would have passed her anatomy exam.

Lesson 2

READING A **1** simple organism **2** carbon dioxide **3** laboratory **4** more research

READING B **1** b **2** a

VOCABULARY A **1** beneficial **2** genetically **3** medical **4** scientist **5** development **6** curiosity

GRAMMAR A **1** c **2** b **3** a **4** b **5** c **6** b

GRAMMAR B **1** once **2** since **3** provided that **4** unless **5** in case **6** as long as

WRITING A **1** a **2** b **3** b **4** b

Lesson 3

VOCABULARY A **1** hammer **2** atom **3** wire **4** Steel **5** An electric current **6** compass **7** Iron **8** magnet

VOCABULARY B **1** c **2** c **3** c **4** a

LISTENING A **1** magnetic **2** liquid **3** faster **4** keeps out **5** stops **6** destroy

CONFIDENT COMMUNICATOR A **1** a **2** b **3** b **4** c **5** a, b **6** c

CONFIDENT COMMUNICATOR B **1** b **2** a **3** b

Skills for Life

LIFE SKILLS A **1** very open **2** not very open **3** somewhat open

THINKING SKILL A **1** False **2** True **3** True **4** True **5** True **6** False **7** True

Unit 7

Lesson 1

READING A **1** c, d, a **2** b, d, a

VOCABULARY A **1** hit the road **2** explore the globe **3** travel on a shoestring **4** jet off **5** take the trip of a lifetime **6** travel light **7** rough it

GRAMMAR A **1** past **2** possibly happened **3** probably happened **4** definitely did not happen **5** possibly did not happen

GRAMMAR B **1** a **2** b **3** a **4** b **5** b **6** a

Lesson 2

LISTENING A **1** in general **2** short-term **3** negative **4** the local people **5** does not help **6** made locally

VOCABULARY A **1** densely populated **2** open-minded **3** decision-making **4** family-friendly **5** world-famous **6** shortsighted **7** high-risk **8** widely used **9** long-term

GRAMMAR A **1** verb **2** infinitive **3** negative verb **4** infinitive **5** verb **6** not **7** infinitive **8** not

GRAMMAR B **1** allowed me to go **2** advised the tourists to use **3** encouraged us not to go **4** invited Leila to have

WRITING A **1** b **2** e **3** d **4** a **5** c

Lesson 3

LISTENING A **1** True **2** False **3** True **4** False **5** True **6** False

VOCABULARY A **1** b **2** b **3** a **4** b **5** b **6** a **7** a **8** a

VOCABULARY B **1** end user **2** product placement **3** promo **4** boost sales **5** USP **6** marketing strategy **7** forecast **8** celebrity endorsement

CONFIDENT COMMUNICATOR A **1** b **2** b **3** a **4** c **5** c **6** b

Skills for Life

THINKING SKILL A Sofia's notes are the best, as she considers more of the aspects of the brainstorming THINKING SKILL than the others.

LIFE SKILLS A **1** False **2** False **3** False **4** True **5** False **6** True

LIFE SKILLS B All are mentioned. **1** Chloe thanks Sofia for the point about money and agrees that money is not the most important thing. **2** Chloe says that there will be no way for people to visit Bhutan if the community is poor. **3** Sofia suggests that she and her team are "experts" on the subject. **4** Sofia points out that Chloe's argument about culture is not consistent as the local culture is being reduced by tourism. **5** Sofia is consistently nice to Chloe. **6** Chloe mentions her team's survey, where 65% of students agree with their point of view.

LIFE SKILLS C Sofia's. She has demonstrated four of the persuasive communication skills to Chloe's two.

Unit 8

Lesson 1

READING A **1** b **2** a **3** b **4** c

VOCABULARY A **1** keep **2** come **3** watch **4** do **5** put **6** get **7** look **8** make

GRAMMAR A **1** non-defining **2** non-defining **3** defining

GRAMMAR B **1** Correct **2** Clause **3** Clause **4** Correct

GRAMMAR C **1** that **2** which **3** who **4** that **5** who

Lesson 2

LISTENING A **1** nonverbal communication **2** can **3** larger companies **4** additional software **5** body language **6** prefer a standard approach

LISTENING B **1** b **2** a **3** b **4** a **5** b

VOCABULARY A **1** criticizing **2** frightened **3** broaden **4** personalized **5** motivating **6** threatened **7** cooperates **8** demonstrate **9** emphasizes

GRAMMAR A **1** What Jean did to my work space was **2** that managers care about our working environment **3** When we discover the problem is **4** which products work the best **5** How a person completes their work is less important **6** to the staff why the meeting time was changed

WRITING A Students should check numbers 1, 3, 5, 7, 8, 9, and 10.

Lesson 3

LISTENING A **1** b **2** b **3** c **4** c **5** a

LISTENING B **1** True **2** True **3** False **4** True **5** False **6** False **7** False **8** True

VOCABULARY A **1** adjust **2** insert **3** press **4** unlock **5** enter **6** push **7** Lift **8** press **9** blink **10** scan **11** charge **12** Twist

CONFIDENT COMMUNICATOR A **1** it's like wearing a cover over your eyes to keep out the light **2** it's like listening to quiet, calming music through your music player **3** it's like telling a computer to analyze and improve your sleep patterns

CONFIDENT COMMUNICATOR B **1** being **2** having **3** writing **4** waking **5** wearing **6** eating

Skills for Life

LIFE SKILLS A **1** b **2** b **3** b **4** a **5** a **6** a

LIFE SKILLS B Students should check questions 1, 3, 5, and 6.

THINKING SKILL A **1** c **2** a **3** a **4** c **5** b **6** c

Unit 9

Lesson 1

READING A **1** a **2** c

VOCABULARY A **1** statement **2** follow **3** under **4** on **5** code **6** up

GRAMMAR A **1** phrasal verb **2** preposition **3** verb, preposition **4** two-word preposition **5** adjective, preposition

GRAMMAR B **1** than wearing **2** looking forward to **3** interested in **4** up running **5** from designing **6** about showing

GRAMMAR C **1** for using **2** off going **3** for buying **4** for putting **5** after eating **6** about selling

Lesson 2

VOCABULARY A **1** b **2** c **3** a **4** a **5** a **6** b **7** b **8** c

VOCABULARY B **1** chewing gum **2** street cleaners **3** fashion designer **4** plastic bottle **5** design concept **6** retail price **7** manufacturing process **8** production line

GRAMMAR A **1** *be*, past participle **2** *not*, past participle **3** question word, subject

GRAMMAR B **1** will be chosen **2** be made **3** were broken **4** won't be finished **5** will we be given **6** wasn't I kept

WRITING A **1** True **2** True **3** False Sentence c states negative points of the product. **4** False Sentence d recommends the products. **5** False Sentence e is the rating given by the user.

Lesson 3

VOCABULARY A **1** photobomb **2** buzzword **3** slang **4** acronym **5** pocket-dial **6** synonym **7** abbreviation **8** initialism

LISTENING A **1** how slang develops **2** express concepts that have been around for a long time **3** why teens need slang

LISTENING B **1** True **2** False **3** False **4** True **5** False **6** True

CONFIDENT COMMUNICATOR A **1** is **2** gives **3** marketing campaign **4** involved

CONFIDENT COMMUNICATOR B **1** c **2** a **3** b **4** d

Skills for Life

LIFE SKILLS A **1** c **2** a **3** f **4** b **5** d **6** e

LIFE SKILLS B **1** sustainability **2** ideation **3** experimenting **4** persuasion **5** selection **6** application

THINKING SKILL A **1** what type of clothes travelers will buy, climate **2** will cost to produce, quantity of items **3** what material the clothes will be made from, different types of activities **4** where to build their factory, location

THINKING SKILL B **1** a, b **2** b, c **3** a **4** a, b, c

Unit 10

Lesson 1

LISTENING A **1** ways of dealing with procrastination **2** more anxiety **3** unnecessary tasks **4** productive times of day **5** good **6** occasionally change it

LISTENING B **1** enjoy **2** focus **3** list **4** distractions **5** regular **6** adjust

VOCABULARY A **1** stress you out **2** do it over **3** catch up on **4** get down to my homework **5** get it over with **6** stick with **7** get around to **8** put it off

VOCABULARY B **1** get it over with **2** putting it off **3** got down to **4** get around to **5** stick with **6** stressing me out **7** do it over **8** catch up on

GRAMMAR A **1** report **2** future **3** obligation **4** didn't **5** intention **6** didn't **7** activity **8** future

GRAMMAR B **1** were supposed to **2** would write **3** was going to clean **4** started **5** would

GRAMMAR C **1** a **2** a **3** a **4** b **5** b **6** a

Lesson 2

READING A **1** c **2** b **3** a **4** c

VOCABULARY A **1** big **2** the courage **3** down **4** down **5** my mind **6** the way

VOCABULARY B **1** have the courage **2** turn down **3** put my mind to **4** dream big **5** break down **6** get in the way

GRAMMAR A **1** progressive **2** action **3** progress **4** point **5** participle

GRAMMAR B **1** will be studying **2** will be attending **3** will be giving **4** will be traveling **5** will be working **6** will be waiting

GRAMMAR C **1** have **2** be doing **3** enjoy **4** am writing **5** will give **6** am **7** will work **8** am **9** will be **10** be building

Lesson 3

READING A **1** b **2** a **3** a **4** a

VOCABULARY A **1** b **2** b **3** a **4** a

WRITING A **1** b **2** d **3** a **4** c **5** e

CONFIDENT COMMUNICATOR A **1** True **2** False **3** False **4** False

Skills for Life

LIFE SKILLS A **1** fixed **2** fixed **3** growth **4** growth

LIFE SKILLS B **1** Yes **2** No **3** Yes **4** Yes **5** Yes **6** No **7** Yes **8** Yes **9** Yes **10** No **11** Yes **12** No

LIFE SKILLS C **1** hard work and determination **2** try again and again **3** inspired **4** welcome

THINKING SKILL A **1** c **2** b **3** a **4** b

Exam Practice 1

READING PART 1

1 SUCCESSFUL
2 COMMUNICATE
3 CHILDHOOD
4 IMPOSSIBLE
5 CONSTANTLY
6 EASILY

READING PART 2

1 B
2 C
3 A
4 C
5 A
6 A

LISTENING PART 1

1 T
2 T
3 F
4 F
5 T
6 1200
7 20,000
8 1700s
9 forests
10 discovery / Discovery

LISTENING PART 2

1 a cable box
2 70–75%
3 the cost
4 police forces
5 A
6 C

Exam Practice 2

READING PART 1

1 TO
2 HOWEVER
3 AGAIN / MORE
4 OFF / OUT
5 THE
6 UNTIL
7 UP / IN
8 THEY

READING PART 2

1 G
2 C
3 A
4 F
5 D
6 B
E is the extra letter

LISTENING PART 1

1 C
2 D
3 A
4 B
5 E
6 T
7 F
8 T
9 F
10 T

LISTENING PART 2

1 science-fiction movie
2 to work
3 3,300 meters
4 completely transform
5 the best thing
6 A
7 M
8 M
9 A
10 M

Unit 1

Track 01

I think it was Mark Twain, the North American writer, who once said, "Truth is stranger than fiction." If you need any convincing of that, you don't need to look any further than the natural world. Our planet is full of truly amazing natural wonders, from the bright pink algae in Lake Hillier to the ghostly northern lights up in the northern hemisphere. If none of that is good enough for you, take a trip to the Space Coast of Florida. The Space Coast is obviously famous for man-made wonders such as the Kennedy Space Center, where rockets launch into the atmosphere, but it's also famous for its bioluminescent lagoons. This is a natural phenomenon where tiny creatures such as plankton and bacteria glow a bright blue color at night. When the waves move or you swim through the plankton or bacteria, they glow brightly. So how and why does this happen? The fact is that no one is yet 100% sure *why* this happens, but it looks like there is a chemical reaction that occurs in the plankton or bacteria that makes them release a light. Some scientists think that it might be a reaction to oxygen in the atmosphere, which is toxic to some bacteria, and the bioluminescence happens as a result of reactions that change the oxygen into chemicals that are not toxic. Others think that they release the light to distract predators.

Whatever the reason, it's a truly incredible experience. Tourists can rent a transparent kayak and paddle on the Indian River to see the bioluminescence around and under them! It's not just in Florida where bioluminescence happens. Bioluminescent shrimp cover the seaside rocks in Okayama, Japan, making them look like blue monsters! In various oceans around the world, bioluminescent bacteria create big beautiful blue areas at night. They can be up to 15,000 square kilometers in size! This is called the "milky seas effect," and even today, it has not been properly researched or fully explained. Like so many other things, this kind of bioluminescence is a true mystery of the physical world. So I don't know about you, but I think Mark Twain had a point.

Track 02

Today's lecture will be on an ancient Greek mathematician named Eratosthenes. Eratosthenes's claim to fame is that he is the first person to have accurately measured the size of our planet, and interestingly enough, he did so not with the use of a fancy computer or a high-tech compass, but only a stick.

Now, at the time of Eratosthenes's observations, which were made around 240 BCE, the idea that the Earth was round was still relatively new. Around 250 years earlier, the Greek mathematician Pythagoras had proposed a theory that the Earth was round. Then, in 350 BCE, the Greek philosopher Aristotle, who had wide-ranging knowledge of mathematics and astronomy, essentially proved the idea to be true. So given that there were some strong clues that the Earth was in fact a sphere, Eratosthenes set out on the difficult task of finding out just how large the Earth was.

The task was difficult because it meant taking measurements of shadows in places that were very far away from each other. Eratosthenes began his observations in Syene, Egypt, presently known as Aswan. He had heard that on a certain day of the year and at a certain time of the day, the sun would not cast any shadows. That day was June 21st, the summer solstice, a very hot day of the year, and the time when the day was the longest. Eratosthenes traveled there to see it for himself. At noon on June 21st, he observed that no shadows were cast. He wondered if the same thing happened in other parts of the world, so he traveled to Alexandria, Egypt, and waited for another summer solstice to see if he would have the same experience as he did in Syene.

What he discovered in Alexandria made him very curious. At the same time of day on the same day of the year, the sun did in fact cast shadows. He decided, with the use of a stick, that he would measure the angle of the shadow. With that measurement in mind, he used the distance between Alexandria and Syene to determine the circumference of the Earth at the equator, or the distance it would take to travel around the planet at its widest point. That was over 2,000 years ago. His measurement, done in stadium lengths at the time, was equivalent to 40,000 kilometers. With the more precise instruments that we have today, we have determined that the Earth's circumference is 40,074 kilometers. Those two numbers are almost the same!

Unit 2

Track 01

Paolo: After I graduate from college, I'm pretty sure I'm going to be working in my father's textile plant. To tell you the truth, I'm not exactly sure how I feel about that.

Kim: Well, working in a family business has its pros and cons. I've been working in my mother's catering business for six years now, even before I started college. I really love it, because I enjoy catering! It's funny because when I was a little girl, I hated being in the kitchen! But surprisingly, I grew up to appreciate the finer arts of cooking.

Paolo: Well, to be honest, I like everything about my dad's business. As a child I was fascinated by the process of making fabric. I used to watch the workers for hours! But I feel like I might be missing out on other opportunities in life.

Kim: I understand. The great thing about working in a family business—and there are many great things, in my opinion—is that everyone is invested in making the company a success. Since it's the main source of income for the family, it's important for everyone to do their jobs.

Paolo: Yes, but the thing I worry about is if I have a fight at work with my brother or my uncle, then it's going to carry over into our personal

relationship. I get along very well with my uncle, of course, so I can't imagine ever having a fight with him. But my brother? Oh my, when don't we fight? I mean, I have respect for him, and I think he's an intelligent person, but we don't often see things the same way.

Kim: Unfortunately, we sometimes have arguments with our family, and it's hard to keep work life separate from home life. But the truth is, learning how to leave work problems at work can be a good thing. That drives you to be a better person. And no doubt arguing about things from time to time brings about new ideas.

Paolo: If you ask me, I think it's better to disagree with people you don't know so well, instead of your family! My family tends to get into heated discussions that don't have anything to do with work.

Kim: Oh, Paolo. Obviously you and your family need to work out your differences, but surely there's a way to do that. I think if you enjoy your dad's business, you should take advantage of that opportunity. You will definitely have a better position than if you started at the bottom of a company. You should give it a chance, and if things don't work out, you'll at least have the work experience to find something more enjoyable.

Paolo: You're right, and you mention some good things to think about. Well, I don't finish college for another year, so I don't need to make a decision yet. Thanks for your advice.

Unit 3

Track 01

When I was 23, I finally finished teacher training college. I got good grades in all my courses, and I thought I knew everything. But I soon realized that the cultural diversity of my students was something that teacher training college hadn't prepared me to deal with. I had 33 students from 13 different countries, and in some cases there was a language barrier as well as a cultural barrier. So as usual, I relied on information from the internet to help me, and I learned a lot about "cultural diversity." That's what today's podcast is about—how to teach culturally diverse groups of students.

At first, before my students learned anything from me, I had to do some learning from them. Instead of finding out about the students' backgrounds on my own, I asked about their lives in front of the whole class. Why? Well, by asking questions about my students in front of the class, I was achieving two things. First, finding out about them benefited all the students there. Second, by asking them about their backgrounds publicly, it showed the students it was OK to be interested in diversity, not suspicious of it. The most important thing was to learn the pronunciation of their names. One student's name was Dragan, which I initially pronounced as "dragon" and then apologized for my mistake. And we all learned that the name Dragan in Serbo-Croatian comes from the word *drag*, which means "dear." Nothing to do with dragons at all!

Next, I had to make sure I paid attention to festivals that students from different backgrounds celebrate. Aliya and her community celebrate the Muslim festival of Eid. This year it was celebrated at the beginning of June, so in May we had a class to learn all about Eid, and Aliya was the teacher! The idea was for students to see that everyone has something to teach others and we can all learn something from other people.

Using these ideas doesn't mean that my classroom is perfect or that there are no more issues to deal with, but it means that everyone respects each other more. That's the kind of thing that they should teach us at teacher training college!

Unit 4

Track 01

Presenter: Good afternoon, folks, and welcome to our weekly podcast, *Educate Us*. With us today is psychologist Ann Riesling, who's here to talk about mnemonics and how they help us with learning. Thanks for joining us, Doctor Riesling.

Ann: Please, call me Ann, and thank you for having me.

Presenter: Ann, could you just briefly explain to our listeners what a mnemonic is?

Ann: Yes, of course. Well, the word *mnemonic* comes from the Greek word for memory. So, a mnemonic is anything that helps our own memory. We often use them to remember something that's hard to remember, but useful for us to know. We commonly use phrases or rhymes in mathematics so that we can remember how to do things with numbers.

Presenter: There's one that I remember from grade school: "Eight times eight fell on the floor; pick it up and it's 64!"

Ann: Ah, that's very smart! You see how helpful that is? You've remembered that saying for years, but could you have ever remembered the answer without it? Possibly not, because calculating numbers is not very interesting. But the cute little phrase—well, we tend to remember these things. Sort of like a lyric to a pop song that stays in your head.

Presenter: There was another one I used to use—HOMES. Each letter stands for one of the Great Lakes in the United States: Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, and Lake Superior. I would never remember that otherwise.

Ann: Well, there are many common phrases that are useful, and I think it's valuable

for students to learn as many of them as they come across. Apart from mnemonics where the first letter of the word stands for something, we can also learn "rhyme mnemonics." How can we remember how to spell the word *receive*, for example? There's an *i* and an *e* in the word. Does the *i* come first, or is it the *e* that comes first?

Presenter: Oh, that's an easy one … the mnemonic is *i* before *e* except after *c* …

Ann: … or when sounding like *a* in *neighbor* and *weigh*.

Presenter: Oh, yes, oops, I forgot the rest of it!

Ann: That's OK. Yes, even with mnemonics, we still have to remember them correctly! But even if we don't always know them perfectly, they are useful because they can help us remember the information. In addition, I believe it's important for educators to encourage students to come up with mnemonics on their own, since what one student remembers easily might not be easy for another.

Presenter: How would they do that?

Ann: Well, another type of mnemonic is a "connection mnemonic," which is making connections between words to help us remember their meanings. Take *latitude* and *longitude*, for example. Lines of latitude on the Earth are parallel with the equator, and lines of longitude go from north to south. You could say *longitude* makes you think of things that are tall and long. So that helps me remember which is which.

Presenter: Ah, that's very clever.

Ann: Having a variety of mnemonics can be helpful for students to try so that they can see for themselves what works best. To conclude, remembering things for study purposes is important, but it's also a good way for us to exercise our minds. The more we use our memory, the better it works!

Presenter: Great! Well, I'm sure you've provided some information today that our listeners will definitely remember! Thank you.

Unit 5

Track 01

Host: Hi everyone, and welcome back to *Cinema Club*, where we're talking about women's characters in movies. This is something we don't think about when we stream a movie to relax after work. But there is a feeling that female characters in movies aren't as diverse as men's are. Diana Coppola is in the studio with us now. Diana is a movie critic for *The Sunset News*. Diana, there have been more and more advances in movie making, such as special effects and CGI, so doesn't this work with characters, too? Aren't we all equal now?

Diana: Well, no. Women's characters tend to fall into predictable categories.

Host: Categories? Like heroes and villains?

Diana: Not exactly. Let's look first of all at "the long-suffering wife." She's a character who is basically there to support her husband. The male character, the main character, usually has a very difficult job, and she is always just waiting for him to come home. We almost always see her cooking or talking to her adventurous husband on the phone. And the director follows her with a handheld camera to look realistic. In fact, some critics call this character "wife on the phone"!

Host: OK, so who's next?

Diana: Next is the "cold career woman." She's the type of character who is obsessed with getting a great job and succeeding in life, despite men trying to stop her. In the end, she gets her dream job, but her happiness is not complete until she meets the man of her dreams and marries him.

Host: Oh, I see. And then?

Diana: Then we have "the beautiful avenger." She's a character with a very difficult past, and she needs to get revenge for what happened. She normally has a child, too. This character's role is to fight for her rights and argue strongly with everyone—often accompanied by a powerful soundtrack. At the end of the movie, she is usually alone and happy. But in the end, she is a stereotype, because she is basically defined by the fact that she is a woman.

Host: So, do you think these stereotypical female roles will ever change?

Diana: Not until we change the way we write screenplays. The more we define characters by their gender, the less we relate to them. We don't love Harry Potter from the movie franchise because he is a boy; we love him for his character and his psychological journey.

Host: Well, thank you, Diana. That's very interesting! Now I'd like to move on to talk about women in cinematography …

Track 02

It was only a joke at first, but only days after posting a video of herself laughing loudly in a mask that looked like a *Star Wars* character, life for Candace Payne suddenly got serious. Seriously rich, that is. She was also suddenly known as "Chewbacca Mom." She got gifts from toy stores around the US, $400,000 in scholarship money from the University of Florida, requests for interviews on TV, and so many views on Facebook that she got to meet Facebook CEO Mark Zuckerberg. Candace Payne says that she is "a happy Chewbacca," which is not as surprising as you might have thought,

since her life has changed dramatically. Obviously, if you're in a video with over 140 million views after only a few days, it also makes you famous. But Candace is one of the lucky ones. Why? Well, fame can have its drawbacks, too.

You see, fame may be every young person's dream, but it suddenly exposes you and your family and friends to a huge amount of attention. And maybe you don't want everyone paying attention to everything you do or everything you have done.

According to Donna Rockwell of the Michigan School of Professional Psychology and David C. Giles of the University of Winchester, in their study *Being a Celebrity: A Phenomenology of Fame* from 2009, there are typically four psychological stages of fame.

First, there is the "love/hate" stage. At this stage, people feel like everybody is paying attention to them, which they love. But they also feel a bit guilty about it, too. This stage doesn't last very long. Quite quickly, many people who have found sudden fame, like Candace did, get to the "addiction" stage. They not only love the fame, but they cannot imagine life without it. What used to be a new and exciting feeling soon becomes "normal," and when they don't get attention, they can't wait to get it again.

Then there is the "acceptance" stage. This might sound good, but you are accepting the bad as well as the good. The "bad" is, for example, the feeling that you don't trust people anymore. "Why does this person want to become friends with me?" is a common question that people ask. They soon realize that people love them not for who they are, but for what they do. This is called "character splitting," where people have a different personality in public than they do in private.

The fourth stage is "adaptation." In this situation, people learn how to deal with fame. Even if someone calls their name in the street, they just ignore it. This can have some negative consequences, such as wanting to stay at home and not go out.

So, while it might seem like a dream to some people, consider all of this next time you see a celebrity in the street. Why do you want to take a selfie with them? Because of who they really are, or who you think they are? Maybe just keep walking and let them get on with their day.

Track 03

Good morning, everyone. I'm Lucia Wright, and I came here today to tell you a story. In 1987, in a city called Rosario in Argentina, a steelworker named Jorge and a cleaner named Celia had a baby boy. This boy was always very small for his age, but at five his father allowed him to play for a local soccer club. Unfortunately, because of his size, he was bullied by the other children. Still, this boy continued to play soccer, but he wasn't growing the way his teammates were growing, and when he was 11 years old, he was diagnosed with a growth hormone deficiency. His parents were having problems with money, and this came at a bad time in Argentina, when the economy collapsed. His parents couldn't pay for his treatment.

The family thought they had been saved when a very big local club told the boy they wanted him to play for them, but they couldn't pay for his treatment.

Then came an offer from a Barcelona soccer club. They told the boy and his family that they would pay for his treatment, but only if he moved to Spain. So, the boy left his family behind and went to live in Barcelona. Shortly afterward, he became the youngest player ever to score a goal in the Spanish national league. Not everyone applauded his success. Some people in Argentina began to say he wasn't really Argentinian because he lived in Spain. Now, however, he is considered one of the greatest soccer players, if not *the* greatest soccer player, in history. His resilience made this happen. What was this boy's name? Lionel Messi.

What can we learn from this story? That resilience is a key skill in life. Resilience is the ability to bounce back from negative life events. This all sounds great, right? But how do we do it?

Well, Deborah Serani, an American psychologist, describes a four-stage approach to building resilience. The first is "stating the facts." That is, state the problematic situation and look at it realistically. Don't minimize it, but don't imagine the bad things that might happen either. We need to focus on the reality of our situation.

Next comes "placing blame where it belongs." This simply means that we should not try to constantly blame ourselves, or others, for our problems. If you break your cell phone, for example, you just need to accept that this happens and decide what to do.

After this comes "reframing." At this stage, we need to look at the positives of the situation. For example, at least the cell phone wasn't stolen. At least no one has stolen your identity. Or at least you weren't robbed.

The last step is "giving yourself time"—time to adjust to what has happened. You shouldn't hurry yourself to deal with things immediately. Many people think that strength means acting decisively in the moment. But, actually, allowing yourself to deal with a situation in your own time is real strength. As the Greek philosopher Socrates said, "Know yourself." Give yourself the time that you need. Don't let anyone rush you!

OK, so none of this will turn us into the next Messi, but his example and these simple ideas can guide us in building a resilience that can help us face everyday challenges.

Unit 6

Track 01

Sam: Hey, Anita. What are you reading about?

Anita: Hey, Sam. Well, since we have a test in science class next week, I was reading an article about the Earth's magnetic field on *Cosmos Magazine*'s website. It's by Vishnu Varma. I found it interesting, although science isn't really my favorite subject. It's strange when you think about it, but the Earth is like a giant magnet.

Sam: Yeah, that's pretty cool. I have to read that article, too, although I haven't gotten around to it yet. I find scientific subjects to be very fascinating, though. What's the title of the article again?

Anita: It's "What Creates Earth's Magnetic Field," and I can tell you what I've learned so far, so when you read it, it'll be easier to understand.

Sam: Oh, that would be great. I'll even take some notes. So, let's see … how exactly does the Earth's magnetic field work?

Anita: Well, the Earth's center, or core, is made of iron. Iron is magnetic, as we all know. But, when iron is very hot, it stops being magnetic. At the same time, the Earth turns, but its center is not solid. Because of the high temperatures, it is, in fact, a liquid—liquid iron. This iron core is able to turn faster than the Earth. So, because of this, the center can generate a magnetic field despite the high temperatures.

Sam: Ah, I see. And what does the magnetic field do for the planet and for life on Earth? I'm pretty sure it acts as a form of protection.

Anita: Exactly. The magnetic field creates a barrier or shield, and this shield keeps out harmful radiation and stops it from reaching the surface of the Earth. You know, radiation is very bad for humans to absorb. It causes atoms to … hmm … fall apart, I guess is the best way to put it.

Sam: I know. Radiation comes from extremely heavy metals and substances, not ones we use every day. I know it's used to generate electricity in power plants, but generally speaking it's a horrible thing.

Anita: That's right. Another thing the magnetic field does is stop solar winds from reaching our atmosphere. These solar winds blow at around three million kilometers per hour.

Sam: Oh wow, that's incredibly fast! It seems like that would blow everything away.

Anita: I know, right? Well, the magnetic field pushes the powerful solar winds outward, so they don't have a chance of blowing away our atmosphere.

Sam: So, if I understand correctly, without the Earth's magnetic field, radiation from space would reach the surface of the Earth and kill us. Also, the solar winds from the sun would destroy our atmosphere, and we wouldn't be able to breathe. I guess the magnetic field is an extremely important feature of Earth.

Anita: Yes, well, it's one of the reasons that there isn't any life on Mars. Its iron core isn't liquid, and Mars doesn't turn fast enough to generate a very strong magnetic field. Because of that, Mars has no atmosphere, and the surface has dangerous levels of radiation.

Sam: Hmm ... Looks like that planet needs a lot of work done to it before we can live there.

Anita: Definitely!

Unit 7

Track 01

Paradise. I'm sure that even the word gives you mental images of perfect white-sand beaches, coconut trees, and a turquoise sea. In his 1996 novel *The Beach*, Alex Garland describes just such a place, somewhere in Thailand. And just like many things in life that are perfect, it soon gets ruined. People say that art imitates life. In his case, it was the other way around. In the year 2000, the director Danny Boyle shot the world-famous movie, based on the book, on a beach in Thailand. Soon after the release of the movie, over 200 boats carrying over 5,000 tourists were arriving at the perfect, family-friendly beach every day. In the short term, this meant money for the tourist industry in Thailand. A lot of money. Over 12 million US dollars a year. In the long term, this meant something far more negative. Due to pollution from trash, boats, and sunscreen, more than 80% of the coral around the bay has been destroyed. The once-beautiful beach has since been closed, but it took a long time for Thailand's government to agree to do this, mainly because of the money that tourism brought in.

In my opinion, we can learn many things from the story of this Thai beach. Governments need to have a less shortsighted and sustainable plan for the local ecology. We need open-minded, decision-making individuals in power who can see that there can be a negative impact, as well as financial benefits, of tourism.

So, what can individuals do? Well, first, flying into the country and taking boat trips aren't going to help the environment at all, so take trains, rather than planes. It's not all about the environment, though. When traveling to developing countries, many tourists think they are doing the right thing when supporting a local economy by buying local products. But this is only true if two conditions are met. First, that those products are not wildlife products. Buying anything like seashells is simply creating the need for the host country to be constantly robbed of its wildlife. And second? Check that the product really is local. In Cancun, Mexico, for example, it's not unusual to see "genuine" Mexican sombreros for sale that are made in China and are therefore cheaper. That's not going to help the local sombrero makers at all.

So, if we all do what we can, hopefully governments will follow our lead, and we can all enjoy paradise before it's closed like the Thai beach.

Track 02

Hi there. In this week's *Marketing News* podcast, we're doing something different. We usually look at effective marketing strategies. But today, we're going to look at why marketing strategies affect us so much. Because from your local restaurant to a global corporation, marketing affects us in ways we don't always notice.

So, to start off, let's look at the most basic thing about a brand. Close your eyes and think of a brand, any brand. Now, what color do you associate with that brand? If it's red, like Coca Cola, the brand wants you, the end user, to associate it with excitement and adventure.

If it's yellow, like McDonald's, the brand wants you to associate them with optimism and friendliness. It's an inviting place that makes you want to come in and be a part of it.

There are many other ways that marketers try to boost sales. Think of your favorite restaurant. Restaurants can try to influence the amount of money we tip. How? Well, they know that if they bring two mints with the bill, you might increase your tip by up to 20%. This is a marketing strategy called "reciprocity." You do something for me, and I do something for you.

OK, so that's your local restaurant. But big international brands have the budget to do something called "product placement." Have you ever seen a TV series where there are a lot of people using the same brand of laptop? That's product placement. Marketers know that when people watch a TV series, they like to be associated with that series. Why? Well, in a way it gives them an identity. So, if you use the same laptop as the ones the characters use in your favorite TV series, it makes you feel like part of their gang.

The same is true of celebrity endorsement. If Pogba is using a certain brand of soccer cleats in an advertisement, it's clear why some people might want to wear the same cleats. After all, that becomes the brand's USP, or unique selling point. It's like saying, "There are many other soccer cleats, but these cleats are worn by Pogba." It's the point that makes the brand different from all its competitors.

So what's the conclusion of all this? That when a brand or company is doing its sales forecast for the year, they take all of this into account, whether we notice it or not. Think about this before you choose one brand over another. Is it really because you think the product is better? Or are they just better at marketing?

Track 03

Tom: This debate is about whether the number of tourists visiting the Kingdom of Bhutan in Southeast Asia should be reduced. Sofia's group believes that tourism should be restricted, and Chloe's group disagrees. Let's start with those in favor of restrictions. Sofia.

Sofia: Thank you. Bhutan is being slowly destroyed by the constant daily flow of tourists. Bhutan has to deal with ecological problems because of tourism, but also cultural problems as well. Tourism to Bhutan's sensitive cultural community has tripled in only six years. If that tourism continues to increase, we will see a continued destruction of the local environment and the local culture and economy. Why? Because farmlands are now being abandoned as everyone tries to get more money by serving the tourist industry. We are seeing the collapse of an entire culture, but we can stop it by restricting the number of tourists who are allowed to enter Bhutan.

Tom: Thank you, Sofia. Now, Chloe, please tell us why you believe that tourism in Bhutan should not be restricted.

Chloe: If Bhutan received over 85 million US dollars in 2018, I think we can say that it is a country that is getting rich from tourism. While tourists may cause some damage to the area, that money is essential. If tourism is restricted, we will see a huge loss of financial income for the country.

Sofia: Chloe, I completely respect your position, and we are happy to agree with you that tourism is very important for Bhutan. But my group has spent months researching this topic. According to experts on the environment and culture of the region, we can assure you all that the negative impacts of tourism are of more concern than the financial benefits.

Chloe: Thank you for agreeing, Sofia, and I agree with you that money is not the most important thing in a community. But we have done a survey of students at the university and found that over 65% say that tourism is the best way to get to know another culture. People want to know about other cultures and want to visit countries like Bhutan, and we should not restrict the flow of tourists.

Sofia: But if you and your team are supporting the concept of cultural awareness, you must also agree that to protect cultures, we must support them. And allowing a farming community to be abandoned so farmers can pursue money from tourism is not the way to do that.

Chloe: Yes, but your point of view would just make everyone poor, and no one wants that. People will leave Bhutan to find jobs in other places, and there will be no way of having any tourism in Bhutan. Your argument is extremely shortsighted.

Sofia: We believe that your team and my team should work together so that we can make our suggestions for tourist restrictions work for Bhutan's future. You, for example, are an excellent geography student. We would be very happy for you to help us find a long-term solution to the negative impact of rising tourism in Bhutan.

Tom: Well, everyone, I think it's time for us to vote on whether we agree that tourism in Bhutan should be reduced.

Unit 8

Track 01

Presenter: Welcome to our program, *The Future of Work*. We've got workplace analyst Gloria Perez with us today to talk about videoconferencing. Thanks for joining us, Gloria.

Gloria: Thanks for having me.

Presenter: You work with companies in order to advise them on videoconferencing and if it's right for them. Can you briefly talk about some of the advantages?

Gloria: I'd be happy to. Well, the most obvious advantage with videoconferences is the fact that you can conduct meetings with people from anywhere in the world in a sort of face-to-face environment. While it's not exactly like having an in-house meeting, it's still more productive than, say, a conference call. With videoconferencing, you can see each other's faces and you can communicate through facial expressions, instead of just tone of voice.

Presenter: There must be a benefit in terms of traveling to each other's offices as well.

Gloria: Yes, in that sense there is a double benefit. For one thing, you don't have to waste time traveling to the other person's office. It's convenient even if your workplaces are just across town from each other, but it's especially beneficial if we're talking about distances of thousands of kilometers, as is the case with many of my UK clients.

Presenter: And that traveling also costs money.

Gloria: Exactly. Which brings me to the other part of this benefit—business expenses. A company can save a lot of money on travel, thousands of dollars in fact, if they don't physically have to visit each other's meeting rooms. For young start-ups, it's great to save some money, and for larger companies, it frees up money for other investments, or even for wage increases.

Presenter: That must make employees very happy! What other benefits can you tell us about?

Gloria: Well, with videoconferencing, you also have the ability to share documents with each other, and you can review those documents during your call. And with extra software programs, everyone on the call can even work together on a project at the same time.

Presenter: So we've talked about the benefits, which make videoconferencing quite attractive. Does the use of this technology have many drawbacks?

Gloria: Well, companies do ask me about that before they commit to the service. They're clearly interested, but they question its usefulness. I mentioned how videoconferencing allows users to read each other's facial expressions. One thing that's still missing is body language. Unless you are truly face to face with one another, you won't be able to read those visual clues, such as how a person is sitting or standing—things that can tell you if someone is interested or not interested. Still, I think videoconferencing offers a lot in the way of nonverbal communication.

Presenter: Do you find that people are comfortable with it?

Gloria: It's something that takes a bit of getting used to. I find that some employees and managers take it up right away and enjoy its usefulness. Others are so used to meeting people in person that it takes them longer to adjust. And then there are those that really love having visitors in the office, so even though they might use the service from time to time, they still rely heavily on regular face-to-face meetings.

Presenter: I imagine it's more useful for some companies than for others, right?

Gloria: My belief is that any company can take advantage of the service, from advertising and construction to the fashion industry and even health services. That said, there are some things that it can't replace, so I stress that it's a tool that a company can use along with conference calls, in-house meetings, and written communication, and one that will save them time and money if used properly.

Presenter: Great! Well, you've said many good things about it, so I think it seems like a very useful option. Thanks for describing it in detail for our listeners!

Track 02

Luis: Hi, folks, and welcome to our podcast, *Humans in the Future*. I'm Luis Gomez, and with me is Carmen Anderson. Today we're exploring a variety of interesting new wearable devices that are either in development or have just been released, and we'll be talking about the ones that really caught our attention.

Carmen: Yes, I have to say, I was quite impressed with what the future holds in wearable tech devices.

Luis: Exactly. There were so many to choose from, so we tried to narrow it down to four favorites … which one interested you the most, Carmen?

Carmen: Well, it was a device called Nixie, which is a camera drone that you wear around your wrist. It looks like a watch, right? It's very thin and somewhat fashionable. I might have designed its look a little differently, because it's not the most stylish watch I've seen. But apparently you can "release" the watch, and it turns into a sort of mini helicopter, and you can use a phone app to direct it to fly over your head and take a selfie. Now, I'm not sure how useful that is, but it certainly sounds cool!

Luis: Yes, well, I imagine it would have a great application for people working in architecture, who would like to see how things look on the ground from way up high, and this device would make that convenient.

Carmen: That's a good observation.

Luis: And if it's affordable, I imagine a lot of people would buy one for fun.

Carmen: So, which one was your favorite, Luis?

Luis: Well, my favorite was actually one that was not exactly suited for humans … it's a wearable device for dogs! I mean, it's something that dog lovers would appreciate for sure, which is maybe why I liked it so much, because I have two dogs. It's called Whistle, and it attaches to a dog collar, and it does the obvious thing, which is track your dog's location. So, with an app on your phone, you can always know where your dog is. But it tells you much more than location. It also monitors your dog's health. It can even tell you how many calories your dog has burned, which is an indication of how much exercise your dog is getting.

Carmen: Oh wow! So it's a benefit for both dogs and the people that care for them. Do they have one for cats? And what happens if the collar gets wet or dirty? Could that affect the device?

Luis: Well, I didn't see one for cats, and I'm not sure what would happen if the collar got wet, but it would be interesting to find out. What other devices interested you, Carmen?

Carmen: OK, this one doesn't really have any useful application at all as far as I can tell, but I just found it to be really, really cool. It's a type of shoe for which you can change the style with an app on your phone.

Luis: Really? That sounds great! I think it's useful having a pair of shoes that go with different outfits, isn't it?

Carmen: I think so, yes!

Luis: But what about shoe size? How does the app know which one is the right one for you?

Carmen: Well, they're called Volvorii Timeless shoes, and at the moment the shoes only come in black and white, but they use something called E Ink, which appears in panels on the sides of the shoes. So you can change the shoes from black to white and back again, and I think you can make different patterns of black and white on the shoes. I'm not sure about the shoe size, but I guess you pick it when you get the app.

Luis: Very impressive! Well, for the last one on our list, I decided to go with a sports device. It's called a Viper Pod, and it attaches to a wearable strap that you place around your shoulders and back, and the device rests in the middle of your back. It tells you a huge number of things about how you're performing. It can tell you how fast you're running and how fast your heart is beating. It can tell you how you step on the field, how powerful you are at doing certain actions, if you're putting too much stress on your body … well, I could go on, it has a lot of functions.

Carmen: That sounds very useful for athletes.

Luis: Yes, in fact, soccer players such as Lionel Messi have used it on the field.

Carmen: Well, it sounds like the future of wearable devices is interesting indeed. I can't wait to see what developers come up with next!

Unit 9

Track 01

1 No, I don't want to wear the red coat today. Can you pass me my black one? I'd prefer that.
2 Tina can't wait to go to the sales next week. She's been saving up for months.
3 Even though I love clothes, I think I'd get bored if I did a degree in fashion design.
4 If you want to get fit, you should go for a run every day.
5 Did you know that he is a designer, and he makes all his own clothes?
6 I love making a fashion statement. For me, it really means that I can show people that I am self-confident.

Track 02

Dinah: *Dis. Lit. Salty*. Confused? You're not the only one. Slang and buzzwords can be very puzzling. I'm Dinah Lawrence, and today I have the linguist Frank Pinkerton in the studio with me, and we're talking about why slang and buzzwords are so important to society. So, Frank … *salty*? That means "something that tastes of salt," doesn't it?

Frank: Oh, you're so out of date, Dinah!

Dinah: I thought I might be.

Frank: OK, so, the dictionary definition of *salty* is "something that tastes of salt," but these days it's also slang for feeling upset or angry about a small issue.

Dinah: So can I sound more "teen" then by using the word *salty*?

Frank: Well, you have to be careful. You could say, "Jake is kind of salty right now, because his mom won't let him go out tonight," to mean that Jake's upset or bitter about the situation. But, you see, it's not just about knowing what slang words mean.

Dinah: Why not? I mean aren't terms like *facepalm* and *emoji* just words that people need to understand?

Frank: You'd have to go back to the original meaning of the word *slang* to see why it's not that simple. *Slang* was originally a northern English expression that meant "territory." So it's really about who can use the words. It identifies you with a particular community.

Dinah: OK, but everyone uses words like *photobomb*, don't they?

Frank: Well, yes, and that's now almost as common as the word *selfie*. But although the first selfie was taken in 1839 by an American photographer, the word didn't really appear until the early 2000s. And the verb *photobomb* has been around at least since the Beatles. They used to do it all the time.

Dinah: So it's not so much the concept that's new, as it is the words?

Frank: Right. I mean, think about how many times you've pocket-dialed someone by mistake. It must have happened for years before someone gave it a name.

Dinah: OK, so why do we so often associate this language with teenagers? We usually see it as "bad" language, don't we?

Frank: We might, but it's actually an essential part of people's development. As adolescents grow up, they cultivate a language to connect as a group. It's a way of learning how they can become independent from adults and use expressions that are based on their values, not the values of older generations. And going back to the origins of the word *slang*, as the lexicographer Ben Zimmer says, people "create their own kind of territory through language." And this is exactly what teens do.

Dinah: Well, thank you, Frank. That's a very interesting way to …

Track 03

Alex: So, Kat, it's great that we've been given the money we needed to create our new clothing line for travelers. But there are a lot of things we need to work out. We should have a meeting with the other staff to make a plan. But there are so many issues that I'm not sure where to start. Shall we make a list?

Kat: Good idea, Alex. Well, one of the most important things is going to be deciding what type of clothes travelers are going to like.

Alex: OK, so let's think about that. There are so many types and styles of clothes, like jackets, boots, hats, gloves … I mean, it really depends on where they'll be going. So let's consider climates first of all.

Kat: Yes, I totally agree. I'll write that down. Next, we need to think about costs. How much will the clothes cost to produce? I suppose that either depends on what we're going to make or how many of each item we're going to produce.

Alex: Yes, you're right. I think the most important thing would be the amount we need to make. So we should have a look at that next in our budget. I'll add that to the list for the meeting. OK, and what about materials? Are we going to use cotton, wool, polyester, or something else?

Kat: Well, that's going to depend on the climate. But more importantly, it will depend on the types of activities that people will be doing. For example, wool is great for keeping warm by a campfire in Alaska, but not so good for climbing.

Alex: Absolutely. OK, so we'll need to discuss the types of activities that our customers might be doing when they're traveling, too. Oh, and another thing will be where we put our factory.

Kat: Right, because we might need a place that's close to the downtown area so it's easy for us to deliver to stores, but not somewhere where it will cost a lot of money to build.

Alex: Yes, and we also need a good supply of water for the factory, but we can't have it close to any natural water like a lake or river. We don't want people to be worried about pollution.

Kat: Good point. So building the factory just out of town might be a good idea. I'll add that to the list as well. OK, so I think we're all set for our meeting with the others …

Unit 10

Track 01

Do you know the slogan for Nike, the sportswear brand? Yes, that's right, it's "Just Do It." But try saying that to someone who procrastinates. It just doesn't work. It's like saying to someone who's stressed, "Hey, just relax." Procrastinators put off tasks until the last minute. They might be looking at Instagram or just playing with a pencil, but the last thing they are doing is what they should be doing. But it's not because procrastinators enjoy procrastinating. In fact, even though we all procrastinate, psychologists have found that people who procrastinate also tend to get lower grades, which also stresses them out, meaning they can't focus when they finally get around to working. It's a vicious circle. Fortunately, this isn't the end of the story. According to experts, anyone is able to overcome procrastination by using five simple time-management techniques.

All of these techniques are highly useful, and I'll start by telling you my favorite, and that is to remember that you can't manage time. Time passes whether we like it or not, so the only thing we can manage is how we use time. So start by writing a list. It might sound simple, but it's also very effective. Why? Because as soon as you do this, you are already eliminating any nonessential tasks from your day. The second thing is probably a procrastinator's worst enemy: distractions. These can be anything from social media to checking email. It's a good idea to log out of your Facebook and Instagram accounts when you are working. If not, you'll find yourself needing to catch up on your work or even do it over, because you've lost track of where you were.

Step three is all about your "hotspots." Now, hotspots aren't about finding the warmest place in your home. Hotspots are the times of the day when you work best. For example, I like to work early in the morning rather than in the afternoon. Try and make sure you're ready

to start work at your "hotspot" time. Step four is take more regular breaks. That might sound strange, when you are supposed to be working, but taking breaks can make you more productive. If you tell yourself you have to finish part of your work in an hour, you will stick with it until you finish. Also, having more breaks refreshes you.

And step five is evaluate. At least once every two weeks, have a look at the way you are managing your time. See if you need to adjust anything that isn't working for you. Why? You don't need to always have just one plan of action. Your time management plan should develop as your work develops.

So in the future, hopefully no one will need to say "just do it" to you, because you'll be doing it already.

Track 02

1 Ian told me that he would finish his term paper today, but he hasn't given me anything yet.
2 I was going to start reading the novel our English teacher gave us, but I think I left it at school.
3 Where is Daria? She was supposed to meet me at 10 a.m., but she still isn't here.
4 Rocio couldn't come yesterday, because she was meeting her mom for lunch at the café.
5 Why are you still watching TV, Lucas? We were going to go to the movies!
6 Oh, no. It's 7 p.m. already! I was supposed to be at home by 6 p.m. Mom's going to be angry.

Exam Practice 1

Track 01

Around the year 1200, it is believed that a group of Polynesians discovered and decided to live on what we now call Easter Island. Because the land was so rich there, more and more of these Polynesian people decided to move to the island. It is thought that the population may have grown to as many as 20,000 people at its peak.

For hundreds of years, the people on Easter Island developed farms there and, experts believe, because conditions on the island were so good, the local population had plenty of free time. The result of this free time was the development of a rich culture and art—for example, the famous stone heads for which the island is now famous.

Over time, however, the people on Easter Island destroyed all of the natural forest. The destruction of the forest led to environmental conditions changing, and the land became no good for growing food. It also resulted in the death of the other natural wildlife, such as the birds and animals that were on the island.

When the Dutch found the island in the 1700s, a population of 3,000 hungry humans on the edge of extinction was found. And this is the story of Easter Island.

But, the findings of a recent research project have led some scientists to believe that this story is in fact not true. The idea that the population of the island collapsed because of deforestation, they claim, is pure myth. They died out because of disease.

Scientists conducting the research have assessed new evidence which suggests that the population on Easter Island continued to farm very successfully even after the forests were destroyed. During the age of explorations, however, more and more Europeans were sailing around the world—and it was they who transmitted harmful germs that the Polynesians were not able to fight. The population of the island, the new theory claims, came down with a virus which became a life-threatening epidemic. This, experts now suggest, is what ultimately brought an end to the people on Easter Island.

Track 02

A cable box is a special device designed to stream movies and sports directly to your television. While the box itself is legal, it can also be used to watch content illegally via the use of third-party programs—that is to say, software programs which were not created by the original makers of the box.

It is estimated that 70–75% of Americans own a cable box and, because it is so easy to stream illegal content, many people involved in the media view these devices as a great threat. Companies showing top sporting events are particularly concerned and have asked lawmakers to help prevent their programs from being viewed for free.

But why have these boxes become so popular? One reason is their cost. In other words, they are pretty cheap to buy.

Ernesto van der Sar, media consultant and editor of the internet news site TorrentFreak, has another theory. He explained that: "Nowadays people often prefer to stream pirated content instead of using traditional torrent sites" and that streaming has now become "more convenient" than downloading.

Kieron Sharp, director general of Fact, which is an intellectual property protection organization, is worried by the number of boxes being used to watch illegal content. In his words: "This is becoming an epidemic." Anti-piracy organizations, such as ZIRA, are also working hard to close websites which offer the software needed for illegal streaming. According to a representative from ZIRA, speaking after one particularly popular website was closed, this was: "another victory in the struggle against the pirated content on the internet."

The fight looks set to continue, however, despite a number of international companies being requested by governments to stop selling "fully-loaded" boxes; that is, set cable boxes already complete with the software for streaming programs illegally.

The United States Patent and Trademark Office has stated that: "The government is working with its partners in industry and with police forces across the country to target criminals looking to profit from this activity … We are also working closely with our international partners."

Exam Practice 2

Track 01

Vinyl records are those big, black, round pieces of plastic that people used for listening to music before CDs or MP3s existed. They are how the Beatles and Michael Jackson originally sold their music. Have you ever seen a record? Chances are, that you have.

It seems strange that vinyl records are becoming popular again, and some musicians are now selling more records than CDs or MP3 downloads. Surprisingly, sales of vinyl records have risen by 70% in Australia and 62% in the UK. In the US, 40 million records were sold last year, meaning that sales hit $1 billion—the first time since the year 2000.

Let's consider three main reasons why this old technology is returning. One main factor, perhaps, has to do with wanting to connect with the feelings of the past, before the world went all digital. Interestingly, however, music stores report that a lot of the people buying these old-fashioned records are in fact millennials. That, of course, means that these consumers probably didn't even have record players in the house when they were children. This argument, therefore, seems unconvincing.

Maybe it's more about having an actual physical product. Understandably, records have a kind of beauty about them, and for many people, they are an object of desire. The covers on a record album are like a piece of art, and the larger size makes them more attractive. It isn't likely that size is a key factor, however, because, unfortunately, with size comes weight. Vinyl is heavy. And large numbers of vinyl records are incredibly heavy, which makes them hard to store and hard to move. This, I assume, is the major appeal of MP3s.

So, what is the key factor? Unsurprisingly, the main reason records are popular again is because of the sound. Unlike the perfectly clean, artificial digital sound of CDs and MP3s, music on vinyl records sounds real. Voices sound human. The sounds are warm and they fill the senses completely. If you don't believe me, go to your local record store and ask to hear your favorite song on a large piece of black plastic.

Track 02

Andrew: Welcome to today's podcast, everybody. I'm Andrew Moore and I'm here with our regular guest speaker, Martin Bradley, and we're talking about transportation of the future. In this case, we're actually talking about transportation for the present because starting sometime in the summer of 2017, Dubai introduced self-driving taxis. But that's not what is so amazing here. These driver-free vehicles actually fly! This is literally something out of a science fiction movie, isn't it? Totally unbelievable! Martin, what do you think? Can you tell us what you know about them?

Martin: It is pretty amazing, I have to admit. The vehicles are designed and constructed by a revolutionary high-tech Chinese company. They can carry one passenger, and a fully charged battery is enough for a trip of about 20 to 30 minutes, so they are absolutely perfect for commuting short distances. The really great thing about them, though, is that they can actually travel at a speed of over 60 miles per hour so you can get to work in no time at all. What's more, they can fly up to 11,000 feet. That's an incredible 3,300 meters above the Earth's surface—that's five times higher than the tallest building in the world, which is the Burj Khalifa building in Dubai.

Andrew: That's an absolutely terrifying height in such a small vehicle. Are they safe?

Martin: Well, thorough tests have been done in the desert, and there are several safety features in case there is a problem. Everything is controlled automatically, which means they're so easy to use that even a beginner can fly one safely. Basically, they will completely transform the way people commute. They are literally the best thing since the invention of the car.

Andrew: Thank you, Martin. Is this truly a turning point in transportation history? Join us next time when we will continue the topic of transportation and we'll be discussing the bicycle bans in Kolkata.