

ICPNA

INSTITUTO CULTURAL PERUANO NORTEAMERICANO



THIRD EDITION

WORLDLINK

Developing
English Fluency



James R. Morgan ■ Nancy Douglas

BASIC 10

Front cover art by Eduardo Kobra
in Sao Paulo, Brazil.
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ABOUT THE ARTIST

Brazilian muralist Eduardo Kobra creates large-scale, colorful murals of notable people in cities around the world.

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English Fluency

Basic 10

James R. Morgan
Nancy Douglas



Australia • Brazil • Mexico • Singapore • United Kingdom • United States



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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

SCOPE & SEQUENCE

	Unit / Lesson	Video	Vocabulary	Listening
Welcome Unit p. viii				
UNIT 4 TRENDS p. 48				
	LESSON A Lifestyle trends p. 50	Are You Typical? p. 50	Student trends in the United States p. 51 <i>about, exactly, increase</i>	Boomerang kids p. 52 Infer information Make and check predictions Listen for details
	LESSON B Fashion trends p. 56		Fashion trends p. 56 <i>casual, comfortable, retro, stylish</i>	Personal style p. 57 Use background knowledge Listen for gist Listen for a speaker's opinion
UNIT 5 OUT AND ABOUT p. 62				
	LESSON A Running errands p. 64	Bicycle Anecdotes from Amsterdam p. 64	Doing chores and running errands p. 65 <i>do laundry, make dinner, sweep, vacuum</i>	Making appointments p. 66 Listen for gist Identify a response
	LESSON B My neighborhood p. 70		Is your neighborhood walkable? p. 70 <i>get around, get to, sidewalks</i>	The neighborhood of Hongdae p. 71 Listen for the main idea Listen for details Identify key details
UNIT 6 GOALS p. 76				
	LESSON A Starting out p. 78	Young Entrepreneurs p. 78	Applying to college p. 79 <i>apply, consider, compete, decide</i>	Not your typical school p. 80 Listen for details Summarize
	LESSON B After graduation p. 84		Life after graduation p. 84 <i>do an internship, take time off, at some point</i>	Plans for the future p. 85 Listen for gist Listen for details

Review Units 4–6 p. 90

Unit Consolidation	p. C8
Process Writing	p. P3
Workbook	p. 20
Video Worksheets	p. VW10
Communication Worksheets	

Grammar

Pronunciation

Speaking

Reading

Writing

Communication

Quantity expressions
pp. 54, 199

Giving advice with could, should, ought to, and had better
pp. 60, 200

Unstressed of p. 54

Disagreeing / Disagreeing more strongly p. 53

Trendspotting
p. 58
Make predictions
Check predictions
Read for gist
Sentence insertion
Understand paraphrases

Give fashion advice to someone looking for a job p. 60

Making decisions and stating opinions p. 55
Taking a fashion quiz and giving advice p. 61

Requests with modal verbs; Requests with mind pp. 68, 201

Modifiers really / very and pretty
pp. 74, 202

Reduced forms of could you and would you
p. 66

Making appointments
p. 67

I love my neighborhood
p. 72
Skim for the main idea
Read for details
Scan for information

Write about your neighborhood
p. 74

Planning and describing a cleaning service p. 69
Describing improvements for your community p. 75

Plans and decisions with be going to and will pp. 82, 203

Predictions with be going to and will
pp. 88, 204

Reduced form of going to
p. 82

Responding to bad news / Offering to help p. 81

A different road to success p. 86
Draw conclusions
Infer meaning
Scan for details
Identify pros and cons

Write about your college experience
p. 89

Asking and answering questions about future plans p. 83
Making predictions about someone's future p. 89

Language Summaries p. 187

Grammar Notes p. 199

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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.

ICPNA INSTITUTO CULTURAL PERUANO NORTEAMERICANO		BASIC 10 (B10)			
		Learning Outcomes	I saw it	I understand it	I use it
Unit 4		I can talk about statistics and trends. (p. 51) The number today is more than three times as high. / Today, more than half of college graduates... / The number of graduates moving back home rose from 1970 to today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can disagree politely and strongly, using a variety of expressions. (p. 53) Sorry, but I disagree. / I know what you're saying, but... / That's (just) not true. / I completely disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can give advice with <i>could</i> , <i>should</i> , <i>ought to</i> , and <i>had better</i> . (p. 60) You could wear the blue dress or the black one. / You should wear a formal suit to the job interview. / You'd better wear a coat. It's going to rain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can listen for details. (p. 52)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can understand paraphrases. (p. 58)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can write a letter giving advice. (p. 60)			
		I can make appointments. (p. 67) ~ I'm calling to make a dentist appointment. ~ Can you come in tomorrow at 2:00? ~ No, that time doesn't work for me. ~ How about the day after tomorrow at 4:00? ~ That's perfect!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can make requests using modals and <i>mind</i> . (p. 68) ~ Will / Can / Could / Would you help me, please? ~ I'd be glad to. / Would you mind helping me? ~ No. Not at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can emphasize ideas using <i>really</i> , <i>very</i> , and <i>pretty</i> . (p. 74) It's really / very / pretty far from here. / It's a really / very / pretty far walk from here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can make inferences and identify a response in a phone conversation. (p. 66)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 5		I can scan for numbers and what they refer to. (p. 72)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can write a description of a place (neighborhood). (p. 74)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can respond to bad news and offer to help. (p. 81) (I'm) sorry to hear that. / That's too bad. / If there's anything I can do, (just) let me know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can talk about plans or decisions using <i>be going to</i> and <i>will</i> . (p. 82) I'm going to go to Harvard. / Maybe I will see a movie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can make predictions using <i>be going to</i> and <i>will</i> . (p. 88) She will be very successful. / Some students aren't going to pass the exam. / He definitely won't study history in college. / ~ Is she going to go to graduate school? ~ Maybe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can listen for details. (p. 80)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can draw conclusions from an article. (p. 86)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I can write a personal profile. (p. 89)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 GRAMMAR

- A** Complete the sentences with the simple present or present continuous form of the verbs in parentheses.

1. David (live) _____ in a small town near London.
2. At the moment, we (stay) _____ with friends in Beijing.
3. Kate (study) _____ in Paris this year.
4. I (have) _____ five brothers and sisters.
5. Antonio and Jeremy (play) _____ basketball on the weekends.
6. Luisa (learn) _____ Portuguese in Brazil this summer.

- B**  Write questions to match the answers. Then practice asking and answering the questions with your partner.

- | | |
|-------------------------------------------------------|-------------------------------------------------|
| 1. A: When <u>did you graduate from high school</u> ? | B: I graduated from high school two years ago. |
| 2. A: Who _____ ? | B: Jose helped us with our project. |
| 3. A: How long _____ ? | B: Gloria studied English for ten years. |
| 4. A: Was _____ ? | B: No, Kim wasn't a good art student. |
| 5. A: How _____ ? | B: They learned photography by taking a course. |
| 6. A: Did _____ ? | B: Yes, Silvia passed the history exam. |

- C** Correct the errors in the use of comparatives in the sentences below. Two of the sentences are correct.

1. This hamburger is more tastier than the one I ate last week.
2. That restaurant is famouser than this one.
3. Which is tastier, your cooking or mine?
4. Wow! This sausage is spicyer than I expected.
5. What goes more well with baked chicken, potatoes or rice?
6. Your pizza is bigger than mine.

- D** Complete the sentences with the superlative of the adjectives in parentheses.

1. Thai food is (spicy) the spiciest kind in the world.
2. Piccola Italia is (popular) _____ pizza restaurant in town.
3. That was (good) _____ ice cream I ever had!
4. Food trucks are (trendy) _____ way to eat lunch.
5. I'm taking my girlfriend to dinner at (romantic) _____ place I know.
6. Yesterday, I had (boring) _____ meal of my life.

i You can use cognates to help you learn new vocabulary. Cognates are words that have a similar meaning in two languages. For example, *spicy* and *especiado* are cognates. Keep a section for cognates in your vocabulary notebook.

However, be careful of “false friends,” which are words that look similar but have different meanings. For example, *large* and *largo* are false friends. They do not mean the same thing. *Large* means *grande*. The English word for *largo* is *long*.

- E** Complete the sentences with the correct form of the verbs in the box.

appreciate believe live make own work

1. I never _____ **believe** anything Carlos tells me.
2. The apple pie you _____ smells delicious!
3. At the moment, Leah _____ with her parents.
4. She (not) _____ an apartment yet.
5. We _____ on a research project this week.
6. I always _____ your help around the house.

- F** Unscramble the words to make sentences. Remember to capitalize the first word in each sentence.

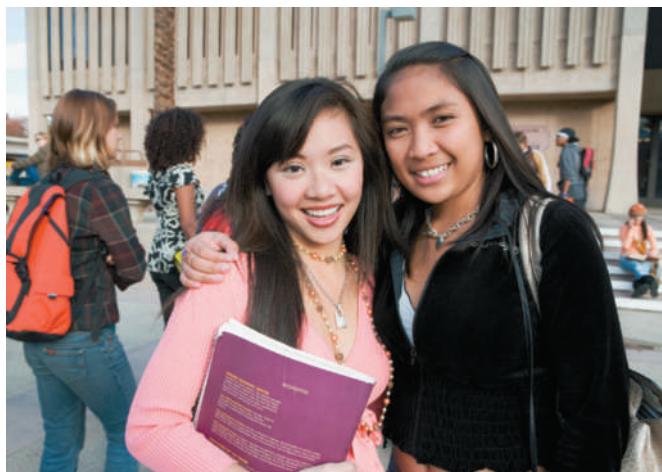
1. could / on / other / be / there / life / planets _____ **There could be life on other planets.**
2. water / some / may / planets / have _____
3. life / be / the / we / only / intelligent / can't _____
4. air / might / polluted / the / be _____
5. lights / from / a / maybe / the / are / plane _____
6. everything / scientists / know / galaxies / can't / about / other _____

2 VOCABULARY

- A** Complete the sentences with the words in the box. Some of the words need to be in the plural form.

acquaintance classmate coworker friend girlfriend neighbor

1. I don't know Gemma well—we're just **acquaintances**.
2. Lisa, Mario's _____, lives across the street from him.
3. My _____ Enrique and Isabel study with me at Saint Charles College.
4. Andrew started going out with his _____ Jen last year.
5. Julie and Kate are best _____—they met in elementary school.
6. Leo's _____ from the store are all students.



- B**  Work with a partner to match the parts of the expressions. Words can be used more than once. Then make sentences that are true for you, using the expressions. Share them with your partner.

have	a class
fail	an exam
get	a good / bad grade
pass	lessons
prepare for	a tutor
take	

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

I am taking a class in Latin American art. It's really interesting!

 When you are having a conversation in English, pay attention to people's gestures (communication with their body or hands). Gestures help you understand what the other person is saying. Which gestures do you use when you speak?

- C**  Describe the foods with the adjectives in the box. You can use some words more than once and more than one answer may be correct. Then ask a partner: *Do you like these foods?*

delicious juicy oily salty sour spicy sweet tasty



1. delicious, juicy, sweet
pineapple



3. _____
potato chips



5. _____
yogurt



2. _____
sausage



4. _____
hamburger



6. _____
lemon

Do you like pineapple?

Yes! It's delicious and sweet.

D Circle the correct word or words to complete each sentence.

1. Charlie always has **good luck / bad luck**—last week he broke his leg going down the stairs.
2. We saw Marta **on purpose / by chance** at the grocery store. What a nice surprise!
3. We need to include **facts / intuition** in our report.
4. It's my **lucky / unlucky** day! I just found \$100 on the street.
5. Just **on purpose / by chance**, it stopped raining right when we walked outside!
6. Many buildings don't have a 13th floor because people think 13 is a(n) **lucky / unlucky** number.

3 WRITING

A In your notebook, write a review of a restaurant that you like. Use the comparative and superlative forms of adjectives. Include this information:

- Restaurant name
- Service
- Type of food
- Best dish
- Prices
- Your rating (1–5)



4 PRONUNCIATION PRACTICE

i English does not have simple rules for which syllable receives the main stress in a word. You should learn the stress in each word as you learn its spelling and meaning. Dictionaries point out word stress and pronunciation.

A Read these words aloud to yourself. Then work with a partner to take turns practicing your pronunciation. Are you putting stress on the right syllable?

- | | |
|-----------------|-----------------|
| 1. coworker | 6. purpose |
| 2. acquaintance | 7. explanation |
| 3. delicious | 8. surprising |
| 4. eliminate | 9. stomach |
| 5. protect | 10. stomachache |

B Spanish speakers sometimes have trouble distinguishing between sounds in English, such as /v/ and /b/. Practice pronouncing these words with your partner.

- | | |
|------------------|--------------|
| 1. have practice | 6. benefit |
| 2. baked | 7. neighbor |
| 3. by chance | 8. bitter |
| 4. investigate | 9. behavior |
| 5. solve | 10. movement |

4 TRENDS





Look at the photo. Answer the questions.

- 1** A trend is a change toward something new or different. What is trendy (popular or fashionable) right now?
- 2** Do you ever do something (listen to certain music or buy a certain product) because a lot of people are doing it? Why or why not?
- 3** Do you follow fashion trends?

UNIT GOALS

- 1** Interpret numbers and talk about trends
- 2** Disagree with someone
- 3** Talk about fashion trends and your personal style
- 4** Give advice

A woman wears a stylish yellow hat in Ecuador.

LESSON A LIFESTYLE TRENDS



There are over seven billion people in the world. What do you think the most “typical” person looks like?

1 VIDEO Are You Typical?

- A Complete the sentences with information about yourself. How typical do you think you are? Discuss with a partner.

1. I am a(n) _____-year-old _____ female / male.

(e.g., Australian, French)

2. I am right-handed / left-handed, I have / don't have a cell phone, and I have / don't have a bank account.

Most people are right-handed, but I'm left-handed. That's not typical.

- B You are going to watch a video about the most typical person in the world. Read sentences 1–3 and try to guess the answers. Then watch and complete the sentences.

1. The most typical person is a(n) _____-year-old _____ female / male.

2. The most typical person is right-handed / left-handed, has / doesn't have a cell phone, and has / doesn't have a bank account.

3. By 2030, the world's most typical person will come from _____.

- C Discuss these questions with a partner.

1. Are you similar to the world's most typical person? Why or why not?

2. The video mentions a future change to the world's most typical person. What is it? What do you think is causing this change?

I am not very similar to the world's most typical person.
For one, I am Peruvian...

2 VOCABULARY

- A Look at the pie charts below. What do they show about student life in the United States? Tell a partner.
- B Read the sentences below each pair of pie charts. Circle the correct word to complete each sentence. Circle the correct word to complete each sentence. Compare your answers with a partner's.

Word Bank

approximately / about / around

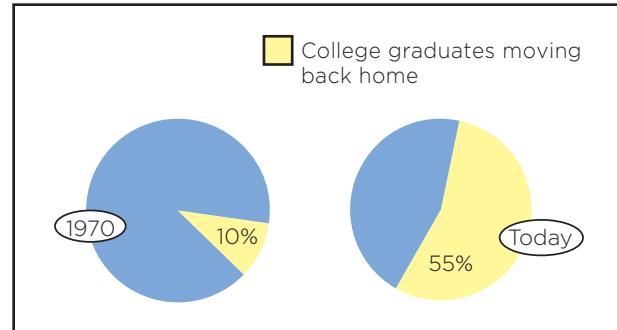
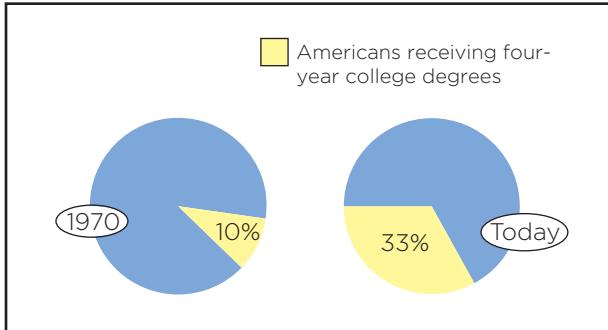
exactly / precisely

nearly / almost

over / more than ↔ under / less than

increase / rise ↔ decrease / fall / drop

TRENDS IN AMERICAN STUDENT LIFE



1. In 1970, **about** / **exactly** 10% of Americans received a four-year college degree.
2. Today that number is **nearly** / **precisely** 35%.
3. The number today is more than **three times** / **four times** as high.
4. The number of people with a college degree **dropped** / **increased** from 1970 to today.
5. In 1970, **over** / **under** 20% of college graduates moved back home to live with their parents.
6. Today, **almost half** / **more than half** of college graduates are moving back home.
7. There are more than **four times** / **five times** as many graduates moving home today.
8. The number of graduates moving back home **rose** / **fell** from 1970 to today.

- C Discuss the questions with a partner.

1. In your opinion, which trend(s) in B are positive? negative? Why?
2. Are these trends similar or different in your country? Explain.

I think it's positive that more people are getting college degrees...



3 LISTENING

/'ælɪŋkəs/

- A Infer information.** Read about Alex below. What do you think the term *boomerang kid* means?

Alex is nearly 25 years old. He left home to go to college when he was 18 years old. He graduated from college over three years ago. About a year after graduation, he moved back home to live with his parents. Alex is known as a "boomerang kid."

- B**  **Make predictions.** Look at the chart. Read the information about Alex's life before, his life now, and his hopes for the future. What do you think he is going to say about his life? Tell a partner.

i Notice how we say fractions in English: 1/2 = one half
1/4 = one quarter 1/3 = one third 2/3 = two thirds



Nearly 50% of college graduates move back home at some point.

	Before	Now	In the future
Living situation	lived in an _____	lives at _____	going to find a _____
Rent	more than _____ a month	_____	going to _____ the rent
Money	didn't have _____ of money	saves _____ of his salary	
Work	couldn't find _____	works _____	wants to find a _____ job

- C**  **Check predictions.** Listen to Alex talk about his life. As you listen, complete the chart in **B**.
CD 1 Track 23

- D**  **Listen for details.** Listen. Complete the paragraph. **CD 1 Track 24**

My mother told me not to give up. But it's not so _____. When my mom was _____, she graduated from college and _____ a job pretty quickly. Now more people go to college, and there is more competition for _____. It's a lot _____.

Listening Strategy

Listen for Details

Listen carefully for specific information.

- E**  Read the paragraph in **D**. Then discuss the questions below with a partner.

1. Do you think it's harder for college graduates now? Why or why not?
2. When do children typically move out of their parents' homes in your country? Do they ever move back home? If so, why?

I think it's harder in some ways for college graduates now....

Oh, I disagree.

4 SPEAKING

- A   Listen to the conversation. Then answer the questions with a partner. **CD 1 Track 25**

1. What are Carla and her dad fighting about?
2. Who do you agree with, Carla or her dad?

CARLA: Dad, can I talk to you for a minute?

DAD: Sure, what's up?

CARLA: Well, my friend Marta is going to see a concert tomorrow night, and she invited me to go.

DAD: Tomorrow night? But tomorrow's Tuesday. Sorry, Carla, but no.

CARLA: Dad! You *never* let me do anything.

DAD: That's not true, Carla. You do lots of things. But the concert ends late, and you have school on Wednesday.

CARLA: I know what you're saying, Dad, but it's just one night. And all of my friends are going.

DAD: Sorry, Carla, but the answer is still no.

CARLA: Oh, Dad, you're so unfair!

- B  Practice the conversation with a partner.

SPEAKING STRATEGY

- C  Work with a partner. One person is the parent. The other person is the son or daughter.

1. Choose a situation from the box below. Think of reasons for and against it. Use specific data and facts to back up your reasons.
2. Create a new conversation. Talk about typical trends. Use the Word Bank on page 51.

- D  Get together with another pair.

- **Pair 1:** Perform your conversation for the other pair.
- **Pair 2:** Listen. Who do you agree with—the parent or child? Why?

- E  Switch roles and do D again.

I want to get a part-time job this year. One recent study showed that students with part-time jobs are three times as likely to get good grades.

I see what you're saying, but...

Useful Expressions	
Disagreeing	Disagreeing more strongly
I know what you're saying, but...	I'm afraid I disagree. Sorry, but I disagree. That's (just) not true. I totally / completely disagree.
I see what you mean, but...	
Yes, (that may be true), but...	
I'm not so sure about that.	
Speaking tip	
You can soften your disagreement by first saying that you understand the other person's point. <u>I see what you mean, but I still don't think it's a good idea.</u>	

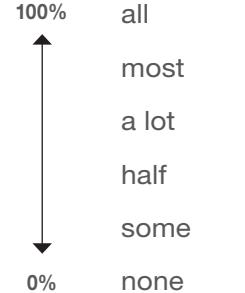
Parents: Your son or daughter wants to...

- buy a car.
- visit another country by himself or herself.
- get a part-time job.
- your own idea: _____

5 GRAMMAR

A Study the chart. Turn to page 199. Complete the exercises. Then do **B–D** below.

Quantity Expressions					
Quantity	of	Determiner	Plural count noun		
All	of	my	friends	live at home.	
Most		Pronoun			
A lot		them			
Half					
Some					
None					



100%
↑
all
most
a lot
half
some
none
↓
0%

B  **Pronunciation: Unstressed *of*.** Practice saying the three sentences below. Then listen and repeat. Notice the pronunciation of the word *of* in each one. **CD 1 Track 26**

1. A lot of college graduates move back home.
2. Most of my friends live at home.
3. Some of them have part-time jobs.

Word Bank

a couple = two

C Read the information about six families from around the world. Then write *all*, *most*, *a lot*, *some*, *a couple*, or *none* in the blanks below.

						
	The SHAW family /ʃɔ:/	The IKEDA family /i'keida/	The OLIVEIRA family	The CHOI family /tʃɔɪ/	The VEGA family	The KUMAR family /'kumar/
Hometown	Chicago	Tokyo	São Paulo	Seoul /soul/	Mexico City	New Delhi
Language	English	Japanese	Portuguese	Korean	Spanish	English
Housing	house	apartment	apartment	apartment	house	apartment
Transportation	car	subway	bus	car	car	bus
Wife works at...	restaurant	office	hotel	office	office	office
Children	no	yes	yes	yes	yes	yes

1. _____ of the families live in big cities.
2. _____ of the families speak English.
3. _____ of them speak French.
4. _____ of the families live in apartments.
5. _____ of them own cars.
6. _____ of the wives work.
7. _____ of them work in an office.
8. _____ of the families have children.

D  Tell your partner about the families you know using *all (of)*, *most (of)*, *a lot (of)*, *half (of)*, *some (of)*, *a couple (of)*, or *none (of)*. Use the list below.

None of the families I know live in the city.

- | | | |
|-----------------------------|------------------------|-------------------------|
| have children | speak a little English | live in the city |
| live in a house / apartment | own a car | have a mother who works |

6 COMMUNICATION

A Read the situations below. For each one, choose the answer you agree with or write your own idea.

Luis wants to go to design school, but his father wants him to go to City University. Luis doesn't want to go there, but if he doesn't, his father will not pay for school. What should Luis do?

- a. Go to City University like his father wants.
- b. Start at City University and then later transfer (move) to another school.
- c. Get a job, save his money, and pay for his own education.
- d. Your idea: _____

/'juki,koo/

Yukiko's 16-year-old brother hangs out with some bad people. He isn't going to class, and he is fighting at school. Yukiko is worried. What should she do?

- a. Wait a little longer. Maybe things will change.
- b. Talk to her brother. Tell him her feelings.
- c. Tell her parents about her brother.
- d. Your idea: _____

/dʒɔʃ/

/holi/

Josh is dating Holly. Josh loves her, but his parents don't like her. This weekend is Josh's birthday. His parents are having a party, and they have invited all his friends—except Holly. What should Josh do?

- a. Talk to his parents and tell them to invite Holly.
- b. Just bring Holly to the party.
- c. Skip the party and spend the day with Holly.
- d. Your idea: _____

B  Get into a small group. Talk about your opinions in **A**. Explain the reasons for your choices.

I think Luis should go to City University.

C  Look back at each situation in **A**. How many people in your group agreed with answers a–c? How many came up with their own answers? Compare your results with another group.

Most of our group members think Luis should go to City University.

Really? Most of us think he should go to design school.



LESSON B FASHION TRENDS



Fashion Flashback

What styles were *in* (popular) a decade ago?



1 VOCABULARY

- A Work with a partner. Look at the photos and read the question. Then match the words (a–e) below with the clothing items in the photos.

- a. **ripped** jeans
- b. **baggy** shorts
- c. **pointy** shoes
- d. an **oversized** shirt
- e. **skinny (fitted)** jeans

- B Answer the questions with a partner.

1. Are the styles above still in?
2. Which words in the box do you know?
Which are new?
3. Which words in the box describe the styles
in the photos? Which describe your look?

Word Bank

Describing your **look** (style)

casual / comfortable ↔ **formal / conservative**

colorful

dramatic / flashy ↔ **plain / simple**

elegant

retro / vintage

stylish

sporty

unique / unusual ↔ **common / ordinary**

2 LISTENING



- A** **Use background knowledge.** Look at the photos and answer the questions with a partner.

1. What are the people in the photos wearing?
2. What adjectives from page 56 describe each person's look?

- B** **Listen for gist.** Listen. You will hear three different conversations. What are the people talking about? Number the photos (1, 2, or 3). One photo is extra. **CD 1 Track 27**

- C** **Listen for a speaker's opinion.** Read the sentences below. Then listen again. Circle the correct word and write one word in each blank. **CD 1 Track 27**

Photo 1

1. The woman **likes** / **dislikes** the ear piercings because they're too _____.
2. The man **likes** / **dislikes** the style. He says it's a _____ look.

Photo 2

3. The man's office dress code is mostly "business _____."
4. The man **likes** / **dislikes** his office dress code. It's more _____ than the one at his last job.

Photo 3

5. The girl says her brother's look is very _____.
6. The girl **likes** / **dislikes** this style because it's _____.

- D** Answer the questions with a partner.

1. Do you like the styles in the photos? Why or why not?
2. Does your school or workplace have a dress code? Explain.

Word Bank
dress code = the rules about the clothes a person can wear in a place (at work, at school)

Listening Strategy

Listen for Gist
Listen for the main idea in each conversation.

My school has a dress code. We have to wear plain button-up shirts and conservative skirts.

3 READING CD 1 Track 28

- A  **Make predictions.** Read the ad below. What do you think a trendspotter does? Who would hire a trendspotter?

Are you between the ages of 15 and 22? Do you like fashion and music? Do you know what's hip?

You could be a **trendspotter!**

- Try new products!
- Participate in surveys!
- Receive free samples!

- B **Check predictions; Read for gist.** Brooke works as a trendspotter. What does she do? Read her posts and check your answers in A.

- C **Sentence insertion.** Write each sentence below in the correct place in the reading.

Yesterday, they were here in the studio.

Then she gave us a tour of the studio.

There were about ten of us.

- D  **Understand paraphrases.** Check (✓) the sentence(s) Brooke would say about being a trendspotter. Explain your answers to a partner.

1. _____ It's kind of boring.
2. _____ You can make good money.
3. _____ You get free things.
4. _____ You work with famous people.
5. _____ People ask your opinion about lots of things.

- E  Answer the questions with a partner.

1. Why do you think companies use trendspotters? Do you think it's a good idea?
2. Would you like to be a trendspotter? Why or why not?

Companies probably use trendspotters to understand the people who buy their products.



Reading Strategy

Understand Paraphrases

Identify the ideas presented in the reading.

TRENDSPOTTING

Part-time Job

Today I started my new part-time job as a trendspotter. I was nervous and didn't know what to expect. Well, guess what? It was a lot of fun! I'm telling all of my friends, "You should think about becoming a trendspotter, too!"

This morning, we had to report to a recording studio¹ by 10 AM. The "Trends Coordinator," Mandy, explained the schedule. _____ That was really cool!

/'mændi/

Next we sat around a big table in a room. _____ Mandy gave each person three cards. One card said "Yes—All the way!" Another said, "It's OK." The third one said, "No way!" We listened to about ten different songs. After each song, we had to hold up a card. They played some hip-hop, rock, heavy metal, and dance music. The heavy metal was "No way!" for me!

Gifted

Do you know the rock group Gifted? They're really popular right now. _____

Too bad we missed them. Anyway, they have a new album coming out soon. We saw six different album covers. (I guess they are trying to choose one.) This time, we didn't have any cards.

Instead, we just talked about the covers we liked. Mandy asked us questions: "Which ones do you like?" and "Why do you like them?"

We finished at 12:30. We meet again next week at a boutique² downtown. We will look at some new fashions. Each week we go to a different location. Oh, and we also received a gift card for our work. This "job" doesn't pay, but we get free stuff!

That's all for now!

¹Musicians make music in a *recording studio*.

²A *boutique* is a small store.

4 GRAMMAR

- A Study the chart. Turn to page 200. Complete the exercise. Then do **B** and **C** below.

Giving Advice with could , should , ought to , and had better	
You could wear a dress to the party. You could wear the blue dress or the black one.	Use <i>could</i> to make a suggestion or give advice. It is often used to offer two or more choices.
You should / ought to wear a formal suit to the job interview. You shouldn't wear jeans. They're too casual.	Use <i>should</i> or <i>ought to</i> to give advice. Both are stronger than <i>could</i> .
You'd better wear a coat. It's going to rain. We'd better not drive to the concert. It will be hard to park.	Use <i>had better (not)</i> to give strong advice.

- B  Look at the list and think of three pieces of advice to give your partner.

Student A: You are going to an informal birthday party at an American friend's home.

Student B: You are going to a formal dinner party at the British consulate.

arrive a little late	wear a suit or a nice dress	wear ripped jeans
bring food	bring a friend who wasn't invited	wear something elegant
wear casual clothes	bring flowers or a small gift to the host	wear unique clothes

- C  Work with a partner. Tell your partner your plans. He or she will give you some advice and explain it.

I'm going to a birthday party
at an American friend's home.
Should I bring something?

Yeah, you could bring..., but
you shouldn't...



5 WRITING

/sæm/

- A  Read the post from Sad Sam. What is his problem? Tell a partner.

- B Now write a response to Sam. Give him some advice.

- C  Exchange papers with a partner.

1. Correct any mistakes in your partner's writing.
2. Do you agree with your partner's advice? Why or why not?

/'su:zi/
Ask Susie Style

Dear Susie Style,
I need your help! I can't get a job.
Everywhere I go, I get the same answer:
"No!" Is my appearance the problem?
Here is a picture of me. What do you
think? What should I do?
Sad Sam

6 COMMUNICATION

- A**  Ask your partner the questions. Check (✓) your partner's answers.

How often do you...	often	sometimes	never
1. wear "the same old thing"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. buy something because it's cheap?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. wear something comfortable but mismatched?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. wear something until it's worn out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. leave the house without looking in the mirror?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. read fashion magazines about new trends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. change your hairstyle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. shop for new clothes or shoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B**  Calculate your partner's score. Use the table.

	For questions 1–5	For questions 6–8
often	score 2 points	score 0 points
sometimes	score 1 point	score 1 point
never	score 0 points	score 2 points

Word Bank

If something is *worn out*, it is old and unusable.
If you *get a makeover*, you do things to improve your look.

- C**  Read the appropriate advice to your partner. What does your partner think of the advice?

0–3 points: You know what's "in," and you're very stylish. Keep up the great work!	4–7 points: You have a good sense of style, but you could change a few things or just try to do something new every week.	8–12 points: Your look might be a little plain. You could change something about your clothing or hairstyle. You should also try to go out more and see what's happening.	13–16 points: You scored a lot of points. You'd better think about getting a complete makeover!
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5 OUT AND ABOUT



Look at the photo. Answer the questions.

- 1** Do you live in a city like this?
- 2** Where do you think these people are going?
- 3** What is a popular neighborhood in your city?

UNIT GOALS

- 1** Describe household chores
- 2** Make and reschedule appointments
- 3** Make and respond to requests
- 4** Describe your neighborhood

**San Telmo Market in
Buenos Aires, Argentina**

LESSON A RUNNING ERRANDS



Amsterdam has around 1,500 bridges and more than 100 kilometers (62 miles) of canals.

1 VIDEO Bicycle Anecdotes from Amsterdam

- A** You are going to watch a video about *getting around* (traveling around) Amsterdam. Answer the questions with a partner.

Amsterdam is the capital of the Netherlands. It also...

1. What do you know about the city?
2. There are two major ways to get around the city. What do you think they are?

- B** Watch the video and answer the questions. Circle T for *True* and F for *False*.

- | | |
|----------------------------------------------------------------|----------|
| 1. In the inner canal area, both bikes and cars go fast. | T F |
| 2. On the main roads, there are off-street bike paths. | T F |
| 3. The bike system is mainly for students. | T F |
| 4. There are many more cars than bikes on the busiest streets. | T F |

- C** Look at your answers in **B**. What do you think of Amsterdam's "bike culture"? Do many people ride bikes in your country? Why or why not? Tell a partner.

Some people in my country ride bikes, but in rush hour it can be dangerous, and in the winter it's too cold.

2 VOCABULARY

A  Work with a partner. Match the sentence parts.

1. You **do the dishes**...
 2. You **do laundry**...
 3. You **drop off** your younger brother or sister...
 4. You **go grocery shopping**...
 5. You **make a reservation**...
 6. You **make a doctor's appointment**...
 7. You **make dinner**...
 8. You **pick up** your younger brother or sister...
 9. You **sweep**... to remove dust and dirt.
 10. You **vacuum**... to remove dust and dirt.
- a. at school in the morning.
 - b. for dinner at a restaurant.
 - c. after you eat.
 - d. the floors
 - e. in the evening.
 - f. when you feel sick.
 - g. when your clothes are dirty.
 - h. the rugs
 - i. when you have no food in the house.
 - j. after school.

B  Which activity do you have to do soon? Complete the sentence. Then tell a partner.

I have to _____.

I have to pick up some food at the market tonight. I'm having a dinner party tomorrow!

C Complete the questions with the verbs from A. Use the correct form of the verb.

1. Do you ever _____ the dishes?
2. When was the last time you _____ dinner for yourself? What did you eat?
3. Who usually _____ the laundry in your house?
4. How often do you _____ the floors or _____ the rugs in your bedroom?
5. When was the last time you _____ an appointment for yourself? Who did you see?
6. When you _____ grocery shopping, what's something you always buy?
7. Have you ever _____ a reservation for dinner? Where did you go?
8. Do you ever _____ off or _____ up someone at school?

Do you ever do the dishes?

D  Ask and answer the questions in C with a partner. Then discuss:

How many of your chores and errands can you do in your neighborhood?

No. My roommate does them.

A market in Granada, Spain



3

LISTENING

- A**  **Listen for gist.** Read the sentences. Then listen to four different phone calls.

Circle the correct words to complete each sentence. **CD 1 Track 29**

1. The woman is calling to **make / change** a **hotel / restaurant** reservation.
2. The man wants to **drop off / pick up** his **pants / shirts** at the dry cleaner.
3. The man is calling to **make / change** a **doctor's / dentist** appointment.
4. The girl needs a ride to **school / the doctor's office**.

- B**  **Identify a response.** What would the speaker say next in each conversation? Listen again and circle your answers. Some items may have more than one correct answer. **CD 1 Track 29**

1. a. Sorry, but the only other time available is 9:00 PM.
b. Yes, we can add two more people to the reservation.
c. Sure, no problem. How is 7:30 for you?
2. a. No, tomorrow's better.
b. Perfect. I'll see you at 5:00.
c. OK, I can drop them off later.
3. a. Ten works for me. See you then.
b. Great. See you tomorrow afternoon.
c. That doesn't work for me. Do you have anything later?
4. a. OK, I'll see you at school later.
b. Sure. I'll pick you up in 15 minutes.
c. Yes, it is.

Listening Strategy

Identify a Response

Understand which reply makes the most sense.

- C**  With a partner, complete each conversation in **B** by adding one more sentence to one of the correct answer choices. Then role-play one of your conversations.

We want to change our reservation.

Sure, no problem.
How is 7:30 for you?

Great. See you then.

- D**  **Pronunciation: Reduced forms of could you and would you.** Listen. Notice the reduced pronunciation of *could you* and *would you* in each question. Then repeat the questions. **CD 1 Track 30**

1. Could you open the window, please?
2. Could you drop me off at school?
3. Would you mind making dinner tonight?
4. Would you pick up your socks from the floor?

- E**  **Pronunciation: Reduced forms of could you and would you.** Listen to the questions.

Circle the words you hear. **CD 1 Track 31**

1. **Could you / Would you** turn down the TV, please?
2. **Could you / Would you** make a dinner reservation for four people?
3. **Could you / Would you** spell your last name, please?
4. **Could you / Would you** take notes for me in class today?

- F**  With a partner, say the questions in **D** and **E** with the reduced forms of *could you* and *would you*.

4 SPEAKING

- A   Listen to the conversation. Then answer the questions with a partner. **CD 1 Track 32**

1. Why is Minh calling the language center?
2. When is he planning to go there?

MARTINA: Hello, ISS Language Center. This is Martina.

MINH: Yeah, hi. I'm in a TOEFL class that starts next week. I'd like to make an appointment to see the student counselor first.

MARTINA: Sure. I can help you with that. Let's see, can you come in tomorrow at 10:30?

MINH: No, that time isn't good for me. Do you have anything later in the day?

MARTINA: Let me check. OK, how's 4:15?

MINH: That's perfect.

MARTINA: Great. Now, I just need to get your name.
/mɪn nu'wɛn/

MINH: It's Minh Nguyen.

MARTINA: Could you spell your last name for me, please?

MINH: Sure, it's N-G-U-Y-E-N.



- B  Practice the conversation with a partner.

SPEAKING STRATEGY

Useful Expressions: Making Appointments
Explaining why you're calling
I'm calling to... / I'd like to... <i>/smɪθ/</i> make an appointment with a counselor / Dr. Smith / the dentist. make a dentist / doctor's / hair appointment. reschedule my appointment / our meeting.
Scheduling the time
Can you come in / Could we meet / How's tomorrow at 2:00? That's perfect. / That works for me. No, that (time / day) doesn't work for me.

- C  With a partner, create a new conversation like the one in A.
Use the situation below and at least two Useful Expressions.

Student A: You want to make an appointment to get a haircut on Thursday afternoon.

Student B: You work at a hair salon. On Thursday, you are free at 11:30 AM.
You also have some afternoon appointments on the weekend.

- D  Switch roles and repeat with the situation below.

Student A: You and your classmate usually meet on Tuesday to practice English. You want to reschedule for Wednesday at 1:00, but you can also meet on Friday.

Student B: You can only meet on Thursday or Friday after 1:00.

5 GRAMMAR

A Study the chart. Turn to page 201. Complete the exercises. Then do **B–C** below.

Requests with Modal Verbs; Requests with <i>mind</i>		
Making requests		Responding to requests
Can / Will you Could / Would you	help	me, please? Sure, no problem. / I'd be glad to. / Of course. / Sure thing. <i>I'm sorry, / I'd like to, but I can't.</i>
Would you mind	helping	No, not at all. / No, I'd be glad to. <i>I'm sorry, / I'd like to, but I can't.</i>

B  You and your partner are college roommates. Read the list of eight requests in the box. Read the example. Then follow the instructions below.

- Student A:** Choose a request. Ask your roommate to do this activity from the list. Explain why you need the favor.
- Student B:** Respond positively or negatively.
- Change roles and repeat steps 1 and 2. Take turns and continue until you do all eight.

- make dinner tonight
- take notes for me in class tomorrow
- pick up my clothes at the dry cleaner
- drop me off at the mall
- loan me some money for lunch
- be a little quieter after 11:00 PM
- do my laundry
- introduce me to your cute friend

/dʒɪn/

- A:** Jin, could you do me a favor? Would you mind taking notes for me in class tomorrow? I have a dentist appointment.
- B:** No, not all.
- A:** Great, thanks!

- A:** Jin, can you take notes for me in class tomorrow? I have a dentist appointment.
- B:** Sorry, but I won't be in class tomorrow either.
- A:** No problem. I'll ask someone else.

C Think about the requests you made in **B**. For any of them, did you use *Would you mind...?* Why?

6 COMMUNICATION

- A** Look at the photo and read the information. What would you pay a *benriya* to do for you? Think of one idea.
- B**  Work with a partner and create your own *benriya* service. Answer the questions.
- What services do you offer (doing housework, running errands, fixing things, etc.)?
 - How much do you charge for each service?
 - What is your company's name, and when do you work?
- C**  Get together with a new partner. Sit back-to-back. Do the following. Then switch roles.
- Call your new partner's *benriya* service.
 - Use your idea from **A**. Explain what you want the service to do for you.
 - Ask what your partner's service charges.
 - Make an appointment with the service.
- A:** Hello, Handy Helpers Service.
How can I help you?
- B:** Hi. I'd like some information about
your service.
- A:** Sure, what exactly do you need us to do?
- B:** I want to break up with my boyfriend.
- A:** No problem! We can do that for you.
- B:** Great. Could you tell me how much you
charge, please?
- D**  Repeat **C** with three other partners. Of the four *benriya* services you talked to, which is the best? Tell the class.

In Japan, you can hire a *benriya*. This is a person who fixes things, does household chores, and runs errands. A *benriya* can also break up with your boyfriend or girlfriend for you, help you study, or even be your travel partner on a trip.



Our company is called Cheery Chores. We do the chores you don't want to do!

Eugenia's Benriya Service
is the best. She has the best
prices and hours!

LESSON B MY NEIGHBORHOOD



Many cities, like Rio de Janeiro in Brazil, are becoming more pedestrian and bicycle friendly.

1 VOCABULARY

- A With a partner, look at the photo and point to these things: *the sidewalk, the pedestrians, the bike lane.*
- B Read the information below. Then look at the photo. Is this a walkable area? Why or why not? Tell a partner.

Is your neighborhood **walkable**? In a walkable neighborhood:

1. It's easy to **get around on foot** because **sidewalks** are in good condition.
2. It's safe for **pedestrians** (people walking) to cross the street. Drivers are careful. There isn't a lot of **traffic**.
3. There are bike **lanes** in the street so cyclists can ride safely.
4. It's easy to **get to** other parts of the city by bus or by subway.

Word Bank

get around = to go from one place to another place

get to (a place) = to travel to a place

- C Is your neighborhood walkable? Tell your partner. Explain with reasons 1–4 in B.

It isn't safe for pedestrians to cross the street in my neighborhood. Drivers are crazy!

- D** Ask your partner the questions. Answer in two ways: with *by / on* and with a verb. Use the chart to help you.

1. How do you get around your neighborhood?

by / on _____

I usually _____.

2. How do you get to school or work?

by / on _____

I usually _____.

2 LISTENING

- A** Where is the neighborhood in the photo? What do you think it's like? Tell a partner.

- B** Listen for the main idea. Read the sentences. Then listen and circle the best answer. **CD 1 Track 33**

/soul/

Two international students in Seoul are talking. They are mainly discussing _____ Hongdae.

- a. the best way to get to c. the problems with
b. a popular street in

- C** Listen for details. Read the sentences. Then listen again. Circle the correct answer. **CD 1 Track 33**

The woman says...

- the area **is / isn't** easy to get to by bike.
- it's best to go to Hongdae **by car / on public transportation**.
- Hongdae **is / isn't** easy to get around on foot.
- it's faster to go to Hongdae **by bus / subway**.

- D** Identify key details. What information helped you choose your answers in **C**? Listen again and write the words or numbers you hear. **CD 1 Track 33**

- There's a lot of _____, and there aren't many _____ for cyclists.
- It's better to take the _____ and then get around Hongdae _____.
- Hongdae is a very _____ area.
- If you take the _____, it's about _____ minutes. By _____, it's only _____.

- E** Is there an area like Hongdae in your city? What's it like? How can you get there? Tell a partner.

There's an area like Hongdae in my city. There are lots of shops and it's always very crowded.

Describing Ways of Going Places

by / on + transportation	verbs
by	bike
	bus / subway
	car
	taxi
on	train
	foot
	ride my bike
	take the bus / subway
	drive
	take a taxi
	take / catch the train
	walk

Notice the two ways to say the same thing:

- I usually get around my neighborhood *on foot*.
- I usually *walk*.



Hongdae is a trendy area in Seoul, South Korea.

Listening Strategy

Identify Key Details

Listen for important information.

3

READING  CD 1 Track 34

- A**  **Skim for the main idea.** Read the title and the sentence below it. Then look quickly at the photos and the passage. What is this article mainly about? Where are the neighborhoods? Tell a partner.
- B**  **Read for details.** Work with a partner. Each person should choose one neighborhood, read about it, and then answer the questions below.
1. What is the neighborhood's name?
 2. Is it a busy or quiet neighborhood?
 3. Is it a walkable neighborhood?
 4. What are some special things about the neighborhood?
- C**  Ask your partner the questions in **B** about the neighborhood he or she chose. Take notes. Then read about your partner's neighborhood to check his or her answers.
- D** **Scan for information.** What does each number describe? Look quickly through the reading to find the answers.

1. 5.4 The size of Inwood
2. 20 _____
3. 200 _____
4. 859 _____
5. 1,200 _____
6. 9,000 _____
7. 10,000 _____

Reading Strategy**Scan for Information**

Look for the numbers in the reading and write what they describe.

- E**  Answer the questions with a partner.
1. How are the two neighborhoods similar to or different from yours?
 2. Which one would you like to visit? Why?

I'd like to visit Fes el Bali. The neighborhood is old and busy. It seems really interesting!





I live in **Fes el Bali**, a neighborhood in the city of Fes in Morocco. My neighborhood is over 1,200 years old, and it's a very busy place. In fact, there are almost 10,000 businesses here. We've also got one of the oldest universities in the world. It opened in the year 859.

Fes el Bali is surrounded by a high wall with gates. You can drive inside the main gate, but then you can only travel through the streets on foot, by bicycle,... or donkey! In fact, Fes el Bali is one of the largest car-free pedestrian areas in the world. And speaking of the streets, there are over 9,000 of them. It's easy to get around my neighborhood, but be careful: the streets aren't straight. They're very long and winding, and it's easy to get lost! If you're ever in Morocco, be sure to spend some time in my neighborhood: Fes el Bali. It's a place you'll never forget!

When people hear the word “Manhattan,” many think of tall buildings, theaters, and crowded streets. My neighborhood—Inwood—is also in Manhattan, but it's very different from the rest of New York City. For example, this neighborhood has a forest. Many of its trees are hundreds of years old, and there are lots of small animals and wild birds. You can go hiking in some parts of the forest and get lost!

Many buildings in this neighborhood are old, too. For example, there's a farmhouse near my home. It's over 200 years old. Today it's a museum.

Inwood is about 5.4 square kilometers (2 square miles), so it's easy to get around on foot or by bike. And unlike the rest of New York City, Inwood is a pretty quiet place. But it's still very easy to get to the other parts of the city. You can take the subway and in 20 minutes, you're in downtown Manhattan. If you're ever in New York City, come and visit Inwood and see a part of Manhattan you didn't know existed. You'll be glad you did!



4

GRAMMAR

A Study the chart. Turn to page 202. Complete the exercises. Then do **B** and **C** below.

Modifiers <i>really / very</i> and <i>pretty</i>			
Adverb		Adjective	
It's	really / very pretty	far	from here.
Adverb		Adjective + noun	
It's	a	really / very pretty	long walk
			from here.

B Make the sentences true for you. Then add *very*, *really*, or *pretty* to each sentence.

- I have a _____ **busy / relaxed** schedule.
- I live in a _____ **noisy / quiet** neighborhood.
- It's _____ **easy / hard** to get around my neighborhood on foot.
- My neighborhood is _____ **clean / dirty**.
- It's _____ **easy / hard** to get a taxi in my neighborhood.
- My neighbors are _____ **friendly / reserved** people.

I have a very busy schedule. I go to school Monday to Friday. I work, too.

C  Take turns telling a partner your sentences in **B**. Explain each one.

5

WRITING

A  Read the paragraph. Then answer the questions with a partner.

- Where does the writer live?
- Does he like his neighborhood? What three reasons does he give?

I live in Madrid in a neighborhood called Pacifico. I like living here for three reasons. **First**, it's convenient. It's really easy to get around by subway or bus. I can go anywhere in the city, and I don't need a car. It is **also** a very walkable neighborhood. There are a lot of stores and restaurants. I can walk to the supermarket or my favorite cafe in five minutes. There's a big park in my neighborhood, too. It's a great place to ride your bike. **And finally**, Pacifico is a pretty quiet neighborhood. I live on a busy street. It's noisy during the day, but at night it's not. I like that.



- B** Complete an outline about your neighborhood. Use a different adjective in each reason. Explain each reason with an extra sentence or two.

I live in a neighborhood in _____ called _____.
I like / don't like living here for three reasons.

1. It's _____. _____.
2. It's _____. _____.
3. It's _____. _____.

- C** Use your outline in **B** and the example in **A** to help you write a paragraph of your own. Use *very*, *really*, or *pretty* at least twice in your paragraph.

- D**  Exchange papers with a partner.

1. Circle any mistakes in your partner's writing.
2. Answer the questions in **A** about your partner's neighborhood.
3. Would you like to live in your partner's neighborhood? Why or why not? Tell your partner.

6 COMMUNICATION

- A**  With a partner, think of a problem in a neighborhood in your city. Use the ideas below. Then think of at least one solution to the problem. Explain why it's a good idea.

Problem: In (name of neighborhood) _____...

- it's difficult for pedestrians to cross the streets safely.
- the sidewalks are really dirty.
- public transportation is terrible. It's hard to get to other parts of the city.
- it's dangerous to walk alone at night.
- there are no fun things to do.
- other: _____

Our solution: _____

Why it's a good idea: _____

- B**  Get together with another pair. Present your problem and explain your solution(s). The other pair will listen, answer the question below, and explain their opinion. Then switch roles and repeat.

What do you think of their idea?

- I really like the idea because...
- The idea is pretty good, but...
- Sorry, but I don't think the idea will work because...

The sidewalks in this neighborhood
are really dirty. Our solution is to...

- C**  Repeat **B** with a different pair.

6 GOALS





People work together at Google's European headquarters in Dublin, Ireland.

Look at the photo. Answer the questions.

- 1 What are some of the most well-known companies in your country?
- 2 Do you know anyone who works at these places?
- 3 Would you want to work at a place like the one in the photo?

UNIT GOALS

- 1 Describe how to apply to a school
- 2 Respond to bad news and offer to help
- 3 Talk about educational and work goals
- 4 Make predictions about the future

LESSON A STARTING OUT



A job fair (also, *career fair*) is an event where job hunters can meet many possible employers in one place.

1 VIDEO Young Entrepreneurs

- A** Read the statistic from the video. What do you think the video is going to be about? Tell a partner.

Only 1 in 4 college graduates will graduate with a job.

- B** There are four people in the video. Read the items in the chart. Then watch the video. Check (✓) the answers.

	/'dʒeɪsən 'zɪmə/	/'dʒɒn 'kæmbəl/	/'skɒt 'gɜːrbər/	/'krɪsti 'taɪlər/
is a senior at Babson College				
feels discouraged				
got a job while still in school				
majored in business	✓			
opened a shoe store				
started a photography business				
started several businesses				
teaches business classes				
went to a job fair	✓			

- C** Discuss the questions with a partner.

1. Look at your answers in **B**. Who do you think is going to be most successful? Why?
2. Are there job fairs in your country?
3. How do new college graduates find jobs? How hard is it?

I think that Christy Tyler is going to be the most successful because...

2 VOCABULARY

- A** Read the instructions for applying to college in the United States. Finish writing the incomplete words. Use the correct form of the words in the Word Bank.
- Look at different colleges' websites. (1.) Con these questions: Where is the school located? Does it offer your major? How big are the class sizes?
 - Make a list of all the colleges that interest you.
 - Top schools receive thousands of (2.) app. There is a lot of (3.) com for few openings. Be realistic in your goals.
 - Visit some of the schools on your list. Talk to students at the school. How do they like it?
 - (4.) Ob some classes at the school. Are the classes interesting?
 - Ask your high school teachers to write letters of (5.) rec for you.
 - (6.) De which schools to (7.) app to. Your (8.) app should be sent no later than January.
 - Most schools will give you their (9.) de by April. You choose your school in May and start in August or September.

Good luck!

- B**  Review the steps in **A** with a partner. How is applying to college different in your country? How is it similar?

/'kentou/

- C**  Read the message Kento posted on an online forum. What is Kento's problem? What advice would you give him? Discuss in small groups.

I'm trying to choose a college. My parents want me to apply to Tokyo University. It's one of the best colleges in Japan, and it's very competitive. I'm not even sure I want to go to college right now. I need some advice because I can't decide what to do!
—Kento

Tokyo University



Kento should consider waiting a year. He doesn't have to apply to college right now.

But what about his parents' feelings? I recommend that he...

Word Bank

apply → application

consider → consideration

compete → competition

decide → decision

observe → observation

recommend → recommendation

3 LISTENING

/strætən/

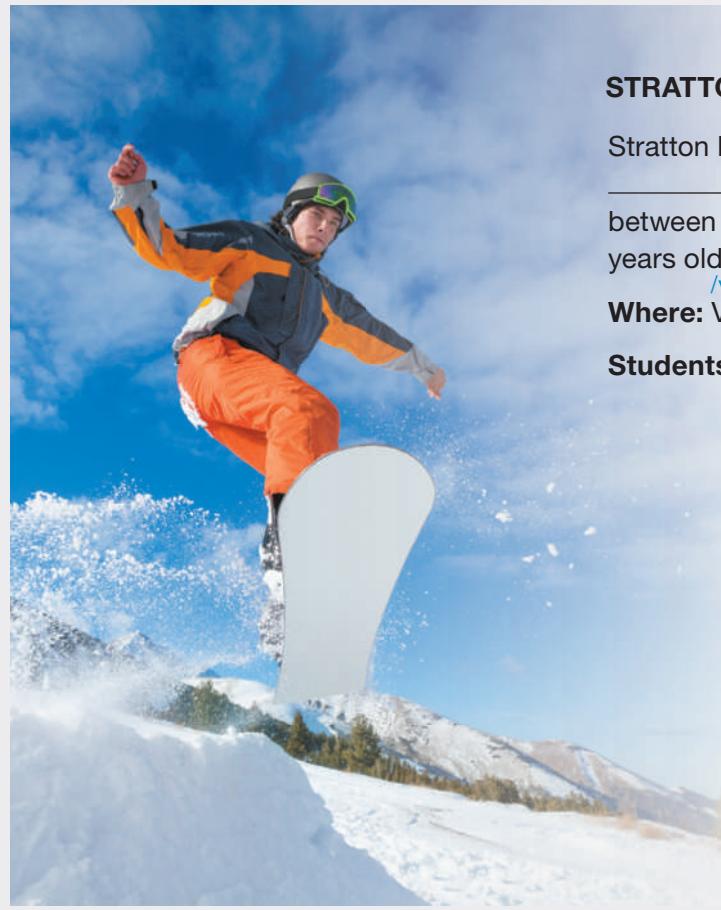
- A You're going to hear an interview about a special school. How do you think Stratton Mountain School is special? Look at the profile below and guess the answers.

- B  Listen for details. A student is going to talk about the school below. Listen and complete the profile. CD 1 Track 35

Listening Strategy

Listen for Details

Listen for specific information.



STRATTON MOUNTAIN SCHOOL

Stratton Mountain School is a _____-year _____ school for students between _____ and _____ years old. /vərmont/

Where: Vermont, US

Students: Most are _____ or snowboarders. After graduation, some compete in the Winter _____.

A typical day at Stratton:

7:00 AM: _____

8:00 AM to _____: Students are in _____.

12:30 to 5:00 PM: Students have _____.

- C  Summarize. Review the profile in B. Then cover your notes and answer the questions about Stratton with a partner.

1. Who goes to Stratton? 2. Why do they go there? 3. What is a typical day like?

- D  Read the sentences below. Then listen. Choose the correct answer for each one.

CD 1 Track 36

- | | | |
|------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------|
| 1. A <i>coed</i> school admits... | 2. A <i>dorm</i> is where students... | 3. A school's <i>alumni</i> are... |
| a. boys only.
b. girls only.
c. both boys and girls. | a. live.
b. train.
c. study. | a. graduates of the school.
b. students now at the school.
c. teachers at the school. |

- E  Do you think Stratton is an interesting school? Why or why not? Discuss with a partner.

Yes! I love to snowboard!

4 SPEAKING

- A Listen to the conversation. Then answer the questions with a partner. CD 1 Track 37

- /tom/*
1. Tom is unhappy about something. What?
/hans/
2. How does Hans respond to Tom's bad news? Underline Hans's responses.
3. Do you think Hans is a good friend? Why or why not?

HANS: Hey, Tom. How's it going with the college applications? */mə'gɪl/*

TOM: Not so well. I didn't get into McGill University.

HANS: Oh no! I'm sorry to hear that.

TOM: Yeah, and McGill was my first choice.

HANS: You must be disappointed. Did you apply to any other schools?

TOM: Yes, three other ones.

HANS: And?

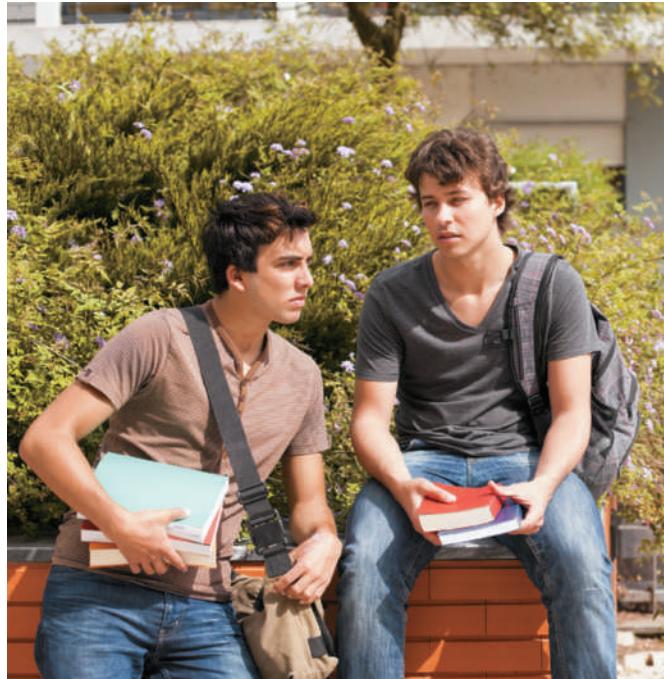
TOM: I don't know yet. I'm waiting to hear back from them.

HANS: Well, good luck.

TOM: Thanks.

HANS: And if you want to talk, just call me.

TOM: Thanks, Hans. I really appreciate it.



- B Practice the conversation with a partner.

SPEAKING STRATEGY

- C Do the role play below with a partner. Practice responding to bad news and offering to help. Use the Useful Expressions and the conversation in A to help you.

Useful Expressions	
Responding to bad news	Offering to help
(I'm) sorry to hear that. That's too bad. How disappointing. You must be disappointed.	If you want to talk, (just) call me. If there's anything I can do, (just) let me know.

Student A: You just received an exam back. You didn't fail the test, but your grade is much lower than expected.

Student B: Respond to Student A's news and offer to help.

- D Switch roles and do the role play again.

Hey! How's it going?

Not too well, actually. I just got my test back, and...

5 GRAMMAR

- A** Study the chart. Turn to page 203. Complete the exercises. Then do **B–E** below.

Plans and Decisions with <i>be going to</i> and <i>will</i>			
I'm / You're / He's / She's / We're / They're	(not)	going to	go to Harvard.
Maybe I / you / he / she / we / they	will won't	see a movie.	

- B**  **Pronunciation: Reduced form of *going to*.** How do you pronounce *going to* in each sentence? Say the sentences aloud. Then listen and repeat. **CD 1 Track 38**

1. I'm going to consider taking a year off.
2. We're going to visit all of them.
3. She's going to write a recommendation.
4. You're going to have a great time!

- C** Circle the best answer for each item.

1. A: What are your plans for tonight?
B: I'll / I'm going to study.
2. A: We need your application by 5:00 PM today.
B: I'll / I'm going to do it right now.
3. A: When's the competition tomorrow?
B: It'll / It's going to start at 9:00 AM.
4. A: What will you / are you going to do on your campus visit?
B: Observe some classes.
5. A: What are your plans for this afternoon?
B: Maybe I'll / I'm going to do some homework.
6. A: Who's writing your letter of recommendation?
B: I'll / I'm going to ask Mr. Stuart, my math teacher. /stuərt/

- D** Imagine you can go to any school in the world. Choose a school and complete the sentences.

1. I'll apply to _____ schools.
(number)
2. I'll go to _____.
(name of school)
3. I'll live at / in _____.
(home / a dorm room / my own apartment)
4. I'll study _____.
(name of major)
5. I'll graduate in _____ years.
(number)
6. After graduation, I'll become _____.
(a / an + job)

- E**  Write questions to get your partner's answers to **D**. Use *be going to* and the question words below. Take turns asking and answering the questions with a partner.

1. How many...?
 2. Where...?
 3. Where...?
 4. What...?
 5. When...?
 6. What...?
- How many schools are you going to apply to?

I will probably apply to two or three.

 At the moment you are making a decision about the future, use *will*. Once you have made the decision, use *be going to*.



6 COMMUNICATION

- A**  The two questions in the chart ask about someone's future plans. Read the answers. Then complete each question with *be going to*. Check answers with a partner.

Yes / No questions	_____ study English this summer?	Yes, I am. / Maybe. / No, I'm not.
Wh- questions	What _____ do after graduation?	I'm going to take a trip.

- B** Read the questions on the left side of the chart. In the *Me* column, check (✓) the activities you're planning to do in the future. Then add your own question.

Are you going to...	Me	Classmate's name	Wh- Question	Answer
graduate from high school or college soon?			When...?	
take a trip somewhere this summer?			Where...?	
go out this weekend?			Who...?	
study after class today?			What...?	
take a test in English (like the TOEFL) soon?			Which...?	
keep studying English after this class?			Where...?	
_____?				

- C**  Interview your classmates. For each question, find a different person who answers yes. Write the classmate's name in the chart above. Ask a *Wh-* question to get more details.

Are you going to study after class today?

Yes, I am.

Where are you going to study?

In the park.

- D**  Look at the answers you got above. Which one was the most interesting? Tell the class.

Jared is going to take a trip to Chile this summer!



LESSON B AFTER GRADUATION



1 VOCABULARY

- A** The people below are college seniors or recent graduates. Take turns reading each opinion aloud with a partner.

"I want to do an internship this summer. At some point before then, I have to create a résumé." —Linh
/lin/

"I'm going to take time off in the near future, maybe after graduation, and go on vacation." —Martina

"I'm working now, but eventually, I'd like to go back to school and get my PhD." —Roberto

"Someday, I'd like to be my own boss, but not yet. I have a lot to learn still." —Simon

- B** Look at the underlined expressions in **A**. Answer the questions. Then tell a partner.

Which person wants to...

1. return to school? _____
2. work somewhere and learn to do a job? _____
3. work for himself? _____
4. not work or study for a short time? _____
5. create a summary of her education and job experience? _____

- C** When do the people in **A** want to do these things? Do they give a definite future time or not? Tell a partner.

I want to go back to school,
but I don't know what
I want to study.

- D** Look again at the underlined expressions in **A**. Do you want to do any of these things? If yes, when? Use the future time expressions to tell a partner.

Word Bank
Definite future time
<i>after graduation</i>
<i>in a month</i>
<i>next year</i>
<i>this summer</i>
Indefinite future time
<i>soon</i>
<i>in a few days / weeks</i>
<i>in the near future</i>
<i>at some point</i>
<i>someday / eventually</i>

2 LISTENING

A  **Listen for gist.** You are going to hear three different conversations. In each, which sentence is true? Listen and circle the best answer. **CD 1 Track 39**

1. a. She's going to graduate soon.
b. She is applying to school.
c. She just got accepted to a good school.
2. a. She's working on her résumé.
b. She's going to be her own boss.
c. She just got a new job.
3. a. She wants to take time off from college.
b. She's planning to do an internship.
c. She wants to change her major.

B  **Listen for details.** Read the sentences below. Then listen again. Write one word in each blank and circle the correct answers. **CD 1 Track 39**

Conversation 1

1. The woman wants to get a degree in _____.
2. She's planning to go **this May / in the spring**.

Conversation 2

3. The woman is going to do a(n) _____.
4. She's going to make money **at some point / right away**.

Conversation 3

5. The woman wants to _____ in New York.
6. She plans to do this **after graduation / in the near future**.
7. She **will / won't** return to regular classes in September.

C  Tell a partner: What are the women in each conversation doing or planning to do? Do you know anyone who did any of these things?

The third woman wants to... My older brother is doing that now.



Many people move to big cities such as New York after graduation.

Word Bank

A **paying position** is a job in which you make money.

A school year is divided into **terms** (for example, the spring and fall terms).

Listening Strategy

Listen for Details

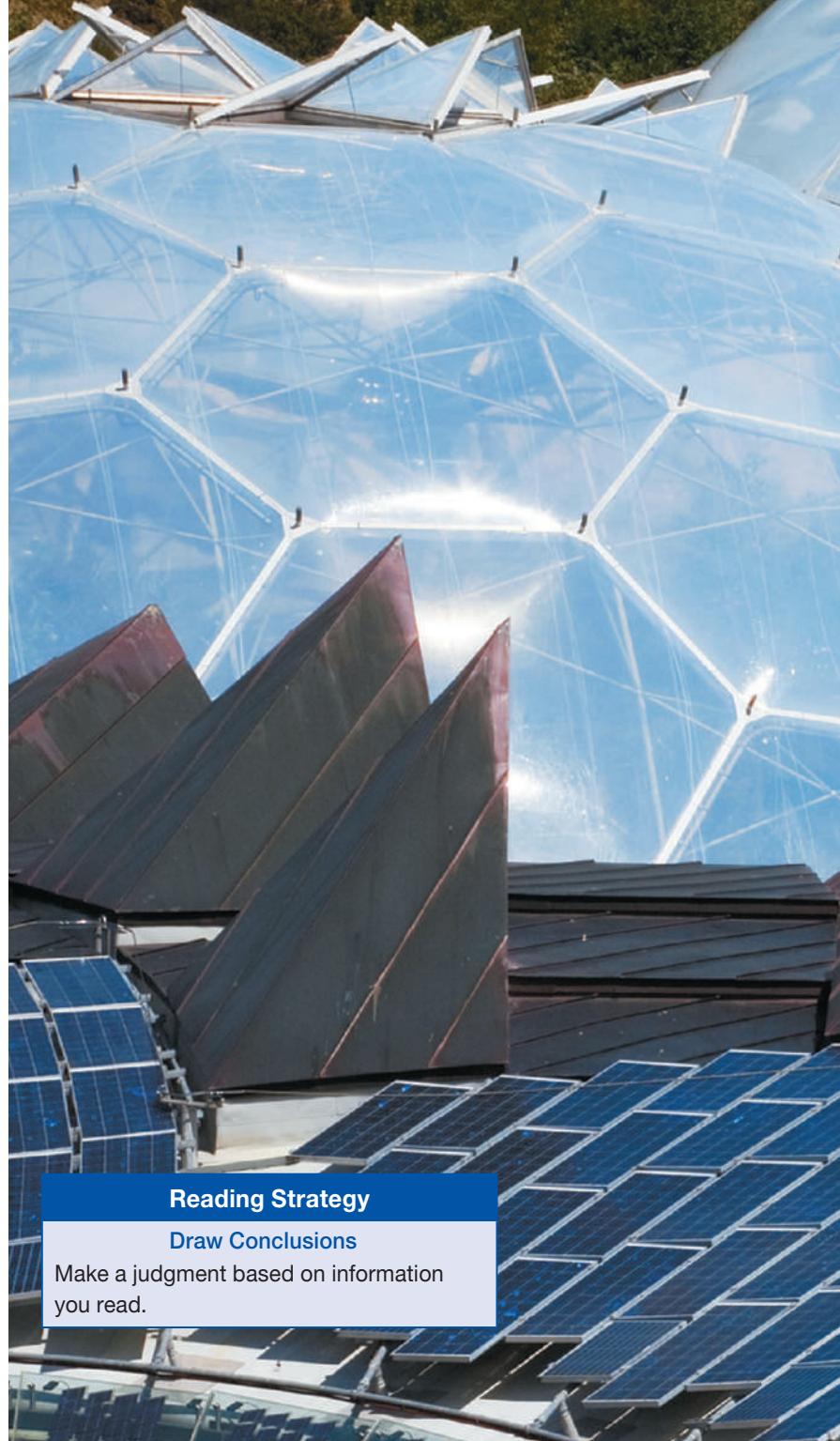
Pay careful attention to specific details in each conversation.

3 READING CD 1 Track 40

- A**  You have an idea for a new company. You think it will be successful. What should you do? Circle an answer. Then tell a partner.
- Get your college degree. After graduation, start your company.
 - Skip (don't go to) college. Start your company right away.
- B** **Draw conclusions.** Read paragraphs 1–3 in the reading. How would Peter Thiel answer the question in A? /'pitər 'θiəl/
- C** **Infer meaning.** Find the words in **bold** in the reading. Write each word next to the correct definition.
- a teacher or advisor _____
 - a chance to do something important or interesting _____
 - did something uncertain _____
 - a hidden surprise or problem _____
- D** **Scan for details.** Find the statements below in paragraphs 1–3. Circle T for *True* and F for *False*. Correct the false statements.
- Thiel fellows...
- | | | |
|----------------------------------------|---|---|
| 1. can be any age. | T | F |
| 2. have to take classes for two years. | T | F |
| 3. work for free. | T | F |
| 4. work with special advisors. | T | F |
| 5. come from all over the world. | T | F |
- E**  **Identify pros and cons.** What are the pros (good things) and cons (bad things) of being a Thiel fellow? Compare your answers with a partner's.
- F**  Answer the questions with a partner. /'idən 'fūl/
1. What was Eden Full's project? Was she successful?
2. In your opinion, is the Thiel Fellowship a good idea or not? Why?

I think that the Thiel Fellowship is a good idea. However,...

A DIFFERENT ROAD TO SUCCESS



Reading Strategy

Draw Conclusions

Make a judgment based on information you read.

- 
- When Eden Full was 20 years old, she did something unusual: She dropped out¹ of Princeton University. She had an idea for a new kind of technology, an inexpensive kind of solar panel.
 - Full **took a risk** and quit college to work on her idea, but she had help—not from her parents or friends but from billionaire entrepreneur² Peter Thiel. In 2010, he created a program called the Thiel Fellowship.³ It helps people between the ages of 18 and 20 to work on a “big idea.” Maybe they want to create a new kind of technology or medicine, or perhaps they want to solve an important social problem. The program gives these young people \$100,000 to work on their project for two years. During this time, each person (now called a “fellow”) also works with a **mentor**—a successful businessperson, scientist, or inventor. The mentors help the young entrepreneurs.
 - Each year, hundreds of people from around the world apply to the program, but only 20 are accepted. It’s an exciting **opportunity**, but there is a **catch**. To be a Thiel fellow, a person must skip or drop out of college. This way, the person can work on his or her project only. He or she won’t have to spend time in class or doing homework.
 - For Eden Full, this worked well. She started her project and then returned to Princeton two years later and got her degree. But some people worry about the Thiel Fellowship. Not everyone will be successful, they say. Some projects will fail, and some people won’t go back to college.
 - Supporters of the Thiel Fellowship see it differently. The young entrepreneurs will learn a lot. They will also meet important leaders in business, science, and technology, and some will eventually get great jobs. Best of all, some projects will help others—like Eden Full’s solar panels, which are now used in nine countries. The reality is this, say supporters: To be successful in life, you have to take risks at some point. Why wait until you’re 35? Do it when you’re 20.

¹If you *drop out* of school, you stop going to school.

²An *entrepreneur* is a businessperson. Usually he or she starts a new company.

³A *fellowship* is a group of people. They share similar interests and work together.

4 GRAMMAR

- A** Study the chart. Turn to page 204. Complete the exercises. Then do **B** and **C** below.

Predictions with *be going to* and *will*

She's **going to** / She **will** be very successful.

Some students **aren't going to** / **won't** pass the exam.

He **definitely won't** study history in college.

He'll **probably** study business.

Maybe he'll study economics, too.

A: Is she **going to** / Will she go to graduate school?

B: Maybe. / **Probably not.**

- B** Read about the two college students. Then think of questions to ask about their futures. Write the questions below.

Education: Will Naomi get accepted to Stanford?

Is Alex going to...

Job: _____

Finances (money): _____

Love life: _____

Travel experience: _____

- C**  Take turns asking and answering your questions with a partner. Explain your reasons. At least one answer should use a negative form.

Will Naomi go back to Sydney someday?

Yeah, probably. She liked it there.



/ne'ou̯mi/

Naomi is a straight-A student at a very good university. She wants to be a doctor someday. Last summer, she did an internship at a hospital in Sydney, Australia. She loved it there. In Sydney, she dated a guy named Alex, but after she returned home, they broke up. Recently, she applied to Stanford Medical School in the US. She hopes she will be accepted.



/'ælk̩s/

Alex is a college student from Sydney, Australia. He's also a talented musician. He's thinking about taking some time off from school. He wants to tour with his band around the world. He also misses his ex-girlfriend, Naomi. They broke up after she returned to her country.

5 WRITING

My name is Miguel Sanz. I am a student at the Universidad Nacional Autónoma de Mexico (UNAM) in Mexico City. This May, I am going to graduate with a degree in journalism. **In my third year at UNAM**, I did an internship at *El Universal*, one of Mexico's largest newspapers. There, I worked with senior reporters on different news stories. I also made changes to sports blogs on the paper's website. **In addition to my studies**, I enjoy playing sports, and at UNAM I am on the chess and swim teams. I also like learning languages, and I speak English and some Portuguese.



- A** Read the personal profile above. Then complete the outline about Miguel with a partner.

School: _____

School activities: _____

Major: _____

Other abilities: _____

Graduation date: _____

Work experience (when / where / what): _____

A personal profile is a short summary (about 100–150 words) of your school and work experience and your abilities.

- B** Complete the outline in **A** about yourself. The information you write can be real or invented. Then use your ideas and the example to write your own personal profile.

- C** Exchange papers with a partner.

1. Circle any mistakes. Then complete the outline in **A** about your partner on a separate piece of paper.
2. Return the paper to your partner. Make corrections to your own profile.

6 COMMUNICATION

- A** Your instructor is going to give you and a partner two classmates' profiles. Read them and make predictions about each person's future. Write your ideas on the paper.

Our predictions for you

Job: _____ Family / Love life: _____

Finances (money): _____ Travel experiences: _____

We think you'll probably...
or maybe you'll...

- B** Your instructor will now give you back your paper. Read the predictions you got. Tell a partner: Do you agree with them? Why or why not?

The first prediction is: You'll probably study in the US at some point.

Do you think that's true?

Yeah, probably.

REVIEW UNITS 4–6

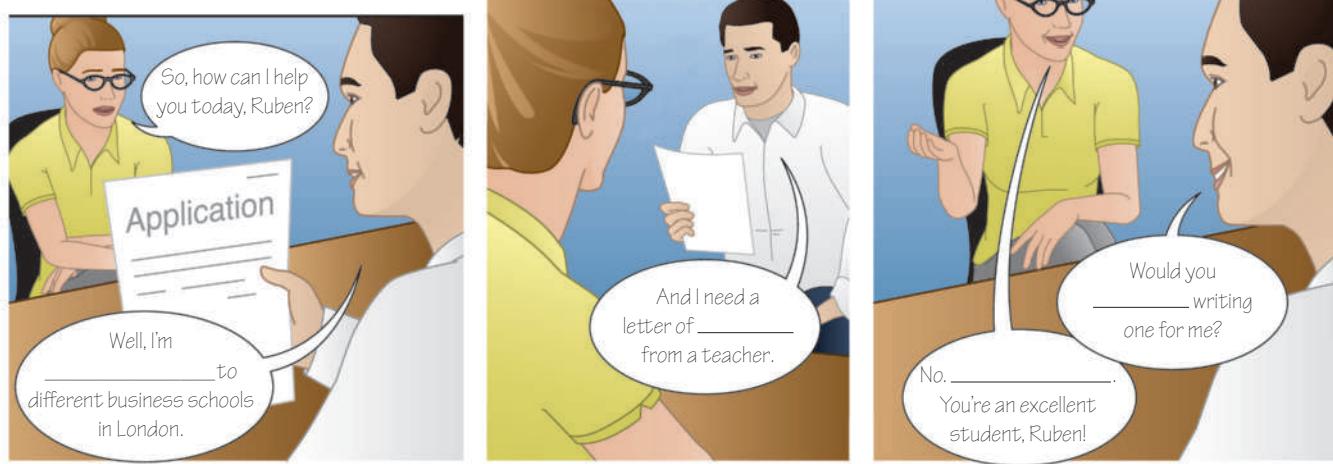
1 STORYBOARD

/dʒɪnə 'wɔːkər/

- A  Ruben is talking to his teacher, Gina Walker. Complete the conversations. Then tell a partner: Why does Ruben want to talk to Professor Walker?



The next day in Professor Walker's office . . .



- B  Practice the conversations with a partner. Then change roles and practice again.

2 SEE IT AND SAY IT

A  Look at the neighborhood and discuss the questions with a partner. Take notes.

1. What are the people doing?
2. How are the people getting around?
3. How many pedestrians are there?
4. Does this look like a walkable neighborhood?
5. What places can you see in the picture?
6. What types of clothing are the people wearing?

A boy is riding a bike....



B  Tell another pair about the scene.

3 I NEED YOUR ADVICE!

- A** Read the sentences. What advice would you give to someone who made these statements? Think about your answers.

1. I'm always late.
2. I forgot to bring today's English homework, and it's 25 percent of the class grade.
3. My parents don't like my friends.
4. It takes over two hours to get to school every day. I hate it.
5. I get really nervous when I have to talk to others in English.
6. I bought a new cell phone, and it's not working.

- B**  Get into a group of three people. Write the numbers 1 to 6 on six small pieces of paper. Put the numbers in a bag or hat.

- When it's your turn, choose a number. Read aloud the problem in **A** that goes with your number. Explain the problem in more detail. Use your imagination.
- Your partners will listen and give you advice.
- Think about their suggestions. Which person gave you the best advice? Why?

4 BE GOING TO OR WILL?

- A** The chart shows the different uses of *be going to* and *will*. Complete the sentences below with *be going to* or *will*. Both may be correct in some sentences.

	To talk about plans you already made	To talk about a sudden decision	To make a general prediction about the future
<i>be going to</i>	✓		✓
<i>will</i>		✓	✓

1. Two weeks ago, I decided to take the TOEFL exam. I _____ take it next spring.
2. It's a beautiful evening. I think I _____ take a walk.
3. I bet there _____ be thousands of people at the free concert in the park tomorrow.
4. What _____ do this weekend? Do you have any plans?
5. **A:** The two o'clock movie is sold out, but we still have seats for the four o'clock show.
B: OK, I _____ take two tickets for the show at 4:00.
6. She's really smart. I bet she _____ get accepted to a good school.

- B**  Compare your answers with a partner's. Explain why you chose *be going to* or *will* in **A**.

5 LISTENING

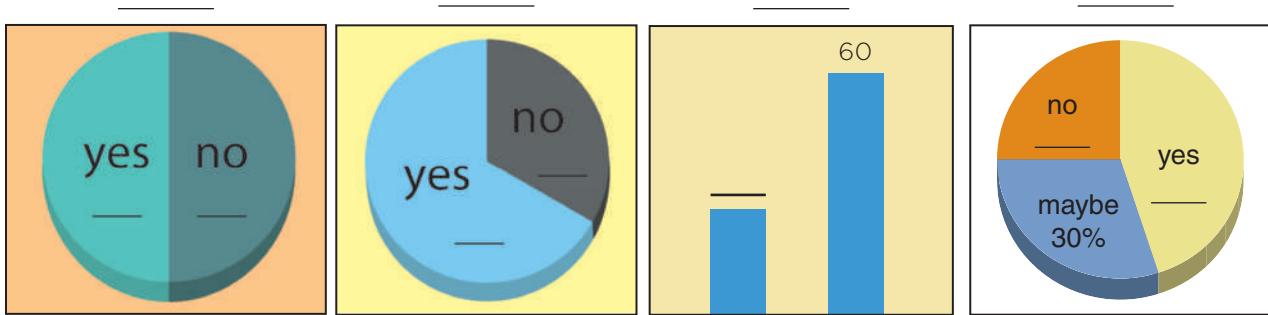
- A Read the poll below and choose your answer. Share your ideas with the class.
What was the most common answer in your class?

POLL:

Do you think you'll get married?

- a. Yes, definitely. I want to get married.
- b. Yes, maybe someday, but I'm not sure when.
- c. No, never. Marriage isn't for me.
- d. I'm already married!

- B A magazine asked a group of university students for their opinions on different topics. Listen and put the charts in the order (1–4) you hear them talked about. **CD 1 Track 41**



- C Listen again and label the parts of each chart in B with the correct numbers or percentages. Some numbers will not be given. You have to guess them. **CD 1 Track 41**

- D Look at your answers (1–4) in B. What do the students interviewed think?
Read the sentences below and then choose the correct answer.

Chart 1: **Over / Under** 65% of the students think it's OK for couples with children to get divorced.

Chart 2: More students think studying abroad is good. The number **dropped / rose**.

Chart 3: **Nearly / Exactly** half of them think the university entrance exam is too difficult.

Chart 4: **Around / Exactly** three-fourths of them answered Yes or Maybe to this question. Do you think plastic surgery is OK?

- E What do you think about the four opinions in D? Compare your ideas with a partner's. Explain your reasons.

I think it's OK for couples with children to get divorced.

Really? I'm afraid I disagree.

UNIT 4 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

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

1. my / a lot / classmates / live / of / at home _____ *A lot of my classmates live at home.*
2. what / disagree / I / I / see / you / still / mean / but _____
3. my / neighbors / tattoos / many / have / of _____
4. none / classmates / having / school uniforms / of / my / like _____
5. over / 75% / my / of / work / part-time / classmates _____

2 QUESTION FORMULATION

- A  Use the cues below to ask your classmates questions about trends in families today. Interview at least three classmates, and take notes.

1. age / stop living with your parents
2. number / siblings (brothers and sisters)
3. age / get married (past or future)
4. age / buy a house
5. mother / work

Sofia, at what age did you stop living with your parents?

Eighteen.

- B  With a partner, discuss the trends you found. Use the following quantity expressions to present the statistics: *all (of)*, *most (of)*, *a lot (of)*, *some (of)*, *a couple (of)*, and *none (of)*.

It seems like most of our classmates moved out of their parents' houses between the ages of 18 and 22.

Yes, but some people still live with their parents.

3 SPEAKING

- A  Imagine you and your two partners are in a fashion design competition. Together, decide on a type of outfit to design (for example, a suit or a casual outfit). Then do the following:

1. On your own, draw a picture of your idea.
2. When you and your partners finish the drawings, share them with each other. Explain what style your design is. Use fashion vocabulary and language for agreeing and disagreeing.
3. Give your opinion of your partners' designs and listen to your partners' opinions of your design.

I love your sporty outfit! It seems perfect for casual Fridays at the office.

Sorry, but I don't agree. I think it's too unusual to wear to work...

- B  Present one of your designs to another group. Ask for the other group's opinions of it. Then listen to their presentation and give your opinion.

4 WRITING

- A In your notebook, write about the outfit you designed in Speaking A. Then write your classmates' opinions of it. Use fashion vocabulary.

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 7**

1. What is the woman going to do?
 - a. Stop at her friend's apartment.
 - b. Pick up the cake.
 - c. Buy some candles.
 - d. Send a text message.
2. Where does this man work?
 - a. In a restaurant. c. In a school.
 - b. At a bank. d. He doesn't work.
3. What do some people say against the plan for new buses?
 - a. The city shouldn't spend money on buses instead of education.
 - b. The city had better not get rid of the old buses.
 - c. The city ought to spend more money on the new buses.
 - d. All of the above.
4. Why is the woman's brother unhappy?
 - a. He lives with his parents.
 - b. He didn't get the job he wanted.
 - c. His car was stolen.
 - d. He has to move to a new apartment.
5. Why does Emma's mom say she can't get a dog?
 - a. Emma's not very responsible.
 - b. Emma isn't doing her homework.
 - c. Emma is too busy.
 - d. Emma's mom doesn't like dogs.
6. What might the woman be wearing?
 - a. A conservative suit.
 - b. A baggy T-shirt and shorts.
 - c. A dramatic gold dress.
 - d. Skinny jeans and a blouse.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 8**

1. What does the woman ask the man?
 - a. She asks about his new school.
 - b. She asks about his new friends.
 - c. She asks for fashion advice.
 - d. She asks what his classmates think about jeans.
2. Why does the woman ask about a dress code?
 - a. She is wearing ripped jeans.
 - b. She wants to go to the man's school.
 - c. The man is wearing a shirt and tie.
 - d. She dislikes the dress code.
3. How many students dislike the dress code?
 - a. All of them. c. Half of them.
 - b. Some of them. d. None of them.
4. How many languages are spoken on Earth?
 - a. 70. c. 7,000.
 - b. 700. d. 70,000.
5. Which of these is NOT one of the five most common languages?
 - a. English.
 - b. Spanish.
 - c. Mandarin Chinese.
 - d. Japanese.
6. What percentage of English speakers are learning English as a second language?
 - a. 10 percent. c. 50 percent.
 - b. 25 percent. d. 75 percent.

UNIT 5 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

A Unscramble the sentences and questions.

1. the doctor / make / an appointment / with / to / like / I'd _____ *I'd like to make an appointment with the doctor*.
2. mind / helping / you / me / do / would / the dishes _____ ?
3. meet / at / tomorrow / 2:30 / we / could / afternoon _____ ?
4. very / from / is / school / far / here / the _____ ?
5. easy / get / around / it's / on / to / foot _____ .
6. to / calling / reschedule / our / I'm / meeting _____ .

2 QUESTION FORMULATION

A  Use the question words and activities below to write questions about chores. Write answers that are true for you. Then ask and answer the questions with a partner.

Do you ever	How often	do the dishes	sweep
When	Where	go grocery shopping	do laundry

Do you ever do the dishes?

Sometimes, but usually my husband does the dishes.

3 SPEAKING

A  In your notebook, brainstorm. Make a list of chores and errands you often do, and how much you would pay for a service to do each task. Then ask and answer questions about the tasks and prices with a partner.

B  Role-play. Imagine that you are calling an errand and housekeeping service. Your partner works for the service. Ask for help with your chores and errands. Then switch roles.

Hello, thanks for calling Handy Helper! How can I help you?

Hi! I'm very busy and I need help with my errands.

We can help you. Which errands?

Well, I need help with my groceries. Can you go grocery shopping for me?

4 WRITING

- A** Make a list of ideas to improve your city for commuters. Consider issues like, how walkable is your city? Is there easy access to public transportation? Are there various means of transportation available to commuters?
- B** Read the example below. Use your ideas from A and the vocabulary from Lesson B to write a short article about improvements for commuters in your city.

Example: *Improvements arriving for commuters*

The city of Carmelo is pleased to announce many improvements for commuters. First, we are buying new, more efficient trains that are faster...

5 EXAM PREPARATION: READING

- A** Circle the letter that corresponds to the correct answer.

1. Why are you running late?
 - a. I'm stuck in traffic.
 - b. I need the exercise.
 - c. I'm taking a break.
 - d. I don't really have time.
2. Marcos gets exercise on his commute.
He _____
 - a. catches a bus to work.
 - b. takes the train to work.
 - c. rides a bike to work.
 - d. drives to work.
3. Which items are chores?
 - a. Making a list, making a dinner reservation, taking the dog for a walk.
 - b. Doing the laundry, vacuuming the rug, sweeping the floor.
 - c. Sweeping the floor, rescheduling an appointment, dropping off a friend.
 - d. Taking a break, going grocery shopping, making an appointment.
4. How do you like your classes?
 - a. They're really interesting.
 - b. Yes, I like my neighborhood.
 - c. That works great.
 - d. I'm not very busy.
5. Do you need to run any errands today?
 - a. Yes, I need to make a salad.
 - b. Yes, I need to reschedule an appointment.
 - c. Yes, that works great.
 - d. Yes, I need to go grocery shopping and mail some letters.

UNIT 6 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Use the cues to write predictions with *be going to* and *will*.

1. Ernesto / fail / test _____ *Ernesto is going to fail the test.* _____
2. his parents / retire / soon _____
3. my sister / have / a lot of money _____
4. Leti / be accepted / law school _____
5. we / travel / to Europe / someday _____

2 QUESTION FORMULATION

- A  Your company is going to send you to San Francisco to take an intensive English course. You are nervous about going, so you call a coworker who went to the same school last year. Ask him or her six to eight questions about what you think you'll experience. Then switch roles.

Hi, Susan, it's Amanda. I am going to take English classes at the School of English in San Francisco. You went there last year, right?

Hi, Amanda! Yes, I did. What can I tell you about it?

I'm nervous about going. Do you think I will...

3 SPEAKING

- A  Read the information about these recent college graduates. Then, with a partner, predict what each person will do in the future.

Name: Richard
College: City College
Major: Business Communications
Grades: OK
Work Experience: Hair Stylist

Name: Naomi
College: State University
Major: Computer Science
Grades: Good
Work Experience: Computer Lab Assistant

Name: Marco
College: College of the Arts
Major: Visual Arts
Grades: Excellent
Work Experience: Newspaper Photographer

I think Richard is going to own his own hair salon.

But he studied business communications, so maybe he'll work in marketing.

4 WRITING

- A In your notebook, write about your plans for the future. Include plans that you have already made, as well as predictions. Use *be going to* and *will*.

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 9**

1. What is going to happen tomorrow?
 - a. Nothing.
 - b. The woman will go out to dinner with friends.
 - c. Friends are going to come over for dinner.
 - d. The man is going to work late.**
2. A man is about to drive to work on Interstate 35. Which prediction is probably true?
 - a. He will probably be late for work.
 - b. He is going to call the police.
 - c. Maybe he will be in an accident.
 - d. He won't see the accident.
3. What do you think is going to happen?
 - a. Students are going to buy artwork at lunchtime.
 - b. Some people will probably buy a yearbook today.
 - c. The basketball team will play a game tonight.
 - d. There will be an Art Society meeting in Room 54.
4. What is the man's problem?
 - a. He lost his job.
 - b. He's worried he won't get into college.
 - c. He failed a big English test.
 - d. He's applying for a new job.
5. What decision does the woman have to make?
 - a. Where she will travel.
 - b. What city she will live in.
 - c. What her new job will be.
 - d. If she should take time off to travel.
6. Why is the woman upset?
 - a. She lost her job.
 - b. Her mother lost her job.
 - c. She can't find an internship.
 - d. She can't take time off of work.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 10**

1. What are the man and woman going to do?
 - a. Travel.
 - b. Do an internship.
 - c. Graduate.**
 - d. Visit a museum.
2. Where is the museum?
 - a. Lima.
 - b. Her hometown.
 - c. Cusco.
 - d. At the university.
3. What are the man's plans?
 - a. He's going to travel.
 - b. He's going to do an internship.
 - c. He's going to work.
 - d. He's going to start a company.
4. What is Bruno going to do?
 - a. He's going to quit his job.
 - b. He's going to graduate from college.
 - c. He's going to start a company.
 - d. He's going to buy a bike.**

5. Which statement is true about Cycle Recycle?
- People can use it right now.
 - People buy brand-new bikes.
 - The bikes are made of recycled material.
 - People sell used bikes.
6. Why can't Nacho buy a bike through Cycle Recycle right now?
- The company is not ready yet.
 - He lives far away from Bruno.
 - He does not have enough money.
 - He needs to buy a car instead.

6 EXAM PREPARATION: READING

A Read the text. Then choose the correct answer for each item.

Humans need bees. Bees move pollen, a powder produced by plants, from one plant to another. This allows the plants to grow. Farmers use bees to help produce crops like corn. However, a problem called Colony Collapse Disorder (CCD) could stop this.

CCD occurs when bees abandon their hive, or colony, and never return. Pesticides are probably part of the problem. These chemicals keep insects from eating plants, but they also harm beneficial insects like bees. Pests hurt bees, too. For example, the Varroa mite gives bees a deadly virus.

In some countries, CCD has destroyed up to 50 percent of beehives. In the UK alone, bees pollinate about one-third of food crops. Without them, food supplies would be in danger. Since we need bees so badly, we need to protect them. We must encourage our governments to stop pesticide use and develop vaccines that will protect bees from viruses. If we don't, we won't be able to save bees or the food on our tables.



- The word *abandon* in paragraph 2 is closest in meaning to _____.
 a. leave c. build
 b. finish d. improve
- According to the reading, why are bees important to humans?
 a. They help plants grow by producing pollen.
 b. They keep harmful pests away from plants.
 c. They help crops on farms grow.
 d. They allow farmers to stop using pesticides.
- Humans can help stop Colony Collapse Disorder by _____.
 a. using pesticides to kill Varroa mites
 b. leaving bees alone
 c. creating medicine to stop viruses in bees
 d. helping bees move pollen
- This selection is mainly about _____.
 a. what foods are pollinated by bees
 b. the history of CCD
 c. how bees pollinate plants
 d. the causes and effects of CCD
- The primary purpose of the author is to _____.
 a. explain how bees help farmers
 b. convince people to protect bees
 c. show the disadvantages of pesticides
 d. define Colony Collapse Disorder

PROCESS WRITING

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

approximately decrease more than nearly rise unique vintage

A recent survey shows last month's trends in fashion and clothing sales. There was a (1. drop) _____ in sales in (2. around) _____ 80 percent of the main department stores. However, (3. almost) _____ all of the (4. retro) _____ stores showed a big (5. increase) _____ in sales. (6. Over) _____ half of the people who took part in the survey said they prefer clothes that are (7. unusual) _____.

- B Read Bill's email to Vicky. Then choose the correct words to complete Vicky's reply.

Hi Vicky,

I need some fashion advice! I'm going on a date tonight with a girl I really like. It's our first date, so I'm pretty nervous. We're getting pizza first, and then we're seeing a movie. I have a formal, blue suit and a plain white shirt. Does that sound OK? Email me back soon!

Thanks,

Bill

Hi Bill,

That's so exciting about your date!

OK, I have some advice for you. Your suit sounds (1.) elegant / oversized, but sorry, a suit is too (2.) common / formal for this kind of date. You (3.) shouldn't / should wear something more casual. For example, you could wear a (4.) stylish / pointy shirt with some ordinary jeans. You (5.) should / shouldn't wear anything too flashy! (6.) You ought to / You'd better not look casual, you know? The most important thing is to be (7.) comfortable / dramatic, and be yourself. Good luck, Bill. Enjoy yourself!

Vicky

- C Your friend has a job interview at a bank. In your notebook, write a short email giving him or her advice about what to wear to the interview. Remember to use an informal style. Follow these steps.

- Congratulate your friend on getting the interview.
- Tell your friend what he or she should wear.
- Tell your friend what he or she shouldn't wear.
- Suggest what he or she should do if they don't have the appropriate clothing.

- D  Peer review. Exchange papers. Identify mistakes. Give suggestions for improving writing.

Informal Writing

In informal writing, we use contractions. We use a friendly tone and we usually write short, simple sentences. Sometimes we include emoticons and punctuation, such as exclamation points.

E Look at the numbered list. Then number the sentences to put the paragraph into the correct order.

- | | |
|---------------------------------|---------------------|
| 1. the name of the neighborhood | 4. another reason |
| 2. number of reasons stated | 5. final reason |
| 3. first reason | 6. closing sentence |

- Finally, what I like best are the really cool stores and the amazing cafes and restaurants.
— I like spending time there for three reasons.
1 My favorite neighborhood in San Francisco is called Nob Hill.
— The next time you're in San Francisco, go to Nob Hill!
— First, it's beautiful. You can see the ocean and there are lots of really great parks. My favorite one is Huntington Park.
— Another thing I like about Nob Hill is that the public transportation is pretty good. There are buses and cable cars. This is convenient because some of the streets are steep and not very walkable, unless you enjoy walking up a hill!

Listing your Reasons

If you write about something you like or don't like, it's good to support your main ideas with reasons. It helps the reader if you use key phrases to introduce each reason. This makes the paragraph easier to follow. Three is a good number of reasons to include.

- *First, / Firstly, / The first reason is...*
- *Second, / Secondly, / The second reason is / Another reason is...*
- *Finally, / The final reason is...*

F In your notebook, write a short paragraph about a neighborhood that you like. Use the numbered list in **E** to organize your points. Use the tip for listing your reasons.

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

H Complete the personal profile with the correct word or words from the box.

an internship going to in addition to learning student there

My name is Keiko Nakamura. I am a (1.) student at the University of Tokyo in Japan. This June, I am (2.) _____ graduate with a degree in web design. Last summer, I did (3.) _____ at *District IT*, a large design company in downtown Tokyo. (4.) _____, I worked with a team of graphic designers and programmers on a big project for an international company. I also created some smaller designs for a local customer. (5.) _____ my passion for web design, I enjoy playing music. I am a member of the music society at college, and I play the violin in our orchestra. I speak Japanese, English, and I am also (6.) _____ Chinese.

I Use the numbered steps to make notes. Then, in your notebook, write a personal profile. Remember to use a formal style of writing.

1. your name
2. the name of your college
3. when you will graduate
4. work experience: what and when
5. your major
6. other interests and abilities

Formal Writing

Writing a personal profile, which may be used by universities or future employers, requires a formal writing style. This means not using contractions, abbreviations, slang, or emoticons. Your personal profile should be clear and should quickly let the reader know the key points about your education, work experience, and any other interests or abilities.

J  **Peer review.** Exchange papers. Identify mistakes.

Give suggestions for improving writing.

LANGUAGE SUMMARIES

UNIT 4 TRENDS

LESSON A

Vocabulary

trend

increase / rise ↔ decrease / fall / drop

over / more than ↔ under / less than

exactly / precisely

approximately / about / around

nearly / almost

a couple

one half

two thirds

percent

twice as high as...

three times as many as...

typical

Speaking Strategy

Disagreeing

I know what you're saying, but...

I see what you mean, but...

Yes, (that may be true), but...

I'm not so sure about that.

Disagreeing more strongly

I'm afraid I disagree.

Sorry, but I disagree.

That's (just) not true.

I totally / completely disagree.

LESSON B

Vocabulary

a look / style

(to be) in (style)

Types of clothing

baggy / oversized ↔ fitted
(shirt, pants, jeans)

pointy (shoes)

ripped (jeans)

skinny

Describing personal style

casual / comfortable ↔ formal / conservative

colorful

dramatic / flashy ↔ plain / simple

retro / vintage

stylish / elegant

sporty

unique / unusual ↔ common / ordinary

UNIT 5 OUT AND ABOUT

LESSON A

Vocabulary

do the dishes
do laundry
drop off (your sister)
go grocery shopping
make a reservation (at a restaurant)
make a (doctor's) appointment
make dinner
pick up (your sister)
sweep (the floor)
vacuum (the rugs)

Speaking Strategy

Making appointments

Explaining why you're calling

I'm calling to... / I'd like to...
make an appointment with a counselor / Dr. Smith / the dentist.
make a dentist / doctor's / hair appointment.

reschedule my appointment / our meeting.

Scheduling the time

Can you come in / Could we meet / How's tomorrow at 2:00?
That's perfect. / That works for me.
No, that (time / day) doesn't work for me.

LESSON B

Vocabulary

get around (on foot)
get to (a place)
lane
pedestrian
sidewalk
traffic
walkable

	by / on + transportation	verbs
by	bike / scooter	ride your bike / scooter
	bus / subway	take the bus / subway
	car	drive
	taxi	take a taxi
	train	take / catch the train
on	foot	walk

UNIT 6 GOALS

LESSON A

Vocabulary

apply → application
compete → competition
consider → consideration
decide → decision
observe → observation
recommend → recommendation

Speaking Strategy

Responding to bad news

(I'm) sorry to hear that.
That's too bad.
How disappointing.
You must be disappointed.

Offering to help

If you want to talk, (just) call me.
If there's anything I can do, (just)
let me know.

LESSON B

Vocabulary

be (your) own boss
a catch
create a résumé
do an internship
go back to school
mentor
opportunity
take a risk / take risks
take (time) off
(a school) term

Talking about indefinite future time

at some point
in a few (days, weeks)
soon
in the near future
someday / eventually

GRAMMAR NOTES

UNIT 4 TRENDS

LESSON A

Quantity Expressions with Specific Nouns

Quantity word	of	Determiner*	Plural count noun			
All	of	my	friends	live at home.		
Most						
A lot		Pronoun				
Half						
Some						
None		them				

Use these quantity expressions to talk about amounts with **specific** nouns.

They can also be used with noncount nouns: *Half of my homework is finished.*

The word *of* is optional after *all* when it is followed by a determiner and a noun: *All (of) my friends live at home.*

*A determiner is a small word like *the*, *that*, or *my*.

Quantity Expressions with General Nouns

Quantity word	Plural count noun	
All Most A lot of Some	students	study hard.



Use *all*, *most*, *a lot of*, and *some* followed by a noun to make **general** statements about people or things everywhere.

These expressions can also be used with noncount nouns: *Most water is clean.*

- A** Complete the sentences with the correct word(s). Some items may have more than one correct answer.
1. **Some / Some of** people want to be happy in life.
 2. **Most / Most of** my friends speak English, but **none / none of** them speak it at home.
 3. **Some / Some of** students live with their families because it's cheaper.
 4. **Half / Half of** our neighbors have children. A **couple / couple of** them have pets, too.
 5. **All / All of** parents want their children to do well in school.
 6. **All / All of** the instructors at my school are really strict.
- B** Do you agree with the sentences in **A**? Rewrite them by changing the quantity words as necessary.

LESSON B

Giving Advice with **could**, **should**, **ought to**, and **had better**

You could wear a dress to the party.	Use <i>could</i> to make a suggestion or give advice. It is often used to offer two or more choices.
You could wear the blue dress or the black one.	
You should / ought to wear a formal suit to the job interview.	Use <i>should</i> or <i>ought to</i> to give advice. Both are stronger than <i>could</i> .
You shouldn't wear jeans. They're too casual.	Use <i>shouldn't</i> in the negative.

Use *could*, *should*, *ought to*, or *had better* to give advice about something in the present or the near future. These are all followed by the base form of a verb: *You could* / *should* / *ought to* / *had better wear* a suit.

A Complete the conversations with the expressions in the boxes. Use each expression only once.

shouldn't could ought to

A: I don't know what to wear to the party tonight.

B: You (1.) _____ wear your new skinny jeans or black pants.

A: It's a formal dinner party.

B: Oh, then you (2.) _____ wear jeans. They're too casual. You definitely (3.) _____ wear the black pants.

could had better not had better

A: I still don't understand this grammar.

B: You (4.) _____ get some help. The test is on Thursday.

A: Maybe I (5.) _____ take the test on Friday. That would give me extra time.

B: Well, talk to the teacher, but you (6.) _____ delay. There's not much time!

UNIT 5 OUT AND ABOUT

LESSON A

Requests with Modal Verbs; Requests with *mind*

Making requests				Responding to requests
Informal	Can / Will you Could / Would you	help	me, please?	OK. / Sure, no problem. / I'd be glad to. / Certainly. / Of course. <i>Sorry, but...</i>
Formal	Would you mind	helping		No, not at all. / No, I'd be glad to. <i>Sorry, but...</i>

Use *Can you*, *Will you*, *Could you*, or *Would you* + verb to make requests.

To make a formal request, use *Would you mind* + verb + -ing. Note: To agree to a *Would you mind*... request, answer with *No*. (*No, I don't mind*.)

To make a request more polite, add *please*.

- A** You need help preparing for a surprise birthday party. Read each sentence. Then use the words in parentheses to write a request.

1. There are a lot of dirty dishes in the sink. (could / do)

Could you do the dishes, please?

2. You need something at the grocery store. (would / mind / go)

3. The rugs are dirty. (can / vacuum)

4. You don't have enough snacks. (would / make)

5. You need some flowers. (will / buy)

6. Someone needs to watch the soup on the stove. (would / mind / watch)

7. The birthday cake is still at the pastry shop. (could / pick up)

8. You need to blow up the birthday balloons. (would / mind / blow up)

- B** On a separate piece of paper, write a different response to each request.

LESSON B

Modifiers <i>really / very</i> and <i>pretty</i>				
		Adverb	Adjective	
It's		really / very pretty	far	from here.
		Adverb	Adjective + noun	
It's	a	really / very pretty	long walk	from here.
		Adverb	Adverb	
You speak English		really / very pretty	well.	

Really and *very* make adjectives and adverbs stronger. Compare:

My house is far from here. It's 10 kilometers from here.

My house is **very / really** far from here. It's 30 kilometers from here.

You can use *pretty* before adjectives and adverbs to soften the word. Compare:

My neighbors are quiet. I never hear them.

My neighbors are **pretty** quiet, but sometimes they talk loudly.

Do not use *pretty* when a sentence is negative.

Is your house far from here?

No, it isn't **pretty** far. No, it isn't far. or No, it isn't **very / really** far.

A Complete the sentences with *very*, *really*, or *pretty*. Sometimes, more than one answer is possible.

- I don't know Jaime _____ well.
- I'm _____ sure that guy over there is Leo, but I'm not certain.
- There's a _____ old university in Fes el Bali. It opened in the year 859.
- This apartment building is _____ new. It's about two years old.
- You're driving _____ fast: almost 160 kilometers an hour. It's dangerous!
- It's _____ easy to get from my house to school. The bus stops right in front of my house.

B  Compare your answers in **A** with a partner's. Are your answers the same? If not, explain your reasons.

UNIT 6 GOALS

LESSON A

Plans and Decisions with *be going to* and *will*

I'm / You're / He's / She's / We're / They're	(not)	going to go to Harvard.	
Maybe	I / you / he / she / we / they	will won't	see a movie.

Use *be going to* to talk about future plans you have already made. (You thought about the plans beforehand.) *Good news! I'm going to attend Harvard in the fall.*

Use *will* for future events when you make a sudden decision at the time of speaking. (You didn't think about the plans beforehand.) *I don't have any plans tonight. Maybe I'll see a movie.*

Contractions (*is / are*)

you're not = you aren't
she's not = she isn't

Contractions (*will*)

I'll / you'll / he'll / she'll / we'll / they'll

- A** Complete the statements and questions with the correct form of *be going to*. Some items have more than one answer.

1. _____ (I / not) learn English in another country.
2. _____ (you) join a club on campus?
3. _____ (she) decide on a college soon.
4. _____ (they / not) pass the test.
5. _____ (she) take attendance?
6. _____ (we) live in a dorm room.
7. _____ (he / not) attend a private school.
8. _____ (they) finish their homework?

- B** Complete the sentences with the correct form of *be going to* or *will*.

1. I graduate from high school in June. Then I _____ attend college in the fall.
2. I'm bored and don't know what to do. Wait, I know... I _____ call my friend.
3. **WAITER:** What would you like today?
CUSTOMER: Let's see... I _____ have the chicken and rice, please.
4. I bought my ticket last month. I _____ visit Paris from July 1 to July 14.
5. **A:** This box is too heavy!
B: Wait! I _____ help you.
6. I _____ apply to three schools.

LESSON B

Predictions with *be going to* and *will*

<p>She's going to / will be very successful. Some students aren't going to / won't pass the exam.</p>	You can use <i>be going to</i> and <i>will</i> to make predictions (guesses) about the future.
<p>He'll definitely / probably study business in college. <u>Maybe</u> he'll study business in college. He definitely / probably won't study history.</p>	You can use <i>definitely</i> , <i>probably</i> , or <i>maybe</i> to say how certain you are about something. Notice how they are used with <i>will</i> and <i>be going to</i> . <i>Definitely</i> : You are 100% certain of something. <i>Probably</i> : You are very certain of something. <i>Maybe</i> : You think something is possible.
<p>She's definitely / probably going to attend college in the fall. <u>Maybe</u> she's going to get a job after graduation. She definitely / probably isn't going to go to college. / She's definitely / probably not going to go to college.</p>	
<p>A: Is she going to go to graduate school? B: <u>Maybe</u>. I'm not sure. A: Will she go to graduate school? B: Probably not. I think she wants to get a job.</p>	You can ask a Yes / No prediction question with <i>be going to</i> or <i>will</i> . It's common to answer these questions with only <i>definitely</i> , <i>probably</i> , or <i>maybe</i> . To express the negative, add <i>not</i> after <i>definitely</i> , <i>probably</i> , or <i>maybe</i> .

A Answer each question with the words in parentheses and *be going to* or *will*. Some items may have more than one possible answer.

1. A: What are Mario's plans for next year?
B: I'm not sure. _____ (he / go back to school / maybe).
2. A: Are Clara and Tony going to get married?
B: Yeah, _____ (they / get married / definitely / someday).
3. A: Is Rob going to go to the school party tonight?
B: _____ (not / go / probably / he). He's sick.
4. A: Jun applied to Seoul National University. It's hard to get accepted.
B: I know, but _____ (get accepted / definitely / he). He's smart.
5. A: Where's the bus? It's late.
B: _____ (probably / not / be / it) here for a while. Traffic is bad.
6. A: Is it going to rain tomorrow?
B: Yeah, _____ (rain / it / probably) tomorrow, too.

B  Ask and answer the questions in **A** with a partner. In which dialogs can you use a short answer with *definitely*, *probably*, or *maybe*? Say them again with a partner.

4 TRENDS

LESSON A LIFESTYLE TRENDS

1 VOCABULARY

A Read and complete the charts.



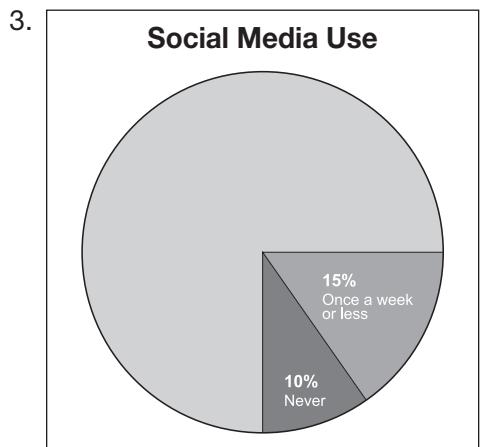
In our country, the number of mothers with jobs doubled (got two times bigger) between 1980 and 2000.

2.

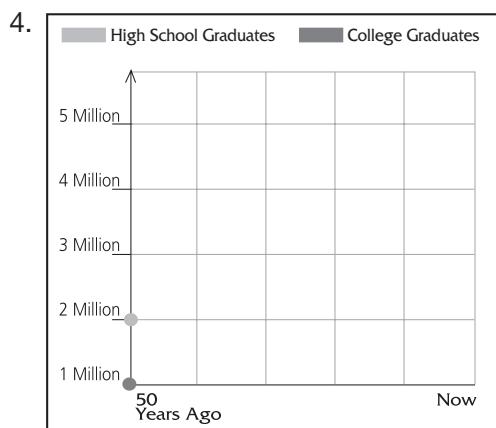
Item	Before	Now
Newspaper	\$1	
Computer	\$1,500	
Car	\$10,000	
House	\$100,000	

Prices in our country have increased very quickly. In the last ten years, the average price of a house has increased by \$20,000. The average price of a new car has increased by 10 percent. Even the newspaper costs more—the price is three times higher than it was back then!

Luckily for tech fans, at least one thing has gone down. The price of a new computer has decreased by \$500.



In this survey, exactly half of teenagers say they use social media every day. Twenty-five percent use social media two or three times a week. Fifteen percent use social media once a week or less, and 10 percent never use social media.



Graduation rates have risen in our country. In our country, the number of high school graduates is twice as high as it was 50 years ago. The number of college graduates is three times as high.

B Write sentences about your country using these words. You don't need to use exact numbers.

1. over _____
2. nearly _____
3. under _____

2 CONVERSATION

A Match the sentence parts to complete the expressions of disagreement.

- | | |
|---------------------|-------------------------------|
| 1. I don't _____ | a. true. |
| 2. That's not _____ | b. I disagree. |
| 3. I'm not _____ | c. what you're saying, but... |
| 4. I'm afraid _____ | d. so sure about that. |
| 5. I know _____ | e. agree. |

B Read the statements and give your opinion and a reason. If you disagree, use one of the expressions from **A**.

Example: Young people should get an apartment after they finish high school.

I don't agree. Some teenagers aren't ready to live alone.

1. People shouldn't get married before they're 30 years old.

2. The best place for older people to live is with their children.

3. Mothers should not work outside the home.

4. People should live with their parents until they get married.

5. Small children should watch as much television as they want.

6. Couples with children should never get divorced.

7. Both boys and girls should help with the housework.

8. Day care is bad for children.

9. Both parents should work full-time.

3 GRAMMAR

A Write about your friends. Use *all of*, *most of*, *a lot of*, *some of*, *a couple of*, or *none of*.

1. have a dog _____
2. like sports _____
3. send emails _____
4. are married _____
5. live near me _____
6. can drive _____

B Add the quantity expressions in parentheses to each sentence. Use *of* where necessary.

1. _____ Americans speak English. (most)
2. _____ classes start at 9 AM. (all)
3. Only _____ the families in this neighborhood have dogs. (a couple)
4. _____ dogs can help blind people. (some)
5. _____ students study late at night before exams. (a lot)
6. _____ families have grandparents living with them. (many)
7. I finished reading _____ the books from the library. (some)
8. _____ my friends can come to the party on Saturday. (none)

C Write sentences about these houses. Use quantity expressions. Follow the example.



Example: doors A couple of the houses have two doors.

1. trees _____
2. white _____
3. flowers _____
4. three windows _____
5. two floors _____

LESSON B FASHION TRENDS

1 VOCABULARY AND GRAMMAR

A Circle the correct word to complete each sentence.

1. My sister has a retro look. She only shops at ____ stores.
a. vintage b. casual c. common
2. I work in an office. We can wear jeans, but they shouldn't be ____ or ripped.
a. elegant b. pointy c. baggy
3. Hans likes flashy clothes. He would never wear such a ____ shirt!
a. conservative b. unusual c. unique
4. Mateo and Lucia's wedding is tomorrow. We're going to wear ____ dresses.
a. sporty b. casual c. formal
5. Yesterday I bought a ____ jacket; it's black and fitted.
a. colorful b. simple c. oversized
6. Mei has some ____ shoes. They're yellow and pointy, and they have very high heels.
a. dramatic b. fitted c. ordinary
7. Are oversized shirts a ____ look right now?
a. simple b. retro c. stylish

B Give advice to people about clothes and fashion. Use expressions from the box.

could should ought to had better not

1. My friend's wedding is next week.

2. I'm really bored with my clothes, but I don't have any money to go shopping.

3. I have a job interview at a bank tomorrow.

4. I am going to visit your country in July.

5. I want to give my sister something cool for her birthday.

6. I'm meeting my girlfriend's parents for the first time!

2 READING AND WRITING

- A Read the problems and the opinions below. Which opinions match which problems? Put the numbers in the correct spaces.

We give readers' questions to an expert, and then we get a second opinion! Which advice should they take? It's up to them.

This month: A Sense of Style

I'm a salesperson in a woman's clothing store. My boss is great, but she has a very strict dress code. We have to wear long skirts, black shoes, no jewelry... you get the idea. It's really boring, so I'm planning to dye my hair red. What do you think?

- Lana

I love my girlfriend, but she complains a lot about my clothes. She doesn't want to go anywhere with me because I always wear old jeans and a T-shirt. I don't care about looking like some model in a fashion magazine. I just want to be comfortable! What's your advice? - Dave

Opinion: _____

Second Opinion: _____

Opinion: _____

Second Opinion: _____

- That's absolutely right. If she really loves you, she should listen to you and respect your feelings. If she hates your clothes, maybe she can give you new jeans for your birthday.
- Sorry, but I have to side with your employer. A business wants to have a particular look, so they tell you what to wear. If you want to show off your individual style, you had better do it in your free time.
- I disagree. Style is important because it shows our personality. Maybe you should find a new job.
- I think you ought to have a serious talk with your girlfriend and explain how you feel. We all have our own style and taste. In my opinion, she thinks too much about appearances.

- B Try to find the meaning of these terms from their context in the reading.

1. dress code _____
2. dye _____
3. complains _____
4. respect _____
5. side with _____
6. individual _____

- C** Here's another problem from the article. Cross out the eight spelling mistakes and correct them on the lines below. The first one has been done for you.

All my friends have more money than I do, and they spend it all on shopping for clothings. I have to save money for my college expenses, and I can't afford to follow the trends. My friends never say anything about my bagy clothes, but I really wish I could look more unique. What should I do? – Cindy

Opinion: You should develop your own styleish look. Don't follow the crowd. Find your own look, and you'll do just fine.

1. shopping 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

- D** Now write a second opinion about Cindy's problem. Do you agree with the expert's opinion? Why or why not?



5 OUT AND ABOUT

LESSON A RUNNING ERRANDS

1 VOCABULARY

- A** Complete the sentences. Use the correct word or phrase in the box. Two words will be used more than once.

do drop off go make pick up sweep vacuum

Kathy's To Do List

1. _____ the kids at school.
2. _____ the rug in the living room.
3. _____ the kitchen floor.
4. _____ dinner.
5. _____ a reservation for Gary's birthday dinner.

Gary's To Do List

1. _____ a doctor's appointment.
2. _____ Matthew from baseball practice.
3. _____ grocery shopping.
4. _____ the dishes.
5. _____ laundry.



- B** Think about yourself and your family. What errands do you usually do?

Person	Errands
1. You	
2. _____	
3. _____	

2 CONVERSATION

A Number these sentences in order to make conversations.

1. _____ This is Fatma Aslan. I'm calling about seeing a language tutor.
_____ English Department. This is Alan speaking.
_____ I can help you with that.
_____ How about 2:00?
_____ Can I come in this afternoon?
_____ That's perfect! Thanks.

2. _____ Could I come in next Friday?
_____ Hello. Wagner College. May I help you?
_____ I'll be there for the 1:00 tour. Thanks!
_____ Hi. I'd like to make an appointment to tour the college.
_____ Of course! We have tours on Wednesdays and Fridays.
_____ Sure. There are tours at 1:00 and 3:00 in the afternoon.

3. _____ Certainly. How's tomorrow at 3:00?
_____ Professor Classon speaking.
_____ That time isn't good for me. I have a class.
_____ That works great. Thank you, Professor.
_____ Hi, Professor. This is Alma. I'm calling to reschedule our meeting.
_____ Can you make it at 5:00 instead?



B Now write another conversation. Use your own ideas.

- Dr. Burns: _____
- You: _____
- Dr. Burns: _____
- You: _____
- Dr. Burns: _____
- You: _____

3 GRAMMAR

A Write a request for each situation. Use *can you*, *could you*, *will you*, *would you*, or *would you mind*.

1. You're at a job interview. You don't understand the question.

2. You're at a restaurant with your friends. You don't have enough money.

3. You're trying to study. Your brother is watching TV.

4. Your instructor is speaking very quietly. You can't hear.

5. You're cleaning your apartment with your roommate. The furniture is very heavy.

6. You're writing a paper in English. You think there are some mistakes.

7. Your friend is going shopping. You need some coffee.

8. You don't have time to cook dinner for the family. Your sister is talking on the phone.

B Agree to these requests. Circle the correct answers.

1. Would you mind going to the store for me?

Yes, of course.

No, not at all.

3. Can you help me with my errands?

Sure.

Not at all.

2. Would you drive me to my dentist appointment?

I'd be glad to.

Sorry, but I would.

4. Would you answer the phone, please?

OK.

No, I'd be glad to.

C There is one mistake in each question. Cross it out and rewrite the question correctly.

1. Could you mind turning off the radio? _____

2. Will you lending me your phone? _____

3. Could you closed the window, please? _____

4. Can you explaining that to me again? _____

5. Would you mind help me with this? _____

LESSON B MY NEIGHBORHOOD

1 VOCABULARY AND GRAMMAR

A Look at the clue and then unscramble the letters to make words.

- | | | |
|---------------------------------|-------------|-------|
| 1. easy to get around on foot | klabalwe | _____ |
| 2. people who walk | drespasinet | _____ |
| 3. lots of cars on the road | fractif | _____ |
| 4. easy to get to | blacisseec | _____ |
| 5. go from one place to another | teg radoun | _____ |
| 6. what people walk on | dewlisska | _____ |
| 7. what people ride bikes in | nelas | _____ |
| 8. a way to get around | no tofo | _____ |

B Complete the sentences. Use words from A.

1. Drivers need to watch out for _____ crossing the street.
2. I prefer to get around the city _____; it's a good way to get some exercise.
3. Often, the easiest ways to _____ a big city are by subway and by bus.
4. Cyclists should use the bike _____ in the street, not the _____ . Those are for pedestrians.
5. Everything I need is _____ from my apartment; I live in a _____ neighborhood.
6. The _____ here is horrible. I think I'll bike to work instead.

C Circle the correct words to complete each sentence.

- | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1. It isn't _____ accessible from here.
<i>pretty</i> <i>really</i> | 4. I can walk _____ fast.
<i>very</i> <i>a very</i> |
| 2. Hal has _____ long walk to school.
<i>pretty</i> <i>a pretty</i> | 5. The school is _____ short walk from here.
<i>very</i> <i>a very</i> |
| 3. I don't have a _____ nice car.
<i>very</i> <i>pretty</i> | 6. The train has _____ comfortable seats.
<i>really</i> <i>a really</i> |

2 READING AND WRITING

- A Look through this magazine article and circle all the modes of transportation.
How many did you find? _____

Better Transportation for Better Neighborhoods

Two South American cities are world leaders in transportation.

In the 1970s, Curitiba was one of Brazil's fastest-growing cities, and it had serious pollution problems. The local government started several programs to reduce people's need for cars. World-famous innovations included new extra-large buses, special new roads for buses only, and a road system that keeps highways out of the city center. This plan has been very successful. Buses come as often as every 90 seconds, so people do not have to wait very long for them. More than 1.3 million travelers take the "bus rapid transit" system in Curitiba every day.



Bogotá, Colombia used different ideas. Many people there wanted to build a subway system, but subways are very expensive. Instead, the city built many new roads for bicycling and walking only. The government bought hundreds of buses to lighten the rush hour traffic. In 2002, the city celebrated Car-Free Day, and 7 million citizens went to work without a car. And in 2014, Car-Free Day became Car-Free Week. For a city of 7 million people, this is quite an amazing accomplishment. Every Sunday, 125 kilometers of roads are closed to cars. Every weekend, up to 2 million people in Bogotá come out to enjoy the clean air and quiet in their neighborhood.

Cities around the world can learn from these examples. Better transportation improves people's lives in many different ways.

- B Now complete the chart according to the information in the article. Check the correct answers.

Which city...	Curitiba	Bogotá	Both	Neither
1. has a new subway system?				
2. got new buses?				
3. has roads for pedestrians?				
4. improved their transportation system?				
5. reduced the number of cars in the city?				
6. built special new roads for buses only?				
7. got a new airport?				
8. closes some streets once a week?				

- C** Read this letter to the newspaper. Complete the letter with the correct form of a verb in the box.

decrease	be	make	become	build	do (not) let	solve	buy	increase
----------	----	------	--------	-------	--------------	-------	-----	----------

Dear Editor,

Transportation (1.) _____ a serious problem in our city. Every year, people buy more cars, and the traffic (2.) _____ more congested. We must do several things to (3.) _____ this problem.

- (4.) _____ a new train station downtown.
- (5.) _____ the price of subway tickets.
- (6.) _____ modern, comfortable buses.
- (7.) _____ the tax on new cars.
- (8.) _____ people park their cars downtown.

These ideas will (9.) _____ our city a better place to live.

Sincerely,

Kim Mi-Ja

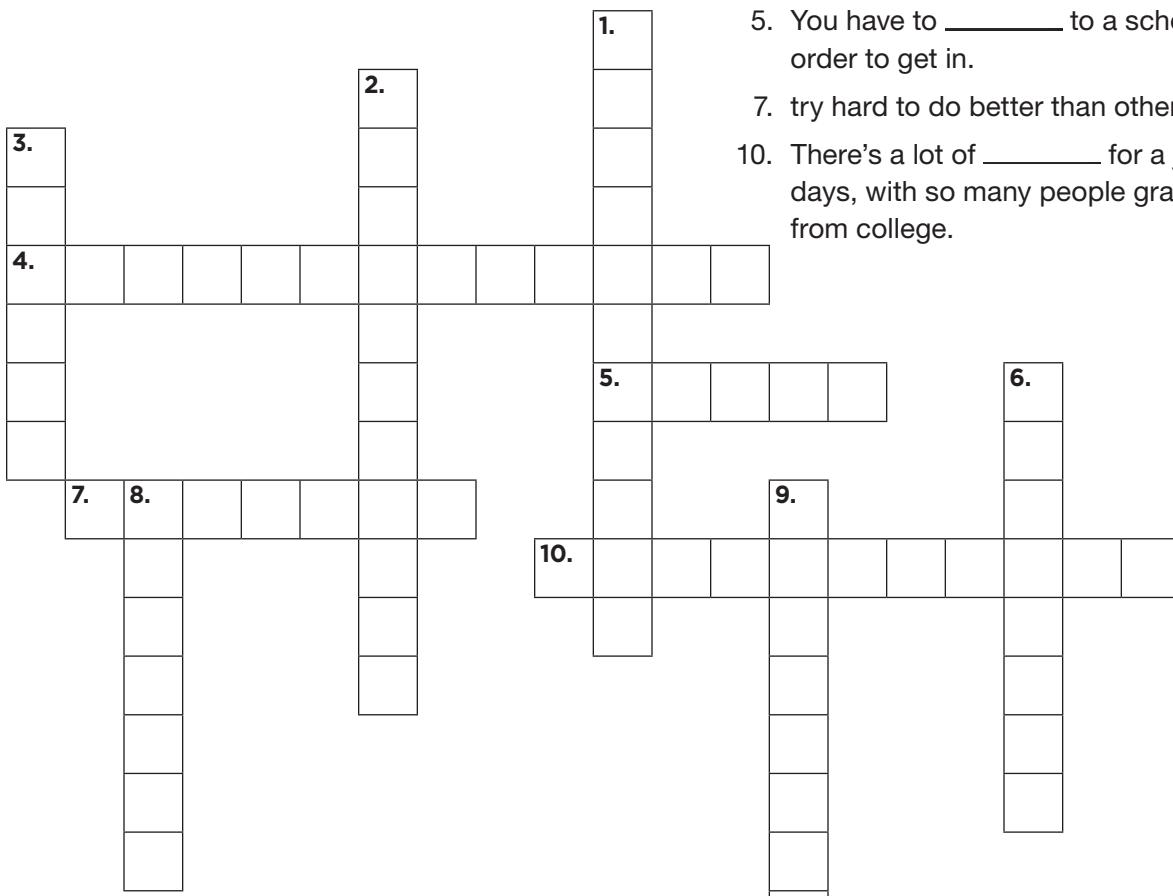
- D** Now write your own letter about transportation in your town or your neighborhood. Give as many ideas as you can.

6 GOALS

LESSON A STARTING OUT

1 VOCABULARY

A Solve this crossword puzzle.



Down

1. a form you complete when you ask to attend a school
2. the noun form of *observe*
3. First, you have to _____ which schools you are interested in.
4. Choosing between studying in Mallorca and León? That's a tough _____.
5. Many schools let you _____ a class to see what the instructors and students are like.
6. Can you _____ a good book for me to read?

Across

4. An important _____ for Jose when he applied to schools was location.
5. You have to _____ to a school in order to get in.
7. try hard to do better than other people
10. There's a lot of _____ for a job these days, with so many people graduating from college.

2 CONVERSATION

A Match the sentence parts. Write the letter of the answer on the line.

- | | |
|------------------------------|-------------------|
| 1. How ____ | a. hear that. |
| 2. That's ____ | b. call me. |
| 3. You must be ____ | c. disappointing. |
| 4. I'm sorry to ____ | d. disappointed. |
| 5. If you want to talk, ____ | e. too bad. |

B Number the sentences in order to make conversations.

1. ____ I am. But at least I got in to two other schools.
____ Hi, Maria. What's happening with your college applications?
____ I didn't get into my favorite school.
____ That's too bad. You must be disappointed.
____ Well, that's good!

2. ____ Seven. And they're all good schools.
____ I'm feeling stressed about getting all of my applications done.
____ Well, if you want to talk, just call me.
____ Hey, Ava! How are you?
____ How many schools are you applying to?

3. ____ Not great. I just lost my job.
____ And if there's anything I can do, let me know.
____ Oh no! I'm so sorry to hear that.
____ How's it going, Tyler?
____ Thanks.

C Now write a conversation in which people respond to bad news and offer to help. Use a situation from your own life.

1. A: _____
B: _____
A: _____
B: _____
A: _____

3 GRAMMAR

A Write *A* or *B* to explain the reason for the underlined verb tense.

- A. a decision made in the past B. a sudden decision

1. I just heard the doorbell ring. I'll answer the door. _____
2. It's OK if you forgot your wallet. We'll lend you some money. _____
3. We're going to meet in front of the library at 2:00. _____
4. I'm going to go to Oslo this summer. _____
5. Luis is going to use his scholarship to study at Harvard. _____
6. I'll have a chicken sandwich and iced tea, please. _____

B Complete the sentences with *will* or the correct form of *be going to*. Use *will* for sudden decisions and *be going to* for plans that are already made.

1. I'm really hungry. I think I _____ make a sandwich.
2. I've already planned the menu. We _____ have Mexican food tonight.
3. She _____ visit Elia in Sydney in March.
4. It's really cold today. I think it _____ snow soon.
5. On Friday, I _____ have dinner with Jeff at China Palace.



C Your friend is making the following statements. Write a response to each one. Use *will* or *be going to*.

1. The phone's ringing.

2. I'm hungry.

3. I need a ride to the airport.

4. I'm thirsty.

5. I'm running late.

6. My computer is broken.

LESSON **B** AFTER GRADUATION

1 VOCABULARY AND GRAMMAR

- A** Are these sentences about a definite future time or an indefinite future time? Write *D* for *definite* or *I* for *indefinite*.

1. ____ One of these days, I'm going to clean up my desk.
2. ____ Next week, I'm going to visit my grandparents.
3. ____ I'm going to be more careful about my diet in the future.
4. ____ In a few days, we're going to start taking tennis lessons.
5. ____ The day after tomorrow, we have a vocabulary test.
6. ____ Someday I'm going to travel all around Africa.
7. ____ Summer vacation starts the week after next.
8. ____ I'm going to start exercising every morning sometime soon.

- B** Complete the paragraph with words from the box. Be sure to use the correct tense.

be my own boss	do an internship	take time off	someday
create a résumé	go back to school	in the near future	

Now that I am graduating from college, I have to start thinking about my future.

(1.) _____, I'd like to get a job. This is my top priority at the moment. Before I can do that, I need to (2.) _____ to send to the businesses I'm interested in working for. Last year, I (3.) _____ with a chef at a local restaurant and really liked it. This year, I'm looking for a paying position at a restaurant downtown.

At some point, I think I will want to (4.) _____ and travel around the world. Chefs work a lot, and I will need a break. Plus, I would like to visit other countries to learn more about the foods they eat there. I've heard Ethiopian food is great!

Eventually, I would like to own a restaurant and (5.) _____. To do that, I want to (6.) _____ and get a business degree. There's more to being a restaurant owner than just being able to cook. I have a lot to learn, but I think I will be able to do it all (7.) _____!

- C** Make predictions about the person in **B**. What do you think she will do? Use *definitely* and *probably* in your answers.

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

2 READING AND WRITING

- A Read this article from a student newspaper.

THE PAPER

New Graduates Talk About the Future

After the City College graduation ceremony yesterday, we talked to three students about their plans and their dreams.



Jameela Brown: I worked so hard for four years. I need a break now! I majored in biology and chemistry, and I had a summer job in a day care center. I'm going to take a year off before I start medical school. My plan is to travel and do volunteer work in West Africa. I'll be a doctor someday, but I'm not sure what kind of doctor I'll be.

Jennie Min: I studied business, and it was easy for me to find a job. Next month I'll move to New York to start work at Giant Corporation. But I don't really want to spend my whole life working for a company. I hope I can start my own business—maybe something with food. I love cooking! In college, I cooked dinner for my roommates every night.

Shane Peterson: Wow! Four years really went fast. I can't believe it's graduation day! My major was computer science, but I spent all my free time playing music. I played guitar in two different bands. I also play electronic music, using computers. I have job interviews with three software companies next week. I'm not worried about getting a job, but I really want to play music, too. That's my biggest dream.

- B Complete this chart with information from the reading.

Name	Major	College Job / Hobby	Dreams	Plans
Jameela	<i>biology and chemistry</i>			
Jennie				<i>- move to New York - work for Giant Corporation</i>
Shane				

- C** Complete the sentences with the correct form of the verbs in the box. Some of the sentences are predictions.

work become get start have

I think Jameela (1.) _____ very interesting experiences in West Africa. She (2.) _____ in a day care center.

I think she (3.) _____ a doctor for children. I predict she (4.) _____ a job in a country that needs her help, or maybe she (5.) _____ an organization to help sick children.



- D** Now write your predictions for Jennie and Shane.

Jennie:

Shane:

4 Good Morning World

Passion for Fashion

- A** Who is speaking? Watch the video and circle the answers. Then check your answers with a partner.

- | | | | |
|-----------------------------------------------------------|-----|-----|---------|
| 1. "... do you agree that it's expensive to be in style?" | Jay | Kim | Isadora |
| 2. "There ought to be a better way." | Jay | Kim | Isadora |
| 3. "These are the clothes you should buy." | Jay | Kim | Isadora |
| 4. "Oh, come on!" | Jay | Kim | Isadora |
| 5. "Ooh, that's a hard one." | Jay | Kim | Isadora |
| 6. "Some of them are expensive designer brands, and..." | Jay | Kim | Isadora |
| 7. "Which pair is designer?" | Jay | Kim | Isadora |
| 8. "What? Those jeans are ripped!" | Jay | Kim | Isadora |
| 9. "Ripped and sloppy are in style..." | Jay | Kim | Isadora |
| 10. "All of the kids love retro." | Jay | Kim | Isadora |

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

1. Kim says that Jay is _____.
a. very stylish b. out of style
2. Isadora is going to talk about how to get the look you want _____.
a. without spending a lot of money b. by paying thousands on designer clothes
3. Isadora says that the clothes you should buy _____.
a. are expensive designer brands b. look designer but are nearly half the cost
4. The designer jeans are _____.
a. the darker fitted ones b. the ripped ones
5. The designer shirt is _____.
a. the one that has a retro look b. the sporty one

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

	I agree	I disagree
1. Jay shouldn't wear designer clothes. They are too expensive.	<input type="checkbox"/>	<input type="checkbox"/>
2. Kim should have a more dramatic hairstyle.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most people can't spend a lot of money on designer clothes.	<input type="checkbox"/>	<input type="checkbox"/>
4. A lot of people buy clothes that look designer, but at half the cost.	<input type="checkbox"/>	<input type="checkbox"/>
5. None of my friends are out of style.	<input type="checkbox"/>	<input type="checkbox"/>
6. A couple of my friends wear retro clothes.	<input type="checkbox"/>	<input type="checkbox"/>

4 City Living

You Ought to Get More Exercise!

- A Should people exercise to be healthy? What are the best ways to exercise? What are the best ways to be healthy? Make two lists. Then compare your lists with a partner's and tell the class.

Ways to exercise	Ways to be healthy

- B What do Roberto and Mike think? Watch the video and circle *thinks* or *doesn't think*. Then compare your answers with a partner's.

1. Roberto *thinks* / *doesn't think* Mike should get more exercise.
2. Mike *thinks* / *doesn't think* most people exercise.
3. Roberto *thinks* / *doesn't think* more people are exercising nowadays.
4. Roberto *thinks* / *doesn't think* more than one-third of his coworkers exercise.
5. Mike *thinks* / *doesn't think* going to the gym is a trend.
6. Mike *thinks* / *doesn't think* most people enjoy exercising.
7. Mike *thinks* / *doesn't think* that they should eat ice cream after jogging.
8. Roberto *thinks* / *doesn't think* it's a good idea to eat ice cream after exercising.

- C What's your opinion? Talk about exercise with a partner. Ask and answer questions like the ones below. Then share your information with the class.

Q: How often do you exercise?

A: _____

Q: Is exercising fun? Why or why not?

A: _____

Q: What kind of exercise do you do?

A: _____

Q: Do you prefer to exercise indoors or outdoors? Why?

A: _____

Q: Do you think people exercise more now than before? Why or why not?

A: _____

4 Global Viewpoints

Family Trends / Personal Style

- A** Watch the interviews about “Family trends.” Match the countries with the family trends. Then compare your answers with a partner’s.

- | | |
|--------------------|-------------------------------------------------------------|
| 1. Ukraine _____ | a. In traditional families, males usually work. |
| 2. Colombia _____ | b. People get married when they’re about 25. |
| 3. Brazil _____ | c. People get married very early. |
| 4. Korea _____ | d. Children live with their parents until they get married. |
| 5. Japan _____ | e. People usually get married in their late 20s. |
| 6. Argentina _____ | f. People usually get married when they’re around 30. |

- B** Now watch the interviews about “Personal style” and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner’s.

- | | | |
|-------------------------------------------------------------------|------|-------|
| 1. Dave thinks his sister’s style is very independent. | True | False |
| 2. Calum’s says his friend Alex wears very nice clothes. | True | False |
| 3. Dayanne talks about a friend who wears a baseball cap to work. | True | False |
| 4. Dayanne thinks her friend should wear something more stylish. | True | False |
| 5. Dennis likes the way Robert Redford sings. | True | False |
| 6. Dennis doesn’t like Robert Redford’s hair. | True | False |
| 7. Woo Sung thinks it’s time to change his hairstyle. | True | False |
| 8. Dayanne thinks gaining weight will improve her appearance. | True | False |
| 9. Dayanne thinks she should get a haircut. | True | False |
| 10. Calum thinks new glasses could improve his appearance. | True | False |

- C** Pair work. Talk to a partner about his or her style. Ask and answer the questions below. Then tell the class about your partner’s style.

Q: Whose style do you admire most? Why?

A: _____

Q: How would you describe your personal style?

A: _____

Q: Do you like to shop? Why or why not?

A: _____

Q: What’s your favorite store? Why?

A: _____

Q: Are clothes important to you? Why or why not?

A: _____

Q: What could you do to improve your style?

A: _____

5 Good Morning World

Where Are You Going?

- A Watch the video. Check (✓) if the errand or chore is mentioned. Then compare your answers with a partner's.

- | | |
|----------------------------|--------------------------|
| 1. run errands | <input type="checkbox"/> |
| 2. take the dog for a walk | <input type="checkbox"/> |
| 3. mail letters | <input type="checkbox"/> |
| 4. go grocery shopping | <input type="checkbox"/> |
| 5. make dinner | <input type="checkbox"/> |
| 6. make a reservation | <input type="checkbox"/> |
| 7. make an appointment | <input type="checkbox"/> |
| 8. do the dishes | <input type="checkbox"/> |
| 9. do laundry | <input type="checkbox"/> |
| 10. sweep | <input type="checkbox"/> |
| 11. vacuum | <input type="checkbox"/> |

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

- _____ Kim says she doesn't mind grocery shopping.
_____ Ana says she is running errands this morning.
_____ Paul runs in and says he is looking for the restaurant La Belle Petite.
1 _____ Kim and Jay are outside the Good Morning World studios.
_____ Ana leaves because she is running late.
_____ Jay asks a woman, "Would you mind talking to us for a minute?"
_____ Jay calls La Belle Petite to make a reservation for Ana and her husband Paul.
_____ Ana says that when she goes home she still has to do the dishes, do the laundry, and vacuum.

- C Class activity. Go around the class. Ask questions and complete the chart. Then report your information to the class.

Find someone who...	Name
doesn't like to run errands	
is usually on time	
is usually running late	
has a pretty long commute	
lives really close to school or work	
rides a bike	
takes a bus	
takes a dog for a walk	

5 city Living

Claudia's Errand Service

- A** What kinds of errands do you usually do every week? When do you do them? Make a list and share it with a partner. Compare your lists. Do you and your partner do the same errands?

My errands	My partner's errands

- B** Watch the video and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner's.

1. Roberto doesn't feel well. True False
2. Claudia volunteers to do Roberto's errands. True False
3. Roberto asks Claudia to get some groceries for him. True False
4. Claudia forgets the grocery list. True False
5. Most of the places Claudia has to go are near each other. True False
6. Claudia picks up Roberto's dry cleaning first. True False
7. Claudia gets the movie last. True False
8. Claudia doesn't like Roberto's neighbors. True False
9. Roberto wants to watch the movie alone. True False
10. Claudia agrees to go and get some ice cream for Roberto. True False

- C** In the video Claudia says, "Don't push your luck." What does she mean? Circle *Yes* or *No*. Then work with a partner to write a definition.

1. Is Claudia talking about doing errands for Roberto? Yes No
 2. In Claudia's opinion, has she done enough to help Roberto? Yes No
 3. Does Claudia think that Roberto is lucky? Yes No
 4. The expression "Don't push your luck" means: _____
-
-

5 Global Viewpoints

Running Errands / My Neighborhood

- A** Watch the interviews about “Running errands.” Check (✓) the errands each person mentions. Then compare your answers with a partner’s.

1. Brad goes to...
 the Laundromat the dry cleaners the pharmacy the supermarket
2. Alejandra goes to...
 the bank the post office the dry cleaners the pharmacy
3. Calum goes to...
 the Laundromat the grocery store the bank the post office

- B** Watch the video about “My neighborhood.” What do these people say? Circle the words you hear. Then compare your answers with a partner’s.

1. Julianna: “In Brazil, my neighborhood is very *safe / busy*.”
2. Julianna: “I live close to *movie theaters / restaurants, parks...*”
3. Alejandra: “My neighborhood in Buenos Aires is a *residential / commercial* neighborhood.”
4. Alejandra: “It is close to shops, and I can *bike / walk to the shops*.”
5. Alejandra: “There are a lot of trees *on the sidewalks / in the park...*”
6. Lourdes: “There is a *big school / grocery store* near my house...”
7. Lourdes: “We have two *buses / trains* that pass by my house...”
8. Lourdes: “It’s very easy to get around *taking public transportation / using a car*.”

- C** Pair work. Work with a partner and take turns asking each other about the neighborhoods you live in. Ask the questions below and take notes on your partner’s answers. Then tell the class two things about your partner’s neighborhood.

Q: Do you like your neighborhood? Why or why not?

A: _____

Q: What do you like to do in your neighborhood?

A: _____

Q: What are your neighbors like?

A: _____

Q: What are the good points about your neighborhood?

A: _____

Q: What are the bad points, if any?

A: _____

Q: Would you like to move to a different neighborhood? Why or why not?

A: _____

6 Good Morning World

Apply Yourself

- A**   Who is speaking? Watch the video and circle the answers. Then compare your answers with a partner's.

- | | | | |
|-------------------------------------------------------------------------------------------|-----|-----|--------|
| 1. "Well, this will be a big weekend, won't it...?" | Jay | Kim | Rashid |
| 2. "I thought we decided not to do this." | Jay | Kim | Rashid |
| 3. "It's mine from when I graduated." | Jay | Kim | Rashid |
| 4. "Maybe I'll go to dinner with my family." | Jay | Kim | Rashid |
| 5. "I'm talking about in a few months or next year." | Jay | Kim | Rashid |
| 6. "I'll probably learn a lot more about the television business if I take more classes." | Jay | Kim | Rashid |
| 7. "Someday I want to produce my own television show." | Jay | Kim | Rashid |
| 8. "You won't leave!" | Jay | Kim | Rashid |
| 9. "Who will remember that I like water and not coffee?" | Jay | Kim | Rashid |
| 10. "You are going to learn more about television, too." | Jay | Kim | Rashid |

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

1. When is Rashid's college graduation?
 - a. His graduation is tomorrow.
 - b. His graduation is next year.
2. What are Rashid's plans for the future?
 - a. He's going to travel.
 - b. He's going to apply to graduate school.
3. Why will Rashid leave Good Morning World someday?
 - a. He wants to produce his own television show.
 - b. He wants to be the host of a different morning show.
4. When is Rashid's application due?
 - a. It is due in a few days.
 - b. It is due in a few weeks.
5. Who will write a recommendation for Rashid?
 - a. Jay will write a recommendation.
 - b. Kim will write a recommendation.

- C**  Pair work. Talk to a partner about his or her future plans. Ask and answer the questions below. Then tell the class about your partner.

Q: What are you going to do tomorrow?

A: _____

Q: What are you going to do this summer?

A: _____

Q: What are your plans for next year?

A: _____

Q: What will you be doing in five years?

A: _____

6 City Living

The Letter

- A** How do you share important news with people? How do people share important news with you? Put the methods for sharing and receiving news in order from 1 (most common) to 4 (least common). Write an example of the kind of news next to each one. Then compare your ideas with a partner's.

How you share news	How you receive news
Letter Example: _____	Letter Example: _____
Phone call Example: _____	Phone call Example: _____
Text message Example: _____	Text message Example: _____
E-mail Example: _____	E-mail Example: _____

- B** What happens? Watch the video and circle the answers. Then compare your answers with a partner's.

1. Takeshi applied to Harvard University and was *accepted / rejected*.
2. He was *accepted / rejected* by the University of Southern California.
3. If he doesn't get into graduate school, he's going to *travel / get a job*.
4. Sun-hee will be *happy / sad* if Takeshi goes to Europe.
5. Mike *thinks / doesn't think* that Takeshi will be accepted to grad school.
6. Takeshi has received a letter from *Columbia / New York University*.
7. If he doesn't get into graduate school, Takeshi *will / won't* apply again.
8. If he gets into graduate school, he's going to become a *film director / professor*.
9. The letter for Takeshi says that he has been *accepted / rejected*.
10. Takeshi is going to *travel around Europe / go to graduate school*.

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

- | | | |
|-------------------------------------------------------------|---------|------------|
| 1. Takeshi is probably a good student. | I agree | I disagree |
| 2. Takeshi should go to graduate school. | I agree | I disagree |
| 3. Takeshi should become a film director. | I agree | I disagree |
| 4. Takeshi should travel before he goes to graduate school. | I agree | I disagree |
| 5. Takeshi should not go to Columbia. | I agree | I disagree |

6 Global Viewpoints

After Graduation / Five years from Now...

- A** ▶ Watch the interviews about “After graduation.” What are these people going to do? Match the names with the plans. Compare your answers with a partner’s.

- | | |
|-------------------|------------------------------------------------------------------|
| 1. Agnes _____ | a. go to graduate school and study art |
| 2. Brad _____ | b. start a business in agriculture |
| 3. Calum _____ | c. move to Washington, D.C., and work for National Geographic |
| 4. Dave _____ | d. start an import-export business |
| 5. Alex _____ | e. find a good job, start a family, and buy a house |
| 6. Julianna _____ | f. get a job that pays a lot of money, travel, and see the world |

- B** ▶ Now watch the interviews about “Five years from now...” and circle *True* or *False*. Then correct the false sentences. Check your answers with a partner’s.

- | | | |
|----------------------------------------------------------------------|------|-------|
| 1. Dave will be studying five years from now. | True | False |
| 2. Dave knows where he’s going to be living five years from now. | True | False |
| 3. Calvin plans to become a lawyer. | True | False |
| 4. Calvin thinks it will be ten years before cyber law is important. | True | False |
| 5. Woo Sung expects to be married in five years. | True | False |
| 6. Woo Sung wants four kids and a dog. | True | False |
| 7. Most of all, Woo Sung wants to enjoy his life. | True | False |

- C** Group work. Think about your plans for the future. Make notes in the boxes. Then describe your plans to the group and answer any questions they have.

Future Plans
Plans for school
Plans for a career
Plans for travel
Plans for family life

Worksheet

4A: I disagree!

Complete the sentences with your opinions. Then ask your partner what he or she thinks and note his or her opinion. Try to make your partner agree with you.



My opinion:	My partner's opinion:
1. _____ are the best house pets.	
2. _____ is the best way to learn English.	
3. _____ is the best age to get married.	
4. _____ is/are the best fast food.	
5. _____ is the worst school subject.	
6. _____ is the best movie actor.	
7. _____ is the best place to go on vacation.	
8. _____ have the best jobs in the world.	
9. _____ is the best brand of smartphone.	
10. _____ is the best comedy on TV.	

Worksheet

4B: What should I do?



The colleague sitting next to me at work smells bad. What should I do?

My dog barks all night, and my neighbors are angry. What should I do?

I'm in love but my parents don't like my girlfriend/boyfriend. What should I do?

I have a big date tomorrow night. What should I wear?

I saw my best friend's girlfriend/boyfriend on a date with someone else. What should I do?

I recently put on four kilograms. I really want to lose weight. What should I do?

I have a chance to transfer to our American office in six months. My English needs to be fluent. What should I do?

I'm in a restaurant in a foreign country. I just had an expensive meal and I can't find my wallet. What should I do?

I'm new in town and I'd like to make some friends. What should I do?

A new friend wants to borrow \$1,000 because his/her mother is very sick. What should I do?

My husband/wife often goes out with friends after work and comes home very late. What should I do?

I've had a cold for a week and I don't have time to go to the doctor or take time off work. What should I do?

I'm at my friend's house for a home-cooked dinner. The food is only half-cooked. What should I do?

My son loves football and wants to be a football player. He is not very athletic. What should I do?

Business is not good. My boss wants me to work late every day, but I have a young family. What should I do?

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Worksheet

5A: A weekend away.

Work in groups. Think of a place to take a class trip over the weekend. Make a list of things you need to bring or do before you go. Then take turns making requests. Make sure everyone has something to bring or do.

Where will you go? _____	
Things to bring or do... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	People to do them or to bring... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



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Worksheet

5B: It's pretty long to the top.

FINISH!	How happy are you? 46	How responsible are you? 45	How well do you swim? 44	How late do you stay up at night? 43	How expensive is your city/town? 42
How brave are you? 36	37	How hot is it? 38	39	How young is your doctor? 40	How small is your class? 41
How old are your parents? 35	34	How serious are you? 33	Free	How well can you dance? 32	How difficult is English? 31
What is your favorite food? 24	25	How big is your school? 26	27	28	How nice is the weather today? 29
Free 23	22	What is your favorite movie? 21	What subject do you do well in? 20	How well can you sing? 19	Who is your favorite singer? 18
12	13	How well can you cook? 14	Free 15	How funny is your friend? 16	How quiet is your family? 17
How nice is your house? 11	What is something you know well? 10	How large is your family? 9	How clean is your room? 8	7	What is your favorite TV show? 6
START!	How long is your commute? 1	What is something you do well? 2	What is something you like? 3	Who is your favorite movie star? 4	How well do you speak English? 5

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Worksheet

6A: Business makeover

Work in groups. You own an English language school. The business is not doing well. Look at the problems and decide what you are going to do.

The problem:	What are you going to do?
Not many people know about your school.	
Your rent is very high.	
Students say your school is expensive.	
It's hard to find good instructors in your city.	
Most instructors leave after a few months.	
Students don't do their homework.	
Instructors are often late for class.	
Students say their textbook is boring.	
There is no place to buy food or drink near your school.	
Some students want to learn but others just want to socialize.	



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Worksheet

6B: 100 years from now...

Work in groups. How do you think the world will be different 100 years from now?
Use your ideas to complete the sentences below.

100 years from now, ...

people will live until they are _____.

the world's superpower(s) _____ will be

people will _____
for entertainment.

_____ will
be popular vacation places.

people won't know how
to _____
anymore.

the main energy source(s) _____ will be

people will use

to pay for things.

children will study _____
in school.

houses will have _____.

_____ will be the most profitable
industries.

people will think
the 21st century was _____.

there won't be any _____
left in the world.

will be the most widely spoken
language(s).

people will know how to
_____.

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