

ICPNA

INSTITUTO CULTURAL PERUANO NORTEAMERICANO



THIRD EDITION

WORLDLINK

Developing
English Fluency



James R. Morgan ■ Nancy Douglas

BASIC 12

Front cover art by Eduardo Kobra
in São Paulo, Brazil.
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Brazilian muralist Eduardo Kobra creates large-scale, colorful murals of notable people in cities around the world.

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English Fluency

Basic 12

James R. Morgan

Nancy Douglas



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GUIDE TO PRONUNCIATION SYMBOLS

Vowels			Consonants		
Symbol	Key Word	Pronunciation	Symbol	Key Word	Pronunciation
/ɑ/	hot	/hɑt/	/b/	boy	/bɔɪ/
	far	/fɑr/	/d/	day	/deɪ/
/æ/	cat	/kæt/	/dʒ/	just	/dʒʌst/
/aɪ/	fine	/faɪn/	/f/	face	/feɪs/
/aʊ/	house	/haʊs/	/g/	get	/gɛt/
/ɛ/	bed	/bɛd/	/h/	hat	/hæt/
/eɪ/	name	/neɪm/	/k/	car	/kar/
/i/	need	/nid/	/l/	light	/laɪt/
/ɪ/	sit	/sɪt/	/m/	my	/maɪ/
/oʊ/	go	/goʊ/	/n/	nine	/naɪn/
/ʊ/	book	/bʊk/	/ŋ/	sing	/sɪŋ/
/u/	boot	/but/	/p/	pen	/pɛn/
/ɔ/	dog	/dɔg/	/r/	right	/raɪt/
	four	/fɔr/	/s/	see	/si/
/ɔɪ/	toy	/tɔɪ/	/t/	tea	/ti/
/ʌ/	cup	/kʌp/	/ʃ/	cheap	/tʃip/
/ɜr/	bird	/bɜrd/	/v/	vote	/voʊt/
/ər/	error	/'ɛrər/	/w/	west	/wɛst/
/ə/	about	/ə'baut/	/y/	yes	/yɛs/
	after	/'æftər/	/z/	zoo	/zu/
			/ð/	they	/ðeɪ/
			/θ/	think	/θɪŋk/
			/ʃ/	shoe	/ʃu/
			/ʒ/	vision	/'vɪʒən/

Stress

/ / city /'sɪti/

used before a syllable to show primary (main) stress

// dictionary /'dɪkʃə nəri/

used before a syllable to show secondary stress

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LEARNING OUTCOMES

The list below will help you focus your learning and follow up on your achievement. Please **put a check (✓)** in the box that, in your opinion shows your progress. Make sure **you demonstrate** you **can** do the following when finishing the respective unit.



BASIC 12 (B12)



Unit 10

Learning Outcomes

I saw it

I understand it

I use it



I can make phone calls. (p. 145)
~ Can I speak to Lisa, please? ~ This is Lisa. / May I ask who's calling? / Can you hang on (for a moment)? / Can I take a message?



I can ask for permission and respond using *would*, *could*, *may*, *can*, *mind*, and other expressions. (p. 146)
~ Would you mind if I use your phone? ~ No, not at all. / ~ Can I use your phone? ~ Certainly.



I can express different meanings using verbs + infinitives and verbs + -ing forms. (p. 152)
I need to buy a new phone. / I avoid talking on the phone when I'm driving. / I tried to call / calling you earlier.



I can listen for details in phone conversations. (p. 149)



I can read for opinions and reasons. (p. 150)



I can write a paragraph with a supported response. (p. 153)



I can offer a counterargument. (p. 159)
A lot of people say (that) she's really shy. (But,) actually,... she's very outgoing.



I can talk about repeated events in the past, using *used to*. (p. 160)
I used to wear glasses. / She didn't use to own a computer. / ~ Did you use to wear glasses? ~ Yes, I did.



I can make comparisons using *as + adjective + as* and *as much as*. (p. 166)
Phone A is as big as Phone B. / Phone A costs as much as Phone B. / Maria didn't do as well as Carlos on the test.



I can listen for details. (p. 158)



I can read to identify a sequence of events. (p. 164)



I can write a comparison (of two products). (p. 167)



I can say I've forgotten something. (p. 173)
I forgot to empty the trash. / I don't remember turning off the lights.



I can express obligation and necessity in present and past using modals (*must*, *have to*, *have got to*, *had to*, *don't have to*). (p. 174)
You must show your ID to get on the plane. / We've got to get some cash.



I can talk about past experiences and recently completed activities using the present perfect, *already*, *never*, and *yet*, and the simple past. (p. 180)
~ Have you ever been to Brazil? ~ Yes, I have. I was there last year.
~ No, I haven't. / ~ Have you packed yet? ~ No, not yet.



I can listen for sequence of events. (p. 177)



I can read for examples. (p. 178)



I can write about a travel experience. (p. 180)

WELCOME UNIT

1 GRAMMAR

- A**  Write statements that are true for you. Then, read your statements to a partner. Your partner will agree or disagree, using *so*, *too*, *either*, and *neither*.

1. big parties _____
2. speak French _____
3. study every day _____
4. watch movies _____
5. go out on weekends _____
6. ride the bus to school _____

I don't like big parties.

I like to go to big parties.

Me neither. They're too noisy.

Really? I don't! They're too noisy.

- B** Match the sentence parts.

1. After I eat breakfast, b
 2. Before we have a party,
 3. When I have an important exam,
 4. Before Ellen goes to stay at a friend's house,
 5. When a person turns 18,
 6. After I get a gift,
- a. I study and go to bed early.
 - b. ~~I brush my teeth.~~
 - c. he or she is an adult.
 - d. she buys a small gift.
 - e. I send a thank-you note.
 - f. we clean the house.

- C** Complete the story with the simple past or the past continuous tense of the verbs in parentheses.

We (1. eat) were eating in a restaurant when the lights (2. go) _____ out. Suddenly, there (3. be) _____ a loud noise in the kitchen.

Everyone (4. shout) _____ when the police (5. run) _____ in. When the lights (6. come) _____ on again, a man (7. lie) _____ on the floor. He (8. bleed) _____.

Time Clauses

Time clauses (as in the sentences above) show the order of two or more events. These examples show that when the time clause comes first, you must put a comma before the main clause.

- D** Correct the adverb errors in the sentences. One of the sentences is correct.

- quickly*
1. The child ate quickly the bread.
2. She smiled happily at her father.
3. The horse ran fastly through the forest.
4. When the princess answered correctly the riddle, the witch disappeared.
5. The man seemed differently from other men.
6. The chorus sang the song very goodly.

- E**  Work with a partner. Take turns asking and answering questions with the present perfect and *How long*, using the words below.

1. study English _____ *How long have you studied English?* _____
2. know your teacher _____
3. live in this city _____
4. dated your boyfriend or girlfriend _____
5. go to this school _____
6. have the same hairstyle _____

How long have you studied
English?

I've studied English for four
years.



- F** Correct the errors in the verb + infinitive in the sentences below. There is one correct sentence.

- to*
1. Lucy wants to be an archaeologist.
2. I need writing some emails this afternoon.
3. We hope find jobs after graduation.
4. Ana plans to visit Brazil next spring.
5. My boss agreed letting me take a few days off.
6. Marcos learned program computers in high school.

2 VOCABULARY

- A  Work with a partner to create sentences using the collocations from the chart. Some words can be used more than once.

get	friends
have	a good time
invite	a party
plan	together
throw	

1. I get together with my friends on the weekend.
2. _____
3. _____
4. _____
5. _____
6. _____

- B Complete the sentences with the correct form of the words in the box.

compete gather participate perform prize race take place tradition

1. To gather is to come together in a group.
2. A _____ is something that you get when you win a game or an activity.
3. The customs or ways of doing something are called _____.
4. When something happens, it _____.
5. A person who tries to be the best in a game or other activity is a _____.
6. A person who sings, dances, or plays music in front of others is a _____.
7. A _____ is an activity, like running or swimming, where you try to be the fastest.
8. To do something with other people is to _____.

Word Families

Learn new words in families—look for related word forms and make a note of them in your vocabulary notebook or log. Practice with the words from B. Complete the chart with the word forms.

Verb	Noun	Noun (person)
	competition	
		participant
perform		

- C  Unscramble the verbs and adjectives often used when telling stories. Then work with a partner to write the part of speech and a definition for each one.

1. v r c e e l clever _____
2. u s r t g g e l s _____
3. d e c i b e n r l i i _____
4. m e r o v e c o o _____
5. r s o d i c e v d _____
6. r e v u s i v s _____

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

Clever is an adjective. It means intelligent.

- D Match the words in the box with the words closest to their opposites.

demanding dull **exhausting** hazardous rewarding well-paid

- | | | |
|-----------------------|-------------------------|-------------------|
| 1. relaxing _____ | exhausting _____ | 4. safe _____ |
| 2. unsatisfying _____ | _____ | 5. easy _____ |
| 3. exciting _____ | _____ | 6. dead-end _____ |

3 WRITING

- A Write a paragraph (about ten sentences) about a job that interests you. Be sure to answer these questions:

- What is the job?
- What training, skills, or personal qualities do you need for this job?
- What are the advantages and disadvantages of the job?



A firefighter needs to be courageous.

4 COMMUNICATION

- A Read the statements and check (✓) Yes or No. Then, compare and discuss your answers with a partner. Give your partner some tips.

1. I like talking about my feelings in English.
2. I feel nervous when giving a presentation in English.
3. I am happy to speak in small groups in class.
4. I feel uncomfortable expressing myself in English in front of the class.
5. Speaking with a classmate helps me to improve my English.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Direct and Indirect Advice

Start your advice with these phrases: *I think you should*, *I don't think you should*, and *you shouldn't*. To be more indirect, you can use *You might want to* or *It might be*.



10 TELEPHONING

A photograph showing several people standing in a dark, open landscape under a bright, overexposed sky. They are silhouetted and holding up small glowing blue lights, likely phones, towards the sky to try to catch a signal. The scene conveys a sense of hope or communication in a difficult environment.

Look at the photo. Answer the questions.

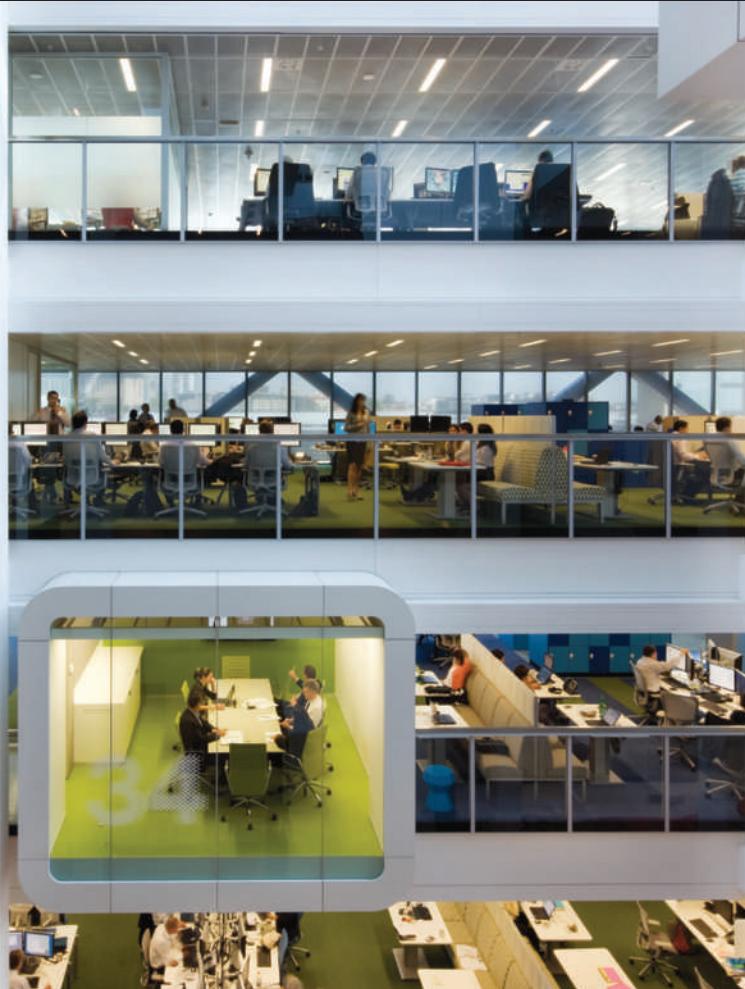
- 1** What are these people doing?
- 2** Do you ever have to do this?
- 3** What kind of phone do you have now? Do you like it?

UNIT GOALS

- 1** Use formal and informal language on the phone
- 2** Talk about phone etiquette
- 3** Discuss plans and opinions
- 4** Describe your personal phone habits

In the country of Djibouti, migrants from Somalia search for a phone signal in order to call home.

LESSON A USING THE TELEPHONE



1 VIDEO A Conference Call in Real Life

- A What are the challenges of holding a conference call with people in many different places? Discuss with a partner.
- B Read about the challenges of conference calls below. Then watch and check off the ones you see in the video.

The challenges of conference calls

- Some people are late in joining the call.
- People talk at the same time.
- The conversation can be awkward.
- No one leads the call.
- The calls are too expensive.
- You can't hear well.
- There are too many outside interruptions.
- Some people leave the call early.

- C Do you think conference calls are useful? Why or why not? Discuss with a partner.

Word Bank

A *conference call* or *teleconference* is a telephone meeting for people in different locations. Each person *joins the meeting* by calling in on a separate phone, entering an access *code*, and saying their name.

I think conference calls can be useful because...

2 VOCABULARY

Word Bank
Phrases with phone <p>answer the phone ↔ hang up the phone turn on your phone ↔ turn off your phone mute / silence your phone be on the phone / talk on the phone borrow / use someone's phone</p>
Phrases with call <p>call someone / make a call call someone back / return a call get a call from someone screen your calls</p>
Phrases with message <p>get a (text / phone) message ↔ leave a message¹ / send a message² check your (text / phone) messages take a message</p>



¹You leave a (voice) message on the phone. ²You send text messages.

- A** Look at the Word Bank. Use a dictionary to look up any words you don't know.
- B** Use the Word Bank to complete the dialogs below. Use the correct form of the verb. In some cases, more than one answer may be possible.
- /'eməli/
1. A: Emily just called. She's running five minutes late.
 B: Really? But the movie is starting in five minutes!
 A: Let's _____ her a text message. Now, what should we tell her?
 /'mɪstər 'tʃɔɪ/
 2. A: Hello, is Mr. Choi there?
 B: He is, but he's _____ the phone right now.
 A: Oh, OK. Can I _____ a message for him?
 3. A: Your phone is ringing. Are you going to _____ it?
 B: No, I'm not. I'm _____ my calls.
 A: I see. Who are you trying to avoid?
 4. A: Can I _____ your phone for a second?
 B: Sure. Here you go.
 A: Thanks. I have to _____ a couple of calls right away.
 5. A: Your phone is beeping. I think you need to _____ your text messages.
 B: You're right. Wow! I just _____ 13 new messages!
 A: Really? Who are they from?

- C**  Work with a partner. Choose one of the dialogs in **B**. Add two more lines to it. Then perform your dialog for another pair.

3 LISTENING

A Pronunciation: Stress in clarification

questions. Listen to the dialog. Notice the intonation of B's sentence. Why does B stress the underlined number? **CD 2 Track 27**

- A: My number is 555-6749.
B: 555-6749?
A: Yes. 6-7-4-9.

B Pronunciation: Stress in clarification questions.

Listen and complete the dialogs. **CD 2 Track 28**

1. A: My Skype username is nancy_p12.
B: Did you say _____?
A: No, p12. That's p as in *Paul*.
2. A: My username is @photoguy.
B: _____?
A: That's correct.
3. A: My email address is joym@sf.edu.
B: Was that _____ at sf.edu?
A: No, it's joy m as in *Mary*.



Many people use Skype to communicate with friends, family, and coworkers around the world.



How to say these symbols:

@ = at
_ = underscore
= hashtag

C Practice the dialogs in **B** with a partner. Then use your own information and practice again.

D Make predictions; Infer information.

Read the sentences below. Then listen to six dialogs. In each dialog, what could be said next? Choose the best response. **CD 2 Track 29**

1. a. OK, I'll check my messages.
b. No, thanks. I'll call back later.
c. Yes, I left a message.
2. a. Please leave me a message, and I'll call you back.
b. Would you like to leave a message?
c. May I ask who's calling?
3. a. When is a good time to call?
b. OK, I'll return your call.
c. Thanks, I will.
4. a. No, he sent me a text message.
b. He can't come to class today.
c. I don't know. He hung up.
5. a. Are you screening your calls?
b. Check your text messages.
c. Hang up and call me back.
6. a. You can make a call.
b. Don't forget to silence your phone.
c. Can I borrow your phone?

E Check predictions.

Listen and check your answers. **CD 2 Track 30**

F What does the voicemail greeting on your cell phone say?

Say it to a partner in English.

Listening Strategy

Check Predictions

Listen to confirm your predictions.

4 SPEAKING

- A**  /'siljə/ /'lisə/ Celia and Lisa are chatting when their phone call is interrupted. Listen to the conversations. Which one is more formal? **CD 2 Track 31**
- | | |
|--|---|
| <p>LISA: Hello?</p> <p>CELIA: Lisa? Hi. It's Celia.</p> <p>LISA: Oh, hey, Celia. How are you doing?</p> <p>CELIA: Pretty good. So, are you ready for the big test tomorrow?</p> <p>LISA: Almost, but I have one question...
(phone beeps) Oh, Celia... can you hang on? I've got another call coming in.</p> <p>CELIA: Yeah, no problem.</p> <p>LISA: Hello?</p> <p>PROF. LARSON: Yes, hello. May I speak to Lisa Sanchez, please?</p> | <p>LISA: Speaking. /'larsən/</p> <p>PROF. LARSON: Lisa, this is Professor Larson. You left me a message earlier today. You had a question about tomorrow's exam.</p> <p>LISA: Oh, right. Professor Larson, could you hold for a moment?</p> <p>PROF. LARSON: Of course.</p> <p>LISA: Hello, Celia? Can I call you back? I have to take the other call.</p> <p>CELIA: Sure. Talk to you later.</p> |
|--|---|

- B**  Practice the conversation in **A** with two classmates. Use your own names in the conversation.

SPEAKING STRATEGY

- C**  Make the conversation below more formal by changing the underlined words. Use the Useful Expressions to help you. Then practice it with a partner.

- A: Hello?
/kɑ:t/
B: Hi. Is Kurt there? _____
- A: Who's calling?
/mɑ:tɪn/
B: This is Martin.
A: OK, hang on. _____
B: Sure.
A: Sorry, he's not in.
Can I take a message? _____
B: No, thanks. I'll call back later.

- D**  Create two phone conversations with your partner. One should be informal. The other should be more formal.

- E**  Perform your conversations for another pair. Can they guess which one is more formal?

Useful Expressions	
Using the Telephone	
Asking for someone and responding	Hi, Lisa? / Hi. Is Lisa there? Hello. May / Could / Can I speak to Lisa, please? [formal] This is Lisa. / Speaking.
Asking for identification of caller	Who's calling? May I ask who's calling? [formal]
Asking someone to wait	Hang on. / Can you hang on (for a moment / second)? Would / Could you hold (for a moment / second)? [formal]
Taking a message	Can I take a message? May I take a message? [formal] Would you like to leave a message? [formal]

5 GRAMMAR

A Study the chart. Turn to page 212. Complete the exercises. Then do **B–D** below.

Asking for Permission						Responses
Would	it be OK	if	I	used	your phone?	Certainly. / Of course. / Sure, no problem. <i>(I'm) sorry, but...</i>
Would	you mind					No, not at all. / No, go ahead. <i>(I'm) sorry, but...</i>
Do	you mind	if	I	use	your phone?	No, not at all. / No, go ahead. <i>(I'm) sorry, but...</i>
May / Could / Can		I		use	your phone?	Certainly. / Of course. / Sure, no problem. <i>(I'm) sorry, but...</i>

B Look at the photo. The passenger is asking the flight attendant for permission. Use the words in parentheses to complete the questions.



1. (move to another seat)
Would you _____?
2. (have a vegetarian meal)
May _____?
3. (use the restroom now)
Would it _____?
4. (turn on my laptop now)
Can _____?

C Read each situation. Use the verbs in parentheses to ask permission.

1. Your friend is doing his or her homework. You have finished your homework, and you want to watch TV. Ask permission informally. (turn on)

2. You're invited to a party on Saturday night. You want your friend to go, too. Ask the host's permission a little formally. (bring)

3. You were sick yesterday and missed an important test in class. You want to take it this Friday. Ask your instructor's permission formally. (take)

4. Your instructor doesn't allow phones in class. You are waiting for an important text and need to leave your phone on silent. Ask your instructor's permission formally. (check)

D With a partner, take turns asking and answering the questions in **C**. Refuse (say *no* to) one request and give a reason why.

6 COMMUNICATION

- A**  Get into groups of three: Student A, Student B, and Student C. Read the instructions.

Student A: Choose one piece of good news from the list below.

- I bought a new car! I got an “A” on my exam! I’ve got two tickets to a concert!
 I found your lost wallet! I got a new job! your idea: _____

Student B: Have a piece of paper and a pen ready to write down a message.

Student C: Choose a reason you are busy from the list below.

- You’re taking a nap. You’re out with friends.
 You’re at the library. your idea: _____

- B**  Work with your group. Follow the steps below.

Step 1: Student A has some good news for Student C, but Student B answers the phone.

Student B explains why Student C is busy and takes Student A’s message. Student B writes down the message in the note below and gives the information to Student C.

- A:** Hello. May I speak to Bianca, please?
B: I’m sorry, she’s taking a nap. Can I take a message?
A: Yes. This is Ernesto. Would you tell her I found her wallet?
B: Sure, no problem. What’s your number?
A: It’s...

● :: WHILE YOU WERE OUT :: ●

Ernesto called.

Time: 3:30

Message: He found your wallet.

Phone number: 555-9733



Remember! How to make a request

Can / Could / Will / Would you answer
the phone?

OK. / Sure, no problem. / I’d be glad to.

Would you mind answering the phone?

No, not at all. / No, I’d be glad to.

Step 2: Student C calls Student A back to find out about the good news. Ask at least two questions.

- C:** Hi, Ernesto. It’s Bianca.
A: Hi, Bianca. I have some good news. I found your wallet.
C: That’s great! Where did you find it?
A: In the school cafeteria.
C: Thanks a lot, Ernesto. Could you bring it to school tomorrow?

- C**  Switch roles so everyone gets a chance to play each role.



It is polite to step aside if you need to use your phone in a busy place.

1 VOCABULARY

- A** Read the quiz. Pay attention to the words in **blue**. Use your dictionary to help you. Talk about the meanings of the words with a partner. Then complete the chart with a word or phrase in **blue**.

Word	Opposite
add / post	delete
ban	
polite	
raise your voice	
respond	ignore
thoughtless	
turn down (the music)	
turn down (a request)	

If you **respond** to a question, you answer it. The opposite is **ignore**.

- B** Take the quiz. Check (✓) your answers.

- C** Explain your answers in **B** to a partner.

I always respond right away to texts. It's a bad habit!

Phone Etiquette: How polite are you?

- You're on a date. You get a text from a friend. What do you do?
 - Check it and **respond** right away.
 - Ignore** the message. Answering it now would be **rude**.
 - My idea: _____
- The person next to you on the bus is listening to loud music. What do you do?
 - Ask him to **turn down** the music. You don't want to hear it!
 - Put on your headphones and **turn up** your music loud, too.
 - My idea: _____
- I think we should...
 - ban** phones in crowded places like subways and airplanes. No one should be able to use them.
 - allow** phones everywhere. I should always be able to use my phone.
 - My idea: _____
- When talking on my phone in public, I usually...
 - raise my voice** so the caller can hear me clearly.
 - lower my voice**. I don't want others to hear my conversation.
 - My idea: _____
- You want to post some funny photos of your friend online, but the photos might be embarrassing. What do you do?
 - Show your friend the photos first. It's the **thoughtful** thing to do.
 - Post the photos. If he doesn't like them, you can **delete** them.
 - My idea: _____
- You just started a new job, and your boss sends you a friend request on social media. What do you do?
 - Accept** the request. He must like me!
 - Turn down** the request. I don't want people at work seeing my personal information.
 - My idea: _____

2 LISTENING

- A** Listen for gist. Read the sentences below. Then listen to three different conversations and complete the sentences. **CD 2 Track 32**

Conversation 1

1. The speakers are in a _____.
a. classroom b. restaurant c. movie theater

Word Bank

If a person does something at the last minute, he or she does it at the latest time possible.

Conversation 2

2. The speakers are _____ a party.
a. taking photos at b. posting pictures from c. looking at photos from

Conversation 3

/mæni/

3. The speakers are waiting for their friend Manny. Manny is _____.
a. late for a party b. still at school c. talking on his phone

- B** Listen for details; Infer information. Listen again and choose the best answer. **CD 2 Track 32**

Listening Strategy

Listen for Details

Listen for details in phone conversations.

Conversation 1

1. The man is asking the girl to _____.
a. turn off her phone b. lower her voice c. turn down her music
2. The girl _____.
a. apologizes and agrees b. ignores the man c. gets angry with the man

Conversation 2

3. The girl thinks the photo of her is _____.
a. thoughtful b. silly c. terrible
4. The girl decides to _____. /'kɒnər/
a. ignore people's comments b. tell Connor to delete the photos c. both a and b

Conversation 3

5. The guy texts Manny, and Manny _____.
a. responds right away b. ignores the text c. calls the guy
6. The girl thinks Manny is _____.
a. polite b. angry c. thoughtless

- C** Answer the questions with a partner.

- In each conversation, what happened? Use your answers in **A** and **B** to help you explain.
- Have any of these things ever happened to you?

In the first conversation, the girl was... and the man asked her to...

3 READING CD 2 Track 33

A **Read for the gist.** Read the title and first paragraph on the next page. Tell a partner: What does the new law do?

B **Read for opinions.** Read the article. Then complete the sentences below. Why does each person have this opinion about cell phones and driving? Write a reason.

1. Simon thinks **some / all** cell phone use should be **allowed / banned**.
Reason: _____

2. Alexis thinks **some / all** cell phone use should be **allowed / banned**.
Reason: _____

3. Ann thinks **some / all** cell phone use should be **allowed / banned**.
Reason: _____

C **Infer meaning.** Find these expressions in the reading:

come on, I mean, look

Match each expression with its meaning.

Use this expression to...

1. say you disagree with something

2. make something you've just said clearer

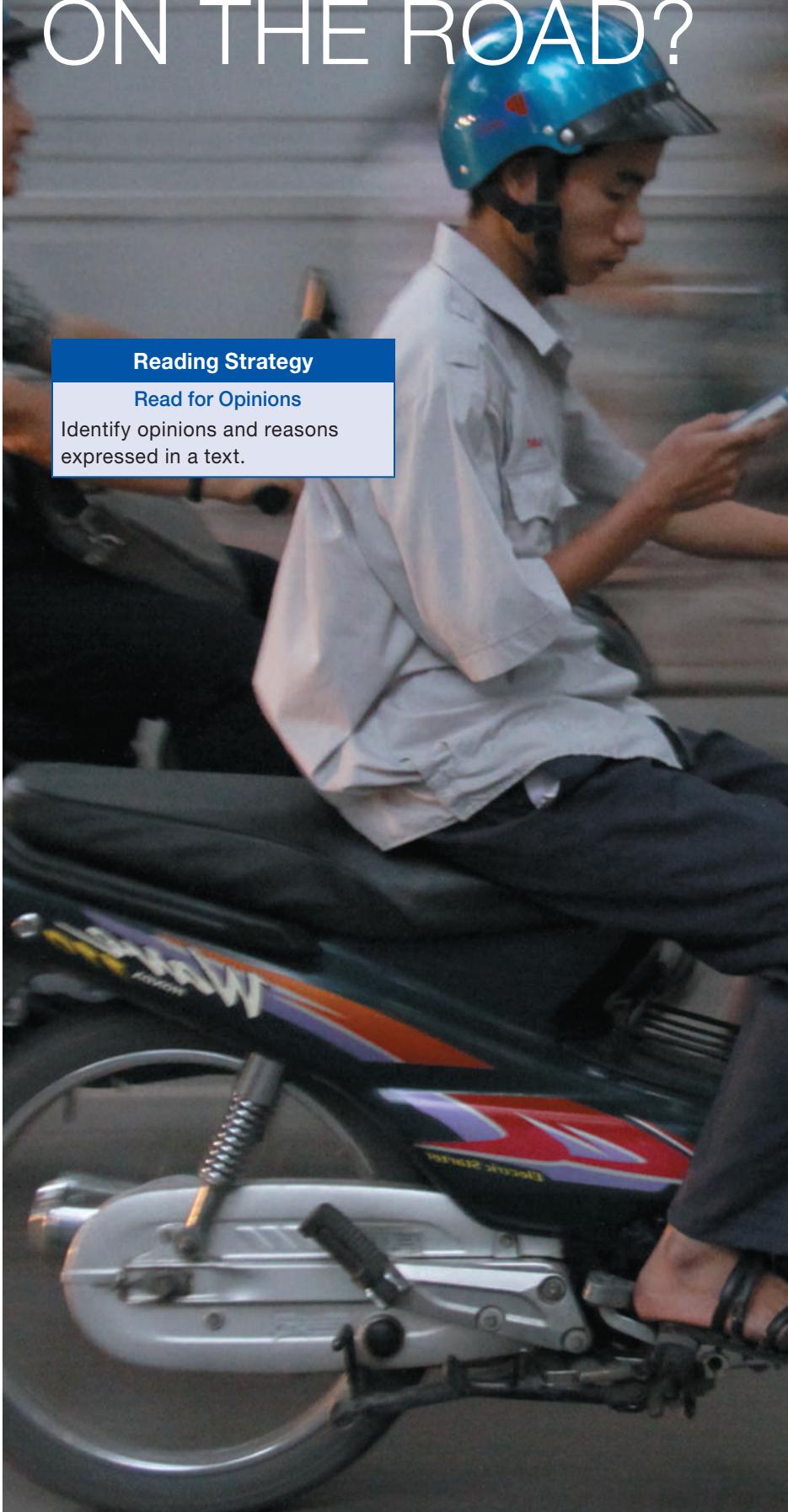
3. introduce an important point

D **Summarize and evaluate;**

Exemplify. Work in a group of three. Follow the steps below.

1. Each person should take one person's comment and read it aloud. Try to read with feeling.
2. Role-play a conversation among the three people. Talk about the law and your opinion about it. Try to make the others agree with you.
3. Whose opinion(s) from the reading do you agree with? Why?

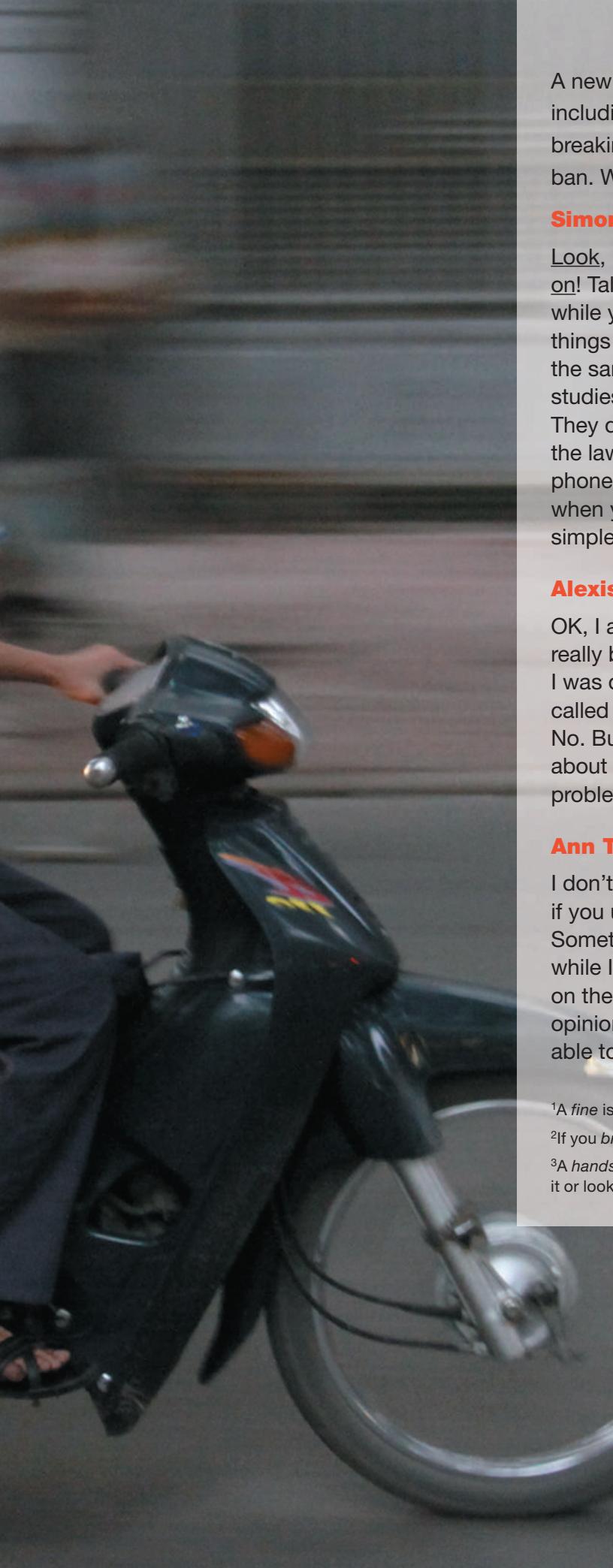
PHONE-FREE ON THE ROAD?



Reading Strategy

Read for Opinions

Identify opinions and reasons expressed in a text.



A new law bans all cell phone use while you are driving—including talking on the phone and texting. The fine¹ for breaking the law² is high, but many drivers are ignoring the ban. What do you think about this problem?

Simon R. Peru

Look, I've got a phone, and I'm glad to have it. But come on! Talking on the phone, checking social media, or texting while you're driving is crazy. And yet, I see people doing things like this every day. Using your phone and driving at the same time causes accidents. There have been many studies to prove this. My question is, where are the police? They don't seem to care, so it's easy for drivers to ignore the law. When people are afraid of getting a large fine, phone use in the car will stop. Everyone needs to learn that when you drive, you should turn off your phone. It's very simple!

Alexis C. Greece

OK, I agree—texting while driving is hazardous. But can we really ban all phone use in cars? For example, yesterday I was driving home, and I saw an accident on the road. I called and reported it. Did I stop driving to make the call? No. But did I help someone? Yes. We need to talk more about this new law. I just don't think the answer to the problem is so simple.

Ann T. China

I don't think we can ban all phone use in cars—especially if you use a hands-free device³ while driving, like I do. Sometimes my friend is in the car with me. I talk to her while I'm driving. Isn't that dangerous? I mean, isn't talking on the phone the same as talking to a passenger? In my opinion, they are the same, and so I think we should be able to chat on the phone while we're driving.

¹A *fine* is money you pay when you break a law.

²If you *break a law*, you do something illegal.

³A *hands-free device* allows you to use your phone in the car without touching it or looking at it.

4 GRAMMAR

A Study the chart. Turn to page 213. Complete the exercises. Then do **B** and **C** below.

Verb + Infinitive vs. Verb + Gerund	
I need <u>to buy</u> a new phone.	Certain verbs can be followed by an <u>infinitive</u> : <i>agree, decide, hope, learn, need, plan, seem, want, would like</i>
I avoid <u>talking</u> on the phone when I'm driving.	Certain verbs can be followed by a <u>gerund</u> : <i>appreciate, avoid, dislike, enjoy, feel like, keep</i>
I tried <u>to call</u> / <u>calling</u> you earlier.	Certain verbs can be followed by an infinitive or a gerund: <i>begin, can't stand, hate, like, love, prefer, start, try</i>

B How do you feel about the activities below? Write sentences in your notebook, using the verbs in the box.

avoid can't stand / hate enjoy like (not) mind need prefer

Example: I hate talking on the phone. I prefer to text people.

1. talk on the phone
2. respond to texts late at night
3. walk and text at the same time
4. take selfies in public
5. post weird photos of myself online
6. say mean things on social media
7. play games on my phone
8. accept friend requests from strangers online

C  Work in a small group. Compare your answers in **B**.

I can't stand when people take selfies in public.

Really? I think it's fun.



5 WRITING

- A** Read the question and the paragraph. What is the writer's response? What examples does she give to explain her response? Tell a partner.
- B** List all the ways you use your phone in a day. Then write a paragraph that answers the question. Use at least two verbs from the grammar chart.
- C** Exchange papers with a partner.
1. Answer the questions in the direction line in **A**. Circle any mistakes in your partner's paper.
 2. Return the paper to your partner. Make corrections to your own paragraph.
 3. Are you and your partner similar or different? Why do you think people spend so much time on their phones?

6 COMMUNICATION

- A** Work in a group of four. Felipe is 11 years old. He wants a phone. Each group member should choose one person below. Read only the information for your part.



Felipe Dias



Mrs. Dias



Mr. Dias



Felipe's school principal

I want to get a phone. All my friends have one. I need one to text my friends, watch videos, and play games. And without a phone, I don't know what my friends are doing.

I don't mind getting Felipe a phone. He has so many after-school activities, and I worry about him. I can't stand wondering where he is. I want to be able to text or call him if I have to.

I've avoided getting Felipe a phone. I know he wants one, but I prefer to wait another year. Do you know how many adults are addicted to their phones? I mean, at his age, Felipe should be playing sports, not staring at a screen.

Cell phones are convenient, but too much phone use can be bad for children's brains. Also, there are lots of problems these days with Internet bullying at school, and phones make this easy. Texting in class is also a problem. I don't think kids should bring phones to school.

- B** Role-play a discussion among the four people. Each person should explain his or her opinion. Bring in your own ideas, too. Try to make the other people agree with you.

- C** Should Felipe get a phone? Why or why not? What is your group's final decision? Tell the class.

Question: Do you spend a lot of time on your phone? Why or why not?

Yes, I spend a lot of time on my phone. For example, when I wake up, I check my phone and I respond to texts right away. Then I check social media. When I have breakfast, I can't stand just eating. I prefer to watch a video or play a game. Even at the bus stop, I dislike just waiting. I usually call a friend or browse the Internet. At night, I avoid doing my homework by using my phone. I text my friends or listen to music. My mom tried to ban phones from 7:00 to 10:00 PM in our house, but it didn't work. We are all addicted to our phones!

Word Bank

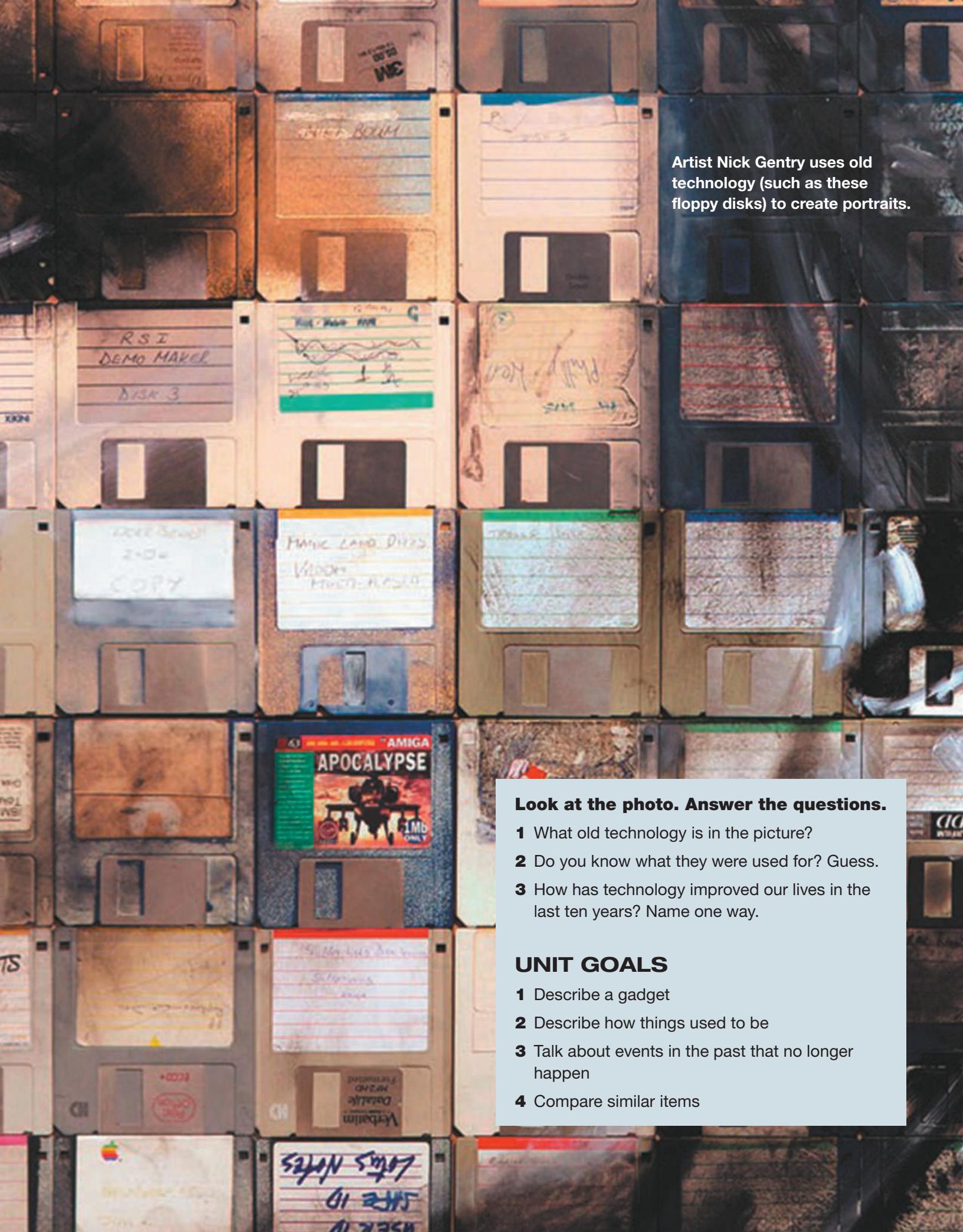
If you are *addicted* to something, you can't stop doing it.

Come on, Dad. I need a phone.
All my friends have one!

Look, Felipe, you don't need to have a cell phone.

14 TECHNOLOGY





Artist Nick Gentry uses old technology (such as these floppy disks) to create portraits.

Look at the photo. Answer the questions.

- 1 What old technology is in the picture?
- 2 Do you know what they were used for? Guess.
- 3 How has technology improved our lives in the last ten years? Name one way.

UNIT GOALS

- 1 Describe a gadget
- 2 Describe how things used to be
- 3 Talk about events in the past that no longer happen
- 4 Compare similar items

LESSON A THEN AND NOW



The Apple II personal computer came out in 1977. It was one of the first bestsellers in the computer industry.

1 VIDEO Kids React to Old Computers

- A Look at the computer in the photo. How have computers changed since then? Think of one or two ways. Tell a partner.

- B Look up any words you don't know. Then watch the video. Check (✓) the items you see.

- | | | | |
|---|------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> an error message | <input type="checkbox"/> a monitor | <input type="checkbox"/> a keyboard | <input type="checkbox"/> a mouse |
| <input type="checkbox"/> an on switch | <input type="checkbox"/> a screen | <input type="checkbox"/> a printer | |

- C Read the kids' statements below and try to guess the answers. Then watch the video again and check your answers.

button desk Internet nothing programs televisions

- /dʒerka/
1. Jayka: "If you don't have a _____, where do you put this?"
/taɪlər/
2. Tyler: "It's kind of like those old _____ that are very boxy."
/brʊk moʊ'ner/
3. Brooke-Monaé: "Apps! Games! Websites! Everything! But this thing right here has _____!"
4. Narrator: "You can't do anything, or even type until you hit a reset _____."
/dɪlən/
5. Dylan: "Are there any _____ on it?"
6. Narrator: "How do you go on the _____?"

- D How did the kids feel about the old computer? How do you feel about it? Discuss with a partner.

2 VOCABULARY



Trying to get in shape? The BeFit makes your goals more **manageable** by tracking your exercise, activity patterns, and diet. This **remarkable** product tells time and helps you use your time well!

Product features

- It's **portable** and goes with you everywhere, so it gives you a **reliable** and complete picture of your daily activity.
- The BeFit is **dependable**: It performs perfectly even during your most intense workout!
- The BeFit comes in a variety of colors, so it is always **fashionable**.

Product reviews

Fitgurl2018 I started using a BeFit as a **practical** way to help me lose weight... I love it!

NotSoSure A lot of people are excited about this product, but it's not very **affordable**. It's too much money!

SaveYour\$\$! This is not as **durable** as they say... I wore mine to the beach, and now it doesn't work!

i Remember, the suffixes *-able / -ible* mean capable of or can. If something is **affordable**, you can afford it (it is not too expensive).

- A** Read the ad above. Pay attention to the words in **blue**. Check (✓) True or False.

If something is...

True False

True False

- | | | | | | |
|---|--------------------------|--------------------------|---|--------------------------|--------------------------|
| 1. <i>affordable</i> , it's expensive. | <input type="checkbox"/> | <input type="checkbox"/> | 5. <i>durable</i> , it breaks easily. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <i>remarkable</i> , it's not special. | <input type="checkbox"/> | <input type="checkbox"/> | 6. <i>portable</i> , you can carry it easily. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>practical</i> , it's useful and logical. | <input type="checkbox"/> | <input type="checkbox"/> | 7. <i>reliable</i> , you can trust it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <i>manageable</i> , it's difficult to control. | <input type="checkbox"/> | <input type="checkbox"/> | 8. <i>fashionable</i> , it is in style. | <input type="checkbox"/> | <input type="checkbox"/> |

- B** Check your answers in **A** with a partner. For the false statements, write correct definitions.

- C** Answer the questions with a partner.

1. What do you like about the BeFit?

I think my phone is really practical.
I can do a lot of things on it.

2. Would you ever use a product like this? Why or why not?

3. Think of a gadget you own. Which words in blue from **A** would you use to describe it?

3 LISTENING



- A** Look at the words in the Word Bank. What do they mean? What is one recent fad? Tell a partner.

Word Bank

a fad = something popular for a short time

a flash in the pan = something successful for a short time

- B** Listen for the main idea. You are going to hear a lecture. Listen and choose the best title for the lecture. **CD 2 Track 34**

Guessing the Future: Predictions about technology that were _____

- a. remarkable
- c. wrong
- b. creative
- d. confusing

- C** Listen for details; Note taking. Listen to the full lecture. Complete the missing information in the chart. **CD 2 Track 35**

Listening Strategy

Listen for Details

Listen for specific information.

Word Bank

one billion = 1,000,000,000

Year	Device	Prediction (then)	Description (now)	Number
1876	telephone	_____ the telephone, but we do not.	indispensable	
_____	automobile	The _____ is here to stay, but the automobile is a _____.	_____	more than _____ billion cars
_____	television	Television won't _____. It's just a _____ in the _____.	_____	around _____ billion TVs
_____	Internet	The Internet will _____.	_____	over _____ billion users

- D** Choose one of the devices from **C** and predict how it will be different 20 years from now and 50 years from now. Tell a partner. Do you agree with his or her predictions? Why or why not?

Twenty years from now, cars will be able to drive themselves.

4 SPEAKING

- A   Listen to Alan and Kim's conversation. Then answer the questions with a partner. CD 2 Track 36

- How would most people describe Kim's sister?
- What is Kim's sister really like?

ALAN: Hey, Kim. I saw your sister on Facebook the other day. She's really changed a lot.

KIM: Yeah? Why do you say that? She still looks the same.

ALAN: Yeah, but now she's got all these friends, and she's really funny. She used to be so different—you know, kind of shy.

KIM: A lot of people say that about my sister. They think that she's this quiet person, but, actually, she's very outgoing.

ALAN: Really?

KIM: Yep. Once she feels comfortable with you, she's really friendly, and she talks a lot.

ALAN: Wow, I had no idea.

- B  Practice the conversation with a partner. Do you know anyone like Kim's sister?

SPEAKING STRATEGY

Useful Expressions: Offering a Counterargument		
Stating what other people think	A lot of people say (that)... Some people think (that)...	she's really shy.
Explaining what you think	(But,) actually,... (But,) in fact, / in reality,... (But,) the truth / fact / reality is...	she's very outgoing.

- C Read the statements below and check (✓) the ones you agree with.

- | | |
|--|--|
| <input type="checkbox"/> Learning to use new technology is easy. | <input type="checkbox"/> Wearing black is always fashionable. |
| <input type="checkbox"/> The Internet is always reliable. | <input type="checkbox"/> Activity trackers, such as the BeFit, are affordable. |
| <input type="checkbox"/> Everybody should get a smartphone. | <input type="checkbox"/> The apps on your phone should be practical. |

- D  With a partner, compare your opinions about the statements in C. Talk about the statements you don't agree with. Use the Useful Expressions to help you.

Some people say learning to use new technology is easy, but, actually, it's hard.

- E  Tell a partner something surprising about you or your country.

Why do you say that?

A lot of people think it's warm in Spain all year, but, in reality, it's very cold in the winter.

Well, for one thing, there are so many different devices...

5 GRAMMAR

- A** Study the charts. Turn to page 214. Complete the exercises. Then do **B–E** below.

Used to			
Subject	use(d) to	Verb	
I	used to	wear	glasses.
She	didn't use to	own	a computer.

Did	Subject	use to	Verb		Responses
Did	you	use to	wear	glasses?	Yes, I did. / No, I didn't.
	she		own	a computer?	Yes, she did. / No, she didn't.

- B** **Pronunciation: Used to.** Listen to the sentences. Notice the different pronunciation of the s in *used* / *use to* and the s in the verb forms *use* / *used*. **CD 2 Track 37**

used / use to: s = /s/

use / used: s = /z/

1. People used to go to movie theaters a lot more.
2. I didn't use to shop online.
3. What kind of computer do you use?
4. I used my brother's cell phone.

- C** **Pronunciation: Used to.** Listen to how the words *use* and *used* are pronounced. Check (✓) /s/ or /z/. Then take turns reading the sentences aloud with a partner. **CD 2 Track 38**

/s/	/z/		/s/	/z/
-----	-----	--	-----	-----

1. She used the phone in her office.
2. My email used to be more manageable.
3. Do you use a tablet?
4. I didn't use to eat meat.

- D** Unscramble the sentences. Then ask and answer the questions with a partner.

1. use to / you / somewhere else / did / live _____?
2. go / you / use to / to a different school / did _____?
3. use / did / use to / pay phones / people _____?
4. did / have / you / long hair / use to _____?
5. wear / did / use to / you / a watch _____?

- E** Follow the steps below.

1. Write down three true statements on three pieces of paper about things you used to do.
2. Give the papers to your instructor.
3. Your instructor will give you three pieces of paper with statements from your classmates.
4. Walk around the class and ask questions to find out who the papers belong to.

Did you use to ride
your bike to school
everyday?

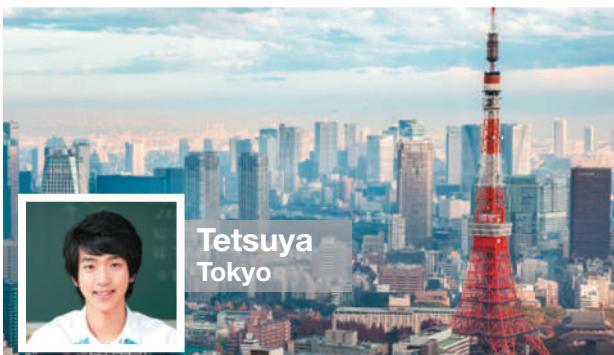
Yes, I did, but it took
forever! Now I take
the bus to school.

6 COMMUNICATION

- A**  Three years ago, Tetsuya and his family moved from Tokyo to Los Angeles. Look at his old Tokyo profile (on the left) and his new Los Angeles profile (on the right). How has his life changed? With a partner, make sentences with *used to* and *didn't use to*.

People used to call him Tetsuya. Now everyone calls him...

Three years ago



About

/t̬tsuʃə/

My name is Tetsuya.

I live in Tokyo with my parents.

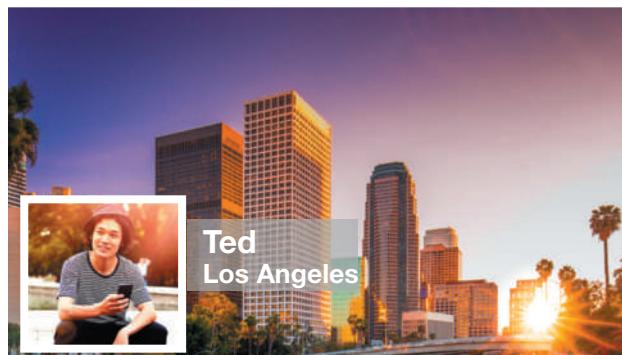
I wear a uniform to school.

I ride my bicycle to school.

I don't belong to any clubs at school.

I don't have many chances to practice my English.

Today



About

/ted/

Everyone here calls me "Ted."

I live in an apartment in L.A. with two roommates.

It's warm here. I wear a T-shirt almost every day!

I have a car! I drive to college.

I'm a member of the swim team.

I speak English all the time.

- B** Make notes about your life five years ago and now. Try to write down things that are different, if possible.

Five years ago

Home: _____

Family: _____

Friends: _____

Work / school: _____

Favorite activities: _____

Favorite TV shows / movies: _____

Other: _____

Now

Home: _____

Family: _____

Friends: _____

Work / school: _____

Favorite activities: _____

Favorite TV shows / movies: _____

Other: _____

- C**  Tell your partner how your life has changed in the past five years. Whose life—yours or your partner's—has changed the most?

I still live in the same apartment, but my family situation has changed.

My older brother used to live at home, but now he's away at college.

How so?

LESSON B MAKING LIFE BETTER



1 VOCABULARY

The Great Pacific Garbage Patch is an area **located** in the Pacific Ocean. It is hundreds of kilometers wide and is filled with trash—most of which is plastic.

Eventually, this area may **have a negative effect** on humans. For example, fish that **consume** plastic because they think it is food won't be safe to eat.

Scientists are trying to **prevent** the growth of this area. They think we can prevent the growth of this area if we use less plastic and **recycle** any plastic we already have. They are also trying to **rescue** injured or sick animals in the area and use advanced technology to **transform** the plastic so that it breaks down faster. In time, this will **reduce** the amount of plastic in the area to almost nothing. Eventually, scientists hope to **restore** the area to its original state.

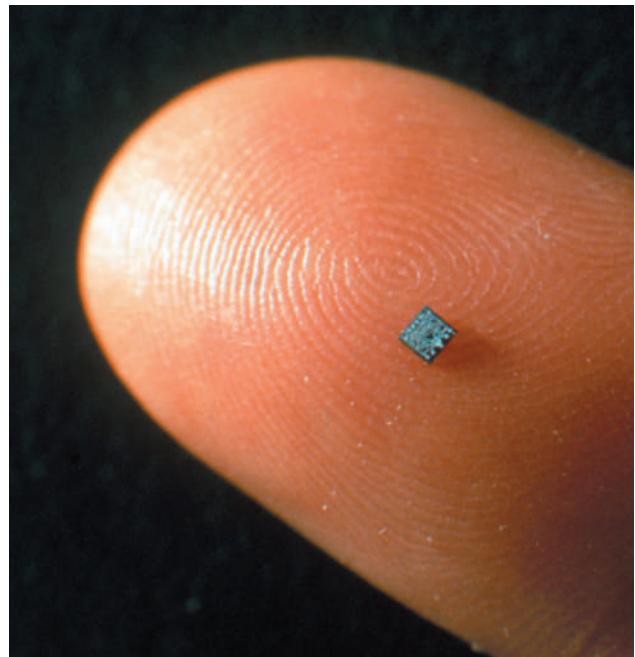
A Read the information. Then match a word or phrase in **blue** with its definition below.

- | | | | |
|----------------------------------|-------|---|-------|
| 1. stop something from happening | _____ | 6. change something completely | _____ |
| 2. decrease | _____ | 7. have a bad influence | _____ |
| 3. save | _____ | 8. found in a certain place | _____ |
| 4. reuse | _____ | 9. make something like it was in the past | _____ |
| 5. eat or drink | _____ | | |

B Read the information in **A** again. Then with a partner, take turns answering these questions.

1. What and where is the Great Pacific Garbage Patch?
2. Why is this area a problem?
3. What are scientists doing about the problem?
4. In addition to recycling, how else can we reduce the amount of plastic we use?

2 LISTENING



A Complete the sentences with the words *blind*, *sight*, and *vision*. Use your dictionary to help you.

1. _____ or _____ is the ability to see things.
2. If you are _____, you can't see.

B Listen for gist and details. Look at the photos and read the sentences below. Then listen and choose the best answer to complete each one. **CD 2 Track 39**

1. The man is talking about a tool he and others are working on. This tool will _____.
a. prevent blindness from happening c. give blind people perfect vision
b. restore blind people's vision
2. The glasses have a _____ inside.
a. computer chip b. pen c. video camera

C Listen to sequence events. How does the tool work? Read the sentences below. Then listen again and put the steps in the order (1–5) they happen. **CD 2 Track 39**

- _____ The person can see the pen.
_____ The blind person puts on special glasses and looks at an object, such as a pen.
_____ The picture is sent to the chip in the person's eye.
_____ Doctors put a computer chip in a blind person's eye.
_____ The glasses take a picture of the pen.

Listening Strategy

Listen to Sequence Events
Determine the order of events from what you hear.

D Use your answers in **B** and **C** to explain how this new technology works. What do you think of this tool? Tell a partner.

3 READING CD 2 Track 40

A **Make predictions.** Look at the title, photo, and caption. What do you think this article is about? Tell a partner. Then read the article to check your ideas.

B **Infer meaning.** Find the four underlined words in the passage. Then match each word with its definition. One definition is extra.

1. collapsed _____ a. discovered
2. trapped _____ b. put something down
3. position _____ c. fell down
4. identified _____ d. unable to escape or move
- e. location, place

Reading Strategy

Infer Meaning

Use the context of the sentences to find each word's meaning.

C **Sequence events.** Number the events (1–9) in the order they happened.

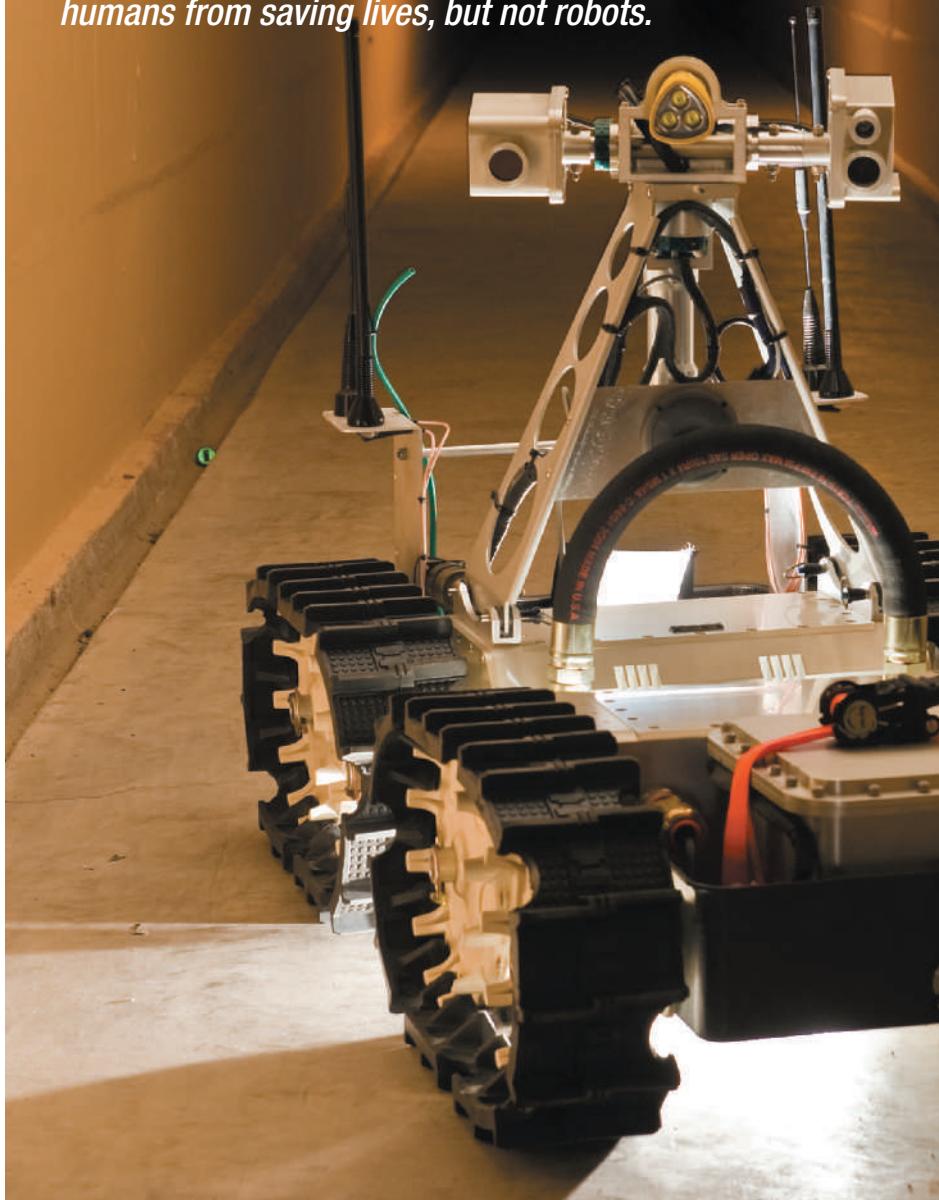
- _____ They took me to the hospital.
- _____ Then the roof of the gym fell down, and I passed out.
- _____ I went to the gym for my class.
- _____ I have to stay for a couple of days, but I'm feeling much better!
- _____ Then suddenly, this little robot appeared.
- 1 _____ It was snowing really hard on Tuesday morning.
- _____ A couple of men found me.
- _____ When I woke up, I tried to move, but I couldn't. I was scared.
- _____ I heard this really loud sound.

D In what other kinds of situations could rescue robots be used? Tell a partner.

Rescue robots could be used in snowstorms...

ROBOTS TO THE RESCUE

Robots are transforming rescue missions in situations like earthquakes, fires, and mining accidents. Dangerous conditions may prevent humans from saving lives, but not robots.



This robot is used to rescue people from tunnels and mines.

¹ She may have a broken leg, but she couldn't be happier. Morgan Bailey, 15, is lucky to be alive.

It seemed like a normal Tuesday for Morgan. She was at school. It was fourth period, and she was the first student to arrive in the 5 gymnasium for her physical education class.

Suddenly there was a loud noise.

"There was a sharp, cracking noise and then a loud boom. After that, I don't remember anything," said Morgan. "I guess I passed out.¹"

¹⁰ The roof of the gymnasium had collapsed under the heavy snow. Morgan was trapped underneath. She couldn't escape.

"I woke up, and there was a big piece of wood on my leg. I couldn't move it. I was starting to get cold."

Fortunately, help was nearby. A new program using rescue ¹⁵ robots was tried for the first time.

"We were nervous about using the robot," said Derrick Sneed, the man in charge of the program. "But in the end, the robot gave us reliable information. It went extremely well."

The rescue robot was able to go into the gym and locate ²⁰ Morgan's exact position.

"We send in robots first because it's just more practical. A situation may not be safe for humans," said Mr. Sneed. A gas leak,² for example, could kill you or me but wouldn't hurt a robot."

Although it didn't happen in Morgan's case, some rescue robots ²⁵ can bring fresh air or water to people who are trapped.

"Once we identified Morgan's location and knew it was safe to go in, a couple of our men went in to rescue her," says Sneed. "Her leg was broken, and she was scared, but thankfully, she was alive."

Doctors sent Morgan home from the hospital after only two ³⁰ days. What's the first thing she wanted to do? "I wanted to meet my hero!" Morgan laughs. "That little robot saved my life!"

¹If you *pass out*, you become unconscious.

²When a *gas leak* happens, the air is not safe to breathe.

4 GRAMMAR

A Study the charts. Turn to page 215. Complete the exercises. Then do **B** and **C** below.

Comparisons with as... as

Phone A is 12 centimeters. Phone B is 12 centimeters.

Phone A is **as big as** Phone B.

Phone A costs \$100. Phone B costs \$100.

Phone A costs **as much as** Phone B.

Camera A isn't **as affordable as** Camera B.

Maria didn't do **as well as** Carlos on the test.

Questions

Which phone is better?

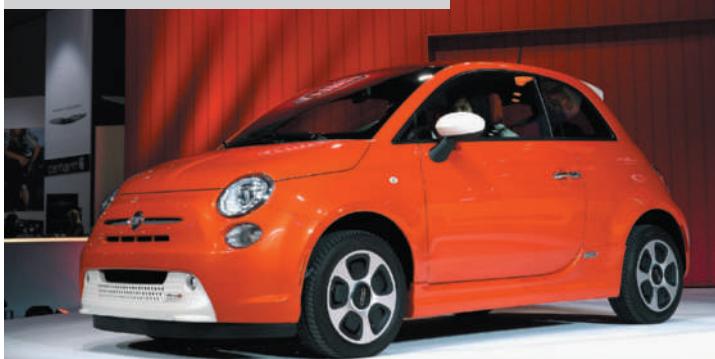
Phone A is **as good as** Phone B.

Is Phone A **more expensive than** Phone B?

No. Phone A costs **as much as** Phone B.

B  Read about the two cars. Then, with a partner, make sentences using (*not*) **as... as** about them. Which car do you think is better?

Both the Fiat and Tesla are electric cars.



	Car 1: Fiat 500e	Car 2: Tesla Model S
price	\$32,000	\$100,000+
durability	lasts 5+ years	lasts 5+ years
popularity	very popular	only with the rich

They're both electric cars,
but the Tesla isn't **as**
affordable as the Fiat.

C  With your partner, complete the chart with two more electronic devices (for example, two different phones, two different tablets). In your opinion, which product is better? Explain with sentences using (*not*) **as... as**.

	1: _____	2: _____
price		
size		
durability		
popularity		

5 WRITING

- A  Read the paragraph. What two things is the writer comparing? Which one does she like more? Why? Tell a partner.
- B Look at the two products you compared in Grammar C. Choose one and in a paragraph explain which product you think is better.
- C  Exchange papers with a partner.
1. Answer the questions in A about your partner's writing.
 2. Circle any mistakes in your partner's writing. Then return the paper to your partner. Make changes to your own paper.

I used to own a BeFit activity tracker, but two months ago, I got an iLife. Of the two activity trackers, I like the iLife better for a couple of reasons. First, the iLife lets me do a lot of things. I can track my activity. I can also see who is calling me, set alarms for myself, and many other things. The BeFit doesn't have as many features. Second, the BeFit uses a lot of power, so its battery doesn't last as long as the iLife's. For these two reasons, I think the iLife is a better product.

6 COMMUNICATION

- A  With a partner, design a robot that will do something useful for people. Discuss the questions below.

Name of our robot: _____

1. What is the purpose of the robot? Choose from the list below or write your own idea.

be a friend to children / adults	do household chores
work in schools	work in hospitals
do factory work / build things	your idea: _____

2. What exactly will the robot do?
3. What will the robot look like? Draw a simple picture on a separate piece of paper.
4. Why is the robot as good as (or better than) a human?
5. How much will the robot cost?

- B  Get together with another pair. Present your robot. As they listen, the other pair will answer questions 1–5 in A about your robot. At the end, they will ask you questions. Then switch roles.

Today, we're going to tell you about our robot, Robbie. It works in...

- C  Repeat B with two other pairs. At the end, compare notes with your partner and choose your favorite robot. Explain your choice to the class.

Our favorite robot is NANA. It entertains kids when their parents are busy.



12 TRAVEL



People watch the aurora borealis, or “northern lights,” in Yellowknife, Canada.

A wide-angle photograph capturing a winter night scene. In the foreground, two large, brightly lit teepees stand on a snowy ground. The light from the teepees illuminates the surrounding snow and a few bare trees. In the background, a vibrant green aurora borealis (Northern Lights) dances across a dark, star-filled sky. The overall atmosphere is serene and magical.

Look at the photo. Answer the questions.

- 1 Where are these people? What are they looking at?
- 2 Would you go to this place on vacation?
- 3 Name a place that you want to visit. Why do you want to go there?

UNIT GOALS

- 1 Explain how you prepare for a trip
- 2 Say that something is necessary
- 3 Say that you forgot something
- 4 Ask and answer questions about what you have and haven't done

LESSON A BEFORE YOU GO



1 VIDEO Keeping Clean While Traveling

- A  Imagine you are on a trip and these situations happen to you. Read the sentences and look up any unfamiliar vocabulary. What would you do in each case? Tell a partner.

Your shoes get scuffed up.

Your toiletries spill in your bag.

You need to wash some clothes.

- B  Read the sentences and then watch the video. How does the woman deal with each situation? Choose the correct answers.

1. When your shoes get scuffed up, use _____ to clean them.

- a. a shoe-cleaning kit b. vinegar

2. Keep your toiletries in _____.

- a. a ziplock plastic bag b. a designer medicine bag

3. When you need to wash your clothes on a trip, use _____.

- a. laundry detergent packs b. the hotel laundry service

4. When you get a stain on your clothing, use _____.

- a. laundry detergent packs b. a stain remover pen

- C  Discuss the questions with a partner.

1. What do you think of the travel tips for keeping clean while traveling? Are they practical?
2. Can you add one more tip to the list?

2 VOCABULARY

/'ændru/ /'bækɪ/

- A** Andrew and Becky are going on a trip to visit some friends. What will they do before they leave home? Match 1–5 with a–e. Then match 6–10 with f–j.

- | | | | |
|---------------------|--------------------|--------------------|---------------------------------|
| 1. pack | a. the trash | 6. give | f. their house keys to a friend |
| 2. empty | b. the weather | 7. lock | g. the plants |
| 3. check | c. their bills | 8. turn off | h. the lights |
| 4. give away | d. their suitcases | 9. confirm | i. the front door |
| 5. pay | e. any fresh foods | 10. water | j. their flight plans |

- B** Look at the pictures. With a partner, talk about the tasks Andrew and Becky did before leaving on their trip. Take turns.

Andrew called to confirm
their flight plans.

Becky called to...



- C** Discuss the questions with a partner.

1. Think about your travel experiences. Which tasks do you do before you leave home? When do you do them?
2. Have you ever forgotten to do one of the tasks in **A**? What happened?

I always pack my suitcase the night before I leave.

3 LISTENING

- A **Pronunciation: Reduced have to and has to.** Listen to the sentences. Notice the pronunciation of *have to* and *has to*. Then listen again and repeat. **CD 2 Track 41**

1. He has to lock the front door.
2. She still has to pack her suitcase.
3. We have to confirm our flight.
4. I have to find my passport!

/pələ/

- B **Listen for main ideas.** Listen to Paula's conversation about her trip. Then circle the correct answers. **CD 2 Track 42**

1. It's **summer** / **winter** now.
2. Paula is going to **Hawaii** / **New York**.
3. She's leaving tomorrow **morning** / **afternoon**.
4. She's traveling **by herself** / **with other people**.
5. She's calling Lewis to ask for **help** / **advice**.

Listening Strategy

Listen for Main Ideas

Listen for the main idea or main point.

- C **Listen for details.** Listen again. Who has to do each task? Write *P* for Paula, *L* for Lewis, or *X* if the task is not mentioned. **CD 2 Track 42**

- | | |
|----------------------------|--|
| 1. pick up a package _____ | 5. water the plants _____ |
| 2. pack _____ | 6. empty the trash _____ |
| 3. lock the door _____ | 7. confirm his or her flight plans _____ |
| 4. check the weather _____ | 8. pay some bills _____ |

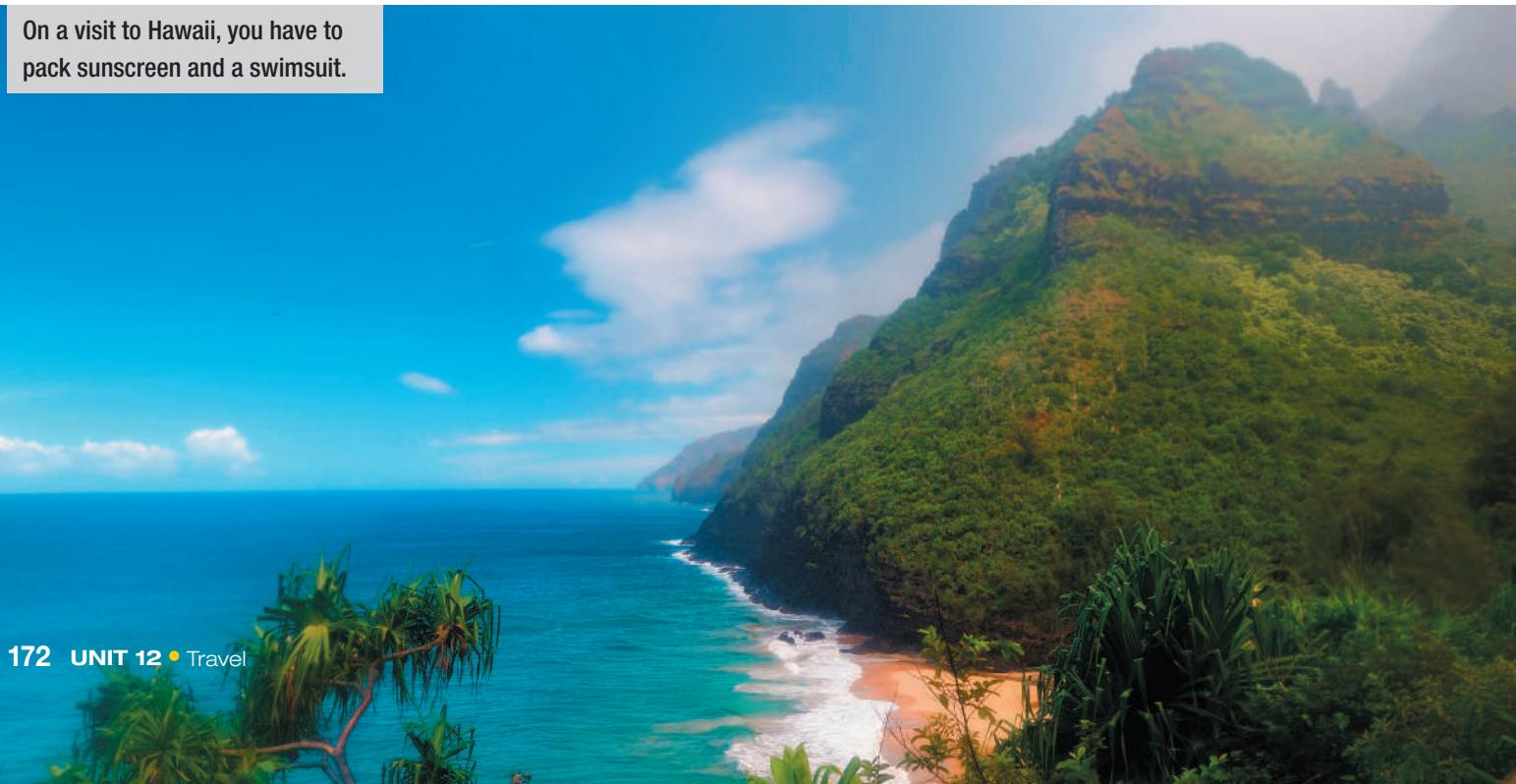
- D Check your answers in C with a partner. Take turns and pay attention to the pronunciation of *has to*.

Paula has to...

Lewis has to...

- E Do you ever ask your friends or neighbors for help? Why or why not? Discuss with a partner.

On a visit to Hawaii, you have to pack sunscreen and a swimsuit.



4 SPEAKING

/'ɛstər/ /'mɪnə/

- A**  Esther and Mina are preparing to leave on a trip. Listen to their conversation. What is the problem? **CD 2 Track 43**

ESTHER: We have to leave in 30 minutes. Have you finished packing?

MINA: Yes, I have...

ESTHER: You look worried. What's wrong?

MINA: I can't remember where I put my passport.

ESTHER: Oh, no!

MINA: It's here somewhere.

ESTHER: When did you last have it?

MINA: About ten minutes ago. Let me think... Oh, there it is. I put it on the dresser.

ESTHER: What a relief!

- B**  Practice the conversation with a partner.

- C**  Talk about a time when you lost something. What did you do? Tell a partner.

One time, I lost my wedding ring....

SPEAKING STRATEGY

- D** Study the Useful Expressions in the chart. Practice saying the sentences.

Useful Expressions	
Saying you've forgotten something	
<i>I forgot</i> + noun	I forgot my bus pass.
<i>I forgot</i> + infinitive	I forgot to empty the trash.
<i>I don't remember</i> + gerund	I don't remember turning off the lights.
<i>I can't remember where</i> + clause	I can't remember where I put my car keys.

- E**  You are going to perform a short conversation about forgetting something. Follow the steps below.

Step 1: Choose a location.

- the airport
- school
- the office

Step 2: Choose something you forgot to take or do.

- ticket
- report
- textbook
- check the weather
- lock the door
- other: _____

Step 3: Write and practice a short conversation with your partner. Then perform it for the class.

OK, it's time to get
on the plane.

Wait a minute! I think I forgot
to lock the front door!

Oh, no! Can you call
a friend for help?



Many public places, such as airports and hotels, have Lost and Found offices. At the "Lost and Found," you can retrieve your lost items that were found by other people.

5 GRAMMAR

- A** Study the chart. Turn to page 217. Complete the exercise. Then do **B–D** below.

Modal Verbs of Necessity		
	Present forms	Past forms
Affirmative	You must show your ID to get on the plane. I have to buy a backpack for my trip. We've got to get some cash.	I had to wait at the airport for an hour.
Negative	I don't have to check any luggage.	I didn't have to wait long.

Use *must*, *have to*, and *have got to* to say that something is necessary.

- B**  Look at the trip preparation to-do list. The tasks that are checked (✓) are finished. On a piece of paper, use the words in parentheses to write eight sentences with *has / have to* or *doesn't / don't have to*. Check your answers with a partner.



To-Do List

- buy a backpack (I)
- ✓ prepare a first-aid kit (she)
- get a shot (he)
- ✓ renew passport (they)
- confirm flight plans (we)
- pack (she)
- ✓ check the weather (he)
- ✓ pay the bills (you)

She doesn't have to prepare a first-aid kit. She's already done it.

- C** Complete each item with something that is true for you.

1. When I was younger, I had to...
2. Before you get on a plane, you must...
3. Before I leave home every day, I've got to...
4. I'm good at..., so I don't have to study it much.
5. The last time I took a trip, I didn't have to...
6. In order to pass this class, we have to...

- D**  Share your ideas in **C** with a partner.

When I was younger, I had to be home early. I had a strict curfew.

I had to be home by 8:00 every night.

Really? What time was your curfew?

6 COMMUNICATION

A  Imagine you and your partner are going on a camping trip for three days. You will be in the forest, far away from any towns or cities. With your partner:

- Circle the items that are necessary for your trip.
- Check (✓) the items that you would like to bring but that are not necessary.
- Cross out the items that are not necessary and that you do not want to bring.



sleeping bag



phone



flashlight



chewing gum



bottled water



canned food



backpack



Swiss Army knife



first-aid kit



thermos bottle



money



cooking pot



plastic plates and cups

B  Join another pair. Together you must decide what to take on your trip. You can only take six items. Consider these things:

- food
- water
- shelter
- safety

We've got to take the tent for shelter.

I like chewing gum, but we don't have to bring any.

C  Tell the class the items your group has decided to take and explain your reasons.

LESSON B ADVENTURES IN TRAVELING

1 VOCABULARY

- A**  Match a word on the left with one on the right to form compound nouns about air travel. Write each compound noun below the picture it describes. Then check your answers with a partner.

baggage carry-on flight oxygen
boarding check-in overhead tray

attendant compartment luggage pass
claim counter mask table



1. tray table



3. _____



5. _____



7. _____



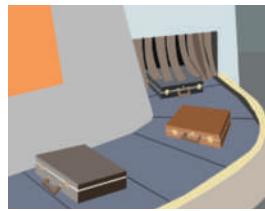
2. _____



4. _____



6. _____



8. _____

- B** Use the compound words in **A** to complete the sentences below.

- When you arrive at the airport for your flight, you go to the check-in counter first.
- You can bring luggage on the plane with you.
- Before you get on the plane, you must show your boarding pass.
- When you enter the plane, you put your luggage in the overhead compartment. You may need to ask a flight attendant for help.
- Before takeoff, you learn about safety. They show you how to use an oxygen mask.
- During the flight, you are served drinks on your tray table.
- After the flight is over, you go to the luggage claim area to get your luggage.

- C**  With a partner, use the vocabulary items in **A** to role-play a dialog between a traveler and a person working at the airport. Then perform your dialog for another pair.

Excuse me, this overhead compartment is full.

May I check your bag for you?

2 LISTENING

/dʒʌn/ /'æʃli/

- A Listen for gist. Jun and Ashley live in Japan. Read the sentence. Then listen and mark the correct answer. **CD 2 Track 44**

They are talking about a trip _____ took during the long weekend.

- a. Ashley b. Jun c. they d. their friends

- B Listen to sequence events; Listen for details. Look at the countries below. **CD 2 Track 44**

Then listen again and do the following:

1. Put the trip in order from the first (1) to the last place (4) visited. One place is extra.
2. Match each place with the activity or activities done there.

Places visited on the trip

- _____ Singapore
_____ 1 South Korea
_____ Vietnam
_____ Thailand
_____ The Philippines

Activity

- a. had breakfast
b. went to the beach
c. went shopping
d. visited a friend

Word Bank

Travelers get *frequent flyer points* for flying with an airline often. Later, a person can use these points to get free flights.

During a trip, a *layover* is a short stop in another place before you go to your final destination.

A *long weekend* is a weekend plus an extra free day or two.

Listening Strategy

Listen to Sequence Events

Determine the order of events from what you hear.

- C Infer information; Listen for details. Listen again. Are the sentences below true or false? Circle the correct answer. Then write some notes to explain your answer. **CD 2 Track 44**

1. The luggage was a problem to carry. True False

2. The trip was kind of expensive. True False

- D Does Jun's trip sound like fun to you? Why or why not? Tell a partner.

Halong Bay, Vietnam



3 READING CD 2 Track 45

A **Make predictions.** Read the title of the article and look quickly at the rest of the passage. Answer the question below. Then read the article. Was your prediction correct?

What do you think the author is writing about? Check (✓) your answer.

- 1. the advantages of traveling alone
- 2. memories of traveling alone
- 3. the cost of traveling alone

B  **Guess meaning from context.**

Reread the second paragraph. What do you think *striking out on their own* means? Tell a partner.

C **Read for details.** Read the article again. What does it mention about solo travel? Check (✓) your answers.

- 1. the cost of solo travel
- 2. the dangers of traveling alone
- 3. study vacations
- 4. learning a sport
- 5. packing for a trip alone
- 6. options for solo travelers
- 7. carry-on luggage
- 8. making friends

D **Scan for details.** Look at the items you checked in **C**. For each item, give examples from the reading.

1. _____
2. _____
3. _____
4. _____

E  **Discuss the questions with a partner.**

1. Would you like to take a vacation by yourself? Why or why not?
2. What other tips can you think of for a solo traveler?

GOING SOLO IS THE WAY TO GO!

Reading Strategy

Read for Details

Read for examples.

How do you usually travel? Do you go with a close friend or a group of friends? Do you join a tour group? Do you travel with your family?

Have you ever thought about “going solo”? In recent years, more and more people have started striking out on their own. You may think that traveling alone would be scary or boring. Well, according to people who do it, that’s not exactly true. Solo travelers often have positive experiences: They make new friends, get to know themselves better, and can make their own schedules for flights, hotels, and meals.

There are many different things you can do on a vacation alone. Some solo travelers use the time to learn or practice a sport such as golf, mountain climbing, or scuba diving. Others go and stay on a ranch and learn how to ride a horse. You can pretend to be a cowboy or a cowgirl for a day!

You may not believe this, but some travelers like to study on their vacation. They even go to “vacation college” at a university or join a research team as a volunteer worker. It’s hard but satisfying work. You can “play scientist” for a week or two while you help someone with his or her project.

For solo travelers of different ages and genders, there are many travel options. There are tours for women only and for people over the age of 60 where the tour company does things like help travelers with all of their baggage. And, of course, there are trips for singles who are looking for romance. One company offers trips that focus on fine dining—there is time for sightseeing during the day and for sharing a delicious meal with new friends at night.

So for your next vacation, if you haven’t considered going solo, think about it!

Bon voyage!

A photograph of a person from behind, standing in a field of tall grass and weeds. They are holding a camera up to their eye, looking through the lens. The background is a vast, hazy landscape of mountains under a sky filled with warm orange and yellow hues of a setting sun.

Many people hike Pha Tang Mountain in Thailand to see beautiful views of Thailand, Laos, and the Mekong River.

4 GRAMMAR

- A Study the chart. Turn to page 217. Complete the exercises. Then do **B** and **C** below.

Present Perfect (Indefinite Time) vs. Simple Past		
Statements	I've been to Korea.	He's booked his flight.
Questions and answers	Have you (ever) been to Brazil? Yes, I have. I was there last year.* No, I haven't. No, I've never been there.	Have you packed yet? Yes, I've already packed. Yes, I've packed already. No, I haven't packed yet. / No, not yet.

*Remember: When you answer a present perfect question with a specific time expression, use the simple past.

- B  Follow the steps below.

1. Complete expressions 1–8 below with the correct past participle. Then use the present perfect to ask your classmates if they have done each activity.
2. When someone answers Yes to a question, ask a follow-up question. Then write the person's name and the extra piece of information. Try to be the first person to complete 1–8.

Jin Sung, have you ever
visited a big city?

Yes, I have.

Which city?

Seoul.

Find someone who has...

	Name	Information
1. (visit) visited a big city		
2. (be) _____ on a train		
3. (talk) _____ to a flight attendant		
4. (forget) _____ something on a trip		
5. (go) _____ to the beach		
6. (lose) _____ their luggage		
7. (get) _____ sick while traveling		
8. (miss) _____ a flight, train, or bus		

- C Listen to your instructor read each item in **B**. If you've ever done the activity, raise your hand.

5 WRITING

- A  Read about homesharing websites. Have you, or someone you know, ever used one of these sites to travel? Do you think it's a good idea? Tell a partner.

Hotels can be expensive. That's why more travelers are using homesharing websites to find a cheaper place to stay. Using these sites, home owners (hosts) can rent rooms or entire homes to travelers from around the world. These rentals are usually affordable.

How it works: Travelers go on a site, choose a place to stay, and then send the host a message introducing themselves.

 /'klooɪ/

B Chloe (a host) lives in Paris. She is renting a room in her home. Amelia (a traveler) wants to rent the room. Read Amelia's message to Chloe. Answer the questions with a partner.

/ə'milijə/

1. Who is Amelia traveling with? When are they going? /bɛlə/
2. What are Amelia and Bella like?
3. Have they ever been to Paris?
4. What is Amelia's question?



Hi Chloe,

My name is Amelia, and I'm from Argentina. My friend Bella and I plan to visit Paris June 1–5 on vacation. We saw your apartment, and it looks perfect because it is right in the city center. Here's a little about us: We're both 21, we're students, and we love to travel!

I've been to Paris, but I haven't spent much time there, and Bella has never been to France. We're excited about our trip, and we hope we can stay with you. One question: our plane arrives at 10:30 PM on June 1, so we'll get to your house late. Is that OK?

Looking forward to hearing from you!

Amelia



C Choose a place to visit. Then use the example and questions 1–3 in **B** to write a short message on a piece of paper introducing yourself to the host (the person who is renting a room in his or her house). If necessary, ask questions, too.

D  Exchange papers with a partner.

1. Where is your partner going? Answer questions 1–3 in **B** about your partner.
2. Circle any mistakes in your partner's message. Then return the paper to your partner. Make changes to your own message.

6 COMMUNICATION

A  With a partner, choose one of your travel plans from Writing and role-play a meeting between the traveler and the host.

TRAVELER: You arrive late to the host's home. Explain why.
Talk about your plans for your trip.

HOST: Welcome your guest. Ask him or her three *Have you (ever)* questions in the role play.

Amelia? Hi, I'm Chloe.

Nice to meet you, Chloe. Sorry I'm late. I had to wait a long time in baggage claim.

No problem. Have you eaten dinner yet?

No, I haven't, and I'm hungry!

B  Perform your role play for another pair.

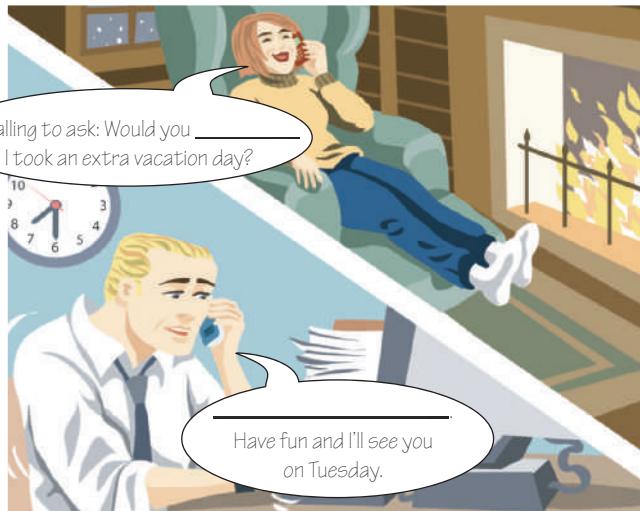
C  Switch partners and repeat **A** and **B**.

REVIEW UNITS 10-12

1 STORYBOARD

/piə/ /bɒb/

- A Pia is calling Bob, her boss, at work. Complete the conversations. For some blanks, more than one answer is possible.



- B In groups of three, practice the conversations. Then change roles and practice again.

- C Think of an interesting place to make a telephone call from. Then make your own conversation like the one above. Practice with your group.

2 SEE IT AND SAY IT

/'liuə/

- A Look at the picture of Leo's house. He went on a trip, but he forgot to do many things before he left. On a piece of paper, make a list of what he forgot to do.



- B Work with a partner. Pretend that you are Leo and call a friend. Choose three things you forgot to do and ask for help. Then switch roles.

I don't remember turning off
the light in the living room.
Can you do it for me?

Sure. No problem.

3 A TV AD

- A  Read the ad. Circle the correct answer(s) in the sentences. Then unscramble the adjectives. Check answers with a partner.



This Week's Best Buy!

- ★ Are you planning buying / to buy a new TV?
- ★ Do you hate watching / to watch movies on a small screen?
- ★ When you watch sports, do you want feeling / to feel like you're actually at the game?
- ★ Would you like saving / to save energy when you watch TV?

Try our new flat screen HDTV!

And you'll appreciate watching / to watch TV in a whole new way!

★ (beerraakml) picture quality!

★ (fabfadrole) Now only \$900!

★ (dealurb) Guaranteed to last 20 years!

- B  With a partner, compare your TV to the one in the ad using *(not) as... as*.

My TV isn't as expensive
as the TV in the ad.

4 OLD FAVORITES

- A Complete the chart with your favorites.

	When you were younger	Now
Snack food		
Music group or singer		
Piece of clothing you own(ed)		
Hobby		
Weekend activities		

- B  With a partner, ask and answer questions about your present and past favorites. Use *used to* for the past favorites. Have you changed a lot?

What snack food did you use to eat?

I used to eat a lot of sweets, but these days, I eat healthier snacks.

5 FIRST TRIP

/'ɛmə 'gouldstɪn/

- A** Emma Goldstein is 90 years old. She took her first trip on an airplane last month. Read what she said. Then correct the mistake(s) in each sentence. They can be mistakes in grammar or vocabulary. Some sentences can be fixed more than one way.

1. I used to ~~was~~^{be} afraid of flying.
2. Last month, I made a call from my daughter.
3. She said, "You must to pack your bags. We're taking a trip."
4. I didn't want to going at first because I disliked to fly.
5. I took two pieces of boarding passes on the plane.
6. The flight attendant was nice. She helped me put everything in the oxygen mask.
7. Airplane travel is not as scarier as I thought.
8. I can now proudly say, "I have flying on an airplane!"

- B**  Ask your partner about a trip he or she has taken.

6 LISTENING

- A**  Read the phone messages below. Then listen and circle the correct answer for each question. CD 2 Track 46

/ʃiːlə/ /tɒm/

1. Which message did Sheila leave for Tom?

WHILE YOU WERE OUT

Sheila called. She wants
to meet soon. She will call
again at 5:00.

WHILE YOU WERE OUT

Sheila called. She can't
meet tomorrow. Please
call her.

WHILE YOU WERE OUT

Sheila called. She can't
meet today. She wants to
meet tomorrow at 2:00.

/ted/

/'peni/

2. Which message did Ted leave for Penny's brother?

WHILE YOU WERE OUT

Ted called. His computer
crashed and won't start.
He wants you to fix it. Can
you call him? His number
is 555-9083.

WHILE YOU WERE OUT

Ted called. He has a
question about his new
laptop. Please call him
back.

WHILE YOU WERE OUT

Ted called. He wants you
to help him buy a new
computer. He'll call you
later.

UNIT 10 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Unscramble the sentences and questions. Use correct punctuation.

1. leave / like / for / Ana / would / you / message / to / a _____ *Would you like to leave a message for Ana?*
2. on / enjoy / talking / I / phone / the _____
3. phone / mind / I / if / borrow / your / do / you _____
4. need / call / I / mother / back / to / my _____
5. stand / when / don't / can't / I / texts / respond / to / people _____
6. avoid / please / your / voice / raising _____

2 QUESTION FORMULATION

- A Imagine that you are an older professor who has never used a cell phone. You just got one, but you do not know how to use it. Ask your partner (a student) six to eight questions on how to use the phone.

What is this green button for?

- B Now switch roles. Answer your partner's (the professor's) questions on how to use the new phone.

That's to make a call.

OK. How do I...

3 SPEAKING

- A Imagine that scientists discover that cell phone use is very dangerous for the brain. Governments worldwide agree to ban cell phones. On your own, make a list of five ways this would change your life. Then share your list with a partner. Talk about how you will go about your daily routine without constant access to a phone.

I usually use my phone to tell my friends if I am going to be late. Now they are just going to have to wait for me.

Or you could try to be on time!

- B Share your ideas with another pair.

4 WRITING

- A When is it inappropriate to use your cell phone? In your notebook, write about where and when people should not use their phones.

5 EXAM PREPARATION: LISTENING

A  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 15**

1. Where are these people?
 - a. In class.
 - b.** On an airplane.
 - c. At home.
 - d. In a car.
2. What does the man think of people talking on the phone in public places?
 - a. It's etiquette.
 - b. He doesn't mind it.
 - c. It's rude.
 - d. He enjoys it.
3. Why doesn't the woman leave a message?
 - a. The man has answered her question.
 - b. She has called the wrong number.
 - c. She will call Paula later.
 - d. She will see Paula in class.
4. What will the woman probably do?
 - a. Tell Marta Luis wants to speak to her.
 - b. Take a message.
 - c. Hang up.
 - d. Tell the man to call back later.
5. How will the woman talk with her boss?
 - a. By telephone.
 - b. In person.
 - c. By screening her calls.
 - d. Through email.
6. What will the man probably do?
 - a. Send a text instead of calling.
 - b. Not make a phone call.
 - c. Go outside to make the call.
 - d. Borrow another friend's phone.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 16**

1. What does the woman do?
 - a. Answer her phone.
 - b. Send a text.
 - c. Call Enrique.
 - d.** Ignore her phone.
2. What doesn't the woman want to be?
 - a. Rude.
 - b. Polite.
 - c. Lower.
 - d. Quiet.
3. What do the man and woman agree on?
 - a. People are addicted to their phones.
 - b. Subway riders shouldn't use phones.
 - c. It's important to use phones in public.
 - d. People are thoughtless about using their phones.
4. What does the woman ask the man to do?
 - a. Talk to her parents.
 - b. Screen his calls.
 - c. Let her use his phone.
 - d. Do something dangerous.
5. Where is the woman's phone?
 - a. She doesn't know.
 - b. Her parents have it.
 - c. It's in her backpack.
 - d. It's in the car.
6. What does the man say about texting while driving?
 - a. It's OK.
 - b. It's hazardous.
 - c. It's dangerous.
 - d. It's banned.

UNIT 11 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Find the error in the use of *used to* or comparisons in each sentence. Rewrite the sentence correctly.

1. Pablo didn't used to have a driver's license. Pablo didn't use to have a driver's license.
2. Did your mother used to have long hair? _____
3. That phone costs as much a new laptop. _____
4. Gloria used eat a lot of sweets. _____
5. His phone is not as new like my phone. _____
6. My dad use to have a black-and-white TV. _____

2 QUESTION FORMULATION

- A  Imagine you are asking one of your grandparents questions about themselves and the things they used to do. Use the cues and the correct form of *use to* to write questions. Then answer the questions with a partner, based on what you know about your grandparent.

1. have black hair _____ Did you use to have black hair?
2. wear glasses _____
3. go to the movies _____
4. live in the country or the city _____
5. have a telephone in the house _____
6. walk to school _____

Did your grandma use to
have black hair?

No, she didn't. She used
to have blond hair.

3 SPEAKING

- A  Imagine that in 50 years most human jobs are done by robots. Discuss the advantages and disadvantages of robots doing human jobs. Do you think robots will eventually help us or hurt us? Discuss with a partner.

- B  Join another pair and share your ideas.

Robots can do the boring jobs
nobody wants to do.

I think robots should do jobs we
can't do, like dangerous search and
rescue operations...

4 WRITING

- A Imagine that you really want to buy a new, expensive piece of technology. Choose one of the items from the box below. Then, write a letter to your spouse, partner, or parents explaining why you want this item, and convince them to let you buy it.

big screen TV fitness tracker smart watch smartphone tablet your idea: _____

Dear Dad, I just saw the latest fitness tracker. I really want it because...

5 EXAM PREPARATION: READING

- A Choose the best answer for each question.

1. What does it mean if something is *affordable*?
 - a. You can carry it with you.
 - b. It can break easily.
 - c. It is very expensive.
 - d. It is not very expensive.
2. Which option most closely matches the meaning of this sentence? *I used to live in Los Angeles.*
 - a. I lived in Los Angeles in the past. I don't live there now.
 - b. I started living in Los Angeles in the past, and I still live there.
 - c. I have always lived in Los Angeles.
 - d. I lived in Los Angeles in the past. I may or may not live there now (it's not clear).
3. Your parents are going to buy your younger brother his first car. Which one do you think they will choose?
 - a. A car that is breakable and reliable.
 - b. A car that is practical and affordable.
 - c. A car that is disposable and durable.
 - d. A car that is convenient and visible.
4. There are two houses. The first house is 2400 square feet. It was built in 1925, and it costs \$350,000. The second house is 2400 square feet. It was built in 2014, and it costs \$450,000. Which statement is true?
 - a. House 1 is as big as House 2.
 - b. House 1 is as old as House 2.
 - c. House 1 is as expensive as House 2.
 - d. House 1 is as affordable as House 2.
5. "A lot of people say that public transportation is really dependable. But I disagree!" Why might the speaker feel like this?
 - a. The subway is easy to walk to.
 - b. The buses are all brand new.
 - c. It's dangerous to bike in the city.
 - d. The trains are never on time.
6. What is something you can do to help the environment?
 - a. Prevent trees from growing.
 - b. Recycle items made out of plastic.
 - c. Consume more junk food.
 - d. Reduce the amount of time you sleep.

UNIT 12 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Unscramble the questions and statements. Use correct punctuation.

1. Jose / been / ever / to / has / Guadalajara _____ *Has Jose ever been to Guadalajara?* _____
2. to / we / for / our / save / money / have / trip _____
3. must / passport / have / travel / to / you / a / there _____
4. how / have / to / long / for / train / did / you / the / wait _____
5. must / print / your / you / at / boarding / home / pass _____
6. don't / remember / the / I / locking / door / front _____

2 QUESTION FORMULATION

- A  Work with a partner. Imagine that you want to travel to a new place. Your partner is a travel agent and will ask questions to help you decide where to go. Be prepared to answer the agent's questions, and tell him or her what you like and where you have already been.
- B  Switch roles and complete the exercise again.

Do you like cities or the
countryside?

What about museums?
Do you enjoy them?

Have you been
to Spain?

Oh, I really like
big cities...

No, I'd rather
be outdoors.

Yes, I've already been to
Madrid, but I haven't been
to Barcelona.

3 SPEAKING

- A  With a partner, agree on a place you both would like to visit. Then, plan a five-day trip there. Think of at least five activities you can do in this place.

OK, in Buenos Aires, we can see a tango show, and in
La Boca we can tour La Bombonera, and then...

And I want to see the
Evita Peron Museum!

- B  Get together with another pair and describe your plans to them. Listen to their plans and be prepared to ask questions and make comments.

We want to go to Buenos
Aires.

What will you need
to bring?

It will be warm when we visit, so we'll
need plenty of shorts and T-shirts....

4 WRITING

- A On your own and in your notebook, write about the trip you and your partner talked about in Speaking.

5 EXAM PREPARATION: LISTENING

A  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 17**

1. What is the woman doing for the man while he is away?
 - a. Stopping the mail delivery, watering the plants, and feeding the cat.
 - b. Watering the plants, taking care of the cat, and picking up the mail.
 - c. Putting the cat in a kennel, watering the plants, and picking up the mail.
 - d. Taking care of the cat and watering the plants.
2. What type of luggage does the man have?
 - a. A large suitcase.
 - b. A suitcase and a backpack.
 - c. We don't know—he doesn't go to the baggage claim.
 - d. Carry-on luggage.
3. Who has been to the new art museum?
 - a. Oscar.
 - b. Karina.
 - c. Both Oscar and Karina.
 - d. Neither (not Oscar, not Karina).
4. How does the woman feel?
 - a. Happy.
 - b. Afraid.
 - c. Sad.
 - d. Frustrated.
5. What will the man probably do?
 - a. Go home and look for the bus pass.
 - b. Walk to school.
 - c. Pay for the bus to school.
 - d. Buy a new bus pass.
6. What can be inferred about the speakers?
 - a. They travel often.
 - b. They are afraid to fly.
 - c. They don't travel often.
 - d. They don't enjoy traveling.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 18**

1. Who has gone camping before?
 - a. They both have.
 - b. The man has.
 - c. Neither of them has.
 - d. The woman has.
2. What does the man need?
 - a. To know what he needs to pack.
 - b. To know where to go camping.
 - c. Someone to go camping with.
 - d. A flashlight and money.
3. What does the woman tell the man to pack?
 - a. Batteries.
 - b. A phone.
 - c. A lighter.
 - d. Water.
4. What is the problem?
 - a. They have to cancel the trip.
 - b. The apartment isn't very nice.
 - c. The hotels are full.
 - d. The hotels are expensive.
5. What is the man's concern?
 - a. He doesn't know the people in the apartment.
 - b. He doesn't want to stay in a hotel.
 - c. He doesn't have a lot of money.
 - d. He likes to travel.
6. What does the woman suggest the man do?
 - a. Find a hotel.
 - b. Write to the apartment owners.
 - c. Search the homesharing website.
 - d. Think about staying in the apartment.

6

EXAM PREPARATION: READING

A Read the following text. Then choose the correct answers.

Before you go...

- Empty the trash ✓
- Pack carry-on luggage
- Pay the phone bill ??? → **CHECK ON THIS!**
- Print my boarding pass ✓
- Call the airline to confirm flight plans ✓
- At the check-in counter, ask for a seat next to the window
- Remember to call Mom from the gate!

At Aunt Rita's: 555-3489



1. Fernando is traveling today. Look at his travel documents. Which sentence is correct?
 - a. He has already printed his boarding pass and he already knows his gate.
 - b. He has not printed his boarding pass yet, but he already knows his gate.
 - c. He has not printed his boarding pass yet, so he doesn't know his gate yet.
 - d. He has already printed his boarding pass, but he doesn't know his gate yet.
2. Fernando has not yet finished doing all of the activities on his checklist. Which activity from his list will he do before he leaves for the airport?
 - a. Call his mother.
 - b. Pack his carry-on bag.
 - c. Speak to a flight attendant about changing his seat.
 - d. None of the above.
3. “Pay the phone bill” is on Fernando’s list. What is the status of this?
 - a. He forgot to pay it.
 - b. He has already paid it.
 - c. He can’t remember paying it.
 - d. He hasn’t paid it yet.
4. Why has Fernando written down his Aunt Rita’s phone number?
 - a. He has to call her before he leaves.
 - b. He left his boarding pass at her house.
 - c. She’s meeting him at the airport.
 - d. His mother is at her house.
5. What is one possible response Fernando may receive when he asks to change his seat?
 - a. “Of course. This flight leaves from Gate 19.”
 - b. “I’m sorry, but all of the window seats have been taken.”
 - c. “That won’t be a problem. The gate closes in one hour.”
 - d. “Yes, you can only bring one piece of carry-on luggage with you.”

PROCESS WRITING

- A Replace the words in parentheses with the most suitable words from the box.

answer being call someone back ignore raising my voice respond silence

I really don't spend a lot of time on my phone. It drives everyone crazy! My family and all my friends complain because I never (1. pick up) _____ when they call me. Most of the time, I (2. mute) _____ my phone, but I always check my messages. I try to (3. reply to) _____ my texts, but when I get a call from someone, I usually (4. don't answer) _____ it. I just don't like (5. talking) _____ on the phone! For example, when I'm on the bus and it's really noisy, I hate (6. speaking loudly) _____. I think it's rude and thoughtless when people talk loudly on their phones. I prefer to (7. return a call) _____ when it's easier to talk.

- B Do you spend a lot of time on your phone? Follow the steps and write a paragraph in your notebook. Remember not to start every sentence with "I"!

- In your first sentence, answer the question directly.
- Explain how you typically use your phone.
- What do you do? What don't you do?
- Include reasons and supporting examples.

- C  Peer editing. Exchange papers. Identify mistakes. Give suggestions for improving writing.

- D Read the sentences. What do the **bold** words mean? Circle the correct option.

1. I love this product! It's so **easy to carry** around. affordable / **portable**
2. Your new fitness tracker looks really trendy and **cool**. **fashionable** / reliable
3. We always buy this brand because we trust it. It's totally **reliable**. dependable / **durable**
4. What she likes is that most of the functions are very **useful**. **durable** / practical

- E Choose the correct phrases to complete the paragraph. One phrase is extra.

as affordable as as long as as many features as not as difficult used to last used to love

I (1.) _____ my cell phone. I had it for a long time and it was always reliable. But it was too old, so I got a new one last week. My new cell phone looks pretty fashionable, but I think I prefer my old one for two main reasons. The most important advantage is that the old battery (2.) _____ a lot longer. I could use it for two days without charging it! Unfortunately, my new phone's battery life is not (3.) _____ the other one's, and I have to charge it twice a day. An additional advantage is that my old phone was (4.) _____ to use. It had (5.) _____ my new one, but it was more manageable. Overall, I feel my old phone was a better product!

Don't Start Every Sentence with "I"

When you write about personal experiences, try not to start every sentence with "I." Instead, you can link sentences with *but*, *and*, or *because*, or you can start some sentences with time expressions, such as *sometimes* or *most of the time*.

- X** I mute my phone. I always check my messages. I reply to my texts.
✓ Sometimes, I mute my phone, but I always check my messages. Most of the time, I reply to texts.

F Compare two electronic devices. Choose from: tablets, headphones, MP3 players, cameras, phones, or your own idea. Use the bullets below to write a paragraph in your notebook.

- Explain what products you are comparing.
- Say which one you prefer.
- Provide the pros and cons.
- Use key phrases to introduce the pros and cons.
- Support your main points with examples.
- End by stating your preferred product again.

Introducing Pros and Cons

When you write a comparison between two or more items, it helps the reader if you use phrases to signal the pros (advantages) and cons (disadvantages).

Pros	Cons
<i>The most important advantage...</i> <i>Another excellent feature...</i> <i>The good thing about...</i>	<i>The main disadvantage...</i> <i>Unfortunately,...</i> <i>Another negative point...</i>

G  **Peer editing.** Exchange papers. Identify mistakes. Give suggestions for improving writing.

H Look at the numbered list. Now, number the sentences to put the email in the correct order.

1. Introduce yourself and say where you're from.
2. State when you'll be visiting, who with, and why.
3. Explain why you chose this apartment.
4. Provide some information about yourself.
5. Say whether you've been to that city.
6. Express your hope to stay in that apartment.
7. Ask any questions.

Hi Pedro,

- ____ Your apartment seems close to the main tourist spots, and it looks really cool!
- ____ I've been to Guadalajara, but neither of us has ever been to Mexico City.
- ____ Just to give you some information about us: Tom is 18, I'm 20, and we're both crazy about soccer!
- ____ I have a question for you: We don't speak any Spanish. Do you think we'll manage in Mexico City?
- ____ My name is Vincent, and I'm from Canada.
- ____ We're really looking forward to it, and hope your apartment is available. It's the best we've seen.
- ____ My brother Tom and I want to visit Mexico City July 14–18 on vacation.

Thanks, Pedro. Hoping to hear from you soon!

Vincent

I You and your cousin are traveling to London for a big music festival. In your notebook, write a semi-formal email to someone on a homesharing website. Follow the steps in **H** to organize your email.

J  **Peer editing.** Exchange papers. Identify mistakes. Give suggestions for improving writing.

Semi-formal Emails

We use a semi-formal style in some types of emails—for example, when you are writing to someone you don't know very well, or someone you haven't met in person. In semi-formal emails, it's OK to use contractions and informal greetings like *Hi Pedro* instead of *Dear Pedro*. But it's not OK to use slang or other very informal language.

LANGUAGE SUMMARIES

UNIT 10 TELEPHONING

LESSON A

Vocabulary

Phrases with phone

answer the phone ↔ hang up the phone

be on the phone / talk on the phone

borrow / use someone's phone

mute / silence your phone

turn on your phone ↔ turn off your phone

Phrases with call

call someone / make a call

call someone back / return a call

get a call from someone

screen your calls

Phrases with message

check your (text / phone) messages

get a (text / phone) message ↔ leave a message / send a message

take a message

Speaking Strategy

Using the telephone

Asking for someone and responding

Hi, Lisa? / Hi. Is Lisa there?

Hello. May / Could / Can I speak to Lisa, please? [formal]

This is Lisa. / Speaking.

Asking for identification of caller

Who's calling?

May I ask who's calling? [formal]

Asking someone to wait

Hang on. / Can you hang on (for a moment / second)?

Would / Could you hold (for a moment / second)? [formal]

Taking a message

Can I take a message?

May I take a message? [formal]

Would you like to leave a message? [formal]

LESSON B

Vocabulary

add / post ↔ delete

(be) addicted (to something)
at the last minute

ban ↔ allow

bullying

polite ↔ rude

raise your voice ↔ lower your voice

respond ↔ ignore

thoughtless ↔ thoughtful

turn down (the music) ↔ turn up (the music)
turn down (a request) ↔ accept (a request)

Come on.

I mean...

Look...

UNIT 11 TECHNOLOGY

LESSON A

Vocabulary

affordable
dependable
durable
fad
fashionable
features
flash in the pan
manageable
portable
practical
product
reliable
remarkable

Speaking Strategy

Offering a counterargument

Stating what other people think

A lot of people say (that)...

Some people think (that) (she's really shy).

Explaining what you think

(But,) actually,...

(But,) in fact, / in reality,...

(But,) the truth / fact / reality is (she's very outgoing).

LESSON B

Vocabulary

consume
have a(n) (positive / negative) effect
located
prevent
recycle
reduce
rescue
restore
transform

UNIT 12 TRAVEL

LESSON A

Vocabulary

check the (weather)
confirm (my flight plans)
empty (the trash)
give away (any fresh foods)
give (my house keys to a friend)
lock (the front door)
pack (your suitcase)
pay (some bills)
turn off (the lights)
water (the plants)

Speaking Strategy

Saying you've forgotten something

I forgot + noun:

I forgot my bus pass.

I forgot + infinitive:

I forgot to empty the trash.

I don't remember + gerund:

I don't remember turning off the lights.

I can't remember where + clause:

I can't remember where I put my car keys.

LESSON B

Vocabulary

baggage claim
boarding pass
carry-on luggage
check-in counter
flight attendant
frequent flyer miles
layover
long weekend
overhead compartment
oxygen mask
tray table

GRAMMAR NOTES

UNIT 10 TELEPHONING

LESSON A

Asking for Permission							Responses
①	Would	it be OK					Certainly. / Of course. / Sure, no problem. <i>(I'm) sorry, but...</i>
②	Would	you mind	if	I	used	your phone?	No, not at all. / No, go ahead. <i>(I'm) sorry, but...</i>
③	Do	you mind	if	I	use	your phone?	No, not at all. / No, go ahead. <i>(I'm) sorry, but...</i>
④	May / Could / Can		I	use		your phone?	Certainly. / Of course. / Sure, no problem. <i>(I'm) sorry, but...</i>
<p>① & ② The use of the past tense verb (e.g., <i>used</i>) makes requests with <i>Would</i> sound slightly more polite or formal.</p> <p>② & ③ To agree to a request made with <i>Would you mind</i> / <i>Do you mind</i>, answer with <i>no</i> (e.g., <i>No, I don't mind. You can use my phone.</i>)</p> <p>④ <i>May I</i> and <i>Could I</i> are slightly more formal than <i>Can I</i>.</p>							

A Unscramble the words to make questions.

1. you / I / messages / would / my / if / text / mind / checked

2. him / a / leave / could / message / I

3. OK / turned / it / phone / be / on / would / I / my / if

4. make / can / a / call / home / phone / I / quick

B  Complete the dialogs. Then practice them with a partner.

1. A: _____ mind if I opened the window?
B: _____, not _____. It's really hot in here.
2. A: May _____ here?
B: _____, but my friend is sitting there.
3. A: _____ mind if I turn up the volume a bit? It's hard to hear.
B: _____, _____ ahead.
4. A: _____ OK if I didn't turn in my homework today?
B: _____, no _____. Just turn it in tomorrow.

C On a separate piece of paper, write the opposite responses to each question in **B**.

LESSON B

Verb + Infinitive vs. Verb + Gerund

I **need** to buy a new phone.

I **avoid** talking on the phone when I'm driving.

I **tried** to call / calling you earlier.

Certain verbs can be followed by an infinitive (*to + verb*).

Other verbs can be followed by a gerund (*verb + -ing*).

Some verbs can be followed by an infinitive or a gerund.

Verbs followed by an infinitive	Verbs followed by a gerund	Verbs followed by an infinitive or a gerund
agree	appreciate	begin
choose	finish	love
decide	avoid	can't stand
hope	imagine	prefer
learn	dislike	hate
	keep	start
	enjoy	like
	(not) mind	try
	feel like	suggest

A Underline the gerund or the infinitive in each sentence. Then check (✓) the correct sentences. Change the incorrect sentences.

1. I learned to speak Spanish in high school.
2. I avoid to call people on the phone.
3. I began to raise my voice.
4. I enjoy to play games on my phone.
5. I agreed turning down the music on my phone.
6. I prefer to respond to texts quickly.
7. I finished to do my homework and then I called a friend.
8. I tried texting you twice but you didn't reply.

- B** Complete each question with the infinitive or gerund form of the word in parentheses. Sometimes both forms are possible.

1. What do you need (do) to do this weekend?
2. Who's someone you'd like (meet) _____?
3. What's something you can't stand (do) _____?
4. When did you start (learn) _____ English?
5. What TV shows do you enjoy (watch) _____?

- C** Now answer the questions in **B**. Use complete sentences.

Example: I love hanging out with my friends.

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

UNIT 11 TECHNOLOGY

LESSON A

Used to			
Subject	use(d) to	Verb	
I	used to	wear	glasses.
We	didn't use to	own	a computer.

Use *used to* for habits and actions that happened during a period of time in the past but are no longer happening now: *I used to wear glasses, but now I wear contacts.*

Use a time expression like *now* or *today* to make a contrast between the present and the past:
We didn't use to own a computer, but now we have three of them at home.

Expressions like *nowadays* and *these days* can be used for people or events “in general”:
People used to use their phones only for making calls. These days, they use them to do lots of things.
Notice the spelling of *use to* in negative statements.

Did	Subject	use to	Verb		Responses
Did	you	use to	wear	glasses?	Yes, I did. / No, I didn't.
	she		own	a computer?	Yes, she did. / No, she didn't.

Notice the spelling of *use to* in questions.

A Complete the sentences about *used to*.

- | | | |
|---|-----------------------------|---------------------------------|
| 1. Use <i>used to</i> to talk about the | a. present. | b. past. |
| 2. <i>Used to</i> is followed by | a. the base form of a verb. | b. a gerund (<i>ing</i> form). |
| 3. Use <i>use to</i> in negative statements and | a. responses. | b. questions. |

B Write sentences to compare life today with life 100 years ago. Use the time expressions given. Follow the model.

1. People had bigger families. (nowadays)

People used to have bigger families. Nowadays families are smaller.

2. Not many people owned a television. (today)

3. Not many women worked outside of the home. (now)

4. Telephones weren't portable. (these days)

5. Technology wasn't affordable. (now)

6. People read books instead of watching TV. (today)

LESSON B

Comparisons with as... as

Phone A is 12 cm. Phone B is 12 cm.

Phone A is as big as Phone B.

Phone A costs \$100. Phone B costs \$100.

Phone A costs as much as Phone B.

Camera A isn't as affordable as Camera B.

Maria didn't do as well as Carlos on the test.

My phone works as well as your phone.

= My phone works as well as yours.

I like this phone as much as that phone.

= I like this phone as much as that one.

She studies as hard as he studies. (not common)

She studies as hard as he does. (common)

She studies as hard as him.

Use as + adjective / adverb + as to show that two things are equal.

You can use not as... as to show that things are not equal.

Sometimes after as... as, you can end a sentence with a pronoun.

In spoken and written English, it's common not to repeat the main verb after as... as, but to say things as shown in the example.

A Unscramble the sentences.

1. speaks / She / as / you / English / do / well / as

2. us / don't / as / have / many / You / classes / as

3. computer / heavy / as / This / isn't / as / one / that

4. My / durable / as / tablet / as / isn't / yours

5. jacket / as / That / is / this / one / as / fashionable

B Compare the two vacuum cleaners in the chart by completing the sentences with *(not) as... as*. There may be more than one possible correct answer.

	The Vacuum Star	The Vacuum Pro
weight	6 kilos	6 kilos
price	\$450	\$150
durability	lasts 5–10 years	lasts 4–5 years
popularity	☆☆☆	☆☆☆☆☆
convenience	Robotic; cleans everywhere by itself	Robotic; cleans everywhere by itself

1. weight

The Vacuum Star weighs as much as the Vacuum Pro. / The Vacuum Star is as heavy as the Vacuum Pro.

2. price

The Vacuum Pro _____ the Vacuum Star.

3. durability

The Vacuum Pro _____ the Vacuum Star.

4. popularity

The Vacuum Star _____ the Vacuum Pro.

5. convenience

The Vacuum Star _____ the Vacuum Pro.

UNIT 12 TRAVEL

LESSON A

Modal Verbs of Necessity

	Present forms	Past forms
Affirmative	You must <u>show</u> your ID to get on the plane. I have to <u>buy</u> a backpack for my trip. We've got to <u>get</u> some cash.	I had to <u>wait</u> at the airport for an hour.
Negative	I don't have to <u>check</u> any luggage.	I didn't have to <u>wait</u> long.

Use *must*, *have to*, and *have got to* + the base form of a verb to say that something is necessary.

In spoken and written English, *have to* is used most commonly.

Must is often used to talk about rules or laws. *Must* is stronger than *have (got) to*.

Only *have to* can be used in the negative or to talk about things that were necessary in the past.

A Correct the error in each sentence.

1. She doesn't has to pack her suitcase. _____
2. They must leave yesterday. _____
3. I haven't to water the plants. _____
4. All passengers must to board the flight now. _____
5. We didn't had to pay in cash. _____
6. You don't have got to confirm your flight. _____
7. He got to give his house keys to a friend. _____

LESSON B

Present Perfect (Indefinite Time) vs. Simple Past

Statements	I've been to Korea.	He's booked his flight.
Questions and answers	Have you (<u>ever</u>) been to Brazil? Yes, I have. I was there last year.* No, I haven't. No, I've never been there.	Have you packed <u>yet</u> ? Yes, I've <u>already</u> packed. Yes, I've packed <u>already</u> . No, I haven't packed yet.

Use the present perfect to talk about past actions when the time they happened is unknown or unimportant.

*Note: When you answer a present perfect question with a specific time expression, use the simple past.

Have you ever visited Brazil?

Yes, I visited in 2015. *Yes, I was there two years ago.*

Adverbs used with the present perfect

Ever means “at any time in the past up to now.” It is optional.

Never means “at no time in the past.”

Use *yet* or *already* to talk about whether an action has been completed or not.

Use *yet* in questions and negative statements. Use *already* in affirmative statements.

- A** Read each dialog and the statement below it. Write *T* for *true*, *F* for *false*, or *N* for *not enough information*.

1. Man: Do you want a sandwich?
Woman: I've already eaten, thanks.
 - The woman is hungry. _____
2. Man: Have you been to the check-in counter yet?
Woman: Not yet.
 - The woman isn't ready to get on the plane. _____
3. Man: Should I call a cab for you?
Woman: No, It's OK. I've already called one.
 - A cab is coming soon. _____
4. Woman: What does Maria want?
Man: I don't know, but she's called three times.
 - Maria called an hour ago. _____
5. Man: Are you excited about your trip to London?
Woman: I am. I've never been there.
 - This is the woman's first visit to London. _____
6. Woman: Where are the suitcases?
Man: I've already put them in the car.
 - The man still has to put the suitcases in the car. _____

- B** Unscramble the questions.

1. ever / traveled / you / somewhere alone / have

2. a passport / have / you / yet / gotten

3. this year / already / you / a trip / taken / have

4. you / made any plans / have / for summer vacation / yet

5. lost / an airline / your luggage / ever / has

- C** Answer the questions in **B** about yourself. Use short answers. If the things are true, say when they happened.

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

10 TELEPHONING

LESSON A USING THE TELEPHONE

1 VOCABULARY

A Unscramble these words and phrases related to telephoning.

- | | | | |
|----------------------|-------|-------------|-------|
| 1. gnahpu | _____ | 6. srenw a | _____ |
| 2. n u r t no | _____ | 7. x ett | _____ |
| 3. c e n e r s llacs | _____ | 8. runt ffo | _____ |
| 4. cliesne | _____ | 9. teum | _____ |
| 5. semgaes | _____ | 10. robwor | _____ |

B Use the vocabulary words and phrases from **A** to complete the sentences.

1. I always _____ to avoid talking to telemarketers.
2. I never _____ when I'm driving, because I have to keep my eyes on the road.
3. If I am busy, I don't always _____ the phone.
4. Sometimes I have to _____ my friend's phone because mine is at home.
5. At the movies, you should _____ your phone. That way, you can check messages without bothering anyone.
6. I always say goodbye before I _____ the phone.
7. Did you leave me a _____?
8. I forgot to _____ my cell phone, so I missed your call.
9. She must have her phone on _____. That's why you can't hear her.
10. I _____ my cell phone when I go to bed so I won't be disturbed.

C What's your opinion? Complete the chart.

	Useful 	OK 	Useless 	Why?
Leaving messages				
Screening calls				
Texting				
Cell phones				

2 CONVERSATION

- A** Number the sentences in order to make conversations.

Conversation 1: A teacher is calling a student back.

_____ Will we be able to use our dictionaries during the test?

_____ Right. What did you want to talk to me about?

_____ 1 Hannah, this is Professor Gayle.

_____ Oh? What is it?

_____ Certainly. I always let students use dictionaries.

_____ Oh, hi, Professor Gayle. I left you a message earlier.

_____ I have a question about tomorrow's exam.

_____ OK. Thanks. That's good to know.

_____ Of course, Hannah. I'll see you tomorrow.

Conversation 2: Three friends are talking on the phone.

_____ Sure. No problem.

_____ 1 Hi, Rob. How are you?

_____ Yes, I am. Can I call you back later, Aida?

_____ Fine, Kenan. Are you ready for tomorrow's test?

_____ Hello?

_____ Yeah, I studied already. (Phone beeps) Rob, can you hang on for a minute?

_____ Hi, Kenan. This is Aida. Are you on the other line?

- B** Write your own phone conversation.

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

3 GRAMMAR

A Unscramble these telephone questions. Add commas where necessary.

1. you / tomorrow / back / can / call / I

2. ask / I / may / calling / who's

3. minute / could / you / hold / for / a / please

4. message / I / a / may / take

5. could / please / you / that / spell

6. Rami / does / your / have / number / telephone

7. to / may / please / I / Rosa / speak

8. leave / like / would / message / you / to / a

B Write each question below in the correct column.

May I speak to Dennis, please?

Who's calling?

Call back later.

Is Carlos there?

May I take a message?

Could you hold for a minute, please?

Can you call back later, please?

Would you like to leave a message?

More formal	Less formal

C Which sentences are longer, the more formal ones or the less formal ones?

LESSON B **ALWAYS CONNECTED**

1

VOCABULARY AND GRAMMAR

- A** Complete the sentences with words from the box. Use the correct tense.

accept	ban	ignore	post	respond	thoughtful	turn up
allow	delete	lower	raise	rude	turn down	

1. Some people want to _____ cell phone use in restaurants.
2. When someone is talking loudly on their cell phone, I try to _____ them.
3. Some people _____ their voices when talking on the phone so that they're almost shouting.
4. Sometimes others nearby tell a loud cell phone user to _____ his or her voice.
5. The cell phone user sometimes _____ with an angry remark.
6. I don't think they should _____ cell phone use on buses. It's too noisy.
7. _____ people don't text when they are talking to someone else.
8. Please _____ the volume! It's too loud.
9. Talking on a cell phone in class is _____.
10. I sometimes _____ a number from my cell phone by accident.
11. Should I _____ my boss's friend request on social media?
12. Can you _____ this song? It's my favorite!
13. Can you delete that photo of me you _____ online? I don't like it.

- B** Complete the sentences. Use a verb in the infinitive or gerund form.

1. I love _____
2. I decided _____
3. I hate _____
4. I dislike _____
5. I want _____
6. I can't stand _____
7. I finished _____
8. I try _____

2 READING AND WRITING

- A Read the article. Fill in the blanks with the titles from the box.

Are you being impolite?
Are you too **attached** to your phone?
Are you being unsafe with your phone?

Do you use your phone for everything?
Are you spending too much?

How connected are you?

1. _____
Do you use your phone for work, to talk to friends, or only in case of an **emergency**? Can **colleagues** reach you at all hours of the day? If you leave your phone at home, do you worry about missing out on plans with your friends? Try to spend less time using your phone. You will feel less stressed.
2. _____
Can you go on the Internet, call and text your friends, look up directions, listen to music, take pictures, and order food and taxis on your phone? Do you talk to your friends more through texts than in person?
3. _____
Is the price for these services too expensive? Do your monthly phone charges fit in your **budget**? If you use too much data every month, you usually have to pay more. If this happens to you, you ought to think about finding a new plan or using your phone less.

4. _____
You need two hands to drive a car. Taking your hand off the steering wheel to use your phone is **risky**. In some places it's **illegal**. If you need to make or receive a call, stop on the side of the road. Do not put yourself or others in danger.
5. _____
Turn your phone off in meetings, movie theaters, restaurants, or any place where a ringing phone might **disturb** people. It's OK to use your phone in a public place; just remember to speak softly and keep your conversation **private**.

If you answered yes to most of these questions, you should **reconsider** how often you use your phone. It's nice to be connected, but you shouldn't let technology **get in the way of** your life.

- B Write the bold word or words from the reading that match the definitions below.

1. very serious problem _____
2. against the law _____
3. not public _____
4. dangerous _____
5. bother _____
6. money you can spend _____
7. coworkers _____
8. interfere with _____
9. think again about _____
10. emotionally connected to something _____

- C** Complete the sentences with the gerund or infinitive form of the verb in parentheses.

I don't want (1. get) _____ a cell phone for work! I'm an office manager and I dislike (2. talk) _____ about work during my free time. I finish (3. work) _____ at 10:00 PM and I hate (4. get) _____ business calls after that. Instead, I have decided (5. wait) _____ until the next morning to respond to any calls. That way I don't need (6. answer) _____ a lot of silly questions late at night. I prefer (7. call) _____ people back in the morning.

- D** What about you? Do you have a cell phone? If you do, do you like it or not? If you don't, do you want to get one? Why or why not? Write your answers below.

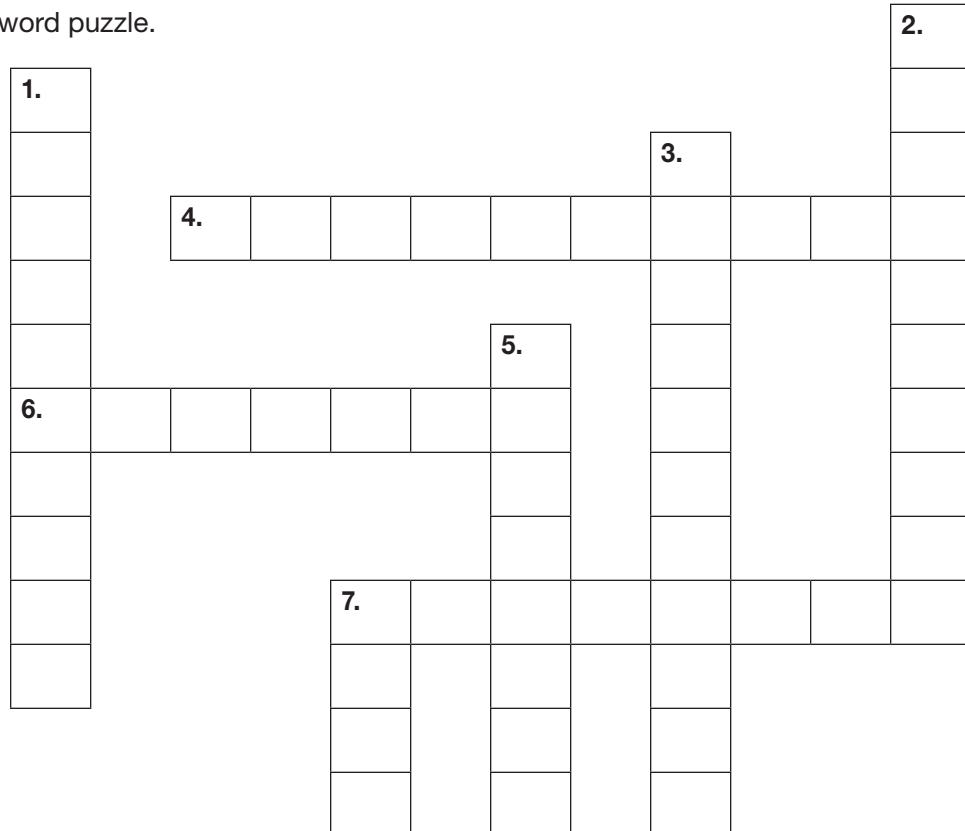


11 TECHNOLOGY

LESSON A THEN AND NOW

1 VOCABULARY

A Solve this crossword puzzle.



Across

4. easy to control or deal with
6. lasting for a long time
7. easy to carry around
8. another word for *dependable*

Down

1. not costing a lot
2. working well every time you use it
3. following the current style
5. unusual or surprising
7. simple and useful

2 CONVERSATION

A Unscramble the words in order to make sentences. Add commas where necessary.

1. **Other people:** say / some / people / cell phones / dangerous / that / are

You: save / in / reality / they / lives

2. **Other people:** that / video games / some / are / too violent / people / think

You: fact / but / aren't / the / is / most / that

3. **Other people:** some / say / people / I'm / shy / that

You: outgoing / but / I'm / actually / my / with / friends

4. **Other people:** a smart phone / should have / some / think / people / that / everyone

You: it's / truth / is / necessary / but / the / not

B Complete the sentences with expressions used to offer counterarguments like those in **A**.

1. Some people say that technology is all bad. _____, it helps us a lot.

2. Some people think that cell phones are too expensive. _____ they aren't.

3. _____
But, in reality, some people don't need a cell phone.

4. _____
But, the truth is, cell phones make life more complicated.

C Write pairs of sentences showing what other people think about something and what you think about it.

1. **Other people:** _____
You: _____

2. **Other people:** _____
You: _____

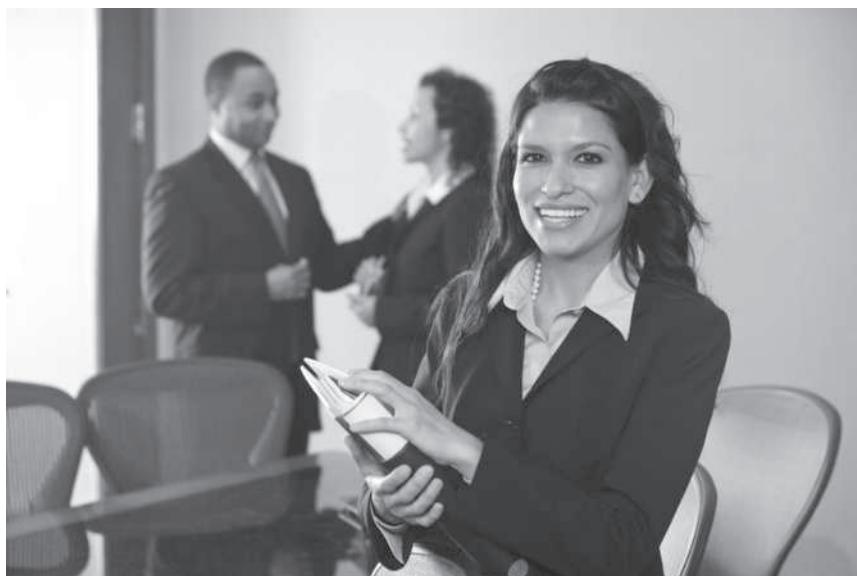
3 GRAMMAR

- A Write three things you used to do. Use the categories below.

Example: fashion: *I used to wear a baseball cap all the time.*

1. fashion: _____
2. music: _____
3. hobbies: _____

- B Maria Dominguez used to be a computer programmer. Now she is the president of one of the largest technology companies in the world. Write questions to ask her with *use to*.



1. _____ less money?
2. _____ at a college?
3. _____ night classes?
4. _____ in an apartment?
5. _____ a lot for tests?
6. _____ ?

- C Mark each sentence correct (C) or incorrect (I). Then, cross out the mistakes and correct them.

1. I Claudia didn't used to speak English very often.
2. I Takashi doesn't smoke now, but he used to smoke 20 cigarettes a day.
3. I When I was a child, I used to playing outdoors all day in summer.
4. I Did you use to study a lot when you were in high school?
5. I We used to take the subway to work, but now we have a car.
6. I Andrei didn't use to exercise very much.
7. I Now, Young-Hee uses to visit her grandparents every Saturday.
8. I When you lived in California, did you used to go to the beach often?

LESSON B MAKING LIFE BETTER

1

VOCABULARY AND GRAMMAR

A Match the words and their meanings.

- | | |
|--------------------------------|--|
| 1. ____ consume | a. change something |
| 2. ____ locate | b. save someone or something |
| 3. ____ transform | c. have a bad influence |
| 4. ____ restore | d. use something again |
| 5. ____ recycle | e. don't let something happen |
| 6. ____ rescue | f. show where something is |
| 7. ____ prevent | g. make something smaller |
| 8. ____ reduce | h. bring back something that had disappeared |
| 9. ____ have a negative effect | i. use something up |

B Complete the sentences. Use your own information.

1. I would like to transform _____.
2. My favorite location is _____.
3. I consume _____.
4. I recycle _____.

C Read the description. Then complete the sentences comparing the two men. Use as... as comparisons.

Franklin and Gino are best friends. Gino is a good soccer player. He's 5' 8" tall. However, he can't play basketball very well. Franklin is a great basketball player and he's 6' 10". But he isn't so good at soccer. Both men are 25 years old. Gino doesn't have many problems and he's always very happy, but Franklin isn't. Franklin has a lot of problems.

1. Gino _____ (be tall) Franklin.
2. Gino _____ basketball _____ (play well) Franklin.
3. Franklin _____ soccer _____ (play well) Gino.
4. Gino _____ (be old) Franklin.
5. Gino _____ (have many problems) Franklin.
6. Franklin _____ (be happy) Gino.

2 READING AND WRITING

- A Scan this article quickly. Write the appliances the article mentions on the lines below.
-
-

Technology Report

June 9

In today's report, we look at a new technology called the *Internet of Things*.

The *Internet of Things* means putting tiny computers into everyday electronic appliances, such as toasters and microwaves. With this new technology, appliances can communicate with their users—and with other appliances!

Some companies now sell products like a “smart” toaster. It remembers your favorite kind of toast: light or dark. Companies are designing a “smart” coffee maker and a “smart” clock. The coffee maker can measure the water and coffee. It can even put milk in your breakfast coffee and make black coffee in the afternoon. The clock will check the time on other clocks in your house, and give information about other appliances. For example, it can tell you, “Your coffee maker needs more water.”

And that's only the beginning. One company is now advertising “Save time—phone your washing machine!” Engineers are making a “smart” house. In this house, the lights, heater, and air conditioner change automatically when family members come home and when the temperature changes. This makes the home comfortable, and it saves a lot of energy. The Internet of Things could change many parts of our daily lives.

But do people really want this? Do they really need technology everywhere? One company asked people about their opinions on “smart” appliances. There were surprises. A “smart” refrigerator can buy more food on the Internet, but people didn't want this technology, because it might make mistakes.

“The Internet of Things is as important as a telephone,” says Rebecca Blair, president of InnoTech Corporation. But some of these products are not useful, or even practical. Companies should learn more about the technology that people really want.



- B Read the article again. Circle T for *True* and F for *False*.

- | | | |
|--|---|---|
| 1. A “smart” toaster has a computer inside. | T | F |
| 2. People can buy products like this now. | T | F |
| 3. A “smart” coffee maker can give information about other appliances. | T | F |
| 4. “Smart” houses use more energy. | T | F |
| 5. People wanted to have a “smart” refrigerator. | T | F |
| 6. All of these technology products are useful. | T | F |

C Match each word from the report with the correct meaning.

- | | |
|---------------------|---|
| 1. ____ appliances | a. draw a plan for something |
| 2. ____ communicate | b. send messages |
| 3. ____ design | c. machines for the home |
| 4. ____ technology | d. science used to invent useful things |

D Use the words in **C** to complete these sentences.

1. Cell phones help us _____ with each other.
2. Without modern _____, we wouldn't have cell phones and computers.
3. Scientists _____ some amazing things.
4. My favorite _____ are my vacuum cleaner and my blender.

E Write about your favorite way to communicate. Compare it with other ways.

12 TRAVEL

LESSON A BEFORE YOU GO

1 VOCABULARY

- A Steve and Jenna are going on a trip tomorrow. Complete their conversation with words from the two boxes. Choose a verb or thing for each blank.

Verb				Thing			
check	give	pack	water	bills	front door	plants	weather
confirm	give away	pay		flight plan	house keys	suitcase	
empty	lock	turn off		fresh food	lights	trash	

- Steve:** Are we ready to go? Did you (1.) empty the (2.) trash in the kitchen?
- Jenna:** Yes, I took it outside already. Did you (3.) _____ the (4.) _____ so we don't have to worry about late payments while we're away?
- Steve:** Yes. What about clothes? Did you remember to (5.) _____ your (6.) _____ with everything you'll need?
- Jenna:** Yes, and I (7.) _____ the (8.) _____ for Paris. It looks like it will be sunny all week!
- Steve:** Great! Now I'll just go to the airline website to (9.) _____ our (10.) Everything's on time.
- Jenna:** That's good to hear! OK, what's left? Did you (11.) _____ the (12.) _____ so they don't die while we're gone?
- Steve:** Yes! And we should (13.) _____ our (14.) _____ to Mrs. Brown next door so she can get in if she needs to.
- Jenna:** Good idea. And let's (15.) _____ this (16.) _____ before it goes bad. Do you think she would like these apples?
- Steve:** I'll bring it over. All right. (17.) _____ the (18.) _____ so we don't waste electricity. And (19.) _____ the (20.) _____ on your way out.
- Jenna:** I think that's everything! Let's go!

- B Write what you usually remember to do before vacation and what you sometimes forget to do.

Things I remember to do: _____

Things I forget to do: _____

2 CONVERSATION

A Match the sentence parts to make expressions about forgetting things.

- | | |
|--------------------------------|-------------------------|
| 1. I forgot ____ | a. I put the house key. |
| 2. I forgot to ____ | b. locking the door. |
| 3. I don't remember ____ | c. water the plants. |
| 4. I can't remember where ____ | d. my passport. |

B Complete the conversations by writing sentences that say what the people forgot. Use expressions about forgetting things from **A**.

Example: A: I forgot my umbrella.

B: Maybe you can buy an umbrella in the department store.

1. A: _____
B: I saw your credit card on the desk.
2. A: _____
B: That's OK. I have a jacket you can borrow.
3. A: _____
B: You can use my English textbook. I don't need it now.
4. A: _____
B: I think your keys are in the kitchen.
5. A: _____
B: No problem. There's lots of food in the refrigerator.
6. A: _____
B: You paid that bill yesterday!

C Write your own conversation about a friend who often forgets things.

Your friend: _____

You: _____

Your friend: _____

You: _____

Your friend: _____

You: _____

3 GRAMMAR

- A** Read what students have to do before studying at a university in the United States. Fill in the answers for your country.

	United States	Your country
1. get good grades in high school	yes	
2. pass an entrance exam	no	
3. fill out lots of forms	yes	
4. get letters from their teachers	yes	
5. visit the university	no	

- B** Write a sentence for each of the ten answers in A. Use *have to*, *must*, and *don't have to*.

1. In the United States, students _____ good grades in high school.
2. They _____
3. _____
4. _____
5. _____
6. In _____, students _____
7. They _____
8. _____
9. _____
10. _____

- C** Write true sentences about yourself.

What did you do yesterday?

1. Yesterday, I _____
2. I also _____

What do you have to do every day at work or school?

3. Every day, I _____
4. I _____

LESSON B ADVENTURES IN TRAVELING

1

VOCABULARY AND GRAMMAR

A Match the words with their meanings.

- | | |
|------------------------------|---|
| 1. ____ baggage claim | a. a part of your airplane ticket |
| 2. ____ oxygen mask | b. a small bag you take on the plane with you |
| 3. ____ check-in counter | c. a storage area on a plane |
| 4. ____ tray table | d. a person who helps you on a plane |
| 5. ____ carry-on luggage | e. the first place you go when you get to the airport |
| 6. ____ boarding pass | f. a piece of emergency equipment on a plane |
| 7. ____ overhead compartment | g. where you get your suitcase after a flight |
| 8. ____ flight attendant | h. something attached to the seat in front of you |

B Complete each sentence using the present perfect + *already* or *yet*. Use the negative form if necessary.

Example: I (pack) I haven't packed my suitcase yet. I can't find it anywhere.

1. I (confirm) _____ my flight plans _____, so that's taken care of.
2. I (lock) _____ the door _____. I have to go back inside and get something.
3. I (give away) _____ the food in the refrigerator _____. Mrs. Larson thanked me for the fruit and yogurt.
4. I (leave) _____ the house _____. I can't find the keys to the car.
5. I (pay) _____ the bills _____. I did it last night.
6. Bill (empty) _____ the trash can _____. I'll have to ask him again.
7. I (turn off) _____ the lights _____. I'll do it just before I leave.
8. Bill (water) _____ the plants _____. He did it earlier this morning.

2 READING AND WRITING

A Read the article. Fill in the blanks with titles from the box.

Tagging luggage Saving space Pre-trip planning Other ideas Your carry-on bag

Tips for Better Packing

Are you planning to travel for a weekend or several months, around the country or overseas? Here are some tips to help you pack your bags.

1

- You need a packing list to help you remember everything. Make your list and review it about a week before your trip.
- Plan a time to go shopping for things you need for your trip.
- Don't pack the night before you travel. You will forget things when you're hurrying.

2

- Before packing, put name tags on valuable items like cameras and cell phones.
- Make sure that each piece of luggage, including carry-ons, has a luggage tag on it.
- If you know your hotel's address and phone number, put it on your luggage tags.

3

- Pack small items (socks, belts, etc.) inside your shoes. It uses the empty space and helps the shoes to hold their shape.
- Pack your clothes in plastic bags.
- If you are traveling with a friend, plan your packing together. Share your shampoo, toothpaste, or first-aid kit.

4

- The most important items for your trip (passport, plane tickets, credit cards, keys, etc.) should go in your carry-on bag. Always keep them with you.
- Keep your carry-on bag small and light. Put bulky, heavy items in your checked luggage.
- Use soft bags, such as backpacks or shoulder bags, for carry-ons. They fit easily under the airplane seat, or into small overhead compartments.

5

- Bring an empty bag for souvenirs from the trip.
- Remember to pack a few rubber bands, safety pins, and plastic bags. They can be very useful.
- Bring some snacks such as nuts, cookies, or dried fruit (not chocolate—it's too messy). You can eat them if you don't have time for a meal.

B According to the article, are these good ideas or bad ideas? Check (✓) the correct column.

	Good idea	Bad idea
1. Put your credit cards in your checked luggage.		
2. Bring chocolate as a snack.		
3. Make a plan before you start packing.		
4. Share a friend's shampoo.		
5. Pack a few hours before your trip.		
6. Go shopping before your trip.		
7. Put heavy things in your carry-on bag.		
8. Use plastic bags for packing.		

- C** Read the paragraph and circle the correct answers.

I (1.) *have visited / am visiting* a lot of places in my country. (2.) *I've been / I was* to New York, Miami, and San Francisco. The most interesting city I (3.) *saw / have seen* is Washington, DC. I (4.) *went / have gone* there last year with my friends. You (5.) *don't have to / must not* bring a lot of money for tourist attractions. Many of the museums, such as the National Air and Space Museum, are free. The National Zoo is free, too. We (6.) *took / have taken* a lot of pictures and (7.) *ate / have eaten* in some great restaurants. We (8.) *planned / are planning* to go again next year.



- D** Write about places you've visited in your country. Which was the most interesting? Why?

10 Good Morning World

Hello Hangups

- A** What do they say? Watch the video and circle the words you hear. Then compare your answers with a partner's.

1. Erica: "She doesn't *need / want* to worry."
2. Erica: "Do you mind if I *answer it / hang up?*"
3. Erica: "No. I hate *to eat / eating* there."
4. Jay: "Do you mind *answering / hanging up* the phone?"
5. Erica: "I *love / hate* having cameras in my house to record every moment of my life."
6. Jay: "Kim means we *wanted / decided* to talk about your show."
7. Erica: "I just got a *phone / text* message from my boyfriend."
8. Jay: "You could turn *on / off* your phone."
9. Kim: "Or *ignore / answer* the call."
10. Jay: "Kim, *raise / lower* your voice."

- B** Now watch the video again and circle a or b. Then compare your answers with a partner's.

1. Who does Erica love talking to?
a. her friend Renee b. Kim and Jay
2. How long does Erica say she'll be on the phone?
a. a second b. a minute
3. Who does Erica say is rude sometimes?
a. her boyfriend b. her agent
4. What does Erica think is always important to do?
a. screen your calls b. take messages
5. What does Erica say when she answers the phone and doesn't know who it is?
a. Hang on, Erica Allendez. May I ask who's calling?
b. Hello, Erica Allendez. Who's calling?
6. Why is Erica so excited?
a. She loves being on Good Morning World.
b. She got a part.

- C** Go around the class. Ask questions about phone habits and complete the chart. Then report your information to the class.

Find someone who...	Name
likes to talk on his or her cell phone	
hates sending text messages	
avoids talking on the phone while driving	
hates when people talk on the phone in public	
always screens his or her calls	

10 City Living

I Can't Stand Cell Phones!

- A**  Why do you think people use cell phones so often? Think of some reasons and make a list. Then share your list with the class.

Reasons why people use cell phones:

- B**  What happens? Watch the video. Number the sentences in order from 1 to 8. Then retell the story to a partner. Include any details you can remember.

- _____ The woman who was on a cell phone earlier asks Mike to be quiet.
_____ Mike gets a call from his mother.
_____ Mike's dad gives him his new phone number.
_____ Roberto and Mike criticize people who use cell phones in public places.
_____ Roberto and Mike see a woman chatting on a cell phone.
_____ Mike gets a call on his cell phone from his father.
_____ Mike's mom tells him her vacation plans.
_____ Mike uses his cell phone to connect his mother and father.

- C**  What do you think happens next? Work with a partner to predict what will happen after Mike hangs up. Write out the conversation between Roberto and Mike. Then act out your conversation for the class.

ROBERTO: _____

MIKE: _____

10 Global Viewpoints

Cell Phones

- A** What are these people's opinions? Watch the video "Cell phones" and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

- | | | |
|--|------|-------|
| 1. Catherine thinks cell phones are necessary nowadays. | True | False |
| 2. Brad always has his cell phone with him. | True | False |
| 3. Brad can't browse the Internet on his cell phone. | True | False |
| 4. Jackie doesn't like having a camera on her cell phone. | True | False |
| 5. Dayanne thinks that cell phones are always necessary. | True | False |
| 6. Alex likes being able to contact people whenever he wants. | True | False |
| 7. Calvin thinks he has more privacy with a cell phone. | True | False |
| 8. Lourdes likes cell phones more than she dislikes them. | True | False |
| 9. Dennis likes cell phones because they connect you with people. | True | False |
| 10. Dennis doesn't mind cell phones ringing at unexpected times. | True | False |
| 11. Alejandra likes to use her cell phone to tell people when she is running late. | True | False |
| 12. Alejandra hates cell phones when they ring in public places. | True | False |

- B** Now watch the video again. Match the people with what each one says about cell phones. Then compare your answers with a partner's.

- | | |
|--------------------|---|
| 1. Brad _____ | a. mentions the usefulness of cell phones in emergencies. |
| 2. Jackie _____ | b. says that phones are very good for business. |
| 3. Dayanne _____ | c. says that they allow her to call people when she's late. |
| 4. Calvin _____ | d. mentions browsing the Internet and downloading music. |
| 5. Lourdes _____ | e. mentions a camera phone. |
| 6. Dennis _____ | f. talks about privacy. |
| 7. Alejandra _____ | g. says that cell phones help people reach each other anywhere. |

- C** Brainstorm the advantages and disadvantages of cell phones with your group. Complete the chart below. Then share your group's ideas with the class.

Advantages of Cell Phones

Disadvantages of Cell Phones

11 Good Morning World

Okay Computers

A  Watch the video and check (✓) Yes or No. Then compare your answers with a partner's.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Are computers as old as Jay is? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does Kim have her laptop with her? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is Kim's laptop portable and convenient? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does Jay think that computers are disposable? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does Kim say that old computers are as practical as new ones? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does Jay say that old things are more reliable? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is Jay's computer small and portable? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did Kim's parents used to have a computer like Jay's? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does Kim drop her laptop? | <input type="checkbox"/> | <input type="checkbox"/> |

B  Now watch the video again. Match the correct information to make true sentences. Then check your answers with a partner.

- | | |
|--|---------------------------|
| 1. Jay says that some people think computers _____ | a. good as he does. |
| 2. Kim says that computers are as _____ | b. practical as new ones. |
| 3. Jay says that computers don't look as _____ | c. are disposable. |
| 4. Kim says she used to _____ | d. old as Jay is. |
| 5. Jay says a lot of people think computers _____ | e. are a new technology. |
| 6. Kim says that old computers are not as _____ | f. big as a house. |
| 7. Kim says that Jay's computer is as _____ | g. and convenient laptop. |
| 8. Kim is very happy with her new, attractive, _____ | h. be more careful. |

C  In pairs, make an advertisement about a computer. Include some of the words or expressions below. Then share it with the class, and everyone will vote on the most original advertisement.

It's... affordable / attractive / convenient / disposable / durable / portable / practical / reliable	Some people say / think A lot of people say / think	It costs as much as... It is as big as... It works as well as...
consume / prevent / recycle / reduce / transform	(But) actually / in fact (But) the truth / fact	Some people used to... Technology used to...

11 City Living

The First Word Processor

- A** Have you ever had a problem with a computer, a cell phone, or another piece of technology? What happened? Discuss with a partner and take notes below. Which of you had the hardest problem to solve?

My technology problem	My partner's technology problem

- B** What do you learn in the video? Watch the video and circle *a*, *b*, or *c*. Then compare your answers with a partner's.

1. What did the professor use to write her term papers when she was in high school?
 - a. a computer
 - b. a typewriter
 - c. a word processor
2. What's the professor's opinion of the typewriters she used in high school?
 - a. They were OK.
 - b. They were really bad.
 - c. They were amazing.
3. What does the professor say about the first computers?
 - a. They were fast.
 - b. They were unreliable.
 - c. They were affordable.
4. What happened one spring when the professor was working on a term paper?
 - a. The batteries in her laptop died.
 - b. Her typewriter broke.
 - c. The electricity went out.
5. What did the professor use to finish writing her paper?
 - a. a laptop
 - b. a typewriter
 - c. a paper and pencil

- C** What's your opinion? Circle *I agree* or *I disagree*. Then work with a partner. Compare and explain your answers.

- | | | |
|--|---------|------------|
| 1. It's difficult to live without a personal computer. | I agree | I disagree |
| 2. The world could not function without computers. | I agree | I disagree |
| 3. Computers are not reliable. | I agree | I disagree |
| 4. People rely too much on computers. | I agree | I disagree |

11 Global Viewpoints

Technology Today

- A** What do we learn about these people? Watch the video “Technology today” and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner.

1. Reda knows a lot about electronics. True False
2. Kevin likes his laptop because it's portable. True False
3. Alejandra thinks instant messenger is affordable and fun. True False
4. Denise uses her cell phone to stay in touch with her family. True False
5. Jackie likes to search the Web and download music. True False
6. Catherine usually phones her friends in New York. True False
7. Dave sometimes uses his computer to write papers on the train. True False
8. Julianna uses her computer to surf the Internet and do homework. True False
9. Jonathan's computer is old and reliable. True False

- B** Now watch the video again and circle the answers. Compare your answers with a partner's.

1. Reda thinks that cell phones with *cameras / Internet access* are very cool.
2. Kevin likes his laptop because it's *very fast / thin*.
3. Alejandra's favorite feature on her computer is the *instant messenger / webcam*.
4. Denise stays in touch with her *friends / family* in Brazil with instant messenger.
5. Jackie uses the computer for downloading *pictures / music*.
6. Catherine sends a lot of *email / text messages* to her friends.
7. Dave thinks that his *laptop / MP3 player* is fun.
8. Julianna's computer was *expensive / inexpensive*.
9. Jonathan doesn't like his computer because it's *slow / old* and unreliable.

- C** What kind of computer habits do your classmates have? Interview five classmates. Mark the correct column in the chart for each answer. Total the number of marks in each square and report the results to the class.

How often do you use a computer to...	once a day or more	once a week	once a month	hardly ever
check and send email?				
surf the Web?				
write papers or do homework?				
play computer games?				
download music?				
watch videos?				
shop online?				
chat with friends?				

12 Good Morning World

Show On the Road

- A Watch the video and check (✓) Yes or No. Then compare your answers with a partner's.

	Yes	No
1. Did Kim turn off the lights this morning?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did Jay empty the trash?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did Kim unplug all of her electrical items?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did Kim give away her fresh foods?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did Kim give her apartment keys to her sister?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did Jay put his dog in a kennel?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is Jay's mother going to water his plants?	<input type="checkbox"/>	<input type="checkbox"/>
8. Has Jay ever been to Jamaica?	<input type="checkbox"/>	<input type="checkbox"/>
9. Has Jay ever been to India?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did Jay forget to confirm that his passport is still good?	<input type="checkbox"/>	<input type="checkbox"/>

- B What do they say? Watch the video and circle the words you hear. Then check your answers with a partner.

1. Jay: "I've / You've got to be excited about this trip!"
2. Jay: "Well, let's not think about *carry-on luggage* / *boarding passes* and overhead compartments . . ."
3. Kim: "Did you *remember* / *forget* to empty the trash?"
4. Kim: "Uh-oh. I *remembered* / *forgot* to do that."
5. Jay: "Precious? In a *kennel* / *carry-on*?"
6. Kim: "Have you ever *been* / *travelled* to Jamaica?"
7. Jay: "But I have travelled all over the world and I've *visited* / *seen* many beautiful places."
8. Kim: "I've / You've been to Egypt... Italy... Morocco... India... Argentina..."
9. Kim: "Jay Jones *remembered* / *forgot* to confirm that his passport is still good."
10. Jay: "I asked Mother / Precious to do this for me!"

- C Go around the class. Ask questions and complete the chart. Check off if each classmate has or hasn't done the items listed. Then report your information to the class.

Have you ever...?	Name	Yes, he/she has.	No, he/she hasn't.
been to Jamaica	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
written a poem	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
forgotten your keys	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
put a pet in a kennel	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
flown on a plane	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
been on television	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
won a contest	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
solved a mystery	<hr/> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>

12 City Living

Mexico—Here We Come!

- A** What are the three most important things to take on a vacation to a warm place? How about a cold place? Make lists for each and explain your choices to the class.

Things to take on vacation to a warm place	Things to take on vacation to a cold place
1.	1.
2.	2.
3.	3.

- B** What happens? Watch the video. Number the events in order from 1 to 8. Then retell the story to a partner. Include any details you can remember.

- _____ Tara starts looking for her wallet.
_____ 1 Tara runs through the room looking for her bag.
_____ Mike reminds Sun-hee to unplug the electrical appliances.
_____ Sun-hee goes back into the apartment to get her ticket and traveler's checks.
_____ Claudia runs through the room looking for her ticket.
_____ Sun-hee ends her phone call with Mike.
_____ Claudia, Tara, and Sun-hee leave the apartment.
_____ Claudia starts looking for her cell phone.

- C** What kind of traveler are you? Talk about travel with a partner. Ask and answer questions like the ones below. Then share your information with the class.

How often do you travel?

What do you like to do when you travel?

Where do you usually go? Why?

How do you like to travel? By car? By train? By plane?

What things do you do before you go?

What do you usually take with you?

12 Global Viewpoints

Travel

- A What do these people do before going on a trip? Watch the video “Travel” and check (✓) the things each person does. Then compare your answers with a partner’s.

	Dave	Alejandra	Thales
confirm plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
empty trash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give out key(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pay bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
request meal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
turn off items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
water plant(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B Watch the video again. Check (✓) the sentences that are true. Then work with a partner to correct the false sentences. Discuss any details you can remember.

- _____ Before going on a trip, Dave gives a house key to a friend.
- _____ Before leaving on a trip, Alejandra requests a vegetarian meal.
- _____ Thales gives his keys to his brother when he goes on a long trip.
- _____ Julianna’s story happened when she came to the U.S. by herself.
- _____ Julianna didn’t speak English, so she used an interpreter to communicate.
- _____ Catherine’s story happened on her first trip to Tanzania.
- _____ Catherine traveled in a helicopter.
- _____ Catherine had a detailed travel plan.
- _____ Dennis’s story happened when he was a passenger on an airplane.
- _____ Dennis’s co-worker lost her balance and accidentally moved a man’s toupee.

- C Think about an interesting travel experience. Write details from your experience in the boxes below. Then describe your experience to the group and answer any questions they have.

When did it happen?	Where were you?	Who was with you?	What happened?

Worksheet

10A: Can I take a message?

Work with a partner. Write polite telephone English that you can use for the things in Chart A. Then practice making the telephone conversations in Chart B.

Answering the phone:	Asking to speak to someone:	Asking someone to wait:
Asking for a name and phone number:	Asking someone to spell something:	Asking if you can take a message:
Asking who is calling:	Asking someone to call later:	Saying someone can't talk now:
Asking x to ask y to call you:	Spelling your name:	Ending a call:

A

B

A: Call Parker Industries.

1

B: You are a receptionist. Answer the call.

A: You want to speak to Mr. Lim.

B: Mr. Lim is busy. Ask A to wait.

A: You want Mr. Lim to call you back.

B: Agree and ask who is calling.

A: Give your name and phone number.

B: Take down A's details and end the call.

A: End the call.

B: Call Chantan Corporation.

2

A: You are a secretary. Answer the call.

B: You want to speak to Mr. Tan.

A: Mr. Tan is not in. Ask if you can take a message.

B: Mr. Tan left his cell phone in B's office.

A: Take the message and end the call.

B: End the call.

A: Call XYZ Language School.

3

B: You are a receptionist. Answer the call.

A: You want to register for a class.

B: The registrar is not there. Ask for A's name and phone number.

A: Give your name and phone number.

B: The registrar will call A back.

A: Agree and end the call.

B: End the call.

B: Call Parker Industries.

4

A: You are a receptionist. Answer the call.

B: You want to speak to Ms. Jones.

A: Ms. Jones is on another line. Ask B to wait.

B: Ask A to ask Ms. Jones to call you.

A: Agree and ask who is calling.

B: Give your name and phone number.

A: Take down B's details and end the call.

B: End the call.

A: Call Chantan Corporation.

5

B: You are a secretary. Answer the call.

A: You want to speak to Ms. Neo.

B: Ms. Neo is in a meeting. Ask if you can take a message.

A: Ms. Neo has a dentist appointment tomorrow at 3 PM.

B: Take the message and end the call.

A: End the call.

B: Call XYZ Language School.

6

A: You are a receptionist. Answer the call.

B: You want to cancel your class.

A: The manager is busy. Ask for B's name and phone number.

B: Give your name and phone number.

A: The manager will call B back.

B: Agree and end the call.

A: End the call.

Worksheet

10B: Lifestyle survey

You work for a marketing company. You are doing a lifestyle survey on young people. First add more questions to the different categories in the survey. Then interview a different classmate for each category. What do you and your classmates have in common?

Lifestyle Survey

1 = I love

2 = I enjoy

3 = I don't mind

4 = I don't like

5 = I can't stand

Food and Drink

Do you like...	Name:	More information:
cooking your own meals?	1 2 3 4 5	
to eat fast food?	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

Entertainment

Do you like...	Name:	More information:
listening to hip-hop music?	1 2 3 4 5	
to go to nightclubs?	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

Appearance

Do you like...	Name:	More information:
to wear famous brands?	1 2 3 4 5	
working out at the gym?	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

Worksheet

11A: Things used to be different.

Look at 1-6 below. What are things like today? How did things use to be different 100 years ago? Work in groups to fill in the chart.

1. Fun



2. Politics



4. Family



3. Technology



5. Health



6. The Environment



These days...	100 years ago...
1.	
2.	
3.	
4.	
5.	
6.	

Worksheet

11B: Job satisfaction

Choose five points below that you think are important for job satisfaction. Number the points from 1 (most important) to 5 (least important). Then discuss in a group, agree on five points, and number them from 1 to 5.

	For you	For the group
a good boss	_____	_____
good medical insurance	_____	_____
interesting work	_____	_____
no dress code	_____	_____
promotion opportunities	_____	_____
a high salary	_____	_____
enough vacation days	_____	_____
a comfortable working area	_____	_____
working in an interesting city	_____	_____
commuting time from home to work	_____	_____
a good bonus plan	_____	_____
a well-known company	_____	_____
flexible working hours	_____	_____
friendly coworkers	_____	_____
not too much stress	_____	_____



Worksheet

12A: Secret societies

You are a member of a secret society. Complete the information about it below. Then talk to your classmates. Try to find new members for your society and try to join other societies.

Name of the Secret Society: _____

Society Motto: _____



Important Rules for Members:

New members of my secret society

Secret societies I am going to join

New members of my secret society	Secret societies I am going to join

Worksheet

12B: I've never done that!

Think of three leisure activities that you haven't done before but you want to do. Write the information below. Then talk to your classmates. Find leisure activities that none of you have done before and make plans to do them over the weekend. Write your plans in the planner.

Things that I haven't done...	Reasons I want to do them...

SATURDAY	SUNDAY
Morning _____ _____ _____ _____	Morning _____ _____ _____ _____
Afternoon _____ _____ _____ _____	Afternoon _____ _____ _____ _____
Evening _____ _____ _____ _____	Evening _____ _____ _____ _____

