

THIRD EDITION

WORLDLINK

Developing
English Fluency



Nancy Douglas ■ James R. Morgan

INTERMEDIATE 2

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

WORLDLINK

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English Fluency

Intermediate 2

Nancy Douglas

James R. Morgan





ICPNA World Link Intermediate 2,

Third Edition

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GUIDE TO PRONUNCIATION SYMBOLS

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

Stress

/'	city	/'sɪti/
used before a syllable to show primary (main) stress		
//	dictionary	/'dɪkʃənəri/
used before a syllable to show secondary stress		

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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 2 (I02)



Unit 4

Learning Outcomes

I saw it I understand it I use it



I can disagree politely. (p. 53)



I can talk about actions/facts in the past using the simple present perfect and *still*, *yet*, *already*, *just*, and *never*. (p. 54)



I can express different meanings using phrasal verbs (separable and inseparable). (p. 60)



Please turn on the TV. / Erin ran into Alex yesterday. / Did he ask you out?



I can listen for specific information. (p. 52)



I can read for detailed information and make inferences. (p. 58)
It's normal for us to eat with chopsticks. / Eating with chopsticks is normal for us.



I can talk about the future using clauses with *before*, *after*, *as soon as*, *once*, and *when*. (p. 74)



Please remove your shoes before you enter the temple. / We're going to go to the park after we eat lunch. / I'll call you as soon as we arrive. / I'll call you once we arrive. / In Spain, people often kiss each other when they meet.



I can ask / answer about culturally appropriate behavior. (p. 67)



I can listen for the general meaning of lectures. (p. 71)



I can identify the writer's purpose. (p. 72)



I can talk about facts in the present and past using the passive voice. (p. 82)

Audiobooks are made by Sound Smart. / The company was founded by Beverly Smith.



I can talk about trends. (p. 84)

Overall, the retail industry is in a slump. / Companies have experienced a sharp fall. / There has been a steady decline in in-store purchases for the third year in a row. / Consumer spending online has risen slightly.

Unit 6

I can connect ideas using *because*, *so*, *although*, and *even though*. (p. 88)

She uses that product because it's the cheapest. / This snack is 100% natural, so a lot of moms buy it. / Although it's expensive, many people buy that car. / Many people buy that car even though it's expensive.



I can identify main points in a commercial. (p. 85)



I can scan for details. (p. 86)



I can write a product review. (p. 88)

WELCOME UNIT

1 GRAMMAR

- A** Complete the sentences with the correct stative passive form.

bend clog crack freeze jam stain

1. We need to call the maintenance man—the sink _____ *is clogged* _____.
2. The pipes _____ by the cold weather.
3. The lock doesn't work because it _____.
4. The mirror _____ and old.
5. The carpet _____, but it's been cleaned.
6. Both of these keys _____! How did that happen?

- B** Correct the errors in the sentences.

1. You're not allowed park on this street overnight.
to
 ^
2. Talk isn't permitted in this train car.
3. We're allowed using dictionaries during the test.
4. You're not supposed to talking loudly at the library.
5. Dogs are allowed use this part of the park.
6. You must giving your seat to pregnant women on the bus.
7. Cell phones must not to be switched on during the flight.
8. You're supposed follow the rules at school.

TIP

Correcting your own grammar, spelling, and punctuation errors is a good way to improve your English writing and speaking skills. Try to correct your written work before you give it to your instructor. It's OK if you don't find every error at first.

- C** Circle the best answer to complete the sentences. In some cases, both answers are correct.

1. Let's meet at 7:00—the movie **starts** / **is starting** at 7:30.
2. Tomorrow it **will be** / **is going to be** a really beautiful day. Let's have a picnic.
3. **We'll fly** / **We're flying** to Barcelona next week.
4. Wow, look at the rain! I think **I'll take** / **I'm taking** the bus to work today.
5. Someday, **she's going to travel** / **she's traveling** to Europe.
6. **They'll get** / **They're getting** married next month.
7. That singer **is going to have** / **has** a concert on March 12.
8. Cozumel is a beautiful place. You **are going to** / **will** love it!



D  Work with a partner. Match the questions and the answers about future possibilities.

1. Will we go to Mars in the next five years? d
 2. What are you going to do after graduation? _____
 3. Will scientists solve the global warming problem in our lifetime? _____
 4. Will world hunger be eliminated by 2050? _____
 5. Is it going to rain tomorrow? _____
 6. Are Joshua and Heidi going to get married? _____
- a. They may not be able to—there are too many cars on the highways.
 - b. It could—many countries are trying to grow more food.
 - c. Well, they might, but they might not. They're still very young.
 - d. ~~We might go, but I don't think so. It's too far away.~~
 - e. It could—the forecast isn't for good weather.
 - f. I don't know yet. I might go to law school, or I might travel.

E Complete the sentences with a participial or prepositional phrase using the words in parentheses. In some sentences, you can write both types of phrase.

1. My phone is the one lying on the table / on the table (lie / table).
2. Your keys are the ones _____ (drawer).
3. Our teacher is the woman _____ (stand / desk).
4. His boss is the man _____ (chat / phone).
5. Lena's sisters are the ones _____ (red hair).
6. Tony's the guy _____ (hold / basketball).
7. My dog is the one _____ (play / ball).
8. The actress is the woman _____ (glasses).

F  Work with a partner. Complete the sentences with the correct present perfect form of the verbs in the box.

be hear know lose read study watch

1. How long have you known your best friend?
2. We _____ English for more than 10 years.
3. A: _____ you ever _____ television in English?
B: No, I _____.
4. I _____ a teacher since 2015.
5. She (negative) _____ the news about her prize.
6. _____ Miguel _____ your blog yet?
7. A: _____ your soccer team ever _____ a game?
B: Yes, it _____.

2 VOCABULARY

A Complete the sentences with words or expressions from the box.

business disturb general public public figures privacy right

- I think actors and other famous people should have privacy, like everyone does.
- Members of the _____ are invited to meet the band after the show.
- Paparazzi shouldn't _____ famous people by taking their photos.
- What I do at home is nobody's _____ but mine.
- Actors, musicians, and athletes are considered _____.
- The new law says that everyone has the _____ to be ignored.

B Choose the correct words to complete the definitions.

- Infancy / Adolescence** is the period of life when a child develops into an adult.
- Grown-up / Kid** is another way to say *adult*.
- Infants / Children** are young babies.
- Kids / Teenagers** are children over the age of 13.
- Childhood / Adulthood** is the part of life when a person is not an adult.
- Young adults / Adolescents** are people from 18 to 29 years old.

C Complete the sentences with the correct form of the expressions in the chart. More than one collocation may be possible.

be	born
get	children
have	divorced
	new job
	married
	pregnant

- James wants to get a new job by the end of the year.
- When your oldest son ?
- Luisa and her husband in 2015, and they're very happy.
- I heard that you're —I'm so sorry!
- My sister (negative) yet. She's only 22.
- Teresa hopes to before she turns 30.



What do you think is the right age for this milestone?

- D**  Complete the conversation with the words in the box. Then practice it with a partner.

argument	conversation	discuss	gossip	share	talk
----------	--------------	---------	--------	-------	------

MARTY: Peter, can we (1.) talk for a minute?

PETER: Sure, Peter. What's up?

MARTY: We need to (2.) discuss some problems on the team. I've noticed that there is a lot of (3.) gossip about job cuts.

PETER: Yes, I've heard it, too. We should have a (4.) share with the team members.

MARTY: We need to be careful, though. Remember that it's a time to (5.) talk information in a positive way.

PETER: I agree. Having an (6.) argument isn't going to help anybody.

TIP

Practice new vocabulary words by saying them out loud. Select a “word of the day” and use it throughout the day. That way, you will learn to use it in context and you won’t forget it quickly.

3 WRITING

- A** Create a timeline about your future. Then write a paragraph (about 10 sentences) answering the question, “What will your life be like in the next twenty years?” Be sure to use sequencing expressions and words like *this year*, *next year*, *then*, and *later*.

4 VOCABULARY TIPS

- A** Read the tips below and put them in order from the one you feel is the most helpful (1) to the least helpful (4).

_____ **Context** Use the other words in the sentence, or the sentences that come before or after, to help you figure out the meaning of the word.

_____ **Inference** Make an inference, or an educated guess, based on what you know. Base your inference on knowing the part of speech (whether the word is a verb or a noun) and the ideas expressed by the words and sentences surrounding the word.

_____ **Dictionary** If you can't guess the meaning of a word, use a bilingual or monolingual dictionary to look it up. Remember to pay attention to the part of speech and the pronunciation of the new word.

_____ **Word parts** Look at word endings to try to figure out the meaning of the unknown word. Some endings, or suffixes, can change a word's part of speech. Common endings that change verbs into nouns include *-ment*, *-tion*, *-sion*, and *-ion*. For example, *communicate* is a verb and *communication* is a noun. They are part of the same word family. Look at the beginning of the word. Knowing the meanings of prefixes, such as the negative prefixes *dis-*, *in-*, *un-*, and *im-*, can help you understand new words.

- B**  Now work with a partner and compare your answers. Which are the same? Which are different? Did you change your mind after talking to your partner? Note that there are no right or wrong answers.

4 MEN AND WOMEN





A special camera shows the differences in body temperature between a man and a woman.

Look at the photo. Answer the questions.

- 1** What is this a photo of?
- 2** The colors red and white show body heat. Which person is warmer, the man or the woman?
- 3** In general, do you think men and women are similar or different? Why?

UNIT GOALS

- 1** Describe different ways of changing one's appearance
- 2** Disagree politely
- 3** Describe events in a relationship
- 4** Talk about dating

LESSON A APPEARANCES



1 VIDEO Battle of the Sexes

- A Do you think you're a good listener? Why or why not? Discuss with a partner.
- I'm a good listener because...
- B Watch the first part of the video. Don't write anything, just watch.
- C Before you watch the full video, try to choose the correct answers.
- | | | | |
|---|---------------------------|-------------------------|--------------------------|
| 1. The man's name is ____. | a. Tom
<i>/tɒm/</i> | b. Todd
<i>/tɒd/</i> | c. Thad
<i>/θæd/</i> |
| 2. The woman's name is ____. | a. Jane
<i>/dʒeɪn/</i> | b. Jen
<i>/dʒen/</i> | c. Jill
<i>/dʒɪl/</i> |
| 3. What kind of pets do they own? | a. dog | b. bird | c. both |
| 4. What does the wife do for a living? | a. teacher | b. mother | c. both |
| 5. What did the wife say she was better at? | a. playing tennis | b. grilling | c. remembering details |
| 6. What sport do they play? | a. soccer | b. tennis | c. golf |
- D Watch the full video and check your answers in C. What is the conclusion at the end of the video? Circle your answer below. Do you agree or disagree? Tell a partner.
- a. Women are better listeners. b. Men are better listeners. c. Men and women listen differently.

2 VOCABULARY

- A Use the verbs in the box to complete the descriptions. Which description was probably said by a woman? Which was said by a man? Are either of them true for you?

get wash wear shave brush

- I wash my hair every day.
Sometimes I _____ makeup, but I don't _____ perfume.
- I _____ a haircut pretty often, and I _____ every couple of days, but I don't like to _____ my hair. I like it to look a little messy.



- B Look at the Word Bank on the left. Use your dictionary to look up any unfamiliar words. Then match the verbs on the left with as many nouns as possible on the right. Make a list of the phrases you form on a piece of paper.

Word Bank		
brush color / dye get shave straighten	your	ears pierced face hair head teeth

Word Bank
Other expressions get a (haircut / manicure / tattoo) wear (cologne / deodorant / makeup / perfume)

- C Discuss the questions with a partner.

- When do you brush your teeth?
- Imagine you are going to dye your hair. What color do you choose and why?
- Where do you get your hair cut? How much does it cost? How often do you get it cut?
- Have you ever gotten a manicure? Why or why not?
- Do you like tattoos? Why or why not?
- Would you ever get your ears pierced? Why or why not?

So, what color are you going to dye your hair?

I think I'll go with blue and white, our school colors!

3 LISTENING

- A** **Use background knowledge.** Discuss the questions with a partner.

1. Do you think this is an attractive photo?
2. Do you take a lot of selfies? Why or why not?

- B** **Listen for specific information.** You are going to hear an interview and complete an outline. Listen and complete the title for the outline below. **CD 1 Track 22**

Title: _____ to _____ the
_____ Selfie

- I. Before you _____ the photo
- A. _____ different _____ in front of the _____
 1. see which ones look best
 - B. neaten up your appearance
 1. _____ your hair
 2. check your _____
 3. wear _____ to stand out
 - C. take a selfie to _____ off something _____
 1. just gotten a _____
 2. _____ your _____ done
- II. As the _____ is being taken
- A. consider the _____
 1. you want a _____ scene
 - B. _____ the camera a bit
 - C. watch out for photobombers
 - D. _____ take a photo alone
 1. it's more fun with _____

- C** **Listen for details; Take notes.** Listen and complete the rest of the outline. **CD 1 Track 23**

- D** Strike your typical selfie pose. What face would you make to photobomb someone's picture? Show a partner.



Listening Strategy

Listen for Specific Information

Listen carefully for specific details.

Word Bank

neaten up = make neat; clean up

stand out = be noticed

strike a pose = get in position for a photo



Find a selfie online that you like and bring it to class. Who took the picture and where are they? What do you like about it?

4 SPEAKING

- A**  Listen to and read Chris and Tyler's conversation. Why does Chris want a tattoo? How does he feel and why does he feel that way? How does Tyler feel? **CD 1 Track 24**

CHRIS: Guess what? I'm getting a tattoo... right here on my right arm!

TYLER: Really? Are you sure?

CHRIS: Yeah. My best friend has one. It's really cool. Now I want one.

TYLER: But what do your parents think? Did they say anything?

CHRIS: They're not too happy... but I know it's going to look great!

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

CHRIS: And I found a really good tattoo artist.

TYLER: But what about the cost? Isn't it expensive?

CHRIS: No, it's not too bad—and I can pay half now and the rest later.

TYLER: Yeah, but what if you don't like it?

CHRIS: Don't worry.... It's going to look great!



- B**  Brainstorm reasons for and against getting a tattoo. Then practice the conversation with a partner.

SPEAKING STRATEGY

Useful Expressions: Disagreeing politely

I agree up to a point.	I'm not sure it's / that's (such) a good idea. Are you sure?
------------------------	--

Yes, but... / I know, but...	I see what you're saying, but...
------------------------------	----------------------------------

I'm not sure. / I don't know.	I see what you mean, but...
-------------------------------	-----------------------------

But what about...?	I see where you're coming from, but...
--------------------	--

- C**  Student A is planning to make a change in his or her appearance. Choose one of the ideas below (or one of your own). Role-play the situation. Then switch roles.

Student A: Tell your partner about your change. Give reasons why you want to do it.

Student B: Listen to your partner. Politely disagree. Use the Useful Expressions to help you.



shave your head



dye your hair



get your ears pierced



get plastic surgery

Guess what? I'm getting
my ears pierced.

Really?

Yeah. I think it'll
look cool.

But what about your parents?
What are they going to say?

5 GRAMMAR

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

Adverbs Used with the Present Perfect			
	With questions	With affirmative verbs	With negative verbs
ever	Have you ever worn makeup?		I haven't ever worn makeup.
never		I've never worn makeup (before).	
yet	Have you taken a shower yet ?		I haven't taken a shower yet .
still			I still haven't taken a shower.
already	Have you already taken a shower? Have you taken a shower already ?	I've already taken a shower. I've taken a shower already .	
just		I've just finished shaving.	

B Arisa is planning her wedding. Read her comments below. Add the adverbs in parentheses to the correct place in the sentences.

1. (ever) Wedding planning is difficult because I haven't done it before.
2. (already) We've made the guest list.
3. (yet) We haven't sent out the invitations.
4. (still) I haven't bought my wedding dress.
5. (never) I've hired a photographer before. I'm not sure what to do.
6. (just) We've booked the venue.

C Imagine you are planning a party for your friends. Add one of your own ideas to the checklist below. Then check (✓) off four things you have already done.

- | | |
|--|---|
| <input type="checkbox"/> decide on the menu | <input type="checkbox"/> make a guest list |
| <input type="checkbox"/> buy the food | <input type="checkbox"/> send out invitations |
| <input type="checkbox"/> choose a venue | <input type="checkbox"/> decorate the room |
| <input type="checkbox"/> come up with a playlist | <input type="checkbox"/> other _____ |

Many people spend ten hours or more a week planning their wedding!



D Work with a partner. Ask and answer questions about your party planning.

I've decided on the menu, but I still haven't bought any food for the party.

Have you chosen a venue yet?

Not yet. But I'm thinking of holding the party outside.

6 COMMUNICATION

- A** Read the statements. Check (✓) if you *agree*, *disagree*, or are *not sure*.

Statements about men and women	agree	disagree	not sure
1. Older men and women shouldn't wear bright colors.			
2. For a woman, how much money a man has is more important than his looks.			
3. Men should never wear makeup.			
4. Women shouldn't get tattoos.			
5. Men worry about their appearance as much as women do.			
6. Women should always wear a skirt in formal settings.			
7. Men are first attracted to women because of their appearance.			
8. Athletic women are not attractive to men.			

- B**  Work with three other students. Compare and explain your answers from **A**. If one or more group members disagreed or was not sure, check (✓) the box of that item below.

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

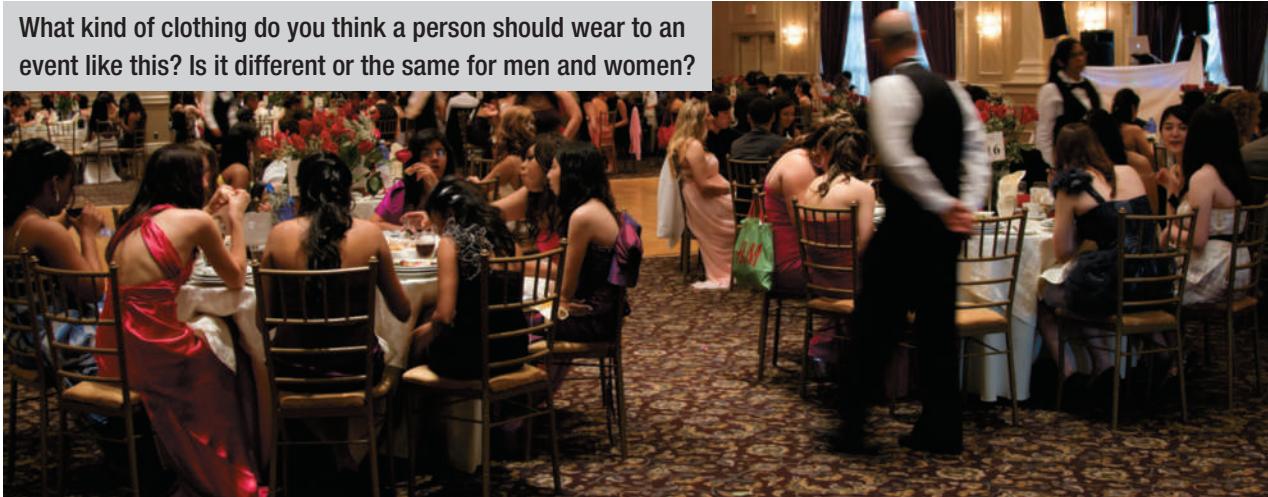
I checked *agree* for number 1. I just don't think older people look good in bright colors.

I see what you're saying, but I also think they should wear whatever colors they want. I checked *disagree*.

- C**  As a group, work on each statement you checked in **B**. Rewrite the statement so that *everyone* agrees with it.

- D**  Present your group's statements to the class.

What kind of clothing do you think a person should wear to an event like this? Is it different or the same for men and women?



LESSON B DATING

1 VOCABULARY

- A** ⚡ Take turns reading the story below aloud with a partner. Then match each two-word verb in blue with its definition (1–10).

1. _____ had a good relationship
2. _____ rejected, said no to an invitation
3. asked out invited someone on a date
4. _____ end a romantic relationship
5. _____ became an adult
6. _____ stop thinking about someone
7. _____ go on a date
8. _____ met unexpectedly
9. _____ secretly dated another person
10. _____ started a machine



Alex liked Erin. One day he asked her out on a date. Erin was shy. At first she turned Alex down.



Alex asked Erin again, and she said yes. She agreed to go out with him.



They enjoyed spending time together. They got along well.



Unfortunately, Alex cheated on Erin. She saw him with another girl.



Erin was very upset. She decided to break up with Alex. They stopped dating.



Alex couldn't stop thinking about Erin. He couldn't get over her.



Erin and Alex grew up and got jobs: Erin worked as a banker, and Alex was a news reporter.



They lived in the same city but never ran into each other.



One day Erin turned on the TV and saw Alex. She decided to call him...

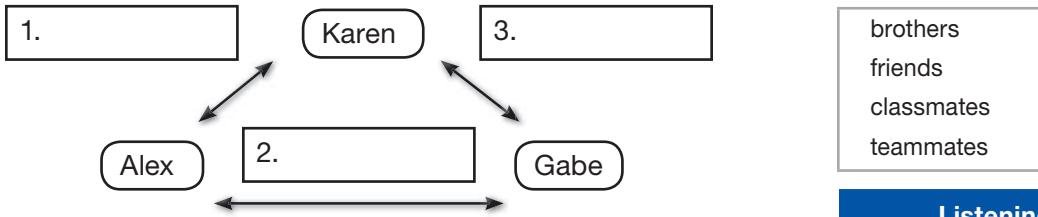
/ælkɪks/ /'erɪn/

- B** ⚡ Work with a partner. Cover the sentences under the pictures. Take turns retelling Alex and Erin's story using the verbs in A.

- C** ⚡ What do you think happens next in their story? Tell a partner.

2 LISTENING

- A** **Understand relationships.** Alex and Karen are talking about Gabe. Listen and write down the relationships. Use the words in the box. One word is extra. **CD 1 Track 25**



Listening Strategy

Listen for Details

Listen carefully for important details.

- B** **Complete a chart; Listen for details.** Listen. Complete the flow chart with the missing words. **CD 1 Track 26**

What happened

1. Gabe asked Karen out.

2. She wanted him to go out because she was nervous.

3. Now Karen wants to go out with Gabe.

4. At soccer practice, Karen will call Gabe.

5. Karen will show up (arrive) at soccer practice.

6. Karen will pretend to be Alex and Gabe.

7. Karen will talk to Gabe.

The plan

- C** Try to answer the questions with a partner. Don't look back at your answers in **A** and **B**.

- How do Alex, Karen, and Gabe know each other?
- What happened to Karen?
- What is her plan now? Do you think it will work? Why or why not?

- D** You want to ask someone out on a date, but you're too shy. What do you do? Think of one or two ideas. Then get in a group and follow the directions below.

Speaker: Tell the group your ideas in **D**.

Listeners: For each idea a person says, use a sentence (a or b) to explain what you think.

- The person may agree to go out with you because...
- The person might turn you down because...



3 READING

CD 1 Track 27

A Use background knowledge.

Answer the questions about dating.
Share your answers with a partner.

- Where is the best place to meet someone?

at school at a party
 your idea: _____

- What is the best way to meet someone?

have a friend introduce you
 wait to be approached by the person
 your idea: _____

B Read for details.

Read each person's response to **Question 1** in the reading.
Did he or she go out on a date?
Check (✓) Yes, No, or NM (not mentioned).

	Yes	No	NM
/'maheʃ/			
/'ninə/			
/'kale,oo/			
/fu'mikou/			
1. Mahesh			
2. Nina			
3. Kaleo			
4. Fumiko			

C Infer information.

Read the responses to **Question 2**. Which person do you think would say each statement below? Write his or her name. There is one extra statement.

- I can be shy, so dating one-on-one is hard. _____
- I'm more of a dreamer than a realist. _____
- I don't think looks are the most important thing. _____
- I'm open to meeting someone my mom and dad know. _____
- I want to meet someone who enjoys what I like to do. _____

D

Would you try any of the dating methods mentioned? Why or why not? Tell a partner.



Reading Strategy

Read for Details

Read carefully for detailed information.

A couple embraces in the city center of Rome, Italy.

DATING AROUND THE WORLD

Do you want to go on a date? Are you still single? So are these people! We asked them two questions:

Question 1: How did you recently meet someone?

/ləndən/

Mahesh: I went to an event recently in London. There is a long table. Guys sit on one side, and girls sit on the other. You talk to the person sitting across from you for three minutes, and then you move on to the next person. At the end of the evening, you choose the people you like. You're matched with the people that choose you, too... and then you go on dates with your matches!

Nina: I ran into this guy I knew from my college days. We went out on a couple of dates. He was nice. We had good conversation and got along OK, but there was no romantic spark.

Kaleo: I met a woman at work. I asked her out, but she turned me down. My friend says it's not good to date people you work with. I think he's probably right.

Fumiko: I went on an online dating site and talked to a few guys. I even went out with one of them and it was OK, but he was different than he was in his profile. I tried to meet more guys, but just looking at pictures and reading about people doesn't seem very romantic.

Question 2: How would you like to meet someone?

Mahesh: My parents are more traditional. They want to introduce me to a nice girl. When I was younger, I didn't like the idea. Now I think I might give it a try.

Nina: It's more relaxing to go out in a big group. I want to meet someone when I'm out with a group of friends. That feels more natural and not so stressful.

Kaleo: I love waterskiing and surfing. I heard that Internet dating is fun. You can read all about the other people and their interests before you contact them. That might work for me.

Fumiko: I'd like to meet someone in a romantic way. Imagine this: there is a huge rainstorm. A handsome stranger shares his umbrella with you. You and he fall in love. I know it sounds crazy, but that's my fantasy.

4 GRAMMAR

- A Study the chart. Turn to page 200. Complete the exercises. Then do **B–D** below.

Phrasal Verbs	
Separable phrasal verbs	Please <u>turn on</u> the TV. Please <u>turn</u> <u>the TV / it</u> <u>on</u> . Please <u>turn on</u> <u>it</u> .
Inseparable phrasal verbs	Erin <u>ran into</u> Alex / him yesterday.
Asking questions	Did he <u>ask</u> you <u>out</u> ? When did they <u>break up</u> ?

- B **Pronunciation: Coarticulation.** Read the information. Then listen and say the phrasal verbs. Draw a link to connect the words. **CD 1 Track 28**

In each phrasal verb below, the verb ends in a consonant sound. The second word starts with a vowel. In spoken English, these two sounds link together, and the two words sound like one word.

1. ask out
2. break up
3. cheat on
4. give up
5. get along
6. get over
7. run into
8. turn on
9. make up

- C **Pronunciation: Coarticulation.** Listen to and repeat the sentences. Notice how different words link together. **CD 1 Track 29**

1. Alex cheated on Erin.
2. Turn on a light, please.
3. Don't worry. You'll get over it.
4. He asked her out.

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

1. On nine small pieces of paper, write the numbers 1–9. Put them face down on the desk.
2. Take turns. Pick a number. Make a sentence or question using the phrasal verb from **B** that matches that number. Then put the number back. If you make a correct sentence or question, you get a point. Do not use example sentences from this page.
3. Play for 15 minutes. Who got the most points?
4. Repeat steps 1–3 with a new group and play again.

5 WRITING

- A Read the short summary of Alex and Erin's story from page 56. What do you think happened next to the couple? Write another paragraph telling their story. Use at least three phrasal verbs from this lesson.

Alex and Erin: The Story Continues

Alex and Erin were high school sweethearts, but Alex cheated on Erin, and the couple broke up. Their story didn't end there, though. After high school, Erin went to college and later got a job in banking in a large city. Alex went to a different school, and in time, he became a news reporter in the same large city as Erin. The pair lived separate lives and never ran into each other. Then one day, Erin turned on the TV and saw Alex on the local news. "He's still so handsome," she thought, "but has he changed?" Erin decided to call him...

B  Exchange papers with a partner.

1. Circle mistakes in your partner's story. Does your partner's story end happily?
2. Return the paper to your partner. Make corrections to your own story.
3. Read your final story to a new partner.

6 COMMUNICATION

A Complete the dating survey. Then write one question of your own about dating.

Dating Survey

1. What *first* attracts you to a person?
 - a. looks
 - b. personality
 - c. intelligence
 - d. common interests
 - e. your idea: _____
2. Your boyfriend or girlfriend has cheated on you. What do you do?
 - a. break up
 - b. ignore it
 - c. talk to him or her and make up
 - d. wait for him or her to talk to me
 - e. your idea: _____
3. What should you definitely do on a first date?
 - a. bring a gift
 - b. talk a lot
 - c. offer to split the bill
 - d. have an *exit plan* (a way to escape if the date is boring)
 - e. your idea: _____
4. How would you break up with someone?
 - a. over the telephone
 - b. by email or text
 - c. face-to-face
 - d. by ignoring the person
 - e. your idea: _____
5. Which is the *worst* dating situation?
 - a. Your date arrives an hour late.
 - b. Your date runs into an old girlfriend or boyfriend.
 - c. Your date doesn't have enough money.
 - d. Your date doesn't dress well.
 - e. your idea: _____
6. Your question: _____

B  Work in a small group. Take turns explaining your answers to each question in **A**. At the end, ask your question.

Would you like to go on a date in a place like this?



5 ACROSS CULTURES





Look at the photo. Answer the questions.

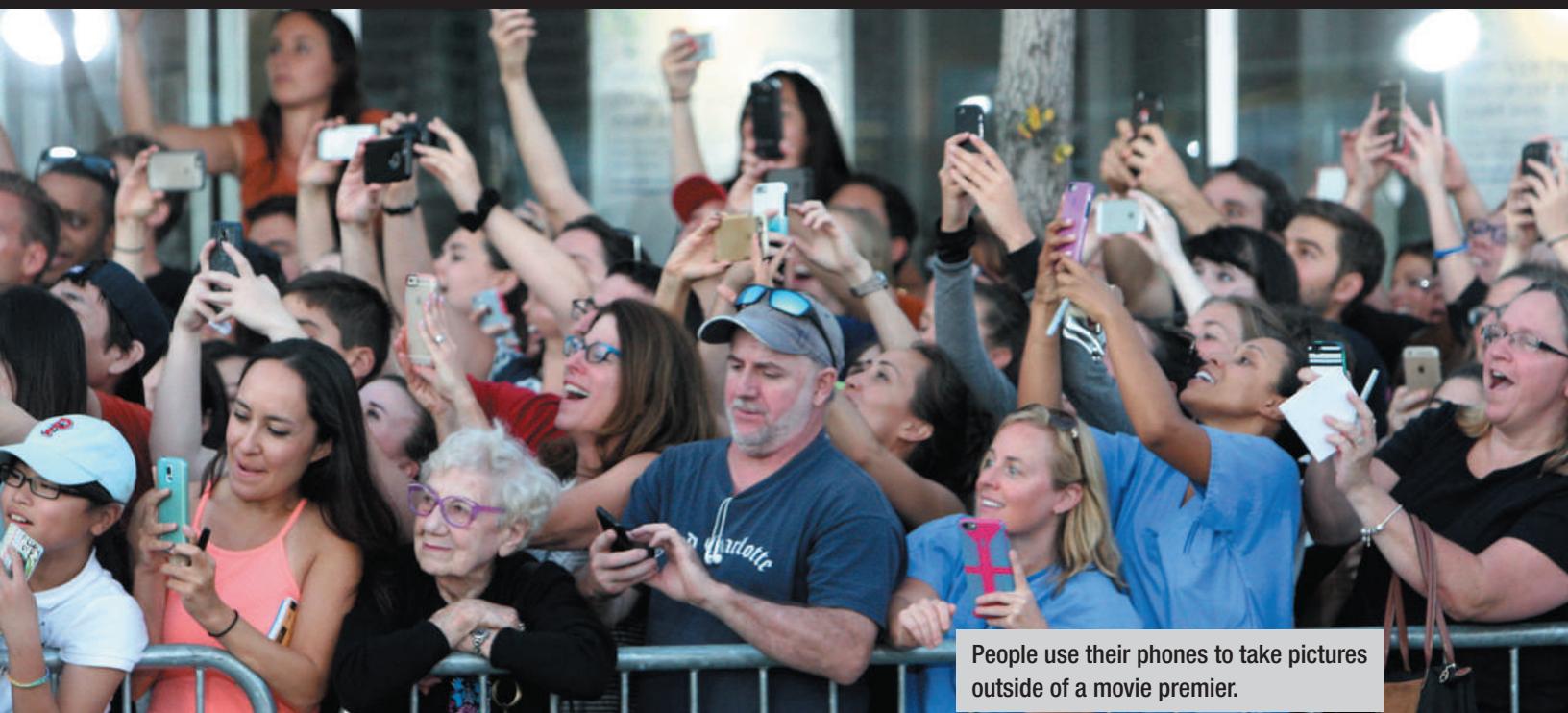
- 1** What custom is being shown in the photo?
- 2** When visitors come to your home, what do you customarily do?
- 3** What's an important custom in your country that visitors should know about?

UNIT GOALS

- 1** Describe good and bad behavior
- 2** Ask about culturally appropriate behavior
- 3** Compare customs in your country with those in other countries
- 4** Give advice on traveling abroad

**Welcoming guests with
a cup of tea is a custom
in Turkey.**

LESSON A MIND YOUR MANNERS



People use their phones to take pictures outside of a movie premier.

1 VIDEO Smartphone Addiction

- A** How much time do you spend on your phone every day? Discuss with a partner.
- B** Read the sentences and guess the missing words. Then watch the video and check your answers. The three people say they are *addicted* to their smartphones. What do you think that means?
1. “The first thing I do when I _____ up is grab for my phone.”
/'mæθju 'bærɪt/
 2. Thirty-two-year-old Matthew Barrett is never _____ from his smartphone.
 3. Matthew isn’t the only one living his life almost completely _____.
 4. “If I don’t have my phone, I can’t really do _____.”
 5. “I can’t really go a _____ without it.”
- C** Watch again. What do the experts say about smartphone addiction? Circle *True* or *False*.
- | | | |
|---|------|-------|
| 1. Psychologists say smartphone users are dangerous. | True | False |
| 2. As we connect more on our phones, we connect more in person. | True | False |
| 3. Smartphone withdrawal can also cause physical problems. | True | False |
- D** Discuss these questions with a partner.
1. What do you think of smartphone addiction? Do you agree with the experts?
 2. When is it impolite or inappropriate to be on your smartphone?

2 VOCABULARY



In most cultures, being respectful and considerate to one's elders is expected.

- A** Read sentences 1–8. Pay attention to the words in blue. What does each word mean? Tell a partner.

1. You should always be **pleasant** to other people, even when you're angry about something. A
2. There are some situations when it's OK to be **impolite**. D
3. An **honest** person always succeeds in the end. Tell the truth and you will, too. A
4. It's not always easy to tell when someone is being **insincere**. A
5. Being **disrespectful** is the worst thing you can do to your grandparents. A
6. When you have a disagreement, the **mature** thing to do is walk away. D
7. You should always be **considerate** of other people's feelings, even when they don't think about yours. A
8. It's always **appropriate** to ask a question if you don't understand something. A

- B** Do you agree or disagree with the opinions in **A**? Write A or D next to each one.

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

Word Bank

Opposites

appropriate	↔	inappropriate
considerate	↔	inconsiderate
honest	↔	dishonest
kind	↔	unkind
mature	↔	immature
pleasant	↔	unpleasant
polite	↔	impolite / rude
respectful	↔	disrespectful
responsible	↔	irresponsible
sincere	↔	insincere

I agree that it's important to be respectful to other people.

3 LISTENING

A **Build background knowledge.** Think of a school field trip you went on. Where did you go? What is one thing you were not allowed to do on the trip? Tell a partner.

B **Listen for gist.** Listen. Complete the sentences.

CD 1 Track 30

1. The speaker is talking to a group of _____.
2. They are at a _____.

C **Make predictions.** Look at your answer for number 2 in **B**. This place has many different rules that visitors must follow. Can you guess what some of these rules are? Write them on a piece of paper.

D **Check predictions; Listen to paraphrase.** Read the sentences. Then listen to the rules. Choose the best paraphrase for each rule that you hear. CD 1 Track 31

1. a. You must stay on the green and red paths.
b. Always stay on the red path. You can leave the green path.
2. a. You cannot watch the staff feeding the animals.
b. Feeding time is open to the public.
3. a. Running or making noise is not allowed anywhere.
b. Running or making noise is only permitted in certain areas.
4. a. Birds walk freely around some areas. Please don't touch them.
b. Birds walk freely around some areas. It's OK to touch them.
5. a. You're not allowed to eat lunch inside this place.
b. You can enjoy lunch inside this place.
6. a. If you don't know what's recyclable, just ask.
b. Everything goes into the recycling containers.

Listening Strategy

Listen to Paraphrase

Listen carefully to express what you hear, using different words.

E Would you like to visit this place? Why or why not? Tell a partner.

F **Pronunciation: Linking the same sounds.** Listen and repeat the words. CD 1 Track 32

1. don't touch
2. want to
3. steak came
4. left twenty
5. all loved
6. Tom might

G **Pronunciation: Linking the same sounds.** With a partner, take turns reading aloud about Mari's dinner. Notice the underlined consonant sounds.

/tom/ /su/

Tom, Sue, and I had dinner together. The waiter was polite and considerate. I had the most delicious soup. Tom's steak came out quickly, and it was perfectly cooked. We all loved the place. We left twenty dollars for a tip. I would definitely eat there again. In fact, Tom might go there again tonight!



Say each pair of underlined consonants as one long sound. You don't need to say each sound twice.

H **Pronunciation: Linking the same sounds.** Now listen to the story in **G** and practice saying it with a partner. Pay attention to the linked consonant sounds. CD 1 Track 33



4 SPEAKING

- A  Read and listen to Ahmed and Inez's conversation. Why are people going to Ahmed's house? What custom is Inez unsure about? **CD 1 Track 34**

INEZ: Wow! Everything smells delicious, Ahmed. How long did it take you to cook all this?

AHMED: A few hours. But don't worry—I like to cook for my friends. And I like to have dinner parties. Please, sit down.

INEZ: Um, can I sit anywhere?

AHMED: Sure. You're the first guest to arrive. Make yourself comfortable.

INEZ: You know, I've never had Turkish food before.

AHMED: Don't worry. I'll explain everything... Uh, here, try this.

INEZ: Um, is it OK if I use my fingers?

AHMED: Sure, go right ahead. So, what do you think?

INEZ: Mmm. It's delicious.

- B  Practice the conversation with a partner.

SPEAKING STRATEGY

- C Read the Useful Expressions. Which responses are positive? Which are negative?

Useful Expressions: Asking about culturally appropriate behavior

Is it OK / appropriate to use my fingers?

Is it OK if I use my fingers?

Please, go right ahead. / Absolutely.

Actually, it's probably better to use a fork.

Normally, people use a fork.

Is it all right to wear shoes inside?

Is it all right if I wear shoes inside?

Sure, no problem. / Yeah, it's fine.

Actually, it's best to remove your shoes.

No, you really should take off your shoes.

- D  Read the rules for the two situations below. Role-play one of the situations with a partner. One person asks about the culturally appropriate behavior. The other explains the rules. Then switch roles and role-play another situation.

Rules for visiting a mosque

wear shoes inside	⌚
wear shorts	⌚
cover your head	☺
sit in a mixed group of men and women	⌚

Rules for a formal Japanese dinner

help yourself to a drink	⌚
make special food requests	⌚
ask for a knife and fork	☺
leave a tip	⌚



The inside of a mosque in the United Arab Emirates

Is it appropriate to ask for a knife and fork? I can't use chopsticks.

Absolutely.

Is it OK if I wear my shoes inside?

No, you should take off your shoes.

5 GRAMMAR

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

It + be + Adjective + Infinitive; Gerund + be + Adjective						
It	be	Adjective	(for)	(pronoun)	Infinitive	
It	was(n't)	hard	(for)	(me)	to pass	the test.
It's (not)		normal	(for)	(us)	to eat	with chopsticks.
Gerund		be	Adjective	(for)	(pronoun)	
Passing		the test	was(n't)	hard	(for)	(me).
Eating		with chopsticks	is(n't)	normal	(for)	(us).

- B** Use the words below to write two sentences about learning English.

1. English / study / fun

It's fun

Studying

2. impossible / master / for anyone / English grammar

3. for language students / English / speak / unnecessary / perfectly

4. practice conversation with / important / a native speaker / find

- C**  Look at the statements in **B**. Do you agree or disagree with each one? Discuss your answers with a partner.

I think studying English
is sometimes fun.

Really? It's never fun
for me!

- D**  What would you do in these situations? Discuss your ideas with a partner.

1. There is an empty seat next to you on the train. Is it OK to put your bag there? Why or why not?
2. You are in a crowded elevator, and your phone rings. Is it OK to answer the call? Why or why not?

I think it's inconsiderate for you to put your
bag on the seat. It takes up too much space.

It depends. If the train is mostly empty, putting
your bag on the seat seems appropriate.

6 COMMUNICATION

- A  Study the people in the subway scene below. What are they doing? Use the words in the box and make sentences about their behavior. Share them with a partner.

One woman is eating ice cream on the subway. I think it's inappropriate because...

(im)polite (in)appropriate (in)considerate (un)kind



- B  You are going to design a poster. Read the information below and look at the examples. Work as a group to plan your poster. Then draw it on a piece of paper.

- The city is starting a public awareness campaign for buses and subways.
- Officials are asking riders to design a poster for the campaign.
- The winners will each receive a free one-year bus and subway pass!

- C  Put up your posters around the room. Vote for the best one.





Body language can be an important way of communicating with other people.

1 VOCABULARY

- A** Match the words in groups A and B to make common English expressions. Then match the expressions to their definitions below. Use the underlined words as clues to help you.

A				B			
body	eye	jet	personal	barrier	expression	lag	space
eating	facial	language	small	contact	habits	language	talk

- words that prevent you from understanding another person
- feeling tired after a long airplane trip
- describing how or when people eat
- the look on a person's face (for example, a smile)
- conversation about unimportant or everyday things
- looking directly at another person's eyes
- the area around each person
- communication through how we move our bodies

language

barrier

lag

small

- B** Think of a country you would like to visit. Imagine you are going there for three months. Complete the questionnaire on the top of the next page. Write your answers on a separate piece of paper.

A country I want to visit: _____

Word Bank

Word Partnerships

have ↔ avoid jet lag
make eye contact / small talk
overcome a language barrier

Arrival

1. Will you have jet lag at the start of your visit? If yes, how can you avoid it?

Communication

2. Will there be a language barrier, or will it be easy to communicate with others?

Food

3. Are the eating habits in this country similar to yours? Why or why not?

Body language

4. Is it OK to make eye contact with people? Is it OK to stand close to others?

- C**  Share your ideas in **B** with a partner. Do you think it will be easy to adjust to your host country? Why or why not?

Listening Strategy

Listen for Gist

Listen carefully for the general meaning.

2 LISTENING

- A**  **Listen for gist.** You will hear three selections from different lectures. What is each lecture about? Listen and write the correct answer (a–e) below. Two topics are extra. **CD 1 Track 35**

- a. body language b. eating habits c. eye contact d. personal space e. small talk

Lecture #1: _____ Lecture #2: _____ Lecture #3: _____

- B**  **Take notes on key details.** Before you listen, write in the topic (from **A**) for each lecture. Then listen and complete the notes below. Write only one or two words per blank. **CD 1 Track 35**

Lecture #1: _____

I. Conversations about _____ things

II. Popular topics:

1. _____

2. _____

3. *shared experiences*

Lecture #2: _____

I. You can understand a person just by _____ him or her.

1. Communication:

a. ____ %: the words we use

b. ____ %: the way our _____

Lecture #3: _____

I. How to make a good _____

1. DO

a. _____ at the person

2. DON'T

a. _____ at someone because the person will feel _____

- C**  Think about the topics of the three lectures. Pick one lecture and think of a time when you either used or saw something from the lecture in real life. Tell a partner about your experience.

3 READING CD 1 Track 36

A Use background knowledge.

Read the title of the article. What do you know about this city or the country it's in? Tell a partner.

B Understand purpose. Read the passage. Then complete the sentence below.

The main purpose of this reading is to _____ in Bogotá.

- a. teach tourists about famous sites
- b. help foreign students adjust to life
- c. explain how to do business

Reading Strategy

Understand Purpose

Read to determine the author's purpose.

C Complete the sentences with the words from the article.

exhausted	cues
presentable	discouraged

1. I didn't sleep on the flight, so I was _____ when we landed.
2. I watched for _____ from my friend, so I knew how to act around his family.
3. She didn't get _____ when she did poorly on the test. She studied harder and did well on the next one.
4. It is important to be _____. You should dress well in public.

D What would be the hardest thing for you to adjust to in Bogotá? Tell a partner.

WORLD LINK



Research another city. Write tips like the ones in the article about this city. Share your tips with the class.

WELCOME TO BOGOTÁ



Bogotá, Colombia, is a well-known city. Every year, thousands of students from all over the world visit it to learn Spanish and travel to other places around Colombia. Now that you've arrived, here are some things to keep in mind.

1. Jet lag. If you traveled a long way, you'll probably be exhausted for the first few days. When you feel sleepy, the best thing to do is stay awake. If you fall asleep during the day, you'll wake up at night, and it will take days to get on a normal schedule!

2. Greeting people. When you meet people, it's polite to make eye contact. Many people will also make small talk. Be ready to talk about your health, your family, and of course, your trip! Another thing to keep in mind is that people in many parts of Colombia can be more reserved than in other Latin American countries. You should always start off a conversation by being very respectful. From there, you can follow the cues¹ of the other people in the conversation.

3. Learning the language. Learning a new language is hard, and being frustrated is part of the process. But don't get discouraged! Pay attention to body language, facial expressions, gestures, and context, and your language abilities will get stronger over time. Colombia is one of the fastest-growing countries for students

from other countries who want to learn Spanish. There are a large number of language schools and private teachers to help you.

4. Lifestyle changes. As you start to make new friends here, you'll notice people are very active. When people go out, dancing is very popular. You should learn how to do it. Smoking is uncommon, and it is illegal to do it in public places. Finally, it's important to look presentable in public at all times, so don't wear sweatpants if you're going out. This is a great place to break some of your bad habits and get healthier!

5. Homesickness. You will miss your home, family, and friends. This might make you feel sad, which is completely normal. To feel better, try keeping a few things from home around, like pictures or a favorite food. Don't overdo it, though. You should also connect to your new city. Go sightseeing with a classmate, or try new activities, like playing a sport. The more you socialize, the better you'll feel.

Most of all, remember that studying abroad is a life-changing event. You're going to learn a lot about a new country and about yourself, too. All of this takes time, but in the end, you will make friends and memories that will last for many years!

¹If you follow someone else's cue, you copy their behavior.

4 GRAMMAR

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

Present and Future Time Clauses with <i>before, after, when, as soon as / once</i>	
Main clause	Time clause
In Spain, people often <u>kiss</u> each other Please <u>remove</u> your shoes We're <u>going to go</u> to the park I'll <u>call</u> you	when they <u>meet</u> . before you <u>enter</u> the temple. after we <u>eat</u> lunch. as soon as / once we <u>arrive</u> .
Time clause	Main clause
Before you enter the temple,	please remove your shoes.

- B** Read about the four people's problems living abroad. What should each person do? Match each person with a piece of advice (a–h).

- a. Skype your family.
- b. Watch TV shows with subtitles.
- c. Take a cooking class.
- d. Spend time with friends.
- e. Join a club.
- f. Ask your teacher or host family for help.
- g. Go on a short trip.
- h. My idea: _____



"At home I'm very outgoing, but I don't know anyone here, so I'm kind of shy."
/dʒɪn 'su/
—Jin Soo in Europe



"People here are nice, but I'm homesick. I want to quit school and go home."
/klærə/
—Clara in North America



"I feel discouraged. I studied before I came here, but I can't communicate with anyone very well. I want to improve my language skills."
/dʒʊlɪə/
—Julia in Africa



"I like the food here, but I can only order two or three dishes, so I'm always eating the same thing!"
/jusəf/
—Yusef in Asia

- C** Work with a partner. Follow the steps below.

- Student A:** Take the role of one person above. Explain your problem.

Student B: Give the person some advice using *Before / When / After / As soon as / Once you...*

- Change roles and repeat step 1.
- Repeat steps 1 and 2.

Clara, I know you're homesick. Before you quit and go home, spend time with friends here. Once you do this, maybe you'll feel better.

5 WRITING

How to Make Small Talk at a Party

(when you don't speak the language well)



1. Be prepared.

Before you go to the party, think of two or three things to talk about.

Popular topics: sports, music, things in the news

2. Ask a question.

Once you make eye contact with someone at the party, say *hi*, and introduce yourself.

Then ask a simple question to get the conversation started: *Where are you from?*

3. Keep things light.

After you start talking, remember to keep things light. It's easier to talk about simple topics.

- A** A student has prepared a short presentation. Read the slides and answer the questions with a partner.

1. What is the topic of his *how-to* presentation?
2. What are his three suggestions? Explain each in your own words.
3. Are these good ideas? Can you think of one more suggestion to add?

- B** Choose an idea from the list of travel topics and prepare a short presentation about it. Organize your presentation like the example, with a title and three tips. Remember to use time clauses.

Travel topics: How to...

- feel better when you're homesick.
- pack for your trip.
- overcome a language barrier.
- stay safe when you travel.
- my idea: _____

6 COMMUNICATION

- A** Work in a small group. Follow the directions. Repeat until each student has a chance to give his or her presentation.

Speaker: Give your presentation from Writing using your slides. Remember to explain the point on each slide in more detail. Use the language below to organize your talk.

Listeners: Answer questions 1–3 in **A** in Writing about the speaker's ideas.

Today, I'm going to talk about how to make small talk. The first thing you should do is...

Word Bank

Explaining how to do something

Today, I'm going to talk about how to...

The first thing you should do is...

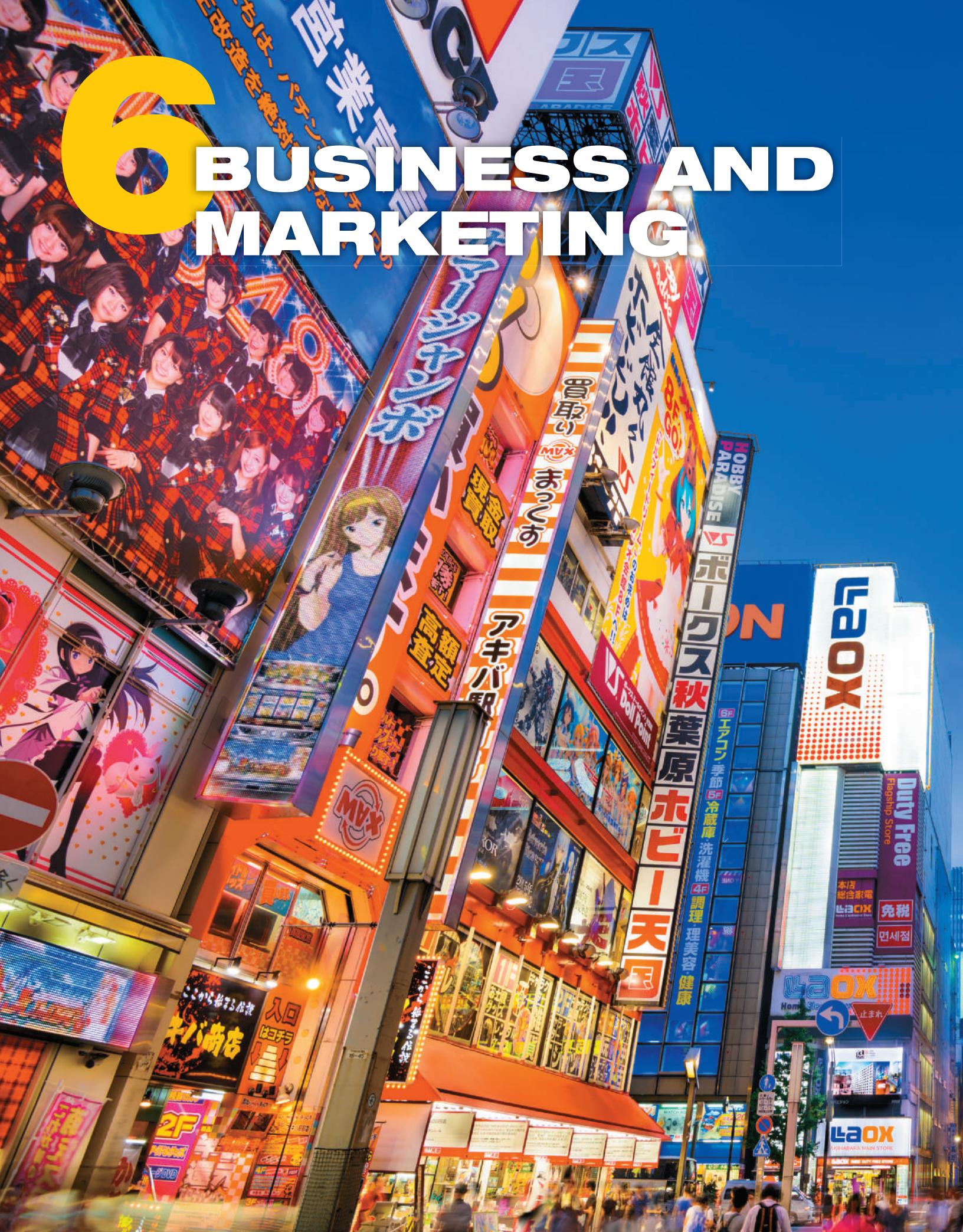
A second thing to do is...

And finally...

Thanks for listening. Do you have any questions?



6 BUSINESS AND MARKETING





Look at the photo. Answer the questions.

- 1 Where is this shopping district? What kinds of products are sold there?
- 2 How many advertisements do you see or hear every day? Where do you encounter them?
- 3 What is one advertisement that is popular now in your country?

UNIT GOALS

- 1 Describe and ask questions about companies
- 2 Emphasize important points
- 3 Give an opinion about different advertisements
- 4 Review a product

Colorful billboards advertise video games and other computer goods in a popular shopping area in Tokyo.

LESSON A SUCCESS STORIES



Bottles of Sriracha sauce

1 VIDEO Sriracha

A Do you like spicy food? If so, what are your favorite dishes? If not, why not? Tell a partner.

B You are going to watch a video about spicy Sriracha sauce. Complete each sentence with a number from the box.

I don't like spicy food because...

20	30	50	70	200,000
25	40	60	4,000	250,000

1. They make Sriracha sauce in a \$ _____ million plant.
2. They produce _____ bottles of the sauce each day.
3. The main ingredient, jalapeno peppers, comes from a farm _____ miles away.
/kriːəg 'ʌndərwd/ /dɛvɪd 'træn/
4. Farmer Craig Underwood has worked with David Tran for _____ years.
5. Tran started with just _____ acres (202,000 square meters) of land.
6. Next year he will have _____ acres (16.2 square kilometers).
7. There are more than _____ barrels in the warehouse.
8. Last year the company sold \$ _____ million in sauce.
9. It's growing _____ % each year.
10. David Tran has worked on his product for more than _____ years.

C What is the most interesting or surprising thing about David's story? Tell a partner.



Go online and read more about Sriracha sauce. What new information did you learn? Report back to the class.

2 VOCABULARY

- A**  Read the sentences. How many of the words in blue do you know? What do they mean? Use your dictionary to help you. Compare your answers with a partner's.

1. They plan to **advertise** their new product on TV and online.
2. If your company **consumes** too much electricity, you'll spend a lot of money.
3. Since our sales plan isn't working, we'll have to **develop** a new one.
4. Their company is pretty small. It only **employs** 20 people.
5. They are looking for someone to **invest** \$2 million in the project.
/park/
6. Ms. Park is the head of that department. She **manages** ten people.
7. **A:** What does your company make?
B: It **produces** batteries for phones.
8. That commercial **promotes** walking as a way to lose weight.
9. Do you want to buy something? To **purchase** an item, please click on the *Buy now* button.
10. Once we receive your money, we'll **ship** your order to you.

- B** Complete the chart with the noun forms of the verbs. Be careful of the spelling! Check your answers in a dictionary.

Nouns ending in -ment			Nouns ending in -tion		
advertise	<i>advertisement</i>	invest		consume	<i>consumption</i>
develop		manage		produce	
employ		ship		promote	

- C**  Make four questions using the words in **A** and **B**. Take turns asking the questions with a partner.

What have you purchased online recently?

I downloaded a couple of songs from iTunes.

How many people does Samsung employ?

I don't know, but since it's a large international company it's probably a large number.



3 LISTENING

- A Circle the things that you do a lot. Where are you when you do these things?
- send emails watch videos send text messages talk on the phone

- B  **Listen for the main idea.** Read the questions and responses below. Listen and circle the best answer to each question.

CD 1 Track 37

1. What is the main purpose of the article Lian is reading?
a. to talk about how many hours we spend online
b. to describe our Internet habits
c. to give tips for using the Internet well
d. to give solutions for Internet addiction
2. What does the article say about the two groups of people?
a. Everyone wants to stay connected.
b. They both get specific information online.
c. They go online for different reasons.
d. The number of people in both groups is increasing.

- C   Listen again. Describe Arturo's and Lian's online behavior with a partner. How are they different? CD 1 Track 37

- D  **Listen for details; Identify a speaker.** What reasons does Arturo give to explain his behavior? Listen again and circle your answers. CD 1 Track 37

1. He doesn't like social media.
2. He likes to know what's new.
3. He only goes online for specific reasons.
4. He wants to stay connected.

- E  Are you more like Arturo or Lian? How so? Discuss with a partner.

- F  **Pronunciation: Stress on nouns and verbs with the same spelling.** Listen and repeat the following sentences. Note where the stress falls in the underlined words. CD 1 Track 38

NOUN: How many PREsents did you get for your birthday?

VERB: He preSENTS his ideas to the board at 2:00.

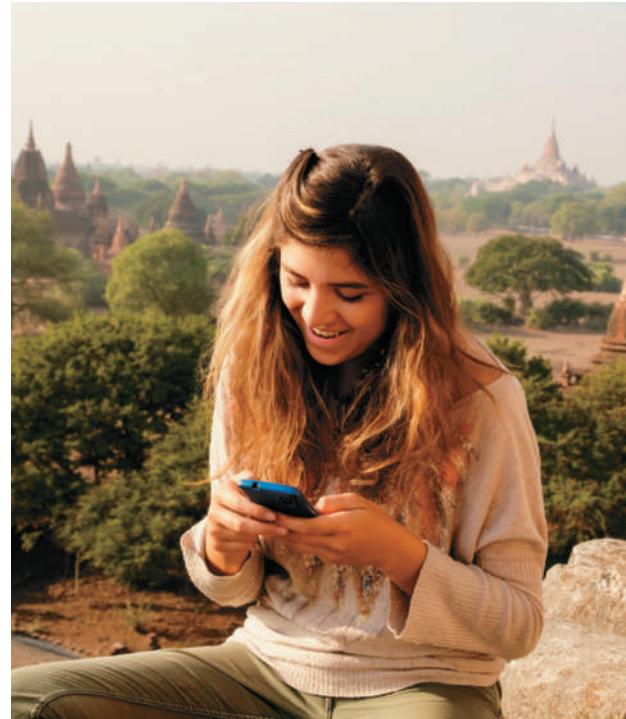
- G  Practice saying these sentences. Then listen and repeat. CD 1 Track 39

NOUN

1. a. What's your email address?
2. a. You should check the record.
3. a. There has been an increase in numbers.

VERB

- b. I need to address this package.
- b. You should try recording your hours.
- b. The number of users is increasing.



Listening Strategy

Identify a Speaker

Use information from the audio to identify the speaker.

4 SPEAKING

- A**  Complete the interview by filling in the missing questions. Write the correct numbers in the blanks. Then listen and check your answers.

CD 1 Track 40

/'bevərlɪ 'smɪθ/

HOST: I'd like to welcome Beverly Smith, the CEO for Sound Smart Inc., to our show today. Welcome, Beverly! _____

BEVERLY: Well, as you know, a lot of people are studying English. And many of them want to be able to study anywhere, so we produce audiobooks... _____

HOST: Yes, I have. What a great idea—how convenient! _____

BEVERLY: Sure. After you make a purchase, you can download the book online. It's simple.

HOST: _____

BEVERLY: Well, we really believe in our employees. The bottom line is that happy employees make a good product. So our company slogan is *People First!*

HOST: _____

BEVERLY: Well, for one thing, we have a lot of perks.* Our company has its own gym in the building. Also, each of our 100 employees gets the day off on his or her birthday.

HOST: Nice! _____

**perks* = extra things you receive because of your job (for example, extra holidays, etc.)

- B**  Now cover the conversation in **A** and complete the company profile of Sound Smart with a partner.

Name of company: **Sound Smart** _____

Product / Service: _____

Company slogan: _____

Perks: _____

Other: _____

Useful Expressions

Asking about companies

What does your company do exactly?

What is the main focus of your company?

How do you...?

Emphasizing important points

I'd like to emphasize that...

Never forget that...

This is a key point.

The bottom line is...

SPEAKING STRATEGY

- C**  Work with a partner to create your own company. On a piece of paper, make a company profile.

- D**  You're going to tell another pair of students about your company. Prepare a short presentation with your partner. Use the Useful Expressions to help you emphasize certain points.

- E**  Take turns presenting to another pair. The students who are listening should ask questions similar to those in **A**. Would you like to work for the company you heard about? Why or why not?

5 GRAMMAR

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

The Passive Voice: Simple Present and Simple Past			
Subject	be + past participle	by + object	Questions
Audiobooks	are made	by Sound Smart.	Are audiobooks made by Sound Smart?
The company	was founded	by Beverly Smith.	How are the books made?

- B** Read these sentences about a neighborhood. Then rewrite each sentence as a passive sentence. Include the object where needed.

1. People settled this neighborhood 200 years ago.

This neighborhood was

2. Everyone knows the neighborhood for its cute shops and boutiques.
-

3. They call the main shopping street Hoyt Street.
-

4. Merchants sell clothing and household goods.
-

5. The residents use many different forms of transportation to get around.
-

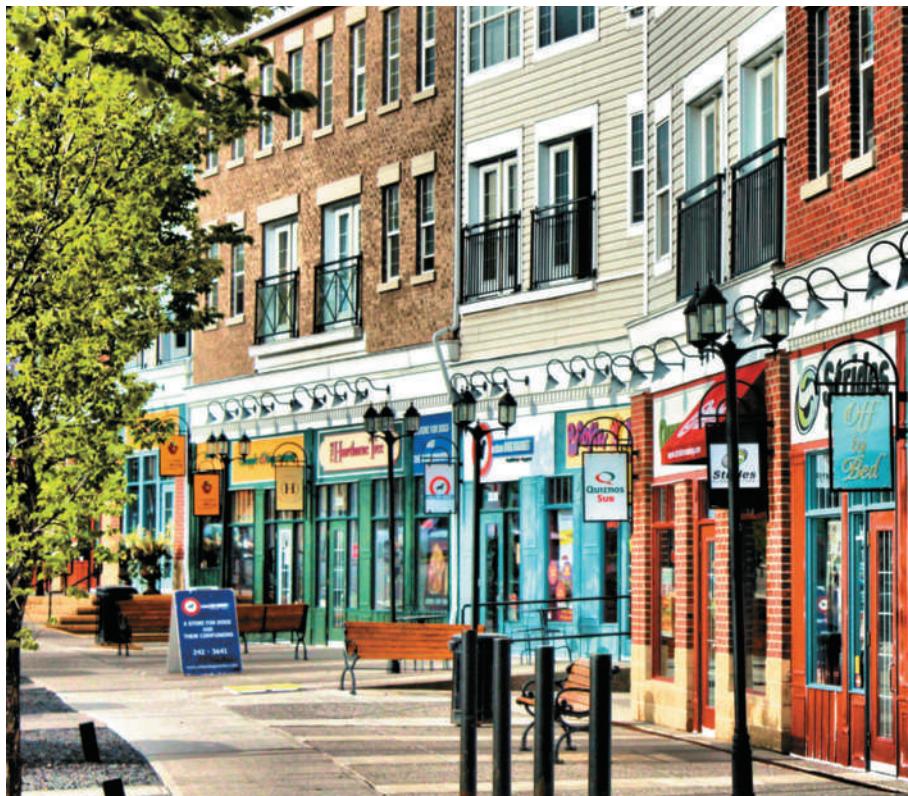
6. Some neighbors hold street fairs in the summer.
-

- C** In which passive sentences in **B** did you include the object (*by + noun*)? Why did you leave the object out of the other sentences? Tell a partner.

- D** Write questions in the passive for the statements in **B**. Then ask a partner those questions about his or her own neighborhood.

When was your neighborhood settled?

I'm not sure exactly, but I do know it's very old.



6 COMMUNICATION

- A**  Look at the map and photos. Then read about Iceland and answer the four questions with a partner.

1. Is Iceland a big or small country?
2. Is it hot or cold there?
3. What else do you know about Iceland?
4. How is it different from your country?

- B**  With a partner, state the different facts about Iceland. Use active and passive sentences. Use the verbs in the box in your description.

import / export (food, gas, products)

make / produce (cars, electronics)

find / see (natural wonders, wild animals)

grow (produce)

speak (languages)

Many hot springs are found in Iceland.

You can see polar bears there.

- C**  With a partner, make a list of facts about your city, region, or country. Use at least three of the verbs from the box in **B**. Present your list of facts to the class.



Iceland

Population: 330,000

/'reikjəvɪk/

Capital city: Reykjavik

Literacy rate: Almost 100%

Natural wonders: Glaciers, geysers, waterfalls, hot springs

Government: Democracy (the world's oldest)

Animals: Cattle, sheep, polar bears, seabirds

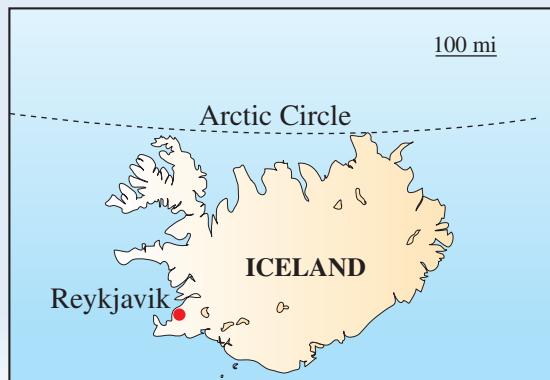
Produce: Turnips, potatoes

Exports: Seafood

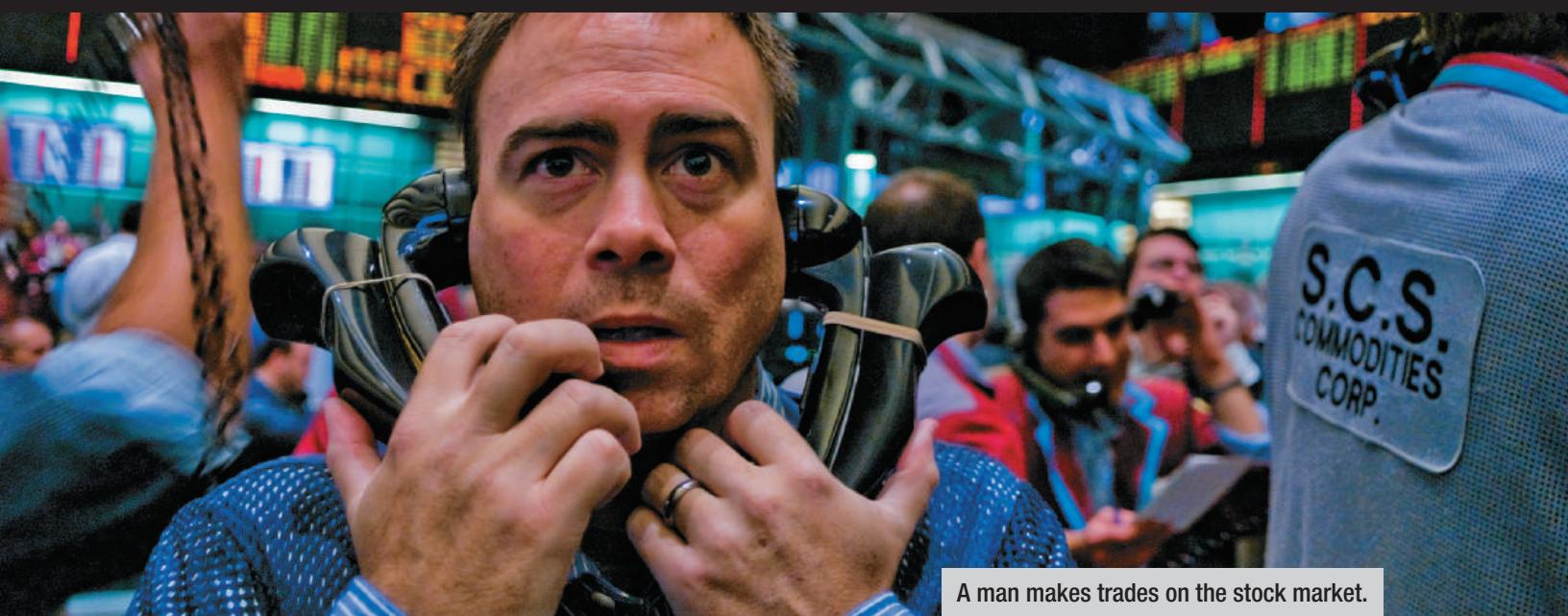
Money: Icelandic krona

Languages: Icelandic, English, Nordic languages

Activities: Whale watching, hiking, skiing



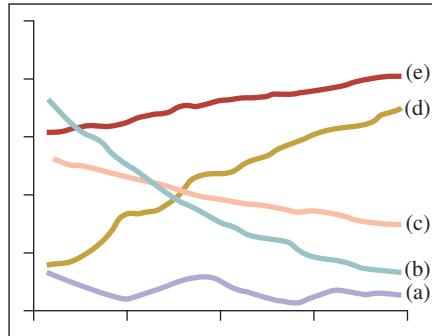
LESSON B ADVERTISING



1 VOCABULARY

- A** Study the graph at the right. Then read about the retail industry and answer the questions with a partner. Is most of the news positive or negative? How do you know? What is the positive news?

(a) Overall, the retail industry is **in a slump**. Experts expect the situation to **get worse** before the economy can **recover**. **Profits** continue to be **down**. (b) For the last few years, a number of companies have experienced a **sharp fall** in profits. Newspapers continue to struggle. (c) There has been a **steady decline** in in-store purchases for the third year in a row. But there is one bright spot in the news: (d) The number of retail companies advertising on the Internet has **increased dramatically**, and (e) overall consumer spending online has **risen slightly**.



Word Bank

in a slump = a period when the economy is not doing well

profits = income; money earned

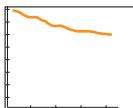
- B** Use some of the words in **blue** to complete the chart.

	Adjectives	Adverbs
small in amount	slight	_____
constant, not sudden	gradual, _____	gradually, steadily
large in amount, sudden	dramatic, _____	_____, sharply

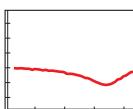
Verbs / Nouns
(↑) _____, _____
(↓) decrease, _____, _____

- C**  Read about the graphs. Then use the words in the box to complete sentences about them. You will use one of the words twice. Compare your answers with a partner's.

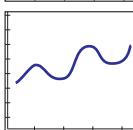
decrease	gradual	rose	a slump
down	increase	slightly	up



1. We've seen a(n) _____ in unemployment, but numbers are still _____.



2. New car sales are in _____. Recently they _____.



3. The number of students studying English is _____ and _____, but overall there has been a(n) _____.

2 LISTENING

- A**  What is a commercial that you can remember? What do you remember most about it (the words, a character, a song)? Tell a partner.

- B**  **Take notes; Listen for main points.** Listen to three commercials. What kind of product is advertised in each one? Write down key words you hear. **CD 1 Track 41**

1. Product: _____
Key words: _____
2. Product: _____
Key words: _____
3. Product: _____
Key words: _____

Listening Strategy

Listen for Main Points

Identify the main points.

Word Bank

catchy = fun and easy to remember

clever = funny or interesting in a smart way

slogan = a short, easy-to-remember phrase used in an ad to sell a product

- C**   **Listen for gist.** Listen again. How did each ad try to make you buy the product? Circle the correct answer. Then explain your answers to a partner. **CD 1 Track 41**

- Ad 1: a. It told a moving story.
b. It made a personal connection.

- Ad 2: a. It talked about an innovative product.
b. It had a catchy slogan.

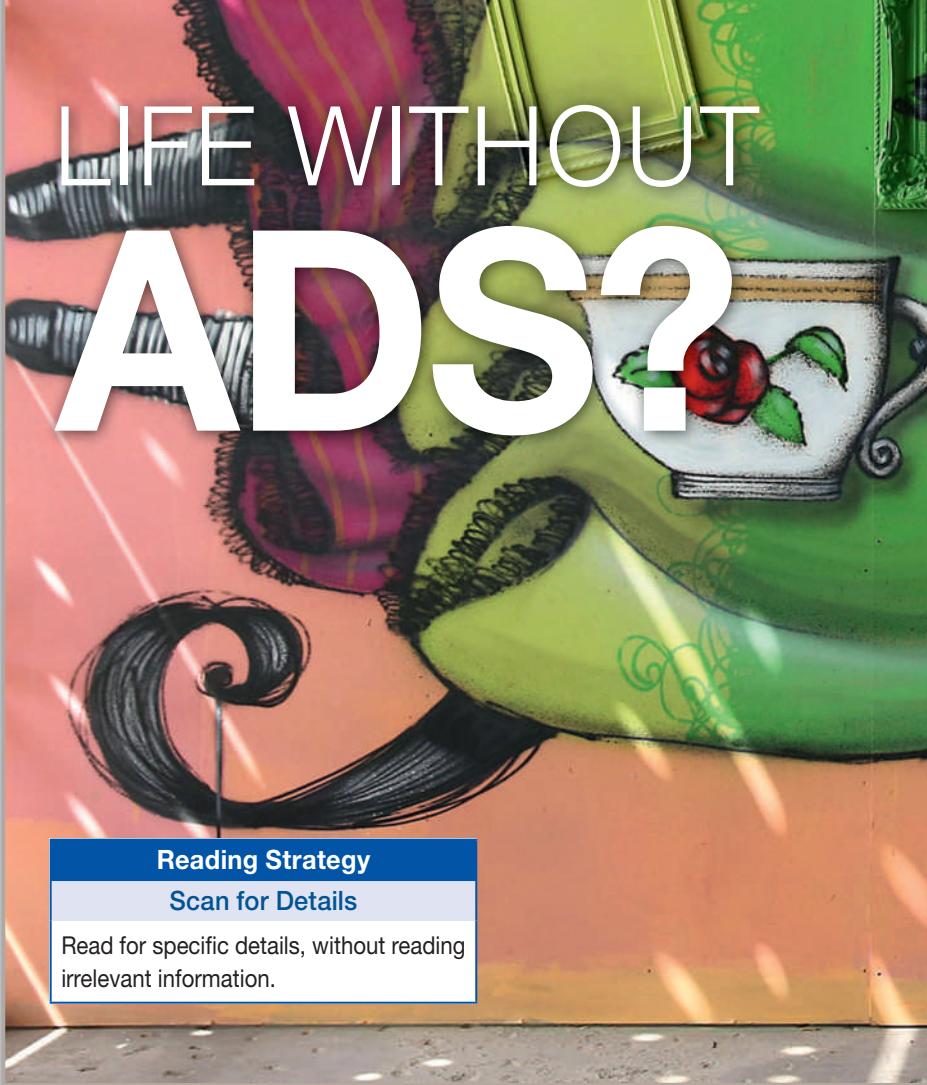
- Ad 3: a. It targeted specific people.
b. It had a jingle.



- D**  Would you buy or use any of these products? Discuss with a partner.

3 READING CD 1 Track 42

- A**  Do you think advertising is necessary to sell products? Why or why not? Tell a partner.
- B**  **Identify a point of view; Draw conclusions.** Read the article. How would the author of the article answer the question in **A**? Use information from the article to explain your answer to a partner.
- C** **Scan for details.** Complete the sentences with the correct information.
1. Many people think that ads are a _____ influence.
 2. The law in São Paulo took down over _____ billboards.
 3. The ads in São Paulo covered _____ and _____ that needed to be cleaned.
 4. The ads were replaced by _____.
 5. One of the best ways to learn about new products is by _____ - _____ - _____, that is, from family and friends.
 6. _____ reviews are a modern version of word-of-mouth.
- D**  Answer the questions with a partner.
1. Do you think it's a good idea to limit ads in public places, like they did in São Paulo?
 2. Do you think that there are too many ads in your city?
 3. Has an ad ever persuaded you to buy or do something?
 4. Have you ever read online reviews of a product? Do you trust them? Why or why not?



Reading Strategy

Scan for Details

Read for specific details, without reading irrelevant information.

Is advertising really necessary? Billions of dollars are spent on it every year, so it must be important. After all, it's a busy world. You have to advertise to get people's attention to sell products!

But there is a downside to this. Researchers say that ads can negatively influence people to make them feel like they should be someone else. They argue that the ads are deceptive¹ and create a false sense of reality. Research has even shown that many children can't tell the difference between an ad and real life!

Others believe there are too many ads and that they make cities look unattractive. Some cities are taking action. In 2006, a law was passed in São Paulo, Brazil, that prohibited ads such as outdoor posters and billboards.² Over 15,000 billboards were taken down. This has caused people to look at their city in a new way. Before, their attention was constantly drawn to the large number of ads on



the streets. But now, people are able to clearly view and enjoy the beauty of the old buildings and modern structures.

In addition, problems that existed in the city for years are now getting fixed. For example, some neighborhoods needed to be cleaned and buildings needed to be repaired, but ads covered those areas and made them easy to ignore. When the billboards came down, people noticed the problems and started to fix them. Now these buildings are covered in beautiful art. São Paulo was one of the first major cities to pass a law like this, but now other cities, such as Paris, Tehran, and New York, have taken steps to reduce the number of advertisements on the streets.

So, how do people hear about new products now? One of the oldest, and best, ways is still

word-of-mouth. People trust friends, family, and people they talk to more than they trust billboards. This makes word-of-mouth very persuasive!³ Word-of-mouth advertising has other advantages, too. It's cost-effective (after all, it's free), and a company doesn't have to create a complex business plan to do it.

Many people also use the Internet to review and share products. This is similar to word-of-mouth because people discuss opinions and personal experiences, but many more people can be part of the conversation. You have to be careful about online reviews, though. Unlike a suggestion from a friend or family member, you don't always know who is posting a review online!

¹If something is *deceptive*, it makes you believe something that is not true.

²A *billboard* is a large ad on a sign.

³If something is *persuasive*, it makes someone believe something.

4 GRAMMAR

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

Connecting Ideas with <i>because, so, although / even though</i>	
She uses that product Because it's the cheapest,	because it's the cheapest. she uses that product.
This snack is 100% natural,	so a lot of moms buy it for their kids.
Many people buy that car Even though / Although it's expensive,	even though / although it's expensive. many people buy that car.

B  With a partner, combine the sentences using *because, so, or although / even though*.

1. Female models in clothing ads are very thin. Girls want to be very thin.

2. Lottery ads show people winning a lot of money. Most people don't win any money.

3. Energy drinks are advertised on sites popular with teens. Teens buy more of these drinks.

4. A TV ad shows only boys playing with a popular toy. Girls like the toy, too.

C  Answer questions 1–4 below with a partner. Use *so, because, although, and even though* to explain your opinions.

Should...

1. very thin models be used in clothing ads for women?
2. lottery ads be shown on TV?
3. energy drinks be advertised on sites popular with teens?
4. some toys be advertised to boys (or girls) only?

Even though it's important to look good, the girls in clothing ads are too thin. It's not healthy.

I agree, so I don't shop at those stores.

5 WRITING

A  Read the product review. Answer the questions with a partner.

1. What product is the person reviewing?
2. What are the good and bad things about it?
3. Does the person give the product a mostly positive or negative review?

B Think of something you bought recently. What are the positive and negative things about this product? Make notes. Then use your ideas and the example to help you write a product review.

THIS PRODUCT IS RATED: ★★★★★

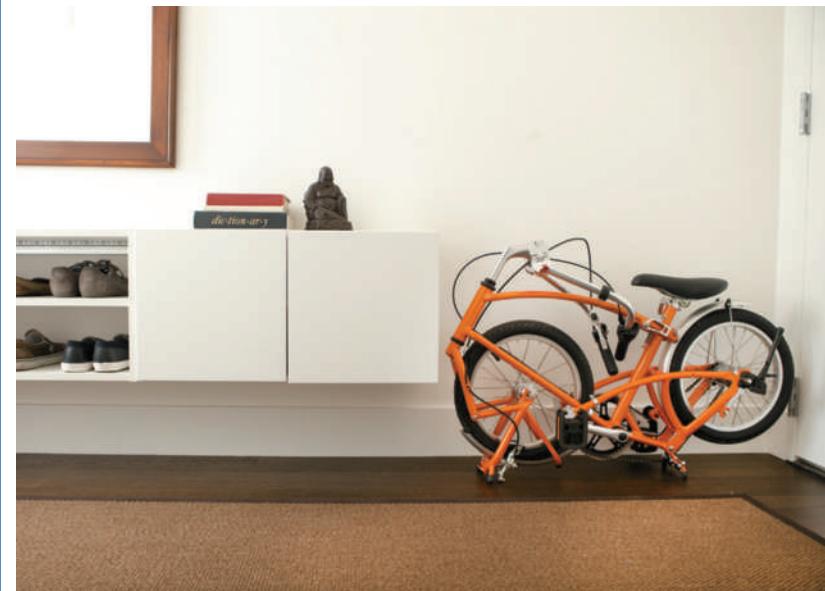


I like to go mountain biking. When it's hot, I need to drink a lot of water. I like to use my Hydro-Pak because I can ride and drink at the same time! The Hydro-Pak is convenient and lightweight, and it comes in many different colors. Although it's more expensive than other models, it definitely is the best!

C  Exchange your writing with a partner. Read his or her review.

1. Are there any mistakes? If yes, circle them.
2. Answer the questions in **A** about your partner's product. Do you know this product? Do you agree with your partner's review?
3. Return the paper to your partner. Make corrections to your own review.
4. Publish a collection of class product reviews.

6 COMMUNICATION



The Citybike Mini: “The Foldable Bike”

Pros: It's...

- lightweight.
- easy to store at school or work.
- easy to carry on public transportation.

Cons: It's...

- expensive.
- only good for short bike rides.

A  You and your partner work for an advertising agency. You need to create a minute-long commercial for TV or the Internet for the product above. On a piece of paper, write your ideas. As you create the ad, think about the questions below. Then practice doing your commercial.

1. Does the ad have a catchy slogan or song?

2. Which word(s) best describe(s) the ad; circle your choice(s):

moving clever inspiring other: _____

3. Is the ad persuasive? Would you buy the product after watching the ad? Why or why not?

B  Get together with another pair and perform your commercial for them. When you watch, answer questions 1–3 in **A**. Then explain your answers to the presenters using *because*, *so*, and *even though / although*.

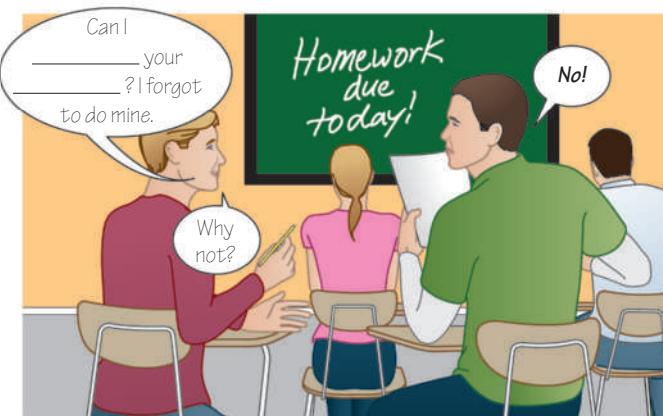
Even though the ad was clever, I don't think people would buy the bike because...

REVIEW UNITS 4–6

1 STORYBOARD

/æl/

- A Al is always borrowing things from his friend Manny. Look at the pictures and complete the conversations. More than one answer is possible for each blank.



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

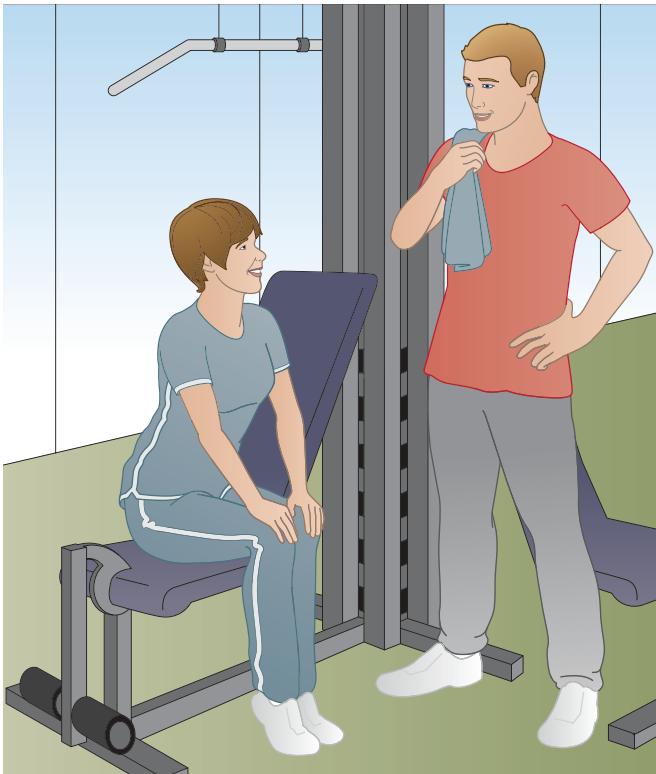
2 SEE IT AND SAY IT

/'dʒʊljə/ /dæn/

- A  Look at the pictures of Julia and Dan and answer the questions. Use some of the verbs from the box in your answers. Work with a partner.

ask out catch up get along go out run into work out

1. Where are Julia and Dan in each picture? What are they doing?
2. In the first picture, what do you think happened? What is Dan saying to Julia?
3. In the second situation, what do you think they are talking about?

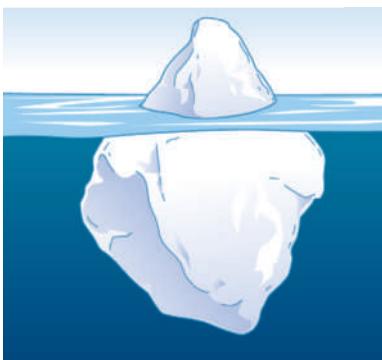


- B  Write a conversation for each situation on a separate piece of paper. Practice the conversations with your partner.
- C  Get together with another pair. Take turns acting out your conversations.

3 THE CULTURAL ICEBERG

/dʒə'pæn/

- A Read about the cultural iceberg and some information about Japan. Circle the correct answers.



Culture is similar to an iceberg. There are cultural rules that are visible and easy to understand. Most of our cultural values, however, are invisible or hidden. For example, when you visit a traditional restaurant in Japan, people may sit on the floor and use chopsticks to eat. These **eating habits / facial expressions** are easy to **come across / figure out**. You may not know, however, that while it's **common / uncommon** for men to sit cross-legged on the floor, it can be considered **appropriate / inappropriate** for women to do so. You have to study people's **personal space / body language** to understand this less visible cultural rule.

- B Now think about your own country. Complete the chart with cultural *dos* and *don'ts* (the rules of behavior) that you think are important.

	Eating habits	Small talk	Body language
Dos			
Don'ts			

- C Share your cultural *dos* and *don'ts* with a partner. Which idea is the most interesting? Share it with the class.

4 LISTENING

- A You will hear a question or statement and three responses spoken in English. Select the best response to the question or statement and circle the letter (A, B, C). **CD 1 Track 43**

1. A B C
2. A B C
3. A B C

4. A B C
5. A B C
6. A B C

5 COMMUNICATION

- A**  Read the famous advertising slogans. Complete each one with a word from the box. Guess with a partner.

beautiful different dreams driving flowers milk skies nothing

1. "Got _____?"
2. "Say it with _____."
3. "Fly the friendly _____."
4. "Think _____."
5. "The ultimate _____ machine."
6. "Impossible is _____."
7. "Easy, breezy, _____ CoverGirl."
8. "Where _____ come true."

- B**  With a partner, look at the slogans in **A** again. Can you match each one to a company or brand below?

BMW
Adidas
California Milk Processor Board
Disney World
Florists' Transworld Delivery (FTD)
CoverGirl Cosmetics
Apple
United Airlines



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

1. What kinds of companies are listed in **B**?
2. What do they produce, or what service do they offer?
3. Which slogan do you like best? Why? Which slogan promotes its company the best?
4. Which slogan is your least favorite? Why?
5. Imagine you can invest some money in one of these companies. Which one would you choose? Which one(s) would you avoid? Why?

UNIT 4 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Complete the email using the adverbs in the box.

Hi Celia,

already ever just never still yet

Here's how the party planning is going... I've (1.) already chosen the venue, but I (2.) _____ haven't sent out the invitations. I've (3.) _____ finished making the guest list, though. I'm glad that's done! And I need to decide on the menu. I haven't done that (4.) _____. I've (5.) _____ planned such a big party before!

How about you? Have you (6.) _____ organized something this complicated?

Talk to you soon—Ken

2 QUESTION FORMULATION

- A In your notebook, make questions with the words in the box. Use either the simple present or the present perfect.

dye / hair get / tattoo pierce / nose shave / head ~~wash / hair~~ wear / make-up

1. [Yes / No] Have you washed your hair yet?
2. [Yes / No]
3. When
4. Where
5. [Yes / No]
6. When

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

1. Have you ever shaved your head?
2. Do you think getting a tattoo is a good idea?
3. Have you ever broken up with someone?
4. When have you worn make-up?
5. What do you think about piercing your eyebrow?
6. Have you ever run into a famous actor?

3 SPEAKING

- A Share a love story you have heard about with your partner. Use the phrasal verbs in the box. Your partner will listen to you and ask questions. Switch roles and decide which story is more interesting. Then share your stories with the class.

ask out cheat on get over grow up
break up get along go out run into

I'll tell you how my parents met.

Did your father ask your mother out?

No! He actually asked her best friend out...

4 WRITING

- A Write a paragraph (10 sentences) about dating. Be sure to answer these questions:

- What do you think about dating? Why?
- Do you have a boyfriend or girlfriend?
- [if yes] How did you meet him or her?
- [if no] How would you like to meet someone?

5 EXAM PREPARATION: LISTENING

A  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 7**

1. Why is the man going to dye his hair?
 - a. To change his style.
 - b. To do something different.
 - c. To support the national team.
 - d. To surprise his family.
2. What happened to Pablo?
 - a. He got a text message.
 - b. His girlfriend broke up with him.
 - c. He met his girlfriend.
 - d. He feels pretty sad.
3. What does the man want to do?
 - a. Take a picture.
 - b. Fix his hair.
 - c. Visit the castle.
 - d. Talk to the woman.
4. How does the woman want to meet someone?
 - a. On a dating site.
 - b. In a class.
 - c. At an event.
 - d. With a friend's help.
5. What does Lucia want to know?
 - a. How much a manicure costs.
 - b. If a manicure is expensive.
 - c. Where to get a manicure.
 - d. When her friend is going to get a manicure.
6. Why does the man want advice about his date?
 - a. He's never been on a date before.
 - b. He doesn't have a lot of money.
 - c. He's only been out with Tina in a group.
 - d. He doesn't like simple things.

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

1. How does the woman feel about the man's plan?
 - a. Interested.
 - b. Doubtful.
 - c. Excited.
 - d. Angry.
2. What kind of tattoo is the man getting?
 - a. A small one, with a lot of colors.
 - b. A small one, with a few colors.
 - c. A large one, in only one color.
 - d. A large one, with a lot of colors.
3. Why does the woman think the man should wait?
 - a. Because he may not like the way it looks.
 - b. Because it might hurt a lot.
 - c. Because it could be expensive.
 - d. Because he hasn't wanted one for very long.
4. How long have Martina and her boyfriend dated?
 - a. Since she started working at the gym.
 - b. For about a month.
 - c. She doesn't say.
 - d. A long time.
5. How does she feel about her relationship?
 - a. Curious.
 - b. Worried.
 - c. Uninterested.
 - d. Optimistic.
6. What is her friend's opinion?
 - a. It's a bad idea to date people from work.
 - b. It's a good idea to date people from work.
 - c. It's a good idea to date people who work out.
 - d. It's a bad idea to be unsure about people you date.

UNIT 5 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A** Complete the sentences using the time expressions in the box. You will need to use some words more than once.

after as soon as before once when

1. Once you get to know your host family better, you'll feel happier.
2. In France, you kiss people on both cheeks after you meet them.
3. Don't start eating before your host does.
4. After dinner, offer to help wash the dishes.
5. It's rude to talk once you have food in your mouth.
6. Before you go into the mosque, take off your shoes.

2 QUESTION FORMULATION

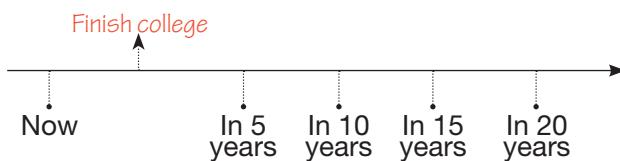
- A** In your notebook, make questions with the words in the box and the verb *to be*.

all right / ask / knife and fork OK / wear / shoes inside	appropriate / eat / fingers necessary / speak / English perfectly	correct / leave / tip normal / eat / chopsticks
--	--	--

1. Where *Where is it OK to wear shoes inside?*
 2. [Yes / No]
 3. When
 4. [Yes / No]
 5. Where
 6. [Yes / No]
- B** Work with a partner. Ask and answer questions. Give answers that are true for you.
1. Is it ever correct to eat with your fingers?
 2. When is it appropriate to kiss someone on the cheek?
 3. How is it possible to feel less homesick when you're away from home?
 4. Is it all right to answer your phone in a crowded elevator?
 5. Where is it OK to put your bag on the seat next to you?
 6. Before you go to a new country, is it a good idea to learn the language?

3 SPEAKING

- A** Create a timeline with your future plans. Include important events like graduating, getting a job, and having a family. Use time clauses with *before*, *after*, *when*, *as soon as*, and *once* to explain your timeline to your partner.



As soon as I finish college,
I will look for a job.

And when you get one, will
you buy a new car?

- B** Share your plans with the class.

4 WRITING

- A Your friend from Asia is coming to visit you next month. He or she is unfamiliar with your country's social customs. Write a letter or an email (8–10 sentences) to your friend about social customs in your country.
- Personal space
 - Eye contact
 - Eating and drinking
 - Religious customs
 - Shaking hands/Kissing

5 EXAM PREPARATION: READING

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

Table manners are important in the United States, though they may not be what you expect. Here are some tips for fitting in.

Americans usually try to eat without making a lot of noise. If they can't reach something on the table, they ask someone to pass it to them. You shouldn't speak with your mouth full or put your elbows on the table while you are eating. You should put your napkin on your lap—if it is very large, fold it in half.

It is polite to wait to start eating until the host sits down and begins. You may also begin if the host tells you to.

Americans usually use silverware, not their hands, to eat their food. There are some exceptions, though. It's acceptable to eat sandwiches, fried chicken, and similar foods with your fingers. If you do eat with your hands, don't lick your fingers to clean them. Use your napkin instead. When you are eating, do not pick up the bowl or plate from the table to hold underneath your mouth.

Because the United States is a large country, there may be some regional differences in table manners. If you don't know what to do, observe the other people at your table.

1. What is the main purpose of the article?
 - a. To discuss how to use a knife.
 - b. To explain the origin of table manners.
 - c. To explain table manners in the US.
 - d. To discuss regions in the US.
2. What is a napkin used for?
 - a. To show you are polite.
 - b. To hide food you don't like.
 - c. To clean your hands and mouth.
 - d. To cover the table.
3. In the first sentence of paragraph 3, what does *host* mean?
 - a. The person who cooked the meal.
 - b. The person who invited you to their house.
 - c. The head of a family.
 - d. The owner of a restaurant.
4. In the first sentence of paragraph 4, what does *silverware* mean?
 - a. Glasses and cups.
 - b. Forks, knives, and spoons.
 - c. Plates.
 - d. Special tools.
5. What is a kind of food you SHOULDN'T eat with your hands?
 - a. A slice of pizza.
 - b. A steak.
 - c. A hot dog.
 - d. A hamburger.
6. According to the article, how can you find out what is polite?
 - a. You can read books or articles.
 - b. You can do what you do in your home country.
 - c. You can travel to different regions in the US.
 - d. You can watch people around you.

UNIT 6 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Rewrite the active sentences as passive sentences in your notebook. Change the verb tenses when necessary.

1. Henry Ford started the Ford Motor Company in 1901. *The Ford Motor Company was started by Henry Ford in 1901.*
2. In 1911, the company opened its first factory outside of the United States.
3. It introduced the moving assembly line in 1913.
4. By 1919, Ford was selling 50% of all cars in the United States.
5. It was building one million cars per year by 1920.
6. During World War II, the company made airplanes and tanks.

2 QUESTION FORMULATION

- A In your notebook, make questions with the words in the box and the passive voice.

be / well-known / neighborhood	call / main street	hold / special events
sell / products / shops	settle / city	use / transportation / most

1. When *When was this city settled?*
 2. What
 3. Why
 4. Which
 5. What
 6. When
- B  Work with a partner. Ask and answer questions. Give answers that are true for you.
1. What is your neighborhood called?
 2. When was it settled?
 3. What is it known for?
 4. Which products are sold in the shops?
 5. What kinds of transport are used?
 6. Which monuments are found there?

3 SPEAKING

- A  Work with a partner. Brainstorm a product and create a short advertisement for it. Be sure to include this information:

- What is the product's name?
- What does it do?
- Why is it special or different from other products?
- How much does it cost?
- Where can people buy it?

- B  Share your advertisement with a small group or the class.

4 WRITING

- A Write a paragraph (8–10 sentences) giving your opinion about advertising. Answer the following:

- What do you think about advertising? Give examples to support your opinion.
- If you think advertising should change in some way, what suggestions do you have?
- If you think advertising is OK as it is, why do you feel that way?

5

EXAM PREPARATION: LISTENING

- A**  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 9**

1. What will Selena Delgado talk about?
 - a. Her album sales.
 - b. Her newest song.
 - c. Her latest movie.
 - d. Her first book.
2. How can callers ask questions about their accounts?
 - a. Dial an extension.
 - b. Press 1.
 - c. Call the 24-hour hotline.
 - d. Press 2.
3. What is the man probably going to do next?
 - a. Order a computer.
 - b. Print a packing slip.
 - c. Fill out the return form.
 - d. Pay for shipping.
4. What kind of product is the woman reviewing?
 - a. Bottled water.
 - b. A backpack.
 - c. Clothes.
 - d. Sunglasses.
5. Who might be the most interested in the product the woman is describing?
 - a. Veterinarians.
 - b. Tour guides.
 - c. Photographers.
 - d. Lawyers.
6. Why doesn't the man want to watch the game on regular TV?
 - a. He isn't interested in basketball.
 - b. He has to work on his computer.
 - c. He has other plans.
 - d. He doesn't like advertisements.

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

1. Why does the man want to talk to the woman?
 - a. To become her friend.
 - b. To tell her about a new city service.
 - c. To ask her for directions.
 - d. To explain how to ride a bike.
2. According to the man, what is one advantage of the program?
 - a. It isn't expensive to sign up.
 - b. You don't need to use the subway.
 - c. Riding a bike is healthy.
 - d. You can ride a bike, but you don't need to own it.
3. How does the woman feel about the program?
 - a. She's worried about it.
 - b. She doesn't care about it.
 - c. She's interested in it.
 - d. She thinks it's funny.
4. What does the man want to change?
 - a. He thinks people should spend less money.
 - b. He wants people to move out of the city.
 - c. He wishes the city was had less stuff in it.
 - d. He believes there should be fewer advertisements.
5. What is the main idea he is discussing?
 - a. Unattractive cities.
 - b. Advertising's effects.
 - c. Wasted natural resources.
 - d. Outdoor areas.
6. According to the man, what do advertisements do?
 - a. Sell important products and services.
 - b. Make the city more interesting.
 - c. Cause people to waste their money.
 - d. Give everyone something to look at.

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

You may like advertisements, hate them, or just feel neutral about them, but one thing is certain—a successful advertisement creates a desire to buy the product, even when there is no real need for it. There are four ways that advertisements do this—whether they are on TV, in print, or on the Internet.

Repetition

Repetition is a simple technique, but it is very effective. Every advertisement mentions the product or company name more than once. This keeps the information in the customer's memory.

Association

Associating a product or company with a famous person, a catchy song, a pleasant state of being, or a strong emotion creates a strong psychological connection in the customer. These ads encourage an emotional response in customers and this response is then connected to the product.

Bandwagon

The “bandwagon” technique sells a product or service by convincing the customer that others are using it and they should join the crowd. Other bandwagon advertisements suggest that the customer will be left out if they do not buy the product.

Promotions

Coupons, competitions, and games with prizes create excitement. People are attracted to getting something “free” or earning “rewards.” That makes promotions a very successful way of advertising a product.

1. What is the main idea of the article?
 - a. You should be careful about advertisements.
 - b. There are four basic techniques in advertising.
 - c. Advertising has changed a lot in recent years.
 - d. Advertisements can be for both products and services.
2. What is the purpose of the headings in the article?
 - a. They distract the reader.
 - b. They are more interesting to look at.
 - c. They organize the information.
 - d. They show that the article isn't fiction.
3. Why is creating an emotional response a good way to sell a product?
 - a. Everyone has the same emotions.
 - b. People enjoy feeling emotions.
 - c. Emotions are not rational.
 - d. Emotions can help connect people to a product.
4. What is another way to say *join the crowd* (paragraph 4, first sentence)?
 - a. Do what everyone is doing.
 - b. Go somewhere there are many people.
 - c. Do something fun.
 - d. Believe that something is true.
5. Who is this article written for?
 - a. Environmental agencies.
 - b. Companies with new products.
 - c. The general public.
 - d. Government organizations.

PROCESS WRITING

- A**  You are going to write a product review. With a partner, add to this list of products. Brainstorm three more ideas of your own. Then, decide which product you want to review.

- a. fitness tracker
 - b. app
 - c. tablet / laptop
 - d. mobile phone
 - e. car
 - f. printer

g. _____

h. _____

i. _____

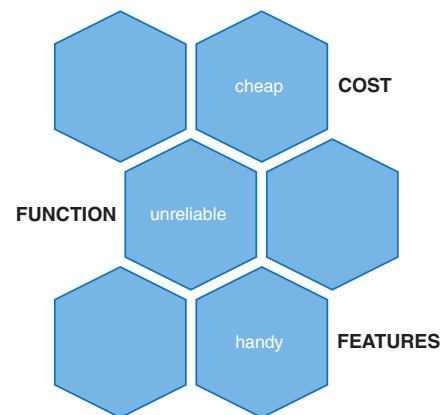
Tip

It's best to review a product you have already used.

- B**  Think of words you will use to describe the product. Brainstorm with your partner, and add to this list of adjectives in your notebook. You can change the headings if you want.

Tip

You may find it useful to divide your adjectives into positive and negative ones.



- C**  With your partner, brainstorm some useful phrases for your review. For example, think about phrases for introducing positive and negative points. In your notebook, add to this list of phrases.

- *What I like about this product is...*
 - *The best thing about this product is...*
 - *However, on the negative side,...*
 - *A clear disadvantage is...*

- *I have no hesitation in recommending this...*
 - *Unfortunately, I would not recommend this...*
 - _____
 - _____

- D Use the words in the box to complete the steps for writing a product review. Two words are extra.

clear complicated cost eight features item opinion two

The structure of a product review needs to be (1.) _____ and easy to follow. It should open with an **introduction** that states what the review is about and what the (2.) _____ is. In the **main body** of the review, provide some **positive points** and **negative points** about the product. Give at least (3.) _____ of each. These points should include details such as the (4.) _____ of the item and its (5.) _____ and functions. In the **conclusion** of the review, state your (6.) _____ of the product and say whether or not you **recommend it**.

Tip

You can also follow this structure when you write other types of reviews, such as book reviews, movie reviews, or restaurant reviews.

- E** Read the review. Then label it using the words in bold from **D**.

The Starr 2100X

★★★★★

(1.) _____ I've been using the FamStarr brand of smartphones for several years now. My review today is about the latest model, the Starr 2100X. (2. and 3.) _____

_____ The best thing about this cell phone is its weight. This is an extremely light phone, so it's very convenient to carry around. I really like the design and the display because they're simple, clear, and easy to use. (4.) _____ However, on the negative side, the cost is pretty high. FamStarr should remember that similar models are available at much lower prices. Another disadvantage is that the battery of the Starr 2100X doesn't last very long. (5.) _____ Even though I have some criticisms, this is still an excellent product in my opinion. (6.) _____ I would recommend it to anyone who likes having a cool, up-to-date smartphone.

Tip

It makes things clear for the reader if you first mention the positive points and, separately, mention the negative points.

- F** Using your notes from **A–C**, and the structure from **D–E**, organize the points you will make in your product review. In your notebook, put your points into the correct order.

- G** Read the points (a–f). Number them (1–6), in the order they should appear in a product review.

- a. Continue the main body by describing the negative points. _____
- b. Open the conclusion with your opinion of the product. _____
- c. In the introduction, state what product you are reviewing. _____ **1**
- d. Finish the review by saying whether you recommend it. _____
- e. Provide details of the product such as cost and features. _____
- f. Begin the main body by describing the positive points. _____

- H** Now, use **A–G** to write the first draft of your product review in your notebook. Remember to check your grammar and spelling!

Tip

You don't have to mention every feature of the product, just the most important ones.

- I** Now, swap your review with a partner's. Read each other's work.

Use this checklist as you complete your review.

- ✓ Does the introduction state the product being reviewed?
- ✓ Does the main body describe some of the product's features and functions?
- ✓ Does it include a variety of adjectives?
- ✓ Does the review include both positive and negative points?
- ✓ Does it provide at least two positive and negative points, respectively?
- ✓ Does the conclusion include the writer's opinion?
- ✓ Does it say whether or not the writer recommends the product?
- ✓ Does the review follow the correct structure?

- J**  Discuss your partner's review of your work, and use his or her feedback to make any revisions. Correct errors, where necessary, and rewrite any sentences or sections that will improve your product review.

LANGUAGE SUMMARIES

UNIT 4 MEN AND WOMEN

LESSON A

Vocabulary

brush your (hair / teeth)
color / dye your hair
get a (haircut / manicure / tattoo)
get your ears pierced
have (your nails done / your hair curled / your teeth straightened)
neaten up
shave your (face / head / legs)
stand out
straighten your hair
strike a pose
wear (cologne / perfume / deodorant / makeup / bright colors)

Speaking Strategy

Disagreeing politely
I agree up to a point.
Yes, but... / I know, but...
I'm not sure. / I don't know.
But what about (the cost)?
I'm not sure it's / that's (such) a good idea. Are you sure?
I see what you're saying / you mean, but...
I see where you're coming from, but...

LESSON B

Vocabulary

Separable phrasal verbs
ask (someone) **out**
give (something) up
turn (someone) **down**
turn (something) **on**

Inseparable phrasal verbs
break up (with someone)
cheat on (someone)
get along (with someone)
get over (someone)
go out (with someone)
grow up
make up (with someone)
run into (someone)

UNIT 5 ACROSS CULTURES

LESSON A

Vocabulary

appropriate ↔ inappropriate
considerate ↔ inconsiderate
crucial
customary
honest ↔ dishonest
kind ↔ unkind
mature ↔ immature
normal
polite ↔ impolite, rude
pleasant ↔ unpleasant
respectful ↔ disrespectful
responsible ↔ irresponsible
sincere ↔ insincere

Speaking Strategy

Asking about culturally appropriate behavior
Is it OK / appropriate to use my fingers?
Is it OK if I use my fingers?
Please, go right ahead.
Absolutely.
Actually, it's probably better to use a fork.
Normally, people use a fork.
Is it all right to wear shoes inside?
Is it all right if I wear shoes inside?
Sure, no problem.
Yeah, it's fine.
Actually, it's best to remove your shoes.
No, you really should take off your shoes.

LESSON B

Vocabulary

body language
discouraged
eating habits
(make) **eye contact**
facial expression
homesick
(have, avoid) **jet lag**
(overcome a) **language barrier**
personal space
(make) **small talk**

UNIT 6 BUSINESS AND MARKETING

LESSON A

Vocabulary

advertise → advertisement →
 advertiser
consume → consumption →
 consumer
develop → development →
 developer
employ → employment →
 employer
invest → investment → investor
manage → management →
 manager
produce → production →
 producer
promote → promotion →
 promoter
purchase
ship → shipment → shipper

Speaking Strategy

Asking about companies
What does your company
do exactly?
What is the main focus of your
company?
How do you... ?

Emphasizing important points
I'd like to emphasize that...
Never forget that...
This is a key point.
The bottom line is...

LESSON B

Vocabulary

catchy
clever
a dramatic increase / increase dramatically
get better ↔ get worse
increase ↔ decrease
inspiring
persuasive
profits
recover
a **sharp fall / fall sharply**
shocking
a **slight rise / rise slightly**
(in a) **slump**
a **steady decline / decline steadily**
(be) up ↔ (be) down

GRAMMAR NOTES

UNIT 4 MEN AND WOMEN

LESSON A

Adverbs Used with the Present Perfect

	With questions	With affirmative verbs	With negative verbs
ever	Have you ever worn makeup?		I haven't ever worn makeup.
never		I've never worn makeup (before).	
yet	Have you taken a shower yet ?		I haven't taken a shower yet .
still			I still haven't taken a shower.
already	Have you already taken a shower? Have you taken a shower already ?	I've already taken a shower. I've taken a shower already .	
just		I've just finished shaving.	

Ever means “at any time.” Note: *I haven't ever* = *I've never*

Never means “not at any time.” It is used with an affirmative verb and makes the meaning of the sentence negative. You can add the word *before* for emphasis.

Yet means “up to or until the present time” or “thus far.”

Still has a similar meaning to *yet*. It is used for situations that have continued for longer than expected.

Already means something happened and no longer needs to be done. Notice the different placement of *already* in sentences.

Just means “very recently.”

A Victor is traveling in Vietnam. Read his email back home. Correct the six errors.

Greetings from Ho Chi Minh City, Vietnam!

There is a lot to see and do here. We've been already here for two days, but there is so much we yet haven't seen. For example, I've already been to the Ben Thanh Market, but I haven't still visited the famous Jade Emperor Pagoda.

By the way, I've come just back from my first ride on a scooter. It was really fun. I haven't never seen so many scooters on the street before!

When are you going to join us? Have already you packed? I can't wait to see you and explore Vietnam with you!

B Circle the sentence that best follows the first sentence.

- | | | |
|-----------------------------------|----------------------------------|------------------------------------|
| 1. He's never worn bright colors. | 3. I've already gotten a tattoo. | 5. I haven't brushed my teeth yet. |
| a. He's adventurous. | a. Should I do it? | a. I can't find my toothbrush. |
| b. He's not a risk-taker. | b. I really like it! | b. My teeth feel so clean! |
| 2. I've just met Paula. | 4. I haven't washed my hair yet. | 6. I haven't seen the doctor yet. |
| a. She's nice. | a. I'd better hurry. | a. I saw him yesterday. |
| b. She's an old friend. | b. It looks much better. | b. I hope he comes soon. |

LESSON B

Phrasal Verbs

Please turn on the TV. Erin ran into Alex yesterday.	English has many two-word (phrasal) verbs. These verbs have a verb (like <i>turn</i> or <i>run</i>) and a smaller word (like <i>at</i> , <i>along</i> , <i>back</i> , <i>down</i> , <i>in</i> , <i>on</i> , <i>out</i> , <i>over</i> , <i>up</i> , <i>with</i>).
Please turn on the TV. Please turn the TV / it on . Please turn on it .	Some phrasal verbs are separable. This means <u>the object</u> (a noun or pronoun) can separate the phrasal verb. Note: With separable phrasal verbs, the pronoun <i>cannot</i> follow the phrasal verb.
Erin ran into Alex / <u>him</u> yesterday.	Many phrasal verbs are inseparable. This means <u>the object</u> (a noun or pronoun) can <i>only</i> follow the phrasal verb.
She grew up in Mexico City. Do you get along with Max? Did Sean ask her out ? When did they break up ? Have you ever gone out with him?	Some phrasal verbs do not take an object. Form questions with phrasal verbs the same way you do with other verbs.

Separable phrasal verbs	Inseparable phrasal verbs
ask (someone) out give (something) up = "stop doing something" turn (someone) down turn (something) on / off	break up (with someone) cheat on (someone) get along (with someone) get over (someone) go out (with someone)

A Unscramble the questions.

1. up / where / you / did / grow
_____ ?
2. you / get / do / along / with your family
_____ ?
3. out / you / how often / do / with friends / go
_____ ?
4. asked / have you ever / out / someone / on a date
_____ ?
5. The music is loud. it / you / can / off / turn
_____ ?
6. on the way / you / who / into / did / run / to class
_____ ?

- B** Now answer the questions in **A** in complete sentences. Use the phrasal verbs.

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

UNIT 5 ACROSS CULTURES

LESSON A

It + be + Adjective + Infinitive; Gerund + be + Adjective

<i>It</i>	<i>be</i>	Adjective	(for)	(pronoun)	Infinitive	
It	was(n't)	hard	(for)	(me)	to pass	the test.
It's not		normal	(for)	(us)	to eat	with chopsticks.
It isn't		normal	(for)	(us)	to eat	with chopsticks.
Gerund			<i>be</i>	Adjective	(for)	(pronoun)
Passing		the test	was(n't)	hard	(for)	(me).
Eating		with chopsticks	is(n't)	normal	(for)	(us).

It + be + adjective + infinitive and *gerund + be + adjective* are two different ways of expressing the same thing.

Some adjectives that are commonly used in these patterns are *easy*, *difficult / hard*, *important*, *impossible*, *necessary*, and *wrong*.

For + pronoun is optional because the pronoun is often understood.

You can also use other linking verbs in the place of *be*: *It seems impossible for us to win the game.* / *At this point, winning the game seems impossible.*

- A** Read the information about cultural rules in Norway. For each underlined sentence, rewrite it on page 202.

1. People greet each other by shaking hands. At business meetings, it's customary to shake hands when you arrive and when you leave.
2. Business meetings start right on time. Being late is inappropriate.
3. Close friends and family members may hug each other. Hugging people you've just met isn't typical.
4. When you visit someone's home, it's considerate to bring a small gift.
5. Norwegians don't like to waste food. It's polite to finish everything on your plate.
6. Norwegians don't like to say bad things about each other. Being kind to others is very important for them.
7. If you mention "getting together later" to a Norwegian, not following up with a sincere invitation is rude.
8. Norwegians are proud of their distinctive culture. It's disrespectful to treat Norway and Sweden as the same culture.

1. Shaking hands when you arrive and when you leave is customary.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B  Now rewrite the sentences in **A** to make similar cultural rules about your country.

Examples:

Bowing when you meet someone is customary.

It's inappropriate to talk to a professor using casual speech.

LESSON B

Present and Future Time Clauses with **before, after, when, as soon as / once**

Main clause	Time clause
① In Spain, people often kiss each other ② Please remove your shoes ③ We're going to go to the park ④ I'll call you	when they <u>meet</u> . before you <u>enter</u> the temple. after we <u>eat</u> lunch. as soon as / once we <u>arrive</u> .
Time clause	Main clause
Before you enter the temple,	please remove your shoes.*

A time clause shows the order of two or more events:

In sentence **①**: *When* shows that two events happen at almost the same time: At the time you meet someone, you kiss them.

In sentence **②**: You remove your shoes first, and then you enter the temple.

In sentence **③**: We plan to eat lunch first, and then we're going to go to the park.

In sentence **④**: *As soon as / Once* means "right after." We arrive, and then I will call you.

When we use time clauses to talk about facts or other information in **the present** (as in **①** and **②**), the verbs in the main and time clauses are in the present tense. **②** uses the imperative form with time clauses.

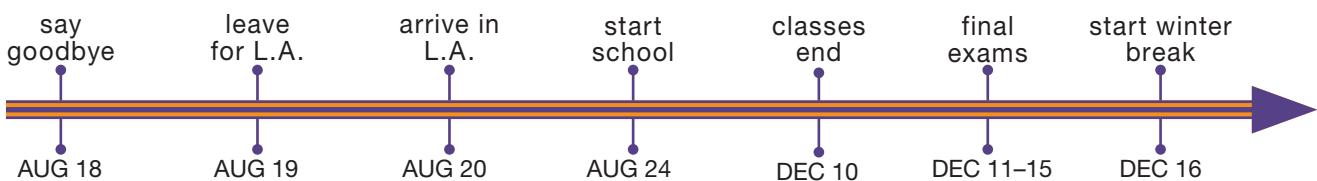
When we use time clauses to talk about **the future** (as in **③** and **④**):

the verb in the main clause uses a future form.

the verb in the time clause is in the simple present.

*In writing, when the time clause comes first, put a comma before the main clause.

- A** Alejandro is starting college in Los Angeles soon. Look at his timeline. Then use the words in parentheses to connect the phrases and make sentences about the future.



1. leave for L.A. / say goodbye to his friends (before)

2. arrive in L.A. / start school (four days after)

3. take his final exams / his classes end (once)

4. start winter break / finish his last exam (as soon as)

- B** Complete the sentences below about yourself. Pay attention to the verb forms you use.

1. Before I go home today,

2. After I eat breakfast in the morning, I

3. I _____ when _____.

4. I'm going to _____ as soon as _____.

5. I will _____ once _____.

UNIT 6 BUSINESS AND MARKETING

LESSON A

The Passive Voice: Simple Present and Simple Past

Subject	Verb		Object	Active voice
Subject	be	Past participle	(by + Object)	Passive voice
Sound Smart	makes		audiobooks.	In an active sentence, the subject is the <i>agent</i> (the one performing the action).
❶ Audiobooks	are	made	by Sound Smart.	In a passive sentence, the object becomes the subject, and the subject becomes the object. The subject is not the agent because it doesn't perform an action.
❷ The products	were	shipped.		
❸ The company	was	founded	by Beverly Smith.	

(Continued)

The Passive Voice: Simple Present and Simple Past

❶ In a passive sentence, the focus is on the action that happens to the subject, not on who / what performed the action (the agent).

Use *by* + object to indicate the agent: *The Fallingwater house was built by Frank Lloyd Wright.*

❷ We don't use *by* + object when the agent is understood, unknown, or unimportant, or when an action is done by people in general.

I'm paid twice a month. (I know who pays my salary. The agent is understood.)

All of the money was stolen. (We don't know who did it. The agent is unknown.)

Once a week, her house is cleaned. (We don't care who does it. The agent is unimportant.)

Portuguese is spoken in Brazil. (Everyone speaks it. It's done by people in general.)

❸ We include *by* + object in sentences where it sounds incomplete without it.

The company was founded. (By whom? When? This sentence sounds incomplete.)

We can also add a time or place phrase. *The company was founded (by Pablo Ruiz) (in Seattle) (in 2004).*

The form of *be* depends on the verb tense. For the simple present, use *am / is / are* (see sentence ❶).

For the simple past, use *was / were* (see sentences ❷ and ❸).

A Read this profile of Unilever, one of the world's largest companies. Find and circle six examples of the passive.

- Unilever was created in 1930 by a British soap maker and Dutch margarine producer.
- Today 400 brands of home, personal care, and food products are sold by the company.
- Some of the more popular products are Knorr® (soups), Lipton® (tea), and Dove® (soap).
- Lux® soap, which was introduced in 1924, became the first mass-marketed soap in the world.
- Today Knorr® is Unilever's most popular brand. It is sold in over 80 countries.
- The multinational company operates companies and factories on every continent except Antarctica.
- 174,000 people are employed by the company worldwide.
- 160 million times a day, a Unilever product is purchased by someone—somewhere in the world.

B Now rewrite the passive sentences in A as active sentences.

1. In 1930, _____ a British soap maker and Dutch margarine producer created Unilever.
2. Today the company _____.
3. In 1924, a man _____.
4. Today Unilever _____ in over 80 countries.
5. _____ 174,000 people.
6. 160 million times a day, someone in the world _____.

LESSON B

Connecting Ideas with *because, so, although / even though*

❶ She uses that product Because it's the cheapest,	because it's the cheapest. she uses that product.
❷ This snack is "100% natural,"	so a lot of moms buy it for their kids.
❸ Many people buy that car Even though / Although it's expensive,	even though / although it's expensive. many people buy that car.

Because, so, although, and even though join two clauses together. A clause has a subject and a verb.

❶ *Because* answers the question *why*. It gives a reason: *Why does she buy that product? (She buys it) because it's the cheapest.*

In conversation, people often give the reason only (*because it's the cheapest*). Don't do this in formal writing. When the clause with *because* comes first, put a comma at the end of the clause.

❷ *So* gives a result: *The snack is "100% natural."* The result: *A lot of moms buy it.*

In writing, use a comma before *so* unless the two clauses are very short.

❸ *Although* and *Even though* mean the same thing, and they introduce surprising or opposite information: *Many people buy that car even though it's expensive.*

In writing, when the clause with *although / even though* comes first, put a comma at the end of the clause.

A Complete the sentences with *although / even though, because, or so*.

1. The phone was on sale, _____ *so* many people bought it _____ they didn't need a new phone.
2. A lot of people buy those shoes _____ a famous basketball player wears them.
3. _____ their product is affordable, it doesn't work as well as ours.
4. The new toy was very popular, _____ it sold very quickly.
5. _____ smoking can kill you, many smoking ads show people smiling.

B Use the connecting words to join the sentences together. Which items can you write in more than one way?

1. That ad is really popular. It has a catchy slogan. (because)
-

2. I hate TV commercials. I don't watch much television. (so)
-

3. Advertising on TV is very expensive. Companies still do it. (although)
-

4. I still bought it. That TV is expensive. (even though)
-

5. I decided to try it. My sister liked that shampoo. (so)
-

4 MEN AND WOMEN

LESSON A APPEARANCES

1 VOCABULARY

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

- | | |
|--|------------------|
| 1. My parents won't like it, but I'm going to get a _____ | a. deodorant. |
| 2. My parents don't allow my little sister to wear _____ | b. pierced. |
| 3. I'm tired of my look. I need to get a _____ | c. haircut. |
| 4. I'm tired of my facial hair. I'm going to _____ | d. straightened. |
| 5. When I go to the gym, I always wear _____ | e. tattoo. |
| 6. It can take years to have your teeth _____ | f. shave. |
| 7. To improve how your hands look, you can have your _____ | g. nails done. |
| 8. I think it hurts when you get your ears _____ | h. makeup. |
| 9. My father doesn't like to wear _____ | i. cologne. |

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

perfume manicure colors hair curled teeth straighten dye

1. Most of my clothes are black but today I'm going to wear some bright _____.
2. Your breath will smell better if you brush your _____.
3. My nails are a mess. I need to get a _____.
4. I want to look different for the party. I think I'll have my hair _____.
5. I like how this _____ smells.
6. No more blond hair for me! I'm going to _____ my hair red.
7. I'm sick of how I look. I'm going to _____ my hair.
8. It was really windy outside. Give me a minute to brush my _____.

C Read the problem. Make a suggestion.

Problem 1: I don't like my smile. **Suggestion:** _____

Problem 2: I'm tired of having long black hair. **Suggestion:** _____

Problem 3: I want to try an unusual look. **Suggestion:** _____

2 CONVERSATION

A Unscramble the words to make sentences.

1. good / sure / I'm / not / idea / a / such / that's

2. know / don't / I

3. I / you're / see / saying / what

4. point / to / agree / a / I / up

5. where / I / you're / see / from / coming

6. what / cost / about / but / the

_____?

B Number the sentences in order to make a conversation.

____ Maybe, but then you won't have money for anything else.

____ But what about the cost of changing the color several times?

____ I'm not sure that's such a good idea.

____ Maybe, but after a few days you may not like it anymore.

____ I know, but then I can just change the color again.

1 ____ Guess what? I'm coloring my hair blue.

____ I have a part-time job. I can pay for it myself.

____ Why not? It'll look cool.

C Write a conversation using your own ideas.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

3 GRAMMAR

- A It's 2:00 PM on Wednesday. Read Diane's list and write sentences with *already, just, still*, and *yet*.

This week

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>
call Francisco	✓ go to the bank	✓ Mom's birthday—call her!
✓ buy present for Mom's birthday	✓ get files from Sam finish writing report	✓ 12:00 lunch with Carla and Yuki answer emails 3:00 dentist appointment

Example: get files from Sam _____ *She's already gotten the files from Sam.*

1. have dentist appointment _____
2. buy present _____
3. finish report _____
4. call Francisco _____
5. go to the bank _____
6. have lunch with Carla _____
7. call Mom _____
8. answer emails _____

- B Complete the sentences with *still, yet, just, ever, never, or already*. Use each word once.

1. In this class, we've learned several useful things _____.
2. Joe's boss is upset because he _____ hasn't finished writing the report.
3. I've _____ finished packing. Now I'm going to call a taxi.
4. Have you started cooking dinner _____? It's almost 7:00 and I'm hungry.
5. I don't think that we've _____ met. I'm Rose.
6. The email you sent _____ arrived. Are you sure you had the right address?

- C Write sentences about your activities using these words.

1. (already) _____
2. (yet, not) _____
3. (just) _____
4. (still, not) _____
5. (never) _____
6. (ever) _____

1 VOCABULARY AND GRAMMAR

- A** Complete the sentences and questions. Use words in the box. Two words will be used more than once.

ask	cheat	go	run
break	get	grow	turn

1. After three months, she decided to _____ up with her boyfriend.
2. Did he _____ on her?
3. Do they still _____ along?
4. Afterwards, did he _____ out one of her friends?
5. Did she _____ out with one of his friends?
6. How long did it take her to _____ over him?
7. Did she _____ into him at the mall?
8. Would she _____ him down if he asked her to go out with him again?
9. Do you mind if I _____ on the TV?
10. When they _____ up, do you think they'll still be friends?

- B** Rewrite the sentences correctly.

1. Marco ran Rita into last Friday.

2. Marco asked out her.

3. Did she call back him?

4. Did she cheat of him?

5. Did she go with him out?

6. Marco with Rita broke up.

7. Rita got it over.

8. They turned in the lights when they got home.

2 READING AND WRITING

A Read the newspaper article.

THE DAILY NEWS

JULY 8

Jason Chao is a modern guy. He works as a technology consultant. He likes fast cars, fast computers, and making life faster in every way. "But to meet that special woman," Chao says, "I think the slow, old-fashioned way is best." Now, he meets prospective girlfriends through clubs and mutual friends.

In the last couple of decades, many men and women have tried finding a partner online or through dating apps. But recently many single people have decided that it's better, and even easier, to meet dates without technology.

"The Internet has caused problems in dating," said Dr. Rachel Levine, a psychologist. "We think the Internet will help us find love a lot faster. But even if you have a great relationship online, you still have to meet face-to-face. And then the relationship often doesn't work."



For 26-year-old Carmen Torres, high-tech dating doesn't work because you can't really judge things like personality and sincerity online, she said. "Online, a person can tell you all of their great qualities and leave

out the bad points. So you can waste a lot of time meeting guys that you really don't get along with."

Tina Gunderson, age 29, agreed. "I know online dating is really popular, but I've never tried it. I meet lots of guys through work, friends, and living downtown," she said. "That starts a friendship a lot of times. And that often leads to happier, more relaxed dates."

B Choose the correct answer.

1. Carmen Torres thinks ____
 - a. online dating is good for busy people.
 - b. people don't tell the truth online.
 - c. online dating is old-fashioned.
 - d. personality is more important than looks.
2. Dr. Levine says ____
 - a. you can meet a great boyfriend or girlfriend online.
 - b. outgoing people don't need to use dating apps.
 - c. the Internet is the fastest way to find a good relationship.
 - d. online relationships have problems when the people meet.
3. Tina Gunderson thinks ____
 - a. people should be friends before they start dating.
 - b. online dating will be more popular in the future.
 - c. old-fashioned guys are very boring.
 - d. she would like to try online dating.
4. The best title for this reading is: ____
 - a. Why You Should Try Online Dating
 - b. How Technology Makes Dating Easier
 - c. How to Have a Happy Relationship
 - d. Going Back to Old Ways of Dating

- C** Find and correct eight spelling mistakes. Rewrite the misspelled words correctly on the lines below.

I think the best way to meet a boyfriend is at your job. You can get to know a person very well in a realaxed way, with no pressure, because you're not dateing. Because you spend a lot of time with a colleague, you can learn about his presonallity. You will find out about his family, intrests, and sense of humor. Best of all, you can ask other people's oppinion of him and get advice from your friends. I met my boyfriend at my ofice, and we're so happy togehter now!

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

- D** Write your ideas about the best way to meet a partner.

5 ACROSS CULTURES

LESSON A MIND YOUR MANNERS

1 VOCABULARY

A Write the opposite of these words.

- | | |
|----------------------|----------------------|
| 1. considerate _____ | 6. honest _____ |
| 2. rude _____ | 7. kind _____ |
| 3. respectful _____ | 8. responsible _____ |
| 4. appropriate _____ | 9. pleasant _____ |
| 5. sincere _____ | 10. mature _____ |

B What do people in your country think about these things? Write them in the correct box. Then add more ideas of your own.

being late for an appointment	bringing a gift for your host	shaking hands
eating with chopsticks	using your phone during dinner	wearing shorts
eating with a knife and fork	being late for a party	talking while chewing
smoking in front of your boss	wearing shoes inside a house	bowing

Polite	
Rude	
Typical	
Unusual	

2 CONVERSATION

- A** Cassie is going to have dinner with a host family in Japan. She asks her friend Tomoko about customs. Fill in Tomoko's answers.

Actually, it's best to try a little bit of everything.

Well, normally people sit on the floor.

You should call and ask the family.

Sure. No problem. We use forks, too.

1. **Cassie:** I can't speak Japanese very well. May I bring a friend to translate?

Tomoko: _____

2. **Cassie:** Can I sit in a chair?

Tomoko: _____

3. **Cassie:** Is it OK if I say "no" to food I don't like?

Tomoko: _____

4. **Cassie:** Is it all right not to eat with chopsticks?

Tomoko: _____

- B** Now write new conversations about these places and customs.

1. A wedding in Saudi Arabia

wear pants ☹

shake hands with the bride ☺

dance at the party ☺

bring my boyfriend ☹

Mary: _____

Fatima: _____

Mary: _____

Fatima: _____

Mary: _____

Fatima: _____

Mary: _____

Fatima: _____

2. A birthday party in your country

Chris: _____

You: _____

Chris: _____

You: _____

Chris: _____

You: _____

Chris: _____

You: _____

3 GRAMMAR

- A** A foreign businessperson is coming to work in your country. Complete the sentences with your own ideas. Use a gerund as subject.

- Example:** Giving someone a present with your left hand is rude.
1. In our country, _____ is polite.
 2. _____ is important.
 3. _____ is unusual.
 4. _____ is rude.
 5. _____ is appropriate.
 6. _____ is disrespectful.

- B** Now rewrite the sentences from **A**. Use *It + be + adjective + infinitive*.

Example: It's rude to give someone a present with your left hand.

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

- C** Write sentences with these words. Use a gerund or *It + be + adjective + infinitive*.

Examples: kind / bring your host a gift It's kind to bring your host a gift.

arrive late to a meeting / rude Arriving late to a meeting is rude.

1. dangerous / drive very fast in bad weather

2. learn new words every day / important

3. expensive / eat at a restaurant every night

4. study in a foreign country / not easy

5. respectful / take off your hat inside

6. travel for work every week / tiring

LESSON B ADJUSTING TO A NEW PLACE

1

VOCABULARY AND GRAMMAR

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

1. I didn't know anyone, so I made small ____ a. expression.
2. We couldn't communicate because of the language ____ b. lag.
3. I couldn't read her facial ____ c. language.
4. I was confused by their eating ____ d. contact.
5. How you move your hands is part of your body ____ e. talk.
6. He was shy, so he didn't make eye ____ f. space.
7. After the ten-hour flight, I had jet ____ g. barrier.
8. Most Americans need about three feet of personal ____ h. habits.

- B** Estela is going to Toronto on a business trip. Look at her calendar. Number the events 1, 2, or S (same time). Then write sentences two ways. Use *before*, *after*, *as soon as*, *when*, *once*, and *while*.

MON	TUES	WED	THURS	FRI	SAT	SUN
10:00 Arrive take taxi to meeting	8:00 breakfast meeting	4:00 product presentation				RELAX at hotel
11:00 meeting	10:00–3:00 factory tour	7:00 company dinner		12:00 lunch with Mr. Carter	FREE TIME (shopping, movie...)	2:00 fly home
1:00 lunch with AI	evening RELAX!			afternoon write report		

Example: have factory tour 2 attend breakfast meeting 1

Before she has the factory tour, she'll attend the breakfast meeting. / She'll have the factory tour after she attends the breakfast meeting.

1. give the product presentation ____ attend the company dinner ____

2. arrive in Toronto ____ take a taxi to the meeting ____

3. have lunch with Mr. Carter ____ write her report ____

4. have free time ____ go shopping ____

2 READING AND WRITING

- A Read this article. Number the paragraphs to put them in order.

When people go to live in a new country, many of them experience *culture shock*—a feeling of being confused and worried in their new culture. Usually, culture shock has five stages, but some people don't experience all of them.

_____ But then, the problems begin. Newcomers must deal with housing, transportation, studies, work, and shopping, often while they are learning to use a new language. They may feel extremely tired, sad, or depressed because of the difficulty of understanding so many new things. This is the “culture shock” stage.

_____ In the beginning, most people feel very excited. Everything around them is new and interesting and people enjoy exploring their new culture. This is sometimes called the “honeymoon” stage.

_____ In the final stage, people feel at home in their new country. They have learned new habits and customs, and they now have friends and business associates. Their life has a new routine, at work or school, and they feel comfortable with it. This stage is called “integration.”

_____ After some time, people solve their everyday problems, like housing and shopping, and their language skills improve. They are able to communicate more with people in their host country, and they enjoy life more. This stage is called “initial adjustment.”

_____ After a longer time away from home, though, some people begin to feel lonely. They miss their family and friends, and they think that they will never have close friends in the new country. They can't talk about their feelings and emotions very well in the new language, so they feel sad and alone. This is the “mental isolation” stage.

- B Read the comments. Write the name of the stage for each statement.

1. “I can't understand these people. They talk so fast and their customs are so strange. Every day I do something wrong and people laugh at me. Why did I come here?”

Stage: _____

2. “This is such an interesting country! The food is great! I'm going to take language lessons and learn twenty new words every day. And I'm going sightseeing this weekend.”

Stage: _____

3. “I know lots of people here, but I can't tell anyone about my problems. No one understands me. This language is so difficult. I'll never learn it.”

Stage: _____

4. “I really love my job here. My coworkers are so friendly, and we talk about everything. Tomorrow I'm going to my boss's son's wedding. Weddings here are so beautiful.”

Stage: _____

5. “Today I could understand the woman in the market. My listening is getting better. And now I know the names of all the foods, so I can ask for them.”

Stage: _____

- C** Read this letter to the newspaper. Complete the sentences with *before*, *after*, *as soon as*, *when*, *once*, or *while*. You will only use each word once.

Here is some advice for people who want to study in France. (1.) _____ you come here, learn as much French as possible. (2.) _____ you arrive here, start looking for an apartment right away. There aren't many cheap apartments here. (3.) _____ you find an apartment, you can buy furniture at the flea market or from other students. (4.) _____ you're studying, you can also have a part-time job. You can find job announcements at your school. (5.) _____ you see an announcement, you should call about the job. The good jobs go very fast! (6.) _____ you are in France, be sure to take time for sightseeing and fun. It's a really interesting country.



- D** Write advice for foreigners who come to your country to work or study.

6 BUSINESS AND MARKETING

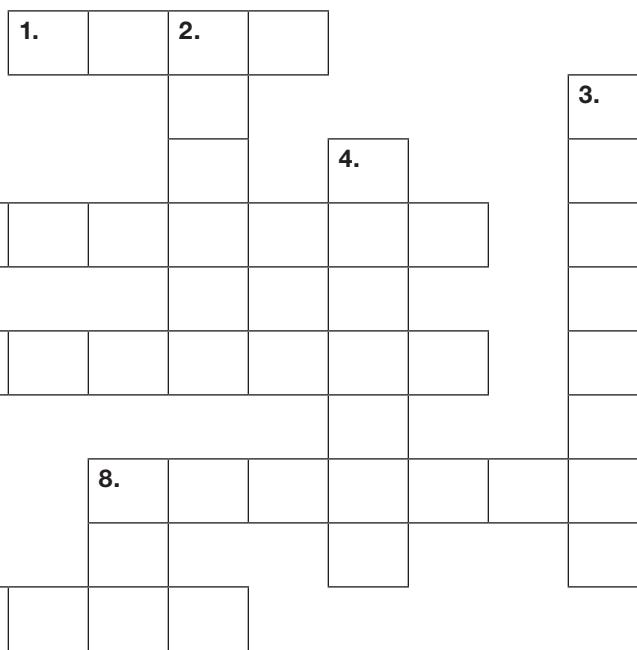
LESSON A SUCCESS STORIES

1 VOCABULARY

A Solve this crossword puzzle.

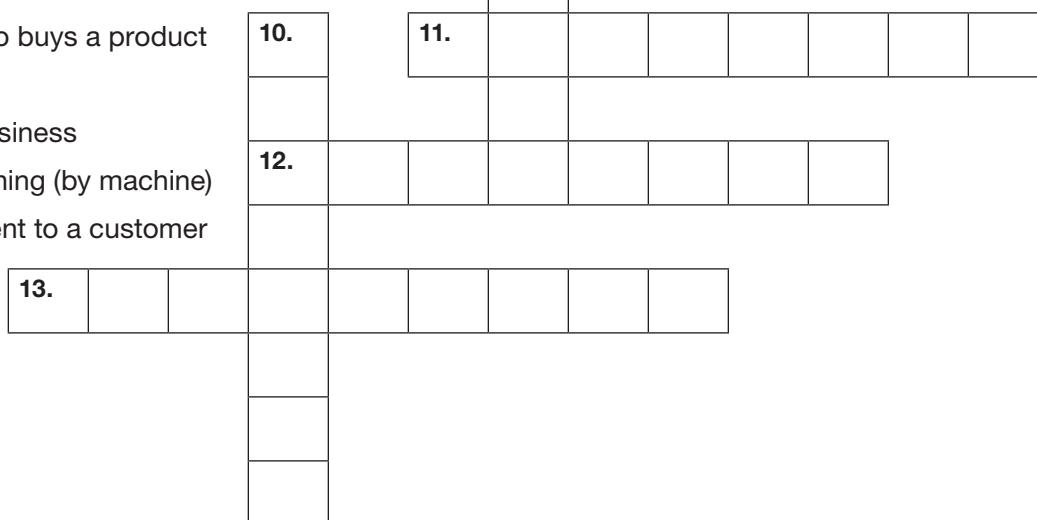
Across

1. move a product from the factory to the consumer
5. create something
7. try to get someone to buy something
8. make people aware of something
9. provide someone with a job
11. buy
12. a person who supplies money to start a business
13. a better job within the same company



Down

2. put money into a business
3. a person who buys a product
4. use up
6. operate a business
8. make something (by machine)
10. the goods sent to a customer or store



2 CONVERSATION

- A** Unscramble these words to make phrases that help emphasize important points.

1. point / key / is / the / that

_____ it will save the company money.

2. that / I'd / emphasize / to / like

_____ this is only the beginning of our work.

3. line / is / bottom / that / the

_____ good products mean happy customers.

4. forget / that / never

_____ every employee is important.

- B** Number the sentences in order to make an interview.

____ In your experience, do many people feel this way?

____ Many people only need a car for an hour or two. This is the key point.

____ We're talking with Sam Gertz, president of CarGo. What does your company do exactly?

____ Why does CarGo do that?

____ If people only need a car for an hour, why don't they just borrow a friend's car?

____ Well, people don't like to inconvenience their friends.

____ Yes, they do. The bottom line is that borrowing money or a car from a friend can cause problems.

____ It lets people rent cars by the hour, not the day or the week.

- C** Write a follow-up statement for each sentence. Begin your statement with one of the expressions in the box.

The key point is that

The bottom line is that

Never forget that

I'd like to emphasize that

1. We treat our employees very well.

2. We keep our prices low.

3. We guarantee one-day delivery to all our customers.

4. We give employees three weeks' vacation a year.

3 GRAMMAR

A Write the past participle of these verbs. Use your dictionary if necessary.

- | | |
|----------------|----------------|
| 1. start _____ | 7. visit _____ |
| 2. build _____ | 8. do _____ |
| 3. teach _____ | 9. send _____ |
| 4. make _____ | 10. cook _____ |
| 5. find _____ | 11. read _____ |
| 6. write _____ | 12. eat _____ |

B Change these sentences so that they are passive. Pay attention to past and present.

Example: People in many countries play golf.

Golf is played by people in many countries.

1. The Smith Corporation employs 200 people.

2. Germany won the World Cup.

3. The factory shipped the products yesterday.

4. Over 1 billion people speak Chinese.

5. Two women wrote that book.

6. Farmers in Mexico grow excellent coffee.

C Complete the sentences with the correct present tense form of the verb, either active or passive.

1. Portuguese _____ in Brazil and Portugal. (speak)
2. Every year, thousands of tourists _____ the pyramids in Egypt. (visit)
3. Our homework _____ by the teacher every week. (check)
4. People across East Asia _____ Chinese New Year. (celebrate)
5. Nowadays, English _____ by more and more children in elementary school. (learn)
6. Wood _____ in many different products, like paper and furniture. (use)
7. The team _____ uniforms for all its players. (provide)
8. Eid al-Fitr _____ in Islamic countries. (celebrate)
9. Mr. Kim always _____ the newspaper on the bus to work. (read)
10. Banana trees _____ in warm, sunny climates. (find)

LESSON B ADVERTISING

1 VOCABULARY AND GRAMMAR

- A** Are these words *positive* or *negative*? Fill in the chart.

decline	fall	increase	rise
down	get worse	recover	slump

Positive	Negative

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

dramatically recover slump increase slightly steady

1. My new job comes with an _____ in salary.
 2. We had a _____ stream of customers all day. We were busy the whole shift!
 3. The company isn't making much money. It's in a _____.
 4. Profit in one year has changed _____, from 2 percent to 20 percent!
 5. We expect our profits to rise _____, maybe from 2 percent to 3 percent.
 6. Business is getting better. I'm sure the economy will _____ by next year.

- C** Look at the picture. Write sentences with *because*, *so*, and *although*. You will need to add more words.

Example: Pete was talking on his cell phone didn't see the tree

Because Pete was talking on his cell phone, he didn't see the tree.

1. car crashed tree was destroyed

2. woman angry shout at Pete

3. woman angry tree was destroyed

4. car was damaged could still drive it

2 READING AND WRITING

A Read the article.

A Different Kind of Holiday

Advertising is everywhere. It's on race cars and subway trains, T-shirts and billboards. Every day, you see hundreds of ads, and each advertiser wants you to buy its product. But do we really need all of this stuff?

A group in Canada says "No." They started an event called Buy Nothing Day to protest against **consumerism** and waste. Every year, on the last Friday in November, they say that no one should spend any money for 24 hours. The event has **spread** to over 65 countries around the world, including Japan, Austria, and the United Kingdom.

In the United States, Buy Nothing Day takes place on the Friday after the Thanksgiving holiday. This is usually the busiest day of the year in department stores and shopping malls. Traditionally, it's the first day of the Christmas shopping season, when Americans buy gifts for family and close friends. This day is known as Black Friday in the US.



However, this "season" has grown longer every year. Now some stores put up their Christmas window displays in the middle of October, and Americans are **pressured** to buy gifts for all of their relatives, friends, and coworkers. Many people feel that they are forgetting the real **significance** of the holidays because companies just want them to spend more money.

Of course, Buy Nothing Day **supporters** don't want to change just one day. They want the change to continue all year. But if we take a break from shopping on one day, we can start thinking about what we really need in life. Michael Smith, British organizer of Buy Nothing Day, says: "Our message is clear: shop less, live more!"

B Match words in bold in the reading with their meanings.

1. moved to more places _____
2. meaning _____
3. people who agree with something _____
4. pushed to do something _____
5. spending money to buy happiness _____

- C** Answer the questions with information from the reading.

1. What is the name of this event? _____
2. What should people do on this day? _____
3. Where is this day celebrated? _____
4. Where did it start? _____
5. What also happens in the US on this day? _____
6. Why don't some Americans like Christmas shopping? _____
7. What do the organizers want to change? _____

- D** Complete the sentences with *although*, *because*, or *so*.

I saw a cute commercial for Barko Dog Food on TV. It's about a fat, old dog who can talk.

In the beginning, he's sleeping. Then he smells something, (1.) _____ he gets up.

He says, "Mmm, it smells like steak!" He starts looking for the steak (2.) _____ he's

hungry. He goes into the dining room and says, "Where's the steak? Where's the steak?"

(3.) _____ he looks everywhere, he can't find the steak. Finally, he goes into the

kitchen. His owner has just opened a can of Barko, and the dog says, "STEAK!" I really like

this commercial (4.) _____ the dog's voice is so funny.

- E** Write about a TV commercial that you like or don't like. What is it about? Why do you or don't you like it?

4 Good Morning World

Make Me a Match

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

1. "Have you ever asked someone out, and that person turned you down?" Jay Kim Dr. MacIntyre
2. "I have never been able to figure it out." Jay Kim Dr. MacIntyre
3. "It's hard to be turned down, but . . ." Jay Kim Dr. MacIntyre
4. "Has your friend asked him out yet?" Jay Kim Dr. MacIntyre
5. "She is afraid to be turned down." Jay Kim Dr. MacIntyre
6. "She could put on makeup, get a manicure..." Jay Kim Dr. MacIntyre
7. "I'm not sure that's such a good idea." Jay Kim Dr. MacIntyre
8. "But I'm not sure that she should try to be different." Jay Kim Dr. MacIntyre
9. ". . .that might be the best advice I have ever heard you give." Jay Kim Dr. MacIntyre
10. "I've had a lot of experience." Jay Kim Dr. MacIntyre

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

1. Dr. MacIntyre is _____.
a. an expert on dating b. a college professor
2. If someone is afraid to be turned down, Dr. MacIntyre says, _____.
a. "Figure it out." b. "Stop worrying."
3. Kim says that her friend ran into someone she _____.
a. grew up with b. broke up with
4. Kim says that her friend _____ asked him out yet.
a. has b. has not
5. Jay _____ that Kim should try to be different.
a. is sure b. is not sure

C What happens when Kim runs into her friend again? Does she ask him out? Work in a group to write a story about Kim and her friend. Each group member writes one or more sentences. Then share your story with the class.

run into	break up	makeup
ask out	get along	wear a skirt
turn down	found out	get a haircut
go out	figure out	tattoos

4 City Living

Looking for Mr. Right

- A**  Have you or someone you know ever met anyone through personal ads or Internet dating? Do you think these are helpful options in dating? Why or why not? Write your thoughts below. Then share your opinions with the class.

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

1. Sun-hee thinks personal ads *will / won't* help Tara find a relationship.
2. Tara has had dates with *three / four* people she met through personal ads.
3. Tara *didn't have any fun / had some fun* on her previous dates.
4. Sun-hee doesn't think you need to find Mr. Right through the *newspaper / Internet*.
5. Tara's friend Karen got *married / engaged* to a man she met through the personals.
6. Sun-hee thinks the guy with the "good personality" might be *cute / unattractive*.
7. Sun-hee went *to a movie / out to dinner* with a guy she met through the personals.
8. Sun-hee's date talked only about *himself / his car* and his ex-girlfriend.
9. Sun-hee would rather go to *a restaurant / the movies* than sit at home and read the personals.

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

- | | | |
|---|---------|------------|
| 1. Personal ads are a good way to meet a romantic partner. | I agree | I disagree |
| 2. Personal ads will never help a person find a relationship. | I agree | I disagree |
| 3. People are always truthful in personal ads. | I agree | I disagree |
| 4. The Internet is a great way to meet people. | I agree | I disagree |
| 5. The best way to meet someone is through friends. | I agree | I disagree |

4 Global Viewpoints

What's Your Type? / Dating

- A ► Watch the interviews about “What’s your type?” What do these people look for in a romantic partner? Check (✓) the qualities each person mentions.

1. Calum:	<input type="checkbox"/> interesting	<input type="checkbox"/> funny	<input type="checkbox"/> petite	<input type="checkbox"/> elegant	<input type="checkbox"/> romantic
2. Jennifer:	<input type="checkbox"/> tall	<input type="checkbox"/> handsome	<input type="checkbox"/> intelligent	<input type="checkbox"/> sensitive	<input type="checkbox"/> witty
3. Nick:	<input type="checkbox"/> smart	<input type="checkbox"/> romantic	<input type="checkbox"/> funny	<input type="checkbox"/> sincere	<input type="checkbox"/> caring
4. Dan:	<input type="checkbox"/> caring	<input type="checkbox"/> natural	<input type="checkbox"/> confident	<input type="checkbox"/> strong	<input type="checkbox"/> tall
5. Alejandra:	<input type="checkbox"/> handsome	<input type="checkbox"/> intelligent	<input type="checkbox"/> honest	<input type="checkbox"/> brave	<input type="checkbox"/> trustworthy
6. Martin:	<input type="checkbox"/> communicative	<input type="checkbox"/> good listener	<input type="checkbox"/> funny	<input type="checkbox"/> responds to his needs	<input type="checkbox"/> long hair

- B ► Watch the interviews about “Dating” and circle *True* or *False*. Correct the false sentences. Then compare your answers with a partner’s.

1. Gian has tried all different ways of meeting people.	True	False
2. Gian thinks that the best way to meet someone is when you’re being natural.	True	False
3. Miyuki doesn’t know anyone who found a boyfriend through online dating.	True	False
4. Miyuki says she knows people who get very strange e-mails.	True	False
5. Dan has been on several blind dates.	True	False
6. Most of Dan’s blind dates were successful.	True	False
7. Alejandra went to a terrible singles event.	True	False
8. Alejandra decided to go to lots of singles events.	True	False

- C ► Ask your classmates which ways of meeting people they have tried. Make tally marks (|) below each method. Then total the number for each and report your information to the class. What’s the most popular way to meet people? What’s the least popular?

Which ways of meeting people have you tried?					
Blind dates	Speed dating	Online dating	Lunch dates	Singles events	Other
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

5 Good Morning World

Culturally Speaking

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

1. Kim thought she did something disrespectful to Malcolm.
2. Malcolm thinks it's embarrassing to do something appropriate to someone you don't know.
3. Malcolm says learning to be considerate of other cultures is very important.
4. Malcolm says it's bad to be respectful wherever you are.
5. In Bulgaria, moving your head up and down means "no."
6. In Japan, smiling can mean you are embarrassed.
7. Malcolm has travelled to 50 countries.
8. Malcolm has never done anything impolite in the countries he has visited.
9. Eating while you're walking in public is impolite in Italy.

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

1. Malcolm: "Actually / Normally, it's probably better to call me Mr. Goodspeed."
2. Kim: "I'm so sorry. I didn't mean to be *respectful* / *disrespectful*."
3. Kim: "Pretty *pleasant* / *unpleasant*! I thought I did something disrespectful to you."
4. Malcolm: "When you *travel* / *visit*, you'll get along better with the local people."
5. Malcolm: "It's good to be *respectful* / *disrespectful* wherever you are."
6. Malcolm: "Talking to / Reading about other people who have spent a lot of time in a country is a good idea."
7. Kim: "Ooh, do you have any *photos* / *stories* from your travels?"
8. Jay: "You must have *jet lag* / *small talk* all the time!"
9. Kim: "Their *body language* / *facial expressions* almost looked angry."
10. Malcolm: "Italians think it's *respectful* / *disrespectful* to food."

- C** At the end of the video, Malcolm says, "That expression means the same thing in every culture." What is he talking about? Circle Yes or No. Compare answers with a partner. Then work together to explain the expression he is talking about.

- | | | |
|--|-----|----|
| 1. Is Malcolm talking about Kim's facial expression? | Yes | No |
| 2. Does Malcolm think that Kim is angry at Jay? | Yes | No |
| 3. Is Jay being respectful to Kim? | Yes | No |
| 4. The expression means _____ | | |
-
-

5 City Living

Entertaining is Fun!

- A  What are the advantages of entertaining at home? What are the disadvantages? Work with a partner to make a list. Then share your list with the class.

Entertaining at home

Advantages	Disadvantages

- 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.

- _____ Claudia explains appropriate dinner party behavior to Roberto.
_____ The doorbell rings.
_____ 1 Roberto says he's nervous about entertaining dinner guests.
_____ Claudia gives Roberto a soda and tells him to relax.
_____ Claudia and Roberto open the door for Roberto's guests.
_____ Roberto belches and then quickly apologizes.
_____ Roberto says he doesn't want to do anything rude or disrespectful.
_____ Claudia tells Roberto not to say anything inappropriate.

- C  What do you think Roberto and his guests talk about at dinner? Work in a group of four. Write out a conversation between Mr. and Mrs. Sanderson, Claudia, and Roberto. Then act it out for the class.

MRS. SANDERSON: _____

CLAUDIA: _____

ROBERTO: _____

MR. SANDERSON: _____

CLAUDIA: _____

MRS. SANDERSON: _____

ROBERTO: _____

CLAUDIA: _____

MR. SANDERSON: _____

MRS. SANDERSON: _____

CLAUDIA: _____

ROBERTO: _____

MR. SANDERSON: _____

5 Global Viewpoints

Etiquette and Manners / Cultural Differences

A  Watch the interviews about “Etiquette and manners.” Circle the answers. Then compare your answers with a partner’s.

1. Malinda thinks talking on a cell phone while you are *taking a walk / eating dinner* with someone is rude.
2. Calum thinks talking *with food in your mouth / while chewing gum* is impolite.
3. Calum thinks that playing music *late at night / very loudly* is inappropriate.
4. Nick thinks *spitting and burping / yawning and slurping* in public is rude.
5. Nick thinks that saying “*pardon me*” / “*excuse me*” makes it better.
6. Gian says it’s polite to *open the door / carry bags* for people who have their hands full.
7. Gian thinks it’s very *impolite / polite* when people use “*please*” and “*thank you*”.
8. According to Martin, it’s always polite to say “*thank you.*” / “*please.*”

B  Now watch the interviews about “Cultural differences” and match the customs the people mention with the countries. Two countries have more than one custom.

- a. Children don’t talk back to their parents.
- b. Men don’t sit down to eat at a table with their hats on.
- c. You ask about people and how they are doing.
- d. Men open doors for women.
- e. When leaving a party, you kiss family members good-bye
 1. Mexico _____
 2. Argentina _____
 3. Jamaica _____

C  Work with a partner to answer the questions about behavior. Then share your views with the class.

1. What are some things that you think are rude to do when you’re having dinner with someone?

2. What are some things that you think are disrespectful to do in class?

3. What are some things that you think are rude to do in public?

4. What are some things that you think are very polite to do?

5. What are some things that you think are rude or polite in this country, but not in other countries?

6 Good Morning World

How's Business?

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

- | | | | |
|---|-----|-----|---------|
| 1. "Even though I've lost weight, I'm not sure if I'm healthier." | Jay | Kim | Vincent |
| 2. "You felt unhealthy, so you quit your job, quit smoking . . ." | Jay | Kim | Vincent |
| 3. "How did you make it happen?" | Jay | Kim | Vincent |
| 4. "What a lot of work!" | Jay | Kim | Vincent |
| 5. "What a lot of money!" | Jay | Kim | Vincent |
| 6. "Fortunately, they were shipped one hour before we opened." | Jay | Kim | Vincent |
| 7. "We were in a slump for a long time." | Jay | Kim | Vincent |
| 8. "After that, business increased dramatically." | Jay | Kim | Vincent |
| 9. "I wonder who she could be." | Jay | Kim | Vincent |
| 10. "I told everyone I know about it." | Jay | Kim | Vincent |
| 11. "The mystery person was pretty messy." | Jay | Kim | Vincent |

- B** Now watch the video again. Circle the answers. Then compare your answers with a partner's.

1. *Three / Six* months after Il Ristorante Buon Giorno was opened, Vincent is back on Good Morning World.
2. Business at Il Ristorante Buon Giorno has risen *slightly / steadily*.
3. The café was a mess, *so / although* Vincent and his wife invested a lot of money to clean it up.
4. The day before it opened, the walls were *fixed / painted*.
5. Vincent forgot to *advertise / emphasize* that Il Ristorante Buon Giorno was opening.
6. Jay asked Vincent if the business *recovered / got worse*, even though they had challenges.
7. A month after they opened, a *mysterious person / an investor* came to the restaurant.
8. Kim is responsible for the *sharp decline / gradual increase* in Vincent's business.

- C** Summarize the video and tell it to a partner. Write notes in the space below. Use the simple present and the simple past tense. Include as many details as you can remember.

advertise get worse invested purchased risen steadily	because even though so	was done was fixed was opened were painted were shipped	in a slump increase recovered
---	------------------------------	---	-------------------------------------

6 city Living

“Furniture Showroom”

- A What makes a good TV commercial? Write your ideas below. Then tell a partner about an effective TV commercial that you have seen and why you thought it was good.

- B What happened? Watch the video and check (✓) True or False. Correct the false sentences. Then check your answers with a partner.

	True	False
1. Mike was helping Takeshi shoot a film school project.	<input type="checkbox"/>	<input type="checkbox"/>
2. Tara was originally scheduled to help Takeshi.	<input type="checkbox"/>	<input type="checkbox"/>
3. Tara had to study, so Mike agreed to help out.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mike held up signs during the commercial.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mr. Howard and his son are in the commercial.	<input type="checkbox"/>	<input type="checkbox"/>
6. During the shoot, Mike fell asleep on the sofa.	<input type="checkbox"/>	<input type="checkbox"/>
7. Takeshi was unsure about how Mr. Howard felt about the tape.	<input type="checkbox"/>	<input type="checkbox"/>
8. Mr. Howard called and said the tape was terrible.	<input type="checkbox"/>	<input type="checkbox"/>
9. Mr. Howard said his company wanted Takeshi to remake the tape.	<input type="checkbox"/>	<input type="checkbox"/>
10. Mike jumped on the sofa at home for an “encore” performance.	<input type="checkbox"/>	<input type="checkbox"/>

- C What's your opinion? Read the question below and mark which idea matches your opinion: a, b, c, or d. Compare and discuss your view with a partner. Fill in the chart. Then share your opinions with the class.

How do you feel about TV commercials?

- I love watching TV commercials because they are informative.
- I think TV commercials are interesting, but only the first few times you see them.
- I am indifferent to TV commercials, but I watch them anyway.
- I hate TV commercials and always change channels to avoid them.

My opinion	My partner's opinion
Why?	Why?

6 Global Viewpoints

Companies and Advertising

A   What company does each person describe? Watch the interviews about “Companies and advertising” and match names with the correct information. Then compare your answers with a partner’s.

- | | |
|--------------------|---|
| 1. Catherine _____ | a. a smoothie business that was founded by college students |
| 2. Gian _____ | b. a company that helps people get housing, food, and shelter |
| 3. Kevin _____ | c. a successful janitorial service that services businesses |
| 4. Malinda _____ | d. a company that produces complex, easy-to-remember ads |
| 5. Calum _____ | e. a company that offers training programs |
| 6. Dave _____ | f. a company that employs about thirty people |

B   Now watch the video again and circle a, b, or c. Then compare your answers with a partner’s.

- | | |
|--|---|
| 1. What is Catherine’s job? | 5. Calum studied a company. What did it produce? |
| a. a lawyer | a. textbooks |
| b. a sales executive | b. advertisements |
| c. a chef | c. T-shirts |
| 2. What does Gian’s company do? | 6. Dave’s friend’s dad owns a business. Why is it successful? |
| a. advertisements | a. The owner is a hard worker. |
| b. education for executives | b. The company hands out lots of flyers. |
| c. janitorial service | c. The company has lots of TV ads. |
| 3. How do Kevin and his friends advertise for their smoothie business? | |
| a. by TV commercials and newspaper ads | |
| b. by word of mouth and flyers | |
| c. by ads on the Internet and email | |
| 4. How many people work for Malinda’s company? | |
| a. two hundred | |
| b. six | |
| c. thirty | |

C  Think about a company that you consider to be successful. Make notes in the boxes. Then tell your partner about the company and answer any questions he or she might have.

Company name	What the company does	Why the company is successful

Worksheet

4A: Appearances

- A. Complete the following sentences about fashion and appearance in a way that is true for you.

Fashion and Appearance Survey

1. I've always wanted to _____, but _____ wouldn't like it.
2. I've already worn _____, but I've never worn _____.
3. I've always wanted to be more _____.
4. I've always wanted to get _____, but it's too expensive.
5. I've never wanted to get _____ because _____.
6. I've never worn _____.
7. I've already bought clothes from _____.
8. I've never bought clothes from _____.
9. I know _____ is/are really popular, but I've still not bought them because _____.
10. I've always been attracted to men/women with _____.
11. I've never been attracted to men/women with _____.
12. _____ is/are still fashionable now, but I haven't _____.
13. I just bought _____.
14. I would like to _____ but I haven't yet.

- B. Now tell your group what you wrote. Explain your answers.

- C. Listen to the other people in the group. Ask follow-up questions to try to keep the conversation going. Use some of the expressions below.

I agree!

Absolutely!

Me, too.

I agree up to a point.

I'm not sure it's a good idea.

But what about ...

Why?

Why not?

Why do you say that?

This page intentionally left blank

Worksheet

4B: Breaking up

Student A

A. Say each sentence beginning (1-6). Your partner will listen and say the matching ending.

- | | |
|-------------------------------|---|
| 1. He always showed ... | 4. He was really hard to get ... |
| 2. He was actually going ... | 5. He always pretended to ignore me whenever we ran ... |
| 3. He told me he'd broken ... | 6. We were at home once and he asked ... |

B. Now listen to your partner say the beginnings of some more sentences. Choose the matching ending from g-l below.

- | | |
|---|------------------------------|
| g. up at a romantic dinner date with a group of her friends. | j. out with each other. |
| h. along with each other. | k. on me. |
| i. over her ex-boyfriend. | l. me down. |

C. What are some other reasons people break up? Write down as many as you can. Then share them with your classmates.



Student B

A. Listen to your partner say the beginnings of some sentences. Choose the matching ending from a-f below.

- | | |
|--|---|
| a. along with. | d. out with someone else at the same time as me. |
| b. up two hours late to dates. | e. my younger sister out. |
| c. up with his ex, but he hadn't. | f. into each other. |

B. Now say each sentence beginning 7-12. Your partner will listen and say the matching endings.

- | | |
|-----------------------------|--|
| 7. We really didn't get ... | 10. One time she showed ... |
| 8. She was cheating ... | 11. I proposed to her but she turned ... |
| 9. She never really got ... | 12. She didn't want any of her friends to know we were going ... |

C. What are some other reasons people break up? Write down as many as you can. Then share them with your classmates.

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Worksheet

5A: Cultural observation



CULTURE CARD

In your culture, it's customary to always say the name of the person you are talking to in every sentence.

CULTURE CARD

In your culture, talking to someone while standing up is not typical. It's customary for both people to sit down while they are talking.

CULTURE CARD

In your culture, closing your eyes while listening to someone is polite. However, you can open them when you are speaking.

CULTURE CARD

In your culture, it's customary to smile and wait ten seconds before saying anything when replying to someone.

CULTURE CARD

In your culture, it's disrespectful to look at the person you are talking to.

CULTURE CARD

In your culture, it's polite to clap your hands when you finish talking to someone.

CULTURE CARD

In your culture, it's customary to always call a man "sir" and a woman "ma'am." It's rude to use a person's name.

CULTURE CARD

In your culture, it's disrespectful for you to show your right hand to the person you are talking to. It's typical to put your right hand behind your back.

CULTURE CARD

In your culture, it's important to always nod your head when talking to someone. It shows that you are listening.

CULTURE CARD

In your culture, keeping your arms folded in front of you is customary when you are talking to someone.

CULTURE CARD

In your culture, it's polite to bow to the person you are talking to at the end of the conversation.

CULTURE CARD

In your culture, it's typical to give someone a 'high five' (slapping the palm of your hand against the palm of the other person's hand at the level of your head) at the start and end of a conversation.

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Worksheet

5B: Matching time clauses



I'll say goodbye now because we'll probably leave ...

... before you get up.

Thanks for the money. I'll pay you back ...

... when I get paid at the end of the week.

Thanks for cooking. Listen, I'll do the dishes ...

... while you just sit down and relax.

Can you give me a ride from the airport? I'll call you ...

... as soon as we land.

You'll probably feel a bit depressed ...

... after you get back to your country.

I'm exhausted. When I get home, ...

... I'm going to go straight to bed.

I'm not sure where we're going. As soon as I find out, ...

... I'll let you know, and you can meet us there.

No, you can't. After you pass your driving test, ...

... then we'll let you borrow the car.

There's so much to do for the party. Listen, while you go out shopping, ...

... I'll clean the apartment and arrange the music.

No, it's on this side of the river. Before you get to the bridge, ...

... you'll see a tall building on the left. It's in there.

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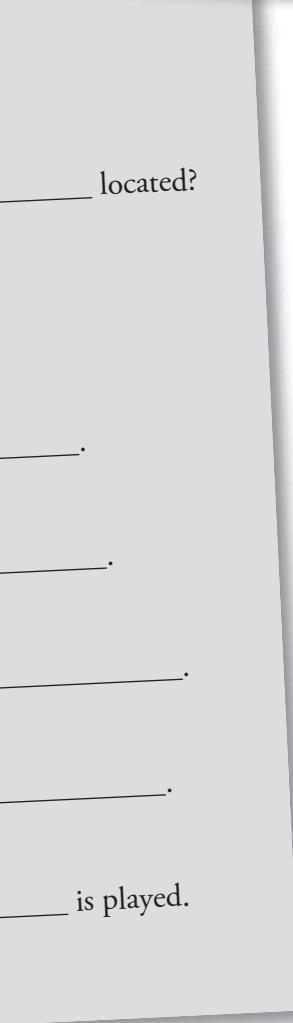
Worksheet

6A: Passive knowledge

Complete ten of the following questions to make a general knowledge quiz. Ask other students your questions. When someone answers correctly, write a check in the box below the question. Try to get all ten of your questions answered correctly.

General Knowledge Quiz

1. What language or languages are spoken in _____?
Correct
2. What is _____ made of?
Correct
3. On which channel is _____ shown?
Correct
4. Which holiday is celebrated on/in _____?
Correct
5. When was _____ built?
Correct
6. Why was _____ built?
Correct
7. What is a _____ used for?
Correct
8. In which _____ is _____ located?
Correct
9. When was _____ founded?
Correct
10. When was the song _____ released?
Correct
11. Name _____ thing(s) that is/are made in _____.
a number
Correct
12. Name _____ things(s) that is/are grown in _____.
a number
Correct
13. Name _____ movie(s) that was/were directed by _____.
a number
Correct
14. Name _____ book(s) that was/were written by _____.
a number
Correct
15. Name _____ country/countries where _____ is played.
a number
Correct



Worksheet

6B: Advertising discussions

- A. Do you agree or disagree with the following statements about advertising?
Check *Agree*, *Disagree*, or *It Depends*.

Statements About Advertising	Agree	Disagree	It Depends
1. Advertising is helpful because it can help you decide which product to buy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I would never let my kids watch TV because there are too many commercials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Advertising helps make newspapers and magazines cheaper to buy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. TV commercials are sometimes more entertaining than the programs themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Advertising in schools is a good idea because the schools can get money to buy better equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Smoking is really dangerous, so cigarette advertising should be totally banned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I think advertising in sports is necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Everybody ignores the commercials on TV, so having a device that lets you skip through all the commercials is a good idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There is too much advertising on the Internet, but at least most websites are free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Junk mail and spam are big problems because they waste time, money, and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. People who work in advertising have to be really clever and creative, so they should get good salaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Although I see and hear thousands of ads, I never buy anything because of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B. Explain your decisions to the other members of your group. Use some of the expressions in the box below.

I agree/disagree with (#1) because . . .
It's helpful/dangerous/necessary, so I think . . .
Although it's helpful/dangerous, I still think . . .
I think you're right.

I think so, too.
I disagree.
Why do think that?