

StartUp

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Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 Has the criminal been caught? page 65	<ul style="list-style-type: none"> Crime and criminals The legal process 	<ul style="list-style-type: none"> Past perfect Present perfect passive <i>Do / did</i> as a verb substitute 	<ul style="list-style-type: none"> Describe a crime Talk about law and order Discuss crime-solving technology <p>Skill Keep your listener interested</p>	<ul style="list-style-type: none"> Listen to a talk about advances in forensic technology <p>Skill Listen for contrasts</p>
7 Did you see what she's wearing? page 77	<ul style="list-style-type: none"> Verbs related to clothing Adjectives to describe clothing Clothing repair 	<ul style="list-style-type: none"> Reduced defining relative clauses Passive causatives <i>Would rather (than)</i> 	<ul style="list-style-type: none"> Talk about people's clothes Talk about clothing repairs Discuss fashion and attitude <p>Skill Accept compliments</p>	<ul style="list-style-type: none"> Listen to a talk about how clothing affects your attitude <p>Skill Listen for opinions</p>
8 Do I need to install something? page 89	<ul style="list-style-type: none"> Technology Using software 	<ul style="list-style-type: none"> <i>Wish / If only</i> to express regrets Showing purpose <i>Even</i> to emphasize a point 	<ul style="list-style-type: none"> Talk about regrets Describe using a computer Discuss social media and friendship <p>Skill Respond to gratitude</p>	<ul style="list-style-type: none"> Listen to a talk about social media and friendship <p>Skill Listen for sources</p>
9 Are you ready to walk away? page 101	<ul style="list-style-type: none"> People at a conference Verbs for negotiating 	<ul style="list-style-type: none"> Causative verbs: <i>get, have, and make</i> Advice, obligation, and expectation <i>Unless</i> 	<ul style="list-style-type: none"> Talk about a past negotiation Negotiate a deal Discuss negotiation skills <p>Skill End a phone call</p>	<ul style="list-style-type: none"> Listen to a talk about how negotiating is like dancing <p>Skill Listen for comparisons</p>
10 How's she doing? page 113	<ul style="list-style-type: none"> Explaining and arguing Interacting with others 	<ul style="list-style-type: none"> Embedded yes / no questions Questions with final prepositions Repeated and parallel comparatives 	<ul style="list-style-type: none"> Talk about a conversation Discuss a difficult interaction Discuss dealing with difficult people <p>Skill Accept an apology</p>	<ul style="list-style-type: none"> Listen to a talk about dealing with difficult people <p>Skill Listen for words that signal importance</p>

GRAMMAR PRACTICE / VOCABULARY PRACTICE page 125

REFERENCES page 155

THE WRITING PROCESS page 163

PRESENTATION SELF-EVALUATION page 165

Pronunciation	Reading	Writing	Presentation
• The letters -se	• Read about Sherlock Holmes Skill Identify examples	• Write about a crime Skill Use the 5 Ws and <i>how</i>	• Give a presentation about criminals who made mistakes Skill Make eye contact
• Emphatic stress	• Read about a fashion designer Skill Identify reasons	• Write about personal style Skill Express opinions	• Give a presentation about how appearances can be deceiving Skill Use notes
• Contractions of the auxiliary <i>had</i>	• Read about a high-tech city Skill Recognize bias	• Write about a new technology Skill Explain a problem and solution	• Give a presentation about favorite apps and websites Skill Use charts
• <i>Have to, has to, had better (not)</i>	• Read about negotiating styles Skill Make inferences	• Write about a conflict Skill Explain different points of view	• Give a presentation about developing confidence for negotiations Skill Use a loud, clear voice
• Linking verbs to prepositions	• Read about extreme altruism Skill Identify paraphrasing	• Write about a kindness Skill Use past tenses to show sequence	• Give a presentation about someone you appreciate Skill End your presentation positively

Key

 00-00 audio

 abc flashcards

 video

 ActiveTeach

 discussion

 web search

 presentation self-evaluation

TO THE TEACHER

Welcome to StartUp

StartUp is an innovative eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes students from CEFR A1 to C1 and enables teachers and students to track their progress in detail against the Global Scale of English (GSE) Learning Objectives.

StartUp Level	GSE Range	CEFR	Description	StartUp Level	GSE Range	CEFR	Description
1	22-33	A1	Beginner	5	49-58	B1+	High intermediate
2	30-37	A2	High beginner	6	56-66	B2	Upper intermediate
3	34-43	A2+	Low intermediate	7	64-75	B2+	Low advanced
4	41-51	B1	Intermediate	8	73-84	C1	Advanced

English for 21st century learners

StartUp helps your students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, you help students build the collaborative and critical thinking skills so essential for success in the 21st century. *StartUp* allows students to learn the language in ways that work for them: anytime anywhere. The Pearson Practice English App allows students to access their English practice on the go. Additionally, students have all the audio and video files at their fingertips in the app and on the Pearson English Portal.

Personalized, flexible teaching

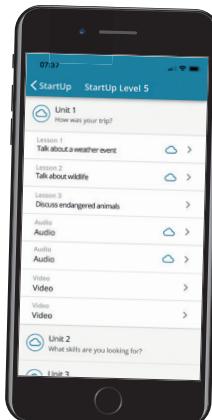
The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally or flip the learning. You can teach sections of the lesson in the order you prefer. And you can use the ideas in the Teacher's Edition to help you extend and differentiate instruction, particularly for mixed-ability and for large and small classes.

Motivating and relevant learning

StartUp creates an immersive learning experience with a rich blend of multimedia videos and interactive activities, including interactive flashcards for vocabulary practice; Grammar Coach and Pronunciation Coach videos; interactive grammar activities; podcasts, interviews, and other audio texts for listening practice; humorous, engaging videos with an international cast of characters for modeling conversations; high-interest video talks beginning at Level 5; media project videos in Levels 1-4 and presentation skills videos in Levels 5-6 for end-of-unit skills consolidation.

Access at your fingertips

StartUp provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary, grammar, listening, and conversation. Students can go to any lesson by scanning a QR code on their Student Book page or through the app menu. The app also provides students with access to all the audio and video files from the course.



Components

For the Teacher

StartUp provides everything you need to plan, teach, monitor progress, and assess learning.

The **StartUp ActiveTeach** front-of-class tool allows you to

- zoom in on the page to focus the class's attention
- launch the vocabulary flashcard decks from the page
- use tools, like a highlighter, to emphasize specific text
- play all the audio texts and videos from the page
- pop up interactive grammar activities
- move easily to and from any cross-referenced pages

The interleaved **Teacher's Edition** includes

- an access code to the Pearson Practice English App and all digital resources
- language and culture notes
- teaching tips to help you improve your teaching practice
- look for notes to help assess students' performance
- answer keys to all Student Book exercises on the facing page of the notes
- and more!

Teacher's Digital Resources, all available on the Pearson English Portal, include

- Teacher Methodology Handbook
- A unit walkthrough
- ActiveTeach front-of-class software
- ExamView assessment software
- Teacher's notes for every Student Book page
- Rubrics for speaking and writing
- Hundreds of reproducible worksheets
- Answer keys for all practice
- Audio and video scripts
- The GSE Teacher Mapping Booklet
- The GSE Toolkit

For the Student

StartUp provides students with everything they need to extend their learning.

The optional **MyEnglishLab for StartUp** gives students more formal online practice and provides immediate feedback, hints, and tips. It includes

- grammar practice with access to all the Grammar Coach videos
- vocabulary practice, including games and flashcards
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos
- listen-and-record practice that lets students record themselves and compare their recordings to models
- auto-graded reading and writing practice that reinforces skills taught in the Student Book
- summative assessments that measure students' mastery of listening, vocabulary, grammar, pronunciation, and reading
- a gradebook, which records scores on practice and assessments, that both students and you can use to help monitor progress and plan further practice

The optional **StartUp Workbook** provides practice of vocabulary, grammar, reading, and writing and includes self-assessments of grammar and vocabulary.

WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write his or her first name on the line.

Find someone who...

- loves to read _____
- has ridden a horse _____
- enjoys cooking _____
- has a pet _____
- has traveled to another country _____
- is great at math _____

B Ask for help

▶ 00-01 Complete the conversations with sentences from the box. Then listen and check your answers.

Can you repeat the instructions?

How do you pronounce this word?

What's the difference between "advice" and "advise"?

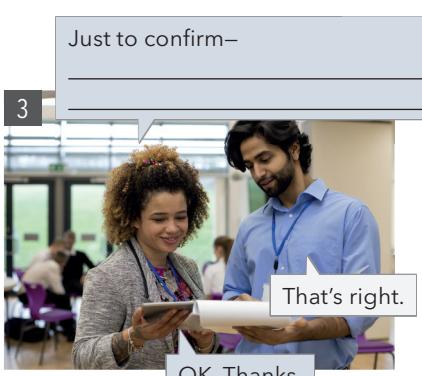
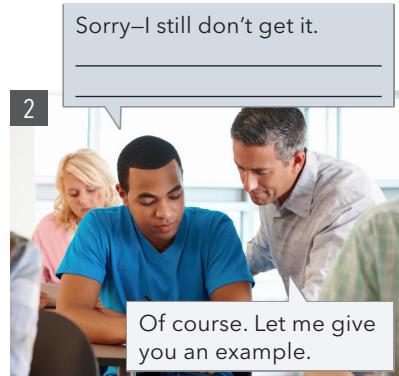
What's the English word for "barato"?

You're saying we should do this for homework?

Could you explain that a bit more?



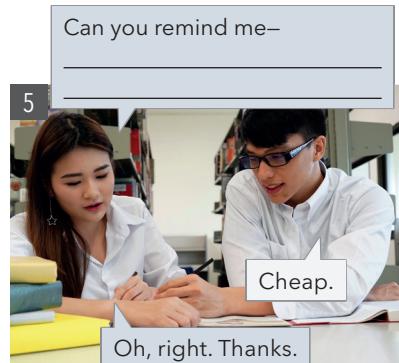
Sure. Practice the conversation with a partner.



4

Can I ask you something?

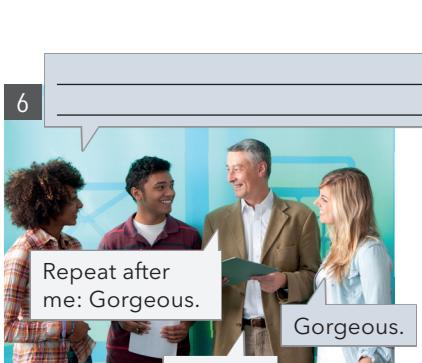
The first word is a noun and the second is a verb.



5

Can you remind me—

Oh, right. Thanks.



6

Repeat after me: Gorgeous.

Gorgeous.

Correct.

C ROLE PLAY Choose a conversation from 1B. Make your own conversation. Use different information.

2 LEARN ABOUT YOUR BOOK

1. Look at pages iv-vii. What information is on those pages?

2. How many units are in the book? _____

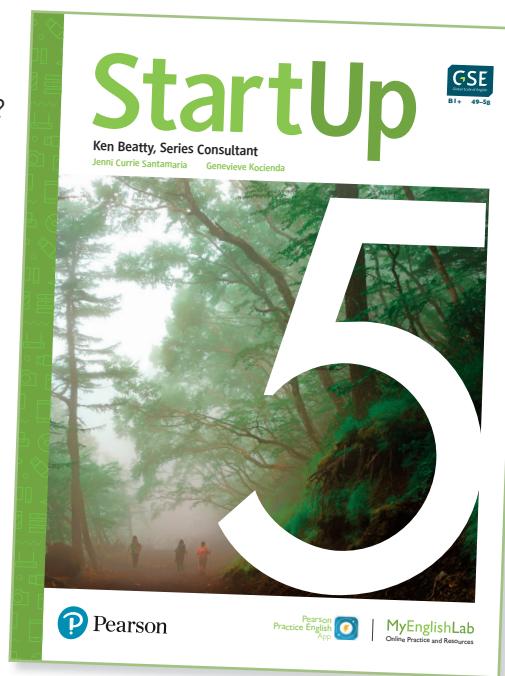
3. How many lessons are in each unit? _____

4. Where is the grammar practice? _____

5. Look at the QR code  . Find the icon on page 7. What does it mean? _____

6. Look at the  I CAN STATEMENT . Find it on page 11. What does it tell you? _____

7. Look at this icon  . Find it on page 13. What does it mean? _____



3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? _____

2. Where are the instructions for registering for the app? _____

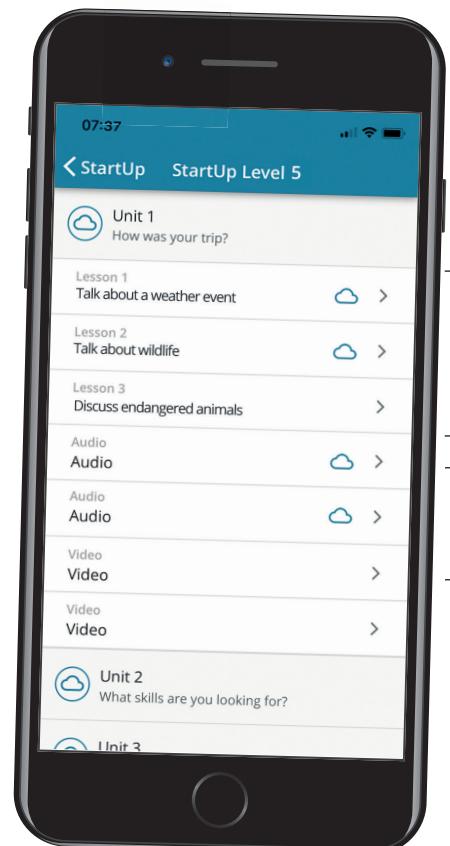
3. Look at the picture of the app. What do you see? _____

4. Look at the picture again. Fill in the blanks with the numbers 1–3.

- a. Number _____ shows the practice activities.
- b. Number _____ shows the video files.
- c. Number _____ shows the audio files.

5. Look at the picture again. What does this  mean? _____

6. Look at the QR code on page 7 again. What happens when you scan the code? _____



TSW MEDIA MEET THE PEOPLE OF TSW MEDIA

To find out more,
watch the videos!

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



LETICIA MOLINA

Photographer

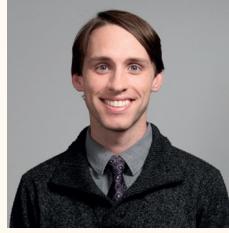


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Illustrator

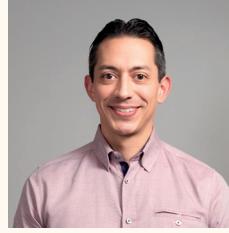
▶ 00-02 My name is Leticia Molina, but everyone calls me Leti. I live in Santa Cruz, Bolivia. I'm a photographer.

▶ 00-05 Hi! I'm Ahmet Tanir. I live in New Jersey with my wife and two kids. I'm an illustrator.



ED MILLER

Copywriter



MARCOS ALVES

Market Research Analyst

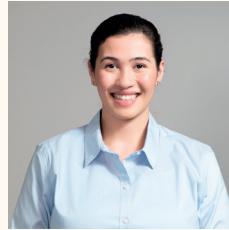
▶ 00-03 Hi! I'm Ed Miller. I live in New York, but I'm originally from Minneapolis, Minnesota. I'm a copywriter.

▶ 00-06 Hello. I'm Marcos Alves. I'm from São Paulo, Brazil, and I'm a market research analyst.



LAN PHAM

Event Planner



PAULA FLOREZ

Sales Representative

▶ 00-04 Hi! My name is Lan Pham. I'm from Ho Chi Minh City, in Vietnam. I'm an event planner, and I love my job.

▶ 00-07 My name is Paula Florez. I'm from Mexico City, Mexico, and I'm a sales rep.

Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



ADRIANA LOPEZ

▶ 00-08 Hi. My name is Adriana Lopez. I work in the technology department in the Quito office.



KENDRICK SCOTT

▶ 00-09 Hey! I'm Kendrick Scott and I'm a designer in the Vancouver office.



DAVID CRUZ

▶ 00-10 Hi. My name is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past six years. I'm an advertising manager.

6

HAS THE CRIMINAL BEEN CAUGHT?

LEARNING GOALS

In this unit, you

- ◎ describe a crime
- ◎ talk about law and order
- ◎ discuss crime-solving technology
- ◎ read about Sherlock Holmes
- ◎ write about a crime



GET STARTED

- A** Read the unit title and the learning goals.
- B** Look at the photo. What's going on?
- C** Now read Marcos' message. Why do you think he finds true crime shows fascinating?



MARCOS ALVES

@MarcosA

My favorite show is on tonight. It's a true crime show—they're so fascinating!

LESSON 1 DESCRIBE A CRIME

1 VOCABULARY Crime and criminals

- A  06:01 Read the poster. Then listen and repeat the vocabulary words.



MARCOS ALVES

@MarcosA

Stayed up too late watching a true crime show last night. I just had to know how it ended!

TRUE CRIME STORIES

MONA LISA THEFT



On August 21, 1911, an art **thief** walked into the Louvre Museum in Paris and **stole** the *Mona Lisa*.

At first no one noticed the **theft**. The man just cut the famous painting out of its frame and walked out with it under his clothing. It took the French police more than two years to find the thief and the painting.

THE GREAT TRAIN ROBBERY

In 1963, a **gang** of 15 **robbers** got away with over \$4 million when they carried out a complicated train **robbery** in the UK. Working together, they stole 120 bags of money off the train in 15 minutes.



JOHN PAUL GETTY III KIDNAPPING



Seventeen-year-old John Paul Getty III was the grandson of the richest man in the world when he was **kidnapped** in Rome in 1973. His father refused to pay at first, but eventually he gave the **kidnappers** \$2.9 million and the teenager was returned.

JACK THE RIPPER MURDERS

Jack the Ripper is the name given to a **murderer** who **killed** five women in London in 1888. Police never caught him, and some people think he committed six other **murders** around the same time. Today thousands of tourists visit the scenes of his crimes.

- B Complete the chart with the bold words in 1A.

People	Crimes	Actions

- C PAIRS Talk about a crime that you've heard about in real life or on a TV show. Use at least two of the words from 1A.

There was a robbery at Len's Jewelry Store a few weeks ago. I saw it on the news ...

2 GRAMMAR Past perfect

Use the past perfect to talk about an action that occurred before another time in the past.

	Had	Past participle	
The police discovered that the thief	had	taken	the painting.
Before the robbery, the gang	had	dug	a tunnel to the bank.

Notes

- The past perfect is sometimes used with *before*, *after*, *by the time*, and *when*.
By the time police arrived, the robbers had already left.
- We often use contractions with subject pronouns and *had* with the past perfect.
They'd robbed another bank earlier that week.
- We also use the contraction *hadn't* with negative past perfect sentences.
They didn't stop the thief because they hadn't noticed the theft yet.



>> FOR PRACTICE, GO TO PAGE 140

3 CONVERSATION SKILL

- A** ►06-02 Read the conversation skill. Listen. Notice how the speaker tries to keep the listener interested.

A: A guy robbed a store yesterday, and dropped the money on the way out the door.
B: You're kidding!
A: It gets better—he also dropped his ID!

Keep your listener interested

When you tell a story, use expressions like these to keep your listener interested:
You're not going to believe ...
It gets better ...
Wait until I tell you ...

- B** Complete Student A's part of the conversations. Then practice the conversations with a partner.

1. A: Wait until I tell you what I saw on the other day. I saw _____!
B: Wow! That's amazing!
2. A: You're not going to believe what my friend did. He _____!
B: I can't believe that!

4 CONVERSATION



- A** ►06-03 Listen or watch. What are they talking about?

- a. a series of bank robberies
- b. the details of a bank robbery
- c. how a bank robber got caught



- B** ►06-04 Listen or watch again. Answer the questions.

1. Why did the robbers pretend to be working near the bank?
2. How long did they spend taking the money?
3. What is Marcos going to tell Leti about?



How does Leti feel about true crime shows? Do you like shows about crimes?



- C** ►06-05 FOCUS ON LANGUAGE Listen. Complete the conversation.

Marcos: Well, when the bank employees came to work Monday morning, they didn't even know there _____ a robbery. Everything seemed fine. Then they opened the vault, and it was completely empty!

Leti: What? How is that possible? Didn't they have alarms?

Marcos: They did, but the robbers _____ a guard and forced him to turn off the alarm on Friday night.

5 TRY IT YOURSELF

- A** **THINK** Think about a crime story you read about or saw on TV. Take notes about what happened the day of the crime and what had happened before.

- B** **PAIRS** Tell the story. Ask and answer questions about the crime.

A: I read that a couple came home, and thieves had stolen all of their furniture.
B: Did the police catch the thieves?

- C** **COMPARE** Tell your story to the class. Which is the scariest? Which is most unusual?

I CAN DESCRIBE A CRIME.



LESSON 2

TALK ABOUT LAW AND ORDER



MARCOS ALVES

@MarcosA

Some criminals just aren't very smart.
You'll never believe what this one guy did!

1 VOCABULARY The legal process

A 06-06 Listen. Then listen and repeat.

a detective: a police officer whose job is to find out who has committed a crime
arrest: when the police take someone away because they think he or she has done something illegal
a victim: a person who has been hurt or killed by someone
a suspect: someone who the police think may have committed a crime
jail / prison: a place where criminals are sent to stay as punishment
a judge: the person in control of a court who decides if criminals should be punished
a lawyer: someone whose job is to advise people about the law and speak for them in court
a witness: someone who tells a court what he or she knows about a crime
a sentence: a punishment that a judge gives to someone who is guilty of a crime
a prisoner: someone in prison or jail

B 06-07 Listen. Who is speaking? Write the correct words from the box.

a detective a judge a lawyer a prisoner a suspect a victim a witness

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

C PAIRS Use the words in 1A to describe something you've read about or seen on TV.

I've seen lots of detective shows because my mom loves them. They always arrest the criminal!

2 GRAMMAR Present perfect passive

Use the present perfect passive to talk or ask about things that have already happened or haven't happened yet. These sentences sometimes include a *by* phrase that tells who did the action.

Statements—things that have already happened

	Has / have	(Already)	Been	Past participle	
The video	has			seen	by millions of people.
The thieves	have	(already)	been		arrested.

Statements—things that haven't happened yet

	Hasn't / haven't	Been	Past participle	(Yet)	
The painting	hasn't		returned		
The other robbers	haven't	been	caught	yet.	

Questions

Has / Have	Subject	Been	Past participle	
Have	the suspects	been	questioned	by the new detective?

Note: The passive focuses on the receiver of the action.



>> FOR PRACTICE, GO TO PAGE 141

3 PRONUNCIATION

A 06-08 Read and listen to the pronunciation note.

B 06-09 Listen. Notice how -se is pronounced. Then listen and repeat.

/z/: because, surprise, please, lose
/s/: release, defense, promise, worse

C 06-10 Listen. Circle the word in each group that has a different sound of -se.

1. rose, pause, case, supervise
2. purpose, suppose, decrease, expense

The letters -se

At the end of a word, the letters -se can be pronounced either /s/ or /z/: chase /s/, cause /z/. When -se follows a consonant, it is usually pronounced /s/: horse, expense. When you learn a new word ending in -se, notice how -se is pronounced.

3. choose, false, loose, nurse
4. refuse, advise, exercise, erase

4 CONVERSATION

A 06-11 Listen or watch. What are they talking about?

- a. why the robbers participated in the bank robbery
- b. how the lawyer helped the robber who got caught
- c. what happened to one of the robbers and the guard

B 06-12 Listen or watch again. Answer the questions.

1. How did the robber get caught?
2. Why did the guard go to jail?
3. Why did the guard get a shorter sentence?

C 06-13 FOCUS ON LANGUAGE Listen. Complete the conversation.



What sentences do you think the robber and guard should have gotten? Why?

5 TRY IT YOURSELF

A PAIRS Choose one of the crimes. Work together to create a story about it. Take notes.

What happened?	What hasn't happened yet?

**Jewelry Store Robbery—
Hundreds of diamonds stolen!**

**Escape from Newton Jail—
Police searching for 7 prisoners**

B GROUPS Meet with another pair to tell your stories. Ask and answer questions about what has and hasn't happened yet.

A: Have the robbers been caught yet?

B: No, they haven't. The police have interviewed some witnesses, but they haven't found the suspects yet. And the diamonds haven't been found, either.

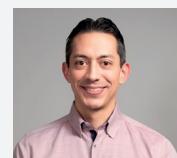
C EVALUATE Share your stories with the class.
Who told the most interesting story? Why?

I CAN TALK ABOUT LAW AND ORDER.



LESSON 3

DISCUSS CRIME-SOLVING TECHNOLOGY



MARCOS ALVES

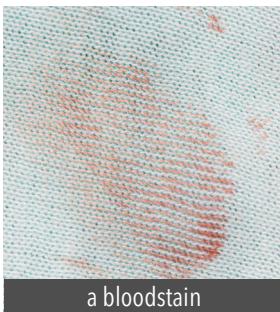
@MarcosA

It's amazing how real-life crime-solving technology is catching up to TV!

1 BEFORE YOU LISTEN



A 06-14 VOCABULARY Listen. Then listen and repeat.



a bloodstain



DNA



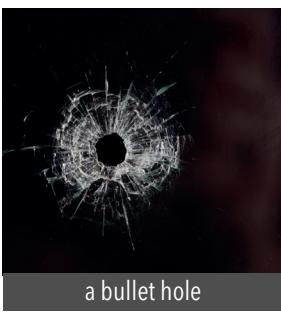
a fingerprint



a bullet



a forensic investigator



a bullet hole



a wound



a bruise

B Write the correct word from 1A next to each definition.

1. a cut made in your skin by something such as a knife or bullet _____
2. a small piece of metal that comes out of a gun _____
3. a person who uses science to try to find out what happened in a crime _____
4. a substance in the cells of your body that carries genetic information _____
5. a mark that a finger makes _____
6. a mark made by blood _____
7. a circular shape left after someone shoots a gun _____
8. a mark left on the skin after a hit or other injury _____

C PAIRS Discuss the kinds of information that investigators might get from the items in 1A.

A: A blood stain might tell them where a crime happened.

B: True. And it might also tell them how badly someone was hurt.

2 GRAMMAR Do / did as a verb substitute

Use do or did to replace verbs or verb phrases instead of repeating them.

Verb phrase		Do / don't	
On TV, DNA samples	come back immediately,	but in real life, they	don't.
Fingerprints don't usually	lead straight to the criminal,	but sometimes they	do.
Nowadays, we don't	need a large DNA sample,	but in the old days, we	did.



>> FOR PRACTICE, GO TO PAGE 142

3 LISTENING



- A** **06-15** Listen or watch. Which statement matches the speaker's point of view?

- The forensic science you see on TV is nothing like real forensic science.
- Real forensic science is getting closer to what you see on TV shows.
- Real forensic science has gotten more advanced than what you see on TV.



- B** **06-16** Read the Listening Skill. Listen or watch again. Complete the sentences with contrast words.

- On TV, fingerprints often lead straight to the criminal, but in reality, most fingerprints usually don't. _____, thanks to advances in technology, there are lots of new developments in forensics that are just as cool as what you see on TV.
- You already know that scientists can use DNA samples to identify specific people. _____, that's only useful if a suspect's DNA can be compared to crime scene evidence.



- C** **06-17** Listen or watch again. Check (✓) all the forensic technologies that the speaker mentions.

- lasers that can analyze small pieces of glass
- computer programs that can match criminals' faces to police records
- photography that can track high-speed bullets
- cameras that can show damage beneath the skin of a victim
- cameras that can analyze blood stains
- DNA tests that can tell age, ethnic background, and family members
- DNA tests that can provide information about people's habits

- D VOCABULARY EXPANSION** Read the sentences from the talk. What do the underlined expressions mean?

- In some ways, the TV shows aren't realistic at all. For example, on TV, DNA tests come back from the lab immediately, but in real life, they can take two weeks.
- Thanks to advances in technology, there are lots of new developments in forensics that are just as cool as what you see on TV.
- They can see damage beneath a person's skin, before it's visible to the naked eye.

- E PAIRS** Compare your answers in 3D.

4 DISCUSSION

- A THINK** How has forensic technology changed crime solving in the last 50 years? Make a list.

- B DISCUSS** Share your ideas in small groups. Then discuss how you think technology will change crime solving in the future.

A: In the old days, they didn't have criminal records stored on computers, but now they do.
B: Yeah, and in the future, they'll be able to find that information even more quickly.

- C EVALUATE** Share the group's ideas about the future of crime solving. Which developments do you think will have the biggest effect on crime solving?

I CAN DISCUSS CRIME-SOLVING TECHNOLOGY.



LISTENING SKILL Listen for contrasts

Sometimes speakers signal a contrast by using words such as:
nevertheless however in contrast

LESSON 4

READ ABOUT SHERLOCK HOLMES

1 BEFORE YOU READ

- A PAIRS** Do you like detective stories or police shows? Why or why not? What do you know about Sherlock Holmes?

I like shows about detectives because ... I think Sherlock Holmes was ...



- B ►06-18 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

figure out catch red-handed accuse a technique
analysis influence preserve rigorous

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 142



MARCOS ALVES

@MarcosA

Just read an article about Sherlock Holmes. I had no idea how much influence he had on the real world!

2 READ

- A PREVIEW** Look at the title and the photographs. What do you think the article is about?

- B ►06-19** Read and listen to the article. Was your prediction correct?

A Fictional Detective & REAL FORENSICS



A woman walks into a detective's office. The detective takes one look at her and says, "I see that you work at the factory in Smithfield." The woman is amazed as he explains that he has figured it out from the mud on her shoe and the color of her dress. But we in the audience aren't surprised. The detective is Sherlock Holmes, and his remarkable skills have been entertaining us since 1892, first in the books by Sir Arthur Conan Doyle, and in movies and television shows ever since. Everybody loves Sherlock Holmes. But what you may not realize is that even though he is a fictional character, he played a big role in the real history of forensic science.

Back when Conan Doyle started writing, criminals were usually arrested because they were caught red-handed or because they were accused by a witness. But because cities were getting busier and more crowded, crime was increasing. Conan Doyle studied medicine, and he believed that applying rigorous scientific methods to solving crimes could help authorities identify more criminals. So he wrote stories in which his Sherlock Holmes character used the latest techniques. And in some areas, Conan Doyle was way ahead of his time.

One way that Conan Doyle predicted real forensics was in his character's use of fingerprints. At that time, some police departments used a method for identifying criminals that involved measuring twelve characteristics of the body, like the length of the arm or the distance between the mouth and nose. Other departments used fingerprinting. Conan Doyle had Sherlock use fingerprint analysis in the story *The Sign of the Four* in 1890, and he made the right choice. London's police force began using fingerprint identification in 1901.

Conan Doyle was also ahead of his time when it came to typewriter analysis. In the 1891 story *A Case of Identity*, Sherlock Holmes solves a case because he is able to identify the specific machine that a typewritten letter came from. The amazing thing is that Conan Doyle wrote this story three years before the first time that

typewriter analysis was used in court—and around forty years before the FBI began using it officially.

Sherlock Holmes and his creator didn't just predict new developments; they actually influenced forensic scientists. The French detective Edmond Locard, who started the first forensics lab in the 1900s, was such a big fan that he asked his police science students to read the stories to understand the importance of preserving a crime scene.

>>

> Much of what Sherlock Holmes could do was not realistic—even the best detectives can't just look at a person and guess what he or she ate for breakfast. But Conan Doyle and his hero predicted forensics in surprising ways. And all you have to do is turn on the TV to see that our fascination with Sherlock Holmes, and 50 with forensic science in general, is still going strong more than 100 years later.



3 CHECK YOUR UNDERSTANDING

A Read the article again. According to the article, why are the Sherlock Holmes stories important? Circle the correct answer.

- a. They invented fingerprint and handwriting analysis.
- b. They predicted and influenced forensic science.
- c. They have entertained us for more than 100 years.

B Complete the sentences with information from the article.

1. At the time Arthur Conan Doyle started writing, criminals were usually caught red-handed or because _____.
2. Unlike many police departments, Holmes used _____ to identify criminals, instead of _____.
3. Conan Doyle _____ Locard with his ideas about _____.

C CLOSE READING Reread lines 27–37. Then answer the question.

1. What is the sequence of events? Number them in order.
 - ___ The FBI began using typewriter analysis.
 - ___ Sherlock Holmes used typewriter analysis in a story.
 - ___ Typewriter analysis was used for the first time in court.

D Read the Reading Skill. Go back to the article. Identify two examples of Sherlock Holmes being ahead of his time and one example of his influence on forensic scientists.

READING SKILL Identify examples

Writers include examples to illustrate their ideas and make them clear. Sometimes examples are introduced with phrases such as *like* or *for example*, but often they are not. They may just be specific stories that come after the general idea that they are illustrating.

E PAIRS What is the article about? Summarize the most important ideas in your own words.

The article is about how Sherlock Holmes ...

How else did Sherlock Holmes influence real forensics?



4 MAKE IT PERSONAL

A Who is your favorite fictional character? How has he or she influenced you or others? Take notes in the chart.

Character	Important actions or personality traits	Influence on you or others

B PAIRS Compare your ideas in 4A.

My favorite character is Spider-Man. He's a teenager who ...

I CAN READ ABOUT SHERLOCK HOLMES.

LESSON 5

WRITE ABOUT A CRIME



MARCOS ALVES

@MarcosA

When I read some crime stories, I have to wonder what people are thinking.

1 BEFORE YOU WRITE

- A** Have you read newspaper articles about crimes?

What information is important to include in an article about a crime?

- B** Read the newspaper article about a local crime. What crime was committed?

Middletown News

POLICE PUZZLED BY GREEN GOLF BALLS

Middletown Police are investigating a series of incidents that occurred in Davis Park downtown. According to Police Chief May Fowler, one or more people have been playing golf in the park after the park closes and leaving behind dozens of green-colored golf balls.

Fowler said the incidents occurred over the last three nights. The Middletown Parks Department (MPD) staff arrived at the 20-acre park, which is located across from the town hall, and found the grounds covered with approximately 200 golf balls—all green in color. The Parks Department staff arrives at Davis Park every morning at 5:30 a.m. to empty the garbage cans, perform landscaping duties, and set up for any events that day.

“The Parks Department staff doesn’t have time to pick up all of these golf balls, and no one is supposed to be in the park after closing time anyway,” Fowler said.

The golf balls are not only a waste of time for the MPD, but they also pose a danger for users of the park who run and bike through the park. Yesterday one early morning jogger tripped and hurt his ankle because he didn’t see the ball in the grass.



Chief Fowler reported that officers have found several pieces of evidence, including a golf club, and are processing them for fingerprints. The charges could include vandalism (damaging public property) and littering. The police are not planning to arrest anyone—they just want the golfing to stop.

2 FOCUS ON WRITING

- A** Read the Writing Skill. Underline the information in the article: who do police think committed the crime; what was the crime; when was the crime committed; where was the crime committed; how was the crime committed.

WRITING SKILL Use the 5 Ws and how

In a news story, always include the 5 Ws—who, what, when, where, why—and how. These are the most important facts, and they are usually presented at the beginning of a news story. Without these facts, the reader may not understand the news story correctly.

- B** Read the newspaper article again. Complete the chart with information about the crime.

Who?	What?	When?	Where?	Why?	How?
Any other important details					

3 PLAN YOUR WRITING

- A** Think of a crime that you saw on the news or a TV show or use your imagination to think of your own idea. What are the 5 Ws of the crime? Complete the chart with information about the crime.

Who?	What?	When?	Where?	Why?	How?
Any other important details					

- B PAIRS** Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.
Your crime story is interesting, but you should include information about ...

4 WRITE

Write about a crime that you saw on the news or a TV show or your own idea. Make sure you include information about the 5 Ws and also other important details that the reader should know. Use the newspaper article in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange articles and read your partner's story.
- Underline the 5 Ws. Are the 5 Ws all near the beginning of the article?
 - Are the 5 Ws written in a way that is easy to understand?
 - Put a check mark (✓) next to the other important details. Are all the details included important to the story or not?
- B PAIRS** Can your partner improve his or her newspaper article? Make suggestions.

Revising tip

Review your writing multiple times. Each time look at a different specific thing.



6 PROOFREAD

Read your newspaper article again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE ABOUT A CRIME.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** 06-20 Listen or watch. What is the topic of the presentation?



- B** 06-21 Listen or watch again. Answer the questions.

1. What were the criminals trying to do?

Criminal 1: _____

Criminal 2: _____

2. What mistakes did they make?

Criminal 1: _____

Criminal 2: _____

- C** Read the Presentation Skill. How can you practice making eye contact?

- D** Make your own presentation.

Step 1 Find information about criminals who made mistakes.

- What were the criminals trying to do?
- What mistakes did they make?

Step 2 Prepare a two-minute presentation about criminals who made mistakes.

Bring an item or picture that is related to the mistakes.

Step 3 Give your presentation to the class. Remember to make eye contact with your classmates. Answer questions and get feedback.



PRESENTATION SKILL

Make eye contact

People in an audience pay more attention when a speaker is connecting with them. Make eye contact for a few seconds with several people in the audience to show that you are focused on them and to keep their attention.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- Describe a crime
- Talk about law and order
- Discuss crime-solving technology

Vocabulary

- Crime and criminals
- The legal process

Conversation

- Keep your listener interested

Pronunciation

- The letters -se

Listening

- Listen for contrasts

Grammar

- Past perfect
- Present perfect passive
- Do / did as a verb substitute

Reading

- Identify examples

Writing

- Use the 5 Ws and how

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



7

DID YOU SEE WHAT SHE'S WEARING?

LEARNING GOALS

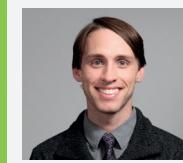
In this unit, you

- ◎ talk about people's clothes
- ◎ talk about clothing repairs
- ◎ discuss fashion and attitude
- ◎ read about a fashion designer
- ◎ write about personal style



GET STARTED

- A** Read the unit title and the learning goals.
- B** Look at the photo. What's going on?
- C** Now read Ed's message. Do you watch award shows?



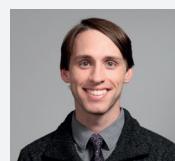
ED MILLER

@EdM

The awards are on tonight. Can't wait to see if *Circle of Kings* won something!

LESSON 1

TALK ABOUT PEOPLE'S CLOTHES



ED MILLER

@EdM

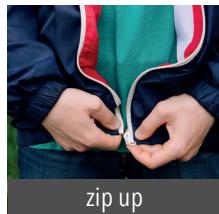
Watching the red carpet interviews. There are some pretty interesting outfits this year!

1 VOCABULARY Clothing verbs and adjectives



A 07-01 Listen and repeat.

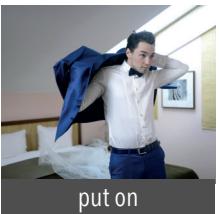
Verbs related to clothing



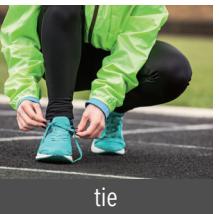
zip up



take off



put on



tie



button



Adjectives to describe clothing



tight



loose



long-sleeved



short-sleeved



sleeveless



floral



striped



plaid



polka-dotted



solid blue

B Write short answers to the questions.

- Did you zip up a clothing item this morning? Which one? _____
- What clothing item do you take off first when you get home? _____
- Is anyone in your class wearing something floral, striped, or plaid? _____
- Do you prefer wearing tight clothing or loose clothing? _____
- Do you prefer wearing long-sleeved, short-sleeved, or sleeveless shirts? _____

C PAIRS Ask and answer the questions in 1B.

2 GRAMMAR Reduced defining relative clauses

Relative clauses with *be* + verb + *-ing* can be shortened by deleting *who* or *that* and the verb *be*.

Full	I see a guy	who is tying his shoe	
Reduced		tying his shoe	over there.
Full	Do you know the woman	that is talking to Maria?	
Reduced		talking to Maria?	
Full	The people	who are standing in the back	
Reduced		standing in the back	look bored.
Full	He bumped into a woman	who was holding a glass.	
Reduced		holding a glass.	



>> FOR PRACTICE, GO TO PAGE 143

3 PRONUNCIATION

- A** 07-02 Read and listen to the pronunciation note.
- B** 07-03 Listen. Notice the emphatic stress on the words with capital letters.
Her dress is GORGEOUS! Of COURSE I am.
- C** 07-04 Listen. Underline the words with emphatic stress. Then listen again and repeat.

A: Aren't you freezing in that light jacket? It's cold.

B: Yes, but it was warm when I left home. The weather is crazy.

Emphatic stress

Sometimes we want to emphasize a word to show a strong feeling or to focus on a difference. To do this, we use very strong stress to emphasize the word. The word should be longer and louder than other words. The voice is usually high over the stressed syllable.

4 CONVERSATION

- A** 07-05 Listen or watch. What are they talking about?
- B** 07-06 Listen or watch again. Answer the questions.
 1. What is Stella Davina wearing?
 2. What does Amanda Morgan do in the video Paula is watching?
 3. What does Ed realize about Paula's video?
- C** 07-07 **FOCUS ON LANGUAGE** Listen. Complete the conversation.

Paula: Who is that woman _____?

Her dress is gorgeous.

Ed: Uh, which one?

Paula: The blonde woman _____
the guy in the plaid jacket.



Why does Paula like awards shows? Do you like awards shows? Why or why not?



5 TRY IT YOURSELF

- A** **THINK** Student A: Write names for Picture A. Student B: Write names for Picture B.



- B** **PAIRS** Ask and answer questions about the people in your partner's picture. Student A: Ask about the person by describing something he or she is doing. Student B: Ask a question to be sure you understand. Then write the names.

A: Who's the woman wearing the floral dress?

B: The one holding a microphone?

A: Yeah.

B: That's Kay. K-A-Y.

- C** **EVALUATE** Tell the class your opinion of the people's clothing.

I CAN TALK ABOUT PEOPLE'S CLOTHES.



LESSON 2

TALK ABOUT CLOTHING REPAIRS



ED MILLER

@EdM

I never realized how complicated photo shoots are!

1 VOCABULARY Clothing repair

- A** Look at the clothing facts. What do you do with old clothes? Do you repair them? Recycle them? Throw them away?

OUR CLOTHING BY THE NUMBERS



It takes 700 gallons of water to make one cotton shirt.



Clothes can take up to 40 years to decompose.*



Shoes can take up to 1,000 years to decompose.



95% of clothing can be recycled.



70% of people in the world wear used clothing.

*be slowly destroyed by a natural process; break down

- B** 07-08 Read the advertisement. Then listen and repeat the vocabulary words.

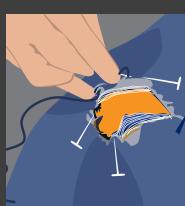
Do your clothes
need repair?



If it's too loose,
we can **take it in**.

If it's too tight,
we can **let it out**.

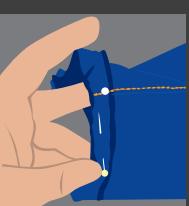
We can:



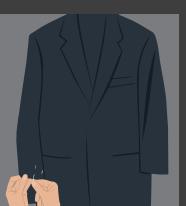
repair holes



replace zippers



hem pants



lengthen sleeves



do other sewing



and **dry clean!**

- C** **PAIRS** Talk about the tailor's services. Are they difficult to do? Would you do these things yourself or pay someone else to do them?

A: I think hemming pants is easy. I've done it myself, but I've never paid for it.

B: I don't know how to replace a zipper. I would pay someone to do it, or ask my aunt.

2 GRAMMAR Passive causatives

Use passive causatives to talk about having things done by other people.

	Get / have	Subject	Participle	
They need to	get	the light	fixed.	
Did you	get	your suit	dry cleaned?	
I hope the models	have	their makeup	done	on time.

Note: Causatives get and have mean the same thing.



>> FOR PRACTICE, GO TO PAGE 144

3 CONVERSATION SKILL

- A** 07-09 Read the conversation skill. Listen.
Notice how the speakers accept compliments.
1. A: Did you get your hair cut? It looks great!
B: That's so nice. Thank you.
 2. A: You're an excellent artist.
B: Thanks! That's kind of you to say.

Accept compliments

Use expressions like these to accept a compliment. You can say *thanks* or *thank you* before or after these expressions.
That's sweet of you.
That's kind of you to say.
That's so nice.

- B** Complete the compliments. Then take turns saying them to a partner and accepting them. Use the language from the conversation skill box.
1. You're an excellent _____.
 2. Where did you buy that _____? It's really nice.
 3. You're very _____.

4 CONVERSATION

- A** 07-10 Listen or watch. What are they talking about?
- a. what happened at the photo shoot
 - b. why the photo shoot is happening Wednesday
 - c. where they are going to find different models
- B** 07-11 Listen or watch again. Answer the questions.
1. What compliment does Ed give to Leti?
 2. What's the problem with the room?
 3. What are Ed and Leti going to do later?
- C** 07-12 FOCUS ON LANGUAGE Listen. Complete the conversation.



Do you think Leti is upset about things not being ready for the photo shoot? Have you ever had a problem because someone wasn't prepared? How did you react?



Leti: Let's see ... Mindy's skirt is too loose, so we need to _____. John spilled something on his jacket, so we need to _____. Marta broke the zipper on her pants, so we need to _____.
Ed: Oh, boy.

5 TRY IT YOURSELF

- A** **THINK** Make a list of four clothing items (real or imaginary) that you want to have fixed.
- B** **ROLE PLAY** Student A: You're the customer. Explain to the tailor what the problem is and what you want done. Student B: You're the tailor. Tell the customer whether you can make the repair and how much it will cost.
- A: I need to get these pants hemmed.
B: I can do that. It will be \$10.
- C** **ANALYZE** Share the clothing problems with the class. Talk about whether you would really have the items repaired, repair them yourself, or throw them out and why.



I CAN TALK ABOUT CLOTHING REPAIRS.

LESSON 3

DISCUSS FASHION AND ATTITUDE



ED MILLER

@EdM

First big project after my promotion.
I'm so nervous. Maybe I should wear
a superhero T-shirt!

1 BEFORE YOU LISTEN



A ►07-13 VOCABULARY Listen.

Then listen and repeat.

confident: believing you can do something well and without feeling nervous

physically: related to your body, not your mind

an attitude: the way you think or feel about something

a negotiator: someone who negotiates

negotiate: to talk about something in order to get an agreement

traditional: based on ideas and ways of doing things that have existed for a long time

a social life: the time you spend enjoying yourself with friends

socialize: to spend time with people for fun

B Complete the sentences with the words in 1A. Use each word only once.

- When you buy a new car, you need to _____ to get a good deal.
- It's _____ in many countries for businesspeople to wear dark-colored suits.
- I like to _____ with my co-workers at a restaurant after work.
- Of course your job is important, but your _____ is important, too.
- A good athlete must be _____ strong.
- My boss is an excellent _____. He always gets the best deals.
- It's easier to do a good job if you feel _____.
- Carol is always smiling and never gets upset at work. She has a great _____.

C PAIRS Discuss the questions.

- Are you a good negotiator? How do you feel when you have to negotiate something?
- Do you think you have a good balance between your social life and work or school? Why?
- Where do you feel the most confident (for example, at work, when you are socializing)? Why?
- What day of the week do you socialize the most? Why?
- Would you describe your clothing style as traditional? Why or why not?
- Do you think you have a good attitude toward school? Explain.

2 GRAMMAR *Would rather (than)*

Use *would rather (than)* to talk about preferences.

	Would	Rather	Base verb		
I	would	rather	be	comfortable	(than fashionable).
He	would	rather	stay	home	(than go out).
You	would	rather not	wear	a suit	(than wear one).

Note: In speaking and informal writing, we usually use contractions with subject pronouns and *would*. *I'd* rather wear a T-shirt.



>> FOR PRACTICE, GO TO PAGE 145

3 LISTENING



A ►07-14 Listen or watch. What is the speaker's main idea?

- It's important to dress formally at work.
- Choose the right clothing for the right situation.
- You'll feel more confident if you wear a suit.



B ►07-15 Read the Listening Skill. Listen or watch again.

Complete the sentences giving the speaker's opinions.

- _____ , your clothing can be the key to feeling good, making a good impression on others, and being successful.
- So _____ that if you need to negotiate—for example, if you're buying a car—dress formally.



C ►07-16 Listen or watch again. Complete the sentences with the words in the box.

confident formally friendly red sneakers

- People who wear superhero shirts feel more _____.
_____.
- Athletes wearing _____ are able to lift heavier weights.
_____.
- People dressed _____ did better on tests of their thinking.
_____.
- People thought a professor wearing red _____ was more intelligent.
_____.
- Wearing business clothes can make people seem less _____.
_____.

D VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean?

- Studies have shown that when people dress in business clothing, they do better on tests. Basically, when you dress more formally, your mind is sharper.
- When they saw pictures of a university professor wearing red sneakers, they thought he was more competent and a better teacher than a professor in traditional dress shoes.
- Some offices have "casual Fridays," where people dress informally at work once a week. That may not be ideal for Friday negotiations, but it's great for creating a friendly workplace.

E PAIRS Compare your answers in 3D.

4 DISCUSSION

A THINK What clothes make you feel the most confident in different social situations? Write the clothing items in the chart.

A fancy party	A movie night with friends	A dinner with co-workers

B DISCUSS In small groups, talk about your ideas in 4A.

I have a black dress and high heels that I like to wear to parties. I might wear the same thing to dinner with co-workers. I'd rather be too formal than too casual.

C COMPARE As a class, discuss the clothes that people like to wear in each situation. Are they the same or different? Why?

I CAN DISCUSS FASHION AND ATTITUDE.



LESSON 4

READ ABOUT A FASHION DESIGNER



ED MILLER

@EdM

Just read an article about a fashion designer. Her job is pretty great in some ways, but I wouldn't want to do it.

1 BEFORE YOU READ

- A PAIRS** What makes a job interesting? Make a list of three ideas and share them.

I think a job is interesting if you meet new people ...



- B ►07-17 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

a bridal gown fabric a ritual specialize (in) decorative a rough sketch a fitting room

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 145

2 READ

- A PREVIEW** Look at the title and the photograph. How do you think she spends her day?

- B ►07-18** Read and listen to the article. Was your prediction correct?



A Day in the Life of

a Fashion Designer

Clarissa Chen grew up in Hong Kong, the child of a talented dressmaker and a businessman, and she absorbed both of her parents' interests. After receiving her master's degree in fashion design in 5 London, she worked for a design house for a few years but soon decided that she wanted to open a business of her own. Now she owns a shop in London where women go to have bridal gowns and other special-event dresses designed and made. We asked Clarissa what a day is like for someone with such an unusual profession.

15 **8:00 AM** I start the day at my desk, drinking coffee and going through my email. Then I wander through the shop to make sure that everything is ready for the day. I look over the fabric room and check the sewing machines—it's a kind of starting-the-day ritual for me.

20 **9:00** The three tailors come in. They all operate the sewing machines, but I have one tailor who specializes in hand sewing, and she does most of the decorative needlework on the dresses.

25 **9:30** My front desk manager, Kayla, comes in. She opens the shop and takes care of fabric orders and, most importantly, answers the phone. When they schedule an appointment, the clients tell Kayla about what they want and how soon they'll need it. This helps me prepare for meeting them.

30 **10:00** My first client comes into my office, and we talk about the style, color, and fabric for her dress. I really enjoy this process. Helping clients turn their ideas into a design is the most creative part of my job. I make a rough sketch, and then we go into the fitting room and I take measurements. I usually see two or three clients in the morning.

12:00 PM The shop closes, and everyone goes to lunch. I eat at my desk and talk to clients.

35 **1:00** I spend an hour or two sewing after lunch every day. It was my love of sewing that got me into this profession in the first place, so I make sure I still make time for it.

3:00 In the afternoon, I see three or four more clients. Then Kayla and I work on the calendar to arrange work schedules for the next week.

6:00 Kayla closes up the shop and she and the tailors go home.

40 **7:30** I go home, eat dinner, watch a little TV, and go to bed. I'm tired after a long day, but I spend my time being creative, making beautiful things, and working with people. I wouldn't trade this life for anything!

3 CHECK YOUR UNDERSTANDING

A Read the article again. Which statement describes Clarissa's life?

- a. She works long days but loves her work.
- b. Her work is easy but not very interesting.
- c. She likes her work but wishes she had more free time.

B Circle the correct answers, according to the article.

1. How many clients does Clarissa see every day?
 - a. two to four
 - b. three to five
 - c. five to seven
2. What does Kayla do?
 - a. She meets with clients, helps the tailors, and does hand sewing.
 - b. She takes care of the email and checks the sewing machines.
 - c. She orders fabric, arranges schedules, and answers the phone.
3. Which things does Clarissa really enjoy?
 - a. sewing and working with clients to design dresses
 - b. taking measurements and arranging the work schedule
 - c. looking over the fabric room and talking to clients on the phone



C CLOSE READING Reread lines 1-11. Then circle the correct answers.

1. What does *she absorbed both of her parents' interests* mean?
 - a. She enjoyed all of her parents' hobbies.
 - b. She became interested in dressmaking and business.
 - c. Her parents spent a lot of time with her when she was a child.
2. What part of Clarissa's career path was probably influenced by her father?
 - a. receiving a master's degree in fashion design
 - b. working for a design house for a few years
 - c. deciding to open a business of her own

D Read the Reading Skill. Go back to the article and underline the reasons that Clarissa Chen likes working with clients, makes time for sewing, and wouldn't trade her life for anything.

E PAIRS What is the article about? Summarize the most important ideas. Use your own words.

The article is about how a fashion designer spends her day. She ...

READING SKILL Identify reasons

Writers often use words such as *so* and *because* to connect reasons with the ideas they support. However, sometimes the relationship between two ideas is very clear and the reader is expected to make the connection without one of these words.

How do people become fashion designers?



4 MAKE IT PERSONAL

A If you had a job like Clarissa Chen's, what would you like about it? What wouldn't you like about it? Take notes in the chart.

Pros	Cons

B PAIRS Compare your ideas in 4A.

One good thing about her job is that she is her own boss, but ...

I CAN READ ABOUT A FASHION DESIGNER.

LESSON 5

WRITE ABOUT PERSONAL STYLE



ED MILLER

@EdM

Shopping for new work clothes!
What kind of outfit says
“professional, but still cool”?

1 BEFORE YOU WRITE

- A** How would you describe your personal clothing style? Do you think having a personal style is important?
- B** Read the responses to a question online. Who is Mateo's style idol? Who is Kristen's?

TODAY'S STYLE: WHO'S YOUR STYLE IDOL?

Have you heard the saying “The clothes make the man”? Personal style is important. What we wear can tell the world a lot about who we are, what we think, and what is important to us. So we asked our readers: Who is your style idol—the person whose clothing style you like best? Here are some of their responses:



Mateo Diaz, 30

Without a doubt, my personal style idol is my co-worker, Luis. Luis has a good job, but he is not rich and can't afford extremely expensive clothes. However, he always looks like he stepped out of a magazine! At work, he always looks professional, but he still looks cool and individual, like a classic movie star. For example, he'll wear a nice pair of dark jeans, a dark blue suit jacket, and a white shirt. Each of these items is kind of plain, but they are always perfectly tailored. And he always wears his clothes with confidence, which, as far as I'm concerned, is the most important thing.



Kristen Walters, 28

Personal style is so important in today's world, and in my mind, clothing is a way to communicate your personality. My sister, Violet, is a great communicator! She has a fun, vintage style. She shops at vintage clothing stores and always finds something colorful and unique. My favorite outfit of hers is a gold jacket that she wears with a bright shirt and hat. Her style tells the world that she is a creative and friendly person. I love that!

- C** Read the responses again. Complete the chart with information from the responses.

Person	Style	Examples	Why he or she likes it

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the text in 1B. Circle the phrases that show that the writer is expressing his or her opinion and underline the opinion he or she is giving.

WRITING SKILL Express opinions

When you give an opinion, use words and phrases such as *without a doubt*, *as far as I'm concerned*, and *in my mind*. These phrases show you are saying how you personally feel about something, even if other people might disagree.

3 PLAN YOUR WRITING

- A** Think of someone you know or a celebrity who has a personal style that you really like. Complete the chart with information about this person's style.

Person	Style	Examples	Why I like it

- B** **PAIRS** Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

Can you give another example ...

4 WRITE

Write a response to the question "Who's your style idol?" Make sure you use phrases that make it clear that you are giving your opinion. Use the responses in 1B as a model.

Drafting tip

Don't be afraid of making mistakes in your first draft. Let your ideas come out, and don't worry too much about spelling and grammar. You can always fix your mistakes later.

5 REVISE YOUR WRITING

- A** **PAIRS** Exchange and read each other's responses.

- Underline the type of style. Is it clear what it is?
- Put a check mark (✓) next to examples of the style.
Can you clearly imagine what the person wears?
- Circle any words or phrases that show the writer is expressing an opinion.

- B** **PAIRS** Can your partner improve his or her response? Make suggestions.

6 PROOFREAD

Read your response again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE ABOUT PERSONAL STYLE.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** 07-19 Listen or watch. What is the topic of the presentation?



- B** 07-20 Listen or watch again. Answer the questions.

1. What do the people in Misaki's examples wear?
Person 1: _____

Person 2: _____

2. Do the people's clothes match reality? Why or why not?
Person 1: _____

Person 2: _____



- C** Read the Presentation Skill. What kind of information should you write on note cards?

- D** Make your own presentation.

Step 1 Brainstorm examples of how the meaning of the expression "Don't judge a book by its cover" can be applied to someone's clothing.

Step 2 Prepare a two-minute presentation about this idea using your examples. Bring an item or picture that is related to your examples.

Step 3 Give your presentation to the class. Use notes to help you remember what to say. Answer questions and get feedback.

PRESENTATION SKILL

Use notes

To remember what you want to say and the order you want to say it in, write notes on note cards. Write only key words—not sentences—so you don't just read from the cards.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- Talk about people's clothes
- Talk about clothing repairs
- Discuss fashion and attitude

Vocabulary

- Verbs related to clothing
- Adjectives related to clothing
- Clothing repair

Conversation

- Accept compliments

Pronunciation

- Emphatic stress

Listening

- Listen for opinions

Grammar

- Reduced defining relative clauses
- Passive causatives
- Would rather (than)

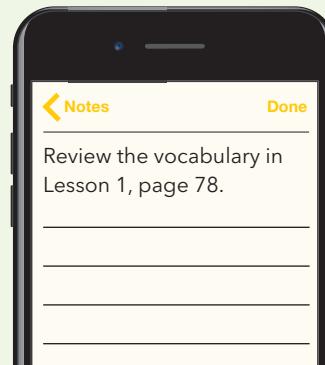
Reading

- Identify reasons

Writing

- Express opinions

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



8

DO I NEED TO INSTALL SOMETHING?

LEARNING GOALS

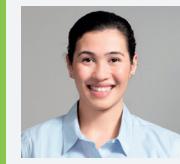
In this unit, you

- ◎ talk about regrets
- ◎ describe using a computer
- ◎ discuss social media and friendship
- ◎ read about a high-tech city
- ◎ write about a new technology



GET STARTED

- A** Read the unit title and the learning goals.
- B** Look at the photo. What's going on?
- C** Now read Paula's message. What kind of week is Paula having?



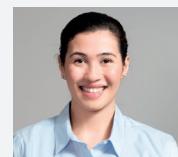
PAULA FLOREZ

@PaulaF

Ever feel like your computer is taking up all of your time? I'm having one of those weeks. 😦

LESSON 1

TALK ABOUT REGRETS



PAULA FLOREZ

@PaulaF

I'm not bad with technology, but sometimes I think I should learn more.

1 VOCABULARY Technology

- A 08-01 Read the website. Then listen and repeat the vocabulary words.

TECHNOLOGY INSTITUTE

Learn the latest **software**: Graphic design, video editing, and more! We have the latest **versions** of all of the **programs** you're interested in.

Coding classes: Learn how to **code** and then build your own **apps**!

Basic Instruction: Learn how to protect your computer from **viruses** and how to set up your home **network**.

More interested in **hardware**? We have classes in computer repair!

apps (applications) **a virus**

a network **hardware**

- B Complete the sentences with the words in 1A.

1. Apps and programs are kinds of _____. They tell a computer what to do.
2. The computer _____ is made of plastic and metal.
3. _____ is short for "application." It's a _____ designed to do a specific thing, like tell you the weather.
4. Computers in an office or in a home are usually connected by a private _____.
5. If you want to program a computer, you need to learn how to _____. There are a lot of schools that offer classes in _____.
6. Technology is changing all the time, so new _____ of software come out frequently.
7. _____ can cause a lot of damage to computer software.

- C PAIRS Discuss the questions.

1. What apps do you use the most?
2. Are you interested in learning how to code? In computer hardware?
3. How do you protect your computer from viruses?

2 GRAMMAR Wish / If only to express regrets

Use *I wish / If only* + past perfect to describe regrets you have about things you did or didn't do in the past.

Subject	Wish	Subject	Past perfect		If only	Subject	Past perfect	
I	wish	I	had paid attention	to the teacher.	If only	I	had studied	coding.
She	wishes	she	hadn't missed	the class.	If only	we	had arrived	earlier.



>> FOR PRACTICE, GO TO PAGE 146

3 PRONUNCIATION

A 08-02 Read and listen to the pronunciation note.

B 08-03 Listen. Notice how the auxiliary verb *had* is pronounced. Then listen again and repeat.

If only I'd paid more attention.

If only Jasper had studied harder.

Ana wishes she'd taken the coding class.

I wish the app had worked better.

If only they hadn't been late.

C 08-04 Listen. If you hear the past perfect auxiliary verb ('d, had, hadn't), write it in the blank.

1. a. We _____ studied coding.

b. We _____ studied coding.

2. a. I wish I _____ sent that email.

b. I wish I _____ sent that email.

Contractions of the auxiliary *had*

In the past perfect, *had* is usually contracted after pronouns: *I'd*, *you'd*, *he'd*, *she'd*, *we'd*, *they'd*. The /d/ is short. Do not pause or add a vowel after the contraction.

After nouns, *had* may be reduced to /ɪd/ and linked closely to the words around it:

I wish Peter /ɪd/ seen it.

The negative past perfect auxiliary *hadn't* is stressed: *I hadn't seen the movie.*

4 CONVERSATION



A 08-05 Listen or watch. What are they talking about?

a. Ahmet's school days

b. Paula's regrets

c. their experiences at work



B 08-06 Listen or watch again. Answer the questions.

1. What does Ahmet like about his job?

2. What does Ahmet say about learning to use the design software?

3. What advice does Ahmet give Paula?



C 08-07 FOCUS ON LANGUAGE Listen. Complete the conversation.



Do you agree with
Ahmet's advice?
Why or why not?

Paula: I wish _____ more about computers when I was in school. I don't know anything except for, you know, basic office programs.

Ahmet: Really?

Paula: Yeah. A lot of my friends were into technology, but I was never really interested. Now they're all working as programmers at tech companies and making a lot of money. And I think to myself, "If only _____ to code!"

5 TRY IT YOURSELF

A PAIRS Brainstorm a list of problems you or someone you know has with technology.

B ROLE PLAY Explain the problems. Talk about something you wish you or the other person had done to avoid them.

I don't know how to fix my computer. I wish I'd taken a basic repair class.

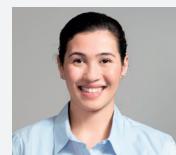
C ANALYZE Tell your problems and regrets to the class. Discuss which problems are the easiest and most difficult to solve.

I CAN TALK ABOUT REGRETS.



LESSON 2

DESCRIBE USING A COMPUTER



PAULA FLOREZ

@PaulaF

I have to learn some new software at work. I hope it's not too complicated!

1 VOCABULARY Using software

- A 08-08 Read the instructions. Then listen and repeat the vocabulary words.

There's a new version of our file management software! To **update** your program, follow these instructions:

First, follow this **link**. Then **scroll** down the page to FileManage 6.0 and choose **install** from the **drop-down menu**.

Select the **folder** where you want to install the program.

When it's finished **downloading**,

restart your computer.

Click on the **FM icon** to open the program.

Then you'll be ready to **upload** and organize your **files**.

- B Write the words in the chart.

Things on a computer	Things you do on a computer

- C PAIRS Think about a program or an app you use. Explain to your partner how to get it and how to use it. Use words in 1A.

I use an app to see the basketball scores. You click on the icon to open it, and then you click on a drop-down menu and choose the game you want to check.

2 GRAMMAR Showing purpose

Use *(in order) to + base verb* and *for + noun or gerund* to show purpose.

	In order	To	Base verb	
You have to click on the link	(in order)	to	update	your software.
We use this program			organize	our files.
	For	Noun or gerund		
Click on this link	for	information about the new software.		
We use this program		managing files.		

>> FOR PRACTICE, GO TO PAGE 147



3 CONVERSATION SKILL

- A** ►08-09 Read the conversation skill. Listen. Notice how the speakers respond to gratitude.

1. A: Thank you so much!
B: It's not a problem—glad to help.
2. A: I really appreciate this.
B: My pleasure.

Respond to gratitude

When someone thanks you for doing something, use these phrases to respond:
Glad to help.

(It's) not a problem.

My pleasure.

Don't mention it.

- B** Walk around. Talk to five people. Take turns expressing gratitude and responding.

4 CONVERSATION



- A** ►08-10 Listen or watch. Who figures out how to solve the problem?



- B** ►08-11 Listen or watch again. Answer the questions.

1. What is Paula trying to do?
2. What does Marcos suggest she do to update her computer?
3. Why doesn't Marcos know a lot about file management programs?



- C** ►08-12 **FOCUS ON LANGUAGE** Listen. Complete the conversation.



Marcos: Now open this _____, and scroll down to Carla's name.

Paula: Yeah, I got that. But when I try to add the file, nothing happens.

Marcos: Oh. Huh. That should work.

Paula: Wait a second, what's this icon? Oh! I get it. _____ in her folder, I need to click *here* and then choose "upload file" from the drop-down menu.

Why is Paula happy at the end of the conversation? When you have computer problems, do you try to figure them out yourself or ask for help? Why?

5 TRY IT YOURSELF

- A** **THINK** Add two more ideas to the list of technology tasks.

- upload a new profile picture
- organize files on your computer
- _____
- _____

- B** **PAIRS** Choose a task from 5A. Explain how to perform the task. Use *(in order) to + base verb* or *for + noun / gerund* to show the purpose of each step.

First, go to the photos on your phone to find a picture you like. Open your social media app and click on your profile in order to see the "Edit Profile" button.

- C** **COMPARE** Choose one partner's task and say the instructions for the class. See if everyone agrees about the steps.



I CAN DESCRIBE USING A COMPUTER.

LESSON 3

DISCUSS SOCIAL MEDIA AND FRIENDSHIP



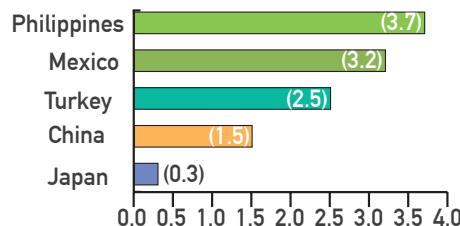
PAULA FLOREZ

@PaulaF

Did you know most people have about 15 close friends?

1 BEFORE YOU LISTEN

- A** Look at the chart. How does your time on social media sites compare to the averages in these countries?



Hours Spent
on Social
Media
Every Day



- B** 08-13 VOCABULARY Listen. Then listen and repeat. Do you know these words?

offend: to make someone angry or upset
stay in touch: to continue to communicate with someone who does not live near you
an anthropologist: someone who studies people
consider: to have an opinion about something
lose touch: to not stay in touch
cut off: to end a connection with someone or something
face-to-face: in person, not over the phone or internet

- C** 08-14 Listen to the story. Then complete the sentences. Use words in 1B in your answers.
Use correct verb tenses.

1. Carlos is a(n) _____.
2. When Teruko moved back to Japan, she and Carlos _____.
3. When Teruko didn't send him a birthday message, Carlos was _____.
4. This year, they have _____.
5. Carlos _____ Teruko to be a wonderful person and friend.
6. Next year, they plan to meet _____.

2 GRAMMAR Even to emphasize a point

Use even or not even to stress an idea or emphasize a point. In most cases, place even between the subject and the main verb or after the auxiliary verb.

Subject	Auxiliary verb	(Not) even	Main verb	
Time spent online	can	even	damage	your relationships.
You	may	not even	be spending	enough time with your husband or wife.

Place even after the verb be when it is the main verb.

There is	even	a study about that.
----------	------	---------------------

You can sometimes place even before words, phrases, and clauses you want to emphasize.

He remembers friends' birthdays,	even	those he doesn't see very often.
----------------------------------	------	----------------------------------



>> FOR PRACTICE, GO TO PAGE 148

3 LISTENING



- A** **►08-15** Listen or watch. Which statement matches the speaker's point of view?

- People feel better when they have a lot of friends on social media.
- Most friendships are not as close anymore because of social media.
- Social media is good for casual friendships but not for close friendships.



- B** **►08-16** Read the Listening Skill. Listen or watch again. Complete the sentences referring to sources.

- _____ , we don't realize how important human touch is to us.
- _____ that people who spend a lot of time online are lonelier than those who spend less.



- C** **►08-17** Listen or watch again. Complete the sentences with the words in the box.

casual deeper shared close
damaged good

- Most people have about 15 _____ friends and about 50 _____ friends.
- Because of social media, we don't lose touch with our _____ friends anymore.
- Social media doesn't make your close friendships _____.
- Face-to-face friendships give people _____ experiences.
- Important relationships can be _____ by too much time spent online.

- D VOCABULARY EXPANSION** Read the sentences. What do the underlined expressions mean?

- Recently, my friend Anita unfriended 200 people on social media. She just deleted them from her contacts list.
- The outer group—around 100 people or so—are casual friends.
- Your friend patting you on the back when you're down can comfort you in a way that no on-screen conversation can.

- E PAIRS** Compare your answers in 3D.

4 DISCUSSION

- A THINK** Make a list of how social media affects your friendships in good and bad ways.

keep in touch with old friends
sometimes argue with friends online

- B DISCUSS** Share your ideas in small groups and decide if you would like to have fewer online friends or spend less or more time on social media.

A: Do you think you spend too much time on social media?

B: No, I think I spend about the right amount of time online—I still have lots of time to see friends face-to-face.

- C COMPARE** How many people in the class feel that social media sometimes has a negative effect on their friendships? How many don't?

LISTENING SKILL Listen for sources

Speakers often refer to sources, either by name or in general, using expressions like these:

According to (Smith), ...

Psychologists say ...

Scientists have found ...

Studies have shown ...

In a 1990 study, (Jones) found ...



I CAN DISCUSS SOCIAL MEDIA AND FRIENDSHIP.

LESSON 4

READ ABOUT A HIGH-TECH CITY

1 BEFORE YOU READ

- A PAIRS** What are some problems of living in a city? How can city planners make them better?

One problem of living in a city is ...



- B** **VOCABULARY** Listen. Then listen and repeat. Do you know these words?

a structure efficient modular revolutionary a resident
an alternative a pedestrian a sensor monitor unique

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 148



PAULA FLOREZ

@PaulaF

I just read an article about a new high-tech city. Sounds interesting, but I'm not sure I'd want to live there.

2 READ

- A PREVIEW** Look at the title and the picture. What do you think the "city of tomorrow" is like?

- B** **08-19** Read and listen to the article. Were your predictions correct?

City of Tomorrow

Greenville is not a place you want to walk at night. Few people live there, nobody shops there, and it's full of empty apartment buildings and factories. But if 5 technology giant CITtech gets its way, all of that will be changing very soon.



The first part of CITtech's plan is to replace most of the existing structures with new housing, commercial buildings, and streets, and to build a revolutionary new transportation system.

As you would expect, all of the new buildings will be high tech and energy efficient. They will also be modular. That means that each building will be constructed from pre-made sections, similar to building blocks. This 15 revolutionary approach means that if more space is needed, it will be easy to add another room.

The city's residents will share a large group of self-driving vehicles, so fewer people will have to own their own cars. And, as a cheaper alternative to the cars, driverless buses 20 will run on all of the main streets. There will also be a large network of tunnels beneath the city used by robots to remove and sort trash and deliver mail and packages. This will keep service and delivery vehicles off the city streets, making traffic lighter. CITtech believes that the efficient 25 traffic system will allow the streets to be narrower and the sidewalks wider, making the city better for pedestrians.

Creating an efficient city requires more than buildings and roads. The real key to Greenville's success will be the sensors built into every structure. These sensors will 30 gather data that can be used to improve services. For example, sensors will monitor how much waste people are producing, and how much water and electricity they use, which means that the city will always know when and where more service is needed. For example, the trash collectors won't waste time picking up empty bins and will 35 go where the most trash is found. For residents, this will mean no waiting for services.

>>

> The streets and sidewalks will also have sensors and cameras that will monitor car and pedestrian traffic. Imagine that a large group of people gathers at a bus stop. That information will be gathered by the system so additional buses can be added. And when the traffic sensors detect heavy traffic, the city's driverless cars will automatically take a different route.

A lot of cities are employing smart technologies these days, but Greenville will be unique because of its efficient traffic system and the large amount of data about the residents. This plan is designed for growth, and there's no doubt that CITtech will come up with more exciting ideas for improving the lives of residents. Keep your eye on Greenville—you may want to move there pretty soon.

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the writer's opinion of Greenville?

- a. The plan is interesting, but it could be very expensive.
- b. The new ideas should be tested before people begin living there.
- c. The technology will make its residents' lives easier and better.

B Answer the questions according to the article.

1. Who created the plan for Greenville? _____
2. Why does the writer think modular buildings are revolutionary? _____
3. How will the sensors help transportation in the city? _____

C CLOSE READING Reread lines 20-24. Then circle the correct answers.

1. In line 22, what does *This* refer to? 2. What will make traffic lighter?
 - a. the network of tunnels
 - b. the city
 - c. the entire first sentence
 - a. service and delivery vehicles being off the streets
 - b. vehicles delivering mail and packages
 - c. service vehicles removing and sorting trash

D Read the Reading Skill. Go back to the article and underline the adjectives that describe the plan for Greenville. Do you think the writer is biased?

E PAIRS What is the article about?

Summarize the most important ideas.

The article is about the plans for a city called Greenville. It's going to have ...

READING SKILL Recognize bias

Writers often use adjectives to show how they feel about their topic. If a text contains a large number of either positive or negative adjectives, it may be a sign that the writer is biased. A biased writer is only looking at one side of an issue.

What are the world's most high-tech cities?



4 MAKE IT PERSONAL

A If you were thinking about living in Greenville, what questions would have after reading this article? Write your questions about each topic in the chart.

Housing	Transportation	Data about residents	Other

B PAIRS Compare your questions in 4A with a partner. Do you think you'd want to live in a city like Greenville? Why or why not?

I wouldn't want to live in a city like Greenville because ...

I CAN READ ABOUT A HIGH-TECH CITY.

LESSON 5

WRITE ABOUT A NEW TECHNOLOGY



PAULA FLOREZ

@PaulaF

I like to travel, but I think New York is far enough for me!

1 BEFORE YOU WRITE

- A** What new technology do you think will change the way people live or work in the future? Make a prediction.
- B** Read the website article about a possible future technology. What will people be able to do?

Space | Communication | Technology

FUTURE TECH

Do you wonder if Earth is big enough for our growing population? The world's cities are becoming more crowded every year. Having enough land and clean water for everyone on Earth could be a problem in the future, but the answer may be found on the moon or another planet, where humans could build new towns and cities. But how could we even get people to space? And how could humans travel through space quickly and inexpensively?

We've all been on an elevator inside of a building. You push a button and are taken to another floor. But how about if instead of choosing a floor when getting on an elevator, you could choose a planet? Many experts on the future think that one day, there will be a space elevator and it will transport people from Earth to the moon, and even to Mars.

How would this elevator work? Scientists are trying to create a 100,000-kilometer (62,137-mile) "ribbon" that could be attached to Earth and then extended and attached to the moon or another planet. Travelers will simply enter a car that can move up and down the ribbon, just like the elevators we all ride today. A space elevator would be much less expensive and could transport many more people than the rockets that have previously been used for space travel.

This elevator to the stars is probably at least 40 or 50 years away, but many scientists around the world are working on the technology right now. So get your suitcases ready!

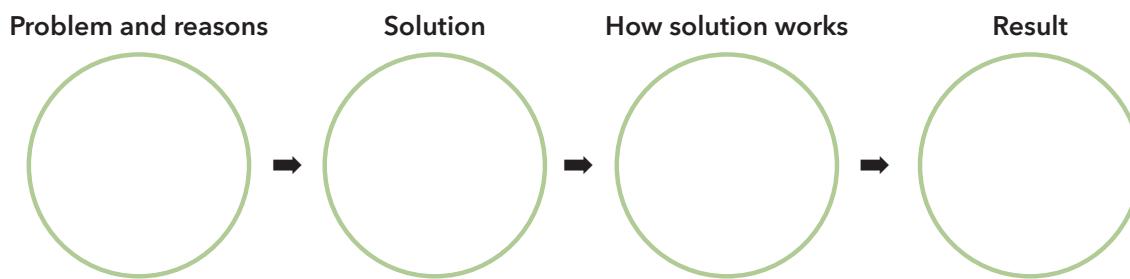


2 FOCUS ON WRITING

- A** Read the Writing Skill. Underline the problem identified in the article.
- B** Read the article again. Complete the chart with information about the problem and the solution.

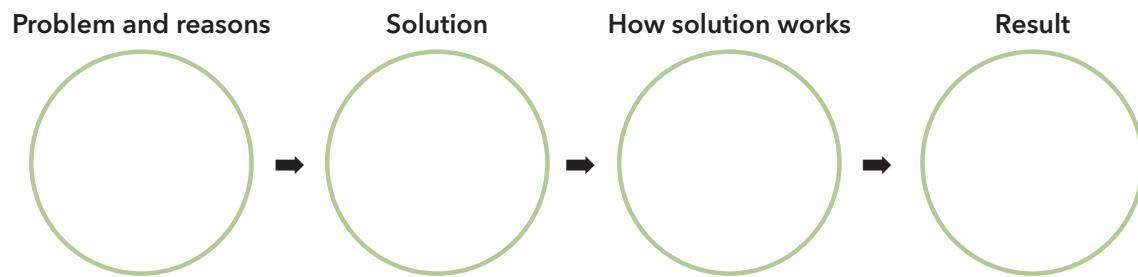
WRITING SKILL Explain a problem and solution

To explain a problem and solution, first, clearly state the problem and the reasons why it is a problem. Then explain the solution. Add details about why the solution would work and what the result of the solution would be.



3 PLAN YOUR WRITING

- A Think of a problem today in travel, communication, or medicine. How could this problem be solved with technology? Complete the chart with information about the problem, the solution, and the result.



- B PAIRS Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

I like your solution, but I don't understand ...

4 WRITE

Write a description of a problem in the world today that could be solved with better technology in the future.
Use the article in 1B as a model.

Writing tip

Know your audience. If you are writing for people who don't know a lot about technology, keep your explanations simple, and don't use too much special vocabulary.

5 REVISE YOUR WRITING

- A PAIRS Exchange and read each other's descriptions of a problem and solution.

- Underline the problem. Is it clear what it is?
- Circle the solution.
- Put a check mark (✓) next to how the solution works. Do you understand the explanation?
- Can you understand how the result is related to the solution?

- B PAIRS Can your partner improve his or her description? Make suggestions.

6 PROOFREAD

Read your article again. Check your

- spelling
- punctuation
- capitalization



I CAN WRITE ABOUT A NEW TECHNOLOGY.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** 08-20 Listen or watch. What is the topic of the presentation?



- B** 08-21 Listen or watch again. Answer the questions.

1. What are the names of the two apps Junio uses?

App 1:

App 2:

2. What do the apps do?

App 1:

App 2:

- C** Read the Presentation Skill. What kind of information can be presented with a graph or chart?

- D** Make your own presentation.

Step 1 Think about two or three of your favorite apps or websites that could be useful to your classmates.

Step 2 Prepare a two-minute presentation about those apps or sites. Make and bring a chart that is related to them.

Step 3 Give your presentation to the class. Answer questions and get feedback.

PRESENTATION SKILL

Use charts

Presenting facts in a graph or chart makes the information easier to understand. Charts can also help highlight important facts in your presentation.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- Talk about regrets
- Describe using a computer
- Discuss social media and friendship

Listening

- Listen for sources

Grammar

- Wish / If only to express regrets
- Showing purpose
- Even to emphasize a point

Reading

- Recognize bias

Vocabulary

- Technology
- Using software

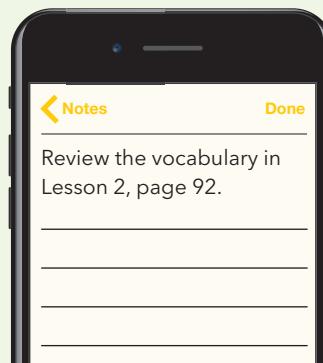
Conversation

- Respond to gratitude

Pronunciation

- Contractions of the auxiliary had

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



9

ARE YOU READY TO WALK AWAY?

LEARNING GOALS

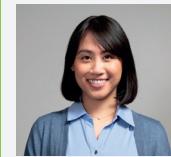
In this unit, you

- ◎ talk about a past negotiation
- ◎ negotiate a deal
- ◎ discuss negotiation skills
- ◎ read about negotiating styles
- ◎ write about a conflict



GET STARTED

- A** Read the unit title and the learning goals.
- B** Look at the photo. What's going on?
- C** Now read Lan's message. What is different about her?



LAN PHAM

@LanP

A lot of people hate negotiating, but I enjoy it. And I'm pretty good at it!

LESSON 1

TALK ABOUT A PAST NEGOTIATION



LAN PHAM

@LanP

Successful negotiations are so satisfying! 😊



1 VOCABULARY People at a conference

A 09-01 Listen. Then listen and repeat.



maintenance staff



a security officer



a greeter



wait staff



a caterer



a presenter



a supervisor



a technical (tech) support team

B 09-02 Listen. Who is speaking? Circle the correct answers.

- | | | |
|-------------------------|----------------------|----------------------|
| 1. a. supervisor | b. wait staff | c. tech support team |
| 2. a. presenter | b. caterer | c. security officer |
| 3. a. greeter | b. wait staff | c. maintenance staff |
| 4. a. supervisor | b. greeter | c. tech support team |
| 5. a. caterer | b. maintenance staff | c. greeter |
| 6. a. tech support team | b. wait staff | c. security officer |
| 7. a. greeter | b. maintenance staff | c. supervisor |
| 8. a. security officer | b. caterer | c. presenter |

C PAIRS Discuss the jobs in 1A. Which are the most interesting? Which job would you like the most? The least?

2 GRAMMAR Causative verbs: *get*, *have*, and *make*

Use causative verbs to talk about causing someone to do something.

Use *get* to talk about persuading someone to do something.

Subject	Get	Person	Infinitive verb	
I	got	the caterer	to add	a vegetarian dish.
She	will get	the presenter	to start	a little later.

Use *have* to talk about a person doing something because you requested it.

Use *make* to talk about forcing or requiring someone to do something.

Subject	Have / make	Person	Base verb	
I	had	the greeter	stand	at the door.
I	can't make	them	give	us a discount.



>> FOR PRACTICE, GO TO PAGE 149

3 CONVERSATION SKILL

- A** 09-03 Read the conversation skill. Listen.
Notice how the speakers end the phone call.
A: Thanks for calling. It was great talking to you.
B: You, too. Let's talk again soon.
A: Yes, definitely.
B: Bye-bye.

End a phone call

Before you say "good-bye," end a phone call politely by using expressions like these:
Thank you for calling.
It was great talking to you.
Let's talk again soon.
I'll talk to you Friday.

- B** Complete the sentences. Then practice the conversation with a partner.

- A: I have to get going. I'll _____ Monday, OK?
B: Sounds good! Thank you _____.
- A: Of course! Goodbye.
B: Bye.

4 CONVERSATION



- A** 09-04 Listen or watch. What are they talking about?

- a. Lan's first big negotiation
- b. Lan's thoughts on why the hotel is difficult to work with
- c. Lan's preparations for a big meeting



- B** 09-05 Listen or watch again. Answer the questions.

1. According to Leti, why do the managers like Lan?
2. What does the hotel provide for the conference?
3. Why did Leti like the caterers last year?



- C** 09-06 FOCUS ON LANGUAGE Listen. Complete the conversation.



How does Lan feel about negotiating?
Do you like to negotiate?
Why or why not?

5 TRY IT YOURSELF

- A** **THINK** Think about a time you negotiated with someone at work or in your personal life. Write your ideas in the chart.

Who did you negotiate with?	
What did you get the person to do?	
How did the person react?	

- B** **PAIRS** Tell your partner about the situation.

A: I negotiated with my boss last month. I got him to give me an extra day off.

B: How did you do that?

A: I offered to help on a big project. He needed help, and I really wanted a day off!

- C** **EVALUATE** Decide who had the most difficult negotiation in the class.

I CAN TALK ABOUT A PAST NEGOTIATION.



LESSON 2

NEGOTIATE A DEAL



LAN PHAM

@LanP

In any negotiation, it's important to know what you want and what you will not accept.

1 VOCABULARY Verbs for negotiating

A Listen. Then listen and repeat.



make an agreement



sign a contract



cancel an agreement



accept an offer



reject an offer



make a suggestion



offer a lower rate



walk away

B Write the words from 1A in the correct categories.

The negotiation is going well

The negotiation is going badly

C PAIRS Talk about the verbs in 1A. What are some situations where people accept / reject an offer? Make / cancel an agreement? Sign a contract / walk away?

People accept job offers when they like the job.

2 GRAMMAR Advice, obligation, and expectation

	(Not) have to / Had better (not) / Be (not) supposed to	Base form of the verb		
Everyone	has to	come	to the meeting.	(It's required.)
You	don't have to	accept	that offer.	(You can walk away.)
I	had better	leave	now.	(I'm going to be late.)
You	had better not	be	late.	(The boss will be angry.)
I	am supposed to	call	them.	(They're expecting my call.)
We	aren't supposed to	use	our phones.	(It's against the rules.)

Notes

- *Had better (not)* often carries a suggestion of bad consequences.
- Use *have to* to say that an action is necessary / required.
- Use *(not) have to* to say that an action is not necessary.
- Use *had better (not)* to give strong advice or to talk about things people should or shouldn't do.
- Use *be (not) supposed to* to express expectations.



>> FOR PRACTICE, GO TO PAGE 150

3 PRONUNCIATION

A 09-08 Read and listen to the pronunciation note.

B 09-09 Listen. Notice how the underlined words are pronounced. Then listen again and repeat.

She has to sign a contract.

I have to leave.

I 'd better leave now.

You'd better not go.

C 09-10 Listen and complete the sentences.

1. a. They _____ agree to that deal.

b. They _____ agree to that deal.

2. a. You _____ reduce your price.

b. You _____ reduce your price.

Have to, has to, had better (not)

Pronounce have to and has to as one word: /hæftə/. /hæstə/.

Use the contraction 'd in had better with pronouns: I'd, you'd, he'd, she'd, we'd, they'd. The full form of had in had better can sound like an order or a warning.

4 CONVERSATION



A 09-11 Listen or watch. What does Leti want Lan's advice about?



B 09-12 Listen or watch again. Answer the questions.

1. What job does the company want Leti to do?
2. Why is she not happy with the company?
3. What is Lan's advice?



C 09-13 FOCUS ON LANGUAGE Listen.

Complete the conversation.

Leti: They said I should put together a proposal—you know, with various options—and get back to them.

Lan: That's a lot of work. And you may not even get the job. You _____ all that.

Leti: Hmm. Maybe _____.



Do you agree with the advice Lan gives Leti? Why or why not?



5 TRY IT YOURSELF

A **THINK** Choose a situation. What could you offer in this negotiation? Make notes.

1. You work at a car dealership. Your boss told you not to accept less than \$8,000 for a car, but the buyer wants a lower price. Negotiate with the buyer.
2. Your uncle gave you an ugly picture. You feel like you need to put it on the wall so he won't be offended when he comes over. You need to convince your roommate.

B **ROLE PLAY** With a partner, role-play the situations you chose. Explain what you have to, are supposed to, or had better do. Continue until you make a deal or walk away.

A: How much is this car?

B: It's \$8,000.

A: I'll give you \$7,000.

B: I'm sorry, I'm not supposed to reduce the price, but I can offer you a GPS system.

C **ANALYZE** Share the results of your negotiation with the class.

I CAN NEGOTIATE A DEAL.



LESSON 3

DISCUSS NEGOTIATION SKILLS



LAN PHAM

@LanP

Just watched a talk about negotiation.
I liked the part about listening to the
other side—I need to remember that!

1 BEFORE YOU LISTEN



- A** **VOCABULARY** Listen. Then listen and repeat.

naturally: happening on its own, without people doing anything to make it happen

strength: power

confidence: the feeling that you are able to do things well

propose: to suggest something

complicated: having a lot of parts or being difficult to understand

an effort: a determined try

realize: to know or understand something you didn't know before

- B** Write answers to the questions.

1. What is something you are naturally good at? _____
2. What is your greatest strength? _____
3. How do people show confidence? _____
4. When was the last time you proposed an idea to a group? What was the idea?

5. What is something that takes a lot of effort? Why? _____
6. Name something complicated. Why is it complicated? _____
7. What is something you realized lately? _____

- C** **PAIRS** Ask and answer the questions in 1B.

A: What is something you are naturally good at?

B: I'm naturally good at fixing things. I've always liked to do that.

A: Nice! I guess I'm naturally good at talking to people. I've never been shy.

2 GRAMMAR Unless

Use *unless* to express condition. *Unless* often means *if ... not*.

Unless	Subject	Present verb		Subject	Future verb or modal + verb	
Unless	you	leave	soon,	you	are going to be	late.
	the clients	trust	you,	they	won't want	your services.
	you	make	an effort,	you	can't	succeed.

Notes

- When the verb in the main clause is in the future, use the simple present in the clause with *if*.
- You can start the sentence with the main clause.
We will meet at 9:00 unless the office is closed.



>> FOR PRACTICE, GO TO PAGE 151

3 LISTENING



A ►09-15 Listen or watch. What is the speaker's main idea?

- A negotiation is more like a dance than a fight.
- You can win a negotiation if you are confident.
- Some people are naturally good at negotiating.



B ►09-16 Read the Listening Skill. Listen or watch again.

Complete the sentences with comparison words.

- a dancer prepares for a performance by studying a set of steps, you need to prepare for a negotiation through research and planning.
- Good dancers pay close attention to their partners' moves. _____, good negotiators listen to what their partners want.
- It takes confidence to smoothly move with your dance partner across the floor, and you'll need that _____ confidence when you negotiate.



C ►09-17 Listen or watch again. Complete the sentences with the words in the box.

research make sure win believe improve listen to

- You won't succeed if you think of a negotiation as a fight you want to _____.
- You can _____ your skill at negotiating even if you aren't naturally good at it.
- You should _____ all of the facts before you begin a negotiation.
- It's very important to _____ what your partner wants.
- At the end of a negotiation, you want to _____ that both people are happy.
- If you have a lot of confidence, people will _____ in you.

D VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean?

- If you go into a negotiation focused on what you want and how you are going to get a better deal, chances are you won't be successful.
- Good negotiators listen to what their partners want. Unless you're working for that win-win solution, you'll never be a great negotiator.
- Groups almost always accept the solution proposed by the most confident person. Build your self-confidence; it's a very, very powerful tool in getting people to see things your way.

E PAIRS Compare your answers in 3D.

4 DISCUSSION

A THINK Imagine you're preparing for an important negotiation. How can you build your self-confidence? Make notes.

B DISCUSS In small groups, share your ideas in 4A.

C ANALYZE Discuss the ideas as a class. Talk about what the result might be if you don't do each thing.

You should get a good night's sleep. You won't think clearly unless you get enough sleep.

I CAN DISCUSS NEGOTIATION SKILLS.



TSW MEDIA

David Cruz | TSW Global Speaker Program
Unit 9: The negotiation dance

The video player shows a man in a dark sweater over a light shirt, smiling. The TSW Media logo is in the top left corner. The title 'Unit 9: The negotiation dance' is at the bottom. A progress bar and control icons are visible.

LESSON 4

READ ABOUT NEGOTIATING STYLES



LAN PHAM

@LanP

I took a quiz on my negotiation style. The results were pretty much what I expected. 😊

1 BEFORE YOU READ

- A** **PAIRS** How would you describe your personality? How does this affect your communication with others?

I'm very friendly, so I usually ...



- B** **▶09-18 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

broad a party a middle ground a position on track establish partially

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 151

2 READ

- A** **PREVIEW** Look at the title and the pictures. What do you think the magazine quiz says about negotiation styles?

- B** **▶09-19** Read and listen to the quiz. Were your predictions correct?

HOW DO YOU NEGOTIATE?

How do you negotiate? Are you too aggressive?

Not aggressive enough? Experts have identified three

broad styles of negotiation, and knowing what they are can help you become more aware of how you and others are communicating.

- 1 When you begin a negotiation, do you ___ ?

- a get straight to business, without spending a lot of time trying to connect personally
- b spend some time trying to connect with the other person
- c focus on understanding what the other person wants before you talk about what you want

- 2 When the other party doesn't agree with you, do you ___ ?

- a keep trying different ways to get what you want
- b ask questions to make sure you really understand what the other person wants
- c focus on trying to find a middle ground between your position and the other person's

- 3 When the negotiation is finished, are you mostly concerned about ___ ?

- a whether you got what you wanted
- b whether you and the other person have a good relationship
- c whether you and the other person are both satisfied with the result

Two "a" answers: Competitive

A competitive negotiator is more focused on making the deal than building a relationship. You may be very successful at communicating what you want and at keeping the negotiation on track. On the negative side, competitive negotiators may be too aggressive. The other party may feel that their needs are not being recognized.

Two "b" answers: Cooperative

A cooperative negotiator is focused on having a good relationship with the other party. You are good at building trust with the other person and establishing a long-term relationship. However, you may focus too much on the other party's wishes and let them control the negotiation.

>>

> **Two “c” answers: Compromising**

A compromiser tries to arrive at a solution that leaves both parties partially satisfied with the results. A compromising style may allow you to conclude the negotiation without damaging the relationship. On the other hand, it may end up that neither side is completely happy with either the result of the negotiation or the relationship between the parties.

So, which kind of negotiator are you? Remember that different parts of a negotiation may require different styles. As with most areas of human communication, being aware of yourself and others is the key to success.

3 CHECK YOUR UNDERSTANDING

A Read the quiz again. What does the writer suggest about negotiating styles?

- Compromising negotiators get the best results because they listen to the other party.
- Different negotiating styles can be successful in different ways.
- When you negotiate, you should try to be both cooperative and compromising.

B Complete the sentences according to the quiz.

- If you start a negotiation by explaining exactly what you want, you probably have a _____ negotiating style.
- If you focus on finding things that you and the other party agree on, you probably have a _____ negotiating style.
- If you are concerned with making sure that the other person likes you, you probably have a _____ negotiating style.

C CLOSE READING Reread the description of a compromising negotiating style.

Then circle the correct answers.

- What is being contrasted with *on the other hand*?
 - a compromising negotiating style and a cooperative negotiating style
 - the result of the negotiation and the relationship between the parties
 - the good things about a compromising style and the negative results of this style
- What does the last sentence in the paragraph mean?
 - One side is not happy with the results of the negotiation.
 - Both sides are a little unhappy at the end of the negotiation.
 - Both sides are happy with the relationship between the parties.

D Read the Reading Skill. Go back to the quiz. Make an inference about what the result of a negotiation might be if one person has a very competitive style.

E PAIRS What is the quiz about? Summarize the most important ideas. Use your own words.

The quiz is about different negotiating styles ...

READING SKILL Make inferences

As you read, use your own experience and previous knowledge to draw conclusions about things that the writer suggests but doesn't directly state. This is called making inferences.

Take an online quiz.



4 MAKE IT PERSONAL

A Now take the quiz in 2B. Which style do you use the most? Which should you use more?

My negotiating style: _____

Style I should use more: _____

Reason: _____

B PAIRS Compare your results and ideas in 4A.

I am usually a competitive negotiator, but ...

I CAN READ ABOUT NEGOTIATING STYLES.

LESSON 5

WRITE ABOUT A CONFLICT



LAN PHAM

@LanP

I like negotiating at work. I'm glad I don't have to do it at home!

1 BEFORE YOU WRITE

- A** Do you have any conflicts with the people you live or work with? How do you usually solve conflicts?
- B** Read the online advice column. What are Mei and Jen arguing about?



Problems at work or at home? Just ask Ana!

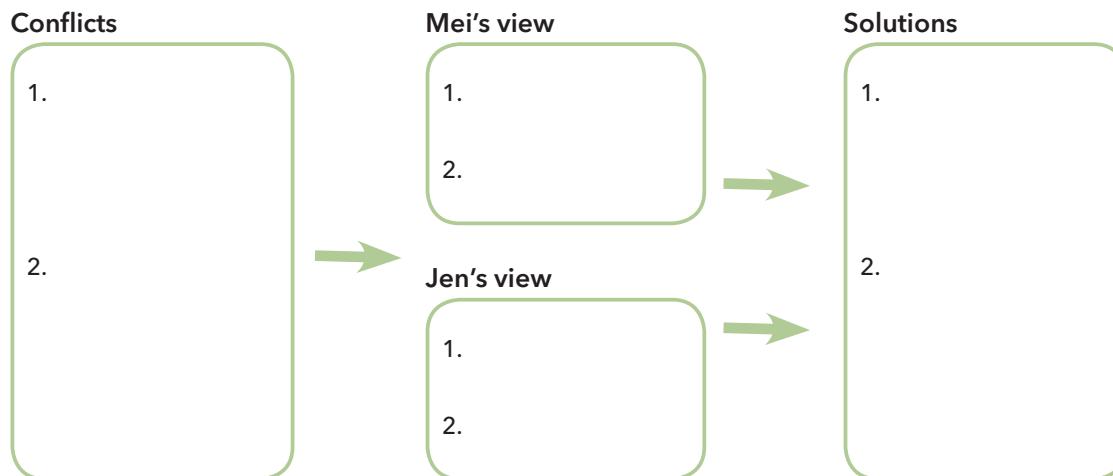


Today's problem came in an email I received from Mei and Jen. I think it's a very common one for many people.

Mei and Jen are roommates and generally enjoy living with each other, but they have different ideas about cleaning and cooking. Mei likes to schedule weekly big cleanings because she doesn't like to clean every day. Jen prefers to tidy up as she goes. Also, Mei usually does the cooking and washes the dishes at night and thinks Jen should help more. Jen usually does the grocery shopping, so she thinks it's fair for Mei to cook and do the dishes. Mei and Jen are good friends and don't want to stop being roommates, but they are both losing their patience with each other.

So, what should they do? Luckily, there are a lot of ways to come to an agreement and go back to being happy roommates! First, Mei and Jen should get a monthly calendar and put it in a visible place in the apartment. Then Mei should say which two or three "big cleaning" tasks are the most important to her. Vacuuming? Cleaning the bathroom? Mei and Jen can decide together on which day those tasks get done and put it on the calendar. Then the other smaller tasks can be done when needed, which is Jen's style. As for the dinner conflict, Mei and Jen should try to do the grocery shopping together and then take turns cooking and cleaning. In that way, everyone pays their share for the groceries, and nobody spends too much time in the kitchen. That's all for today. Come back tomorrow for another problem and solution.

- C** Read the advice column again. Complete the chart with information about the conflicts and the suggested solutions.



2 FOCUS ON WRITING

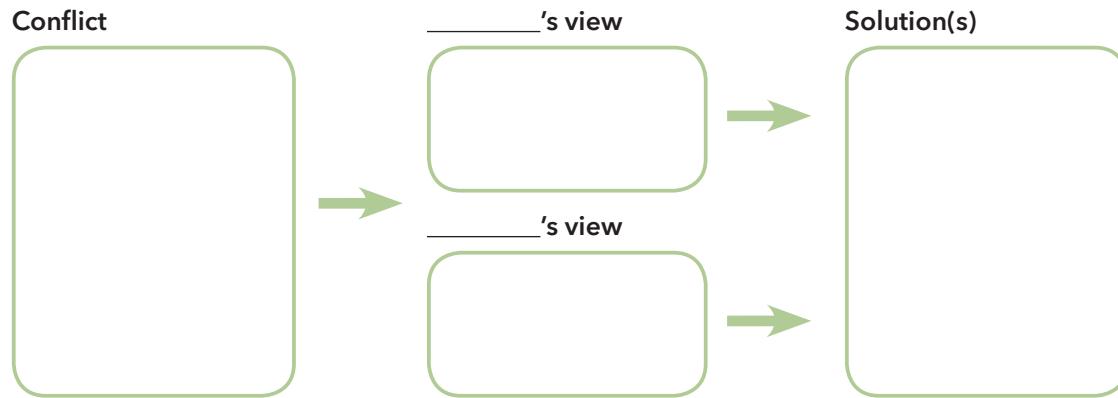
Read the Writing Skill. Then go back to the advice column in 1B and underline Mei's point of view. Circle Jen's point of view.

WRITING SKILL Explain different points of view

A point of view is a person's way of thinking about an issue. When writing about a conflict, it is important to clearly explain one person's point of view and then the other person's so that the reader understands the whole problem.

3 PLAN YOUR WRITING

- A** Think of a conflict that you or someone you know has had with someone they live or work with. Complete the chart with information about the conflict, the points of view, and a possible solution.



- B** **PAIRS** Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

I understand the conflict but not one of the points of view ...

4 WRITE

Write about a conflict between people who live or work together, their points of view, and a suggested solution. Use the advice column in 1B as a model.

5 REVISE YOUR WRITING

- A** **PAIRS** Exchange and read each other's advice columns.
- Underline the conflict. Is it clear what it is?
 - Label each person's point of view with A and B. Can you understand why the person thinks and feels the way he or she does?
 - Does the suggested solution help each person to feel better?

Revising tip

When revising your draft, focus on content and organization, not mechanics.

- B** **PAIRS** Can your partner improve his or her advice column? Make suggestions.

6 PROOFREAD

Read your advice column again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE ABOUT A CONFLICT.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** 09-20 Listen or watch. What is the topic of the presentation?



- B** 09-21 Listen or watch again. Answer the questions.

1. Why does Misaki say self-confidence is important?
2. What are Misaki's three suggestions for developing confidence?

- C** Read the Presentation Skill. What are some ways that you can practice speaking loudly and clearly?

- D** Make your own presentation.

Step 1 In Lesson 3, you heard a speaker compare negotiating to a dance and say that you need confidence to negotiate. Search for advice about developing confidence for negotiations. Which suggestions do you think are most useful? Make a list.

Step 2 Prepare a two-minute presentation about suggestions for developing confidence for a negotiation.

Step 3 Give your presentation to the class. Remember to speak loudly and clearly. Answer questions and get feedback.

PRESENTATION SKILL

Use a loud, clear voice

Speak loudly and pronounce words clearly so all your audience members can hear and understand you.

How did you do? Complete the self-evaluation on page 165.



2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives	Listening
<input type="checkbox"/> Talk about a past negotiation	<input type="checkbox"/> Listen for comparisons
<input type="checkbox"/> Negotiate a deal	
<input type="checkbox"/> Discuss negotiation skills	
Vocabulary	Grammar
<input type="checkbox"/> People at a conference	<input type="checkbox"/> Causative verbs: get, have, and make
<input type="checkbox"/> Verbs for negotiating	<input type="checkbox"/> Advice, obligation, and expectation
	<input type="checkbox"/> Unless
Conversation	Reading
<input type="checkbox"/> End a phone call	<input type="checkbox"/> Make inferences
Pronunciation	Writing
<input type="checkbox"/> Have to, has to, had better (not)	<input type="checkbox"/> Explain different points of view

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



10

HOW'S SHE DOING?

LEARNING GOALS

In this unit, you

- ◎ talk about a conversation
- ◎ discuss a difficult interaction
- ◎ discuss dealing with difficult people
- ◎ read about extreme altruism
- ◎ write about a kindness



GET STARTED

- A** Read the unit title and the learning goals.
- B** Look at the photo. What's going on?
- C** Now read Ed's message. What does Ed want advice about?



ED MILLER

@EdM

Excited about my new job on the social media team! Got any advice about getting along with new co-workers?

LESSON 1

TALK ABOUT A CONVERSATION



ED MILLER

@EdM

New York is a big city but a small world. You'll never guess who I ran into today!



1 VOCABULARY Explaining and arguing

A 10-01 Listen. Then listen and repeat.



an excuse



a suggestion



an idea



an explanation



a disagreement



a complaint



a point

B 10-02 Listen to the conversations. Complete the sentences with the words in 1A.

1. The student has a good _____.
2. The customer has _____.
3. The salesperson has _____.
4. The woman thinks the man has _____.
5. The woman has _____.
6. The teacher is giving _____.
7. They are having _____.

C PAIRS Choose three of the things in 1A and tell your partner an example from your life.

I had an excuse when I was late for work last week. My car broke down.

2 GRAMMAR Embedded yes / no questions

Report a yes / no question by embedding it in a sentence with a form of the verb ask + if or whether.

Direct yes / no question		Embedded question		
		If / whether	Subject	Verb
Are you enjoying your job?	She asked (me)	whether	I	was enjoying my job.
Do you have any suggestions?	He asked (us)	if	we	had any suggestions.
Can you give me an explanation?	She asked (them)	whether	they	could give her an explanation.

Note Use statement word order in the embedded question.



>> FOR PRACTICE, GO TO PAGE 152

3 CONVERSATION SKILL

- A** ►10-03 Read the conversation skill. Listen. Notice how the speaker accepts the apology.

1. A: I'm so sorry about that!
B: That's OK. No harm done.
2. A: Please accept my apology.
B: It's all right. I understand.

Accept an apology

Use phrases like these to accept an apology:

That's OK.	No harm done.
It's all right.	Don't worry about it.
No problem.	I understand.

- B** PAIRS Use the sentences to apologize. Take turns accepting the apologies. Use the language from the conversation skill box.

1. I'm so sorry I'm late!
2. Please accept my apology. I had an emergency at home, and I forgot our appointment.
3. I feel terrible I forgot your birthday! I'm so sorry!



4 CONVERSATION



- A** ►10-04 Listen or watch. What are they talking about?

- a. Ed's problems at work
- b. Ed's conversation with Pam
- c. Ed's new job



- B** ►10-05 Listen or watch again. Answer the questions.

1. How does Pam feel about law school?
2. What plan did Ed and Pam make?
3. Why doesn't Ed know Pam well?



- C** ►10-06 FOCUS ON LANGUAGE Listen. Complete the conversation.

Ed: Oh, and she asked _____ with the new website. I told her we'd only gotten a few complaints.

Ahmet: Just a few!

Ed: Yeah. I told her that we're working on it. And I asked _____ for working with Charles.

What do Ahmet and Ed think about Pam? What do they think about Charles? What makes someone a good co-worker or classmate?



5 TRY IT YOURSELF

- A** THINK Think about a time when you saw or talked to someone you hadn't seen in a long time. What did you talk about? What questions did you ask? What questions did the person ask you? Make a list.

- B** PAIRS Tell a partner about your conversation.

I saw an old friend of mine in a café the other day. I asked if she still lived near here. She asked me whether I had quit my job.

- C** ANALYZE Tell the class about your conversation. Did any of the conversations include a complaint, a suggestion, or an explanation?



I CAN TALK ABOUT A CONVERSATION.

LESSON 2

DISCUSS A DIFFICULT INTERACTION



ED MILLER

@EdM

It's so frustrating when people make excuses!



1 VOCABULARY Interacting with others

- A Look at the chart. Do you ever have problems like these with co-workers or classmates? What else would you add to this list?

SURVEY RESULTS: The Most Annoying Co-Worker Behaviors	1. blames others for mistakes	2. comes in late and leaves early	3. never admits to being wrong	4. makes drama out of everything	5. constantly tries to get the boss's approval	6. criticizes others behind their backs
--	-------------------------------	-----------------------------------	--------------------------------	----------------------------------	--	---

- B 10-07 Listen. Then listen and repeat.

meet up: to come to the same place as someone because you have planned this
run into: to meet someone when you were not expecting to
get along (with): to have a friendly relationship with someone
agree with: to have the same opinion as someone else
disagree with: to have a different opinion from someone else
speak up: to say publicly what you think about something
join in: to begin to take part in an activity that other people are involved in
take care of: to give people the things they need

- C Write answers to the questions.

1. Who was the last person you met up with? _____
2. What kind of people do you get along with? _____
3. Do you usually speak up when you're upset about something? _____
4. What was the most surprising place you ran into someone? _____
5. Who have you had to take care of? _____
6. If your friends were running a race, would you want to join in? _____

- D PAIRS Ask and answer the questions in 1C.

2 GRAMMAR Questions with final prepositions

For questions with phrasal verbs, the preposition usually goes at the end of the question.

Statement			Question			
Subject	Verb + preposition	Object	Question word (object)	Auxiliary verb	Subject	Verb + preposition
We	talked about	the website.	What	did	you	talk about?
They	are looking at	the picture.	What	are	they	looking at?
He	takes care of	the clients.	Who	does	he	take care of?



>> FOR PRACTICE, GO TO PAGE 153

3 PRONUNCIATION

- A** ►10-08 Read and listen to the pronunciation note.
B ►10-09 Listen. Notice how the verbs and prepositions are linked. Then listen again and repeat.

What did you talk about?
Don't come in late.
Paula takes care of the clients.

- C** ►10-10 Listen and complete the sentences. Then practice the conversations with a partner.

1. A: Did you _____ with Marco?
B: Yeah. I _____ him this morning.
2. A: What was your boss _____?
B: I _____ late—again.
3. A: _____, let's go!
B: I'm coming! I'm coming!

Linking verbs to prepositions

We link a verb to a preposition when the verb ends in a consonant sound and the preposition starts with a vowel sound. With inseparable phrasal verbs like *talk about*, the preposition is usually unstressed.

What did you talk about?

In the inseparable phrasal verb *come on*, the verb and the preposition are often pronounced as one word, and only the preposition is stressed:

Come on /kəmən/. Let's go.

4 CONVERSATION

- A** ►10-11 Listen or watch. Why is Ed upset?
B ►10-12 Listen or watch again. Answer the questions.
 1. What did the tech team say about the problem?
 2. What does Paula think Ed should do?
 3. What does Ed decide to do in the end?

- C** ►10-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Paula: Oh, yeah! I ran into Marta from customer service in the lobby this morning and she told me a customer had had problems finding some information on the website.

Ed: What was _____?

Paula: The contact information for the Beijing office.

Why is Ed uncomfortable about speaking up? Would you feel the same way in his position? Why or why not?



5 TRY IT YOURSELF

- A** THINK about a time when you felt you had to speak up about something important to you or something you didn't agree with. Make notes.
- B** PAIRS Ask and answer questions about your memories.
- A:** When did you speak up?
B: My manager hadn't given me a raise. I spoke up and he raised my salary!
- C** COMPARE Share with the class. Who had the most difficult time speaking up?

I CAN DISCUSS A DIFFICULT INTERACTION.



LESSON 3

DISCUSS DEALING WITH DIFFICULT PEOPLE

1 BEFORE YOU LISTEN



A **10-14 VOCABULARY** Listen.
Then listen and repeat.



ED MILLER

@EdM

I saw a talk about dealing with difficult people. It had some good advice. Maybe I should take a walk in the park.



He wants to **escape**.



They are **reacting** with surprise.



She is **respectful** to her grandmother.



The nurse has **sympathy** for the patient.



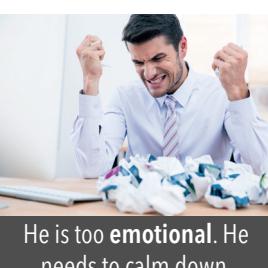
The bear is **comforting** to the child.



She is **demanding** her food right now.



The child is being **unreasonable**.



He is too **emotional**. He needs to calm down.

B Read the definitions. Write the words from 1A.

1. _____ : a sad feeling for someone when something bad is happening to him or her
2. _____ : behaving in a polite way
3. _____ : showing strong feelings
4. _____ : to get away from a place or person
5. _____ : making someone feel less worried or unhappy
6. _____ : acting in a particular way because something has happened
7. _____ : not willing to listen to facts or follow good advice
8. _____ : asking for something in a strong way

C PAIRS Use the words in 1A to write sentences about your own life. Then share your sentences.

A: My cat escaped from the house the other day.

B: Sometimes I want to escape from work!

2 GRAMMAR Repeated and parallel comparatives

Use a repeated comparative to show something increasing or getting bigger or stronger.

They are making your life **more and more stressful**.

The work is getting **easier and easier**.

Use a parallel comparative to show a result.

The	Comparative adjective		The	Comparative adjective	
The	faster	you drive,	the	more dangerous	it is.
The	more emotional	he gets,	the	more unreasonable	he will be.



>> FOR PRACTICE, GO TO PAGE 154

3 LISTENING



A 10-15 Listen or watch. What is the purpose of the talk?

- to help you teach difficult people how to change their behavior
- to give you ideas for controlling your reactions to difficult people
- to explain why difficult people behave the way they do



B 10-16 Read the Listening Skill. Listen or watch again.

Complete the sentences with words that signal importance.

- It's not the easiest advice to follow, but it might help lower your stress. _____, stay calm.
- It is _____ important not to argue with unreasonable people.



C 10-17 Listen or watch again. Complete the sentences with the words in the box.

respectful stress demand
listen to take care of understand

- Difficult people are a major source of _____ in the workplace.
- It's important to really _____ difficult people, and be _____.
- Don't say that you _____.
- Don't _____ that the person change his or her behavior.
- After you have dealt with a difficult person, you need to _____ your own stress.

D VOCABULARY EXPANSION Read the sentences from the talk. What do the underlined expressions mean?

- If you haven't done anything wrong, don't be afraid to stand up for yourself and say, "Please don't talk to me like that."
- Smiling too much can backfire. The person may feel that you're laughing at them.
- If you got through an encounter with a difficult person and didn't lose your cool, you also need to congratulate yourself. Keeping calm isn't always easy.

E PAIRS Compare your answers in 3D.

4 DISCUSSION

A THINK about a time you dealt with a difficult person. What was the problem? What did they do? What did you do? Make notes.

B DISCUSS Share your experiences in a small group. What did people do that made the situations better? What made them worse? Would anyone do anything differently?

I tried to argue with him, and he just got more and more upset.

I listened to her story, and the calmer I was, the calmer she got, too.

C ANALYZE Share with the class. Would the advice in the talk have helped in the situations you discussed in your groups? Why or why not?

LISTENING SKILL

Listen for words that signal importance

Speakers often use expressions like these to show that something is important:
most importantly *particularly*
especially

Listen for these expressions to understand what the speaker thinks is important.



I CAN DISCUSS DEALING WITH DIFFICULT PEOPLE.

LESSON 4

READ ABOUT EXTREME ALTRUISM



ED MILLER

@EdM

This book is so inspiring. I think I might start doing volunteer work!

1 BEFORE YOU READ

- A PAIRS** When was the last time you helped somebody? What did you do?

Last weekend I helped my brother ...



- B ►10-18 VOCABULARY** Listen. Then listen and repeat. Do you know these words?

altruism a donation a sacrifice constant humanity

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 154

2 READ

- A PREVIEW** Look at the title and the pictures. What do you think the book is about?

- B ►10-19** Read and listen to the book review. Were your predictions correct?

Book Review:

Strangers Drowning



Reviewer: Ken Barton



A man gives so much of his salary to the poor that he has to look through garbage bins to feed himself. A middle-class couple with two children adopts 20 more, many of them with special needs. A woman donates her kidney to a total stranger. These people are extreme altruists. They don't just make a small monthly donation or volunteer every other week. They make serious, often life-long, sacrifices to help others, and they are the subject of Larissa MacFarquhar's book *Strangers Drowning*.

The title of this book may make you think of a hero who jumps into a river to rescue a drowning stranger, but extreme altruism is not the same as a one-time action. Most of us can understand why people do something heroic in an emergency. It's much harder to understand people who choose to make constant sacrifices. They make us feel uncomfortable; we suspect there is something not quite right with them. MacFarquhar's book explores extreme altruism in detail.

So, why do many people feel so uncomfortable about extreme altruism? Shouldn't we be glad about someone helping others? Part of the reason we have these attitudes is that we like our comforts and don't want to feel bad about enjoying them. We also may feel overwhelmed by the huge number of people in the world who need help. But MacFarquhar explains another reason: Most of us really aren't sure if these people are doing the right thing. We believe that it's important to put family or community before strangers, and extreme altruists don't do that. For example, the woman who donated her kidney put her own health at risk, which could affect those who love her.

MacFarquhar shows that extreme altruists don't understand why the person drowning in front of us is considered more important than the one drowning on the other side of the world. They believe that the best way to live life is to help as many people as possible.

What makes this book so interesting is that it's not just a group of stories about extreme altruists. MacFarquhar spends much of it discussing the deeper issues around how these people live and think and what that means for the rest of us. It is a fascinating, complex, and intelligent look at humanity—definitely worth your time.

3 CHECK YOUR UNDERSTANDING

A Read the review again. Why does the writer think people should read this book?

- a. It discusses important ideas about humanity.
- b. It explains what is wrong with extreme altruists.
- c. It tells interesting stories about heroic acts.

B Circle the correct answers, according to the article.

1. By *extreme altruist*, the writer means a person who _____.
 - a. jumps into a river to save a drowning stranger
 - b. makes long-term difficult sacrifices for others
 - c. volunteers at food banks and makes monthly donations
2. Some people believe that extreme altruists _____.
 - a. may actually be hurting people instead of helping them
 - b. are not sacrificing as much as they say they are
 - c. are helping strangers instead of friends and family
3. Extreme altruists believe that _____.
 - a. it's more important to help a lot of people than to just help the people you know
 - b. we should help our own communities before we help others
 - c. it's never worth it to put families and friends at risk



C CLOSE READING Reread lines 29–33. Then circle the correct answers.

1. What does the first sentence mean?
 - a. The book does not have many stories about extreme altruists, but it is still interesting.
 - b. The stories about extreme altruists in the book are not very interesting.
 - c. The book is interesting because it includes more than stories about extreme altruists.
2. What does *what that means for the rest of us* mean?
 - a. what extreme altruists can learn from MacFarquhar's discussion
 - b. what other people can learn from the behavior of extreme altruists
 - c. what the stories tell the reader about extreme altruists

D Read the Reading Skill. Go back to the book review in 2B. Underline two examples of words that introduce Larissa MacFarquhar's ideas (not Ken Barton's ideas).

E PAIRS What is the book review about? Summarize the most important ideas. Use your own words.

The review discusses a book about extreme altruists ...

READING SKILL Identify paraphrasing

Writers often explain other people's ideas without quoting them directly. They put the ideas in their own words and use verbs like *explain*, *show*, *discuss*, *question*, and *argue* to introduce them. These words help the reader understand which ideas come from another source.

Find an example of extreme altruism.



4 MAKE IT PERSONAL

A Think of someone you know (or know of) who helps a lot of people. Take notes in the chart.

Name / occupation	
How the person has helped people	
Sacrifices the person has made	

B PAIRS Compare your ideas in 4A. Do you want to be more like this person? Why or why not?

I would like to be more like my friend because he ...

I CAN READ ABOUT EXTREME ALTRUISM.

LESSON 5

WRITE ABOUT A KINDNESS



ED MILLER

@EdM

With so much bad news in the world, it's nice to read something about people being kind to each other!

1 BEFORE YOU WRITE

- A** Have you ever experienced an act of kindness from a stranger? Have you ever performed an act of kindness for a stranger?
- B** Read the personal essay about an act of kindness. Why was Andrew feeling sad?

A Stranger's Kindness

by Andrew Reynolds

Last year, I learned that a small kindness from a stranger can really make a difference in a person's life. This is what happened.

I was sitting in a small café, drinking coffee. Having just broken up with my girlfriend of two years, I was feeling pretty down. To make things worse, I had recently quit my job and moved to her town so we could live closer to each other. So I had no girlfriend and no job. To top it all off, it was my 30th birthday and I had no one to celebrate with.

So there I was, alone in a busy café watching groups of friends, happy couples, and laughing families enjoying their time together. At that moment, I felt like I had never been sadder. A server, having noticed me sitting alone, came over and asked me if everything was OK. I had no one else to talk to, so I told her my depressing story. She said she was sorry and went back to work.

After another 20 minutes or so, I went to the counter to pay. Instead of taking my money, she told me my lunch was free and started singing "Happy Birthday." Then everyone in the café joined in! All of a sudden, I wasn't so lonely.

I went back to the café the next day, and now I am a regular customer. Some of the other people from that day are regulars, too, and they're now my friends. It's amazing how a small act of kindness can make such a big difference in someone's life!



- C** Read the personal essay again. Complete the chart with information about what happened.

Who?	Where?	When?
What was the situation?	What happened next?	How did it end?

2 FOCUS ON WRITING

Read the Writing Skill. Look at the sentences from the personal essay. Then reread the text and write numbers 1–6 to show the order in which things happened.

- ___ He went to the counter to pay.
- ___ The server noticed him sitting alone.
- ___ The server came over and asked if everything was OK.
- ___ He broke up with his girlfriend.
- ___ He was sitting in a small café, drinking coffee.
- ___ He quit his job and moved to a new town.

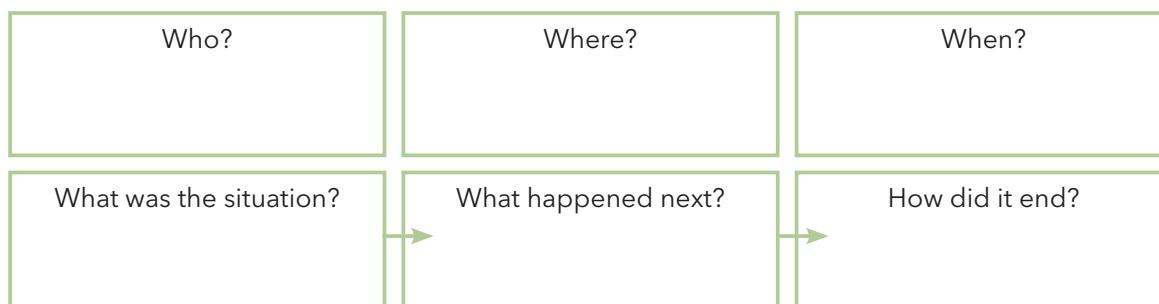
WRITING SKILL

Use past tenses to show sequence

When writing a personal essay, it is important to make sure the sequence of events is clear to the reader. Writers often use simple past, past continuous, and *having + past participle* to tell the order of events in the story.

3 PLAN YOUR WRITING

- A** Think of a time when someone was kind to you or you were kind to someone. Complete the chart with the information and events in the order they happened.



- B PAIRS** Talk about your ideas. Suggest ways your partner can improve or add to his or her ideas.

I like your story, but I'm not sure when this event happened ...

4 WRITE

Write about a time when someone was kind to you or you were kind to someone. Make sure you use the correct tenses so the sequence of events is clear. Use the personal essay in 1B as a model.

Drafting tip

When you write your first draft, you don't have to start at the beginning of the story. You can start anywhere.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's essays.

1. Underline the person who performed the act of kindness.
2. Number the events in the order they happened. Is the sequence clear? Is the use of tenses correct?
3. Do you understand why the act of kindness made the person feel better?

- B PAIRS** Can your partner improve his or her personal essay? Make suggestions.

6 PROOFREAD

Read your personal essay again. Check your

- spelling
- punctuation
- capitalization

I CAN WRITE ABOUT A KINDNESS.

PUT IT TOGETHER

1 PRESENTATION PROJECT



- A** ►10-20 Listen or watch. What is the topic of the presentation?



- B** ►10-21 Listen or watch again. Answer the questions.

1. Who is Junio talking about? _____
2. How are the two friends different from each other? _____
3. What uncomfortable interactions does Junio talk about? _____
4. What does Junio say he appreciates? _____



- C** Read the Presentation Skill. Make a list of ways that you can end a presentation positively.

- D** Make your own presentation.

Step 1 Think about someone you appreciate even though the person's personality is different from yours.

- Who is it? How did you meet?
- How are they different from you?
- Have these differences caused any difficult interactions?
- What do you appreciate about this person?

Step 2 Prepare a two-minute presentation about your relationship with this person.

Step 3 Give your presentation to the class. Remember to end your presentation positively. Answer questions and get feedback.

PRESENTATION SKILL

End your presentation positively

At the end of your presentation, say your last sentence with confidence, then smile and wait for your audience to clap. Remain standing and invite the audience to ask questions if you have time.

How did you do? Complete the self-evaluation on page 165.

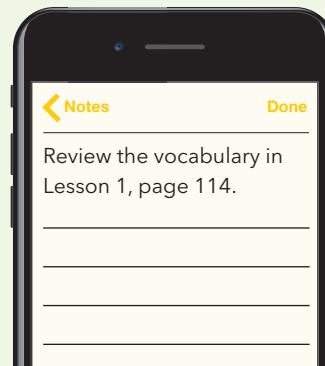


2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives	Listening
<input type="checkbox"/> Talk about a conversation	<input type="checkbox"/> Listen for words that signal importance
<input type="checkbox"/> Discuss a difficult interaction	
<input type="checkbox"/> Discuss dealing with difficult people	
Vocabulary	Grammar
<input type="checkbox"/> Explaining and arguing	<input type="checkbox"/> Embedded yes / no questions
<input type="checkbox"/> Interacting with others	<input type="checkbox"/> Questions with final prepositions
	<input type="checkbox"/> Repeated and parallel comparatives
Conversation	Reading
<input type="checkbox"/> Accept an apology	<input type="checkbox"/> Identify paraphrasing
Pronunciation	Writing
<input type="checkbox"/> Linking verbs to prepositions	<input type="checkbox"/> Use past tenses to show sequence

- B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



UNIT 6, LESSON 1 PAST PERFECT

A Complete the article about a robbery. Use the past perfect form of the verbs in parentheses.

ROBBERY AT THE CENTRAL DEPARTMENT STORE

Thieves broke into the Central Department Store yesterday after it had closed ^{1 (close)} for the day. The alarm did not go off because the thieves _____ the electricity ^{2 (turn off)} before breaking in. The store security guard was working, but he _____ asleep in a chair. The thieves tied him up with some rope that they _____ with ^{4 (bring)} them. Later, the guard noticed that the thieves _____ his hands very well, and he was ^{5 (not tie)} able to escape. However, he couldn't call the police because they _____ his phone away ^{6 (take)} from him. He ran as fast as he could out of the store and to the police station. When the thieves noticed that he _____, ^{7 (escaped)} they were afraid he would bring the police, so they decided not to rob the store after all. By the time the police arrived, the thieves _____. ^{8 (leave)} The police interviewed people nearby, but they _____ anything. If you have any information that might help find these thieves, contact the police immediately.



B Complete the sentences. Use the verbs in parentheses. Use the simple past and the past perfect once each in each sentence.

1. Although the taxi driver had said ^(said) \$20 at the airport, he asked ^(ask) me for \$50 when we arrived in the city.
2. I left my laptop on the restaurant table while I went to the bathroom, and by the time I _____, someone _____ it! ^{(return) (steal)}
3. I _____ my wallet in my shoe before I _____ swimming, but while ^{(hide) (go)} I was in the water, a thief found it and stole all the money and credit cards.
4. I'm so glad that I _____ my cell phone in my handbag before the thief _____ it. ^{(not put) (steal)}
5. The sales clerk was very friendly, but when I _____ my money later, I realized that he _____ me enough change. ^{(count) (not give)}

C **MAKE IT PERSONAL** Imagine you traveled to a new city. Complete the sentences with the past perfect.

1. I felt safe because I had chosen to stay in a five-star hotel.
2. When I returned to my hotel room, I noticed that someone _____.
3. The thief couldn't find my money because I _____.
4. I knew where to find nice gifts to buy because I _____.
5. After I left the restaurant, I realized that I _____.
6. I was worried while I was walking because _____.
7. When I saw my hotel bill, I was glad that I _____.

UNIT 6, LESSON 2 PRESENT PERFECT PASSIVE

- A** Complete the conversation between two police detectives.
Use the present perfect passive form of the verbs in parentheses.

A: Has any progress been made in the Patterson
1 (make)
murder case yet?

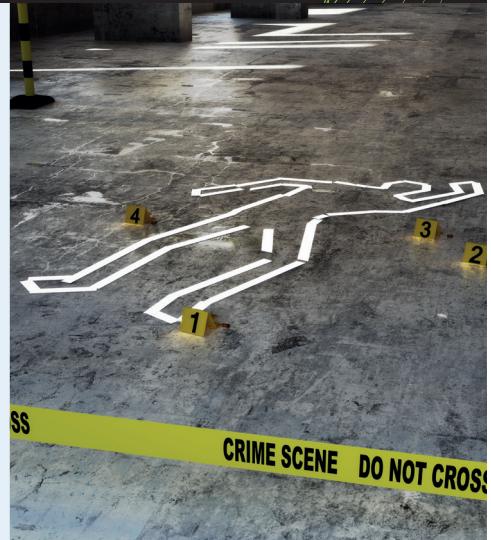
B: Oh, yes. A lot. Two new witnesses who saw the murder
2 (find). An excellent drawing of the suspect
3 (make) by the police artist, and copies
3 (make) already 4 (send) to newspapers and
television stations.

A: Excellent! And a telephone line 5 (set up)
yet for people to call if they see him?

B: Yes, one has, and a lot of useful information already 6 (collect).
It seems that the suspect 7 (see) more than once in the city.

A: Very good! By the way, the airport police 8 (tell) to watch out
for him yet?

B: Yes, they have. We should arrest him soon.



- B** Rewrite the sentences using the present perfect passive. Use a *by* phrase if appropriate.

1. Have the police contacted the victim's family yet?

Has the victim's family been contacted by the police yet?

2. The police have already interviewed two witnesses.

3. The detective hasn't arrested the suspect yet.

4. Has the doctor examined the body of the victim yet?

5. A crowd of people has surrounded the scene.

6. The suspect has already hired a lawyer.

7. Have the police found the murder weapon yet?

- C** **MAKE IT PERSONAL** Imagine your house or apartment has been robbed. What do you notice? Write sentences using the present perfect passive.

1. The living room window has been broken.

2. _____

3. _____

4. _____

5. _____

UNIT 6, LESSON 3 DO / DID AS A VERB SUBSTITUTE

A Complete the sentences using *do*, *don't*, *does*, *doesn't*, *did*, or *didn't*.

1. The lines on your hand change over time, but your fingerprints _____ don't.
2. The police didn't find any bloodstains, but the forensic investigator _____.
3. An open wound bleeds, but a bruise usually _____.
4. The DNA showed the criminal's ethnic background, but the fingerprints _____.
5. Not all crime scenes contain DNA evidence, but many of them _____.
6. Fifty years ago the government didn't have a DNA database, but now it _____.

B **MAKE IT PERSONAL** Complete the sentences by adding a contrasting idea. Use *do*, *don't*, or *did* to replace verbs instead of repeating them.

1. On TV, fingerprints usually lead police to a criminal, but _____ in real life, they don't.
2. Some forensic scientists work for the police department, but _____.
3. Lawyers don't analyze forensic evidence, _____.
4. My neighbor didn't witness the crime, _____.

UNIT 6, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

figure out: to understand something after thinking about it

catch red-handed: to catch someone while the person is doing something bad

accuse: to say that someone has done something wrong or illegal

a technique: a special way of doing something

analysis: careful examination of something in order to understand it

influence: to have an effect on the way someone or something develops, behaves, or thinks

preserve: to keep something from being destroyed or changed too much

rigorous: careful and making sure nothing is missed

1. The detective was fired because his work was not _____ enough.
2. The assistant _____ her boss of stealing the company's money.
3. Forensic scientists performed a careful _____ of the crime scene.
4. I have thought and thought about it, but I just can't _____ the answer.
5. The thieves were _____ in the house they were burglarizing.
6. They are keeping people away from the crime scene to _____ it for the investigators.
7. My parents _____ me in many ways, including how I see the world.
8. She learned her interviewing _____ from a famous detective.

UNIT 7, LESSON 1 REDUCED DEFINING RELATIVE CLAUSES

- A** Read the conversation from a party. Cross out the correct words to create reduced defining relative clauses.

Jenna: Where is the young man ~~who was~~ carrying that plate of appetizers? I'm ready for
another one.

Dan: I am, too. Those were delicious appetizers. Who made them?

Jenna: I think the boss's wife did. She's the woman that is standing next to the piano.

Dan: Do you mean the one who is wearing the green sweater?

Jenna: No. She's on the other side. She's the one who is wearing the floral skirt.

Dan: Oh, I see her now. And who are the guys that are talking with her?

Jenna: Those are her sons. They were serving, but it looks like they've finished now.

Dan: The appetizers are probably gone then. I think that group of people who are sitting
near the kitchen door ate most of them, especially the tall guy who's wearing the
tight jacket.

Jenna: Do you mean the handsome one that's looking this way? That's my husband!

- B** Read the statements made by a shopping center security guard. Rewrite each set as a single statement. Make the second sentence a reduced defining relative clause.

1. I'm going to talk to the woman. She's dropping clothes on the floor.
I'm going to talk to the woman dropping clothes on the floor.

2. I don't recognize those boys. They are trying on baseball caps.

3. I've never seen that guy. He is waiting for the elevator.

4. That woman is another security guard. She is waving at me.

5. I see two regular customers. They are talking to the manager.

6. I just heard a store alarm. It was going off for some reason.

7. I think I see a guy. He is stealing a shirt!



- C** **MAKE IT PERSONAL** Imagine you are on a train. Complete the sentences with reduced defining relative clauses to describe people around you.

1. That woman collecting tickets from the passengers is the conductor.

2. The woman _____ is a company president.

3. The man and woman _____ are probably tourists.

4. The children _____ are bothering the other riders.

5. The man _____ just realized he missed his stop.

UNIT 7, LESSON 2 PASSIVE CAUSATIVES

A Read each statement about old clothes and then complete the reply. Use the causative with the verbs in parentheses and a pronoun.

1. A: The sleeves on this coat are too short.
B: Why don't you have them lengthened ?
(have, lengthen)
2. A: I really like this jacket, but the zipper's broken.
B: You should get, replace .
(get, replace)
3. A: I'd like to wear this suit to the wedding, but it's really dirty.
B: I think there's still time to get, dry clean .
(get, dry clean)
4. A: My brother gave me these pants, but they're too long for me.
B: How expensive would it be to have, hem ?
(have, hem)
5. A: I've lost so much weight that these pants are too loose for me now.
B: You need to get, take in . I know a tailor who can do it for you.
(get, take in)
6. A: Do these pants look like they fit me, or are they too tight?
B: They're too tight. If you want to wear them, you need to have, let out .
(have, let out)
7. A: Should I keep these damaged shoes or throw them away?
B: Throw them away. It would be too expensive to get, repair .
(get, repair)
8. A: I'd like to give these old clothes to a charity, but I don't know where to take them.
B: You can have, pick up from your house if you call this number.
(have, pick up)

B Igor just bought an old house that needs a lot of work, but he can't do the work himself. Rewrite the tasks using the passive causative.

1. He needs to check the heating system.
He needs to have the heating system checked .
2. He needs to cut the grass.

3. He wants to replace the windows.

4. He is planning to paint the house.

5. He is going to put in a pool.

6. He wants to build a garage.



C **MAKE IT PERSONAL** Imagine you are staying in a hotel. Use the passive causative to ask for things you need the staff to do for you.

1. I need to have breakfast served in my room tomorrow morning .
2. _____
3. _____
4. _____
5. _____

UNIT 7, LESSON 3 *WOULD RATHER (THAN)*

A Complete the sentences with *would rather* and a phrase from the box.

not have it dry cleaned take the bus wear a suit
be comfortable ~~stay home~~ not negotiate

1. I'm going out with my friends tonight, but I'm really tired. Honestly, I would rather stay home.
2. My manager is very formal. He _____ than casual clothing to work.
3. Jane doesn't usually drive to work. She _____ so that she can catch up on email on her way.
4. These shoes are pretty, but they hurt my feet. I'm going to wear a different pair of shoes because I _____.
5. Henry plans to buy a car online. He doesn't want to buy it in person because he _____ the price.
6. Do you think I can wash this jacket at home? I _____ because that's expensive.

B **MAKE IT PERSONAL** Write sentences about your preferences for a work environment. Use *would rather*.

1. I would rather work for a small company than a large one.
2. _____
3. _____
4. _____

UNIT 7, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a **bridal gown**: the dress a bride wears at her wedding
fabric: cloth
a ritual: a set of actions that people always do in the same way
specialize (in): to deal with one particular thing so that you know a lot about it
decorative: pretty and used to make something more attractive
a rough sketch: a quick drawing with very little detail
a fitting room: a room for trying on clothes

1. Her shirt has _____ flowers along the collar.
2. She had her _____ made by a famous designer.
3. My morning _____ is to exercise, make coffee, and then read the news.
4. Her dress is made from a beautiful red _____.
5. The designer drew a _____ so I could see what the suit would look like.
6. They can make anything, but they _____ men's suits.
7. Excuse me, where's the _____? I want to try on these pants.

UNIT 8, LESSON 1 WISH / IF ONLY TO EXPRESS REGRETS

- A** Complete the conversation about computer problems. Use *wish* or *only* and the phrases in the box.

I had written I hadn't opened this hadn't happened you had installed
I had listened I had remembered I hadn't received he hadn't invited

Mario: I can't believe this. I have to turn in my paper to my professor today, and my laptop won't work. I wish I hadn't received
¹ that strange email attachment.

Stacey: I told you to get virus protection software. If
² _____ some on your computer!

Mario: You're right. I ³ _____ to you. But it's too late now. Oh, if ⁴ _____ that attachment!

The sad thing is that I had planned to finish this paper and send it to the professor yesterday, but there was a party at Jin's place. If ⁵ _____ me!

Stacey: This isn't Jin's fault. Do you have another copy of your paper somewhere?

Mario: The only copy is on this computer. I ⁶ _____ to save another copy somewhere! And today's Sunday! The computer repair store is closed today. I ⁷ _____ on the weekend!

Stacey: Well, what are you going to do now?

Mario: I guess I'll have to talk to the professor. I hate computers!

If ⁸ _____ my paper the old-fashioned way—with a pen!



- B** Complete the sentences about regrets with *wish* or *only* and the past perfect form of the verbs in parentheses.

1. I wish I had attended a better college. (attend)
2. I _____ I _____ more computer courses. (take)
3. I _____ I _____ more about hardware. (learn)
4. If _____ my teachers _____ stricter with me. (be)
5. My parents _____ my education _____ them so much money. (not cost)
6. If _____ I _____ how to type faster. (know)

- C** **MAKE IT PERSONAL** Think about five of your regrets in the areas below. Complete the sentences so they are true for you.

1. Language learning: I wish I had used social media to practice speaking English.
2. Language learning: I wish I had / hadn't _____ when I was younger.
3. Technology: If only I had / hadn't _____ when I was younger.
4. Money: I wish I had / hadn't _____ when I was younger.
5. School: If only I had / hadn't _____ when I was younger.

UNIT 8, LESSON 2 SHOWING PURPOSE

A Complete the conversation about a new phone. Write *for* or *to*.

A: Look at all the cool apps you have! What does this one do?

B: I use that one 1 *to* get maps and driving directions.

A: What about that one with the television icon?

B: That's an app I use 2 watch TV shows.

A: Really? I think that phone is too small to use 3 watching TV.

B: Actually, it's not bad. And it doesn't cost anything 4 use the service.

A: That's good. This green icon looks interesting.

B: I use that 5 business all the time.

A: What does it do?

B: It opens an app that I use 6 having big phone meetings.

A: That sounds cool! I can only use my phone 7 speak to one person at a time. Where can I go 8 download that app?

B: I'll check. What are you going to use it for? Business?

A: No. I just miss my family, and I think it would be fun 9 talk to everyone at the same time!



B Write *in order to* or *for* to complete the list of guidelines for new office employees.

1. Please don't use your private phone in order to make business calls.
2. These guidelines are very important for all employees to read.
3. You need to create a password for access the company network.
4. Click the green arrow icon in order to upload files to the company website.
5. Use the red arrow icon in order to downloading files from the website.
6. Never use the company email service for sending private emails.
7. Please use the MeetingPlan software in order to reserve a meeting room.
8. You can always call the computer center for report any problems.
9. Contact Sasha in technical support in order to more information on company technology policies.

C **MAKE IT PERSONAL** Complete the sentences so they are true for you.

1. I have used search engines to find information about famous people.
2. I have used apps for .
3. I have gone online many times in order to .
4. I have often texted friends to .
5. I have downloaded software for .
6. I have used a laptop in order to .

UNIT 8, LESSON 3 EVEN TO EMPHASIZE A POINT

A Rewrite the second sentence in each pair using even to emphasize the point.

1. Jack knows nothing about social media. He doesn't have a social media account.

He doesn't even have a social media account.

2. I didn't get Ava a birthday card. I didn't remember that it was her birthday.

3. No one did well on the test. Dan did badly, and he's an excellent student.

4. Michael lost touch with everyone. He hasn't stayed in touch with his best friend.

5. Lily didn't want to work for her father's company. She didn't consider it.

6. You can't check your social media on that computer. It isn't connected.

B **MAKE IT PERSONAL** Write sentences about how you use social media to connect with friends and family. Use even to stress an idea or emphasize a point.

1. I don't go even one day without connecting with my friends online.

2. _____

3. _____

4. _____

UNIT 8, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

a structure: something that has been built

efficient: working well, in a way that does not waste time, money, or energy

modular: made from separate parts that can be put together

revolutionary: completely new and different in a way that leads to great improvements

a resident: someone who lives in a particular place

an alternative: something that can be done or used instead of something else

a pedestrian: a person who is walking along a street or sidewalk

a sensor: a piece of equipment used to find light, heat, or movement

monitor: to carefully watch something to see if it changes

unique: not like anything else

1. This building is completely _____. You won't find another one like it anywhere.
2. The light has a motion _____. It saves energy, so it's very _____.
3. The walls and ceiling of this _____ were built beforehand. It's a _____ home.
4. The city needs to _____ how much water people are using.
5. He thinks his ideas are _____, but I've heard them all before.
6. The driver stopped to let the _____ cross the street.
7. He has been a _____ of this city for over ten years.
8. I don't like my internet company. I wonder if there's any _____.

UNIT 9, LESSON 1 CAUSATIVE VERBS: *GET*, *HAVE*, AND *MAKE*

- A** Complete the conversation between two staff members at a conference. Use the base or infinitive form of the verbs in parentheses.

A: I can't get the security officer to open ^{1 (open)} the conference room doors. We can't make the presenters wait ^{2 (wait)} in the lobby!

B: Relax. I'll call his supervisor. She'll make him listen ^{3 (listen)}.

A: That's great. And after the doors are open, I'll get the tech support team prepare ^{4 (prepare)} the video equipment.

B: By the way, there are only a few conference schedules left. We'll definitely need more.

A: OK, I will have someone make ^{5 (make)} some more copies. Did you speak to the caterer?

B: Oh, yes, I did. I got him keep ^{6 (keep)} the coffee stand in the lobby open all day.

A: OK. I got Tanya agree ^{7 (agree)} to be the greeter today, but she's sick.

B: Wow. Well, if you can't get someone else do ^{8 (do)} it, then I guess I'll have to.

A: But you're the conference manager. We can't make you work ^{9 (work)} as the greeter!



- B** Rewrite the sentences using the causative verbs in parentheses.

1. The receptionist reserved the meeting room. (have)

We had the receptionist reserve the meeting room.

2. The maintenance staff cleaned the meeting room. (have)

We _____

3. The tech support team connected our laptops to the network. (get)

We _____

4. Yusuf from accounting spoke first. (make)

We _____

5. Keiko from sales took the meeting notes. (have)

We _____

6. A caterer brought in lunch. (get)

We _____

- C** **MAKE IT PERSONAL** Remember six things that you had others do or that others had you do for them. Write sentences using the causative verbs in parentheses.

Home:

1. (make) My mother made me cut the grass every week.

2. (have) _____

3. (get) _____

School:

1. (make) _____

2. (have) _____

3. (get) _____

UNIT 9, LESSON 2 ADVICE, OBLIGATION, AND EXPECTATION

- A** Complete the conversation about an important business deal. Use *have*, *has*, *supposed*, or *better*.

Nikki: John, do you 1 **have** to leave immediately?

John: Well, I'm 2 to go to a meeting, but it's OK if I'm late.

Nikki: Great. You had 3 close the door. I 4 to thank you for your help in the negotiations today. If all goes well, we're hoping to do something for you.

John: You mean a promotion? A raise?

Nikki: I had 5 not say until I show the CEO those signed contracts.

John: Signed? Was the client 6 to sign them today?

Nikki: Of course. He 7 to sign them or there's no deal.

John: Well, he didn't! And he's 8 to catch a flight to New York in one hour!
Come on—let's go to the airport!



- B** Complete the conversation about buying a house. Use the words in the box.

better	don't have	have	have to
better not	has to	have to	not supposed

Roger: My wife and I really like the car you're selling. Can I talk to you about that?

Seller: Well, I 1 **have to** meet another couple that's interested in the car soon. If you're interested, you had 2 wait too long to make a decision.

Roger: I know, but I'm 3 to make a decision without my wife. She 4 stay home with the kids all day. They've got the flu.

Seller: Look, I'll take 10 percent off the price. I 5 to do this, but I like you. But you 6 to sign the contract now.

Roger: Wow, that's really nice of you. But I had 7 call my wife first.

Seller: OK, but if you want the deal, you 8 make a decision soon.

- C** **MAKE IT PERSONAL** Complete the sentences with your advice.

- When you need new furniture, you don't always have to buy it from a furniture store.
- If you want to get a good price on a car, you have to _____.
- Before you sign any contract, you're supposed to _____.
- During price negotiations, you're not supposed to _____.
- If you're planning to buy a house, you'd better _____.

UNIT 9, LESSON 3 UNLESS

A Rewrite the sentence to change *if...not* to *unless*.

1. I can't help you if you don't pay attention.
I can't help you unless you pay attention.
2. If we don't make an effort, we'll never finish this project.

3. You'll be late for your interview if you don't hurry.

4. We won't meet again this week if you don't have questions.

5. If they can't offer a higher salary, I will reject their job offer.

6. Don't sign that contract if you haven't read it.

B **MAKE IT PERSONAL** Complete the sentences using phrases with *unless*.

1. Unless you propose a new idea _____, we will stick to the original plan.
2. _____, we won't know where to go.
3. _____, I probably won't get a promotion.
4. _____, I won't do well in a negotiation.

UNIT 9, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

broad: including a large number of people or things

a party: one of the people involved in an argument or discussion

a middle ground: an area of agreement between two opposite sides

a position: someone's opinion about something

on track: likely to lead to a success or the correct result

establish: to start a relationship, an organization or a business

partially: not completely

1. We need to keep this meeting _____ so we can finish on time.
2. Don't just think about what you want from the negotiation. Ask what the other _____ wants as well.
3. We will learn a lot of details in this class, but the _____ topic is negotiating.
4. Start out with some personal conversation to try to _____ a good relationship.
5. They walked away from the negotiation because they couldn't find a _____.
6. We weren't excited about the result, but at least we were _____ satisfied.
7. What is your _____ on the new rule? Are you for or against it?

UNIT 10, LESSON 1 EMBEDDED YES / NO QUESTIONS

A Complete the meeting notes. Use the phrases in the box.

if we wanted us whether we whether she was if she had
if we were me whether I whether I could



- Michael asked me whether I could take the meeting notes. I agreed.
1
- Leo asked us coffee. We said yes, and he brought some in.
2
- Hector asked were ready to start. Everyone said yes.
3
- Kimiko asked happy with the new office. Most people said yes.
4
- I asked Lisa writing the annual report. Lisa said it would be finished soon.
5
- Hector asked Donna any suggestions about how to increase profits.
6
- Donna asked could email my meeting notes to the group. I told her I would.
7

B Read the direct questions from an interview. Then complete the reported questions.

1. Can you tell me about yourself?
She asked me if I could tell her about myself .
2. Do you have a driver's license?
She asked me whether _____ .
3. Are you a college graduate?
She asked me if _____ .
4. Can you speak any foreign languages?
She asked me whether _____ .
5. Are you interested in a management position?
She asked me if _____ .
6. Do you have any questions for me?
She asked me whether _____ .
7. Can you start immediately?
She asked me if _____ .

C MAKE IT PERSONAL Complete the embedded questions. Use information that is true for you.

1. My teacher asked me if I had finished my homework .
2. My classmate asked me whether _____ .
3. A friend of mine asked me if _____ .
4. _____ asked me whether _____ .
5. _____ asked me if _____ .

UNIT 10, LESSON 2 QUESTIONS WITH FINAL PREPOSITIONS

- A** Complete the conversation between co-workers. Use the correct prepositions. More than one correct answer may be possible.

Arthur: What are you looking for, Diana?

Diana: My bottle of aspirin. I just got out of a terrible meeting.

Arthur: I'm sorry to hear that. Who were you meeting 2?

Diana: Lisa, Victor, Leo, and some clients.

Arthur: What were you talking 3?

Diana: The clients' advertising plans. I didn't like some of the ideas.

Arthur: I see. Who did you disagree 4?

Diana: Leo.

Arthur: Which department does he work 5?

Diana: Accounting. He is against spending more money, but I think we need to.

Arthur: I see. What should we spend more money 6?

Diana: Well, better graphics. But it's not Leo who made me angry.

Arthur: Really? Who are you angry 7?

Diana: A couple of the clients. While I was talking to Leo, they started laughing.

Arthur: What were they laughing 8?

Diana: They were looking at some silly website on their phones instead of listening.



- B** Read the statements about people in an office. Write questions with final prepositions to get more information.

- Emilia is upset about something that happened. What is she upset about?
- Christopher usually disagrees with someone. _____?
- Amanda ran into somebody at lunch. _____?
- Pietro is laughing about something. _____?
- I'm taking care of something very important. _____?
- We always laughed at one person in meetings. _____?
- The security guards are looking for something. _____?

- C** **MAKE IT PERSONAL** Read the sentences. Write a question with a final preposition that you could ask this person.

- A friend has just finished a class. What did the teacher talk about?
- A friend just finished a telephone call. _____
- A friend is in a very bad mood. _____
- A friend isn't paying attention in class. _____
- A friend says he or she has a lot of money. _____

UNIT 10, LESSON 3 REPEATED AND PARALLEL COMPARATIVES

A Use the words in the box to complete the sentences with a repeated comparative.

dark demanding expensive good hungry large

1. Helen has several new responsibilities at work. Her job is getting more and more demanding.
2. I hope we're going to eat soon. I'm getting _____.
3. Our sales team is getting _____. We started out with only four sales representatives, but now we have over twenty.
4. I think it will rain soon. The sky is becoming _____.
5. I can't believe how much this phone costs! Phones are becoming _____.
6. Alec and Jake used to argue a lot, but now they're getting along _____.

B **MAKE IT PERSONAL** Complete the sentences with parallel comparatives.

1. The older I get, _____ the wiser I become _____.
2. The less I study, _____.
3. The more you practice, _____.
4. The more people talk, _____.

UNIT 10, LESSON 4 VOCABULARY PRACTICE

Read the definitions. Then complete the sentences with the words.

altruism: the practice of caring about the needs of others before dealing with your own
a donation: money or items that you give to help others

a sacrifice: something that you decide not to have or do so that something more important can happen

constant: happening all the time

humanity: people in general

1. If we want to have money for a vacation next summer, we need to make some _____ during the year.
2. Many studies have found that _____ makes people feel happier. It's nice to help others.
3. That boy is in _____ motion. He never sits down!
4. We learn about _____ by studying people from different cultures.
5. Every month, I make a small _____ to a local charity.

UNIT 6, LESSON 2 SIMPLE PRESENT AND SIMPLE PAST PASSIVES

Use the passive when it is not known or not important who performs an action.

Simple present passive

Subject	Be	(Not)	Past participle	
I	am		employed	as a director.
The movie	is	(not)	adapted	from a book
Blockbusters	are		released	every day.

Simple past passive

Subject	Be	(Not)	Past participle	
The movie	was		filmed	last year.
The actors	were	(not)	known	in Hollywood.

Notes

- In passive sentences, the focus shifts from the agent to the object.
Active: *People invited the writer.* Passive: *The writer was invited.*
- Use *by* when it is important to know who performs an action:
The role is played by award-winning actor Henry Davis.
- In questions, the verb *be* comes before the subject:
Are you employed now? *Where were you employed last year?*

UNIT 8, LESSON 1 PRESENT UNREAL CONDITIONAL

Use present unreal conditionals to talk about untrue or imagined situations and their results.

Statements

If-clause				Result clause			
If	Subject	Simple past		Subject	Would / Wouldn't	Base form of verb	
If I	I	were	rich,	I	would	donate	more money.
she	had	more time,		she	would	volunteer	every day.
people	didn't care,	-		they	wouldn't	help.	

Questions

If-clause				Result clause			
If	Subject	Simple past		Wh-word	Would / Wouldn't	Subject	Base form of verb
If you	you	had	more money,	what	would	you	do?
they	had	the time,		-	would	they	help us?

Notes

- The *if-clause* uses the simple past, but this is not a past statement. It's about the present.
- For the *be* verb, use *were* for all subjects: *If he were president...* *If they were free...*
- The *if-clause* can come at the beginning or end of a sentence. Use a comma when the *if-clause* comes at the beginning of a sentence.

UNIT 9, LESSON 2 HAVE TO / NEED TO FOR OBLIGATION AND NECESSITY

Affirmative statements				Negative statements					
Subject	Have to / Need to	Base form of verb		Subject	Do / Does	Not	Have to / Need to	Base form of verb	
I	have to	make photocopies.	order lunch.	I	do	not	have to	make photocopies.	
He	has to			He	does				
She	needs to			She	does		need to	order lunch.	
They	need to			They	do				
Yes / No question					Short answers				
Do	Subject	Have to / Need to	Base form of verb	Affirmative	Negative				
Do	I	have to	be there early?	Yes, you do.	No, you don't.				
Information question					Answer				
Wh-word	Do	Subject	Have to / Need to	Base form of verb	Subject	Have to / Need to	Base form of verb		
What	do	we	need to	bring?	You	need to	bring your laptops.		

UNIT 10, LESSON 2 PHRASAL VERBS WITH OBJECTS

Phrasal verbs are made up of a verb + particle. Particles look like prepositions (*with, of, on*), but together with the verb they have a different meaning.

Separable phrasal verbs																		
Subject	Verb	Particle	Object		Subject	Verb	Object	Particle										
I	put	together	a plan.	or	I	put	a plan	together.										
Arun	backs	up	the files.		Arun	backs	them	up.										
Inseparable phrasal verbs																		
Subject	Verb		Particle		Object													
Mira	is getting		on		the Internet.													
We	went		over		the notes.													
Notes																		
<ul style="list-style-type: none"> With separable phrasal verbs, the object can come before or after the particle. When the object is a pronoun, it must come after the verb and before the particle. Compare these examples: 																		
<i>I put a plan together.</i>					<i>I put it together.</i>													
<i>I put together a plan.</i>					NOT <i>I put together it.</i>													
<ul style="list-style-type: none"> With inseparable phrasal verbs, the object always comes after the particle. 																		
<i>We went over the notes.</i>					<i>We went over them.</i>													

UNIT 10, LESSON 2 PHRASAL VERBS

Inseparable phrasal verbs

agree with	come by	get by	go over	make up	speak up
back out	count on	get in	hang out	meet up	talk over
come across	disagree with	get out	hear from	run into	turn into
come along	get ahead	go for	hold on	show up	watch out

Separable phrasal verbs

break down	figure out	keep up	put down	throw away	turn off
call off	fill in	look up	put off	throw out	turn on
check out	fill out	pick out	put on	try on	turn over
cheer up	give back	pick up	set up	try out	use up
clean up	give up	point out	shut off	turn around	wear out
cross out	hang up	put away	think over	turn down	write down

Three-word phrasal verbs

break up with	come down with	get along with	look out for	run out of
catch up on	come up with	keep up with	look up to	stand up for
catch up with	get around to	look down on	make up for	stand up to
check up on	get away with	look forward to	put up with	take care of

IRREGULAR VERBS

Base form of verb	Simple past	Past participle	Base form of verb	Simple past	Past participle
be	was	been	leave	left	left
become	became	become	lay (off)	laid (off)	laid (off)
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	oversleep	overslept	overslept
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
cost	cost	cost	ride	rode	ridden
deal	dealt	dealt	rise	rose	risen
do	did	done	run	run	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	Showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sit	sit
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
know	knew	known	write	wrote	written

PREPOSITIONS

about	below	from...to	outside
above	beneath	in	over
across	beside	in front of	past
after	besides	inside	round / around
against	between	in spite of	since
ahead of	beyond	into	than
along	but	like	through
among	by	near	throughout
apart from	concerning	next to	to
around	despite	of	towards
as	down	off	under
at	during	on	until
away from	except (for)	onto	up
because of	facing	on top of	with
before	for	opposite	within
behind	from	out of	without

METRIC CONVERSIONS

Volume		Length and distance		Weight	
1 fluid ounce	29.57 milliliters	1 centimeter	.39 inch	1 ounce	28.35 grams
1 milliliter	.034 fluid ounce	1 inch	2.54 centimeters	1 gram	.04 ounce
1 pint	.47 liter	1 foot	.30 meter	1 pound	.45 kilogram
1 liter	2.11 pints	1 meter	3.28 feet	1 kilogram	2.2 pounds
1 quart	.95 liter	1 yard	.91 meter		
1 liter	1.06 quarts	1 meter	1.09 yards		
1 gallon	3.79 liters	1 mile	1.61 kilometers		
1 liter	.26 gallon	1 kilometer	.62 mile		

THE WRITING PROCESS

The writing process consists of 5 stages:

1. Pre-writing
2. Drafting
3. Revising
4. Proofreading
5. Publishing

The five stages of the writing process can be applied to any type of writing task. Whether you are writing an essay, an article, or a blog entry, each stage allows your writing to progress from an idea in your head to a completed text. With each stage you shape and improve your writing.

Pre-writing	PLAN <ul style="list-style-type: none">◊ The Pre-writing stage is where you make a plan for your writing.◊ Choose a topic you want to write about.◊ Think about what you want to say about the topic.◊ Generate ideas using brainstorming techniques (mind maps, idea webs, lists, etc.).◊ Do research, if necessary, and take notes.◊ Use graphic organizers and charts to start arranging your ideas.
Drafting	WRITE <ul style="list-style-type: none">◊ The Drafting stage is where you begin to turn your ideas into a written text.◊ Think about your audience. Your tone will vary if you are writing for students or business professionals or to a friend or a university professor.◊ Use ideas from the Pre-writing stage to start composing sentences and paragraphs. Don't focus too much on grammar and mechanics. Just get ideas flowing.◊ If using researched materials, put the information in your own words or use quotations. Keep track of the references you use.◊ First focus on the body of your text. Then add a beginning and ending.◊ Read your draft to see if what you're saying flows logically.◊ You may need to complete this stage more than once.
Revising	IMPROVE <ul style="list-style-type: none">◊ The Revising stage helps you to improve tone, content, style, and organization.◊ Consider your target audience again and adjust the tone as needed.◊ Cut, add, change, and rearrange text as needed.◊ Develop an effective beginning and ending.◊ Check if you need to give more information about any details.◊ Vary words that you repeat too often.◊ Revisit the drafting steps to develop new ideas that need to be added.◊ Ask a friend or classmate to review your draft, and incorporate feedback that you find helpful.◊ Set your writing aside and then return to it with fresh eyes and read it again.◊ You may need to complete this stage more than once.

Proofreading	<p>CORRECT</p> <ul style="list-style-type: none"> ◊ The Proofreading stage comes only after you are happy with tone, content, style, and organization. ◊ Print your document before proofreading if you are working on a computer. You may notice mistakes that you can miss on a screen. ◊ Look for errors in spelling, punctuation, and capitalization. Read your text several times, first focusing only on spelling, then on punctuation, then on capitalization. ◊ Do several sweeps for grammar mistakes, checking for your individual problem areas. For example, first focus on sentence structure, then read again to check for subject-verb agreement, then again for use of tenses. ◊ Check that you listed any references correctly. ◊ Ask another person to proofread your text for you. Make sure you agree with the corrections and understand them before applying them. ◊ Once you print a final copy, don't add hand-written corrections. Print a clean copy.
Publishing	<p>SHARE</p> <ul style="list-style-type: none"> ◊ Finally, at the Publishing stage, you can share your text with other people. ◊ Post it online. ◊ Send it in an email or letter. ◊ Present it orally to people. ◊ Hand it in to a teacher or supervisor. ◊ Submit it to a publication or a contest.

PRESENTATION SELF-EVALUATION

Fill out the evaluation after giving your presentation. If possible, ask a classmate to record your presentation. Then complete the chart after watching it. Be honest and keep notes of your observations to improve future presentations.

Criteria	Goals	Self rating 1-4 4 Excellent 3 Good 2 Fair 1 Poor	Room for improvement
ORGANIZATION	I planned and researched my topic well.		
PRESENTATION SKILLS	I incorporated tips from the Presentation Skill box in my preparation.		
FLOW OF IDEAS	My ideas flowed logically, and I stayed on topic.		
PREPAREDNESS	I was well prepared. It was obvious I had practiced enough.		
DELIVERY	I spoke clearly and loudly enough so everyone could easily understand me.		
BODY LANGUAGE	I held the audience's attention with varied gestures and eye contact.		
CONFIDENCE	I was relaxed and spoke with ease and enthusiasm.		
VISUAL AIDS	I incorporated visual aids and used them effectively.		
TIME	I spoke within the two-minute time frame.		
RESPONSE TO AUDIENCE	I was able to effectively answer questions and respond to comments.		

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Cover

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To the Teacher

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Welcome Unit

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Unit 1

Page 5 (elephants): W. Perry Conway/Corbis/Getty Images; 5 (Leti Molina): Pearson Education Inc.; 6 (Leti Molina): Pearson Education Inc.; 6 (pouring): Lars Christensen/Shutterstock; 6 (drizzling): Marie Martin/Shutterstock; 6 (humid): Feelgood/123RF; 6 (soaked): Sun ok/Shutterstock; 6 (sunburned): Graphbottles/Shutterstock; 6 (freezing): Nobilior/123RF; 6 (hailing): Surne1shots/Shutterstock; 6 (overcast): Zoran Photographer/Shutterstock; 6 (damaged): Nightman1965/123RF; 6 (stuck): Oleg1824/Shutterstock; 7: Pearson Education Inc.; 8 (Leti Molina): Pearson Education Inc.; 8 (elephant): Michael Potter11/Shutterstock; 8 (lion): Byrdyak/123RF; 8 (snake): Paytai/Shutterstock; 8 (bat): Independent birds/Shutterstock; 8 (hippopotamus): Adwo/Shutterstock; 8 (blue whale): Andrew Sutton/Shutterstock; 8 (tarantula): Cathy Keifer/Shutterstock; 9: Pearson Education Inc.; 10 (Leti Molina): Pearson Education Inc.; 10 (1): Tatyana Aleksieva-Sabeva/123RF; 10 (2): Matyas Rehak/123RF; 10 (3): Oticki/Shutterstock; 10 (4): Natalia Pascari/123RF; 10 (5): Jonathan Vasata/123RF; 10 (6): Arangan Ananth/Shutterstock; 10 (7): Ng Yin Jian/Shutterstock; 10 (8): Zeljko Radojko/Shutterstock; 11: Pearson Education Inc.; 12 (Leti Molina): Pearson Education Inc.; 12 (sloth): Ignasi Such/123RF; 12 (Howler Monkey): Jaana Piira/Shutterstock; 12 (porcupine): Jan Csernoch/Alamy Stock Photo; 14 (Leti Molina): Pearson Education Inc.; 14 (surfing): David McShane/123RF; 14 (flowers): Pittaya Phetphu/123RF; 14 (fried plantains): Ildipapp/123RF; 16: Jan-Dirk Hansen/123RF.

Unit 2

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Unit 3

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Unit 4

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Unit 5

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Unit 6

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Unit 7

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Unit 8

Page 89: Zapp2Photo/Shutterstock; 89 (Paula Florez): Pearson Education Inc.; 90 (Paula Florez): Pearson Education Inc.; 90 (code): Nd3000/Shutterstock; 90 (software): Ian Wedgewood/Pearson Education Ltd; 90 (apps): Georgejmclittle/123RF; 90 (virus): Georgejmclittle/123RF; 90 (network): Oleksiy Mark/Shutterstock; 90 (hardware): Auremar/123RF; 91: Pearson Education Inc.; 92: Pearson Education Inc.; 93: Pearson Education Inc.; 94: Pearson Education Inc.; 95: Pearson Education Inc.; 96: Pearson Education Inc.; 98 Pearson Education Inc.; 98 (center, right): Victor Habbick Visions/Science Photo Library/Alamy Stock Photo; 99: Gorodenkoff/Shutterstock; 100: Panuwat Phimpha/Shutterstock.

Unit 9

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Unit 10

Page 113: Vchal/Shutterstock; 113 (Ed Miller): Pearson Education Inc.; 114 (Ed Miller): Pearson Education Inc.; 114 (excuse): Avid_creative/E+/Getty Images; 114 (suggestion): Dmitry Kalinovsky/123RF; 114 (idea): UM-UMM/Shutterstock; 114 (explanation): Dolgachov/123RF; 114 (disagreement): Roman Kosolapov/Shutterstock; 114 (complaint): Elnur Amikishiyev/123RF; 114 (point): Moodboard/123RF; 115: Pearson Education Inc.; 116: Pearson Education Inc.; 117: Pearson Education Inc.; 118 (Ed Miller): Pearson Education Inc.; 118 (prisoner escape): LightField Studios/Shutterstock; 118 (students surprised): Antonio Guillem/123RF; 118 (respectful to grandmother): Toa55/Shutterstock; 118 (sympathetic nurse): ERproductions Ltd/DigitalVision/Getty Images; 118 (comforting to child): Vyacheslav Volkov/123RF; 118 (demanding child): Kenishirotie/123RF; 118 (unreasonable child): Dmytro Zinkevych/123RF; 118 (emotional man): ESB Professional/Shutterstock; 119: Pearson Education Inc.; 120 (Ed Miller): Pearson Education Inc.; 120 (family): Ideabug/E+/Getty Images; 120 (vaccinating child): Valeriya Anufriyeva/Shutterstock; 121: FocusStocker/Shutterstock; 122 (Ed Miller): Pearson Education Inc.; 122 (center): Rawpixel/123RF; 124: Olena Yakobchuk/123RF.

Grammar Practice /Vocabulary Practice

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