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GEOGRAPHIC
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Learning'

THIRD EDITION

WORLDLINK

Developing
English Fluency



Nancy Douglas ■ James R. Morgan

INTERMEDIATE 1

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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INSTITUTO CULTURAL PERUANO NORTEAMERICANO

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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

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UNIT 2 MILESTONES p. 16	LESSON A <i>Small steps</i> p. 18	I Like Being 98 p. 18	Life cycle p. 19 <i>infant, toddler, adult</i> Life changes and milestones p. 24 <i>in love, went to school, left home</i>	A skilled public speaker p. 20 Listen for gist Listen for details Life events p. 25 Listen for gist Listen for details
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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 1 (IO1)



Unit 1

Learning Outcomes

I saw it

I understand it

I use it



I can make informal suggestions. (p. 7)



I can express states using the passive voice. (p. 8)
The window is broken.



I can express permission and prohibition using allowed / permitted / supposed to. (p. 14)



You aren't allowed to park here. / Running isn't allowed at a swimming pool. / Talking isn't permitted during the test.



I can listen for special details. (p. 6)



I can read for details. (p. 12)



I can write about annoying behavior. (p. 14)



I can express plans and needs using *plan, going to, think about and need*. (p. 21)

I'm planning to take a driving test. / I'm going to visit my cousins. / I'm thinking about taking a trip. / I need to rent a car.



I can make predictions, state a plan, say something is about to happen, and talk about scheduled events using *going to, will*, the present continuous, and the simple present. (p. 22)

The economy will improve. / The economy is going to improve. / I'm going to visit Brazil in May. / Uh-oh . . . I'm going to sneeze. / The store opens at 10:00. / The store is opening at 10:00.



I can talk about future possibility using *may, might, could*. (p. 28)
~ Are you going to go to college? ~ I may (not). / ~ Will you be home by midnight? ~ I might (not). / I may/might/could go to college in the fall.



I can understand the main idea of a speech. (p. 20)



I can use visual clues and titles to make predictions. (p. 26)



I can write about possible events in the future (a timeline and paragraph). (p. 29)



I can interrupt someone politely. (p. 35)
Excuse me. May I interrupt for a moment? My name is . . . / I'm sorry to interrupt. / I beg your pardon. I just wanted to . . .



I can describe people using prepositional and/or participial phrases. (p. 36)
He's the guy chatting on the phone. / He's the guy on the phone. / She's the woman wearing glasses. / She's the woman in front of the class.



(Review) I can ask/answer questions about actions that began in the past and continue into the present. (p. 42)
I've been a reporter for six months. / How long have you been a reporter?



I can infer information. (p. 34)



I can sequence events in a story. (p. 40)



I can write an email about my life using the present perfect tense. (p. 43)

WELCOME UNIT

1 GRAMMAR

- A** Make sentences asking for permission. Use the words in the box and the information in parentheses. You will need to use some words more than once. Remember to use the correct level of formality for each situation.

can could do may would

1. (Ask to borrow your friend's phone.)

Can I (please) borrow your phone?

2. (Ask your boss to leave work early tomorrow.)

3. (Ask your teacher to go to the restroom.)

4. (Ask your roommate about having a party next weekend.)

5. (Ask the director of your school if you can speak with her.)

6. (Ask to use your brother's bicycle.)

- B** Complete the sentences with the gerund or infinitive form of the verbs in parentheses. If both forms are correct, write them both.

1. Marimar dislikes talking (talk) on the phone when she's working.

2. I need call (call) my roommate right away.

3. My parents can't stand get (get) text messages—they prefer calls.

4. Lots of people enjoy take (take) selfies when they travel.

5. Henry avoids share (share) personal information online.

6. Lola tried call (call) us yesterday.

TIP

Because *used to* is an expression, it is pronounced differently from the past tense of the verb *to use*. The /s/ in *used to* is pronounced as /s/, not as /z/.

- C** Complete the sentences with the correct form of *used to*.

1. We used to talk on the phone every weekend, but now we don't.

2. you own a computer?

3. Fifty years ago, people have so many electronic devices.

4. your parents go to the movies often?

5. Before she had children, she shop online. Now she rarely goes into a store.

6. My grandmother write me a letter every week.

- D**  Make sentences comparing the two tablets in the chart. Then have a conversation with your partner about them.

	Universe Pro	MyTab 1500
price	\$350	\$700
size	20 x 14 cm	24 x 27 cm
weight	400 grams	400 grams
processor speed	1 gigahertz	2.5 gigahertz
durability	lasts 5+ years	lasts 5+ years
popularity	very popular	popular

1. *The Universe Pro isn't as expensive as the MyTab 1500.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

- E** Write sentences about necessities using *must*, *have to*, and *have got to*. In some cases, more than one answer is possible.

1. You must have a passport to travel outside your country.
2. I pack my suitcase tonight.
3. You (negative) take any dangerous items on the airplane.
4. We (negative) confirm our tickets before we leave for the airport—I did it last night.
5. She leave her trip details with her family.
6. Passengers follow all crew instructions.

- F**  Correct the errors in the present perfect or simple past. One sentence is correct. Then check your corrections with a partner.

1. I've been ^{went} to Turkey in 2003.

2. Have you pack yet?
3. She has gone to Brazil last year.
4. Have you ever visited a big city?
5. We have forgotten our passports yesterday.
6. I have never flew on an airplane before.

2 VOCABULARY

A Complete the charts with the opposites from the box.

allow	post	respond	get a call	rude	leave a message	thoughtful
hang up the phone		turn off the phone		raise your voice	turn up	

ban	allow
	delete
	ignore
polite	
	lower your voice
	thoughtless

	turn down
answer the phone	
	make a call
take a message	
	turn on the phone

B Match the words with their definitions.

- | | | |
|--------------|----------------|--|
| <u>d</u> | 1. affordable | a. easy to use or control |
| <u>_____</u> | 2. durable | b. able to be carried |
| <u>_____</u> | 3. fashionable | c. very unusual or special |
| <u>_____</u> | 4. manageable | d. cheap enough for most people |
| <u>_____</u> | 5. portable | e. useful and logical |
| <u>_____</u> | 6. practical | f. staying in good condition for a long time |
| <u>_____</u> | 7. reliable | g. popular at a particular time |
| <u>_____</u> | 8. remarkable | h. able to be trusted |

C  Complete the conversation with the correct form of the verbs in the box. Then practice it with a partner.

check	confirm	empty	give away	lock	pack	pay	water
-------	---------	-------	-----------	------	------	-----	-------

MARIA: Let's be sure we've done everything before we leave. I'm going to (1.) check our to-do list. Have you (2.) _____ our hotel reservations?

KEVIN: Yes, I called them yesterday. Have you (3.) _____ the trash and (4.) _____ the plants?

MARIA: Yes, I have. I also (5.) _____ the bills this morning.

KEVIN: OK, thanks. I (6.) _____ the fresh fruit yet, but I'll do it in a few minutes. Karen said she'd take it. (7.) _____ the snacks? I don't want to get hungry on the plane.

MARIA: Don't worry, it's done! Go give Karen the fruit, and then we can (8.) _____ the door and leave for the airport.

- D** Match the parts of the expressions. Then use them to complete the sentences.

carry-on	attendant
check-in	compartment
flight	counter
overhead	luggage
oxygen	mask
tray	table

TIP

When you add vocabulary to your notebook, be sure to write down all of the words in an expression. You should learn expressions as a single unit, not as individual words.

- It's important to follow all of the instructions from the _____.
- There is a drink and a snack on my _____.
- Please put your large bag in the _____, not in front of you.
- That suitcase is too large to use as _____.
- If there is an emergency, the _____ will help you breathe.
- Before you go through security, you have to go to the _____.

3 WRITING

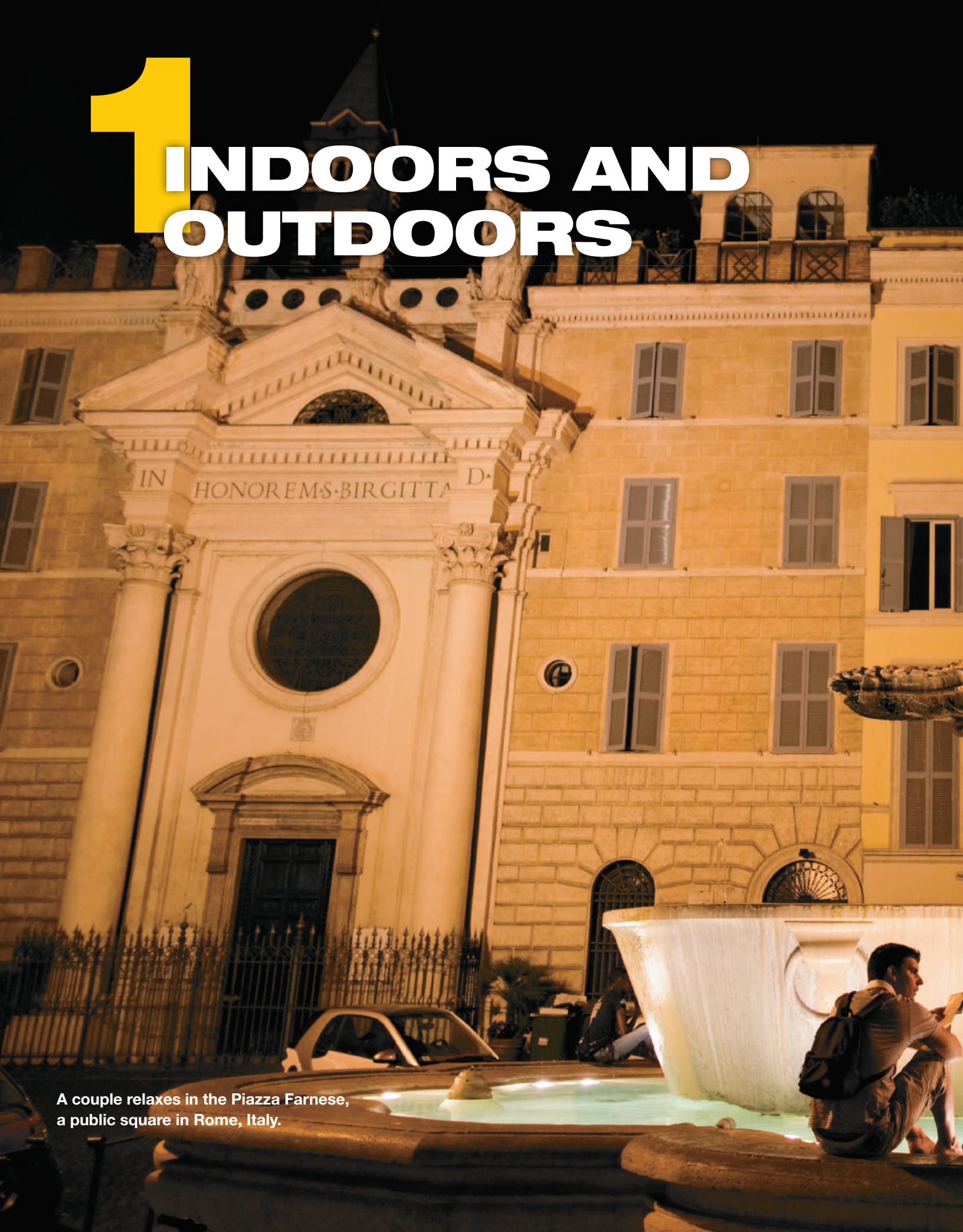
- A** Write an opinion paragraph (about 10 sentences) answering the question, “Should people use their phones when they are driving?” Include this information:
- Your opinion
 - Reasons for your opinion
 - Examples of behavior you agree or disagree with

4 LEARN THE CULTURE

- A**  Read the statements below about English-speaking countries and check (✓) True or False. Then work with a partner. Compare and explain your answers.

English-Speaking Countries	True	False
1. The weather is a common topic for “small talk.”		
2. Talking about eating habits is taboo in the United States.		
3. It is considered very polite to answer “no” directly.		
4. To disagree in English, it’s polite to say, “I understand what you are saying, but...”		
5. In the United States, if you visit someone’s house, you will probably only see one room.		
6. In the United States and Canada, it’s important not to be late to a concert.		
7. It is not important to leave a tip at a restaurant in the United States.		

1 INDOORS AND OUTDOORS



A couple relaxes in the Piazza Farnese,
a public square in Rome, Italy.



Look at the photo. Answer the questions.

- 1 Where are the people in the photo?
- 2 Is there a public space like this in your city?
Why do people gather there?
- 3 What is something you *shouldn't* do in public?

UNIT GOALS

- 1 Discuss home improvement ideas
- 2 Make and respond to informal suggestions
- 3 Talk about public versus private life
- 4 Discuss rules and appropriate behavior

LESSON A AT HOME



1 VIDEO The Rise of Open Streets

A What do you see in the photo? What do you think the video is going to be about? Tell a partner.

B Watch the beginning of the video. Check (✓) the things that are mentioned.

- dancing getting a haircut driving walking
- catching the bus practicing songs yoga playing soccer

I think the video
will be about...

C Watch the next part of the video and complete the sentences.

Open Streets are when you temporarily _____ a street to people _____ and then _____ it up for people _____, walking, skating, running—pretty much do anything but drive a car.

D Watch the full video and complete the quotes.

1. “You get young and old, _____ and _____, fat and skinny—you get everybody!”
2. “All you need is two _____ and a _____.”
3. “Summer Streets celebrates the concept that streets are for _____.”
4. “It’s showing people that the streets can have different _____ according to the time of the _____, the day of the _____, the week of the _____...”
5. “It’s a great way to bring in new folks who are maybe interested in _____ more and _____ more and adding more physical activity to their lifestyle but aren’t sure how.”

E What do you think of Open Streets and events like it? Where would you create an open street in your city? Discuss with a partner.

2 VOCABULARY

Word Bank

Words to describe a color

bright, dark, favorite, neutral, primary

- A**  Two people are asking the Home Helper, a **home improvement** expert, for advice. Follow the instructions below.

Student A: Ask your partner question ①.

Student B: Don't read the answer below. Give your own advice. Then switch roles and repeat for question ②.

① Dear Home Helper, We want to **repaint** our bedroom. I want to paint it my **favorite color**: purple. My husband hates the idea. What do you think?

Answer: **Dark colors** can make a room look smaller. Some colors, like orange and purple, can be **overwhelming** when used alone. **Combine** them with **neutral colors**, like beige and gray, when you **redo** your room.

- B**  Now read the responses from the Home Helper. What is the advice? Is it similar to what you said in A? Do you agree with it? Tell your partner.

I agree with her husband.
Purple is a terrible choice.

- C**  Discuss the questions with a partner.

1. What works well in your bedroom right now? What doesn't?
2. What is one thing you would rearrange in your home?
3. You can repaint your bedroom any color. What color do you choose and why?
4. What colors go well together? What colors should not be combined?



Bright colors, when combined with neutral colors, create a wonderful look.

② Dear Home Helper, My sofa is broken, and the rest of my furniture doesn't **work well** in my apartment: it's too large. Should I **get rid of** all my furniture and start over?

Answer: **Repair** your sofa, but you don't have to **replace** everything else. Have you tried **rearranging** your furniture? You may find a new **option** that works better for you and your room.

i The prefix re- can indicate that something is done in a second and, sometimes, different way.

rearrange recreate repaint
rebuild redo restart

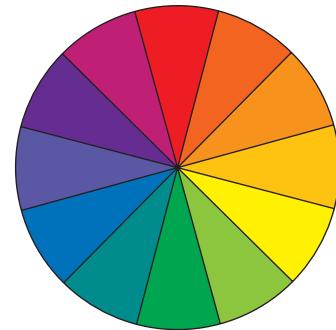
Other words, like *replace* and *repair*, do not fit into this category.

I like my curtains. They are bright and add color to the room.

3 LISTENING

A  Look at the color wheel. Answer the questions with a partner.

1. When do you use a color wheel?
2. Which colors do you think are *warm*? Which ones are *cool*?



B  **Pronunciation: Saying a series of items.** Read and listen to these sentences. Then listen and repeat. **CD 1 Track 2**

1. The three primary colors on the color wheel are red, yellow, and blue.
2. White, black, and gray are neutral colors.
3. Our living room has a sofa, table, and two chairs.
4. You can enlarge a space by using mirrors, light colors, and small furniture.

C  Complete the chart below. Read and explain your answers to a partner.

My three favorite colors	
Colors that are too dark	
My favorite primary color(s)	

I really like red, yellow, and orange. They're my favorites because I like bright colors.

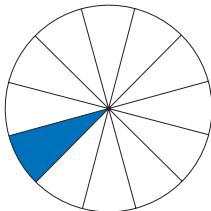
D  **Make and check predictions.** You are going to hear a lecture about the color wheel. Read the chart and predict the answers. Then listen and complete the notes. **CD 1 Track 3**

What the color wheel does	shows us how to (1.) _____ colors in an attractive way
People who use the color wheel	painters, decorators, and (2.) _____ designers
Primary colors	red, (3.) _____, and (4.) _____
Use of these colors	can (5.) _____ them together to create (6.) _____
Warm colors	yellow and (7.) _____
Their effect	They have a lot of (8.) _____. They come (9.) _____ the viewer.
Cool colors	blue and (10.) _____
Their effect	They are quiet and (11.) _____. They move (12.) _____ from the viewer.

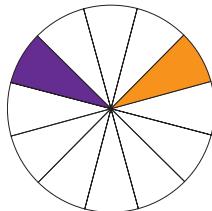
E  **Listen for details.** Listen to the information about combining colors.

Which chart illustrates the speaker's point? **CD 1 Track 4**

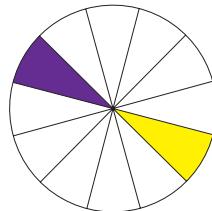
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2



3



Listening Strategy

Listen for Details

Listen carefully for important details.

F  Look back at your answers in **D**. Explain the lecture in your own words. What is your favorite color combination? Why? Tell a partner.

4 SPEAKING

- A  Listen to and read the conversation and answer the questions. CD 1 Track 5

- How does Emilia like the apartment? What's the problem?
- How does Felipe make suggestions to solve the problem? Underline the sentences.
- How does Emilia accept and refuse the advice? Circle the sentences.

EMILIA: Thanks for your help, Felipe.

FELIPE: No problem. How do you like your new apartment?

EMILIA: It's great. I love it. There's just one thing...

FELIPE: Yeah?

EMILIA: I found a small crack in the wall.

FELIPE: The wall is cracked? Really?

EMILIA: Yeah. It's not too big, but it's in the living room, and everyone can see it.

FELIPE: Why don't you fix it yourself?

EMILIA: Um... I don't think so. I'm not good at repairing things.

FELIPE: I know! Try calling my friend, Sam. He can help you. He's a nice guy, and he's very capable.

EMILIA: That sounds like a great idea. Do you have his phone number?

FELIPE: Sure. Hold on a second while I get it...



- B  Can you think of another way to solve Emilia's problem? What would you do? Tell your partner.

SPEAKING STRATEGY

- C  Read the two situations below. Choose one and role-play it with a partner. Then switch roles and role-play the other situation.

Student A: Tell your friend about your problem. Practice accepting and refusing suggestions.

Student B: Use the Useful Expressions to help you make suggestions.

Problem: It's 2:00 AM. You return home and can't find the key to your house. You're locked out! Your roommate is sleeping and will be angry if you wake him.

Useful Expressions: Making informal suggestions	
With base form	With verb + -ing
Why don't you <u>fix</u> it yourself? I think you should <u>fix</u> it yourself. I know what you should do. <u>Call</u> my friend.	Have you thought about <u>fixing</u> it yourself? Try <u>calling</u> my friend.
Speaking tip	
You can respond to an informal suggestion with a strong or weak yes or a no.	

Problem: You have just moved into a new apartment. It has very few windows and is dark. You don't have a lot of money to spend on home improvement.

i **Responding:**
Strong yes: Good idea! / That's a great idea. / Sounds good to me.
Weak yes / maybe: I guess it's worth a try. / Maybe I'll do that.
No: I don't think so. / No, I don't like that idea.

5 GRAMMAR

- A** Study the chart. Turn to page 193. Complete the exercises. Then do **B–E** below.

Stative Passive Voice			
Subject	Verb	Object	
I	broke	the window.	This sentence describes an action.
Subject	be	Past participle	
The window	is	broken.	This sentence describes a state.

- B** Complete the chart with the correct forms of the verbs.

Base	Simple past	Past participle	Base	Simple past	Past participle
bend				flooded	
	broke		freeze		
clog			jam		
	cracked			stained	

- C** Complete the sentences with the correct form of the word in parentheses.

1. This room needs a lot of work. The walls (crack) _____ and the floor (stain) _____.
2. It rained a lot and now the basement (flood) _____.
3. Someone (break) _____ the window last week. I can't believe it _____ still (break) _____.
4. He (throw) _____ something into the sink. Now the drain (clog) _____.
5. This key doesn't work because it (bend) _____.

- D** Think of something in your home, your classroom, and your school that is broken or not working properly. Write the problems in the chart below.

	Problem	Advice	Advice
Home			
Classroom			
School			

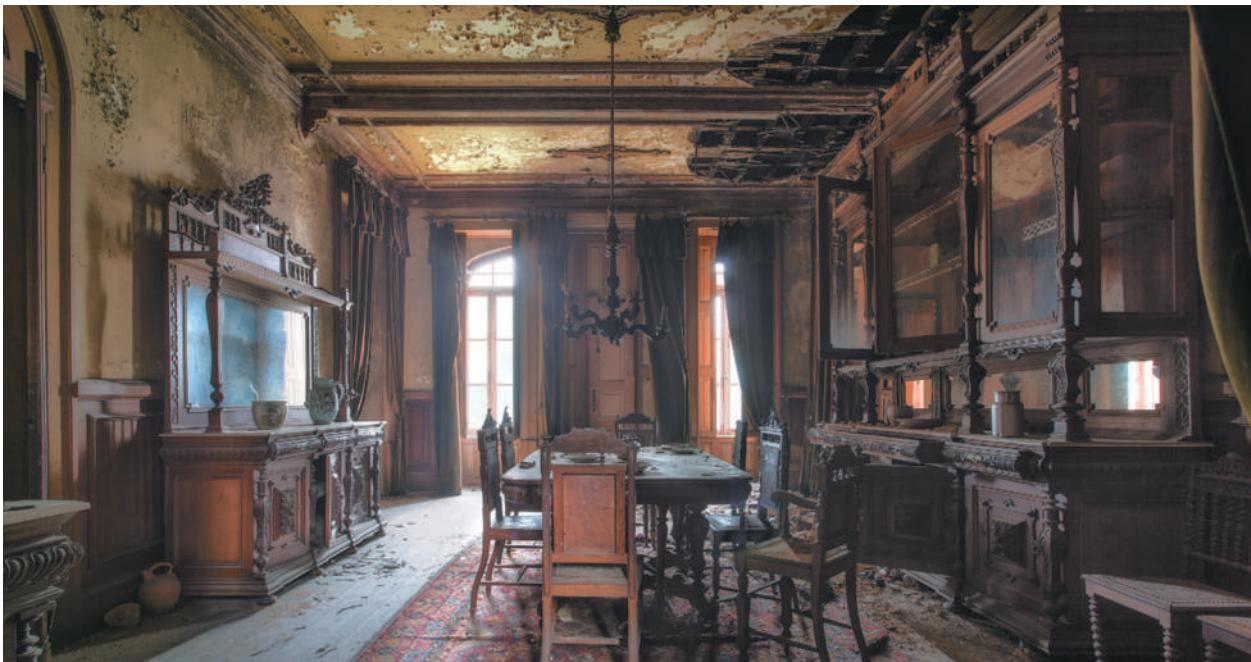
- E**  Tell two of your classmates about your three problems. Ask for their advice and write it in **D**. Which suggestions do you like? Why?

A light bulb is burned out in our bathroom at home.

Why don't you buy a new one and replace it?

6 COMMUNICATION

- A**  Look at the photo of a room in an old hotel. Answer the questions with a partner.



1. Would you like to stay in this hotel? Why or why not?
 2. What are some of the problems with this room?
- B** You enter a design contest to restore the old hotel. Using the photo in **A**, come up with at least five ideas for improving the room. Your goals are to make the room more welcoming and comfortable.
- C**  Work with a partner. On a separate piece of paper, make a chart with two columns: *Ideas to make the room more welcoming* and *Ideas to make the room more comfortable*. Think of ideas for the design contest. Write them in the chart.
- D**  Get together with another pair. Introduce yourselves and present your ideas to them. When you listen, take notes. Then explain what you like most about the other pair's design ideas.

Language for Presentations	
Introducing yourself	Stating the purpose
Hello, everyone. I'd like to thank you for coming. My name is... and I'm from (school / company).	Today, we're going to talk to you about...

LESSON B PUBLIC SPACES



The paparazzi are photographers who follow famous people and take pictures of them. They then sell the photos to websites and magazines.

1 VOCABULARY

- A Look at the photo and read the information. Who are the paparazzi and what do they do? Why do they do it? Tell a partner.
- B Read the opinions below. Match a person to each statement. Explain your choices to a partner.

a. My **private life** is my own. What I do in my free time is **no one else's business**.

c. I like to know any news about famous people right away! But I feel sorry for them. When they go out **in public**, the paparazzi follow them. Celebrities never **have** any **privacy**. That's hard.

b. Singers and actors are **public figures**. **The general public** is interested in them. It's natural to have paparazzi following them. I work with the paparazzi all the time.

d. Movie stars, like all people, have certain **rights**. For example, you can't **disturb** (= bother) them in their own homes.

1. Clark, entertainment blogger _____
/klɑ:k/
2. Desiree, lawyer _____
/dɪzə'reɪ/
3. Cesar, actor _____
/'sɛzər/
4. Lucy, student _____
/'lʊsi/

- C**  Complete the phrases in the chart with words in blue from **B**. Then tell a partner: How are the *public* and *private* phrases different?

Opposites	
Public	Private / Individual
1. a public <u>figure</u>	1. a private citizen
2. the _____	2. one person
3. (do something) _____	3. (do something) in private
4. your public life	4. your _____

A public figure is someone famous, like a movie star.
But a private citizen...

- D**  Which opinion(s) in **B** do you agree with? Why? Tell a partner.

2 LISTENING

- A**  Listen for main ideas. You are going to listen to three conversations. Which statement (a, b, or c) is true about each conversation? Listen and circle the correct answer. **CD 1 Track 6**

1. a. The two friends are fighting.
b. The boy wants to talk to the girl.
c. The girl is talking to her boyfriend.
/pɔːlə/
2. a. Paula is studying.
/kɑːrlə 'smɪθ/
b. Paula has met Carla Smith.
c. Carla Smith is a public figure.
3. a. The woman is a singer.
b. They are talking in private.
c. They are meeting for the first time.



Listening Strategy

Infer Information

Listen for information beyond the speaker's words.

- B**  Infer information. Read the sentences below. Then listen again. What might the person say next? Choose the best ending for each conversation. Two sentences are extra.
- CD 1 Track 6**

- a. She doesn't have any privacy. It's terrible!
- b. They shouldn't speak to her in private like that. It's rude!
- c. Sorry, but I don't talk about my private life on television.
- d. Celebrities shouldn't do that in public.
- e. Excuse me, but that's none of your business!

Conversation 1 _____

Conversation 2 _____

Conversation 3 _____

- C**  What information do you share with friends and family? with classmates or coworkers? online? Tell a partner. Then say one thing you don't share.

I like to post pictures online, but
I never talk about my private life.

3 READING CD 1 Track 7

A Make and check predictions.

Look at the photo and title. Then choose the best definition to complete the sentence. Read the article to check your answer.

A *landscape architect* _____.

- a. designs parks and gardens
- b. builds schools
- c. gives tours

B Scan for information.

What three public spaces are talked about in the reading? Where are they? What do they have in common? Tell a partner.

C Infer information.

Read again. Would the people agree or disagree with these statements?

Check (✓) your answers.

Underline the information that supports your answers.

/dʒɪn 'hi 'pɑ:k/

1. **Jin Hee Park:** I'm always studying. I don't have time to appreciate the campus.

agree disagree

2. **Alejandro Vega:** Central Park is large, but it has a cozy feeling.

agree disagree

/rɒs 'haʊərd/

3. **Ross Howard:** Niagara Falls is totally open to the public.

agree disagree

4. **Olmsted:** We should keep the natural feeling of these places.

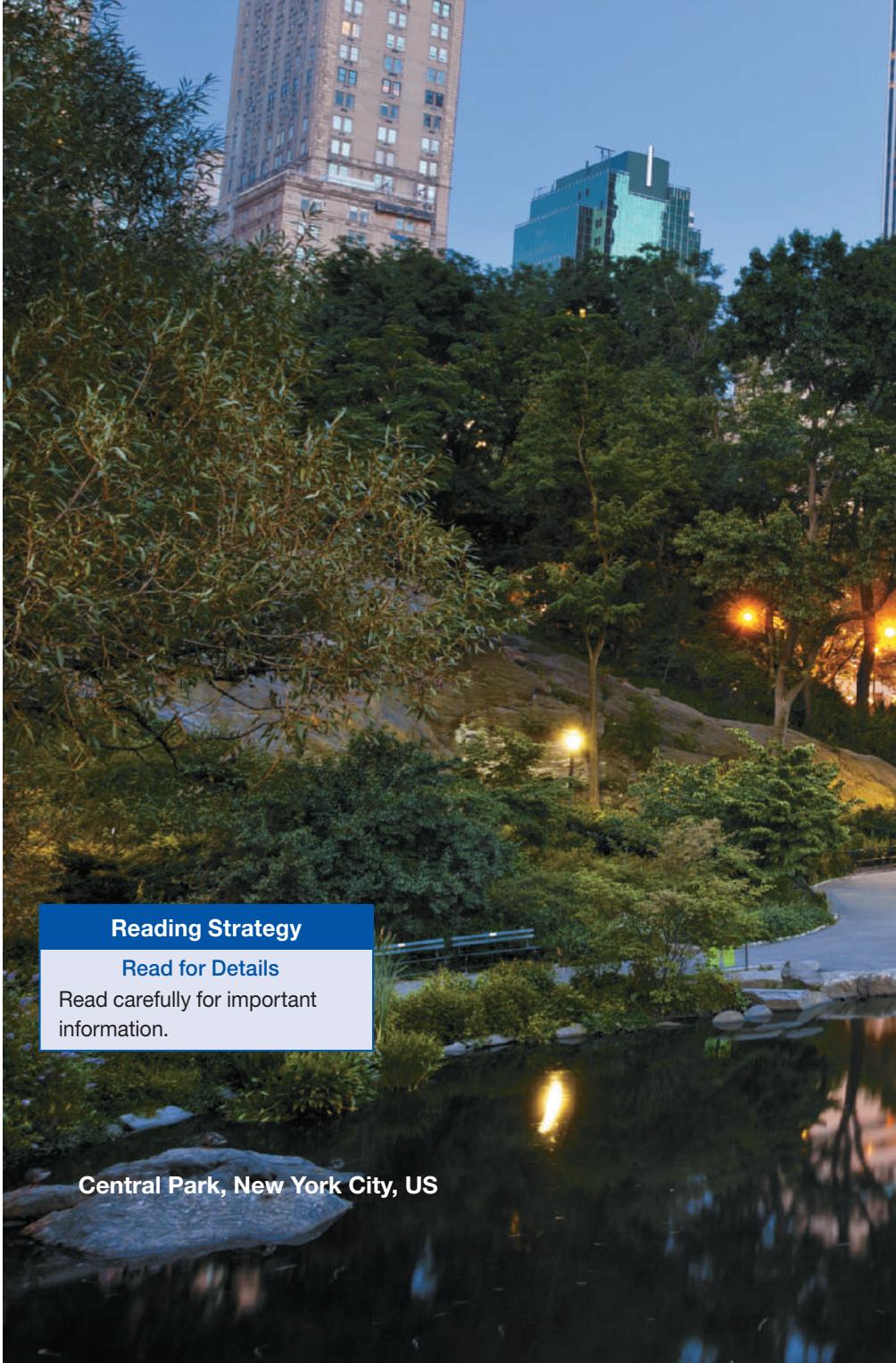
agree disagree

D Read for details; Infer

information. Reread the last paragraph. Discuss the questions with a partner.

1. What place is talked about?
2. What problems is this place having?
3. How would you answer the question at the end?

CREATING PUBLIC SPACES



Reading Strategy

Read for Details

Read carefully for important information.

Central Park, New York City, US



Jin Hee Park is a student at Stanford University in California. She studies hard. “Of course I came here for the academics,” she says. “But it doesn’t hurt that the campus is so beautiful. I walk around 5 sometimes just to relax.”

Alejandro Vega, a banker in New York City, jogs almost every evening after work in Central Park. “I never get bored. The park is so big. It’s got gardens, ponds, bike and walking paths, 10 restaurants, and beautiful architecture. And yet, in some places, it can feel completely private.”

Niagara Falls was on Ross Howard’s list of places to visit in upstate New York. “There are these wonderful footpaths in the park that make the 15 waterfalls so accessible to the general public. You can get really close. The walking paths near the falls are also great for hiking and picnics.”

All of these people have one man to thank for 20 these beautiful public spaces: Frederick Law *Olmsted* /'frɛdrɪk 'ɒl/mɪst/ and his partner, Calvert Vaux, won the contest. Central Park was the finished product—the first landscaped public park in the United States. 25 Today, no trip to New York is complete without a visit to this beautiful park.

Later in his life, Olmsted designed landscapes for college campuses, including Stanford University. He also designed footpaths at Niagara Falls to 30 give visitors better views of the falls. In all his work, Olmsted tried to preserve¹ the natural beauty of an area.

Today there are new pressures on Niagara Falls: some businesses want to develop the area. On 35 Goat Island, an island in Niagara Falls State Park, there are now souvenir shops. There may be signs that say *No Littering*,² but there is still a lot of trash on the island. And most of the animals have disappeared. If Olmsted could see these 40 changes, what would he think?

¹To *preserve* is to save and protect

²To *litter* is to throw trash on the ground

4 GRAMMAR

A Study the chart. Turn to page 194. Complete the exercises. Then do **B** and **C** below.

Giving Permission and Expressing Prohibition				
	be	allowed / permitted / supposed to		Base form
You	are(n't)	allowed to / permitted to		park here.
		supposed to		
	Modal			Base form
You	can('t)			park here.
No	Gerund	be	allowed / permitted	
	Talking	is(n't)	allowed / permitted	during the test.
No	talking			

B  With a partner, write a rule for each public place using the language in the chart above.

Public transportation (a bus, the subway)

You're supposed to give your seat to an older person.

A swimming pool

A movie theater

Your school or classroom



C  Get together with another pair. Take turns telling each other your rules in **B**. Do you always follow these rules? Why or why not?

Running isn't allowed at a swimming pool.

I never run at the pool, but some people do.

5 WRITING

A  Read the list of items below. Then answer the questions with a partner.

1. Do you ever see people doing these things in public? Discuss.
2. What other annoying things do people do in public? Add two ideas.

Annoying things people do in public

Smoke

Talk loudly on their phones

Cut the line in a store

Litter

Double park on the street

Eat on public transportation

Word Bank

If something is *annoying*, it bothers or disturbs you.



- B** Read the paragraph. Then answer the questions with a partner.

I hate it when people talk loudly on their phones in public. When you talk loudly on the phone, you disturb those around you. Yesterday, for example, I was on the bus, and the man near me was talking to his friend on the phone. I could hear everything, and his call continued for almost 15 minutes. I don't understand this kind of person. It's OK to talk on the phone, but you're supposed to do it quietly. The bus is a public space, and other people don't want to know your business. Some things aren't allowed on the bus, like eating and smoking. Sometimes, I think we should ban talking on the phone, too.

1. Which topic in **A** is the writer talking about? How does he feel about this behavior?
2. What example does he use to illustrate his opinion?
3. What does he think people should do about this problem?

- C** Choose a topic in **A**. Then use your notes and the example to help you write your own paragraph.

- D** Exchange papers with a partner.

1. Circle any mistakes in your partner's paper. Answer the questions in **B** about your partner's paragraph.
2. Return the paper to your partner. Make corrections to your own paper.

6 COMMUNICATION

- A** Work in a small group. Answer the questions with your group.

1. Look again at the list of annoying behaviors in Writing **A**. Are these behaviors allowed or not allowed by law in your country?
2. What do you think of these behaviors? Do you do any of them? How do you think they make people feel?

You're not allowed to smoke in most indoor places.

Yeah, but smoking is still permitted in some clubs.
I hate it!

I think people have the right to smoke in some public places.

2 MILESTONES





Look at the photo. Answer the questions.

1 A milestone is an important life event. What milestone is pictured here?

2 How do the people in the photo feel?

3 What are some other important milestones in life?

UNIT GOALS

1 Talk about stages of life

2 Make predictions and talk about future needs and plans

3 Identify and discuss important milestones in life

4 Speculate about the likelihood of something happening

A woman poses in her wedding dress in Havana, Cuba.

LESSON A SMALL STEPS



People in a retirement community

1 VIDEO I Like Being 98

- A Read the information in the Word Bank. Why do you think some people “feel stuck” in retirement communities?
- B ▶ Watch the first part of the video. Complete the information about Evelyn. What happened to her? How did she feel?

“I lost my _____ because somebody thought I was too _____. ”

But I didn’t have a mark against me at all. I was _____ at that, I really was. It made me feel old. It made me feel _____.”

- C ▶ Watch the full video. What do the words in *italics* in the left column refer to? Match them to the descriptions in the right column. You will use one description twice.

- | | |
|--|--|
| 1. We used to have a bus <i>here</i> . _____ | a. another place to live |
| 2. They gave <i>it</i> up. _____ | b. bus to the supermarket |
| 3. A lot of people were stuck around <i>here</i> . _____
<i>/ɔɪs/</i> | c. driver’s license |
| 4. Joyce didn’t want to go <i>anywhere else</i> . _____ | d. help Joyce |
| 5. I went to get <i>it</i> back. _____ | e. driving test |
| 6. I passed <i>it</i> . _____ | f. loving your neighbor and being a friend |
| 7. <i>That</i> will give you joy. _____ | g. retirement community |
| 8. I don’t do <i>this</i> so you think I’m great. _____ | |

Word Bank

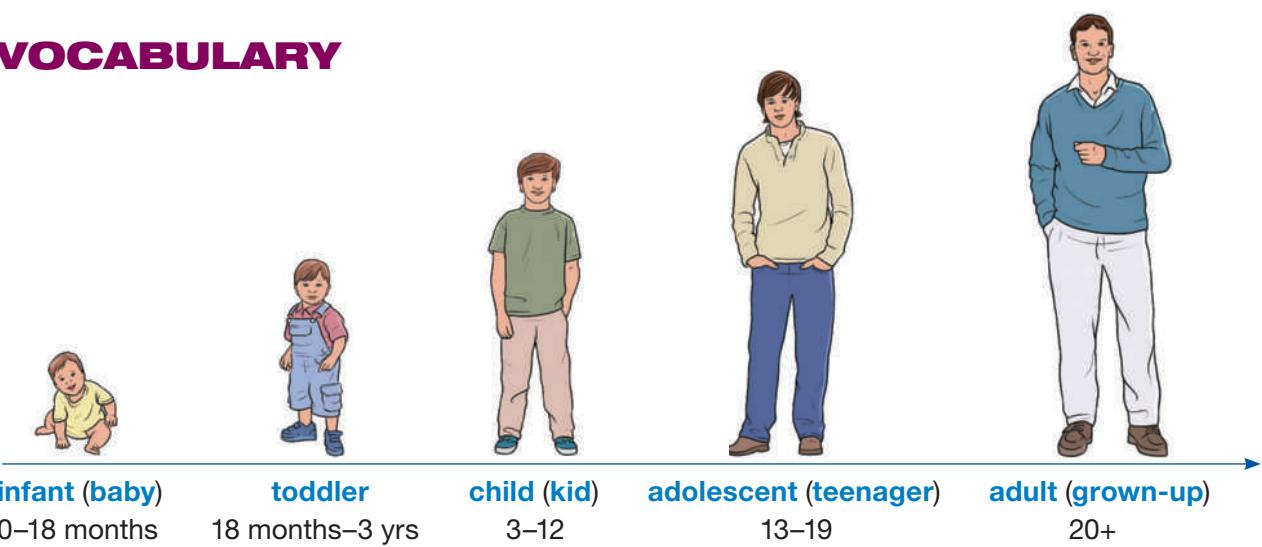
retirement = when someone gets older and leaves working life

community = a group of people living together

retirement community = a place where older people live

- D ⚙ What words describe Evelyn? Do you know anyone like her? Tell a partner.

2 VOCABULARY



- A** How would you describe your relationship with your parents? Check (✓) the box. Explain your answer to a partner.

- We're all busy. We don't see each other that much.
 I think my parents are too strict. They should relax a little.
 We're like best friends. We talk about everything.
 other (your idea): _____

Word Bank

Stages
infancy → **childhood** →
adolescence → **adulthood**

- B** Read the article. What is it about?

- In a survey of 1,000 parents and 500 children, 43 percent of the **grown-ups** said they wanted to be their **children**'s "best friend."
- 40 percent said they wanted to buy their children everything they wanted.

/'pegi/
Peggy, a parent with a 15-year-old **teenager**, said, "My **childhood** was difficult. We didn't have any money. I want to give my son everything he asks for."

/frəd/
Fred, a single dad, said, "**Adulthood** is all about responsibility."

Adolescence is all about having fun. I don't want my children to work too hard."

Dr. Julio Garcia, a childcare specialist, says, "Children need an **adult** to rely on. They need rules—and a best friend isn't going to give you rules."

Interestingly, the **young adults** in the survey didn't share their parents' values.

- When they are ready to **start a family**, only 28 percent of them want to be their children's best friend.
- Only 10 percent want to buy their **kids** everything.



- C** Discuss the article in **B** with a partner. Then answer these questions.

- Who do you agree with: Peggy, Fred, or Dr. Garcia?
- When you are ready to start your own family, how will you raise your children?

I want my children to have fun, but I also want them to learn about hard work and responsibility.

3 LISTENING

- A** **Pronunciation: Content word emphasis.** Listen to and repeat the following sentences. Notice how the underlined words are stressed. **CD 1 Track 8**

1. My name is Deena Ravitch, and I'm the CEO of Syntax Corporation.
2. I'm happy to be here.
3. Today is also a time to look to the future.

- B** With a partner, take turns reading the sentences in **A**. Be sure to stress the content words.

- C** Look at the photo and read the caption. Do you know any inspiring sayings?

- D** **Listen for gist.** You are going to hear a speech. Listen and answer the questions below.

CD 1 Track 9

1. This speech is being given at a(n) _____.
- a. wedding c. birthday celebration
b. office party d. graduation ceremony

2. What information in the speech helped you choose your answer? Write the key words below.
-



Many skilled public speakers use inspiring sayings to move their audience.

Listening Strategy

Listen for Gist

Listen carefully to understand the general meaning of the speech.

- E** **Listen for details.** Listen again to parts of the speech. What does the speaker mean when she says these things? **CD 1 Track 10**

1. "You are joining the work world with all its responsibilities. In short, you are leaving your comfort zone."
 - a. You will face many unfamiliar situations.
 - b. Your life will become more comfortable.
 - c. It's not so difficult to find a job.
2. "No matter what, though, you were always driven to succeed. And now you are here today. Congratulations."
 - a. Your classes were difficult and required a lot of thinking.
 - b. You never gave up, and you should feel proud.
 - c. You worried about today and not being successful.
3. "Shoot for the moon. Even if you miss it, you will land among the stars."
 - a. Make a plan and ask for help.
 - b. Travel a lot and experience new things.
 - c. Try your hardest at everything you do.

- F** Think about a speech that you heard or gave. Where were you? What was the speech about? Tell a partner.

4 SPEAKING

- A**  Listen to and read the conversation between Yuri and Max. Then read the three false statements about Max. Correct them and make them true. **CD 1 Track 11**

1. Max doesn't know how to drive.
2. His driver's license disappeared.
3. He's traveling in two days.

YURI: What are you studying for, Max?

MAX: Oh, hi, Yuri... just my driving test.

YURI: Your driving exam? Don't you have a driver's license already?

MAX: I had one... but it expired*, so I have to take the test again.

YURI: That's a drag.

MAX: Yeah, and I need to get my license soon.

YURI: How come?

MAX: I'm planning to visit my cousins in two weeks. I need to rent a car for the trip.

YURI: Sounds like fun. Well, good luck with everything!

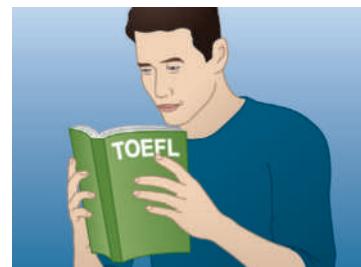
* expire = to come to an end

- B**  Practice the conversation with a partner.

SPEAKING STRATEGY

- C**  What do you think these people's plans are? What do they need to do? Share your ideas with a partner. Use the Useful Expressions to help you.

The woman is planning...



- D** Check (✓) the items you plan to do in the future. Add one more item to the list.

- | | | |
|--|--|------------------------------------|
| <input type="checkbox"/> take a big trip | <input type="checkbox"/> apply for a credit card | <input type="checkbox"/> buy _____ |
| <input type="checkbox"/> vote in an election | <input type="checkbox"/> move | <input type="checkbox"/> _____ |

- E**  Tell your partner what you plan to do and when. What do you need to do to make it happen?



Getting a driver's license is an important milestone for many teenagers. To get a license, you need to pass a written test and take a driving test.

Useful Expressions

Talking about plans

<i>planning + infinitive</i>	I'm planning to take a driving test.
<i>going to + base form</i>	I'm going to visit my cousins.
<i>thinking about + gerund</i>	I'm thinking about taking a trip.

Talking about needs

<i>need + infinitive</i>	I need to rent a car.
--------------------------	-----------------------

5 GRAMMAR

- A** Study the chart. Turn to page 195. Complete the exercise. Then do **B** and **C** below.

Review of Future Forms	
Make a prediction	She will go to a good school. / She's going to go to a good school. She's going to have a baby.
State a future plan	The teenagers are going to work part time this summer. The teenagers are working part time this summer.
Scheduled events	The kids are going to go / are going / go to summer camp on August 2nd.

i Use *will* for quick decisions / offers:
(phone ringing) *I'll get it!*

- B** Unscramble the questions.

1. you'll / think / a / do / life / you / have / happy

_____?

2. happen / what / think / going / to / is / do / you / week / next

_____?

3. how / the / life / in / different / will / future / be

_____?

4. today / does / time / class / what / end

_____?

5. doing / you / this / for / vacation / what / year / are

_____?

6. are / what / this / to / weekend / you / do / going

_____?

- C**  Work with a partner. Take turns asking and answering the questions in **B**.

What are you doing for vacation this year?

I'm going to go to Cozumel!



6 COMMUNICATION

The Magic Answer Bag can predict your future. You ask it a question and then reach in and pull out your answer.

- A**  In groups of three or four, write each expression from the box below on a slip of paper and fold each paper. Put the papers in a bag or hat.

Yes	No	Maybe
Absolutely! For sure! Of course!	No way! Not a chance! It's not going to happen!	It's possible. Maybe. Who knows?

- B** Think of four Yes / No questions about the future and write them down. Do not show anyone yet.

Example: *Will I get a good grade on my next exam?*

1. _____

2. _____

3. _____

4. _____

- C**  You are now going to get answers to your questions. Ask the Magic Answer Bag your first question. A member of your group should shake the bag, pull out an answer, and read it aloud. Write your answer below the question in **B**. Take turns asking your questions.

Will I get a good grade
on my next exam?

I'm sorry. The answer
is "No way!"

People in some countries also use colorful picture playing cards (called *tarot cards*) to get answers about the future.



- D**  Discuss the Magic Answer Bag's answers. Do you think they were accurate? Why or why not?

LESSON B BIG CHANGES



1 VOCABULARY

- A Match the words in column A with those in B. Then read the story about Fran Turner. Use the expressions to complete the story. (Remember to use the past tense if necessary!)

A	B
be get have	born married children divorced

At first, Fran Turner's life wasn't so different. Like many people, she **fell in love** and (1.) _____.

Fran **got pregnant** and the couple (2.) _____ two _____. She and her husband

bought a house. Fran **got a job** as a lawyer's assistant while she also **raised her family**. She was your

typical "working mom."

Over the years, things changed. One of Fran's daughters graduated from high school. Another **left home** and **enrolled** in college. Fran **went to school** and studied journalism. Fran and her husband also began to grow apart. She never really expected to (3.) _____—but her marriage ended.

Fran (4.) _____ in 1952. And in 1998, at the age of 46, she decided to take a trip to Central America. Fran realized that she liked traveling. For the last 20 years, she has traveled around the world, meeting new people, learning about new cultures, and writing about her experiences for travel magazines. She loves it, and probably is not going to **retire** anytime soon!

- B Look again at the expressions in **blue** in A. When do these events typically happen in one's life: childhood, adolescence, or adulthood? Complete the rest of the box with present tense forms.

childhood	
adolescence	
adulthood	

- C Don't look at A. Use the expressions in B to retell Fran's story to a partner.

2 LISTENING

A Look at the blue vocabulary words on page 24. Which of life's events are you looking forward to? Which ones do you want to avoid? Tell a partner.

B Listen for gist. Lindsay is reading a magazine quiz. Listen and choose the best title for the quiz. **CD 1 Track 12**

- a. Is Your Life Happy?
- b. How Can You Get the Best Job?
- c. Which Life Event is the Most Exciting?
- d. Are You a Happy Teen?

Listening Strategy

Listen for Gist

Listen carefully for the general idea.

C Listen for details. Listen. Check (✓) the life event each person chooses. Write key words that explain the reasons for the person's answer. **CD 1 Track 13**

Person	Event		Reasons
/mark/ Mark	<input type="checkbox"/> get a job	<input type="checkbox"/> leave home	
Lindsay	<input type="checkbox"/> get married	<input type="checkbox"/> have a big family	
Dad	<input type="checkbox"/> get a promotion	<input type="checkbox"/> retire	

D Who are you most similar to: Mark, Lindsay, or their dad? Tell a partner.



A  **Make predictions.** Read the title and look at the photo. What do you think this man does? Tell a partner. Then read the article to check your ideas.

B **Infer meaning.** Match the words in *italics* in the article with the correct definitions below.

1. a talk given to teach people something _____
2. disagreed _____
3. a group of people with a specific purpose _____
4. communicate an idea _____
5. nature _____

C  **Scan for details.** Find answers to the questions and underline them in the article. Ask and answer the questions with a partner. Answer in your own words.

1. Why did John stop using cars?
2. Why did he stop talking?
3. What did John learn by not talking?
What did he teach people?
4. What places did John visit? How did he get to them?
5. Why did John start talking again?
6. What things did he do after he started talking again?

D  Discuss with a partner.

1. Do you think John's walk has helped the environment?
2. Have you ever experienced a "life-changing event"? What happened? How did the event change your life?

Reading Strategy

Make Predictions

Guess what you will read about.

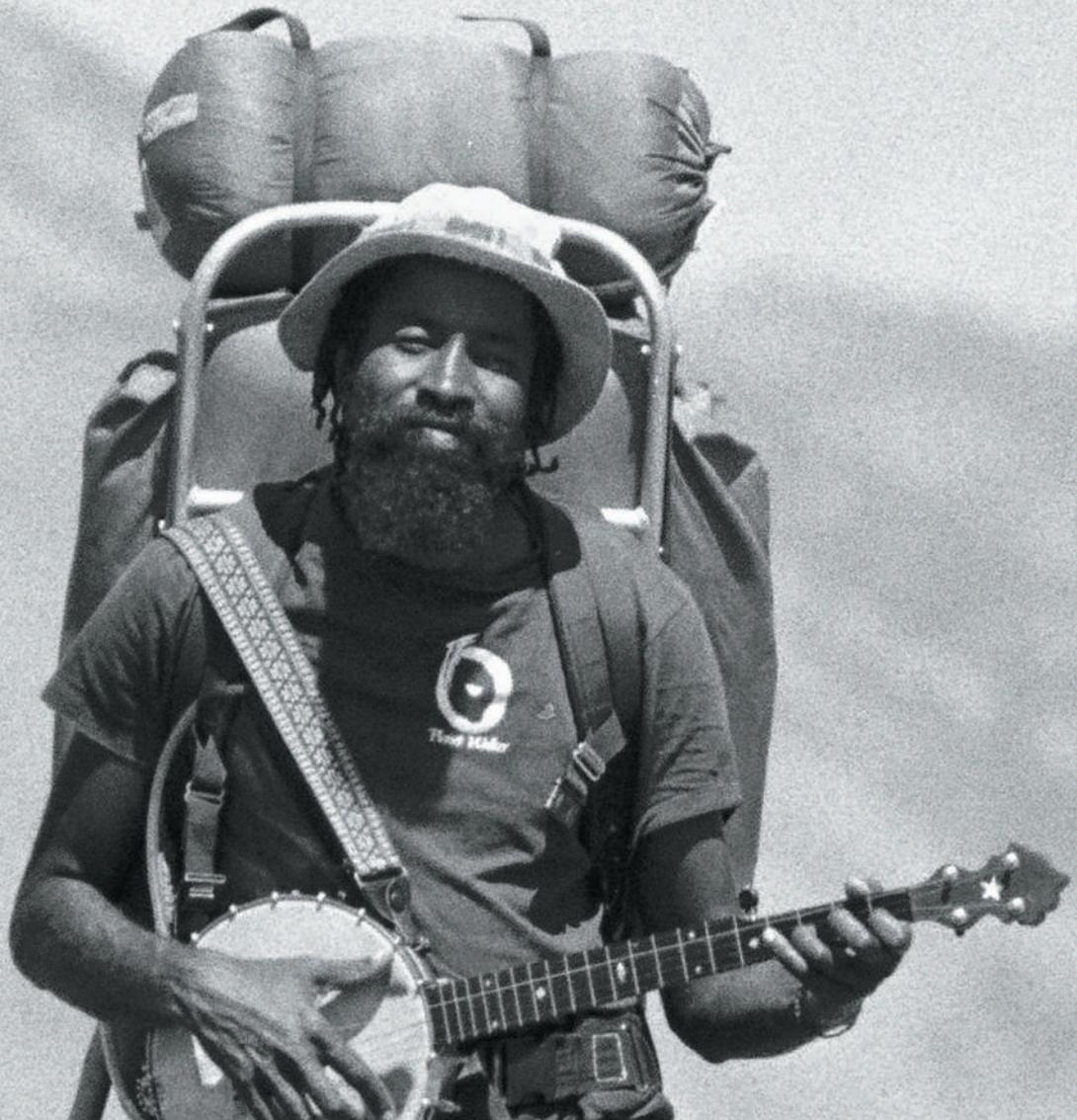
JOHN FRANCIS: THE PLANET WALKER

John Francis was born in 1946 in Philadelphia, in the United States, but in his early twenties, he left home and moved to the San Francisco area. In many ways, John's life in his new city was pretty typical. He got a job and made friends. He planned for his future. But then, two years after he arrived, something happened, and the event changed John's life forever. One day, there was a big oil spill¹ that caused a lot of damage to the local *environment*. The spill killed hundreds of animals and polluted the water in the area terribly. John was so upset by this that he decided to stop using automobiles altogether. Instead, he started walking everywhere.

When John told people he didn't ride in cars, people *argued* with him. John didn't like to fight, so he decided to stop talking for an entire day. One day became two, two days turned into a week, and finally, John decided to stop talking completely. After several weeks, he discovered something: He realized that he didn't always listen to people. By not talking, he started to really hear what others had to say.

John remained silent for 17 years. During this time, he tried to teach others about protecting the environment. He was in the newspaper several times, and he even gave *lectures* at universities. Although he didn't talk, John was still able to *get his message across* to listeners. He explained his ideas through hand motions, paintings, and the music of his banjo.

¹If there is an *oil spill*, oil comes out of a ship and goes into the water.



John eventually enrolled in college (he walked hundreds of kilometers to get there), and he got a degree in environmental studies. After he graduated, John continued his journey around the United States. He also traveled on foot and by boat to South America, the Caribbean, and other places around the world, trying to educate people about caring for the environment and each other.

John wanted to share his story with more people, so in 1990 he started to talk again. John also started to ride in cars, but his work continued. He helped write environmental laws, worked for the United Nations as a goodwill ambassador, and started Planetwalk, an

organization that helps raise awareness² for environmental and humanitarian³ issues. He also started working with National Geographic.

Today, John Francis is still trying to make the world a better place. He has written a book to inspire a new generation of planetwalkers. In it, he explains how anyone can make their own walk. He also continues to teach people about the environment. The environment, he says, is not just about animals and plants. It's about how we treat each other. If we're going to make the world a better place, we need to do it for each other, not just ourselves.

²To raise awareness is to bring attention to something.

³Humanitarian issues have to do with improving human lives.

4 GRAMMAR

A Study the chart. Turn to page 196. Complete the exercises. Then do **B** and **C** below.

Modals of Future Possibility			
Subject	Modal	Main verb	
I / He / They	may / might / could	go	to college in the fall.
	may / might not		

Yes / No questions and short answers			
With be	Will you <u>be</u> home by midnight?	I may / might / could be. I may / might not be.	I don't know. I'm not sure.
With other verbs	Are you going to <u>go</u> to college?	I may / might / could. I may / might not.	It's hard to say right now. We'll see.

Remember: If you are certain about something in the future, answer like this:

Will you be home by midnight? Yes, I will. or No, I won't.

Are you going to go to college? Yes, I am. or No, I'm not.

B How possible is it that the predictions below will come true in your lifetime? Complete the sentences with *will / won't, may / might (not), or could*. Then add two ideas of your own.

1. Scientists _____ solve the global warming problem.
2. World hunger _____ end.
3. We _____ travel to other planets.
4. The world's population _____ decrease (go down).
5. _____
6. _____

C  Work in a small group. Take turns asking about the situations in **B**. Each person should explain his or her answers.

Will scientists solve the global warming problem in our lifetime?

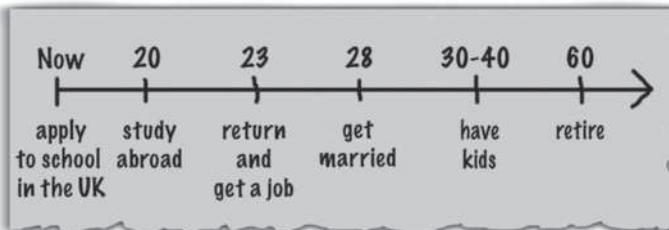
They probably won't. A lot of people still drive cars and use oil.

They could. Many countries are working on it. We'll see.

As our planet warms, hurricanes and other storms are becoming stronger in some places.



5 WRITING



- A** Look at the timeline and read about one person's plans for the future. What...

1. is the writer definitely going to do?
2. may or may not happen?

- B** Make a future timeline of your own. Put at least five events on it. List things that you know *will* happen and some that *may* happen. Then use your notes and the example to help you write your own paragraph. Use the bold words from the example to show a sequence.

- C** Exchange papers with a partner.

1. Circle mistakes in your partner's paper. Answer the questions in **A** about your partner's plans.
2. Return the paper to your partner. Make corrections to your own paper.

Notice how the writer uses the words in bold to explain a sequence of events.

Next month, I'm going to...
Next year, I may...

6 COMMUNICATION

- A** Complete the quiz about your future life.

	I may / might	I will	I won't
1. have at least three children			
2. get married more than once			
3. retire in 30 years			
4. graduate early			
5. get a promotion			
6. live alone			
7. travel somewhere fun or exciting			
8. see or meet a famous person			
9. get a job using English			
10. get a driver's license			
11. leave home before age 20			
12. buy a home			

- B** Interview your partner. Ask and answer questions about events in the chart above.

Will you have at least three children?

I know I won't. It's challenging to raise a large family.

- C** Join another pair. Explain how you are similar to or different from each other.

3 GETTING INFORMATION





Look at the photo. Answer the questions.

- 1 Where are these people?
- 2 What do you think they're talking about?
- 3 What do you talk about most often with your friends?

UNIT GOALS

- 1 Identify who someone is and where something is
- 2 Interrupt someone politely
- 3 Talk about how you get news and information
- 4 Share recent news about yourself and others

People talk at a cafe in Montevideo, Uruguay.

LESSON A TALK TO ME



Pocahontas County, West Virginia

1 VIDEO A Unique US Town

- A The video is about a town in a *quiet zone*. What do you think a quiet zone is?
- B What do people say about life in Green Bank, West Virginia? Watch the video and complete the sentences.
1. "Just listen to _____ all around you."
 2. "No one here has a _____."
 3. "There's a long list of _____ conveniences that we can't utilize here."
 4. "We can't _____ because I don't have service."
 5. "I really enjoy it because it's _____, it's peaceful, it's _____."

- C Would you want to live in a quiet zone? Why or why not? Tell a partner.

I would not want to live
in a quiet zone because...

2 VOCABULARY



Word Bank			
Verbs			Nouns
argue converse chat gossip talk ¹	<u>with</u> someone <u>about</u> something	get into an ~ strike up / start a ~, carry on a ~ have ² a ~, stop by for a ~ a ~ of (the plan) give a ~, listen to a ~	argument conversation chat discussion talk
discuss share	<u>something</u> <u>with</u> <u>someone</u>	the latest ~, juicy ~, a piece of ~	gossip

¹You can also *talk to* someone.

²Have can also be used before *argument*, *conversation*, *discussion*, and *talk*.

- A** Look at the verbs in the Word Bank. All of them are related to talking. Answer the questions with a partner.

What does “argue” mean?

- How are the verbs similar? How are they different? Ask your partner. Use your dictionary to help you if necessary.
- Which verbs have a negative meaning? Circle them.
- Which verbs have an identical noun form? Underline them.

It means to fight or disagree with someone when you are talking.

- B** Ask and answer the questions with a partner.

- When is the last time you **got into an argument** with someone? Who was it with? What was it about?
- Are you good at **striking up conversations** with people you don’t know well? Why or why not?
- How often do you **chat** with your neighbors?
- Think of a well-known celebrity. What is **one piece of** juicy **gossip** about him or her?
- What is one thing you want to **discuss** with your instructor?
- Who do you **share** your personal thoughts with? Why do you choose that person?
- Who do you **talk to** on a daily basis? What do you **talk about**?

I got into an argument with my mom yesterday.
She’s always telling me to clean my room!

3 LISTENING

- A  Look at the names of the websites below with a partner. Add one more. Which one(s) do you know? Which one(s) do you use?

Facebook Qzone Twitter
Instagram LinkedIn Mixi
Sina Weibo
our idea: _____



- B  **Infer information.** Read the questions. Then listen to an advertisement for a new online service. Which question might you ask?

CD 1 Track 15

- Do you own a phone?
- Can I borrow your phone?
- What's an affordable phone?
- What's the best thing about phones?

- C  **Listen for details.** Listen again. Complete the summary about InstaHelp and how it works. **CD 1 Track 15**

When you have a question, it's easy to waste time looking for (1.) _____ online. InstaHelp is an (2.) _____ service. You ask an important (3.) _____ by (4.) _____ or instant message. InstaHelp (5.) _____ it on to some of your online (6.) _____ (and their acquaintances, too). You then get live answers back in (7.) _____ minutes or so.

- D  Look back at your answers in C and explain to a partner how the InstaHelp service works. Would you use it? Why or why not?

- E  **Pronunciation: Stress: Verb + preposition.** Look at the two underlined words in each question. Which one is stressed? Circle it. Listen and check your answers. **CD 1 Track 16**

- Who do you talk to when you have a problem?
- What do you talk about with your friends?
- What is everyone gossiping about these days?
- Do you need to discuss anything with your teacher?
- Who do you chat with the most on the phone?

- F  Practice asking and answering the questions in E with a partner.

Listening Strategy

Infer Information

Think about information beyond the speaker's words.

Listening Strategy

Listen for Details

Listen carefully for detailed information.

4 SPEAKING

- A Listen to and read the conversation. Answer the questions. **CD 1 Track 17**

1. What does Jared need?
2. What is Ana's advice?
3. Does Jared know Ms. Ruiz? How do you know?

ANA: Oh, look... there's Gloria Ruiz. Do you know her?

JARED: No, I don't. Who is she?

ANA: She's the VP of Marketing for Global Industries.
She's standing right over there.

JARED: Is she the tall woman in the sweater?

ANA: No, Gloria is the woman with glasses. She's
chatting with the man in the suit.

JARED: You know, I am looking for a job.

ANA: You should talk to her. Maybe she can help you.

JARED: That's a good idea. Thanks!



JARED: Excuse me, Ms. Ruiz? May I interrupt for a moment? My name is *Jared Levy....* /'dʒærəd 'livi/

- B Practice the conversation with a partner.

SPEAKING STRATEGY

- C Think of a time you interrupted someone. Who were you talking to? What were you talking about? Tell a partner.

My friend and I were having a discussion about our homework. I interrupted because my bus was coming!

- D Role-play. Work in groups of three. Use the Useful Expressions to help you.

Student 1: You are at a party. You need to interrupt two people who are having a conversation. Choose a reason below.

- You think you know Student 2.
You want to introduce yourself.
- You need directions from the party to another place.
- Your idea: _____

Useful Expressions: Interrupting someone politely
Introducing yourself
Excuse me. May I interrupt for a moment? My name is... I'm sorry to interrupt. / I beg your pardon. I just wanted to introduce myself. My name is...
Interrupting someone you know
Excuse me. Sorry to bother you, (name), but I have a question. Could I interrupt for a second? I just wanted to say / ask something.

Students 2 and 3: You are chatting. Student 1 will interrupt your conversation. Ask him or her at least two questions.

5 GRAMMAR

A Study the chart. Turn to page 197. Complete the exercises. Then do **B–D** below.

Participial and Prepositional Phrases		
/dʒoʊ/ Who is Joe Ortega?	He's the guy	chatting on the phone. on the phone.
'mɪz 'an/ Who is Ms. Anh?	She's the woman	wearing glasses. in front of the class.
Which books are mine?	They're the ones	lying on the floor. in the drawer.

Prepositions

against the wall
alongside the house
between the desks
by the road
in the suit
on the table
opposite the door
under(neath) the tree
with the glasses

B Match the questions with their answers. Then use the words in the box to complete the answers with the correct prepositions and verb forms.

argue	between	discuss	hide	in	in
in	on	play	with	with	under

1. Who's the leader of the band?
2. Which one is your sister?
3. Which one is my package?
4. Which one is your cat?
5. Who are your friends?
6. Who's Tom?

- a. He's the student _____ his grade _____ the instructor.
- b. He's the guy _____ the hat _____ the guitar.
- c. They're the people _____ the cafe _____ about politics.
- d. She's the girl _____ the ponytail _____ the skateboard.
- e. It's the one _____ _____ the bed.
- f. It's the one _____ the hall _____ the two tables.

C  Work with a partner. Play a guessing game. Think of an object and a person that you can see in your classroom. (Don't tell your partner!) Ask Yes / No questions to identify your partner's object and person.

Is it someone
wearing glasses?

No, it isn't.

Is the person
standing near...?

Is it something on the wall?

Um, not exactly. It's against
the wall, though.

Is it...?

D  Switch roles and play the game again.

6 COMMUNICATION

- A**  What do the quotes mean? Discuss with a small group. Share your ideas with the class.

“Great minds discuss ideas. Average minds discuss events. Small minds discuss people.”
—Eleanor Roosevelt
(/ɛlənər rʊzəvɛlt/)

“Never argue with stupid people. They will drag you down to their level and then beat you with experience.” —Mark Twain
(/mɑrk t'weɪn/)

“Silence is one of the great arts of conversation.” —Chinese proverb

- B**  Think about the ways you communicate. Do you agree with any of the quotes in **A**? Explain your opinions to a partner.

- C** Read the situations below. Which behaviors bother you the most? Put them in order from 1 (most annoying) to 5 (least annoying).

A person / People...

- _____ talking loudly on the phone on the train.
- _____ having an argument in a restaurant.
- _____ gossiping loudly about someone else.
- _____ chatting during a movie.
- _____ discussing sensitive political issues during dinner.

Which situation is most annoying to you?

- D**  Form a small group. Tell your group members your answers for the most and least annoying behaviors in **C**. Explain your answers.

It's definitely when a person talks loudly on the phone on the train. That behavior really bothers me!



LESSON B THE LATEST NEWS



1 VOCABULARY

- A Look at the words below in **blue**. Are there any you don't know? Work with a partner to learn their meanings. Then take the quiz on your own.

1. How do you typically **get your news?** TV radio online other

2. I am most interested in... because _____.
 international (world) **news** **local news** (about my town or city)
 national news (about my country)

3. What's one popular **news program** or **news site** in your country? _____
What kind of news show or site is it?
entertainment / international / local / national / sports / tabloid news
Do you ever watch this news program or visit the site? _____

4. When you read an interesting news **story**, do you post it online? _____

5. Think of someone famous who was **in the news** recently. Who was it?
Was the news about this person **bad, good, great, sad, or sensational?** _____
Did the news about the person **spread** from place to place quickly? _____

6. Think again about the **news story** in #5. How did you **hear the news?**
 on TV on the radio on social media online
 by **word of mouth** (= someone told me)
Did you **tell anyone else the news?** If so, how many people did you tell? _____

- B Explain your quiz answers to a partner.

How do you typically
get your news?

Usually online, I guess.
I never watch TV.

2 LISTENING

- A** **Make predictions.** You will hear two reporters talk about three stories that were in the news recently. Which one (a, b, or c) do you think most people wanted to read or hear about? Circle your answer and then tell a partner.
- news about jobs and the economy
 - the president's meeting in Asia
 - a scandal involving a soccer player

- B** **Check predictions.** Listen and check your answer in **A**.
CD 1 Track 18

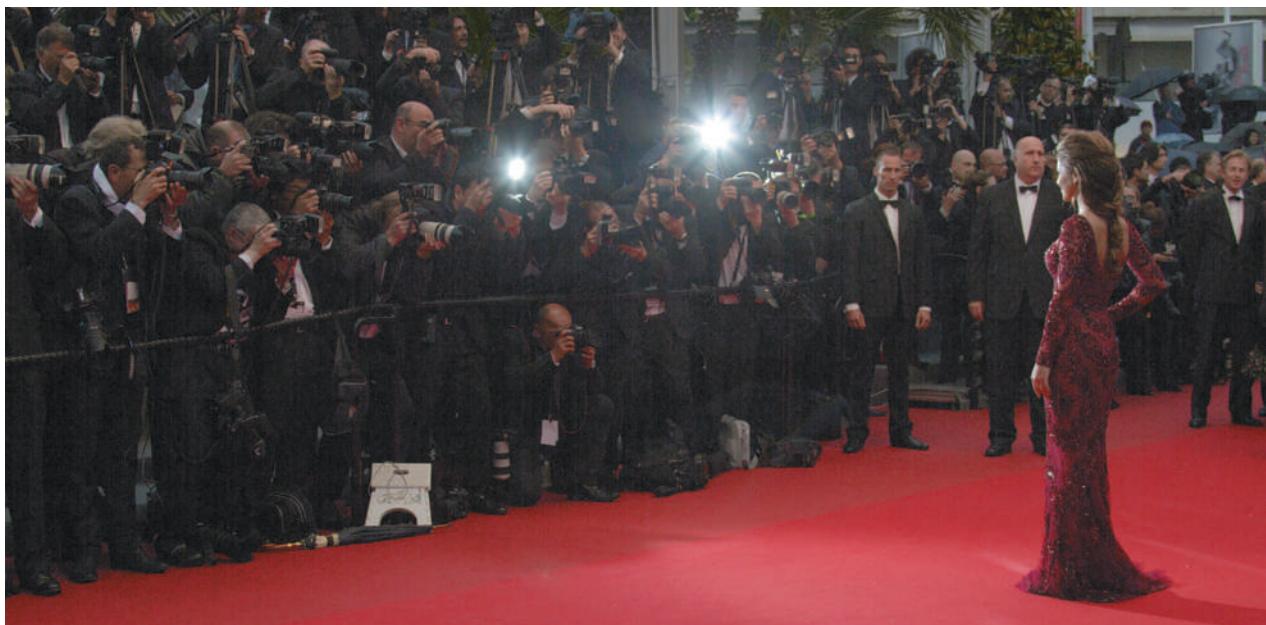
- C** **Listen for details; Infer information.** Read the sentences. Then listen to the full conversation and circle *True* or *False*. Correct the false sentences. CD 1 Track 19

- The woman feels that a lot of news today is too sensational.
- The man says news today is trying to educate the public.
- The man says the least popular news stories are about murder and sports.
- The woman believes there should be more news about the economy and the environment.

True	False

- D** Discuss the questions with a partner.

- Do you agree with the opinions in **C**? Why?
- Think of a story that was in the news a lot recently. Do you think it was important? Why or why not? How long was it in the news?



Word Bank

scandal = a shocking event, often involving a famous or important person

the media = all news and information sources (TV, radio, magazines, online news) referred to as one group

Listening Strategy

Listen for Details

Listen carefully for detailed information.

3 READING CD 1 Track 20

A  **Use background knowledge.**

Look at the title. What is a viral news story? Can you think of one example? Tell a partner.

B  **Sequence events.** Read the first news story. Number the events in the order they happened. Then retell the story to a partner using the appropriate verb forms.

- a. _____ Lulu barks like a dog.
- b. _____ Lulu is adopted.
- c. _____ Ken is unconscious.
- d. _____ The family finds Ken.
- e. _____ Lulu goes everywhere with Ken.
- f. _____ Lulu's mother dies.
- g. _____ Ken has an accident.

C  **Make connections.** Read the second news story. What do these pairs of items have in common?

Write your answers and then compare them with a partner's.

1. visit waterfalls / go horseback riding

These are things you can do in Vanuatu.

2. scuba diving / snorkeling _____

3. three meters below the surface / near Port Vila _____

4. buy waterproof postcards / receive a special stamp _____

D  **Summarize.** Why do you think each news story went viral? Give a reason for each story. Discuss with a partner.

VIRAL NEWS



Reading Strategy

Sequence Events

Read carefully to determine the order of events.

A *viral news* story spreads quickly, usually online, and becomes very popular.



Lulu to the Rescue!

/lulu/

Lulu is a kangaroo. For ten years she has lived with the Richards family. Lulu was adopted by the family after they found her next to her dead mother, not far from the Richards family's home in New South Wales, Australia.

/ken ˈrɪtʃərdz/

Ken Richards is a farmer. He was working on his farm when a heavy tree branch suddenly fell on top of him and he passed out.¹

Lulu stood next to Mr. Richards's body. She started barking and didn't leave Mr. Richards's side.

"I've never heard Lulu bark like that—she sounded like a dog. She barked and barked, and she didn't stop," said Celeste, Mr. Richards's daughter.

/səlest/

After 15 minutes, the Richards family went to investigate.² They found Ken on the ground.

"Lulu is a hero," said Celeste. "She saved my father."

/kreɪg ˈmɪdlətn/

Craig Middleton, a veterinarian, says that Lulu's story is rare. "I have never seen a kangaroo act like that. Maybe Lulu helped Ken Richards because the Richards family is the only family she has ever known."

Lulu is a loyal, friendly, and very intelligent kangaroo. After Ken leaves the hospital, he is planning to go everywhere with Lulu.

This Post Office is All Wet

/vənuˈatu/

The Republic of Vanuatu has recently been in the news—but not for the usual reasons.

Approximately 175,000 people live in the Republic of Vanuatu, an island chain east of Australia. It is a popular tourist destination because there's a lot to do there: you can visit waterfalls, go horseback riding, or visit a traditional Ni-Vanuatu village. Vanuatu is most famous for its scuba diving and snorkeling.

In an effort to draw attention to these popular water sports, Vanuatu has created a world's "first": the government has opened an underwater post office. You have to be a trained scuba diver to work there. The office is three meters below the surface in an area outside Port Vila, the capital city.

So far, the post office has hired four workers. They will work in a room surrounded by the beauty of Vanuatu's underwater world. Customers will buy waterproof postcards on land and then dive down to the post office to receive a special waterproof stamp!

¹If you *pass out*, you fall down and lose consciousness.

²If you *investigate* something, you look at it carefully.

4 GRAMMAR

- A** Study the chart. Turn to page 198. Complete the exercise. Then do **B–D** below.

Review of the Present Perfect					
Question word	have / has	Subject	Past participle		Answers
	Have	you	heard	the news?	Yes, I have . I heard it this morning.* No, I haven't . What happened?
How long	have	you	been	a reporter?	(I've been a reporter) for six months.
	has	she			(She's been a reporter) since May.

*When you answer a present perfect question with a specific time expression, use the simple past:
Have you heard the news? Yes, I heard it this morning.

- B** Unscramble the questions.

1. read / you / any funny / have / recently / news stories
-

2. in English / ever / have / you / watched / the news
-

3. studied / how long / you / English / have
-

4. studied / another / have / language / ever / you
-

5. known / your best friend / have / you / how long
-

- C**  Ask and answer the questions in **B** with a partner. Write your partner's answers below. Then ask a follow-up question.

Example: *Yoshi has known his best friend for ten years. They met in elementary school.*

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

So you've known your best friend for ten years. Where did you meet?

In elementary school.

- D**  Tell another pair one thing you learned about your partner.

5 WRITING

- A Read the message Sofia sent to her college roommate Emma.
- /səʊ'fɪə/ /'ɛmə/
- Are the underlined words correct or not? Find the three mistakes and correct them.
 - Answer the questions about Sofia:
 - Where does Sofia live? How long has she been there?
 - What does she do? How long has she had this job?
 - Is Sofia married or dating anyone? If yes, how long have they been together?

Hey Emma,

How are you? I haven't seen you in a long time. What are you doing these days? A lot has changed for me since college. At the moment, I'm living in Barcelona. I'm here since three years, and I really like it. I came to Barcelona to go to graduate school. I finished three months ago, and I've just gotten a job at a local TV station. It's cool. In other news, I haven't meet anyone special, so I'm still single. What's new with you? Are you going to our class reunion next month? Let me know!

Sofia

Word Bank

Use *in other news* to change from talking about one topic to a different one.

At a *class reunion*, people from the same graduating class get together and have a party. Usually the people haven't seen each other for a long time.

- B Imagine it's ten years in the future and you are doing something interesting in your life. Answer questions 2a–c in A about your future life. Use the present perfect tense. Then use your notes and the example to help you write an email to a classmate.

- C Exchange papers with a partner.

- Circle any mistakes in your partner's email.
Answer questions 2a–c in A about your partner.
- Return the paper to your partner. Make corrections to your own email.

Park Güell, Barcelona



6 COMMUNICATION

- A Imagine it's ten years in the future and you are at a class reunion. Talk to six different people and find out what they're doing these days. Use your notes from Writing.
- B Think about the people at the reunion. Which of your classmates has changed the most? Tell a partner.

So, what's new, Sofia?

A lot. I'm living in Barcelona now.

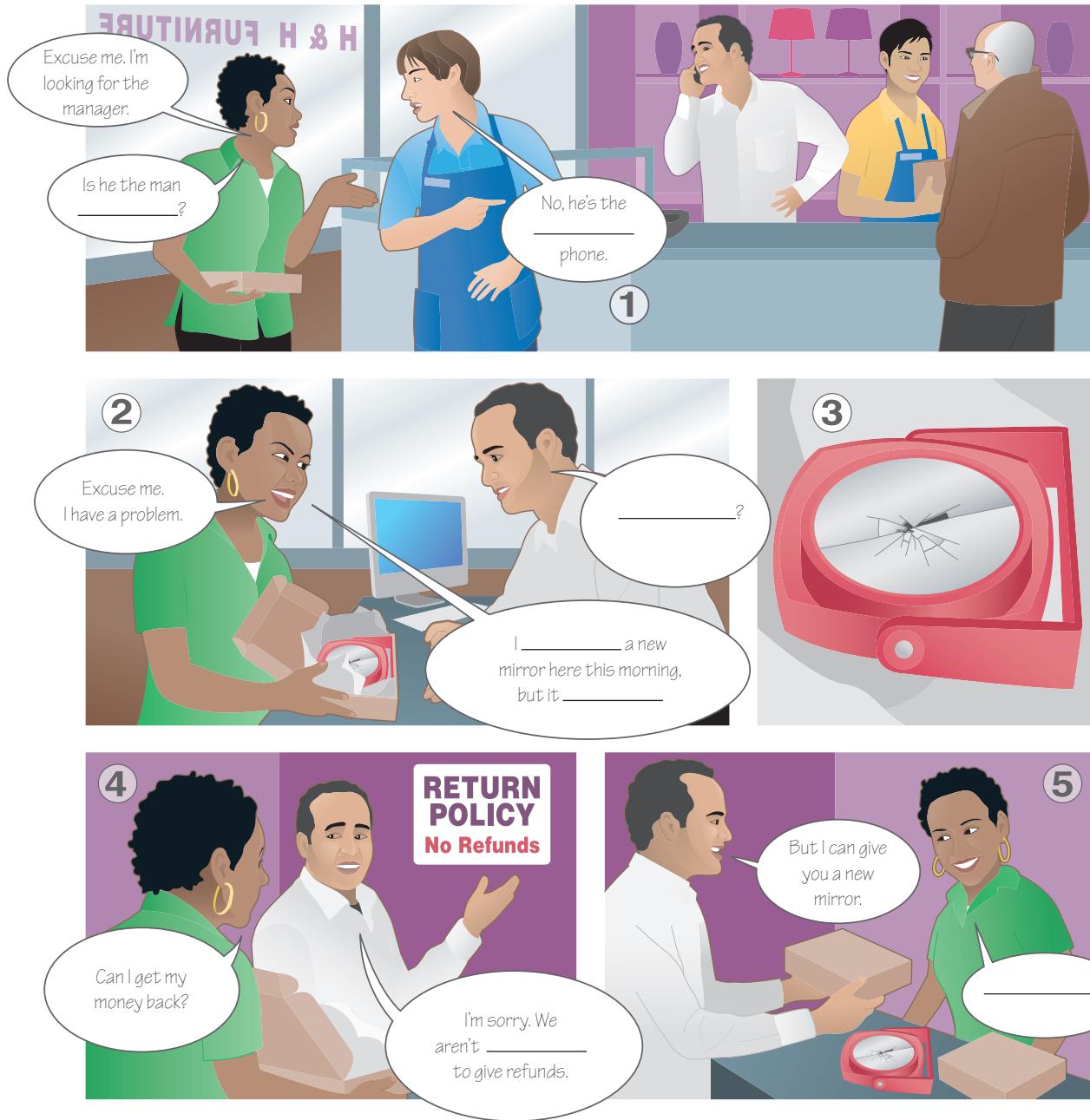
No way! How long have you been there?

REVIEW UNITS 1–3

1 STORYBOARD

/təlɪə/

- A Talia bought something at a furniture store. She is returning to the store. Look at the pictures and complete the conversations. More than one answer is possible for each blank.



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

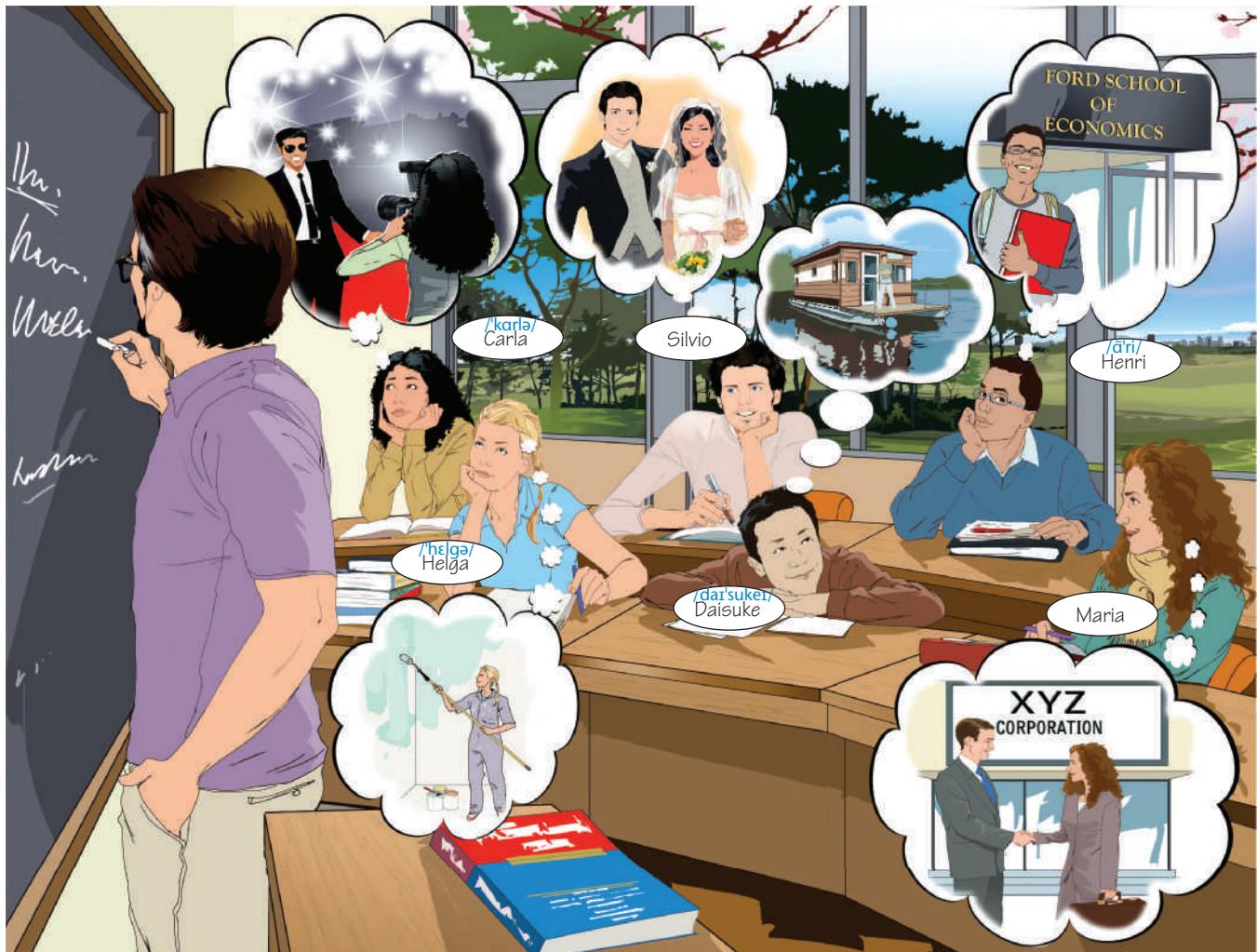
2 SEE IT AND SAY IT

A  Look at the picture below. Answer the questions with a partner.

1. Where are the people?
2. What are they doing? Why are they doing it?

B  With a partner, describe what each person is planning to do in the future. Say as much as you can about each person's plans.

/dai'suke/
Daisuke is thinking about buying a houseboat. He wants to live on the water. He's probably going to become an artist.



C  Tell a new partner about your future plans. Where are you going to live? What kind of work are you going to do?

3 GET AND HAVE

A Follow the steps below.

1. Match the words in A, B, and C to make expressions with *get* and *have*.
2. Write your answers in the chart below.
3. Use the column letters (A, B, and C) in the chart as clues to help you.

A	B	C
get have	a divorced into married your	baby an argument friendly chat happy childhood news

Get	Have
(A + B) <i>get divorced</i>	(A + B + C) _____
(A + B) _____	(A + B + C) _____
(A + B + C) _____	(A + B + C) _____
(A + B + C) _____	(A + C) _____

B Compare your answers with a partner's.

C Take turns choosing an expression in **A**. Make a sentence using that expression.

4 LISTENING

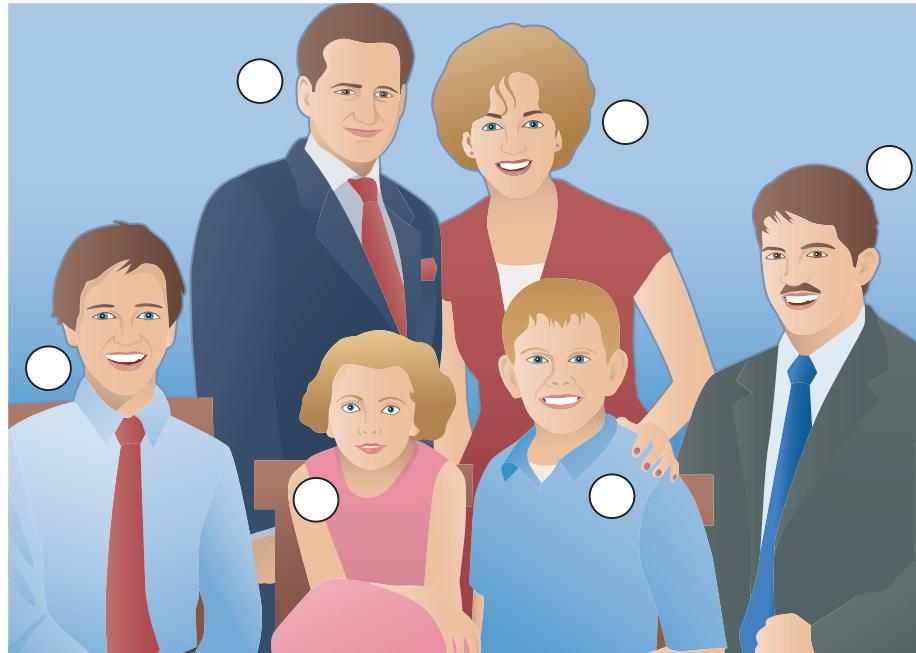
/dʒɒn/ /'eɪmɪ/

A Listen as John and Amy talk about the photo. Use the names in the box to label the people.

CD 1 Track 21

/'dʒουzəf/

- | | |
|----------------------|-----------------------|
| a. John
/ə'lɪvɪə/ | d. Joseph
/'rændi/ |
| b. Olivia
/ˈtɪnə/ | e. Randy
/tɒm/ |
| c. Tina
/tɪnə/ | f. Tom
/tɒm/ |



- B**  Listen again. Complete the chart about where the people are now. **CD 1 Track 21**

Joseph and Olivia	They are _____ now. Olivia lives in _____. Joseph is _____ in Florida.
Randy	He just had _____.
Tom	He just _____.
Tina	She's _____ high school.

- C**  Do you have a photo of family members in your wallet or on your phone? Show your photo to the class and talk about it.

The person standing in front of me
is my sister. Her name is...

5 SWIMMING POOL RULES

- A**  Look at the picture. Take turns saying the rules at the swimming pool. Point to the people breaking the rules. What are they doing?

No dogs are allowed in the pool.



- B**  Make up a list of rules for your classroom and share them with the class.

UNIT 1 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

A Complete the sentences with the correct form of the verbs in parentheses.

1. The bathroom _____ (flood) because the toilet _____ (clog).
2. The hall mirror _____ (break). How did that happen?
3. Alvaro _____ (jam) his key into the lock and now it _____ (bend).
4. It's so cold! The pipes _____ (freeze).
5. Karen _____ (close) the window too fast, and now the glass _____ (crack).
6. Both of these cabinets _____ (damage). We need to replace them.

2 QUESTION FORMULATION

A  Make questions with the words in the box. Some questions will use the passive form. Then ask and answer questions. Give answers that are true for you.

allow / talking / movie theater	break / light / dining room	use / cell phone / school
clean / kitchen and bathroom	give / seat / public transportation	permit / activities / park

1. Who should you give your seat to on public transportation ?
2. When _____ ?
3. [Yes / No] _____ ?
4. What _____ ?
5. [Yes / No] _____ ?
6. How _____ ?

3 SPEAKING

A  Work with a partner. Take turns talking about problems and giving possible solutions. Choose from these situations:

- My dog barks when he's outside. It makes my neighbor angry. I don't want to leave my dog in the house.
- My friend and I had terrible service at a restaurant. We felt frustrated, so we didn't leave a tip. I don't know if that was the right thing to do.
- My classmate spends a lot of time texting in class. It distracts me from the lesson, and I feel bad for the teacher.
- My roommate never puts the garbage in the right place, but I do. Our landlord is angry with both of us.

B  Share a problem and a solution with the class.

I hate it when people talk loudly on their phones.

4 WRITING

- A In your notebook, write a paragraph (8–10 sentences) about behavior in public spaces that annoys you. Include: the behavior, who does it, where it happens, an example, and a suggestion to change it.

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 3**

1. Which apartment are they going to move to?
 - a. The first one.
 - c. The third one.
 - b. The second one.**
 - d. None of them.
2. Who believes that the paparazzi should be permitted to take pictures?
 - a. The man.
 - c. The man and the woman.
 - b. The woman.
 - d. Neither of them.
3. Where are the people who are speaking?
 - a. In a store.
 - b. At a movie theater.
 - c. On public transportation.
 - d. In a library.
4. Who is responsible for the mess in the house?
 - a. The woman.
 - c. The girl's friends.
 - b. The girl.
 - d. The woman's friends.
5. What does the man suggest that the woman do to her bedroom?
 - a. Paint it.
 - b. Buy new furniture.
 - c. Fix the lamp.
 - d. Paint it and buy new furniture.
6. Why is the woman upset about her bus ride?
 - a. A man was smoking.
 - b. A man was eating.
 - c. A man was talking on his phone.
 - d. A man was listening to music.

- B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 4**

1. Why is the man complaining?
 - a. He saw a very bad film.
 - b. People were behaving badly at the movies.**
 - c. He missed a movie he wanted to see.
 - d. His friend went to a movie without him.
2. What were the people doing?
 - a. Talking.
 - c. Eating.
 - b. Texting.
 - d. Talking and texting.
3. What is the man's opinion about his experience?
 - a. Some people should go to the movies more often.
 - b. Bad movies shouldn't be shown.
 - c. Some people shouldn't be allowed in cinemas.
 - d. He doesn't want to go to the movies anymore.
4. What is the woman describing?
 - a. How she is going to redo her bedroom.
 - b. How she is going to redo a hotel room.
 - c. A room she saw in a magazine.
 - d. A room in her friend's house.
5. Which colors will be in the room?
 - a. Blue and gray.
 - b. Red and purple.
 - c. Brown and beige.
 - d. Orange and yellow.
6. How does she want the room to feel?
 - a. Calm and peaceful.
 - b. Soft and warm.
 - c. Small and bright.
 - d. Welcoming and comfortable.

UNIT 2 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

A Circle the correct verb form to complete each sentence. In some cases, both options are correct.

1. I'm **graduating** / I'll **graduate** from college next year, then I'm **going to start** / I'm **starting** working for my uncle's company.
2. Kevin **is taking** / **will take** the black suitcase on his business trip.
3. The ceremony **is** / **is being** at 8:00 tomorrow night.
4. One day, **we're visiting** / **we're going to visit** China.
5. Joanna and Tony **are getting** / **get** married in June.
6. Sabrina **is going to study** / **is studying** in London after graduation.

2 QUESTION FORMULATION

A Make questions with the words in the box. Use the different future forms.

be / our life / different / 20 years	finish / master's degree	get / married / next year
hold / anniversary party / parents	take / driving exam	visit / Europe / cities

1. When **are you going to take** / **are you taking your driving exam** ?
2. Which _____ ?
3. Who _____ ?
4. When _____ ?
5. Where _____ ?
6. How _____ ?

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

1. How will your life be different in 30 years? _____
2. Where are you going on your next vacation? _____
3. What are you going to do this weekend? _____
4. Who will you live with when you are old? _____
5. When are you finishing your college degree? _____
6. Why are you taking the TOEFL exam? _____

3 SPEAKING

A  Work with a partner. Take turns talking about the parents and children below. How could the parents change their own behavior?

Liz thinks that her kids, aged 13 and 16, should have lots of fun while they can. Her 16 year-old son, Zack, wants to have more responsibility, but his mom won't let him do any chores at home.

Carlos and Isabel have a 10 year-old daughter named Marta. They are very strict with her, and expect her to follow all of their rules. Marta says that her parents never listen to her.

- B**  Share your ideas with the class.

4 WRITING

- A** You got a promotion and your company is relocating. Write an email to a friend and describe how you think your life will be different and the things you need to do to prepare for relocating.

5 EXAM PREPARATION: READING

- A** Read the following text. Then answer the questions.

A recent study of almost 2,000 British adults between the ages of 16 and 65 asked the question, “What milestones ‘should’ you have reached by age 30?” The results aren’t meant as advice, of course. But it is interesting to see how people view the most important moments in a young adult’s life.

The study found that people believe you should have your first kiss at 15, and that 19 is the best age to start a full-time job.

Our early 20s should also be the time when we move out of the family home, buy a first car, and go on vacation for the first time with a boyfriend or girlfriend. Most people also believed that by age 30 we should have met many of our most important goals. These include living independently, meeting our partner, getting engaged, and getting married.

The study also looked at pressure and how it helps us achieve our goals. One in three people said they felt there was more pressure on young people today to reach milestones by a certain age. According to the study, for many, the pressure comes from inside us.

1. What is the main purpose of the article?
 - a. To give advice about life goals.
 - b. To ask people when they did things in their life.
 - c. To report the results of a research study.
 - d. To explain what a *milestone* is.
2. What do the numbers 15 and 19 refer to in the second paragraph?
 - a. Ages.
 - b. Amounts of money.
 - c. Years.
 - d. Times.
3. What does paragraph 2 imply about getting a full-time job?
 - a. A part-time job isn’t good enough.
 - b. You need a job that pays a lot of money.
 - c. With a good job, you can move out of your family home.
 - d. You don’t need to go to college to get a job.
4. In line 3 of paragraph 3, what expression can replace **independently**?
 - a. Without other people.
 - b. Without our family’s help.
 - c. In a different city.
 - d. In our grandparents’ home.
5. In line 3 of paragraph 3, what does the word **these** refer to?
 - a. People.
 - b. Goals.
 - c. Early 20s.
 - d. Important ideas.
6. What does the article imply about pressure?
 - a. It is negative.
 - b. It is positive.
 - c. It is both positive and negative.
 - d. It is neither positive nor negative.

UNIT 3 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Complete the sentences using participial and prepositional phrases and the cues in parentheses.

1. Mrs. Dickens is the woman talking on the phone. (talk / phone)
2. My shoes are the ones . (red laces)
3. Jaime is the boy . (wear / jeans)
4. Her sisters are the girls . (backpack)
5. Our parents are the people . (stand / tree)
6. Armando is the man . (ride / bike)

2 QUESTION FORMULATION

- A Make questions with the words in the box. Use either the simple present or the present perfect.

be / good / talking to people	call / have a problem	discuss / family / with a stranger / ever
know / your best friend	talk / your friends	watch / news in English / ever

1. What do you talk about with your friends ?
2. Who _____ ?
3. [Yes / No] _____ ?
4. [Yes / No] _____ ?
5. How long _____ ?
6. [Yes / No] _____ ?

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

1. Who do you chat with the most on your phone? _____
2. What do you talk about with your friends? _____
3. When is the last time you got into an argument with someone? _____
4. What's the best thing about smartphones? _____
5. How often do you speak with your friends? _____
6. Do you need to discuss anything with your teacher? _____

3 SPEAKING

- A  Work with a partner. Take turns creating and practicing dialogs for the situations below.

1. You are in a store. You think you recognize someone who is there.
2. You need directions from the store to a bank.
3. Your own idea: _____

- B  Share one of your dialogs with the class.

4 WRITING

A Write a paragraph (10 sentences) about a funny, interesting, or surprising news story. Be sure to answer these questions:

- What title can you give the story?
- Where did the story take place?
- What happened? Include details about the people or animals involved, the place, the time, etc.

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 5**

1. What will be on the show first?
 - a. A five-day weather report.
 - b. A review of new restaurants.
 - c. A talk about weekend events.
 - d. A story about the highway closure.**
2. What is the topic of the class that the woman wants to take?
 - a. How to decorate cakes.
 - b. How to bake pastries.
 - c. How to grill steaks.
 - d. How to make burgers.
3. Who is the man describing?
 - a. His friend.
 - b. A criminal.
 - c. A famous actor.
 - d. His boss.
4. Where would you hear this announcement?
 - a. In a theater.
 - c. In a store.**
 - b. On TV.
 - d. At a school.
5. Why does the woman interrupt the man?
 - a. She wants to introduce herself to him.
 - b. She wants to meet the person he's talking to.
 - c. She wants to say hello.
 - d. She wants to ask him a question.
6. What news story are the men talking about?
 - a. A man who caught a thief on his horse.
 - b. A man who rode his horse to a store.
 - c. A woman who bought a bicycle.
 - d. A woman who lost her bicycle.**

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 6**

1. What does the man say that most news stories are about?
 - a. Sports.
 - b. Gossip.
 - c. Politics.
 - d. The economy.**
2. Does the woman like that kind of story?
 - a. Yes, she does.
 - b. She likes them a little.
 - c. No, she doesn't.
 - d. She isn't sure.
3. What kind of stories does the man like?
 - a. About politics.
 - b. About travel.
 - c. About technology.
 - d. About the environment.**
4. How did most people get their news in the past?
 - a. Watching TV.
 - b. Reading a newspaper.
 - c. Listening to the radio.
 - d. Looking at social media.**

5. What percentage of all adults gets their news from social media?
 - a. 20%.
 - b. 30%.
 - c. 35%.
 - d. 65%.
6. How has this change affected the kind of news we see?
 - a. We see more “hard news.”
 - b. We see less “hard news.”
 - c. We see the same kind of news.
 - d. We see more interesting news.

6 EXAM PREPARATION: READING

A Read the following text. Then answer the questions.

You may have heard of the Baby Boomers, or of Generation X. The current generation that everyone is talking about is Generation C. The C stands for “connected”—and this generation is more connected to people and information than any other. They use social media, smartphones, and wireless technology to get and share information anywhere they are.

The members of Generation C are sometimes called “digital natives” because the Internet and related technology have always been part of their lives. But there is more to being a member of Gen C than just reading the news online. Gen C members love being creative with online content. Many of them have a blog, a YouTube channel, or a website of their own.

Gen C also feels comfortable in online communities. They use resources online to stay in touch with friends, family, and business colleagues. And they spend time online with people around the world who share their interests. It’s clear that they don’t need to meet people face to face to become their friends.

What isn’t clear about Generation C is exactly who is a member. Some experts say that, to be a member of Gen C, you have to be between 18 and 35 years old. But others point out that people of all ages who are active in the digital world can be considered members of Generation C. It seems that the problem is with the word “Generation”—perhaps a new term is needed.

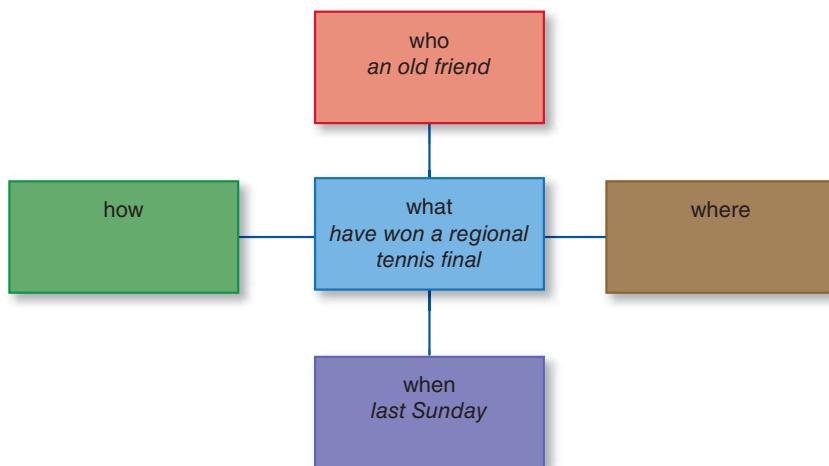
1. What does the C in Generation C mean?
 - a. Cool.
 - b. Current.
 - c. Creative.
 - d. Connected.
2. What is one example of technology that is NOT mentioned in paragraph 1?
 - a. Social media.
 - b. Gaming consoles.
 - c. Smartphones.
 - d. Wireless technology.
3. What does it mean to be a “digital native”?
 - a. You know how to program computers.
 - b. You use technology to learn languages.
 - c. Technology has always been part of your life.
 - d. You know how technology works.
4. According to the article, what do members of Gen C do in addition to reading content online?
 - a. They generate their own content.
 - b. They work in technology companies.
 - c. They watch video online.
 - d. They invent new products.
5. In paragraph 4, what problem with Gen C is discussed?
 - a. They are difficult to work with.
 - b. It isn’t clear who is a member of Gen C.
 - c. People don’t know what to call them.
 - d. They are between 18 and 35 years old.

PROCESS WRITING

- A**  Work with a partner. You are going to share some news in a personal email. It can be true or made up. Decide who the email is to, from, and what the news is. See the examples below. Brainstorm three more scenarios together, and write them in your notebook.

To	From	Topic
grandparents	grandchild	have booked three months' travel in Europe
old friend	friend	have won a regional tennis final
former teacher	former student	have been accepted to a student exchange program

- B**  When you have finished your list of ideas, choose the one you want to write about in your personal email. With your partner, use the graphic organizer to make notes about your topic in your notebook. Change the headings if you want.



Time Expressions for the Simple Past and Present Perfect

As you share your news in a personal email, you will use both the simple past and the present perfect tenses. It helps the reader if you also use time expressions when telling your news. With the simple past, use time expressions such as *when*, *last week*, and *ago*. With the present perfect, use expressions like *lately*, *so far*, and *yet*.

- C** Use the words in the box to complete the steps for writing a personal email.

ask details feel finish open say use why

1. Open with an informal greeting.
2. Ask how the other person is.
3. Explain why you're writing.
4. Tell what your news is.
5. Give more details about your news.
6. Describe how you feel about it.
7. Finish a suitable closing expression.
8. Say with your name.

- D** Draw lines to match the sentences (1–8) with the steps (a–h) that they represent.

1. Hi, Pablo,
2. How have you been?
3. So, I'm writing with some great news.
4. Last week, I won a major music competition!
5. There were 50 other people competing. It was tough.
6. You're the only person I've told so far. I'm so happy!
7. Hey, email me back when you can. Bye for now,
8. Jonathan

- a. giving more detail about your news
- b. describing how you feel about it
- c. finishing with your name
- d. asking how the other person is
- e. explaining why you're writing
- f. closing with a suitable expression
- g. opening with an informal greeting
- h. saying what your news is

- E** Using your notes from **B**, and the sequence of steps in **C** and **D**, organize your email. In your notebook, put your steps in the correct sequence.

- F** Choose the correct phrases from the box to complete the personal email.

and I have some exciting news to tell you	How are you	I came out of our hotel	
I have to go now	I still can't believe it	Love	Write me soon

Hey Lucy,

(1.) ~~How are you~~ ? Have you seen any good movies lately?

I'm having a great vacation here in New York, (2.) ! Last night I saw Jaden Smith. (3.) ! He's my favorite actor. (4.) and I saw him leaving a restaurant across the street. Isn't that crazy? Well, (5.) . We're taking the subway to Times Square. (6.) !
(7.) ,

Mischa

- G** Now use your notes and sequence from **A** and **B**, and the model email from **F** to write the first draft of your personal email in your notebook. Remember to check your grammar and spelling!

- H**  Now, swap your email with a partner's. Read each other's work. Use this checklist as you complete your review.

- Does the email tell the reader a piece of news?
- Does it follow the steps from **C**?
- Are the ideas organized? Does it tell the events in the correct order?
- Does it mix the simple past and the present perfect tenses?
- Does it use time expressions?
- Does it use an informal style?

- I** Use your partner's feedback to revise your work. Correct any errors, and rewrite any sentences or sections that will improve your email.

Personal Emails

For personal emails to our family members or friends, we use an *informal* style of writing. Remember to use informal words and phrases, contractions, a friendly tone, and exclamation points.

LANGUAGE SUMMARIES

UNIT 1 INDOORS AND OUTDOORS

LESSON A

Vocabulary

color

bright ~, dark ~, favorite ~,
neutral ~, primary ~

combine**get rid of****home improvement****option****overwhelming****rearrange**

rebuild

recreate

redo**repaint****repair****replace**

restart

work well

Speaking Strategy

Making informal suggestions*With base form*

Why don't you fix it yourself?
I think you should fix it yourself.
I know what you should do. Call my friend.

With verb + -ing

Have you thought about fixing it yourself?

Try calling my friend.

Responding*Strong yes*

Good idea!

That's a great idea.

Sounds good to me.

Weak yes

I guess it's worth a try.

Maybe I'll do that.

No

I don't think so.

No, I don't like that idea.

LESSON B

Vocabulary

disturb**litter****no one else's business****preserve****privacy**

have (no) privacy

public

the general public
open to the public

public / private

~ conversation, ~ figure,
~ life, ~ school, ~ space, in ~

publicly / privately

~ owned business

rights

UNIT 2 MILESTONES

LESSON A

Vocabulary

infant (baby) / infancy
toddler
child (kid) / childhood
adolescent (teenager) / adolescence
young adult
adult (grown-up) / adulthood
start a family

Speaking Strategy

Talking about plans
planning + infinitive
I'm planning to take a driving test.
going to + base form
I'm going to visit my cousins.
thinking about + gerund
I'm thinking about taking a trip.

Talking about needs
need + infinitive
I need (to rent) a car.

LESSON B

Vocabulary

be born
buy a house
enroll (in college)
fall in love
get a job
get divorced
get married
get pregnant
go to school
have children
leave home
raise a family
retire

UNIT 3 GETTING INFORMATION

LESSON A

Vocabulary

argue / argument
get into an argument
converse / conversation
strike up / start a conversation
carry on a conversation
chat / chat
chat with your coworkers
discuss / discussion
a discussion of (the plan)
gossip / gossip
the latest gossip
a piece of gossip
juicy gossip
share
share your (feelings / ideas)
talk / talk
give a talk, listen to a talk
argue / converse / chat / gossip / share / talk (*with someone, about something*)
discuss (*something with someone*)
have a(n) argument / conversation / chat / discussion / talk

Speaking Strategy

Interrupting someone politely
Introducing yourself
Excuse me. May I interrupt for a moment? My name is...
I'm sorry to interrupt. / I beg your pardon.
I just wanted to introduce myself. My name is...

Interrupting someone you know
Excuse me. Sorry to bother you, (name), but I have a question.
Could I interrupt for a second?
I just wanted to say / ask something.

LESSON B

Vocabulary

media
in the media
news
get (your) news
in the news
tell (someone) the news
(news) source
news story
(local / national / international) news
(entertainment / sports / tabloid) news
(news) program / site
bad, good, great, sad, sensational (news)
spread the, hear the news
accurate ↔ inaccurate
reliable ↔ unreliable
scandal
word of mouth

GRAMMAR NOTES

UNIT 1 INDOORS AND OUTDOORS

LESSON A

Active Voice			Stative Passive Voice		
Subject	Verb	Object	Subject	be	Past participle
❶ I	broke	the window.	❷ The window	is	broken.

Sentence ❶ describes an action or event: *I broke the window*.

Sentence ❷ is in the stative passive. It describes a state of being. There is no action taking place: *The window is broken (because I broke it)*.

The object in an active sentence becomes the subject in a passive sentence.

The past participle is a verb form that functions as an adjective after the verb *be*.

Base, Simple Past, and Past Participle Forms								
Base	Simple past	Past participle	Base	Simple past	Past participle	Base	Simple past	Past participle
bend	bent	bent	close	closed	closed	jam	jammed	jammed
break	broke	broken	crack	cracked	cracked	pack	packed	packed
burn	burned	burned	flood	flooded	flooded	ruin	ruined	ruined
clog	clogged	clogged	freeze	froze	frozen	stain	stained	stained

Verbs that are regular in the simple past take the same -ed ending for the past participle: *burn / burned / burned*.

Verbs that are irregular in the simple past have irregular past participle forms: *freeze / froze / frozen*.

A Use the correct verb + *be* to describe each picture below.



1. The mirror
is cracked



2. The light bulbs



3. The basement



4. The lock



5. The drain



6. The keys

B Use the words in parentheses to make an active sentence in the simple past. Then rewrite it in the stative passive voice.

1. (I / crack / the mirror)
2. (she / break / the lock)
3. (they / pack / their suitcases)
4. (he / close / the door)
5. (cold weather / freeze / the pipes)

- | | |
|---------------------------------|----------------------------------|
| a. <i>I cracked the mirror.</i> | b. <i>The mirror is cracked.</i> |
| a. _____ | b. _____ |

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

1. This room needs a lot of work. The walls (crack) _____, and the floor (stain) _____.
2. It rained a lot, and now the house (flood) _____.
3. Don't (jam) _____ the key into the lock. You don't want to (break) _____ it.
4. Someone (break) _____ the window last week, and it _____ still (break) _____.
5. The little boy (throw) _____ something into the sink. Now the drain (clog) _____.
6. What's the best thing to do when your car door (freeze) _____?
7. This key doesn't work because it (bend) _____.

LESSON B

Giving Permission and Expressing Prohibition				
	be	allowed / permitted / supposed to	Base form	
You	are	allowed to / permitted to	park	here.
	aren't	supposed to		
	Modal			Base form
You	can can't must must not		park	here.

Use (*not*) *be allowed / permitted to* or *can / can't* to give or deny permission to do something.

Use *be supposed to* to say that someone is expected to do something.

(*Not*) *be supposed to* means that you are not allowed to do something.

Use *must / must not* for formal rules and warnings. It is more common to use *can / can't* for prohibition in normal spoken English.

No	Gerund	be	allowed / permitted	
	Talking	is(<i>n't</i>)	allowed / permitted	
No	talking			during the test.

You can use a gerund + (*not*) *be allowed / permitted* to give or deny permission.

No + gerund is often used on signs to say something is not allowed.

A Unscramble the words to make sentences.

1. allowed to / He / an hour of TV a week / watch / is

_____.

2. isn't / in class / Eating / permitted

_____.

3. permitted to / stay out / She's / until midnight with her friends

_____.

4. here / is not / Parking / allowed

_____.

5. supposed to / to school / aren't / wear shorts / We

_____.

B Circle any mistakes in the dialogs and correct them.

1. A: Excuse me, sir? Sorry, but no parking here today.
B: Really? I'm always allowed park here on Saturdays.
A: I know, but they're filming a commercial today. Try garage B. Parking is by permit there.
2. A: What time does school start?
B: We're suppose be at school by 8:45, but class doesn't start until 9:00.
3. A: During the test, talk is not allowed.
B: Are we allowed to using a calculator?
A: Yes, using a calculator is allow.

C Are the things in **A** true for you? Write your answers.

1. I'm allowed to watch more than an hour of TV a week. _____.
2. _____.
3. _____.
4. _____.
5. _____.

UNIT 2 MILESTONES

LESSON A

Review of Future Forms

Predictions with <i>be going to</i> and <i>will</i>	Your children will go to a good school. Your children are going to go to a good school. Do you think your children will go to / are going to go to a good school? She's going to have a baby. She'll have a baby .	Use either <i>will</i> or <i>be going to</i> for general predictions about the future. When the prediction is immediate and based on evidence you can see, use <i>be going to</i> (but not <i>will</i>).
Quick decisions with <i>will</i>	A: Oh, no. The baby is crying! B: Don't worry. I'll help.	Use only <i>will</i> for quick decisions or offers made at the time of speaking.
Future plans with <i>be going to</i> and the present continuous	The teenagers are going to work part-time jobs this summer. The teenagers are working part-time jobs this summer.* Someday I'm going to write a book about my childhood. Someday I'm writing a book about my childhood.	Use either <i>be going to</i> or the present continuous to talk about future plans. When the future plan is indefinite, use <i>be going to</i> (but not the present continuous).
Scheduled events with three future forms	The kids are going to summer camp on August 2. The kids are going to go to summer camp on August 2. The kids go to summer camp on August 2. The kids' summer camp starts on August 2 and ends on August 10.	You can use <i>be going to</i> , the present continuous, or the simple present for scheduled events. The simple present is usually used for events that happen regularly and cannot easily be changed.

*You often need a time expression (like *this summer*) to make the future meaning clear.

- A** Circle the best answer. In some cases, both answers are correct.

Conversation 1

- A: I'll fly / I'm flying to Thailand tomorrow. My plane leaves / is leaving at 4:00.
 B: Which suitcase do you take / are you taking?
 A: Let's see... I think I'll take / I'm going to take the brown one.
 B: You're so lucky. Someday I'm going to visit / I'm visiting Thailand, too!

Conversation 2

- A: When is the game?
 B: Kickoff is / is being at 7 PM.
 A: Our team will definitely win / is definitely going to win tonight.
 B: I think so, too. But they may cancel the game.
 A: Why?
 B: Look at those dark clouds. It will rain / It's going to rain.

LESSON B

Modals of Future Possibility			
Subject	Modal	Main Verb	
I / He / We / They	may / might / could may / might not	go	to college in the fall.

You can use *may*, *might*, and *could* to say something is possible (but not certain) in the future.

Note: It's more common to use *may* or *might* than *could* in most affirmative statements.

You can use *may* or *might* with *not*: *He might / may not go to college in the fall.*

Don't use *not* with *could* to talk about possibility: *He could not go to college in the fall.*

Yes / No questions and short answers			
With <i>be</i>	Will you be home by midnight?	I may / might / could be. I may / might not be.	I don't know. I'm not sure / certain.
With other verbs	Are you going to go to college?	I may / might / could. I may / might not.	It's hard to say. We'll see.

You can use *may*, *might*, or *could* to answer questions about the future.

In spoken English, it's common to reply to Yes / No questions with a short answer.

It's also common to use expressions like *I don't know.* or *We'll see* in a reply and to give a little more information:

A: Are you going to go to college?

B: I might. I may work for a year first. We'll see.

- A** Complete the dialogs with a modal or modal phrase from the chart.

- A:** Are Tim and Jill going to get married?
B: They _____. They've been dating a long time.
- A:** What are you going to do after college?
B: I _____ get a job, or I _____ go to graduate school. I'm not sure yet.

3. A: Are you going to study at this school next term?
B: I _____. I'm thinking about going to another school.
4. A: Is it going to be cold tonight?
B: I don't know; it _____. Take a jacket to be safe.
5. A: Are you going to hang out with your friends this weekend?
B: I _____, or I _____ stay home and study.

B Cover the answers in **A**. Answer the questions about yourself. Use modals of future possibility.

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

UNIT 3 GETTING INFORMATION

LESSON A

Participial and Prepositional Phrases

Who is Joe Ortega?	He's the guy	chatting on the phone. on the phone.
Who is Ms. Anh?	She's the woman	wearing glasses. in front of the class.
Which books are mine?	They're the ones	lying on the floor. in the drawer.

Use participial and prepositional phrases to identify people and things. These statements answer questions that ask *who*, *what*, and *which one(s)*.

A present participle uses the form verb + *-ing*. It follows the noun it is modifying: *She's the lady talking to the police officer*.

A prepositional phrase starts with *in*, *on*, *by*, etc. It also follows the noun it is modifying: *He's the man with the mustache*.

A Look at the picture below. What are the people doing? Give each person a name and write a sentence about him or her. Then label the picture.

Who is _____?

He's the man _____.



B Write questions about the people in the picture. (Use the words in parentheses.)

Start your questions with *Do you know...?*

1. (talk / bus driver) _____ *Do you know the woman talking to the bus driver?* _____
2. (listen / music) _____
3. (skateboard and backpack) _____
4. (school uniforms) _____
5. (talk / phone) _____
6. (suit / briefcase) _____

C  One a piece of paper, make up your own stories about each person. Use participial and prepositional phrases.

LESSON B

Review of the Present Perfect

Subject	have / has (<i>not</i>)	Past participle		
❶ I	have(n't)	seen	that news program.	
❶ He	has(n't)			
❷ I	have(n't)	worked	as a news reporter	for six months. since May.
❷ She	has(n't)			

❶ You can use the present perfect to talk about past actions or experiences when the time they happened is unknown or unimportant.

I have seen that news program.

I haven't been to France.

❷ You can also use the present perfect to talk about an action that started in the past and continues up to now. Use **for** + a length of time. Use **since** + a point in time.

I have worked as a reporter for six months.

I've lived in Paris since May.

Notice the difference:

present perfect: I've worked as a news reporter for six months. I love my job. (action continues)

simple past: I worked as a news reporter for six months after college. (action is finished)

Questions and short answers

Wh-word	have / has	Subject	Past participle		Answers
	Have	you	heard	the news?	Yes, I have. I heard it this morning.* No, I haven't. What happened?
How long	have	you	been	a reporter?	(I've been a reporter) for six months. (She's been a reporter) since May.

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

Have you heard the news? Yes, I heard it this morning.

- A**  Complete the conversation. Use the present perfect form of the verb in parentheses, a short answer, or *for* or *since*.

A: (1. hear) Have you _____ the latest news about Leo?

B: No, I (2.) _____. What's up?

A: He's going to be on that reality show *Pop Idol*.

B: Really? How long (3. be) _____ Leo _____ a singer?

A: (4.) _____ high school.

B: I had no idea. (5. see) _____ you ever _____ him perform?

A: Yeah, I (6.) _____. I saw him at a talent show in high school. He was amazing.

1 INDOORS AND OUTDOORS

LESSON A AT HOME

1 VOCABULARY

A Match each word or phrase with the correct meaning.

- | | |
|---------------------------|---|
| 1. overwhelming _____ | a. fix things |
| 2. option _____ | b. move things around |
| 3. home improvement _____ | c. put two or more things together |
| 4. repair _____ | d. possibility |
| 5. work well _____ | e. too strong |
| 6. combine _____ | f. look attractive |
| 7. rearrange _____ | g. not having bright colors |
| 8. neutral _____ | h. painting and fixing up a house |
| 9. replace _____ | i. get rid of an item and buy a new one |

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

combine	get rid of	repair	work well
home improvement	rearrange	neutral	option
overwhelming	repaint	redo	

1. Let's _____ the furniture. The table and chairs would look better over there.
2. Those dark blue pillows _____ with that beige sofa.
3. The best part of _____ is how your home looks when you're done.
4. I think you should _____ your living room and dining room into one big room.
5. I'm going to _____ those chairs and buy some new ones.
6. Gray is my favorite _____ color.
7. Can you _____ my broken sink for me?
8. Another _____ for your kitchen is white walls and dark hardwood floors.
9. Dark colors can be _____ in a room. Let's get some lighter paint instead.
10. I'm going to _____ the kitchen walls in my favorite color: yellow!
11. This bedroom feels so small. I want to _____ the room with smaller furniture and light colors.

2 CONVERSATION

- A Number the sentences in order to make conversations.

Conversation 1

- _____ What is it?
_____ Why don't you put in a new floor?
_____ How's the new apartment?
_____ I'm not so good at home improvement.
_____ It's great! There's just one thing...
_____ I don't like the color of the kitchen floor.



Conversation 2

- _____ I hate the color. The walls are bright pink!
_____ What?
_____ I could, but I'm not a very good painter.
_____ What's the problem?
_____ Call Paul's Painters. They're the best.
_____ I know what you should do!
_____ I love my new apartment, except for the bathroom.
_____ Have you thought about painting over the walls?

- B Write a conversation between you and a friend. Discuss your own home improvement project.

You: _____

Your friend: _____

You: _____

Your friend: _____

You: _____

Your friend: _____

3 GRAMMAR

A Complete the sentences. Use the past participle form of the underlined verb. Follow the example.

- Example:** A: Did the workers break the window? B: Yes, it's broken _____.
1. A: Is there a crack in the mirror? B: Yes, it's _____.
 2. A: Is there a flood in the basement? B: Yes, it's completely _____.
 3. A: Is there a stain on my shirt? B: Yes, it's badly _____.
 4. A: Did the lock jam? B: No, it isn't _____.
 5. A: Is there a bend in that fork? B: Yes, it's definitely _____.
 6. A: Did he burn the cookies? B: No, they aren't _____.
 7. A: Did my hair clog the drain? B: Yes, the drain is _____.
 8. A: Did she fix the broken lamp? B: Yes, it's _____.

B Study the chart below. Then complete the sentences with the correct past tense verbs and past participles.

Present	Past	Past Participle
break	broke	broken
confuse	confused	confused
excite	excited	excited
forbid	forbade	forbidden
freeze	froze	frozen
speak	spoke	spoken
surprise	surprised	surprised
write	wrote	written

1. **Freeze:** The sidewalks _____ last night. They were completely _____ this morning.
2. **Surprise:** They _____ me on my birthday. I was totally _____.
3. **Forbid:** They _____ anyone to enter the city. It was _____.
4. **Write:** This report was _____ by two of my colleagues. Jen _____ the first part, and Tim wrote the second.
5. **Excite:** Did the Olympics _____ you? I know I got really _____.
6. **Speak:** Is English _____ at this hotel? The bellhop only _____ Japanese.
7. **Confuse:** Bill's map _____ me. I was _____ by the tiny writing all over it.
8. **Break:** I accidentally _____ the bowl. It was _____ during my move to a new apartment.

LESSON B PUBLIC SPACES

1 VOCABULARY AND GRAMMAR

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

- | | |
|---|----------------------------|
| 1. Most libraries are open _____ | a. disturbed. |
| 2. The President of the United States is _____ | b. certain rights. |
| 3. When I'm reading, I don't like to be _____ | c. to the general public. |
| 4. If you like to stay home a lot, you enjoy _____ | d. your privacy. |
| 5. How much money I make is _____ | e. a public figure. |
| 6. Movie stars have a difficult time having _____ | f. private lives. |
| 7. All citizens have _____ | g. no one else's business. |
| 8. The paparazzi take pictures of celebrities when they are _____ | h. in public. |

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

private conversation	right	private citizen	general public	public	privacy
----------------------	-------	-----------------	----------------	--------	---------

1. After he finishes being prime minister, he will be a _____ again.
2. The _____ doesn't understand how hard it is to run the country.
3. You have the _____ to remain silent.
4. You can't have a _____ in a crowded classroom.
5. It's not a good idea to count your money in _____.
6. When you become famous, you lose your _____.

C What are the rules? Write two rules for each situation using expressions from the box.

can't	are (not) allowed to	are (not) supposed to	no _____ing allowed
-------	----------------------	-----------------------	---------------------

1. In a hospital

2. During an exam

3. At the beach

2 READING AND WRITING

A Read the article. Then match the bold words with the meanings below.

Take Back Your Street!

Two neighbors meet on a city sidewalk. They talk about planting more flowers along their street or asking the city council to add **bike lanes** to a busy road. In small but important ways, these people are changing their cities.

All around the world, people are speaking up and working hard to make their cities safer and more pleasant for **pedestrians**. Cities have painted **crosswalks** on their streets, made streets narrower (in order to make sidewalks wider), put in traffic lights and **speed bumps**, and made plans to help more kids walk or bike to school.

Many people have learned how to make their cities better from David Engwicht, a man from Brisbane, Australia. His book *Reclaiming Our Cities and Towns* has a simple message. He says that in the past, streets belonged to everybody. Kids played there, and neighbors stopped there to talk.

But now, streets are just for cars and trucks. People stay inside to get away from the noise and dangerous traffic, and we lose **contact** with our neighbors. Engwicht says that we should use streets for more than just transportation. People need to take back their streets.

Engwicht travels around the world, helping people think differently about pedestrians, streets, and neighborhoods. Besides his books and articles, he gives many speeches. He has worked in neighborhoods from Honolulu to Scotland.

While Engwicht was writing his book, he learned about how neighbors in the city of Delft, in the Netherlands, stopped dangerous traffic on their street. They put old couches, tables, and **planters** in the street. Cars could still pass, but they had to drive slowly. When the police arrived, they saw that these **illegal** actions actually made the streets safer. Soon, city officials started planning ways to make cars slow down and “**calm**” the traffic.

Engwicht says we should think about streets as our “outdoor living room.” Calming the traffic is just the beginning. In the future, streets will be safe places for children again, and our neighbors will become our friends.

1. to make something quieter _____
2. pots for flowers _____
3. against the law _____
4. people who are walking _____
5. special areas for crossing the street _____
6. part of the street for cyclists _____
7. little “hills” in a road to make people drive slower _____
8. communication _____

B What would Mr. Engwicht think about these things? Check (✓) good idea or bad idea.

- | | | |
|------------------------|-----------------|----------------|
| 1. lots of pedestrians | good idea _____ | bad idea _____ |
| 2. more parks | good idea _____ | bad idea _____ |
| 3. faster cars | good idea _____ | bad idea _____ |
| 4. a neighborhood cafe | good idea _____ | bad idea _____ |
| 5. more bicycles | good idea _____ | bad idea _____ |
| 6. more buses | good idea _____ | bad idea _____ |

C Read and circle the correct word.

There are several ways to improve life in my city. Our (1.) *bigger / biggest* problem is transportation. We really need more ways to get around. I'd (2.) *like / liking* to ride my bicycle to work, but there is too (3.) *much / many* traffic on the streets. We need (4.) *safer / safest* places for bicycling and walking. (5.) *Another / Other* problem is the parks. We have (6.) *some / any* nice parks, but we don't take good care of them and they are often dirty. We need cleaner parks, where children can play and adults can relax. One more problem is nightlife. There's (7.) *nothing / anything* to do in the evening! We should (8.) *build / building* a big theater for plays and concerts.



D Write about how to improve life in your city.

2 MILESTONES

LESSON A SMALL STEPS

1 VOCABULARY

A Match each word with the correct meaning.

- | | |
|----------------------|--|
| 1. toddler _____ | a. person over 20 years of age |
| 2. grown-up _____ | b. the teenage years |
| 3. childhood _____ | c. baby |
| 4. teen _____ | d. the time between birth and adolescence |
| 5. adulthood _____ | e. the time after adolescence |
| 6. kid _____ | f. child between 18 months and three years old |
| 7. infant _____ | g. child |
| 8. adolescence _____ | h. child between 13 and 19 years of age |

B Write the words from **A** in the correct box.

People	Stages of Life

C Write an age for each sentence. Use your own ideas.

- | | |
|--|------------|
| 1. My kids are too young to stay home alone in the evening. | Age: _____ |
| 2. Mr. Arthur should retire. Older people shouldn't work so hard. | Age: _____ |
| 3. Lucy is getting married. In my opinion, she's too young. | Age: _____ |
| 4. Tonya wants to become a doctor. I think she's too old to go back to school. | Age: _____ |
| 5. Children should just play and have fun. They're too young to do chores. | Age: _____ |
| 6. In my opinion, my daughter is old enough to have a smartphone. | Age: _____ |
| 7. I think that Quinn is too young to start a family. | Age: _____ |
| 8. Bobby is too young to walk home by himself. | Age: _____ |

2 CONVERSATION

A Unscramble the sentences to make a conversation.

(you / are / doing / what)

Jin: _____?

(plane / I'm / on / a / the Internet / ticket / buying)

Mike: _____.

(planning / are / you / go / to / where)

Jin: _____?

(to / my friends / I'm / visit / in Cuba / going)

Mike: _____.

(what / there / will / do / you)

Jin: _____?

(thinking / we're / about / down the coast / together / driving)

Mike: _____.



B Now write new conversations. Use the expressions in the box.

planning to

going to

need to

thinking about

1. **Jason:** _____.

Andy: _____.

Jason: _____.

Andy: _____.

Jason: _____.

Andy: _____.

2. **Cathy:** _____.

Miki: _____.

Cathy: _____.

Miki: _____.

Cathy: _____.

Miki: _____.

3 GRAMMAR

A Why do these sentences use the future forms? Write the correct letter in the space.

- a. a prediction b. a plan c. a scheduled event d. a quick decision

1. On Saturday, we're playing tennis and having a picnic at the park. ____
2. The movie starts at 8:00 in Theater 6. ____
3. I'm going to read some books about Japan before I go on vacation there. ____
4. Tomorrow's weather will be sunny and warm, with a temperature of 25 degrees Celsius. ____
5. Oh, no! That car's going to crash! ____
6. I'm really hungry. I'll make a sandwich. ____
7. Our English class has a test on Friday. ____
8. In the future, students will take all of their classes online. ____
9. Maria is going to look for a better job this year. ____
10. Please close the windows. It's going to rain. ____

B Complete the email with the correct future form of the verb.

The screenshot shows a web-based email client interface. At the top, there are three circular icons and the URL http://www.mail.*.net/compose.html. Below the URL is a search bar with the text http://www.mail.*.net/compose.html. The main area has tabs for 'Send', 'Attach', 'Add-ins', 'Discard', and '...'. The 'To' field contains 'jackie@link*.net'. To the right of the 'To' field are 'Cc' and 'Bcc' buttons. The subject line is 'My arrival'. The message body starts with 'Hi Jackie,' followed by a blank line for the body text. Below the message body are standard rich-text editing tools: a picture icon, a smiley face icon, bold ('B'), italic ('I'), underline ('U'), Aa (font size), A⁺ (font size increase), A⁻ (font size decrease), a list icon, a table icon, a link icon, and a dropdown arrow.

Hi Jackie,

I'm so excited to visit you! Here are the details. My plane (1. arrive) _____ on Friday at 2 PM. When I get to the airport, I (2. take) _____ a taxi, so I (3. arrive) _____ at your house at about 3:00. That evening, Jeff and Carol (4. take) _____ us out for dinner at a nice restaurant. I really want to spend Saturday at the beach. I (5. bring) _____ my swimsuit and beach clothes. I looked at the weather forecast on the Internet. The weather (6. be) _____ sunny and beautiful. I (7. see) _____ you soon!

C Now write your own sentences.

1. What are you going to do this weekend?

2. What are your predictions for 100 years from now?

3. What is the weather forecast for next week?

LESSON B BIG CHANGES

1 VOCABULARY AND GRAMMAR

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

- | | |
|---------------------------------|--|
| 1. If you enroll, _____ | a. you find a life partner. |
| 2. If you raise a family, _____ | b. you are going to have a child. |
| 3. If you get pregnant, _____ | c. you own your own home. |
| 4. If you fall in love, _____ | d. you stop working. |
| 5. If you leave home, _____ | e. you no longer live with your parents. |
| 6. If you buy a house, _____ | f. you take care of your children. |
| 7. If you retire, _____ | g. you start your life. |
| 8. If you are born, _____ | h. you begin classes. |

B When do these milestones usually happen? Write them in the correct box.

- | | |
|--------------------|---------------|
| get married | start college |
| go to high school | buy a house |
| fall in love | get divorced |
| leave home | have children |
| get your first job | retire |

Adolescence	Adulthood

C What are you going to do at these times? Write two sentences with *may / might / could or may not / might not*.

1. Next month, _____

2. Next summer, _____

3. Next year, _____

4. In five years, _____

2 READING AND WRITING

- A Read the article.

Celebrating Life Changes

In Mexico and some other Latin American countries, girls mark their 15th birthday with a celebration called a *quinceañera*. In the morning, the birthday girl goes to church with her family and her best friends. She wears a beautiful (and sometimes very expensive!) dress. Later in the day, there is a huge party, with a big cake that matches the girl's dress. The night is filled with music and dancing.

When older people in the United States retire, their friends and coworkers often throw them a retirement party to celebrate this life change. On their last day of work, there is a big dinner, with entertainment afterward. People make speeches and tell jokes about the retiree. Guests like to give presents, such as a watch or an album of photos of the retiree's coworkers.

Becoming an adult is a very important life change, and Japan has a special holiday to celebrate this. The second Sunday in January is Coming-of-Age Day. On that day, everyone who had their 20th birthday in the last year goes to their town's City Hall for a special ceremony.

Everyone dresses up, and many women wear beautiful kimonos. The mayor makes a speech and gives presents to all the new adults.



Some kids are afraid to start school, but six-year-olds in Germany can't wait. For them, *Schulanfang* is a big holiday. To celebrate a child's first day of school, parents or friends give the child a *Zuckertuete*, a big colorful cardboard cone filled with candy and little presents. People take pictures of the kids holding their *Zuckertuete*, and there is a school party later for the parents with cake and coffee.

- B Complete the chart with information from the reading.

What	<i>quinceañera</i>	_____	_____	<i>Schulanfang</i>
Where	Mexico		Japan	
When			second Sunday in January	
Who		people who are retiring		
What they do			dress up, go to City Hall, hear a speech	
What they get			presents	

C Fill in the missing verb forms.

My sister (1. get) _____ married in May. We're really busy planning the wedding now. The ceremony (2. be) _____ at 2:00 in the afternoon. After that, we (3. have) _____ a reception, or party, at a restaurant. Next week, we (4. look) _____ for a band to play music at the reception. After the wedding, my sister and her husband (5. go) _____ on their honeymoon. They (6. plan) _____ to go to Hawaii because the weather (7. be) _____ very good there. I think it (8. be) _____ a beautiful wedding.

D Write about a happy change in your life—in the future.



3 GETTING INFORMATION

LESSON A TALK TO ME

1 VOCABULARY

A Complete the puzzle.

A crossword puzzle grid with numbered entries:

- 1. (10 letters)
- 2. (10 letters)
- 3. (10 letters)
- 4. (10 letters)
- 5. (10 letters)
- 6. (10 letters)
- 7. (10 letters)
- 8. (10 letters)
- 9. (10 letters)
- 10. (10 letters)

The grid consists of a 10x10 grid of squares. Numbered entries are as follows:

- 1. A vertical word of 10 squares.
- 2. A vertical word of 10 squares, starting below entry 1.
- 3. A horizontal word of 10 squares.
- 4. A horizontal word of 10 squares, starting below entry 3.
- 5. A vertical word of 10 squares, starting to the right of entry 4.
- 6. A horizontal word of 10 squares, starting to the right of entry 5.
- 7. A horizontal word of 10 squares, starting below entry 6.
- 8. A horizontal word of 10 squares, starting below entry 7.
- 9. A horizontal word of 10 squares, starting below entry 8.
- 10. A horizontal word of 10 squares, starting below entry 9.

Across

1. Jerry is going to give a _____ tonight.
 3. I don't _____ my deepest secrets with many people.
 7. Stuff that you hear that may not be true is called _____.
 8. My two-year-old daughter can _____ with us a little now.
 9. We had a _____ of English literature in class today.
 10. My mother and I had a nice _____ last night.

Down

2. I don't want to _____ with you, but I disagree.
 4. I had an _____ with the taxi driver about the cost of the trip.
 5. Lauren and I struck up a _____ at the train station.
 6. Let's _____ the latest news.

2 CONVERSATION

A Unscramble the sentences to form polite interruptions.

1. bother / sorry / you / to

2. interrupt / I / for / may / moment / a

_____?

3. sorry / interrupt / I'm / to

_____.

4. pardon / beg / your / I

_____.

5. just / I / say / wanted / something / to

_____.

B Number the sentences in order to make conversations.

1. _____ Excuse me. Mrs. Green?

_____ Could you explain what the present perfect tense is?

_____ The most important thing in this unit is the present perfect tense.

_____ Yes, Carlos. What is it?

2. _____ Sorry to interrupt, but did you say Monday, March 4th?

_____ I'm not absolutely sure, but I think March 4th is a Sunday.

_____ Yes, I did.

_____ The test will be on Monday, March 4th.

3. _____ I don't understand the word *juicy* in this paragraph.

_____ I'm sorry to bother you, Ms. Baker.

_____ In this paragraph, it means fascinating or very interesting.

_____ No problem. What is your question?

C Write a conversation with an instructor. Use a polite interruption.

You: _____

Instructor: _____

You: _____

Instructor: _____

3 GRAMMAR

A Unscramble the questions and answers.

1. Q: (who / do / know / the / you / actor / is)

_____?

A: (long hair / he's / the guy / with / the)

_____.

2. Q: (can / who / you / tell / the photographer / me / is)

_____?

A: (woman / she's / camera bag / carrying / the / the)

_____.

3. Q: (do / know / news anchor / the / you)

_____?

A: (in / the / one / the blue suit / he's)

_____.

B The women below are roommates. Write two sentences about each woman.

Example: Do you know who Jen is?

Jen's the woman holding a tennis racket. She's the one in the tank top and shorts.

1. Can you tell me who Lisa is?

Lisa _____

2. Can you tell me who Sara is?

Sara _____

3. Is this Anne?

Anne _____

4. Do you know who Beth is?

Beth _____



Jen



Lisa



Sara



Anne



Beth

LESSON B THE LATEST NEWS

1

VOCABULARY AND GRAMMAR

- A** Unscramble the letters to make words to complete the sentences.

1. a b o t i l d UFOs have visited Earth, according to the _____ news.
2. t r o s s p Predictions about who will win the World Series are in the _____ news.
3. c l o a l Stories about your town are in the _____ news.
4. n n n a a i t r e l o i t _____ stories are stories about other countries.
5. e i n a m t t e r e t n n Stories about movies are in the _____ news.
6. s e t n a s a l i o n Everyone was shocked by the _____ news.
7. t h m u o Before newspapers, people got news through word of _____.
8. a n t a i l o n You can find information about what's happening in other parts of the country in the _____ news.
9. r e d s p a News about the election _____ quickly on social media.
10. s m a g o r r p Most evening news _____ start at six or seven, when people return home after work.

- B** Fill in the correct form of the verb. Use the simple past or the present perfect tense.

1. Since I (start) _____ the book, I (read) _____ 80 pages.
2. I (eat) _____ at Mario's Restaurant many times. I (go) _____ there last week with my roommate.
3. Jessica (live) _____ in her apartment since October. Before that, she (live) _____ with her parents.
4. The weather (be) _____ rainy again yesterday. It (be) _____ rainy every day for a long time!
5. Elias (not, be) _____ to the United States yet, but he (go) _____ to Canada in 2003.
6. I (know) _____ my best friend since we (be) _____ ten years old.
7. Since I (come) _____ to this school, I (meet) _____ a lot of nice people.
8. I (no, receive) _____ my bonus yet, but I just (buy) _____ a new car!

2 READING AND WRITING

A Read the newspaper articles and write the correct headline for each article. Two headlines are extra.

The Dangerous Dinner
Silent Beauties

They Couldn't Communicate
Robbery at the Store

Beautiful Girls
A Very Busy Thief

News Daily, March 12



1. _____
A bank robbery in Virginia, in the United States, was stopped when the robber and the bank teller couldn't reach an agreement. The robber pushed a holdup note under the window, but the teller looked at it, said, "I can't read this," and gave it back. The robber pushed the note through a second time. The teller crumpled up the note and threw it at the robber. He picked it up and walked out of the bank.

2. _____
A professional ice hockey player will miss the rest of this season's games because he injured himself. National Hockey League goalie Jean-Louis Blanchard went on the injured list after he fell and seriously hurt his back. He was walking out of a restaurant in Ottawa, Canada when he slipped on some ice.



3. _____
The annual camel beauty contest was held last week in the United Arab Emirates. More than 25,000 camels entered the contest. The judges examined them for shiny hair, tall humps, and long necks. Unlike human beauty contests, though, there were no interviews with the contestants.



4. _____
Police in Sheffield, England, arrested a 41-year-old man for stealing five cars. Graham Owens went to car dealers and said he wanted to buy a car, and borrowed a car to test-drive. Each time, he drove the car around, then cleaned it inside and washed it outside—before leaving it at the side of the road and walking home.

- B** Match each word from the reading with the correct meaning.

- | | |
|---------------------|--------------------------------------|
| 1. teller _____ | a. hurt |
| 2. crumple _____ | b. crush out of shape, as with paper |
| 3. injure _____ | c. look at carefully |
| 4. seriously _____ | d. someone who tries to win a prize |
| 5. examine _____ | e. a person who sells something |
| 6. hump _____ | f. badly |
| 7. contestant _____ | g. a bank employee |
| 8. dealer _____ | h. a shape like a hill |

- C** Complete the article from a school newspaper with the correct form of the verb. Use the simple past or present perfect tense.

Mr. Bryan Gale is one of the most interesting teachers at Capital Institute. He (1. teach) _____ here since 2006. Before that, he (2. work) _____ at an international school. He (3. have) _____ many different jobs in his life. After he (4. graduate) _____ from college, he (5. start) _____ working for the city government. Later, he (6. become) _____ a TV reporter. But after ten years, he (7. be) _____ tired of television. He (8. go) _____ back to school and (9. study) _____ to become a teacher. He (10. be) _____ an English teacher for ten years now, and he (11. write) _____ four books for students. Many people (12. buy) _____ Mr. Gale's books because they are really funny and very useful.



- D** Write about an event, an instructor, or a student at your school.

1 Good Morning World

Jay's Bad Weekend

- A Watch the video. Check (✓) the sentences that are true. Then work with a partner to correct the false sentences.

1. Jay is a little overwhelmed.
2. Kim's house was flooded.
3. A photographer from *The Daily World* took a picture of Jay and Kim.
4. Jay says, "It's none of your business, *Daily World!*"
5. Jay is supposed to go back to his house tomorrow.
6. Jay is having some home improvement projects done.
7. Jay is staying at a friend's apartment downtown.
8. Kim thinks that Jay should call her friend Todd.
9. Jay's mother is staying at the hotel with him.

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

1. Kim: "Something about *me / you* is different, Jay."
2. Jay: "But I am a little *overwhelmed / bored*."
3. Jay: "It was a *clogged / cracked* water pipe!"
4. Kim: "Why didn't you turn *on / off* the water?"
5. Jay: "Am I not *allowed / permitted* to have privacy?"
6. Rashid: "I'm very *sorry / happy*, Jay."
7. Kim: "Now it's *everybody's / nobody's* business."
8. Jay: "Now I wait for the workers to *clean up / do repairs on* my house."
9. Jay: "I don't want *The Daily World* to *call / disturb* me again."
10. Kim: "I know what you *should / shouldn't* do."

- C Imagine that Jay, his mother, and Precious are going to stay with Kim's friend Todd for a week. Write a list of 6 rules saying what they *can* and *can't* do at Todd's apartment.

You can . . .	can / can't must / must not	You are (not) supposed to . . . No . . . (allowed)
You're not allowed to isn't / aren't permitted		

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

1 City Living

Imaginary Beach

- A** How often do you go to the beach? What do you like to do there? Make a list of things you do when you go to the beach. Share your list with the class.

- B**  What happens? Match the correct information to make true sentences. Then check your answers with a partner.

1. Mike and Takeshi didn't buy an air conditioner _____
a. to be near the water.
2. Mike says Takeshi can have a beach vacation _____
b. to close his eyes and listen to the seagulls.
3. Mike tells Takeshi _____
c. cook hot dogs in the microwave.
4. Takeshi tells Mike _____
d. because he'll break it.
5. Mike says instead of using the grill, he'll _____
e. that he can't use a grill inside an apartment.
6. Takeshi says people usually go to the beach _____
f. because they didn't have the money.
7. Mike says that the sound of the waves and the ocean mist _____
g. if he uses his imagination.
8. Takeshi tells Mike not to stand on the ironing board _____
h. makes him want to surf.

- C**  Summarize what happens in the video. Write down some notes. Include as many details as you can remember. Then tell it to a partner.

1 Global Viewpoints

My Dream Home / Rules

A   Watch the interviews about “My dream home” and circle *True* or *False*. Then correct the false sentences. Compare your answers with a partner’s.

- | | | |
|---|------|-------|
| 1. Jennifer would like a dream house by the ocean. | True | False |
| 2. Jennifer’s dream house would be perfect for parties. | True | False |
| 3. Calum’s dream house would have a big pool and garden. | True | False |
| 4. Dennis would like a high-tech shower in his dream house. | True | False |
| 5. Martin’s dream house would have a 52-inch barbecue grill. | True | False |
| 6. Alejandra would like a dream house with a veranda. | True | False |
| 7. At night, Alejandra would like to sit and listen to music. | True | False |

B   Now watch the interviews about “Rules” and circle the answers. Then compare your answers with a partner’s.

1. Gian is not supposed *to make personal calls / smoke* at work.
2. Martin works for the *electric / phone* company.
3. Martin can’t give out personal information about his *customers / co-workers*.
4. Employees can’t *use cell phones / make noise* where Jennifer works.
5. You can’t *smoke / chew gum* in Dennis’s house.
6. In Dennis’s house, guests have to *turn off the lights / take off their shoes* at the door.
7. Nick can’t *turn on the lights / make noise* when his roommates are sleeping.
8. Calum thinks there are too many *people / rules* in his dormitory.
9. *Alcohol / Music* is not allowed in the rooms in Calum’s dormitory.

C  What kind of dream home would you like? Make notes in the boxes. Then tell your partner about your dream home.

Where is it?

What does it look like on the outside?

What does it look like on the inside?

2 Good Morning World

Family Plans

A Kim says that she has everything planned for the future. What does she want? What does Jay think? Watch the video and check (✓) the answers that apply. Check your answers with a partner.

1. What are Kim's future plans?
 a. She will get married in two years.
 b. She and her husband are going to have eight kids.
 c. They'll take family vacations to Europe.
 d. She is planning to retire after ten years.
 e. She might work with Jay on Good Morning World for longer than she thought.
2. What does Jay say about Kim's future plans?
 a. He says her kids will leave home.
 b. He says her kids will be grown-ups.
 c. He says her kids will get divorced.
 d. He says she will be a grandmother.
 e. He says she could meet someone tomorrow and fall in love.

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

1. Four of the kids in the Grayson family are _____.
a. married b. teens
2. Kim thinks that Jay could be a very good _____.
a. father b. grandfather
3. Jay may get a _____.
a. cat b. bird
4. Kim says that she and her husband will _____ near the city.
a. get jobs b. buy a house
5. Jay says that before she knows it, Kim's kids will be _____.
a. grown-ups b. parents
6. Jay says that you can't _____ in your life.
a. let things happen b. plan everything
7. Kim was planning to _____ after her first child was born.
a. retire b. travel

C What will happen in the future? Write a list of eight things that will happen to Jay or Kim in the future. Use words from the boxes to help you. Then share your list with a partner.

Jay / Kim will . . .	fall in love	raise a family
Jay / Kim might . . .	get married	buy a house
He's / She's going to . . .	retire	get divorced
	have children	get a job

2 City Living

Go with the Flow

- A What are your plans for the future? Write down some ideas. Think about a career, a family, and other interests. How do you think these plans will happen? Explain your ideas to the class.

- B  Watch the video and check (✓) the sentences that are true. Work with a partner to correct the false sentences. Discuss any details you can remember.

1. _____ Roberto has already started his new job.
2. _____ Roberto's concerned about a new software program he'll have to learn to use.
3. _____ Claudia offers to help Roberto figure out the software program.
4. _____ Claudia is sure she's going to be promoted since her boss was transferred.
5. _____ Claudia thinks she may quit her job in about five years.
6. _____ Claudia hopes to travel or volunteer in the future.
7. _____ Roberto is hoping to become the CEO by the time he's 40 or 45.
8. _____ Roberto never wants to get married.
9. _____ It is very important to Claudia to get the promotion.
10. _____ Roberto is going to ignore his plans and just "go with the flow."

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

- | | | |
|--|---------|------------|
| 1. In life it is usually better to "go with the flow." | I agree | I disagree |
| 2. A person needs to have clear goals to succeed. | I agree | I disagree |
| 3. You need to keep your options open to enjoy life. | I agree | I disagree |
| 4. You must make connections with people to succeed. | I agree | I disagree |
| 5. Success in life is about "who you know." | I agree | I disagree |
| 6. Money doesn't buy happiness. | I agree | I disagree |

2 Global Viewpoints

Turning Points / In the Future...

A   Watch the interviews about “Turning points” and circle the answers. Then compare your answers with a partner’s.

1. Kevin and his family moved to a new town when he was a *child / teenager*.
2. Kevin had to *make new friends / learn a new language*.
3. Miyuki moved to the United States when she was *three / eight*.
4. Miyuki had *no problem / a difficult time* adjusting to life in the US.
5. Alejandra went to a camp in *Argentina / Brazil* when she was a teenager.
6. At the camp, there were 33 people from different *countries / cities*.

B   Watch the interviews about “In the future. . .” and match the names with the information to make true sentences. Then check your answers with a partner.

- | | |
|-------------------|---|
| 1. Dennis _____ | a. may get married about age 30. |
| 2. Miyuki _____ | b. wants to open a restaurant at about 50 and retire at about 70. |
| 3. Jennifer _____ | c. hopes people will be at peace with each other some day. |
| 4. Martin _____ | d. may get married in the future but isn’t sure about it. |

C  Complete the questionnaire below. Check (✓) Yes or No. Then compare your answers with your group. Ask and answer questions about each other’s plans. Write a summary of the plans of one person in your group.

Do you have future plans for . . .

your education?

Yes

No

a place to live?

a career?

a family life?

your children’s future?

making/saving money?

your retirement?

traveling?

The Future Plans of _____

3 Good Morning World

Fan Mail

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

- | | | |
|--|------|-------|
| 1. Kim hates chatting about the things that fans want to discuss. | True | False |
| 2. Jay started as an intern at a local news program when he was 16. | True | False |
| 3. Kim has been working in television for 17 years. | True | False |
| 4. Jay says that there are three kinds of traditional media on television. | True | False |
| 5. Jay says that entertainment news shows discuss celebrities. | True | False |
| 6. On Good Morning World, they share international news. | True | False |
| 7. Kim says that she and Jay never argue. | True | False |
| 8. Jay says that they were not having an argument. | True | False |
| 9. Kim says that she and Jay never argue about anything important. | True | False |

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

1. Who are the letters from?
 - a. Good Morning World fans
 - b. hosts from other news programs
2. How long has Jay been working in television?
 - a. six years
 - b. sixteen years
3. How old was Kim when she started in television?
 - a. twenty-one
 - b. ten
4. What do entertainment news shows discuss?
 - a. international news, movies, and cooking
 - b. celebrities, movies, and gossip
5. What do they chat about on Good Morning World?
 - a. things that are important to people's daily lives
 - b. local and national news
6. What is the argument about?
 - a. who has more television experience
 - b. who has worked at Good Morning World longer

- C** Play "Fact or Fiction." Write three statements about yourself. At least one of them should be false. The group will guess which statements are true and which are false.

I have _____ since _____.

I have _____.

I have never _____.

3 City Living

What Are You Waiting For?

- A** Make a list of three famous people in the news. Write short descriptions of each one. Then describe each famous person to your partner without saying his or her name. Your partner guesses who each one is.

Celebrity	Description
1.	
2.	
3.	

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

- _____ Anna invites Takeshi to James Hammond's show.
_____ Mike says the show is sold out.
_____ Takeshi sees Anna Markovich sitting at a table.
1 _____ Mike sees a newspaper ad for James Hammond's show at CBGB's.
_____ Takeshi walks over to Anna and starts a conversation.
_____ Takeshi tells Mike that he has a date with Anna.
_____ Mike tells Takeshi to ask Anna if she can get them tickets to the show.
_____ Takeshi suggests that Mike and he go to the show.

- C** What do you think happens when Takeshi and Anna go to the concert? Work with a partner. Write out the conversation between Anna and Takeshi. Then act out your conversation for the class.

- TAKESHI: _____
ANNA: _____
TAKESHI: _____
ANNA: _____

3 Global Viewpoints

Jobs in the News / News Sources

A  Watch the interviews about “Jobs in the news” and circle the answers. Then check your answers with a partner.

1. According to Gian, working in the media *is / isn't* a very glamorous job.
2. Gian says that someone who works in the media gets to *read / travel* a lot.
3. In Calum's opinion, being an editor *would / wouldn't* be boring.
4. Calum thinks that the most fun job would be a *food critic / international correspondent*.
5. Woo Sung's *thinks / doesn't think* news anchors have the greatest job in the world.
6. Woo Sung thinks it's really *funny / embarrassing* when they mess up on TV.
7. Miyuki *feels / doesn't feel* that working in the media is very glamorous.
8. Miyuki's friend researched for 60 or 70 hours for a story that *made it / didn't make it*.

B  Now watch the interviews about “News sources.” What do these people say? Match the names with the sentences. Then compare your answers with a partner's.

- | | |
|--------------------|--|
| 1. Calum _____ | a. “Next, I'll look at the sports page and see how my teams are doing.” |
| 2. Miyuki _____ | b. “I usually always get my news online.” |
| 3. Dennis _____ | c. “I always save the comics for last, including my horoscope, because that's the fun part.” |
| 4. Alejandra _____ | d. “I find it extremely uncomfortable to be carrying a huge newspaper.” |
| 5. Nick _____ | e. “I don't watch TV or use the Internet, but I read the newspaper. . .” |
| 6. Gian _____ | f. “From TV, I get it like, firsthand, like somebody's reading the news to me, and I like that feeling.” |

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. Then report your news story to the class.

	Classmate 1	Classmate 2	Classmate 3
What forms of media do you use to get your news? Why?			
What kind of news is the most interesting to you? Why?			
What kind is the least interesting? Why?			

Worksheet

1A: Fix it kit

A. What are the objects below used to fix?



B. Imagine that you are preparing an emergency kit for your home. In addition to the usual things like a first-aid kit, you should choose eight objects above. Think about what each thing could be used for or could be used to do.

Worksheet

1B: The forbidding city

A. Look at the following rules. Do you know any place that has these rules? Do you think the rules are a good idea? Why?

a. You can't chew gum in public.

d. Flushing the toilet after 10:00 PM is not allowed if you live in an apartment.

b. It's illegal not to vote in an election.

e. You can't own a TV without a license.

c. You aren't allowed to fill your own car at a gas station. The attendant has to do it.

f. Smoking is forbidden in all bars and restaurants.

B. Imagine you are members of a city council. You have to decide on a list of six things that you would like to prohibit in your city. Use the expressions in the box to help you write your answers.

You aren't allowed to ... You can't ... You must not ...
... is forbidden. It's illegal to ...

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

C. Listen to the other groups explaining their rules. Use the following expressions to ask questions and respond.

Why can't we ... / Why aren't we allowed to ... ? Why do you want to ban ... ?
That's a great idea! That's a terrible idea! That'll be really unpopular!
People will just ignore that rule.

Worksheet

2A: Vacation plans

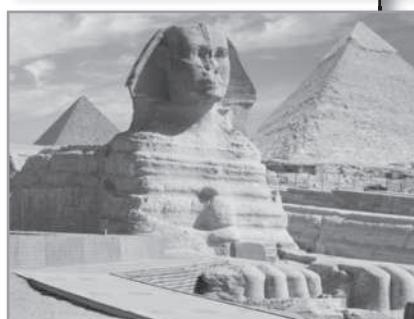
- A. With your partner, plan a vacation that you will take together next month. Write notes in the spaces below.

Vacation Survey

1. Destination(s): _____
2. Dates: _____
3. Transportation: _____
4. Accommodations: _____
5. Food: _____
6. Daytime Activities: _____

7. Evening Activities: _____

8. Getting Around: _____



- B. Ask other students in the class about their vacation plans.

Use some of the expressions below.

Questions

- Are you going to go anywhere next month?
- Who are you going with?
- How long are you going to be away?
- When are you leaving?
- Where are you going to stay?
- How are you going to get around?
- What are you going to do while you're there?
- What do you think the weather will be like?
- Are you taking a lot of things?

Answers

- We're going to travel to . . .*
- We're going to . . .*
- We're planning to . . .*
- I think we'll . . .*
- I'm not sure. We'll probably . . .*
- I think it'll be cool at night.*
- Our flight leaves in the morning / at night.*

Worksheet

2B: Backwards interview

Write questions for each of the answers below.

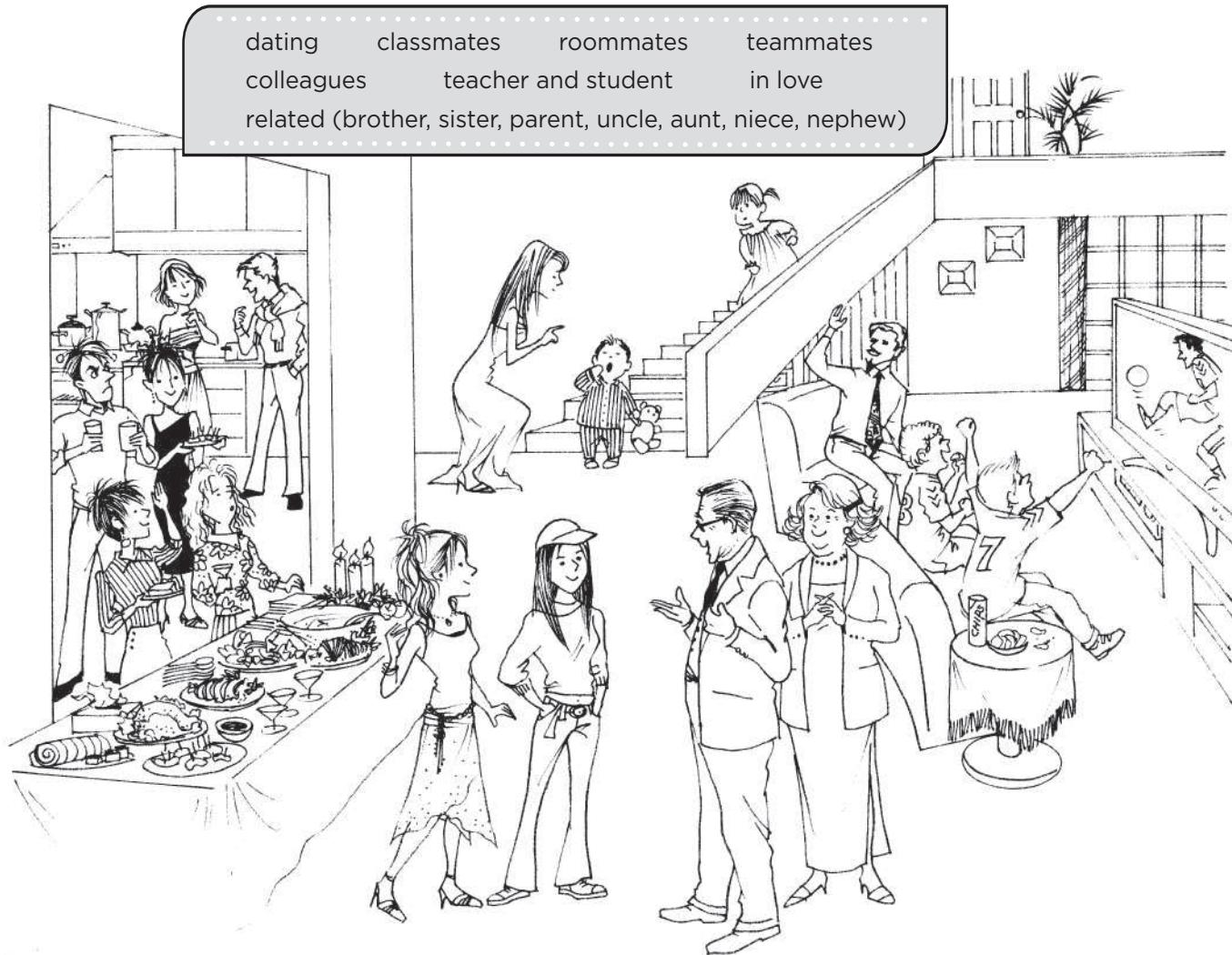


1. **A:** _____
B: I'm not sure. I think I might just stay at home.
2. **A:** _____
B: Yes, OK. It could be fun.
3. **A:** _____
B: I may eventually, but right now I don't think I'm ready.
4. **A:** _____
B: I'm not sure. I might not have enough money.
5. **A:** _____
B: I don't really know. I might have a party, or I might go out with some friends.
6. **A:** _____
B: I heard that it could snow tonight.
7. **A:** _____
B: No. I may watch it when it comes out on DVD.
8. **A:** _____
B: Actually, I think they could win.
9. **A:** _____
B: I have no idea. I might. On the other hand, I might not.
10. **A:** _____
B: Yes, but I might get a new one next year.
11. **A:** _____
B: I might. Let me check my schedule.
12. **A:** _____
B: I might, if I'm not too busy.

Worksheet

3A: Party talk

- A. Draw eight lines between different people in the picture below and decide how they are connected. Write the connection on the line. There are many possibilities. Here are a few to get you started:



- B. Imagine you are at the party in the picture with your partner. Your partner doesn't know anyone. Explain the connections you wrote. Use participial and prepositional phrases like the ones below in your explanations.

Prepositional phrases

in the kitchen on the couch
near the food near the stairs

Participial phrases

taking some food holding a drink
talking to the older man
standing behind him

- C. Now listen to your partner explain the connections in his or her picture. Draw lines in a different color between the people.

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Worksheet

3B: Have you heard the news?



