

NATIONAL
GEOGRAPHIC
LEARNING

ICPNA
INSTITUTO CULTURAL PERUANO NORTEAMERICANO

THIRD EDITION

WORLDLINK

Developing
English Fluency



Nancy Douglas ■ James R. Morgan

INTERMEDIATE 3

Front cover art by Eduardo Kobra in Los Angeles, California.
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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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ICPNA World Link Intermediate 3,

Third Edition

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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	/'dɪkʃənəri/
used before a syllable to show secondary stress		

SCOPE & SEQUENCE

Unit / Lesson	Video	Vocabulary	Listening
Welcome Unit p. viii			
UNIT 7 WELLBEING p. 94			
	LESSON A How do you feel? p. 96	Is it Better to Shake (Hands) or (Fist) Bump? p. 96	Physical symptoms p. 97 drowsy, dizzy, exhausted Sick of... p. 102 cutting class, calling in sick, sick days
	LESSON B Choices and consequences p. 102		Feeling sick p. 98 Make predictions Check predictions Listen for details Infer information How's school? p. 103 Infer information Listen for feeling Listen for details
UNIT 8 THE ACTIVE LIFE p. 108			
	LESSON A Leisure time p. 110	Rock Climbing in Oman p. 110	Being involved p. 111 take part in, active, participate in An epic journey p. 116 prepare for, pay for, believe in
	LESSON B Daring activities p. 116		Staying active p. 112 Listen for details Infer information A parkour trip p. 117 Listen for gist Listen for details
UNIT 9 SOCIAL ISSUES p. 122			
	LESSON A In my community p. 124	Seven Billion p. 124	Political campaigns p. 125 making progress, candidate, vote for Urban sprawl p. 130 development, waste, improve
	LESSON B Modern challenges p. 130		A campaign speech p. 126 Use background knowledge Listen for gist Listen for context Listen for main ideas Urban and suburban issues p. 131 Listen for details Infer information Listen for reasons

Review Units 7–9 p. 136

Unit Consolidations	p. C15
Process Writing	p. P5
Workbook	p. 38
Video Worksheets	p. VW19
Communication Worksheets	

Grammar

Pronunciation

Speaking

Reading

Writing

Communication

Describing symptoms
pp. 100, 206
**Reported speech:
commands and
requests** pp. 106, 207

**The schwa
sound** p. 100

**Giving,
accepting,
and refusing
serious
advice** p. 99

**Modern health
problems** p. 104
Scan for information
Make predictions
Check predictions
Read for details
Infer meaning

**Write about
a healthy
change** p. 106

**Suggesting an alternative
treatment** p. 101
**Giving tips for a healthy
life** p. 107

**The present perfect
vs. the present perfect
continuous** pp. 114, 208
**Review: The simple past
vs. the present perfect
vs. the present perfect
continuous** pp. 120, 209

**Stress in
compound
nouns** p. 112

**Explaining the
set-up and
rules of a
game**
p. 113

A star in the X Games
p. 118
Use background
knowledge
Scan for information
Read for details

**Write about a
hobby** p. 121

Talking about a new skill
p. 115
**Interviewing classmates
about hobbies** p. 121

Too and enough
pp. 128, 210
Future real conditionals
pp. 134, 211

**Using pauses
in public
speaking**
p. 127

**Language for
presentations**
p. 127

People of all ages p. 132
Use background
knowledge
Make predictions
Infer information
Infer meaning
Read for details
Draw conclusions

**State your
opinion about a
future event**
p. 134

**Completing and talking
about a lifestyle survey**
p. 129
**Giving a speech about
a solution to a problem**
p. 135

Language Summaries p. 190

Grammar Notes p. 206

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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.



INTERMEDIATE 3 (I03)



	Learning Outcomes	I saw it	I understand it	I use it
Unit 7	<p> I can give, accept, and refuse serious advice. (p. 99) ~ I always advise people to... ~ That makes (a lot of) sense. I'll give it a try. / ~ If I were you, I'd... ~ I could never do that. / ~ I think the best idea (for you) is to... ~ I'm not sure that would work for me.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about health problems using <i>hurt</i>, <i>have</i>, <i>can't stop</i> + gerund, and <i>feel</i> / <i>be</i> + adjective. (p. 100) I have a headache and my throat hurts. / I can't stop shivering. / I feel tired. / My chest hurts.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can make requests and commands using reported speech. (p. 106) The doctor told me to get some rest. / Jon asked me to turn off my phone.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for detailed information. (p. 98)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can infer meaning. (p. 104)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write about health advice provided. (pp. 106–107)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can describe and explain how to do something (games). (p. 113) It's played with... / There are 11 players on each team. / One teams starts by... / The object is to score the most runs. / It's played on a field.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 8	<p> I can contrast and talk about actions that started in the past and continue up to the present, and actions completed in the past using the present perfect, the present perfect continuous, and the simple past. (p. 114) I've been reading a book about long-distance running. / I've read a book about long-distance running. / I've played cricket since I was a child.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about actions done a specific number of times. (p. 120) I visited South Africa in 2010. / I've visited South Africa once.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for detailed information and make inferences. (p. 112)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can read for details. (p. 118)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write about a hobby. (p. 121)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 9	<p> I can use special language for presentations: stating the purpose and stating important points. (p. 127) I'd like to talk to you about... / I'll provide an overview of (the issue). / One of the main causes of _____ is... / And finally...</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can indicate that something is more than necessary, sufficient, and/or insufficient using <i>too</i> and <i>enough</i>. (p. 128) You're 17. You're too young to vote. / Our city has too many problems to solve in one day. / I'm 21. I'm old enough to vote. / They have enough police officers on the street.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can express possible future facts using conditionals. (p. 134) If we don't protect our open spaces, future generations won't have places to relax.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for the general idea. (p. 126)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can make predictions about what I will read about. (p. 132)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write about the effects of a hypothetical situation. (pp. 134–135)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 GRAMMAR

- A** Complete the sentences with the correct adverb from the box. Pay attention to the affirmative and negative sentences.

already ever just never still yet

1. Have you ever shaved your head?
2. Joel has (neg.) gotten a tattoo.
3. We're going to be late and you haven't taken a shower!
4. Marcia has pierced her ears.
5. Have you eaten breakfast ?
6. I've washed my hair, so I can't go outside.



- B** Work with a partner. Correct the errors in the sentences. One sentence is correct.

1. Gloria ran her friends ^{into} at the beach.
[^]
2. When did you and your boyfriend break up?
3. The TV is too loud—turn down it, please.
4. Sonia says she'll never get John over.
5. I like Chris—I'm going to ask out him.
6. Alex cheated Erin on last summer.

- C** Unscramble the sentences. Remember to add the correct punctuation. Then check your answers with a partner.

1. with / easy / eat / It / chopsticks / isn't / me / to / for

It isn't easy for me to eat with chopsticks.

2. expected / host / a / Thanking / is / for / your / meal

3. food / is / yourself / drink / impolite / or / Serving

4. respectful / hat / to / It's / off / your / take / inside

5. always / for / Asking / help / appropriate / is

6. him / new / to / difficult / customs / for / learn / was / It

D Match the main clauses and the time clauses to make complete sentences.

- | | |
|---|---|
| 1. Women should cover their heads _____ | a. after an informal meal. |
| 2. I'll send you a text message _____ | b. before they enter the mosque. |
| 3. You should offer to help wash the dishes _____ | c. once you know your host family better. |
| 4. I always wash my hands _____ | d. as soon as I arrive in London. |
| 5. In Canada, people usually shake hands _____ | e. when they meet for the first time. |
| 6. You'll feel more comfortable _____ | f. before I prepare food. |

E Change the sentences in the active voice to passive voice. Use *by* + object when appropriate.

1. The Marketing Department approved the advertising budget.

The advertising budget was approved by the Marketing Department.

2. My grandfather founded this company in 1910.
-

3. Companies introduced many popular new products and services last year.
-

4. People download thousands of digital books every day.
-

5. Swedish immigrants settled this area in the 19th century.
-

6. Someone keeps the park clean for everyone to enjoy.
-

TIP

While it's helpful to learn the rules of English grammar, it's also a good idea to have fun with grammar. Use your Internet search engine to find online grammar games and activities.

F Choose the correct word to connect the two parts of the sentences.

1. That brand is the most popular **so / because** it's the cheapest.
2. **Because / Although** a famous soccer player represents an energy drink, many kids want it.
3. I bought a new cell phone **even though / because** I don't need a new phone.
4. My brother saw an advertisement for ice cream, **so / although** he wants to get some now.
5. **Even though / So** it's uncommon to win the lottery, many people still buy a ticket every week.
6. Her old bike is heavy, **even though / so** she is looking for a lighter one.

2 VOCABULARY

- A  Complete the sentences with the correct phrasal verbs. Be sure to use the correct verb form. Choose the verbs and prepositions from the chart. Then check your answers with a partner.

ask	along
break	down
cheat	into
get	on
run	out
turn	up

TIP

Phrasal verbs can be difficult to learn. When you read, see, or hear a new phrasal verb in context—online, in a book, on TV, in a movie, or during a conversation—try to use the situation to understand the meaning. Then think of a single word verb with the same meaning.

- When are you going to ask Laura out?
- Jordan's parents and his girlfriend don't _____.
- I can't believe that you're _____ with Lydia—she really loves you!
- Please _____ the TV. We want to watch the news.
- Yesterday, Mike _____ his ex-girlfriend in the street.
- Sara is _____ Tim with his best friend!

- B Replace the words in bold with their opposites.

- It is important not to be **respectful** toward older people.
^{disrespectful}
A
- Colin is a very **rude** person, so we enjoy spending time with him.
- His **kind** words hurt my feelings.
- Her comments are totally **appropriate** for the office.
- It's a funny movie, but it's not very **immature**.
- I don't believe in being **honest** with my friends.

- C Complete the paragraph with the correct verbs in the box. Use the correct verb form. Two verbs will not be used.

advertise consume develop employ invest manage produce ship

It takes longer to (1.) develop a new electronic device than you would think. First, companies (2.) _____ a lot of time and money to research the kind of device customers want. Once a version of the product is ready, the company (3.) _____ product testers to check for problems. After the testing phase, the company begins to (4.) _____ the device. Finally, the company (5.) _____ its new product and (6.) _____ it to stores where consumers can buy it.

D Correct the errors in the sentences. One sentence is correct.

1. The economy has been ⁱⁿ on a slump for the last few years.
^
2. There has been a high fall in prices since January.
3. Finally, unemployment isn't going worse.
4. Internet sales have increased dramatically.
5. Most people's incomes have raised slightly.
6. Companies have seen a steadily decline in profits.

3 WRITING

A Imagine that you received an email from a friend who has decided to get a tattoo... on his face! In your notebook, write an email (about 10 sentences) giving your opinion about your friend's decision. Be sure to use expressions like *I agree up to a point*, *I'm not sure it's / that's (such) a good idea*, *I'm not sure / I don't know*, *What about...?* and *Are you sure?*

4 USE THE DICTIONARY

A  Read the statements below about using the dictionary and check the ones that are true for you. Then compare your answers with a partner's.

- I use a bilingual dictionary.
 I use a monolingual dictionary.
 I try to memorize parts of speech as well as definitions.
 I look at pronunciation when I look up a word.

B Dictionary entries include part of speech, pronunciation, and an example of the word in a phrase or sentence. Look at the dictionary entry for the word *news* and answer the questions.

news /nuz/ **1** NONCOUNT NOUN Information about recent events. — *She read a letter with news from her son.*

2 NONCOUNT NOUN Information about recent events that is reported on television, on the radio, on the Internet, or in a newspaper. — *I watched the evening news on television.*

[Source: Newbury House Dictionary]

Example 1: I watch the local news on TV.

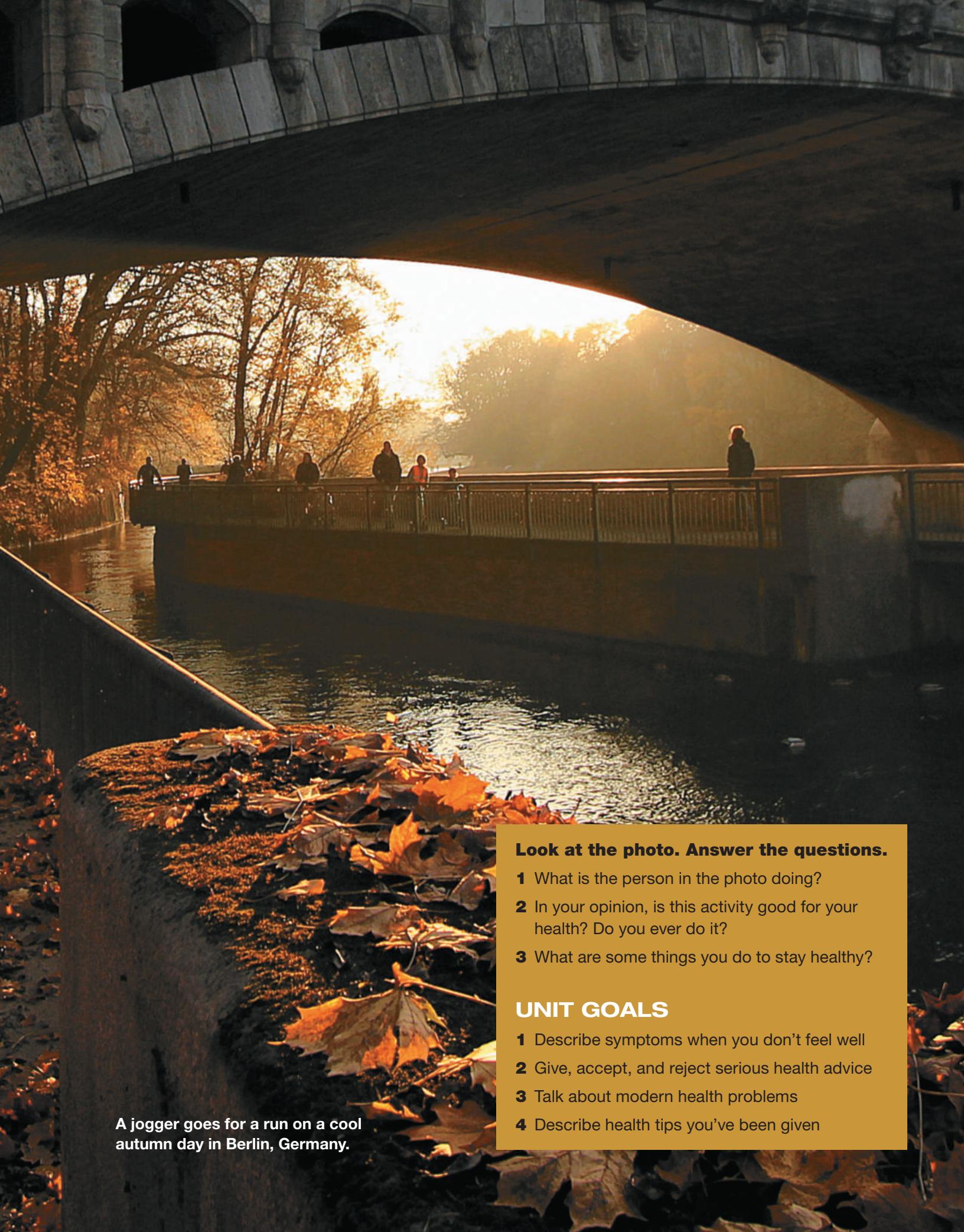
Example 2: My sister got some good news yesterday.

In example 1, which definition is being used?

In example 2, which definition is being used?

7 WELLBEING





A jogger goes for a run on a cool autumn day in Berlin, Germany.

Look at the photo. Answer the questions.

- 1 What is the person in the photo doing?
- 2 In your opinion, is this activity good for your health? Do you ever do it?
- 3 What are some things you do to stay healthy?

UNIT GOALS

- 1 Describe symptoms when you don't feel well
- 2 Give, accept, and reject serious health advice
- 3 Talk about modern health problems
- 4 Describe health tips you've been given

LESSON A HOW DO YOU FEEL?



Two friends fist-bump

1 VIDEO Is it Better to Shake (Hands) or (Fist) Bump?

- A Look up these words in your dictionary: *bacteria, germs, transmit, disease*. Then read the title of the video. What do you think this video is going to be about? Tell a partner.

- B Watch the beginning of the video. Complete the questions. How would you answer them?

Is handshaking the _____ or _____ way of saying hello? Could there be another _____?
What about the _____?

- C Watch the entire video. You are going to hear about a doctor named Tom McClellan. He did a study about handshaking and fist-bumping. Listen and complete the outline.

1. The situation

- In the _____, we shake hands all day.
- You can _____ diseases when you shake hands.

2. The study

- We shook hands with _____ different workers.
- We checked to see how many _____ we'd collected.
- We repeated the process with fist-bumping.

3. The results

- There was _____ times the amount of bacteria on hand shakers.

- D What do you think of Dr. McClellan's study? After watching the video, are you going to change your behavior in any way? Tell a partner.

Now, I am going to...

2 VOCABULARY

- A Read part of a story below. What do the words in blue mean?

/'maɪkəl ja'matəʊ/

Adventure on a Mountain by Michael Yamato

There were more than 20 climbers on the mountain that day. We had been climbing for hours. My partner, Ed, and I were trying to reach the top before noon.

It was freezing, and the winds were strong. We were both wet and cold. Worst of all, a big storm was approaching.

That's when the trouble began. Ed started to get **drowsy**. He kept saying, "I just want to sleep." He was talking, but I couldn't understand him clearly—he wasn't **making sense**. The air was very thin, and I felt **dizzy**, too, but Ed was *really* confused. His steps were heavy. He was obviously **exhausted**.

Ed's body was very cold. Then he started to **shiver** uncontrollably. His **breathing** was slowing down. I was getting scared. I **felt weak**, too, but suddenly my own weakness disappeared. I had a lot of energy and knew that I needed to help Ed. It was then that I remembered the dry clothes and warm drinks in my backpack...



Match the words with their meanings.

1. drowsy e
2. make sense _____
3. dizzy _____
4. exhausted _____
5. shiver _____
6. breathe _____
7. weak _____

- | | |
|----------------------------------|-------------------------------|
| a. not strong | d. very tired |
| b. to shake because of the cold | e. sleepy |
| c. to be clear or understandable | f. to take air into your body |
| g. unable to balance | |

- B Now answer the questions about the story in A on a separate piece of paper. Compare your answers with a partner's.

1. Where were Michael and Ed? How did they feel at first?
2. What happened to Ed next?
3. What do you think they should have done? (Give a reason to support your answer.)
 continued to the top waited for help turned back
4. How do you think the story ended?

- C Here are some more words about health. (You might hear these sentences in a doctor's office.) Can you match each word in blue with one or more parts of the body on the right?

1. Don't **chew** the medicine—just **swallow** it with some water. _____,
2. Look straight ahead. Try not to **blink**. _____
3. Please relax and just **breathe** normally. _____
4. Please cover your mouth when you **cough**. _____

chest
eyes
mouth
nose
teeth
throat

3 LISTENING

- A** **Make predictions.** Which word do you think makes the statement true? Discuss with a partner.

1. _____ too much is bad for your health.
a. Sitting b. Standing c. Running

Word Bank

symptom = something wrong with your body

- B** **Check predictions.** Listen to the conversation. What did Lea learn? Circle the correct answer in **A. CD 2 Track 2**

- C** **Listen for details.** Listen again. Choose the correct answer for each question. For some items, more than one answer is correct. **CD 2 Track 2**

1. How did Lea describe her symptoms?
a. Her back was hurting. b. She felt dizzy. c. She had neck pain.
2. What did the doctor do?
a. He sent her to the hospital. b. He asked her a question. c. He did some tests.
3. How many total hours a day was Lea sitting?
a. 9–10 b. 11–12 c. 14–15
4. How can sitting be bad for your health?
a. It can make it hard to go to sleep. c. It can make your muscles hurt.
b. It can affect your energy. d. It can give you headaches.

Listening Strategy

Listen for Details

Listen for detailed information.

- D** **Infer information.** Listen to these lines from the audio. Choose the correct answer for each item. **CD 2 Track 3**

1. Why did Lea say “no kidding” to Cooper?
a. She was saying, “I’m surprised.”
b. She was saying, “I agree with you.”
2. Why did the doctor ask Lea the strange question?
a. He couldn’t find anything else wrong with her.
b. He didn’t believe her symptoms.
3. Why did Lea say “you got it” to Cooper?
a. To tell Cooper that he understood correctly.
b. To tell Cooper that he might be sick, too.

Studies show that people who spend time each day outside feel healthier and more energized.



- E** It’s important to be active. What are one or two simple things you can do to sit less and be more active during the day? Share your answers with a partner.

4 SPEAKING

- A  /mɪŋ/ Ming wants to join the school swim team. Before she can do that, she has to get a checkup from her doctor. Listen to and read the conversation. Then answer the questions below. **CD 2 Track 4**

1. What expressions does the doctor use to give advice? Underline them.
2. Do you think the language is formal or informal?

DR. PENA: OK, Ming, we're finished. As far as I can tell, you're completely healthy!

MING: Great!

DR. PENA: But I do want to talk to you about one thing.

MING: Uh-oh. This doesn't sound good.

DR. PENA: No, it's nothing scary. It's just that winter is coming. You need to prepare. I always advise my patients to get a flu shot.

MING: Hmm... I could never do that. I'm afraid of needles!

DR. PENA: Don't worry, Ming. The shot doesn't hurt at all.

MING: Really? Well, maybe...

DR. PENA: It will protect you from the flu. You'll be able to swim all year without getting sick. In my opinion, I think you should do it.

MING: Well, OK. Maybe I'll give it a try.

DR. PENA: Good! I'll tell the nurse to come in and see you. Take care and good luck on the swim team this year!

- B  Practice the conversation with a partner.

SPEAKING STRATEGY

- C  Look at the two photos to the right. Work with a partner and answer these questions.

1. What's happened in each photo?
2. How does each person feel?



- D  Choose one of the situations in C and write a conversation. Work with your partner. Use the Useful Expressions to help you.

Student A: You are a helpful person.

Student B: You have the problem.

A: Excuse me. Are you all right?

B: I'm not sure.

A: What happened?

B: I fell off my bike.

A: Are you dizzy? I think you should call a doctor.

Useful Expressions

Giving serious advice

In my opinion, you should... I think the best idea (for you) is to...

I always advise people to... If I were you, I'd...

Accepting advice

You're right. Thanks for the advice.

That makes (a lot of) sense. I'll give it a try.

I'll try it and get back to you.

Refusing advice

I'm not sure that would work for me.

That doesn't (really) make sense to me.

I could never do that.

- E  Perform your conversation for the class.

5 GRAMMAR

- A** Study the chart. Turn to page 206. Complete the exercises. Then do **B–E** below.

Describing Symptoms						
	have	Noun		Possessive adjective	Noun	hurt
I	have	a headache,	and	my	throat	hurts.
	feel / be	Adjective			can't stop	-ing verb
I	feel / am	tired,	and	I	can't stop	shivering.

Other common vocabulary

have + noun: *I have* (a stomachache / an earache / a backache / a toothache / a cut / a sore throat / a fever / a temperature / a cold / the flu).

possessive adjective + noun + hurt: *My* (arm / finger / back / stomach) *hurts*. *My* (legs) *hurt*.

feel / be + adjective: *I feel / am* (dizzy / nauseous / drowsy / exhausted / faint / weak / sick).

can't stop + -ing verb: *I can't stop* (coughing / scratching / sneezing).

- B**  **Pronunciation: The schwa sound.** Listen and repeat. Underline the vowels that use a schwa sound. **CD 2 Track 5**

1. I have a cold.
2. I was coughing all the time.
3. I think I have the flu.
4. And my stomach hurts.

- C** Think of a time when you or someone you know was sick. On a piece of paper, write four sentences about the symptoms.

I didn't feel well.

My chest was hurting.

I couldn't stop coughing.

I couldn't swallow food.

- D**  Role-play with a partner. One student is the patient, and the other student is the doctor.

Patient: Imagine you are sick now. Describe your symptoms to the doctor.

Doctor: Listen to the symptoms. Give the patient some advice.

Doctor, I don't feel well at all. I think I may have a fever, too.

Well, let's see. You do have a temperature. What other symptoms do you have?

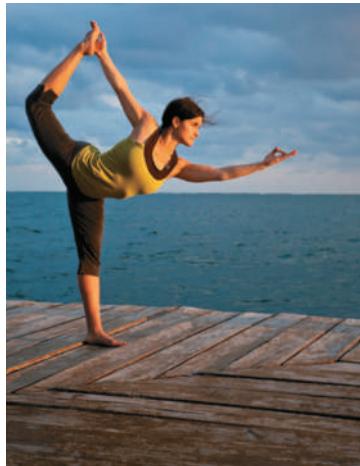
My chest hurts, and I can't stop coughing. It's impossible for me to sleep at night.

- E**  Switch roles and do the role play again.



6 COMMUNICATION

- A**  What do you know about the treatments below? Would you ever try them? Tell a partner.



- B**  In groups of four, role-play the following situations.

Student A: Think of a health problem. Tell your partners at least three of your symptoms.

Students B–D: Give Student A advice about the problem. Each student should recommend a different treatment: massage, yoga, meditation, or some other treatment. You can use the notes and example below to help you.

Massage	Meditation
+ used to treat aches and pains + increases your flexibility + can help with your mood – can be expensive	+ helps with relaxation + has been done for thousands of years + can be done alone or in a group – can be frustrating or boring
Yoga	A treatment of your choice:
+ a good way to exercise + emphasizes breath control + no special equipment necessary – can be physically challenging	+ + + –

A: I'm having trouble sleeping.

B: In my opinion, you should try meditation.

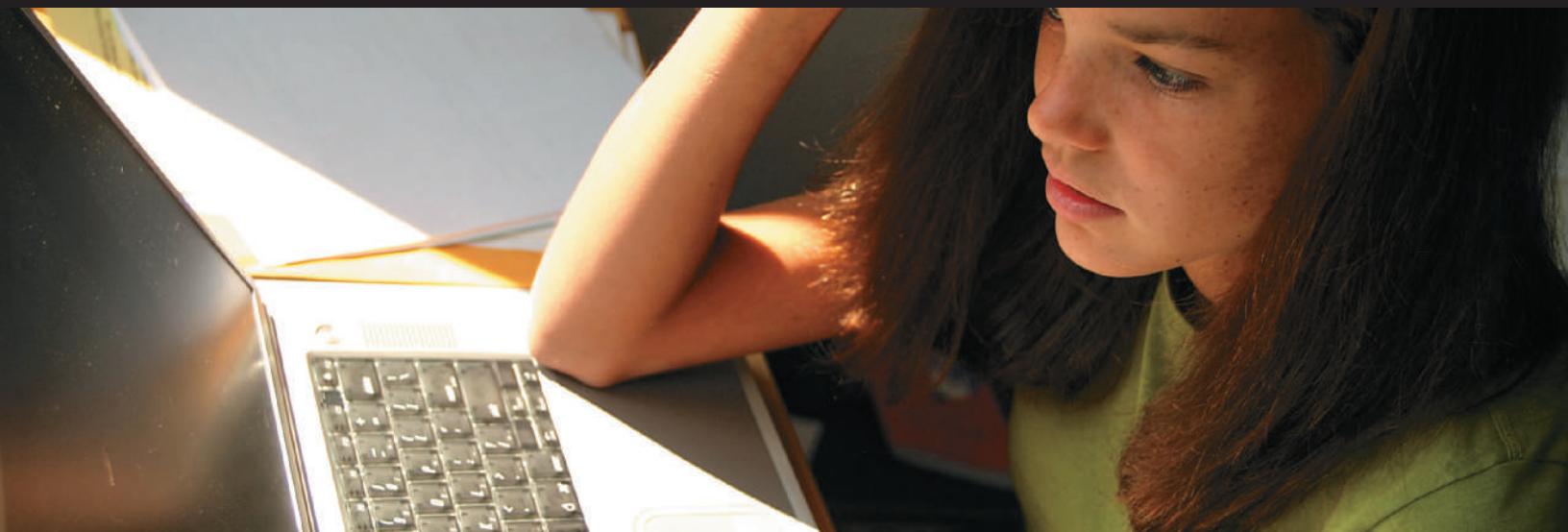
A: Really? Have you tried it?

B: Absolutely. It really helps with relaxation.

A: I'm not sure that would work for me. It sounds kind of boring.

C: If I were you, I'd try yoga because...

- C**  Student A chooses the treatment he or she prefers and explains why. Then switch roles and perform the role play again. Repeat until everyone has had a chance to play Student A.



1 VOCABULARY

A  Work with a partner. Look at the Word Bank. Then do the following.

1. Each person should take one person's comment below and read it aloud with feeling.
2. Then explain the person's situation in your own words. Your partner will give you some advice.

Word Bank

Word partnerships with *sick*

be / feel sick = be / feel ill
be sick of (something) = be tired of (something)
be worried sick = be very worried
call in sick = call your work to say you are ill
sick days = days you can take off from work when you are ill

CAROLINA: My favorite band is playing on Saturday night, but I have class until 6:00, and then I have to work. I'm thinking about **cutting class** and **calling in sick** to work so I can go to the concert. I'm doing well in my class, and I have a lot of **sick days** left, so I don't have to worry.

/dʒɪk/

JILL: I'm **sick of** my parents **bossing** me **around**. I'm supposed to be at home right after school, but yesterday I came home late. My mother said she was **worried sick** about me. Now she's **grounded** me—I can't go out with my friends for a week. My parents **treat** me like a baby even though I'm 16 years old! I can **take care** of myself!

B Read the pieces of advice below. Who does each one apply to: Carolina or Jill? Write the name.

1. Try to follow the rules. Your parents worry because they **care about** you. _____
2. You have a **well paid** job. You don't want to lose it. I think you should go to work. _____
3. You **might as well** listen to your parents. If you don't, they'll just get upset. _____
4. If you're a good student, talk to your instructor. He might understand. _____

C  Ask and answer the questions with a partner.

1. Have you (or someone you know) ever cut class? called in sick to work? been worried sick about something? been grounded? Why?
2. What's something you're sick of?
3. Do your parents or older siblings ever boss you around or treat you like a baby?

2 LISTENING

- A **Infer information.** Read the question below. Then listen and answer it. **CD 2 Track 6**

Which two things are probably true about Ben? Circle them. *Ben = /bən/*

- a. He lives at home with his parents. c. He is getting ready to graduate from college.
b. He studies at a school in another city. d. He just started college recently.

- B **Listen for feeling.** Listen. How does Ben feel about the three topics below? Write the correct letter next to each topic. (One item is extra.) **CD 2 Track 6**

- | | |
|--------------------------|----------------------------------|
| 1. math class _____ | a. He likes it / him. |
| 2. roommate _____ | b. He doesn't like it / him. |
| 3. the soccer team _____ | c. He's not sure about it / him. |
| | d. He used to like it / him. |

Listening Strategy

Listen for Feeling

Listen carefully to understand what the speaker feels.

- C **Listen for details.** Listen again. Which words describe Ben? someone else?

If you checked *someone else*, who is being described in each case? **CD 2 Track 6**

	Ben	Someone else	Person described
1. an early riser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Ben's mother
2. homesick	<input type="checkbox"/>	<input type="checkbox"/>	
3. well behaved	<input type="checkbox"/>	<input type="checkbox"/>	
4. not feeling well	<input type="checkbox"/>	<input type="checkbox"/>	
5. at home after 8:00	<input type="checkbox"/>	<input type="checkbox"/>	

- D Think about a time you were in a new situation. Describe how you felt to a partner.



3 READING CD 2 Track 7

- A**  Can modern life make you sick? If yes, how? Tell a partner.
- B**  **Scan for information; Make predictions.** Copy the chart below on a piece of paper. Then scan the article. What are the names of the five medical conditions mentioned? Write the answers in the chart under *Syndrome*. When you have this problem, what do you think happens? Tell a partner.

Syndrome	Description	Possible solution
1. CHAOS	You feel embarrassed because your house is messy.	
2.		
3.		
4.		
5.		

C Check predictions; Read for details.

Now read the article. Complete the chart above with the description and possible solution for each syndrome. If a solution is not mentioned, write *NM*.

- D**  **Infer meaning.** What do the words below mean? Find them in the passage. Then work with a partner to guess the definitions. Check a dictionary for the answers.

1st paragraph: *tidy* _____

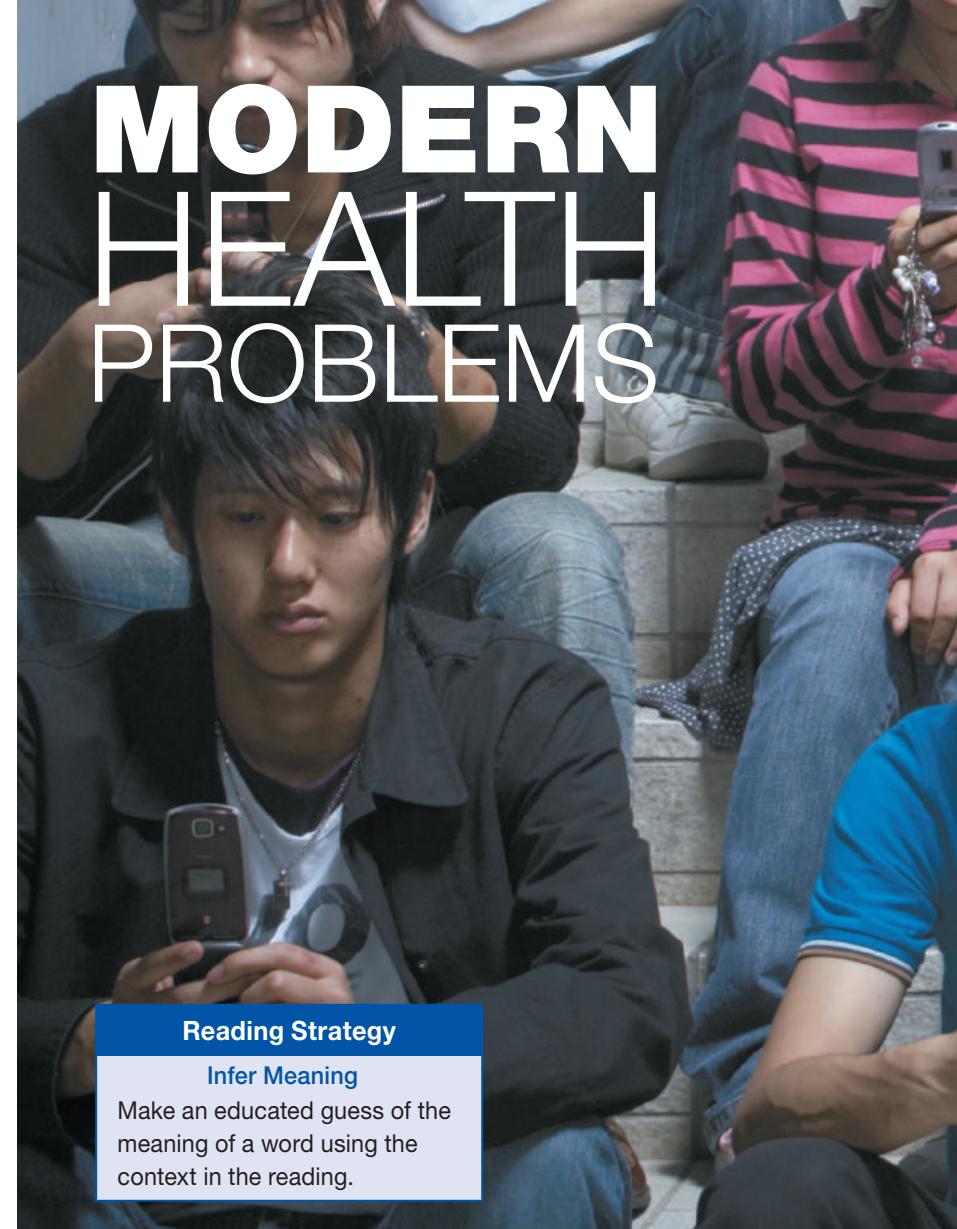
2nd paragraph: *fatigue* _____

3rd paragraph: *rushing* _____

5th paragraph: *gentle* _____

- E**  Look at where you wrote *NM* in the chart in **B**. Can you suggest some possible solutions?

Which syndrome is the worst? Why? Take a vote as a class.



MODERN HEALTH PROBLEMS

Reading Strategy

Infer Meaning

Make an educated guess of the meaning of a word using the context in the reading.

/'mɑːgərɪt/
 Margaret's friend is taking a new job in a faraway city. Margaret wants to have a goodbye dinner party at her home. But she can't. Margaret suffers from **CHAOS** (*Can't Have Anyone Over Syndrome*). Her apartment is messy, and she's embarrassed by it. "I've never been a tidy person," she says. "My best friend gave me some good advice. He told me to get a house cleaner."

These days we get and receive so much information every day. People call, text, and email us all day long, and they expect quick responses from us. It can be very demanding—and it's making some people sick. They have **information fatigue syndrome**. There is so much information, they become paralyzed¹ and can't think clearly. "I can't

¹If you are *paralyzed*, you cannot move.



/'bəmən/
sleep at night because I worry," says Bahman, a college senior. "I'm sick of it."

Do you sometimes engage in *deskfast* (eating breakfast at your desk at work)? If your answer is yes, then you may suffer from hurry sickness. **Hurry sickness** is a straightforward name for another syndrome of modern life. "I'm always rushing. And I'm tired all the time. Just last week I had to call in sick because I was so stressed," says Mari, a company employee. "I'm worried about using all of my sick days."

We've all complained about having too much work to do. Well, how about not having enough work? **Underload syndrome** is caused by having /'stivən/ little or nothing to do at the office. Steven works

as a project manager. "I can finish my work in about four hours, but I'm afraid to say anything about it. I don't want to be assigned too much work!" So what does he do? Steven pretends to be busy. "I'm thinking about getting a part-time job in the evening. That's one possible idea."

Chances are you've experienced **text neck** before. Another name for it would be *pain in the neck*, because that's what people with this condition experience. Looking down at your phone and texting for a long time causes *text neck*. How can you take care of it? Getting a gentle neck massage—nothing too hard—will help you relax and feel better.

4 GRAMMAR

- A Study the chart. Turn to page 207. Complete the exercises. Then do **B–D** below.

Reported Speech: Commands and Requests		
	Quoted speech	Reported speech
Command	The doctor said, "Get some rest." The doctor said, "Don't smoke."	The doctor told <u>me</u> to get some rest. The doctor told <u>him</u> not to smoke.
Request	Jon said, "Please turn off <u>your</u> phone." Maria asked, "Can <u>you</u> help <u>me</u> ?"	Jon asked <u>me</u> to turn off <u>my</u> phone. Maria asked <u>us</u> to help <u>her</u> .

Jon = /dʒɒn/

- B Take three small pieces of paper. Do the following.

- On one piece of paper, write a command in quoted speech.
- On a second piece of paper, write a second command in quoted speech. It should use *not*.
- On a third piece of paper, write a request in quoted speech.

My mom said, "Come home after school."

The teacher said to the students,
"Don't cut class."

/dʒɪn/
Jin asked, "Can you open the door?"

- C  Work in a small group. Follow the steps below.

- Put all your papers together and mix them. Put them face down on the desk in a pile.
- One person begins. Turn over a paper. You have 15 seconds to make a reported speech statement using the sentence on the paper.

My mom told me to come
home after school.

- If you make a correct reported statement, you get a point. Then put the paper aside. If you can't make a correct statement, put the paper at the bottom of the pile.
- Then the next person goes. Play until you use all the papers. Who has the most points?

- D  Take your three sentences and get together with a new group. Repeat C.

5 WRITING

When I was in high school, my dad always told me to exercise and eat healthy food. He did these things, but I didn't. I was too busy with my studies, and I didn't have time to exercise. I ate a lot of junk food and didn't treat my body well, so I gained weight. Six months ago, I started college, and I decided to make a change. First, I joined a gym. Then I asked a trainer to help me with a diet and exercise plan. I started eating better and exercising more. Today, I'm doing well. I'm five kilos lighter, and I have more energy. Too bad I didn't listen to my dad's advice in high school. He was right!



- A**  Read the paragraph on page 106. Answer the questions with a partner.
1. What health advice did the writer get and from whom?
 2. Did the writer follow that advice? Why or why not?
 3. Does the writer think it was good advice? Why or why not?
- B** Think of health advice you've gotten for living a happy and healthy life. It could be from a person (like a parent or doctor) or from another source (like a magazine). Answer questions 1–3 in **A**. Then use your notes and the example to help you write a paragraph of your own.
- C**  Exchange your writing with a partner. Read his or her paragraph.
1. Are there any mistakes? If yes, circle them.
 2. Answer questions 1–3 in **A** about your partner's writing.
 3. Return the paper to your partner. Make corrections to your own paragraph.

6 COMMUNICATION

- A** Look at the tips for leading a healthy and happy life. Add four more tips to the list.

Tips for leading a healthy and happy life			
Get plenty of rest.	Eat healthy foods.		
Spend time with good friends.	Don't hang out with negative people.		

- B**  Ask three different classmates: “What is important for a healthy and happy life?” Write their names and answers in the chart.

Name	Answer
1.	
2.	
3.	

- C**  Get into small groups. Take turns reporting what your classmates said. Do you agree with their advice? Why or why not?

Pablo told me to eat a big breakfast every morning.

/'juki/
Yuki told me not to worry about my exams too much.

- D**  Review all the advice you got in **B**. Together, choose the three best tips and share your answers with the class.

8 THE ACTIVE LIFE





Look at the photo. Answer the questions.

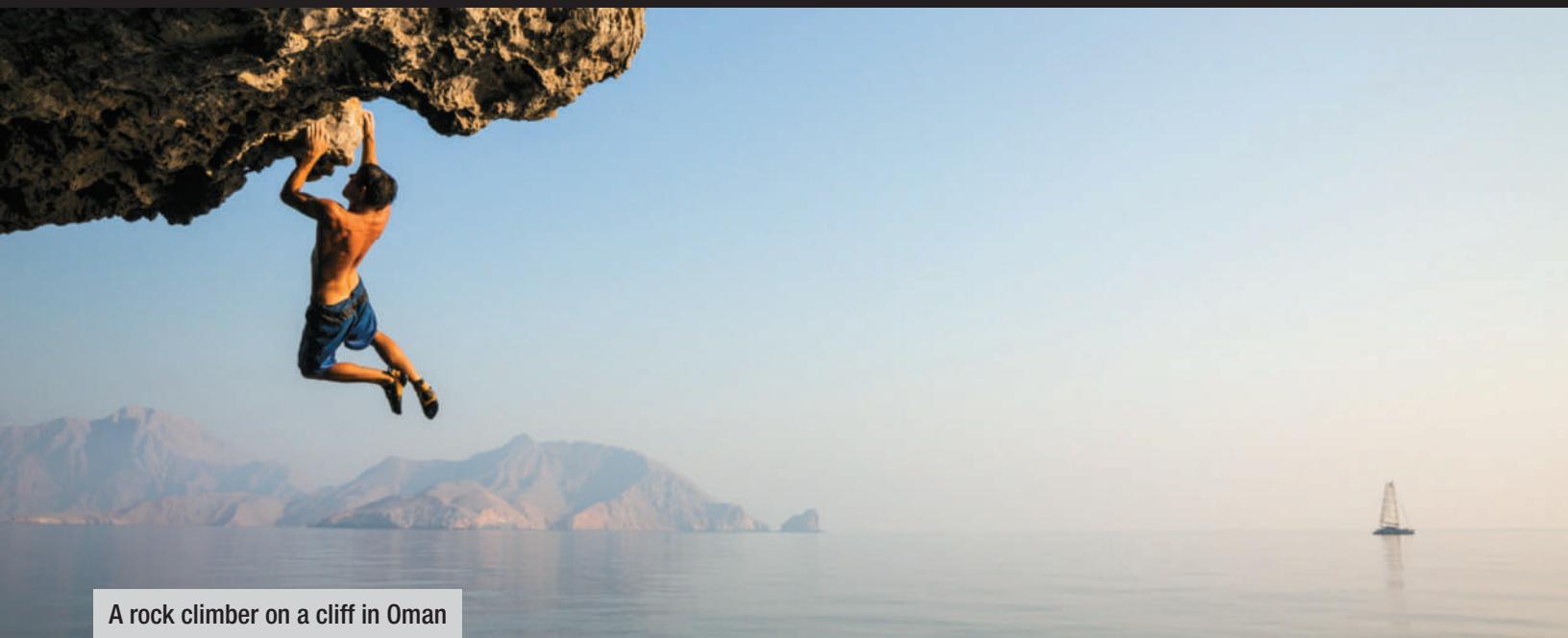
- 1** What is this person doing? Have you ever done this activity?
- 2** What do you do to stay active?
- 3** What is one popular leisure time activity in your country?

UNIT GOALS

- 1** Talk about things you do to stay active
- 2** Explain the set-up and rules of a game
- 3** Talk about how long you've done certain activities
- 4** Describe a favorite activity in detail

A man in-line skates at the Oscar Niemeyer International Cultural Center in Aviles, Spain.

LESSON A LEISURE TIME



A rock climber on a cliff in Oman

1 VIDEO Rock Climbing in Oman

- A** ▶ You are going to watch a video about some rock climbers. Watch with the sound off and complete the climbers' names. Then answer the question: Do you know where Oman is?

/sɪnət/

_____ Synott, expedition leader and climber

/hɒnəld/

_____ Honnold, climber

/tʃɪn/

_____ Chin, photographer

/fɪndli/

_____ Findlay, climber

- B** ▶ Now watch again with the sound on. Choose the correct answer for each item.

1. Soloing means *climbing without a _____.*

- a. rope b. partner

2. It can be dangerous because _____.

- a. the water can hurt when you land in it
b. the rocks can hurt when they land on you in the water

3. The climbers are telling stories about people who have _____.

- a. succeeded b. died

4. Alex and Hazel are pushing Mark because they are _____ climbers.

- a. veteran b. younger

5. Mark says, "I'm doing this for the _____."

- a. money b. adventure



Go online and find one interesting fact about Oman to share with the class.

I want to try rock climbing.
It is not easy, but I like it.

- C** ⚖ Which of these things would you try? Tell a partner.

- a. rock climbing b. diving from a high place c. visiting Oman

2 VOCABULARY

- A Read about the person below. Do you know anybody like this?



Some parents worry that their children spend too much time playing games online.

Word Bank

activity

be involved in an / participate in an / take part in an ~
spare / leisure time ~
physical, mental, outdoor, extracurricular, classroom ~

active

stay / remain ~
highly / extremely / very ~
fairly, increasingly ~
mentally, physically ~

athlete

amateur, professional, serious ~

This is my friend. He's really **into** playing video games online. In his spare time, he plays games ten hours a day, seven days a week. He **takes part in** competitions every couple of months and has even won money playing!

He started out playing only on weekends, but became more **active** as his skill level increased. He even watches videos of other players to remain as up-to-date as possible. He knows a lot of other gamers, and they share tips online.

The game requires a lot of mental activity, but his mother worries he isn't **physically active**. She would also like to see him **participate in** some **extracurricular activities** at school, not just be on his computer all the time. He argues that he is **fairly active**, and the game gives him a chance to **be involved in** a team.

- B Circle T for *True* or F for *False*. Explain your answers to a partner.

- | | | |
|--|---|---|
| 1. I take part in an online community. | T | F |
| 2. I think it's OK to spend a lot of time online. | T | F |
| 3. It's strange to make money from playing video games. | T | F |
| 4. Video games can keep you mentally active. | T | F |
| 5. It's important to spend some time outdoors every day. | T | F |

- C Answer the questions with your partner.

1. What do you do to stay active?
2. What things do you like to do in your spare time?

3 LISTENING

- A** **Pronunciation: Stress in compound nouns.** A compound noun is a phrase or word made up of more than one noun. Listen and repeat. **CD 2 Track 8**

1. BOARD game 2. BASKETball 3. COMPUTER game

- B** **Pronunciation: Stress in compound nouns.** Look at the underlined compound nouns. Circle the stressed word in each one. Then listen and practice saying the sentences with a partner. **CD 2 Track 9**

1. Sergei is the national table tennis champion.

2. I want to stay active, so I got a gym membership.

3. How many comic books does he have?

4. I need to practice to get my driver's license in my spare time.

5. I've put the best photos in my photo album.

6. She's good at baseball.

- C** Read the two definitions for *renew*. Then match each definition (1 or 2) with a sentence (a or b).

1. You can **renew** (= begin again) an activity or relationship.
2. You can also **renew** (= extend the time period of) documents.

- a. Members can renew their museum membership online.
b. I saw him for the first time in 20 years, and we renewed our friendship.

Listening Strategy

Listen for Details

Listen for detailed information.

- D** **Listen for details; Infer information.** You will hear a couple of conversations between two people. Read the items below. Then listen and select the best response to each question. **CD 2 Track 10**

Conversation 1

/ændi/ /lu'tʃia/

1. What is Andy calling Lucia about?
a. her gym membership
b. a new gym
c. a workout plan

2. How much is Andy offering?
a. 40 percent off
b. 20 percent off
c. 20 dollars off

3. What can be inferred?
a. Lucia exercises too much.
b. Lucia paid already.
c. Lucia hasn't met Andy before.

Conversation 2

/dəru/

1. What does Deo want to do?
a. drive more on the weekends
b. get rid of his car
c. take his car to work

2. What can be inferred?
a. It's easy to shop in Deo's neighborhood.
b. Deo's car is popular.
c. Deo doesn't pay for parking.

3. What will Deo probably not do?
a. sell his car
b. renew his license
c. get a new car

- E** Check your answers in **D** with a partner. Then think about one of the decisions from the conversations. What do you think of the decision? Tell your partner.

4 SPEAKING

A   /'ruən/ Rohan is telling Ana about cricket, a game that he likes to play. Listen to and practice the conversation with a partner. Then complete the sentences below. **CD 2 Track 11**

ROHAN: Cricket is a great game. I love it!

ANA: I've never heard of it.

ROHAN: Oh, it's really popular, especially in England, India, and some other countries in Asia.

ANA: Well, how do you play?

ROHAN: It's played with a bat and a ball. Oh, and you need gloves, too. You start by pitching the ball to the striker.¹

ANA: It sounds like baseball to me.

ROHAN: They're similar. But in cricket, there are 11 players on a team. And you play on an oval field.

ANA: How do you win?

ROHAN: The object of the game is to get more runs than the other team, and... Hey, what time is it?

ANA: Four o'clock. Why?

ROHAN: I have to go. I'm late for cricket practice!



¹the striker = the hitter

1. Cricket is similar to _____.

2. Each team has _____ players.

3. The team with the most _____ wins.

4. You need a _____, a _____, and _____ to play.

SPEAKING STRATEGY

B  Look at the photo and read about the game of bocce. With a partner, write a conversation similar to the one in **A**. Use the Useful Expressions to help you. Perform your conversation for another pair.

What you need:

- a small ball
- several bigger balls
- two teams of 1–4 people each

How to play:

- First, throw the small ball down the field.
- Each team then rolls the bigger balls down the field.
- Score a point for the big ball that is closest to the small ball.
- The team with the most points wins!

Useful Expressions: Explaining the set-up and rules of a game

Equipment	It's played with... / You don't need any special equipment.
People	There are 11 players on each team. / You compete against each other.
Playing the game	One team starts by... / The game begins when...
How to win	The team with the most points wins. / The object is to score the most runs.
Location	It's played on a field. / It's played all over the world.



5 GRAMMAR

- A** Study the chart. Turn to page 208. Complete the exercises. Then do **B** and **C** below.

The Present Perfect vs. the Present Perfect Continuous

I've **played** cricket since I was a child. = I've **been playing** cricket since I was a child.

I've **read** a book about long-distance running. It was excellent. (The action is completed.)

≠

I've **been reading** a book about long-distance running. I'm enjoying it. (The action is ongoing.)

I've **been going** to the gym a lot lately.

Recently I've **been working out** more.

I've **been owning** that car for ten years.

I've **owned** that car for ten years.

I've **been taking** this test three times already.

I've **taken** this test three times already.

- B** On a piece of paper, answer the questions using the present perfect or present perfect continuous tense.

1. What is one extracurricular activity you've participated in this year?
2. What is one you've been participating in recently?
3. Name someone who has moved recently.
4. Name someone who has been living in the same place for a long time.
5. What celebrity has received a lot of attention from the media?
6. What celebrity have people been talking about lately?
7. What is one helpful thing you've learned in school?
8. What is something you've been studying for a long time, but don't really like?
9. What is one classroom activity you've disliked?
10. What is one you've been enjoying recently?

- C** Now ask a partner the questions in **B**. Ask follow-up questions to get more information.

What is one extracurricular activity you've participated in this year?

I've been a member of the drama club. It's a lot of fun.

What do you like about it?



6 COMMUNICATION

- A** Write about two things you started doing in the past and still do today.

I've been making model airplanes since I was a little kid.

I've been learning how to cook French food for the past year.

1. _____
2. _____

- B**  Get into a group of three people. Follow the steps below.

1. Look at the sentences each student wrote in **A**. Choose one sentence to talk about.
2. Ask the student who wrote the sentence as many questions as possible about the sentence. You will have two minutes to learn everything you can.

- C**  Take turns playing a guessing game as a class. Follow the steps below.

1. Now the group of three students stands in front of the class. All three students say the sentence they chose in **B**. Two students lie, but they want the class to believe that they are the ones who have had the experience.

I've been learning how to cook French food for the past year.

2. The other students in the class ask the members of the group questions. They have two minutes to find out which student is telling the truth, and which two are lying.

/də'mitri/
Dmitri, what's your favorite French food?

Carmen, what's one dish you've learned to make?

/ku'mikō/
Kumiko, who has taught you how to cook French food?



LESSON B DARING ACTIVITIES



Jorge Jones is spending the next year taking his motorcycle down the PanAmerican Highway and visiting all the countries and cultures along the way.

1 VOCABULARY

- A Look at the words in **blue** in the interview below. Which do you know already? Tell a partner.
- B Look at the photo and read the caption. Then read the interview aloud with your partner. One person is the interviewer. The other person is Jorge Jones. Then answer the questions in your own words.
1. What is Jorge doing?
 2. How did he prepare for it?
 3. Why is he doing it?

How did you **prepare** for this trip?

Before I **headed out**, I went on several long hikes. I also **saved** all my money to **pay for** the trip, and now I'm very careful about what I **spend** my money **on**. Since I started the trip, I've also talked with local guides in different places, too. They know about a given area and can share stories and tips about it.

Isn't it dangerous?

I've been **warned about** some places. I've had some trouble, but I'm not afraid to **ask for** help or change plans if necessary.

What are you looking forward to?

I'm looking forward to **staying in** all these places and **learning about** different Latin American cultures. I want to spend time with people whose stories are

not well known and share those stories with the world.

Why are you doing this now?

This is a great opportunity for me to learn about myself and the world. I **believe in** the idea that we have more in common than differences between us. I am excited to learn about indigenous* cultures and see all of the natural beauty of Latin America.

*indigenous = native to a region

- C Imagine you are traveling around the world. Take turns asking and answering the questions with a partner.
1. How would you prepare for the trip? Who would you ask for help?
 2. Who would you like to travel with? Which cities would you stay in?
 3. During your travels, what would you spend the most money on?

2 LISTENING



- A** Is there an activity that you've always wanted to try? What is it? Tell a partner.
- B** Listen for **gist**. Listen to the beginning of the conversation. What activities are part of parkour?
CD 2 Track 12
- running mountain biking swimming
jumping climbing
- Listening Strategy**

Listen for Gist

Listen to understand the general idea.
- C** Listen for **details**. Listen to the conversation. Circle the correct sentence (a or b). **CD 2 Track 13**
1. a. The man will run, jump, and climb in cities and parks.
b. The man will run, jump, and climb in stadiums.
 2. a. The man is careful and studies an area before he starts.
b. The man starts and deals with challenges when he sees them.
 3. a. There is a paramedic nearby if something bad happens.
b. His friend has a first-aid kit and phone if something bad happens.
 4. a. The purpose of the trip is to accomplish a goal and show people a way to be active.
b. The purpose of the trip is to get from one place to another.
- D** Would you like to try this activity? Why or why not? Tell a partner.

I want to try parkour because...

3 READING CD 2 Track 14

A  **Use background knowledge.** Look at the title of the article and the photo. Ask and answer these questions with a partner.

1. Have you ever heard of the X Games?
2. Can you name any sports that are played at these games?

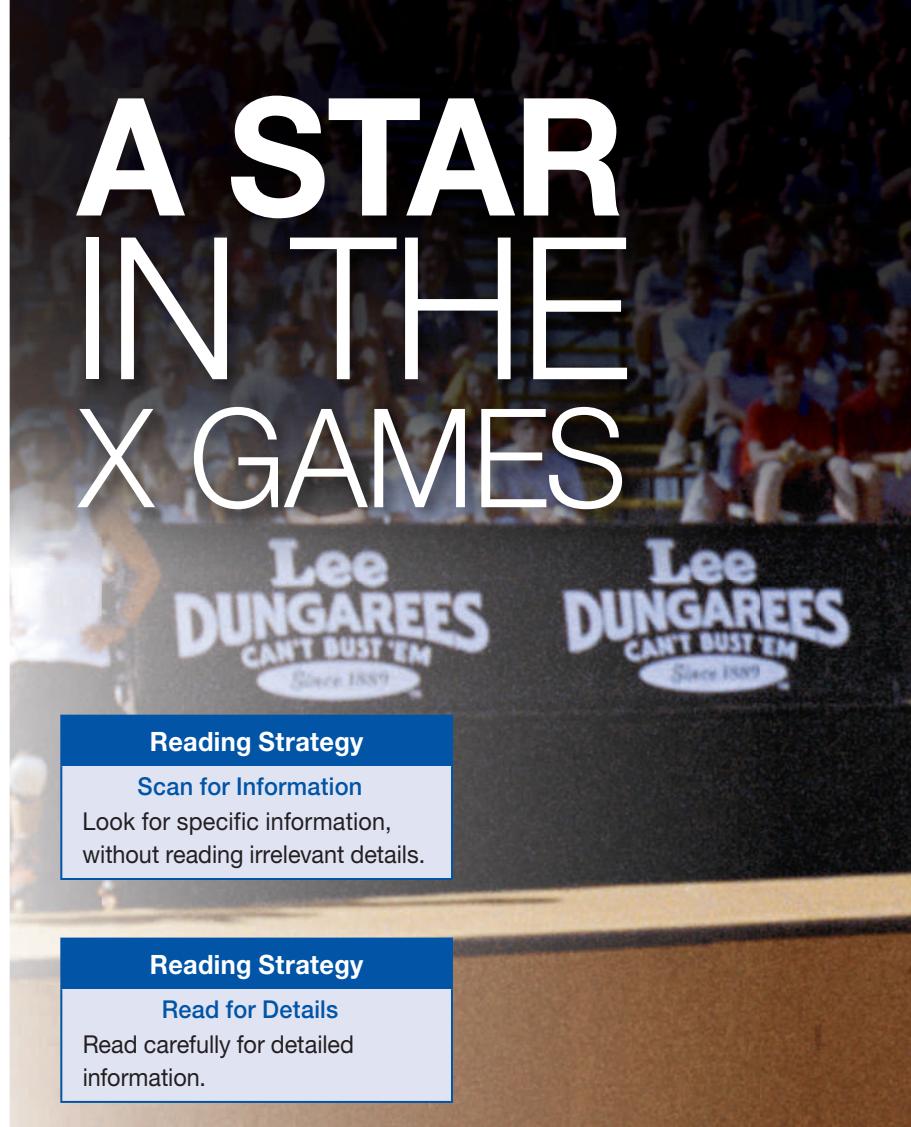
B **Scan for information.** Look quickly at the article. Add at least two examples to each item in the chart below.

Item	Examples
1. summer sports	
2. winter sports	
3. regional teams in the global championships	
4. categories of in-line skating	

C **Read for details.** Read the statements about Fabiola. Then find a sentence in the reading that supports each statement.

1. Fabiola's mom didn't make a lot of money. _____
2. Fabiola wins against women. _____
3. Fabiola wins against men. _____
4. Fabiola is well known outside her own country. _____
5. Fabiola has her own sense of style. _____

D  Who are some popular female athletes you know? What sports do they play? Which would you rather see, the Olympics or the X Games? Why? Discuss with a partner.



A STAR IN THE X GAMES

Lee DUNGAREES CAN'T BUST 'EM Since 1889

Lee DUNGAREES CAN'T BUST 'EM Since 1889

Reading Strategy
Scan for Information
Look for specific information, without reading irrelevant details.

Reading Strategy
Read for Details
Read carefully for detailed information.

When the X Games first started out, they were not well known. Only a few people watched and competed in them. However, the Games had an attitude and style that reflected things many young people cared about, and in time, they became popular around the world.

In different areas of the world, athletes train and compete in their own versions of the X Games. The best athletes can advance to the global championship. At the championship, teams from six regions (Asia, Australia, Canada, Europe, South America, and the United States) face each other. There are summer sports (in-line skating, biking, and skateboarding) and winter ones (skiing and snowboarding). The sports are so popular that some are even in the Olympics now!

There are many champions in the X Games, but one woman, Fabiola da Silva, has always stood



out from the crowd. She's an in-line skater from Brazil, and she's easily recognizable with her tank top and nose ring.

There are two different in-line skating categories: *park* and *vert*. In the park event, skaters compete on a course that has ledges, handrails, and other obstacles. In the vert event, skaters do tricks on a half-pipe¹. They try to fly high in the air and spin. Fabiola competes in both events and has won six gold medals in the vert event, her specialty. She has been skating for years and has dominated² the women's events.

Fabiola is a pioneer. She was one of the first women to get very famous from the X Games, but she's not afraid of the guys. Ever since she

received her first pair of skates at the age of 12, she's played with boys. Now she skates in competitions with them, and she beats many of them.

Fabiola's mother was a housekeeper and life was hard, but she saved her money to buy Fabiola's skates. It was a good investment. Fabiola has traveled abroad for events and has become famous in the international skating world.

Success hasn't gone to her head³, though. She's still a typical young woman: she has a boyfriend, likes to listen to rock music, and prefers healthy foods. And she doesn't seem to care much about the attention she gets.

¹A *half-pipe* is a curved structure with high sides, used for doing tricks.

²If you *dominate*, you are powerful and successful.

³If something goes to your head, it makes you think you are very important.

4 GRAMMAR

- A** Study the chart. Turn to page 209. Complete the exercises. Then do **B–D** below.

Review: The Simple Past vs. the Present Perfect vs. the Present Perfect Continuous		
	Completed past action	Actions started in the past continuing up to now
Simple past	I visited South Africa <u>in 2010</u> .	
Present perfect	I've visited South Africa once.	Fabiola has skated for years.
Present perfect continuous		Fabiola has been skating for years.

- B** With a partner, complete the chart with the names of famous people you know something about.

Actors	
Singers	
Athletes	
Others (your idea)	

- C** With the same partner, choose one of the famous people in **B**. Complete the sentences about him or her. Then write the questions you would ask to get that information.

Sentences	Questions
1. I was born in _____.	When / Where were you born?
2. I became famous because _____.	
3. I've _____ since _____. I've been _____ for _____.	
4. I got interested in _____ when I _____.	
5. I've recently been in the news because _____.	

- D** Join another pair. Use the questions in **C** to interview the other pair. You might need to change some questions. Can you guess their famous person's name?

How long have you been playing
baseball professionally?

I've been playing for
five years.

5 WRITING

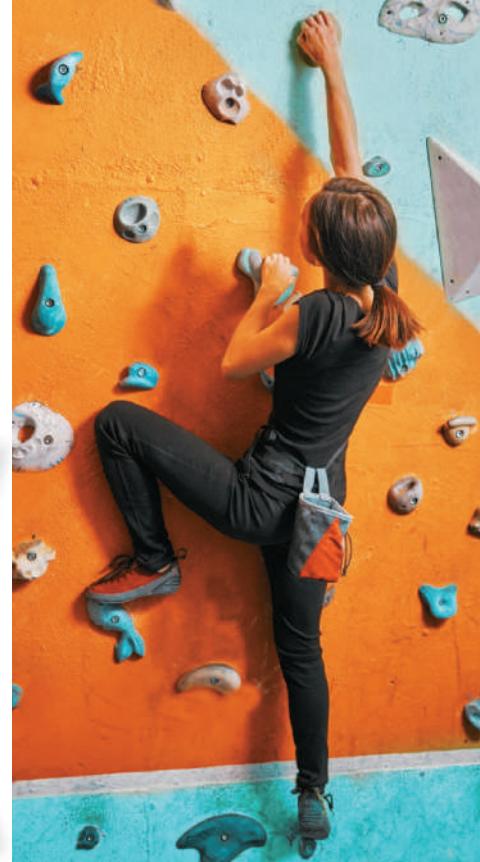
- A**  Read the paragraphs. Answer the questions with a partner.

1. What is the writer's hobby?
2. How long has she been doing it?
3. Was she good at the activity at first? Is she good at it now?
4. Why does she like the activity?

My hobby is rock climbing. I've been doing it for a year. In the beginning, I wasn't very good, but I've gotten better.

I started rock climbing in high school. I went to an indoor place with my friends. On the first day, I was really nervous, so I only climbed low rocks. It was hard, but fun. I kept working, and now I can climb very fast. I even climb outside now.

I like rock climbing because it helps me stay in shape. It's also a good way to make friends. I've met a lot of people. We climb, but we also hang out and spend time doing other things now.



- B** What is your hobby? Answer the questions in **A**. Then use your notes and the example to help you write three paragraphs of your own.

- C**  Exchange your writing with a partner. Read his or her paragraphs.

1. Are there any mistakes? If yes, circle them.
2. Answer the questions in **A** about your partner's writing.
3. Return the paper to your partner. Make corrections to your own paragraphs.

6 COMMUNICATION

- A** Write the four questions from Writing **A** so they are in the second person (*you*) form.

1. What is your hobby?
2. _____
3. _____
4. _____

- B**  Interview six classmates using the questions in **A**. Take notes on their answers.

- C**  Work with a partner. Answer the questions.

In your class...

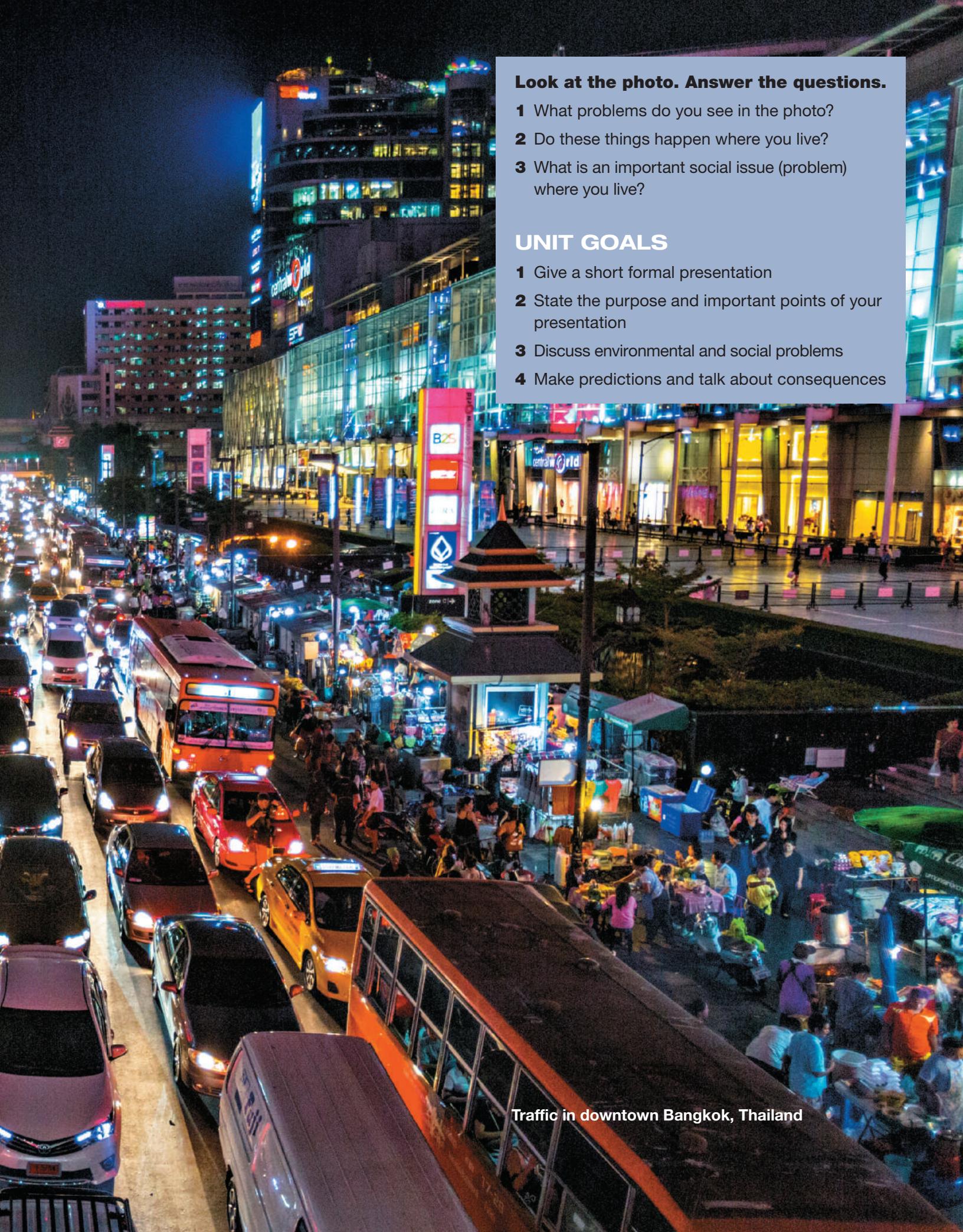
1. which hobbies are the most popular?
2. which hobby is the most interesting or unusual?
3. who's been doing his or her hobby the longest?

How long have you been doing it?

Since last year.

9 SOCIAL ISSUES





Look at the photo. Answer the questions.

- 1 What problems do you see in the photo?
- 2 Do these things happen where you live?
- 3 What is an important social issue (problem) where you live?

UNIT GOALS

- 1 Give a short formal presentation
- 2 State the purpose and important points of your presentation
- 3 Discuss environmental and social problems
- 4 Make predictions and talk about consequences

Traffic in downtown Bangkok, Thailand

LESSON A IN MY COMMUNITY



Apartment buildings in Hong Kong, one of the *megacities* of the world.

1 VIDEO Seven Billion

- A** Currently, over 7 billion people live on Earth, and the number is increasing. Do you think this is a problem? Why or why not? Discuss with a partner.
- B** Work with a partner. Read the questions and guess the answers. Then watch the video to check your guesses.
1. It would take **2 / 20 / 200** years just to count to 7 billion out loud.
 2. In 2045, the world's population could be **9 / 12 / 15** billion.
 3. In 2010, the average person lived **53 / 61 / 69** years.
 4. In 1960, the average person lived **53 / 61 / 69** years.
 5. In 1975, the world's three megacities were New York City, Tokyo, and **Mexico City / Rome / Sydney**.
 6. Right now there are **7 / 14 / 21** megacities in the world.
 7. By 2050, **50 / 70 / 90%** of us will be living in cities.
 8. Seven billion people, speaking 7,000 languages, living in **19 / 94 / 194** countries.

- C** Read these statistics from the end of the video. Which one is the biggest problem and why? Discuss with a partner.

5% of the population consumes 23% of the world's energy.
13% of the people in the world don't have clean drinking water.
38% of the world's population lacks adequate sanitation.

I think the biggest problem is...



Go online and find one other problem that population growth is causing in the world. Report back to the class.

2 VOCABULARY

- A**  /'dɔrɪs/ /ə'miljə 'smɪθ/ Doris Chavez and Amelia Smith are running for mayor. Read their ads. Then answer the questions by checking the correct box(es) with a partner.

DORIS CHAVEZ for mayor!

**"We're making progress in many areas.
Why change now? Reelect Doris Chavez!"**

In her first term, Mayor Chavez:

- launched a new school lunch program for elementary school students.
- taxed large companies to raise extra money.
- worked enthusiastically to improve life for everyone—crime is down 30%.

**There is no better candidate than
Doris Chavez for mayor!**

AMELIA SMITH for mayor! ★★★★★

**"No more politics as usual.
It's time for change in our city!
Vote for Amelia Smith!"**

Amelia Smith vows:

- to expand the school lunch program to include older students.
- not to raise taxes on corporations.
- to work hard for all citizens to keep our city streets safe.

**★★★★★★★★★★★★★★★★★★★★★★★★
Amelia Smith is the clear choice for mayor!**

	Doris	Amelia
1. Who is currently the mayor?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who doesn't want to increase taxes?	<input type="checkbox"/>	<input type="checkbox"/>
3. Who is interested in the school lunch program?	<input type="checkbox"/>	<input type="checkbox"/>
4. Who mentions crime and safety?	<input type="checkbox"/>	<input type="checkbox"/>

- B** Look at the information in **A**. Write the word(s) in blue next to their definitions.

1. doing (something) the same way: as usual
2. eagerly, with great energy: _____
3. a fixed period of time: _____
4. increase in size: _____
5. large companies: _____
6. started: _____
7. promises: _____
8. moving forward: _____
9. obvious: _____
10. a person who is competing for a position: _____
11. members of a city or country: _____
12. made someone pay money to the government: _____

- C**  Discuss the questions with a partner.

1. Do you ever see ads like the ones in **A**? How else do politicians campaign where you live?
2. Think of a person who was up for reelection recently. Did people vote for or against him or her? Why?



3 LISTENING

- A** Use background knowledge. Read the sentences below. What does the word in bold mean? When do election campaigns typically happen?

There are two candidates running for mayor. The **campaign** will begin on February 1st, and the election will be on March 15th.

- B**  Listen for gist. Listen to the beginning of speeches given by Doris and Amelia. Choose the best answer to complete each sentence. (One answer is extra.) **CD 2 Track 15**

1. Doris is giving her speech because _____
2. Amelia is giving her speech because _____

- a. she is going to run for mayor.
- b. she has been elected mayor.
- c. she has lost the race for mayor.

Listening Strategy

Listen for Gist

Listen for the general idea.

- C**  Listen for context. Listen again. Choose the best answers. **CD 2 Track 15**

1. When Doris says *never in my wildest dreams*, she means...
 - a. she was pretty sure.
 - b. she couldn't imagine it.
2. When Doris says *I gave it my best shot*, she means...
 - a. she was very disappointed.
 - b. she worked really hard.
3. When Amelia says *Doris and I were running neck and neck*, she means...
 - a. they had almost the same number of votes.
 - b. there was a clear winner.
4. When Amelia says *we saw a record turnout*, she means...
 - a. a large number of people voted.
 - b. a small number of people voted.

Listening Strategy

Listen for Context

Listen for information that helps you to understand the situation.

- D**   Listen for main ideas. Now listen to the rest of Amelia's speech. Check (✓) the topics she refers to in her speech. What key words in the listening helped you choose your answers? Tell a partner. **CD 2 Track 16**

the economy public transportation crime pollution education

- E**  Look at the topics in **D**. Which one do you think is the biggest problem where you live? Why? Tell a partner.



Pollution is a major problem for many cities.

4 SPEAKING

- A**  Listen to and read the speech below. What is the problem? What is one thing causing it? Can you think of other causes? **CD 2 Track 17**

Today I'd like to talk to you about rush hour traffic. I'll begin by telling you about the problem. Then I'll list the three things I think are causing this problem.

So, let's start by talking about rush hour traffic in this city. We've all experienced it, and in recent years it's gotten worse. Ten years ago, it used to take about 45 minutes to drive across town. Now it takes two hours. One of the main causes of this problem is too many cars on the road. More cars means more traffic and, of course, more traffic accidents. Another cause of rush hour traffic is...



- B**   **Pronunciation: Using pauses in public speaking.** Read the sentences below. Guess where the speaker will pause. Write a slash mark (/) for each pause. Then listen and check your answers. **CD 2 Track 18**

What is one of the biggest problems facing our city today? It's rush hour traffic.

Today we're going to talk about this important problem. I'll begin by telling you about the problem. Then I'll list three things...

- C**   Listen again to the speech in **A** and take turns saying it aloud with a partner. Pay attention to pausing. **CD 2 Track 17**

SPEAKING STRATEGY

- D** Match each word on the left with one on the right to make a list of common city problems. Write them on a piece of paper. Can you add to the list?

unaffordable	high	streets	unemployment
dirty	noise	housing	pollution

- E**  Choose one of the city problems in **D** or one of your own. Work with a partner and complete the information below.

Problem: _____

Causes of the problem:

1. _____
2. _____
3. _____

- F**  Join another pair and follow the instructions. Then switch roles and repeat.

Presenters: Use the Useful Expressions to explain your problem in **E** clearly. One person should introduce the talk. The second person should explain the causes of the problem.

Listeners: Take notes. After the presentation, give suggestions for how to solve the problem.

Useful Expressions: Language for presentations

Stating the purpose

Today, I'd like to talk to you about...
I'll begin by (talking about the issue). / I'll provide an overview of (the issue).

Then I'll list the (two / three / four)...

Stating important points

Let's talk first about... / Let's start by talking about...

One of the main causes of (traffic) is...
Another / A second cause of (traffic) is...

And finally...

I'd like to talk about the problems with city living. One of the main problems is...

5 GRAMMAR

- A** Study the chart. Turn to page 210. Complete the exercises. Then do **B–D** below.

Too + Adjective / Adverb; too much / too many + Noun				
	too	Adjective / adverb	(Infinitive)	
You're 17. You're	too	young	to vote.	
I can't understand him. He speaks	too	quickly.		
	too much / too many	Noun	(Infinitive)	
	Too much	pollution		is bad for your lungs.
Our city has	too many	problems	to solve	in one day.

Adjective / Adverb + enough; enough + Noun				
	Adjective / adverb	enough	(Infinitive)	
I'm 21. I'm	old	enough	to vote.	
These are good seats. I can hear	well	enough.		
	enough	Noun	(Infinitive)	
We have	enough	water	to get by	for now.
They have	enough	police officers		on the street.

- B** Complete the statements about school life with *too*, *too much*, *too many*, and *enough*.

School Life	Agree	Disagree
1. There are _____ rules in this school.	<input type="checkbox"/>	<input type="checkbox"/>
2. There is _____ emphasis on memorization.	<input type="checkbox"/>	<input type="checkbox"/>
3. We don't have _____ time for extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>
4. Classes are not interesting _____.	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ students study only to pass the test.	<input type="checkbox"/>	<input type="checkbox"/>
6. We don't have _____ opportunities to practice English conversation.	<input type="checkbox"/>	<input type="checkbox"/>
7. There's _____ homework.	<input type="checkbox"/>	<input type="checkbox"/>
8. The school day is _____ long.	<input type="checkbox"/>	<input type="checkbox"/>

- C** Now check (✓) Agree or Disagree for each statement in **B**.

I think there are too many rules in this school. For example, we shouldn't have to wear school uniforms all the time.

- D**  Share your answers with a partner. Give examples and discuss solutions for the statements you agreed with.

I agree. I think you can look neat enough in a pair of jeans and a nice shirt.

6 COMMUNICATION

A Follow the instructions to complete the survey below. Then check (✓) Yes or No.

- For questions 1–6: Write *enough* before or after each word. (Only one position is correct.)
- For questions 7–12: Write *too*, *too much*, or *too many*.

	Yes	No
1. Did you get _____ sleep _____ last night?		
2. Do you have _____ credits _____ to graduate?		
3. Is it _____ quiet _____ for you to study at home?		
4. Do you typically have _____ time _____ to finish your homework?		
5. Have you eaten _____ food _____ today?		
6. Do you get along _____ well _____ with your parents?		
7. Do you spend _____ time watching TV?		
8. Is English _____ difficult to learn?		
9. Do you sometimes eat _____ sweets?		
10. Do you have _____ problems in your life?		
11. Is it possible to earn _____ money?		
12. At 20, are people _____ young to get married?		

B  Use the questions in A to interview a partner. Ask follow-up questions.

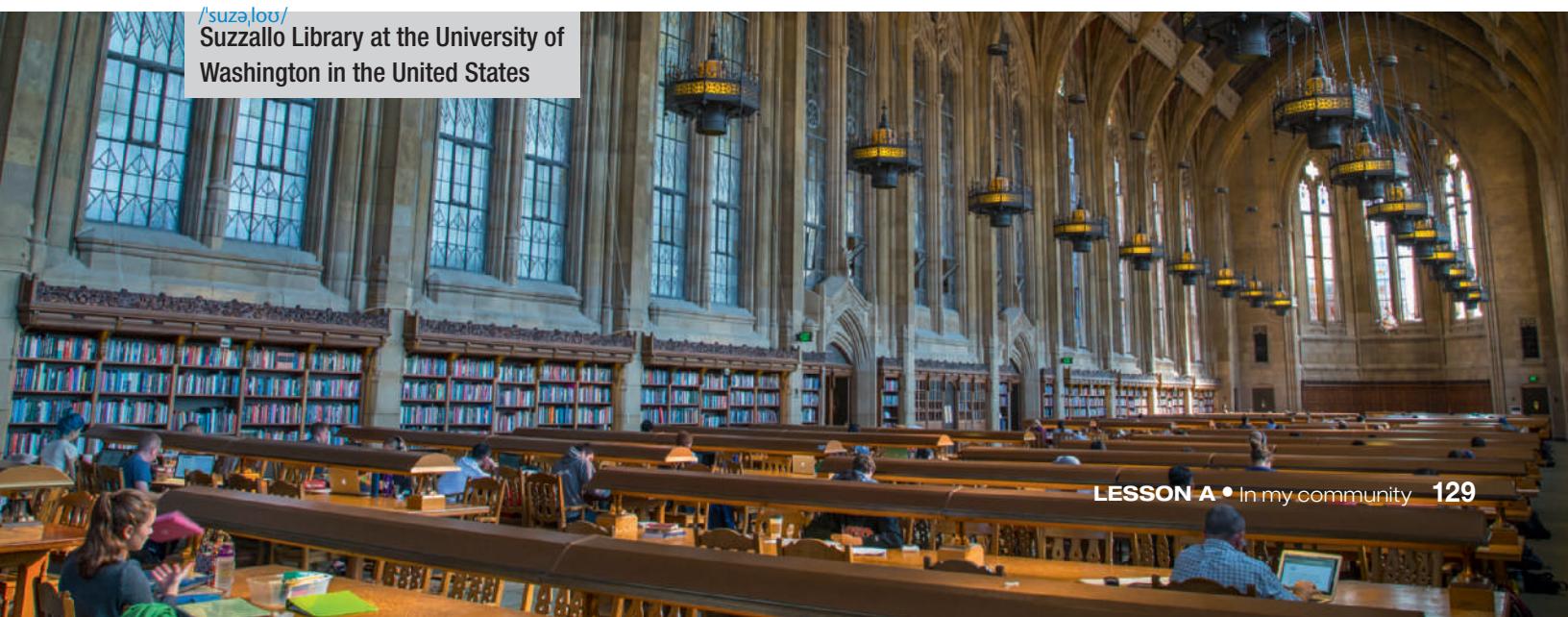
Is it quiet enough for you
to study at home?

No, not really. It's
pretty noisy.

Where do you
study then?

Mostly at the
library.

/suːzəlloʊ/
Suzzallo Library at the University of
Washington in the United States





Sydney, Australia, has so much urban sprawl that the city has spread almost into the ocean!

1 VOCABULARY

A Read about the problem of **sprawl**. Then tell a partner: Is sprawl a problem in your area?

- Sprawl is a problem in my city. In the past five years, there has been a lot of new **development**. As this **spreads** across the land, it **destroys** parks, farms, and open spaces.
- In many of these new neighborhoods, people live far away from public transportation, stores, and schools. This **forces** people to **rely on** their cars so they can drive longer distances. Driving a lot is a **waste** of time. It also creates more pollution.
- So what can we do? First, we should stop all new development. This will **protect** our open spaces for future generations. Then, we should **support** a law that **provides** money for public transportation and new bike paths. This will **encourage** people to leave their cars at home. If this happens, air quality will **improve**.

B Write a **blue** word from **A** next to its definition.

1. encourage: to persuade or get someone to do something
2. destroy: to damage completely
3. protect: to keep something safe
4. spread: to move gradually outward
5. waste: to use something in a bad or careless way
6. support: to try to help a person or idea succeed
7. provide: to offer or give something
8. force: to make someone do something difficult
9. development: the building of houses, stores, and other structures
10. rely on: to need or depend on something
11. improve: to make better

C Answer the questions with your partner using the new words in **A**.

1. What is the problem with sprawl? What does it do?
2. What does the writer suggest doing? How will these things help?

The writer thinks that...

2 LISTENING

- A Look at the photos. Do you live in an urban or suburban area? Explain to a partner.



- B Listen for details; Infer information. You will hear three speakers. Where do they live now? Where do they want to live in the future? Write U for urban and S for suburban. Write NM if the information is not mentioned. **CD 2 Track 19**

Bella: now: _____ Anne: now: _____ Mercedes: now: _____
future: _____ future: _____ future: _____

Listening Strategy

Listen for Details

Listen carefully for detailed information.

- C Listen for reasons. Where does each person want to live? Circle the answers below. Then listen and take notes on their reasons. **CD 2 Track 20**

- /bɛlə/*
1. Bella wants to live in the **city** / **suburbs**. Reason(s): _____
/æn/
2. Anne wants to live in the **city** / **suburbs**. Reason(s): _____
3. Mercedes wants to live in the **city** / **suburbs**. Reason(s): _____

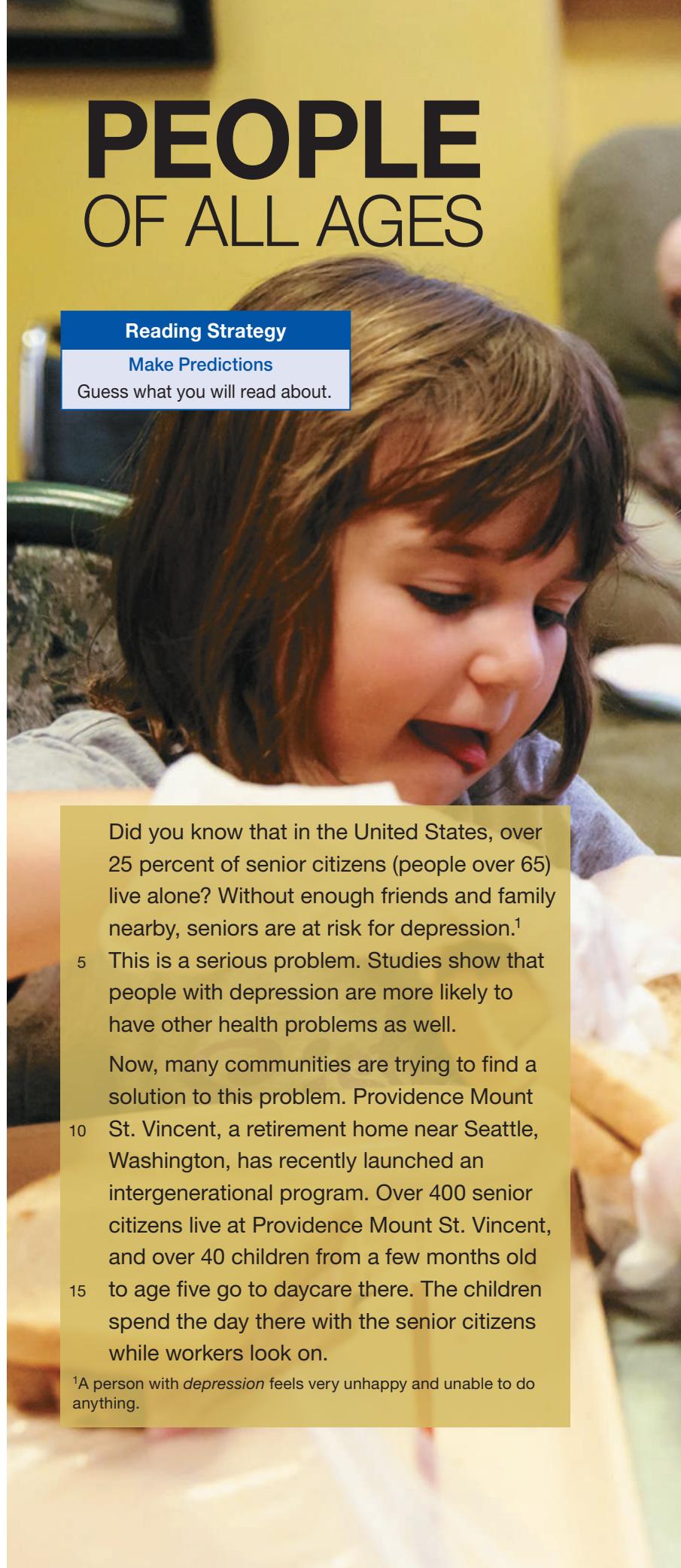
- D What do you think the underlined expressions mean? Which person from **B** do you think would say each sentence? Write the names. Explain your answers to a partner.

1. I hope I can move—I have to wait and see, I guess. _____
2. Now that I've put down roots, I probably won't move. _____
3. I needed a change of scenery, and I got it! _____

- E Where do you want to live in the future? Why? Tell a partner.

3 READING CD 2 Track 21

- A**  **Use background knowledge.** This article is about a *daycare center* and a *retirement home*. What are these places? How are they similar? Discuss with a partner.
- B**  **Make predictions; Infer information.** Look at the photo. Answer the questions with a partner.
1. How do you think the people in the photo know each other?
 2. Look at the word *intergenerational* in the caption. What do you think it means?
- C** **Infer meaning.** Read the article. Then match the words (1–4) with the correct definitions (a–d).
1. at risk (line 4) _____
 2. launched (line 11) _____
 3. be exposed to (line 31–32) _____
 4. tolerant (line 34) _____
- a. started
 - b. in danger of something bad happening
 - c. be given the chance to experience something new
 - d. able to accept different ideas and situations
- D**  **Read for details; Draw conclusions.** The article talks about an intergenerational program. What are the benefits of the program? Underline them in the passage. Can you think of any challenges? Explain your ideas to a partner.
- E**  Why do you think many older and younger people are in retirement homes and daycare centers in the US? Is this common in your country? Do you think it's good? Why or why not? Discuss with a partner.



PEOPLE OF ALL AGES

Reading Strategy

Make Predictions

Guess what you will read about.

Did you know that in the United States, over 25 percent of senior citizens (people over 65) live alone? Without enough friends and family nearby, seniors are at risk for depression.¹

5 This is a serious problem. Studies show that people with depression are more likely to have other health problems as well.

Now, many communities are trying to find a solution to this problem. Providence Mount

10 St. Vincent, a retirement home near Seattle, Washington, has recently launched an intergenerational program. Over 400 senior citizens live at Providence Mount St. Vincent, and over 40 children from a few months old
15 to age five go to daycare there. The children spend the day there with the senior citizens while workers look on.

¹A person with *depression* feels very unhappy and unable to do anything.

132 UNIT 9 • Social issues



An intergenerational program mixes people of different ages... in this case, the very young and the very old!

- An intergenerational program like the one at Providence Mount St. Vincent has clear benefits. For the older people, their social life improves; they read to and play games with the children and encourage them in a wide range of other activities. Being involved with the children makes the seniors feel useful and happy, and if they feel happy, their overall mental and physical health may improve.
- The children also benefit from the program. They have an enthusiastic and patient group of people to play with in a safe environment.
- Some of the seniors are also disabled,² and

²A *disabled* person has an illness or injury that makes doing certain physical or mental activities (like walking or thinking) difficult.

studies also show that if children are exposed to people with disabilities at a young age, they will learn to be more tolerant and understanding of people like this.

Providence Mount St. Vincent was even featured in a documentary film called *Present Perfect*. As families of both the young and the old see the benefits, intergenerational programs are expanding. The film's message is starting to spread: even if the very young and the very old don't have a shared past or future, their shared present can be perfect.

4 GRAMMAR

- A Study the chart. Turn to page 211. Complete the exercises. Then do **B–D** below.

Future Real Conditionals	
If clause	Result clause
If a woman works , If we don't protect our open spaces,	(then) a family will have more money.* (then) future generations won't have places to relax.
Result clause	If clause
A family will have more money	if a woman works .

*If you aren't certain, you can use *might (not)* or *may (not)* in a result clause:
*If a woman works, a family **may / might have** more money.*

- B Complete the sentences with a partner. How many sentences can you make? Make follow-up sentences for each one.

If people have smaller families,...

If you eat too many sweets,...

If you eat too many sweets,
you'll probably get sick.

And if you get sick,
you might miss class.

- C Take out five small pieces of paper. On each piece, write an *if* clause like the examples in **B**.

- D Work in a small group. Follow the steps below.

1. Put all your papers together and mix them. Put them face down on the desk in a pile.
2. One person begins. Turn over a paper. You have 15 seconds to complete the sentence.
 - If you make a correct sentence, you get a point. Then put the paper aside.
 - If you don't make a correct sentence, put the paper at the bottom of the pile.
3. Then the next person goes. Play until you use all the papers. Who got the most points?

5 WRITING

- A Read the paragraph. What is the writer predicting?
Under the paragraph, circle your opinion.

In the future, robots will do more of our jobs.
Robots already work in some places today, like factories and restaurants. In five to ten years, you may see them in hospitals and schools. They'll even drive cars. Will this improve our lives?

In my opinion, it **will / won't**.



- B** Complete the outline below with ideas to support your answer choice in **A**.

If robots do more of our jobs, what will happen? Why is this good or bad?

If the above happens, what will happen?

If that happens, what will happen?

For these reasons, I think robots doing more of our jobs **will / won't** improve our lives.

 In your outline, think about how one event affects another: If A happens, then B might happen. If B happens, then C might happen.

- C** Write a paragraph with your opinion. Begin by writing the paragraph in **A**. Then continue your paragraph using your ideas from the outline in **B**.

- D**  Exchange your writing with a partner. Read his or her paragraph.

1. Are there any mistakes? If yes, circle them.
2. What is your partner's opinion and what reasons does he or she give? Do you agree?
3. Return the paper to your partner. Make corrections to your own paragraph.

6 COMMUNICATION

- A** Read each problem and suggest solutions for each one. Add your own ideas, too.

Problem: Too many young people are leaving rural areas and moving to big cities.

Suggestions:

1. Give people money to encourage them to stay in their hometowns.
2. Ask companies to provide

Problem: There's too much suburban development, and this is causing sprawl.

Suggestions:

1. Limit the number of new homes being built each month.
2. Support a law to

- B** Imagine you are running for political office. Prepare a short speech. Explain what you'll do to solve the problems in **A**.

- C**  Work in a group of four people. Follow the steps below.

1. **Students A & B:** Give your speeches to the group.

Students C & D: Listen and take notes. At the end, decide: Whose speech was better? Why?

2. Change roles and repeat step 1.

Too many young people are leaving our area and moving to the city for jobs. If I get elected, I'll...

REVIEW UNITS 7–9

1 STORYBOARD

- A** Mr. Stevens and his son, Ian, are waiting in the doctor's office. Look at the pictures and complete the conversations. More than one answer is possible for each blank.



- B** Practice the conversations in groups of four. Then change roles and practice again.

- C** With a partner, create and perform your own conversation between a doctor and a patient.

2 SEE IT AND SAY IT

- A  Look at the picture. Use the words in the box to talk about it. Then answer the questions with a partner.

campaign	election	speech
candidate	enthusiastic	term
citizens	running for (a political office)	

- Is this Mr. Gold's first political campaign?
- Look at the banner. Which of these ideas does Mr. Gold support?

building more schools	encouraging public transportation
raising taxes	stopping business development
- Who do you think will vote for Mike Gold? Who is going to vote against him?
/'maɪk 'gəuld/



- B  Work with a partner. Write a brief speech for Mike Gold. Perform your speech for another pair.
- C  Work with a partner. Write a brief speech for a candidate running against Mike Gold. Perform your speech for another pair.

3 I'M EXHAUSTED BECAUSE...

- A  Match Camille's behaviors on the left with the causes on the right. Compare your answers with a partner's.

1. Camille is stressed out.
 2. She's dizzy and hungry.
 3. She's breathing hard.
 4. She's shivering.
 5. She's just swallowed two aspirin.
- a. She's been playing tennis for two hours.
 - b. She forgot to bring her coat.
 - c. She works too much.
 - d. She skipped breakfast and lunch.
 - e. She has a headache.

- B In two to three minutes, add as many items as you can to each category.

Things that make you...

1. cough: cigarette smoke,
2. feel exhausted: _____
3. feel dizzy: _____
4. shiver: _____

- C  Ask a partner questions beginning with *What makes you...?* for each category in B.

4 TERRY'S DIARY

- A Use the words in the box to complete Terry's diary entry about living in the city. (Three words are extra.)

action	opportunities
active	pollution
activity	taxes
affordable	traffic
dirty	transportation
in	with

Last night I went out with some old friends. They're all married and live in the suburbs. I'm single and still live in the city. They wanted to know why I still live here.

It's true—living in the city can be annoying sometimes. We have a problem with (1.) _____ streets. Plus, there's a lack of (2.) _____ housing. Everything is so expensive! The air (3.) _____ is pretty bad, too. You have to deal (4.) _____ a lot of these kinds of hassles every day.

On the other hand, the city is pretty great! First of all, there are a lot of job (5.) _____ here. I certainly have a well-paying job! The (6.) _____ can be pretty bad, but I avoid it. I take public (7.) _____ everywhere. I also stay (8.) _____ by walking all over the city.

The city is where all the (9.) _____ is, and I love it here!



- B  What kind of hassles (difficult or frustrating situations) do you have to deal with in your city or town? Make a list with a partner.

5 POKER TIPS

- A** Read the advice given by a professional about how to play poker well. Rewrite each tip in reported speech, using the verb in parentheses.

1. Learn the different kinds of cards. (tell)

2. Don't bet too much money. (ask)

3. Study the other players' facial expressions. (ask)

4. Don't take unnecessary risks. (tell)



- B** Now think of a sport or game that you know how to play. Complete the sentences below. Don't show anyone!

People: There are... people on each team. / You play by yourself.

Equipment: The game is played with...

Location: It's played in / on...

Playing the game: The game starts when...

How to win: The object of the game is...

- C** With a partner, take turns asking and answering questions about each other's sport or game. Can you guess what it is?

Is it a sport?

How many people play it?

No. It's a card game.

Four to six people play it. There aren't any teams—you play by yourself.

6 LISTENING

- A** You are going to hear a lecture. Complete the notes. Write no more than two words for each answer. Then answer the question below.

CD 2 Track 22

In which class would you probably hear this lecture?

- science
- math
- business

I. Dehydration: defined

A. Most of your body's weight is due to _____ —about ____%.

B. Dehydration occurs when the amount of water _____ the body is greater than the amount _____.

1. "I'm dehydrated" means _____.

II. Causes

A. You can become dehydrated when you _____ a lot or are _____ on a hot day.

III. Symptoms

A. Include a _____ and getting _____.

1. If you remain dehydrated, you may have to go to the _____.

UNIT 7 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

A In your notebook, rewrite the direct speech as reported speech. Remember to change the verb tenses.

1. The doctor said, "You need glasses." *The doctor said I needed glasses.*
2. Professor Franklin said to the class, "Your exam is on Tuesday."
3. Mike and Zoe asked me, "Can you help us?"
4. The librarian said to Tania, "Please be quiet."
5. Paul said, "Please email me later."
6. Leann said to her younger brother, "Stop running in my room!"

2 QUESTION FORMULATION

A In your notebook, make questions with the words in the box.

be / sitting / bad / health	feel / dizzy / weak	get / severe / headache	have / neck / pain
hurt / arm / badly	improve / health	shake / hands / people	

1. [Yes / No] *Do you shake hands with people?* _____?
2. When _____?
3. Why _____?
4. [Yes / No] _____?
5. Why _____?
6. How _____?

B  Work with a partner. Ask and answer questions. Give answers that are true for you.

1. Do you get sick often?
2. What do you do when you feel tired?
3. Do you usually feel well?
4. What activities are good for your health?
5. Why should we send fewer texts?
6. Do you ever feel dizzy?

3 SPEAKING

A  Work with a partner. Take turns talking about a health problem and suggest a solution. Use the expressions below:

Giving serious advice

In my opinion, you should...

I always advise people to...

If I were you, I'd...

Accepting advice

You're right. Thanks for the advice.
That makes (a lot of) sense.
I'll give it a try.
I'll try it and get back to you.

Refusing Advice

I'm not sure that would work for me.
That doesn't (really) make sense to me.
I could never do that.

B  Share one problem and solution with a small group or the class.

4 WRITING

- A** Write a paragraph (8–10 sentences) about a modern health problem. Answer these questions:
- What is the health problem and what causes it?
 - Who usually experiences the problem?
 - What advice would you give to people who have this problem?

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 11**
1. Why doesn't the woman want to go with the man?
a. She's studying. c. She's reading.
b. She's at work. d. She's relaxing.
 2. Why does the woman think the man shouldn't call in sick?
a. He doesn't really like the band.
b. He can go to the concert.
c. He might lose his job.
d. He feels OK.
 3. What is the announcement about?
a. Going to the doctor.
b. Being healthier.
c. Staying in school.
d. Getting a flu shot.
 4. What advice does the man give the woman?
a. Plan to work after graduation.
b. Don't spend so much time on the Internet.
c. Start looking for a job now.
d. Get more information about jobs.
 5. What symptoms does the man have?
a. He is cold and tired.
b. He has a headache.
c. He has a fever and a sore throat.
d. He feels dizzy and weak.
 6. Why wasn't the woman feeling well?
a. She wasn't taking care of herself.
b. She was exercising too much.
c. She had a busy year.
d. She made some big changes.
- B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 12**
1. Why is the woman surprised?
a. Paul has been very sick.
b. Paul is much healthier now.
c. Paul has made changes.
d. Paul is really stressed.
 2. What did the man do to get better?
a. He got a job in the park.
b. He started a new company.
c. He was a mess.
d. He changed his lifestyle.
 3. What is the woman probably going to do?
a. Start exercising.
b. Get a new job.
c. Work with Paul.
d. Change cities.
 4. Why is the woman talking to her doctor?
a. She needs an eye exam.
b. She's having headaches.
c. She's very busy at work.
d. She can't get any work done.
 5. According to the doctor, what is causing the problem?
a. Feeling very stressed.
b. Not getting enough sleep.
c. Resting her eyes.
d. Using the computer too much.
 6. What might the woman need?
a. A new computer. c. Glasses.
b. Medication. d. A different job.

UNIT 8 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Find the verb tense errors in each sentence. Rewrite the sentence correctly. Use the present perfect or the present perfect continuous.

1. I've been belonging to the hiking club for a year. *I've belonged to the hiking club for a year.*
2. Marcos was taking pictures every day since he got his new camera. _____
3. Shelly has learned to climb for a few months. _____
4. She has been buying a new backpack for the camping trip next month. _____
5. Claudio has been going to the mountains once. _____
6. We have thought about visiting Africa for a long time. _____

2 QUESTION FORMULATION

- A Make questions with the words in the box.

be / players / team	be / popular / baseball	have / rules / cricket
need / equipment / soccer	play / basketball	win / tennis / match

1. What *rules does cricket have* ?
2. How _____?
3. How many _____?
4. What _____?
5. How long _____?
6. Where _____?

- B  Work with a partner. Ask and answer questions. Give answers that are true for you.

1. Do you play a sport? _____
2. What rules does it have? _____
3. How many players are on a team? _____
4. Where is it played? _____
5. What equipment do you need? _____
6. How do you win? _____

3 SPEAKING

- A  Work with a partner. Imagine that your job is to plan a day camp for kids in your city during the summer. Make a poster with this information:

- Name of the camp
- Location
- Activities
- Schedule

I think we should make our camp in the park.

Or, how about at the beach?

OK. For the morning activity, why don't we...

- B  Present your plan to a small group or the class.

4 WRITING

A Write a paragraph (8–10 sentences) about an extracurricular activity that you've participated in this year. Answer these questions:

- What is the activity?
- Why did you start the activity? How long have you done it?
- What do you like about it? Give examples.

5 EXAM PREPARATION: READING

A Read the article and answer the questions.

You've made a commitment to yourself to get fit. You've bought the latest workout clothes, picked up some new sneakers with a five-star rating, and even signed up for a gym membership. Several weeks go by and you realize you've only been to the gym once.

Maybe you're not a gym person. For some, spending 30 minutes in a gym is boring—and that's okay. There are many ways to work those muscles, burn those calories, and get fit while having fun. For example:

- **Rollerblading**

When you go rollerblading, you'll be using many different muscle groups without even knowing it. And once you get going, it's easy to get hooked. Rollerblading for an hour can burn anywhere from 345 to 900 calories! Grab your favorite music, put on your headphones, and head out the door.

- **Rock Climbing**

Rock climbing is categorized as a cardiovascular activity. It's a great way to get your heart pumping and blood flowing—and it's a lot more fun than running! Most cities and towns have indoor rock climbing facilities where you can learn the ins and outs of this adventurous activity.

- **Salsa or Ballroom Dancing**

Did you know that dancing is good for your brain? In addition to being fun, according to experts, dancing is the only physical activity linked to lowering the risk of dementia. Talk about a total body workout!

So are you ready to try add something new to your fitness routine? Get out there!

1. What is the main purpose of this article?
 - a. To encourage people to exercise.
 - b. To explain the benefits of exercising.
 - c. To give information about places to exercise.
 - d. To propose unusual ways to exercise.
2. What does **those** refer to in sentence 3, paragraph 2?
 - a. The author's muscles.
 - b. The reader's muscles.
 - c. General things.
 - d. Specific things.
3. In the second sentence of paragraph 3, what is the meaning of **get going**?
 - a. Start.
 - b. Leave.
 - c. Move.
 - d. Finish.
4. What is implied in paragraph 4 about running?
 - a. It's fun.
 - b. It's boring.
 - c. It's difficult.
 - d. It's dangerous.
5. According to the article, where can you learn to rock climb?
 - a. In the mountains.
 - b. At a park.
 - c. In an indoor space.
 - d. Almost anywhere.
6. Why does paragraph 5 begin with a question?
 - a. To make people excited about the topic.
 - b. To show the author's special knowledge.
 - c. To indicate that the information is new.
 - d. To give an idea about the paragraph.

UNIT 9 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Complete the sentences with the simple present or future of the verbs in the box. Some verbs will be used more than once.

be destroy encourage have improve protect rely support use vote

1. We 'll destroy the environment if we (neg.) don't protect our natural resources.
2. If society _____ older people, they _____ happier and healthier.
3. People _____ more public transportation if the government _____ them.
4. Life in our city _____ if we _____ for Jenny Chung.
5. If we (neg.) _____ on our cars, there _____ less air pollution.
6. Our country _____ enough clean water if each of us _____ less.

2 QUESTION FORMULATION

- A Make questions with the words in the box. Use the simple present or the future tense.

be / traffic jam cause / air pollution / most get / people / drive less
have / robots / home live / suburbs ride / bus / work

1. [Yes / No] Are there any traffic jams today? ?
2. Why _____? ?
3. How _____? ?
4. [Yes / No] _____? ?
5. When _____? ?
6. What _____? ?

- B  Work with a partner. Ask and answer questions. Give answers that are true for you.

1. How do you get to school?
2. Do you live in the city or the suburbs?
3. What can we do to end traffic jams?
4. How noisy is your town?
5. When will we live on the moon?
6. Is there sprawl in your area?

3 SPEAKING

- A  Work with a partner. Take turns discussing the topics below. Suggest possibilities for each problem. Use future real conditionals.

What will happen if...

- ...the cost of living increases?
- ...streets become more dangerous?
- ...public education is eliminated?
- ...houses become unaffordable?
- ...small shops disappear?

What will happen if streets become more dangerous?

If streets become more dangerous, people will be afraid to go out at night.

- B  Share one of your problems and possibilities with a small group or the class.

4 WRITING

- A** Write a paragraph (8–10 sentences) about a problem in your city or town. What causes the problem? What will happen if the city makes some changes? Use this language to organize your paragraph:
- Let's think first about... / Let's start by thinking about...
 - One of the main causes of (traffic) is...
 - Another / A second cause of (traffic) is...
 - And finally...

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 13**

1. What does the woman suggest to solve the traffic problem?
a. Taking a bus. c. Walking.
b. Riding a bike. d. Sharing a car.
2. How does the man feel about robots?
a. He isn't sure they are positive.
b. He thinks there should be more of them.
c. He wants to have one for himself.
d. He wishes he could invent one.
3. What does the man think is better than exams?
a. Research papers. c. Group projects.
b. Weekly quizzes. d. Class participation.
4. Who is going to vote for Chris Tyler?
a. The man. c. Both of them.
b. The woman. d. Neither of them.
5. Why is the man moving?
a. He wants to have a smaller apartment.
b. He wants to be closer to work and friends.
c. He needs to save some money.
d. He likes living in the suburbs more.
6. What does the man predict about the bike path?
a. There won't be anybody there.
b. It will be pretty dangerous.
c. There will be a lot of pollution.
d. It will be too crowded.

- B**  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 14**

1. Who is probably giving the speech?
a. A doctor. c. An athlete.
b. A politician. d. A businessperson.
2. How does the man organize his speech?
a. Stating the purpose.
b. Stating important points.
c. Both of these.
d. None of these.
3. What does he predict about pollution in the city?
a. It will get worse if the city doesn't have travel options.
b. It won't change very much in the future.
c. It will cause more serious traffic jams.
d. It will make people get very sick.
4. Why does the woman want to build a smart home?
a. She thinks technology is really interesting.
b. She isn't home very often.
c. She wants to turn on the heat with her phone.
d. She wants to save more energy.
5. How is a smart home controlled?
a. With a special computer.
b. Using robots to turn things on.
c. With a smartphone app.
d. Using a system of timers.
6. What does the woman say you can control in a smart home?
a. Heat and air conditioning. c. Doors and windows.
b. Energy and money. d. Mobile phones.

6 EXAM PREPARATION: READING

A Read the article and answer the questions.

Community gardens can solve a number of problems—from a lack of fresh fruit and vegetables in poor neighborhoods to reducing greenhouse gases. Urban communities often find small areas of land to plant community gardens. Community members help plant, harvest, and enjoy the produce—they can even give the extras to schools or food kitchens. You can find lots of useful resources and a supportive network for both first-time planters and experienced gardeners on the Internet.

Begin by bringing people and organizations together to learn which issues are important to your community. Discuss how a community garden—whether a communal space or individual gardens—could meet these needs. If it is determined that a community garden can benefit your community, hold regular planning meetings to share ideas and goals. Develop a plan of action. Get people energized and organized.

Every community garden is different, depending on its specific size, location, and purpose. Design your garden to fit the needs of the community it serves. Start gardening and implementing your community garden program. Once the project is up and running, let everyone know! Gain greater community support by welcoming visitors and sharing updates on how the neighborhood is benefiting from the garden's existence. Remember to plan ahead so that the garden will continue to grow for seasons to come.

If you're looking for an activity that people of all ages can enjoy, start a community garden. Getting support from your neighbors, friends, or community-led organizations is a great way to plant a garden anywhere—even in a big city.

1. What is the purpose of the article?
 - a. To explain how to start a community garden.
 - b. To discuss the advantages of eating fruit and vegetables.
 - c. To propose ways to reduce greenhouse gases.
 - d. To tell where to find resources about community gardening.
2. In the third sentence of paragraph 1, what does **produce** mean?
 - a. Work.
 - b. Community.
 - c. Fruit and vegetables.
 - d. Food.
3. According to the article, who should plan the community garden?
 - a. Agriculture experts.
 - b. Experienced gardeners.
 - c. Health organizations.
 - d. Community members.
4. In the third sentence of paragraph 2, what does **benefit** mean?
 - a. Help.
 - b. Be inexpensive.
 - c. Interest.
 - d. Protect.
5. How can a community garden build support?
 - a. Allow people to come see the garden.
 - b. Share information about the garden.
 - c. Both of these.
 - d. Neither of these.
6. Why is it important to create a plan for the garden?
 - a. To get money to create the garden.
 - b. So the garden will continue to exist in the future.
 - c. To grow the right kinds of plants.
 - d. So that people of all ages can enjoy it.

PROCESS WRITING

- A**  You are going to write an opinion piece on a social issue. Working with a partner, add to this list of topics. Brainstorm three more ideas in your notebook. Then, choose which social issue you want to write about, and decide what your opinion on it is.

- The Olympic Games are a waste of valuable resources.
- All over the world, education should be completely free.
- Major movie stars are paid far too much money.
- People who speak loudly on their cell phones should be fined.

TIP

It's best to choose a topic that you have strong opinions on.

- B** In an opinion piece, it's important to state your views clearly and to support your ideas with reasons and examples. Once you have chosen your topic, follow this model in your notebook and brainstorm some of the reasons and examples you will provide in your piece.

In my opinion,
smoking
should be banned

because of the
serious damage that
smoking causes.

For example,
thousands die from
smoking-related
illnesses every year.

- C**  Sort these phrases into the correct categories. With your partner, brainstorm a few more useful phrases for your opinion piece. Write them in your notebook.

A good example of this is...

My main reason is...

Due to...

Another reason for this is...

For example,...

Personally, I believe...

I strongly feel that...

In my opinion,...

For instance,...

Opinion	Reason	Example

TIP

You might also find it useful to brainstorm phrases for introducing facts (e.g. *Experts say... / Studies show...*) and for adding ideas (e.g. *Furthermore,... / In addition...*).

- D**  Your opinion piece will follow this structure: introduction, main body, and conclusion. With your partner, draw lines to match each element of the essay to its correct section of the text.

introduction

- supporting reasons for the writer's stated opinion

main body

- closing statement to summarize the piece

conclusion

- further explanation of the writer's views

- topic sentence (states the main idea of a written text)

- restatement of the writer's opinion

- examples that support the writer's opinion

- opening opinion statement (states the writer's overall view on the topic)

E Write the seven items from **D** in your notebook. Number them 1 to 7 in the order they should appear in your opinion piece.

F Using your notes from **A–C**, and your work on the structure of an opinion piece from **D** and **E**, organize your points as they will appear in your text.

G Read the model text. Then use the items in the box to label it.

- | | |
|-----------------------|--|
| 1. conclusion | 6. final restatement of the writer's opinion |
| 2. introduction | 7. phrases for expressing opinions |
| 3. main body | 8. phrases for introducing examples |
| 4. supporting reasons | 9. summary statement to close the piece |
| 5. topic sentence | |

There should be a limit on the amount of rent that people are expected to pay for their homes. I feel very strongly about this social issue that makes life extremely difficult for many of us.

In my opinion, high rents should be illegal, and one major reason for this is the recent rise in homelessness. For example, a 2015 survey found that the number of homeless individuals in Dallas, Texas, had increased by 50 percent in just one year. In my view, rents that are too high contribute to this serious issue. Due to the greed of private landlords, millions find themselves struggling to afford their rent, especially during difficult economic times when, for instance, many have lost their jobs.

To sum up, it is clear to me that controlling rent is a step the government should take right now.

H Now, use your work in **A–F** and the model text in **G** to write the first draft of your opinion piece in your notebook. Remember to check your grammar and spelling!

I Now, swap your opinion piece with a partner's. Read each other's work. Use this checklist as you complete your review.

- Does the introduction open with a topic sentence?
- Does the introduction clearly state the writer's opinion?
- Does the main body explain the writer's views in more detail?
- Are the opinions supported with reasons and examples?
- Does it include phrases that make it easy to identify the views, reasons, and examples?
- Are there at least two main points in the main body?
- Does the conclusion include a statement that sums up the piece?
- Does the conclusion repeat the writer's opinion using different language?
- Is formal language used throughout?

J Discuss your partner's review of your work. Then correct errors where necessary, and rewrite any sentences or sections that will improve your opinion piece.

TIP

Make sure you provide at least two points to support your opinion, and remember to include reasons and examples.

TIP

When the main opinion is restated at the end, use a different way of expressing it.

TIP

Remember, this is a piece of formal writing. Try not to use any contractions or slang.

TIP

Try to get into the habit of editing your own work before asking someone else to review it. Read it through carefully, more than once, and see if you can spot any mistakes or sentences that aren't very clear.

LANGUAGE SUMMARIES

UNIT 7 WELLBEING

LESSON A

Vocabulary

can't stop + -ing verb: I can't stop (**coughing** / scratching / **shivering** / sneezing).
feel + adjective: I feel (**dizzy** / **nauseous** / **drowsy** / **exhausted** / **faint** / **weak** / sick).

have + noun: I have (a stomachache / an earache / a backache / a toothache / a cut / a sore throat / a fever / a temperature / a cold / the flu).
possessive adjective + noun + hurt: My (arm / finger / back / stomach) hurts. / My legs hurt.

blink

breathe

chew

make sense

swallow

symptom

Speaking Strategy

Giving serious advice

In my opinion, you should...
I always advise people to...
I think the best idea (for you) is to...
If I were you, I'd...

Accepting advice

You're right. Thanks for the advice.
That makes (a lot of) sense. I'll give it a try.
I'll try it and get back to you.

Refusing advice

I'm not sure that would work for me.
That doesn't (really) make sense to me.
I could never do that.

LESSON B

Vocabulary

care: take ~ of, ~ about

sick: make someone ~,
call in ~, ~ **day**,
~ **of** (something / someone), **worried** ~
homesick, carsick, lovesick, seasick

well: do ~, ~ behaved, ~ **paid**,
might (may) as ~

boss around

chaos

cut class

fatigue

gentle

ground (= punish) someone
massage
meditation
paralyze
straightforward
tidy

treat (someone) like (a kid)
yoga

UNIT 8 THE ACTIVE LIFE

LESSON A

Vocabulary

activity:

be into / be involved in /
participate in / take part in an ~
spare / leisure time ~
physical, mental, outdoor,
extracurricular, classroom ~

active:

stay / remain ~
highly / extremely / very ~
fairly, increasingly ~
mentally, **physically** ~

athlete:

amateur, professional, serious ~

Speaking Strategy

Explaining the set-up and rules of a game

It's played with...
You don't need any special equipment.
There are 11 players on each team. / You compete against each other.
One team starts by... / The game begins when...
The team with the most points wins. / The object is to score the most runs.
It's played on a field. / It's played all over the world.

LESSON B

Vocabulary

ask for
believe in
dominate
go to your head
head out
learn about
pay for
prepare for
spend on
stay in
warn about

UNIT 9 SOCIAL ISSUES

LESSON A

Vocabulary

as usual
campaign
candidate
citizen
clear (adj)
corporation
enthusiastically
expand
give it your best shot
launch (v)
make progress
never in my wildest dreams
raise taxes
(a) record turnout
reelect
running neck and neck
tax (v)
term
up for reelection
vote (for ↔ against)
voting age
vow (v)

Speaking Strategy

Language for presentations

Stating the purpose
Today, I'd like to talk to you about...
I'll begin by (talking about the issue). / I'll provide an overview of (the issue).
Then I'll list the (two / three / four)...
Stating important points
Let's talk first about... / Let's start by talking about...
One of the main causes of (traffic) is...
Another / A second cause of (traffic) is...
And finally...

LESSON B

Vocabulary

a change of scene
depression
destroy → **destruction**
develop → **development**
disabled
encourage → **encouragement**
force → **force**
improve → **improvement**
protect → **protection**
provide
put down roots
rely (on) → **reliance**
sprawl
spread
suburban
support → **support**
urban
wait and see
waste → **waste**

GRAMMAR NOTES

UNIT 7 WELLBEING

LESSON A

Describing Symptoms						
	have	Noun		Possessive adjective	Noun	hurt
I	have	a headache,	and	my	throat	hurts.
	feel / be	Adjective			can't stop	-ing verb
I	feel / am	tired,	and	I	can't stop	shivering.

Use *have* + noun, possessive adjective + noun + *hurt*, and *feel / be* + adjective to talk about states and conditions.

Use *can't stop* + -ing verb to talk about repeated actions that you have no control over.

Other common vocabulary

have + noun: *I have* (*a stomachache / an earache / a backache / a toothache / a cut / a sore throat / a fever / a temperature / a cold / the flu*).

possessive adjective + noun + *hurt*: *My (arm / finger / back / leg / stomach) hurts.*
My (legs) hurt.

feel / be + adjective: *I feel / am* (*dizzy / nauseous / drowsy / exhausted / faint / weak / sick*).

can't stop + -ing verb: *I can't stop* (*coughing / scratching / sneezing*).

Questions

How do you feel?

What hurts?

Does your head hurt?

Where does it hurt?

- A** Read the two conversations and complete the sentences. Use the correct form of *be*, *have*, *feel*, *can't stop*, or *hurt*.

Conversation 1

- A: What's wrong?
B: I (1.) _____ exhausted. I didn't sleep well last night.
A: (2.) _____ you sick? Maybe you (3.) _____ a cold.
B: No, I'm fine. It's my husband, Fred—he (4.) _____ the flu.
A: I'm sorry to hear that.
B: Yeah, it's pretty bad. He (5.) _____ coughing. It keeps me awake at night. And now my head (6.) _____.

Conversation 2

- A: Mom, my stomach (7.) _____.
B: Do you (8.) _____ a fever?
A: No, I don't think so.
B: Do you (9.) _____ nauseous?
A: No, not at all. But you know, I did have potato chips and peanut butter for dinner.

- B** Write two sentences about each of the pictures on a separate piece of paper. Use the different grammar patterns for describing symptoms.



LESSON B

Reported Speech: Commands and Requests		
	Quoted speech	Reported speech
Command	The doctor said, "Get some rest." The doctor said, "Don't smoke." Jane's mom said, "Be home at midnight."	The doctor told <u>me</u> to get some rest. The doctor told <u>him</u> not to smoke. Her mom told <u>her</u> to be home at midnight.
Request	Jon said, "Please turn off <u>your</u> phone." Maria asked, "Can <u>you</u> help <u>me</u> ?" Chen said, "Please text me later."	Jon asked <u>me</u> to turn off <u>my</u> phone. Maria asked <u>us</u> to help <u>her</u> . Chen asked <u>me</u> to text <u>him</u> later.

Quoted speech uses a person's exact words: "*Get some rest,*" *said the doctor.*

Reported speech explains what someone else has said: *The doctor told me to get some rest.*

A **command** is an order: someone tells you what to do.

To report a command, use *tell + noun / pronoun + (not) infinitive (to + verb)*.

If someone makes a **request**, the person is asking you to do something.

To report a request, use *ask + noun / pronoun + (not) infinitive (to + verb)*. Notice how some underlined words change in reported speech.

A Read each quoted command or request. Then complete the sentences in reported speech.

1. "Clean your room!" my mom says every day.

My mom is always telling me _____.

2. "No texting in class!"

Our teacher often tells us _____.

3. "Can you loan me some money?"

Sometimes my friend asks me _____.

4. "Dad, can you drive me to school?"

Yesterday, I asked my dad _____.

B Read the sentences with quoted speech. Then rewrite each one in reported speech.

1. Coach Jon said to the team, "Don't give up!"

2. My friends asked me, "Will you help us?"

3. Anna said to her older sister, "Don't boss me around!"

4. The librarian said to Mrs. Green, "Please be quiet."

5. Professor Lewis asked our class, "Please turn in your papers tomorrow."

6. The parents said to their children, "Don't talk to strangers."

UNIT 8 THE ACTIVE LIFE

LESSON A

The Present Perfect vs. the Present Perfect Continuous

	<i>have / has + (not)</i>	<i>been</i>	<i>verb + -ing</i>		
I	have(n't)	been	doing	much in my spare time.	Use the <u>present perfect continuous</u> for an action that started in the past and continues in the present.
She	has(n't)	been	participating	in the school play.	

Incorrect: I've been taking this test three times already.
Correct: I've taken this test three times already.

To talk about a repeated action in the past, use the present perfect, not the present perfect continuous.

I've been playing cricket since I was a child.
=
I've played cricket since I was a child.

When you use *for* or *since* to indicate a specific period of time in the past, you can use the present perfect continuous or the present perfect. They have the same meaning.

I've been reading a book on long-distance running. I'm enjoying it. (The action is ongoing.)
≠
I've read a book on long-distance running. It was excellent. (The action is completed.)

Some sentences don't indicate a specific time in the past. Use the present perfect continuous for an action that is still happening. Use the present perfect for a completed action. These two sentences have different meanings.

I've been going to the gym a lot lately.
Recently I've been working out more.

To emphasize that an action has been happening in the recent past up to now, use words like *lately* and *recently* with the present perfect continuous.

Incorrect: I've been owning that car for ten years.
Correct: I've owned that car for ten years.

As with other continuous tenses, don't use stative verbs (such as *hear*, *like*, and *own*) with the present perfect continuous. Use the present perfect instead.

Incorrect: I've been taking this test three times already.
Correct: I've taken this test three times already.

To talk about a repeated action in the past, use the present perfect, not the present perfect continuous.

- A** Tom has started a lot of activities, but hasn't finished them. Write five affirmative sentences in the present perfect continuous using the verbs in the box. What is one activity that he hasn't started yet? Write one negative sentence. (Note: The verb *do* is used twice.)

do eat study talk watch

1. He's been doing his homework.
2. _____
3. _____
4. _____
5. _____
6. _____



B Circle the correct answer(s) to complete each sentence.

1. I've gotten / I've been getting increasingly active since I joined the judo club.
2. I've belonged / I've been belonging to the club for three months.
3. This is the third time I've taken part / I've been taking part in an extracurricular activity.
4. We've practiced / We've been practicing after school every day since April.
5. My sister has joined / has been joining the photography club.
6. She's taken / She's been taking pictures every day.

LESSON B

Review: The Simple Past vs. the Present Perfect vs. the Present Perfect Continuous

	Completed past action	Actions started in the past continuing up to now
Simple past	❶ I visited South Africa in 2010.	
Present perfect	❷ I've visited South Africa once.	❸ Fabiola has skated for years.
Present perfect continuous		❹ Fabiola has been skating for years.

❶ Use the simple past to talk about completed (finished) actions.

❷ You can use the present perfect to talk about past actions if the time they happened is not stated.

In sentence ❶, the speaker says when he was in South Africa: *in 2010*. For this reason, the simple past is used.

In sentence ❷, the speaker has been to South Africa in the past, but he doesn't say when. The present perfect is used.

❸&❹ You can use the present perfect or the present perfect continuous with *for* or *since* to talk about an action that started in the past and continues up to now. Notice that sentences ❸ and ❹ have the same meaning.

Do NOT use the present perfect continuous in the situations below. Use the present perfect instead.

With stative verbs (verbs not used in the continuous like *be, have, like, hate, know, need*):

I've been knowing her for five years. *I've known her for five years.*

To talk about actions that happened a specific number of times:

She has been winning the gold medal in the event six times. *She has won the gold medal in the event six times.*

A Read about mountain climber Erik Weihenmayer. Complete the sentences with the verbs in parentheses. Use the present perfect or the present perfect continuous.

Erik Weihenmayer (1. be) _____ blind* since he was 13. He (2. climb) _____ since he was 16, and he's still doing it.

Erik (3. climb) _____ Mount Everest. Also, he (4. reach) _____ the top of the Seven Summits—the seven tallest mountains on the seven continents.

Erik (5. develop) _____ his own climbing system. His partners wear bells on their vests. He follows the sounds of the bells.

Erik (6. think) _____ about his next trip for a long time, but he (7. not choose) _____ a place to go yet.

*blind = unable to see

B Circle the correct verb form to complete each sentence. Sometimes, both answers are possible.

I learned / I've learned how to play dominoes from my grandfather many years ago. He taught / He's been teaching me the game during my summer break from school.

My cousin is 20 years old. He played / He's been playing dominoes since he was seven years old. He's been / He's been being in many dominoes competitions. Last year he got / he's gotten second

place in a really big contest. **He's always done / He's always been doing** well under pressure. I think he'll win first prize this year.

My grandfather **has played / has been playing** the game for 50 years. He says **he's played / he's been playing** about 20,000 games, and he doesn't plan to stop.

UNIT 9 SOCIAL ISSUES

LESSON A

Too + Adjective / Adverb; too much / too many + Noun

	too	Adjective / Adverb	(Infinitive)	
You're 17. You're	too	young	to vote.	
That candidate speaks	too	quickly.		
	too much / too many	Noun	(Infinitive)	
	Too much	pollution		is bad for your lungs.
Our city has	too many	problems	to solve	in one day.

Too means “to a greater degree than is acceptable.” It often has a negative meaning.

It comes before adjectives and adverbs.

Use *too much* before noncount nouns.

Use *too many* before plural count nouns.

Adjective / Adverb + enough; enough + Noun

	Adjective / Adverb	enough	(Infinitive)	
I'm 21. I'm	old	enough	to vote.	
These are good seats. I can hear	well	enough.		
	enough	Noun	(Infinitive)	
We have	enough	water	to get by	for now.
They have	enough	police officers		on the street.

Enough means “as much as you need” or “as much as is necessary.”

It comes after adjectives and adverbs.

It comes before nouns (count and noncount).

- A Complete the reasons on the right with *too*, *too much*, *too many*, or *enough*. Then match the questions with the answers.

1. Why are you so hungry now? _____
 2. Why does your stomach hurt? _____
 3. Why did you fail the driving test? _____
 4. Why didn't you take the driving test? _____
 5. Why did you lose the race? _____
 6. Why are you running indoors? _____
 7. Why did they close the bridge? _____
 8. Why didn't you jump off the diving board? _____
- a. Because I'm _____ young to drive.
 - b. Because I ate _____ candy.
 - c. Because there were _____ people on it.
 - d. Because it's _____ hot outside.
 - e. Because I didn't study hard _____.
 - f. Because I didn't eat _____ breakfast.
 - g. Because I wasn't brave _____.
 - h. Because I ran _____ slowly.

B  Correct the errors with *too* or *enough* below. Check your answers with a partner.

1. I can't button this shirt. It isn't too big.
2. It's not dangerous here. It's enough safe to go out at night by yourself.
3. It's crowded. There are too much people in this little room.
4. These condos are expensive enough to buy. We need more affordable housing.
5. He's only 12 years old. He's old enough to get a driver's license.

LESSON B

Future Real Conditionals	
If clause	Result clause
A: What will happen if a woman works? B: If a woman works ,	(then) a family will have more money.
A: What will happen if we don't protect our open spaces? B: If we don't protect our open spaces,	(then) future generations won't have places to relax.
Result clause	If clause
A family will have more money	if a woman works .

Future real conditionals are used to talk about possibilities or to make predictions. The *if* clause states a possible situation. The result clause says what will or might happen.

The verb in the *if* clause uses the simple present. Don't say: *If a woman will work...*

The verb in the result clause uses a future form. You can also say, for example: *If we don't protect our open spaces, future generations aren't going to have places to relax.*

If you aren't certain about the result, you can use *might (not)* or *may (not)* in a result clause:

If a woman works, a family may / might have more money.

At the start of the result clause, you can use or omit the word *then*. Don't use *then* if the result clause comes first.

The result clause can come first in a sentence with no change in meaning.

In writing, when the *if* clause comes first, put a comma before the result clause.

A Use the simple present or future of the verbs in the box to complete the sentences.

be	get	make	not pass	not say	not study
educate	have	leave	miss	save	see

1. You 'll save money if you get a roommate.
2. If I miss all weekend, I will have the test on Monday.
3. I will see hello if I see him on the street.
4. If you get up early, you will have all the fun.
5. It is better for the Earth if couples have smaller families.
6. If we have people, they will make better decisions.

B Find and correct the mistake in each sentence.

1. If more people will carpool, there will be less traffic on the roads.
2. The school is going to cancel the picnic if it raining tomorrow.

3. If the team won't win tomorrow's game, then they'll be out of the World Cup.
4. You'll make more money in the future if you will go to college.
5. If we destroy the forests, then many animals die.
6. I might visit Italy this summer if I will have enough money.

C For each sentence in **B**, think of one more result and write a conditional sentence. The conditional should be one that follows the sentence in **B**.

1. If there is less traffic on the roads, people will be happier.

2. If the school cancels the picnic,

3.

4.

5.

6.

7 WELLBEING

LESSON A HOW DO YOU FEEL?

1 VOCABULARY

A Complete the sentences. Use the words or phrases in the box.

blink	chew	dizzy	exhausted	shiver	weak
breathe	cough	drowsy	make sense	swallow	

1. I am really tired. I'm completely _____.
2. Don't _____ on me! Please cover your mouth.
3. Are you feeling _____? You look a little sleepy.
4. When it's cold like this I always _____.
5. Be sure to _____ your food completely before you _____.
6. When you feel stressed, just _____ deeply for a few minutes.
7. The sunlight always makes me _____ my eyes.
8. Standing on the edge of a tall building makes me feel _____.
9. After being in bed for a week, I felt _____; I had no energy.
10. Drinking hot tea when you have a fever doesn't _____.

B Fill in the words from **A** in the correct box in the chart.

Verb	Adjective

C What should these patients do? Write your ideas.

1. I have been coughing for a week. _____
2. I can hardly breathe. _____
3. I have a mild headache. _____
4. I'm shivering. _____

2 CONVERSATION

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

1. always / I / people / advise / rest / to

2. give / try / I'll / it / a

3. sense / me / make / that / to / doesn't

4. could / never / that / I / do

5. I / you / rest / were / if / I'd

6. you / opinion / my / go / should / home / in

7. for / sure / not / me / would / work / I'm / that

8. and / I'll / get / try / back / to / it / you

B Put the sentences in order to make conversations.

Conversation 1

____ I'm not sure.

____ I felt dizzy and I fell on the stairs.

____ Excuse me. Are you all right?

____ Do you still feel dizzy?

____ What happened?

Conversation 2

____ That doesn't sound too bad!

____ Why? What's the matter with me?

____¹ In my opinion, you should go to the hospital.

____ Well if I were you, I wouldn't take any chances.

____ You have a fever and a very serious cough.



3 GRAMMAR

A Put the words in order to create sentences. Add commas if necessary.

1. my / a cough / have / sore / I / is / and / throat

2. can't / shivering / stop / Greg / cold / feels / really / and / he

3. terrible / the flu / because / Barb / feels / has / she
-

4. have / a headache / I / feel / and / I / faint
-

5. stay / can't / coughing / stop / should / home / I / so / I
-

B What seems to be the problem? Use the words in the box to complete the sentences.

cold	scratching	a cut	sneezing	a sore throat	eyes
exhausted	nauseous	ear	shivering	a fever	drowsy

Have

1. I can't swallow well. I have _____.
2. My arm is bleeding. I have _____.
3. Sally has a bad _____. _____.
4. Check Tom's temperature. He might have _____.

Feel

5. I ate too much, so I felt _____.
6. When I work too hard, I feel _____.
7. It's time for bed. I feel _____.

Can't stop

8. My skin feels itchy and I can't stop _____ it.
9. My nose is all red. I can't stop _____.
10. When he came out of the water after swimming, he couldn't stop _____.

Hurt

11. Mario's _____ hurts.
12. My _____ hurt.

LESSON B CHOICES AND CONSEQUENCES

1 VOCABULARY AND GRAMMAR

A Match the words and their meanings.

- | | |
|-----------------------|--|
| 1. ____ ground | a. You skip school. |
| 2. ____ well paid | b. You don't have a strong feeling, but you do something anyway. |
| 3. ____ sick of | c. You are very upset about something. |
| 4. ____ worried sick | d. You fix a problem. |
| 5. ____ sick day | e. You punish someone so they can't leave the house. |
| 6. ____ take care of | f. You are successful. |
| 7. ____ might as well | g. a day home from school or work |
| 8. ____ do well | h. making a lot of money |
| 9. ____ call in sick | i. You tell someone what to do. |
| 10. ____ care about | j. You are very tired of something. |
| 11. ____ boss around | k. You act a certain way toward someone. |
| 12. ____ treat | l. You phone your boss to say that you can't go to work. |
| 13. ____ cut class | m. You love somebody and want good things to happen to them. |

B Write these sentences in reported speech.

1. My instructor said to me, "Please learn five new words every day."

(asked) _____

2. The doctor said to Carlos, "Eat more fruit and vegetables."

(told) _____

3. Our boss said to Jenny, "Finish the report by Friday."

(told) _____

4. My mother said to me, "Call more often."

(asked) _____

5. The police officer said to Dave, "Don't drive so fast."

(told) _____

C Think about good advice people have given you. Write sentences in reported speech.

Example: *My grandmother told me to think about the present, not the future.* _____

Your family _____

Your instructor _____

Your friend _____

2 READING AND WRITING

A Read this article about health.

HEALTH TALK

Get in the habit!

We all know that good **habits** bring good health, but we don't **realize** how much of a difference these habits can make. In the 1970s, scientists at the University of California–Los Angeles interviewed 7,000 people about their health habits. Then they followed these people to see how long they lived.

The scientists discovered that seven habits were closely **linked** with a longer life. These habits are:

1. eating breakfast every day
2. **avoiding** snacks between meals
3. keeping an **ideal** weight—not too heavy or too thin
4. exercising regularly
5. sleeping seven to eight hours per night—not more or less
6. not smoking
7. drinking two or fewer alcoholic drinks per day



The researchers found that these habits had a **powerful** effect on health. People in this study who had three or fewer of these habits lived another 21.6 years. People who had six or seven could expect to live another 33 years! People aged 55 to 64 with all seven good habits were as healthy as younger people aged 25 to 34 who practiced only one or two of the habits.

But how do you change your habits? A slow approach is the best way. Make one small change every week. and be patient. It takes about 21 days to form a new habit.

B According to the article, which things are good for your health (+) and which are bad for your health (−)? Which are not mentioned (×)?

- | | |
|--|--|
| 1. <input type="checkbox"/> having only coffee for breakfast | 6. <input type="checkbox"/> sleeping 7 or 8 hours a night |
| 2. <input type="checkbox"/> taking vitamins | 7. <input type="checkbox"/> being very skinny |
| 3. <input type="checkbox"/> going for a walk every day | 8. <input type="checkbox"/> swimming three times a week |
| 4. <input type="checkbox"/> eating ice cream as a snack | 9. <input type="checkbox"/> seeing your doctor every year |
| 5. <input type="checkbox"/> drinking a few glasses of wine with dinner | 10. <input type="checkbox"/> having cereal and toast every morning |

C Match the words from the readings to their meanings.

- | | |
|------------------|--------------------------|
| 1. habits ____ | a. stay away from |
| 2. powerful ____ | b. connected |
| 3. realize ____ | c. exactly right |
| 4. avoid ____ | d. things you usually do |
| 5. ideal ____ | e. very strong |
| 6. linked ____ | f. understand |

D Fill in the verbs to complete the sentences.

do	get	have	reduce	stop
feel	go	sleep	wake	

I stopped drinking coffee because I couldn't (1.) _____ at night. It was hard to break that habit, but now I don't wake up in the middle of the night anymore. If you want to (2.) _____ drinking coffee, here's some advice. Don't stop drinking coffee suddenly. You might (3.) _____ a headache. (4.) _____ the amount of coffee slowly. Drink juice or herbal tea instead. If you usually (5.) _____ coffee in the morning, (6.) _____ for a walk or (7.) _____ exercises instead. That will (8.) _____ you up. And go to bed early! A lot of people drink coffee just because they (9.) _____ tired.

E Write about how to change a bad health habit or solve a health problem.

8 THE ACTIVE LIFE

LESSON A LEISURE TIME

1 VOCABULARY

A Complete each sentence with one of these words: *active, activity, or activities*.

1. Larry is an _____ member of the tennis team.
2. Bowling and golf are my spare time _____.
3. It's hard to stay _____ in the winter.
4. Swimming is my favorite physical _____.
5. I participate in a wide range of _____.
6. Grandma will be healthier if she remains _____ all of her life.

B Write the words in order to make sentences.

1. teens / activity / enjoy / most / physical

2. students / teams / involved / many / in / sports / are

3. professional / Alexis Sanchez / athlete / a / is

4. sports teams / school / has / range / a / of / wide / the

5. stay / people / active / should / older

6. leisure / several / have / I / activities / time / for

7. activity / need / you / do / to / an / outdoor

8. Luis / serious / is / athlete / a

2 CONVERSATION

A Number the sentences in order to make a conversation.

- _____ Not really. Is it a sport?
- _____ Where is it practiced?
- 1 _____ What are you doing tonight?
- _____ I'm going to do tai chi with my friend. Are you familiar with it?
- _____ Kind of. It's an ancient type of exercise that's really relaxing.
- _____ It's popular in China. People like to do it in parks.



B Write new conversations about these games.

1. Cricket

Sue: _____

Clive: _____

Sue: _____

Clive: _____

Sue: _____

Clive: _____



2. Bocce ball

Jon: _____

Gino: _____

Jon: _____

Gino: _____

Jon: _____

Gino: _____



3. A game from your country

Friend: _____

You: _____

Friend: _____

You: _____

Friend: _____

You: _____

3 GRAMMAR

A Write questions and answers with the present perfect continuous tense.

Example: Carol / live in that house How long has Carol been living in that house?

1992 *She's been living there since 1992.*

She's been living there since 1992.

1. Bill / study in Japan _____

April _____

2. your brother / talk on the phone _____

more than two hours

3. Sandra / work at the hospital

2011

4. that dog / bark

a few hours

B Write sentences about yourself with the present perfect continuous tense.

1. attend this school

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2. learn English

3. live in this city

4. cook your own meals

5. do this homework

6. be a student

C Correct one mistake in each sentence.

1. I've been work since 7:00 this morning, so I'm really tired.

2. Yalda and her friend has been talking in the cafe for two hours.

3. Keisha has been living in New York since ten years.

4. How long has he been taken tennis lessons?

5. I've been playing soccer when I was eight years old.

6. I been married for six months.

LESSON B DARING ACTIVITIES

1 VOCABULARY AND GRAMMAR

- A** Complete the sentences. Use the words in the box.

ask believe learn head pay prepare spend stay warn

1. Before I _____ out, let me make sure I've packed everything.
2. Can you _____ for the bill so we can _____ for our meals?
3. How much money did you _____ on your flights to Hawaii?
4. I have to _____ you about traveling to India in monsoon season.
5. How did you _____ for the competition?
6. Do you _____ that there could be life on other planets?
7. I think that I will _____ in tonight and go to bed early.
8. What did you _____ in class today?

- B** Complete the sentences with the correct verb in the present perfect or present perfect continuous tense.

1. I (see) _____ that movie three times. It's fabulous!
2. Katie (enjoy) _____ playing cards since she was a child.
3. I (study) _____ for four hours now. I think I need a break.
4. It (rain) _____ all day and now the street is full of water.
5. I (read) _____ that article already. It wasn't very interesting.
6. Professor Jones (write) _____ a book for twenty years. It's almost finished.
7. My family (take) _____ three trips to England. It's a beautiful country.
8. We (work) _____ on this project since October. It's due next week.

- C** Read the sentences. If the sentence is correct, write C. If it's not, correct the mistake.

1. I have learned English for six years.
2. My family visited Singapore twice.
3. Have you been living here for a long time?
4. The weather has been nice all week!
5. I have been listening to this album yesterday. I love it!
6. She has cooked for three hours. Do you think she's almost done?
7. Have you ever eaten Thai food?
8. I've never been going to a cricket match.

2 READING AND WRITING

- A Read the article.

Adventurous Race

It's a team sport. It can include mountain climbing, biking, boating, and trail running. It has lots of "special mystery events"—like climbing over a five-meter wall and carrying a team member for three kilometers. What is it?

Adventure racing has become a popular way for people to test their strength and endurance, while also facing the unpredictability of nature. Because some races can be 24 hours long or

more, the challenge is not only physical, but also mental. Participants must train before the event, but not all competitors are athletes. For many, just completing the race is an accomplishment.



In the Bitter Pill, a race in Vermont, teams of two or three men or women race for 12 hours over 25 miles, beginning at 5 AM. They run, swim, climb, hike, and paddle, and they do it all while navigating with a map or compass. They are not given the race route, and are not allowed to use their phones for guidance.

Another popular race, the World's Toughest Mudder, is a 24-hour obstacle course. It takes place in the desert of Las Vegas, Nevada, so it's very hot in the day, but very cold at night. Although the course is only five miles, competitors run the course over and over again, as many times as possible, for a whole day and night. The team that runs the most complete laps is the winner.

Speed and stamina are very important for adventure racers, but there's one more unusual thing about the sport. To win the race, all team members must finish together. This focus on teamwork is one of the things that seems to attract participants to these events year after year.

- B Read the sentences. Circle T for *True* and F for *False*. Circle NG if the information is *Not Given*.

- | | | | |
|---|---|---|----|
| 1. Adventure racing started in 1990. | T | F | NG |
| 2. Some races are over a day long. | T | F | NG |
| 3. The Bitter Pill begins at midnight. | T | F | NG |
| 4. Both men and women can participate. | T | F | NG |
| 5. Racing is easier when it's cold. | T | F | NG |
| 6. Adventure races stop at night. | T | F | NG |
| 7. Adventure races include both land and water sports. | T | F | NG |
| 8. The World's Toughest Mudder takes longer than the Bitter Pill. | T | F | NG |

- C** Circle the correct words to complete the paragraph.

My favorite hobby is nature photography. I've been (1.) *taken / taking* pictures outdoors for more than ten years. In that time, I've (2.) *traveling / traveled* to several national parks in my country. I've also (3.) *visited / been visiting* Mexico and Brazil. I (4.) *like / have been liking* to take pictures of birds and animals. I've (5.) *get / gotten* some really nice photos, but sometimes I can't find my favorite pictures. That's because I (6.) *haven't stopped / have stop not* to organize them yet!



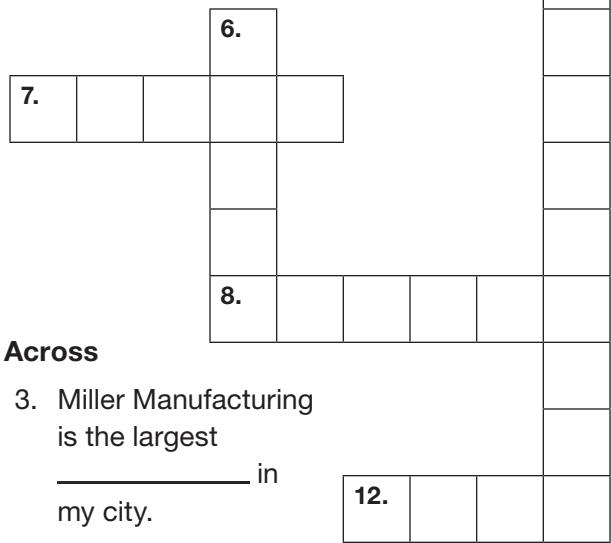
- D** Write about your favorite hobby or pastime.

9 SOCIAL ISSUES

LESSON A IN MY COMMUNITY

1 VOCABULARY

A Solve this crossword puzzle.

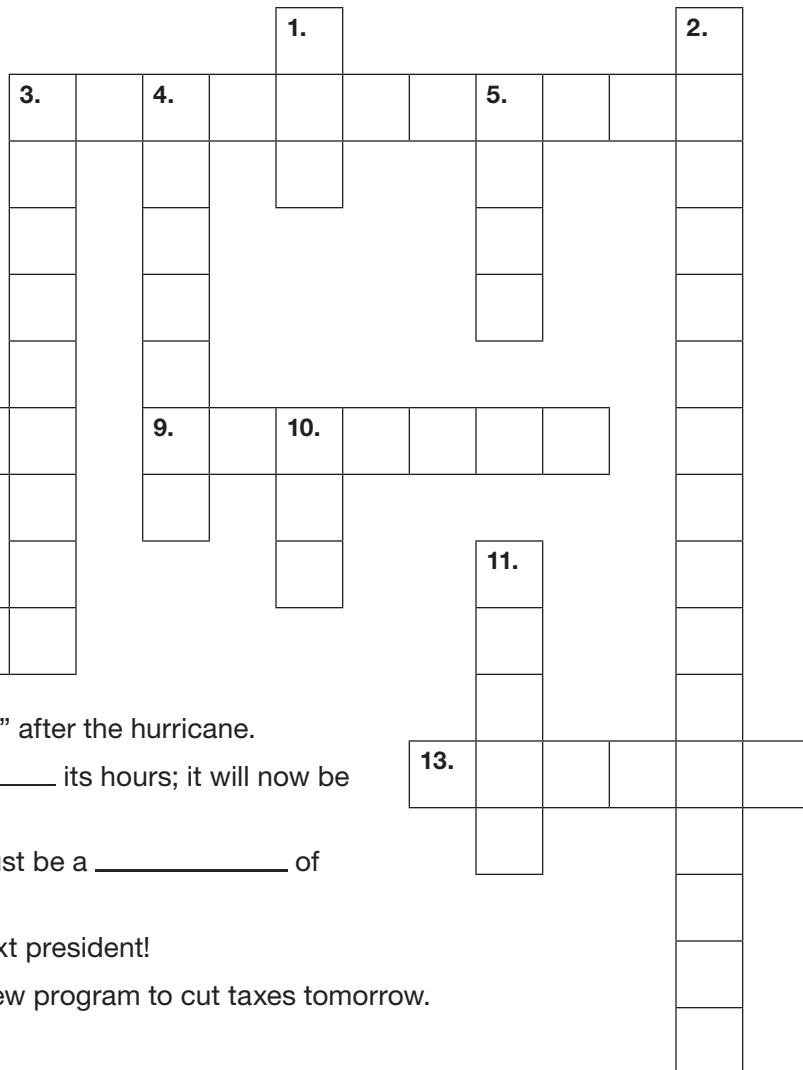


Across

3. Miller Manufacturing is the largest _____ in my city.
7. The mayor vowed to maintain "business as _____" after the hurricane.
8. The public pool is going to _____ its hours; it will now be open until 10 PM!
9. The President of the United States must be a _____ of the United States.
12. _____ on Tuesday for the next president!
13. The president will _____ a new program to cut taxes tomorrow.

Down

1. I _____ never to smoke another cigarette.
2. My family was excited and agreed with my idea _____.
3. My brother is a _____ for president of his school's photography club.
4. He was president last year and the members will probably _____ him.
5. This would be his second _____ as president.
6. No one wants the government to _____ taxes.
10. He plans to _____ the rich and corporations more.
11. The politician's plan for the country was _____ and easy to understand.



2 CONVERSATION

A Match the sentence parts to make sentences about presentations.

- | | |
|--|--|
| 1. I'll begin by _____ | a. overview. |
| 2. Then I'll list _____ | b. cause of the problem is overcrowding. |
| 3. Another _____ | c. introducing the topic. |
| 4. I'll provide an _____ | d. something very important. |
| 5. Today, I'd like to talk about _____ | e. two or three examples. |

B Number the sentences in order to make a speech.

- _____ It looks like about three-quarters of you have a smartphone.
_____ So let's start by having people who own smartphones raise their hands.
_____ Today I'd like to talk to you about problems with technology.
_____ Then I'll list some ways to solve this problem.
_____ That means that at any moment there's a 75% chance that I will be interrupted.
_____ I'll begin by describing what I think the problem is.

C Write the beginning of two speeches. Use these expressions: *Today I'd like to, I'll begin by, I'll provide an overview, Then I'll list, Let's first talk about, One of the main causes, Another cause, and And finally.*

1. Problem: Too many students in each class

2. A topic of your choice

3 GRAMMAR

A Fill in the blanks with *too*, *enough*, *too much*, or *too many*.

1. I don't exercise in the morning because I don't have _____ time.
2. You drink _____ soda. It's really bad for your teeth.
3. I couldn't sit down on the train. There were _____ people.
4. Do you have _____ money to buy a car?
5. I don't want to go swimming today. It's _____ cold.
6. The TV isn't loud _____. I can't hear it.

B Write sentences with *not enough*, *too much*, or *too many*.

Example: this coffee / + sugar in it I don't like this coffee. There's too much sugar in it.

1. taking the bus / – buses in our city

2. my math class / + homework every day

3. this department store / – clothes in my size

4. the beach on weekends / + people there

5. my apartment / – windows

6. (your idea)

C Fill in the blanks with *too much*, *too many*, or *enough*.

Garbage is a serious problem in my country. We throw away (1.) _____ paper and (2.) _____ soda cans, and there isn't (3.) _____ space for it all. This is a small country and we don't have (4.) _____ land for more garbage dumps. (5.) _____ people throw their garbage everywhere, and they don't think about the pollution this causes. I think we need a better recycling system. Now, there aren't (6.) _____ recycling stations in cities and towns, so it isn't convenient to use them. If (7.) _____ people are able to recycle their waste, our country will become clean and attractive again.

LESSON B MODERN CHALLENGES

1

VOCABULARY AND GRAMMAR

A Match the words with their meanings.

- | | |
|-----------------------|---|
| 1. destroy _____ | a. help someone believe they can do something |
| 2. provide _____ | b. make something better |
| 3. encourage _____ | c. save |
| 4. waste _____ | d. make someone do what they don't want to do |
| 5. spread _____ | e. put an end to something |
| 6. rely on _____ | f. when a city expands into open spaces |
| 7. improve _____ | g. give; supply |
| 8. force _____ | h. become bigger or wider |
| 9. support _____ | i. agree with |
| 10. development _____ | j. creation of something |
| 11. protect _____ | k. depend on |
| 12. sprawl _____ | l. loss or misuse of something valuable |

B Are these things positive (+) or negative (-)?

- | | | |
|--------------------------------|----------------------------------|---------------------------|
| improving air quality _____ | protecting the environment _____ | wasting tax money _____ |
| providing free education _____ | destroying open spaces _____ | spreading pollution _____ |

C Write sentences with *if* and *will / won't* about what will happen.

Example: the weather is bad this weekend If the weather is bad this weekend, I'll stay home and clean my room.

1. I have time this weekend

2. I have enough money

3. pollution spreads

4. my city gets bigger

5. more people recycle

2 READING AND WRITING

A Read the interview and fill in the interviewer's questions.

Fifteen Minutes with . . .

Campus Weekly

Sean Morse, *founder of Students Opposed to Sweatshops*

Interviewer: What is a sweatshop, exactly?

Sean: A sweatshop is a factory with very bad work conditions.

Interviewer: 1.

Sean: Many people think they're only in poor countries, but that's not true. For example, reporters have found sweatshops in New York, making clothes with famous brand names.

Interviewer: 2.

Sean: Well, we did some research to find out where National University's baseball caps were produced. They came from a factory overseas where women and children worked more than 56 hours a week. And their pay is extremely low. The workers get only eight cents for each cap they sew. Even working full time, that's less than half of what a family needs in that country. And if workers can't work extra hours, they lose their jobs. Some women in the baseball cap factory wanted to take classes at night. They were fired.



Interviewer: 3.

Sean: Most countries already have laws to protect their workers, but sweatshops break the law to earn more money. If countries don't use the laws they already have, new laws won't help.

Interviewer: 4.

Sean: Buy products from companies that treat their workers well. National University now buys its sports clothes from other companies with much better working conditions.

Interviewer: 5.

Sean: No! The prices end up being only slightly higher. Workers' pay is just a small part of the cost of these products. If the baseball cap factory pays only 16 cents more per cap, the workers will have enough to live on. Those caps now cost \$20. Will you pay 16 cents more to help a family to live better?

Interviewer: 6.

Sean: It's not easy because the situation changes so fast. The best thing to do is to check our website. It has information about different companies we've studied.

Where can we get information about companies?

Are the prices much higher?

Where are they located?

What should we do?

Can we stop sweatshops with new laws?

How bad are conditions in these sweatshops?

B Circle the correct answers.

1. Sweatshop workers *can / can't / must* work long hours.
2. Sweatshops are in *rich / poor / rich and poor* countries.
3. If workers want to go to night classes, they *lose their jobs / get promoted / work less hours*.
4. Now, there are *many / few / no* laws against sweatshops.
5. If sweatshop workers earn more money, products will be *much more / a little more / no more* expensive to buy.
6. To help sweatshop workers, people should *make new laws / buy from good companies / give money to the workers*.

C Write about a problem in your country (or in the world) and how to solve this problem.



7 Good Morning World

Doctor's Orders

A In the video, someone calls Good Morning World to ask for some advice. Watch the video again and check (✓) the answers. Then compare your answers with a partner's.

1. What are the caller's symptoms?

- a. His throat hurts, and he can't swallow.
- b. He feels dizzy.
- c. He can't stop coughing.
- d. He is shivering and feels very drowsy.
- e. He feels nauseous.

2. What advice did he get?

- a. His doctor told him to take a sick day and get some rest.
- b. Dr. Glass said to do what his doctor asked him to do.
- c. Dr. Glass told him to take some medicine for his cough.
- d. Dr. Glass said, "If I were you, I'd go to bed."
- e. Kim, Rashid, and Dr. Glass told him to go back to work.

B Watch the video again. Circle the answers. Then check your answers with a partner.

1. Jay *called in / was worried* sick.

6. The caller said he can't stop *coughing / sneezing*.

2. Jay told Rashid to put on one of his *shirts / ties*.

7. Dr. Glass asked, "Did you *call / see* your doctor?"

3. Rashid said, "He sounds *weak / dizzy* and exhausted."

8. The caller said, "Don't *ground me / call in* sick again."

4. Kim said, "It's a good thing Mother Jones is there to *care about / take care of* him."

9. Kim told Jay to listen to his doctors and *his boss / his mother*.

5. Dr. Glass said, "They can't stop sneezing or they can't stop *coughing / sweating*."

C Role-play a doctor and a sick patient. The doctor should give advice to the patient. Then the patient reports to the class what the doctor said.

Doctor	Patient
How do you feel? What are your symptoms? How can I help you?	I feel sick / drowsy / dizzy. I can't stop coughing / sneezing. I have a rash. I feel weak / nauseous.
In my opinion, you should . . . call in sick / take a sick day / take care of . . . I always advise people to . . . If I were you, . . . I think the best idea for you is to . . .	I need advice. You're right. Thanks for the advice. That makes (a lot of) sense. I'll give it a try. I'm not sure that would work for me. That doesn't make sense to me. I could (never) do that.

7 City Living

It Must Be a Miracle!

- A** Are you usually anxious before a meeting with someone important? Why or why not? Make some notes. Explain your feelings to the class.

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

1. What happened to Sun-hee this morning?
 - a. She was in an accident.
 - b. She almost fainted.
 - c. She missed a big meeting.
2. According to Tara, how does Sun-hee say she feels now?
 - a. She's lightheaded and tired.
 - b. She has a headache and chills.
 - c. She feels hot and her throat hurts.
3. What is Sun-hee anxious about?
 - a. an appointment with the doctor
 - b. a blind date
 - c. a meeting with the university president
4. What reason does she give Mike for not eating?
 - a. She says she's just finished eating.
 - b. She says she's not hungry.
 - c. She says she's going to go out to lunch.
5. Who does Tara speak to on the phone?
 - a. the university president
 - b. the president's secretary
 - c. the doctor
6. What message does Tara give Sun-hee about the meeting?
 - a. She says it's been cancelled.
 - b. She says it will be held tomorrow.
 - c. She says it will take place at a different location.
7. What reason does Sun-hee give for feeling better?
 - a. She says eating made her feel better.
 - b. She says the medicine she took is working.
 - c. She says it must be a miracle.

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

- | | | |
|--|---------|------------|
| 1. Sun-hee was really sick. | I agree | I disagree |
| 2. Tara and Takeshi think Sun-hee was pretending to be sick. | I agree | I disagree |
| 3. Worrying too much can make a person feel sick. | I agree | I disagree |

7 Global Viewpoints

Getting Better

- A** ► How do these people get better? Watch the video “Getting better” and check (✓) the remedies that these people mention.

1. Alejandra	<input type="checkbox"/> sleeping pills	<input type="checkbox"/> medicines	<input type="checkbox"/> liquids
2. Gian	<input type="checkbox"/> medicine	<input type="checkbox"/> rest	<input type="checkbox"/> go to the doctor
3. Malinda	<input type="checkbox"/> rest	<input type="checkbox"/> cough medicine	<input type="checkbox"/> gargle with hot water and salt
4. Dave	<input type="checkbox"/> lotion	<input type="checkbox"/> skin cream	<input type="checkbox"/> toothpaste
5. Kumiko	<input type="checkbox"/> aloe vera	<input type="checkbox"/> a bandage	<input type="checkbox"/> burn cream
6. Catherine	<input type="checkbox"/> massage	<input type="checkbox"/> acupuncture	<input type="checkbox"/> aspirin

- B** ► Now watch the video again and circle *True* or *False*. Then correct the false sentences. Compare your answers with a partner’s.

1. Alejandra gets colds a couple of times a month.	True	False
2. When Gian is sick, she usually takes medicine.	True	False
3. Gian never goes to the doctor.	True	False
4. When Malinda was younger, her mother made her gargle with water and lemon.	True	False
5. Dave’s aunt believes toothpaste can cure everything.	True	False
6. Kumiko uses aloe vera for skin burns.	True	False
7. Catherine’s brother is interested in acupuncture.	True	False
8. Catherine is a little skeptical about acupuncture.	True	False

- C** ☻ Look at the list of common cold remedies below and check (✓) the ones you use. Then compare your answers with your classmates’. What remedies are the most common? What other remedies do people mention?

- stay home from school or work
- take aspirin
- take cough medicine
- gargle with hot water and salt
- drink tea with honey and lemon
- take vitamin C
- go to bed and stay there until you feel better
- drink orange juice
- avoid coffee
- eat chicken soup
- other: _____

8 Good Morning World

The Old Kimal Game

A Watch the video and circle *True* or *False*. Then work with a partner to correct the false sentences.

1. There were only 20 people at Kim's family reunion. True False
2. Kim has never won the ice-cream eating contest. True False
3. The reunion has become so big that they have to meet in Penn Park. True False
4. At the reunion, they play hockey, basketball, and baseball. True False
5. Kim's family really enjoys physical activities. True False
6. Kim says that the best part of the reunion is the Family Tennis Match. True False
7. Jay has never understood baseball. True False
8. Kim says that softball is like baseball but with a bigger bat. True False
9. Basketball is played with a bat and a ball. True False
10. The object of softball is to score the most runs. True False

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

1. How long has Kim's family been getting together for family reunions?
 - a. every year since Kim was eighteen years old
 - b. every year since Kim was eight years old
2. What do they do at the Kimal family reunion?
 - a. a wide range of activities including sports
 - b. they eat and talk, but don't play sports
3. Which sport has Jay never understood?
 - a. tennis
 - b. softball
4. How many people play on a softball field?
 - a. ten
 - b. twelve
5. What does Kim say that you have to be in order to be an active member of her family?
 - a. a professional athlete
 - b. a serious athlete

C Play "What game is it?" Explain how to play a game without saying its name. Act it out as you talk like Kim did in the video. The rest of the group tries to guess the name of game.

Equipment	People	Playing the game	How to win	Location
<ul style="list-style-type: none">• It's played with . . .• You need . . .• You don't need . . .	<ul style="list-style-type: none">• There are _____ (players / teams)• You are (competing against each other)	<ul style="list-style-type: none">• One team starts by . . .• The game begins when . . .• The game ends when . . .	<ul style="list-style-type: none">• The team with _____ wins.• The object is to (score) . . .	It is played on a (field).

8 City Living

Practice Makes Perfect

- A** Do you or someone you know play a musical instrument? What instrument(s)? How long have you or that person been playing? Fill in the chart. Tell the class.

Name _____

Instrument(s) _____

How long? _____

What do you like about playing? _____

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

1. Roberto has been playing the guitar *since he was a teenager / for about a year*.
2. Roberto has been studying the guitar seriously *since he was a teenager / for about a year*.
3. When Claudia was a kid, she *loved / hated* playing the flute.
4. Claudia started playing the flute again about two *months / years* ago.
5. Claudia says she's *enjoying it / playing better* this time.
6. Claudia has trouble finding *time / a place* to practice at home.
7. Roberto tells Claudia she can always *practice / find peace and quiet* at his place.
8. Claudia thinks the first song Roberto picks looks *a little tough / very easy*.
9. The song they finally play is one that *Claudia / Roberto* has been practicing lately.

- C**  How about you? Talk to a partner about his or her favorite free-time activity. Ask and answer the questions below. Then tell the class about your partner.

What's your favorite free-time activity? Describe it.

Why do you like it?

How long have you been doing it?

Where do you do this activity?

How often do you do it?

Do you do the activity alone or with other people? Explain.

8 Global Viewpoints

Favorite Activities / Favorite Sports

- A**   Watch the interviews about “Favorite activities” and match the names with the activities these people mention. Then compare your answers with a partner’s.

- | | |
|--------------------|--|
| 1. Natalie _____ | a. making jewelry |
| 2. Jonathan _____ | b. skiing, snowboarding, surfing the Internet, playing video games |
| 3. Catherine _____ | c. drawing |
| 4. Calum _____ | d. going to the movies, hanging with her friends, playing with her daughter, doing arts and crafts |

- B**   Now watch the interviews about “Favorite sports” and check (✓) the sentences that are true. Then work with a partner to correct the false sentences. Discuss any details you remember.

1. _____ Alejandra has been horseback riding since she was a child.
2. _____ Alejandra learned to scuba dive eight years ago.
3. _____ Gian has been doing in-line skating for fifteen years.
4. _____ Gian loves to skate because she likes to go fast.
5. _____ Martin has been studying tae kwon do for nine years and teaching it for one.
6. _____ Dan likes practicing yoga because it’s good exercise and it’s vigorous.
7. _____ Dan says that practicing kung fu helps him clear his mind.
8. _____ Miyuki doesn’t play sports, but she goes to games and enjoys the atmosphere.

- C**  Form groups of four. One person plays the role of a reporter and asks the other three classmates the questions below. Take notes on their answers. How are they the same? How are they different? Report your news to the class.

	Classmate 1	Classmate 2	Classmate 3
Do you play a sport? Which one(s)?			
What do you like about the sport(s) you play?			
How often do you play? Where?			
Do you like to watch sports on TV? What do you watch?			
Do you ever go to sports events? Which ones do you attend?			

9 Good Morning World

Jay Okay

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

1. "He is running a campaign to become mayor of our great city." Jay Kim Justin Aoki
2. "Do you ever stop and think, 'I'm not old enough . . .' " Jay Kim Justin Aoki
3. "I don't think age is important." Jay Kim Justin Aoki
4. "I am a citizen, and I am past the voting age." Jay Kim Justin Aoki
5. "I have seen your campaign advertised on TV." Jay Kim Justin Aoki
6. "You do that very well." Jay Kim Justin Aoki
7. "What does that mean?" Jay Kim Justin Aoki
8. "Improvement means you spend money to fix something." Jay Kim Justin Aoki
9. "The bottom line is we waste too much money." Jay Kim Justin Aoki
10. "He reminds me of someone." Jay Kim Justin Aoki

B Now watch the video again and check (✓) the sentences that are true. Then work with a partner to correct the false sentences. Discuss any details you remember.

1. _____ If Justin is elected, he will become the oldest mayor in the city's history.
2. _____ Justin says that never in his wildest dreams did he think that he'd actually be a candidate.
3. _____ The mayor is trying to be reelected to a fourth term.
4. _____ Justin is running neck and neck with the mayor.
5. _____ If Justin is elected, he will support improvement, not development.
6. _____ Jay says that development means you invest money to encourage others to take care of something.
7. _____ Justin says that the bottom line is that they provide too much for our citizens.
8. _____ Jay thinks that Justin is a nice young man.

C Imagine that you are running a campaign for mayor of your class. Create an advertisement to promote yourself as a candidate. Include some of the words or expressions below. Then present your ad to the class. Take a class vote on the most original ad.

progress / make progress vote (for / against) elect / reelection term	too many too much too little too few	I'd like to talk to you about . . . I'll provide an overview of . . .
campaign candidate citizen(s)	give it my best shot running neck and neck	Let's talk first about . . . And finally . . .

9 City Living

What Do You Think of New York?

- A** What do you like most about the community in which you live? What don't you like? Make a list. Tell the class.

What I like . . .	What I don't like . . .

- B**  Watch the video and check (✓) True or False. Work with a partner to correct the false sentences. Discuss any details you remember.

	True	False
1. The woman is conducting a survey about singles in the city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The reporter's first question is about noise pollution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Sun-hee and Takeshi think air pollution is a problem in the city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Takeshi says he has no opinion about traffic in the city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. What Sun-hee likes most about New York is the people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Takeshi likes the fact that there are so many opportunities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. According to Takeshi, New Yorkers can be very rude.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Takeshi says there's not enough time to enjoy everything in New York.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Sun-hee does not think that New York is expensive.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Takeshi finally agrees with Sun-hee that New Yorkers are rude.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- C**  What issues affect your community? Check (✓) your answers. Then compare and discuss your answers with a partner's.

- noise pollution
- job opportunities
- traffic
- graffiti
- air pollution
- affordable housing
- crime
- parking
- other: _____

9 Global Viewpoints

In My Community / Global Issues

- A**   Watch the interviews about “In my community.” Circle the words you hear. Compare your answers with a partner’s.

1. Malinda: “There *are* / *aren’t* many things that concern me in my community.”
2. Malinda: “A lot of people *don’t have* / *have enough* affordable housing.”
3. Martin: “We need to do something about *noise* / *air* pollution.”
4. Martin: “I live near a *police* / *fire* station.”
5. Natalie: “One problem that I see *a lot* / *a little* is graffiti.”
6. Natalie: “It *really bothers* / *doesn’t bother* me because I’ve lived here all my life.”

- B**   Watch the interviews about “Global issues” and match the names with the issues. Compare answers with a partner and discuss any details you remember.

- | | |
|--------------------|---|
| 1. Catherine _____ | a. global warming |
| 2. Nick _____ | b. education |
| 3. Malinda _____ | c. transportation of food to the hungry |
| 4. Alejandra _____ | d. HIV and AIDS |
| 5. Jennifer _____ | e. hunger |
| 6. Gian _____ | f. poverty |

- C**  What does your group think are the five most important global issues? List the issues in order of importance (1 = most important) and give reasons for each. Share your list with the class.

Global issues	Reasons
1.	
2.	
3.	
4.	
5.	

Worksheet

7A: What's the reason?



Reason: A mosquito bit me.



Reason: I've drunk too much coffee.



Reason: I'm allergic to dust.



Reason: I fell down the stairs.



Reason: I've been playing computer games.



Reason: It's freezing outside.



Reason: There was a stone in my sandwich.



Reason: I haven't had anything to eat.



Reason: I've been thinking too hard.



Reason: I have the flu.



Reason: I swallowed a bug.



Reason: My shoes are too small.

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Worksheet

7B: Say and tell

- A. Complete the following questions by adding *say, said, saying, tell, told, or telling*. For questions 11 and 12, also add your idea in the space provided.

1. Has anyone ever _____ you to stop doing something
 because it was bad for your health?

2. Do you usually _____ you're sorry if you accidentally
 bump into someone?

3. Have you ever _____ no to something you really wanted?

4. Do your friends ever _____ your secrets?

5. What do you usually _____ when you answer the phone?

6. Do/Did your parents always _____ you what to do?

7. Have you ever _____ a lie to avoid hurting someone's
 feelings?

8. Do you enjoy _____ stories?

9. What's the nicest thing that someone has ever _____
 to you?

10. Do you ever forget what you want to _____?

11. Can you _____ me the way to the nearest

a place

12. How do you _____
 in English? _____ a word in your language

- B. Now ask other students in the class the questions. Check the box below each question after you have asked it. Try to keep the conversation going by asking follow-up questions.

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Worksheet

8A: What's been happening?



Juan's eyes
are red.

Jenna's hair is wet.

Tina is sweating.

There is dirt all
over the floor.

There are crumbs
on the floor.

Fred's hand is sore.

The floor is wet.

Hee-Jin's knees
are dirty.

There's a terrible
smell in the kitchen.

Yumi is carrying
a lot of bags.

Clara's hands
are greasy.

The mirror is
steamed-up.

There's a nice smell
in the kitchen.

Carlo is out
of breath.

Matt is asleep
by the computer.

Mike is wearing
a tuxedo.

Mary looks amazed.

The room smells
like tobacco.

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Worksheet

8B: Snakes and ladders

FINISH!	sleep	hope	avoid	shop	work out
	46	45	44	43	42
try 36	37	read 38	39	be interested in 40	dream 41
eat 35	wait 34	take 33	think 32	watch (on TV) 31	want 30
date 24	25	help 26	27	28	own 29
be 23	22	listen to 21	20	have a cold	look for 18
12	make 13	learn 14	go 15	use 16	do 17
live in 11	get 10	study 9	wear 8	7	plan 6
START!	work 1	drive 2	ride 3	collect 4	play 5

Worksheet

9A: Too many problems

- A. Write two sentences about problems for each category. Use some of the expressions from the box below with your own ideas.

*There is too much (noise).
There isn't enough (space).
There is too little (fresh air).
I have too much (paperwork).
We need less/more (homework).*

*There are too many (trucks).
There aren't enough (parks).
There are too few (windows).
I don't have enough (friends).
We need fewer/more (teachers).*

my life:

our classroom:

our school:

my house or apartment:

my neighborhood:

my city:

my country:

the world:

- B. Now ask other people in the class about what they wrote. Put a check next to any of your sentences that were similar to what someone else wrote.

Worksheet

9B: Consequences



I'm thinking of moving to
_____.
(place)

I'm thinking of quitting
school/my job.

I've heard they're thinking of teaching
all university courses in English.

I've heard they're thinking of making it
illegal to own a dog in the city.

I've heard they're thinking of building a
huge shopping mall in the
downtown area.

I've heard they're thinking of raising
university tuition.

I think they're going to raise the age
limit for getting a driver's license.

I think they're going to make
recycling required.

I think they're going to increase
the bus/subway fares.

I think they're going to make it illegal
to use cell phones while driving.

I think they're going to make it illegal
to have more than one child.

I think they're going to double
the price of gasoline.

I think they're going to ban fishing in
_____.
(place)

I think they're going to ban cars from
coming into the downtown area.

I think they've decided not to show
any soccer on TV this year.

I think they've decided not to hold
elections this year.

