

CAMBRIDGE

# interchange

FIFTH EDITION

# 3A



Student's Book

With Online Self-Study

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Jack C. Richards  
with Jonathan Hull and Susan Proctor

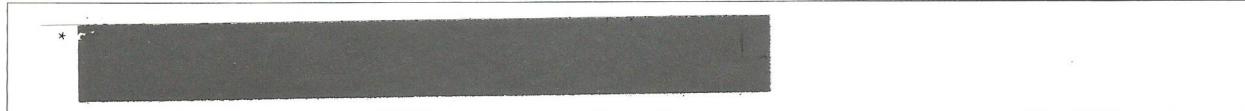
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SELF-STUDY



CAMBRIDGE  
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# Informed by teachers

Teachers from all over the world helped develop *Interchange Fifth Edition*. They looked at everything – from the color of the designs to the topics in the conversations – in order to make sure that this course will work in the classroom.

We heard from 1,500 teachers in:

- Surveys
- Focus Groups
- In-Depth Reviews

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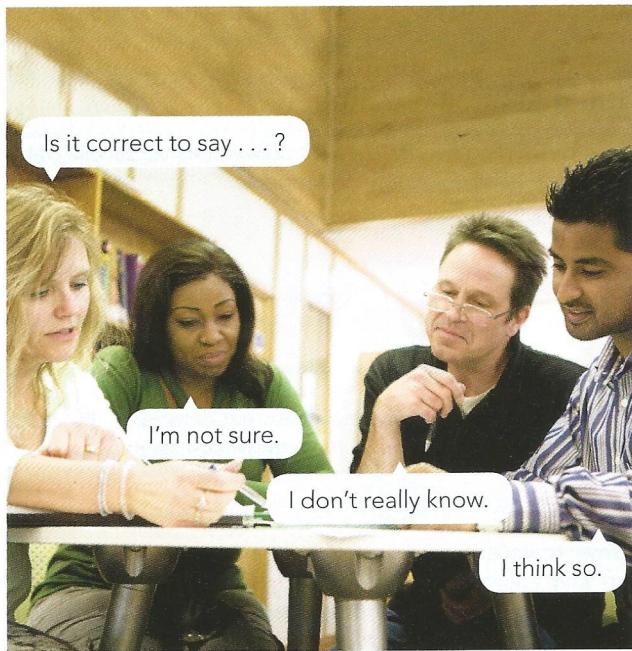
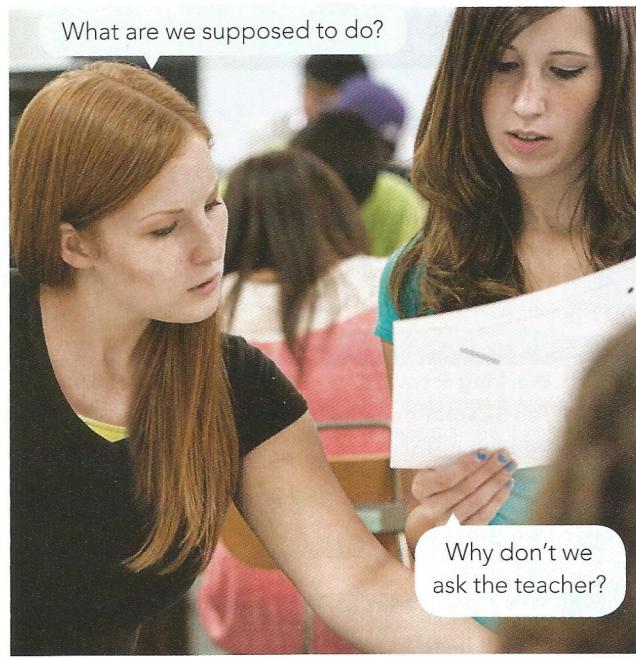
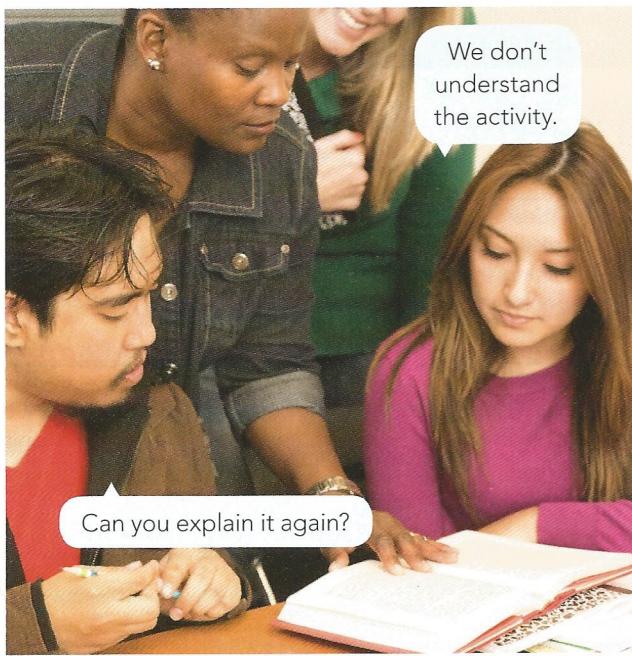
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## Classroom Language Student questions



# Plan of Book 3A

## Titles/Topics

## Speaking

## Grammar


**UNIT 1**
**PAGES 2–7**
**That's my kind of friend!**

Personality types and qualities; relationships; likes and dislikes

Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining

Relative pronouns as subjects and objects; *it* clauses + adverbial clauses with *when*


**UNIT 2**
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**Working 9 to 5**

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Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs, and past participles

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Making direct and indirect requests; accepting and declining requests

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*Would rather* and *would prefer*; *by* + gerund to describe how to do things

**PROGRESS CHECK**
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**GRAMMAR PLUS**
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Stress with compound nouns Listening to the good and bad parts of a job; listening for complaints	Writing about two career choices "The Perfect Workplace?": Reading about different types of workplaces	"Networking": Comparing people's careers and personalities to make a seating chart for a dinner party <a href="#">PAGE 115</a>
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## 1

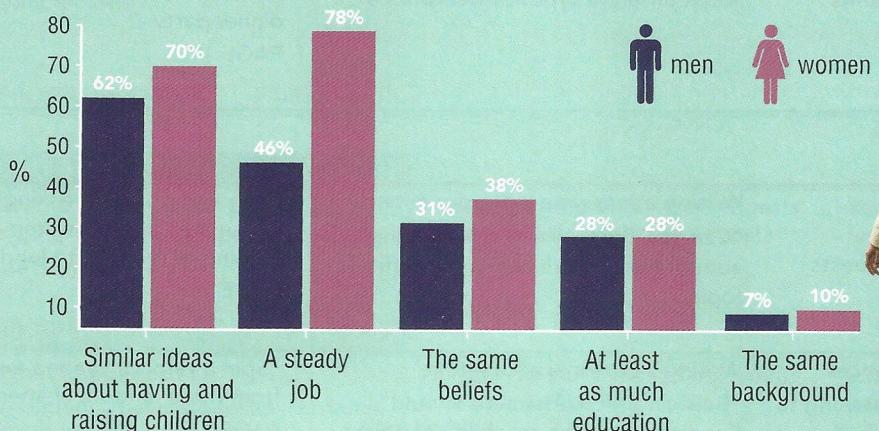
# That's my kind of friend!

- ▶ Discuss personalities and qualities
- ▶ Discuss likes and dislikes

## 1 SNAPSHOT

### ROMANCE AND MARRIAGE IN THE UNITED STATES

When choosing a spouse or partner, single Americans want to find someone with . . .



*In your opinion, which of the things above are most important to look for in a partner? Did any of the items surprise you? Which? Why? Are there other important qualities missing from the list?*

## 2 CONVERSATION What are you looking for?

### ▶ A Listen and practice.

**Joe:** What are you doing?

**Roy:** I'm setting up my profile for this online dating site. I have to describe the kind of person I'm looking for.

**Joe:** I see. And what are you looking for?

**Roy:** Oh, I like people who aren't too serious and who have a good sense of humor. You know, someone I can have fun with.

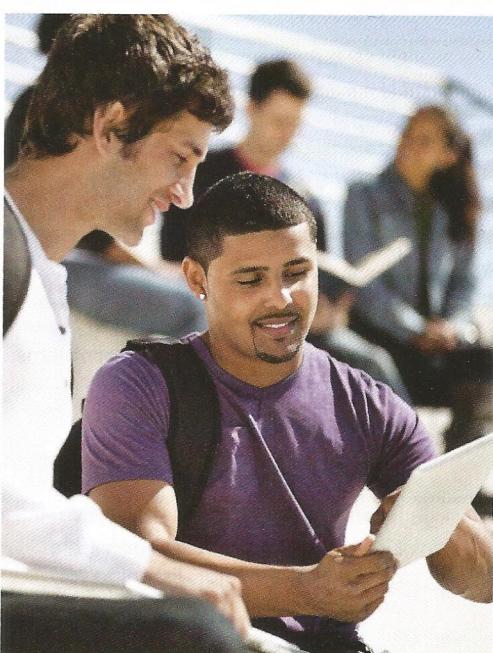
**Joe:** OK. Uh, what else?

**Roy:** Well, I'd like someone I have something in common with – who I can talk to easily.

**Joe:** I think I know just the girl for you: my cousin Lisa. She's a lot of fun and she loves sports, just like you.

**Roy:** Well, why not? I'll give it a try.

**Joe:** OK, I'll invite her over for dinner, and you can tell me what you think.



### ▶ B Listen to Joe and Roy discuss Lisa after they had dinner together. What did Roy think of her?

### 3 GRAMMAR FOCUS

#### ► Relative pronouns

##### As the subject of a clause

I like people **who/that** aren't too serious.

I like people **who/that** have a good sense of humor.

##### As the object of a clause

I want someone (**who/that**) I can have fun with.

I'd like someone (**who/that**) I can talk to easily.

GRAMMAR PLUS see page 132

**A** Match the information in columns A and B. Then compare with a partner.

**A**

1. I don't like to work with people who/that c
2. I have some good, old friends who/that \_\_\_\_\_
3. I discuss my problems with people who/that \_\_\_\_\_
4. I don't want to have a roommate who/that \_\_\_\_\_
5. I'd like to have a boss who/that \_\_\_\_\_
6. I enjoy teachers who/that \_\_\_\_\_
7. I'm looking for a partner who/that \_\_\_\_\_

**B**

- a. help me understand things easily.
- b. is messy.
- c. are too competitive.
- d. I can respect as a leader.
- e. I met in middle school.
- f. I have a lot in common with.
- g. can give me good advice.

**B** Put a line through **who/that** in part A if it's optional. Then compare with a partner.

**C PAIR WORK** Complete the sentences in column A with your own information.

Do you and your partner have similar opinions?

**A:** I don't like to work with people who are too competitive.

**B:** Neither do I. I like to work with people who are friendly and helpful.

### 4 WORD POWER Personality traits

**A** Match the words with the definitions. Then decide whether the words are positive (**P**) or negative (**N**). Write **P** or **N** after each word.

- |          |                           |
|----------|---------------------------|
| <u>h</u> | 1. easygoing <u>P</u>     |
| <u> </u> | 2. egotistical <u> </u>   |
| <u> </u> | 3. inflexible <u> </u>    |
| <u> </u> | 4. modest <u> </u>        |
| <u> </u> | 5. outgoing <u> </u>      |
| <u> </u> | 6. stingy <u> </u>        |
| <u> </u> | 7. supportive <u> </u>    |
| <u> </u> | 8. temperamental <u> </u> |
| <u> </u> | 9. unreliable <u> </u>    |

- |  |
|--|
| a. a person who doesn't change easily and is stubborn        |
| b. someone who doesn't like giving or spending money         |
| c. someone who has a very high opinion of him- or herself    |
| d. someone who is helpful and encouraging                    |
| e. a person who doesn't do what he or she promised           |
| f. a person who enjoys being with other people               |
| g. a person who has unpredictable or irregular moods         |
| h. a person who doesn't worry much or get angry easily       |
| i. someone who doesn't brag about his or her accomplishments |

**B PAIR WORK** Cover the definitions. Take turns talking about the adjectives in your own words.

"An easygoing person is someone who . . ."

**C PAIR WORK** Think of at least two adjectives to describe your favorite relative. Then tell a partner.

## 5 LISTENING What's new?

- A Listen to conversations that describe three people. Are the descriptions positive (P) or negative (N)? Check (✓) the box.

1. Emma	<input type="checkbox"/> P	<input type="checkbox"/> N	
2. Mrs. Leblanc	<input type="checkbox"/> P	<input type="checkbox"/> N	
3. Pablo	<input type="checkbox"/> P	<input type="checkbox"/> N	

- B Listen again. Write two adjectives that describe each person in the chart.

## 6 DISCUSSION The right qualities

- A What is the ideal friend, parent, or partner like? Add your own type of person under **People**. Then write one quality each ideal person should have, and one each should not have.

People	This person is . . .	This person is not . . .
The ideal friend		
The ideal parent		
The ideal partner		
The ideal _____		

- B **GROUP WORK** Take turns describing your ideal people. Try to agree on the two most important qualities for each person.

A: I think the ideal friend is someone who is supportive and who is a good listener.

B: I agree. The ideal friend is someone who isn't critical . . .

C: Oh, I'm not sure I agree. . . .



## 7 WRITING A good friend

- A Think about a good friend. Answer the questions. Then write a paragraph.

What is this person like?

How long have you known each other?

How did you meet?

How are you similar?

How are you different?

What makes your relationship special?



My friend Nolan is easygoing and doesn't take life too seriously.

He's someone who loves to have fun, and he makes sure everyone else has a good time, too. We met about six years ago . . .



- B **PAIR WORK** Exchange paragraphs. How are your friends similar? How are they different?

## 8 PERSPECTIVES Are you difficult to please?

- A Listen to some common complaints. Check (✓) the ones you agree with.

### Do you get **ANNOYED** easily? Take the quiz and find out.

- I can't stand it when a child screams in a restaurant.
- I can't stand it when I'm upset and people tell me to calm down.
- It bothers me when my doctor arrives late for an appointment.
- I don't like it when someone takes the last cookie without asking.
- It upsets me when a close friend forgets my birthday.
- I don't like it when people call me early in the morning on the weekend just to chat.
- It bothers me when a friend answers the phone at the dinner table.
- I hate it when people text the message "Call me."

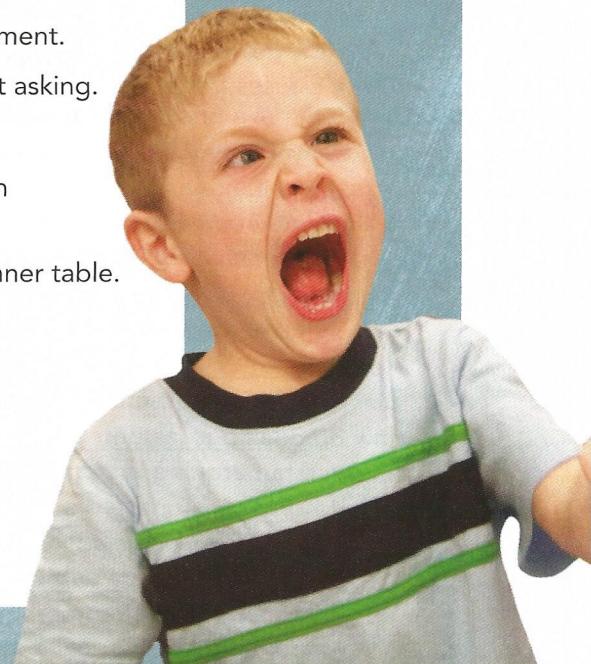
**Score:** If you checked . . .

1–2 complaints: Wow! You don't get annoyed very easily.

3–4 complaints: You're fairly easygoing.

5–6 complaints: You get irritated pretty easily.

7–8 complaints: Relax! You get upset too easily.



- B Calculate your score. Do you get annoyed easily? Tell the class what bothers you the most.

## 9 PRONUNCIATION Linked sounds

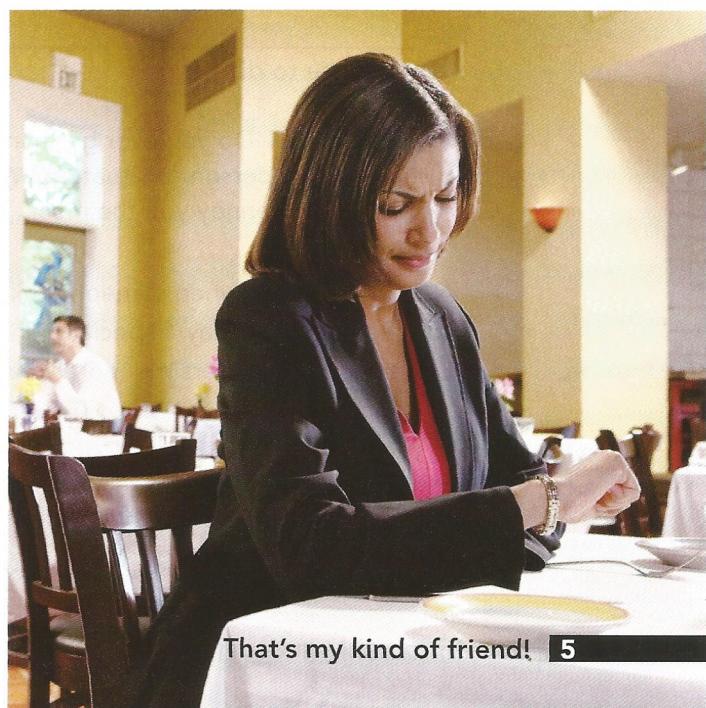
- A Listen and practice. Final consonant sounds are often linked to the vowel sounds that follow them.

It upsets me when a friend is late for an appointment.  
I love it when a friend is supportive and kind.

- B Mark the linked sounds in the sentences below. Listen and check. Then practice saying the sentences.

1. I hate it when a cell phone goes off at the movies.
2. I can't stand it when a person is inflexible.
3. Does it bother you when a friend is unreliable?

- C **PAIR WORK** Take turns saying the sentences in Exercise 8. Pay attention to linked sounds.



## 10 GRAMMAR FOCUS

### ► **It clauses + adverbial clauses with when**

I like <b>it</b>	<b>when</b> my roommate cleans the apartment.
I don't mind <b>it</b>	<b>when</b> a friend answers the phone at the dinner table.
I can't stand <b>it</b>	<b>when</b> I'm upset and people tell me to calm down.
<b>It</b> makes me happy	<b>when</b> people do nice things for no reason.
<b>It</b> bothers me	<b>when</b> my doctor arrives late for an appointment.
<b>It</b> upsets me	<b>when</b> a close friend forgets my birthday.

GRAMMAR PLUS See page 132

- A** How do you feel about these situations? Complete the sentences with *it* clauses from the list. Then compare your sentences with a partner.

I love it	I don't mind it	It annoys me	It really upsets me
I like it	It doesn't bother me	I don't like it	I can't stand it
It makes me happy	I hate it		

1. \_\_\_\_\_ when a friend gives me a present for no special reason.
2. \_\_\_\_\_ when someone criticizes a friend of mine.
3. \_\_\_\_\_ when friends start arguing in front of me.
4. \_\_\_\_\_ when people call me late at night.
5. \_\_\_\_\_ when salesclerks are temperamental.
6. \_\_\_\_\_ when people are direct and say what's on their mind.
7. \_\_\_\_\_ when someone corrects my grammar in front of others.
8. \_\_\_\_\_ when a friend is sensitive and supportive.
9. \_\_\_\_\_ when people throw trash on the ground.
10. \_\_\_\_\_ when a friend treats me to dinner.



- B GROUP WORK** Do you ever get annoyed by a certain type of person or situation? Write down five things that annoy you the most. Then compare in groups.

**A:** I can't stand it when someone takes food off my plate.

**B:** I feel the same way. Especially when the person didn't order his or her own food!

**C:** Yeah, but it bothers me more when . . .

## 11 INTERCHANGE 1 Personality quiz

Interview a classmate to find out about his or her personality.  
Go to Interchange 1 on page 114.

**A** Are you a frequent social media user? What kinds of things get your attention on social media?

Since social networking websites first appeared, many have come and some have gone. However, their purpose has generally been the same: keeping up with old friends, making new friends, and sharing pictures, videos, and bits of interesting news. In addition, some sites make it possible to pursue new relationships, either online or in the real world.

For some people who have very specific interests, generic sites like Facebook or Twitter are not sufficient. They want to be part of a supportive online community that shares their particular passions. A good example is Stache Passions, a social site for people who wear, admire, or have an interest in moustaches. It features photos of men with all sizes and styles of moustaches, forums

for discussing the history, growing, and styling of the 'stache, and even a meet-up page to help you meet other moustache-lovers. Purrsitals is a specialized site for those who love cats. Here you can meet and chat with cat-loving friends, set up feline play-dates with local people and their pets, and even find a home for a cat in need. And if your friends don't like it when you share endless cute cat videos on your regular social site, Purrsitals is where people are sure to appreciate them! On a more serious note, Horyou is a website for people that want to do good in the world. On the site, you can connect with other social activists and entrepreneurs, plan meetings, share fund-raising strategies, and keep up with thousands of people who are working hard to make the world a better place. There are no funny videos here, but Horyou offers its own web-based video channel that features programs and documentaries about efforts to improve people's lives around the globe.

**B** Read the article. Which website is good for the people below? Write **S** (Stache Passions), **P** (Purrsitals), or **H** (Horyou).

This site would be good for someone who . . .

1. has a strong interest in personal appearance. \_\_\_\_\_
2. is hoping to adopt a new pet. \_\_\_\_\_
3. wants to watch a bit of light entertainment. \_\_\_\_\_
4. wants ideas for improving others' lives. \_\_\_\_\_
5. is interested in styles from the past. \_\_\_\_\_
6. wants to raise money for a charity. \_\_\_\_\_

**C** Find the words in the article that mean the following.

1. enough for a purpose \_\_\_\_\_
2. places where a discussion can take place \_\_\_\_\_
3. to like and be grateful for something \_\_\_\_\_
4. people who want to accomplish political or social change \_\_\_\_\_
5. plans of action \_\_\_\_\_

**D PAIR WORK** Do you belong to any specialized social networking sites? If yes, what is the focus? If not, what type of specialized site might you join?

## 2

# Working 9 to 5

- Discuss opinions, advantages, and disadvantages of jobs
- Compare various jobs

## 1 SNAPSHOT

### What do you want from your career?



#### Security

If you want to have stability, choose a job that you can keep for your whole life. You could be a federal judge, a public school teacher, or a university professor.



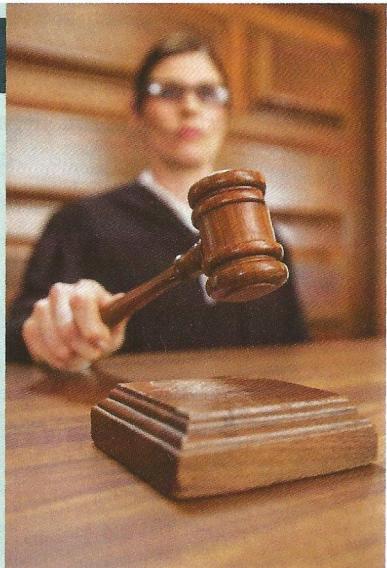
#### Adventure

Perhaps you can't picture yourself doing the same thing, at the same place, for years and years. In that case, be something that will allow you to explore other places and other cultures, like an environmentalist or a tour guide.



#### Money

Do you want to have a high-paying job? You may want to look into being a financial analyst, a doctor, or a stockbroker.



Rank the factors from 1 (most important) to 3 (least important). Compare with a partner.

Which factors did you consider when you chose your present job or your future career? Why?

## 2 PERSPECTIVES Career choices

- A Listen to students discuss career choices. Do you agree or disagree?  
Check (✓) the speaker you agree with more.



I'd like to work in the video game industry. Playing games all day would be lots of fun.



I disagree!  
Playing the same game every day for months would be boring.



Designing clothes is not a man's job. Women are much more fascinated by fashion.



Being a flight attendant sounds very exciting. Traveling all the time would be really interesting.



But flight attendants get tired of traveling. They spend most of their time in airports!

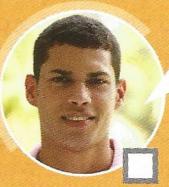


That's not true!  
Many great fashion designers are men. Just look at Michael Kors!

- B Compare your responses with your classmates. Give more reasons to support your opinions.



I'd enjoy working with animals. I think working as a veterinarian could be rewarding.



I'm not so sure.  
Animals can be very unpredictable. Getting a dog bite would be scary!

### 3 GRAMMAR FOCUS

#### ► Gerund phrases

##### Gerund phrases as subjects

**Playing games all day** would be lots of fun.  
**Being a flight attendant** sounds exciting.  
**Designing clothes** is not a man's job.  
**Working as a veterinarian** could be rewarding.

##### Gerund phrases as objects

She'd be good at **testing games**.  
He'd love **being a flight attendant**.  
He wouldn't like **being a fashion designer**.  
She'd enjoy **working with animals**.

GRAMMAR PLUS see page 133

- A** Look at the gerund phrases in column A. Write your opinion of each job by choosing information from columns B and C. Then add two more gerund phrases and write similar sentences.

##### A

1. working from home
2. doing volunteer work
3. having your own business
4. working on a movie set
5. being a teacher
6. making a living as a tour guide
7. taking care of sick people
8. retiring at age 40
9. \_\_\_\_\_
10. \_\_\_\_\_

##### B

- seems  
could be  
would be  
must be  
wouldn't be  
doesn't sound

##### C

- awful  
stressful  
fantastic  
fascinating  
pretty difficult  
kind of boring  
really rewarding  
very challenging



- B PAIR WORK** Give reasons for your opinions about the jobs in part A.

**A:** In my opinion, working from home could be very challenging.

**B:** Really? Why is that?

**A:** Because you have to learn to manage your time. It's easy to get distracted.

**B:** I'm not sure that's true. For me, working from home would be . . .

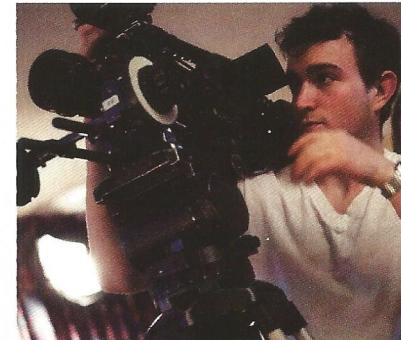


- C GROUP WORK** Complete the sentences with gerund phrases.

Then take turns reading your sentences. Share the three most interesting sentences with the class.

1. I'd get tired of . . .
2. I'd be interested in . . .
3. I'd be very excited about . . .
4. I'd enjoy . . .
5. I think I'd be good at . . .
6. I wouldn't be very good at . . .

"I'd get tired of doing the same thing every day."



## 4 WORD POWER Suffixes

- A Add the suffixes *-er*, *-or*, *-ist*, or *-ian* to form the names of these jobs. Write the words in the chart and add one more example to each column.

software develop er  
computer technic er

freelance journal or  
guidance counsel or

marketing direct ist  
project manag ist

politic ian  
psychiatr ian

<u>-er</u>	<u>-or</u>	<u>-ist</u>	<u>-ian</u>
software developer			

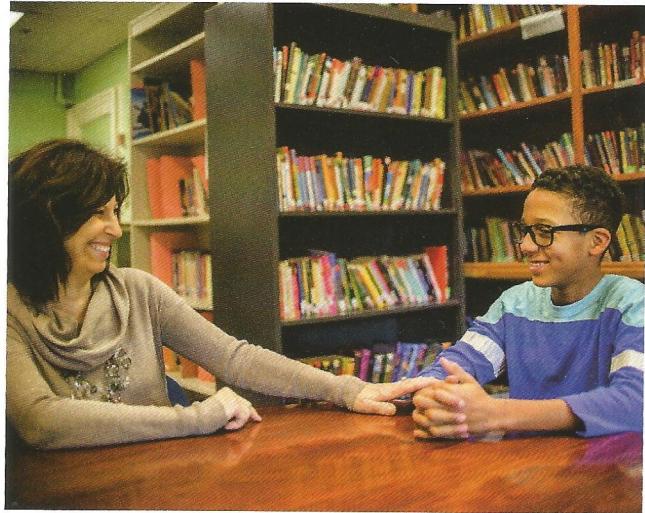
- B PAIR WORK Can you give a definition for each job?

"A software developer is someone who creates apps for computers and other devices."

## 5 SPEAKING Career paths

**GROUP WORK** Talk about a career you would like to have. Use information from Exercises 1–4 or your own ideas. Other students ask follow-up questions.

- A: I'd enjoy working as a guidance counselor.  
B: Why is that?  
A: Helping kids must be really rewarding.  
C: Where would you work?  
A: Well, I think I'd like to work at a high school.  
I enjoy working with teens.



## 6 WRITING What's more satisfying?

- A **GROUP WORK** What would you choose: a job that you love that doesn't pay well, or a high-paying job that you don't like? Discuss and list the consequences of the two alternatives.

- B Use the list to write a paragraph justifying your choice.

Having a high-paying job that you don't like could be very frustrating. First of all, you'd have to do something you don't like every day. You would have a lot of money. However, it's not worth it if...

- C **PAIR WORK** Read your partner's paragraph. Do you agree or disagree? Why or why not?

### useful expressions

- First of all, ...  
In addition, ...  
Furthermore, ...  
For example, ...  
However, ...  
On the other hand, ...  
In conclusion, ...

## 7 CONVERSATION It doesn't pay as much.

### A Listen and practice.

**Tyler:** Guess what? . . . I've found a summer job!

**Emma:** That's great! Anything interesting?

**Tyler:** Yes, working at a beach resort.

**Emma:** Wow, that sounds fantastic!

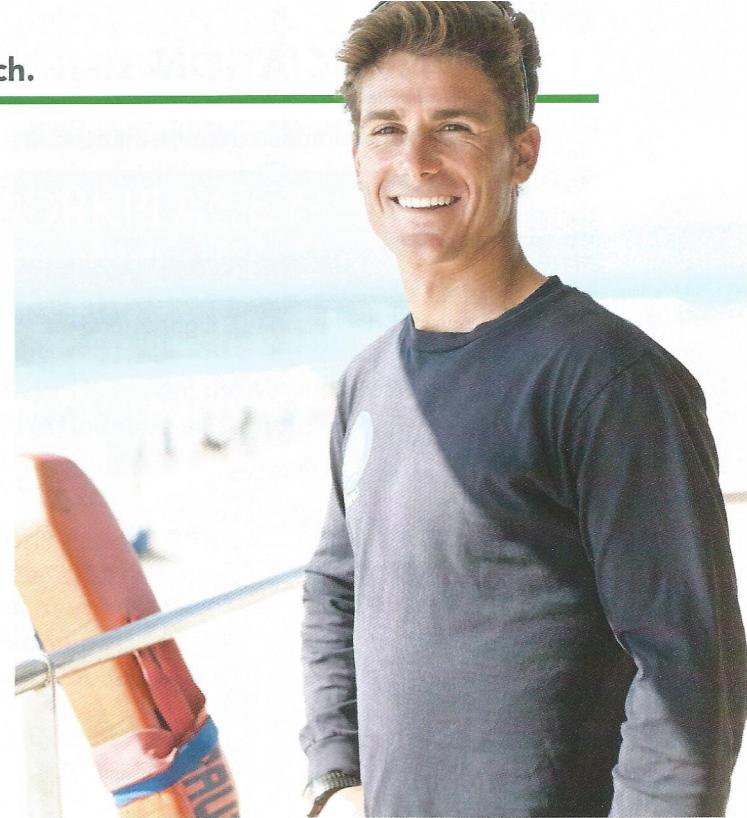
**Tyler:** So, have you found anything?

**Emma:** Nothing yet, but I have a couple of leads.

One is working as an intern for a news website – mostly answering emails and posts from readers. Or I can get a job as a camp counselor again.

**Tyler:** Being an intern sounds more challenging than working at a summer camp. You could earn college credits, and it's probably not as much work.

**Emma:** Yeah, but the internship doesn't pay as much as the summer camp job. Do they have another opening at the beach resort? That's the kind of job I'd really enjoy.



### B Listen to the rest of the conversation. What is Tyler going to do at the resort?

## 8 GRAMMAR FOCUS

### Comparisons

#### with adjectives

... sounds **more/less** challenging **than** . . .

... is **harder** **than** . . .

... is **not as** hard **as** . . .

#### with nouns

... has **better/worse** hours **than** . . .

... has **more** education **than** . . .

... isn't **as much** work **as** . . .

#### with verbs

... earns **more/less** than . . .

... earns **as much as** . . .

... doesn't pay **as much as** . . .

#### with past participles

... is **better** paid **than** . . .

... is **as well** paid **as** . . .

... isn't **as well** paid **as** . . .

**GRAMMAR PLUS** see page 133

### A Complete the sentences using the words in parentheses. Compare with a partner. (More than one answer is possible.)

1. In my opinion, being a firefighter is \_\_\_\_\_ (stressful) being a sales associate.

In addition, sales associates have \_\_\_\_\_ (hours) firefighters.

2. In general, doctors need \_\_\_\_\_ (training) nutritionists. However, they usually \_\_\_\_\_ (earn) nutritionists.

3. Game testers don't need \_\_\_\_\_ (experience) software developers.  
As a result, they \_\_\_\_\_ (earn) software developers.

4. A career in banking is often \_\_\_\_\_ (demanding) a career in sales,  
but it is also \_\_\_\_\_ (paid).

### B PAIR WORK Compare the jobs in part A. Which would you choose? Why?

## 9 PRONUNCIATION Stress with compound nouns

- A Listen and practice. Notice that the first word in these compound nouns has more stress. Then add two more compound nouns to the chart.

firefighter	game tester	guidance counselor	
hairstylist	flight attendant	project manager	

- B GROUP WORK Which job in each column would be more challenging? Why? Tell the group. Pay attention to stress.

## 10 LISTENING It's not what I thought.

- A Listen to Caden talk to Janelle about his job as a video game tester. Which parts of the job does he like and dislike? Check (✓) Like or Dislike.

		Like	Dislike
1.	The pay	<input type="checkbox"/>	<input type="checkbox"/>
2.	The hours	<input type="checkbox"/>	<input type="checkbox"/>
3.	Testing games	<input type="checkbox"/>	<input type="checkbox"/>
4.	Playing video games at home	<input type="checkbox"/>	<input type="checkbox"/>
5.	Thinking of new ideas for games	<input type="checkbox"/>	<input type="checkbox"/>

- B Listen again. What does Caden decide to do?

- C PAIR WORK What other advice would you give Caden?



## 11 DISCUSSION Which job would you take?

- A What is a job you would like to have? What is a job you wouldn't like to have? Write each one on a separate slip of paper.

kindergarten teacher

tour guide

- B GROUP WORK Mix all the slips from your group. One student picks two slips and the group helps him or her decide between the two jobs.

- A: You should take the job as a kindergarten teacher because you enjoy working with kids.  
B: But being a tour guide sounds more exciting. I could travel more and earn more money.  
C: But you'd work longer hours and . . .

## 12 INTERCHANGE 2 Networking

Would you be a good party planner? Go to Interchange 2 on page 115.

**A** Skim the web posts. Which person works in the most traditional workplace? the least traditional?

## THE PERFECT WORKPLACE?

What is your workplace like? Tell us and see how other places compare!

My workplace is cooler than any office I've ever seen. Working here is really stimulating. I share a table with my co-workers, and the workplace is flooded with light. Getting free meals is great, and there are relaxing activities like billiards and board games. Plus we get a membership to a local gym! It isn't all play, of course – we work very hard – but the perks make it better than any other job I can imagine.

**Lauren L., Palo Alto, California**



When I got my job as a project manager for a finance company in London, I imagined a modern building with views of the city and open workspaces. When I arrived for my first day, I was pretty surprised. I found a typical cubicle farm, with desks as far as the eye could see. It works for me, though. I can concentrate in my own space and then talk with colleagues in the meeting rooms. We do have a great gym on the ground floor, so that's a bonus!

**Catherine D., London, UK**



I work in a research laboratory at a botanical garden. Working in a lab isn't as tedious as it sounds. That's because a lot of my work takes place in the greenhouses or outdoors. I love spending time among plants, and I enjoy working with other scientists who share my interests. True, the workplace isn't very luxurious. We have a tiny break room that some people complain about, and there isn't a place to work out or anything, but being outdoors so much makes up for the disadvantages.

**Mark T., Bronx, New York**



**B** Read the web posts. Who would have written these sentences about their workplace?

Write the names.

1. Working in different environments keeps me from getting bored. \_\_\_\_\_
2. It's a perfect environment for sharing new ideas with co-workers. \_\_\_\_\_
3. There's nothing unique about it, but it's fine for the kind of work we do. \_\_\_\_\_
4. Visitors might get the idea that we don't take our work seriously. \_\_\_\_\_
5. Some employees are dissatisfied with the workplace, but I don't mind it. \_\_\_\_\_
6. I love being able to exercise without leaving the building. \_\_\_\_\_

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**C** Find the words below in the web posts. Then complete the sentences with the words.

stimulating    perk    cubicle    tedious    luxurious

1. One \_\_\_\_\_ of my job is that we get free tickets to cultural and sporting events.
2. Working with creative people is very \_\_\_\_\_ because we can share lots of great ideas!
3. The disadvantage of working in a \_\_\_\_\_ is that you can hear everything that's going on around you.
4. The marketing director's office is very \_\_\_\_\_, with beautiful furniture and valuable paintings.
5. Working with numbers all day seems \_\_\_\_\_ to some people, but I enjoy it.

**D PAIR WORK** Which of the workplaces would you like the best? What features of a workplace matter most to you?

# Units 1–2 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Describe personalities (Ex. 1)

Very well	OK	A little
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ask about and express preferences (Ex. 1)

Understand and express complaints (Ex. 2)

Give opinions about jobs (Ex. 3)

Describe and compare different jobs (Ex. 4)

## 1 SPEAKING Doing things together

**A** What two qualities would you like someone to have for these situations?

A person to ...

1. be your business partner

---

---

2. share an apartment with

---

---

3. go on vacation with

---

---

4. work on a class project with

---

---



**B CLASS ACTIVITY** Find someone you could do each thing with.

**A:** What kind of person would you like to be your business partner?

**B:** I'd choose someone who has initiative and is hardworking.

**A:** Me, too! And I'd like someone who I can ...

## 2 LISTENING I know what you mean!

**► A** Listen to Suki and Andy discuss these topics. Complete the chart.

	Andy's biggest complaint	Suki's biggest complaint
1. websites		
2. children		
3. taxi drivers		
4. restaurant servers		

**B PAIR WORK** What is your biggest complaint about any of the topics in part A?

"I hate it when you can't find the products you want on a company's website."

### 3 SURVEY Job evaluation

**A GROUP WORK** What job would you like to have? Ask and answer questions in groups to complete the chart.

	Name	Job	Good points	Bad points
1.				
2.				
3.				
4.				

**A:** What job would you like to have?

**B:** I'd like to be a flight attendant.

**C:** What would be the good points?

**B:** Well, traveling around the world would be exciting.

**D:** Would there be any bad points?

**B:** Oh, sure. I'd dislike packing and unpacking all the time. . . .

#### useful expressions

I would(n't) be good at . . .

I would enjoy/dislike . . .

I would(n't) be interested in . . .

I would(n't) be excited about . . .

**B GROUP WORK** Who thought of the most unusual job? the best job? the worst job?

### 4 ROLE PLAY Choosing a job

**Student A:** Your partner, Student B, is looking for a job. Based on his or her opinions about jobs in Exercise 3, suggest two other jobs that Student B might enjoy.

**Student B:** You are looking for a job. Student A suggests two jobs for you. Discuss the questions below. Then choose one of the jobs.

Which one is more interesting? harder?

Which one has better hours? better pay?

Which job would you rather have?

**A:** I thought of two other jobs for you. You could be a hairstylist or a truck driver.

**B:** Hmm. Which job has better hours?

**A:** Well, a hairstylist has better hours, but it's not as . . .

Change roles and try the role play again.



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

## 3

# Lend a hand.

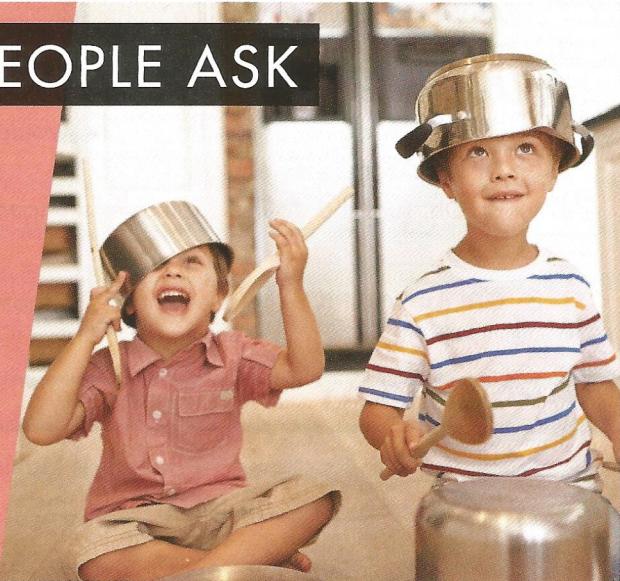
- Discuss favors, borrowing, and lending
- Leave messages with requests

## 1 SNAPSHOT

### ANNOYING FAVORS PEOPLE ASK

Could you ...

1. babysit my kids on the weekend?
2. watch my stuff for a few minutes?
3. let me use your credit card?
4. drive me to the airport?
5. let me use your passcode to download a movie?
6. help me move to my new apartment?
7. come with me to my niece's school concert?
8. let me stay at your place for a couple of weeks?
9. donate to my favorite charity?
10. co-sign a bank loan for me?



Imagine that a close friend asked you each of these favors. Which would you agree to do? What are three other favors that you dislike being asked?

## 2 CONVERSATION Thanks a million.

► A Listen and practice.

**Carlos:** Hey, Keiko. What's up?

**Keiko:** Hi, Carlos. I was wondering if you could help me. I'm moving to my new apartment this weekend, and my car is pretty small. Can I borrow your truck, please?

**Carlos:** Um, I need it on Saturday, but you can borrow it on Sunday.

**Keiko:** Thanks so much.

**Carlos:** Sure. So, have you packed already?

**Keiko:** Uh-huh. I mean, I'll have everything packed by Sunday. You know, I think some of my boxes are going to be kind of heavy. Would you mind helping me put them in your truck on Sunday?

**Carlos:** I guess not. I suppose you want my help taking them out of the truck, too?

**Keiko:** Oh, that'd be great. Thanks a million, Carlos!



► B Listen to two more calls Keiko makes. What else does she need help with? Do her friends agree to help?

### 3 GRAMMAR FOCUS

#### ► Requests with modals, *if* clauses, and gerunds

Less formal

- Can I borrow your truck, please?**
- Could you lend me your truck, please?**
- Is it OK if I use your credit card?**
- Do you mind if I use your credit card?**
- Would it be all right if I used your credit card?**
- Would you mind if I borrowed your truck?**
- Would you mind helping me on Sunday?**

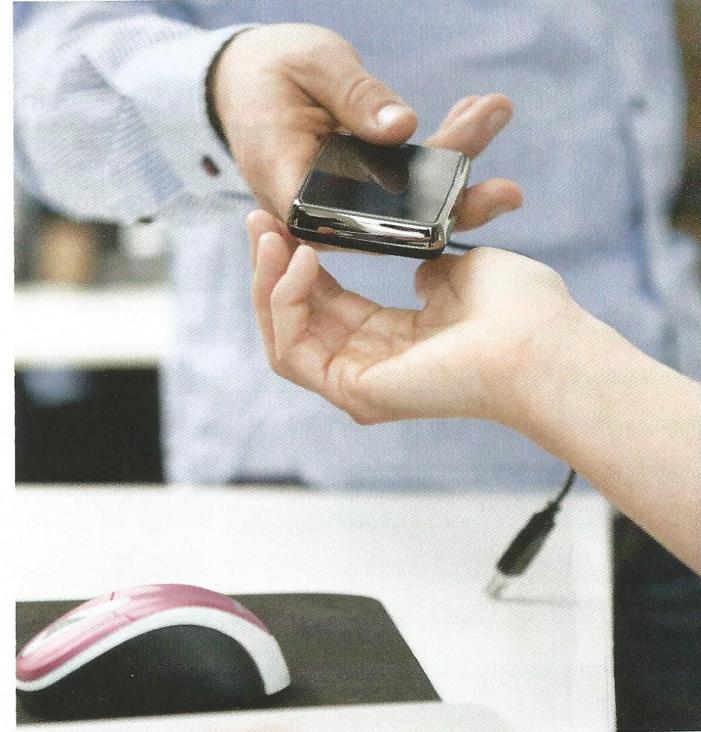
More formal

- I was wondering if you could help me move.**

**GRAMMAR PLUS** see page 134

**A** Circle the correct answers. Then practice with a partner.

1. **A:** Is it OK if / Would / Do you mind I use your cell phone? Mine just died.  
**B:** No problem, but can you keep it short? I'm expecting an important phone call.
2. **A:** Would you mind if I stay / staying / stayed at your place for the weekend?  
**B:** Not at all. It'll be fun to have you stay with us.
3. **A:** I was wondering I could / if I could / if I would borrow your car tomorrow.  
**B:** Sure, that's fine. Just be careful. I've only had it for a couple of months.
4. **A:** Could you lend / lending / lent me \$20?  
**B:** I'm sorry. I don't have any money to spare right now.
5. **A:** Would you mind help / helped / helping me pack my stuff this weekend?  
**B:** No, I don't mind. I'm not doing anything then.
6. **A:** Would you mind / Can / Is it OK if you feed my cats while I'm on vacation, please?  
**B:** Sorry, I don't get along with cats.



**B** Rewrite these sentences to make them more formal requests. Then practice making your requests with a partner. Accept or decline each request.

1. Come to my cousin's wedding with me.
2. Can I borrow your notes to study for the test?
3. Can you lend me your camera to take with me on my vacation?
4. Drive me to the airport.
5. Help me paint my apartment.
6. I'd like to borrow your cell phone to call a friend in London.

1. Would you mind coming to my cousin's wedding with me?

## 4 PRONUNCIATION Unreleased consonants

- A Listen and practice. Notice that when /t/, /d/, /k/, /g/, /p/, and /b/ are followed by other consonant sounds, they are unreleased.

Could Craig take care of my pet skunk?

Can you ask Bob to help me?

- B Circle the unreleased consonants in the conversations. Listen and check. Then practice the conversations with a partner.

1. A: I was wondering if I could borrow that book.

B: Yes, but can you take it back to Doug tomorrow?

2. A: Would you mind giving Albert some help moving that big bed?

B: Sorry, but my doctor said my back needs rest.



## 5 LISTENING I was wondering ...

- A Listen to three telephone conversations. Write down what each caller requests. Does the other person agree to the request? Check (✓) Yes or No.

	Request	Yes	No
1. Jesse		<input type="checkbox"/>	<input type="checkbox"/>
2. Liz		<input type="checkbox"/>	<input type="checkbox"/>
3. Min-jun		<input type="checkbox"/>	<input type="checkbox"/>

- B PAIR WORK Use the chart to act out each conversation in your own words.

## 6 WRITING A message with requests

- A Write a message to a classmate asking for several favors. Explain why you need help.

- B PAIR WORK Exchange messages. Write a reply accepting or declining the requests.

The screenshot shows a messaging application with a blue header bar containing icons for Home, Profile, Contacts, Address book, Chats, and Sign out. The 'Chats' tab is selected. Below the header, there are two messages. The first message is from Sara, who has a profile picture of a smiling woman. Her message reads: "Hi, Kim! Could I ask you a few small favors? I'm planning to spend this weekend at the beach. I was wondering if I could borrow your sleeping bag. Also, . . ." The second message is from Kim, who has a profile picture of a smiling woman. Her response reads: "Sorry, Sara, but I can't help you this time. First of all, I lent my sleeping bag to my brother, and he hasn't returned it yet. . . ." At the bottom of the screen are standard messaging controls for sending messages.

## 7 INTERCHANGE 3 Beg and borrow

Find out how generous you are. Go to Interchange 3 on page 116.

## 8 WORD POWER Verb-noun collocations

A Which verb is not usually paired with each noun?

Put a line through the verb. Then compare with a partner.

- |   |               |
|---|---------------|
| 1. return / do / ask for / make         | a favor       |
| 2. owe / offer / do / accept            | an apology    |
| 3. receive / accept / turn down / offer | an invitation |
| 4. do / receive / give / accept         | a gift        |
| 5. do / return / make / receive         | a phone call  |
| 6. accept / make / decline / offer      | a request     |
| 7. receive / return / do / give         | a compliment  |



B PAIR WORK Add two questions to the list using the collocations in part A. Then take turns asking and answering the questions.

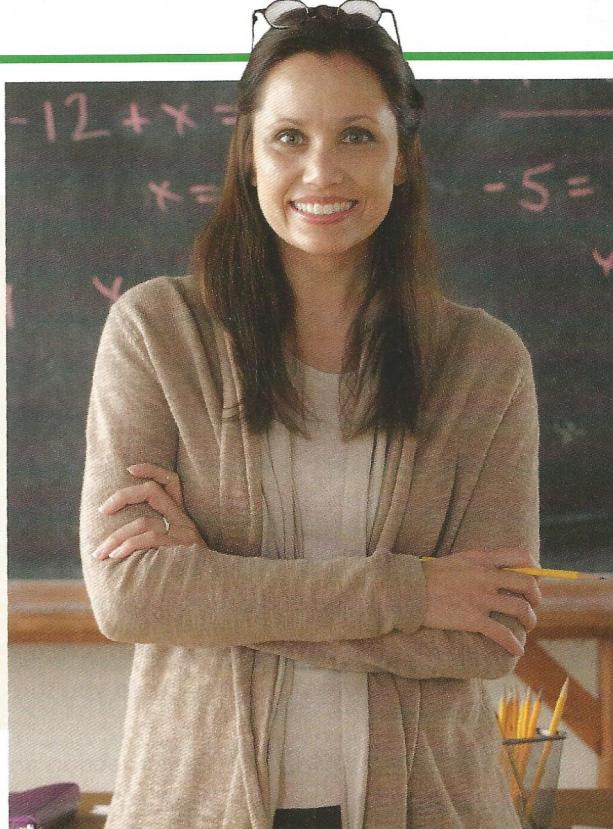
1. What are nice ways to return a favor? How do you usually return favors?
2. Have you ever invented an excuse to turn down an invitation? What excuse did you give?
3. When was the last time you declined a request? What was the request?
4. \_\_\_\_\_
5. \_\_\_\_\_

## 9 PERSPECTIVES Can you tell her . . . ?

► A Listen to the requests people make at the school where Mary Martin teaches. Complete each request with ask or tell.

1. If you see Mary, can you \_\_\_\_\_ her that she left her phone in my car?
2. If you see Mary, could you \_\_\_\_\_ her whether or not she is coming to the teachers' meeting?
3. If you see Ms. Martin, can you \_\_\_\_\_ her if she's graded our tests yet?
4. If you see Mary, please \_\_\_\_\_ her not to forget the students' reports.
5. If you see Mary, could you \_\_\_\_\_ her to find me in the cafeteria after her meeting?
6. If you see Ms. Martin, would you \_\_\_\_\_ her what time I can talk to her about my homework?

B Who do you think made each request?  
the school coordinator? another teacher?  
a student?



## 10 GRAMMAR FOCUS

### ► Indirect requests

#### Statements

Mary, you left your phone in my car.

#### Indirect requests introduced by **that**

→ Could you tell Mary (**that**) **she left her phone in my car?**

#### Imperatives

Mary, don't forget the students' reports.

#### Indirect requests using infinitives

→ Can you tell Mary **not to forget the students' reports?**

#### Yes/No questions

Ms. Martin, have you graded our tests?

#### Indirect requests introduced by **if or whether**

→ Can you ask her **if she's graded our tests yet?**

Mary, are you coming to the meeting?

→ Could you ask her **whether or not she is coming to the meeting?**

#### Wh-questions

Mary, where are you having lunch?

#### Indirect requests introduced by a question word

→ Can you ask Mary **where she's having lunch?**

Ms. Martin, what time can I talk to you about my homework?

→ Would you ask her **what time I can talk to her about my homework?**

GRAMMAR PLUS see page 134

Read the things people want to say to Mary. Rewrite the sentences as indirect requests. Then compare with a partner.

1. Mary, did you get my message about your phone?
2. Mary, will you give me a ride to school tomorrow?
3. Ms. Martin, when is our assignment due?
4. Mary, why didn't you meet us at the cafeteria for lunch?
5. Ms. Martin, I won't be in class tomorrow night.
6. Mary, are you going to the school party on Saturday?
7. Mary, please return my call when you get your phone back.
8. Mary, have you received my wedding invitation?

1. Could you ask Mary if she got my message about her phone?

## 11 SPEAKING No problem.

- A Write five requests for your partner to pass on to classmates.

Would you ask Keith if he can turn off his phone in class?

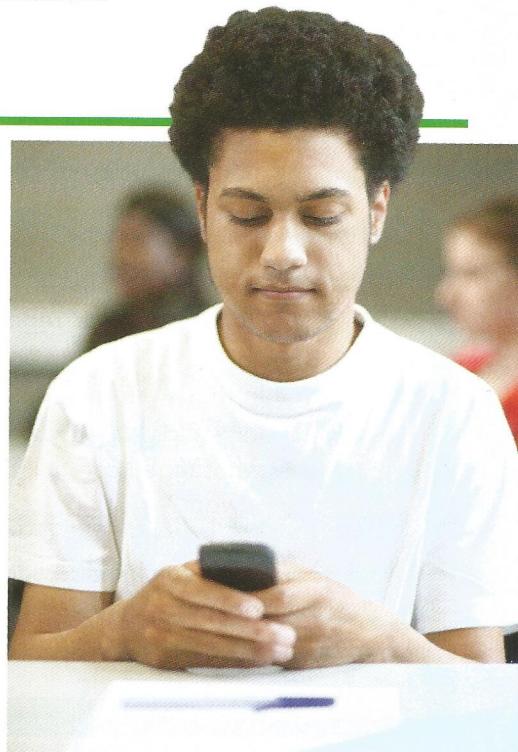
- B CLASS ACTIVITY Ask your partner to pass on your requests. Go around the class and make your partner's requests. Then tell your partner how people responded.

A: Would you ask Keith if he can turn off his phone in class?

B: No problem. . . . Keith, could you turn off your cell phone in class?

C: I'm sorry, but I can't! I'm expecting an important phone call.

B: Lee, Keith says he's expecting an important phone call.



## A Scan the article. What are the three problems?

HOME NEWS ARTICLES COMMUNITY

## CAN YOU TELL IT LIKE IT IS?

There are some things that are almost impossible to say to our close friends – especially if we want them to be our friends for life. Are you wondering what problems others have with bringing up difficult subjects? Read on.

**1. "I can't stand your other friends."**

My best friend sometimes hangs out with some people that I really don't like. I think they have a bad influence on her, and she only spends time with them because they are "cool." Could you tell me if I should bring the matter up with her, or if it would be better for me to keep quiet? I don't want to lose her as a friend. – Carly

**2. "I won't help you cheat."**

My closest friend has lost interest in school and studying. He says he's bored with the whole thing, so he often asks me whether I'll do him a favor and let him copy my homework. So far I've said no, but he keeps asking me. I told him that I think we'll get in trouble, but he just laughed and told me not to worry. I don't want to put my grades at risk, but I'm afraid to confront my friend about this, so I just keep avoiding the topic. How can I get him to stop asking? I was wondering if you could give me some tips for handling my problem. – Matt

**3. "No, I CAN'T do that for you!"**

My best friend and I get along really well, but she is constantly asking me to do things for her. "Could you help me pick out some new clothes? Would you mind if I borrowed your car? Can you look after my apartment while I'm away?" And these are just a few examples. I've said yes so many times that now I'm afraid I'll hurt her feelings if I say no. Any ideas? – Dana

## B Read the article. Then answer the questions.

1. Why is Carly concerned about her friend? \_\_\_\_\_
2. What is Matt most worried about? \_\_\_\_\_
3. Why is Dana afraid to say no to her friend? \_\_\_\_\_
4. Who is this advice best for?
  - a. Say that you know your friend can handle the work himself. \_\_\_\_\_
  - b. Agree to some requests, but only if your friend does something in return. \_\_\_\_\_
  - c. Tell your friend there are more important things than being popular. \_\_\_\_\_

## C What do the underlined words in the article refer to? Write the correct word(s).

1. them \_\_\_\_\_
2. the matter \_\_\_\_\_
3. the whole thing \_\_\_\_\_
4. this \_\_\_\_\_
5. these \_\_\_\_\_

## D PAIR WORK Have you ever had similar problems with friends? How were the problems resolved? What advice would you give to Carly, Matt, and Dana?

## 4

# What happened?

- ▶ Describe past events
- ▶ Tell stories

## 1 SNAPSHOT

### NEWS

Several Streets Closed After "Suspicious Package" Was Found



### HEALTH

Why Weight Loss Isn't the Same as Being Healthy



### TRENDING TOPICS

The Earth Is Getting Warmer and the Signs Are Everywhere



### ARTS

The Top-Rated TV Shows You Need to Be Watching Right Now



### SCIENCE

Women Need More Sleep Than Men Because They Use More of Their Brains



### TECH

Here Are the Five Must-Have Apps for Runners

Which story would you like to read? Why?

What types of stories do you usually read online?

Where do you get your news? What's happening in the news today?

## 2 PERSPECTIVES Listen up.

- ▶ A Listen to what people are listening to on their way to work. Which stories from Exercise 1 are they related to?

Hey, I just downloaded this incredible app. I used it this morning and I think you're going to love it. While I was working out, it calculated exactly how many calories I burned. The bad thing is, it tells me I still need to run about 4 miles to burn off last night's dinner.

As scientists were doing some research on the effects of sleep deprivation, they discovered that women need about 20 more minutes of sleep a night than men do. They think the reason is that women tend to do several tasks at once, which makes their brains work harder.

Hi, Jeff. We're canceling our meeting in the downtown office this morning. We just learned that the police have closed all the streets in the area. It seems that a man was looking for his lost cat when he found a suspicious package inside a trash can. In the end, it was just an old box of chocolates.

- B Which is a message from a co-worker? a message from a friend? a podcast?

### 3 GRAMMAR FOCUS

#### ► Past continuous vs. simple past

Use the past continuous for an ongoing action in the past.

Use the simple past for an event that interrupts that action.

##### Past continuous

While I **was working** out,  
As scientists **were doing** research,  
A man **was looking** for his cat

##### Simple past

it **calculated** how many calories I burned.  
they **discovered** that women need more sleep than men.  
when he **found** a suspicious package inside a trash can.

GRAMMAR PLUS see page 135

**A** Complete the stories using the past continuous or simple past forms of the verbs. Then compare with a partner.

**1. Bad memory, bad luck:** Marcia Murphy

\_\_\_\_\_ (donate) her old pants to a thrift shop. As she \_\_\_\_\_ (walk) home, she \_\_\_\_\_ (remember) she \_\_\_\_\_ (leave) \$20 in her pants pocket.

**2. Good intentions, bad interpretation:** Jason Clark

\_\_\_\_\_ (walk) home one day, when he \_\_\_\_\_ (see) a little puppy crying on the sidewalk, so he \_\_\_\_\_ (stop) to help. As he \_\_\_\_\_ (pick) him up, a woman \_\_\_\_\_ (come) from nowhere screaming: "Stop that guy. He's trying to steal my puppy." Jason \_\_\_\_\_ (end) up spending three hours at the police station.

**3. A bad ride, a bad fall:** On her birthday last year,

Diane Larson \_\_\_\_\_ (drive) to work when she \_\_\_\_\_ (have) a bad accident. This year, just to be safe, she decided to stay home on her birthday. Unfortunately, that night while she \_\_\_\_\_ (sleep) in her apartment, the floor of her living room \_\_\_\_\_ (collapse) and she \_\_\_\_\_ (fall) into her neighbor's apartment.



**B GROUP WORK** Take turns retelling the stories in part A. Add your own ideas and details to make the stories more interesting!

### 4 PRONUNCIATION Intonation in complex sentences

#### ► **A** Listen and practice. Notice how each clause in a complex sentence has its own intonation pattern.

As Marcia was walking home, she remembered she left \$20 in her pants pocket.  
A man was looking for his cat when he found a package.

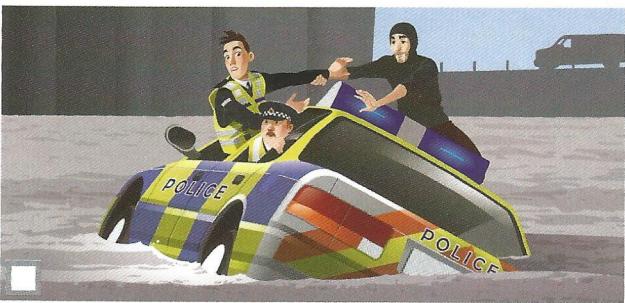
**B PAIR WORK** Use your imagination to make complex sentences. Take turns starting and finishing the sentences. Pay attention to intonation.

**A:** As Lee was coming to school today . . .

**B:** . . . he saw a parade coming down the street.

## 5 LISTENING Crazy but true!

- A Listen to three news stories. Number the pictures from 1 to 3.  
(There is one extra picture.)



- B Listen again. Take notes on each story.

	Where did it happen?	When did it happen?	What happened?
1.			
2.			
3.			

## 6 WRITING A personal account

- A Think of a story that happened to you or to someone you know. Choose one of the titles below, or create your own.

A Scary Experience  
I Was Really Lucky

I'll Never Forget That Day  
I Can't Believe It Happened

- B Write your story. First, answer these questions.

Who was involved?  
When did it happen?

Where did it happen?  
What happened?

### I Was Really Lucky

Last year, I took a trip to see my grandparents. I was waiting in the airport for my flight when a storm hit, and all the flights were cancelled. Luckily, I ...

- C GROUP WORK Take turns telling your stories. Other students ask questions.  
Who has the best story?

## 7 CONVERSATION That's terrible!

### A Listen and practice.



**CAROL** Guess what? Someone stole my new bike yesterday!



**MILO** Oh, no! What happened?



**CAROL** Well, I was having lunch with a friend, and I had parked it on the street, just like I always do. When I came back, someone had stolen it. I guess I'd forgotten to lock it up.



**MILO** That's terrible! Did you report the theft to the police?



**CAROL** Yes, I did. And I also listed it on that site for stolen and lost bikes. But I doubt I'll ever get it back.



### B Listen to the rest of the conversation. What did Milo have stolen once? Where was he?

## 8 GRAMMAR FOCUS

### Past perfect

Use the past perfect for an event that occurred before another event in the past.

#### Past event

I **was having** lunch with a friend,  
When I **came back**,  
They **were able** to steal it

#### Past perfect event

and I **had parked** my bike on the street.  
someone **had stolen** it.  
because I **had forgotten** to lock it up.

**GRAMMAR PLUS** see page 135

### A Write the correct verbs to complete the sentences. Then compare with a partner.

1. I \_\_\_\_\_ (took/had taken) a trip to London last year. I was a bit scared because I \_\_\_\_\_ (didn't travel/hadn't traveled) abroad before, but everything was perfect.
2. I \_\_\_\_\_ (visited/was visiting) the British Museum one afternoon when I \_\_\_\_\_ (ran/had run) into an old school friend who I \_\_\_\_\_ (didn't see/hadn't seen) for over 10 years.
3. One weekend, we \_\_\_\_\_ (were driving/had driven) to Liverpool when we \_\_\_\_\_ (ran/were running) out of gas on the highway because we \_\_\_\_\_ (forgot/had forgotten) to fill up the tank before leaving. Fortunately, a truck driver \_\_\_\_\_ (stopped/had stopped) and \_\_\_\_\_ (helped/had helped) us.
4. On the last day, as I \_\_\_\_\_ (was going/had gone) up to my hotel room, I \_\_\_\_\_ (got/had gotten) stuck in the elevator. After I \_\_\_\_\_ (was/had been) stuck for an hour, someone \_\_\_\_\_ (started/had started) it again.

### B PAIR WORK Complete the sentences with your own ideas.

Until last year, I had never . . .

One day, as I was . . .

What happened?

## 9 WORD POWER Exceptional events

A Match the words in column A with the definitions in column B.

**A**

1. coincidence \_\_\_\_\_
2. dilemma \_\_\_\_\_
3. disaster \_\_\_\_\_
4. emergency \_\_\_\_\_
5. lucky break \_\_\_\_\_
6. mishap \_\_\_\_\_
7. mystery \_\_\_\_\_
8. triumph \_\_\_\_\_

**B**

- a. an unexpected event that brings good fortune
- b. a situation that involves a difficult choice
- c. something puzzling or unexplained
- d. an event that causes suffering or destruction
- e. a great success or achievement
- f. an accident, mistake, or unlucky event
- g. a sudden, dangerous situation that requires quick action
- h. a situation when two similar things happen at the same time for no reason

B **PAIR WORK** Choose one kind of event from part A. Write a situation for it.

A man bought an old house for \$10,000. As he was cleaning the attic of his new home, he found an old painting by a famous painter. He had never collected art, but when he took it to a museum, he found out it was worth almost one million dollars. (lucky break)

C **GROUP WORK** Read your situation. Can others guess which kind of event it describes?

## 10 SPEAKING It's a story about . . .

**GROUP WORK** Have you ever experienced the events in Exercise 9, part A? Tell your group about it. Answer any questions.

**A:** It's a story about a coincidence.

**B:** What happened?

**A:** My sister bought a new dress for her graduation party. She had saved for months to buy it. When she got to the party, another girl was wearing the exact same dress!

**C:** Wow! That's more than a coincidence.  
It's a disaster! And what did she do?



## 11 INTERCHANGE 4 Spin a yarn

Tell a story. Go to Interchange 4 on page 117.

**A** Skim the article. Was the story about lice true or false?

Menu Articles Community Search Sign in / Sign up

## Believing More Than We Should

**Is everything you read on the Internet true? If your answer is “no,” you are absolutely right. Many stories and even photos are not to be trusted. And don’t believe that because a good friend or a well-known news source has posted something that it is necessarily trustworthy.**

There are many reasons for the spread of inaccurate content on the Internet. One reason is that satirical websites can create very believable stories, which they invent in order to make a point or to make people laugh. Other reasons might be an attempt to gain more readers, a desire to damage someone’s reputation, or simple curiosity about how far a fake story can spread.

One story that spread throughout the media before anyone had checked the facts involved teenagers, selfies, and head lice. The article claimed that when teenagers were posing together for selfies, their heads often touched and the tiny insects were jumping from head to head. The article went on to say that this was causing a massive outbreak of lice. Some major websites and news outlets picked up the story, not even bothering to consult the experts. It

turned out that some entrepreneurs who were marketing a new treatment for head lice had made up the story and posted it. Their motivation was to get attention and more business.

The spread of this story is understandable. It involved one epidemic (selfies) causing another (lice), and the “ick” factor was irresistible. Because there is so much false information online, there are now websites, such as Snopes and Factcheck, which exist specifically to find out if stories are true or not. So the next time you see a story that sounds too good to be true, at least you have somewhere to turn for verification before you spread false information to all your friends.



**B** Read the article. Find the words in italics in the article.

Then check (✓) the meaning of each word.

- |                        |   |
|------------------------|---|
| 1. <i>inaccurate</i>   | <input type="checkbox"/> not exact or true          |
| 2. <i>satirical</i>    | <input type="checkbox"/> humorously critical        |
| 3. <i>reputation</i>   | <input type="checkbox"/> hurtful news about someone |
| 4. <i>massive</i>      | <input type="checkbox"/> small                      |
| 5. <i>irresistible</i> | <input type="checkbox"/> hard to prove              |
| 6. <i>verification</i> | <input type="checkbox"/> proof of truth             |

- |  |
|--|
| <input type="checkbox"/> shocking or disgusting    |
| <input type="checkbox"/> completely factual        |
| <input type="checkbox"/> public opinion of someone |
| <input type="checkbox"/> very large                |
| <input type="checkbox"/> hard to fight against     |
| <input type="checkbox"/> another opinion           |

**C PAIR WORK** Discuss these questions.

Do you think you would have believed the story about selfies and head lice?

Do you think the creation of the story was justified or not?

Who do you think is most responsible for the story being so popular?

Do you think there should be a penalty for spreading false information? If so, what should it be?

**D GROUP WORK** Have you ever read a story that turned out to be false?

How did you find out the truth?

# Units 3–4 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Discuss favors (Ex. 1)

Very well	OK	A little
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leave messages with requests (Ex. 2)

Tell a story, making clear the sequence of events (Ex. 3, 5)

Understand the sequence of events in a story (Ex. 4)

## 1 ROLE PLAY Save the date!

**Student A:** You are planning a class party at your house. Think of three things you need help with. Then call a classmate and ask for help.

**Student B:** Student A is planning a party. Agree to help with some things, but not everything.

"Hi, Martina. I'm calling about the party. Would you mind . . . ?"

Change roles and try the role play again.



## 2 DISCUSSION Who said it?

**A GROUP WORK** Take turns reading each request. Then discuss the questions and come up with possible answers.

Tell Rita that I'm going to be a half hour late for our meeting. Ask her to wait for me in her office.

Tell your officers that he's white and wears a blue collar with his name on it – Rex. Please call if you find him.

I'm sorry to bother you, but I really need it back for the office party on Friday. Please ask Sue to bring it over before that.

1. What is the situation?
2. Who is the request for? Who do you think received the request and passed it on?
3. Give an indirect request for each situation.

"Could you tell Rita . . . ?"

**B CLASS ACTIVITY** Compare your answers. Which group has the most interesting answers for each message?

### 3 SPEAKING And then . . . ?

**A PAIR WORK** Choose a type of event from the box. Then make up a title for a story about it. Write the title on a piece of paper.

disaster    emergency    lucky break    mystery    triumph

**B PAIR WORK** Exchange titles with another pair. Discuss the questions *who*, *what*, *where*, *when*, *why*, and *how* about the other pair's title. Then make up a story.

**C** Share your story with the pair who wrote the title.

The Mystery of the Message in a Bottle

I was walking on the beach when I saw a bottle with a message inside. The bottle looked very old, and it was hard to open it. Inside there was a message: "My beloved Catherine, I hope you . . ."

### 4 LISTENING What happened first?

▶ Listen to each situation. Number the events from 1 to 3.

- |   |  |   |
|---|--|---|
| 1. <input type="checkbox"/> She got sick.       | <input type="checkbox"/> She went on vacation.     | <input type="checkbox"/> She went back to work.   |
| 2. <input type="checkbox"/> John called me.     | <input type="checkbox"/> I didn't get the message. | <input type="checkbox"/> I changed phone numbers. |
| 3. <input type="checkbox"/> I was very nervous. | <input type="checkbox"/> I left the office.        | <input type="checkbox"/> I felt relieved.         |
| 4. <input type="checkbox"/> We went out.        | <input type="checkbox"/> My cousin stopped by.     | <input type="checkbox"/> I was watching a movie.  |

### 5 DISCUSSION Beginning, middle, and end

**GROUP WORK** Choose the beginning of a story from column A and an ending from column B. Discuss interesting or unusual events that could link A to B. Then make up a story.

#### A

Once, I . . .  
accepted an interesting invitation.  
was asked to do an unusual favor.  
received an unexpected phone call.  
owed someone a big apology.

#### B

Believe it or not, . . .  
I got home, and there were 30 people in my living room!  
I had no idea where I was.  
when I got there, everyone had left.  
it was the star of my favorite TV show!

**A:** Once, I accepted an interesting invitation.

**B:** Let's see. . . . I was biking home when I got a text from an old friend.

**C:** I hadn't seen him in over five years.

**D:** I was really surprised, but . . .



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

## 5

# Expanding your horizons

- ▶ Discuss living in a foreign country
- ▶ Describe cultural expectations and differences

## 1 PERSPECTIVES Challenges of living abroad

- A Listen to people talk about moving to a foreign country.  
Check (✓) the concerns you think you would share.

- "One thing that I'd really miss is hanging out with my friends." \_\_\_\_\_
- "Something that I'd be worried about is the local food. I'm a picky eater." \_\_\_\_\_
- "Getting used to a different culture might be difficult at first." \_\_\_\_\_
- "I'd be worried about not knowing how to get around in a new city." \_\_\_\_\_
- "The people that I'd miss the most are my parents. We're very close." \_\_\_\_\_
- "Not knowing the local customs is something I'd be concerned about." \_\_\_\_\_
- "I'd be nervous about getting sick and not knowing how to explain my symptoms." \_\_\_\_\_
- "Communicating in a foreign language could be a challenge." \_\_\_\_\_



- B Rate each concern from 1 (not worried at all) to 5 (really worried).  
What would be your biggest concern? Why?

## 2 WORD POWER Mixed feelings

- A These words are used to describe how people sometimes feel when they live in a foreign country. Which are positive (P)? Which are negative (N)? Write P or N.

anxious	_____	embarrassed	_____	insecure	_____
comfortable	_____	enthusiastic	_____	nervous	_____
confident	_____	excited	_____	uncertain	_____
curious	_____	fascinated	_____	uncomfortable	_____
depressed	_____	homesick	_____	worried	_____

- B GROUP WORK Tell your group about other situations in which you experienced the feelings in part A. What made you feel that way?  
How do you feel about the situations now?

A: I felt very embarrassed yesterday. I fell down the stairs in a restaurant.

B: How did it happen?

A: I think I slipped on something.

C: Did you get hurt?

A: Just a couple of bruises, but the restaurant manager was worried, so he convinced me to go to the hospital.



confident

## 3 GRAMMAR FOCUS

### Noun phrases containing relative clauses

Something (that) I'd be worried about is the local food.

The local food is something (that) I'd be worried about.

One thing (that) I'd really miss is hanging out with my friends.

Hanging out with my friends is one thing (that) I'd really miss.

The people (who/that) I'd miss the most are my parents.

My parents are the people (who/that) I'd miss the most.

GRAMMAR PLUS see page 136

A Complete the sentences about living in a foreign country.

Use the phrases below. Then compare with a partner.

my friends

trying new foods

being away from home

getting lost in a new city

my family

feeling like an outsider

my grandmother's cooking

not understanding people

getting sick

making new friends

speaking a foreign language

learning about a different culture

1. . . . is something I'd be very enthusiastic about.
2. The thing I'd probably be most excited about is . . .
3. . . . is something I'd really miss.
4. Two things I'd be homesick for are . . .
5. Something I'd get depressed about is . . .
6. . . . is one thing that I might be embarrassed about.
7. The thing I'd feel most uncomfortable about would be . . .
8. . . . are the people who I'd miss the most.
9. One thing I'd be insecure about is . . .
10. . . . are two things I'd be anxious about.



B Now complete three sentences in part A with your own information.

1. Going to different festivals is something I'd be very enthusiastic about.

C GROUP WORK Rewrite your sentences from part B in another way. Then compare. Do others feel the same way?

1. I'd be very enthusiastic about going to different festivals.

## 4 PRONUNCIATION Word stress in sentences

A Listen and practice. Notice that the important words in a sentence have more stress.

Uruguay is a country that I'd like to live in.

Speaking a foreign language is something I'd be anxious about.

Trying new foods is something I'd be curious about.

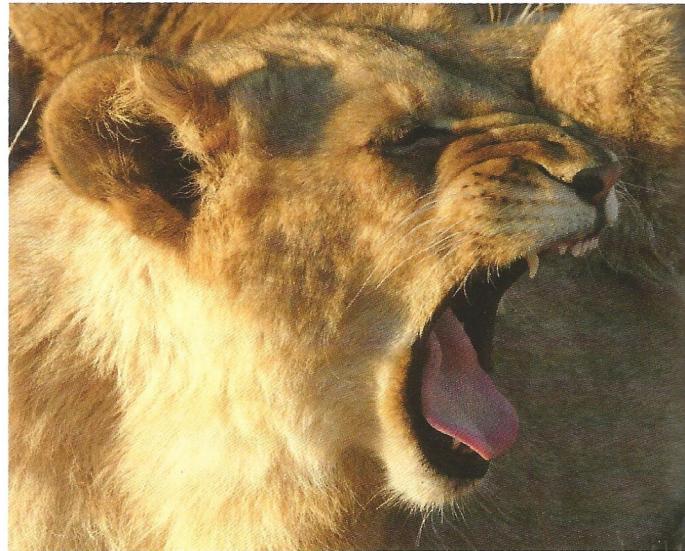
B PAIR WORK Mark the stress in the sentences you wrote in Exercise 3, part A. Then practice the sentences. Pay attention to word stress.

## 5 DISCUSSION Moving to a foreign country

**GROUP WORK** Read the questions. Think of two more questions to add to the list. Then take turns asking and answering the questions in groups.

- What country would you like to live in? Why?
- What country wouldn't you like to live in? Why?
- Who is the person you would most like to go abroad with?
- What is something you would never travel without?
- Who is the person you would email first after arriving somewhere new?
- What would be your two greatest concerns about living abroad?
- What is the thing you would enjoy the most about living abroad?

- A:** What country would you like to live in?  
**B:** The country I'd most like to live in is Zimbabwe.  
**C:** Why is that?  
**B:** Well, I've always wanted to work with wild animals. Besides, . . .



## 6 SNAPSHOT

### ETIQUETTE TIPS FOR INTERNATIONAL TRAVELERS

**CANADA:** Always bring a small gift for the host when invited to a meal at a Canadian home.

**FRANCE:** When eating, don't rest your elbows on the table.

**BRAZIL:** You can arrive between 15 to 30 minutes late for a party at a Brazilian friend's home.

**RUSSIA:** Do not turn down offers of food or drink.

**MOROCCO:** Don't eat anything with your left hand.

**THAILAND:** Never touch a person's head.

**JAPAN:** Take off your shoes before entering a house.

**CHINA:** Never point your chopsticks at another person.

Does your culture follow any of these customs?  
Do any of these customs seem unusual to you? Explain.  
What other interesting customs do you know?

## 7 CONVERSATION Bring a small gift.

### A Listen and practice.

**Klaus:** My boss invited my wife and me to dinner at his house.

**Olivia:** Oh, how nice!

**Klaus:** Yes, but what do you do here when you're invited to someone's house?

**Olivia:** Well, here in the U.S., it's the custom to bring a small gift.

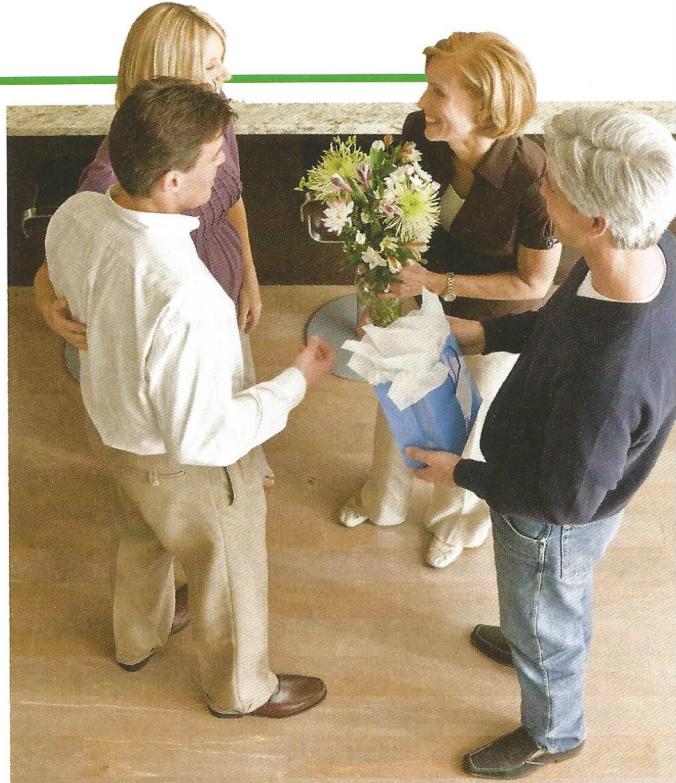
**Klaus:** Like what?

**Olivia:** Oh, maybe some flowers or chocolates.

**Klaus:** And is it all right to bring our kids along?

**Olivia:** Well, if you want to bring them, you're expected to ask if it's OK first.

### B Listen to the rest of the conversation. If you are invited to someone's house in Germany, when are you expected to arrive? What can you bring as a gift?



## 8 GRAMMAR FOCUS

### Expectations

When you visit someone, it's the custom to bring a small gift.

you aren't supposed to arrive early.

If you want to bring others, you're expected to ask if it's OK first.

you're supposed to check with the host.

it's not acceptable to bring them without asking.

GRAMMAR PLUS see page 136

### A Match information in columns A and B to make sentences about customs in the United States and Canada. Then compare with a partner.

#### A

1. If someone sends you a gift, \_\_\_\_\_
2. If you plan to visit someone at home, \_\_\_\_\_
3. When you go out with friends for dinner, \_\_\_\_\_
4. If the service in a restaurant is acceptable, \_\_\_\_\_
5. When you meet someone for the first time, \_\_\_\_\_
6. When you receive an invitation, \_\_\_\_\_

#### B

- a. you're supposed to call first.
- b. it's the custom to leave a tip.
- c. you aren't supposed to kiss him or her.
- d. you're expected to respond to it quickly.
- e. you're expected to thank the person.
- f. it's acceptable to share the expenses.

### B GROUP WORK How are the customs in part A different in your country?

### C Complete these sentences with information about your country or a country you know well. Then compare with a partner.

1. In . . ., if people invite you to their home, . . .
2. When you go out on a date, . . .
3. If a friend is in the hospital, . . .

4. When you receive a gift, . . .
5. If you're staying at someone's home, . . .
6. When someone has a baby, . . .

## 9 LISTENING Different cultures

► A Listen to people describe customs they observed abroad. Complete the chart.

	Where was the person?	What was the custom?	How did the person react?
1. Carla			
2. Nate			
3. Shauna			

B PAIR WORK Which custom would you have the most trouble adapting to? Why?

## 10 SPEAKING Local customs

A PAIR WORK What should a visitor to your country know about local customs? Make a list. Include these points.

greeting and addressing someone  
eating or drinking in public  
taking photographs  
giving gifts

dressing appropriately  
visiting someone's home  
using public transportation  
tipping

When you ride in a cab, you're supposed to tip the driver.



B GROUP WORK Compare your lists with another pair. Then share experiences in which you (or someone you know) didn't follow the appropriate cultural behavior. What happened?

A: Once, when traveling abroad, I took a cab, and I didn't give the driver a tip.

B: What happened?

A: Well, he looked kind of angry. Then my friend gave the guy a tip, and I realized my mistake. It was a little embarrassing. . . .

## 11 WRITING A tourist pamphlet

A GROUP WORK Choose five points from the list you made in Exercise 10. Use them to write and design a pamphlet for tourists visiting your country or city.

### WE HOPE YOU ENJOY YOUR STAY.

When you visit Italy, there are some important things you should know. For example, you can't buy a bus ticket on the bus in most big cities. Actually, you are supposed to . . .



B CLASS ACTIVITY Present your pamphlets. Which of the points were the most useful? What other information would a tourist need to know?

## 12 INTERCHANGE 5 Cultural dos and taboos

Compare customs in different countries. Go to Interchange 5 on page 118.

# 13 READING

A Scan the blog. What kinds of culture shock did the writer experience?

The screenshot shows a blog interface with a red header containing the title "CULTURE SHOCK". Below the header are navigation links for "PROFILE", "PHOTOS", "BLOG", and "COMMUNITY", along with a search bar. A speech bubble on the right side contains the text: "I'm an exchange student from Spain navigating life in the United States. Lucia M." and a small photo of Lucia M. The main content area has two entries:

**JANUARY 15**  
My hometown of Seville, Spain is a city with active, passionate people and a lively nightlife, so coming to Seattle, in the United States, has been quite an eye-opener. Americans think of Seattle as an exciting city, but the first time I went out with friends on a Saturday night, there was hardly anybody out in the streets. I actually thought something was wrong! Then my friend explained that most of their social life takes place indoors. In Seville, people fill the streets year-round, and Saturday nights are like a big celebration.

**JANUARY 22**  
After a couple of weeks of classes, I've begun to notice some differences between Spanish students and American students. In Spain, students talk a lot during class, and it's not always related to the lesson. On the other hand, when Spanish students are enthusiastic about a lesson, they often ask unusual questions, and it's common to stay after class to talk to the teacher. American students are expected to talk less and listen more, and many of them take detailed notes. Most of them leave the room as soon as the class ends, though, and are already focused on the next lesson.

**FEBRUARY 8**  
Before I came to the United States, a friend who had studied here told me that American friends don't greet each other like we do in Spain, where we touch cheeks and make kissing sounds. Americans often hug each other, but kissing is not common, and I've gotten used to that. So imagine my surprise when I was introduced to a new girl, and she immediately gave me the Spanish-style double kiss. When I asked my friend about this later, she explained that the girl was from a family of actors, and that "air-kissing" was a usual greeting for artistic people. My friend also said that some outgoing people greet their friends or family this way, but that it would make other people feel uncomfortable. I think I'll stick to handshakes and hugs while I'm here!

**Seattle Skyline** A wide-angle photograph of the Seattle skyline at dusk or night, featuring the Space Needle and various skyscrapers against a dark sky.

B Read the blog. Then add the correct title to each entry.

Meeting and greeting    Where's the party?    Class contrasts

C Check (✓) True or False for each statement. Then correct the false statements.

	True	False	
1. The writer was nervous because the Seattle streets were crowded at night.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Spanish students often stay after class to ask questions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Hugging is a usual greeting among friends in Spain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. The writer plans to change the way she greets American friends.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

D PAIR WORK How do things in your city compare with Seville? with Seattle?

## 6

# That needs fixing.

- ▶ Describe problems and make complaints
- ▶ Discuss what needs fixing

## 1 SNAPSHOT

### Some common **complaints**

#### **Banking**

The credit card company bills you for something you didn't buy.

#### **Online shopping**

The store sends you an incorrect size.

#### **Internet providers**

The Internet connection is not reliable, and you hardly ever get the speed you pay for.

#### **Restaurants**

The server rushes you to leave as soon as you finish your meal.

#### **Vehicles**

Your new car consumes too much gas.

#### **Repair services**

Your TV breaks again, a week after it was repaired.

#### **Parking garage**

Someone damages your car.



Have you ever had any of these problems? Which ones?

What would you do in each of these situations?

What other complaints have you had?

## 2 PERSPECTIVES That's not right!

- ▶ A Listen to people describe complaints. Check (✓) what you think each person should do.

1. "I got a new suitcase, but when I arrived home, I noticed the lining was torn."
 

<input type="checkbox"/>	take it back to the store	<input type="checkbox"/>	ask the store to send you a new one
--------------------------	---------------------------	--------------------------	-------------------------------------
2. "My father sent me a coffee mug with my favorite team's logo, but when it arrived, it was chipped."
 

<input type="checkbox"/>	tell your father about it	<input type="checkbox"/>	contact the seller yourself
--------------------------	---------------------------	--------------------------	-----------------------------
3. "I lent my ski pants to a friend, but when he returned them, there was a big stain on them."
 

<input type="checkbox"/>	clean them yourself	<input type="checkbox"/>	ask him to have them cleaned
--------------------------	---------------------	--------------------------	------------------------------
4. "My boss borrowed my camera for a company event, and now the lens is scratched."
 

<input type="checkbox"/>	talk to him or her about it	<input type="checkbox"/>	say nothing and repair it yourself
--------------------------	-----------------------------	--------------------------	------------------------------------
5. "I bought a new washing machine just a month ago, and it's leaking already."
 

<input type="checkbox"/>	ask for a refund	<input type="checkbox"/>	send it back and get a new one
--------------------------	------------------	--------------------------	--------------------------------

- B Have you ever had similar complaints? What happened? What did you do?

### 3 GRAMMAR FOCUS

#### ► Describing problems 1

##### With past participles as adjectives

The suitcase lining is **torn**.

The car is **damaged**.

The coffee mug is **chipped**.

My pants are **stained**.

The camera lens is **scratched**.

The washing machine is **leaking**.\*

##### With nouns

It has a **tear** in it./There's a **hole** in it.

There is **some damage** on the bumper.

There is a **chip** in it.

They have a **stain** on them.

There are **a few scratches** on it.

It has a **leak**.

\*Exception: **is leaking** is a present continuous form.

GRAMMAR PLUS see page 137

- A Read the comments from customers in a restaurant. Write sentences in two different ways using forms of the word in parentheses. Then compare with a partner.

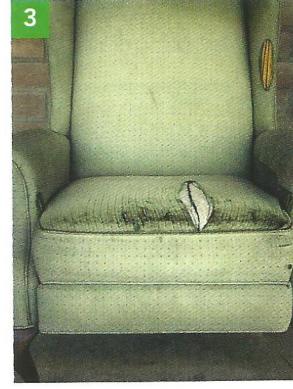
1. Could we have another water pitcher? This one . . . (crack)
2. That valet was so careless. My car . . . (dent)
3. The toilet is dirty. And the sink . . . (leak)
4. This tablecloth isn't very clean. It . . . (stain)
5. Would you bring me another glass? This glass . . . (chip)
6. The table looks pretty dirty. The wood . . . , too. (scratch)
7. The server needs a new shirt. The one he's wearing . . . (tear)
8. The walls really need paint. And the ceiling . . . (damage)

1. This one is cracked.

It has a crack.

- B PAIR WORK Describe two problems with each thing below. Use forms of the words in the box. You may use the same word more than once.

break crack damage dent leak scratch stain tear



A: The vase is broken.

B: Yes. And it has a crack, too.

- C GROUP WORK Look around your classroom. How many problems can you describe?

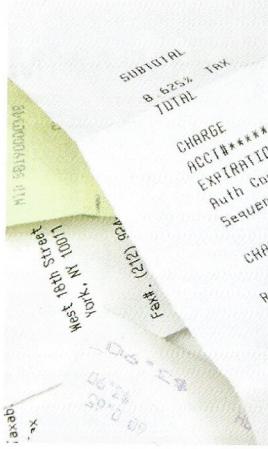
"The floor is scratched, and the window is cracked. The desks are . . ."

## 4 LISTENING I'd like a refund.

- A Listen to three customers return items they purchased. Complete the chart.

	Did the store give a refund?	Why or why not?
1. Evie		
2. Darren		
3. Gisela		

- B GROUP WORK How is your culture similar or different in terms of refunds and customer service?



## 5 ROLE PLAY How can I help you?

Student A: You are returning an item to a store. Decide what the item is and explain why you are returning it.

Student B: You are a salesperson. A customer is returning an item to the store. Ask these questions:

What exactly is the problem?

When did you buy it?

Can you show it to me?

Do you have the receipt?

Was it like this when you bought it?

Would you like a refund or a store credit?

Change roles and try the role play again.

## 6 CONVERSATION It needs to be adjusted.

- A Listen and practice.



MR. LEROY Hello?



HEATHER Hello, Mr. Leroy. This is Heather Forman.



MR. LEROY Uh, Ms. Forman . . .



HEATHER In Apartment 12C.



MR. LEROY Oh, yes. What can I do for you? Does your refrigerator need fixing again?



HEATHER No, it's the oven this time.



MR. LEROY Oh. So, what's wrong with it?



HEATHER Well, I think the temperature control needs to be adjusted. The oven keeps burning everything I try to cook.



MR. LEROY Really? OK, I'll have someone look at it right away.



HEATHER Thanks a lot, Mr. Leroy.



MR. LEROY Uh, by the way, Ms. Forman, are you sure it's the oven and not your cooking?



- B Listen to another tenant's call with Mr. Leroy. What's the tenant's problem?

## 7 GRAMMAR FOCUS

### ► Describing problems 2

#### Need + gerund

The oven **needs adjusting.**

The alarm **needs fixing.**

#### Need + passive infinitive

It **needs to be adjusted.**

It **needs to be fixed.**

#### Keep + gerund

Everything **keeps burning.**

The alarm **keeps going off.**

GRAMMAR PLUS see page 137

- A What needs to be done in this apartment? Write sentences about these items using need with gerunds or passive infinitives.



- |                            |                              |                                      |
|----------------------------|------------------------------|--------------------------------------|
| 1. the cupboards (clean)   | 5. the oven (fix)            | 1. The cupboards need cleaning.      |
| 2. the fire alarm (adjust) | 6. the ceiling (paint)       | OR                                   |
| 3. the lights (replace)    | 7. the window (wash)         | 1. The cupboards need to be cleaned. |
| 4. the plants (water)      | 8. the light switch (change) |                                      |

- B PAIR WORK Think of five improvements you would like to make in your home. Which improvements will you most likely make? Which won't you make?

"First, the bedroom walls need painting. There are some small cracks. . . ."

## 8 WORD POWER Problems with electronics

- A Circle the correct gerund to complete the sentences. Then compare with a partner.

1. My TV screen goes on and off all the time. It keeps **flickering** / **sticking**.
2. The music player app jumps to the next song every 20 seconds. It keeps **crashing** / **skipping**.
3. The battery in my new camera doesn't last long. It keeps **freezing** / **dying**.
4. Something is wrong with my computer! It keeps **crashing** / **jaming**.
5. I can't talk for long on my new phone. It keeps **dying** / **dropping** calls.
6. This printer isn't making all the copies I want. It keeps **jaming** / **flickering**.
7. My computer needs to be replaced. It keeps **dropping** / **freezing**.
8. The buttons on the remote control don't work well. They keep **skipping** / **sticking**.

- B GROUP WORK Describe a problem with an electronic item you own.

Don't identify it! Others will try to guess the item.

"Some keys on my device keep sticking, and some are loose. . . ."

## 9 PRONUNCIATION Contrastive stress

- A Listen and practice. Notice how a change in stress changes the meaning of each question and elicits a different response.

Is the bedroom window cracked? (No, the kitchen window is cracked.)

Is the bedroom window cracked? (No, the bedroom door is cracked.)

Is the bedroom window cracked? (No, it's stuck.)

- B Listen to the questions. Check (✓) the correct response.

1. a. Are my jeans torn?

No, they're stained.

No, your shirt is torn.

- b. Are my jeans torn?

No, they're stained.

No, your shirt is torn.

2. a. Is the computer screen flickering?

No, it's freezing.

No, the TV screen is flickering.

- b. Is the computer screen flickering?

No, it's freezing.

No, the TV screen is flickering.

## 10 LISTENING A throwaway culture

- A Listen to a conversation between two friends. Answer the questions.

1. What is wrong with Hayley's phone? \_\_\_\_\_

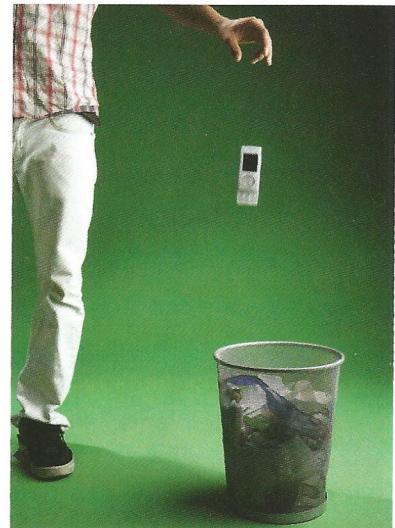
2. What is Hayley's solution? \_\_\_\_\_

3. What is Aaron's solution? \_\_\_\_\_

4. Why doesn't Hayley like Aaron's solution? \_\_\_\_\_

- B Listen again. What is a "throwaway culture"?

- C GROUP WORK Do you agree that electronics aren't made as well as they used to be? Give an example to support your opinion.



## 11 WRITING A critical online review

- A Imagine that you ordered a product online, but when you received it, you were unhappy with it. Write a critical online review. Explain all of the problems with the product and why you think others shouldn't buy it.

Best 4U promises a lot, delivers nothing.

I ordered a phone from Best 4U's website for my son's birthday. First, it took six weeks for the company to send it, and it arrived two weeks after his birthday. Now, the battery keeps dying very fast when he's just watching a movie or . . . [READ MORE](#)

- B GROUP WORK Read your classmates' reviews. What would you do if you read this critical online review and worked for the company that sold the product?

## 12 INTERCHANGE 6 Home makeover

Do you have an eye for detail? Student A, go to Interchange 6A on page 119; Student B, go to Interchange 6B on page 120.

- A Skim the advice column. What problem did the reader have? How does the writer suggest solving the problem?

**Home | Local | World | Entertainment | Advice column**

## Ask the Fixer!

*Our problem-solver Marci Davis addresses a common problem with ride-sharing services.*

**After a meeting downtown, I used my phone to book a ride with a private car service in order to get home. As soon as the pick-up was confirmed, a friend came out of the building, spotted me, and offered me a ride home. I immediately canceled the car. But the next day I got an alert on my phone – the car service had charged my credit card \$10! I contacted the service, and they said it was for a late cancellation. I didn't realize they were going to charge me for that! Can you fix this? – Lawrence, New York City**

The fact is, Lawrence, that you need to read the terms of your ride-sharing app. It states clearly – somewhere in all those thousands of words – that when you cancel your ride less than ten minutes before your car is scheduled to arrive, you have to pay a fee. After all, the driver has already refused other possible passengers and is driving in your direction, so it's a loss when you cancel.

On the other hand, I do think something needs to be fixed. Do you know anyone who reads all the way through the terms of use for any app? There isn't enough time in the day! I talked to a representative at your ride-sharing company and made two suggestions. First, they need to highlight their cancellation policy at the beginning of the terms, where people will see it. Then, when you cancel a ride, a notification needs to be sent that tells you about the cancellation charge. That way, riders won't keep getting this annoying surprise. Let's hope the company pays attention.

*What do you think? Post your comments, suggestions, complaints, and anecdotes.*

- B Read the advice column. Find the words in *italics* in the article. Then check (✓) the meaning of each word.

1. <i>confirm</i>	<input type="checkbox"/> make something available	<input type="checkbox"/> state that something will happen
2. <i>cancellation</i>	<input type="checkbox"/> act of stopping something	<input type="checkbox"/> act of delaying something
3. <i>representative</i>	<input type="checkbox"/> person who speaks for a company	<input type="checkbox"/> person who owns a company
4. <i>terms</i>	<input type="checkbox"/> rules of an agreement	<input type="checkbox"/> features of an app
5. <i>notification</i>	<input type="checkbox"/> act of giving information	<input type="checkbox"/> act of asking a question

- C For each statement, check (✓) True, False, or Not given.

1. Lawrence booked a ride by mistake.
2. Lawrence did not expect to be charged for his ride.
3. The cancellation rule is available to read on the app.
4. Marci Davis thinks the cancellation fee is too expensive.
5. The company representative apologized for what happened.
6. Marci says ride-sharing agreements should be more clear.

True	False	Not given
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- D Have you ever used a ride-sharing service? What do you think of this type of service?

# Units 5–6 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...	Very well	OK	A little
Talk about feelings and expectations (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss cultural differences (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand problems and complaints (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe problems (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss what needs to be improved (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 SPEAKING Facing new challenges

**PAIR WORK** Choose a situation. Then ask your partner questions about it using the words in the box. Take turns.

moving to another city  
going to a new school

starting a new job  
getting married

anxious	excited
curious	insecure
embarrassed	nervous
enthusiastic	worried

**A:** If you were moving to another city, what would you be nervous about?

**B:** One thing I'd be nervous about is not having any friends around. I'd be worried about feeling lonely!

## 2 SURVEY Cultural behavior

**A** What do you think of these behaviors? Complete the survey.

Is it acceptable to ... ?	Yes	No	It depends
give money as a gift	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
call older people by their first names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
greet friends with a kiss on the cheek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask how old someone is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put your feet on the furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B GROUP WORK** Compare your opinions. When are these behaviors acceptable? When are they unacceptable? What behaviors are never acceptable?

**A:** It's not acceptable to give money as a gift.

**B:** Oh, I think it depends. I think it's OK to give money to kids and teens, and as a wedding gift, but . . .

### 3 LISTENING I have a problem.

A Listen to three tenants complain to their building manager. Complete the chart.

Tenant's complaint	How the problem is solved
1.	
2.	
3.	

B GROUP WORK Do you agree with the solutions? How would you solve the problems?

### 4 ROLE PLAY Haggling

- Student A: You want to buy this car from Student B, but it's too expensive. Describe the problems you see to get a better price.
- Student B: You are trying to sell this car, but it has some problems. Make excuses for the problems to get the most money.

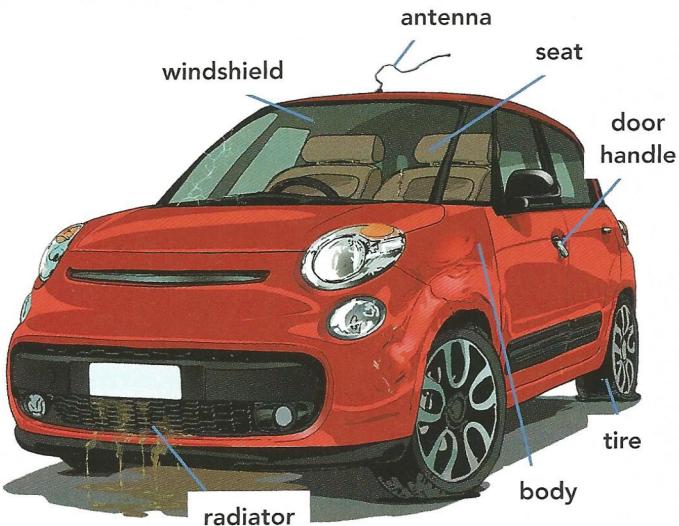
A: I'm interested in this car, but the door handle is broken. I'll give you \$ . . . for it.

B: That's no big deal. You can fix that easily. How about \$ . . . ?

A: Well, what about the windshield? It's . . .

B: You can't really see that. . . .

Change roles and try the role play again.



### 5 DISCUSSION School improvements

A GROUP WORK Imagine you are on a school improvement committee. You are discussing changes to your school. Decide on the five biggest issues.

A: The Wi-Fi connection needs to be improved. It keeps disconnecting, and it's not fast enough.

B: Yes, but it's more important to replace the couch in the student lounge. It has a big hole and stains.

B CLASS ACTIVITY Share your list with the class. What are the three most needed improvements? Can you think of how to accomplish them?



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

## 7

# What can we do?

- Discuss environmental problems
- Compare solutions to social problems

## 1 SNAPSHOT

### WHAT A WASTE!



The United States generates **254 million** tons of waste a year. The average American produces almost **2** kilograms of waste a day.



**Fifteen hundred** plastic bottles are consumed every second in the United States. It takes at least **500** years for a plastic bottle to decompose.



Americans throw away around **130 million** cell phones a year. Much of this e-waste ends up in landfills.



In the U.S., **30–40%** of the food supply is wasted. That could feed **millions** of hungry people.

- How could we reduce the waste of each of these items?  
 What do you throw away? What do you tend to recycle?  
 What are two other environmental problems that concern you?

## 2 PERSPECTIVES Vote for a better city!

- A Listen to an announcement from an election campaign.  
 What kinds of problems does Grace Medina want to fix?

### VOTE FOR GRACE MEDINA FOR CITY COUNCIL

#### Grace Medina's ideas for Riverside!

- Have you noticed these problems in our city?
- Our fresh water supply is being contaminated by toxic chemicals.
  - The roads aren't being repaired due to a lack of funding.
  - Our community center has been closed because of high maintenance costs.
  - Our city streets are being damaged as a result of heavy traffic.
  - Many public parks have been lost through overbuilding.
  - Low-income families are being displaced from their homes due to high rental prices.

#### GRACE MEDINA – THE CHANGE WE NEED



- B Which of these problems affect your city? Can you give specific examples?

### 3 GRAMMAR FOCUS



#### Passive with prepositions

##### Present continuous passive

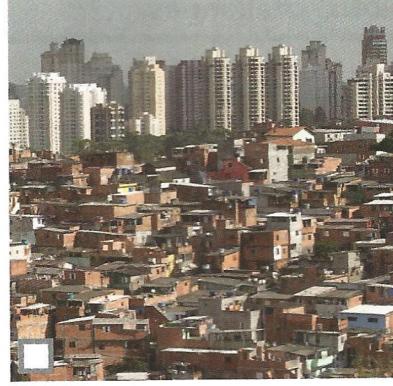
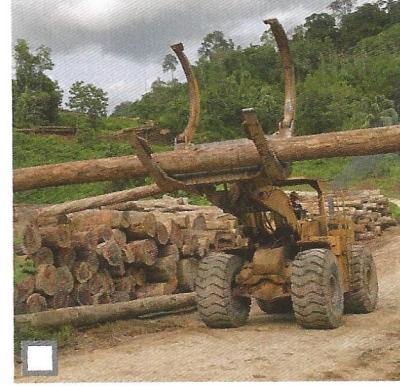
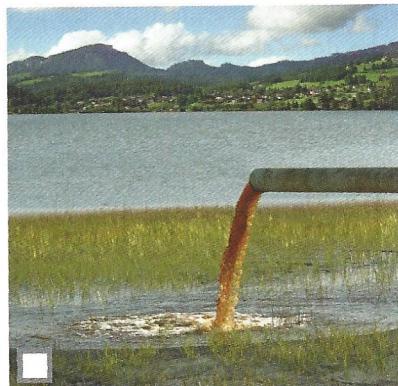
Our water supply **is being contaminated** by toxic chemicals.  
Our city streets **are being damaged** as a result of heavy traffic.  
The roads **aren't being repaired** due to a lack of funding.

##### Present perfect passive

Our community center **has been closed** because of high costs.  
Many public parks **have been lost** through overbuilding.

GRAMMAR PLUS see page 138

#### A PAIR WORK Match the photos of environmental problems with the sentences below.



1. High emissions of carbon dioxide are causing climate changes. (by)
2. Rapid urbanization is depleting our natural resources. (through)
3. Water pollution has threatened the health of people all over the world. (due to)
4. Livestock farms have contaminated the soil and underground water. (because of)
5. The destruction of rain forests is accelerating the extinction of plants and wildlife. (as a result of)
6. Oil spills are harming birds, fish, and other marine life. (through)

#### B Rewrite the sentences in part A using the passive and the prepositions given. Then compare with a partner.

1. Climate changes are being caused by high emissions of carbon dioxide.

#### C PAIR WORK Cover the sentences in part A above. Take turns describing the environmental problems in the pictures in your own words.

## 4 PRONUNCIATION Reduction of auxiliary verbs

- A Listen and practice. Notice how the auxiliary verb forms **is**, **are**, **has**, and **have** are reduced in conversation.

Food **is** being wasted.

Our community center **has** been closed.

Streets **are** being damaged.

Parks **have** been lost.

- B **PAIR WORK** Practice the sentences you wrote in Exercise 3, part B. Pay attention to the reduction of **is**, **are**, **has**, and **have**.

## 5 LISTENING Saving the environment

- A Listen to three people describe some serious environmental problems. Check (✓) the problem each person talks about.

	Problem		What can be done about it?
1. Morgan	<input type="checkbox"/> landfills	<input type="checkbox"/> poor farmland	
2. Dalton	<input type="checkbox"/> electricity	<input type="checkbox"/> e-waste	
3. Kendall	<input type="checkbox"/> air pollution	<input type="checkbox"/> water pollution	

- B Listen again. What can be done to solve each problem? Complete the chart.

- C **GROUP WORK** Which problem above worries you the most? What is being done to fix it?

## 6 WORD POWER Global challenges

- A **PAIR WORK** How concerned is your partner about these problems? Check (✓) his or her answers.

Problems	Very concerned	Fairly concerned	Not concerned
unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
famine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
global warming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
government corruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
infectious diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
political unrest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- B **GROUP WORK** Share your partner's answers with another pair. Which problems concern your group the most? What will happen if the problem isn't solved?

A: Many people have been affected by the high rates of unemployment.

B: We need to create more jobs and invest in education.

C: I agree. If we don't, young people won't have any opportunities in the future.

## 7 CONVERSATION What if it doesn't work?

### A Listen and practice.

**Cindy:** Did you hear about the dead fish that were found floating in the Bush River this morning?

**Otis:** Yeah, I read something about it. Do you know what happened?

**Cindy:** Well, there's a factory outside town that's pumping chemicals into the river.

**Otis:** How can they do that? Isn't that against the law?

**Cindy:** Yes, it is. But a lot of companies ignore those laws.

**Otis:** That's terrible! What can we do about it?

**Cindy:** Well, one way to change things is to talk to the company's management.

**Otis:** What if that doesn't work?

**Cindy:** Well, then another way to stop them is to get a news station to run a story on it.

**Otis:** Yes! Companies hate bad publicity. By the way, what's the name of this company?

**Cindy:** Believe it or not, it's called Green Mission Industries.

**Otis:** Really? My uncle is one of their top executives.

### B CLASS ACTIVITY

What else could Cindy and Otis do?

### C Listen to the rest of the conversation. What do Cindy and Otis decide to do?



## 8 GRAMMAR FOCUS

### Infinitive clauses and phrases

One way **to change** things is

**to talk** to the company's management.

Another way **to stop** them is

**to get** a news station to run a story.

The best ways **to fight** unemployment are

**to create** more jobs and invest in education.

GRAMMAR PLUS see page 138

### A Find one or more solutions for each problem. Then compare with a partner.

#### Problems

1. The best way to fight poverty is \_\_\_\_\_
2. One way to reduce government corruption is \_\_\_\_\_
3. One way to reduce unemployment is \_\_\_\_\_
4. The best way to stop global warming is \_\_\_\_\_
5. One way to help the homeless is \_\_\_\_\_
6. One way to improve air quality is \_\_\_\_\_

#### Solutions

- a. to provide more affordable housing.
- b. to create more jobs.
- c. to make politicians accountable for decisions.
- d. to have more vocational training programs.
- e. to increase the use of cleaner energy.
- f. to provide education to all children.
- g. to build more public shelters.
- h. to reduce deforestation.

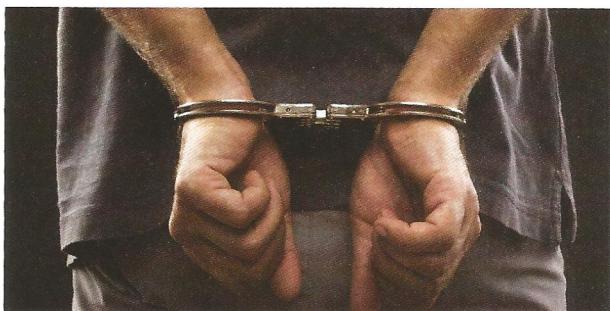
### B GROUP WORK

Can you think of two more solutions for each problem in part A?

Agree on the best solution for each.

## 9 DISCUSSION What should be done?

**A GROUP WORK** Describe the problems shown in the photos. Then make suggestions about how to solve these problems.



What can be done . . . ?

1. to reduce crime
2. to keep our water supplies safe
3. to improve children's health
4. to improve traffic and mobility

**A:** Our cities are being taken over by criminals.

**B:** Well, one way to fight crime is to have more police on the streets.

**C:** That's not enough. The best way to stop it is . . .

**B CLASS ACTIVITY** Share your solutions. Which ones are the most innovative? Which ones are most likely to solve the problems?

## 10 INTERCHANGE 7 Take action!

Brainstorm solutions to some local problems. Go to Interchange 7 on page 121.

## 11 WRITING A post on a community website

**A** Choose one of the problems from the unit or use one of your own ideas. Write a message to post on a community website.

### NO MORE JUNK FOOD!

Our schools are serving poor quality food to our children. School cafeterias offer mostly fast food and soda to students. This has to change. One way to change this is . . .



**B PAIR WORK** Exchange messages with a partner. Write a response suggesting another solution to his or her problem.

- A Skim the article. What problem did the island face? What solution did the inhabitants come up with?



Home | News | Feature stories | Sign in | Community 

## TURNING AN INVASION INTO AN ADVANTAGE

Lionfish are beautiful creatures. They are also one of the most invasive and destructive sea creatures on the planet, causing particularly serious problems in the Caribbean Sea. Their numbers have increased dramatically in a few years there, and they have already caused a great deal of damage to the ecosystem.

St. Lucia is a Caribbean island where action is being taken against the invasive species. The island is famous for its clear blue waters, and many tourists enjoy diving in order to explore the wonders of the extensive coral reefs. Unfortunately, lionfish eat the native fish that keep the reefs clean and healthy, putting the reefs at risk. It is estimated that lionfish can eat up to 80% of the small fish in a coral reef in five weeks, and because the invasive fish reproduce very quickly the problem could easily get worse in no time.



Instead of trying to trap or poison the destructive fish, islanders are turning the lionfish invasion to their advantage. They realized that one way to reduce the population of lionfish was to hunt them for sport and business, and then use them for food. Although the fish have a very poisonous sting, they can be prepared so they are safe to eat. And Caribbean cooks were sure to find a way to turn these unwelcome fish into an unforgettable treat.

Unfortunately, the lionfish population has not been reduced by much, but at least the fish have been kept from multiplying too quickly. Jobs have also been provided for unemployed fishermen, who were unable to fish for other types of sea life in the protected waters. The lionfish are still a problem, but the islanders are making the best of a bad situation – and they are making a living from it, too!



- B Read the article. Answer the questions.

1. Why are the lionfish a concern?
2. Why is it important to protect the area around St. Lucia?
3. What characteristic makes the lionfish hard to control?
4. What solutions have the islanders come up with?
5. What have the results of the islanders' efforts been?

- C **GROUP WORK** What environmental threats exist where you live? Can you think of any creative or unusual ways to deal with them?

# 8

# Never stop learning.

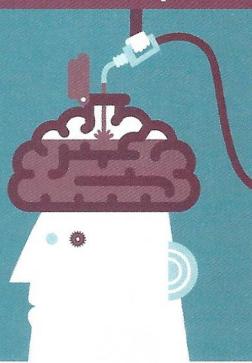
- Discuss personal preferences
- Discuss ways of learning and life skills

## 1 SNAPSHOT

### Learning: Anywhere, Anytime, for Any Reason

#### LEARNING PATHS

go to college  
take online courses  
take traditional training classes  
study on your own  
set up a study group  
attend conferences  
watch filmed lectures



#### LEARNING BENEFITS

get a degree  
meet people and expand your network  
change jobs or career path  
get a raise or promotion at work  
get a professional license or certification  
learn something that makes your life easier  
have fun

Which learning paths have you tried? How was your experience?

Which learning benefits do you consider the most important? Why?

Are you planning to learn anything new this year? What?

## 2 PERSPECTIVES A survey

- A Listen to a survey that a school is conducting about student preferences. Check (✓) the student's answers.

### Springfield Center for Continuing Education

#### New courses survey

1. Would you rather study on your own or join a study group?  
 a. I'd rather study on my own.  
 b. I'd rather join a study group.  
 c. I'd rather do both.
2. Would you rather take an art course or a professional course?  
 a. I'd rather take an art course.  
 b. I'd rather take a professional course.  
 c. I'd rather not take either. I'd rather take a language course.
3. Would you prefer to take an online course or a traditional course?  
 a. I'd prefer to take an online course.  
 b. I'd prefer to take a traditional course.  
 c. I'd prefer not to take either. I'd prefer to hire a private tutor.

- B **PAIR WORK** Take the survey. You can change the underlined information. Discuss your answers with a partner.

### 3 PRONUNCIATION Intonation in questions of choice

- Listen and practice. Notice the intonation in questions of choice.

Would you prefer to study online or at a school?

Would you rather learn something fun or useful?

### 4 GRAMMAR FOCUS

- **Would rather and would prefer**

**Would rather** takes the base form of the verb. **Would prefer** usually takes an infinitive. Both are followed by **not** in the negative.

**Would you rather take** an art course or a professional course?

**I'd rather take** an art course.

**I'd rather not take either.**

**I'd rather take** a language course than study art.

Let's join a study group.

**I'd rather not join** a group.

**I'd rather not.**

**I'd prefer not to join** a group.

**I'd prefer not to.**

**Would you prefer to take** an online course or a traditional course?

**I'd prefer to take** an online course.

**I'd prefer not to take** either.

GRAMMAR PLUS See page 139

**A** Complete the conversations with **would** and the appropriate forms of the verbs in parentheses. Then practice with a partner.

1. **A:** \_\_\_\_\_ you rather \_\_\_\_\_ (take) a technical course or an art course?

**B:** I would prefer \_\_\_\_\_ (take) an art course. I'd like to learn to paint.

2. **A:** \_\_\_\_\_ you prefer \_\_\_\_\_ (get) a promotion or a new job?

**B:** Actually, I'm not very happy at my present job, so I'd rather \_\_\_\_\_ (get) a new job.

3. **A:** \_\_\_\_\_ you prefer \_\_\_\_\_ (learn) something fun or something practical?

**B:** I guess I'd prefer \_\_\_\_\_ (study) something practical, like personal finance.

4. **A:** \_\_\_\_\_ you rather \_\_\_\_\_ (learn) English in England or Canada?

**B:** To tell you the truth, I'd prefer \_\_\_\_\_ (not study) in either place. I'd rather \_\_\_\_\_ (go) to Australia because it's warmer there.

5. **A:** If you decided to learn to play an instrument, \_\_\_\_\_ you prefer \_\_\_\_\_ (attend) a class or \_\_\_\_\_ (have) a private tutor?

**B:** I'd rather \_\_\_\_\_ (take) a class than \_\_\_\_\_ (hire) a tutor.

6. **A:** \_\_\_\_\_ you rather \_\_\_\_\_ (have) a job in an office or \_\_\_\_\_ (work) outdoors?

**B:** I'd definitely rather \_\_\_\_\_ (have) a job where I'm outdoors.



**B PAIR WORK** Take turns asking the questions in part A. Pay attention to intonation. Give your own information when responding.

## 5 LISTENING Do what you love.

- A Listen to a conversation between a student and his guidance counselor.

Check (✓) the suggestions the guidance counselor gives.

talking to professors  
 job shadowing

volunteer work  
 informational interviews

more classes  
 internships

- B **PAIR WORK** If you could learn more about a job, what job would it be?

Why? Which options above would you use?

## 6 SPEAKING Learn something new

- A **GROUP WORK** Think of a personal or professional skill you would like to learn or improve. Discuss how you are planning to learn it. Use the ideas from the Snapshot on page 50, or use your own ideas.

A: I want to speak Italian. I think I'm going to take an online course.

B: It's hard to learn a language online. I think you should go to a language school.

A: I don't know. I'm really shy. I'd rather not have classes with other people.

C: You could ...

- B **CLASS ACTIVITY** Share your ideas with your classmates. Who is going to learn something unusual? How are they going to learn it?

## 7 INTERCHANGE 8 Making choices

What would you most like to learn? Take a survey. Go to Interchange 8 on page 122.

## 8 CONVERSATION It works for me.

- A Listen and practice.

**Marta:** So how's your Mandarin class going?

**Kevin:** Harder than I expected, actually. I'm finding the pronunciation very difficult.

**Marta:** Well, I imagine it takes a while to get it right. You know, you could improve your accent by watching movies.

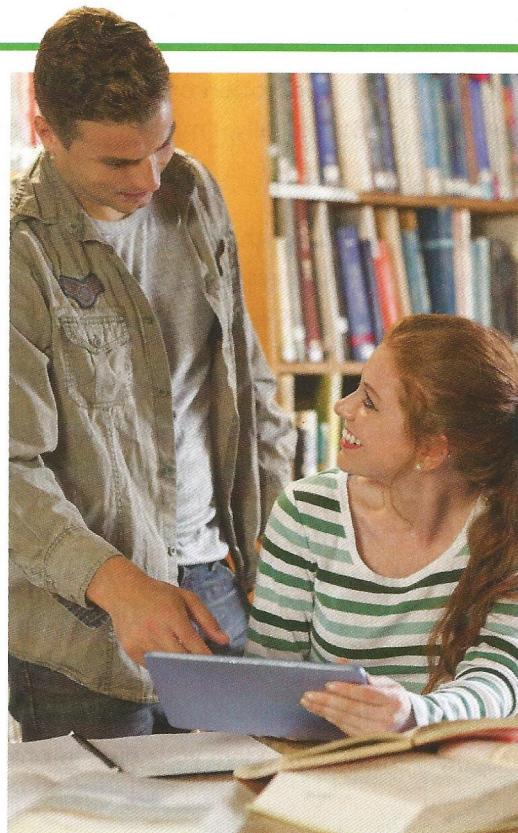
**Kevin:** That's a good idea. But how do you learn new vocabulary? I always seem to forget new words.

**Marta:** I learn new English words best by writing them down and reviewing them many times. I've been using this vocabulary-building app. It really works for me. Look.

**Kevin:** Hmm. Maybe I should try something like that!

- B Listen to two other students, Rick and Nia, explain how they learn new words. Who uses technology to study? Who organizes words by category?

- C **CLASS ACTIVITY** How do you learn new words in a foreign language?



## 9 GRAMMAR FOCUS

### ▶ By + gerund to describe how to do things

You could improve your accent **by watching** movies.

I learn new words best **by writing** them down and **reviewing** them many times.

The best way to learn slang is not **by watching** the news but **by watching** TV series.

GRAMMAR PLUS see page 139

**A** How can you improve your English? Complete the sentences with *by* and the gerund forms of the verbs. Then compare with a partner.

1. A good way to learn idioms is \_\_\_\_\_ (watch) American sitcoms.
2. The best way to practice what you have learned is \_\_\_\_\_ (use) it in messages or conversation.
3. Students can become better writers \_\_\_\_\_ (read) more.
4. You can learn to use grammar correctly \_\_\_\_\_ (do) grammar exercises online.
5. The best way to develop self-confidence in communication is \_\_\_\_\_ (talk) with native speakers.
6. You can improve your accent \_\_\_\_\_ (listen) to songs and singing along.
7. A good way to memorize new vocabulary is \_\_\_\_\_ (play) vocabulary games.
8. You could become a more fluent reader \_\_\_\_\_ (read) something you're interested in every day.

**B GROUP WORK** Complete the sentences in part A with your own ideas.

What's the best suggestion for each item?

**A:** In my opinion, a good way to learn idioms is by talking to native speakers.

**B:** I think the best way is not by talking to native speakers but by watching TV shows.

## 10 DISCUSSION Learning styles

▶ **A** Listen to James and Sophia describe how they developed two skills. How did they learn? Complete the chart.

	James	Sophia
1. become an effective public speaker		
2. learn to drive		

**B GROUP WORK** How would you learn to do the things in the chart?

**C GROUP WORK** Talk about different ways to learn to do each of these activities. Then agree on the most effective method.

take professional-looking photos

manage your time

cook

become a good conversationalist

break dance

swim

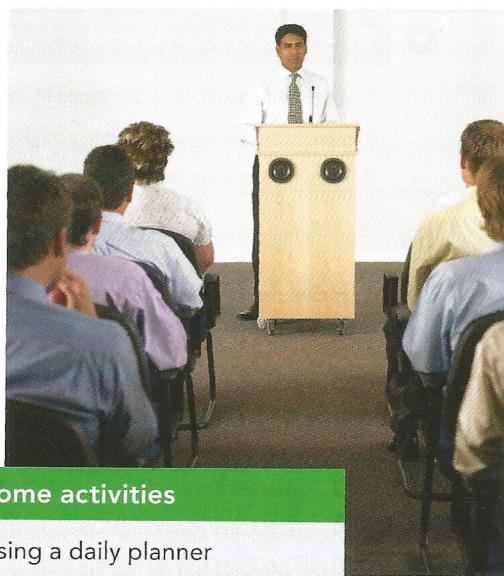
play a musical instrument



## 11 WORD POWER Life skills

**A PAIR WORK** How do we learn each of these things?  
Check (✓) your opinions.

	From parents	From school	On our own
communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
competitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
money management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### some activities

- using a daily planner
- volunteering in a hospital
- taking a public speaking class
- performing in a play
- going to museums
- learning a martial art
- playing a team sport
- making a budget

## 12 WRITING Something I learned

**A** Think of a skill you have learned. Read these questions and take notes. Then use your notes to write about what you learned.

- What is required to be successful at it?
- What are some ways people learn to do it?
- How did you learn it?
- What was difficult about learning it?

I used to have serious problems managing my finances, and I never paid my bills on time. I have to admit I had very poor money management skills. Some people learn to manage their money at home or by taking courses at school, but I didn't.

When a friend told me about a personal finance course, I decided to take it. I first learned to keep track of my expenses by recording every penny I spent. Then...



**B GROUP WORK** Share your writing. Have any of your classmates' experiences inspired you to learn a new skill?

A Have you ever had trouble focusing when you're studying? What did you do about it?

**Are you studying the “right” way?**

**You may study differently from your friends, but your study habits are probably not wrong!**

Kelly and Maria are best friends with a lot in common. They love doing things together, such as going to movies and concerts, shopping, or just sitting at a local café. Since they take a lot of the same school subjects, they would love to study together, but they find this impossible. Their working styles are so completely different that they can't be in the same room while they are studying!

Kelly would rather study in a clean, open space, whereas Maria works best by surrounding herself with books, papers, and other clutter. Kelly prefers to study in a totally silent room, but Maria loves to play music or even have the TV on. Kelly can sit for hours without moving, and often gets all of her homework done in one sitting. Maria, on the other hand, is constantly getting up, and claims that she thinks best when she's on the move.

You might be asking yourself, which way of studying gets better results? Many people assume that a silent, uncluttered setting is the way to go, but it seems that is not necessarily the case. Some research has even shown that outside noise and clutter help some people concentrate because it makes them form a mental “wall” around what they are doing and improves their focus. So, if you're a student who chooses to study while sitting at a table in a busy shopping mall, don't worry about it. And if you work in total silence, that's OK, too. Judging from Kelly and Maria's study habits, the best way to study is the way that works for you. With their very different approaches, both of them do extremely well in school, and both finish their work in about the same amount of time as well.

One curious fact about the two friends: Despite their opposing studying styles, they have almost identical ambitions. Both are planning to go to law school – Kelly with the idea of becoming a human rights attorney and Maria hoping to become a public defender. But will they be study buddies? Not a chance!



B Read the article. Find the words in *italics* in the article. Then match each word with its meaning.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. <i>clutter</i> _____     | a. focus attention on something       |
| 2. <i>sitting</i> _____     | b. exactly the same                   |
| 3. <i>concentrate</i> _____ | c. period of activity without a break |
| 4. <i>approach</i> _____    | d. way of doing something             |
| 5. <i>identical</i> _____   | e. objects in a state of disorder     |

C Complete the summary with information from the article. Use one or two words in each blank.

Kelly and Maria are friends who have a lot \_\_\_\_\_, but they can't study together because they have \_\_\_\_\_. Kelly likes a \_\_\_\_\_ that is very quiet, and she can \_\_\_\_\_ for a long time. Maria prefers a space that is \_\_\_\_\_, and she likes to \_\_\_\_\_. Studies show that neither way of studying is \_\_\_\_\_ than the other. Noise can help some people \_\_\_\_\_, for example. Despite their different habits, Kelly and Maria are both \_\_\_\_\_ students, and it is interesting that the friends have \_\_\_\_\_ plans for the future.

D **GROUP WORK** Whose studying style is closest to yours, Kelly's or Maria's? Why?

# Units 7–8 Progress check

## SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can ...

Describe environmental problems (Ex. 1)

Very well

OK

A little

Discuss solutions to problems (Ex. 2)

Understand examples of personal qualities (Ex. 3)

Discuss personal preferences (Ex. 4)

## 1 SPEAKING Environmental issues

**PAIR WORK** Choose a probable cause for each of the problems and discuss possible solutions.



### PROBLEM

- Forests are being destroyed.
- The quality of the air is being lowered.
- Marine life is being affected.
- Water is being contaminated.
- Landfills are overflowing.
- City streets are being damaged.

### CAUSE

- the lack of recycling
- heavy traffic
- rapid urbanization
- climate changes
- fumes from cars
- factory waste

**A:** Forests are being destroyed because of rapid urbanization.

**B:** We need plans for urban development that don't ...

## 2 DISCUSSION Tricky social situations

**A PAIR WORK** Read these problems that friends sometimes have with each other. Suggest solutions for each problem.

Your friend is always criticizing you and your other friends.

Your best friend never pays for his or her share at group dinners.

A friend is having a party and you weren't invited.

### useful expressions

One thing to do is to ...

Another way to help is to ...

The best thing to do is ...

**B GROUP WORK** Agree on the best solution for each problem.

"The best thing to do is to talk to your friend and say how you feel."

### 3 LISTENING I got it!

**A** Listen to people talk about recent events and activities in their lives. What events and activities are they talking about? What two qualities does each person's behavior demonstrate? Complete the chart.

- a. money management
- b. competitiveness
- c. creativity
- d. concern for others
- e. perseverance
- f. self-confidence

	Event or activity	Qualities
1. Kate		e,
2. Mark		
3. Iris		

**B PAIR WORK** Describe a time when you demonstrated one of the qualities above. Can your partner guess the quality?

### 4 QUESTIONNAIRE Learning styles

**A PAIR WORK** Interview your partner. Circle the ways your partner prefers to improve his or her English.

1. When you don't understand a word, would you prefer to . . . ?
  - a. look it up in a dictionary
  - or
  - b. try to guess the meaning
2. If you don't understand what someone says, would you rather . . . ?
  - a. ask the person to repeat it
  - or
  - b. pretend you understand
3. When you hear a new word in English, would you rather . . . ?
  - a. write it down
  - or
  - b. try to remember it
4. When you make a mistake in English, would you prefer someone to . . . ?
  - a. correct it immediately
  - or
  - b. ignore it
5. When you meet a native English speaker, would you prefer to . . . ?
  - a. try to talk to the person
  - or
  - b. listen while he or she speaks
6. When you have to contact someone in English, would you rather . . . ?
  - a. call him or her on the phone
  - or
  - b. send him or her an email

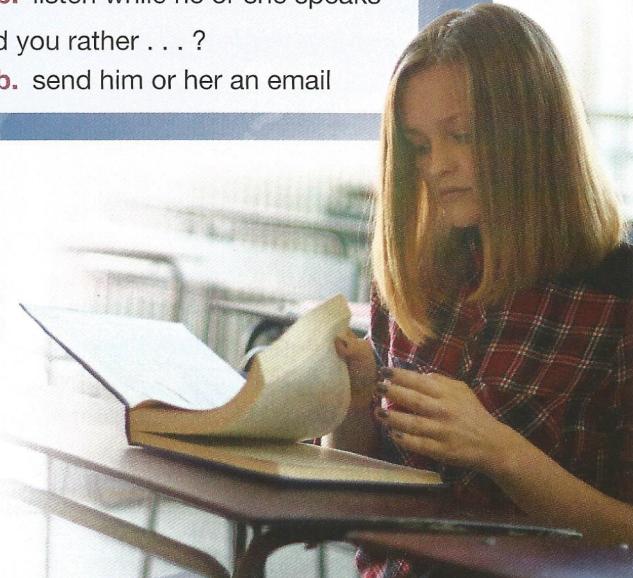
"I'd prefer to try to guess the meaning of a new word."

**B GROUP WORK** Discuss the advantages and disadvantages of each option in part A. Are there better options for each situation?

**A:** When I try to guess the meaning of a new word, it takes less time, so I can read faster.

**B:** Yes, but if you look it up, you learn a new word.

**C:** I think the best way to deal with a new word is to try and guess the meaning, and then check if it makes sense.



### WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

# Interchange activities

## INTERCHANGE 1 Personality quiz

**A PAIR WORK** What is your personality type? Take turns using the quiz to interview each other. Then tally your answers and find out which category best describes you.



### What's your personality type?



1. When you fail a test, do you:
  - a. get really upset and decide to try much harder next time?
  - b. go over your answers and learn from your mistakes?
  - c. not care much about it?
2. When you work on a big project, do you:
  - a. try to finish it as quickly as possible?
  - b. work at it over a long period of time?
  - c. put it off as long as possible?
3. When you do an assignment, do you:
  - a. try to do a first-class job so people will notice?
  - b. do it as well as you can without worrying too much?
  - c. do only what you must to get it done?
4. When faced with a difficult challenge, do you:
  - a. look forward to facing it?
  - b. worry about dealing with it?
  - c. try to avoid it?
5. Do you think the best way to get the most out of a day is to:
  - a. do as many things as possible?
  - b. take your time to get things done?
  - c. do only those things you really have to?
6. When something doesn't work out the way you want it to, do you:
  - a. get angry with yourself and others?
  - b. think calmly about what to do next?
  - c. give up, because it wasn't important anyway?
7. When people take a long time to finish something, do you:
  - a. get impatient and do it yourself?
  - b. gently ask them to do it more quickly?
  - c. let them take their time?
8. When you are learning a new skill, do you:
  - a. work very hard to master it quickly?
  - b. do your best and often ask for help?
  - c. take your time and enjoy the learning experience?
9. If you compare your goals with your friends' goals, do you:
  - a. want to accomplish greater things than they do?
  - b. hope to achieve similar things in life?
  - c. not care if they set higher goals for themselves than you do?
10. When people are late for appointments, do you:
  - a. get angry and stressed out?
  - b. remember that you are sometimes late, too?
  - c. not worry, because you are usually late, too?
11. When people are talking to you, do you:
  - a. not listen and think about other things?
  - b. listen and participate in the conversation?
  - c. let them talk and agree with everything they say?



**B GROUP WORK** Compare your scores. Then suggest four characteristics of each personality type.

"A high achiever is the kind of person who . . . He or she can't stand it when . . ."

#### Scoring

Count how many a, b, and c answers your partner has. If there are . . .

**mostly a answers:** This person is a high achiever but can get very stressed.

**mostly b answers:** This person is the cool and steady type.

**mostly c answers:** This person is the easygoing or carefree type.

# INTERCHANGE 2 Networking

**A PAIR WORK** Imagine you and your partner are organizing a dinner party for new entrepreneurs and potential investors.

Read about each person on the guest list.

The website interface features a top navigation bar with Home, About, News, Business, Community, and Sign in links. Below this, there are two main sections: ENTREPRENEURS on the left and INVESTORS on the right. Each section contains four profiles, each with a circular photo and a brief bio.

**ENTREPRENEURS**

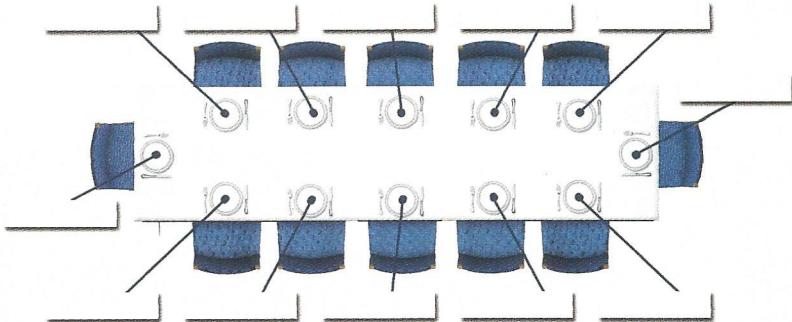
- Gaston Lafont** is 25, single, and a promising chef. He's friendly and ambitious, but he can be very moody. He's coming to the party to get celebrities and powerful business executives to invest in his restaurant.
- Melissa Dominguez** is 28, single, and a computer wizard. She puts her career ahead of her personal life and has few interests apart from her work. She needs funding for a new start-up company.
- Don Hart** is 32, married, and an environmentalist. He's egotistical, outspoken, and tends to start arguments. He wants to run for mayor and needs funding for his campaign.
- Emma Stewart** is 30, single, and a medical researcher. She's shy and introverted and has devoted her life to helping children around the world. She's currently developing a new vaccine for a widespread tropical disease.

**INVESTORS**

- Mike Hunter** is 54, a widower, and an oil tycoon. This millionaire is bossy and straightforward. His companies have been accused of destroying the environment in many countries.
- Paola Di Matteo** is 23, single, and a world-famous movie star. She's very private about her personal life, and she is interested in investing in young talent.
- Joanne Parson** is 42, single, and an art and nature lover. Wealthy and sociable, she takes part in several volunteer projects and gives substantial amounts of money to various causes around the world.
- Ren Okawa** is 38, married, and a stockbroker. He likes to invest in new companies and has helped many startups and young entrepreneurs succeed. He's smart, ambitious, and has sophisticated taste in art and food.

**B PAIR WORK** Discuss the possible seating arrangements for the party. Then complete this seating plan.

- A:** Let's seat Gaston next to Ren. Gaston is interested in finding investors for his new restaurant.
- B:** It might be better to put Ren next to Melissa. Ren likes to invest in start-ups, so . . .



# INTERCHANGE 3 Beg and borrow

A Imagine you own these items. Which ones would you be willing to lend to a friend? Which ones wouldn't you lend? Check (✓) a response for each item.

TENT



- wouldn't mind lending  
 wouldn't want to lend

TABLET



- wouldn't mind lending  
 wouldn't want to lend

CAR



- wouldn't mind lending  
 wouldn't want to lend

MOUNTAIN BIKE



- wouldn't mind lending  
 wouldn't want to lend

POWER DRILL



- wouldn't mind lending  
 wouldn't want to lend

CLASS NOTES



- wouldn't mind lending  
 wouldn't want to lend

CAMERA



- wouldn't mind lending  
 wouldn't want to lend

SLEEPING BAG



- wouldn't mind lending  
 wouldn't want to lend

HEADPHONES



- wouldn't mind lending  
 wouldn't want to lend

B **CLASS ACTIVITY** Go around the class and take turns asking to borrow each item in part A. Explain why you want to borrow it. When responding, say if you are willing to lend the item or not. If you won't lend something, say why.

**A:** Would you mind lending me your tent for the weekend?

I want to go camping, but I got a hole in my tent.

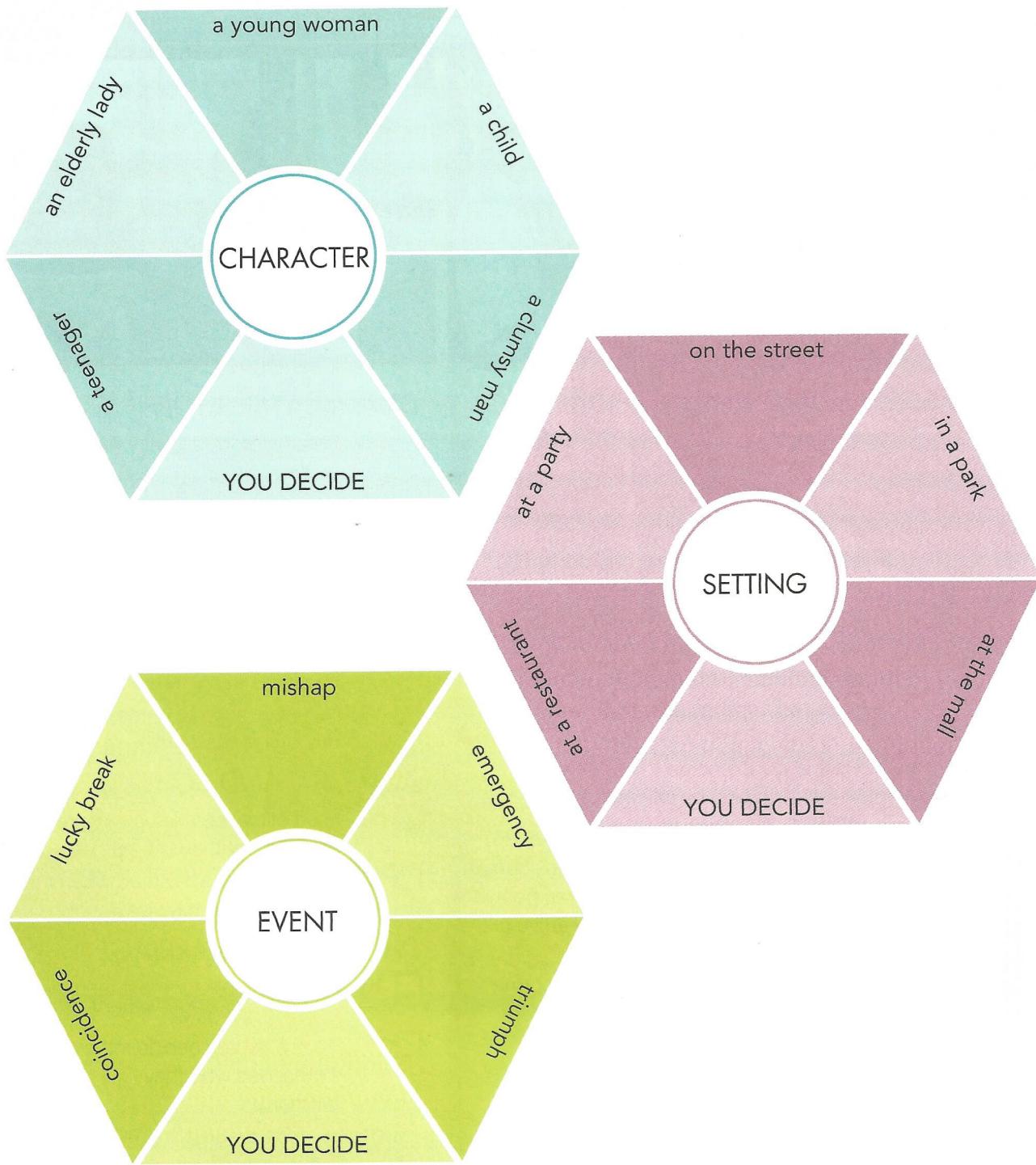
**B:** I'm sorry, but I don't think I can. I might want to go camping this weekend, too!  
OR

**B:** Sure. Just come over tonight and pick it up.

C **CLASS ACTIVITY** Who was able to borrow the most items?

# INTERCHANGE 4 Spin a yarn

**A GROUP WORK** Place a pen on the CHARACTER spinner and spin it. Repeat for the other two spinners. Use the elements the pen points at to create a story. If the pen points at YOU DECIDE, you can use any element from that spinner, or you can invent a new one.



"One day a clumsy man was having dinner at a restaurant when . . ."

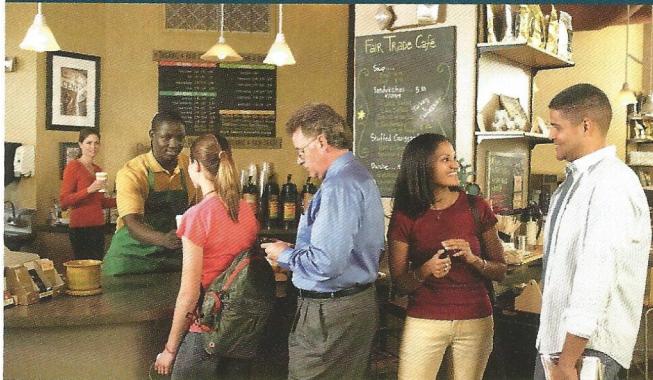
**B CLASS ACTIVITY** Share your group's stories with your classmates. Who created the most interesting story? the most unexpected? the most creative?

# INTERCHANGE 5 Cultural dos and taboos

A These statements are generally true about cultural behavior in the United States. Check (✓) those that are true in your country.

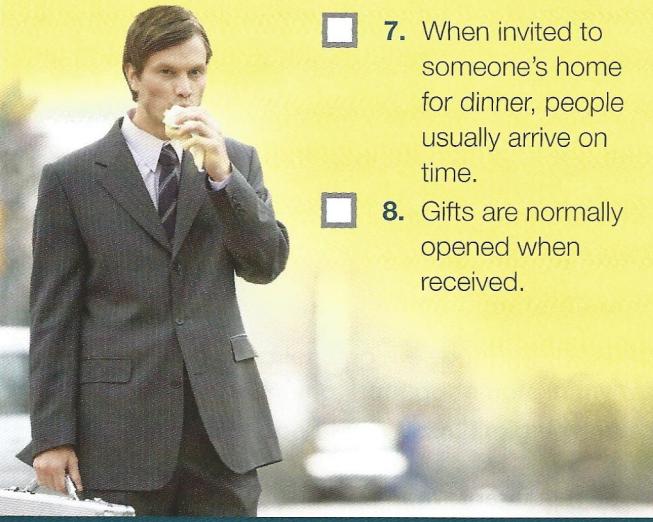
## COMPARING CULTURES

*Find out how typical U.S. cultural behavior compares to yours!*



### SOCIALIZING AND ENTERTAINING

- 1. It's OK to start a conversation with a stranger when waiting in line.
- 2. People aren't supposed to stand too close to other people when talking.
- 3. In general, people wear outdoor shoes inside their homes.
- 4. Women often hug their female friends when they meet.
- 5. It's not acceptable to ask people how much money they earn or how much they paid for things.
- 6. People are expected to call or text before dropping by a friend's house.



- 7. When invited to someone's home for dinner, people usually arrive on time.
- 8. Gifts are normally opened when received.

### DINING AND SHOPPING

- 9. It's acceptable to eat while walking outside.
- 10. Eating is not allowed while shopping in most stores.
- 11. When eating in a restaurant, friends either split the cost of the meal or take turns paying.
- 12. It's the custom to leave a 15–20% tip for the server at a restaurant.
- 13. It's uncommon to bargain when you buy things in stores.

### AT WORK AND SCHOOL

- 14. In an office, people usually prefer to be called by their first names.
- 15. Students remain seated when the teacher enters the classroom.

### DATING AND MARRIAGE

- 16. It's acceptable for most teenagers to go out on dates.
- 17. People usually decide for themselves who they will marry.

B **PAIR WORK** Compare your answers with a partner. For the statements you didn't check, why do you think these behaviors are different in your country?

# INTERCHANGE 6A Home makeover

## Student A

A Look at this apartment. What's wrong with it? First, make a list of as many problems as you can find in each room.



B **PAIR WORK** Compare your lists. What are the similarities and differences in the problems between your picture and your partner's picture? Ask questions to find the differences.

**A:** What's wrong in the bedroom?

**B:** Well, in my picture, the walls need painting. And the curtains . . .

**A:** Oh, really? In my picture, the walls need to be painted, but the curtains . . . , and the window . . .

## Student B

- A** Look at this apartment. What's wrong with it? First, make a list of as many problems as you can find in each room.



- B PAIR WORK** Compare your lists. What are the similarities and differences in the problems between your picture and your partner's picture? Ask questions to find the differences.

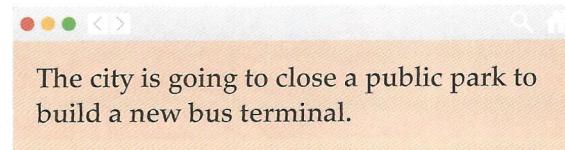
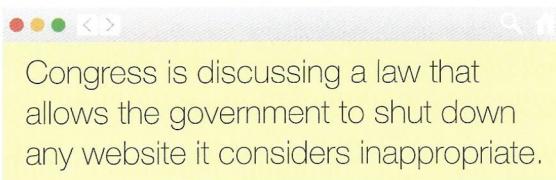
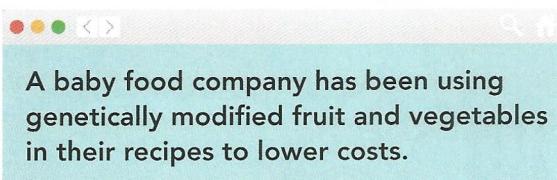
**A:** What's wrong in the bedroom?

**B:** Well, in my picture, the walls need painting. And the curtains . . .

**A:** Oh, really? In my picture, the walls need to be painted, but the curtains . . . , and the window . . .

# INTERCHANGE 7 Take action!

A Read about these issues. Which one would you most likely protest?



B **GROUP WORK** Find other students who chose the same issue.

Then look at methods of protest. Which are the most effective for the issue you chose? Complete the chart.



METHOD OF PROTEST	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NOT EFFECTIVE
start an online campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stage a sit-in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organize a demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
boycott a product or service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask people to sign an online petition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contact local news stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contact your local government representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
distribute pamphlets about the issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hold an awareness campaign in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create posters and signs to hang up around town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Develop a strategy to make your voices heard using the above methods or your own ideas.

C **CLASS ACTIVITY** How did you decide to deal with the issue?  
Present your group's strategy to the class.

**INTERCHANGE 8** Making choices

**A** Complete this chart with information about yourself. Add one idea of your own.



- two artistic skills I'd like to develop
  - two adventurous activities I'd like to try
  - two dances I'd like to learn
  - two topics I'd like to learn more about
  - two foreign languages I'd like to speak
  - two dishes I'd like to learn how to cook
  - two volunteer activities I'd like to do
  - two courses I'd like to take
  - two sports I'd like to play
  - two skills I'd like to improve
  - two \_\_\_\_\_

**B CLASS ACTIVITY** Ask three classmates to help you choose between the things you wrote down in part A. Write their recommendations in the chart.

Names:			
artistic skill			
adventurous activity			
dance			
topic			
foreign language			
dish			
volunteer activity			
course			
sport			
skill			

**A:** I don't know if I'd rather be a graffiti artist or a painter. What do you think?

**B:** Hmm. If I were you, I'd choose graffiti.

**A:** Why graffiti and not painting?

**B:** Well, that kind of street art is very popular nowadays. You could become famous, and . . .

**C GROUP WORK** What are your final choices? Who gave the best advice? Why?

# Grammar plus

## UNIT 1

### 1 Relative pronouns page 3

- A relative pronoun – who or that – is necessary when the pronoun is the subject of the clause: I'd love to meet someone **who/that** is considerate. (NOT: I'd love to meet ~~someone is considerate~~.)
- When the pronoun is the object of the clause, who and that can be left out: I'd like a roommate **who/that** I have a lot in common with. OR I'd like a roommate I have a lot in common with.

Complete the conversation with *who* or *that*. Put an *X* when a relative pronoun isn't necessary.

- A: Ana, have you met Clint – the guy X Laurie is going to marry?  
B: Oh, Clint and I have been friends for years. In fact, I'm the one \_\_\_\_\_ introduced Laurie and Clint.  
A: Do you think they're right for each other?  
B: Definitely. They're two people \_\_\_\_\_ have a lot in common – but not too much.  
A: What does that mean?  
B: Well, you don't want a partner \_\_\_\_\_ doesn't have his or her own interests. Couples \_\_\_\_\_ do everything together usually don't last very long.  
A: I guess you're right, but the opposite isn't good, either. My last girlfriend was someone \_\_\_\_\_ I had nothing in common with. She wasn't the kind of girl \_\_\_\_\_ I could talk to easily.  
B: Well, you can talk to *me* easily. . . .

### 2 *It* clauses + adverbial clauses with *when* page 6

- In sentences with an *it* clause + an adverbial clause with *when*, the word *it* refers to and means the same as the adverbial clause with *when*. The *it* in these sentences is necessary and cannot be left out: I hate **it when** people talk on a cell phone in an elevator. (NOT: I hate ~~when~~ people . . .) **It** bothers me **when** people talk on a cell phone in an elevator. (NOT: ~~Bothers~~ me when people . . .)

Rewrite the sentences using the words in parentheses.

1. I can't stand it when people call me before 8:00 A.M. (it really bothers me)  
It really bothers me when people call me before 8:00 a.m.
2. It upsets me when I don't have enough time to study for an exam. (I hate it)  
\_\_\_\_\_
3. I don't mind it when friends talk to me about their problems. (it doesn't bother me)  
\_\_\_\_\_
4. I don't like it when I forget a co-worker's name. (it embarrasses me)  
\_\_\_\_\_
5. It makes me happy when my friends send me videos. (I love it)  
\_\_\_\_\_
6. I hate it when I have to wait for someone. (it upsets me)  
\_\_\_\_\_

# UNIT 2

## 1 Gerund phrases page 9

- A gerund phrase as a subject takes a singular verb: Taking care of children **is** a rewarding job. (NOT: Taking care of children **are** a rewarding job.)
- There are some common verb + preposition expressions (for example, *dream about*, *feel like*, *talk about*, *think about*) and adjective + preposition phrases (for example, *good/bad at*, *excited by/about*, *interested in*, *tired of*, *used to*) that are followed by a gerund: I'm **thinking about looking for** a new job. I'm **tired of working** long hours.

Complete the sentences with the correct gerund forms of the verbs in the box.

✓ **become**    **have**    **make**    **stand**    **travel**  
    **change**    **learn**    **solve**    **take**    **work**

1. My brother's very interested in \_\_\_\_\_ **becoming** \_\_\_\_\_ a flight attendant.  
He dreams about \_\_\_\_\_ to new places.
2. I'm excited about \_\_\_\_\_ a Japanese class next semester.  
I enjoy \_\_\_\_\_ languages.
3. You wouldn't like \_\_\_\_\_ in a restaurant. You'd get tired of  
\_\_\_\_\_ on your feet throughout the long shifts!
4. Our teacher is very good at \_\_\_\_\_ problems. Maybe she should  
think about \_\_\_\_\_ careers to become a guidance counselor.
5. \_\_\_\_\_ a living as a photographer could be challenging.  
\_\_\_\_\_ an impressive portfolio is really important to attract  
new clients and employers.

## 2 Comparisons page 11

- When making general comparisons with count nouns, use *a/an* + singular noun or no article + plural noun: **A pilot** earns more than **a flight attendant**. **Pilots** earn more than **flight attendants**. (NOT: **The pilots** earn more than **the flight attendants**.)

Make comparisons with the information below. Add articles and other words when necessary.

1. architect / more education / hairstylist  
An architect needs more education than a hairstylist.
2. college professor / earn more / elementary school teacher
3. nurses / worse hours / psychiatrists
4. working as a police officer / as dangerous / being a firefighter
5. taxi driver / not as well paid / electrician
6. being a tour guide / less interesting / being an actor

# UNIT 3

## 1 Requests with modals, if clauses, and gerunds page 17

- Use the simple past form – not the gerund or simple present form – after *if* with *Would you mind . . . ?* and *Would it be all right . . . ?*: **Would you mind if I used** your car? **Would it be all right if I used** your car? (NOT: Would you mind if I *use* your car? OR Would it be all right if I *use* your car?)

Read the situations. Then complete the requests.

1. You want to borrow a friend's underwater camera for a diving trip.

**A:** I was wondering if I could borrow your underwater camera.

**B:** Sure. That's fine. Just please be careful with it.

2. You want to use your roommate's computer.

**A:** Is it OK \_\_\_\_\_

**B:** You can use it, but please don't drink near it.

3. Your neighbor has a car. You need a ride to class.

**A:** Would you mind \_\_\_\_\_

**B:** I'd be glad to. What time should I pick you up?

4. You want your brother to help you move on Saturday.

**A:** Can you \_\_\_\_\_

**B:** I'm sorry. I'm busy all weekend.

5. You would like a second piece of your aunt's cherry pie.

**A:** Would it be all right \_\_\_\_\_

**B:** Yes, of course! Just pass me your plate.

6. You want to borrow your cousin's red sweater.

**A:** Could you \_\_\_\_\_

**B:** Sorry. I don't like it when other people wear my clothes.

## 2 Indirect requests page 20

- In indirect requests with negative infinitives, *not* comes before – not between – the infinitive: Could you tell Allie **not to be** late? (NOT: Could you tell Allie **to not be** late?)

Complete the indirect requests. Ask someone to deliver the messages to Susie.

1. Are you busy this weekend? → Could you ask Susie if she's busy this weekend?
2. Do you want to hang out with me? → Can \_\_\_\_\_
3. Text me. → Can \_\_\_\_\_
4. Do you know my address? → Can \_\_\_\_\_
5. Don't forget to write. → Could \_\_\_\_\_
6. What are you doing Saturday? → Can \_\_\_\_\_
7. Do you have plans on Sunday? → Could \_\_\_\_\_

# UNIT 4

## 1 Past continuous vs. simple past page 23

■ Verbs for non-actions or states are rarely used in the past continuous: I **wanted** to stop, but I couldn't. (NOT: I **was wanting** to stop . . .)

Circle the best forms to complete the conversations.

1. A: How **did you break / were you breaking** your arm?

B: It's a crazy story! Ramon and I **rode / were riding** our bikes in the park when a cat **ran / was running** out in front of me. I **went / was going** pretty fast, so when I **tried / was trying** to stop, I **went / was going** off the road and **fell / was falling**.

A: That's terrible! **Did you go / Were you going to** the hospital after it **happened / was happening**?

B: Yes. Luckily, we **weren't / weren't being** too far from City Hospital, so we **went / were going** there.

2. A: You'll never guess what **happened / was happening** to me this morning!

B: What?

A: Well, I **brushed / was brushing** my teeth when suddenly the water **went / was going** off. I **had / was having** toothpaste all over my mouth, and I couldn't wash it off.

B: So what **did you do / were you doing**?

A: Fortunately, I **had / was having** a big bottle of water in the refrigerator, so I **used / was using** that water to rinse my mouth.

## 2 Past perfect page 25

■ Use the past perfect to show that one past action happened before another past action:

I **wasn't able to** pay for lunch because I **had left** my wallet at work.

PAST ————— X ————— X ————— NOW  
had left my wallet                            wasn't able to pay

Combine the two ideas into one with a past event and a past perfect event.

Use *when* or *because*.

1. The museum closed. A thief stole a famous painting earlier.

The museum closed because a thief had stolen a famous painting earlier.

2. We finished cleaning the house. Then our guests arrived.

3. Someone robbed my house yesterday. I left the window open.

4. There was no food in the house. We forgot to stop at the supermarket.

5. I called her three times. She finally answered.

6. I knew about the problem. Your brother told me about it.

# UNIT 5

## 1 Noun phrases containing relative clauses page 31

- The relative pronoun *who* or *that* can be left out in noun phrases as subjects and as objects. These four sentences have exactly the same meaning: One thing I'd be nervous about is getting lost. One thing that I'd be nervous about is getting lost. Getting lost is one thing I'd be nervous about. Getting lost is one thing that I'd be nervous about.

Answer the questions using the words in parentheses. Write each sentence two ways. Leave out the relative pronouns.

*If you went to live in a foreign country, . . .*

1. Who would you miss a lot? (person: my best friend)

- a. One person I'd miss a lot is my best friend.
- b. My best friend is one person I'd miss a lot.

2. What would you be very interested in? (things: the food and the music)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. What would you be worried about? (something: not understanding the customs)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

4. Who would you stay in touch with? (people: my brother and sister)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5. What would you feel insecure about? (thing: speaking a new language)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

## 2 Expectations page 33

- Use the base form of a verb – not the gerund – after these expressions for expectations: *be the custom to*, *be supposed to*, *be expected to*, *be acceptable to*: It's the custom to **arrive** a little late. (NOT: It's the custom to **arriving** a little late.)

Complete the sentences with the clauses in the box.

it's not acceptable to show up without calling first.  
it's the custom for them to sit across from each other.  
you're expected to reply within a few days.  
you're supposed to bring a gift.  
✓ you're supposed to shake his or her hand.

1. When you meet someone for the first time, you're supposed to shake his or her hand.
2. When a friend sends you an email, \_\_\_\_\_
3. If you want to visit someone, \_\_\_\_\_
4. If you invite a married couple to dinner, \_\_\_\_\_
5. When you go to a birthday party, \_\_\_\_\_

# UNIT 6

1 Describing problems 1 page 37

- The simple past and the past participle of regular verbs are the same: I **chipped** the vase. The vase is **chipped**. BUT Many irregular verbs have different simple past and past participle forms: I **tore** my jacket. My jacket is **torn**.

Complete the conversations with the correct words from the box.

are stained has a dent ✓ have a tear is broken is scratched  
has a chip has a stain is a hole is leaking some damage

1. A: Oh, no! These jeans have a tear in them.  
B: And they , too.
  2. A: This table has on top.  
B: I know. The wood because my son drags his toy cars on it.
  3. A: Why are you drinking out of that glass? It in it.  
B: Oh, I didn't see it. That's why it .
  4. A: Someone hit my car today. Look! The door in it.  
B: I see that. Your back light , too.
  5. A: I bought this blouse yesterday, but I have to take it back. There in it.  
B: It's really cute, but that's not the only problem. It on it, too.

**2** Describing problems 2 page 39

- Use the past participle – not the present participle or gerund – with passive forms:  
The oven needs to be **fixed**. (NOT: The oven needs to be **fixing**.)

- A** Complete the conversation with the verbs in parentheses.

Use **need** + passive infinitive in A's lines and **need** + gerund in B's lines.

**A:** Look at this place! A lot of work needs to be done (do) before we move in.

**B:** You're not kidding. Let's make a list. First, the walls need painting (paint).

**A:** Right. And the windows wash. Add the rug to your list:  
It really clean (clean). Do you think it dry-clean (dry-clean)?

**B:** No, I think we can do it ourselves. It shampoo (shampoo).  
We can rent a machine for that.

**A:** And what about the ceiling fan? I think it replace (replace).  
Fans aren't too expensive.

**B:** OK. I've added it to the list. And what should we do with all this old furniture?

**A:** It throw out! I think the landlord should take care of that, though.

- B** Complete the blog with the correct form of *keep* and the verb in parentheses.

I keep having (have) technical problems. My computer crash, and my printer jam. I have to put a new battery into my mouse because it die. The letters on my keyboard stick, too. I think things will get better, but they just get worse. Time for some new electronics!

# UNIT 7

## 1 Passive with prepositions page 45

The prepositions *by*, *as a result of*, *because of*, *though*, and *due to* have similar meanings. They are used in sentences that describe cause and effect; they introduce the cause.

Match phrases from each column to make sentences. (More than one answer may be possible.)

Subject	Effect	Cause
1. The environment	is being contaminated due to	improper disposal of medical waste.
2. Our soil	is being harmed by	deforestation to make paper products.
3. Infectious diseases	are being endangered due to	hybrid cars.
4. Many different species	has been affected because of	the use of pesticides on fruits and vegetables.
5. Our air quality	has been reduced as a result of	the destruction of their habitats.
6. Smog pollution	have been spread through	climate changes like global warming.

## 2 Infinitive clauses and phrases page 47

The form of *be* that follows the first infinitive must agree with the subject:

The best way to reduce pollution **is** to improve public transportation.

BUT The best ways to reduce homelessness **are** to build more public housing and provide free health care.

### A Match the phrases.

1. What are the best ways to make \_\_\_\_\_
2. And the best way to do that is \_\_\_\_\_
3. The best ways to reduce \_\_\_\_\_
4. One way to improve \_\_\_\_\_
5. Another way to make \_\_\_\_\_

- a. people safer is to make the air healthier.
- b. to create a larger police force.
- c. people's quality of life is to help them feel safe.
- d. air pollution are to ban cars and control industry.
- e. this city a better place to live?

### B Complete the conversation with the sentences above.

A: What are the best ways to make this city a better place to live?

B: Well, \_\_\_\_\_

A: That's right. \_\_\_\_\_

B: I agree. \_\_\_\_\_

A: Yes. Good air quality is key. \_\_\_\_\_

B: Maybe it's time to share our ideas with the mayor. Get out your phone.

# UNIT 8

## 1 Would rather and would prefer page 51

■ In negative statements with *would rather* and *would prefer*, the word *not* comes after the verbs: **I'd rather not/I'd prefer not** to take any courses this semester.  
(NOT: I ~~wouldn't rather/I wouldn't prefer~~ to . . .)

Write questions and responses using the words in parentheses.

1. A: Would you prefer to take classes during the day or at night?  
(prefer / take classes / during the day / at night)  
B: \_\_\_\_\_  
(rather / take classes / at night)
2. A: \_\_\_\_\_  
(rather / study / business / education)  
B: \_\_\_\_\_  
(prefer / become / a teacher)
3. A: \_\_\_\_\_  
(prefer / sign up for / an art course / a computer course)  
B: \_\_\_\_\_  
(prefer / not / take / any classes this semester)
4. A: \_\_\_\_\_  
(rather / take up / an individual sport / a team sport)  
B: \_\_\_\_\_  
(rather / not / take up / either)

## 2 By + gerund to describe how to do things page 53

■ In negative sentences that express comparison with *by + gerund* and *but, not* comes before *by*: A good way to improve your accent is **not by watching TV but by talking** to native speakers. In negative sentences with *by* that give advice without a comparison, *not* comes after *by*: A good way to improve your accent is **by not imitating** non-native speakers.

Combine the two ideas into one sentence using *by + gerund*.

1. You can build your vocabulary. Write down new words and expressions.  
One way to build your vocabulary is by writing down new words and expressions.
2. There is a good way to improve your accent. You can mimic native speakers.  
\_\_\_\_\_
3. Students can improve their listening skills. They can listen to English-language podcasts.  
\_\_\_\_\_
4. Hardworking students improve their grammar. They don't repeat common mistakes.  
\_\_\_\_\_
5. You can become fluent. Don't translate everything. Try to think in English.  
\_\_\_\_\_
6. You can become a good conversationalist. Don't just talk with others.  
Talk to yourself when you're alone, too.  
\_\_\_\_\_

# Grammar plus answer key

## Unit 1

### 1 Relative pronouns

- A: Ana, have you met Clint – the guy **X** Laurie is going to marry?  
B: Oh, Clint and I have been friends for years. In fact, I'm the one **who/that** introduced Laurie and Clint.  
A: Do you think they're right for each other?  
B: Definitely. They're two people **who/that** have a lot in common – but not too much.  
A: What does that mean?  
B: Well, you don't want a partner **who/that** doesn't have his or her own interests. Couples **who/that** do everything together usually don't last very long.  
A: I guess you're right, but the opposite isn't good, either. My last girlfriend was someone **X** I had nothing in common with. She wasn't the kind of girl **X** I could talk to easily.  
B: Well, you can talk to me easily. . . .

### 2 It clauses + adverbial clauses with when

2. I hate it when I don't have enough time to study for an exam.
3. It doesn't bother me when friends talk to me about their problems.
4. It embarrasses me when I forget a co-worker's name.
5. I love it when my friends send me videos.
6. It upsets me when I have to wait for someone.

## Unit 2

### 1 Gerund phrases

1. My brother's very interested in **becoming** a flight attendant. He dreams about **traveling** to new places.
2. I'm excited about **taking** a Japanese class next semester. I enjoy **learning** languages.
3. You wouldn't like **working** in a restaurant. You'd get tired of **standing** on your feet throughout the long shifts!
4. Our teacher is very good at **solving** problems. Maybe she should think about **changing** careers to become a guidance counselor.
5. **Making** a living as a photographer could be challenging. **Having** an impressive portfolio is really important to attract new clients and employers.

### 2 Comparisons

Answers may vary. Some possible answers:

2. A college professor earns more than an elementary school teacher.
3. Nurses have worse hours than psychiatrists.
4. Working as a police officer is as dangerous as being a firefighter.
5. A taxi driver isn't as well paid as an electrician.
6. Being a tour guide is less interesting than being an actor.

## Unit 3

### 1 Requests with modals, if clauses, and gerunds

Answers may vary. Some possible answers:

2. A: Is it OK **if I use your computer**?  
B: You can use it, but please don't drink near it.
3. A: Would you mind **giving me a ride to class**?  
B: I'd be glad to. What time should I pick you up?
4. A: Can you **help me move on Saturday**?  
B: I'm sorry. I'm busy all weekend.
5. A: Would it be all right **if I had another piece of pie**?  
B: Yes, of course! Just pass me your plate.
6. A: Could you **lend me your red sweater**?  
B: Sorry. I don't like it when other people wear my clothes.

### 2 Indirect requests

2. Can you ask Susie if she wants to hang out with me?
3. Can you ask/tell Susie to text me?
4. Can you ask Susie if she knows my address?
5. Could you tell Susie not to forget to write?
6. Can you ask Susie what she's doing on Saturday?
7. Could you ask Susie if she has plans on Sunday?

## Unit 4

### 1 Past continuous vs. simple past

1. A: How **did you break** your arm?  
B: It's a crazy story! Ramon and I **were riding** our bikes in the park when a cat **ran** out in front of me. I **was going** pretty fast, so when I **tried** to stop, I **went** off the road and **fell**.  
A: That's terrible! **Did you go** to the hospital after it **happened**?  
B: Yes. Luckily, we **weren't** too far from City Hospital, so we **went** there.
2. A: You'll never guess what **happened** to me this morning!  
B: What?  
A: Well, I **was brushing** my teeth when suddenly the water **went** off. I **had** toothpaste all over my mouth, and I couldn't wash it off.  
B: So what **did you do**?  
A: Fortunately, I **had** a big bottle of water in the refrigerator, so I **used** that water to rinse my mouth.

### 2 Past perfect

2. We had finished cleaning the house when our guests arrived.
3. Someone robbed my house yesterday because I had left the window open.
4. There was no food in the house because we had forgotten to stop at the supermarket.
5. I had called her three times when she finally answered.
6. I knew about the problem because your brother had told me about it.

## Unit 5

### 1 Noun phrases containing relative clauses

2. a. Two things (that) I'd be very interested in are the food and the music.
- b. The food and the music are two things (that) I'd be very interested in.
3. a. Something (that) I'd be worried about is not understanding the customs.
- b. Not understanding the customs is something (that) I'd be worried about.
4. a. Two people (who/that) I'd stay in touch with are my brother and sister.
- b. My brother and sister are two people (who/that) I'd stay in touch with.
5. a. One thing (that) I'd feel insecure about is speaking a new language.
- b. Speaking a new language is one thing (that) I'd feel insecure about.

### 2 Expectations

2. When a friend sends you an email, **you're expected to reply within a few days**.
3. If you want to visit someone, **it's not acceptable to show up without calling first**.
4. If you invite a married couple to dinner, **it's the custom for them to sit across from each other**.
5. When you go to a birthday party, **you're supposed to bring a gift**.

## Unit 6

### 1 Describing problems 1

1. A: Oh, no! These jeans **have a tear** in them.  
B: And they **are stained**, too.
2. A: This table has **some damage** on top.  
B: I know. The wood **is scratched** because my son drags his toy cars on it.
3. A: Why are you drinking out of that glass? It **has a chip** in it.  
B: Oh, I didn't see it. That's why it **is leaking**.
4. A: Someone hit my car today. Look! The door **has a dent** in it.  
B: I see that. Your back light **is broken**, too.
5. A: I bought this blouse yesterday, but I have to take it back. There **is a hole** in it.  
B: It's really cute, but that's not the only problem. It **has a stain** on it, too.

### 2 Describing problems 2

- A**
- A: Look at this place! A lot of work **needs to be done** before we move in.
  - B: You're not kidding. Let's make a list. First, the walls **need painting**.
  - A: Right. And the windows **need to be washed**. Add the rug to your list: It **really needs to be cleaned**. Do you think it **needs to be dry-cleaned**?
  - B: No, I think we can do it ourselves. It **needs shampooing**. We can rent a machine for that.
  - A: And what about the ceiling fan? I think it **needs to be replaced**. Fans aren't too expensive.
  - B: OK. I've added it to the list. And what should we do with all this old furniture?
  - A: It **needs to be thrown out**! I think the landlord should take care of that, though.

**B**  
I **keep having** technical problems. My computer **keeps crashing**, and my printer **keeps jamming**. I have to **keep putting** a new battery into my mouse because it **keeps dying**. The letters on my keyboard **keep sticking**, too. I **keep thinking** things will get better, but they just **keep getting** worse. Time for some new electronics!

## Unit 7

### 1 Passive with prepositions

Answers may vary. Some possible answers:

2. Our soil is being contaminated due to the use of pesticides on fruits and vegetables.
3. Infectious diseases have been spread through improper disposal of medical waste.
4. Many different species are being endangered due to the destruction of their habitats.
5. Our air quality has been affected because of deforestation to make paper products.
6. Smog pollution has been reduced as a result of hybrid cars.

### 2 Infinitive clauses and phrases

**A**

2. b 3. d 4. c 5. a

**B**

B: Well, **one way to improve people's quality of life is to help them feel safe**.

- A: That's right. **And the best way to do that is to create a larger police force**.
- B: I agree. **Another way to make people safer is to make the air healthier**.
- A: Yes. Good air quality is key. **The best ways to reduce air pollution are to ban cars and control industry**.
- B: Maybe it's time to share our ideas with the mayor. Get out your phone.

## Unit 8

### 1 Would rather and would prefer

1. A: Would you prefer to take classes during the day or at night?  
B: I'd rather take classes at night.
2. A: Would you rather study business or education?  
B: I'd prefer to become a teacher.
3. A: Would you prefer to sign up for an art course or a computer course?  
B: I'd prefer not take any classes this semester.
4. A: Would you rather take up an individual sport or a team sport?  
B: I'd rather not take up either.

### 2 By + gerund to describe how to do things

2. A good way to improve your accent is by mimicking native speakers.
3. Students can improve their listening skills by listening to English-language podcasts.
4. Hardworking students improve their grammar by not repeating common mistakes.
5. You can become fluent not by translating everything but by trying to think in English.
6. You can become a good conversationalist not just by talking with others but by talking to yourself when you're alone, too.

# Appendix

## Irregular verbs

Present	Past	Past Participle	Present	Past	Past Participle
(be) am/is, are	was, were	been	leave	left	left
become	became	become	lend	lent	lent
begin	began	begun	let	let	let
bite	bit	bitten	light	lit	lit
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burned	burned	put	put	put
buy	bought	bought	quit	quit	quit
catch	caught	caught	read	read	read
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
dream	dreamed/dreamt	dreamed/dreamt	shine	shined/shone	shined/shone
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	show	showed	shown
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	stick	stuck	stuck
forgive	forgave	forgiven	sweep	swept	swept
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tear	tore	torn
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	upset	upset	upset
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	write	wrote	written

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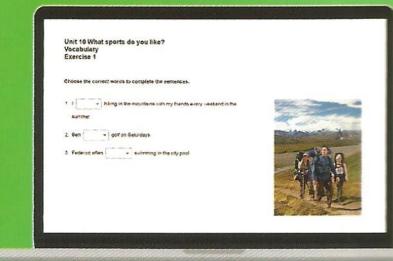
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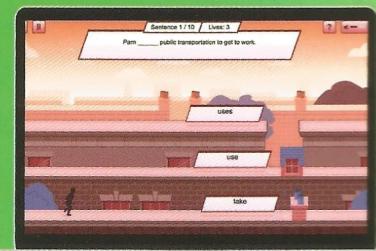
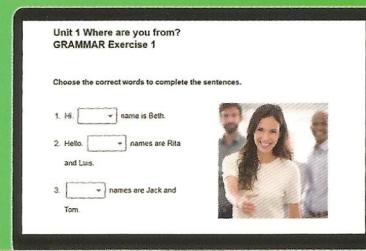
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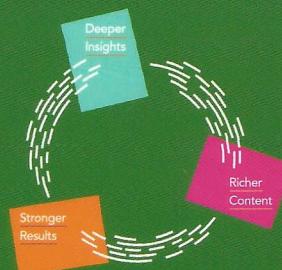
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